



Sponsored Ministries of the Sisters of Saint Joseph of Boston

The Bridge

BETHANY HEALTH CARE CENTER + BETHANY HILL PLACE + FONTBONNE ACADEMY
JACKSON SCHOOL + REGIS COLLEGE + SAINT JOSEPH PREPARATORY HIGH SCHOOL + WALNUT PARK MONTESSORI SCHOOL

A Season for Honoring

by Mary Rita Grady, CSJ, Mission Effectiveness Facilitator

At this season of the year, educational institutions take the opportunity to honor both graduating students and eminent persons by presenting them to assembled friends, family and faculty.

In the early twentieth century, Josiah Royce, a professor at Harvard, wrote of the Beloved Community as an ideal which would stretch beyond individualism. At Boston University, E. S. Brightman was influenced by Royce's view and called it a "community of love." Martin Luther King, Jr., who was a student of Brightman, often wrote of the Beloved Community in the 1950s. And in the mid-seventeenth century, an early constitution of the Sisters of Saint Joseph in France spoke of "the Dear Neighbor."

Whether considered in the twentieth century or in the seventeenth century, the ideal of human life is seen as something more than the development of the solitary individual. There might be a spirited dialogue among the adherents of these views, but certainly agreement that concern for, care of and relation to others is a component of the ideal.

Regis awarded its 2016 honorary degrees to Paul Farmer, a physician with a long-time interest in medical anthropology and cofounder of Partners in Health, whose mission is to provide health care to the poor and to Simone Campbell, a Sister of Social Service. Sister Simone is currently Executive Director of Network, a Social Justice Lobby rooted in the Catholic tradition and founded by Catholic Sisters. Thus, Regis College University is continuing its long tradition of care for the Dear Neighbor by acknowledging the work of Paul Farmer and Simone Campbell, SSS.

The first Regis honorary degree was bestowed on a woman in 1945, Mother Mary Joseph (Mollie) Rogers. A native of Jamaica Plain, she was cofounder of Maryknoll, the first US congregation of women working in mission fields outside the United States. In 1952 Caroline Putnam, was honored for providing college scholarships to young women of color. In 1969 the high school senior from Roxbury who received the first Caroline Putnam scholarship was honored for her



work during the busing crisis in Boston, as well as for her work in education as Academic Dean at Lowell State University. In 1976, Regis recognized Mother Teresa's concern for providing health and social services for those too poor to afford them. Honorary degree recipients show accomplishments that Regis prizes and praises.

The degrees, awarded to those who are becoming alums with their new diplomas honor students who have pursued education in various fields within an institution which has provided for them in coursework, in activities outside the classroom, and in international trips to learn and to serve the neighbor.

Every year, Regis reserves this time to honor accomplishments and aspirations for contributing to the beloved community, the community of love—the Dear Neighbor.

LEFT TO RIGHT: PRESIDENT ANTOINETTE HAYS, FACULTY MEMBER, NANCY STREET, HONORARY DEGREE RECIPIENT PAUL FARMER, MD, HONORARY DEGREE RECIPIENT AND COMMENCEMENT SPEAKER SISTER SIMONE CAMPBELL, SSS, TRUSTEE, SISTER KATHLEEN MCCLUSKEY, CSJ AND CHAIR OF THE BOARD JOAN SHEA.

Planting Seeds for Life’s Journey

by Ann Marie Ghiloni, CSJ, Director of Mission Effectiveness

What image comes to mind when you hear or read about planting seeds that will bear much fruit? As I closed my eyes to ponder this question, I was drawn to a place in the backyard of my aunt and uncle’s home in the city. My uncle would come home from work in the late afternoon and go out to the garden plot which he had planted. He would walk through the rows and gently water the vegetable plants, till around them, pull the weeds and nurture those that needed more attention. In the morning, I would follow my aunt as she went into the garden to see what vegetables were ready to be harvested and she would prepare them for dinner. She taught me how to pick those that were ready. My favorite ones to collect would be the zucchini squash flowers and the carrots. I learned that the garden was a special place where many different plants grew side by side and provided food for the table not only for one family but to be shared with relatives and neighbors. My brown paper bag would hold what I would bring back to my family from the garden and then tell my mother how my aunt cooked them. Memories like these can be wonderful seeds that have been planted deep within us to help us grow to be all that God wants us to be each new day.

