



OLMatters



Volume VI Number V

“To educate the Whole Person for Global Understanding”



www.olmrio.com/olmatters

Rio de Janeiro, Apr 2009

THE SOCIETY OF OUR LADY OF MERCY SCHOOL CELEBRATES 90 YEARS OF EXISTENCE



*Class of 74
Second row, fourth from
the right is Ms. Rosana
Stepanski (Ms. Paes)*

On Sunday, March 29, the *Our Lady of Mercy Society* members, its Board of Directors, and the OLM parishioners and school families joined together for a celebratory Mass and champagne breakfast to honor the founding of the Society in 1919.

The Mass was a simple celebration of faith and gratitude for the strength the Society has had in maintaining its original mission. The Society of Our Lady of Mercy grew out of the desire of a few English-speaking Catholic gentlemen: an Englishman, an Irishman, a Scott, an Australian, and a Canadian who wished to have a community where they could attend Mass in their mother tongue of English.



*From left to right: Claire Collins;
Mrs. Vanda Almeida-Lima, Monsignor André Sampaio and Mr. Ammirabile;
Mr. Ferrer, Mrs. Murchie and Mrs. Pacheco*

Our Lady of Mercy Parish was instituted but not named until years later, moving its small congregation from church to church in the city of Rio de Janeiro and led by several orders of priests, the most important of which were the Franciscans.

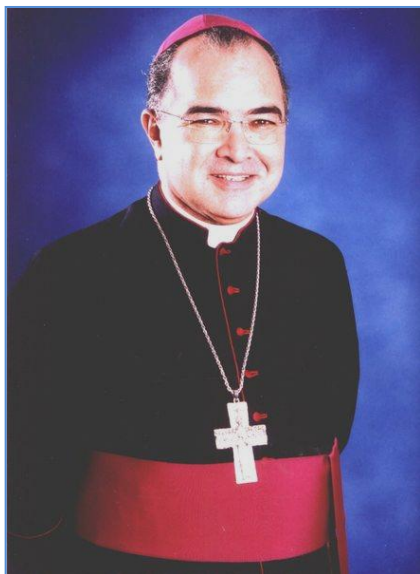
After nearly 30 years, the Society decided to add a school for young children to the Parish, the mission continuing to be to provide an education for families that sought an education for their children in the English language of their homelands.

And so, after years of fund raising, in Dec of 1951, a house on Visconde de Caravelas in Botafogo was purchased. In March of 1952, the first Kindergarten class was inaugurated and in May of 1953 a temporary wooden chapel was completed. In June of the same year the first Mass was celebrated.

Claire Collins



Mrs. Marina Hunter and son Tony Hunter



Last February, 27th the Vatican announced that Pope Benedict XVI had appointed **Archbishop Orani João Tempesta** to head the Church in Rio de Janeiro, the most important See in Brazil, the most populous Catholic country in the world.

Most Reverend Orani João Tempesta, O. Cist. was born on June 23, 1950 in São José do Rio Pardo, Brazil.

(for more information see page #14)

Monsignor André Sampaio



The OLM emblem

SCIENCE FAIR

The 2009 Science Fair, on March 27th and 28th, was a wonderful experience not only for the students but for teachers and parents as well. The pictures in this edition tell the story of how we exceeded any expectations we could have had. The projects were created with a huge deal of effort and responsibility. That is why the Lancers were so proud to present their projects to their families and friends. The students presented a variety of high-level projects in different scientific areas: *Cellular Respiration, Non Newtonian Fluid, the Human Body, and Biodiesel.*

Raquel Braga



8th Grade - **Human Body**



Chemistry students offered an integrative and comprehensive approach to a hot issue in science today – the use of renewable sources of energy derived from biomass. They addressed the uses of biodiesel, the technology of production processes, climate change trends in the world (Biodiesel Group); production of feedstock (Oleaginous Production Group); and what to do with the co-products of biodiesel production, e.g. glycerin (Soap Production Group). The students made real time demonstrations of vegetable oil, biodiesel, and soap production. The Periodic Table Group offered visitors an overview of the presence of Chemistry in our lives.

