

the BRIDGE

SPRING 2019, VOL. 1

ACADEMY OF THE SACRED HEART

Four young girls in school uniforms are positioned on the left side of the cover, looking over a large green world map that occupies the right half. The girls are of different ethnicities and are all smiling or looking intently at the map. The background is split into an orange section on the left and a green section on the right, which contains the world map.

KNOW THE WORLD.

the BRIDGE

SPRING 2019, VOL. 1

ACADEMY OF THE SACRED HEART

KNOW YOUR **FAITH**. BE A **GLOBAL CITIZEN**. ►

The Bridge

A publication of the Academy of the Sacred Heart. For more information, please contact us at 504.891.1943 or visit our website at www.ashrosary.org.

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KNOW THE WORLD.

KNOW YOURSELF.



WE BRING THE WORLD TO OUR STUDENTS >



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We've gone digital!

Academy of the Sacred Heart 2017-2018 Annual Report
NOW AVAILABLE ONLINE: ASHROSARY.ORG/ANNUALREPORT

It was a wonderful 2017-2018 school year, marked by many accomplishments supporting our Five Goals of faith, academics, service, community, and growth.

- 100% Faculty/Staff Annual Giving Participation
- 1,378 Annual Giving Donors
- \$81,635 raised on GiveNOLA Day
- 45 Future Founders
- 1 New Scholarship
- And more!



With your **support**, our girls continue to be inspired to change the world. **Thank YOU** for investing in Sacred Heart! Your gift makes a difference.

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Online: ashrosary.org/giving
Mail: 4521 St. Charles Avenue
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Message from the Headmistress

One of my favorite places in New Orleans is "The Fly." Locals know this as a place with a spectacular, yet unpretentious, panoramic view of the Mississippi River. From the perspective of this expansive green space on top of a levee, one's attention is easily captured by the immediacy of our global connectivity and interdependence. With stealth-like motion, massive ocean carriers power through the mighty currents to transport product through a vast network of global commerce.

With each of these carriers comes people and culture, traditions and language, religion, recipes, and rhythm. In New Orleans, internationality and interculturality define our past; this core identity contextualizes our strategic focus at the Rosary on "global education."

This issue of *The Bridge* magazine expands on several dimensions of our efforts to form in our students a deep comprehensive understanding of the world—one that is shaped by a deep faith in God, an abiding hope, and a lavish love.

In 1818, oceanic traveler St. Rose Philippine Duchesne, RSCJ, navigated through the port of New Orleans and continued up the Mississippi passing by the view on "The Fly." Crossing borders of countries and the boundaries of culture, she understood that God's love knows no boundaries; that it sets no limits on the horizon. **At the Rosary, we want to embrace this far-reaching vision of the world and to inspire the next generation of courageous young women with the universal love of the Sacred Heart.**

Sr. Melanie A. Guste, RSCJ

Sr. Melanie A. Guste, RSCJ, Ph.D. '70

Headmistress



Open to a
world of
possibilities.

Global Goals for

BY CAROLINE AVEGNO '04

At the Academy of the Sacred Heart, our founding story connects us with the values of internationality and global citizenship. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France during the 1800s with a vision for its internationality when she sent St. Rose Philippine Duchesne to America in 1818. That vision for **a vast community of people of faith in action** has both endured and prospered, with over 150 national and international schools across the globe.

The mission of global education at Sacred Heart is to form students who are aware of their moral and ethical responsibilities in a globalized world and who respond with judicious social action—now and for a lifetime. Global education serves as a pathway on which students come to discover and understand the world, its historical roots and current issues: **political, social, cultural, environmental, spiritual, and economic.** Global education develops capacities for critical thinking, expression of ideas, reverence of differences, and a consciousness of the interconnectedness of people and their integral relationship to the natural environment. ➤

Our
continuing
development of
Global
Citizenship

Our Girls





Start Local to Think Global

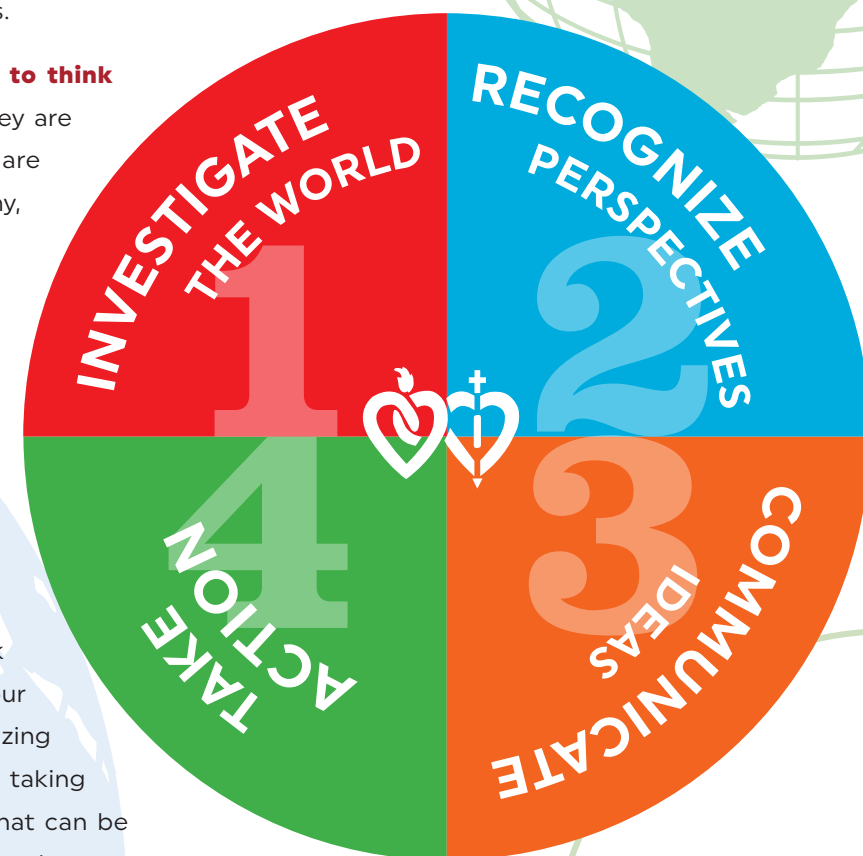
Kindergarten teacher Mrs. Amanda Collongues, who attended the Global Education Benchmark Group conference last summer, explains, "A globally competent student is someone who can think in deep ways, see perspectives of others, and work collaboratively." Mrs. Collongues describes global competencies as outcomes that students work towards throughout their educational journey. To reach these outcomes, teachers at Sacred Heart are carefully designing lessons and units.

"Global competence is something you have to think of as long term," Mrs. Collongues adds. "They are not skills that you can cross off of a list. They are larger ideas, such as understanding, empathy, and problem solving, that you can apply to lots of different scenarios beginning in the classroom and expanding to the wider community. How you reach each competency looks different at different grade levels."

This year, the Lower School has begun adopting ways to integrate the Asia Society Framework for Global Competence to embed into their curriculum. This framework breaks down global competence into four domains: investigating the world, recognizing perspectives, communicating ideas, and taking action. There are skills within each domain that can be built from prekindergarten through Upper School.

"Global education is an integral part of our work at Sacred Heart," says Mrs. Shara Hammet, Lower School Division Head. "Using this systematic and purposeful framework allows us to be more intentional about how we're teaching global competence. One important way to assess global competence is through self-reflection, which is so much a part of Sacred Heart." **For example, in kindergarten the four domains provide the student the framework to communicate her thoughts and ideas clearly, clarify her opinion, listen to other viewpoints, and collaborate with others of differing views.**

Using the Asia Society's framework, Mrs. Collongues and Lower School computer teacher Mrs. Lynette Moody, who attended the Global Education Benchmark Group conference with Mrs. Collongues, designed a global ed unit for kindergarten students to study their community and compare it



Asia Society Four Domains of Global Competence

to other communities. They began by examining their school community at Sacred Heart. They visited the Rosary Campus and realized what their larger school community consists of beyond the Mater Campus and kindergarten. They then discussed the culture of their local community in New Orleans. After talking about various types of transportation, students took a field trip on the St. Charles Avenue streetcar. Beyond the many sights, what was most powerful was meeting people on the streetcar—people they might not have had the opportunity to meet otherwise.

“Once students can establish this idea that they know a little bit about their community, then they’ll be ready to learn about another community and compare them,” Mrs. Collongues says. This unit was specifically designed for students to communicate across differences, allowing them to take on perspectives of others and to communicate their ideas.

After studying their own community in New Orleans, kindergarten students learned a little bit about the Sacred Heart community in Halifax, Canada. Students began by reading stories that take place in Halifax and looking at its location on a map. They then brainstormed questions to ask their peers at the Sacred Heart School of Halifax during a Skype session in order to learn more about their culture and community. Following the Skype session, students discussed how their New Orleans community compares to the community in Halifax and wrote a kindergarten class pattern book that describes both New Orleans and Halifax.

Awareness of their own community and culture enables students to gain awareness and appreciation of other communities and cultures. As Sacred Heart students develop a global perspective and continue to build upon these skills each year, they create connections and gain a deeper understanding of the significance of participating in national and international exchanges, service learning, and other opportunities. Our ultimate goal is to prepare students to live in a multicultural world and inspire them to be “active, informed, and responsible citizens locally, nationally, and globally.” (*Goal 3*, a social awareness which impels to action) Then, with a better understanding of those around them, our girls can go out into the world and truly help change it. ♥



Communicating across differences



Saluda a Español

In our increasingly global world, Sacred Heart recognizes that children benefit from knowing more than one language. Studies have shown that even at the tender age of one, the most effective way to learn a second language is while the child is learning her first one. At Sacred Heart, our world language program exposes our youngest learners in the Little Hearts program to the Spanish language.

"When teaching a second language at this age, the most important learning strategy is repetition," says Elisa Márquez, who teaches Spanish to one-year-olds. "The exposure to the different sounds and pronunciations are instrumental to teaching a new language successfully."

Each one-year-old class has 25-minute sessions twice in a six-day cycle. They begin each class by singing a welcome song called "Hola," followed by praying the Hail Mary in Spanish. Students explore colors, foods, body parts, and animals by reading books in Spanish, singing and dancing, and playing "Veó Veó" ("I Spy"). ♥

To Understand and Serve

New this year, the Lower School Service Learning Club is a student-driven initiative working to understand and serve others in our world based on need. Led by religion teachers Mrs. Barbara Alpaugh and Mrs. Alyson Igoe, the group consists of third and fourth grade students and has formed a partnership with the Sacred Heart school in Uganda. To better understand what education looks like there, students first conducted research and exchanged letters with students in Uganda.

Sr. Hilda Bamwine, RSCJ, Head of School at Sacred Heart Primary School in Uganda, also visited with our students during a recent trip to New Orleans, where she shared stories and photos about her school and answered questions.

Recognizing the need for increased access to education, our students decided to spearhead a project to raise funds to support a scholarship for a student in Uganda. Our students created Christmas ornaments by cleaning and painting oyster shells, which symbolize New Orleans culture. They then added a holy medal to each ornament, which represents our shared Catholic faith that connects us to students in Uganda as members of the Sacred Heart Network. ♥





A Model of Cooperation,

BY CAROLINE AVEGNO '04

Ms. Lizzy Oxler, who teaches Upper School World History and American Literature, has always had a passion for politics. Prior to teaching, she worked in politics for a few years after college. As both a student and a teacher, she has been involved with Model United Nations, a simulation of the United Nations that increases students' awareness of global issues and exposes them to diplomacy, negotiation, and decision making. This year, Ms. Oxler is overseeing a Model UN Club at Sacred Heart, which includes approximately 20 students in grades 9-12.



