

THE CHALLENGE OF DIVERSITY



**A MULTICULTURAL EDUCATION
GUIDELINE HANDBOOK
SECRETARIAT FOR EDUCATION
DIOCESE OF PITTSBURGH**

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Diocese of Pittsburgh

MEMORANDUM

TO: Pastors and Parochial Vicars
Elementary and Secondary Principals
Catechetical Administrators
Youth Ministers
Teachers and Catechists

FROM: Father Stubna

DATE: January 2005

RE: Multicultural Education Handbook

Based on our continued commitment to the Gospel message that all are one in Christ Jesus, we promote respect for the diversity of cultures. We believe that society is not composed of a collection of isolated individuals, it is rather a community called to solidarity. In particular, as members of God's family through baptism, we see with eyes of faith that all people are brothers and sisters to us. Together we must continue to make manifest in our world God's Kingdom of truth, compassion, justice, and peace.

Evidence of this belief is seen in the many activities you engage in yearly to teach our children, youth, young adults, and adults that all people are to be treated with dignity and respect. In support of this effort, the Secretariat for Education has updated the Multicultural Education Handbook and is presenting it to you on the Secretariat website. This handbook offers you many excellent resources for your work, opportunities for reflection on how you are implementing these objectives, and ideas for creating an environment that respects every individual and celebrates the rich cultural diversity of the Church. Please visit the site and share it with your colleagues at:

<http://www.diopitt.org/education/multicultural.htm>.

or view the enclosed CD.

We hope this information is helpful to you and would appreciate hearing from you concerning your thoughts about the content and any suggestions you may have to enrich the site.

I would ask that you provide a copy of this memo to all teachers and catechists in your programs and to notify parents in your newsletters.

I want to extend a special word of thank to the Multicultural Education Committee whose labors resulted in this excellent resource. Chaired by Dr. Madonna Helbling, the Committee members are Mr. Jeffrey Hirst, Sister Ursula Kelly, Sister Loretta Krall, Brother Ernest Miller, Sister Mary Jo Mutschler, Mr. Kenneth Ogorek, Mrs. Joelynn Parham, Mrs. Clementina Salloum, Mr. Charles Shealy, Mr. Gary Slifkey, Mrs. Margretta Stokes-Tucker, Reverend Daniel Vallecorsa, and Sister Irene Mary Wilburn.

Thank you again for your support of these important efforts and I pray that God will continue to bless your work.

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PRINCIPLES

This section illuminates the Gospel foundation of our belief in multicultural education. A statement of principle, the mission and creedal statements of the Secretariat for Education, and existing policies related to multicultural issues comprise the section.

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STATEMENT OF PRINCIPLE
ON MULTICULTURALISM BY THE
SECRETARIAT FOR EDUCATION

The Creedal Statement of the Education Secretariat of the Diocese of Pittsburgh makes it clear that we believe each person is unique, made in the image of God, possessed of a sacred dignity that must be respected and defended.

Based on a continued commitment to the Gospel message that all are one in Christ Jesus, the Secretariat for Education promotes respect for the diversity of cultures. We believe that society is not composed of a collection of isolated individuals; it is rather a community called to solidarity. We can no longer ignore, therefore, the prejudices and biases that are so often disruptive of the building of God's kingdom.

This is a graced time which demands a renewal of heart; a renewal based on awareness and recognition of both individual and social sin and acknowledgement of the need for reconciliation with every person, regardless of race, gender, ethnic background, culture, religious affiliation, disability, language, or social class. As Jesus was both teacher and healer, so too, the Secretariat commits itself to healing the wounds that have divided the human family.

Furthermore, the Secretariat commits itself to an educative process that will be both healing and formative in its special ministry in the church. Here the transformation of society and the practical experience of community building will begin anew to transform the face of the earth.

Effective multicultural education in the Church of Pittsburgh must come to be, so that in the words of the bishops we can engage in "A New Community of Faith, A Culture of Solidarity, A Civilization of Love."

*Secretariat for Education
Diocese of Pittsburgh*

MISSION STATEMENT

**In order to assist the Catholic Church of Pittsburgh
to participate more fully in the teaching mission of Christ
and to aid the bishop in his own task
as shepherd and teacher of this local church,
the Secretariat for Education has been established
to proclaim the Gospel,
to communicate the teaching of the Church,
to fashion a people in whom the Word of God has taken root,
and to provide the coordination and administration
of those programs and services
which foster a living, conscious, informed and active faith.**

Note: The creedal statements in CAPITAL LETTERS are those with specific relevance to multicultural education.

***Secretariat for Education
Diocese of Pittsburgh***

CREEDAL STATEMENT

PREAMBLE

As members of the Secretariat for Education of the Catholic Diocese of Pittsburgh, we wish to make known the values and beliefs that underlie our work.

In declaring these values and beliefs, we hope to challenge ourselves to live that which we profess. Moreover, we desire that others who share in our work might join us in espousing these values and beliefs.

This statement is rooted in and flows from the Catholic faith that binds us together in the one, holy, Catholic, and apostolic Church and which finds its most common expression in the Creed professed in the Sunday liturgy.

CONCERNING GOD AND THE HUMAN PERSON, WE BELIEVE:

- **THAT EACH PERSON IS UNIQUE, MADE IN THE IMAGE OF GOD, AND SO POSSESSES A SACRED DIGNITY WHICH MUST BE RESPECTED AND DEFENDED;**
- That the human person, who is incomplete without God, finds fulfillment only in and through God;
- **THAT GOD'S SELF-COMMUNICATION IS EXTENDED TO EVERY PERSON IN EVERY AGE;**
- **THAT EVERY PERSON ENJOYS THE CAPACITY TO KNOW, LOVE, AND SERVE GOD.**

CONCERNING JESUS, WE BELIEVE

- That, in Jesus, God has offered salvation to the world;
- That Jesus, the Christ, is the font and the fulfillment of faith;
- That the gospel of Jesus liberates us as well as enlightens us.

CONCERNING THE CHURCH, WE BELIEVE:

- That Christ continues His saving work in and through His Church;
- **THAT MEMBERSHIP IN THE CHURCH AND PARTICIPATION IN ITS MISSION ARE AN ESSENTIAL PART OF GOD'S PLAN FOR THE SALVATION OF ALL PEOPLE;**
- **THAT, IN BAPTISM, ALL ARE CALLED TO HOLINESS, TO COMMUNITY, AND TO MINISTRY;**
- **THAT THE SPIRIT BESTOWS A VARIETY OF CHARISMS ON INDIVIDUALS FOR THE GOOD OF THE COMMUNITY;**
- **THAT THESE CHARISMS ARE OFTEN EXPRESSED IN DIFFERING ROLES WHICH, WHILE DISTINCT, ARE COMPLEMENTARY;**
- That the teaching office in the Church continues in our day to be the voice of the apostles leading the Church in the appreciation and application of the Gospel;
- That the community of faith is called to pass on to its own members and to all who would accept it, the living and lived faith which has been received from the apostolic Church;
- **THAT RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY HAVE NO BEARING ON ACCESS TO OR ADMITTANCE INTO THE CHURCH;**
- **THAT THE CHURCH IS CALLED TO ACTIVELY WELCOME ALL THOSE WHO SEEK TO JOIN THE COMMUNITY OF FAITH;**
- **THAT THE CHURCH IS CALLED TO REACH OUT TO THOSE WHO DO NOT KNOW GOD OR JESUS AS THE CHRIST;**
- **THAT ALL THOSE BAPTIZED AND IN COMMUNION WITH THE CHURCH SHOULD HAVE EQUAL ACCESS TO BEING ACTIVE PARTICIPANTS IN THE LIFE AND MINISTRY OF THE CHURCH, ACCORDING TO THEIR CALL.**

CONCERNING EDUCATION, WE BELIEVE:

- That the family in all its forms is the primary and fundamental context for religious education and formation;
- That the continuing education of adults is at the center of the Church's educational mission;
- That parents have the primary responsibility for the faith formation of their children;

- That education is a process of formation;
- That the process of formation is a lifelong task;
- That the lifelong process of formation involves the total person—body, mind, will, emotions, and spirit;
- **THAT THE GOALS OF EDUCATION ARE LIFELONG PERSONAL CONVERSIONS, THE FORMATION OF A FAITH COMMUNITY, AND THE ENABLING OF PEOPLE TO BECOME AGENTS OF TRANSFORMATION IN THE WORLD;**
- That worship, community, and service are all formative means of education;
- That, in carrying out its teaching mission, the Church is called to be a responsible steward for the physical, fiscal and human resources entrusted to its care.

NON-DISCRIMINATORY POLICY

The schools of the Diocese of Pittsburgh, as listed in the Official Directory of Catholic Schools, admit students of any race to all the rights, privileges, programs and activities generally accorded or made available to students at that school. They will not discriminate on the basis of race in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Each school has the obligation to publicize its non-discriminatory policies in any or all of the following ways:

1. Notice of the non-discriminatory policy should be published in any publication of the school system or of the specific school;
2. Notice of the non-discriminatory policy should be published in publications of alumnae or alumni groups;
3. Notice of non-discriminatory policies should be broadly published among students and employees.

Note: Because of the religious nature of the schools in the Diocese of Pittsburgh and their commitment to teach doctrine, only Catholics may be hired. This policy is not to be considered as discriminatory but protects Catholic doctrine from adulteration. In some instances, upon request, the superintendent gives an exemption.

RACIAL DISCRIMINATION POLICY

Policy Statement

There shall be no racial discrimination in our schools.

Procedures for Implementation of Policy

1. This policy applies to all school personnel.
2. When a complaint of racial discrimination is received at a school, the principal should ask that it be submitted to him/her in writing, and the principal should prepare a written report of the complaint. The written complaint and the principal's report should be submitted to the Superintendent of Schools for investigation.
3. After obtaining all of the facts relating to the complaint, the Superintendent of Schools will appoint an "Investigative Team." The team shall consist of three members selected from the approved list. One team member shall be appointed chairman of the Investigative Team.
4. The Superintendent of Schools shall notify the party filing the complaint, the accused party, the pastor, and the principal that an Investigative Team has been appointed.
5. The Investigative Team shall meet with the parties filing the complaint, the party accused of the discrimination, the principal, pastor, witnesses, and any other individuals who have information relative to the complaint in question.
6. After gathering all of the necessary information, the team shall prepare a report with a recommendation, and submit the report and recommendation to the Superintendent of Schools.
7. After reviewing the report and recommendation, the Superintendent of Schools shall consult with the Secretary for Education, Black Catholic Ministries and/or the Legal Department, if necessary.
8. If it is deemed necessary, the Superintendent of Schools shall meet with the complaining parties.
9. The Superintendent of Schools shall make a recommendation concerning the resolution of the matter, and shall advise the complaining parties of their right to a diocesan due process hearing.

Rationale for the Policy

1. The dignity and sacredness of the human person requires that we respect and value all persons regardless of race, color and culture.
2. A philosophy that celebrates racial and cultural diversity should be a part of the total educational environment.
3. Federal and State statutes forbid discrimination based on race.

