

THE magazine

SPACES

at BERKELEY CARROLL



Everything in New York comes down to space.

Commuters compete for seats on the subway.

Shoppers at the Park Slope Food Co-Op compete for space for their carts in the crowded aisles.

Pedestrians on 7th Avenue compete with baby strollers for room on the sidewalk. As anyone who lives, works, or goes to school in New York knows, there's never enough space.

At Berkeley Carroll we're doing something about that. In the fall of 2010 we broke ground on our renovation projects at 712 Carroll Street, home to our youngest children, as well as at 181 Lincoln Place, where our Middle and Upper School students and teachers spend their days. The Pre-K and Kindergarten children moved back into their beautifully renovated building at 712 Carroll Street in May, and the bulk of the construction is complete at Lincoln Place. The spaces are fabulous. We also purchased an additional property at 152 Sterling Place, two blocks from Lincoln Place, and have been transitioning it into a performance and exhibit space for the entire school. In May, in the presence of several generations of Berkeley Carroll students, teachers, faculty, and parents, we dedicated the performance space at 152 Sterling Place in memory of longtime faculty member Marlene Clary.

With so much energy focused on space, the magazine editorial staff turned its collective eye to spaces as well. In this issue, we give you some behind-the-scenes insights into how the renovation projects came to fruition. You'll read the reminiscences of Berkeley Carroll alumni about spaces at the school that meant so much to them that many can recall intricate details decades later.

You'll also read a moving speech about Marlene Clary that was delivered by Ben Freeman '95 at the dedication of 152 Sterling Place. When Marlene toured 152 Sterling Place she surveyed the building quietly before saying, "I can *work* with this." True, we are on some level defined by the spaces we inhabit—but our surroundings are also raw material, clay we can shape and transform. We're very happy to give our teachers and students more space (as Marlene put it) to *work* with.



Enjoy the issue.

Jodie Corngold

Editor

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On the Cover: The iconic staircase at 181 Lincoln Place.
Photo: Virginia L.S. Freire

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Berkeley Carroll Completes Long-Awaited Facility Additions

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INVESTIGATIONS, INQUIRY *and* INTERDISCIPLINARY

The American architect Louis Sullivan, designer of some of the first steel skyscrapers and mentor to Frank Lloyd Wright, summed up his philosophy of building this way:

*It is the pervading law of all things organic and inorganic,
Of all things physical and metaphysical,
Of all things human and all things super-human,
Of all true manifestations of the head,
Of the heart, of the soul,
That the life is recognizable in its expression,
That form ever follows function. This is the law.*

As we have chronicled over the last two years, Berkeley Carroll has committed a great many resources and time to renovate our PreK and K building at 712 Carroll Street which is now open and being used by students and teachers. At the same time we undertook an extensive expansion of the facility at Lincoln Place which will be completed sometime this summer.

We have gained a great deal of space that will benefit specific areas of the program at both of our sites: larger dance and music rooms, science and art rooms for early childhood, more study space and a large, comfortable cafeteria. This summer we will do some renovation at 701, home to

grades 1 through 4, to better utilize existing space in order to allow for all the classes in a grade to be in close proximity for collaborative work.



BOB VITALO

At Lincoln Place we will rearrange classrooms so that we create a more self-contained Middle School. This will promote more of an identity for this division and also set the stage for more cooperative work.

How is our form following our function? More and more we are bringing the different disciplines together to form interdisciplinary experiences for our students. Teachers want rooms to be flexible so that they can use the space to use drama in an English class, for physics and calculus teachers to come together and solve problems on a computerized whiteboard. We want our youngest students to have room to build with large blocks and begin to test the laws of physics.

Recently Pat Bassett, President of the National Association of Independent Schools, came to speak with the trustees and administrators of Berkeley Carroll. One point he made to the group was that more and more in the future the true test of the effec-

tiveness of an education will be the ability to demonstrate the learning: to build something, to critique ideas and to speak in another language.

All of the capital improvements have had one goal—to get each of our students at every level to think more closely about their world and how they can make an impact. We want them to have the courage to investigate, the desire to inquire and the skills to synthesize ideas.

The work of creating these spaces is almost done; the fun part starts now when teachers and students bring them to life.

Enjoy the stories in this issue of our magazine. We invite you to come and visit our new spaces. We are most appreciative of your continuing support.

Sincerely,
Robert D. Vitalo
Head of School



7th Graders Have their Day in Court

On December 8 and 9, 2011, Berkeley Carroll seventh graders—headstrong, dressed to the nines, and carrying ancient hand-me-down briefcases—descended on the United States Bankruptcy Court in Brooklyn. Their visits were the culmination of Constitution Works, a

two-week study of the Constitution, the First Amendment, and federal law. At the court, 7th graders impersonated lawyers and justices in the fictional case of *Denver Dispatch vs. United States*, which aimed to determine a newspaper's right to publish a series of articles about a secret biological weapons research plant—articles that

the government argued would jeopardize the safety of the nation.

The seventh graders' exhaustive prep work was obvious. During the trial, students knowingly referred to the Espionage Act, the 1971 case *New York Times vs. United States*, and the seeming contradictions between the preamble to the Constitution and the



First Amendment. According to MS history teacher Judi O'Brien, debating the Constitution comes naturally to seventh graders. "At this age," she says, "kids are ready to start interpreting what they learn instead of just ingesting facts. Also, developing an argument and persuading people of

your opinion is becoming important—and kind of fun."

The lawyers' oral arguments and the judges' questions were well-reasoned and solemn—but as soon as the head justice banged his gavel to adjourn for lunch, the students immediately broke character.

Judges tore off their robes and collared shirts, and lawyers muttered "Good case, good case, good case" as if in a Little League game. Departing the Bankruptcy Court for lunch, one attorney said, "I'm so hungry! I burned off a lot of calories up there."



Seventh grade attorneys prepare their arguments.

Stuffed Animals Compete in Seventh Annual Dog Show

"I'm on my toes for this one," confessed Head of School Bob Vitalo—and he wasn't alone. The Berkeley Carroll Dog Show, which celebrated its seventh anniversary on May 14, 2012, is a glamorous PreK tradition and a



Judges [l to r]: Bob Vitalo, Maxine Barnett, Pam Cunningham, and David Egolf.

near-impossible ticket.

PreK teacher Lan Wong says that, in order to maintain the Dog Show's pindrop-quiet, sophisticated tone, interested parents and dog-lovers are asked to tune into the event via a live-stream (which peaked this year at 57 viewers), rather than attending in person. "It's *their* world, I explain to parents. Let's not invade it. The children are so concentrated, so intent on role-playing. Even for the judges, the experience is like therapy. For an hour, they forget about the traffic, about meetings, about deadlines. It's make-believe."

Former BC admissions associate Ron Morris served as master of ceremonies, and the judges were a distinguished and vigilant lot. All were apparently operating under the specter of the fourth annual show, at which they'd mistakenly awarded Best Tail to

a Rottweiler without one. While inspecting this year's crop, Director of Development Pam Cunningham kept murmuring, "Measure that tail." "Beautiful ears," said Educational Director Maxine Barnett. "And with the original tags," added LS Director David Egolf.

The handlers—resplendent in bowties, suits, and dress tutus—were questioned about their dogs, and then sang two hearty choruses of "How Much Is That Doggie in the Window?" PreK children led their pooches through a rigorous obstacle course made out of building blocks and traffic cones. Handler #1 kissed his dog

repeatedly before his turn, in an effort to placate him.

