

# Review of: "The Catholic School: Can The Centre Hold?"

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**Potential competing interests:** No potential competing interests to declare.

The text has undergone all necessary revisions, including contextualizations and dialogues with referenced authors that are in compliance. The introduction, objectives, and methodology have also been well elaborated.

The topic addressed in this submission is of utmost importance and deserves to be explored in detail. Furthermore, the author demonstrates a strong command of the English language and offers a comprehensive analysis of a specific strand of liberal Catholic literature. There is no reason for criticism regarding the thinking that underpins this work and the research conducted. However, at the heart of this work lies the promotion of Lonergan's ideas and those of other educational reformers, without a significant effort to critically assess their claims and discuss the criticisms of their approach, as well as the merits of alternative or more traditional forms of education. Therefore, the text goes beyond seeking understanding and focuses on promotion. The exploration of the origins of these ideas, their influences, and how they relate to the Vatican Council, among other aspects, is intriguing in the article. Additionally, the clarity of writing and dialogue with references is more objective in this version.

In summary, it is important to mention that Brendon Carmody's article serves as a valuable paradigm for writing and academic work related to the application of Bernard Lonergan's ideas in Religious Education, especially within the Catholic context. This study aims to promote inclusion in Catholic Education, combining scientific and confessional elements harmoniously. I am pleased to note that the author has incorporated the suggestions made previously. In this regard, Brendon Carmody's work seeks to use Bernard Lonergan's theories to enhance Catholic Education, with a specific focus on creating a balanced coexistence between scientific knowledge and self-awareness. The core of the article is the exploration of how Lonergan's theological framework can address potential conflicts between these two spheres of understanding.

The title, 'The Catholic School: Can The Centre Hold?' is appropriate and engages more precisely with the research theme. Thus, the author demonstrates in their analyses how Bernard Lonergan's theology can be applied to address the potential conflict between scientific knowledge and a more personal type of knowledge, including psychological and sociological aspects, as well as individuals' personal understandings. The article provides a detailed and clear argument, offering a systematic and valuable analysis of this issue and serving as a basis for future studies in the field.