

FCJ Education



Faithful Companions of Jesus

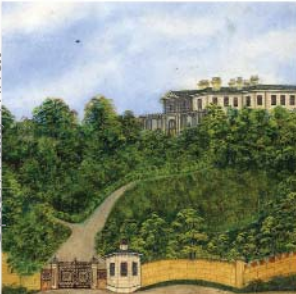


Our Vision and Values

FCJ Primary, Jersey, CI



Upton Hall, Wirral



Bellerive, Liverpool

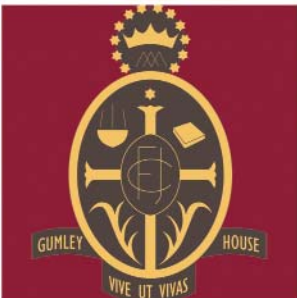
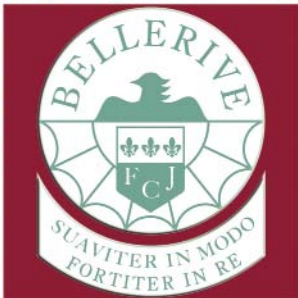


Gumley House, Isleworth



Maria Fidelis, London







FOREWORD

What you have in your hand is a remarkable little booklet. It was born of the enthusiastic commitment of a number of dedicated educators – members of staff in FCJ Schools and FCJ Sisters. Over three years they reflected together, shared their insights and wisdom and came to a contemporary expression of the distinctive FCJ spirit to be found in our Schools.

Because it is a living, dynamic spirit, it is ever to be discovered in new experiences and in the changing reality of our world, and accordingly be expressed in new images and new words. It is our hope that the words and images offered in this booklet will inspire us in the present and move us onwards into our future, yet unknown.

The FCJ tradition is rooted in Ignatian spirituality which follows the insights of St Ignatius of Loyola, founder of the Jesuits. It is a long tradition, has flourished in many parts of the world and is well tested. From the time of Marie Madeleine d'Houët, the values taught by Jesus Christ – the invitation to personal excellence, the demands of justice, the call to companionship, the desire to impact our world for good – have been at the heart of FCJ school life. We embrace this tradition that God has entrusted to us, educators and students alike, with deep pride and gratitude and intend to carry it forward for God's greater honour and glory.

Our special gratitude goes to Patricia Goodstadt IBVM and Maureen Mee, who have generously shared their experience with us. They mentored us in arriving at our best expression of the FCJ ethos lived in our Schools today.

In 2008, the FCJ Society wrote:

Marie Madeleine was led by the Spirit in ways she could not have imagined. Like her we too are drawn irresistibly by our God who is present and labouring in all of Creation. Together we go forward without hesitation and with great confidence.

May we continue to 'go forward without hesitation and with great confidence', reflectively, collaboratively, gently and decisively in this precious, most valuable work of education.

Margaret Byron FCJ

FCJ Provincial, Europe

Our Vision and Values

FCJ Education

Zest for Life

FCJ Province of Europe
Schools in Britain and Jersey

June 2013



La Vénérable Marie Madeleine
Victoire de Bengy de Bonnault d'Houët

*'I too will be a Faithful
Companion of Jesus'*



Our History

Faithful Companions of Jesus—An International Education

The first FCJ school was founded by the Venerable Marie Madeleine d'Houët in Amiens, France in 1820. Less than twenty years later she had founded schools in five European countries – France, Switzerland, Italy, England and Ireland – and thus opened the way for the later development of the Society in Australia, North America, South America and Asia. From the beginning there was a sense of **internationality**.¹ Marie Madeleine visited all of her foundations frequently and staff (and sometimes pupils) moved easily from one country to another. Modern **foreign languages** had a natural and prominent place in the curriculum² as had music—especially liturgical music.

She always reached for the **highest standards** and (contrary to the accepted thinking of her time) was adamant that aspirations for girls should be as high as those for boys. When taken to task by Fr Zechinelli SJ for encouraging the study of 'Advanced Sciences' deemed at the time, to be 'least suited to the average capability of women'—she defended herself robustly!³

Marie Madeleine's one desire was that her pupils should be **true to themselves** and achieve their **full potential**, 'free from the least affectation in word or action'⁴. As she had once said when speaking of a pupil '**... how much I want her to become all that she could be!**'

Inclusiveness was ever part of her thinking. Although Marie Madeleine's first concern was for the poor and the dispossessed, she was insistent that her mission was not confined to any one section of society. Her schools would provide 'a **solidly Christian education**' for young people from all classes of society.⁵

*Have **courage and confidence**. We must never say 'I cannot do that, I am not capable of doing this job'. God will not fail to give you the grace to do all that he has asked of you.*

*Allons, **courage et confiance**. Nous ne devons jamais dire : « Je ne puis pas aïre cela, je ne suis pas capable de cette charge ». Dieu ne manquera pas de vous donner la grâce de faire tout ce qu'il demandé de vous.*

Marie Madeleine

Marie Madeleine d'Houët 1781 -1858

The 'terror' or the Revolution



Marie Madeleine brought to her work in education the very rich experiences of her own life.

