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Heart



A Journal of the Society of the Sacred Heart, United States – Canada



...to Heart

We participate in the mission of the Church through the service of education, which is our way of continuing the work of Christ. ... Caught up as we are in the desires of His Heart, we want people to grow in dignity, as human beings and as children of God.
—Constitutions #7

Dear Friends and Family of the Sacred Heart,

In 1800, in that historic moment of complexity, change and uncertainty, Madeleine Sophie Barat responded from the depths of her relationship with Jesus Christ, whose image and love were so deeply a reality to her that the Spirit remained infused in all she did. It is from this love and spirit that Sophie received and developed her vision of education.

She believed the service of education was the primary means by which the Society would carry on its mission of communicating the love of the Heart of Jesus. For her, education was never the end. Rather, it served as the means for educators and students to come to know and experience God's love.

Now, 219 years later, untold numbers of people have come to know and experience God's love through their Sacred Heart education or through relationships with Religious of the Sacred Heart.

This issue of *Heart* magazine reflects on the many ways the Society of the Sacred Heart in the United States – Canada Province lives out this call to education, at the heart of our mission. From our 24 Network of Sacred Heart Schools, to the colleges/universities we have founded, to our spirituality resources and individual RSCJ's ministries throughout our world, we reveal God's love.

The first part of the issue provides an in-depth look at our educational mission through the Conference of Sacred Heart Education and Network of Sacred Heart Schools. Page 8 shares how the Sacred Heart *Goals and Criteria* and the relationships among and between the Network schools and the Society are the key to sustaining that mission.



At a recent Network meeting at Sacred Heart Schools (Sheridan Road) in Chicago, Sister Hammond with Nat Wilburn, head of schools, (left) and Dan Bayston, vice chair of the board of trustees.

One article features a recent dialogue training program, offered for members of the Network, which builds on collaboration and connection as pathways to education for social justice. See the article on dialogue training on page 10. On page 4, learn how the schools are looking toward the future with new technologies.

We take a look back at our history of colleges and universities on page 14. We also look at how spiritual resources contribute to the education of the whole person at three spirituality centers and a virtual program on page 15. Several different expressions of our educational mission in which our RSCJ are engaged are featured on page 19.

Throughout this issue, we refer to the 24 Network of Sacred Heart Schools. But, we are happily anticipating another school joining the Network. On September 18, 2018, St. Philomena School in Portsmouth, Rhode Island, formally entered the application process to become a member of the Network of Sacred Heart Schools in the United States and Canada.

The application process for St. Philomena School to join the Network will take approximately 30 months. We will report on the progress in a future issue of this magazine.

Education is at the heart of everything we do as Religious of the Sacred Heart. There are many more stories to be told. Our hope is that this glimpse of Sacred Heart education today will inspire and delight you!

With love and gratitude,

Sheila Hammond, RSCJ

Provincial

United States – Canada Province

Heart

Heart is published two times a year to highlight the mission and ministries of the Society of the Sacred Heart, United States – Canada, for a wide circle of friends.

The Society of the Sacred Heart was founded by Saint Madeleine Sophie Barat in post-revolutionary France and brought to the United States by Saint Rose Philippine Duchesne in 1818.

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ON THE COVER: Heart-shaped red apple
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- learn more about the mission and ministries of the Society of the Sacred Heart
- read spiritual reflections, news and obituaries
- submit prayer requests
- donate to support the present and future mission of the Society



Jerry Naunheim at Carrollton School of the Sacred Heart, Miami

INNOVATION

Preparing students for what is next, academically and for life

By Suzanne Cooke, RSCJ

The timeless principles embodied in the *Goals and Criteria* of Sacred Heart education have endured while the context of the world within which they operate has changed. With each generation, educators within the Network of Sacred Heart Schools have looked toward the future as they work with students to develop a multiplicity of skills that enrich the human person, such as creativity, reflection, imagination and interiority.

Their objective has been consistent – cultivate in students the aptitudes essential to assume responsibilities, such as loving the world, cherishing justice and acting with compassion.

The current pace of demographic, social and technological transformation, the information explosion, and new forms of competition challenge all schools in ways never before encountered.

Just as Madeleine Sophie Barat, founder of the Society of the Sacred Heart, faced revolution, today we look into the future challenged by what the World Economic Forum is calling the [Fourth Industrial Revolution](#).

Building on the Digital Revolution, the Fourth Revolution is characterized by a fusion of technologies that are blurring the lines between the physical, digital and biological spheres.

What strategies are educators across the Network employing to prepare students to navigate their future as compassionate, responsible adults?

Sacred Heart educators are professional nurturers of thought, encouraging students to develop an assertive, questioning attitude toward learning, while enhancing the qualities of nurturing and caring. For more than 200 years, Sacred Heart educators have developed curriculum rooted in true instruction, which aims at constructing a solid foundation in the mind; that is to say, serious intellectual habits, steady and coherent personal thought. (*Spirit and Plan of Studies*)

Innovations spaces, design thinking

Today, Sacred Heart constructivist learning theory is being lived in innovation labs, maker spaces and design labs across the Network.

In these spaces, Sacred Heart educators working with students from pre-K through Grade 12 are integrating the principles of design thinking with a timeless methodology favoring depth of thought and development of compassion.

The actions significant to design thinking are empathize, define, ideate, prototype and test.

Practiced in innovation labs in universities like Stanford and MIT, as well as in major corporations, these simple steps build on the pedagogical practices Sacred Heart educators have always valued. Essential questions structured around how and why serve to deepen the capacity of students to think, their ability to handle complexity and uncertainty, and their consciousness of the common good.

Design thinking adds additional important questions, such as:

- Do we truly understand the needs of the person(s) affected by this challenge? (*empathize*)
- How might we define the problem, describe the question? (*define*)
- What if we...? (*ideate*)
- How do we imagine what we might build, create, assess? (*prototype*)
- How do we hold ourselves accountable? (*test*)

Developed by David Kelley of the Stanford University Hasso Plattner Institute of Design and IDEO Corporation, design thinking is a process that acts as a bridge between knowledge and invention. It provides students with a tool, a system with which they can manage their thinking.

Using this process, students learn to operate inside complexity to find their way to simplicity and innovation as they address real-world issues.

Within Sacred Heart innovation labs, students address real problems as they learn the language of design thinking, of empathy, of creating and of building solutions. These centers of active learning allow students from the youngest to the oldest to experience being contributors to the community by using their thinking and empathy to help address the needs of others.

Sacred Heart educators know that building community and developing compassion takes time and practice. These spaces of innovation are essentially settings in which students experience being responsible decision makers as they identify and address genuine challenges affecting the communities in which they live.



