As president of the Associated Student Body Council, Ada Okoye, Class of 2013, demonstrates choreography for the “One Billion Rising” dance. (Back cover.)

Karin (Johnson) Velez ’91 built and runs a commercial farm in Peculiar, Missouri. (Page 8.)

Francisca Peterson ’05 shuttles scientists to tsunami buoys in the Bering Sea. (Page 10.)

Studying materials engineering at Cal Poly, Jessica Salvatin ’09 has completed two hands-on internships. (Page 15.)

A Woman's World
A Woman’s World

As the theme and content of this edition evolve, it seems appropriate to explore the impact of the phrase, a woman’s world, clearly a play on another phrase that we have all heard through the decades of our lives.

This issue deals with related themes: articles by alumnae who now work in what were considered traditional male roles, recognition of Title IX’s 40-year history, and the benefits and merits of single-gender education. I decided, then, to tap into the wisdom and insights of the School’s present student leadership. I met with them and asked the question, “How would you respond to the phrase, a woman’s world?”

Here is their word-collage:

A woman’s world is: a place of beauty, power and strength, a place where women are seen as equal, free to express themselves artistically, thrive in their chosen sport and climb the corporate ladder if they so please . . . a place where women are given the same opportunities as men and are seen equally capable . . . a world in which people are not judged by their gender but by their character . . . A woman’s world is gentle, yet strong; beautiful, yet fierce; it holds the unlimited power of champions . . . a world where we no longer fight for equal pay, respect and opportunity. We can, then, finally focus on other pressing matters: world hunger, homelessness and education. Women are strong, creative and compassionate and will be able to truly change the world when they have the same basic rights. A woman’s world is a world I want to live in!

“No matter how much people might not believe it, this world now is a woman’s world: No leader on this earth could have achieved his/her position without a mother or a sister to guide and inspire in the ways of compassion, empathy, and love.”

As I finish pulling together the collective wisdom of these young women, I am filled with great hope and optimism. They are the articulate leaders of tomorrow, a leadership based in compassion, humility, and integrity. Their world is a world I want to live in.

—Sister Eleanor Eagan, CSJ
Editor

CARONDELETTER
is published for the alumnae, parents, and friends of Carondelet High School.

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MISSION STATEMENT

Carondelet High School, founded and sponsored by the Sisters of St. Joseph of Carondelet, provides quality Catholic education in a caring environment. Carondelet educates, challenges and enables young women to integrate gospel values, to intelligently apply these values to their lives and to reflect these values through leadership and service to the greater community.

VISION STATEMENT

Carondelet High School, founded and sponsored by the Sisters of St. Joseph of Carondelet, will serve those seeking to become “all of which woman is capable” through a curriculum that integrates intellectual, moral, physical, psychological, social, and spiritual development.

Carondelet High School will model collaboration among students, faculty, parents, alumnae, Board, and the greater community.

Integrating a counter-cultural stance based on gospel values, the School will nurture an environment of risk-taking that enables each person to assume roles of leadership and service to the dear neighbor.

Graduates of Carondelet High School will know their responsibility to reflect the CSJ charism of unity and reconciliation in their personal and professional lives.
Dear Friends of Carondelet,

When the Sisters first opened Carondelet High School in 1965, it was considered something of a radical experiment. Their aim was to empower young women to develop strong voices, rich intellects, and deep connections to one another and to God. Their goal was that these young women would take their Carondelet education and leverage it into a gift for others by making the world a better place through their communities, their families, and their workplaces. And indeed, to this day a Carondelet graduate is a woman of confidence and action, faith and strength, and one who shines a light on those around her.

A few years after the School opened, the Sisters’ focus on empowering young women was echoed on a national scale by the passing of Title IX. This landmark legislation requires gender equity for boys and girls in every educational program that receives federal funding, including access to higher education, athletics, career education, and particular access to math, science, and technology. The effects of this law were profound, and validated the notion already central to Carondelet’s success—that young women were capable of extraordinary achievement, and that a challenging and comprehensive faith-based program was their best preparation for doing so.

During the four decades since Title IX was enacted, there has been a great deal of research and focus on the benefits of single-sex education, for both girls and boys. Countless studies sponsored by independent groups, the government, and institutions of higher learning have identified the same benefits of single-sex education for girls. In the safe, supportive environment of an all-girls school like Carondelet, a young woman’s attention is focused on her education, and she is more likely to take academic risks and try new challenges. She emerges with stronger public speaking skills than her coed counterparts, more advanced math and science classes on her transcript, and higher levels of political and community engagement.

As we read in the following pages, these Carondelet graduates credit their brave and inspiring career choices to the culture they encountered at their alma mater. Their high school teachers, including Sisters of St. Joseph and lay people, made no secret of their belief that the Carondelet graduate can do anything she set her mind to. The following pages tell the story of how this radical and profound belief in their capabilities has made all the difference to these young women. The founding ideas behind Carondelet High School, later echoed by the vision of Title IX, are still woven throughout each young woman’s day on this campus. It is an enterprise we can all be most proud of!

With gratitude for all you do,

Jennifer Martin
President
Carondelet High School
Development Department Welcomes New Associate Director

Having attended an independent school from fifth grade through high school, Betsy Ringrose recognizes that her personal experience in private school, and in a single-gender classroom, gave her an invaluable foundation for life. “Because I had the benefit of such an outstanding education,” she says, “I feel strongly about giving opportunities to the next generations of students.” As Carondelet’s new Associate Director of Development, Betsy will have the opportunity to do just that.

According to Pat Larsen, Director of Development at CHS, Betsy will have primary responsibility for the management and execution of the Annual Fund. She is also supervisor of the Development Services Manager, and will provide assistance to the Development Department in the execution of special projects.

“She has impressive and extensive experience in all areas of independent school advancement,” says Pat. “She has worked in annual fund management, alumni relations, donor stewardship, and fund-raising events, and on building and endowment campaigns. Betsy’s philosophy of fundraising combines a donor-centric approach with data-driven analysis, and her experience and professionalism will be great resources as we move forward to complete Phase V of the Master Plan.”

For more than 16 years, Betsy has worked in fundraising for institutions such as Indiana University and Boalt Hall School of Law (now called Berkeley Law). Most recently, she served as Associate Director of Development and Director of Alumni Relations at Head-Royce School in Oakland, but Betsy’s perspective on educational development goes back to her experience as a student there. Growing up in Berkeley, Betsy attended the all-girl Anna Head School from the fifth grade, during the period when the school became fully co-educational as Head-Royce School. “My years in an all-girl classroom meant a lot to me,” she says, “in my relationships with other girls and how meaningful it can be to be in a classroom where everyone is on an equal footing.”

She brings that perspective to CHS, where she looks forward to “being part of a women-centric community, where the focus is on helping girls find their special talents and succeed at them.” She also brings a lifelong love of learning, and says that she thrives in educational environments. With a Bachelor’s degree in Anthropology (and minors in Art History and Psychology), Betsy also has a Master’s in Anthropology and is currently working on her Master’s in Museum Studies at John F. Kennedy University.

Although she intended to pursue a career in anthropology—doing field work or college-level teaching—she took a temporary position to work on annual fund and stewardship programs at Berkeley Law, where she enjoyed development and alumni relations work. “Working on philanthropy and engaging donors in giving to a school to which they are attached is especially meaningful,” Betsy says. “Donations make all the difference in ensuring special programs and projects get funded, that students have everything they need to truly thrive and succeed, and that faculty have the ability to be the very best educators they can be.”

With that orientation, her transition to CHS has been a natural one. “I’ve known Pat Larsen for over a decade, and knew that working for and with her would be a pleasure,” Betsy says. She adds that she is thrilled to be a part of CHS “at this transformative time” and under the leadership of Jennifer Martin.

To Carondelet’s Supporters...

As spring unfolds, we reflect on the many blessings of the school year and we are grateful for the outpouring of donations from Carondelet High School's alumnae, current and former parents, employees, and friends. Philanthropy from all Community members helps make CHS an exceptional academic institution and enhances the educational experience of all students.

The Annual Fund is an essential fundraising initiative that supplements tuition income. Your support is an important source of revenue that benefits every aspect of the School program. Each year, we ask all members of the Community to participate through making a gift to the Annual Fund. These donations—along with active volunteering, mutual collaboration, community building, and prayer—sustain Carondelet.

Participation is all it takes! There is strength in numbers, and gifts add up quickly when everyone supports the Annual Fund. We ask you to make a gift that is personally meaningful in consideration of your own financial circumstances. Every dollar from every donor really does make a difference.

Gifts are used for:

• Academic and campus ministry programs;
• Faculty professional development;
• Educational technology;
• Student tuition assistance;
• Facilities improvement.