PRINCIPAL'S HANDBOOK CATHOLIC SCHOOLS OFFICE

POLICY FOR ADMITTING STUDENTS WITH SEVERE DISABILITIES

The Catholic Schools of the Diocese of Pittsburgh desire to be as inclusive as possible in welcoming all students for whom they can provide an appropriate program.

Steps to be taken when a student with any of the following disabilities applies:

- Learning Disability (attention deficit disorder; attention deficit hyperactivity disorder; and for emotional disturbance)
- Blindness
- Deafness
- Severe Mental Illness
- Physical Disabilities
- Fragile Medical Condition

STUDENTS APPLYING FOR ENROLLMENT

1. No child can be admitted to any Catholic school without the principal first reviewing all previous school records, e.g., academic, social, medical, etc.
2. The principal interviews the parent(s)/guardian and the child to diagnose the situation.
3. If a child is diagnosed as having a disability as mentioned above, the principal after consultation with other knowledgeable persons determines

- whether or not that particular school is an appropriate placement for this child.
4. If the principal determines the school is an appropriate placement, the principal fills out the Admittance Form for Students with Disabilities (cf Form V. Pupil Records: Admittance Form for Students with Disabilities) and sends the form to the Director of Individual Student Abilities.
 5. If the child is accepted into the school and at a later date it is determined that the child has any of the disabilities mentioned above, the school has the right to re-evaluate the situation according to the procedure below.

ENROLLMENT UNDERSTANDINGS

When a child with a severe disability, not a learning disability, is accepted in a Catholic school:

1. The principal will contact the Diocesan Legal Office to secure a Hold Harmless Agreement that is to be signed by the parents and principal.
2. The Department for Persons with Disabilities (456-3119) will in-service the faculty and students in order to assist them in understanding and accommodating the new student and to begin a Circle of Friends Program.
3. The appropriateness of this placement will be reviewed at least annually and prior to March 1.

STUDENT CURRENTLY ENROLLED

1. In the case of students already enrolled in the school and who are identified as having one of the above disabilities, the principal should:
 - a. Meet with the parents/guardians and teachers, if they have not done so, to discuss the needs of the child;
 - b. If a child has a learning disability, recommend a complete medical exam to rule out any medical problems, such as a hearing or vision loss;
 - c. Have the student tested by the Intermediate Unit or a qualified private testing agency to determine strengths and weaknesses of the student;
 - d. Provide appropriate in-service programs for the teachers to assist them in adapting curriculum to meet the needs of the student. It is to be kept in mind that the Catholic schools do not provide Individual Education Plans (IEP), except in the case of students enrolled in the St. Anthony Programs.
2. If the principal determines after exhausting all possible ways of educating the student, that this school cannot meet the needs of the child, every effort should be made to work with the parents/guardians in making proper placement. The Withdrawal Form for Students with Disabilities should be

completed and sent to the Director of Individual Student Abilities. (cf Form V. Pupil Records: Withdrawal Form for Students with Disabilities)

Note: Admittance Form for Students with Disabilities must be completed after the school has received the psychological report. Send form to the Director of Individual Student Abilities, 135 First Avenue, First Floor, Pittsburgh, PA 15222.

PRINCIPAL'S HANDBOOK CATHOLIC SCHOOLS OFFICE

EQUAL EMPLOYMENT OPPORTUNITY

The Diocese of Pittsburgh is an equal opportunity employer that considers qualified applicants regardless of race, color, gender, age, national origin, handicap, or veteran status except where a bona fide occupational qualification is involved. This non-discriminating policy applies to hiring, training, promoting, salaries, transfer and working conditions.

EMPLOYEE HANDBOOK DIOCESE OF PITTSBURGH

TERMINOLOGY

The words we use, the way we define them, and the faith context from which they are derived are extremely important in understanding multicultural issues. This section defines the key terminology. Each concept is enriched and enhanced through the use of relevant quotations.

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INTRODUCTION

Multiculturalism, bi-lingual, pluralism and diversity ENHANCE the social ministries of the church rather than erode them.

We should build on the strengths and qualities of diversity since ethnicity and cultural diversity provide positive ingredients for Church and society.

It would also be true to say that Catholicism is found in these identities, but like Jesus' revelation, is not limited to them.

To find our common Christian experience is to find our true identity; to value our differences is to value God's saving presence, and to glory in every aspect of our identities is to take seriously God-become-flesh in the Incarnation.

Quoted from:

Mueller, Rule and Stocklein, Valuing Our Differences: History of African-American Catholics In the U.S., Brown ROA/IOWA, 1993

MULTICULTURALISM

The preservation of diversity which is to be valued within a community, state, nation or global society. An intrinsic value and unconditional mutual acceptance and understanding of diversity based on the gospel message that all are created in the image and likeness of God.

MULTICULTURAL EDUCATION

A process of growth in knowledge and an internal conversion, a radical changing within the heart, which opens the eyes of understanding to see the truth that each person has been created in the image and likeness of God, that every person is my brother or sister.

“Catholic education must also be concerned with a still wider unity: the unity of all persons under God. The Church rejects as un-Christian any discrimination because of race, national or ethnic origin, color, sex, class or religion. God has given every human being intrinsic dignity, freedom, and eternal importance. ‘If anyone says, My love is fixed on God, yet hates his brother, he is a liar. One who has no love for the brother he has seen cannot love the God he has not seen.’”

National Conference of Catholic Bishops, Sharing the Light of Faith, article 95, 1979.

RACISM

Any conscious or unconscious activity, behavior, attitude or language either by commission or omission, by individuals, groups or cultures, that treat human beings unfairly because of race, and rationalize that treatment by attributing to the oppressed group undesirable biological, psychological, social or cultural characteristics.

There are three categories of racism:

1. Individual racism is prejudice plus power. It requires two factors: (1) an individual’s thoughts, feelings, language and behavior which are based on the assumption of the dominant racial group that another racial or ethnic group is inferior to one’s own. (2) The power the individual (as a member of the dominant group) has to discriminate against or in some other way harm people of a racial or ethnic group not in power.
2. Institutional racism is the power of the dominant racial or ethnic group exercised through the policies or practices of institutions, including governments, schools, businesses and churches, to discriminate against

or in some other way harm the racial or ethnic groups not in power. It, too, is based on the assumption that the racial group in power is superior to the others [*and enjoys privilege*]. Racism can be so integrated into policies and practices that individual acts of racism do not have to be intentional.

3. Cultural racism is a form of oppression based on racial or ethnic prejudice which pervades the beliefs, values and attitudes of a particular group of people. The cultural values of the dominant group become the norm by which all are measured.

Note: *The categories “individual,” “institutional” and “cultural” do apply equally to other definitions, i.e., Ageism, Antisemitism, Classism, Discrimination, Prejudice, Homophobia and Sexism.*

“Neither the individual nor society, the State nor any human institution can reduce a person, or a group of persons, to the status of an object... Faith in the one God, Creator and Redeemer of all human kind made in His image and likeness, constitutes the absolute and inescapable negation of any racist ideologies... We cannot truly pray to God the Father of all if we treat any people in other than brotherly fashions, for all are created in God’s image.”

Pontifical Commission Iustitia et Pax, The Church and Racism, Article 19, p.27, 1988.

“Racism is a sin that divides the human family, blots out the image of God among specific members of the human family, and violate the fundamental human dignity of those called to be children of the same Father... racism defiles the image of God and degrades the sacred dignity of humankind which has been revealed by the mystery of the Incarnation. Racism is a terrible sin that mocks the cross of Christ.”

United States Catholic Bishops, “Brothers and Sisters to Us,” Pp. 3& 9, 1979.

“We are called to recognize that racism continues to manifest itself in many ways. It can be personal, institutional or social. What should be a blessing—the diversity of our backgrounds, experiences and cultures—become a hindrance to unity and a heavy burden for some to bear. As we struggle to remove the attitudes that nurture racism and the actions that express it, we must show how the differences we find in skin color, national origin or cultural diversity are enriching.”

Love Thy Neighbor Like Thyself, Bishop Donald Wuerl Pastoral Letter: Confronting Racism Today, September 1999, pg. 48

ACCULTURATION

Adoption or borrowing of traits from another culture; merging of cultures as a result of prolonged contact.

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees, USCC, Washington, D.C., 1996

AGEISM

The denial of a person's right to full participation in the life of the community (i.e., to services, employment, housing, benefits, memberships) based solely upon age.

See Note under Racism.

ANTI-SEMITISM

Living with hatred, contempt, and stereotyping of the Jewish people.

See Note under Racism.

CLASSISM

Bias, discrimination or distinctions based on social or economic status.

See Note under Racism.

CULTURE

Shared patterns of behavior, along with symbols, values and beliefs, through which reality is perceived and interpreted by members of a group.

"The world is charged with the grandeur of God. Not the least of this grandeur is found in the wide diversity of the creation that surrounds us and of which we are so much a part. Just as nature in nearly all its forms is marked by variety, so humankind as well expresses the hand of the Creator in a many-splendor spectacle of distinct and disparate signs. In a single human family there appear, by a divine largesse, multiple expressions of language, talent, culture and native land...The Church embraces peoples of varying races, languages, and cultures. The Church is indeed Catholic and universal in name and in fact."

United States Catholic Conference, "Cultural Pluralism in the United States," p. 1, 5.

"The Church values and promotes every authentic form of culture and seeks to maintain communication and dialogue with culture...Culture ought to cultivate man and woman within the compass of an integral and full humanism...Culture has the essential aim of promoting the being of the human person and of providing him with tools necessary to the development of his individual and social

being.”

Pope John Paul II, Visit to Brazil, 1980.

“Because it flows immediately from the human person’s spiritual and social nature, culture has constant need of a just freedom if it is to develop. It also needs the legitimate possibility of exercising its independence according to its own principles. Rightly, therefore, it demands respect and enjoys a certain inviolability, at least as long as the rights of the individual and of the community, whether particular or universal, are preserved within the context of the common good.”

Gaudium et Spes, 59 (Pastoral Constitution on the Church in the Modern World, 1965).

“All peoples and all cultures have been molded by the Holy Spirit, and the Holy Spirit has distributed his gifts in the language, culture and traditions of each.”

What We Have Seen And Heard 8 (Pastoral Letter on Evangelization From the Black Bishops of the United States, Sept. 1984).

“The Son of God, by taking upon himself our human nature, became incarnate within a particular people, even though his redemptive death brought salvation to all people, of every culture, race and condition. The gift of his Spirit and his love are meant for each and every people and culture, in order to bring them all into unity after the example of the perfect unity existing in the Triune God.

Ecclesia in America, pg. 70

CULTURAL DIVERSITY

The recognition and appreciation of the customs, symbols, values and beliefs of the various communities that comprise our society.

DISABILITY

Impairments: Impairments are the physiological glitches that hamper one or more basic life functions. These include physical, sensory, mental, and emotional difficulties. This word is most closely associated with medical aspects of the experiencing of human vulnerability.