The D.R.E.A.M. Lab at Duchesne Academy of the Sacred Heart, Omaha

Preparing for the future

In these spaces, students are using 21st century tools, such as laser cutters, 3-D printers and design software as well as milling machines, sewing machines, drill presses, saws and many other tools. They endeavor in the words of Kitty Mattesky, Innovation Lab coordinator, Academy of the Sacred Heart, New Orleans, “to create that which does not exist, and we want them to do this every day.”

Mattesky sees that design thinking, coupled with the *Goals and Criteria* of Sacred Heart education, supports students in learning how to imagine the other person’s point of view. Empathy helps student thinkers to put aside their own assumptions in order to imagine the needs of the other person or the other community. Eventually, students adopt language that demonstrates the desire to be respectful and collaborative as they design solutions to problems affecting the community, such as bullying, climate change and poverty.

As students become more effective design thinkers, Mattesky explained, “it is as if students put their conscience in motion. This experience gives them the ability to take action. Such action feels good. Students need to practice taking action every day. These experiences build courage and confidence.”

Given the global challenges facing young people, design thinking is an important strategy for students in their growth in wisdom.

“We recognize that engaging students as producers and innovators is a global imperative; empowering them to be change-makers and influencers impels us to create a learning experience to prepare students for what is next, academically and for life,” Ann Marie Krejcarek, president of Convent and Stuart Hall Schools of the Sacred Heart, San Francisco, explained.

In these extraordinary spaces of innovation, children and young people are experiencing being resourceful and purposeful as they navigate an ever-changing landscape. Developing and applying a multiplicity of skills supports students as they cultivate the aptitudes to take on responsibilities, such as loving the world, cherishing justice and acting with compassion.



Dr. Peggy Whitson from NASA greets Sacred Heart Greenwich students with great energy!

IBM, NASA Partnership Sacred Heart Greenwich Greenwich, Connecticut

Sacred Heart Greenwich partnered with IBM and NASA to update its Mother Aloysia Hardey, RSCJ, Observatory with research-grade equipment. Built in 1999 as one of the few secondary school observatories in New England, the facility now has capabilities for day and night viewing.

The school also has implemented a new NASA curriculum at all grade levels. For example, fifth grade classrooms use NASA’s beginning engineering, science and technology curriculum to build lunar rovers capable of carrying an egg for 100 centimeters.

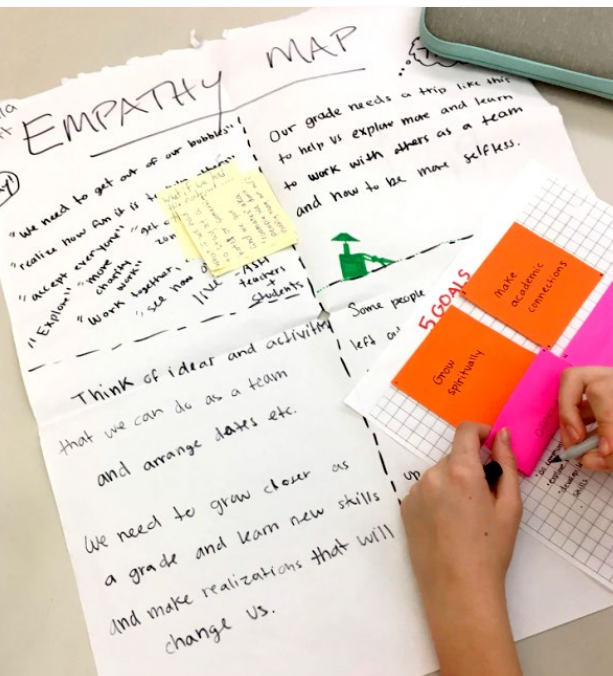
“The partnership with IBM and NASA aims to develop a global pipeline to help girls of all ages become more engaged with STEAM today and into their careers,” Jenn Bensen, head of the upper school at Sacred Heart Greenwich, said.

IBM and NASA also give students access to career leadership and guidance for students interested in STEAM (science, technology, engineering, art and math).

This past November, world-renowned astronaut and alumna of Sacred Heart Greenwich, Dr. Peggy Whitson, visited with students along with distinguished IBM engineer, Nancy Greco, who holds more than 20 patents.

“I know some of these ladies will be walking on the moon, or on Mars, or on Europa, or on some new discovery that we do. I’m very excited for them. I think the space industry is on a precipice of big change, and they’ll be a part of that,” Whitson told the *Greenwich Time*.

Currently, 75 students are pursuing science research, a four-year program in which they explore a topic and are matched with a professional scientist, doctor or researcher with whom they conduct research.



Solar car by team CarrollsUN Carrollton School of the Sacred Heart Miami, Florida

Carrollton's all-girl robotics, engineering, computer, science (STEM) team, known as CarrollsUN, swept the Florida Gulf Coast University statewide Sunchase Challenge in April by coming in first place for overall champion, presentation, sprint time and fastest total sprint time. The annual event is a competition, where school teams from across the state retrofit go-karts with solar panels and batteries and race them by harnessing sunlight. CarrollsUN has competed since 2017.

A team of 17, grades 6-12, started to work on the car in January and logged about 2,000 hours of work.

The team plans to compete in the collegiate level next year in Texas for the Solar Car Challenge. In the words of team member, Carolina Gomez Rivas-Vazquez '20, "Our motto is 'racing for a reason.'"

Aside from the engineering aspect, the girls also explore graphic design, video editing, photography, website design, writing and marketing to spread the word about their creation. Committed to sharing their insights about solar cars with others, the team has its own website: carrollsun.org.

This go-kart was retrofitted with solar panels and batteries and then raced by harnessing sunlight, by team CarrollsUN from Carrollton School of the Sacred Heart in Miami.

D.R.E.A.M. Lab Duchesne Academy of the Sacred Heart Omaha, Nebraska

In the fall of 2017, Duchesne Academy converted a portion of its library into a D.R.E.A.M. (Duchesne Research Engineering Art Media) Lab.

Organized around STEAM (science, technology, engineering, art and math) and design thinking principles, teachers take advantage of the space by scheduling their classes to use the technologies to support curriculum. For example, English classes will use the 3D printer to depict themes in literature.

Along with creating projects with the lab's 3D printer, laser cutter and engraver, students use equipment for digital embroidery and sewing, video and audio production, as well as virtual reality and 360-degree video.

"There are many possibilities for growth and expanded use," said Bruce Moore, director of the D.R.E.A.M. Lab, "including the garden club collaborating with our lab to create a 'living green wall' within the lab that will help students learn about plant growth and the factors that contribute to healthy sustainable plants." The club will use the D.R.E.A.M. Lab to create equipment, such as light meters and moisture sensors, to track and record the needs of our living systems. ✦



Sacred Heart education for the future

By Suzanne Cooke, RSCJ



Stone Ridge School of the Sacred Heart

Schools of the Sacred Heart share in the educational mission of the Society of the Sacred Heart. The richness of this mission is lived through the commitment of thousands of students, families, faculty, staff and trustees of the 24 school communities that comprise the Network of Sacred Heart Schools in Canada and the United States. Their energy and wholehearted commitment ensure the vibrancy of the Society's mission of education as expressed in the *Goals and Criteria*.