If you have already made a gift to the 2012-2013 Annual Fund, we extend our sincere gratitude. If you have not yet made a donation this school year, we ask you to join our other generous supporters with a tax-deductible gift to the Carondelet Annual Fund.

Remember, a robust Annual Fund provides essential resources that directly benefit students throughout our broad academic and co-curricular programs. Your contribution will further Carondelet’s purpose of helping our students to identify their unique talents and become alumnae of heart, faith, and courage—women whose strong values guide them to make their world a better place.

Please join us. You can make an Annual Fund donation via the enclosed envelope or by clicking on “Online Giving” under “Giving to CHS” on the School website. Thank you for your continued support!

Sincerely,
Betsy Ringrose
Associate Director of Development
bringrose@carondeleths.org
925/686-5353, ext. 181
Before I embarked on this journey, people repeatedly asked me, “Why Nepal?” I never had a clear answer. Now, 117 days later, I know it wasn’t just one thing, one place or one person, it was the whole, the entirety, everything—all of it!

It was the dramatic white clouds, pink streaks across the sky with the valley’s hills silhouetted as a backdrop at sunset. It was the unlikely friendship I struck with a 14-year-old boy whose chipmunk cheeks, innocent giggle, warm eyes, and giant heart will stay with me forever.

It was that Christmas, spent in a Buddhist monastery with 32 Tibetan monks who were anxious to help me celebrate “the auspicious day” they knew nothing about.

It was my internship at Women for Human Rights (WHR), advocating with single women on behalf of their empowerment, learning firsthand the importance of a grassroots movement, experiencing the power of being ‘in solidarity’ with others, feeling the strength from the women as they spoke of their challenges, and linking arm in arm with them as we demanded justice in recent cases of violence against women.

And it was the particularly powerful moment when one of the founding-member single women explained to me why their work towards equality is so important. Sporting her beautiful sari on her 5’2” frame, she looked deeply at me with unwavering clarity and said, “When you know you’re right, my dear Kendra, then you fight.”

More than anything, though, it was the profound lessons of love. One of my more heartbreaking memories was when a woman I had become extremely close to in the office began crying. She wept as she apologized for never inviting me for dinner, explaining that her home was too small and thus, in her mind, unfit to welcome guests. Another time, I was invited to spend five days celebrating Dashain, Nepal’s largest festival, in the home of a family I didn’t even know. To my surprise, this involved participating in the ceremonial tika-ing of family members and included being presented with money notes and other small offerings from them.

And finally, it was the nights I spent reflecting, the tough questions I found myself asking, the crazy dusty roads I loved wandering, and the overwhelming sense of happiness, discovery, and fulfillment I found myself feeling.

Now, looking back, as the clouds have cleared and the dust has settled, my reason for venturing halfway around the world alone in the hope of promoting women’s rights is crystal clear. Although I knew nothing about the people, the places, or the experiences that were waiting, I was blessed to be raised by a strong single mother, to be educated alongside my Carondelet sisters, and to be guided by a strong sense of faith—all of which had a profound role in sending me on this journey. It’s difficult to not be reminded of Carondelet’s great phrase, “All of which woman is capable.” After all, we are capable of some pretty exceptional things, especially when we do them together.

More information about Women for Human Rights (WHR) is available at http://whr.org.np/.

Though it’s tearing me apart to think about leaving, I feel ecstatic in this moment, mostly out of appreciation for what the last four months have given me. Although I feel like something is ending, Nepal has done too much for me to allow the memories to fade away. It is, and always will be a part of me—the missing link I didn’t know was there.
former CHS scientist-teacher Mary Bova evaluated the single-gender education experience in a 2003 Carondelet letter article. Ten years later, Ms. Bova is now teaching AP Biology, Accelerated Chemistry, and College Prep Physical Science at Bishop Fenwick High School near Boston. Below is her original article, with updated comments on her single-gender/co-educational teaching experiences.

Not Just Equal Opportunity, But Every Opportunity

By Mary Bova, Former CHS Science Department Faculty

When I came to work at Carondelet in the fall of 2001, I wondered what it would be like to teach at a girls’ school. My own academic world had always been co-ed, from K-12 to college and graduate school. Even my previous teaching experience had been at a coeducational university. Although I supposed that a single-sex environment would be beneficial to young women, I really wasn’t certain.

Now, nearly two years later, I am convinced that girls’ schools are not only effective at educating young women, they are essential. In the past few years, numerous publications such as Reviving Ophelia have described an alarming trend: when girls hit puberty, there is a precipitous drop in their self-esteem. An article in the Wall Street Journal stated that “girls often get short shrift in ordinary (i.e. co-ed) classrooms, where they are called on by teachers less frequently than boys and tend to lose confidence once they enter adolescence.”

I have observed this phenomenon firsthand, in my own classroom. Biology classes and two of my Chemistry classes are composed entirely of girls; one of my Chemistry classes is co-ed. Although I enjoy having the boys in class, I have noticed that girls in this class are much quieter and far less likely to speak up than girls in the single-sex classes. Interestingly, the girls’ grades are not necessarily affected by the presence or absence of boys; girls in the co-ed class have grades on par with grades in the all-girl classes. What is different is the girls’ behavior and attitude, affecting future decisions such as choice of college major and profession.

It is arguably in the areas of math and science that the issue of behavior and attitude is most relevant, and where all-girl schools like Carondelet shine. Math and science have traditionally been the domain of boys, while girls are expected to excel in classes like English and Social Studies. In fact, many girls have what amounts to a “math phobia,” and have convinced themselves that they simply cannot succeed in math and quantitative sciences such as Physics and Chemistry. This is a serious obstacle that must be overcome before girls can begin to understand these subjects; all-girl classes provide a safe environment for tackling what is, in many cases, a lifelong fear.

An important path to learning in science is exploration and discovery. In co-ed classes, girls are less likely to take the risks associated with discovery; they fear looking foolish in front of the boys. There is an irrepressibly boisterous, joyous quality the boys seem to possess when participating in labs and class discussions. Boys respect one another for taking risks, even if they fail. Boys will shout out answers without seeming to care whether they are correct or not, while girls get embarrassed in a co-ed class if they give an incorrect answer. In addition, boys tend to be more physically active in these classes, while girls will often sit or stand in closed-off, protective postures (such as arms crossed in front of their chests).

In my all-girl Chemistry classes, the girls are much freer physically and mentally. Many of them tell me “It’s so nice not to have to worry about what I look like or watch what I say.” Here, they are not afraid to move from lab bench to lab bench to check results, here they are not afraid to make mistakes, here they are not afraid to be themselves.

I believe that this ease of movement and thought allows an ease and familiarity with math and science to develop. Indeed, a 1999 survey of 4,300 alumnae of the National Coalition of Girls’ Schools (NCGS) showed that, nationwide, graduates of girls’ schools major in math and science at a higher rate (13%) than females and males from co-ed schools (2% and 10% respectively). In addition, the Washington Post noted that “studies show girls gain valuable leadership experience and increase their self-confidence in an all-girl school; research also shows that these girls . . . take more advanced math and science credits, and are more likely...

"...I still believe that single gender education is an important option for both boys and girls. Of course students all have different needs, and it seems to me that some would benefit very much from the single gender classroom environment, while others are more suited to a co-ed situation. It would be ideal if parents and their children had access to both, so that they could make the best choice for their family."

—Mary Bova, February, 2013
"My present students are very similar to Carondelet students in terms of their strong academic abilities, athleticism, interest in the arts, and commitment to service. In fact, I am often struck by the similarities, and I think it has to do with Catholic schools and the exceptional educational environment that they provide. We are lucky to be teachers with such wonderful students in our classrooms!"

—Mary Bova, February, 2013

to earn doctorates.” Can there be any doubt that there is a tremendous need for access to single-sex education for young women? I am impressed daily by the tremendous poise, leadership abilities, and scholastic advancement of the young ladies of Carondelet. Of course there is “drama,” as the girls like to call the ups and downs of their lives at school, but the overall atmosphere here is one of friendship, care, and concern for one another. What a perfect setting for learning and growth to take place! Indeed, it is the ideal environment for the faculty, staff, and administration of Carondelet to help our young ladies become “all of which woman is capable,” a goal set forth by the Sisters of Saint Joseph.

Two years ago I could never have guessed what was in store for me as a teacher at an all-girls’ school. Now, I feel honored and privileged to be a small part of the Sisters’ mission to support, encourage, and educate young women. To quote the NCGS, “At a girls’ school, all the speakers, players, writers, singers, scholars, athletes, doers, and leaders are girls. At a girls’ school, it’s not just equal opportunity, but every opportunity.”

Today, Mary Bova teaches advanced science classes at Bishop Fenwick High School near Boston.

