

dom rationality; seeking the holiness of life; working for justice and social values; and finally, a hospitality for all.

Groome's style is readable and at times poetic. He begins each chapter with a personal story that illustrates the theme; uses theological, philosophical, and educational scholarship to support this thesis; and concludes the chapter with praxis. Readers might be tempted to page to this section first because the suggestions are so fresh and practical, but shouldn't deprive themselves of the richness of a master writer who makes the abstract relevant and the mystical concrete.

*Educating for Life* is a book that demands discussion. It would therefore be appropriate for faculties to use it as a tool to generate professional discourse. The text's accompanying handbook is a positive addition which promotes reflective activity.

*Educating for Life* is a comprehensive, lucid, and useful commentary on the rich tradition of Catholic education. Enjoy it and share the vision.

Editor's note: Langdon Gilkey is the author of *Religion and the Scientific Future: Reflections on Myth, Science, and Theology*; *Catholicism Confronts Modernity: A Protestant View*; and *Society and the Sacred: Toward a Theology of Culture in Decline*.

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## **A CALL TO REFLECTION: A TEACHER'S GUIDE TO CATHOLIC IDENTITY FOR THE 21ST CENTURY**

GINI SHIMABUKURO. NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION, 1998.

*Reviewed by Elaine M. Schuster*

A major challenge for Catholic school leaders is the ongoing formation of teachers in these unique Christian educational communities. The majority of teachers are well-educated, highly qualified, lay persons. The challenge is to assure that these teachers understand the role of educational minister which they accept when they say yes to teaching in a Catholic school. Catholic school teachers are both educational professionals and ministers called to the teaching ministry of Jesus.

Dr. Gini Shimabukuro presents a valuable book which can be used by Catholic school central office personnel, principals, teachers, or professors in departments of education. This guide to Catholic identity provides a rich

resource for input and discussion, personal reflection, and prayer for new as well as seasoned teachers in Catholic schools.

*A Call to Reflection* offers a general summary and selected passages from the major Church documents written since Vatican II (1965-1990) which address the topic of Catholic education. Shimabukuro maintains that the documents stress "a significant shift in emphasis in the Catholic school from institutional observances and hierarchy to individual formation in the context of the community" (p. 3). She also asserts that the emphasis has shifted from school as institution to school as community. The compilation of these documents and the passages selected for discussion and reflection furnish teachers with an excellent summary of the Church's major teachings regarding Catholic education.

Dr. Shimabukuro skillfully organizes the documents into five themes. Each theme is presented in a chapter which includes a teacher self-inventory, key passages from the Church documents related to the theme, reference to other materials which further explicate the theme, and questions for personal reflection and discussion. The five major themes are Teacher as Community Builder; Teacher as Committed to Lifelong Spiritual Growth; Teacher as Committed to Lifelong Professional Development; Teacher as Committed to Students' Spiritual Formation; and Teacher as Committed to Students' Human Development.

The themes provide a logical format for exposition, dialogue, and reflection and emphasize the need for the ongoing, lifelong spiritual and professional growth of teachers.

Sections of this guide to Catholic identity would best be used as part of a professional development program. Each chapter, for example, could be used as a separate unit for input, reflection, and dialogue. Creative planning for use of these fine materials is advisable.

Shimabukuro has masterfully gathered a most excellent bibliography of Church documents and educational materials for use in the ongoing formation of Catholic teachers, both as professional educators and ministers of education. Teachers who read the passages from these documents would be well served by reading the entire documents, and should also be encouraged to explore the educational and managerial tools and materials cited and share their knowledge with their colleagues.

This reviewer cautions that there is little emphasis on the social teachings of the Church in this guide. Although the basic messages regarding social justice are found embedded in general summaries of the major Church documents cited, it would seem that more emphasis could have been placed on the major social justice teachings of the Church, especially in self-inventory and reflection questions.

*A Call to Reflection: A Teacher's Guide to Catholic Identity for the 21st Century* provides a wealth of material which can be used for new and sea-

soned Catholic educators in a variety of ways. It is well worth reading and adding to one's library and will prove a valuable reference and tool for many years to come.

*Elaine M. Schuster is superintendent of schools in the Archdiocese of Chicago.*

## THE EXERCISE OF THE PRIMACY: CONTINUING THE DIALOGUE

EDITED BY PHYLLIS ZAGANO AND TERRENCE W. TILLEY.  
CROSSROAD PUBLISHING CO., 1998.

*Reviewed by Robert Burns, O.P.*

*The Exercise of the Primacy* is a fascinating study. The cornerstone of the book is the lecture presented at Oxford University on June 29, 1996, by John R. Quinn, the retired Archbishop of San Francisco. The lecture, titled "The Exercise of Primacy and the Costly Call to Unity," is Archbishop Quinn's response to Pope John Paul II's encyclical, *Ut Unum Sint* (That All May Be One). In San Francisco on November 22, 1997, the Roman Catholic Study Group of the American Academy of Religion hosted a dialogue between scholars and Quinn on his Oxford lecture. This volume presents the responses and comments of five scholars, Quinn's response to the scholars and final comments by the editors, Phyllis Zagano and Terrence W. Tilley, on both the topic and the project.

Quinn's lecture is a caring response to *Ut Unum Sint*. In his encyclical Pope John Paul cites his remarks to the Patriarch of Constantinople: "I insistently pray the Holy Spirit to shine his light upon us, enlightening all the Pastors and theologians of our Churches that we may seek—together of course—the forms in which this ministry (of Peter) may accomplish a service of love recognized by all concerned." Then the Pope issues this challenge:

This is an immense task, which we cannot refuse and which I cannot carry out by myself. Could not the real but imperfect communion existing between us persuade the Church leaders and their theologians to engage with me in a patient and fraternal dialogue in which, leaving useless controversies behind, we could listen to one another, keeping before us only the will of Christ for his Church...?

The object of the dialogue as the Pope describes it, is "...to find a way of exercising the primacy, which while in no way renouncing what is essential to its mission, is nonetheless open to a new situation." Quinn notes that the

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