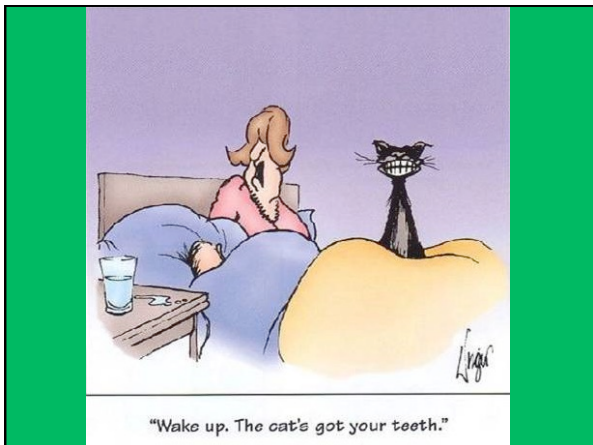


ihs JESUIT ASIA PACIFIC CONFERENCE

Part 2 - "Forming a Social Conscience"

JCAP Education Conference
September 2017

IGNITE
IGNATIAN INITIATIVE FOR TEACHING EXCELLENCE





A social conscience is a sense of responsibility or concern for the problems and injustices of society

A personal conscience is related to our moral conduct in our daily lives with respect to individuals



A school plays a huge role in forming the social conscience of its community

Principal, Anne Fry in challenging 'the culture of entitlement'

“I would like to suggest that when schools educate for a social conscience they are aiming to produce people who are well informed and compassionate.”

Deirdre Rofe IBVM, “Jesuit Lenten Series, 1999



When forming a social conscience amongst its people, a school is holding a mirror up to society



When Ross Jones, Rector at Riverview, talks to new parents, he says that he wants to create a certain ‘restlessness’ in their sons – that they might be ‘bothered’ about issues of social justice

“We want them (our students) to be bothered by the realization that they don’t know everything and bothered by injustice.”

Joseph McShane SJ, President of Fordham Jesuit University in New York



Professor Greg Dening in his book Xavier Portraits wrote: “A school confronts a never-to-be-resolved contradiction. It must fulfill the expectancies of those it serves, if it is to survive. It must change those expectancies, if it is to be truly educational.”



This is the tension between being corporate and Catholic – between fulfilling expectations and outcomes and being truly educational and changing those expectations

Education is about transformation. What we don't transform in ourselves, we transmit. (Richard Rohr OFM)

This tension is part and parcel of the 'Catholic setting.'

When we no longer experience this tension, we are in the dangerous territory of being too comfortable

CHALLENGING SUPERFICIALITY

- **What is celebrated in this school? What is not celebrated?**
- **How are resources spent?**
- **Which voices are listened to?**
- **Who is welcomed? Who is excluded?**
- **How are we defining success for our students?**
- **What values are continually reinforced in our assemblies, bulletins and year books?**
- **How is injustice challenged in this school?**
- **How are the less able, the *less articulate*, and the *less presentable* cared for?**

Wayne Tinsey, EREA Letter, January 30, 2009

The 'Catholic' questions take us to **a greater depth** – they challenge us to look at the 'big stories' of life, rather than the 'thin' stories of economic utility

Wayne Tinsey calls this **"KEEPING US ON THE HOOK"** – not shying away from the Gospel imperative to serve the materially poor.

Touchstones, p.70



Schools cannot mandate a social conscience. The social conscience must retain that intrinsic right to act out of 'love and freedom' (Mary Ward, 'Retreat Notes', 1615 – Deirdre Rofe IBVM as cited above)

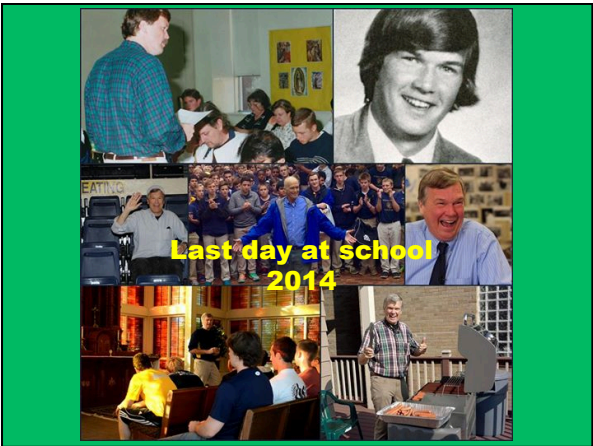



What about teacher, John Keating, in 'Dead Poets Society'?
Is he mandating a social conscience for his pupils?



