

bws

BRENTWOOD SCHOOL MAGAZINE

FALL 2017





ON THE COVER

For the first time in Brentwood School history, the Varsity Football team played under the lights on the Stadium Field at Homecoming 2017 on October 7. As the sun began to set around the end of the first quarter, the Eagle moved to the middle of the field and summoned each of four light poles to illuminate the field. The crowd went wild, and eagle spirit was at an all-time high.

FALL 2017

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FEATURES

16 **RETURN TO THE LOWER SCHOOL**

Twenty years after the start of her first run as Lower School Director, Dawn Cunnion is back in the Director's chair.

20 **MAKING ART, ONE PROGRAM AT A TIME**

Michael Knight, for all practical purposes, invented the visual arts program at Brentwood. Now 40+ years later, he's still shaping new programs and methods.

24 **THE CULTIVATION OF MINDS**

Nicole Bali has taught Latin at Brentwood since the school first opened its doors. She fondly remembers gardening with her grandmother in France and shares lessons learned in the garden that have found their way into her classroom.

30 **SHINING LIGHT ON ATHLETICS FACILITIES**

In 1979, Patrick Brown came to Brentwood to coach athletics at a school with no athletic facilities. He takes a walk down memory lane overlooking the "field of dreams."

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Words

From the Head of School

DR. MIKE RIERA

It was forty-five years ago that Brentwood School first opened its doors as an independent day school. As these pages reveal, a great deal has changed over these four and a half decades.

The school has grown from a 7–12 to a K–12, adapted to the changing landscape in our country and Los Angeles in particular, and consistently offered a vigorous education that lands our graduates in some of the best colleges in the world. These changes have been important to the ongoing health and vitality of Brentwood. But it's important to dig deeper to recognize the real key to Brentwood's ongoing greatness: our faculty.

From the first day of school in 1972, Brentwood has been the home of some of the most talented and hard-working teachers imaginable—as the article on page 24 by Nicole Bali will attest. Their ability to connect with our students and inspire them to take the required intellectual, athletic, and artistic leaps is, and always has been, at the heart of our school. Our teachers, and their commitment to our students, is the “secret” of Brentwood's greatness.

As you peruse the magazine—from the look back to the early days of the West Campus to the building of our visual arts program to our field of dreams—you will see the through line of our success lies squarely on the shoulders and in the hearts of our teachers. Enjoy!





OPENING SHOT

For the last eight years, Kristin Loo has inspired her 1st graders above and beyond her classroom objectives with life lessons about respect and caring. Here she shares a favorite Moe Willems book with her students, Honor M. and Nina N., on the classroom floor rug, a favorite reading spot.

“When I Was in School...”

by **CANDACE JOHNSON**, Director of Annual Fund

How does that sentence end for you? How might it end differently if you are a grandparent or even a great grandparent?

It is common to hear people of all ages make observations about Brentwood School: this looks like a college or this is nothing like the school I went to as a kid or even better, to hear from an alum, it wasn't like this when I was here. No matter your age or relationship to the school (even recent alumni will find that our physical space is always changing and growing)—it is evident that Brentwood School is dynamic, spectacular, and engaging.

One of the highlights of our Grandparent Program is the opportunity for grandparents to understand what school is like right now for the people that matter most in their lives: their grandchildren. Through the many opportunities for connection offered during the year, grandparents are able to be more in tune to the Brentwood School experience.

The leaders shaping our school community know the value of grandparent relationships. Dr. Mike, trustees, Division Directors, and school leaders are a constant presence at grandparent events over the course of the school year. By attending our twice yearly Council meetings, or the Grandparent Education Evening, or the highly anticipated Spring Social Event, and also by reading the weekly Newsletter, grandparents are more in touch than ever with Brentwood School's pursuit of academic excellence and emotional intelligence. At every event where grandparents are gathered, there is a wonderful atmosphere of connection—to one another and to the school. ■



[ABOVE LEFT]: Grandparents are invited to special Grandparent Council meetings throughout the year for updates on school life.

[TOP]: Dr. Mike inspires grandparents with a vision for the year ahead.

[RIGHT]: Jane Nathanson tours a group of grandparents around their family art collection.





VOLUNTEER VOICES


Bryan Hudson '09

Admissions Tour Guide
and Active Member of the
BWS Alumni Association

"Since I had such an overwhelmingly positive experience at Brentwood, I almost feel like it is my personal mission to give back and ensure the continued success and growth of the school. I volunteer so that current and future Eagles can have any even better experience than mine...which is pretty tough to top."

bws MAGAZINE online!



Not only can you access and share your favorite stories from **BWS Magazine** in our new online format, but as you read through our digital magazine, you will also find links to additional galleries, stories, and more. Throughout this issue, keep your eyes peeled for online extras icons  that indicate additional online content.

bwscampus.com/BWSMagazine

Community and Unity

Big Conversations, Big Balloons,
Big Card Games, and Big Fun
Highlight a Day of Togetherness

by **TRINA MOORE-SOUTHALL**, Director of Equity and Inclusion

On Sunday, September 24, families from Grades K-12, along with faculty and staff attended Brentwood's **2nd Annual All-Family Celebration of Diversity**. Attendees engaged in conversations, ate delicious ethnic foods, played games, and listened to music—all in the spirit of diversity.

The East Campus gym was festive with cultural decorations, art projects, diverse books from our

libraries, and games. Nick B. '20 served as the DJ. Other highlights of the afternoon included performances from Brentwood's Drill Team and a Bollywood dance from the Brentwood Dance Company.

A representative from each parent affinity group spoke to their purpose at Brentwood; Dr. Mike emphasized the need for us as a school to come together, listen to each other, stretch our thinking, and expand our horizons.

The entire afternoon reflected a beautiful camaraderie. ■



“I can say that my whole person felt nothing but warmth from the interaction and mingling designed for all ages, as well as the delicious food! It felt like a large gathering of family and friends that I have at my own home. Kids dancing, running around and sometimes falling, folks moving around in different social circles, stopping to get food and moving on again, all while pictures snapped throughout.”

—**Tasnim Shamji**, Parent



Families played different types of interactive games in the Gym at this year's All-Family Celebration of Diversity.



Look for **events throughout the year** that are sponsored by Brentwood's affinity groups. Know that each member of the community can participate and support all events.

Kyonggi Student Visit to the Lower School
January 2018

Asian Family Potluck
January 7, 2018
West Campus | 12:00 p.m.

LS Black History Month Kickoff
February 2, 2018

7th Annual African-American Read-In
February 6, 2018

MS/US Black History Month Black Student Association Lunch
February 13, 2018
East Campus MPR | 12:15 p.m.

GSA "GayLA" Dance—students only
February 17, 2018
East Campus MPR | 7:00 p.m.

LS Family Reunion and Soul Food Lunch
February 23, 2018

East Campus Persian Student Association Nowruz Lunch
March 15, 2018
Middle School Pool Patio | 11:20 a.m.

Latino Student Association Community Potluck—students only
April 26, 2018
East Campus South Quad | 11:20 a.m.

Latino Family End of Year Celebration
April 29, 2018
Middle School Pool Patio | 4:00 p.m.

Black Family Celebration
May 5, 2018
East Campus MPR | 4:00 p.m.

Asian Student and Family Celebration
May 12, 2018
Middle School Pool Patio | 4:00 p.m.

IN THE MIDDLE SCHOOL

Creating New Harmonies

One-to-One Macbook Program Brings the Middle School Piano Lab to Life

The 1:1 Macbook program has gotten off to a great start in the 7th Grade. One of the unexpected benefits has been evidenced in the music room where students plug into the "Piano Lab" and make music like never before in Jonah Blumstein and Gregg Barnes' music classes.

"The Piano Lab has been a revolutionary development in our ability to teach students music theory in a fun and engaging way," said Blumstein. For the first time, they are able to get all of the students in their classes connected on Korg piano keyboards and headphones working in the program Garageband on their Macbooks. All of the musicians, including drummers and guitar players, are learning basic harmonic theory and creating original music in class and at home, and then come back to the Lab to jam together on their instruments.

"Gregg and I were blown away by how engaged all of our classes have been with the Piano Lab. Students are coming in at Break and Contact Time and to work on original pieces and share them with friends," said Blumstein.

Working with headphones on certainly changes the dynamic of the room. Blumstein and Barnes experience far less chaos from a room full of musicians all trying to learn their individual parts all at once, and find

"Blumstein and Barnes experience far less chaos from a room full of musicians all trying to learn their individual parts all at once, and find that student musicians can really focus on individual learning before they collaborate as a group or a band."

that student musicians can really focus on individual learning before they collaborate as a group or a band. Musicians can collaborate together on learning parts through the computers, in small groups, and as a class, all while the teachers monitor their work through Garageband. They also post music to learn in their students' Schoology accounts to practice at home so that the students are better prepared to jam in class.

The Piano Lab would not be possible without the 1:1 Macbook program coming online this year. Plus, a new connection to Korg has unleashed many possibilities for expanding the program in the future, as we all look ahead to the new Middle School Building. As technology progresses and the Macbook program expands, Blumstein and Barnes see a very bright future ahead for their young musicians. ■

You can check out a plethora of content only available online. Here's a small sampling of what we posted so far for the 2017–2018 school year. Visit bwscampus.com/BWSMagazine and click each ⊕.

⊕ **8th Grade Math Quiz Bowl**

SEPTEMBER 29, 2017

While the 7th Grade was away on retreat, the 8th Grade used the usual Tuesday MS assembly period to take part in the First Annual 8th Grade Advisory Knowledge Bowl...

⊕ **Varsity Cheer Team Wins Big in the Desert**

OCTOBER 30, 2017

This summer the Cheer Team headed to Palm Desert for their annual summer camp that culminated in a competition. The squad earned three First Place trophies out of four categories: Cheer, Sideline, and Overall...

⊕ **Film Festival News**

OCTOBER 30, 2017

For the second year in a row, several students in Brentwood's Upper School film program have had their films accepted to the All-American High School Film Festival, one of the nation's top student film festivals...

⊕ **Harvest Festival Highlights**

OCTOBER 30, 2017

Bigger, better, and wetter!! The annual Lower School Harvest Festival took place at its new location on the upper baseball fields on the East Campus. Three new inflatable water slides provided an afternoon of slippery fun...

⊕ **STEM Workshop for Middle School Girls**

OCTOBER 30, 2017

Four senior girls and Upper School Science Teacher Laura Feucht, recently envisioned and manifested a four-part STEM Workshop for Brentwood Middle School girls and Paul Revere students and sponsored by Snapchat...

⊕ **The Hindu Festival of Lights, Celebrated on Both Campuses**

NOVEMBER 4, 2017

During division assemblies, both Upper and Middle School students shared the traditions and meaning of Diwali through various presentations... On the West Campus, Diwali was celebrated with a cultural presentation at morning Flag, followed by a special concert with Bollywood dancers...

⊕ **Media Gallery**

Includes photos and videos in these categories: Life at Brentwood, Alumni Association, Arts, Athletics, and Special Programs.





OVERHEARD

“When I get older, I can vision back to this moment and remember I can do this, I can do bigger.”