ACADEMIC OPPORTUNITY AT CHS

Graduation Requirements
Today, Carondelet students must complete 240 credits for graduation, including:

- 40 in English;
- 40 in Religious Studies;
- 30 in Mathematics;
- 30 in Social Studies;
- 25 in Science;
- 20 in Modern Languages;
- 15 in Physical Education & Health;
- 15 in Visual and Performing Arts;
- 25 in Electives.

AP & Honors Courses
Students must meet GPA or course requirements in order to take AP and honors courses. CHS offers advanced placement classes in: Calculus AB, Calculus BC; English Language & Composition, English Literature & Composition; Environmental Science; Government & Politics; Latin; Physics B; Psychology; Spanish; Studio Art: Drawing, 2-D, 3-D; U.S. History.

Honors courses include: Algebra 1, 2; Algebra w/Trigonometry; Biology; Chemistry; English 2; French 4; Geometry; Italian 2, 3; Physics; Pre-Calculus; Spanish 3.

Academic Honor Societies
California Scholarship Federation
French Honor Society
National Honor Society
Spanish Honor Society
National Forensic League
Sailor Enjoys Working—and Living—at Sea

By Francisca Peterson ’05

The night was violent, dark, and cold, the kind of darkness that causes the hair on the back of your neck to stand up, due to the strange realization that dark things are lurking in the shadows, just out of sight. The southern tip of Kamchatka, Russia, was 360nm northwest as we continued east on our great circle route from Shanghai to Los Angeles. Peering out the bridge windows, I could barely see the lights from the Christmas tree that the Captain and I had rigged on the forecast, more than 500 feet away. Continuous snow had piled up on the window, obstructing my view. It wasn't quite cold enough for the snow to stick, so it merely slushed down the glass. Our barometer had been steadily dropping, 30 points and counting in the last 20 hours. It was a sign of the ever-deteriorating weather. The huge seas and swells pushed past our stern like a mother in search of her lost child. Though our ship was one inch shy of 712 feet, the seas tossed it about like a teenedaged girl in a mosh pit.

Pondering the question that many had posed to me—“How did you get into this profession?”—I glanced down at the logbook. “Third Officer Francisca Peterson standing watch on the bridge,” read the notation.

I came from a maritime background, but I never gave it much thought, never thought I would be navigating ships all over the world. It just happened. All I knew was that I had an undying obsession with adventure and the ocean, and didn’t want to work a nine-to-five in an office.

After graduating Carondelet with the class of 2005, I went to the California Maritime Academy. I graduated with a Bachelor of Science in Marine Transportation, Third Mates Unlimited license, and a 100-ton captain’s license. From that moment on, I was licensed to navigate any ship all over the world. It is quite a rush—22 years old and in command of huge ships in the upper-million-dollars-a-day operational cost.

My work varies, depending on which kind of ship I work on. Third Mates stand the 08-12, 20-24 watch on the bridge and, during those times, I navigate the ship. As third mate, I am also the safety officer, in charge of all the safety gear such as lifeboats, life rafts, the general alarms, firefighting gear, fire extinguishers and hoses, EEBDs (emergency escape breathing devices), pyrotronics, emergency positioning equipment, and more. I am also the leader of the fire team. During a fire, other crew members and I suit up in turnout gear and I lead them to fight the fire under the direction of the captain. Out at sea, we are completely self-reliant, trained to act as doctors, firefighters, police, and therapists—the latter being the most complicated, in my opinion.

At times, the physical labor gets extremely strenuous but I’ve found that, no matter how hard a job is, there is always a tool available to give the proper leverage. The mental labor, on the other hand, is the hardest thing to deal with, and tools to help with that are much harder to find. I have seen and heard many accounts of the mind getting the better of men out on the high seas. It is very real. We never get to leave our jobs. The consequences are high, from fits of anger and discontent, to fights, suicides and murders. I feel this is one aspect of the job in which being a strong woman is extremely helpful.

I have also worked on a few small boats and yachts. One of those jobs was for a company in Los Angeles, where I captained 20-to-80-foot crew boats. We brought stores and did crew changes to tanker ships anchored off downtown Long Beach. This job had long and strange hours and, at any time, I could be driving the boat to pick up crew members from shore leave (where they had often consumed various amounts of alcohol). I transported them out to their ships and positioned them where they could grab a rope ladder to climb the 10-to-20 feet up to the gangway so they could walk the rest of the way up. This sounds simple, but, a few times, I was nervous that I would have to maneuver the boat to fish someone out of the water!

Another small boat I worked on was a research vessel out of Seattle. Our mission was to travel around the Pacific Ocean to repair tsunami buoys. This was a small boat, only 170 feet. On this boat, I was second mate, so my watch was from 12-16, 00-04. My responsibilities consisted of correcting the paper charts and plotting our voyage on them. Repairing the buoys was an all-hands operation, so every time we arrived at a buoy, no matter the time, I was out on deck operating the A-frame, A-frame winch, and tugger winch on the stern of the boat. Depending on the buoy, we would need to launch a small boat, and I would drive the scientists out to work on the buoys. Sometimes, the swells would be overhead. It was exhilarating! Buoy operations could last anywhere from three to eight hours or more, and I would find myself in a zombie state, awake for 72 hours with just quick naps in between.

Once a ship is out of the breakwater, it’s like passing through the gates into Jurassic Park or the jungle of King Kong. Immediately, we encounter a noticeable swell and the stable ground slips out from under us. At first, it is hard to steady myself, but, every time, the larger the swells, the more excited I become. Standing up on the bow, with an unobstructed view of the most
amazing wonder of the world, always threatens to bring tears to my eyes. With each oncoming swell, my heart jumps. I always experience a desire to jump off and let the ocean consume my body, to let it wrap around every inch of myself and drag me down to the abyss, with a wish that I could stretch or bend the confining bars of reality...

But the real world intervened, as I noticed a small fishing boat, surfing the swells back to the safety of the bay. “Small fishing boat two points to Starboard,” I reported to the bridge. Alas, the fun ends as the captain told me over the radio to help the Bosun and the AB to secure the bow for sea. I did, and then I headed up to the bridge to escort the pilot down. He climbed down the rope ladder, hanging on the side of the ship, swinging like Tarzan onto his boat. So began our voyage.

Like any other woman in a man’s industry—or anywhere else for that matter—I’ve learned that we must respect ourselves before we can expect anyone else to. Being a woman in this particular field has its challenges. However, once I proved that I was tough and knowledgeable, it became much easier.

Most of my best friends growing up were men and it has always been easy for me to be “one of the boys.” The hard part is commanding respect and authority from men who are old enough to be my father.

Once, tempers flared with one of the men I was in charge of. He used my being a woman as an insult and a reason for his refusal to follow orders. Whenever anyone is ignorant enough to use this as an argument, I know at once that I have won the dispute. I was looking after his safety while we were tying up the ship. This is the most dangerous operation we do because, if a line parts because of an error, there is a high chance that someone can be severely injured or killed. This man told me that he had been doing this since before I was born, but he lacked skill and common sense—and put everyone else in danger. Though I could have fired him, I decided not to because people would always attribute this to my being a woman and I did not want to take that chance. But, just a few weeks later, the man was fired by someone else.

I have been out to sea for about a year and a half, and have noticed some strange aspects of being a woman in this profession. For example, when we arrive in distant ports, there are some awkward social and sexual situations with men seeking female company ashore. I’ve been spared the sexual harassment that I have heard about from my female colleagues, possibly because I have a strong and standoffish personality. I love working with men. Though we’ll always have a battle of the sexes, hopefully, one day, we will all be evolved enough to not let it hamper our communal goal as human beings.

The hardest aspect of my job is living on the ship away from family, friends, and people in general. This makes my job a love/hate relationship for me. Life as a sailor is a wild life, and not for the faint of heart. It has taken me on many adventures, from retrieving space capsules off the coast of Mexico, being tossed in a typhoon near the Philippines, almost having a mutiny after two months at sea without seeing land, going ashore on an almost uncharted atoll where the inhabitants still wore loin cloths, navigating solely by the stars around the South Pacific, to bar fights in Alaska, wild shipyards and extremely stressful high-traffic transits through China, and much more. Still, with all my stories, other sailors still manage to leave me with my jaw dropped. Despite all the regulations, it still sometimes reminds me of the Wild West. As I am writing this, my container ship is getting beaten by a storm in the Sea of Japan as we head to LA from Shanghai.

There is an incredible difference between my life at sea and my wonderful life onshore. Many sailors compare being on the ship to being in prison. It’s almost confusing at times, getting off and having almost no responsibilities, no set North, but the freedom to do as you please. I travel a lot and enjoy my time with all the people I love.

