

the BRIDGE

ACADEMY OF THE SACRED HEART

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MESSAGE FROM THE HEADMASTER

As we enter another exciting year at the Academy of the Sacred Heart, it is the ideal time to unveil the new name and layout for our school magazine. After considering the information we collected from focus groups, the consensus was that we should keep a shortened version of our original title, *Good News and the Bridge*. Many factors influenced our decision to go in this direction.

This is a communication piece that helps us to tell our story to parents, grandparents, alumnae, family and friends effectively “bridging” our constituencies.

It reminds us that our girls have traditionally “crossed the bridge” from the Primaries to the Preparatories and how we “bridge” Napoleon Avenue to connect our two campuses. Our mission remains one of providing the young women of New Orleans with an outstanding opportunity for a Sacred Heart education from Toddler through 12th grade. *The Bridge* has been redesigned to give you “a closer look” at the cutting-edge activities going on at Sacred Heart today.

We hope that you enjoy our feature article, *Destination: College*, which highlights the new high-tech “Naviance Program” that our Academics (Upper School students) are using to give them an edge with their college application process.

From Day One spotlights the value of our innovative Little Hearts Program and the positive effect that our developmental Pre-primary program will make in a young girl’s education.

We also showcase the community outreach work our Academics are doing in Costa Rica during their summer vacation break, and their perspective on what it means to be part of a global community. Sacred Heart schools throughout 44 countries of the world have begun an initiative that will emphasize Global Education as an integral part of Sacred Heart curriculum worldwide. Our Costa Rica experience is one opportunity; the presence during January 2008 of six students from our Sacred Heart school in Chile is another. We recognize that understanding issues of a global nature is a relevant standard for our students who will be leaders of the future.

Another article highlights the new community of Sacred Heart sisters on Bayou Road that is offering housing to volunteers traveling to our city who help with the rebuilding effort in New Orleans. Finally, we offer a recap of another successful and spirited Reunion Weekend in October that honored Alumnae as far back as the Class of 1934.

I hope you enjoy this issue, and I send best wishes to the entire Sacred Heart community for a New Year filled with prosperity, opportunity for growth and peace.

Best personal regards,

Tim Burns

Tim Burns
 Headmaster





GUIDING STUDENTS ALONG THE WAY

The college search process is a journey that begins as soon as our students enter Upper School at Sacred Heart. For the next four years they will work with their parents and college counselor to understand their range of college choices, compile a list of the criteria important to them in a school, and assemble the tools to help present themselves effectively to the institutions they wish to pursue.





While the college admission process becomes increasingly more complicated and competitive, Sacred Heart provides students and parents with a number of resources to make this all-important decision, including their own personal guide, Julie Hauber, the Upper School college counselor.

After a decade of service as a computer teacher at Sacred Heart, Hauber replaced Margaret Birtel, who served as college counselor for twenty-three years. Prior to teaching at Sacred Heart, Hauber worked at Tulane University with incoming freshmen and then with premedical students and their applications to professional school. She has a master's degree in counseling and has piloted two daughters through the college process as well.

Hauber believes the changeover has been smooth, having transitioned with Birtel most of last year, visiting colleges and attending meetings. Since last spring, she has attended the Annual Conference for College Counselors at Girls' Schools, the National and Southern Association for College Admission Counseling meetings, the Southern Institute for College Counselors, and the Harvard Summer Institute. She visited over fifty schools in less than six months' time. Being on the road periodically and visiting new schools is a necessary pleasure for Hauber that benefits her students with the information she gathers and the relationships she builds with admission officers.

Naviance

Last spring, Hauber researched and set up a web-based program to help students with exploring schools and tracking their applications. This program, Naviance, complements the well-established, traditional college planning methods put in place by Birtel. It helps students keep track of the myriad of information needed for their college applications beginning their junior year. They can look at scattergrams with data of previous applicants

to help them determine their "safety," "likely," and "reach" schools. They can research individual programs, majors, extracurricular activities, and more. Access to college websites and emails are a click away. Deadlines are automatically provided for any schools they add to their list, and updates on college rep visits are provided to them through the program. Senior Tiffany Cossich said she believes the new Naviance system has made the college admission process much easier. "It allows us to compare our grades with the grades of past seniors and helps us to evaluate our chances of acceptance," she said. "It also makes it easier to communicate with Mrs. Hauber and other teachers for recommendations and transcripts, which can now all be done through the Internet."

Pointing to the future

College planning starts well in advance of college visits. Students meet with the college counselor as freshmen to get an overview of what they need to do in Upper School in classes and what they need to demonstrate in their co-curricular activities. Such plan-

ning continues through the sophomore year. Students also get a sense for the standardized tests involved, as they take the NEDT as freshmen, and the PLAN and PSAT as sophomores.

As juniors, students take the PSAT again, as additional preparation for the SAT and for the National Merit competition. College counseling intensifies at this stage, with several group and individual meetings. Students meet with college representatives at school, make college visits, prepare for and take the SAT and ACT, draft their college essays, and pull together application information. To help prepare for testing, Sacred Heart has set up a concentrated month-long ACT Prep Course for juniors to review the skills covered on the test and provide them with valuable practice.

As seniors, students complete their applications, get recommendations, take any additional tests, and await admissions decisions. Even though the intensity increases junior and senior year, Hauber still wants the students to enjoy the process. "The increase in college applications has fueled an anxiety



Every January, our recent graduates are invited to return to speak to the seniors about transitioning to college. Here are some of the comments that they shared about how well Sacred Heart prepared them for college.

"Sacred Heart instilled in me the importance of abiding by an honor code and taking pride in your own work. At Sacred Heart, I learned that being honest and always doing your own work shows a great deal of self-respect which is something you can carry with you throughout your life. My Sacred Heart education definitely made the transition to college easier, especially in terms of reaching out to faculty for extra help, participating in classes and time management."

– Marianna Barry '05 – New York University

"My teachers at ASH were always so helpful because they wanted you to do well. In college, you are on your own. I loved my Sacred Heart education and feel very well prepared for Virginia!"

– Lucy Boyd '07 – University of Virginia

"My education at Sacred Heart instilled in me a confidence that gives me pride in my work and most importantly, strength to pursue my goals."

– Liz Sowa '07 – University of Georgia

"The level of thinking we became accustomed to at ASH was so impressive and so beyond what other students can do."

– Kristen Tomeny '07 – University of Georgia

"Sacred Heart not only gave me the knowledge that I needed to be prepared for my college courses, but also gave me the opportunity to develop my problem solving and critical thinking skills, which have been indispensable both inside and outside the classroom."

– Alden Adolph '07 – Dartmouth

"The curriculum at Sacred Heart is well-rounded, well-organized and helped us develop our critical thinking skills."

– Angela Noya '04 – LSU

“At Sacred Heart, I was taught about college life and what to expect. I specifically remember Mr. Deschamps saying, ‘In college English courses, they are not going to want these simple five paragraph essays you’ve been taught to dish out your whole life, so why would I make you write them now, when you are a year away from that?’ He wanted us to progress as writers. On my first college essay, mine was used as an example for the rest of the class as how not to do the simple five paragraph essay. I was astonished.”

– Eleanor McAuliffe '07 – Catholic University

“The Sacred Heart education I received taught me to fully engage the material from every class. When I graduated, I understood that learning incorporated so much more than getting good grades; it meant taking every opportunity to broaden one’s own horizons. It allowed me to see the big picture.”

