

C. PASTORAL FORMATION

180. Pastoral formation, normally termed apostolic formation on the college level, comprises, together with spiritual and academic formation, a necessary component of a college seminary program.¹²⁰

181. The apostolic program should provide students with experiences of service that will promote their growth as mature persons and as active Catholics. It achieves this goal in a particular way by exposing college students to authentic experiences of Gospel living. At the college level, apostolic experience is in its initial stages. Sacramentally it flows from baptism, confirmation, and the Eucharist. Therefore its emphasis is on Christian service as basic preparation for priestly ministry.

182. College apostolic experience should acquaint seminarians with the challenges of ordinary life which, in turn, call them to Christian service. In achieving this goal, the seminary may want to provide a broad introduction to varied situations in society, especially the condition of minorities, the underprivileged, and the homeless. Education, family, health, and youth opportunities present additional apostolates for college students.

183. An acquaintance with the rich diversity of the Church's ethnic and racial life is also very important. The structure of apostolic programs may also take into consideration the social and geographic situation of the particular seminary with an eye to the apostolic needs of the region.

184. While beginning apostolic experience should involve an element of choice by students, a variety of service experiences often proves more helpful than an intense introduction to any one apostolic activity. In general, apostolic placements should progress from simpler experience with limited objectives for beginners to more complex involvements for experienced students. There should always be on-site supervision and evaluation.

185. Apostolic programs should help students gain an increased, practical sensitivity to Judaism, other Christian churches, and other religions, especially those which play a prominent role in the life of the local church.

NORMS

186. Students should be expected to participate in supervised apostolic activities during college seminary formation.

187. The apostolic program should be entrusted to a director with faculty status who has the responsibility for developing the program and evaluating the performance of the students.

188. Regular reports should be given to the faculty on the students' progress in their apostolic experiences.

189. The participation of other faculty members in the apostolic activities of the students is encouraged.

190. Seminarians should be encouraged to see the relationship of apostolic service to prayer, community life, spiritual formation, and the academic program of the seminary.

D. COMMUNITY LIFE

191. The seminary is first a community of prayer whose communion with the Lord calls forth from its members those qualities of openness, self-sacrifice, and charity that are necessary for successful priestly formation on the college level. The source and sign of its unity is the liturgy, especially daily Eucharist. Enlivened by the Eucharist, the seminary community, composed of faculty and students, should reflect those values that characterize a community of faith.

192. Consequently the experience of a seminary community will play a significant role in the personal and spiritual growth of college seminarians. The give-and-take between those who share the priesthood as a common vocation sets the right context for formation. Such interaction provides mutual support, promotes tolerance and fraternal correction, and provides an opportunity for the development of leadership and talent among seminarians.

193. College seminarians are men of varying ages who are seeking to develop a positive sense of personal and vocational identity and, at the same time, to form mature relationships, appropriate to those preparing for a commitment to celibacy, with a variety of other persons both in and outside the seminary community. Bringing together individuals of varied talents, temperaments, and backgrounds, including those whose faith experience has been formed through various renewal movements, the community should not stifle healthy differences but create a climate for mutual respect, communication, and collaboration.