

MAGIS

THE MAGAZINE FOR ALUMNI, PARENTS AND FRIENDS OF ST. BONAVENTURE'S COLLEGE

CAMPUS MINISTRY

*Relationships of
Encounter*

THE TRADITION CONTINUES

The Lewis Family

LAUDATO SI'

Caring For Our
Common Home



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MAGIS

MAGIS
SPRING 2017

St. Bonaventure's College

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St. Bon's Mission

St. Bonaventure's College is an independent K-12 Catholic school in the Jesuit tradition with a respectful and diverse community offering a progressive curriculum aimed at creating a safe and challenging educational experience. The school is focused on forming confident men and women of competence, conscience, compassion and commitment.

On the Cover

Pictured on the front cover (L-R) are Mackenzie Wishart '27, Gabrielle Newman '18, Noah DeBourke '17 and Aqiff Ahmad '27

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ST. BONAVENTURE'S
COLLEGE



Mr. McGrath meets with (L-R) Kathleen Mason '17, Ben Rogers '17, Ben Dornan '17 and Grace Moffatt '17

WHY MAGIS?

BY TOM MCGRATH, PRESIDENT

WHY DID WE SELECT THE NAME MAGIS for this publication? *Magis* is a Latin word for “the greater.” This word is synonymous with the Society of Jesus and Saint Ignatius Loyola, their founder. It is related to *Ad Majorem Dei Gloriam*, a Latin phrase meaning “for the greater glory of God.” *Magis* refers to the philosophy of doing more, for Christ, and therefore doing more for others. It is an expression of an aspiration and inspiration. It relates to forming the ideal society centered on Jesus Christ.

The roots of the phrase are ascribed to St. Ignatius’s exercise of doing more for God. He would encourage people around him during his time by asking: “What have I done for God? What am I doing for God? and What MORE can I do for Him?”

This is the challenge we invite our students to accept when they come here. How can you make a meaningful difference and be the best that you can be in order to service your fellow citizens and God? Each one of us needs to consider how we are doing this in our own lives. Regardless of our religious tradition, faith or no faith, we all agree being kind and loving and doing justice are fundamental values we all share.

So **MAGIS** will be our name and it will be our unwavering goal in our personal formation and growth.

Inside these pages we will explore how we fulfill the mission of Jesuit, Catholic education, by seeking the *Magis* as we strive to form within our portals, “Men and Women for and with Others.”

Laudato Si': Caring For Our Common Home

BY JALINE ROWSELL, DEAN AND PRIMARY TEACHER

POPE FRANCIS' ENCYCLICAL *LAUDATO SI'* calls on each of us, as humans, to understand the ways we are damaging the environment and our fellow people. While it focuses primarily on the environment it also challenges us to evaluate our relationships to nature as well as each other.

In August 2016, the staff of St. Bonaventure's College were introduced to the dynamic team who established "For a New Earth" under the guidance of Dr. Sean McGrath. Using ecoliteracy to educate people of all ages about climate change, the team challenged the faculty to further enrich the curriculum by reminding us that Pope Francis believes we all need 'ecological conversion'.

By deliberately weaving the themes of *Laudato Si'* into the curriculum, our students engage in dialogue about our common home and are encouraged to start locally, then spread globally, to build relationships with nature as well as with each other. One program that encompasses the essence of *Laudato Si'* is our *Farm to Cafeteria Canada* program.

Although our *Farm to Cafeteria* program is in its third year, our gardening program has existed for nine years. The dedication and passion of teacher Chris Peters has allowed this program to flourish. Students are a critical component of the program and are responsible for composting, preparing seedlings, transplanting, caring for, and harvesting our garden. All of these tasks take place right on our campus.

Our garden provides organic, locally-sourced produce for a local food bank and our salad bar. Future plans include the construction of a greenhouse beside our existing garden with the hope of increasing vegetable and fruit production. Peters contends that, "Care and love for the world is fostered through planting seeds, watering and weeding, harvesting and eating. By getting soil under their nails, students literally come to learn the wonders of creation. And hopefully, they will work to protect it."

In keeping with the concept of "integral ecology", where everything is connected, Pope Francis calls us to remember that we are part of nature. To foster this connection, an Art Jumpstart program for students in grades kindergarten

through six was launched in January. Working together with local artists, classroom teachers chose cross curricular based projects that reflected a love of our common home. While the projects focused on themes such as animals, carbon footprints, and environmental protection; classroom discussions challenged students to use higher order thinking skills to explore global issues. The integrated approach fostered the creativity of the students, and allowed them to express their interpretations of their connections with our common home.

