

**LASALLIAN REFLECTIONS
ON THE CHRISTIAN TEACHER**

Brother Anton Marquiegui

**Meeting of Coordinators and Counselors of the District
of Caracas**

**Bishop Montes de Oca Retreat House, Bejuma, Edo. Ca-
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We are:

Christian educators under the guidance of the Holy Spirit
with Saint John Baptist de La Salle as our spiritual leader.

Some significant facts in the life of John Baptist de La
Salle:

- * The search for the will of God.
- * Procuring the glory of God as far as I am able and as
required of me.

The glory of God occurs when human beings live (St.
Ireneus).

The glory of God occurs when the poor live (Archbishop
Romero).

The glory of God occurs when the poor are educated (De
La Salle).

A deep conviction that God the Father has created human
beings because of his goodness and he has invited them to
participate in his life. He has sent his Son Jesus, a man
among men and women, as the firstborn of humankind, who
sent his Spirit to bring them to him and to do whatever it
takes so that we might approach the Father. This is the
Trinitarian vision of De La Salle.

De La Salle hoped that the Christian educator might be a
reflection of Jesus Christ in two ways:

- * he sees to it that his students see Jesus Christ in the way
he acts.
- * he presents the needs of his students to Jesus Christ.

knowing full well that “no one can call Jesus ‘Lord’ if he
is not under the influence of the Holy Spirit (St. Paul).

This must be your goal when you instruct your disciples,
that they live a Christian life and that your words become
spirit and life for them. Your words will accomplish this:

1. Because they will be produced by the Spirit of God living
in you,
2. Because they will procure for your disciples the Christian
spirit (Meditations for the Time of Retreat 196.3)

Mediation of the Holy Spirit

*“You carry out a work that requires you to touch hearts,
but this you cannot do except by the Spirit of God. Pray to
him to give you today the same grace he gave the holy
apostles, and ask him that, after filling you with his Holy
Spirit to sanctify yourselves, he also communicate himself to
you in order to procure the salvation of others”.* (Meditation
43.3)

*“In order for you to fulfill this duty with as much
perfection and exactness as God requires of you, frequently
give yourselves to the Spirit of our Lord to act in your work
only under his influence”.* (Meditation 195.2)

Amidst the problems found in your work as teacher, De
La Salle says: *“Very insistently ask Jesus Christ to make his
Spirit come alive in you, since he has chosen you to do his
work”.* (Meditation 196.1)

Necessary attitudes in order to receive the Holy Spirit:

* «Love God and offer everything to God, since he who
lives attached to the world and its material goods will not be
allowed to receive the Holy Spirit.

* «Keep faithfully the commandments of God and at all
times work according to his holy will.

* Nothing disposes us better to receive the Holy Spirit than
prayer (Luke 11:13). *“Apply yourselves with attention and
fervor to prayer in order to be filled with God’s grace”.* This
is why he wanted all the exercises to begin with the
invocation of the Spirit: Often repeat with the Church these
holy words: *“Send forth your Spirit to give us a new life,
and you will renew the face of the earth”.* (Meditation 42.3)

John Baptist de La Salle frequently asked for the help of
the Holy Spirit in his own life and in his personal program
in order to discern what God wanted for his life.

His final words:

“I adore in all things God’s will in my regard”.

The Ideal Teachers

Sylvia Elena Rivera Escobar

(Published in “Lasallian Family”, number 4, District of Medellin).

There are those persons, whose vocation as teacher is a life option because as a person of good-living there is a clear respect for differences and they always offer their availability for service, spirit of dialogue, and they also show their capacity for love, solidarity and the will to teach and to learn.

We need teachers for that difference that is located in the formation of creative persons.

Some authors base creativity on motivation, heredity, individual aptitudes, moral support, procedural methods, a climate of learning, interpersonal relationships, the influence of the environment, family life and the very structures of the academic climate which foster processes of learning and human development.

To this end, it is worth reviewing the 12 suggestions of Ralph J. Hallman (a German professor) for teaching creativity:

1. The creative teacher makes possible learning that is self-initiated and that is the responsibility of the learner.
2. The creative teacher brings about an open atmosphere, a space which is open to alternative teaching experiences.
3. The creative teacher animates scholars in “overlearning”, that is, offering them abundant information, impressions and meanings in order to carry out various methods and achieving their own type of discipline.
4. The creative teacher supports creative thought processes.
5. The creative teacher tempers his judgment with patience, is tolerant of mistakes and errors and uses them for new mental efforts.
6. The creative teacher supports intellectual and spiritual flexibility in his scholars.
7. The creative teacher encourages self-esteem or self-worth concerning individual learning and concerning advancement in performance and he allows this to enhance the acquisition of a healthy self-evaluation and a realistic self-esteem.
8. The creative teacher supports the sensitivity of his scholars as they come into contact with others and with nature and cultural events.
9. The creative teacher supports the questioning of his scholars, knowing that he himself is updated both didactically and pedagogically.
10. The creative teacher sees that his scholars are creative in their use of materials, ideas, concepts, instruments and structures.
11. The creative teacher helps his scholars overcome frustration and failure in performance while they learn.
12. The creative teacher wants to lead his scholars to see the elements of each problem separately and then integrate them in a wide-ranging manner.

Taken from: “Education, Volume 49/50, Germany, 1994.

It is meaningful to apply this experience if in the teacher-student relationship creativity becomes a joy for the sake of knowledge and the value of science for the skill of human development.