

# Cretin-Derham Hall TRADITIONS

Co-sponsored by the Sisters of St. Joseph of Carondelet and the Brothers of the Christian Schools

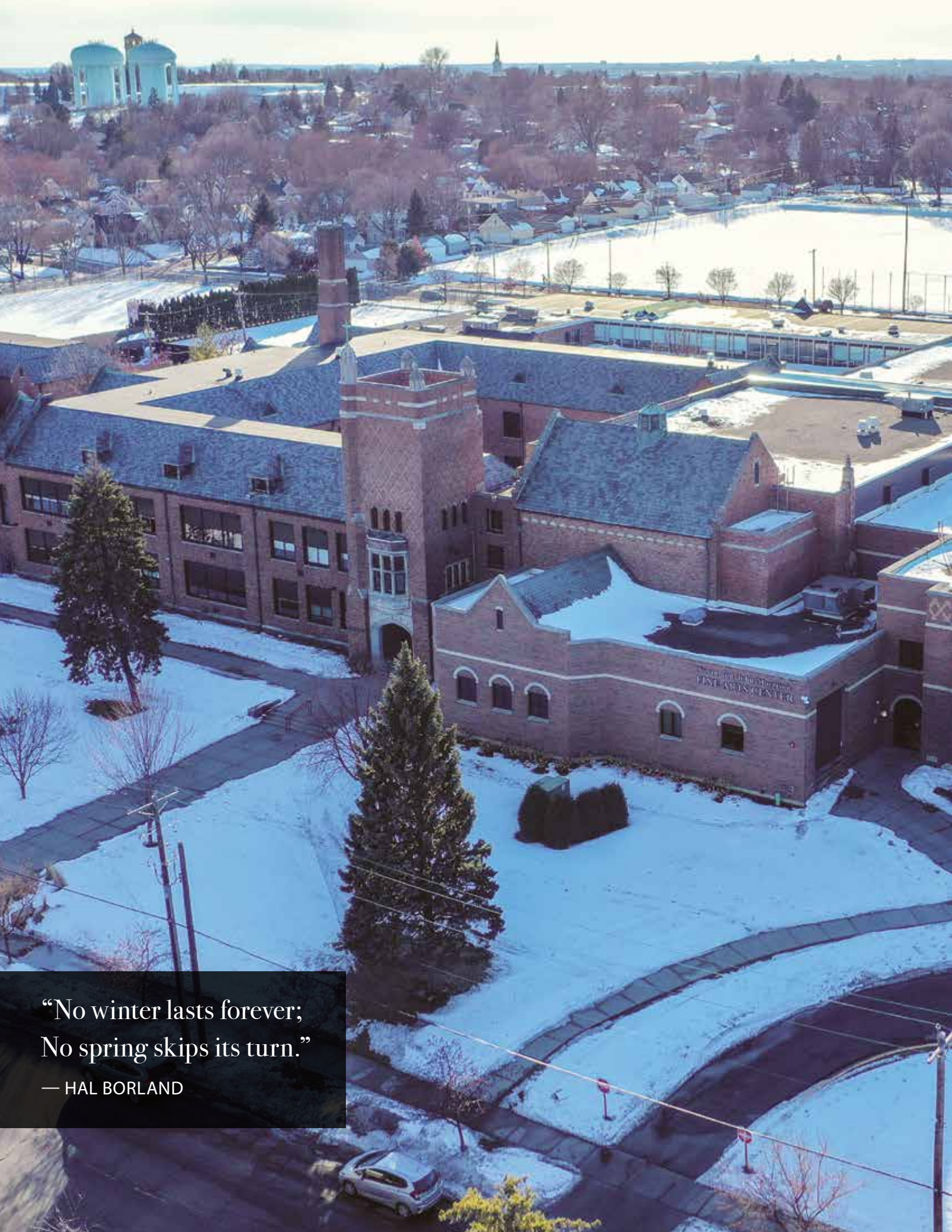


## At Our Core

*Staying true to our values when everything else has changed.*

**CATHOLIC | ACADEMIC | LEADERSHIP | DIVERSITY | EQUITY | SERVICE | COMMUNITY**





“No winter lasts forever;  
No spring skips its turn.”

— HAL BORLAND



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*"Great things are being accomplished at CDH every day. Our community is strong and thriving. We have so much to be hopeful and grateful for during these tragic times."*

## Finding Hope in Our Community

Charles Dickens seems to describe 2021 quite well in his opening paragraph of *A Tale of Two Cities*, "It was the best of times, it was the worst of times..."

What crazy and difficult times we are all living through: a global pandemic, civil unrest, and politics as we have never seen them. We long for a return to normal, and wonder what normal might look like in the future. In our despair, we can lose hope, but reasons for hope are all around us.

As I write this message, CDH enters the seventh month of in-person teaching in a hybrid model. Thanks to the collective efforts of our teachers, staff, students and their families we have provided a quality educational experience during the worst of times. We can be very proud of this accomplishment.

This is not happening by accident. Our community has worked hard to carry on while doing our very best to stay healthy and safe. The long-term benefits of our work will be very apparent as our lives return to something resembling normal in the next several months.

I get weekly calls from benefactors asking how they can help CDH advance our mission. Many people want to invest in the lives of our students even with such uncertainty all around us. Our fundraising efforts have been very strong this year. People are sharing at a time of great need.

One such benefactor started a conversation with me last fall. As a result, I can announce the **Ryan STEM Center** will be constructed this summer. Ron '62 and his wife Patty expressed an interest in investing in our curriculum in a way that will impact our students and prepare them both for the work force and future studies — what a sign of hope during dismal times! As we completed the details of their transformational gift during Advent, I told Ron and Patty that their gift was the greatest sign of hope I had experienced all year.

As it has been for generations at CDH, our guiding compass is our seven values: Catholic, Academics, Leadership, Community, Service, Diversity, and Equity. Adhering to our mission and values ensures that we stay on course as we serve our community. I often think we might have missed a core value when these were created. Our unwritten eighth value is **generosity**. Evidence of generosity is all around us. Twenty percent of our operating budget is the result of charitable gifts. This is unparalleled among our local Catholic schools.

As you read this edition of *Traditions*, I hope you will be edified by the hope that is made evident in the generosity of our faculty, staff, families, and benefactors. Great things are being accomplished at CDH every day. Our community is strong and thriving. We have so much to be hopeful and grateful for during these tragic times.

I am truly grateful for our community, our families who stuck by us during a pandemic, our benefactors who invested in us when it might have been easier to hold on to their treasure, and for our faculty and staff who served our students and their families through tremendous uncertainty.

Someday, we will look back on 2020-2021 and marvel at all we accomplished through dedication, hard work, and the generosity of an awesome community.

With tremendous gratitude,  
Francis M. Miley, J.D.  
Cretin-Derham Hall President



# At Our Core

*Staying true to our values when everything else has changed.*

When the dust of last spring settled, Cretin-Derham Hall started planning for a school year like none other. The pandemic continued to spread, resulting in many schools nationwide unable to return to campus. CDH, believing that in-person learning was not only preferred by our community, but also the best way to provide the highest quality education for our students, made a bold commitment to safely reopening in the fall with students and teachers back on campus in some fashion.

Bringing back in-person learning necessitated massive logistical changes — enforcing mandatory masks, ensuring social distancing, decreasing the number of students in the building each day (by dividing the student body so only half were on campus each day), investing in new classroom technology to

support distance learning, upgrading facilities for the cleanest possible air. There were significant changes to athletics and the arts. The list of things that needed to change seemed endless.

As students returned to the building, one thing became clear: at its core, Cretin-Derham Hall stayed true to our mission. We turned to our seven values, and recommitted to each one as the community pulled together to adapt to the new challenges. With those seven words to guide us, we've stuck true to the path we've followed for more than 100 years.

**Catholic. Academic. Leadership.  
Diversity. Equity. Service. Community.**

That is what matters most, and none of that has changed.

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## New Ways to Live Our Faith

On February 26, 2020, more than one thousand people gathered in the Joe Mauer Field House for our Ash Wednesday Mass. We prayed together, exchanged signs of peace, and received the sacrament. We planned to celebrate Easter in a similar way.

Instead, Easter was spent at home with our immediate families, reflecting on the major changes due to COVID-19. We leaned on our faith for stability and hope, but it was difficult to have a sense of community when everything turned on its head.

“During Lent, it was like we all truly went to the desert by ourselves,” said Lou Anne Tighe, Director of Campus Ministry. “We had these incredibly important Holy Days, and the Archbishop removed the obligation to attend Mass out of concern for our health. In December, he made a provision to allow Christmas Eve Masses to begin before 4 pm, to give churches time for more Masses and give parishioners space to socially distance. Many people have been exclusively attending church on Zoom for months.”



At CDH, Campus Ministry continued to seek ways to connect with our students.

Throughout Lent and again for Advent, Tighe emailed students daily actions that they could do to live out their faith, such as “reach out to a grandparent” and “be generous to someone.” In the fall, Peter Gleich, Campus Minister, began sending out nightly emails encouraging students to listen and pray with specially selected songs and reflections. In place of our all-school worship opportunities, CDH live-streamed Masses, giving our community the chance to pray together even if we are not in the same space.

Tighe knows that the challenges of the past year have caused some students to struggle in their faith. She emphasizes the variety of ways students can connect to their spirituality, which looks different for everyone.

“Go outside,” she suggested. “Walk. Enjoy nature — where many find the presence of God. Write, watercolor, play music. Find something to do where you lose track of time. That can be holiness. Look for the sacramental parts of your everyday life. We have the big-S Sacraments of our church, but the small-s sacraments can touch your spiritual core too. It’s in those simple practices where we’re so engaged.”

### Everyday Acts of Faith

Cecilia Shearon '21 has attended many virtual Masses with her family, and plays violin at St. Odilia's while masked and distanced so that other congregants can enjoy the music from home.

However, she's found that her faith is most alive in her daily choices.

“I found that expressing my faith became more of an everyday thing,” she said. “Wearing a mask to help your neighbor is deliberate act of Catholic faith. Refraining from going out in groups is a deliberate act of Catholic faith. Learning about racial prejudice is a deliberate act of Catholic faith,” she continued. “I realized my faith became more of a real-world question, ‘What am I supposed to do in these scenarios?’”

## WHAT'S GOING ON WITH... ?



### ATHLETICS

Fall sports had a successful season. Due to rising COVID-19 spread, football and volleyball were delayed to the end of September by the Minnesota State High School League (MSHSL), but still had an opportunity to play a shortened season. Winter sports were delayed by about a month, and began competition in mid-January. Athletes in some sports are required to wear masks while playing. All sports have very limited spectators, but CDH is offering live streams of most contests — find the links at [cdhraid.org/streaming](https://cdhraid.org/streaming).



### BAND

Taught by a new Band Teacher, Nick Zahler, the Concert Band has continued to engage in their music education in adaptive and creative ways. They practiced outdoors while the weather was nice. When inside, the band rehearsed with social distance, protective equipment, and safety procedures. They have produced hybrid live/virtual concerts, with students on campus socially distanced in the Mauer Field House and Lillian Theater while others participated from home.



**“I found that expressing my faith became more of an everyday thing. Wearing a mask to help your neighbor is deliberate act of Catholic faith. Refraining from going out in groups is a deliberate act of Catholic faith.”**

— CECILIA SHEARON '21

Tighe believes that CDH can support our students' spirituality by helping them act on their faith.

“We must help our kids find that inner core and connect it to their faith,” she said.

Shearon has found the core of her faith in looking for ways to serve.

“In a lot of faiths, especially Catholicism, the idea of the dear neighbor is huge and that's what the entirety of 2020 was about,” she said. “There are people that are more vulnerable than yourself, there are people that need help more than yourself. There are simple actions that you can take to ensure that they are safe.”

The rituals of our faith looked different this year for the CDH community, but the core stayed the same. Tighe is proud to be one of the educators guiding our students on their own faith journeys.

Tighe points to St. John Baptist De La Salle who talks about God's provenance and how God will provide us with what we need to get through. “Sometimes kids need to know we believe that. I've got broad shoulders and I've got a deep faith, so get on my shoulders. I believe it. You're not sure? I got ya.”



## Inside a Hybrid Classroom

*Wondering how a classroom works when half the students are joining from home? Step inside a Spanish classroom on a Thursday afternoon to see how it all comes together.*

**12:10 pm** | Students studying from home log in to Google Classroom and Zoom to attend Tommy Murray '97's Spanish 101 class during 6th period, while students in the building log in at their desks. A month into second trimester, they're used to attending school on Zoom two days a week, and can switch seamlessly between virtual and in-person learning. Murray aims to give remote and in-person students equal attention.

Together, they begin class with a prayer in Spanish, and share their intentions. Then, they move on to the day's activities.

The Google Classroom is laid out with all the activities the students will do throughout the class period, and each activity is coded with an emoji — a purple dot is homework, a book means it's a Notability assignment, a video game controller means it's a game. Murray wants to make sure his students always know exactly what is expected of them.

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### CAMPUS MINISTRY

We continue to maintain a strong focus on our Catholic faith. We pray each morning as a community. Masses have been videotaped and shared for all to participate. Daily prayers during Advent inspired our hope in God and Night Prayers by email lead to rest in God's peace. We seek to offer creative ways to help students connect to their spirituality and the sacred.



### CHOIR

Choir has found creative ways to continue making music together, mostly via Zoom. Students have recorded solos, performed with some students in the same room while distanced and wearing masks, and also performed together virtually. They are hoping to have an outdoor concert this spring. Check out some of their music on the Cretin-Derham Hall YouTube channel.

**12:15 pm** | The class started working on -ar verbs last week, so today's class starts off with reinforcing those lessons. Students watch a three-minute video on present tense verbs, then a one-minute video introducing a song that will help them remember conjugations.

