



Irene Gomez-Bethke Papers.

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P.O. Box 5010  
College of St. Thomas  
2115 Summit Avenue  
St. Paul, Minnesota 55105

COLLEGE OF  
**St. Thomas**  
1885 CENTENNIAL 1985

**Center for Religious Education**  
**Graduate Programs in Pastoral Studies**  
612-647-5715

October 2, 1986

Ms. Irene Gomez-Bethke  
4649 Decatur Ave.  
New Hope, MN 55428

Dear Irene:

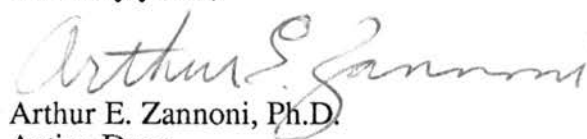
The School of Divinity has launched a feasibility study on the possibility of a School of Hispanic Ministry. This study has been approved by the Rector Vice-President, Fr. Charles Froehle and is being conducted by Sr. Patricia Forster.

In the original proposal, a copy of which is enclosed, an Advisory Committee was to be established.

Recently, I received a letter from Sr. Consuello Covarrubias of the Archdiocesan Office of Hispanic Ministry in which she suggested that you become part of this Committee. I would like to invite you to join the Committee. Further, I have given your name to Sr. Patricia who will be contacting you rather soon for input and assistance.

Irene, I feel with your help that this feasibility study will be a great success. Thank you for your cooperation and willingness to serve. I look forward to hearing from you.

Sincerely yours,



Arthur E. Zannoni, Ph.D.  
Acting Dean,  
Pastoral Studies

cc: Sr. Patricia Forster  
Sr. Consuello Covarrubias

enclosures

AEZ/mc

## Proposal for School of Hispanic Ministry

### Overview

It has been proposed by Sister Consuelo Covarrubias of the Office of Hispanic Ministry that the School of Divinity consider starting a School of Hispanic Ministry. The purpose of this school would be to empower Hispanic lay leadership and, secondly, to provide training for those who wish to minister to Hispanics. It is estimated that by the year 2000 approximately 50% of all American Catholics will have Hispanic surnames. The need for such a training program is long over due and it would be one of only a few throughout the country. The format for the training would be a three-summer program with a two-week residency each summer. In addition, we envision some correspondence work or small group meetings during the year.

Sister Consuelo also mentioned the need for catechist training for religion teachers working with the Hispanics and for the development of resources in catechesis. I would propose the Director of the School of Hispanic Ministry be a member of the staff of the Center for Religious Education and a faculty member of the School of Divinity. If a qualified person could be found with a doctorate in Theology or Religious Education, this individual could direct the school, serve as the catechetical resource person, and also teach seminarians and other pastoral ministers. Such an arrangement would make up a full-time job description and would maximize the use of this new position. It would also be a great advantage to have an Hispanic on the faculty and staff of the School of Divinity. Such a person would bring that cultural perspective to our faculty and students.

### Feasibility Study

Before undertaking this new program, I recommend that a feasibility study be done to ascertain the following:

- 1) To determine the need and the market for a School of Hispanic Ministry;
- 2) An examination of the programs that currently exist around the country, including their curricula, and their level of success;
- 3) Suggestions for the kind of program that would be most successful in our area - these suggestions would come from a local planning committee and from a group of national experts in the field;
- 4) The availability of qualified personnel and resources for such a program.

Since I will be on sabbatical during the coming year, I would suggest that a part-time consultant be hired who would conduct this feasibility study and work on the search for a staff member to direct the program. I further recommend that Sister Patricia M. Forster, Director of Novices for the Franciscan Sisters of Little Falls, Minnesota be hired as the consultant to direct this process. Our staff has interviewed her and feel that her skills and interests would qualify her for this position. (Please see her biography and the budget attached.)

### Proposed Procedure and Schedule

Dr. Art Zannoni, as director of the Center for Religious Education, is the logical person to direct this feasibility study. Sister Patricia Forster would report to him. In addition, I would suggest that an advisory committee be established to work with Sister Patricia on the study. Suggested members could include: Dr. Zannoni, Sister Patricia Forster, Sister Consuelo Covarrubias, Eustolio Benavides, Dr. Don Lamagdeleine (Institutional Research

- CST), Dr. Joyce Pederson (RSSC - CST), Dr. Robert Brown (Graduate Education - CST) and several other members of the Hispanic community to be picked in consultation with Sister Consuelo. Sister Patricia would be hired from September, 1986 through April, 1987. It is expected that she would work approximately ten hours per month and that the feasibility study would be completed by December, 1986. The months of January - April would be used to conduct a national search and to interview the final candidates, should the feasibility study be concluded affirmatively. The director would be hired July 1, 1987. We have planned, in conjunction with Sister Consuelo and her Office, to conduct a pilot workshop from August 10 - 15 at the College of St. Thomas. This workshop for Hispanics would give us an opportunity, in a shorter format, to market a stand-alone program. The new director would be present for the week and would be visible as the director, but most of the planning would have been accomplished prior to his/her coming. During 1987-88 the new director would develop a catechetical program for Hispanics as part of the Center for Religious Education's offerings, teach at least one graduate program each semester, and plan for the inauguration of the School of Hispanic Ministry during the Summer, 1988.

Gene A. Scapanski  
August 4, 1986

**Proposed Budget  
Feasibility Study and Recruitment  
School of Hispanic Ministry/Faculty Position**

**Feasibility Study**

Consultant's salary (80 hours @ \$12/hour)	\$ 960	
Long distance telephone	\$ 90	
Secretarial (20 hours @ \$7/50/hour)	\$ 150	
Subtotal		\$1200

**Recruitment**

Newspaper advertising	\$ 150	
Long distance telephone interviews	\$ 150	
3 finalists' interviews	\$1000	
Subtotal		\$1300

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Total		\$2500
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Proposed salary range for new faculty/staff member: \$22-27,000 per year.