– Sarah Manthey '06 – Tulane University

“In addition to providing me with the skills and experience of writing research papers and preparing professional presentations, my Sacred Heart education instilled in me the confidence to challenge myself academically and socially. Through my experience with oratory and the Senior Speech at Sacred Heart, I felt I had enough experience in public speaking to contend with upperclassmen as a freshman member of the Undergraduate Student Government. The following year, I was appointed to be the Newcomb Senate Whip, which was essentially the head Senator for the women. Additionally, I find my religious education to be a very unique and valuable asset. Sacred Heart taught me to understand and live the Catholic faith, but it also taught me how to understand the values of many other religions. Living with a Jewish roommate, I find I can talk to her about her own traditions, as well as share with her the traditions of the Catholic faith.”

– Jenny Comarda '04 – Tulane University

in the admissions process that wasn’t there when our girls’ parents applied to college,” said Hauber. “I would like the college application process to be more about excitement than anxiety for the students. Knowing what is involved in the application process and being in control of it can alleviate some of that anxiety.”

“The weekly updates, friendly reminders, and 24-hour attention has been extremely helpful,” said senior Amie Gervais who also described Sacred Heart’s college program as “stress free.” “It has made me feel current, connected with the college world, and encouraged to achieve my college dreams.”

Support from many directions

Students get plenty of support and guidance along the way from their counselor and teachers. In fact, one of the advantages of going to a school the size of Sacred Heart is that teachers establish personal relationships with the students. This is helpful not only when the student needs additional help in the class, but later when she needs a letter of recommendation.

Another source of support and guidance for students is their parents. Paralleling the process with their daughters, they get more heavily involved during the junior year. At parent meetings in junior and senior year, they learn what is involved in the current college application climate. Because of the importance of the partnership with parents, Hauber wants to involve them earlier in the junior-year process. “Engaging parents in the process, providing them with knowledge about what’s appropriate at different stages will be helpful all around,” she said. “It’s all about finding the college that best fits their daughter.”

Peers also bolster and provide information to each other. Recent graduates talk about their college experiences, upperclassmen give advice about applications from their

experiences, and classmates discuss where they are in the process and keep each other on track.

Summer College Tour

This year, for the first time, Sacred Heart is offering a summer college tour. The tour, set for July 26 through August 3 will take students on visits to about a dozen colleges and universities. The trip will take students through Tennessee toward Virginia and back through North Carolina, South Carolina, and Georgia. Students have been involved with planning the trip, picking the dates and deciding on which schools to visit. Paige Deichmann said she is excited. “There are only so many facts you can see from looking at websites or brochures,” she said. “I think the trip will let us sense the more intangible aspects of each college, like the layout of the campus, students, and general atmosphere.”

Nurturing young women

The college search process is one of self-assessment, awareness, reflection, and character building. Students develop self-confidence as they learn to deal realistically with their gifts and limitations—self-discipline, responsibility, and decision-making are at the core of this. “We’re nurturing young women, not applicants,” said Hauber. “We want them to go on to be women of strong character, conviction, and conscience more so than someone who got into a particular school.”

Ultimately, the aim is to find the best matches between students and colleges. In doing so, teachers and counselors are there to help students make those decisions. “We are also there to help our students—and their parents—make the transition to college,” said Hauber. “I want each girl to view her college choice with a sense of accomplishment as she moves on in her life’s new direction.”



“All of life is a journey – which paths we take, what we look back on, and what we look forward to is up to us. We determine our destination, what kind of road we will take to get there, and how happy we are when we get there.” – Anonymous



FROM ONE DAY

A Close Look at the Little Hearts Preschool Program



January is typically the time when parents start making educational plans for their children for the upcoming school year. Parents of young girls have a lot of options to consider when introducing them to the school environment—preschool or day-care, single-sex or co-ed. We offer this article to give you more insight into the Little Hearts Preschool Program at Sacred Heart.

A Sacred Heart education starts early

There are a number of excellent early learning programs in New Orleans, but what sets Little Hearts apart is its commitment to the Goals and Criteria of Sacred Heart education. The Goals are guidelines that Sacred Heart schools throughout the world use, and, even at this early level, they provide the underpinning of what happens in the classroom every day. “We feel the Goals are just as important for our young students as they are for the girls in the Middle School or Upper School,” said Toots Villeré, Sacred Heart’s Little Hearts and Preschool director. “We refer to them for everything from dealing with the children to making curriculum decisions. You can feel it in the atmosphere—the way teachers relate to children, to parents, and to each other. It really makes a difference when you believe in something and live it.”

Everyone in the Sacred Heart community knows the Goals—a personal and active faith in God, a deep respect for intellectual values, a social awareness which impels to action, the building of community as a Christian value, and personal growth in an atmosphere of wise freedom. But to make these concepts relevant to two-, three-, and four-year-olds, Little Hearts teachers have to communicate them in language the young girls can understand.

One way this is done is with the daily prayer: “Each day, dear Lord, I will love as you love, study and learn, help those

who need me, be a friend to all, and make wise choices.” Teachers use language from this prayer when working with students and encourage parents to use this language at home. For instance, a teacher might praise a child for sharing and “being a friend” to a classmate or “making a wise choice” about something. Or she might correct her using these words. Little Hearts teachers also plan age-appropriate activities and programs that reinforce the Goals—things like our Fourth Grade/Nursery Buddy events, the Thanksgiving Feast, or the Little Hearts/Preschool chapels.

Single-sex, developmentally appropriate

The fact that Sacred Heart provides an all-girls preschool continues to be a real selling point. Brain-based studies have shown that girls and boys are wired differently, and research from the National Coalition of Girls’ Schools and other groups shows that girls tend to perform better and achieve more in a single-sex environment.

But a single-sex education also has to be developmentally appropriate, which is another strong suit of the Little Hearts program. “Developmentally appropriate learning means understanding the stages of child development, knowing how children learn, and teaching accordingly,” said Villeré. “The National Association for the Education of Young Children and other early learning researchers tell us that the best way to reach and teach to encourage life-long learning is to use this approach.”

Many parents—and educators, for that matter—focus only on the academic side of a child’s development. “I call it ‘the Baby Einstein phenomenon,’” said Villeré. “They become so concerned with whether their two-year-old is, say, learning her letters or learning how to add that they lose sight of the building blocks that need to be in place before that kind of learning can begin.

“That’s not to say a child cannot learn the

ABCs at an early age. She might be able to sing the ABC song, to recognize the letters, and even to name a word or two that begins with that letter, but to expect a two- or three-year-old to grasp the relationship of sounds to letters, letters to print, and print to words is much more complex and is not considered developmentally appropriate for preschoolers. Even children who possess the gift of early reading need practice associating sounds and symbols.”



At Little Hearts, teachers are constantly monitoring the girls’ social-emotional development. Can they separate easily from their parents? Are they beginning to play with each other rather than alongside each other? Are they using words to express their wants, needs, and feelings? Do they feel comfortable and confident in school? Classes are small, so teachers are able to get to know and pay attention to each girl as they work with her—and they gain the kinds of insight to monitor each child’s progress and communicate their observations to her parents.

The power of play

Play is central to child development and it is during play that most learning occurs for preschoolers. At Little Hearts, girls learn language and vocabulary by having conversations with their teachers, being read to, singing songs, playing sound and word games, and enjoying imaginative play and outside



activities with their classmates. They learn math by counting objects as they use them, learning to copy simple patterns, and working on puzzles. They learn faith and values by listening to stories about Rosie Posie and by talking about Jesus and “letting their light shine.” They learn science by watching a butterfly develop from a chrysalis or watching a sweet potato vine grow, and they learn current events and social studies by reading about, talking about, drawing about, and singing about holidays like Thanksgiving or Mardi Gras or by presenting their own “Krewe of Smocks” parade.

“We find all kinds of creative ways to encourage thinking and learning,” said Villeré. “These play experiences are exciting and engaging, and they provide the scaffolding needed for future learning.”