**12:20 pm** | Now it's time to practice! Murray asks the students to practice conjugating -ar verbs with an online game from Purpose Games. His record time is 48.9 seconds to successfully choose the correct conjugation of a verb in 28 different scenarios. On one of his screens, Murray is able to watch and see how each individual student is doing, so he can quickly step in via chat if anyone is struggling.

Murray has learned that it's hard for students to focus on any single activity for very long on a Zoom, so he always tries to keep class moving quickly.

"It's hard for anyone to stay engaged in a Zoom meeting for long," he said. "So I chop things up, I'll introduce something quickly, in five or ten minutes, and then immediately apply it to a learning activity that can be done online."

**12:30 pm** | Murray is a big believer in Multiple Intelligences, and in giving students a variety of ways to practice their skills. The next class activity is on Flippity, a website that allows teachers to create custom activities. This one asks students to organize verb conjugations in the correct groups.

"My colleagues and I worked together to find different apps and tutorials to keep students engaged instead of just filling out a worksheet," Murray said. "Plus, I can get immediate feedback, chat with them individually, and see where there's a lack of knowledge so I can focus on that for the next activity."

The students screenshot their work and post it to the Google Classroom, where Murray can review it later.

**12:45 pm** | Students use their virtual textbook on Carnegie Learning to answer questions about culture and education in Spanish-speaking countries. They compare the experience of attending Cretin-Derham Hall to a typical high school in Latin America. Murray believes that understanding culture is a big part of learning a new language, and aims to integrate cultural learning into his language lessons.

They are split into breakout rooms to do the activity, where each at-home student is paired with an in-class student. Murray is able to virtually visit the breakout rooms, check-in with each pair of students, and then call on them to share their answers with the larger group when everyone finishes the assignment.

**"I don't care if my kids are taking class at home, or in the classroom, or in their car.**

**If they have internet, they can have the same experience as everyone else.**

**We're all seeing the same thing on the screen, we can all check in together, and we can all have that relationship."**

— TOMMY MURRAY '97, SPANISH TEACHER

**1:00 pm** | They log in to a Kahoot, which is another virtual learning resource. Students are divided into teams for a friendly competition to reinforce what they have already learned.

"Learning is going to change for the better, because the answers can't be found on Google," Murray said. "If they can be found on Google, the question isn't worth asking. Tools are great — I still use a dictionary in Spanish sometimes — but the tool should support the learning, not replace it. We don't just want students to regurgitate what we teach them, we want them to show proficiency."

**1:10 pm** | A big part of learning a language is learning to listen and speak. Murray previously recorded audio of himself saying sentences in Spanish. Students are asked to listen and then write down what they are hearing in Spanish. Then, Murray asks them to illustrate what the sentence says in order to show their understanding, without ever translating the sentence to English.

"When I collect student work, I want it to be authentic and individual and something that really requires higher-level thinking," Murray explained. "They're not just copying something or looking it up on Google, they are really thinking while they're doing it."

**1:25 pm** | Class is done! The at-home students will be in class in person in a few days, but the experience won't be very different from their virtual day today — Murray tries to build his classes so that every student is equally engaged, regardless of where they're learning from.

"I don't care if my kids are taking class at home, or in the classroom, or in their car. If they have internet, they can have the same experience as everyone else. We're all seeing the same thing on the screen, we can all check in together, and we can all have that relationship."



## “We Help”

*“Everybody can be great, because greatness is determined by service.*

*You only need a heart full of grace and a soul generated by love.”*

— Martin Luther King, Jr.

Most leadership is quiet. It's found in the moments when someone takes on a little more than their share. It's in the teachers reaching out to help their coworkers learn new technologies, the returning students reaching out to ninth-graders and ensuring they know their way around.

Leadership is about noticing a gap, and instead of thinking somebody should do something about that, thinking *I should do something about that.*

David '21, Anna '23, and William Ek '23 had one of those moments this past spring. For years, CDH has sent a group of students to cook and serve breakfast at Dorothy Day twice a month. David had volunteered a few times, but COVID-19 regulations suddenly made it much more difficult for a group of students to get together.

“They needed three people, and they needed people who could work closely together,” David said. “Since we were a family, we could do it. We weren't going anywhere.”

Twice a month since April, the trio has gotten up at 6:30 am on a weekend morning to drive to Dorothy Day and cook breakfast for the nearly 300 people in need.

“It's a great opportunity that really puts our life in perspective,” said William. “COVID-19 stinks for a lot of reasons, but you see how much it's affecting these people who are already on the margins. We're complaining about missing football or whatever, and then you meet these people and it's like — wow, this is real.”

While COVID-19 restrictions meant that the Eks were the perfect fit to cook at Dorothy Day, the restrictions made it impossible for the siblings to visit their grandparents, who reside at Carondelet Village.



Anna '23, David '21, and William '23 Ek

**“The service opportunities don't really fall in your lap, you have to go out and take initiative. That's something I'm going to remember, to dig deeper and find ways to make an impact.”**

— DAVID EK '21

In search of ways to connect, David and Anna took their guitars and played music on the lawn, while their grandparents listened from a balcony above. David likes to play '70s musicians like James Taylor, John Denver, and Jackson Browne, while Anna prefers indie-folk.

“We were just playing for our grandparents, but then we had a bunch of people listening,” Anna said. “So we kept going back, and then it got cold so we played in their chapel and they livestreamed it on their website. One woman even sent us a letter saying it was a COVID-19 blessing.”

“It's not like it was hard,” David added. “We both like playing and singing, so it was honestly just something to do.”

The music was such a hit, David suggested expanding on the idea for his senior Spectrum class. Since students weren't able to go into the community for regular senior service, they created a pre-taped variety show and shared it with multiple senior living facilities.

“Senior year, I think everyone has a little regret, and for me it was that I

hadn't been more involved in service,” David said. “This year I realized there's no excuse. I like to consider myself pretty busy with sports and stuff, but you can always make time to do something.”

The Eks are quick to credit their mom, Mary Ek, for instilling a spirit of service. They explain that she's always been the first to make a meal for someone grieving or drop everything to help someone out.

“Our mom always says, ‘we help.’ It's a simplistic message, but that's what she wants our family to be,” William said.

They've found servant leadership particularly empowering during a year where they tended to feel powerless.

“Speaking of COVID-19, it really is a helpless, hopeless feeling, because unless you're a healthcare worker there's not much you can directly do,” David said. “The best you can do is follow the instructions of what not to do. The service opportunities don't really fall in your lap, you have to go out and take initiative.

“That's something I'm going to remember, to dig deeper and find ways to make an impact.”

## Faces of CDH

We are proud to celebrate diversity and the idiosyncrasies that make each person special. We asked a few students to share a portrait or self-portrait and choose five words to describe themselves. The words they chose highlight the many ways we identify ourselves, and the mosaic of individuals that make up the Raider family.



**ALEXANDER NGO '21** Courteous. Vietnamese. Goofball. Soulful. Dreamboat. *Self-portrait.*

**REINE STRAIN '21** Determined. Bubbly. Intelligent. Outgoing. Caring.  
*Photo by Cole Thornton '21.*



**AMAYA WILLIAMS '21**

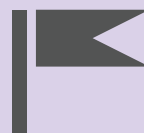
Elegant. Creative. Dancer.  
Compassionate. Ambitious.  
*Photo by KC Filzen.*

## WHAT'S GOING ON WITH... ?



### JUSTICE TRIPS

Unfortunately, Justice Trips were canceled this year due to travel restrictions. Our students have continued to learn about the wider world and seek ways to make a difference, such as through sticker sales, coat drives, and the annual Justice Week. We look forward to reinstating Justice Trips as soon as possible.



### JROTC

JROTC welcomed a new Senior Army Instructor this year, LTC Greg Hungville. While major events such as the Fall Review and Camp Ripley were not able to go forward this year, most other aspects of the program have continued unabated. The Color Guard presented the colors at football games, the Cadet Challenge is being held, and the team is planning for a summer leadership retreat in June.



**SAELA SCHWAB '22**

Loyal. Catholic. Swimmer.  
Funny. Intelligent.  
*Photo by Anabel Pritchard '22.*



**NORA PERRAULT '22**

Zoo Enthusiast. Succulent Caretaker. Athlete. Positive. Sarcastic.  
*Photo by Kate Sticha '22.*



**RYAN GAINER '21**

Wrestler. Dedicated. Honest. American. Catholic. *Self-portrait.*



**MARIA ZAGO '22**

Creative. Mexican. Guitarist.  
Artistic. Dancer.  
*Self-portrait.*



**CLASS REUNIONS**

Most classes who would have had reunions in 2020 postponed them until 2021. Currently, reunions scheduled for 2021 are expected to go forward as planned in late summer and early fall. Alumni with graduation years ending in 0, 1, 5 or 6 are encouraged to check our website to stay updated on plans for your reunion!



**SENIOR SERVICE**

Our senior class typically leaves campus each week to volunteer at senior living facilities, grade schools, and other sites in the community. Since most of these places are limiting visitors, they have had to come up with creative different ways of serving the community. Spectrum students have written letters, developed virtual variety shows, and focused their attention on research projects addressing social justice in our community



## Dismantling Racism Initiative Update — Building a Foundation for Progress

President Frank Miley announced a bold commitment to Dismantle Racism at Cretin-Derham Hall in the Summer 2020 issue of *Traditions*.

Recognizing that the killing of George Floyd and the protests that followed prompted an overdue call to action for our mission-driven school, Miley committed to a long-term initiative to be implemented over the next decade, with the goal of dismantling racism in our systems and in ourselves.

“Accomplishing such critical work will take time. We won’t fix this overnight. We must start today, work to make immediate progress, and commit to making change happen over the long term,” he noted in his August letter to our community.

As one of CDH’s values, the commitment to equity, or what Merriam-Webster defines as “justice according to natural law or right — freedom from bias or favoritism,” fuels our school’s effort to better understand the reality of racism as well as the recognition of our responsibility to minimize its impact.

Anton Treuer, Ph.D., an expert on racial disparities, cultural competency and equity, has been tapped to guide our school through a critical examination of racism in ourselves and in our school. Treuer, a Professor at Bemidji State University has authored 19 books and is the recipient of more than 40 prestigious awards and fellowships.

“Students at CDH want to make the world a better place. The world needs them,” Treuer explained. “Dealing with racial tension and injustice is one of the many issues they will face; but they will have to face it. CDH wants them to be able to face it prepared and as the best versions of themselves.”

Several foundational steps have been taken already, including launching a Dismantling Racism Steering Committee to direct the framework for the initiative at CDH. This committee is a diverse group of faculty, staff, alumni, members of the Board of Directors, and representatives of our sponsors. In addition, a Dismantling Racism Student Advisory Committee, led by Dean Aaron Benner, Assistant Principal Amy Bellus ’90, Principal Mona Passman, and Miley, has 15 members and is

growing. Both groups have met several times and have been tasked to begin an individual and systemic process which will result in CDH-specific goals and next steps.

Miley enlisted Treuer to lead this long-term effort because he is someone who “believes in keeping people engaged in difficult conversations — which ultimately leads to changing hearts and minds,” explained Miley. “To have a significant impact on racial justice in our world, our efforts as a school community will arise from oftentimes very difficult and uncomfortable places. We believe that to do this well, we will benefit from having Dr. Treuer guide us in a way that is inclusive and driven by a true understanding of and respect for race and culture.”

**“To have a significant impact on racial justice in our world, our efforts as a school community will arise from oftentimes very difficult and uncomfortable places. We believe that to do this well, we will benefit from having Dr. Treuer guide us in a way that is inclusive and driven by a true understanding of and respect for race and culture.”**

— FRANK MILEY, CDH PRESIDENT

At the beginning of the school year, Treuer presented an in-service for faculty, with another one planned for spring. He also spoke to students as part of our Justice Week programming. Student Council presented a framework for Civil Discourse to all students, faculty and staff in support of diverse points of view and respectful conversations about deeply personal and often divisive issues. The steering committee has also established action-oriented work groups to address a variety of race-related topics, such as curriculum, policies, and alumni outreach.

In addition, the Board of Directors has challenged each domain in the 5-year Strategic Plan to include specific goals regarding the Dismantling Racism Initiative. Domains include Catholic Identity, Student Life, Academics/Technology, Enrollment/Marketing, Advancement/Communication, Facilities/Technology, Finance, and Governance.

## Dismantling Racism Suggested Reading List

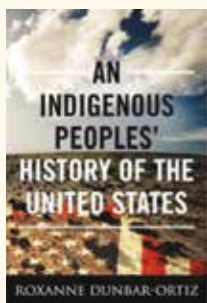
Rebecca Strauss, Library Director, has assembled a reading list of books that pertain to racism. These resources are offered as a helpful list for those exploring the topic of racism for themselves; the list does not imply endorsement by CDH of all content.



### ***Uncomfortable Conversations with a Black Man***

by Emmanuel Acho

Unsure where to even start when it comes to understanding race and racism? Acho has you covered. In the compassionate and generous tone that made his video series so popular, Acho answers questions, no matter how uncomfortable or sensitive, and calls readers to continue the discussion and take action.



### ***An Indigenous Peoples' History of the United States***

by Roxanne Dunbar-Ortiz

*Also available adapted for young people.*

This is not your grandparents' history text. Covering more than 400 years, Dunbar-Ortiz takes a hard look at U.S. history through the lens of the indigenous peoples of this land, who once numbered over 15 million individuals. Historical events are framed in relation to the experiences of the native nations and the centuries-long genocidal agenda of the U.S. government is brought to full light.



### ***This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work***

by Tiffany Jewell

While this book is designed for young people, there is no reason Jewell's how-to guide can't be shared, discussed, and used by adults and kids alike. This empowering book is designed to give readers the language and ability to stand up and take action to undo racism around them.