There are scripture passages that speak about planting seeds and the work of the farmer and landowner. Jesus taught the disciples using these images that were very familiar to them. We have been nourished by them many times and each time we contemplate them we are fed spiritually in new ways. We are the soil that the Word may be tilled and nurtured to make a difference in the world where land is fractured, dried, and watered by the tears of the poor and marginalized.

In our world we are more aware of our ecological environment and the ways foods are produced today for our consumption. Climate change has an impact on our land, our vegetation, animals, and sea life. What can I/we do to sow the seeds to share awareness of these effects on all that God created, our Common Home? Be the sower of good seeds upon fertile well cared for soil “for a future yet to come”. (Kathy Sherman, CSJ, *May the Greatest Love*) This is a service that we can share with our Dear Neighbor.

The focus for this issue of *The Bridge* is from Laudato Si’ On Care for our Common Home, paragraph 213: “Good education plants seeds when we are young, and these continue to bear fruit throughout life.” As you enter the summer season, may you be aware of the seeds being sown all around you.



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<i>The Bridge is the official communication of the Office of Sponsored Ministries to inform, educate and inspire the community linked to CSJ Sponsored Ministries.</i>	
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Growing and Deepening a Culture of Service by Marilyn McGoldrick, CSJ, Director of Mission Integration



The mission of the Sisters of Saint Joseph calls us to “love and service of the Dear Neighbor without distinction.” As a Sponsored Ministry we realize that it is our challenge not only to reflect this in our mission statement but to live it in our school family. This year at Saint Joseph Prep we embarked on heightening the call to serve in the lives of our entire community by asking the question...*How can we grow and deepen a culture of service within our school community?* In his encyclical, *Laudato Si*, Pope Francis observes: “Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature.” It was to develop this “new way of thinking”, this attitude of reaching out to the Dear Neighbor that we embarked on our year of increased service opportunities.

In the fall a group of fifteen students and three adults chose three different ministries that included the elderly, youth and those facing poverty and homelessness. They went once a week to the site, engaged in theological reflection each week and prepared a program for the total school community. The purpose of the program, **Servants to the Dear Neighbor**, was to heighten awareness, expand service opportunities and help students learn to live in a community that celebrates differences and seeks to meet the needs of all members within the community. During these weeks the program promoted social justice education by allowing the students to see the difference between charity and justice, to discover what may be the core causes of violence within communities and to seek non-violent solutions to conflict.

The year culminated in an All School Service Day for both adults and students to Heifer International, Pope John Paul II Academy, Bethany Health Care Center, Saint Joseph Hall and Bethany Hill Place. The juniors travelled to Heifer International and witnessed first-hand, in a way different from anything that many had experienced before, our relationship with nature and our responsibility to care for creation. As a result, we probably will be raising money to purchase a cow in order to help feed a family in a developing country! The sophomores engaged in physical labor by emptying school basements and de-cluttering classrooms; the group filled four dumpsters in four hours. Because there were still more items to discard, the baseball team gave a few additional hours to PJP II Academies the following week and finished the job. The freshmen spent the day on Bethany Hill interacting with the residents at Bethany Health Care Center, joining the Sisters at Saint Joseph Hall for a game of Bingo, lunch and conversation and preparing an apartment for new occupants and cleaning the children’s activity room at Bethany Hill Place.

What did the students learn during this year? In their own words, some of the challenges and the rewards:

- “...making sure everyone got a fair amount of food...”
- “...trying to keep conversations or being able to speak loud enough knowing they (residents) had dementia...”
- “...finding the courage to just go up to someone and start a conversation...”
- “...seeing a family of four living in a little apartment because they are poor...”
- ...overcoming nervousness “because I didn’t know how to push a wheelchair...”
- “...doing work because it was hot...”
- “...hearing that the Sisters would like more days like these...”
- “... working with my classmates to get the job done...”
- “...learning about animals and their benefit to different cultures...”