I feel my experience at Carondelet helped cultivate the natural independence I was born with. Coming from a public school on the other side of the tunnel, it was sometimes difficult for me to adjust and fit in at Carondelet. However, I feel that this was what helped me develop most. It was an excellent environment to grow and learn in and, without my teachers and classmates, I would not be the woman I am today. I am extremely happy I was lucky enough for the opportunity to attend the School.
It has been said that attending a single-sex high school can enhance student success while breaking down gender stereotypes for girls. It has also been said that this atmosphere doesn’t properly prepare graduates for life in male-dominated work environments. And some graduates say that’s nonsense as they flourish in jobs that are typically deemed “men’s work.”

I’m one of those graduates. After graduation, I briefly went to Diablo Valley College to study small business management, before getting married at age 19. Working various jobs, but not truly focused, I was presented with an unexpected opportunity: the United States Marine Corps.

When I was a senior at Carondelet, Operation Desert Storm/Desert Shield was starting and my boyfriend wanted to join the Marines. He had wanted to join since he was seven, but I was dead-set against it. I didn’t want to see my boyfriend going off to war—and that was the only thing I knew about the Marines.

Shortly after my boyfriend and I were married, he insisted on going to the Marine Corps recruiter to sign up, and I went with him so I’d know what he was getting himself into. The recruiter knew he had my husband locked on, so he focused his attention on me. Until then, I didn’t even realize there were women in the Marines.

At the time, I was working at a newspaper and had an interest in journalism, and I was fascinated by the public affairs jobs the recruiter talked about. But, more than that, the challenging environment drew me to sign up. As the recruiter told me about how difficult boot camp would be—and that, being female, I’d be a definite minority—I was even more intrigued. At the time, there were 175,000 active duty Marines and only 9,000 of them were women. What could be a better challenge than that?

I never back down from a challenge. In August of 1994, I graduated Marine Corps boot camp as an honor graduate with the rank of Private First Class. It was the most challenging thing I had ever been through and I absolutely loved it!

I moved on to work in the public affairs field in the Marines, often commanding troops that were senior in rank to me. I had learned a lot about taking on leadership roles while at Carondelet and this just naturally transitioned with me into the Marine Corps. The job was demanding and the physical requirements were tough, and I was definitely working in a male-dominated job. But I learned to play the game my way and made them forget I was a female by doing my job to the best of my ability and conducting myself in a strict manner. All they saw when they looked at me was a Marine doing the job well, not a female Marine. My duties included everything from photojournalism and broadcast media to editing a magazine and serving as public affairs liaison for senior officers. I absolutely loved the job and planned to keep it for 20 or 30 years, or until they forced me to retire.

Unfortunately, that forced retirement came much sooner than I expected. While stationed in Kansas City, Missouri in 2004, a permanent illness forced me into an early retirement. It was a crushing blow, at first, since the Marine Corps was where I absolutely wanted to be. But I was not one to be fazed by adversity.

By then I was a single mother of three, so I decided to stay in Missouri, where my children were in school. I quickly started my own business to support my family. Attending Carondelet had taught me that, as a woman, I can do anything I set my mind to. With that attitude and my background in the Marines, I knew that I would find a way to make it work. I started a business management company, working out of my home and specializing in outsourcing services to companies who needed marketing, web design, customer service, or bookkeeping assistance—all skills I had picked up along the way.

I was competing for business with much larger companies, having to travel to out-of-town client meetings and working crazy hours. It didn’t take long to realize that I was, again, working in a male-dominated culture. I had never really believed the concept of a ‘glass ceiling,’ but I soon realized that most of the executives I was dealing with were men, and not all of them accepted a female in a similar role. But, again, I learned to play the game my way. At conferences, when the other ladies used their free time to visit the spa or go shopping or sightseeing, I was on the golf course with the male executives. Mind you, I hadn’t even played golf, but I needed them to view me as an equal.

My strategy worked. The company quickly grew and soon supported three...
additional employees and several contractors. Eventually, it took over my life. Working 12 hours a day and trying to raise a family on my own, I was caught in a rat race, spending way too much time sitting at a desk and not enough time with my kids. And I longed for something else...

I wanted to work outside and kept thinking about moving to Colorado. Finally, I decided to buy a property that would give me some of what I was missing. I was engaged to marry Arcenio, a fellow Marine, and we decided to move about 35 miles south of Kansas City, to a little town named Peculiar. We lived on a five-acre property, in a house Arcenio built himself. We named our place NV Ranch.

I was appalled at what I read about conventionally grown vegetables and how animals were treated in food production, but it was expensive to buy organic and humanely raised foods at the store, so I decided to try to grow and raise as much of our own produce, meat, and eggs as possible. We put in a chicken coop, a shed we moved from my previous house, re-purposing it for the hens. Then, we dug and planted the gardens, growing our own organic produce. We also experimented with livestock. I started with three cows and their calves, and then quickly added goats and then hogs. The goats were more trouble than they were worth, but everything else stayed.

The first year’s harvest was bountiful. We had so much food coming into the house that I had to quickly learn how to preserve it all! It was exciting and fun, and I felt as if I was doing something great for my family while I spent time outdoors. With an abundance of food, we had many friends joining us for large meals almost every weekend. Everyone commented on how fantastic the food was, how fresh it tasted, and how different the eggs were from store bought. When I told them it was all grown without chemicals, they were even more impressed.

Then, I got an idea: What about a new business? I had cut down on the number of clients I worked with and consolidated my management company so I was working out of my home again, and felt that it was the perfect time to explore some other options. Ultimately, I landed on the idea of raising free-range, grass-fed beef, pork, and poultry, along with providing organically grown fruits and vegetables through several farmers markets and a "community supported agriculture" program, or CSA.

In a CSA, members support the budget of the farm in the off-season by buying “shares” in the next season’s harvest. In return, they get a portion of the harvest each week during the season. This way, the farmer has some up-front capital to help prepare for the season, and the customer gets fresh, organic produce from a local farm they can actually visit.

It was fairly easy to get the CSA going, but there were challenges. Learning how to manage cattle and hogs on a small, five-acre property was difficult. Since we didn’t have enough land for everything, I had to lease land to run the cattle at first. Additionally, I realized that I was right back in a male-dominated occupation. Since I started this project, I’ve been in the minority at every workshop, conference, and livestock auction. Most of the others are old timers or young guys taking over the family ranch. The attitude is frequently a little condescending, and I get called ‘Hon’ and ‘Sweetie’ more often than I can count. Most of them don’t mean anything by it, but I can tell when they’re being patronizing. Considering that I manage all the planting and harvesting, operate and repair the tractors and other equipment, handle the livestock and veterinary tasks, haul cattle and hogs to butcher, and manage all the day-to-day operations on the farm, it usually doesn’t take them long to realize that I know what I’m doing and that I can hold my own.

The farm, now called Wolf Creek Family Farm, has expanded to 40 acres. We’re going into our sixth year of the CSA program, and we sell fruits, vegetables, herbs, beef, pork, chicken, and eggs to small grocery stores, private chefs (in the Kansas City area), and to customers at farmers markets.

I run most of it on my own. Three years ago, my husband temporarily took a full-time job in town so we could have operating capital to buy equipment and the new land. Since there are only so many hours in the day, he works on the farm as often as he can, but I’m definitely in charge. This spring, he will be coming back to the farm full-time and we will work together in the business from now on.

It may be a male-dominated industry, but I’m doing what I love and will continue for as long as I can. I want to be one of those old-timers I encounter at livestock auctions. Then maybe I’ll be the one calling the young guys, ‘Hon’!

"I think the single-gender environment of Carondelet was beneficial in that there was a true sense of bonding...a sisterhood.... This gave us strength, a sense of belonging, and connected us to the concept that women really can do whatever they set their minds to and don’t need a man’s help to do it!"

—Karin Velez ’91
Since my family moved several times during my four years of high school, I attended three different schools between the East and West Coasts. Changing schools like that can affect someone for life but, at the time, I didn’t realize this because I was so kindly welcomed into the community at Carondelet High School. Looking back now to my high school years, I feel truly blessed to have spent my junior and senior years at this school, and I recognize how fortunate I was to have graduated from Carondelet.

In those two years, I gained lasting friendships, reinforcement of family and community, and a strong desire to succeed in whatever I put my mind to. Now, more than 40 years later, I see that all of these values have withstood the test of time. Though I was too young to appreciate it at that time, I recognize that the foundation that was built in me at Carondelet provided me with the courage and confidence to take advantage of unforeseen opportunities and to make a difference. These strengths have literally taken me around the world and helped me contribute to building Henry Schein, a multinational Fortune 500 company and the largest distributor of health care products and services to office-based dentists, physicians, and veterinarians.

