

Fall/Winter 2017-18

HOBAN

*A publication for Alumni, Parents & Friends of
Archbishop Hoban High School*

MAGAZINE



Established through the generosity of

**The Asente &
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INNOVATION CENTER

the Mission

We are a Catholic high school
in the Holy Cross tradition.

We celebrate our diversity, value each person,
and welcome one another with the hospitality of Christ.

As a family of learners, anchored in gospel values,
we empower each other to grow spiritually,
develop intellectually and reach out in service to others.

Within an innovative and orderly learning environment
we are committed to challenging each student
in both heart and mind
to be a compassionate individual, a lifelong learner,
and a responsible steward of God's creation.

Adopted 1993, reaffirmed 1999, 2004,
revised and adopted 2010, 2015



HOBAN

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inside this issue

Message from the President	3
School Feature.....	4-7
Student Feature.....	8-9
Holy Cross Integrity.....	10-11
Why I Give	12
Class of 1967	14-15
Professional Development.....	16-17
Athletic Spotlight	18-21
Athletic Updates	22-23
Knight Life	24-28
Extravaganza 2018.....	29
In Memoriam.....	30-31
Annual Report Online	32
Holy Cross Educator.....	33



4



14



On the cover Hoban students (left to right) Cole Sukys '19, Zoe Farah '19, Mariah Carter '19, Lian Pickens '20, Collen Gurley '18, Maggie Kreiner '20 and Dylan Erks '18 collaborate on a project inside the MakerSpace of the school's new Innovation Center, which opened in mid-October.



18

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Message *from the* President

Dear Hoban Community,

Each year, our students, faculty and staff shine light on one of the 10 Holy Cross core values. The core value for the 2017-18 academic year is **integrity**.

Blessed Basil Moreau, founder of the Congregation of Holy Cross, stated that we are about the business of educating both minds and hearts, and that education of the mind cannot be done at the heart's expense.

It's in the heart that integrity is nurtured and ignited.

Father Moreau said:

"We will place education side by side with instruction. Instruction transmits particular knowledge and skills, while education of the heart fosters the values, attitudes and behaviors which will use that knowledge and those skills appropriately and productively... True education is the formation of the hearts and transforming of values in people." (Christian Education, 1856).

Father Moreau understood that the seeds for a life of integrity grow from this education of the heart. We also see this one core value intersect with the others:

Excellence & Discipline—living with integrity by challenging ourselves to use God's gifts to their greatest potential, pursuing habits of the mind responsibly, and becoming lifelong learners.

Hope, Family & Zeal— living with integrity by positively engaging those in our circles of influence and by sharing God's love with passion in both word and deed.

Inclusiveness & Option for the Poor—living with integrity by welcoming and valuing others and by embracing those less fortunate.

Divine Providence—living with integrity by remaining faithful to God's will, realizing He is actively engaged in our lives.

May God bless the Hoban family and all our efforts to walk each day with our integrity on fire!

In Holy Cross,

Todd R. Sweda, Ed.D.

FULL STEAM AHEAD:



Students Swati Dirgo '20 (left) and Anthony Bishop '18 (right) review an assignment on their tablets in the Entrepreneurship and Communication Studio of the Innovation Center. The team behind them, Jessica Sheldon '19, Lonasia Brewer '19 and Jonathan Markowski '18, use state-of-the-art technology in the classroom to go over a separate project.

Hoban senior Jared Armsey feels like a little kid at Christmas when he steps into the school's new Innovation Center.

Armsey, who will study engineering next year at the University of Akron, said he has everything he could ever dream about an arm's length away – power tools, 3D printers, state-of-the-art conferencing technology and, most importantly, “an inclusive and very creative atmosphere that sets other students and myself up to reach our full potential as the next generation of innovators.”

That next generation could also include such jobs as cloud computing specialists, driverless car engineers, app designers, drone operators or social media managers.

Ten years ago, those positions either were in their infancy or did not exist. Today, they are hot careers.

Making students college and career ready

In fact, 65 percent of children entering primary school in 2017 ultimately will end up working in completely new job types that aren't even on our radar screens, the World Economic Forum (WEF) reported in 2016.

WEF also asked executives from some of the world's leading companies what they thought the most important job skills would be in 2020.

Their number one response? Complex problem solving. Other skills on WEF's top 10 list included critical thinking, creativity, collaboration and emotional intelligence.

So how can Hoban prepare students for college and a future job market we can't predict?

To help answer the call to make every student college and career ready, Hoban officially opened the 4,000-square-foot Innovation Center at a dedication ceremony Nov. 14.

Already in use since mid-October, some of the equipment available in the Innovation Center's MakerSpace includes five 3D printers, laser cutters, laser engravers, engineering graphic design software, vinyl cutters, welding and woodworking tools and an electronics assembly. The adjoining Entrepreneurship and Communications Studio is a technology-rich environment that allows faculty and students to link with experts and fellow students at multiple sites around the world, while exploring numerous business concepts.

Guiding students to use their God-given talents

To Todd R. Sweda, Hoban President, the Innovation Center is much more than two rooms filled with state-of-the-art equipment. It's a place where students and faculty can foster ideas and tackle problems, combined with their God-given abilities.

"Our objective is for the facility to serve as a place of creativity and discovery for the students," Sweda said. "We hope that along the way they will discover their talents and passions so they can move on to the next step in their academic and professional lives."

When Hoban decided to transform its former library into a state-of-the-art learning space, it indicated an important educational swing toward 21st century skill building, creative expression

Hoban Opens the Doors to a New Frontier in Education and Innovation

and problem-solving – giving Hoban students a jumpstart on much of what they will face in college, and eventually, the workplace.

Calling all entrepreneurs

According to an article in the Nov. 27 online issue of Crain's Cleveland Business that featured a story about the Innovation Center, local companies have not only forged connections with universities and trade schools to help build tomorrow's workforce, they're also focusing on enhancing the skills of local high school students so they can enter college even better prepared.

The Entrepreneurship and Communications Studio within the Innovation Center allows students to work collaboratively with others off-campus, allowing them to access experts and learn how to communicate with current players in the global economy. In fact, Hoban is partnering with the University of Akron College of Business Administration on a new entrepreneurship curriculum expected to start next year. And Sweda told Crain's that he hopes someday the university will then be able to help kids connect with area businesses to explore career opportunities.

"We're always taking a look at current trends happening in education that particularly relate to authentic and relevant learning," Sweda told Crain's, referring to the hands-on work and exposure students will get to look at career options.

Hoban is also partnering with the Akron chapter of the National Tooling and Machining Association (NTMA), which generously donated most of the equipment to the MakerSpace's modern shop. It is expected that NTMA will help arrange student apprenticeships with local companies, Sweda said.

Full "STEAM" ahead

Much like the better known STEM-based curriculum focusing on science, technology, engineering and math, Hoban has integrated the principles of "STEAM" – the "A" stands for the arts – recognizing that to be successful in soon-to-be developed technical fields, individuals must also be creative and use the critical thinking skills that can be fostered through exposure to the arts. For example, engineers have not typically been comfortable with the artistry of designing. But being able to make a quick sketch to communicate an idea is an enormously useful tool.

"We felt our students needed a space where they can best prepare for college

and set themselves on a career path," Sweda said. "By incorporating a STEAM framework we're teaching students how to think critically, solve problems and use their creativity, preparing them to work in fields that are ready for growth. The Innovation Center is where student and faculty innovators can create prototypes and other creative designs using these cutting-edge tools."

Thanks to rapid advances in the fields of robotics, driverless transportation, artificial intelligence, biotechnology, advanced materials, the arts and health care, the current pace of change in education is only going to get faster, according to WEF's 2016 Human Capital Index.

Randy Solsman, science teacher and Hoban's academic dean, said that the Innovation Center provides a hands-on environment in design and development and fills an important need – how to solve all sorts of problems from the workplace to today's most pressing societal issues.

(continued on page 6)



Sophomores Jonathan Armbrust, left, and Janay Bass, right, receive assistance from science teacher Greg Pero on the properties of the models they're working on in Pero's chemistry class.

THE HOBAN INNOVATION

(continued from page 5)

"By using the tools we give them, students should be able to identify not just technical problems but societal problems and come up with ideas on how to solve them," he said.

Solsman has issued students an interesting challenge. For many years, he said, "we have all been taught to 'think outside the box.' Well, now we want our students to think when there is no box."

Greg Pero, science teacher and director of Hoban's pre-engineering program, was in on the project from the beginning, touring different MakerSpaces at other local schools with Solsman. They found that the schools provided "clean" and "dirty" spaces; clean spaces for robotics, computing, videoconferencing and student collaboration, and messy areas for tools such as saws, spray paint and general tinkering.

"We don't want to see a clean, pristine room at the Innovation Center," Solsman said. "We want it to get messy."

Pero, Solsman and art teacher Micah Kraus are working with Hoban faculty to show them how to use the materials and tools in the center.

Not just for scientists, entrepreneurs and engineers

It's important to note that not all students graduating from Hoban will end up studying engineering, business or biotechnology. The arts play a large role in guiding students through a rigorous pursuit of artistic practice, skill development, conceptual engagement and creative problem-solving.

"We're creating not only future engineers, entrepreneurs and scientists," Sweda said. "We're helping students to build skills they can apply in any career."

Kraus agrees.

He says STEAM education isn't just about course content – it's the process of being scientists, mathematicians, engineers, artists, technological entrepreneurs and – most of all – real-world problem solvers.

"What they (the students) make is almost secondary," Kraus said. "What is important for them to learn is how they got the product to where it is. We let the student be a problem creator and problem solver. Hoban has built a space where students are creating new learning that can't happen anywhere else."