Compromise & Confidence

Through Model UN, students practice a range of life skills, such as research techniques, writing, public speaking, problem solving, conflict resolution, compromise, and cooperation. "Model UN gives young women opportunities to be leaders and work on confidence, public speaking, and standing up for issues," explains Ms. Oxler. "There are many women in the UN and in charge of world politics, and it's important for students to see models for political participation and leadership. Model UN is a great apparatus to look at women in world leadership positions."

In fact, the international Society of the Sacred Heart has had a presence in the UN as a non-governmental organization (NGO) since 2003. Led by the Society's

NGO Representative Sr. Sheila Smith, RSCJ, the Society first became associated with the UN Department of Public Information (DPI) as a way "to share information with our members and the wider Sacred Heart family about critical world issues." (*Society of the Sacred Heart, United States-Canada*) In 2014, the Society gained consultative status with the Economic and Social Council (ECOSOC), which provides its members "the opportunity to contribute their experience, reflection, and analysis to the international policy debate." Ms. Oxler hopes for the Model UN Club to connect with Sr. Smith to learn more about her role as an NGO Representative and the 41 countries of the Sacred Heart Network she serves. "It's beneficial for our students to gain perspectives from



other women in order to better understand global relationships.”

One key component of Model UN is attending conferences, where students act as ambassadors of countries that are part of the UN during a General Assembly, Security Council, or another multilateral body. They formulate draft resolutions, strategize, and negotiate with supporters and adversaries using UN protocol to resolve problems impacting the world. Prior to each conference, students receive assignments (e.g. a specific country, person, or governing body) and spend several weeks conducting research. The issues cover topics such as peace and security, human rights, the environment, food and hunger, economic development, and globalization, and they range from contemporary issues from today’s headlines to historical issues that students reenact or even hypothetical issues. Through their research, students gain knowledge of how the world handles these issues. They also familiarize themselves with the needs, aspirations, and foreign policy of their assigned country as they delve deep into history, geography, mathematics, culture, economics, and science.

Sacred Heart students in the Model UN Club attended their first conference last November at Tulane University, along with students from five local schools and one school in Texas. Our girls took on many different key roles. In the large General Assembly meeting, Nyla Paige '21 and Emily LeBlanc '21 presented the perspectives of Germany

and Mexico in a conversation on immigration and the border crisis. Summer Busha '20 and Amélie Ettinger '22 served on a crisis committee revolving around the events of September 11, 2001, with Summer portraying Colin Powell, who was the U.S. Secretary of State at the time. Annalise Eiffert '21 and Madison Hales '21 took part in the Tennessee Valley Authority Crisis, an historical crisis from the 1930s. Finally, Bella Mendez '21 played the empress, and Sarah Jane Williams '22 played the military advisory in a reenactment of the Justinian Court during the Byzantine Empire era.

“We were among only 11 girls at the conference at Tulane, and our girls took on essential roles,” Ms. Oxler shares. “They were leading committees, writing directives, and truly making things happen. The Tulane students, who were mostly women, told us how excited they were to see such a strong group of girls.”

Since the conference, the Model UN Club has been focusing on ways to get more students involved in Model UN. Because there are not many Model UN conferences held in our region, our students are collaborating with other local schools in the area to form partnerships and potentially host conferences. Additionally, Sacred Heart students are working on expanding Model UN to the Middle School so that younger students can gain a better understanding of the initiatives of Model UN by the time they reach Upper School.

“When it comes to Model UN, there’s something for everyone,” Ms. Oxler explains. “Some students

thrive at conferences while some prefer to lead initiatives at school. I’m a big believer in empowerment. Students take ownership of their ideas by writing proposals. This teaches them leadership and delegation skills.”

Already, members of the Model UN Club have made presentations for World Aids Day, International Human Rights Day, and Black History Month during chapel and assembly periods. During International Women’s Month (named by students as a combination of International Women’s Day and Women’s History Month), they focused on the theme of empowerment. Club members made presentations on “women you’ve never heard of” and collaborated with the entire school to raise funds and collect robes for Hotel Hope, a local women’s and children’s shelter. These initiatives support the Model UN Club’s goal of increasing awareness of global issues and educating our larger school community, which aligns with Goal 3 at Sacred Heart, “a social awareness which impels to action.”

“You don’t have to be a member of the Model UN Club in order to understand the purpose of the organization,” says Ms. Oxler. “As a simulation of the actual United Nations, Model UN serves to facilitate initiatives and empower groups. And that’s exactly what our girls are doing.” ♥

AN HISTORIC APPRECIATION. A NEW TRADITION.

Sacred Heart inaugurates GLOBAL SERVICE DAY

BY LIZ MANTHEY AND JANA FOGLEMAN



A new tradition was inaugurated on Saturday, September 15, 2018.

St. Madeleine Sophie Barat and St. Rose Philippine Duchesne formed the Society of the Sacred Heart out of a desire to educate young women to the times in which they live. They wanted to make known God's love for the world through the heart of Jesus—to educate young people to values rooted in faith. Our foundresses felt that education within Sacred Heart schools across the globe would be profound enough "to inspire people to rebuild, renew and transform society wherever they lived." (Phil Kilroy, *Madeleine Sophie Barat, a Life*).

That mission of renewal and transformation was foremost in the minds of all who participated in a new tradition inaugurated last September, as the Rosary joined other Sacred Heart schools worldwide to celebrate Sacred Heart Global Service Day. It marked the 200th anniversary of the day St. Rose Philippine Duchesne opened the first Sacred Heart school in America on September 15, 1818, in St. Charles, MO. To celebrate the occasion, the entire global Sacred Heart community of more than 150 schools in 41 countries honored Philippine with a day of service in her name.

Beginning at dawn in Australia and New Zealand and continuing through sunset in the Western United States, communities worked together to answer the question, "Where would Philippine find herself and serve today?" Through service in our individual communities, students, families, faculty and staff, alumnae, friends, Associates, Children of Mary, and Religious of the Sacred Heart worked together and celebrated what we hope will become a new annual Sacred Heart tradition of performing community service, not only on one dedicated day but throughout the year.

Over 220 participants from the Rosary volunteered at eleven locations across New Orleans to help those in need. Our fifth grade chose to volunteer at Ronald McDonald House, a "home-away-from-home" for families with seriously ill children. Students, parents, and our Middle School Administrative Assistant Larissa Bauarschi spent the day cleaning the house and grounds and



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"Part of the school's mission states that students should work toward **'a social awareness which impels to action.'**"

making lunches for the residents. Ms. Bauarschi shared with volunteers how she had once stayed at the Ronald McDonald House in Memphis when her daughter was seriously ill. "I felt blessed to be able to give back and help parents who were experiencing the same overwhelming feeling of helplessness that I once felt."

Middle School parent Sherry Charles added, "It was so great to see our fifth graders engaged in community service! They played with young children at Ronald McDonald House, cleaned and made lunches, and gained an appreciation of how important it is to keep families together when children are sick. The parents and girls who volunteered that day were so inspired that we have continued working on plans to keep that service and support going all year long. It was our honor to serve St. Rose Philippine."


Elizabeth Coman '19, a senior at the Rosary, chose to volunteer at Covenant House, an organization that assists young people in need of housing, meals, and mental health care. She was drawn to volunteer there because the organization assists young people around her age, and it made her time there more personal and very meaningful. She added, "Service is an incredibly important part of a Sacred Heart education. Part of the school's mission states that students should work toward 'a social awareness which impels to action.'"

Middle School teacher Michael Thaibinh volunteered at the Harry Thompson Center, which provides a multitude of services to the homeless, including medical care, laundry, showers, and more. Volunteers cut dead branches from palm trees, picked up trash, and weeded the gardens. Mr. Thaibinh reminded us of what Mahatma Gandhi said: "Live simply so that others may simply live."

Additional locations where members of the Rosary community volunteered included the St. Bernard Project, Unity of Greater New Orleans, Poydras Home, Magnolia Community Services, Second Harvest Food Bank, the Lake Pontchartrain Basin Foundation, St. Margaret's at Mercy, and Ozanam Inn.

As the celebration of St. Philippine Duchesne's bicentennial year ends, may we embody her missionary spirit and capture the compassion she showed to all as we strive to continue the good work of bringing the love of the heart of Jesus into the volunteer work we perform today. ❤️





*We are one body, one body in Christ, and we do not stand alone.
We are one body, one body in Christ, and He came that we might have life.*

*(Written by Dana Scallon, arranged by Gerry Brown, and transcribed by S. Beddia
Copyright Heartbeat/August Music, 1992)*

Stretching the Heart

Six Religious of the Sacred Heart in ministry at the Academy of the Sacred Heart reflect on global education in relation to mission.

"The imperative for providing a global education that has both breadth and depth originates from the vision of St. Madeleine Sophie and has been strengthened by our rapidly changing world. St. Madeleine Sophie believed that it was essential to the Society of the Sacred Heart that her sisters and their ministries be of 'one heart and one mind' in whatever milieu they lived and worked. Hence, the importance placed on appreciating the diversity and the commonality as an international group of schools. The technological progress that has characterized the past two centuries has opened new possibilities for experiencing our internationality. As society has become more and more global, our mission as Sacred Heart schools mandates that we prepare young people to be and act more intentionally for the common good of all people and our planet."

— Sr. Lynne Lieux, RSCJ, Upper School Campus Minister

"Compassion is natural to the younger children who have only friends and others who are prospective friends. What we hope our girls at Sacred Heart learn is that, most essentially, we are all one. Global education is about stretching the heart. That is what it comes down to. It is all about relationships."

— Sr. Carol Burk, RSCJ, Lower School Library Volunteer, + teacher of knitting to anyone who wishes!

"'Wide' and 'broad' are two words that describe for me the vision and mission of the Society. In Sacred Heart schools, our global education programs reflect the priorities of the Society. The world is becoming more and more interconnected, and it is imperative that our students are prepared to live in such a world. For me, the image of this world is the opened heart of Jesus who unconditionally loves all His children."

— Sr. Jan Dunn, RSCJ, Upper School Creative Writing Teacher, Author

+ In loving memory

"When you think of the state of the world and of its many political, social, economic, and environmental issues, we can see the necessity to understand the many cultures, values, approaches, and languages of our world. We know that language is far more complex and nuanced than what is transcribed by a function on the computer. Human relationships and the subtleties of human connections go beyond words. For us to bring about peace, or as in the Gospel, to bring about the Kingdom of God, it is essential that we begin with our children and their understanding of the world. As Jesus invited his disciples, 'Go into the whole world and proclaim the Gospel to every creature.' (John 16:15)"

— Sr. Georgeann Parizek, RSCJ, Lower School Dean of Students, Co-Coordinator of Formation to Mission

"Our call is to community, a community of faith and action in the world today. The internationality of our religious community, our presence in over 40 countries of the world and in various ministries, allows us to be connected through our relationships with one another. Places in the world come to life in a new way because our sisters are in mission in these places. This awareness of others in so many places in the world connects us with opportunities for exchange, for service, for education. It causes us to cross borders of countries and to seek new frontiers. It deepens our empathy and our understanding. It unites us with the pierced heart of Jesus."

