

De la fe TODAY

A MAGAZINE FOR THE LASALLIAN FAMILY IN THE LASALLIAN REGION OF NORTH AMERICA

SPRING 2016

A GOSPEL ADVENTURE



Dear Reader,

As Lasallians, each day we are invited to live "A Gospel Adventure." This exciting invitation is the Lasallian theme for the 2015-2016 liturgical year. To recall what Brother Superior General Robert Schieler, FSC, wrote in his December 2015 pastoral letter, *A Gospel Adventure: Outside the Camp*, this theme calls us to be joyful, and to seek, study and share the Word of God.

In the spirit of the 45th General Chapter, the Superior and General Council developed an overall theme for 2014-2021: "Living Together our Joyful Mission." Each liturgical year has its own theme, which includes perspectives to help Lasallians reflect and respond. This issue of *De La Salle Today* breaks open "A Gospel Adventure" and shows how the Lasallian Region of North America is living this theme. Each story focuses on a different aspect of "A Gospel Adventure," based on what appears in Circular 470 and in documents the Institute provided as resources for celebrating this theme.

First, we look at how Lasallians confront new poverties through the remarkable story of De La Salle Blackfeet School in Browning, Montana. We also examine how our Region educates for justice through the Lasallian Social Justice Institute (LSJI) and investing practices of Christian Brothers Investment Services. When it comes to teaching and learning in the 21st century, we explore how Saint Mary's College High School in Berkeley, California, meets ever-changing needs and makes education accessible to all students. To highlight the importance of Lasallians as catechists, we hear from each District on how catechesis is lived there, how it has changed, and what the future holds. Finally, we show you how Lasallians announce the Gospel in multi-religious contexts by highlighting examples from the Saint-Michel Lasallian Center in Montréal, Bethlehem University in Palestine and the San Miguel schools throughout the United States.

As we explore "A Gospel Adventure," we remember what Brother Robert wrote in his pastoral letter: "The joy of the Gospel is a surprise." To paraphrase, God does the unexpected and surprises us. The Gospel encourages us to be joyful, welcoming, inclusive and honest. It calls us to make a difference where we are now – in this time God has given us. It also urges us to respond creatively to the needs of today.

In addition to this issue, you'll find more resources for "A Gospel Adventure" on our website at www.lasallian.info/resources/a-gospel-adventure.

Enjoy!



ELIZABETH MOORS JODICE

At The San Miguel School of Providence, athletic teams are competitive in league play and are frequently recognized for the teamwork, sportsmanship and effort that characterize a "Miguel Man." Courtesy The San Miguel School of Providence

De La Salle TODAY

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NEWS AND APPOINTMENTS

BROTHER FLORENT GAUDREULT, FSC, APPOINTED TO SERVE AS VISITOR OF THE FRANCOPHONE CANADA DISTRICT

Brother Superior General Robert Schieler, FSC, appointed Brother Florent Gaudreault, FSC, as Visitor of the Francophone Canada District for a three-year term effective February 2, 2016. Brother Florent succeeded Brother Louis-Paul Lavallée, FSC. Prior to becoming Visitor, Brother Florent had served as liaison to the General Councilor for the Lasallian Region of North America (RELAN) since 2012. Previously, he was director of Résidence De La Salle, the Brothers' retirement community in Laval, Québec. For the 17 years prior, he had served as an assistant principal, a teacher of French as mother tongue and of English as a second language, and as a principal in a Lasallian school in Québec.



Brother Florent Gaudreault, FSC, was appointed Visitor of the Francophone Canada District effective February 2, 2016. Courtesy Francophone Canada District

FRÈRE FLORENT GAUDREULT, FÉC, A ÉTÉ NOMMÉ VISITEUR DU DISTRICT DU CANADA FRANCOPHONE

Le Supérieur Général Frère Robert Schieler, FSC, a nommé Frère Florent Gaudreault, FÉC, en tant que visiteur du District du Canada Francophone pour un mandat de trois ans qui a pris effet le 2 février 2016. Frère Florent succède ainsi à Frère Louis-Paul Lavallée, FÉC.

Auparavant, Frère Florent a travaillé comme agent de liaison pour le Conseiller Général pour la région lasallienne d'Amérique du Nord (RELAN) depuis 2012. Avant cela, il a été directeur de la Résidence De La Salle, communauté des frères retraités à Laval, au Québec. Dans sa carrière, Frère Florent a œuvré directement en éducation pour une période de 17 ans pendant laquelle il s'est engagé comme directeur, enseigné le français langue maternelle et l'anglais langue seconde et administré une école lasallienne au Québec en tant que directeur général.

REMEMBERING BROTHER CHARLES KITSON, FSC

The Lasallian family is mourning the loss of Brother Charles "Charlie" Kitson, FSC, 67, Auxiliary Visitor for Community Life and Formation for the District of Eastern North America (DENA). Brother Charles passed peacefully in his sleep on Friday, March 11, 2016, while in Napa, California, attending the meeting of the Regional Conference of Christian Brothers (RCCB).

Brother Charles touched the lives of countless Lasallians throughout the world. A Mass of Christian Burial celebrating his life was held March 19 at Christian Brothers Academy in Lincroft, New Jersey. The burial and a memorial service took place on April 10 at Christian Brothers Cemetery in Narragansett, Rhode Island.

Since entering the novitiate in 1966, Brother Charles dedicated his life to the Lasallian mission. In his early years as a Brother, he served as a teacher at St. Raphael Academy in Pawtucket, Rhode Island (1971-1977), director of vocations for the legacy Long Island – New England District at Christian Brothers Center in Narragansett, Rhode Island (1977-1983), and director of campus ministries at La Salle Academy in Providence, Rhode Island (1983-1990).

He went on to teach in Guatemala (1991-1994) before returning to Rhode Island to serve at Tides Family Services in West Warwick (1994-2008) and The San Miguel School of Providence (2003-2008). In 2008, he was called to Rome where he served as Secretary for Lasallian Family and Association. In 2013, he returned to DENA as an Auxiliary Visitor for Community Life and Formation. Visit www.fscdena.org for tributes remembering Brother Charles.



Brother Charles Kitson, FSC. Courtesy District of Eastern North America

NEWS AND APPOINTMENTS CONTINUED

RELAN LASALLIANS REPRESENT REGION ON INSTITUTE COMMITTEES

Three Lasallians from the Lasallian Region of North America (RELAN) were appointed to serve on the new International Council of Association for the Lasallian Educational Mission (CIAMEL). Members from RELAN include Brother William Mann, FSC (International Association of Lasallian Universities), Antoine Béland (Institute Coordinator of Young Lasallians), and Alisa Macksey (RELAN). The council gathered for its first meeting October 1-6, 2015, in Rome. The purpose of the CIAMEL is to animate and direct existing and future educational programs of the Lasallian mission.

Sarah Laitinen was appointed as the new representative from RELAN on the International Council of Young Lasallians (ICYL). Laitinen, a former Lasallian Volunteer, is a teacher at The San Miguel School of Providence, Rhode Island. She has attended various formation programs and participated in the 3rd International Symposium of Young Lasallians in February 2014 in Rome. She is a member of the Regional Council of Young Lasallians (RCYL) and the District of Eastern North America's Young Lasallians Steering Committee.



LEWIS UNIVERSITY APPOINTS NEW PRESIDENT

Lewis University in Romeville, Illinois, has appointed David J. Livingston, Ph.D., to serve as the university's 10th president effective July 1, 2016.

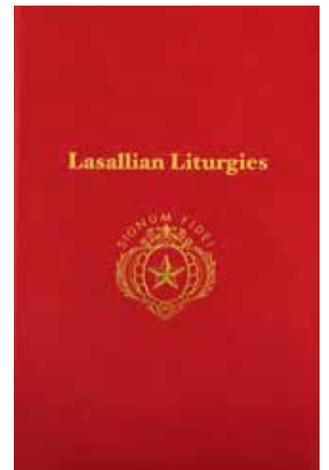
Dr. Livingston will replace Brother James Gaffney, FSC, who will retire on June 30, 2016, after 28 years of service to Lewis University. Dr. Livingston has been president of Lourdes University in Sylvania, Ohio, since 2013, and prior to that he served at Mercyhurst University in Erie, Pennsylvania, for 16 years in various capacities, including president of the faculty senate and vice president for advancement.



*David J. Livingston was appointed president of Lewis University effective July 1, 2016.
Courtesy Lewis University*

LASALLIAN LITURGIES NOW AVAILABLE

The fourth edition of *Lasallian Liturgies* is now available in the Christian Brothers Conference online store. Published in February 2016, *Lasallian Liturgies* is an updated and expanded version of the 1994 edition. Since that time, 140 Brothers have been beatified, canonized or declared venerable. This new edition includes services for these Brothers, which can be used in communities and ministries. Copies are available for purchase at www.lasallianstore.com.



(Top left) Alisa Macksey, courtesy Saint Mary's University of Minnesota, (top right) Antoine Béland, courtesy Institute of the Brothers of the Christian Schools Communications Service, (bottom left) Sarah Laitinen, courtesy Sarah Laitinen, and (bottom right) Brother William Mann, FSC, courtesy Saint Mary's University of Minnesota

NEWS AND APPOINTMENTS CONTINUED

FOSTERING A CULTURE OF VOCATION AND ACCOMPANIMENT

New initiatives across the Lasallian Region of North America are highlighting efforts at the local, District and Regional level to further foster a culture of vocation and accompaniment in our ministries and communities.