She was born in Châteauroux in 1781 and grew up during the French Revolution. She and her family lived through the Reign of Terror and several members of her family, including her own father, were imprisoned by the revolutionaries. Priests and nuns as well as members of royalist families such as hers lived in constant fear of imprisonment and death.

Her education at home was largely overseen by her mother. In addition to the usual schoolroom tasks she was introduced to practical tasks such as laundry work and the management of a large household.

Coming as she did from an influential family she acquired from an early age the skills needed in dealing with people from all parts of society.

Interior of Bourges Cathedral



The year 1804/05 proved to be for her a year of deepest trauma. The horrors of the Revolution had passed and in August of that year she married Joseph de Bonnault d'Houët in the Cathedral at Bourges. She and Joseph were immensely happy together and often rivalled each other in their service of the poor and in visiting the sick. Soon however, it was clear that Joseph's health was failing, the cause of his illness being traced to the visits that both of them frequently made to the destitute in the city hospital. Joseph died in July 1805 after less than one year of marriage.

Marie Madeleine's piety was Catholic in the widest sense of the word, and was neither exclusive nor narrow.



Marie Madeleine, at twenty four, was widowed, heartbroken and pregnant! Three months later, in September 1805, her son Eugène was born. Marie Madeleine found both consolation and delight in looking after her son and dedicated herself wholly to his care and education. In time, her usual social life became less attractive to her and she began to reflect more deeply on what God might be calling her to do in the future.

In 1814 when Eugène was nine she decided to send him to the newly opened Jesuit College of St Acheul in Amiens. Already an admirer of Jesuit spirituality and education, she was to become ever more closely acquainted with both. She took rooms near St Acheul and for the several years of Eugène's schooling, she spent much of her time helping in the school in practical ways and getting to know many of the boys as her own children.

In her spiritual search to discover God's will for her future she placed herself under the direction of Father Varin SJ and in due course realised that God was calling her to found the Society Faithful Companions of Jesus. The new Society would follow the Constitutions of the Society of Jesus and would promote education, retreats and missions.



By 1820 she felt ready to begin her first small school in Amiens where she would still be able to look after Eugène and have the additional advantage of maintaining contact with the Jesuit community at St Acheul.

It was a happy coincidence that during the many years of her association with St Acheul she came to know Père Lorient SJ who at that time was engaged in revising and updating the Jesuit *Ratio Studiorum* (Plan of Studies). St Acheul had become widely known for the excellence of its education and Marie Madeleine would have had much to learn from her connection with the school.



First School in Amiens

It is interesting to note that most of Marie Madeleine's knowledge of school life and education, prior to the foundation of her own schools was acquired among boys in a boys' school. This was a good foundation from which to begin. It would help to ensure that neither girls nor boys would be short-changed in the standards of education offered to them in FCJ schools.

I am told your establishment (Châteauroux) is growing... My daughter owes it all to her good companions who are well suited to inspire confidence.

M. de Bengy (father of Marie Madeleine) to Mère Legrand Nov 1923

The Faithful Companions of Jesus in England

After the passing of the Catholic Emancipation Act in 1829, religious orders from continental Europe and from Ireland began to make new foundations in England.



Marie Madeleine's foundation in 1830 in Somers Town, London, was the first of these new post-Emancipation foundations.

The Polygon, Clarendon Square, 1850. The building was demolished in 1891 and the site was redeveloped. On the right can be seen the original St Aloysius' Church built in 1808. That part of Clarendon Square was renamed as part of Phoenix Road. The first FCJ schools in England were located here, adjacent to the church.


Very soon the Society was well established in West London, in North West England and in Ireland; other foundations would follow later in the century. By the beginning of the twentieth century FCJ schools had spread to many parts of Britain from Scotland in the north to the Channel Islands in the south and in 1903 Sedgley Park College for the training of teachers was opened in Salford.

In the years that followed and as the statutory framework for education changed, FCJ sisters could be found in education at all levels—in Parish Primary schools, in state maintained Grammar Schools and Secondary Modern schools, in Independent Boarding and Day schools as well as in teacher training.

These establishments became known for high standards⁶ and for the use of innovative educational methods⁷. The standards set by so many FCJ sisters and the wisdom accrued by them is the proud heritage of FCJ schools in the twenty-first century.