— Sr. Maureen Little, RSCJ, Middle School Religion Teacher, Religion Department Chair

"It all comes down to mission. Then, and now, it all comes down to mission. Now, as then, we set sail to cross borders and boundaries with our eyes set on the horizon of a new frontier: the frontier of community—the community of all people, the people of God. Sent by the Gospel, drawn by love, animated by hope, and fired by the Spirit, our mission of the Sacred Heart unites each day in the way that God sees us: one family in the heart of Christ."

— Sr. Melanie A. Guste, RSCJ, Headmistress ♥



Capital Campaign: Providing a Foundation for a Better Future

By Patricia Murret '88

Leading the Way:

Inspiring Faith-Filled Women of Courage and Confidence

From the very beginning of the Society of the Sacred Heart in 1800, our schools have been committed to educating students for the times in which they live. Through the centuries, that resolve to provide a meaningful education that will change the lives of our students and our communities has never wavered. Sacred Heart continues to graduate young women who are confident and well-prepared to face a world where they will have informed influence in their families and communities. As this generation's philanthropists, we are asked to help enable that bright future.

WITH AN EYE TOWARD THE FUTURE, faculty, staff, students, alumnae, and friends of the Academy of the Sacred Heart came together two years ago to develop a long-range view of school priorities. The result was a bold and forward-thinking—yet realistic—strategic and philanthropic plan designed to position the Rosary to remain at the forefront of educating young women for the 21st century.

Built on the school's 150-year-old legacy of educating young women, the five-year plan, entitled "Inspiring Faith-Filled Women of Courage and Confidence," honors the ideals of St. Madeleine Sophie Barat and St. Rose Philippine Duchesne, foundresses of Sacred Heart education. These pioneering leaders in the 1800s believed in access to education for all and created a foundation for high quality education that would develop women of deep faith, keen intelligence, and sturdy character.

In that pervading spirit, "Inspiring Faith-Filled Women of Courage and Confidence" is designed to keep Sacred Heart strong for future generations. Built on three overarching goals, the plan lays out a formula for preserving the school's legacy as a leading institution for women, sustaining our beautiful campus, and preparing students for lifelong personal and professional success in a changing world.

To fund the vision of our strategic plan, Sacred Heart has launched a **major gifts and capital campaign.** Captivated community members have already committed through generous gifts to propelling these objectives—helping to ensure the impact of a Sacred Heart education

FOR GENERATIONS. ➤

1

Enhancing academic rigor and innovation through the transformation of learning spaces.



Emily Guider '26, Charlotte Guider '30, Sheldon Lykes '74, and Olivia Eustis Guider '99

Transforming learning spaces calls for improving the school's physical plan to adapt to both new and different learning styles, says Sheldon Lykes '74, whose transformative gift will go toward new facilities and technology.

"The style of learning today is very different from when I was a student at Sacred Heart," says Sheldon, whose daughter Olivia Eustis Guider '99 is an alumna of the Rosary and whose two grandchildren, Emily Guider '26 and Charlotte Guider '30, are now fifth and first graders at the school. "It's teaching our children to problem-solve and to work together in teams, as well as

individually. I think this can only help our students become more competitive in the global world."

Transforming learning spaces also means aligning educational technology throughout the curriculum. "Many schools can provide STEM courses—and some provide the arts—but Sacred Heart includes religion, which I believe is a very important part of every child's foundation," adds Sheldon. "So many people are concerned with technology and advancing themselves technologically, but I think religion and values are still a very important part of what we provide—that foundation."

2

Leverage, expand, and create **global and local connections.**

Working as Head of Governance and Assurance for Royal Dutch Shell in The Hague, Kay Manthey '97 sees a growing need to develop women for leadership positions in emerging fields demanded by a world increasingly connected through technology and global exchanges.

Her gift, dedicated to developing a new Center for Global Education at Sacred Heart, emphasizes the interconnectedness of Sacred Heart schools, students, faculty, staff, and alumnae around the world—and the connections we share with our global community.

By giving to Sacred Heart, she says, she is able to reach home to New Orleans and the school that shaped her, contribute to women's education, and help to develop global citizens driven by a social awareness which compels to action. Being able to contribute to development of future leaders early in the education cycle is especially poignant to Kay, whose nieces Madelyn Manthey '33 and Charlotte Manthey (ASH-FIN) attend Sacred Heart, following in the footsteps of their cousin, Will, who previously attended ASH-FIN.



Kay Manthey '97

3 Embed strategic sustainability throughout our school.

A Sacred Heart education not only offers stellar academics, it instills lifelong lessons and values, "how to live and how to give," say Daniela and Elie Khoury. "Being part of this community is very important to us, and we value it." As the parents of fifth grader Elise '26 and John, a second grader at Stuart Hall, the Khourys have contributed to Sacred Heart in creative ways, with the goals of giving back and inspiring others, especially their children, to engage in their communities.

Enhancing endowments allows members of the ASH community to further their educations in the Catholic environment important to the Khoury family. And the Khourys' generous gift of three paintings by renowned artists Hunt Slonem and Pati Bannister—who paints girls exclusively—to the recently unveiled Richard C. Colton, Jr. Center for Performing and Fine Arts creates further connections in a spiritual environment while emphasizing the school's values of communication and culture.



Daniela and Elie Khoury

Art in schools encourages students to become creative, consider other points of view, and see things from a different perspective, say the Khourys. "Art is very inspiring," says Elie. "It brings out the best in all of us." The three paintings donated by the Khourys mark the official establishment of Sacred Heart's own art collection.

Wonderful things lie in store for Sacred Heart as the school moves forward with advancing the strategic plan. Giving makes a difference, says Sheldon, who enjoys seeing the positive changes at Sacred Heart—and the promise of so much more. "I think that it's my privilege to be able to contribute to it." ♥

Be a Capital Campaign Supporter

There are many valuable ways to support Sacred Heart philanthropically. Making a gift to the capital campaign is one extraordinary way to do this.

How is a capital gift unique?

- A capital gift is given over a period of years (usually 3-5 years).
- A capital gift is typically one made from assets.
- A capital gift may include an opportunity for donor recognition (i.e. a naming opportunity).

Ways to Support the Capital Campaign:

- **Unrestricted Capital Gift:** An unrestricted capital gift allows Sacred Heart to direct the funds to any area within the campaign.
- **Restricted Capital Gift:** A restricted capital gift may be directed to a specific capital project or program, or may establish an endowed fund (i.e. a scholarship or other permanently restricted fund).
- **Gift In-Kind:** A gift in-kind is not a monetary gift, but instead one of goods or services needed by the campaign as part of its scope (i.e. building materials or consulting services).
- **Planned Gift:** A planned gift (or estate gift) is one that helps ensure the long-term financial stability and future growth of Sacred Heart. There are many ways to make a planned gift—a financial advisor is an excellent resource with whom to consult.

Goal: \$12 million | Raised to Date: \$5,751,518

Questions? Call 504.891.1943



SEEING & THINKING

Through her volunteer work, exchange experience, extensive travel, and knowledge of the Spanish language, **LISA CROW '08** hopes to help her students view the world beyond their familiar circle. She challenges our girls to see from new perspectives and uncover similarities that unite us all.

OUTSIDE THE CIRCLE

BY LIZ MANTHEY

Lisa graduated from the Rosary in 2008 and went on to LSU, majoring in international studies with a concentration in Latin America. She returned to her Sacred Heart roots three years ago and quickly became a very active faculty member. She teaches Spanish to eighth graders, has a global studies elective for fifth graders, and organizes all community service for the Middle School. She also coordinates our national and international exchange program, introducing our girls to the wonders of our Sacred Heart Network, both here in the U.S./Canada and abroad.

When Lisa was a sophomore in high school, she evacuated during Hurricane Katrina and went to our Sacred Heart school in Grand Coteau. The months away from home was her first real introduction to the Network of Sacred Heart Schools, and she found the close-knit community reassuring during that difficult time. Her friends who spent the semester at other Sacred Heart schools shared the same experience of finding a home away from home. It was during this challenging time when Lisa learned the importance of belonging to a greater global community and the true value of the Sacred Heart Network.

The Katrina recovery process also showed Lisa what it means to be humble—to accept help from others in a time of need. She witnessed firsthand how the New Orleans community was helped by our network schools and perfect strangers. Knowing how much our local community benefited from the generosity of so many made her eager to show others how rich and unique our city is today. Currently, as a Rosary faculty member, Lisa organizes an annual Network Summer Service Project in New Orleans. Every year, the Rosary hosts a week-long service project for students from Sacred Heart Network schools in the United States. Network students travel to New Orleans, stay at the Duchesne House for Volunteers, and work at local nonprofit organizations focusing on rebuilding New Orleans and Louisiana's coastline.

At a young age, Lisa learned the Goals of Sacred Heart education, and *Goal 3* particularly resonated with her—social awareness which impels to action. She volunteered to go to Nicaragua for several ASH summer service trips—four times as a student and three times as a chaperone—and the experience changed her life's trajectory. Through those trips and



HELPING HER STUDENTS REALIZE THERE'S A BIGGER WORLD OUT THERE

an exchange program with the Sacred Heart school in Guadalajara, Mexico, she realized how the larger world could benefit from her time and talents. While in Mexico, she volunteered with inner-city youth, and the Nicaragua trips centered on participating in public works projects to assist the local community. Volunteering with the less fortunate helped Lisa to value experiences, especially with family, over possessions. She noticed how the people she worked with were happy even as they struggled with extreme poverty. These formative experiences were so fulfilling that she committed to exploring other countries and cultures.

After college, Lisa spent two years working as an English language assistant at IES Antares, a bilingual public high school located in the suburbs of Madrid, Spain. Spending time traveling and living abroad allowed her to learn more about herself even as she was immersed in other customs and cultures. While in Europe, she took advantage of the opportunity to travel, visiting Eastern and Western Europe and Northern Africa. As of today, she has visited over 40 countries and all of the continents except Antarctica.

Today, as Global Education Coordinator, Lisa shares those rich experiences with her students, encouraging them to become global citizens who are empathetic toward the needs of other people and accepting of different cultures. She strives to help her students realize that there is a bigger world out there, and they can begin to experience it at Sacred Heart through our global exchange program and community service projects. "Through exposing our Rosary students to international people, ideas, and concepts, we aim to have our girls think globally while acting locally," Lisa says. "I encourage the students to start exploring the familiar world around us and then have them reexamine issues that affect our community through a global lens. By approaching problems through an empathetic and worldly perspective, our girls realize that we are all part of a bigger human community."

Lisa explains that the purpose of the Sacred Heart global initiative is to help to foster awareness in our students as we work to build a more just world. There are a growing number of opportunities to engage our students and faculty, such as service projects, student exchanges, liturgies, interfaith experiences, international celebrations, and speakers on global issues.

As Exchange Coordinator, Lisa speaks to students on the benefits of exchange, organizes each student's trip and placement, and welcomes visitors from other Sacred Heart schools to the Rosary. Our international exchange program centers on reciprocity. Our Rosary students attend school and live with a Sacred Heart family in another country, and in return, the Rosary student hosts an international student here. Hosting allows our students to learn about another country and culture and to view their own country, culture, and lifestyle through the eyes of their exchange student. Recently, students have attended schools in France, Chile, England, Ireland, Peru, Austria, Spain, New Zealand, and Australia. They consistently rate the experience as one of the most formative of their lives, in terms of broadening their perspective and building lifelong friendships.

