

WHERE THE GIRLS ARE

Castilleja: A College Preparatory School for Girls in Santa Clara County



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Preface

It's 1907, you have an intelligent young daughter with an unquenchable thirst for knowledge. She will not be happy or satisfied to fulfill the expectations of her to marry and raise children. She wants to study and learn. Where can you send her to be educated? A new non-sectarian college preparatory school is opening in Palo Alto, California and is accepting students into grades kindergarten through twelve.

The school's catalogue emphasizes that a program will be arranged to meet each individual student's needs. This approach allows girls to gain skills in both academic and domestic disciplines. This method reassures parents that their daughters will not be "overeducated" and therefore unfit for marriage. The catalogue stresses that "in every case, an effort will be made to develop systematic and scholarly habits of thought" and that "particular attention is given to training in social customs, grace of manner and refinement of speech."¹

The academic course of study includes English, Latin, German, French, History, Mathematics (algebra and geometry) and Science (zoology and physiology). "Hygiene" class includes gymnasium work, walking and climbing, first aid, laboratory study and recitation. "Domestic Science and Art" are both required for the college preparatory program. The study of art and music completes a well planned program. The "Domestic Classes" give the girls a practical and scientific knowledge of household economics. The girls learn to cook, along with a thorough and practical application of home-making and home-keeping. This will be a wonderful place to send your daughter.

¹ Ilana De Bare, *Where Girls Come First: The Rise, Fall, and Surprising Revival of Girls Schools*, (New York: archer/Penguin Books, 2004), Chapter 3, 1.

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Miss Lockey's Dream – A College Preparatory School for Girls

Why establish a school for girls? Over a hundred years ago who had the notion and the vision to create a non-sectarian school for the young women of Santa Clara County to be educated? The answer is simple – Miss Mary Ishbel Lockey. This young woman had a dream of educating girls in preparation for Stanford University, her alma mater since 1902.



**Miss Mary Ishbel
Lockey in 1910**

A Brief Glimpse of Santa Clara Valley, Circa 1900

At the turn of the 20th century, more people were coming to the West Coast. California was an especially popular destination. The difference between one season and the next was quite mild compared to the East Coast. This made the climate both pleasant and extremely desirable. Santa Clara Valley's rich soil had attracted the agricultural industry that had thrived and become well established by this time. The existing towns and cities in the county were growing, especially Palo Alto because it was adjacent to Leland Stanford's newly formed university. He nearly used Mayfield as the campus residential village.² The Southern Pacific railroad added Palo Alto as a regularly scheduled stop. This made the location quite easy for everyone to arrive for business and pleasure. Visitors often became new residents of the county due to its ideal climate, train schedule and abundant opportunities. Santa Clara Valley was an appealing place to call home.

² Margery Quackenbush, ed. *County Chronicles - Local History Studies, Volume 9*, (Cupertino: California History Center, 1976), 2.

Miss Lockey was one of many people who came to the valley to attend Stanford University. She loved the climate, the landscape and the possibilities it had to offer. After graduating from Stanford, she remained in the immediate area as a school teacher at the Miss Harker-Miss Hughes School in Palo Alto for five years before deciding to open a school of her own near her alma mater. She was familiar with this part of the county and had formed strong relationships with important members of the community.

The Mentor and First Location

Miss Lockey's mentor, the president of Stanford, Dr. David Starr Jordan, encouraged her to start a school to prepare girls for the rigorous studies at the newly formed university. She found the first location for her school, a rented building at 1121 Bryant Street in Palo Alto, only a couple of miles from the university's campus if travelling on Embarcadero Road.



**Dr David Starr
Jordan**

The school needed a name. Dr. Jordan suggested "Castilleja," the name shared by both Castilleja Hall (its predecessor, lasting less than a decade) and Castilleja School (Miss Lockey's college preparatory school for girls). The word "castilleja" comes from the



botanical name given to the Indian Paintbrush Flower, which is native to Santa Clara County. The flower was named after the Spanish botanist Domingo Castillejo, whom Dr. Jordan deeply admired.³

Miss Lockey and Dr. Jordan had a location and a name for her school. On August 19, 1907, Castilleja School opened at 1121 Bryant Street with fourteen teachers and sixty-eight students enrolled in kindergarten through twelfth grades. The school accommodated day

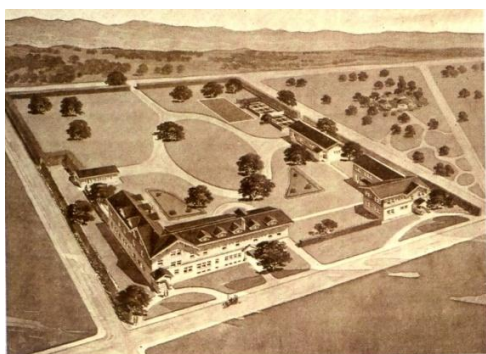
³ Sara Croll '05 and Heather Pang '84, *Castilleja Celebrating a Century*, (Palo Alto: Castilleja School, 2007), 1.

and boarding students. The grammar school also accepted boys. The majority of the students came from Palo Alto and adjacent Mayfield. The rest were drawn from places around the San Francisco Bay Area, like Sausalito, Menlo Park, San Francisco, Woodside, Oakland and Berkeley. Some girls came from Washington, Montana and Arizona. Tuition and board for a resident student cost \$750 a year; tuition for a day student was \$150. Optional music lessons, laboratory fees, special uniforms, books, art supplies and chaperoning were additional.⁴

Dr. Jordan had complete confidence in Miss Lockey's ability to make this venture an overwhelming success. He gave her advice gained through his years of experience at Stanford and she supplied her hard work and dedication on a daily basis. Together they nurtured Castilleja, giving the school the solid foundation that has sustained it for over a century.