After graduating from Carondelet, I attended Diablo Valley College and earned an AA degree and a certificate in dental hygiene. With that in hand, I began the first phase of my career in health care, working for 12 years as a dental hygienist at a private practice in Northern California. The lessons I learned at this early stage of my career—being able to quickly build a relationship based on trust, being respectful of a person’s time, communicating honestly and directly whether delivering good or bad news, and having the integrity to always do what I say I will do—have served me well in every position I have held since. And I could easily have taken these values from a number of lessons I learned at CHS.

In 1986, I had the opportunity to apply my skills on a larger stage, working as one of four professional program area managers at Oral B, where I was responsible for delivering continuing education programs to dentists and hygienists in 14 western states. I also was introduced to sales, being responsible for providing Oral B products to dental schools throughout my territory. While working for Oral B, I completed my BS degree, majoring in human resources and organizational behavior at the University of San Francisco.

In 1990, Henry Schein was a national mail-order health care products distributor, whose catalog was the definitive reference guide for the dental industry. At that time, Henry Schein included fewer than 900 people and had annual sales of $225 million, but the company had big plans for the future and invited me to be a part of that vision. At the age of 36, with the courage and confidence instilled in me at Carondelet, I made a great leap and entered a profession that primarily had included men. Leaving the security of Northern California, I moved 3,000 miles to Long Island, New York, where Henry Schein is based, and became manager of dental schools, effectively the company’s first field sales representative.

This was an important step for a company that historically had only done business by telephone and direct mail.
operational side of the business, which is where I am today. Moving from vice president of operations for Sullivan-Schein Dental, to senior vice president of operations and administration, to my current position as vice president of administration and event planning for Global Dental, I have taken on increasing responsibility as our company has grown to include more than 15,500 people serving 700,000 customers in 25 countries around the world. In 2011, Henry Schein’s sales reached a record $8.5 billion, placing the company at number 303 on the Fortune 500 list.

Although we did not call it social responsibility in 1971, our class was encouraged to give back to the community, and I volunteered at the VA Hospital in Martinez as a “candy striper,” working with injured veterans returning from the Vietnam War. So, too, as Henry Schein has grown, we have embraced social responsibility through our many Henry Schein Cares activities that are expanding access to health care around the world. We have been included in Fortune’s list of the World’s Most Admired Companies and were ranked first in our industry for social responsibility.

One of the highest compliments that I have received during my 23 years at Henry Schein has been the establishment of the McHugh Partnership Award, bestowed annually on an outstanding field/telesales partnership team. This means so much to me, not only because I have worked on both sides of the sales team, but also because it echoes the importance of relationship building that I learned as a hygienist and as a student at Carondelet.

It is clear to me now that, as we progress and grow, every phase of our lives remains an important part of who we are. This past year, over 25 years after I last worked as a practicing dental hygienist, I was honored by my peers in the dental hygiene community with a Professional Achievement Award for accomplishments in the industry. While my current responsibilities touch nearly every aspect of Henry Schein’s dental business, my roots in the dental hygiene world remain strong, as do my roots in Carondelet.

Creating through Engineering
By Jessica Salvatin ’09

During my four years at Carondelet, I never dreamed that I’d be where I am today. After graduating in 2009, I am now a materials engineering major at Cal Poly.

Materials engineering has all the aspects of chemistry, physics, and art that I love. Few realize this, but engineering is greatly associated with art. Many engineers and physicists use their knowledge of the sciences to create sculptures out of nanoparticles, glasses, metals, and other materials. The opportunities to work in the energy field or do research for medical companies inspired me to go into materials engineering.

And being able to make ice cream using liquid nitrogen is a plus.

I didn’t know it at the time, but my passion for engineering sparked at Carondelet, where I began to take the steps that led me here. In my sophomore year, the School’s College and Career Services staff helped me find the Summer Engineering Institute, which I attended and interned at that summer. I was hooked on engineering and excited for all the possibilities for building and creating!

All of my classes at Carondelet have been beneficial in my career, from frog dissections and mole projects to my teachers’ supportive push to continue in Calculus and especially creative lessons in kinematics, waves, and optics. I use the lessons I learned from every class, including English and Latin, religion and politics. For example, my CHS/DLS experiences in speech and debating help me tremendously in my presentations today.

It takes a lot of hard work and perseverance to be an engineer, but what career doesn’t need that? I have had opportunities to do research with quantum dots and microfluidics and have been accepted to attend symposiums at MIT and Florida. Still working toward my goal, I have finished two internships with Chevron and have been blessed to have a full-time position at Chevron by the time I graduate this year. I will be returning to the Bay Area and will work as a corrosion engineer, providing service to clients all over the world.

I encourage all young women to realize that the high school experience definitely helps in college and in life, and can help them work toward achieving their dreams. I know my high school experiences helped me get the internships and leadership opportunities I now enjoy, and also helped me learn to be my own person.
From my earliest memories, water has been important in my world. My mother was born in Canada and, until I was about 12 years old, I lived in Seattle, Washington, where I enjoyed endless days playing in the rain, in creekbeds, and in the forest. I swam and went salmon fishing off British Columbia with my dad and uncle, and learned how to waterski in the chilly Pacific waters off of Vancouver Island, BC.

I had no idea how important all that was until we moved to Contra Costa County. To supplement the lack of copious amounts of water in my daily life, I began the sport of synchronized swimming. Wishing my lungs could support a longer time underwater, I often compared myself to a mermaid on steroids.

Life moved forward and the field of dentistry is where I landed. Blessed with two children and a career that afforded me a reasonable balance between family and work, I moved through the various licenses with reasonable ease. Before I knew it, I was at the top of my field, loving the interaction and relationships that develop in caring for patients. It was fun to go to work each day.

Weekends and vacations revolved around the water. Waterskiing in lakes and taking a few trips to Mexico and Hawaii opened my eyes to aquatic environments that didn't have black tiles at the bottom of crystal-clear water. On a trip to Hawaii, I took an introductory class to scuba. That was it! I would return to California and become a certified diver.

Since I had two children—and since I was a bit intimidated by the cold, murky water—it took me 15 years before I became certified in Monterey, where I lived. But, finally, I reached instructor status.

Once my children were comfortably on their own, I did some soul searching and finally decided to retire from dentistry, move to Hawaii, and teach scuba diving. I turned 50 the day my feet hit the Big Island.

I had made a big assumption—that Hawaii is just like the mainland. Not so! It is steeped in traditional cultural ideas, and my transition would be an uphill journey. I had anticipated having to compete with younger people, but that was the tip of the iceberg. I had to prove myself, lifting 40-pound scuba tanks, sometimes 40 times a day. My sea legs—did I have any? My obvious maturity often begged the question, “What can she really do?”

Since I had always worked in an office environment until then, the physical aspects were challenging in the beginning. I began chipping away at the expectations and proved that I was worthy of respect. It happened, and I was encouraged to pursue my United States Coast Guard Captains License.

Enrolled in the Captain course, I enjoyed learning a vast amount and giving my brain a total workout. After the two months of classes, I had mastered Set and Drift, Rules of the Road, Navigation, Plotting, Weather, and Fire. I passed all eight tests. Not really caring where I was in the class academically, I never looked back. I looked forward to integrating and applying my newfound knowledge as the captain of a commercial vessel.

The morning of my first charter gave me a heart-stopping dive in my confidence. I was personally responsible for the safety of 12 people, plus my crew. But, with an aura of confidence, a smile on my face, and the desire to make it an exceptional day, off I went. When I arrived at the harbor, every eye was glancing—if not glaring—at me. The harbor full of commercial fishermen, private fishing charters and the like all scrutinized this newly minted captain. It was intimidating to say the least. Yes, I felt like I had to do it better because I was female.

It took a while, a full season, but the glares softened and even an occasional wave was tossed my way. After navigating good weather and challenging weather, I felt the scrutiny subside. I was part of the gang, but not in the club. That was okay. I don’t really think I belong in the club, and it was fine just to be in the gang, so I knew that, if I needed assistance on the water, I would get it, and if they needed help, they could trust that they would get it from me. Relationships grew, some more easily than others. The commercial fishermen were the toughest but, in the end, I felt as though I could hold my own on their playing field.

So, what are the rewards attached to such an adventure? It’s all worth it when I pull into the harbor after a night dive and the crew and guests give me a standing ovation. It’s worth it when an airline pilot looks at me after a charter and acknowledges that I really do know what I am doing. It’s worth it when a scuba student starts a day with a deer-in-the-headlights look and ends with, “When can we do this again?” And it’s worth it when a weather-beaten fisherman in the harbor says, “Hey, Captain!”

These are the moments that get me up at 5:00 AM to load a boat for another day on the ocean.
When Sarah Daniel learned in 1998 that Carondelet was looking for a Director of Student Activities, she was surprised. “Is that a job?” she asked.