The judges awarded seventeen prizes—which ranged from Best Bark and Best Long Ears to Best Groomed and Best Somersault. The pace and glamor of the event proved a little disorienting to some. Handler #10 kept asking, "What did I win for?"

The event allowed PreK children to show off the wealth of knowledge acquired during their Dogs unit—which included a visit from an Australian Labradoodle involved with Pet Partners therapy, and a grooming tutorial from a Sheltie owner.

Students Eat Pi(e) and Play Pi(ano) for the Good of Math

Every year on March 14, a coconut custard pie is part of MS Math Chair Kathy Grimes-Lamb's curriculum. "Well, *this* year it was coconut custard," she says, laughing. "And one of my students brought in apple pie. Others brought in cupcakes with pi symbols on them. A few try to get away with oreos."

This surplus of sugar is all for academic ends, of course. For more than a decade Berkeley Carroll's seventh grade has celebrated "Pi Day" on March 14, given the date's similarity to the irrational number 3.1415926535, the ratio of the circumference of any circle to its diameter.

There's literal pie on March 14, but, more importantly, each student spends two months preparing a heavily researched, colorful presentation about the ways in which math permeates everyday life. These presentations were on display in the basement of Sterling Place all morning, as parents, teachers, peers, and young counterparts milled from station to station. The topics included Origami, Flexagons, Pascal's Triangles, Optical Illusions, Logic Puzzles, Codes and Ciphers, Ancient Numbers, and Math in Horseback Riding.

Each presentation was practically an *objet d'art*; as Kathy explained, "We stress the aesthetic appeal of the projects. In order to get people to learn, you have to attract them to your topic. You have to *draw them in*." Each presentation also had an interactive component; one seventh grader who'd studied Math in Music sat behind a piano in the corner of the room, tickling the ivories.

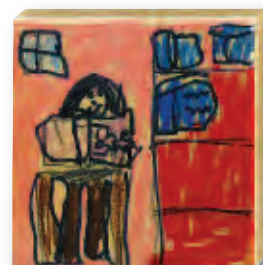
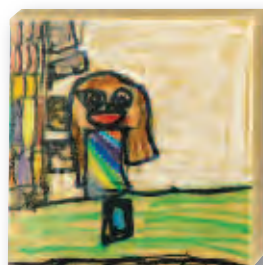
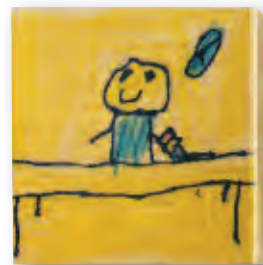
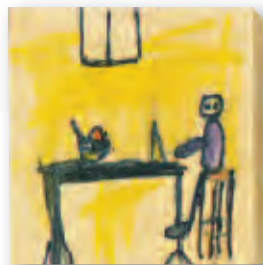




Lower Schoolers Create Mural of Hopes and Dreams

On February 3, 2012, the entire Lower School convened for an unveiling of the Hopes & Dreams Mural. An elaborate art installation in the entryway of 701 Carroll Street, the Mural incorporates 253 2"x2" wooden tiles, each featuring a drawing of a student or teacher's ambition for the coming year. But the process of putting it together wasn't easy.

"It's probably the toughest, most ambitious thing I've done during my time here," says LS Art teacher Phaedra Mastrocola. The mural was inspired by the Hope & Dream wall at the Muhammad Ali Center in Louisville, KY, and rooted in the Responsive



Classroom theory, a philosophy of teaching in which empowered students are encouraged to shape their educations.

The muralmaking process began in September 2011, when 1st through 4th graders brainstormed about their goals for the school year, which they illustrated on the tiles using Sharpies and colored pencils. These goals ranged from improving their swimming to becoming better readers. One bewildering tile features a prairie and a wildly-bucking unicorn. “At first, I thought that student hadn’t quite followed the instructions,” laughs Phaedra. “But it turned out that the student wanted to get better at creative writing, and was presenting his narrative as a picture.”

Once the tiles were completed, the Lower School Student Council voted on the mural’s location, taking quali-

ties such as audience, lighting, and potential for growth into consideration. They had to get through their fair share of red tape, too—presenting their proposal to a board of Berkeley Carroll “decision-makers” that included Head of School Bob Vitalo.

Once the entryway to 701 Carroll had been approved as a location, the unveiling could take place. The assembly at the Athletic Center featured a meet-and-greet with the members of the Student Council—who, LS teacher Jacqueline Novak pointed out, treat each other professionally. A tutorial followed on hand-shaking and referring to colleagues by their last names.

Then Carolyn Sloan led the Lower School in a rendition of the ring-a-ding Sinatra classic “High Hopes.” Finally, Ms. Mastrocola tore a sheet off the Mural in a live video

feed from 701 Carroll, prompting celebratory whoops from the audience. Ms. Mastrocola envisions the Hopes & Dreams Mural as a permanent installation that will be added to every year. “We definitely hope it’ll have legs,” said LS Director David Egolf. As one child explained, “It makes you happy when you just enter the building.”



The Senior Speaker Program

In the fall of 2011, the Upper School initiated the **Senior Speaker Program** because of the belief that every Berkeley Carroll student has something to say, but not all of them have the chance to say it. That giving a speech feels risky, and the school wants to give its students a safe setting in which to take on this challenge. That when the Upper School gathers as a community to listen to its oldest students, it reaffirms the commitment to mutual respect and to the idea that each graduating student can teach the community something and everyone in the audience can learn from listening. And that because the school's mission includes preparing its students for life beyond Berkeley Carroll, part of life beyond Berkeley Carroll includes speaking well to an audience.

Each speech is meant to be between five and seven minutes. In order to successfully deliver such an address, the student writes and redrafts, ultimately practicing before a committee of teachers. Successful public speaking relies on delivery every bit as much as content.

Though each speech ends up looking different the process the senior class has gone through to create their speeches always looks pretty much the same. Some students come in with a set topic, perhaps even a few paragraphs on paper. Others arrive with dozens of potential ideas. From there, meetings are had and speeches are commented on and edited; the collaborative aspect of the senior speaker program is engaging because it really illustrates how many different people are involved in what could seem like a solitary endeavor.



Courtney Wipf '12 and Cassandra Thatcher '12 presented their Senior Speeches in January.

The Effect of Climate Change on Tornado Intensity

BY PHIL SWEETING '13

Phil Sweeting '13 spent much of his junior year working on an independent study project on tornadoes. His hypothesis is about the effect of climate change on tornado intensity.