Relationships among and between members of the Network of Sacred Heart Schools and the Society of the Sacred Heart are the key to sustaining this mission.

Equally important are the structures that enable the Network of Sacred Heart Schools to function as an association of 24 Catholic independent schools acting in cooperation with the United States – Canada Province of the Society of the Sacred Heart to advance our shared mission.

In 2015, the Network and provincial leadership worked together to strengthen the existing structure of Network membership by clarifying responsibilities and authority in order to deepen the common goal of making known the love the Heart of Jesus through the work of Sacred Heart Schools.

The result of months of analysis and discussion is the decision to integrate structures of accountability for mission with new structures focused on “education to mission” and “governance for mission.” The added structure is called the Conference of Sacred Heart Education. Sacred Heart schools now enjoy support from both the Network and the Conference.

The provincial and her team appoint the head of the Conference and its members. Suzanne Cooke, RSCJ, was appointed head of Conference in 2015.

Accountable to the provincial and her team, the head of Conference maintains active contact with the schools to help make the Society present, to make known the Society's priorities and direction, to understand the issues facing the schools, and to keep the provincial team informed as to the health of the schools.

The primary purpose of the Conference is to animate fidelity to mission as the most effective means of invigorating Sacred Heart education for the future.

The Conference focuses on three dimensions of mission effectiveness: governance to ensure vitality and relevance of mission; education to mission to promote depth of understanding of mission; and accountability on the part of school communities to fulfill mission as articulated in the *Goals and Criteria*.



Linda Behrens at Academy of the Sacred Heart, St. Charles



Jerry Naunheim at Duchesne Academy of the Sacred Heart, Houston

Re-visioning the Goals and Criteria

The mission of Sacred Heart education is articulated in the *Goals and Criteria*. They capture the principles of Catholic education as infused by Saint Madeleine Sophie’s charism and the spirit of the Society of the Sacred Heart.

The provincial team has asked the Sacred Heart Commission on Goals (SHCOG) to design the process for the re-visioning of the criteria for the 2020 edition of the *Goals and Criteria*.

First written in 1975, the *Goals and Criteria* were revised in 1990 and 2005. Each edition articulates the timeless values of Sacred Heart education in a timely fashion.

This spring, Ann Taylor, RSCJ, head of SHCOG, invited RSCJ and school communities to engage in the re-visioning process by taking time to reflect on the criteria and develop a synthesis of the insights gleaned.

Recognizing that the 2020 edition of the *Goals and Criteria* will serve students living in the world of 2035 and beyond, Sister Taylor asked, “What should be included in the criteria to express the mission of Sacred Heart education for students, families and educators over the next 15 years?”

SHCOG works with this input from RSCJ and school communities and produces the 2020 edition of the *Goals and Criteria*. It will be sent to the provincial team for editing and approval on June 1, 2020. Ideally, all RSCJ and school communities will receive the 2020 edition of the *Goals and Criteria* on June 19, the Feast of the Sacred Heart.

The 2005 *Goals and Criteria* may be viewed on the Sacred Heart education website: sacredheartusc.education/roots/mission/goals-and-criteria. ✦

The committees of the Conference:

- The Education to Mission Committee focuses on the formation to mission of the adult communities across the Network by ensuring that programs, resources and plans for Education to Mission for heads, chairs, leadership teams, and school communities exist and are systematic.
- The Governance Committee of the Conference advises the head of Conference and the provincial team on governance matters regarding Sacred Heart education in Canada and the United States. Aware of the issues facing North American independent schools, the committee offers guidance to the boards and the provincial team regarding emerging challenges facing Catholic independent schools.
- Sacred Heart Commission on Goals (SHCOG) provides a system of accountability for living the Sacred Heart mission. The commission is appointed by the provincial. Its membership reflects the relationships of heads of school, trustees, faculty/staff and senior leadership (middle management). Its mandate from the provincial is to design a reflective process whereby a school community holds itself accountable for living according to the *Goals and Criteria*.

The Conference aims to provide resources, opportunities, and avenues for thoughtful dialogue and discernment about the evolving mission of Sacred Heart education among trustees, heads, leadership teams, the provincial team and school communities.

The Conference plans the annual education to mission conference for trustees and programs for those responsible in the schools to form colleagues to the mission of Sacred Heart education. Sustaining the integrity of the mission of Sacred Heart has been enhanced by these additional structures. ✦

Suzanne Cooke, RSCJ, is the head of the Conference of Sacred Heart Education.

At the heart of dialogue

By Erin Everson

“What is dialogue? What is dialogue not?”

Facilitators from the Tony Blair Institute for Global Change asked these questions to a room full of 87 students and educators from Sacred Heart schools throughout the United States – Canada Province.

“Dialogue is a word we often use with a variety of meanings. Is dialogue the same thing as debate? Is it seeking consensus? Is dialogue working together to find solutions to shared problems? Or is dialogue a discussion where I feel safe enough to ask difficult questions and share difficult experiences,” the trainers continued to explain and question.

Two high school students along with two faculty members, each from different schools, sat at a table together, listened intently and pondered these very questions as they sorted through a stack of note cards. The goal: decipher which ones fit in the “Dialogue Is” pile and which fit in the “Dialogue Is Not” pile.

This was the opening activity at a two-day Network of Sacred Heart Schools training with the Tony Blair Institute for Global Change’s Generation Global program, a movement focused on teaching dialogue to young people throughout the world, across cultures.

Confronting challenges

Students and educators from 17 of the 24 Network schools, each chosen to represent his or her school communities, gathered April 8-10 at Woodlands Academy of the Sacred Heart in Lake Forest, Illinois, for an intensive workshop on dialogue. This first of its kind training offered for the Network of Sacred Heart Schools was an effort to “train the trainers” with the skills and tools to navigate differences in their communities, in ways that lead to greater understanding and mutual relationship, rather than conflict and division.

At the heart of this training was the question: If dialogue’s ultimate aim is to better understand another person’s views and beliefs, then how can we practice effective dialogue in our school communities on the issues that divide us? What skills and tools do we need to instill in our young people and educators to do so? What impact can and will it have?

“A faculty member shared with me that the list of topics they can’t talk about because they create too much conflict and division is growing longer and longer, and we lack the skills to have those conversations in a civil way,” said Claire Lorentzen, director of mission engagement with the Conference of Sacred Heart Education.

“And what does that do to school community when it gets pushed under the surface? It’s toxic. And it’s not Sacred Heart. So that’s why we are doing this – so that we can have those conversations.”