The District of San Francisco New Orleans (SFNO) held a Lasallian convocation of ministries of the New Orleans area focused on "Fostering a Culture of Vocations." The convocation invited the more than 250 participants to reflect on their vocational journey in the Lasallian educational mission, as well as how to invite and encourage young people to explore and begin to understand their vocation as well.

Another new initiative presented in both the SFNO District and the District of Eastern North America were two webinars on our "Lasallian Vocation in the Year of Mercy." Presented by Heather Ruple Gilson, outgoing director of Young Lasallians for SFNO, and Brother Dan Fenton, FSC, currently serving at Bahay Pag-asa in

Dasmariñas, Philippines, the webinars invited participants to reflect on Pope Francis' invitation to be a people of mercy, as well as how that is lived out in our Lasallian context and vocation.

Also new, beginning this summer, the Midwest District is inviting young men to participate in a Brothers Immersion Program on the south side of Chicago. The experience will invite participants to experience community life, prayer and direct service to those on the margins in Lasallian ministries. More information can be found on the Midwest District website at www.cbmidwest.org.

LASALLIAN VOLUNTEERS BUILD COMMUNITY

Lasallian Volunteers (LVs) gathered in January 2016 for their Midyear Retreat at Point O'Pines in upstate New York. With the theme "Our Camino," LVs took part in reflection, discernment and building community. The retreat provided time for them to reflect on the first half of their service year and look ahead to the rest of the year. This group of LVs will gather one final time in May for the Debriefing Retreat.



Lasallian Volunteers make an "L" and a "V" with their hands during the 2016 Midyear Retreat. Courtesy Lasallian Volunteers

NEWS AND APPOINTMENTS CONTINUED

APPOINTMENTS

KENENNA AMUZIE, Director, Young Lasallians, District of San Francisco New Orleans, effective July 1, 2016

HEATH BARKER, Principal, Christian Brothers School (St. Anthony of Padua Campus), New Orleans, LA, effective June 1, 2016

KATIE CHRISTENSEN, Recruitment Coordinator, Lasallian Volunteers, effective September 8, 2015

BROTHER GALE CONDIT, FSC, Development Director, Lasallian Christian Brothers Foundation, effective July 12, 2016

MICHAEL DANIELS, ED.D., Director, Office of Education – Mont La Salle, District of San Francisco New Orleans, Napa, CA, effective July 1, 2016

DENIS DE VILLERS, Communications Adviser, Francophone Canada District, effective August 26, 2015

KEITH DONOVAN, Executive Director, Brother David Darst Center, Chicago, IL, effective March 1, 2016

BROTHER FLORENT GAUDREAU, FSC, Visitor, Francophone Canada District, effective February 2, 2016

MICHAEL GIAMBELLUCA, President, De La Salle High School, New Orleans, LA, effective July 16, 2016

BROTHER LOUIS-PAUL LAVALLÉE, FSC, Director, Saint-Michel Lasallian Center, Montréal, Québec, effective February 2, 2016

DAVID J. LIVINGSTON, PH.D., President, Lewis University, Romeoville, IL, effective July 1, 2016

MARC MILANO, President/Principal CEO, Archbishop Rummel High School, Metairie, LA, effective July 1, 2016

MICHAEL PRAT, Principal, Christian Brothers School (City Park Campus), New Orleans, LA, effective June 1, 2016

JOEY SCAFFIDI, AFSC, President, Christian Brothers School, New Orleans, LA, effective June 1, 2016

JOHN L. SCHLAGETER, Executive Director, Bethlehem University Foundation, Beltsville, MD, effective May 1, 2016

CHRISTOPHER THEMISTOS, Principal, St. John's College High School, Chevy Chase, DC, effective July 1, 2016

DANNY VIOTTO, Senior School Principal, De La Salle College "Oaklands," Toronto, Ontario, effective July 1, 2016

HONORED AS AFSCs

DISTRICT OF EASTERN NORTH AMERICA

AUGUSTINE MICELI, SR., Mathematics Teacher, Calvert Hall College High School, Baltimore, MD

PETER SANTANELLO, Teacher, Associate Principal and the first lay Principal of Christian Brothers Academy, Lincroft, NJ

LAURA STEWART, 44 years of service as a cook for the many Brothers who ministered at West Catholic Preparatory High School, Philadelphia, PA

JOHN THALER, retired Mathematics Teacher, Calvert Hall College High School, Baltimore, MD

MIDWEST DISTRICT

JOHN BOMMARITO, Graduate, Christian Brothers College High School (CBCHS), former member of CBCHS board of directors, organizer of CBCHS Alumni Open, CBCHS campus named for family, St. Louis, MO

GENE ESCHBACHER, Graduate, Christian Brothers College High School (CBCHS), provided eight endowed scholarships for underserved students, and provided substantial help with the Stand Up for CBC Campaign, which raised \$5 million to pay down the mortgage of the current home of CBCHS, St. Louis, MO

MICHAEL ROSS, Graduate, Christian Brothers College High School (CBCHS), donor for remodeling of Ross Hall (named in Ross' father's honor) on CBCHS campus, St. Louis, MO

HONORED AS BFSCs

DISTRICT OF EASTERN NORTH AMERICA

ELIZABETH (BETTY JO) DI BONAVENTURA, 30 years of service as the housekeeper of the Brothers' communities at West Catholic Preparatory High School, Philadelphia, PA

JOHN STALEY, IV, his assistance and support of the mission at Central Catholic High School, Pittsburgh, PA, especially with major capital campaign improvement projects, and his strong commitment to making Catholic education accessible to boys from low-income and working-class families

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CONFRONTING NEW POVERTIES

The Lasallian theme for the 2015-2016 liturgical year, *A Gospel Adventure*, highlights the parable of the Good Samaritan. Huether 2016 will focus on how Lasallians can confront new poverties and the culture of commodification.

Save the Date!

NOVEMBER 17-19, 2016 CHICAGO, IL

NEWS AND APPOINTMENTS CONTINUED

LASSCA DRAWS LEADERS TO SAN ANTONIO

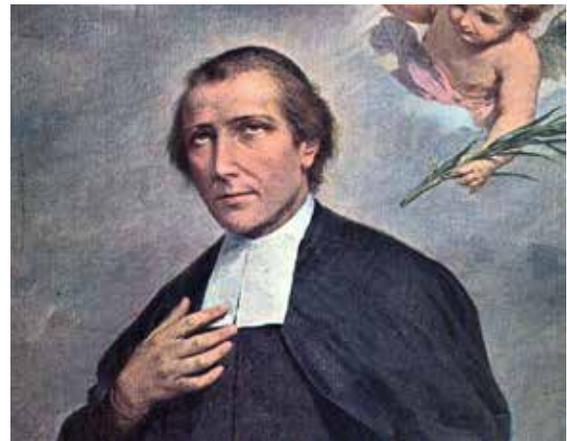
The 2016 Lasallian Association of Secondary School Chief Administrators (LASSCA) drew leaders to San Antonio, Texas, February 21-24. Themed “Authentically Catholic, Authentically Lasallian: Bridging the Cultural Divides,” the conference included two featured speakers: Rev. Mark Massa, S.J., dean of the School of Theology and Ministry and professor of Church History at Boston College, and Bob McCarty, D.Min., then-executive director of the National Federation for Catholic Youth Ministry. During the gathering, Robert Scott, AFSC, president of St. Joseph’s Collegiate Institute in Buffalo, New York, accepted the Brother Michael Collins, FSC Award on behalf of his school’s swing choir.



(Above) Chris Fay (left), LASSCA immediate past president and principal of Christian Brothers High School in Memphis, Tennessee, presents the Brother Michael Collins, FSC Award to Robert Scott, AFSC. Courtesy District of San Francisco New Orleans

BLESSED BROTHER SOLOMON LECLERCQ, FSC, TO BE CANONIZED

Blessed Brother Solomon Leclercq, FSC, will likely be canonized in 2016 following the confirmation of a miracle attributed to his intercession. On March 3, 2016, the medical consultant of the Sacred Congregation for the Causes of Saints declared that the unexplained cure of a Venezuelan girl who had been bitten by a venomous snake was a miracle. Brother Solomon was martyred in Paris on September 2, 1792. He was beatified on October 17, 1926, with 188 fellow martyrs. He was the first Brother of the Christian Schools to be martyred, and the first to be beatified.



Blessed Brother Solomon Leclercq, FSC. Courtesy Institute of the Brothers of the Christian Schools Communications Service



LASALLIANS PARTICIPATE IN POPE FRANCIS VISITS

Cathedral High School in El Paso, Texas, hosted 140 Lasallians from the Districts of México Norte, Midwest and San Francisco New Orleans for Pope Francis’ February 17 visit to Ciudad Juárez, Mexico. Thirteen Lasallian schools and communities were represented. In September 2015, Lasallians gathered to catch a glimpse of the pope and hear his words during his visits to Washington, D.C., New York City and Philadelphia. For complete coverage of the papal visits, visit www.lasallian.info and search “Pope.”

Students from San Miguel School in Washington, D.C., wait to greet the pope at the Apostolic Nunciature in Washington, D.C. Courtesy San Miguel School, Washington, D.C.



The entrance to the Blackfeet Reservation is about 40 miles south of Browning, Montana. Courtesy Eric Connolly Photography



Brother Dale Mooney, FSC, stands with students in front of Little Flower Parish, where the students attend weekly Mass. Courtesy Eric Connolly Photography

(Right) Julie Kueter, a Lasallian Volunteer at DLSBS during the 2014-2015 academic year, teaches seventh grade. Courtesy Eric Connolly Photography



DE LA SALLE BLACKFEET SCHOOL: CONFRONTING NEW POVERTIES THROUGH 'A GOSPEL ADVENTURE'

BY JON FICARO

AT THE HEART OF THE GOSPEL NARRATIVE IS THE REVELATION OF
THE GOOD NEWS THAT GOD IS WITH US.