Introduction and Background

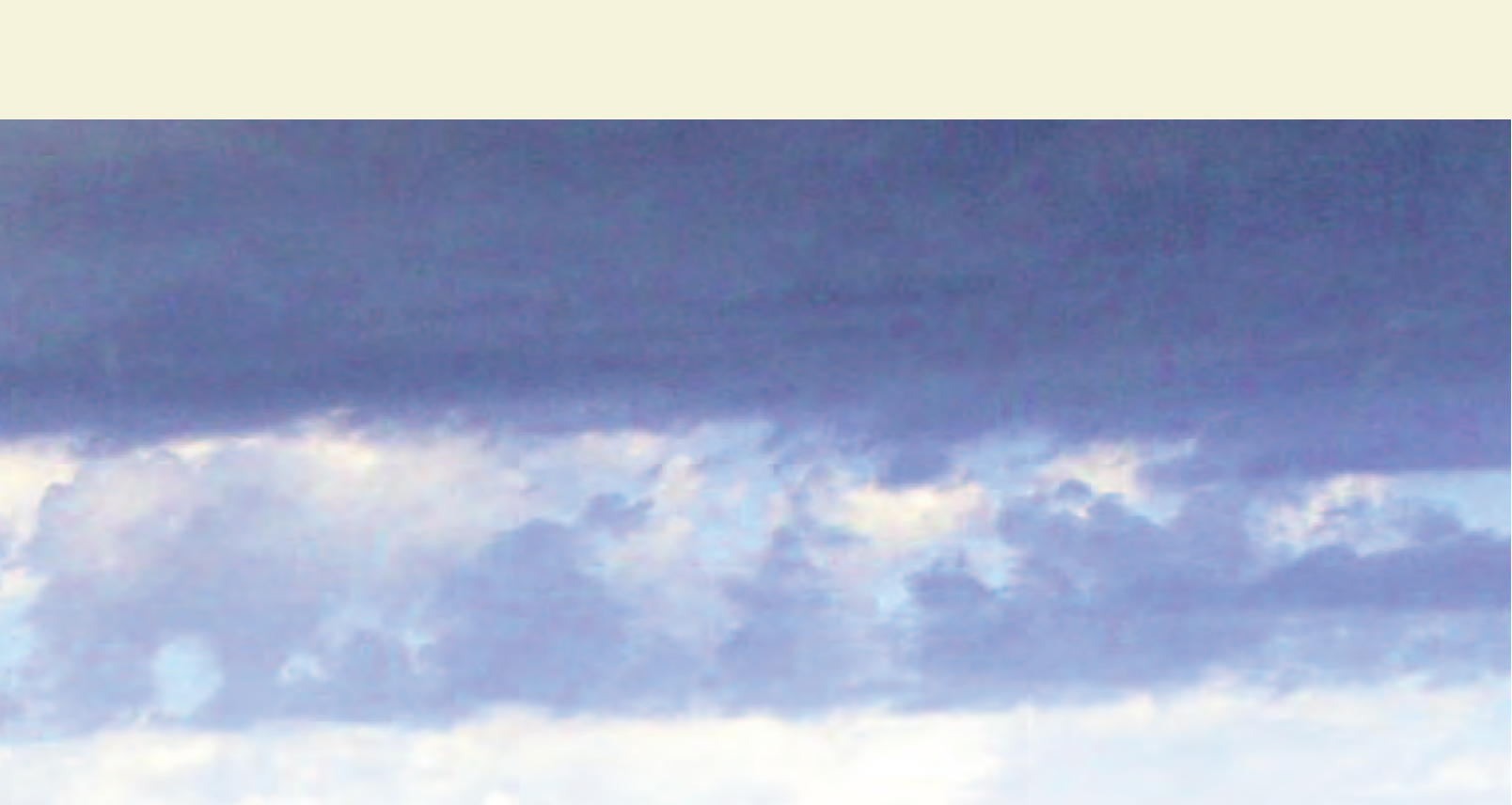
The biggest modern worry regarding tornadoes is how the changing climate will affect their frequency and power. Tornadoes are potentially devastating candidates for a large increase due to global warming. In this country, tornadoes are formed mainly over the Southern and Midwestern states. They occur when you have a deep southern dip in the jet stream mixing with warm air from the Gulf of Mexico, along with strong rain storms moving east. This creates a large pressure differential. Rainstorms help to create

columns of rising warm air that, due to the differences in pressure and wind direction, can begin to rotate. This is a tornado (Nature's Most Violent Storms). The big worry with climate change is that increased temperature differentials and more precipitation will create more opportunities for large tornadoes, and an analysis of this question is the purpose of this paper.

Tornadoes themselves vary widely in intensity and appearance, but the strength is the most important parameter for categorizing tornadoes. Specifically, tornadoes are rated on what is called the Enhanced Fujita scale, which rates tornadoes from EF0 (weakest) through EF5 (strongest). Tornadoes from EF0 through EF2 are referred to as weak tornadoes. EF3 and above are classified as significant, and EF4-EF5 are classified as violent. The ratings give a general indication of wind speed based on the damage from a tornado. Meteorologists use damage to various structures to determine the tornado's rating. This is a relatively new system, dating to 2007, when it replaced the original Fujita scale (F-scale) in the US.

The F-scale works in a similar way to the EF-scale, but the new scale has significantly more accurate wind speed estimates, based on empirical testing. The old ratings tend to overestimate tornado strength relative to the Enhanced Fujita system. This is only one way that measuring tornadoes has changed, and is probably not the most important. That prize would go to Doppler radar, which has had a huge impact on meteorologists' ability to spot and predict tornadoes. Doppler radar was developed by meteorologists using surplus radar systems from WW2, but only became widespread and reliable in the '70s. This new technology allowed meteorologists to observe tornadoes without actually witnessing them. This has increased the number of tornado reports, without actually increasing the number of tornadoes themselves.

Doppler radar works by sending out a radar beam, which spreads out as it moves farther from the emitter. When the beam hits a particle (raindrop, a droplet in a cloud, dust, etc.), the beam is reflected back. But because of the



Doppler affect, the reflected beam is at a slightly different frequency. This can be used to calculate the motion of the particle in question.

Methods

The El Niño Weather pattern is a mildly increased surface temperature in the Pacific Ocean which can cause global temperatures to rise dramatically (greater than 1°). This has been hypothesized to result in more frequent and powerful tornadoes. It can be used as a substitute for global warming, because the predicted temperature changes are comparable. As can be seen from Graph 5, Global temperatures rose nearly 1° since 1950. The opposite of El Niño is La Niña, which results in lower temperatures. If El Niño years have significantly more tornadoes, this shows that increasing temperature has an effect on tornado numbers, and that we can expect increased global temperatures to cause more frequent tornadoes. An increased number of tornadoes in La Niña years, on the other hand, would show that there is no link between increased temperatures and tornadoes.

It is visually obvious from Graph 1 (Weak Tornado Frequency v. El Niño Patterns) that there is no tendency for the red lines (representing the number of tornadoes in El Niño years) to be higher than the others. This is supported by the raw data. The average number of tornadoes in La Niña years was 59.1, compared to 49.4 for El Niño years and 48.4 for years that do not cleanly fit either category. On the contrary, the numbers would seem to indicate that colder temperatures provide more favorable conditions for strong tornadoes. The median numbers tell a similar story, with 53 for La Niña, 41 for El Niño, and 47 for neither. This seems like a clear enough evidence that El Niño has, at best, no affect on the frequency of strong tornadoes. If you look at graph 2 (the Smoothed Data for Strong tornadoes), the number of tornadoes a year has been decreasing at a fairly steady rate, despite the rise in temperatures seen in Graph 5.

El Niño does seem to have an effect on weaker tornadoes, where El Niño years averaged 919.8 tornadoes per year, while La Niña had only 784.2. Years that did not fit into either cate-

gory averaged 855.7 tornadoes. The Medians followed a similar pattern, with 676 for La Niña, 875 for El Niño, and 837 for the rest. This data follows the hypothesized link between El Niño weather patterns and tornadoes much more closely, but it also raises the question of why the weaker tornadoes seem to behave so differently from the strong tornadoes. I think the answer to this can be found in how tornadoes form.