JUL 21 1986

Patricia M. Forster  
727 East Margaret St.  
St. Paul, Minnesota, 55106  
612-772-1740

Education: Franciscan School of Theology, Berkeley, California  
Master of Theological Studies  
Specialty: Spirituality  
Thesis Project: Hispanics As Case Study In Cross-Cultural  
Formation, 1982  
1980-1982

Maryknoll Language Institute, Cochabamba, Bolivia, S.A.  
Intensive Spanish (Fluent)  
October 1975-February 1976

Posa de Rosa Instituto, Los Teques, Caracas, Venezuela, S.A.  
"Aspectos Criticos en la Espiritualidad", Segundo Galilea  
One Week, 1978

Posa de Rosa Instituto, Los Teques, Caracas, Venezuela, S.A.  
"Basic Ecclesial Community, Martiology", José Marins, Teolide  
Trevisan and Carolee Chanona.  
One Week, 1979

Mary College, Bismarck, North Dakota  
Bachelor of Science in Nursing, Minor in Theology  
1967-1970

St. Clare Junior College, Little Falls, Minnesota  
Credits toward minor in theology  
Formation Days: 1963-1966

St. Francis School of Medical Record Technicians, Breckenridge,  
Minnesota  
Registered Record Technician  
1962-1963

Jefferson Senior High School, Alexandria, Minnesota  
Graduated 1961

Employment:  
Workshops, Articles:

Franciscan Sisters of Little Falls, Minnesota  
Director of Novices, 1982- Presently  
Director of Temporary Professed, 1983- Presently  
St. Paul, Minnesota, 55106

Spiritual Director/Retreat Director  
1977- Presently

Intercommunity Novitiate/Wholistic Growth  
Resources/St. Francis Center: Presently  
Teacher: Christology: Person and Mission of  
Jesus; Dreams: Symbol and Interpretation; Vows: Poverty, Celibacy,  
Obedience; Option for the Poor;  
Scripture: Synoptics, Journey of  
Self as Old Testament Person

Canadian Religious Formation Conference,  
Hull, Quebec, Canada; three-day "Formation  
Directors in New Skins," April, 1986

Review for Religious, Vol. 44, No. 4, July/  
August, 1985, "Cross Cultural Formation",  
pp. 505-512. Pat Forster, osf.

Franciscan Friars of St. Barbara Province,  
Berkeley, California  
Co-director of seminarians in Franciscan  
Formation  
1981-1982

Tegucigalpa, Honduras, L.A.  
National Council of Churches, Washington, D.C.  
International Visitor Program  
January 2-24, 1982

Venezuelan Mission of the Archdiocese of St.  
Paul and Minneapolis. El Buen Pastor and  
Virgen Del Valle, San Felix, Estado Bolivar,  
Venezuela, S.A.  
Team Member Basic Christian Community/Lay  
Leadership  
1975-1980

Clay County Public Health Nursing, Moorhead, Mn.  
Administrator/Director  
1972-1975

July 10, 1986

To: Hispanic Ministry Advisory Board  
Fm: Purpose and Goals Committee  
RE: RECOMMENDATION OF PURPOSE AND GOALS FOR HISPANIC MINISTRY

PURPOSE OF HISPANIC MINISTRY ADVISORY BOARD (according to by-laws)

The Hispanic Ministry Advisory Board is a body created by the Archbishop to advise the office on matters regarding the Hispanic Community. It is to act as a catalyst to implement programs of religious ministry in the areas of social services, pastoral services, sacramental care and education which reach out to the needs of the Hispanic Community.

GOALS

- I. To build community
  - A. Among ourselves (internal)
    1. prayer
    2. retreat
    3. inservice
    4. social activities which include families
  - B. Within community at large (*external*)
    1. prayer
    2. bicultural programs and social activities
    3. newsletter
    4. RENEW
- II. To adapt the Compromisos of the State Encuentro to meet local needs and to develop or facilitate programs accordingly.
- III. To continue to develop a working relationship with the Office of the Archbishop/Vicar of Hispanics and with the Office of Hispanic Ministry.
  - A. Present the annual report personally to the Office of the Archbishop via the annual meeting.
    1. set up committee immediately to schedule and set up the annual meeting.
  - B. Assist the Office of Hispanic Ministry in implementing programs of religious ministry.
    1. Determine what programs are in progress as identified by the Director.
    2. Define the role of the Board in each program, such as providing encouragement, taking actions, finding resources, etc.
- IV. To develop an evaluation process for the Hispanic Ministry Advisory Board to use at the end of special projects and annually in determining the Board's strengths and areas of planning for improvement for the following year.
  - A. Set up committee immediately to develop evaluation.



REPORT ON THE SCHOOL OF HISPANIC MINISTRY

PROPOSAL FOR THE COLLEGE OF ST. THOMAS

FOR  
HISPANIC MINISTRY  
ADVISORY BOARD

Prepared by:  
José Carrera

Master of Divinity Program for Hispanic Ministry at St. Thomas College

General Objective: Two-fold: foster Hispanic lay leadership and to provide training for those who wish to minister to Hispanics.

Program Format: Three - Summer Program with a two-week residency each summer  
- some correspondence

Reach: All persons committed to the process of Hispanic Christian Ministry

- Actual situation:
- a. Preliminary results of the feasibility study for this project were presented to the advisory committee and other persons involved, on December 5, 1986.
  - b. No conclusions or important decisions have yet been derived from this preliminary feasibility study.
  - c. Sister Pat Forster, the feasibility study conductor, will meet in the next days with Dr. Zannoni and Dr. Murphy from the College of St. Thomas to discuss the project and review the facts surrounding it. Sister Pat will suggest the involvement of the director of the Hispanic Office in this discussion.
  - d. The program is expected to be inaugurated during the week of August 2 - 9, 1987. On this occasion, Sister Rosa Marta Zarate and Father Patricio Guillen, both from the diocese of San Bernardino, CA, and Father Enrique Lopez, from the California Catholic Conference, will present the proposed curriculum of studies for the school of Hispanic Ministry.
  - e. On March 3, 1987, I will meet with Sister Pat Forster to discuss some of my personal concerns and questions with regards to the feasibility study conducted by her.