“We teach them how to run experiments or how to read a primary source, but we need to teach them how to talk to one another,” added Kelly Weber, an educator at Sacred Heart



Photos in this article by Erin Everson

Students and educators prepare materials for a group presentation on the five skills of dialogue, one of several activities where students and educators from different Network schools worked together.



View the video created about this Dialogue Training at: rscj.org/dialogue



Academy in Bryn Mawr, Pennsylvania, and participant in the training. “I think it’s crucial to keep true to our mission and our five goals – how we talk to each other, how we exchange ideas in a world that’s shrinking but also seems more distant. If we want our students to be global citizens, we have to teach them the tools to do it.”

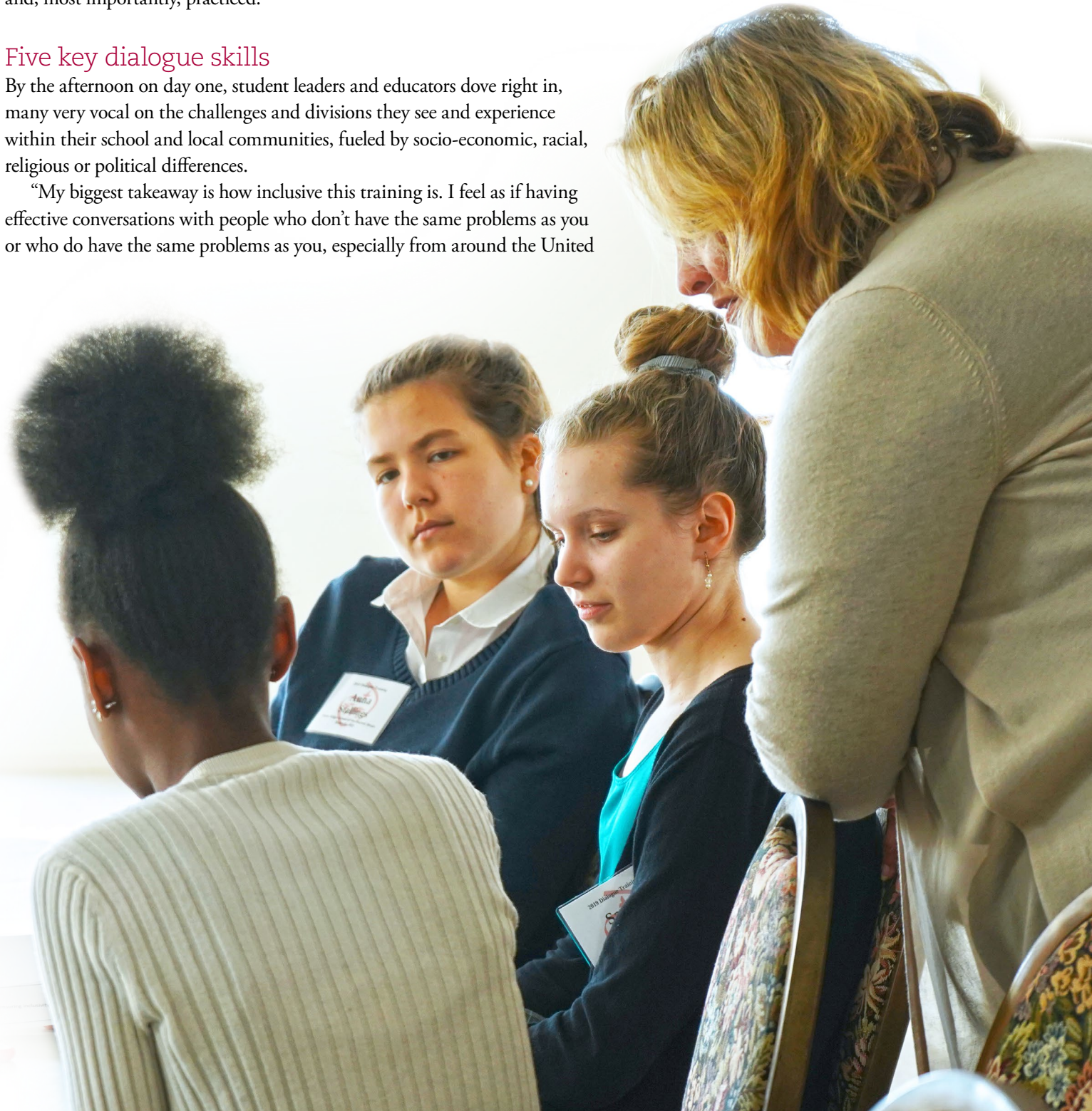
Facilitators Jo Malone and Emily Yost of the Tony Blair Institute stressed that in order to have conversations on divisive issues that result in a meaningful, mutual understanding, rather than conflict and chaos, conversations need to be approached differently. Before one can even begin talking, new skills need to be taught, learned and, most importantly, practiced.

Five key dialogue skills

By the afternoon on day one, student leaders and educators dove right in, many very vocal on the challenges and divisions they see and experience within their school and local communities, fueled by socio-economic, racial, religious or political differences.

“My biggest takeaway is how inclusive this training is. I feel as if having effective conversations with people who don’t have the same problems as you or who do have the same problems as you, especially from around the United

Jo Malone of the Tony Blair Institute for Global Change listens in as students practicing dialogue facilitation.





Emily Yost of the Tony Blair Institute for Global Change leads students through an activity where they identified areas of conflict within their school communities.

States, is really important,” said Jocelyn Castillo, a senior at Josephinum Academy in Chicago, Illinois.

Malone and Yost led the group, often as a whole, while also spending some time with students and educators apart. They led large and small group exercises, drove discussions and dug into specific issues or areas of conflict unique to the school communities. This laid the groundwork for small group or one-on-one dialogue practice later on in the training.

Most distinctively, they taught what “Generation Global” names “the five key dialogue skills”: Introspection, active listening, questioning, critical thinking and reflection.

In exercises, such as “Listen to Me,” participants practiced listening with their body language and resisting the urge to think about “what am I going to say next,” instead of actively absorbing what the one speaking is sharing.

During introspection exercises, such as “our social and personal identity,” students and educators had the platform to reflect on, write down and share what has shaped and formed their identities, and how their identities influence their perceptions, perspectives and beliefs. At the very same time, they were able to learn about their peers and colleagues in the same respect.

Other activities unpacked concepts such as unconscious bias, prompting participants to pay attention and gain awareness about their immediate reactions to and assumptions about others based on stereotypes.

An intergenerational approach

Suzanne Cooke, RSCJ, head of the Conference of Sacred Heart Education, said their decision to partner with the Tony Blair Institute was clear.