**GROUP CONVERSATION:
Q. IS JOHN KEATING 'MANDATING' CONSCIENCE?**

**Vale, Jim Skerl....
for now**



**Last day at school
2014**

Schools like ours are already doing a huge amount to form the social consciences of their students and parents:

- **Classroom teaching, Letters home, Newsletters, school assemblies**
- **Community service programs**
- **Retreats and immersion experiences etc. etc.**

Forming social conscience

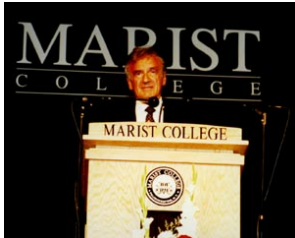
- **Through History – we cannot know ourselves, if we do not know our story**
- **The use of the Imagination**

Hi-Story in the broad sense

Stories help us to offer a deeper vision

Often we need to broaden the agenda – broaden the horizons





Elie Wiesel,
Holocaust survivor
and Nobel Peace
Prize winner 1986

**‘God made
man
because
he loves
stories’**

Elie Wiesel

**“Whether
sung or told,
stories are
themselves
thresholds for
stepping from
the profane
into the
sacred.”**

Peter W Cobb,
‘Teachers as a Rainbow Tribe’



**“The Great Stories
are the ones you
have heard and want
to hear again. The
ones you can enter
anywhere and
inhabit comfortably.”**


Arundhati Roy, [The God of Small Things](#)



“The hearer of the story becomes with the teller a shared caretaker of the story. This is true of the family story and the school story, just as it is of the sacred story.”

Peter W Cobb

“All children...need to have faith that some things are sacred, that not all is profane, that some things endure, that not everything is transient, that some things have authority, that not all authority is corrupt, that there is transcendent purpose, that not all meaning falls to and on the self.” (PCobb)



“Good teachers possess a capacity for connectednessThe connections made by good teachers are held not in their methods but in their hearts...”

P.Palmer, The Courage to Teach

**We are all
teachers and
Teachers are
innate story
tellers**

**The Christian
Story is a big
picture story**



**“If you want to serve the
age, betray it.” (Irish poet,
Brendan Kennelly)**

**What are our foibles, our
blind spots that need
betraying in our various
countries today?**

***“What does that mean – to betray the
age? Well, to me, it means exposing its
conceits, its foibles; its phony moral
certitudes. It means telling the secrets
of the age and facing harsher truths.
Every age has its massive moral blind
spots. We might not see them, but our
children will. ... What are the ideas right
now worth betraying? What are the lies
we tell ourselves now? What are the
blind spots of our age? ... It might be
something as simple as our deep down
refusal to believe that every human life
has equal worth.”***



***Dear Teacher,
I am the victim of a concentration camp. My eyes saw what no man should witness:
Gas chambers built by learned engineers;
children poisoned by educated physicians;
infants killed by trained nurses;
women and babies shot and burned by high school and college graduates.
So I am suspicious of education.
My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.
Reading, writing and arithmetic are important only if they serve to make our children more human.***



**The Teacher as
Dream Keeper**

In ancient times it was common for Kings and Queens to place the Keeper of Dreams beside the throne to retell the ancient stories and nurture their dreams

“I wanted my children to feel the concerns of the heart just as much as I wanted them to cut to the heart of the matter.”



Jonathan Smith, [The Learning Game](#)



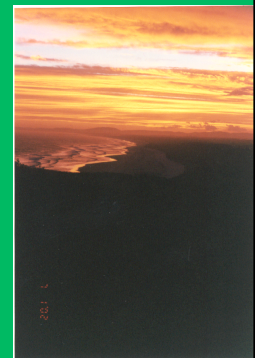
The role of Imagination

“...the heart is commonly reached, not through the reason, but through the imagination”



Cardinal John Henry Newman

‘We have become afraid of the imagination, thereby settling for false certitudes and unable to embrace ambiguity and mystery.’



