

Gonzaga College High School



2016-2017

Catalogue

GONZAGA MISSION STATEMENT

Gonzaga College High School is a Catholic college preparatory school for boys operated by the Society of Jesus and its colleagues under the governance of an independent Board of Trustees. Drawing its inspiration from the spiritual vision of St. Ignatius Loyola and the apostolic and educational tradition of the Jesuits, it offers a values-oriented and academically challenging curriculum to young men of diverse backgrounds from all over the Washington metropolitan area.

Gonzaga views its urban setting in the heart of the nation's capital as a significant advantage in fulfilling its goals, allowing its students to interact with the larger Washington community and to learn leadership skills and civic responsibility as part of their overall development. Moreover, Gonzaga strives to create a dynamic and caring learning environment which it unites with its academic, extra-curricular and athletic programs to help form Men with and for Others, that is, graduates who are:

**open to growth;
intellectually competent;
religious;
loving, and
committed to doing justice.**

Gonzaga does not discriminate on the basis of race, color, national or ethnic origin in the administration of educational policies, admissions policies, financial aid programs, athletic or other school-administered programs, nor does it discriminate on the basis of sex in its hiring practices.

Gonzaga's school facilities are in compliance with the Environmental Protection Agencies AHERA. The school's Asbestos Management Plan, dated January 1989, and the Re-inspection Report, dated June 2000, are available for inspection in the Office of the President.



Gonzaga College High School

Founded 1821

Chartered by
THE THIRTY-FIFTH CONGRESS
OF THE UNITED STATES OF AMERICA

Accredited by
THE MIDDLE STATES ASSOCIATION
OF COLLEGES AND SCHOOLS

Member of
THE JESUIT SCHOOLS NETWORK
THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
ASSOCIATION of INDEPENDENT SCHOOLS of GREATER WASHINGTON

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Philosophy and Objectives

By the time of his graduation, the Gonzaga student has accomplished much of the transition to the world of young adulthood. He is not yet fully mature, but he has definitely left behind the world of childhood. He has been engaged in the process of creating a distinct personal identity. That identity is being fashioned through a continuous process of development, a “rising spiral” that overcomes the possibility of failure through the steady acquisition of skills and the nurturing of values. As the skills grow and the values deepen, the student experiences the satisfaction of mastery; and the anxiety and fear of failure give way to an increasing sense of self-esteem and self-worth. Slowly, hesitantly, but progressively, the student by the time of graduation has begun to approach maturity. This maturity best shows itself in generosity of spirit, in the courage to lead and in the desire to use talents and education in the service of others. The student by the time of his graduation has been working to assemble the intellectual and moral abilities necessary to deal with the complexities of the surrounding world. He is now able to frame questions, to seek coherence, to make judgments, to decide and to act.

The PROFILE OF THE GRADUATE AT GRADUATION which follows is an attempt to complete this vision of the young Gonzaga adult approaching maturity. The qualities which are summed up under the five categories below are those which identify the person capable of living as an adult Christian.

Open to Growth

The Gonzaga student at the time of graduation is open to growth and has matured as a person emotionally, intellectually, physically, socially and religiously to the point where he can take a significant degree of responsibility for his own growth.

Intellectually Competent

By the time of his graduation, the Gonzaga student has exhibited a mastery of the academic requirements necessary for entrance into college or some other form of advanced education. While the requirements are broken down according to subject matter areas, the student has also developed many intellectual skills and insights which cut across and go beyond academic requirements for college entrance.

Religious

By the time of his graduation, the Gonzaga student has a basic knowledge of the major doctrines and practices of the Catholic Church. He has also examined his own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition or community. What is said here, respectful of the conscience and religious background of the individual, applies to both the Catholic and non-Catholic graduate of Gonzaga. The level of his theological understanding is naturally limited by his level of religious and human development.

Loving

By the time of his graduation, the Gonzaga student is on the threshold of being able to move beyond self-interest or self-centeredness in relationships with others. He is also beginning to be able to risk some deeper levels of relationship in which he can disclose himself and accept the mystery of another person and cherish that person. However, his attempts at loving, while they are clearly beyond childhood, may not yet reflect the confidence and freedom of a mature person.

Committed to Doing Justice

The Gonzaga student at graduation has achieved considerable knowledge of the many needs of the local and the wider communities. He is preparing for the day when he will take a place in these communities as a competent, concerned and responsible member and leader. He has begun to acquire the skills and motivation necessary to live as a “Man for Others.” This attribute, which will come to fruition in mature adulthood, is already beginning to manifest itself.

No school should expect to be the primary agent responsible for all these qualities. Nevertheless, Gonzaga recognizes that all of them can be nurtured and prosper, or be inhibited and decline. It falls to the school, then, to determine ways in which all of these qualities can be developed in her students.



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**LOCATION**

Gonzaga is located within walking distance of the U.S. Capitol, Supreme Court, Securities and Exchange Commission, Superior Court of the District of Columbia, Library of Congress, United States Tax Court, United States District Court House, Smithsonian Institution, National Gallery of Art, Government Printing Office, Georgetown University Law Center, Union Station, Folger Shakespeare Library, Government Accounting Office, Main Post Office and the Martin Luther King Library.

Calendar of Events

JULY 2016

13 Wednesday
22 Friday

Summer Packet Mailing
Freshman Transition, Credit Review & Enrichment Programs end

AUGUST 2016

1 Monday
2 Tuesday
3 Wednesday
4 Thursday
5 Friday
12 Friday
15 Monday
17 Wednesday
18 Thursday
19 Friday
22 Monday

School Physicals due
Freshman Learn-to-Row Camp
Freshman Learn-to-Row Camp
Freshman Learn-to-Row Camp
Freshman Introduction to Squash
Freshman Learn-to-Row Camp
Varsity & JV Football Tryouts
Freshman Learn-to-Row Camp
Freshman Football Tryouts
Cross Country begins
Varsity & JV Soccer Tryouts
Water Polo begins
New Teacher Institute
New Teacher Institute
New Teacher Institute
Faculty Meeting
GMC Faculty & Staff Welcome Back Luncheon
Academic Council

23 Tuesday
24 Wednesday
25 Thursday

Sophomore, Junior & Senior Orientations
Post Trip Reflection Seminar for Seniors
New Families Welcome Picnic
Freshman Orientation & Olympiad
First Day of Classes
Assembly Schedule
Mass of the Holy Spirit
Formal Dress
Freshman Soccer Tryouts
Freshman Soccer Tryouts

26 Friday
27 Saturday
28 Sunday

Gonzaga Retreat Team Training
Gonzaga Retreat Team Training
Faculty & Staff Family Mass & Picnic
Ignatian Formation Co. meeting
Band Parents Night
GFC New Father Orientation

SEPTEMBER 2016

1 Thursday
5 Monday
6 Tuesday
7 Wednesday
8 Thursday
9 Friday
10 Saturday
12 Monday
13 Tuesday

Freshman Spirit Day
Labor Day
No Classes
Local Service begins
Fall Play Auditions
Fall Play Auditions
Varsity Crew Tryouts begin
Fall Freshman Crew begins
Freshman Spirit Day
Faculty Meeting
Faculty Dinner
Back-to-School Night
Fall Play Auditions
Fall Play Auditions
GMC Ignatian Reflection & Prayer Group
GDA Meet & Greet
Sophomore Retreat
Food & Friends
Sophomore Retreat
Library Ping-Pong Tournament
Academic Council
Alumni Association Meeting
McKenna's Wagon
Library Ping-Pong Tournament
Student Activities Fair
GMC Meeting
Community Schedule
School Mass
Formal Dress
Community Period
Sophomore Retreat
Sophomore Retreat
Library Ping-Pong Tournament
Jesuit Gridiron Classic @ Georgetown Prep
Gonzaga & Visitation Mass & Picnic @ Visitation
Sophomore Retreat
Food & Friends
Sophomore Retreat
HM Advisory Co.
McKenna's Wagon
GFC Steak & Ale Night
Freshman Spirit Day
PLC
Jesuit Soccer Classic
Jesuit Soccer Classic
Jesuit Soccer Classic
Sophomore Retreat
Emergency Drill Week
Choral Arts Parents Night
Food & Friends
Ignatian Formation Co. meeting
Sophomore Retreat

28 Wednesday

29 Thursday
30 Friday

OCTOBER 2016

1 Saturday
4 Tuesday
5 Wednesday
6 Thursday
7 Friday
10 Monday
11 Tuesday
12 Wednesday

Emergency Drill Week
Conversations that Count for Freshman Families
McKenna's Wagon
Emergency Drill Week
Headmaster's Newsletter & Interim posting
Emergency Drill Week
Emergency Drill Week

14 Friday
15 Saturday
16 Sunday
18 Tuesday

Homecoming
Food & Friends
McKenna's Wagon
Board Meeting
Library Chess Tournament
Senior Parents Night-Admissions Panel
Faculty Treats
Library Chess Tournament
Columbus Day
No Classes
Library Chess Tournament
Academic Council
Community Schedule
School Mass
Formal Dress
Community Period
McKenna's Wagon
GMC Meeting
End of 1st Quarter
Carmody Open
GMC Ignatian Reflection & Prayer Group
Alumni Reunions
St. Al's Dinner
Food & Friends
Kairos CXXXVIII begins
HM Advisory Co.
New Teacher Retreat
Special Schedule
PSAT/TerraNova Testing
12pm Student Dismissal
Senior Holiday
Professional Development
New Teacher Retreat
Report Cards posted
Joint GMC & GFC Meeting
Parent Teacher Conferences
Kairos CXXXVIII returns
Athletic Hall of Fame
Food & Friends
McKenna's Wagon
GMC Bake Sale for McKenna Center
Squash Tryouts
Junior Family Night
Squash Tryouts
HSPA Day
No Classes
Professional Development
Freshman Dance
Squash Tryouts
NHS Canned Food Drive
Ice Hockey Tryouts begin

19 Wednesday

20 Thursday
21 Friday
22 Saturday
25 Tuesday
26 Wednesday

27 Thursday
28 Friday

31 Monday

NOVEMBER 2016

1 Tuesday
2 Wednesday
3 Thursday
4 Friday
5 Saturday
6 Sunday
8 Tuesday

NHS Canned Food Drive
Food & Friends
NHS Canned Food Drive
McKenna's Wagon
Swimming & Diving begins
NHS Canned Food Drive
Junior & Senior Parent Financial Aid Night
Special Schedule & Day 5
Faculty Treats
GGBSJ Pep Rally
NHS Canned Food Drive
Fall Play: Peter & the Starcatcher
SAT at Gonzaga
Fall Play: Peter & the Starcatcher
Gonzaga FR Retreat Training
Fall Play: Peter & the Starcatcher
Food & Friends
Basketball Tryouts
Wrestling begins
Academic Council
Alumni Association Meeting
McKenna's Wagon
GMC Meeting
Visual Arts Open House Exhibit
Veterans Day
No Classes
Fall Play: Peter & the Starcatcher
Fall Play: Peter & the Starcatcher
Ignatian Family Teach-In
Mass of Thanksgiving

9 Wednesday
10 Thursday
11 Friday
12 Saturday
13 Sunday

| | | | | | |
|----------------------|-----------|---|----------------------|-----------|--|
| 15 | Tuesday | Food & Friends Kairos CXXXIX begins Concert Band Tech Rehearsal | 11 | Wednesday | Ignatian Formation Co. meeting McKenna's Wagon Library Ping-Pong Tournament Report Cards posted GMC Meeting |
| 16 | Wednesday | Community Schedule School Mass Formal Dress Community Period McKenna's Wagon Symphonic Winds Tech Rehearsal GFC Meeting | 12 | Thursday | Library Ping-Pong Tournament |
| 17 | Thursday | PLC Concert Band, Symphonic Winds & Orchestra Concert | 13 | Friday | Professional Development No Classes Freshman Retreat begins GMC Ignatian Reflection & Prayer Group Freshman Retreat |
| 18 | Friday | Kairos CXXXIX returns Headmaster's Newsletter & Interim posting PLC GMC Ignatian Reflection & Prayer Group | 14 | Saturday | Freshman Retreat ends |
| 20 | Sunday | Open House | 15 | Sunday | MLK, Jr. Day |
| 21 | Monday | Ignatian Formation Co. meeting Choral Arts Combined Rehearsal | 16 | Monday | No Classes Food & Friends Academic Council Parent Teacher Conferences McKenna's Wagon |
| 23 | Wednesday | Thanksgiving Holiday No Classes 121st Annual Alumni Smoker | 17 | Tuesday | GFC Beer & Brats Night Inauguration Day No Classes March for Life |
| 24 | Thursday | Thanksgiving Day | 18 | Wednesday | Food & Friends Kairos CXL begins HM Advisory Co. Community Schedule School Mass Formal Dress Community Period McKenna's Wagon Kairos CXL returns Student Activities Fair Varsity Rugby begins Substance Abuse & Mental Health Awareness Weeks Substance Abuse & Mental Health Awareness Weeks Food & Friends Sophomore Parent Night |
| 25 | Friday | Thanksgiving Holiday No Classes | 19 | Thursday | |
| 28 | Monday | Spring Musical Auditions | 20 | Friday | |
| 29 | Tuesday | Food & Friends Choral Arts Tech Rehearsal Spring Musical Auditions McKenna's Wagon Spring Musical Auditions | 23 | Monday | |
| 30 | Wednesday | | 24 | Tuesday | |
| DECEMBER 2016 | | | 25 | Wednesday | |
| 1 | Thursday | Spring Musical Auditions | 27 | Friday | |
| 2 | Friday | Professional Development No Classes | 29 | Sunday | |
| 3 | Saturday | GMC Gala WAMTC Band Festival FR Retreat Training | 30 | Monday | |
| 4 | Sunday | Library Speaker Series | 31 | Tuesday | |
| 5 | Monday | Choral Arts Dress Rehearsal | FEBRUARY 2017 | | |
| 6 | Tuesday | Food & Friends Library Speaker Series Ignatian Formation Co. meeting Academic Council McKenna's Wagon Board Meeting Library Speaker Series Christmas Cards & Treats Choral Arts Christmas Concert | 1 | Wednesday | Substance Abuse & Mental Health Awareness Weeks McKenna's Wagon |
| 7 | Wednesday | Community Schedule School Mass Formal Dress Community Period GMC Ignatian Reflection & Prayer Group DC Classic GDA Meet & Greet DC Classic DC Classic End of 2nd Quarter Special Schedule Review Day Testing Moratorium HM Advisory Co. Early Dismissal Schedule Reading Day | 2 | Thursday | Substance Abuse & Mental Health Awareness Weeks Men for Others Diaper Drive begins Special Schedule Substance Abuse & Mental Health Awareness Weeks Faculty Treats Delayed Opening Substance Abuse & Mental Health Awareness Weeks JV Rugby Tryouts FR Rugby begins Substance Abuse & Mental Health Awareness Weeks Food & Friends Academic Council Varsity & Freshman Crew begins Alumni Association Meeting Community Schedule School Mass Formal Dress Substance Abuse & Mental Health Awareness Weeks Community Period McKenna's Wagon Board Meeting Headmaster's Newsletter & Interim posting GMC Meeting Substance Abuse & Mental Health Awareness Weeks Men for Others Diaper Drive ends Substance Abuse & Mental Health Awareness Weeks PLC GMC Ignatian Reflection & Prayer Group ACT at Gonzaga PLC Food & Friends HM Advisory Co. Assembly Schedule Black History Month Assembly Formal Dress McKenna's Wagon GFC Meeting Early Dismissal Course Registration begins Faculty Meeting McKenna Center Benefit Presidents' Day No Classes Baseball Tryouts Golf Tryouts Lacrosse Tryouts Outdoor Track begins Tennis Tryouts Food & Friends Kairos CXLI begins McKenna's Wagon National Cathedral Choral Arts Festival Kairos CXLI returns GFC Father & Son Service Project Food & Friends |
| 8 | Thursday | | 3 | Friday | |
| 9 | Friday | | 6 | Monday | |
| 10 | Saturday | | 7 | Tuesday | |
| 11 | Sunday | | 8 | Wednesday | |
| 12 | Monday | | 9 | Thursday | |
| 13 | Tuesday | | 10 | Friday | |
| 14 | Wednesday | | 11 | Saturday | |
| 15 | Thursday | | 13 | Monday | |
| 16 | Friday | | 14 | Tuesday | |
| 19 | Monday | | 15 | Wednesday | |
| 20 | Tuesday | | 17 | Friday | |
| 21 | Wednesday | | 19 | Sunday | |
| 22 | Thursday | | 20 | Monday | |
| 24 | Saturday | | 21 | Tuesday | |
| 26 | Monday | | 22 | Wednesday | |
| 27 | Tuesday | | 24 | Friday | |
| 28 | Wednesday | | 25 | Saturday | |
| 29 | Thursday | | 28 | Tuesday | |
| 30 | Friday | | | | |
| 31 | Saturday | | | | |
| JANUARY 2017 | | | | | |
| 4 | Wednesday | GBN Career Fair | | | |
| 5 | Thursday | Classes Resume | | | |
| 6 | Friday | Faculty Treats | | | |
| 8 | Sunday | FR Retreat Training | | | |
| 10 | Tuesday | Food & Friends Library Ping-Pong Tournament | | | |

MARCH 2017

| | | |
|----|-----------|---|
| 1 | Wednesday | Ash Wednesday Liturgy Assembly Schedule Formal Dress McKenna's Wagon GFC Ash Wednesday Reflection Mass |
| 3 | Friday | Faculty Treats Spring Musical: Curtains |
| 4 | Saturday | Theater Hall of Fame Spring Musical: Curtains |
| 5 | Sunday | Mother-Son Mass & Celebration Spring Musical: Curtains |
| 6 | Monday | End of 3rd Quarter |
| 7 | Tuesday | Food & Friends Academic Council |
| 8 | Wednesday | Freshman & Junior Speeches McKenna's Wagon GMC Meeting |
| 9 | Thursday | Sophomore & Senior Speeches Course Registration ends |
| 10 | Friday | Professional Development No Classes GMC Ignatian Reflection & Prayer Group Report Cards posted Spring Musical: Curtains |
| 11 | Saturday | Spring Musical: Curtains |
| 13 | Monday | Library Mini-Golf Tournament One Act Play Auditions NHS Convocation |
| 14 | Tuesday | Food & Friends Library Mini-Golf Tournament One Act Play Auditions HM Advisory Co. |
| 15 | Wednesday | Library Mini-Golf Tournament Parent Teacher Conferences McKenna's Wagon |
| 16 | Thursday | GFC Meeting |
| 17 | Friday | Early Dismissal Schedule |
| 19 | Sunday | Apopka Immersion Service Trip departs |
| 20 | Monday | Spring Break begins |
| 24 | Friday | Apopka Immersion Service Trip returns |
| 27 | Monday | Classes Resume |
| 28 | Tuesday | Food & Friends Kairos CXLII begins |
| 29 | Wednesday | McKenna's Wagon Alumni Art Exhibit Reception |
| 30 | Thursday | Senior Parent Night "Letting Go" |
| 31 | Friday | Adjusted Schedule Kairos CXLII returns |

APRIL 2017

| | | |
|----|-----------|---|
| 3 | Monday | Faculty Day of Prayer No Classes |
| 4 | Tuesday | Food & Friends Library Poetry Slam Academic Council Alumni Association Meeting |
| 5 | Wednesday | International Food Fair & Jazz in Gonzaga Park Library Poetry Slam McKenna's Wagon Spirit of Gonzaga Photo Contest entries due |
| 6 | Thursday | Legacy Day of Prayer Library Poetry Slam Jazz Band Concert |
| 7 | Friday | Assembly Schedule Ignatian Heritage Day Formal Dress Faculty Treats GMC Ignatian Reflection & Prayer Group |
| 10 | Monday | Easter Break begins |
| 18 | Tuesday | Classes Resume Food & Friends |
| 19 | Wednesday | McKenna's Wagon GMC Meeting |
| 20 | Thursday | Joint GFC & Visitation Fathers Club Meeting @ Visitation |
| 22 | Saturday | Jesuit Rugby Classic |
| 23 | Sunday | Jesuit Rugby Classic |
| 24 | Monday | Headmaster's Newsletter & Interim posting Concert Band Tech Rehearsal |
| 25 | Tuesday | Food & Friends Spirit of Gonzaga Photo Contest Exhibit HM Advisory Co. |
| 26 | Wednesday | Symphonic Winds Tech Rehearsal Community Schedule School Mass Formal Dress Community Period |

MAY 2017

| | | |
|----|-----------|--|
| 1 | Monday | |
| 2 | Tuesday | |
| 3 | Wednesday | |
| 4 | Thursday | |
| 5 | Friday | |
| 6 | Saturday | |
| 7 | Sunday | |
| 8 | Monday | |
| 9 | Tuesday | |
| 10 | Wednesday | |
| 11 | Thursday | |
| 12 | Friday | |
| 16 | Tuesday | |
| 17 | Wednesday | |
| 18 | Thursday | |
| 19 | Friday | |
| 22 | Monday | |
| 23 | Tuesday | |
| 24 | Wednesday | |
| 25 | Thursday | |
| 26 | Friday | |
| 29 | Monday | |
| 31 | Wednesday | |

JUNE 2017

| | | |
|----|-----------|--|
| 2 | Friday | |
| 3 | Saturday | |
| 4 | Sunday | |
| 7 | Wednesday | |
| 9 | Friday | |
| 26 | Monday | |

JULY 2017

| | | |
|----|---------|--|
| 4 | Tuesday | |
| 14 | Friday | |
| 21 | Friday | |

GMC Bake Sale for McKenna Center
McKenna's Wagon
Concert Band, Symphonic Winds & Orchestra Concert
PLC
Senior Art Exhibit Reception
Early Dismissal
Senior College Survey Assembly
Prom

AP Exams
Choral Arts Dress Rehearsal
AP Exams
Food & Friends
AP Exams
McKenna's Wagon
Board Meeting
Choral Arts Spring Concert
AP Exams
Band Awards Night
AP Exams
Faculty Treats
GMC Ignatian Reflection & Prayer Group
SAT at Gonzaga
Father Son Communion Breakfast
AP Exams
AP Exams
Food & Friends
AP Exams
McKenna's Wagon
One Act Play Festival
AP Exams
One Act Play Festival
Assembly Schedule
Charter Day
Formal Dress
AP Exams
Local Service concludes
Mother's Day Flowers
Choral Arts Awards Night
End of 4th Quarter
Special Schedule
Review Day
Testing Moratorium
Joint GMC & GFC Meeting
Special Schedule
Review Day
Testing Moratorium
Early Dismissal
Reading Day
EXAMS
Social Studies
Modern Language
EXAMS
English
Math
EXAMS
Classics, Math elective & Social Studies electives
Fine Arts & Computer Science
EXAMS
Science
Religion
Make-up Exams
Memorial Day
No Classes
Faculty Meeting
GMC Faculty & Staff Summer Send Off Luncheon

Graduation Practice, Class Photo & Picnic
Baccalaureate Mass & Reception
Commencement
New Mothers Luncheon
Report Cards posted
Senior Transcripts mailed
Summer Learning Programs begin
Freshman Transition
Credit Review Program
Enrichment Program

Fourth of July
No Classes
Summer Packet mailing
Summer Learning Programs end
Freshman Transition
Credit Review Program
Enrichment Program



A HISTORY AND INTRODUCTION TO GONZAGA COLLEGE

Gonzaga is the oldest educational institution in the old Federal City of Washington. Gonzaga College opened its doors to the young men of the Federal City in 1821. It was then located on the north side of F Street, NW, between 9th and 10th Streets. The building's foundation stone was laid in 1815 by Bishop Leonard Neale, auxiliary to Archbishop John Carroll, the first American bishop of the Catholic Church. Both men were originally Jesuits. The building was first intended to become a House of Novices for the Jesuits, but this plan was abandoned. After standing empty, or according to one report, housing a small school, the Jesuits entered their building in 1820 and started a House of Philosophy for Jesuit Scholastics. In the months that followed, the Jesuits were besieged with requests from Catholics and non-Catholics alike in Washington to allow their sons into the college (which was originally under the charter of Georgetown College), not to become Jesuits, but for a good basic education. The Jesuits agreed, and the Washington Seminary, as Gonzaga was originally called, began classes for lay students in 1821.

