“WORK IS FOR MAN AND NOT MAN FOR WORK.”
LABOREM EXERCENS, POPE ST. JOHN PAUL II
Dear Associate:

Thank you for your interest in our Vision Document, which outlines the current vision for Harmel Academy of the Trades.

We have been encouraged and edified by the many contributions our advisors and friends have already made toward this project. Over the past year, the vision for the school has become clearer in some ways, and new opportunities keep arising.

We hope that you may be able to help us clarify this vision, and to bring it into reality.

In Christ, through St. Joseph,

Ryan Pohl  
Brian Black
June 29, 2017

Mr. Ryan Pohl
Praeco Skills, LLC
7761 Young Ave.
Rockford, MI 49341

Dear Founders and Associates of Harmel Academy of the Trades,

The Catholic Church has a long history of social teachings on the dignity of human work. Pope Saint John Paul II in his 1981 encyclical Laborum Exercens affirms that “Work is a good thing for man—a good thing for his humanity” (II, §9, par. 3) and that “The Church finds in the very first pages of the Book of Genesis the source of her conviction that work is a fundamental dimension of human existence on earth” (II, §4, par. 2). Through my life as a pastor and bishop, I have been privileged to see men and women who strive to connect their daily work to their life of faith.

In this spirit, I am encouraged by your vision and planning efforts to found the Harmel Academy of the Trades within the Diocese of Grand Rapids. Your plan to build this post-secondary academy upon the foundations of Church teaching, skill development, and faith formation offers our young people a unique opportunity to grow in their faith while acquiring life-long skills.

Local employers express to me often that it is difficult to find workers who are both skilled in a trade and live out their Christian faith. This academy seeks to address this need within our community. I am pleased to offer my encouragement as you move forward with the building of this unique school. May God bless you and this important endeavor.

Sincerely yours in Christ,

Most Reverend David J. Walkowiak
Bishop of Grand Rapids
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Create a Catholic post-secondary trade school for men that:

- Helps students grow in holiness through a deeper relationship with Jesus Christ.
- Prepares students to be technical experts in their chosen trade.
- Supports business and industry by providing well-trained, hard-working, dependable and ethical workers.
- Helps students understand and apply Catholic Church teachings on work.
- Equips students with the skills and support to lead their future families.
- Creates associations of Catholic tradesmen, with mentorship, fellowship and social action.

“It was the study of philosophy that led me to the trades”

Craig Leidel

Project Manager
Grand River Builders

Former
Pharmaceutical Sales Rep and Golf Pro
About The Founders

"After years of teaching skilled trades, it occurred to me: if a young person can go to a Catholic college and get trained as a nurse, teacher or businessman, why can’t we offer this for the trades?"

Ryan Pohl

Ryan is a Journeyman CNC Machinist & Programmer, a Certified Educator and Founder of Praeco Skills, LLC. He has been training people in the trades for 15 years and is a devoted advocate for the trades. He is a member of Our Lady of Consolation Parish, Rockford

ryan@praecoskills.com; 616-951-2133

"So many Catholic young men are interested in the trades, but also want a deeper education in Catholic truths. This is natural because a life of the hands is informed by a life of the mind."

Brian Black

Brian is General Manager of Grand River Builders, and Principal Consultant of Historic Restoration Consulting Group. He is an experienced trainer and advocate for the trades. Brian is a member of Sacred Heart of Jesus Parish, Grand Rapids.

brianrblack@gmail.com; 616-901-7619
About Leon Harmel

Leon Harmel (1829-1915) was a successful French Catholic industrialist who led a movement to recognize the dignity and rights of industrial workers. He transformed his factory into a “Christian Corporation” by providing safe working conditions, a just wage, worker associations, health care, and retirement benefits during a time of extreme worker exploitation throughout industrial Europe.

His work was praised by Pope Leo XIII, with whom he became a close associate and friend. Harmel’s work directly inspired and influenced Leo XIII’s great encyclical *Rerum Novarum*.

Harmel is the father of a truly practiced Catholic Social Teaching in modern times, and in turn inspires us to serve and help form Catholic workers.

“It is necessary that Harmels be multiplied. Harmels must be multiplied!”

*Pope Leo XIII, 1887*
The Need

The Current Need for Skilled Workers

The United States continues to face an ongoing and critical shortage of skilled workers – frequently called the “skills gap” - to fill rewarding positions with good pay. There are millions of unfilled technical positions available in the US economy, and economists indicate that this is a major long-term problem, not merely a temporary demographic event.