Tornadoes form when cool air from Canada is carried south by the jet stream and collides with warm air from the Gulf of Mexico. This creates the conditions necessary for tornadoes. The first ingredient in a tornado is wind shear, where wind is coming from different directions at different altitudes. This can create a horizontal rotation in the lower atmosphere. The updraft from a thunderstorm can suck the rotation upward, causing it to become vertical. This is called a mesocyclone tornado, and is the most dangerous. The main thing this kind of tornado requires in addition to wind shear is warm air from the thunderstorm, which is what causes it to rise. For a strong tornado, a lot of things

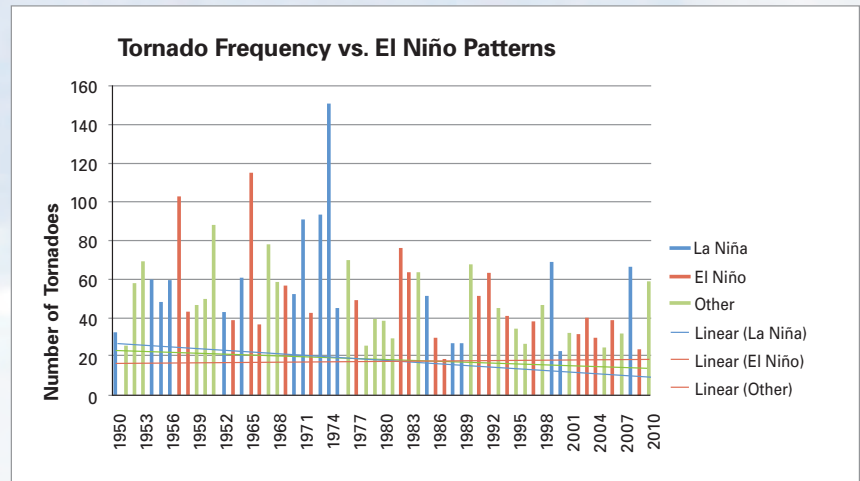
need to go right at the right time, which makes the much rarer. Since there are so many factors in how strong tornadoes form in addition to temperature, it makes sense that temperature has a relatively minimal effect on the most powerful tornadoes. The other important contrast to note between the Strong tornado data and the weak tornado data is that the weak tornadoes have a very clear pattern of increasing over time. This is not reflected in the strong tornado data, and I think that in this instance the strong tornadoes give a better indication of what is actually going on. If tornado numbers were increasing, they should increase across the board, but they don't. I think what is happening is that we have gotten much better at detecting tornadoes over time. Since the 1950's, Doppler radar has become widespread, and we have been able to detect tornadoes using only radar. This affects smaller tornadoes much more than larger ones, simply because it is quite hard to miss a large tornado, but weak ones may have previously been classified as just strong straight line winds.

Conclusion

These data shows us that weak tornadoes are likely to increase if global warming continues, but that large tornadoes will probably be largely unaffected by climate change. We can predict this because the El Niño temperature patterns have a similar affect to what global warming is predicted to

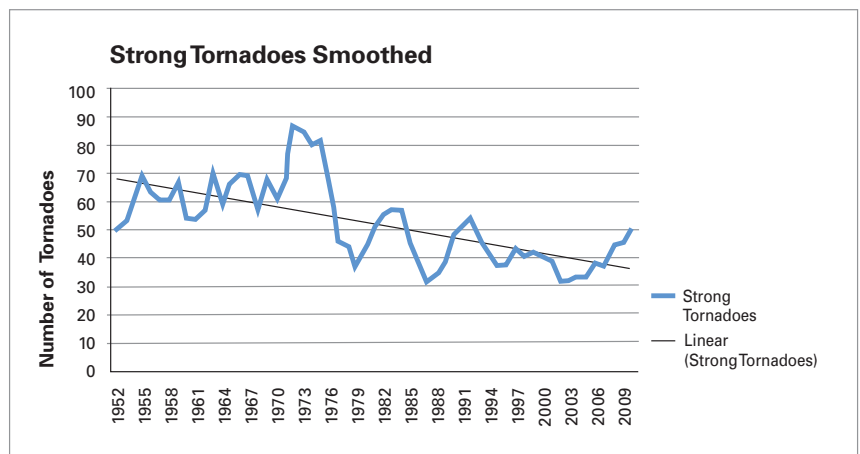
Graph 1

This graph shows the overall DECREASE in strong tornadoes since 1950. Note that El Niño years showed a much less dramatic decrease than La Niña years.



Graph 2

This graph shows the decreasing numbers of strong tornadoes. This graph was made using a 5 point rolling average, to show a smoother trend.



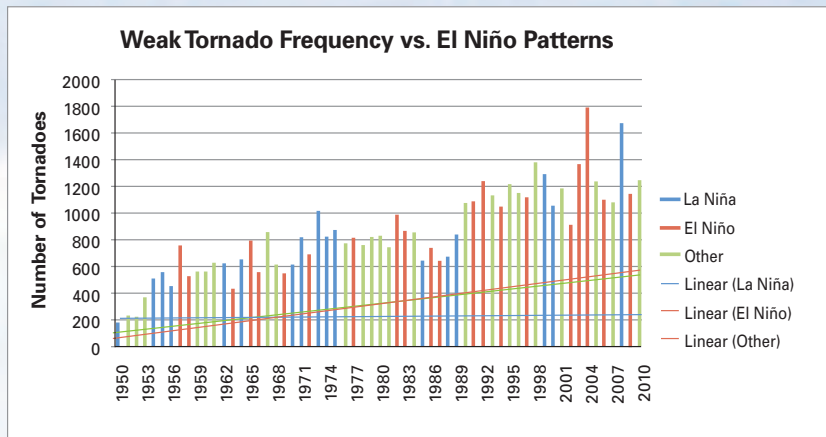
do. If large tornadoes are unaffected by El Niño, they are unlikely to be affected by global warming. There is some more research that I wish could

have been done regarding tornadoes. Some more research on the exact affects of La Niña and El Niño weather patterns would have been helpful; I just looked at the temperature changes to determine El or La Niña years. One thing I was never able to conclusively discern regarding tornadoes is why tornadic winds are more powerful than straight line winds. Some of the possible reasons for this are that tornadic winds don't "end"; they can keep rotating for a very long time,

	El Niño	La Niña	Neither
Average Tornadoes Per Year (Strong)	49.4	59.1	48.4
Median Tornadoes Per Year (Strong)	41	53	47
Average Tornadoes Per Year (Weak)	919.8	784.2	855.7
Median Tornadoes Per Year (Weak)	875	676	837

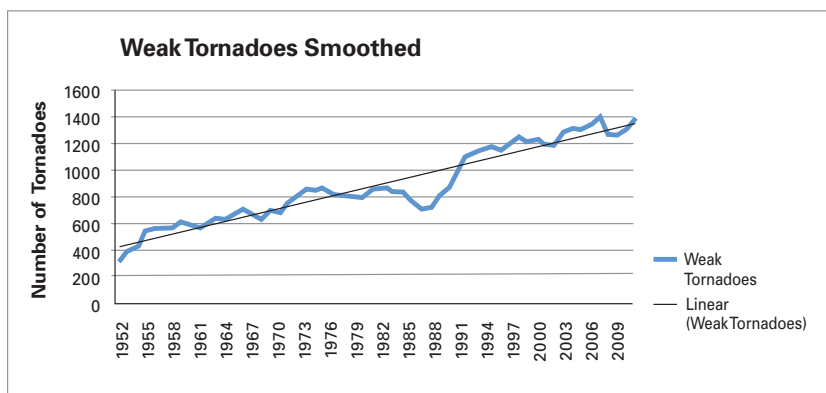
Graph 3

This shows a tendency for increased weak Tornadoes, except during La Niña years.