—Chloe C., 3rd Grade

ABOVE: Samantha H. '18 and Giancarlo M. '18 tackled the roles of Eliza Doolittle and Henry Higgins with poise and gusto. LEFT: Minerva H. (3rd Grade) and Pari D. (1st Grade) listened to Alaman D. '19 as the lovestruck Freddy. TOP RIGHT: 6th Grade students joined as full-fledged chorus members and attended rehearsal daily to learn their roles.



ALL-SCHOOL MUSICAL

Simply Loverly...

“The difference between a lady and a flower girl is not how she behaves, but how she is treated,” says Eliza Doolittle at the end of *My Fair Lady*.

A similar sentiment could be offered of the Lower School students who joined the cast of our K–12 musical this fall. One of the remarkable things about this biennial tradition at Brentwood is how treating the younger actors like full-fledged company members challenges them to rise to the occasion.

Two 6th graders, for instance, were a part of the regular ensemble, attending daily practices and expected to keep up with the choreography and music of their Middle School peers. “There’s a lot of cast members in this play that have worked really hard,” remarked 6th grader Gabi V. “It’s scary knowing that if you mess up, you mess it up for all these people...But on the other hand, you have all these people supporting you. Because we all have the same goal. We all want to be the best we can be in the play because it counts for all of us.”

Sisters Minerva and Dalton H. (3rd and 6th Grade) both shared about students in the cast that they look up to. They remarked on the commitment of the other actors, especially the ensemble characters they worked closely with, to stay focused and in character. For each of the Lower School students, the fast pace of learning the music, dance steps, and placements was a high bar they were proud to meet. 3rd grader Chloe C. said, “When I get older, I can vision back to this moment and remember I can do this, I can do bigger.”

And the youngest cast member in the show, 1st grader Pari D. agreed: “I’m gonna remember me trying my best.” ■



READ MORE ABOUT THE UPPER SCHOOL HEADLINERS ONLINE.

Spring 2017 Athletic Accolades

◆ SOFTBALL

- Emily J. '19, First Team
- Rachel K. '20, Second Team
- Katie R. '19, Second Team

◆ LACROSSE

- Lucian B. '20, All League
- Luke S. '19, All League
- Eli Turovsky '17, All League

◆ GOLF

- Chip O. '19, All League
- Austin S. '19, All League
- Adam S. '18, All League

◆ VOLLEYBALL

- Michael D. '19, First Team
- Parker B. '20, Second Team

◆ TENNIS

- Michael G. '19, Singles

◆ BASEBALL

- Ethan Weinberg '17, First Team
- Jason Starrels '17, Second Team

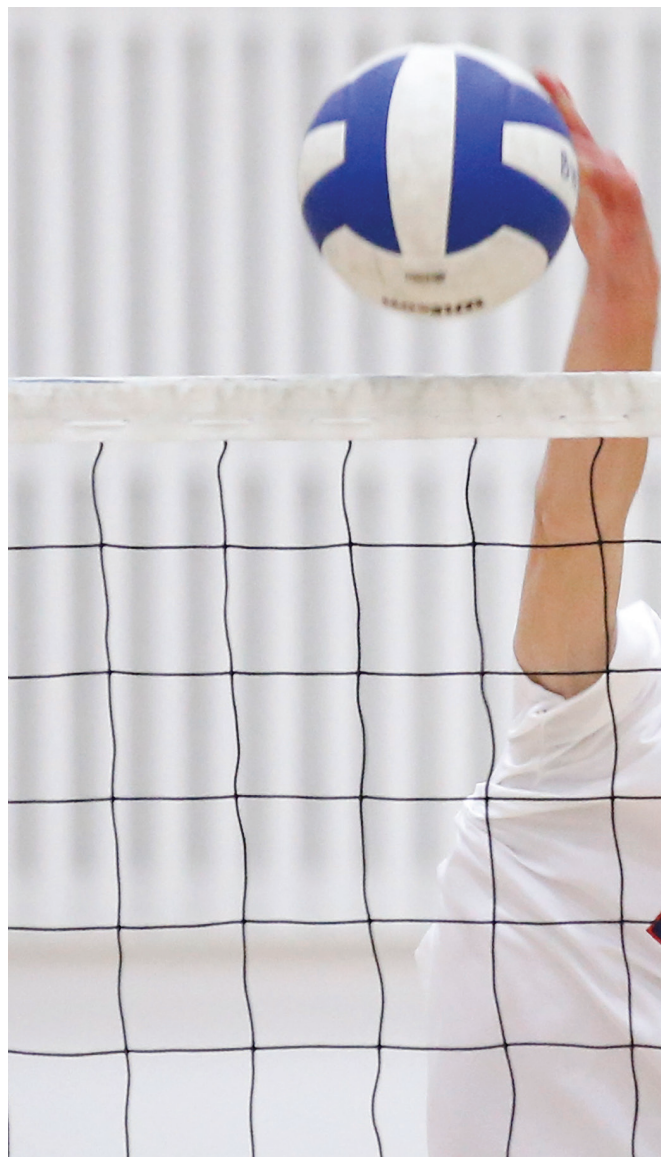
◆ TRACK AND FIELD

- Amber Nash '17, Sprints
- Dallas Martin '17, Field; CIF-SS High Jump Champion

FENCING

- Brandon C. '18, Fencing State Champion

- ◆ Gold Coast League honors



SPORTS ALBUM





College Recruits



Lily Dresner '17, Emory University, Soccer

Eric Gomez '17, Drew University, Tennis

James Kahn '17, Worcester Polytechnic Institute (WPI), Cross-Country and Track

Taylor Lallas '17, Stanford University, Tennis

Sam Messing '17, Brown University, Soccer

Matthew Nyman '17, University of Southern California, Football

Elijah Roth '17, Dartmouth, Football

Cole Schiffer '17, Carleton College, Football

A.J. Simmons '17, Illinois State University, Basketball

Caroline Spertus '17, Stanford University, Cardinal Gymnastics



1 Prepping for a block, Michael D. '19 stays alert. | **2** Katie R. '19 makes the catch. | **3** Luke S. '19 takes the ball in an offensive play. | **4** On the mound for Brentwood, Jason Starrels '17 pitches a strike.

School Calendar

Athletics Calendar

Arts Calendar

JANUARY

January 3
Classes resume after Winter Break

BTC Night of Scenes
January 11, 2018 at 7:30 p.m.
EC Theater

US Winter Sports Extravaganza
January 12, 2018
Off Campus: At Crossroads

January 15
School Holiday:
Martin Luther King Jr.'s Birthday

Concert Singers Salon
January 23, 2018 at 7:30 p.m.
EC Theater Lobby

It's Our Turn Young Women's Conference
January 27, 2018 at 9:00 a.m.
East Campus

FEBRUARY

US Winter Music Concert
February 2-3, 2018 at 7:30 p.m.
EC Theater

LS Musical Theater Performance
February 2, 2018 at 6:00 p.m.
February 3, 2018 at 2:00 p.m.
WC Arts and Athletics Building

February 2
LS Black History Month Kickoff

February 6
7th Annual African-American Read-In

College Bound Student Athlete Night, Part 2
February 6, 2018
MPR, 7:30 – 9:00 p.m.

MS Theater Company Performance
February 9, 2018 at 4:00 p.m.
February 10, 2018 at 2:00 p.m.
SLC

Women's Choir Salon
February 14, 2018 at 7:00 p.m.
Off-Campus

February 19
School Holiday: Presidents' Day

EC Spring Sports Parent/Guardian Meeting
February 22, 2018
EC Gym, 7:30 p.m. – 8:30 p.m.

February 23, 2018
LS Family Reunion and Soul Food Lunch

Orchestra Salon
February 25, 2018 at 3:00 p.m.
EC Theater Lobby

MARCH

US Jazz Concert
March 1, 2018 at 7:30 p.m.
Off-Campus

US Play Performance: Six Degrees of Separation
March 8, 2018 at 7:30 p.m.
March 9, 2018 at 7:30 p.m.
March 10, 2018 at 7:30 p.m.
March 11, 2018 at 2:00 p.m.
EC Theater

March 23
Last day of school before Spring Break

APRIL

April 9
Classes resume after Spring Break

All-School Art Show
April 23-26, 2018
EC Pavilion
US Spring Music Concert
April 27-28, 2018 at 7:30 p.m.
EC Theater

April 29
Latino Family End of Year Celebration
Middle School Pool Patio at 4:00 p.m.

MAY

BDC Performance
May 4-5, 2018 at 7:30 p.m.
EC Theater

May 5
Black Family Celebration
East Campus MPR at 4:00 p.m.

US Jazz Concert
May 6, 2018 at 3:00 p.m.
EC Theater

LS Spring Performance: 1st Grade
May 7-8, 2018 at 10:30 a.m.
WC Arts and Athletics Building

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LS Spring Performance: 3rd Grade

May 7-8, 2018 at 1:00 p.m.
WC Arts and Athletics Building

MS Music Ensembles Concert

May 8-9, 2018 at 7:30 p.m.
EC Theater

LS Spring Performance: 4th, 5th, and 6th Grade Instrumentals

May 9, 2018 at 10:30 a.m.
WC Arts and Athletics Building

LS Spring Performance: 2nd Grade

May 9, 2018 at 1:00 p.m.
WC Arts and Athletics Building

LS Spring Performance: 5th Grade

May 10, 2017 at 1:00 p.m.
WC Arts and Athletics Building

May 12

Asian Student and Family Celebration

Middle School Pool Patio at 4:00 p.m.

MS Dance Company Performance

May 17, 2018 at 7:30 p.m.
EC Theater

Madrigals Performance

May 20, 2018 at 7:00 p.m.
Off-Campus

6th Grade Musical

May 22-23, 2018 at 6:30 p.m.
WC Arts and Athletics Building

BTC Performance: Company

May 24-25, 2018 at 7:30 p.m.
EC Theater

May 28

School Holiday: Memorial Day

LS Kindergarten Musical

May 30, 2018 at 1:00 p.m. (Red)
May 31, 2018 at 1:00 p.m. (Blue)
WC Arts and Athletics Building

JUNE

June 2

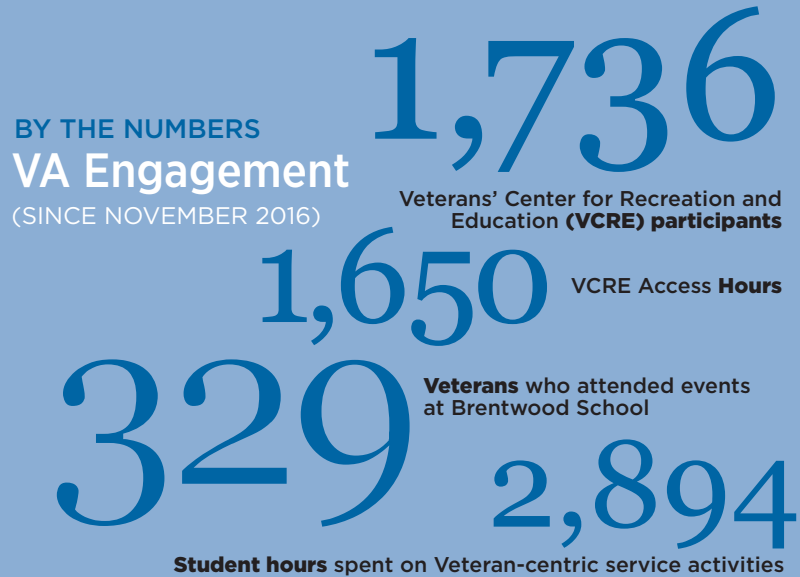
44th Commencement Ceremony

June 7

Last Day of School

June 8

6th and 8th Grade Promotion



Veterans from far and wide, like this World War II Gunner, came to the annual West LA VA Stand Down on October 27 to receive services, food, clothing, and support from community partners. Brentwood School was an official VA Community Partner and Brentwood School volunteers assisted in many ways at the event.