A Permanent Home

The school flourished. In 1910, Miss Lockey purchased a four and one half acre block at 1310 Bryant Street, its current location a hundred and one years later. The land was sold to her by Alfred Seale, father of Marion '22 and Barbara '24, for \$20,000. Gustav Laumeister,



the local planner and contractor, was selected to shape Miss Lockey's dream of an ideal campus into a reality. A cornerstone was laid on April 30, 1910. The new construction included a dormitory (the Residence

⁴ Croll and Pang, *op. cit.*, 6.

Hall), a recitation building (the Chapel), a domestic Science building (the Bungalow) and a gymnasium. The estimated cost of this project was \$50,000. By August 15, 1910, the first four buildings were ready to be occupied. Her careful and thoughtful design for the school was so strong that basic elements of this first plan are still recognizable today.⁵

An Outstanding Education

Castilleja's reputation was built on the high standards of its excellent teachers. Miss Lockey brought in well-educated women to join the faculty. The instructors developed a challenging curriculum that was cultured, refined, and academically rigorous. More than half of the instructors of the Preparatory Department or High School had a college degree; a few had earned graduate degrees. This group of talented and dedicated women brought out the best in their students. The expectations were extremely high and the girls rose to the occasion. The college preparatory program was so successful that from its second year of operation, graduates were admitted without examination to Stanford "when their work was recommended by the principal and teachers." Soon that list grew to include the University of California, Wellesley, Smith, Vassar, Mills, Mount Holyoke and Wells.⁶



**Miss Lockey and staff
members in 1910**

With Castilleja's future secure, the students and faculty alike were ready to move forward. Their grand plans and hard work molded a school with high ideals and a multitude

⁵ Croll and Pang, *op. cit.*, 8.

⁶ *Castilleja School Catalogue for 1910-1911*, 16.

of rich traditions that have served it well through the century. Many of the traditions created in the early years continue to thrive and define Castilleja today.

Rich Traditions

The Five “Cs”

The five “Cs” make up the essence of Castilleja. Miss Lockey chose the following words: Courtesy, Charity, Conscience, Courage and Character to summarize the values she lived by and wished to teach every student of her school. The five “Cs” are timeless. They set the tone for the school and they still resonate with staff and students to this day. The school’s logo is a stylized form of  the five “Cs” swirling to create the impression of a blooming flower. Viola Hymen Elsback, class of ‘25, immortalized them in her painting that still hangs in the Administration building at 1310 Bryant Street.⁷ There are many physical items that act as re-enforcers of these ideals.

The Castilleja Pin

A reminder of the five “Cs” is the Castilleja Pin.  The 1925-26 school catalogue explains the pin’s purpose clearly: “In order to encourage an active interest in the ideals of Castilleja, the school pin is given to each new upper school girl at the end of her first month as a freshman. The privilege of wearing the pin indicates satisfactory citizenship on the part of the girl; she has shown herself to be a desirable member of the school community.”⁸

⁷ Croll and Pang, *op. cit.*, 18, 21.

⁸ Croll and Pang, *op. cit.*, 17.

The Uniform

The student uniform is one of the oldest traditions at Castilleja. It is an essential element of the school's visual image and part of the core identity of each student. Today, when people in the community see a girl wearing the red polo shirt embroidered with a white "Castilleja" insignia, they know immediately where she goes to school.

Miss Lockey's choice of the early uniform included a white cotton middie blouse adorned with a black tie and a pleated navy blue wool skirt. This combination resembled a nautical uniform, once popular as a fashion trend



Uniforms in the early years

of this era. These basic elements were practical and serviceable. What they lacked in glamour, they made up in functionality.



Middie Blouse -
side view

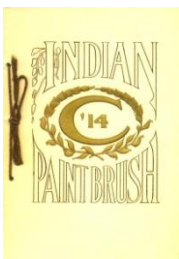
Eventually, colored ties replaced the black ones. Each grade level had its own color to identify the students of that particular class. For many years, the colored ties were worn every day. The girls displayed their Castilleja pin along with any other award or club pins earned throughout their tenure at the school. This accumulation of accomplishments was a great source of pride. Awards were given for academic excellence, athletics and extracurricular activities like choir, drama and other after school clubs a student might join. For a period of the school's history, on special days of celebration, the girls put on their dress-white uniforms decked out with a red tie as a show of the school colors. The dress uniform is the one that most closely resembles the original version Miss Lockey selected.

Today ties are worn on dress-white uniform occasions. The current colors are: marigold yellow for sixth graders, light blue for seventh graders, navy blue for eighth graders, green for high school freshmen, orange for sophomores, purple for juniors, and red for seniors. Founder's Day and the Eighth Grade Promotion Ceremony become events that display the rainbow of colors worn by the whole student body.

There are many variations of the everyday uniform today, including navy blue cotton pants added in the 1980s to accommodate the activities of the present day student. The middie blouse has been replaced by any collared white shirt or one of the polos available in three colors (white, navy and Castilleja red). A light blue permanent press skirt has replaced the less practical navy blue wool skirt. Footwear has come a long way from loafers and oxford saddle shoes. Today, conservative closed toe shoes with good support are required and colors are limited to white, navy and black. All parts of the uniform need to be clean and in good condition with no holes, falling hems or stains.⁹

The Yearbook – “Paintbrush”

In 1914, another enduring tradition began with the yearbook.