The school flourished. On one famous occasion, President John Quincy Adams came to the Commencement and examined the boys in Latin and Greek. However, the school was a day school only. It was not endowed. The only way to pay for the running of the school was to charge tuition. This was contrary to the rules and regulations of the Society of Jesus at that time, and after much prompting from Rome, and many attempts to disguise the fact of tuition, the Seminary saw the Jesuits depart in 1827, although (as the Jesuit Catalogue for 1829 states) it was in a flourishing condition.



The first Gonzaga College on F Street, N.W. 1821-1871

The small school continued in the building on F Street, though there was nothing like the former splendor. The building stood next to the old St. Patrick's Church, the city's oldest Catholic parish. The rector, Fr. Matthews, was the first native-born American to be ordained in America by Archbishop Carroll. He tried many times to bring the Jesuits back to the school. Even though the rules against tuition were changed in Rome in 1833, it took another 15 years before they did return. In 1848, the Seminary reopened, and was instantly successful. In 1849, President Zachary Taylor was present at the Commencement, a sure sign of good standing.

The school continued to operate under the charter of Georgetown College. This must have proved increasingly awkward, because in 1858 the Seminary was successful in obtaining its own Charter. Located in the District of Columbia, this meant that Congress was the only legal authority to grant such a document, and so on May 4, 1858, President James Buchanan signed into law the Act of Congress creating the "PRESIDENT AND DIRECTORS OF GONZAGA COLLEGE." The school had a new charter and a new name. But the new name was not popular. For many years after, the school was called the "Old Seminary." A copy of the Charter hangs outside the Headmaster's Office. It is of interest to note that the school is indeed a College, empowered to grant degrees in the arts and sciences. Although there were a few bachelors who graduated with degrees from Gonzaga in the last century, the number was very small, and by the turn of the century, the higher education program at Gonzaga had died out.

In 1859, the Jesuits built and dedicated a church on North Capitol Street to St. Aloysius Gonzaga, a Jesuit saint of the 16th century, after whom the school was also named. At that time, the area in which the church was located was virtually rural. There were very few buildings in the area, and North Capitol Street itself little better than a country lane. However, in 1871 the school left the bustling center of Washington, and occupied a building near the new church. It was located on Eye Street, N.W., and had been built in the 1860s as an orphanage. This is the present Kohlmann Hall, and it accounts for the strange shape of some of the classrooms. The move was nearly disastrous. There were so few people living in the area that enrollment went down precipitously, and there was a real question about the survival of the school.



The second Gonzaga College (Kohlmann Hall) 1871 and the Theatre 1896-1912 on Eye Street, N.W.

However, it struggled on, housed in one small building. Kohlmann Hall originally contained the Jesuit community, including those Jesuits responsible for the church, the high school and the department of higher education. Looking at Kohlmann Hall today, one can only wonder as to how they squeezed everything in. However, squeezing is a long Gonzaga tradition. The neighborhood gradually expanded, and houses appeared where previously there had been fields. The numbers of students applying to the College increased, and by the time of the 75th anniversary of the founding of Gonzaga, in 1896, the school was ready to expand.

The first addition to Gonzaga was the present theater, Gonzaga College Hall. It was built in the garden that stood between Kohlmann Hall and the Jesuit Rectory, which had been built in 1887. It was a magnificent addition, and many a great reception and commencement has been held there. It is one of the oldest theaters in the city, and it preserves all the scene-changing equipment that was standard in the 1890s. People from outside, including the Folger Theater, have come to inspect it, as it is a virtual museum of theater in its own right. Everything also works, as you can see during the school's musical presentations.

By the turn of the century, pressure on space must have become intolerable, and a move started to build a new school. In 1912, the present Dooley Hall opened, amid great fanfare, with Cardinal Gibbons presiding. The facade, looking out onto Eye Street (which was a regular street, with houses on the other side until the 1970s), incorporated the old facade of the theatre, so that the two buildings look like one. It was the last word in modernity, and all were extremely proud of their new school. Kohlmann Hall now became an adjunct building of the parish and was not used by the school.

Thus began a long period of peace and stability for the College. The area became solidly Irish Catholic, bringing prosperity to school and parish alike. The curriculum of the school was based on the universal Jesuit plan, the "ratio studiorum." This was to be found in every Jesuit school in the world. It emphasized the classics and followed a logical progression of studies through the years. There was very little change in curriculum from one year to the next. There were also large numbers of Jesuits who taught in the school, and lay people were relatively few. In a typical year, for example, there would be 15 to 20 Jesuit scholastics doing their regency at Gonzaga. In an age with little or no inflation, and mostly Jesuits teaching, tuition remained at less than \$200 per year until 1956.

There were changes going on, however, beyond the control of the school. The Irish Catholic neighborhood changed. The earlier generation began to move out to the suburbs, and a newer, poorer generation of non-Catholics began to move in. The fortunes of both parish and school began to change. The whirlwind hit with the city-wide riots in 1968, and fires could be seen all around the campus site. Gonzaga and St. Aloysius were untouched, however, tributes to the esteem in which both were held by an otherwise desperate inner city population.

The first casualty of this time was the parochial grade school. Built in 1903, it closed in about 1960, and was taken over by

Gonzaga and the Academy of Notre Dame. It became Cantwell Hall. However, despite this sign of confidence, the enrollment of the high school began to fall, as the inner city began to be seen as undesirable by people living in the suburbs. In the early 1970s, serious thought was given to closing Gonzaga altogether, or at least moving to the Maryland or Virginia suburbs. Neither happened.

The Maryland Province of Jesuits declared its total commitment to Gonzaga as a school serving the inner city of Washington. It sent Jesuits there to back up its confidence in the school. As a tangible sign of courage and determination, the school obtained its playing field in 1973. The dilapidated housing in the block across the road from the school had been torn down, and the people who had been living there were re-housed in the Sursum Corda housing scheme two blocks north of Gonzaga. Fr. Horace McKenna was highly instrumental in that project. Indeed, there is a street named after him there. They were in better housing, and the school had a new playing field. As Coach Kozik said then, for the first time in 100 years, Gonzaga could play a home game.

The school's fortunes continued to revive throughout the 1970's and 1980's with the construction of a gymnasium, the Carmody Center, and the acquisition of an abandoned apartment building next to Kohlmann Hall, refurbished to become Forte Hall. Then in 1989, Notre Dame Academy closed, and Gonzaga moved into the building that is now Ruesch Hall. The physical evolution of Gonzaga continues to this day. In 2000, the school concluded its first major capital campaign to realize the first phase of a campus master plan. This entailed the complete rebuilding and expansion of Cantwell and Ruesch Halls into a state-of-the-art academic facility with new science, music and technology centers. Virtually all that remains of the original 19th century school buildings are the decorative facades on North Capitol and K Streets. Phase II brought the renovation and expansion of the dining area, a new student activity center, handicapped accessibility for the Theater, Dooley Hall and St. Aloysius Church, improvements to the Carmody Center, completion of the outdoor quadrangle and renovation of the Jesuit residence. Phase III envisions renovations of the Theater and Dooley Hall.

Today, Gonzaga's location, which twice in the past appeared to be a threat to the school's continued existence, is one of the chief reasons for its success. Three blocks from the Metro, served by many bus lines, and close to the main railway line at Union Station, Gonzaga is one of the most accessible institutions in the metropolitan area. The excellence of its academic program and the fervor of its spirit have combined to make Gonzaga what a *Wall Street Journal* editorial called "the premier Catholic High School of Washington." Its curriculum and co-curricular programs, now very different from the old *Ratio Studiorum*, seek to respond to present day needs while incorporating the rigorous standards that prepare students for college careers. The old school has a long history of triumphs and tragedies, and has come through them all stronger for the experience. Its mission remains one of educating "Men for Others," following the Jesuit vision as inspired by the life and teachings of Jesus Christ.



The Gonzaga Eye Street Campus
From the left, Forte Hall (1930's); Kohlmann Hall (1860's); the Gonzaga Theatre (1896) and Dooley Hall (1912); the Jesuit Rectory (1887); St. Aloysius Church (1859); Buchanan Field (1973).

ADMISSION

The principal criterion for admission to Gonzaga is a student's potential for success in the school's overall educational program. Gonzaga has consistently attempted to enroll young men of high scholastic aptitude and manifest leadership potential.

In making its decisions on admissions, the school relies especially on the following:

- 1) the student's middle school marks,
- 2) recommendations from the student's present school,
- 3) the student's performance on the High School Placement Test*,
- 4) thorough and accurate completion of Gonzaga's own Application Form,
- 5) a hand-written essay from the student,
- 6) involvement in extra-curricular activities

Applicants are required to submit a completed application, personal essay, and application fee by the December 9 deadline. Any interested student is encouraged to visit the admissions section of Gonzaga's web site for additional pertinent information on the application process.

In certain cases, students are admitted under special academic conditions. These must be satisfied if the student is to stay at Gonzaga.

*Catholic elementary school students in Washington, Maryland, and Virginia will take this at their school in the Fall of their 8th grade year. The Archdiocese of Washington administers this test for students in other schools in early December and early January. Please call the Catholic Schools Office for further information at 301-853-4587.

Transfer Students

Candidates from other high schools may apply to transfer into sophomore or junior years. They should contact the Office of Admissions as early in the school year as possible.

Gonzaga students who intend to transfer to another school must notify the Headmaster in writing prior to requesting the sending of transcripts from Gonzaga to the new school.

ACADEMICS

Credit

A credit unit at Gonzaga is normally granted for the successful completion of a full-year course. One-half credit unit is normally granted for the successful completion of a semester course.

Every Gonzaga student is required to complete successfully at least twenty-five credit units in order to qualify for graduation. Each year, in addition, has a minimum credit level for successful completion. Informed and professional guidance is given to every student in the selection of his courses.

Every student must earn a minimum of six credits each year, except freshman year. All freshmen must earn seven credits. To earn six credits, a student must take no fewer than six courses per semester.

For a student to receive academic credit for a semester's work, he must earn a passing grade for that semester. No credit is given for a year course if a student fails or withdraws from that course in the second semester. See the section on Grading for details.

Grading

Letter grades in all courses mean the following:

- A = outstanding achievement
- B = very good achievement
- C = satisfactory achievement
- D = unsatisfactory achievement
- F = failure

Although the passing grade in each subject is "D", this is not a college recommendation grade. The college recommendation grade is "C".

A semester average is determined by the average of two quarter grades and the exam grade. No plus or minus grades are given for the quarter grades or for the exam marks. A plus or minus grade may be the average for the semester and it is only this average that is recorded on the transcript.

If the first semester average is an "F", the student must earn at least a "C-" average for the second semester to pass for the year.

If a student earns an "F" in the fourth quarter and on the final exam, he fails the second semester of that course. In a full-year course if a student earns a final grade of "F" in the second semester, he fails for the year no matter his first semester average.

A student, who has failed a course for the year, must retake it in Gonzaga's summer session to earn credit for that course. No student will be allowed to return for the following year if he retains an "F" on his record. Therefore, all failures must be rectified in summer session. There is one exception that can be made for seniors at the discretion of the Headmaster. If a senior has earned enough credit to allow him to graduate, has met all course requirements and has failed a non-required course, at the discretion of the Headmaster that senior may graduate. The failed grade will simply be placed on the transcript and summer session, while advised, will not be required.

A student who has received one or two "D" grades at the end of the year who is not eligible for academic dismissal (see section on Academic Dismissal) will be strongly urged to repeat the subject(s) in Gonzaga's Summer Learning Program so that he may be better prepared to do next year's work and give evidence on his transcript to college admissions personnel that he has remedied the "D" grade(s).

Absentee Policy and Credits

Academic credit may be withheld if a student fails to meet the conditions of our absentee policy. Please see the student handbook for details.

Study At Home

It is expected that at least three hours of study each day will be needed for a student to prepare his class work. Although some of that preparation may be done during free periods at school, most of it will be done best at home. It will involve reading and writing assignments.

Examinations

Written final examinations are regularly scheduled at the conclusion of each semester. At times, oral examinations, term papers, or projects substitute for or supplement final written examinations. Examinations count for one-third of the semester grade.

A senior will be exempted from the final exam in the spring semester of a course if he maintained an "A" average in both the third and fourth quarters. This exemption does not apply to AP courses. Students who take an AP course must take the AP exam at the end of the year. Failure to sit for the AP exam will result in an exam grade of "F" on the student's report card. Exemptions from the AP exam are given at the Headmaster's discretion in the case of illness or other extenuating circumstance.

Advanced Placement Courses and Exams

Students who are enrolled in an Advanced Placement course agree to complete the course in its entirety and to take the AP exam(s) associated with the course. Failure to take an AP exam will result in a failing grade for the second semester exam and loss of AP weighted credit which is recorded on student's official transcripts and calculated into his cumulative GPA. Furthermore, any college/university that the student has indicated as their final choice will be notified of this change.

Academic Dismissal

No student will be allowed to return to Gonzaga if he has failed more than two courses. Those students whose academic records are unsatisfactory will be considered for dismissal by the Headmaster after consultation with teachers, the student's counselor and other administrators. Students with two Fs, one F and two or more Ds or more than three Ds will be eligible for dismissal at the discretion of the Headmaster. Students will not be allowed to repeat the year.

Academic Probation

Students who are in academic trouble will be placed on probation for the following year. The probation will last for the entire next year. Under this probation a student must maintain a 2.0 average or, at least, a final report with no "F" average for any course. Students who fail to meet the conditions of the probation will be eligible for dismissal. Dismissal decisions are made at the discretion of the Headmaster.

GPA

A grade point average (GPA) is calculated for each student at Gonzaga. For comparison purposes, a distribution of GPA's for all the students in a particular class appears on each student's transcript. Although no ordinal rank is computed, using the distribution one can determine approximately how a student compares with his peers.

GPA's are based on all courses taken at Gonzaga and no others. For these courses, the GPA is calculated (based on A=4, B=3, C=2, D=1, F=0) with AP courses earning an additional one point and Honors an additional 0.5. In the event a course is re-taken in the summer learning program, the summer learning program grade is averaged with all school year grades.

Students are advised to consider Honors and Advanced Placement courses. Advanced classes challenge the student to learn at an accelerated level.

Interim Reports

Interim reports are available online for a student's parents or guardians toward the middle of each marking period. These reports may be either teacher warnings about possible failure or teacher commendations for outstanding work during that marking period. Parents and guardians are asked to give prompt and serious attention to these reports.

Grade Reports

A report of school work is generated and available online four times a year. Parents of those students having academic difficulties are urged to consult with the appropriate teacher or counselor. Parent-Teacher Conference evenings are scheduled on the calendar just after the first three marking periods to facilitate this communication.

Course Changes

A course can be changed without notation on the permanent transcript if the change occurs within the first two cycles of the semester.

After the second cycle is over, a student may change a course only at the beginning of the second quarter. Changes will be made by the Academic Dean when extraordinary circumstances exist.

If a student withdraws from a course after the first two cycles, a "W" will be placed on the transcript. There is one exception. If a student changes level in a course, e.g. from or to an honors or AP level course then no mention will be made on the transcript of the course changed. Only the course changed to will be listed on the transcript. The grade from the old course is carried over into the new course.

Deadlines for withdrawals are as follows: end of quarter one for a one semester fall course, end of quarter three for a one semester spring course and the last day of the first academic cycle of the Spring semester for a full year course.

Procedure for Course Changes

After discussing potential course changes with his parents or guardians, the student should then see his counselor. If a switch is deemed appropriate, the student should see the Academic Dean to finalize any changes.

No change is official until approved by the Dean. In some cases, signatures of counselors and parents may be required.

The Transcript

Gonzaga's official transcript provides several different types of information pertinent to a student's academic record. It records semester grades for all of the courses a student has studied at Gonzaga. It also provides a cumulative grade point average and a distribution of GPA's, which helps colleges to determine how a particular student's academic record compares with those of his classmates.

The College Counseling office will process up to 10 transcripts for college application purposes. If a student wishes to apply to more than 10 colleges, a fee of \$5.00 will be charged for each additional transcript. Transcripts will be processed within three business days of a formal request.

Policy on College Admission Test Reporting

Colleges use several different types of standardized test scores to evaluate students for admission. The Educational Testing Service of the College Board administers two tests, the SAT Reasoning Test and SAT Subject Tests. American College Testing administers a third test, the ACT. The SAT Reasoning Test, a measure of critical thinking skills, is designed to measure how well a student applies the knowledge he has gained during the high school years. The ACT is also a cumulative knowledge exam, which tests students in four areas: English, math, reading, and science reasoning. All colleges and universities in the United States accept either ACT or SAT Reasoning Test results. We encourage students to take both tests.

The SAT Subject Tests are a set of specific area tests that measure mastery of subjects like English (literature), math, history, science and languages. These tests should be taken in June of the academic year immediately following the student's completion of specific courses. It is also important to recognize that colleges do not use SAT Subject Tests and Advanced Placement exam results in the same manner. Advanced Placement exam results are never used to determine whether to admit a student to a particular college. Rather, they are typically used to award the student advanced standing or exemption, with or without college credit, from university courses at the introductory level. SAT Reasoning, SAT Subject Tests and ACT scores are not recorded on the transcript because students may elect not to send these scores to particular colleges. The senior counseling staff will help each student decide where to send his various standardized tests scores. Arrangements to send these scores to colleges are made directly with the testing services.

The Dean's List

Honors are determined by a student's GPA. First Honors are awarded to those students who have earned a GPA of 3.9 or higher; Second Honors, 3.6 to 3.89; Third Honors, 3.2 to 3.59. Names of students meriting Honors are displayed on the Dean's List Display Board.

Summer Learning Programs

Gonzaga sponsors three separate programs in its summer learning program. The Freshman Transition Program is a course-based orientation designed to prepare incoming 9th graders for the academic demands of high school and to introduce them to a few of the faculty and to the campus; some of the rising 9th graders are recommended to attend. The Summer Enrichment Program offers all students the opportunity to explore new interests, enhance skills, or review subjects. The Credit Review Program is for enrolled students who need to make-up credits or to master material they missed during the academic year.

When a student takes a Credit Review course to make-up a failure or to improve a 'D', the Credit Review mark will be noted on the transcript and will be used with the grade from the regular session to calculate GPA. While students may take courses in other summer programs with the approval of the Headmaster and the appropriate Department Chairman, only grades from Gonzaga's Credit Review Program will be used in the calculation of GPA.

Georgetown University Bridge Program

Each year a limited number of Gonzaga seniors are permitted to take Georgetown University courses for college credit. This credit is generally transferable to the college the student will attend. Georgetown charges only a nominal tuition for these courses when the courses are taken through the Bridge Program. If a student chooses to take a course outside of the Bridge Program, he must pay the full tuition. Students must have the written permission of the Academic Dean to enroll in the Bridge Program.

Application must be made in the spring of junior year. While the Counseling Department coordinates the process for Gonzaga, each student must meet requirements set by the Director of Admissions at Georgetown for acceptance into the program. The students are scheduled for courses in the Bridge Program only if the Gonzaga course schedule permits. If you have further questions about this program, please call your son's counselor or the Academic Dean.

Canvas Guidelines

1. All homework assignments will be posted by faculty to Canvas by 4:00PM if they are due the following school day.
2. Homework assignments appear on the calendar the day and time they are due, not the day they are assigned or the day the teacher expects the students to do them.
3. Faculty may only require assignments to be due on days which Gonzaga is originally scheduled to be in session. Assignments may not be due on weekends, holidays, or breaks.
4. Homework assignments may be altered to account for inclement weather or other emergency closures. These must be posted by 4:00PM on the day of the closure and due the next day that Gonzaga is in session.
5. Faculty may not require students to complete tests or quizzes on weather/emergency closure days. If a test day is missed due to an unscheduled closure, faculty may administer the test on the next day Gonzaga is in session, regardless of the testing cycle day.

"Continuity of Learning" Days

On days when access to campus is restricted due to weather related or other emergencies, the Headmaster may call for "Continuity of Learning" (COL) days. On such days, it is the expectation that faculty and students are actively engaged with one another through the use of Canvas. On these days, testing may occur and new assignments may be assigned and due.

Learning Differences Accommodation Policy

Gonzaga College High School is an institution dedicated to academic excellence and integrity. It recognizes, in the spirit of *cura personalis*, or care for the whole person, that each of its students learns differently. It is with an intentional focus on *cura personalis*, therefore, that members of Gonzaga's faculty and staff work together to ensure each student's success in the classroom.

Gonzaga faculty and staff members are committed to providing reasonable accommodations to students with documented learning differences without fundamentally altering our established curriculum. Any student with a documented learning difference should consult with his Class Counselor to ensure that appropriate documentation is on file in the Counseling Department. Once appropriate documentation has been received, the Class Counselor will share a list of students with documented learning differences with the appropriate administrators.

Appropriate documentation must state the specific diagnosed learning difference and provide a professional's recommendation for accommodations to be used in the school setting. Appropriate documentation must be less than three years old, and from a licensed professional psychologist, educational psychologist, or other qualified professional. The Academic Dean and Headmaster, in consultation with the Class Counselor, will determine what academic accommodations, if any, will be permitted. Gonzaga may afford students with documented learning differences the following academic accommodations or other such accommodations as approved by the Headmaster:

1. Up to 50% or time and a half available on classroom tests as well as mid-terms and finals
2. Preferred seating in a desk that aids student learning (i.e. front of the classroom, closest to the board/projector screen, etc.)
3. Use of portable technology for the purposes of note taking and/or lecture recording or to respond to essay tests.
4. One-on-one assistance and additional resources provided by the Center for Academic Excellence and/or Gonzaga's Writing Center

A list of approved accommodations will be shared with each student's teachers by the Class Counselor. In order to receive extended time on any given classroom test, a student must schedule a time, in advance, with the faculty member to finish his test within one school day after the test is administered. Tests may not be taken early.

COURSE REQUIREMENTS & ELECTIVES

Requirements

- Religion - four years ~ Seniors: Social Justice Program for Christian service (one semester) in addition to Systematic Theology
- English - four years
- Mathematics - one year beyond Algebra II/Trigonometry
- Social Studies - four years
- Science - three years of laboratory science (Biology and Chemistry must be taken before an elective)
- Language - successful completion at Gonzaga of level 3 in one language with three years of study at Gonzaga in no more than 2 different languages
- Art or Music Performance Courses (Symphonic Band/Choral Arts/Applied Piano) - one year
- Physical Education and Health - one year

Freshmen must successfully complete at least 7 credits.

Sophomores and Juniors must successfully complete at least 6 credits.

Seniors must successfully complete at least 6 credits, of which at least 4 must be at Gonzaga.

Elective Courses

| | |
|--|---|
| Latin (fourth year) | Advanced Art, Video Communications, Photography, Film Study |
| Greek (three years) | Modern Language |
| Independent Tutorials | Social Studies (American Government, Political Science, War & Politics into the 21 st Century) |
| Computer Science | Science (Physics, Environmental Science) |
| Intermediate Band, Wind Ensemble, Choral Arts, Chamber Choir | Mathematics (Linear Algebra, Statistics, Personal Finance) |
| Music Appreciation/Music Theory | |

Advanced Placement (college level) courses are offered to qualified students in Art History, Studio Art, Latin, French, Spanish, English, Biology, Chemistry, Physics, Psychology, Environmental Science, two levels of Calculus, Statistics, Computer Science, European and United States History, Human Geography, Economics and Government.

Here is a sample of the course of studies a student must follow in order to meet the graduation requirements.

| <u>Freshman</u> | <u>Sophomore</u> | <u>Junior</u> | <u>Senior</u> |
|-----------------------|----------------------|----------------|----------------|
| Religion | Religion | Religion | Religion |
| English | English | English | English |
| Mathematics | Mathematics | Mathematics | Mathematics |
| Social Studies | Social Studies | Social Studies | Social Studies |
| Language | Language | Language | Science |
| Science or Art/ Music | Science or Art/Music | Science | Elective |
| PE/Health | Elective | Elective | Elective |

All students must take at least six courses per year. In freshman year, all must take seven. A student may opt to satisfy his Fine Arts requirement in either 9th or 10th grade. Art Basics, Choral Arts, Band, Applied Piano or Applied Vocal Studies satisfy the art/music requirement.

