

ONE LASALLIAN EDUCATION

BACKGROUND & GUIDE



Background

A “Bulletin” is a publication of the Institute that has gone through various forms over time. First published in 1907 under the name of “Bulletin des Ecoles Chrétiennes,” until 1939, it was published quarterly in French from the Generalate (at first in Lembecq and then in Rome). From 1947 to 1957 it was called “Bulletin de l’Institut des Frères des Ecoles Chrétiennes” and had the same quarterly schedule. From 1957 forward, it was called “Bulletin des Frères des Écoles Chrétiennes” and was published in Rome (at first every three months, then every six months, then once a year). Since 1970 it has been published in three different languages on different topics related to the Lasallian world. They are general very informative and comprehensive.

This prayer service is centered around the topic of Lasallian Universities and Colleges. There are 70 Lasallian tertiary institutions all over the world, and they have become more and more networked around collaborative ventures. Bulletin 252 provides an excellent overview of the development and blossoming of this network.

It will be beneficial for board members to become familiar with the range, extent, interests, and points of contact among our Lasallian universities, so that they might pursue opportunities for growing closer connections for the benefit of all students.

Guide

- ❖ Choose readers before the meeting. Ask them to read their part and become familiar with it, so that they are able to read it slowly and deliberately.
- ❖ Provide any instructions (For example: “We will read Common Prayer on the back together, and the group reflection will be in groups of 3 people....”)
- ❖ Be sure to observe a pause (30-60 seconds) after the first reading and a longer pause (1 – 2 minutes) for the Personal Reflection Moment.
- ❖ The Common Prayer Responses may be said together (fairly slowly), or by individuals around the table, taking a small section each.
- ❖ If at all possible, do NOT skip the Group reflection, because that is where the prayer and formation come together. It’s the “meat” of the prayer service.
- ❖ Invite people to voice their prayer intentions – allow for silence – and put in the “Let us pray to the Lord...” if the person does not do so themselves.
- ❖ The closing prayer may be said by the leader or by everyone together.
- ❖ **NOTE:** If possible, it will be helpful to have copies of Bulletin 252 printed and available for the Board members, either before the meeting or afterwards.

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Leader: Let us remember that we are in the holy presence of God.

[PAUSE]

Reading:

“It is true to say that a teacher exercises a ministry whenever he or she truly educates. It is apostolic to awaken in students a serious attitude toward life and the conviction of the greatness of the destiny of each human being; it is apostolic to make it possible for them, with intellectual honesty and responsibility, to experience the autonomy of personal thought; it is apostolic to help the students to use their liberty to overcome their own prejudices, preconceived ideas, social pressures, as well as the pressures that come from the disintegration within the human person; it is apostolic to dispose students to use their intelligence and their training in the service of their fellow human beings, to open them to others; to teach them how to listen and try to understand, to trust, and to love; it is apostolic to instill in students a sense of trust-worthiness, brotherhood, and justice.” (*Declaration 41.2*)

[PAUSE]

Reading:

“A Christian university must take into account the gospel preference for the poor. This does not mean that only the poor will study at the university; it does not mean that the university should abdicate its mission of academic excellence—excellence which is needed in order to solve complex social issues of our time. What it does mean is that the university should be present intellectually where it is needed: to provide science for those without science; to provide skills for those without skills; to be a voice for those without voices; to give intellectual support for those who do not possess the academic qualifications to make their rights legitimate.” (*Fr. Ignacio Ellacuría, S.J.*)

Our Lasallian universities are “...a miracle in our common history, an unprecedented event in our more than 350 years of service in society and the Church...university development allows us to weave a more integral fabric from our works, where all, from the youngest to the oldest, find place, guidance, opportunity for development, and a human and Christian sense for their lives. It does not seem paradoxical to me, but more complementary; that...primary schools are multiplying alongside the Universities...it responds to the intuitions of our origins and allows us to be traveling companions throughout the different stages of the human itinerary.” (*Br. Alvaro Echeverria, F.S.C.*)

“Knowing and accepting who we are and what we do, we help one another mutually. Institutions with more experience and resources may become mentors for those starting out, or for the poor. The most powerful institutions can provide fraternal support to the most fragile institutions.” (*Br. Alvaro Echeverria, F.S.C.*)

Personal Reflection Moment:

- How is our school a “traveling companion” for our students in their educational journey from primary school through university studies?
- With that in mind, are there some things we should be paying attention to.

Our Common Prayer Response: *(From Psalm 62)*

How great is your name, O Lord our God,
through all the earth!

When I see the heavens, the work of your hands,
the moon and the stars which you arranged,
what is man that you should keep him in mind,
mortal man that you care for him?

Yet you have made him little less than a god;
with glory and honor you crowned him,
gave him power over the works of your hands,
put all things under his feet.

How great is your name, O Lord our God
through all the earth!

Group Reflection *[Optional but Valuable]*

- ❖ Where does our school fit in the spectrum of schooling for our students? Is it any different today in the modern age? If so, how specifically?
- ❖ What should or can we do as a board to become more aware of what our students will face in their university experience? And how can we prepare them?

Intentions

We pray to the Lord....**Lord, hear our prayer!**

Closing Prayer:

Gracious and loving God, our students have an unknown future ahead of them, and we are doing our part to prepare them for their next educational phase of life. Help us to see and to know what is truly best for their immediate and long-term future. Give us the insight and wisdom to make their time with us well-spent, successful, and truly educationally transformative, so that they may leave us with confidence and integrity.

It is your work that we do; help us to be worthy of the task. We ask this through Jesus Christ, our Lord, who lives and reigns with you and the Holy Spirit, one God, forever and ever. **AMEN**

St. John Baptist de La Salle ... Pray for us! Live, Jesus, in our hearts Forever!

“We must be more intentionally aware of the mission, with at least the same vigor with which we ensure academic quality and financial resources for our work. Evangelical excellence is what must set us apart. This form of excellence essentially manifests in our preference for the poor, for those who have been excluded, for those who have not been loved, for those who have fewer opportunities, making their cause ours.”

- *(Br. Alvaro Echeverria, F.S.C., speaking to the assembled presidents of 70 Lasallian universities around the world.)*