Raimundo Damasceno and Geraldo Maciel



Origin of Life – 7th Grade

Once every couple years, students have the opportunity to demonstrate what they learned in physics, chemistry, and biology through the OLM Science Fair. As always, the Science Fair gave its participants and visitors a wider range of understanding on many topics. Those interested in chemistry, Physics, and Biology had the opportunity to expand their knowledge about each matter. For the 2009 edition, the Juniors put up an experiment regarding the properties of non-Newtonian fluid.

Non-Newtonian fluids are unknown to most people, even though we meet them fairly often in our lives. Shampoo, blood, spider webs, and a cornstarch solution with water are a few examples. Non-Newtonian fluids are intriguing for their ability to behave as solids when high pressure is applied and to adopt liquid characteristics when still or when only a small force is applied to them. With the counsel of physics teacher, Mr. Zsolt, some Juniors built a container and filled it with non-Newtonian fluid. The container, covered with plastic, was deep enough so that one's feet would sink in the solution if no stress were applied. Cornstarch mixed with water was chosen as the non-Newtonian fluid, since it is inexpensive, accessible, and harmless. An estimated 60kg of cornstarch and 50kg of water filled the container. On the day of the presentation Juniors met at 8:00 a.m. in order to assemble the experiment.



Non-Newtonian Fluids

Once everything was set and the solution was somewhat close to the perfect ratio, the first visitors made their way into our stand. Fortunately, the experiment was carried out according to our expectations and matched the previous successful testing which was completed in the lab. Visitors who ranged in different weights and heights managed to walk over our cornstarch solution in a thorough demonstration of the unique characteristics of a non-Newtonian fluid. The results turned out satisfying and pleased the anxious students who had put such effort into this project. The visitors were flabbergasted!

Just as intriguing was the research made by the 8th graders on the excessive use of drugs. Based on a complete research and careful analysis, they managed to explain the side effects of THC, present in Cannabis (marijuana). They were well aware of how it affected one's memory and ability to reason, besides deteriorating lung tissue and causing mouth infections. The 8th grade took advantage of posters and pictures to enhance their explanation of the topic.

By learning from mistakes and mishaps that occurred during the preparation, the OLM students and teachers may now plan for even better Science Fairs and look forward to further learning in the science fields.

Christian Pedrosa ('09)



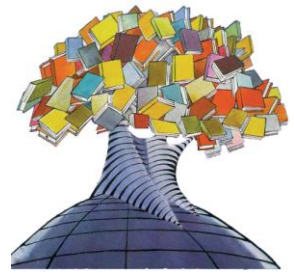
Left – Blood Pressure

Right – Angular Momentum



Origin of Life

BOOK FAIR



Research shows that increasing the amount of time spent on independent reading is an important component in increasing student achievement. Our **Library** is designed to encourage students at all grade levels to increase their independent reading both in school and at home. This helps students practice their reading strategies while increasing fluency and understanding.

Sandra Xavier





OLM's Talent Show 2009

By Marcelo Camera

Matheus Silva ('12) & Fernanda Silva ('11): *Wave*, A. C. Jobim



happened on Saturday, April 4th: A small production to showcase the quality of so many of OLM's talented students.

The level of artistry and stage attitude demonstrated by everyone involved made me proud to be a music teacher here at OLM: congratulations! It is the PROCESS that teaches and we have provided a real performance experience to the students (and the audience as well), with an eclectic menu of musical styles. From a karaoke solo act to a full electric

Picture a simple restaurant with excellent food. This is a good description of our talent show that

Every school production, independent of its size, requires organization, mutual effort and teamwork in order to succeed. We were very fortunate to have Ms. Fortes taking care of all the necessary paperwork: morning announcements, material requisitions, making sure that the communication among departments was clear. It was a great relief for me to be able to focus solely on the musical and

Bianca Fraga ('13): *Daughters*, J. Mayer



technical details of the event, with the big help of Anderson behind the knobs, "flying the aircraft". Also, as I arrived to work, I found Jussara and "seu Zé" already "on the go" (as always!) along with the kitchen crew, all the carpenters and electricians, everyone working in a diligent and professional manner.