Originally titled “Indian Paintbrush,” it was later shortened to “Paintbrush” which remains its name today. Students received their yearbook a few days before the school year ended for summer vacation. In the fall, a yearbook

editor along with her staff, were appointed by the yearbook faculty advisor. This group worked together throughout the school year assembling an important part of the school's history. Each student had her picture taken to appear alongside her classmates. In the early

⁹ Croll and Pang, *op. cit.*, 14.

days when photography was still relatively expensive, school activities were depicted by student sketches. The yearbook staff and its editor usually selected a favorite teacher or school staff member to receive the yearbook's dedication. What an important honor to have it dedicated to oneself.¹⁰

The Junior-Senior Banquet

The juniors and seniors looked forward to the Junior-Senior Banquet when each junior received her class ring. The “ringing” ceremony marked the end of junior year and the beginning of her last year as a senior at Castilleja. This rite of passage blossomed into a full-blown themed banquet extravaganza hosted by the junior class.

Incoming freshmen and any new students were given a “big sister” when they came to Castilleja. On several occasions while at Castilleja, the two girls participated as partners in school events. During the banquet, a “big sister” presented a class ring to her “little sis,” thus the name “ringing” ceremony. The ring had the junior's graduation year embedded on the side of the band.

An elaborately decorated background became the setting for traditional songs, speeches and ceremonies. “Heaven, Shangri-la, Sidewalks of Paris, An Evening with the Gods, San Francisco, Twilight in Tahiti, Winnie-the-Pooh, Alice in Wonderland, Charlie and the Chocolate Factory, The Wizard of Oz, The Circus, and Pirates of the Caribbean are a few of the many themes that have been



**Programs from
'66 and '65**

¹⁰ Croll and Pang, *op. cit.*, 18.

chosen over the years. Generally, they are colorful, fun and rooted in childhood memories because the banquet includes heavy doses of nostalgia.”¹¹

Founder’s Day

Miss Lockey’s well known love of nature was reflected in her pride of Castilleja’s campus. It’s not difficult to understand the analogy drawn between the growth of a tree and the growth of a young girl. “Just as the tree develops a root-system in order to grow strong and beautiful, so does the young girl develop strong, healthy habits, and begins to build her own individual character. As she grows and learns from everything and everyone around her, her knowledge becomes the foundation for her role in life as a mature young woman.”¹² Santa Clara County provided the fertile soils and a beautiful climate all year where almost anything grew. It’s easy to see what appealed to Miss Lockey and the reasons she chose the “Valley of Heart’s Delight” as the perfect location for Castilleja.

Luther Burbank created the holiday “Arbor Day.” Miss Lockey’s enthusiasm for this celebration of nature gave her the opportunity to beautify the early barren campus. In 1911, students planted a small orchard. Each year from that year on, Castilleja students and faculty have celebrated by planting a tree or shrub on the campus. In 1940, the Castilleja Arbor Day celebration became Founder’s Day, in memory of Miss Lockey and the holiday she loved so dearly. Another big change came in 1965, when Founder’s Day was combined with the Mother-Daughter Luncheon. By the mid-1980s, having five senior



Arbor Day with Miss Lockey in 1919

¹¹ Croll and Pang, *op. cit.*, 35.

¹² Croll and Pang, *op. cit.*, 50.

speakers became central to the event. A tribute to Miss Lockey and an overview of the school's history are the topics of their addresses. The spirit of the event has endured while the content and logistics have evolved. Remembering Miss Lockey's gift to "her girls" remains at the heart of this tribute and long standing tradition.¹³

The Bell and Tie Ceremony

Louise Merrit Good '31 presented Castilleja with a bronze bell as a gift. It has



remained in the same place near the Chapel for over three quarters of a century. A modern bell and intercom system has replaced the function of "The Bell" however; the antique is still used on the first day of a new

school year to signal the beginning and the end of the Tie Ceremony.¹⁴

New students are welcomed to campus with the Tie Ceremony. The faculty pins red carnations on the seniors; the seniors cross the Circle to tie green ties on the ninth graders; the eighth graders cross the Circle to tie marigold yellow ties on the sixth graders; any new students in other grades have their ties tied by their "big sisters."¹⁵ Finally, the vintage bell rings to summon everyone to a short assembly in the Chapel.



Tie Ceremony

The Christmas Pageant: A Tradition Fondly Remembered

The Christmas Pageant was performed for the first time in December of 1932. Many students took part in this beautiful production. The tale performed was loosely based on Anatole France's fable about a poor juggler who gave the performance of a lifetime as a gift

¹³ Croll and Pang, *op. cit.*, 50.

¹⁴ Croll and Pang, *op. cit.*, 69.

¹⁵ Croll and Pang, *op. cit.*, 91.

to the Madonna of Notre Dame. The dance drained the life out of the juggler. Her talent

and her spirit brought the Blessed juggler a benediction. By the 1980s, controversial due to the overly deemed inappropriate for a school



Virgin to life and she gave the this tradition had become religious content of the story. It was with students of such broad

religious diversity. After 50 years, the Christmas Pageant came to an end.

The annual re-enactment of “The Juggler of Notre Dame” is remembered fondly as the one time of year that every grade of the school got together for a single purpose. It was crazy, with a special schedule for rehearsals, but it was everyone together for something important. Sue Harris ’57 wrote, “It is the Juggler legend itself that’s the fascination. It seems to get into one’s blood and grow more lovely with time... At heart, I think we’re all jugglers!” She loved the pageant so much that she restaged it after her Castilleja days, once in a Muslim part of India and another time in England.¹⁶

Today, Castilleja recognizes a wide variety of holidays under the direction of the Holiday Committee. This tradition, while no longer observed, did bring the school together for a common purpose. Certain aspects of the Christmas Pageant are remembered with great fondness by the alumnae who experienced the event either as a participant or an observer.