Disabilities: A disability is the personal experiencing of those limitations and impairments mentioned above. One moves through the world “with” a disability.

While there is an emphasis on use of the phrase, “people with disabilities” there has also been a sense that the commonality of experience requires a designation that stresses the union of one person to all others who have the pain of exclusion and discrimination on the basis of assorted impairments. Many now speak of the disability community with emphasis on the commonality of disability, rather than emphasizing the separateness of each individual.

Handicaps: The word “handicapped” was used in past legislation. Currently it is used to describe the relationship between one who has impairment and the environmental features, which hamper function.

Using these Words in Context

“I have an impairment.”
“It is a medical condition“ which hampers my vision or hearing, my mobility or my comprehension.”

“I have a disability.”
“I have some difficulty seeing or hearing, moving my body or understanding everything quickly and clearly.”

“I am handicapped.”
“There is no Braille agenda, therefore I am handicapped by those who planned this meeting.”

“There is no ramp into this building, therefore I am handicapped in my attempts to worship.”

“There is no assistant to help me read all these signs, therefore I am handicapped in sharing in my parish’s adult education program.”

Opening Doors, National Catholic Office for Persons with Disabilities

DISCRIMINATION

The denial of equal treatment, civil liberties and opportunities to individuals or groups (with respect to education, employment, accommodation, health care, and access to services, goods and facilities) on the basis of race, nationality, gender, sexual orientation, age, religion, ethnicity, political affiliation, marital or family status, and disability.

See Note under Racism.

“With respect to the fundamental rights of the person, every type of

discrimination, whether social or cultural, whether based on sex, race, color, social condition, language, religion, physical or mental capabilities, is to be overcome and eradicated as contrary to God's intent."

Guadium et Spec 29 (Pastoral Constitution on the Church in the Modern World, Vatican II 1965).

"There is no basis, therefore, either in theory or in practice for any discrimination between individual and individual, or between people and people arising either from human dignity or from the rights which flow from it. Therefore, the Church reproves, as foreign to the mind of Christ, any discrimination against people or any harassment of them on the basis of their race, color, condition in life or religion."

Nostra Aetate 5 (Declaration on the Relation of the Church to Non-Christian Religions, Vatican II Doc. 1965).

DIVERSITY

Diversity is the manifestation of the many characteristics of human society, its people, cultures, languages, beliefs, values, symbols and ideas.

"Each person possesses a basic dignity which comes from God, not from any human quality or accomplishment, not from race or gender, age or economic status...We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers' and sisters' keepers. In a linked and limited world, our responsibilities to one another cross national boundaries."

Reum Novarum (Value of Our Labor), U.S. Bishops' Meeting, Origins, Vol. 20, No. 24, Nov. 22, 1990.

"Nearly every race and ethnic group on earth is represented in the population of the United States...The Church from the beginning sheltered and fostered these cultural, racial and ethnic groups as they strove to find their way in a strange new country. Yet local churches did at times fail to appreciate, refuse to try to understand, and neglect to welcome the newcomers...Today, however, the (Church in the) United States appears to be growing in appreciation of cultural diversity, recognizing the splendid beauty of all races, cultures and ethnic groups."

National Conference of Catholic Bishops, Sharing the Light of Faith, Article 13, Pg. 8, USCC 1979

"Differences mean diversity, not being better or worse. Equality among all men

and women does not mean that they must all look, talk, think alike and act in an identical manner. Equality does not mean uniformity. Rather each person should be seen in his or her uniqueness as a reflection of the glory of God and a full, complete member of the human family.”

Love Thy Neighbor As Thyself: Bishop Donald W. Wuerl Pastoral Letter: Confronting Racism Today, September 1999, pg. 48.

ENCULTURATION

Process by which persons are born into and rooted in their own culture.
Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees, USCCB, Washington, D.C., 1996

ETHNICITY

The shared ancestral heritage or rootedness of persons united in a common bond of experiences, behavioral patterns, values, orientations and interests. It is to some degree related to geographical location, food, dress and mannerisms.

“An understanding of our own ethnic heritage should enhance our appreciation not only of our own behavior but also the behavior of others. No group now lives in isolation, and to understand any one group requires an understanding of its relation to others...The multicolored marble that is America has veins of many hues and patterns; in their joining and confluence they contribute their own element of beauty to the Church and the land we love.”

United States Catholic Conference, “Cultural Pluratism in the United States, “ 15, 22 (USCC) 1980.

ETHNOCENTRISM

A tendency to view alien groups or cultures in terms of one's own; the belief in the inherent superiority of one's own group or culture, accompanied by a feeling of contempt for other groups and cultures.

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees, USCCB, Washington, D.C., 1996

HOMOPHOBIA

An unreasoning fear, antipathy, hostility or discrimination towards homosexuals and homosexuality.

See Note under Racism.

Essential to the understanding of any definition of homophobia is a knowledge of the Church's teaching which recognizes homosexual (genital) activity as morally wrong and distinguishes such behaviors from homosexual orientation.

“Homosexual persons, like everyone else, should not suffer from prejudice against their basic human rights. They have a right to respect, friendship and justice. They should have an active role in the Christian Community.”

National Conference of Catholic Bishops, “To Live in Christ Jesus: A Pastoral Reflection on Moral Life.” 52.

“It is deplorable that homosexual persons have been and are the object of violent malice in speech or in action. Such treatment deserves condemnation from the Church's pastors wherever it occurs.”

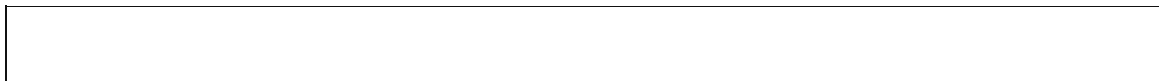
Congregation for the Doctrine of the Faith, “Letter to the Bishops of the Catholic Church on Pastoral Care of Homosexual Persons,” 10.

“More than 20 years ago we bishops stated the “homosexuals...should have an active role in the Christian community” (NCCB, To Live in Christ Jesus, p.19). What does this mean in practice? It means that all homosexual persons have a right to be welcomed into the community, to hear the word of God and to receive pastoral care. Homosexual persons who are living chaste lives should have opportunities to lead and serve the community. However, the church has the right to deny public roles of service and leadership to persons, whether homosexual or heterosexual, shows public behavior openly violates its teachings.

Always Our Children, USCCB Committee on Marriage and Family, 1997.

INCLUSION

The process by which persons with disabilities are welcomed into participation in the life of the Church. Inclusion requires that necessary supports be provided for the person with a disability and the non-disabled volunteers and staff.



There can be no separate Church for handicapped people. We are one flock that serves a single shepherd...Just as the Church must do all in its power to help insure handicapped people a secure place in the human community, so it must reach out to welcome gratefully those who seek to participate in the ecclesial community...The parish is the door to participation for handicapped individuals, and it is the responsibility of the pastor and lay leaders to make sure that this door is always open...the parish must make sure that it does not exclude any Catholic who wishes to take part in its activities.”

United States Catholic Conference, “Pastoral Statement of the United States Catholic Bishops on Handicapped People,” November 1978.

INCLUSIVE EDUCATION

A philosophy of education that emphasizes the mixing of regular, special education, and special needs students. The process challenges teachers to use innovative strategies for affirming the varied learning styles exhibited by children in the class.

“Dioceses might make their most valuable contribution in the area of education...Religious education personnel could profit from guidance in adapting their curricula to the needs of learners with disabilities, and Catholic elementary and secondary school teachers could be provided in-service training in how best to integrate students with disabilities into programs of regular education.”

Pastoral Statement of U.S. Catholic Bishops on People with Disabilities.

INCULTURATION

A process whereby the power of the Gospel is brought into the very heart of culture and cultures-penetrate the deepest strata of persons and peoples.

“In this work of enculturation...the Christian community must discern, on the one hand, which riches to “take” up as compatible with the faith; on the other, it must seek to “purify” and “transform” those criteria, modes of thought and lifestyles which are contrary to the Kingdom of God. Such discernments is governed by two basic principles: “compatibility with the Gospel and communication with the universal Church.”

GDC 100

“Catechesis also places special emphasis on multi-ethnic and multi-cultural situations in that it leads to a greater discovery and appreciation of the resources

of diverse groups to receive and express the faith.”

GDC 207

INTEGRATION

The process whereby people of diverse backgrounds work, live and study in peace and justice.

“...The universal common good requires that in every nation friendly relations be fostered in all fields between citizens and their immediate societies. Since in many parts of the world there are groups of people of varying ethnic backgrounds, we must be on guard against isolating one ethnic group from its fellow men...Neither are we to overlook the fact that men of every ethnic group, in addition to their own characteristic endowments, by which they are distinguished from the rest of men, by which they can make more and more progress and perfect themselves, particularly in matters that pertain to the spirit. They have the right and duty, therefore, to live in communication with one another”

Pope John Paul XXII, Pacem in Terris, Encyclical Letter, Vatican City, April 11, 1963, #100, P.24.

“All persons of whatever race, condition or age, by virtue of their dignity as human beings, have an inalienable right to education. We advocate: Orderly compliance with legal requirements for racially integrated schools, and voluntary efforts to increase racial ethnic integration in public and non-public schools.”

Quest for Justice, A Compendium of Statements of the United States Catholic Bishops on the Political and Social Order, 1966-1980, P.9.

PLURALISM

Cultural diversity in a society, organization, community, or group, such as: race, age, gender, ethnic background, educational level, language, or appearance.

“Respect for every person and every race is respect for basic rights, dignity and fundamental equality. This does not mean erasing cultural differences. Instead it is important to educate to a positive appreciation of the complementary diversity of peoples.”

Pontifical Commission Iustitia et Pax, The Church and Racism, P.44, Vatican City, 1988.

“...All men form but one community. This is so because all stem from the one stock which God created to people the entire earth (cf Acts 17:26), and also because they share a common destiny, namely God. His providence, evident

goodness, and saving designs extend to all men (cf Wis. 8:1; Acts 14:17; Romans 2:6-7; 1 Timothy 2:4) against the day when the elect are gathered together in the holy city which is illuminated by the glory of God, and in whose splendor all peoples walk (cf Apoc. 21:23ff).”

Vatican II Nostra Aetate, 28 October, 1965, Declaration on the Relation of the Church to Non-Christian Religions (Para. 1).

PREJUDICE

A preconceived, hostile and irrational judgment directed against an individual or group that classifies people negatively or stereotypes people.

See Note under Racism.

“Prejudice, which denies the equal dignity of all the members of the human family and blasphemes the Creator, can only be eradicated by going to its roots, where it is formed: in the human heart. It is from the heart that just or unjust behavior is born, according to whether persons are open to God’s will – in the natural order and in the Living Word – or whether they close themselves up in those egoisms dictated by fear or the instinct of domination. It is the way we look at others that must be purified. Harboring (prejudicial) thoughts and entertaining (prejudicial) attitudes is a sin against the specific message of Christ for whom one’s neighbor is not only a person from my tribe, my milieu, my religion or my nation: it is every person that I meet along the way.”