Students may satisfy the language requirement by reaching the third level of study in Latin. While this should not interfere with a student's chance for admission to the college of his choice, it might cause some difficulties in satisfying the language requirement of a University. Specifically, if a University does not have a Classics department or does not recognize the classics as satisfying a modern language requirement, a student who studied Latin in high school will have to begin anew his language studies in College. Please call the College Counseling office for more information. Students who choose to take Latin to satisfy the language requirement should also consider taking a modern language in the elective spots during his junior and senior years as a hedge against any problem he might encounter in applying to college.

FINANCIAL INFORMATION

Gonzaga College High School is not supported by any tax funds and has a limited endowment. It depends primarily upon the payment of tuition and fees in order to operate. By the fact of registration of a student, by the fact of payment of the registration fee and by signing the reservation agreement, parents and guardians accept the following financial obligations towards the school:

General Fees

| | |
|---|----------|
| Annual Tuition | \$21,475 |
| Registration (non-refundable, applied to tuition) | \$1000 |
| Graduation Fee (Seniors) | \$150 |
| Application Fee | \$ 35 |

A student's registration is completed when the parent has sent in the registration fee, registration card, course selection card, and signed student reservation agreement. The tuition is to be paid as follows: \$1000 Registration Fee by March 11, \$10,237.50 by August 1, and \$10,237.50 by January 3. Parents who would find it more convenient to pay tuition through a monthly payment plan should contact the Business Office. Textbooks and school supplies are not included in the above fees. The cost of books will be approximately \$500.

In the event of separation after July 1, 2016, any tuition and fees otherwise due later in the academic year shall become due and payable in full within thirty (30) days of such separation. All notifications to withdraw must be in writing and addressed to the Headmaster.

All students, including those receiving financial aid, are required to pay all fees.

The Board of Trustees has determined that no student will be allowed to attend classes or sit for exams if his tuition bills are not settled. Families whose bills are not paid in full will be notified by the Business Office. Additionally, no transcripts will be sent for students whose bills are not settled. A diploma will not be granted until all accounts are settled.

Refunds on Tuition

Gonzaga primarily relies on tuition to operate and our budgets are predicated on specific enrollment figures. Students who withdraw from the school for any reason - voluntarily or not- after the commencement of the academic year will not receive a refund and will be responsible for the full year's tuition. Gonzaga offers tuition insurance through the Dewar Tuition Refund Plan (TRP) at an additional cost. This plan can help parents to meet their financial obligation to Gonzaga if the student leaves the school. Information on TRP will be provided by Gonzaga during registration.

Financial Assistance

We do not want the cost of tuition to prevent you from considering Gonzaga as your first choice school. If you cannot afford Gonzaga's tuition, you are strongly encouraged to apply for need-based financial assistance that is available to deserving students from several different sources. During the 2016-2017 academic year, over one-third of our students will receive aid in excess of \$2.9 million.

Financial assistance must be applied for annually. Grants are not automatically given from year to year. In order to apply:

1. Call the Admissions Office by December 1 to request financial aid information. Complete the online application carefully with the School and Students Services (SSS) at sssbynais.org/parents along with the required fee by January 10 (for incoming students) and March 10 (for returning students). When you submit your application to the SSS, also send a copy of the application to the admissions office with an optional cover letter (see below).
2. Submit a copy of your federal tax form for the past year by May 1. This should be sent directly to the Admissions Office.
3. Submit a cover letter in which you may state the amount of aid you are requesting and any special circumstances that affect your need for a grant.

SCHOLARSHIPS AND ENDOWMENTS

Scholarships and endowments are funded by gifts from members of the Gonzaga community and their friends, the interest of which sustains a perpetual scholarship for a needy Gonzaga student. The following is a listing of fully and partially endowed scholarships.

The Age Quod Agis Fund

Established through the generosity of George Beuchert '41, this fund, as its Ignatian name implies, enables Gonzaga to "keep doing what it's doing" by supporting the maintenance and operations of its physical plant.

The Jeffrey H. August '83 Book Fund

This fund was established by family and friends to perpetuate the memory of Jeffrey August '83.

The David D. Barbosa '63 Memorial Scholarship Fund

This scholarship fund was established in memory of David D. Barbosa of the Class of 1963 by his mother, Mrs. Rose C. Chaconas. This fund provides financial assistance to a deserving student.

The Jay A. Bell '75 Memorial Scholarship Fund

Established as a memorial gift by friends and the family of Jay A. Bell '75 (John, Sr. '48, John, Jr. '72, Jeffrey '75, and Jules '79) this fund provides financial assistance for a worthy and needy student who would otherwise be unable to attend Gonzaga.

The Edward J. Berdaus '26 Scholarship

The Edward J. Berdaus '26 Scholarship was established by Ella V. Berdaus through a bequest in her will in loving memory of her husband, Edward, to provide financial assistance to a needy Gonzaga student who has shown that he is willing to do the work required of a Gonzaga education.

The Thea Tillie Boone Scholarship

The Thea Tillie Boone Scholarship is named after a woman who loved all children, but especially her own and her grandchildren. The education provided to her grandson Erik '99 was a source of great pride for Tillie, and in her name, many needy children for years to come will benefit from a Gonzaga education.

The Charles W. '35 and Florence N. Boyle, Jr. Scholarship

This fully endowed scholarship was established by his sister, Dr. Regis Louise Boyle, from the estate of Charles and Florence Boyle to provide scholarship assistance to academically and personally promising students to attend Gonzaga.

The J. Chester Brady, M.D., Scholarship Fund

The Brady Scholarship is made possible through the generosity of Dr. J. Chester Brady to provide scholarship assistance to a deserving student who has shown outstanding promise or distinction.

The Robert C. Brooks and Lily B. Brooks Spiritual Fund

The Robert C. Brooks and Lily B. Brooks Spiritual Fund was established in honor of Robert and Lily Brooks's enduring faith and spirit. Resources designated to this fund are devoted to those Gonzaga traditions and initiatives that propagate the Roman Catholic Church's call to be "Men for Others."

The Vincent C. Burke, Jr. '40 Endowed Scholarship Fund

Established in honor of Gonzaga's esteemed alumnus, Vincent C. Burke, Jr. '40, for his many years of leadership and service to the Greater Washington, DC area community, this fully endowed scholarship provides financial assistance for young men who otherwise would be unable to attend Gonzaga.

The Thomas A. Cantwell Scholarship Fund

The fund was established by Thomas A. Cantwell, Class of 1905, a generous benefactor of the school. Cantwell Hall has been named in his honor.

The Jerry A. Cardarelli '57 Endowed Scholarship

Established by Kathryn Cardarelli, mother of Jerry '57 and grandmother of Jerry '87, through her last will and testament, this fully endowed scholarship provides the opportunity of a Gonzaga education for a young man of Italian heritage, whose family otherwise could not afford the full cost of tuition.

The Kevin W. Carmody '62 Endowed Scholarship Fund

This fund was established in 1982 in memory of Kevin W. Carmody of the Class of 1962 by his family and friends. This is a fully endowed scholarship fund to enable fatherless students to attend Gonzaga.

The John Carroll Scholarship Fund

The fund is a gift of the Maryland Province of the Society of Jesus. It provides financial assistance to needy minority students.

The Richard Chisholm '88 Book Fund

This fund is a gift from Bernadette T. Attwood to honor her son, Richard Chisholm '88, after he donated one of his kidneys to her for a transplant operation. Mrs. Attwood believes that many of the qualities that allowed Richard to make such a loving gift were instilled in him at Gonzaga. The Richard Chisholm Book Fund provides textbooks for needy students.

The Parkman H. Clancy Scholarship

A gift of Parkman H. Clancy, Class of 1938, this endowed scholarship provides financial assistance to a student who otherwise could not afford to attend Gonzaga.

The Class of 1942 Fund

The fund was established by members of the class on the occasion of the fiftieth jubilee anniversary of their graduation from Gonzaga.

The Class of 1944 Endowed Scholarship Fund

The fully endowed scholarship is funded by the generous contributions of the Forty-Four Club, one of Gonzaga's most esteemed and devoted classes. It provides a scholarship for needy, deserving students.

The Class of 1949 Endowed Scholarship Fund

The fund was established in 1989 by the members of the Class of 1949 on the occasion of their fortieth reunion. This is a fully endowed and continuously growing fund.

The Class of 1950 Scholarship Fund

Inspired by a challenge grant, members of the Class of 1950 are working toward a scholarship endowment of one hundred thousand dollars.

The Class of 1953 Scholarship Fund

The scholarship was founded on the occasion of the class's fortieth reunion. It is funded through the gifts of the class and sales of the video documentary *Gonzaga: A School Of Men For Others*.

The Class of 1966 Scholarship Fund

The fund was established by members of the Class of 1966 in 1991 on the occasion of the twenty-fifth anniversary of their graduation. Members of the class contribute to this fund with the hope of endowing a full scholarship.

The Cleary Family Scholarship Fund

The Cleary Family Scholarship is a gift of Vincent D. Cleary of the Class of 1956. It provides a half scholarship to a needy student.

The John Coakley '79 Scholarship Fund

Supported by the family and friends of John Coakley '79, this fund annually provides a full scholarship for a needy student.

The Catharine and Francis J. Collins, Sr. Endowed Chair in English Literature

This fully endowed academic chair was established by the Collins Family in 1983 to promote scholarship, literary appreciation and creativity at Gonzaga College High School.

The Francis J. Collins, Sr. Endowed Scholarship Fund

The endowed fund was established in 1985 by the family of Francis J. Collins, Sr. – Mrs. Catharine Collins, Francis J. Collins, Jr. '56, Maureen McHugh, and friends of Mr. Collins. In view of his faithful devotion to Jesuit education, his wisdom, and his service to the Society of Jesus, Mr. Collins was awarded an honorary degree in 1979 by Gonzaga College High School, proclaiming him a graduate of the College and a member of the Class of 1919.

The James J. Crider '44 Fund

Established as a memorial gift by Howard F. Didsbury and other friends and family of James J. Crider '44, this endowed fund provides funds so needy students can fully participate in all the school's activities.

The Crilley-Dolan Scholarship Fund

This is a full scholarship for a needy student. The gift is made annually in memory of Dianne Crilley, wife of Michael Crilley '80, and Ned Dolan of the Class of 1980. The scholarship is funded by the many friends and families who participate in the annual Ned Dolan Invitational Golf Tournament.

The Virgil S. Crisafulli '57 Endowed Chair in Classical Studies

Established by bequest in his last will and testament, the Virgil S. Crisafulli '57 Endowed Chair in Classical Studies fosters the Jesuit educational tradition of eloquentia perfecta through the study of Latin and Greek by supporting a faculty salary.

The Charles E. Culpeper Foundation Chair

This was established by a grant from the Charles E. Culpeper Foundation and the help of Francis J. McNamara '45, to begin an endowment for faculty salaries.

The Joseph P. Curseen, Jr. '72 Memorial Scholarship Fund

Established by his Gonzaga classmates and friends, this fund is in memory of Joseph P. Curseen, Jr. '72, who gave his life in service to America in the wake of the September 11, 2001, terrorist attacks. This scholarship provides financial assistance to a needy and deserving student, with priority given to a young man from Joseph's childhood neighborhood of Southeast Washington, DC.

The Michael and Kathleen Curtin Faculty Fund

This is an endowed fund that promotes continued excellence in teaching at Gonzaga. Michael Curtin, a former member of the Board of Trustees, and his wife, Kathleen, are parents of three Gonzaga graduates: Michael '82, Kevin '83, and Matthew '97.

The Philip D. Digges Memorial Fund

Established by Mrs. Philip D. Digges in memory of her husband, the fund provides financial assistance to students with high academic and leadership potential from northern Virginia, whose families would otherwise find it difficult or impossible to pay for tuition.

The Donohoe Family Scholarship Fund

The scholarship was established by members of the Donohoe family in 1992, one of Gonzaga's oldest and most loyal families.

The Rev. Bernard J. Dooley, S.J. Endowed Scholarship Fund

Established by an anonymous donor with a gift of one million dollars, this fund will keep alive the dream of Gonzaga's esteemed President Emeritus Rev. Bernard J. Dooley, S.J., that Gonzaga forever be a place where all boys, regardless of family resources, can come to learn to be "men for others."

The Tommy Dunigan '45 Memorial Scholarship Fund

The fund was established in memory of Thomas Dunigan of the Class of '45, who sustained a serious injury in a junior varsity football practice session on November 9, 1943, and died 13 days later. His courage in the face of adversity was an inspiration to all of his classmates. The fund is a gift of Philip N. Daly '47.

The Gerald W. Farquhar '47 Endowed Scholarship

This fund was established in memory of Gerald W. Farquhar '47 by his colleagues, friends, and clients at Victor O. Schinnerer Company. This scholarship provides financial assistance to a needy and deserving student.

The Christopher T. Flannery Endowed Scholarship Fund

Established by an initial leadership gift from the Flannery family and the Gonzaga Class of 2014, the Christopher T. Flannery Endowed Scholarship Fund was established to perpetuate the memory of Gonzaga's legendary "Maestro" and provide financial assistance for a deserving boy to attend Gonzaga.

The Jonathan Forde '99 Scholarship Award

As a loyal and loving son, brother, boyfriend and friend, Jonathan Forde truly lived by the motto: *A Man for Others*. Throughout his life he excelled at whatever he committed to doing. In high school, he was a star athlete on the lacrosse team, and in the military, he was a steadfast soldier who led his troops with great courage and fortitude. He wasn't afraid to be a leader, and he always led by example. Jonathan served his country with great honor and bravery as a Staff Sergeant in the Virginia National Guard and was a decorated veteran of Operation Iraqi Freedom. He died while serving his country and will be truly missed by all.

The Forte/Degnan Scholarship Fund

Established by Jeanne Degnan Forte in 2013, this fund provides annual financial assistance for three Gonzaga students (a rising sophomore, junior, and senior) who have successfully demonstrated high aptitude in the sciences. Jeanne Forte and her late husband, Albert J. Forte, Sr., are longtime supporters of the Gonzaga community. Family members attending Gonzaga include G. Neil Degnan '55, Vincent J. Forte '74, Gregory T. Forte '78, Christopher D. Forte '02, Brian F. Forte '04, and Christian M. Forte '14.

The John Joseph Fuller '41 Fund

This perpetual scholarship fund was established in memory of Ensign John Joseph Fuller '41 by his family. It is available every four years.

The Antonio Godoy '84 Scholarship Fund

The Class of 1984 established the fund in memory of their classmate, Antonio Godoy, who died suddenly on September 3, 1981.

The Good Shepherd Scholarship Fund

The Good Shepherd Scholarship Fund was established through the generosity of anonymous donors who are the parents of an alumnus from the Class of 1999. Aid preference goes to a student who seeks a challenging, nurturing, socially-concerned, and faith-filled education at Gonzaga and who is from the Good Shepherd Catholic parish in Alexandria, Virginia.

The Thomas and Anne Grant Scholarship Fund

Established by Peter M. Grant, a member of the Class of 1974, the Thomas and Anne Grant Scholarship provides annual financial assistance to a deserving student residing in Virginia, whose financial circumstances might otherwise preclude enrollment at Gonzaga.

The Geordan G. Harris '03 Endowed Scholarship Fund

Established by family, friends, classmates, and colleagues, this scholarship honors the memory of Geordan G. Harris of the Class of 2003. The scholarship provides needed financial assistance for a rising senior and a paid summer internship in the real estate development, construction, or legal field.

The Matthew A. Heard '67 Endowed Scholarship Fund

The Matthew A. Heard Fund is made possible through the continuing donations of the Class of 1967 and the family and friends of Matthew A. Heard '67. This is a fully endowed scholarship that continues to grow.

The Henderson Family Scholarship Fund

The fund was established by Charles Henderson '63 and his family to provide a quality Jesuit education to a deserving student in need.

The Rev. Cornelius A. Herlihy, S.J. Endowed Chair

The fund was established by alumni from the Classes of 1942 to 1950 and sponsored by The Forty-Four Club, as a perpetual endowment to promote quality instruction by highly competent Catholic teachers. Father Herlihy was the Prefect of Discipline from 1942-48 and taught Latin and Religion from 1940-48. This is a fully endowed academic chair that continues to grow.

The Michael D. Hurley '67 Scholarship Fund

The fund was established in memory of Michael D. Hurley of the Class of 1967 by his parents, Mr. and Mrs. Raymond D. Hurley, and friends of the family.

The Geza M. Illes '91 Memorial Scholarship Fund

Established to perpetuate the memory of Geza M. Illes '91, this endowed fund provides financial assistance to a deserving student who would otherwise be unable to attend Gonzaga. The Geza M. Illes '91 Memorial Scholarship continues to grow from gifts of Geza's family, classmates and friends, most notably Mr. and Mrs. Geza P. Illes, Mr. and Mrs. Gabor J. Kelemen, Mr. and Mrs. Eugene Massey, and Mr. and Mrs. John Vardaman.

The Ronald E. Jerro Endowed Scholarship Fund

Established by William E. Jerro '90, and supported by family and friends of Gonzaga parent Ronald E. Jerro, this scholarship provides financial assistance to one student each year who otherwise would not be able to afford a Gonzaga education, and who exemplifies Gonzaga's motto of being a "Man for Others."

The Jesuit Community Scholarship

Established by the Gonzaga Jesuit Community, this scholarship provides financial assistance to a deserving student in need.

The Kell-Down Educational Trust Fund

The fund was established by the late Francis X. Downey '44, in memory of his father and mother to assist needy and deserving Gonzaga students.

The Thomas V. '40 and Michael T. Kelly '75 Scholarship

The Michael T. Kelly '75 Scholarship was founded in 2005 by combining memorial contributions made after Mr. Kelly's death in Iraq in 2003 with contributions made by David Bradley, CEO of the Atlantic Magazine, and with funds received through the sale of the book *Echo Ever Proudly*, edited by Paul Warren '68, a member of the Gonzaga Board of Directors. This is a Gonzaga Board-designated scholarship.

The Frederic G. and John A. Kerr Character Award

In honor of Frederic G. Kerr and John A. Kerr, this award was established for rising juniors and seniors who have commendably grown and persevered during their first two years at Gonzaga. The award is for students who are faced with challenges and who succeed through their persistence.

The Michael J. Kilduff '66 Scholarship

Michael Kilduff '66 was killed in action in Viet Nam. The scholarship in his memory is a gift from his friend and classmate, Edward Murphy '66. Mr. Murphy is establishing the scholarship through a \$100,000 bequest. This is the second scholarship Mr. Murphy has established in this manner.

The James V. Kimsey '57 Scholarship Fund

The scholarship was established by Mark Kimsey '84 to honor his father James V. Kimsey '57.

The Dr. Joseph S. Kozik Chair

This was established on the occasion of the venerable coach's 75th birthday in lieu of personal gifts. Dr. Kozik was a member of the Gonzaga faculty for over fifty years.

The LCDR Erik S. Kristensen '90, USN, Memorial Scholarship Fund

This fund was established in Erik's honor by his family, classmates and friends. A true patriot, Erik gave the ultimate sacrifice in defending his nation. As a Gonzaga student, he excelled in the classroom, on the playing field, and in the band while always maintaining a wonderful sense of humor. He truly lived by the Gonzaga motto: a Man for Others. The fund benefits a worthy student who comes from a military family.

The Philip and Madeline Lacovara Endowed Scholarship Fund

The fund was established by the sons of Philip Allen Lacovara; Philip '80, Michael '81, Christopher '82, Daniel '88, and Andrew, to honor their beloved father on the occasion of his 65th birthday. Philip Lacovara is the product of a Jesuit education, beginning at Xavier High School in New York ('60) and continuing at Georgetown University ('63). His uncompromising ethics, proud Catholic faith, numerous charitable endeavors, and devotion to his wife Madeline and their seven children, including daughters Elizabeth (Georgetown Visitation '85) and Karen (Visitation '86), have inspired his family to live as "Men and Women for Others." The scholarship provides four years of partial tuition support to a worthy student whose financial circumstances might otherwise prevent him from attending Gonzaga. Preference will be given to a student from Our Lady of Victory School, of which all of Mr. Lacovara's sons and daughters are graduates.

The William E. and Miriam K. Leahy Scholarship Fund

A fully endowed fund, it was established by Mrs. Miriam K. Leahy in memory of her late husband, William E. Leahy, Esq., who taught at Gonzaga as a young man during the 1909 academic year. The scholarship is awarded to a poor and deserving boy every four years, to be selected by the president of Gonzaga and Mr. James Fallon, executor of the Leahy estate.

The William '57 and Beverlee Lehr Scholarship Fund

The scholarship was established by Bill Lehr '57 and his wife, Beverlee, to provide financial assistance to minority students.

The Mariellen and Jerris Leonard Family Scholarship

This scholarship fund provides financial support for a student who has graduated from the Washington Jesuit Academy (WJA). Mariellen and Jerris' four sons graduated from Gonzaga, and the Leonard family has a long tradition of attending and supporting Jesuit high schools, colleges, and universities in the United States. Jerris served as Assistant Attorney General for Civil Rights in the Department of Justice, where he worked tirelessly to desegregate public schools in the South. This fund recognizes his dedication to quality education for all students, his many years of public service, and his life-long commitment to help the less fortunate.

The Dr. Henry J. Lerian '49 Scholarship Fund

Established by alumnus Dr. Henry J. Lerian '49, this scholarship provides aid for students with a solid academic background who cannot afford tuition.

The Thomas Liekweg '66 Scholarship

This scholarship has been funded in memory of Thomas "Denny" Liekweg '66 through the estate plans of his classmate and close friend, Edward Murphy.

The Keith-Sean Lindsey '84 Endowed Fund for Minority Students

Established in 1989 by the family, classmates, and friends of Keith-Sean Lindsey '84, this fund supports the tuition cost of minority students and perpetuates his memory as a scholar-athlete who persevered in always giving his very best.

The Mr. and Mrs. John J. Lively Scholarship Fund

The fund was established in loving memory by their sons Francis '72 and Joseph '74 and other members of the Lively family. The scholarship is designated to provide financial assistance to a fatherless boy at Gonzaga.

The Charles Everett Lloyd Scholarship Fund

Charles Everett Lloyd was a native Washingtonian who, in his last will and testament, created a trust fund to provide for the education of needy students who meet certain academic standards. This is a fully endowed scholarship.

The Harry and Marie Loftus Memorial Fund

The fund was established by Jerome C. '54 and Richard W. '56 Loftus in memory of their parents to assist deserving but needy students from Immaculate Conception Parish.

The Rev. Lucien F. Longtin, S.J. Scholarship

Established by the Gonzaga Jesuit Community, this scholarship provides financial assistance to a deserving student on his journey to becoming a "Man for Others."

The Mary and Daniel Loughran Fund

The fund was established by a gift from the Mary and Daniel Loughran Foundation to help Gonzaga begin a faculty endowment.

The Harvey S. Lowe '47 Fund

A gift of Harvey S. Lowe '47, this fund supports scholarship aid, faculty salary and capital improvements. Mr. Lowe has directed that his fund be divided among The Father Cornelius A. Herlihy, S.J., Chair; The Father Bernard J. Dooley, S.J., Chair; and The Dr. Joseph S. Kozik Chair.

The Richard A. MacFarlane '59 Scholarship Fund

The fund was established in memory of Richard A. MacFarlane '59 by his wife, Felicite, his parents, Mr. and Mrs. Francis MacFarlane, and other family members and friends.

The Charles O. and Helen W. Magnetti Scholarship Fund

The fund honors the memory of Charles Orison Magnetti and his wife Helen W. Magnetti, who believed in their faith and the power of education. Gonzaga provided both of these to their sons, Charles T. '68 and Thomas '71, and their grandsons, William Opdyke '84 and Anthony Kikendall '05.

The Gregory J. and Susan Maier Scholarship Fund

Established by Gregory J. and Susan Maier, parents of Timothy '92 and Christopher '96, the scholarship is awarded to a needy, deserving Eye Street student.

Manny Marshall '04 Scholarship Fund

This scholarship was established by family and friends to perpetuate the memory of Manuel J. Marshall '04, a scholar, athlete, and musician, who dearly loved Gonzaga.

