

J e s u i t S e c o n d a r y E d u c a t i o n A s s o c i a t i o n

T h i n k T a n k

O n

J e s u i t H i g h S c h o o l s

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**Survey Responses from Jesuit High School Students
& Jesuit High School Alumni/ae in Jesuit Colleges & Universities**

Part 1: Jesuit High School Students

10 April 2000

Dear Student,

This summer in August our Jesuit Secondary Education Association (JSEA) is conducting a Think Tank on Jesuit High Schools for the 21st Century. The Think Tank will project 15 to 20 years into the future in order to predict what will likely be the intellectual, spiritual and moral challenges that our schools need to prepare their graduates for in the 21st century. I would be grateful if you would help us out by reflecting with other students from your school, using an exercise called "Shape of the World of Young Adults from Jesuit High Schools." I hope you and your fellow students will find it a thought-provoking exercise. I look forward to receiving a report of your group's reflections. Enclosed are directions for the exercise and an example of what a group's report might look like (purposely not done in any detail). The group's report should be sent (or emailed) to me at JSEA. If later on you have further comments or suggestions you would like to offer our Think Tank, by all means please write us at thinktank@jsea.org. Thank you very much for your help!

Sincerely,

Joseph F. O'Connell, S.J.
JSEA President

Shape of the World of Young Adults from Jesuit High Schools

Reflection Exercise for Input into JSEA Think Tank

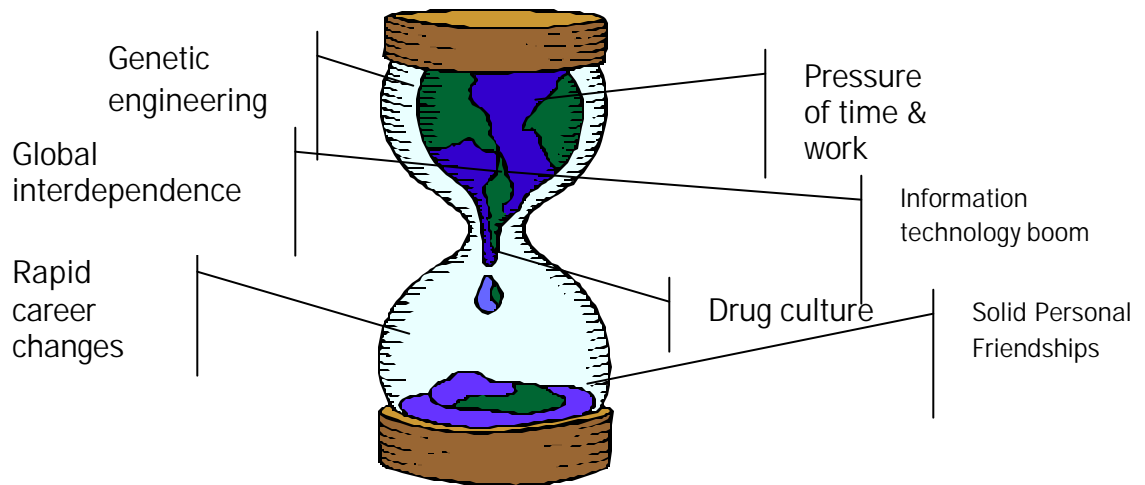
Directions for Personal Reflection:

1. Take some time personally to reflect on the world that you will be entering as a young adult. As you think about that world, what words and images come to mind? How would you describe that world to others?
2. If you were to draw a picture of that world, what would you draw? What would its shape be? On a sheet of paper (or using a computer program) draw a picture – a sort of metaphor – of the world as you think it will be for you. (Examples: mountaintop, rock band, swirling galaxy, circus tent, theme park, white water rafting, skyscraper, cathedral).
3. Next, using words and phrases, indicate what you see will be forces that will be impacting or having an influence on your world, factors that will be “shaping” your world (e.g., rapid job changes; technology and media; globalization, competition to get ahead.). You may have mixed feelings about them; you may view some as positive and others as negative. (You may incorporate these forces symbolically into your drawing or you may choose to list them separately. If you choose to incorporate them into your drawing, be sure to label them with some explanatory text so their meaning will be clear when you explain them to your group.)
4. In what specific ways do you think your Jesuit high school education prepares you to deal effectively with the world you will be entering as a young adult?
5. In what specific ways do you think your Jesuit high school education fails to prepare you to deal effectively with that world?
6. What do you value most from your Jesuit high school education thus far that you hope Jesuit high schools of the future will retain as part of their program?
7. What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

Directions for Group Reflection:

- A. Each person in the group shares with the others the image or picture he or she came up with to describe the world he or she will be entering as a young adult.
- B. As a group decide on one image or picture to represent everyone’s thinking. Include that image or picture as part of the group’s report.
- C. As a group compile a list of all the forces that will be impacting or influencing that world. (If the group incorporates the forces symbolically into the drawing itself, it should label the forces with explanatory text so that their meaning will be clear to members of our Think Tank.)
- D. Write a group response to #4, 5, 6 and 7 above.
- E. Send JSEA the group’s report which should contain (1) the picture or shape of the world, (2) the forces that will be impacting the world of young adults from Jesuit high schools, and (3) the group’s responses to #4, 5, 6 and 7.

GROUP REPORT: SHAPE OF THE WORLD (EXAMPLE IN NOT MUCH DETAIL)



SPECIFIC WAYS IN WHICH WE THINK OUR JESUIT EDUCATION PREPARES US...

SPECIFIC WAYS IN WHICH WE THINK OUR JESUIT EDUCATION FAILS TO PREPARE US:

MOST VALUED FROM OUR JESUIT EDUCATION THUS FAR:

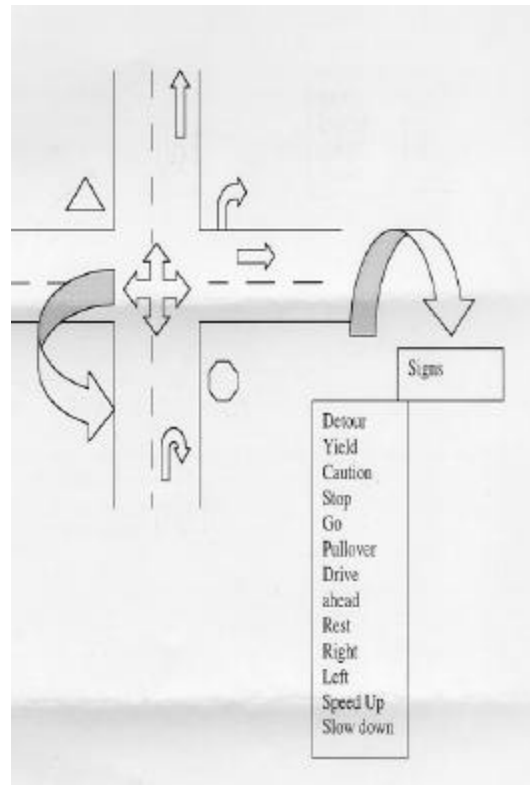
Most important things Jesuit high schools of 2020 will need to prepare their students for:

- 1.
- 2.
- 3.
- 4.
- 5.

Other comments:

From:
School's Name &
Students' Names
(optional)

The Shape of the World to Come



We chose this graphic since our experience has been filled with so many choices. As we move away from Bellarmine and look at the world to come we find that the world is like an expressway with constant change, alternatives, options, directions adjustments, and challenges.

Challenges and forces we believe that will be influencing the world are as follows:

Sex	Media	Science	Technology
Friends	Mistakes	Faith	Environmental Issues
Family	Money	Decision	Politics
Poverty	Limited Resources		Discrimination
Racism, Sexism (and all the “isms”)			Morality
Community/Individualism			

In what specific ways do we think that our Jesuit high school education prepares us to deal effectively with the world we are entering as an adult?

- Bellarmine gave us a moral education that targets the whole person. We have learned how and why we make decisions.
- We have learned how to think analytically and objectively.

- We have been given a vision of what life can be (the kingdom).
- We have learned that God loves us no matter what; we have been enabled to go out and love others as well as learning the value and need for service with and for the community within and outside of Bellarmine.
- We believe that we have been transformed rather than just informed.
- We have a deeper awareness of world issues and to develop the value of compassion.
- We have a foundation, a Christian context with which to approach the world.
- We leave having been deeply loved by our teachers, advisers, administrators and coaches.
- We have been encouraged to find out what we believe, to learn how to back it up with reason, experience and self-reflection.
- We have experienced the Socratic method-asking questions and dialoguing with our instructors.
- We have experienced from the spirit of the Exercises personal care and attention to the individual.
- In general our experience has been one of liberation.

In what specific ways do we think our Jesuit high education has failed to prepare us to deal effectively with the future?

- We feel sheltered and protected from the violence, drugs, teenage pregnancies, and diverse moral choices that our age group in general has to live with in public school settings. We therefore feel somewhat unable to cope in a world so different from Bellarmine.
- We lack practical skills in being able to do basic tasks like shop, home economics, automotive, electrical, carpentry and plumbing. Although we realize that this may be difficult to do in a college prep setting, we believe this is a serious absence.
- There is very little diversity at Bellarmine and we will be thrust into a university of up to 35,000 people with all kinds of backgrounds, races and groups many of which we will be unable to deal with and/or appreciate.
- We believe that we have not been given the tools with which to defend our faith in a world increasingly hostile to Christian Catholic spirituality.

What we most value in our Jesuit high school education that we hope remain in Bellarmine's program for the future are the following:

- The Retreat Programs and the relationships that built from those programs as well as the opportunities for leadership they provide;
- Community Services;
- Weekly Liturgies;
- Lion Pride Football;
- Opportunities for involvement in the school beyond the typical ASB and student activities.

The five things that we think will be the most important things that a Jesuit high school of the future of 2020 will need to prepare its students are :

1. Communication skills and the sense of personal touch in an increasingly technological and impersonal world;
2. Discernment and how to make informed and educated choices in a complex world;
3. Service with and for others and the work of social justice;
4. Faith: how to deepen, explain, defend our faith in Christ;
5. Dealing with the pluralism and diversity of the world in which we live.

Think Tank members:

Jordan Becker, Angela Haddad, Matt Holland, Lindsay Larsen, Mark McDougall, Dave Pearson. Members of the Graduating Class of 2000–Bellarmine Preparatory School. Prepared by Jim Fish, Campus Minister

BROPHY COLLEGE PREPARATORY

Phoenix, Arizona

Group Report: “Shape of the World” (see below)

Specific Ways our Jesuit education prepares us...