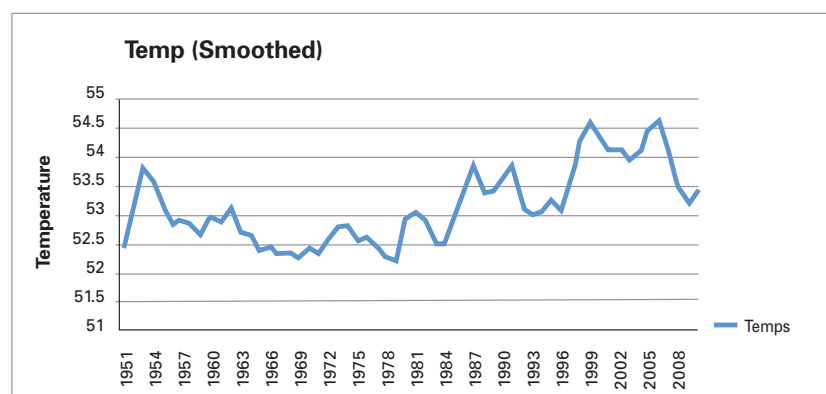
Graph 4

This graph shows a clear trend towards increased numbers of weak (EF2 or less) Tornadoes.



Graph 5

This graph shows the increase in average US temperature since 1951. The overall increase is about .5°



whereas a straight line wind can only travel from high to low pressure, and must end at that point. Another possibility is that the wind speed within a tornado is added to the speed of its forward movement, so the relative wind speed is much higher. If you were on the other side of the rotation, the wind speed would probably be much lower. I also wish that I was able to do some better statistical analysis on the data, but I was limited in my knowledge of statistics. Some things to do in the future might be to do a statistical correlation analysis between temperature and tornado numbers.

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Lions Prowl Triumphant

Berkeley Carroll students always hear stories about the grueling pre-season that the soccer and volleyball players suffer through in the heat of the summer sun and the gym. Whether or not it's true we will never know, but what we do know is that their

hard work paid off.

Girl's Varsity Volleyball, last year's reigning champions in the ACIS, found

something better than a trophy this year: a brand-new JV squad. Senior Courtney Wipf said, "The JV team allowed those girls to develop into far better players; with their help next season, Varsity is on track to reclaim its previous ACIS title." Though some called it a "transition year," the varsity team has something to be proud about, too. Multiple games—including one with Packer—came down to a point in the final set. The team battled

Packer again in the playoffs, and even though it was not a win, the girls consider it one of their strongest games. Next year, Samantha Giles '13 and Elena Hirsch '13 hope to lead the way with their intensity and spirit on the court.

The girls on BC's Varsity Soccer team won together and lost together, but everybody was always in high spirits. Lone senior Gilda Gross, known for her impressive soccer skills,



BY OLIVIA WILSON '12

FALL sports

kept the team focused and ready to play. During their biggest game, the girls cleverly constructed a game-plan to shut down Staten Island Academy's famously powerhouse offensive line.

"The gigantic progress we made over the course of the season was enough to make us happy," said Gilda. The team is loaded with promising juniors, making Berkeley Carroll a strong contender for next year's ACIS playoffs.

Boy's Varsity Soccer definitely held its own, making it to the playoffs and ending the season with a 5-7-1 record. The boys played a buzz-making game

against rival Staten Island Academy, in which they came back from being down 2-0 to tie 2-2. Leading scorer Jesse Chalfin '12 said, "I felt like it was the first year in a while the varsity soccer team had a real bond." Jesse was part of a senior-dominated team—Alex Bartiromo '12, Gabe Dash '12, Henry Gunderson '12, Cole Kitchen '12, Jawan LaMont '12, and Matthew Weekes '12 all excelled on the field. But with returning players like Corbin Hopper '13, Bobby Seber '13, and Zach Pepere '15 (who led the team in assists this year), Varsity Soccer is in great shape for next season.



Heating Up the Court

Winter was surprisingly warm this year, and at Berkeley Carroll we've figured out the source: the gym at President Street was a hot spot. The winter season kicked off on January 27, 2012, with Berkeley Carroll's first pep rally in more than a decade. An enormous crowd packed into the gym, and it seemed safe to say that BC was hotter than ever.

Things may have been *technically* cooler in the newly renovated pool, but the all-girl Varsity swim team still did big things. Francesca Longo '12

and Courtney Wipf '12 became mentors to a super-young team and led them all the way to championships. "Almost everyone on the team hit personal bests at championships," Francesca explained. "It was definitely an important meet."

Led by Coach Terence Caufield, the boy's Junior Varsity basketball team went near-undefeated, with an 18-1 record that allowed them to secure the number one seed in the ACIS playoffs. Star players included newcomer Izzie David '15, who put up huge numbers

and shot the three-ball like a pro. The Colon brothers, Andrew '14 and David '14, could be counted on for huge defensive stops, and also contributed under the basket when needed. With the bleachers packed, JV won handily against Friends Seminary and sailed into the finals against archrival Packer. After a nail-biting game the boys celebrated their 47-41 win, rightfully bringing home the first-place trophy.

Girls



WINTER sports

Varsity Basketball triumphed through what many thought would be a building year after losing their highest-scoring player and one of their best defenders. However, the girls put up some big competition against powerhouses like Dalton and Friends Seminary. Coach Sydney Blumstein said, "It was a fantastic first season for me and the Berkeley Carroll Lions. Assistant Coach Tierney Bryce and I watched them grow significantly over the course of the season, and evolve into true competitors in their league." It showed when the girls made it to the PSAA championship and lost by just 9 against Martin Luther after

being down by almost 20 at halftime. They ended their season even with a record of 11-11. Next year should be even better, with Mia Kellman '13, Margo Miller '13, lead scorer Sarah Paller '14, and a crop of much-talked-about incoming freshman.

The Boy's Varsity Basketball team also had an impressive season, led by Michael Andria '12, Duncan Hardy '12, Cole Kitchen '12, Adam Kochman '12, and Joseph Longo '12. The boys started out with a great run, their highlight game against Dwight. Michael said, "We shut their offense down. We were constantly communicating." With a packed gym every

Friday night, Boy's Varsity definitely gained a following. Packer's coach even commented on how loud the gym was, explaining that it was "very intimidating" to play in our house. Perhaps this contributed to the playoff bid the boys earned this season. While the team was knocked out by Friends Seminary in the first round, they ended the season with a respectable 15-8 record. With juniors Dondre Benson, Michael Dosik, and Joshua Rosas rising to leadership positions next year, and with promising underclassmen like Shane Pearley '12 and Richard Palacios '13, the boys have a lot to look forward to next season. ✚



