

Conversations on Jesuit Higher Education

Volume 10

Article 2

10-1-1996

For Openers: New Look, New Features, New People

Editorial Board

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Recommended Citation

Editorial Board (1996) "For Openers: New Look, New Features, New People," *Conversations on Jesuit Higher Education*: Vol. 10, Article 2.

Available at: <http://epublications.marquette.edu/conversations/vol10/iss1/2>

New Look, New Features, New People

We've shrunk *Conversations*. When the magazine began publication, the publishers thought that an oversized format would help to attract attention. That plan appears to have worked, but now readers tell us they're tired of back issues sticking out of file folders and bookshelves. They're frustrated, they say, with being unable to photocopy articles on standard-sized paper. Here, then, is the new, photocopier-friendly and clutter-resistant *Conversations*.

This issue also marks the debut of a new feature—Book Reviews—and a change in the focus of an old one—In Deed. We plan to include two or three reviews in each issue. The editor would be delighted to receive suggestions from readers (and potential reviewers) about books we should be considering for review. Now that the In Deed sections of *Conversations* 2 through 9 have featured reports from all twenty-eight Jesuit colleges and universities in the United States, we have opened that part of the magazine up to include articles and notes from around the country on a wide variety of topics related to mission and identity. Please feel free to use In Deed to get the word out about events, initiatives, or programs that you think would be of interest to your colleagues in Jesuit higher education throughout the country.

Fall is the time when we welcome new members to the seminar, and say thanks to departing members. Joining the seminar this fall are (in alphabetical order) Peter J. Fennessy, S.J., Joseph J. Hayden, S.J., William M. Shea, and Wendy M. Wright. Fr. Fennessy, vice president and director of campus ministry at John Carroll University since 1984, is also rector of the Jesuit community there. A member of the Society of Jesus since 1957, his studies have included work at Weston, Campion College (Jamaica), Boston College (M.A. degrees in philosophy and in classics), and Oxford University. Fr. Hayden is rector of the Jesuit community and a member of the psychology department at Wheeling Jesuit College. His research interests span the fields of health psychology and the psychology of religion. Dr. Shea, professor and chairman of the department of theological studies at St. Louis University, has written widely on contemporary

religious thought, philosophical theology, and the history of American religion. His many books and articles include *The Naturalists* and the *Supernatural* (1984) and, most recently, *Knowledge and Belief in America*, a volume co-edited with Peter Huff (1995). Dr. Wright has taught theology at Creighton University since 1989. Her interests include the history of spirituality, family spirituality, and women and spirituality. Among her many publications are several books on the Salesian spiritual tradition.

Over the past three years, Peter Ely, S.J., Gerald Fagin, S.J., and Samuel Harvey have played an enormous role in making the seminar the true collegium, the community of spirited inquiry, that it is. They leave the seminar having permanently enriched it through their thoughtfulness, wit, and commitment to education.

Almost as soon as the idea arose to publish an issue of *Conversations* that would consider teaching in light of the religious heritage of our institutions, the names of Mark Schwehn and Thomas Landy surfaced as likely contributors. Both are of course well known as writers and speakers who have argued eloquently in recent years for the continuing vitality of Christian faith and Christian intellectual traditions in modern academic life. Equally important for our purposes is that each has had practical success in developing academic structures that draw upon and perpetuate the best of those traditions. In his article, Mark Schwehn is able to ground his argument in his rich experience as dean of Christ College at Valparaiso University and Project Director of the Lilly Fellows Program in Humanities and the Arts. Thomas Landy's article is similarly drawn from his experience, as it describes the ways in which his brainchild, *Collegium*, is providing an opportunity for faculty at Catholic colleges and universities to explore the religious heritage of their institutions and to rethink their lives as people called to service through teaching, scholarship, and research.

We hope, then, that you find this issue not only challenging to read, but also useful as a guide to programs that are making a difference. As always, your comments are welcome and warmly encouraged.