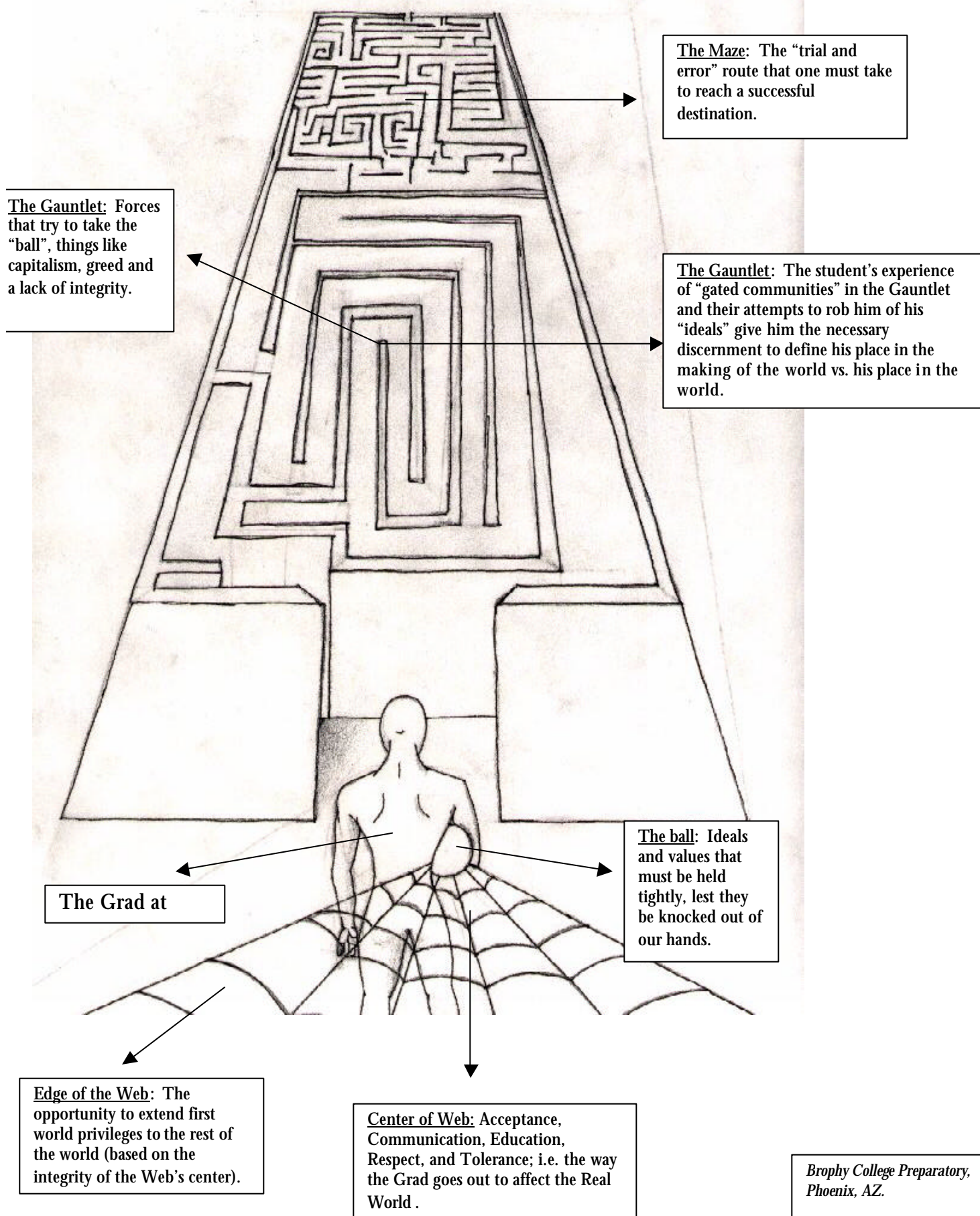
We’ve been given a view of the world as it is and as it should be through our academic experience, retreat experiences and service, (especially the immersion trips). We have come to be dissatisfied with the status quo and encouraged to be about the business of making a difference in affecting change, and working to change injustices.

Retreats were organized to help students “map their journey”. Freshman year opened students to spirituality and prayer, communication with God, and an initial experience in service to the larger community. Sophomore year was an introduction to being a person for others, Christian Service (and the beginning of learning more about oneself through others). Junior year included further commitment to peer leadership and a deeper commitment to Christian service. The senior year Kairos retreat opens student to answer the questions, who am I, where am I going, i.e., giving students opportunities to find and define themselves.

Especially junior and senior years prepared us for real world experiences of diversity and respect for differences without compromising personal integrity and personal ideals. The classroom experience and retreat experience promoted self-acceptance and fellowship in community. A healthy tension existed in self-discovery and balance with how I fit into a larger community. The students mentioned a bittersweet feeling as they spoke about graduation; this seems to indicate that these students found a “place” and gotten comfortable.

Teachers who are open to relationships and friends, who care, who motivate students to affect change and want students to succeed, who live the example of being a person for others modeled the balance between the academic and the active. They showed us how to live, how to stand up for who we are.

Shape of the World: The Gauntlet (Brophy)



Demanding excellence in all things was expected; for example, having clearly defined goals and a commitment to sustained effort to achieve these goals. This expectation of excellence permeated all aspects of one's Jesuit high school experience.

Specific Ways our Jesuit education has failed to prepare us...

- Lack of academic integrity on the part of peers; these students perceived this to mean students who chose the “easiest way” through their studies, not giving their best and thereby watering down the academic experience.
- Academic reputation which is often used to isolate us from “other” schools can promote intellectual elitism and make us a “gated community”.
- We are too homogenous, not enough diversity on campus – ethnically and socio-economically. We are acquaintances with peers outside our comfort zone, but not true companions outside the school setting.
- There is a lack of tolerance for non-Catholic Christians; for example, being excluded from Eucharist because one is not in a “state of grace”.
- Many social groups are focused around alcohol. This presents a challenge for students.

Most valued from our Jesuit education thus far...

See responses in number 1, “ways in which our Jesuit education prepares us”.

Most important things Jesuit high schools of 2020 will need to prepare their students for:

1. Retreat program from freshman to senior year.
2. Christian service projects and immersion projects.
3. The demand for excellence in all things.
4. Teachers who care and lead by example. Teachers who care less about grades and who lead lives with conscience.
5. Diversity among teachers and students.
6. The ability to stay human in a technological world; to use technology as a vehicle for learning.

Other Comments... (Observations by adult facilitators)

Has this same process been done with recent graduates as their experience one-year out may offer valuable insight between theory and praxis? Current seniors are speaking out of a theoretical sense of what the future holds for them, whereas recent grads might offer more practical and concrete insights into these issues.

How about reversing the process for Ignatian educators and consider what five most important things have influenced how we've proceeded in the past? Have our priorities centered on those key factors? Have we been conscious in our planning and acting with regard to these five influences? For example, how have we responded to changes in technology, *loco parentis*, faster pace of living, etc. which in retrospect have been major influences in the lives of our students in the past twenty years?

CANISIUS HIGH SCHOOL

Buffalo, New York

The students think that Jesuit High school education prepares them to deal effectively with the world because:

1. Jesuit education prepares them to see a problem and address it.
2. Jesuit education enables them to have a sense of community.
3. Jesuit education teaches them to care for others and to respect what others think and feel.
4. Jesuit education gives them a sense of understanding strengths and weaknesses of others.
5. Jesuit education teaches them that nothing should be hidden-that you have to reveal your true self.
6. Jesuit education teaches them that they can bring their faith and religion into the world that they will enter.

The students expressed the following ideas concerning how Jesuit High School education fails to prepare them to deal effectively with the world:

1. They felt that their education downplayed the role of taking risks.
2. They expressed the concern that Jesuit education can focus too much on grades and can lose the person in the classroom.
3. They discussed the reality that Jesuit education encourages you to strive to do your best but sometimes it forgets to focus on how to help others. In addition, this idea of trying to do your best may be seen as arrogant by some. They were concerned that Jesuit education does not reach out to those who have left the school community.
4. They were concerned that some students take Jesuit education for granted. They felt that these students have lost the sense of competition and love that is needed to be a successful student.

The students value the following from the high school education thus far:

1. The opportunity to participate in the various retreat programs offered by the school. They felt that these retreat programs, especially the KAIROS retreat were life-changing events.
2. They value the pride that students have for Canisius High School.
3. They value the tradition that is upheld by the school.
4. They feel that Canisius is more than a school-it is a community; a place where students feel at home and can be themselves
5. They value the relationships that they have with their classmates, faculty and administration.

The five most important things Jesuit High schools of 2020 will need to prepare their students for are:

1. Failure-knowing how to cope with it, bounce back and deal with crisis.
2. Success-knowing how to cope with it, bounce back and deal with it.
3. Change-in the world, their families and the local community.

4. Solidarity-how to continue to reach out to those who are different then they are.
5. Faith-how to be open to, tolerant of different religious traditions.

Attached is their drawing of the world they will be facing.

FAIRFIELD COLLEGE PREPARATORY SCHOOL

Fairfield, CT

The Image

The Fairfield Prep Team consisted of 16 students. The image the students chose to represent their concept of the world is “Technology as a Vice.” (See attached e-mail image.) The students employed a pun on the word “vice”: they see technology as a vice which is, figuratively, “squeezing” the world. They also see technology as the literal meaning of the word: “evil action, habit, or conduct; depravity” (Webster’s Dictionary).

Forces Impacting the World of Young Adults (selected verbatim responses reflecting most common answers)

- “Technocracy”
- “cut-throat competition that is inspired by greed”
- “the duality of technology and science; their capacity to do both good and evil”
- “the global economy which will further the exploitation of poorer countries”
- “spirituality and religion will have less meaning in our day-to-day lives”

“a decreased interest in the humanities and a loss of morality”

Ways in Which Jesuit High School Education Prepares Youth (selected verbatim responses reflecting most common answers)

“The greatest way they have prepared me is spiritually. They have also helped me mature emotionally, helping me develop my thoughts and opinions. Prep has also done a good job preparing me academically, but I will have to wait until next year to see how well I was prepared for college.”

“It has taught me to be a ‘Man for Others,’ as well as being able to see God in other people. I feel that it will help me in a time of stress.”

“Jesuit education has opened my eyes to the world around me. It instilled in me the idea of serving others. I have become more open minded through my four years at a Jesuit High School. I’m more open to criticism and will make the changes I need to. Prep gave me a great foundation to build upon myself in the future. Prep brought out in me the value of a great education.”

“Prep gets us into good colleges and prepares us for good, competitive, high paying jobs. Prep shows us money is not everything. We are more independent and better equipped for labor and life [than our public school counterparts]. Social responsibility teaches us how we can help to make the world better.”

Technology



“I believe that a Jesuit High School education makes you realize how important education is and to always value it. A Jesuit education also teaches students to look at others with respect and dignity no matter what [their] race, religion, or ethnic background.”

“Prep’s service projects have taken us out of our comfort zone and have given us the opportunity to experience the joy of helping others. Intellectually, Prep has given us the opportunity to prepare ourselves to compete in college and the job market. Prep presents us with the moral values we need to hold onto in order to spiritually survive.”

“We learn about many social issues. The responsibility as Christians is presented to us in all forms of our education. We learn how to relate with other people so we can be mature in conversation.”

“The education has prepared us most in two ways: Prep has caused me to think in a more analytical way. Prep has also taught me to deal with diversity. Using these two generalized ideas almost all problems can be solved.”

“A Jesuit education provides us with a well-rounded base (spirit, mind & body) to stand on and grow from. Many schools do not emphasize the importance of all three things, but our school leads by example.”

“It has given me a deeper faith in God so that I am now able to go to Him in times of trouble. And in the new era of technology, I foresee a lot of times of trouble and moral dilemma, etc.”

Ways in Which Jesuit Education has Failed to Prepare Youth (selected verbatim responses reflecting most common answers)

“Prep tends to be too idealistic sometimes, often stepping outside of reality to present ideas to us that could only exist in a perfect world. Prep needs to be more in touch with the realities we will face as people in this modern world instead of encouraging us to change the world.”

“We haven’t really been exposed to real world situations and I feel that is a minus for me as I prepare to enter the world.”

“Too much focus on service. Service is good, but living for others other than yourself will not prepare you for the near future with the competitiveness that will exist.”

“We do not routinely deal with half of the human population-women. We will be working with women for the rest of our lives, but we are not equipped to do so. The science and math programs at Prep are lacking compared to public high schools-not as much course choice”.

“Idealism vs. Realism: The world is seen in an idealistic view and is never fully approached in a realistic view. Social Ethic informs us what is happening (miscarriages of justice and world problems) but only gives us unrealistic solutions to problems or an unrealistic approach. Often religious views are one sided and have difficulty approaching issue from the other side.”

“You are limited to meeting different types of people at a Jesuit High School. At public schools, you meet different people. Also, you aren’t always around women and I miss that.”

“Our [social] ethics teachers sometimes stress what the world should be like without presenting ways to get there. The absence of females at our school definitely hurts our social development.”