Educating hearts and minds

For future engineer Armsey, the benefits he'll receive from the instruction and tools in the Innovation Center – and his Holy Cross education as a whole – are immeasurable.

"The short time I've had using the center has affected me tremendously," he said. "The Innovation Center has given me opportunities I never would have imagined. I'm very fortunate to be a part of the learning process and assist in cultivating the hearts and minds of my fellow students." ■



Hoban's new Innovation Center boasts a 3D printing lab.



A few of the items made by students via 3D printing – a crucifix and vase, along with blue and gold "poker chips," which were a gift to guests at the Nov. 13 grand opening.

Sophomores
Jacqueline Roberts
(left) and Evelyn
Thoman are hard
at work in the new
Innovation Center
MakerSpace.



The Innovation Center will serve all Hoban students and embody the important skills necessary for success: **collaboration, communication, critical thinking and creativity**. It houses state-of-the-art technology, equipment and resources that will empower students to let their creative juices flow and spark innovation, foster entrepreneurship and enable students and faculty to interact with experts around the globe. Here, book learning will meet the physical world.

SPACE:

- Approximately 4,000 square feet of space
- **MakerSpace**
The MakerSpace is equipped with the tools, technologies and raw materials that support invention and provide the ultimate workshop for individuals who learn best by doing. It's an interdisciplinary lab for technological experimentation, hardware development, engineering, idea prototyping and creative expression.
- **Entrepreneurship & Communications Studio**
The Entrepreneurship & Communications Studio is equipped with state-of-the-art distance learning technology and is where Hoban's entrepreneurship curriculum will be taught. Students and faculty will have the ability to communicate with entrepreneurship leaders from the U.S. and around the world, as well as talk with students and leaders from other Holy Cross schools from California to Bangladesh.

EQUIPMENT:

- 3D printing lab
- Robotics lab
- Modern shop
- CAD stations
- Vinyl and laser cutters
- Engineering graphic design software
- Dye sublimation printers
- Circuit and coding equipment
- Hand, power and bench tools and consumables
- Cisco Spark Board®
a touch-based, all-in-one collaboration device

What is "STEAM"?

Science
Technology
Engineering
Arts
Math

Hoban's goal is to develop a robust and challenging **STEAM** curriculum that encourages scientific discovery and models real-world design and problem-solving.

What is Entrepreneurship?

Instead of following the status quo, entrepreneurs have a healthy disrespect for established rules and often set out to do things that others may not have the courage to pursue. They are also willing to fail and start over again, internalizing the lessons they've learned to create something new and improved, says worldwide entrepreneur Jenny Ta of VCNetwork.co. Hoban will follow this philosophy through a collaboration with the University of Akron College of Business Administration on the new entrepreneurship curriculum.



GHANA

Ghana. Spain. Portugal. Twenty-two Hoban students had quite a summer traveling about 9,300 miles to the three very different countries in 2017.

These trips were not vacations, though.

Social studies teacher Jason Dzik and Father Mike Ausperk, along with 11 Hoban seniors and juniors trekked 5,361 miles to the West African country of Ghana for a faith and learning experience with the Brothers of Holy Cross and people of Kasoa, Ghana. The group left Aug. 12, returning Aug. 22.

Their task? Helping with landscaping and other finishing touches at the new St. Brother André High School in Kasoa, which opened Sept. 10 to 10th graders. The new school is a ministry of the Midwest Province of the Brothers of Holy Cross. The group toured Ghanaian cultural sites and experienced local customs, but a significant amount of their time was spent performing community service and reflecting on Hoban Holy Cross core values.

"[We made sure the students knew] this was not a vacation but a faith and

learning experience where we had to have an open mind, respect the culture of the country we were visiting and be of service to others," Ausperk said in his online diary.

The Holy Cross Brothers from the Midwest Province have been in Ghana for more than 50 years, serving in a number of schools. A few years ago the Brothers in Ghana decided they wanted to start a new school named after the only member of the Holy Cross Congregation to be canonized – Brother André Bessette – the simple porter from Montreal who lived his life devoted to St. Joseph.

As plans were made and buildings constructed, three Holy Cross Brothers from Ghana spent six months in early 2016 learning about administrative best practices at the three Holy Cross high schools in Northeast Ohio – Hoban, Gilmour Academy in Gates Mills and St. Edward in Lakewood.

As time went on, construction of the school experienced delays. Originally expected to open in 2016, the delays moved the opening to September 2017. Ausperk spoke with the Brothers about how Hoban could help in some way by offering a service to the school before it opened.

One of the many service projects students performed was to clear the weeds and rocks from the front yard of the brothers' house, till the soil and plant grass.

From the mandatory yellow fever vaccinations and hauling rocks to dining on Ghanaian delicacies – as well as enjoying some American-style breakfasts of oatmeal, scrambled eggs, toast and fruit – Ghana proved to be

one of the greatest experiences of their lives, the students said.

"Going in, I knew I was excited but I did not know how truly incredible the 10 days would be," senior Gracie Bagdon said in her reflection following her return. "The hospitality of the Ghanaians is something I definitely took away from the trip. Everyone, including the Brothers, were so welcoming. When we went to the school and Mass at Holy Child, everyone there just wanted to meet us. I hope to try to bring some of the Ghanaian hospitality to Hoban and Akron."

Junior Mary Gutbrod loved and appreciated how happy and nice everyone was, even though they didn't have much in terms of material possessions. She also said she wanted to bring the joy and spirit of the Ghanaian people back home with her.

"It really struck me how much poverty there was," she said. "You read about third world countries but actually experiencing it in person is totally different. It really impacted me to see how happy and joyful the Ghanaian



Hoban students cleared rocks and weeds from in front of the brothers' house in Ghana.



Elizabeth Hillegas '18 bonds with a young Ghanaian child.



people were. I will keep the spirit of Ghana alive in my heart and by being as friendly as they were to me and to the others around me. I am so grateful that I made such amazing friends. I hope to go back to Africa one day and visit all of them again.”

Meanwhile, a month earlier in Europe...

More than 2,000 miles away from Ghana, 12 Hoban art students stepped off a plane in Spain, cameras in hand, on a nine-day study abroad photography trip. Visual and performing arts chair Micah Kraus and his wife and fellow art teacher Kim Eggleston-Kraus chaperoned the art-centered trip.

“We wanted to make sure wherever we went was beneficial to the students experientially and artistically,” Kraus said. The group’s first experience was a ride on Spain’s famous bullet train to the capital of Madrid. From there it was on to Barcelona, a world-renowned center of art, and finally, to Lisbon, Portugal, immersing themselves into the cultures of both countries.

“We wanted the students to eat their food, hear their language and experience the cities we visited as citizens of the country, not tourists,” Kraus said, “Every interaction they had left a deep impression on them, transporting the viewers of their photographs to the experience they had. Seeing the students immersed into a new culture is something you don’t find in the classroom.”

The students and teachers were joined by Josie Rauh '17, who acted as unofficial interpreter for the group. Fluent in Spanish, Rauh, now in her first year at The Ohio State University as a biology/pre-med major and Spanish minor, said she wanted to improve

her Spanish speaking skills even more in an environment where the primary language was Spanish.

Rauh’s skills came in handy for a group that didn’t speak a word of Spanish or Portuguese, Kraus joked.

“Speaking Spanish in Spain was the first time I was able to speak it every day with native Spanish speakers, which was much different than with my classmates for an hour in Spanish class,” Rauh said. “I learned an incredible amount about how to truly speak Spanish by trying, and sometimes failing, to make dinner reservations for all of us, find the bus or ask for directions.”

Following their trip, Kraus arranged for the students to exhibit their photographs at the Robert K. Pfaff Transit Center (Akron Metro) on Broadway Avenue in downtown Akron. Hundreds of photos were brought back, which meant the students needed to sift through the best of the best for the exhibit. Hoban junior Gracey Smith served as lead curator of the photo exhibit, which ran from Oct. 1-Nov. 30.

Smith and the photography exhibit were the subject of a story in The Suburbanite newspaper of Stark County. Smith, from Hartville, told the paper it was her job to choose the images that told the story of their trip – how they learned and grew trying to make sense of cultures they did not know.

But the students weren’t the only ones educated during the trip.

“I learned a lot about the students: they’re flexible and resilient,” Kraus told The Suburbanite. “They were into it. I think when young people are given the opportunity to step up and invest themselves in something interesting, they do. And they proved that.” ■



The year 2017 marked the 135th anniversary of the cornerstone of Sagrada Familia in Barcelona. Hoban students traveled to Spain and Portugal in August 2017 for an arts immersion project in photography. Currently, 70 percent of the Basilica is finished.



Following their trip to Spain and Portugal last summer, (l-r) Jenna Kupcik '18, Julia Susany '18, Gracey Smith '19 and Gracie Bagdon '18 worked together to install their photos in the exhibition area of the Akron Metro Downtown Transit Center.



Holy Cross value of the academic year

INTEGRITY

THE MORAL AND ETHICAL HIGH GROUND

By Mary Anne Decenzo

Where can a Hoban student find his or her moral compass in the fast-paced world teenagers live in today?

Hopefully in the same place that Hoban graduates talk about where they found it. In their classes, in their friends, in their teachers—many of them were brothers—who served and continue to serve today as role models in the Holy Cross tradition. These Holy Cross core values that have been the foundation of Hoban since 1953 were gleaned from the writings of Blessed Basil Moreau, the founder of Holy Cross.

Moreau believed the first duty of educators was to develop people of values. He was convinced that knowledge without values is empty.