Members of the school of Hispanic Ministry Advisory Committee

1. Dr. Donald R. Lamagdeleine  
Director, Office of Institutional Research, Statistics specialist.
2. Mr Gene Skapanski, Director  
School of Religious Education
3. Dr. Robert Brown  
Graduate Education  
Education Specialist
4. Eustolio Benavidez  
Catholic Charities, Our Lady of Guadalupe Parish
5. Irene Gomez-Bethke  
Art and Culture Center
6. Dr. Joyce Pederson  
Financial Aid for Hispanics  
St. Thomas College
7. Dr. Art Zannoni  
Acting Dean, Pastoral Studies
8. Wilmer Montes Martinez  
Graduate Student at St. Thomas  
(Assistant to the project)
9. Sister Pat Forster  
Feasibility consultant

Our of State personnel

1. Sister Rosa Marta Zarate  
Centro Tepeyac, San Bernardino, CA
2. Father Patricio Guillen  
Evangelization and Hispanic catechesis  
San Bernardino, CA
3. Father Enrique Lopez  
California Catholic Conference,  
Orange, CA

THE HISPANIC SUMMER PASTORAL INSTITUTE at the College of St. Thomas is one response to the acute need for theological and pastoral formation of pastoral agents who will meet the exigencies of the Hispanic community. This course will be offered bilingually. Some Spanish required.

#### General Objectives:

1. To provide a time and space for reflection for those pastoral agents committed to the evangelizing work of the Church, in such a way that upon acquiring this serious formation, they will be able to use it efficaciously in the light of the reality of the Hispanic peoples.
2. To present those theological, sociological and pastoral elements necessary to strengthen and energize the growth of the evangelizing process of the Hispanic people in such a way that they will collaborate in formation of a people that is conscious of their history and their mission.
3. To present those theories and the pastoral methods necessary for the formulation of a pastoral project designed from the perspective of God's Plan for us and based on the reality and moment in which the Hispanic people find themselves, thereby enabling them to collaborate with other peoples and groups in constructing the Reign of God.

#### CHARACTERISTICS OF THE INSTITUTE

This program of study and reflection includes three cycles:

- \* Each cycle includes two intensive weeks of study. This provides the introduction to the general contents of the following areas: theology, sociology and pastoral methods.
- \* A systematic study during the year that is done through readings, papers, bibliography, periodic reports and an evaluation that is submitted to the Institute team/director.
- \* A special mid-year evaluation weekend for revision, clarification of materials and evaluation, as well as preparation of new materials.

These three aspects of the Institute will be resourced by the Institute according to the needs and the reality of the participant as well as the coordinating team of the Institute.

#### PROGRAM

There are three blocks of study in this program that are developed in such a manner that there is an overlap of the theological, sociological and pastoral areas with the goal of realizing an integral reflection that will have the fundamental dimensions of a pastoral praxis.



THIS INSTITUTE IS FOR

- all persons committed to the process of Hispanic pastoral ministry\*
- those responsible for Hispanic youth
- leaders, animators, coordinators of Base Communities or Reflection Groups
- religious educators, catechists
- those who wish further preparation in the enablement of their evangelizing work.

We Ask: Two letters of recommendation (i.e. Office of Hispanic Ministry, the pastor from where you do your ministry)

\*Prerequisites for those who have no theological/sociological base.  
i.e. participation in workshops offered through the Hispanic Ministry Office or full attendance of courses offered at Our Lady of Guadalupe or Ascension Parishes.

Rationale:

The goal of the office of Hispanic Ministry for the Archdiocese is:

To develop, educate and promote Hispanic leadership and to foster the faith of Hispanics in the Archdiocese.

Our reality includes some of the following:

- Hispanics are the largest Catholic minority (3%) in the archdiocese:

16,000 in St. Paul	2,000 in suburbs
8,000 in Minneapolis	52,000 in the state
- We are "99%" Catholic on paper but in practice perhaps only 50% are church goers.
- Lack of pastoral agents make the Catholicity of Hispanics in the future uncertain.
- There are 2 priests and 1 sister in Hispanic Ministry at the parish level.
- Hispanics want to respond to their Baptismal call and become pastoral agents for their own people.
- Our Lady of Guadalupe is the only existing pastoral center for Hispanics and it focuses mainly on Westside people. Hispanics in Minneapolis and suburbs need their own pastoral center.

One response to this reality is to create a School of Ministry that will educate train and maintain the formation of prophetic leaders, pastoral agents and laity in the Hispanic community. This School of Ministry will provide formation in:

1. Theological foundations/application
2. Sociological foundations/application
3. Pastoral foundation, methods/application

keeping in mind the history, culture language and prophetic thrust needed for the Hispanic community of the Archdiocese and surrounding states.

We thereby propose the following rough plan as one possible way for accomplishing the task.

Cycles	Theology	Sociology	Pastoral
First Cycle	I. Christology	II. Sociological Theory	III. Pastoral Theories
Second Cycle	IV. Ecclesiology	V. The Historic Social Context	VI. Methods of Pastoral Action
Third Cycle	VIII. Christian Discernment	VIII. Social Analysis	XI. Pedagogy and Methodology

The course outline available upon request.

Taken from San Bernadino model

QUESTIONNAIRE ON THE CHURCH'S PRESENCE WITHIN THE HISPANIC COMMUNITY:

- I. As a member of your community group or organization, what do "you and your group" see are the needs of the HISPANICS in our Diocese within the following areas?
- a) Evangelization: (Process in which a Christian makes an ever-deepening effort to arrive at a personal and communal encounter with Christ and the living out of the Gospel.)

b) Youth

c) Social Justice

d) Leadership

e) Integral Education



- II. Rank the above needs from the most important (5) to the least important (1):
- ☐ Evangelization
  - ☐ Youth
  - ☐ Social Justice
  - ☐ Leadership
  - ☐ Integral Education
- III. Could you envision a program at St. Thomas College which would be integrally connected with the Master of Divinity Program and would serve to develop lay leadership as well as a Master of Divinity for Hispanic Ministries? (The School of Hispanic Ministry would include a training program which would be a three-summer program with a two-week residency each summer. In addition, some correspondence work or small group meetings would follow during the year).
- IV. Do you have any individuals whom you know might choose to study in such a program? How many?
- V. Would you as a parish have any funds available to help finance such studies? Are you aware of any funds available through other sources for Hispanic Studies?
- VI. What is the Hispanic populace in your area or parish (please specify)?
- VII. Do you have any additional questions or comments which might be helpful in doing this feasibility study for the College of St. Thomas?

