

Ann M. Garrido, *A Concise Guide to Supervising a Ministry Student* (Notre Dame, IN: Ave Maria Press, 2008), 180 pp.

As a newcomer to the academic practice of field education in general, and Catholic field education in particular, Ann Garrido's book is an excellent introduction for supervisors and students alike. Tapping into her many years as Director of Field Education and Assistant Professor of Pastoral Theology at Aquinas Institute of Theology in Saint Louis, MO, she has presented an accessible handbook that includes both theory and practice, along with case studies, self-assessments, scriptural images and relevant ecclesial documents. A major strength of this book is that it can be used across denominational lines, the Catholic references notwithstanding. A second strength is that title is somewhat misleading, in that the book is not just for supervisors—students, faculty and congregations can all benefit from it. All the way around, this book is solid and is an excellent primer on field education.

Written in a reflective manner that models the work she is preaching and practicing, Garrido's book contains five chapters and five appendices. The chapters include an introduction to the work of field education as professional practice; an extensive description of the structure that supports field education (discerning the placement, welcoming the student, engaging in a learning contract, and evaluating the experience); a chapter devoted to theological reflection, which includes a look at three different models; a chapter that explores common issues in supervision; and a chapter on the spirituality of the supervisor. Each of these chapters concludes with questions for reflection and discussion. The appendices include samples of ten case studies for students and ten for supervisors; a self-assessment and a list of scriptural images for supervisors; and, not only the references, but the quotations from Catholic Church documents related to field education and the formation of priests, deacons, and lay ecclesial ministers.

Starting with the time of Moses and Joshua or Elijah and Elisha, Garrido makes the point that "field education is perhaps the oldest method of ministerial formation in the Judeo-Christian tradition" (p. 1). She has a lovely way of framing field education as an integral part of ministerial formation and develops the theme of relationship between student and supervisor throughout. This relationship is one that is, "as with all ministerial relationships—other centered. Supervision is a ministry to the student and to the community" (p. 117). Good supervision, as with ministry done well, is rooted in community and exists for the good of the whole.

The book is presented in a visually appealing way, with bold lines marking off practical questions or bulleted lists to consider. It is logical, informative, and conversational. Garrido writes as if she is mentoring the reader personally. Her writing is an easy style that is pastoral and academic; references are made throughout to various authors. The only weakness to be noted is that of its strength: it is written for a Catholic audience. The twenty case studies are excellent, though almost all are located within the institution. Nevertheless, the book is grounded in theory and practice and is an excellent

contribution to the work and literature of field education.

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