### ***A Good Time for the Truth: Race in Minnesota***

Edited by Sun Yung Shin

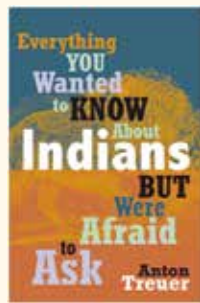
In this collection of essays, editor Shin shines a light on the diverse voices here in Minnesota. Sometimes uncomfortable, and sometimes challenging, these stories encourage Minnesotans to make a better future for all.



### ***So You Want to Talk About Race***

by Ijeoma Oluo

Brings clarity and humor to the table in a straightforward take on the complexities of race in America. From micro aggressions to the "N" word, no topic is off limits as Oluo breaks down even the most sensitive and complex concepts.

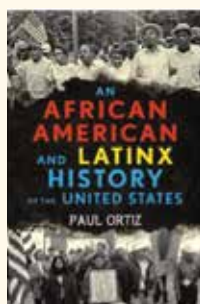


### ***Everything You Wanted to Know About Indians But Were Afraid to Ask***

by Anton Treuer

*Also available adapted for young people.*

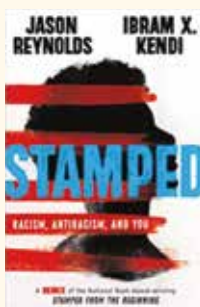
Dr. Anton Treuer, professor, award-winning author, and facilitator of CDH's Dismantling Racism Initiative is well acquainted with answering awkward questions from friends and strangers alike. With the approachability and frankness that makes him a sought-after speaker, Treuer breaks down all the questions about American Indians you've ever had in a few hundred pages. His adaptation for young people is coming this spring and the CDH community is eagerly anticipating it!



### ***An African American and Latinx History of the United States***

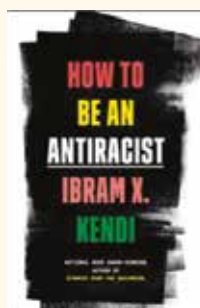
by Paul Ortiz

From Reconstruction to the 21st century, Ortiz takes history narratives that have largely overlooked the contributions of black and brown Americans and shows just how profoundly African American and Latinx Americans have shaped our nation.



### ***Stamped: Racism, Antiracism, and You***

Taking Kendi's book for adults, *Stamped From the Beginning*, Reynolds remixes the narrative into a work accessible to young adults. *Stamped* tackles our dark history and explores how race has been used to "systemically and systematically oppress Black people in the United States for more than four hundred years."



### ***How to Be Anti-Racist***

by Ibram X. Kendi

In one of the bestselling books of 2019, Professor Kendi brings history, law, ethics, and science together in a stirring narrative that asks all of us to imagine and work for a just and antiracist society.

## QUESTIONS?

Contact Library Director Rebecca Strauss at [rstrauss@c-dh.org](mailto:rstrauss@c-dh.org).



## Giving Back From a Distance

Being of service to our dear neighbor is a core piece of being a Raider. This year, our students got creative, seeking out ways to make an impact while remaining socially distanced and keeping their community safe.

### BLOOD DRIVE

Benjamin Williams '21 was proud to give blood. The Blood Drive is a longstanding CDH tradition, and with many drives canceled due to the pandemic, the need for donations has been particularly high this year. Our drive collected 57 units of whole blood and 48 double red units.



### BOOKS

One of our students, who wished to remain anonymous, donated 100 copies of antiracist books to Little Free Libraries around town. "Our hope is that these books will help families talk with their young children about antiracism," she said. "We wanted to include books that display Black joy so that young Black children can see themselves represented, and so that white children can see positive examples of their Black peers."



### HABITAT

Carly Sullivan '21, Maria Blohowiak '21, and Erin Anfang '21 got together over the summer to volunteer with Habitat for Humanity.



### CARDS

The Creative Writing Club wrote Christmas cards for residents of St. Therese at St. Odilia. "We are trying to incorporate more service into the Creative Writing Club this year as a motivation to keep writing, as a way for people to get service hours, and as a way to stay engaged with people who might be feeling lonely this year," said Cecilia Shearon '21.



### FOOD DRIVE

During Homecoming week, CDH collected 275 pounds of food and hygiene supplies for the food shelf at St. Catherine's University. "Donating food to people in need is so important and more relevant than ever," said Lexi Rooney '21, one of the chairs of the drive. "COVID-19 has made it even more difficult for families and individuals who are less fortunate to obtain daily necessities, such as food. It is our job to care for our dear neighbor and ensure they have access to proper nutrition."







## Finding a Way Forward Together

*People Finding People connects ninth graders to junior and senior mentors to facilitate community, a connection that has become more important than ever. PFP partners Carmella McGee '21 and Molly Magnuson '24 discuss the meaning of community at Cretin-Derham Hall, during a year when the hybrid structure presents a much different vibe than a normal school year.*

**Carmella:** What has been your experience of starting high school during a pandemic?

**Molly:** Doing school online is kind of hard, but you get used to it. I think the main thing is building a friend group. Even in a normal year, you're struggling to do that as a 9th grader. I think this year — not seeing everyone and adding social distancing on top of that — it is hard to explore different friends. It's so weird to not know half my grade.

**Carmella:** Yeah, it's really hard. A lot of my best friends are in the other half of the alphabet, so I haven't been able to see them for months, which is really hard because I'm used to seeing them every day. I think senior year is typically the time when you can branch out and everybody's really real. I feel like I'm really missing out on that. I forget about the other half of my class so much and it's sad. They're my class and I've been with them for four years and I don't get to experience this really important year with them, which is hard.

— Continued on next page

**Molly:** What advice would you have for me when things go back to normal?

**Carmella:** I would try and do as much as you can without overwhelming yourself. There's so much that you can do that's amazing and that will change your life, from going on one of the mission trips to just joining a club after school or a sport. You'll meet new people and that's the best way to diversify your friends and diversify what you're doing in your free time.

What do you think you're looking forward to most about school after the pandemic?

**Molly:** Probably getting to know the other half of my grade, going to a pep rally, and being able to attend more school events like football games.

**Carmella:** Yeah, I think the biggest thing that you're missing is how close-knit CDH has always been, and the excitement and school pride. Everybody would come to football games, and also everybody would come to theater productions. It was always a really supportive and close-knit community. I still think we're closely knit and supportive in different ways this year, but it's harder to be. Have you felt welcomed and supported?

**Molly:** Yeah we're on the swim team together, and that meant I knew a ton of people going in. I love knowing the upperclassmen, they're so helpful whenever I have a question, plus I just felt cool. The teachers were also really welcoming.

**Carmella:** Definitely. I think everybody has been really resilient through this, especially the teachers. They've gone through so much and learned so much new technology to try and make their students comfortable and help them excel. I had a lot of teachers that extended their hours of work past their actual work hours into their personal time just to check in on people and make sure they're doing okay. The new technology is hard for some people to learn, but they've been doing a really good job.

#### CARMELLA'S ADVICE FOR WHEN SCHOOL GOES BACK TO NORMAL

**"There's so much that you can do that's amazing and that will change your life, from going on one of the mission trips to just joining a club after school or a sport. You'll meet new people and that's the best way to diversify your friends and diversify what you're doing in your free time."**

— CARMELLA MCGEE '21

**Molly:** What have you learned about community this year?

**Carmella:** I feel like we've always been really good at things like sports and theater. So, I feel like a lot of the community was always focused on going to as many events as possible and that created a lot of Raider pride. And then, as I've grown up in CDH, I have learned that there's a lot more depth to community — there might be problems in our community and we change and we learn and we grow. There's a lot that is broader and deeper than just the fun events and the Raider pride.

Through the killing of George Floyd and the pandemic and everything, it's been nice to see CDH's response to those big things and talking [with us] about how sometimes community needs to change. That was really important for me to see and hear; community isn't stuck in one spot, it can change and it needs to change. I think that's important too.

I think the pandemic has shown us the importance of community, and really made us count our blessings. I'm so grateful to be a part of such a supportive community and a strong community that can excel as we are going through this. It's a community that isn't gonna crumble, even through something as terrible as a pandemic.

## WHAT'S GOING ON WITH... ?



### THEATER

Theater has found a variety of ways to thrive within the limitations of COVID-19, such as staging the fall play, "Alice in Wonderland," outside and making the winter productions entirely virtual. They've taken advantage of a new green screen and other technology to create art that is unique to the virtual environment. In addition, many of our alumni who work in the theater arts have been guest speakers via Zoom. *Read more on page 21.*



### WORK STUDY

Many families significantly defray the cost of tuition by volunteering to work concessions at venues around the Twin Cities. In a typical year, about 50 families participate in this program. The St. Paul Saints were able to offer a few concessions opportunities in 2020, but for the most part this program is suspended until venues reopen. Families who struggle to pay tuition without this program have been assisted with funds from our COVID-19 Give Day last spring, and we continue to offer emergency tuition assistance. The student work-study program has also been suspended, but we look forward to reinstating it next school year.

# Dear Friends,

The days of the pandemic have been trying to say the least. We have been stretched, sometimes to our limits, to deal with what is in front of us. Although we yearn for the “all clear” to be sounded, it may be a while before that happens. What has helped most of us endure these trying times are the foundations of our lives, which don’t change with extraordinary times. These familiar tenets of our lives, though tested, remain steadfast and consistent even in a pandemic and encourage us to believe tough days will pass. We need to stay hopeful until they do.

Institutions like Cretin-Derham Hall have been forced to adapt during these trying times. Those responsible for stewarding the vision and mission of school have had to constantly stay creative to keep all of us safe, healthy and still provide the quality of education that CDH is known for. The pandemic today is something this generation will never forget. But previous generations of students, faculty and staff have faced their own challenges, too. Now this generation joins our forebearers in struggling to deal with these troubles with as much grace and wisdom we are able to muster.

Where does this grace come from? Where is the wisdom to guide us through these turbulent times? I believe what assisted previous generations are the very things that support all of us now. The time-honored mission of the school and the values we promote every day distinguish us at CDH.

These values guide the daily actions of our leadership, our faculty and staff, and the wider supporting community to ensure each student is prepared to face the future chapters of their lives with the best education CDH is able to provide.

This endeavor has never wavered. It does not slow down or become diminished during challenging times. Quite the contrary. Everybody at CDH becomes more tenacious in working around and through these difficulties. With hope, we face these adversities using the very values we try to engender in the hearts and minds of the students.

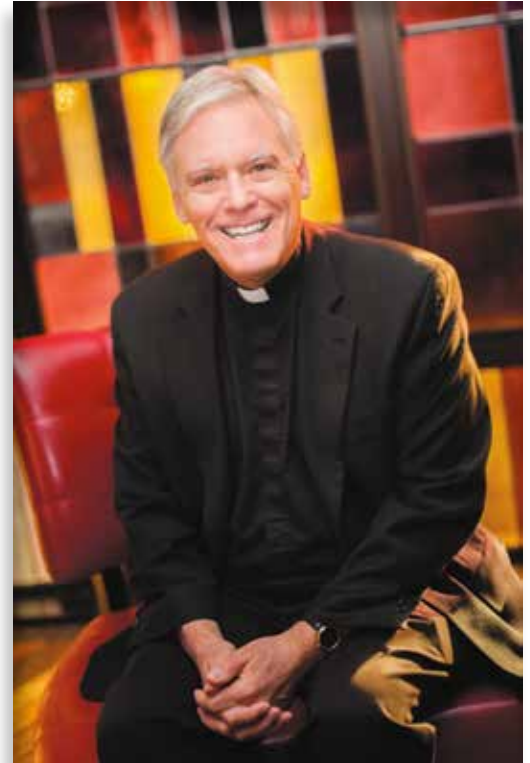
The grace we articulate, born out of our Catholic faith, kicks in. As we trust in God and believe “we are not alone,” we double our efforts to help each other know it.

We continue to study. We continue to pray. We continue to serve. We continue to respect. We continue to show reverence. We continue to share.

Our motivation comes from our appreciation of the remarkable contributions our elders have made to this school, to family life, to the church, to those most in need. This wisdom is their gift to all of us during these extraordinary times. It becomes the light we need to guide our way during these difficult days. It allows us to bring grace to those around us.

Working together will lead us to better days ahead. Using both grace and wisdom, this generation at CDH reaffirms the mission and the values which have guided us throughout our years.

May God bless you and your family,  
Father Patrick Kennedy '69



*"Working together will lead us to better days ahead. Using both grace and wisdom, this generation at CDH reaffirms the mission and the values which have guided us throughout our years."*



## Distance Learners Remain an Integral Part of Raider Family

While most Raiders are attending school in a hybrid model, a few dozen have opted for full-time distance learning, usually due to health concerns for the student and/or family members.

Distance Learning Coordinator Pat Norusis is responsible for helping both students and teachers navigate the virtual environment. She ensures that distance learners have a strong connection with faculty, while also responding to issues with technology and resolving any issues.

"The large majority of Distance Learners are doing very well, turning in work, and achieving above-average grades," she said. "I believe one of the strengths of CDH is meeting the needs of all learners and respecting their choices of learning through the hybrid model or the distance model."

The synchronous learning model, where students who are at home attend class virtually at the same time as their peers in person, has allowed distance learning students to be even more connected to their peers in the classroom.

"Synchronous learning has made the distance learning process feel busier and more rigorous than last spring," said Kieran White '21. "It allows me to ask more questions directly to my teachers. While I would prefer to attend school in person, I wouldn't mind learning in this manner for the rest of the year."

Of course, there are challenges to distance learning.

