



OLMatters



"To educate the Whole Person for global Understanding"



Thanksgiving



We came to these shores
In storm-battered ships
Fleeing tyranny, godlessness,
Hatred and whips

Poor and powerless
Homeless, landless and lost
Adventurers in spirit
Seeking freedom at any cost

At Plymouth Rock we set anchor
A faith-filled colony to found
Our families finally protected
Puritanism was world renowned

We found a wild Eden
Of waterfalls, mountains, lakes
God was with us we didn't fear
Dark forests, wildcats and snakes

From the not-so-wild natives
A wilderness we learned to tame
They taught us to grow maize
The first gold to our name

Though hardships were constant
That winter's tale be told
Spring came mercifully
Our spirits were bold

We tilled the soil
And planted the seeds
The harvest was plenty
Way beyond our needs

We called our new brothers
And sisters to share
In the bounty before us
That came from God's care

Over generations the cornucopia
passed
Joyfully from one to the other
These shores embraced so many
To whom this land was mother

Thanksgiving always celebrated
This spiritual secular feast
Always reason to be thankful
Stars at night, sunrise in the East

For whom all life is a gift
Gratitude overflows from the start
Where love is given and received
Thanksgiving fills the heart

John Majka

ON NOT BEING HOME AT THANKSGIVING

Cory B. Kuhlman

I have been in Rio for over 3 months now and one of my most difficult experiences here was not spending Thanksgiving with my family. I never realized how much I enjoyed the holiday and what it meant to me until I was away from the whole 'Thanksgiving' experience that I have grown accustomed to. Each year, my entire family gets a few days off and we get to enjoy one another's company in a relaxed manner, not to mention having one of the best meals of the year!

This year, I spent my Thanksgiving teaching at OLM all day and then joined my family via Skype, an internet video chatting service. I was able to talk to my family for a little while before they sat down to eat and shared a brief conversation with them but it just wasn't the same! Several things seemed to be missing. I wasn't able to hug my relatives as they walked through the door, wear a sweater and enjoy the end of fall, sit on the couch and watch football with my brothers, or tell my mother what a terrific job she had done cooking a delicious meal. It is these little experiences that make Thanksgiving such a great American holiday.

The whole idea of Thanksgiving is to take a couple days to reflect on the things in life for which we are truly thankful. I am very happy that I am surrounded by the wonderful people at OLM that wished me 'Happy Thanksgiving' and prepared a meal to enjoy at the school. But it isn't these things that make the holiday so special, for me Thanksgiving becomes great when I can share it with the people I love and this year I feel that I missed out on that experience. This is my first holiday away from home and it was the perfect one to miss. By being here in Rio, I was able to realize what Thanksgiving means to me and what I have to be thankful for. So this year I am thankful for the following: My amazing family members and friends with whom I cannot wait to be reunited, the wonderful opportunities and life experiences I have had here in Rio, and the ability to pursue a career that makes me smile daily. All in all I learned that 'home' is where the holidays are.

Peter Fauci, Class of '82

Thanksgiving 2009 at OLM! Among the most celebrated holidays in the United States. A tradition that started even before the formation of the United States, for the purpose of expressing thanks for our blessings.

Today the tradition remains. This wonderful celebration brings together American families and friends across the globe. On the Fourth Thursday of November of each year we express "Thanks" as they did on the site of Plymouth Plantation back in 1621. This year we celebrated with a feast of turkey and side dishes including many samples of great cooking, right here at OLM.

It's great to have the opportunity to join and express our appreciation in a tradition that is incredibly important to us all. Happy Thanksgiving, 2009! -

THANKS FOR TEACHING

by John J. Majka

If someone asked me who do I most trust for information I would say: my teachers throughout different moments in my life. Now, that is a long list actually, beginning from my parents, to Sister Fabia in the 7th and 8th Grade, to Dr. Wolf in Literature, to Fr. Chiesa in philosophy, to Dr. Anthony Padovano in theology, to Dr. Ralph Bultjens in anthropology and many more. Even more significantly perhaps, are those teachers who in time became my friends as well as my mentors.

I have long learned that my best teachers also had my best interests at heart and were the ones that thought most deeply and researched most seriously about the important things in life. True teachers literally give their lives for their students. Jesus told his disciples that they were right to call him teacher, and then suggested that they do as He did. They followed Him because his words were clear, his teachings filled with a wisdom that transcended the times and their own life experience. His "yoke was sweet and his burden light": when one is faced with the truth, one is freed from fear, doubt and hesitation—free to be and do to the utmost of one's desire and ability.

A book that influenced me a great deal as a teacher was Frank McCourt's autobiographical *Teacher Man*. He passed away this summer after a battle with cancer. Although he'd been retired for years already, I always had the secret hope of someday meeting him at a teacher's congress or something. Now I'll have to wait some time longer, but his self-deprecating humor and his love for his students will remain with me as part of my teacher persona.

I continue to enjoy teaching and work to improve my pedagogical ways because of the inspiration of the great teachers in my life. Even if my students do not remember me as such, I know how much I have given of myself, how much I have grown and learned, how much I have changed for the better because of the teachers I have had and the students I have taught. I am grateful to OLM and other institutions through my life that invited me into their forum to share what I learned. Like so many of my teachers before me, teaching has filled my life with meaning for the joys and hopes, disappointments and tears of life.

This Thanksgiving Day has become a moment for me to say to so many special people in my life: thank you for teaching me; thank you for letting me teach; thank you for learning with me.

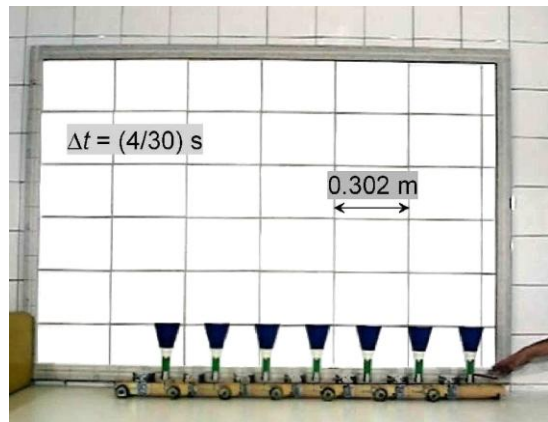
OLM TEACHER PUBLISHES PAPER IN THE AMERICAN JOURNAL *THE PHYSICS TEACHER*

The November-2009 issue of *The Physics Teacher* (TPT), the periodical of the *American Association of Physics Teachers* (AAPT), devoted to physics education at high-school level, has published a paper by OLM teacher Dr. Emil Medeiros and his collaborators at CBPF* Dr. Odilon Tavares and Dr. Sérgio Duarte. The authors describe a new technique they have developed for producing and analyzing good-quality stroboscopic photographs. This kind of photography enables students to learn about the details of *any type of motion* by simply inspecting a photo with successive images of a moving object recorded at equally-spaced times. The production of stroboscopic photographs, however, used to be a very expensive and sophisticated process and required, for technical reasons, *light-colored objects* moving against a *perfectly dark background*. Not anymore, says Medeiros.

