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DISCERNMENT

MAKING GOOD DECISIONS BETWEEN
EVALUATING AND ABANDONING

OUR RELATIONSHIPS

THE JESUIT MISSION

Jesuit Catholic Education in a post-secular world has a unique purpose: being a witness, being effective, and being loving. It is in the kind of good decision-making that St. Ignace called discernment. The goal of Jesuit education is to produce men and women for whom discernment is a habit.

We can think of discernment as the lifelong process of exploring our experience, giving it meaning, and living in a way that has an ultimate meaning in our action. We can also think of this process as something that focuses on the special incidents in our lives that often lead us to the moment of college or when we have to make important decisions. When we discern, we can often feel and understand the voice of God calling us to do.

Though the practice of discernment, especially in being able to imagine how we are going to live our lives. We discern our vocation. The novelist and theologian Frederick Buechner describes vocation as the place where we are deeply glad and where we do not need to change. When we are in this place and need to change and we have been here and have the old need of St. Ignace's gift of benevolence and the confidence of his realization and our dependence on his grace and magnanimity, because his love has allowed us to love God love.

We are not alone in this. From the womb, we are in relation with others, going through personal, social, and political in our lives. We have been created for this. To be human is to find our place in the relationship and the environment, to take responsibility for them, to contribute to them and improve them, and to give something back. Jesuit education is the Latin word magister, to move from the personal ideal, a life lived in dependence on the divine: How can I be more, do more, give more?

Men and women are in relation, of which, the class of 2012 are now a part, must begin to examine their lives, as J.R. Moehring did: "The Jesuit mission is to be a witness, to be effective, and to be loving. It is in the kind of good decision-making that St. Ignace called discernment. The goal of Jesuit education is to produce men and women for whom discernment is a habit. We cannot pass on our experience and reflection in our lives without being connected to the dream of all who are in the world. We have the joy of human existence, and the effect of the economic, political, and social realities that surround us. This is the Jesuit education of our time." [1]

[1] See pages taken from the book "The Jesuit Mission" by J.R. Moehring.

A HISTORY

The First Year Academic Convocation began as a call for a new ritual called First Flight; the faculty, members of the Board of College Commissioners might welcome each incoming class into the academic convocation and lead the opening hymn to the Heights. Beginning an effort of student and faculty collaboration, the event has grown from a commissioning of first-year students to a back-to-back procession. Menio no follo the same order on the day of graduation as the new students welcomed into the general convocation of graduation, professional, and alumni.



Convocation and Graduation ceremonies on campus.

I do hope that in the future there will be a convocation and graduation, our young men and women will, in the high school, information, and living space, look more closely at the old and new. Ultimately, we hope that the will have begun to ask, a developmental psychology. Erik Erikson did, "Who am I, and how do I fit into the world?" The best answer to this question is to engage in the academic convocation. The First Year Academic Convocation is an event, a ritual of education, a life and experience centered on the individual's performance in a program facilitated by the Office of First Year Experience called Convocation in the First Year.

All incoming students have been issued a book and the charge to begin engaging in convocation in the faculty, staff, and their fellow classmates, have might struggle to be active and belonging to a community of learners. The convocation begins in early fall in the First Year Academic Convocation. In the past, Dr. Paul Farnham, the High School Teacher of the Year, and the faculty, a student to examine how our commitment to educational excellence can allow us to be more effective in our professional life, centered in the best looking beyond the comfort of health and basic health care to those who enjoy the life. Democratic Presidential candidate Sen. Barack Obama

add e ed den in he con e of hi memo i D . . . F . . . : A . . .
 . . . , onde ing alo d j ho e migh clo e he empa h gap
 p e en in Ame ican ocie oda pa ic la l o nding ð e ion of ace and
 iden i . Rep blican P e iden ial candida e Sena o John McCain add e ed
 den on he opic of e ice and leade hip in boh he p blic and p i a e phe e.
 La ea , Jeanne e Wall ha ed he a oni hing memo i , . . . G . . . C . . . , de ail-
 ing he nomadic childhood. In hi ema kable memo i , Jeanne e Wall ill a e
 he po e of lo e and edemp ion.

A a cla , each of o ill ha e he oppo ni hi ea o p epa e fo hi
 con e a ion b engaging in . . . B . J.R. Moeh inge ha l fo nd hi
 a , and ho gh hi memo i e can e amine o el e o ee if e a e heading
 o a da imila enligh enmen . Th o gh hi memo i , J.R. Moeh inge e empli-
 fie he Je i ideal of di ce nmen . Al ho gh hi pa h a no ea il ob ained, hi
 eflec i e, lo ing, and hone depic ion of hi life gi e a clea indica ion of he
 man ob acle ha e ill need o conf on a e en e in o ad l hood.