The Thomas Matan, Jr. Scholarship Fund

The fund was established by Mr. and Mrs. Thomas W. Matan '57 in memory of their eldest son. This is a fully endowed scholarship.

The Theodore Cardinal McCarrick Endowed Scholarship Fund

Established by Washington, D.C., area business leader and philanthropist, A. James Clark, to the Keeping The Promise capital campaign, and directed by the Board of Directors to be part of the school's permanent scholarship endowment, this fund provides financial assistance for students who otherwise would be unable to attend Gonzaga. By doing so, the fund honors Theodore Cardinal McCarrick, whose spiritual leadership, record of community service, unwavering compassion for, and commitment to, the Archdiocese of Washington's poor and needy, exemplify Gonzaga's mission to be of service to others.

The Patrick T. McCarthy '94 Scholarship Fund

This fund was established by the family and friends of Patrick McCarthy '94, an alumnus who truly lived his life according to the Jesuit philosophy of being a Man for Others. In tribute to him, this scholarship is awarded to an energetic, rising senior who demonstrates good character through scholarship and sportsmanship, as well as consistently devoting himself to the ethic "a man for others."

The John J. McDonnell '36 Endowed Scholarship Fund

Established by John J. McDonnell '36 through his last will and testament, this endowed fund provides the necessary financial assistance annually for several boys who would otherwise be unable to attend the school.

The Rev. Anthony I. McHale, S.J. Endowed Chair in the Humanities

This was established by the members of the Class of 1957 in 1982 on the occasion of the 25th anniversary of their graduation.

The Gerald S. '44 and Helen McKenna Family Scholarship

This half scholarship is named for a family which has given much to Gonzaga. In recognition of the many gifts given Gonzaga by Gerald, Class of 1944, and Helen, including their eight sons, financial assistance will be available to a worthy, needy student.

The Rev. Horace McKenna, S.J. Scholarship Fund

The fund was established by the Class of 1983 in memory of Father Horace McKenna, the priest of the poor, for a graduate of the Higher Achievement Program.

The Msgr. John J. McMahon Memorial Scholarship Fund

The fund was established by Joseph Keating, former trustee and friend of Gonzaga. This endowed scholarship is intended to recognize and pay tribute to the late Msgr. John J. McMahon for his interest in Catholic education. The scholarship aims to assist needy and deserving students.

The Men for Others Scholarship Fund

Established with an initial pledge of sixty thousand dollars by Bill '58 and Linda Kirvan, this fund provides scholarship assistance to a needy boy. It is also hoped that this fund will continue to grow in size and influence through gifts made by men who received scholarship aid at Gonzaga and wish to help a boy receive a Jesuit education. Bill is a member of the Class of 1958. He and Linda are the parents of three Gonzaga alumni: William H. III '84, Michael '87, and Matthew '89.

The Joe "Boog" Miller '87 Memorial Scholarship Fund

This annual scholarship is named in memory of Joe "Boog" Miller '87, an alumnus who loved Gonzaga and embodied school spirit. Assistance is provided to a student from Prince George's County, MD, who desires to participate fully in all that Gonzaga has to offer through its academic and co-curricular activities.

The Millrose Athletic Association Scholarship Fund

Established at Gonzaga College High School through the good offices of Robert Mulligan, Trustee of the Association, the Millrose Athletic Association Scholarship Fund provides the necessary financial assistance for two students who otherwise would be unable to attend the school.

The George W. Miner '62 Scholarship Fund

This fund was established by Mr. and Mrs. George Miner in memory of their son, George II '62, who died suddenly on July 23, 1986. George was a member of the faculty of Gonzaga from 1967 to 1969. This fund is intended to help African-American students who wish to attend Gonzaga.

The Rev. Leo Monahan, S.J. Chair in Religious Studies

Established with gratitude by John '68 and Marion Madigan, the Rev. Leo Monahan, S.J. Chair in Religious Studies supports a faculty salary and honors the memory of a legendary Jesuit, who through his enthusiastic teaching of religion, gave his students enduring lessons for life.

The Carrie Moss Scholarship Fund

The fund was established by Jerry Graves '71 to celebrate the memory of Carrie Moss, a loving woman whose faith, strength of character and generosity will remain forever treasured by the Graves family. This fund provides financial support for a disadvantaged minority student who seeks to become one of Gonzaga's "men for others."

The Mother Teresa of Calcutta Scholarship

This endowed scholarship is named after the holy woman who brought her inspiring message to Eye Street when she delivered the Kohlmann Address in 1988. Founded by Sandra Andreas McMurtrie, former member of the Gonzaga Board of Trustees and mother of alumnus William McMurtrie '88, this endowed scholarship provides financial assistance for students who otherwise could not afford a Gonzaga education.

The James J. '53 and Edie Mulholland Scholarship Fund

Initially established by Charles E. Trafton '86 to honor the memory of James J. Mulholland '53, a true man for others, this scholarship will also forever recognize and remember the years of dedication and joy given to Gonzaga by Mary Edith "Edie" Mulholland. The fund provides financial assistance to a needy, deserving student.

The Edward J. Murphy '66 Scholarship Fund

This fund was established by Edward J. Murphy '66 to provide a Gonzaga education to young men who otherwise would be unable to attend the school.

The James Emerich Murray '44 Scholarship Fund

This is a fully endowed scholarship established in 1990 by the Estate of Rhea Murray in memory of her son, James, who died during his senior year at Gonzaga.

The Christian W. Myler '95 Memorial Scholarship Fund

This fund is named for Christian Myler '95, an alumnus who lived with fortitude and dignity and served our country with honor in the United States Marine Corps. To keep his spirit alive, his family and friends established this scholarship fund to be awarded to a needy student whose parent(s) are in the U.S. Marine Corps.

The James T. '44 and Joan Nalls Family Scholarship

This half scholarship is named in honor of a family that has remained steadfast to Gonzaga through the decades. James, Class of 1944, and Joan sent eight sons to Gonzaga, and in that spirit, this fund will ensure that worthy, needy boys will be able to attend for years to come.

The John and Thea Nardi Family Scholarship Fund

The fund was originally established by Dr. John Nardi in memory of his wife, Thea, to provide a half scholarship for a needy boy. Funded by family and friends, the fund was re-established by Chris Nardi '85 in 1997 to honor the memory of his parents, Dr. John and Thea Nardi. John and Thea were dedicated to the ideals of Gonzaga College High School. Thea served as President of the Mothers Club from 1983-84.

The Evelyn S. Nef Scholarship Fund

This fully endowed scholarship was established in 1990 by Mrs. Evelyn S. Nef, a friend of Gonzaga. The Evelyn S. Nef Scholarship provides the necessary financial assistance for one deserving student during each of his four years at Gonzaga.

The Joanne and Paul Neuland '27 Endowment Fund

This fully endowed scholarship was established in 1990 by Dr. Paul Neuland '27 to give financial assistance to needy students.

The Mark T. Noone Scholarship Fund

The fund is a gift of Maj. and Mrs. John B. Noone '45 in memory of their son, Mark. This fund provides financial assistance to a needy boy.

The Novak Family Fund

An endowed fund, the Novak Family Fund is a gift of Richard Novak, a member of the Class of 1983, and the Novak Family Foundation. The Novak Family Fund annually provides books and school supplies for needy and deserving boys.

The Karl F. Nygren '44 Scholarship Fund

Established by Karl F. Nygren '44 in grateful appreciation for the education and tuition financial assistance afforded him by the Jesuits of Gonzaga. This endowed scholarship provides financial assistance for a student who otherwise would be unable to attend Gonzaga.

The Patrick M. O'Brien '90 Memorial Fund

The fund was established in 1989 in memory of Patrick M. O'Brien of the Class of 1990 by his family, classmates and friends.

The Marjorie Merriweather Post Foundation Fund

This is funded by the Marjorie Merriweather Post Foundation.

The Dominik L. Pettey '15 Endowed Memorial Scholarship Fund

This fund was established to perpetuate the memory of Dominik Pettey of the Class of 2015 so that a deserving boy who could otherwise not afford the cost of tuition can realize his dream of a Gonzaga education.

The June M. Ramsey Family Award

The June M. Ramsey Family Award was established by Thomas W. '65 and James A. '72 Ramsey in memory of their mother, June M. Ramsey. The award is offered to a graduating senior and member of St. Joseph Parish, who excels academically and will be attending college.

The Reed Family Scholarship

The Reed Family Scholarship is a fully endowed scholarship established in 1998 by Kevin F. Reed, Class of 1966 (one of five brothers who graduated from Gonzaga), and his wife, Colleen, the parents of four Gonzaga graduates of their own (Daniel '92, Andrew '94, Brendan '99, and Steven '04). The scholarship funds are used to provide a Jesuit education for a qualified graduate of the Washington Jesuit Academy who has enrolled at Gonzaga.

The Richard C. '54 and Jeannie Ridgway Scholarship

Established by the benefactors of the Shepherd Foundation to honor the commitment and service of Dick Ridgway '54 and his wife Jeannie, this scholarship provides financial assistance to needy students at Gonzaga College High School.

The James Ronan '83 Scholarship

The James Ronan '83 Scholarship provides the necessary financial assistance so a student with academic potential can learn and grow into a Man For Others.

The Schule Family Scholarship

Established by Robert Schule '64 and his friends, the fund aims to provide scholarship assistance to needy, minority students who otherwise would not be able to benefit from a Gonzaga education.

The Joseph A. Schwartz, Sr. Endowed Scholarship Fund

This half scholarship was established by Joseph A. Schwartz III '64 in memory of his grandfather, Joseph A. Schwartz, Sr. The fund provides financial assistance to a deserving Gonzaga student.

The George W. Shaffer '55 Endowed Scholarship Fund

The classmates, parishioners, and friends of George Shaffer '55 have combined to establish a scholarship in his honor.

The Stephen E. Shields '66 Endowed Scholarship Fund

Established by friends and family, this fund is in memory of U.S Army First Lieutenant Stephen E. Shields, Class of 1966, who answered his country's call to perilous duty after graduating from Gonzaga and the University of Notre Dame. A seasoned Cobra helicopter pilot, Steve was killed in action on June 20, 1972, in South Vietnam. His memory should serve as an edifying example of what Gonzaga can send into the world. This endowed scholarship provides financial assistance to a deserving student.

The Daniel J. Slattery '58 Endowed Scholarship Fund

The classmates, parishioners and friends of Daniel Slattery '58 have combined to establish a scholarship in his honor.

The Dr. and Mrs. Thomas A. Strike Scholarship Fund

This perpetual scholarship was established in loving honor of Dr. and Mrs. Thomas A. Strike by their children and grandchildren to provide tuition assistance to a needy and deserving student striving for both academic and athletic excellence.

The Rev. Bernard A. Suppe, S.J. Scholarship Fund

This fully funded perpetual endowment was founded by the members of the Class of 1952 to perpetuate the memory of one of their favorite teachers. The scholarship provides full tuition to a deserving student during his tenure at Gonzaga. Father Suppe was at Gonzaga from 1949 through 1952, teaching Latin, Greek, English, and Religion and serving as the moderator of the Aetonian.

The Brandon Troppman '03 Scholarship Fund

The fund was established in memory of Brandon Troppman of the Class of 2003 by his family, classmates and friends.

The Rev. William F. Troy, S.J. '37 Endowed Chair in Religious Studies

This was established by members of the Class of 1956 in 1983 in memory of Father Troy, an alumnus of Gonzaga from the Class of 1937 and distinguished Headmaster of the College from 1952-1955.

The VINCO Educational Fund

The VINCO Educational Fund is made possible through the generosity of Vincent A. Sheehy, III '46, to provide financial assistance and academic support to aid deserving but needy students.

The James C. Walsh '37 Scholarship Fund

Established in honor of Dr. James C. Walsh '37, a Gonzaga scholar-athlete, gentleman, and faithful alumnus, this endowed fund provides financial assistance for deserving boys who otherwise could not afford a Gonzaga education. The scholarship fund is a gift to Gonzaga from Lesly Smith, devoted friend of Dr. Walsh, given in celebration of his 90th birthday on October 22, 2009.

The Dr. John C. Warman '57 Memorial Fund for Music and the Dramatic Arts

Scholar, classmate, teacher, musician, mentor, producer, and friend, John C. "Doc" Warman '57 is among the most beloved educators in Gonzaga's long history. His association with the school began with his freshman year in the fall of 1953 and remained constant until his sudden passing in the late summer of 2015. This scholarship fund, established in his honor by the legion of Gonzaga alumni, families, and friends whose lives he touched over a span of sixty-two years, is meant to perpetuate his memory and influence in and around the place that he so loved – Eye Street.

The Warren Family Scholarship Fund

The fund was established by Albert and Margaret Warren, Paul L. Warren '68 and Katherine Norton Warren, Dr. Daniel Y. Warren '72, and Dr. Kerry A. Foley to show their gratitude to Gonzaga and the community. The scholarship is awarded to students in need who otherwise would not be able to attend Gonzaga.

The John and Jean White Scholarship Fund

This fund was established by an anonymous donor, who wished to honor his friends, John and Jean White, for their past kindness toward him. The fund is used to support a needy and deserving student from Washington, D.C.

ADDITIONAL FINANCIAL ASSISTANCE

The Black Student Fund

The Black Student Fund annually provides financial assistance for needy and deserving African-American students at Gonzaga. For information on these grants, call the Black Student Fund, 202-387-1414.

Capital Partners for Education

The Capital Partners for Education annually provides financial assistance for needy and deserving students attending Gonzaga. For information on Capital Partners for Education, call 202-682-6020.

Serving Our Children: DC Opportunity Scholarship Program

The Opportunity Scholarship Program provides financial assistance to needy and qualified students attending Gonzaga. For information on the program, call 888-329-6884.

Latino Student Fund

The Latino Student Fund annually provides financial assistance for needy and deserving Hispanic students attending Gonzaga. For information on the Latino Student Fund, call 202-244-3438.

PRESIDENTIAL SCHOLARS

Each year a group of applicants to Gonzaga who are most outstanding in academics and in leadership potential are named Presidential Scholars. These scholarships are honorary in nature and include a stipend of \$3,000 that is applied to his tuition each year that he attends Gonzaga. Students currently enrolled at Gonzaga who have been designated Presidential Scholars are the following:

Members of the Class of 2017

| | |
|-------------------------|---------------------------------|
| Daniel Douglas Agate | Congressional Schools (VA) |
| Quinn Harmon Aitchison | St. Peter's Interparish (DC) |
| Aaron Lugmao Aranza | St. Mary's Catholic School (VA) |
| Evan Moran Bernard | St. Mary's Catholic School (VA) |
| James Benjamin Butler | St. Joseph's Beltsville (MD) |
| Stephen Matthew Feller | Westminster School (VA) |
| Aiden Michael Flood | St. Bernadette's (MD) |
| Matthew William Foreman | St. Peter's Waldorf (MD) |

| |
|--------------------------|
| Aidan Powers Gallagher |
| Andrew Elijah Gillis |
| Harrison Regala Hodgkins |
| Matthew Francis Hoffman |
| Richard Quinton Hrdy |
| Connor Timothy Joransen |
| John Thomas Jordan III |
| Ryan Joseph Moore |
| Jake William Nicoll |

| |
|-------------------------------------|
| Nativity Catholic School (VA) |
| Longfellow Intermediate School (VA) |
| St. Bernadette's (MD) |
| Blessed Sacrament (VA) |
| Blessed Sacrament (VA) |
| Blessed Sacrament (VA) |
| Dominion Academy (VA) |
| St. Mark's School (VA) |
| Rachel Carson Middle School (VA) |

Members of the Class of 2017 (con'd)

| | |
|--------------------------|-------------------------------------|
| Joseph Xavier Peterson | Blessed Sacrament (VA) |
| Nicholas J. Pottker | St. Jane de Chantal (MD) |
| Anthony Joseph Siciliano | Holy Trinity (DC) |
| William Marshall Thomas | Longfellow Intermediate School (VA) |

Members of the Class of 2018

| | |
|-------------------------------|--|
| Andrew Wendell Allan | St. Mark School (VA) |
| John Walter Barnes | Blessed Sacrament (VA) |
| Andrew Joseph Beckham | St. Peter's Interparish (DC) |
| Alec Francis Blagg | St. Agnes (VA) |
| Grant Michael Costello | St. Elizabeth's (MD) |
| Christopher Paul Delaney, Jr. | Blessed Sacrament (DC) |
| Thomas Maguire DiLenge | Kilmer Middle School (VA) |
| Michael Alex Dommel | St. James (VA) |
| Matthew Timothy Gannon, Jr. | Little Flower (MD) |
| John Madison Harrington V | Blessed Sacrament (VA) |
| Luke Desmond Hoffman | Our Savior Lutheran (VA) |
| Owen Dennison Johnson | St. John the Evangelist Silver Spring (MD) |
| Andrew Lewis Jopec | St. Veronica Catholic School (VA) |
| Finley Henderson Kirvan | Holy Redeemer (MD) |
| Trevor James Louis | Kilmer Middle School (VA) |
| Kevin Patrick McLaughlin | St. Bernadette's (MD) |
| Andrew Joseph Metro | St. Agnes (VA) |
| Joseph Francis Miller | St. Joseph's Beltsville (MD) |
| Christopher Michael Morrison | Blessed Sacrament (DC) |
| Thomas Bradley Nalls | St. Jane de Chantal (MD) |
| Sean Daniel Sheridan | St. Bernadette's (MD) |
| Ryan Thomas Teuschl | St. Mark School (VA) |
| James Timothy Walutes | St. Louis (VA) |

Members of the Class of 2019

| | |
|----------------------------------|-------------------------------------|
| Henry Michael Blackwood | Our Lady of Mercy (MD) |
| Joseph Mark Bolland | St. Joseph's (VA) |
| Carlos Aaron Carcamo | Sacred Heart (DC) |
| Dennis Ferdinand Chiappetta III | St. Agnes (VA) |
| Collin Thomas Dent | The Langley School (VA) |
| James Francis Flood | Langston Hughes Middle School (VA) |
| Patricio Gregorio Fraga-Errecart | Our Lady of Mercy (MD) |
| Michael Malik Gaines II | St. Peter's Waldorf (MD) |
| William Ryan Hammond | Longfellow Intermediate School (VA) |
| Malcolm Hao-Ta Liu | Tilden Middle School (MD) |
| Sean Michael McGarrity | Little Flower (MD) |
| Matthew William Moschella | Longfellow Intermediate School (VA) |

Members of the Class of 2019 (con'd)

| | |
|-----------------------------|-----------------------|
| John Fitzgerald Pfefferkorn | Little Flower (MD) |
| Daniel James Podratsky | St. Agnes (VA) |
| Peter James Rizzo | St. Luke's (VA) |
| Daniel Alexander Roginski | Mater Dei (MD) |
| John Francis Rourke | St. Mark School (VA) |
| Lucas Matthew Scheider | St. Bernadette's (MD) |
| Jason Myers Shephard | St. John's (VA) |
| Andrew Taylor Wilkerson | Holy Cross (MD) |
| Peter Joseph Zinsner | Mater Dei |

Members of the Class of 2020

| | |
|-----------------------------|--|
| Brendan Robert Burns | St. Bernadette's (MD) |
| Robert Paul Calvo | St. Patrick's School (MD) |
| Benjamin Edmund Campion | St. John the Evangelist Silver Spring (MD) |
| Cullen David Capuano | Edelin (VA) |
| Joseph Edward Connors | Blessed Sacrament (DC) |
| Declan Bourgojn Deegan | Mater Dei (MD) |
| Luke Michael Francese | Our Lady of Good Counsel (VA) |
| Andrew Campbell Gans | Our Lady of Mercy (MD) |
| Kentaro Nico Giannetti | Carl Sandburg Middle School (VA) |
| Justin Baines Hill | Holy Trinity Episcopal Day School (MD) |
| Jack Cameron Hurley | Roberto Clemente Middle School (MD) |
| William Shea Joransen | Blessed Sacrament (VA) |
| Doane Frederick Kiechel | Mater Dei (MD) |
| Joshua Casimir Knutsen | St. Jane de Chantal (MD) |
| Ryan Matthew Luetjen | St. Bernadette's (MD) |
| Christian Francis Marinaro | St. Luke's (VA) |
| Patrick Thomas Matan | Mater Dei (MD) |
| Ian Francis Miller | St. Mary's Annapolis (MD) |
| John Christopher Morelli | St. Bernadette's (MD) |
| Joshua David Pfefferkorn | Little Flower (MD) |
| Patrick Reidy Pfohl | Blessed Sacrament (DC) |
| Thomas James Policicchio | Rachel Carson Middle School (VA) |
| Benjamin Scott Rutherford | St. Mary's Catholic School (VA) |
| Henry Thomas Ryan | Basis DC (DC) |
| Willard Whitmore Sapp | Congressional Schools (VA) |
| Damon Rahmon Smith II | St. Phillip's the Apostle (MD) |
| Alexander Diego Svenburg | Gunston Middle School (VA) |
| Carson David Volanth | Kilmer Middle School (VA) |
| Donald Phillip Whitworth IV | Our Lady of Good Counsel (VA) |
| Adam John Wojciak IV | Blessed Sacrament (VA) |

JOHN PHILIP SOUSA PERFORMANCE AWARD

Following in the same spirit of the Presidential Scholar Award, Gonzaga recognizes the best musicians who apply to Gonzaga. The John Philip Sousa Performance Award is named after the famous Director of the Marine Corps Band who directed music at Gonzaga from 1885 to 1894. The award is honorary in nature and includes a stipend of \$1,000 per year for the years a student attends Gonzaga and remains in the music program.

Members of the Class of 2017

| | |
|---|------------------------------------|
| Matthew Hernandez Cajayon-Piano | St. Joseph's (VA) |
| Donnell Frayer, Jr.-Trombone | Holy Trinity Episcopal School (MD) |
| Andrew Elijah Gillis-Trumpet | Longfellow Middle School (VA) |
| Samuel Wagner Gonson-Violin | HB Woodlawn (VA) |
| Harrison Regala Hodgkins-Alto Saxophone | St. Bernadette's (MD) |
| Gregory Lynn Molock, Jr.-Alto Saxophone | Holy Trinity Episcopal School (MD) |
| Stephen Harry Ponticiello-Clarinet | St. James (VA) |
| William Thomas Rice-Alto Saxophone | Carl Sandburg Middle School (VA) |

Members of the Class of 2018

| | |
|--|------------------------------------|
| Allin Coreyll Blunt-Flute | Holy Trinity Episcopal School (MD) |
| Colin Michael Carmody-Chorus | Rachel Carson Middle School (VA) |
| William Henry Cowardin III-Flute | St. Mary's (VA) |
| Kevin Sullivan Dolan-Chorus | Holy Trinity (DC) |
| Matthew Brian Edwards-Percussion | St. Elizabeth's (MD) |
| Joshua-Martin Atal Floriza-Piano | St. Mary's (VA) |
| Thomas Joseph Macyko-Carinet | Cardinal Hickey Academy (MD) |
| Thomas Bradley Nalls-French Horn | St. Jane de Chantal (MD) |
| Robert Gustavo Rafael Soboleski-Ephonium | St. Mark's (VA) |
| Matthew Robert Walter-Double String Bass | Carl Sandburg Middle School (VA) |

Members of the Class of 2019

| | |
|-----------------------------------|-------------------------------------|
| Justin Anthony Ball-Bass Guitar | Holy Trinity Episcopal School (MD) |
| Nicholas Jeremiah Barnes-Clarinet | School of the Incarnation (MD) |
| Luke Michael Egge-Euphonium | Holy Trinity (DC) |
| Ryan Michael Feehan-French Horn | Longfellow Middle School (VA) |
| Matthew Ryan Johnson-Piano | St. John the Evangelist (MD) |
| Evan Nicholas Kilmer-Vocal | Swanson Middle School (VA) |
| David Henry Knapp-Trumpet | St. Leo the Great (VA) |
| Stefan Emil Lazaroe-Violin | Lake Braddock Secondary School (VA) |
| Andrew Taylor Wilkerson-Trombone | Holy Cross (MD) |

Members of the Class of 2020

| | |
|--------------------------------------|-------------------------------------|
| Coleman Edward Bunn-Percussion | St. Mark School (VA) |
| Christopher Ethan Chan-Piano | Longfellow Intermediate School (VA) |
| Christopher Michael Cowardin-Trumpet | St. Mary's Catholic School (VA) |
| Justin Pineda Fronda-Voice | Our Lady of Lourdes (MD) |
| Chase Katsuhiko Gurey-Clarinet | Walt Whitman Middle School (VA) |
| Justin Baines Hill-Flute | Holy Trinity Episcopal School (MD) |
| Connor Evan Richardson-Voice | St. John's (VA) |
| Matthew Brendan Richardson-Trumpet | St. Thomas More (VA) |
| Cameron Thomas Ross-Trombone | Cooper Middle School (VA) |
| John Tyler Williams-French horn | Longfellow Intermediate School (VA) |

COURSE OF STUDIES

COMPUTER SCIENCE DEPARTMENT

The primary goal of the Computer Science department is to develop problem-solving skills essential for success in today's high tech society. Several courses study the analysis of data structures and algorithms using a programming language while others involve the use of business software tools. There is no graduation requirement in Computer Science. Courses are offered with the intention of serving a broad range of student interests. Students who complete the Advanced Placement (946) course will take the Computer Science examination administered by the College Board. **Mr. Blair, Mr. Mark Howell (Chair), Mr. Moore**

CS TOOLS & WEB INTEGRATION I & II (930, 931)/one semester each

This course is real-world problem solving using business application software. The curriculum includes the study of computer literacy, hardware components, operating systems, spreadsheets, web page development and design, foundations of the World Wide Web, and the use and syntax of Hypertext Markup Language (HTML). Students will use a combination of many software tools integrated with web development and publishing.