“Often at Prep, we lose out on learning about computers. Without computer classes, we do not prepare for the future, as we will all probably use computers.”

“I think the Jesuit education is a bit too idealistic for the real world and too forceful in its ideals upon the students.”

“I’m used to a Jesuit setting and it may come as a shock that there are people out there who don’t have the values Prep attempts to instill in its students. That probably could have been worked on. Also, one-sidedness runs rampant.”

“Prep’s environment is homogenous. I don’t think that I’ve been exposed to the more challenging realities of the world. But, I don’t know if this is something a high school ever covers in the curriculum. The fact that Prep is strikingly homogenous is no one’s fault. For the most part, I feel I’m well prepared.”

“Jesuit schools impose ideas upon students in a way which does not leave room open for argument. In that way, Jesuit schools do not teach tolerance or other ideas.”

What do we Value Most from Our Jesuit Education (selected verbatim responses reflecting most common answers)

“The brotherhood and friendships stand far above the other values I have learned at Prep. The atmosphere at Prep that encourages friendships and loyalty is often unique to Jesuit education and should remain.”

“Community service. It helps you to come closer to God by actually walking in Jesus’ footsteps and helping the poor.”

“The excellent overall education, and the effort of the teachers and staff to try to make Prep the best experience possible.”

“In one word—Morals. We approach the serious moral challenges that teens and all other people face in today’s society, i.e. abortion, drugs, alcohol, premarital sex, etc. Values are instilled in a Jesuit high school and these lead to better morals. Public schools often leave these out.”

“Strong emphasis on religion and tolerance of people of different ethnic origins.”

“I appreciate the great freedom in the classroom. That religion can often be discussed in all classes is such a freedom. Classes are much more open.”

“I think the religious aspect is the most valuable.”

“[Prep offers] a superior education and [theology courses helped me to become a better person]. Closeness with teachers and students is good. [We have] a personalized school which makes it better.”

“I value the sense of community the most.”

“I think that I leave Prep with a fine education. I especially value Prep’s emphasis on reading critically and writing well. Though many schools may emphasize these two skills, I think Prep did a great job in instilling those in me.”

“The high ethical and academic standards to which the students are held.”

“Dedicated teachers, open door policy for faculty, challenging courses, and service programs.”

Five Most Important Things that a Jesuit High School of 2020 will need to prepare its students for: (in rank order)

1. A World of Questionable Morality;
2. Technology;
3. Religion;
4. Diversity and Acceptance of Others;
5. Global Economy Issues and their impact on the poor.

In short, the students believe that the future will pose even greater spiritual, intellectual, moral, and economic challenges than ever before.

Fairfield Prep Student Participants Think Tank:

David Alpert, Bryon Gentile, Derek Baltimore, Douglas Girard, Kevin Burke, Gregory Hammond, Prashant Bhatt, Robert Healey *, Chris Carrill, Kevin Higgins, Andrew DeBergalis*, Brian Howard, Ryan Cunningham, Gregory Pacific, Thomas Fraher, Gregory Schutt

+ Drawing, * Computer Experts

JESUIT HIGH SCHOOL

Sacramento, CA

“Shape of the World”

Reflect on the world - what words and images come to mind - how would you describe the world to others?

- Masses of people who think they are totally different (culturally, economically, geographically) but are really quite the same. Globalization could be a good thing if we would look out for everyone.
- The civilization we live in is unforgiving and unyielding - comprised of stress, selfishness, materialism. Life is demanding - there is no place for the weak.
- The division of power and wealth is accelerating. The new global economy (mega-international corporations) is supported by the wealthy, the government and the military. What is good for Wall Street is not necessarily what is good for 95% of the world's population. We continue to exploit the poor, the weak, indigenous populations, the unorganized.
- The world is far from what it ought to be ... or what naive (or comfortably blind) Americans say it is ... we are conveniently ignorant of the problems of the marginalized (in our country and globally) in light of own personal well-being. The world “works” only for those who know how to work the system.”
- We are interconnected, fast-paced, technical and complex, chaotic, competitive, blind, hateful, harmful, polluting, unforgiving, sometimes intolerant, unfair, illogical and we accept injustice and inequality when it doesn't effect us directly.

- The world provides us with an unlimited number of opportunities, if we only are willing to recognize and take advantage of them. As jobs become more technical, they become less meaningful.
- The world is neither fair nor unfair - these are just terms we use to try to make sense out of that which makes no sense. Some are blessed while others appear cursed.
- The impact of media: empty-minded people with a lot of stuff get more respect, “coverage” and influence than those with something meaningful to say. “Thinkers” are considered the odd ones. American media-driven society focuses on trivial issues while more serious (less glamorous) situations are ignored. It molds mindless people into things they don’t want to be - buy these clothes to be “alternative.” Money and “image” are the new religion. The media (corporate America) attacks traditional morality with a loss of principles and values as the virus spreads. TV/video will continue to get more and more profane and values will deteriorate unless parents step up and do their job.
- Our sensory pleasures (film, literature, music, visual arts, communication, parks/wilderness) have been reduced to sex and violence, People magazine, N’Sync, billboard magazine ads, chat rooms and Disney World. The media degrades the beauty in us and in our environment. The drug culture further impacts our senses.
- We continue to wantonly waste our human and physical resources (our prisons and landfills are overflowing).

Although we have no finished product to submit, the best sketch ideas were ones of planet earth (blue, green, brown sphere with recognizable continents, etc.) “morphed” into the shape of a question mark or a dollar sign.

What forces (positive and negative) will impact or have an influence on your world?

- Media, rapid tech advancement, space travel, environmental issues, increasing world population, genetics, communication (internet/newspapers/talk radio);
- Globalization and communication (a smaller, more connected, inter-dependent world) limits autonomy (and privacy), but increases awareness and potential for community;
- Intellectual/moral competition, artistic differences, cultural differences, drive for success in our “opportunity-based” society;
- Increased specialization in the workforce;
- Peoples’ willingness to be open to new ideas/doctrines, willingness to adapt and work towards positive change;
- Religion and God, family and religious values, relationships, personal/national motivation.

In what specific ways do you think your Jesuit education prepares you to deal effectively with the world you will be entering as a young adult?

- Provides us with a sound academic education, prepares us to compete on the collegiate level;
- Helps us examine/develop sound moral values;
- Helps us learn how to manage our time;

- Gives us opportunities to make and strengthen friendships;
- Encourages us to be more sympathetic/empathetic to those in need - service, Kairos;
- Experiences like the Kairos retreat help us to be more conscious of who we really are, be more willing to share ourselves and be open to others;
- Retreats, service and co-curriculars (sports, social events) give individuals the opportunity to discover and experience different areas of the whole self;

In what specific ways do you think your Jesuit education fails to prepare you to deal effectively with that world.

- Shelters us from the diversity of the real world: socio-economic, gender, cultural, ethnic, religious. Although some classes (teachers) expose us to the real world, the school environment is not real.
- Encourages students to conform in order to succeed in the “system.” Doesn’t allow/require us to question what we are taught.
- Too much emphasis on college admission (grades, tests, resume) vs. college/world-life preparedness;
- Can promote a sense of elitism (college prep, athletic dominance, upper-middle class);
- Can develop a “big brother” complex in terms of service or charity;
- Fails to accept or encourage different values and philosophies, can be intolerant. Theology classes seem very one-sided. We are told to accept others’ opinions, but teachers and classes fail to acknowledge difference of opinion - especially political differences.

What do you value most from your Jesuit high school thus far that you hope Jesuit high schools of the future will retain as part of their program?

- Friendships, sense of camaraderie and guidance;
- Support from people (students, teachers) with common values and goals - makes us more focused;
- Sense of community;
- Importance of acceptance of others and service for others;
- Respect (or at least acceptance) amongst members of the student body;
- Experience of hearing a multitude of opinions;
- Moral guidance and education or exposure to moral beliefs.

What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

- Adapt for the accelerating technological revolution ... more specialized educational opportunities - technology, foreign languages, more open curriculum (colleges will also change their curriculum), how to succeed in a more competitive and specialized workplace, educate students on how to overcome adversity, develop more (real life) problem solving skills, how to contribute to a more open-minded society (or active-minded).
- Develop an awareness of the impact of our greed on each other and on the environment, the depletion of the earth's resources
- To be more theologically open-minded ... more creative courses, practical courses applicable to the "broader" real world - philosophy vs. theology (world religions) - give us background to many religions and beliefs so students can see the similarities in peoples. Theology needs to be more "theological" - more to do with faith and God. More philosophical thought, more emphasis on retreats and spirituality
- Promote community involvement and responsibility from the freshman year.
- Enroll a more integrated/diverse student body (gender, ethnic, religious) - might require tuition endowment/reduction?

JESUIT HIGH SCHOOL

New Orleans, LA

We thank you for the opportunity to reflect on our Jesuit education and to provide observations and suggestions that may help to improve the Jesuit experience for future students. We did indeed find the "Shape of the World of Young Adults" exercise an effective and thought-provoking one, and are thus eager to share our results with you.

1. Our Jesuit education prepares us abundantly in several important areas, primarily by instilling a strong sense of intellectual confidence. It provides us with a solid classical foundation, solid senses of history and religion, and a heightened awareness of the issues of social justice that define our culture. We feel, overall, well prepared for the daunting challenges ahead.
2. The Jesuit education we received, though, came with a few setbacks. It did not, despite increased attempts, provide us with much of an accurate cross-section of society, and in some ways, we feel unable to relate with different kinds of people. As we received that sense of confidence of which we spoke earlier, we slipped, perhaps, into intellectual arrogance as well, arrogance that might have been curbed by a stronger presence of people with different backgrounds.
3. As we head off to our respective schools, we value much of what we received from our years at Jesuit High School. We feel we have been prepared, through the self-confidence and self-discipline with which we were instilled, to be leaders--of companies, of civic organizations, of a generation. We feel our leadership will be in the spirit of Ignatius and by the challenge of Jesus, based on compassion and justice and tolerance and love.

4. The next twenty years will doubtlessly see the continued sense of rapid change the last twenty has seen. The Jesuit high schools will be faced with many challenges in the face of that world, as it is in this world, and we are confident that they will meet them as effectively as they always have. (1) They must instill in their students a healthy sense of perspective toward technology, teaching the skills needed to thrive, but emphasizing the Christian values that must not go by the wayside. (2) They must provide intelligent and fair coverage of the struggle between science and religion, noting that the two can enhance each other if a delicate balance is struck, and teach students how to find that balance. (3) In a world with an increasing emphasis on self-advancement, they must not forsake the struggle for the common good, and must fairly communicate that struggle to the students. (4) They must continue the tradition of instilling leadership skills through its moral teachings and rigorous academics, providing the combination of faith and confidence. Finally (5), they must constantly renew the Ignatian credo "Ad Majorem Dei Gloriam," and continue to excel in that challenging work.

Jesuit High School's image was a graphic electronic presentation of a yo-yo.

LOYOLA ACADEMY

Wilmette, IL

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

While it is agreed that much of education is dependent upon the individual and their personal goals and effort, teachers play a very important role in guiding and influencing the individual. Perhaps the most profound aspect of our Jesuit education has been the teachers at Loyola. We have found that educators go well beyond their "in the classroom" position. Teachers are more than willing to offer extra help during their prep periods, lunch, and before and after school. They are also known for going the extra mile to get to better know their students by regularly attending sports events, and pouring in extra time as moderators for many of the school's clubs and teams.

We feel that our Jesuit education has called us to live a life of action. Loyola has exposed us to a more personal God, allowing us to explore our own identity and who God intends us to be. The importance of not going through life without reflecting has become clearer, and we realize in result, that life is only a series of choices made by us that affect ourselves and others.