The innovation introduced by Medeiros *et al.* in their work *Inexpensive Strobe-like Photographs*** comes from a simple, yet radically different approach: the use of *dark-colored objects* moving against a *white background*.

Advantages of the New Approach

- Instead of expensive and sophisticated cameras, popular low-cost, compact digital photo cameras can now be used to produce good-quality stroboscopic photographs from short video clips.
- Instead of expensive strobe lamps, dark rooms, and black backgrounds, easily available spotlights and



available on the web or software normally found in the computer labs of most schools.

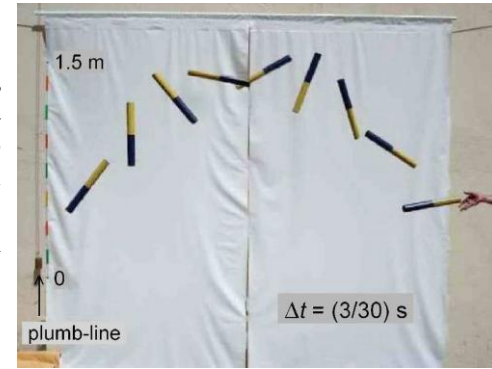
The authors are nuclear physicists who decided to develop this investigation mainly due to the enthusiasm of Dr. Medeiros in teaching physics in high school since 1975 and at OLM since 1996.

From the referee at TPT:
 “I liked the idea of using the dark object against a light background. I hadn’t seen that suggestion before.”

- whiteboard lead to excellent results as well. (See photo on the left, from a video clip made at the OLM 5th-floor phys lab.)
- The method is flexible enough for use in outdoor activities under direct sunlight as well, surely an application even more promising and at practically *no cost*. (Next two photos, from video clips made at the CBPF backyard.)
- The editing of the videos may be done either with free software

Applications and Recognition

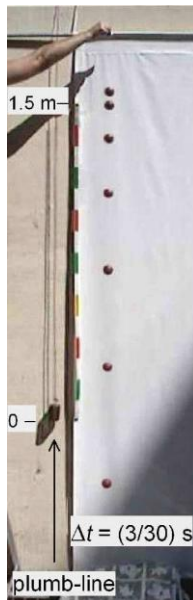
- During the 2009 OLM Science Fair, the juniors Amanda, César, Giovanna Franco, Giovanna Miranda, João Victor, Louise, Patrícia, and Roberta Mello filmed themselves in activities such as running, jumping, and dropping objects to produce stroboscopic photographs of good quality.
- The students Helena M. Barreto (CAP-UFRJ) and Antônio Jadson G. Vieira (UFRRJ), advised by Dr. Medeiros in the scientific vocational and initiation programs of CBPF, have used this technique as part of their work, and had their projects awarded *among the best presented* in two annual events of that research center.
- The vertical fall of a billiard ball (photo below) allows any student to easily determine the famous *acceleration of gravity* as 9.85 m/s^2 , in excellent agreement with the official value for the city of Rio de Janeiro, $g = 9.787899 \text{ m/s}^2$.
- AAPT has classified *Inexpensive Strobe-like Photographs* in two sub-areas of the literature, *Teaching methods and strategies* and *Laboratory experiments and apparatus for education*, and linked the contents of this work in TPT to *physics education, educational aids, photography, digital instrumentation, laboratory techniques, stroboscopes, and motion measurement*.



Over the last two years Medeiros has been working on the improving lab sessions on uniform motion applied to 10th graders. He plans to generalize the method to more complex motions.

We congratulate Dr. Medeiros for his achievements and await further accomplishments from his enthusiastic work upon this rich interplay of educational research resulting from his teaching physics to high school students.

by John Majka & Sandra Xavier



* Centro Brasileiro de Pesquisas Físicas, Rio de Janeiro, RJ

** *The Physics Teacher* **47**, 536–541 (Nov. 2009)

BIOFUELS AND THE FUTURE

Thanks to the threat of swine flu in the beginning of the school year, OLM celebrated Thanksgiving Day *in house* this year. For the 11th and 12th Grades the day began with a lively and informative lecture about biofuels from renowned Dr. Expedito Parente.

He started controversially by asking the question: *How much is pure air and pure water worth?*

He went on to show that world energy consumption is simply going to increase, while petroleum migrated from the strictly energy market to the even more lucrative and more diverse chemical market, namely in plastics and related areas. This market expansion has had such a deleterious impact on the environment that no one does not accept the fact that other solutions must be found. *In the largest cities of the world, more people die of respiratory diseases than from AIDS.* (Parente)

As most recently reported in the world press, this expansion has also spread fossil fuel pollution through the use of plastic, especially soft plastic, into the foods and drinks conserved in those containers.

How many more detrimental effects will we find as a result of the proliferation of plastic use? Suffice it to say that our dependence on plastic could be disastrous and needs to stop.

Hence the environmental and social mission of bio-fuels: to combat the greenhouse effect and the pollution of air, land and water. The foods that give energy (nourishment in calories) to the body would be the source of ALL energy. In this state, there would be significantly less pollution, if any.

Energy has been discovered in human history from lightning to fire to coal to petroleum to the sun. The main energy source of the future has to be solar, either directly or indirectly.

Interestingly Brazil is the leader today in solar power use, especially with its many hydroelectric plants scattered throughout its river-veined surface, with 47% of its energy coming from the sun.

The world average is 15%--the United States is only 9% solar.

The time has come to seriously invest our resources and establish our priorities in what we know best.

[JJM]



Um verdadeiro representante do Brasil, de fala mansa, olhar profundo e sorriso largo, que traz em sua bagagem de vida incontáveis horas de voo por muitos países da Europa e da América do Norte divulgando um trabalho de pesquisa que à época de seu lançamento muitos chamaram de *loucura!* Essa 'loucura' vem de um pioneiro no desenvolvimento do Biodiesel - Expedito Parente.

Mas quem é o homem, Expedito Parente?

Em seu discurso de lançamento internacional do Biodiesel, ele disse que: *"A velhice é caracterizada por um passado cheio de experiências, um presente com muitas limitações e um futuro duvidoso. Para a juventude, o passado quase não existe, o presente é vigoroso e o futuro cheio de sonhos. Viver o futuro no presente é uma obrigação da juventude e uma necessidade de todos que queiram permanecer jovens."*

Com essa forma de pensar o futuro no presente, sempre à frente de seu tempo, Dr. Parente nos deixa a sensação de que tudo é possível, quando se tem a mente aberta, disposta a caminhar por estradas difíceis onde pessoas de poucos sonhos e visões acanhadas desistem. Mas como a palavra *desistir* não faz parte de seu cotidiano, o Dr. Expedito Parente, lança a primeira patente do processo industrial de fabricação do Biodiesel no mundo em 30 de outubro de 1980.