1. *Memoirs* pp. 80, 84, 87
2. See e.g. Mary Campion McCarren fcJ, *A Mine of Gold* p. 6
3. *Memoirs* p. 80
4. *Ibid* p. 19
5. *Ibid* p. 84
6. *Annals of the Somers Town community*, 1912 p. 122
7. *Sacred Heart Review* 1914

*Marie Madeleine was aware of
and respected diversity;
she recognised that
different people had to be led,
challenged, in different ways
to different things.*



The distinctiveness comes
not from the education itself
but from the spirit in which
the education is given
and therefore the
climate of the school
comes not from the
structure of the school
or the curriculum
but from the
witness value
of the people
in the school.

Let us form in the heart and the mind of the young
person the lofty ideal of preparing oneself to give
oneself to and to serve others.
Anything else would be education for selfishness;
that is precisely the cause of the great malaise of
our countries.

Oscar Romero, 1917-1980

Let us work, Marie Madeleine
would say, as if all the success
of our works depended on us,
but let us count on God alone.
Travaillons, disait-elle,
comme si tout le succès
de nos œuvres dépendait de nous,
mais ne comptons que sur Dieu.

Victoire Murphy fcJ
(1918 - 2010)
gained a reputation for
'Scholarship in a
caring community.'
Chief Education Officer, Manchester

ZEST for LIFE

Vision Statement

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

FCJ Schools



Excellence

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Excellence is an inclusive value in an FCJ school, incorporated in every aspect of school life and living.

We set the highest possible standards in supporting each other as we strive to achieve our personal best, to become what we aspire to be.

This commitment to excellence requires us to
care more than others think is wise
risk more than others think is safe
dream more than others think is practical
expect more than others think is possible.

Claude Bissell

The ideal of excellence 'for God's greater glory and the salvation of souls' pervades Marie Madeleine's writings and recommendations.

Patricia Gallagher fcJ (1920 - 1990)
was quick to see and encourage the potential in people, she supported them and was prepared herself to take the consequences of their faltering or failure. 'She was unique in her ability to inspire, to challenge, to laugh and to be, on occasion, extraordinarily humble.'

Philomena Skiffen fcJ (1840 - 1898)
'Her motto: Thorough!
No matter what she undertook
it was always the same,
heart and soul.'

The best lesson
I could give
is that of example.
Magdalen Adnett, fcJ (1845-1917)



Companionship

*Strong in companionship,
the unique giftedness of every person
in these faith communities is
recognised, nourished and celebrated.*

Companionship too is
an all-pervading quality
present when we work together
in an atmosphere of support and love.

Companionship is breaking the bread of life together as
together we live God's dream for each one of us more fully.
Together we learn, pray, laugh and cry.

FCJ Companionship is inspired by the women who were
companions of Jesus to the cross and beyond.

*Leaders were to 'gain the
confidence and love
of their students, to speak
with friendliness
and gentleness,
to enter into their sorrows,
to show reserve and
always respect,
yet to be loving'*

*Companionship...
'to stand at
the foot of the cross
with Mary and
the holy women'*

*Evangelene Barton fcJ (1879 – 1963) and
Catherine Buckley fcJ (1885 – 1972) are
remembered '... trudging along (the streets)
of Middlesbrough ... to teach and give solace
to the wee boys and girls that came from
the Docks and the Marsh.'*

Dignity

It is of the essence that the **dignity** of each person is recognised, as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard.

This sense of dignity and respect

- is treasured in the school community, nurtured in the individual and enhances the life of the school
- provides opportunities for each person to recognise and celebrate their own self-worth
- demands, when challenging circumstances arise, that we seek dignified solutions for all concerned.

The children have complete trust in her justice. She did not favour anyone, rewarding only those who really deserved it. She was absolutely fair.

Les élèves avaient confiance entière dans sa justice. Elle ne favorisait personne en dehors du vrai mérite. Elle était absolument impartiale.

Justice

Justice, being in right relationship with God, self, others and creation

- acknowledges and embraces diversity.
- protects the reputation of each member of the community and ensures fair treatment for all
- requires us to examine, teach and promote just relationships and structures within our school community and in the world
- challenges opinions and actions that contradict Gospel values
- requires us to stand shoulder to shoulder with the oppressed.

Marie Madeleine was most wise in her allocation of duties – never hesitating to modify her own choice when she saw a drawback.



Hope

*Our hope and expectation is that,
through God's grace working in us all,
each young person grows into their best self,
with **zest for life**
and the generosity and confidence to use
their talents and gifts in the service of others.*

Hope is a faith-based attitude of mind and heart
which enables us to think, speak and act in
accordance with Gospel beliefs and FCJ values.

Hope

- inspires and enables us to persevere in the face of difficulties and disillusionment
- empowers us to fulfil our aspirations and grow towards spiritual, intellectual and emotional maturity.

*Never give way to
discouragement,
for it will be our ruin.
Courage and confidence!
Let that be your motto.*

*Marie Madeleine was an
inspiration, communicating
her confidence to others.*

*Notre Vénérée Mère inspirait,
communiquait sa confiance aux autres.*

It is up to you to work hard to acquire knowledge. In the world people take us at our true value. If you leave St Acheul with knowledge, they will respect you; they will respect the College where you have acquired that knowledge. At your age it is necessary to work hard; that is a principle which you must grasp; fortune is less than talent. You have good Masters, it is up to you to profit from them. Education time lost is irreparable...

*They tell me you have grown lanky, already you are as tall as your father (Joseph, who had died before Eugène's birth)... What captivates is a good person, one who is both religious and educated. I **hope** my grandson will develop these qualities and then I shall always be able to speak of him with pride.*

M. de Bengy (father of Marie Madeleine) to his grandson Eugène 22 May 1821





Gentleness

*Above all, through God's grace,
the whole is marked by the gentleness, the
gentle strength, which is*

- 'the fruit of quiet self-possession that has been gained through daily growth in self-understanding through the light of grace.'
- 'a quality which helps us to keep a calm spirit, a peaceful heart, and control in our words and gestures, even when the circumstances seem to call forth, or at least justify, an explosion of displeasure or anger. Gentleness results in right relationships with God, self and others. Gentleness keeps our heart always within the boundaries of justice, reason and love.'

Adrian Van Kaam

Adapted from Mère Josephine Petit fcJ/Mère Marie de Bussy fcJ

*'Let the morning find you more advanced
than the day before
and in the evening be further still.'*

Marie Madeleine

Julia Condon fcJ (1849 – 1915) was head of St Mary's Middlesbrough. 'I used to call into the school just to talk with her because she was serene and in her heart there was no mean or idle thing.'

Emerson Beckwith, Director of Education

Gerardine Russell fcJ (1869 – 1952) is remembered as 'that gentle perfectionist.'

Monsignor O'Sullivan

*Marie Madeleine bore
their awkwardness
and slowness with
a gentleness and sweetness
which nothing seemed to disturb,
never showing the smallest
irritation or impatience.
In the greatest griefs and
the most painful trials
her calm face was the reflection
of the peace of her soul.*

Our Vision ... reflections

hope justice
companionship excellence
gentleness dignity

As you read this vision of
FCJ education,
what are the parts that
inspire you?

Can you think of a particular
example when in your work you
have lived an aspect of one
of these core values of
FCJ education?

How do you bring hope
to others through your work?

Teaching for Learning

'not a human being but a human becoming' Herbert McCabe OP

In FCJ schools, we recognise that every individual is a child of God. Our aim is to nurture and inspire our students to become their best selves. Outstanding teaching enables achievement and excellence for all.

At the root of the curriculum in FCJ schools is a desire to help our students experience the wonder and awe of God's presence in all things. Our curriculum takes students beyond the ordinary, leading them to discover new things about themselves in relationship with the world. FCJ staff accompany their students in a learning environment infused with Gospel values. They bring a reflective stance into the classroom providing opportunities for prayer and quiet contemplation. These moments help all to grow in the self knowledge that leads to an attitude of gentle strength and wisdom.

It is said of Agnes Bury fcJ (1831 – 1906) that 'her lessons were elevating ... they influenced the heart as well as the intellect'.

In a world where justice and peace can be difficult to find, FCJ students stand out as beacons of hope. Unfairness within the classroom and in the wider world is questioned and challenged through a relevant and changing curriculum.

Lessons are planned and delivered with professionalism. Teachers recognise that every student is unique. They strive to make decisions about teaching and learning that challenge students to uncover and develop their gifts. Rigorous enquiry, deep thinking, questioning and reflection are essential parts of that profound learning which is the foundation of life-long openness to education and joy in learning. School life is enriched by a variety of extra-curricular activities that are intrinsically linked to our core values of justice, companionship and hope.

Street mosaics created by students, Maria Fidelis



Celebrating the fact that we are part of the global FCJ family, staff work together to enable students to grow in confidence and strengthen the bonds of companionship in and beyond the school community.

Recognising that parents and carers are co-educators of their children, staff encourage them to be fully involved in their children's learning through regular communication and practical, meaningful support.

We want our students to face the future with courage and confidence. Essential to this desire is a strong and consistent system of pastoral support, rooted in our value of hope. Drawing strength from the knowledge of God's unconditional love, our student's self-esteem grows when they are encouraged to take risks. They know they are both valued when they don't succeed and celebrated when they do. Failure is recognised as an opportunity for learning and growth. Hope is tangible in the faith staff have in students and the trust students have in staff. It is visible in the way we love and serve each other.

Mary Stokes fcJ (1798 – 1878) A past pupil remembers: 'however much I may have broken the rules, she never spoke a hard or angry word to me. . . She would invite me to take her "lecture arm" and go for (a walk) in the woods. I have never returned from these little trips without . . . a great desire to be better for the future.'

How do you find times of reflection in the midst of a busy school day? Is it something that you value when the opportunity arises?

The ability to cope with failure can be an important learning experience for pupils. Can you think of any times when you have had to face failure and through which, in hindsight, you have grown as a result?

Teach the children with
all the kindness and
gentleness possible.
Marie Madeleine, 1837



Formation in Faith

*In an FCJ School
'Formation in Faith'
is an expectation,
not an option.
It is the heart of school life.*

We believe that it is God's grace that enables each person to grow. There is an expectation that staff actively strive to provide opportunities for reflection and growth in faith. Our hope is that during their years in school our students' faith will continually be nourished and become their life-giving core.

Concerts, school productions, trips, visits and the like have the potential for enriching the spiritual life of our community. Indeed, all school gatherings have potential for faith formation. Specific opportunities occur within assemblies, lessons, liturgies, collective worship, feast days and retreats. All of these are recognised as essential and are included in our curriculum.

Trustees and governors are convinced that we are all children of a God who loves each one. They are committed to providing an ambience of spiritual awareness and a professional workforce which together will nurture and guide the real possibility of a faith relationship with God.



Christine Grace fcJ (1934 – 2012), encouraged art, handicrafts and music. 'Children' she said 'who are not taught to be creative will be destructive. If they know the joy of creating something beautiful themselves they won't turn to vandalism.'

What are the aspects
of whole school life...

that give you most joy
and enthusiasm?

that lift your spirit?

How do you contribute
or participate in these?

Often recall
that the Spirit of God resides
in peace and never in trouble
and discouragement
nor in agitation.

Sarah McCullough fcJ
(1951 – 2009) helped her
students to critique their
own lives and the world
around them.

Gentleness ...
what a powerfully
strong gift.

Woven into our lives is the very fire from the stars
and the genes from the sea creatures
and everyone, utterly everyone,
is kin in the radiant tapestry of being.

Elizabeth Johnson, CSJ

Marie Madeleine
always 'desired
that the children
should experience
God as a loving
God'.

Support Staff

Each of you with a part to play in the whole ... (1Cor. 12.27)

In our FCJ schools the dignity of each person is respected. The unique contribution made by support staff is fully recognised and appreciated.

Support staff have a fundamental role to play in ensuring that high quality teaching and learning takes place within our schools. Their support is provided in many different ways, for example: through the care for the buildings and grounds; through the warm welcome extended to visitors; through the equitable and prudent deployment of resources; through the wholesome food served in agreeable surroundings; through the upkeep and maintenance of the administrative and technical systems; and through direct support for our students at every stage of their school career.

In all areas of the school, our support staff play a vital role in the pursuit of excellence. They contribute to a supportive atmosphere through true companionship and they serve with justice, gentleness and dignity. They act as role-models and their professionalism is an inspiration to those they work alongside and to our students.

When have you felt that you were part of a team working together for a common goal?

Bring a particular example to mind – what made that a good experience?

Tiles St Joseph's corridor, Upton Hall, Maw & Co c. 1905 Benthall Works Shropshire



Agatha Lacy fcJ (1854 - 1914) A PIONEER IN EDUCATION

Agatha Lacy fcJ, Provincial of the British Province was known for her 'unbounded charity' and the care that she took for the welfare of the children in the Somers Town area of London. For her 'no labour was too great' and much of that 'labour' was in the field of education. When she died in Somers Town in 1914 she was hailed by the Chairman of the Education Committee of the London County Council as *a pioneer in the cause of Catholic education in London*¹.

It was Agatha Lacy fcJ who was first to present Catholic girls for London County Council scholarships in 1895. This enabled them to achieve secondary education and put them on the first step of the ladder for higher education. It was she who managed to secure scholarships and in some cases financial aid for more able students so that they could go to University. She also initiated the movement for the recognition of Catholic secondary schools by the Board of Education and by the London County Council, thus putting them on par with non-Catholic schools and making them eligible for the support of the Local Education Authority. She was very much aware of the importance of teacher training for Catholic schools and it was mainly through her instrumentality that named Catholic secondary schools were recognised by Whitehall as centres of excellence suitable for the training of teachers².

In June 1914 Sir William Henry Dunn MP, in supporting the setting up of an Agatha Lacy Memorial, refers to 'the magnificent work done by one who had been so aptly styled *the pioneer of Catholic secondary education in London*. Her contribution to Catholic education was acknowledged by Cardinal Bourne and by *many prominent laymen* of the time³. FCJ education had truly taken root in English soil!

1 Obituary: *The Tablet*, 9 May 1914

2 Ibid

3 Alderman Sir William Henry Dunn, 20 June 1914

Mère Victorine writes: Although Notre Mère was so hard on herself, nothing could equal her tenderness for others; to each one of us she was like a mother with her only child, who fears to lose it... Yet this is the woman of whom it was said that in her the Bishop of Nantes 'who is very clever, has met his match'; the woman of whom Père de Ravignan said: 'What audacity in a woman— she knows we are all against her and she is as calm as if this opposition was nothing.' (Mère Marie de Bussy) And after the visit to Rome a Jesuit said to Mère Marie de Bussy 'Madame d'Houët has so strong a will that if she wished to be made Pope she would succeed.' And a doctor in Geneva said she had the head of fourteen generals.

Leadership

*You have to see yourselves as apostolic leaders
and not merely as professionals.*

Marie Madeleine

Excellent leaders at every level within FCJ schools put their students first. They have an unwavering commitment to enabling the achievement of personal and academic excellence and create an environment in which opportunities for developing, sharing and celebrating God-given talents are nurtured. Leaders have faith in their staff and students. They foster working relationships based on mutual trust, respect and justice.

Excellent leaders face challenging situations with a readiness to engage in courageous conversations and when tensions arise they aim to find dignified solutions.

*'...those who form others to
justice will shine as stars
for all eternity' cf Daniel 12:3*

Excellent leaders lead by example, with integrity and gentleness. They demonstrate through their own high expectations and actions, the values of the Gospel as interpreted and lived out through FCJ spirituality and vision.

FCJ leaders are reflective, discerning and strong in companionship with Jesus; this stance informs their decision-making and is shown in the way they relate to every member of the school community.

Marie Madeleine asked
those who were the leaders
in her schools,
to help their pupils
to witness to their faith,
in school to their companions,
and in their adult life.

*When M. Hilda Fletcher fcJ
(1863 – 1934) retired after 40+ years
as Head of St Patrick's Girls,
Liverpool, the Director of Education
said she was 'an inspiration and
source of strength to your staff... an
immense practicality ... quietly
efficient and sympathetic manner.*



FCJ leaders enable students to embrace the world with courage and confidence, fostering a determination to change it for the better. They promote and support outstanding learning and teaching and have an unswerving resolve to enable students to achieve more than they could ever have dreamed.

Nurturing spiritual growth is a priority for *FCJ leadership* so that all members of the school community will try to live each day to the full, and through this, participate in the building of God's Kingdom.



Think of people in the school setting who have modelled good leadership for you?

What qualities have you admired?

How do you exercise leadership in your role within the school community?

What are your gifts or qualities in this area?

Marie Madeleine would say: Be firm with the children, but be kind and gentle, and let them see that you take interest in them.



Test for Life

Daily Examen



Many people speak of wanting to 'do God's will' in their lives, but how do we find what that is?

St Ignatius of Loyola discovered that God's will for each of us is not something preordained and external.

He learnt in the context of living out his faith and reflecting on the graces he received that God's will is revealed through our honest responses to what we really believe is right in the ups and downs of daily life.

The prayer of awareness or 'examen' of the Ignatian spiritual tradition helps us become sensitive to how God speaks to us day by day.

*This daily examen
was important
to Marie Madeleine.*

The steps that follow are simply a suggestion to help you in reflecting back on your day — use or adapt them in a way that suits you.

*He loves us more than
we love ourselves and
nothing is impossible for
him.*

*Il nous aime plus que nous
aimons nous-mêmes et
rien ne lui est impossible.
Marie Madeleine*

Begin with a pause and a slow, deep breath or two:

become aware that you are in the presence of the Holy.

1
Thanksgiving
Spirit of
Gratitude

I become still in the presence of God who created me and looks at me with love.
I bring to mind all the gifts of creation, the gift of my very self —
forgiven, called by Christ and graced by the Holy Spirit.

I bring to mind the particular gifts of this day.

What am I especially grateful for in the past day

The gift of another day?

The love and support I have received?

The courage I have mustered?

An event that took place today?

2
Petition
Seeking light

I ask for God's light to help me to see in my experience what God wants me to see.

Where have I felt God's Spirit to be near

and where have I felt isolated from God?

3
Review
of my day

I ask for the light to know God and to know myself as God sees me.

God is always at work in my life, labouring to bring about my greatest good and the good of others. **I am invited to cooperate with the action of God in my life**, so I look for those moments in the day when I have been open to God and have experienced God's grace and the fruits of the Spirit: love, joy, peace, patience, kindness, goodness, trustfulness, gentleness, self-control (Galatians 5:22).

I pay attention to these times of life, light and energy whether they were striking or modest.

I also become aware of any sense of distance and dislocation when I felt far away from God's grace. I try not to be judgemental but simply to notice.

These questions might help me to get in touch with the movement in my spirit;

Where have I felt true joy today?

What has troubled me?

What has challenged me?

Where and when did I pause today?

Have I noticed God's presence in any of this?

4
Response

Deepening my desire to cooperate with God's action in my life.

In light of my review, what is my response to the God of my life?

I speak with God as one friend speaks to another.

5
A look ahead
In the light of
God's grace.

As I look ahead what comes to mind?

With what spirit do I want to enter tomorrow?

I ask for the graces I need to live more faithfully

in the way I am being drawn by the Spirit of Christ.

Birthplace of Marie Madeleine



St Acheul



When Victoire and Joseph married, their families donated chandeliers to the Cathedral in Bourges to replace the ones taken by the revolutionaries.

1781: Marie Madeleine Victoire de Bengy born in Châteauroux, France



1820: On 30 March, Holy Thursday, the FCJ Society begins in the heart of the Foundress



1841: Marie Madeleine buys Gumley House in west London

1796: Victoire does voluntary work in a local hospital with her friend Constance

1823: Marie Madeleine opens schools in Châteauroux, France

1844: Marie Madeleine rents the house at 2 Gt George's Square, Liverpool – school

1805: On July 1, Joseph de Bonnault d'Houët dies

1829: Catholic Emancipation Act – Great Britain and Ireland

1849: Marie Madeleine leases Lingdale House in Cheshire – school

1814: Marie Madeleine Victoire takes her son Eugène to the Jesuit school of St Acheul in Amiens. She helps voluntarily at St Acheul and comes to know and admire the Jesuits

1832: Marie Madeleine begins a school in Carouge, Geneva, Switzerland

1858: on April 5 Marie Madeleine



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1750

1800

1850

1814-1820: Marie Madeleine gradually realises her calling to be a companion of Jesus

1844: Marie Madeleine rents a house on the Crescent, Limerick, and then buys Laurel Hill in 1845

1805: On September 23, Eugène de Bonnault d'Houët, their child, is born

1836: Marie Madeleine begins a school in Turin, Italy

1804: Marie Madeleine Victoire marries Joseph de Bonnault d'Houët in Bourges Cathedral

1830: Marie Madeleine is given a school and a church in Somers Town, London



1863: FCJ Lingdale t

1789-1803: During the French Revolution, Marie Madeleine Victoire lives with her family in the country

1825: Marie Madeleine begins a school in Nantes, France

1861: FCJ sisters are (Bunclody) in C

1820-1822: The Faithful Companions of Jesus in Amiens focus on helping poor children