Under the guidance of artists Anita Singh and Catherine Wright, students then explored art forms such as drawing, water colour painting, printmaking, bookmaking, and silk painting. Over the last few months each student created several art pieces and during Ecoliteracy day, the Aula Maxima will be transformed into an art gallery celebrating the art work of each student.

Over the course of this year the students have repeatedly been provided with experiential opportunities that foster student awareness of their surroundings. Whether it was in Kindergarten with the observation of the butterfly's life cycle, having fourth graders responsible for managing the composting, or the Ecoliteracy themed Science fair, it is clear that *Laudato Si'* is an integral part of all aspects of our school community.

PROJECTS FOCUSED ON *LAUDATO SI'*

- Farm to Cafeteria Canada Program
- Gardening Program
- Recycling
- Green Economy Townhall
- Science Fair
- Ignatian Carbon Challenge
- Art Jumpstart



Students engages in various Eco-literacy initiatives

COLLABORATING ACROSS BORDERS

BY ANNETTE MALLAY, ASSISTANT PRINCIPAL



St. Bon's students with students from Tijuana, Mexico at the Ignatian Family Teach-In for Justice, Washington, D.C.

LIVING IN THE MIDDLE of the Atlantic Ocean brings it challenges. One such challenge we face as a Jesuit, Catholic educational institution, is enjoying the same opportunities as other members of this global family of schools and colleges.

Worldwide, there are over two thousand Jesuit schools. Fortunately, these schools enjoy extraordinary reputations and are known in their respective countries as schools in high demand. The United States and Canada have recently formed the Jesuit Conference of Canada and the United States. Through the conference and the Jesuit Schools Network, headquartered in Washington, we have enjoyed the development of a unique and special bond with our brother schools.

Our colleagues at the Jesuit School Network have been an incredible source of inspiration for us. In addition to supporting opportunities for us to participate in stimulating professional learning opportunities in the U.S. and Canada, Father Bill Muller, S.J., their director, spent two days at the beginning of the school year in-servicing our entire staff on both Ignatian Pedagogy and Ignatian Spirituality. This launched a year long initiative to enrich our daily teaching and school life by infusing the Ignatian “4 C’s” (competence, conscience, compassion and commitment) into the curriculum.

Being part of a network of Ignatian educators has brought formative professional development opportunities to the St. Bonaventure’s College staff. These opportunities allow us to connect and share experiences using a common language and enjoying a set of common aspirations. The focus of our work is on Ignatian Pedagogy and current professional practice and Ignatian Spirituality. Harmonizing these allows us to create a unique Ignatian view of the world for our students. Likewise, students are given opportunities to network with Jesuit schools in Canada and the United States.

Two staff members have attended the Seminars in Ignatian Leadership which is a unique two or three year program to develop future leaders for Jesuit schools. Dean Jaline Rowsell, who has completed the program, says of the opportunity, “The Seminars were the best professional development I have participated in. They allowed me to experience the context of Ignatian Pedagogy interwoven in leadership studies.”

In addition to formalized programs, many staff have participated in professional learning opportunities with colleagues from other schools in the Jesuit network. These regular gatherings bring together professionals in specific areas of practice including; Board Chairs, Presidents, Principals, Assistant Principals (Academic), Chaplains, Mission and Jesuit Identity and Advancement members. St. Bon’s has had staff attend each of these meetings in the last year. These opportunities permit our team to hone their skills and be exposed to the latest in research and practice in their professional areas.

Our students benefit from the Jesuit Schools Network through participation in the annual Ignatian Family Teach in for Justice in Washington, D.C., the Arrupe Student Leaders Summit in Maryland and leadership training at Camp Kanawana in Montreal. Staff from St. Bon’s help to organize and lead these student opportunities.

We are grateful for these special opportunities to share our educational apostolate with our brother schools and colleagues in the Jesuit Schools Network in our common mission to form “Men and Women for and with Others.” We look forward in the years ahead to continue to explore the latest developments and trends in education through this vast network of the best minds in Catholic education, worldwide.



*President & Board Chair Conference (L-R)
Tom McGrath, Meg Florentine & Barbara Mason*



*SBC Board meets with Fr. Bill Mueller, S.J., Executive Director,
Jesuit Schools Network (centre, back row)*

THE 4CS

BY MILAN PARAB, ENGLISH DEPARTMENT

OVER THE COURSE OF THE 2016-17 school year, teachers have received extensive professional development in the characteristics of a Jesuit Education or, as they are commonly known, the 4 C's (Competence, Conscience, Compassion, and Commitment). We have examined how these characteristics help to form teachers who are men and women for others for the greater glory of God, and how modeling these characteristics will lead to forming students who reflect these same ideals.