AP COMPUTER SCIENCE (946) /full year

This course is open to all students with departmental approval. It is designed to prepare students for the Computer Science A examination of the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It includes the study of control structures, data structures, class design, and abstraction. The course is taught using Java programming language. Students who take this class are required to take the College Board Advanced Placement exam in Computer Science.

ENGLISH DEPARTMENT

English is a four-year required program. Its purpose is to develop competence in the written and oral use of our language and sensitivity to the kinds of human experiences and values available through literature. Each year of the program joins graduated language and communication skills with literary materials of increased sophistication. Attention is given to teaching specific skills required to write logical arguments and research papers using the MLA format. **Mr. Cannon, Mr. Fiore, Mrs. Free, Ms. Kimiecik, Mr. L'Etoile, Ms. Miller (Chair), Mr. Pierce, Ms. Piper, Mr. Ross, Mr. Sampugnaro, Mr. Shea, Mr. Trivers, Mr. Welch**

ENGLISH I (210) /full year

This course strengthens fundamental writing skills through a programmed approach to paragraph construction and grammar and introduces the freshman to the analysis of the short story, the novel, Shakespeare, and myths.

HONORS ENGLISH I (211) /full year

This course shares the materials and objectives of 210 with some supplementary materials. Compared to their peers in English 210, honors English students can expect to do more work and find that work held to a higher standard of proficiency. Departmental approval, which judges students to be highly motivated and skilled, is required.

ENGLISH II (220) /full year

English II develops the skills of mechanics and usage in writing through a programmed approach to essay construction. The course introduces sophomore to drama, poetry, and advanced narrative styles and techniques.

HONORS ENGLISH II (221) /full year

This course shares the materials and objectives of 220 with some supplementary materials. Compared to their peers in English 220, honors English students can expect to do more work and find that work held to a higher standard of proficiency. Departmental approval, which judges students to be highly motivated and skilled, is required.

ENGLISH III (230) /full year

This course explores representative American literature (novel, short story, poetry, drama, and essay) that expresses the search for shared values in our pluralistic culture. It develops further the skills of personal and critical writing and introduces the junior to the techniques of research.

ENGLISH III Advanced Placement/ see *"*AP LANG and COMP(256)" below

***AP LANGUAGE and COMPOSITION (256)/full year**

This full-year course offers to approved juniors (*criteria can be found on the department's webpage*) a close study of prose writing from a variety of periods, disciplines, and rhetorical contexts, and the opportunity to become skilled writers themselves who can compose for a variety of purposes. It examines the conventions and resources of language in the successful composing process. Students who complete this course are required to take the Advanced Placement exam.

VISUAL BASIC PROGRAMMING I & II (950, 952)/one semester each

Students will learn to problem solve and think critically in the Visual Basic.Net graphical user interface (GUI) environment. No computer programming experience is required. The curriculum includes an introduction to Visual Basic .Net, variables and constants, control statements, decisions structures, looping structures, procedures, mathematical and business functions, arrays and structures, color and graphics, creating classes, using files, sorting and searching, and advanced topics if time permits. Advanced assignments include building user interactive games. Open to all students.

INDEPENDENT ADVANCED WEB DESIGN (998)/full year

This course is open to students who have completed Computer Science Tools II and have department approval. It focuses on developing high-level critical thinking and problem solving skills by creating advanced web sites using industry-leading design and web development software. Students will develop the knowledge required to build and manage dynamic web sites using applications such as Adobe Dreamweaver, Flash, Fireworks, PhotoShop, and Cold Fusion.

ENGLISH IV

Seniors have options with regard to fulfilling their requirement in English. Those who qualify can satisfy the requirement by taking English 246, AP English Literature and Composition. All others must take two, one-semester courses: (a) English 240, Classic Literature, and (b) one of these English electives – English 238, 239, 242, 243, 244, 247 or 259. While English 248, the Independent Tutorial in English, is an elective class, it does not fulfill the English requirement for graduation.

FANTASY LITERATURE AND PHILOSOPHY (238)/one semester senior elective

This course will focus on traditional and modern fantasy literature as a combination of literary art, philosophical speculation, and the evocation of the peculiar emotion often characterized as the "sense of wonder." It will survey the history of the genre and delve into common themes, rhetoric, and methods of storytelling. Students will sharpen their argumentative and critical writing skills for college.

STUDY OF THE HERO (239)/one semester senior elective

In this course, students will study materials that display the common threads of mythic tradition, specifically traits of heroes. They will examine the archetypal journey of the hero, from *Beowulf* to contemporary literature. Focus will be placed on the underlying similarities and unique qualities of myths that transcend all cultures.

CLASSIC LITERATURE (240)/one semester senior elective

Students taking this one-semester course read and study the literary classics of Homer's *The Iliad*, Dante's *Inferno*, Virgil's *Aeneid*, and *Hamlet* with an eye to exploring the timeless questions of human existence and their relevance to contemporary life. Students will strengthen and sharpen their skills at critical reading, discussion, and written argument for college preparation.

CREATIVE WRITING (POETRY) (243) /one semester senior elective

This course allows students to explore and refine their talents in writing poetry. The goals of the course are to deepen the student's insights, to sharpen his usage of language, and to help him discover his own voice and grow in the awareness of the beauties of our language. Students will read the work of a selection of modern American poets and reflect on the public role of poets in American life, write poetry in their own distinctive voice, engage in the workshop process with a small group of students, and produce a portfolio of 10-15 poems addressing a variety of topics, emphases, and forms.

AFRICAN AMERICAN LITERATURE (244) /one semester senior elective

This course concentrates on the values and strengths evident in the works of African Americans. Specific focus will be on themes of self and identity, national identity, gender issues, racial equality, and racial harmony through various literary texts. Students will acquire a sense of the African American experience through a historical perspective and understand diversity and multiplicity within African American culture through literature and write a series of critical essays on these topics.

AP LITERATURE and COMPOSITION (246)/full year

This full-year course offers to approved seniors (criteria can be found on the department's webpage) a close study of a selected number of literary works from several genres and literary periods. It examines the artistry and multi-level meaning of imaginative literature and requires the regular production of essays, which develop the student's own voice. All students taking this course are required to take the Advanced Placement exam.

CREATIVE WRITING (FICTION) (247) /one semester senior elective

Fiction Writing at Gonzaga asks students to produce their own creative work after studying the elements of quality prose fiction in short stories, which represent both a challenging and achievable medium for high school seniors. In addition to studying finished works by professional and amateur authors, students will study 'the writing process' as related by fiction authors and learn how to constructively critique and respond to feedback in a collaborative workshop setting. Students will produce a number of pieces of 'micro fiction' as part of course writing exercises and attempt at one concerted, 'major' work of short fiction (approximately 15 pages).

VISUAL AND PERFORMING ARTS DEPARTMENT

The Visual and Performing Arts at Gonzaga provide programs that are both skill-based and creativity oriented. As the student gains proficiency in a particular skill-set, he is able to apply this with increasingly more complex skills and creative expression. Students are encouraged to develop an intentional, focused, work ethic; awareness of self, other, group and God; and a growing sense of one's personal, vital, contribution to others through self and group expression and cooperation. Giving to others the gifts of joy, beauty, and questioning truth, through the creative arts, continues a living testament to our common humanity. **Ms. Carter, Mr. Cho, Mr. Duffy, Mr. L'Etoile, Mr. Moore, Ms. Pate, Mr. Smith (Chair), Mr. Young**

VISUAL ARTS

"Art is learnable." One of the major changes we assist the beginning art student with is the transition from drawing by symbols to drawing from life. Learning the nuances of a visual language trains him how to see with greater consciousness, and to apply it in practice. The student progresses to an appreciation of formal structure, as well as personal expression, use of imagination, and enjoyment. Beauty and truth are examined in each student's art. Higher level courses prepare a student for further self-awareness, formal and creative practice, and the unifying aspects of visual human identity. Students are assisted in preparing for art related studies in colleges and careers in art.

ART BASICS (710) /full year (Freshmen or Sophomores; completes Fine Arts requirement)

This course introduces the basic concepts of realistic art. The student learns visual awareness through hands-on projects, designed to emphasize the various elements and principles of art. The still-life, 2 point perspective, and self-portrait, are among the common subject matter. Pencil and watercolor are common media. Teachers are encouraged to add relevant content and media supportive of course goals. A sketchbook, from the school bookstore, is expected to be kept for work in and out of class.

ADVANCED ART II, III, & IV (720) /full year (Sophomores, Juniors, Seniors; elective.)

Art II sequentially builds upon the Arts Basic foundation. Students expand their visual literacy through dry media (graphite, charcoal, pastel), painting (acrylic and watercolor painting), and introductory sculpture. Topics include studies in visual awareness, composition and structure in still-life and design, applied perspective, knowledge, application and discussion of the elements and principles of art, 3-D design, representational and nonrepresentational subject matter, self reflection and group critiques. A sketchbook is required. (prerequisite: successful completion of Art Basics.)

ITE: INDEPENDENT TUTORIAL IN ENGLISH (248)/one semester senior elective

In addition to all his other required and elective classes, a senior with a "B" average or better in English may submit a proposal (directions can be found on the department's webpage) to the English department to take this one-semester, independent class under the supervision of and with the approval of a member of the department. Approval is given on a one-semester basis. The student meets frequently with his tutor for assistance in achieving the objectives of his own program. The Independent Tutorial in English (ITE) is open only to students who have shown an interest and talent in English. All students present and defend findings of their ITE in an oral exam before a panel of English teachers at the end of the semester.

LITERATURE OF THE MIND (258)/ one semester senior elective

This intensive, one-semester senior English elective exposes students to a variety of philosophical topics in metaphysics, epistemology, and ethics, asking questions such as: Where did the universe come from? What can we know? In what ways is faith rational? What is our place in the natural world? How should we live best? Students will read a variety of texts in modern analytic philosophy and be expected to engage in seminar-style classroom discussion and debate. Additionally, students will become fluent with philosophical expository writing, composing several short essays and a summative philosophical research paper.

IRISH LITERATURE (259)/ one semester senior elective

No people in Europe have been writing literature in their native tongue longer than have the Irish. This course looks at the 2500-year history of that endeavor with an eye to introducing the student to the culture that produced the literature as well as the themes and ideas that mean the most to it. The works studied will be chosen for their literary, historical, and cultural significance. Students will study the common motifs, themes, characters, arcs, and images of Irish literature while also learning much of the historical background to which the literature is intimately tied.

Art III continues to expand the skills and expression of the student while introducing more advanced artistic concepts. 3-D architectural models based on 2-D plans; clay modeling; additive or subtractive sculpture; stretching a canvas, composing, and completion of an original painting; computer generated art; sculpture; 2-D or 3-D mixed-media; and printmaking are among the topics teachers may select. Sketchbooks are required. (prerequisite: Art II.)

Art IV offers a more individualized experience, within the classroom. Using prior knowledge as a point of departure for deeper self-expression students are mentored in an agreed topic and media. Students become more efficient in directing their own artistic growth, through pre-planning, identifying, and reflecting upon each artistic endeavor. Sketchbooks are required. (prerequisite: Art III.)

INDEPENDENT ART (071)/full year

This course is a teacher/student mentorship. It requires on-going communication and a developing, supportive, artistic relationship between teacher and student. Students must have a proven record of strong artistic ability, focused intention, and ability to work cohesively with others. Students, who have demonstrated these qualities, can receive approval on a yearly basis to enroll in Independent Art. Maintaining a sketchbook of applied study is required. The teacher, who agrees to become the mentor, will work with the student for the year. Together they develop a curriculum reflecting the student's direction and unique pursuits. Students fulfill class hours, according to the teacher who agrees to work with them. The minimum of a weekly critique is required. Students are given feedback by peers and faculty at weekly critiques. A signed contract of commitment between teacher/student/and parent is required to take this course. (prerequisite: Art II, Art III, OR Independent Art with signed permission of the teacher).

AP STUDIO ART (740)/full year

A student's unique self-expression and artistic skills develop as he completes the requirements for one of four possible AP portfolios: Drawing, 2-D Design, 2-D Design- Photography, or 3-D Design. Students must submit only ORIGINAL artwork. Failure to do so is plagiarism, and will result in failure. If unchecked, the student may be liable to copyright laws, and/or disciplinary actions by their accepting colleges. The student prepares a portfolio with specific AP requirements. The "Concentration" is a year long study involving a topic, concept, media selection, and personal interest. The "Breadth" demonstrates both skill and creativity in a broad variety of media and conceptual topics. The "Quality" section requires the student to select his idea of excellence from his portfolio. In some cases actual artwork must be sent. It will be returned. The expectations of AP Studio Art courses require students to work outside of class, as well as in class, and beyond scheduled periods. Maintaining an updated sketchbook/journal is also necessary. Only students with history of a dedicated work ethic, a passion for self-expression, and excellence in ability may have approval. Each student will be required to create a digital portfolio of his work to submit to the AP College Board for evaluation. (prerequisites: Art III or Independent Art, and approval of the teacher by signature).

PHOTOGRAPHY I (721)/one semester

This course is an introduction to the 35mm camera, black and white darkroom techniques, and photography as an art form. Balance, composition, and design are discovered through many critical analyses of chosen professional photographs as well as the student's works. Students will also explore the effect of the invention and technological progress of photography on society. Assignments reflect students' growing awareness of their own uniqueness as individuals and of their bond with the world around them. The students' bond is strengthened by an emphasis on ethical behavior and responsibility throughout the course.

COMMUNICATIONS DESIGN (722)/one semester

This course explores design in photography with a specific use in publishing. The computer will be used as a tool to create documents using the students' scanned images. Students will develop problem-solving skills used to make decisions. They learn how to communicate information, to identify the purpose of a publication and the images it contains, and to express that purpose and manipulate the desired audience. Ethical behavior and responsibility in dealing with that manipulation are emphasized throughout the course. Students will discover that human creativity, not the computer, determines the effectiveness of a publication. Learning to control design elements, to understand the power of the printed word and image in publications, to work within a design team and with clients are invaluable skills that can be applied to a wide variety of careers.

PHOTOGRAPHY II & ADVANCED PHOTO (723)/one semester

This course, built on a firm Photo I foundation, is an individual exploration of artistic expression through photography. The student creates self-designed projects that hone photographic techniques in developing and printing images, and that communicate a growing understanding of himself and of his relationship with his community and his world. Through his progress, the student should become more aware of the power of the printed image in terms of manipulating his audience at large in understanding his communication; and of the importance of ethical behavior and accountability within his community.

The student will generate ideas, formulate proposals, plan a time-line, log in darkroom time, and create photographic works of art for assignments on a two-week cycle. The student will demonstrate responsibility for darkroom maintenance. He will also present research on and personal conclusions about a professional photographer's life and work. This course is for the student-artist with a serious commitment. The student will be required to submit slides of his work to the College Board for evaluation. Prerequisites: Art III or Independent Art, or equivalent experience, and approval of Art teachers.

MUSIC STUDIES

PERCUSSION ENSEMBLE (709) /full year

This class is for percussionists who need to refine their skills. Much attention is given to fundamentals of playing the timpani, snare drum and mallet instruments. This entry-level course leads to qualification status for performance in the Concert Band or Symphonic Wind Ensemble. No prior experience is necessary. No audition required. Available for freshmen, sophomores and juniors. Students must supply their own instruments.

CONCERT BAND (719)/full year

The class is designed to help improve the students' fundamental skills while learning to play in an ensemble setting. While this course is not for beginners, it offers organized instruction for students who already play a band instrument and are seeking continued development in order to meet qualification standards for

Symphonic Wind Ensemble. Available for freshmen, sophomores and juniors. Students supply their own instruments. If, in the view of the director, the student has already attained enough requisite skill, it may be recommended that the student be registered for Symphonic Band.

SYMPHONIC BAND: COMPREHENSIVE MUSICIANSHIP (701, 702, 703, 712)/full year

The Symphonic Wind Ensemble plays more challenging music than the Concert Band while still spending time on further developing fundamentals. This band gives two concerts a year and travels to festivals and adjudications throughout the year. This course is for students who have played instruments in an organized program. Students participating in this course may also qualify for Liturgical Ensemble and/or Jazz Band. or. Classes are organized in standard rehearsal format. This course is open to freshmen, sophomores, juniors and seniors. Placement in this ensemble is by audition only.

SYMPHONIC BAND: HONORS CURRICULUM (704, 705, 706)/full year

Available for students in grades 10, 11, and 12. Students must have at least one unit of Symphonic Band prior to applying for Band (Honors).* Students must have a minimum grade point average of 3.5 for prior units of Symphonic Band. Student must receive departmental approval. Students must be cleared for approval by the Academic Dean. Symphonic Band (Honors) students will be required to take private instruction with a bona fide and approved private instructor. Private instruction must be on their primary or major instrument. Private lessons should average out to one per week and be a minimum of 30 minute lessons. Students must also play in an outside ensemble (Liturgical Ensemble and Jazz Band will fulfill this requirement) and attend two external concerts during the school year and write a critique of the concerts attended. *A special exception may be granted to students who are transferring into the school if he has experience commensurate with this requirement, pending an audition.

CHAMBER ORCHESTRA (708)/full year

The class is designed to help improve the students' fundamental skills while learning to play in an orchestra setting. While this course is not for beginners, it offers organized instruction for students who already play a stringed instrument. Available for all students. Students supply their own instruments.

MUSIC APPRECIATION (713)/full year

This course is about what to listen for in music from all eras and cultures, and it encourages a better understanding of the variety of musical styles in the world. Students strive to recognize different genres of music by their sound through extensive listening. They are exposed to terminology and symbols used by musicians and music lovers, and to the technology that is so important in the production and business of music. A Music History component introduces students to the classic repertoire in a textbook format with coordinated listening exercises. They also learn to express their thoughts and impressions about music in an informed way. **During each semester, students are expected to attend concerts of live music in different genres and to write about them.**

INSTRUMENTAL MUSIC TUTORIAL (714)/full year

This course is designed for advanced instrumental performance students who have demonstrated the ability to work in an independent format. Students who have an irrevocable schedule conflict that does not allow for that student to take Wind Ensemble may qualify for this course. Students meet with the instructor by appointment on a regular basis for individualized instruction and coaching. Students are assigned to specific small rehearsal groups that meet with the instructor weekly. Students participate in all sectional rehearsals and all performance related events in association with the Wind Ensemble. Emphasis is placed on the preparation of ensemble performance repertoire. (This course is available to sophomores, juniors, and seniors. Students in this course must study with a private instructor throughout the academic year.)

HONORS MUSIC THEORY (718)

This course focuses on the fundamental concepts of tonal music. Areas of study include music notation, terminology, keyboard harmony, harmonic analysis and rudimentary composition. Students learn about key signatures, note values, bass and treble clefs, and part writing. Students will also learn to use a music writing program. Some knowledge of basic note reading and rhythms is strongly suggested. (No pre-requisite: Grades 10, 11 & 12)

APPLIED PIANO STUDIES (072)

This course is designed to supplement piano study that students are doing outside of school, and is adjunct to the Choral Arts Department. All students are required to be currently studying piano with a bona fide piano instructor. Students request permission to take this course from the Director of Choral Arts, who administers the program. All interested students are required to audition for the limited number of slots available. The course requires a regular on-campus practice schedule, weekly sessions with the Director of Choral Arts, a short recital each semester, assignments to accompany the chorus at liturgy or in concert, duets with other students, performance exams and a term paper. **REQUIRES AUDITION AND PERMISSION OF THE INSTRUCTOR AND ALL APPLIED PIANO STUDENTS MUST STUDY WITH A PRIVATE INSTRUCTOR OUTSIDE OF SCHOOL.**

CHORAL ARTS (716)/full year

This is the entry-level choral arts experience, and is open to freshmen and sophomores. Juniors and seniors may be admitted by permission only. Students will learn the basics of tone production and sight reading. They will learn to sing in unison and in parts, and will perform music of many styles and eras. Students participate in rehearsals daily, with additional mandatory evening rehearsals as scheduled. Students are required to perform at numerous liturgies and concerts throughout the year. Members of the Chorus have a performance exam and write one research paper each semester. Highly motivated Chorus students are given the opportunity during the term to participate in the Select Singers, which combines them with members of the upper level Chamber Choir for more challenging repertoire.

CHAMBER CHOIR (717)/full year

This is the upper level Gonzaga Choral Arts experience and is the premiere vocal group at Gonzaga. Open to all students with requisite experience or talents, with permission of instructor. The Chamber Choir studies vocal techniques and sight reading, as part of an academic program which prepares them to perform the masterworks of vocal literature of all eras and styles. Rehearsals are daily, with additional evening rehearsals as scheduled. Students are invited to perform at numerous liturgies and concerts throughout the year, and to collaborate with other high school choirs in festivals and workshops. In addition, students have a performance exam and research paper each semester. **AUDITION IS REQUIRED FOR NEW AND RETURNING STUDENTS WHO HAVE HAD A YEAR OFF.**

APPLIED VOCAL STUDIES (073)

Open to sophomores, juniors and seniors, the Applied Vocal Music Program is adjunct to the Gonzaga Choral Arts program, and provides Gonzaga students with an opportunity to sing in the Chamber Choir despite an irresolvable scheduling conflict. Applied Vocal students will learn the repertoire and participate in all performances of the Chamber Choir. All Applied Vocal students have a prerequisite of one or more years in the Gonzaga Chorus or Chamber Choir, and function as part of the combined choral ensembles in liturgies and concerts. In addition, highly motivated students will have opportunities to be cantors at liturgies and soloists in concerts, as well as to present a solo or duet concert. Each student has a regular on-campus practice schedule monitored by the Director of Choral Arts, which includes weekly rehearsal sessions and scheduled individual instruction sessions. **Note: REQUIRES AUDITION AND PERMISSION OF THE INSTRUCTOR AND ALL APPLIED VOCAL STUDENTS MUST STUDY WITH A PRIVATE INSTRUCTOR OUTSIDE OF SCHOOL.**

MATHEMATICS DEPARTMENT

The purpose of mathematics at Gonzaga is both pedagogical and practical: to help the student to reason logically with both speed and precision and to give him the mathematical skills necessary for a successful college career. Such skills enlarge the student's appreciation of the increasingly varied and vital place of mathematics in modern thought and progress. To accomplish this end, all Gonzaga students are expected to complete the equivalent of a four-year program in mathematics. Graphing calculators are required for all students beyond the Algebra I level.