De La Salle Blackfeet School (DLSBS) in Browning, Montana, embodies this call by providing a safe place for its more than 60 students to create relationships, connect with people that they might not otherwise, receive a quality education, and escape the various forms of poverty that touch their lives.

The Christian Brothers opened DLSBS in the home of the Blackfeet Nation in 2001, and since then the school has been living the Lasallian theme for the 2015-2016 liturgical year, "A Gospel Adventure."

Lasallian Reflection 1, offered by the Brother Superior and General Council, highlights that poverty now takes many forms. The reflection reminds the Lasallian community of what former Superior Brother Álvaro Rodríguez, FSC, emphasized as forms of poverty: isolation and abandonment, exclusion of those who live on the edges of rich cities, victims of a culture of identity that refuses to accept what is different, AIDS' victims, those with addiction, those with physical or mental illnesses, migrants and refugees, those who are enslaved and trafficked, those who live without God, and young people who live without meaning or trust in their lives.

DLSBS confronts some of these poverties through its daily work, and invites young people from across the country to immerse themselves in this culture through service. "Oki Ni Soo Ka Wa," the Blackfeet phrase for "Come and See," is the theme of the school's immersion program.

COME AND SEE

DLSBS is a San Miguel-model school unique in its rural location and the population that it serves, primarily Native Americans in grades four through eight. Browning is in a remote location with few employment opportunities. Unemployment runs near 70 percent, and most families live below the poverty line. Young people grow up surrounded by high rates of alcohol and drug abuse. The education system struggles against overcrowding, and the high school dropout rate is nearly 50 percent. Higher education is not a "given."

DLSBS invites high school and college students, largely from Lasallian schools, to "come and see" the community for a period ranging from one to two weeks. During the visits, students tour Blackfeet cultural sites, discuss topics with Blackfeet elders and leaders, and serve DLSBS students while sharing their own hopes and dreams. The program offers a great deal to the visiting students, exposing a rich culture and heritage previously unknown to them.

DE LA SALLE BLACKFEET SCHOOL: CONFRONTING NEW POVERTIES THROUGH 'A GOSPEL ADVENTURE' CONTINUED

(Right) Volunteer science teacher Matt Harrison (2014-2015) serves as a minister during weekly Mass on Thursdays. Courtesy Eric Connolly Photography

(Below right) Jamerson and classmates take part in silent reading. Courtesy Eric Connolly Photography

DLSBS is not alone in combating poverty. Collaborative efforts show the school is a valued part of the community. Teachers with Piegan Institute's Cuts Wood Academy, the Blackfeet language immersion school, present to immersion groups, and Blackfeet Community College allows DLSBS students to use its archives as a research resource for their Native Studies projects.

"One of our speakers, from the [Blackfeet] linguistic presentation, described poverty as a lack of options," said Caroline Busey, a senior from La Salle High School of Yakima in Union Gap, Washington. "DLSBS provides the opportunity to better the children in Browning because it gives them another option, a better option."

These combined efforts change the story for DLSBS students. They have a high school graduation rate of 95 percent, and 75 percent have gone on to college. Some of this success can be traced to the immersion program and its reinforcement of the importance of education. The visiting students share their determination for higher education and their goals, instilling in DLSBS students a drive to achieve their full potential.

"I want to share what I've learned about the importance of education to end the cycle of poverty," said Lauren Stewart, a recent immersion student from La Salle High School of Yakima.

The DLSBS students are listening to their visitors. "My favorite thing about the immersion students coming here is getting to know them," said Simm Devereaux, a DLSBS eighth grade student. "Getting to know someone from another culture."

These relationships are so powerful, the visiting students often return home with a new outlook. David Sugar, the group leader from Justin-Siena High School in Napa, California, has been visiting DLSBS for 13 years, and was with one of the first groups in the immersion program. He has noticed that his students "change while on the trip, gaining insight into themselves and bringing that home with them."

That is certainly the experience of Andrew Brannon, a senior at Calvert Hall College High School in Baltimore, Maryland. He reflected in his school's blog that he found a lack of opportunity to be a prevalent poverty faced in Browning. The experience led his group to identify and begin to fix forms of poverty in their own lives. "From lack of confidence to lack of patience to superficial judgment," he wrote. "Expanding

on our relationships, we are finding that we have much more to learn from our students than they have to learn from us, and our experiences have been truly eye-opening and will influence our lives far beyond our last day in the classroom."

CONFRONTING POVERTY AS LASALLIANS

Lasallians are called to hear the voices of the poor and address poverty in its many guises. DLSBS assists these at-risk students from an early age, helping them break the cycle of poverty.

The immersion program instills in participants a greater understanding of poverty and a real means to combat its effects by restoring justice. An immersion program student visiting in January 2016 shared her new insight that "poverty is definitely more than just being hungry or not having money."

As the immersion groups are presented with a culture almost at the precipice of extinction, they are shown through DLSBS how important it is that we are not only accepting of cultural differences, but that we also celebrate the value and wealth in the Blackfeet culture. We are reminded that part of the solution is to share a better understanding of the Blackfeet history and culture.

With Saint John Baptist de La Salle's own Gospel adventure as a model, DLSBS goes beyond the classroom and the evident disadvantages to see each person's full potential. Teachers create an environment of care and encouragement, and seek to build trust in relationships.

DLSBS's Gospel adventure draws its energy from this Lasallian history of trust in God's preferential love for young people. One can hope that it also offers the wider Lasallian community inspiration as it too confronts the poverties that constrain the dignity and growth of the young. ●

Jon Ficaro is the eighth grade teacher and immersion program coordinator at De La Salle Blackfeet School. Jon and his wife, Ruth, both serve at the school as Lasallian Volunteers.



LASALLIAN SCHOOLS THAT HAVE SERVED AT DLSBS ON RECENT IMMERSION PROJECTS:

- Calvert Hall College High School, Baltimore, MD
- Central Catholic High School, Pittsburgh, PA
- Christian Brothers Academy, Lincroft, NJ
- Christian Brothers College High School, St. Louis, MO
- DeLaSalle High School, Minneapolis, MN
- De La Salle Collegiate, Warren, MI
- De La Salle Institute, Chicago, IL
- Justin-Siena High School, Napa, CA
- La Salle Academy, Providence, RI
- La Salle Catholic College Preparatory, Milwaukie, OR
- La Salle College High School, Wyndmoor, PA
- La Salle High School of Yakima, Union Gap, WA
- La Salle University, Philadelphia, PA
- Manhattan College, Riverdale, NY
- Mullen High School, Denver, CO
- Saint Mary's College High School, Berkeley, CA
- Saint Mary's College of California, Moraga, CA
- Saint Mary's University of Minnesota, Winona, MN
- St. John's College High School, Chevy Chase, DC
- Trinity High School, Manchester, VT (discerning ministry)





LASALLIAN SOCIAL JUSTICE INSTITUTE: PAST, PRESENT AND FUTURE

BY BLAKE PICKART AND DR. LYNN TOVAR

Participants of LSJI 2015 stand with a speaker from Precious Blood Ministry of Reconciliation, fourth from left in the front row. Courtesy James DeHaan

Each summer, “A Gospel Adventure,” the Lasallian theme for the 2015-2016 liturgical year, comes alive in the Lasallian Region of North America (RELAN) through an eye-opening experience that immerses participants into the realities of the poor in order to be evangelized by them.

The Lasallian Social Justice Institute (LSJI), offered by Christian Brothers Conference, is a formation program based on the Gospel and our Lasallian vocation to the promotion of social justice and service with the poor. It is designed to be experiential, educational, creatively practical and reflective.

THE PAST

The creation of LSJI dates back to 1998 with the formation of Lasallian Partners for the Economically Poor (LPEP). The group identified formation for ministry with the poor as one of its priorities, and proposed a new national formation program. In June 2000, the capitulants of the 43rd General Chapter emphasized this need for formation that was not only intellectual, but also experiential with a first-hand look at educational services for the poor.

This recommendation inspired LPEP to develop LSJI, which ran its pilot program on global economic justice in June 2003 in El Paso, Texas, and Ciudad Juárez, Mexico. The first official cohort of LSJI was in July 2004. Since its inception, LSJI has focused on immigration in Tucson, Arizona, and El Paso, violence in Chicago, homelessness in San Francisco, and civil rights in Memphis.



LSJI 2015 participants gather outside of the Brother David Darst Center, which organized the program activities. Courtesy James DeHaan

THE PRESENT: JULY 2015, CHICAGO, ILLINOIS

BY BLAKE PICKART

My personal experience with LSJI occurred in Chicago in July 2015, when I attended the program themed, "Violence and Peacemaking in an Urban Environment." In addition to interactions with various groups affected by gun violence, the program also involved prayer, reflection and a circle.

During LSJI, we began each meeting with a circle and then engaged with our presenters. The spiritual nature of a circle is enhanced by beginning with prayer, spiritual reading or song. The circle first denotes unity of its members. That is, each member of the circle is present for a similar purpose. Each participant is given an opportunity to be heard.

I was personally quite affected by the people we met and had the opportunity to dialogue with. Part of the reason I was so affected by this experience is that I went into LSJI with an open heart. I witnessed this Gospel adventure because God opened my heart.