Kathleen Norris

“Imagination asks ‘what’s possible?’; technology asks ‘what works?’”

·Imagination breaks open the human mind to what is desirable when what is real is unbearable.”

Joan Chittister OSB

IMAGINATION

“We are condemned to live out what we cannot imagine”



Thomas Moore, Care of the Soul

“If I am not here, my problems are not here”




Join Smile For No Reason :))

IMAGINATION and HOPE

When the night has been too lonely and the road has been too long, and you think that love is only, for the lucky and the strong.

Just remember in the winter, far beneath the bitter snow, lies the seed that, with the sun’s love, in the spring becomes the rose.



Bette Midler

“Apathy is often the face of hurt hope, or hidden hunger”.

Michael Paul
Gallagher SJ



By calling on the imagination, literature offers the opportunity of vicarious experience – maybe life at one remove but definitely life and to a depth unimagined.’

Deirdre Rofe IBVM



Imagination “is the power that enables us to empathise with humans whose experiences we have never shared.”

J.K.Rowling to Harvard graduates, 2008

We do not need magic to change the world, we carry all the power we need inside ourselves already; we have the power to imagine better.

J.K.Rowling 2008



One of the many things I learned at the end of that Classics corridor down which I ventured at the age of 18, in search of something I could not then define, was this, written by the Greek author Plutarch: "What we achieve inwardly will change outer reality."

JK Rowling 2008



"If you look at a work of art, you will always see something of the artist...We leave part of ourselves in what we create, and that is a simple thought about God." (Cardinal Basil Hume)



**The artist is
always painting
himself** (Leonardo Da
Vinci)

**'The interior flows to the
exterior'.**

St. Ignatius Loyola

**"Literature enlarges
our being by
admitting us to
experiences not our
own...In reading
good literature, I
become a thousand
men, and yet remain
myself...Here...I
transcend myself;
and am never more
myself than when I
do."**



**Imagination plays a
central role in the
Spiritual Exercises,
particularly in the 2nd
Week, where the
focus is on inserting
oneself in the gospel
stories to follow
Jesus more closely**

**“Imagination
is evidence
of the
divine.”**

William Blake



**From the
very
moment of
his
conversion,
Ignatius
realized the
power of
imagination**

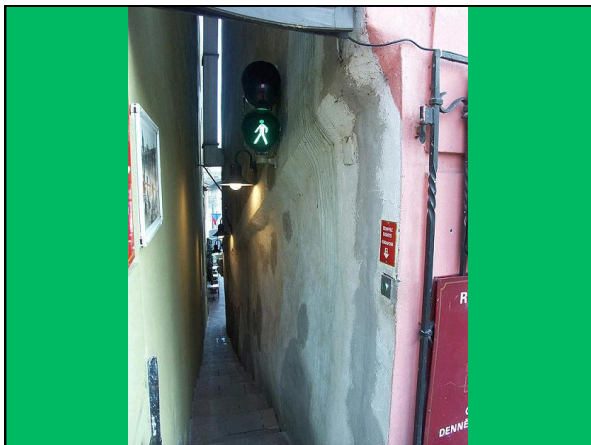


**“With imagination you
don’t have to travel far
to find God – only notice
things. The finite and
the infinite live in the
same place.”** O’Leary p.23

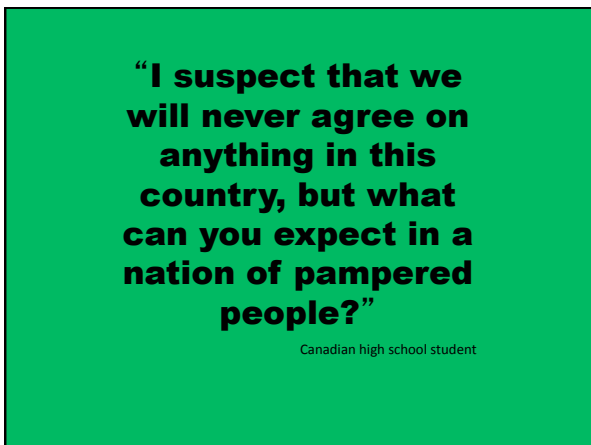
**“God walks in two shoes –
the shoe of creation and
the shoe of incarnation.”**
O’Leary p.23