This is a sampling of students and how they responded to their service experience. They reflect a sense of the gift of service...mutuality of giving and receiving. What we hope happens during these experiences is reflected in the words of Pope Francis in *Laudato Si*. “If we want to bring about deep change, we need to realize that certain mindsets really do influence our behavior. Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature.”

ABOVE: SAINT JOSEPH PREP BASEBALL TEAM AT PJP II ACADEMY

Finding Wisdom in the Garden by Abbe Cullen, Assistant Program Director

Like the breath that sustains us, the blossoms of spring remind us of the ebb and flow of nature through the exchange of oxygen and carbon dioxide and the wisdom of the natural elements that generate life. This divine cycle can be especially potent and nourishing when experienced with others. This is the case at Bethany Hill Place where neighbors of all ages gather in the garden to share knowledge and their harvests, help with planting, weeding, and watering and simply being present with one another.

We have many new residents at BHP who have been drawn into the garden by engaging in brief but meaningful conversations in the parking lot and by trickling into the garden out of curiosity. The garden may be the attraction but also the kind words and gentle ways help to sustain them. Similar effects can be noticed with plants. Speak lovingly to your plants and watch how they too will thrive. This reminds us of the power in the words we speak and the vibrations they emanate, one producing the fruits of life and the other inhibiting growth.

Plants are not the only things that live in gardens. Like us, many creatures are drawn to them, including some that are difficult to accept. As a life-long arachnophobe, I learned early in my gardening career that spiders love the garden too and eat the insects that feed on plants. A hard lesson learned was to live harmoniously with spiders in the garden. They gifted me with the realization that “all living things” can be sacred.

For this reason, gloves have become my most essential tool while tending to the crops. Our children of BHP have discovered the same, yet still there was panic due to the frequency of these unwanted eight legged interactions. The children would come into the garden with such desire, how could I encourage yet alleviate their fears? How do you befriend something that scares you? Name it, I thought. It became a game with the children using their favorite names, funny nicknames and names that brought them comfort. One young boy named his new spider-friend Courtney after our beloved Program Director. They came with fears and left with smiles.

Our fruits, vegetables and flowers flourish with the compost we build by recycling our garbage. The children of BHP were intrigued by this composting process, with the compost tumbler, and about how they could feed their plants. They took turns adding plant debris and coffee grounds to the tumbler and lined up to spin it gently. Now they have a new appreciation for recycling and know that even their smelly kitchen garbage brings new life to the children’s garden.

Not everything in the garden is easy or fun. When we opened the garden in the early spring, the weeding was the least favored and drew the smallest crowd. This piece is more manageable now that the garden has been planted and mulched. The steps of gardening are simple, the tasks can be hard and yet the fruits of our labor are well worth the effort, including the strawberries that the children have enjoyed lately.

Our garden brings hope and promotes community integration through the shared effort of growing produce to sustain our families. It offers harmony and a natural balance. We plant and it provides. We tend and all are fed. To share in the wisdom of the garden one only needs to be present, listen to the joyful sounds of nature, witness the devotion of neighbors, and reflect upon the many lessons that can be learned from appreciating and nurturing all living things.

ABOVE: PETER; **BELOW:** MAYA, MICHAEL, AND ASHLINE



Graduation at the Sponsored Ministries



Saint Joseph PREPARATORY HIGH SCHOOL



Graduation at the Sponsored Ministries



Regis College



Jackson School

Deep Roots Bear Much Fruit

by Mary Nagle, CSJ, Mission Effectiveness Coordinator



“Good education plants seeds when we are young, and these continue to bear fruit throughout life.”(Laudato Si’ paragraph 213)

The seeds that have been planted by the residents of Bethany Health Care Center have very deep roots and bear much fruit because of the love, care and concern that have gone into their many and varied ministries. During National Nursing Home Week there was research done to find the varied ministries our residents (both lay and religious) were involved in...teacher/educator, cook/baker, nurse, social workers, librarians, sacristans, missionaries, therapists, parish ministers, volunteers, administrators, to name just a few. These varied ministries easily found

expression in the theme for National Nursing Home Week which was **It’s a Small World with a Big Heart**. It also finds expression in the way our residents and staff interact with each other every day.

