Student Personnel Services in United States Catholic Seminaries
Training Diocesan Seminarians: The College Level 1973-1974

Michael F. Pfeifer
Loyola University Chicago

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STUDENT PERSONNEL SERVICES IN UNITED STATES CATHOLIC
SEMINARIES TRAINING DIOCESAN SEMINARIANS:
THE COLLEGE LEVEL
1973 - 1974

by

Rev. Michael F. Pfeifer, C. M.

A Dissertation Submitted to the Faculty of the Graduate
School of Loyola University of Chicago in Partial
Fulfillment of the Requirement for the
Degree of Doctor of Philosophy
May
1974
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Marian Schieber, and finally,

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VITA

The author, (Rev.) Michael F. Pfeifer, is the son of Michael Pfeifer and Elizabeth (Bauer) Pfeifer. He was born on November 19, 1928, in Chicago, Illinois.

His elementary education was obtained in the Catholic school system of Chicago, and secondary education at De Paul Academy, Chicago, Illinois, and St. Vincent's College Seminary, Cape Girardeau, Missouri, where he graduated in 1946.

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From 1958 through 1968 he was assigned to De Paul University Academy as registrar and counselor. In 1968 he joined the staff at De Paul University, School of Education, Teacher Education, as a program counselor. He currently holds a counseling position at De Paul University.
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CHAPTER I

INTRODUCTION

The Purposes of the Study

Student services form an integral part of any college or university in the development of the total personality of a student. They aid in the achievement of a student's goals within the academic community, the community-at-large, and later, in those areas in which the student finds himself.

The Catholic college seminary being a specialized form of institutions in higher education must also provide student services for the development of the seminarian's total needs. Therefore, the purposes of this dissertation are:

1. to gather in a comprehensive form information concerning student services in Catholic seminaries that train diocesan seminarians throughout the United States;

2. to relate and compare those elements in the college seminary that are related to student services namely: the philosophy and
and aims, the components of the seminary institution, and
the administrators responsible for student services;
3. to offer practical and economic suggestions concerning current
or planned programs;
4. to use the information gathered as a vehicle of communication
to the following: bishops, administrators and faculties of the
various seminaries, vocational directors and parish priests
in their role of recruiters, future seminarians and their parents,
the community both where the seminary is located and where
the seminarian will be working in his future ministry, and
student personnel educators interested in the area of seminaries;
and
5. finally, to lay the ground-work for further in-depth study of
student services within the Catholic college seminary.

Procedures and Methodology

The following items indicate the various steps that were taken
in producing this dissertation:

1. An investigation was made to determine what information was
available concerning student services in Catholic college
seminaries. This was accomplished by consulting: Educational
Resources Information Center (ERIC), Direct Access to Reference Information (DATRIX), Dissertation Abstract for Student Personnel Services, the Center for Applied Research in the Apostolate (CARA), and the National Catholic Educational Association - Seminary Division. It was discovered that there was no information of student services in Catholic college seminaries.

2. After consultation with various seminary administrators, it was decided that the best means of gathering information would be through personal interviews on site with the chief student services officer and his staff.

3. In order that the study be kept within a feasible framework, it was limited to Catholic college seminaries in the United States that train diocesan seminarians. The Directory, U.S. Catholic Institutions for the Training of Candidates for the Priesthood, published by CARA, 1973, was consulted and 43 college seminaries were found.

4. A brief letter was sent to these seminaries asking for current bulletins and information concerning their student services.
4.

1 programs.

5. Using information from Ayers, *Student Services Administration* in *Higher Education*, and Tripp, "Organization for the Student Personnel Administration," personal interview forms were developed for the chief student services officer and staff, both cleric and lay.

6. Each college seminary was first contacted by mail. The correspondence included a cover letter, a synopsis of the interview forms, a copy of each type of interview form, and a self-addressed card asking permission to visit the seminary.

7. When these cards were returned, the seminaries were divided into 4 territorial sections of the United States: West, Mid-West, East and South.

8. The various seminaries giving permission, 41 of the 43, was

1 The various materials referred to in steps 4 through 8 are to be found in Appendix A, I & II, pp. 221 - 233


contacted by telephone and appointments were arranged.

9. The first visitations were made to the West which included Colorado, California, Oregon, and Washington. The chief student services officer, usually the rector, was interviewed, and supplementary materials such as self-studies, bulletins, faculty and student handbooks, and other related materials were obtained. Other officers involved with student services were then consulted. The first part of the interview dealt with an explanation of the study, especially the positive approach. The remainder of the time was used in answering the various statements found on the interview sheet and the gathering of materials.

10. After this first tour it was determined that a great deal of time and effort were wasted in duplication of information and materials. Having consulted a number of rectors, it was decided that the interviews would be done only with the chief student services officer. Moreover, it was determined that a revised personal information form, modeled after the original personal interview form for cleric and lay staff, would be sent to the rector of each seminary after the completion of all the interviews. This

The various materials referred to in steps 10 through 12 are to be found in Appendix A, pp. 221-233
proved to be the most effective and economical approach.

11. The personal visitations were conducted from April 25 to May 30, 1973 and from September 1 to November 30, 1973, to 34 seminaries. Seven seminaries had to be contacted through correspondence only. These seminaries were sent a special letter of explanation along with the request for information relating to student services, and the return of personal information forms.

12. After all the interviews were completed, each rector was sent the following: a cover letter thanking him and his staff for their hospitality and cooperation, an information sheet explaining: a title change, additional purposes, the on-going procedure, a list of seminaries participating in the study, and the personal information forms.

13. When all the information was gathered, the pertinent materials were separated into the following categories: the review of the related literature, the seminary institutions, and the administration officers for student services. Finally, a summary was made along with conclusions concerning practical and economical suggestions for improving student services within the college seminary, and the need for further research.

14. Chapter II forms the review of the literature. It is divided into three parts: (a) a brief historical sketch of the growth and
development of priestly formation from the time of Christ to the completion of the document on priestly formation by the bishops of the United States in January, 1971, and the concomitant development of student services within this priestly formation; (b) a brief consideration of the philosophy and objectives of student services as found in several established authors on student personnel services; and (c) a comparison of parts one and two to show an unity of purpose and objectives between the seminary structure and other educational institutions.

15. Chapter III considers the institutions. A directory was formulated in order to give easy reference to college seminaries training diocesan seminarians for those who may have an interest in these types of institutions. A historical sketch is given of each institution as an elongation to the historical sketch found in Chapter II. Educational Associations related to student services are listed for each institution to demonstrate the administration's professional interest in student services. Comparisons are made as to the number of different associations involved and the number of institutions that are members of the

1 The directory is to be found in Appendix B., p. 234
various associations. The listing and comparing of the administrative officers involved in these associations are found in Chapter IV. The purpose and aims of each institution are given to demonstrate the unity of purpose and objectives between the seminaries throughout the United States, and the norms established by the Second Vatican Council and the recommendations and regulations formulated by the Bishop's Conference. Finally, a brief description of the student services offered by each institution is given. A comparison is made concerning the kinds and number of student services used among the college seminaries.

16. Chapter IV is a continuation of Chapter III in so far as it deals with those administrators who are responsible for student services. It was discovered that there are 14 categories of administrators in the college seminary system: rector, vice-rector, director of financial aid, director of admissions, registrar, academic dean, dean of students, director of guidance, spiritual director, director of field education, director of food services, director of athletics, director of health, and the director of alumni and public relations.

Each category gives the following information and statistical surveys: title, job description, age, years ordained (if cleric), sex, marital status, and number of children (if lay person),
educational experiences: highest degree earned, major area, teaching - past and current, parochial experiences - past and current (if cleric), and student services: educational training, past and current experiences and responsibilities, full or part time, and memberships in educational associations related to student services.

The chapter is concluded by a discussion on the place of the student services committees. A comparison is also made of the types and functions of the various committees found within the college seminary system.

17. Chapter V presents the summary and conclusion of the work. The conclusions are interwoven with certain practical and economical suggestions for the improvement of existing programs or the development of new ones.

The chapter is concluded with a statement concerning the further need of study and investigation of student services. This should include not only in the college seminaries training diocesan seminarians, but also all types of seminaries of higher education, and the seminarians being trained.

18. Appendix A, I & II contains the following items: sample of correspondences sent to the various seminaries, correspondence received concerning the limitation of related literature, personal
interview forms, personal information forms, an appointment list, and a directory of college seminaries.

Limitations of the Study and Definition of Terms

These two titles have been joined together because of the unique relationship between the seminary and student services. It will be more meaningful to define or describe certain terms as they appear in the listing of the various limitations of this work.

The dissertation will be limited to the following aspects:

1. Student personnel services in the United States Catholic seminaries training diocesan seminarians: the college level. For the purpose of this work the following definitions will be used to describe what is really meant by student personnel services:

   Broadly defined, student personnel services include all the institution's relations with the student except those of actual instruction. 1

---

In terms of organizational structure, an institution of higher learning is divided into four major parts: academic administration, student services administration, business administration, and the administration of institutional development.  

Student services in higher education usually include: (1) welfare functions such as counseling, testing, health, financial aid programs, placement, and alumni relations; (2) control functions such as admissions, records, discipline, and living arrangements; (3) activity functions such as co-curricular and extra-curricular programs, student government, student publication, student union, and cultural programs; and (4) teaching functions such as orientation programs, foreign student programs, remedial clinics, and other special informal educational services in residence halls and elsewhere in the college community.

Excluded from this study are library services and plant management.

Since there are seminaries throughout the world, this work will be limited to those found in the United States. The word "Catholic" distinguishes the seminary from those of different faiths or cults. An acceptable definition of the word "seminary" is described in the New Catholic Encyclopedia:


The seminary in ecclesiastical writing is a term designating a special type of school dedicated to the spiritual, moral, and intellectual formation of the clergy. It is derived from the Latin word *seminarium* which is commonly used to describe a place where young seedlings were prepared for eventual transplantation. The first official use of the word to describe institutions for clerical training dates back to the Council of Trent, which did not invent the term as such but accepted it from some of the writings of the period, by such men as Cardinal Reginald Pole, St. John Fischer, and St. Ignatius of Loyola. The seminary is also referred to as a college. The word "college" meaning a school offering specialized instruction in some profession or occupation for the training of young men to the clerical state.

A diocesan seminarian is one who wishes to do his ministerial work within a diocese under a specific bishop. There are some students who are listed as unaffiliated. These students are ordinarily studying to be diocesan priests but do not have a bishop sponsoring them during their college formation. These students are also included in this work. All students must be sponsored by a bishop when they enter the theologate, or be incorporated into a religious institution. A diocese is a territory over which a bishop rules. The term *province* refers to a territory composed of several dioceses. This term is used in several places in the study.

---


The diocesan seminarian is distinguished from a religious seminarian in the fact that a religious takes vows in a religious institute. A religious institute is defined as a society approved by legitimate ecclesiastical authority, the members of which strive after evangelical perfection according to the laws proper to their society. Examples of religious institutions are the Society of Jesus, and the Vincentian Fathers.

According to the National Conference of Catholic Bishops on the Program of Priestly Formation the following can be said concerning the college seminary:

Currently (college) seminarians may be classified on the basis of student body, as:

a) diocesan (students) drawn from members of a single diocese, a province, or a larger grouping (dioceses from a number of different states);
b) religious (students) drawn from a single province or a group of provinces; and
c) combinations of diocesan and religious students under diocesan or religious sponsorship.

Categories a) and c) of this grouping are used in this study. The

---

1 Ibid., 232.
2 Ibid., 231.
Bishop's Conference also divides the seminary college as to programs.

For the sake of clarity, the author has devised a listing that will be better understood by readers. The seminary structure in the United States is composed of three divisions: the high school (minor seminary), the college (sometimes listed as a minor or major seminary), and the theologate (major seminary). Each of these divisions is composed of four academic years.

This study is limited to the college division of the seminary. The college seminary as an institution can be found in the following forms:

a) As an independent four year institution having its own administration and faculty. It can be alone or on the same grounds that the high school or theologate is located. It may even be part of the same physical structure.

b) As a Junior College attached to a high school (minor seminary).

c) As a Senior College attached to a theologate (major seminary).

d) As a independent college having its own administration, faculty and curriculum yet affiliated with a college or university.

Ibid., 77.
e) As a residence. The word residence has a wide range of meanings. There are several elements that all residences have in common: it is usually a four year college, the academic work is primarily done at a college or university (usually a Catholic Institution, but not necessarily). The residence is either on the campus of the college or university or nearby. The college or university confers the academic degree. The chief administrator of the residence with his staff has the responsibility for the student's priestly formation as well as his physical and psychological development.

The residence college seminary, in relation to student services, ranges from merely furnishing spiritual guidance to full scale programs equal to a four year independent college seminary. The degree of student involvement has nothing to do with any sense of dedication or responsibility. Each residence situation has to be evaluated on its goals and purposes at the present time, and the physical and student size of the residence. Many newly formed residences are in the experimental stage. They are trying to determine the needs of the college seminarian without duplicating those services that others can, and do perform.
This concludes the limitations and definitions of terms which have been based on the title of the dissertation.

1. The total work is essentially limited to a historical survey with demographic material. It presents a status type picture of student services as they exist in the college seminary today. The statistical analysis is used to compare the various elements found within the college seminary system. It does not deal with qualitative but rather quantitative aspects of student services in the seminary, answering the question, "what are the student services that exist in the college seminary of today, and who are responsible for its administration?"

2. The historical aspect of the college seminary is limited to a brief sketch of the development of the seminary concept with its philosophy and goals, and the various methods used in establishing a criterion for priestly formation. This historical aspect forms the first part of the related literature in Chapter II.

The second part of the related literature is limited to certain authors of student personnel work that describes the philosophies and aims of student personnel service, programs, and the implementation of these programs by institutions and student personnel officers.
A comparison is, then, made between these concepts on student services and those found in the historical aspect, in order to establish a relationship between the college seminary structure and other educational institutions. Other source materials were used to supplement or substantiate certain ideas and facts used in the work. These are found in footnotes and bibliography.

3. The study is limited to 41 college seminaries out of a possible 43. Thirty-four were visited personally. There are 27 independent four-year institutions, 11 residences, and 3 junior colleges. The statistical information is based and limited to current information gathered from such sources as catalogues, bulletins, self-studies, data gathered from the personal interviews and personal information forms, and other related materials.

4. One Hundred Ninty-four officers responsible for student services in the college seminary are used in the survey. These officers are divided into 14 categories. It will be shown in Chapter IV of the work that these 194 officers are a representative sample, and that the 14 categories encompass all student services used in the college seminary.

5. Models of student service programs in the college seminary are limited to that information gathered from interviews and student
services materials obtained during the interviews or through correspondence. These programs are located in Appendix B.

6. Two areas that are not included in this work are budgeting and legal responsibilities. Budgeting was considered by the various administrators as too confidential. The legal aspects are too varied and sparse to be included in this work.
CHAPTER II

THE GROWTH AND DEVELOPMENT OF STUDENT SERVICES WITHIN THE SEMINARY STRUCTURE: A REVIEW OF THE LITERATURE

Introduction

Student services are often based upon the philosophy and goals of an educational institution. They usually establish the priorities that student services will have in general, and the scope and variation that any given service will have in particular.

The Catholic college seminary structure is unique in that it has a single function, the formation of a priest. This formation can be accomplished only by the seminarian himself. He must work toward the following goals:

1. understanding clearly what is meant by priesthood, i.e., the identification of himself as a man of God and a servant of the people, and the responsibilities this vocation entails;
2. acquiring the knowledge of God and His relationship with man;
3. developing personal virtues both natural and supernatural; and
4. training himself in the art of science and leadership.

Student services, along with the academic process has the function of assisting the seminarian in fulfilling these goals.
The purposes of this chapter are to review that literature which (1) establishes the philosophy and goals of the seminary structure, and the student services that flow from them, as they developed from the time of Christ up to the present, and (2) relates to the philosophy and aims of student services as expressed by recognized authors in the field. The purpose being to discover whether or not an universality exists between the term "student services," in the seminary and other educational institutions. If this universality of ideas does exist, then the seminarian will have a clear understanding what student services can do for him whether he finds himself in a four year independent seminary, a residence seminary, or, if he should change his vocation, in the educational institution in which he finds himself.

The Historical Aspects of Seminary Growth

There have been eras in church history that can be called pivotal points for formation of doctrines and ideas. This section has been subdivided into the following eras that have significant references concerning the training for the priesthood and indirectly, the forming of student services:
Pre-Trent - Time of Christ to 1545

The first seminarians were the apostles themselves. The New Testament relates and gives evidence to this fact. Christ gathered them together, taught them, and sent them out into the world with these words:

All power in heaven and on earth has been given to Me. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you. 1

Student services in their most rudimentary form can be seen in the fact that Christ was not only the apostles' teacher but was also their counselor, guidance director, and servant. While they were with Him, the apostles were truly students learning from the Master.

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They were engaged in numerous activities which help develop them into leaders for Christ and the Church.

During apostolic times, a man was ordained after he had proven that he had a clear understanding of the fundamental teachings of Christ, that he was of known virtue, and that he was willing to take on the responsibilities of the ministry.

If anyone is eager for the office of bishop (priest), he desires a good work...must be blameless...reserved, prudent, of good conduct, hospitable, a teacher, not a drinker or brawler, but moderate, not quarrelsome, not avaricious...he must have a good reputation...

Thus, the teachings of Christ and the instructions of the Apostles formed the philosophy and goals of the priesthood. They also caused the question to be asked, "What means (services) should be used to help implement this philosophy along with its goals?"

After the fall of the Holy Roman Empire and the coming of the barbarians, those aspiring for the priesthood were found in the households of bishops or in monasteries, which were quasi-fortifications against the barbarian hordes. These formed the first centrally located places for the formation and education of the priest, the first seminaries.

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1 I Timothy 3: 1-7.
Student Services were found in the forms of financial aid, housing, health care, counseling, activities such as the liturgy, food services, and discipline.

During the Middle Ages, Cathedral Schools and Universities were established and the training of young men for the priesthood were found in these schools. These young men prepared themselves in the various disciplines usually acquiring a degree in philosophy and theology. Requirements for the priesthood were informal and vague. Each bishop decided whether or not the aspirant was trained sufficiently. Unfortunately many appointments were made for political or monetary reasons rather than spiritual ones. This was one of the causes for the Protestant Revolt and the convening of the Council of Trent in 1545.

Student Services remained about the same during this period of history. It is interesting to note that during this time, and even up to modern times, the term "student service" is never used in any literature when referring to the formation of seminaries.

The Council of Trent 1545 - 1563

With the advent of such men as Martin Luther and Huldreich Zwingle, and the spreading growth of the Protestant Reformation,
the leaders of the Church found it necessary to convene a Council that would delimit Catholic Doctrine sharply from Protestant, and would eliminate the disastrous obscurity as to which were essentially elements of faith and which were merely subjects of theological controversy.¹

It was recognized that the faithful could only be instructed in the essential elements of Faith by a clergy that was well versed in this knowledge and were of such virtue that people would be willing to listen and follow them.²

It was the first step in a long struggle to establish an institution that would encompass all those training elements for the forming of an effective clergy.

Briefly, these are the instructions of the Council concerning seminarians:

1. Every diocese should erect a seminary for the purpose of educating the local clergy or at least, there should be a provincial or interdiocesan seminary.

2. The seminary should be near the Cathedral Church so that the seminarians might serve an apprenticeship in the liturgy.

²Ibid., 274
³Ibid, 275-276
3. Seminarians should be born of lawful wedlock, at least 12 years old, have certain minimal educational requirements, and have a sincere desire to dedicate themselves wholeheartedly to the service of the Church.

4. Special preferences are to be given to the children of the poor, while the children of the rich should pay for their education.

5. Studies should include humanities, chant, liturgy, sacred scriptures, dogmatic, moral and pastoral theology.

6. Special priests should be appointed as instructors and religious guides. These priests would supervise the moral and spiritual formation of the seminarian.

Here again student services can be seen developing. Student activities were being formed by the apprenticeship in the liturgy. The qualifications for entry formed the basis of admissions policies. The preference for the children of the poor was the beginning of a more formal system of financial aid. Finally, the appointment of special priests as guides established a guidance program.

Even after the Council of Trent such men as St. Vincent de Paul, John Olier, St. Charles Borromeo, and St. John Eudes found the clergy in a decadent state. The political, social and religious

1 Ibid., 273.
arenas were in a turbulent condition, but despite this, and really because of it, these men dedicated their lives to forming groups of priests who were to create a seminary system that could meet the requirements of the Council.

1 Ibid., 273.
The Councils of Baltimore 1833 - 1869

During this period, as the struggle was going on in Europe for a stronger clergy, the Church in America was beginning to mature. The American hierarchy saw the need to develop a native clergy.

From the founding of America until 1773, the care of the Church in the English colonies was left, for the most part, in the hands of the Society of Jesus. When the Society was suppressed in 1773, a member of the Society, Reverend John Carrol, proposed the creation of a general Chapter in Baltimore. During these meetings the need for educating a native clergy was discussed. On November 6th, 1789, the Diocese of Baltimore was created and John Carrol became its first bishop. From 1789 to 1808, the whole territory of the United States belonged to the Diocese of Baltimore. From 1808 to 1846, the Province of Baltimore was the only one in the country. During this time, seven provincial councils and three plenary councils were held to discuss the Church in the United States. One of the items for discussion was vocations and the priesthood.

The importance of these councils was the fact that the leaders of the Church recognized its bonds with the hierarchy in Rome and

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the rest of Europe, but at the same time, they saw the unique position that the United States had, and would have in the future. These men had the forethought to realize that the growth of America must be accompanied by a growth of its own native clergy. A clergy that could empathize with the frontier spirit and the challenges of a growing new nation were needed.

In reference to student services, little new was added. However, the existing services were strengthened and improved as new conditions appeared.
Between the Councils of Baltimore and Vatican II, the Church promulgated a collection of norms and laws called Code Juris Canonici, the Code of Canon Law, on May 27, 1917. The Code pertaining to the seminary is found in Canons 1352 through 1371. These Canons refer to the following subjects: (C1352) the right of the Church to educate her clergy; (C1353) priests should foster vocations; (C1354) types of seminaries; (C1355) financial support; (C1357) management and supervision; (C1358) officials; (C1359) discipline and management; (C1360) qualifications of officials; (C1361) confessors; (C1362) scholarship; (C1363) admissions; (C1367) exercises of piety; (C1369) supervision and general training; (C1370) absence from the seminary; and (C1371) dismissal.

The code standardized the general rulings for seminarians. At the present time, it is undergoing revision to put it in line with the Decrees of Vatican II. In the United States, the Bishops Conference on Priestly Formation, using the unpublished materials

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of the revised Canon Laws, has set the guiding norms for the seminary of today.

From the time of the Code, student services began to have a greater importance. Priests took on the role of recruiters (C1353), the idea of scholarships as a means of financial aid is more clearly defined (C1362). Student health is brought forth in the following statement in (C1369):

...they (seminary authorities) should exhort them (seminarians) to take reasonable care of their health, to attend to cleanliness of apparel and person.1

Canon 1371 deals with discipline and regulations concerning dismissal.2

The whole tenor of the Code in its article on seminary points to the need of guidance and counseling by those who poses the proper expertise.

The Second Vatican Council 1962-1965

From the Council of Trent to the Second Vatican Council, the Holy See worked constantly at strengthening the work of the seminary and producing priests that could be effective rulers of the Church and her people. Pope John XXIII realized, that with the social

1Ibid., p. 760.
2Ibid., p. 760.
and economic revolution of our times, the training for the priesthood must undergo change. What changes were to be made would be directed by the goals set by the Council for the Modern Church.

The general goals are synopized by Lawrence Cardinal Shehan:

"Taken as a whole, the documents are especially noteworthy for their concern with the poor, for their insistence on the unity of the human family, and therefore, on the wrongness of discrimination, for their repeated emphasis on the Christian duty to help build a just and peaceful world, a duty which he must do in brotherly cooperation with all men of good will."

The document that sets the philosophy and goals for the priesthood specifically is the Decrees on Priestly Formation. The tenor of this document is found in the words of Alexander Carter:

...a real effort is made to do away with any supposed dichotomy between the doctrine of the Church and her practical involvement in time and space, and action. To be in the world is of the very nature of the Church. So too, to live in the world and to be an instrument there of Christ is the very nature of the priesthood.

...read the document. Do not look for a detailed plan.... The Decrees...will give directives, and in some cases, counsel, and suggestions.... bishops, seminary staff, diocesan priests, and religious priests...but most of all the seminarians

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themselves must use their ingenuity and will, and
must respond to the grace of Christ...1

The following is a summary of the program on priestly
formation established by the Council. Comments will be made at
the end of this summary to show the relationship of these programs
with the development of student services within the seminary
structure.

1. Each country should establish under episcopal supervision norms
for priestly formation drawn from universal laws and adapted
to the special circumstances of time and place. Thus, as
situations change the training to meet those changes will occur
simultaneously.

2. The family, bishops, and priests should foster vocations to the
priesthood. There should be well established methods whereby
vocations can be discerned and developed. Along with prayer,
such means as offered by modern psychology and sociology
should be used in determining vocations.

1
Alexander Carter, "Introduction (to Decree on Priestly
Formation)," The Documents of Vatican II, ed. by Walter M. Abbott,
2
Walter M. Abbott, ed., The Documents of Vatican II, (New
3. Maor seminaries should be established to develop the total potentials of the seminarian. It should initiate programs that would increase the seminarian's knowledge and appreciation of the doctrines and pastoral needs of the Church. This can be accomplished by using the best possible personnel resources to staff the seminary. The administration and staff should create an atmosphere among themselves that clearly shows the virtues of Christ in action. They should be concerned with the spiritual, moral, physical, intellectual, and mental attitudes of each seminarian. Seminarians should be examined for their fitness in these areas.

4. Spiritual formation is the essential foundation from which doctrinal and pastoral training receives its purpose. The seminarian must understand and be willing to dedicate himself totally to the things of God and bring His message to the people. He cannot give what he does not possess himself. Moreover, he must be helped to see what this spirituality is and how it is to become personalized in his own life. This necessarily takes discipline which will provide self-mastery, foster a mature personality and develop other traits of character which are extremely serviceable for the ordered and productive activity of the Church.
Pastoral training should develop within the seminarian a sense of responsibility and dedication to others. By his active concern, he is able to lead people to find God in their everyday lives, to aid those who are afflicted, and to create a sense of responsibility and charity in those who have been blessed with abundance to give of their abundance to help others.

Student services form a vital part in implementing the desires of the Council on priestly formation. Recruitment is seen as a vital factor. To reach the goals of the Council the various forms of counseling are necessary: educational, vocational, spiritual, and psychological. Testing is needed to help the seminarian see his weaknesses and strong points. Mental and physical health services are needed, along with a good athletic program if the seminarian is to develop his mental and physical potentials. Food services and proper diets are also essential in the maintaining of good health. Discipline must be regulated so that positive and constructive attitudes are created. Pastoral training affords those activities which help the seminarian bridge the gap between the theoretical and the practical ministry. Other implied services such as financial aid, housing, student government, remedial work, and orientation programs also aid in many ways in developing those traits that the Council found necessary in the fostering of priestly formation.
Part two of the program concerns itself with college formation. Chapter I states the aims and objectives of the college seminary formation:

The immediate aim of the college level formation for the candidate for the priesthood is to help him mature as liberally educated human person, committed to Christ and to the service of his neighbor.

The college student is still involved in the crisis of growth which involves his personal commitment to God and his final choice of vocation of service. He must be assisted to understand fully the options open to him, to discover his own identity, to relate himself personally and functionally to the Church and the world, and to integrate the diverse aspects of his personality for effective action.

The program of personal formation in college should include the promotion of physical and mental health, intellectual and spiritual growth, and a proper balance between self-identity and social adaptation. The student must be assisted to make the transition from dependence on family tradition, and his age group to personal autonomy and stability of character.

Chapter III relates to the non-academic elements of priestly formation. There are three articles: (1) Spiritual Formation, (2) Community Life and Discipline and (3) Apostolic Experience.

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2 Ibid., pp.74-76.
Spiritual formation is under the supervision of the Spiritual Director. By his guidance and counseling, the college student develops his inner-self in relation to God and his neighbor. Community life and discipline deals with the student's inter-personal relationship with his fellow student, the administration and staff. The Apostolic experience is that of a layman engaged in the lay apostolate. These include such things as catechetical activities, community and church organizations and active liturgical participation. He should be exposed to the actual conditions of human life in society, particularly those pertaining to social justice, minority and groups that are underprivileged.

The following are those administrative officers which are involved with student services mentioned by the Bishops Conference:

The Rector as chief administrative officer should be carefully prepared in sound doctrine, suitable pastoral experience, and special spiritual and pedagogical training. He is responsible for all aspects of seminary life. Due to the scope and complexities of seminary life he should share this responsibility with others.

The Academic Dean has the chief responsibility for implementing education policies. He is responsible for curriculum courses, methods of instruction, the quality and performance of faculty and students.

The Registrar attends to the details of assigning

1 Ibid., pp. 50-52.
and classifying students and keeps the scholastic records.

The Dean of Students is responsible for co-curricular programs and for the daily life of the seminarian, especially their conduct as it befits men preparing for the priesthood and as it contributes to a wholesome spirit of the community.

The Director of Guidance is responsible for psychological testing and for counseling programs in areas distinct from spiritual direction. He may be a layman, professionally qualified and personally oriented to understanding the emotional and personality development of candidates for the priesthood.

The Director of Field Education supervises the apostolic activities of the students so that they may engage effectively in pastoral programs, reflect upon their work and gain insights into the mission of the Church in the modern world. The director will need sufficient personnel including psychologists and religious sociologists, so that the students may have adequate supervision.

The Treasurer is responsible for the financial and physical aspects of the seminary.

The term "student services" is not mentioned as such but it is implied. As examples, the idea of community life and interpersonal relationships cannot be separated from the concepts established in a functional housing program. The dean of students is responsible for the daily life of the seminarian and, therefore, his physical and mental health. The physical and mental health of the seminarian cannot be fully attained without athletic program, student health
program or a food service program. These services have always existed to some degree in the seminary structure but have not always been identified under a particular formal title. Thus, one of the functions of this dissertation is to identify student services as they exist in the seminary of today. For instance, rarely in any bulletin or catalogue will you find the term "Housing Program," yet each college seminary, whether a four year independent institution or a residence, has residence halls, and in one form or another, a housing program.

The remainder of this chapter will be to express some philosophy and aims commonly held within the college student service personnel, and to make a comparison of these with those established for the Catholic seminary structure.

Other Sources of Related Literature

Introduction

It has been mentioned in Chapter I and verified by resource people that there is no significant published literature concerning student services in any of the divisions of the Catholic Seminary structure. The only exceptions being a few indirect or implied

1 Appendix A, pp. 221-233
references to programs and specifically mentioned officers such as the rector, dean of students, registrar and spiritual director as previously mentioned in the historical aspect and in their seminary catalogues. Since the Bishops Conference was established the norms for the modern seminary in the United States, only investigations and comments published after 1971 will have any significance.

The section on methodology of this work also described the use of the directory by CARA, and the works of Ayers, Tripp and Russel in their work Student Services Administration in Higher Education, and the collection of articles found in Knowles, Handbook of College and University Administration.

The main body of this work does not intend to make any comparisons of student services programs found in the seminary structure with programs found in other educational institutions. Therefore, it is not necessary to go into any intensive study or survey of literature that pertains to the philosophy, aims, or programs of these institutions. However, there is a great need to make some comparison to determine if there is any unity or universality of the meaning of "student services" between the seminary structure and other established educational institutions. If there is such a universality, it establishes more meaning to the term when referring to student
services in the seminary, and it will aid in any further research, especially in works of comparison and qualitative studies.

Student Personnel Service

Although the emphasis relating to student personnel programs and practices may vary in different institutions, the general purposes and aims are fundamentally held in agreement to be the same by both practitioners and theoreticians in the field. The following excerpts are taken from various authors of college student personnel services to describe the philosophies, a program, and implementation of programs by institutions and student personnel workers:

Philosophies

The American Council on Education gives the essential nature of student personnel work in its statement entitled "The Student Personnel Point of View."

The student personnel point of view encompasses the student as a whole. The concept of education is broadening to include attention to the student's well rounded development - physically, socially, emotionally, and spiritually, as well as intellectually. The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted
economic, political, or religious doctrine or vocational skills. As a responsible participant...his full and balanced maturity is viewed as a major end-goal of education, and, as well, as a necessary means to the fullest development of his fellow citizens. 1

C. Gilbert Wrenn acknowledges the importance of the student point of view to education by stating:

The student personnel point of view permeates every aspect of education. It is a pervasive philosophy regarding the individual that affects the entire program of the institution. This educational philosophy is based upon three assumptions regarding students in a college or university...(1) individual differences in the student body are anticipated; (2) the individual is conceived of and treated as a functioning whole and his development in all areas of living as an unit.; (3) teaching, counseling, student activities, and other organized educational efforts of the institution start realistically from where the individual student is, not from the point of development at which the institution would like to find the hypothetical average student. 2.

Ralph F. Berdie in an address to the American College Personnel Association made the following comments:

Student personnel work in the application in higher education of knowledge and principles derived from the social and behavioral sciences, particularly from psychology, educational psychology, and sociology.

Therefore, the purposes of student personnel work are: (1) to humanize higher education; (2) to help students respond to others and themselves as human beings; (3) to help them formulate principles for themselves as to how people should relate to one another and to aid them to behave accordingly.

Robert Shaffer and William Martinson summarize some of the basic principles underlying college student personnel work.

College student personnel service is not a discipline in itself, but it synthesizes the findings and procedure from all fields concerned in human behavior. The student must be treated as an individual free to exercise self-direction and self-restraint rather than being directed and restrained by some external authority.

College student personnel services should be essentially preventative and positive rather than remedial. Student personnel services must recognize the role emotions play in human behavior and direct its efforts accordingly, especially in dealing with the individual.

Finally, every effort should be made to help the individual to develop to his or her maximum.


A Student Personnel Program

The philosophies that have been enumerated in the preceding statements form the basis for the establishment of a college student personnel program. E.H. Hopkins lists the following elements essential for a reasonably complete college student personnel program:

1. A program of pre-college counseling, selection and applicant centered admission policies.

2. An organized program for a diagnosis of needs and counseling of students. This includes both intensive and clinical counseling, as well as the normal day-to-day educational counseling provided by the faculty and other less technically trained counselors.

3. A continuous orientation program based upon principles and procedures of effective communication.

4. Remedial assistance in reading, speech, English and other subject matter areas for those students who need such help.

5. Specific provision for the supervision, coordination, and integration of the out-of-class or co-curricular programs on the campus.

6. A student health service, providing professional guidance for both physical well-being and mental health.

7. An adequate program for the supervision of living arrangements, including the food service program. This program, like the others, must contribute to the greatest extent possible, to the social-educational objectives of the institution.

8. A well organized program for administering financial aids such as loans, scholarships, fee discounts, employment, post graduate placement, and employment follow-ups.
9. Special facilities for developing and evaluating the religious life and interests of students on the campus.

10. An adequate system of permanent cumulative personnel records, including pertinent information relative to all aspects of the student's life and accomplishments.

11. On many campuses, there is a need for a special program of orientation and counseling for foreign students. 1

The Student Personnel Worker

A program for student services is carried out by the administration of an institution and particularly by those responsible for implementing the programs. The college student personnel worker is conceptualized by Walter F. Johnson:

The student personnel worker's raison d'être emphasizes his role as a specialist in student development. His chief concern is with creating an environment which facilitates the individual's behavioral development, and a meaningful involvement of students in those activities and concerns which affect both their living and learning. 2

According to Ralph Berdie, there are various things that the

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college student personnel worker can and must do to fulfill the purposes of student personnel programs. If humanization is an aspect of student services, then the personnel worker must help the student develop an inter-personal relationship with all those with whom he or she comes in contact. The student must be taken as an individual. His abilities, interests, and attitudes must be discussed with him, in order that he might be able to choose from the many available resources of those aspects of life that are atune to his needs. The worker must help the student to be an effective member not only while he or she is at the institution, but also when he or she leaves and takes his or her place in society.

The personnel worker must implant, nurture, and extend the student's drives, interests, and motives, so that the college, and community resources will be used maximally by the student to achieve his educational purposes, both in and after college. Finally, the college student personnel should strive to increase the immediate satisfaction and enjoyments experienced by the student so that higher education is received as a pleasantly productive experience.

Shaffer and Martinson list the following objectives that a college student personnel program should have. They also enumerate

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what college student personnel workers must strive to do:

1. To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation.

2. To provide those services which will assist in the self development of each student and promote the understanding of his own purposes for being in college.

3. To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with others.

4. To provide the opportunity for faculty-student contacts outside the classroom as a means of encouraging respect for learning and an understanding of the approach to life's problems.

5. To provide an opportunity for every worthy student to complete his education - providing financial assistance, when necessary, in the form of scholarships, loans, and employment.

6. To help each student develop a sense of individual responsibility and self-discipline.

7. To interpret university objectives, policies, rules and administration to students, faculty, alumni, and citizens in general; and to communicate student attitudes, opinions and activities to the faculty and general public.

8. To help create an atmosphere of high morale and loyalty towards the institution. 1

The preceding ideas have formulated a general comprehensive view of the philosophies, aims, programs, and workers in college.

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student personnel services. These views are generally held acceptable among professional people working in institutions of higher education. It now remains to compare these views with those established for the Catholic Seminary structure, particularly the Catholic College Seminary.

A Comparison

This comparison will be made between the authors just quoted and the statements found in Vatican II and the United States Bishops Conference. The Council and the Conference will be taken as a whole since the Conference is an elongation of the Council. After various comments, page references will indicate where the material is to be found in the text of this work.

The American Council on Education and the Bishops Conference agree that the student should be considered as a whole. The student should be afforded a well-rounded development, physically, socially, emotionally, and spiritually.

Wrenn states that the various services of an institution should start with the student as he or she is found, here and now, and not as the institution would like to find him or her. The bishops recognized that as the college student enters the seminary he must be helped in making transitions from a dependence on family and age group
to a personal autonomy and stability of character. This implies a recognition that the student is not where the seminary would like to find him and, therefore, he must be helped to reach those goals set up by the seminary as part of the formation of priesthood.

(Text pp. 34 & 40).

Berdie states that the student should be helped to relate to others and himself as a human being. The Conference quotes scripture in stating that he (the seminarian) must, like the Savior be truly human, so that "he can sympathize with those who are ignorant or uncertain because he too lives in the limitations of his weaknesses (Hebrews 5:2)." (Text pp. 35 & 41)

Shaffer and Martinson state that the student must be given the opportunity to exercise self-direction and self-restraint rather than being directed and restrained by some external authority. The Bishops state that the student in finding his identity will act from interior principles rather than from external imposition. (Text pp. 35 & 42).

The essential elements that Hopkins (1948) lists for a reasonable college personnel service type program are also found in the seminary structure. A brief comparison can be made to demonstrate this:
Hopkins' List

1. Pre-College Counseling
   Admissions policies

2. On-Going Counseling,
   educational, vocational
   psychological

3. Orientation

4. Remedial Assistance

5. Co-curricular programs

6. Student Health Service

7. Supervision of living
   arrangements, and food
   services

Vatican II and Bishops
Conference

1. There should be well
   established methods whereby
   vocations can be discerned
   and developed. Modern
   psychology and sociology
   should be used in determining
   vocations (Text p.32 )

2. The deans of studies and
   students, the guidance
   director, and the director
   of field education function
   in this capacity (Text p 36 & 37)

3. The whole seminary program
   is geared to this concept
   (Text pp.32 -34)

4. This is an implied service.
   In fact, this research will
   prove this service does exist.
   (Text p.33)

5. The pastoral and field education
   programs (Text p. 34)

6. The program of personal
   formation should include the
   promotion of physical and
   mental health (Text p.35)

7. Community life refers to
   inter-personal relationships
   that must exist when living
   with others. Food services
   are implied (Text pp.35 & 37)
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<th>Hopkins’ List</th>
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<tr>
<td><strong>8. Financial Aid</strong></td>
<td>8. This concept has always existed in the seminary structure: Council of Trent, the Code (C 1362). It has always been implied that no student who had the proper qualifications would be turned away because of a lack of funds (Text pp. 25 &amp; 29)</td>
</tr>
<tr>
<td><strong>9. Religious Life</strong></td>
<td>9. This is the whole concept of the seminary for priestly formation</td>
</tr>
<tr>
<td><strong>10. Student Records</strong></td>
<td>10. Office of the Registrar (Text p. 35)</td>
</tr>
<tr>
<td><strong>11. Foreign Student Counseling</strong></td>
<td>11. This is done on a student to student basis. This will be found in the text.</td>
</tr>
</tbody>
</table>

Shaffer and Martinson list the various concerns of the college student personnel worker. From the pre-mentioned comparisons of the philosophies and program comparison, it would seem to be redundant to make a comparison of these concerns with those of the College Seminary. It is evident that the college seminary student personnel worker is aware of these needs, and is acutely conscious of his responsibilities and obligations in assisting the seminarian in his efforts to reach those goals leading to priestly formation.

This comparison, then, indicates that there is an universality
of philosophical views concerning student personnel services and
the programs that implement these ideas. In relation to this universality
a nexus can be made. It will enable this investigation to be extended
from the theoretical to the practical areas of student services. This
was accomplished by asking the Rector, as the chief student personnel
officer, the following questions, and information supplied by the various
administration officers involved in student services:

1. What student personnel programs currently exist in your seminary,
   and how would you describe them?
2. Is there any on-going self-evaluation of existing programs? If yes,
   how is this accomplished? What have been recent results and findings?
3. Are there any plans to increase already existing programs, and/or
   add new ones?

Chapter III and IV answer question one. The answers to questions
two and three can be made in a few simple statements. Since the 1971
Bishops Conference on Priestly Formation, all of the seminaries
have been making self-evaluations of their entire seminary program.
However, from 1971 through 1973, the emphasis has been on the
academic programs. Only during the time of this investigation, have
the seminaries begun to evaluate their student service programs.
Therefore, none of the seminaries were able, or willing, to give any
information concerning self-evaluation or future plans. Their
unwillingness was due to the fact that any information given, at this
time, would not be a true representation of their efforts or findings.
CHAPTER III

THE CATHOLIC COLLEGE SEMINARY
INSTITUTION: AN IDENTIFICATION
AND COMPARISON

Introduction

The purposes of this chapter are to identify and compare one of the elements that compose the Catholic College Seminary structure: the institution. The following questions will be answered concerning those Catholic College Seminaries that train diocesan seminarians:

1. How many, and what types of Catholic College Seminaries in the United States come under this classification?

2. What are the various components that exist within this type of seminary?

3. Among these components, which can be compared with one another to produce a meaningful and informative description of the college seminary in relation to student services?

Along with these answers there is a fourth item: A Directory of Catholic College Seminaries That Train Diocesan Seminarians.
This Directory is found in Appendix B, pages 234 through 439.

It is a by-product of the research done in the institution and it contains the administrators for student services, and the creation of the model student service program.

The Directory contains the following information on each Catholic College Seminary:

- Name, Address, and Telephone Number
- Administration for Student Services
- Servicing: i.e., Diocese in which the seminary is located
- Number of Students - 1973-1974
- Historical Sketch
- Educational Associations Related to Student Services
- Purpose and Aims
- Student Services Programs: A Brief Sketch

The purposes of this Directory are: (1) to compare a separate listing of those college seminaries training diocesan seminarians, and the identification of the type of institution, i.e., four-year independent seminary, residence seminary, or two-year junior college; (2) to identify those administrators, programs, and educational associations related to student services; (3) to identify the dioceses and the number of students currently being trained in each institution; (4) to continue the historical sketch found in Chapter II; and (5) to demonstrate the continuous universality of purpose and aims that were also discussed in Chapter II.
It is hoped that the Directory will give those who are interested in this type of research a clear description of each institution. Moreover, it provides information which pertains to student services, and it should be an avenue of communication between various seminaries.

It will be noted that the Directory is not complete especially in the area of student service programs. Only that information gathered during the visitations is included in this initial Directory.

The Number and Types of Catholic College Seminaries that Train Diocesan Seminarians in the United States

This study is concerned with the college division of the Catholic Seminary structure that trains diocesan seminarians only. There are 43 college seminaries that fall into this category. Of these, 43 are included in this study. They are divided and classified as follows:

- 27 - Four-year independent college seminaries
- 11 - Four-year residence seminaries
- 3 - Two-year junior college seminaries

Note: Two of these junior college seminaries are attached to a high school.

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2 St. John Vianney Minor Seminary, Appendix B, p. 234.
One is a residence.

The seminaries in the United States were an outgrowth of the need to supply priests for the various provinces and dioceses throughout the country. Some of the seminaries were founded in the homes of bishops; others had their beginnings as minor seminaries, the high school. As more students filled the ranks of the seminaries, the curriculum began to expand along with its students services. Soon the high school student was ready for his college formation. The early college seminaries were attached to the minor seminary. Then, as the growth continued, theologates were established to continue and complete the work of formation of the priesthood. The theologate is composed of those studies and activities that were more closely related to the priesthood. The college seminary gave the student a general liberal arts education. Depending upon a variety of circumstances, the college division was, more often than not, separated into two divisions, the junior college and the senior college. The former was attached to the minor seminary (high school), while the latter was attached to the major seminary (theologate). There were some variations in between, such as having a five-year program consisting of four years of high school and one year of college, and then, a seven year completion.

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1 Diocesan Seminary of the Immaculate Conception, Appendix B, p. 234.
program composed of the last three years of college and the four years of theologate. Within recent time, and due mainly to the necessity of being accredited by regional and state agencies, the seminary structure adopted the 4-4-4 plan, i.e., four years of high school, four years of college, and four years of theologate. The teams major and minor seminaries are slowly being phased out of the literature pertaining to the seminaries.

The four-year independent college seminary provides a complete program for academic, spiritual, and personal formation of the student.

The residence college seminary is associated with another educational institution (normally, but not always Catholic) in whose program it participates. In this case, the seminary college provides the personal and spiritual formation of the student.

The residence hall is an outgrowth of the house of study concept. The house of study was usually established as a residence where theologians and/or priests lived while doing graduate or

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3. Ibid., p.77.
post graduate work at a nearby academic institution. There usually was no affiliation with that institution.

With the decrease in the number of vocations, and the concept that the college seminarian should be given various types of institutional settings to choose from in developing his personality, the residence hall was established. Today the services in the residence hall range from a hall that offers only the very basic services to those that are comparable to any four-year independent college seminary. The only difference being that the academic experiences are provided by a separate educational institution. The student services are shared by both. The residence mainly affords those services that pertain to priestly and pastoral formation while the academic institutions provide all other student services.

Some of the residences have an interwoven academic program with a college or university. The university confers the bachelor degrees. The student services are primarily under the jurisdiction of the college seminary, although the students are encouraged to use those services offered by the academic institution that might aid him in his priestly formation.

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1 Niles College of Loyola University, Appendix B, p. 297.
The Junior College Seminary can be like the independent or residence college seminary.

The Components that Exist in the Catholic College Seminary

These components include the following: (1) the administration responsible for student services; (2) the dioceses being served; (3) the number of students currently enrolled in the college seminary; (4) the historical sketch of the individual seminaries; (5) the educational associations related to student services; (6) the current purpose and aims of the college seminary, and (7) the student service program found in the individual college seminaries.

The first component, the administration for student services will be the topic of a separate chapter, Chapter IV. The following information pertains to the remaining six components.

The Dioceses Being Served

Each of the 41 college seminaries is found in a particular archdiocese or diocese. The term, Archdiocese simply means that a territory is under the jurisdiction of an archbishop, who may, or may not be, a cardinal of the Church. There is no essential difference between an archdiocese and a diocese except size. Therefore, the term Diocese, which is the more common of the two,
will be used in this section. Table I shows the United States being divided into four sections: West, Mid-West, East and South. The college seminaries are found in 23 states: 4 in the West, 9 in the Mid-West, 6 in the East, and 4 in the South. The college seminaries are serving directly 41 dioceses; 6 in the West, 18 in the Mid-West, 10 in the East, and 5 in the South.

These figures do not give the complete picture of the services rendered by the college seminaries. For not only do they serve these particular dioceses directly, but they also serve, as a total group, every state and diocese throughout the country. All of these college seminaries open their doors to those dioceses that only have a relatively few number of seminarians. These dioceses find it impractical to have their own seminary institutions.

The Number of Students Currently Enrolled in the College Seminary

The information concerning the enrollment of diocesan college seminarians was obtained during the various visitations, and by correspondence. These figures have been essentially substantiated by the CARA Directory for 1974.

1

There are three types of college seminarians; (1) the diocesan seminarian who has been sponsored by a bishop; (2) the unaffiliated seminarian who has not been sponsored by a bishop, and (3) the religious seminarian who is affiliated with some religious group.

The following information concerning the number of college seminarians pertains to the academic year 1973-1974. It will include both diocesan and unaffiliated seminarians. The seminarians in this latter group usually become members of a diocese. It might be noted here, that a seminarian must be sponsored by a bishop of some diocese, or join a religious group before he may enter the theologate.
### TABLE I

THE DIOCESE IN WHICH THE UNITED STATES CATHOLIC COLLEGE SEMINARIES TRAINING DIOCESAN SEMINARIANS ARE FOUND: ACCORDING TO SECTIONS OF THE COUNTRY AND STATES

<table>
<thead>
<tr>
<th>States (N=23)</th>
<th>Dioceses (N=41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>Mid-West</td>
</tr>
<tr>
<td>California</td>
<td>Illinois</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Chicago</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Springfield</td>
</tr>
<tr>
<td>Colorado</td>
<td>Indiana</td>
</tr>
<tr>
<td>Denver</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>Oregon</td>
<td>Iowa</td>
</tr>
<tr>
<td>Portland</td>
<td>Davenport</td>
</tr>
<tr>
<td>Washington</td>
<td>Michigan</td>
</tr>
<tr>
<td>Seattle</td>
<td>Detroit</td>
</tr>
<tr>
<td>Spokane</td>
<td>Minnesota</td>
</tr>
<tr>
<td></td>
<td>St. Paul</td>
</tr>
<tr>
<td></td>
<td>Minneapolis</td>
</tr>
<tr>
<td></td>
<td>Missouri</td>
</tr>
<tr>
<td></td>
<td>Kansas City</td>
</tr>
<tr>
<td></td>
<td>St. Joe</td>
</tr>
<tr>
<td></td>
<td>St. Louis</td>
</tr>
<tr>
<td></td>
<td>Ohio</td>
</tr>
<tr>
<td></td>
<td>Cincinnati</td>
</tr>
<tr>
<td></td>
<td>Cleveland</td>
</tr>
<tr>
<td></td>
<td>Columbus</td>
</tr>
<tr>
<td></td>
<td>Steubenville</td>
</tr>
<tr>
<td></td>
<td>Pennsylvania</td>
</tr>
<tr>
<td></td>
<td>Allentown</td>
</tr>
<tr>
<td></td>
<td>Harrisburg</td>
</tr>
<tr>
<td></td>
<td>Philadelphia</td>
</tr>
<tr>
<td></td>
<td>Pittsburg</td>
</tr>
<tr>
<td></td>
<td>Wisconsin</td>
</tr>
<tr>
<td></td>
<td>Green Bay</td>
</tr>
<tr>
<td></td>
<td>Milwaukee</td>
</tr>
</tbody>
</table>
As of December, 1973, the total number of all college seminarians was 4,855. There were 3,373 diocesan seminarians = 70 percent of the total population; 83 unaffiliated seminarians = 2 percent; and 1,399 religious seminarians = 29 percent. Table II lists and gives the percentages according to academic years of the diocesan seminarians; Table III does the same for the unaffiliated seminarians; and Table IV combines the information gathered from Tables II and III. Table V lists the number and percentage according to academic years of seminarians, both diocesan and unaffiliated, studying at a four-year independent college seminary. Table VI lists the number and percentages according to academic years of seminarians living in a residence.

