

## EDITORS' NOTE

This double volume of the *Journal of Religious Leadership* (JRL) addresses the question of canon in relation to the teaching of religious leadership in theological schools and seminaries across North America. To what extent is there a body of shared resources that informs the teaching of religious leadership? In attempting to answer this question, a variety of approaches were utilized.

The opening article provides the reader with an overall assessment of sources employed in the teaching of religious leadership among members of the Academy of Religious Leadership (ARL). This essay offers: (a) a summary review of a 2004 study of 30 course syllabi submitted by faculty from 22 schools; (b) a synopsis of how leadership is presently being taught at nine selected theological seminaries; and (c) the summary results of the 59 respondents from theological schools and seminaries to an on-line survey conducted in 2005 regarding the key texts they most utilize that were published prior to 1985, between 1985-1999, and since 2000.

Following the opening article, the reader is introduced to the articles from representatives of the nine seminaries, summarizing how each one presently works toward teaching religious leadership. While there are clear differences among these schools, there are also some interesting shared patterns that emerge. It appears to us that theological education is in a formative period, seeking to address leadership as a larger framing category, both theologically and theoretically speaking.

The article by Russell West and John Stoekle provides the reader with an insightful overview of how to conceptualize the place of the religious-based organization within the field of leadership and organizational studies. Drawing on an extensive review of multiple literatures, the authors offer a constructive approach for mapping the points of intersection regarding where the religious-based organization might most helpfully be located.

Finally, the offering of book reviews for this edition is somewhat unique. These reviews include the four most-often-mentioned books by ARL members from the on-line survey for the two periods of 1985-1999 and prior to 1985. The reader should find this set of reviews to be a valuable source on some of the more formative works that help shape the shared conversation among members of the ARL.

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