As technology becomes an increasingly more important part of a well rounded education. Loyola has modified and adjusted the education that it offers. In just the four years that we have attended Loyola, there have been increases in the amount of technology available to students. The computers and like equipment are kept up to date, and very accessible to not only the individual but also the classroom.



Specific ways in which we think our Jesuit education fails to prepare us...

Loyola is always on the lookout for new opportunities and programs that are intended to give its students the best edge while attending the Academy and afterwards. One of the programs that has been issued as such is the *Integrated Science Program*. This program is open to incoming freshmen who score in the top one-half on the entrance exam. Its intention is to combine the traditional courses of chemistry, biology, and physics in order to amplify their real world applications and uses. While this is a very specific example it brought up discussion on how programs such as these can lead to potential problems and how they can be modified to achieve their intended goal. A major problem that was brought up was the fact the in many cases a teacher that has a strong background in Chemistry. for example, might be asked to teach *Integrated Chem.. Phvs*. In which case, the students might not have the specialties that a teacher could offer if the student took the two subjects separately. It was recommended that while integrated programs can be beneficial, a better way of teaching such a class would be to have a rotational schedule in which two teachers would be rotated in so that both subjects would be covered by a teacher that specialized in each matter.

Most valued from our Jesuit education thus far...

While we feel that “in the classroom” experiences are a very important part of a well-rounded education, we feel that education must go beyond the classroom as well. Our ministry department which we feel is the back bone of the Loyola Community, does this to an incredible extent. The many programs sponsored through ministry allow for students, faculty, staff, and administration to reach out to other communities and people. After school programs include soup kitchen, day care, and nursing home visits, that are in high demand among students and slots are oftentimes hard to find. Unlike classes, the ministry department provides for a year-round education by offering summer service trips to Appalachia, South Dakota, Mississippi, and areas throughout Illinois. This allows for students to interact with those from different economic, cultural, and social backgrounds, keys to a well-rounded education.

Most important things Jesuit high schools of 2020 will need to prepare their students for...

- Keeping in mind differences and working to accept, understand, and integrate.
- While technology continues to dominate such a large part of life, work to keep personal interaction and development.
- Keep doors to experience open. The more we connect with the outside world, the better we understand

LOYOLA BLAKEFIELD

Towson, Maryland

1. As you think about the world that you will be entering as a young adult, what words and images come to mind?

- A utopian society, no pollution, no greed, or hunger Robots, nuclear powered robots;
- There is a lot of poverty, but also many rich people. Technology is quickly advancing. Drugs will control the lives of many for eternity. Military intervention by the U.S. and her allies;
- I'm not worried, the experiences in the world will be the ones we make. The world is a nice place. The world is a big place. Robots, solar power, technology, puppies, some alive, others laying dead on the side of the road.
- Business, money, children and country clubs;
- I think of money-hungry materialists. The world is about what you have. Bigger houses, better cars, and lots of money. I would describe this world as greedy and self-serving. It is about the person and not the world.

2. If you were to draw a picture of that world, what would you draw? Draw a Picture...A sort of metaphor... The following are descriptions of the pictures presented by the students...

- A hundred dollar bill with the world in the center where the face of the president normally sits
- A mountaintop
- A hamburger
- A world smiling
- Faces of those who inhabit the world for without them this place is just another planet
- An obstacle course filled with pitfalls
- A big top, this place is a circus for me
- A yin-yang sign surrounded by the sun
- A robot roasting a hot dog over an open camp fire

3. Indicate the forces that will be impacting or having an influence on your world..

- Humanity, God and the ambitions of nations
- Bad things might happen so I try not to think about the bad things
- Powerful robots, flying cars, space homes
- Technology, stock, market, money, family, competition, show the money, the bigger the better
- It is not about what you have, it is about what you do not have; communication
- Threats to peace, worldwide connections, nationalistic tendencies, smarter and faster robots, movies, technology.
- Drugs
- Booze
- Large business expansion, the poor will be helped

4. In what ways do you believe your Jesuit education prepares you to deal effectively with the world?

- It gives you knowledge, there is no knowledge there is no power, so high school empowers you to live in the world and control your own destiny.
- The name of the high school along with my natural ability got me a full scholarship to the place where my real education and training will occur.

- I feel that Loyola taught me more about myself and what I am capable of doing. It has taught me to be an individual. It has taught me to care for others. In the end I wish Loyola would allow people to express themselves more, but not necessarily force them to. The biggest obstacle for the students to overcome is their acceptance of other people's views and individuality. Many kids now a-days tend to hurt others in order to feel good about themselves. I feel that the faculty and students here at Loyola should learn to be more caring and compassionate towards others. We should all help others to feel part of the group, to be excited about themselves and their future.
- Another aspect of my experience here at Loyola that I enjoyed was religion class. It has taught me to love myself and others despite our many differences. It has taught me to grow in faith and love of Christ. I would caution future religion teachers not to take religion class as seriously, in that they tend to make boring lectures that in the end mean nothing to the students. They try to rake too much of a scientific approach rather than helping the students to just have faith in their belief in Christ. Religion should be interesting for all students no matter what they believe. I have enjoyed my four years here at Loyola and I am excited for those students who are entering. I hope that they have as meaningful and enjoyable time here as I have. Thank You!
- My Jesuit education was very good.
- It is going to be hard to cope with all the new space age technological advance but my Jesuit education has prepared me.
- I have learned that I am fortunate for what I have. It has taught me how to live by God's will even in a world that can be corrupt. Jesuit high schools teach us how to help those who are less fortunate than ourselves.
- My education provided me with an analytical base from which to build schools. It encourages competition while offering support and encouraging the development of future relationships.
- Maturity, discipline, communication skills and organization. Techniques which are all bound by a faith in God.

5. In what ways do you think your Jesuit High School fails to prepare you to deal effectively with that world?

- Some classes do not really have a bearing or importance in the real world. Co-education, shorter class than that of college, stresses on honesty and integrity but neither is essential in the business world.
- It fails to teach us that there are other ways to do things. Jesuit high schools also teach things as black and white and the world is anything but that.
- It fails to provide us with a realistic world view.
- You never see the down part of life. More things are given to us than what should be so the real world is a surprise and shock.

6. What do you value most from your Jesuit high school education thus far...?

- I do not know, in about ten years I will be able to answer this question.
- Teaching good behavior, good manners and effective study habits. It has prepared me for the future. I am as well educated as I can be. I have the knowledge and skills to succeed at anything I will come across in life.
- A complete absence of political correctness. Truth always remains the top priority.
- Building independent thinking skills.

7. What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

- Computer Science, Political and Geopolitical Studies, Biological and Chemical Sciences, Literature and Speech Classes and Mathematical
- Studies
- Rapidly advancing technology
- An understanding of the distinction between economic classes
- A larger enrollment
- The lack of Jesuits
- How God is not as much instilled in students
- Honesty
- A realistic worldview
- Logic
- Ethics
- Motivation
- Technological advancement
- Alcohol, STD's, and relationship with God

Prepared By: Mrs. Evelyn Coupe

LOYOLA SCHOOL

New York, NY

Loyola's report was a MS PowerPoint presentation.

REGIS HIGH SCHOOL

New York, NY

Below is a picture of the earth. We intentionally chose a very small representation in order to suggest the shrinking of our world. Through advances in technology and a greater awareness of other cultures, we envision a world that is accessible and one in which we truly have a global community.



List of the forces that will be impacting or influencing the world:

1. Internet
2. New Technologies
3. The emergence of a global community

Specific ways in which we think our Jesuit education prepares us:

1. Teaches critical, creative, and analytical thinking
2. Provides a thorough liberal arts education
3. Teaches the values of a Christian community

Specific ways in which we think our Jesuit education fails to prepare us:

1. Fails to provide the woman's perspective
2. Not enough diversity- ethnic, gender, and religious

What do you value most from your Jesuit high school education?

1. Intimacy of the student body
2. The accessibility of the faculty
3. The true sense of community among the students, faculty, and staff
4. Emphasis on effective synthesis of knowledge
5. Independence afforded the students

Most important things Jesuit high schools of 2020 will need to prepare their students with:

1. An ability to understand and create the technology that shapes the world.
2. The ability to think creatively, critically, and analytically.
3. Knowledge and understanding of the ethical and moral behavior expected of Christians.
4. The ability to fit into a global community, with an appreciation and understanding of different ways of life.
5. The ability to adapt.

Other Comments:

This is a compilation of the responses that I received from several seniors. During the third trimester of the senior year, our students are doing full-time Christian Service and it proved difficult to arrange a time when they could all meet. I hope that this is still helpful.

Terese DeCoursey Whang

Regis High School

REGIS JESUIT HIGH SCHOOL

Aurora, CO

Image which describes the world that Regis' graduates will be facing:

The seniors described a construction scene near the base of a mountain. The construction of new buildings is an evolving process that is continually on the move and advancing the society. The construction requires planning and improves the community. During winter avalanches occur in the mountains very quickly and can cause great destruction. The power of an avalanche is immense, difficult to control, and can change the landscape for a long time.

As the seniors prepare to enter the world, they see a strong economy and a society that is advancing. But changes can occur quickly and they are not confident that the good times will continue without interruption of strong and dynamic forces that will be difficult to predict and harness.

Forces that will be impacting or influencing the world in 2020:

Business – new forms and structures for business will develop rapidly and the market place must be flexible with a workforce that is fluid and adaptable. Jobs and careers will change quickly and students expect to change employers often.

Media – There will be a merging of voice, video, and data communications. Companies in this field will wield greater power as they continue to merge and form huge conglomerates that have dramatic influence over the daily activities and thoughts of the population.

Technology – Technology will continue to evolve quickly as everything gets smaller and faster. Information technology will be placed at our fingertips and will affect every aspect of our lives. The fields of biotechnology and genetics will expand rapidly and will force changes in our attitudes, values, and way of life.

Medical Advances – The world will experience new diseases that we have not experienced and will challenge the medical profession.

Terrorism – Country sponsored terrorism will diminish. With individuals and small groups gaining more access to instruments of mass destruction, control and eradication of terrorism will become more difficult as acts of terror increase throughout the world.

Global Community – The world will continue to shrink as countries of the world become more politically, economically, and socially interdependent.

Families – The basic structure will continue to change and the concept of a “nuclear family” composed of two parents and children will become rare. The parental role will focus more on guiding children to proper choices, but children will have access to greater amounts of information and will rely less and less on their parents to impart the information needed for survival. Parents will assume more of an advisory role with children rather than a command and direct role.

School – As information becomes more available at home, school will become a place that you go less than five days a week. Students will have greater control of their time and school will become a place where ideas are exchanged in a Socratic approach that helps students develop the skills, values, and attitudes needed for the world they will enter. Teachers will be used as a resource and will assist students in interpreting the information they are gathering from many sources outside of the school.

In what specific ways do you think your Jesuit high school education prepares you to deal effectively with the world you will be entering as a young adult?

- Helps students find out who they are, what they believe in, and clarify their values.
- Provides the academic preparation required to be successful in college and life after college.
- Helps students learn about a wide variety of people and their lives and helps students to become empathetic.
- Prepares students who are well-rounded, mature, and respectful.
- Teaches students how to resolve differences in a positive way, how to think, how to communicate, and how to respond to high expectations.
- The experience in a Jesuit school builds self-confidence.
- “We know what to do, and do what we know.”

In what specific ways do you think your Jesuit high school education fails to prepare you to deal effectively with that world?

- The lack of cultural, intellectual, gender, socio-economic diversity limits the experience for students.
- Jesuit education seems to focus more on the humanities and less on the math and science areas.
- A college prep education should include more electives for upperclassmen.

- There should be more emphasis on helping students find the general direction of their careers.

What do you value most from your Jesuit high school education thus far that you hope Jesuit high schools of the future will retain as part of their program?