The diocesan and unaffiliated seminarians are combined in Tables V and VI because the low figures of the unaffiliated seminarians would not be meaningful, if separated.
TABLE II

THE ENROLLMENT OF COLLEGE DIOCESAN SEMINARIANS: ACCORDING TO COLLEGE YEAR, NUMBER AND PERCENTAGE OF STUDENTS  1973 - 1974
(N=3,373)

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>950</td>
<td>28.1</td>
</tr>
<tr>
<td>2nd year</td>
<td>883</td>
<td>26.1</td>
</tr>
<tr>
<td>3rd year</td>
<td>774</td>
<td>22.9</td>
</tr>
<tr>
<td>4th year</td>
<td>766</td>
<td>22.7</td>
</tr>
</tbody>
</table>

TABLE III

THE ENROLLMENT OF UNAFFILIATED SEMINARIANS: ACCORDING TO COLLEGE YEAR, NUMBER AND PERCENTAGE OF STUDENTS  1973 - 1974
(N=83)

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>17</td>
<td>20.4</td>
</tr>
<tr>
<td>2nd year</td>
<td>29</td>
<td>34.9</td>
</tr>
<tr>
<td>3rd year</td>
<td>16</td>
<td>19.2</td>
</tr>
<tr>
<td>4th year</td>
<td>21</td>
<td>25.3</td>
</tr>
</tbody>
</table>
TABLE IV
THE ENROLLMENT OF BOTH DIOCESAN AND UNAFFILIATED SEMINARIANS: ACCORDING TO COLLEGE YEAR, NUMBER AND PERCENTAGE OF STUDENTS 1973 - 1974 (N=3,456)

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>967</td>
<td>27.9</td>
</tr>
<tr>
<td>2nd year</td>
<td>912</td>
<td>26.3</td>
</tr>
<tr>
<td>3rd year</td>
<td>790</td>
<td>22.8</td>
</tr>
<tr>
<td>4th year</td>
<td>787</td>
<td>22.7</td>
</tr>
</tbody>
</table>

TABLE V

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>863</td>
<td>28.3</td>
</tr>
<tr>
<td>2nd year</td>
<td>777</td>
<td>25.5</td>
</tr>
<tr>
<td>3rd year</td>
<td>695</td>
<td>22.8</td>
</tr>
<tr>
<td>4th year</td>
<td>712</td>
<td>23.3</td>
</tr>
</tbody>
</table>
TABLE VI

THE ENROLLMENT OF BOTH DIOCESAN AND UNAFFILIATED SEMINARIANS ATTENDING A RESIDENCE: ACCORDING TO COLLEGE YEAR, NUMBER AND PERCENTAGE OF STUDENTS 1973 - 1974

(11=N of Residences) (N=409)

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>104</td>
<td>25.4</td>
</tr>
<tr>
<td>2nd year</td>
<td>135</td>
<td>33.0</td>
</tr>
<tr>
<td>3rd Year</td>
<td>95</td>
<td>23.2</td>
</tr>
<tr>
<td>4th year</td>
<td>75</td>
<td>18.3</td>
</tr>
</tbody>
</table>

The Historical Sketch of the Individual Seminaries

The information for the historical sketches was primarily obtained from the current catalogue of each seminary. These sketches are in their proper place in the Directory found in Appendix II. The purpose of adding these sketches was to bring the historical aspect of the college seminary structure, found in Chapter II, up-to-date. At the end of each historical sketch, the state and regional accrediting agencies have been added. All of the four-year college seminaries at the present time are accredited. The residence college seminaries, although not accredited as an institution, participate in the accreditation of the academic institution to which they send their students. All of these academic institutions have been accredited both by the state and regional agencies.
Educational Associations Related to Student Services

The educational associations found in Table VII were taken from a list composed by James A. Morris, those listed by the various college administrators in answering the personal information form, and from current catalogues.

There are twenty-six national associations to which the college seminaries, as a group, are members. This illustrates that the provincialism or parochialism that once existed in the seminary system is no longer present with regard to joining national bodies. Along with the state and various local associations, which are listed for each seminary in the Directory (Appendix II), the information and experiences obtained from these organizations represents a vast wealth of knowledge that can be used in helping the seminarian through the various student services.

When asked about educational membership on the personal information form, the clause, (either a school membership or a personal membership), was added. Usually these were synonymous. If the administrator was a cleric, the institution or the diocese paid

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the necessary membership fees. This was even done, in most cases, for the lay personnel.

Table VII lists the educational associations in alphabetical order and gives the number and percentages of the institutions that belong to each association. Chapter IV concerning administration officers, will add further to the information given in Table VII by enumerating within a specific category of administrative officers, what active part, if any, was played, i.e., president, secretary, chairman, etc.

Table VIII indicates the educational associations related to student services to which a significant number of college seminaries hold membership: according to educational associations, number and percentage of institutions involved.
TABLE VII

THE EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES: A LISTING OF ASSOCIATIONS AND THE NUMBER AND PERCENTAGE OF COLLEGE SEMINARIES BELONGING TO EACH ASSOCIATION

(26=N of Assoc.)  (41=N of Col. Sem.)

<table>
<thead>
<tr>
<th>Educational Associations</th>
<th>Number of Institutions</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Alumni Association</td>
<td>4</td>
<td>9.7</td>
</tr>
<tr>
<td>American Association of College Registrars and Admission Officers</td>
<td>17</td>
<td>41.4</td>
</tr>
<tr>
<td>American Association of Higher Education</td>
<td>15</td>
<td>36.5</td>
</tr>
<tr>
<td>American Association for Health, Physical Education and Recreation</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>American College Personnel Association</td>
<td>4</td>
<td>9.7</td>
</tr>
<tr>
<td>American College Public Relations Association</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>American Council on Education</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>American Personnel and Guidance Association</td>
<td>12</td>
<td>29.2</td>
</tr>
<tr>
<td>American Psychological Association for Clinical Pastoral Education</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Association of American Colleges</td>
<td>7</td>
<td>17.0</td>
</tr>
<tr>
<td>Association of Field Education</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Association of School Allied Health Professions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Council for the Advancement of Small Colleges</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>National Association of College Chaplains</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>National Association of Student Financial Aid Officers</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>National Association of Student Personnel Administrators</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>National Association of Intercollegiate Athletics</td>
<td>3</td>
<td>7.3</td>
</tr>
</tbody>
</table>
TABLE VII (con't)

THE EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES: A LISTING OF ASSOCIATIONS AND THE NUMBER AND PERCENTAGE OF COLLEGE SEMINARIES BELONGING TO EACH ASSOCIATION

(26=N of Assoc.)  (41=N of Col. Sem.)

<table>
<thead>
<tr>
<th>Educational Associations</th>
<th>Number of Institutions</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Catholic Educational Association</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>National Collegiate Athletic Association</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>National Conference of Diocesan Vocational Directors</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>National Commission on Accrediting</td>
<td>4</td>
<td>9.7</td>
</tr>
<tr>
<td>National Federation of Spiritual Directors</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>National Education Association</td>
<td>17</td>
<td>41.4</td>
</tr>
<tr>
<td>Regional Association of Seminaries</td>
<td>41</td>
<td>100</td>
</tr>
<tr>
<td>Regional Spiritual Directors Association</td>
<td>30</td>
<td>73.1</td>
</tr>
</tbody>
</table>

It will be noted that Table 8 indicates the following educational associations to which a significant number of college seminaries hold a membership:
TABLE VIII

THE EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES IN WHICH A SIGNIFICANT NUMBER OF COLLEGE SEMINARIES HOLD MEMBERSHIP: ACCORDING TO EDUCATIONAL ASSOCIATIONS, NUMBER AND PERCENTAGE OF INSTITUTIONS INVOLVED

(N=41 College Seminaries)

<table>
<thead>
<tr>
<th>Educational Associations</th>
<th>Number of Institutions</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of College Registrars and Admission Officers</td>
<td>17</td>
<td>41.4</td>
</tr>
<tr>
<td>American Association of Higher Education</td>
<td>15</td>
<td>36.5</td>
</tr>
<tr>
<td>American Personnel and Guidance Association</td>
<td>12</td>
<td>29.2</td>
</tr>
<tr>
<td>National Catholic Educational Association</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>National Educational Association</td>
<td>17</td>
<td>41.4</td>
</tr>
<tr>
<td>Regional Association of College Seminaries</td>
<td>41</td>
<td>100.0</td>
</tr>
<tr>
<td>Regional Spiritual Directors Association</td>
<td>30</td>
<td>73.1</td>
</tr>
</tbody>
</table>

The Current Purpose and Aims of the College Seminary

The purpose and aims of each college seminary are enumerated in the Directory, (Appendix B, page 234). The rationale for gathering together this information was to discover whether or not the college seminaries were using, as the foundation of their academic and non-academic programs, the norms set forth by Vatican II and the Bishops Conference. Thus, this established an universality of goals throughout the college seminary structure. The investigation
proved this assumption to be true.

Student Services of Individual Seminaries

Introduction

The purpose of this section is not to give an individual account of each student services program found in every seminary. This will be found in the Directory (Appendix B, p. 234). Even in the Directory, only those programs that have been formally established are described. Most of the seminaries are in the process of revising their programs to bring them in line with norms set forth by the Bishops Conference. Some seminaries are establishing, for the first time, a formal written program. In this latter case, the seminary system for a particular institution was controlled by tradition and the passing, by word of mouth, information and responsibilities for a particular position.

What will be done in this section is: (1) list the student service programs generally found in the college seminary, and (2) indicate the common elements that the majority of college seminaries have for an individual student service.

The following are the student services generally found in the College Seminary: (1) Admissions and Records; (2) Financial Aid; (3) Veterans Affairs; (4) Orientation; (5) Guidance and Counseling; (6) Spiritual Formation; (7) Field Education; (8) Student Activities;
(9) Athletics; (10) Housing; (11) Food Services; (12) Health Services
and (13) Public Relations and Alumni.

Admissions and Records

The Admission procedures for the seminary structure in
the United States are directed by the Code of Canon Law and the
norms set forth by the Bishops Conference. The following are the
regulations set down by the Code of Canon Law:

(C1363, Par. 1) Those admitted to the seminary
must be legitimate sons, and have such dispositions
and good will as to give hope that they will serve
permanently in the ministry.

(C1363, Par. 2) They must, before being admitted,
show testimonials of legitimate birth, of baptism and
confirmation, and of good moral character.

(C1363, Par. 3) Those who have been dismissed
from other seminaries or from some religious institute
are not to be admitted until the Bishop has asked of
their superiors or other persons information regarding
the dismissal, and about their character, disposition,
and talents, and knows for certain that there is nothing
about them which is unbecoming to the priestly state;
superiors are gravely bound in conscience to supply
this information truthfully. 1

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1 T. L. Bouscaren and A. C. Ellis, Canon Law: A Text and
Commentary, (Milwaukee: The Bruce Publishing Co., 1951),
p. 757.
The Bishops Conference states the following admission requirements:

In addition to canonical requirements... the priestly candidate must give evidence of an over-all balance and aptitude of personality... It includes spiritual, emotional, intellectual, and physical qualities... Students applying to the seminary for the first time should undergo a thorough screening process... seminary administrators should consider psychological assessments as part of the admissions procedure, especially for those entering the seminary for the first time. Intellectual fitness for college studies should be evaluated by standard criteria. Consideration should be given to the student's total academic record and testimony from his high school principal or counselor concerning his potential for college achievement. 1

The Admission procedures in the college seminary are unique in that there are various people who are involved in the process. In a progress of order, they are: (1) the vocational director or priest who establishes the first formal contact with the young man; (2) those people, such as principal, counselor, and teachers of the educational institutions the young aspirant has attended; (3) the bishop, who must eventually give final approval, and (4) the rector and his staff.

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All of the college seminaries follow this procedure. However, there is one exception, that is becoming a rule. This is the procedure for unaffiliated students. They must have all of the qualifications and intentions that have been enumerated, but they do not have to have a bishop sponsor them in college.

Each college seminary establishes its own particular implementation of these general norms of admissions. The majority of the seminaries have established admissions committees composed of: (1) Rector or Vice Rector; (2) Director of Admissions; (3) Academic Dean; (4) Dean of Students; (5) Director of Guidance and (6) a member or members of the faculty (Appendix B, p. 234).

At the present time there is no standard set of admission examinations, except for the College Boards, that are used throughout the college seminary system. It is felt by the author that this is an area that needs a great deal of investigation and evaluation by all those concerned. The situation is complicated by the fact that not only are natural talents being evaluated, but also the supernatural of God's influence in choosing men to carry on His work. Besides prayer, other means must be used to determine whether or not a particular young man is being chosen by God, for the Vocation of the Priesthood. This process will take a great deal of careful analysis.
One of the unique features of the Admissions program is the position of the vocational director. He is a recruiter, in some cases, for an individual seminary, but in many cases, for a number of seminaries. In the non-seminary academic institution, the recruiters are under the direction of the Dean of Admissions. In the seminary system this is not true. In a few cases, he may be part of the seminary staff (Appendix B, p. 258). In most cases, he is autonomous from the seminary system. However, there are certain qualities that any recruiter must have whether he is working for a seminary or non-seminary academic institution. These qualities are: (1) He must have an active interest in the institution and in recruiting; (2) He must know the psychological and physical make-up of the institution; (3) He must have personal contact, at least in a general way, with the administration, faculty, and student body; (4) He must be aware of any essential changes of policies; (5) He must have the ability to determine whether a young man will be suited for that particular institution in which he might want to attend. At the same time, the recruiter must also determine whether or not the institution will accept him; and (6) He must, above all, be accurate in presenting information to the young man and his parents, and at the same time, he must present an
honest evaluation of the young man to the seminary authority. The idea of getting "x" number of bodies, as the criteria of successful recruiting, cannot be accepted, especially in recruiting young men for the priesthood.

Those responsible for Public Relations and Alumni aid in the process of recruiting by developing current and informative materials concerning the seminary. It is their responsibility to see that this information is presented in a logical and interesting form. They work closely with the vocational directors in establishing programs whereby the various interested groups can visit the seminary. It can be seen then that the close association must be had with the director of admission and registrar.

Financial Aid and Veterans Affairs

In the recent past it had been the custom for the seminarian to be subsidized, in whole or part, by the diocese and bishop that was sponsoring him. There was, and still is, no standardized procedure. Each seminary determines the cost of running the institution, and payments are assessed accordingly. There is, however, one rule that is followed by every seminary. It is, that no young man having the necessary qualities and motivation for the priesthood will be turned away from the seminary due to a lack of finances.
However, with the increase of costs and the enrollment of non-affiliated seminarians, the college seminary has been forced to adopt a more realistic approach to student finances. Every effort is being made by bishops, seminary boards, and the administration of the seminaries to find ways of helping the young man finance his college seminary education.

All of the college seminaries have some form of a financial aid program. These programs are either under the direction of a financial aid officer or a financial aid committee which is chaired by the financial aid director. These committees are usually composed of the following members: (1) the director of financial aid; (2) the academic dean; (3) the dean of students, and (4) a member or members of the faculty. Effort is made to find private, local, state and federal financial help in the forms of scholarships, grants, loans, and in the case of the federal government, work-study programs. The seminary itself will try to furnish various types of employment for the seminarians within the seminary grounds. These work programs are supervised and controlled in such a way that the spiritual, intellectual, and physical life of the seminarian is not impaired.

Veterans Affairs is an adjunct to the financial aid problem.
It deserves special notice here because the college seminary, even though religiously oriented does not receive funds from the Veterans Administration for the education of veterans under the Provisions of Public Law 89-358 (Veterans Readjustment Benefits Act of 1966) and other G.I. Bill provisions.

There is a limited number of veterans, approximately three or four, per seminary. They are helped on an individual basis through the vocational director and the financial aid officer.

**Orientation**

The orientation program in the college seminary is found under a variety of forms depending upon the type and needs of the individual seminary. The four-year and junior college seminaries establish an orientation program the first few weeks of the opening of school. It is usually handled by an orientation committee - either the academic dean or the dean of students chairs the program and is assisted by faculty and students. In the residence seminary the program is divided between the seminary and the educational institution the students will be attending.

In either case the programs are basically the same. Discussions and rap sessions are held concerning the following topics: (1) The meaning of community life in the seminary; (2) Spiritual attitudes to
be formed; (3) The academic programs to be followed; (4) Extra-curricular activities made available to the students; and (5) The various services available, eg. medical and health aid, remedial help, etc.

The initial orientation program is held for the benefit of the freshmen and upper classmen who are new. However, many of the seminaries have an on-going orientation program usually in the form of small discussion groups, at the beginning of each year for the upper classmen and during the year for the whole student body divided into these small groups.

One of the most significant topics for student and staff is that of community life. This is a new concept for the new student and must be re-emphasized during their stay at the seminary. The Conference of Bishops makes a special issue of this matter in its section on Community Life.

Priestly formation takes place most effectively in community. Community is here understood as an organic network of inter-personal relationships. Gathered for the purpose of helping young men prepare for the priesthood, a seminary community will reflect the unity of faith and love that comes from the Holy Spirit and links the seminary to the larger community of the total Church and the world. In this communal setting, students deepen their awareness of the ideals and challenges of the priesthood through their own exercise of pastoral ministry, through reflection through revelation and its meaning for the modern world, through association with their bishops, priests, and faculty members, and
in a great part through the constant and sometime even abrasive relationships with other seminarians.

The seminary functions as a human community, a faith community, an apostolic community and an academic community. It is the creative interaction of these four factors that should attract, support and challenge young men in their final preparation for the priesthood.

Each seminary should have a written Rule of Life which sets forth the important points of discipline effecting the student's daily life. An atmosphere of freedom in the context of well-defined personal responsibility is an important medium of formation. A demanding academic program, a systematic and supervised apostolic program for pastoral training, a well-ordered liturgical program, close personal contact with members of the faculty, and the demands of a life in common with other students make it possible to dispense in a great part with detailed regulations.

In summary, then, the program of discipline in the seminary is to be designed in such a way that the candidate, as he progresses through his training for the priesthood, is given more opportunity to exercise responsibility in the use of freedom. At the same time he should grow in the realization of the need of authority and organization in the community of the Church for effective pursuit of its goals, and in the realization of the value that discipline has in strengthening persons to perform difficult tasks necessary for personal growth and for service to the community.

It can be seen from the above statements that all other activities are subordinated to these concepts and form the tenor for all other points contained in an orientation program as well as for student services programs in the seminary. The purpose of orientation is not
only the dissemination of information but also the positive encouragement to use that information wisely.

Guidance and Counseling

Guidance and counseling permeates throughout the college seminary system of student services. The foundation for this is found in the words of the Bishops Conference:

The college student is still involved in the crisis of growth which involves the personal commitment to God and his final choice of a vocation of service. He must be assisted to understand fully the options open to him, to discover his own identity, to relate himself personally and functionally to the Church and the world, and to integrate the diverse aspects of his personality for effective action.

Vocation directors and others appointed by the Ordinary have the responsibility of providing guidance and counsel to candidates for the priesthood concerning the objectives of priestly formation contained in these guidelines. They should also see that those candidates who are not yet resident in seminaries have assistance in the kind of spiritual and academic guidance that will best prepare them for entrance into a theological school. 1

Unlike most other educational institutions, the seminary does not have a central counseling service. This is mainly due to its size and population. Rather, guidance and counseling are decentralized separated and implemented according to the need of the student.

1 Ibid., pp. 67 & 77.
The program is divided into the following categories:

1. Educational;
2. Financial;
3. Spiritual;
4. Vocational and psychological.

The academic dean is responsible for educational counseling in the areas of study, study habits and remedial work.

The financial aid officer helps the students with tuition, fees, scholarships, loans, grants and veteran affairs.

The spiritual director supervises all those aspects of the spiritual formation. The director of field education counsels and guides the seminary in the practical application of the spiritual formation.

The vocational counseling is the most limited for it is directed towards the student who is leaving the seminary and changing his vocation in life. This is usually handled by the academic dean. It is his responsibility to help the young man choose proper educational institution for his specific needs.

In its most specific sense, the guidance and counseling programs refer to the psychological counseling and testing service.

The Bishops Conference states:

The Director of Guidance is to be responsible for psychological testing and for counseling programs in areas distinct from spiritual direction. He may be a layman, professionally qualified and personally oriented to understand the emotional and personality
development of candidates for the priesthood. In events, his counseling is to be consistent with the policy and practice of the total seminary program. There is ordinarily much to be gained by contracting a competent psychiatrist or psychologist to meet regularly with the faculty and discuss questions and problems they face in this as well as in other areas of seminary life...the Spiritual Director should provide for an arrangement whereby men who seek professional help at their own initiative or at the advice of a personal adviser may do this with ease and privacy...the Spiritual Director should himself be ready to recommend to particular students, when the need arises, that they temporarily withdraw from the seminary until such time as their emotional adjustment is sufficient for them to profit from the seminary experience. 1

The seminary administration has become more aware of the fact that the young college student in the seminary must be taken equally at the point in life where he is found educationally, spiritually, emotionally, and psychologically. They are more conscious now, that although a seminarian may have need of psychological help, it does not necessarily mean that this is an indication of a continuous instability and cause for reconsideration of his future priesthood.

As the various programs are described, it will become evident that the term "in loco parentes" has a very special meaning in the seminary and in the life of the seminarian. The rector is the spiritual father and his staff form the brothers-in-Christ to the seminarian. Thus, guidance and counseling become a very personal

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1 Ibid., pp. 39 & 51
thing. The seminary forms a very special family. Although the individuality of the seminarian is developed, it is developed in such a manner that he learns to dedicate his life to others for Christ - the essence of the priesthood. Any means of guidance and counseling that moves towards this goal becomes a vital and personal factor for all of those involved in the formation of the priest.

**Spiritual Formation and Field Education**

The program of spiritual formation and field education has been coupled together. Field education is the practical training ground for putting one of the aspects of Spiritual formation into effect, namely, helping one's neighbor. The Bishops Conference states the following, concerning these two programs:

As the college seminarian grows from adolescence into responsible manhood and strives to recognize his vocation from God, appropriate spiritual direction is of fundamental importance. Under the Rector and with the cooperation of the seminary faculty, the Spiritual Director has the role of coordination and implementing the Christian formation program of the seminary.

The Spiritual Director should strive to help the students integrate their study, prayer and apostolic activity. By his conferences to the students, by his example, and especially by his individual direction, he encourages this spiritual formation. He should be available for the personal spiritual needs of the students and be alert to all counseling resources inside and outside the seminary community. Furthermore, it is his responsibility to coordinate the religious activities of the community.
The seminary spiritual formation program should involve the collaborative effort of the whole faculty. It is advisable, therefore, that there be periodic consultations among members of the faculty.

The practical experience in the apostolate appropriated to the college level is primarily that of a layman engaged in the lay apostolate, rather than an anticipation of the strictly pastoral training undergone at the professional level.

In these apostolic activities expert supervision is essential, lest these experiences become a source of mere activism or even of discouragement. At the same time students should be encouraged to show initiative in discovering and meeting the needs of the world, since this is proper to the apostolate of the laity. ¹

Each seminary provides for these programs. The tone and implementation of the spiritual formation follows very closely the norms set by the bishops.

Under the supervision of the spiritual director, the seminarians are usually formed into various types of committees. The most important of these would be the committee for the Liturgy and the others are common spiritual exercises such as prayers in common, retreats, days of recollection. These committees give the individual seminarian and the group not only a positive participation in their own spiritual formation, but also sensitize them.

¹ Ibid., pp. 74-76.
to the needs of each other and later in the priesthood to the needs of people in the parish.

In the area of field education, the student under the auspices of the Field Director is sent out into the community to do practical work following the norms set forth by the Bishops. Here, to, committees are formed. Since the community outside of the seminary is involved, the Field Director coordinates the various programs. The usual services performed are in the area of giving catechetical instruction, helping in homes for the aged, the poor, and mentally and physically handicapped, working in hospitals, and with various groups such as minority groups and the underprivileged.

The essence of the priesthood is to bring the word of God to people through prayer and good example. This type of work aids the seminarian in determining whether or not he really wants to serve, and more importantly, can he be successful in the priesthood.

There is a vast difference between the spiritual order of the priesthood taken in its theoretical concepts from the practical every day living in the priesthood.

It is the responsibility of the spiritual director and the field director to make evaluation of the seminarian's progress and to help him to see his strong points and weaknesses. This is done on an individual basis and in various areas in group discussions. This is
the normal procedure except in confidential matters.

**Student Activities**

In the previous section, the spiritual formation and field education programs were combined because of their close relationship. Strictly speaking, field education, along with the next program to be discussed, athletics, could be considered as activities. However, each has its own specialty and director.

Student activities in the college seminary, normally come under the direction of the dean of students. These activities include the following: (1) student council or government; (2) service clubs and organizations such as the camera, ski, debating clubs, etc; and (3) student publications.

In the college seminary, the most significant activity is the student council or government. Until Vatican II and the Bishops Conference all decisions were made by the administration and faculty. Today, there is a spirit of cooperation and communication.

While final responsibility for decision remains with the administration and faculty, students should contribute to the decision-making process in proportion to their maturity and background. They will profit from sharing with faculty members the experience of exercising responsibility. Such collaboration presumes some structured form of meetings between faculty and student representatives. Administration and faculty will necessarily retain the major role of evaluation of students for promotion, especially to Holy Orders, yet consultative votes of the students about their peers can be helpful.
A typical student council is composed of a president, vice-president, secretary and representatives from each class. The moderator is the dean of students. Depending upon the size of the population, sub-groups are formed with the class representative as chairman to conduct various activities.

The purpose of the student council or government is to reflect student opinion to the faculty. It is also for the initiating and supervising of the various types of student activities.

The administration and faculty at the various seminaries visited showed a great deal of interest and involvement in this means of communication. It has not posed a threat but rather it has given rise to a harmonious participation and communication, not only between the administration and faculty with the students, but also has created this same interpersonal spirit among the seminarians themselves. It has also created a sense of responsibility.

The various clubs have their programs existing only when a certain group feels the need to have a special organization. None of the seminaries visited had established organized programs except on a year to year basis.

Student publications consist of short weekly or monthly bulletins, educational quarterlies and yearbooks. Some of these publications work directly with the vocational director or the director
of alumni in getting information about seminary life to prospective students. Other publications furnish accounts of current changes, improvements, and development being made within the seminary. These publications form a valuable asset in communication to the alumni and to the community of the vital construction forces at work in the seminary.

Food Services

Within the seminary structure, the food service consists in having proper food at the proper time. Most of the seminaries have some food personnel who has had some experience in food management and dietary food balancing. The food services may be controlled by the treasurer, dean of students or, in a few cases, by a director of food services.

The author had the opportunity of taking meals at the various seminaries throughout the country. He ate with the students the majority of times and found the food was good. There will be some comments on improving the food service in the summary and the conclusions.
Athletics

The athletic program in the college seminary is on a very small basis. Under the supervision of the director of athletics, most of the sports events are of the intramural nature. The Bishops Conference makes the recommendation that inter-scholastic athletic competition is recommended.

Most of the programs are on an informal basis. A significant observation made by the author was the fact that the students are effectively encouraged to participate in some sport in order to develop a sense of team work as well as physical fitness. The resident students have a greater opportunity to participate in inter-collegiate sports because of the well established athletic programs of the educational institution with which they are affiliated. The only limitations within this area are the avoidance of any sport that could be generally harmful to an individual and the curtailment of athletic activities that would interfere with the normal process for academic and spiritual formation.

Housing

As such there is no director of housing. This position is filled either by the academic dean or the dean of students.

1 Ibid., p. 81.
The housing program is geared to meet the need of establishing community life referred to by the Bishops Conference. The emphasis is on learning to live with one another through dialogue and respect.

The place where the seminarians reside is usually under the supervision of a cleric living on the same floor or in the same section. He acts as counselor and/or spiritual counselor. Many of the seminaries have group meetings within the living quarters to discuss problems and/or improvements in dorm living or the seminary as a whole. Many of the various liturgical and other student activities are planned by these groups.

One of the most noteworthy elements of the housing program in the seminary is the development of inter-personal relationships. They stress learning to cope with problems and not running away from them. In the ordinary living situation found in other educational institutions, a student has several choices, if he/she is not happy within his/her living conditions, he/she leaves the living quarters for another, or changes institutions, or learns to live with the situation. The seminarian has only the latter choice. There is no

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Ibid., pp. 41-45.
other dorm. It is not practical or prudent to change seminaries. He must learn to live in close quarters with those who may not agree with him. However, it is hoped that each seminarian will do his best to make his fellow seminarians comfortable. If he cannot adjust, it may be an indication that the priesthood is not for him.

**Health Services**

The health program in the majority of college seminaries consists of an attending physician who does not live on the seminary premises. In some cases, the seminary has a resident nurse or infirmarian. Medical assistance is obtained from the nearby hospital.

There is little dissemination of physical and/or mental health hygiene through a health program. This knowledge is sometimes given through orientation programs or through dorm meetings.

The health program as it currently exists seems to be sufficient for the needs of the seminarians.

**Public Relations and Alumni**

This area is normally not part of student services but it is mentioned here in context to the entire seminary enterprise of recruitment. These two areas are taking on a greater importance.
Most of the seminaries have some type of alumni associations. The alumni, of course, are the former seminarians, who are presently priests. These priests are the recruiters for new vocations. It is essential to keep in constant contact with these men, if vocations are to increase. Public Relations attempts to bring, not only to the clergy, but to the community, the improvements, advancements and needs of the seminary. Its purpose is to say, "Here we are, what can we do for each other?"

There is usually a cleric, but not always, who is appointed to the task of public relations and alumni. In many cases, information to be disseminated is gathered and formulated with the help of students. Many of the students aid in public relations by going out to various places and representing the seminary. They are very effective in helping the vocational director, by going to various schools and talking about vocations to the priesthood. The students act as good "P.R." men during their field education experiences.

Public relations programs and better alumni relations are getting more attention. Currently, Seminarians are either establishing new programs or are evaluating the existing ones.

Outside of the personal contact that the students or directors make, the best means of communication is by way of publications.
It is in this area that the seminaries are stressing improvement.

There is a problem of cost and of time. However, as the author mentioned, this study will not handle financial or budget matters. Nevertheless, it seems to the author that the various administrations of the seminaries are quickly becoming aware of the need for such publications if vocations and the seminaries are to survive. Public relations and a strong alumni support also aid in solving the financial burdens of the seminary.
CHAPTER IV

ADMINISTRATION OFFICERS FOR STUDENT SERVICES: AN IDENTIFICATION AND COMPARISON

INTRODUCTION

The purposes of this chapter are: (1) to identify those administration officers who are responsible for student services in the college seminary; (2) to give a general overview and comparison of these officers taken as a group; (3) to describe and compare each category of officer, and (4) to relate the kinds and functions of student service committees.

ADMINISTRATION OFFICERS FOR STUDENT SERVICES

The term, Administration Officer, is used in place of student personnel administrator or worker for two reasons: (1) those who are working in student services in the college seminary are considered to be part of the administration, and (2) not all of those working in student services are listed under the ordinary term, Personnel Officer, e.g. the Rector, Vice-Rector, or Academic Dean.
The terms, job title and variations, are used to indicate the differences that are found among those administration officers that have substantially the same responsibilities. The term, job title, is used to indicate that title that is most commonly used by the majority of Catholic College Seminaries. Variations in job titles are mainly due to traditional usage in a particular seminary.

There are fourteen categories into which administration officers for student services in Catholic College Seminaries can be identified: (1) Rector; (2) Vice-Rector; (3) Director of Financial Aid; (4) Director of Admissions; (5) Registrar; (6) Academic Dean; (7) Dean of Students; (8) Director of Guidance; (9) Spiritual Director; (10) Director of Field Education; (11) Director of Food Services; (12) Director of Athletics; (13) Director of Health Services; and (14) Director of Public Relations, Development, and Alumni.

There is another category, the Vocational Director. Those found in this category have a special relationship in the seminary structure and will be treated separately.

These categories were formed from information gathered from the Bishops Conference on the Program of Priestly Formation, 1

and the author's investigation of the most commonly used titles found in catalogues and self-study manuals of the college seminaries.

A General Overview and Comparison of Administration Officers Who are Responsible for Student Services Used in this Study

Number of Administration Officers

The total number of administration officers currently working in college seminaries that train diocesan seminarians is 245 in the United States. This is an approximate number and was tallied from the source materials found in the directory, (Appendix B). This study uses information from 194 (79 percent) of the administration officers that responded to the personal interview and information forms. This number is further broken down into the following identifications: (1) cleric (priest), (2) religious (sister or brother) and (3) lay personnel. This study includes 158 (81 percent) clerics, 2 (1 percent) religious and 34 (17 percent) lay personnel.

Table VIII indicates how many of the various types of administration officers are used in this study and also gives in percentages the relationship between the total number that actually exists with those used in this study. It will be noted that in each category a significant number is being used. Thus, meaningful and representative information can be given about each category.
### TABLE IX

**THE NUMBER AND PERCENTAGE OF ADMINISTRATION OFFICERS FOR STUDENT SERVICES INCLUDED IN THIS STUDY**

<table>
<thead>
<tr>
<th>Administrative Officers</th>
<th>(T)</th>
<th>(N)</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector</td>
<td>41</td>
<td>40</td>
<td>97.5</td>
</tr>
<tr>
<td>Vice-Rector</td>
<td>20</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Director of Financial Aid</td>
<td>25</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>9</td>
<td>7</td>
<td>77.7</td>
</tr>
<tr>
<td>Registrar</td>
<td>19</td>
<td>12</td>
<td>63.1</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>23</td>
<td>17</td>
<td>73.9</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>29</td>
<td>21</td>
<td>72.4</td>
</tr>
<tr>
<td>Director of Guidance</td>
<td>12</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Spiritual Director</td>
<td>28</td>
<td>23</td>
<td>82.1</td>
</tr>
<tr>
<td>Director of Field Education</td>
<td>13</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Director of Food Services</td>
<td>4</td>
<td>4</td>
<td>100.0</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>6</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Director of Health Services</td>
<td>7</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>Director of Public Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development and Alumni</td>
<td>9</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Age of Administration Officers**

The average age of the administration officer in the college seminary in this study is 42 years. Table IX indicates that 49 percent of this group fall between the ages of 36 and 45. The reasons that the group lies within the 40 year range are due to four factors:

1. Clerics for 81 percent of the total group are involved in this study;
2. the average age that a man is ordained to the priesthood is
twenty-six or twenty-seven years. (3) The number of years to
gather experience varies with each different position. The position
of Rector or Vice-Rector demands more experience than some other
positions. (4) The age of retirement is high, and clerics tend to
remain active until physically or mentally incapacitated.

TABLE X

AGE INTERVAL, NUMBER AND PERCENTAGES IN
WHICH ADMINISTRATION OFFICERS ARE FOUND

(N=194)

<table>
<thead>
<tr>
<th>Age Intervals</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 30</td>
<td>13</td>
<td>6.7</td>
</tr>
<tr>
<td>34 - 35</td>
<td>27</td>
<td>13.9</td>
</tr>
<tr>
<td>36 - 40</td>
<td>48</td>
<td>24.7</td>
</tr>
<tr>
<td>41 - 45</td>
<td>49</td>
<td>25.2</td>
</tr>
<tr>
<td>46 - 50</td>
<td>25</td>
<td>12.8</td>
</tr>
<tr>
<td>51 - 55</td>
<td>17</td>
<td>8.7</td>
</tr>
<tr>
<td>56 - 60</td>
<td>9</td>
<td>4.6</td>
</tr>
<tr>
<td>61 - 65</td>
<td>6</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Number of Years in the Priesthood, and Past Experiences and
Current Responsibilities in Parish Work - Clerics.

The average number of years that a cleric has been ordained
to the priesthood is 15 years. Table II indicates that 51 percent of
this group falls between 11 and 20 years. In Table XII it is seen
that 76 percent of the clerics have had some parochial school experience. This Table also shows that 42 percent are currently working in various parishes near the seminary - at least on a part-time basis. Usual services of these priests are saying mass at the parish church on weekdays and/or Sundays. The significance concerning the number of years in the priesthood and the experiences of working in parishes is that the cleric can draw from his personal experiences, namely, his successes and failures. With this wisdom and knowledge, he is able to give the seminarian, through counseling, valuable insight into the priesthood. His relationship with parish work puts the cleric in closer contact with the ultimate goals of most seminarians, namely being a parish priest. Through this parish contact, he is able to aid the Director of Field Education in arranging programs in particular parishes, such as C.C.D. Programs. (Doctrinal Instruction for Catholic Youths Attending a Non-Catholic Educational Institution).
### TABLE XI

THE INTERVAL OF YEARS, AND THE NUMBER AND PERCENTAGE IN WHICH CLERICS ORDAINED IN THE PRIESTHOOD ARE FOUND

(N=158)

<table>
<thead>
<tr>
<th>Interval of Years in the Priesthood</th>
<th>Number of Clerics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 5</td>
<td>13</td>
<td>8.2</td>
</tr>
<tr>
<td>6 - 10</td>
<td>28</td>
<td>17.7</td>
</tr>
<tr>
<td>11 - 15</td>
<td>49</td>
<td>31.0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>32</td>
<td>20.2</td>
</tr>
<tr>
<td>21 - 25</td>
<td>19</td>
<td>12.0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>10</td>
<td>6.3</td>
</tr>
<tr>
<td>31 - 35</td>
<td>6</td>
<td>3.7</td>
</tr>
<tr>
<td>34 - 40</td>
<td>1</td>
<td>0.6</td>
</tr>
</tbody>
</table>

### TABLE XII

THE NUMBER AND PERCENTAGE OF ADMINISTRATION OFFICERS HAVING PAST EXPERIENCE AND HOLDING CURRENT RESPONSIBILITIES IN PARISH WORK

(N=158)

<table>
<thead>
<tr>
<th>Past Experience - Current Responsibilities</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Experience</td>
<td>121</td>
<td>76.5</td>
</tr>
<tr>
<td>Current Responsibilities</td>
<td>67</td>
<td>42.2</td>
</tr>
</tbody>
</table>
The Highest Degrees Earned by Administration Officers

Of the 194 administration officers, Table XIII shows that 191 hold some type of degree. One Hundred Eighty-five hold academic degrees and 5 hold practical degrees. These latter degrees include 4 nursing degrees and 1 in the culinary arts. There are 6 that hold the degree of Licentiate in Sacred Theology or Sacred Scripture. These are included under the Masters Degree. The Licentiate is an European and Canadian Degree between the bachelors and doctors. The largest number of officers hold masters - 102 (53.4 percent). Table XIV will show that these degrees are rather evenly spread among the academic subjects of philosophy-theology, humanities, behavioral social sciences, natural science, and mathematics. This is significant in the fact that the administration officers have, as a group, a general liberal arts background, which enables them to give the seminarians a well rounded education in the area of liberal arts.
TABLE XIII

THE HIGHEST DEGREE HELD AND THE NUMBER AND PERCENTAGE OF ADMINISTRATION OFFICERS HOLDING THAT DEGREE

(N=191)

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>54</td>
<td>28.2</td>
</tr>
<tr>
<td>Doctorial Candidate</td>
<td>5</td>
<td>2.6</td>
</tr>
<tr>
<td>Masters</td>
<td>102</td>
<td>53.4</td>
</tr>
<tr>
<td>Bachelors</td>
<td>25</td>
<td>13.0</td>
</tr>
<tr>
<td>Practical</td>
<td>5</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Academic Subjects Taught and Current Teaching Responsibilities of Administration Officers

Table XIV indicates that the academic subjects taught in the areas of philosophy-theology, humanities, and behavioral social sciences are fairly divided among the administrative officers of student services. Natural science has a significantly low number of officers. The philosophy-theology courses include philosophy, theology, scripture and liturgy. The humanities include ancient and modern foreign languages, English, art, music, and history. The behavioral social sciences include psychology, sociology, education, counseling, and anthropology. The significance of this academic experience was mentioned under the title of Highest Degrees.
Earned in the previous paragraph. Since the purposes of student services run parallel with that of the college seminary, this combined knowledge in liberal arts aids in the performance of the various student services. Generally, it helps establish those subtle foundations upon which student services rest, namely, why certain things are done in a particular way, not only in the practical, but also in the theoretical order. This combined knowledge will help in the educational, vocational, and spiritual counseling of students. It aids in the orientation program especially in establishing good study habits. Finally, various members of the staff can aid students who are having difficulty through remedial reading.

Table XV indicates that of the 191 officers 150 (78.5 percent) had teaching experience before assuming their present position as a student services officer. Currently 116 (60.7 percent) having responsibilities in the area of student services are also teaching.
TABLE XIV

ACADEMIC SUBJECTS BEING TAUGHT BY ADMINISTRATION OFFICERS ACCORDING TO KINDS OF SUBJECT, NUMBER AND PERCENTAGE OF OFFICERS

(N=191)

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>69</td>
<td>36.1</td>
</tr>
<tr>
<td>Humanities</td>
<td>47</td>
<td>24.6</td>
</tr>
<tr>
<td>Behavioral Social Science</td>
<td>65</td>
<td>34.0</td>
</tr>
<tr>
<td>Natural Science &amp; Math.</td>
<td>10</td>
<td>5.0</td>
</tr>
</tbody>
</table>

TABLE V

TEACHING EXPERIENCE AND CURRENT TEACHING RESPONSIBILITIES OF ADMINISTRATION OFFICERS ALSO ENGAGED IN STUDENT SERVICES BY NUMBER AND PERCENTAGE

(N=191)

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>150</td>
<td>78.5</td>
</tr>
<tr>
<td>Current</td>
<td>116</td>
<td>60.7</td>
</tr>
</tbody>
</table>
Formal Training in Student Personnel Services and/or Administration of Higher Education of the Administration Officers

Table XVI indicates that a significantly high percentage of administration officers working in the area of student services have no formal training either in student personnel work or administration of higher education. Of the 194 officers, 115 (59.2 percent) have never had any training in these areas. Fifty-eight officers (29.8 percent) have had some training in student personnel work and 45 officers (23.1 percent) have had some formal training in administration of higher education. Of these latter, two groups 24 (12.3 percent) had training in both student personnel work and administration of higher education. This also indicates that 21 (10.8 percent) had formal training in administration of higher education.

The majority of these officers when questioned about their training in the field of student services answered that they had learned by in-service training in the college seminary or theologate, and/or had been following the traditional procedure of that particular seminary. Until recent times, student service information was usually given by word-of-mouth. Many of the officers stated that when they were first assigned to the position, they had to learn from-the-ground-up. They stated that the system had been satisfactory in the past. However, with the promulgation of the degrees on priestly
formation by Vatican II, and the norms established by the Conference of Bishops, it has now become necessary to see what student personnel training programs in institutions of higher education can offer that will improve their effectiveness in the college seminary.

TABLE XVI

FORMAL TRAINING IN STUDENT PERSONNEL SERVICES AND/OR ADMINISTRATION OF HIGHER EDUCATION RECEIVED ACCORDING TO THEIR NUMBER AND PERCENTAGE

(N=194)

<table>
<thead>
<tr>
<th>Formal Training In:</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Personnel Services</td>
<td>58</td>
<td>29.8</td>
</tr>
<tr>
<td>Administration of Higher Ed.</td>
<td>45</td>
<td>23.1</td>
</tr>
<tr>
<td>Both Student Services and Administration of Higher Ed.</td>
<td>24</td>
<td>12.3</td>
</tr>
<tr>
<td>Neither Student Services or Administration of Higher Ed.</td>
<td>115</td>
<td>59.2</td>
</tr>
</tbody>
</table>

Past Experiences and Current Responsibilities in the Areas of Student Services

Tables 17, 34, and 35 show the variety of past experiences and current responsibilities of those administration officers working in student services. This is one of the unique elements of the seminary administrative system. This variation is caused by
a number of factors such as: (1) the relatively small population of seminarians found in the college seminary; (2) the small group of administrators for any given institution, and (3) the single purpose goal. A liberal arts education leading towards the immediate preparation for the theologate, and ultimately the priesthood is the objective.

The information found in these Tables include those administrators in the four-year independent college seminary, the residence college seminary, and the junior college seminary. The greatest variety is found among the four-year college seminaries.

The residence college seminaries, for the most part, handle those students services that are directly concerned with priestly formation. They rely on the academic institution of higher education to supply those student services that would be helpful in the development of the total personality of the seminarian. Upon investigation, it was learned that all of the residence college seminary administrators made special effort not only to inform their students of the services offered by the academic institution, but also to encourage them to use these services for their own betterment. By using these services, it enables the other students working in those educational institutions to become aware that the seminarian is a normal, socially oriented person with a special goal, the spreading
of the word of God through love and active concern for his fellow-man.

The junior college falls into relatively the same category as the four-year independent college seminary. Many of the services that are afforded the high school seminarian are continued and expanded in the junior college division.

After the general overview, the second part of this chapter on the past experiences and current responsibilities of each administration officer will be discussed. Therefore, it will not be necessary to go into an extensive treatment at this point. Table XVII shows that the greatest number of administration officers, taken as a group, are involved in counseling. Health services shows the lowest number because the consulting doctor was not included. Only one administration officer and the four nurses were used.

When discussing the director of health services more information will be given about the attending physician. The area which had only one type of administration officer responsible for its implementation was that of field education. This is a relatively new area and the officer in charge has been given the sole responsibility of establishing the program. However, he does not seek the help and assistance, not only of other administrators, but also the faculty. Another area that is relatively low is the foreign student service. This is mainly due to the fact that there are so few foreign students at the present
TABLE XVII

THE AREAS OF STUDENT SERVICES, AND THE NUMBER AND PERCENTAGE OF ADMINISTRATION OFFICERS HAVING PAST EXPERIENCE AND CURRENT RESPONSIBILITIES IN THESE AREAS

(N=194)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Past Experiences</th>
<th>%</th>
<th>Present Responsibilities</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Counseling</td>
<td>81</td>
<td>41.7</td>
<td>99</td>
<td>51.0</td>
</tr>
<tr>
<td>Financial Counseling</td>
<td>31</td>
<td>15.9</td>
<td>53</td>
<td>27.3</td>
</tr>
<tr>
<td>Spiritual Counseling</td>
<td>92</td>
<td>47.7</td>
<td>105</td>
<td>54.1</td>
</tr>
<tr>
<td>Vocational Counseling</td>
<td>56</td>
<td>28.8</td>
<td>75</td>
<td>38.6</td>
</tr>
<tr>
<td>Testing - Non-academic</td>
<td>17</td>
<td>8.2</td>
<td>30</td>
<td>15.4</td>
</tr>
<tr>
<td>Public Relations, Development and Alumni</td>
<td>21</td>
<td>10.8</td>
<td>35</td>
<td>18.0</td>
</tr>
<tr>
<td>Food Services</td>
<td>18</td>
<td>9.2</td>
<td>23</td>
<td>11.8</td>
</tr>
<tr>
<td>Health Services</td>
<td>5</td>
<td>2.5</td>
<td>11</td>
<td>5.6</td>
</tr>
<tr>
<td>Admissions</td>
<td>58</td>
<td>29.8</td>
<td>60</td>
<td>30.9</td>
</tr>
<tr>
<td>Records</td>
<td>30</td>
<td>15.4</td>
<td>43</td>
<td>22.1</td>
</tr>
<tr>
<td>Housing Services</td>
<td>28</td>
<td>14.4</td>
<td>35</td>
<td>18.0</td>
</tr>
<tr>
<td>Discipline</td>
<td>56</td>
<td>28.8</td>
<td>47</td>
<td>24.2</td>
</tr>
<tr>
<td>Athletics</td>
<td>31</td>
<td>15.9</td>
<td>21</td>
<td>10.8</td>
</tr>
<tr>
<td>Student Activities</td>
<td>36</td>
<td>18.5</td>
<td>52</td>
<td>26.8</td>
</tr>
<tr>
<td>Field Education</td>
<td>10</td>
<td>5.1</td>
<td>10</td>
<td>5.1</td>
</tr>
<tr>
<td>Student Government</td>
<td>31</td>
<td>19.9</td>
<td>46</td>
<td>23.7</td>
</tr>
<tr>
<td>Remedial Work</td>
<td>12</td>
<td>6.1</td>
<td>14</td>
<td>7.2</td>
</tr>
<tr>
<td>Orientation</td>
<td>32</td>
<td>16.4</td>
<td>62</td>
<td>31.9</td>
</tr>
<tr>
<td>Foreign Students</td>
<td>5</td>
<td>2.5</td>
<td>10</td>
<td>5.1</td>
</tr>
</tbody>
</table>
Present Full or Part Time Responsibilities in the Areas of Student Services by Administration Officers

Table XVIII indicates that 110 (56.7 percent) of those presently engaged in student services work on a part time basis and that 83 (42.7 percent) work on a full time basis. Upon investigation, there is no standard norm or definition of what is meant by full or part time. The question was asked on the personal information form, "Do you consider your work in student services part or full time?"

It seems, for the most part, that the answer to this question was based on a personal interpretation of time expended, and not on any objective norm. Those, who are currently teaching, respond to this question by stating part time. In actuality, the word full or part time has little significance. Both Vatican II and the Bishops Conference state that the administration and faculty of the seminary must be totally dedicated to the work of forming future priests and that their time and energies should be used in accomplishing this goal. The general view seems to be, "Where I'm needed, there you will find me." This was attested by the author during the visitations throughout the country.
TABLE XVIII

PRESENT FULL OR PART TIME RESPONSIBILITIES IN THE AREAS OF STUDENT SERVICES BY ADMINISTRATION OFFICERS ACCORDING TO NUMBER AND PERCENTAGE

(N=194)

<table>
<thead>
<tr>
<th>Time</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>83</td>
<td>42.7</td>
</tr>
<tr>
<td>Part</td>
<td>110</td>
<td>56.7</td>
</tr>
</tbody>
</table>

Education Associations Related to Student Services of which Administration Officers are Members

Administration officers, as well as other administration personnel and faculty, are keenly aware of the fact that the communication of ideas is an important factor in the progress and development of any educational or spiritual program. The memberships in the various National Associations, that have some relationship to student services, is significantly high. Only a few administration officers did not belong to any professional educational organization. There was no distinction made between the institutional or personal membership. In most cases, the institutions pay the various fees for membership and assign the appropriate person to represent the seminary. Table XVIII shows that the largest number of memberships are found in the following association: (1) American Association of
Higher Education; (2) National Catholic Educational Association, and (3) The Regional Associations of Seminary Colleges. The regional associations are relatively new. It is the author's opinion that these regional associations could be the forum through which the communication of ideas concerning the many challenges of student services could be brought forth. There is a large variety of local and state organizations in which various officers have membership. When discussing educational association within each category spread, mention will be made concerning active participation in these associations such as president, vice-president, etc.
TABLE XIX

EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES THAT ADMINISTRATION OFFICERS ARE MEMBERS BY NUMBER AND PERCENTAGE

(N=194)

<table>
<thead>
<tr>
<th>Associations</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Association of Higher Education</td>
<td>38</td>
<td>19.5</td>
</tr>
<tr>
<td>Am. Assoc. of Col. Registrars and Admissions Officers</td>
<td>25</td>
<td>12.8</td>
</tr>
<tr>
<td>Am. College Personnel Association</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Am. College Public Relations Assoc.</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>Am. Personnel and Guidance Assoc.</td>
<td>17</td>
<td>8.7</td>
</tr>
<tr>
<td>Association of Am. Colleges</td>
<td>16</td>
<td>8.2</td>
</tr>
<tr>
<td>Assoc. of Schools of Allied Health Professions</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Nat. Assoc. of Student Personnel Administrators</td>
<td>11</td>
<td>5.6</td>
</tr>
<tr>
<td>Nat. Assoc. of Intercollegiate Athletics</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>National Catholic Educational Association</td>
<td>58</td>
<td>29.8</td>
</tr>
<tr>
<td>National Collegiate Athletics Association</td>
<td>1</td>
<td>9.5</td>
</tr>
<tr>
<td>National Commission on Accrediting</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>National Educational Association</td>
<td>24</td>
<td>12.3</td>
</tr>
<tr>
<td>Regional Associations of College Seminaries</td>
<td>89</td>
<td>45.8</td>
</tr>
</tbody>
</table>
Specific Description of Administration Officers

Before going into the description of the fourteen categories of administration officers, it will be necessary to make some mention concerning the Bishop and Seminary Board.