A patente expirou sem que o país adotasse o biodiesel, mas a experiência ficou e se consolidou ao longo dos anos. Constantes progressos têm sido feitos em diferentes universidades, institutos de pesquisa e há diversas tecnologias disponíveis no Brasil assim como empresas que já produzem biodiesel com diferentes finalidades.

E o que é o Biodiesel?

"É um combustível produzido a partir de óleos vegetais ou gorduras animais. Possui propriedades fluído-dinâmicas e de combustão semelhantes ao óleo diesel fóssil, podendo ser utilizado puro ou misturado em quaisquer proporções, em motores do ciclo diesel, sem modificações. É renovável, reduz a poluição do ar, gera economia de divisas pela substituição do petróleo importado, possui forte atributo social através da geração de ocupação e renda em regiões rurais pelo incentivo à produção de oleaginosas." (www.biodiesel.gov.br) [SRX]

O Professor Expedito Parente consegue combinar as reconhecidas qualidades de professor com uma bem sucedida carreira de empresário, fundador e atual presidente da TECBIO. [Prof. Raimundo Damasceno]

No dia 26 de novembro, convidado pelo nosso Professor de Química Dr. Raimundo Damasceno, recebemos em nossa escola a ilustre presença do senhor Professor Expedito Parente para ministrar a palestra sobre **A Lógica e as Missões dos Biocombustíveis**.

Expedito Parente para quem não sabe, é engenheiro químico e cientista, concebeu e desenvolveu o biodiesel e o bioquerosene, e foi quem registrou a primeira Patente Mundial do Biodiesel. Hoje, presidente da empresa TECBIO – Tecnologias Bioenergéticas Ltda, atualmente a maior produtora de biodiesel do Brasil, o Professor Expedito Parente é reconhecido como um mestre em biocombustíveis e procurado incessantemente por multinacionais que querem fazer uso de sua invenção. Como exemplo, a Boeing o contactou com o intuito de saber da possibilidade de criar um avião que funcionasse com bioquerosene.

Sua visita não se limitou apenas a demonstração de seus feitos pessoais. O Professor em sua palestra expôs a situação atual e futura do nosso país - como do mundo - em relação à energia e ao biocombustível.



Como a 'química' da amizade se faz presente e 'queima' o combustível da vida!



Quando a palestra terminou, era claro que não apenas havíamos aprendido sobre a utilidade do biocombustível mas também tínhamos tido a oportunidade de compartilhar o conhecimento de vida do Professor Expedito Parente – um dos homens mais requisitados em relação a biocombustíveis em todo o mundo.

Agradeço em nome de todos os alunos a você, Ms. Xavier, por ter sugerido ao nosso querido professor Dr. Raimundo Damasceno que convidasse o seu amigo para essa palestra. O nosso obrigado, em especial, é para o próprio Professor Expedito Parente por dedicar com tanto entusiasmo seu tempo aos jovens profissionais do futuro.

João Victor Galhego ('11)

MY OLM LEGACY *by Aoife Burke*



Aoife in her first Fashion Show in our old OLM Cafeteria!

My name is Aoife (pronounced IFA) Maria Burke and I'm one of the recently contracted English teachers at OLM. I was happy at the prospect of working at OLM for a couple of reasons. First of all, it is an international school with superior educational standards and therefore a place where teaching English is valued more and where I would have the opportunity to grow professionally. The other reason is the fact that I had studied at OLM from 1st to 12th grade as well as being baptized and receiving my First Communion in its quaint little chapel. All I can say is that I have the best memories possible of this unique school.

Being Irish Catholic, my parents, both Dubliners, had no doubts as to where their four daughters would study: The American-Catholic School of Rio de Janeiro. I entered first grade and I

suppose my first memory is of a classmate (who is still a best friend) asking me in Portuguese how she could ask our teacher, Sister Beatrice, for permission to go to the bathroom. I told her to raise her arm and say, "May I go to the bathroom, please?" Years later, having lunch downtown, this friend of mine confessed, laughing, that she had practiced that phrase for over two weeks without the slightest idea of what it meant; she only knew that it was her "passphrase" to get to the bathroom whenever necessary! She left OLM in 11th grade and is currently a fantastic simultaneous translator and speaks perfect English.

There is no way I can talk about OLM without mentioning the Felician Nuns. The American Order supported and managed our school until around 1980 and up to 8th grade, my teachers were mostly nuns. Although very strict and sometimes frightening, they were excellent teachers and students worked hard. There was no such thing as detention or CDCs. The Sisters solved most of the disciplinary issues in class with the students and believe me, there were few. A good example was my fifth grade teacher Sister Timothy. She was very tall and thin and she never raised her voice. She didn't have to. One of her looks and you'd freeze on the spot. If you asked her to repeat something she'd say, 'I don't chew my cabbage twice' and the lesson would continue. There simply was no time for fooling around!

We also had some great teachers (who were not nuns) and to mention only a few, one would be Mrs. Judy Smith de Perla, my 7th grade English teacher. She obviously loved what she did and put all her soul into whatever we were working

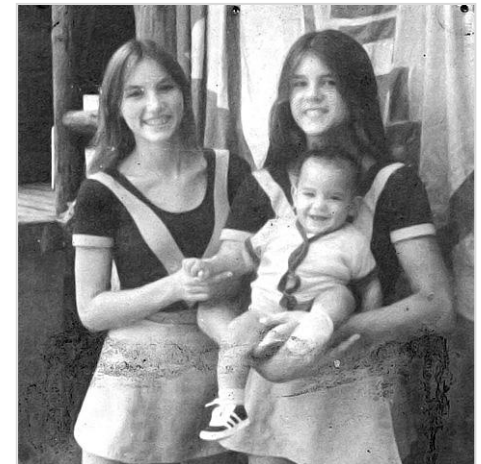
on, be it a play we were rehearsing, or an essay we had to write. She was responsible for making me more self confident in writing and in life. Another one was Mr. Watson, our Art teacher. He was a great teacher not only because he taught us the charcoal technique of drawing or how to mix colors when painting but because he taught us how to explore the unknown without worrying about what the result would be. Finally, I can't forget to mention Mrs. Susan Serrano, our high school history teacher who gave dynamic and fascinating classes but who never made things easy for us. She never made us memorize too many dates but if you couldn't explain in detail the consequences of the American Revolution, you were doomed to be a victim of her mortal red pen and, boy, could she make comments! You'd read them on the tests and research papers and then you'd hear them from her personally again! Getting an A from Mrs. Serrano on a test was something to be really proud of and it meant you had really mastered the subject matter. I recall with pleasure and respect these three teachers for they challenged and encouraged me.