Award Day and Eighth Grade Promotion Ceremony

Award Day is a tradition everyone anticipates each year almost as much as graduation. This annual event features the Eighth Grade Promotion Ceremony. It is also the

¹⁶ Croll and Pang, *op. cit.*, 65.

occasion set aside to acknowledge and reward student accomplishments achieved during the school year. The girls who have earned high enough grades to be inducted into the Cum Laude Society are announced. Castilleja joined this high school honor society in 1974. Each year since then, up to 20% of the graduating seniors are honored for their outstanding academic achievement. The society's motto is “*Areté, Diké, Timé*,” which translates from Greek into “Excellence, Justice, Honor.”¹⁷



A most prestigious prize, the Castilleja Award trophy, is presented on this day. The honor is decided by faculty voting and awarded to the senior girl who best exemplifies the qualities of the five “Cs.” This award arose from the premature loss of a special student. As a memorial to Peggy Boothe, the first Castilleja Award was given to her posthumously. Since 2002, the Valedictorian and the Castilleja Award recipient give the student speeches at the commencement ceremony.¹⁸

Miss Lockey wanted graduates of her school to be well-rounded individuals. To promote a broad range of opportunities, Castilleja’s students could take advantage of many extracurricular activities available to them. Through the years, many after school clubs have come and gone to reflect current interests, popular trends or even temporary fads.

Photography, glee, drama, Latin, art, cooking and sewing are several clubs that have been favorites through the years. To show a student had actively participated in a club, she received a small pin that represented each specific club’s interest.

For example, the drama club pin featured the comedy and tragedy



Author's club pins collection

¹⁷ Croll and Pang, *op. cit.*, 104.

¹⁸ Croll and Pang, *op. cit.*, 115.

masks. Club pins are also awarded at this time and shown off while pinned to her class tie.

The Eighth Grade Promotion Ceremony is the highlight of the day. Each eighth grade student has completed the studies that grant her the privilege to enter high school in the fall. She will return to Castilleja to continue studying in preparation to live her best life and do her best work at a well known university.

Graduation

The “Holy Grail” of traditions and the culmination of a student’s quest for a high school education is receiving your diploma during the commencement ceremony. To reach this goal at Castilleja means the completion of countless assignments, final exams, mid-terms, papers and projects. A leather-bound case holds a piece of parchment paper declaring this significant milestone official. Castilleja’s commencement ceremony has not changed much since the first one that took place about a century ago.

Castilleja remains an all-girl institution; the graduates wear white dresses and carry red roses to honor the school colors. Songs are sung and speeches are delivered. The faculty and Board of Directors are in full cap and gown regalia. Ceremonial protocol is thriving. Formality is also alive and well. There is no doubt of the magnitude of this event.



Graduation 1930

There have been modifications made through the years. In 1987, prayer was left out to reflect the non-sectarian status of the school and to honor the religious and cultural diversity that has developed during Castilleja’s enduring decades. The morning hymn was removed from the program in 1991. The class of 1993 was the final

procession to walk down the aisles of the Chapel. To accommodate more family and friends, the present day ceremony is held in a white tent set up on the Circle.

The Class of 2002 saw two significant changes. The lesser was graduates did not wear white gloves during the ceremony. The more noteworthy change was when the recipient of the Castilleja Award delivered her speech in place of the salutatorian. Since 2002, the valedictorian's speech is followed by the Castilleja Award winner's speech. Graduation now takes place on a Saturday in early June and the school hosts a reception following the ceremony. Graduation is about celebrating the accomplishments of the seniors, "as individuals and as a class."¹⁹

Miss Lockey created the rich traditions which held the school together through some of our nation's most difficult times.

Trials and Tribulations

After Miss Lockey opened Castilleja, the school enjoyed more than two decades of relatively "smooth sailing." The 1930s presented many challenges for our nation and Castilleja did not escape troubles of its own. Miss Lockey's health was failing by the end of the decade. She had been born in Helena, Montana, on June 21, 1872, where frontier conditions were difficult. In the 1930s, life expectancy was significantly shorter than it is today. Miss Lockey had turned sixty-six on her birthday in June 1938, still quite young by today's standards. By March 1939, Castilleja's beloved founder would be laid to rest.

Through the 1920s, Castilleja thrived financially. Any earned profits were used to continue the building program. This left no reserve funds for the financially hard times

¹⁹ Croll and Pang, *op. cit.*, 134.

ahead during the Great Depression. Everyone was struggling, including the families that the school depended on for monetary support. Castilleja experienced a declining enrollment and had incurred considerable debt. Because so many patrons suffered from the result of the Stock Market Crash in 1929 and could not pay full tuition, Castilleja's revenue was short \$15,000 by the close of the 1930-31 school year. In 1932, a mortgage was taken out for \$75,000 with the American Trust Company.²⁰

Many creative strategies were implemented to keep Castilleja operating. One year, the catalogue offered a 10 percent discount on tuition. Teachers' salaries were slashed 21 percent and some of them took five year notes in lieu of the remainder of their contracted wages. A firm was hired to generate leads of potential boarding students. The goal was to find parents with income more or less unaffected by stock market conditions. The financial managers even tried to sell preferred stock in the school. No one was buying much of anything – especially stock.