Please return to:  
Pat Forster, OSF  
Franciscan Sisters  
727 East Margaret St.  
St. Paul, Minnesota, 55106  
612-772-1740

# DEMOGRAPHIC OVERVIEW

	<u>MEXICAN</u>	<u>TOTAL HISPANIC</u>	<u>POPULACE EXPLAINED BY THE PEOPLE</u>
<u>MINNESOTA</u> (1984)	20,531	32,115	52,000 14,000 seasonal 10,000 registered families
Guadalupe Parish			
St. Cloud Diocese			50 people year young 7,000 seasonal
New Ulm			150 people
Winona			3,000 Hispanics
<i>Duluth</i>			200
<u>NORTH DAKOTA</u> (1980)	2,317	3,902	
Fargo Diocese			4-500 families seasonal
Bismark			300 families seasonal
<u>SOUTH DAKOTA</u> (1980)	2,401	4,023	
<u>WISCONSIN</u> (1984)	40,679	62,782	
Madison			6-8000 in southern counties 1000 seasonal
Milwaukee			90,000
Green Bay			5,000 (1980 census) 2,550 migrants
LaCrosse			125 families 300 migrant families
<u>OHIO</u> (1984)	52,954	120,002	30-40,000 42,000 (1980 census)
Cleveland			16,000
<u>OTHERS</u>			
<u>MONTANA</u> (1980)	6,463	9,974	
<u>ILLINOIS</u>	404,543	634,617	
<u>NEBRASKA</u>	21,548	28,262	
<u>INDIANA</u>	57,006	86,518	

PART III  
DIOCESAN RESPONSE  
SURVEY  
ON  
SCHOOL OF HISPANIC MINISTRIES

# DIOCESAN INTEREST IN SCHOOL OF HISPANIC MINISTRIES

## SECTION A

	Yes, a School	No. of parti- cipants in Certificate Program	No. of parti- cipants in MA/M of Divinity
<u>Minnesota</u>			
St. Paul/ Minneapolis Parishes:			
Guadalupe	X	4-6	1
Ascension	X	15-20	4
Holy Family	No response		
Untapped - Protestant Denominations			
Bishops: Bishop Roach	X		
Bishop Ham	X		
<u>St. Cloud</u>			
Parishes:			
Pelican Rapids	X	2-3	1
St. Cloud Seminary	X		Seminarians
Bishops: Bishop Speltz	X		
<u>New Ulm</u>			
Parishes:			
Holy Redeemer	X		1
Bishop: Bishop Lucker	X		
<u>Duluth</u>			
Parish:			
Moose Lake			
Bishop: Bishop Brom	Noidentified Hispanic Community		



	Yes, a School	No. of parti- cipants in Certificate Program	No. of parti- cipants in MA/ M of Divinity
<u>Winona</u>			
Diocesan Hispanic Outreach	X	3	
Bishop: Bishop Waters	X		3-half the class
<u>Crookston</u>			
Parish: Mehnomen	X		1-2
Bishop: Bishop Balke	Doesn't Know		
Catholic Charities	X	3-4	3-4
<u>North Dakota</u>			
Bismark			
Bishop's Office/ via seminarian	X	1-2	1-2
· Fargo			
Bishop's Office	Referred to parish		
Parish: Our Lady of Mt. Carmel	X		
<u>Wisconsin</u>			
Green Bay			
Diocesan Office of Hispanic Ministries	X		
Madison			
Diocesan Program for Hispanics		Too far away	
Milwaukee			
Archdiocesan Office of Hispanic Minis- tries	X	1-3	1-3

	Yes, a School	No. of parti- cipants in Certificate Program	No. of parti- cipants in MA/M of Divinity
<u>Wisconsin</u>			
LaCrosse	X	Too far away	
Superior	No response		
<u>South Dakota</u>			
Sioux Falls	No Hispanics		
Rapid City	No response		
<u>Iowa</u>			
Des Moines	No response		
Dubuque	No need		
Davenport	Not contacted		
Sioux City	Not contacted		
<u>Nebraska</u>			
Lincoln	No response		
Omaha	X	1-2	2 seminarians now
Grand Island	Not contacted		
<u>Ohio</u>			
Cincinnati	X		3 deacons now
Cleveland	Closer to Boston (MACC)		
Columbus, Steubenville, Youngstown	Not contacted		
<u>Illinois</u>			
Not contacted because of Mundelein College Hispanic Ministries Program			

\* It might be advisable to contact the states of Montana, Washington and Oregon

## SECTION B IMPLICATIONS

### Guadalupe:

Needs unlimited help in raising up leadership amongst Hispanics for all areas: 1) youth 2) Deaconate 3) liturgy 4) psychology 5) evangelization 6) Protestant community.

### Acension:

Leadership training and education needed NOW. Youth second priority. 3) Give P.R. which would help all parishes respond to cross/cultural team 4) preparation for Employment need commitment from Pastors and agencies to hire after preparation 5) understand the kind of leadership we're speaking of with Hispanic/Latin culture 6) education of church people to stand with people 7) understand double fear: it's not okay to be Spanish or English

### Madison, Wisconsin Diocese

Diocese would like the program (certificate) brought to them. (Mobile Program) Madison already utilizes Midwest Hispanic Catholic Commission program, P.O. Box 703 Notre Dame, Indiana, 46556

### Green Bay Diocese

Diocese would want the program brought to them (Mobile Team).

### LaCrosse, Wisconsin

Diocese would want us closer to them for practicality of participation.

### Toledo, Cleveland, Cincinnati, Ohio

Would consider the distance a burden.

FEASIBILITY STUDY  
SCHOOL OF HISPANIC MINISTRY  
OUTLINE

- I. Theological Foundation
  - A. Universal
  - B. National
  - C. State
- II. Demographic Overview
  - A. Minnesota
  - B. North Dakota
  - C. South Dakota
  - D. Wisconsin
  - E. Ohio
- III. Needs Assessment
  - Section A.
    - A. Response of ministers
    - B. Potential Participants
  - Section B.
    - A. Implications
- IV. Foundation Assistance
- V. Budget
  - A. Phase I
  - B. Phase II
  - C. Phase III
- VI. Human Resources
  - A. National
  - B. Local
- VII. Program Possibilities
  - A. Mundelein, Chicago
  - B. St. Thomas, Denver
  - C. Boston/MAAC, Boston
- VIII. Recommendations



PART I

THEOLOGICAL FOUNDATION

Theological Foundation  
SCHOOL OF HISPANIC MINISTRY

"God has given us the wisdom to understand fully the mystery, the plan he was pleased to decree in Christ, to be carried out in the fullness of time: namely, to bring all things in the heavens and on earth into one under Christ's headship." (Eph.1: 91-10)

Universal Concern for Education to all:

"At a unique moment in the history of this world, three radically different and totally unknown worlds met: indigenouse America, Africa, and Europe. The clash carried many of the indigenous people into slavery, and death, and made them strangers in their own land." Pastoral Letter of Hispanic Bishops.