The Changing College Landscape

Young people are spending billions of dollars on a college education, often settling for a job that does not relate to their degree. As the cost of traditional 4-year colleges and the subsequent student debts continue to increase, the value of that investment will continue to decrease for more students.

Masculine Spirituality

Our culture has recently been rediscovering the value of manual labor, something the Catholic Church has advocated for centuries. Men have a distinct response to the demands and rewards of manual labor, and Catholic men in particular have the opportunity to integrate labor with their spiritual life.

Promotion of Catholic Social Teaching

The Church has long been teaching about the beauty and value of work and the dignity inherent in the activities to “subdue the Earth” as we are commanded to do. Since Pope Leo XIII’s ground-breaking encyclical, Rerum Novarum, the Church has offered regular and relevant insights into how the faithful can navigate the challenges of the modern world. The Church has been proposing tangible ways for people to grow in holiness through their work, while also striving for new innovations and technology.

It is time to unlock the power and beauty of Catholic Social Teachings about work —and to make them accessible and applicable to the person who needs them the most: The tradesman.
Program and Plan

Program Elements

The school will be created around these four commitments:

1. **Hands-on, state-of-the-art curriculum that integrates with employer’s needs**

Working from a fully equipped shop, students will learn the latest technologies and trade practices, built on rigorous class instruction. Additionally, the school will integrate the needs of each employer in the long-term, by offering on-going training of each student using methods that our co-founder Ryan Pohl has been employing for the last 10 years in advanced industrial training design. These methods have proven both successful and popular in industry.

2. **Intellectual, spiritual and character formation**

Work in the trades presents challenges that need to be met not just with manual skill, but with the complete formation of the man. On the personal level, students will be instructed in “shop culture”, personal responsibility, communication skills, charity, personal finance, and social skills relative to their position in life. Men need to be equipped to lead their eventual families and this means developing the whole man—not just technical skills.

3. **Fostering of fellowship, mentoring and solidarity**

Modern work culture can be isolating, and part of forming a Catholic culture of work is developing relationships among workers. The school will develop programs to bring Catholic workmen together socially. Older men can guide the younger, while peers and near-peers can advise one another in their daily work.

4. **Professional excellence**

Excellent organizations develop from high expectations. All teachers and instructors will be credible experts in their fields. Students will be held to very high standards of behavior and performance both at their time with the school and throughout their career. A graduate of the school will be expected to set the standard with regards to work-ethic, integrity and ingenuity.

“The basis for determining the value of human work is not primarily the kind of work being done but the fact that the one who is doing it is a person.”

Pope St. John Paul II, *Laborem exercens* 6
Program and Plan

Advisors and Mentors

Ecclesial

- Fr. Darrell Kempf, St. Joseph’s, Pewamo

Legal and Governance

- Hon. Joseph Scoville, Federal District Court (retired)

Financial

- John LaFramboise CPA, Assurance Director, BDO USA LLP

Industry

- Mike Preston, President, Micron Manufacturing
- Adam Donovan, President and GM, RimGuard
- Joe Napieralski, President, Smart Building Services

Education

- Michael Rounds, Williamson College of the Trades
- Dr. William Fahey, Thomas More College of Liberal Arts
- Joseph Hyland, West Catholic High School

Development

- Mark Morrow, Breton Group, and Catholic Foundation of West Michigan

Williamson College of the Trades

Since 1888, Williamson College near Philadelphia has been training disadvantaged young men in skilled trades, offering free tuition to all students. Offering multiple skilled trade programs – with moral and religious formation - in a residential setting, they have become mentors to us for
the Harmel Academy model. They have provided personal and extensive advice and guidance on many of the aspect of our plan, and we will continue to draw on their generations of experience in all areas.

Williamson College’s almost 100% job placement proves that employers learn to rely on unique, focused and creative schools to partner with to solve their employment needs. Many of the employers hire Williamson graduates regardless of the trade program, because they most value the formation in character that this school provides the men.