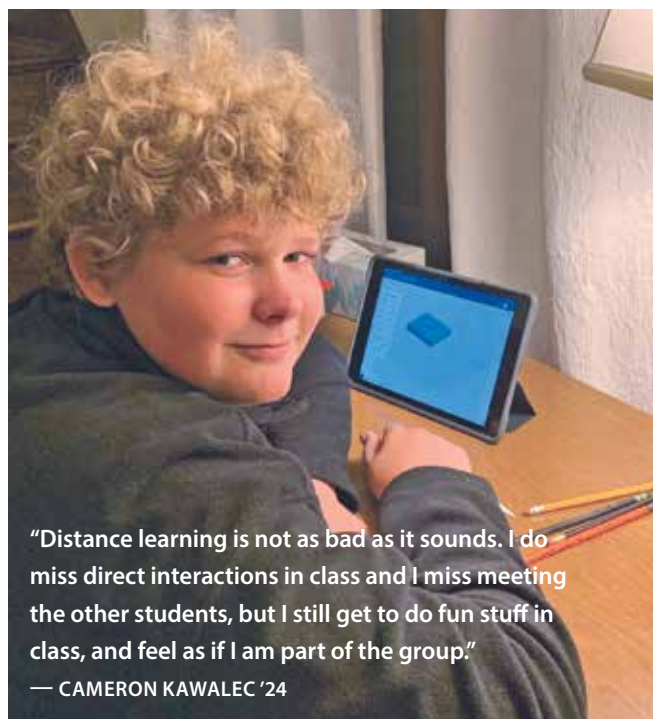
"The biggest challenge of distance learning is communicating with others in the classroom," said Cameron Kawalec '24. "It's harder to phrase ideas through a messaging system. Also, if I want to make a comment, it's not a 'raise your hand' situation. I have to get my ideas heard quickly. Even then, sometimes a response is not always immediate. So, I don't always know how my comments are being interpreted. Then, there is the social aspect. It's harder for others to get to know me and for me to meet them."

Kawalec, who chose distance learning in order to protect his elderly grandmother who lives with his family, has had the additional challenge of starting a new school as a ninth grader without the opportunity to meet his classmates and teachers in person.

He echoes the concerns of many ninth graders, whether they are learning on campus or full-time distance learning. "It was a whole new situation, a new school, new classes, and new classmates," he said.

Kawalec has already noticed a higher comfort level with distance learning compared to his experiences at the beginning of the school year.

"The change to synchronous learning has been positive in the fact that I am able to get more immediate reaction during a class," he said. "I think this is because the teachers and students in the classroom are now used to me being there every day. I've been able to meet more people, have gotten to know my teachers better, and have a better feel of the class. I understand what the teacher is emphasizing much better. The more I am in class, the better I understand what is going on."



**"Distance learning is not as bad as it sounds. I do miss direct interactions in class and I miss meeting the other students, but I still get to do fun stuff in class, and feel as if I am part of the group."**

— CAMERON KAWALEC '24

Cretin-Derham Hall is dedicated to providing the best possible education for all students, regardless of whether they are participating in the hybrid model or distance learning.

"Cretin-Derham Hall has done a wonderful job making distance learning as easy and effective as possible," Kawalec said. "Distance learning is not as bad as it sounds. I do miss direct interactions in class and I miss meeting the other students, but I still get to do fun stuff in class, and feel as if I am part of the group."

## Raiders Excel on Standardized Tests



Connor Lee '21 is a National Merit Scholarship Finalist. This means that he scored in the top 0.5 percent of PSAT-takers in the state of Minnesota. Lee will have the opportunity to compete for a prestigious National Merit Scholarship.



An Le '21 earned a 36 on the ACT, a score earned by less than half of one percent of test-takers. He is also a National Merit Commended Scholar. He is an Amerigo student who joined the Cretin-Derham Hall community at the beginning of his sophomore year.



Members of the Executive Board met on campus on a Student Support Wednesday to create care packages for people experiencing homelessness, including essential hygiene items and a list of resources.

## New Student Council Model Makes Room for More Voices

This school year, the Cretin-Derham Hall Student Council was re-organized as a representative Executive Board, rather than the traditional co-presidents and committee model. Under this new model, each grade has four representatives on the Executive Board.

The students are divided into four pods, with each pod including a member of each grade. Responsibility for planning agendas and running meetings rotates between the pods. This strategy builds collaboration between the grade levels and ensures that everyone has a chance to be heard.

Other students are able to volunteer on an ad hoc basis to assist with individual events and projects.

The team approach has thrived, showing a strong commitment to both social justice and the CDH community already this year.

The Student Council is responsible for executing major CDH events, such as the blood drives, out of uniform sticker sales, Chill Out Week, Homecoming, Prom, and more. They gather twice a month as a team and have been working to make this school year feel fun and memorable within safety guidelines.

“The new structure is large enough that multiple ideas and perspectives can be communicated and that students can bounce ideas off one another. At the same time, the structure is small enough that no voice feels overshadowed,” said Lexi Rooney ’21.

Unlike in previous years when the co-presidents were elected in late spring, the 10th-12th graders on the Board applied and were chosen in May, while ninth graders had the opportunity to apply in the fall.

This newly selected leadership team had an impact even over the summer, before school was in session. In response to George Floyd’s death and the protests that followed, the Executive Board members wanted to contribute to the community. They chose to collaborate with local nonprofits to collect and distribute much-needed school supplies.

“We asked the CDH community to help us provide school supplies for students in the area to ensure they all can have an equal opportunity for a successful school year,” said Allison Sowatzka ’22. “The response we received was unimaginable. By the drive’s finale, the entire floor of the World Language Office was blanketed with countless notebooks, binders, papers, and pencils to support learners of all ages.”

Hallie Q. Brown and the YWCA were enthusiastic about the donations they received from CDH and assured the Student Council that every item will be greatly appreciated this school year.

“We recognize that the supply drive is no solution to racism. Instead, we hope that it will help alleviate some of racism’s ugly effects and serve as a commencement to Cretin-Derham Hall’s campaign for racial justice,” noted Sowatzka.

This fall, in response to the tense political environment, the Executive Board developed Civil Discourse Guidelines that have been used to help our community engage in respectful conversations on campus.

“We must recognize that we all enter into difficult discussions because of a shared concern for people and a desire to affect positive change,” the document states. “We strengthen our community when we listen to one another and try to understand viewpoints that are different from our own.”

By spreading out the responsibility of leading the student body across a 16-member Executive Board, the new model has made room for more students to have an impact.

“This new model gives a chance for a variety of voices to be heard, and makes it easier for our younger students to make an impact,” said Amy Bellus ’90, Assistant Principal. “It’s been really effective, and we plan to continue using it in the future.”

## Red Rover, Red Rover, Please Stay Six Feet Over

Generations of Raiders have joined the Cretin-Derham Hall community at their Ninth Grade Orientation the same way: playing games, yelling, running around, and getting to know their new classmates and our school culture through interactive fun.

CDH welcomed hundreds of new students to our campus in the fall of 2020. The newest Raiders have only attended high school in a world of masks, hybrid schedules, and social distancing. Their ninth grade experience has been unlike any class before them, but they have still benefited from long standing traditions and the Raider sense of community from the start.

"It's weird to say, but there was always a lot of physical contact in Orientation," said Math teacher and Link Crew leader Mark McGuire, who has been leading ninth grade orientation for six years.

The Link Crew, made up of juniors and seniors, typically meets over the summer to prepare for Orientation Day, when they step into leadership roles welcoming the newest students to campus. This year's team was not able to meet in person and had to do much of their planning virtually, dealing with the same constraints and need for backup plans as has become the norm during COVID-19.

*"We were really impressed with how well Link Crew did. We've always been so regimented in our orientation activities, but we might change that to give the Link Crew a little more freedom in the future.*

*They came up with some great ideas."*

— MARK MCGUIRE, MATH TEACHER AND LINK CREW LEADER

"The Link Crew kids were unbelievable," McGuire said. "They were willing to do anything we asked, and they made the best of it. It was a real lesson in flexibility."

Plan A — well, Plan A was not to have a pandemic and welcome the new students in a traditional way. Plan B was an



outdoor orientation, maintaining a lot of what has always made the day fun and communal while keeping students distanced from one another. Bad weather forced the group to quickly pivot to Plan C, moving indoors with the need to separate into smaller groups.

This format gave the student leaders more responsibility and the license to come up with their own activities.

"We were really impressed with how well Link Crew did," McGuire said. "We've always been so regimented in our orientation activities, but we might change that to give the Link Crew a little more freedom in the future. They came up with some great ideas."

"The goal of orientation has always been to make sure that when a ninth grader shows up that first day, they're not lost," said McGuire. "They see faces they recognize, they know where things are, they feel comfortable in the building. Regardless of the challenges, I know we accomplished that."



### GET YOUR GEAR AT THE RAIDER RACK!

Show off your Raider Pride!

Located inside the Lentsch Forum

HOURS: 7:45-8:15 am, 2:45-3:15 pm

[tinyurl.com/CDHRaiderRack](https://tinyurl.com/CDHRaiderRack)



## Limitations Bring Creative Solutions in Theater

Our Theater department is known for their creativity, so it should be no surprise that they've turned some of the limitations of COVID-19 into opportunities to create unusual and memorable productions.

They kicked off the year with a production of "Alice in Wonderland." The show was double cast, which not only allowed twice as many students to have roles, it also ensured that in case a student needed to quarantine, their double from the other cast would be able to step in.

Masks were incorporated into characters' costumes, and the production was staged to keep characters six feet apart. Sanitary wipes were incorporated into the show as props. The performances were outdoors at St. Catherine University, allowing the audience to also be safely socially distanced. The outdoor production also allowed for creative staging that wouldn't be possible for an indoor show, such as Alice riding a bike.

*"All year, I've been reminded that we really are all in this together. We've had the opportunity this year to rethink theater and allow everyone to be involved in creating something great."*

— KATIE KREITZER, THEATER DIRECTOR

"We never really knew if the performance would actually happen due to COVID-19 and the weather. So, I tried to reiterate the importance of the everyday opportunity to create art together," said Theater Director Katie Kreitzer. "The CDH Theater students were the definition of resilient. Several actors spent part of their rehearsal process in quarantine and they Zoomed in to watch assistant director Anna Ek '23 perform their staging while they were at home. A few cast members had only been to three in-person rehearsals prior to their performance. Honestly, I still can't believe it actually happened. Six perfect weather performances with sold-out crowds and everyone feeling safe and happy to have some normalcy back in their lives. I am so proud to have been a part of it all."

As cold weather hit, they had to pivot again for the winter show, "She Kills Monsters." Due to restrictions, rehearsals began on Zoom. Then, students performed their parts individually in front of a green screen donated by Kurt Schmidt '06 and his family. Jake Hermann '09 did the filming, and then the pieces were sent to John TerEick '11 for editing. The final production was livestreamed at the beginning of February. The theater department had never created a piece this technically challenging, and the sense of accomplishment was incredible.

Kreitzer is planning a production of "High School Musical" for the Spring show. It might be a movie, like "She Kills Monsters," or part of it may be livestreamed. No matter what form the final production takes, it is sure to bring out new levels of creativity in our students.

"It's cheesy, but this really is the perfect year for us to perform 'High School Musical,'" Kreitzer said. "All year, I've been reminded that we really are all in this together. We've had the opportunity this year to rethink theater and allow everyone to be involved in creating something great."



## Parents Step Up to Tell the CDH Story

### *Admissions Office Brings Families Safely on Campus*

In the middle of a pandemic, the Admissions Office at Cretin-Derham Hall is bustling with activity. With masks and social distancing as a starting point rather than an obstacle, prospective families have been safely brought on campus to experience the school in a new way, and it's been a hit.

"We are committed to find ways to let prospective families get to know CDH no matter what challenges arose because of the pandemic," explained Sean Van Gemert '96, Admissions Director.

COVID-19 precautions changed every aspect of the fall outreach for Admissions. Small group family tours have replaced Open Houses and Parent Tours. Since incoming 9th graders cannot currently 'shadow' a student due to COVID-19 precautions, the students were invited to attend these tours as well. So far this year, this commitment has resulted in more than 230 family tours.

"Two things have made us very successful this year: one, we can customize the tour to fit the needs and questions of the family; and two, we let current parents, students and teachers really tell the story of CDH," explained Van Gemert.

These 'ambassadors' have been our stars on the tours. Van Gemert estimates approximately 25 parents have supported tours this year, with an additional 54 students who also signed up to be ambassadors.

"The enthusiastic support of teachers, coaches and activities' mentors has also been critical to helping a prospective parent or student get to know what CDH offers to these prospective Raiders," noted Van Gemert.

Megan Manternach, a parent of a current junior, has enjoyed the opportunity to support the admissions effort because it is a reflection of her own family's quality experience.

"I want prospective parents to know that excellence in all aspects of high school life is what drives the CDH mission — it is the high quality of academics and citizenship that drew our son to CDH and continues to make him happy and proud to be a part of this school."

Van Gemert is grateful for the support and passion of current parents on the tours because he believes this provides a more authentic view of the school, and parents can relate to parents, and students can relate to students.

"This year presented so many challenges, for sure," he reflected. "Our effort to connect potential families with current families has not only been well-received, it has been critical in helping our incoming families really get to see the energy, the passion and the sense of opportunity and belonging that our students experience on a day-to-day basis."



Manternach points to the sense of community as one of CDH's strengths.

"CDH has built and sustains a culture of inclusion and diversity in every sense. Students come from a variety of backgrounds, and yet, I believe they feel supported by faculty and peers alike."

As a parent ambassador, she enjoys sharing her family's experience because she believes it impacts other parents who are trying to make the best decision for their child. "I think the

*"Two things have made us very successful this year: one, we can customize the tour to fit the needs and questions of the family; and two, we let current parents, students and teachers really tell the story of CDH."*

— SEAN VAN GEMERT '96, ADMISSIONS DIRECTOR

Q & A time helps take away some formality, and allows parents to take in more of what CDH has to offer."