CONGRATULATIONS

20

ALEX AKERS
Columbia University

MICHAEL ANDRIA
Villanova University

SAGE BAISDEN
Villanova University

ALEX BARTIROMO
Macalester College

SAMANTHA BELLAMY
Occidental College

MILO BEN-AMOTZ
Bard College

EVE CANTLER
Bryn Mawr College

**ALIA
CARPONTER-WALKER**
Skidmore College

JESSE CHALFIN
University of Delaware

EVE COMPERIATI
Purchase College

GABRIEL DASH
*Washington University,
St. Louis*

HANA DEHOVITZ
Muhlenberg College

SOPHIA DEVERELL
Purchase College

HANNAH DOBAN
Skidmore College

MIA FITZGIBBON
Indiana University

ANTONIA GILES
Davidson College

REBECCA GLANZER
Columbia University

GILDA GROSS
Bard College

HENRY GUNDERSON
UC Santa Cruz

DUNCAN HARDY
Clark University

DANA HOBBY
Hampshire College

COLE KITCHEN
College at New Paltz

ADAM KOCHMAN
Tufts University

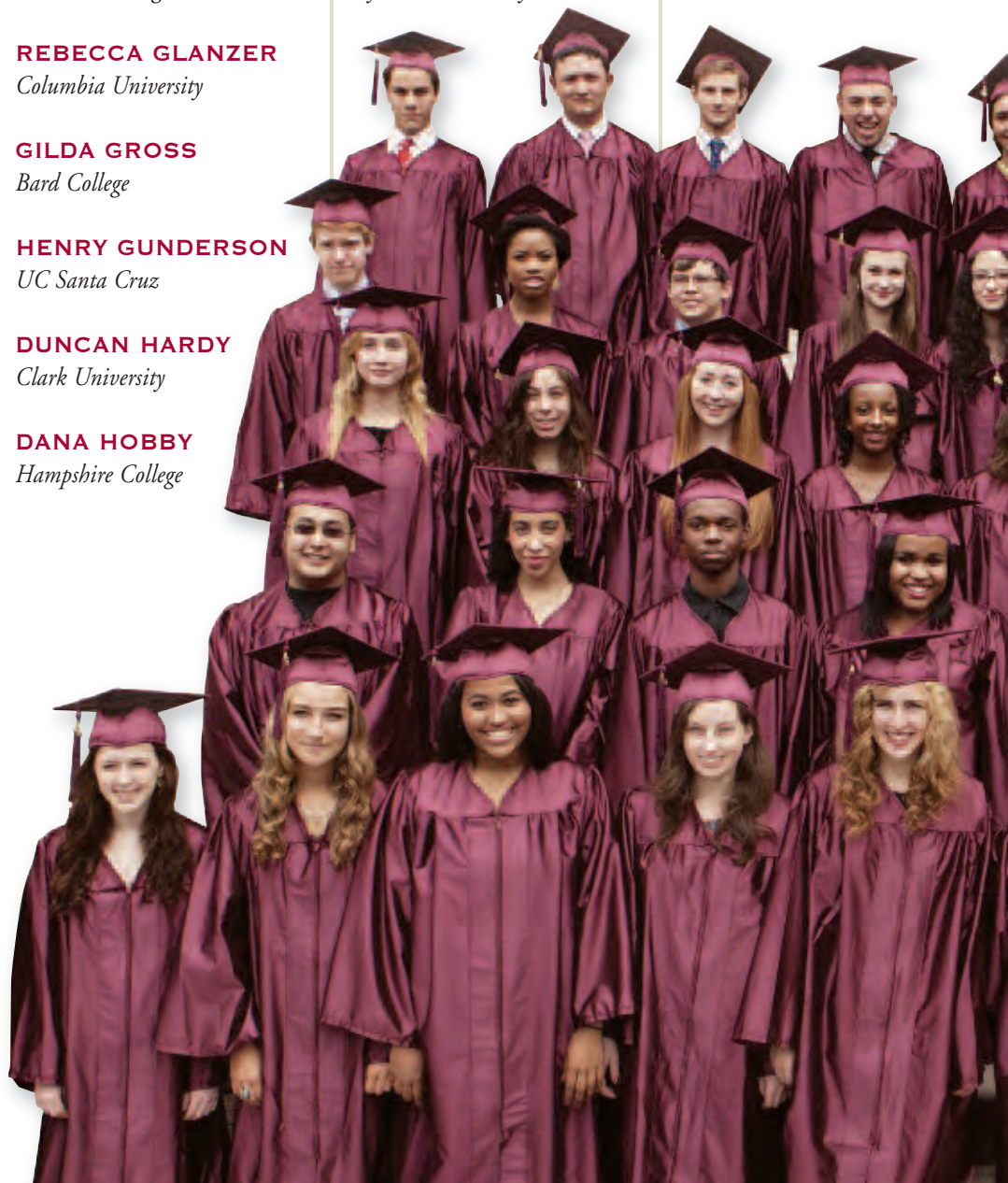
JAWAN LAMONT
New York University

GIANNI LATANGE
Barnard College

ANDY LEE
Syracuse University

FRANCESCA LONGO
Pratt Institute

JOSEPH LONGO
Chapman University



TO THE CLASS OF

12

LILY LOPATE
Bryn Mawr College

CLAIRE MULLANY
Tufts University

WILLIAM PERRY
Tufts University

AMELIA PLUMMER
Muhlenberg College

JULIA REPHEN
Syracuse University

COURTNEY ROACH
Trinity College

JOSEPH ROSARIO
Keuka College

ADAM SIMPSON
Skidmore College

DAVID SOLO
Hunter College

MATTHEW SOSA
Lafayette College

EMILY SOUTHWICK
Barnard College

DREW STAZESKY
University of New Hampshire

EMILY STERN
Bard College

LYDIA TERILLO
Brandeis University

**KASSANDRA
THATCHER**
Bard College

AVA TUNNICLIFFE
Pitzer College

ADAM VIANNA
Case Western Reserve

JOSEPH WALDMAN
University of Wisconsin

SOPHIA WASHBURN
Brown University

MATTHEW WEEKES
University of Pittsburgh

OLIVIA WILSON
Villanova University

COURTNEY WIPF
Trinity College

The Class of 2012 stands with
their grade dean, Alexandra Durham,
and Upper School Director
Suzanne Fogarty

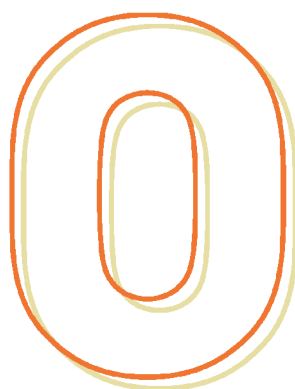


BUILDING



✦ BY MATT WEINSTOCK

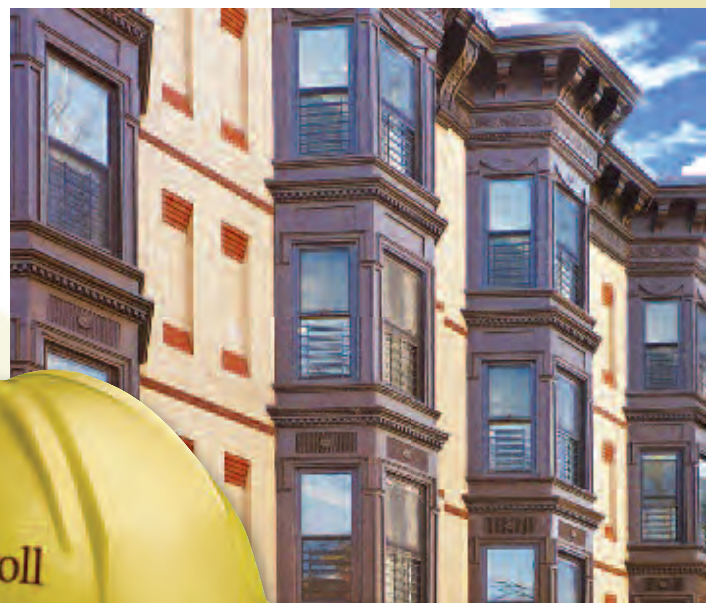
FOR THE *FUTURE*



On the morning of April 27, 2012, PreK and kindergarten students gamboled up the staircase of the renovated 712 Carroll Street, plastered star-shaped nametags on their lockers, and *oohed* excitedly at the enormous bay windows, gleaming maple furniture, and luxury-sized bathrooms. Everything was new—even the floors they were standing on. “The left half of the building was completely gutted in the summer of 2010,” explained

Nick Guarna, chair of Berkeley Carroll’s Buildings and Grounds Committee and father of Elise ’13, Olivia ’15, and Gabrielle ’18. “There was a point when you could look up from the ground floor and see through all four stories to the sky above. You could stargaze.”