The regular program consists of full year courses in elementary algebra, geometry, intermediate algebra and trigonometry, and precalculus. An honors program for the student begins with Honors Algebra or Honors Geometry and finishes with either Honors Pre-calculus or AP Calculus AB. The Advanced Placement program begins in either freshman or sophomore year and culminates with three semesters of calculus and analytic geometry. A student who completes one of the AP programs takes one of the College Board's AP examinations - either Calculus AB or Calculus BC. **Mrs. Aujero, Mr. Buckley, Ms. Cassidy, Mr. Every, Ms. Flynn, Mr. Furnary, Mr. Mark Howell, Mr. Michael Howell, Mr. Kernan, Mr. Kilroy, Mrs. Parlett, Mr. Vastek, Mr. Wagner, Mr. Waller (Chair)**

ALGEBRA I (310) /full year

This course familiarizes the student with the basic language and concepts of algebra. He studies the properties of the set of real numbers and learns to use the operations defined on the set to solve equations and inequalities. The concepts, properties and graphs of relations and functions are introduced. The subject matter includes linear equations and inequalities, systems of equations, polynomial functions, rational expressions, irrational numbers and quadratic equations. Required of all freshmen who have not placed out of Algebra I by way of the Algebra Placement Test.

INDEPENDENT MUSIC COMPOSITION and DIGITAL AUDIO (750)/full year

Available to Juniors and Seniors who are concurrently enrolled in Gonzaga Music Performance classes. This independent study course is a project-based class, which will provide students with the basic skills needed to compose and perform music using modern technology. Projects require the use of computers, microphones, electronic and acoustic instruments, and other sound equipment for the creation of recorded works and for live performances. It includes an introduction to the principles of sound and digital audio (sound recording, editing, mixing, processing) and will involve extensive use of the Protools software platform. It is designed to complement the traditional skills students are learning in their ongoing music studies. **Prerequisites: JUNIORS AND SENIORS ONLY, MUST BE ENROLLED IN MUSIC PERFORMANCE CLASS, PERMISSION OF DEPARTMENT AND ACADEMIC DEAN REQUIRED.**

PERFORMING ARTS

T.V. COMMUNICATIONS (726)/full year

In this full year course, students work in Gonzaga's television studio (WZAG) creating a daily program of announcements, editorials and special features. Students will learn basic video equipment operations involved in TV studio work and feature editing. Available to juniors and seniors with submittal of application and approval by the WZAG teacher.

THEATER - ACTING, PERFORMANCE, STUDY (TAPS) (799)/semester elective

This is a one-semester course designed to assist students in becoming skilled readers of drama, and knowledgeable high school public speakers and performers. Students in TAPS will be taught how to close-read drama, how to create characters and their interactions from the scored text, and the tools of performance (and public speaking): body and voice awareness and control, making a commitment to material, shaping and pacing presentation, and the importance of being aware of audience and others on stage ("dual consciousness"). The course will be taught as an intense workshop. Students will have to learn and practice a vocabulary of theater by which workshop participants may critique each others' work; score scripts of speeches, monologues, and dialogues; create and enact characters and scenes (memorization required); take tests on lessons taught in class; attend Gonzaga's play in the semester in which they are enrolled and one professional play in the DC area, and write a critique of each based on Stanislavsky's system; and, for an exam, develop, present, and critique a one-act play with several characters.

FILM STUDY (728)/full year

Taking a historical and critical approach, this course examines the language of visual communication through camera, lighting, editing, acting, and sound. Films of renowned directors are screened and analyzed. Some consideration is also given to the medium of television.

HONORS ALGEBRA I (311) /full year

This course parallels the regular Algebra I course but is more demanding. Its purpose is to prepare students for 321 or 322. Open to freshmen who have not placed out of Algebra I after sitting for the Algebra Placement Test.

GEOMETRY (320) /full year

This is a straight-forward and systematic approach to the standard content of a comprehensive course in high school geometry. The properties of the real numbers are used throughout, which makes algebra an integral part of the course. Required of all students following the regular math sequence.

HONORS GEOMETRY (321) /full year

This course parallels Geometry (320) but is more demanding. Open to freshmen who have placed out of Algebra I by way of the Algebra Placement Test and to sophomores who have performed well in Algebra I or in Honors Algebra I as freshmen.

ADVANCED GEOMETRY AND PRECALCULUS (322) /full year

In the first semester, the entire content of Honors Geometry (321) is covered. In second semester, students begin a course in college algebra and trigonometry that includes the study of systems of equations, absolute values, inequalities, linear functions, polynomial functions, exponential and logarithmic functions, conic sections, circular and trigonometric functions, inverse functions. Open to qualified students approved to follow the advanced math sequence.

ALGEBRA II AND TRIGONOMETRY (330) /full year

This course involves the further use of algebra and begins the study of trigonometry. Many of the topics introduced in Algebra I are presented again, but much more extensively and intensively. The student is helped to understand the structure of the system of complex numbers (including the real numbers), recognize the techniques of algebra and trigonometry as reflections of this structure, and acquire facility in using them. The function concept is of major importance throughout the course. Required of all students following the regular math sequence.

HONORS ALGEBRA II AND TRIGONOMETRY (331) /full year

This course parallels the Algebra II and Trigonometry (330) course but is more demanding. Concepts essential to the study of calculus will receive special emphasis. Of special interest are trigonometric, logarithmic, exponential and inverse functions. Open to qualified students in the honors program.

ADVANCED PRECALCULUS AND INTRO TO CALCULUS (332) /full year

In the first term students continue the study of precalculus mathematics, including trigonometry, complex numbers, sequences, series, limits, matrices, combinatorics, and probability. In the second term the study of calculus begins. The differential calculus of polynomial, rational, logarithmic and trigonometric functions is presented, including the concepts of limit, derivative, continuity, theorems involving these concepts, and applications involving the theory. Integral calculus is introduced, including the theory of indefinite and definite integrals with area problems as an application of both. Open to students following the advanced math sequence.

APPLIED STATISTICS (347)/full year

This course emphasizes statistical literacy and the development of statistical thinking. Students will gather and analyze data and draw appropriate conclusions using statistical reasoning and critical thinking skills. Students will make inferences from self-conducted surveys and experiments. Topics covered include Hypothesis testing, confidence intervals, normal distributions, linear, non-linear and multi-variable regression, and probability. Completion of 330 or 331 is the only prerequisite.

MODERN AND CLASSIC LANGUAGES DEPARTMENT

The primary objective of the Modern Language curriculum is to enable students to meet the Standards for Foreign Language Learning as set by the American Council on the Teaching of Foreign Languages. Teachers will emphasize the Five C's of Foreign Language Education: Communication, Cultures, Connections, Comparisons and Communities. Students will be prepared to communicate successfully in a pluralistic American society and abroad. Gonzaga students are required to fulfill a foreign language requirement: they must complete the third level of one language at Gonzaga and must have a total of three years of foreign language study at Gonzaga in no more than two languages. **Ms. Albright, Mr. Chaffo, Mrs. Gino-Saliba, Mrs. Keiser, Mr. Laguilles (Chair), Mrs. Mata, Mrs. Niernan, Mrs. Wei**

The Classics curriculum provides the opportunity to study four years of Latin and three years of Greek, long-standing hallmarks of Jesuit education. Students take the American Classical League's National Latin and National Greek Examinations each spring, and qualified advanced students may prepare for the College Board's Advanced Placement® Latin Examination. **Mr. Cardozo, Mr. Cowan**

MODERN LANGUAGES

CHINESE I (650)/full year

Chinese I is an introduction to standard Mandarin which is the official spoken language of the People's Republic of China, the Republic of China (Taiwan), and Singapore. It is one of the six official languages of the United Nations. Students will begin learning the four basic skills of listening, speaking, reading and writing simplified characters. There will be an emphasis on mastering the essentials of pronunciation, basic characters and structural patterns. Chinese culture will be incorporated to help students put the language in context.

PRECALCULUS with ANALYSIS (349)/full year

This course provides a complete mathematical background for the study of calculus. Particular attention is given to linear functions, quadratic functions, rational functions, systems of equations, polynomial functions, conic sections, trigonometry, graphs of functions, sequences, series, complex numbers and techniques of equation solving. Completion of 330 or 331 is the only prerequisite.

HONORS PRECALCULUS with ANALYSIS (341) /full year

This course parallels Precalculus with Analysis (349) but is more demanding. Open to qualified students in the honors program.

AP STATISTICS (345) /full year

The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The four main themes are: exploring data, planning a study, anticipating patterns, and statistical inference. Students will be expected to take the CEEB Advanced Placement Exam in May. Open to students who have successfully completed 341, 343, 344, 349, or who have successfully completed 330 or 331 and have departmental approval.

AP CALCULUS AB (343)/full year

Students taking this course will study differential and integral calculus with some analytic geometry. The differential calculus of polynomial, rational, logarithmic and trigonometric functions is presented, including the concepts of limit, derivative, continuity, theorems involving these concepts, and applications involving the theory. Integral calculus is presented, including the theory of indefinite and definite integrals with area problems as an application of both. The student is expected to acquire a basic understanding of the concepts of calculus and to have considerable experience with its methods and applications. Open to qualified students.

AP CALCULUS BC (344) /full year

This course continues the study of calculus begun in either AP Calculus AB (343) or Advanced Precalculus and Introduction to Calculus (332). Included are further applications of the theory of indefinite and definite integrals, analytic geometry utilizing calculus, vectors, parametric equations, additional transcendental functions, techniques of integration, improper integrals and infinite series. The course is intended to help the student understand the concepts of calculus as well as provide experience with its methods and widespread application to problem solving. Open to students following the advanced math sequence.

PERSONAL FINANCIAL PLANNING AND MANAGEMENT (301) /one semester

This elective for seniors is designed to equip our students with a fundamental understanding of personal finance and build a solid foundation for financial independence. After successfully completing the course, students should have the competence to manage their personal spending, control personal credit and debt, boost personal earning capacity, put personal assets to work to build personal wealth, use financial services in a sensible manner while protecting their personal property and financial resources. Open to juniors and seniors.

CHINESE II (651)/full year

Chinese II is a continuation of the CHINESE I which incorporates and integrates topics, structures, grammar and cultural information within a framework based on a communicative approach to language learning. The emphasis throughout the course is on what students can do using the Chinese language and how they can communicate with Chinese language speakers in various real life situations. Reading and writing are also integrated as an indivisible part of this course. (Prerequisite: Chinese I or the equivalent)

CHINESE III (654)/full year

Chinese Level III is the continuation of Chinese Level II. The emphasis throughout the course is on what students can *do using the Chinese language and how they can communicate with Chinese language speakers in various real life situations. More extensive reading and writing are integrated into this course as well.* (Prerequisite: Chinese II)

HONORS CHINESE III (655) /full year

This advanced level course is designed for the independent, highly motivated student. The course requires the ability to extend instruction received in the classroom to further personal study and application. While the curriculum and instructional approach mirror that of Chinese III, the pace is accelerated and all areas are explored more deeply.

CHINESE IV (656)/full year

Chinese IV is a fourth year elective course that continues to hone the advanced speaking, listening, reading and writing skills of its participants. Emphasis is on what students can do with spoken and written Mandarin. Considerable time is devoted to cultural context; therefore, projects and field trips are required. (Open to students completing Chinese III or its equivalent.)

FRENCH I (610)/full year

This course presents an introduction to the four language skills in French (listening, speaking, reading, and writing). Emphasis is placed upon the development of the student's ability to comprehend and communicate in the language. Attention is paid to various aspects of the culture of the Francophone countries. Students will manipulate basic grammatical structures and vocabulary in oral and written prose.

FRENCH II (620)/full year

This course is a continuation of French I. It places increasing emphasis on oral proficiency. Students are required to apply knowledge of grammar and vocabulary in oral situational dialogues and written compositions. (Prerequisite: French I or its equivalent).

FRENCH III (630)/full year

This intermediate to advanced level course reinforces oral communication skills acquired in French I and II with a continued emphasis on reading and writing. Pertinent grammar and vocabulary are introduced to enhance oral and written communication proficiency. French history, literature and culture are studied in greater depth. Students acquire skills through a holistic instructional approach: audio, video, guest speakers, excursions, improvisations, skits, etc. (Prerequisite: French II or its equivalent).

HONORS FRENCH III (631) /full year

This advanced level course is designed for the independent, highly motivated student. The rhythm is intensive and requires the ability to extend instruction received in the classroom to further personal study and application. While the curriculum and instructional approach mirror that of French III, the pace is accelerated and all areas are explored in a more profound manner. Students who successfully complete this course may elect to solicit admission to AP French. (Prerequisite: Teacher permission to qualified students in the honors program who have completed French II or the equivalent.)

AP FRENCH (641)/full year

A specialized elective course of college level study of the French language, literature, culture and advanced grammar. AP French seeks to challenge the most advanced students; all are required to take the CEEB Advanced Placement French Language examination at the end of the spring semester. Students are required to read literary texts, give oral presentations in French and write serious and well-organized compositions. (Prerequisite: Teacher approval to qualified students who have completed French III or its equivalent.)

SPANISH I (612)/full year

A beginning level course, Spanish I introduces the four language skills of listening, speaking, reading and writing with strong emphasis on aural/oral skills. Awareness of Hispanic culture is emphasized. (Open to all students.)

HONORS SPANISH I (613)/full year

This course is designed for students who have previously studied Spanish but who need to reinforce basic skills. Students are accepted into this class based on their performance on the Placement Test and their background studies.

SPANISH II (624)/full year

An intermediate level course, Spanish II builds on the four language skills, provides vocabulary enrichment, cultural content, and introduces additional grammatical concepts. (Prerequisite: Spanish I or the equivalent.)

HONORS SPANISH II (625)/full year

An accelerated course, Honors Spanish II covers the material of Spanish II and requires additional readings and cultural projects. (Prerequisite: Teacher permission to qualified students who have completed Spanish I or the equivalent.)

SPANISH III (634)/full year

An upper level course, Spanish III emphasizes oral communication, listening comprehension skills and some literature, plus the application of basic survival skills. The purpose of such exercises is the development of intermediate to advanced oral proficiency and a wider vocabulary through reading and writing exercises. (Prerequisite: Spanish II or the equivalent.)

HONORS SPANISH III (635)/full year

This accelerated class is geared to completion of all class material of the regular Spanish III course with the additional application of the language in original and creative works such as speeches, creative writing and reading. (Prerequisite: Teacher permission to students who have completed Spanish II or the equivalent.)

SPANISH IV (640)/full year

Is a fourth-year elective course that enhances the acquired skills of speaking, listening, reading and writing in Spanish. Using a communicative approach to language learning, and the re-enforcement and integration of grammatical concepts, an emphasis will be placed on developing the requisite skills for conversational Spanish. (Open to students completing Spanish III or Spanish III Honors or equivalent with an A or B grade required of sophomores completing Spanish III.)

AP SPANISH (645) /full year

A specialized, elective course of college level study of Hispanic language, literature, culture and advanced grammar, AP Spanish seeks to challenge the most advanced students, all of whom are required to take the CEEB Advanced Placement Spanish Language Examination at the end of the spring semester. Students will study vocabulary, culture and grammar through a variety of films from Spanish cinema. (Prerequisite: Teacher approval to qualified honors students who have completed Spanish III or its equivalent.)

INDEPENDENT TUTORIAL IN MODERN LANGUAGE (699)/one semester

This unique course, open to juniors and seniors, will study the Camino de Santiago in Spain, its origins, history, and the evolution of its significance from medieval to modern times. Students are expected to participate fully in the week-long pilgrimage portion of the course in Spain during Spring Break.

CLASSIC LANGUAGES**LATIN I (810) /full year**

The goal of the student in this course is the ability to read Latin. By gradual initiation into the structure and vocabulary of the language and continual practice in dealing with it, the student comes to know more and more Latin and, at the same time, more and more about the nature of language in general and the relationship of his own tongue and others to that of the Romans. Latin readings serve to increase proficiency and to introduce the student to the historical world that found expression in Latin. All students take the National Latin Examination. Open to all students.

LATIN II (820) /full year

As the student continues to master the patterns of the Latin language and enhance his command of its vocabulary, his reading extends into various areas of the literature: Greco-Roman mythology and the war commentaries of Julius Caesar. All students take the National Latin Examination. Open to students who have had Latin I, or its equivalent.

HONORS LATIN II (821) /full year

This course is similar in content to regular Latin II but moves at an accelerated pace and covers more extensive reading in the literature. It is designed to prepare the student for Honors Latin III. All students take the National Latin Examination. Open to approved students who have had Latin I, or its equivalent.

LATIN III (830) /full year

The third-year Latin course revolves around the Roman poets Ovid and Vergil, examining their cultural context and emphasizing comprehension, appreciation, critical analysis, metrical scansion, and translation. All students take the National Latin Examination. Open to students who have had Latin II, or its equivalent.

HONORS LATIN III (832) /full year

This course is similar to regular Latin III but requires more extensive reading in Latin. All students take the National Latin Examination. Open to approved students who have had Honors Latin II, or its equivalent.

AP® LATIN (841) /full year

This course is based on the College Board's Advanced Placement® Latin syllabus, which requires substantial reading in Latin from a major poetic work, Vergil's *Aeneid*, and a major prose work, Caesar's *Gallic War*, with additional reading from both in English translation. The course aims at comprehension, literal translation, critical analysis, and appreciation of these works, and therefore examines such matters as vocabulary, grammar, syntax, metrical scansion, figures of speech, and the style, themes, and historical, cultural, political, social, and literary contexts of the two authors. A growing ability to read Latin at sight is expected and is regularly practiced and tested. All students take the National Latin Examination and the Advanced Placement® Latin Examination.

GREEK I (811) /full year

The function of this course is to give the student a firm foundation in the structure and vocabulary of Attic Greek, the language of the Golden Age of Athens. The course aims to enable the student to read in Greek from the masterworks of that period and, with little adjustment, from the earlier Greek of the Homeric epics and the later Greek of the New Testament. All students take the National Greek Examination. Open to approved students with a year's background in Latin or equivalent preparation.

PHYSICAL EDUCATION DEPARTMENT

The physical education program at Gonzaga is an integral part of the total educational process. The curriculum is dedicated to offering each student, regardless of ability, the opportunity to experience meaningful growth, accomplishment, and success at his own skill level. Through both competitive and non-competitive learning experiences the program seeks to develop in each student: health and physical fitness; skillful and effective movement; knowledge and appreciation of the human body; self-confidence and positive social interaction; ability and motivation for creative use of leisure time. The AAHPERD fitness test is administered to all freshmen during the first week of school. Believing in the wisdom of establishing a life-long pattern of daily physical exercise, the school requires freshmen to participate actively in physical education and health classes which meet every day. Through discussion, readings, exercises, speakers and reflective writings, students will explore how emotional, physical and mental aspects influence our sense of well-being. Topics will include: emotional development, mental health, stress, physical fitness, nutrition, sexuality, drugs and alcohol use, smoking and health.

Mr. Jackson (Chair), Mr. Maddox

PHYSICAL EDUCATION & HEALTH (910) /full year

This course is an introduction through classroom work and gym activities to appropriate physical development and health. Required of all freshmen.

RELIGION DEPARTMENT

All Gonzaga students are required to take a Religion course each year. The Department's mission is to promote an awareness and understanding of the Christian message in contemporary society. There is a special emphasis on the elements of Catholic heritage and life in the Catholic Church. **Ms. Berry, Mrs. Corgan, Ms. Gengler, Mr. Hartnett, Ms. Murphy, Fr. O'Connor, S.J., Dr. Risetto (Chair), Mr. Sullivan, Mr. Turner**

THE REVELATION OF JESUS CHRIST IN SCRIPTURE & WHO IS JESUS CHRIST (112)/full year

This course invites students to develop a working knowledge and appreciation of Sacred Scriptures by means of a historical-critical approach as proclaimed by the Roman Catholic Church (*Dei Verbum*). Understanding the cultures, traditions and histories that have shaped the Sacred Text, students will come to encounter the living Word of God, and be encouraged to develop a right-relationship with Jesus Christ. Important areas of focus will include discipleship, the Kingdom of God, social justice, and the repeated phenomenon of "unlikely choice" that characterizes God's relationship with the human community. Further, students will develop an understanding of how the Hebrew Scriptures and New Testament have shaped the Christian understanding of how God comes to meet his people in and through Jesus Christ.

THE MISSION OF JESUS CHRIST (120)/full year

This course introduces students to the progression of salvation history that finds its culmination in the paschal mystery of Jesus Christ as lived out in the sacramental life of the Church. Students will also explore how the Church, as the Mystical Body of Christ, lives the mission of Jesus Christ and has developed as the living Body of Christ. Students will engage ecclesiology through the lens of the Church historical development. Students will be challenged to examine the function of discipleship and its place in relationship with the salvific mystery of Christ.

ETHICS: LIFE IN JESUS CHRIST (130)/full year

The course presents an opportunity to define and discuss Catholic moral concepts, such as human dignity, freedom, grace, conscience, the moral act, Catholic doctrine and natural law, and investigate the interplay between grace and freedom in the moral journey of saints/heroic figures. Students will explore various ethical philosophical systems in comparison with Catholic ethics, and engage a social and moral analysis of issues such as abortion, death penalty, end of life issues, sexual issues, and other relevant social issues. Students will develop the tools to make decisions aligned with the Church's moral teaching. Rooted in, "What would Jesus do?" students will acquire Catholic moral teachings in order to live as disciples of Christ in the world.

GREEK II (822) /full year

As the student continues to master the patterns of the Greek language and to enhance his command of its vocabulary, his reading extends into various areas of the literature: the historical works of Herodotus and Xenophon, the philosophical dialogues of Plato, and the New Testament. All students take the National Greek Examination. Open to approved students who have had Greek I.

GREEK III (833) /full year

The third year course in Greek is devoted mainly to the reading of selections from Homer's *Odyssey*. Readings from the New Testament, as well as samples of a number of classical authors, are also included in the course. All students take the National Greek Examination. Open to approved students who have had Greek II.

SYSTEMATIC THEOLOGY: LIVING AS A DISCIPLE OF JESUS CHRIST (143)/one semester

The course studies the nature of faith and critically examines the intellectual tradition associated with Christian belief. The course begins with a preliminary study of prominent theological themes. Theology is then approached through analysis of the classical arguments as well as through more modern approaches. Additionally, the primary challenges to religious belief are addressed. The course then focuses on the person and significance of Jesus in the beliefs of the Christian tradition. Throughout the course, students are asked to form critical judgments rooted in their own religious experience in the light of the Christian tradition.

SOCIAL JUSTICE: LIVING AS A DISCIPLE OF JESUS CHRIST (145)/one semester

Social Justice is a class designed to allow students to reflect on Scripture, Catholic Social Teaching, and their Service Project that requires 20 hours of community service. Students learn to observe examples of structural injustice, develop a critical analysis of their causes, and anticipate solutions in the light of the faith-justice tradition. Among the specific areas addressed are economic injustice, education, race, gender bias, and the geopolitical strategy of the developed nations. It is our hope that this course will enable the Gonzaga graduate to fully understand and attempt to integrate into his life the school's motto, being a "Man for Others".

SCIENCE DEPARTMENT

The objective of the Gonzaga science department is to introduce students to the fundamentals of scientific concepts and experimentation in order to give students a broad science background so as to be prepared to take more rigorous science classes beyond Gonzaga and to be able to understand and be involved in scientific discussions and debates that they will encounter. These objectives are met through an integrated curriculum of physical and life sciences and laboratory investigations. Students are required to take three years of laboratory science, two of which must consist of Biology and Chemistry. **Mr. Ausema, Ms. Fernandez, Ms. Garbart, Mrs. Garvis, Mr. Hamm, Mr. Heetderks (Chair), Mrs. Kelley, Mr. Knowles, Mr. Pakenham**

BIOLOGY(520)/full year

Biology provides a basic introduction to the nature of living systems and is intended to help the student discover the continuity and evolutionary changes in life. Biology emphasizes observation of the diversity of types and unity of pattern among living organisms. The historical and contemporary topics treated include anatomy, genetics, ecology, bioenergetics, evolution, physiology, and taxonomy.

HONORS BIOLOGY(522)/full year

Honors Biology is an intensive introduction to the main principles of biology. The topics covered are similar to those of regular biology; however, the pacing of the course and depth of coverage will be significantly accelerated. Students should anticipate an added workload and more frequent and in-depth testing. This accelerated class will also cover vertebrate and invertebrate organisms, plant structure and function, and genetics in greater depth than the standard biology class. This course has a laboratory component. This course is open to freshmen who have excellent scores on the Admissions testing and qualified sophomores.