Greg Haffely '95, parent of a junior, has joined Van Gemert on several tours and is happy to be part of the admissions effort because it is easy for him to share their broad experience with strong academics and athletics with other parents.

"I want to make sure people know that teachers really care about the academic wellness of the student," he said. He also notes the maturity of the students at CDH in general. "We love CDH!"

Van Gemert values the authentic input from the parents on these interpersonal and intangible experiences that are often hard to convey in marketing pieces. The parent and student perspective is very important to our prospective families.

The Admission Office would like to build a broader network of ambassadors. All parents or students who would like to share their experience at CDH should contact Sean Van Gemert at **651-696-3302** to discuss how they can easily support CDH.

Tours are now available and applications will be accepted until the Class of 2025 fills. For more information, contact the Admissions Office at **651-696-3301** or visit [c-dh.org/Admissions](https://c-dh.org/Admissions).



## Justice Week Challenges Students to Stand Up to Racism

The longstanding Justice Week tradition focuses our attention on a different societal issue each year. For 2021, the chosen topic was “Exploring the Dynamics of Race.” Inspired by the uprisings in the summer of 2020 following George Floyd’s killing in Minneapolis, students chose to learn about racism and how they can address and change it.

All students viewed a keynote presentation by Dr. Anton Treuer, CDH’s consultant for our Dismantling Racism Initiative and a Professor of Ojibwe. They also heard Chimamanda Ngozi Adiche on “The Danger of a Single Story,” which explored the dangers of stereotypes that are placed on those with different cultures.

In addition to the all-school programming, teachers were provided with resources to incorporate into their lessons. Students may have participated in a Say Their Names Prayer Service, researched the connections between race and impacts of the pandemic, watched the PBS documentary “Jim Crow of the North,” or read *The Highwaymen*, a play about the 1956 construction of I-94 and the displacement of people in the Rondo neighborhood, among other activities. In addition, students reflected on the story of former Cretin teacher, now on the path to sainthood, Blessed Brother James Miller and how he dedicated his life’s work to addressing injustices.

By taking an interdisciplinary approach, students had the opportunity to discover the dynamics of race and begin the process of addressing racism in our community, country, and world. Inspired by the example of Blessed Brother James Miller, they were empowered to be a light for the world.



The Save Their Names display in the Blessed Brother James Miller Courtyard.



Dr. Anton Treuer created a presentation that students viewed during Community Time.

# CDH EVENTS

## // MARCH 2021

- 4 Incoming 9th Grade Registration
- 4–5 Trimester 2 Exams
- 8 Grading Day — No School
- 17 Faculty In-Service — No School
- 19 Feast of St. Joseph
- 23 JROTC Annual Inspection
- 24 Blood Drive
- 29 – 4/5 Easter Break

## // APRIL 2021

- 6 School Resumes
- 10 ACT Testing
- 22 Parent/Teacher Conferences
- 23–25 Spring Musical — *High School Musical*
- 30 Spring Musical — *High School Musical*

## // MAY 2021

- 1 Spring Musical — *High School Musical*
- 3–7 Fine Arts Week
- 15 Feast of St. John Baptist De La Salle
- 15 Twilight Parade
- 26 Commencement

## // JUNE 2021

- 4 Last day of school

Visit [c-dh.org](http://c-dh.org) for the most up-to-date Cretin-Derham Hall school calendar.





## New Ryan STEM Center Will Open This Fall

Cretin-Derham Hall is pleased to announce the construction of the Ryan STEM Center, slated to open for student use in the fall of this year.

The vision of the Ryan STEM Center originated with Ron Ryan '62, founder of R.J. Ryan Construction. Ryan approached CDH earlier this winter with his desire to impact the study of science and engineering as students prepare for exceptional educational and career plans.

The Ryan STEM Center will be in addition to the existing well-equipped classrooms and labs, providing significantly more space for innovation, creative-problem solving and collaboration. It will enrich science and engineering, math, technology and the fine arts curricular and co-curricular opportunities for all students at CDH. The new space will be located near the Library and Learning Center and the Commons.

"I believe that when the new dedicated STEM facility is available at CDH, the faculty will be able to further develop a STEM curriculum that will not only excite, but inspire students to think outside-the-box and explore creative ways to address society's needs," said Ryan.

This STEM space would not be possible without Ron and Patty Ryan's significant support, especially as the school was appropriately focused on the COVID-19-related challenges of running a school.

Frank Miley, President, explained that while CDH's commitment to excellence in our science and engineering curriculum has always been a top priority, there were no immediate plans for new construction until Ryan shared his vision with for this center with us just a couple of months ago. "Ron and Patty's generous financial support ensured that we could construct this state-of-the art space and have it ready for our students within months."

These architectural drawings are preliminary. The STEM faculty are currently providing valuable input in planning and equipping this space. Ben Beery '03 of Wold Architects and Engineers, who recently designed the Lentsch Family Forum, is also designing this space.

"It is all about problem-solving and creativity! Having a dedicated STEM Center provides students with more room to create and build so they can test their ideas on a larger scale," explained Chris Kaus, STEM teacher. "This will also expose students to more technology, such as CAD design, 3D printing and more as well as providing space for students to use their hands to construct — a skill that is often overlooked in schools. Giving our students the chance to explore what it takes to create and build will be useful as they continue their education beyond the walls of CDH."



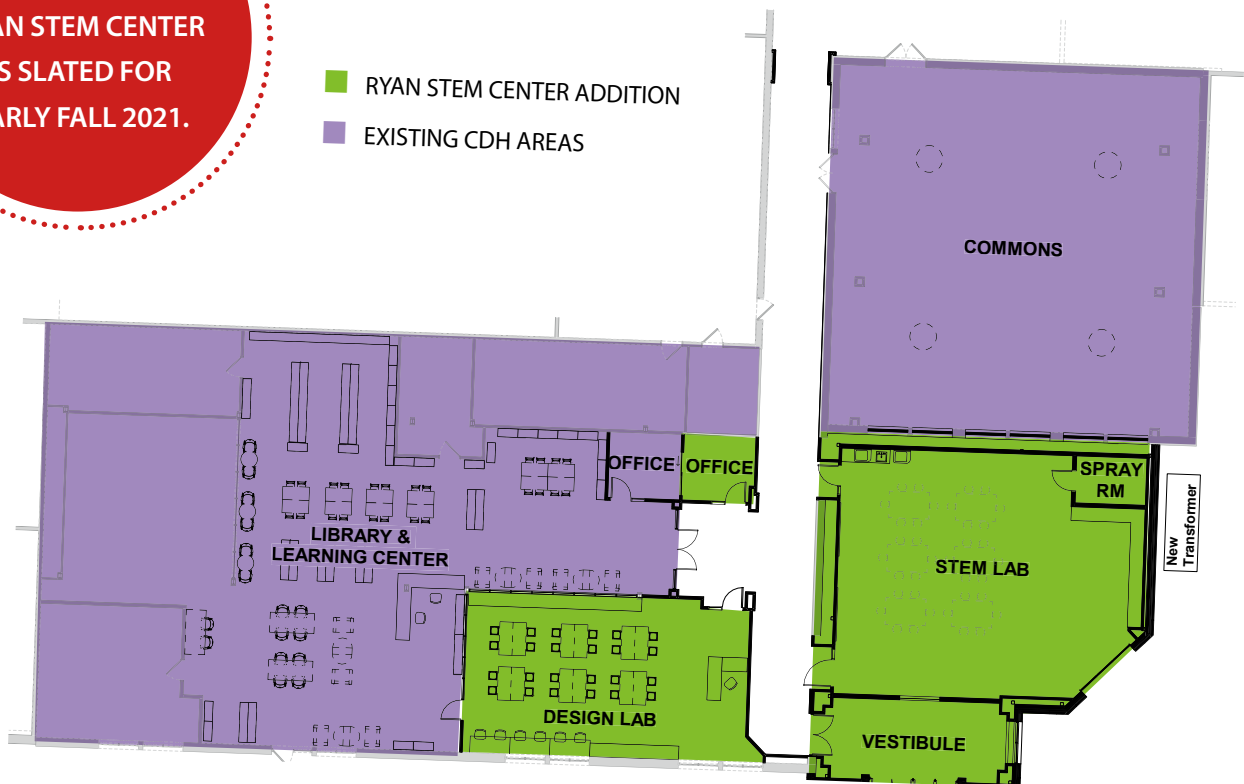
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— Ron Ryan '62

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THE OPENING  
OF THE NEW  
RYAN STEM CENTER  
IS SLATED FOR  
EARLY FALL 2021.



# STEM Opportunities for All Students

*Stephanie Aumann has been a teacher at CDH for 24 years. She has dedicated herself to bringing college-level courses to the Science department, helping our students to achieve their academic goals. She was a soccer coach for 16 years, and has traveled the globe on Justice Education trips with our students. Currently, she teaches Advanced Physics and Physics by Inquiry.*

## Q: What made you decide to be an educator?

I actually started in engineering, but after a few years of college I realized I wanted to work with people and not things. So, I changed majors. When I had to do some teacher prep hours for one of my classes, my advisor placed me in a really tough middle school in East Aurora, IL. He told me I would either sink or swim. I fell in love with it and it was really tough to leave those kids!

## Q: What is your favorite lab or experiment to run each year?

I do a projectile lab where students tie a ball onto a string and then it swings and becomes a free-flying object. They have to hit a target that they have placed on the ground. They do calculations to calculate where they place this target. The math application and the fact that they can hit right in the center of the target through proper measurements and calculations is really amazing and fun for the students to see.

## Q: Why have you made the effort to bring more college-credit courses to CDH?

I wanted to make college credit courses available to students who are not on the AP track. The Physics by Inquiry class I teach is meant for non-science majors to get their college science credits out of the way. The Advanced Physics class is considered a traditional Intro to College Physics class.

The value in this is that I can help them to get through a challenging college-level class. This opens up their college schedule to take courses towards their major. The other benefit is that going into college with credits under their belt helps them with registering before others with no college credit, so they can get the courses they need on their schedule.

## Q: What have you changed about your teaching this year that you will carry forward once we are back to a normal routine?

I will carry forward all the new materials that I have had to create for students that are at home while others are doing a lab. I have learned a lot of new technologies in hopes of sparking some interest in my students, instead of just asking students at home to do worksheets when the students in class are doing a lab.

COVID-19 has definitely changed my teaching. On lab days, the group that is on Zoom is doing a different assignment at home while the kids in lab are doing the lab. The total distance learners are then placed in a breakout room with someone that is doing the lab and watching/doing from home.

Having three different types of learners at the same time is very challenging and I often go home exhausted and wondering if I did enough and wondering how I can do it better.

## Q: How has the increased focus on STEM changed your teaching?

I have always tried to incorporate and apply hands-on activities and real-life scenarios into my teaching so the increased emphasis has just reinforced that what I am trying to do is the right way to go.

## Q: What are the benefits of STEM education in high school for students who don't pursue these fields further?

This type of education works on problem-solving and being creative to solve a problem. These are huge life skills that any student will take with them no matter what career they pursue. Physics is a tough subject but it is really amazing when you look at all the real-world applications how much these kids can apply it to their worlds.





"The value in this  
[college-credit courses at CDH]  
is that I can help them to get  
through a challenging college-level  
class. This opens up their college  
schedule to take courses  
towards their major."

— STEPHANIE AUMANN



## FAST FACTS

### TELL US ABOUT YOUR FAMILY?

I am not married and I don't have any kids but I do have a sister, a halfsister, a stepsister, and a stepbrother. Between all of them, I have 10 nieces and nephews so I get to be the cool aunt!

### WHERE DID YOU GO TO COLLEGE?

My undergraduate degree is from North Central College in Naperville, IL. My Master's Degree is from Hamline University. I also have an Engineering for Educators Certificate from the University of St. Thomas.

### FAVORITE CLASS IN HIGH SCHOOL?

My favorite class was Physics. I had a wacky professor who had labs and projects that we always thought were really fun.

### AS AN ASTRONOMY TEACHER, WHAT IS YOUR FAVORITE CONSTELLATION?

I don't really have one, but here is a fun fact: since the Sun passes through the Zodiac constellations, if you are an Aquarius, that constellation will be in the sky at night about six months from your birthdate.

### FAVORITE TV SHOW?

I like crime-solving shows, both fictitious and real life ones like Dateline.





## Donors Can Establish Merit Scholarships in their Name

A very unique giving opportunity offers donors a significant way to support and strengthen the Cretin-Derham Hall's Merit Scholarship program.

The Cretin-Derham Hall Carondelet and Lasallian Scholarships honor incoming students who exemplify our values of faith, leadership and service. This impressive scholarship is independent of any tuition assistance awarded to the family. The Carondelet scholarship is awarded to deserving ninth grade female students and the Lasallian scholarship is awarded to ninth grade male students. The \$2,500 award is renewable for four years.

While much of the tuition assistance provided by our loyal donors is awarded to students on a financial need-based system, the Carondelet and Lasallian merit scholarships are an important tool for us to attract leaders of high character as students enter CDH as ninth graders.

Donors have the opportunity to support a Carondelet or Lasallian Scholarship with a four-year gift commitment. With this commitment, the donor has the option of being recognized with their name or the name of a family member on the scholarship.

"These merit scholarships send a message to those exceptional students who live out the values of faith, leadership, and service that they have a place to grow and thrive at CDH," explained Rob Bollinger, Vice President for Advancement. In addition, the scholarships provide significant financial assistance for students and their families, keeping CDH accessible to all.

For more information, please contact Rob Bollinger, Vice President for Advancement at [rbollinger@c-dh.org](mailto:rbollinger@c-dh.org) or 651-696-3343.

## MARK your CALENDAR!

### Upcoming Events

We are looking forward to being able to gather again one day soon! Some of our events from 2020 have been rescheduled for new dates. Of course, plans are subject to change. Follow our social media channels below to stay up to date.