In terms of teaching curriculum, students often best understand and are able to generate and apply their own ideas when they are able to view a model as part of an overall teaching strategy. Therefore, when students view teachers "doing" they are more likely to be moved to act as well. That is why it is crucial for the school community to view teachers "in action" as part of further developing our spiritual and faith dimension and the mission of our school.

Previously, I wrote an article for the Campus Ministry newsletter *Living the Magis*, describing the immigrant experience as an opportunity for our school community to become involved in valuable service to others. Well, from that first spark we created a Refugee and Immigrant Advisory Council (RIAC) conversational English class under the direction of myself and Mr. David Martino, Director of Campus Ministry.

After discussions with Mr. Jose Rivera, RIAC Board Chair, Mr. Martino assembled a group of grade 10s who were interested in exploring conversational English with refugees and immigrants in the resource room every Wednesday during the lunch hour.

While participating in this Christian Service Program, students have had an opportunity to hone and exemplify their understanding of the nuances of the English language primarily from a spoken and conversational approach. This qualifies the Jesuit characteristic of "intellectual competence" for our students. Additionally, students gained a competence in "cultural exchange" and "connection" with others from varied backgrounds and social classes.

Another set of Jesuit characteristics that students were able



Mr. Milan Parab

to gain a stronger appreciation of was "conscience" and "compassion" through their contact with RIAC clients. Students have learned to be attentive and patient while waiting for others to speak or respond during conversations and assisting in pronouncing and helping with colloquial terms specific to Newfoundland culture and language. Students have also learned how to be sensitive to the experiences of others as many come as either students to the university or as people who were looking for a better life. It was very rewarding as a teacher to watch them enter our conversational circle with an energy that expressed a genuine interest and concern to help. The very use of our conversational circle denotes equal footing and removes barriers from the experience.

Although only in operation for a short time, students have shown the Jesuit characteristic of "commitment" to the program through their regular attendance and their curiosity on the status of some of our guests and whether they would be returning. It speaks of our students' desire to reach out to something bigger. Throughout this endeavour with our conversational partners, we have shared the very basics of connections in naming places, clarifying some cultural nuances, and in sharing recipes. That is most often where cultural connections are made, in the spirit of giving of oneself over for the greater.

This experience has bore much fruit, as many of the guests have told stories of their lives before arriving in Canada and the challenges that were involved in their journeys, none of which has been lost on our students. Instead, it has opened up a new world and a different narrative for them to encounter. It calls our school to explore global opportunities that our students and teachers may be able to participate in as part of the larger Jesuit network of schools.

Finally, in closing, this experience has only further enriched my understanding of the narrative of life that guides each and every one of us on our own journeys and the opportunities for all of us to participate in a grander and larger story that links back to faith and spiritual enrichment and contentment and how these connect to the Jesuit characteristics of competence, conscience, compassion, and commitment.



School Mass at the Basilica with parents in attendance

RELATIONSHIPS OF ENCOUNTER

BY DAVID MARTINO, DIRECTOR OF CAMPUS MINISTRY

A YOUNG JESUIT recently described Jesuits as “seekers who search for faith, hope and love in those places that are hidden and lost.” Reading this, I wondered what the implication of this description would be for understanding a Jesuit school and Jesuit education. Reflection brought me to the meaning and role of Campus Ministry in a Jesuit school.

Campus Ministry is about facilitating relationships of encounter for students and staff through which they might find invitation to experience Love in their everyday. Campus Ministry is also about helping students and staff with the tools to reflect on those experiences so that God’s presence might be more recognizable and so that we might come closer to a relationship with meaningfulness in our lives.

Everyone in a Jesuit school participates in Campus Ministry to the extent that we are all “seekers” searching for “faith, hope and love” first in our local community and then in the community of the larger world. Building the skill, confidence and resolve to move from the former to the latter is the aim of a Campus Ministry Program.

To that end, we have had a busy year building new relationships and strengthening old ones as a necessary part of our Jesuit education. Relationship with ourselves, with others, with the world and with God are the themes we return to and work with in all our endeavours. What follows are some highlights of our endeavours in seeking out meaningful relationship building.

BUILDING RELATIONSHIP THROUGH RETREATS

Retreats are an opportunity for students and staff to take time out of the business of daily life. When we slow down we are better able to approach the everyday, as well as people in our lives we might otherwise take for granted, with new lenses that might reveal what otherwise might have been overlooked. When we begin to see ‘things’ differently, we often end up seeing ourselves differently as well.