The school was very welcoming and had high educational standards (and we were all aware that these would not be lowered to help us complete our extra-curricular activities) and the teachers were good professionals. The best part though, was the friends I made throughout all those years. In high school we learned how to get along with each other even with all our differences. This is one of OLM's cultural characteristics and one of the reasons I am so proud to have studied at this school. We were encouraged to face our problems, make decisions and act, but we knew that we would be held responsible if anything went wrong. And sometimes things did go wrong: Money missing, silk screen shirts not ready at the deadline, important photos for the yearbook misplaced and so on. The organizing student committees fought, argued and debated among themselves vigorously, but usually got around to making peace eventually, since they knew there was a difficult task right ahead--for example, making money for all class and sports teams events scheduled for that year, while studying, doing homework and maintaining high grades.

Funding drives were a real challenge.

There was the Sports Week

Tournament that took place every year in a Summer Camp in São Paulo, where several American Schools competed against each other in soccer, indoor soccer, volleyball, basketball and cheerleading. The other very important 'happening' (that



Freshman cheerleaders Aoife and Kimberly – and her baby brother - at Paiol Grande (SP)

was also expensive to organize) was the Senior Prom, which, at that time, was at the Costa Brava Club in Barra da Tijuca. It was throughout the process of turning these ideas into reality that the OLM Lancers really showed their spirit, not only practicing sports and cheerleading after school but also working out ways of making money to buy uniforms for the cheerleading squad, or to lower the price of the Senior Prom's invitation or whatever else was needed for that year.

About the sports events we participated in, I can't omit the fact that the Lancer teams weren't KILLER teams and I don't remember us winning a lot, but we didn't mind. We were aware of the fact that we had worked hard and were determined to make it worthwhile. We never thought, 'Only Victory matters', though we never lost hope that maybe this year I know it may sound like a cliché, but our real goal was to compete, give the best of ourselves and have a great time there, on and off the courts and this, we definitely achieved. We ALWAYS won the 'Friendliest School' award and that was usually enough to satisfy our egos. Even though not many trophies came back to Rio with us, we were all filled with the best possible memories and these would stay with us forever. The same goes for the proms, financed and organized by the seniors. They weren't super luxurious but I went to all the proms from 9th to 12th grade and I can't remember one that wasn't a lot of fun.

Now, you are probably wondering how we got around to making the money we needed. The Tombola was an OLM version of the Feira da Providência, the difference being that each stand was 'owned' by each grade and they had to come up with interesting activities to encourage people to spend their money. Most of the features of the stands were the kind you see in any traditional fair like Fishing or Throw- a- Water- Balloon (believe it or not, many teachers volunteered!) but the money-making star of the show was the Haunted House where the seniors held exclusive rights . The Tombola was held on a Saturday during the second quarter of the school year on school grounds. Elementary and Middle School stands were chaperoned by the teachers but the high school stands were totally managed by the students and each grade was allowed to keep the money made to be used as they saw fit. We would have to set up our stands as well as finding sponsors who would donate giveaways that we used as prizes at the stands.

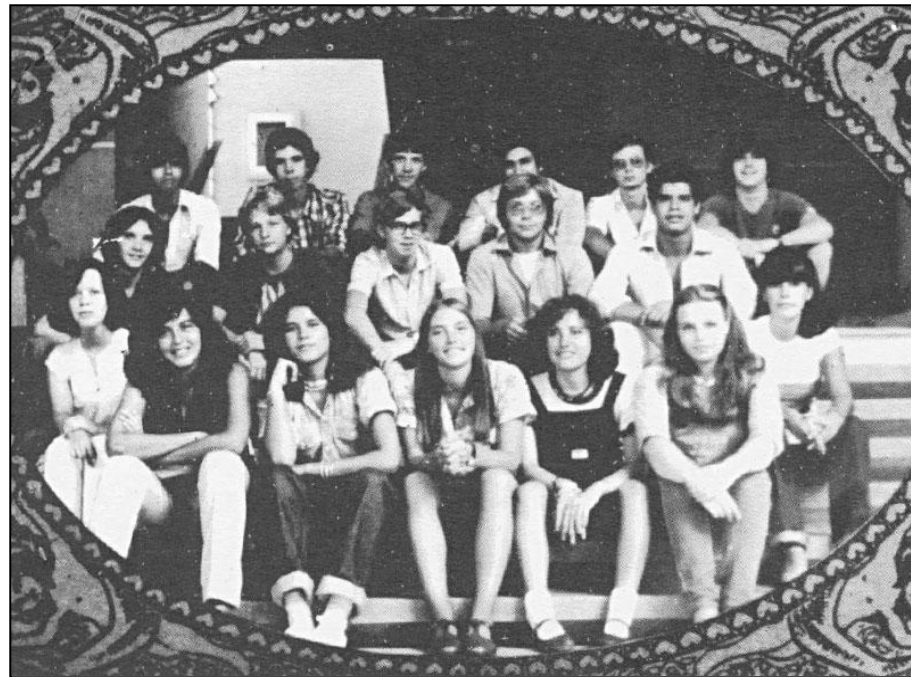
The Fashion Show worked in the same way. Organized by the seniors to help

fund the prom, the girls (and sometimes boys) were selected in a try-out. The organizing team would then have to go networking and convince shops to lend us their clothes, sign contracts of responsibility and work out all the logistics of sound, lighting, setting up the cat walks, getting free professional hair and makeup jobs and decorating the cafeteria (only in my senior year did we manage to hold the show at the InterContinental Hotel since the Manager was a classmate's father). Then of course, the models, who were also part of the organizing team, had to find time to practice, compose choreographies as well as look gorgeous!

So as you can see, it was all fun but hard work too, and the secret of success was unity. And that's why the CLASS OF '81 (the class I graduated in) was a special kind of group. Most of us were intelligent and curious teenagers and since many of us knew each other for years, it was like being at home; a second home. We fought for what we believed, but everything usually turned out OK in the end and

I must say that we were responsible for a number of worthy events that were successful financially and entertained many people.

Don't think that after we left OLM we never met up again. After we graduated in 1981, few of us kept in contact, but a twist in life made that change in a surprising and touching way. Some years ago, a younger brother of a classmate (also an OLM alumnus) was diagnosed with a fatal disease, from which he eventually passed away, but before this happened he was responsible for something magical. As he had to stay home a lot, he started emailing his friends individually and the chatting and messages went back and forth. By chance (or on purpose, who knows?) this good boy one day disclosed all the e-mail addresses he was sending the messages to. Suddenly, Class of '81 members were emailing each other from all over the world!