Through a number of encounters, the recurring theme that surfaced for me was the devastating effect that gun violence is having on children. The first encounter that affected me greatly was a forum with three parents who had lost their innocent children to gun violence. Empathizing with the parents was a painful experience. I was personally still hurting about it the next day. Another encounter was meeting youth who had recently been released from incarceration, and learning about the process to "re-tool" their lives. We also met with youth and caregivers of a safe zone at a church. The youth attending wanted to be there, and were learning critical life skills.

LSJI 2015 participants visit DePaul University to learn about the Community Peacemakers program, which was started in response to youth violence in Chicago. Courtesy James DeHaan



Participants of LSJI 2014 in Tucson, Arizona, which focused on immigration through San Miguel High School's El Otro Lado program, hike a migrant trail along the border between the U.S. and Mexico.

Additionally, we had an opportunity to visit with students and staff from the San Miguel School in Chicago. The saddest part of their stories was the fact that they did not play outside for fear of being shot. As school is open all year, it has become a safe zone for students.

During the visit, I met a school employee who also was the mother of a student. She somehow found out that I taught at Saint Mary's University of Minnesota. As it turned out, her son would be attending Saint Mary's in the fall, and she asked if I would look in on him. I agreed. How could I refuse her request as I fully accept this quote from Genesis: "And he lifted up his eyes, and saw the women and children; and said, Who are those with thee? And he said, The children which God hath graciously given thy servant" (Genesis 33:5). This command to protect the children is further enhanced by the call of Saint John Baptist de La Salle to take special care of the lives that have been entrusted to you.

After my LSJI experience, I came back to campus with a different mindset. I interacted with students differently, especially those from areas in larger cities known for violence. Given my new knowledge about violence, I am able to pierce their hard shells because I have a better understanding. I advocate for students from dangerous areas when we are discussing how to best get new students acclimated to the university.



Participants of LSJI 2011, which focused on civil rights and related social justice concerns, visit a Catholic Charities building housing refugees in Memphis.

THE FUTURE BY DR. LYNN TOVAR

LSJI will once again bring to life “A Gospel Adventure” when it tackles the theme of “Human Trafficking in Our Communities” July 17-22, 2016, in Minneapolis, Minnesota. Human trafficking is one of the fastest growing transnational crimes in the world today – a crime that is rarely discussed: trafficking humans, many of whom are from underdeveloped countries.

Two and half million people are forced into labor each year with the majority of the victims between the ages of 18-24 (UN.GIFT [n.d.]. *Human Trafficking: The Facts*. Retrieved Feb. 5, 2016, from United Nations Global Initiative to Fight Human Trafficking: <http://www.caritas.org/includes/pdf/coatnet/traffickingfacts.pdf>). It is estimated that 1.2 million children are trafficked each year (UN.GIFT). Forty-three percent of the victims are forced into the commercial sex industry, 98 percent of those being women and girls (UN.GIFT).

Human trafficking is on the rise and is expected to surpass drug and arms trafficking. The profits are staggering. A human can be sold over and over again, while drugs and arms are a one-time profit (Ngwe, J. E. [2012, Nov.]. “Human Trafficking: The Modern Day Slavery of the 21st Century.” *African Journal of Criminology and Justice Studies: AJCJS*, 103-119).

Human trafficking can be considered a form of modern-day slavery because it involves one individual exploiting the labor of another individual (Ngwe, 2012). The victims lose their ability to exercise their own free will. Poverty, gender inequality and other forms of oppression that create vulnerable populations can lead to human trafficking (Ngwe, 2012).

The 2016 LSJI will examine human trafficking in our communities and around the world in an attempt to shed light on the issue and galvanize Lasallians to take action. Registration materials are available at www.lasallian.info/ljsi through April 27. ●

Blake Pickart is a professor of business at Saint Mary's University of Minnesota in Winona. Dr. Lynn Tovar is an associate professor of justice, law and public safety at Lewis University in Romeoville, Illinois. They attended the 2015 LSJI program.



The interfaith group, including Julie Tanner, far right in back row, visits Anglo American's Venetia diamond mine in South Africa in 2015. Courtesy CBIS

(Inset) Julie Tanner attends a safety check before the tour of Ahafo Mine in Ghana during the 2015 visit. Courtesy CBIS

SEEKING JUSTICE THROUGH INVESTING

BY ELIZABETH MOORS JODICE



Imagine traveling the world and immersing yourself in unfamiliar cultures and companies to make sure investing in those companies aligns with your beliefs.

That's reality for Julie Tanner, director of Catholic Responsible InvestingSM (CRI) for Christian Brothers Investment Services (CBIS). She travels the world helping companies in which CBIS invests adjust their policies and practices to better align with the teachings of the Catholic Church.

"At CBIS, we believe we are called to be active owners and raise corporate awareness on issues of importance to Catholic investors," described Tanner. "We pursue justice and peace by engaging companies, visiting operations, and assessing corporate performance in upholding the rights of workers, protecting the environment, and defending those who are poor."

With justice woven into its approach, CBIS' efforts bring to life "A Gospel Adventure," the Lasallian theme for the 2015-2016 liturgical year as put forth by the Brother Superior and General Council. The search for justice most recently brought Tanner and other faith-based organizations to two mines in Africa in July and August 2015.

"It was an exciting whirlwind trip where communities, faith organizations and companies shared perspectives on mining's potential to contribute to the common good," Tanner said.

Newmont's Ahafo gold mine in Ghana and Anglo American's Venetia diamond mine in South Africa, the locations Tanner visited, are part of a Vatican effort that has companies opening their doors to faith-based initiatives. The visits provided the group with opportunities to interact with corporate and local staff at the sites, and to see what types of impact the mines have on people, land and wildlife. Both mines are in economically poor areas.

The trip was part of CBIS' CRI investment management approach, which has three aspects: Catholic investment screening, diversified asset management and active ownership. Active ownership includes direct engagement with companies, proxy voting and shareholder resolutions in order to influence strategies, policies and practices of corporations in CBIS' portfolios. Active ownership is shaped by Catholic teaching, and addresses issues related to human dignity, economic justice and environmental stewardship.

Active ownership can involve emails, letters, surveys, phone calls and meetings with senior executives, and attendance at shareholder and board meetings. However, Tanner says visiting the companies in person is key.

"To get a real feel for what's going on, you have to go there," explained Tanner. "You have to speak to staff on site, see the operations for yourself and hear about problematic situations. Going there gives you a different ability to speak about the issues and gain an understanding from people there."

Efforts don't end after the visits. The trips are just part of the long-term engagement that faith-based organizations hope to have with companies. For Tanner, that means doing more research and having more direct conversations with corporate management and board members.

As part of active investing, CBIS engaged 28 companies in 2015, including two new companies – Anglo American being one of them. This kind of investing can benefit the companies themselves because the transparency can lead to new ideas that can resolve concerns and strengthen relationships with stakeholders.

"Over time, we believe it can have a positive impact on shareholder value," said Tanner. "But most importantly, it helps us to help Catholic organizations align even more with their faith. We accomplish this by leveraging their assets as tools to help effect positive change in corporate activities." ●

Elizabeth Moors Jodice is director of communications for Christian Brothers Conference.

CBIS is a global investment management firm that manages more than \$5 billion for a broad range of Catholic organizations, including dioceses, schools, hospitals and religious institutes. CBIS is a Registered Investment Advisor owned by the Christian Brothers in the United States and the Center of the Institute in Rome. CBIS has offices in New York, Chicago, San Francisco and Rome.

LASALLIAN TEACHING AND LEARNING PROCESSES FOR THE 21ST CENTURY

BY MOLLY O'CONNOR



When implementing the school-wide iPad program, Saint Mary's created a fund to help provide iPads for students in need. Courtesy Saint Mary's College High School

Consistent with its long-standing Lasallian identity, Saint Mary's College High School in Berkeley, California, has spent the past decade innovating to meet the needs of 21st century students.

Principal Dr. Peter Imperial's efforts both precede and respond to the Lasallian theme for the 2015-2016 liturgical year, "A Gospel Adventure," and one of its responses, "Lasallian Teaching and Learning for the 21st Century."

"Saint Mary's is a laboratory for how we are going to live together in the 21st century. Our diversity, both economically and ethnically, allows us to experiment with creating new models of community and solidarity," said longtime teacher and chair of the philosophy department, Craig Sutphin. "We have an amazingly talented and committed faculty that care deeply about translating the Lasallian mission and making it relevant to our multicultural, progressive student body."

Located in the Bay Area, Saint Mary's has embraced both economic and ethnic diversity in its student body. Nine percent of students come from low-income families, and about 70 percent are minorities. During the 2014-2015 academic year, 41 percent of students received more than \$2 million in tuition assistance.

Despite their intentional diversity, Imperial says they don't have programs targeted to low-income students or to any singular demographic. "We've tried to implement academic policies that work for all learners – students in poverty, [students] with learning disabilities, average students, and those for whom school comes more easily."

When implementing new programs like the school-wide adoption of iPads, care is taken to ensure students are not left behind. Saint Mary's waited to implement its iPad program until the devices reached a more affordable price point and created a fund to help provide iPads for students in need.

A recently instituted multi-year Epistemology ("Theory of Knowledge") curriculum teaches students how to think and, more importantly, how to learn, echoing the Institute's call in Circular 470 for more participatory processes in education. An emphasis on "backwards design" for teachers similarly asserts the importance of critical thinking, analyzing information, and posing the "bigger questions" for students to consider.

In addition to changes to the curriculum and technology, Imperial and his team have altered the school schedule in two significant ways. A trimester schedule includes longer but fewer classes in a day. The change allows students and teachers to delve more deeply into subjects and provides a more manageable course load. A 45-minute block at the end of the day allows students time for study groups, extra help or extended study.

