

Conversations on Jesuit Higher Education

Volume 9

Article 7

4-1-1996

In Deed: A Survey of Programs and Activities Related to Identity and Mission: Le Moyne College

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Recommended Citation

Ryan, Edmund G. S.J. (1996) "In Deed: A Survey of Programs and Activities Related to Identity and Mission: Le Moyne College," *Conversations on Jesuit Higher Education*: Vol. 9, Article 7.
Available at: <http://epublications.marquette.edu/conversations/vol9/iss1/7>

will invite leaders in those areas to discuss the status of Catholic-identity activities in their institutions. "These knowledgeable and skilled people will sit down together with the goal of further identifying the principal items on the agenda and strategies to deal with these issues," Msgr. Fahey says. Fordham plays an active role: The project planning committee includes Msgr. Fahey, Father O'Hare, and Joseph M. McShane, S.J., dean of Fordham College at Rose Hill, among others.

FORDHAM/ULSTER
CONFLICT
RESOLUTION
PROGRAM

Fordham will extend its influence across the Atlantic through the new Fordham/Ulster Conflict Resolution Project, which will provide conflict-resolution training for citizen groups of Northern Ireland. The project arose from discussions among faculty and administrators at Fordham's School of Law and Magee College, University of Ulster, and is financed through a U.S. Information Agency grant.

Working with the Centre for the Study of Conflict at the University of Ulster, Fordham Law will design and offer a workshop in non-adversarial methods of conflict resolution. Participants, including police, personnel managers, trade union members, teachers and housing officials, will travel from Northern Ireland to Fordham for a two-week program in 1996.

"To the extent we can, working with local citizen groups, we will help establish resources for crime prevention, court diversion, and public education in conflict resolution as the peace process continues," says John D. Feerick, dean of Fordham Law and an expert in conflict resolution.

These initiatives, and others like them, illustrate the qualities Father O'Hare identified in his inaugural address: "At a time when religion is too easily identified with fundamentalism and critical inquiry with moral skepticism, it is important that the Catholic idea of relating faith and reason not disappear," he said. "It hasn't at Fordham."

Le Moyne College
Syracuse, New York

THE GOLDEN
JUBILEE, 1946-1996

Le Moyne College celebrates its golden jubilee in 1996. Named for the French Jesuit who came as a missionary and peace envoy to the area in 1654, it is the second-youngest of the twenty-eight American Jesuit colleges and universities—twenty-two of which were founded prior to 1900.

In January, 1946, the bishop of Syracuse, in a letter to all parishes, welcomed the Jesuits and noted:

Gigantic problems press in on us from all sides. Their solution rests fundamentally upon the knowledge of God's law and its application to these problems. To this effort Le Moyne is dedicated and consecrated.

The Jesuits in the 1946-47 *Catalog* promised:

While ever conservative to retain the best tradition of the past, Jesuit educators are in no way averse to incorporate into their system the proven elements of a new age.

The early catalogs showed that the college, professedly Jesuit and Catholic, insisted on a core curriculum for all students. The majors were depicted as vocationally related—to prepare for law schools, medical schools or for certification as accountants, teachers and engineers. Le Moyne noted that the core curriculum and majors sought to impart knowledge, competency and "appreciation of the principles of justice and charity, especially Christian Social Justice."

The same documents show that the Sodality of the Blessed Virgin was the most significant student activity. Its purpose was "to help students to become real apostles." The text also states:

In our day there has been a new stress on the part the laity must play in helping the growth of the church . . . the present Pope . . . said . . . the Sodality is a wonderful means of preparing and training lay apostles.

First Fridays, a one-day retreat at the beginning of the school year, and May devotions were mentioned as important parts of Jesuit education.

The Le Moyne of 1996 is not the same as it was in 1946. The free-standing chapel promised in 1946 was finally constructed and consecrated in October, 1994. Its glass, stone, and steel proclaim what Le Moyne is as it prepares students to live in the third Christian millennium.

The 1995-96 *Catalog* includes a major in psychology and courses in computer science and management information systems; none of which appeared in the 1945-46 *Catalog*. In 1946, there was a theology department that gave all students a structured treat-

ment of the Catholic faith—study of fundamental theology and then of Christ as priest, prophet and king. In 1995-96, there is a religious studies department that offers courses in Catholic belief but also in other world religions and in atheism. Students elect what courses they take to fulfill their religious studies obligation in the core.

In the mid-1980s, Le Moyne conducted a "values audit." It was a survey administered to hundreds of faculty, administrators, students, and staff. Its purpose was to discover whether the college's actions and attitudes were consistent with its stated values and identity. The responses revealed serious discrepancies between Le Moyne's mission and its fulfillment. Students wanted a diploma in order to get a job. They showed little or no concern for others and saw their classroom learning as disconnected from the world around them.

THE VALUES
PROGRAM

Eight faculty members from psychology, religious studies, political science, business administration and history under the direction of Rev. Donald Kirby, S.J. (religious studies) "began to dream an ambitious dream: to make a major impact on values education and development at Le Moyne." They wanted to change the culture of the college. As a religiously diverse group, they aired their own views on values and education. They devised a strategy to involve faculty in discussions to aid them to bring the values dimension into their courses and to allow every student at Le Moyne to experience and learn that dimension.