**Machine & Systems Technology Associates Degree**

The initial program of study offered by Harmel Academy will be an Associates Degree in Machine & Systems Technology. This highly technical program offers a diverse educational experience that prepares students for employment in multiple high-demand occupations. The program focuses on full-systems within a manufacturing, machine and facilities environment. With a focus on critical thinking and team oriented problem solving on real-world problems, the students will learn about the following topics:

- Hydraulics
- Pneumatics
- Robotics
- Manual Machining
- Electronics
- Computer Aided Drafting (CAD)
- Computer Aided Machining (CAM)
- Computer Numerical Control
- (CNC) Machining

- Electrical
- Rigging
- Welding
- Machine repair
- Troubleshooting
- HVAC
- Guarding & sheet metal
- And more…

By offering a program with such a wide variety of topics, graduates of the program will be highly qualified to begin a career in one of the following high-demand occupations:

- Machine repair
- Machine maintenance & troubleshooting
- Electrician
- Facility maintenance
- Die Maker
- Mold Maker
- CNC Machinist
- CNC Programmer

- Die or Mold Designer
- Machine Designer
- Robotics Technician
- Welder
- General Machinist
- Fabricator
The program requires 5 hours per week of technical lecture and 20 hours per week of direct lab time. The remaining instruction time per week will be formation and liberal arts.

**Humanities Curriculum**

Rather than a conventional class format with individual subjects (English, History), the humanities will be taught in an integrated format, with all disciplines being taught within the same class. The continuous 4-semester humanities cycle builds a Catholic vision of God, man and Catholic life, through three themes: The Dignity of Man, The Primacy of Christ, and Peace at Work. This format better reflects the integral nature of truth, and how learning happens in relationship to all truth.

**Future programs**

Future programs will develop over time based on market need, finances, and compatibility with existing programs.

**Facilities**

The Academy will be located in Grand Rapids on an existing shared college campus. The Academy facility will include dormitories, classrooms and a teaching lab. Please see the Operations Plan for details.
Relationship with Industry

Harmel Academy will establish a seamless integration with industry. Industry should look to Harmel Academy not only as an important pipeline of talent, but also as a trend-setter in how to properly develop individuals for the trades. Harmel Academy of the Trades is dependent on full involvement from industry. To this end, the Academy will be directly involved through the following means:

Technical Advisory Committees

All technical instruction will be guided by program-specific technical advisory committees. These committees will be comprised of industrial experts who are currently working in the industry. The purpose of these committees is to keep the technical content being taught relevant to the trade.

Related Technical Instruction (RTI)

Harmel Academy will make all apprenticeship RTI available to all companies based on availability, ability to deliver the class, and capacity.

On the Job Learning (OJL)

Harmel Academy will work directly with employers to develop comprehensive OJL plans that are either standard plans used through the Academy, or customized plans specific to the shop or job occupation that the employer desires. These plans are an important component of establishing objective performance measure and creating a logical way for trainees to continually advance their skills. These plans will be available to all trainees at the companies Harmel Academy works with, not just Harmel graduates.

Novice – Apprentice – Journeyman – Master

Harmel Academy will rebuild a proper structure for developing talent in the trades. Traditionally in manufacturing, the levels of Apprentice and Journeyman are used, but by adding the level of Novice in the beginning, we can ensure students fully understand the trade they are beginning to learn. By adding the level of Master, we will create a system that ensures workers continue to improve their skills well beyond Journeyman. This will raise the standards of the trade and create a logical system to safeguard the knowledge and skills being taught.
Relationship with Industry

Placement

The primary way that Harmel Academy will be integrated with industry will be through the placement program. (See Finances: Income from Apprenticeships: Placement). This is ultimately how the academy serves industry and industry serves the academy.

Seminars and Continued Education

Harmel Academy will support industry by offering seminars, classes and workshops designed to increase the technical and leadership skills of those already working in industry.

In summary, Harmel Academy believes that working in the trades is a respectable choice of occupation for people of all socioeconomic backgrounds. By being a leader in improving the perception of a career in the trades and raising the standards of professional excellence required to work in the trades, we believe that the Harmel Academy of the Trades will become a valuable resource of both talent and ideas for the industries we serve.
Students

Requirements

We are expecting a great interest in the program, and expect to be able to be selective admitting students. At a minimum, the young man must have a high school diploma or GED, be single with no children, at least 18 years old, in good physical health, and practicing his faith. He must also desire to submit to a strict schedule and code of conduct. An applicant should be open to developing a strong social bond with other students and faculty. Additional admissions requirements will be developed by the Board, faculty, and administration.