Villeré recalls attending a Nursery parent-teacher conference where the teacher was explaining all the elements that had gone into a picture the student had completed. The teacher told the parents how their daughter had to pick out the numbers one through five, each a different color, and glue them to a large sheet. She had to select and glue the correct number of colored dots on each number (one blue dot on the blue “1,” two yellow dots on the yellow “2,” etc.). The teacher explained all the learning that was required for the task—listening to directions, number recognition, color discrimination, counting, matching, and fine motor skills. “When you

stop to look at it that way, it really is an impressive amount of learning and ability for a three-year old,” said Villeré. “The parents were amazed. They thought it was just a cute picture, but they learned it was much more.”

Part of the big picture

New Orleans is blessed with some very good preschool programs, as well as some wonderful day care centers. What sets Little Hearts apart is the fact that the program is part of the big picture of Sacred Heart education. This is the difference that really makes a difference—being in a place focused solely on the education of girls.

The Little Hearts program has its roots in Sacred Heart’s long-running Nursery program, which the school expanded to include Toddlers with the recent opening of the Mater Campus. The new campus and its additional space offered a wonderful chance to extend the continuum of Sacred Heart education while serving more families, including those with two parents working outside the home. The classrooms are large, bright, and inviting. As for the curriculum, in addition to having the typical offerings of a fine preschool program, Little Hearts offers classes in religion, library, art, and P.E. with teachers who are specialists in these areas.

Teacher-parent communication

Little Hearts teachers do a great deal of observing, listening, and assessing and



communicate both formally and informally with administrators and parents about each child’s progress. “The goal is to discover a girl’s strengths and identify any difficulties early on,” said Villeré. “Our parents are comforted to know that their daughter is treasured and loved for who she is and is growing up in a place that truly cares about her.”

More broadly, Little Hearts teachers work to provide parents with information about child development. They recognize that while each parent may be well educated in their own profession, it is the responsibility of professional educators to help parents navigate the challenges of raising and teaching children.

Taking off

Before her life as Preschool Director, Toots Villeré worked for years as a college counselor in the Upper School. “I used to think that when we sent our girls to college, that was the point when we launched them into the wider world with the confidence and academic skills to be successful at anything they chose to do in life,” she recalled. “But since I’ve moved to my present position I’ve realized something very powerful—I was viewing the ‘launching’ from the wrong vantage point. Little Hearts and Preschool is where it all begins. I see it everyday, and I appreciate it even more. I wish every girl had the opportunity to experience it.”



HOW DOES SACRED HEART WORK? *By Sammy Spalitta, Trustee*

We all know Sacred Heart, each in our own way. Whether we are a student, alumna, parent, grandparent, teacher, administrator, staff or trustee, we each have our own place in the community. As a trustee, I have a unique place in the Sacred Heart community.

The Academy of the Sacred Heart of New Orleans is a not-for-profit independent school and is a member school of the Network of Sacred Heart Schools, which has member schools throughout the U.S. and across the world. We are all guided by the 2005 Goals and Criteria crafted by the Sacred Heart Commission on Goals and the Religious of the Sacred Heart (RSCJ). Because we operate under Section 501(C) (3) of the Internal Revenue Code (as virtually all educational institutions do) our revenues are not taxed, and any person who gives a financial gift to the school receives a tax deduction. This critically important status is an essential first step to any private 501(C) (3) organization flourishing, be it a grade school, high school or university. While tuition can approach offsetting a school’s total operating expenses, very few quality educational institutions, if any, could support its fixed assets (buildings, etc.) and its operating expenses with tuition alone. To do so would require that our tuition be set at a much higher level. So how does a small private school like Sacred Heart thrive? We thrive with and to the extent of the generosity of those who have come before us. And how do future generations enjoy the tradition which was started in America when St. Madeleine Sophie Barat sent St. Rose Philippine Duchesne to North America to start the society in America? Only by our generosity and those who follow us.

The Academy of the Sacred Heart of New Orleans Corporation shareholders are appointed by the Society of RSCJs. They are mostly RSCJs, and the Head of School is the President of the corporation. The business of the corporation (i.e. the running of the school) is delegated in the corporation

Bylaws to the Board of Trustees, with the corporation retaining only certain broad powers: (1) the right to insure conformity to the Goals and Criteria (2) incurring debt which is greater than 30% of the operating budget of the school (3) the sale of property owned by the corporation.

The Sacred Heart Board of Trustees is charged by the Corporation with the responsibility to ensure the financial security of the school and to plan for its long term ability to continue to adhere to its mission—again, the Goals and Criteria. The Board’s most important role is to select and evaluate the Head of School and to plan and help secure the school’s long term future. The day to day work of the Board involves numerous functions, all aimed at the support of those goals. Most work is done at the committee level. Board action on committee recommendations is done at monthly Board meetings. The committees (which are chaired by Board members and include both Board members and non Board members) include Legal and Insurance, Buildings and Grounds, Development, Finance and Marketing. Guest presentations are given by administrative department heads who report to Dr. Burns

(e.g. Upper School, Middle School, Lower School, Development and Office of Admission). The Head of School presents a report to the Board at each Board meeting, touching on important developments at the school over the past month (e.g. a planned visit by an accreditation committee, outstanding academic or athletic accomplishments at the school or any significant problem). It is not the role of the Trustee, however, to weigh in on the handling of those day to day operations of the school.

This separation in authority between the Board and the Head of School is a cornerstone requirement of membership to the National Association of Independent Schools, to which Sacred Heart belongs.

And, of course, the best for last... Our outstanding teachers teach. Our outstanding students learn and share. Our outstanding coaches coach and our outstanding staff supports all of us. At the center lies our history and our tradition, rooted in the Religious of the Sacred Heart of Jesus and manifested in our Goals and Criteria. How does it keep turning for generations to come? Only with the generosity of all of us, each in our own way.



ADVENTURE IN COSTA RICA *By Kelsea Renton '08*

Last August, 21 seniors, led by Mrs. Tête and Mr. Vaicius, left New Orleans for a ten-day adventure through the jungles, beaches, bustling cities, and quiet towns of Costa Rica. We hoped to not only learn more about the country, but to also grow together as a group and as individuals.

On arrival, we met our two guides from EcoTeach: Alex, the serious and intelligent guide and Frank, the goofy but knowledgeable master guide. Our itinerary included midnight beach walks and encounters with green-back sea turtles. Staying with local families would provide us insight into a culture that is both complex and fascinating. Also, we looked forward, perhaps reluctantly, to the opportunity to reach out of our comfort zones.

Our first night in Costa Rica was spent in a large house in Atenas, Costa Rica, near the capital, San José. We settled into our Swiss Family Robinson-esque rooms and immediately found the swimming pool. This first night of fun water games in the pool set the tone for the rest of the ten days. Next morning, we boarded a bus to Parismina, a small town on the Caribbean coast. There we joined EcoTeach in its efforts for the preservation of sea turtles.

The first night, we dressed in dark clothes and prepared to take late-night shifts of patrolling the beach. Poachers walk the beach at night in search of sea turtles laying eggs which they sell as aphrodisiacs. Our guide split us into three groups, as we searched for the



White Water Rafting L to R: Kelsea Renton, Meg Lewis, Christian Vaicius, Caroline Ritter, Amie Gervais and EcoTeach guide, Alex



Courtney Starring, Amie Gervais, Taylor Zimmermann and Lisa Crow learning a traditional Costa Rican dance

giant mothers in the water, on the shore and in the sand. We watched in amazement as a huge turtle heaved her own weight up to the beach, using her flippers to dig a hole as she left behind her young eggs. We would watch as the mothers left behind huge tracks in the warm sand as they returned to the safety of the ocean to wait for their turtles to hatch weeks later. As we learned how to protect these giants and their young, we grew closer to each other during the sometimes agonizing late hours of beach patrolling.

