

LORETTO ACADEMY REUNION

ON SATURDAY, FEBRUARY 13, alumnae of Loretto Academy gathered for a prayer service at Loretto Chapel and a reunion breakfast at the Inn and Spa at Loretto. Seventy-nine graduates from the classes of 1945–1968 shared memories of their days with the Sisters and joined voices for the Loretto school song:

*Oh, Loretto, our dear Loretto,
 We pledge our love and loyalty to you.
 We love your spirit: it's always with us,
 And to you we will be true...*



THE FOLLOWING ALUMNAE ATTENDED THE REUNION, SEEN HERE IN THE LORETTO CHAPEL: ELIZABETH BODE ALLRED, HELEN ANAYA, SOPHIE GRIEGO APODACA, GEORGIANA GONZALES ARMIJO, CECELIA LUJAN BACA, IMELDA ESQUIBEL BACA, MARGARET BACA, JUANITA LUJAN C DE BACA, LIZ GONZALEZ CHAPMAN, CHARLOTTE CATANACH CUNNINGHAM, ZULEMA DAVIS, ANGIE ORTIZ DELGADO, PATRICIA ARMIJO DODSON, DELORES PESENTI FIDEL, ROBERTA QUINTANA GALLEGOS, AILEEN GARCIA, GLORIA GALLEGOS GARCIA, HELEN MOYA GARCIA, NATALIE GRANITO GARCIA, PATRICIA GONZALEZ, ELIZABETH SILVA JAFFA, JEANNETTE LARRAGOITE, ROSE MARIE PESENTI LENAHAN, ROZELLA LUCERO LOPEZ, CAROLINE GARCIA MARTINEZ, EXILDA TRUJILLO MARTINEZ, ALICE VALDEZ MCKIRNAN, ANNA MARIE MCQUARIE, DELFINA JAQUEZ MIGNARDOT, ROBERTA MILLER, CECELIA SANCHEZ PACHECO, IRENE GONZALEZ PADILLA, IRENE JIMENEZ RAE, MARY JANE ALIRE RIVERA, ALICE GUTIERREZ ROMERO, AMELIA HOLLIS ROMERO, LOURDES BONAL ROMERO, CELINE PACHECO SANCHEZ, MARY FRANCES MCINTYRE SCHLATHER, MARTHA RODRIQUEZ STUMP, BERNADETTE PESENTI VALDES, AND ANITA ZDUNEK.



AT THE CHAPEL: RUSUDAU CHUNTISHUILI (SM '10), ROSEMARIE LENAHAN ('55)

AFTER BREAKFAST, THE MICROPHONE WAS PASSED AROUND AND MANY ALUMNAE SHARED ANECDOTES AND MEMORIES FROM THEIR SCHOOL DAYS:



ROBERTA "BOBBI" GALLEGOS ('54)



ROZELLA LUCERO LOPEZ ('55)



LOURDES BONAL ROMERO ('62)



ALUMNAE FROM THE 1960S ENJOYED REUNITING OVER BREAKFAST.
SEATED: ELIZABETH SILVA JAFFA ('65), LOURDES LOPEZ ('64), CAROL MARTINEZ GARCIA ('63)
STANDING: ELSIE FRANK KATHER ('64), MARILYN BELTRAN OWENS ('64), LIZ CHAPMAN GONZALES ('63), JUANITA LUJAN C DE BACA ('63)



NATALIE GARCIA ('48), GRACIE OLIVAS ('51)
SHARE A MOMENT OF RECONNECTION



ALUMNAE AND SISTERS-IN-LAW
CELINE PACHECO SANCHEZ ('54) AND
CECILIA SANCHEZ PACHECO ('54)



BOARD OF TRUSTEES MEMBER EXILDA TRUJILLO MARTINEZ ('57)
(CENTER) POSES FOR A PICTURE WITH FRIENDS
ANGIE ORTIZ DELGADO ('56) AND AMELIA ROMERO ('48)



THE PLANNING COMMITTEE: GEORGIANA ARMIJO DODSON ('57),
PAT ARMIJO DODSON ('57), ROBERTA GALLEGOS QUINTANA ('54)
AND EXILDA TRUJILLO MARTINEZ ('57)

THE CHANGING FACE OF ST. MICHAEL'S ADMINISTRATION

WHEN SCHOOL BEGINS THIS FALL, St. Michael's administrative leadership will look a little different. In May, the Board of Trustees appointed a new president; in July a new principal took charge of the academic side of the school, which has been restructured. Two new assistant principals will oversee curriculum, discipline and personnel for grades 7-9 and grades 10-12.