Aging and declining health issues do not keep our residents from continuing on for the sake of our mission, “to be women of unity and reconciliation.” This unity and reconciliation extends to every aspect of their life where they are connected “with God, with other people and with the world in which they live.” (Mission Statement of BHCC).

There is not a single resident or staff member that does not attempt to live our Mission and Values day in and day out. They pray, support, encourage, visit one another and express deep gratitude for all that is done for them. You will find our residents, in the chapel, the dining room, the patio, on the porch, in the solariums, the activity room, in their own room or visiting in another room. Wherever there is a need, there they are. They never cease being present to one another, to the staff and to anyone who visits. They care deeply for “our common home.” The opening words of Pope Francis’ encyclical *Laudato Si’ mi’ Signore* (Praise to you, my Lord) clearly describes the residents and staff of Bethany. Our “common home” is rooted in Bethany and extends out to all God’s creation.

ABOVE: ANNE MARIE GARRITY, CSJ LEADING EXERCISE WITH BHCC RESIDENTS

JWP Honors Suzanne Perry by Jean Behenna and Kathleen Berube, CSJ, Mission Effectiveness Facilitators

On May 24, 2016 the Jackson Walnut Park Community held a reception to honor and thank Suzanne Perry on the occasion of her retirement as President of the Jackson Walnut Park Schools. Faculty and staff joined JWP Trustees, JWP parents, Sisters of Saint Joseph, family and friends of Suzanne under a tent on the lawn near the “white house.” After enjoying beverages and tasty hors d’oeuvres, several members spoke of Suzanne’s many contributions to the life and community on the Newton campus during her six years of leadership. People remembered her gracious hospitality, dedication and ever-present support for all those connected with JWP.

Then on June 1 at the Jackson School Growth and Learning celebration, the students presented Suzanne with the Jackson School Growth Award, a painting of a tree made of children’s fingerprints, and a book of student remembrances and good wishes. One group of students had this to say:

“The Jackson School is so grateful for you being our cheerleader all the time.” The sixth-graders wrote this message: *“Even though you may have to pass the job as President of the JWP community to another person, we want you to know that no one can fill your shoes. . . . you will be missed.”*



LEFT TO RIGHT: ROBERT PERRY, SUZANNE PERRY, DONNA PERRY

Everything is Blooming at Jackson School by Jean Behenna and Kathleen Berube, CSJ, Mission Effectiveness Facilitators



Summer is approaching, trees are turning green and flowers are blooming adding bright colors to our streets and to our neighborhoods. The school year is coming to a close. The fruits of our educational endeavors surround us in the activities and celebrations on our spring calendars.

Students from Grades 3-6 formed five Jackson School Destination Imagination (DI) Teams and participated in the regional competition at Wayland High School. The variety of STEM lessons learned in the science bore fruit. One sixth grade DI Team received first place and one fifth grade team received 2nd place. Both teams went on to the state level at Worcester Polytechnic Institute.

Grade 4 worked on a poetry unit and published their very own book. Fourth-graders used the writing process to write their poems. When the published books arrived, Grade 4 held a publishing party to celebrate the unit. Mrs. Niden was thrilled to receive her own copy for her office. In addition to learning about the writing process, students studied poetic devices and explored a variety of poetry by different authors.

The last six weeks of school Grade Six was engaged in their final STEAM project. It was a project-based inquiry unit researching the ocean. This project was an interdisciplinary unit integrating all subjects. Students researched the ocean's resources and its threats. Most importantly they learned their responsibility to be stewards of the ocean. Another task was to produce a product to "teach" the entire Jackson School about the importance of the ocean in our lives. Guest speakers and field trips to the Quincy Salt Marsh and to Woods Hole help highlight their experience. Students produced poetry, watercolors, photographs, and PowerPoints. They shared these projects with their family during the Grade Six Class Night.