"My Sacred Heart education laid the groundwork for my lifelong passion for learning and travel," Lisa shares. "I hope to inspire my students to get out and explore the world and help make it a better place, living up to what we strive for at Sacred Heart—having our girls change the world." ♥

What inspires you to run?

I run because I enjoy it. My favorite part about running is the power it has to bring people together. My team inspires me to stay motivated. I see them working hard every day, which encourages me to do my best.

How did you first become interested in running?

I was first introduced to running through my sister Caroline '21, who joined Girls on the Run at Sacred Heart. I started to do some of the races and really loved it. I never thought to join the cross country team until Coach Greg Caro came up to me and told me I should give it a try.

How often do you train?

Cross country season is August–November, and track is January–May. During these months, I normally run about 5–6 times a week. After a few weeks off, I am typically ready to start running again simply because I miss it. In the summer, I also swim and do yoga to mix it up.

How do you prepare for a race?

My team and I physically prepare for races every day at practice, but you also have to mentally prepare. To do that, I just think about the race and what I would like to accomplish. On race day, I wear the same colored spikes and socks that I have worn since freshman year.

What goes through your mind during a race?

It varies from race to race. In order to stay focused, I try to not think about the pain I might be in or how much farther I have to run.

What is your favorite course or event to run?

I like any course that is flat and does not have hills. My favorite event is the three-mile in cross country because I like running on a course rather than a track.

What is your favorite ASH cross country or track memory?

The bus rides home after state or away meets. I love bonding with the team during this time.

What do you love about Sacred Heart?

My favorite part about Sacred Heart is the community. I love coming to school every day because of the wonderful people I have met and experiences I have had. One aspect of my Sacred Heart education that I value is the Five Goals. Throughout my time here, I have learned that although these goals are beneficial in the classroom, they will continue to benefit me in college and beyond.

Why did you choose Rhodes?

What do you plan to study?

I wanted to go to a school that placed just as much value on their academics as their athletics. Rhodes gave me the opportunity to continue my athletic career, while still prioritizing academics. I want to be a physical therapist when I grow up, and I plan to major in either neuroscience or psychology.

What does success mean to you?

To me, no one can determine your success except yourself. Your success should be measured off of how happy and motivated you are doing what you love. If you make amazing friends, great memories, and love what you do, you have succeeded. ❤️

"One aspect of my Sacred Heart education that I value is the Five Goals...they will continue to benefit me in college and beyond."

FUTURE FORWARD

Mary Nusloch '19, our two-time All-American cross country runner, sets her sights on more success in college and beyond. A student at Sacred Heart since prekindergarten, Mary has been a member of ten state championship teams and holds numerous individual state titles in cross country and both indoor and outdoor track & field. She was also voted by her classmates to portray Mater Admirabilis and is a member of Peer Support and Honor Council. As she prepares for her first semester as a student-athlete at Rhodes College in Memphis, Mary offers insights into her running career, the importance of teamwork and community, and her hopes for the future.





Rebecca Deffes Silverman '94

By Marion D. Ramsey

Finding “Home” While Traveling the Globe

For two years, Rebecca Deffes Silverman '94, her husband Mark, and their three young children—Alexander, Zachary, and Eleanor—lived in Myanmar. Rebecca was a Fulbright Scholar at Yangon University of Education, while Mark worked for the International Committee of the Red Cross. When asked how she got from New Orleans through Myanmar to, most recently, California, where she currently works as an Associate Professor of Education at Stanford University, she replies, “It’s been an adventure!”

It all started at Sacred Heart, where Rebecca’s mother, Mrs. Bert Deffes, was a teacher for 37 years. Rebecca spent much of her early childhood in the faculty room playing with the teachers’ school supplies and in her mother’s classroom writing on the chalkboard and rearranging books. “In the evenings, I would pretend to teach my stuffed animals while my mother graded papers,” Rebecca recalls. “I wanted to be a teacher just like her.”

Many teachers at Sacred Heart played a pivotal role in Rebecca’s life, inside and outside of the classroom. When she lost her father at a young age, the teachers took care of both her and her mother as they grieved. After helping Rebecca establish her new normal, her teachers continued to be instrumental in her development. “In Middle School, I wasn’t a particularly good student, but Mrs. Lee saw that I had some potential and doggedly encouraged me not only to strive to be a better student, but to think of myself as one,” she shares. “In Upper School, thanks to Mrs. Revuelta, who taught Shakespeare, and to Ms. Dawson, who taught writing, I began to see myself as a reader and a writer. I also

learned critical thinking and writing skills that I still use to this day.”

During Rebecca’s undergrad years at George Washington University in Washington, D.C., she explored law and journalism, but she continued to gravitate towards teaching, working in the writing center to support other students and tutoring at a local elementary school. Upon graduation, she joined Teach for America, whose mission is to place graduating college students as teachers in under-resourced public schools across the country. Rebecca was assigned to teach second grade at Lorraine V. Hansberry Elementary School in the 9th Ward in New Orleans. (The school did not survive Hurricane Katrina.)

“I was struck, often stunned, by how vastly different the experiences of the children at Hansberry were from mine at Sacred Heart,” Rebecca reflects. “Crumbling walls, no air conditioning! Not enough books at appropriate reading levels for students to read on their own. And, there was at least one teacher—me—who did not have the background or experience needed to be an effective teacher.”

After two years, Rebecca decided to pursue a more formal education to understand how children learn. She was particularly interested in how children learn to read and write and how teachers can best support them in this process. And, given her own very different experiences, she was even more concerned about how to support children in under-resourced schools.

Rebecca trained to be a reading teacher at the Language and Literacy master’s program at Harvard University. During that time, she worked on a couple of

research projects in the culturally and linguistically diverse Boston area schools. She became fascinated by the study of learning and teaching and decided to stay at Harvard to get her doctorate in human development and psychology.

Prior to graduation, Rebecca married her college sweetheart Mark, who was working for a member of the U.S. Senate. She found a position as an Assistant Professor of Special Education at the University of Maryland at College Park. Given the reading and writing difficulties experienced by so many children with disabilities and the misidentification of children with reading and writing disabilities who simply had poor instruction, it seemed like a good fit.

While there, Rebecca taught classes on reading and writing development and instruction. She also conducted research on how children develop and how teachers can best support literacy, especially in public

“...being supported and encouraged by teachers at Sacred Heart throughout my formative years provided me with the foundation I needed...”

schools with high numbers of students from low socioeconomic and English language learning backgrounds. After obtaining large federal grants to study education, Rebecca wrote a book on developing the oral language and vocabulary of young children and published articles to inform the field about research-based best practices. “The most rewarding professional activities involved working with teachers to help them connect research with practice and figure out what to do to help children in the classroom,” she says.

Meanwhile, Mark took a job with the International Committee of the Red Cross and was offered an opportunity to work in Myanmar as the Deputy Head of Delegation. Given how rapidly Myanmar was democratizing and developing, it seemed like an amazing opportunity. Though Rebecca and Mark were hesitant to bring their three young children halfway around the world to a country they had never even visited, it seemed like an opportunity they couldn’t pass up. So they packed their bags and took a 24-hour flight to Yangon.

“At first everything was so difficult and different,” Rebecca explains. “I missed the comforts of home. I didn’t really get to know many people from Myanmar.” That all changed once she received a Fulbright Scholar Award and took a Visiting Professor position at the Yangon University of Education, teaching a doctoral student class on research methods and a class guiding university professors in setting up a new post-graduate degree program on Early Childhood Education and Development.

“It was there that I met the most amazing teachers in the world!” Rebecca adds. “They worked incredibly long hours for hardly any pay in working conditions



that included stray dogs wandering in and out of the classroom, power cuts in the middle of class, and limited resources such as outdated books and too few computers. Teachers and students alike were doing everything in their power to build a better future for the children of Myanmar. I was sad to leave, and I came away with the grateful realization of how good my colleagues, my children, and I have it in the United States.”

While in Myanmar, Rebecca learned that Stanford University was searching for a Professor of Early Literacy. Considering that she and her family were already on the move, she decided to apply. Stanford University has one of the top schools of education in the country, and the Bay Area has a significant international presence, which works well for Mark’s career. Working at Stanford University provides Rebecca an opportunity to work with the next generation of researchers and teachers to identify, develop, and implement innovative practices for building the literacy skills children need to be successful

in the increasing information-based society in which we live.

“Looking back on my path so far, I realize that having my mother, who was a passionate and dedicated teacher, as a strong role model and being supported and encouraged by teachers at Sacred Heart throughout my formative years provided me with the foundation I needed to be an effective researcher and teacher,” Rebecca reflects. “It is important to realize that not all children have access to the high-quality education offered at Sacred Heart. Trying to figure out how to provide effective instruction in even the most difficult circumstances is essential to ensure that all children have the opportunity to succeed in school and beyond.”

When asked to offer words of wisdom to the next generation at Sacred Heart, Rebecca encourages students to be very grateful for the educational opportunities provided to them and to try to find ways to give back to the community, whether it’s local or halfway around the world, either directly through a profession or indirectly by supporting initiatives to improve opportunities for all. She also emphasizes the importance of being open to adventure along the way. “You never know where life will take you, how the experiences you have will affect you, or how you may affect others,” she advises. “It’s scary to take chances on doing something different or trying something completely foreign and new, but doing so can help to broaden your world and make life more fulfilling and more exciting.” ❤️





Beth Spangenberg '05

By Lisette Bayle '83

Sailing on a Sea of Accomplishments

As a typical high school senior, Elizabeth “Beth” Spangenberg '05 was unsure where to attend college. She also grappled with how to avoid a large loan at the end of graduation. Ultimately, she decided to extend her Rosary academic life by attending the University of San Diego, a private Catholic co-ed college that even has an RSCJ community on campus. And the answer to her financial concerns was to join the Navy Reserve Officer Training Corp. NROTC provides a full-scholarship college education to the acceptable officer candidate, in exchange for active military service after graduation. While not having heard of the program before, it seemed like a fair exchange to Beth, and the Navy in particular had much appeal. Her grandfather was a PT Boat Captain during World War II, her father an Army ROTC graduate and officer during the Vietnam War, and her extended family included many exceptional sailors. Beth herself is an enthusiastic sailor in her own right. USD and NROTC fit the bill.

Fast-forward to college graduation, and Beth was commissioned as an ensign in the U.S. Navy in May 2009. Based in San Diego, her first assignment was aboard a frigate, the USS VANDEGRIFT (FFG 48). In rapid succession, she deployed for six

months to the West Pacific where she visited various countries including Malaysia, Indonesia, Thailand, Russia, and Japan. In 2012, she became the navigator on USS DECATUR (DDG 73) and deployed for eight months to the Persian Gulf. Though young, these leadership positions among mostly men taught her skills and resilience. Exhausting and exhilarating, the military provides a unique opportunity to serve, learn, and grow.

Having completed her “pay back” for her education in 2014, Beth signed on for another seven years of service and education. Her first shore duty, also in San Diego, was to teach newly commissioned ensigns how to navigate, steer, and maneuver ships. She found her short stint teaching both draining and fulfilling, and it taught her almost as much as she taught the students.

An exciting component of extended military service is the opportunity for higher education. In 2015, Beth went back to the University of San Diego to obtain a Master's of Arts degree in Peace and Justice. As a military officer taking courses on peace, she was indeed an anomaly within the university and Naval communities. The Peace and Justice degree is internationally recognized as a program combining international relations with an emphasis

on conflict resolution, understanding all sides of world issues, and thinking about paths for working towards peace. The graduate program offered a unique opportunity to consider a broader way to look at warfare and peace and has served her well in various military assignments.