- The ability to form meaningful and long lasting friendships among the students.
- A quality education.
- Teach what it takes to have and maintain good relationships.
- Continue to teach students how to study.
- Teach students how to reflect on their own lives, actions, values and be able to internalize and communicate this self-reflection to others.
- Campus Ministry programs such as Masses, retreats, and especially Kairos.

What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

- Understand and Use Technology
- People skills
- Ability to Adapt to Change
- Teach and expect students to respond to the highest level of values and ethics
- Speak, write, and think clearly
- Be Open to Personal Growth

Respectfully Submitted: Rick Sullivan, Principal

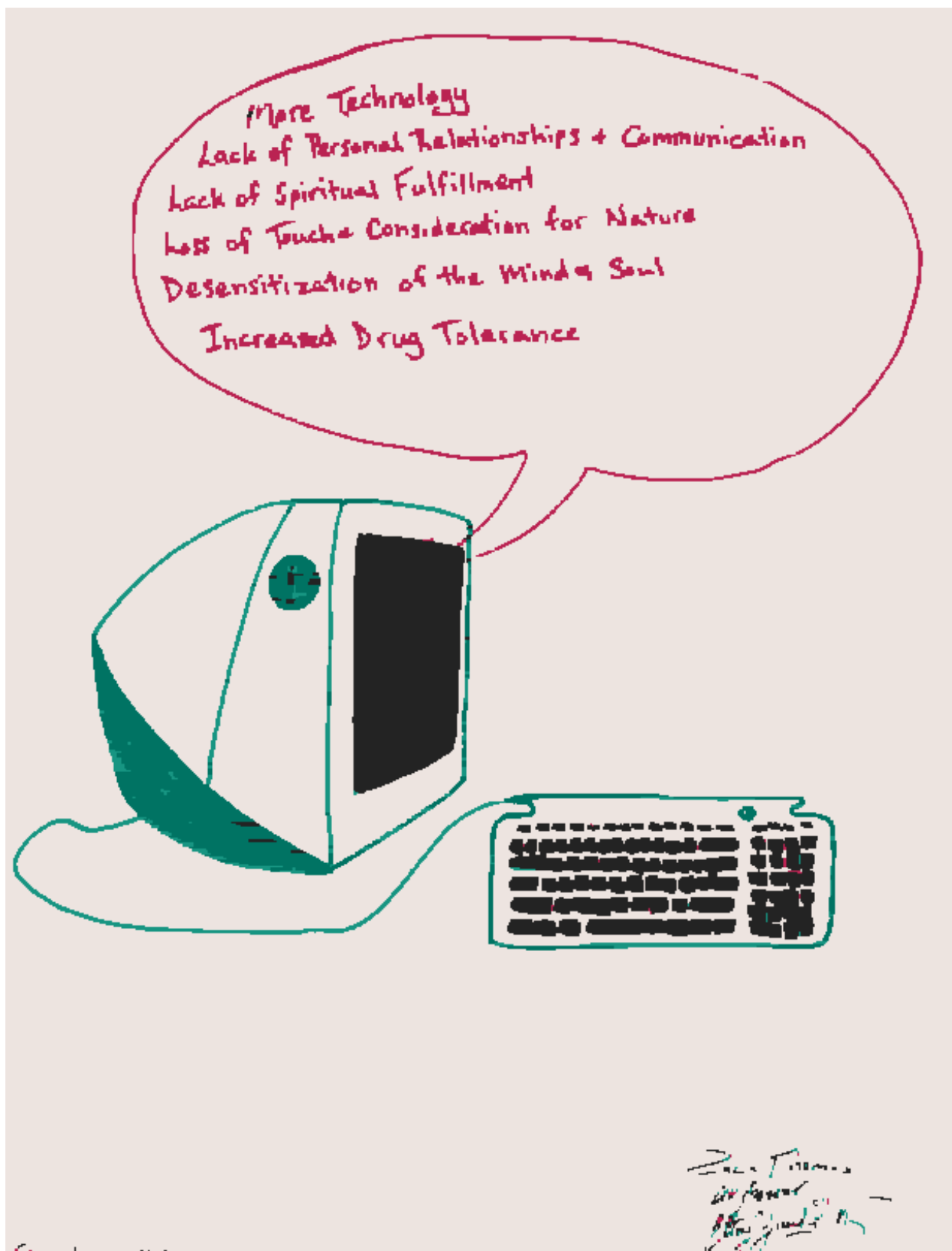
Zach Alter, Ty Crocker, Matt Kramer, Nick Levine, Phil McDermott, Ryan Mesheid, Tim Miller, Ben Valenta

ROCKHURST H.S.

Kansas City, MO

In what specific ways do you think your Jesuit high school education prepares you to deal effectively with the world you will be entering as a young adult?

- Our education gives us a background on which we base the rest of our future. Because of the many views and ideas we are exposed to, we are open to more new people and situations present in the real world.
- Service projects – Competency and the ability to succeed.
- Kairos and an open attitude.



In what specific ways do you think your Jesuit high school education fails to prepare you to deal effectively with that world?

- Compared with the tax-funded schools our computer technology courses and the emphasis on these courses are lacking.
- Because of the closeness between Rockhurst students, some can get too comfortable around this situation, not realizing that in the real world, they might have to act differently around people.
- Despite the strong Jesuit ideals behind the school, lack of many Jesuit teachers and the lack of more spiritual themes in the classroom fails to give us a true understanding of the Jesuit philosophy.

What do you value most from your Jesuit high school education thus far that you hope Jesuit high schools of the future will retain as part of their program?

- The single sex student atmosphere made learning and attention in the classroom easier.
- Both the professionalism and the personal friendships in the students/faculty relationships create a good atmosphere.

What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

- A much stronger technological background for the technology based society.
- A moral code or standard to give better balance in a world where values and morals seem to vanish.
- A sense of spirituality to balance with all the technology and sensual stimulation that will be present.
- An importance of personal relationships between students and teachers and themselves to balance with the lack of personal relationships in the future.
- A challenging real world.

ST. IGNATIUS HIGH SCHOOL

Cleveland, OH

Personal Reflection

1. **Words/Images:** Confusion, complex, inter-twisted telephone cables, tons of technology, air pollution...sterile...
2. **Picture/Image** (see attached)
3. **Forces/Influences:** Money... competition... technology... malaise... hope... less (official) Church.
4. **Jesuit High School prepares...**
 - “Can’t imagine going into world without it.”

- “Teaching me to think beyond memorization.”
- “High quality of education so I can compete---but beyond competition for what’s really important—like family”
- “Too hard to answer because I don’t know what future will hold.”
- “We learn not in a traditional manner that is more college-like, like the world will be. Without set answers.”

5. Jesuit High School fails...

- Single sex...too many of the same types of kids are here...too good, i.e., not like the real world so people are sheep among wolves...

6. Value most: Teachers who care... Jesus... teachers more involved and help as much as they can... safe... theology is so important and fun... kids are caring when something bad happens... lots of friends who care... great environment for success in class and sports

ST. IGNATIUS COLLEGE PREP

San Francisco, CA

Population Surveyed:

I took the survey designed for college students and gave it to 70 seniors and 8 juniors in the third week of May 2000. I hope the data below is helpful.

The gender breakdown was 45% male and 55% female. In addition to the survey, I interviewed 2 classes of students and had 5 groups work on the group reflection project for one full class period.

Survey Results:

As you look back on your Jesuit high school experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

Top ten responses with percentage of students mentioning each:

1. Education for moral reasoning and ethical issues.	52%
2. Academic excellence, rigor, and college preparation.	50%
3. Opportunities/education for personal and spiritual growth	42%
4. Kairos retreats (and other retreats)	41%
5. Social growth with both genders through activities	33%
6. A supportive community of students and teachers	28%
7. Great English teaching	28%
8. Balance of academics, athletics, extracurricular and spiritual	27%
9. Community Service opportunities (requirement)	21%
10. New courses more relevant to student lives	20%

Given your experience of high school and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

Top ten responses with percentage of students mentioning each:

- | | |
|---|-----|
| 1. A greater focus on and use of technology | 35% |
| 2. More emphasis on independent and critical thinking | 33% |
| 3. A more supportive community | 29% |
| 4. Teachers better able to meet student learning needs | 23% |
| 5. More leadership opportunities and training | 22% |
| 6. Curriculum and courses more relevant to student lives | 20% |
| 7. Teaching students how to be flexible in a changing world | 17% |
| 8. Improved and more open spiritual experiences | 14% |
| 9. Better drug and alcohol education | 10% |
| 10. Better teaching for oral communication | 8% |

When, 10 to 15 years from now, a member of your family attends a Jesuit high school, what would you hope would be a significant part of his/her experiences there?

Top ten responses:

- | | |
|---|-----|
| 1. Education for spirituality and religious development. | 33% |
| 2. Academic excellence, and broad-based education. | 31% |
| 3. A supportive and caring community of teachers and students. | 29% |
| 4. The skills of independent and critical thinking. | 24% |
| 5. Education to cope with moral and ethical issues. | 18% |
| 6. A strong extracurricular program. | 17% |
| 7. Education for social and emotional development | 15% |
| 8. A well-rounded education in spiritual, academic and extracurricular areas. | 15% |
| 9. Retreats | 15% |
| 10. Community Service | 15% |

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

Top ten responses:

- | | |
|--|-----|
| 1. College and life with a broad-based education. | 46% |
| 2. An ever-changing and adapting world. | 45% |
| 3. Social and emotional development | 40% |
| 4. The skills to work effectively in collaborative teams | 36% |

5. Moral and ethical issues of 2020.	35%
6. The use and understanding of technology	35%
7. Flexibility and adaptability to a new world.	29%
8. To be men and women for others.	22%
9. Spirituality and religious development.	22%
10. Leadership training	16%

I used this exercise with a group of 10 seniors and 2 juniors. Below are the responses from two groups:

1. The world we imagine that we are entering is ruthless. In order to survive we must be equipped with ingenuity, nature, brainpower, and the ability to apply it. We must have a strong educational background that has taught us those skills. Words that come to mind---apathy, hatred, drugs, alcohol, racism, homophobia, greed, technology, pollution, work, stress, consumerism, ignorance, unemployment, illegal immigration, war, starvation, abortion, euthanasia, homosexuality, genetic engineering, capital punishment, divorce, lack of interpersonal contact, extreme poverty, welfare.
2. The world is capitalist. Therefore, Darwin's law of the survival of the fittest applies. Sadly, this means an imbalance exists that is contrary to the teachings of Christ. This conflict between what is and what one knows is right is a source of unhappiness, inner turmoil, mental illness and, ultimately, injustice.
3. At the same time, this cold, impersonal world, when looked at day by day, holds hope since it involves interaction between people, and the quality of those interactions, how people treat each other on a daily basis, paints no where near as bleak a picture of our world as does the big picture. The world is changing, we are living in such an exciting time, but this metamorphosis raises questions of what is to come, what direction should the world take? I see a world in need of help. The world itself is going through a growth spurt and while it is tripping, trying to get used to its new length of limbs, they continue to grow. Progress, therefore is elusive since knowledge is no longer a static "thing" to be preserved and passed down by experts."
4. We believe that our school has prepared us well to enter college. We have learned to write well and express ourselves effectively. It has given us the ability to think independently about social and moral issues. Many of us had had great experiences leading and being on our retreats. We have had priceless opportunities at St. Ignatius to form bonds with students of every race and culture. Most of our classmates take this for granted. We have learned to form strong and healthy relationships with both genders and to be outgoing, able, and competent people.
5. There are two things we have over public schools: empathy and community. We are taught to observe and care about the problems of others. We are constantly reminded to watch out for the poor and unfortunate. We are taught to be men and women for others; we are taught empathy, not pity. Also we are taught to be Ignatian. We are taught that our community is important and that we have responsibility to form communities. These prepare us to live counter-culturally. We are ruined for life; if we pay attention to our education we can never live in the consumerist, apathetic America of today. Our education prepares us to reach the

unreachable star of social justice through actually caring and through our community supporting us.