The Values Group spelled out their mission as follows:

The Values Program at Le Moyne College engages the college community in a campus-wide education effort designed to discover and implement ways to help students heighten their awareness of values issues, develop a comprehensive framework for addressing these issues, and strengthen their moral courage to act on their principles.

In order to carry out this mission the group worked to

- ❖ create a campus atmosphere that promotes serious reflection on values issues;
- ❖ encourage faculty to explore relationships between teaching methods and student development of moral sensitivity;
- ❖ involve students, faculty and staff in campus-wide engagement with values analysis and values criticism for influencing the campus.

Their strategy for influencing the campus combined three elements—the choice of a theme for the year; a summer institute for faculty to discuss the theme and decide how to incorporate it into their courses; an academic forum for faculty and students to run through the entire academic year, consisting of a series of lectures, panels, films, theatrical presentations, library exhibits, and student group discussions all dealing with the year's theme.

The first theme was economic justice. Nineteen faculty members, one faculty coordinator, and three facilitators conducted the summer institute. Each participant received a stipend equal to the amount paid for teaching one summer-school course. The summer ended with faculty rewriting course descriptions to include publications in the *Journal of Jesuit Higher Education*, Vol. 9, Iss. 1, 1996.

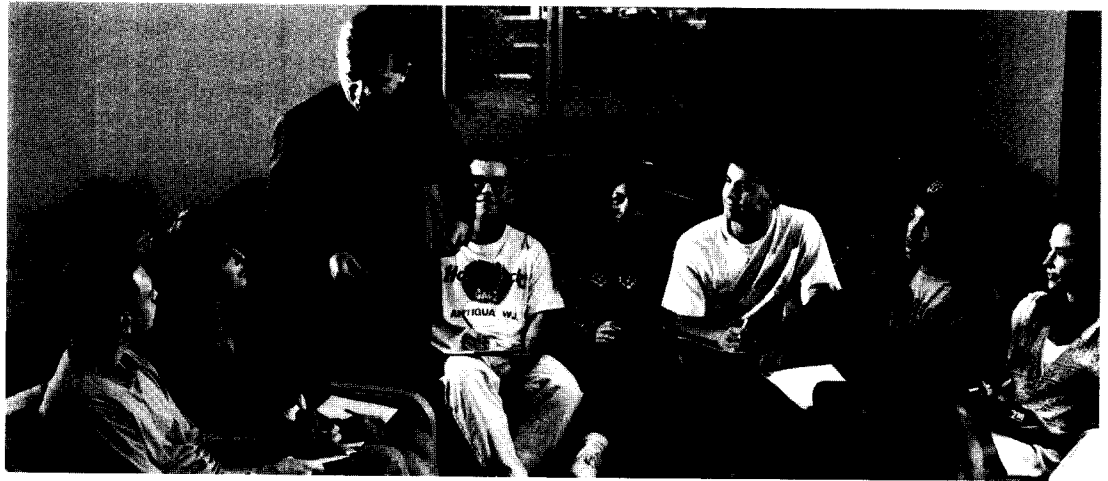
ic forum coordinated numerous presentations, exhibits, and student discussions on the theme during 1988-89.

By 1995-96, eighty percent of the faculty had attended a summer institute and were dedicated to changing their course content and to participating in the academic forum. Themes for subsequent years included the following: peace and war; families and public policy; science, technology, and values; the spiritual

service. International House, started by Fr. Daniel Berrigan, S.J., in the early 1960s, has a floor in one dormitory where students committed to service live together. They visit nursing homes, do jail ministry, work at a shelter for battered women and staff a soup kitchen.

The Education Department of Le Moyne has a service component for all who seek New York State certification. They must spend six hours a

The Accounting Department encourages its majors to work with minority, inner-city businesses in teaching bookkeeping and inventory control and in preparing federal and state tax returns. Le Moyne sponsors a Higher Education Preparation Program (HEPP) that builds on Head Start. Many of the tutors and counselors are Le Moyne students. The college also awards "Student Leadership Scholarships" which give the



Rev. Donald J. Kirby, S.J., Director of Values Program at Le Moyne College, participate in a classroom discussion.

dimensions in higher education. Since 1993, students were added as participants in the summer institute. Most faculty agree that this program has helped to refocus the campus on its Jesuit mission and identity.

A TRADITION OF COMMUNITY SERVICE AND VALUES EDUCATION

Critics of the program have noted that the program has not influenced student life at Le Moyne, where eighty percent of undergraduates reside in campus housing. Some reply that Le Moyne has had a long tradition of service projects dating back to Sodality projects in the 1950s. Factually over eighty percent of Le Moyne students engage in some form of

week tutoring elementary school or high school students. The Political Science Department has three service learning credits as part of its program for majors. They work at sites such as Catholic Charities, Vincent House, Rescue Mission and Meals on Wheels. This is to teach students to accept the responsibility of citizens and not to be content with mere passive learning of political systems.

Campus Ministry sponsors Projects in Community at thirty sites. It also sponsors Amnesty International and "alternative breaks" where students work in Appalachia or in Habitat for Humanity rather than going to Florida or Mexico for vacation. The campus ministers also give "Faith and Justice" retreats eight times a year.

recipients \$2,000 a year and require that they engage in supervised service projects.

The Values Group and the administration seek to unite their efforts. The curriculum and the extracurriculum at Le Moyne will then speak with one voice on the college's Jesuit mission and identity. This young college enters its next fifty years with pride in its past and confidence in its future.

Rev. Edmund G. Ryan, S.J.