“My goal in grad school was to better understand the complex issues the world is facing and learn how to effectively communicate better solutions through the lens of peace and justice,” explains Beth. “When most people think about the military, they think that our only way to solve problems is through violence and war, but it is so much more complex than that. I was determined to learn as many ways to look at an issue as possible. We must be creative, empathetic, and open-minded in our discussions, analyses, and solutions. My graduate degree gave me all kinds of tools that I can use when looking at both universal, complex issues and relatively small, more simple issues.”

Beth recently completed another tour of duty as the operations officer on her third ship, the USS STERETT (DDG 104). She led approximately 70 sailors and was in charge of making the ship's schedule. In general, as a naval surface warfare officer, Beth's primary

job is to steer and engage warships, and she may ultimately become the commanding officer of a warship.

During her years of service, Beth has been awarded three Navy and Marine Corps Commendation Medals and one Navy and Marine Corps Achievement Medal. She was handpicked for her next assignment, reporting to the USS FITZGERALD (DDG 62) to be part of the crew that is bringing the ship back to life after a devastating collision in 2017. Even with these accolades, Beth says she is most proud of taking the leap of faith to actually join the Navy. “NROTC was not easy for me. However, something told me to stick it out, and I found the Navy to be a rewarding career. I'm proud of being able to direct Naval personnel and serve my country.”

Beth says her years at Sacred Heart definitely helped prepare her for military service. Her athletic experience

playing soccer and running cross country and track taught her that everyone on the team contributes, even if you are not a starter. Beth loved how there was always an effort to connect the whole school, such as all-school masses and field days. “The sense of community was huge. It taught me to always look outside my little bubble and create a community everywhere.” It was also a family—literally. Her older sister Kate Spangenberg '00 and two cousins, Nicole Laan '00 and Jackie Spangenberg '14, also went to ASH.

Beth adds, “Sacred Heart taught me to stay true to myself. The military is all about conformity, and that's important, but it's also okay to be different. I can stay rooted to my values and my faith, and I don't have to be anyone else.” It is something she also hopes to teach her niece Emma Lynn '29, a second grader at ASH.

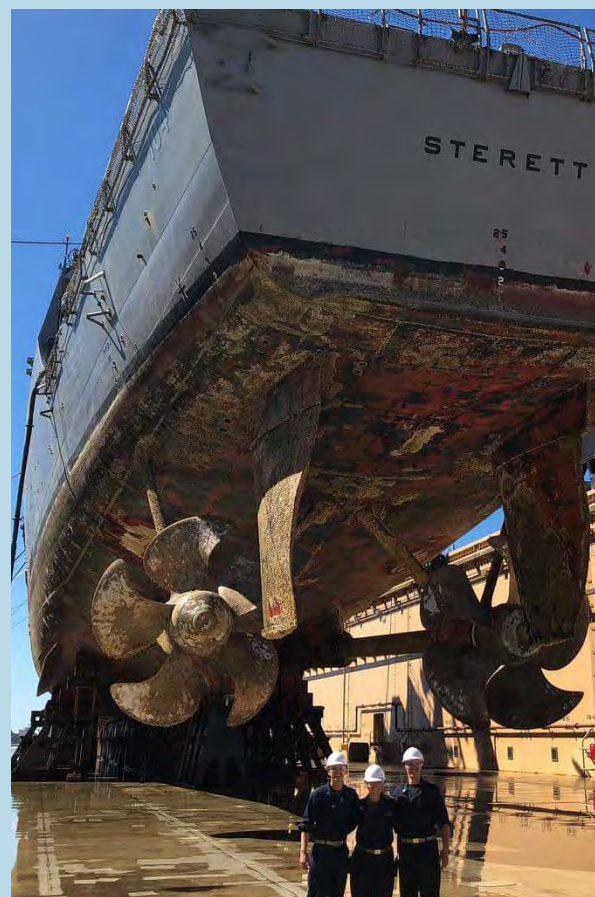
When asked what advice she has for young women, Beth says, “Don't be daunted by being different and going in another direction. When you blaze your own path, stay rooted in family, friends, and faith. It keeps you grounded and humble.” She adds, “There are challenges in everything we do. Not every job is fun or fulfilling. But there is always something to learn, and having the right attitude is absolutely critical. This doesn't mean being positive all of the time; it just means finding the right perspective that will keep you productive and motivated, especially if you are a leader and have people watching you.”

Beth refuses to let the “this is the way it's always been” attitude hinder or frighten her. When she feels frustrated by a rigid system, she thinks, “What can I do to improve the process? Who can I talk to in order to make a greater change in the system?” She has learned that sometimes the answer is nothing, at least not immediately. But asking good questions



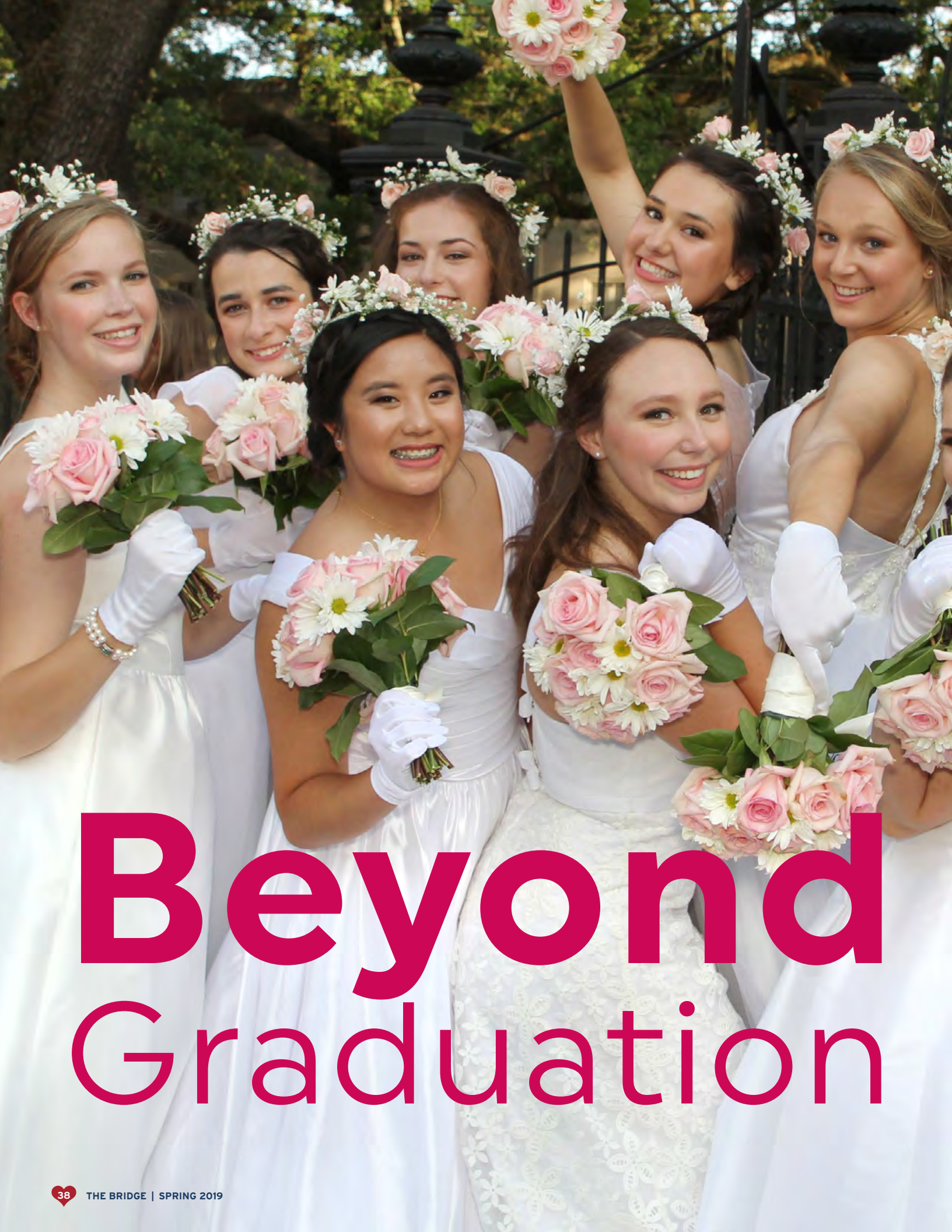
and collaborating with colleagues can make a difference. She re-commits herself to being better for those who work for her and with her. “Small changes may be all I can do, but it may be enough for now,” she concludes. “The Sacred Heart core values I learned from kindergarten through graduate school have never left me. I truly believe everyone can make a difference, no matter how small. I look at Emma, and I think—this girl can and WILL change the world, and Sacred Heart is teaching her that.” ♥

“The Sacred Heart
core values
I learned from
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CLASS OF 2018



Beyond Graduation

It's been a year since the 65 members of the **Class of 2018** walked out of the Sacred Heart gates for the last time as students. They are now off changing the world at 36 colleges and universities across the country.

Class Of 2018 College Choices

Shay Marie Driscoll Adams* New York University	Amanda Riyadra Ferrygood University of New Orleans
Mirna W. Aly** Loyola University New Orleans	Eugenie Evelyn Gallinghouse* University of Alabama
Pixie Marie Anderson University of Mississippi	Lucy Claire Galloway*** University of Texas at Austin
Chloé Adele Bianchini** Loyola Marymount University	Elise Verheugen Garvey** Tulane University
Madilyn Grace Bonura Texas Christian University	Aysha Jawan Gibson*** University of Notre Dame
Sophie Elizabeth Capella*** University of San Diego	Lauryn Elizabeth Goody University of Southern Mississippi
Helen Denechaud Charbonnet*** University of North Carolina at Chapel Hill	Gail Hodges Grady** Trinity University
Alexandra Cecile Chimento*** Boston College	Mary Grace Granito* Tulane University
Lilyon Cooper Conroy*** Tulane University	Anna Catherine Guillot*** Louisiana State University
Taylor Skye Cummings*** Tulane University	Lauren Rachel Haele*** Louisiana State University
Emily Elizabeth Derbes* Louisiana State University	Zoe Aubert Hardie* DePaul University
Lauren Anne DesRoches University of Alabama	Lauren Elizabeth Hatfield*** University of Georgia
Ryland Lee Edwards** University of Alabama	Mary Elizabeth Hemphill Alfred University
Emily Hobson Faherty*** University of Vermont	Elisabeth Grace Hoffman* Louisiana State University
	Marcelle Elizabeth Holmes*** College of Charleston



Claire Moreau '18
College: University of Pennsylvania
Location: Philadelphia, PA
Major: Biological Anthropology (pre-medicine)
Years at ASH: 11

"I think the most amazing part about every college experience is learning about the lives of people from various backgrounds. I have learned about the culture and customs of different religions, ethnicities, and countries, which has helped shape my perspective of the world."