AP BIOLOGY (521)/full year

AP Biology is a college level course that follows the Advanced Placement syllabus. Topics treated in detail include: cytology, molecular biology, biochemistry, genetics, embryology, human anatomy and physiology, evolutionary and ecological biology. The course is intended to prepare students for the Advanced Placement exam. Open to juniors and seniors with departmental approval. Prerequisites: 520 and 530.

CHEMISTRY(530)/full year

Chemistry provides a basic introduction to the nature of matter and change and is intended to help students understand the unseen processes at work in chemical phenomena. Major topics covered include scientific measurement, unit conversions, atomic structure, nuclear chemistry, bonding, nomenclature, chemical reactions, the mole, stoichiometry, states of matter, intermolecular forces, periodic trends, gas laws, acids & bases, equilibrium, oxidation & reduction, electrochemistry and introductory organic chemistry. Open to any student who has successfully completed 520.

HONORS CHEMISTRY(531)/full year

Honors Chemistry is an intensive introduction to the main principles of chemistry. Major topics covered are similar to those of regular chemistry, though more emphasis is placed on the quantitative aspects of the discipline. Intensely mathematical, honors chemistry is intended to form the first part of a two-year sequence designed to prepare students for the Advanced Placement exam in chemistry. Prerequisites: 520, 311 or higher, and departmental approval.

AP CHEMISTRY (532)/full year

AP Chemistry is a college-level course that follows the Advanced Placement syllabus. Topics treated in detail include: atomic theory and structure, chemical bonding, states of matter, solutions and reaction types, stoichiometry, equilibrium, kinetics, thermodynamics and electrochemistry. The course is intended to prepare students for the Advanced Placement exam. Open to juniors and seniors with departmental approval. Prerequisites: 520 and 530 and departmental approval.

PHYSICS(540) /full year

Physics provides a basic college preparatory introduction to the nature of mechanical systems. Intended to help the student to develop a conceptual grasp of the nature of matter and energy, physics emphasizes the development of empirical laws through observation, experimentation and analysis. Topics included are mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. Open to all juniors and seniors who have completed Biology and Chemistry. Recommended course for students enrolled in math sections 330 and 340.

HONORS PHYSICS(541)/full year

Honors Physics is an intensive introduction to the main principles of physics and emphasizes the development of problem solving skills. Modeled after a typical college level course for non-science majors, the topics covered are similar to those in the regular physics course with more emphasis placed on the development of generalized mathematical statements of the empirical laws. Skill in the methods of algebra and trigonometry are presumed. Students have the option of taking the AP level B exam upon completion of the course. Recommended for students enrolled in math sections 341 and higher. Departmental approval required.

AP PHYSICS C Mechanics (542)/full year

AP Physics C Mechanics ordinarily forms the first part of a college sequence that serves as the foundation in physics for students majoring in physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on developing the analytical skills required to formulate general solutions to groups of problems. The subject matter of the course is principally mechanics. This course is the first part of a sequence that in college usually extends over one and one-half to two years. The course follows the curriculum established by the College Board. Upon completion of the course, students must take the AP level C Mechanics exam. Prerequisites are 540 or 541, concurrent enrollment in math 342 or higher, and departmental approval.

AP ENVIRONMENTAL SCIENCE (550)/full year

AP Environmental Science is a college-level course, which follows the Advanced Placement syllabus. The course is designed to apply basic ecology, chemistry, and geology to understanding the environmental impacts of human activities. Topics treated in detail include: soils and geological processes, ecosystem and community structure and function, biodiversity, population dynamics, food and energy resources, water and air pollution, environmental politics, and sustainability. Multiple opportunities are given for students to conduct experiments in the field. The course also examines economic, social, and political aspects to environmental problems. Students who complete the course will be expected to take the Advanced Placement exam. Open to juniors and seniors with departmental approval. Prerequisites: 520 and 530.



SOCIAL STUDIES DEPARTMENT

Gonzaga offers a four-year program in social studies that inculcates our students with afor critical thinking, intellectual competence and a rational search for moral truth. Students will study political, cultural and economic patterns that shape our Western Heritage as seen through the prism of the American Experience. To this end, our students will begin their course of study with the an introduction to Cultures, followed by an intense examination of European History followed by American History, Political Philosophy and American Government. In addition, numerous electives and Advanced Placement courses offered beginning in the sophomore year ranging from AP Economics to AP Human Geography.graduation, our students will be ready to compete and succeed at the college level. **Mr. Baggetta, Mr. Cardozo, Mr. Donnellan, Mrs. Eberhardt, Mr. Hanagan, Mr. Lipari, Mrs. Metcalf, Mr. Oryshkevych, Mr. Pugliese, Dr. Schaefer (Chair), Mr. Scott, Mr. Viola**

WORLD HISTORY (410)/full year

World History consists of both a survey of history and everyday living patterns in non-western societies and a study of the development of Western Civilization through the European Middle Ages. The general purposes of this course are to give students a familiarity with cultures other than their own, to broaden their horizons, to help them to understand other peoples, and to assist them in discovering and identifying key trends and relationships in the study of history. Required for all freshmen.

EUROPEAN HISTORY (420)/full year

This course is a broad historical examination of European history beginning with the High Middle Ages and ending in the 21st Century. It will explore the political, cultural, religious, and scientific history of Europe with a focus given to central themes, important ideas, and major individuals. Special emphasis is also given to reading and analyzing secondary sources resulting in a 3-5 page Thesis Oriented Research Paper. Required of all sophomores.

UNITED STATES HISTORY (430)/full year

This course covers major trends and events in the formation and development of the United States, beginning with the era of exploration and extending to the post-war era. It emphasizes the process of understanding and expressing the significance of historical events. In achieving those ends, students will learn to use historical documents and inquiry in the writing of well-crafted historical essays. During the fourth quarter, the writing program will culminate in a cooperative effort with the Library and English Department to develop the students' understanding and mastery of a longer thesis paper. Required of all juniors.

AP UNITED STATES HISTORY (431)/full year

The AP US History course is designed to teach students to think critically about the issues that have confronted, influenced and shaped the United States, through a process that integrates the examination of factual knowledge, the development and application of analytical thinking skills, and the assessment of primary and secondary sources. This class prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

AP EUROPEAN HISTORY (440)/full year

This course is a broad college-level examination of European history beginning in 1450 with the Renaissance and ending in the present. It explores the political, cultural, social, economic, religious, diplomatic, and intellectual history of Europe with a focus given to central themes, important ideas, and major individuals. Special emphasis is also given to reading and analyzing primary source documents from the long and rich history of Europe. All students taking this course are required to take the Advanced Placement exam.

GOVERNMENT AND POLITICS: UNITED STATES (444)/one semester

This course provides a detailed review of the American federal system and its structure. Among others, main topics of the course include: Institutions of the national government, political beliefs and behaviors, political parties and interest groups, the media, civil rights and civil liberties. Senior requirement.

POLITICAL SCIENCE (446)/ one semester

The course is intended as an introductory examination into some of the major themes in the history of political ideas and values. It focuses on the central problems of political philosophy and some of the most interesting attempts throughout history to solve them, from the ancient Greeks through more modern philosophers. It sheds light on the ideas of the framers of the Constitution by investigating their sources: Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and selected others. Taken in conjunction with U.S Government & Politics.

AP PSYCHOLOGY (449)/full year

The AP course in Psychology covers the major topics included in a first-year college-level psychology course. The course will include writing and research assignments. Students must be approved by the instructor and be ready for a full year of rigorous study. All students taking this course are required to take the Advanced Placement exam.

AP HUMAN GEOGRAPHY (451)/full year

AP Human Geography is an introduction to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Geographic perspectives emphasized in the course include location, space, place, scale, pattern, regionalization, and globalization. Geographic topics explored in the course include population, cultural patterns and processes, political organization, agriculture and rural land use, industrialization and economic development, and urban land use. Students also learn about the methods and tools (especially maps) that geographers use in their science and practice. Examples and resources from the Washington, DC region are integrated throughout the course. All students taking this course are required to take the Advanced Placement exam.

AP ECONOMICS (453)/full year

This course is designed to give students a thorough understanding of the principles of both micro and macroeconomics. Microeconomics gives students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Macroeconomics looks at principles that apply to an economic system as a whole. It places particular emphasis on the study of national income, measures of economic performance, economic growth, international finance, exchange rates, and the balance of payments. All students taking this course are required to take the Advanced Placement exams in both Macro and Microeconomics.

AP GOVERNMENT AND POLITICS: U.S. (455)/full year

This course provides students with a comprehensive understanding of the operation of American national government. To accomplish this, students develop analytic perspectives for interpreting, understanding and explaining political events in this country. The subjects that the course covers include: constitutional arrangements, policymaking institutions such as the legislature, the executive, the bureaucracy, and the courts, public opinion and the media, political participation and voting behavior, political parties, interest groups, civil liberties and rights, and budget making. All students taking this course are required to take the Advanced Placement exam.

WAR AND POLITICS INTO THE 21st CENTURY(460)/one semester

This course offers an examination of the transition of the United States from a regional to a world power. Among the topics covered are the relationship between foreign policies and military strategies, the use of war as a political instrument, civilian-military relations, policies of war avoidance, and domestic politics. Radical Islam will be closely examined in light of the September 11, 2001 attacks.

AP ART HISTORY (471)/full year

Advanced Placement Art History is a college-level course intended to teach students how to view art critically and understand artworks within their historical and social context. It is also intended to encourage and broaden students' enjoyment of drawing, painting, sculpture, architecture, photography and other visual media, particularly through visits to Washington's museums. Students will learn to recognize, discuss and write about 250 key works required for the A.P. exam, and thousands of other representative works from the Prehistoric era; Ancient art from North Africa, Europe and Asia; Classical art of the Mediterranean, Latin America and India; early Christian, Byzantine and Medieval art; Islamic art; Romanesque and Gothic art; the Renaissance and Baroque in Europe; African art; 19th and 20th century movements from Europe, North America and Japan; Native American art; and current trends in the visual arts today. Open to upperclassmen by approval. All students taking this course are required to take the Advanced Placement exam.

STUDENT LIFE

Student Services Office

The Student Services Office is located on the 2nd floor of Cantwell Hall. It is the responsibility of this office to administer and supervise all programs related to student life. Such programs include all student activity programs, locker assignments, parking arrangements, security and safety, and health. The Dean of Students publishes the *Student-Parent Handbook*, which details all school policies, rules and regulations concerning the conduct of Gonzaga students. Each student is expected to be familiar with contents of the Handbook, which is posted on the school web site.

Conduct

The registration of a student at Gonzaga College High School is an expressed agreement on his part and on the part of his parents or guardians to comply with all the rules of the institution. Gonzaga reserves the right to dismiss at any time a student whose conduct it considers unsatisfactory.

Attendance

Regular daily attendance at Gonzaga is mandatory. Should a student be absent from school on a particular day, his parents should contact the Student Services Office before 9:00 am on that day to report the cause.

If it becomes necessary to close school or to delay the opening of school because of weather conditions, Gonzaga follows the decisions of Montgomery County, as outlined below:

- If Montgomery County schools are closed, Gonzaga is also closed.
- If Montgomery County Schools have a delayed opening, Gonzaga classes begin at 9:30 am.
- Gonzaga will make its own decision in the case of any early dismissal.
- This policy is in effect for both regular school days and exam periods. Should an exam day be canceled because of snow, those exams will be moved to the following day, and all exams will be one day later.
- Gonzaga reserves the right to deviate from this plan when necessary. Announcements will be made via email and posted on Gonzaga's webpage.

Dress

Neat appearance and strict adherence to the Code of Dress & Decorum is expected of all Gonzaga students. Gonzaga's dress code is outlined in the *Student-Parent Handbook*.

Health

Gonzaga College High School requires that each student, prior to his entrance, submit a Gonzaga Annual Physical Form signed by his family physician with proof of complete and up-to-date immunizations. This documentation of his medical examination and immunization records will be kept in his file at school. The information for login into Gonzaga's medical forms database is provided in the Incoming Student Mailing (early Spring). Information must be submitted to the Headmaster's Office by August 1, prior to the beginning of school. Up -to-date physicals are also required for all students participating in any sports program at Gonzaga.

Insurance

Every Gonzaga student is enrolled in the Sentry School Accident Protection Plan. This plan provides coverage for accidents occurring while attending or participating in all school sponsored or supervised activities, on or away from school grounds. All school sponsored or supervised athletics are covered. Travel is also covered when going directly to and from a school sponsored activity when in a school vehicle. This coverage is provided at no extra cost to the student.

Transportation

Gonzaga is easily reached from all points in the Washington Metropolitan area. Gonzaga is located within three blocks of Interstate 395 in Washington and within three blocks of the Union Station passenger terminal and the Union Station Metro stop. No fewer than ten Metrobus routes stop at Gonzaga and dozens more are within a three block radius. Some students form carpools. A number of students arrive in the morning with their parents or neighbors and return home via public transit.

Campus Ministry

The Director of Campus Ministry coordinates a staff that provides opportunities for community service, retreats, pastoral counseling, and involvement in other aspects of the school's religious life.

The Director of Campus Ministry, working with students and faculty, plans the religious services held throughout the academic year. Various chapel programs, including daily Mass, present opportunities for prayer, reflection and the sacraments for both students and the faculty. The campus ministers cooperate with the academic departments to provide other programs for personal and spiritual development. The Chapel of Our Lady, located off the foyer of Dooley Hall, and the Great Upper Church of St. Aloysius, whose main doors are on North Capitol Street, are the venues for the liturgical programs offered by the campus ministers.

Christian Service

Service to others, especially to those who are marginalized and vulnerable, is a fundamental part of the Jesuit educational tradition at Gonzaga. Service opportunities, which are available to the young men at each grade level, challenge them to become acquainted with, and to assist, persons who are in need. By befriending these persons, working alongside them, reflecting upon this experience, praying with and for them, our students may grow to recognize them as sisters and brothers. Becoming "Men for Others" requires developing a habit of the heart and mind that these service programs seek to inculcate.

The range of services includes tutoring at neighborhood schools; preparing and serving meals at the McKenna Center located on campus; volunteering on

McKenna's Wagon; helping out with Food & Friends; physical fitness for handicapped adults; assistance to the elderly; work trips to Appalachia and to migrant workers in Florida as well as several summer volunteer programs at sites that have included South Dakota, New Orleans, Guatemala, the Dominican Republic, and Camden, New Jersey. All these programs are voluntary but have become part of the ethos of service at Gonzaga. Seniors are required to take a one-semester course that integrates forty hours of service with the study of the Catholic Church's teaching of social justice.

Retreats

Gonzaga offers its students the opportunity to participate in a variety of retreats (days of reflection, overnight, and weekend retreats). Each year, every student has an opportunity to participate in a retreat for spiritual growth. Retreats and personal reflection have long been a priority in the spirituality of the Jesuits. Our retreat programs vary in correlation with student maturity. The Freshman Retreat is mandatory, includes the entire class, and takes place at Gonzaga over Martin Luther King, Jr. Day Weekend. Other retreats are voluntary. Sophomores may participate in an overnight off-campus retreat which considers responsible decision-making consistent with Christian discipleship. Juniors may participate in a 3 ½ day in-depth retreat called *Kairos*. In the final year, retreats invite members of the senior class to give special attention to the transition students make from Gonzaga to college, so that they may be better prepared to carry their faith and commitment to service forward following their time at Gonzaga.

The Mary Teresa Sardo Library and Media Center

The library is open daily from 7:00 am to 4:00 pm, except on Friday when it closes at 3:30 pm. The library is generally for quiet study and research. The collection contains over 15,000 books, 60+ periodicals, and thousands of DVDs and audiobooks. Most materials circulate for three weeks and can be renewed. The collection is built around the Gonzaga curriculum and also offers an extensive collection of fiction and leisure reading. In addition, the library subscribes to numerous databases, including *JSTOR*, *CQ Researcher*, *Proquest*, *Facts on File* and *Historical Newspapers* that allows students to access hundreds of full text newspapers, journals and reference sources from home. Librarians teach specific classes on various research skills and are always available to help students access materials and assist them with research.

The library offers computers and printers for student and faculty use as well as audio-visual equipment, including DVDs, LCDs, digital cameras, photocopier and a laminator. Once every quarter the library offers special programs including poetry slam and faculty student tournaments such as ping pong, chess, and a mini-golf tournament. For more information, visit the library web page @ www.gonzaga.org/library.

Counseling Service

Gonzaga's counselors provide a program of individual and group counseling in an effort to promote the personal, educational, and social development of each student. A counselor is assigned to the freshman class and moves with that class through graduation. During the second semester of junior year, students are also assigned and begin to meet with a college counselor. The class counselor will remain the student's counselor for all personal, academic and social issues. While students have an assigned class counselor, they are also free to consult with any member of the counseling staff.

Standardized testing is conducted in October of each year for freshmen, sophomores and juniors. Results from these tests are interpreted for the student to help him evaluate his own progress and formulate realistic plans for the future. From junior year through graduation, college counselors emphasize college choice exploration. Visits by college/university representatives and college-day activities afford closer contact with many colleges. Students are urged to visit campuses before finalizing their choices. Because testing requirements and application deadlines vary greatly, each student is responsible for researching and coordinating his own college applications with assistance from his college counselor. Criteria for admission are determined by individual colleges and usually involve academic performance, standardized test scores, co-curricular activities, letters of recommendation, essays and personal statements. Materials on colleges, as well as registration and preparation booklets for the SAT Reasoning Test, SAT Subject Tests, and ACT are available in the counseling office.

The Center for Academic Excellence

The Center for Academic Excellence, a resource offered through the Headmaster's Office, is a place within the school where students may obtain help with study and organizational skills as well as some support in basic subjects. Students who experience academic difficulty may be recommended for support through the CAE by their teacher, counselor or parents, or may request assistance on their own. Participation is voluntary. Students are free to drop in at the CAE to study or receive additional help and may use the facilities for individual or small group study.

Sophomore Conversations

This program is sponsored by the Counseling Department to help sophomores actively reflect on personal goal-setting. Each sophomore and his parents/guardians are invited to schedule a 30-minute "conversation" with a member of the faculty/staff to discuss his first two years at Gonzaga and to set some goals for his final two years. Each student is asked to reflect on his Gonzaga experience within the context of Gonzaga's mission statement: "that our graduates are open to growth, intellectually competent, religious, loving, and committed to doing justice."

CO-CURRICULAR ACTIVITIES

Gonzaga offers a varied program of co-curricular activities. We believe that participation in them is an integral part of education. All students are urged to participate in at least one of their choosing.

Aetonian

The *Aetonian* is the school yearbook, published for the first time in 1941-42. It serves as a valuable record preserving each year's achievements together with its spiritual, social, cultural, and athletic events.

Aquilian

The *Aquilian* is the school's newspaper, published regularly during the school year. It reports on all aspects of school life and provides opportunities to acquire a range of skills in journalism.

Athletics

The purpose of the athletic program at Gonzaga is to provide a suitable and enjoyable means of exercise as well as the experience of competition that is fair and sportsmanlike. Students may join teams that compete against other schools on the varsity, junior varsity and freshman levels in football, soccer, basketball, baseball and at the varsity and JV level in wrestling, tennis, golf, hockey and lacrosse. Gonzaga also fields teams in crew, cross-country, swimming and diving, water polo, rugby, squash and indoor and outdoor track. The school is a charter member of the Washington Catholic Athletic Conference. In addition, Gonzaga sponsors many non-varsity athletic clubs.

Booster Club

The purpose of this club is to foster and promote school spirit within the school and at functions in which the school participates. It provides leadership for the student body at athletic events and conducts rallies for Gonzaga's teams.

Faith and Justice Clubs

Many clubs at Gonzaga focus on our Catholic faith, and on education and action in the area of social justice. The Agape Club engages in dialogue, education and activism on contemporary human rights issues. The Peace Club promotes the social teaching of the Catholic Church and works towards peace and justice for all. Gonzaga also sponsors Students Against Destructive Decisions (SADD), the "Our Daily Bread" Bible Study club, and the Eagles for the Cure Breast Cancer Awareness Club.

Fine Arts Clubs

The *Phoenix* is Gonzaga's literary magazine published once each school year. Presenting poetry, fiction, original art, and photography, the magazine is compiled and edited by a student staff under the direction of its moderator. The Art Honor Society recognizes significant student achievement in the visual arts and sponsors the annual All-Catholic Art Exhibit & Competition. Students may also participate in the Gonzaga's Poets and Writers Club.

Gonzaga Dramatic Association

Students audition for and present two or more theatrical productions each year, usually one musical and one dramatic show. Students learn the arts of acting, singing, stage movement/dance, stage make-up, costuming and set design. A stage crew is also chosen to work on set construction and lighting design. Students in all grades, who are in good academic standing, may audition and apply for participation in the Gonzaga Dramatic Association.

International Clubs

Foreign language clubs (French, Chinese, Spanish, Classics) engage in many social and cultural activities in Washington, attending foreign language presentations, films and dining at area French, Chinese, and Spanish restaurants. The Hispano Club engages in learning about Latin American culture and history and participates in micro-lending initiatives in the developing world.

"It's Academic" Club

Members of this club compete on the local television show of the same name, and they travel to tournaments sponsored by universities and other high schools in the Washington-Maryland-Virginia areas.

Mathematics Club

The Mathematics Club, a local chapter of Mu Alpha Theta, the National High School and Junior College Mathematics Club, has as its purpose the promotion of the enjoyment and understanding of mathematics. Meetings are open to all interested students, but those selected for either Active or Associate membership must meet the requirements set forth by the national organization. The program generally consists of a presentation by club members or by guest speakers of topics not covered in class, and then a bit of recreational math.

National Honor Society

The purpose of the Gonzaga Chapter of the National Honor Society is to promote appropriate recognition for students who reflect outstanding accomplishments in the areas of academics, character, leadership, and service. Sophomores and juniors who meet the academic requirement during the spring semester are eligible to apply for membership. Applicants found to meet all the requirements are inducted the following semester.

Onyx

Membership in this organization is open to all students at Gonzaga. Onyx's purpose is to discuss all aspects of diversity and multiculturalism and the group sponsors many social activities and service projects during the school year, including Black History Month activities in February.

The Phocion Society

Founded at Gonzaga in 1855, the society is one of the oldest and most prestigious organizations at Gonzaga. Named after the great Athenian statesman and general, Phocion, who was a pupil of Plato, the society's goal is to develop in its members the skills of speech and debate. Thus, students are trained in the areas of public speaking, writing, research, critical thinking, and persuasion. Members of the society compete at local tournaments with other high schools and attend invitational tournaments at universities on the Eastern seaboard. The society is a long-standing member of the Washington Arlington Catholic Forensics League and the National Catholic Forensics League. It has produced numerous league champions and elects its own student officers. Membership is open to all students.

Science Club

Members of the Science Club participate in a wide range of activities directly related to the pursuit of scientific information. Meetings are held regularly with formal presentations made by prominent members of the scientific community of the Metropolitan area. Several off-campus trips are sponsored by the club yearly. Membership is open to all science students.

Spanish Honor Society

Gonzaga established the Fr. Pedro Arrupe Chapter of the Sociedad Honoraria Hispánica (SHH) to recognize outstanding achievement by upper level Spanish students. Spanish III Honors and AP students, who have maintained an "A" average for the first three quarters and the semester exam, are inducted into the Society annually on Cinco de Mayo.

Student Council

This student organization is comprised of elected representatives from Gonzaga's student body. Its officers are elected by school wide ballot and it functions under its own constitution. The Council meets regularly to discuss and take action on many aspects of student life.

WZAG

WZAG-TV is a closed-circuit television system with studios located in Forte Hall. It serves classrooms in all buildings and provides a morning news program with national, local, and school news.

Other Clubs that are currently active include:

Best Buddies
Chess Club
Environmental Advocacy
Fencing Club
GEAR (Gonzaga Engineering and Robotics)
Gonzaga Poets and Writers
Library Advisory
Men for Others
Military History Club
National Art Honor Society
NextGenVest
Ski Club
Stage Crew



Awards Presented to Seniors—Charter Day Assembly, May 13, 2016

This is a partial listing of awards presented.