Several years ago, Brother Bob Livernois, Hoban's vice president for Mission and Leadership, began presenting a Holy Cross core value as a theme for each new school year. In previous years the Holy Cross core values of Zeal, Hope and Family worked well into the curriculum and became part of a student's conversation by the end of that school year. This year's Holy Cross core value theme is Integrity.

"Integrity for me is what is inside you," Brother Bob said. "It is really being 'True to You' which has been Hoban's theme for a long time. I chose it to emphasize that theme."

The dictionary defines integrity as "the quality of being honest and having strong moral principles; moral uprightness; the state of being whole and undivided; the condition of being unified, unimpaired or sound in construction."

Brother Bob takes it even further.

"Integrity is standing up for your values and what is right," Brother Bob said. "There is no better time than this to do that for people in our world. And so this year we will reflect on what our integrity is and what do we want to be as individuals."

The faculty has engaged in conversations about integrity during retreats and in-service days so they have a better understanding of how the concepts can be incorporated into the daily classroom. Student retreats and religion classes are logical places to talk about integrity, but teachers are finding students sharing a broader knowledge of its meaning in other classes and putting it into practice.

In a faculty retreat, science teacher Judy Mohan shared a personal example of how she views integrity.

Mohan explained the challenges her family had with their oldest child, Michael, who was born with Down syndrome. Even though they had the strong support of early

intervention professionals—swimming instructors, physical therapists, speech therapists, occupational therapists and pediatricians—and despite the fact that Michael had integrated into the activities of any preschooler—with or without disabilities—Judy found that when he was to enter school he would be forced into special education classes.

Mohan quickly became an activist, fighting for a better education for her son, who became part of a pilot program for the inclusion of students with disabilities that continues in their district to this day.

"Living a life of integrity also demands that we expand our perspective and try to broaden the scope of our activism, modeled after activists like Jesus, St. André Bessette and Pope Francis," Mohan said. "Michael's story is not just about people who have disabilities. It's really a civil rights story, a human rights story, about freedom and equality, and liberty and justice for all."

In Brother Bob's leadership class, students learn that showing discipline in one's values helps make those values become a habit.

"If our students learn that integrity is knowing and liking and loving yourself for who you are, then you won't have a problem with self-esteem and you form character," Brother Bob said. "It

becomes what is inside you that is important-what comes from the heart.”

Moreau was convinced that true education fosters the formation of hearts.



History and government teacher Ralph Orsini believes integrity is a characteristic that shows a person can be trusted and that others can believe in.

“A person with integrity treats others with respect and practices what he or she preaches,” Orsini said. “Hopefully when we demonstrate integrity to our students we motivate them to always do the right thing.”

Religion teacher Hank Kappel doesn’t think the dictionary definition of integrity goes far enough in grasping the concept of integrity as a Holy Cross value.

“It is easy to superficially consider things like honesty, trustworthiness or moral uprightness as something descriptive

rather than prescriptive,” Kappel said. “Integrity can also be perceived as self-integration. In this way, a person of integrity tries to understand others in terms of their relational aspects. So it might compel us to ask, ‘How do we integrate our will and our behavior?’ Or better, ‘how do we harmoniously align our intentions and our actions?’ Here we see the verb ‘integrate,’ which means ‘to make whole or present in its entirety.’ This definition can be more powerful because it provides us with a way of thinking about integrity that brings a relationship to the center of its meaning. It invites us to consider how to find compatibility between the mind and the heart, and their outward expression—resulting in a true sign of completeness.” ■

How students view integrity and leadership

The Hoban Leadership Institute is based on the work of Tim Elmore, Ph.D., and his organization Growing Leaders. Like Elmore, we believe that people remember best when the leadership concept is accompanied by an image. The final project of the Hoban Leadership Institute focuses on our Holy Cross Core Values. Just as each of the leadership lessons incorporates an image to help us remember the concept, students were asked to create an image and a lesson to teach each of the ten core values. Below are two of the images that students created for the core value Integrity.

The Double Stuffed Oreo

“The Holy Cross core value of Integrity means strengthening your interior characteristics rather than focusing on how you appear to others from an outsider’s point of view. We feel that the double-stuffed Oreo portrays this because its contents on the inside are more delicious than the outside.”

The Solitary Cell

“Integrity is being your true self at all times. This is best measured when you are truly alone – in solitude. The solitary cell forces you to be yourself without fabricating an image for others to see. It is also a destination for those who lack integrity – they’re in their own personal jail. A leader must know their true self so they can honestly lead others down the right path.”



Why do I give to the HOBAN Fund?

Cynthia and John Frola: Paying it forward as tribute to sons, grandchildren and beyond

Why do I give to Hoban? It is because Hoban and the Holy Cross values have had and continue to have such a positive impact on our family.

Our support of Hoban started with our sons, John L. Frola, Jr. '86 and Joseph P. Frola '90, and has never diminished. We watched our sons benefit from the academics available to them. They were well prepared for college, but we sent them to Hoban for additional reasons. We wanted the boys to be kind, caring and concerned individuals who would make every effort to help others in our family, the community and the world. Hoban values guided them on this path and provided many ways for them to explore opportunities to develop personally and to contribute to others.

It was what went on inside the classroom as well as the outreach activities that made such a difference and developed the whole student – Academic Challenge,

service projects, volunteer hours, canned food drives. Learning and caring were part of their Hoban years. Yes, school for them was going to class, but it was also doing something for others. They indeed learned to care, give and do!

John's children are or will be Hoban graduates learning from the Holy Cross values that permeate their lives. He and Joe both said that they want our grandchildren to have the academic and spiritual experiences they had. So Giuliana '15, John '18 and Joey '23 will benefit from our giving to Hoban, but it won't stop there. Our support will continue. We give in appreciation of all that our family has gained through their Hoban relationship.

My husband and I both grew up in families that valued education and family above all else and supported both. My father told me that you can't always "pay back" but you can always "pay forward."



Cynthia and John Frola, Sr.

Giving to the Hoban Fund is a way to "pay forward" so that present and future students can have the wonderful experiences our family enjoyed. We hope they can learn to lead the life of kindness instilled in our sons. Thank you, Hoban!

Note: Cynthia Frola followed her father's advice about paying it forward. She volunteers her time at Hoban as director of community partnerships.

Julie and Patrick Miller: Belief in Hoban's mission – positive values and strong curriculum

We love Hoban! Once we decided to join the Hoban family by enrolling our children in the school, we have never looked back. As parents, we wanted our children to receive a well-rounded education including a balance of positive values and a strong curriculum.

Our three daughters graduated from Hoban with a solid foundation of preparing them for college. They all chose to attend the University of Dayton. When we recently asked them what they felt was the most important part of their Hoban education, they all mentioned the sense of community and family they experienced. Mary '12 said she always felt valued as an individual by her teachers, especially her art teachers. They encouraged her to go into a creative field. She is now working as a graphic designer for a marketing firm in Carmel, Ind.

Lizzy '14 will graduate next spring with an education degree for the primary grades. She said, "Even almost four years after graduation, I still carry the idea of educating hearts and minds in every lesson plan I write and teach. Hoban has set a foundation of education, but also a standard of what we deserve to feel every time we enter a classroom. If I can provide my future students with even half of the community I felt while I was at Hoban, then I will have carried my gift from high school to its full potential."

Christina '17 is in her first year of college and is studying to be an integration specialist. She began to have an interest in this career path after experiencing Hoban's mentality of welcoming everyone and seeing people's differences as a positive. She discovered the passion of working with others with special needs by participating in Hoban's JAM program.



Patrick and Julie Miller flanked by their daughters Christina '17, Lizzy '14 and Mary '12.

We support Hoban because we believe in its mission and we have been blessed by all the relationships we have established since our family joined the Hoban community. Now that our children are finished at Hoban, we continue to give to the school because we would like to help give more students the opportunity to experience a Hoban education.

What is the HOBAN Fund and why do we need you?

We have 820 reasons – our students.

The HOBAN Fund bridges the gap between tuition and the actual cost per student, and so literally supports every annual operating budget line item by:

- ❖ Increasing the available funds for financial aid and scholarships
- ❖ Supporting faculty salaries and benefits
- ❖ Enabling teachers to pursue professional development
- ❖ Providing for items such as school supplies, uniforms, and classroom equipment
- ❖ Allowing innovative curriculum programming
- ❖ Helping to maintain Hoban's buildings and athletic fields
- ❖ Enhancing learning through technological resources.



*To make a donation: Call 330.773.8620
or make an online donation:
www.hoban.org-Giving-Online Giving*

1967 - 2017



***Class of 1967 Unearths Time Capsule
They Buried 50 Years Ago;
Holds Milestone Reunion***



Fifty years.

That's how long a detention notice, a blue and gold "Go Hoban" button, a 1967 issue of *The Visor*, a 25-cent football program highlighting Hoban vs. Canton Catholic (now Canton Central Catholic), strings from a mop, a "Stomp the Irish" sticker, a student handbook, sports articles from the *Akron Beacon Journal* and even an original rendering of the concrete HOBAN letters facing Interstate 76 had survived underground.

Once unearthed by members of the Class of 1967 on July 28, the items were found in pristine condition.

From Revolutionary War patriots Paul Revere and Samuel Adams to the Westinghouse time capsules buried during the 1939 New York World's Fair, tens of thousands of these "messages to the future" have been scattered across the globe since the custom caught on in the 19th and 20th centuries, and while most are inevitably forgotten, the ones that survive can often provide a fascinating glimpse into the past.

Buried in an aluminum cylinder surrounded by concrete, the Hoban materials were just as compelling. The items are now being compiled and catalogued by Holy Cross Brother Philip Smith, as part of a Hoban archives project.