During our days in Parismina, we learned to appreciate hair-braiding techniques and local music. We also took a boat tour of the surrounding waters to discover howler monkeys, giant spiders, herons and even a sloth. Additionally, we visited Arenál, Costa Rica, near a massive active volcano. In Arenál, we stayed on an organic, almost completely self-sustaining farm with a farmer, Don Juan, and his wife. There, we enjoyed our meals on a balcony overlooking a natural stream. As we toured their farm, we were amazed by all of the vegetables, plants and flowers. We tasted fruit and seeds of flowers and two of our students even indulged in an earthworm! In Arenál, we explored the town which surrounds the volcano and ventured to a river, rafting down the rapids. On our second day, we discovered a nearby waterfall, at night; we swam in hot, natural thermal springs and slid from the top of a large waterslide into the steamy, natural pools.

After leaving Arenál, we traveled to Pitál, a small farming community. The host families we stayed with welcomed us and entertained us with board games, cards, and wonderful conversations about our families. We played soccer with other kids and joined the community in planting over 200 trees as part of a re-forestation effort. After a sad goodbye to our Costa Rican families, we boarded the bus to head for our final destination, Punta Leona, a resort near Jaco beach. Relaxation was a nice change of pace after our trip through Costa Rica. We enjoyed two days on a white sand beach of the Pacific Ocean, exploring the waters in kayaks and snorkeling. On our second beach day, two girls snorkeling came within arms-length of a sea-turtle beneath the water! We ended our stay at Punta Leona with an exhilarating zip-line canopy tour of the jungle. Harnessed to thick cables, we flipped upside down, flying high through the cool, moist, tropical air. Some of the girls were fearless, while others trembled with the fear of plummeting to the ground. Of course, we made it safely to the ground, only to find that it was time to pack our things and board the bus to head back to Atenas to go home.

Our trip to Costa Rica was an unforgettable experience. Not only did we learn to appreciate the nature and the culture of Costa Rica, but we also developed tight-knit relationships with each other. As we boarded the plane back to New Orleans, we were ecstatically planning our next trip to the jungles of Costa Rica.

**LEAP OF FAITH** *By Malise Kerrigan Dennard '80*

A new community of four RSCJs has formed in New Orleans with a unique mission: to provide lodging, support and an educational experience for out-of-state volunteers who come here to help with the Katrina recovery. In October of 2007, they opened Duchesne House, located on Bayou Road just off of Broad Street., in a former rectory adjacent to St. Rosa of Lima Church.

The idea for this endeavor began in the early post-Katrina days. "Things were chaotic here," says Sr. Cameron. "But we knew that university aged people were coming down to volunteer with no place to stay, and many Sacred Heart schools wanted to send groups of volunteers, but they wanted them to be in an organized situation."

In early January, 2006, Madeline Ortman, head of the Network, met with Dr. Tim Burns and Sisters Cameron, Melanie Guste, Lynne Lieux and Mary Blish to explore what the Network could do. The RSCJs as an Order also wanted to find an additional way to respond to Katrina. They saw this as an opportunity to spread their work and message of social justice to the hard-hit areas of the city. The idea of Duchesne House was born and was supported by the Network, alumnae and the Society.

Sisters Cameron, Lieux and Paula Toner approached Bishop Roger Morin about the project, and he and Sr. Sue Ellen Tennyson, MSC and André Villeré with the Archdiocese were very helpful in finding a location and securing a lease on the property.

Four RSCJs volunteered for the job, Sr. Cameron, who still works at the Rosary in Campus Ministry and Sr. Mary Louise Wolfington who had just settled into a new community in Boston. Sr. Mary Pat White, who has many years' experience in education, and Sr. Mary Bernstein from Houston who felt called to be a part of this work.

Sr. Mary Pat White, explains that the name "Duchesne House" was chosen "because St. Philippine was a woman of the frontier."

This new, unique mission is a frontier for the RSCJs, "and New Orleans is a frontier."

The cleaning and preparation of the house started even before a lease was signed. In October, Sr. Betsy Hartson returned to the Rosary for her 50th reunion. She brought with her co-workers from "Living Wages," an adult education program in Washington D.C., who helped as did alumnae, including Jackie Stousse and Eva Mikes and their spouses.



Upper School students from the Sacred Heart School in Atherton arrived in January 2008 to help with the relief effort.

The Sisters moved in August on the Feast of the Transfiguration. They saw the Feast as symbolic of the mission of this new community to help with the transfiguration of the city.

The sisters began welcoming volunteer groups in early October. They provide dinner the first night and breakfast each day. During the day, the volunteers work on damaged houses through Operation Helping Hands, a program of Catholic Charities that organizes volunteers and finds homes for them to rehabilitate in the 9th Ward, Gentilly and Lakeview. The volunteers have the opportunity

to see both the devastation from Katrina and to experience New Orleans culture. Volunteers have an immersion experience that will allow them "to know that what they did was the tip of the iceberg, to feel impelled to act and to find the Katrina in their own backyard."

The sisters arrange informative speakers for the volunteers in the evenings. Topics have included the importance of wetlands and their restoration, legal issues facing New Orleans residents, and the Katrina experience.

Most of the volunteers have been university students, but the first group of high school students, from Atherton (a Network school) arrived this January. Efforts were made to integrate those students with students from the Rosary. Steve Hegmann, Director of Outreach at the Rosary, is collaborating to encourage students to be involved in Duchesne House and apply one of the Goals of a Sacred Heart education—social awareness which impels to action.

Duchesne House is fairly booked through August 2008, and as word of the house has spread, groups are seeking it out. An international group of young adults will participate in a program sponsored by RSCJs at Duchesne House and at Grand Coteau this summer. A number of programs are also being organized through the Network.

Duchesne House does not generate income and relies on the Society and on donations to cover its operating expenses. In that sense, uncertainties and risk are part of the Society's commitment to the ministry. The sisters again allude to the pioneer spirit of Saint Philippine. They note that New Orleans is a new horizon, and that it is a privilege to work alongside others as its future is created.

MAISON HOSPITALIÈRE ALTAR DEDICATION

Maison Hospitalière was founded in 1893 by Miss Coralie Corréjolle to provide care for indigent women. Throughout the years it grew into an institution that provided shelter, food and health care for thousands of elderly. After the *Maison* closed its doors in 2006, their Board of Directors voted to donate the Chapel altar to Sacred Heart in recognition of the deep rooted connections between the two institutions. The altar now resides in the Chapel on the Mater Campus.



Pictured left to right are: Kevin Mashburn, President of the Maison Hospitalière Board of Directors; Kay Gibbons Favrot '53; Sheila Derbes; Catherine Bisso Howard '70; Jackie Farnsworth Shreves '67 (Barat); Penny Childress Shannon '64; Tim Burns and Bonnie Smith Talbot '56 at the Maison altar dedication.

SONNIER DONATION

Jan Bendoragel Sonnier '77, mother of Celeste Sonnier 2009 (pictured below), found this painting of St. Madeleine Sophie tucked in the back corner of an antiques store in Lafayette, Louisiana.

Although the painting was in bad condition with a large hole in the canvas, Jan purchased it and paid to have it carefully restored by the New Orleans Conservation Guild. The Sonnier Family gave it to the school this fall, and it now hangs in a hallway on the Mater Campus.