If you have any questions, please contact the Advancement Office at 651-696-3318.

Reunions	Planning for reunions is underway! Many reunions schedule for 2020 have been moved to 2021. Visit the CDH website for the most up-to-date information. Milestone reunions celebrating the Classes of 1960, 1961, 1970, 1971, 1995, and 1996 will be recognized at the ONE CDH event this fall. <i>See next page for general information.</i>
Taste of CDH	CANCELED
GiveCDH Day: Beyond the Books	May 6, 2021
CDH Athletic Hall of Fame	NEW DATE: June 2022
ONE CDH	NEW EVENT coming September 16, 2021
Community Awards Banquet	October 25, 2021

 [c-dh.org](http://c-dh.org)

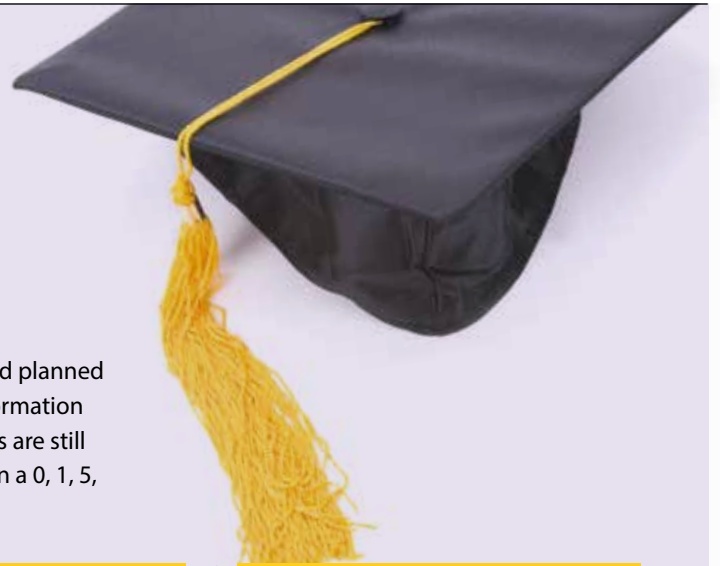
 [twitter.com/CDHraiders](https://twitter.com/CDHraiders)

 [facebook.com/CretinDerham Hall](https://facebook.com/CretinDerhamHall)

 [instagram.com/CretinDerhamHall](https://instagram.com/CretinDerhamHall)

## Reunions

Planning is underway for reunions this year! Many classes that had planned reunions for 2020 will gather in 2021 instead. We've included information from the classes that have made concrete plans, but many groups are still finalizing their dates and locations. If your graduation year ends in a 0, 1, 5, or 6, make sure to stay tuned for updates on your reunion!



### 1960 — 60 YEAR REUNION

#### DERHAM HALL

**SEPTEMBER 18, 2021**

12 pm at Pool & Yacht Club

#### CRETIN

**SEPTEMBER 16-18, 2021**

THURSDAY, SEPTEMBER 16

All Alumni Evening

FRIDAY, SEPTEMBER 17

Memorial Mass at CDH —

PAX Christi Chapel

Tour of Cretin-Derham Hall

(optional)

STAG at DeGidios

SATURDAY, SEPTEMBER 18

Dinner at The University Club

(spouses and significant others encouraged to attend)

#### Reunion Planning Committee:

Norb Comzemius

Jim Greeley

Dick (Red) Warren

Jim Wicker

#### Questions:

Jim Greeley

651-354-4008

jgreeley04@yahoo.com

### 1961 — 60 YEAR REUNION

#### CRETIN

**AUGUST 12-13, 2021**

Time and location TBD

### 1970 — 50 YEAR REUNION

#### CRETIN

**SEPTEMBER 16-18, 2021**

Golf

Social

All-Alumni Banquet

Memorial Mass and Brunch

Class of '70 Stag

#### Questions:

Mike Donnelly

mjdonnely4@yahoo.com

651-303-8295

David Eggenberger

d.eggenberger@comcast.net

612-845-2979

#### DERHAM HALL

**SEPTEMBER 24, 2021**

The Lost Spur

#### ALL-SCHOOL

**SEPTEMBER 25, 2021**

Pool & Yacht Club

### 1971 — 50 YEAR REUNION

#### CRETIN

**OCTOBER 8, 2021**

#### DERHAM HALL

**OCTOBER 9, 2021**

#### ALL SCHOOL

**OCTOBER 9, 2021**

More information or changes to these event date will be posted as soon as we know more information.

### 1976 — 45 YEAR REUNION

#### CRETIN

**SEPTEMBER 18, 2021**

Day — Golf

Evening — Giggles Campfire Grill

### 1991 — 30 YEAR REUNION

**AUGUST 7, 2021**

Time and location TBD

### 1995 — 25 YEAR REUNION

**SEPTEMBER 18, 2021**

7-11 pm at Mancini's

### 1996 — 25 YEAR REUNION

**SEPTEMBER 18, 2021**

Time and location TBD

### 2001 — 20 YEAR REUNION

**AUGUST 28, 2021**

Time and location TBD

### 2006 — 15 YEAR REUNION

**AUGUST 20, 2021**

5-8 pm at Plum's



## CDH Thrives With Donor Support

Cretin-Derham Hall hosted the 2020 GiveCDH Day on October 28, 2020. Once again, the CDH community came together to support our students in a significant way.

We had an amazing turnout — 1,211 donors gave a total of \$733,271. We are so proud of our generous community for pulling together during this difficult time and making an impact for our students and families. These funds make it possible for CDH to continue to thrive, and to keep our exceptional education accessible.



**PRISCILLA OTURU '23**

"My teachers have all made sure we understand the material and are engaged whether we're in the building or learning from home. I'm grateful for all their hard work, and for the chance to keep coming to school during COVID-19. Thank you for making it possible."



**KEEGAN HILGER '21**

"We've missed a lot this year, but I've still gained so much from JROTC. I've learned leadership, self-discipline, and perseverance. Thank you for keeping opportunities like JROTC available to all Raiders."



**BOB SALISBURY '71**

"We are a third-generation CDH family. From my dad's graduation in the midst of WWII to our daughters who are seniors in a pandemic, our family has received life-changing guidance and mentoring from the CDH faculty and staff. A gift to CDH ensure that those opportunities will be available for generations to come."

*(Father of Amelia '18, Keely '21, and Kerry Salisbury '21. Son of Robert Salisbury '42.)*

# ONE



Cretin-Derham Hall

A celebration of **all** our alumni

Cretin.  
Derham Hall.  
Cretin-Derham Hall.

**ONE CDH.**

With pride in our past and faith in our future, we are ONE CDH. Watch for more information on a special event to be held **SEPTEMBER 16, 2021.**

## In Memoriam

This is a compilation of deceased alumni and friends known to us that died between July 1, 2020 and December 31, 2020. Please remember in your prayers our deceased Cretin Derham Hall and Cretin-Derham Hall alumni and their families especially:

Katherine Maroney Barzen '33  
Josephine McGlynn Dougherty '35  
Virginia McConville Welle '38  
Leo J. Schultz '38  
Vincent M. Washburn '38  
Eugene V. Sitzmann '40  
Elizabeth Barrett McNulty '41  
Walter M. Budde, Jr. '42  
Ethel M. Ikeda '42  
Dorothy Donovan McGuire '43  
Paul F. Stephenson '43  
LTC Joseph L. Frey '44  
George B. Ingebrand '44  
James F. Chevalier '45  
Patrick L. Duffy, Jr. '45  
Marvin L. Grundhoefer '45  
Audrey McCarthy Sullivan '45  
Michael J. Murray '45  
Marjorie Ronnan Bussmann '45  
Lloyd V. Anderson '46  
Dr. Charles H. Lueck '46  
Robert J. McGinnis '46  
Leigh F. Countryman '47  
Robert E. Kubiak '47  
David A. O'Connor '47  
James A. Winbiger '48  
Frank J. Windisch '48  
Gerald L. Ahmann '49  
John F. Blake '49  
Barbara Butz Hickok '49  
Donald C. Mauer, Sr. '49  
John M. Ertel '50  
James P. Kelly '50  
Mary E. McGrath '50  
David A. Roszak '50  
Richard C. Rozycki '50  
Dr. Jerome T. Barrett '51  
Charles O. Lynch '52  
Eugene F. Morrill '52  
Edwin F. Stromme '52  
Gary G. Vadnais '53  
Michael J. Keenan '54  
Edmund C. Meisinger '54  
Earl R. Powell, Jr. '54  
Richard F. Tschida '54  
Leonard E. Beatty, Jr. '55  
Raymond Hammerschmidt '55  
Patricia Hayes Joyce '55  
Lawrence M. Johnson '55  
Frank M. Moran '55  
Terrence M. Sullivan '56  
Donald J. Williams '56

John F. Angell '57  
Donald W. Hayden '57  
Robert P. Nelson, Jr. '57  
Fred F. Ronkowski '57  
James F. Routzahn '57  
Jerome J. Jung '58  
Thomas J. Kramer '58  
Maureen Lynch Burley '58  
Thomas H. O'Gorman, Sr. '58  
Darlene Wardian Goff '58  
Thomas W. Flynn '59  
Carol Hoffmann Hoffman '59  
Dennis S. Cusick '60  
Matthew R. Hammerschmidt '60  
Joyce Marik Berg '60  
John J. Sullivan '60  
Peter M. Fritz '61  
Jerome B. Hirsch '61  
David J. Houle '61  
Michael J. Murphy '61  
James A. Mohs '62  
Mary Ann Schaaf McGuire '62  
Michael D. Fritz '63  
John D. Turnbull '63  
Vincent C. Kavaloski '64  
Thomas M. DeVange '65  
Gregory J. Bronk '66  
James P. Dixon '67  
Marc S. Rivard '69  
John P. Geiser '70  
Martin A. Rongitsch '71  
Thomas V. Ashton '75  
Tony L. Gardner '76  
James T. Murphy '79  
Mark E. Kurkowski '82  
Thomas W. Hofmann '84  
William F. Lynch '85  
Daniel J. Manley '87  
Daniel A. Bizek '90  
Joel E. Mason '96  
Lindsay J. Walsh Norton '98  
Christopher A. Dell '07  
Claire M. Kelly Jansen '10  
Ida R. Bye  
Donald Craighead  
Linda A. Hoffman  
Fr. Tony Kilroy, O.P.  
Harlan W. Lieske  
Donald W. Minni  
Mark D. Rieb  
Joseph H. Townsend

## Did you know...



### 2021 Marks 150 Years of the Christian Brothers in St. Paul

The first Christian Brothers came to St. Paul 150 years ago, arriving on November 2.

Father John Ireland asked the Brothers of the Christian Schools, headquartered in Chicago, to extend their Lasallian ministry to St. Paul and manage the education of the 'older boys' at the Cathedral School, oftentimes known as Cretin's School (named after Bishop Cretin, the first Bishop of St. Paul who worked diligently to provide Catholic education in the new and bustling young city). The Christian Brothers sent two of their own to St. Paul after two of the brothers' schools burnt down in the Chicago Fire of 1871. This was the start of their local ministry teaching boys in a school that was the precursor to our Cretin-Derham Hall.

At that pivotal point in our history, the Brothers worked alongside the Sisters of St. Joseph of Carondelet who had started the Cathedral School. Over time, both orders established their own educational ministries in the area, but later shared co-sponsorship of Cretin-Derham Hall when Cretin merged with Derham Hall in 1987.

CDH will honor and celebrate 150 years of Christian Brothers' leadership at our school this fall.

Live Jesus in our hearts. Forever.



# Growing While Inspiring Others

## *Alexis Burns '15 pursues justice and success*

Alexis Burns '15 is a young woman on a mission. While many teens and young adults struggle to figure out their path, she has always had a clear vision of the businesswoman she wanted to become.

She knew in fourth grade that she wanted to work in the pharmaceutical industry. Her mother, Carolyn Burns, was a sales representative for Merck and she paved the way as a shining role model.

"I grew up seeing my mom as a strong businesswoman," she said. "My parents have been happily married for 32 years and even still my mom stood out as fiercely independent. From early on she instilled confidence within me to reach for the stars. I grew up believing I could achieve anything I set my mind to."

Burns excelled academically in high school and college. While at UW-Madison, she held leadership positions within Women in Business and the Chancellor's Scholarship Program. She graduated in only three years from a top business school while still making time to complete an internship in Connecticut and study abroad in Rome. After her graduation in May 2018, she became a sales representative for Merck. In the fall of 2020, Alexis was promoted to a marketing role at Merck HQ and she continues to be proud to work at Merck.

"I'd grown up knowing about Merck's mission to save and improve lives around the world and I wanted to be a part of that mission," she said.

For Alexis, having her mother as a role model played a huge role in her success. She had a front-row seat to a successful Black woman's career. However, she also noticed a lack of Black role models in her educational experiences.

"I had great relationships with my teachers at CDH; however, I was struck by the absence of teachers who looked like me," she said. "Also, I was on the Honors/AP track and I often felt lonely as the only Black student in the room. That's why I always encourage students of color to strive for academic excellence and challenge themselves in Honors classes to set themselves up for a bright future ahead."

As a freshman at UW-Madison, Burns noticed educational disparities in the community and a lack of diversity on campus. She created an event called "Spend a Day with a Badger," where she invited high school students of color to campus to gain exposure to majors, careers, and opportunities at UW-Madison. The event was so successful that it was sponsored by American Family Insurance the following year.

"I think 'Spend a Day With a Badger' is my greatest accomplishment in my life so far," Burns said. "I am so proud to have created and led this event that is a part of my legacy at my

alma mater. I am so happy to see the program expanding and I love being a keynote speaker where I get to motivate students who look like me to dream big."

