

*DeSales*  
TODAY

A magazine for the Lasallian Community in the  
United States and Toronto Region

WINTER 2012



EDUCATION IS A RIGHT OF EVERY CHILD

*De La Salle* TODAY  
VOL. VIII, NO. 1 WINTER 2012

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*About the cover photo: Catalyst-Circle Rock teachers with students. Story on Page 20. Photo by John Leap.*

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Dear Lasallian Reader,

Every child has the right to an education. This is the premise on which the Lasallian charism is based. Our Founder, Saint John Baptist de La Salle, established the first schools of the Institute out of a desire to teach the children of artisans and the poor. He wanted to provide them with spiritual and human education to prepare them for life in this world and in the next.

While much has been done for the cause of children's rights since the adoption of the *Convention on the Rights of the Child* by the U.N. General Assembly in 1989, many children continue to be deprived of their fundamental rights. Today, one in five children in the United States is economically poor—that's 14 million children! That this is happening in the country that prides itself as the most advanced nation in the world is a source of embarrassment. There is much work that needs to be done to improve the situation and provide children with the tools they need so that they can achieve their full human dignity. As Lasallians, the promotion and the protection of the rights of children is an integral part of our mission.

This issue looks at the efforts taken to prevent the closing of La Salle Academy, which has served inner-city youth in New York for 160 years. The article on Catalyst schools introduces how Lasallian values have been integrated into the public schools in Chicago as a way of spreading the mission. "Rebuilding Education in Southern Sudan" tells the story of the Brothers and other religious congregations who are working together to train teachers in order to fill the need for 26,000 teachers in this war-torn country.

Also in this issue, we are publishing Brother Dennis Malloy's address at the DENA Mission Assembly in the fall of 2011, which provides an excellent perspective of the challenges that confront Catholic education in the United States today.

*Live Jesus in our hearts!*

*Celine*  
*Editor*

## SUPERIOR GENERAL PRAISES LASALLIAN MISSION IN USAT REGION



Students at Saint Paul's School in Covington, LA with Brother Álvaro.

Brother Álvaro Rodríguez Echeverría witnessed the strength of the Lasallian Mission in his recent pastoral visit to the USA-Toronto Region. Bro. Álvaro traveled around the San Francisco and Midwest Districts in April 2011. He returned in October and visited the New Orleans-Santa Fe and Eastern North America Districts.

While in the Region, Bro. Álvaro spent time with many Lasallian ministries and interacted with Brothers, Partners, students and many others who shared the mission. He visited classrooms, stayed in communities, engaged in many Q&A sessions, and soaked in Lasallian life in the Region.



Saint Paul's School Community, Covington, LA: (L-R) seated—Brothers Edwin Grillet (died Dec. 29, 2011) and Abel Clement; standing—Brothers William Seibold, Duane Gregory, John Kelly, Álvaro, Jerry Vincent, Peter Tripp.

Reflecting on his visit, Bro. Álvaro was impressed by the wonderful relationships between Brothers and Partners, students and teachers, and board leaders and presidents. He was also impressed by the quality of religious programs in schools. He considered the service trips one of the best in the Institute, specifically citing *El Otro Lado* (story on Page 30), an immersion program conducted by San Miguel High School in Tucson, AZ which allows students to personally experience various immigration concerns. He also commended the quality of the Region's formation programs, including the Buttimer Institute of Lasallian Studies, the Lasallian Leadership Institute, and the Lasallian Social Justice Institute.

Bro. Álvaro said Lasallians need to work together to be responsible for the mission, as many roles held by Brothers are now performed by Partners. He cited the 44<sup>th</sup> General Chapter's call for new governance structures for mission, which the USAT Region has responded to with the newly created Regional Council of Lasallian Association for Mission.

Bro. Álvaro emphasized the need for Lasallians to be creative to ensure continuity of the mission and to work hard for vocations. He encouraged them to live with authenticity and to be sources of hope for young people whom he referred to as polite and generous.

## LLI GOES ON HIATUS

After 15 years, the Lasallian Leadership Institute (LLI) will take a hiatus to allow for a thorough evaluation. A new cohort will not be formed in 2012 as a committee revamps the program to meet future needs.

The committee was formed in the fall of 2011 with representatives from each District, including curriculum designers, practitioners, mission formation directors, former LLI faculty and Regional staff. Their charge is to look at the entire three-year LLI curriculum including the purpose, scope and sequence. They will make recommendations for improvements in content and delivery, and reshape the program based upon this review.

This summer the Buttimer Institute of Lasallian Studies will be held on June 24–July 6, 2012. The Lasallian Social Justice Institute will be held on July 8–13, 2012. Registration materials are now available at [www.lasallian.info](http://www.lasallian.info).

## SANGRE DE CRISTO TO CLOSE IN AUGUST



The Sangre de Cristo Center for Spiritual Renewal will close in August 2012 following the 100<sup>th</sup> session that began January 30, 2012.

Located in the Sangre de Cristo Mountains just north of Santa Fe, NM, the Center is a place of renewal, refoundation and rediscovery for religious and priests. The Center initially opened in 1962 to provide a continuing formation experience for the De La Salle Brothers in their mid-years. Since then the 100-day program has served thousands of men and women religious and priests on their inner and outward journeys as they seek to refresh themselves in service to Jesus and the Gospel.

However, significant demographic changes in the age and number of religious and priests has greatly affected enrollment in recent years, subsequently causing financial challenges. On the occasion of its 50<sup>th</sup> year in April, Sangre celebrates the accomplishment of its mission of providing a place for spiritual renewal for those in consecrated life.

## ONLINE CATALOG OF TEXTBOOKS PUBLISHED BY FSCS

Brother Paul Aubin of the Francophone-Canada Region has been working for several years on a worldwide catalog of the textbooks and manuals published by the Brothers of the Christian Schools. At present, the list contains 20,000 titles, a total that is far from complete.

We invite you to view the current list on at [www.bibl.ulaval.ca/ress/manscol](http://www.bibl.ulaval.ca/ress/manscol). When this home page opens, look in the lower left corner for the box R “Rayonnement,” marked by a fox symbol. Click on the word “Diaspora” (beneath the word Rayonnement). On the next page that opens, “Diaspora des manuels,” click on “English” to open the page entitled “Textbooks” throughout the world. On that same page, click on “Research” in the catalog to open the page entitled “Catalogue.” At the top or bottom of the “Catalogue” page, click on “Research” to open the Laval University main search page, which is in French. To view the current list of book titles published by Brothers and Lasallian colleagues in the USA, enter Etats-Unis under the box CHERCHER LE(S) TERME(S) SUIVANT(S), and select “Pays” from the first drop-down list that appears beneath DANS LE(S) CHAMP(S). At the lower right corner of the page, click on “Lancer la requête” to launch the search and obtain results: a list of Lasallian textbooks (the oldest is from 1843) published in the United States.

The U.S. list consists of 327 textbooks (the oldest is from 1843). This slim collection—the Brothers in the U.S. have published much more than that—was derived from archival research in Montreal, in Rome, and, most recently, at La Salle University in Philadelphia.

To enrich the overall catalog and thus offer a more realistic picture of the production of American confreres in education at all levels, Bro. Paul is requesting assistance in locating FSC collections that exist in the United States. To contact Bro. Paul, kindly e-mail [paubin@upc.qc.ca](mailto:paubin@upc.qc.ca).

## REDESIGNED INSTITUTE WEBSITE TO LAUNCH IN MARCH

The International Communications Council reviewed the new design of the Institute website [www.lasalle.org](http://www.lasalle.org) during its annual meeting at the Generalate in Rome, January 21-23. The changes have been approved by the General Council and will be launched in March 2012.

Brother Jesus Martin, head of the Communications Service of the Institute, presented the work done by his team over the last year. The new website will feature a content management system (CMS) that allows all levels of the Institute to directly upload their news updates for publication on the web after a review process.

## NEW FSC AFFILIATE

The Communications Service has also created an extensive online library of Lasallian resources in various media which will be accessible through the new website. In addition, a Communications Manual is being finalized for approval by the General Council in the summer prior to distribution to all communicators throughout the Institute. The manual covers the following areas of communication: corporate, external, internal, crisis, public relations and corporate responsibility. Council members unanimously voted to move forward with these projects which they agreed to support and promote upon implementation.

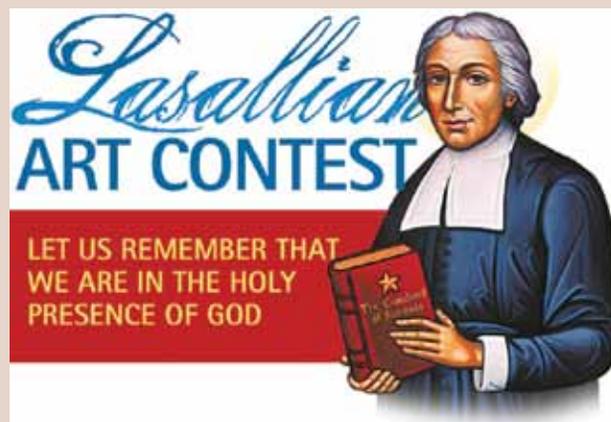
Representing their respective Regions at the Council are Miguel Rapatan (PARC), Diego Armando Castrillón (RELAL), Jean-Louis Berger-Bourdes (RELEM), Betre Fisseha (RELAF), and Celine Quinio (USAT). Bro. Alberto Gómez, General Councilor, accompanies the Communications Council/Service.

## NEW APPOINTMENTS

- **Bro. Christopher Brady**, Principal, La Salle High School, Pasadena, CA, effective July 1, 2012
- **Bro. James Butler**, President, La Salle College High School, Wyndmoor, PA, effective summer 2013
- **Bro. Gale Condit**, President, Archbishop Rummel High School, Metairie, LA, effective July 1, 2012
- **James Gmelich**, Principal, Mullen High School, Denver, CO, effective July 1, 2011
- **Ronald Hoover**, Principal, St. Joseph High School, Westchester, IL, effective October 1, 2011
- **Cathy Moore**, Principal, San Miguel School of Tulsa, OK, effective January 2, 2012
- **Donald Ruberg**, Executive Director, La Salle High School, Cincinnati, OH, effective July 11, 2011
- **Michael Scalco**, Principal, Archbishop Rummel High School, Metairie, LA, effective July 1, 2012 (currently interim President/Principal)
- **Mona Schmitz**, Principal, Cretin-Derham Hall, St. Paul, MN, effective July 1, 2011
- **Carol Soltys**, Academic Dean, The San Miguel School, Providence, RI, effective July 1, 2011
- **Peggy St. John**, Principal, De La Salle High School, New Orleans, LA, effective September 2011



**Joey Scaffidi**, President/Principal of Christian Brothers School in New Orleans, LA was affiliated to the Institute of the Brothers of the Christian Schools in October 2011 in the presence of Bro. Álvaro Rodríguez Echeverría, Bro. Timothy Coldwell, NO-SF Visitor and other members of the District. Scaffidi's Lasallian tradition began more than 35 years ago as a student at Archbishop Rummel High School in Metairie, LA where he was educated by the Brothers. He was named principal of Christian Brothers School in 1998 and appointed by the school's board of trustees to serve the dual role of president/principal in 2010.



Students at Lasallian schools are invited to join the Lasallian Art Contest and submit an artwork that illustrates the phrase: "Let us remember that we are in the Holy Presence of God."

Deadline for submission of entries is April 30, 2012, De La Salle's birthday. Winners will be announced on May 15, 2012, the feast of De La Salle.

Prizes are: 1<sup>st</sup> Place: \$500; 2<sup>nd</sup> Place: \$300; 3<sup>rd</sup> Place: \$100; and Honorable Mention (2): \$50.

Visit [www.brothersvocation.org](http://www.brothersvocation.org) for more information.

