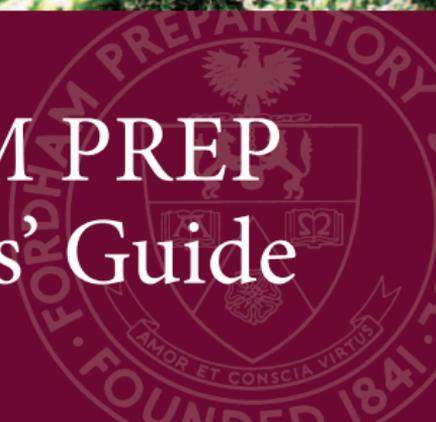
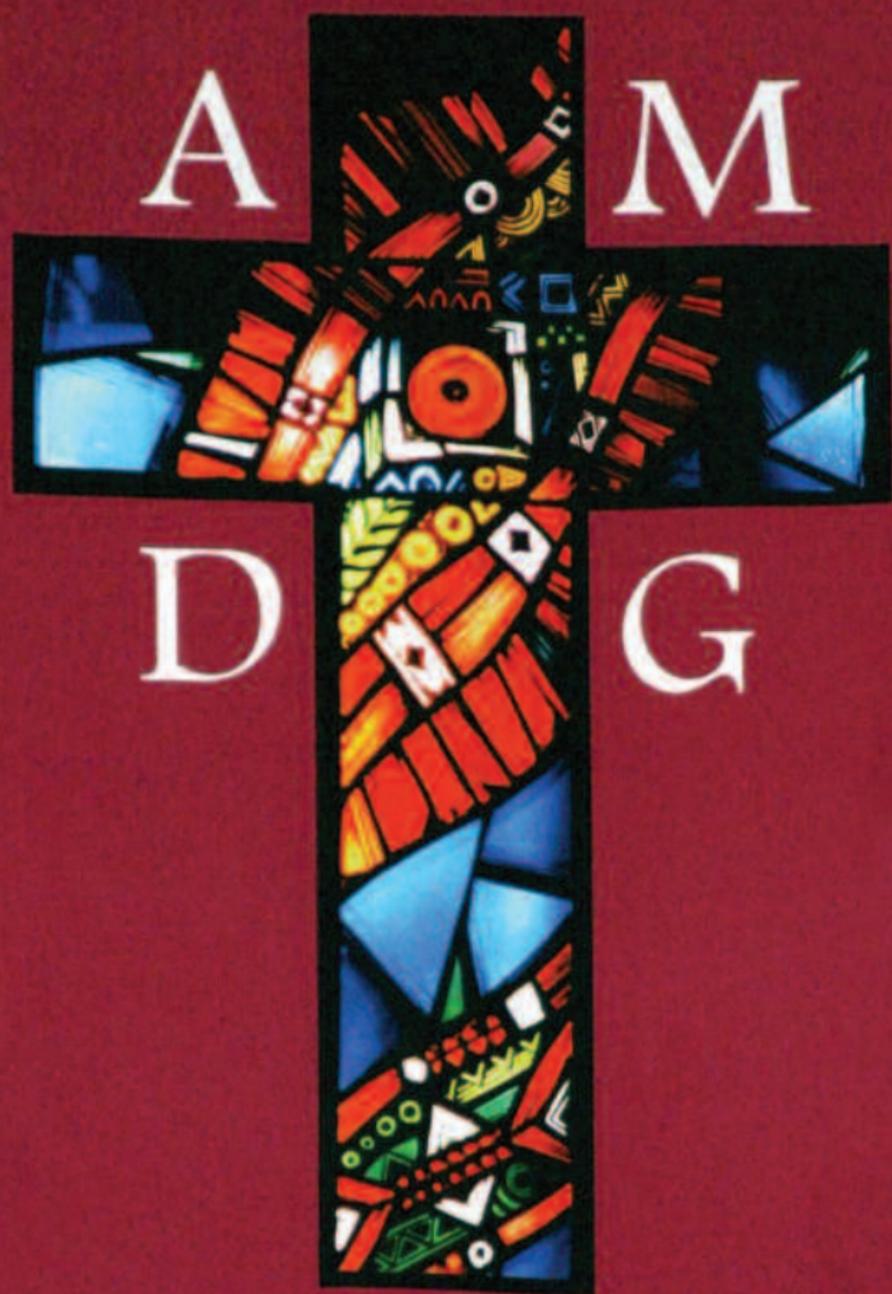