Grade Five took advantage of the gorgeous spring weather to visit and interact with local historical sites in conjunction with their study of the American Revolution. Bunker Hill Monument and a walk to the Old South Meeting House made history come alive with participation in the fiery Tea Debate.

Grade 2 traveled to the Discovery Museum in Acton. The students shared their day with great enthusiasm. They saw many wonderful exhibits; made a harmonograph; participated in The Inventor's Workshop where they constructed inventions out of recycled objects.

After spring vacation Jackson School welcomed grandparents and special friends to share lunch and recess. Kindergarteners sang a song in Chinese and taught their guests some simple greetings in Mandarin. First graders began their day by interviewing their grandparents and introduced them to their classmates. Second-graders and their guests could be found reading in the library, working in the computer lab and performing in Mrs. Kelly's classroom. Grade Three shared their world language skills. Class members paraded on the red carpet modeling the latest fashions as other classmates did the commentary in Spanish. Another group taught their guests some simple greetings in Chinese and played games using Chinese vocabulary. Grades 4-6 entertained their guests with musical selections learned throughout the year. The student art show and the newly installed mosaic created by the children added a lovely touch to the festivities!

Jackson's annual Growth and Learning Celebration took place and was planned by Grade 5 students. They led the school community in prayer, song and sharing of the many wonderful happenings of the past year. We also bid farewell to Grade 6, and the teachers and staff who are leaving Jackson School.

A beautiful liturgy at Our Lady Help of Christians Church celebrated our Grade Six graduates. Kevin Wakakuwa shared his memories at Jackson. He stated, "Graduation is not an end, but merely a step into the bigger world; Jackson School has prepared us very well for this step and we, the Class of 2016, have the privilege to take it. "

The seeds of the year's many endeavors are in full bloom as we leave to enjoy the summer break.

ABOVE LEFT: FIRST GRADER SHELBY MOSS WITH HER GRANDMOTHER JEAN MOSS DURING GRANDPARENTS' DAY; ABOVE RIGHT: SIX GRADERS SOFIA PUIG AND SOPHIA ZUCCALA ENJOY WRITING POETRY AT NOBSKA LIGHTHOUSE BEACH.

Spring Planting

by Nancy Fish, Head of School

Springtime is a wonderful time to plant the seeds of kindness, acceptance of difference and being good stewards of the earth; to watch the seeds we planted for the last three years flourish in our students who will be leaving to move on to grade one.

"The education of even a small child, therefore, does not aim at preparing him for school, but for life." (Maria Montessori) This quote is the tenet upon which the Montessori experience is built. The prepared environment, materials, and adults in the classroom give the child the framework and modeling with which to go forth into the world and create peace. This spring the children of Walnut Park Montessori School spent time physically planting seeds in their gardens and, thanks to the faculty, had the seeds of tolerance and acceptance planted through their studies about the continent.

The study of other cultures is a hallmark of the Montessori experience and the diversity at Walnut Park which is one of our defining features. Our children come to us speaking 13 different home languages, 38% of the students enrolled are proficient in one or more languages other than English and 22% of those have English as a second language. These languages include Mandarin, Spanish, Portuguese, Hindi, French, Italian, Korean, German, Greek, Thai, Japanese, Vietnamese, and Russian. From the first day of school, the children enrolled are introduced to people of different languages, ethnic groups, and cultures. During their three to five years in the Montessori community they see on a daily basis that differences are the norm. The geography curriculum allows the children to explore not only the physical and political geography of the world's continents but the people who inhabit those continents. The children's experience is enhanced by the hands-on interactions from their peers who have first hand knowledge of these places. Words and phrases, which were once strange and unfamiliar, become the music which accompanies their friendships. As a result, the seeds of acceptance and kindness towards the Dear Neighbor without distinction are born. The faculty in their daily preparations, create an environment which is safe and trusting for all children. It is in this environment and loving community that our study of other people flourishes.