Burns seeks out ways to make an impact everywhere she goes. At Merck, she has found her passion by being involved in multiple employee business resource groups: for women, for young professionals, and for Black employees. These groups have allowed her to grow her network and embrace her identity as a young woman of color in corporate America.

"I love being a part of these affinity groups because they're striving for change," she said. "They're not okay with the status quo. They want our company and our world to do better for all people and I want to be a part of that movement."

When Burns heard about the Dismantling Racism committee at CDH from her mom, who is also a member, she knew she wanted to follow in her mother's footsteps once again. She is eager to find ways to support students of color at CDH. One of her ideas is to create a mentorship program connecting Black alumni to CDH students.

"The CDH community really supported me," she said. "I can remember being thrilled to receive the Carondelet Award and honored to speak at my graduation mass. I'm excited to return and be a role model for current students, so they can see someone who looks like them and feel inspired about their futures too."

Burns plans to attend graduate school and continue climbing in her career. While she doesn't know exactly what her future will look like, there is no doubt that she will continue to keep a strong focus on supporting others.

"I have always felt a commitment to be of service to others, which comes from my faith," she said. "I will always find ways to innovate and help others and I feel like that sense of purpose was instilled in me during my upbringing and the values taught to me at CDH."

Burns' favorite memories as a sales representative include working customer appointments with her mom as their territories overlapped in La Crosse, WI.





"I have always felt a commitment to be of service to others, which comes from my faith. I will always find ways to innovate and help others and I feel like that sense of purpose was instilled in me during my upbringing and the values taught to me at CDH."

— ALEXIS BURNS '15



# Living History

***Leo White '37, one of CDH's oldest living alums, reflects on his long life, and the grief and joy along the way***

When Leo White '37 attended Cretin, St. Paul was already a bustling city of 280,000. Much of the city would look familiar today — the cathedral, capitol building, and First National Bank building had already taken their place in the skyline, and DeGidio's Restaurant even opened that year. It was a time of increasing political polarization and a quarter of the workforce was unemployed. The 1937 yearbook notes: "A flu epidemic nearly gave us a vacation as it absented 85 students in one day."

Of course, there was plenty that looked different as well. Streetcars crisscrossed the city and connected to Minneapolis and small towns outside the cities, although hitchhiking was the most popular way to get around. Many of the state parks we enjoy today didn't exist — they would be constructed by the Civilian Conservation Corps throughout the Depression.



White remembers it as a difficult time both for the nation and for his family — his father was a singer who was successful in the 1920's but struggled once the Depression hit.

"It was not a good time," he remembered. "Nobody had any money. Entertainment was very limited. We did a lot of walking. I played baseball and did a lot of ice skating."

A few years later, White was a student at St. Thomas when he was drafted into the Navy. After passing the flight physical, he was able to stay in school for one more semester and then attended flight training. His experience at Cretin had prepared him well for boot camp, and after training he became a flight instructor himself. After a few months, he was deployed to the Pacific, where he flew for the rest of the war.

He shares the stoicism of many members of his generation when recalling his time in the Navy.

"I had no choice," he said. "The Navy was very orderly, they knew how to take care of us, I have no hard feelings as far as the Navy was concerned. They did what they were supposed to do and I did what I was supposed to do. Nothing unusual."

He spent five years on active duty and ten years in the reserves. He joined Merrill Lynch as a stockbroker out of the St. Paul office, married Marjorie Brack in 1943, and they had four children together.

Leo White as a student at St. Thomas College.



Leo White was drafted into the Navy.

Tragically, Marjorie unexpectedly died of acute leukemia in 1956, leaving White with four young children and a need for a fresh start.

Coincidentally, in the 1937 yearbook, one of his classmates predicted that White would be living in Hollywood by 1957, having "rocketed to fame since Bela Lugosi [who played Dracula] and Boris Karloff [who played Frankenstein] retired." White did not end up a famous actor, but he did land about 100 miles south of Hollywood, in San Diego, where he has lived since 1959. He transferred to the Merrill Lynch office there and would ultimately work for the company for 48 years.

White married his second wife, Mary Jo Donnan, and had three more children. He sent them all to Catholic schools and raised a family that remains close today, celebrating his 100th birthday this spring with a socially distanced driveway get-together.

"Five of my seven children live in California," he said. "I'm very happy with the way they've all turned out. We all like





Leo White celebrated his 99th birthday surrounded by his family.

each other, we haven't had any major problems, it's very unique. We're a very close family, we are really there for each other."

After a long and happy marriage, full of travel, entertaining, and time with their family, Mary Jo passed away in 2004.

White was looking through an issue of this very magazine one day when he recognized a photo of his old high school sweetheart, Mary Scallon '38. He got her number and reached out, learning that she had also been widowed and lived in Northern California.

"They spent many months corresponding by letter and phone calls," said Jeff White, Leo's son. "Long story short, they rekindled their Minnesota connection and were ultimately married. They spent about 10 years together, traveling and enjoying their time together, living between La Jolla and Walnut Creek. Sadly, Mary passed away, but we all felt it was divine intervention that they were able to reconnect and spend many happy years together."

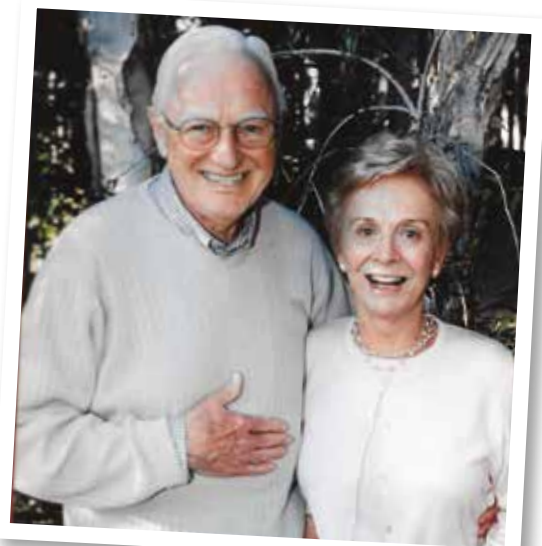
White has great memories of the Christian Brothers who educated him, and has followed their example of relying on his faith to get him through difficult times.

"During the Depression, no one had any money," he recalled. "But the school went on very well. The Christian Brothers were wonderful teachers, they really were. And I have great respect and admiration for them. They were great models of faith and service."

These days, he has a favorite saint he turns to for intercession.

"I turn to St. Anne if I have a problem," he said. "She's the grandmother of Jesus and I figure she's not as busy as some of the other people up there. So if I need help, I turn to her, and she's very good."

Leo White reconnected with his high school sweetheart, Mary Scallon '38, after they were both widowed.



# "A Note From My Mother and a Hairdresser's License"

## *Michael Cole '71 gives the gift of literacy*

Michael Cole '71 did not enjoy his high school years.

He describes his childhood as "profoundly impoverished." His family lived in housing projects, barely scraping by throughout his elementary years. He tested far below grade level in reading and math, and believes he was only accepted to Cretin because he was one of two public school students to apply.

"My parents had their high school GEDs," he said. "My father frequently said, 'don't be like us.' I was the oldest of seven and it was very important to him that I went to Cretin. He had aspirations that I would graduate with honors, then I would go to St. Thomas, then I would be an electrical engineer, and I would be rich and happy, and he would be proud."

Cole felt like a lone wolf at Cretin. He spent most of his free time working to cover tuition and kept his head down socially. He continued to struggle academically — he was dyslexic, although he wouldn't know it until his late fifties.

When graduation came around, he didn't have the grades to attend a traditional college. Cole's father — a strong believer that hard work can push through any challenge — was tired of the floundering and pushed him to enroll in school, any school.

"I went somewhere to get my hair cut," Cole remembered. "The barber looked really cool. So I visited a barber school. I found out you get your diploma in nine months. My only question was, is there any math, reading, or homework required? No math, very little reading, and no homework. Where do I sign?"

That was the moment when things turned around for Cole.

He had a talent for styling hair and attended beauty school as well. He met his wife, Mary, at barber school and married her when they were 20. His wife introduced him to her boss, Joe Francis, Founder and CEO of The Barbers Hairstyling for Men and Women Inc. and Cost Cutters.

"Joe was the first of my many entrepreneurial mentors," Cole said. "He taught me the business side of the art, about leadership, entrepreneurship, and wealth-building. He profoundly altered the course of my life."

Cole built a career helping salon owners grow their businesses and started his own consulting business, Salon Development Corporation, in 1985 then joined L'Oreal Professional Products as a global salon business educator ten years later.

In the early '90s, his kids enrolled in Cretin-Derham Hall. They experienced some of the same academic challenges that Cole had as a student, but had the benefit of parents with the



knowledge and experience to help. Cole went to Dick Engler, then-President of CDH, and offered to help increase services to students who were struggling. Cole remembered his own days of shutting down in the classroom when he didn't understand the material.

"When you start ninth grade and you're testing at a third-grade level, you learn to stop caring and just be apathetic," he said. "I'd rather be numb than dumb."

**"I have what I call obsessive philanthropic disorder.**

**That's what my soul is moving me to do.**

**I have time, I have talent, I have treasure, and if your cause touches my soul I'll give you all three.**

— MICHAEL COLE '71

Cole volunteered at CDH for years, looking for ways to help students who were struggling, so they wouldn't feel the way he had. Eventually, he realized that for some struggling students, high school was too late to catch up. At the same time, his granddaughter was struggling with dyslexia in kindergarten, and Cole was insistent on helping her avoid his struggles.

"Her teacher explained that from kindergarten to second grade they teach kids to read, so that in third grade they can read to learn," Cole said.

It was a lightbulb moment. He needed to help make sure all these kids were up to speed by the time third grade hit. He talked to Groves Academy, which had the best grade-level reading results around, and they agreed to partner with him to help more early readers. Cole personally funded the work at the beginning, and as they saw results, they needed more money and a broader distribution plan. In collaboration with the Catholic Schools Center of Excellence (CSCOE), he turned to President Frank Miley and the CDH Board of Directors, which agreed to help



*"When you start ninth grade and you're testing at a third-grade level, you learn to stop caring and just be apathetic."*

— Michael Cole '71

LEFT: Cole demonstrates hair cutting techniques in the 1970s.



ABOVE: His granddaughter, Chloe, plans to be a member of the CDH Class of 2027.

fund the program with a \$1 million contribution over five years.

"We had to convince all these people — executives with MBAs and impressive resumes — that this was the real deal. I walk in with just a note from my mother and a hairdresser's license," he said. "I showed them the pie charts, I showed them the miracle of literacy, and they got on board and unanimously voted yes."

The resulting curriculum, Believe and Read, is now operating at 33 Catholic grade schools with a plan to reach all 73 in the Archdiocese by 2022. Literacy scores are soaring, along with increased enrollment.

Cole's philanthropy isn't limited to education. He supports the St. Paul Monastery and Benedictine Center along with The Retreat, a center that helps young people recover from addiction.

"I have what I call obsessive philanthropic disorder," Cole joked. "That's what my soul is moving me to do. I have time, I have talent, I have treasure, and if your cause touches my soul I'll give you all three."

Cole enjoys reading with his grandchildren.





## Help Locate Our Missing Alums

Please help us to locate these alums from the CDH classes of 1991, 1997, 2002, 2006, and 2011. We encourage you to update your information, including: married name, email, address, and phone number online at [www.c-dh.org/UpdateInformation](http://www.c-dh.org/UpdateInformation) or contact Peggy Gartland Schafer '79 at [pschafer@c-dh.org](mailto:pschafer@c-dh.org) or 651-696-3318. Thank you

### **Cretin-Derham Hall Class of 1991**

Michael J. Bozicevich  
Tera R. Davis  
Tamara DeLisi Stire  
Joseph J. Foster  
Grady C. Hannah  
Theresa M. Hohensee  
Anthony P. Johnson  
Kristina Kochevar  
Lemkuhl  
Megan A. Lynch Seebeck  
Paula J. Mahowald  
Sara M. O'Hara Wagner  
Jill K. Rooney  
Adam D. Ruzichka

### **Cretin-Derham Hall Class of 1997**

Lucas A. Bartels  
Karissa M. Belisle Goers  
Kathrin Bilda  
Katica A. Boric  
Stephen S. Clifford  
Cibelly N. Delfino  
Thomas Fisher  
Patrick H. Flanagan  
Catherina I. Galovich  
Michael J. Garcia

Sassha S. Gervais  
Gabriel P. Gomez  
James Graves  
Nicholas N. Heath  
Matthew J. Hill  
Jessica L. Hodges  
Jill M. Huisenga  
Kathleen A. Hyland  
Katherine M. Johnson  
Mary K. Kipka  
Joseph J. Koegel  
Ellen M. Kohner Ashman  
Thomas J. Kunkel  
LaNeal L. Land  
Martin Luteran  
Aleksandar M. Markovic  
Megan T. McGuigan  
Edward D. McKim  
Christina Meier  
Kelly A. Norgard  
Gabriel Rodriguez  
Bridgette A. Rongitsch  
Kerry M. Sheehy  
Kimberly D. Steward  
Paul S. Swisher  
William T. Tautges  
Allison J. Trauley

### **Cretin-Derham Hall Class of 2002**

Joseph C. Bitzer  
Amy L. Brueggemann  
Regina A. Carroll  
Suzanne M. Conlin  
Elizabeth M. Cuddy  
Jennifer L. Darling  
Jessica M. Fried  
Betelhem Gebremeskel  
Andrea Hefty  
Paul E. Huemmer  
Timothy J. Kreiser  
Matthew J. McEiver  
Bridget M. O'Brien  
Shannon M. Pates Xhola  
Nelson Paz  
Katherine L. Perkovich  
Emily J. Redmond  
Alexander R. Richtman  
Margaret M. Rogers  
Margaret R. Roscher  
Molly M. Samuelson  
Kimly Sarin  
Stacy L. Sergot Guinn  
Patrick L. Smallman  
Paige M. Stevenson

David A. Swenson  
Michael J. Trudeau  
Justin M. Trupe  
Katherine A. Wild  
Matthew J. Zimniewicz

### **Cretin-Derham Hall Class of 2006**

Benjamin L. Amundson  
Max B. Diederich  
Robert W. Galligan  
Kathryn A. Grayson  
Grayden J. Hunziker  
Kevin A. Kolve  
Jeffrey L. Kotta  
Michael D. Leininger  
Lauren P. Lentsch  
Michael B. Marz  
Alejandra Paz  
José R. Rocha  
Anna R. Schumacher  
Rachel L. Van Hoven

### **Cretin-Derham Hall Class of 2011**

Delaney R. Black  
Peter S. Doughty  
Juliet H. Farmer  
Madison E. Hewett  
John T. Kleason  
Yida Li  
Allias J. Porter  
Devon F. Quist  
Michael J. Williams



**We need  
your help!**

### **CDH Alumni**

#### ***Do you still live at your parent's house?***

If not, please update us on where we can send reunion information, class updates, and other news about CDH.