# FORDHAM PREP New Parents' Guide





A Vision  
A Mission  
A Prayer

## Parents' Guide to the Prep's Jesuit Mission

We thank you for entrusting your sons to us during this very formative time in their lives. They first learned about God in the domestic church of your homes. You have been their primary teachers about the important things in their lives such as sharing, listening, being honest, brushing, playing nice, praying, being obedient, not slamming doors, washing their hands, saying "please" and "thank you."

In time and with tears, you sent them off to a neighborhood school to continue to learn more about their talents, their world, their responsibilities, themselves. They learned new facts and different ways of doing things, made new friends, discovered acceptable ways of behaving in their new environment. They grew intellectually, physically, socially and, hopefully, emotionally and spiritually. You gave them more freedom, encouraged them to become more altruistic, helped them to learn from their mistakes, showed them how to forgive themselves and others while striving to become more compassionate and generous individuals. You watched them struggle to become the young men God invites them to be and they hope to become.

Now, in their early teens, they have left their familiar local schools and friends where they were comfortable to travel to this new campus in the Bronx, an all-boys Jesuit school called Fordham Prep. They will be challenged to learn a new vocabulary, new classroom locations, make new friends with backgrounds very different from their own, assume more responsibilities, meet new teachers. They are entering a new and very different world as you also are as parents.

Many of your sons have been accustomed to be in the top ten percent academically in their former schools. They will be meeting equally or even more brilliant boys here. Encourage them to do their best (this is all God asks or we should hope for), develop their particular talents and not be envious of classmates with different gifts. Praise them when they do well. Urge them to get involved in extracurricular activities and sports. We are interested in more than a sound mind in a healthy body. We expect and nurture spiritual and religious growth and commitment.

This booklet is a guide to help you understand what to expect from a Jesuit education. It is a summary of our way of proceeding, the history and growth of the Jesuit educational system, our priorities and spiritual foundation, our goals and expectations for your sons. We want you to see what we are trying to do to help your sons become the men God calls them to be. We trust that you share our vision and hopes for your sons. We have begun an adventure together trusting in God. Welcome – and let us move forward!

## **The Society of Jesus (Jesuits)**

Over 450 years ago, a former soldier named Ignatius Loyola gathered a small group of nine companions including Francis Xavier to begin the Society of Jesus. At that time, there were other older religious orders such as the Benedictines, Franciscans and Dominicans. Rather than committing themselves as these orders do to serve the people of God in *one* particular area or focusing on *one* pastoral ministry, the Jesuits began with a different purpose – to go *anywhere* and do *anything* for the greater glory of God (**AMDG**), obeying the call of Jesus as expressed through the Pope and Jesuit superiors.



All ten founding fathers had degrees from the University of Paris, one of the most prestigious European schools at that time. They had the talent and the background to open a school, and they needed to train the young men who wanted to become Jesuits. At the invitation of local city officials in Messina, Sicily in 1548, five Jesuit teachers opened a school for seminarians as well as young men interested in business and government careers. After the initial success of this school, Ignatius was invited to open a succession of high schools and colleges in other European cities. This network received additional input from Jesuit schools outside Europe when missionaries shared their experiences, successes and innovations starting schools in foreign lands. In time, education of youth became a primary ministry of the Society of Jesus.

Across centuries, continents and cultures, Jesuit schools have grown from 40 at the death of St. Ignatius in 1556 to more than 800 in Europe, Asia and the Americas 200 years later. Before the modern creation of public schooling, the Jesuit system was the largest and first truly international association of schools. Today, there are more than 2000 Jesuit educational institutions in over 55 countries in the world. It was once humorously observed that “the Jesuits have more offices around the world than Coca-Cola.”