Many thanks to all!



Mr. Rundle, Mr. Camera, Mr. Judson, Bárbara Barata ('08), Fernanda Merege ('12), Bianca Fraga ('13) and Leonardo Oliveira ('15): *When I'm gone*, P.Ochs



Bárbara Barata, Leonardo Magalhães, Danilo Cunha, Enrique Arcay ('09) and Nathalia Nunes ('10) & Mr. Camera: *Maybe Tomorrow*, Stereophonics

ce with teachers and students interacting musically. fantastic!

ensemble, from pure acoustic music on guitars or saxophone to a folk/bluegrass final performance. Just

I would particularly like to express my deep gratitude to my colleagues and musical partners, Mr. Rundle and Mr. Judson, for all their musical support, talent, kindness, beautiful spirit and musicianship. In a very Christian way, you keep teaching me how to become a better person.



Maria Julia Argollo & Leonardo Magalhães ('08): *All Star*, Cassia Eller

THE NEXT GUGA FROM OLM?



Victor Eduardo Perez, 5th grade B, practices tennis and told us that he enjoys it very much. He has been training for 2 years, twice a week in the same club as Raphael Raposo, the LOB, in Jacarepagua. OLMatters wishes him plenty of success!

REFLECTING AND HAVING FUN TOGETHER

Kátia Souza

The 9th and 10th Grade Brotherhood Day, March 23rd, was at the same time productive and much fun! In the morning, we were separated into several groups and went through dynamics to know each other better. After lunch, we had free time playing football in the field and chicken fights in the swimming



pool. We ended the day with time to pray in the small chapel of the retreat center.

*Volleyball and Ballroom Dance classes are back!
Every Thursday: Ballroom class from 7h30pm to 8h30 pm
Volleyball from 8h30pm to 10h00pm*

WHY BRAZIL? WHY RIO?

John Majka

(EDITORIAL NOTE: From a note sent to family and friends. Reproduced by permission.)



Ponte Rio-Niterói sunrise

More or less two weeks ago when I last talked to Mom and Dad, Dad asked me, almost out of the blue, why Brazil? This morning I was thinking about his question while I drove in from our place in the country, as I always do on Mondays. (People go to the "Lakes Region" on most weekends and that fills the buses and vans and public transportation I normally take to the point that I wouldn't get to work on time.) So I saw the sunrise behind me as I was crossing the bridge over Guanabara Bay and just thanked God for being alive. I thanked Him again as I went through downtown Rio by the Candelária Church, a beautiful Gothic structure dedicated to the Blessed Mother's Presentation in the Temple. Then I continued on through a landfill area very similar to the Lincoln Park area in Chicago by the lake, looked up at Sugar Loaf Mountain on one side and the Christ Redeemer statue on the mountain on the other side, and I realized why Brazil, and why Rio. In very special ways where I am reminds me who I am, and what I am on this earth for. That's probably the best reason to be anywhere.

(The only thing missing physically is my family and some of the friends I made in other moments of my life, who were part of where and who I was then and still now!)



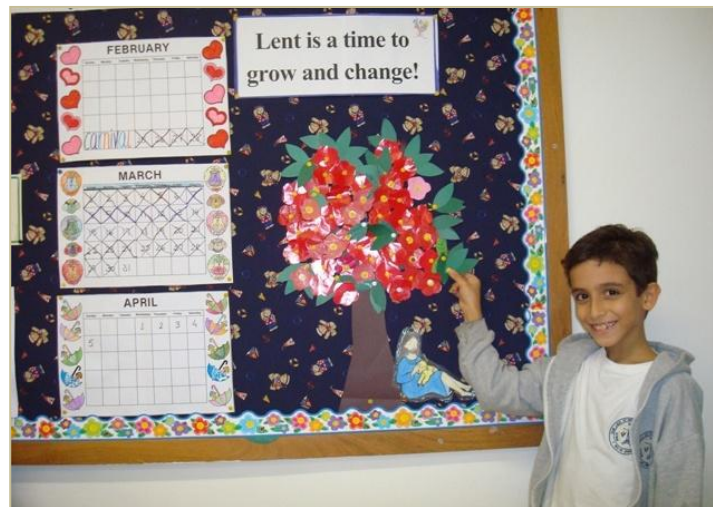
Sugar Loaf & Christ Redeemer from Cocotá Boat View

