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## Editorial Introduction to Jesuit Higher Education: A Journal

Ivan Gaetz

*General Editor, Jesuit Higher Education: A Journal, Associate Dean, College for Professional Studies, Regis University*

Marie Friedemann

*General Editor, Jesuit Higher Education: A Journal & Associate Dean, College for Professional Studies, Regis University,  
mfriedema@regis.edu*

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## Editorial Introduction

Marie Friedemann  
General Editor, *Jesuit Higher Education: A Journal*  
Associate Dean, College for Professional Studies  
Regis University  
([mfriedem@regis.edu](mailto:mfriedem@regis.edu))

Ivan Gaetz  
Editorial Advisor, *Jesuit Higher Education: A Journal*  
Director of the Library  
Colorado College  
([Ivan.Gaetz@coloradocollege.edu](mailto:Ivan.Gaetz@coloradocollege.edu))

It is with great pleasure that the Editorial Team of *Jesuit Higher Education* welcomes you to our second issue, Fall 2012. We have been delighted by the response to the *Journal* both inside and beyond the Jesuit higher education community.

In this issue, we feature several notable scholarly articles. Andrew Dwight, noted religious scholar from Australia, extends his work from our Spring 2012 issue with his manuscript, “Meaning and the Guiding of Human Authenticity.” “*Magis*” is a well-known term in Jesuit circles, and Barton Geger, S.J., provides a carefully nuanced, comprehensive and clear definition of that term for modern educators, and he explains why *Magis* matters. A few months ago, Chris Steele at Regis University interviewed the noted intellectual, Noam Chomsky, about recent social movements and the future of social justice, and the report of that conversation appears in this issue. Three faculty from Canisius College provide a compelling research piece on the “Values of Exemplary College Graduates.” Jesuit scholars seeking information about the value proposition for Jesuit education will find the article provides valuable insight. And finally, Steven Bennett discusses disillusionment and advocates for “knowing the heart as an organ of perception” so as to “read and hear the world anew.”

Our Praxis section focuses on a number of topics that we hope educator practitioners will find fascinating and useful. Joan Armon and Elizabeth Grassi extend their work from our Spring issue to

identify ways of developing justice oriented teachers. Maureen McAvoy discusses the practical uses of the Ignatian Pedagogical Paradigm at Marquette University and, in another article, colleagues at John Carroll and Loyola/Chicago (James Menkhous and Anna Faist) discuss how contacts and concepts enable the appropriation of Ignatian solidarity. Don Bush, Karl Dakin, Marilyn Force and Luka Powanga discuss an economic and educational partnership in Belize; Preston Driggers offers a practical approach to service learning, and Quinn Waller speaks about the people of El Salvador as a critical constituency for Jesuit education.

This issue also provides a reflection by Martin Munoz focused on the “Men in Black” and the Jesuit presence at Jesuit universities. The *Journal* is pleased to present an interview with Chris Lowney, noted leader with the AJCU, about the Jesuit Commons and its special focus on “Higher Education at the Margins,” two important Jesuit initiatives. Our Resource section provides guides and ideas for educators.

We hope and trust that you, our readers, will find this issue compelling and helpful.

You are invited—encouraged—to contribute to this journal by submitting “Scholarship” articles for peer review or “Praxis” articles. Visit the website for more information about these sections and other aspects of the *Journal*. 