## LASALLIAN EDUCATORS OF THE YEAR (2011)

SCHOOL	CITY/STATE	NAME	TITLE/SUBJECT	SERVICE YRS.
Archbishop O'Hara High School	Kansas City, MO	Ann Wright	Assistant Principal	25
Calvert Hall College High School	Baltimore, MD	Charles Stembler	Assistant Principal – Student Affairs, AP American Government and Comparative Politics Teacher	25
Christian Brothers Academy	Syracuse, NY	Judy Killion	Vice Principal for Academics, Math Teacher	20
Christian Brothers High School	Sacramento, CA	Rose Ann Holmes	Director of Student Activities, Leadership and Introduction to Statistics Teacher	14
Christian Brothers School	New Orleans, LA	Michael Prat	5th Grade (All Subjects), 7th Grade English Teacher	11
Christian Brothers University	Memphis, TN	Dr. Tracie Burke (DLE Midwest)	Chairman and Professor of Behavioral Sciences, Director of the Honors Program	14
De La Salle High School	Concord, CA	Steve Oelschlager	English Teacher	32
De La Salle Institute, Campus for Young Men	Chicago, IL	Francisco Martinez	Spanish II, Honors Spanish II, Spanish III and Intro to Psychology Teacher	6
De La Salle Institute, Campus for Young Women	Chicago, IL	Elizabeth Colletti	Algebra I, Algebra II, Trig Teacher, Head Junior Varsity Girls' Softball Coach	4
De La Salle Vocational School	Philadelphia, PA	Nancy Staiber	Math and Science Teacher	20
La Salle Catholic College Preparatory	Milwaukie, OR	Theresa Stuhrman	Religious Studies Teacher, Girls' Golf Coach	12
La Salle High School of Yakima	Union Gap, WA	Marianne Ball	English, Band and Orchestra Teacher	8.5
La Salle University	Philadelphia, PA	Dr. Evelyn Klein	Speech-Language-Hearing Science Professor	11
Lasallian Educational Opportunities Center	Oakland, CA	Bro. Robb Wallace	English Teacher	12
Lewis University	Romeoville, IL	Dr. Raymond Klump	Chair of Mathematics and Computer Science, Associate Professor	10
Manhattan College	Riverdale, NY	Patrice Tiffany	Math, Computer Science Associate Professor	24
Ocean Tides	Narragansett, RI	Paul Stroup	Physics, Reading, Math, Special Education Resource Teacher	5
Roncalli High School	Manitowoc, WI	Frank Birr	Campus Minister, Choir Director	13
Sacred Heart Cathedral Prep	San Francisco, CA	Christian Bohm	Director of Music	10
Saint Mary's College High School	Berkeley, CA	Maria Harrington	Spanish Teacher	2
Saint Mary's University of Minnesota	Winona, MN	Dr. Mary Catherine Fox	Professor of Interdisciplinary Studies	21
Saint Paul's School	Covington, LA	Françoise Butchart	French, Social Studies Teacher	30
St. John's College High School	Chevy Chase, DC	Christopher Themistos	Dean of Academic Services, History Teacher	11
St. Joseph High School	Westchester, IL	Sr. Carole Cierniak, OSF	Academic Achievement Resource Center Director	7
St. Joseph Collegiate Institute	Buffalo, NY	Bro. Peter Henderson	AP Physics Teacher	15
St. Raymond High School for Boys	Bronx, NY	Moses Alabi	Geometry and College Math Teacher, Asst. Varsity Soccer Coach	11

# Saving La Salle Academy

BY ELIZABETH MOORS JODICE



This sign hangs on the main hallway of LSA to remind students, teachers and staff that people are La Salle!

“Remember, you are La Salle.” La Salle is not a building. It’s not a classroom. It’s not a specific location. People are La Salle.

This short mantra is displayed on a sign at La Salle Academy (LSA) in New York, NY that students see as they leave school. They were words to live by as La Salle faced a potentially devastating financial crisis, and school leadership decided to move the high school from its historic building on Second Street into shared space a few blocks away beginning with the 2010-2011 school year.

## THROUGH THE YEARS

La Salle Academy dates back to 1848 when four Brothers from France established Saint Vincent’s School in a church basement on Canal Street in New York. Saint

Vincent’s moved to Second Street in 1856 and changed its name to La Salle Academy in 1887. In 1936, the school constructed the building that it recently vacated. La Salle purchased a former restaurant nearby in 1966 and used it as an annex for classrooms and office space until 2008.

In recent years, deferred maintenance, increased operating costs, changing demographics, and declining enrollment made it increasingly difficult for La Salle to maintain financial stability and balanced budgets.

“I think what happened was the school had been operating in a crisis mode for a number of years and every time we attempted to seek a solution something came up that prevented it from happening,” said Board of Trustees Chair Valentine Lehr ’58, a Senior Partner at engineering firm Lehr Consultants International.

## LOOKING FOR AN ANSWER

In 2004, La Salle started working with the Archdiocese of New York on a deal to buy a nearby church and rectory. The plan called for tearing down the school annex and two archdiocesan buildings to create a large property. While it would have been used for the school in addition to the Second Street location, it would have served mainly as residential rental property for New York University to boost La Salle’s income. That plan failed to materialize after years of discussion.

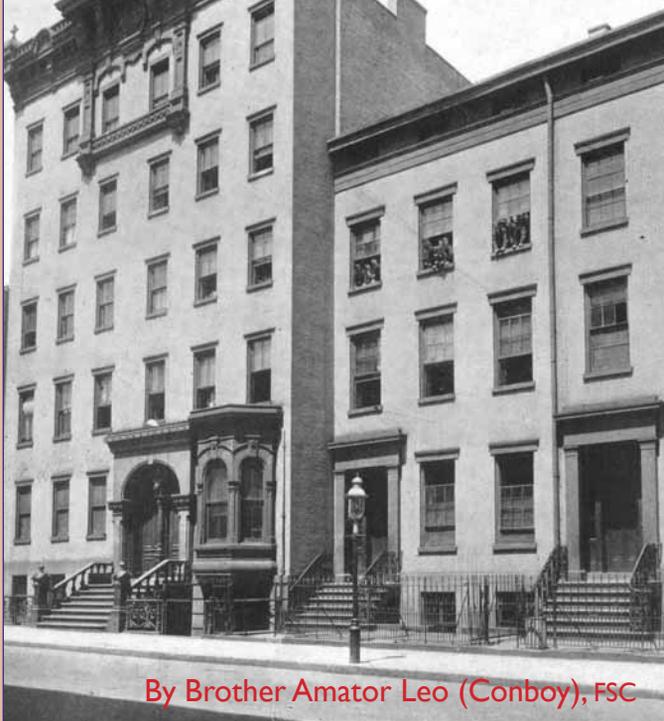
La Salle continued the financial downward spiral and the future looked grim. “All of the indicators were that we simply were not going to be able to sustain the negative cash flow year after year regardless of any kind of giving we’d get,” said Lehr. “It was just an impossible situation.”

Dr. William Hambleton, Ed.D. was appointed La Salle’s President in 2008 and was immediately immersed in trying to save the school.

“When I came on board, the budgets were looking pretty tough and it was clear that we did not have a lot of time to continue to talk without something getting done,” said Hambleton. “I inherited deficit budgets and there was not a light at the end of the tunnel to change that.”

*Continued on Page 8*

# La Salle Academy Community THE EARLY YEARS



By Brother Amator Leo (Conboy), FSC

The original La Salle Academy building on Second Street, NY.

In 1842, Archbishop Hughes of New York assigned the Reverend Andrew Byrne to organize a new parish on Second Avenue. The parish was called Nativity. Ten years later Brother Ambrose was instructed by his Provincial to purchase from the parish trustees a lot on the property.

On this lot a five story building was erected and opened as De La Salle Institute. In 1887, the very successful but overcrowded De La Salle Institute moved north to 106-108 West 59<sup>th</sup> Street. These premises continued to be known as De La Salle Institute. Plans were made to close the downtown Second Street Academy, and combine the buildings at 46-48 Second Street to become a residence for the many Brothers teaching in the recently opened parish schools. In the meantime parents in the neighborhood begged and pleaded for a continuance of the downtown Academy. The superiors recognized the need and

subscribed to the wishes of the parents for the continuance of the school. "Old Second Street" opened again to welcome other generations of students and "weave a separate and brilliant history under the new name 'La Salle Academy'."

Three members of the Class of 1912 of the Novitiate in Pocantico Hills were assigned to begin their teaching careers in three elementary parish schools on the East Side of New York and reside at La Salle Academy. These three Brothers were: Brother Bonaventure Thomas for Old Saint Patrick's Cathedral on Mulberry Street; Brother Charles of Mary for St. Mary's School on Grand Street; and Brother Amator Leo for the Carmelite parish School on East 29<sup>th</sup> Street. They were among a group of 45 Brothers who resided at "Old Second Street." In addition to the La Salle Academy faculty, eight parish school staff called La Salle Academy their voting address.

Visitors and guests to La Salle Academy in 1912 climbed a short flight of stairs from the street to be greeted and admitted usually by a young Brother assigned to answer the door. Guests and visitors were directed to a drab, dingy, poorly furnished parlor. To the left of that parlor was a small first floor room which could adequately seat fifty Brothers. On account of the environment ventilation was poor. The overall first impression was one of dour, drab, dark, solitude brightened only



Archival photo from the early years of La Salle Academy.



Second Street, New York City.

by the ruby glow of the sanctuary lamp. The windows, which opened on an alley separating the Academy building from the rear wall of a well patronized restaurant, were never opened except during an unbearably hot spell. The pungent and various odors of burning fats, the aroma of charred steaks and chops, and the highly spiced Mexican food were not conducive to prayer.

Descending a steep, dark, narrow, unlightened stairway from the chapel, one reached the basement where the La Salle Refectory was—the dining room. This was a dingy place below street level, brightened by the sun only in the late afternoon. The menus, monotonously the same, were prepared two weeks in advance by the Brother Econome, usually an inexperienced older Brother. On account of low salaries paid to the Brothers for their services in parishes, meals were frugal, and with no thought of vitamins.

On the second floor was the most interesting and most important room in the house, known in those days as the common room. Here daily preparation of lessons for elementary classrooms was made. Facing the walls on two sides of the room were forty-five individual lift top desks with an uncomfortable “cap-

tain” chair, and a goose neck lamp. From a large desk in the center of the back wall, on a dais, the Brother Director presided over the preparation of lessons from 7:00 p.m. until 8:30 p.m. On Sunday morning at 11:00 a.m., the Brother Director gave an inspiring liturgical conference, containing sources of spiritual guidance, encouragement and direction.

On the fourth floor—reached by another rickety stairway—were dormitories, the sleeping quarters of most of the members of the community. Here were cubicles formed by fourteen-foot lengths of three inch iron pipe, securely fastened to a blank wall, jointed to perpendicular pipes about ten feet apart fastened on the floor forming a frame on which unbleached heavy white duck cotton curtains were hung to allow a certain ‘privacy’!

In 1912 the Christian Brothers resident at La Salle Academy, living under primitive conditions, were a happy community of men dedicated to the glory of God and the service of God’s poor.

*(Excerpts from a recently discovered manuscript written by Brother Amator Leo (Conboy) in 1965 during his residence in the Community of La Salle Academy, Providence, RI. Submitted by Brother James Loxham.)*



LSA won the Journal of American History Award for four consecutive years—1944-1947.

## LA SALLE ACADEMY

*Continued from Page 5*

Some staff members and teachers were let go and all salary raises were suspended. These measures were not even close to balancing the budget, but they took the deficit to \$100,000 to meet a board resolution. The timing coincided with the financial collapse of 2008 which made it clear the school desperately needed a “Plan B”—and fast.

### THINKING STRATEGICALLY

To find that new plan, Hambleton and the board met for a strategic planning session that Lehr, who had recently become board chair, called a chance to “think wider.” The session produced a number of options, but one idea that stuck was to approach other schools in similar situations and see how they could help each other.

That’s how La Salle learned about the nearby Saint George Ukrainian

Catholic Schools on Sixth Street. Saint George was dramatically under-enrolled with about 120 students from kindergarten through high school in a facility built for 1,200.

In late 2009, Hambleton sat down with Saint George’s principal. “We just had a conversation and very quickly got to the point where we realized we could really do something if we decided to share space,” he said.

With the support of the board, La Salle conducted a feasibility study to see if Saint George would meet its needs. It did. At the same time, La Salle found a for-profit private school to rent the Second Street building and Brothers’ residence, and take over maintenance costs. The substantial income would allow La Salle to rent two large floors at the five-story Saint George Schools, pay debts, and have money left over. Plus, La Salle would not have to give up its historic building.

## GAINING SUPPORT

With a viable plan identified, the challenge turned to getting support. Instead of presenting the move based solely on financial necessity, leadership also promoted strengthening academics.

Initially, some faculty and staff members, students, and alumni opposed the idea. To try to gain support, Hambleton kept the staff and teachers informed of the plan before it went public and listened to their opinions.

“Losing the building, especially the gym, seemed tragic for the first couple of weeks. But after speaking with several teachers, I opened up a little to the idea,” said Victor Rosario ‘12, Student Body President.

Hambleton and Lehr also personally met with some of the harshest critics. “We just gave them the facts of life of just how bad the situation was and how much everybody wanted to stay at Second Street, but the simple fact of the matter is it wasn’t going to be,” said Lehr.

Eventually, critics turned into supporters.

### ADAPTING TO KEEP THE MISSION ALIVE

With a plan to save the school and maintain the Lasallian Mission, work got underway at a feverish pace to prepare for the 2010-2011 academic year in the new location. That summer, the school completed a \$1.2 million renovation on its two floors at Saint George. Renovations simultaneously took place at the annex on Second Street to build a Brothers’ residence on the top two floors, while using the lower level for offices along with space for students and alumni.



Teacher-student group discussions are part of the LSA culture.

"[Saint George was] a saving grace for us. They gave us a home with a Catholic environment. It was ready for us. The facilities were perfect. It enabled us to accomplish the move. It enabled us to get financial stability," said Lehr. "At the same time, our presence there provided an income stream that they sorely needed to keep the building going."

"The students adapted very quickly," said Hambleton. "...As is always the case, when the students adapt, the rest of the community follows suit and...people got very comfortable quickly. So the first year was really even more successful than we'd anticipated."

The camaraderie between the two schools helped contribute to the success. While La Salle and Saint George have separate entrances and separate identities, they share a gym and dining hall, and host joint assemblies. The gym floor even displays their mascots together.

With the success evident, the National Catholic Educational Association awarded Hambleton a

Secondary Education Award, which he called recognition for the school.

### LOOKING TO THE FUTURE

This academic year marks 163 years for La Salle and the second in its new location. Looking to the future, the school is continuing its strategic planning. The leases at Saint George and the former La Salle building are each for 15 years with two five-year extension options. Hambleton believes the possibility exists to return to Second Street, especially since the current occupant is spending approximately \$9 million on maintenance.

"Once we get it back, it will be a new building without the deferred maintenance," said Hambleton. "We'll have been able to put away an endowment because we're in a better financial situation over these 15 years."