LENTEN PRACTICES

Ms. Gisela Dumiec



Chiara Terranova 1st Grade



Teo
Cores
2nd
Grade



Ana Luiza & Carolina Seinstein

All Christians around the world are invited to remember the last days of our Savior on earth. This is an important season for a review of life, change and conversion.

During the Lenten season, elementary classes worked with different projects. The first graders prepared themselves for Lent using a special calendar where they did their forty-day countdown. Second and third grades put together a tree without leaves. For each sacrifice made, they would pin a leaf on the tree. Fourth and fifth graders worked with a Lenten practice box. The box contained several strips of paper describing a good deed to be accomplished by a child for that day. All these activities were aimed at leading the children to live out the real meaning of Easter. May we all celebrate the Resurrection of Jesus Christ with joy and faith!!!

III JORNADA DE EDUCAÇÃO

ESTUDOS BRASILEIROS - Escola Graduada (SP) - abril 2009



Estudos *in loco* - visita ao Museu de Língua Portuguesa (MLP) - Ms. Miranda e Ms. Barros tiveram a oportunidade de desfrutar de um 'patrimônio imaterial': **nosso idioma**.

O MLP oferece um sofisticado aparato tecnológico ao visitante que faz consultas, joga e aprecia textos falados e cantados da poética brasileira. Você já conhece o MLP? Inclua esse passeio em sua próxima viagem e desfrute da

beleza contagiante da Língua Portuguesa!

INDIAN MUSEUM VISIT

Mrs. Simone Souza & Suzana Weber



Museum in Botafogo we are sure you will have a wonderful time !!!!

First Graders had a great time during the visit to the Indian Museum. They learned all about the way they paint their bodies, their food and the clay pots and vases they make. They also saw the necklaces and ornaments they make to use during celebrations. The children had the chance to get stamps on the arms and faces the same way the Indians paint themselves. If you have a chance to visit the Indian



Luciana Francischetti & Guilherme Azevedo



NEW YORK, NEW YORK!!

OLM was the only Brazilian school participating in the National High School Model United Nations (NHSMUN). The first days after arrival absorbed the students in many of the cultural essentials of New York, a true megalopolis, in addition to meeting students from all over the world. Their grasp of the UN process bore fruit in the work produced that surpassed everyone's expectations.



UN Headquarter

During the first two days students were introduced to the city that is known worldwide for its incredible monuments, sights and multi-cultured inhabitants. Not only did they get to appreciate the natural beauties of the city that never sleeps, including the musical *The Phantom of the Opera*, but they also got to know each other better as they shared time and conversation. Those days brought the group closer together, a great preparation for the true purpose of the trip: the activities of the National High School Model United Nations (HSMUN).

Wednesday, March 18th, when the HSMUN experience started, there was a mesmerized look on the face of everyone, including those who had participated in the program before. Whether young or old, all were treated the same, just as goes on in the General Assembly of the actual UN. Throughout the rest of the days, committee work went on according to the student groups previously formed.



Phantom of the Opera at the Majestic Theater



*Metropolitan Museum
Egyptian Exposition*



*Central
Park*

There was serious debate about global issues affecting the countries they represented. The 29 students that were part of this occurrence did well, as they represented their school and country. Their mission was accomplished by their ability to speak in public, clearly and persuasively arguing proposed themes, and writing resolutions, all the while applying diplomacy as necessary. The result of the many months of research and preparation allowed them to propose solutions for problems that currently torment the world. The experience was overwhelming and life changing, as were the many friendships with people from far away nations that grew out of the encounters.