From the beginning, Jesuits have been a community of men from very different backgrounds, interests and cultures united in a common quest – to serve the Church around the corner or half-a-world away. They were preachers, taught catechism to children, visited prisons, cared for the sick and prostitutes, led men and women through the *Spiritual Exercises* (a retreat developed by St. Ignatius using an ordered sequence of prayer leading the individual to greater love and service of God and humanity). From Messina to today, all Jesuit schools have the same goal – to educate students in Christian values, graduates who are capable of changing the world for the better.

## **Education as Mission**

Our schools share this mission with every other Jesuit-sponsored ministry. All Ignatian works are based on certain basic suppositions from the *Spiritual Exercises*. Each human being is a creature, limited but loved by God, a gift of joy and wonder. We are made in the image of God, called to be brothers and sisters in Christ working to renew creation as a place of peace, justice and love. Christ's mission is ours as educators and yours as parents. We are both called to inculcate Christ's values in your sons, to make the gospel operative in our world today, to strive for integrity between our professed priorities and our daily activities.





Why did Jesuits get involved in education at all? Instructing the young is a major work of mercy. St. Ignatius viewed the schools as a contribution to the common good of society at large. Jesuits had an international network of schools, talented, motivated and well-educated teachers, an opportunity to do something worldwide that no one else was doing. It became clear that Christian formation of youth was a mission from God.

The Jesuit network introduced and organized a system of education by trial and error, successes and failures. From their experience in Paris they introduced an orderly progression from one grade to another based upon mastery of basics before moving on to more difficult matter. In order to do this, they needed a faculty, classroom buildings and residences. From the beginning, St. Ignatius insisted that Jesuit schools be open to “rich and poor alike without distinction.” Before opening a new school, local authorities had to provide sufficient endowment to make this possible. In time, opportunities for upward social mobility became a unique Ignatian way of breaking through cultural caste systems and encouraging performance-based advancement.

Catechism classes and opportunities to celebrate the sacraments of Penance and Eucharist were part of the *curriculum*, central to school life and not limited to

occasional chapel attendance. Jesuit teachers were encouraged to be concerned about the growth and development of the whole person (body, mind and soul) in his uniqueness, still called *cura personalis*. Teachers were to pray for their students and ultimately to lead them closer to God by calling, challenging and showing them how to become men for others.

## **Education as Spiritual Formation**

The Ignatian way of proceeding, the evolution of Jesuit pedagogical principles, the openness to change and experimentation depending upon cultural and geographical backgrounds and the ongoing quest for the *Magis* (the better, more effective way to the greater good) are all cornerstones of Jesuit schools.

Jesuit schools have always been known for academic excellence. For hundreds of years, we have been successful in teaching students to analyze and synthesize,

### *Opportunities for Student-Parent Activities Together*

#### **Yearlong:**

Emmaus homecoming  
Masses for parents

#### **September:**

Freshman Family Orientation Sunday

#### **February:**

“Moms’ Prom,” Senior Mother/Son Valentine Dance

#### **March:**

Freshman retreat closing service with families

#### **Spring:**

Junior Convocation Mass  
Father-Son Communion Breakfast  
Father-Son Day and Service Projects  
Senior Liturgy, Awards Assembly and Dinner



to be discerning, to be creative and articulate in expressing themselves in speech and in writing, to be persuasive, to be honest, self-sacrificing citizens of the city of God and civil society. Formation has been as important to Ignatian educators as information, perhaps even more so.

For St. Ignatius, actions are more important than words. A wise person once said: “My Father never told me how to be a good man. He simply acted like one and let me watch.” Creative, compassionate teachers who joyfully model what they believe, who courageously make important decisions after discerning what God is calling them to do rather than yielding to the pressures of contemporary thinking and behavior, who dare to be countercultural as Jesus was, have always been the type of educators Jesuit schools seek.

Jesuit schools offer a transcendent element that is operative in any formational activity such as class, sports, participation or immersion in a service program. We all strive to “seek and find God in all things,” to recognize the inherent unity in our mind, heart and spirit, to see and love creation as Jesus does. Jesuit students and *alums* are called to embrace an alternate culture where Christian values and beliefs

are instruments of change to challenge anything that weakens the gospel call to be men and women for others.