In addition to the statistics above, Brentwood School has increased engagement and enriched its partnership with the West LA VA in the past year by hosting several events on and off campus. The Veterans Day of Beauty on August 1, in collaboration with the Beauty Bus Foundation and Blushington, gave over 25 Veterans a well-deserved day of pampering to make them feel beautiful inside and out. Earlier in the summer, Veterans living at the West LA VA campus were treated to an exclusive meet and greet breakfast with NFL football players who were participating in our annual NFL Fantasy Football Camp during Summer at Brentwood. For the Stand Down this year, Brentwood employees and parents collected items for a women's clothing boutique, enough to fill three rooms, and Brentwood School just provided Thanksgiving meals for over 100 Veterans with proceeds from the Thanksgiving Food Drive. ■

PHOTO BY KYLE HAUSMANN-STOKES, US ARMY COMBAT VETERAN



READY TO GO ANYWHERE

CLASS OF 2017

Berklee College of Music
Boston University
Brown University
University of California, Berkeley
University of California, Merced
University of California, Santa Barbara
Carleton College
Chapman University
University of Chicago
University of Colorado at Boulder
Colorado College
Dartmouth College
Drew University
Duke University
Emory University
George Mason University
Georgetown University
Harvard University
Illinois State University
Indiana University at Bloomington
Loyola Marymount University
University of Miami
University of Michigan
New York University

Northwestern University
University of Oregon
University of Pennsylvania
Pomona College
University of Richmond
University of San Diego
San Francisco Conservatory of Music
Santa Clara University
School of the Art Institute of Chicago
University of Southern California
Southern Methodist University
Stanford University
Syracuse University
The University of Texas, Austin
Tufts University
Tulane University
University of St Andrews
University of Virginia
Washington University in St. Louis
Wellesley College
Wesleyan University
University of Wisconsin, Madison
Worcester Polytechnic Institute
Yale University



It was 1997 and Brentwood's Lower School had been open for just two years when I arrived on campus as Director. **Fast forward 20 years** to 2017, and I am back in the Lower School serving as Interim Director. I am often asked what it is like to be back on a daily basis. **It is like going home.**

There are a number of things that are different, as you would expect, and at the same time there are things that are familiar, even the same. Traditions and a grounded philosophy are important and, yet, Brentwood School is not a complacent institution. Change that is built upon a solid foundation is just as important. **So what took place on the West Campus between 1997 and 2017?**

Perhaps the easiest place to begin is with the facilities. There was no Arts and Athletics Building and therefore no dedicated theater space, let alone parking for volunteers and events. Physical education was held outside, and not on a daily basis. Students performed on a small stage located on the first floor of the main building in what was



GOING HOME

by **DR. DAWNMARIE CUNNION**

Associate Head of School and
Interim Lower School Director

Dawn has dedicated the last two decades to Brentwood School. Her leadership at the Lower School and now as the Associate Head of School has deeply shaped the school that Brentwood is today. Her temporary return to the Lower School as its director has allowed her to interact more directly with students and their joy of learning.

called the Community Room and music classes were taught in the tower. This setup established a tradition of doing separate grade level performances, which we kept when construction of the Arts and Athletics Building expanded our space. Admissions was in the main building as well, and the library was located in the space currently used as the computer lab, which also did not exist. There were slate chalkboards, no Smart Panels...and no air conditioning or even awnings on the back of the building. Lunch was served in a grove of trees where the Arts and Athletics Building now stands, and the beloved "Umbrella Tree" did not exist.

But as we know, **schools are much more than just facilities, they are comprised of people who create an environment, a community for students to learn and grow.** There are a number of faculty and staff positions that did not exist, including the nurse, learning specialist, counselor, teaching associates, assistant director, and math specialist. There were two physical education teachers, and just one teacher each in science, art, and music. And languages were not taught in 5th and 6th grades. Of course, as the school "grew up," new people joined the family while others, including Yapha Mason, Francine Pam, Olga Nevin, Robin Shapiro, and Tamyra Fuller, were there from the very beginning to welcome and guide those who joined the community to grow the program to what it is today.

Which brings me to the program...and its structure. When the school opened students learned in large groups within autonomous homerooms. There was little correlation between what was taught in each homeroom, let alone articulation between grade levels. Team teaching came along within a few years, in addition to the infusion of thematic instruction which extended beyond the homerooms and into the special subjects. This type of program called for teachers to work together to create a curriculum that was participatory and engaging while ensuring that students had a solid foundation in the basics. To this day, **the creation of curriculum is one of the most challenging and rewarding aspects of teaching in the Lower School** as we draw from best

practices and a variety of sources rather than taking a program or book "off the shelf."

To provide more tailored instruction based on student needs, grouping across the grade level for reading, writing, and math followed. The associate program grew, allowing us to staff for this type of pedagogy. We also moved from having two Kindergarten homerooms to three to insure that the newest members of our community, who come from about 35 different preschools each year, would have a strong start to their elementary school years.

Instrumental music was added to the curriculum, and science instruction expanded from grades 3 through 6 to include students in Kindergarten through 2nd Grade. Along the way Hands on Equations was added to introduce algebra to students in grades 4 through 6. But **learning material is not enough, so we also focused on how students learn.** There was an emphasis placed on study skills and time management. The Big 6 process was introduced to teach research beginning as early as Kindergarten, and we added the position of a learning specialist whose focus is to work with teachers to enhance their teaching "toolbox" to best meet the needs of a variety of learning styles.





“THE CAMPUS STILL HAS A “BUZZ” AND IS FILLED WITH FUN AND A JOYFUL APPROACH TO LEARNING...AND JUST BEING TOGETHER.”

Whew! But that is not all. While the Lower School had the benefit of joining a well established and highly regarded 7th through 12th Grade program, **Brentwood has a very strong sense of community that does not come without ongoing and intentional focus.** We created the Community of Caring program, which brought with it Friday small group meetings, a Lower School Honor Code, and the teaching of conflict resolution. Core Values were introduced with the strong belief that they were to be lived, and as such, the Lower School Creed was revised at the recommendation of the Student Council Leadership Team to include the values. Those core values, with the addition of diversity, would later “percolate up” to the Middle and Upper Schools to guide us as a K-12 institution. And the extended day program was expanded. In order to provide all of our students the opportunity to enjoy time at the end of the day to just play, we eliminated the fee for the program and began encouraging families to use this time for play dates where children could connect across grade levels and without location challenges.

As I reflect on the growth of the Lower School over the past 20 years, I am also struck by what

has not changed. Fourth graders bury “I Can’t” and continue to “dream” in their speeches about how they can make a difference in the world around them; 5th Grade studies US history, and 6th Grade focuses on ancient civilizations; after school sports focus on team building and skill development; and students are given responsibility to get from class to class without a teacher walking them to and fro. The campus still has a “buzz” and is filled with fun and a joyful approach to learning...and just being together.

With that in mind, the Eagles continue to serve up ice cream and put together an amazing Harvest Festival (albeit on the East Campus and without a dunk tank...thank you!); the Parents Association coordinates a volunteer program like no other and without which we could not do all the creative and engaging activities that make our program unique; and the faculty and staff remain dedicated, hard working, knowledgeable, and enthusiastic with a shared vision and purpose. And I, once again, have the privilege of being the Lower School Director, even if it is just for a year.


So, can you go home again? Yes, you can...and at Brentwood you don’t even need a time turner to make the journey! ■



Building an Arts Program from the Inside Out

by **MICHAEL KNIGHT**, Upper School Visual Arts Chair





I came to Brentwood School to build a visual arts program. And after 44 years, I am still here, in almost the same space, continuing to shape its form.

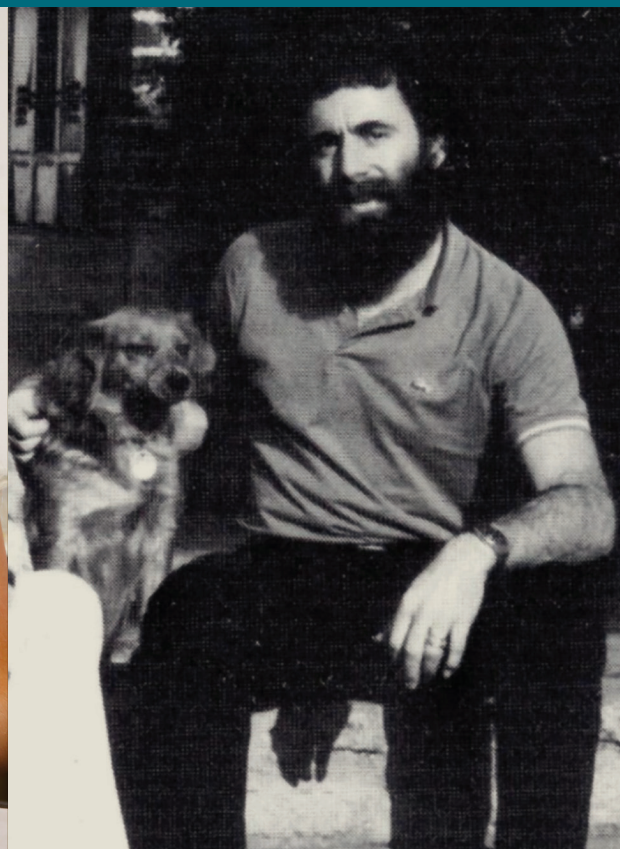
When I arrived in September of 1974, there were no formal arts classes. In fact, for the first five years or so, the program only theoretically existed. Let me explain—when the school opened, visual arts electives were not included in a student's course offerings; however, a mandatory study hall was. So, Pied Piper-like, I would visit study halls at the beginning of each term to recruit art students. I enticed, students followed, and our visual arts program was born. To keep that nascent program rolling and to accommodate the diverse interests and abilities of those who chose to enroll, I would work with small groups or one-on-one to teach a variety of concepts, materials, and styles. I look back fondly on the early days, remembering the intimate nature of those experiences and the strong bonds that were formed in the studio by a group of determined art makers. Limited facilities didn't stop us,

a small budget did not deter. No grade point credit? Who cares? We were here to make art, to find shelter in the creative process.

The art studio became one of Brentwood's first safe spaces. The uncertainty of this teaching experimentation, this failing forward, this reckless abandon of putting oneself out there notwithstanding—this is the artistic process, with creativity at its core. When I was little, I found that I could lose myself in this safe space. While my left-brain had not developed enough to know about its companion lobe, the right side was there nonetheless, linking to artistic processes, providing fulfillment and a sheltered environment. This was a place where I wanted to be and a place where I remain.

I see my time at Brentwood School—the program building that has taken place, the evolving nature of this art experience, and the meaningful relationships with

Mike Knight is a pillar of the Visual Arts program at Brentwood, teaching AP level courses as well as the popular Stained Glass class, the only one of its kind among our peer schools.