Stargazing, of course, is the last thing one could accuse the B&G Committee of doing. The renovated 712 Carroll building (open since May) and the gorgeous, near-completed new addition to BC’s 181 Lincoln Place campus are the result of almost four years of their exhaustive, passionate work. “Reality shaped our objectives,” admitted Head of School Robert Vitalo, referring to landmark-district regulations, concessions made to concerned neighbors, and city-agency approval delays. “But this is what we set out to do. And we’ve accomplished it.”



The Thinking Behind the Scenes

When asked what spurred the construction project, Mr. Vitalo said, “At 712 Carroll Street, we owned the adjacent building, 716 Carroll Street, but were only utilizing a quarter of it. The push was obvious: we wanted to use what we already owned. And there was never sufficient space for the kids at 181 Lincoln. The library was always full, there were kids sitting on the floor in the locker bays. It felt like we were chasing the kids out of the building.”

“The school had reached a point of financial stability,” explained Lower School Director David Egolf. “And when you tick off things in terms of being competitive—you get the best teachers, you update your curricula—what’s the last thing to do to make your school as competitive as it can be? The renovation and expansion of spaces.”

On May 21, 2009, the Board of Trustees voted to proceed with facilities renovations—with a focus on increasing the size of the dining room, the size of student study areas, and improving the current space for early childhood learning at 712 and 716 Carroll Street. A Buildings and Grounds committee—composed of trustees, administrators, and teachers—was tasked with selecting an architect. “We wanted an efficient office with a record of completing jobs on time,” explained Mr. Egolf, “and somebody who was experienced in achieving sustainability.”

Douglas Hassebroek, associate partner of Butler Rogers Baskett Architects (BRB), fit the bill. The firm has designed additions to Hamilton College, the Canterbury School, and the Trinity School, all of which garnered design awards from the Society of American Registered Architects.

Expanding 181 Lincoln Place

A zoning analysis revealed 16,000 square feet of buildable floor area on the 181 Lincoln property. During the summer of 2009, the B&G Committee worked with Mr. Hassebroek to refine plans for the spaces. “We wanted to have a much larger space for students to study at 181 Lincoln Place and a cafeteria that could hold an entire division—those things



were non-negotiable,” said Mr. Egolf.

“As long as I’ve been at Berkeley Carroll,” explained Director of Admissions Vanessa Prescott, “the cafeteria had driven class scheduling—because it could only fit half a division at a time and, subsequently, was continually over-booked.”

Architects also met with a committee of BC high school-



(above) The 4,070-square foot cafeteria under construction in January 2012;
left and right: the completed space in June 2012.

ers to discuss what they hoped to see in a renovated facility. “They told us there were going to be two spaces for student use,” said Adam Kochman ’12, President of Upper School Student Council and Editor-in-Chief of the *Berkeley Carroll Blotter*. “It was up to us whether the two rooms would be separated between upperclassmen and underclassmen, or between a quiet study space and a space that’s more social. We opted for the latter, which I was really happy about. When I was a freshman, I disliked the exclusivity of the old Commons. To me, that’s not Berkeley Carroll.” Still, Adam was miffed by one student need that remained unrealized. “I was really pushing for ping-pong tables,” he said, laughing. “It didn’t work out.”

The design for the 181 Lincoln Place addition slowly came into focus. The one-story “Annex” building at the back of the property—then home to Berkeley Carroll’s music rooms, darkroom, and all-purpose Room 113—would be demolished. On the site of the former Annex

and play yard, a two-level steel structure would be built. A new 4,070-square-foot cafeteria (more than twice the size of its 1,700-square-foot predecessor) would take up the lion's share of the first level, and the second level would include the student study space and rehearsal rooms for the jazz band and school orchestra.

The structure would be topped by a 4,000-square-foot Middle School recreation area. To keep noise from infiltrating the study spaces, the building's roof would be a double-thick soundproof concrete pad. The new facility would contain five new classrooms, and additional classrooms would "backfill" the newly-vacant space in 181 Lincoln Place where the cafeteria had been.

Listening to the Park Slope Community

Berkeley Carroll is a community, but it also exists within the larger Park Slope one—and school administrators kept that in mind, hosting multiple meetings with neighborhood residents and officials. A town-hall meeting in the gym on July 29, 2009, drew more than seventy-five neighbors, who worried that the new addition would cast shadows on their backyards, and that noise from the rooftop playground would interfere with their quality of life.

"We were at very tough quarters with neighbors," admitted Mr. Vitalo. "It took months of negotiations." In the end, the school made substantial (and substantially costly) con-

cessions to neighbors. Although the Annex was demolished, its ivy-covered back wall was braced and underpinned, allowing neighboring back yards to remain largely undisturbed. BC administrators pledged that no trees would be destroyed, and the play yard was set back 15 feet from the edge of the building to alleviate concerns about shadows and noise.

The NYC Landmarks Preservation Commission also met with school officials, and was delighted to learn that BRB intended to sew the new addition seamlessly into the five existing structures on the 181 Lincoln Place campus. "It was incredibly complicated to do that," said Mr. Guarna, "because it had to connect—both literally and aesthetically—with the Berkeley Institute building from 1898, the gym from 1937, the back wall of the Annex from the 1970s, the courtyard addition from 1992, and an old stone rubble wall on the east side of the property." The completed building melds those eras charmingly—particularly in a sky-lit hallway whose frame is built around the brick piers of the gym façade. Still, it wasn't easy. "Each structure had to be underpinned," said Mr. Guarna. "We did probes, and dug test pits within existing buildings. We went into Room 113 on the weekend, carried out music stands, tore up the tiles, and started digging."



A double-thick soundproof pad formed the base of Berkeley Carroll's 4,000-square foot Middle School recreation area.



This sky-lit hallway (built around the brick edifice of the gym) in February 2012 (left), and near completion in May 2012 (above).





“Music is so powerful,” explained Mr. Hassebroek, “that if the vibrations are left unchecked, they’ll pass into the floor and then to the steel beams, which vibrate like tuning forks, spreading the sound everywhere. Neoprene pads arrest that transfer of energy.”

Although the bulk of construction work was accomplished during summers and school breaks, construction spilled over into the academic calendar due to a perfect storm of setbacks. While digging the foundation for the Lincoln Place addition, contractors discovered boulders and the fragments of former foundations. “The conditions were considerably different than we’d planned,” explained Mr. Guarna.