**“It all begins with
God. God’s
imagination is the key
to who we are. All
human imagination is
a reflection of the
divine imagination.”
O’Leary p.25**



**An Exercise in the
Imagination ?**



If all of creation is God's gift, then where in our homes, parishes, schools, workplaces and communities can we shine a light on the way we build, buy, use and discard things?



We are all guests and guardians on earth

God asks only one thing of us – that we

Act justly

Love tenderly

Walk humbly with our God



**Developing our
young people as
people of justice –
people for and with
others**

**“How we treat the
poor is how we
treat God.”**

Ronald Rofheiser, The Holy Longing



**To act justly is to
look out for and
protect two sets of
rights – mine and
others – neither one
without the other**

**“Charity begins in the
home of your
neighbour.”**



Christmas Dinner

10 Building Blocks of Catholic Social Teaching

1. The Principle of Human Dignity

Every human being is created in the image of God and is therefore invaluable and worthy of respect US Bishops

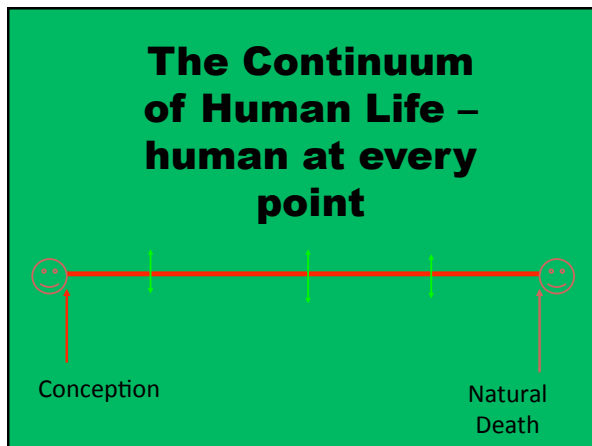
As we get older, we start to forget things...



2. The Principle of Respect for Human Life

“Every person, from the moment of conception to natural death, has inherent dignity and a right to life consistent with that dignity.”

US Bishops



3. The Principle of Association

“Our tradition proclaims that the person is not only sacred but also social. How we organize our society...directly affects human dignity and the capacity of individuals to grow in community.” US Bishops



4. The Principle of Participation

“Work is more than a way to make a living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected...” USB

5. The Principle of Preferential Protection for the Poor and Vulnerable



“In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the last judgment (Matt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.”

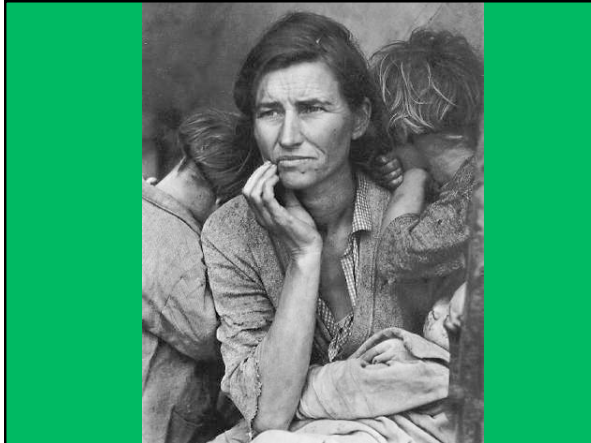
US Bishops

“When was it that we saw you hungry or thirsty? When was it that we saw you a stranger; naked; sick or in prison?

...



I tell you truly, just as you did it to one of the least of these who are members of my family, you did it to me.”



Mary MacKillop saw how children on the margin were condemned to the darkness of ignorance.

She gathered a group of women who went where no one else would.