**“I see my time at Brentwood School—the program building that has taken place, the evolving nature of this art experience, and the meaningful relationships with hundreds of students—
as a creative process in its own right.”**

hundreds of students—as a creative process in its own right. It begins with ideation and brainstorming, to the rough sketches, through the application of materials, with revisions and changes and of course. Considering my addiction to process at its core, it is easy to see what has kept me so actively engaged. The product—the

classroom, the program, the department—are the inevitable evidence of this art process, but the practice itself is the reward. As it turned out, sharing this process has become my life’s work.

Kids have always been allowed to talk in my classes. I resonate when they share that art class helps to reduce their stress. They,

too, get lost in the process. When they first step into class, many are the target of an inner critic that undermines creative freedom and power. Or perhaps they had come simply to fulfill an elective credit. But through their involvement, encouraged and safe, they discover they are able to indulge a dormant creative impulse, expressing in



Stained Glass at Brentwood

The stained glass program, one segment of Michael Knight's curriculum, began circa 1976 when a student told Knight about a friend of her mom's who was a stained glass artist. Excited by her encounter with glass art, the student wondered if this artist could come to Brentwood to teach Knight and students how to do it. The artist agreed to teach a workshop once a week after school for six weeks. A group of about ten students and Knight signed up, and they learned to cut glass without patterns and how to use lead to hold the pieces together. The students involved seemed to really enjoy this experience, and Knight was hooked. He started working with glass on his own and hanging out at a stained glass studio to learn what he didn't know about lead construction and the copper foiling process. About a month later, Knight felt he had learned enough to teach this subject and began to integrate stained glass construction into his regular course offerings. It quickly became a popular component to his curriculum, and it remains so to this day.

PICUTRES [LEFT]: Mike shows Rachel K. '20 the intricacies of attaching lead border to her Solo project. [CENTER]: Abandoned on campus in the fall of 1976, Molly became Mike's dog, traveling to school with him every day as unofficial BWS mascot and stress relief pup until she retired to her backyard in 1982. [RIGHT]: Jack F. '20 learns the key principles necessary for making smooth solder lines during the beading process.

meaningful ways and discovering personal solutions to universal questions. As so often happens to me, they have become enlightened by an authentic artistic experience, possessing a personalized map that will bring them back to the safety of the artistic process and to the power of their own creativity. Why have I stayed? Who wouldn't want to do this every day?

The multi-level, multi-media, multi-grade nature of today's classes reflects the initial structure of those early days, though much has changed on the exterior. The inward, process-oriented philosophy has grown outward,

informing new program structures and space accommodations. Shortly after his arrival in the early 1980s, Head of School Hunter Temple organized a retreat to review the curricular offerings where I was asked to defend the value of study in the arts. Always the recruiter, I was once again able to convince those listening that what goes on in the studio is valuable work, important to our mission. From that point forward, visual arts classes were officially added to the school's curriculum, included in the scheduling process, and granted GPA status on student transcripts. With these changes in

place, class sizes grew, as did the need for additional faculty in both the Upper and Middle School. The process became more collaborative. Facilities were expanded, and the one-room-fits-all model gave way to discrete discipline spaces.

Even as I write, my creative program-building process and the body of work that it has produced continues to evolve and change. I look out the door of our original studio staring into the future. Curious, I imagine what the program will be, as a new Middle School is created before my eyes... and the process continues. ■

At the opening assembly, we asked Nicole Bali, our most veteran teacher, to spend a few moments addressing Middle and Upper School students about her path in education. Nicole teaches Latin and is the only remaining member of our faculty who began teaching in 1972 when Brentwood School opened its doors. Here is an excerpt from her speech.

First and Foremost, I am a Gardener

by **NICOLE BALI**, Upper School Latin teacher



I was born in Paris immediately at the end of WWII. France, its resources depleted after many years of German occupation, was in a dire state. Food and many essential necessities of life were scarce. Only the wealthy could obtain those necessities on the black market. Those who were not wealthy had to make do and struggle to survive on a day-to-day basis. My parents were not wealthy. For many years as I was growing up, everything except bread had to be bought with ration tickets. After being liberated by the Russian army, my father had returned to France after spending five years in a German camp and had found a job as a waiter in a restaurant. My mother, who, like my father, had been in the service industry before I was born, stayed home to raise me.

My parents had received very little education, going to school only until about the age of 12, and set out to earn a living immediately after that. They did

not particularly value education, and had no specific ambition for me, other than I would join the work force as soon as possible after reaching the legal age of stopping school. They did not want me to be a service worker, though. My mother dreamed of seeing me become a hairdresser, while my father, a bit more ambitious, and seeing that I was doing well at school, envisioned me as a cashier in a fancy restaurant.

As I have said, they were truly struggling; raising a child in such times was not easy and so, they often sent me to spend time with my paternal grandmother, a widow who had no other grandchild and loved to have me.

This grandmother lived a pretty rugged life in a very small and remote village in the Alps. She too had once been in a service job, but during the war, she had returned to her old family house and survived by tending her garden, raising a few animals and taking advantage of whatever the land could offer.



Nicole Bali arrived at Brentwood School in 1972 as a young enthusiastic language teacher; she still teaches with the same enthusiasm today.

1 From the moment she was born, Nicole's grandmother lavished upon her not only her affection, but also love for the mountains and nature. | 2 Her grandmother's cat just loved to be cuddled; Nicole and the cat pose by the garden gate in front of the house.



3 Animals and their care were always a part of Nicole's life, and she still knows how to milk a cow! | 4 No picture can better express the extraordinary bond between Nicole, her grandmother, and the mountain that gave Nicole life. Nicole feels the mountains were unquestionably her greatest teachers.

Some of you who have been in my classes have heard about this grandmother. She was a descendant of the ancient Celtic tribe of the Allobroges, and her village happens to be located in the part of the Alps, once traversed by Hannibal and his elephants, where Julius Caesar begins the narrative of his Gallic Wars. The village still bears the memory of Caesar, even though over two millennia have gone by, and so I grew up in the shadow of a mountain that bears Caesar's name.

My grandmother spoke French to me, but she otherwise usually spoke the patois or dialect of the area, which I did not really speak, but could understand. She was a very devout Catholic, and she took me to the village church just about every day, sometimes twice a day, and there I heard yet another language. All the services were conducted in Latin, and that often sounded very much like the local patois. Although I could not comprehend much of it (and it would be a long time before I really did), I became familiar with its sounds, its rhythms and its intonation. To me, this language was beautiful, solemn, holy.

My grandmother taught me how to take care of her garden, of the land on which animals and humans depended. She certainly did not know words like "ecology" or "environment," but she knew how totally dependent we humans are on that rather thin layer of soil where plants and trees grow, and where animals feed. She knew how essential clean air and water were for the survival of every living thing. She taught me how to plant seeds in the dirt and made me experience the wonder and the miracle of germination. How exciting it was to watch those little green shoots push out of the ground! She taught me that life was not fair: not all of the seeds did get to germinate. She taught me that life was arbitrary: some of the seedlings perished at random because of slugs, or insects, or hail. But she also taught me to wonder at the abundance of the rewards of the crops. She taught me the necessity to plan ahead and the painstaking work of harvesting carefully, and preparing stores and preserves for the winter to come.

She sure did not know anything about the Roman poet Horace, but she taught me the fundamental fact that we *quicumque terrae munere vescimur*—all, whoever

"My grandmother taught me how to take care of her garden... She taught me that life was not fair: not all of the seeds did get to germinate. She taught me that life was arbitrary: some of the seedlings perished at random because of slugs, or insects, or hail. But she also taught me to wonder at the abundance of the rewards of the crops. She taught me the necessity to plan ahead and the painstaking work of harvesting carefully, and preparing stores and preserves for the winter to come."

we are, feed from the bounty of the earth. I have never forgotten those early lessons.

When I was at school, I was given more gifts. I loved school, I loved to learn, I loved to read, and I was blessed with excellent teachers who opened a wonderful world to me, a world that went far beyond that of my parents. I thought my teachers were like gods, and I wanted to be just like them.

As I mentioned before, my parents did not particularly value education; they had no plans for me to attend a lycee and so they had not registered my name for the lycee entrance examination. Seeing this, one of my teachers actually came to our apartment to convince my parents that I had to take this exam and go to the lycee. Over their argument that "this is not for people like us," she showed them that the lycee offered me a far more promising future than trade school or an apprenticeship.

As long as I live, I will be grateful to that teacher. I did take the exam. I did attend the lycee where I was given the traditional French classical education necessary to enter the University system. Here again, I was absolutely blessed with wonderful teachers and I loved what they were teaching me. It was not always smooth and easy. I can recall many an evening spent in



**“I thought my teachers were like gods,
and I wanted to be just like them.”**

tears over a seemingly insoluble trig problem or tearing my hair over my inability to construct a cogent set of arguments for a philosophy essay, or making some sense of a labyrinthine Ciceronian Latin sentence. Yet, the rewards were immense, and when I once wondered with one of my teachers how I could ever repay them all for all they had done, she smiled and said, “that’s easy: you too must teach!”

And so, teach I did, in France first, and later, when the vagaries of life brought me to California (that is a whole separate story), I taught at Cal State University at Fullerton and then quite accidentally (again another story) switched to the Brentwood School for boys and girls. That was in 1972.

So, why am I still here?

If you have really listened to what I have told you earlier about my experiences with my grandmother, perhaps you have already understood that first and foremost, I am a gardener. I have a passion for planting seeds and growing things—and that is exactly what I have been doing here every day.

This is the work of a teacher: daily care, watering, feeding and nurturing young plants; repotting them, again and again when they need to expand, so they grow stronger and stronger roots, until they can be transplanted in full soil and be allowed to grow completely on their own.

It is passionate and exciting work. Of course, it does have its frustrations, disappointments and dashed hopes sometimes, but watching the harvest—*mirabile dictu!*—is the promise of a future that will live on.

So, are there any seeds I can plant today, any message I can pass on to you?

First: life, like gardening, is messy. You have to get your hands dirty. Things go wrong. Tragedies happen. Wars happen. Don’t demand or even expect that life will be perfect, with a perfect career, a perfect family, perfect children. “Happily ever after” is only in fairy tales, even if Facebook and Instagram make it appear otherwise.

Second: even though you may feel that you live here in a special bubble waiting to experience “real

life,” be aware that this is your real life. So, live it and embrace it for now. *Forsan et haec olim meminisse iuvabit*. Perhaps one day it will be pleasing to remember even this (Vergil). You do not know what the future holds for you. Life can be completely unpredictable. Be aware of the enormous privilege you are being given: the gift of education. Not everyone gets this chance. I almost did not get it. Make the most of what everyone here around you is offering you. And, more important, do something for those who do not get that privilege. Become friends with people who are different from you, not of your own age, whose social class and life style are totally different from yours. Learn to speak their language, learn, learn, learn, and teach, teach, teach.

And finally, on those days where you’ve failed a history quiz, and the teachers are mean, the coaches impossible, and you know that the girls/boys don’t like you, and your parents are a pain, and you really wonder the why of all this, remember that all this is part of that amazing thing we call life, and that this life is only given to a few.