Bankers and potential investors needed justification for the survival of Castilleja. Advocates reminded everyone of past profitability. The main emphasis was the importance of Castilleja's values and their prominent place in the community. Summed up nicely "In a world where material values have failed to save man from suffering and loss, there is indeed a need for values that endure. Schools like Castilleja hold aloft the social and moral standards that the world must have to recover. The high standards of the school are reflected in the character and achievements of its graduates, who are 'carrying on' in these

²⁰ Croll and Pang, *op. cit.*, 134.

days of crisis, firmly supported by the training they received in their formative years at Castilleja.”²¹

Hard times and financial turbulence prevailed through the decade. On March 4, 1939, the most tragic blow occurred. After a brief illness, Miss Lockey died unexpectedly. Her funeral was on March 7th, Arbor Day, followed by a memorial in the school’s Chapel. Plans needed to be made quickly to fill the position of principal. A temporary Committee of Managers assisted Richard Lockey, Miss Lockey’s brother, after he inherited Castilleja upon her death. There were two attempts made to fill the position and both were unsuccessful.²²



Miss Espinosa
in 1942

Finally in January of 1941, then assistant principal, Margarita Espinosa, became the new principal of Castilleja. Miss Espinosa graduated with the class of 1922 and went on to attend Stanford University. She earned her bachelor’s degree in Spanish by 1927 and one year later, she received her master’s in English. She returned to Castilleja as a student teacher and then a Spanish teacher and assistant to Miss Lockey.²³

Within two weeks of her new appointment as principal, Miss Espinosa was fully aware of the extent of the financial crisis that she already suspected. The school had no cash funds and was due to close in one week. This was not an option for Miss Espinosa. She sprung into action, called an emergency meeting of the girls’ parents to save Castilleja. Alumna Pauline Chamberlain Fisher ’20 made a sizable gift that kept the school open. By the summer of 1942, a non-profit organization had been formed to keep the school going in

²¹ Croll and Pang, *op. cit.*, 41.

²² Croll and Pang, *op. cit.*, 44-46.

²³ Croll and Pang, *op. cit.*, 46, 54.

honor of the late Mary Lockey. Deals were worked out with creditors. This allowed the school more time to figure out financial details and operate without interruption. It was a long, laborious process and finally by October 1, 1949, the school officially declared itself out of debt for the first time since 1932.²⁴

Pioneering Spirit

In the early 1900s, many women married at a young age. They spent their time taking care of household duties and raising children while their husbands worked to support the family. Santa Clara County was predominately an agricultural community. There was a need for healthy bodies and strong backs. Most of the work was physical labor and even men, often given more opportunities, did not have a need to be well educated.

Miss Lockey was from a privileged family. She had options available to her which most of the population did not have. She wanted an education and a career as a school teacher. At that time, teaching was one of only a few career choices acceptable for women who either chose to work outside the home or did so out of necessity. Miss Lockey was a pioneer in her time for establishing a college preparatory school.

For the school to survive the Great Depression, it took monumental efforts and collaboration. This was perhaps the greatest example of the pioneering spirit that sustained Castilleja through the hard times everyone endured. Through the long and illustrious history of the school, there have been numerous instances when the pioneering spirit became the driving force. The use of the newest technology of the era has been an ongoing quest.

²⁴ Croll and Pang, *op. cit.*, 62.

There have been many outstanding graduates who have achieved great accomplishments. For example, in 1929, Achsa Barwell '22 became a pilot and charter member, along with Amelia Earhart, of the Ninety-nines (an organization of women pilots).



Grace Wing
'57

Grace Wing '57 had excelled in glee and drama clubs. After college, known as Grace Slick, she had become the lead singer of Jefferson Airplane (later Jefferson

Starship and finally Starship). Her singing career spanned nearly three decades. She broke new ground for female lead singers in a male dominated music industry.²⁵ During her senior



Jefferson Airplane
in the sixties

year, Claudia D'Andrea '84 was so inspired by the co-founder of Amnesty International (US) and Presidential Medal of Freedom recipient, Ginetta Sagan, when she came to speak at Castilleja. The senior then started the first chapter of Amnesty International (US) in this west coast high school of Santa Clara County. At the time, only a handful of schools in the nation had such chapters.²⁶ A recycling program was inaugurated in 1990 (throughout the campus) and now is part of everyday life, as it is throughout the county.²⁷

Charity Evolves into Community Service

Charity, the second of the five “Cs,” has always been a part of the essence of



Students pack Thanksgiving boxes
in 1935

Castilleja. Many organizations have benefited from the generosity of the students. In the 1920s, student volunteers supported the Stanford Home for

²⁵ Croll and Pang, *op. cit.*, 80.

²⁶ Croll and Pang, *op. cit.*, 122.

²⁷ Croll and Pang, *op. cit.*, 127.

Convalescent Children, the Red Cross, the European Relief Council and French Orphans.

Miss Espinosa continued this commitment to “Service and Responsibility” when she

succeeded Miss Lockey in 1941. During World War II,

students and faculty studied first aid as members of the

Red Cross. The Senior Fair raised money for the Stanford

Convalescent Home and eighth graders sent school

supplies to children in Mississippi.²⁸ In 1991, the first official

Community Service Day was held at Castilleja. One year later,

sixty hours of community service became a requirement.²⁹



1942 Poster - bring presents for soldiers and sailors

Community Service has taken on a creative form in the “Arts with a Heart” benefit performance to raise money for an organization chosen by the student-led Community Service Council. For 2011, the production will benefit organizations working to stop bullying.³⁰ Once referred to as Charity, Community Service is an expanding and significant part of student activities, a long standing commitment and tradition.

Castilleja Today

In recent years, Castilleja has received several outstanding acknowledgments from noteworthy sources. In 2007, The Wall Street Journal identified the school as one of the world’s top fifty schools for its success in preparing students to enter top American universities. San José Magazine named Castilleja one of the Bay Area’s Best Private Schools.

²⁸ Croll and Pang, *op. cit.*, 13.

²⁹ Croll and Pang, *op. cit.*, 173.

³⁰ “Castilleja School,” Wikipedia, the free encyclopedia, accessed April 16, 2011, http://en.wikipedia.org/wiki/Castilleja_School.