The universal Church, in her concern for all cultures is keenly aware of the meeting of many cultures in all of her dwelling places. Universally, communications has brought her to a physical unity which in years past was literally impossible. This coming together of peoples has developed a new people throughout the world. A people who will be for one another and a people who desires learning more about one another.

"In the sometimes painful confluence of the most varied cultures and races, Latin America forged a new misture of ethnic groups as well as modes of thinking and living that allowed for the gestation of a new race: that overcame the hard and fast separations that existed previously." (Puebla #5)

The universal church recognizes this new race of peoples, their sufferings, identity, greatness, and future. She calls her ministers to a dynamic process of integral liberation. Those persons in need of education and most important, of promotion of the whole person will receive through the Church, a new birth. Gaudium et Spes, # 5, states we are ministering to the birth of a new humanism where people are defined before all else by their responsibility to their brothers and sisters and at the court of history. "It is a proclamation which impels the church and which is part of the very inmost reality of an evangelization which aims at authentic self-realization for all." (Puebla # 351). "It is a liberation which is effected in history, that of our people and our personal histories and which embraces the different dimensions of existence: social, political, economic, cultural, and their mutual interactions." (Puebla # 354)

Whether the people of this new race come to meet in America, Africa, or Europe, the Church will minister with them. She will in the context of her call preserve the wholeness of the people, the culture, the history, and the future of her people.

Theological Foundation  
SCHOOL OF HISPANIC MINISTRY

National Concern For Education to all:

No other European culture has been in this country longer than the Hispanic. Spaniards were already in the Southeast and Southwest by the late sixteenth century.

Only thirty years ago the U.S. Census estimated there were six million Hispanics in the country. The 1980 Census counted almost fifteen million and some experts estimate the U.S. Hispanic population at twenty million. Further figures indicate that by 1990 51% of the populace will be Spanish speaking.<sup>1</sup>

From Catholic Trends, October 18, 1986 Bernard Law states, "the U.S. Church must minister more effectively to Hispanics or it will find its own identity threatened by ideological conflict...Hispanic refugees fleeing to the United States from dictatorships of the right and left are 'potential victims of radicalization' by the ideological warfare plaguing Latin America. Adding that the Catholic Church is reaching only a small portion of the growing Hispanic population...Law called for the establishment of a leadership training center for Hispanic ministry."

"Adequate training must have a high priority in Hispanic Ministry. In planning such training, the goals of enhancing pluralism and Catholicity will suggest the means. Formation of the whole person must be the aim and it must incorporate the knowledge and practical experience necessary to minister effectively while also fostering a serious commitment of service." (The Hispanic Presence # 12 (UCCB))

The Bishops of the U.S. "call upon the entire catholic church in the United States - laity, religious, deacons and priests- to join us in our pledge to respond to the presence of our Hispanic brothers and sisters." The Hispanic Presence #20 "What now exists is not sufficient to meet all the needs and challenges. Serious effort to assess these needs more carefully and earmark resources for Hispanic ministry must take place at every level. # 17 The Hispanic Presence

These convictions and commitments on the part of the U.S. Bishops is only part of the picture of a people who on all levels are willing to build a Civilization of Love, a civilization which includes all peoples and which specifically opens itself to the enriching culture of the Hispanics.

<sup>1</sup>Hispanic Catholics in the United States, Rev. Frank Ponce, Pro-Mundi Vita, Brussels, 1981



Theological Foundation  
SCHOOL OF HISPANIC MINISTRY

State Concern for Education to All:

In interviewing ministers within the Hispanic Communities in Minnesota, North Dakota, South Dakota, Wisconsin, and Iowa, it is clear that the concerns expressed about needs are multiple. The concerns expressed also unanimously correlate with the Medellin and Puebla Documents. The interviewees however, were particularly concerned that something be available to the people where the people are. The education needed for the people is multiple in its scope.

Education must be given to the Hispanic peoples and to those who are ministers of the future through many avenues. There is a need for mobile teams teaching the Hispanics who are seasonal. There is a need to educate the present and existing parishes on their need for multicultural representation on their parish teams. This is a public relations and communication need. Only those who understand the richness of many cultures coming together and forming a new people will grapple with the need for multicultural parish teams. There is further an educational need within the programs offered on a Master of Arts and/or Master of Divinity Schools. Further, those who will not have the time, finances, or education to enter such an advanced level of studies will need a certificate program which prepares them with the expertise to be employed by local parishes and agencies for youth ministry, career counseling, local prisons, etc.

"It is necessary that Christians be present in all new developments in the field of education and culture and inform these so that they may be part of the divine plan". Medellin # 27 "The university should be integrated into the national life and should respond in a creative and courageous spirit to the demands of the country. It should analyze the real needs and in this light create its school and institutes and establish careers for technical training in terms of the development of the community, the nation and the continent." Medellin # 23

The following areas must be addressed through one of the above mentioned educational avenues:

Parish- "In all these situations evangelization must direct itself toward the formation of personal, internalized, mature faith that is operative and constantly confronting the challenges of present-day living in this era of transition." Medellin # 13 p. 113.

Youth- The youth with their spontaneous energies and leadership, "must be offered opportunities for religious education, Biblical studies, catechesis, and special training," so that they feel and experience themselves as integral to their culture and their church. The Hispanic Presence, i, p. 20.

Family- "There is an urgent need for pastoral ministries that will prepare our people well for married life, for parenthood, and for family counseling and religious education." Further, there are many Hispanic families hurting deeply in their brokenness; broken marriages, illnesses, unemployment, lack of identity, etc. Let there be ministers prepared to lead, heal, and walk in solidarity in such a way that the richness of all cultures unfold as the richness of Christ's truth." Hispanics Presence, j., p. 21.