Since the school kept the annex, La Salle can continue talks with the archdiocese on the original plan that fell through years ago. A capital campaign is also underway.

However, strategic planning goes beyond finances. "It deals with the curriculum. It deals with the student body. It deals with faculty. It deals with the facilities. It deals with the financial aspects of it," said Lehr. "So, we have various sectors that are being looked at and they have to all be integrated into a single, move-ahead plan."

### WORDS OF ADVICE

La Salle's struggle is not unique. Lehr suggests those at schools in similar situations remember their history, but not be bound by it. "If we get so wrapped up in 'this school has always been that way' and we can't see it going any other way, if we get so wrapped up in that then we don't have an open enough mind to seek out creative solutions which enable the institution to preserve itself and to prosper," he said. "Essentially, if we hadn't embraced the move, La Salle would be closing its doors if not this June, then next June. There was no other way. Instead we've got a whole new lease on life and we've got a whole new vibrancy, and it came because we embraced the solution that didn't lock us into what was such a strong historical tradition of being on Second Street."

Hambleton reminds schools to rely on their boards of trustees because members offer skills that educators do not necessarily bring. He also stresses the importance of keeping relationships strong such as that between the administration and the faculty, between the school and Saint George. Do not alienate anyone.



The gym floor displays the La Salle and Saint George mascots together.

*Continued on Page 10*

## LA SALLE ACADEMY

*Continued from Page 9*

### MAINTAINING THE LASALLIAN IDENTITY

Some of the success of the move can be attributed to how hard La Salle worked to maintain its identity as it transitioned to the new school by establishing an identity committee, painting in the school's colors, filling the hallways with pictures from La Salle's long history, and bringing the "Remember, you are La Salle" sign from Second Street.

For Rosario, having good relationships with teachers who guided students in adapting to the change, the school-wide optimism, the similar gym, and the display of trophies helped. Walls painted in school colors remind Rosario of "who we are, where we came from, and who we want to be."

Hambleton pointed out the importance of people, not places. "Obviously, great facilities or terrible facilities become very irrelevant if you don't have young men in those seats with willing minds and eager hearts, and faculty and staff that are willing to engage in the process of learning with them," he said.

To support Hambleton's point, the "Remember, you are La Salle" sign emphasizes that while the location has changed, the mission has not.

"To me, it's not the building that makes La Salle," said Andy Ruben Gonzalez '13. "It's the community (students, teachers, and administrators) that makes it feel like La Salle. We're not just a school...we are also a family." ■



LSA students in class.



LSA President William Hambleton with Archbishop Timothy Dolan during a February 2011 visit to the new school building.

# The Signs of Our Times

BY BROTHER DENNIS MALLOY, FSC, Visitor, District of Eastern North America

*"All of us might wish at times that we lived in a more tranquil world, but we don't. And if our times are difficult and perplexing, so are they challenging and filled with opportunity."*

Robert Kennedy (May 1961, Athens, Georgia)

## INTRODUCTION

As we gather these days in our first Mission Assembly, we have to marvel that we are now in year three of our journey as the District of Eastern North America—aka "DENA."

Our first charge was to ensure the "unity and the communion" of the new District. Working together in good synergy to meet this objective were: the immediate implementation of the District Council of the Brothers, the Mission Council of Partners and Brothers, the formation of many other committees, the

Address delivered at the DENA Mission Assembly on November 4, 2011.

great good will and energy among all Lasallians to forge our new District reality, and the bi-location of several members of the District Leadership Team across the geography of DENA.

We gather now in these days to deepen our unity and communion, and to discern together the mission vision and directional priorities of our District for the next four years.

The mission itself is clear, "to give a human and a Christian education to the young, especially the poor." (Rule Art. 3) How we do this as we live into the future is the work of our Assembly.

We find ourselves in a setting where Jesus Himself felt at home. He preached on the shore of the Galilee; He called Simon and Andrew, James and John, from along its waterfront; He taught the Apostles how to bless the little they had to work with to feed the 5,000 along its banks "and He withdrew by boat to its solitary places to seek God's will, and God's grace to see that will through."

It is this last activity that we take up together in these days: to seek God's will for us through our conversation and prayer, and, critically, God's grace to see it through. To quote two signature Brother Álvaro lines, "What does the Lord require of us today?" and "Where are we willing to travel?"

So, we do not come together for a business meeting or for an exercise in corporate strategic planning. We gather in Assembly these days for an Apostolic activity. We gather as a charismatic expression of Church, following Jesus in the footsteps of John Baptist de La Salle.

We gather together as a discerning Community, **reading the signs of our times**, reflecting on the reality of who we are at this moment in our history and in our journey together, considering the needs of young people and their families, both here and beyond the geography of DENA, in response to what we are called to do through the Institute, the Church, and the needs of "young people who are poor and far from salvation."

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*"Do not let anticipation of tomorrow be a burden on the day that is passing. What you lack in the evening, the morrow will bring you, if you know how to hope in God."*

John Baptist de La Salle

## SIGNS OF THE TIMES

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And, we do all of this, mindful of Bro. Álvaro's reference to Archbishop Romero, "with eyes wide open and feet planted firmly on the ground," aware of our giftedness and also of our limitations, but inspired by John Baptist de La Salle who reminds us to "Be satisfied with what you can do, since this satisfies God, *but do not spare yourself in what you can do with the help of grace.* Be convinced that, provided you are willing, you can do more with the help of God's grace than you imagine." And, so, let us discern and act confidently in the service of grace!

### THE PLACE OF THE MISSION ASSEMBLY IN THE BUILDOUT OF DENA

Our **Mission Assembly** is the third of *three inter-related movements* for the deepening and strengthening of the District. We, as Brothers, began the first movement this past April with the first session of the **first District Chapter**, followed by the **Called to Be Brothers Retreat** this summer which focused on deepening the Brothers' relationship with Jesus, inviting us to live more the contemplative dimension of our lives, and renewing our faith and zeal for the mission.

In March of 2012, we will bring the second session of the District Chapter to a close as it finishes its work and accepts the challenges of this Mission Assembly. We, Partners and Brothers, do all of these things under the overarching banner of "**Together and by Association for Mission—a Journey of Hope**," the theme chosen by representatives



Bro. Martin Zewe teaching an English class at Saint John's College High School in DC.

from each of the three respective planning committees for Chapter, Retreat, and Mission Assembly.

The banners before us visualize the dynamic unity of these three movements. They remind us that we Brothers journey with YOU, our Partners, who have wagered much of yourselves on this new District, and without whom, the Lasallian Mission of the District of Eastern North America would not be possible. Viewed in their unity, these movements speak to us of one Lasallian Community on this journey together in hope!

Prominent in each of these three banners are **the Journey Road** and **the Star of Faith** which recall Saint La Salle's meditation for the Feast of the Epiphany (Meditation 96) and the Magi, who, guided by the star, came to "recognize Jesus in the poor rags" in the manger.

These companion images speak to us of a Lasallian Community that must always be discerning the new inspirations of the Spirit, and of a

Community that is forever on the move, seeking God, and God's mission for us in each new day...moving away from what is comfortable, not becoming sedentary or self-content, even at the cost of recasting or leaving an old and beloved ministry.

### TASKS: LEGISLATION, VISION, DIRECTIONAL STATEMENTS

The task before us is threefold:

1. To pass four pieces of **Legislation**, the most innovative of which are the By-Laws of the Mission Executive Council,
2. To further the process of developing a transformative **Vision** of the future. A vision that we aspire to and that we believe that God is calling us to as a Community, and
3. To articulate **Directional Statements** that will help us to chart the broad course of action in pursuit of our Vision.

## READING THE SIGNS OF OUR TIMES

As we approach these tasks, we need to consider briefly “the signs of our times,” the reality factors of our context.

### The U.S. Economy

*General perspective.* Economically, we are living in a time of great uncertainty and upheaval that is evident in the volatility of our financial markets, characterized by high unemployment and political polarization.

We are, in this moment, more impacted by the political and economic realities beyond our borders than at any time in history. The positive correlation between the **events around the globe** (European debt crisis, Middle East uprisings, etc.) and the **volatility of our U.S.**

**markets** illustrates compelling evidence that the two are very much connected.

What in the past had been a seemingly measured and somewhat predictable steady growth trend has been replaced by a roller coaster ride of market gyrations on almost a daily basis, reflecting a sense of ambiguity and a lack of direction that stifles even the most optimistic investor.

Since the near financial meltdown of 2008, U.S. households have seen almost \$13 trillion in wealth evaporate. More than six million jobs have been lost, and the unemployment rate appears headed for its highest level since 1940. (Krugman, *New York Times Magazine*, September 6, 2009: 41)

*Effect on families and young people.* Applying these factors to the real

world in which many of our young people and their families live, the concrete effects on the U.S. economy can be seen in the following statistics on **unemployment**, the **slip from middle class status**, and **household foreclosures**:

1. The Department of Labor notes that we are in the worst jobs crisis since the Great Depression. While the official unemployment rate is 9.1 percent, if you add the people who can only find part-time work or who have stopped looking altogether, the rate is more than 16 percent, or roughly one in six people in the labor force.
2. A Pew Study released this past month, *Downward Mobility for the Middle Class: Waking Up from the American Dream*, notes that nearly one in three Americans who grew up middle class has slipped down the income ladder as an adult. The Great American Dream of a house, a college education for your kids, and savings for a comfortable retirement is now out of reach for a steadily growing number of families.
3. Regarding U.S. households: A recent report by the Federal Deposit Insurance Company (FDIC) notes that one out of every 200 households will be foreclosed upon; every three months 250,000 new families will enter into foreclosure; and, one child in every classroom in America is at risk of losing his/her home.

A *Bloomberg* news story notes that more than 3 million homes have been repossessed since 2006 and this number could balloon to about 6 million by 2013 when the market will finally absorb these distressed properties.



Guidance Counselor Mrs. Malaina Murphy and student at Saint Raphael Academy, Pawtucket, RI.

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## SIGNS OF THE TIMES

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A recent government report on the 2010 Census entitled, *Income, Poverty, and Health Insurance in the U.S.: 2010*, notes that more than a fifth of the youth under the age of 18 lived in poverty last year. Poverty rates for children rose from 20.7 percent in 2009 to 22 percent last year, making kids more likely than any other age group to be poor. The picture is even bleaker for children under the age of 6, 25 percent of whom live in poverty.

### Two Significant Demographic Trends in U.S. Catholic Affiliation

*Those leaving.* The Pew Forum on Religion and Public Life's 2008 report, *U.S. Religious Landscape Study*, based on a survey of 35,000 adult Americans, noted that **one out of three** adult Americans who were raised Catholic have left the Church.

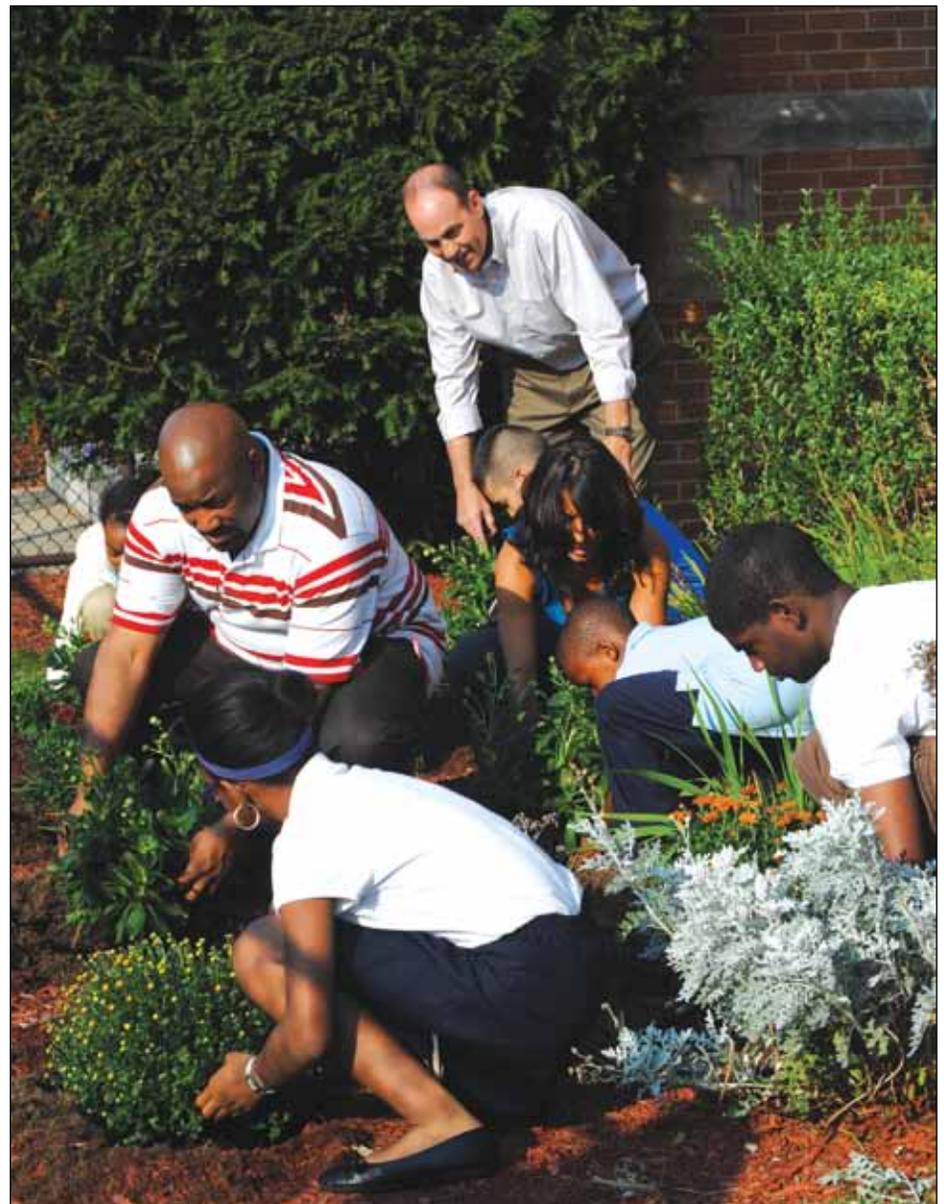
In a follow up study in 2009, *Faith in Flux*, the Pew Research Center reported, "Almost half of all the Catholics who are unaffiliated left Catholicism before reaching age 18, as did one-third who are now Protestant. Among both groups, an additional 3 in 10 left the Catholic Church as young adults between the ages of 18 and 23." A staggering number of **those who left the Church did so as teenagers and before the age of 24!**

- Of those unaffiliated: 71 percent report that they just drifted away.
- Of those now Protestant: 71 percent, the same percentage, note that their spiritual needs were not being met.