Perhaps in an English class, you have come across this line from the poet William Cullen Bryant “all that tread the globe are but a handful to the tribes that slumber in its bosom.” This life here is yours. How lucky you are. Like that of the seedlings, your life is infinitely fragile, it is infinitely precious, and it is infinitely beautiful. Savor every day of it. To quote Horace once again, *carpe diem*. ■

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understood that first and
foremost, I am a gardener.
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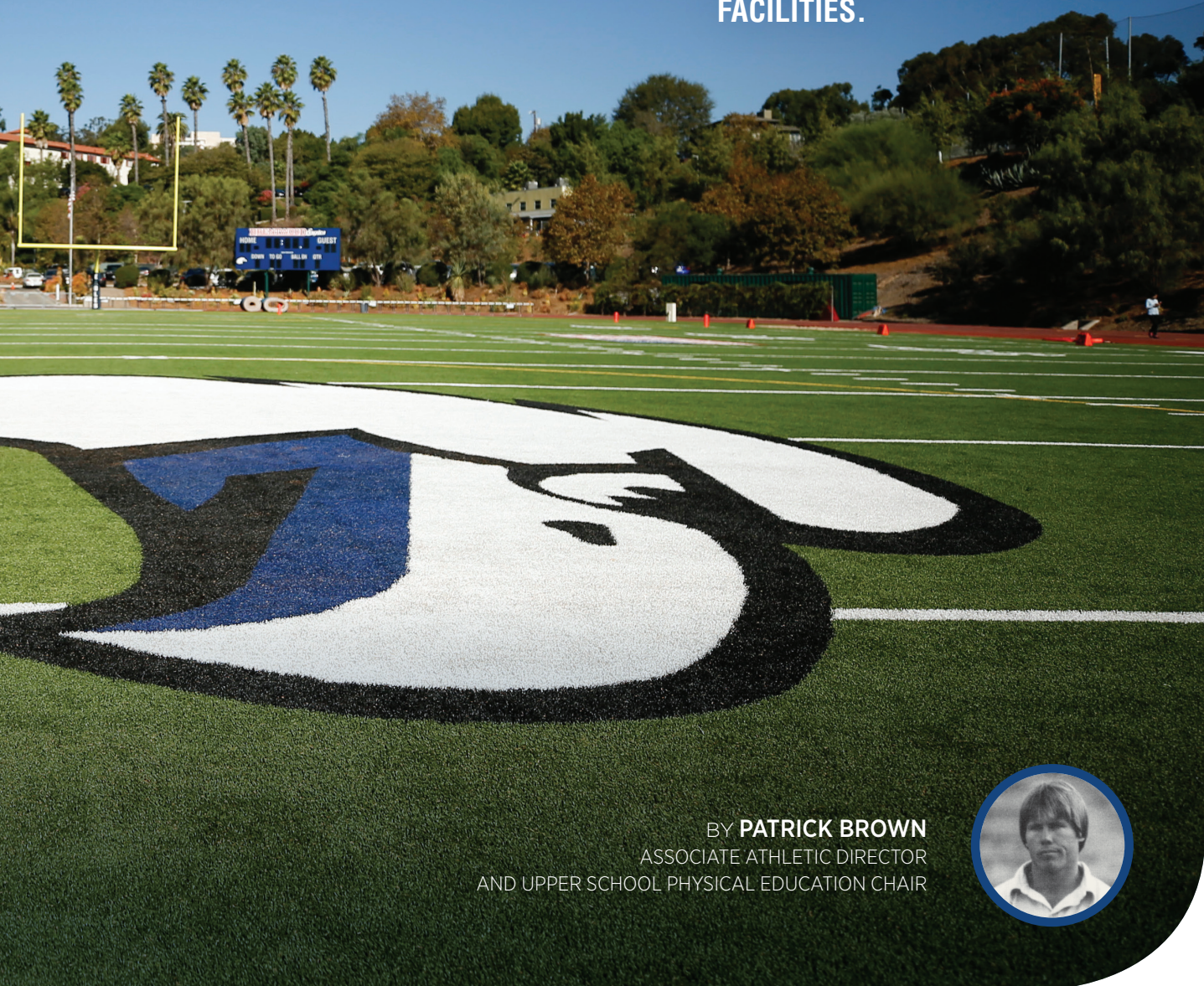
OUR OWN FIELD OF DREAMS

I have had the pleasure and honor to watch Brentwood School grow in so many different ways. To even scratch the surface of my memory would take an entire book. For the majority of readers this will serve as a history lesson, while for others, it will be a stroll down memory lane.

When I first started at Brentwood in the fall of 1979, one of the biggest obstacles and challenges that would face our students, coaches, and administration was a lack of athletic facilities. We had a Middle School field, outdoor volleyball and basketball courts above the field, a small recreational pool where the current Academic Village sits, use of the VA Field (known as Sawtelle Field) for our Varsity baseball team, and a cross-country course that was up and down hills where our current Stadium Field now resides. All of the Upper and Middle School teams (actually referred to as the “lower school” back then) found creative ways to share the space.



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BY **PATRICK BROWN**
ASSOCIATE ATHLETIC DIRECTOR
AND UPPER SCHOOL PHYSICAL EDUCATION CHAIR



OUR OWN FIELD OF DREAMS

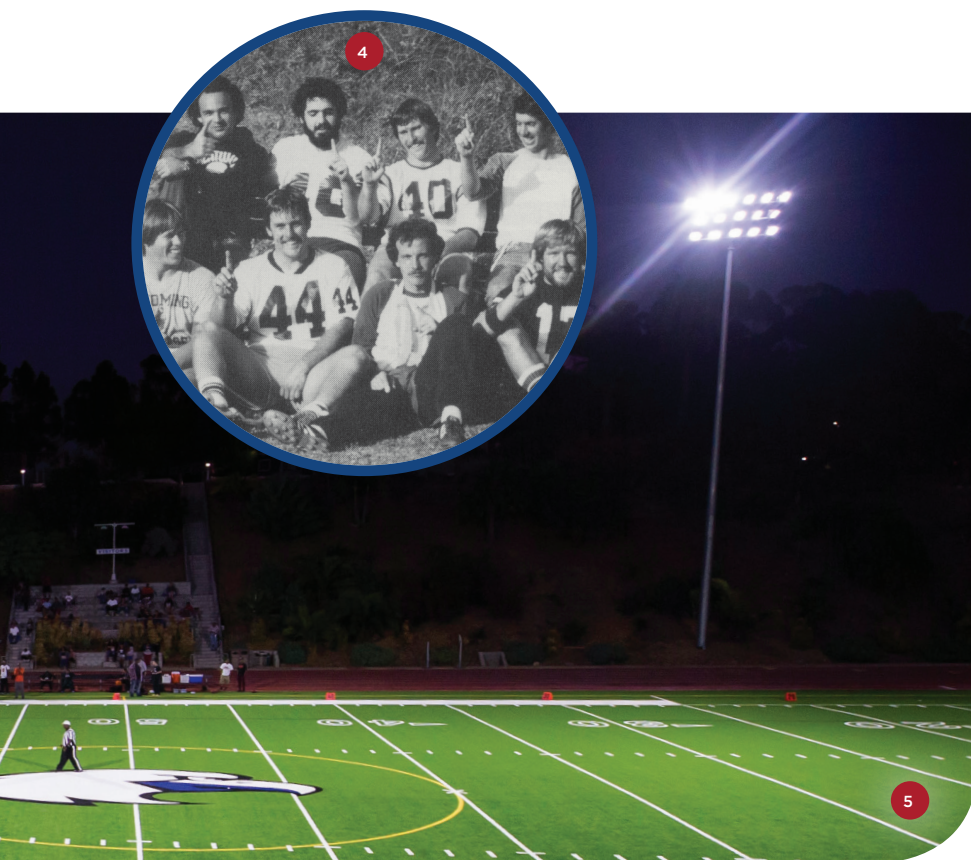


1 Cross-country meets had runners trudging through the hills and valleys of the VA property before the athletics complex was ever conceived. **2** Coach Brown drills the Varsity football team on the former Middle School field. **3** Girls softball games took place on the former Middle School field until they were moved to the upper fields of the Athletic Complex. **4** TOP ROW LEFT TO RIGHT: Steve Loy, Jon Landau, Paul Szczepaniak, Bob Ingram; BOTTOM ROW LEFT TO RIGHT: Pat Brown, Dan Bridges, Jeff Porter, and Jeff Siemens. **5** For the first time in school history, the Eagles played under the lights on Homecoming Night 2017 on a new state-of-the-art turf field. **6** In early years, cheerleaders still energized the players and fans at games, despite the lack of on-campus games.

In order to transport teams to and from practices and games at facilities off-campus in school vans, coaches were required to obtain Class 2 driver's licenses. That's right! There were no buses. Tennis, basketball, volleyball, track and field, and swimming never hosted home contests. Basketball and volleyball would play their home matches at Harvard School's "old gym," and practice in a variety of places such as Notre Dame Academy, among others. Tennis would travel to Marina Del Rey before eventually moving over to Rancho Park. Football, soccer, and softball used the middle school field, while baseball players would take the half-mile walk up and down the hills of the VA property to get to their field.

When construction started for our current gymnasium and Middle School classrooms (1983–85), we faced even greater space issues since storage of all the heavy equipment was needed. Fortunately, an agreement would be reached so our football, soccer, and softball teams would now join the baseball program utilizing the VA Sawtelle Field. I can still remember the pride everyone in the Brentwood School community shared upon the completion of the gym. We could now actually host not only regular season basketball and volleyball games, but CIF playoff games as well. Students, family, friends, faculty, staff, and alums would begin filling the "Eagledome" with loud, boisterous crowds.

As we moved into the '90s, the players and coaches started shedding the polyester, but more importantly, you could begin to hear rumors of what people referred to as the "field of dreams." Could this possibly be



true? A project that would include a football/soccer field, a baseball field, softball field, tennis courts, and a pavilion for our Middle school athletic program?

When the heavy construction equipment started moving dirt on what served as our cross-country course, what was once a dream was now shaping up into a reality. As the project drew to completion, the very first home football game for the new field was scheduled for Friday, September 14, 2001. And then in 2005, the Caruso-Watt Aquatic Center was completed, which allowed for the addition of water polo and our first-ever home swim meets.

But still no Friday night football games...I served as Varsity Football Coach for 35 years, so it was naturally a dream to play under the lights, but would it ever become a reality? The sounds of the game, the halftime performances, the roar of the crowd, the taste of a hot dog are all so much better under the lights.

The completion of the Stadium Field this past summer with our new artificial turf was a long time coming.