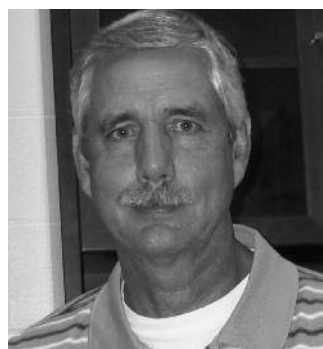
President **Marcia Sullivan** began her professional relationship with St. Michael's as a contract events planner for



MARCIA SULLIVAN



SAM GOVEA



RON GEYER



ROBIN CHAVEZ

the school's 150th anniversary. Subsequently, Ms. Sullivan was hired as a consultant for development and communications and then asked to serve in an interim capacity as director of advancement and administration until her appointment late in the spring.

Ms. Sullivan worked most recently at the College of Santa Fe (2004-2009), first as director of college relations, then as vice president for institutional advancement, and finally as vice president for administration and communications. Ms. Sullivan moved to Santa Fe from New York in 2002 and served for one year as SITE Santa Fe's Director of Development. Prior positions include directing government affairs policy and outreach for Altria Corporate Services, Inc., and event marketing and media relations for several special event companies and theaters, including the Joyce Theater in New York. Originally from Ulysses, KS, she holds a bachelor of science in journalism and mass communications from Kansas State University.

Our new principal, **Sam Govea**, joins us from Cathedral High School, a Lasallian institution in El Paso, TX. An alumnus of Cathedral, he began his 20-year career there as a U.S. history teacher and varsity basketball coach. He went on to serve as dean of students and then vice principal. He holds a BS in education from the College of Santa Fe, and earned his master's in education from CSF in 1999, the same year he was appointed principal of Cathedral. As principal over the last decade, Mr. Govea managed a multi-million-dollar budget; implemented an early college credit program; actively recruited a diverse array of teachers; designed methods to more fully

integrate the Lasallian Tradition into the classroom; and implemented educational seminars for faculty and parents.

St. Mike's science teacher and basketball coach **Ron Geyer** has been appointed as the new assistant principal for junior high. Geyer has taught at St. Mike's since 2005 and has been a teacher and coach since 1979. He began his career at Jefferson High School in El Paso, TX; before coming to St. Mike's he worked in Ruidoso, Deming, Alamogordo, and Los Lunas public schools. Over his 23 years as a head coach,

Geyer has brought basketball teams to 19 state playoffs, including three state championships for Alamogordo and two for St. Mike's. Originally from El Paso, Geyer studied biology at the University of Texas at El Paso and ultimately earned his bachelor of science in wildlife-fishery resources from the University of Idaho in 1978. The following year he returned to El Paso to earn his teaching certification in science and physical education. In 1997, he returned to the classroom as a student at Eastern New Mexico University to earn his master's in education administration.

Robin Chavez is the new assistant principal for senior high. Chavez served most recently as assistant principal at Capital High School in Santa Fe. Ms. Chavez was among the top candidates during the school's search for a new principal and was identified at the time as a natural fit for this new administrative role. Originally from North Carolina, Ms. Chavez has lived in Santa Fe since 1995. She taught creative writing and drama at Alameda Middle School before moving on to Santa Fe High, where she taught drama, communications, and language arts for 10 years. In 2006, Ms. Chavez earned a master's in educational leadership from the University of New Mexico and was soon appointed dean of students at El Dorado Elementary School. She went on to serve as principal of Alameda Middle School (2007-2009). As assistant principal at Capital High, Ms. Chavez oversaw the Special Education Department, the bilingual program and budget, the Bilingual Assessment and Standards Based Assessment, and the supervision of staff and students for CaSA House Pathways.

THE INTERACTIVE CLASSROOM: TECHNOLOGY AT ST. MIKE'S

OUR CHILDREN ARE WIRED like no previous generation, endlessly connected to their cell phones, iPods, video games, and social networking sites. Kids and connectivity is a popular topic these days for journalists, but the news is often rife with conflicting information and opinions: *Kids today have every idea ever thought of right at their finger tips! Is too much time online melting our children's brains?*

At St. Mike's, cell phones are forbidden in the classroom, considered a distraction from the learning experience—even if the enforced separation is painful for students used to sharing their thoughts with friends at the push of a button. But new teaching technology is opening the door to a school-day happy medium, as well as opportunities for teachers to influence their students' discerning use of technology.