Precisely because programs target a variety of students, these innovations make a difference in many ways. "With low-income students, their home life may not be as

LASALLIAN TEACHING AND LEARNING PROCESSES FOR THE 21ST CENTURY

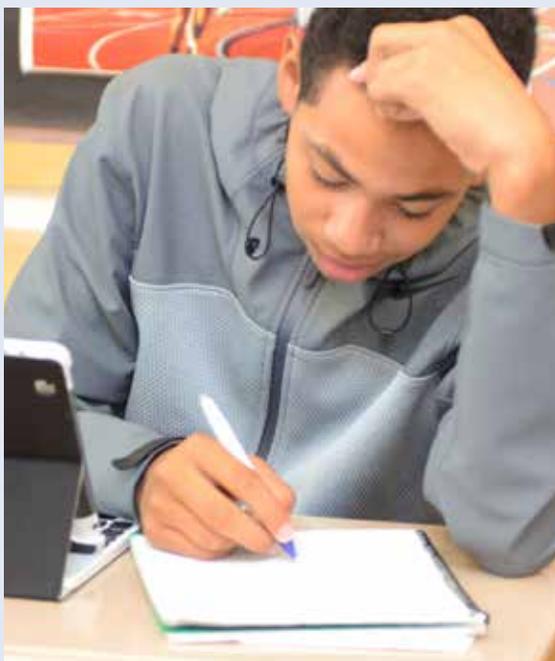
CONTINUED

conducive for doing homework,” explained Imperial, so the lighter class load and built-in block for studying or extra support can help alleviate challenges low-income students may face.

These innovative practices effectively equip 21st century high school students to succeed at Saint Mary's and beyond. Imperial thoroughly tracks the results of their initiatives, and has seen improvements in SAT and ACT scores, as well as college graduation rates.

“We have seen very strong results with all students, but we are very proud of the students who are from families who are economically poor and marginalized,” added Lawrence Puck, director of admissions. “Their scores and academic growth of these particular students are much higher than the national average of students from similar backgrounds.”

The numbers are important, but what about when it comes to grades? “We're interested in student achievement. We believe a 'C' on the first test of the semester shouldn't supersede your 'A' on the final exam,” said Imperial. Puck described the new grading method as “rigor with redemption” in which students aren't penalized, but rather encouraged to improve.



Students complete assignments and access their textbooks on iPads.

Courtesy Saint Mary's College High School



Sutphin came to Saint Mary's for its dedication to the Lasallian vision of justice education in service of the poor. “This school has never shied away from taking risks and experimenting; it can be exhausting at times, but continuous improvement is in the DNA of this school.” And, in the DNA of the Lasallian mission.

In the spirit of *The Conduct of the Christian Schools'* emphasis on meeting students' needs, Saint Mary's has turned its focus to the achievement gap. “That and college matriculation are priorities for us,” Imperial highlighted, citing statistics that show increasing success across all demographics for alumni college enrollment and completion.

The Lasallian emphasis on social justice is also a guidepost for the school community. With retreats, service days and dedicated “Peace and Justice Weeks,” students become aware of social justice issues and how they can play a part in their resolution.

Imperial noted that he keeps his innovative practices grounded and supported by the Lasallian tradition in part by sending teachers to the Buttimer Institute of Lasallian Studies, a formation program offered by Christian Brothers Conference, which he also has attended. The Lasallian core principles of Christian education and learning together have also formed the basis for many of their programs.

History teacher Kate Long came to Saint Mary's in 1996 because of her own Catholic education, but she prefers to tell you why she stayed. “There is a cultural identity with which I am proud to be associated, and daily I'm confident that there's a network – local, regional, global – that I'm part of, that I'm associated with. Being a part of Saint Mary's means that we all belong to each other, and endeavor to deliberately and carefully broaden that circle,” she said, her zeal palpable.



*Dr. Peter Imperial, principal, meets with a student.
Courtesy Saint Mary's College High School*

LASALLIAN TEACHING AND LEARNING PROCESSES FOR THE 21ST CENTURY CONTINUED

Long witnesses her fellow teachers' passion for social justice and efforts to build intentional community – modeling the same principles they work diligently to impart on their students. Saint Mary's teachers go a step beyond participating in Lasallian formation, Long said. They try to integrate their new insights and experiences into their interactions with students and fellow faculty.

They practice the core principles not only in their classrooms, but also by inviting each other into service and through a weekly email that puts Saint John Baptist de La Salle's meditations into modern context. Uniting in an associative dynamism outside the classroom is just one of many ways they follow in the footsteps of De La Salle and support their work in the classroom.

Beginning with how Saint Mary's distributes financial aid to its intentionally inclusive and diverse student body, the entire community – from the students to the principal – lives out the Lasallian mission, continuing the commitment De La Salle and the first Brothers made in the 17th and 18th centuries to a special concern for the poor and matters of social justice.

"For me and for us, this is what it's all about: Lining up our initiatives to enact core Lasallian principles," Imperial reflected. ●

Molly O'Connor is manager of communications and outreach at San Miguel School in Washington, D.C.



SAINT JOSEPH'S
HALL

*Brother Edmond Larouche, FSC, president, talks with students.
Courtesy Saint Mary's College High School*



TEACHING MINDS AND TOUCHING HEARTS: THE LASALLIAN CATECHETICAL TRADITION CONSIDERED

BY BOB CARREJO

In October 2014, the General Council of the Institute of the Brothers of the Christian Schools released a document titled, *Visions and Themes*, as part of resources for “A Gospel Adventure,” the Lasallian theme for the 2015-2016 liturgical year.

The document explored modern elements and challenges of the Lasallian mission. One of these was the fundamental understanding expressed in the *Rule*: The life and educational activity of the Brothers are integral parts of the Church’s work of evangelization. They believe that catechesis, as the Founder insisted, is “their principal function” (17).

This raises an important question for the entire Lasallian family and its grasp of its mission and purpose: what does it mean to evangelize and catechize in the Lasallian tradition? What does it look like, what are its challenges, and what is its importance to the life of the Lasallian mission?

The question has been raised before. In September 2006, Saint Mary’s Press in Winona, Minnesota, hosted the Symposium on Catechesis in the Lasallian Tradition, in which Lasallian educators submitted and discussed white papers on this topic. Their work produced a number of themes related to the particular vision and characteristics of Lasallian religious education.

Recently, *De La Salle Today* contacted five Brothers and Partners, including several participants of the 2006 Saint Mary’s Press event, to reflect on some of those original themes. The result was the collective reflection that follows.

Is there a distinctive “Lasallian” catechetical tradition?

Brother Armand Alcazar, FSC, Professor of Theology, Lewis University, Romeoville, Illinois: Yes, there is a distinctive “Lasallian” catechetical tradition. We instill Gospel values. We exercise a special option toward the poor. We create and sustain respectful human relationships in community. We develop and maintain diverse programs meeting recognized standards of excellence. We are animated by and foster a spirit of faith and zeal.

What does Lasallian catechesis “typically” look like in your locality?

Sylvain Beauregard, Director General, Centre Notre-Dame de la Rouge, Grenville-sur-la-Rouge, Québec, Canada: As you know, the Francophone Canada District has no more schools, but today works in the field of pastoral ministry animation. We receive school groups throughout the school year and adapt our programs to their expectations. Centre Notre-Dame de la Rouge welcomes many of those schools that are Catholic schools and which organize field trips as an extension of the religion classes. We allow the children to experience many activities that make them aware of their spiritual life. The school considers it a part of its school curriculum.

*Centre Notre-Dame de la Rouge in Grenville-sur-la-Rouge, Québec, provides activities for visiting Catholic school students.
Courtesy Centre Notre-Dame de la Rouge*

TEACHING MINDS AND TOUCHING HEARTS: THE LASALLIAN CATECHETICAL TRADITION CONSIDERED CONTINUED

The symposium identified a number of essential characteristics of Lasallian education, including that it is the ministry as a whole that is responsible for its students' religious education/formation. Where do you think we stand today with this?

Greg Kopra, Director, Lasallian Formation for Mission, District of San Francisco New Orleans: My experience in our schools has been that most teachers and staff and administrators understand, accept and embrace that it is the responsibility of the entire community to educate the young people entrusted to their care – and education includes religious education/formation. Some are directly involved with religious education/formation through their responsibilities as a religious studies teacher, a campus minister and the like. All are involved in religious education/formation by virtue of the example of their lives and the way they form caring, authentic relationships with the students.



La Salle High School of Yakima's varsity basketball team shares a pre-game prayer. Courtesy La Salle High School of Yakima

Another essential characteristic given attention was cultural and religious diversity and pluralism. Have the understanding and implications of this changed since 2006?

Brother John Crawford, FSC, Assistant Professor of Religion, La Salle University, Philadelphia, Pennsylvania: The world since 2006 continues to be a place where our interaction with diversity has increased while tolerance for difference has seemingly lessened. On the positive side, Pope Francis has spoken eloquently for the common bonds among humanity.

The public face of Catholicism tends to be more open to the other. Dialogue is held in high esteem. The other side is the increased tensions worldwide over religious radicalism. The plight of refugees from the Middle East, the posturing of groups like ISIS, and internal matters regarding religious difference being debated in U.S. politics indicate how far we still must go to embrace diversity.



Brother John Crawford, FSC. Courtesy La Salle University

The symposium also identified as a characteristic that service, especially of the poor, is a normative dimension of Lasallian education. With changing times and our evolving awareness of "new poverties," what challenges does this hold for Lasallian catechesis?