Class Of 2018 College Choices *continued*

Haley Jewel Hubert*
Sewanee: The University
of the South

Asia Vu Jackson**
Villanova University

Kathleen Mariella Kelly**
University of California,
Santa Barbara

Stirling Anne Kennedy***
University of Virginia

Peyton Ceres Kitchens*
Louisiana State University

Sarah Elain Larson
Louisiana State University

Madison Taylor LeBlanc
University of Southern
Mississippi

Sophie Livaudais Liberto*
Louisiana State University

Catherine Mary Lulich
Louisiana State University

Emma Louise Lunn***
Tulane University

Maggie Meguire Mahony*
St. Edward's University

Caroline Loftin Martin*
Louisiana State University

Caroline Grace McAlister*
Auburn University

Isabelle Maria McGoe***
University of North Carolina
at Chapel Hill

Madison Anne Milano
Millsaps College

Patricia Claire Moreau***
University of Pennsylvania

Mary Katherine Moriarty*
University of San Diego

Caroline Elizabeth Musgrave*
Louisiana State University

Amelie Celeste Nicoladis
University of Arkansas

Jenna Elizabeth O'Dwyer**
Loyola Marymount University

Julia Elizabeth O'Dwyer**
Providence College

Dalia Maria Ortiz**
Hobart and William Smith
Colleges

Olivia Dove Pierce
University of New Orleans

Kenedi Ane Reed
Manhattan College

Morgan McGraw Reilly**
Louisiana State University

Kate Marie Roemershauser***
University of Georgia

Lexei Camille Schultz
Loyola University New Orleans

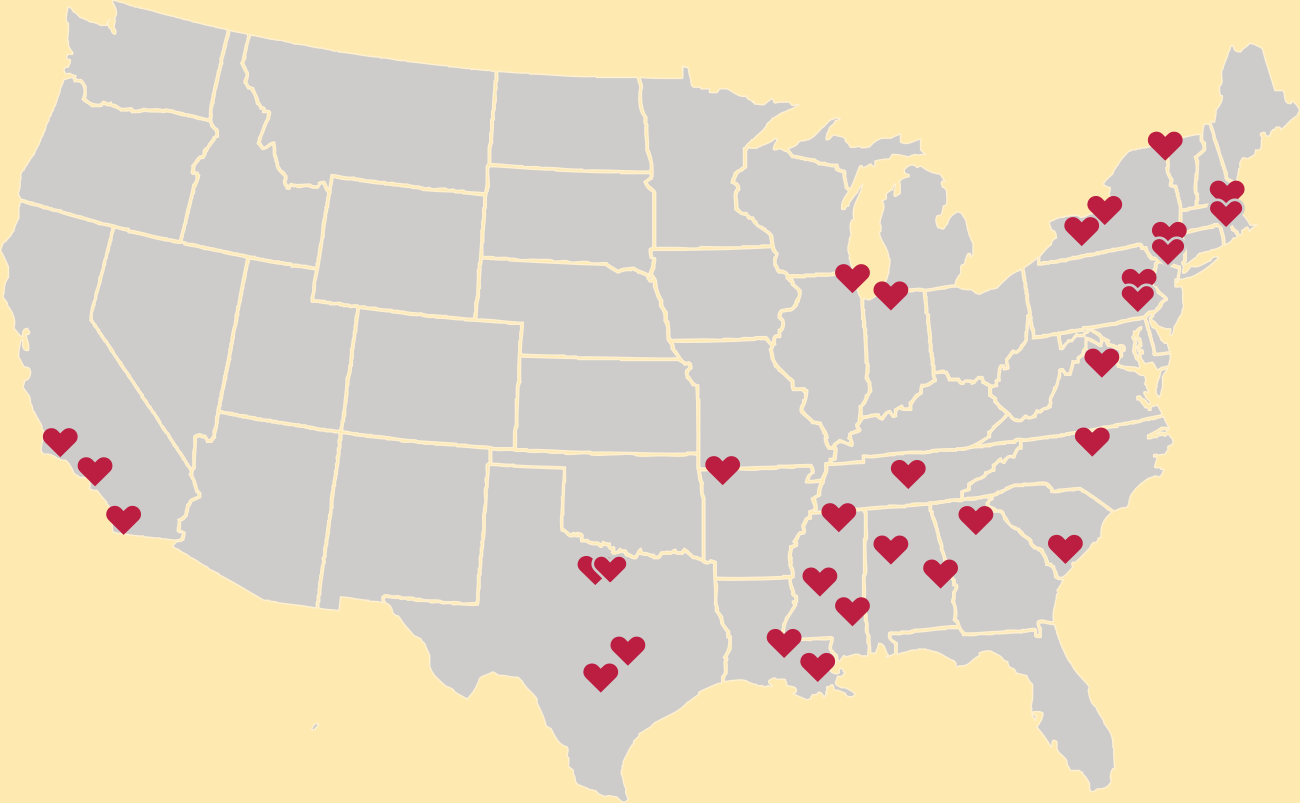
Marcia Elizabeth Skrmetta*
Southern Methodist University

Genevieve Marie Sonnier
Columbia College Chicago

Sadie Elizabeth Taylor**
Louisiana State University

Class Of
2018

Class Of 2018 College Map



Kayla Alise Thomas
Louisiana State University

Susan Caroline Toso*
Louisiana State University

Mary Catherine Triche*
Sewanee: The University
of the South

Grace Ellis Vanderbrook***
University of Georgia

Katherine Grace Walshe*
Loyola University Chicago

Margaret Thistle White
Louisiana State University

*Honors
**High Honors
***Highest Honors



Sophie Capella '18
College: University of San Diego
Location: San Diego, CA
Major: Undeclared
Years at ASH: 15

"Sacred Heart not only prepared me for the educational challenges of college, but it also instilled in me a desire to get involved in my new school community here at USD, as well as the community surrounding our campus."

Class of 2018 College Acceptances

University of Alabama
Alabama A & M University
Alfred University
American University
University of Arizona
Arizona State University
Auburn University
Bard College
Baylor University
Belmont University
Boston College
Boston University
University of California, Los Angeles
University of California, Santa Barbara
Catholic University of America
College of Charleston
Clemson University
University of Colorado Boulder
Colorado State University
Columbia College Chicago
Creighton University
University of Denver
DePaul University
Elon University
Emerson College
Fordham University
Furman University
George Washington University
University of Georgia
Gonzaga University
High Point University
Hobart and William Smith Colleges
Howard University
University of Kentucky
Lesley University
University of Louisiana at Lafayette
Louisiana State University
Loyola University Chicago
Loyola Marymount University
Loyola University New Orleans
Manhattan College



Katie Grace Walshe '18

College: Loyola University Chicago

Location: Chicago, IL

Major: Political Science, Minor in Psychology

Years at ASH: 15

"Being in such a big city provides so many opportunities and experiences. I love exploring all the different Chicago neighborhoods, trying out new places with my friends, and even just doing fun touristy things."

Marquette University
Massachusetts College of Art and Design
Miami University, Oxford Ohio
Millsaps College
University of Mississippi
Mississippi State University
University of New Haven
University of New Orleans
New York University
University of North Carolina at Chapel Hill
Northwestern State University of Louisiana
University of Notre Dame
University of Oklahoma
Old Dominion University
Pace University
University of Pennsylvania
Pepperdine University
Providence College
Purdue University
University of Redlands
Regis University
Rhodes College
University of Richmond
Ringling College of Art & Design
Roanoke College
Rollins College
Saint Louis University
Samford University
University of San Diego
University of San Francisco
Savannah College of Art and Design
Sewanee: The University of the South
University of South Carolina
Southeastern Louisiana University
Southern Methodist University
University of Southern Mississippi
Spring Hill College
St. Edward's University
Sweet Briar College
University of Tennessee, Knoxville
Texas A & M University

University of Texas at Austin
Texas Christian University
Trinity University
Tulane University
University of Vermont
Villanova University
University of Virginia
Wake Forest University
Washington and Lee University
Wofford College
Xavier University of Louisiana



Lauren DesRoches '18

College: University of Alabama

Location: Tuscaloosa, AL

Major: Business (pre-legal studies)

Years at ASH: 15

"Without question, the Five Goals of Sacred Heart have prepared me for every aspect of college life at the University of Alabama. From day one of classes, I've had confidence in my ability to accept, embrace, and excel in the academics and new social surroundings. My transition could not have gone smoother."

The Class of 2018
was awarded
189 scholarships,
earning more than
12 million dollars.

2018 Alumna of the Year

Nancy Finegan Walshe '88

Established in 1976, the Alumna of the Year Award is presented annually to an outstanding alumna who demonstrates devotion and loyalty to her alma mater. The Alumna of the Year models a faith life consistent with the values of Sacred Heart education, has made outstanding contributions to the school, and manifests an interest in, and support of, the whole school.

Sacred Heart has always felt like a second home. Walking through those gates is as comfortable to me as walking through my front door. It's where I was practically raised, it's where I met the people that to this day I call my closest friends, and it's where I watched my daughter grow into the amazing person that she is today.



2018 alumnae weekend

2018 St. Rose Philippine Duchesne Award Recipient

Suzanne Gaubert Kling

The St. Rose Philippine Duchesne Award is given to an individual who, though not an alumna of the Rosary, has and continues to render outstanding service to the school.

Over the past fifteen years, Sacred Heart has been a place of welcome for me. The fact that I did not grow up in New Orleans or attend Sacred Heart has never affected my sense of belonging here. It has become not only a second home to our daughter, but also to our family. I will always be grateful for the many ways our time here has enriched our lives.



2018 Mother Shannon Changemaker Award Recipient

Sallie Tillman Rainer '79

The inaugural Mother Anna Shannon, RSCJ Award recognizes an individual who is devoted to her faith, is diligent in her work, has compassion toward others, possesses a winning personality, uses tact in all situations, and is courageous. She also creates positive change in her community through professional and philanthropic endeavors.

The students at Sacred Heart are highly committed. Being around others who are driven to achieve certainly drove me to work hard and challenge myself. The support of great teachers and fellow students set an academic foundation to be successful in college. However, to really be successful professionally, it takes much more than academic accomplishments... It also requires the ability to build relationships, communicate effectively, and lead others. All of these characteristics were developed during my time at Sacred Heart.



music food awards fun

2018 St. Madeleine Sophie Barat Award Recipient

Sr. Jane McKinlay, RSCJ

The St. Madeleine Sophie Barat Award is given to a Religious of the Sacred Heart (RSCJ) who has contributed greatly to the needs of the students and the Rosary community.

When I am at Rosary Masses in the company of close to 800 current Children of the Sacred Heart, I picture them as graduates, drawing on their own gifts and interests to make creative changes, healing and bringing greater justice to our troubled world.