“When we look at their global initiatives and their work with young people, we see consistency in respecting young people, believing in them as future decision makers and a commitment to treating them as equals. And when you look at the way the institute interacts with educators, they have a wonderful model of mutuality and demonstrated respect, which are the very values in the *Goals and Criteria* of Sacred Heart education,” said Sister Cooke.

While on the first morning, hints of hesitation reverberated throughout the room from both students and educators, anxious about sharing so personally with one another; as the training evolved, the room glowed with a palpable energy.

By the end, a vision and hope for another reality became clear. Participants were eager and expressed great interest in gaining and sharing their new insights, tools and skills to more effectively lead in creating communities and cultures rooted in mutual relationship and authentic understanding of the other.

Many praised the unexpected impacts, especially having participated in an intergenerational experience.

“It’s been meaningful being able to see the students as active as the educators, to the point that I don’t know the difference between them sometimes,” said Todd Paulson, student life coordinator at Sacred Heart Schools in Chicago.

Lorentzen added that not only did this experience allow for reciprocity of learning, but it demonstrated that all participating, whether a junior in high school or veteran teacher, can benefit from practicing and improving their communication skills, self-awareness and capacity to listen.

Alejandra Freyre, a sophomore at Carrollton School of the Sacred Heart in Miami, shared her thoughts on the training. “I think one of the major things we can take away from this is

to be open minded, and not only just having an open mind to others' opinions, but also not being afraid to change your mind. This can be achieved through active listening, not only with your ears, and not just being physically present, but also being mentally present," Freyre said. She was not alone in this idea.

Emily LeBlanc, a sophomore at Academy of the Sacred Heart, New Orleans, said that through this training, she learned when conversing with another, to remember we have something in common. She felt more confident in talking about challenging issues, and she had grown in her awareness and ability to actively listen.

Next steps

At the end of the workshop, participants joined together with those from their schools to brainstorm how they could bring this training back to their communities, and where dialogue is needed and could be used as an effective tool.

"In terms of race at my school, it's something we struggle to talk about," said Olivia Andrews, a junior at Sacred Heart Greenwich in Connecticut. Andrews was grateful to have attended this training and hopes to take what she's learned back to her community to help others more effectively communicate with peers, teachers and administration, and to better facilitate the club she leads called "Intersections."

"One of the major conflicts we are facing in our school is socioeconomic differences or racial inequality, so we can use the skills we've learned here, like critical thinking and questioning, and utilizing these practices in a respectful manner to try to improve our community," added Freyre.

The training was a great starting point in the eyes of Lorentzen and Sister Cooke. Participants left swirling with ideas and many remarked how grateful they were for having the opportunity to work with and build relationships within the wider Sacred Heart community.

While each student and educator had unique perspectives, faced and continues to face challenges unique to their own communities, all left knowing this effort developed from a common mission, rooted in the Sacred Heart, and did not end in Lake Forest.

"This shouldn't just be a one-off thing. We can become facilitators and help a new batch of people," said Paulson, who having worked with dialogue before, felt more able not only to moderate difficult conversations, but now to facilitate them, working more proactively to create spaces for respectful and authentic dialogue.



Students and educators put their hands together to celebrate their hard work, before presenting to the large group.

"From the perspective of the Conference, this workshop was merely the first step for our Network of schools," said Lorentzen. "The trainers have been trained – and we see a need for more training, collaboration and connection across the schools. There is a whole host of possibilities."

Addressing racism

The Conference and Network anticipate future collaboration and dialogue trainings across the Network schools. Sister Cooke said, ultimately, their hope is that this leads to a curriculum that specifically addresses racism, which directly aligns with the Society of the Sacred Heart efforts to confront its historical complicity in structural and institutional racism and its current commitment to addressing and dismantling those structures.

Sister Cooke said, "In order to address racism, and to do it well, we need to have the tools and the skills and the attitudes to engage in a conversation. That's going to lead us to truth – to understand what the root causes of racism are and what we might do to unravel that system, through curriculum, learning and teaching, and through having conversations about difficult issues that we want and need to tackle." ❖

Erin Everson is the communications coordinator for the province. Claire Lorentzen assisted with this article.

Providing education across generations

Religious of the Sacred Heart are called to educate both in the classroom and out. Those classrooms range from preschools with tiny tables, to simple one-room buildings, to technologically advanced university settings. In fact, throughout its 200-plus year history, the international Society has had institutions of higher learning on five continents.

While the number of RSCJ serving in formal education settings has fluctuated throughout that time, today, 10 members of the United States – Canada (USC) Province serve at colleges, universities and schools of theology. These include:

- Aquinas Institute of Theology, St. Louis
- Boston College
- Catholic Theological Union, Chicago
- Georgetown University, Washington, D.C.
- Jesuit School of Theology, Berkeley, California
- University of San Diego
- University of San Francisco

Serving as educators is an integral part of the mission of the Society, and in line with this mission, RSCJ are also committed to advance their own education. All members of the Society are encouraged and supported to earn, at minimum, a bachelor's degree. In addition, the international Society of the Sacred Heart and the USC Province support members in pursuing graduate degrees.

RSCJ from around the world have come to the USC Province to earn various college degrees. While here, they live in community with sisters and participate in area activities and all aspects of their religious life.

The fields in which RSCJ study include both education and religious studies, such as sacred scripture, social ethics, liturgy and systematic theology, and include others, like science, English literature, econometrics, political theory and history.

RSCJ, still today, serve on the boards of Sacred Heart affiliated colleges and universities, as well as each of the 24 Network of Sacred Heart schools.

A brief history

The Society's first ventures into higher education were in teacher training, beginning as early as 1838 in Italy.

In the United States and Canada, post-secondary schools stemmed from an adaptation of the European school structure to an American model. Between 1914 and 1949, the Society opened 11 colleges.

Of those 11, these colleges are now closed:

- Grand Coteau Normal School and College (Louisiana), founded in 1914
- Clifton (Ohio), 1915
- Duchesne College (Nebraska), 1915
- Forest Ridge Junior College (Washington), 1918
- Menlo Park (California), 1921
- Barat College (Illinois), 1918

These colleges were integrated into other institutions and continue to operate today:

- San Francisco College for Women/Lone Mountain, 1929 – absorbed by University of San Francisco
- Newton College (Massachusetts), 1946 – absorbed by Boston College

These are independent institutions with formal ties to the Society:

- Manhattanville College (New York City), 1917
- Maryville College (St. Louis), 1920
- San Diego College for Women, 1949 (continues as University of San Diego)

A detailed history, written and presented by Frances Gimber, RSCJ, is available on our website: [rscj.org/system/files/rscj_in_higher_education.pdf](https://www.rscj.org/system/files/rscj_in_higher_education.pdf) ✦





A wellspring of spiritual resources

By Erin Everson

RSCJ in the United States – Canada (USC) Province commit themselves to ministering to students and adults seeking retreat and spiritual education and formation opportunities.