Terry Ruip '67 was amazed at how well-preserved the items were. Ruip was the designer of the embedded HOBAN letters that were installed in 1966. He said the time capsule was placed just above the 'B.'

"I was there to dig it out of the ground and break it open, which was practically a miracle," Ruip said. "The concrete cracked open like a hard-boiled egg, right in line with how the capsule lay in the concrete. The slab broke off at the end and took the top of the capsule with it, so we didn't even have to struggle to open it. All we had to do was reach down and start pulling out the contents piece by piece."

The group was assisted by Brian Stanley '87 of B&C Landscaping.

Chuck McVan '67, who not only was on hand for the unveiling but also

a part of the original time capsule project, remembered when he and his classmates put everything together. He and some friends were driving around town one day in 1967 – as teenagers usually do – and saw a sign welcoming back another school's graduating class from 50 years prior (1927). At the time, his class's 50-year reunion might as well have been 100 years in the future.

"We certainly didn't look 50 years down the road," McVan said. "Back then it never would have even occurred to us. All we wanted to do when we put the time capsule together was to hang out with our buddies and dig up the mud. We were a very close-knit class."

Many of the same alumni returned for "Come Home to Hoban" and their 50th reunion weekend Sept. 1-2. Some came from as far away as Oregon, South Carolina and Florida. Prior to the start of the Friday night football game with rival Cardinal Mooney High School of Youngstown, several of them serenaded the crowd with an acoustic guitar rendition of the Star-Spangled Banner, led by classical guitarist George Bachman '67.

They were back together the next night for more reminiscing, fellowship and merriment. The school held a picnic for the alumni, who picked up where they left off the night before. Just like that, McVan said, "It seemed like just yesterday that we were teenagers in school, when many of us never thought about sitting here 50 years later. We were just a group of guys who liked to hang out together."

A close-knit group, indeed. ■



Cultivating Excellence for Hoban's Faculty Through Professional Development and Dedication to Students

For Hoban teachers, professional development is not something out of the ordinary. Each week Hoban faculty work in professional learning communities to discuss curriculum, assessment and specific topics of interest to best meet the needs of the students.

A professional development day in September, however, was a little bit different.

A consultant from The Danielson Group of Princeton, N.J. provided faculty with a full day in-service on Sep. 25 on the research-based framework which supports student achievement. The framework for teaching was developed in 1996 by education expert Charlotte Danielson as a method to identify good teaching practices. While often used by administrators for evaluation the tool was originally designed for a teacher's self-reflection and improvement.

"We brought in The Danielson Group and corresponding framework to provide a common language to talk as a faculty about teaching, learning and student outcomes," said Hoban Principal Emily Hanson.

Under Danielson's program the qualities of good teachers fall into four domains: Planning and preparation, school environment, instruction and professional responsibilities. Under those domains are 22 components, such as "demonstrating content knowledge" and "managing student behavior."

Danielson wrote in her book, *Rethinking Teacher Evaluation*: "When teachers work together to solve problems of practice, they have the benefit of their colleagues' knowledge and experience to address a particular issue they're facing in the classroom."

The day was filled with cross-departmental, collaborative activities to explore elements of teaching and subtle changes which might be implemented to best meet the needs of all students.

"Professional development is meant to inspire, encourage and reinvigorate teachers," Hanson said. "It is also an excellent model for our students of what it means to be lifelong learners," Hanson said. "In this instance it was great being able to have national experts come and work with us."

Hoban's distinguished faculty seek other opportunities outside of the in-service day to continue to connect and grow as professionals. The school has many teachers who are working on advanced degrees to support dual enrollment opportunities for our students and attend professional workshops through their individual disciplines to connect with other professionals both locally and nationally.

During the 2013-14 academic year, Hoban entered into a partnership with Saint Louis University to enable qualified juniors and seniors to take courses at Hoban for both high school and college credit. College credit is issued by SLU's 1818 Advanced College Credit Program. These courses are taught by Hoban faculty members with advanced degrees within their discipline. The Hoban faculty are considered adjunct faculty members of SLU and are able to network and attend professional development through the university as well.

In addition to receiving credit toward high school graduation for selected academic courses, students may opt additionally to dual enroll in courses approved for college credit through Saint Louis University.

Faculty members Jennifer Spontarelli, Jason Dzik and Candace Bates review some of the many topics that were discussed during their September in-service day.





In a breakout session, Hoban faculty members share ideas on the Danielson framework surrounding teaching, learning and student outcomes.

The dual credit program is a valuable component of Hoban's rigorous academic curriculum. It allows Hoban to continue in the Holy Cross tradition of excellence in education, preparing students for the challenges of the 21st century.

Amy Zeller, Spanish teacher and chair of the World Languages department, has been teaching dual credit Spanish courses for four years. As an adjunct professor, Zeller said she's happy to be able to offer advanced courses at Hoban as college credit courses through SLU.

"I have enjoyed providing this opportunity to students so that they can begin college with three credit hours (hopefully more in the near future) of Spanish," Zeller said. "I have learned so much from my liaison at SLU as well as from the professional development I do at SLU with all of the other adjunct professors for the dual credit program. I have learned how to 'bridge the gap' so students are well prepared for college."

And then there are Thursdays.

A favorite of Hoban students, the Thursday schedule – where period 1 starts at 9:20 a.m., nearly two hours after classes begin the four other days of the week – makes room for faculty professional development time. During that time departmental and interdepartmental meetings take place for teachers to gain and improve the knowledge and skills important to their positions and improve student outcomes.

Ongoing professional development keeps teachers up-to-date on new research and how students learn, emerging technology tools for the classroom, new curriculum resources and more. "The best professional development is continuous, experiential, collaborative and connected to and derived from working with students and understanding their culture," Hanson said.

Micah Kraus, art teacher and chair of Visual and Performing Arts department, says professional development at Hoban is second to none.

"Instructors are encouraged to grow as professional educators and leaders in their field of study through participation in continuing education," Kraus said. "A recent example is that I received funding to participate in a weeklong artist residency in Illinois this past summer. The residency provided time and opportunity to develop as an artist, which has benefitted me and my students. Additionally, the Danielson method training we received challenges educators to be self-reflective in order to increase student engagement. Hoban's culture of lifelong learning results in professional educators with insight, experience and expertise to impart to their students."

Jamie Adaway, co-chair of the English department, added that professional development also is important because of the changing needs of students every year.

"This is my 20th year of teaching. Each year the needs of my students change," Adaway said. "Sometimes state testing changes. Sometimes state standards change. Everything about my job changes annually, sometimes monthly. It's important to be adaptive. Professional development, whether it is attending in-services, having money to purchase the most up-to-date resources, or taking a college class, is so important to keeping up with the ever-changing world of education and the ever-changing needs of our students. Whether it is \$20 to purchase an SAT strategy manual after the College Board updates the test, or \$2,000 to travel to a weeklong AP English conference, every dime is important to my preparedness and my ability to be the best educator I can be." ■

Three-Peat! Hoban Football Team Dominates in Winning Third Consecutive State Championship



Dynasty?

The word was being bandied about Tom Benson Hall of Fame Stadium in Canton after the Hoban Knights won their third straight state football championship on Nov. 30. While the result was the same, the competition wasn't this year. Hoban moved up to Division II in 2017, but dominated its opponents as if it were still in Division III. Finishing the season 14-1, Hoban's only loss was to Cleveland St. Ignatius, a perennial Division I powerhouse.

A tough opponent loomed in the championship game. Cincinnati Winton Woods had come from being down 21-0 to Massillon to defeat an experienced Tigers team 56-21, which was very much on the minds of Coach Tim Tyrrell, his team and Hoban fans alike. Not to mention that Winton Woods boasted the Div. II Coach of the Year and Defensive Player of the Year.

But after an electrifying, 73-yard touchdown strike from freshman quarterback Shane Hamm to senior wide receiver Garrett Houser on the first play from scrimmage, the Warriors looked shell-shocked and the Knights never looked back.

Final score: Hoban 42, Winton Woods 14.

Perhaps more than a dynasty, this group of players being educated in the Holy Cross tradition is leaving behind a legacy of excellence on the football field and in the classroom.

Tyrrell emphasized that the team's goal is to be competitive and maintain a standard of excellence that keeps Hoban a part of the Ohio high school football conversation every year.

"What we've been preaching is being relentless on building a program that will be known statewide," Tyrrell told

Cleveland.com. "Whether you're in a championship or not, at least you're in the conversation every year when preseason starts. I think that's our kids' drive and the coaches' — it's not just a one, two or three-year thing. Hoban football is something that we want to be talking about every year. That is the kind of legacy our players want to leave behind when they graduate."

Tyrrell credits his upperclassmen, especially such seniors as Garrett Houser, Daeshon Martin, Nate Bauer and R.J. Kelly. All four have been recruited and will play for Division I college teams next year.

"They're all team players," Tyrrell said. "You want that out of your seniors. We had an unbelievable senior group that was asked to do different things at different times of the year." ■



Six Knights named to Division II All-Ohio Team

First Team Offense: R. J. Kelly, senior lineman (University of Akron recruit)

First Team Defense: Daeshon Martin, senior lineman (University of Cincinnati recruit); Matt Salopek, junior defensive back

Second Team: Nolan Rumler, junior lineman (University of Michigan recruit)

Third Team: Garrett Houser, senior receiver (United States Naval Academy recruit)

Honorable Mention: Tyris Dickerson, junior running back

Playoff Scores

Quarterfinal vs. Mayfield - won, 56-27

Regional semifinal vs. Lyndhurst Brush - won, 49-0

Regional final vs. previously undefeated Barberton, dubbed the "Summit County Super Bowl" - won, 42-13

Div. II state final vs. previously undefeated Avon - won, 30-6

Div. II championship vs. Cincinnati Winton Woods - won, 42-14

Varsity
9-1, regular season;
5-0, playoffs;
**OHSAA Division II
State Champions**



JV
5-2, regular season
(no playoffs)

Freshman
10-0, regular season
(no playoffs)



A Three-Peat Celebration!