State-Continued:

Vocations-"We also encourage seminaries to provide courses in Spanish, Hispanic culture and religiousity and Hispanic pastoral ministry for seminarians, priests, religious, permanent deacons, and all pastoral ministers"...We commit ourselves to fostering Hispanic vocations." Hispanic Presence # e., p. 17 Puebla 679-681.

Catechesis-"It is essential, too, that dioceses sponsor catechist formation courses in Spanish for Hispanics." (Ministers) Included in this formation must be a deep respect and enculturation of the family celebrations of the culture. Those celebrations closest to the Hispanic culture are the very center of the richness of the people. Examples of celebrations which are teaching moments are the fiestas, bautismos, bodas, etc.

Liturgy-Our church which knows itself as universal must make provision for Spanish and bilingual worship. This calls for a study of the language with fluency, a study of prayer forms, artists, musicians, poetry, & literature. The form and richness is not only to be studied but must become integral to worship on all levels of life. Hispanic Presence # 12, p.14 a "The liturgy is thus the outstanding means by which the faithful can express in their lives and manifest to others, the mystery of Christ and the real nature of the Church." Constitutions on Sacred Lit. # 2

Theological Reflection-"Integration of Theological education into the total life and mission of the church is both highly desirable and especially difficult." ..."The ability to offer programs, education, and institutions whereby the stress is on a 'genuine and deep formation' is accomplished through contemplation, retreats, reflection, and communication. Priestly Formation #2 Ch.2. May all those engaged in furthering their preparation and attempting to minister to others engage in the practicum of reflection on the Word, our experience, and our hope for the future.

Ministerial-Those ministries needing specific preparation are once again numerous. Evangelium Nuntiandi # 5 and Puebla # 9 call for education to those who will minister to the imprisoned, the aged, sanctuary, alcoholism immigrants, and refugees. Beyond that, effective communication skills are needed on the part of ministers. The mass media has become a source of forming and molding our entire world. Let there be individuals preparing to serve in Mass Media with a bi-lingual, bi-culture foundation. Mass communication must be utilized for the betterment of the whole people. The media can act as a positive agent of change through basic education, programs of formation, and public opinion. Specific studies are needed for leadership in communication, human development, and community organization. Medellin # 2, Mass Media # 16 . It is urgent to promote vocations in the field of social communications, especially among the laity. # 13 Mass Media -Medellin.

Political and Economic -Due to the increased complexity of our global situation and due to the speed of communication, it is essential that in 1987 the Hispanic peoples and Hispanic leadership be informed of both the political and economic sources of internal and external tensions. Populorum Progressio # 55 is particularly pertinent in regard to the effect of the arms race on all peoples, it becomes an "intolerable scandal." "Peace can only be obtained by creating a new order which carries with it a more perfect justice among (all) men." Populorum Progressio # 76.



# PART V BUDGET

## PHASE I: January 1987 - September 1987

Consultation: Foundations, accounting, Administration, etc.

\$1600.00

Summer Institute: Speakers and Travel

\$3,000.00

Advertisement: Brochures, 200 @ 65.00 plus zexoxing at 50.00

115.00 → 115.00

Postage: 200 brochures @ .22 plus other mailing

245.00 → 245.00

Telephone: \$50.00/monthly /9 months

450.00

Meeting room space: \$75.00/day X 14

1050.00

Recruitment of Directors: Travel X3 applicants @ \$250.00 each

750.00

Supplies:

200.00 →

Secreterial @ 7.50 per hour/8 hour week/ June-September

720.00

Fringe Benefits

?

Insurance, Liability

?

Total

\$5,480.00

2,650.00

## PART V BUDGET

PHASE II: September 1987 - September, 1988COSTDONATION

Consultation

\$4,000.00

Program Director @ \$1500/mo.

\$18,000.00

Fringe Benefits

?

Insurance

?

Summer Institute

3,000.00

Advertisement 400 brochures \$130.00; 200 Catalogues \$100.00

250.00

Postage \$50.00/12 mo. plus large mailing of brochures 22 X 400  
bulletins 75 X 200

832.00

Telephone: \$70.00 initial plus 50.00/mo

670.00

Office Space: 12 mo @ \$1,000.00 (includes maintenance/utilities

12,000.00

Meeting Room Space for Summer \$75.00 X 14 days

1050.00

Supplies:

200.00

Equipment/lease and/or purchase \$50.00/mo.

600.00

Typewriter purchase

2,100.00

Secreterial: 7.50/Hr. x 8 Hrs. a wk/12 mo

2,680.00

Library Books/periodicals \$25.00/mo.

300.00

Travel: Out of Town X 2 flights \$250.00 each  
Local 150 mi. @ 30¢ per mile

500.00

540.00

TOTAL

\$ 29,172.00

\$ 4,600.00

## PART V BUDGET

<u>PHASE III</u> September, 1988 - September, 1989	<u>CCST</u>	<u>DONATION</u>
Consultation:		\$2,000.00
Program Director: \$1,600.00/mo.	\$19,200.00	
Added Faculty: 1,300.00 x 4/mo.	5,200.00	
Fringe Benefits	.	
Insurance	.	
Summer Institute	4,000.00	
Advertisement	250.00	
Postage: \$50.00/mo. 12 mo. plus large mailing 22X400 75X200	832.00	
Telephone	600.00	
Office Space X 12 mo. @ 1,000 Includes utilities		12,000.00
Meeting Room Space/Summer Program \$75.00 X 14 days		1,050.00
Supplies	200.00	
Equipment/lease/purchase \$50.00/mo		600.00
Secreterial @7.50/hr.	2,680.00	
Library books/periodicals \$25.00/mo.	300.00	
Travel: Out of town	500.00	
Local 150 mi./mo. @ 30¢/mi.	540.00	
Students: Master of Divinity @ 9,130.00 X 3	27,390.00	Minority Foundation
Masters Degree 10,000 X 3	30,000.00	Minority
Certificate \$400.00 X 3	2,400.00	Minority
TOTAL	<u>\$ 94,090.00</u>	<u>17,650.00</u>