Keeping with this commitment, the province offers year-round opportunities at three spiritual ministry centers as well as serves the Network of Sacred Heart Schools, provincial offices and the international Sacred Heart family through the collaborative efforts of RSCJ and Sophie's Well. Among the permanent centers are: Barat Spirituality Centre, located in Halifax, Nova Scotia, Canada; Sophie Barat House, located in New Orleans, Louisiana; and the Spiritual Ministry Center, located in San Diego, California.

Barat Spirituality Centre

Barat Spirituality Centre (BSC), headed by director Kim King, RSCJ, largely serves people in the Halifax, Nova Scotia, metropolitan area as well as RSCJ from the province who come to attend a program or make their retreat. Most programming runs from September through June.

Both RSCJ and lay colleagues run a myriad of daily, overnight and weekend programs, including spiritual direction, reflection and prayer; retreat days for different liturgical seasons; training sessions on the Ignatian Spiritual Exercises; artist days; and workshops on grief, spirituality and those living with mental illness, scripture, and care for the Earth.

The centre also hosts a diversity of speakers including retired and current professors, local church leaders, partners in mission, Associates and RSCJ. Local RSCJ, Donna Dolan, Anne-Marie Conn and Norma Heffernan, have all shared their gifts and knowledge with the BSC community. In addition, the centre has offered talks via videoconference.

“Our programs are enriched through the variety of speakers who offer their expertise,” said Sister King. “We have recently hosted a program on gratitude in recovery, given by a newly retired addictions counselor. Also, the lead minister of the United Church of Canada near our centre engaged a group in ‘Geography of the Spirit’ – tying together Eastern forms of exercise and the Christian tradition.”

The BSC partners with the Sacred Heart School of Halifax, hosting the annual Busy Person's Retreat as well as the senior girls' annual day of reflection.

“The range of circles or communities of people that find a place for themselves at Barat Spirituality Centre is something that I find satisfying. I am glad that people find respite here, can relax and encounter peace, encounter themselves ... encounter God ... in an atmosphere of simple beauty and honest welcome,” said Sister King.



Jerry Naunheim

Jane McKinlay, RSCJ, leads a group of adults in “Tenemos,” offering a space for spiritual sharing and growth.

Sophie Barat House

Completing its 25th year (in June 2019), Sophie Barat House, in Uptown New Orleans, ministers to adults, offering centering prayer, Bible study, and “Temenos” (sacred space). In addition, Sophie Barat House extends its ministry to jailed women, specifically, by offering spiritual accompaniment. From September to June, and year-round for prison ministry, these weekday programs educate the minds and hearts of spiritual seekers in the Greater New Orleans area.

Uniqueness marks the spiritual education offered at Sophie Barat House, which stems from the seasoned spirituality of the staff: Maureen Chicoine, RSCJ, who explores the richness of the witness and word of the early Christians; Judy Vollbrecht, RSCJ, who carries deeply the heartbreak and disorientation of women confined to jail; and Jane McKinlay, RSCJ, who educates men and women to the appreciation and skills of sensitivity to God’s touches, to better to help heal our broken world.

“What participants value are the depth and breadth of conversation, opportunities to interact with spiritual pilgrims of different faith backgrounds, the evidence of Sophie Barat House’s fidelity to the Christian tradition, and an experience of a program in which expectations are met or surpassed,” said Sister McKinlay. “As some put it, ‘It’s a ministry center you can count on.’”

The Spiritual Ministry Center

The Spiritual Ministry Center (SMC) is quiet place for prayer, in a residential neighborhood in San Diego, where seekers of all faiths are welcome to spend time at this small retreat house to reflect on their spiritual journey.

The center, run by Marie-Louise Flick, RSCJ; Regina Shin, RSCJ; and Jane O’Shaughnessy, RSCJ, offers ecumenical programming to both women and men, religious and lay. Programming varies based on each staff person’s expertise and preference, but mainly consists of personal prayer direction, retreats and direction in the Ignatian Spiritual Exercises. The center has also offered classes in spiritual creative writing and the enneagram of personality.

In addition to spiritual education and formation, the SMC supports Students Without Limits, a San Diego nonprofit organization focused on the safety and academic success of students in the San Diego area, some immigrants or children of immigrants. Sister Flick serves on the board and the RSCJ have sponsored and secured Duchesne Fund for Ministry grant money to seed the organization and to support its programming each year since 2016.

The center currently plans to offer retreats to these students in 2019, said Sister Flick, and also has a long-range goal to offer spiritual support for the mothers of these students.

“In particular, because of the uncertainty for DACA (Deferred Action for Childhood Arrivals) holders, it is becoming even more dire to help these young people. Our center is supporting them in light of the Chapter Calls and JPIC (justice, peace and the integrity of creation),” said Sister Flick.

The three RSCJ on staff are passionate about their ministry and are energized by their wonderful guest retreatants, directors and group programs.

“We love having participants take advantage of our beautiful place. It is amazing that we have been here for 32 years and are gratefully aware that we stand on the shoulders of our founders: Susan Campbell, RSCJ; Betty Boyter, RSCJ; Mary Ann Foy, RSCJ; and Eileen Bearss, RSCJ,” Sister Flick added.

Sophie’s Well

Sophie’s Well: A Center for Sacred Heart Spirituality is a collaborative center for spirituality programs, staffed by a core team of three RSCJ: Kathy McGrath, Jane O’Shaughnessy and Mary Pat White. Sophie’s Well also includes a collaborative group of about 40 spiritual companions – RSCJ, former RSCJ and Associates – who work with the core team on retreats and training in Sacred Heart schools, at the provincial office and internationally. All reside throughout the United States and Canada and meet virtually, regularly, while occasionally, they meet together face-to-face.

“Our mission is to help one to an encounter with God and deepen one’s relationship with God,” said Sister O’Shaughnessy.

At this time, the main work of Sophie’s Well is to provide Busy Person’s Retreats to the Network of Sacred Heart Schools and provincial office. These are weeklong retreats, integrated into the flow of school or work, which involve daily prayer and meetings with a spiritual companion. Monthly spiritual direction also is a regular ministry.

In addition, Sister White is on staff on the Franciscan Spiritual Direction Formation Program in Boston, Massachusetts, which includes the Franciscan training program. Sister O’Shaughnessy along with Mary Frohlich, RSCJ, teach at the Institute of Consecrated Life in Asia in Manila, Philippines, and offer an intensive two- to three-week class in spiritual companionship, every other year.

Sister O’Shaughnessy said that these programs are educational in that there is some academic study involved, but, most importantly, they are experiential. They involve transformational work of the participants that is essential before one can freely accompany others as spiritual companions.

“The unique component involved in spiritual direction and any training for it is listening to the action of God in one’s life, deeply listening to the Holy Spirit,” said Sister O’Shaughnessy.