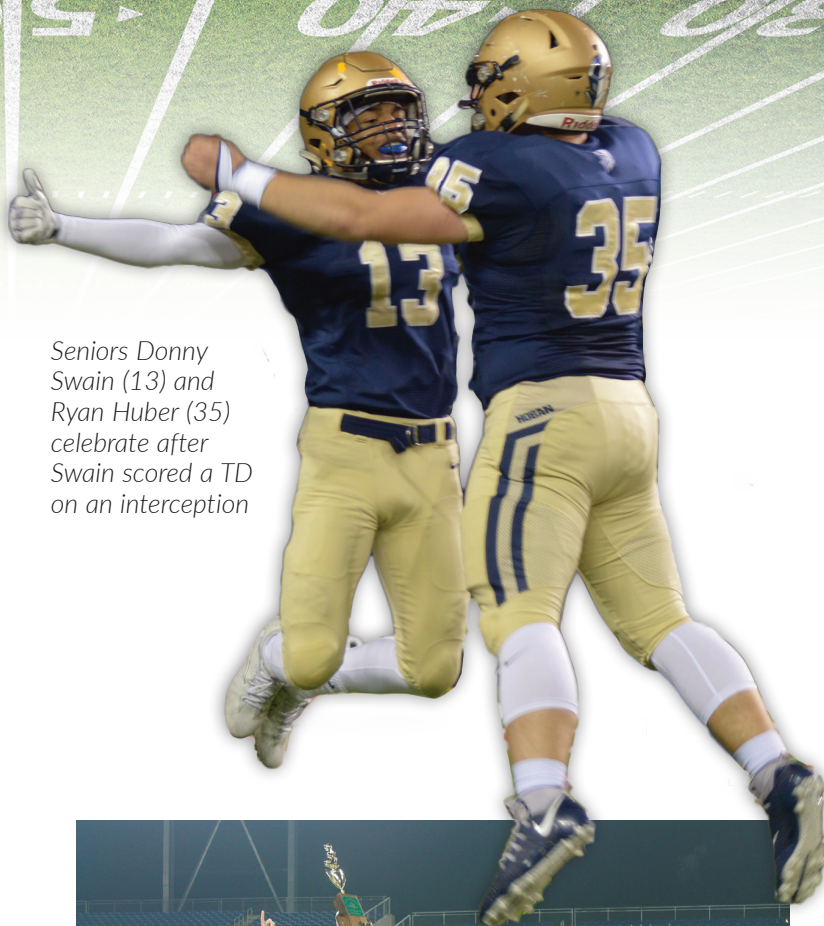
Several players jump into the crowd of Hoban Superfans to revel in their third straight state championship.



Following the Knights' championship victory, junior Mason Tipton (8) is interviewed by Cleveland's FOX8.



Senior co-captain R.J. Kelly (55) runs to share the trophy with the Hoban Superfans, followed by junior Mason Tipton (8) and senior Ryan Huber (35).



Seniors Donny Swain (13) and Ryan Huber (35) celebrate after Swain scored a TD on an interception



Hoban seniors R.J. Kelly (55), Nate Bauer (5) and Daeshon Martin (17) lift the championship trophy in victory as their teammates look on.



The Hoban Superfans hoist the championship trophy.

Hoban 2017-18 Boys Golf Team Boasts Two Tourney Wins, A Hole-In-One and 10 out of 22 Top Five Finishes



Varsity (All invitationals) – 16 top 10 finishes (out of 20 matches), including two first place and five second place finishes

JV (Seven invitationals, six dual matches) – Six top 10 finishes in invitationals; 3-3 in dual matches

Seniors Dylan Erks, Tommy Witschey earn medals in NCL championship and Trinity Classic.

Hoban boys golf coach Quinn Parker knew going into the 2017-18 season that he had a potentially very good team.

He was right.

The team won two tournaments in 2017, firing a 302 to take the Trinity Classic at Ironwood Golf Course on Aug. 11 and the Ashland Weiss Invitational six days later after shooting a 332. Senior Tommy Witschey won a medal at the Trinity Classic following a round of 72. The Hoban boys finished first out of 17 teams in the Ashland Weiss Invitational at Ashland Country Club. Witschey's play at Ashland also earned him a spot on the all-tournament team.

Senior Dylan Erks finished with a 3-over 75 to lead the Knights to a second-place finish in the North Coast League championship at Pine Hills Golf Course in Hinckley, earning him a tournament medal. The team shot a combined 307 for the championship.

"Dylan and Tommy were our team leaders this year," Parker said. "They demonstrated their great leadership skills and set an example for the younger players all season. I think we'll continue to improve. Next year we have four returning varsity lettermen who watched Dylan and Tommy perform this season at an exceptional level, as did every member of the team."

A major highlight this year included a hole-in-one by the varsity team's only freshman, Josh Wright, who achieved the

rarest of golf shots at the New Albany Eagle Invitational at New Albany Links in early August.

"What a great accomplishment for Josh!" Parker said. "We were all so excited for him."

He also attributed much of the team's success to the support of Hoban alumni, including an anonymous donor who donated 20 Titleist golf bags to the team this season.

There is no doubt, however, that the team's success is a reflection of its coach.

In just four short years since Parker's arrival, the team, which included juniors Colton Vincelette and Vincent Grosso and sophomore Aaron Apticar along with Wright, Erks and Witschey, has lowered its season 18-hole team average by five strokes since 2014. In fact, the 18-hole team average has dropped steadily in those four years – 331.5 in 2014; 326.2 in 2015; 321.5 in 2016; and 316 in 2017.

While the team advanced to the Ohio High School Athletic Association district tournament, they did not make it to the final rounds in Columbus. Still, Parker was very proud of his team.

"I'm very fortunate to be coaching these exceptional young men and having the support of Hoban alumni, friends, faculty and staff," Parker said. "Golf has been one of the most popular sports in Ohio, and advancing to play a couple of rounds in Columbus has always been our goal every year." ■



BOYS AND GIRLS CROSS COUNTRY



Boys (Eight meets) – Five top 10 finishes

Girls (Eight meets) – Six top 10 finishes

Girls finished third of 15 teams in OHSAA Division I Districts,
advanced to Regionals; Boys finished ninth out of 19 teams,
did not advance

Girls finished 13th out of 20 teams in OHSAA Division I Regionals

BOYS SOCCER



Varsity – 11-3-2, regular season;
1-1, playoffs; eliminated in districts



JV Gold – 9-7, regular season (no playoffs)



JV Navy – 4-6, regular season (no playoffs)

Records

GIRLS SOCCER



Varsity – 10-5-2, regular season; 2-1, playoffs; eliminated in district semifinal



JV – 10-4-1, regular season (no playoffs)

GIRLS GOLF



Varsity (Eight invitationals; 10 dual matches) – Eight top 10 finishes in invitationals; 8-2 in dual matches
JV (All dual matches) – 4-0

GIRLS TENNIS



Varsity – 12-6 (out of 14 matches); two tournaments (finished fifth and third respectively); North Coast League Tournament Champion (White Division); 1-1, Division I playoffs (doubles team lost in sectionals)
JV – 16-0 (out of 16 matches, no tournaments)
Julie Smith: North Coast League Coach of the Year

GIRLS VARSITY VOLLEYBALL



Varsity – 11-9, regular season; 2-1, playoffs; eliminated in district final

GIRLS JV VOLLEYBALL



JV – 10-8, regular season (no playoffs)

Fourteen Hoban Students from Class of 2018 Recognized in National Merit Competition

Hoban's tradition of excellence in the classroom continues with 14 members of the Class of 2018 being recognized by the National Merit Scholarship Program – the most in the city of Akron.

Luke Armao, Jack Bahmer, Joshua Parisi, Michael Rinaldi, Alison Ritenour and Victor Vogt will join the national semifinalist competition for 7,500 awards worth more than \$32 million.

Semifinalists represent less than one percent of U.S. high school seniors and are the highest-scoring entrants in each state. They continue in the competition for the scholarships which will be awarded in the spring.

Approximately 16,000 students were selected as semifinalists out of a pool of 1.6 million, representing more than 22,000 high schools in the nation. Semifinalists were chosen based on their performance on the 2016 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

Eight additional seniors – James Bowling, Michael Davies, Patrick Hanlon, Sean Hayes, Kathleen McMahon, Jack Skinner, Ryan Volcansek and Chloe Weidrick – have been recognized as commended students. The designation of commended student acknowledges the recipients' exceptional academic promise shown on the SAT, but they do not continue in the competition for National Merit scholarships.

"We are very proud that our students have been recognized as National Merit semifinalists and commended students," said Hoban Principal Emily Hanson. "We're proud not only for their scholarship but also because of who they are and how they demonstrate the core values of a Holy Cross education. They show integrity each day and make contributions to Hoban and



(Front) Seniors Victor Vogt, Joshua Parisi, Luke Armao, Alison Ritenour, Michael Rinaldi and Jack Bahmer are semifinalists in the National Merit Scholarship Corporation competition. (Back) Seniors Michael Davies, James Bowling, Kathleen McMahon, Sean Hayes, Chloe Weidrick, Jack Skinner, Ryan Volcansek and Patrick Hanlon were named Commended Students for their exceptional academic promise. Rinaldi also had a rare perfect score on his ACT exam.

their communities. Congratulations to our semifinalists – Luke, Jack, Joshua, Michael, Alison and Victor. We wish them the very best in the next stage of the process."