What the students learned from their NHSMUN peers was as valuable as the full simulation. The United Nations has the purpose of facilitating alliances and cooperation among countries, and though research and much book reading helps, nothing compares to a first-hand account coming from an actual citizen sharing about the way of life in his/her respective country. Most unforgettable though was the opportunity to visit and actually work in the United Nations headquarters, a place where international issues are debated and decisions are taken that affect all of us.



General Assembly at UN Headquarter

gossip girl

Love is in the air! Or not....
International couple? Yes the Bolivian girl and the Norwegian boy....

Is the junior blonde girl with the senior? .. Having a lot of fun in New York... They didn't go there only to work...

They are celebrating 2 months of anniversary; the difference between grades is not a barrier for this couple.

Girls *fight* because of a boy. She is not invited to my party anymore....

Is she desperate asking Annie advice about breaking up with her boyfriend?

The 12 grade couple still on... Will they be happy ever after?

Spring break.....What happens in Buzios stays in Buzios..... or not...Junior!!

***You know you love me,
XOXO - Gossip Girl.***



LIFE WITHOUT SHAKESPEARE

Giuliana Nicolatino & Amanda Esteves ('12)

Life without William Shakespeare would definitely be less romantic and emotional. Literature, without its great master, would be almost dull. He wrote pieces that will never be forgotten. His pieces renew themselves, and inspire the lives of many people until nowadays. Shakespearian plays touch people's heart making them feel angry, sad, or even happy. Shakespeare makes people look into themselves, and get passionate with his stories. Shakespeare's pieces are not only about reading, but also feeling. If it weren't for him, why would we dream to find our perfect love, as Romeo and Juliet did? William Shakespeare remodeled the way writing, reading, dramatizing and FEELING were once seen. Life without the great master of literature would be less dreamy and expressive.

THAT WAS THEN, THIS IS NOW

Miranda Mooring

(EDITORIAL NOTE: Miranda and her family have moved out of Rio. Her few months at OLM were memorable, as her reflection below shows. Published with permission. We wish her well.

I think that the theme of maturing in 'That Was Then, This is Now' is most effectively addressed in chapter 4 of the book, where the protagonist Bryon reminisces with his brother and returns to school with an unusual attitude. It is when Mark and Bryon proclaim in turn; ... we were like a bunch of people making' up one big person, like we totaled up to somethin' when we were together.... Now we total up to something by ourselves just as easy."

As they have both aged, they have become more individual, and more responsible for their own actions. I find this true to life: as people grow up they no longer need other people to support their identity or self-esteem, reflecting how Bryan and Mark feel they are now whole; alone as themselves. Bryon then saying, "when you know your own personality, so you don't need one the gang makes for you", enforces this.

Bryon has stopped following in the gang's footsteps and maturely knows his own self. A teenager might stop plagiarism or idolizing others in an attempt to be accepted into a group (or here as it may be, a gang) in order to do the right thing in their own true opinion or from their own perspective. This conversation is paired to the repetition of the book's intrigues like – "That was then... This is now".

The second strong relation to the actual process of maturity of adolescents is when Bryon views his peers from the perspective of an adult. "... apart from all the rest of the kids and just watching. It was like I could see through them – see what they were thinking and why they did things..."

Now, after Bryon realized how things had changed, he is able to view his peers critically and see that they, as he once did, act in immature ways that are in plain sight from the perspective of an adult that has been through it. This is a strong relation because as adolescents mature they are more able to reason and judge that people around them behave in order to gain esteem from their peers, who often have less than valuable ideals. Bryon looks down on them.

Overall I think that "That Was Then, This Is Now", written straightforwardly, powerfully addresses its themes head on and meets them accurately.