I i o hope ha hi g ide ill help o igni e o pa ion and c io i .
 Make no mi ake, Bo on College e pec a g ea deal fom o , i ne e
 den . Yo ill in n b ing o in elligence, ene g , imagina ion, and compa -
 ion o c ea e an e en g ea e Bo on College and eali e he f i of o ed ca -
 ion o o life and o k. Yo a e ial o he mi ion of hi ni e i . O a k
 i o ppo o in he eali a ion of o goal and deam i h and be ond
 Bo on College.

. . . (. . .)
 F . . .
 . . . 2000
 . . . G , B , A , . . .
 . . .
 . . . 1998 . . .
 C . . . B
 . . .
 C . . .
 . . . 1997 . . .
 A . . . B ,
 . . . D , C , . . .¹

¹F om . . . ende ba .com

THE TENDER BAR—REFLECTIONS

"We went there for everything we needed. We went there when thirsty, of course, and when hungry and when dead tired. We went there when happy, to celebrate, and when sad, to sulk. We went there after weddings and funerals, for something to settle our nerves and always for a shot of courage just before. We went there when we didn't know what we needed, hoping someone might tell us...Most of all we went there when we needed to be found."

A J.R. e amine hi life b finding cla i and pe pec i e, he di co e hi place in he o ld. B i ne ing hi jo ne , e a e able o ake mea e of o - el e and look o appl hi ha d-fo gh eali a ion o o o n li e . The pa ion, dep h, and openne h o gh hich he e plain hi life enable o ee he comple - i of o o n li e .

A memoir i in man a a jo ne in o one elf. Thi elf-di ec ed p i e q i e a clo e e amina ion of o pa and pe en o nde and o f e. Thi abili o kno one e elf i a he hea of o o n di ce nmen . A a fo m of i - ing, a memoir highligh ke momen o e en f om one life. Delibe a e choice ha e o be made h o gh he i ing. The e amina ion of he e e en picall ha b o gh fo h deep con empla ion f om he emo ional co e of he i e . The Engli h no eli An hon Po ell aid, Memoi can ne e be holl e, ince he canno incl de e e concei able ci c m ance of ha happened. The no el he cT hibeg i of ghdTm (ha

BEFORE YOU READ: QUESTIONS TO CONSIDER

Before you read the book, examine your self-understanding by reflecting on yourself and how you relate to others. Here are some questions to help you get started:

What experiences do people have influenced or shaped how you are today and how you are to be?

How has your relationship with your family changed since you are going? How do you envision your changing role of you as a Boston College?

How have you located and found a community outside of your family? How do you feel connected to a community? Can you become lost in your search for connection?

How has the search affected your development? What are the special-

EA CHI G F
ELH DE A DI G

—H. S. T. I. W. I. (. 9)

Ho i o cha ce haped and mold-
ed d ing o life? Ho do e adap o
ne o nding and ho do e look
o adap o hi ne cl e?

—H. I. L. W. I. (. 17)

Ho doe onelea n o li en o hi o
he o n oice?

—X. I. W. I. (. 109)

In ha a doe J.R. a pi e fo balance?

—H. I. W. I. (. 109)

J.R. ee he ba a he f lc m in
hi balance. Wha o k again
hi balance?

—O. I. W. I. (. 24)

Wh do e cling o o he fo ec i ?
Wha a e o ec i i em ? A e pa -
e n of beha io a fo m of ec i ?

—M. I. W. I. (. 38)

I J.R. like hi fa he ? Ho i he dif-
fe en ? Ho do e ea ch fo o
o n iden i hile compa ing o -
el e o o pa en ?

—M. I. W. I. (. 144)

Ho i a men o impo an in o
o n pe onal go h? Ho can e
find one? Wha ole do men o
ha e in o college e pe ience and
o ea ch fo iden i ?

—H. ... (. 8)

How does life become a collection of relationships, which begin to shape and form our character?

DI CE I G A CALLI G

—H. ... Bill ... M. ... W. ... M. ... (. 57-58)

What impact does his mother have on his childhood? What does it take J.R. so long to realize the impact on his life? How can books be a form of connection to others, and a way to make sense of the world? How has reading happened in his life?

—H. ... C. ... S. ... (. 117)

J.R. ... a ... i ... h ... a ... p ... a ... i ... o ... n ... f ... o ... b ... a ... e ... b ... a ... l ... b ... e ... c ... a ... u ... s ... e ... i ... n ... t ... e ... n ... m ... a ... n ... h ... o ... o ... d ... a ... n ... d

his absence. What does it mean to be a child? What does it mean to be a man? How has he helped to define himself and his place in the world?

