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Responses to Hollenbach: Recent Publications on the Academy and the Common Good

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In the specific domain of interfaith dialogue, I believe such endeavors can be most effective if individuals from different religious persuasions (as well as non-believers), speaking from within their own traditions, could explore the possibilities for arriving at certain shared principles with respect to such normative values as tolerance, justice, solidarity, human rights, and the like. I can find strong echoes, for example, of at least two of the values that Professor Hollenbach elaborates in his article—the quest for solidaristic community and the pursuit of social justice—within the Islamic tradition with which I am most familiar and identified. In general, I am persuaded that our failure to engage in such dialogues within our academic institutions has more to do with inertia, apathy, the fragmentation of academic life, and the absence of institutional support for such activities than with deep, irreconcilable differences in value orientations among us.

My second point has to do with the reach and potential participants in such dialogues. The stupendous recent advances in communications allow us to go well beyond the confines of our campuses and the geographic boundaries of our society. Our endeavors in developing commonly shared definitions of the good life and the values undergirding it can be made in consort with colleagues and students from all corners of the world. Nothing of course can take the place of face-to-face encounters with colleagues and students here and abroad. And in this respect, the network of Jesuit colleges and universities around the globe is an enormously rich and, in my view, still untapped resource for deepening our understanding of other cultures and of international issues. This was certainly the case for me when I visited the Ateneo de Manila University in the Philippines last summer. The intellectual enrichment that came as a result of many formal and informal exchanges with colleagues and students and the opportunity to observe first-hand the enormous social transformations that have taken place since the democracy movement of a decade ago confirmed my belief in the unparalleled benefits of such extramural dialogues and linkages.

I find Professor Hollenbach's article to be an inspiring example of what an informed religious perspective can contribute to the often barren academic discourse on social issues. It is an eloquent affirmation of faith in the critical role of the university in fostering more broadly shared meanings and moral visions in our richly diverse society.

Recent Publications on the Academy and the Common Good

A Guide to Sources Outside Jesuit and Catholic Higher Education Circles

COMPILED BY RONALD SLEPITZA

Interest in preparing students to serve the common good is by no means limited to Jesuit or Catholic campuses. Just within the past year, publications sponsored by the following organizations have devoted significant attention to this issue: the American Association of Higher Education, the American Council on Education, the National Association of Student Personnel Administrators, the National Collegiate Honors Council, the Association of Governing Boards, and the Council for Advancement and Support of Education. Space does not permit anything approaching a complete annotated bibliography of these publications. What follows is a guide to some of the most important of these recent articles.

With the support of a grant from the John Templeton Foundation, the American Council on Education and the National Association of Student Personnel Administrators published a double issue of the *Educational Record* (Summer/Fall 1997) devoted to civic education. Titled "College and Character: Preparing Students for Lives of Civic Responsibility," this issue addressed this topic in twelve major articles. Three of these merit special attention.

- In "Character for What?" David Mathews, Secretary of Health, Education and Welfare during the Ford administration, former college president, and president of the Charles Kettering Foundation, argues that we must rethink democracy if we are to enable students to become active participants in public life, able to negotiate conflicting claims and to act in the common interest. Academe should play a vital role in that rethinking, by encouraging students to experience politics in a more "hands on" way, grounded in practice and supplemented by reflection.

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• Jon Dalton, vice president for student affairs at Florida State University, and Anne Marie Petrie, a graduate student, posit that the college student peer culture, often chided for its negative impacts on the student, can be a powerful force in enhancing civic responsibility and promoting greater community engagement. Their article, "The Power of Peer Culture," relies on focus group interviews with committed and engaged students and outlines strategies for influencing peer culture.

• "The Benefits of Service: Evidence from Undergraduates," by Linda Sax, director of the Cooperative Institutional Research Program, and Alexander Astin, head of the Higher Education Research Institute, describes the benefits of service for undergraduates. Using a national sample and longitudinal data, the authors present a persuasive case that students involved in service learning and community service significantly benefit in thirty-five separate areas, including civic responsibility, academic attainment, and life skills. These benefits persist following graduation, as is documented in a nine-year follow-up of 12,000 students.

Other articles in this issue of the *Educational Record* are the following:

"Are We Graduating Good Citizens?" Gregory S. Prince, Jr., president of Hampshire College.

"One College's Compact for Individual and Social Responsibility," Michael Bassis, president of Olivet College.

"College's Influence on Principled Moral Reasoning," Ernest T. Pascarella, professor of education at the University of Iowa.

"Civic Learning: Democracy and Education Revisited," Thomas Ehrlich, university scholar at California State University and president emeritus of Indiana University.

"The Question of Race in Character Development," Reginald Wilson, senior scholar at the American Council on Education.

"Religious Faith and the Development of Character on Campus," William H. Willimon, dean of the chapel and professor of Christian ministry at Duke University.

"Catalyzing Community: The College as a Model of Civil Society," Claire L. Gaudiani, president of Connecticut College.

"Character and Civic Education: What Does it Take?"

Patricia M. King, professor and chair of the department of higher education and student affairs at Bowling Green State University.

"The Templeton Honor Roll: Recognizing Exemplary Character Development Programs in Higher Education," Arthur J. Schwartz and John M. Templeton, Jr. director of the foundation's character development programs and president of the foundation, respectively.

The January/February 1997 issue of *Change: The Magazine of Higher Learning* is devoted to "Higher Education and Rebuilding Civic Life." The issue comes on the heels of an article published in the May/June 1996 issue of *Change* entitled "Lives of Commitment: Higher Education in the Life of the New Commons." Written by Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, and Sharon Daloz Parks, this article focuses on case studies of people who are committed to the common good. Articles in the 1997 issue of *Change* include the following:

"Higher Education and Rebuilding Civic Life," Zelda Gamson.

"Civic Innovation and American Democracy," Carmen Sirianni and Lewis Friedland.

"John Dewey—A Voice that Still Speaks to Us," David Halliburton.

"Educating a Committed Citizenry," Faith Gabelnick.

"New Voices in University-Community Transformation," Joan Arches, Marian Darlington-Hope, Jeffrey Gerson, Joyce Gibson, Sally Habana-Haner, and Peter Kiang.

"Can We Rebuild Civic Life Without a Multiracial University?" Estela Mara Bensimon and Marta Solo.

"Researching for Democracy and Democratizing Research," Fran Ansley and John Gaventa.

The extensive treatment of this subject by higher education's professional associations underscores its national relevance as well as its particular importance to Jesuit universities, committed as they are to the education of "men and women for others."