In 2009, the Western Association of Schools and Colleges gave Castilleja the highest accreditation rating possible. This rating means the school ranks at the top of their standardized scale applied to each school individually.³¹

Only at Castilleja

Castilleja has some unique qualities which makes it stand out. It is the only non-sectarian all-girls middle and high school in the San Francisco Bay Area. The academic program has two components; Global, and Fitness and Wellness that are found only at Castilleja. The Global Program allows each student to experience a global perspective infused into their curriculum throughout the year. In January, the entire school participates in a weeklong event to take a close look at global issues. Speakers, workshops, films, readings, class projects, service opportunities, and panel discussions give every girl a chance to take an in-depth look at multiple issues during a compact timeframe. The Center for Awareness, Compassion and Engagement (ACE Center) opened in 2010. The focus in January 2011 was on “Food Justice and Sustainability” that featured co-founder of the Feed Projects – Ellen Gustafson. Another facet of this program, the Global Investigator Trip, gives juniors the time to travel to a developing country to explore communities and develop a deep understanding of the role of women in these emerging countries.



**Sri Ram Orphanage in
Haridhwar, India**

The Global Program was launched in 2007. Since the trips began, students have traveled to Bangalore, India and Shanghai, China. While in each

³¹ “Castilleja School,” Wikipedia, the free encyclopedia, accessed April 16, 2011, http://en.wikipedia.org/wiki/Castilleja_School.

country, the girls interviewed women, girls and men from all walks of life. They visited local schools, towns and villages. Working on service projects as part of the trip, once again shows the commitment Castilleja has to their ongoing involvement in community service (known as charity in the early days). Presently, the outreach includes the global aspect, reflecting a broadened scope.

The Fitness and Wellness Program at Castilleja was designed to include all students, not only the athletes. The program stresses being “fit for life” by emphasizing the physical and psychological benefits of leading an active lifestyle. The curriculum takes advantage of the school’s state-of-the-art athletic center. Classes include spinning, mat pilates, circuit training, water aerobics, kickboxing and core conditioning. The new multi-level athletic center opened in January 2008.³² Miss Lockey had encouraged physical fitness when she first opened her school for girls. This feature of the school’s curriculum has evolved through the decades into a significant attraction to perspective students.

Miss Lockey’s Legacy

Castilleja School has been a part of Santa Clara County since 1907. On August 19, 2011, this institution will celebrate its 104th anniversary. This longevity makes the school the longest lasting non-sectarian college preparatory school for girls in the county. The founder always had her eye on the future while carrying out the day to day activities. This quality is still very much a part of the school.

³² “Castilleja School,” Wikipedia, the free encyclopedia, accessed April 16, 2011, http://en.wikipedia.org/wiki/Castilleja_School.

Castilleja's graduates are all college bound. Many attend the most prestigious universities around the world. There are only a handful of high schools in the country that can make this claim. This fact elevates the status of Santa Clara County as the home of such a valued treasure. Castilleja girls graduate from college and many have made noteworthy contributions to their communities. A stellar reputation and many women of achievement (see Appendix B) have made Castilleja a real asset to Santa Clara County.

The dream of a visionary woman has prevailed and thrives today. The school has survived the many trials and tribulations that have been presented throughout the duration of more than a century of history. This essay recounts how Miss Lockey's dream of educating girls was transformed into a reality through dedication, determination and devotion. Her hard work, supported by persistent mentoring and generous benefactors, has sustained this institution as a part of Santa Clara County's rich history. Castilleja, to this day, is the remaining legacy of its dynamic and visionary founder – Mary Ishbel Lockey, who chose beautiful Santa Clara Valley as its home.

Supplemental Information

In the following appendices, I offer additional information that supports my essay.

1. Appendix A – A timeline that links significant events in Castilleja’s history with events happening on a national and global scale.
2. Appendix B – Notable Castilleja Alumnae.
3. Appendix C – Personal reflections of my time as a Castilleja student.

Appendix A: Castilleja Timeline Linked to Historical Events

<u>Castilleja Timeline</u>	<u>Year</u>	<u>Historical Event</u>
School opens August 19 at 1121 Bryant Street in Palo Alto, California with 14 teachers and 68 students	1907	Lusitania launched in September
School moves to 1310 Bryant Street in Palo Alto - Circle, Recitation, Residence, Bungalow	1910	
	1911	All Menlo Park saloons closed by the local Sheriff
1 st Indian Paintbrush Yearbook	1914	Titanic sinks on April 12 World War I begins Panama Canal opens August 15
	1915	German U-boat sinks Lusitania
	1917-20	United States engaged in World War I
Orchard House and swimming pool built	1921	Roaring Twenties and Prohibition persist throughout the decade
	1925	Mayfield annexed into Palo Alto on July 6 - Mayfield ceases to exist
Chapel built and dedicated to Elizabeth G. Hughes	1926	
	1929	Wall Street crash in October

<u>Castilleja Timeline</u>	<u>Year</u>	<u>Historical Event</u>
1 st Gymnasium completed Miss Lockey delegate to the White House Conference for Child Health and Protection	1930	Great Depression takes hold for the decade
	1933-34	Hitler becomes chancellor and then leader of Germany Prohibition repealed with passage of 21 st Amendment on December 5, 1933
Miss Lockey died March 4 with service in Chapel on March 7	1939	World War II begins
Miss Espinosa becomes principal in January	1941	United States engages in World War II after bombing of Pearl Harbor on December 7
Becomes a non-profit institution with a board of trustees – Pauline Chamberlain Fisher '20 in as 1 st Chair	1942	
1 st newspaper for entire student body published	1945	Atomic bombs dropped on Hiroshima and Nagasaki World War II ends
Boys no longer accepted for kindergarten	1948	
School officially out of debt from the Depression	1949	
Kindergarten dropped from program	1953	
Grades 1 through 4 dropped from program	1958	
Grade 5 dropped from program	1961	Berlin Wall constructed in August
Grade 6 dropped from program New Residence Hall dedicated on May 24	1962	
New swimming pool constructed	1963	United States involvement in Vietnam War begins to escalate President Kennedy assassinated on November 22 in Dallas, Texas
Rhoades Hall and Margarita Espinosa Library opens	1967	Author's sister Darlene graduates in June
	1968	The author entered 7 th grade at Castilleja School