The following canons found in the Code of Canon Law states:

(C329) Bishops are the successors of the Apostles and by divine institution are placed over particular churches which they govern with ordinary jurisdiction under the Roman Pontiff. 1

(C334) A resident Bishop is the ordinary and immediate pastor of his diocese...2

(Cl354) Par. 1 - Every dioces should have a suitable place chosen by the Bishop, a seminary. 3

(Cl354) Par. 3 - If it is impossible to establish a diocesan seminary or to get adequate training, especially in philosophy and theology, in the one which is established, the Bishop should send his students to the seminary of some other diocese, unless the interdiocesan or regional seminary has been established by papal authority. 4

(Cl357) Par. 1-3 - The Bishop is to make all proper regulations for the administration, government, and advancement of the diocesan seminary...

2. Ibid., p. 175.
3. Ibid., p. 755.
4. Ibid., p. 755.
The Conference of Catholic Bishops states;

As the chief representative of Christ in the local Church the Ordinary (Bishop or Major Religious Superior) is the head of the entire Christian community and, in a particular way of the seminary community. Responsibility for all seminary formation programs - spiritual, intellectual, disciplinary and pastoral - fall primarily on him. He discharges this responsibility both personally and through the seminary administration, faculty and staff. As far as his other duties will allow, he should visit the seminary, show a lively interest in, and concern for, the progress of the students, and encourage the priests and (lay personnel)...

Concerning the Seminary Board, Canon Law states:

(C1359) Pars. 1-4 - In a diocesan seminary there should be two boards of governors, one in charge of discipline, the other of temporal administration.

Each board shall consist of two priests appointed by the Bishop after consulting the Chapter; but the Vica General, priests who live with the Bishop, the rector and procurator of the seminary, and the ordinary confessors, are excluded from both of these boards. 1

In the previous statements the term, "procurator", means treasurer of the seminary. "Ordinary confessors", are those priests assigned to hear confessions of the seminarians. The seminarians need not go to these confessors but may choose any priest. Ordinarily

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the Rector and those in charge of discipline will discourage seminarians from coming to them because of their special position in making disciplinary and other vital discussions in the external forum (out in open discussion with appropriate people).

The Conference of Catholic Bishops states the following concerning the Board:

To assist the Ordinary, administrators and faculty, a Board should be constituted to help develop the basic policy of the school in accordance with Church Law... Members of the Board will represent the clergy, religious, and laity who share a concern for priestly formation... It is also important that the Board include representation from the broader academic community and from the various professions that can contribute to a more effective program, i.e., law, medicine, and finance... 1

The foregoing statements pertain to seminaries under the direct control of the Bishop. Other seminaries as mentioned previously (Text p. 13), are not under the direct control of the Bishop. Yet, they also have established Boards that oversee the general welfare of the seminary in accordance with the Conference of Bishops.

The following sections will give some specific information about each category of administration officers. This information combined with the description of the various programs discussed in Chapter III, will form the basis for some observations, conclusions,
and suggestions in Chapter V - Summary and Conclusions.

The following procedure will be followed concerning the description of the various officers: (1) the title heading; (2) reference to a particular table; and (3) a commentary.

The commentary will follow the order established for the table on each officer. Because of the small population in some of the sections, comments will be made only on certain significant features. Other information can be obtained by referring to the individual tables.

Because the majority of personnel were male clerics, sex and marital status were not considered.
THE RECTOR

(See Table XX p.126)

(N=40)

Job Titles, Variations, and Job Description. - The most frequently used title for this position is Rector - President (55.0 percent). The term, Rector, is used 32.5 percent. The specific title of Rector is defined in Canon Law:

(C479, Par.1) This term, (Rector)...refers to priests who have charge of churches which are neither parochial (parish church)...or annexed to the house of religious communities.

(C485) The Rector is responsible according to law, under the authority of the Ordinary and with due regard to lawful regulations and vested rights, for the proper celebration of divine services in the church, for the fulfillment of obligations...he must see to it that nothing takes place there which is in any way unbecoming the house of God. 1

(C1357, Par.4) There should be in every seminary a Rector for discipline...

(C1360, Pars.1-2)...the Rector... should be (a priest) who (is) outstanding not only for learning, but also for virtue and prudence, so that (he) may be able to help the students by word and example. All must obey the Rector of the seminary and in the fulfillment

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of their respective functions. 1

The Church referred to in C479, Par. 1, in its widest sense is the seminary. Thus, the term Rector can be and should be used since the Rector is the spiritual leader of all the members found in the seminary.

The term, Director, is principally used in reference to those who are responsible for a residence. It seems to be more in line with the terminology used on the campus to which it is attached.

According to the Conference of Bishops:

Like other members of the faculty, the Rector (President) should "be carefully prepared in sound doctrine, suitable pastoral experience, and special spiritual and pedagogical training. More than others, the Rector influences the direction and tone of the seminary program." Under the Rector's leadership, they are to form a very closely knit community both in spirit and in activity...

The Rector is to be appointed by the Ordinary...
The Rector is responsible to the Ordinary and, if so determined, to the Seminary Board.

As chief administration officer, the Rector is ultimately responsible for all aspects of seminary life. Because of the scope and complexities of the seminary programs, he will share definite responsibilities with other members of the faculty, observing principles of collegiality and subsidiarity. The Rector will be attentive and responsive to faculty and students.

1 Ibid., p.
The Rector represents the seminary to the general public, to educational groups and agencies. In general, he speaks for the seminary. 1

Age. The majority of rectors, 15 (37.5 percent) range between the ages of 41 and 45 years.

Year in Priesthood. The majority of rectors, 15 (37.5 percent) range between 16 and 20 years.

Past and Current Experiences in Parish Work. Among the rectors, 33 (82.5 percent) had past experiences in parish work. Seven (17.5 percent) are currently engaged in parish work.

Comment. The years in the priesthood and past and current experiences in parish work follows the norms set for rectors by Canon Law and the Conference of Bishops. The number of rectors currently engaged in parish work is small because of their present responsibilities. The parish work concerning the rector and other clerical officers usually consists of celebration mass on week days and/or Sundays.

Highest Degree Earned. Among the rectors, 26 (65.0 percent) have research doctorates and 14 have masters.

1

Teaching Areas. Among the rectors, 19 (47.5 percent) have formal education in Philosophy-Theology. The other 21 (52.5 percent) are distributed among the Humanities, Behavioral Sciences, Natural Science and Math.

Teaching Experience and Current Responsibilities. Thirty-one (77.5 percent) had past experience in teaching and are currently teaching.

Comment. Theology includes doctrine, scripture, Church Law and history. Again, it can be seen that the norms set by Canon Law and the Conference of Bishops are being followed.

Former Training in Student Services and/or Administration of Higher Education. Twenty-five (62.5 percent) of the rectors have had no formal training in either Student Services or Administration of Higher Education. Fifteen (37.5 percent) have had some formal training in Student Services or Administration of Higher Education.

Comment. The large percentage not having any formal training is due to the fact that these rectors were trained before the recommendations of the Conference of Bishops and Vatican II took effect. However, they work effectively because they follow both Canon Law and Bishops Conference by having others assist them, who have training and experience in these areas.
Full or Part Time Responsibilities in Current Student Service Work. Ninety-three (57.5 percent) responded that they considered their involvement in student service as full time. Seventeen (42.5 percent) responded part time.

Comment. There is no objective criteria for full or part time. It will be noted that 31 rectors responded that they were teaching. Among these, 15 responded as working full time. The reason for this vague idea about full or part time involvement is due to the fact that the seminary administration and faculty are at the service of the student whenever there is a need.

Past Experiences and Current Responsibilities in Student Services. The following list of areas indicates the number of rectors having past experience and current responsibilities in student services. Past experience includes: (1) Counseling; a) Academic 20 (50.0 percent) b) Financial 11 (27.5 percent), c) Spiritual 19 (47.5 percent) and d) Vocational 14 (35.0 percent); (2) Non-Academic Testing - none had past experience; (3) Public Relations, Development and Alumni 5 (12.5 percent); (4) Food Services 4 (10.0 percent); (5) Health Services 3 (7.5 percent); (6) Admissions 16 (40.0 percent) (7) Records 6 (15.0 percent); (8) Housing Services 5 (12.5 percent) (9) Discipline 17 (42.5 percent); (10) Athletics 13 (32.5 percent); (11) Student Activities 12 (30.0 percent); (12) Field Education - none
had past experience; (13) Student Government 13 (32.5 percent);
(14) Remedial Work 1 (2.5 percent); (15) Orientation 6 (15.0 percent),
and (16) Foreign Student Services 1 (2.5 percent).

Current Responsibilities Include: (1) Counseling: (a) Academic
20 (50.0 percent), b) Financial 16 (40.0 percent), c) Spiritual 18
(45.0 percent), and d) Vocational 15 (37.5 percent); (2) Non-Academic
Testing - none have direct current responsibilities; (3) Public
Relations, Development and Alumni 9 (22.5 percent; (4) Food
Services 3 (7.5 percent); (5) Health Services 1 (2.5 percent) (6)
Admissions 15 (37.5 percent); (7) Records 6 (15.0 percent) (8) Housing
Services 6 (15.0 percent); (9) Discipline 15 (37.5 percent); (10)
Athletics 2 (5.0 percent); (11) Student Activities 9 (22.5 percent);
(12) Field Education - none have direct current responsibilities;
(13) Student Government 12 (30.0 percent), (14) Remedial Work
1 (2.5 percent; (15) Orientation 8 (20.0 percent, and (16) Foreign
Student Services - none have direct current responsibilities.

Comments. It was noted that none had either past experience
or current responsibilities in the area of testing - Non-Academic.
The reason for this seems to be that the rectors are following the
norms set by the Conference of Bishops in regard to having trained
personnel for psychological testing. This is also true in Field
Education, where trained personnel are needed in this relatively new area.

The previous mentioned figures indicate that the Rectors have, in general, a wide background of past experiences to carry out their current responsibilities. This is also in keeping with the suggestions of the Conference of Bishops.

Membership in Educational Associations Related to Student Services. The lack of formal knowledge is partly corrected by current membership and involvement in educational associations related to student services. Eighty-seven and one half percent are members of the newly created regional associations for college seminaries. At the present time, these associations have not placed any great emphasis on student services. However, it seems that as matters of spiritual formation and academic disciplines are resolved, student services may be considered in a more active way.

Currently, twelve (30.0 percent) are members in the American Association of Higher Education. Thirty-two (80.0 percent) have membership in the National Catholic Educational Association. Thirteen (32.5 percent) are members of the National Educational Association.

Thus, the foregoing information seems to indicate that the rector, as chief administration officer for the seminary and student services, is a highly educated and experienced person.
### A. Job Title & Variations

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector - only</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Rector-President</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>Director</td>
<td>5</td>
<td>15.5</td>
</tr>
</tbody>
</table>

### B. Age

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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<tr>
<td>36 - 40</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>46 - 50</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>51 - 55</td>
<td>5</td>
<td>12.5</td>
</tr>
</tbody>
</table>

### C. Years in the Priesthood

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 10</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>16 - 20</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>21 - 25</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>4</td>
<td>10.0</td>
</tr>
</tbody>
</table>

### D. Past & Current Experiences in Parish Work

<table>
<thead>
<tr>
<th>Experiences</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>Current</td>
<td>7</td>
<td>17.5</td>
</tr>
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</table>

### E. Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>26</td>
<td>65.0</td>
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<tr>
<td>Doctoral Candidate</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>Master</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bachelor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
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</table>

### F. Teaching Areas

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
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<td>Philosophy-Theology</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

### G. Teaching Experience & Current Responsibilities

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>Current</td>
<td>31</td>
<td>77.5</td>
</tr>
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</table>

### H. Formal Training in Student Services and/or Administration of Higher Ed.

<table>
<thead>
<tr>
<th>Training in</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Administration of H.E.</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Both</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Neither</td>
<td>25</td>
<td>62.5</td>
</tr>
</tbody>
</table>

### I. Past Experience and Current Responsibilities in Student Services

Note: See Tables 34 & 35 pp.

### J. Full or Part Time Responsibilities in Current Student Service Work

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>Part</td>
<td>17</td>
<td>42.5</td>
</tr>
</tbody>
</table>

### K. Membership in Educational Associations Related to Student Services

<table>
<thead>
<tr>
<th>Associations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Assoc. of Higher Ed</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>Nat. Cath. Ed. Assoc.</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td>Nat. Ed. Assoc.</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Regional Assoc. of College Seminaries</td>
<td>35</td>
<td>87.5</td>
</tr>
</tbody>
</table>
THE VICE-RECTOR

(See Table XXI p.131 )

(N=7)

Job Titles, Variations, and Job Descriptions. The following are the variations in job titles used in referring to the Vice-Rector:

1. Vice-Rector only, 8 (40.0 percent); 2. Vice-Rector-President, 4 (20.0 percent); 3. Assistant Rector, 2 (10.0 percent); 4. Assistant Director, 2 (10.0 percent); and 5. Dean of College, 3 (15.0 percent).

The Vice-Rector's main function is to take the place of the Rector when he is absent or incapacitated. As Table XXIV indicates, there is a large variety of job titles.

Age. The age interval of the Vice-Rector is evenly distributed. The largest number falls between the 51 and 55 year interval.

Years in the Priesthood. There is a range from 10 to 30 years.

Past and Current Experiences in Parish Work. Three (42.0 percent) had past experience in parish work. Four (57.1 percent) are currently working in parishes on a part time basis.

Highest Degree Earned. Three (42.8 percent) hold a research doctorate. Another 3 (42.8 percent) hold a masters degree. A bachelor degree is held by one Vice-Rector.

Teaching Areas. Four (57.0 percent) are trained in the areas of Philosophy-Theology. Two (28.0 percent are trained in the humanities,
and one in the behavioral social sciences.

**Teaching Experiences and Current Responsibilities.** Five (71.0 percent) have had past experience in teaching. Currently 4 (57.0 percent) are teaching.

**Formal Training in Student Services and/or Administration of Higher Education.** One (14.2 percent) had formal training in student services. Two (28.5 percent) were trained in Administration of Higher Education. Of these 1 (14.2 percent) had training in both. The most significant number, 5 (71.4 percent) had no training in either area.

**Comment.** The same reasons given for the Rector in this area hold true for the Vice-Rector.

**Past Experiences and Current Responsibilities in Student Services.** The following list of areas indicates the number of Vice-Rectors having past experience and current responsibilities in student services. **Past experience includes:** (1) Counseling: a) Academic - 2 (28.5 percent), b) Financial - 2 (28.5 percent), c) Spiritual - 4 (57.5 percent) and Vocational - 4 (57.5 percent); (2) Non-Academic Testing - 1 (14.2 percent); (3) Public Relations, Development, and Alumni - none had past experience; (4) Food Services - 3 (42.5 percent)

(5) Health Services - none had past experience; (6) Admissions -
3 (42.5 percent); (7) Records - 2 (28.5 percent); (8) Housing Services - 4 (57.1 percent); (9) Discipline - none had past experience; (10) Athletics - none had past experience; (11) Student Activities - 2 (28.5 percent); (12) Field Education - none had past experience; (13) Student Government - 3 (42.8 percent); (14) Remedial Work - none had past experience; (15) Orientation - none had past experience; and (16) Foreign Student Services - none had past experience.

**Current Responsibilities Include:** (1) Counseling: a) Academic - 4 (57.8 percent), b) Financial - 1 (14.2 percent), c) Spiritual - 5 (71.4 percent), and d) Vocational - 5 (71.5 percent); (2) Non-Academic Testing - 1 (14.2 percent); (3) Public Relations, Development, and Alumni - none have current responsibilities; (4) Food Services 7 (100.0 percent); (5) Health Services - none have current responsibilities; (6) Admissions - 4 (57.1 percent); (7) Records - 3 (42.8 percent); (8) Housing Services - 5 (71.4 percent) (9) Discipline - none have current responsibilities; (10) Athletics - none have current responsibilities; (11) Student Activities - 3 (42.8 percent); (12) Field Education - none have current responsibilities; (13) Student Government - none have current responsibilities; (14) Remedial Work - none have current responsibilities; (15) Orientation - none have current responsibilities; and (16) Foreign Student Services - none have current responsibilities.
Comments. It was noted that all the Vice-Rectors included in the study were involved with food services. It was significant to note that none of the Vice-Rectors had either past experience or current responsibilities in the areas of Public Relations, Development, and Alumni; Discipline and Orientation.

Full or Part Time Responsibilities in Current Student Service Work. One (14.2 percent) indicated a full time capacity in student services. Six (85.7 percent) are working part time.

Membership in Educational Associations Related to Student Services. Two (28.5 percent) are members of the American Association of Higher Education. One (14.2 percent) is a member of the American Personnel and Guidance Association and the Regional Association of College Seminaries. We find that these men holding the position of the Vice-Rector fall within the range of general competence suggested by the Bishops Conference.
### Table 21
#### The Vice-Rectors
(N=20)

#### A. Job Title & Variations

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-Rectors only</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Vice-Rectors-President</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Asst. Rectors</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Asst. Director</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Dean of College</td>
<td>3</td>
<td>15.0</td>
</tr>
</tbody>
</table>

#### B. Age

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 35</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>36 - 40</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>51 - 55</td>
<td>3</td>
<td>42.8</td>
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</tbody>
</table>

#### C. Years in the Priesthood

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 10</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>11 - 15</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>21 - 25</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>26 - 30</td>
<td>1</td>
<td>14.3</td>
</tr>
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#### D. Past & Current Experiences in Parish Work

<table>
<thead>
<tr>
<th>Experiences</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Current</td>
<td>4</td>
<td>57.1</td>
</tr>
</tbody>
</table>

#### E. Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
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<td>-</td>
</tr>
<tr>
<td>Master</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Bachelor</td>
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<td>14.3</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
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</table>

#### F. Teaching Areas

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>4</td>
<td>57.1</td>
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<td>Humanities</td>
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<tr>
<td>Behavioral Social Sci.</td>
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<td>14.3</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
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<td>-</td>
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#### G. Teaching Experience & Current Responsibilities

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Current</td>
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<td>57.1</td>
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#### H. Formal Training in Student Services and/or Administration of Higher Education

<table>
<thead>
<tr>
<th>Training in</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Administration of H.E.</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
<td>71.4</td>
</tr>
</tbody>
</table>

#### I. Past Experience & Current Responsibilities in Student Services

| NOTE: See Table 34 & 35 PP. |

#### J. Full or Part Time Responsibilities in Current Student Service Work

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
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<td>14.3</td>
</tr>
<tr>
<td>Part</td>
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<td>85.7</td>
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#### K. Membership in Educational Associations Related to Student Services

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<th>Associations</th>
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</thead>
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<tr>
<td>Am. Assoc. of Higher Ed.</td>
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<tr>
<td>Am. Per. &amp; Guid. Assoc.</td>
<td>1</td>
<td>14.3</td>
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<tr>
<td>Nat. Cath. Educ. Assoc.</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Regional Assoc. of College Seminaries</td>
<td>5</td>
<td>71.4</td>
</tr>
</tbody>
</table>
THE DIRECTOR OF FINANCIAL AID

(Table XXII p.137 )

(N=21)

(Clerics=12)  (Lay=9)

Job Title and Job Description. Five (20.8 percent) have the title of Director of Financial Aid. Fourteen (58.3 percent) have the title of Treasurer. Three (12.5 percent) are called Business Managers. One (4.1 percent) is called Business Officer and 1 is called a Procurator.

Comment. The title Procurator is an ecclesiastical term for one who handles the finances of an institution.

The Director of Financial Aid administers all programs of financial assistance to the students. His responsibilities include the following: (1) works closely with such officers as the dean of men and vocation directors; (2) making annual applications to the Department of Health, Education, and Welfare for funds under the Federal Aid Programs in which the Seminary participates; (3) ascertaining the individual financial needs of each student applicant for aid; (4) meeting the needs of each student he shall, by attempting to package a combination of available resources such as scholarship funds, work-study, Educational Opportunity Grants, and insured loans;
(5) cooperating with administrators of other departments in discovering work-study job opportunities within the seminary and assigning individual students under proper supervision to such jobs; (6) seeing to it that the seminary maintains its own level of effort towards student financial aid in accordance with federal regulations; (7) making the final determination of scholarships and grants, in accordance with the stipulations of the donors and in consultation with other seminary administrators and faculty members; (8) filing the periodic compliance reports with the state and federal government; and (9) keeping himself informed of new opportunities and of changing regulations.

Age. There is an even spread among the 21 financial aid officers from the ages of 35 to 55 years.

Years in the Priesthood. Here again, there is a range ranging from 10 to 30 years.

Past and Current Experiences in Parish Work. Of the 12 clerics 8 (66.6 percent) have had experience in parish work. Four (33.3 percent) are currently working at least part time in parish work.

Highest Degree Earned. One (4.1 percent) has a research doctorate. 8 (38.0 percent) have masters, and 12 (57.0 percent) have a bachelors.
Teaching Areas. Eleven (4.1 percent) are trained in the area of Philosophy-Theology. Three (14.0 percent) are trained in the humanities; 7 (33.3 percent) in the behavioral social sciences, and 1 (4.7 percent) in mathematics.

Teaching Experiences and Current Responsibilities. Twelve (57.1 percent) have had past experience in teaching. Six (28.5 percent) are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. Six (28.5 percent) have had training in student services, and 4 (19.0 percent) in Administration of Higher Education. Four (19.0 percent) have had training in both. Fifteen (71.4 percent) have not had any formal training in either area.

Past Experiences and Current Responsibilities in Student Services. The following list of areas indicates the number of Financial Aid Directors having past experience and current responsibilities in student services. Past experience includes: (1) Counseling: a) Academic - 5 (23.8 percent), b) Financial - 6 (28.5 percent) c) Spiritual - 7 (33.3 percent), and d) Vocational - 4 (19.0 percent); (2) Non-Academic Testing - none had past experience; (3) Public Relations, Development and Alumni - 2 (9.5 percent); (4) Food Services - 3 (14.2 percent); (5) Health Services - none had past experience;
(6) Admissions - 2 (9.5 percent); (7) Records - 2 (9.5 percent); (8) Housing Services - 2 (9.5 percent); (9) Discipline - 3 (14.2 percent); (10) Athletics - non had past experience; (11) Student Activities - 3 (14.2 percent); (12) Field Education - none had past experience; (13) Student Government - 1 (4.7 percent); (14) Remedial Work - none had past experience; (15) Orientation - none had past experience; and (16) Foreign Student Services - none had past experience.

Current Responsibilities Include: (1) Counseling: a) Academic - 5 (23.8 percent), b) Financial - 21 (100.0 percent), c) Spiritual - 4 (19.0 percent), and d) Vocational - 3 (14.2 percent); (2) Non-Academic Testing - 2 (9.5 percent); (3) Public Relations, Development, and Alumni - 5 (23.8 percent); (4) Foos Services - 7 (33.3 percent); (5) Health Services - none have current responsibilities; (6) Admissions - 4 (19.0 percent); (7) Records - 1 (4.7 percent); (8) Housing Services - 8 (38.0 percent) (9) Discipline - 2 (9.5 percent); (10) Athletics - 1 (4.7 percent); (11) Student Activities - 1 (4.7 percent); (12) Field Education - none have current responsibilities; (13) Student Government - none have current responsibilities; (14) Remedial Work - none have current responsibilities (15) Orientation - 3 (14.2 percent); and (16) Foreign Student Services - none have current responsibilities.

Comments: It is significant to note that of the 21 Financial Aid Officers which constitute 100 percent only 6 (28.5 percent) had any
previous experience in this area. The two officers who are currently involved in Non-Academic Testing had no previous experience. Also, the three officers having responsibilities for Orientation have had no previous experience in this area.

Full or Part Time Responsibilities in Current Student Service Work. Nineteen (90.4 percent) are currently working full time in Student Services. Two (9.5 percent) are working part time.

Membership in Educational Associations Related to Student Services. Six (28.5 percent) hold memberships in the American Association of Higher Education; 2 (9.5 percent) in the American Personnel and Guidance Association; 6 (28.5 percent) in the National Catholic Educational Association, and 3 (14.2 percent) in the National Educational Association.
### Table 22

**THE DIRECTOR OF FINANCIAL AID**  
*(Clerics=12)  (Lay=9)*  
*(N=21)*

#### A. Job Title & Variations  
*(N=24)*

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. of Financial Aid</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>Treasurer</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>Business Manager</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Business Officer</td>
<td>1</td>
<td>4.1</td>
</tr>
<tr>
<td>Procurator</td>
<td>1</td>
<td>4.1</td>
</tr>
</tbody>
</table>

#### B. Age

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 25</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>26 - 30</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>31 - 35</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>36 - 40</td>
<td>5</td>
<td>23.8</td>
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<tr>
<td>41 - 45</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>46 - 50</td>
<td>5</td>
<td>23.8</td>
</tr>
</tbody>
</table>

#### C. Years in the Priesthood  
*(N=12)*

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 10</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>11 - 15</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>21 - 25</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>3</td>
<td>25.0</td>
</tr>
</tbody>
</table>

#### D. Past & Current Experiences in Parish Work  
*(N=12)*

<table>
<thead>
<tr>
<th>Experiences</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Current</td>
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</table>

#### E. Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>1</td>
<td>4.7</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>8</td>
<td>38.0</td>
</tr>
<tr>
<td>Bachelor</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Practical</td>
<td>1</td>
<td>4.7</td>
</tr>
</tbody>
</table>

#### F. Teaching Areas

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>11</td>
<td>52.3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td>14.2</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>1</td>
<td>4.7</td>
</tr>
</tbody>
</table>

#### G. Teaching Experience & Current Responsibilities

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Current</td>
<td>6</td>
<td>28.5</td>
</tr>
</tbody>
</table>

#### H. Formal Training in Student Services and/or Administration of Higher Education

<table>
<thead>
<tr>
<th>Training in</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>6</td>
<td>28.5</td>
</tr>
<tr>
<td>Administration of H.E.</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Both</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Neither</td>
<td>15</td>
<td>71.4</td>
</tr>
</tbody>
</table>

#### I. Past Experience & Current Responsibilities in Student Services

Note: See Table 34 & 35 PP.

#### J. Full or Part Time Responsibilities in Current Student Services

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>19</td>
<td>90.4</td>
</tr>
<tr>
<td>Part</td>
<td>2</td>
<td>9.5</td>
</tr>
</tbody>
</table>

#### K. Membership in Educational Associations Related to Student Services

<table>
<thead>
<tr>
<th>Associations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Assoc. of H. Ed.</td>
<td>6</td>
<td>28.5</td>
</tr>
<tr>
<td>Am. Per. &amp; Guid. Assoc.</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Nat. Cath. Ed. Assoc.</td>
<td>6</td>
<td>28.5</td>
</tr>
<tr>
<td>Nat. Ed. Assoc.</td>
<td>3</td>
<td>14.2</td>
</tr>
</tbody>
</table>
Job Title, Variations, and Job Description. Seven (77.7 percent) have the title of Director of Admissions; and 1 (11.1 percent) has the title of Admissions Officer or Director of Enrollment.

The Director of Admissions has the following responsibilities: (1) processing applications in accordance with policies established by the seminary; (2) keeping the vocational directors informed of any changes in admission policies; (3) supervising all entrance examinations taken by the students; (4) supervising, with the help of the registrar the filing of all initial records on the students; (5) informing the rector of any problems that might be encountered in dealing with particular students; and (6) aiding the Director of Public Relations and Alumni in the dissemination of information concerning the admission policies of the seminary.

Age. The Admissions Officers are evenly spread between the ages of 35 and 55 years.

Years in the Priesthood. One (16.6 percent) has been in the priesthood less than 10 years; 3 (50.0 percent) fall between the years of 11 and 15; and 2 (33.3 percent) fall between the years of 21 and 25.
Past and Current Experience in Parish Work. Six (100.0 percent) of the clerics have had past experiences in parish work and 3 (50.0 percent) are currently working at least part time in parish work.

Highest Degree Earned. One (14.2 percent) has a research doctorate; 1 is a doctoral candidate, and 6 (86.5 percent) hold a masters.

Teaching Areas. Three (42.8 percent) are trained in the areas of Philosophy-Theology; 1 (14.2 percent) in humanities; and 3 (42.8 percent) in the behavioral social sciences.

Teaching Experience and Current Responsibilities. Six (85.7 percent) have taught in the past and 6 are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. Three (42.8 percent) have had formal training in student services; 4 (57.1 percent) in the area of administration of higher education; 2 (28.5 percent) had training in both; and 2 had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. The following list of areas indicates the number of Admissions Officers having past experience and current responsibilities in student services. Past experience includes: (1) Counseling;
a) Academic - 5 (71.4 percent), b) Financial - 2 (28.5 percent) c) Spiritual - 3 (57.1 percent), and d) Vocational - 3 (42.8 percent); (2) Non-Academic Testing - 2 (28.5 percent); (3) Public Relations, Development and Alumni - 1 (14.2 percent); (4) Food Services - none had past experience; (5) Health Services - none had past experience; (6) Admissions - 4 (57.1 percent); (7) Records - 2 (28.5 percent); (8) Housing Services - none had past experience; Discipline - 2 (28.5 percent); (10) Athletics - 1 (14.2 percent); (11) Student Activities - 3 (42.8 percent); (12) Field Education - none had past experience; (13) Student Government - none had past experience; (14) Remedial Work - 1 (14.2 percent); (15) Orientation - 1 (14.2 percent), and (16) Foreign Student Service - none had past experience.

Current Responsibilities Include: (1) Counseling; a) Academic - 7 (100.0 percent), b) Financial - 4 (57.1 percent), c) Spiritual - 4 (57.5 percent), and d) Vocational - 3 (42.8 percent); (2) Non-Academic Testing - 3 (42.8 percent); (3) Public Relations, Development and Alumni - 3 (42.8 percent); (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities; (6) Admissions - 7 (100.0 percent); (7) Records - 7 (100.0 percent); (8) Housing Services - none have current responsibilities; (9) Discipline - none have current responsibilities; (10) Athletics - 1 (14.2 percent),
(11) Student Activities - 2 (28.5 percent); (12) Field Education - none have current responsibilities; (13) Student Government - none have current responsibilities; (14) Remedial Work - none have current responsibilities; (15) Orientation - 5 (71.4 percent), and (16) Foreign Student Services - none have current responsibilities.

Comments. It was noted that a significant number of Admission Officers were involved in the various types of counseling. It was also noted that three of the Admissions Officers currently holding this position had no previous experience, and that five had no previous experience in the keeping of records. Four of the five Admission Officers working with Orientation Programs had no previous experience.

Full or Part Time Responsibilities in Current Student Service Work. One (14.2 percent) is working full time and 6 (85.7 percent) are working part time.

Membership in Educational Associations Related to Student Services. One (14.2 percent) has a membership in the American Association of Higher Education; 4 (57.1 percent) in the American Association of College Registrars and Admissions Officers; 1 in the American Personnel and Guidance Association; and 2 (28.5 percent) in the Regional Association of College Seminaries.
### Table 23
THE DIRECTOR OF ADMISSIONS  
(Clergy=6)  
(Lay=1)  
(N=7)

#### A. Job Title & Variations (N=9)

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Admissions</td>
<td>7</td>
<td>77.7</td>
</tr>
<tr>
<td>Admissions Officer</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Director of Enrollment</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

#### B. Age

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 35</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>36 - 40</td>
<td>2</td>
<td>28.5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>2</td>
<td>28.5</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>51 - 55</td>
<td>1</td>
<td>14.2</td>
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</table>

#### C. Year in the Priesthood (N=6)

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 10</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>11 - 15</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>

#### D. Past & Current Experiences in Parish Work

<table>
<thead>
<tr>
<th>Experiences</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Current</td>
<td>3</td>
<td>50.0</td>
</tr>
</tbody>
</table>

#### E. Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>Master</td>
<td>6</td>
<td>85.5</td>
</tr>
<tr>
<td>Bachelor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### F. Teaching Areas

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### G. Teaching Experience & Current Responsibilities

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>6</td>
<td>85.7</td>
</tr>
<tr>
<td>Current</td>
<td>6</td>
<td>85.7</td>
</tr>
</tbody>
</table>

#### H. Formal Training in Student Services and/or Administration of Higher Ed.

<table>
<thead>
<tr>
<th>Training in</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>3</td>
<td>42.8</td>
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<tr>
<td>Administration of H.E.</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Both</td>
<td>2</td>
<td>28.5</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>28.5</td>
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</table>

#### I. Past Experience & Current Responsibilities in Student Services - Note: See Tables 34 & 35, pp.

#### J. Full or Part Time Responsibilities in Current Student Services

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>Part</td>
<td>6</td>
<td>85.7</td>
</tr>
</tbody>
</table>

#### K. Membership in Educational Associations Related to Student Services

<table>
<thead>
<tr>
<th>Associations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Assoc. of Higher Ed.</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>Am. Assoc. of Col., Registrar, &amp; Admissions Officers</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Am. Per. &amp; Guid. Assoc.</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>Regional Assoc. of Col., Sem.</td>
<td>2</td>
<td>28.5</td>
</tr>
</tbody>
</table>
THE REGISTRAR

(See Table XXIV, p. 148)

(N=12)

(Clerics=7) Lay=5)

Job Title, Variations, and Job Description. 12 (100.0 percent) have the title of Registrar.

The Registrar is the administrative officer in charge of all academic records of the students. His responsibilities include: (1) working in collaboration with the Director of Admissions; (2) keeping all scholastic records and shall preserve bound copies of the Bulletin; (3) announcing the final date for handing in grades and prepare and distribute grade reports; (4) making the registration materials available to the Academic Dean; (5) preparing the official class lists from the registration material provided by the Academic Deans; (6) recording all testing results and keep cumulative records of important statistics; (7) issuing transcripts upon request; (8) filling out and completing questionnaires and informational forms requesting academic data. He shall keep an active record of absentees; (9) preparing and distributing to the professors the grade lists; and (10) issuing information from student records, as needed, to the Rector, Academic Deans, Dean of Men and members of the faculty.
Age. The majority of Registrars fall between the ages of 41 and 50 years.

Years in the Priesthood. One (14.2 percent) has been in the priesthood less than 10 years; 2 (28.5 percent) fall between the years of 11 and 15; 1 (14.2 percent) has been in the seminary within the 16 to 20 year range; 3 (42.8 percent) fall between the years of 21 and 25.

Past and Current Experiences in Parish Work. Seven (100.0 percent) of the clerics have had past experience in parish work and 3 (42.8 percent) are currently working at least part time in parish work.

Highest Degree Earned. One (8.3 percent) has a research doctorate; 3 (25.0 percent) are doctoral candidates and 5 (41.6 percent) hold a masters degree.

Teaching Areas. Two (16.6 percent) are trained in the areas of Philosophy-Theology; 2 (16.6 percent) in humanities; 3 (25.0 percent) in behavioral social science; and 2 (16.6 percent) in mathematics.

Teaching Experience and Current Responsibilities. Nine (75.0 percent) have taught in the past and 2 (16.2 percent) are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. None had formal training in Student Services; 2
(16.6 percent) had training in the area of administration of higher education, and 10 (83.3 percent) had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. The following list of areas indicates the number of Registrars having past experience and current responsibilities in student services; Past experience includes: (1) Counseling: a) Academic - 2 (16.6 percent); b) Financial - 2 (16.6 percent); c) Spiritual - 2 (16.6 percent), and d) Vocational - none had past experience; (2) Non-Academic Testing - none had past experience; (3) Public Relations, Development, and Alumni - 3 (25.0 percent); (4) Food Services - none had past experience; (5) Health Services - none had past experience; (6) Admissions - 7 (58.3 percent); (7) Records - 9 (75.0 percent); (8) Housing Services - none had past experience; (9) Discipline - 3 (25.0 percent); (10) Athletics - 1 (8.3 percent); (11) Student Activities - none had past experience; (12) Field Education - none had past experience; (13) Student Government - none had past experience; (14) Remedial Work - 1 (8.3 percent); (15) Orientation - 1 (8.3 percent), and (16) Foreign Student Services - none had past experience.

Current Responsibilities Include: (1) Counseling: a) Academic - 3 (25.0 percent), b) Financial - 2 (16.6 percent), c) Spiritual - 4 (33.3 percent), d) Vocational - none had past experience; (2) Non-Academic Testing - none had past experience; (3) Public Relations, Development, and Alumni - 3 (25.0 percent); (4) Food Services - none had past experience; (5) Health Services - none had past experience; (6) Admissions - 7 (58.3 percent); (7) Records - 9 (75.0 percent); (8) Housing Services - none had past experience; (9) Discipline - 3 (25.0 percent); (10) Athletics - 1 (8.3 percent); (11) Student Activities - none had past experience; (12) Field Education - none had past experience; (13) Student Government - none had past experience; (14) Remedial Work - 1 (8.3 percent); (15) Orientation - 1 (8.3 percent), and (16) Foreign Student Services - none had past experience.
percent), and d) Vocational - 2 (16.6 percent); (2) Non-Academic Testing - 1 (8.3 percent); (3) Public Relations, Development, and Alumni - 2 (16.6 percent); (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities; (6) Admissions - 10 (83.8 percent); (7) Records - 12 (100.0 percent); (8) Housing Services - none have current responsibilities; (9) Discipline - none have current responsibilities; (10) Athletics - 1 (8.3 percent); (11) Student Activities - none have current responsibilities; (12) Field Education - none have current responsibilities; (13) Student Government - none have current responsibilities; (14) Remedial Work - 1 (8.3 percent); (15) Orientation - 5 (41.6 percent), and (16) Foreign Student Services - 3 (25.0 percent).

Comments. Three of those holding the office of Registrar have had no past experience either in dealing with records or working with the Admissions Officer. Four engaged in Orientation Programs have had no previous experience in this area.

Full or Part Time Responsibilities in Current Student Service Work. Five (41.6 percent) are working full time, and 7 (58.3 percent) are working part time.

Membership in Educational Associations Related to Student Services. Two (16.6 percent) have a membership in the American
Association of Higher Education; 8 (66.6 percent) in the American
Association of College Registrars and Admission Officers;
3 (25.0 percent) in the National Catholic Educational Association,
and 3 (25.0 percent) in the Regional Association of College
Seminaries.
### TABLE 24

**THE REGISTRAR**

<table>
<thead>
<tr>
<th>Clerics=7</th>
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#### A. JOB TITLE & VARIATIONS

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<td>46 - 50</td>
<td>2</td>
<td>16.6</td>
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<td>51 - 55</td>
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#### C. YEARS IN THE PRIESTHOOD

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<td>3</td>
<td>42.8</td>
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<tr>
<td>26 - 30</td>
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#### D. PAST & CURRENT EXPERIENCES IN PARISH WORK

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#### E. HIGHEST DEGREE Earned

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<td>Master</td>
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<td>41.0</td>
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<tr>
<td>Bachelor</td>
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<td>Practical</td>
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#### F. TEACHING AREAS

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<thead>
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<th>AREAS</th>
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<tr>
<td>Humanities</td>
<td>2</td>
<td>16.6</td>
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<td>Behavioral Social Sci.</td>
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#### G. TEACHING EXPERIENCE & CURRENT RESPONSIBILITIES

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#### H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER ED.

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<th>TRAINING IN</th>
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<tr>
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<td>-</td>
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<tr>
<td>Administration of H.E.</td>
<td>2</td>
<td>16.6</td>
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<tr>
<td>Both</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Neither</td>
<td>10</td>
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</table>

#### I. PAST EXPERIENCE & CURRENT RESPONSIBILITIES IN STUDENT SERVICES --

**NOTE:** SEE TABLES 34 & 35, PP.

#### J. FULL OR PART TIME RESPONSIBILITIES IN CURRENT STUDENT SERVICE WORK

<table>
<thead>
<tr>
<th>TIME</th>
<th>N</th>
<th>%</th>
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<td>Part</td>
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#### K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES

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<th>ASSOCIATIONS</th>
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<td>Am. Assoc. of Col. Regis-</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>trars &amp; Admission Offrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat. Cath. Educ. Assoc.</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Regional Assoc. of Col. Sen.</td>
<td>3</td>
<td>25.0</td>
</tr>
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</table>
THE ACADEMIC DEAN

(See Table XXV p.153 )

(N=17)

Job Title, Variations, and Job Description. Thirteen (76.4 percent) have the title of Academic Dean; 2 (11.7 percent) have the title Dean of Academics; 1 (5.8 percent) is called the Dean of Undergraduates; and 1 is the Director of Instruction.

The Academic Dean bears the chief responsibility for implementing educational policies. He is responsible for curriculum courses, methods of instruction, the quality and performance of faculty and students, consultation with committees and department heads, and the improvement of the academic program. He may be assisted by a Registrar, who will attend to details of assigning and classifying students and to keeping scholastic records. 1

Age. The majority of Academic Deans range between the ages of 36 and 45 years.

Years in the Priesthood. Five (29.4 percent) have been in the priesthood less than 10 years; 4 (23.5 percent) range the years of 11 and 15, and 8 (47.0 percent) range the years of 16 and 20.

Past and Current Experience in Parish Work. Eleven (64.7 percent) of the clerics have had past experience in parish work and the

1

same number are currently working at least part time in parish work.

**Highest Degree Earned.** Ten (58.8 percent) have a research doctorate, and 17 (41.1 percent) are holding a masters degree.

**Teaching Areas.** Four (21.0 percent) are trained in the areas of Philosophy-Theology; 6 (35.2 percent) in humanities; 6 (35.2 percent) in behavioral social sciences, and 1 (5.8 percent) in mathematics.

**Teaching Experience and Current Responsibilities.** Seventeen (100.0 percent) have taught in the past and the same number is currently teaching.

**Formal Training in Student Services and/or Administration of Higher Education.** Six (35.2 percent) have had formal training in student services; 6 (35.2 percent) in the area of administration of higher education; 3 (17.6 percent) had training in both areas, and 8 (47.0 percent) had no formal training in either area.

**Past Experience and Current Responsibilities in Student Services.** The following list of areas indicates the number of Academic Deans having past experience and current responsibilities in student services. Past experiences include: (1) Counseling;
a) Academic - 11 (64.7 percent); b) Financial 2 (11.7 percent);
c) Spiritual - 12 (70.5 percent); d) Vocational - 7 (41.1 percent);
Non-Academic Testing - none had past experience; (3) Public Relations, Development, and Alumni - none had past experience; (4) Food Services - none had past experience; (5) Health Services - none had past experience; (6) Admissions - 16 (94.1 percent); (7) Records - 5 (29.4 percent); (8) Housing Services - none had past experience; (9) Discipline - 9 (52.9 percent); (10) Athletics - 1 (5.8 percent); (11) Student Activities - 4 (23.5 percent); (12) Field Education - none had past experience; (13) Student Government - 3 (17.6 percent); (14) Remedial Work - 3 (17.6 percent) (15) Orientation - 7 (41.1 percent), and (16) Foreign Student Services - 1 (5.8 percent).

Current responsibilities include: (1) Counseling: a) Academic - 17 (100.0 percent); b) Financial - 3 (17.6 percent); c) Spiritual - 11 (64.7 percent); d) Vocational - 8 (47.0 percent); (2) Non-Academic Testing - none have current responsibilities; (3) Public Relations, Development, and Alumni - 2 (11.7 percent); (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities; (6) Admissions - 1 (5.8 percent); (7) Records - 8 (47.0 percent); (8) Housing Services - 1 (5.8 percent); (9) Discipline - 5 (29.4 percent); (10) Athletics - 1 (5.8 percent); (11) Student Activities - 3 (17.6 percent); (12) Field Education - none have current responsibilities; (13) Student Government - 4 (23.5 percent);
(14) Remedial Work - 4 (23.5 percent; (15) Orientation - 12 (70.5 percent) and (16) Foreign Student Services - 2 (11.7 percent).

Comments: The six Academic Deans (35.2 percent) who currently have the responsibility in Non-Academic Testing had no past experience. The two involved in Public Relations, Development and Alumni had no past experience. There are five Deans handling Orientation Programs who have had no past experience.

Full or Part Time Responsibilities in Current Student Service Work. Six (35.2 percent) are working full time and 11 (64.7 percent) are working part time.

Membership in Educational Associations Related to Student Services. Fifteen (88.2 percent) have a membership in the National Catholic Educational Association; 6 (35.2 percent) in the National Educational Association, and 13 (76.4 percent) in the Regional Association of College Seminaries.
TABLE 25

THE ACADEMIC DEAN
(N=17)

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N</th>
<th>%</th>
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<tr>
<td>Academic Dean</td>
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<td>76.4</td>
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<td>Dean of Academics</td>
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<td>11.7</td>
</tr>
<tr>
<td>Dean of Undergraduates</td>
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<td>5.8</td>
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<tr>
<td>Dir. of Instruction</td>
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<td>5.8</td>
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<table>
<thead>
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<th>Age</th>
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<tr>
<td>36 - 40</td>
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<tr>
<td>41 - 45</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>46 - 50</td>
<td>-</td>
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<td>51 - 55</td>
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<td>11 - 15</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>16 - 20</td>
<td>8</td>
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<td>26 - 30</td>
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<td>Current</td>
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<td>41.1</td>
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<td>Bachelor</td>
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<td>Practical</td>
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<th>Teaching Areas</th>
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<td>Humanities</td>
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<td>Behavioral Social Sci.</td>
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<td>Natural Sci. &amp; Math.</td>
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<td>Administration of H.E.</td>
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<td>35.2</td>
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<td>Neither</td>
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<td>47.0</td>
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<thead>
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<th>Past Experience &amp; Current Responsibilities in Student Services</th>
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<td>Note: See Tables 34 &amp; 35, pp.</td>
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<table>
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<th>Full or Part Time Responsibilities in Current Student Service Work</th>
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<td>Regional Assoc. of College Seminaries</td>
<td>13</td>
<td>76.4</td>
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THE DEAN OF STUDENTS

(See Table XXVI p.158)

(N=21)

Job Title, Variations, and Job Description. Eleven (42.3 percent) have the title Dean of Students; 10 (38.4 percent) are called Dean of Men; 2 (7.6 percent) are called Directors of Student Personnel; and 3 (11.5 percent) go by the name of Director of Student Activities.

The Dean of Students is responsible for co-curricular programs and for the daily life of the seminarians, especially their conduct as it befits men preparing for the priesthood and as it contributes to a wholesome spirit of the community. He will be guided by the statement in the Decree on Priestly Formation in which the Council Fathers urge that norms of discipline be applied according to the age of the students so that "they themselves, as they gradually learn self-mastery, may become accustom to use freedom wisely, to act spontaneously and energetically, and to work together harmoniously with their fellows and with the laity." A student handbook should publicize and clarify suitable directives for community living. 1

Age. The majority of Deans of Students range between the ages of 41 and 45 years.

Years in the Priesthood. Five (23.8 percent) have been in the priesthood less than 10 years; 3 (14.2 percent) fall between the years

1

Ibid., p. 51.
of 11 and 15; 8 (38.0 percent) range between the years of 16 and 20, and 5 (23.8 percent) fall between the years of 21 and 25.

**Past and Current Experiences in Parish Work.** Fourteen (66.6 percent) of the clerics have had past experience in parish work and 13 (61.9 percent) are currently working, at least, part time in parish work.

**Highest Degree Earned.** Five (23.8 percent) have a research doctorate; 1 (4.7 percent) is a doctoral candidate and 15 (71.4 percent) are holding a masters degree.

**Teaching Areas.** Eleven (52.3 percent) are trained in the areas of Philosophy-Theology; 4 (19.0 percent) in humanities; 9 (42.8 percent) in behavioral social sciences, and 1 (4.7 percent) in mathematics.

**Teaching Experience and Current Responsibilities.** Twenty-one (100.0 percent) have taught in the past, and 18 (85.7 percent) are currently teaching.

**Formal Training in Student Services and/or Administration of Higher Education.** Five (23.8 percent) have had formal training in student services; 4 (19.0 percent) in the area of administration of higher education; 2 (9.5 percent) had training in both areas, and 14 (66.6 percent) had no formal training in either area.
Past Experience and Current Responsibilities in Student Services. The following list of areas indicates the number of Dean of Students having past experience and current responsibilities in student services. Past experience includes: (1) Counseling: 
   a) Academic - 8 (38.0 percent); b) Financial - none had past experience; c) Spiritual - 7 (33.3 percent); d) Vocational - 7 (33.3 percent); (2) Non-Academic Testing - 4 (19.0 percent); (3) Public Relations, Development, and Alumni - 1 (4.7 percent); (4) Food Services - 2 (9.5 percent); (5) Health Services - 2 (9.5 percent); (6) Admissions - 3 (14.2 percent); (7) Records - 1 (4.7 percent); (8) Housing Services - 5 (23.8 percent); (9) Discipline - 10 (47.6 percent); (10) Athletics - 5 (23.8 percent); (11) Student Activities - 6 (28.5 percent); (12) Field Education - none had past experience; (13) Student Government - 2 (9.5 percent); (14) Orientation - 7 (33.3 percent); and (15) Foreign Student Services - 2 (9.5 percent).

Current Responsibilities Include: (1) Counseling: a) Academic - 13 (61.9 percent); b) Financial - 1 (4.7 percent); c) Spiritual - 16 (76.1 percent); d) Vocational - 13 (61.9 percent) (2) Non-Academic Testing - 3 (14.2 percent); (3) Public Relations, Development, and Alumni - 2 (9.5 percent); (4) Food Services - 2 (9.5 percent); (5) Health Services - 3 (14.2 percent); (6) Admissions - 1 (4.7 percent); (7) Records - 3 (14.2 percent); (8) Housing Services - 11 (52.3
percent); (9) Discipline - 18 (85.7 percent); (10) Athletics - 8 (38.0 percent); (11) Student Activities - 21 (100.0 percent); (12) Field Education - none have current responsibilities; (13) Student Government - 2 (9.5 percent); (14) Remedial Work - 2 (9.5 percent); (15) Orientation - 18 (85.7 percent); and (16) Foreign Student Services - 4 (19.0 percent).

Comment. In the following areas less than one half of the Deans of Students had any past experience: (1) Academic, Spiritual, and Vocational Counseling; (2) Housing Services; (3) Student Activities, and (4) Orientation.

Full or Part Time Responsibilities in Current Student Service Work. Eleven (47.6 percent) are working full time, and 10 (52.3 percent) are working part time.