2018 Alumnae Weekend



5-year reunion class



10-year reunion class



50-year reunion class



15-year reunion class



20-year reunion class



55-year reunion class



60-year reunion class



25-year reunion class



30-year reunion class



65-year reunion class



70-year reunion class



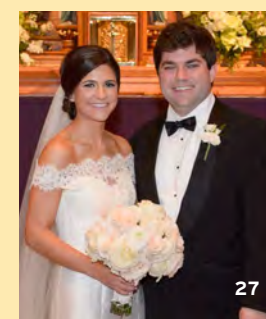
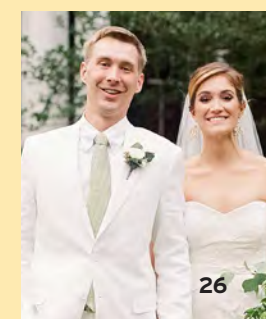
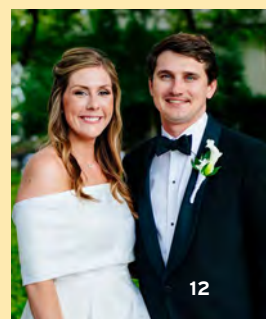
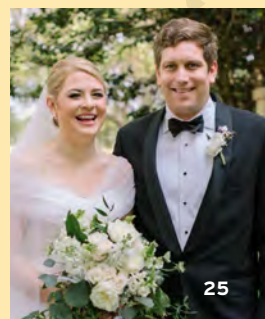
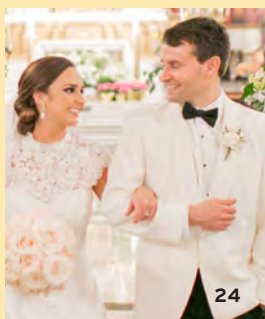
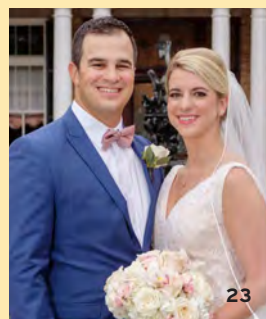
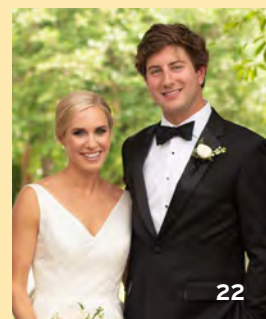
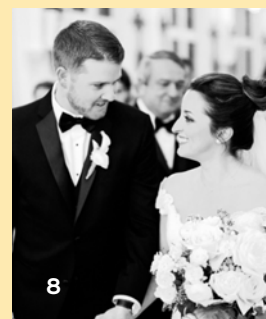
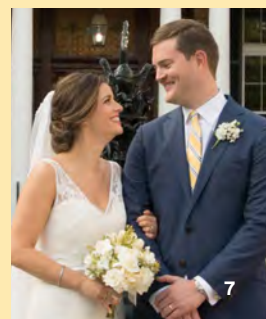
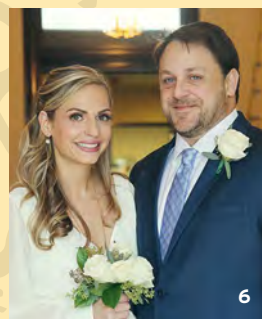
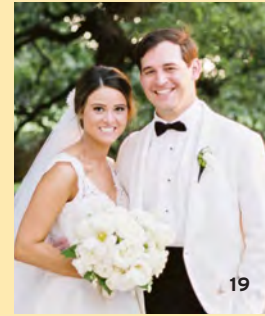
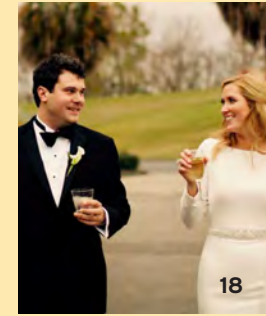
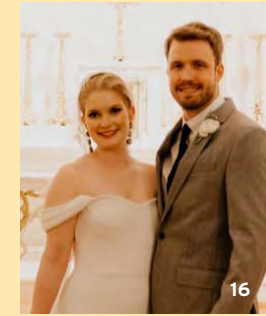
40-year reunion class



45-year reunion class

music
food
awards
fun

GOING TO THE CHAPEL



- (1) Paulette Anne Charbonnet '71
To: Willard A. Eastin, Jr.
- (2) J. Collier Ochsner '72
To: Robert Periard Ackerman
- (3) Suzanne Katherine Burns '86
To: Dale Stewart Revelle
- (4) Gretchen Asthoa Gibbs '96
To: Daniel Andrew Jeane
- (5) Julia Viviana Coutin '03
To: Patrick John Anthony Laborde

- (6) Mary Anne Lynch '04
To: Hunter Felix LeBlanc
- (7) Ellen Rogers Logan '05
To: Patrick Hinton Williams
- (8) Elise Patricia Thomas '05
To: Matthew Thomas Ryan
- (9) Ariane Michele "CoCo" Fraiche '06
To: Alexander Jordan Blood
- (10) Lauren Cristen Gambina '06
To: Brett Anthony Monteleone

- (11) Bailey Elizabeth Groetsch '06
To: Kyle Vincent Welch
- (12) Erica Ann Lewis '06
To: Charles Edward Hazlehurst
- (13) Sibyl Anne Stumm '06
To: Charles Christopher Lapeyre
- (14) Alden Claire Adolph '07
To: Ben Gordon Kopec
- (15) Lucy Sullivan Boyd '07
To: Robert Benjamin Hatcher

- (16) Catherine Elizabeth DeMarr '07
To: Christopher Patrick Curren
- (17) Sara Verret Fogleman '07
To: William Moore Heim
- (18) Chelsea Elizabeth Gaudin '07
To: Thomas Edward Favret
- (19) Ashley Elizabeth Arnold '08
To: Bryce Michael Addison
- (20) Rebeckah Elaire Blossman '08
To: Travis William Hose

- (21) Mary Ann Butterworth '08
To: Sean Michael Nevins
- (22) Meredith Rose Eumont '08
To: Michael Becht Neel
- (23) Rebecca Gray Montgomery '08
To: Andrew Warner Laiche
- (24) Caroline Elizabeth Rittiner '08
To: Joseph Birrcher Landry, Jr.
- (25) Charlotte Duvic Flynn '09
To: Andrew Collins Lawrence

- (26) Elizabeth Ashley Geary '09
To: Michael Kent Philips
- (27) Amy Claire Viator '09
To: Wayne George Zeringue, III
- (28) Chandler Christine Moody '11
To: Alex Thomas Sturges
- (29) Chelsea Fatima Bader '14
To: Devan Harris Rushing



BLESS THESE BABIES

(1) Lauren LeBlanc '96
2nd child, 2nd girl, Zadio Jolie Denny

(2) Kathlyn Perez Bethune '98
2nd child, 1st girl, Bishop Chalin

(3) Lindsay Ruckert Mutimer '98
2nd child, 2nd boy, John "Palmer"

(4) Liz Baldwin Hefler '99
3rd child, 2nd boy, John Baldwin

(5) Alyssa Fletchinger Higgins '99
1st child, 1st boy, Joseph Hudson

(6) Rosalba Vargas-Mortman '99
1st child, 1st girl, Lydia Zoe Mortman

(7) Elizabeth Hunley Perrien '00
5th child, 3rd boy, Peter McCaw

(8) Allison Russell Waldron '00
1st child, 1st girl, Mathilde Eugenie

(9) Emily Adler Bode '01
2nd & 3rd children, 1st girl, 2nd boy,
Gwendolyn Faye & Vance Fletcher

(10) Molly Plummer Duncan '01
1st child, 1st girl, Mary Jane

(11) Danielle Long King '01
2nd child, 2nd girl, Rosalind James

(12) Meg Manthey LaBumbard '01
2nd child, 2nd boy, Wesley "Wes" Manthey

(13) Amy Metzger Ananth '02
2nd child, 1st boy, William Kiran

(14) Meg Vanderbrook Bankston '02
2nd child, 1st boy, Benjamin Vance, Jr. "Beau"

(15) Brie Howard Batlle '02
1st child, 1st girl, Alina Francia

(16) Whitney Ponseti Clement '02
1st child, 1st boy, Burke William

(17) Christine Weiser Lejeune '02
3rd child, 3rd girl, Charlotte Olivia

(18) Jennifer Hoffman Mabry '02
1st child, 1st girl, Hazel Holland

(19) Breland Deano Sternberg '02
3rd child, 2nd girl, Mary Jane

(20) Dominique Haydel Chauvin '03
2nd child, 2nd girl, Miriam Mathilde

(21) Meredith Emory Claiborne '03
2nd child, 1st girl, Courtney Grace

(22) Meghan Petagna DeRoche '03
3rd child, 3rd girl, Dorothy "Dottie" Lorraine

(23) Jessica Miller Doescher '03
1st child, 1st girl, Audrey Jane

(24) Virginia Stewart Evans '03
1st child, 1st girl, Keighley Eshleman

(25) Amy Leefe Jones '03
1st child, 1st boy, William Baldwin "Winn"

(26) Christine Crosby Naquin '03
1st & 2nd children, 1st & 2nd girls,
Frances Riley & Edith Orleans

(27) Mary Poitevent Theunissen '03
2nd child, 1st girl, Julia Dunbar

(28) Elizabeth Dietz Van Bebbler '03
1st child, 1st girl, Emma Jewel

(29) Cerise Potts Bermudez '04
1st child, 1st girl, Louisa Bennett

(30) Charlotte Kohlmann Dales '04
1st child, 1st girl, Mary Frances

(31) Samantha Martin Davis '04
1st child, 1st boy, Harold Chase, Jr. "Hal"

(32) Caroline Davis McDonald '04
1st child, 1st girl, Charlotte Brady

(33) Mary Frances Craig Parker '04
1st child, 1st boy, Henry Adams

(34) Jenny Comarda Voss '04
1st child, 1st boy, Jack Delery

(35) Lydia Tompkins Butler '05
1st child, 1st girl, Estelle "Ellie" Barden

(36) Kelly Geary Gillin '05
1st child, 1st girl, Margot Jane

(37) Caroline Gray Johnson '05
1st child, 1st boy, William Bates

(38) Lauren Wood LaRose '05
2nd child, 2nd boy, Hartson Miles

(39) Michelle Mullin Mims '05
1st child, 1st boy, Henry Melvin

(40) Allison Briede Badon '06
1st child, 1st boy, Claude Briede

(41) Courtney Echols Boudreaux '06
1st child, 1st girl, Caroline Anne

(42) Marni Wall Demelo '06
1st child, 1st girl, Cora Elizabeth

(43) Sarah Manthey Elmalem '06
1st child, 1st girl, Hannah Odellia

(44) Megan Barry Kepper '06
3rd child, 2nd boy, George McFerrin

(45) Mary Wyatt Hines Milano '06
2nd child, 2nd boy, John Merritt

(46) Emily Morgan Morey '06
1st child, 1st girl, Eleanor Claire

(47) Adair Vulevich Moseley '06
1st child, 1st boy, Miles Callaway

(48) Margaret Sanders Villere '06
1st child, 1st boy, Pierre "Blaise," III

(49) Rayne Housey Bories '07
1st child, 1st girl, Elizabeth Jane "Birdie"

(50) Suzanne Haydel Dyer '07
1st child, 1st girl, Camille Marion

(51) Taylor Eckstein Geoghegan '07
1st child, 1st girl, Isla Rae

(52) Ali Finegan Jones '07
1st child, 1st boy, Grey McKenzie

(53) Kristen Brennan Leonard '07
2nd child, 1st boy, James Pauly

(54) Kate Brechtel Ryan '07
2nd child, 2nd boy, Cole Michael

(55) Brittany Rampick Settoon '08
2nd child, 1st girl, Susan "Suzie" Margaret



In Memoriam

The “memorials” section of The Bridge includes the immediate relatives of our Sacred Heart family as of December 31, 2018. Please keep in mind that we rely on your notification to keep our column current and to keep your loved ones in our prayers. Condolences are for parents, spouses, children, grandchildren, siblings and “in-laws” of our current Rosary students and faculty and Rosary alumnae. If there are additional relatives who are members of the Rosary community, they will be included as well. To ensure an accurate and complete listing of family members, please contact Megan Kepper, Director of Alumnae, at 504.269.1209 or email mkepper@ashrosary.org.

