

# Jubilee

## C.O.R. DOOR EXHIBIT

*You are cordially invited to attend the*

*Opening Reception for*

*"The Jubilee C.O.R. Door Exhibit"*

*Monday, April 10, 2000*

*Lewis Hall, 2nd floor*

*Dominican University*

*7400 W. Division Street, River Forest, IL 60305*

**This art exhibit features the work of high school students throughout the Archdiocese of Chicago. Each school has transformed a common classroom door into a celebration of diversity and a message of hope. This collaborative exhibit is the culminating event of Opening Doors, the 1999-2000 series of events sponsored by Catholic Schools Opposing Racism.**

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Half of the Catholic schools in the Archdiocese have agreed

to participate-has yours? Plan on decorating a door in your

school to celebrate the Jubilee Year and then on bringing

a picture or facsimile of your door to Dominican University

for an exhibit of all our C.O.R. doors.

We hope to make this a celebratory event, one to which

we would like to invite the media and members of the larger

Catholic community. We will also exhibit these doors on a

special section of our web page. Make sure your school

is represented! Submissions were due by March 15, 2000

# C.O.R. Year Closing Supper

## Revolving Doors

**Celebrating the C.O.R. doors that we have opened during this Jubilee year!**

The fourth C.O.R. event of the year was held at Queen of Peace High School in Burbank, IL on Tuesday, March 28, 2000. This final programmed event of C.O.R. focused on helping students understand the newer, more subtle forms of racism and on celebrating the 1999-2000 season of Catholic Schools Opposing Racism.

The evening began with Sue O'Halloran, the facilitator for the program, providing a ten-minute history of institutional racism in the United States from 1776 to the present day. In an activity that had students holding labels representing various groups in the United States, such as "Whites with property," "Blacks born in the United States," "Unfree Whites (indentured servants)," "Japanese," "Native Americans," etc., Sue had students place their labels on a timeline as she recounted the laws passed that either allowed groups to be insiders or outsiders. Students saw in a concrete way the way in which one institution - the government - had made decisions to include or exclude certain groups during our country's history.

Students then watched a segment from the Nightline series "America in Black & White," in which Ted Koeppel investigated the death of an African-American teenager that divided the city of Buffalo, New York about whether the traffic accident was caused by racism. Accusations of institutional racism were made because this teenager was forced to leave her disinvested, inner-city neighborhood to find a job at a mall in the suburbs; the bus that she had to take to get to her job released passengers on the other side of a seven-lane highway, forcing the passengers from the poorer, all-black neighborhood to cross in heavy traffic without benefit of a light. Koeppel unearthed the decision by mall management not to

allow the bus into their parking lot, sparking suspicion that the mall was trying to discourage blacks from the inner-city to come out to the mall. A teenager was killed while crossing that highway and many claimed that this was the "new" face of racism: no one has to utter a derogatory remark in order for a person of color to be put at a disadvantage. After viewing this provocative show, students at C.O.R. created two lists: one that argued that this incident was an incident of racism and one that argued it was an incident of racism. Students then created a list of hopes and desires that blacks and whites in Buffalo shared, such as safe neighborhoods, jobs, and good shopping, to see that these two groups could have worked together.

### **Nine Characteristics of Racism Today**

**Random (personal) and Systemic or Institutional.**

**Doesn't have to be blatant or against the law**

**Doesn't have to have personal, negative, hateful and harsh feelings. Often unconscious.**

**Today, individuals make it, but group looked at as "less than."**

**Those institution does serve, think it's the same for everyone. Lost history and American myth-lie in two different worlds.**

**Real security concerns that come from years of institutional discrimination, disinvested neighborhoods, etc. Biased perceptions (violence and blight-people**

**of color) + unexplained, unexamined reality - blame the victim.**

**Coded words (security concerns)**

**Solutions beyond person-to-person. Need active citizens and members of institutions who will ask: "Is this institution representing and serving everyone?"**

**Bold imagination: to talk and act, to find common ground. Break through the separate worlds.**

Ms. O'Halloran ended her program by facilitating a number of mixing activities that allowed students to meet new people in the group and discuss serious questions related to the topic of the evening and to the future of Catholic Schools Opposing Racism. After the final mixing activity, students went with their new group to eat dinner.

The evening ended with a moving prayer service that included shared prayer and a blessing of students' hands so that they might use their hands for 'service and pilgrimage, to open the doors of their hearts to the stranger and to transform the world.'

This supper included students and faculty from 13 different schools in the Archdiocese. There were 90 participants.

# C.O.R. Year Closing Supper

## Revolving Doors

### Opening Prayer: Let us pray...

Reading: Matthew 5: 1-12

**Response:** Blessed are those who are convinced of their faith in God, whose lives are emptied of all that doesn't matter, those for whom the riches of this world aren't that important.

**All:** The reign of heaven is theirs.

Blessed are those who know that all they are is gift from God, so they can be content with their greatness and their smallness, knowing their uniqueness and being true to themselves.

**All:** For they shall have the earth for their heritage.

Blessed are those who wear compassion like a garment, those who have learned how to find themselves by losing themselves in another's needs.