To her, it sounded more like volunteer work—or a dream come true. It hadn’t occurred to her that she would get paid to do something that was “just plain fun,” something for which she had such a passion. “It was unbelievable to me,” she says.

No surprise, then, that Sarah has loved being Carondelet’s Director of Student Activities for the past 15 years. To her, it’s been a “dream job.”

The Student Activities Department includes student government—the Associated Student Body (ASB) and councils for each class—and Sarah also oversees more than three dozen clubs and honor societies, as well as dozens of activities and co-curricular events. Giving students a range of opportunities to hone their leadership skills and to explore areas of interest, student activities are intended to engage each student in order to enhance her personal development, sense of purpose, and connection to the School.

Working with the dedicated student leaders on the ASB, Sarah’s job involves teaching leadership skills and implementing a leadership curriculum. She is also responsible for organizing events such as rallies, dances, and special events such as the Halloween “St. Marty’s Party,” as well as student forums. More broadly, she sees it as her responsibility to teach, encourage, and empower Carondelet’s young women to stand up for themselves. “It’s important that I model strength and integrity,” she says, “and remind the students why we are here and what we owe to our fortunate upbringing, to our school, to our community, and to our country.”

“Working with and for the girls has been a blissful experience,” Sarah says. “They are simply wonderful!” She loves working at a girls’ school and thinks that the unique environment of Winton Drive is ideal. “I believe that attending a single-gender school, with a boys’ school across the street, enables our students to develop their skills in all capacities, while they get to practice interacting with the boys,” she says. “It is imperative that they can interact and discuss and work side by side because, when they move on, this will be the world that they enter. I believe that CHS prepares them to enter this world.”

Sarah also tries to see that, at Carondelet, the dignity and individuality of each person is respected because every person is a gift. This philosophy, she says, echoes her own upbringing. “My mom always said, ‘Do unto others as you would have them do unto you,’” Sarah says. “My parents believe in equality and raised us to speak up for anything that we thought was unfair, to never hold back, and to let our voices be heard!”

With a strong moral foundation, Sarah admits that she has struggled with being a bit inflexible, and she recognizes that motherhood and life experiences changed her. “I still believe in right and wrong,” she says, “but my world isn’t as black and white as it used to be.” Now, she has a greater appreciation for each person’s unique colors. She tries to look past the surface, to gain a deeper view of each individual, to understand why they are the way they are and why they make the decisions they make.

Such lessons occur over a lifetime, and Sarah uses them in her role as the leader of student leaders. She has especially made an effort to model an appreciation for diversity, which, she says, is the spice of life. “It would be a very dull world if we all liked the same thing,” she says. “I believe that our student leaders have
One goal of the Carondelet “Cougars in Action” (CIA) is to be inclusive of all individuals. These students plan a variety of activities and events designed to reach out to different types of students. While the organization supports student commitment to the School, as well as a range of student activities—such as sports, band, choir, Company, and clubs—it also initiates efforts to include students who are less engaged. In their effort to be inclusive, these leaders model respect for one another.

Over the years, Sarah has seen many changes at CHS. In 1998, she says, students were not as busy as they are today. Young women had more time to engage in hands-on activities—like making floats and decorating for proms. Now, most of their time is spent on the internet and computer, as students have been swept up in the high-tech culture. “CHS has met this challenge by keeping us on the cutting edge, as technology literally has taken over the students’ world,” Sarah says. “Now, almost everything we do in activities is media or tech based. While students used to create backdrops out of paper, now our events are enhanced by Powerpoint slideshows and Movie Maker presentations.” Event publicity is also tech based, as students use mini movies, Instagram, banners, and flyers to advertise and promote events.

Sarah is currently creating a UC-approved student leadership course, an elective that will be offered to the entire student body. Providing all students the opportunity to learn and hone these valuable skills, the new course will cover skills such as communication, government, service learning, diversity and business. At a time when Carondelet High School is trying to develop leaders, this class will help give these students the critical skills they need in order to better serve the community and world.

Excited about such opportunities, Sarah is proud of CHS. “This is a very unique school,” she says, “where compassion, caring and love for each other and the School is evident the minute you walk onto the campus.”

The World Has Changed

By Sarah Daniel, Director of Student Activities

In the 1970s, I was an athlete at a public high school in central Contra Costa County. Typical of American schools at that time, my school simply didn’t seem to care much about female sports, and there was a great contrast in the treatment of athletes. Looking back, it’s hard to believe how far female sports have come.

For me, it wasn’t just an observation of the differences between men’s and women’s sports at my high school. My brother played varsity football, so I saw firsthand the difference between the two programs, and that is what they were—two programs, not an all-encompassing athletic program, whole and robust, but two completely separate entities, one for men and one for women.

When boys on my brother’s football team were honored as “Most Improved” or “Most Valuable Player,” they received huge, heavy trophies to acknowledge their accomplishments. In comparison, when an athlete from my gymnastics team won “Most Valuable,” her trophy was a tin can that had been spray-painted gold! Whenever boys’ teams took the field or the court, they wore our school’s matching uniforms. At the same time, my teammates and I were responsible for purchasing our own individual uniforms and warm-ups, so we didn’t even match. When the boys needed a gym—even just for a practice—they could use any facility on campus, bumping the girls into the smaller gym, even when we had a meet and were hosting other schools.

Having an older brother who was an athlete, and seeing how he was treated, made it much more apparent that boys’ sports in general—and my brother’s football team in particular—got preferential treatment. It was clear to me (and obvious to everyone, in fact) that sports programs for girls didn’t matter much, and that programs for boys mattered a great deal. As a result of the times, all of the athletic directors were men, and the boys’ programs received the majority of the funding, facilities, uniforms, attention, and priority.

As female athletes, we always felt like second-class citizens.

It frustrated me, but it infuriated my parents. They have always believed in equal rights regardless of race or sex, and they raised me with unwavering morals and an absolute sense of right and wrong. Most importantly, they taught me to treat every person with dignity, respect, and equality, regardless of their ethnicity, socio-economic background, or sex. Very outspoken in their beliefs, they fought against the inequalities that I experienced as a female athlete in high school. My parents served on the original Title IX committee for the Mt. Diablo School District. Passed in 1972, Title IX required all public schools to spend as much on girls’ programs as they did on boys’ programs.

It took a while but things changed, little by little.

I had always participated in sports, but gymnastics dominated my time. I began competing in gymnastics in junior high when I was 12 years old, and started coaching at 16. By the time I graduated
high school, women’s sports were gaining more respect—and everything else that came with that respect.

Although I received a scholarship offer from a division-one school, I chose to attend Cal State Hayward, where I competed, coached, and earned a degree in Kinesiology. Throughout high school and into college, I worked as a coach, technician, judge, and even as a choreographer for private level 10 gymnasts. I also competed in triathlons, dabbled in bodybuilding, and enjoyed dance classes and water and snow skiing. Through these experiences, I noticed a definite camaraderie among female athletes, and an “anything you can do we can do better” attitude!

After college, I married Anthony Nunes and became the Physical Education Specialist at St. Perpetua, where I developed a dance program for the K-8 school and designed the K-8 physical education curriculum for the Diocese of Oakland. After this, I took the job as Director of Student Activities at Carondelet. I had the opportunity to teach as a dance instructor at CHS, and I developed the School’s first dance program under John Cardoza and Stephanie Cline. Two years ago, I earned my Master Activity Director certification through the California Association of Directors of Activities Board.

When my daughter, Antonia Nunes, was a toddler, I brought her with me everywhere as I coached gymnastics at clubs and high schools around the Bay Area. Growing up in this environment, Antonia had an insatiable urge to dance, even in diapers. As a small child, she learned steps and memorized routines and, before long, she was dancing in “The Nutcracker” with the Oakland Ballet and performing in “The Velveteen Rabbit,” a production of San Francisco’s dance company, ODC.

I made it a priority to raise both of my children around sports. When Antonia and Thomas were young, we were constantly hiking, swimming, fly fishing, snow skiing, and water skiing. It was only natural that both aspired to become athletes. In addition to competing in dance, Antonia ran track and played basketball, volleyball, and soccer. For the most part, all of these sports had been male-dominated when I was growing up, and these activities weren’t an option for girls when I was young, so I always encouraged my daughter to try everything, probably because I never had the chance to!

In some ways, I raised my children the same way my parents had raised me, but our experiences were so different. While I felt as if my coaches and athletic directors only grudgingly permitted girls like me to participate in sports, my daughter grew up in an environment where female athletes were valued, supported, and celebrated. The world had changed!

