Your Turn Choosing a College Does It Make a Difference?

President, Nazareth College of Rochester

Clearly, one of the most significant decisions any young high school graduate must make today is whether to go to college after graduation.

Not so evident — but perhaps even more important — is the subsequent decision after deciding to go on to college which college to attend.

In a nation that lists more than 3,000 colleges and institutions of higher learning — ranging from two-year technical schools to classical four-year liberal arts colleges in the traditional mode — the young man or woman contemplating college faces a dazzling array of institutions from which to choose.

Add to this, the current accelerated recruitment efforts by most colleges, utilizing colorful and appealing brochures, TV commercials and personal salesmanship, and it is understandable if today's high school graduates admit to some bewilderment and confusion.

Perhaps a few clarifying observations — or guidelines — can help the young man or woman in these circumstances and help as well the parents of the prospective college student, parents who will share in the decision and will most likely provide the support for that decision.

Because different colleges have different educational objectives, and offer different programs and student life styles, we begin by asking the high school student, why do you want to go to college?

If the answer is simply to prepare for a particular job or career — to earn money — then the choice is rather simple. Many of the two- and four-year colleges are clearly joboriented, and they advertise themselves as technical, engineering or business-type colleges and institutes. The choice is finding the convenient technical college that concentrates in the job area already decided upon.

If, however, our young man or woman seeks a college education because he or she wishes to learn more fully the meaning of life, to develop more fully the capacity to reason more clearly, to make value decisions independent of others, to become a freer, more creative human person, to become a leader — then the choice should be a four-year liberal arts

Even if our prospective college student seeks eventually to enter a profession such as law, medicine or the clergy, the

In this series, widely known persons, at the newspaper's request, will present their thoughts on varied issues. The opinions expressed are not necessarily those of the newspaper. Other readers are also invited to submit articles for "Your Turn" and the decision as to whether they are used will be the editor's.

undergraduate liberal arts college will be a necessary prerequisite.

Some of the preparations for professions or careers need not be postponed until after graduation from the liberal arts college, but can be joined — in compatible fashion — with the undergraduate liberal arts curriculum. These are usually such careers as teaching, nursing, social work, the performing and creative aris, and business management — which are considered extensions of the liberal arts disciplines.

But even having decided on a liberal arts education, our prospective high school graduate still faces a wide array of colleges which call themselves liberal arts colleges.

The true liberal arts college will be one in which primary emphasis is placed upon intellectual development and academic excellence; upon fostering human service and concern for others; upon the obligation to develop religious and ethical values and character; and upon the development of good taste and a sophisticated appreciation of the creative and performing arts.

This means that the true liberal arts college will be one that concentrates on the humanities - such as languages and literature, history and society, or the basic sciences, mathematics and philosophy; that concentrates on synthesizing man's knowledge of himself, his past, his world to enable him to answer the fundamental questions concerning his future and his ultimate happiness.

This means, also, that a true liberal arts college must be an institution in which religious principles and values are perceptively present and effectively operative. This distinctive religious tone of the liberal arts college will manifest itself in three areas: first, through the teaching of religion and religious traditions by the faculty in religious studies as an essential part of a liberal education; second, through the work of the campus ministry which seeks to serve the spiritual and devotional needs of all members of the college community, regardless of religious preference; and, third, through the presence on the faculty and staff of a majority of individuals



Robert A. Kidera

committed to religious values, whose witness to their faith serves as an inspiration to the students and gives the college its distinctive character and life style.

Similarly, the true liberal arts college must be an institution where the creative arts — and the creative and performing artists — are "at home." By cultivating a taste for the beautiful and imaginative, and by encouraging students to develop their own artistic, dramatic and musical skills, the liberal arts college seeks to develop in them a sensitivity and compassion which are the marks of an educated and feeling

The true liberal arts college is an academic community, committed to the life of learning, where the young man or woman can expect to develop his or her intellect to its full potential; where he or she can achieve the freedom or liberation which comes with deep understanding and knowledge; and where he or she can sharpen emotions and feelings which foster the truly human capacity to love and to enjoy goodness and beauty.

The final selection of which liberal arts college to attend will be further determined by such practical considerations as location, cost and family connections. In any case, the importance of selecting the liberal arts college best suited for each student more than justifies the effort required of the student — and his or her parents. The choice, carefully and intelligently made, can determine in considerable measure the future character, and personality of the student, as well as his or her future happiness and lifelong career.