6. St. Ignatius is in the middle of the most technological area in the world. We do not feel completely prepared to use and understand the technologies available to us. Our education must help us to adjust to this new world. Some of our classes have taught us to work in teams and some have not. We do not have enough religion. Seven semesters is laughable. We are required to learn how to lift weights, play water polo, or other worthy activities, but we are not required to fully learn the Bible. This seems dumb to us. Religion is the entire reason for our school; we need to delve deeper into the realm of spirituality.
7. We do not have any real sex education or drug education until we hit a senior elective. We live in San Francisco, and kids our age are having unprotected sex while stoned and dying of AIDS. We need to be taught about homosexuality, S&M, B&D, ecstasy, marijuana, cocaine, orgasm, lubrication, cum, masturbation, sodomy, alcohol, GBH, heroin, abortion, birth control, STD protection, oral sex, breasts, hand jobs, frenching, and countless other things. If our teachers do not broach these subjects we approach them completely cold and have little or no idea how to deal with them. There needs to be straight talk because some of our friends have dealt with raves, drugs, and all sorts of sex without any knowledge. An honest knowledge can be a weapon against temptation and peer pressure. We live in an international center of chemical and sexual deviance and perversion. We need to be taught about it.
8. We need a greater focus on independent and critical thinking. It is not that we are not allowed to think independently, because we would do it anyway, it's that we think we need more of it.
9. In this Jesuit high school everything is about competition and segregation. Jesuit schools must resolve this problem of the rat race we call high school. Everything is about getting that 4.0, winning a game, a trophy, getting into the best college. For some students the school moves too fast.
10. We value our experience with the outside world. We value our morality classes teaching us about other's sufferings. We value them rocking our comfort zone. We value community service and fine arts. We value field trips to St. Anthony's (Dining Room for homeless) and Immersion trips. We also value clubs and the chances to form friendships and community. We value the challenging of traditions and norms. We value the emphasis on removing our masks, and we value the message of love.

These questions have been answered in the first two pages of this report. Below are responses from one senior girl followed by responses from a group of Asian, Latino, and Caucasian juniors and seniors.

“The five most important things a Jesuit school will need to prepare its students for the future are: (Senior, female)

1. Conflict-- ideals and values, which will be constantly challenged and reviewed.
2. Learning--with the ever-changing world, learning will continue for a lifetime and won't end with high school, college, or grad school.
3. Independence--the student of the future will have more freedom in exploring knowledge, and with that comes responsibility; independence of thought and non-conformity of ideas. Creativity and ingenuity will be key.

4. Teamwork--social skills will be needed to maintain a healthy mentality and to function effectively in the think-tank-like environment most companies will find themselves adopting in the future.
5. Action--students must be confident, forthright, and aggressive to be successful.”

(Mixed race juniors and seniors)

We think that Jesuit schools will have to:

- • Make their graduates more empathetic to the sufferings of others, real without masks or coverings.
- • Make students open and able to communicate personally and digitally.
- • Make them leaders with the ability to make radical changes,
- • Make them able to accept their fellow human beings with tolerance, and love no matter the race, gender, sexual orientation, age, weight, legal status, etc.

Note: We believe that Jesuit education is the best thing that could have happened to us. We believe that it is the best education out there, yet we believe it can be improved. We wish you good luck in making the best even better. (By the way, we are a group of mostly juniors who are all intelligent (3.4 or better) and Asian, Latino, or White.)

Drawings: Kids did not turn in any significant drawings.

St. Louis University High School

St. Louis, MO

Forces that will be impacting on your world...

Overpopulation	Capitalism	Consensus Building
Individualism	Consumerism	Globalization
Entitlement	Conglomeration	Money
Disregard for human life	Devaluation of the family	Family
Technology	Genetics	Urban sprawl
Racism	Secularization	Self-gratification
Television	Faith	Love

Specific ways in which we think our Jesuit education prepares us...

- Challenges intellectually
- Exposure to differences
- Fosters growth of self & self confidence
- Teaches to express ourselves
- Provides solid foundation with core curriculum

- Encourages to well rounded
- Services provides humility
- Introduces to stresses of the work world

Specific ways in which we think our Jesuit education fails to prepare us:

- Encourages arrogance
- Isolates and stifles diversity
- Creates unbalanced life which is lived mostly in the head
- Provides no forum for criticism or discussion

Most valued from our Jesuit education thus far:

1. Co-curricular opportunities
2. Faculty support
3. School motto

Most important things Jesuit high schools of 2002 will need to prepare their students for:

1. life of service and gratitude
2. awareness and sensitivity to diversity
3. problem solving, such as fighting economic disparity
4. life of faith and spirituality
5. broad perspective of the world

Student Names: Gil Akos, Mike Bartch, Nick Bellon, Hamilton Callison, Matt Carlyle, Anthony Casalone, Joe Dickmann, Thomas Elliott, Andy Genung, Dan Grasser, Sheraun Howard, Tim Huegerich, Gabe Javier, Steve Luebbert, Mark Monda, David Nischwitz, Tom Wyrwich, John Zakibe. **Faculty Facilitator:** Robert Garavaglia

St. Peter's Prep

Jersey City, NJ

Part I—The shape of the world which we will be entering as young adults.

Our image is a bridge. The bridge itself symbolizes the journey in which we are all participants. The wooden planks of the bridge represent the different forces at work in the world. They are all connected, and how we approach/react to one will have an effect on how we approach/react to others. The rails at the side of the bridge represent faith and values. At points when the bridge becomes slippery or rickety (or when the wind starts blowing) the rails provide strength, guidance and security. The water represents consequences of decisions and actions. In some places *it* is a refreshing, gentle lake; in other places, it is a murky, stagnant pond; in still other places it is swiftly flowing rapids.

Part II—The forces that will be influencing the world that high school graduates will be entering as young adults...

- **Technology:** While technological advancements will continue to ease the American lifestyle and encourage development abroad, these benefits may also be abused and misused for various purposes. Therefore, people will need to consider all impacts of technology use.
- **Scientific Advances:** People will be healthier due to medical advances; they will also be living longer, changing the dynamics of society as it adapts to support the needs of older people. Scientific advances, such as genetic engineering, may allow many more people to live “normal” lives, but numerous ethical concerns will be raised when certain traits are pre-selected while others are selected against.
- **Communication:** will be easier than ever before. Email will include audio and visual as will internet chat rooms. With the increased availability of technology, actual interpersonal contact will be diminished. As personal information becomes easier to access using the Internet and other technologies, greater amounts of people will experience a loss of their privacy in many respects. We will know more about other people, but spend less time with other people.
- **Fast Pace of Life:** As technology advances, life continues to become faster and more frenetic.
- **Economic Disparity:** In the middle of another economic boom cycle, a disappearing middle-class will increase the disparity between the rich and the poor (proportionally more on the poor side). The people enjoying this cycle must remember to help decrease this “economic gap” and allow all to share the fruits of the economic boom.
- **Pressure/Stress/Competition in Work and School:** “Never-ending stress,” “pressure to succeed,” and “cut-throat competition” are some phrases often associated with conditions at work and school. Because of the widening gap between rich and poor, people will be working harder with less reward. This increased pressure will lead to personal unhappiness and diminished interpersonal relationships.
- **International Interdependence:** Globalization will bring the world closer in many aspects, but concerns over international interdependence, especially in respective economic and military spheres, will need to be resolved.
- **Religious and Cultural Diversity:** Religious and cultural diversity have been major causes of (international) sectional strife for a long time. It is hard to imagine many of the centuries-old biases being resolved, although increased interdependence will encourage peaceful coexistence
- **Maintaining Individuality:** At a period when conformity is seen as the predecessor to personal advancement, people will struggle to maintain their individuality. The difficulty inherent in this conflict will increase personal frustration and unhappiness, and put great strain on interpersonal relationships.
- **Gender Issues, Gay/Lesbian Rights:** While women have made enormous strides in recent years, they are still far from parity in many professional situations. As the job market becomes more competitive, so too will this issue. Like the racial equality struggles of the 1950’s and 1960’s, gay/lesbian rights will become increasingly important issues. There will continue to be social tensions as people learn to accept homosexuality without prejudice.

- **Competence, Conscience, and Compassion:** For us, these three words define the meaning of a Jesuit school education. We have been encouraged to grow academically, morally, and socially.
- **Sense of Community:** While education and religion are two of the strong points of Jesuit school education, the feeling of community is one that can be sensed first. This aspect of caring and belonging to a family has been a strong force in our growth and our understanding of what it means to be a member of a community
- **Cura personalis:** Care for the individual is surely the hallmark of a Jesuit education. Respect and concern for other students and faculty members served as a catalyst in developing the community which has enabled us to grow.
- **World view broader than course content:** Jesuit education provides students with not only the best education covered in a textbook but also a passion to learn and the ability to think. In our courses and in the daily life of the school we have been encouraged to use the knowledge we have acquired to understand the events that shape the world, and to use our knowledge to be agents of change.
- **Perspective for decision-making:** As students face new challenges each day, more and more opportunities are present to make decisions that will affect the way they think, team, and live. In our activities and our classes we have been encouraged to make decisions reflectively, weighing the good against the bad.
- **Appreciation of diversity:** Seeing God in all things means seeing God in all people. Our school population is diverse in race and religion, with a wide array of gifts, talents and understanding. Our association with people from differing backgrounds has encouraged us to be more open and tolerant.
- **Liberal Viewpoints:** The school has challenged us to be counter-cultural, to think about what is good for humanity and not just what is good for me personally. We have been encouraged to challenge the status quo.
- **Value of Tradition:** A strong sense of tradition has connected us to the institution, its values and an alumni group that calls itself a family.
- **Acceptance of Disagreements:** Sometimes there is not one “right” answer. Debates in classrooms have provided the opportunity to fine-tune our opinions, but have also challenged us to really listen to and learn from others, especially those with different opinions. We don’t always have to agree with one another in order to be friends or teammates.
- **Oral and Written Competence: Communication-Effective communication is important in any undertaking. Both written and oral communication skills have been developed in our classrooms and in other public-speaking opportunities.**
- **Challenges :** Successes and Failures-By reflecting on successes and failures, in class and in co-curriculars, we have learned to grow from experience.
- **Family Ties:** Family members will continue to spend more time away from home and each other, and much of the time spent at home will continue to be sacrificed to the Internet. Parents who did not have children until they were well into their thirties will be in their fifties by the time their children are teens—the “generation gap” will be felt more acutely than ever. Families will struggle to find creative ways to stay connected

- **Loss of Childhood & Loss of Time to Play:** TV's, VCR's, game consoles, computers, and other electronic devices will greatly decrease the amount of time children spend partaking in physical activity outside of the home. Moreover, unrestricted TV and computer access will lead to an inevitable loss of innocence.
- **Natural Resources:** Natural resources will continue to be depleted at rapid rates. Stronger government regulations of private industries and public subsidies will prevent the abuse of natural resources. Crises in various environmental issues will compel governments to work together to combat the problems.
- **Violence:** Violence will continue to plague economically depressed sectors of society.
- **Drug Use:** Many health and social consequences will continue to stem from drug use. Communities will continue to struggle with the prices of combating the drug culture—the price in quality of life, the price in wasted life and the price of health care.
- **Governmental Resources:** The government will continue to struggle in allocation of resources. Fortunately, however, in reaction against the ineffectual partisan politics that dominated the late 1990s, the three major parties (a strong third party will emerge in upcoming years) will need to work together to assess need and equitable distribution of resources. Unfortunately, because of the increasing number of poorer people, such decisions will be even more complicated than they are today.