Greg: The Catholic Church has a rich social justice tradition. Our work in this area provides a powerful and profound bridge to the broader Catholic Church for our schools. And education for justice and service on behalf of those on society's margins are powerful doorways into faith for adolescents. They want to make a difference in the world, and to help them see that the Lasallian Catholic tradition provides ways for them to do just that – urges them, compels them, to do just that – is another way to invite teenagers into substantial conversations about faith and life.



Greg Kopra participates in a meeting in the District of San Francisco New Orleans. Courtesy District of San Francisco New Orleans

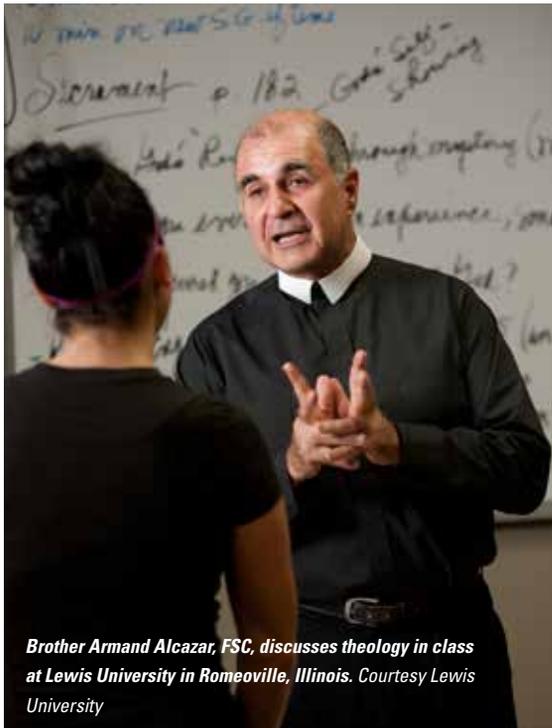
La Salle University's campus ministry engages students in many ways, including music ministry during Masses. Courtesy La Salle University

How important is a ministry's service/immersion activity to its catechetical efficacy?

Brother Frederick Mueller, FSC, Coordinator of Faculty/Staff Professional Development and Lasallian Formation, La Salle Academy, Providence, Rhode Island: Absolutely essential. The student needs to experience that faith and action/zeal are one and the same spirit.

How does the Lasallian catechetical tradition accompany Catholic students in deepening their Catholic identity, as well as non-Catholic students in deepening their own religious understanding?

Brother Armand: The Gospels are completely relational. Some of our Catholic students, specifically those who are marginally Catholic, are amazed at how relational, and therefore relevant, the Gospels are. As a professor of theology, in teaching to a class of Catholic, Protestant and non-Christian students, the Gospels are so inclusive, forgiving, whole-making and community-building that there doesn't have to be difficulty.



Brother Armand Alcazar, FSC, discusses theology in class at Lewis University in Romeoville, Illinois. Courtesy Lewis University



How do you think the work of being a catechist has changed from when you first began your career?

Brother John: As someone approaching 40 years in Lasallian education, I see many wonderful developments in the catechetical world that have emerged over time. One of the most notable developments is the emergence of campus ministry in schools. This phenomenon has served as a catalyst to engage students better.

What do you feel is the future of Lasallian religious education in your District? What will be its greatest challenges?

Sylvain: Christian/Catholic religious education in Québec is in crisis. This is both a challenge and an opportunity. A challenge in that the human and financial resources are poor or even, in many cases, absent. It is also a challenge because Church authorities cannot reach the vast majority of young people who do not understand the language of the Church (and) some values of hypermodernity go against the spiritual needs of people. The harvest is abundant but the laborers are few.



Sylvain Beauregard speaks at the inauguration of the Lasallian Region of North America in May 2012 in Laval, Québec.

TEACHING MINDS AND TOUCHING HEARTS: THE LASALLIAN CATECHETICAL TRADITION CONSIDERED

CONTINUED

Brother Frederick Mueller, FSC, talks with students at La Salle Academy in Providence, Rhode Island. Courtesy La Salle Academy, Providence



To what do you feel Lasallian catechesis in general is being called today and how can it best respond?

Brother Frederick: The Lasallian catechetical tradition has a future. It does need to return to its roots. The need for evangelization of the young is real, especially in this present culture with all the internal and external pressures on young people, be it the depersonalization of social media or the threats to the environment. To respond to these needs Lasallians need to be well-trained, they need to be persons of faith and zeal, they need to be passionate about justice and compassionate toward the victims of injustice, they need to not be afraid of young people – open to loving them with all their graces and all their “warts” – and they need to be able

to serve as mentors and role models. The Lasallian school needs to be a hothouse for Christian living where young people feel safe to explore and to make mistakes, and at the same time can be nurtured in love and empowered. I have great hope for the future of the Lasallian catechetical tradition. ●

Editor's Note: Due to space constraints, it was not possible to present the interviews in their entirety. To read the complete interviews, go to www.lasallian.info and search “catechists.”

Bob Carrejo is the director of communications for the District of San Francisco New Orleans. Denis de Villers, communications adviser for the Francophone Canada District, provided the English translations of Sylvain Beauregard's responses.



JUBILEE OF MERCY

December 8, 2015
thru
November 20, 2016

What is stirring in you as you hear Jesus' parable of the Good Samaritan? During this Jubilee of Mercy, Lasallians are invited to live *A Gospel Adventure* in part by showing mercy and compassion to our neighbors, especially those who are most vulnerable.

"Jesus Christ is the face of the Father's mercy."

— Pope Francis



ANNOUNCING THE GOSPEL: THREE STORIES

BY ANNA WADDELOVE

Our Founder writes, “union in a community is a precious gem” (*Meditations* 91.2), yet within the climate of current world and national affairs, the unity we seek to build is challenged through an array of differences in beliefs and perspectives. Despite these challenges, ministries associated with the Lasallian Region of North America (RELAN) strive to build unity in their ministries and wider communities, continuing Saint John Baptist de La Salle’s vision of providing a human and Christian education to the young, especially the poor.

To explore just a few stories: in Montréal, Brothers and teachers serve as “a Lasallian lighthouse” in the Saint-Michel district, the poorest neighborhood in the city, which is rampant with crime, poverty and gangs. At Bethlehem University in Palestine, educators work to create common ground in place of the centuries-old conflicts between the various religions, cultures and political factions. Across the United States, educators shape the futures of students at San Miguel schools, where children often come with fractured family histories.

These multi-cultural and multi-religious stories are different, yet when approached with the same spirit of faith and zeal that inspired our Founder, the outcome is significant in the fragmented world in which we live.

MONTRÉAL

Seven years ago, with little more than an innate desire to help the poorest persons in their communities, the Francophone Canada District’s Chapter decided to open the Saint-Michel Lasallian Center in northern Montréal. This area faced various socioeconomic problems as evidenced by streets considered so dangerous, police officers refused to patrol them alone.

The center started out in a church basement where volunteers and Brothers waited for students to finish school and then provided them with tutoring and a safe place to play, study and talk. The most urgent needs addressed were being able to trust adults, restoring self-esteem, and diffusing crisis situations. Over the years, the number of not only children, but also families served, increased, and in the fall of 2015, a newly built center officially opened.

Students at The De La Salle School, a San Miguel-model school in Freeport, New York, participate in a field day. Courtesy The De La Salle School

ANNOUNCING THE GOSPEL: THREE STORIES CONTINUED



Since its original opening, the program components have been more finely tuned, and include: school support, dropout support, language and skills education open to families, daytime summer camps, and pastoral activities, which include training of Young Lasallians and animators.

“The center’s mission is to create an environment where young people and their families can flourish in a fraternal community that is distinguished by its diversity, its sense of welcoming others, and spontaneous assistance between its members,” said Denis De Villers, communications adviser for the Francophone Canada District. “Cultural and religious diversity lives with us in a very natural way. Indeed, this is quite the day-to-day reality for the youth in the neighborhood. They talk to each other and to us with no fear or preconceptions. So for them, differences are not lived nor conceived as a source of division or threat, but rather a wealth.”

(Above) Students at the Saint-Michel Center celebrate students’ birthdays. Courtesy Denis De Villers

(Right) Bethlehem University students carry the Vatican flag during the 38th graduation ceremony in June 2014. Courtesy Bethlehem University

PALESTINE

Bethlehem University is a community of just more than 3,000 students and 415 employees, and is situated less than 10 miles from Jerusalem, a vibrant city populated by those of the Christian, Jewish and Muslim faiths. The student body is approximately 25 to 30 percent Christian, while the rest of the population is Muslim. In contrast, the religious makeup of the faculty is directly inverse.

“Institutionally, Bethlehem University is – to quote the Vice Chancellor Brother Peter Bray [FSC,] – ‘unashamedly Catholic’ and rooted in the Lasallian tradition. It is recognized [as such] because of approximately 120 years of the Brothers’ presence in Bethlehem and [the] current Lasallian formation efforts,” explained Brother Peter Iorlano, FSC, coordinator of Institutional Values for Bethlehem University.

“For many of our Muslim students, their time at Bethlehem University is the first time they have sustained involvement with Christians,” Brother Peter described. “Here they learn more about Christians and Christianity through first-hand experience. Over my 11 years at Bethlehem University I have regularly heard Muslims speak about the important friendships they have made with Christians. Concretely, Bethlehem University provides a human and Christian education through the curriculum it offers. This curriculum is designed to meet particular needs of the Palestinian people as did De La Salle. Moreover, through its commitment to liberal education, the Catholic intellectual tradition, and by fostering Christian and Lasallian values, Bethlehem University encourages and grows the human and Christian formation of its students as it prepares them to take their place in society.”