Editorial Board

Students:

Alejandra Loaiza ('12), Amanda Esteves ('12), Marina Meyers ('12),
Giovanna Rajão ('10)

Teachers:

Elizabeth Barros, John Majka, Kátia Souza, Sandra Xavier

Photographers: Adriano Morais

PEP-RALLY 2009



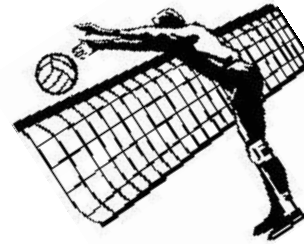
As a Math teacher here at OLM I have had many opportunities to get to know all of my students but unfortunately this is often limited to academics only. Participating in the alumni-student volleyball game at the pep rally gave me a different perspective on student life as I got to join in with some of my students on the court and outside the classroom. I hope that now the students see me

as more than just a math teacher restricted to the classroom, but rather a teacher who cares about them outside the classroom as well.

Plus, I love playing volleyball and was excited to be asked to participate in the first place. I wish the teams the best of luck at the *Inter 8!*

By Monica Schneiderman

Girls Volleyball and Boys Soccer Teams with their coaches.



HS Lancers Volleyball X OLM Alumni

Jogadoras participantes do jogo preparatório para o Inter 8/2009 entre OLM Lancers e OLM Alumni. O jogo foi realizado no dia 21 de março, com placar final de 2 sets a 2.

Marco Teixeira

Our most beautiful Cheerleaders!



SPELLING BEE

Amanda Esteves & Giuliaana Nicolatino ('12)

We prepared for the contest by studying together almost everyday after school. We went to each other's homes and studied the list. We were able to memorize most words, even having only one week to do so. It was hard but we had a great time doing it.

Being freshmen and winning the Spelling Bee is a great honor for us and the class. Not to mention the money and the trophies we got! Getting more points than the older and more experienced classes was rewarding. During the

contest, we were very nervous to be in front of the whole school, especially Fernanda Merege and Giuliaana Cupello since they had never participated in the contest.

We had a great team that was able to get focused and win together. And now we look forward to win again the next 3 years. We hope we can keep the same strong team and become unbeatable. So, look out because we'll be there next year!

NEWS FROM THE UNIVERSITY OF TAMPA

By Thiago Queiroz ('07)

I'm here in Tampa, near the end of my second semester already...time flies. I'm studying Psychology and loving it, really very interesting. I spent my Christmas and New Year's there, but OLM was already on break, so I wasn't able to stop by. I'm thinking about going back next month to visit or in June, and if classes are still in session, then I will visit for sure. I miss so many things at OLM and Rio.... OLM was a small, big family, and I really miss that when comparing to the University here.

Even though my school only has 5.000 students, its still really big comparing to what I was used to at OLM. I did **ENG101** last semester and got an **A** (*be proud of me John!*) and now I'm doing **ENG102**, but it's a little harder. And guess what: I'm a reporter for the University newspaper here, *The Minaret*. So I guess I kind of continued what I did with *OLMatters* here. My thesis there has also helped me so much already; it has made the writing projects a lot easier, and I even showed it to one of my teacher, who was amazed that we did something like that in Brazil at the high school level.

(Editors note: we have accepted Thiago's proposal to write a continuing column about college life, beginning next semester, to help readers as they prepare for university life.)



YOU GOTTA HAVE HEART

Student teacher, Molly Maykut, had to cut short her stay at OLM because of a serious illness in the family. Her unexpected, early departure, without the usual emotional farewells by students grateful to have any reason to party and even more enthusiastic because they really liked her and appreciated her teaching, brought me to thinking about why any of us try to teach at all.

After all, how could anyone want to be a teacher these days? Ask the students—almost all testify that they could not put up with themselves in the classroom!

There is the heartbreak of not being able to get to everyone, despite hours of preparation, self-questioning, researching and reflecting. Seeking ways to stir hearts and minds with the excitement of discovery and meaning quite often goes unseen, unfelt and even criticized as being not enough or totally irrelevant. To say nothing of the second guessing all teachers go through about their choices and their methods.