Membership in Educational Associations Related to Student Services. Five (23.8 percent) have a membership in the American Personnel and Guidance Association; 2 (9.5 percent) in the National Association of Student Personnel Administrators, and 10 (47.6 percent) in the National Catholic Educational Association.
TABLE 26
THE DEAN OF STUDENTS
(N=21)

<table>
<thead>
<tr>
<th>A. JOB TITLE &amp; VARIATIONS (N=26)</th>
<th>F. TEACHING AREAS</th>
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<td>Dean of Men</td>
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<tr>
<td>Dir. of Stud. Personnel</td>
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<td>Dir. of Stud. Activities</td>
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<table>
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<th>B. AGE</th>
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<tr>
<th>C. YEARS IN THE PRIESTHOOD</th>
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<tbody>
<tr>
<td>INTERVAL</td>
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<td>Below - 10</td>
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<table>
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<th>D. PAST &amp; CURRENT EXPERIENCES IN PARISH WORK</th>
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<td>EXPERIENCES</td>
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<td>Current</td>
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</table>

<table>
<thead>
<tr>
<th>E. HIGHEST DEGREE EARNED</th>
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<tbody>
<tr>
<td>DEGREE</td>
</tr>
<tr>
<td>Research Doctorate</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
</tr>
<tr>
<td>Master</td>
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<td>Bachelor</td>
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<td>Practical</td>
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<th>G. TEACHING EXPERIENCE &amp; CURRENT RESPONSIBILITIES</th>
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<tr>
<td>TIME</td>
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<tr>
<td>Past</td>
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<td>Current</td>
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<table>
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<th>H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER ED.</th>
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</thead>
<tbody>
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<td>TRAINING IN</td>
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<td>Student Services</td>
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<tr>
<td>Administration of H.E.</td>
</tr>
<tr>
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<tbody>
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<td>TIME</td>
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<table>
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<tr>
<th>K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES</th>
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<tr>
<td>ASSOCIATIONS</td>
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<td>Am. Per. &amp; Guid. Assoc.</td>
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<td>Nat. Assoc. of Stud. Per. Administrators</td>
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<td>Nat. Cath. Educ. Assoc.</td>
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THE DIRECTOR OF GUIDANCE

(See Table XXVII p.163)

(N=10)

(Clerics = 6) (Lay = 4)

Job Title, Variations, and Job Description. Eight (80.0 percent) have the title of Director of Guidance; 1 (10.0 percent) is called the Director of Counseling, and 2 (0.0 percent) are called Directors of Student Testing.

The Director of Guidance is to be responsible for psychological testing and for counseling programs in areas distinct from spiritual direction. He may be a layman, professionally qualified and personally oriented to understand the emotional and personality development of candidates for the priesthood. In all events, his counseling is to be consistent with the policy and practice of the total seminary program. 1

Age. The majority range between the ages of 36 and 45 years.

Years in the Priesthood. The average number of years in the priesthood ranges from 11 to 20 years.

Past and Current Experiences in Parish Work. Three (50.0 percent) of the clerics have had past experience in parish work, and 3 (50.0 percent) are currently working, at least, part time in

1
Ibid., p. 51.
parish work.

Highest Degree Earned. Three (30.0 percent) have research doctorates, and 7 (70.0 percent) have masters degrees.

Teaching Areas. Two (20.0 percent) are trained in the areas of Philosophy-Theology; 1 (10.0 percent) in the humanities; and 7 (70.0 percent) in the behavioral social sciences.

Teaching Experience and Current Responsibilities. Eight (80.0 percent) have taught in the past, and 6 (60.0 percent) are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. 6 (60.0 percent) have had formal training in student services; 4 (40.0 percent) in the area of administration of higher education; 2 (20.0 percent) had training in both areas, and 2 (20.0 percent) had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. The following list of areas indicates the number of Directors of Guidance having past experience and current responsibilities in student services. Past experience includes: (1) Counseling: a) Academic - 10 (100.0 percent); b) Financial - 2 (20.0 percent), c) Spiritual - 3 (30.0 percent), d) Vocational - 7 (70.0 percent); (2) Non-Academic Testing - 5 (50.0 percent); (3) Public Relations, Development, and Alumni - 1 (10.0 percent); (4) Food
Services - 1 (10.0 percent); (5) Health Services - none had past experience; (6) Admissions - 1 (10.0 percent); (7) Records - 1 (10.0 percent); (8) Housing Services - 1 (10.0 percent); (9) Discipline - 7 (70.0 percent); (10) Athletics - 2 (20.0 percent)

(11) Student Activities - 3 (30.0 percent); (12) Field Education - none had past experience; (13) Student Government - 4 (40.0 percent);
(14) Remedial Work - 2 (20.0 percent); (15) Orientation - 3 (30.0 percent); and (16) Foreign Student Services - none had past experience.

Current Responsibilities Include: (1) Counseling: a) Academic - 8 (80.0 percent), b) Financial - none have current responsibilities,
c) Spiritual - 3 (30.0 percent), and d) Vocational - 9 (90.0 percent);
(2) Non-Academic Testing - 1 (10.0 percent); (3) Public Relations, Development and Alumni - 1 (10.0 percent); (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities; (6) Admissions - 1 (10.0 percent); (7) Records - 1 (10.0 percent); (8) Housing Services - 1 (10.0 percent); (9) Discipline - 4 (40.0 percent); (10) Athletics - none have current responsibilities;
(11) Student Activities - 2 (20.0 percent); (12) Field Education - none have current responsibilities; (13) Student Government - 1 (10.0 percent); (14) Remedial Work - 1 (10.0 percent); (15) Orientation - 3 (30.0 percent); and (16) Foreign Student Services - 1 (10.0 Percent).
Full or Part Time Responsibilities in Current Student Service Work. Four (40.0 percent) are working full time, and 6 (60.0 percent) are working part time.

Membership in Educational Associations Related to Student Services. Two (20.0 percent) have a membership in the American Association of Personnel and Guidance Association; 2 (20.0 percent) in the American Psychological Association, and 3 (30.0 percent) in the National Association of College and University Chaplains.
### TABLE 27

THE DIRECTOR OF GUIDANCE

(Clerics=6) (Lay=4)

(N=10)

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<td>Current</td>
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<td>Doctoral Candidate</td>
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<td>Master</td>
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<th><strong>F. TEACHING AREAS</strong></th>
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<td><strong>AREAS</strong></td>
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<td>Natural Sci. &amp; Math.</td>
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<table>
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<th><strong>G. TEACHING EXPERIENCE &amp; CURRENT RESPONSIBILITIES</strong></th>
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<td>Current</td>
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<table>
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<th><strong>H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER ED.</strong></th>
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<tbody>
<tr>
<td><strong>TRAINING IN</strong></td>
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<tr>
<td>Student Services</td>
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<tr>
<th><strong>I. PAST EXPERIENCE &amp; CURRENT RESPONSIBILITIES IN STUDENT SERVICES</strong></th>
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<td><strong>NOTE:</strong> SEE TABLES 34 &amp; 35, PP.</td>
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<th><strong>J. FULL OR PART TIME RESPONSIBILITIES IN CURRENT STUDENT SERVICE WORK</strong></th>
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<td><strong>ASSOCIATIONS</strong></td>
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<tr>
<td>Am. Psychological Assoc.</td>
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<tr>
<td>Nat. Assoc. of Chaplains</td>
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</table>
THE SPIRITUAL DIRECTOR

(See Table XXVIII p. 168 )

(N=231)

Job Title, Variations, Job Description. Seventeen (65.3 percent) have the title of Spiritual Director; 7 (26.9 percent) have the title Directors of Spiritual Formation; 1 (3.8 percent) is called the Director of Spiritual Guidance, and 1 is called the Spiritual Coordinator.

Since it is the particular concern of the Spiritual Director to see that priestly maturity is promoted, he should make provision that each student receive personal direction, that no seminarian be without warm and interested concern. Although in sub-community systems a pastoral relationship develops between the students and their resident priest faculty member, the Spiritual Director must insist on the seminarian's remaining free in the choice of his personal Spiritual Direction. Further, he should coordinate the effort, at least in general goals, approach, and skills, of all the priests involved in personal spiritual direction.

Beyond this he should be creative of ways to make direction effective. He ought to make recommendations to the faculty; the faculty ought to make recommendations to him. It is his responsibility to arrange for group discussion and advisory consultation for the faculty involved in personal and group formation.

The Spiritual Director should exercise concern that prayer in all its practice be vital, especially the Eucharistic celebration. To this end it is recommended that he be a member of the seminary liturgy committee.
Personal spiritual practices such as private prayer, reflective reading, and self-appraisal, he should continually revitalize by imaginative direction of the entire spiritual program. The arrangement of profitable retreats and days of recollection is his responsibility. The total daily life at the seminary conspire to produce holiness and happiness as his goal. 1

**Age.** The majority range between the ages of 41 and 50 years.

**Years in the Priesthood.** The average number of years in the priesthood ranges from 11 to 25 years.

**Past and Current Experiences in Parish Work.** Nineteen (82.6 percent) of the clerics have had past experience in parish work and 9 (39.1 percent) are currently working, at least, part time in parish work.

**Highest Degree Earned.** Two (8.6 percent) have research doctorates; 3 (13.0 percent) are doctoral candidates; 16 (69.5 percent) hold masters degrees, and 2 (8.6 percent) have bachelors degrees.

**Teaching Areas.** Eight (34.7 percent) are trained in the areas of Philosophy-Theology; 9 (39.1 percent) in the humanities; 5 (21.7 percent) in the behavioral social sciences, and 1 (4.3 percent) in the natural science and mathematics.

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1 Ibid., p. 39.
Teaching Experience and Current Responsibilities. Eighteen (78.2 percent) have taught in the past, and 15 (65.2 percent) are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. Nine (39.1 percent) have had formal training in student services; 4 (17.3 percent) in the area of administration of higher education; 1 (4.3 percent) had training in both areas, and 13 (47.8 percent) had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. The following list of areas indicates the number of Spiritual Directors having past experience and current responsibilities in student services. Past experience includes: (1) Counseling: a) Academic - 4 (17.3 percent), b) Financial - 1 (4.3 percent), c) Spiritual - 5 (21.7 percent), d) Vocational - 2 (8.6 percent); (2) Non-Academic Testing - none had past experience; (3) Public Relations, Development, and Alumni - none had past experience; (4) Food Services - none had past experience; (5) Health Services - none had past experience; (6) Admissions - 1 (4.3 percent); (7) Records - none had past experience; (8) Housing Services - 2 (8.6 percent); (9) Discipline - 2 (8.6 percent); (10) Athletics - 1 (4.3 percent); (11) Student Activities - 2 (8.6 percent); (12) Field Education - none had past experience; (13) Student Government -
(14) Remedial Work - none had past experience;
(15) Orientation - 3 (17.3 percent); and (16) Foreign Student Services - none had past experience.

**Current Responsibilities Include:** (1) Counseling: a) Academic - 4 (17.3 percent), b) Financial - none have current responsibilities, c) Spiritual - 9 (39.0 percent), and d) Vocational - 6 (26.0 percent); (2) Non-Academic Testing - 10 (43.4 percent); (3) Public Relations Development and Alumni - none have current responsibilities; (4) Food Services - none have current responsibilities; (5) Health Service - none have current responsibilities; (6) Admissions - none have current responsibilities; (7) Records - none have current responsibilities; (8) Housing Services - 2 (8.6 percent); (9) Discipline - 1 (4.3 percent); (10) Athletics - none have current responsibilities; (11) Student Activities - 10 (43.4 percent); (12) Field Education - none have current responsibilities; (13) Student Government - 1 (4.4 percent); (14) Remedial Work - none have current responsibilities; (15) Orientation - 3 (13.0 percent); and (16) Foreign Student Services - none have current responsibilities.

**Comments.** Ten of the Spiritual Directors who are currently involved with Non-Academic Testing have not had past experience.

Eight out of the ten involved with Student Activities had no past experience.
## Table 28
### The Spiritual Director
(N=23)

#### A. Job Title & Variations (N=26)

<table>
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<th>Job Title &amp; Variations</th>
<th>N</th>
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<td>Dir. of Spiritual Formation</td>
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<td>26.9</td>
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<td>Dir. of Spiritual Guid.</td>
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<td>3.8</td>
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<tr>
<td>Spiritual Coordinator</td>
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#### B. Age

<table>
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<tr>
<th>Interval</th>
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#### C. Year in the Priesthood

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<tr>
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<td>17.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>9</td>
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#### D. Past & Current Experiences in Parish Work

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<tr>
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#### E. Highest Degree Earned

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<td>Doctoral Candidate</td>
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<td>13.0</td>
</tr>
<tr>
<td>Master</td>
<td>16</td>
<td>69.5</td>
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<tr>
<td>Bachelor</td>
<td>2</td>
<td>8.6</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### F. Teaching Areas

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>8</td>
<td>34.7</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>1</td>
<td>4.3</td>
</tr>
</tbody>
</table>

#### G. Teaching Experience & Current Responsibilities

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>18</td>
<td>78.2</td>
</tr>
<tr>
<td>Current</td>
<td>15</td>
<td>65.2</td>
</tr>
</tbody>
</table>

#### H. Formal Training in Student Services and/or Administration in Higher Ed.

<table>
<thead>
<tr>
<th>Training in</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>9</td>
<td>39.1</td>
</tr>
<tr>
<td>Administration of H.E.</td>
<td>4</td>
<td>17.3</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Neither</td>
<td>13</td>
<td>47.8</td>
</tr>
</tbody>
</table>

#### I. Past Experience and Current Responsibilities in Student Services

Note: See Tables 34 & 35, pp.

#### J. Full or Part Time Responsibilities in Current Student Service Work

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>21</td>
<td>91.3</td>
</tr>
<tr>
<td>Part</td>
<td>2</td>
<td>8.6</td>
</tr>
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</table>

#### K. Membership in Educational Associations Related to Student Services

<table>
<thead>
<tr>
<th>Associations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nat. Cath. Educ. Assoc.</td>
<td>7</td>
<td>80.4</td>
</tr>
<tr>
<td>Am. Per. &amp; Guid. Assoc.</td>
<td>2</td>
<td>8.6</td>
</tr>
<tr>
<td>Regional Assoc. of College Seminaries</td>
<td>10</td>
<td>43.4</td>
</tr>
</tbody>
</table>
THE DIRECTOR OF FIELD EDUCATION

(See Table XXIX p.173)

(N=10)

Job Title, Variations, Job Description. Five (50.0 percent) have the title of Director of Field Education; 4 (40.0 percent) are called Directors of Apostolic Activities, and 1 (10.0 percent) is referred to as the Director of Voluntary Services.

The Director of Field Education will supervise the apostolic activities of the students so that they engage effectively in pastoral programs, reflect upon this work and gain deeper insights into the mission of the Church and the modern world. Thus, they can mature to the degree necessary for the exercise of the diaconate and then of the priesthood. The director will need sufficient personnel, including psychologists and religious sociologists, so that students may have adequate supervision. He will make an evaluation of their work, calling attention to their strengths and their potential for specialized ministries. 1

Age. There is an even range among the ten directors of field education from the ages of 35 to 55 years.

Years in the Priesthood. The average number of years in the priesthood ranges from 11 to 20 years.

Past and Current Experiences in Parish Work. Seven (70.0 percent) of the clerics have had past experience in parish work.

1 Ibid., pp. 51-52.
and 3 (30.0 percent) are currently working, at least, part time in parish work.

**Highest Degree Earned.** One (10.0 percent) has a research doctorate; 7 (70.0 percent) hold masters degrees, and 2 (20.0 percent) have bachelors.

**Teaching Areas.** Three (30.0 percent) are trained in the areas of Philosophy-Theology; 4 (40.0 percent) in the humanities, and 3 (30.0 percent) in the behavioral social sciences.

**Teaching Experience and Current Responsibilities.** Eight (80.0 percent) have taught in the past and 5 (50.0 percent) are currently teaching.

**Formal Training in Student Services and/or Administration of Higher Education.** One (10.0 percent) have had formal training in student services, and 9 (90.0 percent) had no formal training in either area.

**Past Experience and Current Responsibilities in Student Services.** The following list of areas indicates the number of Directors of Field Education having past experience and current responsibilities in student services. *Past experience includes:*

1. Counseling: a) Academic - 5 (50.0 percent), b) Financial - none had experience, c) Spiritual - 3 (30.0 percent) d) Vocational - 2 (20.0 percent); (2) Non-Academic Testing - 5 (50.0 percent)
(3) Public Relation, Development and Alumni - none had past experience; (4) Food Services - none had past experience; (5) Health Services - none had past experience; (6) Admissions - 2 (20.0 percent; (7) Records - none had past experience; (8) Housing Services - none had past experience; (9) Discipline - none had past experience; (10) Athletics - none had past experience; (11) Student Activities - none had past experience; (12) Field Education - 10 (100.0 percent); (13) Student Government - none had past experience; (14) Remedial Work - 1 (10.0 percent); (15) Orientation - 1 (10.0 percent); and (16) Foreign Student Services - none had past experience.

Current Responsibilities Include: (1) Counseling: a) Academic - 10 (100.0 percent, b) Financial - none have current responsibilities, c) Spiritual - 5 (50.0 percent), d) Vocational - 4 (40.0 percent); (2) Non-Academic Testing - none have current responsibilities; (3) Public Relations, Development, and Alumni - none have current responsibilities; (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities; (6) Admissions - none have current responsibilities; (7) Records - 1 (10.0 percent); (8) Housing Services - none have current responsibilities; (9) Discipline - none have current responsibilities; (10) Athletics - none have current responsibilities;
(11) Student Activities - none have current responsibilities; (12) Field Education - 10 (100.0 percent); (13) Student Government - 3 (30.0 percent); (14) Remedial Work - 3 (30.0 percent); (15) Orientation - 3 (30.0 percent) and (16) Foreign Student Services - none have current responsibilities.

Comments: The ten directors of Field Education are currently involved in both Academic Counseling and Field Education. These two areas are their major areas of concentration in the seminary.

Full or Part Time Responsibilities in Current Student Service Work. Four (40.0 percent) are working full time and the same number is working part time.

Membership in Educational Associations Related to Student Services. One (10.0 percent) has a membership in the American Personnel and Guidance Association; 4 (40.0 percent) have membership in the National Catholic Educational Association; 2 (20.0 percent) in the National Educational Association, and 1 (10.0 percent) in the Regional Association of College Seminaries.
### TABLE 29
THE DIRECTOR OF FIELD EDUCATION
(N=10)

#### A. JOB TITLE & VARIATIONS

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. of Field Educ.</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Dir. of Apostolic Action</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Dir. of Volunteer Service</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

#### B. AGE

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 35</td>
<td>3</td>
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<tr>
<td>36 - 40</td>
<td>2</td>
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</tr>
<tr>
<td>41 - 45</td>
<td>3</td>
<td>30.0</td>
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<tr>
<td>46 - 50</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>51 - 55</td>
<td>-</td>
<td>-</td>
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</table>

#### C. YEARS IN THE PRIESTHOOD

<table>
<thead>
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<th>%</th>
</tr>
</thead>
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<td>30.0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>5</td>
<td>50.0</td>
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<tr>
<td>21 - 25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>26 - 30</td>
<td>-</td>
<td>-</td>
</tr>
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</table>

#### D. PAST & CURRENT EXPERIENCES IN PARISH WORK

<table>
<thead>
<tr>
<th>Experiences</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Current</td>
<td>3</td>
<td>30.0</td>
</tr>
</tbody>
</table>

#### E. HIGHEST Degree Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Master</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Bachelor</td>
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<td>20.0</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### F. TEACHING AREAS

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### G. TEACHING EXPERIENCE & CURRENT RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Current</td>
<td>5</td>
<td>50.0</td>
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</table>

#### H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER ED.

<table>
<thead>
<tr>
<th>Training in</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Administration in H.E.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Both</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Neither</td>
<td>9</td>
<td>90.0</td>
</tr>
</tbody>
</table>

#### I. PAST EXPERIENCE AND CURRENT RESPONSIBILITIES IN STUDENT SERVICES

**NOTE:** SEE TABLES 34 & 35, PP.

#### J. FULL OR PART TIME RESPONSIBILITIES IN CURRENT STUDENT SERVICE WORK

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Part</td>
<td>4</td>
<td>40.0</td>
</tr>
</tbody>
</table>

#### K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES

<table>
<thead>
<tr>
<th>Associations</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Per. &amp; Guid. Assoc.</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Nat. Cath. Educ. Assoc.</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Nat. Educ. Assoc.</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Regional Assoc. of College Seminaries</td>
<td>1</td>
<td>10.0</td>
</tr>
</tbody>
</table>
Job Title, Variations, Job Description. Four (100.0 percent) have the title of Director of Food Service. The Director of Food Service is responsible for meal schedules, food preparation and dietary supervision.

Age. The following are the ages of the 4 existing Directors of Food Service: 33, 53, 58, and 61 years.

Years in the Priesthood. The only cleric who is serving in this position has been in the priesthood for 28 years.

Past and Current Experience in Parish Work. One man has served for 28 years in the priesthood.

Highest Degree Earned. One (10.0 percent) has a masters degree; 1 has a bachelors degree, and one has a certificate of food management.

Teaching Areas. One (10.0 percent) is trained in the area of Philosophy-Theology and 1 (10.0 percent) in the humanities.

Teaching Experience and Current Responsibilities. Two (50.0 percent) have taught in the past, and the same number is currently
teaching.

Formal Training in Student Services and/or Administration of Higher Education. This category does not apply.

Past Experience and Current Responsibilities in Student Services. The Directors of Food Service are only involved in the following areas; 2 (50.0 percent) in financial counseling, and 4 (100.0 percent) in food services.

Full or Part Time Responsibilities in Current Student Service Work. Three (75.0 percent) are working full time and 1 (25.0 percent) is working part time.

Membership in Educational Associations Related to Student Services. At the present time those involved in food services are not members of any professional association related to student services.
TABLE 30

THE DIRECTOR OF FOOD SERVICES
(Clerics=1)  (Religious=1)  (Lay=2)
(N=4)

A. JOB TITLE & VARIATIONS: DIRECTOR OF FOOD SERVICES - NO VARIATIONS.
B. AGE: 33, 53, 58, AND 60 YEARS OLD.
C. YEARS IN THE PRIESTHOOD: 28 YEARS.
D. PAST & CURRENT EXPERIENCES IN PARISH WORK: 28 YEARS.
E. HIGHEST DEGREE EARNED

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Practical</td>
<td>1</td>
<td>25.0</td>
</tr>
</tbody>
</table>

F. TEACHING AREAS

<table>
<thead>
<tr>
<th>Areas</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>25.0</td>
</tr>
</tbody>
</table>

G. TEACHING EXPERIENCE & CURRENT RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>2</td>
<td>50.0</td>
</tr>
<tr>
<td>Current</td>
<td>2</td>
<td>50.0</td>
</tr>
</tbody>
</table>

H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER EDUCATION: NONE.
I. PAST EXPERIENCE AND CURRENT RESPONSIBILITIES IN STUDENT SERVICES:
   NOTE: SEE TABLES 34 AND 35, PP.

J. FULL OR PART TIMES RESPONSIBILITIES IN STUDENT SERVICES

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>Part</td>
<td>1</td>
<td>25.0</td>
</tr>
</tbody>
</table>

K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES: NONE.
DIRECTOR OF ATHLETICS

(See Table XXXI p.181)

\( N = 6 \)

Clerics = 1) (Lay = 5)

Job Title, Variations, Job Description. Six (100.0 percent) have the title of Director of Athletics. The Director of Athletics is responsible for the physical welfare of the seminarian through various types of physical fitness programs including intramural and sometimes intercollegiate activities.

Age. The majority range between the ages of 36 and 45 years.

Years in the Priesthood. Data was not available.

Past and Current Experiences in Parish Work. Data was not available.

Highest Degree Earned. One (16.6 percent) has a research doctorate; 4 (66.6 percent) hold a masters degree and 1 (16.6 percent) has a bachelors degree.

Teaching Areas. Two (33.3 percent) are trained in the area of humanities; 3 (50.0 percent) in the behavioral social sciences, and 1 (16.6 percent) in natural science and mathematics.

Teaching Experience and Current Responsibilities. Six (100.0 percent) have taught in the past and 5 (83.3 percent) are currently teaching.
Formal Training in Student Services and/or Administration of Higher Education. Three (50.0 percent) have had formal training in student services; 2 (33.3 percent) in the area of administration of higher education; 1 (16.6 percent) had training in both areas, and 2 (33.3 percent) had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. The following list of areas indicated the number of Directors of Athletics having past experience and current responsibilities in student services. Past experience includes: (1) Counseling; a) Academic - 3 (50.0 percent), b) Financial - 1 (16.6 percent), c) Spiritual - 1 (16.1 percent), d) Vocational - 2 (33.3 percent); (2) Non-Academic Testing - none had past experience; (3) Public Relations, Development, and Alumni - none had past experience; (4) Food Service - none had past experience; (5) Health Services - none had past experience; (6) Admissions - none had past experience; (7) Records - 1 (16.6 percent); (8) Housing Services - 1 (16.6 percent); (9) Discipline - 2 (33.3 percent); (10) Athletics - 6 (100.0 percent); (11) Student Activities - 1 (16.6 percent); (12) Field Services - none had past experience; (13) Student Government - 2 (33.3 percent); (14) Remedial Work - none had past experience; (15) Orientation - 1 (16.6 percent), and (16) Foreign Student Services - none had past experience.
Current responsibilities include: (1) Counseling a) Academic - 4 (66.6 percent), b) Financial - none have current responsibilities, c) Spiritual - 1 (16.6 percent), d) Vocational - 3 (50.0 percent); (2) Non-Academic Testing - none have current responsibilities; (3) Public Relations, Development and Alumni - 1 (16.6 percent); (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities; (6) Admissions - none have current responsibilities; (7) Records - 1 (16.6 percent); (8) Housing Services - 1 (16.6 percent); (9) Discipline - 2 (33.3 percent); (10) Athletics - 6 (100.0 percent); (11) Student Activities - 1 (16.6 percent); (12) Field Education - none have current responsibilities; (13) Student Government - 2 (33.3 percent); (14) Remedial Work - none have current responsibilities; (15) Orientation - 2 (33.3 percent); and (16) Foreign Student Services - none have current responsibilities.

Full or Part Time Responsibilities in Current Student Service Work. Three (50.0 percent) are working full time, and the same number are working part time.

Membership in Educational Associations Related to Student Services. One (16.6 percent) has a membership in the American Personnel and Guidance Association; 9 (33.3 percent) in the National Association of Intercollegiate Athletics; 1 (16.6 percent) in National
College Athletics Association, and 5 (83.3 percent) in the Association of Health, Physical Education and Recreation.
## TABLE 31
THE DIRECTOR OF ATHLETICS
\( \text{(CLERICS}=1 \) \( \text{(LAY}=5 \) \( \text{(N}=6 \)

### A. JOB TITLE & VARIATIONS

<table>
<thead>
<tr>
<th>Job Title &amp; Variations</th>
<th>N.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Athletics</td>
<td>6</td>
<td>100.0</td>
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</tbody>
</table>

### B. AGE

<table>
<thead>
<tr>
<th>Interval</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 35</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>36 - 40</td>
<td>2</td>
<td>33.3</td>
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<tr>
<td>41 - 45</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>46 - 50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>51 - 55</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### C. YEARS IN THE PRIESTHOOD: INFORMATION NOT AVAILABLE.

### D. PAST & CURRENT EXPERIENCES IN PARISH WORK: INFORMATION NOT AVAILABLE.

### E. HIGHEST DEGREE Earned

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
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</tr>
<tr>
<td>Master</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### F. TEACHING AREAS

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>1</td>
<td>16.6</td>
</tr>
</tbody>
</table>

### G. TEACHING EXPERIENCES & CURRENT RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Current</td>
<td>5</td>
<td>83.3</td>
</tr>
</tbody>
</table>

### H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION IN HIGHER ED.

<table>
<thead>
<tr>
<th>Training In</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Administration of H.E.</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>

### I. PAST EXPERIENCE AND CURRENT RESPONSIBILITIES IN STUDENT SERVICES

Note: See Tables 34 & 35, pp.

### J. FULL OR PART RESPONSIBILITIES IN CURRENT STUDENT SERVICE WORK

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Part</td>
<td>3</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES

<table>
<thead>
<tr>
<th>Association</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Pers. &amp; Guid. Assoc.</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Nat. Assoc. of Intercollegiate Athletics</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>Nat. Col. Athletics Assoc.</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Assoc. of Health, P.E. Educ., &amp; Recreation</td>
<td>5</td>
<td>83.3</td>
</tr>
</tbody>
</table>
DIRECTOR OF HEALTH SERVICES

(See Table XXXII p. 184)

(N = 7)

(Clerics = 3)  (Lay = 4)

**Job Title, Variations, and Job Description.** There is no variation in title. The Director of Health Services is responsible for the physical well-being of all those who reside in the seminary. Ordinarily, he is attending physician, who is on call when needed. In the seminaries studied, 4 had nurses in daily attendance.

**Age.** The age ranges between 36 and 45 years.

**Years in the Priesthood.** The three clerics were ordained between 10 and 15 years.

**Past and Current Experiences in Parish Work.** All three clerics had past experience and are currently in part-time parish work.

**Highest Degree Earned.** One (14.2 percent) has a research doctorate; 2 (28.5 percent) have masters, and 4 (57.1 percent) have practical nursing certificates.

**Teaching Areas.** One (14.2 percent) is trained in the area of Philosophy-Theology; 2 (28.5 percent) are trained in the humanities.
Teaching Experiences and Current Responsibilities. Three (42.8 percent) have past teaching experience and none are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. Four (57.1 percent) had training in student services; 2 (28.5 percent) had training in administration of higher education, and one (14.2 percent) had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. All 7 have had only past experience in Health Services and are currently supervising only Student Health Services.

Full or Part Time Responsibilities in Current Student Service Work. Three (42.8 percent) are working full time and 4 (57.1 percent) are working part time.

Membership in Educational Associations Related To Student Services. One (14.2 percent) is a member of the American Association of Higher Education; 2 (28.5 percent) are members of the Association of Schools of Allied Health, and 3 (42.8 percent) are members of the National Catholic Educational Association.
### TABLE 32
**THE DIRECTOR OF HEALTH SERVICES**
(Clerics=3)  (Lay=4)  
(N=7)

<table>
<thead>
<tr>
<th>A. JOB TITLE &amp; VARIATIONS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. AGE</th>
<th>INTERVAL</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. YEARS IN THE PRIESTHOOD</th>
<th>INTERVAL</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. PAST &amp; CURRENT EXPERIENCES IN PARISH WORK</th>
<th>EXPERIENCES</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>EXPERIENCES</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. HIGHEST DEGREE Earned</th>
<th>DEGREE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>DEGREE</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. TEACHING AREAS</th>
<th>AREAS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>AREAS</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. TEACHING EXPERIENCE &amp; CURRENT RESPONSIBILITIES</th>
<th>TIME</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>TIME</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER ED.</th>
<th>TRAINING IN</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>TRAINING IN</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. PAST EXPERIENCE AND CURRENT RESPONSIBILITIES IN STUDENT SERVICES</th>
<th>NOTE: SEE TABLES 34 &amp; 35, PP.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>NOTE: SEE TABLES 34 &amp; 35, PP.</td>
<td></td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. FULL OR PART TIME RESPONSIBILITIES IN CURRENT STUDENT SERVICE WORK</th>
<th>TIME</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>TIME</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICE</th>
<th>ASSOCIATIONS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Title &amp; Variations</td>
<td>ASSOCIATIONS</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Dir. of Health Services</td>
<td>7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** See Tables 34 & 35, PP.
THE DIRECTOR OF PUBLIC RELATIONS
DEVELOPMENT AND ALUMNI

(See Table XXXIII p.189 )

(N = 9)

(Clerics = 5) (Lay = 4)

Job Title, Variations, and Job Description. There are no
variations in the title. The Director of Public Relations, Develop­
ment and Alumni is responsible for: (1) planning and supervising
all public relations activities, all fund raising activities, and alumni
relationships of the seminary; (2) coordinating all activities of the
seminary which involves public relations; (3) coordinating all
activities which have a bearing on fund raising, gifts, or grants of
any kind, including alumni contributions; (4) developing and putting
into effective procedures all types of publication and information;
(5) promoting alumni interest in and support of the seminary; and
(6) programming alumni events.

Age. Is evenly divided between 36 and 45 years.

Years in the Priesthood. They range between 10 and 25 years.

Past and Current Experiences in the Parish. All 5 clerics
have past experience in parish work and 2 (40.0 percent) are
currently working part time in parish work.
Highest Degree Earned. Three (33.3 percent) have research doctorates; 5 (55.5 percent) have masters, and 1 (11.1 percent) has a bachelors degree.

Teaching Areas. Two (22.2 percent) have formal training in Philosophy-Theology; 4 (44.4 percent) in the humanities; 5 (55.5 percent) in the behavioral social sciences, and 1 (11.1 percent) in natural sciences.

Teaching Experience and Current Responsibilities. All 9 had past experience in teaching. Six (66.6 percent) are currently teaching.

Formal Training in Student Services and/or Administration of Higher Education. Three (33.3 percent) had training in student services; 3 (33.3 percent) in administration of higher education; 2 (22.2 percent) had training in both; and 5 (55.5 percent) had no formal training in either area.

Past Experience and Current Responsibilities in Student Services. The following list of areas indicates the number of Directors of Public Relations, Development, and Alumni having past experience and current responsibilities in student services. Past experience includes: (1) Counseling: a) Academic - 6 (66.6 percent), b) Financial - 2 (22.2 percent), c) Spiritual - 5 (55.5 percent), and d) Vocational - 4 (44.4 percent); (2) Non-Academic
Testing - none has past experience; (3) Public Relations, Development, and Alumni - 9 (100.0 percent); (4) Food Services - 1 (11.1 percent); (5) Health Services - none had past experience;
(6) Admissions - 3 (33.3 percent); (7) Records - 1 (11.1 percent);
(8) Housing Services - 1 (11.1 percent); (9) Discipline - 1 (11.1 percent);
(10) Athletics - 1 (11.1 percent); (11) Student Activities - none had past experience; (12) Field Education - none had past experience; (13) Student Government - 2 (22.2 percent); (14) Remedial Work - 1 (11.1 percent); (15) Orientation - 1 (11.1 percent)
and (16) Foreign Student Service - 1 (11.1 percent).

Current Responsibilities Include: (1) Counseling: a) Academic - 4 (44.4 percent), b) Financial - 3 (33.3 percent), c) Spiritual - 5 (55.5 percent), d) Vocational - 5 (55.5 percent); (2) Non-Academic Testing - 4 (44.4 percent); (3) Public Relations, Development, and Alumni - 9 (100.0 percent); (4) Food Services - none have current responsibilities; (5) Health Services - none have current responsibilities;
(6) Admissions - 3 (33.3 percent); (7) Records - none have current responsibilities; (8) Housing Service - none have current responsibilities;
(9) Discipline - none have current responsibilities; (10) Athletics - 1 (11.1 percent); (11) Student Activities - none have current responsibilities; (12) Field Education - none have current responsibilities; (13) Student Government - 2 (22.2 percent); (14) Remedial Work - none have current responsibilities; (15) Orientation - none have
current responsibilities; and (16) Foreign Student Services - none have current responsibilities.

Comments: The number of directors involved in Admissions and Orientation is significantly low. No involvement was reported concerning Student Activities.
### TABLE 33
THE DIRECTOR OF PUBLIC RELATIONS, DEVELOPMENT, AND ALUMNI (CLERICS = 5) (LAY = 4) (N = 9)

#### A. JOB TITLE & VARIATIONS

<table>
<thead>
<tr>
<th>JOB TITLE &amp; VARIATIONS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir. of Public Relations, Development, and Alumni</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### B. AGE

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 35</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>36 - 40</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>41 - 45</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>46 - 50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>51 - 55</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### C. YEARS IN THE PRIESTHOOD (N = 5)

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below - 10</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>21 - 25</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>26 - 30</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### D. PAST & CURRENT EXPERIENCES IN PARISH WORK (N = 5)

<table>
<thead>
<tr>
<th>EXPERIENCES</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Current</td>
<td>2</td>
<td>40.0</td>
</tr>
</tbody>
</table>

#### E. HIGHEST DEGREE Earned

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctorate</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Master</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Practical</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### F. TEACHING AREAS

<table>
<thead>
<tr>
<th>AREAS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy-Theology</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Behavioral Social Sci.</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Natural Sci. &amp; Math.</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

#### G. TEACHING EXPERIENCE & CURRENT RESPONSIBILITIES

<table>
<thead>
<tr>
<th>TIME</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Current</td>
<td>6</td>
<td>66.6</td>
</tr>
</tbody>
</table>

#### H. FORMAL TRAINING IN STUDENT SERVICES AND/OR ADMINISTRATION OF HIGHER ED.

<table>
<thead>
<tr>
<th>TRAINING IN</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Administration of H.E.</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Both</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
<td>55.5</td>
</tr>
</tbody>
</table>

#### I. PAST EXPERIENCE AND CURRENT RESPONSIBILITIES IN STUDENT SERVICES --- NOTE: SEE TABLES 34 & 35, PP.

#### J. FULL OR PART TIME RESPONSIBILITIES IN CURRENT STUDENT SERVICE WORK

<table>
<thead>
<tr>
<th>TIME</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Part</td>
<td>6</td>
<td>66.6</td>
</tr>
</tbody>
</table>

#### K. MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS RELATED TO STUDENT SERVICES

<table>
<thead>
<tr>
<th>ASSOCIATIONS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Assoc. of Higher Ed</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Am. Col. Public Relations Assoc.</td>
<td>6</td>
<td>66.6</td>
</tr>
<tr>
<td>Nat. Cath. Educ. Assoc.</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Reg. Assoc. of Col. Sem.</td>
<td>4</td>
<td>44.4</td>
</tr>
</tbody>
</table>
TABLE 34
THE AREAS OF STUDENT SERVICES IN WHICH A CERTAIN NUMBER OF INDIVIDUALLY CLASSIFIED ADMINISTRATION OFFICERS HAVE HAD PAST EXPERIENCE (N=194)

<table>
<thead>
<tr>
<th>Activity or Function</th>
<th>Total Number Involved</th>
<th>Rector</th>
<th>Vice-Recto</th>
<th>Dir. of Financial Aid</th>
<th>Dir. of Admissions</th>
<th>Registrar</th>
<th>Academic Dean</th>
<th>Dir. of Students</th>
<th>Dir. of Guidance</th>
<th>Dir. of Field Education</th>
<th>Dir. of Food Services</th>
<th>Dir. of Athletics</th>
<th>Dir. of Health Services</th>
<th>Dir. of Public Relations, Development, and Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N=194)</td>
<td>40</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>23</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Educational Counseling</td>
<td>81</td>
<td>20</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Financial Counseling</td>
<td>31</td>
<td>11</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Spiritual Counseling</td>
<td>92</td>
<td>19</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>12</td>
<td>7</td>
<td>23</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Vocational Counseling</td>
<td>56</td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>7</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Testing-Non Academic</td>
<td>17</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public Relations, Development, and Alumni</td>
<td>21</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
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### TABLE 35
THE AREAS OF STUDENT SERVICES IN WHICH A CERTAIN NUMBER OF INDIVIDUALLY CLASSIFIED ADMINISTRATION OFFICERS ARE CURRENTLY HOLDING A RESPONSIBILITY
(N=194)

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<thead>
<tr>
<th>Activity or Function</th>
<th>Total Number Involved</th>
<th>Rector</th>
<th>Vice-Recto</th>
<th>Dir. of Financial Aid</th>
<th>Dir. of Admissions</th>
<th>Registrar</th>
<th>Academic Dean</th>
<th>Dir. of Students</th>
<th>Dir. of Guidance</th>
<th>Dir. of Field Education</th>
<th>Dir. of Athletics</th>
<th>Dir. of Health Services</th>
<th>Dir. of Public Relations, Development, and Alumni</th>
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</table>
The Bishops Conference has made the following comments concerning the Director of Vocations:

Chief among the pastoral duties of the bishops is that of fostering vocations, not only for their own dioceses but for the Church universal. For this Vocation-apostolate they have as principal collaborators the diocesan and religious vocation directors. Each diocese and religious province, if at all possible, should have a full-time coordinator for the work of church vocations.

Essentially the role of the diocesan director of vocations is to coordinate the total vocation program in the diocese. His concern is not just for the candidates for the diocesan clergy but for the diocese's total vocation-apostolate for the Church.... Vocation directors, as the bishops' principal collaborators, initiate programs that are Biblically oriented and that stress the universal call to holiness, the church's role and the life options open to dedicated Christians.

A close collaboration of vocation directors with seminary administrators and faculties must exist. In this way there can be open channels of communication with all aspects of seminary formation. The communication, in turn, will lead to a better understanding of the problems involved and an awareness of the dignity and worth of the priesthood and religious life.

This paragraph of the Bishops Conference shows the need of a working cooperation between the vocational director and the

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The reason for not including the vocational director under the administration officers is that, in most cases, he is autonomous from the seminary staff, and does not reside at the seminary.

He plays a vital part in developing vocations to the priesthood. The seminary administration and staff need to give him all the assistance possible. The seminarians must also cooperate with him by giving their assistance to any program that he feels will help in the increase of vocations that are of the best quality.

At the present time, a vocational organization has been established. It is called the National Center for Church Vocations. The purposes of this organization are:

1. To provide a structure for coordination throughout the nation studies, efforts, and activities of vocation directors and organizations concerning church vocations;

2. To communicate to the general public the positive value of men and women in the contemporary world dedicating themselves to the service of the Church and finding in that dedication personally rewarding and enriched lives;

3. To formulate guidelines to promote the successful fostering of vocations. 1

1 Ibid., pp. 106-107.
Student Service Committees

The use of committees for various student services is also a product of Vatican II and the Bishops Conference. As was mentioned throughout this text, there is support for forming a cooperative family in the seminary. The use of the committee concept is a possible channel to bring about this cooperation.

Some of the more common committees found in the seminary are: (1) the Committee on Admissions; (2) Student Welfare Committee; (3) Worship or Liturgy Committee; (4) Student Activities Committee; (5) Field Education Committee, and (6) Ad Hoc Committees when special needs arise.

The Committees are composed of administration officers, faculty, and students. These committees act as advisory boards for the rector who must make the final decision in more important matters. Usually by-laws are established and approved by the rector. This gives the responsibility of implementing the various projects or procedures.

There were also committees in the pre-Vatican II days. However, few included the active participation of the students. Today, the seminarian is given greater responsibilities in making decisions pertaining to seminary life.
What is also significant is that fact that a spirit of belongingness is created in the seminary along with a sense of cooperation. It enables administration and faculty to observe the manner in which the seminarians respond to problems and their possible solutions. They also are able to observe the interpersonal reaction of the students among themselves and with members of the administration and staff.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The general purpose of this work is an historical investigation of student services found in the United States Catholic Seminaries training diocesan seminarians during the academic year 1973-1974.

The specific purpose include the following:

1. to indicate the conceptual development of student services within the college seminary framework from the time of Christ to the present;

2. to ascertain whether or not the aims and goals of the college seminary in relation to student services are essentially the same as those set forth by a selected number of authors for other institutions of higher education;
3. to identify and compare: a) the college seminary as to number and type that train diocesan seminarians, and b) those aspects that pertain to student services;

4. to identify and compare those administration officers who are responsible for student services in the college seminary;

5. to proffer practical and economical suggestions concerning current or planned student service programs in the college seminary;

6. to use the information gathered on each seminary as a means of communication to the following: a) bishops; b) administrators and faculties of the various types of seminaries; c) vocational directors and parish priests in their role of recruiters; d) future seminarians and their parents; e) the community both where the seminary is located and where the seminarian will be working in his future ministry, and f) student personnel educators interested in the area of seminaries, and

7. to use student services as a means of satisfying the spiritual, psychological, physical and social environmental needs not only common to all students of college age, but also the specific needs of the college seminarian.
The Sample: Two items were considered: (1) the institutions, and (2) the administration officers responsible for student services.

1. The institutions. These were restricted to United States Catholic College Seminaries training diocesan seminarians. There are forty-three seminaries found under this category. Forty-one of these seminaries are included in this study. They are sub-divided and classified as follows: a) 27 four-year independent seminaries; b) 11 four-year residence seminaries, and c) 3 junior college seminaries.

These seminaries are located in twenty-three states throughout the country: a) four in the West; b) nine in the Midwest; c) four in the South, and d) six in the East.

2. The Administration Officers. In the 41 seminaries used in the study, there are currently 245 administration officers who are responsible for student services. Of this number, 41 Rectors, (16.7 percent), who are considered the chief student personnel officer, were personally interviewed by the author. The number of administration officers responding to a personal information form was 194 (79.1 percent). This latter number included the Rectors.
The Methodology. The following procedures were used:

1. An investigation was made to determine what information, if any, was available concerning student services in United States Catholic College Seminaries. Of particular concern were those college seminaries that trained diocesan seminarians.

2. The historical background of student services in the seminary structure was developed by using the following sources: a) the Bible; b) the New Catholic Encyclopedia - the Councils of Trent and Baltimore; c) Bouscaren and Ellis, Canon Law: A Text and Commentary; d) the Documents of the Second Vatican Council and e) the United States Bishops Conference on Priestly Formation.

3. A comparison was made with the above mentioned historical sources and certain selected professional authors. This was done in order to determine whether or not the seminary structure had formulated philosophical concepts that were in accord with other institutions of higher education.

4. Current information on student services in the college seminary was gathered from the following sources: a) personal interviews with the chief student personnel officer of the seminaries involved; b) a personal information form sent back to the author by administration
officers involved in student services, and c) various types of printed materials sent by members of the staff.

5. The materials received were separated into two categories:
   a) components, other than the administration officers, that were related to student services, and b) information pertinent to administration officers having responsibilities for student services. The elements in these two categories were identified and compared by means of developmental definitions and tables.

The Hypotheses. The following hypotheses were formulated:

1. that the concept of student services used as part of the formation process for the Catholic Priesthood has been recognized from the time of Christ, and that this concept has developed both in scope and importance up to the present;

2. that the concept of student services, as formulated by the Catholic College Seminary structure, is in accord with established principles of student services set forth by competent authors for other institutions of higher education;

3. that student services do exist in some formal manner in United States Catholic College Seminaries.
4. that there are assigned personnel who have the responsibility for student services in the college seminary;

5. that practical and economic suggestions, concerning current or planned student services programs in the college seminary, can be made, and

6. that information, gathered about student services in the college seminary, could be used as a means of communication among those who are interested in the seminary, especially student service programs.
Conclusions

1. The historical data indicates that, from the time of Christ to the present, student services have existed, in some form or other, in the process of priestly formation. These services started with the counseling of the Apostles by Christ. They are mentioned, at least by implication, in the various Councils, the Code of Church Law, and in the 1971 Bishops Conference on Priestly Formation.

2. The historical data also indicated that the process of priestly formation developed, so did the scope and importance of student services. Their scope and importance was not at the same level as that of the academic or spiritual formation and development. These latter two, by tradition, have always held first priority. Student services were geared to aid the academic and spiritual life of the seminarian. But as this academic and spiritual life developed in scope and importance, so, as a necessary result, did the student services that accompanied them.

3. When comparing the present aims and goals of student services formulated by the seminary structure with those set forth by competent authors, it was found that they were essentially identical.
The purpose of this comparison was to identify and compare basic philosophical principles from which growth and implementation of student services could and do proceed.

4. Student services in the college seminary have the potential to effect 3,373 college students currently enrolled. This group is being trained in 23 States and 41 Dioceses. It represents a cross section of the total population of seminarians throughout the country. This is significant because these seminarians, or at least a portion of them, will not only benefit from the services offered to them, but will also use some of this experience for the benefit of others. This is true because the priest is basically a service person.

5. When comparing the purpose and aims of each college seminary with those established by the Second Vatican Council and the Bishops Conference on Priestly Formation, it was found that a universality of purpose and aims existed. This universality can form the foundation from which common interests concerning student services can be evaluated and developed.

6. Each of the forty-one college seminaries has either directly, as in the case of the four-year independent college seminary, or
indirectly, as in the situation found in the residence college, the following student services: a) Admissions and Records; b) Financial Aid Services; c) Veterans Services; d) Orientation Programs; e) Guidance and Counseling Services; f) Spiritual Formation Programs; g) Field Education Programs; h) Student Activities; i) Athletic Programs; j) Housing Services; k) Food Services; l) Health Services; and m) Public Relations, Development, and Alumni Services. The four-year independent college seminaries have total responsibility for these services. The four-year residence seminaries share these responsibilities with established and accredited colleges or universities to which they are attached. The junior college seminaries used in this study have a combination of both. They have the total responsibility for student services, but use some of the services of colleges or universities for supplementary help.

7. There are fourteen categories into which administration officers responsible for student services can be identified: (1) the Rector, who is considered to be the chief student personnel officer; (2) the Vice-Rector; (3) the Director of Financial Aid; (4) the Director of Admissions; (5) the Registrar; (6) the Academic Dean; (7) the Dean of Students; (8) the Director of Guidance; (9) the
Spiritual Director; (10) the Director of Field Education; (11) the Director of Food Services; (12) the Director of Athletics; (13) the Director of Health Services, and (14) the Director of Public Relations, Development and Alumni.

These categories establish a division of authority and responsibility. There are several unique situations that are found in the seminary structure. The Rector, in his absence, the Vice-Rector, are directly responsible for and take part in the general overview of all student services. The Academic Dean is actively involved in many of the student services, at least in an indirect way. The Director of Field Education is a position that has been newly created. It was established by the Bishops Conference. He is responsible for supervising seminarians in their apostolic work. These include such things as: a) visiting hospitals and homes for the elderly; b) teaching religion to Catholic public school children; c) working with civic and religious groups, etc.

8. The following are significant findings concerning administration officers of student services:

(1) The mean age of this study was 42 years old. Whereas, the age range is between 27 and 65 years for all administration
officers in the seminary. Some positions, such as the Rector, and Vice-Rector, require a number of years experience. This caused the average age to be high.

(2) Among the clerics, the average age ordained is between 11 and 20 years. This interval represents 51.2 percent of the total group. It gives the seminarian the opportunity to learn from experiences and wisdom of priests who have had some years in the priesthood. This is especially true in the areas of spiritual formation and field education.

(3) Among the clerics, 76.5 percent had past experience in parish work. Currently, 42.2 percent are engaged in part time parish work. The same reasons that were significant in paragraph (2), are applicable here.

(4) In relation to highest degrees earned, 28.2 percent have earned a Doctorate, while 53.4 percent have a Master Degree. The majority of these degrees are found within the teaching areas such as philosophy, theology, history, English, mathematics, the sciences, etc. Only a few were in the area of educational administration. None were in the area of student personnel services. This emphasis on teaching areas has been a long
standing tradition of the seminary structure and is a carry
over from the European seminary structure. It is, however,
a fine example of seminary personnel carrying out the wishes
of the Bishops Conference in relation to having a strong
liberal arts program in the college seminary.

(5) Only 29.8 percent have any formal training in student personnel
services. Currently, there are 59.2 percent working in the
areas of administration and student services who have no
formal training in either administration of higher education or
student services.

This lack of professional training is due to the following facts;

a) The seminary structure has been traditionally
oriented to the development and training of
personnel in the academic and spiritual areas.

b) Prior to the Second Vatican Council and the Bishops
Conference, the student service needs were thought
to be relatively simple. Thus, the Bishops and Rectors
felt that a program of informal in-service training
in the various student services would be sufficient
to meet the needs of the seminarians.
c) Even the Program for Priestly Formation, as set forth by the Bishops Conference, emphasizes the academic program, pastoral program, and spiritual formation. The bishops have even created a Curricular Model. As a result, the seminaries have been developing these areas as their first priorities.

6) At present there is no clear definitions of the terms, part-time or full-time responsibilities, in relation to student services. Only those engaged in Field Education are limited to this one responsibility.

7) Tables 34 and 35 indicate a variety of past experiences and current responsibilities found among the administration officers working in student services. This is the result of two factors: 1) the small population of the seminarians found in any given seminary, and 2) the small group of administration officers assigned to a particular college seminary.