This Pew Study notes that "Catholicism has lost more people to other religions or to no religion than any other religious group." These numbers matter because they are not just alarming statistics, they are our brothers and sisters, our nieces and nephews, our children and grandchildren, our friends, colleagues and students, and even our spouses and parents.

Another disturbing trend, not researched yet but beginning to get attention in the independent

Catholic press, is the number of devout adult Catholics who are leaving the Church. These are educated women and men who have raised their families in the Church, given years of active and faithful service to their local Church, but who have grown discouraged in their hope of seeing the teachings of Vatican II realized; who have little hope for real institutional reform; and who doubt the wisdom in elements of the Church's teaching on matters of sexual morality or gender roles.



Mr. Phil Chance, director of facilities management (left), Ms. Carmela Casas, assistant principal for the elementary/middle school (kneeling), and Mr. John Galassi, principal of the elementary/middle school, at Martin De Porres in Springfield Gardens, NY, plant flowers and shrubs with their students.

These Catholics are not drifting away from the Church but intentionally leaving, typically for other Christian Churches, as a matter of conscience.

*Growth of Hispanic Catholic Population in the U.S.* Despite the large numbers of Catholics who leave the Church, the Catholic percentage of the U.S. population continues to hover around 25 percent. This is the result of the growing numbers of Hispanic Catholics immigrating to the U.S., and the higher birthrates among immigrant Hispanic families.

According to the 2008 Pew Survey on Religion, 30 percent of the U.S. Catholic population is now Hispanic. While they only account for 15 percent of Catholics older than 50 years of age they account for 60 percent of Catholics younger than 35 years of age.

Of note, 78 percent of Hispanics raised in the Church remain in the Church (vs. 63 percent of the rest of us).

In a 2008 article, the Pew Hispanic Center reported that Hispanic students now make up 1 in 5 public school students in the U.S. and that “strong growth” in Hispanic enrollment is expected to continue for decades.

A *New York Times* article in January 2009 noted that, while the percentage of Catholic children attending Catholic schools nationwide is 15 percent, only 3 percent of Hispanic Catholic children have access to Catholic schools.

As U.S. Catholicism continues to grow with the influx of Hispanic immigrants to the U.S., they are also less likely to have completed a high school education and more

likely to find themselves in low income jobs. In this sense, as the U.S. Church becomes more immigrant, it will also become poor and less likely to have access to Catholic schools.

### **The Faith of American Youth Today**

*In general.* Kendra Creasy Dean, a Researcher for the Lily Endowment sponsored *National Study of Youth and Religion (NSYR)*, and author of the 2010 book, *Almost Christian: What the Faith of our Teenagers is Telling the American Church*, states the following in the very first sentence of her book: “Let me save you some trouble, here is the gist of what you are about to read: American young people are, theoretically, fine with religious faith—but it does not concern them very much, and it is not durable enough to survive long after they graduate from high school.” And, oh, “One more thing: we’re responsible.”

*Findings regarding Catholic youth.* *The National Study of Youth and Religion*, a three-phase longitudinal survey of 3,400 13-17-year-olds

begun in 2001 and funded through 2010, reports that, generally, young people are “incredibly inarticulate about their faith, their religious beliefs and practices, and its meaning or place in their lives. Religion is in the background of their lives, unfocused and implicit, important but not a priority, valued but not invested in, and praised but not describable.”

Ultimately, the observations of Dean’s book and the findings of *NSYR* seem more of a commentary on how faith communities have failed to engage young people than on the lack of religious feeling and commitment on the part of young people.

The *National Study* summarizes U.S. youth’s religious convictions as “Moralistic Therapeutic Deism” particularly evident among mainline Protestant and Catholic youth.

According to *NSYR*, the **Moralistic Therapeutic Deism Creed** is:

- A God exists who created and orders the world and watches over human life.

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Students at Christian Brothers Academy, Lincroft, NJ.

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- God wants people to be good, nice, and fair to each other.
- The central goal in life is to be happy and feel good about oneself.
- God does not need to be particularly involved in one's life except when God is needed to resolve a problem.
- Good people go to heaven when they die.

Please note the absence of any expression of a personal relationship with God and any sense of real membership in a faith community!

The good news is that most U.S. teens feel generally positive toward religion and embrace some religious identity. The bad news is that most religious congregations in the U.S. are failing in religiously engaging and educating their young people. This is a reality borne out in the previously referenced Pew Study noting the great number of young Catholics, ages 18-23, who leave the Church.

The longitudinal data for the Catholic Report of the study is clear that there is a steady decline in most measures of “religiosity” across the nine years from Catholic “Phase One” teenagers to “Phase Three” emerging adults.

Two variables stand out regarding the impact of faith formation in measuring “Phase Three” emerging adults: 1) the positive impact of any faith formation versus none; and, 2) faith formation by committed parents in the teenage years.

The study concludes that “the greater the availability of religiously grounded relationships, activities, programs, and opportunities for teenagers, the more likely teens are to be religiously engaged and invested. In other words, congregations that prioritize youth ministry and support for their parents, invest in trained and skilled youth ministry leaders, and make serious efforts to engage and teach adolescents, seem much more likely to draw young people into their religious lives and to foster religious and spiritual maturity in their youngest members.” (Smith, p. 262)

## The State of Catholic Schools Today

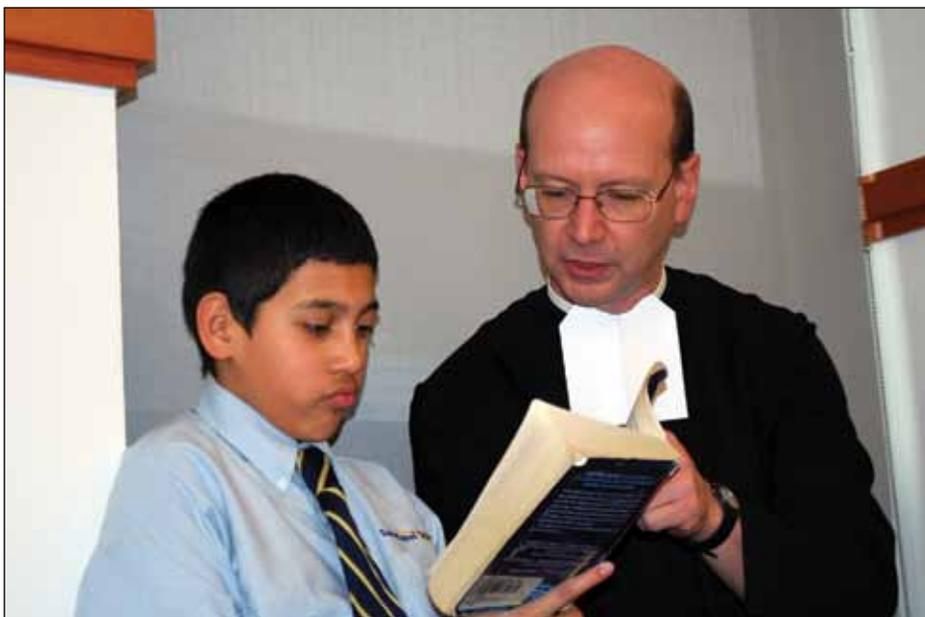
A search on the National Catholic Educational Association website ([www.ncea.org](http://www.ncea.org)) for information on Catholic school trend data gives the statistical picture, and you know well from your first hand experiences, the challenges of sustaining Catholic schools today.

The U.S. Conference of Catholic Bishops in its 2005 Pastoral, *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*, moved quickly in articulating the goal of keeping Catholic Schools “**available, accessible, and affordable**” but meeting that challenge remains a more formidable process.

A number of our own middle and secondary schools are threatened by the ongoing challenges of increasing costs, declining enrollments, increasing need for financial aid, and shrinking endowments.

The fragility of some of our educational ministries, and associated Brothers’ communities, primarily in service to young people from working class and economically struggling families, has already resulted in our closing or withdrawing from five schools (one elementary, one San Miguel, and three high schools) in the last two years.

As we look to “**renew our existing works and to create new ones for the educational needs of the poor,**” the call of the 44<sup>th</sup> General Chapter (Doc. 4, 2.3.1), it is imperative that we do so based on sound financial models that are sustainable. In the words of a Director of District Finances who will remain nameless, “no money; no mission.” If as the Bishops say, “Catholic schools are the responsibility of the



Principal of the San Miguel School of Washington, DC, Bro. Francis Eells engages his student in a reading lesson.

entire Catholic community,” then we need to innovate new and creative ways of engaging this “entire” community for the long haul.

Three co-relevant areas of need for Catholic School viability, articulated by Notre Dame University’s Alliance for Catholic Education (ACE), are the following:

1. To recruit and form effective Catholic school leaders,
2. To recruit and form a new generation of effective Catholic school teachers; and,
3. To form partnerships with Catholic colleges and universities. (University Consortium for Catholic Education by Notre Dame University Task Force on Catholic Education, 2006, Report, pp. 5-9)

### **The Diminishing Number of Brothers and “First Lasallians” and the Gift of Charism**

On Wednesday, September 9, 2009, Day One of DENA, there were 382

FSCs. Today there are 355 of us (average age 70). In these 26 months we are 27 fewer. In four years we will be 60 fewer. It is a time of rapid diminishment for us.

While there are still 184 Brothers in full-time and 25 Brothers in part-time ministry, our largest cohorts of working Brothers, men between 60 and 75, are steadily moving away from full and part-time ministry. We are a diminishing presence in ministry.

Simultaneously, many of the great Lasallians, men and women, who have been pioneers and Partners in the Lasallian conversation and mission, are also aging and beginning to move away from ministry.

In our conversations with Bro. Miguel Campos, he has exhorted us to have a greater sense of urgency and generativity in embracing *shared mission* and in inviting our colleagues to discover within the Lasallian Mission, a deeper sense of their own vocational call.

If we hope to see the Lasallian Mission prosper and thrive, it is essential that we do all that we are able, individually and communally, to share the gift that we have received. This, in itself, should be viewed by each of us as an integral aspect of our ministry.

The good news is that there are many who have participated in Lasallian formation and today, not only contribute to the furtherance of the mission, but also feel drawn to and identify with something deeper than simply mission collaboration.

In recent years, the conversation has begun to move from shared mission to “shared charism,” as well. The 43<sup>rd</sup> General Chapter (2000) speaks of this in reference to those “Partners who...collaborate in the Lasallian Mission, and who feel a call to deepen the charism, spirituality, and Lasallian communion in which they participate.” The 44<sup>th</sup> General Chapter (2007) notes that the Brothers live their religious consecration along with other people who share the same Lasallian charism, becoming “for them and with them, the heart, memory, and guarantor of the Lasallian charism.”

Circular 461 on Association (2010) highlights the Church’s recognition of “people who are not members of a religious institute taking part in the charismatic ideals of a religious institute...committing themselves to a specific way of living God’s call through an institute’s charism...especially in mission, community life, and spirituality.” (C. 461, 3.5-3.7)

For me, a most critical insight is one made by Brother Antonio Botana, a noted theologian, sociologist, and Lasallian scholar, in his recent



Mr. Tim Davis, music teacher and director of all Christian Brothers Academy Syracuse’s bands which includes the junior and senior high and the jazz bands.

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## SIGNS OF THE TIMES

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article, "From 'Sharing the Mission' to 'Living the Charism' in a Family," published in the May 2011 issue of the *Digital Journal of Lasallian Research*. Working from the Church premise that "the charism which we share for the service of the mission is the gift of the Holy Spirit," he states that "authentic shared mission must include sharing the gift of the charism...which can only be granted by the Spirit, (the divine Person)... and is lived in communion."

He goes further to state that "If Lasallian educational works have been able to maintain a spirit for a long time, it is because they were integrated into a network of relationships where this spirit was shared." I don't think this is a revelation to those of you who have already lived the charism as part of your vocational spirituality. However, Botana does a masterful job of putting into words what is and what is becoming our personal and communal experience.