San Miguel-model schools foster a spirit of brotherhood among all students. Courtesy The San Miguel School of Providence

SAN MIGUEL SCHOOLS IN THE UNITED STATES

Eleven San Miguel-model schools across the United States confront the cycle of poverty by serving at-risk youth, typically in grades five through eight.

“Young people are facing the loss of what it really means to be human; this is our greatest challenge,” said Kevin Regan, Lasallian animator and school counselor for The San Miguel School of Providence in Rhode Island, the first San Miguel school, founded in 1993. “We are living in a consumer society that tells them what brand to wear and what the world thinks is valuable.”

Regan knows the challenges that come with maintaining and teaching respect in this setting of diversity and skewed values. With San Miguel students coming from a litany of backgrounds and varied personal histories, Regan looks to the former Brother Superior General: “Brother Álvaro told us that what matters the most are persons. We have been called by God to touch the hearts of the young. We are sent with Christ’s love to transform lives – and to be transformed by the people we serve. We honor what each person believes, by

providing a Christian education through the example we lead. We treat each student with respect and dignity, and we invite – and expect – the same response from them. We teach them to see the best in others and in what others might believe. We provide an experience of community and of human love.”

Brother Lawrence Goyette, FSC, who founded San Miguel Providence in 1993, and who has gone on to minister at three of the Region’s San Miguel schools, expanded on Regan’s sentiment, “Love is the key ingredient in places where kids are coming from poverty, violent neighborhoods, and broken families. Love is what makes all the difference and is palpable in each ministry.”

THE GOOD SAMARITAN

Regan’s reference to a “throwaway” culture is echoed in Pope Francis’ latest encyclical, *Laudato Si’*, and mirrors the original conviction of the Founder, that all children are worthy of equal treatment and quality education. As the Lasallian community reflects on the 2015-2016 liturgical year theme, “A Gospel Adventure,” it is called to focus on the parable of the Good Samaritan in order to examine how it lives its life as the Samaritan. Saint La Salle reflected, “Charity is generous... (and we are called to) admire the extreme charity of this good Samaritan. He even showed a great disinterestedness in his charity...this is one of the conditions that Saint Paul requires for true and genuine charity. He wants us to be disinterested” (*Meditations* 65.3).

Asked how this parable is put into practice day-to-day at the Saint-Michel Center, De Villers responded, “It is with humanity and the simplicity in the spirit of the Good Samaritan that we want to intervene in the lives of those who were so dear to the heart of Saint John Baptist de La Salle. The young people referred to us are between six and 20 years of age and live in situations of poverty with multiple faces. Their parents and adults in general are also welcome at the center. For us, the poor are those who are without wealth, without knowledge or without power.”



A student at the Saint-Michel Center attends after-school activities. Courtesy Denis De Villers

ANNOUNCING THE GOSPEL: THREE STORIES CONTINUED

In the fraught region of Palestine, the Brothers and faculty serve their students by acting in a familial way, ensuring that they respond like the Samaritan. In a part of the world where the characters in this parable closely resemble the contemporary situation, this can present a real challenge. Brother Peter expands on this daily act of love, "Many teachers and staff regard their students as their children, or younger siblings; many students deal with their faculty and staff as parents or older brothers and sisters. Visitors often express that despite the deplorable situations surrounding the campus, students clearly enjoy being here and recognize Bethlehem University as a beacon of hope and an oasis of safety and peace. They come in the hope that they may have new life and a fuller life."

Across the United States at San Miguel schools, Regan defines how the teachers apply the parable to their lives, and instill it in the children in their care, "Like the Good Samaritan, we reach out to those who are wounded by life's trials. At the

heart of our mission is to reach out to the marginalized, to those who are poor, who are isolated and who come from challenging backgrounds. These are people who God loves through us. The invitation to love one another is present not in the words we use but in the actions we take and in the relationships we build and nurture. We reach out to those wounded in life because we too are wounded, and we know God's healing presence."

Lasallian educators are called to "find new road maps that encourage creativity and innovation in the pursuit of the common good. The common good we are pursuing is an inclusive and sustainable growth and development in economic, political, social and spiritual spheres" (Circular 470, p. 11). ●

Anna Waddelove is the communications specialist at Christian Brothers Conference.

Bethlehem University students gather around the Signum Fidei star on campus. Courtesy Bethlehem University



ANNONCER L'ÉVANGILE: TROIS PARCOURS

PAR ANNA WADDELOVE

Notre fondateur écrit: «C'est une pierre précieuse que l'union dans une communauté» (*Méditations* 91.2), mais dans l'état du monde actuel et des affaires nationales, l'unité que nous cherchons à construire est mise au défi par une mosaïque de croyances et de cultures diverses. Malgré ces défis, les œuvres de la Région Lasallienne d'Amérique du Nord (RELAN) s'efforcent de construire l'unité dans des ministères et des communautés toujours plus larges, perpétuant ainsi la vision de Saint Jean-Baptiste de La Salle de fournir une éducation humaine et chrétienne aux jeunes, surtout les pauvres.

Voici quelques histoires à découvrir: à Montréal, frères et enseignants œuvrent au sein d'un «phare Lasallien» dans le quartier de Saint-Michel, le quartier le plus défavorisé de la ville, qui est aux prises avec de grands problèmes de criminalité, de pauvreté où règnent en maîtres les gangs de rue. À l'Université de Bethléem en Palestine, les éducateurs travaillent pour créer un terrain d'entente qui prendrait le pas sur les conflits séculaires entre les tenants de religions, de cultures et d'allégeances politiques diverses. Au travers des États-Unis, des éducateurs façonnent l'avenir des élèves des écoles San Miguel, où les enfants viennent souvent avec un lourd historique familial de cassures.

Ces histoires multiculturelles et multireligieuses sont différentes, pourtant elles sont inspirées par le fruit du même esprit de foi et zèle qui a inspiré notre fondateur et qui fait nous pousser à offrir une réponse originale aux difficultés du monde brisé dans lequel nous vivons.

MONTRÉAL

Il y a 7 ans, lors d'un Chapitre de district, le Centre Lasallien Saint-Michel est né du désir de se mettre au service des plus pauvres, spécialement les jeunes, par le biais de l'éducation populaire. Dans ce quartier, la violence et la détresse humaine y sont à ce point grandes, que même les policiers refusent d'y patrouiller seuls.

Le Centre verra tout d'abord le jour dans un sous-sol d'église où quelques bénévoles et frères attendent les jeunes après l'école pour jouer, étudier, faire des devoirs et causer. Il faut alors pallier aux besoins les plus urgents : travailler la confiance avec les adultes, sauver les matières scolaires en péril, soigner l'estime de soi et désamorcer des situations de crise. Au cours des années, le nombre non seulement d'enfants, mais aussi de familles s'est accru, et, à l'automne 2015, un tout nouveau bâtiment pour le Centre fut inauguré.

ANNONCER L'ÉVANGILE: TROIS PARCOURS SUITE



Depuis ses tout débuts, les composantes du programme éducatif se sont raffinées et comprennent maintenant: le soutien scolaire, le soutien aux rattachés, l'éducation populaire ouverte aux familles, les camps d'été pendant la journée et les activités pastorales, qui incluent la formation des jeunes Lasalliens et des animateurs de l'école.

« Le Centre se donne comme mission de créer un milieu où les jeunes et leurs familles peuvent s'épanouir en toute fraternité dans une communauté qui se distingue par sa diversité, son accueil à l'autre et l'entraide spontanée entre ses membres; » dit M. Denis de Villers, le conseiller en communications du District du Canada francophone. « La diversité culturelle et religieuse se vit chez nous de façon toute naturelle. En effet, les jeunes du milieu retrouvent au Centre ce qui se vit au quotidien dans leur quartier. Ils discutent de ce qui leur tient à cœur sans peur et sans arrière-pensées. Ainsi pour eux, la différence de l'autre n'est pas vécue comme source de division ou de menace mais plutôt comme une richesse. »

Frère Louis-Paul Lavallée, FÉC, alors visiteur du District Canada Francophone, coupe le ruban à l'aide de Frantz Benjamin, conseiller municipal du quartier Saint-Michel, à l'inauguration du centre Lasallien Saint-Michel, Montréal. Gracieuseté de M. Denis de Villers.

Brother Louis-Paul Lavallée, FSC, then-Visitor of the Francophone Canada District, cuts the ribbon with the help of Frantz Benjamin, city councilor of the Saint-Michel district, at the inauguration of the Saint-Michel Lasallian Center, Montréal. Courtesy Denis de Villers

PALESTINE

L'Université de Bethléem est une communauté constituée d'un peu plus de 3 000 étudiants et de 415 employés. Située à moins de 10 milles de Jérusalem, la ville est peuplée par des chrétiens, des juifs et des musulmans. La population étudiante est d'environ de 25 à 30% à dénomination chrétienne, tandis que le reste de la communauté estudiantine est musulmane. En revanche, la composition des confessions religieuses des membres du personnel est en proportion inverse.

« Sur le plan institutionnel, l'Université de Bethléem est – pour citer le Vice-Chancelier Frère Peter Bray [FSC] – sans honte catholique et est bien ancrée dans la tradition lasallienne. Elle est reconnue ainsi en raison de quelques 120 ans de présence des frères à Bethléem ainsi que des efforts actuels de formation lasallienne, » a expliqué Frère Peter Iorlano, FSC, coordonnateur des Valeurs Institutionnelles de l'Université de Bethléem.