During retreats these layers of relationship are explored as senior students work with staff to design retreat days for students that offer a mix of community building and reflection time.

Grade 12 student Grace Moffatt has been at St. Bon’s since Kindergarten. During that time she has attended a number of retreats. These prepared her for her role as a leader in this year’s Kairos Retreat – a four day retreat held for our Grade 11 students. Grace had this to say about her experience:

“I can without a doubt say that leading Kairos was the most rewarding adventure I have ever had. Being the student leader for this retreat was an eye opening experience. Thrilled was I when I saw the positive effect I had on the members of my small group, retreatants and leaders. My vulnerability had meant

something to them. Likewise, they had a positive effect on me and their vulnerability meant something to me. It is a give and take kind of situation – the more you put in the more you take out. Kairos is an opportunity to admit to mistakes, – to bare faults and insecurities to fellow classmates without fear of judgement or rejection. For the first time, high school doesn’t seem so scripted – it seems substantial and real with substantial and real relationships.

God comes at all different times in all different sizes but what I have realized through my experiences is that it is noticeable and it is real.

As human beings, we are constantly changing, knowing yourself and knowing others is an ongoing process. Kairos is an opportunity to flourish in a sense of acceptance with yourself and with others.”

BUILDING RELATIONSHIP THROUGH CHRISTIAN SERVICE (CSP)

The CSP is one of the key formative experiences at St. Bon’s. By providing experiential opportunities for metanoia, the radical transformation of the hearts and minds of our young women and men, we move closer to the aims of Jesuit education.

The five community groups/programs that our school worked with this year are The Gathering Place (Breakfast Program), Emmaus House Food Bank, The MacMorran Centre (tutoring program), Computers for Seniors, and a lunch time Refugee ESL Conversation program.

By fostering, forming, and reflecting upon relationships with individuals from poor, marginalized, and/or disadvantaged populations, opportunities for transformation can take place as students become aware of what marginalization means through real experiences.

Grade 12 student Hayley Barrett has been volunteering at the Emmaus House Food Bank as part of CSP. Hayley’s time at the food bank has given her more insight into how important the food bank is:

“Whether it’s through organizing shelves, putting food hampers together or directly giving out food to clients, I have learned so much through my experiences at the food bank. But mostly, I have learned by meeting people and hearing their stories. From single people to families with little children, people need the food bank. But the food bank is often limited in what they can provide – they often have to go and buy their own teabags and bread. I never realized just how important the food bank is to the people around here – it’s a necessity really.

What I have experienced is faces happy to greet me and kind smiles when I hand people hampers. They are little things, but you know you are helping and making a difference. In many ways, it has been a very humbling experience.”



Family Groups work on a Christmas Crafts fundraiser for CJI and the Gathering Place



Akech Tong '18 prepares breakfast at the Gathering Place

BUILDING RELATIONSHIP THROUGH FAMILY GROUPS

Family Groups is a special opportunity that being a K-12 school affords our students. Comprised of students from each grade level and teachers, but run by senior students, the family group is an informal way to foster the culture of our school. As part of the Ignatian Carbon Challenge we are coupling each Family Group day this year with a “Litterless Lunch” to promote awareness and sustainable practices.

We used our December Family Group day to promote social justice values by working with the Mercy Sisters to have family groups create Christmas cards for families of inmates, as well as to make crafts for auction to raise money for Christmas donations. A later Family Group included reaching out to students from Milltown after they had to face the challenges of their school burning down.

BUILDING RELATIONSHIP THROUGH LITURGY

Liturgical experiences offer a ready opportunity for relationship with the divine, and with a faith community. From masses to clergy visits to the school, students were invited to enter into these experiences of encounter in a respectful and open way. We have very much taken these

experiences as opportunities for learning, and so have tried to make mass preparation a process for student servers to come to a deeper understanding of the aims of mass, its symbols and rituals, as well as by inviting clergy into the school to have teaching opportunities that will deepen the student body’s understanding and experience of mass in the future.

Fr Earl Smith, SJ was in with both Kindergarten classes and the Grade 6s to talk about the sacredness of Chapel space, and about what happens when we are invited into the Church for mass. This led to a mass led by the 6s and for which the K’s made bread for Eucharist; together, they offered this mass for the rest of the students from Holland Hall.

Fr. Cecil Critch, former Principal of St. Bon’s, returned to Ms. Mallay’s Grade 8 Theology class to teach them about the mass. The class prepared their own mass by selecting readings and music that spoke to their own situations and also served at a mass offered for the Junior High.