As an Ignatian school, we believe that your sons and our students should be challenged to discover and develop their talents as gifts from God and discern how God is calling them to use these gifts unselfishly for others as good citizens in the city of God and the world where St. Ignatius urges them to discover God in all things. This growth takes place by showing loving respect for members of one's own family, the school community and the larger world outside the Rose Hill campus.

## **A Faith Community**

The source of our unity and our strength is God our Creator, and we gather frequently as a faith community to be nourished by Word and Eucharist in the University Church. Throughout the year, there are special liturgies for parents, *alumni*, summer immersion groups departing on their missions to Camden, NJ, Tennessee and Ecuador, retreat home-comings, etc. The Sacrament of Reconciliation is also available to all during Advent and Lent. More information on this and what follows is available in the *Student-Parent Handbook*. Two programs described below help us to understand this essential component of Jesuit education – the good of souls.

### **Retreats**

A retreat is an opportunity to take some time away from our daily activities to be with God, to listen, to dream, to be nourished, to discover, to begin anew as a more joyful and enthusiastic disciple. Over 40 faculty and staff members volunteer as leaders and participants in **Emmaus**, *Ad Amorem* and immersion programs. A brief description follows.

*Faculty:* In September of each school year, the entire faculty and staff gather at a local retreat center for their annual retreat. More than 20 voluntarily continue their ‘vacation with the Lord’ for another day at Jogues Retreat in Cornwall, NY. Recent retreat themes have been “The Spirituality of Teaching,” “Discernment” and “Finding God in All Things.” Teachers realize they must be regularly renewed themselves if they are to continue to energize their students.



*Freshmen:* A mandatory two-day overnight experience at the Prep. Teachers and volunteer upperclassmen help 9th graders deepen their sense of belonging to a larger community of faith. Freshman Mothers serve their sons and the retreat leaders a home-cooked dinner at the Prep. A few of these volunteers are pictured *above*.

*Sophomores:* The frequency of the optional three-day **Discovery Retreat** has increased as more and more 10th graders have expressed a desire to have this retreat experience. About two-thirds of the class now go on one of these retreats which provide time for private prayer, reflection, group discussions and activities.

*Juniors:* Graduates of numerous Jesuit high schools have described their **Emmaus** experience as the “most memorable and inspirational” event in their teen years. Teams of five faculty/staff members and

five senior volunteers who made Emmaus the year before direct the retreats. Last year, over 90% of the junior class went away on one of these three-day retreats. Parents and families are invited to welcome the retreatants home at an evening Mass in the Fordham University Lower Chapel.

*Seniors:* About 40 seniors serve as leaders on the **Emmaus** retreats and assist on the freshman and sophomore retreats. Three other spiritual experiences are available each year to seniors, called the *Ad Amorem* retreat, **8 Weeks to Graduation** and **Finding God in All Things**. These are explained in the *Handbook*.

There is a volunteer Campus Ministry Board composed of 45-50 upperclassmen from each year who explore their own faith and spirituality while serving as leaders for many ministry programs. They plan and act as leaders in freshman, sophomore and junior retreats and some serve the community as Lectors and Eucharistic Ministers. They also supervise the collection and distribution of food and clothing to the poor and organize prayer services, discussions and fund raising activities as special needs arise. Finally, they make a commitment to 20 minutes of daily prayer and a





weekly class to share with one another and faculty facilitators the insights of their personal prayer. Other spiritual opportunities for upperclassmen are explained in more detail in the *Handbook*.

### **Christian Service Program**

This program provides opportunities each year for students to experience and reflect upon the Ignatian ideal of becoming a “man with and for others.”

*Freshman* mentoring groups perform acts of charity toward members of the local community by collecting toys for the young, sending cards to the elderly, providing food and clothing for the hungry and homeless. During the Summer, a dozen freshmen are invited to go the Romero Center in Camden, NJ for a week to serve the poor and needy. (A photo earlier in this brochure shows a female supervisor receiving a Prep t-shirt from our freshmen as a sign of appreciation for her inspirational leadership.)