Pontifical Commission Iustitia et Pax, The Church and Racism, Article 24, p. 34, 1988.

RELIGIOUS PREJUDICE

A preconceived, hostile and irrational judgment against an individual or group based solely on religious belief or affiliation.

See Note under Racism.

RELIGIOUS FREEDOM

The ability to practice one’s faith without interference or censorship, and without coercion to follow another’s religious practices. It includes sensitivity and respect for the differences in the practices, doctrines, values, rituals, symbols and traditions of others. A fundamental right afforded to every person that is the freedom to practice one’s religions and denominations, without having to embrace the other as one’s own set of beliefs, values and practices.

“The Vatican Council declares that the human persons has a right to religious freedom. Freedom of this kind means that all [men] should be immune from

coercion on the part of individuals, social groups, and every human power so that, within due limits, nobody is forced to act against his convictions nor is anyone to be restrained from acting in accordance with his convictions in religious matters in private or in public, alone or in associations with others.”

Dignitatis Humanae, 2 (Declaration On Religious Freedom, Second Vatican Council, 1965).

SEXISM

An implicit or explicit set of beliefs and assumptions, or actions based on the ideology that one gender is superior to the other.

See Note under Racism

A definition of the sin of sexism must be understood in light of the Church’s teaching on the differentiation and complementarity of the sexes.

“Both men and women are human beings to an equal degree, both are created in God’s image. In the unity of the two, man and woman are called from the beginning not only to exist side by side or together, but they are also called to exist mutually one for the other.”

Pope John Paul II, Mulieris Dignitatem, 6.

“...Sexism depletes and erode the moral and social fabric of values that enable the just and loving treatment of spouses, the unmarried, children and the elderly.”

U.S.C.C.B., Pastoral Response to Women’s Concerns, One In Christ Jesus, 1992, articles 12 & 13, Chapter 1.

“The Catechism defines justice as “the moral virtue that consists in the constant and firm will to give their due to God and neighbor” (no. 1807). In society, giving the neighbor his or her due is often understood in terms of equality-equal rights, equal dignity, and certain rights flow from the (see CCC, no. 1935). In the Church, which, by grace and the Holy Spirit, is a supernatural society, we may likewise speak of equality: the equal dignity of the baptized and the equal call to holiness that comes from that.”

10 Frequently Asked Questions About Reservation of Priestly Ordination to Men, Committee on Doctrine, USCCB, 1998.

“The Church throughout America feels committed to show greater concern for women and to defend them “so that society in America can better support family life based on marriage, better protect motherhood and show greater respect for the dignity of all women.” There is a need to help women in America to take an

active and responsible role in the Church's life and mission, and also to acknowledge the need for the wisdom and cooperation of women in leadership roles with American society.

Ecclesia in America, pg. 45.

XENOPHOBIA

The fear of or contempt for strangers or foreigners

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees, U.S.C.C.B., Washington, D.C., 1996

ACTION CHECK LIST FOR ALL MINISTERS

Introduction

The Catholic Church, given the nature of its universality, has a moral imperative to embrace its diversity and to draw upon its multiculturalism to further enhance and enrich the ministries of the Church. To these ends, the following check lists may be used to assist the various ministries and organizations within the Church to examine their attitudes (both conscious and unconscious) and to view existing programs, curricula, processes and materials with an eye to recognize possible prejudice, bias or inequity where they may exist and substitute instead a positive, pluralistic, Christ-centered environment wherein all may feel affirmed and valued.

PERSONAL CHECK LIST

Rationale:

Each of us regardless of the capacity in which we serve the Church, must, if we are truly to assist in the process of creating an open and accepting environment, begin with self-examination. It is incumbent upon us then to begin the process by looking to ourselves and examining our own hearts.

AS SUCH WE MUST CHALLENGE OURSELVES TO:

1. Explore our own cultural attitudes and engage in a process of introspection with the aim of generating an environment that promotes respect and acceptance for all.
2. Examine our attitudes and behaviors to determine what effect race, creed, age, gender, ethnicity, disability and culture might have on the nature of our interaction with others.
3. Assess the extent to which our own language is free of racial ethnic, sexual, religious or other demeaning slurs.
4. Monitor the working and learning environment for the presence of derogatory language, stereotypical attitudes, or ethnocentric assumptions.
5. Assess our attitudes and beliefs regarding equal opportunity for and access to housing, education, and employment.

AS TEACHERS, CATECHISTS, AND EDUCATIONAL LEADERS, ESPECIALLY THOSE WHO WORK DIRECTLY IMPACTS UPON THE MOST VULNERABLE AND SENSITIVE OF ALL OUR CHILDREN, WE HAVE A SPECIAL RESPONSIBILITY AND MUST CHALLENGE OURSELVES TO:

6. Explore opportunity to work with and learn from other cultures and to reflect personally on that experience.
7. Explore opportunities for dialogue among various cultural groups which manifest the unity in diversity of the Kingdom of God.
8. Determine what particular cultural influences and biases we bring to teaching and the implications they have for learners.
9. Review our teaching materials and course content to assure that they are ethnically, racially and culturally inclusive.
10. Examine room decorations, pictures, logos and mascots to determine if they are sensitive to cultural diversity and inclusion.

ADMINISTRATIVE CHECK LIST

Rationale:

Leaders have the power to affect change. This includes the responsibility to foster opportunity for introspection and growth.

THEREFORE, AS ADMINISTRATORS AND ADMINISTRATIVE STAFFS / COUNCILS WE MUST CHALLENGE OURSELVES TO:

1. Review existing handbooks and policies for any biases.
2. Ensure that all local policies, practices and procedures are consistent with the teachings of the Church that condemn discriminatory behavior. Provide for the articulation, dissemination and accountability of the same.
3. Implement programs for faculty and students that provide an awareness of and heighten sensitivity to multicultural issues.
4. Examine logos, titles, mascots, and policy language to determine exclusion or insensitivity and make appropriate changes.
5. Ensure that the staff, auxiliary staff, special committees, and parish councils, reflect the diversity within the parish or school.
6. Network with community groups that reflect multicultural backgrounds and interests. Utilize such groups where appropriate.
7. Develop ways to explore cultural attitudes. Offer support and work towards generating attitudes of acceptance and respect for all, regardless of differences.
8. Pray and worship in a manner that incorporates and affirms multiculturalism.
9. Verify that funds do not flow to or from organizations that are discriminatory.
10. Monitor and collect data on incidents that may reflect cross-cultural friction and develop suitable coping strategies.

11. Provide youth with diverse role models in non-stereotypical situations.
12. Incorporate inclusive and non-stereotypical hiring practices.

CURRICULUM CHECK LIST

Rationale:

Materials chosen to be included in the curricula make a strong statement as to what we value as Church.

THEREFORE, TO ASSURE AN EQUITABLE ENVIRONMENT, THE CURRICULA MUST BE REVIEWED TO DETERMINE THE EXTENT TO WHICH:

1. Educational program content and objectives value cultural diversity and reflect respect for all.
2. Educational programs provide a variety of approaches to teaching and learning.
3. Program content reflects a variety of cultures.
4. Educational programs provide opportunities for multicultural social interaction.
5. Specific provisions are made for the use of community resources that reflect multiculturalism.
6. Instructional materials, language and methodologies are free from bias and stereotyping.
7. Instructional grouping practices facilitate equal opportunity and equal access.
8. Activities supporting the curriculum provide for different interests, cultural backgrounds and physical capabilities.
9. Learning environments provide a welcoming presence by celebrating the gifts of all people.

MULTICULTURAL EDUCATION SELF REFLECTION

“What *I* can do about it.”

In conversations about multicultural education the question often arises, “what can I do?” or “how can I help?” A critical step in developing an authentic understanding of multicultural education is for *me* to reflect on *my* own experiences of culture as a means to a better self-understanding and heightened awareness of the core issues that impact *my* ability to enter into this work. The reflection below is designed to facilitate this process. *My* response can be a manifestation of the Spirit and a practice of virtue that allows cultural diversity to reveal the power of God's mystery in all human societies and communities. Here is what *I* can do:

▶ I can reflect upon my own cultural/multicultural/racial identity and ask myself: how does my cultural/racial background influence my reactions to people and events that are different? Do I embrace or reject experiences outside of my own cultural/multicultural background? Where is God in all of this?

- Virtue: FAITH
- Manifestation of the Spirit: FAITHFULNESS

▶ I can be open to feedback about my words and reactions knowing that I may not be aware of the prejudicial and biased behaviors that I exhibit. I can call to my awareness God's vision in creating people of diverse backgrounds and seriously ponder God's call to me to broaden my circle of acceptance even though it may be uncomfortable at times.

- Virtue: LOVE
- Manifestation of the Spirit: CHARITY & PATIENCE

▶ I can consider the difference between my INTENT and the IMPACT of my actions and accept responsibility for the IMPACT even if it was not my INTENT. I can resist the temptation to place blame on someone else and take time to rethink my approach, asking God to help me to understand the implications of my actions.

- Virtue: HOPE
- Manifestation of the Spirit: UNDERSTANDING

▶ I can move beyond learning about other cultures & races to dismantling my inner prejudices and biases.

- Virtue: HOPE
- Manifestation of the Spirit: WISDOM

▶ I can accept the reality that being racially color-blind is a myth, impossibility and an insult. I can strive to be color-appreciative.

- Virtue: TEMPERANCE
- Manifestation of the Spirit: REVERENCE

▶ I can be aware of how my membership in my own social identity group has an impact on how other people perceive me.

- Virtue: PRUDENCE
- Manifestation of the Spirit: WISDOM

▶ I can collaborate well with others who don't share membership in my social identity group.

- Virtue: JUSTICE
- Manifestation of the Spirit: PEACE

▶ I can acknowledge that having certain demographic traits (e.g. being white) can help lead to most other people--generally speaking--responding to me more favorably than if I had a different trait? (This is a concept known as privilege; it might not be sought, but exists nonetheless.) When I experience privilege in any area of my identity, I can pray for the humility to be aware of and resist the temptations this privilege may present.

- Virtue: PRUDENCE
- Manifestation of the Spirit: RIGHT JUDGMENT

▶ I can model active listening, which includes discerning the Holy Spirit's true movement, within myself, and others. I can exercise courage to change for the better.

- Virtue: FORTITUDE
- Manifestation of the Spirit: PATIENCE, COURAGE

▶ I can prayerfully reflect on my own experiences and insights on diversity and with prudence understand that I may have been formed and influenced by positive role models as well as by negative stereotypes, prejudices and biases.

- Virtue: PRUDENCE
- Manifestation of the Spirit: UNDERSTANDING

▶ I can responsibly challenge myself to consider what I am doing or not doing that may contribute to the social plight or disenfranchisement of others before I view their behavior and action as a problem.

- Virtue: JUSTICE
- Manifestation of the Spirit: SELF-CONTROL

▶ I can celebrate my racial, cultural, ethnic and religious heritage without denigrating that of others.