Sophie’s Well began in 2015 with a call to spiritual ministry within the Sacred Heart community. Today, this collaborative ministry continues to expand its reach to new communities, listening to the Holy Spirit, and learning and responding to the spiritual needs of those within and beyond the USC Province. ✚



Mary Pat White, RSCJ, leads faculty and staff members from Newton Country Day School of the Sacred Heart in prayer during their Busy Person’s Retreat.

Members of Convent of the Sacred Heart – 91st Street community gather after their Busy Person’s retreat in the chapel with Kathy Conan, RSCJ (front row, second from right), Marianne Ruggeri, RSCJ (back row, left), Helen O’Regan, RSCJ (back row, second from left), and Lydia Cho, RSCJ (back row, second from right). The RSCJ pictured all served as spiritual companions on this retreat.



‘Soul touches soul’

Sharing the light of our mission

By Ben Kuzemka

Recently the mission advancement office received a letter from the husband of a deceased Sacred Heart alumna. He wrote that while he has loved receiving *Heart* magazine, he’d like to no longer receive it because his eyesight has begun to fail him. He asked us, instead, to send the publication to a friend, someone with whom he would like the light of the mission to carry on.

We receive plenty of letters, prayers and prayer intentions, which, together, weave a sort of tapestry of the impact of the Society in lives of real people.

One common trend in these messages seems to be that their encounter with the Society’s mission taught them something about what it means to encounter another person, and thus it taught them something essential about themselves.

How did this gentleman learn of the Society? What may his wife have shared with him of her Sacred Heart education and what it meant to her? Did he see these same patterns on the pages of *Heart*? What made him want to share these words about Sacred Heart mission with someone else?

Superior General Janet Erskine Stuart, RSCJ, once wrote, “soul touches soul.” How often does the fabric of our lives emerge from what we learn when this happens?

Encountering others is our greatest education. It can be a friend, classmate, teacher, spouse, child, spiritual director, case worker, client or companion. It continues to fascinate me how the RSCJ, Associates and friends of the Society have facilitated this modality.

As this man’s vision fades, he asked us to forward his copy to his friend because that thing learned in encounter is not a static “something.” It’s a vibrant essence, which, by its very nature, spreads love, like the hug of Christ outside his own tomb, the smile of a teacher 40 years before, the comforting voice of a hospice chaplain.

Maybe his wife was blessed during a biology lesson, a community service project or a quick game of *cache cache*. Maybe the memories of special occasions, like graduation, left an indelible mark. Maybe a desperate prayer to Philippine went answered. Maybe some blessed combination of these things.

The spirit moved from an educator to his spouse to him, and now continues to impel itself forward. Whatever the lessons were, the spirit behind them continues to spread, and, in that, there breathes a hope.

Ben Kuzemka works in the mission advancement office.

Help us share the light of mission!

Is there someone who you believe would be nourished by Sacred Heart spirituality? A friend? An alumna/us? A parent? A child? Would you like them to receive *Heart* magazine?

Please go to rscj.org/connectHeartfriends, and we will send your loved one future issues of *Heart* magazine.



Josephinum Academy

Education is the foundation of RSCJ ministries

“Education must be concerned not only with studies, but also with whatever may be required for the right ordering of life and requirements of cultivated society.”

—Saint Madeleine Sophie Barat

Religious of the Sacred Heart participate in the mission of the Church through the service of education. This doesn't mean education takes place only within the bricks and mortar of a traditional school building by faculty, staff and administrators.

The following stories show just three varied ways RSCJ reveal God's love in the heart of the world.

U.N. COMMISSION ON THE STATUS OF WOMEN

IN MARCH 2019, the United Nations (U.N.) Headquarters in New York hosted the 63rd Commission on the Status of Women (CSW), bringing together more than 5,000 delegates from around the world, including several RSCJ from the United States – Canada Province.

Sheila Smith, RSCJ, the international Society of the Sacred Heart's U.N.-NGO (nongovernmental organization) representative, along with Anne-Marie Conn, RSCJ, and Bridget Bearss, RSCJ, among other RSCJ, attended the commission. Sister Smith has been working as the U.N.-NGO representative for the Society since March 2017.

CSW is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women, according to the U.N. website.

Sister Smith explained that the commission is a collection of simultaneous events: official meetings, where governments discuss and negotiate policy; side events led by U.N. member states, usually involving panels; and parallel events, led by NGOs, those in civil society, which take place outside of the U.N. office.



A morning briefing at the 63rd U.N. Commission on the Status of Women

From left: Bridget Bearss, RSCJ; Sheila Smith, RSCJ; and Anne-Marie Conn, RSCJ, pose with the Commission banner.



"One child,
one teacher,
one book,
and one pen
can change the world"

Malala Yousafzai
United Nations Youth Assembly, 12 July 2013

Sister Bearss snapped a photo capturing a famous quote by Malala Yousafzai painted on a wall in the U.N.

The Society co-sponsored several parallel events with multiple organizations, including several religious orders. "To co-sponsor events is one way to use our voice," said Sister Smith. "Using our voice could be one of us sitting on a panel or bringing in partners in mission, who have expertise on the issue."

Sister Smith added that a goal of hers, because of her former ministry working with indigenous women in Canada, is to always make sure the voices of indigenous women are heard. One way that she was able to accomplish this was to sponsor Hilda Anderson-Pyrz, an indigenous woman and the manager of the Missing and Murdered Indigenous Women and Girls Liaison Unit at Manitoba Keewatinowi Okimakanak Inc., to participate. She was a panelist at a parallel event the Society co-sponsored, and which Sister Smith moderated, called *Reaching the roots: Social protection for indigenous women and girls*.

In addition to co-sponsoring events, RSCJ attended parallel events relative to their respective ministries throughout the 11 days.

"I left the experience fueled with assurance that our presence is vital and our voice on behalf of women in need could not be more aligned with our vocation and the calls of Chapter 2016," said Sister Bearss, the executive director of the Stuart Center, which houses the province's JPIC (justice, peace and integrity of creation) office.

"I think in whatever we do, a big concern of the Society is gender equality and women's empowerment," said Sister Smith.

"When Madeleine Sophie founded the Society for the education of girls, it was a justice issue at the time. So for us, these values of gender equality and empowerment, which have to do with the human dignity of each person and leaving no one behind, underlie all our educational work."

ELECTED CATHOLIC SCHOOL BOARD OFFICIAL

IN THE FALL OF 2018, Shelley Lawrence, RSCJ, ran for school board trustee for Ottawa Catholic School Board (OCSB) in the municipal elections and won taking 82.83 percent of the vote.

The OCSB is an all-encompassing urban, suburban and rural board located in Eastern Ontario. Full-time teaching and non-teaching staff number more than 4,600, operating 85 schools (69 elementary, one intermediate and 15 high schools). There is also an adult high school and four adult education centers. The OCSB serves over 42,800 full-time students.