*Sophomore* mentor groups select a service project to assist a local, national or international organization founded to promote social justice. Different groups

organize, publicize and support school-wide activities and benefits to raise awareness of Catholic social teaching on issues such as immigration and ecology as well as providing information on how to encourage and support the Jesuit Refugee Service, the Red Cross, Catholic Relief Services, etc.

*Juniors* are required to do 15 hours of service inside or outside the Prep. These activities include tutoring their peers or neighborhood children, serving as leaders in underclass retreats, hosting visitors to the Prep, running bake sales to raise funds for worthwhile charities, etc.



### *Collections for the Needy*

**Food drive for Thanksgiving/Christmas:**  
over 22,000 food items collected this year

**Summer immersion fund-raising:**  
over \$190,000 collected to assist in providing transportation, housing, room, board and building supplies for Camden, Tennessee and Ecuador volunteers

**A Lenten 'Mite' box drive:**  
for high schools in Micronesia raised \$2500 this year



*Seniors* are required to go off-campus for 70 hours of their own time to serve as volunteers in community projects approved by the school as a requirement for graduation. They gather regularly in a service class to discuss and reflect upon what they have learned about faith and justice issues from their own experiences.

School-wide projects such as a Thanksgiving Food Drive and Lenten fundraising drives for Jesuit foreign missions have become annual responses of the Prep community to the needs of our suffering brothers and sisters in the Bronx and throughout the world.

Five weeklong summer immersion trips to Tennessee to work with Habitat for Humanity building homes for the poor are offered to student volunteers after their sophomore and junior years. Two longer service trips to Ecuador to serve, live and work with the needy are other opportunities offered to upperclassmen each summer.

## **The Grad at Graduation**

*The Graduate at Graduation* is a document that has evolved over the past 40 years and still summarizes the fundamental goals of Jesuit high school formation. Five general categories were originally proposed and remain effective as normative for our graduates today. The complete text of this document can be found in the Fordham Prep website. A synopsis:

### **Open to Growth**

Fordham Prep works to form a graduate who has matured to accept and value himself as he is with all his talents and limitations. He should be eager to seek and find God in the diversity of his world and its different people who are also made in the “image of God.” He should be able to accept more responsibility by respectfully listening to and learning from both peers and mature adults. He should become more reflective on his own experiences, open to other points of view, more authentic in expressing his own ideals and more altruistic in making career choices that will contribute to the lasting good of society. He should be more conscious of his feelings and more capable of managing his impulses.

### **Intellectually Competent**

A Prep grad should have mastered the fundamental literary, mathematical and scientific skills to move on to college or other forms of advanced education. He is able to analyze and synthesize what he has learned. He can express his ideas verbally and in writing in a clear, convincing manner. He is capable of making compassionate moral choices in his own life and is becoming more confident in sharing his vision and values in word and in deed. He is learning to apply his moral principles to broader issues of religion, government and social justice. He is beginning to understand the implications of diverse uses and abuses of money, science and technology.



### **Religious**

Through daily school prayers, seasonal school Masses and Advent and Lenten opportunities for Reconciliation, our graduates have experienced as well as studied and reflected upon teachings and practices of the Catholic Church and Jesuit spirituality. Each school Monday begins with a lesson from our Jesuit heritage, and every Friday starts with a weekly examination of consciousness (*EXAMEN* which will be explained later) for the entire school community. Daily Mass is available in the Prep chapel. Having encountered the historical and living Jesus in class, Word, Eucharist and prayer, we hope students have begun to form Christian consciences to help them make mature moral choices and become less self-centered and more “men for others” as Jesus is.

### **Loving**

By graduation, a Prep student should have begun to risk deeper levels of relationships and accept and cherish the mystery of another person. Accepting himself as forgiven and loved by God and others, he should be able to put aside prejudices and stereotypes based upon race, religion, nationality and economic background.

Having experienced community building and support through service, a graduate should be more sensitive and caring about God's creation. He should be more at ease with the opposite sex and continue becoming a more altruistic person realizing that this involves making personal sacrifices for the good of others.