Class of '81 – Aoije is in the center of the front row.

Since then we have had many cybernetic laughs together remembering the old school days; teachers, crushes, nicknames and how they came to be, and other things. We eventually got together 'in-the-flesh' and we have been trying to keep in touch as much as our tight schedules permit. This we owe to a lovely generous green-eyed boy who will always be remembered by all who were lucky enough to meet him.

So, that's a piece of my OLM story and I'm sure all Lancers have their own story to tell since Our Lady of Mercy School was and still is a special school. I am sure that I will be as happy here as a teacher as I was as a student. Wish me luck!

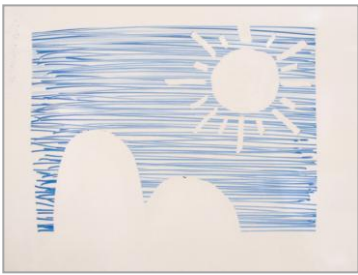
OLM'S SECRET ARTIST

Arlindo da Motta ('10) & Ivan Varella ('11)

Mr. Frank Larangeira was born in the United States and then moved to Portugal at the age of 5. As a child he enjoyed doodling (drawing spontaneously), mostly of ships. With more experience and self-taught skills (that one might call a natural talent) his



doodles became more sophisticated. According to Mr. Larangeira he first became aware of his talent during middle school after going back to the United States when he first had actual art classes that were part of the curriculum at his school. Then, he returned to Portugal once more for his last two years of high school. Upon graduation he attended Mohegan Community



College (now **Three Rivers Community College**) while taking night courses in art at Willimantic State College (now **Eastern Connecticut University**), both in Norwich, Connecticut, where he studied liberal arts. He then applied to the



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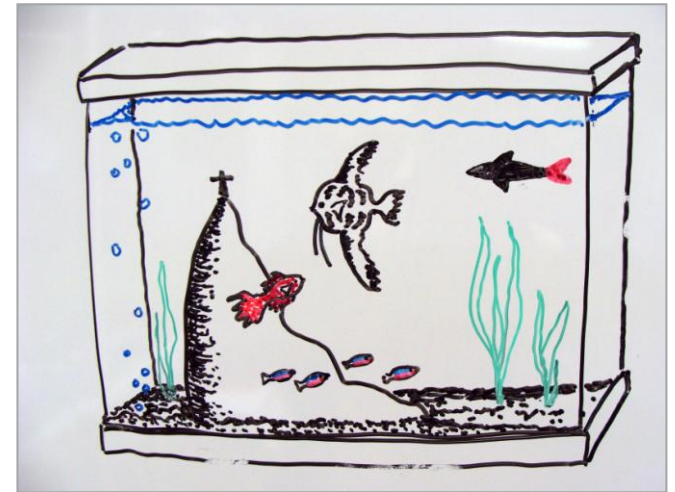
Instituto Allende in GTO, Mexico, where he obtained his Bachelor's in Fine Arts (BFA).

After his education Mr. Larangeira once again returned to the United States and attempted to sell his art, but unfortunately this career was not enough: "It did not pay my bills," he explained. This then led him to his current career of teaching. He received his Masters Degree from the University of New Haven in Connecticut.



Afterwards he came to Brazil on vacation saying "I loved it." He then decided to move to Brazil where he worked teaching at many language courses until he

finally found a job opening at OLM. Even though Mr. Larangeira now dedicates his life to teaching, art is still a part of his personal life. From time to time, he uses his artistic skills in his teaching which, according to him, brings good results. He also continues to draw in his free time for pleasure and relaxation.



WHICH CAREER SHOULD I PURSUE?

Flavia Ghiotti, Chemistry Lab Technician - Felipe Portilho, Math and Science Teacher

Choosing a career is a relevant issue within someone's life project. Teenagers often come up with doubts on what academic course and occupation they should pursue. Indeed it is not an easy task when you are young, inexperienced, and bombarded with information and different opinions from family and friends.

However, looking into the following may help to identify the career for you. Therefore, pick up a sheet of paper and write down:

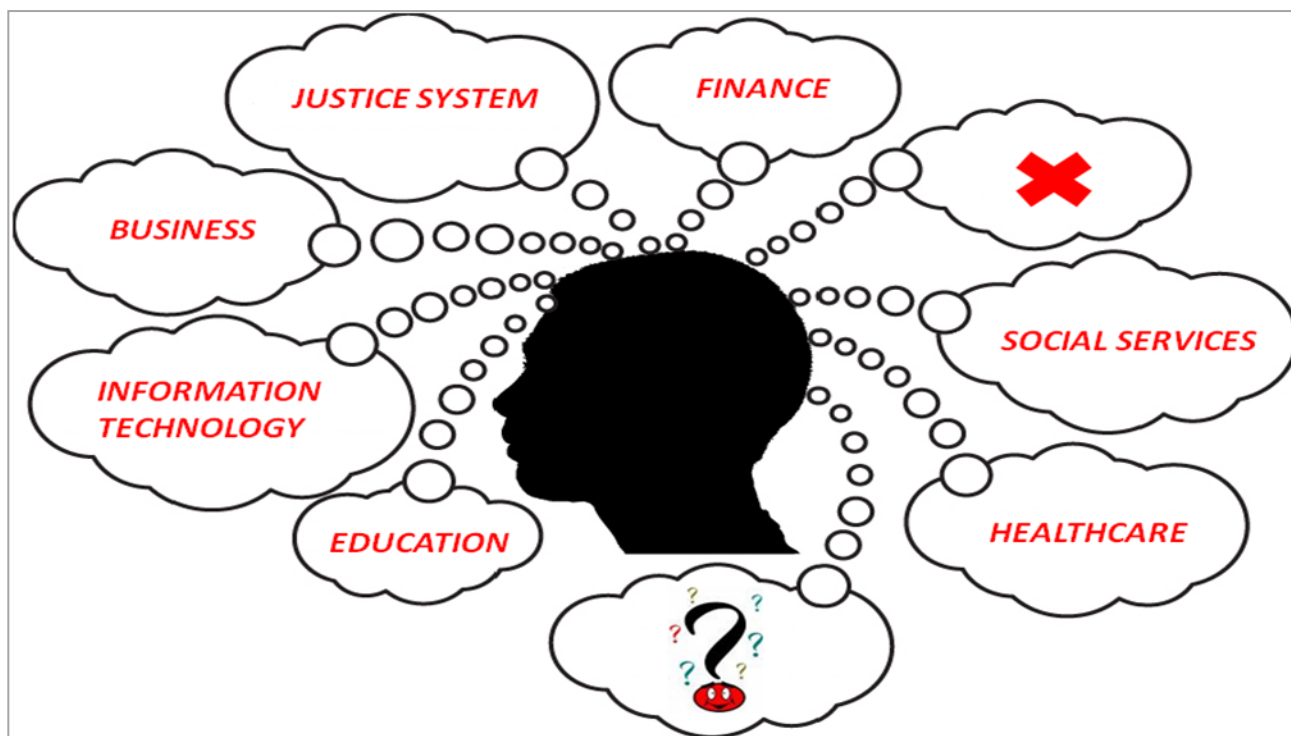
- your developed talents and skills, such as idioms, informatics knowledge, communicability, organization and planning capability, leadership, creativity etc.
- your personal values or things you like doing or consider important, such as traveling, working in teams or individually, having non-monotonous routines, learning new skills, researching, etc.
- your personal plans and goals, such as having a family, writing a book, getting to know new places, helping others in volunteer jobs, etc.
- your knowledge about how professions you are interested in work in terms of specific and general activities, salary, job market as well as perspectives gained through talks with related professionals in those fields.