"Our whole world is revolving around technology right now," says Ms. Sonia Ruiz ('95), a math teacher currently guiding students through Pre-Algebra and Algebra I. "Finding ways to incorporate technology into their learning skills is beneficial to students and teachers. The hardest part about it is the kids know more than we do. We're trying to incorporate something they're already comfortable with."

Ms. Ruiz is known for using technology in her classroom. Currently, she administers quizzes using the Interwrite Board and Personal Response System, items the school was able to purchase in 2008–09 thanks to the fundraising activities of the Parents' Club. Ms. Ruiz creates a quiz on her computer and projects it onto the Interwrite Board; students, using the remote "clickers" of the Personal Response System, submit answers that go directly to Ms. Ruiz's computer.

"I don't give traditional pencil and paper quizzes," she says. "They see the problem up there, they work it out, and they submit their answers. The software lets me know when everyone is finished, and I have their scores—which means they have their scores—immediately after the quiz." Afterwards, Ms. Ruiz works the problems for them so that students can learn from their mistakes with the math still fresh in their minds.

But what about the importance of "showing your work?" Ruiz believes it is very important and she still administers tests—the Interwrite activities are quizzes—on paper. "I'm very traditional in my teaching. You take notes, you do these steps and understand all of these steps. But I have students who can throw out answers without having to do a lot of figuring, so this is good for the kids who can do mental math because it's a chance not to have to show your work all the time."

The software also allows Ms. Ruiz to see how long it took each student to input an answer. Answering incorrectly and too quickly can be an indication that the student doesn't know how to do the problem and might need extra help. Because everything on the Interwrite Boards can be saved as a PDF, the new technology also makes it easier for students out sick or students with injuries that prevent them from taking notes to keep their grades up, because the day's notes can be accessed instantly in her classroom file and printed up for the student.

English teacher Kathleen Higgins also uses the Interwrite Board and Personal Response System in her classes. She's found it's a perfect tool for teaching vocab-



MS. HIGGINS EMBRACES TECHNOLOGY IN THE CLASSROOM BECAUSE SHE WANTS HER STUDENTS TO EMBRACE LITERATURE IN EXCITING AND INTERACTIVE WAYS.



MS. RUIZ BLENDS ONE-ON-ONE HELP WITH TECHNOLOGICALLY ADVANCED DELIVERY OF LESSONS AND QUIZZES.

ulary skills to ninth graders, who enjoy the process of answering the questions as well as the fact that all the words are taken directly from the SAT. (Ms. Higgins receives a SAT vocabulary word of the day via e-mail.)

“Imagine kids asking for a grammar lesson! The clickers provide instant gratification that they got it right, and then they’re high-fiving each other. I’ll feed the beast if it helps them learn!”

Though she has no patience for the language of texting—text-like spelling shows up in essays on a regular basis—Ms. Higgins has made a website and blog integral to the literature portions of her class. All assignments are listed on her website, as well as such resources as a glossary of literary terms, an essay guide, and the full text of their grammar and literature textbooks. Each class gets its own page on the site, and each student has a log-in. The students work with Ms. Higgins to create a soundtrack for each novel they read; songs range from contemporary selections the students feel resonate with the reading to period music that corresponds to the story. Each student is also responsible for completing two or three blog assignments for each reading. The blogs function as journals, which literature teachers used to have to lug home by the trunk-full for grading.

“The journals were always a little casual,” Ms. Higgins reflects. “With the blog they tend to be more careful—they punctuate things. And if they don’t want to carry their textbooks back and forth, they don’t have to, and no one has to worry about forgetting their book for class because it’s right up there on the screen.

“The kids found a free Podcast of *To Kill a Mockingbird*,” she continues. “They listen to it on their iPods and then tell me about it like they’re breaking some taboo, but I’m all for it. I want them to *read* the book, but listening—as long as they’re paying attention and not trying to watch TV at the same time—they are hearing the actual book; it’s not like watching a movie adaptation. Some students aren’t the most attentive readers, and if listening to it works better for them, I don’t object. You can’t stop progress,” she says, but believes it’s important to help students understand that the speed of technology is no substitution for true communication.

“I see the effect of texting on their writing. They have to unlearn all their bad habits in my classroom—all the weird words, phonetic spelling, no punctuation. They can unlearn it, but they don’t always know why they should have to.”