Brother Antonio states the challenge of our current reality well in simple concrete terms in two clear sentences: **"Shared mission that does not create a 'charismatic family' is a frustrated mission. That 'second generation' of teachers that enters a school and does not find the family to ensure the spirit, or the charismatic blood of the school, is a generation that will assist in closing the school, at least in terms of a school that bears a charism."**

Actively building the Lasallian community, the charismatic family, in each of our ministries, for the

*"If Lasallian educational works have been able to maintain a spirit for a long time, it is because they were integrated into a network of relationships where this spirit was shared."*

—Brother Antonio Botana, FSC

mission is important, certainly, but it is as important for the community "to possess, to preserve, and to increase" the charism which is both the gift of the Holy Spirit and the Spirit itself. It is time to move the message, well established around mission, to mission and charism, in which all have a part, but which only a community can possess and convey.

### SO, WHAT ARE WE CALLED TO DO IN LIGHT OF THE GOSPEL AND THE LASALLIAN MISSION?

Neither the Gospel nor Hebrew Scripture, neither the purpose of the Institute of the Brothers of the Christian Schools, nor anything in our Lasallian Heritage, neither the documents of our recent International Mission Assembly nor of our General Chapter give us a pass on service to the poor because times are tough or because it is difficult to work with young people who are from economically challenging circumstances.

Document Four on the Educational Service of the Poor from the 44<sup>th</sup>

Chapter states our situation as follows:

We, Brothers and Lasallians, are challenged to be truly convinced that the educational service of the poor is a constitutive part of our Lasallian identity, vocation, and mission. The commitment to the transformation of our educational works as instruments of education for the poor, the defense of the rights of children and education for social justice still greatly concerns us.

We dream that the renewal of our existing educational works be done, not only with the criteria of success and social prestige, but with the ideal of fidelity to our vocation and our identity as Ambassadors of Jesus Christ announcing the Gospel to the poor. (Doc. 4, 2.1)

### OVERARCHING CHALLENGES

In consideration of the International Mission Assembly of 2006, the General Chapter of 2007, and the current "signs of our times," the overarching challenges from my perspective are:

1. How will we ensure the sustainability of our current works while at the same time keeping them accessible to young people who are from challenged economic circumstances?
2. How will we respond to new needs of the poor, in particular, the growing Hispanic Catholic population that will have such an important role to play in the future of the U.S. Church?
3. Given the fact that so many young people drift away from the Church if they have not

been engaged in communities that are responsive to their faith needs, how can we, as a charismatic expression of the Church, be evangelically relevant for these young people in a growing culture of “whateverism?”

4. How can we be more effective in awakening and accompanying young people in their vocational discernment for service in the Church as Teachers, Youth Ministers, Lay Ministers in Parishes, Brothers, Sisters, Deacons, and Priests?
5. How can we, more intentionally and explicitly “possess, preserve, and increase” the vitality of the charismatic community of Lasallians in our ministries in order to ensure the mission?
6. How can we increase effective formation for Lasallian Mission leadership to ensure the apostolic and charismatic leadership of our ministries?

## HOPE GROUNDED IN FAITH

We have, across the District, many examples of innovation in reaching out to young people in need. The hope that we journey with has the power to make us go beyond our challenges and fears, to do creative, and perhaps, as yet, unimaginable things. It is a hope that will drive us forward in new ways for the future.

At the LASSCA Conference last March, I was struck by the words of one of the keynote presenters, Ray McNulty, President of the International Center for Leadership in Education, who stated so well: “The future is not someplace we are going, but a place we are creating. The paths to the future are not found but made.” This is the future



Bro. Lawrence Hinrichs distributes the Eucharist to the students of St. Peter's Boys High School, Staten Island, NY.

that our journey of hope, together and by association for mission, aspires to and lives.

Sister Doris Gottemoeller, RSM, a former President of the Leadership Conference of Women Religious, in a recent article (“Hope in an Anxious Age”) notes that despite the diminishment of Religious in recent years “God’s grace is no less available to us now than it was to our predecessors. Like them, we have to listen to the voices of the poor and act with compassion. Like them, we have to marshal our resources and act with courage. Like them, we have to renew our purpose and act with confidence.”

The key to the future, according to Sister Doris, is “a deeply held faith in God and in God’s plan for us... that is broader and deeper than any of us imagine; and, an unwavering sense of hope grounded in faith and deepened in prayer.”

This is our moment in time, “difficult and perplexing” yes, but a moment no less full of potential and

grace than any other moment in our history. Strengthened by the grace of this moment, it is our duty and our privilege, in the words of the Rule of 1718 on **The Spirit of the Institute** “to possess...to preserve... and to increase” this Spirit, our shared charism, across and among all of our apostolic communities.

We have been entrusted with a great legacy from all of the Brothers and Partners who have preceded us. Let us pass this gift on to our young Brothers and Partners with great faith, zeal, and trust in God’s Providence and in God’s creative imagination to prepare and prosper the next chapter in our story.

Let us have no doubt that the words of St. John Baptist de La Salle are still true: “The need for this Institute is very great.” To paraphrase the Rule of the Brothers, “The young, the poor, the world, and the Church still need the ministry of the Lasallian community.”

Live Jesus in our hearts! ■

# Catalyst: Bringing the Lasallian Charism to Public Schools

BY CELINE A. QUINIO



*"We teach not because the pupils are Catholic, but because we are Catholic."*

—Bishop Terry Steib, SVD  
Memphis, TN

The Lasallian Mission of providing for the educational needs of the economically poor and disenfranchised children and families in low-income neighborhoods led to the establishment of San Miguel Schools in several cities of the United States. These small elementary or middle schools are not tuition-driven and serve students and families from all faiths and cultures.

## LASALLIAN SCHOOLS IN CHICAGO'S INNER-CITY

In 1995, Brothers Ed Siderewicz and Gordon Hannon were inspired with the idea of opening a San Miguel school on the south side of Chicago. It would be a private, Catholic, tuition-free middle school that would reclaim children who were being lost in the large, impersonal public system or who were simply wandering the streets. They found an ideal location in an immigrant community of largely first generation Mexican families with-

*"Catalyst delivers results beyond the ordinary—we value each individual, hard work, and right relationships, and we set our sights on college graduation...starting in kindergarten."*—Gordon Hannon, CEO, Catalyst Schools Network

out resources, without educational choice, and without many of the basic necessities of life.

“We moved into the old convent in the Back of the Yards, at 48<sup>th</sup> and Damen, on June 14, 1995,” explained Bro. Ed. By July, they had initiated a five-week summer program for youth in the neighborhood. “We got students [to come] by promoting this through the three local parishes and, largely, word of mouth—and a humble flyer we created.”

The overwhelming response by the community led to the establishment of San Miguel School in the fall of 1995, starting with grade 6. Its goal was to give kids the best education possible and position them for entrance into reputable high schools. “For me, it was the [Lasallian] charisma at work: this God-given gift to the world that attracts the poor to it,” said Bro. Ed.

For years the founders, board, and donors of San Miguel had expressed the desire to duplicate the success of the San Miguel model in another community in Chicago, but funds were limited for such an endeavor. In 2002, Lands’ End founder Gary Comer presented a generous and bold \$1.2 million grant to start a San Miguel School in the Austin neighborhood of Chicago. Today, the San Miguel School–Gary Comer Campus has become a beacon of hope on the West Side.

### SAN MIGUEL MODEL IN A PUBLIC SCHOOL SETTING

The San Miguel model is simple. It is designed with the following goals in mind:

- Establish a faith-based middle school (grades 5 or 6 to 8).

- Create a family and community outreach program rooted in social work practices.
- Develop a graduate support program.
- Build a strong board focused on development.

Two years after San Miguel–Back of the Yards opened, Paul Vallas CEO of the Chicago Public Schools (CPS), approached the founders of the school and invited them to replicate San Miguel as a charter school. The Brothers’ answer was “no.” “We cannot do that because this is who we are,” explained Bro. Ed. “We provide a human and Christian education for the poor, and we are closely aligned with our Catholic tradition... We would have to compromise who we are and what we do, as well as the authenticity and integrity of our mission.” There were several more attempts to encourage the Brothers to accept the invitation, but their answer was always “no.”

When Arne Duncan (now U.S. Secretary of Education) assumed the CEO position, he continued the same campaign as his predecessor. “How many of these schools can you do?” he asked, offering to work with the San Miguel team. But the answer was still “no.”

After several more meetings, Duncan said, “Brother, we can do this.” The conversations continued for five or six years, focusing on *how do we do this* rather than what do we have to give up. Finally, the Brothers came to the conclusion that the only way to find out if this could be done is by doing it.

Because San Miguel had no way to expand its mission of educating the poor and disadvantaged due to cost

and constraints to raise funds, it was determined to attempt to implement its basic model as a public school in the Lasallian tradition.

The San Miguel board endorsed the management of a charter school and so it was decided that an application would be submitted. The charter was approved by CPS in 2005 with a projected opening in 2006. “CPS threw a curve when they said they would give us a charter, but asked us to accept two schools rather than just one,” said Bro. Ed. An agreement was struck and two new schools were opened: Catalyst–Howland Charter School in 2006 and Catalyst–Circle Rock Charter School in 2007. Both were located in impoverished communities.

### VALUES EDUCATION: THE FOUNDATION OF CATALYST SCHOOLS

The Catalyst Schools Network was born from the model established by the founders of San Miguel Schools Chicago with K-8 populations and a capacity of approximately 500 children in each. Taking the ethos and paradigm of San Miguel, the Catalyst Schools have translated the faith-inspired movement into a values based program for children. These schools offer a graduate support component, a family and community outreach component, and a spiritual formation component focused on character development. The schools require a longer school day, a longer year than CPS schools, an enrichment program, a strong focus on math, reading and language arts, and after school programming.

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## CATALYST

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The **six pillars of character** constitute the foundation of Catalyst education. Everything that happens in the school centers on trustworthiness, respect, responsibility, fairness, caring, and citizenship. These attributes can be viewed as biblical values, if we look at them from the perspective of faith. They are also commonly held human and social values and offer a public school a vehicle for helping parents and guardians shape the character of their child without an appeal to denominational religion or a specific faith tradition.

The Catalyst Schools' culture can also be attributed to the intentional implementation of *Character Counts* and *Positive Action*, two nationally recognized character education cur-

riculums. *Character Counts* teaches and reinforces the six pillars of character/ethical values. Students are recognized daily and weekly for demonstrating good character through a school-wide initiative called "Caught Being Good."

*Positive Action* works by teaching and reinforcing the intuitive philosophy that we feel good about ourselves when we do positive actions and there is a positive way to do everything. The program teaches the positive actions for the physical, intellectual, social, and emotional areas of Catalyst scholars.

### CATALYST AND THE LASALLIAN CHARISM

Catalyst is a concrete manifestation of the Lasallian charism today; it is a response to the urgent needs today,

especially the poor, in creative fidelity to our charism. Catalyst is an echo of what the Founder did. This was De La Salle's response: that no one should be left out, that no one should be excluded. De La Salle's response was an echo of what Jesus preached: all are welcome.

Those who outrightly dismiss charter schools in the Catholic world, even in our Lasallian world, because we cannot call them Catholic schools, do so on principle rather than on seizing an opportunity to respond to the urgent needs of the poor. "Our church and congregation simply do not get it right when we outright exclude sectors of people, especially the poor, based on principle," explained Bro. Ed. "The most important question is not whether or not one of our ministries is Catholic in name; rather, the most important question is how a ministry responds in creative fidelity to the charism relative to the urgent needs of our day, especially the needs of the poor."

The Orientation Manual for Teachers and Staff at Catalyst contains all the principles of Lasallian education, including the writings of De La Salle, and numerous supplemental resources that are grounded in the 12 Virtues of a Good Teacher, in one-page reflections that are taken directly from *The Conduct of Schools*, from *The Meditations for the Time of Retreat*, and more. The values of community, relationship, rigor, respect, results, and hope, along with the six pillars of character are infused throughout the Catalyst mission as a means of articulating the Lasallian charism and Gospel values.

When selecting teachers, Catalyst follows the same approach as San Miguel. "We look for people who



Catalyst students danced their way to a citywide ballroom championship and performed as part of Ravinia and the Chicago Children's Choir.

are on a mission, who have a special calling, who have fire in the gut and who wish to change the world by being agents of change in the lives of these students and communities,” stated Bro. Ed.

## SUCCESS INDICATORS

When asked if the school was a safe place, the responses from students indicate that Catalyst is achieving its objectives: “No one threatens me or picks on me... There are no bullies... The teachers don’t pick on you for what you don’t know but keep encouraging us... There is no violence... We get a chance to be good and then another chance and another chance... It feels calm here... The teachers and aides are here for us... No one puts you down for your goals but they encourage us to aim high.”

Similarly, the responses of parents who participated in a focus group tell how Catalyst is succeeding in its mission: “The staff cares... Everyone has high expectations for kids... Learning is expected... This school feels like a part of my family... My child is so excited about school that she never wants to miss a day... Every student is assessed and kids always work at their level... Teachers always tell you what is good—we get regular e-mails and phone calls... Teachers are invested in our children’s welfare... Children have multiple opportunities to re-enter the community... Character development is important and even shows up outside of the school.”

The children of Howland have turned a significant corner. They exercise significantly more self control, smile and greet people. They are more respectful to their teachers and other adults, and have made academic progress in the midst of con-

fusion and discord. In 2010, Catalyst-Howland ranked fourth-highest in ISAT gains of all 91 contract and charter schools in Chicago.

In its first year Catalyst-Circle Rock was demonstrating an average academic growth of 1.9 years. This means these children were in the 99<sup>th</sup> percentile for growth nationally. Circle Rock showed a 10 percent increase in one year on ISAT tests.