In the end, put these ideas in the order of priority and see what fits you best.

As you pick up necessary data and turn a rough sketch into a plan, then it is possible to address and cope with the many variables that make your initial decision so tough. The more you can see the differences, the easier it is to choose the path for you.

In addition to choosing in which professional field to invest time and money, it is also very important to decide in what academic institution you should enroll. According to UNIVERSIA "University network" (<http://www.universia.com.br>), do not make a decision in favor of an institution that offers a higher number of vacancies than that of students enrolled. Check if the institution is properly recognized by the country's education ministry, as well as its quality ranking among other similar universities.

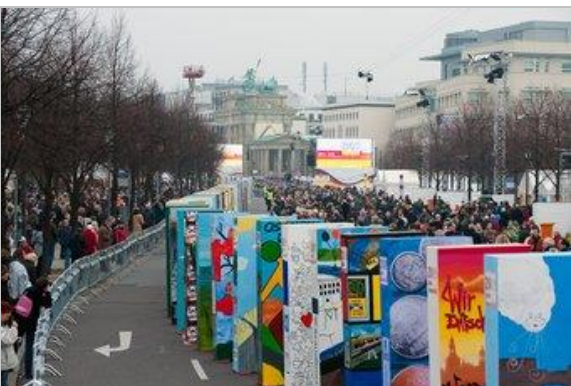
The best way to define your future career is by investigating your personal characteristics and the occupation/career you are interested in. Remember: in Brazil, public universities focus their attention on research, science and the country's development, while private universities center their efforts on the technical side of professions.



MAUERFALL - 20 JAHRE

On November 9, 2009 we celebrated the 20th Anniversary of the *Mauerfall*, the fall of the Wall of Berlin that separated West Germany from East Germany.

By early 1961, as many as 1,000 people a day fled East German communism for a better life in the capitalist West. Eastern state-controlled media ignored it. Still, East Berliners could see their neighbors leaving. The migration continued. Some people defined the West as the “freedom side” and the East the “non-freedom side”.



Pieces of wall painted by children around the world. Giant Domino!

Before the wall came up, there were rumors that something might happen to tighten the border between East and West Berlin, but no one expected an actual Wall.

On Aug. 13, 1961, the East German government erected a 27-mile-long wall of barbed wire across the city, splitting into East and West Berlin to "protect citizens from capitalism". Berliners were shocked when they woke up that morning. What had once been a very fluid border was now rigid. No longer could East Berliners cross the border for operas, plays, soccer games, etc. No longer could the approximately 60,000 commuters head to West Berlin for well-paying jobs. No longer could families, friends, and lovers cross the border to meet their loved ones. On whichever side of the border one went to sleep during that night of August 12, they were stuck on that side for decades. There were two different sides: a country with different ideas that became, in effect, two quite different countries.

After 28 years the East Germans gave the order- *Mauerfall* (the wall is to come down). On the night of Nov. 9, 1989 the gates were opened. People were in shock. Were the borders really open? East Germans tentatively approached the border and indeed found that the border guards were letting people cross. Very quickly, the Berlin Wall was filled with people from both sides. Some began chipping at it with hammers and chisels. There was a huge celebration all along the Berlin Wall, with people hugging, kissing, singing, cheering, and crying. Germans were free! *Eine neue Welt* (A New World)! Germany began a new era, a new step, all over from the beginning--two sides, one history. Two ways of thinking that needed to support each other as they walked together to the future. After the Berlin Wall came down, East and West Germany reunified into a single German state on October 3, 1990.

From German - Alejandra Loiza (11)



The first part that was open from the wall. 9 November 1989



20 years ago - Wall was open

I have been talking to some people to see what ideas and images of their country they had. Viktoria is 17 years old; she wasn't even born when the Wall came down. She was born in the Western side of Germany, and she told us that there is still a difference between East and West Germany. She said – "I was not even part of the “story” and though there is no more concrete Wall today, in people's minds, however, there is still a Wall. Jürgen and Elisabeth, both from the West Germany, were about 5 years old when the wall came up; they remembered hearing about it on TV. Elisabeth couldn't understand why people needed to be controlled. Jürgen remembered that they had the Montag Demonstration (Monday demonstration): every Monday they showed what was going on with the Wall. He couldn't believe that a country could have so many differences. It was really dramatic-- people in the street trying to move and they simply couldn't. The couple lived in what was East Germany; they moved after the Mauerfall. They recounted that before the Mauerfall there were only 2 telephones in the town of Malchow, and that people could just stay at the beach until sundown, when they would be asked to leave by the soldiers who controlled everything. Nobody could run away. Of course, East Germany had secret paths, shortcuts that the soldiers tried to control. Elisabeth commented: **“Wir sind Menschen, und wir brauchen Freiheit!”** ("We are human beings and need freedom.")

I totally agree. We need freedom and today we can see that Germany is a wonderful country. It has one of the best economies in the world and the people are fantastic. I believe that they are much better off and **Heute wir sind Deutschen Einheit.** (Today we are a United Germany.)

Twenty years after the Mauerfall, Germany celebrates its "**Fest der Freiheit**" (The Freedom Festival). On the night of November 9, 2009 people celebrated their freedom in Berlin, with music, art, and happiness, at the sound of Bon Jovi and The 5 Sopranos. They made a wall of 1000 Domino pieces, painted by 5000 children from around the world, manifesting their ideas. Those 1000 domino "stones" fell slowly, travelling the 2 kilometers between **Potsdamer Platz** and the Brandenburg Gate. Germany is filled with hopes for an even better future and greater success!



Freiheit Fest- Freedom Festival 09 November 2009

(For more information and pictures see: <http://www.demotiximages.com/photo/bulkuploadphoto-59803>)

MAMUDO DIRIA QUE NÃO.....

