

The Work of Resurrection

-January 2022-

“Hurry then, take up this work of resurrection, never forgetting that the special end of your institute is, before all, to sanctify youth.”

-Basil Moreau, Christian Education, 1856

The Brothers of Holy Cross used to be divided up into various geographical groups, called provinces, that were spread out across the country and allowed the brothers to staff their schools more efficiently. We know that there are hardly any brothers in the schools these days and that the schools have become like their own provinces. Thanks to the Brothers of Holy Cross, each school now has its own history, tradition and culture. Each school has its own community of administrators, teachers, families, students and staff members. Each school has its own financial position and governance structure. Each school has its own relationship with the local Church and neighborhoods. And it is the common mission, of “crossing borders of every sort” to make God known, loved and served (cf. *Constitutions*, 17), that holds these individual institutions together.

Within the context of our own local school communities and without the luxury of having the same congregational supports that the Brothers of Holy Cross enjoyed, we are tasked with filling out the picture of our vocational identities as Holy Cross Educators: With whom do we live? How do we live? To whom are we accountable? Do we have a prayer life? Do we need to be in counseling to deal with some past trauma? Would a support group be helpful for us to navigate the challenges of our professional and personal lives? In the schoolhouse, we are invited to discern concrete ways that we might contribute to our unique community of Holy Cross Educators. We should also remember that the *Constitutions* recognize that since we are “women and men who work,” we are therefore “women and men who need to be revitalized” (39); thus finding creative ways to spend time together as peers and to share about our experiences and hopes is key to building healthy relationships among faculty and staff. The *Constitutions* go on to offer some very honest and common sense advice that makes for strong local school communities that last:

“As women and men who share their lives in community, we come to know one another closely. Faults and shortcomings will make us each a trial to others from time to time. Differences of opinion, misunderstanding and resentment can and occasionally will unravel the peace in our community. Thus it is part of our lives to extend correction and apology to one another and in frank yet discreet ways to reconcile. Our very failures can then be transformed by God’s grace into closer comradeship” (41).

Indeed, our willingness to see beyond mere employment will empower us to take ownership of each of our relationships in the schoolhouse and build a resurrectional space for all to bloom.

The feeling of community that I have experienced as a Holy Cross Educator in my local “province,” has been very powerful: running into students at restaurants, worshiping with families from school at the same parish, participating in the same social justice initiatives as former students, being on the receiving end of a colleague’s random act of kindness, getting together with other faculty and staff after school to celebrate the end of a long semester, being invited to lead some school initiative, receiving funding from the school administration to support one of my projects, and the list goes on! Let’s not forget that the mission of Holy Cross is rooted in the God who is Love (1 Jn 4:8), and so when we entrust ourselves to that mission with others, we shall become a community of Love together.