Circle Rock and Howland were both selected to participate in the Teacher Advancement Program (TAP). It

*“At Catalyst, we believe in educating the whole child. We focus on academics, social skills, self-esteem, citizenship—on all those things that allow students to grow up to be positive and successful members of their communities.”*

Bro. Michael Fehrenbach, Director of Mission Effectiveness, Catalyst Schools Network

has provided professional development, incentive pay, and training of mentors which have lifted up both schools and positioned them for even greater achievement.

## MOVING FORWARD

It took the San Miguel Network a good 10 years to hone its programmatic and administrative structure. The Catalyst Schools Network is moving much more quickly because

San Miguel paved the way. Catalyst is now a pioneer in the public school system. There are many elementary charter schools, but none has the motivation or intentionality about character, values, and bringing the religious context to the world of public education as Catalyst does.

In December 2011, the Chicago Board of Education approved the application of the leaders of Maria High School and the Catalyst Schools Network to open Catalyst-Maria, a K-12 charter school in Maria’s Chicago Lawn campus. This new school will serve 1,100 students of “the artisans and the poor” in one of the most impoverished neighborhoods of Chicago when it is fully enrolled in four years.

“This is another opportunity for Catalyst to claim its original vision as a public school in the Lasallian/faith-based tradition,” remarked Bro. Ed. “This is Catalyst’s niche in the Chicago charter community. It is the lens through which we have asserted our identity and through which we have determined is the way we should grow.”

The success of this relationship may inspire other Catholic schools to consider engaging the public sector in ways previously unimagined, and Catalyst will be at the forefront of that opportunity. ■



# TWINNING CONTRIBUTIONS:

USAT SCHOOL	CITY/STATE	LWANGA DISTRICT SCHOOL	CONTRIBUTION
Archbishop O'Hara High School	Kansas City, MO	Besrate Gabriel School, Dire Dawa, Ethiopia	4322.77
Bishop Kelley High School	Tulsa, OK	St. Joseph School, Keren, Eritrea	3000.00
Bishop Loughlin High School	Brooklyn, NY	St. Mary's School, Nyeri, Kenya	13256.55
Calvert Hall College High School	Baltimore, MD	Mt. La Salle, Naka, Nigeria	8208.13
Cathedral High School	El Paso, TX	St. Joseph School, Nazareth, Ethiopia	4627.94
Cathedral High School	Los Angeles, CA	St. Mary's School, Nyeri, Kenya	3000.00
Christian Brothers Academy	Lincroft, NJ	Nativity School, Shinara Village, Eritrea	650.00
Christian Brothers Academy	Syracuse, NY	Child Discovery Centre, Nakuru, Kenya	3833.63
Christian Brothers College High School	St. Louis, MO	St. Paul's School, Marsabit, Kenya	2625.00
Christian Brothers High School	Sacramento, CA	Meki School Catholic Mission, Meki, Ethiopia	2000.00
Christian Brothers High School	Sacramento, CA	Various schools*	1527.54
Christian Brothers High School	Memphis, TN	Child Discovery Centre, Nakuru, Kenya	20000.00
Christian Brothers School	New Orleans, LA	Besrate Gabriel School, Dire Dawa, Ethiopia	1000.00
Cretin-Derham Hall	St. Paul, MN	Besrate Gabriel School, Dire Dawa, Ethiopia	1000.00
De La Salle Blackfeet School	Blackfeet, MT	Child Discovery Centre, Nakuru, Kenya	100.00
De La Salle Collegiate	Warren, MI	St. Paul's School, Marsabit, Kenya	3500.00
De La Salle High School	Minneapolis, MN	Mwangaza Youth Centre Fund, Nakuru, Kenya	1298.07
De La Salle High School	New Orleans, LA	St. Joseph School, Addis Ababa, Ethiopia	1730.21
De La Salle HS of Concord	Concord, CA	Various schools*	2349.55
De La Salle Institute	Chicago, IL	St. Joseph School, Keren, Eritrea	6000.00
De La Salle "Oaklands" College	Toronto, Ontario, CAN	Mt. La Salle, Naka, Nigeria	3700.00
De La Salle School	Freeport, NY	Mwangaza Youth Centre Fund, Nakuru, Kenya	391.21
De La Salle-Blessed Sacrament	Memphis, TN	Child Discovery Centre, Nakuru, Kenya	408.00
De La Salle-St. Matthew	St. Louis, MO	Child Discovery Centre, Nakuru, Kenya	50.00
De Marillac Academy	San Francisco, CA	Child Discovery Centre, Nakuru, Kenya	265.65
Holy Family Catholic High School	Victoria, MN	Meki School Catholic Mission, Meki, Ethiopia	2000.00
Hudson Catholic High School	Jersey City, NJ	Meki School Catholic Mission, Meki, Ethiopia	600.00
Justin-Siena High School	Napa, CA	Various schools*	17529.89
La Salle Academy	New York, NY	Child Discovery Centre, Nakuru, Kenya	1075.00

If your school has made a contribution and it is not in the list, please e-mail [twinning@lasallian.info](mailto:twinning@lasallian.info) to let us know.

# SY 2010-2011

USAT SCHOOL	CITY/STATE	LWANGA DISTRICT SCHOOL	CONTRIBUTION
La Salle Academy	Providence, RI	Rongai Agri-Tech HS, Rongai, Kenya	11975.25
La Salle College High School	Wyndmoor, PA	Mwangaza Youth Centre Fund, Nakuru, Kenya	7000.00
La Salle Catholic College Preparatory	Milwaukie, OR	Mwangaza Youth Centre Fund, Nakuru, Kenya	9000.00
La Salle High School	Pasadena, CA	Mt. La Salle, Naka, Nigeria	1500.00
La Salle High School	Pasadena, CA	Various schools*	1000.00
La Salle High School of Yakima	Union Gap, WA	St. Paul's School, Marsabit, Kenya	175.52
La Salle High School of Yakima	Union Gap, WA	Various schools*	478.00
La Salle Institute	Troy, NY	St. Mary's School, Nyeri, Kenya	10300.00
La Salle School Foundation	Albany, NY	St. Paul's School, Marsabit, Kenya	900.00
Martin De Porres	Springfield Gardens, NY	St. Joseph School, Keren, Eritrea	8500.00
Montini Catholic High School	Lombard, IL	DLS Boys Proj., Dire Dawa, Ethiopia	3000.00
Mullen HS	Denver, CO	Meki School Catholic Mission, Meki, Ethiopia	1875.51
Ocean Tides School	Narragansett, RI	Child Discovery Centre, Nakuru, Kenya	1500.00
Roncalli High School	Manitowoc, WI	Mt. La Salle, Naka, Nigeria	1300.00
Sacred Heart Cathedral Prep	San Francisco, CA	Various schools*	1078.09
San Miguel Educ. Center	Providence, RI	Nativity School, Shinara Village, Eritrea	1115.00
San Miguel High School	Tucson, AZ	Child Discovery Centre, Nakuru, Kenya	150.00
San Miguel School	Minneapolis, MN	Child Discovery Centre, Nakuru, Kenya	730.00
San Miguel School	Tulsa, OK	Nativity School, Shinara Village, Eritrea	300.00
St. John's College High School	Washington, DC	Child Discovery Centre, Nakuru, Kenya	1944.70
St. Joseph High School	Westchester, IL	St. Joseph School, Nazareth, Ethiopia	4200.00
St. Joseph's Collegiate Institute	Buffalo, NY	Mt. La Salle, Naka, Nigeria	2928.75
St. Mary's College High School	Berkeley, CA	St. Mary's School, Nyeri, Kenya	2240.00
St. Michael's High School	Santa Fe, NM	St. Joseph School, Keren, Eritrea	2110.27
St. Patrick High School	Chicago, IL	St. Paul's School, Marsabit, Kenya	4500.00
St. Paul's School	Covington, LA	St. Paul's School, Marsabit, Kenya	10000.00
St. Peter's Boys High School	Staten Island, NY	St. Mary's School, Nyeri, Kenya	5000.00
St. Raphael Academy	Pawtucket, RI	St. Mary's School, Nyeri, Kenya	4059.12
St. Raymond Boys High school	Bronx, NY	St. Mary's School, Nyeri, Kenya	900.00
Totino-Grace High School	Fridley, MN	St. Joseph School, Keren, Eritrea	2000.00
		<b>TOTAL</b>	<b>\$209,262.23</b>

\*SF District/Justin-Siena Mosquito Net Project benefitted the ff. twin schools in Africa: Kenya—Child Discovery Centre, St. Mary's, Rongai A&T, St. Paul's; Ethiopia—St. Joseph's (Nazareth).

*Thank you for participating in the USA-Toronto Region Twinning Program and for the generous contribution to your Lasallian Twin School in Africa!*



# 2011 Distinguished Lasallian Educators

BY CELINE A. QUINIO

(L-R) Front: Honorees Bro. Frederick Mueller, Bro. Michael McKenery, Dr. William Price, Michael Foley, Dr. Tracie Burke, Christopher Winiarski, Diahann Larson, Michael Daniels. Back: District Representatives Alan Weyland, DENA Director of Mission; Bro. Mark Snodgrass, MW Auxiliary Visitor; Charles Legendre, NO-SF Director of Mission; Gery Short, SF Director of Education. Photo by Phil De Rita.

*The Distinguished Lasallian Educator (DLE) Award honors an educator who exemplifies the ideals of St. John Baptist de La Salle, Patron of Teachers. In particular, the 2011 DLE awardee is one who has demonstrated his/her "faith in action" in outstanding ways according to the spirit of the 2011 Huether Conference. The awardees are nominated by their respective Districts and honored at a banquet on the final day of the Conference.*

**DR. TRACIE BURKE**  
 Midwest District  
 Chair, Dept of Psychology  
 Christian Brothers University

**T**racie Burke embodies the spirit and zeal of a true Lasallian educator. She is known for her love of students and her absolute passion for her profession as educator. She is innovative and totally attuned to the changing nature of the student body. She adapts her teaching practices to keep

her classes vibrant and fun, while, at the same time, maintaining a high standard for student work.

Her devotion to civic engagement has always been the thread that has run through her classes. She is a fervent supporter of helping others, whether it is responding to a call from a local agency which has run short of food to give away, or to bring students over to meet and help the Brothers community.

“Our Lasallian motto at Christian Brothers University is ‘Enter to learn, Leave to serve,’” said CBU President, Dr. John Smarrelli, Jr. “Dr. Burke makes sure her students leave with that lifelong desire to serve society in meaningful ways.”

**MICHAEL DANIELS**  
 San Francisco District  
 President, De Marillac Academy

**M**ichael has demonstrated a deep seated conviction for justice and the rights

and dignity of the poor throughout his life. Out of college, he joined the Jesuit Volunteers and served as a Coordinator for the Interfaith Committee for Worker Justice in San Diego and the Assistant Coordinator of Development Education for Los Niño’s International in Tijuana, Mexico. He moved to Northern California and became Director of Campus Ministry for Sacred Heart Cathedral Preparatory. He was acclaimed by the faculty and students at Sacred Heart for coordinating and leading retreats, liturgies, and service programs.

As president of De Marillac Academy in the Tenderloin neighborhood of San Francisco, Michael has shown extraordinary fortitude and faith. His commitment to the educational mission of De Marillac resonates with De La Salle’s founding charism of providing an effective, life-changing education for children of the poor and working classes. Under his leadership, the school has continued

to thrive. He has made De Marillac Academy an integral part of the Tenderloin community, while providing a haven for students, a resource for parents and families, particularly immigrant families. Today, the school serves as a model for “educating the young, especially the poor.”

#### MICHAEL FOLEY

*District of Eastern North America  
Guidance Counselor  
Bishop Loughlin Memorial High School*

Michael Foley is an extraordinary human being, a talented educator and an exemplary Lasallian. Mike began his career at Bishop Loughlin Memorial High School in 1988 as a member of the Religion Department and has been a valued member of the Guidance Department since 1994. “I am convinced that our Founder, St. John Baptist de La Salle, would say that Mike is exactly what he had in mind to perform the miracle of touching hearts,” stated a colleague. Mike is particularly noted in the Loughlin community for his commitment to service. He is a model of Christian service and inspires students to make a difference while at school and long after they graduate from Bishop Loughlin.

As Lasallian Youth coordinator, Mike has successfully engaged hundreds of students in building faith, forming community and performing service. Mike is focused on the goal that this activity should be student led. He is very attentive to identifying student leaders and then providing opportunities for them to test and hone their skills.

As a zealous promoter of the Twinning Program, Mike has raised

more than \$100,000 for Saint Mary’s Boys Secondary School in Nyeri, Kenya since 2005. Mike has organized several service trips to Saint Mary’s with Loughlin faculty, staff and students.

#### DAHANN LARSON

*New Orleans-Santa Fe District  
Director of Lasallian Ministry  
St. Michael’s High School*

Diahann Larson came to St. Michael’s High School in 1993 as a science teacher and coach. In the last few years, as the administrative structure of St. Michael’s High School has gone through changes, Diahann Larson has been a consistent, positive leader for students, parents, teachers and staff. She has increased awareness and understanding of the Lasallian tradition and values by leading formation programs, and by initiating Kairos and other opportunities for students to deepen their relationship with God.

When called upon with only a moment’s notice to speak or lead a discussion on the core principles, she greets these opportunities with enthusiasm, showing a true devotion to her work as a Lasallian educator. “She has helped us grow in our Lasallian spirituality,” said her fellow teachers. “She lives the Lasallian core principles...shows us daily what it means to be a Lasallian educator...embodies the spirit of De La Salle.” She is a caring and loving teacher, and extremely patient with her students. “Diahann is the perfect ambassador for Christ who teaches minds and touches the hearts of everyone she meets.”

