

The Cardinal Flyer

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BJ's Corner

Dear Families,

"My soul is sorrowful even to death. Remain here and keep watch with me."
Matthew 26:39

Many years ago while traveling on government business I had the opportunity to visit Jerusalem and walk along the roadway to The Garden of Gethsemane and Mount Calvary.

Palm Sunday is quickly approaching and I always reflect on my past journey. Although the walk to the garden was memorable, I found Gethsemane inspiring. Envision a rather small space, maybe an acre, covered in olive trees creating an atmosphere of calmness and quiet.

This Palm Sunday, reflect on the events that occurred during Holy Week: the long, hot walk Jesus took, the betrayal in the garden, and finally the crucifixion. Explore with your children Matthew 26:36-56.

Spring is in the air and our students grow restless and try to ignore homework, tests and quizzes. Please work with us and check, check, check your child's planner/work.

Have a great week!

B.J.

St. Charles Annual Food Drive for the Storehouse

Over the past 10 years, St. Charles Borromeo School has donated over 150,000 items of food to the Albuquerque Storehouse. This year our school has donated an AMAZING **17,506** items. Ms. Harrison's 6A collected the most items, they brought in 3,129 items and Mrs. Haley's 5B was second with 2,268 items. We are the small school with an enormous heart. Thank you for your tremendous generosity and support!

"We make a living by what we get, but we make a life by what we give."
Winston Churchill

Cub Scouts/Boy Scouts

If anyone is interested in starting a Cub Scout and Boy Scout troop here at St. Charles for next year, contact Principal B.J. at 243-5788. We would love to start a troop here.

Calendar Update

**April 1st – Early
Dismissal 12:30**

**April 2nd – No
School Good Friday**

**April 5th – Easter
Monday No School**

Financial Aid Scholarships

All financial aid applications for the school year 2010-2011 will be done online through FACTS. The web address is www.factstuitionaid.com. There is a \$25.00 fee to FACTS for this service. The deadline is April 15, 2010. We do not have any applications in the finance office due to "Going Green." This applies to the Maloof Scholarship, which is given in August and the Archbishop's Scholarship, which is given at the end of October or the first of November. If you wish to apply for any of these scholarships, this is the only way to do it. **It is required that all information including your 2009 income tax information be submitted to FACTS.**

Yearbook Final Offer!

There is still time to order your 2010 Yearbook. Don't miss out on our first full color book with all your classmates and events of the year. The yearbook is available for \$40. Reserve your copy online today at jostensyearbooks.com. This is your last chance, don't delay! **ORDERS MUST BE IN BY APRIL 12TH.**

JOG-A-THON COMING APRIL 22

\$50 or more in pledges and students will be able to wear jeans for the rest of the year. Forms were sent out Thursday, March 11, please read the details.

A Message from our School Advisory Board

Dear Parents and Friends,

One often cited part of the Holy Bible comes from the Book of Ecclesiastes.

Chapter 3, verse 1-8:

*To everything there is a season, and a time to every purpose under the heaven:
A time to be born, and a time to die; a time to plant, and a time to pluck up that
which is planted;*

*A time to kill, and a time to heal; a time to break down, and a time to build up;
A time to weep, and a time to laugh; a time to mourn, and a time to dance;
A time to cast away stones, and a time to gather stones together; a time to
embrace, and a time to refrain from embracing.*

*A time to get, and a time to lose; a time to keep, and a time to cast away;
A time to rend, and a time to sew; a time to keep silence, and a time to speak;
A time to love, and a time to hate; a time of war, and a time of peace.*

The significance of this passage of the Bible for parents of children in their formative years is, in many ways, profound. As children of God, we as parents have the most important responsibility to assure that our children follow in the footsteps of Christ. We are the means by which children develop their moral center, acts of goodness, and discernment of who they are as Christians. As their primary caregivers, we are called upon to guide them through a world that is, in many ways, organized more for adults than for their needs and safety as children. We are the "buffer zone" between them and the dangers that lurk in close proximity to their immediate environment.

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As their first teachers, we are given the task of guiding our children through new experiences in a manner that scaffolds their spirit, hearts, and minds into the person Jesus expects them to be. We are like the Army – we, as parents, are here to assure that our children “be all that they can be!”

I believe that readiness for tomorrow’s challenges as high school children, young adults and competent members of society rests in the authenticity of our relationships with our children. Authenticity or “keeping it real” in relationships with our children means that we relish the opportunities in all the day to day actions we do to help build our children’s interests and passions, beliefs and commitments, competence and intellect to prepare themselves for their futures. It is not about (this) after school program or (that) expensive activity nor is it about living in the consumer world that surrounds us.

