



## REI

CLASS OF 2016

HOMETOWN: Kutchan, Japan (after stints in Rwanda and other African nations)

FUTURE PLANS: I like talking to people and solving problems, so business consulting appeals to me. But I also love the outdoors, so environmental science has its appeal, too. Maybe I'll find a way to combine the two.

ON SERVICE: The Cate School motto is *Servans*, which means "let us serve," and like everything else here—sports, academics, arts—Cate encourages you to think big. Think big thoughts, set big goals, tackle big problems. So I decided to apply for Cate's Metherell Challenge, which is an annual competition that awards a winning student a \$5,000 grant to fund an overseas service project. I spent a lot of time thinking through my idea and drawing up a proposal, and with the funds I received I'll be tackling the obesity epidemic in Mongolia this summer.

Mongolia is second in Asia for women's obesity. Fourth for men's. And it's mostly because of the Mongolian diet, which is based on fatty meats. That diet was fine when people moved around enough to burn the calories that fatty meat contained. But now everyone has motorized vehicles. People still work hard, but they burn fewer calories. To address the problem, Mongolians needed a leaner source of protein, like eggs. But the Mongolian winters are harsh, and chickens—if they even survive the winter—don't lay during the winter. So I came up with this idea to install heaters in chicken coops.

I'll be in Mongolia from mid-June to early July supervising the heater installations. Together with the local community I'll also be designing 100-square-foot test gardens to see if I can find some vegetables that will survive in Mongolia's climate.

“CATE ENCOURAGES YOU TO THINK BIG. THINK BIG THOUGHTS, SET BIG GOALS, TACKLE BIG PROBLEMS.”

## CECELIA

CLASS OF 2016

HOMETOWN: Summit, New Jersey

FUTURE PLANS: I'm sure I'll change my mind 15 times, but right now, I'm interested in becoming a doctor because you get to use science and you're still interacting with people instead of locking yourself in a lab.

ON NEW EXPERIENCES: I grew up mostly on the East Coast and went to all these super competitive schools there—places where you work until five in the morning to get the "A." I wanted to be a whole person, not just a GPA or an athletic ranking. I wanted to try new things.

Then I get to Cate and it's, "Okay, you're going in the wilderness for a week with a 50-pound pack on your back and a 'bear can' because there are bears out there." And I'm looking at them in disbelief. There's no way people survive this experience, is there? I'd never slept in a tent before. Not even in my back yard. But the kids in my group were really supportive. They helped me figure out how to purify drinking water with iodine and blow up my sleeping pad. So I slowly let go of my panic and had a really good time.

My first time playing oboe with the orchestra was like that, too. I'd been playing since the fourth grade, but never with other people. The director, Mr. Knecht, handed out the music and said, "We're all going to play this." And I'm thinking, "What? I've never seen this music before. How is this going to work?" But I took out my oboe and played, and it went fine. Then Mr. Knecht encouraged me to audition for the Santa Barbara Youth Orchestra. I went from playing in my room to playing with the best young musicians the state in just a couple of months.

“I WANTED TO BE A WHOLE PERSON, NOT JUST A GPA OR AN ATHLETIC RANKING. I WANTED TO TRY NEW THINGS.”

## MR. CADITZ

SCIENCE TEACHER

EDUCATION: AB, University of Chicago; JD, UC Hastings College of the Law

ON TEACHING AT CATE: It's rare for me to have a student on the first day of class that I don't already know, either through being on an outdoor trip together or living in the same dorm. I know their interests, their personalities, what motivates them. Teachers at a "regular" school have to spend weeks just learning everybody's name.

ON APPLYING SCIENCE: As teachers, we encourage our students to learn from each other. We're always looking for new ways to get students engaged in the material, to inoculate them with our own enthusiasm for the subject.

One of the things that has fascinated me lately and that I wanted to introduce to my students is the idea of the citizen scientist—that you don't have to be a "professional" in order to "do" science. I think science enthusiasts can make meaningful contributions to our shared body of knowledge. So I partnered with a local organization called Santa Barbara Channel Keepers to launch the Cate Stream Team, a group that is performing a long-term study of the health of creeks and wetlands around Carpinteria. I trained my students—who then trained their peers—to collect water samples and submit findings to a statewide database that local governments use to make decisions about how to manage the watershed. In addition to learning basic research skills, the students are learning how to manage projects and are seeing how science is applied in the real world—and the data they're collecting is making a difference.