Relationship with Catholic Schools

We look forward to creating an integrated program with Catholic high schools. Beginning as early as 8th grade, we hope to help young students identify their interest in manual skills through open houses, and in-school events. We have discussed these ideas with local Catholic high school teachers and leaders, who see a terrific opportunity for young men to be exposed to the trades as a vocation.

Apprenticeship

Prior to entering a formal apprenticeship at a sponsor company, the student must complete a two-year novitiate onsite at Harmel Academy. Upon completion of his novitiate, the student will begin employment with a sponsor company. At this time, formal apprenticeship training will begin. The apprenticeship includes structured On-the-Job-Learning (OJL) as well as continued Related Technical Instruction (RTI) provided by Harmel Academy.
Mentorships

Over time, we hope to develop a deep and wide network of workers, employers, faculty, and students. As students graduate and begin their apprenticeship, having a mentor during this time will be one of the most effective aspects of the Harmel program. The Academy may also be able to place graduates “two-by-two” in shops for comradery and solidarity. Our goal is to have a continuum of fellowship among peers, near-peers, graduates, and experienced tradesmen.

Campus Life

The campus culture will be marked by discipline, integrity, and honor balanced with festivity, recreation and leisure. Dormitories will be clean and orderly, and meals will be calm. Classes will be disciplined and punctual. Academic integrity will be built on a code of honor. Our goal is to develop as much sport as the small campus size allows.

Non-Discrimination

Harmel Academy of the Trades admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.
Structure and Governance

Legal Status

We have retained Warner, Norcross and Judd to assist us in forming the school. We are currently registered as a “Proprietary School” with the Department of Licensing and Regulatory Affairs as a tax-exempt educational enterprise.

Tax Exemption

Harmel Academy of the Trades is registered as a tax-exempt entity under Section 501(c)3.

Governance

We have registered Harmel Academy as a Membership organization, with Ryan Pohl and Brian Black as the initial members who reserve certain rights. Our bylaws provide for five initial trustees, with members as ex officio trustees. Our bylaws provide for a typical educational governance structure in consultation with our advisors experienced in these matters, and in consultation with Williamson College of the Trades.

Accreditation

Vocational schools can become accredited through independent educational accrediting agencies recognized by the Federal Department of Education. These agencies provide an independent and peer review of programs, personnel and facilities. Once a school meets established standards, the credits and degrees granted by the school can be recognized by other schools. The school can be perceived as more established and credible, and may make it eligible for various funding programs.

We believe that it will be important for the school to be accredited and to offer degrees for these reasons:

- Students can earn a degree, a recognized social accomplishment
- Students will be able to transfer into other programs to earn higher or different degrees if desired
- Employers and donors will have assurance of external review and recognition
- Parents are assured that their sons are earning a degree
- Initial accreditation will facilitate adding new degree programs

“Let them work vigorously so that by human labor, technical skill, and civil culture, created goods may be perfected according to the design of the Creator and the light of his Word”

Lumen Gentium 36
Structure and Governance

The process of accreditation is very complex, and can up to 7 years to fully complete. After extensive research and consultations with experienced experts, we have decided to build our programs and resources directed toward accreditation through the Accredited Commission of Career Schools and Colleges (ACCSC).

The ACCSC is one of the 5 national agencies and accredits 14 vocational schools in Michigan including programs in cosmetology, HVAC, welding, graphic arts and business. We estimate that direct accreditation costs will be $20,000, and will take administrative hours equaling half of a full-time position. ACCSC accreditation cannot begin until the school has successfully graduated students for two years.

Accreditation will continue to be an area that will demand a commitment of resources over the next decade. We hope to eventually create articulation agreements with other Catholic colleges to enable Harmel graduates to directly transfer credits for continued education.

Articulation Agreements

Harmel Academy will develop articulation agreements with Catholic colleges. There will be students who will wish to pursue liberal arts after attending Harmel, and there will be students who will want to move from a liberal arts school to Harmel. We are already having conversations with Thomas More College about a potential articulation agreement.

Principles and Directives

At the end of this document, we have included the “Principles and Directives” that are part of our bylaws. The Trustees will guide the school based on these binding ideas. It is important that stakeholders know that the school will be governed under these specific principles which help protect the school from straying from its original vision.

Relationship with Diocese

While Harmel will be an independent Catholic school in the Diocese of Grand Rapids, the school will maintain a close relationship with the Diocese, and respect the authority of the Bishop.