Jean Vanier, founder of L'Arche, welcomed those who are mentally and physically disabled into community.

Where others saw a burden, he saw a gift.





Jesus was touched by a woman who had suffered for 12 years from bleeding, and she was cured (Lk 8:40 – 56).

The miracle of Jesus shines a light on the treatment and place of the marginalised and dispossessed in society.

Matthew's Gospel reveals the depth of Jesus' concern for the poor, the hungry and the neglected ...



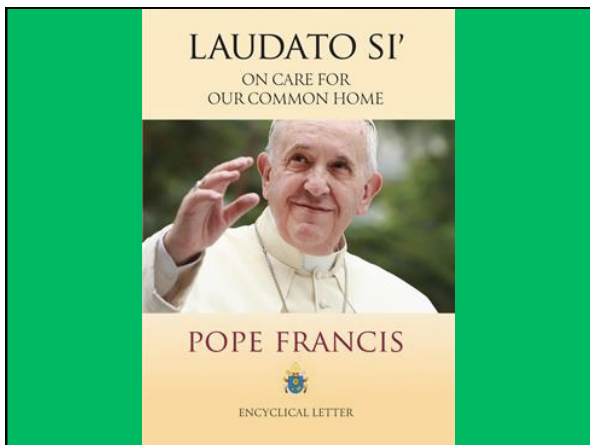
6. The Principle of Solidarity

“Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family...” USB



7. The Principle of Stewardship

“The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation.” US Bishops



The steward is a manager, not an owner. We are called to be responsible for the environment, our personal talents, personal health and personal property

8. The Principle of Subsidiarity

No higher level of organization should perform any function that can be handled efficiently and effectively at a lower level of organization

Oppressive governments are always in violation of the principle of subsidiarity



9. The Principle of Human Equality

“Equality of all persons comes from their essential dignity...” US Bishops



We two form a multitude.

10. The Principle of the
Common Good

“The common good is understood as the social conditions that allow people to reach their full potential and to realize their human dignity.” US Bishops

Through the Eucharist we become more fully the body of Christ.



Each Sunday we are made and remade into his body through the gifts we bring, the thanksgiving we offer, the blessing of the bread and cup and our communion in the Body and Blood of Christ.

“You who are rich, do you hear what the Lord God says?

Yet you come into church not to give to the poor but to take instead?”

Saint Ambrose,
Bishop of Milan

“Do you wish to honour the body of Christ? Do not ignore him when he is naked. Do not pay him homage in the temple clad in silk only then to neglect him outside where he suffers cold and nakedness ...

Saint John Chrysostom
Bishop of Constantinople

“... What good is it if the Eucharistic table is overloaded with golden chalices, when he is dying of hunger? Start by satisfying his hunger, and then with what is left you may adorn the altar as well.”

Saint John Chrysostom
Bishop of Constantinople

We are called to be Christ, who is the light of the world.

His actions and teachings opened the eyes of the people of his time

... and they continue to open our eyes to the workings of God.



As the people of God and the disciples of Jesus, we are to bring hope in our actions for justice, our advocacy for the poor, our care for the earth, our encouragement of our brothers and sisters, and our rejection of pessimism ...



“No prayer of asking is ever refused. You don’t necessarily get the thing you asked for but you get the thing that draws you closer to God and *that’s* what matters.” (Card

Basil Hume)




An Irish Blessing

May the road rise to meet you
May the wind be always at
your back
May the sun shine warm upon
your face
The rain fall soft upon your
fields
And until we meet again, may
God hold you in the palm of
his hand.



sung by "The Priests"


**May the
road rise
to meet
you**



**May the wind be ever at
your back**



**May the sun
shine warm
upon your
face**





**And the rain fall soft upon
your fields**

**And until we meet again,
May God hold you,
May God hold you
ever in the palm of his
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**And the
rain fall
soft upon
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**And until
we meet
again,
May God
hold you,
May God
hold you**



**Ever in the palm of his
hand,
Ever in the palm of his
hand.
The palm of His hand.**



An Irish Blessing

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Reflection Time – Let's not be taken for a ride!