#### BRO. MICHAEL MCKENERY

*District of Eastern North America  
President  
La Salle Academy—Providence*

Bro. Michael McKenery was appointed president of La Salle Academy in 1998. In this role, he has brought his vision of education to every program entity at the high school level. At the same time, he has also “touched the hearts of the students” and calls each student by name.

“Brother Michael does not seek public recognition,” said Bro. Frederick Mueller. “He is just as happy with a hug from a colleague or a ‘thank you’ from a student athlete for being present at an athletic contest.”

As president of La Salle Academy and during his entire life as a Brother, Bro. Michael has demonstrated what it means to move “faith into action.” “He is a people-person and an accomplished administrator, a doer and a builder, a giant of a man with a child’s heart, loving the creative arts...”

“Bro. Michael speaks from his heart to the hearts of those who are in his presence. He truly believes in the mission of the Lasallian schools and is able to win people over, even those who initially are in doubt.”

*Continued on Page 28*



**DR. WILLIAM PRICE**

*District of Eastern North America  
Professor and Chair, Department of  
Chemistry and Biochemistry  
La Salle University*

**W**illiam Price exemplifies Lasallian values through his quest for spiritual growth and service to others. Bill has an unending passion for issues that exhibit his humanity and his deep concern for our world and man's place in it. This is evidenced by the courses he has taught and developed, which include Organic Chemistry, Ethical Issues in Modern Science, Environmental Ethics, and The Ethical Brain. His current research includes a collaborative effort with The Children's Hospital of Philadelphia. All of his work indicate a continuous pursuit for an answer to a question that combines science and religion: What makes us human? He invites students in that pursuit and invariably suggests to them that they have an obligation to give back, a concept that La Salle University students hear frequently.

That ideal is the center of Bill's personal life. He is an active member of his church and has for many years organized its youth group. He has led retreats and mission trips and brought a young Kenyan student into his home, giving her a chance for a better life. For Bill, "love thy neighbor" has global implications.

La Salle University has recognized Bill's contributions to social change, in both his personal life and professional life, by honoring him with the "Brother Scubilion Rousseau Justice Award."

**CHRISTOPHER J. WINIARSKI**

*Midwest District  
Director of Campus Ministry  
La Salle High School, Cincinnati, OH*

**C**hristopher J. Winiarski has been recognized by professional organizations, school administration, professional peers, and students as a "truly concerned Christian educator" who effective, influential and transformational. La Salle High School President Thomas Luebbe and Lasallian Animator Philip Reichle consider Chris to be a real blessing to the school community. An alumus, he returned to La Salle in 2001.

"The impact Chris has instilled on our school community during the first 10 years of his career is many times the influence exerted by individuals who have spent 30, 40 or more years here," said Luebbe. "Passionately, he demonstrates a genuine interest in every student and adult and possesses a sincere concern for their spiritual growth. He is a highly instrumental leader, challenging all within our community to live the message of our Lasallian Mission. By his own strong sense of commitment and personal example, he demonstrates to others the importance of putting his faith into action to address the needs of social justice for the less fortunate throughout our immediate community, city, nation, and world."

"I am amazed at how many of our graduates come back to see him and how he welcomes them with open arms. He is sensitive to their needs and always has an open ear to their problems. Chris is a mentor, teacher, friend, and brother to many."

**JOHN JOHNSTON, FSC  
AWARD**

**BRO. FREDERICK  
MUELLER**

*District of Eastern North America  
Coordinator of Faculty/Staff  
Professional Development and  
Lasallian Formation  
La Salle Academy  
Providence, RI*

**A**s a Brother of the Christian Schools for over 45 years, Bro. Frederick C. Mueller has served as a teacher and school administrator. He has held positions of leadership at the District, Regional, and Institute levels. Bro. Fred served on the design team for the Buttimer Institute of Lasallian Studies and the Lasallian Leadership Institute and is on their faculty. He has published monographs and articles and has lectured extensively on various Lasallian topics.

Through his support of students and faculty, Brother Fred shows "the power of loyalty and friendship within the Lasallian world and the need to always strive to be a better student, a better teacher, and a better community."

"I am humbled yet honored to be selected as the 2011 recipient of the Bro. John Johnston, FSC Award," Brother Fred remarked. "I count Bro. John and the prior recipients of the award as friends and Lasallian mentors on my Lasallian journey; thus, I am humbled to be in their company, the company of Lasallian giants."

# Huether 2011 Inspires Advocacy for Those in Need

BY ELIZABETH MOORS JODICE

The 2011 Huether Lasallian Conference carried the theme *Faith in Action: Civic Engagement Through Lasallian Education*. Keynote presentations and breakout sessions focused on advocating for students, service learning, civic engagement and social justice.

Charlie Legendre, Director of Lasallian Mission for the New Orleans-Santa Fe District, linked the conference theme to the recent pastoral visit of Superior General Brother Álvaro Rodríguez Echeverría to the Region. “In his visit with us, Brother Álvaro frequently mentioned the significance of the time in which we live—of the needs in our world and of our Lasallian response to those needs. Our recent Huether Conference further highlighted the state of children in this country. The needs cry for a commitment, an ownership of the mission which declares, ‘I’m all in,’” said Legendre.

Participants returned to their ministries with a renewed desire to be “all in.” “The consistent message that my voice can count if I let it be

Several quotes in this article are from a newsletter by Charlie Legendre, Director of Lasallian Mission for the New Orleans-Santa Fe District.

heard inspires me to be a stronger and louder voice for those in need,” said Diahann Larson, Director of Lasallian Ministry at Saint Michael’s High School and a 2011 Distinguished Lasallian Educator.

Lasallians were inspired by the three keynote speakers. Most Rev. Gerald F. Kicanas, DD, Bishop of Tucson, AZ, provided the spiritual and Catholic foundation for the conference in his opening address. “His understanding of the Lasallian Educational Mission, through the work of San Miguel High School in Tucson and his knowledge of the larger Lasallian Family was clear,” said Heather Malia Ruple, Director



Christian Brothers Conference Executive Director Maggie McCarty with keynote speaker Rev. Gerald F. Kicanas, DD, Bishop of Tucson, AZ.

of Lasallian Student Programs for the San Francisco District. “His words, tailored to the Lasallian Family, both challenged and inspired. He reminded listeners of the power of hope in the lives of our students and clients.”

Bruce Lesley, First Focus President, presented an overview of critical issues facing American children and their families today. He cited where these issues are covered in the current federal budget and shared valuable insights on how to become better advocates for children through building relationships with lawmakers and government program providers.

Marian Wright Edelman, President and Founder of the Children’s Defense Fund, addressed how America will provide for the essential elements necessary to foster the growth and prosperity of children in the future. “Seeing someone who has been in the trenches doing good work for so long was extremely inspirational,” said Greg Albanese, Religious Studies Teacher at La Salle Academy in Providence, RI.

The more than 20 breakout sessions also inspired the participants. Aaron Hampel, Coordinator of Campus

*Continued on Page 36*

# El Otro Lado: Immersed in Immigration

BY ELIZABETH MOORS JODICE



Cathedral students at the wall in Nogales Arizona.

A unique program takes Lasallian students out of the classrooms and pushes their comfort zones to expose them to the stark reality of immigration along the Arizona/Mexico border. San Miguel High School in Tucson, AZ leads students on this eye-opening journey through *El Otro Lado*, an immersion program that highlights various perspectives on immigration.

San Miguel began El Otro Lado in 2008 based on a previous immersion program of the San Francisco District called VENAVER, which took students to Tijuana to experience the lives of impoverished people and to perform service. Program Coordinator Alma Mejía-García developed El Otro Lado when escalating drug violence in Tijuana made the trips too dangerous.

Over several days, El Otro Lado teaches students about the positions of humanitarian nonprofits, the federal government, Native Americans, and American ranch owners in the Tucson Border Patrol District. The program shows students the physical realities of immigration, empowers them to fight for social justice, and connects the diverse Lasallian community. It also helps students recognize and break stereotypes of migrants, and people living and working on the border.

The program offers the option of walking into Nogales Sonora, Mexico to serve recently deported migrants at a soup kitchen. Students tour the largest border patrol station in the country, the Nogales Station. They also sit in a formal court proceeding in Tucson called Operation Streamline where migrants are tried in groups of 60-70. Additionally, they meet with a federal public defender for an explanation of the legal proceedings. Participants also have the option of doing other activities if they choose not to enter Mexico.

El Otro Lado welcomes other Lasallian schools. Cathedral High School in Los Angeles, CA; La Salle Catholic College Preparatory in Milwaukie, OR; Saint Paul's School in Covington, LA; and Saint Mary's College High School in Berkeley,

CA have participated. Saint Mary's University of Minnesota in Winona will send students for the first time in March 2012.

The program often changes students' views on immigrants. "This trip helped me to respect and value the individual and to see God in all people," said Noah Banks, La Salle Prep student, after his December 2011 experience.

El Otro Lado also influences their relationships with God. "I realized that God is with us in our toughest times and that we shouldn't doubt but rather move closer to him," said San Miguel student Marly Cesarez.

In order to prepare for this experience, San Miguel students are required to attend five preparation sessions and community activities. San Miguel provides a resource binder to visiting schools to help prepare those students. The experience doesn't end at the conclusion of the program. Many schools conduct follow up activities, including blogging and sharing the experience with their wider school communities.

For Mejía-García, the most important thing is to teach students the importance of learning different perspectives that surround controversial issues. "Students should leave El Otro Lado with the notion of the importance of using what they know about every perspective to effectively face issues and always act justly," she explained.

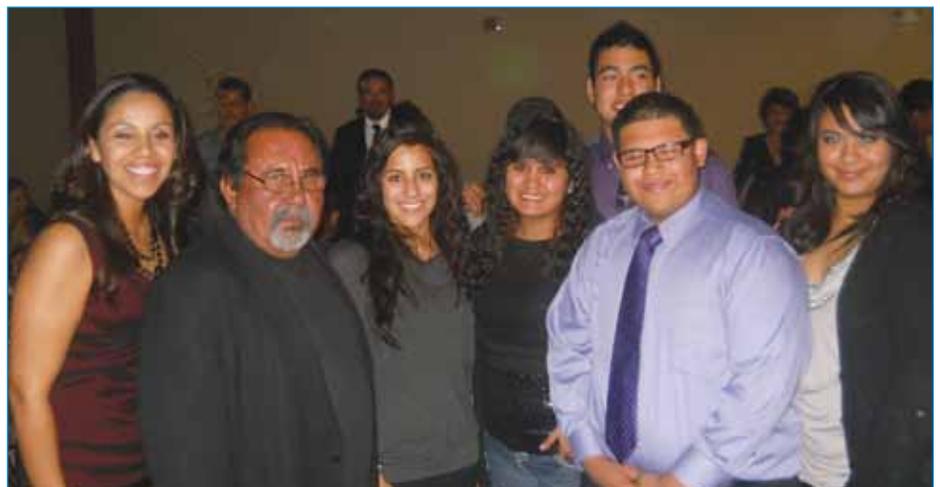
If your school would like to participate in El Otro Lado, call Mejía-García at 520-294-6403 X1206 or e-mail her at [mejia-garciaa@sanmiguelhigh.org](mailto:mejia-garciaa@sanmiguelhigh.org).



La Salle students preparing a meal at the Comedor, Kino Border Initiative.



San Miguel and La Salle students putting out water for migrants on their way to visit a shrine constructed by migrants.

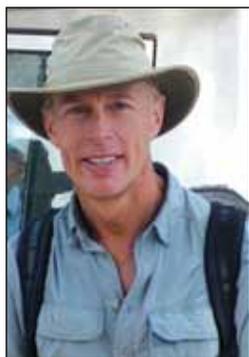


El Otro Lado students with Congressman Grijalva at a recognition dinner.

# Rebuilding Education in South Sudan

BY BROTHER CRAIG FRANZ, FSC

The massive destruction of life and property caused by a decades-long civil war in South Sudan would require an equally massive response from the Catholic Church if the country was to move forward. Fortunately, just prior to the Rome visit by a Sudanese Bishop who carried the request for help, a bellwether International Congress had convened. That Congress set the stage for the Church's work in South Sudan by encouraging men's and women's religious congregations to be imaginative in creating responses to emerging social problems. And so, through the collective organizational bodies of the Union of Superiors General (men's congregations) and the International Union of Superiors General (women's congregations), an appeal was made to all of the congregational sisters, brothers and priests in the Catholic Church. Their war-torn country desperately needed massive assistance as it began an internationally mandated period of United Nations enforced peace.



Brother Craig Franz is executive director of La Salle International Foundation in Washington, DC, which represents Solidarity with South Sudan in the USA.



When Solidarity began its programs, only 22 percent of children in South Sudan went to school and 2.3 percent completed primary school. As a result of Solidarity's efforts and those of other NGO's, the percentages have improved during the initial time since the signing of the Comprehensive Peace Agreement (6 years). Photo by Paul Jeffrey.

That was something new. For most in South Sudan, peace was something they had never experienced.

The head of the Union of Superiors General at the time was Bro. Álvaro Rodríguez Echeverría, Superior General of the Brothers of the Christian Schools. Under his guidance, a commission was sent to South Sudan to determine how best the Church could aid people who had suffered so much for so long.