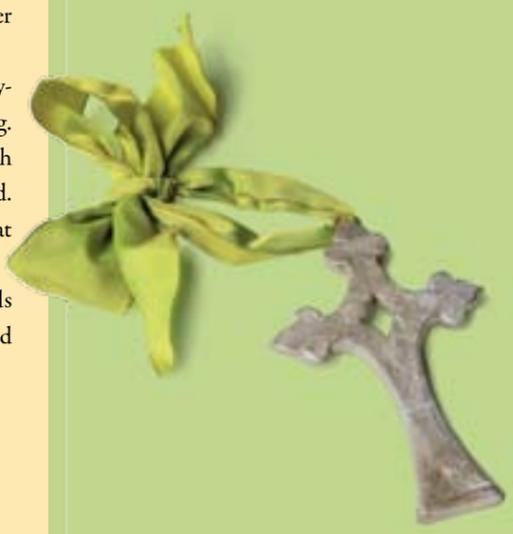


St. Madeleine Sophie did not allow anyone to paint her portrait while she was living. A few portraits were painted after her death and copies were made when she was beatified. This is an antique copy of the portrait that hangs in Sophie's home in Joigny, France.

The plaque below the portrait reads "Marie Sophie Barat, Sisters of the Sacred Heart, declared holy 1925".

FAVROTS HONORED AS OUTSTANDING PHILANTHROPISTS

This fall, the Association of Fundraising Professionals honored Kay and Tim Favrot as the Outstanding Philanthropists for 2007. Sacred Heart nominated them for their years of dedicated service to the school as well as their unparalleled generosity. Kay and Tim have supported Sacred Heart and the New Orleans community, investing their time, hearts, and resources in the causes that define their life together. They have gone well beyond "giving back" to their community. They have given forward, helping to build and enrich the institutions that create new opportunities. We congratulate them on this well deserved honor.



SPECIAL EVENTS AT THE HEART

Hollywood South presents...Lights, Camera, Auction! The Auction held its début in the Nims Fine Arts Center on November 3, 2007. It was a stellar night on the red carpet under the spotlights! Thanks to our generous sponsors, the Hollywood Walk of Fame glistened with many leading men and women. We were able to auction off 159 items for 350 patrons attending the event with a net profit of \$127,000. It was a great collaborative effort between parents, staff and faculty! A special congratulations goes out to the Auction Committee: Anne Guillot, Regina Guerra, Sarah Hoffman, Colleen McLeod, Nancy Walshe and Angela Zimmer for transforming the Nims Fine Arts Center into a Box Office hit. We also want to send out a special thanks to our sponsors, donors, faculty, staff and volunteers who all worked hard to make this spectacular night a magnificent success.

Sponsorships made this night possible and we would like to extend a special thanks to: Captial One, Dave's Pharmacy, Whitney Bank, Wachovia Securities, Frischhertz Electric, Omni Bank, Shannon and Byron Adams, Mediterranean Tile and Marble, Pepsi, Jamie and Blaine Bergeron, Crystal and Tim Bonura, Cecilia and Jeff Domangue, Sue and Bill Finegan, IBERIA Bank, Drs. Louapre, Kokemor, Sarrat.

We would also like to thank our in-kind sponsors who provided us with so many generous donations that were essential to the evening's operations: Crystal Clear Imaging, Toulouse Gourmet, New Orleans Party Rentals, Brown Forman Spirits, Windsor Court Hotel, Mardi Gras World, MPress, The Plant Gallery



Auction Committee: Anne Guillot, Angela Zimmer, Colleen McLeod, Nancy Walshe and Regina Guerra, Sarah Hoffman (not pictured)



Jerry Plough, Auctioneer Randy Feldman (President/General Manager WYES), Headmaster Tim Burns and Bill Galloway



Kiran Pugh, Lydia Wilson, Catherine Sewell



Mrs. Jeri Nims, Ronald and Susan Carazo

CONGÉ – APRIL 20, 2008

"A Streetcar Named Sacré Coeur"
Congé Co-chairs: Edie Pitt, Trisha Busha, Mary Belle Connick, Ingrid Garvey, Michele King and Louise Zimmerman invite you to come out and celebrate the Spring Fair on the back square in tribute to the return of the Streetcar. Come share all the music, games, shopping, food and drink with all your family and friends.

HEADMASTER'S CIRCLE DINNER – MAY 7, 2008

Come join this elite group of donors* and enjoy an elegant evening in the courtyard on the Rosary Campus. August Robins (Grandfather of Catherine '13 and Caroline '15) generously underwrites this fantastic evening with cocktails and dinner by Restaurant August. It's a night not to miss.

*Donors who contribute \$1300 to the Annual Giving Campaign are included in the Headmaster's Circle. (see our ad on the inside back cover)

For more information about special events contact the Development Office at 269-1208.

TICKLED PINK *By Mike Barnes, Athletic Director and Cissy Cerise Laforge, Ph.D.*

At the culmination of every season, a good coach reflects on the season, the team and the individual players in an effort to learn from the experience and become better next season. The goal is for all involved to continually learn, grow and become better players and people from their team experience. The coach's goal is profound learning.

The 2007 volleyball season is over, and, in some ways, it ended like every other volleyball season. There was a match in an arena packed with screaming spectators wearing the team colors, almost begging their team to win the prize. However, for this season that final game took place in October, not in mid-November at the LHSAA State Volleyball Championships. Everybody there was a big winner, not just twelve girls dressed in red and three exhausted coaches. The pink team won this match...both of them.

I always believed you could never really know the excitement of a championship team unless you actually played on the team. I also believed those emotions came full circle when you coached a championship team. You knew the "win" from both sides and could truly savor the sweetness. Because that experience was so profound, you could understand when that emotion would come back to you later in life. And, in a season, twelve girls could experience that emotion; but it impacted only them. For them, a championship season was life-changing. However, this season an entire community was transformed, and hundreds of adolescents and adults would be changed forever by that one game.

The inspiration came from a casual reading of an article in *Volleyball Magazine*. That story featured two schools that raised \$5,000 from Paint the Gym Pink Night. This was a fund raiser for the Susan G. Komen Breast Cancer Foundation. What an awesome idea, especially for a girls' school such as the Academy of the Sacred Heart. My thoughts turned to rival coach and friend, Mary Cordero. We all watched her bravely battle breast cancer and

she remained a mentor, coach, teacher and friend to many throughout her battle. She was an inspiration to all of us in the coaching community. I thought it would be a beautiful tribute to her if we could raise \$5,000 in her honor, and perhaps her school, Cabrini High School, would join in the fund raiser.

I contacted Mary about the idea, and she was humbled and enthusiastic. We decided to do it on a small scale, just between our two rival schools. The thought was that, if it went well at our schools, we could possibly grow it to become a great event for our city in support of a cause that has touched all of us in some way. Next, we needed support of both school administrations. That was easy, and both schools' student councils enthusiastically embraced the idea.

For the Academy of the Sacred Heart, this little game galvanized the student body. With a laser-like focus, the student council centered the student activities from August through October on breast cancer awareness and prevention. The game was now just one small piece of the cause. The student council took ownership of the project creating Pink Week, a wonderful five days that addressed issues of social justice, education,

and philanthropy. It was a celebration of strong women.

After securing sponsorships from parent organizations of both schools, our corporate sponsors readily jumped on board. Because so many peoples' lives have been touched by a friend or family member succumbing to breast cancer, Pink Week was warmly embraced.

Each day brought a new activity sponsored by the student council, and supported by the school community. There was a Penny Drive, where the Upper School classes competed against each other by bringing in pennies. A grand total of \$2,400.00 was collected. At break, there was pink finger nail and face painting. There was pink cake served in the Dining Room for lunch. For admission to the volleyball game held at the end of the week, t-shirts were sold. The Middle School rallied behind the Upper School and sold the most shirts. The Lower School was involved, sponsoring a Pink Sweets Sale for those girls. Finally, our special honorees, breast cancer survivors, were given special shirts for the game. All divisions sponsored free dress day, if you wore your t-shirt or something pink.