8) The administration officer, taken as a group, holds membership in twenty-six National Educational Associations that are related to student services, as well as numerous state and local organizations. The two most significant national organizations and associations are the National Catholic
Educational Association (87.8 percent hold memberships),
and the Regional Associations of College Seminaries (100
percent hold memberships). These memberships are either
personal or granted through the seminary. The lack of
professional affiliation in such organizations as the American
College Personnel Association, the National Association
of Student Personnel Workers, and other related groups
of college student personnel and/or student development in
higher education, is due to the matter of priorities. The
emphasis is on the academic and spiritual and, thus, there
is a concern to be related to those associations and organiza-
tions that foster the academic and the spiritual development
of seminary life.

9) In relation to on-going self-evaluations of existing programs,
and plans for future expansion and/or modification of programs,
no conclusions can be made at this time. None of the
seminaries were either able and/or willing to give information
for publication concerning self-evaluations or future plans.
This was due to the fact that they felt that any information
given at this time would be premature and would not be a true
representation of their efforts and findings. The author had
access to a certain number of self-evaluation manuals used
for the process of accreditation by regional agencies. The manuals were to be used only for the gathering of materials concerning job and program descriptions. Permission was not given to use any of the self-evaluation information. What can be said is that meaningful self-evaluations and future planning of student services are currently going on.

10) This dissertation will not go into the realm of performance of personnel. No evaluation concerning the quality of performance of personnel was made. Therefore, no conclusions were formed along these lines.

9. During the personal interviews, it was discovered that there is little or no communication of information concerning student services among those interested in seminary life. There was an expressed desire by the Rectors and other seminary staff that some type of written material should be developed that would relate what student services were available in each seminary, and a description of those services.

From the printed materials gathered from the seminaries, a descriptive directory was developed. This directory is located in Appendix B. The following items were listed and described whenever possible: a) the Name, Address, and Telephone Number
of the Seminary; b) the Administration Responsible for Student Services; c) the Diocese of the Seminary; d) the Current Number of Students; e) the Historical Sketch of the Seminary; f) the Educational Associations Related to Student Services; g) the Purpose and Aims of the Seminary; and h) the Student Service Programs of the Seminary.

The most noteworthy of these items is the description of student services currently found in each seminary. It enables the reader, not only to see each separate program, but also to compare one program with another. This also gives the reader immediate information concerning the location of each seminary, if he/she wishes to make a more extensive investigation.
Implications

This investigation has been the first formal research attempt to identify and compare student services programs, and personnel workers in Catholic Seminaries throughout the United States that train diocesan seminarians on the college level. It demonstrates that the various factors found in each seminary are not so diverse or unique that meaningful studies cannot be made.

The work established, for the first time, factual information that can be used as the foundation for further investigations of a qualitative nature. The study indicates what exists in the area of student service programs and identifies those responsible for their implementation.

The study gives evidence that student services, even though in many cases not identified under such titles as, "Student Personnel Services," do hold a prominent place in the seminary structure. Actual use is an indicator that these services are recognized as important elements in the formation of the Catholic priest.

If student services are to develop and expand with the needs of the seminarian, there are a number of basic questions that must be answered:
1. How effective are current student programs?

2. Are the personnel involved in student services adequately trained?

3. What methods should be considered and adopted to improve student services?

When these three questions are satisfactorily answered, the Bishops, who have the sole responsibility for any major changes in their own seminaries, and a direct influence on other seminaries, will set forth norms in relation to student services. The Document of the Bishops Conference has indicated these norms for the academic and spiritual life of the seminarian. In the same manner, the Bishops will call upon both priests and laity, who have knowledge and professional experiences in the area of student services, to come forward and aid them in producing meaningful student service programs. This study, which relates what currently exists in seminary student services, can be an aid in helping to answer the above mentioned questions. This, in turn, will lead to more effective and improved student service programs designed for use in the seminary structure.
Recommendations

The following recommendations are considered, by the author, to be essential in any further study of student services within the Catholic Seminary Structure:

1. An historical investigation should be made among those seminaries that train religious for priesthood. A comparison should be made between these and the seminaries training diocesan seminarians to determine common elements and essential differences.

2. An historical investigation should be made of the Theologate Division of the seminary structure. A comparison should be made between this Division and the College Division to determine common elements and essential differences.

3. An effective method of communication should be developed among those involved in seminary student services in order to share information concerning the successes and shortcomings found in individual student services programs. There should be some type of forum where ideas could be discussed and developed.

4. Qualitative studies should be made of each student service area in order to determine the effectiveness of student service programs found within the seminary structure and individual seminaries.
This could be accomplished by means of surveying the following:

a) administration officers currently involved in a particular student service; b) administration officers who had held a particular student service responsibility; c) currently enrolled college seminarians, and d) alumni who are either in the theologate or in the priesthood.

5. At the present time, lack of information precludes the creation of a working student services model that would be acceptable to the seminary administration. However, the student service programs found in Appendix B, are working models that are currently being used in the seminaries. The more fully developed programs also have the sanction of regional accrediting associations. It enables those who are interested to make comparisons between their own programs and those of other seminaries. It is a temporary situation that can be used until the Bishops Committee gathers enough information and makes some decisions as to whether or not a common student services program can be created that would meet the needs of the students no matter in what type of seminary they might be found.

As a positive recommendation, such research models, as developed in Ayers, Tripp and Russel's governmental research book
entitled Student Services Administration in Higher Education or Knowles' two volume work, Handbook of College and University Administration, could be examined and tested to see whether or not some or all of their findings could be used to implement the seminary programs.

6. The future training for seminary personnel in the area of student services will be determined, to a great extent, on what conclusions the Bishops Committee arrive at. It seems that the following questions must be answered:

1) Does seminary personnel require formal professional training in student personnel work?

2) Where is this training to be provided?

3) What type of training is required?

4) To what extent should this training be an on-going preparation?

In line with these questions, the following recommendations seem to be in order:

1) If the seminary structure is going to provide student services that are comparable to those offered in other institutions of higher education, then, their seminary personnel must have the same type of formal training that is required by other
institutions for their personnel. This is true, even of the residence seminaries that use the services of the college or university to which they are attached. The personnel of these residence seminaries, must, at least, be aware of the potential worth of various types of student services in the seminarian's life and his life in the priesthood.

2) Professional training could be provided in the following ways:

a) Seminary personnel could attend institutions of higher education that offers programs in student personnel work. The Bishops Committee could require that all administration officers whose main responsibility lies within the student services, and/or newly ordained priests, interested in the area of student services should attend student personnel programs to obtain a degree.

b) The Bishops Committee could request that the university staffs in the area of student personnel work to establish summer workshops that would be attended by those working in student services.

3) The Bishops Committee has already made some general
recommendations concerning professional training programs for
the seminaries. Included in these recommendations were job
descriptions of eight student personnel positions, namely:

(1) the Rector; (2) the Academic Dean; (3) the Registrar; (4) the
Dean of Students; (5) the Director of Guidance; (6) the Director
of Spiritual Formation; (7) the Director of Field Education, and
(8) the Treasurer, in his position as Financial Aid Officer.

It is recommended that job descriptions be formulated for other
student personnel positions not mentioned, but found in the
seminary, such as: (1) the Director of Food Services; (2) the
Director of Athletics; (3) the Director of Health Services, and
(4) the Director of Public Relations, Development and Alumni.

The general recommendations already given by the Bishops
Committee should be carried into effect at the present time.

Recommendations as to specific types of training must be kept in
abeyance until further investigations and evaluations are made
of current student service programs found in the seminary. However,
some general recommendations can be made as to what knowledge and/or
experiences should be acquired in the areas of student personnel work.
a) Acquaintance with various types of literature found in the field of student personnel work, and its practical uses are:

b) Knowledge of the philosophical principles of student personnel work;

c) At least a general knowledge of the various functions and activities that exist in student personnel programs;

d) Some type of field experience in those areas that are closely related to those services found in the seminary; and

e) Specialized courses that can relate student personnel work specifically to the needs of the seminary.

(4) Until further investigations and evaluations are made, the best type of on-going preparation, in the opinion of the author, would be active memberships in the various professional organizations that are directly related to student personnel work, such as:

a) The American Association for Higher Education;

b) The American Personnel and Guidance Association;
c) The American College Personnel Association, and
d) The National Association of Student Personnel Administrators.

It is further recommended that the Regional Associations of College Seminaries establish a division or committee that would be responsible for gathering and disseminating information concerning student personnel work. Three needs should be satisfied:

a) Information concerning current ideas in the general areas of student personnel work;

b) Information on student personnel programs found in the seminary structure, and

c) Communication of seminary personnel with those who are professionally trained and who have experience in student personnel work.
APPENDIX A

I. Correspondences and Materials Used in the Procedures and Methodology of the Work

II. Correspondences Concerning the Limitation of Related Literature
DEAR REGISTRAR:

I AM WORKING ON A DOCTORAL DISSERTATION WHICH COVERS THE AREA OF STUDENT PERSONNEL SERVICES.

I WOULD LIKE TO HAVE A COPY OF YOUR ACADEMIC BULLETIN AND ANY OTHER INFORMATION YOU MIGHT HAVE ON STUDENT PERSONNEL SERVICES AT YOUR SEMINARY.

THANK YOU FOR YOUR COOPERATION AND HELP IN THIS MATTER.

PLEASE SEND INFORMATION TO:

REV. MICHAEL F. PFEIFER
2233 NORTH KENMORE AVENUE
CHICAGO, ILLINOIS 60614

SINCERELY YOURS,

(REV.) MICHAEL F. PFEIFER
Dear Father:

I am currently working on my doctoral dissertation at Loyola University. The area of my project is a survey of student personnel services in diocesan college seminaries. I realize that you have only a resident situation at your seminary; however, I feel that you can still be a great help to me.

I have been in contact with the Center for Applied Research in the Apostolate (CARA) and they consider the area of student personnel services in the seminary to be an important aspect in the ongoing development of the seminarian towards his future work in the priesthood. It is hoped that from this research an economical and practical program can be created which will enrich a present program or will act as a basis in the establishment of a new program.

I would like to visit your seminary and have a personal interview with you. Enclosed is a condensed form of the interview that I am using with college seminaries that have an independent academic program. I am especially interested in learning what student personnel services are made available to you through the college to which you are affiliated.

Please answer the card found with this letter and mail back to me. Thank you for your cooperation and interest in this project.

Sincerely yours in Christ,

Michael F. Pfeifer, C.M.
YOU HAVE MY PERMISSION TO VISIT OUR SEMINARY.

I WOULD LIKE TO HAVE MORE INFORMATION BEFORE I GRANT MY PERMISSION.

I PREFER THAT YOU DO NOT VISIT OUR SEMINARY.

CONTACT THE FOLLOWING STAFF MEMBER FOR AN APPOINTMENT DATE.

NAME OF SEMINARY
CITY, STATE
TELEPHONE NUMBER
STUDENT PERSONNEL SERVICE PROGRAM

INTERVIEW WITH THE CHIEF STUDENT PERSONNEL OFFICER

NOTE: IT MAY BE NECESSARY TO TAPE SOME OF THE RESPONSES IN ORDER TO SAVE TIME.

1. DOES THE SEMINARY HAVE ANY FORMAL WRITTEN AIMS, OBJECTIVES, AND METHODS CONCERNING STUDENT PERSONNEL SERVICES?

2. IF THERE ARE NO FORMAL WRITTEN AIMS, OBJECTIVES, AND METHODS CONCERNING STUDENT PERSONNEL SERVICES, COULD YOU BRIEFLY DESCRIBE WHAT AIMS, OBJECTIVES, AND METHODS YOU ARE PRESENTLY USING?

3. WHICH OF THE FOLLOWING ACTIVITIES OR FUNCTIONS DO YOU CURRENTLY HAVE? WHO IS RESPONSIBLE FOR EACH - OFFICIAL TITLE?

   ADMISSIONS
   ACADEMIC ADVISORY PROGRAM
   CONCERT AND LECTURE PROGRAM
   COUNSELING SERVICES
   DISCIPLINE
   ACADEMIC AND DEPARTMENT CLUBS
   CONVOCATIONS
   INTERCOLLEGIATE ATHLETICS
   INTRAMURAL ATHLETICS
   STUDENT GOVERNMENT GROUPS
   STUDENT PUBLICATIONS
   FINANCIAL AID, LOANS, SCHOLARSHIPS, ETC.
   FOREIGN STUDENT SERVICES
   FRESHMEN ORIENTATION
   FOOD SERVICES
   HEALTH SERVICES
   HOUSING PROGRAMS
   JOB PLACEMENT
   RELIGIOUS ACTIVITIES
   REMEDIAL CLINICS
   REGISTRATION AND RECORDS
   STUDENT ACTIVITIES CALENDAR
   STUDENT RECRUITMENT
   TESTING PROGRAM
   VETERANS AFFAIRS

4. ARE THERE ANY WRITTEN JOB DESCRIPTIONS AND/OR RESPONSIBILITIES FOR THE ABOVE LISTED ACTIVITIES OR FUNCTIONS?

5. IF THERE ARE NO WRITTEN PROGRAMS CONCERNING THE ABOVE LISTED ACTIVITIES OR FUNCTIONS, COULD YOU BRIEFLY DESCRIBE THE JOB DESCRIPTION AND/OR RESPONSIBILITIES FOR EACH THAT YOU ARE CURRENTLY USING?

6. IF THERE ANY ON-GOING SELF-EVALUATION OF EXISTING PROGRAMS? IF YES, HOW IS THIS ACCOMPLISHED? WHAT HAVE BEEN RECENT RESULTS AND FINDINGS?

7. ARE THERE ANY PLANS TO INCREASE ALREADY EXISTING PROGRAMS AND/OR ADD NEW ONES? DESCRIBE.

NOTE: SOME SEMINARIES ARE AFFILIATED WITH EDUCATIONAL INSTITUTIONS OUTSIDE THE IMMEDIATE SEMINARY STRUCTURE. THEY MAY ALSO USE AGENCIES AND SERVICES THAT ARE FOUND WITHIN THE COMMUNITY. THE FOLLOWING STATEMENTS AND/OR QUESTIONS CONCERN THESE SITUATIONS.
8. PLEASE LIST AND DESCRIBE STUDENT PERSONNEL SERVICES WHICH ARE PROVIDED BY EDUCATIONAL INSTITUTIONS OUTSIDE THE IMMEDIATE SEMINARY STRUCTURE.

9. HOW DO THE ABOVE MENTIONED SERVICES SUPPLEMENT THE SEMINARY PERSONNEL PROGRAMS?

10. LIST AND DESCRIBE AGENCIES AND SERVICES THAT ARE FOUND WITHIN THE COMMUNITY THAT THE SEMINARY USES.

11. HOW DO THE ABOVE MENTIONED AGENCIES AND SERVICES SUPPLEMENT THE SEMINARY STUDENT PERSONNEL PROGRAM?

12. ARE THERE ANY EDUCATIONAL INSTITUTIONS, AGENCIES, AND/OR SERVICES THAT COULD PROVIDE SUPPLEMENTARY AID TO THE SEMINARY STUDENT PERSONNEL PROGRAM, BUT AT THE PRESENT TIME ARE NOT BEING USED?

13. ARE THERE ANY OTHER COMMENTS THAT YOU WOULD LIKE TO MAKE CONCERNING STUDENT PERSONNEL SERVICES WHICH HAVE NOT BEEN DISCUSSED?
PERSONAL INTERVIEW

STUDENT PERSONNEL STAFF - CLERICS

1. AGE - YEARS ORDAINED
2. PROFESSIONAL DEGREES ATTAINED AND MAJOR AREAS OF CONCENTRATION.
3. PAST EXPERIENCES AND NUMBER OF YEARS:
   PARISH PRIEST - ASSOCIATE PASTOR - PASTOR - NUMBER OF YEARS
   TEACHING - SUBJECT AREA - NUMBER OF YEARS
   STUDENT PERSONNEL WORK - WHAT CAPACITY - NUMBER OF YEARS
   ADMINISTRATIVE POSITIONS OTHER THAN STUDENT PERSONNEL WORK - WHAT CAPACITY?
   OTHER RELATED EXPERIENCES
4. PRESENT DUTIES:
   OFFICIAL TITLE
   APPOINTED BY
   WHAT ARE YOUR PRIMARY DUTIES
   DUTIES OTHER THAN STUDENT PERSONNEL SERVICES
5. WHAT COURSES OR EXPERIENCES HAVE YOU HAD WHICH YOU CONSIDER TO BE AN AID IN STUDENT PERSONNEL WORK IN SEMINARIES?
6. PROFESSIONAL EDUCATIONAL ORGANIZATIONS OF WHICH YOU ARE A MEMBER.
   HAVE YOU HELD AN ADMINISTRATIVE POSITION IN ANY OF THE ABOVE LISTED ORGANIZATIONS? ARE YOU CURRENTLY HOLDING ANY?
7. PROFESSIONAL ORGANIZATIONS OTHER THAN EDUCATIONAL OF WHICH YOU ARE A MEMBER. HAVE YOU HELD AN ADMINISTRATIVE POSITION IN ANY OF THE LISTED ORGANIZATIONS? ARE YOU CURRENTLY HOLDING ANY?
8. ARE THERE ANY OTHER COMMENTS THAT YOU WOULD LIKE TO MAKE CONCERNING STUDENT PERSONNEL SERVICES WHICH HAVE NOT BEEN DISCUSSED?
   ++++++++++++++

LAY

NOTE: EVERYTHING IS THE SAME AS THAT FOR THE PERSONAL INTERVIEW OF CLERICS WITH THE FOLLOWING EXCEPTIONS:

1. AGE - SEX - MARITAL STATUS

3. PAST EXPERIENCES AND NUMBER OF YEARS: PARISH PRIEST etc. NOT INCLUDED
## AN APPOINTMENT LIST

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Dear Father:

Please excuse the Xerox and rather impersonal way this letter comes to you. It is the only efficient way that I can communicate to all at this time.

I want to tell you how grateful I am not only for your generous hospitality but also for the encouragement that you and your staff have given me.

Enclosed you will find a short summary stating what I am attempting to accomplish and the procedure I am using. I have reduced the original personal questionnaire from three pages to one in an attempt to gather the necessary information in the shortest possible way. I would appreciate it if you would give out these forms to the various staff members involved. I have already written in the positions. It should take only a few minutes of your time. I have also enclosed a self-addressed envelope for each form. I would like to have these back as soon as possible.

Thank you once again for your help and time. I will remember you and your staff in my masses and prayers. I ask you also to pray that this work will be a vehicle in the promotion of the seminary system which will lead to an increase of high quality vocations and thus a stronger priesthood.

Sincerely yours in Christ,

Michael F. Pfeiffer, C.M.

(REv.) Michael F. Pfeiffer, C.M.
CHANGE OF TITLE

FROM: STUDENT PERSONNEL SERVICES IN THE UNITED STATES CATHOLIC
DIOCESAN SEMINARIES: COLLEGE LEVEL

TO: STUDENT PERSONNEL SERVICES IN UNITED STATES CATHOLIC
SEMINARIES TRAINING DIOCESAN SEMINARIANS: THE COLLEGE LEVEL

REASON FOR CHANGE: THE LATTER TITLE IS MORE ACCURATE.

THE PURPOSE: THE FOLLOWING ARE ADDITIONAL GOALS WHICH INCORPORATE
ALREADY ESTABLISHED PURPOSES BUT MAKE THE OBJECTIVES MORE
PRECISE AND CONCISE:

THE DISSERTATION IS TO BE A VEHICLE OF COMMUNICATION
CONCERNING:
1. PRESENT ESTABLISHED PROGRAMS OF STUDENT SERVICES
2. POSITIVE, PRACTICAL, AND ECONOMICAL SUGGESTIONS TO
   IMPROVE PROGRAMS
3. THE AWARENESS THAT REVISIONS ARE CURRENTLY BEING MADE

FROM THE SEMINARY STRUCTURE TO:
1. THE BISHOPS
2. ADMINISTRATION AND FACULTY OF THE VARIOUS COLLEGE
   SEMINARIES
3. VOCATIONAL DIRECTORS AND PARISH PRIESTS IN THEIR ROLE
   AS RECRUITERS
4. FUTURE SEMINARIANS AND THEIR PARENTS
5. THE COMMUNITY
   WHERE THE SEMINARY IS LOCATED
   WHERE THE SEMINARIAN WILL BE WORKING IN HIS FUTURE
   MINISTRY.
PERSONAL INFORMATION FORM

TITLE
AGE
NUMBER OF YEARS ORDAINED (IF CLERIC)
SEX: MALE - FEMALE
MARITAL STATUS: SINGLE - MARRIED - NUMBER OF CHILDREN (IF LAY)
HIGHEST DEGREE ATTAINED
MAJOR AREA OF CONCENTRATION
YEAR DEGREE RECEIVED
PAST AND PRESENT EXPERIENCES AND RESPONSIBILITIES IN THE FOLLOWING STUDENT SERVICES:
- COUNSELING
- EDUCATIONAL
- FINANCIAL
- SPIRITUAL
- VOCATIONAL
- NON-ACADEMIC TESTING
- PUBLIC RELATIONS, AND DEVELOPMENT
- ALUMNI
- FOOD SERVICES
- HEALTH SERVICES
- ADMISSIONS
- RECORDS
- HOUSING SERVICES
- DISCIPLINE
- AthLETICS
- STUDENT GOVERNMENT
- REMEDIAL WORK
- ORIENTATION
- FOREIGN STUDENT SERVICES

HAVE YOU HAD ANY UNIVERSITY TRAINING IN STUDENT SERVICES?
HAVE YOU HAD ANY UNIVERSITY TRAINING IN ADMINISTRATION OF HIGHER EDUCATION?
HAVE YOU TAUGHT AN ACADEMIC SUBJECT? MAJOR AREA OF CONCENTRATION. ARE YOU CURRENTLY TEACHING?
DO YOU CONSIDER YOUR WORK IN STUDENT SERVICES AS PART TIME OR FULL TIME?
HAVE YOU EVER BEEN ASSIGNED TO A PARISH? ARE YOU CURRENTLY ASSIGNED TO A PARISH ON A PART TIME BASES? (IF CLERIC)

PROFESSIONAL ORGANIZATIONS:
PLEASE INDICATE WHICH OF THE FOLLOWING ORGANIZATIONS
(1) YOU ARE A MEMBER (EITHER A SCHOOL MEMBERSHIP OR A PERSONAL MEMBERSHIP
(2) YOU ARE OR WILL BE HOLDING AN ADMINISTRATIVE POSITION
(3) YOU HAVE HELD AN ADMINISTRATIVE POSITION
(4) YOU HAVE BEEN A MEMBER OF A PANEL
(5) YOU ARE CURRENTLY MEMBER OF A PANEL
(6) YOU HAVE WRITTEN OR ARE IN THE PROCESS OF WRITING A POSITION PAPER, AND/OR ARTICLE

ORGANIZATIONS:
- AMERICAN ASSOCIATION OF HIGHER EDUCATION
- AMERICAN ASSOCIATION OF COLLEGE REGISTRARS AND ADMISSIONS OFFICERS
- AMERICAN COLLEGE PERSONNEL ASSOCIATION
- AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATIONS
- AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
- ASSOCIATION OF AMERICAN COLLEGES
- ASSOCIATION OF SCHOOLS OF ALLIED HEALTH PROFESSIONS
- NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS
- NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS
- NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
- NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
- NATIONAL EDUCATIONAL ASSOCIATIONS
- REGIONAL ASSOCIATION OF COLLEGE SEMINARIES
COPY OF ORIGINAL LETTER

October 4, 1972

The Reverend Michael Pfeifer, C.M.
2233 N. Kenmore
Chicago, Illinois 60614

Dear Father Michael:

Msgr. Robert Bacher, Executive Director of the Bishops' Committee on Priestly Formation, Father David Murphy, Executive Secretary of the NCEA Seminary Department, Father Ed Baldwin, Executive Director of the National Center for Church Vocations (NCCV) and I discussed the issue of personnel services in the seminaries of the United States at our recent meeting. We do not know of any study in this area, nor are we acquainted with bibliography pertaining to personnel services.

The group did suggest that you consult such publications as The Review for Religious, which annually surveys bibliographical material pertaining to seminaries and seminarians, the publication of the Catholic Physicians' Guild, and the NCEA annual Bulletin. For further information about the role of the spiritual director we advise you to write to Father Paul Whitney, Saint John Vianney Seminary, Know Road, East Aurora, New York 14052.

I should like to suggest that you send me four copies of a short description of the area of your dissertation with a very clear and precise definition and description of what you include in the term "personnel services" as this is applied to seminaries. It is possible that Father Dave Murphy would be willing to include a short notice in the NCEA Seminary Newsletter to the effect that you are going a Ph.D. dissertation in this field and ask interested person who might have valuable information to contact you. His next newsletter will be published in December, so it would be wise to send me this information as soon as possible, if you are interested.

With every best wish and asking God to bless your efforts, I remain,

Fraternally yours in Christ,

(Rev.) Adrian Fuerst, O.S.B.
Head, Seminary Research Department
COPY OF ORIGINAL LETTER

Dec. 26, 1973

DEAR FATHER PFEIFER:

I was very happy to receive your letter and news about your project. I had already heard about you and your work from the people at Niles (Fr. Finnegan) and had jotted your name down somewhere to get in touch.

Unfortunately I am not aware of any articles or written materials that pertain to this subject. I presume that you mean articles that refer more specifically to seminaries' student services. I am sure that there must be much written in the broader educational picture on the topic.

Having advised you of my present state of ignorance on the subject, I will say that I'll keep a special eye open and do some asking around in hopes of scar ing up something. I would be happy to meet with you, of course, if you thought that might be any help. You might want to write to Dr. Jesse Ziegler of the American Association of Theological Schools (Box 396, Vandalia, OH 45377) and present your question and materials to him. He might well know of some studies, particularly for Protestant seminaries, that would be of help. (Correct spelling: Ziegler -- typing mistake above).

Best wishes to you in your work. Please keep me advised of its progress. We might eventually be able to publish a resume or excerpts in the Seminary Newsletter Supplement for the benefit of our colleagues.

Best wishes for a happy New Year.

In Christ Jesus,

REV. DAVID M. MURPHY
Executive Secretary
Seminary Department
APPENDIX B

A Directory of United States Catholic Seminaries That Train Diocesan Seminarians: The College Level
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Name, Address, Telephone

Aquinas House - Residence
140 Foxboro Road
Syracuse, New York 13224
(315) 446-7228

Administration for Student Services

Director
Co-Director
Attending Physician

Servicing

Diocese of Syracuse

Number of Students

23

Historical Sketch

1973 - Aquinas House established at LeMoyne Syracuse, New York. Affiliated with the University of Syracuse.

Educational Associations Related to Student Services

Association of Eastern Regional College and Seminaries
National Catholic Educational Association

Purpose and Aims

1. The House of Studies' function is to assist with the formation of seminarians and to make available to priests opportunities for on-going education.

2. This will be accomplished by means of "formation teams" working in conjunction with the Bishop, the Diocesan Vocational Directors, the Seminary Review Committee and the Priestly Formation Committee.

3. The House of Studies will provide the following:

   a) greater flexibility in academic programming
by having access to the faculty and educational resources and curriculum related experiences offered on campus

b) the opportunity for exercise of responsible freedom and accountability to a standard of Christian excellence within a life level in common

c) fostering private prayer, prayer in common and liturgical worship

d) pastoral orientation through participation in at least one apostolic project either on campus or in the city of Syracuse

e) competent guidance in various levels, spiritual, psychological and ministerial

4. The House of Studies does not intend to supplement any other existing models of formation for men in their collegiate years. It is intended merely to give the seminarian academic and ministerial formation settings from which he might choose the best suited for his total growth as future minister of the Church.

Student Service Programs

No formal program is available at this time
Archdiocesan House of Studies - Residence
1538 S.W. Montgomery Street
Portland, Oregon 97201
(503) 228-8439

Administration of Student Services

Director
Assistant Director
Attending Physician

Servicing

Archdiocese of Portland

Number of Students

9

Historical Sketch

House of Studies
Academic training done at Portland State University, Portland, Oregon

Educational Associations Related to Student Services

None

Purpose and Aims

The purpose of this House of Studies is to assist in the formation of the seminarian through spiritual and academic training according to the norms of Vatican II and the Conference of Bishops. This House gives the student another form of education to choose from during his college education towards the priesthood.

Student Service Programs

No formal program is available at this time
The Athenaeum of Ohio incorporates Mount Saint Mary's Seminary, which is the School of Theology located in Norwood, adjacent to Cincinnati, and Saint Gregory Seminary, which is the College of Liberal Arts with a Graduate School in Philosophy.

The first seminary of St. Francis Xavier was founded in the Archdiocese of Cincinnati on May 11, 1829. The title of The Athenaeum for the college division was assumed on October 17, 1831. In 1891 St. Gregory Seminary was opened at its present location. On March 24, 1928, the major and minor seminaries were incorporated by the State of Ohio under the title of The Athenaeum of Ohio; on May 28, 1929, they were authorized by the Department of Education of the State of Ohio to grant the degrees of Bachelor of Arts and Masters of Arts, and recognized as a teacher-training institution. On August 25, 1948, the Sacred Congregation of Seminaries and
Historical Sketch (con't)

Universities affiliated the theological course of Mount Saint Mary's Seminary with the Theological Faculty of The Catholic University of America, Washington, D.C.

The Athenaeum of Ohio was admitted to membership in the Ohio College Association on April 18, 1953. It was admitted to the North Central Association of Colleges and Secondary Schools on April 24, 1959, as an institution granting the Bachelor's and Masters degrees. The Athenaeum is approved by the Veterans Administration of the United States Government and holds memberships in numerous national associations.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
Association of American Colleges
Midwest Association of Spiritual Directors
National Educational Association
Ohio College Association of Registrars
Ohio State Nurses Registration
Regional Association of College Seminaries

Purpose and Aims

The college seminary exists as a training ground in intelligent charity in preparation for service in the priesthood.

Intelligent human living requires some knowledge of the accomplishments of humanity, an exposure as extensive as possible to the sweep of human culture and achievement. In addition to this, and as its enlivening spirit, intelligent Christian living demands an acquaintance with Christian revelation that is appropriate to one's age and needs. It is to provide this knowledge, this exposure, that St. Gregory offers programs in theology, history, language, science and fine arts, giving special attention to philosophy and the literature of the English language. In this way the seminary hopes to offer opportunities for depth as well as breadth of study.

Charity implies a loving openness to God and to one's fellow man in Christ. The attainment of such an openness requires a strong and realistic spirituality, the sharing of the experience and wisdom
Purpose and Aims

of others in guidance situations, and an actual giving of one's time and energies in the service of those in need. It is to provide this that St. Gregory's has an organic program of prayer and worship, of group guidance by faculty members, and of apostolic works.

St. Gregory's Seminary is intended exclusively for candidates to the priesthood, and it expects its students to live and work in a way that is in keeping with this goal. It aims to foster and develop the desire for the priesthood in all of its programs. Yet a college seminary's immediate aim is not to produce priests but men who are capable and worthy of beginning their technical studies in the school of theology. Such men will be true human persons, capable of Christian responsibility, men of learning, leadership, and generosity, who can listen as well as speak, who can give as well as receive, in short, men if intelligent charity. To form such men is the aim of this college seminary.

Student Service Programs

I. Admissions and Records:

Admission is restricted to students for the priesthood of the Catholic Church who have the approbation of some Bishop or religious superior. Applicants to college must forward to the Registrar an official transcript of high school credit amounting to at least sixteen acceptable in college preparatory work and evidence of graduation. Scores must be forwarded of the American College Test or the Scholastic Aptitude Test of the College Examination Board.

All applicants must undergo a program of psychological testing. These tests are administered by the vocation directors of the various dioceses and are scored and appraised by the seminary's psychological consultant.

II. Financial Aid:

Every student who attends St. Gregory Seminary is automatically granted at least $1,200.00 each year in scholarship aid.
II. Financial Aid (con't)

Students for the Archdiocese of Cincinnati are expected to pay as much of the remaining $1,200.00 as their means permit, but at least $600.00 per year. Students for other dioceses are charged $1,200.00 per year. The payment policies are determined by each diocese.

For students and parents who are unable to meet these expenses, some funds from government programs are available. These programs require a statement of the parent's financial situation.

III. Veterans Affairs:

Information is not available at this time

IV. Orientation:

Information not available at this time

V. Guidance and Counseling:

Information not available at this time

VI. Spiritual Formation:

The program is divided into the following elements: 1) Common acts of prayer - The Eucharist and community prayer, 2) Retreats and evening reflection, and Apostolic evenings, 3) The Liturgical Committee which works together with the spiritual directors to plan and prepare liturgies and to promote the growth in Christ of the community and each individual.

Religious counselors of the house will meet with each class in small groups to provide an opportunity for sharing ideas and for discussion in a systematic fashion of various topics that affect the growth of each person.

Each student is required to choose a religious advisor and to see him monthly. This advisor is the person with whom the
Student Service Programs (con't)

A seminarian will work most directly in the life of faith and human maturity and vocational commitment. Each student should have selected one of the resident priests as his religious advisor shortly after the opening of the school year and have come to a mutual understanding of what each expects of the other. Four times a semester would be a norm of meeting.

The house religious counselors will see each member of the entire community once a semester in order to get some feedback on the spiritual progress of the community and of each individual.

VII. Field Education:

No information available at this time.

VIII. Student Activities - Student Government and Services:

The student council aims to stimulate, foster, and coordinate student activities; to create and maintain the qualities of leadership and responsibility among the students; to provide a forum for the expression of opinion on the part of the student body; and to be an official means of communicating information regarding these things between the students and the seminary administration.

Under the direction of the student council are numerous organizations to provide low-cost services to the students.

Student Publications - There are two student publications. The Urstoff is a monthly newspaper which presents and comments upon matters of local, national and international interest. Students also publish a weekly bulletin which concerns itself with coming events at the seminary.

Student Productions - The student body operates an on-campus radio station known as WSGS. This station is in operation several hours a week and presents various programs of music.
IX. Athletics

Outdoor athletic facilities include a football field, three baseball fields, four handball courts, and four tennis courts. Indoor recreational facilities include card rooms, pool rooms, a weight lifting room, an indoor handball court, and a gym.

X. Housing:

To further good order and community spirit in the dormitories as well as in the whole community, the students are formed into units with a priest moderator and an elected representative. The system hopes to further the value of courtesy, fraternity and charity.

XI. Food Services:

No information available at this time.

XII. Health Services:

The seminary is equipped with a dispensary and an infirmary for the treatment of ordinary ailments. The school physician visits the seminary when necessary and is available for consultation. A registered nurse is in charge of the infirmary.

Medical attention is available without any financial obligation on the part of the students. If hospitalization is required, the student or his parents are responsible for expenses incurred. Hospitalization insurance is available to the students through Blue Cross Plan of Hospital Care Corporation.

XIII. Public Relations and Alumni:

No information available at this time
Historical Sketch

Originally the Diocese of Rochester was under the 6-6 plan; high school and just two years of college - last two years of college and four year theologate - four years of college - four years of theologate. Becket Hall supplies the four years of college in this new system and is associated with St. John Fisher College. The college was opened in 1967 and accredited by the New York Board of Regents and the Middle States Regional Accrediting Association of Schools and Colleges.

Educational Associations Related to Student Services

Association of Eastern Regional Colleges and Seminaries
National Catholic Educational Association
National Educational Association

Purpose and Aims

The Church as a missionary is outer directed. Hence the association with college students can be of great value to the seminarian. Becket Hall affords this opportunity. By choosing his own major in accordance with his inclinations and abilities, the seminarian brings to
the priesthood of a diocese a wider base of knowledge and competence in his relationship to the laity.

The main objectives of Becket Hall are as follows:

1. to provide an atmosphere (seed bed) where the individual can make as free and as wise a decision as possible relative to his vocation;

2. to present and foster in every possible way the ideals of Christianity, the service of God and man, the priesthood of Holy Orders as a life's work, based upon a deep knowledge and love for Jesus Christ;

3. to create the formation of a truly Christian community as a model of the priest's goal for broader communities of the world;

4. to develop initiative, creativity and sense of duty through a broad-based student government;

5. to train in responsibility through a program which eliminates artificial rules and bases freedom upon responsibility;

6. to work with the individual in his spiritual, psychological and academic formation of the students in preparation for graduate work in theology, hopefully with the priesthood as the end result.

Student Service Programs

Since the seminary is a residence, the responsibility of student services is divided between the residence and St. John Fisher College in East Rochester.

The following services are the responsibility of the residence personnel: 1) Admissions; 2) Community Life; 3) Spiritual Formation and Field Education.
Although the general responsibility for admissions is the combined efforts of the Bishop sponsoring the seminarian, the vocational director, the pastor of the parish in which the seminarian lives, and the admission officer of St. John Fisher, the Rector of the residence makes the final approval.

Community Life refers to housing, the general welfare of the student and discipline. These are established in a set of guidelines and in a written document entitled, "Becket Hall Community Constitution." This document also embraces the concept of Spiritual Formation and Field Education.

St. John Fisher College provides the following services for the resident seminarians through the Dean of Student Personnel who coordinates student services on the campus. He is the advisor to the Student Congress, the elected representatives of the student body, which has the responsibility to carry out the objectives of the Student Association. The Congress is authorized to direct and regulate the finances of all extra-curricular and non-academic activities chartered by the Student Congress.

I. Admissions and Records:

   No further information available

II. Financial Aid:

   No further information available

III. Veterans Affairs:

   No information available at this time

IV. Orientation:

   Freshmen are required to take part in an academic and social orientation program. The program, which includes academic, social, cultural and religious activities, help them in making the transition from high school to college.
V. Guidance and Counseling:

The advisor is available to assist the student in the formation of study habits and formulation of his academic program.

A. Specialized Guidance Services - There are certain advisory programs available to students who require particular information pertaining to such matters as veteran's affairs and Selective Service, graduate schools, and special scholarship programs.

B. Vocational Guidance and Placement Services are helpful if seminarians change their vocation.

VI. Spiritual Formation:

Religious Affairs Commission tries to provide students with a program which will help them grow and mature as individuals in society and as persons in community with their fellow students and professors.

VII Field Education:

No information available at this time

VIII. Student Activities:

A. Student Congress has the responsibility of the student commissions:

1. Social-Cultural Commission sponsors a variety of events throughout the academic year. Informal socials and mixers are co-sponsored by the students of St. John Fisher College and Nazareth College. Social functions and cultural activities are open to all registered students.

2. Judicial Commission is a student-elected court, which sits in judgement on matters of breach of student discipline.
Student Service Programs (con't)

B. Honor Societies

1. The National Social Science Honor Society, Pi Gamma Mu

2. Gamma Tau Chapter of Delta Epsilon Sigma, National Honor Society.

3. Chapter of Phi Alpha Theta, an International Society in History.

4. Sigma Xi, a National Honor Society devoted to encouragement of original research in Science.

IX. Athletics:

Intramural sports play a primary role on campus with a well organized program that includes badminton, basketball, bowling, handball or touch football, golf, softball, tennis and volleyball.

X. Housing:

No information available at this time

XI. Food Services:

No information available at this time

XII. Health Services:

A group sickness and accident policy is available on a voluntary basis. In addition to having available consulting physicians, the College employs the services of a nurse and physician on campus.

XIII. Public Relations and Alumni:

No information available at this time.
Bishop White Seminary - Residence
429 East Sharp Avenue
Spokane, Washington 92202
(509) 326-3255

Administration for Student Services

Rector
Treasurer - Financial Aid Officer
Spiritual Director
Attending Physician
Vocational Director - Mater Cleri Seminary, Colbert, Washington 99205
(509) 238-6259

Servicing

Diocese of Spokane and other dioceses

Number of Students

22

Historical Sketch

Bishop White is a house of studies and seminary formation for college level students, operated by the Diocese of Spokane primarily for its own seminaries although other dioceses are welcome to send students insofar as space limitations permit.

The House of Studies is affiliated with Gonzaga University and Spokane Junior College.

Educational Associations Related to Student Services

National Catholic Association
Regional Association of College Seminaries.

Purpose and Aims

Bishop White Seminary's present program is a serious attempt to implement the principles of seminary reform outlined in the Second Vatican Council and further delineated by the National Conference
Purpose and Aims (con't)

of Catholic Bishops. Special emphasis is placed on the responsibility of the individual both regarding his own formation, and regarding his relationship to the seminary community.

At the college level, we believe the primary emphasis should be on the formation of Christian discipleship, maturity of character, and the development of enduring habits of personal and community prayer, as well as on the broadening of academic horizons.

Although we believe in the need for discipline in the formation of character, we prefer to see this discipline arise from the conviction of the individual seminarian rather than to be imposed from above. In the process of achieving this difficult goal, we are prepared to accept, and even encourage, an atmosphere which is less ordered and more relaxed, after the pattern of normal family, so long as we can see clear evidence among the majority of our students of the gradual growth of commitment to prayer and acceptance of responsibility for their own actions, together with preparedness to account for those actions both to superiors and to those they will serve in ministry. In our estimation, such evidence is readily available among our alumni.

Student Service Programs

Since the seminary is a residence the responsibility of student services is divided between the residence and Gonzaga University located in Spokane, Washington.

The following services are the responsibility of the residence personnel; 1) Admissions; 2) Community Life; 3) Spiritual Formation and Field Education.

Although the general responsibility for admissions is the combined efforts of the Bishop sponsoring the seminarian, the vocational director, the pastor of the parish in which the seminarian lives, and the admissions officer of Gonzaga University, the Rector of the residence makes the final approval.

Community Life is established by the following organization: Associated Students. This organization has the power with faculty approval to establish and enforce rules and regulations for the residence.
Student Service Programs (con't)

Some of its responsibilities are transportation, room arrangements, forming a student liturgy commission, programs committee, the electing of student house directors, forming an integral affairs committee, electing a student athletic director, student infirmarian, and a student in charge of maintenance.

The Spiritual Formation and Field Education are set forth in a document entitled, "A Statement of Goals, Rules and Guidelines for Bishop White Seminary." It includes: Spiritual Development; the Mass, Regular Spiritual Practices, Confession; 1) the atmosphere of a house of studies and community living, interpersonal relationships within a housing program; 2) Guidelines for Discipline, and 3) the social life of the seminarian in relation to celibacy.

Gonzaga University provides the following student services:

(1) Counseling Center - It offers professional services to help students overcome problems which might interfere with the full use of their abilities and educational opportunities. Its services include psychological, vocational, and educational testing and counseling.

(2) The Chaplain's Office - The seminarians may use this office in the development of their priestly formation.

(3) Student Activities - including the Associated Student of Gonzaga University, which administers the Student Government, sends representatives to the University Senate and Academic Council, a weekly newspaper, the Gonzaga Bulletin, a semi-yearly literary magazine, Reflections, a quarterly journal of opinion, Charter, the yearbook Spires.

(4) Athletics - The seminarians may participate in the intramural programs.

(5) Health Center - It provides services for health education and preventative medicine. It promotes good physical and mental health. It is set up to give prompt and efficient medical service.
(6) Placement Office - Although not a direct concern to the seminarian if he continues towards the priesthood, it will be of value if he changes his vocation.
Borromeo Seminary of Ohio
28700 Euclid Avenue
Weckliffe, Ohio 44092
(216) 943-3888

Administration for Student Services

Rector - President
Vice Rector - Dean of Men
Academic Dean
Dean of Admissions and Records
Treasurer - Financial Aid Officer
Spiritual Director
Director of Health and Food Service
Director of Athletics
Attending Physician
Vocational Director - 1027 Superior, Cleveland, Ohio 44114
(216) 696-6525

Servicing

Diocese of Cleveland, any diocesan or religious community

Number of Students

86

Historical Sketch

1848  The Bishop of Cleveland organized St. Mary's Seminary
1850  First building completed
1953  The establishment of Borromeo Seminary
1954  The establishment of Borromeo College
1963  By this date the seminary was accredited by the Ohio State Board of Education, affiliated with Catholic University of America, had a full membership in the Ohio College Association, and was accredited by the North Central Association of Colleges and Secondary Schools.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
American Association for Health and Physical Education
American Psychological Association
Educational Associations Related to Student Services (con’t)

- Midwest Association of Spiritual Directors
- National Catholic Education Association
- National Commission on Accrediting
- National Education Association
- National Federation of Spiritual Directors
- Regional Association of College Seminaries

Purpose and Aims

The purpose and aim of Borromeo College is to help its students to mature as liberally educated persons, committed to Christian ideals and to the service of their neighbor. The College seeks to assist the student in that process of maturing to discover his own identity, to understand the options open to him, to relate himself personally and functionally to the Church and to the world, and to integrate the diverse aspects of his personality for effective action. As a Liberal Arts College, Borromeo offers opportunities for degree work in History, English, Classical Language, Philosophy, and Social and Behavioral Sciences, while retaining a core curriculum in Philosophy for all the students.

Student Service Programs

The following services are available:

I. **Financial Aid**

   A. Parental/Student Income and Assets
   B. State of Ohio Instructional Grants Program
   C. Federal Financial Aid Program

      1. College Work Study Program
      2. Educational Opportunity Grant Program
      3. National Defense Student Loans
      4. Guaranteed Student Loans

   D. United Student Aid Funds
   E. Diocesan Loan Program
   F. Tuition Credited Work Program
II. Student Organizations

A. Student Senate has a threefold purpose; to promote the general welfare of the College; to insure harmonious faculty student relations; to suggest, plan, and execute measures and activities beneficial to the entire student body.

B. Mission Society's principle aims are to foster prayers and interest among students for the Christian missionary activities throughout the world and to contribute to the material support of the missions. By reason of their prayers and donations, all students are considered members of the society.

C. Apostolic Programs encourage students to participate in a wide variety of programs including: CCD teaching, visiting the aged, inner-city programs, and organizing the liturgy at the County House of Correction.

D. Student Publication Regesta is issued four times a year. It is intended to be a stimulus and a medium of expression for the student's original achievements in the field of literary endeavor. A member of the senior class is the editor-in-chief. An instructor of the Department of English acts as faculty moderator.

The senior class publishes Vox Liturgica, a weekly bulletin which contains necessary information concerning liturgical functions for each week throughout the school year.

E. Student Presentations include choral readings, instrumental music, talent shows, musicals, and dramatic presentations which are presented by student volunteers at various times throughout the year.
Name, Address, Telephone

Cardinal Glennon College
5200 Glennon Drive
St. Louis, Missouri 63119
(314) 644-0266

Administration for Student Services

President
Academic Dean
Dean of Men
Registrar
Treasurer - Financial Aid Officer
Attending Physician
Vocational Director - 5200 Shewsburg, St. Louis, Missouri 63119 (314) 647-5270

Servicing

Archdiocese of St. Louis and other dioceses

Number of Students

111

Historical Sketch

1818 St. Mary's Seminary founded in Perryville, Missouri by Vincentian Fathers

1842 Major Seminary moved to St. Louis, Missouri

1848 Moved to small town of Carondebt near St. Louis

1893 Archbishop of St. Louis founded the new seminary back in St. Louis

1931 Present Seminary is now located in Webster Grove, St. Louis County.

1947-57 Four years of high school and first two years of college

1959 Cardinal Glennon College was established as a four year college and received full accreditation by the North Central Association of Colleges and Secondary Schools.
Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
American College Personnel Association
American Personnel and Guidance Association
Independent Colleges and Universities
Midwestern Association of Colleges and Seminaries
National Catholic Educational Association
National Educational Association

Purpose and Aims

The seminary's purpose is to develop in its seminarians, in proportion to their age and academic level, those qualities of mind and body which go to make up the holy, learned, well-balanced, and vigorous priesthood desired by the Mother, the Church.

The life that the seminarian must lead should correspond as far as possible to the normal life of young men of their age and that programs be geared toward their age level.

Student Service Programs

I. Admissions and Records

A. Admission is restricted to students who intend to prepare themselves for ordination to the priesthood in the Catholic Church.

B. Approved by the Most Reverend Ordinary, and accepted by the Seminary Board.

C. Application for acceptance as a diocesan student should be made through the applicant's pastor to the Secretary for Diocesan Seminaries.

D. Students for other dioceses must have the approval of their own Ordinaries.

II. Financial Aid

For its own students, the Archdiocese of St. Louis pays half of the charges for tuition, board, and laundry; the student pays all the fees.
III. Veterans Affairs

College has been duly approved by the Veterans' Administration for the offering of training under Chapter 34-36 of Title 38, United States Code, providing for educational assistance to veterans who have served in the armed forces since January 31, 1955, and to sons of deceased or disabled veterans.

IV. Orientation

No information available at this time

V. Guidance and Counseling

Discipline

A. The rules and regulations of the seminary are distributed and explained to the students at the beginning of each scholastic year. Students who are unwilling to comply with these rules are not permitted to remain in the seminary.

B. The Dean and his Associate, under the leadership of the Rector, are primarily responsible for the discipline of the seminary.

VI. Spiritual Formation

A. The Eucharist - The Mass

B. Night Prayer

C. Examen of conscience provides an opportunity for the individuals within the Community to support one another as each individual examines his own conscience.

D. Weekly Conferences

E. Private Prayer

1. Meditation
VI. Spiritual Formation (con't)

2. Rosary

3. Visits to the Blessed Sacrament

F. Spiritual Reading

G. Spiritual Direction - In order that a student does not get locked up in his own subjectivism, each student will choose a spiritual director from among the members of the formation team. Each student is expected to see his spiritual director at least once a month.

H. Retreats and Days of Recollection

I. Formation Groups - The purpose of these groups are:

1. To give a chance for intra-student and student-faculty communication on common problems and solutions;

2. To give the students a say in formational matters;

3. To provide a structured opportunity to share insights into matters of importance to the individuals in the group;

4. To allow a channel for theological reflection and shared experiences in apostolic works.

J. The Summer Priestly Formation Program - This program might best be considered a time of intense communication with the Lord.

K. The Formation Team

1. The Formation Team is composed of the Rector, the Dean of Men and other Priest members of this Community. Together they aim at aiding each person to recognize and to grow in his talents and gifts; by their contact with the students they try to do this in a personal way.
The primary function of the Formation Team is:

(a) to provide spiritual leadership through presiding at the Eucharist, joining in communal prayer with the rest of the community, the Sacrament of Penance, individual guidance, and through their other assigned duties at the College.

(b) The team attempts to keep up with the pulse of the student body, through its frequent meetings, in order to find the most effective means of providing its spiritual leadership.

c) The evaluation of each student's growth is made by this group, together with the whole resident faculty.

d) Individual Spiritual Direction is limited to the members of the Formation Team in order that the individual's spiritual and personal growth toward the life of a leader of an Eucharistic Community might be coordinated with the growth of the whole seminary community.

VII. Field Education

A. The Apostolic Field Work situations offer a program that leads the student out into activities conducive to growth in a developmental way.

B. The goals of this program are as follows:

1. Growth of Christian commitment through services;

2. Development of effective interpersonal behaviors in a variety of social situations;

3. Development of a realistic and satisfying self image;
VII Field Education (con't)

4. Satisfaction of personal needs;
5. Opportunities to test vocational choice

VIII. Student Activities

Extra-curricular Activities

A. Entertainments
   1. Dramatic Programs
   2. Musicals

B. Social Activities
   1. Dinners or other parties at which many of the faculty members are present
   2. Movies
   3. Lectures
   4. Informal Programs

C. Publication - The yearbook - "The Ad Altare" is guided by a moderator and its editor appointed by the Director.

D. Work Activities - All students contribute their services to the Maintenance, upkeep, and functioning of the entire college plant, including janitorial and horticultural labor in the following areas:
   1. library
   2. Lindery
   3. carpentry shop
Cardinal Glennon College (con't)

Student Service Programs (con't)

Student Government

A. The student government organization exists in order to coordinate and integrate all student activities;

B. To provide a means of communication and representation among students, between the faculty and students, and between the administration and the student body;

C. To allocate and attend to student funds;

D. To provide a means whereby students may actively participate in the life of the college-community on the level of decision making;

E. To provide intra-community leadership whereby students can aid one another in their growth as individual persons, as Christians, and as seminarians.