As a girls’ school, Carondelet obviously would have been immune to the public-school bias toward male athletes, but sweeping changes followed the enactment of Title IX, and these changes certainly affected all-girl schools like CHS. After Title IX, across the country and in Contra Costa County, public schools had to invest more funding into their programs for female athletes, so high schools developed more girls’ sports. This allowed for the creation of more teams, the hiring of more coaches, and the addition of more and more girls to their rosters. At the same time, colleges also had to devote equal resources to programs for female athletes so they, too, built out and invested in more programs for female athletes. As a result, women gained equal advantages as colleges and universities recruited more women and awarded more scholarships to female athletes.

All of this completely changed the landscape of sports, not just at public schools but also at Carondelet. The School’s current gym was built in 1969...
to accommodate the few girls who then participated in a handful of sports. Today, the gym supports hundreds of girls competing on dozens of teams and hoping, in the process, to earn college scholarships. Now, 40 years after Title IX, many Carondelet students achieve scholarships, and much more!

When Antonia came to Carondelet, she instantly appreciated the warm attitudes of her classmates and the faculty. She gained great respect for her teachers, who were always ready to lend a helping hand, offer a kind word, and flash a smile of encouragement. Many of them had an impact on Antonia, and she cherished their roles in her life. She flourished at Carondelet.

Antonia participated in track and field as well as the school's dance team. As a member of the CHS dance squad, Antonia excelled under the support and encouragement of her coach, Jessica (Smith) Mix. She loved going to practices and did well as a student athlete.

After graduating in 2003, Antonia attended California State University Chico, where she continued dancing, for the school and a local studio. She majored in dance and journalism, and also met her future husband, Taylor Polan. They now reside in Reno, Nevada, where Antonia works at a FOX affiliate as an Account Executive. With her athletic background, she also became a San Francisco 49ers Gold Rush Cheerleader.

As her mother, of course, I’m confident that Antonia can and will accomplish her dreams. And, in the new world for women—more than 40 years after Title IX—I believe that all of our young women can reach their goals...and more!

Sarah’s parents, Michael and Tim Daniel, often attend CHS sporting events with Sarah. Above, they joined her for an NCS basketball game in February. At right, Antonia is a cheerleader with the San Francisco 49ers Gold Rush.

Where We Are Today
By Antonia Nunes ’03

It was hard for me to imagine that female athletes didn’t run rampant in the world that my mom grew up in, so strong is her belief that women—especially women athletes—can do anything they put their mind to.

It came as a shock to me to learn that her path as female athlete wasn’t easy, that it was, in fact, quite the opposite. But no matter how many times my mother told me that I was lucky to live in a world where all little girls played soccer and T-ball, it was not until my mid-twenties that I gained an understanding and respect for what she meant.

I had always participated in sports, particularly dance, but after college I had my first foray into the world of professional sports as a San Francisco 49er Gold Rush Cheerleader. “Cheerleader?” I’ve been asked. “Don’t you just cheer?”

If they mean that we manage to get thousands of fans in Candlestick Park to stand up and make some eardrum-shattering noise on game day, then, yes, we "just" cheer. And we also dance. Plus, we participate in over 500 community service events a year, while working with a greater goal in mind: to change the way that cheerleaders are viewed by society.

In contrast with my mother's experience as a female athlete, I am fortunate to work with an organization that champions women and what they are capable of. I take great pride in dancing alongside women who are also teachers, MIT graduates, doctors, chemical biologists, students, and so much more. Our coaches (whom I prefer to call “mentors”) have instilled in us the notion that practices and performances aren’t just about dancing, but are opportunities to represent female athletes as a whole, and to show what it means to be an exemplary woman in the world of professional sports.

Thinking about my mom’s experiences, I understand what she meant all those years ago when she told me how lucky I was to grow up in a world where female athletes were respected and supported. For that, and for everything that women in sports went through to get us where we are today, I am truly grateful.
"I can’t say that I have been directly affected by Title IX, but I’m certain its enactment made a difference in the availability of my education, ability to play sports and, later, the opportunities afforded to me in business. I don’t think gender equity has been completely accomplished, and I know schools even today are still struggling with compliance, but without Title IX we would be a whole lot further behind."

—Karin (Johnson) Velez ’91

Do Students Understand The Impact of Title IX?

We asked 100 Carondelet students one simple question: "Do you know what Title IX is?" Only six students knew about the 1972 legislation that significantly influenced the future of women's participation in sports and their ability to attend college. The following are comments from some of those students...

"It's given women athletes the opportunity to go to college."

"It's a law that got passed so that girls can play sports."

"It gave women the right to be able to be equal with men in sports."

"When colleges are giving out scholarships, they have to make sure that they keep a portion of the scholarships and give them to women's athletics."

"Title IX was a legislative action that created equality in sports, so that women can compete in the same sports as men."

Carondelet Alumnae Working in Traditionally Male Fields

Significant numbers of CHS graduates participate in traditionally male-dominated careers. A casual survey of alumnae for whom the School has career information reveals that...

- About 8% of CHS alumnae for whom we have career information work in finance, insurance, or accounting;
- 13% work in science or research and development, or as a research analyst;
- 5% work in business management and another 4% are entrepreneurs;
- 3% work as architects, engineers, or in construction;
- 2% are lawyers, district attorneys, or judges.

Drive Fore Education

CARONDELET'S 23RD ANNUAL GOLF TOURNAMENT

MONDAY, APRIL 29TH, 2013
DIABLO COUNTRY CLUB

ENJOY THE FUN!

In addition to the game of golf—with student volunteers from the CHS Golf Team—the day features delicious on-course food and gaming, hosted holes, a fabulous dinner, exciting prize drawings, and tournament awards.

Supports the School's Tuition Assistance Program!

Information about attending, sponsoring, or volunteering is available on the CHS website www.Carondelet.net under the "Annual Events" tab. Or you may contact:

Kathleen Russell
686-5353 ext. 151
krussell@carondeleths.org

Marybeth Anicich
686-5353 ext. 153
manicich@carondeleths.org

We are also available in person! The Special Events Department is located in the Convent.
40 Years of Title IX: What Difference Does It Make?

A 1972 law, Title IX requires gender equity for males and females in every educational program that receives federal funding. But, since Carondelet High School receives no government funding, does Title IX impact CHS students? Absolutely!

"Most people who know about Title IX think it applies only to sports, but athletics is only one of 10 key areas addressed by the law. These areas are: Access to Higher Education, Career Education, Education for Pregnant and Parenting Students, Employment, Learning Environment, Math and Science, Sexual Harassment, Standardized Testing, and Technology."

"The unfairness in admissions, financial aid, and other areas of higher education is less common than it used to be. Women now earn undergraduate and graduate degrees at much higher rates than they used to and go into some fields that were traditionally dominated by men, such as medicine and law."

—From TitleIX.Info at http://www.titleix.info/history/history-overview.aspx

Few young women today realize that Title IX changed everything. In fact, just 50 years ago, few women were expected to achieve a college education or pursue a career. In fact, until Title IX, many colleges and universities legally refused to admit women.

Title IX is "the law that made discrimination between men's and women's educational programs illegal," wrote Maha Atal, author of "Happy 40th Anniversary Title IX: From Girls Sports to Women's Wages," published by Forbes Magazine on the fortieth anniversary of the law in June 2012. "Its widest impact has been expanding women's sports in high school and college, creating the impetus for greater professional opportunities for female athletes."

According to a national study conducted by Betsey Stevenson of the University of Pennsylvania, the proportion of high school girls in sports went from 1 in 27 in 1972 to 1 in 4 in 1978 (while the proportion of boys in sports remained consistent at 1 in 2). According to Atal, Title IX resulted in increased participation in sports; a corresponding improvement in educational achievement, wages, and overall success; and expanded opportunities for girls and women, including significant improvements in economic opportunities.

According to Atal, the Stevenson study concluded that sports participation is associated with increases in both educational achievement and future wages. The study further asserts that Title IX is associated with:

- a 3% increase in women's college attendance;
- a 2% increase in the probability of getting a four-year degree;
- a 2% increase in women's employment;
- a 1.5% increase in the numbers of women in male-dominated fields.

"Single-gender science classes allow the students to take risks, explore, and enjoy science without the social worries of having the opposite sex in the room. The students are more comfortable in their own skin; they are given the opportunity to focus on what is important academically and personally."

—Janine Orr '89
CHS Faculty

Title IX and Higher Education

By Neville Susich,
College and Career Counseling Director

Since the 1970's, Title IX has promoted gender equity in critical areas including higher education, career education, athletics, and math and science. Although inequalities still exist, particularly in doctoral degrees earned by women in mathematics, engineering, and physical sciences, significant gains have been made by women who have earned undergraduate degrees in these areas.

The next step will be achieved when greater numbers of women earn doctorate degrees in mathematics, engineering, and physical sciences.