<u>Castilleja Timeline</u>	<u>Year</u>	<u>Historical Event</u>
	1970	The author graduated 8 th grade (middle school) at Castilleja School in June and entered high school in September
Miss Espinosa retires Donald R. Westmoreland becomes Headmaster	1971	
	1973	Watergate unfolds and Nixon resigns the presidency
	1974	The author graduated high school at Castilleja on June 5
	1975	United States retreats from Vietnam
Seipp-Wallace Pavilion is dedicated on July 4	1976	USA celebrates the bicentennial Great America Amusement Park opens
Leonard Ely Fine Arts Building finished Chapel renovations completed	1980	
Westmoreland leaves Jay Milnor appointed interim Headmaster	1986	Space shuttle Challenger explodes during take-off on January 28
Jim McManus becomes Headmaster	1988	
	1989	Berlin Wall torn down
1st Community Service Day held	1991	
6 th grade returns to program Community service graduation requirement added	1992	
Joan Lonergan becomes Head of school Speiker Field dedicated on September 10 th	1993	
Arrillaga Family Campus center opens	1996	
Last dormitory students graduate	1997	
Okawa Pool opens	2001	September 11 th attacks on buildings in New York and Washington, DC
Gunn Family Administration Building opens Chapel theater remodeled	2002	

<u>Castilleja Timeline</u>	<u>Year</u>	<u>Historical Event</u>
1 st Global Week held Gym demolished and construction begins on Fitness and Athletic Center	2006	
School's 100 th Birthday Celebration on August 19	2007	
School's 100 th Anniversary of 1310 Bryant Street ground breaking on April 30	2010	

Appendix B: Notable Castilleja Alumnae

- Amy Chow, Olympic Medalist in Gymnastics
- Dr. Claudia D'Andrea, Environmental and Social Assessment, Resettlement Consultant at Millennium Challenge Corporation
- Grace Slick, singer and songwriter
- Josie Maran, actress and model
- Julie Packard, Executive Director of the Monterey Bay Aquarium and Vice Chairman of the Board of Trustees
- Laura Arrillaga Andreessen, Founder and Chair of Silicon Valley Social Venture Fund³³
- Lindsay Taylor, soccer player and PAC-10 Freshman Player of the Year
- Nancy Ditz, Olympic marathon runner
- Penny Pritzker, Philanthropist; Founder and Chair of Classic Residence by Hyatt; previously National Finance Chair of Barack Obama's presidential campaign
- Tori Anthony, pole vaulter

³³ "Castilleja School," Wikipedia, the free encyclopedia, accessed April 16, 2011, http://en.wikipedia.org/wiki/Castilleja_School.

Appendix C: About the Author

I was fortunate enough to be a student at Castilleja School for six years, starting with seventh grade. I completed the lower school, now known as middle school, and continued on for high school. I have included my recollections of graduation in 1974. I often think back on my days spent at Castilleja. I remember as a young girl, the rules, regulations and rigid structure of the school were very tedious and demanding. I can't remember how many times I wanted to change schools hoping for a more relaxed environment without all that home work. The first time I began to appreciate the education I received was during my first year at the University of California at Davis. Many of my freshman classmates were not at all prepared for the rigors of college courses and all the work required. They earned failing grades and before they knew what hit them, they were on probation, had to transfer to another school or drop out of school completely.

Today I have become most thankful for the outstanding education I received at Castilleja. During my recent visit to the updated campus this past December, I almost wished I could go back as a student again. I thought Castilleja was a good topic for the California Pioneer Essay Contest. During the visit, I became enthusiastic to learn more about the school's history and sharing this knowledge and my personal experiences as a student. What follows here are the nostalgic memories of a grown-up school girl.

A Visit to Castilleja in December, 2010

It's a cloudy, rainy day, not particularly cold, just wet. My day is planned out. Leave the house between 10:00 and 10:30 am. First stop is Ming's Restaurant in Palo Alto to pick-up pricing information for banquets and catering. Next stop is Castilleja School to begin

research for the California Pioneer Essay Contest. The two stops will take no more than three hours. The distance from my home in south San Jose to Palo Alto is quite long. Today, trips like this are few and far between, especially with gas prices over three dollars per gallon and rising weekly.

Upon my arrival at Castilleja School, parking is at a premium. Since there are no spaces in the small parking lot outside the administration building entrance on Bryant Street, I drive around the block and find a space close to the residence hall entrance on Kellogg Street. It is lunch time and the dining room is just inside, to the left of the lobby. A few students sit around in the foyer. One sees me waving and lets me in through the locked door. Thank goodness I don't have to walk back to the administration building in the rain.

I walk through one of the huge double doors. A low murmur from the dining room fills the air. The smell of a hot meal makes my mouth water. I stand in this familiar place that is different yet comforting. The memories from nearly four decades ago fill my mind. I take a moment to look at a few of the framed award citations hanging on the wall of the foyer. I read the commendations, one after the other and marvel – this is part of my own history. I actually spent six years of my early life surrounded by these same walls and taught by so many excellent teachers devoted to bringing out the best in each one of us. This place is part of who I am today. I feel a very large lump in my throat. I hold back the tears of pride. I compose myself while realizing how blessed I am for this gift of an outstanding education given to me by parents. My mother's words immediately come to mind – "An education is the one thing I can give my girls that no one can ever take away from them." A

few more words come to mind as well – “One day you will truly appreciate your education.” That day has come.