IX. Athletics - The athletic program, supervised by the Faculty Moderator of Athletics, is a voluntary intramural sports program conducted by the students themselves.

X. Housing - Normal rules and regulations, however, there is no specific program.

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
Holy Apostles College
33 Prospect Hill Road
Cromwell, Connecticut 06416
(203) 346-8657

Administrations Related to Student Services

Rector - President
Vice Rector - Vice President
Dean of Students
Dean of Academics
Director of Admissions
Registrar
Director of Field Education and Services
Attending Physician

Servicing

Diocese of the United States with priests who have come to the priesthood in their adult life and principally Norwich Diocese.

Number of Students

40

Historical Sketch

1957  Seminary founded by a Canadian priest
1970  Seminary broadened its purpose to provide a balanced liberal arts education for men and women in the surrounding area.
1972  Accepted by the New England Association of Secondary Schools and Colleges. Name of seminary changed to Holy Apostles College.

Educational Associations Related to Student Services

American Alumni Association
American Association of Higher Education
Connecticut Council on Higher Education
National Catholic Educational Association
National Educational Association
New England Higher Education
Regional Association of College Seminaries
Purpose and Aims

The seminary provides American adults aspiring toward the priesthood an education and seminary suited for adults.

To provide its students with a liberal education emphasizing upon training of the mind and spirit, cultivation of a wide breath of learning and development of the student as a whole individual, composed of body and soul.

Student Service Programs

I. Admissions and Records

A. The Seminary Division of Holy Apostles College welcomes all students who wish to serve God's people through Christ's priesthood, to integrate more fully in the life and work of their community, and to contribute their best resources for the good of society.

B. Requisite for application is:

1. sound physical health
2. sufficient mental ability
3. an upright moral life
4. psychological balance, the capacity to work harmoniously with others, and maturity of judgement.

II. Financial Aid

A. Holy Apostles Seminary College is a cooperative venture of faculty and students, a mutual investment of self and personal resources. Its financial burdens are taken care of in three ways:

1. room, board, tuition, and fees from students, which covers about one half of real costs;
2. contributions from benefactors and faculty
donations by way of reduced salaries;

3. faculty and student donation of time and service in fund-raising drives and in the upkeep of the physical plant.

B. Since Holy Apostles College is a cooperative endeavor, it expects each student to provide for his basic share of costs. Holy Apostles has a Director of Financial Aid to guide students who may need financial assistance. Other than the few scholarships, students are encouraged to obtain the available guaranteed student loans through their State higher education agency. Holy Apostles College is listed in the publications of the Office of Education, Department of Health, Education and Welfare, Washington, D.C., as an eligible institution for:

1. Educational Opportunities Grants
2. Insured Loans to Students in Institutions of Higher Education
3. College Work-Study
4. National Defense Student Loans

III. Veterans Affairs

A. Holy Apostles College has been approved for the training of Veterans under the provisions of Title 38, United States Code. Any veteran desiring to enter the seminary college to study under this law should apply to the Veterans Administration at least 30 days before registration to allow sufficient time for his application to be processed. Veterans will be subject to the usual requirements of the Veterans Administration as to progress and attendance. At least 12 credit hours must be taken each semester to obtain full benefits.

B. The Registrar's Office acts as liaison between the College and the Veterans Administration, the Selective Service
IV. Orientation

Orientation takes place each year during the week immediately prior to the fall semester registration. All in-coming students, freshmen as well as transfers, must attend. During orientation, new students are introduced to the College in general, given counseling and testing, and helped to become an integral part of the academic community in a relaxed atmosphere. Representatives of administration, faculty, students, and the community give talks and answer questions. The week of orientation ends with an outing for all new students at which students get to know their future teachers and classmates on a more informal basis.

V. Guidance and Counseling

As an aid to the student during his educational years, the College maintains guidance and counseling services. The College chaplains counsel all students in matters of moral and spiritual welfare. Each student chooses his faculty advisor with whom he may discuss questions about his educational program.

Psychological services can be arranged through the college for individual or group conferences to assist students in making decisions about educational or career goals, and in dealing with educational or personal problems.

VI. Spiritual Formation

A. The community is the proper setting for liturgical activities. Meditation and other exercises of private prayer need not be done in common. The maturing student is responsible for the personal prayer needed for his transformation in Christ.

B. The seminary's religious activities include daily Mass, communion, mental prayer or reflection and recitation
in common of Lauds and Vespers. Confession, daily reading and bi-weekly consultation with a personally chosen spiritual counselor support the student through guidance, personal advice and encouragement in his pursuit of character growth. Conferences on various aspects of Christian life and spirituality are given each week, either to the student body as a whole or to small seminar groups. Two annual retreats, together with days of reflection, provide periods of thought and prayer in solitude which are essential to inner growth.

VII. Field Education

A. Most students will first become involved with religious education of public school children and high school groups of local parishes. In addition, those with musical talents have helped with folk Massas and the training of choirs or young groups of singers for the liturgy.

B. Students are able to help as:

1. "Big Brothers"

2. as part time help or counselors in

   a) local orphanages

   b) state mental institutions

   c) a veteran's rest home

   d) a convalescent home

VIII. Student Activities

A. The Student Council is Composed of the President, Vice-President, and the three Student Representatives. As the faculty and administration liaison and advisor, the Dean of Students is an ex-officio but non-voting member of the Council. He should not preside over nor dominate council meetings, but should be heard.
B. The Student Council has the following responsibilities:

1. It acts as a channel of communication between the Student Body and Administration, and vice versa.

2. It forms and disolves student committees

3. It organizes student body activities

4. It controls the student fund

5. It annually appoints a recording secretary for all council and student body meetings, a treasurer for accounting of the student fund, and a parliamentarian.

6. The council may remove any one they have appointed to any of the above positions.

C. The Liturgy Council is an autonomous body, serving the entire Holy Apostles College community. Its responsibilities are to plan the liturgy and functions related to the liturgy, and to carry out the religious and spiritual objectives of the college.

This council will consist of seven students elected annually, and two priests to be appointed by a meeting of a majority of priests residing on campus.

D. A spirit of generous family unity has always characterized student life. This is partially due to the distribution of the student body into small groups, the members of which live and work together. Each of these units is guided by a student group leader, elected by the student body. One might call these men the first among equals. They represent the groups and together with the student president and vice-president form a student council. This council meets regularly to plan the seminary college activities and to discuss proposals of the student body which it feels should be presented to the priest's council and administration. Through his group leader who acts as his spokesman, each student is thereby entitled and encouraged, to contribute creative ideas and suggestions, as well as to offer his
service for the good of the community

This structure encourages, and, in practice, develops self-confidence, awareness of responsibility and creativity. Conscious of the substantial part he plays in the seminary's vital operation, each student enjoys the opportunity to discover his full capabilities and how these can best be used in the service for others. More details are given in the "Student Constitution," the "Guidelines," and "Campus Directives," which are evaluated yearly by the students, student council, faculty, and administration.

IX. Athletics

No information available at this time

X. Housing

A. Dorm Proctors shall be elected from among the members of the various areas of student residency on campus (i.e., each floor or house) with each member having one vote and election made by a simple majority of the members present.

B. The normal line of correction with regards to dormitory related problems shall be as follows:

1. Dorm Proctor to student
2. Dorm Proctor to Student Council
3. Student Council to Dean of Students

C. Proctors are responsible for an atmosphere of study and for the physical maintenance of their dorm area. They may assign dorm clean-up tasks among the members of their dorm area.

D. They are responsible for convening and presiding at dorm-area meetings where group activities may be organized or dorm problems discussed and resolved.
Holy Apostles College (con't)

Student Service Programs (con't)

E. They (Dorm Proctors) are also responsible for notifying the infirmarian about individual student illness.

XI. Food Services
No information available at this time

XII. Health Services
No information available at this time

XIII. Public Relations and Alumni
No information available at this time
Cathedral College of the Immaculate Conception
7200 Douglaston Parkway
Douglaston, New York 11362
(212) 631-4600

Administration for Student Services

President
Academic Dean
Dean of Students
Business Officer
Spiritual Director
Psychological Consultant
Moderator of Student Health
Attending Physician

Servicing

Diocese of Brooklyn, New York, and Rockville Center and other dioceses.

Number of Students

264

Historical Sketch

1914  Diocese of Brooklyn established minor seminary under the title of Cathedral College of the Immaculate Conception. Four years high school, first two years college.

1930  Seminary of Immaculate Conception established in Huntington, New York and developed into last two years of college and four years theologate.

1967  The College program of Cathedral was established as an independent unit offering a complete course of study in the liberal arts on a single campus located at Douglaston Parkway, Douglaston (Long Island, New York). Accredited by the Middle States Association of Colleges and Secondary Schools.

Educational Associations Related to Student Services

American Association on Higher Education
Purpose and Aims

The function of this college is to provide the student with solid training in the liberal arts and sciences required for an educated mature candidate for graduate theological studies.

The ideal of a liberal arts program is to achieve fundamental awareness of whatever is of genuine value in human experience.

Objectives:

1. Prepare the student for his future studies in Theology;

2. Give student an adequate understanding of the specific problems of the complex society in which he will one day assume the responsible office of spiritual leadership;

3. Student must be ready to communicate effectively with men of diverse culture and social conditions;

4. Along with intellectual formation, he must develop a lively spirit of faith, a deep concern for his community and a strong apostolic outlook.

To achieve these aims the college proposes to offer its students a
program of study designed not merely to meet the demands of a future ministry, but intended also as an immediate experience contributing in itself to the formation of the whole person.

**Student Service Programs**

**I. Admissions and Records**

A. Admission to the college is limited to candidates who are sincerely interested in the diocesan priesthood.

B. In the admissions procedure, evidence will be sought that the candidate is capable of pursuing with success not only the course of the liberal arts college, but also the four year course in theology which follows it.

C. The personality assessment of candidates is a routine requirement for admission to the college. A summary report of this examination becomes part of the candidate's confidential file.

**II. Financial Aid**

A. Students of our college are eligible for the New York State Regents Scholarship and Scholar Incentive Award programs. Students are encouraged to apply for loans from the New York Higher Education Assistance Corporation to help finance their college education.

B. The college participates in the Federal Student Financial Aid Program. The National Defense Student Loan, The College Work-Study Program, the Educational Opportunity Grants are available to students who are eligible on a basis of financial need.

C. The college will endeavor to offer assistance in the arrangement of financial aid to all students who can establish genuine financial need.
III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

An experienced psychological consultant offers valuable service to individuals or groups of students who are concerned about various personal problems. Such help may be recommended by a faculty or advisor or sought directly by the student on his own. The consultant is here at the school on a regular basis twice a week during the school year.

VI. Spiritual Formation

The Spiritual Directors are in charge of the program of worship and spiritual counseling in the college. This responsibility includes the giving of conferences on spiritual matters and the Christian life, both with large groups and in individual consultation.

VII. Field Education

No information available at this time

VIII. Student Activities

A. The Student Council is made up of members elected by each class to act as the organ of self-government in matters concerning the students.

B. All extra-curricular activities have faculty members as moderators. Moderators act in an advisory capacity. They represent the administration where policy is concerned and serve as excellent resource personnel within their specific fields.

1. The Choir

2. Music Festival Performers
Cathedral College of the Immaculate Conception (con't)

Student Activities (con't)

3. Father Ryan Players

C. Student Publications

1. Inside and Out is a one-page student newsletter published once a week during the school year. It aims to give a brief summary of college events during the preceding week, as well as a calendar and short description of coming events, lectures, and things of interest to the students.

2. Carmina is the college literary magazine which aims to foster an appreciation of good English literary style in prose and poetry and to offer an opportunity for publication of serious reflective essays.

3. Apocalypse is the school newspaper published three times each semester by students at the college. It aims to be a vehicle of student opinion, reaction, and commentary on issues pertinent to the students, providing a forum where differing points of view may find expression.

4. Reflections is the college yearbook

IX. Athletics:

A. Varsity
   1. Basketball
   2. Swimming

B. Intramural
   1. Basketball
   2. Bowling
   3. Handball
   4. Softball
X. **Housing**

Normal rules and regulations; no other specific program

XI. **Food Services**

No information available at this time

XII. **Health**

There is a small infirmary in the residence area for the care of students who are ill. The school physician has office hours there once a week for any student who may wish to see him. He may also be summoned in an emergency by the infirmarians. In cases of prolonged illness, convalescence at home is required.

XIII. **Public Relations and Alumni**

No information available at this time.
Diocesan Seminary of the Immaculate Conception Junior College
1903 East Lake Drive
Springfield, Illinois 62708
(217) 529-2213

Administration for Student Services

Rector, Dean and Treasurer - Financial Aid Officer
Registrar
Spiritual Director
Attending Physician
Vocational Director - St. Mary's Church, Box 8, Farmerville, Illinois 62533 (217) 227-2101

Servicing

Diocese of Springfield

Number of Students

7

Historical Sketch

1956 Institution opened
1961 Adapted as a two-year Junior College
1969 Affiliated with Springfield College in Illinois

Educational Associations Related to Student Services

Midwest Association of College Seminaries
National Catholic Educational Association

Purpose and Aims

To provide both seminary training and junior college level education to students from the Diocese who aspire to the priesthood.

Last two years of college are spent at Cardinal Glennon College in St. Louis or Our Lady of Angels Seminary in Quincy.
Student Service Programs

I. Admissions and Records

Since the object of the Diocesan Seminary is to train men for the priesthood in the Diocese of Springfield in Illinois, admission is obtained exclusively through adoption by the Diocese as a candidate for the priesthood. Only those applicants can be considered for acceptance who give positive evidence of a vocation to the priesthood.

II. Financial Aid

When a student is accepted by the Bishop as a candidate for the priesthood in the Diocese of Springfield in Illinois, he receives a full scholarship. This includes board, room and tuition at the Seminary. There will be no further expenses other than his personal needs.

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

Apart from the universal purpose of discipline - the achievement of good order - the Seminary Rule offers the opportunity to practice the virtues required of a priest, especially charity, self-denial and obedience. The Rule is not meant to be repressive, but to be a challenge to the student's motives.

VI. Spiritual Formation

The Seminary provides a Spiritual Director. It is his role to guide and encourage the student in the pursuit of his priestly ideals and in his striving to "put on Christ". Each seminarian has regular, private conferences with the Spiritual Director. In addition, weekly conferences are held in common.
Student Service Programs (cont)

VII. Field Education

An integral part of the spiritual program is a limited Field Education Program: Assisting in the liturgy of neighboring parishes, visiting hospitals and homes for the aged, assisting in catechetical programs, etc. Such a program enables the seminarian "to learn the art of exercising the apostolate not only theoretically, but also practically..." (Decree on Priestly Formation, n. 20)

VIII. Student Activities

Recreation is a necessary factor in the development of a well balanced personality. In the Seminary, portions of each day are set aside for recreation, and facilities are provided for all types of recreational activity.

IX. Athletics

All students are encouraged to take part in athletics and physical exercise. The Seminary provides both a gymnasium and equipment for most outdoor sports. In addition, there are areas set aside for indoor games, reading and music.

X. Housing

The normal rules and regulations for the maintenance of good order.

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
Immaculate Conception Seminary
Conception, Missouri 64457
(816) 944-2211

Administration for Student Services

Rector - President
Dean of College
Director of Enrollment
Registrar
Director of Spiritual Formation
Director of Counseling Service
Resident Counselor
Financial Aid Officer
Director of Student Personnel Services
Director of Student Activities
Director of Apostolic Work
Director of Mission Society
Director of Liturgy
Director of Health Services
Director of Food Services

Servicing

Diocese of Kansas City - St. Joseph and other dioceses

Number of Students

64

Historical Sketch

1873  A small band of Benedictines came to Northwest Missouri from the Swiss monastery of Engelberg

1882  The New Engelberg Abbey of the Immaculate Conception was incorporated under the laws of the State of Missouri as a college and seminary.

1891  Title changed to Conception Abbey and Conception College with power to grant degrees.

1942  Conception College became Conception Seminary - 1958 Immaculate was added to the title.
Immaculate Conception Seminary (con't)

Historical Sketch (con't)

1961 Received independent accreditation as a liberal arts college by North Central Association of Colleges and Secondary Schools

1967 Established Pastoral Formation Center in Kansas City, Missouri.

Educational Associations Related to Student Services

- American Association of College Registrars and Admissions Officers
- American Council on Education
- American Orthopsychiatric Association
- American Psychological Association
- Association of American Colleges
- Association for Clinical Pastoral Education
- Independent Colleges and Universities of Missouri
- Midwest Association of College Seminaries
- Midwest Association of Spiritual Directors
- Midwest Regional Association of College Seminaries
- National Catholic Educational Association

Purpose and Aims

The purpose of the seminary can be summarized: to assist each student to develop fully his intellectual capacities in preparation for immediate employment or for further studies, particularly in a theologate program, while providing concurrently for his spiritual, moral, aesthetic, physical and personal growth.

Student Service Programs

I. Admissions and Records

The seminary is an accredited liberal arts school specializing in undergraduate studies preparatory to academic and professional training in a school of theology. As such, it claims an important role in educating young men for priestly service. All who are sincerely inclined toward this objective are invited to apply for admission.

Applicant should possess at least average intelligence, good health and character, and a desire to respond fully to the
distinctive opportunities afforded in a seminary environment that is liberal in outlook but structured in approach.

Applications are accepted both from those who have already affiliated themselves with a particular diocese or religious community, and from those who have not. If an applicant desires affiliation with a sponsoring diocese during his college years he should contact the diocesan Director of Vocations.

II. Financial Aid

Financial assistance is available in the form of subsidized loans, educational grants, student employment, merit scholarships, and grants-in-aid. These may be offered either singly or in a combination of forms; for example, a financial aid package may combine a grant, scholarship, and an employment opportunity.

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

This service from specially trained counselors is available on one's personal initiative or upon the recommendation of the dorm chaplain. Problems of adjustment and other psychological difficulties need not stand in the way of progress if they are discerned and treated through individual consultation or referral. Tests yielding a personality profile of each new student are routinely administered at the beginning of the year.

VI. Spiritual Formation

It follows that the religious life of the student community
is centered in the daily celebration of the Eucharist and daily periods of community prayer. Progress is fostered also by group guidance, individual counseling, private prayer and meditation, annual retreats, days of renewal, and paraliturgical celebrations of various kinds. Contributions to spiritual insight, maturity of faith, and practical Christian living are also to be derived, indirectly, from formal studies in religion and participation in the apostolic program.

All these activities and advisory services are coordinated by the spiritual director, aided by priests of the faculty.

VII. Apostolic Program (Field Education)

The apostolic program gives the student a chance to exercise an appropriate degree of pastoral responsibility, translating the truth of ideas and the power of faith into religiously useful action. He is encouraged to volunteer for this kind of practical and graduated experience in the apostolate, which may be had at neighboring parishes and institutions during the student's regular course of studies. Projects are set up for service to Newman centers, hospitals, parish liturgies, youth programs and CCD groups. All projects are supervised.

VIII. Student Activities - Student Government

The seminary's form of student government, the Community Council, is defined in its Constitutions as 'the organizational center of student activities the forum of student opinions, and the implementor of student consensus. It shall represent the students as a whole in dealing of cerns to the student body and the Administration.

Special Events and Leisure Activities of an educative, cultural or entertainment nature are sponsored and moderated, as a rule, by the seminary staff and/or the Community Council, but maximum opportunity is left to student
Immaculate Conception Seminary (con't)

Student Service Programs (con't)

initiative in matters of organization and operation. The activities are of the usual kind; student publications, dramatic productions, films, special lectures, cultural outings, art, music, and chorale, as well as a mission club, a blood savings club, student mixers, and various class projects.

IX. Athletics

No available information at this time

X. Housing

No available information at this time

XI. Food Services

No available information at this time

XII. Health Services

A complete physical examination is one of the Seminary's requirements for admission. Routine dental work and medical checkups should be taken care of, as much as possible, during vacation periods.

For care of the sick and minor injuries, a nurse is on duty in the modern infirmary at specified times and an aide is always in attendance. Urgent cases are speeded to the hospital and doctors in Maryville.

The student's health record is in the care of the informarian, who also schedules seasonal innoculations and assists in the making of emergency medical appointments. Health and accident insurance may be purchased at group rates.

XIII. Alumni Association

The object of the Alumni Association is to preserve the bond of fraternity which was nurtured during the seminary years and to promote common vocational and
Immaculate Conception Seminary (cont)

Student Service Programs (cont)

and educational interests.
Name, Address, Telephone

Mount Angel Seminary
St. Benedict Oregon 97373
(503) 845-2221

Administration for Student Services

Rector - President
Academic Dean and Registrar
Dean of Undergraduate Studies
Admissions Officer
Pastoral Field Education Director
Food Service Director
Director of Athletics
Attending Physician
Vocational Director - 330 S.E. 11th Avenue, Portland, Oregon 97214 (503) 232-5880

Servicing

Archdiocese of Portland and other dioceses

Number of Students

64

Historical Sketch

1881 - The Benedictine monks of Engelberg (Mount Angel) Abbey in Switzerland established a monastery in Oregon.

1883 - The articles of incorporation for Saint Benedict's Abbey (name changed to Mount Angel Abbey in 1947) were approved by the State of Oregon. These articles granted Mount Angel Abbey the right to establish schools and colleges for the education of youth.

1887 - With the approval the Abbey opened Mount Angel College on the first Tuesday in September.
1889 - On March 21st, St. Anselm's Minor Seminary (four years of high school and two years of college) was opened at the request of the Archbishop of Oregon City.

1933 - The four year college program was accredited by the Northwest Association of Secondary and Higher Schools

1946 - By decision of the monks of Mount Angel Abbey this program was limited to students studying for the priesthood, and the name of the school was changed to Mount Angel Seminary.

1970 - Mount Angel Abbey and the Board of Regents approved a petition of the advisors Council of Women Religious in the Portland Archdiocese to admit qualified women religious to philosophical and theological studies. Since that time Mount Angel Seminary has admitted other qualified persons to its study and degree programs.

Mount Angel Seminary serves the Northwest and other dioceses in educating priests, religious, and laymen. It offers an undergraduate liberal arts program leading to the Bachelor of Arts or Master of Divinity Degree.

Educational Associations Related to Student Services

American Alumni Council
American Association for Higher Education
American Personnel and Guidance Association
Association for Clinical Pastoral Education
Association of Field Education Directors
Mental Health Association of Oregon
National Catholic Education Association
National Catholic Guidance Conference
National Education Association
Northwest College Personnel Association
Oregon Independent Colleges Association
Mount Angel Seminary (con't)

Educational Associations Related to Student Services (con't)

Pacific Association of Collegiate Registrars and Admissions Officers
Pacific Northwest Conference on Higher Education

Purpose and Aims

Mount Angel Seminary prepares students for the priesthood in dioceses and religious communities as well as Mount Angel Abbey. It also provides programs for those who wish to pursue theological studies.

All philosophy and theology courses taught in the seminary are open to those who wish to take courses for credit although not working towards the Master's degree.

The seminary plans its programs in dialog with other seminaries in the Far West and with the National Catholic Bishop's Committee on Priestly Formation. It maintains standards of excellence comparable to other four-year colleges, universities, and professional schools.

The objectives of Mount Angel Seminary are:

1. To foster a living Christian faith, a positive commitment towards, and an understanding of, service to the Church.

2. To provide academic formation in the arts, sciences and theology.

3. To provide an environment favorable to scholarship and independent study among faculty and students.

4. To develop skills in effective leadership.
Student Service Programs

I. Admissions

Evident acceptable preparation for work at the college level. Evidence of good moral character given by sending names and addresses of one's pastor and one other person who knows the applicant well.

II. Financial Aid

No formal system of scholarship grants has been organized. However, financial assistance is given to a student as particular needs arise and as far as funds set aside for such purposes permit. Priesthood students studying for a diocese contact their sponsoring bishop in order to make arrangements for aid. Other students in need of financial aid are given help to the extent that contributions from benefactors allow. It is expected that all students who are able to do so make every effort to finance their own education. Thus, the limited financial aid funds may be distributed to those students who have the greatest need. Government guaranteed loans and loans from public agencies and banks are also available. In order that other students in the future may have similar benefits extended to them, students who receive a loan from the seminary sign a promissory note for reimbursement.

There is a limited opportunity for student employment at the seminary, although each student is expected, as his part of his formation, to perform assigned tasks as a member of the school community. A limited work-study program is available on campus.

III. Veterans Service

The seminary has official approval as a school for veterans. Veterans in attendance at the seminary may use the educational benefits should be made by the student himself through the local office of the Veterans Administration. Veterans who are residents of Oregon may also apply for state aid for education from the Department of Veterans Affairs in Salem, Oregon. If they qualify, children of deceased veterans may obtain educational aid by applying to the Veterans Administration.
Mount Angel Seminary (con't)

Student Service Programs (con't)

IV. Orientation Program

At the opening of the Fall Term, the seminary conducts an Orientation Program for the benefit of entering students. The purpose of the program is to acquaint the new student with the facilities available to him at the seminary, to explain the academic program, and to describe college life and student government at the seminary. During the days set aside for orientation and registration, each student is expected to have an interview with the President-Rector.

V. Guidance and Counseling

Intelligence, personality, and interest tests are offered to the students. The results are always accompanied with individual guidance and counseling. If, during the course of the school year, the student desires the services of more expert help in testing, vocational, or psychological counseling, a consulting psychologist advises the staff counselor and is available for referrals.

VI. Spiritual Formation

The formation program develops appreciation of community worship, individual difference, and personal responsibilities for one's development. Student formation is centered around the daily celebration of the Eucharist and common prayer. Each student, in consultation with his counselor, complements this basic liturgical life with a personal program of regular scriptural and spiritual reading, personal prayer, and meditation.

Scripture services and regular opportunities for counseling and the sacrament of penance are provided. There are periodic days of recollection and an annual retreat.

In order to help the student better understand and develop himself, each student is evaluated twice a year by the Evaluation Board. This Board meets with the student and together they discuss his progress in the various areas of
Mount Angel Seminary (con't)

Student Service Programs (con't)

VI. Spiritual Formation (con't)

personal, social, academic, pastoral, and spiritual development.

VII. Field Education

The focus on the undergraduate level is primarily that of the layman engaged in lay apostolate rather than an anticipation of the more strictly pastoral training which is undergone at the level of professional training in the ministry.

VIII. Student Activities - Student Government

All seminarians become members of the Associated Student Body of Mount Angel Seminary. The student body is organized in two separate branches - graduate and undergraduate.

The principle function of the student body is to organize and operate the student government. Each branch, under the supervision of its respective dean of students, elects a board of control, chooses members as pre-representatives of the various classes and student groups, and appoints student committees for special projects.

The Student Government participates in the conduct of extra curricular activities and works towards the betterment of student life. It often serves to bring student concerns to the attention of school administration and faculty.

Student representatives regularly attend faculty meetings as voting members, serve on the Program Council, Academic Council, and Formation Teams in addition to other boards and committees. Student Government offers students an opportunity to gain practical understanding of collegiate process to exercise responsibility, and to practice leadership.

Cultural Affairs Committee engages a number of guest lecturers, to arrange for films, concerts, and musical programs. Its purpose is to enrich the curriculum offering of the school by presenting a variety of viewpoints on various aspects of modern culture. The seminary orchestra and choral groups give students scope for developing their musical ability.
IX. Athletics

An intramural sports program is conducted under the direction of the seminary athletic director and the student athletic chairman of the undergraduate branch. This intramural provides for both supervised team and individual sports which includes football, basketball, volleyball, softball, handball, tennis, swimming, and badminton. The seminary also has an intercollegiate basketball team.

X. Housing

The seminary is a resident campus and all seminarians live at the seminary during the school year. Students are provided with private or double rooms for study and sleep. Bed linen is furnished by the seminary. Students express individuality in furnishing their rooms.

XI. Food Services

No information available at this time

XII. Health Services

The seminary is equipped with dispensaries in various halls. A registered nurse attends the infirmary and dispensaries at regular scheduled hours for those who are in need of medical care. A licensed physician makes regular visits for the convenience of students and offers medical advice.

XIII. Public Relations and Alumni

No information available at this time.
Name, Address, Telephone

Niles College of Loyola University
7135 North Harlem Avenue
Chicago, Illinois 60631
(312) 631-1017

Administration for Student Services

President
Academic Dean
Assistant to the President for Student Affairs
Dean of Formation
Dean of Admissions
Treasurer and Director of Financial Aids
Counseling Staff - Director and Counselors
Director of Athletics
Attending Physician

Servicing

Archdiocese of Chicago and other dioceses

Number of Students

278

Historical Sketch

Before 1961 the college department of the seminary system was divided between Quigley Preparatory Seminary in Chicago and St. Mary of the Lake Seminary in Mundelein, Illinois. Due to the rise in seminary enrollment the new campus at Niles was opened in 1961 for the first two years of college under the title of St. Mary of the Lake Seminary, Niles Campus. The junior and senior years of college remained at the Mundelein Campus of St. Mary of the Lake Seminary.

In order to broaden the educational opportunities of the seminarians, the college department of the seminary system affiliated with Loyola University of Chicago in June, 1968 under the new title of Niles College of Loyola University.

Niles College, while remaining the college seminary of the Roman Catholic Archdiocesan Seminary System, is a financially independent college which is academically affiliated with Loyola University of
Historical Sketch (con't)

Chicago. Niles College is accredited through its affiliation with Loyola and its students graduate with a degree from Loyola. The seminarians live on the Niles Campus for four years. In the first two years they attend class at the Niles Campus and in the last two years at the Lake Shore Campus or the Lewis Towers Campus of Loyola University.

Educational Associations Related to Student Services

American Association of College Registrars and Admissions Officers
American Association of Health, Physical Education and Recreation
American Association of Higher Education
American Association of School Administrators
American College Personnel Association
American Personnel and Guidance Association
Illinois Association of Health, Physical Education and Recreation
National Association of Intercollegiate Athletics
National Association of Student Personnel Administrators
National Catholic Educational Association
National Collegiate Athletics Association
National Education Association
Northern Illinois College Health Nurses
Regional Association of College Seminaries.

Purpose and Aims

The goal of the institution is to form a mature adult, Christian in attitude, responsible for themselves, to the Niles Community, to the Church of Chicago and to the world.

Assist the intellectual and spiritual development of young men that are interested in the diocesan priesthood.

To develop the realization that people are more important than products, to put humanization back into society, to use science and technology to help in this humanization.

To help students to encounter important thinkers, explore ideas and information of many cultures and faiths, and to sharpen notions about the role of the priest in today's world.
I. **Admissions**

Since Niles College is the college seminary of the Archdiocese of Chicago, only those young men who have serious intentions of studying for the Roman Catholic Priesthood are accepted. Candidates studying for another diocese or religious order must have the approval of their bishop or religious superior. There are four procedures that are followed, step one; conditional acceptance, step two; final acceptance, step three; permission to register and step four; tests. The following tests must be taken: (1) Rge Scholastic Aptitude Test and the English Composition Test of the College Boards, (2) a battery of psychological tests administered by the College Department prior to enrollment; (3) a speech test administered by a member of the Communication Arts Department and designed to detect speech problems.

II. **Financial Aid**

The policy of the Archdiocese has always been and still is, that no student in financial need will ever be prevented from studying for the priesthood in Chicago. In order to determine that need, however, it is imperative that all applicants file financial reports with the Illinois State Scholarship Commission and the College Scholarship Service. The amount of financial assistance given to each student will be determined on the basis of these two reports.

III. **Veterans Affairs**

No information available at this time

IV. **Orientation**

No information available at this time

V. **Guidance and Counseling - Entrance Counselors**

The Dean of Admissions and his staff are available for consultation at all periods of the year. Students who are contemplating entering the priesthood are invited to consult this office for general information about Niles College and
Student Service Programs (con't)

V. Guidance and Counseling (con't)

Specific information about admissions.

Office of the Academic Dean: All students at Niles College pursuing the Arts and Sciences degrees at Loyola University fall under the jurisdiction of the Academic Dean's Office.

Student Counseling Services: Students have available a staff of clinical psychologists and educational specialists to assist them in problems of personal, social, academic, and vocational adjustment. Individual counseling is offered to students whose problems require personal attention. Group programs are available to provide a growth experience for students through self-expression and group interaction. All Residence Hall Directors are in immediate contact with students for guidance and direction. The Counseling Department has clinical psychologists and counselors in residence at the college.

VI. Spiritual Formation

The structure of religious growth is the small group, working closely with a priest-faculty counselor. It is in this small group unit where the men attempt to live together the values of the gospel share their life in friendship and mutual correction, and pray together in following the "Way" of Christ. Upon this smaller and more personal fraternity, the class gathering builds, meeting weekly in prayer, Eucharist and discussion. The total college community meets twice weekly in Eucharist and Liturgical prayer.

VII. Field Education

No information available at this time

VIII. Student Activities, Student Government

The Student Government is a very important part of Niles College Community. Officers and class representatives have a voice and vote at General Faculty meetings and at all formally established committees; student representatives
Niles College of Loyola University (con't)

Student Service Programs (con't)

VIII. Student Activities - Student Government (con't)

are also a part of the Disciplinary Board of Review that examines serious cases of student misconduct. Throughout the year, the Student Government sponsors a number of events for the purpose of enhancing student participation in the life of the Niles College Community.

IX. Athletics

The seminary has an extensive athletic program. The varsity sports are basketball, baseball, tennis, handball, tennis and golf. The intramural sports are basketball, baseball, tennis, handball, touch football, volleyball, soccer, bowling and weight lifting.

X. Housing

No information available at this time.

XI. Food Services

No information available at this time.

XII. Health Services

Student health service is provided by a registered nurse under the direction of a staff of physicians at Resurrection Hospital. Health services are available Monday through Friday at the Student Health Office.

XIII. Public Relations and Alumni

No information available at this time.
Our Lady of Angels - Franciscan Seminary  
Diocesan Seminary - Residence  
1901 North 18th Street  
Quincy, Illinois 62301  
(217) 224-0591

Administration for Student Services

Director  
Attending Physician

Servicing

Diocese of Springfield and other dioceses

Number of Students

20

Historical Sketch

1973 - The diocesan seminarians were moved from the seminary of Our Lady of Angels to a house near Quincy College.

Educational Associations Related to Student Services

Midwest Association of Spiritual Directors  
National Association of Catholic Chaplains  
National Catholic Education Association  
National Education Association  
Regional Association of College Seminaries

Purpose and Aims

In light of current trend in priestly/religious formation, Our Lady of Angels Seminary has moved to the small group living experience. The National Conference of Catholic Bishops' The Program on Priestly Formation (1971) and the Order of Friars Minor Document on Formation - General Chapter 1971 - clearly indicate the value of such an approach.

"Priestly formation takes place most effectively in community. Community here is understood as an organic network of interpersonal relationships." (The Program #171).
Our Lady of Angels - Franciscan Seminary (con't)

Purpose and Aims (con't)

"As a human community, the seminary brings together men of varied temperaments and talents, backgrounds and responsibilities. Rather than stifle such differences, the seminary should create a climate for mutual respect, so that the individual will have the opportunity to grow into full adulthood and accept maturely the responsibilities of the priesthood." (The Program #174).

Student Service Programs

No Formal Program available at this time.
Name, Address, Telephone

Seminary College of Our Lady of Providence
Warwick Neck Avenue
Warwick, Rhode Island 02889
(401) 739-6850

Administration for Student Services

Rector
Dean of Studies
Dean of Men, Field Education Director
Director of Admissions
Registrar
Spiritual Director
Counseling Psychologist
Consultant for Student Financial Aid Service
Director of Public Communications
Director of Student Publications
Attending Physician
Vocational Director

Servicing

Diocese of Providence, Rhode Island or any diocese

Number of Students

66

Historical Sketch

Residential Liberal Arts College

1941 - First opened
1956 - Associated with Catholic University of America
1966 - Accredited by the New England Association of Colleges and Secondary Schools

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers.
American Association of Higher Education
American Personnel and Guidance Association
National Catholic Educational Association
National Educational Association
Regional Association of College Seminaries
Purpose and Aims

To bring men to Christian maturity.
To bring them to a role of leadership in the hope they will pursue the priestly vocation.
To develop an intimate atmosphere of friendliness and warmth on intellectual curiosity and social concern
To afford opportunities of integrating intellectual and human growth.
To develop individual freedom based on the assumption that students bring with them capacities for self discipline, dedication for the Gospel and for academic enthusiasm.

Student Service Programs

I. Admissions

The Seminary welcomes applications from students who want an intensive liberal arts education within the Christian perspective. Applicants are judged on the basis of ability, performance, social attitudes, enthusiasm for academic pursuits and commitment to Christian ideals, irrespective of race or social status. The seminary college wants students who are qualified to profit from its academic program and the demands of an intimate Christian community. Admission credentials are read by an admissions committee and are judged as a whole.

II. Financial Aid

The seminary maintains an active program of financial aid. The program combines scholarship awards, loans, and work grants. It seeks to bring the seminary college educational opportunities within the reach of all students regardless of family financial circumstances. The seminary issues the College Scholarship Service and the Parent's Confidential Statement.
Student Service Programs (con't)

II. Financial Aid (con't)

There are five areas of financial help; (1) The National Defense Student Loans Program; (2) The Guaranteed Loan Program; (3) The Educational Opportunities Grants; (4) Student Employment, and (5) Campus Employment.

III. Veterans Affairs

A veteran who has served continuously on active duty for a period of at least 181 days, and part of which was after January 31, 1955, and who was discharged or released under conditions other than dishonorable, is eligible for assistance under the Veterans' Readjustment Benefits Act of 1966. Application is to be made through the Veterans' Administration Office.

IV. Orientation

Several days of orientation for new students precede the beginning of classes. Students will receive notice by mail.

V. Guidance and Counseling

A professional counselor is available to all the students during the school year. All are encouraged to take advantage of this unique opportunity for personal understanding and growth.

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time
Seminary College of Our Lady of Providence (con't)

Student Service Programs (con't)

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time.
Name, Address, Telephone

Sacred Heart Center - Residence
Oneida, Wisconsin 54155
(414) 869-2214

Administration for Student Services

Director
Assistant Director
Treasurer - Financial Aid Officers
Dean of Men for College
Spiritual Director
Attending Physician
Vocational Director

Servicing

Diocese of Green Bay and other diocesan candidates

Number of Students

13

Historical Sketch

Sacred Heart Seminary opened as the minor seminary for the diocese of Green Bay in September, 1953. It welcomed college students in a junior college program first in September, 1957. It continued as a junior college until September, 1968, when the college students began to attend classes at St. Norbert College, West DePere, Wisconsin. The students, now extended to a four year program, received their personal and apostolate formation at Sacred Heart.

Educational Associations Related to Student Services

National Catholic Educational Association
National Education Association
Regional Association of College Seminaries
Sacred Heart Center - Residence (con't)

Purpose and Aims

To extend and implement the Degrees of Vatican II and the Bishops Conferences on Priestly Formation.

To give the students a broader educational and social outlook in preparation for their future pastoral life.

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time
Sacred Heart Center - Residence (con't)

Student Service Programs (con't)

X. **Housing**

No information available at this time

XI. **Food Services**

No information available at this time

XII. **Health Services**

No information available at this time

XIII. **Public Relations and Alumni**

No information available at this time
Sacred Heart Seminary
2701 Chicago Boulevard
Detroit, Michigan 48206
(313) 868-2700

Administration for Student Services

Rector - President
Dean of Studies
Dean of Students
Registrar
Treasurer - Financial Aid Officer
Director of Spiritual Guidance
Director of Academic Guidance
Director of Health Service
Vocational Director - 2701 Chicago Boulevard, Detroit, Michigan 48206 (313) 868-2700

Servicing

Archdiocese of Detroit

Number of Students

75

Historical Sketch

Sacred Heart Seminary was established in September, 1919 by the Bishop of Detroit, to train young men for the Catholic priesthood.

Temporary headquarters were established on Martin Place, Detroit. In April, 1972, the institution was incorporated under the laws of the State of Michigan as Sacred Heart Seminary of Detroit.

The Seminary began with the first years of high school and did not open its college department until 1922. In September, 1924, the Seminary was moved to its present location at the corner of Chicago Boulevard and Linwood Avenue. In June, 1926, the first students graduated from the college department but no degrees were granted until June, 1931. In March of that year, the Seminary had been reincorporated as Sacred Heart High School and College, empowered to give the Bachelors of Arts.
In late 1958, a review was made of these two corporations - the one of 1922, the other of 1931 - and a decision was reached to dissolve the latter, and to include the objectives of both under the original corporation, to be renamed Sacred Heart Seminary, High School and College.

The change was effected on May 19, 1959. Accredited by National Central Consortium Program with area colleges, University of Detroit, Mercy College, Maygrove, Duns Scotus, Maryglade, St. John's Provincial Seminary.

Educational Associations Related to Student Services

- American Associations of College Registrars and Admission Officers
- American Association of Higher Education
- Association of American Colleges
- National Association of Colleges and Universities Business Officers
- National Catholic Association
- National Committee on Accrediting
- National Educational Association
- Regional Association of Colleges and Seminaries

Purpose and Aims

Definition of Seminary

A place of preparation for candidates for the priesthood involving formal educational and spiritual formation, along with the personal social and physical growth conducive to carrying on the work of the Catholic priesthood.

The scope of seminary training in the United States is organized according to the commonly accepted structure of secondary, college and professional school of theology. Four years being allotted to each of these three stages.

The term "Preparatory Seminary" indicates the place where the first two stages of this training takes place.

The chief administrator is called "rector" representing the bishop.
Purpose and Aims (con't)

Objectives

Taken from The Catholic Bishops Statement in the Program of Priestly Formation - to help the candidate for the priesthood to mature as a liberally educated human person, committed to Christ and to the service of his neighbor.

Vatican Council II

Seminarians should be equipped with the humanistic and scientific training which in their own countries enable young men to undertake higher studies.

The student should lead a life which is suited to the age, mentality and developmental stage which is psychologically healthful. They should be involved in suitable normal human activities and have frequent contact with their own families. Courses of study should be so arranged that students can continue them elsewhere without disadvantage if they choose another state of life.

Student Service Programs

I. Admissions

Registration is restricted to residents of the Archdiocese of Detroit and dioces of Michigan without regard to race or national origin. Prospective students from the diocese of Gaylord, Grand Rapids, Kalmazoo, Lansing, Marquette, and Saginaw should make application through their pastors directly to the Chancery Office of their respective Diocese.

The Seminary expects that those who enter shall have shown intellectual capacity and shall be able to apply themselves to their studies. While definite evidence of intellectual capacity is indispensable, the seminary believes that, after such evidence is established, positive qualities of upright character and a right intention of studying for the priesthood shall operate as determining factors in admission.

The Committee on Admissions recommends to the general
Sacred Heart Seminary

Student Service Programs

Admissions

faculty the standards of admission in the light of the general Church regulations and a liberal arts program, and re-evaluates the effectiveness of the criteria by a continuing study of the achievement of entering students.

Every applicant for admission to the freshmen class is required to take the Scholastic Aptitude Test of the CEEB.

II. Financial Aid

The seminary has available a variety of programs to assist students in meeting their tuition and boarding expenses. The Student Aid Officer may be consulted at any time. However, when financial difficulties are foreseen, a student should contact the Student Aid Officer well in advance to explore the variety of programs open to him.

It is expected that every student with the aid of his parents will attempt to meet all financial obligations according to ability. It is the role of the Student Aid Officer to review each case individually with the student taking into account the Parents' Confidential Statement and all other circumstances. No student will be denied admission because of his inability to meet board and tuition expenses.

The following programs are available to the student:

(1) Michigan Higher Education Assistance Authority;
(2) Work-Study Program;
(3) Sacred Heart Seminary Scholarship Fund.
Student Service Programs (con't)

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

Through the seminary spiritual formation program the student is given assistance to discover his own identity, to grow as a person, and to discern and to strengthen his Christian commitment. An important aspect of this program is the community life of the seminary. The resident faculty members of the students live, worship and work together, thereby offering mutual example and support. Furthermore, they seek to cultivate a close harmony of spirit and action.

VII. Field Education

This program addresses itself to the needs of both the home and the foreign missions. Every seminarian is a member and participates in the various apostolic activities both within the seminary itself and in the Detroit community. The activities take the forms of tutoring, visiting of hospitals, work in human relations, teaching catechism, camp work, working with teenage groups, and several other related activities.

VIII. Student Activities

The Fraternities are the structure for student representation on the student council, which exists as a forum for student opinion and provides the student voice on the Seminary Council. The Seminary Council is the policy-making body for the whole community. The Fraternities are the normal level
Student Activities (con't)

of student action and discussion in the seminary community. Each class composes distinct fraternities whose elected officers serve as class representatives on the Student Council. The president of the Council as head of the student body, acts as liason between faculty and students.

IX. Athletics

The athletic facilities include a large modern gymnasium with all necessary athletic equipment and handball courts. An extensive campus provides ample opportunities for every student to obtain necessary exercise. An Athletic Association under the director of a member of the faculty encourages all students to participate. Intramural competition is promoted by the formation of class teams in the various branches of sports.

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

The seminary is fully equipped with an infirmary and dispensary, with a doctor on call. In case of emergency or serious illness, parents will be notified at once. Should it be impossible to contact them in an emergency, the school requests the right to act and to allow surgery when the physician deems it necessary. The Seminary assumes no responsibility for the student's medical needs when he is away from the school on a long or short vacation.

XIII. Public Relations and Alumni Service

The Alumni Association of the Seminary was organized to bind the graduates to their Alma Mater. Its purpose is to unite
Sacred Heart Seminary (con't)

Student Service Programs (con't)

Public Relations and Alumni Service (con't)

them on a social basis, to perpetuate the spirit and ideals instilled by seminary training, and to assist in special projects of benefit to the seminary.
Narne, Address, Telephone

St. Ambrose College - Residence
Davenport, Iowa 52803
(319) 324-1681

Administration for Student Services

Rector
Business Manager
Academic Dean
Registrar
Spiritual and Vocational Director
Attending Physician

Servicing

Diocese of Davenport and other dioceses

Number of Students

17

Historical Sketch

Institution opened at above address in 1886
The present program adopted in 1967
Program approved by the State and accredited by North Central

Educational Associations Related to Student Services

No information available at this time

Purpose and Aims

Those of Vatican II and the Bishop Conference

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time
St. Ambrose College - Residence (con't)

Student Service Programs (con't)

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
Name, Address, Telephone

St. Charles Borromeo Seminary  
Onerbrook, Philadelphia, Pennsylvania 19151  
(215) TE 9-3760

Administration for Student Services

Rector and President  
Vice Rector for College  
Dean of College  
Registrar  
Treasurer - Financial Aid Officer  
Spiritual Director  
Consulting Psychologist  
Attending Physician  
Vocational Director - 222 North 17th Street, Philadelphia, Pennsylvania 19103 (215) 587-3694

Servicing

Archdiocese of Philadelphia and other dioceses

Number of Students

94

Historical Sketch

1832 - St. Charles Seminary founded  
1928 - Separation of College Department from Theological Department. Accredited by Middle States Association of Colleges and Secondary Schools.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers.  
American Association of Higher Education  
American Personnel Association  
American Personnel and Guidance Association  
American Psychological Association  
Eastern Association of Student Financial Aid Officers  
National Association of Student Financial Aid Officers
St. Charles Borromeo Seminary (con't)

Educational Associations Related to Student Services (con't)

- National Association of Student Personnel Administrators
- National Catholic Educational Association
- Regional Association of College seminarians

Purpose and Aims

The whole program of the College Department strives to provide the student with the academic, spiritual, and social training which he will need as a priest in the modern world. The aim is to help seminarians grow in their sense of awareness of the needs of the people of God within the environment in which they are later to labor, and to propose to them the techniques which will make their zeal practically effective.

Student Service Programs

I. Admissions and Records

Admission is normally restricted to Catholic men who are residents of the Archdiocese of Philadelphia or the Diocese of Allentown and who are sincerely desirous of preparing for the Priesthood for their respective diocese. With the approval of the Cardinal Archbishop and the Most Reverend Rector, applicants from other dioceses are accepted. All applicants must be high school graduates. Men desiring information about the seminary may write to the Vocations Department of St. Charles Seminary for descriptive literature.

Because the Seminary believes that intellectual ability is indispensable for a future priest, it requires clear proof that an applicant has the potential ability to meet the scholastic requirements. For this reason, all applicants are required to have taken the Scholastic Aptitude Test of the College Entrance Examination Board. It is recommended that the test be taken early in the last year of high school. Students wishing to make application to take the test should procure application forms from their secondary schools, or write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey for the Bulletin of Information, which includes an application which is available without charge. The Bulletin list test centers and gives complete information.
St. Charles Borromeo Seminary (con't)

Student Service Programs (con't)

concerning the test. It is recommended that applicants also take the afternoon test in Latin Achievement. Scores on College Board tests should be sent directly to the Director of Admissions at St. Charles Seminary. The Seminary is Code No. 2794 on the SAT application.

The Seminary is equally interested in determining that an applicant is of sound moral character and imbued with the right intention of studying for the priesthood. Therefore, each applicant must have a personal interview with the Rector of his delegates. Much attention is given to moral character, personality, previous record, and promise of success in the priesthood, as well as to past scholastic performances.

II. Financial Aid

The Seminary participates in the Federal Work-Study program whereby a limited number of part-time jobs are available on campus for needy students. The Seminary is required to use an objective criterion for determining students deserving of financial aid, therefore, to be eligible for employment a student must have filed with the Seminary a copy of the Parents' Confidential Statement.

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

Applicants to the Seminary are required to have an aptitude evaluation as one of the steps in applying for admission. The life of a priest is a psychologically rigorous one, and to live it well requires that a person must be psychologically mature and emotionally healthy. The Seminary, therefore, would like each applicant to have the assurance that he is
St. Charles Borromeo Seminary

Student Service Programs

qualified psychologically to live the life effectively and happily.

The aptitude testing is administered by a certified psychologist on several weekends during the second semester. The results of these tests are given to the Rector and the Admission Board to aid them in evaluating an applicant. It is recommended that applicants select an early date for aptitude testing so that they may receive notice of acceptance to the Seminary as soon as possible.

VI. Spiritual Formation

The purely vocational training moves on several intersecting planes. There is the liturgical community life, which emphasizes vocational unity in the sacramental life of worship; extra-liturgical prayer life, supported with spiritual conferences and direction; and the apostolic life, where the students under competent direction spend one non-class day each week in social work in the heavily populated districts of the Archdiocese of Philadelphia.

VII. Field Education

First and Second Year College Students are gradually introduced to the apostolates by academic courses in sociology, visiting lecturers, and limited field work. Junior and Senior students are assigned, on a non-class day, to parochial and institutional work. The parochial services include tutorial work with slower students, visitations of families and hospitals, counseling, and religious instruction of the elementary school children. Seminarians also work in special education schools and institutions for the aged, the physically and mentally handicapped.

Seminarians are supervised in each apostolate by the pastors and professional personnel who evaluate the student's adjustment and cooperation and submit periodic reports to the Field Education Director. The Director has assigned classes in which he integrates the practical experience which the students receive in the apostolates with academic and theoretical matters. He
St. Charles Borromeo Seminary (con't)

Student Service Programs (con't)

is assisted by three faculty moderators.

VIII. Student Activities

The Student Representation Committee of the College Division serves a two-fold purpose: that of fostering among the student body a keener understanding of their goal and a greater participation in their priestly formation, and that of representing the student body in all exchanges and discussions with the administration and faculty of the seminary. The Committee is composed of fourteen members: the president and the vice president, two representatives elected by each of the four college classes, and four standing committee chairmen (Apostolate, Liturgical, Academic and Coordinating Committees). Members of each class serve on each standing committee and meet twice monthly. The Committee, itself, generally meets each week, conducts periodic reports to the student body at large and sponsors student activities throughout the year. The Committee also holds periodic sessions with its Priest Advisory Board to discuss various aspects of the priesthood and the seminary formation program.