As we fast forward to this year, we now have a beautiful, state-of-the-art artificial turf field, and we can finally play contests under the lights. Once again, a dream has come true. Through it all, transporting teams to practices and games with only school vans driven by the coach, the tight polyester shorts, the CIF playoff games being played away even though you're designated the home team. The one thing that has always remained consistent, is the pride that our student-athlete demonstrates competing. It's always been strong, no matter what the challenges. ■

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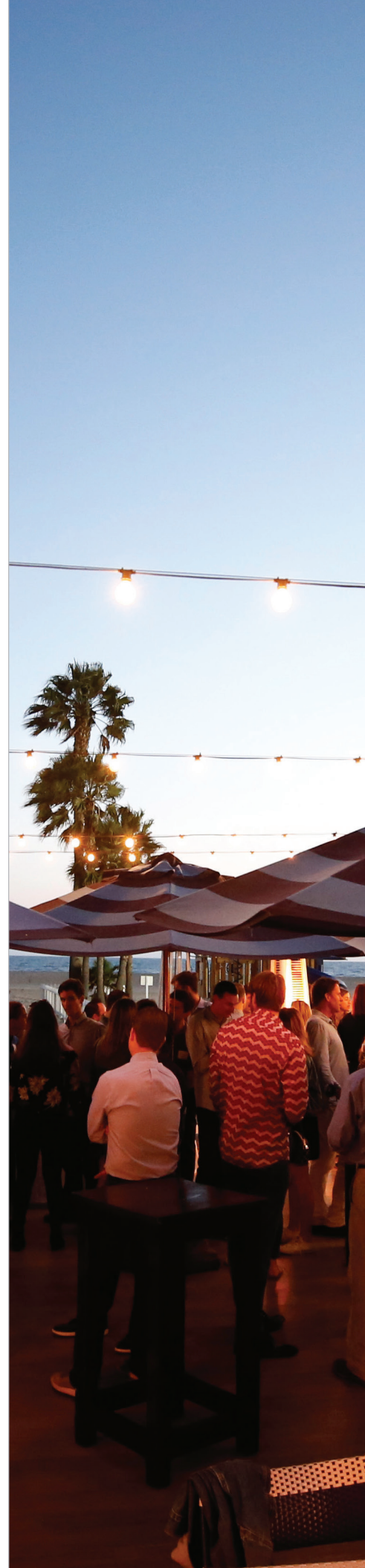
I have now had the honor and pleasure of working with our wonderful alumni family for 10 very fun, fulfilling and exciting years. Not surprisingly, each year has been marked by real growth in our alumni program—in terms of the number and the variety of events hosted, an increased attendance and new young alumni faces at all of our events, a higher participation by alums in the Brentwood Fund, and just more and more alums in Los Angeles and across the country feeling reconnected to their alma mater. My days are happily filled with meeting alums, at a lunch, dinner or on campus, and responding to emails from alumni and often from parents of alumni as well.

This is a very exciting chapter in the life of Brentwood School as we have now begun construction of our new Middle School and parking structure, scheduled to open in the fall of 2019. It was heartwarming to see so many alums, whose graduation years spanned several decades, in attendance at our very festive groundbreaking event in June. And those alums who came to Homecoming in October were amazed to see our new artificial turf stadium field, complete with new lights. Lights have also been installed on our tennis courts and at our aquatics center.

I want to thank Gregg Colvin '90 for his spirited, energetic and creative leadership of our Alumni Association during the past two years and to share how much I enjoy working closely with our new Alumni Association President, Wendy Marantz Levine '91. And, of course, a big "shout out" to Emily Manning Ellis '94 for all she continues to do as Director of Alumni Relations in making every one of our alumni meetings and events vibrant, welcoming, inclusive, and successful. Her passion for and loyalty to her alma mater are highly valued and inspiring.

I do hope that you will enjoy reading the entire alumni section and, as you do, that certain very special people and experiences come to mind. I invite you to stay connected to the school in whatever ways you can and to "give back" whenever possible. You represent Brentwood as our ambassadors and your involvement only serves to make our entire school community even stronger and reaffirms the adage: Once an Eagle, always an Eagle!

Dave Velasquez (Mr. V.)
Assistant Head of School for Alumni Relations





The summer cocktail party was held on August 16, 2017 at The Beach Club.



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OFFICE OF ALUMNI RELATIONS

Dave Velasquez
Assistant Head of School
for Alumni Relations

Emily Manning Ellis '94
Director of Alumni Relations

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Gregg Colvin '90
Andrew Riley '08
Scott Sandler '92
Tracy Sandler '96






PHOTO BY BETTY KRENEK

I See the World with Open Eyes

BY FLYNN COLEMAN '99

Several years ago, I had the honor of coming back home to LA to accept Brentwood School's inaugural Women in Sports award. As I walked across the gym and up to the podium to give my speech, I recalled looking out at the bleachers I had sat in so many times. And I thought about the path I had taken that had brought me to this day.

That journey began at Brentwood. During my junior high and high school years I was fortunate to have some incredible experiences traveling. I built schoolhouses in Fiji and homes in Mexico, and lived with a family in Italy for a summer. On these adventures I learned the value of stepping outside your comfort zone and choosing the road less taken. Most importantly, I met people who significantly impacted the way I viewed the world, and who opened my eyes to the beautiful, pulsing diversity and humanity that connects us all.

When it came time to choose a college, I could have followed my classmates and friends and gone to a higher ranked school I had been admitted to, but something in my gut told me to go another way and find my own story.

In my sophomore year, when I was deciding where to study abroad, I again chose a less popular destination. Studying with a member of Chile's Truth and Reconciliation Commission, playing on a men's soccer team in Santiago, and working with a women's collective of artisans and entrepreneurs who had come together to rebuild after an era of severe human rights abuse awakened my passion for international human rights and gave me immense perspective. I learned about love and loss, and about what it takes to reconstruct societies, communities, families, and how when we come together we can overcome anything.

When I spoke at Brentwood, I talked about Cambodia, where I was posted as a Luce Scholar. I remembered the girls who would come out to watch me play soccer, mesmerized by seeing a woman out there on the field with the men. Those evenings on

FLYNN COLEMAN '99
 CONTINUED


PHOTO BY JORGE ESTUARDO DE LEÓN



PHOTO BY BETTY KRENEK

 LEFT: **Flynn Coleman enjoys an afternoon with friends in San Antonio Palopó, Guatemala.**

 RIGHT: **Flynn Coleman connects with the families of her partners in Muhanga, Rwanda.**

the pitch also informed my work with survivors of genocide and advocating on behalf of women looking for brighter futures.

And thus a pattern emerged—some of my most vital education came from the communities I lived in instead of the institutions I attended. So I next decided against Yale for graduate school and opted for another course. I spent part of my time as a law student in Senegal, volunteered in New Orleans after Hurricane Katrina, threw holiday parties and brought gifts for children in earthquake ravaged Haiti, and bonded with chimpanzees working at a primate rescue sanctuary in Spain. And my time living in Ireland and the Netherlands, the UK, Geneva, and Hong Kong showed me how to connect my work, research, and studies in culture, politics, literature, human rights law, and foreign policy with the daily joy and suffering of people in their struggles and triumphs.

It is these unconventional choices, connections, and life experiences that have led me to my current career as an international

human rights lawyer, author, teacher, social innovator, founder and CEO, ethical fashion designer, and the founding fellow at NYU Law's Grunin Center for Law and Social Entrepreneurship.

It can be difficult to hear your own voice amidst the crowd. When I spoke about the future of humanity, human rights, and technology from TEDx to Atlanta Symphony Hall, the sounds reverberated through the auditorium. There is always a moment, right before you begin to speak, when the stage is bright and the house lights are dim, when you wonder if you'll forget it all. But you don't. If you've practiced enough, if you've lived it, if you have people in the audience who will cheer you on regardless of whether you stumble or soar, if you remember what got you there in the first place, the causes that make you feel alive and the people you want to support, then the words come, the ideas come.

And if they do not, if you falter, you can still get up again. You can flip the page and write your next chapter. You can turn your biggest

fall into a chance to pick yourself up, wipe off the dirt, the blood, and the tears, and start all over again.

"It's never too late to be who you might have been."—George Eliot

Your life is the story you tell the world. And with each moment, each experience, we write another page.

What I have learned, from conversations I've had with people around the world, from survivors of war crimes and injustice, to friends in a little-known part of the Italian countryside, and on soccer fields worldwide, in government buildings and homes in villages across the sea from where I grew up, is that we all deserve the opportunity to make our own choices about our lives, and to have our voices heard.

Be brave enough to take your own whirlwind adventure. To have the courageous conversations you need to have. To be vulnerable with someone you love. To be kind to a stranger. To change your mind. To try again.

"Twenty years from now you will be more disappointed by the things you

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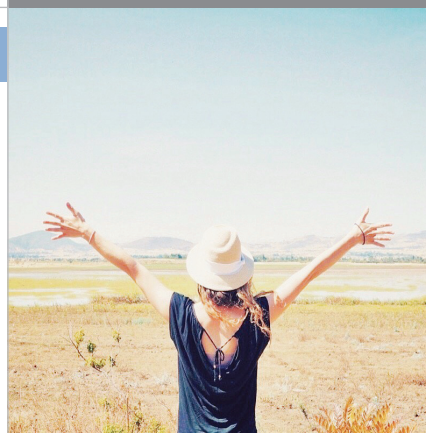
didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”—Mark Twain

In the grand scheme of it all, we are just small specks of dust. But recognizing this can free us up to live the life we dream of, to do things that matter, because ultimately that's all we have. Time marches forward. We can't go back. But we can catch glimpses of who we want to be, who we are still becoming, and let that spark guide us ever onward.

As I finished my speech in Brentwood's gym that day, again I gazed out at the bleachers, and saw my friends and family, students

and teachers, alumni and coaches. I heard them cheering, clapping, and whistling.

So each time I face an important decision, I try to muster the courage to choose the bold route, to try something new, to help another when I can, to throw off the bowlines, to be brave with my heart, to do what I think I cannot do, because they are always there. I feel the warmth of family and friends, the compassion of strangers, and I am inspired by the resilience and valor of people I've met along the way. You are never alone, and actually the more freedom you feel the less alone you become. If you have the will to explore, to dream, to discover, to seek your own path, you'll always find your way home. ■



Flynn Coleman '99 is an international human rights attorney, an educator, an author, a public speaker, a social entrepreneur and innovator, an ethical fashion designer, a mindfulness, innovation, and creativity teacher, a social justice activist, a former competitive athlete, and a founder and CEO. Flynn is also the inaugural fellow at the Grunin Center for Law and Social Entrepreneurship at NYU School of Law.

Flynn speaks five languages, and has worked with the United Nations, the United States federal government, and with international corporations, universities, and human rights organizations around the world. She holds a BSFS from Georgetown University, a JD from UC Berkeley School of Law, and an LLM from the London School of Economics and Political Science. She has also studied at La Sorbonne, the University of Cambridge, Trinity College Dublin, La Universidad de Chile, Université Cheikh Anta Diop de Dakar, Senegal, and Université de Genève.

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PHOTO BY LUKE BEARD

Flynn Coleman speaks at Plywood Presents 2017 at Atlanta Symphony Hall.

Finding the Next Path

ARMANDO PULIDO '15

in conversation with **SARAH BISHOP**,
Registrar, Advisor, and Yoga Instructor

Armando Pulido '15 and I have kept in touch across the country since he graduated from Brentwood. He was recently chosen as one of nine Mellon Mays Undergraduate Fellows (MMUF) at Dartmouth College. According to their website, "MMUF addresses under-representation in college and university faculties by supporting the pursuit of PhDs by underrepresented minorities and those who have otherwise demonstrated alignment with the MMUF goals." When I learned of this prestigious honor, I wanted to hear more from Armando about the program, his plans, and how his Brentwood experience prepared him for this opportunity. We chatted in August right before he left to begin his junior year.

SARAH BISHOP: To begin, congratulations on being named one of the nine recipients of the Mellon Mays Undergraduate Fellowship Program at Dartmouth College.

ARMANDO PULIDO: Thank you!