- Virtue: JUSTICE
- Manifestation of the Spirit: GOODNESS, JOY

▶ I can be open to examine my understanding of racism, to being educated on racism and how it is manifested in American society, and to prudently discern how I may unconsciously participate in or foster the perpetuation of racism.

- Virtue: FORTITUDE
- Manifestation of the Spirit UNDERSTANDING, KNOWLEDGE & WISDOM

RESOURCES AVAILABLE FROM THE LEARNING MEDIA CENTER

Learning Media Center
2900 Noblestown Road
Pittsburgh, PA 15205
(412) 921-5800 x24
lmc@diopitt.org

TOPIC: AGED

AGING PARENTS

VHS-0430, Adult, 30 Minutes

This video will help the adult child deal with the frustration that caring for an aging parent can cause. It explores the emotional and physical needs of aging parents as well as the concept that aging parents are not all alike. This video shows how to build stronger relationships based on understanding and love.

ALL YOUR PARTS DON'T WEAR OUT AT THE SAME TIME

VHS-0099, Adult, 28 Minutes

This lively video is a moving message of hope for the last years, a testament on independence for the aged, and a demonstration that all our parts do not wear out at the same time – the heart seems to work better than ever after 65, if we let it.

EASE ON DOWN THE ROAD

VHS-0427, High School – Adult, 20 Minutes

This video is a documentary about the needs of the aging and the ways in which some church and synagogue congregations have responded to these needs. The necessity of keeping the aging in touch with the community, and of showing them that somebody cares, is the central theme of the video.

FLO AND CHARLIE

VHS-0302, High School – Adult, 28 Minutes

This is a docu-drama depicting the tender relationship of a man and a woman who are forced to live on the streets and for whom the bond of friendship is key to everyday survival and a hedge against homelessness. Interspersed throughout the video is documentary footage of actual situations faced by the homeless in New York City.

GENERATION CONNECTION: WHO AM I?

VHS-0371, High School – Adult, 26 Minutes

Eight high school students and their teachers visit a rehearsal of a group of older adults who perform musical skits for school and community groups. The students interact with the older adults to discuss forms of creative expression and ask questions about the sources of creativity, generational differences in creative expression and obstacles of creativity. The dialogue is presented as a gentle give-and-take on the part of the young

and old participants. The young do not patronize the old and the old speak openly and respectfully to the young.

GENERATION CONNECTION: REACH OUT FOR A FRIEND

VHS-0372, High School – Adult, 26 Minutes

This video is an intimate dialogue between two people who first appeared in the video WHO AM I? One is a high school student and the other, the founder of the performing group of older adults. They discuss a variety of topics relevant to teenagers, including the pressures today's teens face, the importance of self-esteem, and the importance of interaction between generations.

HELLO IN THERE

VHS-0348, Middle School – Adult, 21 Minutes

This video is the touching story of Mary, a widow in a boringly sterile retirement home, who mails letters to herself, shoplifts to gain attention and visits her husband's grave for company. Helen befriends her. Their relationship develops. The importance of simple friendliness and caring for the forgotten aging members of our community is the underlying theme of the video.

MARTIN THE COBBLER

VHS-1287, General Audience, 27 Minutes

Martin is a Russian cobbler who lives alone, has lost all interest in life and only wants to die. Eventually Martin discovers new meaning in life by meditating over some old truths.

OLD FOLKS ARE A-OKAY

VHS-0607, Elementary, 15 Minutes

On Halloween night the Fat Albert gang sets out to scare all the old people in town. Devery dares Russell and Melba to go trick-or-treating at old Mrs. Bakewell's house. When they don't emerge after a half hour, Fat Albert and the gang barge in to rescue them... only to find Russell and Melba being treated to soda and cookies. They all join the party and discover – "Old Folks are A-Okay!"

THROUGH GRANDPA'S EYES

VHS-0636, General Audience, 20 Minutes

This video offers a glimpse into the loving relationship of a young boy and his blind grandfather. As they spend the day together exploring the woodsy countryside, making music, watching TV, reminiscing with Nana, Grandpa shares the insights of his years, his experience and his blindness with Johnny. This video beautifully highlights the many other gifts that people with disabilities have to offer.

WIDOW'S MITE, STORYSCAPE

VHS-0338, Middle School – Adult, 25 Minutes

This video is a true story narrated by Father Ron Saucci, a Marynoll missionary to Hong Kong. He tells us of the elderly widow, Leung Ho, who comes to him seeking baptism in the Catholic faith. Father Ron discovers that it is she who has the most to teach. Her life is one of heroic generosity in the face of poverty and suffering.

TOPIC: BLACK CATHOLIC MINISTRY

AFRICAN CHILDREN'S CHOIR

VHS-1141, General Audience, 60 Minutes

Abounding with energy, these children from the impoverished areas of East Africa sing and sway in celebration of the love God has shown them. Their musical message of love, hope, and trust has inspired concert goers around the world.

ALMOST HOME – LIVING WITH SUFFERING AND DYING

VHS-0779, High School – Adult, 30 Minutes

In this video, Sister Thea Bowman, shares her personal experiences of living with the sufferings and uncertainties of a terminal illness. Through Sister Thea's depth of spirituality and her gift of storytelling, one discovers that the sufferings we encounter and the finiteness of our existence pale in the splendor and power of God's gift of life and his eternal promises to us.

BAPTISM: DOOR TO LIFE

VHS-1224, High School – Adult, 30 Minutes

This is an exciting, informative video that takes a close look at the sacrament's meaning and symbolism. Moreover, this video examines the why of infant Baptism through interesting interviews with lay men and women throughout the country. Monsignor Raymond East, a dynamic pastor of St. Teresa of Avila Church in Washington D.C., provides an excellent commentary of African Americans as he ties in Baptism with the traditions and culture of Africa.

BLACK CATHOLICS

VHS-1223, High School – Adult, 28 Minutes

This spirited program focuses on the role of Black Catholics and how their rich cultural and religious heritage contributes to the Church. Included is a visit to the Black Spirituality conference with Sister Thea Bowman as featured speaker and singer, a discussion of "soul" and the ongoing sensitization in the Church to various ethnic groups that make up the universal Church.

BLACK CATHOLIC EXPERIENCE SERIES – AFRICAN-AMERICAN SPIRITUALITY (Tape 1)

VHS-1103, Adult, 90 Minutes

Tape 1 in this series presents black spirituality, which is based on Scripture and the experience of slavery, Jim Crow laws, racism and separation. Father Abram explains how this spirituality is expressed in beliefs such as "trust resides in the lord, not the bill collector or the police chief or the mayor" and "God will make a way where there is not." Song lies at the heart of this experience.

BLACK CATHOLIC EXPERIENCE SERIES – AFRICAN-AMERICAN CULTURE (Tape 2)

VHS-1104, Adult, 92 Minutes

The second tape covers the cultural chasm between blacks and whites that comes from distance and misunderstanding. Father Abram explores the distinctive culture that arose from forced segregation. He explains black use of language, especially body language, gives examples of Black thinking and contrasts the value systems of black and white culture.

BLACK CATHOLIC EXPERIENCE SERIES – AFRICAN-AMERICAN CULTURE (Tape 3)

VHS-1105, Adult, 76 Minutes

The third tape explores distinctive ways of knowing in the black culture and explains how misunderstanding these ways of knowing leads to misinterpretation of behavior. Father Abram argues that all people need their culture and that we need to move beyond the limitations of operating out of only one value system.

BLACK CATHOLIC EXPERIENCE SERIES – AFRICAN-AMERICAN THEOLOGY (Tape 4)

VHS-1106, Adult, 55 Minutes

In the fourth tape, Father Abram argues that theology comes out of experience and that black theology was "born in the cotton field," in the experience of powerlessness and suffering. It is a Biblical theology that knows a compassionate God whose image is contained in the blackness of his people. It is also a theology that has had to struggle against racist images of God that deny blacks their vocation.

CREATION

VHS-1230, Middle School – Adult, 10 Minutes

This clay animation video is based on a black spiritual poem written by James Weldon Johnson in 1919. It is an inspirational piece in the tradition of the old time black preacher. These thunderous sermons from days gone by are as much a part of American folk tradition as the spirituals and blues.

THE CYPRESS WILL GROW

VHS-0685, Middle School – Adult, 18 Minutes

This video traces the history, heritage, and expression of African Americans with the Catholic Church in the United States. Using compelling scenes from across the country, this video dramatically illustrates the opportunity to evangelize successfully African Americans.

ENDURING FAITH – Part 1 – Waiting for Deliverance

VHS-2675, High School – Adult, 60 Minutes

This video series is a celebration of the enduring power of the faith and the faithful in African American communities throughout the United States. But it is also much more. It is an exploration of one diocese's history of struggling to deal with prejudice, especially between blacks and whites. In part one, this video looks at the history in which racism and prejudice are rooted. Catholics from the Diocese of Belleville share their own stories as well as stories that have been passed down from generation to generation as the African-American community has struggled to remain Catholic.

ENDURING FAITH – Part 2 – The Promise Goes Unfulfilled

VHS-2676, High School – Adult, 60 Minutes

This second volume in this series concentrates on the African-American Catholic story in the Diocese of Belleville, Illinois, during the middle of the twentieth century. This was a complicated and anxiety-ridden time for both the United States and the Catholic Church. During the civil-rights struggles of the 1950s and 1960s, many communities made national headlines, including Cairo, Illinois. Cairo is located in the southern-most part of the Diocese of Belleville. Many leaders of the Catholic Church in the diocese at that time did not understand or openly support the work of the young priests who preached a social gospel message. There was conflict on the streets of Belleville.

ENDURING FAITH – Part 3 – Still Reaching for the Promised Land

VHS-2677, High School – Adult, 60 Minutes

This video is a closer look at how, as members of the Body of Christ, Catholics in the Diocese of Belleville are living fully the gospel message of Jesus by reaching out to all people and ministering to their spiritual and material needs. It is a story about people and how they are seeking to move beyond mere tolerance and learn to accept people of all races. And it is a story about the obligation of social ministry in the Catholic Church today and tomorrow. This story is about hope, a steadfast, unrelenting faith in God, and the ongoing struggle of a community of African-American Catholics to remain Catholic.

FIRE IN THE PEWS

VHS-1226, High School – Adult, 30 Minutes

This video is an explosion of music and liturgy! "If there's ice in the pulpit you won't have fire in the pews." Moreover, this video focuses on a unique and diverse group, it looks at what Black Catholics share with other U.S. Catholics, and at those things which are unique to them. An exciting look at a group which is sure to challenge and inspire the American Catholic Church.

A PASSION FOR FAITH

VHS-0866, High School – Adult, 60 Minutes

This video documents the struggle of African American Catholics to gain full participation in the Catholic Church. Hosted and narrated by Avery Brooks, star of "A Man Called Hawk" the program traces the history of Black Catholics from their arrival in Baltimore in 1793 to the development of the National Pastoral Plan, "Here I Am, Send Me."