For the final continent study this year, each classroom documented and created displays on one of the seven continents. Children spent time researching, writing and creating maps of the countries in their chosen continent. The focused study differed from classroom to classroom and continent to continent. For example, Europe focused on European artists while Africa studied housing. With active participation from our parent community the



children made huts of straw, experienced the cultures of countries like Romania and tasted foods from many cultures around the world. They were exposed to all those human aspects that we have in common, foods, clothing, and housing. This in depth study culminated in a school-wide World Celebration. On a warm afternoon in May, the work children made was displayed alongside authentic dishes made by parents and grandparents, and artifacts from these continents in an open fair style event. All families had the opportunity to look back into their ethnic heritage and share a piece of their family history. We had cookies from a mother's Italian grandmother to lessons in origami. Adults and children came dressed in their traditional dress. It was an afternoon to come together as one community and celebrate what makes us unique. Through this aspect of the Montessori curriculum we implant the seeds of tolerance for others who may at first glance appear different from ourselves. It is these seeds that will be carried forward into the world. In today's climate this skill is of vital importance to reach Dr. Montessori's goal of peace. "Our principal concern must be to educate humanity—the human beings of all nations—in order to guide it toward seeking common goals."

ABOVE: WORLD CELEBRATION DAY

*"We shall walk together on this path to life, for
all things are a part of the universe
and are connected with each other to form
one whole unity."*

MARIA MONTESSORI

Seeds Sowed Bear Fruit Today

by Nikki Tishler, Fontbonne Academy Alumna '07



I recently had dinner with two women I had not seen in ten years. We were best friends at Fontbonne Academy and have since gone our separate ways. When we came together again, we had a miraculous realization. Our current careers all reflect exactly what we dreamed of doing when we were fifteen-year-old girls at Fontbonne Academy.

We are in drastically different fields with a common thread. We each followed our passions and have an ingrained commitment to inspire young women through our own personal examples. Fontbonne gave us the power to dream and define ourselves on our own terms, cultivating honest female friendships that thrived on inspiring, empowering, and encouraging one another to believe in ourselves and fulfill our potential to be our best selves.

At Fontbonne, I became fascinated by politics and passionate about social justice. Sasha was an aspiring musician and photographer. Amanda was never seen without her skateboard. Now, I hold a Master's Degree in Public Policy with a concentration in poverty alleviation and an MA in Women's and Gender Studies. I work for the Commonwealth of Massachusetts improving civic engagement, particularly with underrepresented

population groups. Sasha is a music instructor and has her own photography company. She volunteers with Girls Rock Campaign Boston, which empowers girls and women to believe in themselves by fostering self-expression and confidence through musical instruction, collaboration and performance. Amanda is a professional skater who has taken part in two all-girls skate tours, "Endless Roads," in Spain, which was the first tour of its kind, and "Open," in which fourteen female skaters from around the world came together to skate and explore Israel.

Fontbonne Academy is more than just an educational institution; it is a community committed to supporting its young women as they learn and grow, pushing them to be their best. A Fontbonne education not only creates smart women but also women with a sense of self-worth and conviction that follows throughout their lives.

A diverse student body from different backgrounds, races, cultures, countries, and socio-economic statuses creates an open-minded environment. Teachers and mentors who demand critical thinking and deeply care about their students' well-being create a safe space for exploration. Curricula that celebrate texts, not only by Euro-centric white men as many high school curricula do, but also by African, Chicana, Asian, and black writers (men and women), validates the existence of and elevates the voices of cultures and histories that reflect the diversity of Fontbonne girls.

It is revolutionary to see yourself reflected in history and believe you are capable of achieving whatever dreams you have, regardless of societal expectation just as it was revolutionary for the Sisters of Saint Joseph to start a school to educate young women. With the love and support received at Fontbonne through mentors, friends, and curricula, I did not realize we were revolutionary at the time. I entered the world confident in my abilities and myself as did Sasha and Amanda and many other women who had the privilege of attending Fontbonne Academy.

ABOVE: AMANDA POWELL, NIKKI TISHLER, AND SASHA PEDRO

Environmental education ... seeks to restore the various levels of ecological equilibrium, establishing harmony within ourselves, with others, with nature and other living creatures, and with God. ...

It needs educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility, and compassionate care.

(POPE FRANCIS, LAUDATO SI', PARAGRAPH 210)