How does Carondelet High School factor into the future of women in the math and science fields? At CHS, young women have an opportunity, often in all-female classes, to take AP and honors courses in algebra, geometry, pre calculus, calculus, biology, environmental science, chemistry, and physics that prepare them for success in these fields in college and that can lead to advanced degrees.

"Single-gender science classes allow the students to take risks, explore, and enjoy science without the social worries of having the opposite sex in the room. The students are more comfortable in their own skin; they are given the opportunity to focus on what is important academically and personally."

—Janine Orr '89
CHS Faculty
Today, 500-plus Student-Athletes Compete for CHS

Carondelet's Athletic Department is committed to facilitating athletic participation in order to teach sportsmanship, discipline, responsibility, respect for self and others, time management, teamwork, and other life skills. Under Mrs. Gleam Green, Director of Athletics, more than 500 students participate in athletic competition on behalf of CHS, and the department oversees dozens of varsity, junior varsity, and frosh-soph teams. An integral component of the School's fulfillment of its mission, this program also promotes pride and loyalty within the student body and provides opportunities for wholesome interaction between the students, student athletes, and the CHS Community.

**Fall Teams & Athletes**

- **Cross Country**
  - Varsity—7 Athletes
  - Junior Varsity—16
  - Frosh Soph—38
- **Golf**—10
- **Tennis**
  - Varsity—13
  - Junior Varsity—12
- **Volleyball**
  - Varsity—13
  - Junior Varsity—13
  - Frosh—14
- **Water Polo**
  - Varsity—13
  - Junior Varsity—12

**Winter Teams & Athletes**

- **Basketball**
  - Varsity—12
  - Junior Varsity—14
  - Frosh—12
- **Soccer**
  - Varsity—24
  - Junior Varsity—17
  - Frosh—17

**Spring Teams & Athletes**

- **Diving**
  - Varsity—14
  - Junior Varsity—16
- **Lacrosse**
  - Varsity—21
  - Junior Varsity—17
- **Softball**
  - Varsity—15
  - Junior Varsity—12
- **Swimming**
  - Varsity—27
  - Junior Varsity—49
- **Track & Field**—43

**Year-Round Teams & Athletes**

- **Cheer**
  - Varsity—16
  - Junior Varsity—19
- **Dance**
  - Varsity—22
  - Junior Varsity—19

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**CHS Athletics in 1972**

In the years prior to the enactment of Title IX, the CHS athletics program was significantly smaller. In fact, in 1972, the entire athletic program at CHS consisted of only five teams, with a total of 48 athletes:

- Cheer—5 Athletes
- Varsity Volleyball—8
- Junior Varsity Volleyball—11
- Varsity Basketball—10
- Junior Varsity Basketball—14
Fall 2012 Sports Highlights
East Bay Athletic League

All-League Golf
First Team–Sabrina Virtusio
Second Team–Morgan Allen, Blake Haverty
Finished fourth (of 21 teams) in the North Coast Section (NCS) Tournament.

All-League Volleyball
Second Team–Kylie Baumgartner, Cadence Stock
Lost in second round of NCS to Maria Carrillo, Santa Rosa.

All-League Water Polo
First Team–Riley Shaw
Honorable Mention–Ashlyn Frost

Tennis
2nd Place–Nicole Hitomi

NCS Scholastic Championship Teams:
• Varsity Cross Country–3.73
• Varsity Water Polo–3.46

Synchronized Swimmers
Dazzle at International Competition

Sophia Bouzos Class of 2013 and Sandra Ortellado Class of 2014 swam in the 7th Annual FINA World Trophy Cup Synchronized Swimming competition in Mexico in November-December 2012. The Carondelet students swam for the Walnut Creek Aquanuts and were the youngest team in the event, an elite synchronized swimming competition featuring the best athletes from international and Olympic teams. The team placed seventh overall, ahead of national teams from the Netherlands, Great Britain, and Brazil.

The Aquanuts’ website reported that "Sandra Ortellado from Carondelet High School pulled a Mexican flag out of her suit, waving it proudly while on top of the first lift." According to the website, the "highlight of the competition was when [the Aquanuts] beat the Russian team...Besides the incredible speed and precision of the routine, Sophia Bouzos from Carondelet High School...dazzled the FINA and celebrity judges...."

Hannah Huffman '12
Making Mark at UND

Featured in several games televised on ESPN, Hannah Huffman '12 plays basketball for the number-two ranked University of Notre Dame Fighting Irish. According to the team's roster, Hannah is a "Powerful and versatile player who will provide the Irish with depth at a number of court positions...valuable asset in Notre Dame's varied offensive sets...solid perimeter shooter, who can also take her opponents off the dribble ... physical presence that belies her size."

At JAMZ Nationals in Las Vegas in February, the CHS Dance Team won their divisions—Varsity Pom and Varsity Jazz—with Jazz receiving the highest overall score for all schools competing!

Carondelet's Varsity Basketball team went into the North Coast Section with a 22-3 record. With a first-week bye, the Cougars defeated Fremont's American High School 91-27 to advance in the NCS championship tournament.

Taking Home the Gold

At the FINA Short-Course Worlds in Istanbul, Turkey in December, Chelsea Chenault Class of 2013 (on the right) swam the second leg in the 800 Free Relay, and her team took first place. The other three members of Chelsea's relay team swim for the University of Georgia. Competing in her last high school season at Carondelet this spring, Chelsea will also attend a couple of Grand Prix competitions while she prepares for big meets next summer.
We commend to your prayerful remembrance:

Robin Aliotti, mother of Ashley ’06 and Sara ’09.
Taihee Dewes, mother of Catherine ’83.
Kathleen Gibbons ’78, sister of Carla ’74, Joanne ’77 and Karen ’79.
Luciana Dudley, sister of Pauline Ruiz, former CHS faculty.
Ellen Ghelfi ’81, sister of Michelle Ruiz and Jennifer ’85; aunt of Kelly ’08.
Marilyn Herring, mother of Colleen ’73.
Andrea Hilt, daughter of Linda Middleton ’72.
Vernon Jimenez, father of Cathleen ’75 and Caren ’78.
Frances Johnson, mother of Signe ’78.
Robert Lacher, husband of Barbara, former CHS staff and CHS benefactor; father of Joan ’83, Ann ’85 and Marie ’94.
Frances Lanzafame, grandmother of Elizabeth Campos ’07; sister of Sister Magdalen Marie Crivello, CSJ.
Brittany Malone ’07, sister of Ashley ’06 and Morgan ’09.
Sally Martirani, mother of Stephanie ’85.
Carolyn Mowris and William Mowris, parents of Susannah ’77.
Frederick Muller, father of Veronica ’86.
Joseph O’Malley, father of Patricia ’72, Kathleen ’74, Virginia ’77, and Maureen ’80; grandfather of Laura Furtado ’14.

Charlene Peat, mother of Rebecca ’75 and Amy ’78.
Catherine Quintero and Frank Quintero, parents of Patricia ’76, Juanita ’78, and Marialicia ’80; grandparents of Maria ’01.
Paul Regoli, father of Antoinette ’75.
John Sabatte, husband of Donna (deceased), CHS benefactors; father of Suzanne ’72, Christine ’73, Nanette ’74 (deceased), Emmelie ’77 and Jeanette ’81; grandfather of Mary Ann Schneider ’09 and Claire Logan ’12.
Nanette Sabatte ’74, mother of Mary Ann Schneider ’09; sister of Suzanne ’72, Christine ’73, Emmelie ’77 and Jeanette ’81.
Roman Sandoval, father of Colette ’69 and Margo ’73.
Rose Terranova, mother of Margaret ’70, Cara ’74, Lisa ’79, and Mary ’80.
Carmen Flores Tonin, mother of Theresa Flores ’73.
William Tramplleasure, father of Lee, CHS faculty. William Trumm, brother of Catherine ’69, Carolyn’70, Maryanne ’75 and Barbara ’84; uncle of Amanda Barton ’15.
Eloise Uribe, sister of Pauline Ruiz, former CHS faculty.
Marc Vanden, father of Emily ’98 and Molly ’01.
Thomas Walsh, father of Catherine ’74.
Scott Whittaker, father of Judy ’74 and Marian ’72.

These loved ones are enrolled in the Carondelet Academic Foundation and remembered each month at Mass celebrated in honor of St. Joseph.
PARENTS: Please send address corrections to the Alumnae Office.

One out of every three women—*one billion women*—will be raped or beaten in her lifetime. A response to this shocking statistic, "One Billion Rising" is an international call for a billion people to stand in solidarity with abused women. Carondelet High School celebrated Valentines Day by participating in One Billion Rising, dancing to demand an end to violence against women. Pictured here, student leaders demonstrate the choreography, lead the student body, and dance to support women around the world.