"Our commended students – James, Michael, Patrick, Sean, Kathleen, Jack, Ryan and Chloe – also are wonderful role models to their peers and I know they will go on to great success in the future," Hanson said.

In February 2018, semifinalists who meet academic and other requirements will be notified that they have advanced to finalist standing. All Merit Scholarship® winners will be chosen from this group of finalists based on their abilities, skills and accomplishments.

Semifinalists and commended students were announced in September by the National Merit Scholarship Corporation.

Students' Artistic and Musical Talents Showcased During Winter Fine Arts Fest



In December, visual arts students displayed their creations to the school community during the Winter Fine Arts Fest.



On view were more than 500 student art pieces in photography, graphic design, studio art and others.



The school choir, accompanied on piano by Will Hamilton '07, performed at a Christmas concert in Holy Cross Chapel during the Winter Fine Arts Fest.

Fall Musical 'Godspell' Delighted Audiences in November

Hoban's halls are alive with the sound of music each fall and spring.

For its fall production, the Hoban Theatre Series staged the 2012 revival of *Godspell* in November. When it was first produced on Broadway in 1971 it broke new ground in its stage treatment of the historical Jesus. Based on the Gospel according to St. Matthew, it deals with the last days of Jesus, and includes dramatized versions of several well-known parables.

"And yet it is something more – a religious experience, a demonstration of joy and a celebration of the family of man," said Brian Mueller, director of the production and performing arts faculty member. "The cast improvised scenery and costumes, and used many well-known theatrical devices and varied musical styles to retell the Gospel story."

An eclectic blend of rock music and other genres set primarily to lyrics from traditional hymns is used as the story of Jesus' life dances across the stage. Dissolving hauntingly into the Last Supper and the crucifixion, Jesus' messages of kindness, tolerance and love come vibrantly to life.

The cast was comprised of 30 students, starring sophomore Patrick Sullivan as Jesus and senior Ryan Gibson as Judas/John the Baptist. Dean of Students Tym Tagliaferro served as technical director.



The entire cast of Godspell

"It is fitting that when Jesus wanted to share God's truth with people, he told stories," Mueller said. "Our Hoban students share in this endeavor today. We hope that when our audience left the theater, they were uplifted, entertained, challenged and ultimately moved to action by the story our talented young people told."

More than 1,200 attended the show over four performances. Patrons who attended received \$1 off the ticket price with a donation of a non-perishable food item for Hoban's canned food drive.

Hoban's New Writing Lab Offers Students Opportunity to Hone Skills

An English teacher for 50 years, 12 of those at Hoban, Brother Phil Smith, C.S.C., Ed.D., wanted to provide a space where students can receive writing assistance coupled with idea generation, organization, finding and recording support and MLA (Modern Language Association)-style formatting.

New to Hoban for the 2017-18 academic year is the writing lab, located in Room 22. Smith founded and is director of the lab.

"The goal of the writing lab is to assist our students in honing their compositional skills so when they leave Hoban, they are prepared to meet the challenges of college writing," he said. "Students can either self-select to come for assistance or be sent by a teacher with specifically identified needs."

During the school day students have access to peer and professional writing mentors. All mentors spent a half day last summer training with Smith.

Assisting as professional mentors are alumni John Urdalais '11 and Will Lawrence '13 as well as Dr. Harold Foster, distinguished professor of English education and literacy at the University of Akron, Hoban tutor Paulette Urycki and David Zielewski. Peer mentors include seniors Luke Armao,



Brother Phil Smith (r) reviews a writing assignment with sophomore Connor Shee during a session in Hoban's new Writing Lab. Smith's goal is to assist students with their compositional skills so when they graduate they are prepared to meet the challenges of college writing.

Jared Armsey, Danielle Kastor, Julia Susany and Victor Vogt; juniors Nora Kennedy, Athena Markowski, Jaclyn Turk and Meredith Vieson; and sophomores Aaron Kornaker, Maddy McNulty and Sadie Salamone.

Smith is also serves as moderator of the *Fifth Avenue Review*.

Hoban Welcomes New Admissions Team in 2017-18

Archbishop Hoban High School and its new director of admissions Julie Stieber belong to a mutual admiration society.

The mother of two Hoban alums, Ted '15 and Ellie '17, Stieber makes no secret of how much she loves the school and how committed the faculty and staff are to its Holy Cross mission. And that comes across to the current and prospective students she meets every day.

"I have loved Hoban for years and am constantly telling people what a great school it is," Stieber said. "People here are committed to the mission of the school, enjoy what they're doing and have the students' best interests at heart. It's a great atmosphere to come to every day."

The school loves her right back.

The Wisconsin native has nearly 30 years of experience in education – mostly higher education – primarily at Baldwin Wallace and Kent State universities, though she most recently

served as the Head of School of Canton Montessori in Canton, Ohio. Stieber says being the director of admissions is "the perfect marriage of my professional experience and my passion for Catholic education.

"When the opportunity came up to become Hoban's director of admissions, I was naturally attracted to the position because of my background and personal connection to the school," she added.

Stieber and Sara Stone, assistant director of admissions, represent Hoban to prospective students, their families and to the community at large. The pair has already made their mark on the school, with an enhanced marketing campaign aimed at attracting students to Hoban, including new electronic billboards that can be seen all over the area, a record number of families visiting the school during the two fall open houses and a brand new virtual tour of campus on Hoban's website.



Julie Stieber and Sara Stone

While Stone is new to her position, she is a familiar face at Hoban. The 2011 Walsh University grad is former director of the HOBAN Fund and most recently served as fund and business development coordinator at CommQuest Services, a social service and recovery agency in Stark County. She also leads Hoban's marketing efforts on the school's main social media pages.

Stieber and Stone also worked closely with Hoban's web staff, Brother Joseph LeBon and Vicki Zingale, on redesigning the admissions office's online presence. It can be viewed at <https://www.iamhoban.org/>.

Michael Rinaldi Earns Perfect Score on ACT

Senior Michael Rinaldi achieved a perfect score of 36 on his ACT. On average, less than one-tenth of one percent of students who take the ACT earn the top score. Broken into four sections, the ACT assesses high school students on English, math, reading and science aptitude. Each test receives an individual score, and the composite score is the average of the four scores.



Hoban Sends Aid to Hurricane Victims in Puerto Rico

The Hoban community rallied to contribute money, household goods and food for seven Puerto Rican families affected by Hurricane Maria. Students and Spanish club members helped teacher Amy Zeller sort and package the items for shipment. They wrote short letters of encouragement to add to the packages and helped carry the boxes to her car.



WAKR Morning Show Broadcasts from Hoban Innovation Center

Radio personality Roy Horner (right) broadcast his entire morning show from Hoban's new Innovation Center on Nov. 3. Horner interviewed administrators, staff, faculty and students, including senior Jared Armsey (left) and science teacher Greg Pero (center). Horner's show can be heard Mondays through Fridays from 6 to 10 a.m. on WAKR 1590 AM.

Spes Unica!: Changes to Former Kairos Program Reflect Commitment to Holy Cross Core Values



Hoban has conducted three Kairos retreats a year for about 13 years. Kairos is a Roman Catholic retreat program for high schools with the aim of providing participants the chance to contemplate God's role in their lives. It is conceptually based in Ignatian spirituality, as put forth in the Spiritual Exercises of St. Ignatius Loyola. Kairos retreats are organized by hundreds of Catholic high schools in the United States; most schools adapt the basic outline to fit their needs.

Religious Studies Chair Mary Bulgrin also serves as Kairos coordinator. She announced some changes at the beginning of the 2017-18 academic year.

"Over the years, we have adapted the program to meet our needs," said Bulgrin. "The area of most significant revision has been our incorporation of Holy Cross Spirituality and our Core Values into the retreat. These changes have improved the weekend experience of our students by connecting the lived

core values of the school with those we promote on the weekend."

In order to strengthen and expand this connection, Hoban changed the name of Kairos this year to Spes Unica! (Our Only Hope).

"This new name references the motto of Holy Cross chosen by Blessed Basil Moreau, 'Ave Crux Spes Unica', or 'Hail the Cross Our Only Hope,'" Bulgrin said. "We are excited about further incorporating this theme into the retreat."

Bulgrin notes that the retreat itself has not changed.

"Each year we make minor adjustments to the weekend," she said. "However, students won't notice any large scale changes. In order to celebrate the successful history of Kairos at Hoban, we will continue to number the retreats as we have done before."

This fall, Hoban hosted Spes Unica! 37.

Akron Children's Hospital CEO and Hoban Alumnus Shares Leadership Lessons in New Book

William Considine '65, drawing on his experiences over the past 38 years at the helm of Akron Children's Hospital, has written a book offering his insights on how to become a trusted and inspiring leader.

Considine's book, *Leadership*, uses the letters in that word to illustrate the key attributes he feels are necessary to effectively motivate others and earn the mantle of leadership. Considine relates stories from his life and the lasting impact mentors, friends, family, coworkers, community leaders and patients have made on his leadership style.

Considine shares how carefully listening to and acting upon feedback from colleagues and patient families has helped guide his career, and he offers tips to help others define and develop their own organizational values and personal leadership style.