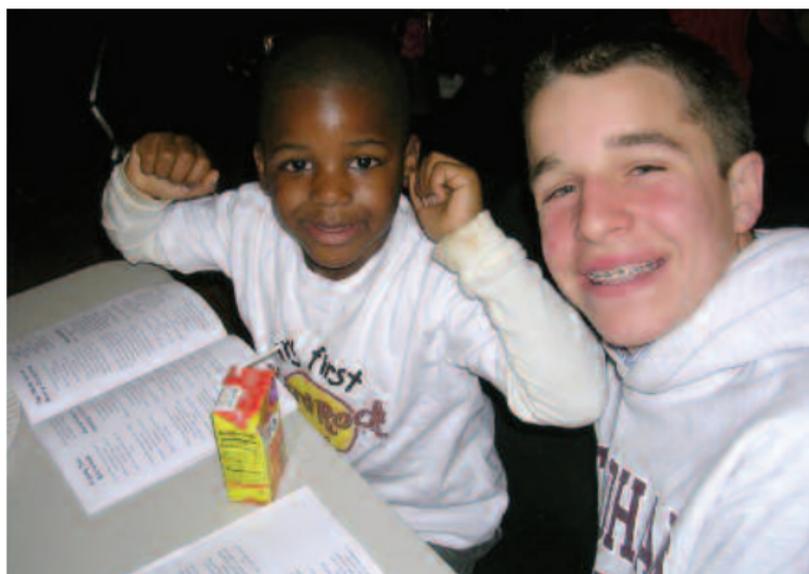
### **Committed to Doing Justice**

Having acquired the motivation and skills necessary to live as a "man for others," a Prep grad should be aware of how selfish attitudes can lead him to treat others unjustly. Both faith and reason call him to commit himself to justice in local, national and global areas while opposing personal and institutional injustice. Compassion and concern should lead to action, career decisions and even confrontation with moral ambiguity in a consumer society which can be in conflict with the demands of a just society and the Gospel.

### **Working Together**

The earlier parts of this booklet are an invitation to parents to partnership in this Ignatian experience of your son. He may need help and understanding





in coping with failure for the first time in his life. He needs us to give him both “roots and wings,” a stable home to revisit and the freedom to move on confidently with God’s help to his life’s calling. This journey demands patience on his part, yours and ours. Most human growth is painful, confusing and challenging. In the search for responsible, compassionate maturity and commitment, beginners can become overwhelmed and discouraged. They need our praise, encouragement, love and support.

At Fordham Prep, we measure our success or failure by your son’s growth and commitment to our Ignatian values at the end of his four years with us. We realize that you parents have many different reasons for sending your sons to the Prep, just as your sons have their own dreams in coming here. We hope you share and support our basic vision and our reason for calling Fordham Prep a Jesuit school. Let us work closely with one another in pursuing these common goals as we continue to journey together with your son. It’s a wonderful opportunity for all of us!

## Jesuit Jargon

**Ad Amorem:** (Latin, becoming a more loving person) – optional retreats for seniors in different locations conducted by faculty members and *alumni* to help in preparing for college and future life choices in a prayerful and reflective atmosphere

**AMDG:** *Ad Majorem Dei Gloria* (Latin) “For the greater glory of God,” motto of the Society of Jesus

**Collaboration:** mutual cooperation and respect for all involved in Jesuit education – Jesuits, lay teachers and staff, parents, students, board members, etc.

**Cura personalis:** (Latin) - personal attention given to students as unique individuals

**Discernment:** process of making decisions for the *better* when option is between possibilities which appear to be equally good (e.g. where to go to college). The choice is made after prayer, reflection and consultation. A good choice is normally confirmed by a sense of peace and joy that leads to loving service.

**Emmaus retreat:** optional retreats for juniors described above, normally held at Garrison, NY

**Examination of Consciousness (EXAMEN):** process of reviewing each day to discover God’s presence there, to give thanks and to ask God’s help to become more Christlike tomorrow

**Finding God in all things:** a summary of Ignatian spirituality. Looking for God in everyday life. We do this by being aware and reverent in the presence of all God’s creation.