Yet every semester a new batch of bright, resourceful, creative yet scared and rather untested student teachers grace OLM with their efforts and their charm. The value of having a regular group of student teachers stay with us, learn with us and grow on us cannot be underestimated.

They meet a group of teachers at OLM, who in general have been around quite a while already. Despite everything to the contrary none of them ever seems to be drained of hope, in part because they sense their continuity in these young people. They are happy to see that a new generation is ready to take up the flame of wisdom and understanding.



Certainly Molly (English), Monica Schneiderman (Math), and Adam Dunn (History and Social Studies) have left their mark on the high school students, each in their own way, each quite profoundly. That anyone these days would want to be a teacher, a guidance counselor or an educator is comforting and to see them be so good at it so early in their careers is rewarding.

HELENA – Machado de Assis

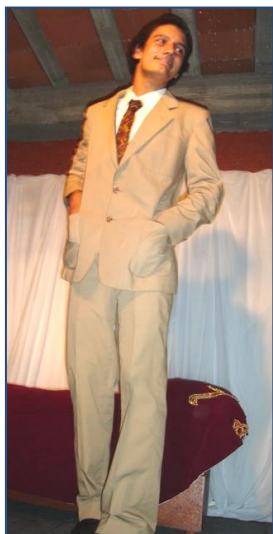
Fernanda Merege ('12)

No dia 15 de abril, vivi *Helena* na apresentação teatral do “9th grade”. Percebi que apesar de ser a mesma história que Machado de Assis contou em 1876, com os mesmos personagens, houve uma grande diferença entre ser Helena agora e sê-la na época de Machado; e essa diferença vale não só para *Helena*, mas também para todos os outros personagens encontrados na história. Interpretar *Helena* de Machado foi um desafio, pois vivo em uma realidade muito diferente da do livro. Acredito que o mais difícil foi utilizar a linguagem usada no romance e falar como se estivesse no século XIX. Enquanto hoje em dia usamos uma linguagem mais informal, na época de *Helena* a linguagem era bem formal. Antes falava-se de um modo mais pausado e articulado, pronunciando claramente cada palavra. Essa foi uma das recomendações que a Ms. Barros e a Ms. Merchak me deram nos ensaios

Apesar da grande diferença existente entre a Helena de hoje e *Helena* de Machado, interpretar essa personagem foi uma experiência única e muito proveitosa.



Helena com o pagem



Esquerda: Amigo Mendonça

Direita: Dr. Salvador



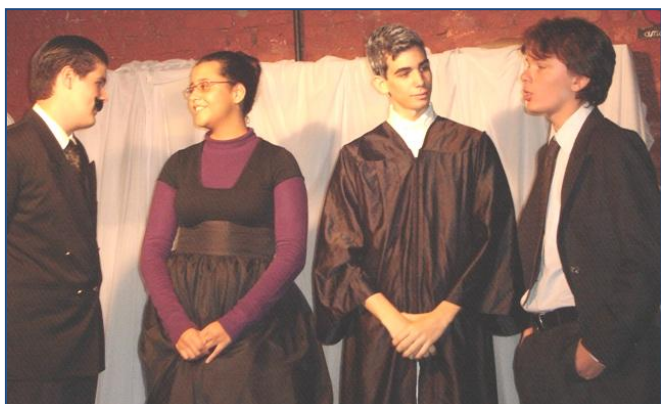
Estácio e Helena



D. Tomásia com os sobrinhos



Dr. Camargo em Família



Esquerda: Dr. Camargo, D. Ursula, Pe. Melchior, e Estácio

Direita: Morte de Helena



“Machado” com o elenco



Archbishop Orani João Tempesta completed his elementary and high school studies at São José do Rio Pardo, and in 1967 he joined the Cistercian Monastery of São Bernardo in the same city. (THE CISTERCIANS ARE....) He studied philosophy at the São Bento monastery in São Paulo and then went on to his theological studies at the Salesian Pius IX Theological Institute, also in São Paulo.