In each of these instances, we have been trying to help students personalize their private and communal relationship to prayer, faith and mass celebrations.

SPIRITUAL FORMATION: A PERSONAL JOURNEY

BY GABRIELLE MARTIN, MATH DEPARTMENT

MY WHOLE LIFE I've been praying all wrong. Well, maybe not wrong, but I will say that until very recently I think I had totally misunderstood prayer. I was raised and educated as a Catholic, so prayer was not at all a foreign concept. But if I'm completely honest, for the majority of my life I considered it to be more or less irrelevant. I have never wavered in my belief in God, I just didn't believe that God was willing to micromanage the day-to-day details of my life to the point where divine intervention was likely to occur simply because I requested it. Because you see, I always believed prayer was a time to ask God for things. Like asking for favours. Things like health, happiness, safety, deliverance from danger, or illness, etc. And as I grew up I prayed less and less, if at all. It's only in the last few years that I've come to see prayer as a truly constructive part of my life.

I think it must have begun with my first Kairos retreat. To call that experience transformative would be an understatement. Kairos is a truly unique experience, and it was an incredible gift to be included. It gave me a completely new way of seeing my relationship with God and with my community. It opened the door to an avenue of critical thought I had never considered. I suppose, with my science background, I assumed that faith was more something that I accepted on a deep level of my being, rather than something I should think critically about. That Kairos retreat was when I began to realize just how wrong I was. The next fall, I had the opportunity to engage in the Spiritual Exercises with a small group of staff members, and this was really the first time I was introduced to the concept of discernment. While some sources will define discernment as simply the process of trying to figure out what God wants us to do, my favourite definition of discernment is as the interpretation of what Ignatius Loyola called the "motions of the soul". These include thoughts, imaginings, emotions, desires, and repulsions. Discernment involves becoming sensitive to all of these things, reflecting on them, understanding where they come from, and (perhaps most importantly) understanding where they lead us. All this time I had seen prayer as the act of asking for things. I was doing all the talking! And that was the problem. I had never once



Gabrielle Martin with students attending Arrupe Leaders Summit

stopped to consider that perhaps prayer should also involve listening. This opened a whole new door for me and my faith development. For the first time, I got to experience faith as something in which to be actively engaged. Because the real power isn't in the simple belief in God. The real joy is found in knowing there is a strength to be drawn on anytime, anywhere. From the making of the simplest most trivial decisions, to big life changing choices, to simply trying to forgive myself at the end of a bad day, I am never alone. There is always that inner voice willing to guide me. I have only to open myself to hearing it.

Whether you see it as a conversation with God, or simply touching base with your better self, discernment is the single most crucial tool to becoming and being a responsible member of society. To be a person of conscience, to help create a more just society, we must be willing to seeking guidance and to listen to what we know deep down to be true and right. Retreats, service opportunities, conferences with other Jesuit schools; these all offer different perspectives on how to enter into this active relationship with God, with our own conscience, and with the world around us. Tuning into that inner voice is very much a skill that must be learned and practiced. The voice is always there, always speaking to us. It's just up to us to cut through the clutter and background noise created by our own desires and biases, to discern that which is truly the right course.

Men And Women For And With Others

BY RACHEL HOWELLS '18

OVER MY FIVE YEARS at St. Bon's, I have found myself increasingly focused on outreach to those in need within our community as a way for me to understand what community means.

I started Christian service volunteer work with the school at the Gathering Place in February 2016. Since then, I've witnessed growth within the program, and within myself. The Gathering Place is a centre for the homeless and under-privileged that is focussed on providing food and a safe space within the community. Working with the students and teachers of St. Bon's, a breakfast program was established to provide an extra meal on Wednesday mornings. This kind of community outreach is ultimately enlightening and exemplifies many Jesuit values. Specifically, practising being "men and women for others", Christian Service has helped me to bring the ideals that we learn through retreat to life.

The retreats that I have attended within the school over the years have been enriching through both the reflection they helped me to undergo and through the connections with the world around us they helped me to find. Specifically with individual encounters at the Gathering Place, I've come to find appreciation for the spirit of a person, moving past common judgements that are so easy to make. Like practised in retreats, finding a deeper connection even with a stranger, and ultimately acting as a more open and giving person, can positively impact the community.