SB: I first met you in my yoga class and then again as my senior advisee. At Brentwood, you excelled academically, you were a peer leader, active in LSA, Co-Class President your senior year, and you ran on the cross-country team. You formed strong bonds with your classmates and faculty and then, in 2015, you graduated from Brentwood School and went from Los Angeles to Hanover, New Hampshire. Why did you choose Dartmouth?

AP: Ah...the infamous question. On paper it always seemed like a good school to me when I was applying, and I thought of the teachers who went there from Brentwood. I had Dr. (Cat) Zusky, Ms. (Cristina) Macaraeg, and Mr. (Eric) Hogenson, and I thought, they're all great people, so it should be a really great school! After I was admitted in March, I flew to New Hampshire and stayed with Liam Stevens '14. I immediately just felt at home. After that



Armando Pulido is currently a junior at Dartmouth.

visit, I committed to Dartmouth and knew it would be a good place for me to learn and grow and be far away from the busyness of the city. But I think the path that I've had since then was a lot bumpier and different than I thought it would be. The first year was rough.

SB: How was it different from what you had experienced at Brentwood?

AP: I always knew that Brentwood was the place for me. Even though I was a minority, low income student, and Latino, I never really felt like I was out of place, even though I should have been. I felt like I had a home group of friends that I could always seek out to talk about cultural offenses or differences in wealth and other issues that arose. They just got what I was going through. Our differences brought us together. But at Dartmouth

that first year, I felt like I was only seeing the differences. I wasn't seeing anything that was bringing me together with anyone else. Being away from the city, which seemed like a perk before, was just isolating. It was such a big adjustment to move from Los Angeles to Hanover, it was just a lot to handle at first.

I considered leaving Dartmouth, but towards the end of my first year, I became part of a group called The Coalition for Immigration Reform, Equality, and DREAMers (CoFIRED, for short), and I found friends to connect with and talk to about all of the things I had been experiencing in my first year. To see juniors and seniors in this group thriving despite also feeling the isolation that I had felt was really awesome. Ending that first year on such an affirming note, after that rough first winter, was a reminder as to why I was there and what I am supposed to be doing in college—helping others.

SB: That was really a turning point for you. Talk about your chosen area of study; it seems you've really found your footing.

AP: I'm planning on double majoring in art history and geography. Freshman year, I took a course on Mexican contemporary art from the 1700s until now. My professor, Mary Coffey, is an expert in Mexican art and muralism, and I remember the first day I walked into

her class. She is tall and white with reddish brown hair and big glasses, and I was like, "What is that woman going to know about Mexican art?" By the second week, I literally couldn't wait to go to that class and do the readings. I could not believe I was just learning all of this information about my culture and art and history that I had never been taught. Geography came in with my involvement with the immigration reform group. Also, at the same time I was taking the Mexican art course, I was taking a course on immigration, race, and ethnicity. I saw so many intersections between art history and the cultures of Mexico and America, with the changing policy of the U.S. and how those two societies interacted and informed one another. In my head it makes a lot of sense to pair these two subjects together (laughs).

SB: Tell me a little about how you found the Mellon Mays Undergraduate Fellowship opportunity.

AP: That same professor, Professor Coffey, told our class that we represented the highest number of Latino students she had ever had in that course in all of her tenure as a professor. She told us about a fellowship available for underrepresented students at Dartmouth and said it could be a really good path for me. Professor Coffey kept reminding me about

it over the course of the next semester and helped me through the application and interview process. The more I talked to her about it, the more I realized how much I would enjoy spending two years of my time in college studying art history, geography, and Mexican culture. As the process went on, I realized how badly I wanted it. Thankfully it worked out!

SB: Yes! That's amazing. Has getting the fellowship further informed the direction you want to take in your life, or has it opened up more questions?

AP: I have been looking more into what I might want to do after college, and the fellowship has been giving me the tools to think about a professorship and going into academia. It sounds pretty awesome to me to spend my life doing research and travelling and teaching others. I am not 100% sure that is what I'll be doing but I am really, really open to it.

SB: That's okay. You don't have to know now. I'm curious to know how Brentwood School gave you a foundation for where you are right now.

AP: I always think about this. I really don't know if I would be in the same place in life if I didn't have Brentwood. I think it exposed me to so many differences in the world, both good and bad. I didn't know

"I really don't know if I would be in the same place in life if I didn't have Brentwood. I think it exposed me to so many differences in the world... **I think I really did learn who I was here, and I learned how to stay true to myself academically, socially, and personally.** I really wouldn't be the same person without the people I met at Brentwood."

“I think one of the best ways to give back is to help inform others about what they are in for—high school is hard, college is hard, and the process of getting between the two is harder still.”

ARMANDO PULIDO '15
CONTINUED

anything about the “Westside” growing up. I knew Santa Monica and a few things here and there, but I really didn’t know a lot about the city. But I think I really did learn who I was here, and I learned how to stay true to myself academically, socially, and personally. I really wouldn’t be the same person without the people I met at Brentwood.

SB: What was it about Brentwood that helped you to be true to yourself?

AP: I think I was really lucky in that I had a group of people who always encouraged me to do my best and wanted what was best for me. I felt like people were always trying to help each other out. My friends from my class were just some of the most caring people I encountered in those four years. I really can’t describe it or put it into words. I think all of the stress we went through together and all of the good times we had outside of school just kind of...

SB: Bonded you?

AP: Yeah, and made me realize I really could do a lot more than I ever thought I could because I never thought of coming here, and I never thought I’d do well here. But somehow I made it through.

SB: It sounds to me like your friendships really helped you believe the best about yourself. How do you hope to give that same kind of encouragement to others?

AP: I think one of the best ways to give back is to help inform others about what they are in for—high school is hard, college is hard, and the process of getting between the two is harder still. There is a lack of encouragement from communities like the one I came from, and, when I was younger, I never thought I would go to a school out of state. I always thought I would go to a school locally and do well and live my life. The more I meet people in college and the more I step away from Brentwood, the more I realize it isn’t just a select few. It doesn’t have to be a select few students who get the opportunities like I did to come to Brentwood and to go to a four-year college/university. There are so many students with so much potential. I hope I can encourage them to find it. ■



Armando Pulido returned to Brentwood this past summer as a counselor for Summer at Brentwood, where weekly Water Days brought smiles to counselors and campers alike.

EVENTS

MAY 11, 2017 Thank You Celebration in Appreciation of Our Club 1972 & North Quad Society Members

HEAD OF SCHOOL HOME,
WITH DR. MIKE AND MEGAN RIERA



1 Alumni President Wendy Levine '91, Mike Riera, and Alumni Vice-President Jeff Ehrenpreis '95 | 2 Gregg Colvin '90 enjoys the Riera's zipline | 3 Alumni enjoyed mingling at the Head of School home | 4 Alumni Lauren Gordon Axelrod '98, Amber Winsberg Handman '91, Kimberly Agam and Nathan Agam '95 | 5 Lance Milken '94 flew over the Rieras' backyard



SEE MORE PHOTOS ONLINE www.bwscampus.com/alumni

AUGUST 1, 2017

Veteran's Day of Beauty

BLUSHINGTON IN WEST HOLLYWOOD



We were pleased to host 20 female Veterans at our Day of Beauty, honoring them for their service and helping them to feel truly special. Many thanks to alumnae Nicki Maron '05 of Blushington and Beauty Bus Foundation founder Wendy Marantz Levine '91 for their generosity in making this day possible.



1 Veterans gathered at Blushington in West Hollywood for our Day of Beauty | **2** Wendy Levine '91 and the Beauty Bus Foundation team





AUGUST 16, 2017

Summer Beach Party

THE BEACH CLUB

1 Dave Velasquez and Jon Ames '01 | 2 Amanda Nagler Robertson '96, Emily Manning Ellis '94 and Stacey Rosenfelt Lubliner '95 | 3 Areanna Sabine, Alexander Landau '14, Connor Ko '14, Leila Ardehali '14, and Lucia Riera '14 | 4 Katie Funk '10, Bryce Caster '10 and Patrick O'Donnell '10 | 5 Jillian Rissman-Sherr '06, Emily Feder '05, and Stephanie Feder



OCTOBER 11, 2017
Fall Alumni
Cocktail Party
BRENTWOOD COUNTRY CLUB



1 Ivan Gamez '13, Andrew Berman '13, and Nikki Tabibian '13 | 2 Chris Anthony '98, Ashley Kent '01, Dave Velasquez, and E.J. Kahn '07 | 3 Danielle Taylor '07 and Jasmine Duckworth '08 | 4 Max Masuda-Farkas '13, Judith O'Hanlon, and Aaron Shooshani '13 | 5 Samantha Kaiser '08 and Nicole Bali | 6 Jamie Chow, Eric Freedman '96, and Danny Moloshok '00 | 7 Kyle Horn '13, Nikki Tabibian '13, and Jordan Bostick '13 | 8 Dylan Steinman '08, Geena Topping '11, and Kaiya Gales '11





NOVEMBER 3, 2017
13th Annual Alumni
Poker Tournament
in support of the
Alumni Endowment
Fund for Financial Aid
BRENTWOOD SCHOOL

1 Poker Champion Alex Rubalcava '98 with his winning cards.



NOVEMBER 8, 2017
Alumni Tech Summit

GOOGLE SAN FRANCISCO
FEATURING GUEST SPEAKER BRIAN LEE (BWS PARENT)
AND YOUNG ALUMNI PANEL IN THE TECH INDUSTRY



1 The Young Alumni Tech Panel featured Marissa Cohn '07, Bryan Hudson '09, Steven Lee '09, Maggie Pace '09, Niki Pezeshki '07, and Cliff Zimmerman '09 moderated. **2** Dave Velasquez interviewed Brian Lee about his journey becoming a tech entrepreneur.



FRONT LAWN, EAST CAMPUS



JUNE 10, 2017 30-YEAR REUNION

1987

1997

20-YEAR REUNION

JUNE 10, 2017



NORTH QUAD, EAST CAMPUS

ALUMNI

REUNIONS

JUNE 10, 2017 10-YEAR REUNION



2007

SOUTH QUAD, EAST CAMPUS





5-YEAR REUNION

JUNE 9, 2017

Q'S BILLIARD CLUB
WEST LOS ANGELES

2012



Letter from the Chair of the Board of Trustees

David Nathanson '94

Your steadfast commitment and generosity to Brentwood School makes a difference. Thanks to the time, energy, and support that you've invested, Brentwood is able to reach for and maintain excellent academic and extracurricular programs, recruit and retain outstanding faculty and staff, improve campus facilities, keep current with advances in technology, and maintain a strong financial aid program.