REVIVAL

VHS-0018, Middle School – Adult, 15 Minutes

This program reveals the dynamism of the Black Catholic experience and how the Black Catholic community is raising up spirit-filled leaders in the Church.

SAINT

VHS-1229, High School – Adult, 60 Minutes

The exceptional life of St. Martin Depores is portrayed in this upbeat musical that looks at the works of this South American saint. The story is set around a group of college seniors who are required by the university they attend to put on a musical about St. Martin's life. The students are skeptical at first, but after some research, realize that St. Martin de Porres was a predecessor to their own beliefs and ideals. This is a production of the Black Televangelization Network.

SAY IT LOUD! WHAT WE HAVE SEEN AND HEARD

VHS-0236, High School – Adult, 40 Minutes

This video is dedicated to teaching about the Catholic faith. It differs from other religious videos in that it speaks primarily to the black community. The video is one which the black community can relate to and claim as its own.

SEARCH FOR BLACK CATHOLIC HERITAGE – PART 1: EGYPT, THE MISSING HYPHEN

VHS-0388, Middle School – Adult, 30 Minutes

This program explores our lack of appreciation of Western civilization having black foundations through the influence of Egypt. Those interviewed share the importance of Egypt as an intellectual source for the concepts of philosophy, mathematics, medicine, and many other disciplines. They point out the importance of Egypt in our religious concepts such as life and baptism.

SEARCH FOR BLACK CATHOLIC HERITAGE – PART 2: THE BLACK PEOPLE'S PRESENCE IN THE BIBLE

VHS-0389, Middle School – Adult, 30 Minutes

Cites the many black personalities that are found in the Bible. It highlights those whose names include references to Ethiopia. It also deals with Egypt as a black nation, and its gifts to the Bible by the way of contributions to the biblical text itself. It demonstrates the high esteem in which black people were held by their Hebrew neighbors.

SEARCH FOR BLACK CATHOLIC HERITAGE – PART 3: THE AFRICAN CONTRIBUTION TO CHRISTIANS

VHS-0390, Middle School – Adult, 30 Minutes

This video brings into focus the importance of North Africa to the growth of the early Church. It reviews the men and women who were African saints of that time: St. Augustine, St. Monica, Sts. Felicitas and Perpetua and three popes from Africa.

SEARCH FOR BLACK CATHOLIC HERITAGE – PART 4: THE AFRICAN CONTRIBUTION TO CHRISTIANS

VHS-0391, Middle School – Adult, 30 Minutes

This program explores the growth of Catholicism among people of African descent throughout the world today. It covers the dynamics of evangelization in Africa, Brazil, the Caribbean and the United States. Today, there are some 120 million Catholics of African descent.

SISTER THEA OLE-TIME RELIGION: VOL. 1, OUR CALLING

VHS-0963, High School – Adult, 30 Minutes

The African-American religious tradition embodies a rich biblical experience that is both unique and universal. Sr. Thea draws upon that biblical spirituality to proclaim and celebrate the gospel with all peoples and cultures. Old-Time Religion; Vol. 1 is divided into two parts: Ole-Time Religion and Go Down, Moses.

SISTER THEA OLE-TIME RELIGION: VOL. 2, OUR CONVERSION

VHS-0964, High School – Adult, 30 Minutes

The African-American religious tradition embodies a rich Biblical experience that is both unique and universal. Sister Thea draws upon that Biblical spirituality to proclaim and celebrate the gospel with all people and cultures. Ole-Time Religion: Vol.2 is divided into two parts: Wade in de Water and Walk Together Children.

SISTER THEA OLE-TIME RELIGION: VOL. 3, OUR COVENANT

VHS-0965, High School – Adult, 30 Minutes

This video is one in a series made especially for television viewers. Recognized nationally for courage in her struggle with incurable cancer, Sister Thea makes equally incurable dry bones rise again. The African-American religious tradition embodies a rich Biblical experience that is both unique and universal.

SISTER THEA OLE-TIME RELIGION: VOL. 4, OUR SALVATION

VHS-0966, High School – Adult, 30 Minutes

The African-American religious tradition embodies a rich biblical experience that is both unique and universal. Sister Thea draws upon that biblical spirituality to proclaim and celebrate the gospel with all peoples and cultures. Ole-Time Religion: Vol.4 is divided into two parts: Joshua Fit de Battle of Jerico and Mary Had a Baby/Amen/Were You There?

SISTER THEA: HER OWN STORY

VHS-0922, High School – Adult, 50 Minutes

Sister Thea: Her Own Story is just what the name implies, a video memoir of Sister Thea Bowman made at her home in Mississippi just months before her death. She speaks of her childhood, family, her calling and her aspirations for "God's Children" with candor and sensitivity. The last major interviews with one of the most remarkable women of our day!

TOPIC: MEN AND WOMEN

FROM SUN UP

VHS-0527, High School – Adult, 28 Minutes

This is the story of women of black Africa, of their strength and courage, of their daily struggle, concerns and challenges. This video is candid, authentic picture of the dawn-to-dusk, life giving, life-sustaining effort of these women everywhere, especially those living in poorer conditions.

A GATHERING OF MEN

VHS-0926, High School – Adult, 60 Minutes

In ancient times the movement of the man was downward, a descent into grief. Before you're really a man, that descent has to take place. It's referred to in fairy tales as a time of ashes, and the time of descent... The old male initiators – King Arthur would be one – are interested in the soul of the young man. That's what young men are missing...join Bill Moyers as he interviews Robert Bly – Poet and this interesting concept.

THE HUMAN ANIMAL

VHS-0242, High School – Adult, 52 Minutes

"Man and woman are different" What needs to be made equal is the value placed on these differences. Phil Donahue looks at the differences. Instead of constantly reinforcing the biological differences between males and females, society is now beginning to realize the value of having men and women switch roles, as "he" learns to nurture, and "she" to become the more aggressive provider.

IN GOD'S IMAGE – WE'RE NOT SEX OBJECTS

VHS-0508, Junior High – Parents, 18 Minutes

Our young people today are bombarded with sexual stimulation: television, movies, newspapers, magazines, music, music videos, and the Internet. If we want our young people to believe that sexuality is sacred and special, we must give them an example to follow. We need to help them understand and appreciate chastity and respect for all persons.

ISSUES IN SEXUALITY: FEMININITY AND MASCULINITY

VHS-0088, High School, 15-17 Minutes

The subjects of intimacy and sexism are explored in this video.

MY SOUL PROCLAIMS

VHS-0380, High School – Adult, 60 Minutes

One works with teenagers to develop their leadership skills. Another brings the Word of God to the hearts of Christians. Still another eases the pain and anxiety of post-abortion syndrome - different women, different gifts, but the same faith.

RELATIONSHIPS: THE MALE DILEMMA, PART II.

VHS-0362, Adult, 26 Minutes, Adults

Growing up in our society has put emotional shackles on many American men. Clayton Barbeau discusses problems this has caused, and looks at some of the solutions.

TOPIC: MULTICULTURAL

ADVENT WITH SAINT NICHOLAS – CUSTOMS FROM AROUND THE WORLD

VHS-2429, 12 Minutes, Elementary – Middle School

Ten-year old Holly arrives home from religion class eager to enter a contest about the meaning of Advent. While she tries to tell her family about it, they are too caught up in worry and banter about the details of Christmas preparation to listen. Later that day, Holly sits at the computer feeling discouraged. Suddenly a surprise visitor appears – St. Nicholas. With the saint's help, Holly learns more about the meaning and background of customs her family and other families practice during Advent.

BAPTISM – SACRAMENT OF BELONGING

VHS-0876, 8 Minutes, Elementary

This is the touching story of an orphan named Alfredo. Scarred by fire he wanders from place to place until he discovers an orphanage full of happy and well cared for children. He asks the priest in charge if he can be accepted. Fearing the child will be ridiculed and rejected, Father puts the question before the children. After a dramatic pause, one boy speaks in the name of the others – "He is my brother!"

CANONIZATION OF KATHARINE DREXEL

VHS-2598, Middle School – Adult, 60 Minutes

This video describes Mother Drexel's progress toward sainthood. Beatified on November 20, 1988, and canonized as a saint by Pope John Paul II on December 1, 2000, this documentary uses Mother Drexel's letters, personal diaries and family photos of her missionary work to tell her story. The program also includes the canonization ceremony in Rome, the miracles attributed to her intercession, and interviews with those who are carrying on her work and with those who have been touched by her legacy.

CHURCH WITHOUT BORDERS

VHS-2613, H.S. - Adult, 60 Minutes

This video examines the experiences of young people from the United States and Latin America who share their faith through creative inter-American missionary programs. This video also illustrates the need for all Catholics to appreciate the traditions and cultures that every Catholic brings to the faith and shows how each have a connection in Christ.

CIRCLE OF THE SPIRIT

VHS-1080, H.S. - Adult, 60 Minutes

This video is a saga of two Northwestern tribes of Native Americans, the Coeur d' Alene of Idaho and the Lumi of Washington State. Viewers will experience traditional native dances. Tribal members tell of the coming of the Jesuit "Blackrobes" in 1837 and the tensions that have existed between the acceptance of Christian beliefs and their traditional tribal spirituality.

COMUNIDAD

VHS-1940, H.S. - Adult, 17 Minutes

In response to the growing number of small church communities in many Hispanic and non-Hispanic communities, the U.S. Bishops offer this video to help answer the question, "What makes a community viable and Catholic?"

EVANGELIZATION IN ACTION

VHS-1940, Middle School - Adult, 61 Minutes

This video explores nine case studies of people involved in bringing the Good News of Christ to others. This is a truly multicultural video experience that visualizes the Catholic Church as "Universal".

FIGHTING FAIR

VHS-1840, Intermediate, 18 Minutes

"When push comes to shove, kids need the skills to fight non-violently." Showing a coach helping a group of angry kids resolve conflict on the basketball court. Vivid scenes of the civil rights movement are used as a backdrop to help the young people understand the dynamics of nonviolence.

FIRST CHRISTMAS CRIB – A Story of St. Francis of Assisi

VHS-1940, General Audience, 12 Minutes

This video is suitable for all ages and tells the story of St. Francis and the first Christmas crib by means of simple narration, illustrated by still scenes featuring whimsical handmade figures. Nativity scenes from around the world capture the multicultural appeal of the Christmas crib.

JERUSALEM – CITY OF HEAVEN

VHS-0781, H.S. - Adult, 90 Minutes

An essential segment of religious history found its epicenter in a place called Jerusalem. Erected on a major trade route between Egypt and Babylon, the city was a prize for which generations of invaders fought and died. Today, Jews, Moslems and Christians all claim holy sites within Jerusalem's fortified walls. It's an enlightening, introspective

depiction of this city of ancient faith, now struggling to overcome substantial odds to build an enduring peace.

KYLIE'S SONG

VHS-1193, Elementary, 12 Minutes

Sometimes a koala has to do what a koala has to do. That's what Kylie decides in this moving story that shows youngsters how important it is to develop their individual capabilities, since it is the difference among people that make them special. Born with a song in her heart, Kylie is at odds with the dictum that koalas are not supposed to sing. She soon learns that being different is lonely and hard, but she also discovers that conformity doesn't necessarily lead to contentment. With the encouragement of a dancing wallaby and a platypus who likes to drum, Kylie becomes that best singer she can be and earns the respect of all who hear her.