So the question remains unanswered and the conversation continues: in the long-term, will technology hurt our children’s education or help it? At St. Mike’s, we’re concentrating on the latter. The Interwrite Boards and Personal Response System have only been in place for two years and not all teachers use them—though the future for the new teaching tools seems bright, albeit not without some hurdles.

“We have five sets of clickers, and the boards we have now, you have to use the same stylus on the whole thing, but the new boards can be split in half! You could have two people up there writing at the same time,” Ms. Ruiz explains with excitement. “There are endless options out there. The hard part is training on them, learning how to implement them in the classroom, and always having to upgrade. If every classroom were using the Interwrite and PRS, you’d need a fulltime person just to oversee maintenance on classroom technology, and technology maintenance is expensive.”



PACO JOINS THE PEACE CORPS

APPLYING TO THE PEACE CORPS is a lengthy process. Over seven to twelve months, you participate in interviews, write numerous essays, solicit recommendations from three people who think well of you, and undergo a background check and medical exams.

"It's not all at once," **Paco Mathew ('05)** explained in an interview in April, about a week before he left for the Peace Corps. "I wasn't aware of how competitive it was until I was most of the way through the process. I had some friends that applied but didn't get the nomination."

The "nomination" is acceptance into the Peace Corps itself, but Paco waited months more to receive his official invitation to a country—Botswana, Africa—where he's working on HIV/AIDS education programs. Though many Peace Corps volunteers are fresh out of college—Paco graduated from the University of San Diego in 2009—the organization is interested in the life experience volunteers can bring to the effort. Paco's academic focus was a perfect fit—he completed a double major in anthropology and political science with an international emphasis—but his prior volunteer work caught the attention of the nominating committee. Through Br. Joe Haras's service learning class at St. Mike's, Paco worked with children at Nava Elementary School, and in college he took that experience to the Museum of Man, where he helped run programs for urban youth about topics in evolution and ancient cultures.

Upon arrival in Botswana, Paco will spend three months living in the country with a host family and going to school for language lessons and job training. Though English is spoken in most cities and large towns in Botswana, Setswana is spoken in rural areas, and it is important for Paco to be able to communicate with the people he is there to help. In addition to working on established HIV/AIDS education programs, Paco and a group of 15 other volunteers are responsible for implementing new programs and tracking their success.

At St. Mike's, Paco played soccer and basketball and ran track and cross country. He was also a leader in student government, serving as class representative a number of times, and as student body vice president during his senior year. Paco's sister and two brothers also graduated from St. Mike's. Paco doesn't have a "step-by-step plan" for life after Peace Corps, but intends to pursue a master's degree in international affairs, possibly at Georgetown or Columbia University. The Peace Corps has several fellowship programs for volunteers seeking advanced degrees and certain schools even set aside scholarship offers for Peace Corps volunteers.

In the few days he had left before leaving for Africa, Paco prepared by studying the country profile supplied to him by the Peace Corps, as well as reading *Dark Star Safari: Overland from Cairo to Cape Town* by travel writer Paul Theroux. Did Paco have any fears about his journey, or was he looking forward to this new experience with a completely open heart?

"I'm not scared yet," he said. "I've spent the last six months reading and learning about Africa and I've gotten really excited about the adventure. I'm hoping to have a life experience that I can look back on with great fondness. I want to spread knowledge and awareness of HIV and AIDS to people who don't know enough about it—this information will help save lives. Mostly, I want to finish the program knowing that I worked to the best of my abilities, and gain confidence that will propel me to do even more in the future."



PACO MATHEW ('05) IS WORKING ON AIDS/HIV EDUCATION PROGRAMS IN BOTSWANA, AFRICA, AS A VOLUNTEER FOR THE PEACE CORPS.

HELP ST. MICHAEL'S PRESERVE SAN MIGUEL

YOU KNOW THAT St. Michael's High School is the oldest educational institution in New Mexico that still operates under its original charter, but did you also know that St. Michael's owns the San Miguel Chapel on Old Santa Fe Trail? The seventeenth-century church, called the oldest church in the United States, is a major tourist destination for Catholics and history buffs from all over the world.