Memories of My Graduation from Castilleja

Seeing the remodeled Chapel brought back memories of my graduation. The feeling of this space is familiar. The physical structures are a combination of old and new. The new additions and replacements fit in, they all belong together. My roots are deeply set in this beautiful place. From the fall of 1968 until I graduated on June 5, 1974, I worked hard on countless assignments, final exams, mid-terms, papers and projects to reach the culmination of my efforts – graduation. All the hard work led to my walk down one of these aisles to receive a leather-bound case holding a piece of parchment paper that made graduation official. I had completed my studies and was entitled to graduate from Castilleja High School. I stood in the back row of the remodeled Chapel. A rush of graduation memories filled my thoughts.

We were there, all forty of the 1974 class, lined up and waiting for the cue to take our place in the history of this institution and to follow our calling to serve the world and home communities. The long white dresses created a dramatic contrast to the deep red roses each graduate held in her arms. Every girl had carefully selected a dress. We had all been in uniform for the last four years. At long last we had a taste of our pending freedom from the structure imposed upon us as students of a private girl’s school.

When you attended a Castilleja graduation ceremony, there was no doubt that pomp and circumstance were alive and thriving. The grounds were meticulously manicured to perfection.

Today a large white tent covers most of the campus' central focus – the “Circle.” In my day, the ceremony took place in the Chapel. Apparently during the last thirty-seven years since I walked on the stage to receive my coveted diploma, the graduating class has out grown the Chapel's space. When I graduated, each senior girl was given ten admission tickets and anyone without a ticket was definitely turned away. The Chapel only had seating for 500 people. Anyone lucky enough to be invited to the ceremony experienced the full scope of a well planned formal procession.

Seating was unassigned. People were always waiting for the doors to be unlocked, allowing them to select the best seats to watch their graduate receive her diploma. Parents and friends always wanted to know where you were going to be sitting to get as close as possible to you. They would snap that perfect picture as you were handed the brown leather bound case. Embossed in gold on the center of the front cover was the name Castilleja School with Palo Alto, California directly below it. Your full name appeared in the lower right hand corner.

The organist played random pieces to warm up her fingers. The melodic voice of the pipe organ filled your ears. Your thoughts carried to the depths of your school memories. Then you were drawn back to the present when the processional music began. The graduating class of 1974 was lined up, ready to walk down the aisle. The girls would take their seats in the reserved front and center sections of the Chapel. Each young lady had left her uniform hanging in the closet at home. In its place, she wore a long white gown of her choice to mark this special occasion. There was the faint scent of roses in the air from the beautiful bouquets in each graduate's arms, a display of the school colors red and white.

The first pair of girls took a step across the threshold. If you arrived early enough, you have secured a seat on the aisle that your girl will walk down. You heard the soft swoosh and rustle of the dresses as the girls slowly walked past you.

The once empty reserved section gradually filled up one row at a time. Soon all the graduates were in place and the music stopped. Mr. Westmoreland, the principal, rose from his seat on the stage. The faculty and board of directors surrounded him. All of them were decked out in full regalia of caps, gowns and a rainbow of colored sashes that signify each person's alma mater. What a sight!

Mr. Westmoreland took a few steps to the podium and began the ceremony with a greeting to welcome all who had gathered for this joyous occasion. Everyone rose at his invitation to recite the Pledge of Allegiance to the red, white and blue flag displayed on the stage. The school song – “Our Day With Thee,” written and composed by Latham True in honor of Miss Lockey, followed.

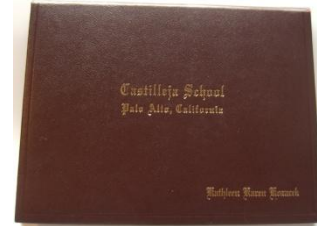
Our day with thee is but an episode in life.
Yet in our after-years, when tamarisk and jasmine bloom in spring,
Sweet-scented memories return of work and play
and eager comradeship
And choiring organ pipes at evensong;
And of woman's quiet eyes and crown of silv'ry hair.³⁴

Various distinguished people like the class valedictorian and the guest speaker spoke their words. After the commencement address to the graduates, Mr. Westmoreland returned to the podium to introduce the chairman of the board and the dean of students. Then he asked the class of 1974 to rise and receive their diplomas. Our big moment arrived.

³⁴ Croll and Pang, *op. cit.*, 175.

We all worked long and hard to finally achieve this milestone. The chairman recited each name – one by one.

Each graduate calmly climbed the steps and slowly approached the person holding her diploma. A huge smile rose on her lips as she felt the leather in her outreached hand. She graciously shook the chairman's hand. It was now official!



Once every girl had returned to her seat, a few final words of congratulations were delivered and poof! Another class had been graduated. What a relief. The energy in the air shifted from tense and volatile to not quite relaxed but certainly less charged. The thunderous applause ceased. A few more concluding words were spoken, followed by the recessional sound of “Pomp and Circumstance” that marks the end of this ceremony. The girls, dressed in their long white gowns and holding bouquets of long stem red roses, stood



Author's Program from
Alumnae Luncheon

first and walked out of the Chapel. The last official piece of school business was the class photo to record the event in Castilleja's pictorial history album kept for generations of students to come.

Just the other day I read a statement from Secretary of State, Hillary Clinton, “I do take it personally. Full equality for women and girls is the great unfinished business of the 21st century.”³⁵ In this regard, I am honored to be pictured in a graduation album from Castilleja School that will take girls and women towards the goal of full equality.

³⁵ Sandra Sobieraj Westfall, “Hillary Rodham Clinton: On the Road Again... and Again,” *People*, April 4, 2011. 84-88.

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