IX. Athletics

The wide variety of athletic facilities permits every student to enjoy daily physical daily exercise in all types of weather. Indoor and outdoor basketball courts, baseball and softball fields, and the indoor swimming pool are the most popular spots in recreation time. Intramural competition is promoted by the elected Masters of Sports in each class. On special occasions, basketball games are played with other seminaries. The Upper Side (Theology Division) vs. Lower Side (College Division) basketball game is a traditional and highly spirited rivalry.

X. Housing

No information available at this time

XI. Food Services

No information available at this time
XII. Health Services

A local physician is in attendance twice weekly at the seminary and on call for emergencies daily. There is no charge to the students for his services. Nurses are in attendance day and night for first-aid and routine patient care. A fully equipped infirmary provides a quiet place apart from student living areas for convalescence from ordinary illness.

Every student is required to have a chest X-ray each year at the time and place assigned by the seminary.

Visits to ophthalmologists, opticians, and other specialists for routine care and examination should be scheduled for vacation. Emergency appointments must be arranged with permission from the Dean of Men.

Parents are reminded that the American Red Cross sponsors a Blood Donation Day annually at the seminary. Students under age need parental permission to donate their blood. The seminary is happy to endorse this community service. Families of donors may draw on the blood bank when necessary.

XIII. Public Relations and Alumni

No information available at this time.
St. Francis de Sales College
3501 South Lake Drive
Milwaukee, Wisconsin 53207
(414) 744-5450

Administration for Student Services

President
Vice-President
Treasurer - Financial Aid Officer
Academic Dean and Registrar
Director of Student Personnel Services
Director of Formation
Director of Apostolic Activities
Attending Physician
Vocational Director

Servicing

Archdiocese of Milwaukee and other dioceses

Number of Students

101

Historical Sketch

1856 - St. Francis Seminary was founded for the purpose of establishing a seminary for the Northwest portion of the United States.
1941 - High School and first two years of college formed the minor seminary, and the last two years the theologate formed the major seminary
1963 - Senior College accredited by North Central Association Seminary reorganized to the 4-4-4 planned and approved by the State.
1970 - College was legally incorporated under the title of St. Francis de Sales College.

Educational Associations Related to Student Services

American Personnel and Guidance Association
Midwest Association of Spiritual Directors
Educational Associations Related to Student Services (con't)

National Educational Association
National Federation of Spiritual Directors
Regional Association of College Seminaries

Purpose and Aims

St. Francis is the college seminary for the Archdiocese of Milwaukee and an integral part of a twelve-year seminary program extending from high school to the school of pastoral ministry and ordination to the priesthood.

It is structured on the norms of the American system and fulfills the general principles enunciated by the Church in the basic plan for priestly formation as set forth by the Sacred Congregation for Catholic Education.

Provides a four-year formation program in the spiritual, educational, and apostolic areas.

The Spiritual - growth towards full Christian manhood

The Educational - a liberal arts education providing a dual concentration in theology and philosophy in accordance with Christian functions.

The Apostolic - directs students toward the practical realization of Christian service beneficial to himself and others.

There is a need for both social and cultural maturation.

Student Service Programs - A Complete Program

In addition to the spiritual, academic, and apostolic formation programs variety of auxiliary services are necessary to insure the well-rounded development of the student. These services not only comprise the guidance and counseling programs of the College, but they also include many opportunities for the student to develop his own talents and personality.
I. Board of Admissions and Review

A. Procedures for Admissions

Data derived from the Minnesota Multiphasic Personality Inventory, the Otis I.Q. Test Higher Form A, a vocational interest test, a study habits test, and various procedures are used to evaluate the applicant. A professional interpretation of the test results is furnished by Behavioral Services, Ltd. The applicant is also interviewed by three of the trained interviewers from the seminary faculties.

B. The Board of Admissions and Review

It is an administrative committee composed of the Dean of Students, the Academic Deans, and the Director of Apostolic Activities. Their task is to assess the personal qualities of the applicant and to make a recommendation of acceptance or non-acceptance to the President of the College.

An evaluation of the applicant's academic background is obtained from the American College Testing Battery or the College Entrance Examination Board Scholastic Aptitude Test, and the applicant's high school record.

Personal recommendations with attached waivers for release of pertinent information are also requested of each applicant. The form for the student applying to the College is modified in the light of previous screening. The form for the applicant from other schools calls for the recommendation from the pastor or associate pastor of his parish church, the high school guidance director, and an adult outside of his family.

All of the above materials are submitted to the Board of Admissions for their evaluation. They submit their recommendations to the President of the College. The
St. Francis de Sales College (con't)

Student Service Programs (con't)

The records are kept by the Dean of Students in a confidential file. They are systematically reviewed, and are available to the Director of Formation and to the Student's Personal Counselor with the permission of the student.

Applicants from a religious order are accepted to the College without screening provided they have been accepted by the particular religious house and meet the College's academic requirements. The administration of the College does encourage the superior of the religious order to take advantage of the services of the College.

The Board of Admissions also serves as a Board of Review by informing the college student of the written appraisals that the faculty members make each semester. These appraisals reflect the student's progress in the college program. The Board will evaluate any student upon the request of the administration. It may be necessary for the Board to make a recommendation regarding the student's continuance at the college. Its findings are submitted to the President for final action.

II. Financial Assistance

The following is available to students: (1) The Deferred Tuition Loan Fund; (2) The Wisconsin Tuition Grant Program; (3) benefits from the Veterans Administration, and (4) on-campus work opportunities.

Students may also meet tuition costs by part-time off-campus employment provided that the student satisfactorily meets all of his on-campus commitments. This entire matter is subject to review by the Dean of Students to insure that basic responsibilities are not curtailed or sacrificed to meet financial obligations.
III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

To assist the student in his academic program these services are offered:

A. general academic counseling: the Academic Deans personally guide the students in their choice of courses in accord with their interests and abilities. The Deans are available at any time.

B. special academic counseling: the student is also able to meet with any of his professors or the Academic Deans to discuss problems either in a particular course or in his overall academic program.

VI. Spiritual Formation

The Director of Formation is involved in the counseling program not only through the counseling of particular students or groups of students, but also by coordinating the efforts of other spiritual directors. Because the Director of Formation is specifically engaged in spiritual counseling, he is not a member of the Board of Admissions and Review.

VII. Field Education

No information available at this time
VIII. Student Activities

A. Student Council

The Student Council consists of the president, elected by the entire student body, and three representatives from each class. The vice-president, secretary, and treasurer are selected from the members of the Council.

The major concern of the Council has been the formulation of the Student Directives. The underlying philosophy of these Directives is one of internal motivation rather than one of external rules, and thus they seek to establish a spirit of freedom and personal responsibility.

B. The Student Liturgical Commission

The Commission consists of nine students: two from the freshmen, sophomore and junior classes, and three from the senior class - one of whom is chosen president. The recording secretary and the corresponding secretary-treasurer are chosen from the sophomore or junior members.

There have been some major accomplishments. The Commission formulated and revised its constitution and has been active in the planning and implementation of various liturgical programs. Under the aegis of the Commission, a liturgical library was established, and basic liturgical guidelines were set up.

C. Student Education Committee

This committee consists of eight members, two elected from each class. The Committee elects a chairman from the junior or senior class representatives and a secretary from the sophomore representatives.
Student Service Programs (con't)

Student Activities (con't)

The Committee was instrumental in the major revision of the curriculum especially by determining student reaction to various proposals. It also assisted in the establishing of the academic policies governing the educational program.

D. Apostolic Activities Board

The Board is composed of two representatives from each class elected for alternating two-year terms. The president, secretary, and treasurer are elected from among the Board members. The Board meets at least once every three weeks.

The Board evaluates all of the programs in which the students are involved, maintain liaison with supervisors in the field, conduct interviews with the student to determine their progress, and adjust programs and commitments. The Board has sponsored the college plays, the Christmas Chorale, and a catechetical resource room in the library.

IX. Athletics

A. Varsity - The only sport is basketball

B. Intramural - Intramural participation is available in football, basketball, softball, and bowling. Facilities are also available for tennis, weightlifting, swimming, handball, and soccer.

X. Housing

All students are normally required to live on campus. Some exceptions have been made on individual cases after consideration by the administration. Members of religious orders ordinarily live in their respective houses of formation. Rooms for study purposes are assigned to these men.
Housing (con't)

Housing assignments are directed by the Student Housing Committee of the Student Council in conjunction with the administration. Assignments are made according to a student's preference as far as possible.

XI  Food Services

No information available at this time

XII  Health Services

An infirmary is available for first-aid treatment. Students requiring more extensive services are referred to their personal family doctor, or the school physician. In case of an emergency, the facilities of a neighboring hospital is available. When it is possible to do so, the parents or guardian are notified and consulted before any type of medical procedure is initiated.

The infirmary facilities consist of a six bed ward with an intercom call system which can be used to alert the Dean of Students, a preparation room used to store first-aid supplies, an examination room, a records room, and a bath.

A medical file containing a record of physical examination, the name of the family doctor, emergency information, insurance information, and other pertinent medical data is kept in the records room. A release granting permission for the College to act in cases when parents cannot be reached is also included.

XIII.  Public Relations and Alumni

No information available at this time
Name, Address, Telephone

St. John's College
5118 East Seminary Road
Camarillo, California 93010
(805) 482-2755

Administration for Student Services

President - Rector
Vice Rector
Dean of Students
Registrar and Academic Dean
Procurator
Spiritual Director
Director of Field Education
Attending Physician
Vocational Director - 1531 West Ninth Street, Los Angeles, California 90015 (213) 388-8101

Servicing

Archdiocese of Los Angeles and other dioceses

Number of Students

173

Historical Sketch

The Lower Division of the Undergraduate College was established in Los Angeles in 1927, in the school then known as Los Angeles College, near Third Street and La Brea Avenue. The Upper Division was organized in 1939 at Camarillo, to share with the School of Theology the facilities provided by new buildings, on a campus of almost one hundred fifty acres near the town of Camarillo in Ventura County. The first undergraduate degrees were awarded in June, 1940. In the Fall of 1961, both divisions of the Undergraduate College were established on the Camarillo Campus in a group of new buildings adjacent to the School of Theology. The Graduate Program was established in 1963, and the first graduate degrees were conferred in the Spring of 1965. In August, 1966, the Board of Trustees established the office of Rector for the Undergraduate College.
St. John's College (con't)

Educational Associations Related to Student Services

American Association of College Registrars and Admissions Officers
American Association of Higher Education
American Council of Education
Association of American Colleges
Association of Independent California Colleges and Universities
National Catholic Educational Association
Western Association of Schools and Colleges
Western College Association

Purpose and Aims

The aim of St. John's College is to educate young men who wish to be priests. Such an education must lead the student to an understanding of God, himself and his fellow men and of the world in which he lives. A student achieves this understanding by a love and zeal for learning, especially that learning which will lead to the development of a cultured and liberally educated man.

"The Graduate Division of St. John's College extends and deepens the work of the undergraduate school by offering to qualified students the opportunity to pursue in Religion, and to obtain training in research. It is the aim of the Graduate Division, in harmony with the general objectives of the College, to afford students an opportunity to acquire the knowledge which embraces the personal possession of truth, and to advance knowledge in their field of specialization. The program is also designed to train graduate students for a more effective and productive career in the Roman Catholic priesthood."

The Undergraduate College shares its general objectives with similar institutions, namely small residential Liberal Arts colleges, especially those sponsored by religious groups. These objectives are chosen in order to help students toward a mastery of the principles and methods of the broad range of discipline which comprise the Liberal Arts. As a result, the graduates are well prepared to continue their work in the specialized study of Theology, while those students who transfer to other colleges are prepared to pursue work in virtually any disciplines which they may select.
St. John's College (con't)

Purpose and Aims (con't)

The special objectives of St. John's College is to train and educate priests, future religious leaders for California and other Western states. As noted in the opening statement of objectives, the Undergraduate College prepares students for the post-graduate studies in the Graduate Division. This statement should not, however, be interpreted to mean that the program of the Undergraduate College has no viability of its own. In a recent set of guidelines published within the Church for the training of priests, one specific suggestion concerning the major subject at the College, Philosophy, is that "care must be taken to present Philosophy as a separate entity having its own special method, and not to reduce it to a fragmentary consideration of problems arising from questions in Theology" (The Basic Plan for Priestly Formation, No. 59). Another guideline from the same source suggests that the student's attention should be directed toward"...the schools of thought which exercise special influence in their own country, and to recent scientific progress. In this way they will be in a position to view the modern age in the right perspective and be adequately prepared for dialogue with other society" (No. 71). The present program of the College is designed, and continues to be revised, with these goals in mind.

Student Service Programs

The student personnel services cover a broad range of the activities and functions of the seminary. The program included the following activities with the specified objectives.

I. Admissions

To collect and preserve accurate records on each student concerning admissions, health, academic achievement, disciplinary action and extra-class participation. To make this information available to authorized personnel for aiding the student in his personal development.

II. Financial Aid

To assist the student in obtaining funds to meet the financial requirements of a college education.
III. Veterans Affairs

No information available at this time

IV. Orientation

To provide the new student with an understanding of the overall purpose and goal of the institution, together with the expectations of the administration; also to provide him with information on the physical structure of the campus and the important persons with whom he has to deal.

V. Guidance and Counseling

To provide personnel for religious, academic, personal, social and psychological assistance to students in need. As a special purpose institution, to attempt through an extensive religious and vocational counseling program to assist the student in determining whether he has a priestly vocation, and in determining and developing the skills necessary to carry out the tasks of this vocation.

It is essential that the seminarian integrate his intellectual, spiritual, and social activities. For this purpose each student is expected to choose an advisor from the resident faculty who will help him to delve into the well-rounded person who is ready to fulfill priestly ministry.

VI. Spiritual Formation

The student is expected to consult regularly with his Spiritual Advisor and participate fully in the common spiritual exercises of the seminary community. For this reason there is offered to the student a number of priests from among whom he is expected to choose a Spiritual Advisor. Through frequent conferences with this advisor, he will, hopefully, grow in self-acceptance, in love for his fellow man, and in a prayerful experience of God. With this priest's help, the young man will become an integral person, deeply aware of
St. John's College (con't)

Student Service Programs (con't)

Spiritual Formation (con't)

the presence and action of the Holy Spirit in himself and in the world around him.

The common spiritual life of the seminary centers on the daily offering of the Eucharist and morning and evening prayers. Retreats are held periodically to provide an opportunity for sustained prayer and reflection on the Christian life and ministry. Days of Recollection, Bible and penitential services offer the student the richness of Christian liturgical experience.

VII. Field Education

Under the direction of a faculty moderator, the seminarian will find ample opportunity to fulfill his apostolic and social ideals in various programs that provide practical experience and personal fulfillment in service to others; our seminarians assist in the religious education of youth through the CCD Programs, offer tutorial services to the handicapped, carry on youth work among the underprivileged and hospital service to the sick and aged.

VIII. Student Activities

The seminary community can take advantage of the many faceted cultural opportunities in the city of Boston. The seminary choir performs frequently throughout the diocese and a drama and/or musical production is sponsored each year.

To set up and coordinate a variety of extra-class activities which support the educational program and the primary purpose of the institution.

Student Government is to support and promotes as active student government association, to encourage the Organization to take initiative in responding to the present needs and future development of the institution, and to cooperate in the attainment of its self-determined objectives.
St. John's College (con't)

IX. Athletics

The spacious grounds of the seminary provide the necessary facilities for most sports. Ice skating and hockey rinks are available in the immediate neighborhood. Intramural sports are encouraged and teams are sponsored in local athletic programs.

X. Housing

To provide adequate meals and living accommodations suitable for academic, recreational and social pursuits.

XI. Food Services

No information available at this time

XII. Health Services

To provide professional personnel and adequate facilities to care for sick students and to promote a climate conducive to the general health of students.

XIII. Public Relations and Alumni

To maintain interest in the institution among alumni by keeping them informed of the institution's activities and development. To elicit their material and moral support for various collegiate programs.
Name, Address, Telephone

St. John's Seminary College
St. Clement's Hall
197 Foster Street
Brighton, Massachusetts 02135
(617) 254-2610

Administration for Student Services

Rector - President
Dean of the College
Dean of Students
Dean of Studies
Dean of Freshmen and Admissions
Assistant to the Rector, Registrar and Business Manager
Administrative Assistants
  Physical and Medical
  Psychological Research Consultant
Spiritual Director
Director of Field Education

Servicing

Archdiocese of Boston and other dioceses

Number of Students

91

Historical Sketch

1883 - St. John's Seminary founded and staffed by the Society of St. Sulpice
1911 - Diocesan clergy began servicing the seminary
1941 - Establishment of minor seminary four years of high school, first two years of college.
1968 - 1970 The formation of the four year college of Liberal Arts of St. John Seminary

Educational Associations Related to Student Services

Eastern Regional Association of College Seminaries
National Catholic Educational Association
St. John's Seminary College (con't)

Purpose and Aims

The objectives of the Seminary College are to create and build, in an ongoing fashion, the presence and active contribution of its members, a Christian community, centered around college level seminarians, which:

1. is characterized by Faith, Hope and Love
2. fosters the individual's social development
3. demands:
   a. presence of the students
   b. presence of the faculty
4. promotes personal maturity of the whole man on the level of:
   a. intellect
   b. emotion
   c. values
   d. spirit
5. supports realistic vocational decisions

To engage each person in vocational decisions by:
1. confirming the seminarian in his aspirations to priesthood
2. promoting a positive image of the priesthood
3. providing each student opportunity to assess whether or not his abilities and aptitudes, his values and interests, are compatible with those of priesthood and the Church he will serve
4. providing an atmosphere for;
   a. deepening faith
   b. developing habits commensurate with good manly and priestly virtues

To offer educational experiences which involve the whole man and inspire him to the challenge of authentic learning and lead to,

1. a Christian understanding of what education is
2. skill and knowledge in those disciplines which will enable the student to qualify for theological preparation toward priesthood
3. the enhancing of the student's ability to read and reflect critically and express himself with competence and clarity.
Purpose and Aims (cont')

To develop on the part of all members of the community:

1. a sense of responsibility
2. a willingness to be held accountable in terms of the diverse roles, expectations and demands which must be clearly enunciated and communicated
3. a spirit of mutual support, encouragement and fraternal correction, reflecting a loving concern

To provide the necessary means:

1. to promote appreciation of the need of evaluation on the part of all members of the community
2. to develop appropriate procedures of evaluation on all levels of the community
3. to evaluate each individual student in order:
   a. to aid him in assessing his strong and weak points

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time
St. John's Seminary College (con't)

Student Service Programs (con't)

V. Guidance and Counseling
   No information available at this time

VI. Spiritual Formation
   No information available at this time

VII. Field Education
   No information available at this time

VIII. Student Activities
   No information available at this time

IX. Athletics
   No information available at this time

X. Housing
   No information available at this time

XI. Food Services
   No information available at this time

XII. Health Services
   No information available at this time

XIII. Public Relations and Alumni
   No information available at this time
Name, Address, Telephone

St. John Vianney College Seminary - Residence
2115 Smit Avenue
St. Paul, Minnesota 55105
(612) 645-5341

Administration for Student Services

Rector
Counselors
Attending Physician
Vocational Director - 226 Summit Avenue, St. Paul, Minnesota 55102 (612) 222-5848

Servicing

Archdiocese of St. Paul and Minneapolis and other dioceses

Number of Students

107

Historical Sketch

1966 - Established as a four-year college located on the campus of the College of St. Thomas

Educational Associations Related to Student Services

American Personnel and Guidance Association
American Psychological Association
Minnesota Psychological Association
National Catholic Educational Association
Regional Association of College Seminaries

Purpose and Aims

Saint John Vianney believes in the value of experiencing a model of Christian Community. A common life of liturgy, study, counseling, recreation, friendship, prayer, faith, Christian values and service. It is in accountability to a community of persons and through practical use of freedom that an individual's identity emerges, his potential and talent are realized and growth and maturity take place.
Purpose and Aims (con't)

Saint John Vianney believes in the importance of close fraternal ties with individual priests. Four priest-members of the community are free to devote full time to personal counseling, to the apostolic, liturgical and spiritual phases of community life since they do not teach. Counseling built on honest self-evaluation clarifies a young man's vocational decision and promotes growth in his personal life, freedom, relationships, values and faith.

Saint John Vianney believes in the necessity of a full liturgical and private prayer life for its members. The seminary atmosphere is one that makes it easy for young men to discuss their religious and spiritual values. Counseling can be of immense help in the student's struggle for deeper faith, prayer and spiritual growth.

Saint John Vianney believes in the importance of providing constant challenge to participate in apostolic action programs along with competent evaluation of each man's efforts.

Student Service Programs

I. **Admissions**

   No information available at this time

II. **Financial Aid**

   No information available at this time

III. **Veterans Affairs**

   No information available at this time

IV. **Orientation**

   No information available at this time

V. **Guidance and Counseling**

   No information available at this time
St. John Vianney College Seminary - Residence (con't)

Student Service Programs (con't)

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
St. John Vianney Minor Seminary - Junior College
2900 S.W. 87th Avenue
Miami, Florida 33165

Administration for Student Services

President
Vice President
Director of Junior College and Academic Dean
Dean of Students
Treasurer - Financial Aid Officer
Spiritual Director
Attending Physician
Vocational Director - 6301 Biscayne Boulevard, Miami, Florida
(305) 22-3233

Servicing

Archdiocese of Miami and other dioceses

Number of Students

30

Historical Sketch

Educational Associations Related to Student Services

American Association of Higher Education
National Catholic Educational Association
Southern Association of College Seminaries

Purpose and Aims

Student Service Programs

I. Admissions

No information available at this time
II. Financial Aid
No information available at this time

III. Veterans Affairs
No information available at this time

IV. Orientation
No information available at this time

V. Guidance and Counseling
No information available at this time

VI. Spiritual Formation
No information available at this time

VII. Field Education
No information available at this time

VIII. Student Activities
No information available at this time

IX. Athletics
No information available at this time

X. Housing
No information available at this time

XI. Food Services
No information available at this time
Student Service Programs (con't)

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
St. John Vianney Seminary
P.O. Box 700
Bloomingdale, Ohio 43910
(614) 765-4311

Administration for Student Services

Rector
Dean of Students; Dean of Studies and Registrar
Treasurer - Financial Aid Officer
Spiritual Director
Attending Physician

Servicing

Diocese of Steubenville and other dioceses

Number of Students

15

Historical Sketch

The bishop of Steubenville founded the seminary high school in Steubenville in 1945. Three years later, the seminary operation was moved to its present location in Bloomingdale, Ohio and in 1949, a liberal arts junior college division was added to the seminary high school program. In 1952, the full four-year college program was initiated, and four years later, the theology division was established as the final phase of the seminary program. Thus, until the academic years of 1967-1968, St. John Vianney Seminary comprised a twelve-year educational program, consisting of three distinct divisions: high school, college and theology. For the academic year of 1967-1968, the high school department was consolidated with St. Joseph Preparatory Seminary, Vienna, West Virginia, the preparatory seminary of the neighboring Diocese of Wheeling, West Virginia. Since that time, high school students studying for work in the Diocese of Steubenville have pursued their studies at Vienna, West Virginia.

The North Central Association of Colleges and Secondary Schools, The Department of Education of the State of Ohio (as approved since 1966 in conjunction with Veterans Administration standards
St. John Vianney Seminary (con't)

Historical Sketch (con't)

regarding VA benefits to Veterans).

Educational Associations Related to Student Services

National Catholic Educational Association
National Educational Association
Regional Association of College Seminaries

Purpose and Aims

St. John Vianney Seminary has as its basic purpose the preparation of men for the service of God, the Church, and the world in the priesthood of Jesus Christ, specifically in the Diocese of Steubenville. Students from other dioceses are received with proper recommendation. Since its purpose is to train candidates for the Catholic Priesthood, the Seminary will admit those students only who have the intention of determining more surely if the vocation to the Catholic Priesthood is theirs. The Seminary, both through its administration and faculty, endeavors to keep the aims and ideals of solid knowledge and spiritual integrity high in its students. It has a social task of the highest order to perform and works with the constant hope of improving the living product of so many years of intellectual training and spiritual formation. The ministry, which this seminary strives to foster, although it may vary in form, is essentially to witness to the fact that all men are reconciled to God and to one another in Jesus Christ and to share in Christ's work of affecting this reconciliation. In a word, the purpose of the seminary is to provide for all who share its life the opportunities on all levels for the living out of the charity and unity that define the priestly character of Christianity.

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time
St. John Vianney Seminary of Ohio (con't)

Student Service Programs (con't)

III. Veterans Affairs
No information available at this time

IV. Orientation
No information available at this time

V. Counseling and Guidance
No information available at this time

VI. Spiritual Formation
No information available at this time

VII. Field Education
No information available at this time

VIII. Student Activities
No information available at this time

IX. Athletics
No information available at this time

X. Housing
No information available at this time

XI. Food Services
No information available at this time

XII. Health Services
No information available at this time

XIII. Public Relations and Alumni
No information available at this time
Name, Address, Telephone

St. Joseph Seminary College of Liberal Arts
St. Benedict, Louisiana 70457
(504) 892-1800

Administration for Student Services

Rector - President
Vice-Rector, Dean of Men
Academic Dean
Registrar
Financial Aid Officer
Director of Formation
Counselor
Director of Student Health

Servicing

Archdiocese of New Orleans and other dioceses

Number of Students

89

Historical Sketch

1891 - St. Joseph minor seminary was founded at Gessen, Louisiana under the direction of the Benedictine Fathers.

1898 - Due to lack of diocesan funds the monks took control and created a joint seminary and commercial school. The name of the seminary was changed to St. Joseph's College.

1902 - The College was moved to Covington, Louisiana.

1907 - There was a re-establishment of diocesan support still under the care of the monks.

1911 - The Secular goals of the college were discontinued and the college was maintained as a preparation for the priesthood.

1935 - There was a six-year course program.

1962 - St. Benedict became the College division under the 4-4-4 plan accredited by the Southern Association of College and Schools.
St. Joseph Seminary College of Liberal Arts (con't)

Educational Associations Related to Student Services

American Association of Higher Education
Association for Religious Research
Louisiana Association of College Registrars and Admissions Officers
National Catholic Educational Association
Regional Association of College Seminaries
Southern Association of College Registrars and Admissions Officers
Southwest Psychological Association

Purpose and Aims

St. Joseph Seminary is a small liberal arts college designed primarily for aspirants to the Roman Catholic priesthood in the ecclesiastical Province of New Orleans. This Province embraces the States of Alabama, Arkansas, Louisiana and Mississippi. But the seminary college accepts students from other areas of the country. The purpose of the college, as officially explained in the annual Bulletin, is to provide seminarians with a liberal arts education while at the same time facilitating the spiritual, social, cultural and apostolic formation which befits to Ordination. A sizeable number of them, either during or after their college years, decide against ministry and in favor of some other vocation in life. For this reason the liberal arts curriculum aims at cultivating a young man's intellectual capacities in such a way as to serve him well in any career.

In the development of a vocation to priestly ministry the college years are critical. One of the most important tasks of the seminary college is to further a vocational interest begun in high school and brought to maturity in the study of theology. The unique role, then, of our institution is that it provides for the college student a liberalizing and humanistic education and a religious formation directed toward ordained ministry and Christian leadership. A critical feature of our purpose is to offer a climate in which the choice of ministry may be made; the specifics of academic theological training and pastoral ministry are accomplished later in the years of professional theological study.
St. Joseph Seminary College of Liberal Arts (con't)

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

The Financial Aid awarded to students whether Federal, Diocesan, or State, is administered by the Financial Aid Officer. At the direction of the Awards Board the student is awarded funds if he is deemed eligible. This officer is also responsible for all student work jobs.

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

Several psychological tests are given to each new student during his first semester of attendance. The results of these tests are confidential and are communicated to the individual student in a private interview. These are designed to aid each student in personal growth and insight.

Counseling services are available for any student who desires or needs them. Should specialized help be required, the college counselor has set up a referral program in order to meet the student's needs.

VI. Spiritual Formation

It is taken for granted that all students in the seminary are at least considering the priesthood as one of their options and because such a vocation involves leadership through service, personal growth in character and religious dedication will be of prime concern. The formation program attempts
St. Joseph Seminary College of Liberal Arts (con't)

Student Service Programs (con't)

to aid the student in this growth through providing a climate in which such a life choice can more easily be made.

In order to assist the student in searching out and developing his vocation, a number of priests are available for private consultation. Their work is under the direction of the Director of Formation. The student is expected to choose an older person with whom he feels free to discuss personal matters and whose judgement he trusts.

VII. Field Education

No information available at this time

VIII. Student Activities

Student Government - Student life is largely a matter of student-planned and student-directed activities. These are coordinated by the Student Senate. This body seeks to achieve its aim through referenda, resolutions, and the appointment of committees for specific objectives. The standing committees are: (Religious Activities; (2) Vocations; (3) Athletics; (4) Dramatics; (5) Cultural Activities; (6) Social Apostolate; and (7) Publications.

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

As part of the college health service program the infirmary is available for initial care and for emergency use by all
Student Service Programs (con't)

Students, faculty, and staff. It is operated under the supervision of the Director of Student Health and student assistants. No student is permitted to make use of the medicines or supplies in the infirmary unless the Director or one of his assistants is present. Non-prescriptive medicines such as aspirin, cold tablets, rubbing alcohol, etc. should be purchased at the Campus store or at some drug store.

To provide necessary medical protection, a plan is available offering accident coverage or accident and sickness coverage. Participation in this program is optional.

XIII. Public Relations and Alumni

No information available at this time.
Name, Address, Telephone

St. Mary's College
St. Mary, Kentucky 40063
(502) 692-3133

Administration for Student Services

President - Rector
Registrar
Director of Instructions
Director of Student Affairs
Director of Student Activities
Spiritual Coordinator
Director of Public Relations and Development
Director of Student Testing Services
Attending Physician

Servicing

Diocese of Louisville, Kentucky and other dioceses

Number of Students

54

Historical Sketch

Situated on Kentucky State Highway 84, St. Mary's College is the center of an area rich in Catholic background and historical tradition. Sixty-two miles southeast of Louisville, twenty-four miles from historic Bardstown, it is the approximate geographic center of Marion County.

The history of St. Mary's College harmonizes with the Catholic history of the region. The school was founded in 1821, only thirty-five years after the first group of Catholic immigrants left Maryland to begin a new life, free from religious persecution, in the recently chartered Commonwealth of Kentucky.

For a half century it was a liberal arts college, under the direction of both Diocesan and Jesuit priests, serving the educational needs of a pioneer community.
The Fathers of the Congregation of the Resurrection first came to the Louisiana Archdiocese a few years after the Civil War in 1871. The priests, dedicated to the apostolate of education, continued the work of their predecessors in this field. In the year 1929, St. Mary's College became a minor Seminary, specially concerned with the education of young men preparing for ordination to the Catholic priesthood.

Educational Associations Related to Student Services

- National Catholic Educational Association
- Regional Association of College Seminaries

Purpose and Aims

To help students prepare themselves as future priests in the clerical apostolate of the Catholic Church through a liberal arts education to help the student to prepare to face the world realistically. Learning, morality, and sociability are the prime requirements to give personal and intimate contact between student and faculty member who acts as counselor.

Student Service Programs

I. **Admissions**

No information available at this time

II. **Financial Aid**

No information available at this time

III. **Veterans Affairs**

No information available at this time

IV. **Orientation**

No information available at this time
St. Mary's College (con't)

Student Service Programs (con't)

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

It should be recognized that since God for the good of His people, calls men to the priesthood from every race, social class, and background, it is vital that educational standards should not be so rigid or so distinctive of the mentality of a particular social group that they close the door of opportunity to others, especially the culturally disadvantaged. Rather special care should be taken to attract and assist such student to fulfill their divine vocation. Reach out to older men, professional men, and those who have some college or who have completed college.

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time
St. Mary's College (con't)

Student Service Programs (con't)

XIII. Public Relations and Alumni

No information available at this time.
St. Mary's Seminary and University, Liberal Arts College
711 Maiden Choice Lane
Baltimore, Maryland 21228
(301) 744-3227

Administration for Student Services

Rector
Vice-Rector
Dean of Students
Academic Dean
Vice-President and Alumni Affairs
Registrar
Treasurer - Financial Aid Officer
Attending Physician

Servicing

Archdiocese of Baltimore and other dioceses

Number of Students

183

Historical Sketch

St. Mary's Seminary and University is an institution primarily devoted to the purpose of preparing young men for the priesthood. It is owned by and is under the direction of the Priests of St. Sulpice, a Society founded in 1641 and is supported only by tuition, gifts and grants.

The foundation of the Seminary was almost contemporary with the establishment of the American hierarchy. On October 3, 1971, St. Mary's was formally opened under the patronage of the first American bishop with assistance from the president and three other French Sulpician professors.

St. Mary's Seminary and University is the oldest Catholic seminary in the country, and is an University by rights granted both by the State and the Church. In January 1805, it was raised to the rank of an University by the Legislature of Maryland. By letters dated
Historical Sketch (con't)

May 1, 1822, the Pope conferred upon it the title, rights, and privileges of a Catholic University.

The Liberal Arts College (St. Mary's Seminary College), located at 711 Maiden Choice Lane in Catonsville, a suburb just southwest of Baltimore, is the undergraduate division of St. Mary's Seminary and University. The undergraduate campus was formerly St. Charles College, a junior college, which had previously been a six-year institution (four years of high school and the first two years of college). St. Charles College had been on the Catonsville site since 1911, having moved there from Ellicott City where it had been established in 1831 on property deeded to it by one of the founding fathers of our nation. The junior college, St. Charles, was amalgamated in 1969 with the upper division which had been conducted on Paca Street in downtown Baltimore as the Philosophy division of St. Mary's Seminary. St. Mary's Seminary had its roots on Paca Street where, as was noted above, it had been established in 1791. Although the Theology Department (graduate school) had moved to its Roland Park campus in 1930, the seminary continued at Paca Street without interruption until 1969 when the Philosophy Department moved to the Catonsville campus. The Junior College of St. Charles and the Philosophy years of St. Mary's, which, on two campuses with two names, had functioned since 1950 as a single liberal arts college accredited as such by the Middle States Association of Colleges and Secondary Schools, became St. Mary's Seminary College, a physical as well as a moral unity. The 1969 move of the upper division to the campus of the lower division has started another era in the long history of St. Mary's Seminary and University.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
American Association of Higher Education
American Personnel and Guidance Association
Association of American Colleges
Delaware, D.C., Maryland Associations of Financial Aid Administrators
Maryland Association for Higher Education
National Catholic Educational Association
St. Mary's Seminary and University, Liberal Arts College (con't)

Educational Associations Related to Student Services (con't)

- National Commission on Accrediting
- National Educational Association

Purpose and Aims

St. Mary's Seminary and University was founded in 1971 for the primary purpose of preparing young men for the Roman Catholic priesthood. It aspires to direct these men in their intellectual and, especially, in their moral and spiritual development.

Before seminaries devote themselves to advanced studies in the sacred sciences, they should be grounded in those areas of humanistic and scientific disciplines which qualify them for entering upon higher studies (Vatican Council II, Decree on Priestly Formation, No. 13).

The College of St. Mary's Seminary and University, accordingly, is organized to give its students a thorough training in the liberal arts and sciences, in order:

1. To provide them with the intellectual competence, particularly in philosophy and theology, which they will need after graduation and college.

2. To equip them with the information, the attitudes, the habits of thought and appreciation, the broad general culture as well as the social insight and skills demanded of professional men in modern America.

3. To develop the powers of thought and communication, of initiative and leadership required of a Catholic priest in contemporary civilization.

The School of Theology of St. Mary's Seminary and University, a graduate-professional school, has the same basic purposes as outlined above. However, because most of its candidates are preparing to enter the priesthood, its specific role is the advanced theological training and spiritual formation necessary for the priestly ministry. Programs are offered leading to higher academic and professional degrees.
Student Service Programs

I. Admissions

Young men who are interested in the education and formation programs of the priesthood should contact the proper diocesan officer, usually the vocational director. All applicants to the freshmen class must submit scores for the Scholastic Aptitude Test of the CEEB. An exception is made to this requirement for those applicants whose State Universities require the ACT for admissions. Upon receipt of all the necessary documents, the Committee on Admission will review them and notify the applicant of its decisions as soon as possible.

II. Financial Aid

The Committee on Scholarships weighs such factors in the student such as scholastic achievement, participation in seminary activities, vocational commitment, and financial need, as well as the degree of participation of his diocese or religious community in the formation program of the seminary. The following aid is available: (1) Scholarships; (2) Loans; (3) Educational Opportunity Grants; (4) Student Employment; and (5) other private scholarships.

III. Veterans' Service

The Director of Financial Aid offers assistance to veterans and others eligible for educational benefits administered by the Veterans Administration.

IV. Orientation

"Orientation Week" consists of a few days of informal activities designed to acquaint new students with their classmates and faculty. Realizing that first impressions are important to an overall spirit of cooperation within the community, a coordinating committee makes every effort to insure the new students a hearty welcome.
V. Guidance and Counseling

Psychological testing and counseling services are provided by professional psychologists who work directly with students and their spiritual directors. The aim of these services is to help the individual students formulate and realize personal and vocational goals and to promote the healthy development of the student as he advances through his college seminary career.

VI. Spiritual Formation

The core of the spiritual program is the daily celebration of the Eucharist. From this radiates many other scheduled activities; evening prayer services; penance services; daily periods of reflection and prayer; spiritual conference with the rector and other priests; days of recollection, and retreats. In accordance with the Sulpician tradition of seminary formation, each student chooses a priest-faculty member as his spiritual director/confessor. With this man's guidance the seminarian learns to develop the spiritual sensitivity, Christian vision and holiness which is fundamental to a life of ministry.

VII. Field Education

This program consists of supervised field work and reflection groups. Normally each student is required to participate in this program for three semesters. Students are placed in various projects throughout the city and are involved in such activities as alcoholic counseling; family service, community organization, tutoring, social services, youth work, etc. Through the program the student is confronted with the problems of society and is guided as he develops a Christian stand and priestly response to them.
Student Service Programs (con't)

VIII. Student Activities

**Student Government** - The student body has its own elected officers. These officers, as well as other student representatives, provide a valuable link between the faculty and the student body by taking an active part in the various student-faculty committees such as the academic committee, the cultural committee, and the liturgical committee as well as the decision-making seminary council. In addition to the representation provided, this activity helps to develop the leadership qualities that will be needed for the future.

**Black Student Union** - A black student in a predominantly white institution can easily be totally alienated and oppose the institution or he can be assimilated completely and lose his black identity. The Black Student Union has been organized to avoid these twin dangers and to bring black students to a productive concept of their unique role in life.

IX. Athletics

The seminary has an intramural sports program of softball, baseball, football, handball, soccer and tennis; and, in basketball, soccer, and tennis, has fielded teams to compete with those of other small colleges in the Baltimore area.

For the golfing enthusiast, the area offers seven public golf courses and a considerable number of private ones, along with several driving ranges.

Winter recreation can be had almost everywhere for ice skating and near-by skiing.

X. Housing

No information available at this time

XI. Food Services

No information available at this time
St. Mary's Seminary and University (con't)

Student Service Programs (con't)

XII. Health Services

Students are required to submit a report of a medical health examination made by a physician of their choice. This report is retained in the College infirmary where it is available for the College physician.

The College physician is in attendance two days per week and is available at any time in case of emergency.

Prescriptions are filled through the College infirmary, if desired.

XIII. Public Relations and Alumni

No information available at this time.
Name, Address, Telephone

St. Mary's Seminary College
Orchard Lake, Michigan 48034
(313) 682-1885

Administration for Student Services

Rector - President of College
Vice-Rector, Vice-President, Treasurer - Financial Aid Officer
Director of Admissions and Registrar
Academic Dean
Dean of Men
Spiritual Director
Director of Volunteer Services
Attending Physician

Servicing

Primary purpose is the service to Polish American Communities

Number of Students

59

Historical Sketch

St. Mary's College is not only a divinity school. It is co-educational and has a regular program for non-divinity students in addition to the Priestly Formation Program for the seminarians. The institution is approved by the State and North Central Regional Association.

Educational Associations Related to Student Services

Association of Independent Colleges of Michigan
National Catholic Educational Association

Purpose and Aims

St. Mary's follows the general purpose and aims set forth by the Bishop Conference on Priestly Formation.
St. Mary's Seminary College (con't)

Student Service Programs

I. **Admissions**

No information available at this time

II. **Financial Aid**

No information available at this time

III. **Veterans Affairs**

No information available at this time

IV. **Orientation**

No information available at this time

V. **Guidance and Counseling**

No information available at this time

VI. **Spiritual Formation**

No information available at this time

VII. **Field Education**

No information available at this time

VIII. **Student Activities**

No information available at this time

IX. **Athletics**

No information available at this time

X. **Housing**

No information available at this time
St. Mary's Seminary College (con't)

Student Service Programs (con't)

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
Name, Address, Telephone

St. Mary's Seminary - Residence
9845 Memorial Drive
Houston, Texas 77024
(713) 686-4345

Administration for Student Services

Rector
Vice Rector
Dean of Men
Academic Dean and Registrar
Treasurer - Financial Aid Officer
Spiritual Director
Attending Physician
Vocational Director - 1700 San Jacinto, Houston, Texas 77002
(713) 224-5461

Servicing

Diocese of Galveston-Houston and other dioceses

Number of Students

38

Historical Sketch

St. Mary's Seminary is owned by the Diocese of Galveston-Houston and operated by the Vincentians under contract. According to an agreement on July 1, 1971, the University of St. Thomas at its expense will operate the school (St. Mary's Seminary) as a graduate department of the University in such a manner as to maintain accreditation by the Southern Association of Colleges and Schools. Since 1964, by agreement with St. Thomas University, the collegiate academic formation of the seminarians is supplied by a program leading to a B.A. degree offered by the University. The spiritual formation is in the hands of the seminary staff.

Educational Associations Related to Student Services

National Catholic Educational Association
Regional Association of College Seminaries
St. Mary's Seminary - Residence (con't)

Purpose and Aims

St. Mary's follows the general purpose and aims as found in the document on Priestly Formation given by the Bishops Conference.

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time
St. Mary's Seminary - Residence (con't)

Student Service Programs (con't)

X. Housing
   No information available at this time

XI. Food Services
   No information available at this time

XII. Health Services
   No information available at this time

XIII. Public Relations and Alumni
   No information available at this time
**Historical Sketch**

The school dates back to 1857, three years after the first monks came to St. Meinrad, Indiana, from the Benedictine Abbey of Einsiedeln in Switzerland. From 1857 until 1861, only secondary education was provided. Beginning with the academic year of 1861, complete commercial, classical, philosophical, and theological courses were offered. The original faculty was made up of priests from the Swiss monastic school of Einsiedeln, and the traditions of this European school were made the basis of the cultural and educational program of the new school.

The entire institution was destroyed by fire in 1887, and when the school was rebuilt, its scope was limited to the preparation of students for the priesthood. The commercial courses were transferred to Jasper, Indiana. On February 25, 1890, the educational departments of the institution were incorporated by the State of Indiana under the title of St. Meinrad's Abbey. The College of Liberal Arts was incorporated separately under the title of Saint Meinrad College on February 6, 1959. Accreditation by the
St. Meinrad College (con't)

Historical Sketch (con't)

North Central Association of Colleges and Secondary Schools was granted March 24, 1961, and renewed August 3, 1971. During the past five years the enrollment of St. Meinrad College has averaged between two hundred thirty and three hundred students. Since the founding of the school, nearly three thousand alumni have been ordained to the priesthood.

Educational Associations Related to Student Services

- American Alumni Association
- American Association of College Registrars and Admission Officers
- American Association of Higher Education
- American College Personnel Association
- American College Public Relations Association
- American Council on Education
- American Personnel and Guidance Association
- Association of American Colleges
- Council for the Advancement of Small Colleges
- Midwest Association of Spiritual Directors
- National Association of Student Personnel Administrators
- National Catholic Educational Association
- National Federation of Spiritual Directors
- Regional Association of College Seminaries

Purpose and Aims

The only justification for a college is that it preserves the connection between knowledge and the zest for life by "uniting the young and old in the imaginative consideration of learning." Any college, with its faculty and staff body, is a community of scholars.

Saint Meinrad College shares this common responsibility of all colleges. But Saint Meinrad has further obligations because it is a liberal arts college for men who are considering the Roman Catholic priesthood as a possible vocation. Its scholarship must be illuminated by the Christian view of reality. Its community life must reveal the influence of its goal, the priesthood, by the accent placed on spiritual, social and cultural development.
The knowledge, the spiritual and social development, and cultural sensitivity acquired in the seminary college directly contribute to the overall preparation necessary for success in a post-college School of Theology, and eventually for effective priestly work. Moreover, the student who changes his vocational plans is prepared by such an educational experience for exemplary Christian living in any lay career which can grow out of a liberal arts education.

A solid liberal arts education will be, in itself, the best preparation for the specialized work of a School of Theology. However, it is important to keep in mind that these liberal arts years have objectives of their own. To conceive of the seminary college simply in terms of a pre-theological function, and to introduce into the curriculum courses totally extraneous to the liberal arts is to hinder the attainment of the goal proper to the college level.

At Saint Meinrad College the main academic emphasis is on the intellectual skills, attitudes, and body of knowledge characteristic of the educated person. But these features are strengthened in the areas of philosophy and languages, and enriched by specialization in one or two fields of the liberal arts. This approach takes into account the needs that are common to all men in our cultural milieu and also allows for the development of individual differences and interests, giving balanced consideration to the student’s possible future seminary experience. Saint Meinrad also offers a modest elective program in teacher training.

Through its curriculum and its community life, Saint Meinrad College attempts to fulfill the obligations of a seminary college. As a result, students are enabled to grow in academic involvement, religious dedication, social responsibility, and cultural development - qualities of mind and character that are desirable for life in society, and work in the priesthood.

Student Service Programs

I. Admissions

The normal academic requirements for admission to the seminary include the average grade of at least "C" in the
Name, Address, Telephone

St. Meinrad College
St. Meinrad, Indiana 47577
(812) 375-6611

Administration for Student Services

President - Rector
Academic Dean
Registrar
Dean of Students
Student Counselors
Staff Psychologist
Director of Student Health
Director of Spiritual Formation

Servicing

Archdiocese of Indianapolis and other dioceses

Number of Students

221

Historical Sketch

The School dates back to 1857, three years after the first monks came to St. Meinrad, Indiana, from the Benedictine Abbey of Einsiedeln in Switzerland. From 1857 to 1861, only secondary education was provided. Beginning with the academic year of 1861, complete commercial, classical, philosophical, and theological courses were offered. The original faculty was made up of priests from the Swiss monastic school of Einsiedeln, and the traditions of this European school were made the basis of the cultural and educational programs of the new school.

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Association of American Colleges
Council for the Advancement of Small Colleges
Midwest Association of Spiritual Directors
National Association of Student Personnel Administrators
National Catholic Educational Association
National Federation of Spiritual Directors
Regional Association of College Seminarians

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college directly contribute to the over-all preparation necessary for success in a post-college School of Theology, and eventually for effective priestly work. Moreover, the student who changes his vocational plans is prepared by such an educational experience for exemplary Christian living in any lay career which can grow out of a liberal arts education.

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Student Service Programs

I. Admissions

The normal academic requirements for admission to the seminary include an average grade of at least "C" in the applicant's high school work, and College Entrance Examination Board Scholastic Aptitude Test scores of at least 400 in verbal aptitude and 400
Student Service Programs (con't)

in math aptitude, although there is no firm cut-off score. The seminary also requires a statement from a medical doctor certifying to the health and physical fitness of the applicant. And finally, the applicant is required to obtain a favorable letter of recommendation from a priest who knows the applicant well. This letter affirms the moral integrity of the applicant and his interest in considering the priesthood as a possible vocation choice.

II. Financial Aid

The seminary regards the aid awarded to students as supplementary to what the recipient and their families or sponsors are able to supply. Financial aid is offered to enable the student with financial need to attend the seminary and in the case of some of the aid programs, to recognize high scholastic achievement and leadership potential.

The seminary accepts and uses as norms the principles of financial aid administration developed and distributed by the College Scholarship Service on behalf of its member institutions. All applicants for financial aid are required to submit a Parent's Confidential Statement for a needs analysis, and the applicant must be accepted at the seminary before action will be taken.

The aids are in form of scholarships, loans, grants, and employment.

III. Veterans Services

The seminary received approval as a school of veterans of W.W. II under the provision of title II, Public Law No. 346, The G.I. Bill. It received approval as a school for veterans of the Korean War, Public Law 550 and the Veterans Readjustment Act of 1966.
IV. Orientation

All students entering the seminary for the first time are required to be present for the Orientation Days preceding registration. This orientation program, through individual consultation and group conferences seek to introduce the student to the life of the seminary and also provide an opportunity for placement tests. The tests that are administered include the Davis Reading Test, California Test of Mental Maturity, and the College Qualification Test.

The orientation program is continued for Freshmen during the first quarter of the academic year through lectures and guided group experiences. Areas covered include an introduction to the academic life of the seminary and orientation towards communal living and social awareness. The program is under the direction of the Academic Dean and the student personnel staff.

Under the direction of the Staff Psychologist, a developmental testing program is administered to all new students during the first few weeks of the academic year.

V. Guidance and Counseling

The seminary provides each student with a full range of counseling services. The student is introduced to the academic counseling program during the orientation program. During this time he is given the above mentioned developmental tests. He confers with the Academic Dean and his staff about the results of these tests, the College’s academic program, and his own academic schedule. Formal academic counseling for Freshmen and transfer students is carried through the first quarter of the Freshmen year in the form of a series of lectures and discussions aimed at aiding in-coming students to develop better study habits, and to acquaint them with the curricular objectives and expectations of the academic program.

To help new students adjust and begin to participate in the life of the seminary an Introduction to College Living was begun. It
Student Services Program (con't)

includes small groups of approximately nine new students, a faculty member, two upper-classmen, and a personnel staff member once each week for several months. The purpose of the program is to elicit and, as far as possible, meet individual needs as expressed by the participants.

In addition to those counseling services which pertain directly to the orientation program of new students in the seminary, academic, personal, vocational, spiritual, and psychological counseling is provided for all of the students.

VI. Spiritual Formation

The spiritual formation program has as its primary task to inspire and assist the student to strengthen his basic faith commitment, to deepen his relationship to God, and to learn more fully how to be of Christian service to others. In practical terms, the program proposes to give the student a community context wherein he can think through, and experience by worship and personal contacts, what constitutes a community of faith. Further, the program tries to help the student make honest judgements about how his own performance approaches the ideals of Christian commitment and ministry.

The spiritual formation program also proposes to help the student understand, to an extent proportional to the abilities of today's undergraduate years, that the full exercise of the life of faith, of leadership and worship, and in dedication of religious service to others does, indeed, add up to a challenging, valid vocation, one which is indespensable to the Church. Finally, the program tries to demonstrate that a man living out such a vocation is a symbol of hope to others and a man fulfilled in his own life expectations.

VII. Field Education

There are several off-campus programs. The Cooperative Action of Community Development. In this program there are six areas of concern: (1) working with the physically and mentally handicapped; (2) visiting the elderly in local nursing homes; (3) organizing programs at neighborhood recreation centers;
St. Meinrad College (con't)

Student Service Programs (con't)

(4) remedial reading in elementary schools; (5) introducing and establishing scouting programs; (6) tutoring and recreational work.

The Ministry Experience Program organized and coordinated by the College Spiritual Director and two students, is formed to give the student the opportunity to learn by experience about the duties and responsibilities of Christian ministry. The relation of this experience to future decisions concerning ministry as a vocational choice is essential for an open, honest decision.