MEET ME IN RECIFE

VHS-2545, Middle School - Adult, 29 Minutes

In this video, you will meet a diverse group of orphaned teens in Recife, Brazil whose family life in the community of God and Our Lady make these words come alive. This video invites a deeper understanding of what community/family really means.

ON FIRE WITH FAITH

VHS-1172, H.S. - Adult, 60 Minutes

This video explores the encounter of the Spanish conquistadors and missionaries with the native peoples of the territory that became the Southwestern United States. This encounter gave rise to a new culture and race – a mestizaje. Narrated by Rosana DeSoto, this video recounts the events leading to the arrival of Columbus and the subsequent exploration by the Spanish. The narration brings the story into the present with contemporary Hispanics who witness their faith through active lives of service to others.

PORTRAITS

VHS-1160, Middle School – High School, 15 Minutes

Amelia, a teenage American girl of Latino descent, has an art assignment to draw a self-portrait. One drawing reflects her dream of being "Teen Princess," a dream quickly negated by her feeling of being taken for granted by her family. Other drawings show Amelia's images of her self. Finally, having destroyed all her "portraits," Amelia sits down and gazing into the mirror, attempts to draw herself as she is.

SAINTS IN THE MAKING – Pierre Toussaint

VHS-2703, H.S. - Adult, 28 Minutes

Born a slave in Haiti, Pierre was brought to New York in 1787 and trained as a hairdresser. Known for his dignity and warm charity, especially toward the impoverished family that enslaved him, Pierre was finally freed in 1807. Attending Mass daily, Pierre worked hard to provide for his family and for homeless boys. Pierre Toussaint is buried in St. Patrick's Cathedral and was declared "Venerable" in 1996.

ST. JOHN NEUMANN

VHS-0781, Middle School - Adult, 28 Minutes

When John Neumann came to America in 1836, he had only one thought in mind: to become a priest in order to serve the many immigrants who had come to this "new land." St. John Neumann gives a glimpse into the life of this frontier priest who became the fourth Bishop of Philadelphia and a great American saint.

TWO SUITCASES – The Story of St. Josephine Bakhita

VHS-2837, High School – Adult, 58 Minutes

Josephine was born in 1869 in Sudan. As a child of seven or eight, she was taken away by Arab slave traders and given the name "Bakhita," meaning "fortunate," and then sold no less than five times between 1877 and 1883. She was subjected to beatings which left deep scars on her body. Finally in 1883 she was purchased by an Italian Consulate agent, Calisto Legnani, who was much kinder to her. Legnani returned to Italy in 1885, taking Josephine with him. There she was entrusted to the care of the Michieli family in Venice. When the Michielis went to Sudan on business, Josephine stayed at the Catechumen Institute in Venice, run by the Canossian Sisters. It is here that she discovered the faith and learned that God, not man, is the true master of every human being. When the Michielis came to take her back to Sudan, she chose to remain in Venice, and her new life began. Pope John Paul II declared Sister Josephine a saint in 2000. This video is dubbed from Italian.

WHY WE NEED EACH OTHER

VHS-0486, Pre-School - Primary, 12 Minutes

This animated video introduces the basic concept that the differences between people are valuable.

TOPIC: PREJUDICE AND DISCRIMINATION

AMAZING GRACE

VHS-0943, High School – Adult, 60 Minutes

Across time, oceans and cultures, "Amazing Grace" has endured as one of the most popular pieces of music in the English language. Its universal appeal inspired the acclaimed journalist Bill Moyers to tell the story of this song through the people who have sung it. The video explores the irony that the author was slave ship captain who later reformed and worked to abolish slavery.

BILL COSBY ON PREJUDICE

VHS-0468, High School – Adult, 25 Minutes

This is a hard-hitting video. It stirs up the emotions. We usually expect Bill Cosby to be funny, so when he hits us with many of our deepest prejudices, the impact is all the greater. A few of the Archie Bunkers among us will react by disparaging the video, no one can stay indifferent.

EYES ON THE PRIZE

VHS-0598, Middle School – Adult, 110 Minutes

A special feature-length edition of the original six-hour film series "Eyes on the Prize" was broadcast on public television in 1987 to unprecedented critical acclaim. The American civil rights struggle has been called the second American Revolution. The amazing drama of the civil rights movement comes to life in this sweeping story of people who changed America.

FATEFUL DECADE: FROM LITTLE ROCK TO THE CIVIL RIGHTS BILL

VHS-1840, High School – Adult, 27 Minutes

The program begins at Little Rock's Central High School and follows the civil rights movement accelerating: marches, clashes with the police, the jailing of demonstrators, the murder of Medgar Evers, the Montgomery March, the Mississippi Freedom March, Martin Luther King's famous speeches, his funeral, and LBJ's signing of the Civil Rights Bill of 1968.

HUMAN RACE CLUB: PREJUDICE AND DISCRIMINATION (The Unforgettable Pen Pal)

VHS-0736, High School – Adult, 27 Minutes

In this video, A.J. and the Human Race Club learn valuable lessons about prejudice and discrimination. When A.J. and his pen pal, Joey, discover their mutual interest in basketball, they become the best of friends. But the chance to finally meet one another at a professional basketball game leads them to encounter prejudice where they least expect it! Kids will learn the negative effects of prejudice.

LIGHT IN THE DARKNESS

VHS-1976, High School – Adult, 48 Minutes

This is a moving historical documentary that highlights the spirit and faith of the Volga German people. These German nationals emigrated to the Volga region of Russia during the time of Catherine the Great seeking freedom and local self-government in their new homeland. Despite their historical support of the Soviet Union, Stalin feared they would not remain loyal to his regime in the war against Germany. In 1941 they were banished to forced labor camps to die of cold and starvation and execution.

LITTLE FRIEND

VHS-0299, Middle School – Adult, 43 Minutes

This is the story of an eleven-year old boy, an old man and a time of war that divided and yet united them. The video illustrates the whole question of prejudice and the need we all have for enlightenment.

MARTIN LUTHER KING, JR. – The Legacy

VHS-1973, High School – Adult, 78 Minutes

This program provides an intimate portrait of Martin Luther King, Jr., profiling his life as a civil rights leader, and assessing the extent to which his dream of racial equality has been realized today.

MEMORY OF THE CAMPS

VHS-1840, Adult, 60 Minutes

Fifty years after the liberation of concentration camps across Eastern Europe, the British government released footage shot by its soldiers. This Frontline special examines the Nazi camps when they were liberated and the gruesome discoveries made about the Holocaust. **BECAUSE OF THE NATURE OF THE VIDEO, VIEWERS ARE STRONGLY CAUTIONED ABOUT SCENES OF NUDITY AND GRAPHIC SCENES OF DEATH.**

OUR FRIEND, MARTIN

VHS-2449, Middle School – Adult, 60 Minutes

What begins as a routine class project for a diverse group of sixth-graders turns into a magical, time-traveling adventure they'll never forget! Authentic historical footage of Martin Luther King, Jr. is blended with colorful animation as the students learn about – and actually meet – the civil rights leader who challenged all Americans to turn his dream of freedom into reality.

OUR TIMES: CHALLENGES AND CHOICES – The Return of Racism

VHS-0804, High School – Adult, 28 Minutes

This video investigates bigotry in America today. Racism has undoubtedly been present in human affairs for centuries. It is a matter of critical importance, not only in distant places like South Africa, but also in our own society.

A PICTURE BOOK OF MARTIN LUTHER KING, JR.

VHS-0945, Elementary, 27 Minutes

One of the outstanding figures of the twentieth century, Martin Luther King, Jr., invigorated and advanced the battle for civil rights in the United States. This video, created from the book by David A. Adler and illustrated by Robert Casilla, introduces the young viewer to Dr. King as it recalls Dr. King's life, ideals and accomplishments.

RACISM – History of the 20th Century

VHS-1975, High School – Adult, 48 Minutes

This century has witnessed a remarkable period in race relations: on one hand, great strides have been made in bringing equal rights to people around the globe; conversely, we have also seen the most barbaric crimes ever committed against humanity. This program examines the civil rights movement in the U.S., and looks at South Africa's history, where racism was a way of life until apartheid was repealed and Nelson Mandela took office.

SHADOW OF HATE – A History of Intolerance in America

VHS-1918, High School – Adult, 40 Minutes

This video spans three centuries to examine this country's ongoing struggle to live up to its ideals of liberty, equality and justice for all. Through documentary footage and eyewitness reports, viewers are given a powerful perspective on historical events from the ordinary people who lived through them.

TIME FOR BURNING

VHS-1882, High School – Adult, 58 Minutes

Recorded in black and white in the 1960s, this video addresses the issues of racism and prejudice when an all-white Christian church tried to reach out to a black Christian congregation. While many supported this effort, there were also many who were disappointed with both the effort and the results. This video speaks volumes about discrimination in the 1960s but also raises the question whether or not much has improved in racial relations since.

TO KILL A MOCKINGBIRD

VHS-1294, Middle School – Adult, 131 Minutes

Gregory Peck won an Oscar for his brilliant performance as the southern lawyer who defends a black man accused of rape in this video version of the Pulitzer Prize-winning novel. The way in which it captures a time, a place, and above all, a mood, makes this video a masterpiece. The setting is a dusty Southern town during the Depression. A white woman accuses a black man of rape. Though he is obviously innocent, the outcome of his trial is such a foregone conclusion that no lawyer will step forward to defend him – except Peck, the town's most distinguished citizen. His compassionate defense costs him many friendships but earns him the respect and admiration of his two motherless children.

WE SHALL OVERCOME

VHS-1145, High School – Adult, 60 Minutes

The Emmy Award-winning story of how the old spiritual evolved into an anthem for civil rights movements around the world. Harry Belafonte, featured along with spell-binding footage of the U.S. Civil Rights Movement of the 50s and 60s.

TOPIC: SPECIAL NEEDS AWARENESS

BAPTISM – A PROMISE TO DISABLED PEOPLE

VHS-0409, Adult, 16 Minutes

This video is for parish staffs including parish councils who need insight, understanding and concrete suggestions for incorporating the disabled more fully into the parish community.

BEST BOY

VHS-2714, Adult, 104 Minutes

This Academy Award-winning video, for best feature documentary produced and directed by Ira Wohl, is an uplifting story of a 53-year old mentally disabled man's struggle for independence.

BLESSED BE

VHS-0645, General Audience, 8 Minutes

The words of this video come entirely from the Sermon on the Mount. Scenes of children at a special school illustrate each phrase. The process of becoming a loving person can begin in recognizing the needs of others. Being a friend eases loneliness and loss; being a reconciler makes for peace; being a comforter leads to fulfillment, etc.