"Obviously, not everyone leads an enterprise with the ongoing drama inherent in a children's hospital," Considine said in a hospital news release. "But I've discovered that an invisible force unites all good organizations. A large part of your job as a leader is to identify that force, or spirit, to nourish it and communicate it to every member of your organization."

As one of the longest-serving hospital CEOs in the United States, Considine has overseen Akron Children's exponential growth as it has become the largest pediatric healthcare provider in northern Ohio, with more than one million annual patient visits at two hospital campuses and over 60 primary, specialty and urgent care locations.

Considine, who has served on Hoban's board of directors, is actively involved in numerous healthcare, educational and cultural organizations at local, state and national levels. He is now an emeritus member of the board.

Leadership is available at the Akron Children's Hospital gift shop for \$15 or online at Amazon. All proceeds from the book will benefit the Rebecca D. Considine Research Institute at Akron Children's Hospital.



William Considine '65, CEO of Akron Children's Hospital, poses with patient Spencer Beal, 9, of Dover, Ohio, during a recent book signing. (Photo credit: Akron Children's Hospital)

Hoban alumni - have a story to tell? Let us know what you're up to by emailing Craig Blike at blikec@hoban.org.

Hoban Alumni Save Lives, Make Films and Win World Championships

Jake Beiting '02 is a World Series winner

Hanging out with such Major League Baseball superstars as Jose Altuve, Justin Verlander, Dallas Keuchel and George Springer of the Houston Astros is just another day at the office for Jake Beiting '02, the club's head strength and conditioning coach.

Now he can say he's working with the 2017 World Series champions.

The Akron native, son of former Hoban principal Dr. Mary Anne Beiting, earned three letters in football and two letters in baseball while at Hoban. He earned a bachelor's and master's degree in exercise science from John Carroll University in 2006 and the University of South Florida in 2008, respectively. While at John Carroll, he played two years of football and lettered twice in track and field as a javelin thrower.

Following graduation at USF, he got a job with his hometown Cleveland Indians in its minor league system as a strength and conditioning coordinator until 2012, when the Astros came calling.

Five years later, he's a world champion. He recently spoke to the Akron Beacon Journal about the experience of the Astros' victory parade. "That was one of the moments where it was like, 'Oh wow, this really did happen,'" he told reporter Michael Beaven.

Beiting lives in Houston with his wife, Maggie and their sons Maxwell and Charlie and twin daughters Maeve and Rina.

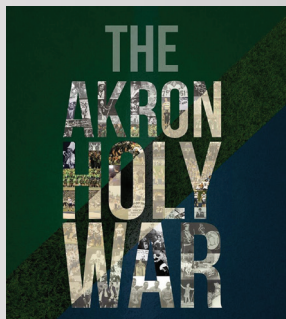


Jake Beiting '02 proudly shows off the World Series trophy with wife Maggie and sons Maxwell and Charlie after the Astros' win

Anthony Fanelli '02

"The Akron Holy War," a documentary about the sports rivalry between Hoban and St. Vincent-St. Mary high schools, premiered Sunday, Sept. 16, at the Akron Civic Theatre, followed by 11 screenings at The Nightlight. It was the feature directorial documentary debut from Anthony Fanelli '02, who is now an actor-director in Los Angeles. Eight nights at The Nightlight sold out, according to Fanelli.

The film was well received by audiences. It also sold out a 150-seat theater in L.A. "Not one person in the theater (in L.A.) knew anything about the schools, outside of LeBron (James)," Fanelli told the Cleveland Plain Dealer. The documentary is now available via Amazon video.



Chris Kondik '94 in action as placekicker for Baldwin Wallace University (photo courtesy of Baldwin Wallace University Athletics)

Chris Kondik '94 joins an exclusive club

Many readers of this magazine have probably never heard of the All-Tazon Team. But it's a special honor for Chris Kondik '94, a placekicker for Hoban football in the 1990s.

Kondik was a senior placekicker at Baldwin Wallace College (now Baldwin Wallace University) when he was named to a Division III All-Star team that would play Mexican All-Stars in the inaugural Aztec Bowl in Mexico City. Because of his performance of kicking a career-high five field goals, including two career-long kicks of 49 yards and

three extra points, Kondik was named as the placekicker on the 20th Anniversary All-Time Tazon Bowl All-Star Team, part of Global Football.

In 1994, Kondik set a BW record with 13 field goals that still stands today, according to the university.

Global Football has been the world's largest exporter of American football since 1996. The organization, founded by former University of Notre Dame quarterback Patrick Steenberge, provides amateur student athletes of all ages, their coaches and families, the chance to travel and learn.

Taylor Gray '09 saves a young life

She's more than an athletic trainer. Taylor Gray '09 is a life saver.

The Ohio University graduate and Akron native ran to the track at Revere High School in Richfield when student-athlete Caleb Perkins collapsed and went into full cardiac arrest. He was given CPR at first, to no avail. Gray, a Summa Health employee at the time, and another athletic trainer used an automated external defibrillator (AED) to shock his heart back into rhythm.



Taylor Gray '09 hangs out with Revere High School graduate Caleb Perkins, whose life she saved by using her training and an AED (photo courtesy of Ohio University)

After seeing Caleb off in an ambulance, Gray went back to work in the field house – but told Ohio University's Connect magazine that she soon realized the experience had drained her.

"It was like all of that adrenaline that allowed me to be calm and level-headed while doing my job suddenly evaporated," Gray said to Connect. "I was also thinking 'Gee, most athletic trainers go through their entire career without having to face a cardiac arrest. Lucky me.' But I was so grateful my training kicked in."

While the incident happened in 2016, today Caleb, now a Revere graduate, makes it his mission to raise awareness about the importance of having AEDs in high schools. He has teamed up with the Cleveland Clinic to raise money to buy AEDs for Revere and Nordon high schools. And because of Hoban alums like Taylor Gray, Caleb Perkins' near-tragedy has a very happy ending.

Archbishop Hoban High School
Extravaganza!

SAVE *the* DATE



Extravaganza is an exciting, fun-filled annual fundraiser. The evening consists of live and silent auctions, an elegantly catered dinner and entertainment. If you would like to be a sponsor, advertiser or donate a gift, please contact Cathy Reeves at 330.606.2358 or by email at reevesc@hoban.org. Volunteers are always welcome!

These are ways you can help:

- Consider being a corporate sponsor
- Volunteer your time and talents
- Donate a gift for the live or silent auctions
- Plan to attend April 14 with your friends

This is an event you DO NOT want to MISS!

In Memoriam

Eternal rest grant unto them O, Lord, and let perpetual light shine upon them. May they rest in peace.

The following notices have been received June 1, 2017 through Nov. 30, 2017. Please inform srailv@hoban.org if a death within the Hoban community occurs.

Carter Andes, son of Michelle (Adkison) Andes '01; brother of Dylan Adkison '20; grandson of Hank and Karen (Schubert) Inman '74 and Thomas Andes '68, great grandson of Doris Schubert, and extended Adkison, Andes, and Schubert family members, died Oct. 24.

James J. Aylward, '67, died Aug. 17. Cousin of the late Mark Aylward '71, Tim Aylward '76, Carolyn (Aylward) Henretta '78, Larry Aylward '80 and uncle of Matt Seikel '09.

Craig S. Ball, died Nov. 6. Husband of Christine Fatica '81; father of Stephen '07 and Daniel Ball '07.

Loretta A. Bertsch, mother of John '77, David '78 and Andrew Bertsch '81, died Oct. 22.

Charles Binder '58, father of Christopher (Duke) Binder '89, grandfather of Kyle Binder '17 and a longtime basketball equipment manager in the '80s and early 90s.

Daniel R. "Danny" Brennan, '73, died after a brief illness July 31.

Jacqueline (Keppler) Carson, '80, died Aug. 7. Sister of the late Jerry Keppler '84.

Edward Carter, Jr. and his wife, **June Hope Carter**, died Oct. 13 and Oct. 27, respectively; parents of Thomas Carter '81. The Carters donated the original Hoban entrance sign, which still stands on the east side of the Hoban hill.

Felix J. Ciocca, father of David Ciocca, '95, died Aug. 25.

Dr. Francis A. Cleary, father of Francis Cleary '70, died Aug. 16.

William James Darby '57, died Aug. 10. He was the brother of the late Dennis Darby '59 and grandfather of Bill '10 and Dan Darby '11.

Michael J. Davey, '61, died Oct. 9.

Patricia Delagrange, mother of Jeanie Fausnight, Hoban employee and parent; grandmother of Katie (Schnitzler) Hutchison '04; Joshua Schnitzler '08; and Franklin Fausnight '19, died May 16.

Barry Denbrock '64, died June 5.

John W. Didado, grandfather of Danielle (Tyler) Hysell '08; Sabrina '15 and Dominic Didado '17, died Aug. 11.

Joseph Dziewiesz, grandfather of Megan '10, Kerri '12 and Allison Bartlebaugh '17 died Nov. 23.

Gregory Alan Ferrell, Sr. '65, died June 25.

Michael J. Franjesevic '65, brother of Paul '67, Edward '74, Thomas '76, William '80 and Vincent Franjesevic '82; and Kathleen Barlow '77, died June 20.

Patricia H. Goodall, mother of Thomas '66 (deceased), Tim '70, Patrick Goodall '75, Ann (Goodall) Polack '78 and Rosemary Goodall '81; grandmother of Gina Magoteaux '89 and Catherine Polack '05, died Oct. 14.

Anton "Tony" Habenschuss '62, died Oct. 26.

Paul E. Herold '61, died Oct. 6.