Part III -- Responses to questions.

We believe that *our* Jesuit education has prepared us to deal effectively with the world which we will be entering by promoting our growth In the following areas:

- **Compassion and sense of justice:** The desire to fight for social justice and the needs of the poor is a cornerstone to the ideals of Jesuit education. We have been awakened to injustice in the world, sensitized to the needs of others, and challenged to respond to the call to make *our* world a more just place.
- **Tradition/opportunities for service:** Care for the less fortunate is an important aspect in being a man/woman for others. We have been provided with numerous opportunities, from our service requirement to the mission drive, to do work for others and be present with others.

We believe that *our* Jesuit education has failed to prepare us to deal effectively with the world which we will be entering in the following ways:

- **Judgmental Attitude:** Students may view ourselves as being superior to students of non-Jesuit schools both academically and morally; in our eagerness to “save the world” we may forget that we are part of the world.
- **Lack of Creative Thinking :** Because of the college preparatory nature of our curriculum, in many classes we have focused on learning the answer rather than finding an answer (“This is what the poem is about” rather than “What do you think the poem is about?”). We have not always been challenged to develop new, creative ways to deal with problems. Social justice issues were presented and thoroughly examined, and we have been strongly encouraged to take action. In many cases, though, we have been told what that action should be, rather than being given the opportunity to imagine new solutions or actions.

- **Lack of Discussion of Current Issues** — Beyond discussions of social justice issues and the Church in the modern world, analysis of current events has not been a strong component of our experience.
- **Cura Personalis:** The school has probably been far kinder to us than the world which we enter will be.
- **Single Sex Education** -- Although single-sex education is not inherent in Jesuit educational philosophy, we raise the issue because so many of Jesuit high schools in the US are single-sex. We have not developed skills to interact with young women as intellectual, social and professional equals.
- **Lack of Current Technology**-- Since this is a Catholic school which does not have (almost) unlimited funding, we are always a step-behind in technology. While some parts of the school are very current and advanced, for the most part, we are “technologically challenged.”

The things which we have valued most from our Jesuit education thus far are:

1. **Opportunities For Spiritual Growth:** Class masses, prayer services, the opportunity to become a retreat leader or a Special Minister of the Eucharist allowed students to deepen their faith. Meetings of reflection were often held in the chapel to serve this purpose as well. We grew as people of faith because we were encouraged to live our faith.
2. **Awareness of Social Justice Issues and Service:** We have been challenged to confront social justice issues not only in class, but also by speakers like Sr. Helen Prejean and Fr. Roy Bourgeois. Our Christian Service, particularly the immersion trips, helped to change the way we look at the world and our role in it.
3. **Emmaus Retreats**— Many students say that the highlight of their four years at Prep was their retreat. The retreats provided the opportunity for profound change in each of us. They enabled friendships to deepen and spiritual growth to occur.
4. **“Men For Others”**—We heard this so many times we almost stopped noticing it. As graduating seniors, though, we realize that we have become it.
5. **Co-Curricular Emphasis**— The school’s emphasis on co-curricular involvement encouraged us to form relationships with others and develop character. Camaraderie and development of talents whether in the forensics’, publications’ or sports’ field are results of co-curricular involvement.
6. **Foreign Exchanges**— Exchanges allowed friendships to develop between people of diverse cultures. Students gained great insights by living in foreign countries and hosting foreigners in their own homes.
7. **Honest Student-Teacher Relationships:** Teachers not only opened their classrooms to us, they opened their hearts as well. They went on retreats, allowed students to discuss personal problems confidentially and supported us in co-curriculars. This openness enabled many students to find role models and a safe means for dealing with difficult problems.

The most important things Jesuit high schools of 2020 will need to prepare their students for are:

1. A very competitive world;
2. A technologically advanced world which requires making difficult moral decisions;
3. A fast-paced world in which family life and personal reflection time are not particularly valued;
4. An economically and politically interdependent world;
5. A world in which natural resources are stretched to their limits;

Other comments:

1. The group had a hard time identifying ways in which we could be better-prepared. It will be easier to answer that a year from now. It is easy to identify what we have, but not so easy to identify what we don't have.
2. The group also had a hard time distinguishing aspects of the school which are particularly "Jesuit" from those which are particularly characteristic of St Peter's Prep.
3. Thank you for this opportunity to contribute to this project.

By: Marc Cevasco, Kevin Kearns, Sanoop Luke, Anthony Marineilo, Dhaval Patel, Allen Sista

SEATTLE PREPARATORY SCHOOL

Seattle, WA

In what specific ways do you think your Jesuit high school education prepares you to deal effectively with that world?

- Puts learning into the context of human relationships—helps us develop love and compassion for others.
- Honors diversity—of thinking and of people.
- Develops the skill to set goals and work toward achieving them—"sets you on a path".
- Encourages dreaming—imagining a better world and what you can do to make the world better.
- Encourages individuality, reflection, questioning.
- Helps us to recognize and challenge injustice.
- Builds an appreciation for pluralism: helps us look at multiple dimensions of issues and perspectives and evaluate those.
- Encourages a relationship with God and the development of a personal as well as a communal spirituality.
- The quality of education is good preparation for the challenges of a complex world. We are encouraged to make connections, participate in a conversation, be creative.

In what specific ways do you think your Jesuit high school education fails to prepare you to deal effectively with that world?

- The environment is very affluent and sheltered. The lack of diversity contributes to a limited perspective on the real world and real problems.
- Not enough encouragement to go beyond our safety zones and to confront our own limitations.
- Too much emphasis on reflection and not enough action. The awareness raised doesn't translate into enough action.
- We need more encouragement to make the connection between our education and real-world problems.
- The ideals of the Jesuit philosophy seem to suggest education by doing and yet the school makes it hard for students to translate ideas into action. For example, offering days of service—resistance from teachers and administrators makes it hard to implement.
- There is not enough opportunity for students to have input in to programs, practices and issues that affect the school and the educational opportunities that are available to students.
- In the classroom, students are encouraged to take risks, but in the daily life of the school students are not allowed to stand up for their ideals. Consequences such as the overuse of JUG seem to be part of the problem.
- Students experience a double standard in the administration of discipline. For example, a student viewed as problematic may receive jug for possessing a cell phone whereas a “good” student will simply have the cell phone returned.
- There is not enough development of activities other than athletics, i.e. fine arts, after school clubs like drama, media, etc.
- Not enough focus on developing the social skills of students. We would suggest more inclusive activities such as no-date dances that invite all and honor the developmental needs of all students.
- At certain points in the four years, particularly junior year, there is often so much homework that it is not possible to do it all. Some of us have dropped activities such as track, or spent on average 7 hours per night. The concern would be to make the homework load more manageable without sacrificing the quality of learning, which was admittedly, high.

What do you value most from your Jesuit high school education thus far that you hope Jesuit high schools of the future will retain as part of their program?

- High standards of thinking and learning
- Religion in all four years—particularly the opportunity to learn about other religions and to take courses such as those offered here in senior year (bioethics, Human Relating, American Culture and Values).
- Community Service: We should increase this. It should be a very high priority all four years.

- Continued attention to issues such as work-study. All students in the group felt that all students should perform work-study as a service to school and to minimize the classism that occurs when needy students perform work study.
- Encouraging students to continue to stand up for ideals and to challenge the norm.

What do you think will be the five most important things that a Jesuit high school of 2020 will need to prepare its students for?

1. **The use of technology:** how to ensure that our values are upheld in its use; how to use it for the betterment of the world.
2. **Community:** How to continue to build community in a technological age. Attention must be paid to developing the interpersonal skills necessary to build community and to nurturing families as a source of strength for those communities.
3. **Service:** Especially in a world where the rich get richer and the poor get poorer. This should include attention to making connections between our education and real-world problems and to giving back to the community.
4. **Faith:** Continue a strong focus on developing our faith life and connecting it to our personal and communal responsibility to build a better world. This would include preparing students to participate in a Church that emphasizes lay ministry.
5. **Becoming responsible members of society:** This would include understanding the global nature of our world, our relationship to the environment, our civic and public responsibilities to be ethical people and leaders.

Participants: Monica Lewis, Sarah Taylor, Meghan Barnes, Matt Magnuson, Mike Stein, Caitlyn Clauson.
Moderator: Sandra Foy



Part 2: Jesuit High School Alumni/ae in Jesuit Colleges & Universities

10 April 2000

Dear Jesuit High School Graduates,

This coming summer in August our Jesuit Secondary Education Association (JSEA) is sponsoring a Think Tank on Jesuit High Schools for the 21st Century. The Think Tank will attempt to project some 15 to 20 years into the future in order to foresee what will likely be the major intellectual, spiritual and moral challenges that our schools need to prepare their graduates for in the 21st century. We would be very grateful if you would be willing to help us out by reflecting with other Jesuit high school graduates at your college on the questions that appear on the following page.

You are welcome to compile your answers on that sheet and send it directly to me at JSEA. If later on you think of any further comments or suggestions you would like to offer our Think Tank, by all means please write us at thinktank@jsea.org. Thank you very much for being a part of our Think Tank.

Sincerely,

Joseph F. O'Connell, S.J.
President

From:
Number Jesuit High School Graduates
Responding _____
Class(s) of _____

JSEA Think Tank on Jesuit High Schools for the 21st Century: Reflection Sheet for Jesuit High School Graduates

1. As you look back to your Jesuit high school experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?
2. Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?
3. When 10 to 15 years from now, a member of your family attends a Jesuit high school, what would you hope would be a significant part of his/her experience there?
4. What do you think are the five most important things that a Jesuit high school of 2020 should prepare its students for?
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____

Please send compiled responses to JSEA at the address below. THANK YOU!

Rev. Joseph F. O'Connell, S.J.
Jesuit Secondary Education Association – Think Tank
1616 P Street, NW – Suite 400
Washington, DC 20036-1405

FORDHAM UNIVERSITY

Bronx, NY

Combined Response to JSEA Survey from Fordham University Juniors (June 2000)

As you look back on your Jesuit high school experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

- An education that is truly formational and challenging, in both secular and religious studies, e.g. Christian doctrine courses should be complemented by ethics courses addressing contemporary issues.
- Engaging teaching and teachers: a spirit of openness and the encouragement of free expression of ideas.
- The vision of “men for others,” with its stress on service, even as a requirement, and its concern for people in need.
- The all-male make-up of the school population, which seems preferable at this key stage of adolescent development.

Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

- Greater diversity of student population (e.g., more Latinos and African-Americans) and course curriculum (e.g., getting broader range of perspectives, especially in literature and history courses).
- More stress on writing skills, from fundamentals to increased exercises and practice.
- More advanced placement opportunities.
- Better foundation in computer technology and skills.
- Better coordination between Jesuit high school curriculum and Jesuit college curriculum.

When 10 or 15 years from now, a member of your family attends a Jesuit high school, what would you hope would be a significant part of his/her experience there?

- A consistency of standards and values: the Jesuit tradition and charism should be maintained through Jesuit presence ideally (more vocations to religious life?), but if necessary through lay staff faithful to that tradition.
- The pursuit of excellence out of respect for the subject matter and those with whom we share our ideas, and so without arrogance or any kind of superiority complex.
- A climate conducive to responsible self-discovery, self-expression, and self-confidence.
- Opportunities for forging life-long friendships and healthy relationships.
- A healthy balance between secular and spiritual aspects of a Jesuit high school education, i.e., not sacrificing our spiritual heritage in our efforts to adapt to the times.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare its students for?