In order to educate the girls, the Center for Restorative Breast Surgery held an assembly

Lower School students celebrate at Paint the Gym Pink.



for Upper School students teaching such things as self-examination, early detection, risk factors, risk group variables and facts about mammography. An emotional first hand account was delivered by alumna and current parent, Leslie Marsh, who is battling breast cancer. She spoke to the girls and answered questions just one day after receiving a radiation treatment. The girls were moved by her honest presentation, courage and humor.

Tulane University was a supporter by offering a large venue for the volleyball game. This is when I felt the hand of many angels in this whole endeavor. We had only one Thursday in our schedule, and all the stars lined up to make it happen. On that day, the Tulane volleyball team was playing away, the women's basketball team was not practicing, and the men's team was finishing individual workouts early, so Fogelman Arena was open. This was the only open day in October, and it was our only day to play the match. I remember thinking that things were happening much too easily, and the event was bigger than all of us! Fittingly, we had many volunteers asking to help.

The students embraced the cause from the beginning. Each day they brought an openness and enthusiasm to the activities. Everyone understood that this was bigger than a volleyball game. As for the team, the event was not just about a volleyball game with a huge crowd in a great venue. They understood they were one small part of a celebration of hope.

It is said that our life is not measured by the number of breaths we take, but rather by the moments that take our breath away. Looking out from the bench, I was struck by the crowded arena—it was a breathtaking sight.

In the end, both schools raised an amazing \$17,000. It came from pennies in the bottom of purses to a \$500 gift from another Catholic girls' school that was touched by our cause.

This was not our typical season, one where we rack up the wins and sprinkle in a



Top: Student Council Executive Board members Lisa Crow, Madeline Baay and Brittany Rampick along with Cabrini Student Council members present a check for \$13,000 to Susan G. Komen New Orleans affiliate executive director Lisa Plunkett and Board President Re Re Avegno. An additional \$4,000 was collected for a total donation of \$17,000.

Bottom: Upper School students cheer on the ASH volleyball team.

disappointing loss here or there; or one where we walk away from that Saturday in mid-November with the big golden ball to place in the trophy case next to all the other big golden balls. Though, we did not win the State Championship this year, this was our most victorious season. This was a championship of a different kind. It was the season where we championed the cause for women. This was my dream

season, the one I have waited for and prepared for my entire life. This was our season of profound learning, of compassion, of understanding, of hope. This was the season that transformed our community of 800... and 12. This was our season of life. And I was TICKLED PINK to be a part of it!

ALUMNAE EVENTS FOR 2008

FEBRUARY 17 Alumnae Senior Mass and Tea

APRIL 4 Alumnae Baby Party

MAY 31 Feast of the Sacred Heart

CHILDREN OF MARY SCHEDULE FOR 2008

MARCH 10-12 RETREAT

APRIL 5

MAY 3

WE ARE LOOKING FOR A FEW GOOD WOMEN!

We are looking for nominations for Alumna of the Year for 2008-2009. The criteria for the award is as follows:

1. A nominee must be an involved civic, social and religious leader within the community.
2. A nominee must be committed to the values of our Sacred Heart education.
3. A nominee must give continuing assistance to The Rosary as a volunteer or otherwise.
4. A nominee must be a dedicated member of The Rosary Alumnae Association who supports or participates in alumnae events.
5. A nominee must demonstrate loyalty and devotion to The Rosary.
6. A nominee must be an alumna, typical of a person St. Madeleine Sophie Barat had in mind for her students.

For more information, please contact the Alumnae Office at 504-269-1242 or www.chebert@ashrosary.org.

The following donation for Capital Campaign II was inadvertently omitted from the 2006 Annual Report.

A GIFT MADE IN HONOR OF:

Mrs. Joseph A. Bisso, II
from Mr. and Mrs. Edward W. Moore

ALUMNAE PROFILES

Our oldest living alumnae, Carmelite Bassich Salassi '28 and Dorothy Grundmen Janssen '28 recently celebrated their 98th birthdays and their 79th reunions! After spending their high school years together at the Academy of the Sacred Heart, they currently live across the hall from each other at the Poydras Home in Uptown New Orleans. The Alumnae Office recently visited with them as they reminisced about their years at the Rosary.

They spoke lovingly of the nuns who taught them while attending the "Convent." There were no lay teachers, only Sacred Heart religious who devoted their lives to education. Students studied English, geometry, penmanship, French, five years of Latin, religion, history, math and participated in a mild version of P.E.



left to right: Carmelite Bassich Salassi '28 with Dorothy Grundmen Janssen '28.

Most of the girls were boarders whose families owned sugar plantations in the surrounding areas. They lived on the third floor of the Rosary campus and were cared for by the nuns. Boarders arrived on Sunday evenings and went home on Friday afternoons to spend the weekends with their families.

Boyfriends were discouraged as the nuns were always recruiting other young women to help with their mission. However, the best intentions of the nuns could not prevent these two young girls from being girls. Mother Chartard, the head of their study hall, demanded that they wear their complete uniform on a daily basis. The girls found these uniforms, especially the heavy black stockings, to be unbearably hot, unfashionable, and a deterrent to potential suitors. However, the girls devised a way to overcome their plight. They complied with the rules, but underneath their black stockings, they wore tan stockings that were fashionable at the time. The double stockings were hotter, but it meant that when they left school to go into town, they could shed their black stockings and frolic in style. The black stockings were stored in their study hall desks.

Even though Mrs. Salassi and Mrs. Janssen may have bristled at the rigorous discipline, they attribute the successes of their lives to the solid foundation that they received at Sacré Coeur. "I loved the teachers; the whole thing; I just loved it; I was very pleased with my education," boasted Mrs. Janssen. Mrs. Salassi added, "I would never be able to thank them for what they gave me. It was the basis of my religion. I got a lot in twelve years."

Mrs. Janssen pursued her dreams and attended art school at Newcomb College for 1 1/2 years and left to pursue a career as a commercial artist. She then married and became the mother of three children and grandmother of ten, including two Sacred Heart alumnae.

Mrs. Salassi also enjoyed marriage and motherhood and currently has a great grandchild in Prekindergarten at Sacred Heart. The spirit of her Sacred Heart education has carried her through her life. In her words, "I tell you one thing, I had a wonderful education, very complete..."

We are grateful for the lives of these two ladies who are shining examples of how a Sacred Heart education is a foundation for a life that will inspire others to excel.

ALUMNAE NEWS

Jane Rathe Gregory '37 – is living in Covington. She has 14 grandchildren and 2 great grandchildren.

Veronica Landry Kampen '47 – has been volunteering for over four years at Ochsner Hospital where she plays the piano in the atrium.

Joy Nalty Hodges '48 – was honored at the St. Mary's Challenge Walk and Run in her home town of Alexandria, LA. She has served on the Board of Trustees for 30 years and was honored for her life long dedication to the organization which cares for developmentally delayed people. The mayor of Alexandria recently proclaimed a day in her honor, and bestowed her with the keys to the city for her years of service and selfless giving of her time, energy and devotion to help others and her community.

Florence O'Connor Onstad '48 – is a great grandmother.

Ann Marie Oertling Bertsch '58 – was the principal of St. George School in Baton Rouge until the summer of 2007 when she retired.

Valencia Scott Colombo '72 – has a son, Daniel Peter, who completed his master's degree in June in public policy from Harvard University. Her husband has opened the Mozart Art Studio in Venice, Italy with sculptures in glass and bronze, oil paintings and lithographs, near the Fenice Theatre.

Coco Barry Watkin- '72 – has recently retired to the backwoods of Maine and is leading the Worldwide Marriage Encounter Movement in the Diocese of Portland.