“...STUDENTS ARE LEARNING HOW TO MANAGE PROJECTS AND ARE SEEING HOW SCIENCE IS APPLIED IN THE REAL WORLD...”

## MUSA

CLASS OF 2017

HOMETOWN: Cleveland, Ohio

FUTURE PLANS: I want to study engineering at MIT. They have a program where you spend a year at sea. But before leaving Cate, I'd like to visit Spain or maybe attend a Round Square conference.

ON BALANCE: I love football, even though I come from Cleveland.\* My dad played high school football and started me out in the sport when I was young. I really wanted to play football in high school, too, but I didn't want it to limit or define me. So Cate was the perfect choice. The sports teams here are really great and a lot of our athletes go on to compete at the college level, but the coaches really want you to excel at other things, too. They think balancing sports with other things—academics, arts, service—makes you a better athlete and a better person.

One thing I've learned to balance is doing weekly service nights, when we go to places in the community and just help out. I went to Transition House, which is a place for homeless families to live and eat and get back on their feet. I went for a few weeks in a row, and every time I went, I played with a little girl named Laylani. When I went back after missing a few weeks, she gave me this big hug and asked me where I'd been. I couldn't believe that in a couple of half-hours on Tuesday evenings I had made that big an impression on another human being.

\*Since 1990, The Cleveland Browns have a record of 116-220, the worst in the NFL.

“BALANCING SPORTS WITH OTHER THINGS—ACADEMICS, ARTS, SERVICE—MAKES YOU A BETTER ATHLETE AND A BETTER PERSON.”

## MS. SALCEDO

MATH TEACHER

EDUCATION: BS, Yale; MAT, Simmons College

ON BEING A DORM PARENT: When I was put in charge of the 9th-grade girls' dorm, I wasn't sure I'd like it or be good at it. I guess I wasn't all that different from a Cate student trying something new. But it's been great. I take tremendous pride in creating an environment where the girls feel known and cared for.

ON TEACHING: When my students sit down with a problem for the first time, I want to inspire a little nervousness. I want their first reaction to be, "Oh my gosh, I don't know how to do this." And then I want them to work with their classmates and apply what they already know to figure out this new thing. And it's fun to watch them, to see their delight in doing something they didn't think they could do. As a teacher, that's what I'm looking for in my craft. How do I make things optimally challenging? If it's too easy, they won't learn anything. If it's too hard, they won't learn anything. The trick is finding the optimal stretch for each class and for each student.

I often find myself in the same position I put my students in. Their problem is on the test, mine is in the lesson plan, and sometimes I'll be thinking, "I don't know if this will work." I can feel my brain working in the same way I want theirs to work. I'm always asking myself, "How can I scaffold this problem in a way that if they don't get it the first time, they'll get it the second?" And that design element is one of the things that makes my job so fun. That's my optimal stretch, my optimal challenge.

“THE TRICK IS FINDING THE OPTIMAL STRETCH FOR EACH CLASS AND FOR EACH STUDENT.”

## ALONDRA

CLASS OF 2016

HOMETOWN: Los Angeles, California

FUTURE PLANS: I'm interested in all of the sciences, so I think the most valuable thing for me to do would be to go into computer science or mathematics, because all of the other sciences—even biology—rely on them.

ON SCIENCE AND LANGUAGE: I'm the oldest child in a single-parent household. I'm a woman and Hispanic. And I come from an inner-city school system where not everybody values their education. I wanted a lot from high school, and felt I had a lot to prove. Mostly, I wanted to take the toughest classes, to be the best student, and have this powerhouse academic experience, especially in math and science.

And Cate has been great for that. In biology, we did a DNA barcoding project where we fished for samples in the Channel Islands, then took mitochondrial DNA from gill tissue and uploaded it to a national database that other scientists use to track endangered and invasive species. That's real science.

But Cate's also great for trying new things. In fact, one of my most rewarding experiences has been studying Chinese and Japanese. I could have studied Spanish or French, but I already knew both of those languages. I wanted to try something different. The best part about learning a new language is that it teaches you new ways of thinking about the world. In Chinese and Japanese, selflessness and respect are important values. You never put yourself first, especially when speaking to your elders, so the language itself encourages politeness and avoidance of conflict. That realization changed my own behavior. I try to be more respectful and selfless.

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