Shelley Lawrence, RSCJ

"Most of my adult life has been given to public education. I worked as a chaplain in the OCSB for 25 years," said Sister Lawrence. "When I found myself back in the city of Ottawa, the opportunity of running in the election presented itself, and I received much encouragement."

She also shared about how one of the calls of the General Chapter of 2016 – "to reach new frontiers" – affected her decision to run.

"I felt this was totally new as I was not aware of any RSCJ ever running for public office!"

Sister Lawrence added, "I believe that by virtue of being an RSCJ, our mission and calls are part of the fabric of my life and are sewn on my heart. In my involvement all these years in public education, I have brought this and who we are to this ministry of education."

ST. MADELEINE SOPHIE'S CENTER

LOCATED IN EL CAJON, CALIFORNIA,

St. Madeleine Sophie's Center educates and empowers individuals with developmental disabilities to realize their full potential.

In 1966, the Religious of the Sacred Heart created a program for preschool children with developmental disabilities to help prepare them for public school. It began with one classroom and eight students. The first director of St. Madeleine Sophie's Center (SMSC) was Mary Mardel, RSCJ.

"It began when all the houses of the Society were asked to do something special to honor St. Madeleine Sophie for the centenary of her death," said Virginia Rodee, RSCJ, a current board member for the center. "Several parents who had children at the Convent of the Sacred Heart in El Cajon had been asking Sister Mardel if she would consider doing something for their children who were at home with developmental learning disabilities."

A catechism class for these children, which had already begun under the direction of Sally Rude, RSCJ, then grew into a school.

In 1975, a new federal law mandated that the public school systems assume responsibility for training these young students.

Recognizing that the needs of preschool-age children with developmental disabilities were going to be met by the public-school system, SMSC determined in 1972 to shift its focus and transition its services to meet the needs of adults with developmental disabilities. Maxine Kraemer, RSCJ, was instrumental in orchestrating this transition and helped to educate the community about the new ways in which SMSC would serve.

Over the years, SMSC continued to enhance and expand its programs and welcomed a growing number of adult students. The opportunities offered helped these individuals live fuller lives, work at jobs they enjoyed (which also enabled them to earn needed income), and participate in some of life's simplest pleasures, such as watching a favorite movie, sharing a meal with friends and reminiscing with family.

Two of these children, now adults, currently are enrolled at the center some 53 years later.



Images of adult students at St. Madeleine Sophie's Center in El Cajon, California

St. Madeleine Sophie's remains closely connected to the Society of the Sacred Heart with two RSCJ, Virginia Rodee and Marina Hernandez, serving on the board of directors. It also receives funding from the Society's Duchesne Grant program and the Kraemer Endowment Foundation, founded in memory of Sister Maxine Kraemer.

Each summer, for more than 25 years, students from the Network of Sacred Heart Schools have participated in a summer service program at St. Madeleine Sophie's Center, where they live and work for one week.

"Sometimes for those who have a developmental disability, the simplest dream can become a great accomplishment," shared Sister Rodee. "Sometimes these dreams are powerful statements not only of how much this incredible community of people wants to give, but also demonstrate how much they have to give from their hearts."

For more information, visit their website: stmisc.org. ❖

*Compiled by Linda Behrens and Erin Everson,
communications department*



RSCJ cemetery rededicated in Lake Forest

By Mary Bernstein, RSCJ

On September 29, 2018, more than 60 people gathered to bless the refurbished Society of the Sacred Heart cemetery, burial place of 154 RSCJ, who served Chicago and Lake Forest beginning in 1858.

The renovation and rededication came after Lake Forest Cemetery emerged visible, and sorely in need of attention, following the demolition of the Barat College buildings several years earlier, in addition to the placement of a “quiet trail” through the fields and ravines near the grounds.

For years, the grass had been cut, but the old chain link fence was in disrepair. A small group of alumnae from Woodlands Academy of the Sacred Heart and Barat College began to talk of how to honor the resting place of RSCJ buried in the small cemetery.

Kathleen Reidy, Bridget Kleiderer and Susan Regan, all Woodlands alumnae, along with Heidi Fennewald Kuharich, a Barat College alumna, and Mary Bernstein, RSCJ, a Sheridan Road alumna, became known as the “Cemetery Club.”

As they began to plan, Anne Murphy Gallagher, another Woodlands alumna, came forward with interest and the willingness to underwrite renovation efforts in honor of her aunt, Mother Marie Stuppy, RSCJ. Woodlands Alumnae Board members jumped in with ideas and encouragement, and plans were set.

The new space invites visitors to stroll on a brick pathway in the form of the Society’s logo, sit on benches and enjoy quiet moments in the newly planted small gardens.

The cemetery plot was originally registered in 1909 with the City of Lake Forest as “Seminary of the Sacred Heart Cemetery.” Through the 1920s, RSCJ from Lake Forest and Chicago were laid to rest there. In the late 1920s, many RSCJ graves from Calvary Cemetery in Evanston, Illinois, were relocated to Lake Forest.

With the assistance of the Society’s archives in St. Louis, the club was able to identify the 100 RSCJ buried in the memorial graves that were moved from Calvary to Lake Forest Cemetery. ✦

Mary Bernstein, RSCJ, is registrar at Josephinum Academy.

In memoriam

Blessed are those who have died in the Lord; let them rest from their labors for their good deeds go with them

Pamela M. Hickey, RSCJ

October 25, 2018

Esther Ann Whalen, RSCJ

December 5, 2018

Jean Bautz, RSCJ

December 23, 2018

Catherine Roche, RSCJ

January 14, 2019

Anne Beryl (Bebe) Guillot, RSCJ

April 21, 2019

Eleanor (Elly) Carr, RSCJ

April 25, 2019

Claire Mahaney, RSCJ

April 30, 2019

Joan Inglis, RSCJ

May 6, 2019

Katherine Cassidy, RSCJ

May 10, 2019

Carol Burk, RSCJ

May 19, 2019

Ruth Dowd, RSCJ

May 31, 2019

Full obituaries may be viewed at
rscj.org/about/memorial.

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▲ Sacred Heart constructivist learning theory is being lived in innovation labs, maker spaces and design labs across the Network. Students at Academy of the Sacred Heart (the Rosary) in New Orleans build a robot as part of their STEM education.



▲ Network of Sacred Heart Schools sent students and faculty to a training program with the Tony Blair Institute for Global Change's Generation Global program, a movement focused on teaching dialogue to young people throughout the world, across cultures.



▲ Through three spirituality centers and Sophie's Well, the province provides spiritual resources. Members of the provincial office staff participated in a Busy Person's Retreat, led by Virginia Rodee, RSCJ, and Gail O'Donnell, RSCJ, (seated far left).

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