As seen by the letter at the beginning of this document, Bishop David Walkowiak is encouraging our efforts. Dave Faber, Superintendent of Catholic Schools, has generously given his support, advice, and time, and we will continue to maintain an open and collaborative relationship with the Diocese.

“For so is the will of God, that by doing well you may put to silence the ignorance of foolish men:
As free, and not as making liberty a cloak for malice, but as the servants of God.
Honor all men. Love the brotherhood. Fear God. Honor the king.”

1 Peter 2: 15-17
Basic Operational Information

Here is some basic planned cost estimates and operational information. These are elaborated in our Operations Plan, which is available as a separate document.

- **Tuition:** $8,000 per year
- **Room and Board:** $8,000 per year
- **Enrollment:** Builds to 65 students in Year 4
- **Apprenticeship Fees Paid by Employer to School:** $13,500 per student per year
- **Personnel:**
  - Year 0 (no students): 1 full time
  - Year 3 (40 students): 7 full time, 1 part-time

“We must emphasize and give prominence to the primacy of man in the production process, the primacy of man over things”

Laborem exercens 12
Staffing

Living Wage

As part of the commitment to Catholic Social Teaching, we plan on paying a living wage to the employees of Harmel Academy. We believe this commitment will not only lead by example, but will help attract the best candidates for positions.

Faculty

Technical

Technical Instructors will be experts in their trade, with both field experience and formal training. Instructors will be strong practicing Catholics who will be able to lead students by example. For accreditation, it will be important to have faculty with appropriate degrees or certificates for their field. We have already been approached by experienced trade instructors who wish to be part of Harmel.

Humanities

Academic Instructors will be responsible for the humanities program. It will be critical for the humanities instructors to have an interest and even abilities in the skilled trades. Humanities instructors will have academic qualifications to meet accreditation requirements.

Community

The faculty will form the core of the community and culture of the school. Every effort will be made by the school to build this, founded on the school’s commitment to charity, integrity, candor and support. The personal relationships with faculty – and staff – should dominate a student’s experience and formation.

“Whatever your task, work heartily, as serving the Lord and not men, knowing that from the Lord you will receive the inheritance as your reward”

Col. 3: 23-24
Administration

Much of education is recordkeeping, communication, bookkeeping and managing. In keeping with developing a culture of professionalism and excellence, the administration of the school will be performed by qualified, attentive and resourceful staff. We understand that an enterprise like this cannot be led with simple exuberance or commitment. As with academic faculty, we expect senior administrators to have an interest in and experience with skilled trades.
Finances

Harmel Academy has multiple channels for receiving money to fund operations and we will remain creative and prudent in fund development. We believe in utilizing all of the college’s resources and talents to financially support the mission of the school.

*Please see the separate Operations Plan for specific costs and prices.*

**Tuition**

*Regular Tuition*

We believe that when a student has made a personal investment in his education, he will be more likely to take ownership of the outcomes, so it will be good to have some level of regular student tuition. However, we believe the current environment of student debt and the poor financial return-on-investment for many typical college students is unacceptable. Therefore, it is our goal to do everything possible to keep individual, annual student tuition as low as possible. We believe, with the significant need that exists in the marketplace for skilled labor, that we will be able to offset the costs of operation with a unique relationship with industry.

**Tuition Scholarships**

Harmel will encourage the development of student tuition scholarships. We especially value merit scholarships that have been attained as recognition for good works, academic or on-the-job performance.

**Sponsorship**

Harmel Academy will encourage companies to sponsor individual students, paying the student’s expenses with the agreement that the student will work for the company after graduation. A company may recognize the potential of a current employee and want to invest in him with the type of education provided by Harmel. We will also encourage students to seek sponsorship from the companies for whom they work.

**Pell Grants**

In consultation with Williamson College of the Trades, the Board of Trustees currently favor accepting Pell Grants. The regulatory burden is slight compared to the benefits to the student.
**Income from Apprenticeships**

**Placement**

For all Regular Tuition students, we will require the student sign a representation agreement. This agreement makes the Academy the student’s representative in the job market. Harmel is then responsible for soliciting an employer that will hire the student and finance his continued training for the next four years. The employer will sign an Employer Partner agreement. Under this agreement, the employer agrees to pay the previous and current tuition of the student and Harmel agrees to continue training the student in the Academy apprenticeship classes.