Donna Hernandez Jervey '77 – is living in Bethesda, Maryland with her husband and children. Her oldest daughter, Elizabeth

Leigh Jervey, is in the 7th grade at Stone Ridge. They are pictured here at the Mother/Daughter liturgy and breakfast. Leigh hopes to come to the Rosary as an exchange student.



Kitty Cutrone McMichael '77 – is living in Houston and recently celebrated the marriage of her daughter.

Betsy Becker Laborde '88 – had a busy weekend last November. She co-chaired a gala fundraiser for the Southern Dominican Province on Friday, November 2. She was inducted into the Athletic Hall of Fame of The Catholic University on Saturday, and ran in the New York Marathon that Sunday in support of research for autism.

Blake Julie Aronson '90 – since graduation, she has lived in New York, Minnesota, Texas and Virginia. She works for the American Chemical Society in Washington D.C. She will be attending the 235th ACS National Meeting and Exposition along with 15,000 other chemists in New Orleans this April.

Elizabeth Daly Dannemann '91 – is living in Charlotte, NC with her husband and two boys. She is teaching kindergarten at an independent school there called Charlotte Latin.



Rebekah Hopkins Lemann '93 – has just finished her training in Gastroenterology and will be joining the Metropolitan Gastroenterology Associates practice in New Orleans.

Haven Lecler Ilgenfritz '94 – has moved to Jackson, MS.

Sarah Poitevent Porter '94 – lives in Richmond, VA and is working at the Virginia Fine Arts Museum.

Jennifer Looney McCullough '95 – has been living in Ramsey UK for the past year. While her husband was deployed to Bosnia, she worked raising money for The Egipan Orphanage in Sarajevo. Jennifer and her children recently took a Baltic Cruise with her mother. Later this year, she and her family will be moving to Bucharest, Romania for their next assignment.



Jennifer Looney McCullough '95 with husband Mike, and children Mason, Conner and Avery.

Michelle Schonberg Ventola '96 – has been teaching at St. George School in Baton Rouge for the last seven years. She lives in Gonzales with her husband and two year old son, Connor Henry Ventola.



ALUMNAE NEWS (CONT.)

Taylor Legendre Houser '97 – is living in Charleston, SC and owns and operates The Pink Crocodile Too, a children's clothing boutique.

Kay Manthey '97 – has moved to Denver for Shell Oil Company as the Project Finance Manager for the Shell Rocky Mountains interests.

Amy Boasberg Ruggles '97 – is a Prekindergarten teacher at Stuart Hall.

Marianne Haydel '99 – has been in a doctorate program at Alliant International

University in San Francisco and received her doctorate degree in Clinical Child Psychology. She is continuing her work in this field by participating in a post doctorate program in the San Francisco area before returning to New Orleans in the fall. She often says, "Sacred Heart laid the foundation..."

Sarah T. Staton '00 – received a dual master's degree from Columbia University in elementary education and children with learning disabilities. She is now student teaching.

Christal DeCuir-Charbonnet '01 – is in her 3rd year at Temple University School

of Podiatric Medicine. She passed the board exam in June 2007. She will begin one month externships in June 2008 through May 2009 at Kenner Regional Hospital in Kenner, LA, Kingwood Medical Center in Kingwood, TX and Temple University Hospital in Philadelphia, PA.

Francesca Jeanine Perkins '01 – is completing her last year of law school at NYU and was recently hired by Chadbourne and Parke, a law firm in New York City.

Amy Elizabeth Comarda '02 – is living in Metairie and is an art teacher at Abramson Science and Technology Charter School in New Orleans East.

Amy Metzger '02 – is a medical student in her freshman year at Washington University in St. Louis, MO.

Laura Mary Scott Monsted '02 – is working on her master's degree in education at Mercer University in Macon, Georgia.

Mary Poitevent '03 – is in Venice, Italy working as an intern at the Peggy Guggenheim Collection.

Marianna Barry '04 – will graduate from New York University in May with a double major in Dramatic Literature and Philosophy. She studied abroad in Paris last year and served as the captain of NYU's varsity fencing team. Last semester, she had an internship at Comedy Central's, The Colbert Report which was the most incredible learning experience of her college career. After graduation, she plans to stay in NYC and pursue a career in film or television while attending acting school.

Samantha Sullivan Hansen '04 – Won the 2007 World Trade Club of Greater New Orleans Scholarship.

ALUMNAE WEDDINGS

Caroline Walmsley Favrot '79
To: Harry John Trube III

Sarah Jane Johns '90
To: David Christopher Tidmore

Sarah Dunbar Poitevent '94
To: John Cheairs Porter, Jr.

Lesley Christine Gattuso '98
To: Benjamin Joseph Brown

Stacey Dee Sauber '98
To: Jon Justin Milliken

Aimée Eileen Ehrlicher '99
To: Tarik Sedky

Amie Kathleen Hubbell '99
To: Carson Strickland

Katherine Mary Porter '01
To: Eric Egan Gallagher

BLESS THESE BABIES

Sarah Lavis Carrington '92, 2nd girl – 2nd child

Julie Brewer Habetz '92, 2nd girl – 2nd child

Cappy Meyer Johnson '92, 2nd girl – 2nd child

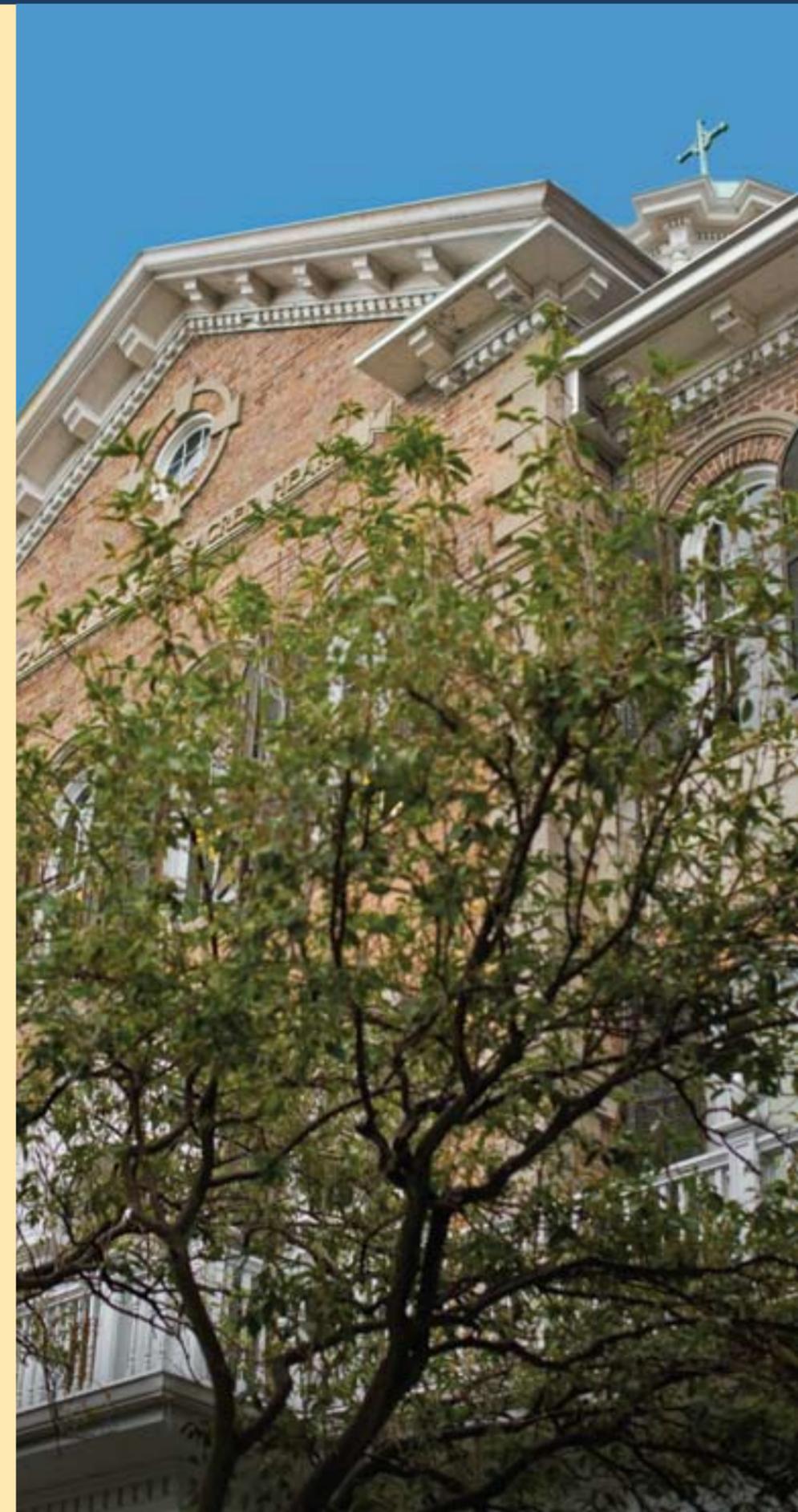
Kristen Miller Griest '93, 1st girl – 1st child