Initially, I was shy about speaking to the guests of the Gathering Place. But over time, I have gotten to know the guests and have had friendly conversations with many; through this I have encountered so many kind individuals with extremely interesting stories. This brings me back to my retreat experiences. One approach that is highlighted in retreats is the thought that it is hard to know what an individual has going on in their life, and as I see at the Gathering Place, one small gesture can bring joy to an individual and brighten their day, because they can feel recognized in their life.

The main purpose of the Gathering Place is to nourish the community, and throughout my time there I've realized that this means more than just physically providing a meal to the under-privileged. Finding connections and openness towards others can change the way our community operates. Like the Jesuit ethos of being "men and women for others", the Christian service program has helped me to open my arms as an individual, and to take initiative in contributing to the community in ways both physical and spiritual.



Rachell Howells '18 and Grace Moffatt '17 serve breakfast to the clients at the Gathering Place

PREPARING THEM TO LEAD

BY PAUL MURRAY, ELEMENTARY TEACHER

AS A TEACHER of elementary aged students, I have always held the belief that while the students in your class are there to learn the curriculum put forth to them, primarily they are there to learn what it is to be a contributing and compassionate member of our society. I know this perspective runs throughout many of our classrooms as well as in our social justice efforts during the school year.

When graduates of our school go forth into the world, we hope they continue to seek “the Magis”, which is to strive to do more (the greater) in sharing the Gospel values, learning, and serving others. To go forth and be men and women for others fits very well with our aim to promote global citizenship. We know the world cannot be changed on a wholesale basis but it is the smaller actions that can gradually bring about positive benefits for those in need around the world. We are hoping our students can contribute to this when they become full members of a society which is becoming much more globally interconnected.

As part of our effort to seek to be better stewards of the world our school has connected with Canadian Jesuits International for many years. They are an international development agency of the Jesuits of English Canada that supports poor and marginalized people in developing countries through the work of Jesuits and other partners. We have worked with them on a number of occasions to assist such causes as helping Syrian refugees adjust to new lives and this past fall we helped with their “Go For Dollo” campaign which supports the training of refugees in Sudan.

This fall we again sent a delegation to Washington D.C. for the The Ignatian Family Teach-In for Justice (IFTJ) It is an annual gathering where over 2000 members of the Ignatian Solidarity Network, from high schools and university in Canada, Mexico and the United States to come together in the context of social justice and solidarity to learn, reflect, pray, network, and advocate together. It is a place where people are empowered, re-energized, inspired, challenged, and supported by a community that sees faith and justice integrally linked. Our students always gain a better appreciation of global citizenry through this important trip.

Our students have recently have also been helping out the local Refugee Immigrant Advisory Council by assisting its members with conversational English. Our Social Justice Committee been involved in a ME TO WE campaign selling Kafiki bracelets in support of health and education in Kenya. Our staff and students have also benefitted immensely from Educate Magis. Its goal is to create a vibrant online community that will connect educators from Jesuit and Ignatian schools around the world. This community, transcending boundaries and borders, opens up a new way of proceeding for our schools in service of the Jesuit mission, a faith that does justice. Along with being an important pedagogical resource for our faculty, Educate Magis provides important initiatives which are global in nature to enrich our curriculum. One example is the “Red Chair Project. It is an awareness campaign concerning the millions of students who do not have access to an education. Our whole school was involved in many activities which served to teach our students about this global problem.

Global Citizenship will remain a main focus at our school as we go forward. The benefits of this will serve our students well as they move on in future endeavors to seek a more just and better world. We have already seen the impact of incorporating global citizenship with the work that our Alumni are doing throughout the world.



Students participate in Red Chair Campaign



1. Uju Umenyi from CJI visits with students
2. Grade 5 students make a donation to Brother Joe for "Go For Dollo" campaign



THE TRADITION CONTINUES

BY JESSICA WHALEN '04, ALUMNI RELATIONS ASSISTANT/ELEMENTARY TEACHER

(L-R): Peter Lewis '76, Sarah Lewis '19 and John Lewis '49

WHEN ST. BONAVENTURE'S COLLEGE re-opened its doors as a Jesuit institution in 1999, it not only provided an alternative to non-denominational education in St. John's, but also continued an era of high quality educational formation as was previously delivered through first the Franciscans and later the Christian Brothers when the school was founded in 1856. Well-rounded men and women for and with others are formed within the walls of the school, as they have been for over 160 years. Students are expected to reach their potential and to use their talents to give back to the global community.

