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## Editorial: Rural Still Matters

Gerald Mihelic, Executive Editor, Chronicle of Rural Education

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### Editorial

As the Chronicle of Rural Education (CoRE) embarks on its second volume, I am reminded that rural communities still matter. It has been a struggle to publish the second volume because, as individuals serving in a rural community, we wear many hats. In a recent article in the Wall Street Journal (Kamp, 2024), there are numerous examples of individuals in rural communities serving in more than one capacity. One individual in the article drives the town ambulance and school bus along with directing the town's recreation programs (Kamp, 2024). Another individual in a rural community serves as the town clerk, librarian, and volunteer firefighter (Kamp, 2024). Why do these individuals in rural communities hold so many positions? It is because they care about their communities and want them to thrive even though there are not enough human resources nor financial resources to cover all the activities a thriving community engages in (Kamp, 2024). It is this same spirit that drives the efforts of our CoRE team. It has been two years since the first volume, but Rural Still Matters.

More importantly, rural education still matters. According to Showalter et al (2023), there are over 9.5 million students that make up the rural education system. This calculates to more than one in five public education students attending rural schools in the United States (Showalter et al., 2023). Statistics like this were part of the driving force behind the inception and creation of CoRE. The CoRE team was especially concerned with the lack of published material from rural institutions, especially published work dealing specifically with rural issues in education (Thornton & Mihelic, 2022). Showalter et al. (2024) note that rural school students and rural educational issues are often not a concern for policymakers due to a lack of understanding or experience with rural education or rural communities. Despite this, rural educational communities continue to overcome

issues of inequality in policy and resources (Showalter et al., 2024). Research shows that rural educational communities benefit their students by offsetting some of the impacts of poverty, leading to higher high school graduation rates than non-rural educational systems (Showalter et al., 2024). With this in mind, CoRE will continue to honor our commitment to rural communities and educational systems by publishing articles that incorporate research addressing the specific needs, solutions, and celebrations for our unique identity as Rural.

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