TOTALS NEEDED

<u>FOCUS:</u>	Phase I	\$ 5.442.00	\$ 2.656.00
	Phase II	29.072.00	17.950.00
	Phase III	94.092.00	15.650.00
<hr/>			
TOTAL		\$ 128.644.00	\$ 36.256.00

PART VI

HUMAN RESOURCES



PART VI HUMAN RESOURCES

NATIONAL

Mr. Santos C. Vega  
218 Toldeo St.  
Aurora, CO 80011  
303-366-6708

Qualifications: Developed program at St. Thomas College, Denver,  
Colorado

Available to develop program here and train Pastoral team  
to carry on, Program and direct it, Bilingual,  
Hispanic, Prophetic Methodology

Juan-Lorenzo Hinojosa  
7103 Forest Mont.  
San Antonio, TX 78240  
512-681-9750 (home)  
512-314-1366 (office)

Qualifications: Presently professor at Oblate School of Theology:  
Director of Lay Ministry Institute, Director of  
Institute de Formacion Pastoral, PhD., Graduate  
Theological Union; major, Spiritual Theology,  
Bilingual, Hispanic, Moderate Methodology.

Jeanette Rodriquez-Holguin  
1290 Hopkins, Apt. #13  
Berkeley, CA 94709  
415-524-2209 (home)  
415-834-7311 (work)

Qualifications: PhD. (in July 1987) Religion and Personality,  
Prophetic Methodology, Bilingual Hispanic,  
Licensed Counselor.

Rev. Domingo Rodriquez, SJ  
1411 E. 33rd St.  
Cleveland, OH 44114  
216-771-6537

Qualifications: Contact Marie Ramos, Hispanic Coordinator, Diocese  
of Green Bay, P.O. Box 1825, Green Bay, WI  
414-437-7531

Edgar Beltran  
921 W. State St.  
Rockford, IL 61102  
815-964-8142

Qualifications: Contact Maria Ramos, (see above) on faculty at Mundelein College, Chicago, IL.

Rosa Marta Zarate  
Centro Tepeyac  
1476 W. 6th St.  
San Bernadino, CA 92411

Qualifications: Contact Consuelo Co Varrubias, Prophetic Theology, Bilingual, Hispanic

Dr. Eva Villaverde  
414 Social Sciences  
U. of Minnesota  
267 - 19th Ave. St.  
Minneapolis, MN 55455

Qualifications: Teacher, Catholic University of Peru, Industrial organizational Psychologist, Bilingual, Hispanic  
Contact Irene Gomes-Bethke.

LOCAL PERSONNEL

Carlo and Gretchen Valdez	M.A. in Counseling in 1987
Holly Johnson	teaches Spanish
Jose Carrera	Masters in Music
Eustolio Benavides	Masters-Social Work
Alfredo Gonzalez	Cultural teacher
Jack Bethke	4649 Decatur Ave.

(Contact made to Claudia regarding specific names and addresses of Bilingual, Hispanic with qualified education in Minneapolis/St. Paul.)

PART VII

PROGRAM SYNTHESIS

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PROGRAM SYNTHESIS

In reviewing the four programs with a M.A./M. Divinity in Hispanic ministries, it is evident that there are not only strengths and weaknesses for each program format but that there are also specific needs addressed, the following is a synthesis of the four programs with some implications for St. Thomas College, St. Paul, MN.

- I. St. Thomas Theological Seminary: Hispanic Intercultural Ministry Program, Denver, Colorado.
  1. The Masters of Arts in Hispanic Ministry is an eighty-six (86) quarter hour professional degree emphasizing an academic curriculum in the study of Theology, focusing on ministry in the Hispanic community.
  - II. The Hispanic Ministry concentration within the Master of Divinity degree is an eighteen (18) quarter hour package alternative within the regular 176 quarter hour Master of Divinity degree program.
  - III. The nine (9) quarter hours of Hispanic Ministry courses within the regular Master of Divinity degree requires all MDiv graduates that they successfully complete three courses in Hispanic cultural perspectives. Hispanic dimensions of religion and worship and Hispanic faith communities.
  - IV. The Certificate Hispanic Ministry, which does not require a bachelor degree, consists of twenty-seven (27) quarter hours in Hispanic Ministry and other electives.
  - V. The Language Program for Christian Ministry in Cuernavaca, Morelos, Mexico, at El Centro de Idioma y Cultura Latinoamericana (CICLA). immerses the student in Mexican culture and the Spanish language, awarding him nine (9) quarter hours of graduate credit for eight weeks of studies.
  - VI. The Organization of Students for Hispanic Ministry (OHM) is a student-oriented organization for the promotion of Hispanic Ministry at St. Thomas.
  - VII. The weekly Bilingual Eucharist Celebration as well as the monthly all-Spanish Eucharist Liturgies are sponsored by HIMP.
  - VIII. Through community outreach, members of the St. Thomas faculty engage in periodic educational projects under the HIMP umbrella.
  - IX. Institutional Formation Components under the auspices of HIMP include formation assemblies, Spanish language competency evaluations for the Ministry of Acolyte and Major Orders, as well as the availability of spiritual directors, counselors and field education supervisors who are bilingual in English and Spanish.

- X. Hispanic Ministry Workshops and Hispanic-Oriented celebrations or fiestas are interspersed in the institutional schedule.

#### IMPLICATIONS

This program includes a Cooperative Contract with CICLA (El Centro de Idioma y Cultura Latinoamericana). Through the program Director, Mr. Cristobl, Acasta Dominguez, APDO Postal 498, Suc. "A" Morelos, Mexico. Costs and translation for this area of the program are \$1,405.00.

Since the program requires its language and ministerial experience through another Institution, CICLA, a fulltime doctoral program director would not necessarily need to be employed. St. Thomas College does have a Dean of the Hispanic Ministry Program. Further, the impact of the Hispanic presence in the Ministries program on the College or on the State of Minnesota would be minimal since both the majority of the study and the Pastoral experience would be at another local: namely Cuernavaca, Mexico

Finally, the responsibility of the Program could be identified and carried out by a team after the initial stages are established. The team could include one person paid by the College (grants) to administer the Summer Institute, another that of the Ministry area and another, that of Academic courses.

Please include below any further implications:

All four programs described herein will need extra or added part-time faculty at approximately \$1000.00 per quarter for varied Hispanic Studies i.e. Language, History, Culture.