The proposed response was something which established a new and effective paradigm for inter-congregational action: joint custody of the problem. Under such a scenario, all

religious congregations would offer what they could to assist through their donation of time, talent or financial resources to support work in the areas of education, health and pastoral services. While no single congregation had sufficient resources to independently address a comprehensive solution to South Sudan's problems, a confederation of congregations working together in *Solidarity* could accomplish what would be impossible for one congregation to do.

From this effort *Solidarity with South Sudan* was born. Today, its membership includes more than 180 religious



Solidarity Teacher Training College in Yambio. Construction was completed in 2011. Photo by Bro. Craig Franz.

male and female congregations who are uniting together to offer financial resources, personnel or in-kind gifts in support of this ambitious reconstruction of educational, health and pastoral sectors in South Sudan.

To assist in helping to fashion a response to the need for pedagogical improvement in South Sudan, the De La Salle Christian Brothers volunteered to take leadership of the educational component of

*Solidarity's* programming. At that time, less than 15 percent of the teachers were professionally credentialed. Children commonly sat around under a tree for their educational instruction; only 10 percent of the students received their classes in a classroom. To make matters worse, nearly 26,000 additional teachers were needed to fill the gap remaining from educational system losses through years of civil war.

To address the educational needs of an emerging new country, the Brothers decided to concentrate on teacher training for primary school teachers rather than to establish new schools for students. They believed that by training 500 teachers to be effective in the classroom, they would be able to positively impact the minds and hearts of 50,000 children. And so, the ambitious program of offering teacher training from centers in Malakal and Yambio was launched.

As Sudan's civil war had destroyed almost all of the South Sudan's educational infrastructure, the initial challenges to *Solidarity* were enormous: obtain land, draw architectural plans, hire qualified contractors, raise sufficient funds, and then build the facilities for educational facilities in these locations. Personnel with competence in training teachers would have to be solicited from partner religious congregations; programs would have to be developed because government-approved teacher training curricular materials were either difficult to obtain or—more commonly—simply didn't exist.

*Continued on Page 34*



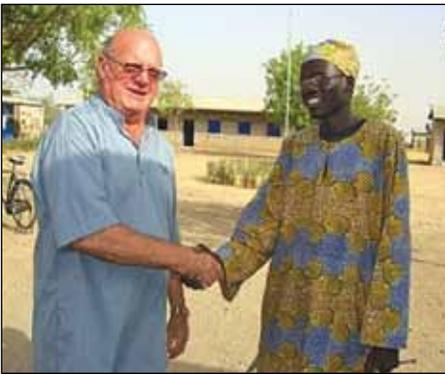
Sudanese perform a liturgical dance. Photo by Bro. Craig Franz.

## SOUTH SUDAN

Continued from Page 33



Justin engages Brothers Dennis Loft and Jorge Gallardo in a lively conversation. Photo courtesy of Solidarity with Southern Sudan.



Brother William Firman with one of the teacher trainees. Photo courtesy of Solidarity with Southern Sudan.



Brother Heldon Fernando in his class at the Malakal Teachers Training College. Photo courtesy of Solidarity with Southern Sudan.

Without supply routes and the needed construction personnel, it would take almost five years to accomplish these tasks. To put this in perspective, moving equipment and supplies across the country often required obtaining resources in Khartoum and barging it up the Nile or going to Uganda and

purchasing supplies in Kampala while trucking it to the site over dirt roads replete with mercenary “pirates.”

Even before the schools were constructed, *Solidarity* teams of Catholic religious men and women from their staffing centers in Malakal and Yambio began teaching English and conducting teacher training preparation classes at various locations around South Sudan. As such, *Solidarity* was able last year to instruct approximately a thousand teachers in such locations as Leer, Gumbo, Renk, Nazra, Nandi, Ezo, Tombura, Riiminze, and Torit.

Some of the initial De La Salle Christian Brothers to assist in *Solidarity*'s efforts were Brothers Anton de Roeper, Agustin Ranchal Sanchez, and Marco Antonio Moreno Siqueiros. These three Brothers were the Institute's first response in staffing *Solidarity*'s educational efforts, but more would follow. Brothers William Firman, Heldon Fernando and Dennis

Loft have taken up responsibilities passed to them by these initial three Brothers. While Brother Heldon has finished his teaching in South Sudan, Brother Bill and Brother Dennis continue to administer and instruct in the *Solidarity* programs. The first native Sudanese Brother, Joseph Denk Alak, is expected to join the *Solidarity* team in early 2012 after finishing the CIL (International Lasallian Center) program in which he is currently enrolled.

Significant support from the program came from other De La Salle Christian Brothers involved in the fundraising, planning and construction aspects of *Solidarity*. These Brothers include Brother Amilcare Boccuccia and Brother Pedro Arrambide from their offices in the Secretariat for *Solidarity* and Development (Rome) and Brother Craig Franz from La Salle International Foundation (Washington, DC). Peter Stemp, a Lasallian graduate of Saint Mary's College of California, volunteered



John Awol is learning to improve his English and teaching techniques in a training program sponsored by Solidarity with Southern Sudan. Photo by Paul Jeffrey.

for a year to assist the Rome Office with grant writing and other communications for *Solidarity*. Brother Steve Tuohy serves on the Finance committee of *Solidarity*, which he chaired for several years. Support of *Solidarity* has also come from Brother Paul Smith who heads the Lasallian Foundation in Australia. Brother Jorge Gallardo, a General Councilor, is the Institutional liaison between the De La Salle Brothers and *Solidarity*, playing a major role on the Executive Committee of the *Solidarity's* Board of Directors. While Brother Álvaro's enormous institutional responsibilities keep him from playing an active role in *Solidarity*, he continues to be informed of this important project which is close to his heart.

As of today, the facilities have been completed in Malakal and Yambio. In Malakal, this includes a staff house for all associated with the inter-congregational educational efforts at that location, a classroom building, administrative offices, library, computer lab, science facility and dormitories for students. Yambio is also fully constructed with classrooms, administrative offices, library, science facilities, dormitories, staff housing and cafeteria. These two centers of education will become the hubs for pre-service training as well as in-service training. The goal of *Solidarity* is to transition all of the programs and facilities to the South Sudanese people themselves in the next 5 to 10 years.

As *Solidarity* moves toward the future, it looks to initiate a formal pre-service program at both Malakal and Yambio for native Sudanese who are interested in training to become teachers. It will continue to expand its in-service program which helps to formally train current



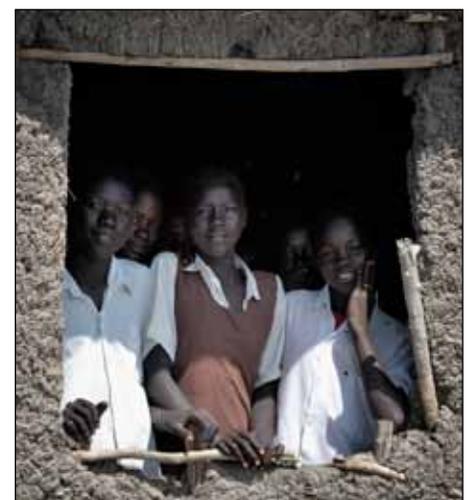
There is a need for 26,000 primary and secondary school teachers in South Sudan. *Solidarity with South Sudan* instructed approximately one thousand teachers in 2010. Photo by Bro. Craig Franz.

teachers. In this regard, *Solidarity* is among the top two providers of teacher training in the entire country. As such, *Solidarity* is not only having an impact on children who attend classes taught by *Solidarity*-trained teachers, it is helping to fashion the standard for primary education across the entire country.

Individuals and agencies interested in supporting the work which *Solidarity* is accomplishing throughout South Sudan are welcome to join. Tax deductible funds to help sustain *Solidarity's* important educational work can be donated to *Solidarity with South Sudan* through its USA representative, La Salle International Foundation. Professionally qualified teacher trainers who are interested in assisting our efforts by volunteering with us in South Sudan and who can offer at least two or three months of service are also welcome. English-speaking Brothers who have professional credentials in education are especially encouraged to apply for two or three years of service in South Sudan.

In a recent report, Brother Amilcare Boccuccia, Chair of the Fundraising

Committee for *Solidarity*, said, "The progress made by *Solidarity* is both impressive and incredible. Impressive because it has grown to be an extensive, effective program helping South Sudan achieve greatly needed human capacity in teacher training...incredible because what was originally unthinkable has been accomplished." The hard work of many faithful people coming together to collaborate has resulted in accomplishing both the impossible and the incredible each day through *Solidarity with South Sudan*. ■



Students at the Bander Boys School, a government-run school in Malakal. Photo by Paul Jeffrey

## HUETHER

*Continued from Page 29*

Ministry at La Salle High School in Cincinnati, OH, was touched by a presentation from a La Salle University sociology professor about how perceptions of race are changing. “Charles Gallagher explained that even though there are many indicators that racism exists, many of our students are ‘blind’ to this issue because the picture that popular media and advertisement represents is that of a mixed race in everyday and professional settings,” he said. “This was helpful for me as a teacher because to address the issues of racism in my school I first must understand their viewpoint on the topic.”

Joey Scaffidi, AFSC, President/Principal of Christian Brothers School in New Orleans, LA, was impacted by a session he hadn’t even planned to attend. At first, the presentation given by Martin De Porres staff on social and cultural issues made him feel guilty when hearing of the challenges they face with the troubled youth they serve. That feeling did not last long when he realized—despite their differences—their approach to students was similar. “At the heart of the approach (whether educational or in treatment) is the value placed upon the relationships between teacher and student,” he said. “At the conclusion of the presentation, I no longer felt guilty. Instead, I felt more connected to my colleagues at Martin De Porres as our work is clearly more similar than it is different.”

Many Lasallians left Huether inspired to spread the message in their ministries and take action.



2011 Huether participants in the Congressional Auditorium of the US Capitol Visitors Center listen to Bruce Lesley, President of First Focus, who spoke on “Becoming a Voice for Children: Effective Advocacy for Children’s Rights.”



Panel responding to Lesley’s presentation (L-R): Ms. Tasha Hensley, Legislative Assistant to U.S. Senator Mary Landrieu (D-LA); Congressman David Cicilline (D-RI 1<sup>st</sup> District); Rev. Brenda Girton-Mitchell, Director, Center for Faith-based and Neighborhood Partnerships, Department of Education; and Congressman Steve Chabot (R-OH 1<sup>st</sup> District).

“Our school already has many programs for social justice and helping the poor,” Ron Geyer, Assistant Principal at Saint Michael’s High School in Santa Fe, NM. “Huether has created a desire for me to become more involved individually in this area.”

The 39<sup>th</sup> annual Huether Lasallian Conference will build on the 2011 theme by transitioning from domestic topics to tackle international advocacy and social justice issues. It will take place in Washington, D.C. November 15-17, 2012. ■

## IN MEMORIAM

*"Those who teach others unto justice shall shine like stars  
for all eternity." —Book of Daniel, 12:3*

- **Bro. Matthew Buckley** (DENA) passed away October 12, 2011
- **Bro. Michael Collins** (MW) passed away January 8, 2012
- **Bro. Ultan Alexius Dougherty** (SF) passed away December 1, 2011
- **Bro. Michael Finnegan** (DENA) passed away October 6, 2011
- **Bro. Clarence Fioke** (NOSF) passed away October 4, 2011
- **Bro. Edwin "Ned" Grillet** (NOSF) passed away December 29, 2011
- **Bro. Vincent Hogan** (DENA) passed away January 11, 2012
- **Bro. Dominic Jordan** (DENA) passed away February 8, 2012.
- **Bro. Donald Mansir** (SF) passed away October 8, 2011
- **Bro. Stephen McCabe** (DENA) passed away January 16, 2012
- **Bro. Edward McGuire** (DENA) passed away February 10, 2012.
- **Bro. Jerome Rademacher** (Midwest) passed away February 15, 2012.
- **Bro. Gary Eugene Smith** (MW) passed away on December 24, 2011

## CALENDAR OF EVENTS

### MARCH 2012

15-17 Lasallian Leadership  
Institute-East  
Mt. Pocono, PA

22-24 Lasallian Leadership  
Institute-Midwest  
Belleville, IL

### APRIL 2012

13-15 Sangre de Cristo Center 50<sup>th</sup>  
Anniversary Celebration  
Santa Fe, NM

16-19 Regional Vocation/  
Formation Committee  
New Orleans, LA

25 Regional Finance  
Committee

### MAY 2012

9-15 New Visitors Meeting

### JUNE 2012

20-23 RCCB Meeting  
Baltimore, MD

24-July 6 Buttimer Institute of  
Lasallian Studies  
Moraga, CA

### JULY 2012

8-13 Lasallian Social Justice  
Institute  
Tucson, AZ

5-19 Called To Be Brothers  
Assembly  
Romeoville, IL

### OCTOBER 2012

24-27 RCCB  
Chicago, IL

### NOVEMBER 2012

15-17 Huether Lasallian Conference  
Washington, DC

## SAVE THE DATE

- Buttimer Institute of  
Lasallian Studies  
**June 24-July 6, 2012**  
Saint Mary's College of  
California, Moraga, CA
- Lasallian Social Justice  
Institute (LSJI)  
**July 8-13, 2012**  
Tucson, AZ
- Huether Lasallian  
Conference  
**November 15-17, 2012**  
Washington, DC
- 2013 LASSCA Conference:  
**February 24-27, 2013**  
Tucson, AZ

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