Many families have followed a distinguished tradition of educating successive generations of their sons, and later their sons and daughters, at St. Bon's. The Lewis family is one such example. John Lewis '49, whose relatives attended St. Bon's as far back as 1865, was a student at the school starting in 1939. John was challenged to work to the best of his abilities and was taught to use those abilities to help those in need. John went on to study at Memorial University before being named a Rhodes Scholar and moving to England to attend Oxford University. After completing his medical degrees, Dr. John Lewis moved his family to Kampala, Uganda, where he provided much needed medical care to the community and where his wife, Noreen, worked in an orphanage. After 8 years in Africa, the family returned to Newfoundland where Dr. Lewis initiated many local improvements to health care in lower socio-economic areas of St. John's. It is partially due to this commitment that Dr. Lewis was appointed a Member of the Order of Canada in 2009. After retirement, Dr. Lewis and Noreen returned to Africa, working in Uganda, Kenya and Tanzania for a further 7 years.

The Lewis' have 6 children: Phillip '73, Peter '76, John '77, Stephen '83, Mary and Leah. When the family returned to Newfoundland from Uganda, the Lewis boys began their studies at St. Bon's. Peter Lewis was 8 years old when he began Grade 3 at St. Bon's in the 70's. The school went to Grade 9 at the time, and Peter transferred to Brother Rice to complete high school. After he finished his Education degree, Peter taught in Swaziland, Africa through Crossroads International, a Canadian international development organization. Upon his return to Canada, he spent a year teaching in Ogoki, a First Nations reserve in Northern Ontario. Peter is also an accomplished painter and uses his art to contribute to many causes dear to him. He often donates his paintings for charitable auctions, including the St. Bonaventure's College Fall Gala and various other causes throughout the city. Peter currently teaches Physical Education at the elementary level with the English School District of Newfoundland and runs The Peter Lewis Gallery in St. John's.

Peter and his wife Tracey have two children: Liam '16 is a recent St. Bon's graduate and Sarah '19 attends Grade 10. Sarah is



Liam Lewis '16

heavily involved in athletics and recently travelled to England to play soccer as a member of the NL Canada Games Soccer Team. Athleticism certainly runs in the family – Peter won the Tely 10 race in 1984 and 1989. Sarah is currently completing her Silver Duke of Edinburgh Award, and will likely continue for the Gold Award next year.

Liam is currently living in Buenos Aires, Argentina, where he is immersing himself in the South American culture and boards with a local family. He is attending a local high school and previously attended a Spanish language school. He is also playing with the local Ultimate Frisbee team – a sport he loves dearly and was introduced to while at St. Bon's. Liam certainly appreciates his family's history with St. Bon's. He says, "The teachings my grandfather received from St. Bon's, he instilled in me. Each class I had at the school, I always tried to push my intellectual abilities whenever I encountered an academic challenge that sometimes appeared to be too daunting to handle. My grandfather's endeavors at St. Bon's shaped my endeavor to explore the endless amount of subjects this world presents such as languages, mathematics, literature, philosophy, etc. In short, my grandpa inspired me to never stop learning." Liam has recently been awarded the prestigious Whealen-O'Reilly Scholarship to the College of the Holy Cross in Boston, Massachusetts, which he will attend this coming fall.

The lives and accomplishments of the Lewis family throughout their years attending St. Bon's show that although various religious orders have administered the school, the tradition of producing men, and now women, whom make a difference and give back to the world continues. Many alumni still feel very connected to St. Bon's and want their children to receive the same benefits and experiences that they received. It is rare that through 150 years an institution can consistently continue to produce responsible and caring members of society who truly make a difference in the world. At St. Bon's, this tradition continues.

Young Leaders Of Today

BY MELISSA FOLLETT, STAKEHOLDER ENGAGEMENT
ASSISTANT/ELEMENTARY TEACHER

WHEN STUDENTS WALK through the doors of St. Bonaventure's College they are greeted with kindness, generosity, and love. They witness first hand from their teachers, staff, and administration what it is to care about each other as holistic beings. From a very young age to early adulthood students are surrounded by the expectation that we as a school and as individuals need to do "more" for our families, our communities, and our world.

Our award for young alumni is appropriately named "Magis", meaning "the more" in Latin. Taken from the Jesuit motto, "Ad majorem Dei gloriam", a latin phrase meaning, "for the greater glory of God", it is a philosophy that is instilled in our students throughout their young lives. Our school community, and the individuals within it, continually exemplify the characteristics of "doing more" for Christ and therefore others. It is our hope that our students are left inspired and aspire to create the ideal society centered on Jesus Christ as they leave our school and enter into the world.