- II. Institute of Religious Education and Pastoral Ministry, Boston College Chestnut Hill, MA.

or

Mexican American Cultural Center/Boston College Master's Degree in Pastoral Ministry, San Antonio, TX.

The Mexican American Cultural Center, San Antonio, TX, and Boston College, Chestnut Hill, MA, offer theological and pastoral studies leading to a Master's degree in Pastoral Ministry with a concentration on Hispanic Ministry. This program combines the resources of the Mexican American Cultural Center with those of Boston College. Students will participate in studies at both locations.



PROGRAMS at MACC and BC:

Studies at MACC: Hispanic culture and religion, Hispanic family life, scriptural studies with special reference to Hispanic life and ministry, and field education in Hispanic ministry.

Studies at Boston College: Systematic, biblical, pastoral and religious educational studies.

Seventeen (17) credits of study at MACC and nineteen (19) credits at BC are required.

Bilingual competency is required and can be attained simultaneously with the theological and pastoral studies elements of the program. Extensive language study opportunities are available through MACC which should be contacted directly for information.

TIME-FRAME for STUDY, 1986-87:

Persons accepted into this degree program may commence studies at MACC or BC, full time or part-time.

Full-time students wishing to study continuously for this degree through 1986-87 will use the following time-line:

Studies at MACC:	September, 1986 through May, 1987
Studies at BC:	Summer Session, 1986 Fall, 1987 Winter/Spring

COSTS:

Tuition: \$168 per credit hour.

ROOM and BOARD:

MACC: \$20.00 per day includes room, board and meals.

BC: Please contact Boston College directly.

OTHER EXPENSES:

Estimates for costs associated with books, travel and living expenses can be discussed directly with contact persons at MACC and BC.

CORE OF STUDIES:

MACC: During the time of study at MACC-- whether full or part-time the following courses will be required for students:

- Religion and Culture
- The Hispanic Family
- Synoptic Gospels: The Demands of Discipleship
- The Prophets: God's Critics of Humanities World
- Ministerial Field Education in Hispanic Ministry

BC: The designation of 19 credits at Boston College is less stipulated, given the extremely broad range of course offerings from which specific courses can be chosen. The categories from which the course work is drawn are the following: Thirteen (13) credits drawn from foundational and comprehensive studies in central areas of theological, biblical, historical and ethical studies; six (6) areas in pastoral studies, including at least one course in religious education.

#### IMPLICATIONS:

This program includes a cooperative education between MACC and Boston College. The program requires only a liaison person here at the College of St. Thomas, St. Paul, MN. The ministerial experience with the Hispanic Community is in Texas. The language studies are based on each individuals needs and can be done in both institutions.

A contract between MACC and St. Thomas College would not address the need in Minnesota for a Certificate program through Summer Sessions. Another person or the liaison person might be responsible for the Summer Certificate program.

Please include below any further implications:

### III. Mundelein College, Chicago, IL.

A. The Masters of Arts in Religious Studies - a concentration in Hispanic Ministry.

Course work involves at least 15 hours, 5 courses in Hispanic topics. The MA requires 30 hours of course work total. The culminating project must be related directly to Hispanic Ministry (3 hours).

A four (4) week Language program is offered each summer (credit or non-credit) in conjunction with the office of Hispanic Apostolate of the Archdiocese of Chicago. Cost \$845.00

#### B. Hispanic Institute

Courses and seminars offered three (3) months; November, February, and March from 7-9:00 p.m. and three (3) week-ends in June and July.

A Certificate is offered from Mundelein at \$60.00, the tuition cost each term. A Certificate student participates fully in the program without the final responsibility of submitting work for a grade or credit. At the completion of the three terms designated by each program, a student is awarded a formal certificate.

#### IMPLICATIONS:

This program offers less formal structure to the Hispanic Educational element than the two previous programs. It does not address a required proficiency in Spanish nor an experience on ministry in the Hispanic Community.

This program does not have a dean of Hispanic Ministries. The position required is that of Faculty Advisor Hispanic Institute. Numerous faculty members are employed on a part-time basis.

The advantage of having a number of courses and seminars as well as the four weeks of Language in the summer is that of availability. Some students might accumulate needed credits and a Hispanic concentration through this method.

The program seems to offer the needed information but the possibility of a Community experience with Hispanics is undefined.

Please add further Implications:

#### IV. Oblate School of Theology, San Antonio, TX.

Masters of Divinity, Master of Divinity for Clergy, Master of Theological Studies, Certificate of Pastoral Studies (for students who lack a Bachelor of Arts degree. or its equivalent.) Normally consists of ninety three (93) semester hours. Candidates who work in the south-west or Mexico must show a capacity to minister in the Spanish language.

Language development resources are available to the student at the local University, National University of Mexico's San Antonio's Campus, MACC and private tutoring.

#### IMPLICATIONS:

Because the School is located in the Hispanic Culture and the experience of the Hispanic Community is integral to life, the components of pastoral experience and language do not seem to be addressed overtly.

The program offers the same degrees and opportunities as most other graduate theological schools throughout the United States.

Please add further implications:

V. St. Vincent de Paul Regional Seminary, Boynton Beach, Florida.

Masters of Divinity, Masters of Arts, Master of Theological Studies. All courses are offered in both Spanish and English. This is a fully bilingual school. It is not a distinct M.Div. program in Hispanic Studies. All programs are for both cultures. Courses offered indicate the multicultural aspects of the program i.e. Caribbean Catholicism, Latin American Catholicism, Catholicism in the Southeastern United States, etc.

IMPLICATIONS:

Excellent. Addresses its need and environment. Our needs are not as inclusive in relationship to our Hispanic people.

Please state further implications:

VI. Catholic Hispanic Institute of California, Sacramento, California

An institute offering courses for Hispanic leadership. No Certification upon completion noted.

IMPLICATION:

Excellent. One component needed at St. Thomas. Other components needed include a program which offers a certificate and a Master's degree.

Please state further implications:

VII. Mount St. Mary's College, Los Angeles, California

Masters of Arts in Religious Studies with emphasis in Ministry to the Hispanics or Hispanic Pastoral Ministry.

Implications:

Similar to Mundelein. Los Angeles like Chicago and like St. Paul would have a viable Hispanic Community for Pastoral experience.

Please state further implications: