

# 'Treasures under the Southern Cross: Celebrating 20 Years of Shared Stories' Special Exhibition

## Teacher Notes



Mary MacKillop Place Museum  
21 May – 30 November 2015



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#### The exhibition

*'This exhibition depicts the collective voice of those women who have faced and experienced life changing events that have shaped their lives. For each person finding and sharing the joy of hope has been the resounding achievement.'*

*The common thread that connects each story reinforces the need to empower and value the dignity of all humanity. Whether the story is from the perspective of the worker in a community or the recipient of services provided to them, the message of hope in adversity is expressed in their words.'*

(Edwina Huntley, Museum Curator)

'Treasures under the Southern Cross: Celebrating 20 Years of Shared Stories' exhibition provides teachers and students with an opportunity to connect with people in the community who are keeping the spirit of Mary MacKillop alive today. These shared stories are told from women who are connected with Josephite ministries. The exhibition has been developed in partnership with the Sisters of St Joseph, The MacKillop Foundation, Mary MacKillop International (MMI) and The Asylum Seekers Centre.

#### The women

Keziah Bennett Brook

*'I am really passionate about proving to others that yes, we are achievers as much as white Australians and we are successful too.'*

Recipient of a MacKillop Foundation scholarship

Sr Louise O'Kane

*'I have lived two lives.'*

The Sisters of St Joseph, New Zealand

Carmen Isabel Armas Huaman

*'I feel very proud of my work especially the appliqué work.'*

Coordinator of the Aged Care groups for Ethica Accessories, Peru (MMI)

Sr Irene Macinante rsj

*'I am constantly looking at ways I can make things better.'*

Tetun Literacy Project, Timor Leste (MMI)

Che Bishop

*'I always wanted to do this. I wanted to make a practical difference to people's lives.'*

Chief Operations Officer, The Asylum Seekers Centre, Sydney

## The themes

- Australian indigenous rights – equality for all
- Aotearoa New Zealand – fostering bi-cultural relations
- Empowerment – way out of poverty
- Justice & freedom – literacy education in the Tetun language
- A story of survival – refugee and asylum seekers in Australia

## The Sisters of St Joseph

*'From her earliest years, Mary MacKillop was galvanised by the love of the God who impelled her, and by her belief in the value of education as foundational for a full and fulfilling life. Her motto: 'never see a need without doing something about it', led her to minister in many different ways with those who were poor and pushed to the margins. In reverencing the dignity of each person and sharing with them her vision of a new world, she created new opportunities for those she served, responding to needs in the new colonies: educating the poor, caring for the sick, providing shelter for women and children.*

*Today, Josephites continue to be motivated by these same convictions. We participate in God's mission by serving in a wide range of ministries, to meet needs in a variety of ways.*

*Josephites can be found in rural areas, schools, shelters, universities, detention centres, parishes, hospitals, courtrooms, ships, isolated places, indigenous communities, prisons, aged care facilities, retreat centres, family care centres, health facilities, on housing estates and in hospices and counselling rooms. We are educators, nurses, therapists, social and pastoral workers, advocates, administrators, spiritual directors, lawyers, administrators, chaplains, parish ministers, theologians, psychologists, artists, authors, and musicians, serving in many roles, as we try to live the Josephite charism in a new world.*

*Josephites still seek to 'never see a need without doing something about it' and in our present society we know that this is simply everything that calls humanity to life and to God. The spirituality that underpins our mission, and all that we do then, is one of relationship – with God, with one another, and with all of creation.'*

(Ref: [www.sosj.org.au](http://www.sosj.org.au))



## The MacKillop Message of Hope

Read and reflect on the lives of these women who have shared their stories in the exhibition. Share your thoughts by leaving a Message of Hope on postcards in the exhibition or via social media:

- Instagram: #mackillopmessageofhope
- Facebook: Mary MacKillop Place
- Pinterest: Mary MacKillop Place Museum

## The curriculum links

The exhibition supports classroom learning from Stage 2 to Stage 6 and is linked to various Key Learning Areas: Religious Education, Personal Development and Civics & Citizenship.

### Religious Education

#### Sydney Archdiocese – 'Celebrating Our Journey' (Stage 2 & 3)

##### 3.6 Relationships: Sharing God's Love

- Able to choose to be guided and challenged by the message of Jesus in their relating to others
- Attentive to the opportunities in their own lives where the actions and teachings of Jesus might be applied
- List actions which help to build right relationships based on love and respect
- Describe how they can respond to Jesus' command to love God and love others

##### 4.1 Living the Law of Love

- Attentive to the opportunities in their own lives where the actions and teachings of Jesus might be applied
- Attentive to ways in which they can apply the message of Jesus in reaching out and relating to others
- Identify how individuals and organisations in the Church 'show they are Christians by their love'

##### 5.1 The Reign of God: Reaching out in Justice

- Able to seek out ways in which they can live as Christians
- Aware of the Church's mission to reach out to others
- Identify the basic principles of Catholic Social Teaching
- Relate Church teaching and Scripture to life situations
- Describe how the Catholic community promotes justice

##### 6.1 The Reign of God: Breaking down the Barriers

- Aware of their responsibility to live according to the values of Jesus
- Able to accept responsibility as Christians to reach out in justice to others
- Analyse different ways by which individuals continue the mission of Jesus
- Explain how the Christian community responds to the marginalised

#### Sydney Archdiocese 'Faithful to God: Faithful to People' (Stage 4 – 6)

##### B7-1 School and Church Communities

###### Stage 4 outcomes:

- Appreciate the local Church community and its connection to their school
- Demonstrate knowledge of the tradition of their school and local Church community within the diocese
- Compile information about lives of individuals who contributed to the life of the school and local Church community

###### Classroom outcomes:

- Discuss the efforts made by groups and individuals to establish and support the school and the Church in their local community
- Recount significant events in the history and current life of their school and parish
- Gather information on significant members of their school and parish community

### B8-2 People and Ministries in the Church

Stage 4 outcomes:

- Value the variety of practices, activities and people in the Church
- Describe the range of activities and people involved in ministry in the Catholic Church
- Explore possible ways of being actively involved in the mission of the Church

Classroom outcomes:

- Articulate the need for various functions and ministries within the Church
- Identify the variety of ministries and functions in the Church
- Demonstrate ways that people show commitment and involvement in the Church

### E8-3 Living the Christian Life

Stage 4 outcomes:

- Value the relevance of the teachings of Jesus to contemporary society and life experiences
- Identify ways in which Christians live lives of discipleship in accordance with the ideals and values of Jesus
- Apply the teachings and ideals of Jesus to contemporary life situations

Classroom outcomes:

- Comment on case studies of Christian service in the local community
- Outline case studies of individuals or groups purposefully living out Christian discipleship in the local community
- Research and report on the actions of individuals or groups working in the service of others

### B9-3 Catholic Church in Australia

Stage 5 outcomes:

- Value the heritage, contemporary experience and cultural diversity of Australian Catholics
- Describe the development of the Catholic Church in Australia from its beginnings to the present
- Investigate and research the contributions that women and men have made to the Catholic Church in Australia

Classroom outcomes:

- Suggest ways in which different personalities and groups from the story of the Catholic Church in Australia could be role models for Catholics today
- Outline the major events, personalities and groups contributing to the emergence and development of the Catholic Church in Australia
- Summarise events, trends and individual/group contributions in diagrammatic form from the story of the Catholic Church in Australia

### E10-3 Working for Justice in Australia

Stage 5 outcomes:

- Value their potential to be involved in promoting justice
- Critique the value systems in contemporary Australian society, the reality of oppression, and
- the Christian call to work for justice in the world
- Investigate contemporary examples of individuals and movements working for justice

Classroom outcomes:

- Recommend personal courses of action which promote justice
- Outline the work of an individual or organisation working for justice in Australia

- Compile information on a range of organisations committed to achieving justice

### B6-1 Mission, Leadership and Ministry

Stage 6 outcomes:

- Be open to involvement in leadership and service activities
- Distinguish the place of leadership, mission and ministry in the life of the Church
- Appreciate the call to leadership and other forms of service for the baptised

Classroom outcomes:

- Appreciate the importance of leadership in the life of the Catholic Church
- Describe the scope and nature of leadership roles in the Catholic Church
- Articulate an understanding of different expressions of leadership in the Catholic Church
- Describe specific ministries and works of service within the Catholic Church in Australia
- Identify the variety of ministries and works of service within the diocese

### E6-1 Justice and Compassion

Stage 6 outcomes:

- Appreciate how individuals can make positive contributions to their own lives and the lives of others
- Explain the place of compassion and justice in the way the followers of Jesus are called to live
- Apply principles of virtue, especially justice and compassion, to one's decisions and actions

Classroom outcomes:

- Justify the Christian challenge to act with justice and compassion
- Explain the call to justice and compassion in Christian service and ministry
- Explore examples of Christian action which reflect justice and compassion

## Personal Development

### NSW Board of Studies (Stage 2 & 3)

Rationale - 'Through promoting the fundamental principles of diversity, social justice and supportive environments, individuals and communities are better able to act for positive health outcomes. Students should be concerned not only about their own health but also about better health for all now'. (p.6)

### Values and Attitudes

V4 Increasingly accepts responsibility for personal and community health  
Appreciates the need for shared responsibility and decision making

### Interacting

INS2.3 Makes positive contributions in group activities

INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations

### Interpersonal relationships

IRS2.11 Describes how relationships with a range of people enhance wellbeing

IRS3.11 Describes roles and responsibilities in developing and maintain positive relationships

## Civics and Citizenship

### Australian curriculum (Stage 2-5)

Key inquiry questions:

- Year 3 How can I participate in my community?
- Year 4 How has my identity been shaped by the groups to which I belong?
- Year 5 How and why do people participate in groups to achieve shared goals?
- Year 6 What does it mean to be an Australian citizen?
- Year 7 What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- Year 8 What are the freedoms and responsibilities of citizens in Australia's democracy?
- Year 9 How do citizens participate in an interconnected world?
- Year 10 How are government policies shaped by Australia's international legal obligations?

### Citizenship, diversity and identity

- Year 3 Why people participate within communities and how students can actively participate and contribute
- Year 4 How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong
- Year 5 Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence
- Year 6 The obligations citizens may consider they have beyond their own national borders as active and Informed global citizens
- Year 7 How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society
- Year 8 Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian
- Year 9 How and why groups, including religious groups, participate in civic life
- Year 10 The challenges to, and ways of sustaining, a resilient democracy and cohesive society

### Problem-solving and decision-making

- Stage 2 Work in groups to identify issues, possible solutions and a plan for action
- Stage 3 Work in groups to identify issues and develop possible solutions and plan for action using decision-making processes
- Stage 4 Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
- Stage 5 Use democratic to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action

### Communication and reflection

- Stage 2 Reflect on their cultural identity and how it might be similar and different from others
- Stage 3 Reflect on personal roles and actions as a citizen in the school and in the community
- Stage 4 Reflect on their role as a citizen in Australia's democracy
- Stage 5 Reflect on their role as a citizen in Australian, regional and global contexts

## Australian Indigenous Rights – equality for all

### Keziah Bennett Brook

Keziah is a young Australian woman with Indigenous heritage. Her maternal great grandfather was from the Wollongong area, Dharawal country. She was the recipient of the MacKillop Foundation scholarship grant to support her with tertiary studies.



### Partnering with Indigenous Peoples

Sisters of St Joseph are called to stand in solidarity with and respond to the cries of the First People of lands in which they live. In the countries of Australia, East Timor, Peru and Brazil our Sisters work closely with the indigenous people.

Josephites, while standing in solidarity with the people, maintain an attitude and stance of learning from those with whom they live in partnership. They work in partnership in areas including education, drug and alcohol programs, literacy, cultural identity, pastoral and family support, advocacy, child protection, development projects and emergency relief.



*'...nurturing potential, not dominating, walking beside, walking behind and when invited walking in front.'*

(25th General Chapter)



The MacKillop Foundation - Funding Small Life Changing Projects  
The Sisters of St Joseph established the Mary MacKillop Foundation to fund "small life-changing projects".

Since 1995 this Foundation has supported many such projects that respond to the needs of rural and isolated communities, indigenous groups, people with disabilities and those forgotten by society throughout Australia - from metropolitan areas like Sydney to remote rural areas in The Kimberly of Western Australia.

The Foundation has funded Aboriginal & Torres Strait Islander Tertiary Scholarships for over a decade with 30 graduates to date (2009) and another 18 currently enrolled. Being with the people and alongside the disadvantaged and suffering is central to Josephite identity. It means working with others, taking responsibility, having an attitude of willingness, sharing ourselves and our resources and promoting justice in our local community and in the wider community.

Through the Foundation, Josephites have responded with other Congregations to the needs of Aboriginal and Torres Strait Islander Peoples, and are continuing to establish scholarships.

(Ref: [www.sosj.org.au](http://www.sosj.org.au))

### Primary activities

- With a partner, make a list of the things all human beings need to live eg food, water, shelter, education etc. Share your list with the group
- Create a mind map that illustrates these needs
- In a group discuss what the terms 'citizen', 'citizenship' and 'human rights' mean? Share your responses with the class.
- What can we do to ensure all people/citizens have their 'rights' met? Eg help those in need.
- What does the term 'Indigenous rights' mean?
- Mary MacKillop lived her life by the motto, 'Never see a need without doing something about it.' How are the Sisters of St Joseph carrying on Mary's legacy? Eg The MacKillop Foundation
- Research the MacKillop Foundation at [www.mackillopfoundation.org.au](http://www.mackillopfoundation.org.au) to learn more about how the Foundation help people who are struggling.
- Write/create your Message of Hope

### Secondary activities

- With a partner, discuss then list the needs that all people need to survive. Share your responses with the class.
- What are the current needs of some marginalised communities in Australia? How are some Aboriginal communities being challenged?
- The Sisters of St Joseph work with Indigenous communities. Research one of the communities at <http://www.sosj.org.au/what-we-are-doing/index.cfm?loadref=81> and write about how the Sisters are supporting that community.
- The MacKillop Foundation also assists people in need. How is the Foundation funding small life-changing projects?
- Write/create your Message of Hope



Artwork courtesy of Sr Jan Barnett rsj – Josephite Justice Office

## Aotearoa New Zealand – fostering bi-cultural relations

### Sr Louise O'Kane rsj

Sr Louise entered religious life with the Sisters of St Joseph at the age of 17. She has taught in many communities throughout New Zealand and mostly with Maori families.

The Sisters of St Joseph ministries in Aotearoa New Zealand

The sisters in our Local Communities living in Aotearoa New Zealand are part of the Trans Pacifico Region of the Congregation and include the sisters of the Sisters of St Joseph Whanganui who merged with our congregation in 2013.

The Sisters of St Joseph of the Sacred Heart first came to Aotearoa New Zealand in 1880 to Whanganui and then another foundation in 1883 at Temuka in the South Island. Today Sisters of St Joseph live throughout Aotearoa New Zealand and are involved in a variety of ministries.



We are a diverse group of 101 women responding to the call of the gospel through the Josephite charism. We acknowledge/recognise this commitment asks us to embrace the Mission of God in ways that reflect the reality of our times. Our Josephite Charism is shared in partnership with others in the contemporary Josephite movement and we are challenged to be proactive in recognizing and supporting other expressions of the charism.

Our areas of ministry focus especially on:

- Indigenous peoples
- People in rural areas
- Theological education and spiritual formation of the laity
- Social, pastoral and educational needs, particularly those of children
- Care of the environment and use of resources

We are currently engaged in:

- Responding to the challenge in today's environment of building community among ourselves and others for the sake of God's Mission
- Exploring ways of fostering bi-culturalism. (Ref: [www.sosj.org.au](http://www.sosj.org.au))

### Primary activities

- Locate New Zealand on a map
- Discuss the similarities and difference between New Zealand and Australia
- The Maori culture has lived in Aotearoa New Zealand for about 1000 years
- 'Aotearoa' means 'Land of the long white cloud' – investigate other Maori words and share with the class.
- Write/create your Message of Hope

### Secondary activities

- Locate New Zealand on a map and discuss the similarities and differences between New Zealand and Australia
- The Maori culture has lived in Aotearoa New Zealand for about 1000 years. 'Aotearoa' means 'Land of the long white cloud'. Investigate where the Maori people travelled from. Research Polynesian culture.
- The Treaty of Waitangi was signed in 1840. This is an agreement between the British Crown and Maori. Investigate the Treaty. How has this helped Maori and the other cultures to live together?
- Can Australia learn anything from the Treaty?
- Write/create your Message of Hope.



## Empowerment – way out of poverty

### Carmen Isabel Armas Huaman

Carmen is the coordinator for an Aged Care parish group in Peru. She works with groups of local women in making quality fair trade products for Ethica Accessories – an initiative started by the Sisters of St Joseph.



### Mary MacKillop International (MMI) & Ethica Accessories (Peru)

In Peru MMI supports the people, especially women and children to access employment, education and health services. In Peru MMI supports people, especially women and children to access employment, education and health services. Through income generating projects and targeted health programs MMI seeks to bring about long term change in the lives of those we work with.



Ethica Accessories, our Fair Trade organisation, helps marginalised and impoverished women in Peru earn a fair wage by selling products in Australia.

When you purchase from Ethica you are making a difference and having a direct, positive impact on the lives of the women and their families.



### Primary activities

- Locate Peru on a map
- What are the similarities/differences between Peru and Australia? Write down your responses then share.
- Visit the Sisters of St Joseph's website in Peru <http://www.rsiperu.org/>
- How are the Sisters carrying on Mary MacKillop's legacy?
- How is Mary MacKillop International (MMI) assisting some Peruvian communities?
- Write/create your Message of Hope

### Secondary activities

- Locate Peru on a map
- What are the similarities/differences between Peru and Australia? What are the challenges that some communities have in the cities and isolated areas? Write down your responses then share.
- How is Mary MacKillop International (MMI) assisting some Peruvian communities?
- Read about Sr Irene McCormack <http://www.sosj.org.au/where-we-are/index.cfm?loadref=233> How has Sr Irene inspired others to continue Mary MacKillop's legacy?
- Write/create your Message of Hope

## Justice & freedom – literacy education in the Tetun language

Sr Irene Macinante rsj

Sr Irene has worked with the Timor Leste people and is involved in a teacher training program in the Tetun language.

Mary MacKillop International (MMI) is the international aid and development organisation of the Sisters of St Joseph. In the spirit of Mary MacKillop we work in partnership with local communities to enable them to fully participate in society.

In Timor-Leste MMI supports children to have access to high quality education. The work of International began with the request of Bishop Carlos Belo in 1994 for help for the people of Timor-Leste.



Our mission today is carried out by a variety of people who recognise the particular gift which Mary MacKillop brought to the world. She upheld the dignity of all people. She relied on the Providence of God. She devoted herself to the education of the poor.

We work together in that spirit to foster a range of opportunities for the development of the people of Timor-Leste. We support the people through literacy education in the Tetun language, parents training, health literacy workshops and our music for life program. (Ref: [www.sosj.org.au](http://www.sosj.org.au))

### Primary activities

- Locate Timor Leste on a map
- What are the similarities/differences between Timor Leste and Australia? Write down your responses then share.
- Visit the Sisters of St Joseph's website in Timor Leste <http://www.sosj.org.au/what-we-are-doing/index.cfm?loadref=133>
- How is Sr Irene Macinante carrying on Mary MacKillop's legacy?
- How is Mary MacKillop International (MMI) assisting some Timor Leste communities?
- Write/create your Message of Hope

### Secondary activities

- Locate Timor Leste on a map
- What are the similarities/differences between Timor Leste and Australia? What are the challenges that some communities have had in recent history? Eg Corrupt governments, Indonesia being a neighbour, revolution, war, democracy etc
- How has the Australian government supported the Timorese people?
- How is Mary MacKillop International (MMI) assisting the Timorese communities?
- Write/create your Message of Hope

## Refugee and Asylum Seekers in Australia – a story of survival

### Che Bishop

Che is the Chief Operations Officer at the Asylum Seekers Centre in Sydney. She began at the Centre in a voluntary role then started working as a case worker. During the past 12 months 1,400 clients have been supported.

### The Asylum Seekers Centre, Sydney

#### Our vision

Asylum seekers are welcomed and given the chance to heal while they rebuild their lives as worthy members of our community.

#### Our mission

To provide a welcoming environment and practical support for community-based asylum seekers, while building community support and pursuing social justice outcomes for them.

#### What we do

The Asylum Seekers Centre provides practical and personal support for asylum seekers living in the community. Our services include casework, accommodation, financial relief, health care and counselling, employment assistance, education, advocacy, food and recreational activities. We are a not-for-profit organisation and rely on grants, donations and volunteers to undertake our work.

#### Who we help

Our clients come from over 74 countries in search of safety, protection and freedom. During 2013-14, we cared for over 1,430 asylum seekers with the majority of new clients coming from Bangladesh, Pakistan, Iran, Sri Lanka and Fiji.

On arrival at the Centre, 49% were homeless and in need of financial support, 50% had no work rights, 70% received absolutely no government support and 35% had no Medicare. Of our new clients, 85% arrived by plane and 15% arrived by boat.

(Ref: [www.asylumseekerscentre.org.au](http://www.asylumseekerscentre.org.au))

#### We speak out and advocate

Inspired by the commitment and passion of Mary MacKillop, the Sisters of St Joseph have a long and committed history of working with and amongst the poorest in our world. At their core our Constitution and our Chapter call us to speak out for those whose voices are not heard, to challenge the structures that keep people marginalised and to bring about real social change that restores human dignity. Our Josephite Constitution reminds us that we are called to live justly:

Commitment to the poor is commitment to conversion and mission. It is a call to encounter God in the many faces of the poor, to learn from them, to receive from them,



to support them in their struggle for justice and equity. It calls us to promote justice throughout local and global communities.

(Constitutions 17)

Our Chapter of 2007 (*The Acts of the 25th General Chapter*) gives us a very clear mandate to respond to the poor and most marginalised within our communities. We are called to:

- Respond to the crises that affect our First Peoples and to walk in support with them.
- Rejoice in the gift that the peoples of Peru, East Timor, Brazil, Cambodia and Vietnam are to us and work with them to bring dignity to their lives through education, healthcare and income generation.
- To explore ways of deepening our mission connections with the peoples of Asia and Oceania.
- To go to the edges and hear the voices of those muted by domination and power-filled motivations.



'Compassion for All'



'A Question of Survival'

Artworks Courtesy of Sr Jan Barnett rsj

### Primary activities

- What is an 'asylum seeker' and a 'refugee'?
- What countries are asylum seekers and refugees coming from? Locate on a map
- Why are people travelling to Australia from these countries? How are they travelling?
- Visit the Sisters of St Joseph's website and read about how the Sisters are working with asylum seekers and refugees <http://www.sosj.org.au/what-we-are-doing/index.cfm?loadref=152>
- How is the Josephite Justice Office assisting asylum seekers and refugees?
- Write/create your Message of Hope

### Secondary activities

- What is an 'asylum seeker' and a 'refugee'?
- What is the current debate in Australian society today? Do the media influence?
- What countries are asylum seekers and refugees coming from? Locate on a map
- Why are people travelling to Australia from these countries? How are they travelling?
- Is the media reporting both sides of the story? Investigate some current news items and discuss.
- Visit the Sisters of St Joseph's website and read about how the Sisters are working with asylum seekers and refugees <http://www.sosj.org.au/what-we-are-doing/index.cfm?loadref=152>
- How is the Josephite Justice Office assisting asylum seekers and refugees?
- Explore artist Wendy Sharpe's exhibition, 'Seeking Humanity: Portraits and Stories of Australia's Asylum Seekers and Refugees' <http://asylumseekerscentre.org.au/seeking-humanity/>
- Write/create your Message of Hope

## Exhibition Objects

### Lock of Fr Julian Tenison Woods' hair and portion of leather riding glove St Joseph Heritage & retreat Centre, Perthville NSW

These two relic items were given to Sr Ignatius O'Brian after her death. The custom of taking a lock of hair is a Victorian obsession of mourning a deceased loved one. The riding glove has been cut in portions and distributed for the same purpose.

Fr Woods [1832 – 1889] Julian Tenison Woods was born in London. He was one of eleven children and came from a family that encouraged a love of learning, nature and the outdoors. As the co-founder of the Congregation of the Sisters of St Joseph in 1866 he was dedicated to the provision of Catholic education for children of the poor and to other immediate social needs.

### Diary pages ,c. 1884 -1885 Hand written, pen and ink Congregation Archives of the Sisters of St Joseph

The diary was written by Mary MacKillop in 1884 and 1885. The events that are so vividly described for the month of December, 1884, are associated with St Joseph's School in Camperdown, Sydney, which was established in 1881. The official visit of the Archbishop of Sydney to the school and the preparations by the Sisters for the day are described in detail. Included in the diary entries is Mary MacKillop's reference to the collecting of a turkey, several geese, chickens and a suckling pig in preparation for Christmas Day.

### Metal collection box. C 1890 St Joseph's Spirituality and Education Centre Kincumber South, NSW

Collection boxes like this one were used to collect funds for the Sisters of St Joseph. The Sisters relied on such collections to fund welfare activities. This particular box was located in the general store in Kincumber, NSW. The intended purpose was for the direct funding of the Kincumber Orphanage which operated from 1887. The property was originally 12 acres of land and included such activities such as farming, rearing of cattle, milking and making bread. The area has more recently been designated by Gosford Council as Mary MacKillop Peninsula. Mary MacKillop established an institution for the poor and destitute at the Rocks in Sydney. Boys from this area in Sydney were relocated to Kincumber.

### Te rakau Korero, [Talking stick] , 2000 Hand carved from Totara [a species of Podocarp tree found in New Zealand] with leather strap. Sisters of St Joseph Wanganui Archives

The master carver Dean Flavell created the talking stick for the last Chapter meeting held in Hui, 2000. The design was adopted at Chapter 2000 as a reminder of the charism of the Sisters of St Joseph and the bi-cultural heritage in Aotearoa, [New Zealand]. The symbolism of the design at the top has ten main elements. The paua [Maori name for a large edible sea snail] has been inserted in the stick as a symbol of the light of Christ which guided the Sisters in early days.

The smooth mid-section of the stick remains undecorated; the significance of this being that each individual must carve and shape his or her future.

Every Maori community has a talking stick. The stick is commonly associated with funeral rights. It is used at the Marae [complex of buildings surrounding a courtyard] on the night of the Tangi, which is the mourning ceremony for a deceased person. This is a time of

wailing which is three days in duration and continues right up to the day of the burial. The body is welcomed onto the Marae with the whānau pani (the bereaved). Each person has the opportunity to say something about the deceased. The stick is handed to the each person for the opportunity to speak about the deceased. It usually takes most of the night previous to the burial. The young and the old are united in the act of sharing about the life of the deceased.

**Kete (Kits), 20<sup>th</sup> Century.**  
**New Zealand natural fibre with feathers**  
**Sisters of St Joseph Auckland Archives**

Kete had many uses in Maori culture as kits or receptacles and are still sold as an alternative to a modern tote bag. Although New Zealand flax is the most common material used in their construction because of its durability, the leaves of other local plants are also used. Patterns that symbolise elements of nature are often woven into kete designs. The use of bird feathers for adornment is also characteristic of a Kete.

**Shipibo textile**  
**Natural fibre handwoven cloth**

The shipibo fabric was brought to Australia by Sister Marjorie Crossman who has lived in the Pucallpa region in the jungle. The Peruvian Shipibo women are the master creators of this distinctive textile. The graphic designs are to be read as if a sheet of music. The sacred patterns can be sung as a healing song [icaros] with the design interpreted as a chant. This art is directly inspired by plant medicine [ayahuasca]. The communal work of the women is particularly unique with each woman able to seamlessly pick up the spirit of the work of the previous person and continue the process. Anthropologists have conflicting theories as to the origin and meaning of the geometric patterns, leaving western linguistic experts a lasting challenge. These patterns have a complex symbolic language. It is believed that they represent the rivers of the Amazon or the patterns that represent shapes of the Anaconda. The patterns are a magical fusion with the spirit world of the rainforest which radiates meaning beyond the borders of the textile as a cosmic serpent.

**The child of the thorn.**  
**Antonio Olave Palomino**  
**Composite painted figure with decorated clothing**

The Niño de la espina [the child of the thorn] was gifted to Gina Bradley, Manager of Ethica Accessories, by the women's group in Pitumarca (near Cusco in the Andes) where they produce alpaca products sold through Ethica to benefit the community. Peruvian master craftsmen Antonio Olave Palomino is one of the most well-known artisans of Cusco in the 20th century. He has held numerous exhibitions. He is the creator of the first child Manuelito, also known as the Nino del espina. This figure became part of the culture of Cusco and today adorns the vast majority of nativities in Peru, both in churches and houses. The Ministry of Foreign Trade and Tourism recognized Olave Palomino as the Grand Master of the Peruvian Crafts.

## Framed certificate and award Sisters of St Joseph

This award was presented on behalf of the President of the Republic of Peru for services to the people of Peru.

The certificate translates to read;

In resolution of the date we confirm to the honourable Mother Superior Ann Derwin and the Sisters of St Joseph of the Sacred Heart for merits and services decorated by the comendador of the order "for distinguished services". As it is written by law 11474, 18 July, 1950, I come to present a diploma, by the Minister of the State in the Office of Exterior Relations, in Lima, 7<sup>th</sup> October, 2008.

## Resources

The Sisters of St Joseph

[www.sosj.org.au](http://www.sosj.org.au)

The MacKillop Foundation

Teacher Resources for primary and secondary students. In conjunction with other online resources for the 'Travelling Sisters Roadshow'.

[www.mackillopfoundation.org.au](http://www.mackillopfoundation.org.au)

The Mary MacKillop International (MMI)

International Literacy Day School Kit.

[www.marymaackillopinternational.org.au](http://www.marymaackillopinternational.org.au)

The Sisters of St Joseph's website in Peru

<http://www.rsjperu.org/>

The Asylum Seekers Centre, Sydney

[www.asylumseekerscentre.org.au](http://www.asylumseekerscentre.org.au)

The Asylum Seeker Resource Centre, Melbourne

[www.asrc.org.au](http://www.asrc.org.au)

Edmund Rice Centre

Resources for Schools – Asylum Seekers and Refugees

[www.erc.org.au](http://www.erc.org.au)

Australian Catholic Social Justice Council (ACSJC)

[www.socialjustice.catholic.org.au](http://www.socialjustice.catholic.org.au)

Australian Catholic Migrant & Refugee Office

[www.acmro.catholic.org.au](http://www.acmro.catholic.org.au)

Catholic Mission

[www.catholicmission.org.au](http://www.catholicmission.org.au)

Uniting Justice

[www.unitingjustice.org.au](http://www.unitingjustice.org.au)



# Exhibition Focus Questions

## Australian Indigenous Rights - equality for all

What does equality mean to you?  
What does citizen, citizenship and human rights mean to you?  
What can we do to ensure all people have their rights met?  
Mary MacKillop lived her life by the motto, 'Never see a need without doing something about it'. How are the Sisters of St Joseph carrying on Mary's legacy?  
What are the current needs of some marginalised communities in Australia today?  
How are some Aboriginal communities being challenged?  
What is your 'Message of Hope'?

## Refugee and Asylum Seekers in Australia - a story of survival

What is your understanding of an asylum seeker and a refugee?  
What is the current debate in Australian society about asylum seekers and refugees?  
Do you think the media influence public opinion on this issue?  
What countries are asylum seekers and refugees coming from? Why?  
How are the Sisters of St Joseph helping asylum seekers and refugees?  
What is your 'Message of Hope'?



## Aotearoa New Zealand - fostering bi-cultural relations

What are the similarities and differences between New Zealand and Australia?  
The Maori people have lived in Aotearoa New Zealand for about 1000 years. Where did the Maori come from?  
The Maori and Europeans signed the Treaty of Waitangi on 1840. What were the reasons for the Treaty?  
How has the Treaty helped all cultures in New Zealand live together?  
Can the Australian government learn anything from the Treaty of Waitangi?  
What is your 'Message of Hope'?

## Justice & freedom - literacy in the Tetun language

What are the similarities and differences between Timor Leste and Australia?  
What are the challenges that the Timorese people have endured?  
How has the Australian government supported the Timorese people?  
How is Mary MacKillop International (MMI) assisting the Timorese communities?  
What is your 'Message of Hope'?

## Empowerment - way out of poverty

What are the similarities and differences between Peru and Australia?  
What are the challenges that some Peruvian communities have endured?  
Sr Irene McCormack (1938 - 1991) worked with the Peruvian people. Do you know her story?  
How are the Sisters of St Joseph continuing to carry on Mary MacKillop's legacy?  
How is Mary MacKillop International (MMI) assisting some Peruvian communities?  
What is your 'Message of Hope'?

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