The Geza Illes Memorial Award

Gabriel J.-M. Aguto
Trevor D. Dowd
John J. Posluszny

Andrew K. Carluccio
Thomas G. Olmsted

Freshman Retreat Leadership

Gabriel J.-M. Aguto
Holden Q. Madison

Patrick S. Edwards
Yili G. Quinlan

National Merit Commended Scholars

Luke K. Allen
Charles D. Begala
Philip E. Caldwell
Kolbe M. Caterini
Pablo A. Dean
Matthew G. Flagg
Michael C. Gold
Brendan A. Healy
William J. Healy IV
Benjamin J. Hoffschneider
Jonathan W. Kokotajlo
Peter J. Marcou
Daniel J. Plantamura
Thomas J. Pulliam
Michael P. Ribich
Maxwell J. Suttora
Ethan D. Yohannan

Joseph A. Beck
Cass E. Boehm
Andrew K. Carluccio
Thomas A. Clare
Owen C. Early
Christophe T. Gerlach
Charles E. Grady
Colin B. Healy
Arthur W. Hofer
Brian P. Kilner
Julian W. Maalouf
Graydon M. Monroe
John J. Posluszny
Yili G. Quinlan
Michael A. Seay
Clayton M. Tondreau

National Hispanic Recognition Program Finalists

Michael C. Bouyat
Theodore A. Joaquin

Pablo A. Dean

The Murray-Bellwoar Award in Classical Studies

Ryan C. Stanton

Outstanding Performance in Computer Science

Matthew C. McDonnell

The Martin & Patrick O'Donoghue Oratorical Contest

George L. Christopher
George E. Cox IV
Peter J. Marcou

Thomas A. Clare
Abraham Jones III

The Nolan-D. Free ITE Award

William J. Guarini IV

Caedmon Award for Excellence in English

Pablo A. Dean

The Gerard Manley Hopkins, S.J. Award

Kyle C. Taylor

Liam T. Wholihan

Excellence in Fine Arts and Music

Owen C. Early
Holden Q. Madison

Kenan J.D. Heath
Andrew C. Saunders, Jr.

The Senior Award for Outstanding Contributions to WZAG

Gabriel J.-M. Aguto

Andrew K. Carluccio

The Rev. John B. Woodward, S.J. Mathematics Award

Thomas A. Clare

American Mathematics Competitions Award

Thomas A. Clare

Academic Excellence in Modern Language

Matthew W. Gossart
Julian W. Maalouf
Clayton M. Tondreau

Brian P. Kilner

John P. Royston II

Academic Excellence in Religious Studies

Owen C. Early

Rev. Lucien Longtin, S.J. Religion Award

Matthew E. Michael

Academic Excellence in Science

Badejo O. Adebajo
Matthew C. McDonnell

Michael C. Gold

The Rev. Raymond M. Lelii, S.J. Biology Award

Patrick S. Ott

The Don Smith History Award

Matthew E. Michael

The Keith Sean Lindsey Award

Luke F. McCaleb

The Aetonian Award

Nelson E. Davies

Holden Q. Madison

The Aquilian Award

Liam D. Burke, Jr.
Nicholas A. Jenkins

Andrew K. Carluccio
Peter J. Marcou

The Michael Kelly Journalism Award

Holden Q. Madison

The Phocian Society Award

Owen C. Early

The Phoenix Award

Luke K. Allen

Holden Q. Madison

Spirit of Gonzaga Photo Contest

Holden Q. Madison

John J. Posluszny

The Gonzaga "Man for Others" Drama Award

Ryan C. Stanton

The Jeannne O'Reilly Award for Dramatics

Gonzaga Dramatic Association Seniors 2016

The Mitchell '25 & Cotton '45 Alumni Association Award

Gabriel J.-M. Aguto

The Erik Kristensen '90 Memorial Leadership Award

Michael F.M. Wheeler

2016 GRADUATION PROGRAM

Program

| | |
|--|--|
| Processional..... | “Pomp and Circumstance” By Sir Edward Elgar Mr. Jeremy Young |
| Welcome | Mr. Thomas K. Every II Headmaster |
| The National Anthem | “The Star Spangled Banner” By F. Scott Key and J. Stafford Smith |
| Invocation..... | Mr. Stephen M. Szolosi Director of Campus Ministry |
| Salutatory..... | Michael C. Gold |
| Forty-sixth Kohlmann Address | Thomas W. Farley, Class of 1993 |
| Conferral of Diplomas | Rev. Stephen W. Planning, S.J. President |
| Interlude | “Like an Eagle” By Carl Strommen Gonzaga Chorus and Chamber Choir Mr. Jeremy J. Young, Director |
| Presentation of Awards | Mr. Thomas K. Every II |
| Interlude | “Elements” 2. Earth 3. Fire By Brian Balmages The Gonzaga Symphonic Wind Ensemble Mr. David C. Smith, Conductor |
| Presentation of the Class of 2016 Gift and the 1977 Faculty/Staff Award | Andrew K. Carluccio President, Class of 2016 |
| Recognition of the Class of 1966..... | Mr. Thomas K. Every II |
| Interlude | “Encanto” Robert W. Smith The Gonzaga Symphonic Wind Ensemble Mr. David C. Smith, Conductor |
| Remarks to Graduates..... | Rev. Stephen W. Planning, S.J. |
| Valedictory | Woods B. Connell |
| Benediction..... | Rev. Gasper F. Lo Biondo, S.J. Superior of the Jesuit Community at Gonzaga College High School |
| Alma Mater and Recessional..... | “Marche Pontificale” By Charles Gounod Mr. Jeremy Young |

Commencement Officials:

Student Marshalls: Mr. Michael Howell '70 (Academic Dean) • Mr. James J. Kilroy (Dean of Students)
Faculty Marshalls: Mrs. Leslie M. Keiser (Dean of Faculty) • Mr. Eli E. Clarke (Dir. of College Counseling)

College Acceptances for the Class of 2016

| | | |
|------------------------------------|--|---|
| American University | Lafayette College | Towson University |
| Anne Arundel Community College | Lehigh University | Trinity College in Connecticut |
| Assumption College | Louisiana State University - Baton Rouge | Tufts University |
| Auburn University | Loyola Marymount University | Tulane University |
| Ave Maria University | Loyola University Maryland | Union College, NY |
| Belmont University | Loyola University New Orleans | United State Air Force Academy |
| Bentley College | Loyola University-Chicago | United States Military Academy |
| Boston College | Lynchburg College | United States Naval Academy |
| Boston University | Manhattan College | University of Rochester |
| Brown University | Marietta College | University of Alabama |
| Bucknell University | Marist College | University of Arizona |
| Carleton College | Marquette University | University of California - Berkeley |
| Carnegie Mellon University | Marymount University | University of California - Los Angeles |
| Case Western Reserve University | McDaniel College | University of California - San Diego |
| Centre College | Miami University in Ohio | University of California - Santa Barbara |
| Champlain College | Michigan State University | University of California - Santa Cruz |
| Christopher Newport University | Middle Tennessee State University | University of Colorado-Boulder |
| Clemson University | Montgomery College | University of Dayton |
| Coastal Carolina University | Morehouse College | University of Delaware |
| Coker College | Mount St. Mary's University | University of Denver |
| Colgate University | New York University | University of Georgia |
| College of Charleston | Norfolk State University | University of Illinois-Urbana/Champaign |
| College of Southern Maryland | North Carolina A&T University | University of Iowa |
| College of the Holy Cross, MA | North Carolina State University | University of Kentucky |
| College of William and Mary | Northeastern University | University of Mary Washington |
| Colorado State University | Northwestern University | University of Maryland - Baltimore County |
| Cornell University | Notre Dame College of Ohio | University of Maryland - College Park |
| Creighton University | Oberlin College | University of Massachusetts - Amherst |
| Dartmouth College | Ohio University | University of Miami |
| Denison University | Old Dominion University | University of Michigan |
| DePaul University | Pennsylvania State University (all campuses) | University of Mississippi |
| DePauw University | Pomona College | University of Missouri - Columbia |
| Dickinson College | Princeton University | University of New Hampshire |
| Drexel University | Providence College | University of North Carolina - Asheville |
| Duke University | Purdue University | University of North Carolina - Chapel Hill |
| Duquesne University | Rensselaer Polytechnic Institute | University of North Carolina -Wilmington |
| East Carolina University | Rice University | University of Notre Dame |
| Eckerd College | Robert Morris University | University of Oklahoma |
| Ecole hoteliere de Lausanne | Rutgers University | University of Oregon |
| Elon University | Saint John's University, NY | University of Pennsylvania |
| Emory University | Saint Joseph's University, PA | University of Pittsburgh |
| Fairfield University | Saint Louis University | University of Richmond |
| Florida A&M University | Saint Mary's College in Maryland | University of San Diego |
| Florida Atlantic University | Salisbury University | University of San Francisco |
| Florida State University | San Diego Mesa College | University of South Carolina - Columbia |
| Fordham University | Santa Clara University | University of Tampa |
| Franklin and Marshall College | Seattle University | University of Tennessee - Knoxville |
| Furman University | Seton Hall University | University of Texas - Austin |
| George Mason University | Shenandoah University | University of Vermont |
| Georgetown University | Shepherd University | University of Virginia |
| Georgia Institute of Technology | Skidmore College | University of Wisconsin - Madison |
| Gettysburg College | Spring Hill College | Vassar College |
| Gordon College | St. Francis University, PA | Villanova University |
| Goucher College | St. John's College, MD | Virginia Commonwealth University |
| Hampton University | St. Leo University, FL | Virginia Polytechnic Institute and State University |
| High Point University | St. Norbert College | Wake Forest University |
| Hotel Institute Montreux | Swarthmore College | Washington and Lee University |
| Howard University | Syracuse University | Washington University in St. Louis |
| Indiana University - Bloomington | Temple University | West Virginia University |
| Indiana University of Pennsylvania | The Catholic University of America | Wheaton College, MA |
| Iona College, NY | The Citadel | Wheeling Jesuit University |
| Jacksonville University | The Culinary Institute of America | Wingate University |
| James Madison University | The George Washington University | Wofford College |
| John Carroll University | The Ohio State University | Worcester Polytechnic Institute |
| Kenyon College | The University of Scranton | Xavier University, OH |
| Knox College | Thomas More College, KY | Yale University |

ALUMNI ASSOCIATION 2016-2017

| | |
|--------------------------|------------------------|
| President | Michael R. Casey '86 |
| 1st Vice President..... | Jesse M. Oursler '99 |
| 2nd Vice President | Louvel J. Fauntroy '84 |
| Secretary | Matthew J. Grace '01 |
| Treasurer | Greg L. Schlegel '78 |

GONZAGA FATHERS' CLUB BOARD OF DIRECTORS 2016-2017

Executive Committee

| | | |
|----------------------------------|--------------------|--------------------------------|
| President | Terrence Caulfield | tcaulfield@coakleywilliams.com |
| Treasurer | Michael Timothy | mft44@live.com |
| Vice President – Membership | Mark Johannessen | mark.johannessen@sbsbinc.com |
| Vice President – Meetings/Events | Richard Donohoe | rdonohoe58@gmail.com |
| Vice President – Communications | John Nalls | john@ctitle.net |
| Vice President – Web Services | Jack Ballestero | jballestero817@verizon.net |
| Vice President – DC Classic | Jonathan Love | Jlove@lovelp.com |
| Past President | Bob Powers | rjp@nei.org |
| Moderator | Fr. Planning | splanning@gonzaga.org |

Special Events

| | | |
|----------------------------------|--------------------|--------------------------------|
| Freshman Welcome Picnic | Tom Hrdy | thrdy@yahoo.com |
| | Ed Dolson | EDolson@bognet.com |
| Football Ticket Sales | Michael Sinay | msinay@familylawattys.com |
| Gonzaga-Visitation Mass/Picnic | Tom Hammond | THammond@TheHammondGrp.com |
| Open House | Tim Feighery | tfeighery@gmail.com |
| | Sean Todd | sean@foxpotomac.com |
| Pro Football Raffle | Jeff Hamilton | hamiltoj@qutech.com |
| D.C. Classic | Jonathan Love | Jlove@lovelp.com |
| | Jim Hanagan | hanaganfamily@aol.com |
| | Al Jackson | alfredjacksoniii@gmail.com |
| | John Lynch | lynch387@yahoo.com |
| | Lance Ford | lford@palmfs.com |
| Freshman Retreat | John Gossart | jrg6@georgetown.edu |
| Bull & Oyster | David Buckley | dbuckley52@gmail.com |
| Mother/Son Communion Breakfast | Brian Edwards | brian_edwards@mcpsmd.org |
| | Tim Egan | timegan72@gmail.com |
| | Joe Young | jyoung@payrollnetwork.com |
| Service: | Patrick Rafferty | patrick@raffertyweiss.com |
| Freshman Father-Son | Terrence Caulfield | tcaulfield@coakleywilliams.com |
| Father-Son Service Project | Mike Winters | mbw20895@msn.com |
| Joint GV/Gonzaga Service Project | Richard Donohoe | rdonohoe58@gmail.com |
| | Bob Johnson | bob@natellihomes.com |
| | Brigen Winters | bwinters@groom.com |
| Father/Son Communion Breakfast | Tom Scherer | TScherer@wellsfargo.com |
| | Patrick Cooney | patrick@federalgrp.com |
| | Brian Knapp | bdk@cohengroup.net |
| Commencement | Brian Cashmere | bcashmere@williamsnullen.com |



GONZAGA MOTHERS CLUB BOARD OF DIRECTORS 2016-2017

| | | | | |
|-----------------------------------|------------------------------------|------------------------|--------------|--------------------------------------|
| <u>Executive Board</u> | President | Laura Brockwell | 703-966-9380 | lbrockwell@gonzagamothers.org |
| | Vice President | Jean Schlesinger | 202-257-5197 | jschlesinger@gonzagamothers.org |
| | Vice President | Maya Shackley | 202-441-4849 | mshackley@gonzagamothers.org |
| | Secretary | Nori Buising | 571-437-5242 | secretary@gonzagamothers.org |
| | Treasurer | Mary Penny | 301-728-8187 | treasurer@gonzagamothers.org |
| | Webmaster | Denise Siciliano | 703-472-9997 | webmaster@gonzagamothers.org |
| | Ex-Officio | Suzanne Dowd | 571-296-3346 | sdowd@gonzagamothers.org |
| <u>Standing Committees</u> | Eagles' Wings | Susie Hanrahan | 703-690-1032 | eagleswings@gonzagamothers.org |
| | 2016 Eagles' Wings Class Reps | Tami Henneman | 202-253-9346 | classof2016@gonzagamothers.org |
| | | Joanna Hoffschneider | 301-873-9481 | classof2016@gonzagamothers.org |
| | Communications | Irene Zaso | 703-255-0235 | communications@gonzagamothers.org |
| | Family Support | Eileen Wisor | 301-890-0441 | familysupport@gonzagamothers.org |
| | Membership | Mia DeWitt | 703-220-2133 | membership@gonzagamothers.org |
| | GMC Closet | Tracy Taylor | 202-486-6948 | gmcclset@gonzagamothers.org |
| | | Jennifer Tobey | 703-304-7903 | gmcclset@gonzagamothers.org |
| | Gonzaga/Visitation Activities | Diane Tomb | 703-909-6212 | gvactivities@gonzagamothers.org |
| | McKenna/Service | Erin Donovan | 240-432-8939 | mckenna@gonzagamothers.org |
| | | Morgean Hirt | 703-655-3488 | mckenna@gonzagamothers.org |
| | | Valerie Jopeck | 703-955-2696 | mckenna@gonzagamothers.org |
| | | Anne Ourand | 202-251-8078 | mckenna@gonzagamothers.org |
| | Parents' Council | Denise Aitchison | 202-744-0731 | parentscouncil@gonzagamothers.org |
| | Senior Class Liaison | Andrea Courduvelis | 703-307-3170 | seniorliaison@gonzagamothers.org |
| | | Lisa Roeder | 703-898-7242 | seniorliaison@gonzagamothers.org |
| | Junior Class Liaison | Susan Kiley | 703-282-2592 | juniorliaison@gonzagamothers.org |
| | | Shannon Seay | 703-946-7083 | juniorliaison@gonzagamothers.org |
| | Sophomore Class Liaison | Martha Marrapese | 202-557-0729 | sophomoreliaison@gonzagamothers.org |
| | | Jennifer Winters | 703-919-1662 | sophomoreliaison@gonzagamothers.org |
| | Freshman Class Liaison | Mindy Johannessen | 301-520-5456 | freshmanliaison@gonzagamothers.org |
| | | Elizabeth Richardson | 703-346-4129 | freshmanliaison@gonzagamothers.org |
| | Ignatian Reflection & Prayer Group | Anne Barsanti Griffith | 703-786-8666 | ignatianprayer@gonzagamothers.org |
| <u>Special Events</u> | Baccalaureate | Dawn Gentry | 571-321-0621 | baccalaureate@gonzagamothers.org |
| | | Melissa Hathaway | 703-801-2745 | baccalaureate@gonzagamothers.org |
| | | Jennifer Windus | 703-201-1861 | baccalaureate@gonzagamothers.org |
| | Bake Sales | Susan Marcille | 404-375-0277 | bakesales@gonzagamothers.org |
| | Christmas Gala | Kathy Kirvan | 301-802-1017 | gala2016@gonzagagala.org |
| | | Andrea Mellado | 202-321-3732 | gala2016@gonzagagala.org |
| | | Kimberly Notarianni | 703-298-7159 | gala2016@gonzagagala.org |
| | Freshman Retreat | Julia Cashmere | 301-580-2564 | freshmanretreat@gonzagamothers.org |
| | | Annmari Edwards | 240-678-9701 | freshmanretreat@gonzagamothers.org |
| | | Lorena Egan | 240-506-1220 | freshmanretreat@gonzagamothers.org |
| | | Lisa Opiari-Arrigan | 734-649-7479 | freshmanretreat@gonzagamothers.org |
| | Get Acquainted Parties | Mary Hoernig | 703-582-1526 | getacquainted@gonzagamothers.org |
| | | Elizabeth Redmond | 240-678-5646 | getacquainted@gonzagamothers.org |
| | | Ann Turgeon | 301-852-8193 | getacquainted@gonzagamothers.org |
| | | Jennifer Winters | 703-919-1662 | getacquainted@gonzagamothers.org |
| | International Food Fair | Lauren Malone | 703-201-9067 | intlfood@gonzagamothers.org |
| | | Stephanie McMahon | 571-224-8180 | intlfood@gonzagamothers.org |
| | | Michelle Pierpont | 301-467-0305 | intlfood@gonzagamothers.org |
| | Mother-Son Celebration | Kristen Allen | 703-307-2960 | motherson@gonzagamothers.org |
| | | Diane Begala | 703-919-1868 | motherson@gonzagamothers.org |
| | | Mary Beth Jackson | 301-518-3488 | motherson@gonzagamothers.org |
| | | Alison Quatrini | 703-282-8773 | motherson@gonzagamothers.org |
| | New Mothers' Luncheon | Kelly Bingel | 202-787-0263 | newmom@gonzagamothers.org |
| | | Chris Keenan | 202-276-9171 | newmom@gonzagamothers.org |
| | | Allison Rosen | 202-256-0463 | newmom@gonzagamothers.org |
| | Photo Contest | Carola Williamson | 703-966-8912 | photocontest@gonzagamothers.org |
| | Summer Send Off Lunch | Sarah Feighery | 703-619-1664 | summerfaculty@gonzagamothers.org |
| | | Valerie Warburton | 703-981-2484 | summerfaculty@gonzagamothers.org |
| | Thanksgiving Reception | Colleen Mudlaff | 202-320-9788 | thanksgiving@gonzagamothers.org |
| | | Maureen Thomas | 301-564-4245 | thanksgiving@gonzagamothers.org |
| | Welcome Faculty Lunch | April Egge | 703-201-2680 | welcomefaculty@gonzagamothers.org |
| | | Kristina Gill | 202-997-2781 | welcomefaculty@gonzagamothers.org |
| | | Denise Siciliano | 703-472-9997 | welcomefaculty@gonzagamothers.org |
| | Welcome Picnic | Kim Howland | 571-835-0027 | picnic@gonzagamothers.org |
| | | Josie Militello | 716-548-5944 | picnic@gonzagamothers.org |
| <u>Hospitality</u> | Back to School Night | Maura Cardellicchio | 703-201-9310 | backtoschool@gonzagamothers.org |
| | | Kelly Schuler | 703-477-0840 | backtoschool@gonzagamothers.org |
| | Faculty Treats | Maria Cindea | 703-628-6511 | facultytreats@gonzagamothers.org |
| | | Kristen Kilguss | 401-862-8759 | facultytreats@gonzagamothers.org |
| | GMC Meetings | Kasey Crowley | 571-275-0660 | meetings@gonzagamothers.org |
| | | Kimberly Martin | 202-487-4835 | meetings@gonzagamothers.org |
| | | Kelley Paul | 270-792-6767 | meetings@gonzagamothers.org |
| | | MaryBeth Powers | 703-346-6024 | meetings@gonzagamothers.org |
| | | Honora Precourt | 202-491-3104 | meetings@gonzagamothers.org |
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| Quinn Aitchison | Derek Frahm | Thomas McGee |
| Stephen Allen | Matthew Fronda | Braeden McGowan |
| Brendan Alt | Reginald Frost, Jr. | Kyle McKenzie |
| Connor Anthony | Aidan Gallagher | William McKinnon IV |
| Nicholas Aparicio | William Gately III | Patrick McNamara |
| Aaron Aranza | Brandon Gatti | Devin McNulty |
| Reyni Arbutiski | Jarell Gibbs | Alonzo Medley |
| Ryan Arinaga | Brendan Gibson | Roger Mellado |
| Reid Bacon | Matthew Gilday | Thomas Miller |
| Lucas Baioni | Andrew Gillis | Gregory Molock, Jr. |
| Richard Baldwin | Jackson Gillum | Harry Monroe |
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| Zachary Barnes | Neil Goetzman | Thomas Moran |
| John Beckham | Samuel Gonson | Tyler Morrison |
| Brendan Beggy | Brian Gorman | William Mudlaff |
| Fawzi Beidas | Benjamin Grimmelbein | Connar Mulcahy |
| Mustafa Beidas | John Guarino | Joseph Murphy |
| Ryan Bell | John Hills | Seamus Murphy |
| Jake Bergmann | Harrison Hodgkins | Michael Myers |
| Evan Bernard | Matthew Hoffman | Ryan Myers |
| Brendan Bernstein | Andrew Holden | Chase Nalls |
| Kassahun Beyene | Richard Hrdy | Kevin Newell |
| Simon Black | Lawrence Humes | Binh Ngo |
| Adam Bloom | Stephen Jackson, Jr. | Jake Nicoll |
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 Willis Willoughby
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 Nicholas Zaso
 Charles Zinsner
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 John Allen
 Connor Arrigan
 Jefferson Ascencio
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 Benjamin Barbour
 Joseph Barloon
 John Barnes
 Joseph Beaudet
 Andrew Beckham
 Oliver Black
 Charles Blomquist
 Allin Blunt
 John Boland
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 Andres Borjas
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 James Brisbane
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 Liam Chang
 Michael Chehade
 Jack Chesen
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 Dylan Hirt
 Henry Hodges
 Samuel Hoefer
 Luke Hoffman
 John Hogan
 Benjamin Hong

Jack Howland
 Prentiss Hubb
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 Andrew Irvings
 Nathan Jackson
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 William Jerro
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 James Joyce
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 Chuckwusolu Obiorah
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 Andrew S. Thomas
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 Victor Trindade
 Daniel Troxell
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 Sutter Urgo
 Chase Vallese
 Christopher Wall
 Matthew Walter
 James Walutes
 Bradley Whitaker
 Ryan Windus
 Brendan With
 Ethan Wolak
 Matthew Yu
 Alexander Zidlicky

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 Terrance Williams II
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 Paul Wright
 Anu Yohannes
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 Jack Zarembo
 Nicholas Zummo



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Information in this Catalogue is accurate as of July 20, 2016 and is subject to change.