Grown Through Brokenness

This column will be a very personal reflection possibly too personal to be appropriate. However, I have come to believe that, for Christians, the honest sharing of significant experiences can be an important way of sharing the Lord who lives through us.

I've just killed another publication — a very small newsletter — but it was the last vestige of a tradition of Catholic journalism which initiated the work of Ave Maria Press 115 years ago.

It also marks the first time in 26 years that I am not editing some publication. (I remain a publisher of a reasonably healthy book publishing operation.)

The terminal illness of our periodical work has been an extended one, beginning with the folding of our weekly magazine, Ave Maria, 10 years ago. The newsletter represented a decade-long effort to continue a scaled-down periodical which could be supported by the rest of our work.

The prolonged death struggle has been painful for several reasons.

The most worthy one is related to my deep conviction that the Catholic community of the United States must have a healthy, varied service of religious journalism. Catholics, as a

community living through rapid change, must have the information, which will enable us to understand what is going on in our church, which will allow us to make responsible decisions regarding our own participation.

We simply cannot get that kind of information from the pulpit, from books, from the classroom. And we certainly cannot get it in needed quantity and perspective

Fr. John Reedy

Looking for the Lord

from the coverage of religion in secular publications.

In a less worthy consideration, it's humiliating to fail publicly. Journalists, like politicians, make their mistakes, win recognition, experience failure or rejection in a public forum. Personal vanity is not a Christian virtue, but it is a 'human characteristic.'

It also hurts to look back on decisions I made which contributed to the failure. I'm not sure that the publications would have survived much longer had different decisions been made.

But there's another aspect of this experience. Because it has been a long process and because I have had time for reflection. I have come to realize that the failure of our personal aspirations can be a source of nourishment for our Christian lives.

It's easy to preach this truth as a formula taken from others. The proposition has a much more profound impact when we experience it in our lives.

. It would be a cheap, selfcentered excuse to think that God predestined this failure to offer me an opportunity for spiritual growth. But it is-not a rationalization to say that there is a special quality of peace, a new appreciation

I'm embarrassed to talk in these terms when I compare my personal disappointment with the pain and loss I've seen in many lives during my years in the priesthood.

of detachment, when we

come to accept our broken

aspirations, our bruised

vanity.

But it is the experience have known. Though shallow in comparison with these other sufferings, it has provided me with some understanding of the peace and richness I have seen in the lives of people who have suffered greatly.

It has also given me a. somewhat deeper understanding of the cross in Christian life: The cross still remains a mystery; I don't pretend to offer rational explanations for much of the suffering I see.

However, while not really being able to explain the suffering experienced by so many good people. I am better able to understand the growth and richness which God allows many of these people to draw from their sufferings.

Sunday Scripture Quiz

determine what this passage is by finding the answers to the questions below the puzzle and then putting the letters in their appropriate box. The first one is done for you. 2 Jesus is this:

I. Gospel Reading: Jn 13,31-33,34-35 — Love each other, as I have loved you.

Below is a key passage from Sunday's Gospel reading. You can

Based on scripture readings for Sunday, May 4, 1980, C Pollowing are key passages from Sunday's scripture readings. Fill in the

II. First Reading: Acts 14,21-27 - A message of costly grace and need for institution. _, they called Phrase: I. _ Phrase: On their -_ together and related

. III. Second Reading: Rv 21.1-5 — A loving Church comunity/institution is ever NEW. saw new

and a new heavens and the former earth had passed _ _, and the _____ was _ I also saw a new the holy, coming down out of heaven:

Answers on Page 22

Passage I words: Ross, above, love, honey, focus, run, Easter, buoy, form, money, south, heal. Passage II words: God, door, arrival, faith, con-gregation, them, all Passage III words: John, city, earth, longer, heavens, away, see,

_ had helped accomplish, and how he had the ii to the Gentiles. 7. Bees make it: 69 59 28 63 34 58 61 3 47 37 9. Buys things 3. To make well: 20 70 7 15 40 67 62 27 45 10. To shape 22 35 2 43 4 30 51 48 11 11. Move fast: 21 25 46 17 53 32 36 66 Water marker 12. Man's name: 71 38 1 8 55 41 31 12