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CURRICULUM FOR EDUCATION AND TRAINING OF CHAPLAINS  
FOR THE UNIVERSITY MINISTRY

(A working paper)

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BIBLIOTECA  
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In a recent article in Commonweal (Sept. 20, 68) Fr. Herbert McCabe, OP., said the following things about today's priesthood. They are applicable especially to university chaplains and should form the basic foundation and philosophy of priesthood for university chaplains:

1. The Church is first of all a movement within the community of mankind.
2. It is a movement of transformation, a revolutionary movement within the society of the world.
3. The priest should be a revolutionary leader, but one who goes thru and in what in today's terms is called a political revolution to a depth which today we call metaphysical or spiritual. This interpretation of the revolution in its ultimate depths is the proclamation of the gospel; it is the call to faith for the radical overcoming of the world...which means conflict with the world and also with those whose revolution remains at a more superficial level.
4. The contemporary priest must be totally dedicated (not just parttime time or as a hobby). A priest is dedicated totally to proclaiming the gospel and embodying the spirit of the gospel in their whole lives. He speaks for the people as a movement and exercises direction and authority in the movement
5. The business of the priest is to be one jump ahead of the Christian life of his age.
6. It is the job of the priest to ~~be~~ constantly representing to the Christian people and to the world, the evangelical revolutionary significance of their Christian, secular lives..It is every Christian's task to be critical and interpretative of his world; it is the ministerial task to be interpretative of the Christian life, to see through it ~~at~~ to the gospel that it more or less adequately embodies. It is to seek out and re-present to men the ~~Christian~~ Christianess of their Christianity.
7. ~~The~~ credibility of the Church and the ministry is to be judged, not according to whether it is a community in which we can begin to satisfy our personal need for human warmth and kindness and decent personal relations, but whether it is an effective force in the revolutionizing of the world.

SENSITIVITY TRAINING and GROUP RELATIONSHIPS:

Every chaplain attending the institute must ~~xxxxx~~ participate for 10 days in this program. He will not be admitted into further workshops or classes until he has done this.

(Length: 10 days)

COUNSELING and PSYCHOLOGY:

This course would be conducted for at least 3/4 of the Institute, at least four times weekly. Lectures would be given in Psychopathology with emphasis on the dynamics of maladjustive, neurotic, and psychotic thought processes and behaviours with direction toward recognition of these in college age studentss

Clinical psychology would explore methods and logic in the assessment of abnormal behaviour. Analysis of theoretical and case-history material would form part of the course.

Counseling Workshop: Practical pastoral counseling by experts, preferably those who have worked with youth. Workshop experimentation would be conducted. Each chaplain would do field work in actual counseling situations, to be observed or taped by or for use by the instructor in guiding the priest.

Mock situations should be set up to include as many situations faced by the university chaplain-counselor:

Problems of faith

How to distinguish a problem of faith from a personal problem which does not relate to belief.

Sex(homosexuality(Male and female); pre-marital sexx relationships, masturbation

Parental problems; adjustment, problems with study, trauma of loss of parents by death, divorce.

Inability to make friends leading to identity problems and loneliness or rejection; vocation, suicidal tendencies, desire to run away from home, inability to study or concentrate.

This entire block of counseling and psychology with workshops and practical situations should continue the entire length of the institute.

LITURGY AND PUBLIC SPEAKING:

Since the function of a university minister is to prepare a meaningful liturgy growing out of life experiences of the university he should be prepared to create, inspire or direct various liturgical experiences. Each chaplain must conceive, prepare and direct THREE different liturgies: themes could be peace, race, study, suffering, joy etc. Outsiders(townspec should be invited. He would be responsible for arranging to have them learn the music 10 or 15 minutes in advance of the liturgy. He may work in teams with other chaplains or laity.

This would duplicate a real situation in which the minister will find himself on a campus.

**SERMONS: PUBLIC SPEAKING:** The University is a public figure among highly educated and sophisticated people. He should, by virtue of his ministry of proclaiming the word and attempting to move people from complacency to action, be a better than average speaker. Speakers are made; not born. Therefore each chaplain must take a highly critical public speaking program, tape his responses and talks, be subjected to the criticism of his peers and instructors and invited participants.... Each chaplain must prepare talks on subjects related to these:

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|-------------------------|--|
| Youth and involvement   | The Institution                                    |
| Society and Revolution  | Freedom and Authority                              |
| Problems of Belief      | Student Protest                                    |
| Peace, Poverty and Race | The Haves and the Haves-Not                        |
| Freedom of Conscience   | Why Religion?                                      |
| Why Be a Catholic?      | Difference between Christian and Secular Humanism? |

(One class ~~per~~ week for 2 hours)

HOMILY Instruction:

similar to above but with heavy use of scripture. To be taught by a trained homily instructor who has demonstrated his ability to use scripture effectively to contemporary congregations and to make The Word relevant to modern man. Emphasis on effective movement of people from faith to action thru sermons. Each sermon to be severely criticized by peers and others.

(A sermon every other week to be delivered).

**MUSIC:** Introduction to various musical idioms: classical, folk, modern. (A few lectures on this would suffice.)

THEOLOGICAL COURSES: suggested themes. To be taught throughout the entire course of the Institute.

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|---|--------------------------|
| Secularism and Christianity   |                          |
| Roots of Secular oriented society in Scripture  |                          |
| Urban Problems and Christian response   |                          |
| Racial Problems and Christian Response (A course on the Negro would be most important since enrollment of Negroes is on the rise and white chaplains are abysmally ignorant of their cultural and religious needs). |                          |
| Problem of God  | Conscience               |
| Faith and Reason  | Poverty                  |
| Faith and Existentialism  | Population               |
| Sin, Liberty, Law   | Technological revolution |
| Modern apologetics: kids still are curious about what is meant by heaven, hell, purgatory, after-life etc. Good up-to-date eschatology.   |                          |

(This entire course would be to counteract all the manual theology still taught in some seminaries. Relate theology to real problems faced in the world.

STUDENT SEMINARS:

Chaplains often talk to themselves. They should be subjected to student criticism of themselves and the Church and what they think about the Church, organized religion etc. This will take some of the edge off defensive postures of chaplains.

Panels involving students should be held at least four times during the Institute's duration and students of many political and religious persuasions should be heard. Uninvolved students, SDS types, Young Republicans, Militants, DuBois society, anarchists, etc. should all be listened to. Chaplains should also be required to sit on the panel and participate in the discussion with them. This would force him to articulate his ideas.

WORKSHOPS

DISCUSSION GROUPS: Organize students in local colleges or travel to Mexico City to do this in conjunction with programs set up by chaplains at these universities. Chaplains would be responsible for coordinating this themselves. (2 during course)

RETREAT: Organize and set-up retreat weekend.

Ecumenical Meeting: Chaplains, as teams, would be responsible for setting up an ecumenical dialogue or conversation in the local community, selecting topics and making contacts. (One)

FILM SEMINARS: Chaplains should get lectures and experience on selecting films for discussion purposes. The Film is the best way to reach students and raise questions about values and directions in life. (A Film per week). Conducted by trained visual aids and discussion leader director).

ACADEMIC CURRICULUM COURSES

The Chaplain often, by virtue of a deficient seminary education, has many lacunae to fill to deepen and broaden his perceptions of the world around him. He has often been the product of exclusively parochial education. The following courses should be conducted either during the entire Institute or several lectures should be given to act as a catalyst for further independent reading. They are musts for the priest on the university campus.

Religion and Society

Anthropology and Comparative Religion

Modern Religious cults(Bahai, Yoga etc)

Christianity and Revolutionary Thought(Marxism etc)

Modern Political Thought(the dominant ~~xxx~~ movements and trends in modern political and social thought .

A study of liberalism, non-Marxian socialism, Marxism, fascism, and conservatism as an analysis of elitist and mass movement theories.

The Technological Revolution and its effect on human values.

Philosophy of Science: how scientists arrive at truth etc.

International Religions(the nature of power, underdeveloped areas), international problems of specific areas(East Europe, Middle East, Africa, Asia, Latin America.) (Survey: 9 lectures)

American Studies: Idealism=life, thought and writing of American idealists who have most influenced American education: Emerson, Thoreau, Hawthorne, Loell, Dewey and their influence in philosophy, art, science.

Survey: 7 lectures)

American realism: Melville, Whitman, Mark Twain, Howells, Henry James studied in relation to cultural developments in philosophy, art and science.(Both these courses could be in the form of several survey lectures to acquaint the chaplains of dominant American forces in education.). (Survey: 7 lectures)

American Novel and Theatre: Read modern authors who both reflect and create cultural moods. (Entire course)

Problems of philosophy: aesthetics, political philosophy, philosophy of religion, existentialism.(Entire course)

Economic Development: Problems in the growth of underdeveloped economies. Free markets. ~~it~~ vs. planning, population problems, problems of economic and cultural exploitation, ideological and cultural influences, (Survey: four lectures)

Aesthetics: Modern art. Universities today are meccas of artistic creativity. The chaplain should be able to appreciate this important humanizing ~~and~~ discipline. (Survey: three lectures)

Urbanology: Many great universities are in the cities. It is important to the chaplain for an understanding of the complex politics, economics and sociology of modern urban ~~America~~. Considers problems of suburbs and the university and the Church. (~~XXXXXXXXXX~~) (Survey: 6 lectures)

American Catholicism: History and Sociology and contemporary movements. (Entire course).

#### SPECIAL SEMINARS:

Problems unique to:

- State Universities
- Urban Universities
- Private(Ivy League types)
- Private religious(small, Protestant types)
- Negro
- Private Catholic(large urban and small rural)

Chaplains with a wide range of experience in these schools should conduct the discussion and panel.

PRINCIPLES OF ORGANIZATION: Despite the trend toward de-institutionalization of Newman Centers, the fact remains that for many chaplains with delicate separation of church-state and Wasp attitudes, their own center is a God-send for office space, counseling rooms, discussion centers, chapels etc. Many chaplains are at a loss as to how to use the centers through efficient organization, how to use the Mass media, how to set up a file on referral agencies, etc. This would be a quick, but necessary two-lecture session on a discussion of these points: how to use the Mass media, newspapers, TV, radio. how to get people involved in worthwhile projects, how to reach maximum number of people in shortest time, advertisement of religious functions (what is most attractive and appealing, brochures, types of posters, use of color etc. A good AD man would be of great help here and should be called in.

Helpful hints:

Instructors and profs for this Institute should have had practical experience. Only priests with pastoral experience should be called in (exceptions of course). The chaplains are there to learn how to be effective ministers on campus; the theory should help them to grow and broaden but the greatest majority of courses should be small, invite discussion and questions. The Institute should avoid straight lecture type courses. As many workshops as possible; involvement as much as possible to overcome shyness, reticence, lack of confidence.

Foundation funding should be sought.

Scholarships should be made available.

Chaplains should live together.

Time for recreation, thought, writing etc. should be made available, but a concentrated course involving much time and effort should not be avoided.

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## Suggested Courses

### The American Student - Cultural Aspects

Mike Bloy  
Kenneth Kenniston  
Theodore Rozak (Haywood Calif.)  
Robert Lipton (Yale)  
Tom O'Dea (Santa Barbara)

### History of the American University - Multiversity

Clark Kerr  
JK Gailbraith  
Harvey Cox

### Temporality of Our Societies

Kenniston  
Lipton

### Religion and American Society - Theology as a Response

Herbert McCabe  
Gabriel Moran  
Dick McBrien

### The Chaplain as a Model of Behavior - The Symbolic Role

Bloy  
Donald Cutler

### What are the Moral Problems of Today's Student Generation

Dialogue: Curran and Kenniston

### The Third World and Issues of the Future

Denny Goulet (Center for International Development and Soc.Change)