1850: Restoration of the Catholic hierarchy in England and Wales

1847: Marie Madeleine begins a

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1878: R

Our Place in the FCJ Story

House

House at
ee 1887

ses
e 1863

Madeleine dies in Paris

2: The FCJ sisters go to Australia

1887: FCJ Liverpool school transfers to Bellerive

1896: The FCJ sisters go to USA



1900

1950

1903: The FCJ sisters go to Belgium

1889: The FCJ sisters go to Scotland

83: The FCJ sisters go to Canada

restoration of Scottish hierarchy

transfers to Upton Hall

invited to Newtownbarry
to Wexford, Ireland



olic
es

school in Paris

The New Millenium

2009: FCJ sisters go to Myanmar

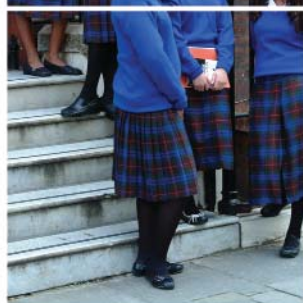
2008: FCJ Sisters go to Southern Sudan

1994: FCJ Sisters go to Romania

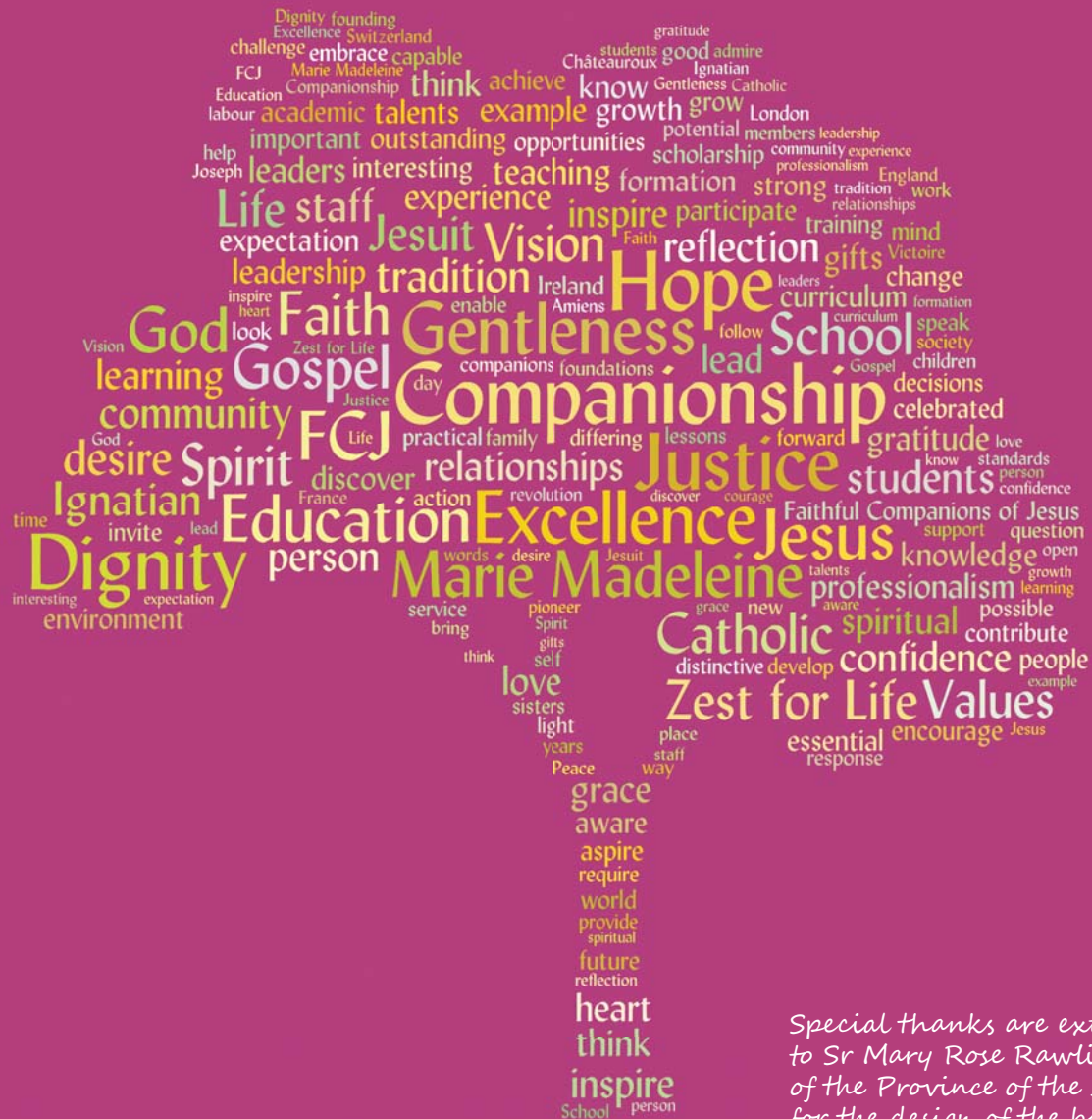
1980's: The FCJ sisters go to Indonesia, the Philippines, Argentina and Bolivia

1979: The FCJ sisters go to Sierra Leone

1970: On November 19, Pope Paul VI declares Marie Madeleine lived a heroically virtuous life







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Quotations throughout from FCJ Archives

Inside front cover: Photo *Grève d'Azette, Jersey, départ pour le bain* courtesy of the
Journu and de Parcevaux families. Private Archive

Title Page: Painting of *Marie Madeleine and the Children* by Stephanie Winn, a former
student of Gumley House. The children, from every Continent, are pupils at
St Mary's Catholic School in Isleworth. The cotton field reminds us of the first
children cared for by Marie Madeleine and her companions in Amiens. The young

'cotton pickers' came to school with baskets of cotton threads gathered from the
factory floor which they teased out to supplement the family income.

Page 7: *The Battle of Cholet*, Paul-Émile Boutigny

Page 8: *Little Joy, Mother and Child*, Kelley MacDonald. Used with permission

Page 21: Photo of the *Small Magellanic Cloud* taken using the Hubble telescope is
from HubbleSite, www.hubblesite.org

Back Cover: Word Cloud is ©Tagxedo.com