**Classes**

All apprenticeship classes will be available to the general public and general industry provided there is room in the session. Most classes will offer an online option delivered as a live video webinar with assignments and instructor / student interaction taking place via an online, password protected Learning Management System (LMS). This strategy allows us to reach many people, and provides an important source of revenue.

**Training Program Development**

Harmel will offer customized job and task analysis and apprenticeship program development for employers. This specialized consulting service allows industrial partners to develop robust internal training programs that align with Academy core classes but are also fully designed to incorporate their own processes and technology.

**Skills Validation**

We will offer onsite apprentice skills validation. Academy industry experts will visit industrial partner companies and provide 3rd-party skill validation based on either the customized training programs that were developed, or standard Academy apprentice training documentation.

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*“By enduring the toil of work in union with Christ crucified for us, man in a way collaborates with the Son of God for the redemption of humanity”*

Pope St. John Paul II

Laborem exercens, 27
Donations

*Regular*

As a registered 501(c)3 non-profit educational institution, regular charitable donations received from private individuals and businesses are a necessary source of revenue. Harmel Academy intends on receiving both restricted and unrestricted funding.

*Fund Raisers*

Organized and frequent fund raisers will be part of the Academy income stream. We will encourage the involvement of all administration, faculty, students, alumni, industry and parents in the development of creative, effective and ethical fund-raising activities.

*Material & Equipment*

The Academy will accept all material and equipment donations that directly serve the mission of the school, used either as part of the curriculum or support structure, or indirectly serve the mission of the school by being resold.

*Services & Products*

*Machinery & Facility Maintenance Service*

As part of the mission to help students gain real-world experience, Harmel will offer routine machine and facility maintenance services to Grand Rapids area businesses. This service compliments the education of the students and does not interfere with studies. The scheduling and pricing for this service will be determined by student capability and at the discretion of the faculty and staff of the school.

*Refurbished Machine Products*

Harmel Academy will incorporate real-world exercises into every element of the student experience whenever possible. To this end, the school will purchase used equipment for students to tear-down, rebuild and refurbish for resale. This is an important learning experience but also an important funding source for the school.
Income Sources Chart

Industry

Student sponsorship

Employee Training

Apprenticeship Training

Equipment Refurbishment

Placement

Harmel Academy

Tuition

Donations
FAQs

Will this be a diocesan school?

No. While we hope to enjoy the continued support from our Bishop, this is not envisioned as a formal diocesan initiative.

Where would students live?

In dormitory settings. We believe it is extremely important to create a physical community of men.

Do you guarantee job placement?

Job placement is not guaranteed, though due to market demand, and the placement rates of similar technical programs we expect an almost 100% placement rate.

What would a company find particularly attractive about graduates from this school?

Many schools are able to teach technical skills, but it is the unique focus of character development that will draw the attention of employers to graduates of this school. Many shop owners and managers lament the decrease in the so-called “soft-skills” of the current workforce. This school will focus on developing: Christian virtues, work ethic, dependability, personal accountability, integrity, team-work, etc.

Why only men?

We feel a personal calling to the formation of men as workers.

Is this exclusive? What are the pre-requisites?

This school is not intended to be exclusive. In fact, though we will be unashamedly Catholic in our approach, we will welcome students of other faith traditions. We do envision an interview process for admission with character, willingness to learn and interest in working with one’s hands (hobbies, etc.) being important factors. Education requirements will only be that the applicant has at least a GED diploma.

Are there existing similar schools?

“All that people do to obtain justice, wider brotherhood, and a more humane ordering of social relationships has greater worth than technical advances”

Gaudium et spes 35
Yes, Williamson College of the Trades in Philadelphia has been providing a similar Non-denominational program since 1888. Williamson is a residential accredited three-year school, but has a similar trade and personal formation curriculum. See www.williamson.edu
The following document is part of our bylaws.

WORK AND THE WORKER

There is no inherent conflict between workers and owners. Work has a common end.

> Shop owners and employers will be directly engaged in the development of the school.

> The school will avoid working with shops with unjust or inequitable worker policies or practices.

> A worker’s duty to co-workers in matters of justice or safety can be more important than his duty to his employer.

Work is good and a participation in co-creation with God.

Work serves and fulfills man. Work is not primarily a means to wealth and leisure.