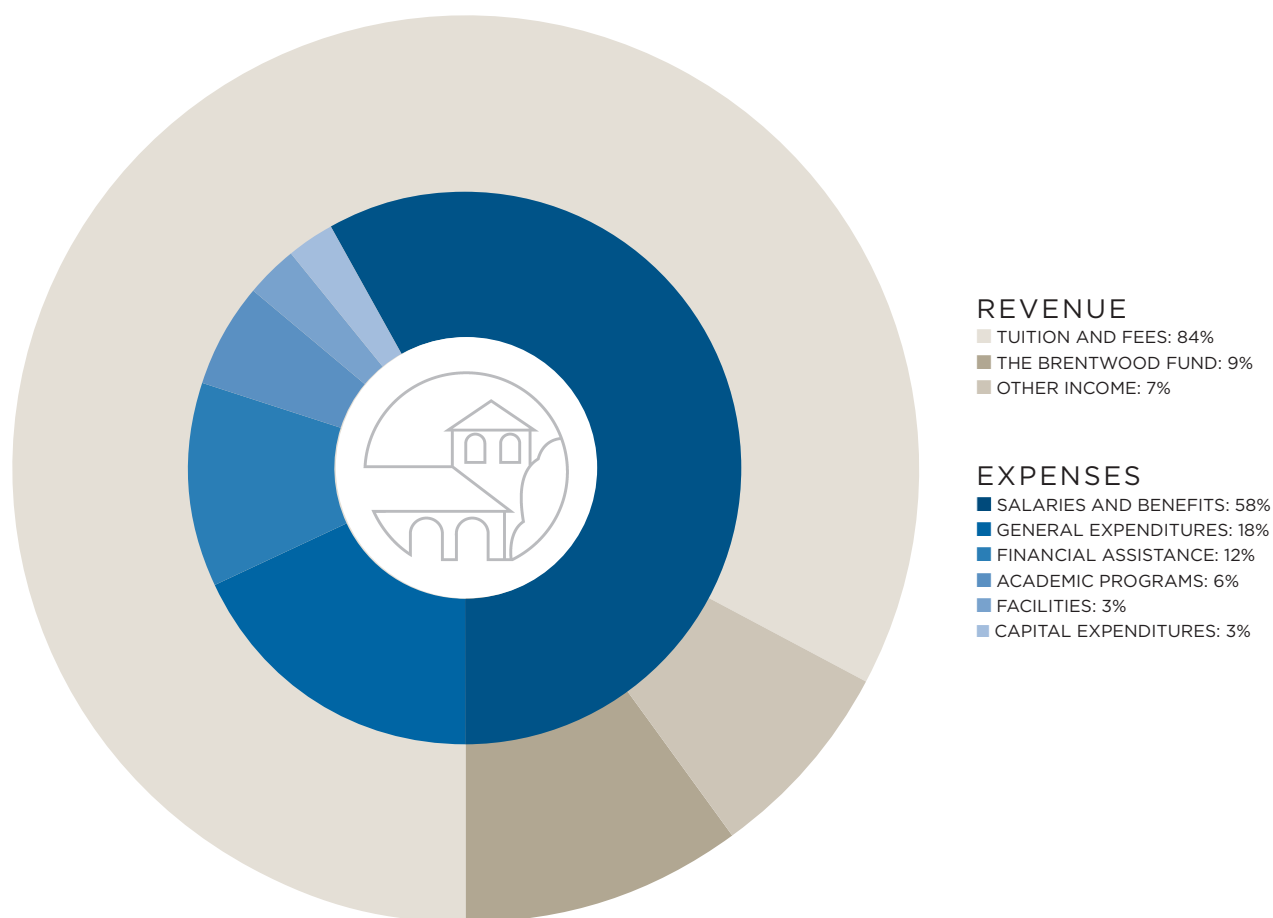
In many ways, the strength of the Brentwood Fund is a key indicator of the health of Brentwood School. A successful Brentwood Fund not only helps to cover the annual operational expenses of the school, but it also plays a crucial role in sustaining the comprehensive educational experience from which each student benefits. Impressively, as a result of your philanthropy, the Brentwood Fund reached a record high again last year as we raised more than \$4.2 million. In addition, PA efforts nurtured our sense of community and the end-of-year gift strengthened the school's endowment by \$440,000.

On behalf of the Board of Trustees, I thank you for your dedication and your generosity. We know there are many causes worthy of your support, and we are grateful that you choose to invest in Brentwood School.

FINANCIAL OVERVIEW

2016/2017 OPERATING REVENUE \$45,275,000 (unaudited)

Brentwood School's operating budget is funded primarily by tuition income and by annual Brentwood Fund gifts from parents, grandparents, alumni and their families, faculty, staff, and friends.



**LOOKING AHEAD:
BUDGET OVERVIEW 2017/2018**
2017/2018 Operating Revenue: \$47,509,000



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Thank you to our incredible Phonathon volunteers, listed below. This wonderful group generously spent an evening reaching out to their fellow Brentwood School parents, and we give them our heartfelt thanks for their efforts!

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PHILANTHROPY AT BRENTWOOD SCHOOL

The vibrant and inspiring Brentwood School experience that we value is dependent upon more than tuition dollars alone. The dedication of our school community through volunteerism and philanthropy helps sustain the Brentwood School we all love. We count on each and every family to embrace the spirit of generosity by participating in the following ways:

BRENTWOOD FUND

Brentwood Fund dollars are spent the same year in which they are given, so your gift goes immediately to work in the operating budget. By making a donation to the Brentwood Fund, you directly support key aspects of the school, such as financial aid, academic and extracurricular programs for our students, professional development opportunities for our teachers, and care and maintenance of our facilities.

PARENTS ASSOCIATION

The Parents Association offers activities and volunteer opportunities that enhance our sense of community at Brentwood School. All funds raised become part of the Parents Association's year-end gift to the school's endowment fund.

THE BENEFIT AND AUCTION

Your participation by becoming an event underwriter, buying tickets to the event, and/or donating or purchasing auction items makes a difference every year.

THE PARTY BOOK

When you host or co-host a party and/or purchase admission to parties, you have fun, meet new people, and benefit Brentwood School all at the same time.

MAJOR GIFTS

Major gift efforts target improvements to our facilities for better teaching and learning, as well as enhancements to our endowment for a more secure future. When asked to be a part of such efforts, including capital campaigns, your contribution leaves a lasting legacy. Major gifts are separate from, and in addition to, donations made to the Brentwood Fund.

WAYS TO GIVE

Brentwood School is grateful for your support. Your gifts reflect your belief in our vision and core values. We are a 501(c)(3), not-for-profit, organization, so your contributions are tax deductible to the extent of the law. There are a number of ways to contribute:

CASH, CHECK, OR CREDIT CARD Your cash gift is tax deductible to the full extent allowed by law. To access the Brentwood Fund Gift Form, please go to bwscampus.com/support. You may also make gifts via credit card online (Visa, MasterCard, and American Express) at bwscampus.com/give or by contacting Terry Fate in the Office of Advancement at (310) 889-2638

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MATCHING GIFTS Many corporations will match philanthropic donations made by their employees. This is a great way to maximize your gift. You could possibly double or even triple your gift with a corporate match. Simply send us the appropriate paperwork from your employer's human resources or personnel department, and your gift to Brentwood School will be matched according to your company's guidelines. If you are not sure if your company has a matching gift program, please go to www.matchinggifts.com/brentwood.

GIFTS-IN-KIND We are pleased to receive gifts of goods or services that may provide a budgetary savings to the school or fulfill a particular departmental need. Per IRS guidelines, the school will provide a letter noting donated items. We recommend you consult your tax advisor to explore the tax benefits specific to such a gift. For questions about gifts-in-kind, please contact Advancement Assistant, Josh Melnick, at jmelnick@bwscampus.com.

GIFTS THROUGH ESTATE PLANNING Donors may wish to consider giving through such means as a will, life insurance, a bequest, or a charitable trust. These types of gifts have a noble destination—to help secure the future of our school. Your generosity not only impacts the lives of our current students, but also has long term benefits for students who will pass through our doors for years to come. These gifts may also help reduce estate and inheritance taxes. We encourage you to speak with your financial planner when considering this type of gift. For more information about planned giving, please contact Alyssa Brakey at abrakey@bwscampus.com.

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In anticipation of the 2018 **It's Our Turn Young Women's Conference at Brentwood School**, it seemed appropriate to ask one of the newest members of the Upper School English Department, Deborah Stokol, to reflect on the impact of one of her mentors, Judith O'Hanlon, who has been teaching at Brentwood since 1976. The focus of It's Our Turn this year will be on three interconnected themes: Reflect, Evolve, and Celebrate. ⊕

Celebrating A STRONG WOMAN

by **DEBORAH STOKOL**, Upper School English teacher

feel lucky to work in a department that includes **Judith O'Hanlon**. When I think of words to describe her, the following come to mind: wise, elegant, strong, measured, genteel, and kind.

Through her commitment to her teaching, she models excellence and discipline. She has never wavered in her aim for rigor and the high expectations she has for students. It is those expectations and her belief in and support of those students that helps those young scholars meet those expectations in the first place.

As a colleague, mentor, and friend, she inspires me to aim for the same. There has never been a time in the past four school years during which I could not look to Judith for a word of encouragement, understanding, humor, or empathy. I have sought her out, and even in moments in which our paths would cross but casually—in our office hallway, beneath the arch of the south quad, in front of the ever-busy copy machine (an English teacher's work is never done!)—I knew we could gracefully ease into a natural conversation, be it about school or personal matters; she has always made me feel safe and welcome.

Working with Judith does not simply mean access to fluffy, chocolate chip banana bread in meetings, though it means that too. **It means watching an example of a teacher who cares deeply about her work, who daily infuses that work with love and a quiet passion.** I share that passion and hope to always maintain it, as I share her delight in Kafka, and walking into room 54 has often meant facing a beautiful display on the bulletin board, about, yes, Kafka but also Shakespeare or Plath, as she prompts her AP Literature students with visual cues about the





Judith O'Hanlon brought her love of language to BWS in 1976.

writers into whose words they will delve and about which they, themselves, will write.

With a patient hand, Judith guides them through that intellectual exploration, and she has never relinquished her dedication to her craft or released her high standards. She relentlessly fights for her pedagogical beliefs, and I hope ever to do the same, for the principled teacher in turn trains principled students.

Judith is elegant, often clad in a silk scarf or a pop of color. She has an even-keeled manner and is very much herself. I admire her authenticity and sincerity. She does not balk at sharing an opinion or challenging another's stance. She exhibits strength and stands firm in her aforementioned principles.

She frequently reminds me to remain firm, not to over-apologize and, as she would put it, "perseverate." She values self-awareness but recognizes that a historically sexist world often puts women in the position of feeling they must needlessly apologize for having stated an opinion, perhaps an unpopular one, maybe even for having had one at all. We both bear the name of a strong biblical lady, and **Judith reminds me at my work and chosen profession to stand up and speak up and not to step down.**

I appreciate her subtle humor and occasionally biting wit. It is always well intentioned yet pointed and True. She is an ally and a friend, a fellow-lover of language and the classroom. She has taught for more than four decades, and I hope her students and colleagues know how lucky they are to learn from her. ■

TELL US WHAT YOU THINK. *BWS Magazine* welcomes correspondence from readers relating to magazine content. **Reach us at** *BWS Magazine*, 100 South Barrington Place, Los Angeles, CA, 90049. **Or email us at** bwsmagazine@bwscampus.com.

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and does not discriminate on the basis of age, race, color,
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Brentwood School inspires every student to:
Think critically and creatively.
Act ethically.
Shape a future with meaning.

Core Values: Trust, Respect, Responsibility,
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PARTING SHOT

"They said it couldn't be done. We did it! Let's go!" For the first time in school history, the Juniors win September Splash, an event that provides Upper School students an opportunity to bond with their class at the beginning of the year and show school spirit.

PARENTS OF ALUMNI: Please forward this publication to your alum(s) and keep Brentwood School informed of updated addresses.