It is about “doing” things together and “being” together in all that we do as families, as parents and children that makes us “all that we can be.” Fixing a sticky door latch, putting groceries away, processing laundry, cleaning the family car are not necessarily chores for parent or child, but rather are opportunities for being together in apprenticeship relationships, where parents (mentors) and children (protégés) engage in meaningful, purposeful, and significant goal directed learning experiences. It is in these episodes of life that we as parents are authentically fulfilling our role as instruments of Christ, as shepherds of our children’s futures. It is in these episodes that our children are readying themselves to deal with tomorrow’s challenges, whether they are a 30-page senior thesis, the break up of future relationships, the demands of college or employment, and even they future role as parents.

This is the *time* folks; this is the *season*, for all of us to be in the moment and to realize in all moments of our present tense, the incredible opportunity that it offers to help prepare our children for their future.

I invite you to read through the article below by Dr. Miquela Rivera in the magazine called “*The Hispanic Outlook in Higher Education.*” Dr. Rivera is a colleague from here in Albuquerque who has contributed a great deal to early education in New Mexico. Though her article focuses on Latino students, I believe the message for parents applies to all families.

Respectfully,
David Atencio

Developing a Sense of *Merecimiento*

by Miquela Rivera

Don't feel entitled to anything you didn't sweat and struggle for.

—Marian Wright Edelman

Electronics are a mixed blessing. They guarantee information at our fingertips and, with it, a sense that anything can be ours. On the other hand, they typically fail to tell us what it takes to make those images our own reality. The result: for many, an inflated sense of entitlement that all should be theirs with little realistic idea of the effort and investment required to attain it.

Latino students with this mindset may want a certain lifestyle or yearn for wealth, but they may simultaneously lack a plan for setting or reaching goals. Unfortunately, some think that simply wishing makes it so.

What can combat the self-indulgent sense of entitlement that screams “you owe me?” Who can defeat the “someone-else-will-do-it-for-me” attitude that keeps people stuck? How can someone give Hispanic students *ganas* – the burning desire – to set goals and achieve them?

To develop *ganas*, start with *interés* – interest – and add *merecimiento* – a sense that one merits or deserves the gains that accompany effort.

It begins in early childhood. Regardless of location or income, adults need to intentionally expose children to a wide variety of naturally occurring experiences and then watch for the child's emergent interests. The young child with a fondness for animals who naturally tends to a family pet may become a helping professional caring for those in need. Young children who love music often thrive in mathematics. Those who relish playing make-believe may develop careers that call upon performing arts, whether in a theater, classroom or courtroom, from a pulpit, or at a computer writing novels. And budding engineers sometimes love to build things from treasured parts and materials that others consider scrap.

Activities of daily living – routine chores such

as cooking, housekeeping, home repairs and gardening – provide the other avenue for parents scouting their child's talent. Besides teaching discipline and building a sense of community through family, chores provide the opportunity for children to be creative in the kitchen, solve problems in the garage or enhance beauty outdoors. Busy parents often curtail children's participation in daily chores and activities either out of guilt for being a working parent with limited time for their children or because it is quicker for the adults to get the job done on their own. The job is only half-done, though, if the opportunity to teach children is cut short. Beyond the task at hand, too, is the opportunity to build relationships, spend time together, and share ideas and dreams while working together.

Developing *merecimiento* – the sense of deserving more if one works to earn it – is the next step. Parents who guide their children beyond the familiar show them life's possibilities. Even though communities often provide “cultural affairs” – live theater, zoos, parks, recreational facilities and libraries – for the public, Latino families are sometimes reluctant to use those services or participate in these activities. For those children, the message of what lies beyond the familiar is missed and their ability to imagine their future is more limited. Their ideas of what they deserve and what they can be are defined only by what is in plain sight.

To connect children's imagination with their vision, adults must challenge the children to set goals that are high yet attainable. They must move a child from passively wishing and waiting to be granted a good life to actively pursuing a life of excellence. Children can be taught to recognize mediocrity and strive for excellence, if adults guide them. But adults are wise to reinforce in children the idea that it is not merely about receiving and looking for things in their own self-interest, it is about serving others and improving the community as a whole.



Some Latinos may approach higher education with ambivalence, seeking that which they have been told can be theirs, but unprepared or afraid to pursue it. Instructors play a vital role in helping school-age children and young adults discern quality in education and thought. They must structure learning to challenge the status quo and reinforce going beyond one's own limitations. They can drive home, through assignments, role modeling, experiential learning and the strength of the teacher-student relationship itself, that moving beyond the familiar provides the excitement of learning. They can mentor and show students what can be theirs and what it takes to pursue satisfaction at work and home. They must fight the students assuming that the status quo is “good enough” for a lifetime or that the life they dream about will be handed to them. Instead, they must push students to define who they will be and earn what they desire.

Miquela Rivera, Ph.D., is a licensed psychologist with years of clinical and early childhood program administration and consultation in Albuquerque, N.M.