**IHS:** first three letters of Jesus’ name in Greek: ancient abbreviation became logo/seal of Jesuits

**Indifference:** putting aside personal preferences and prior opinions to be totally open to God’s will in making choices or before making significant decisions

**Insignis:** (Latin for “outstanding”) the sort of person Ignatius wanted to draw to the Jesuits and to form in our schools; one who was magnanimous, generous, an influential leader, a person who could discern the *magis* and had the courage to do it

**Magis:** (Latin for “more”) norm for making better and more loving choices, an openness and readiness to evaluate frequently our choices to find if God is calling us to deeper commitments

**Nineteenth annotation retreat:** adaptation of the *Spiritual Exercises* of St. Ignatius when retreatant sets aside daily time for prayer while continuing normal daily activities

**Men and women for others:** (Jesuit Superior Fr. Arrupe, 1973) “The measure of our schools is who our graduates become... Service programs, outreach programs, and insertion programs should not be optional or peripheral but at the core of every Jesuit (school’s) program of studies.”

**Ignatian/Jesuit pedagogy:** our teaching style and methods to form students of competence, conscience and compassion in the spirit of the *Spiritual Exercises*

**Service of Faith and the Promotion of Justice:** an international assembly of Jesuits in 1975 declared this an absolute requirement of any ministry of the Society of Jesus

**Spiritual Exercises:** a retreat booklet developed by Ignatius (normally 30 days broken up into 4 weeks), an ordered sequence of prayers, meditations and contemplations leading to a greater love and service of God under the guidance of the Holy Spirit

### *Fordham Prep Recent Statistics*

**Faculty:** 62 – Male 24 – Female; 9 – Jesuit

**Students:** 73%, Caucasian; 12%, Hispanic; 5% Multiracial; 6% African-American; 4% Asian

**Religion:** 87% Catholic

**Scholarship & Financial Aid:** \$2,650,000 (35% of students)



## **Ignatian Prayers**

St. Ignace learned different ways of praying which he shared with his followers and passed on through the schools we call Jesuit. We would like to share with you one practice that we use each week as a school faith community that is called the Ignatian Examination of Consciousness (*Examen* for short). It is followed by two prayers we say regularly with your sons. We hope you find them as helpful in your own life as we do in ours, and we ask you to pray them with us.

(Feel free to detach the next page from the brochure and place it in your purse/wallet so it is ready for regular use.)

## *Examen*

### **Recall that you are in the presence of God.**

Quiet yourself, become aware that God is present within you and those around you. Ask the Holy Spirit to see yourself with love as God does.

### **Thank God for favors received.**

Recall the gifts of the past week. Be grateful for life, faith, food, home, health, all the blessings you can so often take for granted.

### **Ask for an awareness of the Holy Spirit's aid.**

Look upon yourself without condemnation and without complacency. Pray for the grace to be open to growth.

### **Examine how you are living each day.**

Recall the events of this past week. What are you most proud of, do you most regret? How can you grow, respond, learn from these experiences?

### **Pray words of reconciliation and resolve.**

Look upon yourself with compassion as God does, see your need for sorrow: be grateful for God's forgiveness and healing as you begin a new week.

In conclusion, we pray: *"Come, Holy Spirit, fill our hearts and kindle in them the fire of your love. Help us to see ourselves and our actions honestly and patiently and open us to the growth you desire for us. AMEN."*

(The *Examen* can be prayed privately each night before retiring for 10-15 minutes.)

## *Direct, O Lord*

Direct, O Lord, all our actions  
By your holy inspiration  
And carry them on through your gracious assistance  
So that every word and work of ours  
May always begin from you  
And by you be happily ended. AMEN!



## *Prayer for Generosity*

Lord, teach me to be generous.  
Teach me to serve you as you deserve:  
To give and not to count the cost,  
To fight and not to heed the wounds,  
To toil and not to seek for rest,  
To labor and not ask for any reward,  
Save that of knowing that I am doing your will.

*Front Cover:* Ignatius the Soldier leaves his sword behind  
to answer the call of Christ.