« Pour beaucoup de nos étudiants musulmans, leur passage à l'Université de Bethléem marque la première fois où ils peuvent s'impliquer avec des chrétiens, » mentionne Frère Peter. « Ici ils apprennent davantage sur les chrétiens et le christianisme à travers leur expérience de terrain. J'ai entendu régulièrement au fil de mes 11 ans à l'Université de Bethléem, des musulmans de parler des amitiés importantes qu'ils ont tissées avec les chrétiens. Concrètement,



Frère Peter Bray, FSC, vice-chancelier de l'Université de Bethléem, s'entretient avec les étudiantes du campus. Gracieuseté de l'Université de Bethléem.

Brother Peter Bray, FSC, vice chancellor of Bethlehem University, chats with students on campus. Courtesy Bethlehem University

l'Université de Bethléem fournit une éducation humaine et chrétienne à travers les programmes qu'elle offre. Ce programme est conçu pour répondre aux besoins particuliers du peuple palestinien comme l'a fait De La Salle en son temps. En outre, par le biais de son engagement envers l'éducation libérale, la tradition intellectuelle catholique et en favorisant des valeurs chrétiennes et lasalliennes, l'Université de Bethléem promeut la formation humaine et chrétienne de ses étudiants, alors qu'ils se préparent à prendre leur place dans la société. »

ÉCOLES SAN MIGUEL AUX ÉTATS-UNIS

Ce sont onze écoles San Miguel qui, au travers des États-Unis, s'attaquent à la spirale de la pauvreté en se mettant au service des jeunes à risque, notamment dans les classes de la 5e à la 8e année. « Les jeunes sont confrontés à la perte de ce que cela signifie vraiment que d'être humain ; C'est notre plus grand défi, » a déclaré Kevin Regan, lasalien animateur et conseiller scolaire pour l'école San Miguel de Providence

dans le Rhode Island, la toute première école de San Miguel, fondée en 1993. « Nous vivons dans une société de consommation qui dicte quelle marque porter et incite à considérer comme d'une haute importance ce que les gens autour pensent. »

Kevin Regan connaît les défis qui viennent avec le maintien et l'enseignement du respect dans un tel cadre de diversité culturelles et de valeurs atypiques. Avec des élèves de San Miguel provenant d'une pléiade d'origines et d'histoires personnelles uniques, Regan se remémore l'ancien supérieur des frères, « Frère Álvaro qui nous a dit que ce qui importe le plus, sont les personnes. Nous avons été appelés par Dieu à toucher le cœur des jeunes. Nous sommes envoyés avec l'amour du Christ pour transformer des vies – et d'être à notre tour transformés par les gens que nous servons. Nous rendons hommage à ce que chaque personne croit, en fournissant une éducation chrétienne à travers l'exemple que nous menons. Nous traitons chaque élève avec respect et dignité, et nous nous attendons à la même réponse de leur part. Nous leur apprenons à voir le meilleur dans les autres et en ce qu'ils croient. Nous proposons une expérience de communauté et d'amour humain. »

Frère Lawrence Goyette, FSC, qui fonda l'école San Miguel à Providence en 1993, et qui a exercé son ministère dans trois des écoles San Miguel de la Région, développe le sentiment de Kevin Regan : « l'amour est l'ingrédient-clé dans les endroits où les enfants viennent de milieux pauvres, des quartiers violents et des familles brisées. L'amour est ce qui fait toute la différence et il est palpable dans chaque ministère. »

LE BON SAMARITAIN

M. Regan fait référence à une culture du « jetable » qui trouve par ailleurs écho dans la dernière encyclique du Pape François, *Laudato Si'* et qui reflète également une conviction profonde du Fondateur à l'effet que tous les enfants sont dignes d'une instruction et d'interventions éducatives de qualité. Comme la communauté lasallienne est à réfléchir



Des élèves de l'école De La Salle à Freeport, dans l'état de New York, se rassemblent pendant la récréation. Gracieuseté de l'école De La Salle.

Students from The De La Salle School in Freeport, New York, gather during recess. Courtesy The De La Salle School

ANNONCER L'ÉVANGILE: TROIS PARCOURS SUITE

au thème de l'année liturgique 2015-2016, « Une aventure évangélique », elle est appelée à se pencher sur la parabole du bon Samaritain afin d'examiner comment elle vit, à lumière de l'image du personnage central de la parabole. Saint Jean-Baptiste De La Salle pense que « la charité est bienfaisante, généreuse (ce à quoi nous sommes appelés). Il admire la charité extrême de ce bon Samaritain qui a de plus montré un grand désintéressement dans sa charité. Et c'est l'une des conditions soulignée par Saint Paul pour une charité vraie et authentique, il faut que nous soyons désintéressés. » (*Méditations* 65,3)

À la question comment cette parabole est mise en pratique au quotidien dans le centre de Saint-Michel, Denis de Villers a répondu: « C'est avec l'humanité et la simplicité du bon Samaritain de l'Évangile que nous voulons intervenir dans la vie de ceux si chers au cœur de Saint-Jean-Baptiste de La Salle. Les jeunes nous sont référés de partout. Ils ont entre 6 et 20 ans et vivent des situations de pauvreté à visages multiples. Leurs parents et les adultes en général sont également bienvenus au centre. Pour nous, les pauvres sont ceux qui sont sans avoir, sans savoir ou sans pouvoir. Nous voulons leur donner un pouvoir d'agir.»



Dans la région tendue de la Palestine, les frères et les membres du personnel éducatif oeuvrent auprès de leurs élèves en agissant de manière familiale, en s'assurant qu'ils répondent à la manière du Samaritain. Dans une partie du monde où les personnages dans cette parabole sont très proches de la situation contemporaine, cela peut poser un véritable défi. Frère Peter précise davantage en décrivant cet acte quotidien de l'amour, « prodigué par de nombreux enseignants et du personnel qui considèrent leurs élèves comme leurs enfants ou frères et soeurs ; Beaucoup d'étudiants eux-mêmes traitent leurs professeurs et les employés comme des parents ou des grands frères et grandes sœurs. Les visiteurs expriment souvent que malgré les situations déplorables qui entourent le campus, les élèves profitent sans équivoque de leur présence ici et reconnaissent l'Université de Bethléem comme une lueur d'espoir et une oasis de paix et de sécurité. Ils viennent dans l'espoir qu'ils puissent avoir une vie nouvelle et une vie plus significative. »

Au travers des États-Unis dans les écoles San Miguel, Kevin Regan définit comment les enseignants appliquent la parabole à leur vie et inspirent les enfants sous leur garde : « comme le bon Samaritain, nous nous adressons à ceux qui sont blessés par les épreuves de la vie. Le cœur de notre mission est d'atteindre les groupes marginalisés, ceux qui sont pauvres, qui sont isolés et qui sont issus de milieux difficiles. Ce sont des gens aimés de Dieu à travers nous. L'invitation à s'aimer les uns les autres ne figure pas dans les mots que nous utilisons, mais dans les gestes que nous posons et dans les relations que nous construisons et nourrissons. Nous nous adressons à ces blessés de la vie, parce que nous sommes nous-mêmes blessés, et nous connaissons la présence guérissante de Dieu. »

Les éducateurs Lasalliens sont appelés à « trouver des nouvelles feuilles de route qui encouragent la créativité et l'innovation dans la poursuite du bien commun. Cet idéal commun que nous poursuivons est une croissance non-exclusive et le développement dans les domaines économiques, politiques, sociales et spirituelles » (Circulaire 470, p. 8). ●

Anna Waddelove est spécialiste en communication pour Christian Brothers Conférence.

Des jeunes du Centre Saint-Michel prennent part à une fête d'anniversaire. Gracieuseté de M. Denis de Villers.

Young people served at the Saint-Michel Center take part in a birthday celebration. Courtesy Denis De Villers



Des étudiants de l'Université de Bethléem prennent des cours pour se préparer à la vie après les études universitaires. Gracieuseté de l'Université de Bethléem.

Students at Bethlehem University take courses to prepare them for life after university. Courtesy Bethlehem University

De La Salle
TODAY



CALENDAR OF EVENTS

MAY 2016

11 – 13 Regional Conference of Christian Brothers (RCCB) Meeting, Washington, DC

26 – 29 Lasallian Volunteers Debriefing Retreat, Plano, IL

JUNE 2016

26 – July 8 Buttimer Institute of Lasallian Studies, Moraga, CA

JULY 2016

16 Novitiate Concludes, Chicago, IL

17 – 22 Lasallian Social Justice Institute (LSJI), Minneapolis, MN

19 – 21 Lasallian Education Council (LEC) Meeting, Washington, DC

21 – 31 Lasallian Volunteers Orientation, Romeoville, IL

SEPTEMBER 2016

25 – 27 International Symposium on Lasallian Research, Minneapolis, MN

OCTOBER 2016

1 Lasallian Volunteers FSC Awards, Moraga, CA

12 – 15 Regional Vocation Formation Committee (RVFC) Meeting, Chicago, IL

26 – 29 Regional Conference of Christian Brothers (RCCB) Meeting, Ocean City, NJ

NOVEMBER 2016

10 – 13 Brothers in Initial Formation Gathering, Chicago, IL

16 – 17 Lasallian Education Council (LEC) Meeting, Chicago, IL

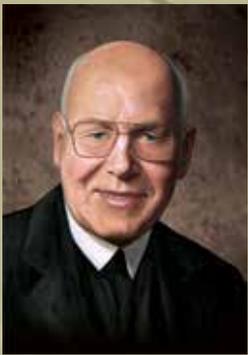
17 – 19 Huether Lasallian Conference, Chicago, IL



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