Jacquelyn Ann Hudak, mother of Kenneth Hudak '82 and Mary (Hudak) Alexander '90; mother-in-law of Mike Alexander '89; grandmother to Emily '10, Chase '13, Natalie '17 and George Hudak '19, died Nov. 22.

Ruth Ann Hydeg mother-in-law of Joseph Pritt '71 and grandmother of Brian Pritt '99, died on Aug. 28.

Mary Loretta January died Nov. 19. She was the mother of Andy '64, Phil '71 and John January '76; grandmother of Mary Pecchio '98 and Sarah Cain '99.

Ronald R. Kelly '60, died July 5.

Stephen A. Keplinger, brother of Loretta (Keplinger) Williams '75, died June 7.

Robert F. Klingensmith, grandfather of Meredith (Green) Macaluso '95 and Matthew '08, Jason '10 and Julianne Green '16, died Oct. 31.

Richard Knapp '67, died Nov. 19.

Donald E. Krites, grandfather of Nolan Krites '18, died Oct. 11.

John F. Long, father of John Long '68; grandfather to John Long '00 and Theresa (Long) Gorbach '01 died Nov. 25. Theresa is married to Matthew Gorbach '02.

Our Lady Of Holy Cross
Patron of the
Congregation of Holy Cross

As Mary Cared For Jesus
May She Watch Over Those
Who Use These Fields

Dedicated in Memory of
Anthony M. Grimaldi



Brother Richard Gilman, C.S.C., died Sunday, September 24 at age 74 at Dujarie House, Notre Dame, Ind. He had served Archbishop Hoban High School as president from 1985 to 1991, and before that as teacher, associate principal and principal. Following his service at Hoban, Brother Richard was appointed president of Holy Cross College, Notre Dame.

Eileen Marie Massie, mother of Michael '72, Mark '74 (deceased) and Martin Massie '76; Paula Massie-Head '80; and grandmother of Stephanie '10 and Anthony Massie '12, died May 23.

William J. McGraw '69, died July 2.

Joseph M. Morrison '84, died Aug. 2. Assistant football coach at Hoban. Son of Jim Morrison, assistant Hoban football coach in the 1980s, brother and cousin to many Morrisons, Painters, Henrys, and Williamses in the Hoban community.

Olga Mosyjowski, mother of Joseph Mosyjowski '69, died Nov. 21.

Nina M. Njus, M.D., mother of Emily Njus '01 and Kelsey (Njus) Serva '08 died May 19.

Donald E. Oakes '72, died Oct. 27.

Kathleen Ostroski, mother of Dennis '69, John '71 and Mark Ostroski '73; mother-in-law to Anthony Nasrallah '67 and Joe Bodnar, coach and maintenance worker at Hoban; grandmother to Heather (Bodnar) Schober '92, Joe Bodnar '97 and Jacob Huber '12, died Aug. 3.

William J. Ozbolt, father of Thomas '71 and Joseph Ozbolt '73 died July 17.

Ara R. Parseghian, legendary University of Notre Dame football coach, father-in-law to Jim Burke '67 and grandfather to James '95 and Michael Burke '98, died Aug. 2.

Thomas P. Pritt '60, died Aug. 1, 2017, brother of the late Ray Pritt '58 and Joe Pritt '71 and uncle of Brian Pritt '99.

William E. Raber, father of Brian Raber '94, died June 17.

Raymond T. Romito '73, brother of Edmund '71, Frank '72, Dale '75 and Roger Romito '78, died Sept. 10.

Michael "Matt" Patrick Ryan, known locally as radio personality Matt Patrick, and father of Alexandra '09 and Alanna Ryan '12 died July 9.

James "Steve" Sandy '74, died Sept. 27.

Patricia "Pat" Scaglione, mother-in-law of Ralph DiNicola '67 and grandmother to Nicholas '93, Laura '97 and John DiNicola '00 (John is married to Valerie Metzger '00); and Shannon Ratzer-Lubin '98, died Aug. 22

Patricia (Colant) Scarpelli '85, sister of Margaret Wichman '81, Helen Rothberg '83 and Christopher Colant '90 and the extended Colant family, died July 28.

Mark Schindewolf '71, died July 2.

George F. Schumacher, Hoban's former sports equipment manager and first bowling coach, died Aug. 17.

Paul Robert Semonin '60, died June 7, brother of the Rev. James Semonin '62, Joe Semonin '65, Mark Semonin '68, and John Semonin '72

Kelly D. Simpson '78, died Sept. 25.

Jack L. Slinger, father of Jack Slinger II '64 and Kim (Slinger) Lammlein '74; father-in-law to Dan Hoynes '61 and Lenny Lammlein '74; and grandfather of Jack Slinger III '87 and Melissa Slinger '90, died Nov. 5.

Mary Jane Sokol, mother of David Sokol '74 and Susan (Sokol) Veverka, Hoban teacher; and grandmother to Nikki (Sokol) Falbo '05, Joseph '08, Krissy '10, Hoban teacher, Michael '11 and Lucas Sokol '11; and Andy '08 and Will Veverka '10, died Sept. 15.

Frank Solinski, father of Thomas Solinski '73 and grandfather of Patrick Solinski '00 died April 24.

Timothy M. Sturm '72, died Sept. 22.

Stuart Terrass, stepfather of Jamie Perry '79, husband of the late Mary Douglass Terrass, art teacher, and a leader of the "Hoban Forever" campaign in 1976, died Oct. 11.

Marion Testa, mother of Denny '64 and Joseph Testa '70; and grandmother of Steven '87 and Michael Testa '88, died May 20.

Frederic C. "Fred" Thomas '61, died March 3, 2017.

Thomas "Tom" Yamokoski '64, died March 13.

New Online Experience Enables Prospective Students and Others to Explore the Hoban Campus

Prospective students and their families who want to check out Hoban's campus can now explore it from their smartphone, tablet or desktop through the school's newly launched virtual tour, an online experience that offers visitors stunning views – by air – of multiple areas of campus. It showcases Hoban's academics, student life and more.

"We know prospective students are curious about what our school looks and feels like," said Julie Stieber, Hoban's director of admissions. "With this virtual tour, they can get a sense of our distinctive academic and cultural experience, as well as the history and beauty of our campus before they visit us in person."

Stieber said that it's the next best thing to being here.

"This new tour will give students a better perspective when it comes to choosing the right high school for them," she said.

You can view the online tour at <http://bit.ly/2nPyPNr>.

Hoban's Annual Report Switches to Online Status for 2017-18

Archbishop Hoban High School's Annual Report is about to go viral. In 2017-18, the venerable report will be available only online.

There was a time not too long ago when online annual reports were considered revolutionary. Today, they're regarded as normal.

Here's why, according to Lemonly Inc., an American visual marketing firm:

They're shareable. The average adult spends more than 5 1/2 hours a day looking at media on their digital devices. Online annual reports are a great way to reach audiences and give them the opportunity to share with friends, family, Twitter followers, Facebook friends and more.

They're responsive. Hoban's friends and community partners will have the opportunity to read the annual report on smartphones or tablets. The annual report will look and respond in a way that's best for the device, whether it is being viewed on a desktop or on mobile devices.

They're environmentally friendly. That means no more trees have to be sacrificed in order to produce an informative annual report.

They can be updated in real time. Unlike printed annual reports, it will be easier to fix mistakes.

For more information about the upcoming online annual report, contact Laura Massie, director of communications, at massiel@hoban.org.



the Holy Cross Educator

Amy Zeller

Fifteenth year at Hoban • World Languages chair
• Spanish I • Advanced Spanish I • Spanish II and Spanish III Honors • Spanish Club adviser • Married to Steve Zeller for 16 years • Two cats, Chico and Bonita
• Interests: Speaking/learning Spanish and more about the cultures of Spanish-speaking countries • traveling • reading • hanging out with family and friends

Why did I become a teacher?

I always wanted to teach from an early age. I loved playing school. I am good at working with others and like to help when I can. It wasn't until high school when I realized I really wanted to teach Spanish. I loved learning the language and the cultures and knew it would be fun to teach.

Why is Hoban special?

Hoban is inviting. I have subbed and taught in other schools, and from the administration to the teachers and staff all the way to the students, there is a difference, in my opinion. I had great experiences in my previous teaching locations, but as soon as I walked into Hoban I could feel the culture was different. Everyone was welcoming, asking if they could help, friendly and the community-building surpassed any other school I had been in. People legitimately care for one another here at Hoban.


What is your favorite memory as a teacher?

Hoban is sponsoring one of its own – a student whose family was sent to Colombia after living in the United States for more than 11 years while working on obtaining their citizenship. Students did not skip a beat when I asked if they would lead fundraisers to help send a monthly sponsorship to their fellow student and friend. On top of that, I asked my students and Spanish Club members if they also would be interested in collecting necessities for a Puerto Rican family whose lives were turned upside down by Hurricane Maria. Again, my students/Spanish Club members came to the rescue. They immediately said they were interested



and started putting ideas together of how to get the items the family needs. My Spanish III Honors students, as well as some Spanish Club members, included notes of encouragement in Spanish for the family. If we raise enough funds, we hope to help two families. I could not be more proud and honored to be a Hoban Spanish teacher.

Which Holy Cross value resonates most for you?

Many do, but if I had to pick, I would say Family. I do not consider the adults with whom I work just coworkers, but rather as family. As for the students, I love to connect with each one personally. Once students learn a little Spanish, I love to ask them about their likes and dislikes, what their interests are, etc., so I can make class and learning Spanish more interesting and build a community. I have also felt the Hoban family's support when my parents have had health scares over the years. The support and prayers from Hoban faculty, staff and students are amazing. 



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Educating Hearts and Minds in the Holy Cross Tradition.