**All:** For they too shall receive comfort.

Blessed are those who are hungry for justice, those who never get enough of truth and goodness.

**All:** For they shall be satisfied.

Blessed are the merciful, those who remember how much has been forgiven them, and are able to extend this forgiveness to others.

**All:** For they too shall receive God's mercy.

Blessed are those whose hearts are free and non-judgmental, those who have transcended all stereotypes and are seeking honestly for truth.

**All:** For they shall see God.

Blessed are the creators of peace, those who build roads that unite rather than walls that divide, those who bless the world with open hearts and hands.

**All:** For they shall be called children of God.

Blessed are those whose passion for justice has been tried, like gold in the furnace, and found to be precious, genuine, and lasting, those who have lived their belief out loud, no matter what the cost or pain.

**All:** For theirs is the kingdom of heaven.

## **Recognition of those groups involved with C.O.R.**

Blessing of Hands:

**Leader:** Bless these hands for service and pilgrimage, for opening the doors of our hearts to the stranger, and for transforming our world.

**Response:** I will use these hands for peace and justice.

**Intercessions** **Leader:** Let us pray for all God's people. For people who feel isolated by their differences and for people who contribute to that sense of isolation.

**Response:** Lord, hear our prayer.

**Leader:** For all the people in your creation, that we may learn to respect each other and learn to live together in your peace.

**Response:** Lord, hear our prayer.

Please add your own intentions . . .

## Principles of Catholic Social Teaching:

Everyone is a true reflection of God - always accept what makes you good. Life should be lived with dignity both for me and for others. I will do my best to hold human life sacred and to treat others as they wish to be treated.

**All:** We believe in the dignity of the human person.

A sense of community is always needed, whether in the classroom, in the family or in a group of friends. A community keeps things together with the struggles that people go through. Let us commit ourselves to do what we can to contribute to community in whatever ways we can.

**All:** We believe in community and the common good.

As a citizen of the United States we have rights, with these rights come responsibilities. A responsibility to voice our opinion and stand up for what is right. We all have the power to make a difference in this world. In our everyday life we can reach out to others who are less fortunate, and help those whose rights are being abused.

**All:** We believe in rights and responsibilities.

People need help sometimes and we can do a lot to help those in need. Whether it's lending another student lunch money or bus fare or making a donation to help victims of hurricanes or volunteering at a soup kitchen or food pantry, one person can make a difference in the life of another.

**All:** We believe in our responsibility to the poor.

We honor people who work hard every day to accomplish their goals. Constant dedication to do a good job at everything is an example of the tremendous amount of dignity and respect that we add to our work. This is shown through students working hard at school and at jobs and this is shown through our parents working hard every day to help put us through school.

**All:** We believe in the dignity of work

We believe that God loves all people. As part of the human family, we recognize that we are connected to all people on the planet. I will work to help those in need both in my community and around the world.

**All:** We believe in solidarity.

## **Jubilee Pledge for Charity, Justice and Peace**

**All:** As we continue on the pilgrimage of this Jubilee Year, we pledge to:

- pray regularly for greater justice and peace
- learn more about Catholic social teaching and its call to protect human life, stand with the poor, and care for creation
- reach across boundaries of religion, race, ethnicity, gender and disabling conditions
- live justly in family life, school, work, the marketplace and the political arena
- serve those who are poor and vulnerable, sharing more time and talent
- give more generously to those in need at home and abroad
- advocate for public policies that protect human life, promote human dignity, preserve God's creation, and build peace
- encourage others to work for greater charity, justice and peace

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### **Closing Prayer:**

May the Jubilee C.O.R. pledges we offer this evening transform our schools, our city and our world.

**All:** Amen

# Jubilee

## C.O.R.

### Participating Schools

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- Archbishop Quigley Preparatory Seminary
- Brother Rice High School
- Carmel High School
- Cristo Rey Jesuit High School
- De La Salle Institute
- Fenwick High School
- Good Counsel High School
- Gordon Tech High School
- Hales Franciscan High School
- Holy Cross High School
- Holy Trinity High School
- Immaculate Heart of Mary High School
- Josephinum High School
- Leo High School
- Lourdes High School
- Loyola Academy
- Madonna High School
- Maria High School
- Marian Catholic High School
- Marist High School
- Mother McAuley Liberal Arts High School
- Mother Theodore Guerin High School
- Mount Carmel High School
- Mount Assisi Academy
- Nazareth Academy
- Notre Dame High School (Girls)
- Notre Dame High School (Boys)
- Our Lady of Tepeyac High School
- Queen of Peace High School
- Regina Dominican High School
- Resurrection High School
- Seton Academy
- St. Barbara High School
- St. Benedict High School
- St. Francis De Sales High School
- St. Gregory High School
- St. Ignatius College Prep High School
- St. Joseph High School
- St. Laurence High School
- St. Patrick High School
- St. Rita High School
- St. Scholastica Academy
- St. Viator High School
- Trinity High School
- Woodlands Academy of the Sacred Heart