Kelley Howard Gill '94, 1st girl – 1st child

Ann Brown Kuhns '94, 1st boy – 1st child

Madeline Haydel Price '95, 1st boy – 1st child

Katye Edrington Irwin '97, 1st girl – 1st child



REUNION WEEKEND



Reunion Weekend Honorees
Lele Hebert Wood '72, Douglas
Brent Wood and Sandra Schmedtje
Ellender '59.



Class of 1939



Class of 1957



Class of 1967



Class of 1947



Class of 1972



Class of 1977



Class of 1947



Class of 1952



Class of 1959



Class of 1982



Class of 1997



Lucille Gray Barrett '45 – mother of Kathleen Barrett Rockwood '65, Linda Barrett Burwell '68, Betty Barrett Ballay '73, Nancy Barrett Larkin '74, Dolly Barrett Smith '76, Joan Barrett Ounanion '78 and Kimberly Barrett Shepherd '79.

Sarah Villeré Bohlen '39

Carol Bierhorst Breeding '42

Benjamin Temple Brown, Jr. – father of Penelope Adair Brown '78.

Dolores Catherine Hebert Casey – grandmother of Mairin Eileen Casey '09.

Dr. Elise Murray Cambon '35 – cousin of Julie Le Jeune Holmes '60, Marguerite Le Jeune Clark '63, Anne Cambon Pettey '70, and Susan Cambon Wegmann '71*.

Walter Greaves Cowan, Jr. – father of Kelly Cowan Ellis '86, Jonté Cowan Warren '87*, Renée Cowan Aguiare '87* and Margaret Cowan Freeman '96*. Grandfather of Winter Cowan Warren '08, Wesley Renée Warren '20, Margaret Coco Ellis '12, Emily Dickson Ellis '14, Katherine Mills Ellis '19 and Ashley Conner Ellis '22.

Roy E. de la Houssaye, Jr. – brother of Margot de la Houssaye Koch '47.

C. Nolte DeRussy, Jr. – brother of Ann DeRussy Leonard '51. Father of Michelle DeRussy Dodenhoff '81, Elizabeth DeRussy Rollins '83, Rose Ann DeRussy Mancuso '86 and grandfather of Virginia DeRussy Dodenhoff '15*.

Madeleine Roach Donnell '37

Gerald Joseph Gallinghouse – grandfather of Eugenie Evelyn Gallinghouse '18.

Vance Trigg Greene, Sr. – father of Laura Elise Deichmann '89.

E. Carlton Guillot, Jr. – father of Catherine Guillot Blaum '85, grandfather of Maureen Burke Blaum '17.

Frank Winter Hardie – husband of Elaine de la Houssaye Hardie '99.

Edmond John Hingle, Sr. – father of Deborah Hingle Fournet '77 and Vanessa Hingle Saucier '79.

Ann Foote Hoffman – grandmother of Elisabeth Grace Hoffman '18.

Sheila Anne Richardson Lee '62

Sr. Marie Louise Martinez, RSCJ '31 – sister of Lolita Martinez Wegmann '41.

Lydia Fossier Morris '50

Joyce Crochet Owens – grandmother of Lindsay Elizabeth Owens '11.

Gina Marie Loria Patron '97

Bart Fred Ponze – step-father of Madelyn Ellen Applewhite '08.

Marthe Adele Scott Read – grandmother of M'Adele Read Irvin '00 and Annie Kee Irvin '02.

Gloria Hernandez Redmond '34

Hubert James Schexnayder – grandfather of Christine Carr Gernard '97, Casey Carr Brechtel '00.

Dr. Floyd L. Scott, Sr. – father of Valencia Scott Colombo '72, Jeannine Bertina Scott '79 and Angeliqye Scott Richard '81.

Harriette Creagan Trautman – mother of Barbara Trautman Keenan '69, Kathleen Frances Trautman '70, Patricia Eileen Trautman '71, Margaret Trautman Adolph '74, Karen Elizabeth Trautman '76, Shannon Lea Trautman '78. Grandmother of Megan Elizabeth Adolph '05, Alden Claire Adolph '07, and Molly Catherine Adolph '10*.

Heather Adams Turgeon '80 – sister of Alden Adams Tryforos '74, Shawn Adams Alevizos '76 and Ashley Adams '86*.

André L. Villeré – father of Marie Elise Villeré Mattingly '66, Marguerite Villeré Demarest '68, Micheline Villeré Gomila '70. Father of André L. Villeré, Jr. and father-in-law of Mary Catherine Greco Villeré. Brother of Anita Villeré, RSCJ '37, grandfather of Elizabeth Demarest Shortino '95 and Marguerite Jaubert Demarest '03.

Carolyn Read Villeré '66 – mother of Nathalie Simmons Jorge '90, sister of Susan Read Johnson '64.

Carmen D. Waterson – great-grandmother of Erin Louise Lagarde '99 and Emily Anne Lagarde '09.

* Child of the Sacred Heart

** Associate Alum



Mr. and Mrs. Byron A. Adams, Jr., Mr. and Mrs. B. A. Adams, Sr., Dr. and Mrs. Vincent R. Adolph, Gerard Alexander, Mr. and Mrs. Frank D. Barber III, Mr. and Mrs. James B. Barkate, Mr. and Mrs. Anthony J. Barreca, Dr. and Mrs. Donald P. Bennett, Mr. and Mrs. Gregory C. Bensen, Mr. and Mrs. William F. Berg, Mr. and Mrs. Blaine A. Bergeron, Dr. Juan Blanch, Mr. and Mrs. Robert H. Boh, Mr. and Mrs. Scott M. Bohn, Mr. and Mrs. James E. Boland, Jr., Mr. and Mrs. William F. Bologna, Mr. and Mrs. Timothy P. Bonura, Mr. and Mrs. Kenneth P. Bordelon, Mr. and Mrs. Richard J. Brennan, Mr. and Mrs. Philip S. Brooks, Mr. and Mrs. William R. Brown IV, Dr. and Mrs. Timothy M. Burns, Mr. and Mrs. Michael M. Butterworth, Judith Windhorst Cahill, Mr. and Mrs. James L. Cahn, Mr. and Mrs. Gordon G. Chalmers, Mr. and Mrs. Michael D. Charbonnet, Drs. Leslie and George Chimento, Mr. and Mrs. Dane S. Ciolino, Mr. and Mrs. George W. Clay, Mr. and Mrs. Edwin T. Connick, Dr. and Mrs. Edward S. 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