Frank David Barber III - father of Caroline Barber ’05, Grace Barber ’20

Corinne Lapeyre Barry ’47 - mother of Coco Barry Watkin ’72, Cathy Barry Thompson ’73, Mimi Barry Richard ’76; grandmother of Megan Barry Kepper ’06, Catie Barry ’14; great-grandmother of Corinne Kepper ’33, Conway Kepper (ASH-FIN), George Kepper (ASH-FIN); sister of Elise Lapeyre Connolly ’53; aunt of Patty Connolly Boersma ’87; great-aunt of Morgan Reilly ’18

Anne Elizabeth Bendernagel ’75 - sister of Jan Bendernagel Sonnier ’77; aunt of Celeste Sonnier ’09

Lyle Bryson Blount, Jr. - brother of Sr. Maureen Little, RSCJ♥♥*

Jimmie “Jim” Errol Bonner - father of Elizabeth Bonner Casey ’80; grandfather of Caroline Casey ’20

James Gibbons Burke, Jr. - grandfather of Ruthie Landry ’13, Madeline Landry ’15♥

Bedley McEnerny Byers ’60 - sister of Julia McEnerny Sabatos ’59, Mary Clare McEnerny Siegel ’64

♥ Exited Alum ♥♥ Associate Alum + Deceased * Current or Past Faculty/Staff of ASH ** Child of the Sacred Heart

Gerard Walton Caire - brother of Sr. Adele Caire, RSCJ ’47♥♥, Sr. Laura Ann Caire, RSCJ ’48, Sr. Margaret Caire, RSCJ ’50; uncle of Betsy Caire Marino ’64, Mary Adele Caire Birmingham ’65, Joan Abadie Benoit ’68, Gerry Farrell Matranga ’68, Pat Farrell Monier-Favalora ’68, Magdalen Caire Smith ’68, Margaret Grenier d’Hemecourt ’69, Therese Caire Bryars ’71, Rosemary Grenier Eigen ’71, Annette Farrell-Klein ’73, Ellen Grenier Judlin ’73, Jean Mary Berthelot Merritt ’73, Kay Farrell Higginbotham ’74*, Elia Caire Saxer ’76♥♥, Elizabeth Grenier Garcia ’77♥♥; great-uncle of Jeanne Marino Betbeze ’89, Kim Conway ’91, Becky Bourg ’93, Annie d’Hemecourt Schwab ’95, Jessie Stricks ’99♥, Kellen Higginbotham Ranger ’01, Rachel Judlin ’10♥, Nicole Mabry ’10; great-great-uncle of Madi d’Hemecourt ’21**, Mary Rose Ranger ’29**, Louise Ranger ’31**, Douglas Higginbotham, Jr. (ASH-FIN)

Donnell “Donni” Alice Call ’75 - sister of Davlin Call Kerekes ’73

Madine Williams Cameron - grandmother of Kate Gilly ’05; great-grandmother of Lane Gilly ’33, Meg Gilly ’35

Georgia Rose Capshaw - mother-in-law of Kristin Oser Capshaw ’66; grandmother of Erica Capshaw Brooks ’93; great-grandmother of Ellis Brooks ’29

Beatrice Mary Carbon - grandmother of Stephanie Carbon de la Houssaye ’96, Courtney Carbon Garrett ’97, Nicole Carbon ’11; great-grandmother of Ellie Garrett ’28

Edna Assel Carden - grandmother of Juliet Kalifeh ’15, Cate Kalifeh ’17

Sterling Joseph Cardon III - brother of Angela Cardon ’09

Linda Schexnyder Carr - mother of Christy Carr Gernard ’97, Casey Carr Brechtel ’00; grandmother of Allie Gernard ’28, Charlie Brechtel ’31

Odile Rauxet Carter ’33

Thomas Alcade Casey - father-in-law of Elizabeth Bonner Casey ’80; grandfather of Caroline Casey ’20

John Peter Cavaroc - husband of Lucie Woodward Cavaroc ’63♥*

Charles L. Chassaignac III - father of Jeanne Chassaignac Neusetzer ’88

Lois Carlson Cherrie - mother of Tiffany Cherrie LeCesne ’82; grandmother of Madeleine LeCesne ’15♥

Maria Garcia Daly - mother of Maria Daly Page ’72, Janet Daly McGrew ’73, Margaret Daly Landry ’77♥; mother-in-law of Karen Killeen Daly ’78; grandmother of Caroline Daly ’08♥, Annie McGrew ’12

Margaret Fraser DeBlieux ’41♥♥ - mother of Nicky DeBlieux Steel ’63, Boo DeBlieux Bordes ’64, Laura DeBlieux Pick ’67; grandmother of Meaghan Faherty ’96♥

Lucille M. Drackett - mother-in-law of Sarah Sullivan Ott ’89; grandmother of Ella Ott ’20, Merritt Ott ’26

Jacquelyn Dazet Driscoll - grandmother of Aubrey Adams ’10, Shay Adams ’18

Raymond Andrew Eckstein, Jr. - father of Lauren Eckstein Schoenekas ’00, Kristin Eckstein ’05, Taylor Eckstein Geoghegan ’07

Gayle Frances Wurzlow Ehrensing - mother of Sara Ehrensing Fernandez ’90, Amelie Ehrensing Black ’93♥

Helen Turner Eshleman - grandmother of Virginia Stewart Evans ’03, Katherine Eshleman ’09♥

Mariana Graham Forcier - mother of Philip Forcier*; mother-in-law of Missy Oufnac Forcier ’85

Edward Francis Foulks - husband of Janice Foulks*

Frances Dean “Deanie” Wendland Geary - mother of Anne Geary Schmults ’85

Lynn Ann Hoggins Giuffria - mother of Alicia Giuffria ’95

Betty Anne Lapeyre Gordon ’54

Harry R. Gould - husband of Elizabeth Plauché Gould ’49

Leslie Rubin Graf*

Robert Payne Harper, Jr. - grandfather of Elise Miller ’17

William Lee Heidingsfelder - grandfather of Meredith Eddins ’27; brother-in-law of Dot Henican Heidingsfelder ’60; uncle of Molly Heidingsfelder Silvia ’85, Ellen Heidingsfelder Manning ’87, Jane Heidingsfelder ’95; great-uncle of Ellie Silvia ’16, May Manning ’21

James Bowes Higgins, Sr. - husband of Jeanne Prados Higgins ’61; father of Heather Higgins Werth ’87, Holly Higgins Harrington ’99

Holly Humphreys ’77

Lillian Crocker Jones - grandmother of Kai Jones ’25

John Esmond Kerrigan, Jr. - father of Malise Kerrigan Dennard ’80; grandfather of Haydée Dennard ’21

John Morris Key - father of Peggy Key ’71

Judith Baird Kiser - grandmother of Kelsey Kiser Beahm ’06, Laine Kiser Cox ’08

John George Korbel - husband of Cheryl Korbel*; father of Cezanne Korbel Weis ’85, Chavanne Korbel McDonald ’01

Louis P. Larue - brother of Marie-Therèse Larue Dwyer ’46

♥ Exited Alum ♥♥ Associate Alum + Deceased * Current or Past Faculty/Staff of ASH ** Child of the Sacred Heart

Mae Cain Leftwich - grandmother of Megan Leftwich '01, Claire Leftwich Marshall '05, Kelly Leftwich '12

Aileen Cassegrain Livaudais '40♥ - mother of Aileen Livaudais Slocum '70, Jeanne Livaudais Duryee '75, Elise Livaudais Dorsey '80

Jacquelyn S. Lochbaum - mother of Peggy Lirette*; grandmother of Sarah Lirette Soileau '05

Marie Elise "Muffin" Mahorner - sister of Ann Mahorner '62, Libby Mahorner Landis '67; aunt of Katherine Hanemann Wade '86

Louise Baehr Martin '64 - mother of Alice Martin Allen '94, Anna Martin '98♥; grandmother of Olivia Laudumiey '24; sister of Brenda Baehr Fuselier '58, Anne Baehr Bell '62; aunt of Desirée Petitbon Templin '80, Marianne Petitbon Isaacson '87

Robert Charbonnet McIntyre - husband of Pat Henican McIntyre '53; father of Leslie McIntyre Metarko '77, Odette McIntyre Hankins '78; grandfather of Hannah McIntyre '12, Ryan McIntyre '28, Hattie McIntyre '31; brother-in-law of Ann Henican Babington '49♥; uncle of Ann Babington Rossi '74, Marie Babington Thomas '79

Claire Peragine Meaney '74 - sister of Martha Peragine Berger '77

Adrienne Patricia Dainko Miller '60♥♥ - grandmother of Elise Miller '17

Mary Ann Taravella Mosgrove - mother of Bernie Chaisson '79, Veronica Mosgrove '88

Margaret Mary Falcon Mulé '63

Genevieve "Genny" Bodet Murphy '40

Patricia Ann Breaux Naquin - grandmother of Edie Naquin '28, Ellie Naquin '30

Barney Vincent Oufnac - father of Niki Oufnac Holcomb '84

Helen Mashburn Penton '56

John Cooper Petagna, Sr. - grandfather of Meghan Petagna DeRoche '03

Julie Baños Poitevent '67 - mother of Sarah Poitevent Porter '94, Elizabeth Poitevent Rinehart '95, Mary Poitevent Theunissen '03; sister of Cathie Baños Eustis '66, Margot Baños Jones '68; aunt of Julie Eustis Vaicius '91, Catherine Jones '94, Charlotte Baños '99♥, Molly Eustis '99, Laura Baños Bryan '04; great-aunt of Lucy Vaicius '23

Joyce Alvetta Probst Porter - grandmother of Meghan Porter '06, Kathleen Porter '09♥

Helen Negrotto Oser Purvis - mother of Karen Oser Edmunds '63, Kristin Oser Capshaw '66; grandmother of Erica Capshaw Brooks '93; great-grandmother of Ellis Brooks '29

Kenneth John Rabalais, Sr. - grandfather of Ashton Rabalais '17

Mary Kathleen Grace Reinhardt '54 - sister of Jennie Grace Mills '55; aunt of Gigi Mills Baay '81, Holly Mills Wakeford '88; great-aunt of Caroline Mills Marshall '07, Madeline Baay Dubas '08

Joseph Philip Rouadi - father of Roberta Rouadi Hanchey*

Mary Elizabeth Gant Russell - grandmother of Allison Russell Waldron '00

Bruce Aitken Sossaman - father-in-law of Lizette St. Paul Sossaman '80; grandfather of Allain Sossaman '10, Torre Sossaman '13

George P. Sougeron III - brother of Helene Sougeron Dyson '55; grandfather of Anne Calhoun '27

Ann Marie Ciolino Spalitta - grandmother of Meg Spalitta Holliday '05

Suzanne Saussy Stewart '44 - grandmother of Virginia Stewart Evans '03

Effie Marie Stockton '47

Lucille VonderHaar Tittle - grandmother of Eryn Tittle Melancon '95, Elizabeth Tittle '13; great-grandmother of Adele Melancon '31

Allen Joseph Tregre - grandfather of Gianna Tregre '19

Sharon Provenzano Tufaro - grandmother of Kaylee Tufaro '17, Kristen Tufaro '19

Suzanne "Sue" Vizard - sister of Beth Vizard Lambert '70

Eleanor "Ellen" Durham Wilson - great-grandmother of Ella Frischhertz '23

Isabel Herzog Winsberg - mother-in-law of Connie Hartson Winsberg '82; grandmother of Stafford Winsberg '14

Ronald "Ron" Soniat Wood - brother of Corinne Wood Laborde '71