CRIPPLED LAMB

VHS-2709, General Audience, 30 Minutes

To be in the right place at the right time...nothing is more special...when God has a plan for you! Old Asah knew this well, and when it came time to teach young Benjamin Goat about life, the old story-telling camel told a tale of little Joshua...a crippled lamb who always felt left out. Joshua longed to keep up with the flock, but God had a very special plan for him – just as He does for everyone. One cold winter night, Joshua was in the right place at the right time to watch history's greatest event unfold...and to play a part in it. Filled with warm, tender moments, this story will charm children and families year 'round.

DEAF LIKE ME

VHS-0793, Grade 3 - Adult, 24 Minutes

Yollie has isolated herself from her classmates because she feels that her hearing impairment makes her different. When a professional mime visits her school she becomes enthralled with his performance. After the show she discovers that he, too, is deaf. For the first time, Yollie comes to accept herself and to hope in the future and its possibilities.

HEART HAS ITS REASONS

VHS-0077, High School - Adults, 60 Minutes

Shot entirely on location in France and the United States, this program offers an intimate and candid look into one of the most remarkable Christian communities in the world today – the L'Arche community for men and women with mental handicaps.

JESUS BICYCLE

VHS-0730, General Audience, 21 Minutes

Emily is six years old, lost and alone. Dirk is a mentally and physically disabled youth with a special bike. Being different makes Dirk a target of neighborhood kids, but it does not dim his spirit. Dirk comes to Emily's rescue – together they go on an adventure – and together they live out the lesson: everyone is made in God's image. This is a story that can help children confront, understand and accept disabilities in others.

JONI: LET'S BE FRIENDS AND MEET MY FRIENDS

VHS-0407, Intermediate, 30 Minutes

This video and curriculum will help children learn what it means to be handicapped, and how to treat people with disabilities.

KINGDOM OF GOD IN OUR MIDST

VHS-0220, Adult, 30 Minutes

This is a special religious education video containing reflections on the gospel imperative to welcome handicapped people into the Church. Ideas and methods for sharing the faith with handicapped persons are included.

LEARNING AMERICAN SIGN LANGUAGE

VHS-1837, General Audience, 90 Minutes

Video and book designed to help you learn American Sign Language through vocabulary and sentences needed to communicate in common life situations.

LEARNING DISABILITIES AND SOCIAL SKILLS

VHS-1842, Adults, 68 Minutes

Kids with learning disabilities are often isolated and rejected. Richard Lavoie, a nationally known expert on learning disabilities, explains why that nationally known expert on learning disabilities, explains why that happens and what teachers can do to help students improve their social skills.

LIVING WITH DISABILITIES

VHS-1841, Teens, 30 Minutes

Walk a mile in my shoes. . . spend the day in school with a young teen who is confined to a wheelchair. Also, watch a high school basketball star that struggles to overcome an injury that could end his dream of playing pro-ball.

A PLACE TO COME BACK TO – MENTAL ILLNESS AND THE CHURCH

VHS-0729, Adult, 29 Minutes

Mental illness is a disease. This disease is different from other diseases because of the stigma society places upon people who have mental illness. This video shows examples of how the religious community is involved in helping the families and victims of mental illness.

RELUCTANT SAINT – The Story of St. Joseph of Cupertino

VHS-2056, General Audience, 104 Minutes

Giuseppe, a young peasant boy who was slow to learn, clumsy and misunderstood, becomes a priest after many mishaps and trials. His local bishop recognized holiness and the possibility of greatness in Giuseppe's simplicity.

SAM: WHY AM I DIFFERENT

VHS-0792, Middle School - Adult, 25 Minutes

Sam has cerebral palsy. He can't do the things other kids can do. Yet, Sam is not different. Inside, Sam is just like everyone else. He can think, and he can work. This touching video looks into Sam's life from his point of view.

THERE'S NO ONE EXACTLY LIKE ME

VHS-0764, Elementary, 37 Minutes

Through puppet vignettes this video demonstrates what it is like to be disabled to young children.

THROUGH GRANDPA'S EYES

VHS-0636, General Audience, 20 Minutes

This video offers a glimpse into loving relationship of a young boy and his blind grandfather. As they spend the day together exploring the woodsy countryside, making music, "watching" TV, reminiscing with Nana, Grandpa shares the insights of his years, his experience and his blindness with Johnny. The video beautifully highlights the many other gifts that people with disabilities have to offer.

WE ARE ONE FLOCK

VHS-0843, High School - Adult, 15 Minutes

This is a video about full participation of persons with disabilities as proclaimed in the U.S. Bishops' Pastoral Statement.

WELCOME ONE – WELCOME ALL – Teaching the Gospel Around Children with Difference

VHS-1262, Adult, 35 Minutes

This video features the story of St. Luke's Church in Beavercreek, Ohio where 26 children with special needs have been included in the regular religious education classes. This is a program for everyone who wishes to make their church or school a more welcoming Christian community.

WOMAN WHO WILLED A MIRACLE

VHS-1265, Middle School - Adult, 60 Minutes

Emmy-award winner, Cloris Leachman, gives a moving, powerful performance as May Lemke, whose determination, faith and love for her blind, severely retarded, adopted son, Leslie, leads to an amazing miracle in their lives.

TOPIC: THE TEACHING OF CHRIST WITH BISHOP DONALD W. WUERL

PARABLE OF THE HAVES AND HAVE NOTS

VHS-2871, Middle School – Adult, 28 Minutes

This program in "The Teaching of Christ" television series, featuring Bishop Donald W. Wuerl of the Diocese of Pittsburgh, is titled "Parable of the Haves and the Have Nots."

Bishop Wuerl's guests are Grace Harding, Director of the diocesan Department for Persons with Disabilities, and Sister Michelle Grgurich, Associate Director of the diocesan Department for Persons with Disabilities. During the interview segment, Bishop Wuerl and his guests discuss the particular ramifications of Jesus' parable. The mission of the Department for Persons with Disabilities is to have people with disabilities, particularly children, fully integrated in the life of the Church.

UNDERSTANDING DISABILITIES

VHS-1197, Middle School – Adult, 28 Minutes

This program in "The Teaching of Christ" television series, featuring Bishop Donald W. Wuerl of the Diocese of Pittsburgh, is titled "Understanding Disabilities." Bishop Wuerl's guest is Jay Styperk.

WALKING IN THE LIGHT OF CHRIST

VHS-2488, Middle School – Adult, 28 Minutes

This program in "The Teaching of Christ" television series, featuring Bishop Donald W. Wuerl of the Diocese of Pittsburgh, is titled "Walking in the Light of Christ." Bishop Wuerl's guest is John and Jane Pillar.

RESOURCES FROM THE DEPARTMENT FOR PERSONS WITH DISABILITIES

Department for Persons with Disabilities

412-456-3119 (Voice)

412-456-3122 (TTY)

412-456-3189 (FAX)

disabilities@diopitt.org

BOOKS:

WHEN YOU HAVE A VISUALLY IMPAIRED STUDENT IN YOUR

CLASSROOM: A GUIDE FOR TEACHERS, provides teachers with essential information on how to work effectively with students who are blind or visually impaired. It outlines students' abilities and needs, special devices, technology and materials used by students. American Foundation for the Blind, 2002.

WHAT'S WRONG WITH TIMMY? Helps children understand that kids with disabilities are not to be feared, pitied or ridiculed but are to be embraced, challenged and included. Maria Shriver. Little Brown and Company, 2001.

SIGNING AT SCHOOL presents signs, sentences and vocabulary to enable a beginning signer to ask questions, get information, give greetings and give directions. Garlic Press, 1992

CAN I HELP? presents signs, sentences and information to help a beginning signer communicate with a hearing impaired person. Garlic Press, 1993

Signing at Sunday School serves as a good introduction to sign language for young signers, presenting songs, the story of Jesus, and Bible verses all within a simple and illustrated signing vocabulary. Garlic Press, 1998.

CREATED IN GOD'S IMAGE is a book about two sisters who have a form of muscular dystrophy; it can also be used as an educational awareness tool. Diocese of Pittsburgh.

WE GO TO MASS is a picture book of the Mass designed for children with autism. It consists of photos of each part of the Mass and the words to accompany the photos. It may be used as a prayer book at Mass.

MY CHURCH is a picture book about a young, deaf girl who shares her faith experience as a member of a bilingual Catholic church where American Sign Language and English are used. It provides deaf children with a sense of belonging in their faith community and hearing children with insights into the world of deafness.

JUST LIKE YOU is a picture story of two children with Down Syndrome. The photos show the everyday life and accomplishments of these children and their interaction with faith, family and friends.

SEEING THROUGH GOD'S EYES – two children who are blind are featured in this picture book that focuses on their faith life and the ways they learn. Readers are introduced to the importance of Braille, large print and technology for children who are blind.

ONE FLOCK, ONE SHEPHERD is a collection of prayers by parents and grandparents of children with disabilities that will strengthen and nurture the faith of parents of children with special needs.

CATHOLIC VISION OF LOVE FOR STUDENTS WITH SPECIAL NEEDS guidelines for Christian education in sexuality and the family, is a supplement to The Catholic Vision of Love. The supplement outline is divided developmentally and chronologically into three levels which allow it to be adapted to the student's age, as well as the level of functioning and various learning styles. It focuses on building a positive self-image through catechesis.

RESOURCE BINDERS:

BRILLE IS BEAUTIFUL: a collection of resources from the National Federation of the Blind (NFB) developed for use with sighted children ages 9-11. Kit contains 2 videos, 3 books, slate, stylus, Braille alphabet card and workbook.

JAKE AND THE SECRET CODE is an excellent video introduction for children of many ages and adults with limited exposure to the issues of blindness. Presenters will find the video presentation effective in many settings, including schools, religious institutions, youth organizations, and community associations.

THAT THE BLIND MAY READ is a video developed with an adult audience in mind and is particularly effective with adults and young adults who will be working with blind children as teachers, parents or siblings.

THE WORLD UNDER MY FINGERS, personal reflections on Braille, NFB, 1995.

WHAT COLOR IS THE SUN, personal accounts and reminiscences of what it is like to be blind and how blind people feel, Kernel Books, 1991.

I CAN FEEL BLUE on Monday, stories about what blindness is and what it is not, NFB, 2000.

SPECIAL OLYMPICS SO GET INTO IT: a curriculum resource kit for students without disabilities. The kit provides the necessary materials to involve students in learning about those who are different, but can nonetheless inspire the world with the lesson that we all have gifts to contribute no matter what our limitations. Children also learn about the Special Olympic experience and all its positive messages. They will come to appreciate the critical role of service-learning. Kit includes three videos, 2 books, lesson plans and related materials.

ATTITUDE (VIDEO)

Nick News Special Edition: A World of Difference (video)

Disney's The Loretta Claiborne Story (video)

What's Wrong with Timmy (book)

My Brother's Special Olympic Medal (book)

RESOURCES AVAILABLE FROM THE DEPARTMENT FOR BLACK CATHOLICS, ETHNIC & CULTURAL COMMUNITIES

Department for Black Catholics, Ethnic & Cultural Communities
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