St. Bonaventure's Magis Award for Young Alumni is an award that our school has implemented to recognize an alumnus under the age of thirty for their unwavering commitment to social justice. This person must have a record of extraordinary professional, community, or academic achievement. The recipients are intellectually competent, loving, open to growth, and since graduation, remain committed to justice in the generous service of the people of God.

Since 2013 there have been four recipients of this award who exemplify all the above characteristics and more; Miriam Westin of the class of 2007, Charlotte Allison '07, Charlotte-Anne Malischewski '08, and David Browne '09. They are all graduates of St. Bonaventure's College and are making a difference in the lives of others both locally and globally. They have done work for and with others in truly remarkable ways.



(L-R, Top to Bottom): Miriam Westin '07, David Browne '09, Charlotte Allison '07 and Charlotte-Anne Malischewski '08

These inspiring Alumni have far exceeded expectations and have continued to "do more" for the people of our world. David Browne has done work with Engineers Without Borders and has volunteered in Northern Ghana. While in Ghana he worked with EWB Agricultural Extension team which aims to improve how new farming techniques and information are transferred to rural farmers. Miriam Westin has shown outstanding leadership with Operation Christmas Child and continues to show her commitment to social justice through her education. She is currently working on her Masters of Arts in Transformational Urban Leadership where she strives to work for the poor of the world. As a McGill supervisor wrote about Charlotte-Anne Malischewski regarding her journals kept while on her internship in Kolkata, India, "She is someone who listens first, then forms an articulate opinion, and is pretty decisive afterwards, she shows undeniable leadership skills. She also appears to be a natural-multi-tasker". Further more, Charlotte Allison's description of her spirituality reveals the love she expresses in action as she pursues a social work career exercising and demonstrating the love that God has for us is important to convey and carry with us in our daily work.

Through the work that our graduates are doing it shows that they are equipped with the knowledge and experience to go forth in the world and make a difference. They are prepared to do more, love more, and evolve more; to be Men and Women for and with Others. As Pope Francis said, "let us encourage the generosity which is typical of the young and help them to work actively in building a better world. Youth do not solely need material things. Above all, they need to have those non-material values which are the spiritual heart of a people ... spirituality, generosity, solidarity, perseverance, fraternity, and joy." These are the qualities we hope to instill within our students as exemplified by former and future recipients of the Magis Award.

GREAT TEACHERS: THE PHYSICIST PRIEST

INTERVIEW BY KRISTA CARDWELL, DIRECTOR OF ADVANCEMENT

FATHER JOE SCHUCK, S.J. entered the Society of Jesus fifty-seven years ago and is currently the high school physics teacher at St. Bonaventure's College. Fr. Schuck has taught at numerous Jesuit schools during his teaching career including St. Paul's High School in Winnipeg, and Gonzaga High School in St. John's, before joining the St. Bon's community in 2006. We sat down with Fr. Schuck to ask him his thoughts on St. Bon's and Jesuit Education.

Q1: WHAT MAKES JESUIT EDUCATION UNIQUE?

A1: I think one way is we care; not saying that other people don't care for the kids, but our centre really is on those kids. I always felt my first job was to teach them to like each other, and so when I taught in Grades 7-9, I spent as much time on relationships as I spent on academics.

They have to learn to like each other, and they have to learn to accept other people (though different from them), to be as good as they are, and, as well, worthy of love and of friendship and they do grow into it. By the end of the year, I very seldom have a kid making snarky remarks about or at another kid.

The other thing is that we have always been academically demanding, and the truth is the kids respond to it. You got to push their brains ahead so they're ready for where they're going and I think Jesuit education, that at the heart of it, prepares them.

Q2: HOW IMPORTANT IS JESUIT EDUCATION IN THE WORLD TODAY?

A2: I do think Jesuit education is a good thing; hard to enunciated. I know part of what makes the difference and that's faith. It's based on trying to serve God. Ignatius says the role of society is to save our own souls, and then by the same means to help others. That's what it is. And you got to know the necessity for both. Every time you interact with them you work to save your soul and help them to save theirs.

Q3: WHAT IS YOUR IMPRESSION OF THE ST. BON'S GRADUATES? ARE WE FULFILLING OUR MISSION?

A3: Oh, I think so. I think nowhere does everybody come out with the same mold, but yet I think our kids come out caring for others, having learnt to trust and love each other. Once you have experienced what community can be you will always work

towards building it and I think we've done that, and I think we do that.

I would say we have wonderful kids, and we have them again and again. And I think those kids like each other and they're good to each other. They don't get into this snob thing where the good academics hang together or look down on others. I see kids reaching across to help each other all the time and that's the Christian thing.



Fr. Joseph Schuck, S.J.



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