Christian Pedrosa ('10)

Dizem que vivemos em um mundo globalizado. Dizem que vivemos em um mundo onde estamos a um *síte* ou um canal de televisão distante de lugares distintos e até inóspitos. Mas será que ler todos os artigos ou assistir a todos os documentários sobre algum lugar seria suficiente para reconhecer os contrastes entre uma cultura e outra? A maioria diria que sim e aqueles que responderem não, embora estejam confiantes da sua resposta, poucos conseguiriam defender sua opinião usando exemplos ou argumentos convincentes. Qual seria a sua resposta?

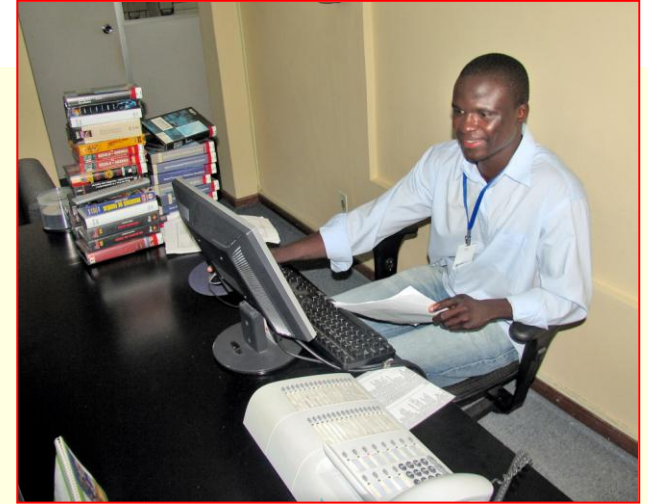
Mamudo diria que não. Sair de Bafatá – segunda capital de Guiné-Bissau – e vir morar no Brasil provou a ele que a realidade sobre outra cultura é bem diferente do que se pode aprender na TV ou na internet. Cada perspectiva é diferente e fundamentada em observações únicas de uma pessoa que decide se aventurar nesse mundo “globalizado”. Na Guiné-Bissau, por exemplo, a sociedade é baseada na hierarquia e uma vez no Brasil, Mamudo aprende a melhor se relacionar com as pessoas. Mamudo já viajou por países como Senegal, Gambia, Cabo-Verde e no Brasil conhece Porto Alegre, São Paulo, Fortaleza, Curitiba e Rio de Janeiro e admite que suas experiências com culturas diferentes contribuíram para um melhor entendimento da sociedade.

Por mais que através de suas viagens Mamudo tenha conhecido as culturas e tradições mais peculiares, ele ainda está para encontrar costumes que se equiparem a certos aspectos do lugar onde nasceu. Em Bafatá não se fala durante as refeições devido ao respeito dado a esse momento sagrado e ao fato de que evitar conversar durante as refeições proporciona um melhor aproveitamento do alimento. Na região de Bafatá os dialetos variam de acordo com as tribos, porém o *crioulo* permite que todas as tribos e vilas se comuniquem. Além disso, cada nome tem seu próprio significado, Mamudo, por exemplo, significa “O Louvado” e seu sobrenome “Djante”, foi atribuído a costumes particulares do clã que originou sua família.

Além das adversidades, à medida que Mamudo Djante viaja pelo Brasil encontra semelhanças e percebe as vantagens de sua infância e educação em Guiné-Bissau. Uma das línguas oficiais de seu país é o português, o que tornou sua vinda para o Brasil consideravelmente mais fácil. A natureza e o clima do Brasil também são similares aos de Guiné-Bissau e ajudam Mamudo a se sentir um pouco em casa. Devido à forte vinda de escravos durante o período colonial, certos atributos da cultura africana migraram para o Brasil e hoje, já integradas à cultura brasileira, ainda são evidentes para quem conhece bem ambos os costumes. Em Guiné-Bissau o Inglês e o Francês são matérias obrigatórias a partir da 5ª série e graças a isso Mamudo conseguiu trabalhar em uma escola americana como a OLM.

Além de trabalhar na OLM Mamudo cursa Relações Internacionais e pretende um dia tornar-se um diplomata, completar seu mestrado e fazer doutorado. É imensamente grato à oportunidade que o Brasil dá para estudantes africanos ao oferecer-lhes bolsas de estudos, e reconhece que dificilmente estaria aqui se não fosse por esse incentivo. Embora sinta muita falta da família, Mamudo encontra prazer ao jogar futebol e praticar exercícios, algo que percebeu ser comum no Brasil.

Portanto, um jovem que saiu da África e veio para o Brasil, fala Português, Inglês e Francês e pretende ser um diplomata pode ser visto como a evidência de que há verdade por trás das palavras “mundo globalizado”. E embora fora inicialmente motivado por suas expectativas e ambições, apenas as experiências que Mamudo teve pelo Brasil conseguiram ilustrar as divergências e similaridades das duas distintas culturas. Para aqueles que acreditam ser possível aprender inteiramente sobre uma cultura através de estudos e pesquisas, Mamudo lhes diria que não. O aprendizado só é total com a experiência própria!





HALLOWEEN



Ana Carla Scavarda



In the beginning, Halloween meant Holy Eve or the night before all Saints Day. A combination of different traditions from numerous religions that happened around the same time, it was later redefined by many as merely an evil evening where goblins, witches, devils and other unearthly creatures would come to roam the world of the living. In spite of the many origins attributed to this wondrous holiday, what is truly marvelous is the fact that not only has it become a very popular holiday in the USA, but also a worldwide excuse to have fun. New meanings have been added to it giving new life and magnificence to this well known celebration.

In the United States, children dress up as many different characters, both benign and evil, in order to go trick-or-treating, bobbing for apples, jack-o’lantern viewing, costume parading or many other fascinating activities such as these. Parties everywhere thrill different people from various ethnic backgrounds, combining different traditions in the huge melting pot that is represented by this nation.

In Brazil, Halloween has only recently given Brazilians yet another opportunity to dress-up and have fun besides the universally known festival of Carnival. The fact that the two happen months apart only provides more reasons to celebrate both. It has become quite fashionable as children, teenagers and young adults alike throw huge “Witch” parties and present themselves as goblins, zombies, vampires and wizards. The themes are usually dark and wicked, sustained by a gloomy atmosphere.

At Our Lady of Mercy School, Halloween has its own special flavor. It means the bonding of two very rich cultures, American and Brazilian, seasoned by many others that have harmoniously joined in this beloved community. Children can’t wait to play at the many richly decorated stands and parade on the black catwalk. They can barely stand in line in order to visit the Haunted House and one would think children would be terrified of such a party... but they’re not!

As soon as it is over, they’re already begging for more!



Ms. Picoli, Ms. Scavarda,
Ms. Maciel & Ms.
Izbeckson



Pre-Nursery with Ms. Tinoco & Ms. Ribeiro

DEUSES? HERÓIS? MONSTROS?



