



Tuning the Rig: Catholic Schools for a Learning Church

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To "tune the rig" describes adjusting a ship's rigging; the rig of a well-tuned boat allows the sails to function well. This task must be performed to ensure the best performance by the ship.

Tuning the Rig takes that metaphor as a guide for Catholic educators and administrators, as well as for the larger church. It argues from a variety of perspectives rooted in the Catholic imagination that the

rig constantly needs to be re-tuned to balance between visions of the church as teacher and learner.

Why should this matter to Catholic educators? To Herron, our understanding of the church as learner is at the heart of our understanding of ourselves as disciples. One of the logical consequences of this era of baptismal consciousness is a rising awareness on the part of the laity that their task is not simply to "pay, pray, and obey" but to grow and journey in faith.

Herron's focus ranges from issues closely pertaining to Catholic schools to the larger questions of the Catholic imagination. The underlying thread, however, is the challenge of maintaining the richness of the Catholic imagination -- of tuning the rig -- in changing times and the ordinary life of the church.

"This is a must-read for parents, educators, ministers or anyone who understands that education is the key to a better faith and a better future."—**Nicole Sotelo, author of *Women Healing from Abuse: Meditations for Finding Peace***

"An exceptional job of communicating key challenges to Catholic Educators, providing purposeful examples to model through their imagination, dialogue and community of discipleship. It will be a must for my students."—**Dr. Gerald M. Cattaro, executive director, Catholic School Leadership and Faith Based Education, Graduate School of Education, Fordham University**

"...An authentic voice whose scholarship brings the Good News as the curriculum of our lives and of our work. Each chapter provides Catholic school educators perspectives for reflection and growth in their transformative work with the young."—**Professor Robert J. Starratt, The Lynch School, Boston College**