- College and beyond, for effective leadership in a global community with ethnic diversity.
- Informed and responsible discernment and decision-making, by developing critical minds and genuine and generous hearts to discern not only right from wrong, but also substance from accident, the unchanging from the ephemeral; and the readiness to deal effectively and responsibly with (and even initiate) necessary or inevitable change.
- Critical adaptation to new challenges, e.g., in the media, technology, language skills, demographic shifts, and other changes still unforeseen.
- Informed understanding and appreciation of our faith traditions and their positive role in building community and influencing societal values.
- A commitment to heal the wounds of injustice, hatred, and prejudice, and to bridge the gap between rich and poor.

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

- I've only finished my Sophomore Year, and still have two years to go.
- I'd like to see the open-mindedness taught in the classes, especially religion classes, preserved. The respect for other religions that I was taught gave me a new outlook on Catholicism. That should be preserved as well as having teachers who love teaching and, therefore, make you want to learn.

When 10 to 15 years from now a member of your family attends a Jesuit High School, what would you hope would be a significant part of his/her experience there?

- That they learn open-mindedness whether the subject is religion, abortion, or politics.
- That they learn that their voice in the world counts.
- That they see, despite the many school rules, the teachers are able to maintain a relaxed, comfortable school environment.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

1. Teaching the students to make necessary changes in the community.
2. The importance of friendship.
3. To keep an open mind.
4. To work hard, but not forget the importance of fun.
5. To learn about many religions and keep spirituality in the programs.

LOYOLA MARYMOUNT UNIVERSITY

B.C.H.S. Alumni

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

The best thing about my experience at B.C. High was that the school was interested in educating the whole person rather than just the intellect.

Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

I would like for it to stress community involvement.

When 10 to 15 years from now a member of your family attends a Jesuit High School, what would you hope would be a significant part of his/her experience there?

I would like to see them stress intellectual and spiritual development.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

- 1) Intellectual Development
- 2) Spiritual Development
- 3) Self-Confidence
- 4) Concern for others

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

I would like the high schools to continue to teach their students to think for themselves, to internalize their own value systems, and to critically analyze their society and their surroundings, I would like to see a continued commitment by Jesuit schools to instill in their students a sense of social justice and a responsibility to use their talents & gifts to be of service to those less fortunate.

Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

I would like to see Jesuit schools stress more appreciation for classic literature, culture, and language because I think that this helps to broaden people's horizons.

When 10 to 15 years from now a member of your family attends a Jesuit High School, what would you hope would be a significant part of his/her experience there?

I would hope that he/she would feel safe and welcomed at his/her school. I would also like to see him/her benefit from the spirituality & retreat programs at the school so that they can gain an appreciation for living.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

1. Advancements in technology.
2. They need a social conscience.
3. Interculturalism/Global Community.
4. They need to internalize their own spirituality.

Among their written responses, the following themes stand out:

1. They all prized the "integration" of their education...something they realize from contact with other students is a fairly rare commodity. By integration they mean academic/spiritual, service/academic, attempts at thematic integration across course disciplines, as well as integration of social justice themes and concerns within the curriculum.
2. They prized the breadth of the "core curriculum" at the same time they realize that they were stretched by the variety of elective courses. Four of the 6 mentioned the importance of fine arts classes.... and none of them are musicians or fine arts majors.
3. All mentioned how critical to their experience were their high school retreat experiences (and the follow-up afterwards).... especially Kairos. These were important integrating experiences for all 6 respondents.

B. Suggestions:

1. Two asked for stronger application of scientific knowledge to issues of justice and social concern.
2. Two suggested that weekly Mass (instead of just special event experience of Eucharist) would have provided good linkage to faith.
3. Three mentioned that, in light of the diversity they experience here at Loyola, they could have used more instruction and practical comparison of Christianity to other faiths (Jewish / Muslim / Hindu / Buddhist) to other faiths and cultures.

C. Hopes for family members attending JSEA schools 10-15 years from now (your question #3).

1. Very articulate responses here.... all centering on the hope that the Ignatian "for others" philosophy and spirit would continue; that the service experiences would be integral; that the academic discipline, the high personal & scholastic expectations, and that personal integration (such as mentioned above) would be key.
2. Several mentioned how important the sense of understanding self and growing in independent thinking, along with the use of an informed conscience had been key for the college experience.

D. In your question #4 on the 5 important things for 2020, I note:

1. Developing a good sense of self and of social justice.
2. Instilling strong ideals of service to others and to community.
3. Instilling strong faith commitment...whatever the faith tradition of the individual student may be.
4. More stress on learning different languages, especially Spanish.
5. Habits of lifelong learning and a love for intellectual realities.
6. Writing solid, thoughtful papers.
7. The involvement that leads to leadership.
8. Stewardship in its personal and social dimensions.

Discussion: I offered a free lunch to discuss these things further. Since we were on the threshold of exams, only 2 people came. We had a great exchange.... with nothing substantially new from what is recorded above.

I hope all this is of some help. Obviously JSEA is on the correct track. From my own observation, I would "second" the comments above about preparing students to live in a more diverse world than they encounter in most of our high schools...diverse in terms of cultural, religious, and ethnic realities.

This is a real shock for many students who arrive on our campus and find people so "different" from their own experience.

Best wishes and prayers!! --- Fr. Larry Reuter, SJ :-)

Santa Clara University

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

1. The formation of solid study & work habits necessary for college.
2. The student to teacher contact & ratio.
3. High Expectations for Academics as well as athletics and other clubs.
4. Formation of Leadership Skills.

Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

1. Study Habits. If a person has them already from high school he/she does not have to develop them in college.
2. People Skills. Must know how to meet people and communicate with them.
3. Leadership. It is a must to develop in high school.
4. Serving others/Social Justice

When 10 to 15 years from now a member of your family attends a Jesuit High School, what would you hope would be a significant part of his/her experience there?

1. Study Habits.
2. Quality Teachers and Education,
3. Leadership Skills.
4. Idea of Serving others for no other reason than to help someone in need.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

1. Social Awareness/Justice
2. Leadership

3. Communication Skills
4. Diverse Education
5. Spiritual/Moral Background

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

The most important thing I would like to be preserved from my Jesuit High School experience was the all male atmosphere. To me, that was the most beautiful thing about going to a Jesuit High School. If my Jesuit High School were to go co-ed, I think a lot of the educational formation program would be hurt.

I also believe that the service part of the program should be preserved. Requiring students to do at least 100 hours of community service is the best way to teach students to be men for others.

Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

The service part should be stressed more. To me, there were not enough of bringing women and men for others at Santa Clara. A small service requirement is requested for some students, but many of the students can get by without doing any community service at all. To me, this was a great injustice.

Also, I think that the Jesuits at Santa Clara should take a more active, visible role with the students. I feel that the Jesuit tradition is missing a little from Santa Clara. If the Jesuits were to take just a little more active role, then the Jesuit tradition would be preserved much better.

When 10 to 15 years from now a member of your family attends a Jesuit High School, what would you hope would be a significant part of his/her experience there?

1. All male school
2. Being men & women for others
3. Knowing Jesuit tradition
4. Community Service
5. Excellent Education
6. Preparation to being role model in whatever he/she does.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

1. Being Men and Women for others, especially in the future when rich/poor gap will put more people in need.
2. Service both in the immediate community and in the greater world community.
3. Technology of the Future.
4. Continuing the tradition of education excellence.
5. Staying Spiritual, especially in a time when many people will not be very spiritual.

As you look back to your Jesuit High School experience, what particular characteristics of the educational and formational program of your school would you like to see preserved?

All students interviewed felt that the high emphasis on service and the fact that there was a service requirement was something to be preserved. There was much that was gained in these experiences and they weren't necessarily experiences that they would have sought out if it was not required. As well, the high stress on Campus Ministry – the availability and visibility of the campus ministers were much appreciated. The social justice themes and spirituality seemed to permeate throughout the entire staff and was obviously a value. In the same way, the many retreats that were offered helped the student body enter into that same dimension. The fact that many of the retreats were optional were also appreciated so that those who truly did not want to be there would not “ruin” it for the rest of those who did want to take their spirituality seriously.

Another characteristic that some students would like to see preserved (and the remaining would like to have had ADDED to their experience) was the diversity of the student body population. While all came from college prep schools, they felt that merely being the “smartest” should not be the only indicator as to whether or not you attended the school. They appreciated the diversity and the broadening of perspective that that brought. In the same vein, however, the high stress on academics once you were a student at the school was also appreciated. The fact that there was no “wasted time” – all of the courses furthered your academic career as opposed to being simply a “holding place” for an hour of the day. This atmosphere also helped in achievement – it was not seen as being “nerdy” to be smart, but rather “nerdy” not to do well in school and the difference was very much appreciated.

Same sex education (see question 2).

Given your experience of college and where you are now, what particular characteristics would you like to see added to or stressed more in the educational and formational program of your Jesuit high school?

Several of the students would like to have added to their high school experience more opportunities in the area of fine arts – drawing, ceramics, photography, etc. There was not much of an opportunity in these areas at the schools that they came from (and some of the opportunities were very informal – i.e., learning photography through being on the Yearbook) and would have liked to have had that experience.

While some students came from very diverse high schools, others felt as if their high school lacked very much in the area of diversity and was in fact mainly a school for the rich – that a lot of money went into building bigger buildings to the detriment of allowing attendance of students of color and students from poorer background. One student went so far as to say that she was embarrassed to say what high school she came from because “it was like the 90201 of Portland.” Also the idea came out that many of the schools, sports were very big, and it seemed as if at times it was more important to do well in the sports than to do well academically.

In this question the topic of same sex versus co-ed came up. One of the students was a sophomore who “integrated” a previously all boys high school and felt that it changed the dynamic of the school and not in a good way. Several of the male students had been to all boys schools and felt that they very much appreciated that it was single sex and it decreased the social pressures and allowed more freedom to ask the questions that they wanted to ask, but might be embarrassed to ask in front of females.

They would also keep the school size small – one student's school went from 800 students when she started to 1500; A size increase that she did not like.

Finally, on a small point – several said that they would not allow email in the classroom!

When 10 to 15 years from now a member of your family attends a Jesuit High School, what would you hope would be a significant part of his/her experience there?

That the environment continue to be supportive of learning – from the peer level of doing well in school being a good thing, to good college prep coursework, to high quality faculty who are teachers first and then coaches or whatever other duties they have.

That the teachers continue to be available in and outside of classes for guidance and the exploration of “deeper” questions.

The service component continue to be an integral part of the education.

What do you think are the five most important things that a Jesuit high school of 2020 should prepare students for?

1. Insights into the “real world” – a grounded focus on education that is a balance between technology and real life with another component being that not everyone lives this way – first world vs. third, and even those who live in poverty in first world places.
2. Service.
3. Well-roundedness of education – how do the different courses intersect, how are they interrelated, as well as variety – sciences, arts, religious, etc.
4. Experiences of diversity (ethnic/economic/class levels/etc.).
5. Strong educational opportunities – to prepare for college and their future.

WHEELING JESUIT UNIVERSITY

Wheeling, WV

My name is Mike Woods, SJ and I have been working here at Wheeling Jesuit since January. Michael Galligan-Stierl gave me this task of seeking out some Jesuit high school grads and asking them the questions for the Think Tank this summer.

I had difficulty getting lists from the registrar that listed Jesuit high schools. They are in the process of updating that system.

So I present to you the couple of students that I spoke with and their comments:

Question #1:

- Challenging academics
- Free periods (study halls)
- Prep days for exams.
- Chapel each morning before class (these students were not Catholic).
- Latin/humanities courses.
- Books/literature that were very diverse.

- Study of world religions.
- The Church's social teachings had a very big impact/ Christian humanism - "seems the Catholics lead in this"
- Need for fine and performing arts.
- Rotating class schedules

Question #2:

- Good prep for college
- The school counselors were of little help
- Need for alumni connections to help them explore career/major decisions

Question #3:

- Good education
- Chapel – a silent moment to start day
- Comprehensive worldview
- Social teachings

Question #4:

- Need for a pause in the midst of hectic days