Um novo conceito povoou a mente dos *6th graders*, depois de conhecerem o inusitado mundo dos DEUSES, HERÓIS E MONSTROS da Mitologia Grega. Eles foram apresentados à *Ilíada* e à *Odisseia* de Homero.

Empolgados, adaptaram, reescreveram e apresentaram duas versões dessa interminável viagem: **“O pomo da discórdia”** e **“Eros e Afrodite”**.

Ms. Miranda, professora de Português, acreditou neles e foi junto.

Parabéns, *6th graders*!



MEET THE NEW GUYS

Ivan Caetano Varella & Roberta Hércias ('11)

Rafael Duarte is the new 10th grader that joined the school this year. He is originally Brazilian but due to some family issues, he left for Orlando, Florida, in the U.S. with his mom at the age of seven. In the States, he spent his time in martial arts classes; this includes jujitsu, mui thai and judô. He came back to Brazil to live with his father for personal reasons. Rafael is enjoying his time here in our school, but still misses his old one, mostly due to the friends he left behind, which is normal for everyone. He finds that Mathematics is so far the toughest class he has, but studies hard to keep his grades up to not fall behind the class. In the other subjects, he confidently says that there are no problems. He intends to graduate from OLM and then return to America for college, although he does not yet know where he intends to apply for a career as a chef or in the culinary arts.

Eric Hodge is the new 11th grade student. He moved here from Cairo, Egypt where he spent five years. Before this, he also spent time going from place to place living for a few years in places like Kanea, Africa. He enjoyed everywhere he lived, getting to see various places and meeting many people, but moving frequently, especially after settling down and making friends, can be a problem and he has dealt with it often. He was originally born in São Paulo, Brazil although he hardly remembers anything because he lived there only a short while before beginning his travels. The reason behind all this constant moving lies in his father's job in General Motors. Because of his expertise he received several offers to help the company's many branches around the world. Eric states, however, that he has come back to Brazil for good. During his stay, he has already adapted well to his new school, being welcomed with kindness by many of his peers. He has no difficulty so far in any school subject. He enjoys playing soccer as a midfielder, but has stopped playing for lack of time. Eric intends to graduate from OLM, but he has to decide his future career choice.



Pelo sexto ano consecutivo, aconteceu, no dia 28 de novembro, o torneio de futsal entre os funcionários da OLM.

Como sempre, esse torneio disputado e muito divertido – cujo objetivo é promover a

integração entre os funcionários da OLM, em um clima agradável, e celebrar mais um ano que se passou, finalizou com um excelente churrasco.

Parabéns ao Prof. Waldeir de Souza pela organização do torneio e muito obrigado a todos os funcionários que participam ativamente de nossa família OLM.

Adriano Morais (goleiro do time vencedor!!!)



WELLNESS PROGRAM

Dulce Silveira

On Saturday, November 28, Ms. Silveira and some students from the 8th grade went to *Espaço Nirvana* in order to experience a Yoga class. The activity was very interesting and there was a short lecture about Yoga. Each participating student received a free pass in order to enjoy *Espaço Nirvana* for a whole week!

Introducing students to different ways of feeling good about themselves and leading a balanced life is what the Wellness Program at OLM is all about!



Isabela Laranjeira, Ana Luíza Ferrer, Nathalia Crespo, Ms. Silveira, Ana Elisa Azevedo, Natália Levy de Souza, Alessandra Sabrá and Vitória Silva ('14)

Dr. Charles R. Lyndaker, *Patrono* at UNICAMP

Dr. Lyndaker was recently selected as *Patrono* for the Physics and Chemistry Teaching Courses at the State University of Campinas, UNICAMP. He presented his speech of congratulations to the graduating classes at their commencement ceremonies.

Dr. Fabio Barbirato was the guest speaker for this month's lecture of our Family Life Program. Dr. Barbirato is head of the child and juvenile psychiatric department in Santa Casa da Misericórdia do Rio de Janeiro.



The lecture was about child development and we had about 35 parents for the even.

FAZENDA PONTE ALTA

Luiz Jannuzzi and Ana Luíza Ferrer ('14)



We, the 8th grade went on a trip to Fazenda Ponte Alta, a coffee plantation in Barra do Piraí. We felt taken back in time to the era of the great coffee Barons of the last century. When we got there we were greeted by the *Baronesa de Mambucaba* along with her daughter, *Sinbazinha Luizinha*, and her slave, *Mucama Rosa*. The Baroness showed us the *senzalas*, where the slaves lived, the plantation and the main house. Most of the structures are still the original ones, so it was very interesting.

After walking through most of the farm, we participated in a *sarau*, a delightful play about life at that time. We also saw the Baron and Baroness de *Mambucaba* dance the *Minueto*, a folk dance, which they then tried teaching us. In the beginning, we were embarrassed, but eventually everybody got into it. Then came a huge, tasty lunch, like we remembered seeing in some of the historical soap operas on television. Free time followed where we swam in the pool or played soccer or volleyball. It was a full day of learning and fun.



Back to Our Lady of Mercy School for the position of *DEAN OF STUDENTS* after a long time apart from school, Mr. **Wilton Branco** is now in charge of the School Regulations and students' Discipline. He has a professional degree in Liberal Arts and Education, Clinical Psychology and Special Education, and he is also an International and National Certified Educational Coach.



ESTENDA SUA MÃO PROJECT AT CRECHE DA TIA MAURA

Matheus da Silva ('12)

On Saturday, November 28, 2009 volunteers from the Projeto Estenda Sua Mão from grades 9 through 12 set out to go to the Creche da Tia Maura. With the beautiful landscape of São Conrado as our backdrop, we spent time with the children. There was learning, laughter, music and games. From the moment we arrived we were greeted by dozens of screaming, smiling children that had been anxiously waiting for us. After everything (75Kg of powdered milk plus other non-perishable foods) was brought out from the buses, we opened the event in the courtyard, with Ms. Souza giving a short speech. Then we sang and clapped through a few songs, including the song “Super Fantástico, o Balão Mágico”, performed with guitar accompaniment by Matheus Scuta ('13), Gabriel Botelho ('12) and yours truly.



Mariana ('10) and Giovanna ('11) with donated powdered milk

Then we began our activities with the children, such as clay sculpting, painting, soccer, dodge ball and storytelling. Other students helped serve soda and prepared the snacks that were served later: cakes, cookies, crackers and the tasty brigadeiro. After everyone had eaten and settled down, we all played and sang another song, “Aquarela”, with encores of previous songs. Then we were pleasantly surprised with a great performance by the Creche’s choir.

Soon it was time to say goodbye. We got another surprise as the children gave out “Thank-you” cards they had made for us volunteers. It was a great and meaningful souvenir from such an outstanding and special day.