

9-1-1998

Introduction

Ronald J. Nuzzi

University of Dayton, rnuzzi@nd.edu

Follow this and additional works at: <https://digitalcommons.lmu.edu/ce>

Recommended Citation

Nuzzi, R. J. (1998). Introduction. *Journal of Catholic Education*, 2 (1). <http://dx.doi.org/10.15365/joce.0201072013>

This Focus Section Article is brought to you for free with open access by the School of Education at Digital Commons at Loyola Marymount University and Loyola Law School. It has been accepted for publication in *Catholic Education: A Journal of Inquiry and Practice* by the journal's editorial board and has been published on the web by an authorized administrator of Digital Commons at Loyola Marymount University and Loyola Law School. For more information about Digital Commons, please contact digitalcommons@lmu.edu. To contact the editorial board of *Catholic Education: A Journal of Inquiry and Practice*, please email CatholicEdJournal@lmu.edu.

FOCUS SECTION

INTRODUCTION

RONALD J. NUZZI

University of Dayton

This focus section addresses the issue of spirituality in Catholic education and asks the question, "What might leaders in Catholic education do to insure that our educational institutions nurture the spiritual life of our students?" This is an ever-increasing challenge, for with the demands for academic excellence and measurable achievement, our spiritual purposes can often be neglected.

Spirituality can mean many things today. It is certainly a fertile area in the publishing field. One can find a book or an article about the spirituality of almost anything. The contributors to this issue's focus section confine their remarks to a Catholic spirituality and offer thought-provoking ideas to help us rediscover the spirituality implicit in all that is truly Catholic.

Reflecting on his work as an administrator at the University of Notre Dame, Alven Neiman discusses the challenges Catholic education faces at the university level. He reminds us of some familiar criticisms of modern educational trends and helps us to fashion a Catholic posture vis-à-vis these trends. Neiman mines his own experience as student and professor of philosophy to craft a Catholic response to such novel modern developments as technopoly and methodolatry. He finds some solace in monastic traditions and in rediscovering time-honored disciplines.

Sr. Dawn Nothwehr offers what we might call an ethic of leadership by describing in a persuasive way the concept of mutuality. Nothwehr delineates four types of mutuality and advances the case that mutuality can serve as a foundational moral principle in Catholic education, a formal moral norm. By blending examples from theology and ethics, Nothwehr demonstrates how mutuality is the bridge between justice and love or how, in her words, "mutuality brings justice to love." Catholic educators at every level will find mutuality has significant probative value for their own professional practice.

Rev. Ronald J. Nuzzi, Ph.D., is an associate of the Center for Catholic Education, University of Dayton, 300 College Park, Dayton, OH 45469-0531.

Copyright of *Catholic Education: A Journal of Inquiry & Practice* is the property of Catholic Education: A Journal of Inquiry & Practice and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.