Not surprisingly, after 400 years, our beloved San Miguel needs a lot of maintenance. We can no longer afford to postpone preservation work on this living symbol of faith and tradition for St. Mike's and the city of Santa Fe. Thanks to Cornerstones Community Partnerships, a non-profit dedicated to the preservation of culture and heritage, we've begun work on archeology and drainage through grants from the National Park Service, and teams of stu-

dent volunteers are being trained in adobe preservation through a grant from the National Endowment for the Arts. Additional financial support has come from a three-year grant from Save America's Treasures. Fundraising continues to be critical, however, because **we must match \$40,000 of the grant money by the end of the summer in order to complete the work.**

This summer, St. Mike's students are laboring in the hot sun, learning about soil processing and mixing, making adobe bricks, and making and applying mud plaster. **Won't you support their efforts by making a gift today?**

The efforts St. Mike's is putting into preserving the San Miguel Chapel go hand in hand with the preservation and perpetuation of the St. Michael's educational experience. All community resources require community support to survive and thrive. San Miguel is St.



Michael's community church. It is our responsibility to ensure its legacy by keeping its foundation strong and its walls secure.

CLASS NOTES

Mary Ellen (Giles) Freyermuth (Loretto '64) lives in Omaha, NE, with her husband, Charles. She is the director of MIS at Catholic Mutual Group. Mary Ellen attended the Regina School of Nursing and the University of Nebraska at Omaha.

Judith Kuhr ('79) lives in Pflugerville, TX, near Austin. She holds a nursing degree from the College of Santa Fe and has worked as a registered nurse for 29 years. Judith and her husband, George, divorced in 1998; they have one son, Scotty. Judith would love to hear from other class of '79 grads. E-mail her at elder_princess2003@yahoo.com.

Manuel G. Griego ('86) is stationed at Barksdale Air Force Base in Louisiana. With his wife, Chimene, and his children, Steven, Christopher, Luke and Ysabella, Manuel has moved eight times in 18 years with the Air Force. He holds a BS from New Mexico State University, an MS in aero science from Embry-Riddle Aero University, and an MS in systems engineering from the Air Force Institute of Technology. Manuel says: "The values and ed-

ucation gained at St. Mike's set the path for success with future education, career and family."

Tony Martinez ('90) earned his BA and MA from New Mexico State University and now lives in Washington DC and serves as the associate director in the Executive Office of the President-White House Office of National Drug Control. Tony and his wife, Nancy, have one daughter, Juliana Rose.

Rachel Alarid de Gowen ('92) lives in Silver Spring, MD, with her husband, Sean, and their children, Claudia Moore Gowen, 14, and Leigh Mariana Alarid Gowen, 6 months. Rachel earned a BA from the University of New Mexico and an MA from Virginia Tech and now works as an international trade specialist for the U.S. Department of Commerce.

Jaime Lester ('96) is an assistant professor at George Mason University. She lives in Fairfax, VA, with her husband, Craig Hayden, who is an assistant professor at American University. They have one child, two-year-old Mackenzie. Jaime earned a bachelor's in English and women's studies from the University of Michigan, and a master's and Ph.D. in education from the University of Southern California.

Carlos Olivas ('96) lives in Albuquerque, NM, and is a minor league athletic trainer in the Texas Rangers organization. Carlos holds a BS in athletic training from the University of New Mexico. Carlos and his wife, Toni-Marie, have one daughter, Mia, 2.

Jessica Romero ('98) earned her bachelor of business administration from the University of New Mexico and now lives in San Francisco, CA, with her partner, Fidel Archuleta, and works in regulatory operations in the biotech field. She and Fidel have one child, 19-month-old Cortez. Jessica says: "I am proud of my family that still attends SMHS and I'm proud of my uncle, the girls b-ball head coach. Go Horsemen."

Valerie Almanzar ('99) lives in Rio Rancho, NM, with her husband, Aaron Orosco. She sells real estate with Find Your Casa, under Keller Williams, and recently received national recognition from *Realtor Magazine* as one of "30 under 30 Nation's Rising Stars." Valerie has a BA in psychology and an MBA in operations management and marketing.

Carrie Frey ('00) lives in Vermont. She attended Eastern Wyoming College and works as a Licensed Nursing Assistant. She has one daughter.

CLASS OF 2010



ALUMNI UPDATES ARE NOW ONLINE

St. Michael's has a new website that will make it much easier for alumni to keep in touch with us as well as for us to communicate with alumni about upcoming events and important news. You can even read updates on your St. Mike's classmates and submit your own note for publication on the Web as well as in the San Miguel News. Please visit www.stmichaelsf.org and click on "Alumni."

MISSION STATEMENT

St. Michael's High School, with a college preparatory curriculum, has as its mission to educate each student in the spirit of faith and academic excellence according to Roman Catholic principles in the Lasallian tradition of the Christian Brothers.

www.stmichaelsf.org—check out our new website!

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