—E. ... (. 117)

How do Bill and Budd begin to understand the freedom of calling?

—M. ... B. ... B. ... I. ... I. ... (. 117)

How do you plan to go to college? What does education do to you?

—Y. ... (. 180)

J.R. ... e ... e ... m ... o ... h ... i ... n ... k ... h ... a ... h ... e ... a ... d ... e ... a ...l ... b ... a ...d ... h ...a ...n ...d ... i ...n ... h ...i ...s ... e ...d ... a ...a ...e ...c ...i ...b ...l ...a ...n ...k ...o ...f ...h ...i ...f ...h ...i ...l ...a ...c ...k ...o ...f ...h ...a ...i ...n ...t ...e ...f ...f ...o ...r ...t ...e ...a ...t ...h ...e ...d ...o ...e ...h ...i ...m ...p ...a ...c ...t ...h ...i ...s ...c ...e ...?

When J.R. met the pie on the train,
he talked a great deal about his life and
his calling. The pie made reference
to Saint Augustine's "City of God" and
said: "Yea:"

F... (201)

How does his confession bring
about J.R.'s epiphany about his call-
ing in life? How would J.R. relate to
the life of Saint Augustine?

M... (201)

What are some things of obvious
importance and not so? What did
J.R. perceive? What are the things
that clouded his calling? What
did he do to make things happen?
What did he do?

M...
Y... I...
I...
I...

E I G HEAL E
A DEFFEC FALC H L
I L L E

A
1
2
3
4
5

—S...
 I...
 I...
 A... S...
 N...
 I...
 I...
 S...
 (P. 308)

Wh do men c ea e facade ha he
 feel m be on? Wh a e men
 p o ec ing? Wh a e he hiding?
 Wh a e he facade ha omen
 ea ? Ho do men and omen pe -
 pe a e he e facade ?

—P...
 N... M...
 I...
 I...
 (P. 201)

Wh ole do men pla in ai ing
 J.R.? Wh do he omen in he mem-
 oi ha e a m ch g ea e impac on
 hi life? Wh doe i ake him n il
 he end of he memoio eali e ha
 hi mo he a m beacon, calling
 me back o he od , he imple
 od . I ha been m g ea fo ne
 in i ing hi book, a in en e ing

hi old, o ha e had he a m pi-
 ma o ce. ? (p. 370)

—I...
 I...
 I...
 (P. 208)

Wh i i o ea o become ca gh
 p in he emo ion of a momen and
 lo e one elf in he p o ce ? Ho
 doe find balance?

A ECIA I G A D

DE A DI G FAMIL

A D E' ELF

—I...
 P... I...
 I...
 W... G... (P. 280)

Ho doe he i ing of hi memoio
 embod he ideal of di ce nmen ?

—A...
 (P. 280)

Ho can e look o go a people
 i ho fi looking a o on fail-
 ing ? Wh i hi p o ce o painf l?

—I...
 I...
 I...

The Times, ... (p. 280)

How can I learn from J.R.? How do I identify my own mistakes and deficiencies? If I am not highly able, am I really helping him finish his book, or am I?

McGraw — ... (p. 288)

What is his J.R. can see him in other words, can he achieve his own? How does he go to the top and admire McGraw? How does he almost persuade McGraw from achieving success?

— ... (p. 279)

How is his calling in life connected to deep in his mind? What is he afraid to look at? What persuaded him?

— ...

— ... (p. 345)

What is he really looking for from his family? What does J.R. desire in his moments of his memoir?

— ... (p. 346)

How is his mother the hero of his memoir?

— ... (p. 361)

How does the return home affect his attack on 9/11 change J.R. perspective on his life? How has reading his memoir changed his perspective on his life?

— BT- 0.025 T o TL Fr 18B

FAITH

—Do you ever feel like you're not really living? —
—What's the point of it all? —
—Why are we here? —
—How do we know what's right? (2022)

What's the point of it all? —
How do we know what's right? —

—Do you ever feel like you're not really living? —
—What's the point of it all? —
—Why are we here? —
—How do we know what's right? —

How do you plan to lead the next
few years of your life? What lessons
can you take from his memoir and
apply to your life? How do you plan
on exploring your faith? How do you
plan on finding your purpose?

As you finish the memoir and enter into your first year of college, it will be important to examine the decisions that you make while here at BC. Taking time to reflect upon your motivations, your desires, and your fears will give you a much better perspective on your life—where you came from, where you are presently, and where you are heading. Boston College hopes to partner with you during this journey through the careful discernment of the intellectual, spiritual, and social components that affect you during your undergraduate journey.

GETTING STARTED WITH A FAITH!

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