Work is not something given to the poor or disadvantaged as a social service. Work reflects the dignity of all men.

> The school does not “train productive members of society”.

Work is a blessing. Toil is a result of the Fall.

Workers have a right and a duty to formal association. Worker associations are not limited to previous historic structures.

A wage is considered just if it can support a family in frugality.

Workers have a right to reasonable stability in work and employment.

Entrepreneurship is a unique calling and is not a universal goal for workers.

All work must include an attitude of gratitude.

(R)ainful occupations are not a mark of shame to man, but rather of respect, as they provide him with an honorable means of supporting life. It is shameful and inhuman, however, to use men as things for gain and to put no more value on them than what they are worth in muscle and energy.

Rerum novarum #31
The school recognizes and supports legitimate exterior authority while remaining independent.

- The school will facilitate a student’s ability to transfer into other schools.
- The school will submit to external financial and academic review or audit as required.
- The culture of the school will promote ready and cheerful compliance to all government regulation that does not violate Catholic teaching.
- The school will not be franchised.
- The school will readily communicate with the Bishop and Diocese and seek its advice but will be independent of the Diocese.
- The school will not permit official or implied support for a political party or candidate.

The school will be committed to the individual success of students.

- The school will recognize a student’s accomplishment through granting degrees or certificates.
- Permanent public acknowledgement of contributions will be discouraged.
- The school will achieve and maintain accreditation and licensing.

The school must remain small enough to meet the needs of individual students personally.

- The ideal enrollment for one campus is 300 students.
- Priority will be given to personal, actual and physical instruction; virtual, remote or computerized instruction will only supplement or reinforce personal instruction.

The school is a mission of service to the Church.

- Excellence will be pursued in all areas of the school.
- The school’s mission is best served through financial stability and depth.
Principles and Directives

CURRICULUM

Curriculum will be up-to-date, excellent and directly applicable to programs.

Curriculum will be developed in consultation with experts in each field.

Theology curriculum will be particularly reviewed for conformity to orthodoxy by competent authorities.

Equipment used for instruction must be up-to-date and effective.

Trades taught must be manual and in high demand.

ADMINISTRATION

The school will be administered professionally and efficiently.

The physical facilities will be kept neat, clean, and well-maintained.

Administrators will be readily accessible to students and will respond promptly to student needs.

STUDENTS

The school will actively foster formal associations for students and graduates to create a community of support.

Personal, individual mentoring will be promoted.

Students are best formed by creating very high expectations.

A student’s moral character is more important that his skills or knowledge.

The school will strive to have an adoration chapel or make one readily available.

The financial cost to students must be limited to a “living tuition” that can be reasonably expected to be paid through frugality without long-term debt.

All souls are a reflection of the image and likeness of God.

Non-Catholic students are welcomed but will be expected to follow the same program as Catholic students.
Clothing and personal appearance indicates dignity, solidarity and identity.

*Students will wear clothing that reflects these ends, which is best done by wearing uniform clothing.*

TEACHING

Teachers are expected to be moral leaders and models.

*Teachers must support all tenets of this Constitution.*

*Teachers of theology will comply with Canon 812 concerning the academic mandatum.*

All instruction is instruction in character.
Bibliography

Publications

*Shop Class as Soulcraft: An Inquiry Into the Value of Work*, by Matthew Crawford

*Leon Harmel: Entrepreneur as Catholic Social Reformer*, by Joan L. Coffey

*Boys Adrift*, by Leonard Sax

*The Skills Gap in US Manufacturing*, [www.themanufacturinginstitute.org](http://www.themanufacturinginstitute.org)

Videos

*Success in the New Economy*, produced by Citrus College

*The Higher Education Bubble*, produced by Encounter Books

Organizations


SkillsUSA: National network providing development and competition [www.skillsusa.org](http://www.skillsusa.org)

Williamson College of the Trades [www.williamson.edu](http://www.williamson.edu)

Accrediting Commission of Career Schools and Colleges [www.accsc.org](http://www.accsc.org)

Department of Labor apprenticeships [https://www.doleta.gov/OA/occupations.cfm](https://www.doleta.gov/OA/occupations.cfm)

Mike Rowe of *Dirty Jobs* [www.mikerowe.com](http://www.mikerowe.com)

Church Documents

*Rerum novarum*

*Laborem exercens*

*Quadragessimo anno*

*Centissimus annus*