The Confraternity of Christian Doctrine (CCD) is coordinated by the College Spiritual Director and the Chairman of the Christian Formation Committee. It serves a dual purpose: offering assistance to the pastors of Catholic churches in the area who are in need of capable religious teachers for Catholic students who are attending public high schools, and providing the student with an experience of one of the many types of work expected of a priest.

VIII. Student Activities - College Student Union

Each student upon admission to the seminary becomes a member of the College Student Union. This Union, though it is elected officers and committees - the College Student Union Board, assumes responsibility for the ordinary functioning of student life. Members of the College Student Union Board represent the student body to the administration, faculty, and other organizations of the college community. It's aim is to foster and develop creative leadership and talent.

In cooperation with faculty and administration, the following committees of the Union help provide meaningful programs in the areas of student life, spiritual formation, and academic enrichment: The Academic Committee, the Spiritual Formation Committee, and the Student Life Committee, and the Development and Public Relations Committee.

The Development and Public Relations Committee has its primary task the daily implementation of the student activities of the
College Student Union in development and public relations. This committee also plans and coordinates activities in the area of inter-community relations, hosts college guests, and actively involves students in recruitment.

IX. **Athletics**

No information available at this time

X. **Housing**

No information available at this time

XI. **Food Services**

No information available at this time

XII. **Health Services**

This service provides preventive, remedial, and therapeutic medical care for the student. It sets health regulations for admission to the College, and provides opportunities for consultation with specialists.

A registered professional nurse, on call to the student at all times, is responsible for the Health Service, and assists the school physicians in conducting the one-hour clinic each week at the campus dispensary. The physicians are available at any other time if their assistance is needed. The fee for this service is included in the general tuition.

A well-equipped dispensary and infirmary provide drugs, treatments, and care to out-patients and to students with less serious illnesses or injuries. Hospitalization for serious illnesses or injuries is provided by several local hospitals, and the admission of the student is at the discretion of the attending physician or other consultant.
Student Service Programs (cont)

XIII. Public Relations and Alumni

The purpose of the alumni association is to preserve and strengthen the traditions of the school. Membership is open to any priest who at any time has been a regularly enrolled student. Meetings are held annually.
Name, Address, Telephone

St. Patrick's College
Post Office Box 151
Mountain View, California
(415) 967-9501

Administration for Student Services

Rector - President
Treasurer - Financial Aid Officer
Dean of Men
Dean of Studies
Registrar
Director of Christian Formation
Coordinator of Pastor Program
Attending Physician
Vocational Director - Box 557, Colma, California 94014
(415) 756-2060

Servicing

Archdiocese of San Francisco and other dioceses

Number of Students

70

Historical Sketch

St. Patrick's College began as part of St. Patrick's Seminary, Menlo Park, which opened its doors to students in 1898. The entire twelve year seminary program was held at St. Patrick's Seminary until 1924 when St. Joseph's College in Mountain View was opened. In that year the students of the high school and the first two years of college moved to St. Joseph's, while the upper division of the college remained at St. Patrick's Seminary with the Theologate.

In 1938, the four years of college received accreditation from the Northwest Association of Secondary and Higher Schools. Nevertheless, the college was still divided into two divisions with two separate locations. From 1964 on, steps were taken to bring greater administrative unity to the college department. This culminated in 1968 in the transfer of the upper division of the college to Mountain View from Menlo Park, and the complete separation of the high school and college departments at Mountain View. This
Historical Sketch (con't)

separation is clearly manifested in the change of names which took place. The older name, St. Joseph's College, was set aside in favor of two new names, St. Patrick's College and St. Joseph's High School.

Like the theologate and high school, the college department has been under the direction of the Sulpician Fathers. They have been assisted by other priests, diocesan and religious, and by members of the laity.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
Association of American Colleges
National Catholic Educational Association
Pacific Association of College Registrars and Admission Officers
National Commission on Accrediting
Regional Association of College Seminaries

Purpose and Aims

St. Patrick's College is an integral four year liberal arts college, interrelated with the high school and theology department in the over-all seminary program designed to prepare students for the Catholic priesthood. In pursuing this orientation, the College, under the direction of the Archbishop of San Francisco and the Sulpician Fathers, follows the leadership and guidance of the Bishop's Committee on Priestly Formation and the Sacred Congregation for Catholic Education and meets the recognized requirements and standards of academic institutions accredited by the Western Association of Schools and Colleges.

The primary aim of the College is to help the candidate for the priesthood to mature as a liberally educated person, committed to Christ and the service of his neighbor. The administrators and faculty acknowledge that the college-level student is still involved in a crisis of growth which influence his personal commitment to God and his final choice of the vocation to priestly service. Through its various programs and especially through its spiritual guidance personnel and activities in a communal setting, the College seeks to assist the student to understand the options open to him, to discover his own identity, to relate himself personally
St. Patrick's College (con't)

Purpose and Aims (con't)

and functionally to the Church and to the world, to deepen his commitment to his faith so that he acts from interior principles rather than from external imposition. Finally, it must help the student learn to value disciplined intelligence as contributing to a mature Christian faith and to recognize that his study as well as his prayer should lead to a profound respect for the mystery of God and Christ and the divinity of the people whom he is preparing to serve.

Student Service Programs

I. Admissions

An applicant must be accepted and sponsored by his bishop to qualify for consideration. Accordingly, the normal process of admission is through the respective Diocesan Vocation Director or of the dioceses served by the College. In addition to this basic requisite, the applicant must have evidence of the necessary preparation and ability to complete satisfactorily the objectives of the seminary college program.

II. Financial Aid

No information available at this time

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time
St. Patrick's College (con't)

Student Service Programs (con't)

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

The college recognizes that good health is an essential asset for the student during his college years and for his future work. In addition to a program of athletics, provisions for ample good food, and a physical plant with tested safety features, the College offers various health services for its students. Included in this Health Service are the following:

A. A well equipped infirmary under the supervision of trained personnel to care for minor illnesses and minor injuries as well as emergency first aid.

B. The service of a medical doctor in a weekly clinic at the infirmary and on call at other times.
St. Patrick's College (con't)

Student Service Programs (con't)

C. An accident insurance policy which provides the student with some assistance for physical injuries sustained on campus and for school-sponsored off-campus activities.

D. The opportunity for psychological counseling, separate from spiritual direction, by consultant psychiatrists.

XIII. Public Relations and Alumni

No information available at this time
Name, Address, Telephone

St. Paul Seminary - Residence
2900 Nobestown Road
Pittsburg, Pennsylvania 15205
(412) 921-5800

Administration for Student Services

President
Dean of Students
Director of Spiritual Formation
Attending Physician
Vocational Director - 111 Boulevard fo the Allies, Pittsburg, Pennsylvania 15222 (412) 391-1002

Servicing

Diocese of Pittsburg

Number of Students

45

Historical Sketch

Institution opened in 1965
A Residence affiliated with Duquesne University

Educational Associations Related to Student Services

National Catholic Educational Association

Purpose and Aims

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time
St. Paul Seminary - Residence (con't)

Student Service Programs

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time
Name, Address, Telephone

St. Pius X Seminary - Residence
Dalton, Pennsylvania 18414
(717) 563-1131

Administration for Student Services

Rector and Vocational Director
Academic Dean
Dean of Men
Director of Apostolic Works
Director of Counseling
Attending Physician

Servicing

Diocese of Allentown and Harrisburg

Number of Students

81

Historical Sketch

Affiliated with University of Scranton, Marywood College, Scranton, and King's College, Wilkes-Barre, Pennsylvania

Educational Associations Related to Student Services

National Catholic Educational Association
National Conference of Diocesan Vocational Directors
Regional Association of College Seminaries

Purpose and Aims

A college seminary is an outgrowth of the decrees and guidelines of the Second Vatican Ecumenical Council and the program of Priestly Formation, prepared by the Bishops of the United States. As it exists today, the college seminary has specific aims and objectives.

"The immediate aim of college level formation for the candidate to the priesthood is to help him mature as a liberally educated human person, committed to Christ and to the service of his neighbor."
"The college student is still involved in the crisis of growth which involves his personal commitment to God and his final choice of a vocation of service. He must be assisted to understand fully the options open to him, to discover his own identity, to relate himself personally and functionally to the Church and to the world, and to integrate the diverse aspects of his personality for effective action."

"The program of personal formation in college should include the promotion of physical and mental health, intellectual and spiritual growth, and a proper balance between self-identity and social adaptation. The student must be assisted to make the transition from dependence on family, tradition, and his age group to personal autonomy and stability of character."

"He must have made serious progress in finding his role, and his commitment to his faith, in such a way that he acts from interior principles, not from external imposition. He must have achieved this self-identity, not by becoming set in a rigid mold but by being open to the future, to growth, to change, and creativity. Above all, he must, like the Savior, be truly human so that 'he can sympathize with those who are ignorant or uncertain because he, too, lives in the limitations of his weakness...' (Hebrews 5:2). (The Program of Priestly Formation, Nos. 289-291).

St. Pius X Seminary is dedicated to the realization of these aims and objectives. The values of community life and personal growth will be achieved in great measure through the implementation of the academic program. The student must "value disciplined human intelligence as contributing to a mature Christian faith, and to have no fear of constant critical injury and research in any field of thought. His study, as well as his prayer, should not remain superficial, but should give him a profound respect for the mystery of God and for the mystery and dignity of the human persons he is preparing to serve." (The Program of Priestly Formation, No. 292).
The Seminary of Saint Pius X was established in 1955 by the Bishop and priests of the Diocese and Covington. A program including four years of High School and two years of College was instituted.

During the first several years of the Seminary's existence, the students were housed in a building that had been converted from its original purpose as a stable to serve a new and more ambitious goal. No facilities were available in this structure for classes, so the students were transported to the Covington Latin School each day. The High School students followed the curriculum of that institution while the College students attended their own course in the classroom provided by it.

In January of 1960, construction of the present seminary building was sufficiently advanced to permit residence in it. The High School students continued to attend classes at the Latin School, but
the college courses were transferred to the new facilities.

The new structure under the patronage of St. Pius was dedicated on September 4, 1960. The Seminary, at this time, expanded its program to include a full four year college program with special emphasis on Philosophy. In 1962, the Commonwealth of Kentucky chartered St. Pius X Seminary as an educational institution. In December, 1964, The Catholic University of America recognized the Seminary as an affiliate.

1968 saw the Seminary of St. Pius X accredited independently as a special purpose institution by the Southern Association of College and Schools.

The High School department of the Seminary was discontinued in May of 1965. At present only a four year liberal arts program is offered.

In order that seminarians share the benefits that results from attending an educational institution that has standard scholastic standing. The Seminary of Saint Pius X is accredited by the Southern Association of Colleges and Schools. The Seminary holds membership in the American Council on Education and the National Catholic Educational Association. The Seminary is chartered by the Commonwealth of Kentucky as an educational institution.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
American Association of Higher Education
American Personnel and Guidance Association
Association of American Colleges
Kentucky Association for Student Financial Aid
Midwest Association of Seminary Spiritual Directors
National Association of Student Personnel Administrators
National Catholic Educational Association
National Educational Association
National Federation of Seminary Spiritual Directors
National Student Financial Aid Association
Regional Association of College Seminaries
Southern Association for Student Financial Aid
Purpose and Aims

The Seminary of Saint Pius X has as its primary objective to provide the student who wishes to dedicate his life to God in the service of the Catholic Priesthood with the spiritual, moral, and academic formation necessary for entrance into a school of Theology.

In pursuit of this goal, the Seminary makes every effort to help the seminarian to develop all his individual capabilities by a well-rounded spiritual, apostolic, scholastic social and recreational program. The Liberal Arts program with its emphasis on Philosophy aids the seminarian in achieving a coherent understanding of me, of the world, and of God appropriate to this objective.

Student Service Programs

I. Admissions

Upon receipt of requests for information, the Registrar sends prospective students copies of the Seminary Bulletin and description materials. After receiving the prospective student's application form and admission documents, each candidate's records are studied by the committee on admissions and after discussion a vote is taken on each prospective candidate to determine his acceptance. Prospective students are notified as soon as possible of the results.

II. Financial Aid

As a fully accredited institution, the seminary qualifies to participate in the Financial Aid Programs of the Federal Government. As a participating institution, the seminary is able to offer a student who qualifies, the opportunity of receiving financial assistance through one of several existing federal programs: (1) Education Opportunity Grant; (2) National Defense Student Loan; (3) College Work-Study Program; (4) Institutional Work-Study Program.

III. Veterans Affairs

No information available at this time
IV. Orientation

The purpose of the student orientation program is to acquaint incoming students with some of their fellow seminarians and faculty members and to familiarize them with every phase of seminary life in a realistic fashion. Of equal importance is the obligation of giving the students a basic understanding of and appreciation for their vocation to the priesthood.

In order to accomplish this purpose, the new students arrive at the seminary a few days earlier than the rest of the students. During this time, in addition to ample social activities and recreation periods, the faculty and some veteran students explain the various facets of seminary life.

The Rector welcomes the new students and explains what a seminary is and then in particular what St. Pius X Seminary is and what it should achieve. The Academic Dean's function is to present the general program of studies. He also explains the grading policy and gives insights into the possible problems of studies and the means of overcoming such problems. The Spiritual Director explains what the spiritual life is and its importance to the seminarian.

Then he familiarizes the new-comer with the spiritual program of this seminary. The Dean of Men had the task of explaining the disciplinary rules of the seminary and the philosophy behind these rules. He also assists in acquainting the new students with the various student organizations. The Business Manager points out the facilities of the seminary. He discusses with the new students the proper use of the facilities and the maintenance required of them. In addition to describing the student organizations, the veteran students on hand help the newcomers to become gradually more comfortable in their new environment.

V. Counseling and Guidance

The seminarian may, from time to time, feel the need of, or be referred to, the services of a clinical psychologist. The
Seminary of St. Pius X (con't)

Student Service Programs (con't)

Seminary has made arrangements with two different psychologists to help serve the needs of the seminarians.

Any student may request the services of these two men at any time. Requests should be made through the Rector's office. Since such requests are of a confidential nature, no reason will be required of a student requesting such permission.

VI. Spiritual Formation

Spiritual counseling is the direct responsibility of the Spiritual Director, who oversees all phases of the religious formation program of the seminary.

Since the primary objective of the seminary is to prepare young men for the committed life that is expected of those who wish to dedicate themselves to God in the service of the Catholic Priesthood, it is to be expected that the program of spiritual formation is of the utmost importance in the seminary. It is for this reason that the seminary has detailed schedule of spiritual exercises in which all the seminarians take an active part. This central action of the student's life is his participation in the Holy Sacrifice of the Mass, a daily liturgical service, which is for the most part, planned by the students themselves. The seminarians also participate in community morning and evening prayers, a collection of hymns and Biblical readings which reflect the theme of each day's liturgy, and they also spend a certain amount of time each day in meditation and spiritual reading. In addition to these scheduled spiritual activities, the students are encouraged to set aside a part of each day for personal prayer and reflection.

The purpose of such a program is to help the seminarian grow in knowledge and love of God and of the Church, so that he might deepen his commitment to the Christian life and be better prepared to make a mature decision about his permanent dedication to the Church when he presents himself for ordination to the priesthood.
The Spiritual Director has weekly conferences with the whole student body on topics related to their spiritual formation, and he meets individually with each student at least once a semester. The seminarians also are free to choose one of the priest faculty members or another priest of the area as their personal director and they meet with him at least monthly. The students are also able to approach for personal advice and guidance any of the many priests who visit the seminary.

An annual four day retreat, a monthly day of recollection and occasional conferences and discussions on spiritual topics conducted by priests and other speakers from various parts of the state and the nation provide new approaches and ideas as they advance toward the goal of the priesthood.

VII. Field Education

A Field Education Program, according to the Program of Priestly Formation, is primarily that of Christian laymen engaged in the lay apostolate, and should be an important addition and stimulant to the academic and spiritual formation of the student.

The goals of the Field Education Program are:

A. It should direct the student to a place in the community where people are struggling with physical, mental, social, ethical, and spiritual problems.

B. It should enable the student, under adequate supervision to observe these problems first hand, and receive authoritative information regarding these.

C. It should enable the student to see what is being done by the community to help these people.

D. It should, in most cases, allow the student under adequate supervision to actually share in the remedial process.
E. It should allow the student not only to gain knowledge but it should stimulate him in his present academic endeavors.

VIII. Student Activities - Student Government

The student government is officially known as the Student Executive Board of the Seminary of St. Pius X. It operates under a set of By-Laws which was formulated by a student committee and was modified and approved by the entire student body.

The Board is both a representative and a decision making body. Its members are: the president (a senior), the vice-president (a junior), and the treasurer (a member of the upper classmen), and the president of each class.

The Board's main function is to collect, consolidate, modify, and clarify proposals brought to it from each class in order to present them to the entire student body. The Board also has the power to reject proposals which it decides are not in the best interest of the school. If and when the student body approves of a particular proposal, the Board is entrusted with the authority to present such proposals to the faculty, through the Rector and the Dean of Men, for their consideration. It is in this manner that the students assist in the determination of institutional policy.

IX. Athletics

This program is managed by the student directors under the supervision of the Dean of Men. All students are encouraged and given an equal opportunity to participate in this program. The programs consist of:

A. Intramural activities: baseball, basketball, football volley ball.

B. Individual activities: rowing, ice-skating, tennis, handball, bowling, ping-pong, and weight lifting.
Seminary of St. Pius X (con't)

Student Service Programs (con't)

C. Interscholastic: basketball and softball.

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

The seminary retains a consulting physician whose services are paid for annually through the Student Activity Fund. Any student may avail himself of the services of the attending physician at any time that these services are needed.

There is no charge for these services unless unusual medical procedures are indicated, in which case the student is expected to make all financial arrangements with the doctor. Those things that fall in the general scope of office calls, etc. are paid for by the Fund.

In addition to the services of the attending physician, the seminary maintains a well equipped infirmary. The infirmary is able to deal with minor illnesses such as colds, indigestion, diarrhea, etc. If a more serious illness or injury is indicated students will be treated at a near-by hospital or at another hospital of their choosing. However, for such hospital services the student is to mail all financial arrangements in his own name.

Any special services requiring that a specialist be seen, are to be taken care of by the seminarian himself. Adequate time will be given to the seminarian to leave campus for such services. Students are requested, if at all possible, to schedule all appointments during their regularly scheduled free time.

XIII. Public Relations and Alumni

No information available at this time.
Name, Address, Telephone

St. Thomas Seminary
1300 South Steele Street
Denver, Colorado 80210
(303) 722-4687

Administration for Student Services

Rector - President
Vice Rector
Academic Dean
Dean of Men
Director of Field Education
Director of Public Relations and Development
Director of Admissions and Testing
Registrar
Director of Alumni
Director of Student Activities
Director of Worship
Director of Recruitment
Director of Student Financial Aid
Attending Physician

Servicing

Archdiocese of Denver and other dioceses

Number of Students

85

Historical Sketch

St. Thomas Seminary is the seminary of the Archdiocese of Denver. It is owned and administered by the Priests of the Congregation of the Mission (Vincentian Fathers), Western Province of the United States. St. Thomas provides academic programs on the graduate and undergraduate levels preparatory for the Catholic priesthood.

The seminary originated in conversations between the Bishop of Denver and the Provincial of the Vincentian Fathers, Western Province. These conversations were initiated in 1906 and a formal agreement was reached in 1907. On September 4, 1907,
the seminary was incorporated under the law of the State of Colorado as "The Saint Thomas Theological Seminary of Denver, Colorado."

The sixty-acre tract in Southeast Denver upon which the seminary stands was purchased in 1907. The original seminary building, a red brick structure in the style characteristics of the time, was erected in 1908. Expansion of seminary facilities has taken place in two major phases: chapel, administration building (with student accommodations on the upper levels), and dining facilities in 1925; classroom building (with student accommodations on the upper levels) and library in 1954. A convent for the Sisters of the Precious Blood, who staff the seminary kitchen, was built in 1950 and the gymnasium in 1953. All these buildings are constructed of beige brick and stone in an attractive Lombard style. The expansion of the seminary has been funded through the generosity of the people of the Denver Archdiocese.

Classes began in the Fall of 1907. An amendment to the Articles of Incorporation dated June 7, 1926 authorizes the seminary under Colorado law "to confer such degrees and grant such diplomas and other marks of distinction as are usually conferred and granted by other universities and colleges of like grade."

St. Thomas Seminary College was accredited by the North Central Association (NCA) in 1961, and the School of Theology by the American Association of Theological Schools (AATS) in 1970. NCA accreditation of the School of Theology is pending.

Nearly one thousand priests, diocesan and religious, have been prepared for Holy Orders at St. Thomas since the seminary opened its doors in 1907.

Educational Associations Related to Student Services

American Association of College Registrars
American Association of College Registrars and Admission Officers
American Association of Higher Education
Association of American Colleges
Midwest Association of College Seminaries
Midwest Association of Spiritual Directors
National Catholic Educational Association
St. Thomas Seminary (con't)

Educational Associations Related to Student Services

National Educational Association

Purpose and Aims

St. Thomas Seminary College and School of Theology serves a two-fold purpose. Its primary interest is the preparation of men for the Roman Catholic priesthood. Secondly, it aims at contribution to the life of the Church in various ways consistent with its primary purpose. In these capacities St. Thomas serves the Archdiocese of Denver, many other Archdioceses, dioceses and provinces of religious congregations, particularly of the Rocky Mountain and Great Plains regions.

Reflection upon the New Testament concept of ministry as upon the teaching and life of the Church through the centuries, especially as expressed in the documents of the Second Vatican Council, shows that preparation for the priesthood involves concern for four great areas of experience: spiritual, intellectual, apostolic, and personal-social. St. Thomas, therefore, offers a program which helps the student develop his potential in all these areas in an interrelated and coherent fashion. Reflection upon the Church's history also shows that the life of a seminary can never be separated from the on-going life of the Church or of society in general. As a consequence, St. Thomas also offers various opportunities for spiritual and intellectual enrichment and participation in various programs of apostolic and social endeavor which reach a considerably wider group than the members of its student body preparing for sacramental ordination.

Student Service Programs

I. Admissions

Responsible for admissions is the Director of Testing and Admissions. He chairs the Committee on Admissions which judges suitability of applicants. Admission of any student
lies solely within the competency of the seminary and its administration.

All students for the priesthood must be sponsored by a diocese or religious congregation and must have the recommendation of the sponsoring bishop or major superior. Documents required of in-coming students are listed in the academic bulletin. Other students are expected to submit documents as specified by the academic office.

All students for the priesthood are expected to provide evidence of psychological suitability and intellectual potential. The report of a psychologist or psychiatrist retained by a diocese or religious congregation will be accepted. Where such assessment is not feasible, the seminary offers a testing service in the spring. Students who arrive in the fall without such testing will be examined during orientation week and the seminary reserves the right to accept a student on a conditional basis pending the results of testing.

The seminary ordinarily administers to all in-coming candidates the following tests: MMPI, Edwards Personal Preference Test, and the Strong Vocational Interest Inventory. If any outside report has included these instruments, they need not be repeated. The rules of confidentiality as they apply in particular circumstances are scrupulously observed in connection with the information so gathered.

II. Financial Aid

Students are eligible for participation in the following government aid programs: Educational Opportunity Grants; Insured Loans; and College Work-Study Programs.

III. Veterans Affairs

No information available at this time
Student Service Programs (con't)

IV. Orientation

For several days before the fall quarter an orientation program is conducted for all in-coming freshmen and sophomores. During this introduction to seminary life, opportunities are given for completing any required test not taken.

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

Ordinary formational guidance is under the supervision of the Dean of Men in each department. Each student also has a spiritual counselor.

A special formation program is provided for all freshmen and in-coming sophomores in the college. This program aims at developing in new students a sense of spiritual and personal values necessary for advancement towards the priesthood. The regiment of life under which new students live is found within the spiritual, physical, and psychological make-up of seminary life.

VII. Field Education

The purpose of field education is two-fold - formational and ministerial. It is intended first to teach the habit of theological reflection upon the priestly ministry, that is, to show how speculative theology relates to the practical demands of ministerial activity and is in turn influenced by them. Secondly, it offers the student, even during his preparation for priestly ministry, an opportunity to undertake some form of active apostolate, thereby fulfilling his need to serve and benefiting those he serves.

Ultimate administration for the Field Educational Program lies with the Administrative Council. Immediately responsible is the Director of Field Education. He chairs the faculty
Student Service Programs (con't)

Committee for Field Education, the members of which advise and assist him in his work. This committee also meets with a corresponding student committee for field education.

Under the guidance of the Director, the joint faculty-student committee plans, implements and evaluates the work done. The Director and the faculty members, who are appointed by reason of their individual competencies in various facets of the program, observe the students in their assigned projects and discuss with them the progress and problems of their efforts on a regular basis. A large number of qualified on-the-spot supervisors also observe and advise the students. Written reports to the Director are made on each student by responsible faculty and project observers. Under the direction of the student chairman, student members of the committee attend to a great deal of administrative detail.

VIII. Student Activities

All students for the priesthood are members of the student organization: Associated Students of St. Thomas Seminary. According to its Constitution, the purpose of this organization is to stimulate and direct student activities and cooperate with the faculty and administration in everything that concerns the good of the seminary and the interest of the students.

Authority is vested in an Executive Board constituted by the president, vice-president, secretary, and the student heads of the various committees. This Board functions through six committees: Student Affairs, Liturgical and Spiritual Life, College Academics, Theology Academics, Field Education, and Social Life. All these committees, except the last, meet jointly with corresponding faculty committees. All members of the administrative groups are elected by the student body at large or by the members of the individual classes which they represent.
St. Thomas Seminary (cont)

Student Service Programs (con't)

IX. Athletics

A wide range of activities of various kinds are available to the students such as: football, basketball, soccer, hockey, bowling and skiing.

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

A qualified physician officially associated with the seminary oversees the medical care of the students. On-campus facilities of an infirmary and well equipped clinic are available for ordinary medical needs.

XIII. Public Relations and Alumni

No information available at this time
Name, Address, Telephone

St. Thomas Seminary - Junior College
467 Bloomfield Avenue
Bloomfield, Connecticut 06002
(203) 242-5573

Administration for Student Services

Rector
Vice-Rector
Dean of Studies
Director of Admissions and Registrars
Treasurer - Director of Financial Aid
Spiritual Director
Attending Physician

Servicing

Archdiocese of Hartford and other dioceses

Number of Students

29

Historical Sketch

The preparatory Seminary of St. Thomas, founded by the Bishop of Hartford, opened September 7, 1897. Its first home, the old Chinese College on Collins Street, Hartford, soon proved inadequate, and a larger structure was erected adjoining the Chinese College.

Thirty years later it was again found necessary to provide more ample quarters, a new group of buildings was located on a tract of one hundred and eighty acres bordering on Bloomfield Avenue in the towns of West Hartford and Bloomfield. On September 29, 1930, the present home of the Seminary was occupied for the first time.

It is accredited by the New England Association of Schools and Colleges and Commission for Higher Education of Connecticut.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
Connecticut Conference of Independent Colleges
Educational Associations Related to Student Services (con't)

National Association of Intercollege Athletics
National Catholic Educational Association
New England Junior College Council
Regional Association of College Seminaries

Purpose and Aims

The purpose of the Seminary is to prepare young men for the Roman Catholic priesthood. The course of studies, religious exercises, discipline, and extra-curricular activities have been formulated with this end in view. Candidates are admitted from the Archdiocese of Hartford, from the Diocese of Norwich and Bridgeport, and from other dioceses outside of the state of Connecticut.

The graduate of St. Thomas Seminary Junior College who wishes to continue his studies for the priesthood is assigned by his bishop to six years of further study in an advanced or major seminary thus serves as an intermediate stage between high school and the more specialized studies of philosophy and theology; it provides a personalized spiritual situation for those beginning to determine their choice of religious vocations.

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time
St. Thomas Seminary - Junior College (con't)

Student Service Programs (con't)

V. Guidance and Counseling
   No information available at this time

VI. Spiritual Formation
   No information available at this time

VII. Field Education
   No information available at this time

VIII. Student Activities
   No information available at this time

IX. Athletics
   No information available at this time

X. Housing
   No information available at this time

XI. Food Services
   No information available at this time

XII. Health Services
   No information available at this time

XIII. Public Relations and Alumni
   No information available at this time
Name, Address, Telephone

Seton Hall Divinity School - Residence
Seton Hall University
South Orange, New Jersey 07079
(201) 762-9000 Ext. 358

Administration for Student Services

Director
Spiritual Director
Attending Physician
Vocational Director - 39 Lackawanna Place, Bloomfield, New Jersey 07003 (201) 748-3660

Servicing

Archdiocese of Newark and other dioceses

Number of Students
46

Historical Sketch

Seton Hall Divinity School was established as a residence beginning with the academic year 1972-1973. The college seminary was originally established at Immaculate Conception Seminary, Darlington, Mahwak, New Jersey. Currently there is a continual transition period from Darlington to Seton Hall. Approved by the State and accredited by Middle States.

Educational Associations Related to Student Services

National Catholic Educational Association

Purpose and Aims

The general purpose and aims are to implement the recommendations of the Bishop's Conference on Priestly Formation.
Seton Hall Divinity School - Residence (con't)

Purpose and Aims (con't)

Seton Hall Divinity School was established to give the seminarian a greater flexibility in his priestly formation. Academically he is given a wider choice in the various curricular fields. Socially, he is able to expand his experiences by coming in contact more frequently with his peers who have divergent goals. Spiritually, a more family type community is formed within the seminarian can identify himself with others who are seeking to follow Christ through the priesthood.

Student Service Programs

I. Admissions

No information available at this time

II. Financial Aid

No information available at this time

III. Veterans Affairs

No information available at this time

IV. Orientation

No information available at this time

V. Guidance and Counseling

No information available at this time

VI. Spiritual Formation

No information available at this time

VII. Field Education

No information available at this time
Seton Hall Divinity School - Residence (con't)

Student Service Programs (con't)

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time.
Historical Sketch

For some years, the Catholic Bishops of the Northwest had felt the need of establishing a seminary where candidates might be fashioned into the priests who would minister to the growing Catholic population. On the Feast of St. Edward the Confessor, October 13, 1930, the cornerstone of St. Edward's Seminary was laid. The building was completed in September, 1931. With an enrollment of 51 students from all over the Northwest, the first scholastic year began on September 19, 1931. Courses in Major Seminary, which include Philosophy and Theology, were offered for the first time in September, 1935. The first class was ordained in June, 1939 and left for the exercise of their ministry in the diocese of the Northwest.

The Archbishop of Seattle saw the need of expanding the seminary facilities. Less than one half mile southeast of St. Edward's 33 acres were cleared and on October 17, 1956, the cornerstone of the new building was laid. In September, 1958, St. Thomas Seminary received its first students and thus released the overtaxed facilities of St. Edward's for the exclusive use of the Minor
Sulpician Seminary of the Northwest (con't)

Historical Sketch (con't)

Seminary, that is, the four year high school and the Lower Division of the College. In September, 1968, the Lower Division of the college was transferred to St. Thomas and St. Edward's became solely a seminary high school.

Both units of the Sulpician Seminary of the Northwest have been confided to the priests of the Society of St. Sulpice, whose sole work is the training of young men for the diocesan priesthood. The Society of St. Sulpice was founded in Paris in 1641 by M. l'Abbe Jean Jacques Olier whose object was to carry out the decrees of the Council of Trent in giving the best possible preparation for the all-important work of the diocesan priesthood. The Sulpicians, as the members of the Society are commonly known came to this country in 1791 and founded the first seminary in the United States, St. Mary's Seminary, Baltimore. At present, in addition to Baltimore, the Sulpicians of the United States conduct seminaries in Washington, D.C., San Francisco, Seattle, Honolulu, and Rosario, Argentina.

Educational Associations Related to Student Services

National Catholic Educational Association
Pacific Northwest Conference on Higher Education

Purpose and Aims

The seminary program of study and prayer in a community context aims to prepare a young man to be a diocesan priest, serving the Church in the Northwest. In pursuit of this goal, in the words of Vatican Council II, the seminary proposes to develop "true shepherds of souls after the model of Our Lord Jesus Christ, who was Teacher, Priest, and Shepherd...readied for the ministry of the word...for the ministry of worship and sanctification...for the ministry of a shepherd. They should know how to represent Christ before men...Therefore, every program of instruction, whether spiritual, intellectual, or disciplinary, should be joined with practical implementation and directed toward the aforementioned pastoral goal." ("On Priestly Formation," III, No. 4).
Sulpician Seminary of the Northwest (con't)

Purpose and Aims (con't)

The college division of the seminary represents four very specific years in a young man's life, years which demand specific and special attention. The college program aims to address itself to the needs and potential of the college seminarian with increasing care and effectiveness. It works to strengthen the spirit and widen the vision of each student, to provide growth opportunities for his mind and personality, to help him consider carefully his interest in the priesthood, to learn the rich possibilities of the modern priesthood, and to direct his talents and energies toward this apostolate.

To realize these seminary and, in particular, college seminary objectives, the college program engages the seminarian on a variety of levels. The liturgical and spiritual programs foster an ever deeper sense of personal responsibility and community involvement. The academic program, building upon the four majors the college offers, as well as upon an expanding of electives, directs the student's interest into the multiple facets of the world of which he is a part and which he is to serve. The apostolic program gives him practical experience and training in that service, which will occupy much of his future ministry. In short, the total program of the college seminary attempts to fulfill that fundamental objective of any seminary which was expressed by the Bishops of the United States in the following statement from their Program of Priestly Formation:

"The purpose of the seminary is to provide a program that encourages spiritual and emotional maturity, intellectual and cultural growth, and opportunities for apostolic zeal, so that a man may respond maturely to the priestly vocation and in turn be judged suitable for a man of God, adequately prepared for, and committed to, a life-long exercise of the priestly ministry in the Church."
Sulpician Seminary of the Northwest (con't)

Student Service Programs

I. Admissions and Records
   No information available at this time

II. Financial Aid
    No information available at this time

III. Veterans Affairs
     No information available at this time

IV. Orientation
    No information available at this time

V. Guidance and Counseling
   No information available at this time

VI. Spiritual Formation
    No information available at this time

VII. Field Education
     No information available at this time

VIII. Student Activities
      No information available at this time

IX. Athletics
    No information available at this time

X. Housing
   No information available at this time

XI. Food Services
    No information available at this time
XII. Health Services

No information available at this time.

XIII. Public Relations and Alumni

No information available at this time.
The Pontifical College, Josephinum
7625 North High Street
Worthington, Ohio 43085
(614) 885-5585

Administration for Student Services

President - Rector
Vice-President - Dean of Students
Dean of Men
Registrar
Vice-President - Treasurer - Financial Aid Officer
Director of Apostolic Development
Chaplain

Servicing

Columbus Diocese and other dioceses

Number of Students

94

Historical Sketch

The Pontifical College Josephinum owes its existence to the vision of a Monsignor and the generosity of American Catholics, particularly those of German origins and descent.

Already the superintendent of the Josephinum Orphanage, the Monsignor, in the summer of 1888, invited two boys with vocations to the priesthood to come to the Josephinum, promising to teach them the fundamentals of Latin and the other studies that were normally taught in a preparatory seminary. However, when classes began that September of 1888, in the brick building at 821 East Main Street, Columbus, Ohio, twenty-three boys, eighteen in first year high, from nine different states, had been enrolled for the courses.

Four years later, on December 12, 1892, the Holy See established the Josephinum as a Pontifical College; on June 5, 1894, the college was incorporated under the laws of the State of Ohio as the Pontifical College Josephinum of the Sacred Congregation for
The Pontifical College, Josephinum (con't)

Historical Sketch (con't)

the Propagation of the Faith.

On June 29, 1899, six of the original eighteen students who had begun their studies in the autumn of 1888 were ordained priests by an Archbishop who was a Apostolic Delegate to the United States. And for the ensuing half century and more, each successive spring has brought with it the ordination of a new group of priests - now over 750 in number.

Educational Associations Related to Student Services

American Association of College Registrars and Admissions Officers
American Association of Pastoral Counseling
Mid Ohio Collegiate Athletic Association
Midwest Association of Financial Aid Officers
Midwest Association of Spiritual Directors
National Association of Financial Aid Officers
National Catholic Educational Association
National Collegiate Athletic Association
National Educational Association
National Federation of Spiritual Directors
Ohio College Association
Regional Association of College Seminaries

Purpose and Aims

The College of Liberal Arts is a college; it is a Catholic college; it is a Catholic seminary college.

This threefold character determines its objectives.

A. As a college, it is essentially a liberal arts college. As such, its fundamental concern is the intellectual development of the student's powers and potentialities by providing for his education, i.e., his formation and information, through the media of critical thought and correct communication. It's objectives, therefore, as a college, is to make possible the acquisition of that liberal education which forms the basic cultural background essential to dynamic living in today's world.
Essentially, therefore, in its capacity as a liberal arts college, the Josephinum promotes the humanistic vision of the student; as the Second Vatican Council put it, "seminarians should be equipped with that humanistic and scientific training which young men in their own countries are wont to have a foundation for higher studies."

B. As a Catholic college it has as its additional purpose the task of teaching the student those truths and principles of human wisdom and divine revelation which are a prerequisite to the formation of the true Christian and, concomitantly, of providing the campus climate conducive to the development of the true Christian.

In its capacity, therefore, as a Catholic liberal arts college, it seeks to develop the Christian vision of the student.

C. As a Catholic seminary college, it has the objective of preparing its students, both intellectually and morally, to pursue those theological studies which are to constitute their proximate preparation for the Catholic priesthood.

In this capacity, therefore, the College of Liberal Arts seeks to develop in its students that spirit of apostolic and missionary service which is essential to the priestly vision of the students.

In summary, then, the College of Liberal Arts, in virtue of its character as a Catholic seminary college, seeks to impart to the student a humanistic, Christian, and priestly vision of life.

Student Service Programs

I. Admissions

An applicant for admission to the College of Liberal Arts must be: (1) a graduate of an accredited high school; (2) seriously intent on studying for the priesthood; (3) fittingly endowed with talent, health, and character; (4) willing to abide by house
The Pontifical College, Josephinum (con't)

Student Service Programs (con't)

I. Admissions (con't)

rules and regulations.

He should make application to the Admissions Office of the seminary through his sponoring bishop, vocations director, pastor, or religious superior.

No application will be considered complete without the results of the Minnesota Multipasic Personality Inventory.

The Committee on Admissions will review the application and, within a reasonable time, subject to the consent of the president, inform the applicant and his sponsor of his acceptance or rejection.

II. Financial Aid

It is necessary that all college students seeking financial aid must have their parents, or legal guardians, file a financial statement with either the College Scholarship Service or the American College Testing Program.

The seminary participates in the following sources of financial aid; (1) National Direct Student Loan Program; (2) Federally Guaranteed Bank Loans; (3) Supplemental Equal Opportunity Grant Program; (4) College Work-Study Program; (5) Basic Opportunity Grants Program.

III. Veterans Aid

War orphans, veterans, and children of disabled veterans enrolling with government benefits should be sure to have their letters of entitlement transferred to the Seminary.
The Pontifical College, Josephinum (con't)

Student Service Programs (con't)

IV. Orientation

The orientation program for freshmen and transfer students consists in a series of lectures, meetings, and activities calculated to acquaint the new student with the letter and spirit of college life.

Included in the orientation program are a formal address by the Vice-President, a talk by the Dean of Men, and an explanation of curricular matters by the Dean of Studies.

A tour of the college and its immediate environment, as well as an evening of social activity for all students, is likewise an essential part of a program devised to smooth the way to a quick adjustment to seminary-college living.

V. Guidance and Counseling

No information available at this time.

VI. Spiritual Formation

A program of liturgical services, together with a plan of spiritual exercises, according to the provisions of ecclesiastical directions and of seminary guidelines, contributes towards making the students men of prayer and of disciplined habits.

The Spiritual Counselor and the Dean of Men are directly involved in the religious guidance of the students. General guidance is given through conferences, suggested readings in religious literature, days of recollection, retreats, and daily spiritual exercises. Individual guidance is offered through private interviews with the aforementioned priests and with the other priests of the faculty.
Student Service Programs (con't)

VII. Field Education

This activity is directed by a member of the staff who is knowledgeable in field work supervision. Such work includes participation in projects of the Columbus Social Center, visiting the sick, and the aged, assisting in youth programs of the inner-city, parish visitation, and census.

VIII. Student Activities

No information available at this time

IX. Athletics

No information available at this time

X. Housing

No information available at this time

XI. Food Services

No information available at this time

XII. Health Services

No information available at this time

XIII. Public Relations and Alumni

No information available at this time.
Name, Address, Telephone

Wadhams Hall Seminary
Riverside Drive
Ogdensburg, New York 13669
(315) 393-4231

Administration for Student Services

President
Vice President and Academic Dean
Director of Development
Dean of Students
Director of Alumni
Registrar and Director of Admissions
Business Manager - Director of Financial Aid
Director of the Community Service Program
Director of Publicity
Spiritual Director
Counseling Psychologist
Consulting Psychologist
Director of Student Health
Consulting Physicians

Servicing

Diocese of Ogdensburg and other dioceses

Number of Students

83

Historical Sketch

Wadhams Hall was founded in 1924. The original seminary consisted of one and eventually two buildings located on Hamilton Street in Ogdensburg. At that time it offered two years of college work in humanities, with special emphasis on Latin, Greek and English. In 1933 Wadhams Hall became a four-year college with additional courses in Philosophy and kindred subjects. In 1940 the seminary moved to a site in Ogdensburg on Washington Street, overlooking the St. Lawrence River. The present large and modern building was occupied at the opening of the academic year on September 15, 1963. It was located two miles west of the city of Ogdensburg on Rt. 37, the Ogdensburg-Morristown Highway.
Wadhams Hall Seminary (con't)

Historical Sketch (con't)

On January 3, 1949, Wadhams Hall was affiliated as a senior college with the Catholic University of America. Beginning September, 1958, the Philosophy section of Wadhams Hall was temporarily discontinued. On July 10, 1962, the University of the State of New York registered the Junior College curriculum at Wadhams Hall. On June 24, 1966, the Board of Regents of the University of the State of New York amended the charter of Wadhams Hall, registering it as a four-year liberal arts college, empowered to grant bachelor of arts (B.A.) degrees to its qualified graduate.

In order to secure the highest standing possible among colleges and universities, efforts were begun in March of 1969 to secure accreditation from the Middle States Association of Colleges and Secondary Schools. Various "task forces" whose central purpose was a comprehensive and complete self-evaluation of every aspect of organization and academic life at Wadhams Hall, were formed. All members of the faculty and a number of student representatives were involved in this study. On June 6, 1972, Wadhams Hall received full accredited status by the Commission on Higher Institutions of the Middle States Association of Colleges and Secondary Schools.

Educational Associations Related to Student Services

American Association of College Registrars and Admission Officers
American Association of Higher Education
American Personnel and Guidance Association
Catholic Campus Ministry Association
Eastern Regional Association of Spiritual Directors
National Catholic Educational Association
National Diocesan Vocational Directors
National Educational Association
National Federation of Spiritual Directors
Regional Association of College Seminaries

Purpose and Aims

Wadhams Hall is a four-year liberal arts seminary-college operated by the Roman Catholic Diocese of Ogdensburg. It proposes to prepare and educate men for graduate studies leading to the priesthood of the Roman Catholic Church.
Purpose and Aims (con't)

The approach to education undertaken by this community of leaders known as Wadhams Hall is unique. To grasp the meaning and essence of this uniqueness one must attempt to understand how the seminary aspect contributes to and enhances the whole learning process. Basically, the Wadhams Hall is a liberal arts college which offers its students the opportunity to understand, appreciate and contribute to their culture. The seminary aspect makes it a particular kind of college. A seminary is by its very nature a community of persons bound together by mutual charity in the common effort toward the attainment of a common goal.

What gives Wadhams Hall its special distinction is the degree to which that sense of community has been achieved and the influence it exerts on the personal growth of the individual student.

The need for such an institution arises from the fact that the role of priest calls for a man who is a leader at the basic levels of human life. Preparation for such a role demands a comprehensive program designed to promote intellectual and spiritual growth, physical and mental health, and a proper balance between self-identity and social involvement. A further general aim is to assist the student in making the transition from the restraints of family, tradition and age group to personal autonomy and stability of character. In its efforts to achieve these broad purposes Wadhams Hall is aware that it is dedicated to the spirit and teachings of Jesus Christ, Son of God and Redeemer of the world.

Since schooling in the liberal arts is conceived as embracing the core of human experience, such a program is considered the best framework in which to pursue the above purposes. The reason for this belief is that a liberal arts education embodies the culture and the intellectual heritage of the past, on the basis of which insights for future human development are discovered. It confronts the student with the finest of human expression mirrored in the literature and art of all ages. It acquaints him with the methods and findings of modern science. It proposes to him a philosophical framework both historical and systematic within which he can investigate the principles that underlie all reality. It stimulates the vigor of his reasoning and curiosity, and cultivates a respect for truth and beauty. It strives to develop habits and skills of critical thinking, methods of scholarship, and effective use of
language. It provides him with an opportunity to understand the options open to him and challenges him to choose values for his own life style. Likewise, the many dimensions of life are opened to the student as an aid to his growth in personal maturity and freedom.

Thus, Wadhams Hall is committed to formulation, maintaining and constantly evaluating the academic program of high quality which, as an end in itself, contributes to the student's self actualization while at the same time preparing him for further study.

For these reasons a student at Wadhams Hall is expected to have the priesthood in mind as his ultimate goal. He is required to take courses which explore the fields of Literature and Language, History and the Social Sciences, Philosophy, Religious Studies, Mathematics and the Natural Sciences. By offering electives and independently selected programs of guided reading, and by providing opportunities to both study on neighboring campuses and work in field situations, the differing needs of the student are taken into account.

Since a percentage of its students eventually choose careers other than the priesthood, Wadhams Hall is aware that its program should enable such students to make the transition to other fields with a solid and serviceable educational background. Therefore, while the primary thrust is toward preparation for the ministry, Wadhams Hall accepts responsibility for the educational development of all its students.

Student Service Programs

I. Admissions

Applicants for admission must have the intention of studying for the priesthood and becoming candidates for the Bachelor of Arts degree. The Hall accepts students sponsored by a diocese, Bishops, or Religious Superior. It also accepts independent students who have made no decision regarding
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Student Service Programs (con't)

a specific diocese or religious community, but meet all admission and financial requirements. Prospective candidates must enjoy good health, both physical and mental, and be free from any physical impediment that would constitute an obstacle to the performance of priestly duties. His character must be of good repute as expressed in habits of Christian living. He must have a desire of serving God and neighbor in a capacity beyond the ordinary and a willingness to subordinate his own aspirations to the designs of God and His service.

II. Financial Aid

The Hall has developed a program of financial aid through a Student Aid Fund. This fund is designed to help needy students.

Incoming students - Independent student or Sponsored student from the diocese of Ogedsburg - requesting financial assistance must submit an application for financial aid. They must also submit a Parents' Confidential Statement.

Students from other sponsoring dioceses should check with their respective Vocation Directors regarding their diocese's policy of financial aid.

The primary purpose of financial aid is to provide assistance to students who, without such aid, would be unable to attend the seminary. The student himself is expected to make an effort to pay for his education whether through savings and other assets, through summer employment, or through term-time employment where feasible.

The family of the student is expected to make an effort to assist the student with educational expenses where possible. The various financial aid programs are to be viewed as supplementary to the efforts of the student and his family.
Student Service Programs (con't)

III. Veterans Affairs

The college is an approved institution for providing education for the returned veteran under Public Laws 346 and 16 (W. W. II) and 550 (Korean Veterans). Also Viet Nam veterans can receive benefits under State Legislation.

IV. Orientation

No information available at this time

V. Guidance and Counseling

To assure the balanced development of the student, the Hall provides a coordinated guidance program. Individual attention is given to the spiritual, personal, academic and physical guidance of each student.

Spiritual development is considered of major importance. This part of the program is coordinated by the resident Spiritual Director.

At the end of each semester, the student is given a personal evaluation of his progress in an interview with a faculty team of his own selection. He may contribute to this evaluation by utilizing a guided self-evaluation process. This area is coordinated by the Dean of Students.

Guidance in academic matters such as scheduling, curriculum adjustment and study habits are the concern of the Academic Dean. He also administers and interprets the various testing programs used.

Because of its unity of purpose as a seminary and the small size of its community, the Hall has no need for an elaborate structure of authority. Normally decisions are reached by consensus of faculty and students. Student are elected to standing faculty committees and as such directly contribute to the formulation of programs and policies.
VI. Spiritual Formation

Emphasis on spiritual development - helping the student mature as a Christian - makes the Hall different from other colleges. Every aspect of life contributes to this growth: studies, physical work and recreation, service to others, the give-and-take of every day life - all are integrated by personal and public prayer. The student's Spiritual Director helps him with prayer, meditation on the Scriptures, spiritual reading, working on problems, discerning vocation and growth in living the Christian life. Two retreats and several days of recollection are scheduled annually as helps in the growth process.

VII. Field Education

The program provides a major stimulus for a maturing and responsible individual. The main thrust of the program is to prepare dedicated Christians who will be able to effectively proclaim, through their living example, the Gospel message to a contemporary society. In this way the student develops a life style that becomes a healthy habit for the service of neighbors. In order to prepare a college seminarian to become a true Christian witness in today's society, he is placed, after consultation, into a service situation. This placement becomes a catalyst for study and for prayerful reflection, wherein he receives training in an area of his choice through seminars, observations and learning skills, and in the analysis of the major and crucial issues facing society. Involvement and participation in a full and concerned Christian manner becomes the essence of a future priest's goals.

The Community Service Staff consists of social workers, religious educators, psychologists, hospital staffs, and other professional administrators and personnel appointed by member agencies.

The program is arranged, guided and supervised by these professional personnel. Their direction and evaluation of the student is considered the key link between serving and learning. The Program is essentially structured so that the educational information learned in the classroom and within
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the Field Experience mutually reinforced one another.

Consultation and time limitation are insisted upon in order to avoid a mere activist program of "busy work". To integrate the Community Service Program with his spiritual life, each student seeks counsel and an exchange of ideas with his Director. Periodically, shared prayer sessions, and service group liturgies are planned by the students. These opportunities to reflect upon Gospel values, vocation, and fostered by the C.S.P. experience.

VIII. Student Activities

Student Activities are conducted by various committees. There is a cultural program and a music and drama program. The students publish periodicals designed to provide a forum for the expression of ideas and skills which are part of the Liberal Arts program.

IX. Athletics

The most important phase of the program is an extensive intramural program of touch-football, basketball, volleyball, baseball, softball, and handball. There are also facilities for many recreational sports, like ping-pong, shuffleboard, and pool, swimming, golf and archery. In winter there is skiing, hockey, and ice skating.

X. Housing

No information available at this time

XI. Food Services

No information available at this time
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XII. Health Services

Student health is under the direction of the school physician in cooperation with the Student Health Director. He provides guidance for students in the establishment and maintenance of a positive health program.

Health facilities include a treatment room for first-aid and an infirmary for the use of students with minor illnesses. A full-time psychologist is a member of the faculty. A consulting clinical psychiatrist is also available.

XIII. Public Relations and Alumni

No information available at this time.


The Dissertation submitted by Michael F. Pfeifer has been read and approved by the following Committee:

Dr. John Eddy, Chairman
Associate Professor, Guidance and Counseling

Dr. John Wellington
Professor and Chairman, Guidance and Counseling

Dr. Rosemary Donatelli
Associate Professor and Chairman, Foundations

Dr. Judith Lewis
Assistant Professor, Guidance and Counseling

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date: May 15, 1974

Director's Signature: John Eddy