He pronounced his solemn vows as a Cistercian on February 2, 1969 and was ordained a priest on December 7, 1974. Since 1984 he has filled multiple roles at the same time. He served as the Prior of his monastery; pastor of the São Roque Parish, the Diocesan Director of Communications, and as a professor at the Diocese São João da Boa Vista's Heart of Mary Seminary. In September 1996, the monastery of São Bernardo was transformed into an Abbey, and Prior Tempesta was elected as its first Abbot.

On February 26, 1997 he was appointed Bishop of São José do Rio Preto. He was then elected to head the office of Communications for the Southern Region of the Brazilian Bishops' Conference (CNBB.)

On October 13, 2004, he was appointed Archbishop of Belém do Pará and in 2007 he participated at the Fifth General Conference of the Latin American Bishops in Aparecida, Brazil.

As the Archbishop of São Sebastião do Rio de Janeiro, Tempesta will serve 3.6 million faithful, 605 priests, 63 deacons and 1,392 religious. He succeeds Cardinal Eusébio Oscar Scheid S.C.I., whose resignation the Holy Father accepted, upon his having reached the age limit.

How is a new archbishop chosen?

Canon 401 of the 1983 Code of Canon Law states that all bishops must submit their resignation to the Pope at the age of 75. The pope can accept their resignation at that time, or ask them to stay on until their successor is chosen. All aspects of the process of choosing a successor are supposed to be confidential, but there are some things that are known. The Papal Nuncio will present a list of candidates for investigation to the Congregation of the Bishops in the Roman Curia. The congregation then reports to the pope, who makes the final decision.

Does the new archbishop have to already be a bishop?

Though it happens very rarely, a newly-named archbishop need not be a bishop first. In such a case, however, the new archbishop would need to be ordained as a bishop before he could be installed as an archbishop.

What's the difference between an archbishop and a bishop? In sacred matters, an archbishop is the equivalent of a bishop, and as the residential bishop, an archbishop is also known as the local ordinary. An archbishop, however, is the head of an archdiocese, known as the metropolitan see, and dioceses under it, called suffragan sees, are grouped into a province—in our case the Diocese of Barra do Piraí-Volta Redonda, Diocese of Duque de Caxias, Diocese of Itaguaí, Diocese of Nova Iguaçu, Diocese of Valença.

The Code of Canon Law spells out certain limited obligations and authority that the metropolitan archbishop has with respect to the dioceses within his ecclesiastical province. (In a separate ceremony later this year in Rome, newly-named metropolitan archbishops will receive a church vestment from the pope known as a pallium, a symbol of the jurisdiction given to them. It is worn outside the chasuble and resembles the letter 'Y'.)

When in the ceremony does the new Archbishop take over the archdiocese?

After the Apostolic Letter of Appointment from Pope Benedict XVI is read, the Papa Nuncio will lead Archbishop Tempesta to the cathedra, the chair of the archbishop, and present him with the crosier. At that point, Archbishop Tempesta is officially archbishop of Rio de Janeiro.

What is the cathedra? How is it different from a cathedral?

Cathedra is Latin for “chair” and refers to the chair or “throne” of a bishop. Symbolically it is from the chair that the bishop officially exercises his primary role as teacher, Doctor of the Faith. Only the bishop of the diocese can sit in the cathedra of his diocese. The building, the church, which houses the chair of the bishop, is called a cathedral.

What is a crosier?

The crosier is a large staff with a hooked top resembling a shepherd's crook that is given to bishops during their ordination to the episcopacy (when they are made bishops) to symbolize their role as shepherds of the faithful. Usually, it is carried in the left hand and with the crook facing away from the bishop.

What is the miter? Who can wear one?

The distinguished folding cap worn by certain church officials is known as a miter. The rules for who can wear miters and what they look like are very proscribed: only popes, cardinals, and bishops can wear a miter, and the style of miter that they wear changes with the liturgical calendar. A bishop is given his miter as part of the ceremony of consecration when he becomes a bishop, and he removes the miter when praying—1 Corinthians 11:4 says that we should pray with our heads uncovered.