### **Parents of CDH Alumni**

We are making a tremendous effort to update our addresses for our CDH alumni. Many of them still have your address in our database and we need your help to update our data. Please notify us of your son's or daughter's current contact information or have them visit the link below to update us easily online.

***Go to [c-dh.org/UpdateInformation](http://c-dh.org/UpdateInformation)***

## 1940s

**Ken Micko '40** had his story of being captured as a prisoner of war during WWII on the same day his daughter was born publicized in the *Star Tribune*. The article's headline is "One veteran's uncanny day in WWII."

## 1950s

**John (Jack) Taylor '54** retired from the board of Ever-Green Energy after 38 years.

**Duane Geisen '55** enlisted in the Army as a PFC thanks to JROTC, then in '61, joined St Paul Police. He lived both careers concurrently for 40+ years, retiring as a Field Artillery Lieutenant Colonel, and Police Officer. During his service in St. Paul and Vietnam, he was awarded numerous commendations. Married in '58, he and Donna produced a family of six Cretin and three St. Agnes graduates and lived a wonderful life of happiness for 57 and a half years. Today, he is retired, am a Knight of Columbus, an active member of Cursillo, parishioner of the church of St. Henry in Monticello, MN., and living alone on his 35-acre hobby farm near Monticello. He has 43 grand- and great-grand-children.

**Mary Alice Mullerleile '55** was honored with an Endowed Chair in English at St. Catherine University where she is a faculty emerita and trustee emerita. Notably, she was the founder of the university's continuing education program.

## 1960s

**Gary Francis, M.D. '61** has been named Professor Emeritus by the University of Minnesota. He is a cardiologist at the University Hospital and has also been honored with a Lifetime Achievement Award and the Distinguished Teacher of the Year award.

**Archbishop Emeritus Robert L. Carlson '62** has retired from the Archdiocese of St. Louis, Mo., where he served as the Archbishop for 11 years.

**Dennis Denning '62** was honored with his photo behind home plate at the Twins' first playoff game. Denning had an exceptional coaching career for more than thirty years.



**Thomas Golden '63** moved to Franklin, TN after retiring, where he became a Realtor. He published a memoir in 2019 titled, *Ramblings of a Baby Boomer Wannabe*. He recently sold his house and moved into a condo, and is looking forward to traveling extensively.

**Edward Kurhajetz '63** has been recruiting for Wisconsin Senior Olympics, encouraging men and women over 40 to participate. Last year, more than 1,500 people participated in more than 25 competitions.

**Tom Schreiber '68**, guitar player for Chicken Foot Revival (formerly Woodtick Armageddon) was one of the judges for the 2020 Battle of the Jug Bands at the Caboose Bar in Minneapolis. His band won the 2019 Battle, which is why he was chosen as a judge. Tom had written an original jug band song, "Preacher Came a Knockin'." In his spare time, Tom is retired and hiding in Wisconsin.

**Father Pat Kennedy '69** is hosting a podcast each week reflecting on the gospel. You can find it by searching for *Fr. Kennedy's Podcast* on Google or any podcast app.

## 1970s

**Scott DeLisi '71** has recently written a book, *The Ambassador's Dog*, about a very special encounter on a remote trail in what was once the ancient Kingdom of Lo near the Tibetan border in Nepal. A three-time American Ambassador and career diplomat for over three decades, Scott now runs a charitable foundation called Engage Nepal dedicated to the people of Nepal, works as a consultant for the State Department, and is an honorary professor of Military Science for Old Dominion University.



**1950s // Dick Bobnick '55** is a nationally and internationally published illustrator and portrait artist. After being a lead illustrator at four of Minneapolis' largest advertising art studios he went on his own in 1990 to pursue his favorite subjects; famous persons in history, sports, films, music, and religion. That led to commissions from many national corporations and publishers of books and periodicals.

**Paul Molitor '74** was inducted to the College Baseball Hall of Fame.

**Patrick Judd '79** has been a police chaplain for 32 years and was just recently made the Director of Chaplain Corps for the St. Paul Police.

**Jim Landwehr '79** has published his memoir titled, *Cretin Boy*, and it is now available in both paperback or eBook. The book details his high school days, both inside and outside the walls of Cretin High.

## 1980s



**Steve Dennis '84** received the 2020 Volunteer of the Year award from the Cottage Grove Area Chamber of Commerce.

**Monica Nilsson '85** has become Executive Director of Haven Housing. The Sisters of St. Joseph helped found the organization, which, in part, provides shelter or housing to women and families in former convents at Church of the Ascension and St. Anne's-St. Joseph Hien in north Minneapolis.

**Martha Hanzel Johnson '87**, Assistant Dean for Learning Abroad at the University of Minnesota was featured in MinnPost, discussing the university's approach to study abroad programs and planning during the COVID-19 pandemic.

**John R. Mazzitello '88**, PE, PMP, MBA has been appointed as the new Deputy Director of Public Works — Program

Delivery for Ramsey County. He has also been sworn in to the Mendota Heights City Council. He will fill the seat until December 31, 2022.

## 1990s

**Colleen Stephens '90** is an Academic Counselor at University of St. Thomas. In addition to her work advising, she was selected to teach Foundation for College Success to First-Year UST students. "It's been so enjoyable and rewarding to spend time in the classroom setting teaching college students," she said.

**Tina Dale Goetz '91** is the faith formation director at St. John the Baptist church in Jordan, MN.

**Ernesto Ybarra '92** painted a mural on the new West Side pedestrian bridge. The mural is intended to celebrate the people and diversity of the neighborhood.

**Jodie Loebli-Lecker '95** was named Activities Director at Woodbury High School.

**Katie McNamara Howie '98** has started a portrait project showing what at home looks like for healthcare and other frontline workers during the COVID-19 pandemic.

**John Zobitz '98** has been named a Fulbright professor and was awarded a research position in Finland. He and his family will be living in Finland from January–September 2021.

## 2000s

**Mark McElroy '00** was honored with the game ball from a recent Gopher football game for his continued service to the program in a security role.

**Brian White Jr. '01** opened a new ice cream shop, 2 Scoops, in St. Paul.

**Iris McCloughan '06** performed an original work created for Zoom. The piece was titled "Madeleines: Tell Me What it Was Like."

**Asha Belk '07**, a photographer and social worker, was featured in *MSP Magazine*, *Elle Magazine*, and on WCCO radio in the midst of June's unrest.

**Broderick Binns '07** is the Executive Director of Diversity, Equity, and Inclusion at the University of Iowa.

**Ryan McDonagh '07** won the Stanley Cup with the Tampa Bay Lightning.

**Sarah Super '07** has been at the forefront of creating the nation's first Memorial for Survivors of Sexual Violence. The memorial will be unveiled on October 10 and will be located at Boom Island Park in Minneapolis.

**Anne Alter '09** received her PhD in Mechanical Engineering from Stanford this past June. She did her doctoral work on microsensor systems, and is now working for the Apple Motion Sensing Hardware Team at their headquarters in Cupertino, CA.

## 2010s

**James Onwualu '13** has been signed to the Las Vegas Raiders.

*The Dose of Support – Self-care in Healthcare* podcast featured **Ellie Strafelda '14** talking about her experience as an Occupational Therapist. On another episode, **Amy Strafelda Kusterman, DPT '16** was also featured to discuss her dual inpatient-outpatient physical therapy role.

**Jacob Pinc '17** has been asked to play in the Northwoods Baseball League. Jacob headed across the river to Wisconsin to play for the Green Bay Booyahs.

**Becca Leininger '18** worked with a team at the University of St. Thomas to create summer programming for students who are deaf, hard of hearing, or English language learners.

## 2020s

**Matt Gleason '20** has joined the hockey team at Colorado College.



We love sharing the news of our alumni from Derham Hall, Cretin, and Cretin-Derham Hall! Please send updates to [news@c-dh.org](mailto:news@c-dh.org).





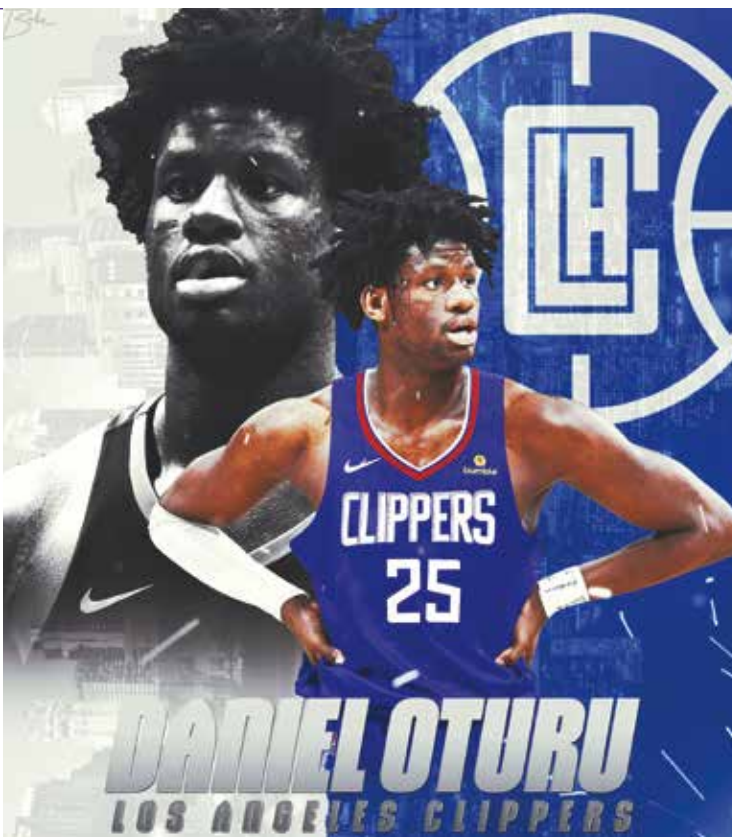
**Sean Van Gemert '96** has been named Director of Admissions at Cretin-Derham Hall. He brings a deep passion for the school, as well as a high level of sales, analysis, and strategic thinking, honed throughout a successful 20-year career in business. Most recently, Van Gemert was a Senior Vice President at UBS Wealth Management. He has been involved with CDH on various levels since he graduated, most recently as a Class Representative and a member of the CDH Alumni Association.

"I'm thrilled and honored to be coming back to CDH, a school that has positively impacted my life and many others," said Van Gemert. "Our teachers, students, families, and alumni provide a truly unique educational experience that is second to none. We, as a CDH community, have so much to offer young adults and their families, I'm grateful for the opportunity to share our story."



**Daniel Oturu '18** was chosen 33rd in the NBA draft, making him the first Raider to ever play in the NBA. Daniel is CDH's all time leader in points, rebounds and blocked shots in a high school career that culminated in the Raiders winning the 2018 State Boys' Basketball Championship. He will play for the LA Clippers.

Oturu credits much of his success to his time at CDH. "CDH is a unique place," he said. "There were so many people there to guide me and put me on the right path. They helped me outside of basketball, learning in the classroom, and just growing as a person and becoming more mature."



# Cretin-Derham Hall TRADITIONS

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Anne Cullen Miller

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The Ek family	Cecelia Shearon '21
Tatum Evans '21	Carly Sullivan '21
Cameron Kawalec '24	Jeff White

## Connect with Us!

We have great news to share. Stay connected with the school! Be proud of what is happening at CDH!



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[c-dh.org](http://c-dh.org)

## We'd like to hear from you...



*Traditions* welcomes letters related to subjects in the magazine. Letters of 250 words or less are preferred. We reserve the right to edit letters whenever necessary.

Please address your letter to:

*Traditions*  
Cretin-Derham Hall  
550 South Albert Street  
St. Paul, MN 55116  
Or news at [c-dh.org](http://c-dh.org).

## **Traditions**

*Traditions* is published semi-annually by the Advancement Office. In an effort to save postage and reduce multiple pieces to one address, we have attempted to mail one piece per household. We would appreciate it if you would share this publication with other alumni in your family.

## **Bits of History**

Do you have high school memorabilia that need a new home? We are always willing to take old yearbooks, dance bids, buttons, diplomas, rings and other items that may be collecting dust in your house.

Contact Peggy Gilligan at [pgilligan@c-dh.org](mailto:pgilligan@c-dh.org) or call 651-696-3319

## **Email News**

If you are currently NOT receiving emails from CDH and would like to re-subscribe, please go to our website: [c-dh.org/UpdateInformation](http://c-dh.org/UpdateInformation).

## **Update Your Info**

If this publication is addressed to a family member who no longer lives with you, please notify the Advancement Office at 651-696-3318, or email to [pschafer@c-dh.org](mailto:pschafer@c-dh.org).





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