In the Upper School, new schedules were devised to take into account the loss of rooms; in October 2010, the *Blotter* joked that “every single class in the school has been moved to Room 5, that little cubicle of a classroom...this tiny space will now be the sci-

The Clink of Shovels

The contractors broke ground at Lincoln Place on August 2, 2010. Two hundred and fifty truckloads of dirt were eventually removed from the property, and more than a hundred tons of steel went into the new structure. Sustainability was of critical importance: the structure was built using low-emitting materials and topped with a light-colored roof (to reduce the heat island effect and decrease air-conditioning costs). The expansion was installed with high-efficiency plumbing to reduce water waste, and the buildings’ light fixtures are energy efficient, with occupancy sensors that will automatically turn lights off in order to conserve.

The jazz and orchestra rehearsal rooms are shaped like trapezoids to avoid “shower-like” reverb, and acoustically isolated—meaning that the rooms’ concrete floors rest atop little Neoprene rubber pads designed to contain sound.



ence room, the math room, the art room, Ozzie's, the bathrooms, the cafeteria, the broom closet, and the pool." The reality wasn't quite so extreme—although half of the 181 gym served as an ad-hoc student study space, and the other half was taken up by the offices of on-site contractors. For gym class, Middle School students were bused to the Athletic Center.

While construction workers had separate entrances—minimizing the interruption of student life—kids could, from time to time, hear the buzzing of drills. "I think the majority of Berkeley students are mature enough to realize that this is the way it has to be," said Adam Kochman '12, "that it's for our future."

By May 2012, that future had almost arrived, and middle schoolers and high schoolers were taken on tours of the newly furnished facilities—including a post-Commons study space that reflects "the way we work as teachers," according to Upper School Dean of Students Chris Moses-Jenkins. "It's not just sixteen kids in a classroom staring at

a blackboard. It's groups of kids working collaboratively, teacher-student one-on-ones, and kids who want to work quietly on their own. This public space is flexible enough for all of that."

On the day of the ninth grade facilities tour, the facilities were also flexible enough to allow for exuberant screaming. "Do you remember the scene in *Charlie and the Chocolate Factory* where they first come into the factory and see all the lollipops?" laughed Ms. Prescott. "The kids were like that. Charlie Sherman '15 turned to me and said, 'Miss P., this is classy.' One of the girls saw a chair in the study space and said, 'That's *totally* my chair.' Someone else said, 'Oh my gosh, I can't wait until September.' As a teacher, to hear 'I can't wait till September' feels pretty great."

The former Annex at 181 Lincoln Place.



Expanding

712 Carroll Street

The space issues at Carroll Street were similar to those at 181 Lincoln. “Our schedules were sometimes driven by the need to share space,” admitted PreK-1 Educational Director Ellen Arana. “We’ve always integrated science, math, and language arts into the classroom, but there’s something really exciting about children having spaces that are solely dedicated to a particular exploration. There’s a purity to it.”

Plans for the expanded Carroll Street building—which is 6,600 square feet larger than its predecessor—included an all-purpose investigation room, an additional classroom, a new faculty room, and the first early childhood science labs in Berkeley Carroll’s history. Teachers were able to design the layouts of their classrooms in collaboration with consultants from Community Playthings, a family-run children’s furniture company that uses responsibly harvested American lumber.

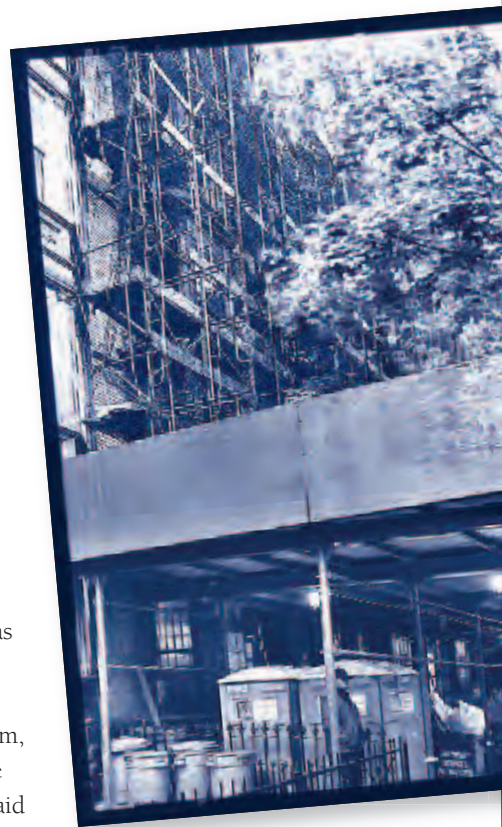
Over the summer of 2010, 716 Carroll Street was gutted in order to create new floors that aligned with 712 Carroll’s; the rooms in 712 Carroll Street were renovated. PreK and kindergarten classes usually stationed at 712 were moved to 701 Carroll Street and to rooms rented by Berkeley Carroll at the nearby St. Francis Xavier School. “This was always part of the plan,” said Mr. Egolf, “but in the original design it was for a few months. Because of various delays we ended up working with that situation from September 2011 to April 2012, which was frustrating.”

The renovated 712 Carroll Street has been open for less than two months, and already, Ms. Arana said, “The feeling of community is so strong—in part because of the building’s design. Widened hallways have created this wonderful flow between classrooms, and the larger lobby has room for parents to linger and chat.”

“The library, art room, and kitchen have come out of the dungeon,” said Mr. Egolf, “and they’re absolutely beautiful.”

“There’s so much light,” agreed librarian Kendra Barbary. “The most exciting thing about the library is that kids can reach every single book. And there are custom-made window seats; every piece of furniture is for *them*.”

Ms. Arana said, “Cooking has always been part of the curriculum, but we have larger kitchens and a larger garden now, which means we can collaborate with the elementary kids. There’s talk of growing food in the garden as part of a community service project. The ideas are just flowing.” ✚



(above) Scaffolding covered 716 Carroll Street in May 2011

(opposite) A sun-drenched classroom and library opened for business in May 2012.





SPACES

at BERKELEY CARROLL



✦ BY MATT WEINSTOCK



Architecture arouses sentiments in man," wrote Adolf Loos. And while

Berkeley Carroll's classrooms have their share of sentimental associations, in talking with alumni ranging from the Class of 1941 to the Class of 2011, the places that came up just as frequently were the nooks and crannies on campus where students came of age socially—where they created their own idiosyncratic communities. These "spaces" range from age-old structures that have come to symbolize the school (the wooden staircase, the Gym) to once beloved hubs (the corner drug, Ozzie's) that now exist now only in communal memory.

The following pages make a case for the Berkeley Carroll buildings as enormous brick-and-steel madeleines. Each seems to conjure up decades of funny, poignant anecdotes. For so many graduates—many of whom spent fourteen years here—Berkeley Carroll is more than just a school. As Athalie Laguerre '01 puts it, "I feel the same way about Berkeley Carroll as I do about the house I grew up in. I moved back to New York last winter, and sometimes I find myself on Lincoln Place. When I get to Berkeley Carroll, it just feels weird to keep walking." Athalie laughs and adds, "I mean, I've never knelt in front of the school. But I feel as if there should be an act of deference."



The STAIRCASE

Penny A. Lattarulo Crowell '53

"Oh, that massive three-story staircase! I can close my eyes and see it. We pranced up and down it I don't know how many times a day."



Doug George '91

"When I visit Berkeley Carroll, what gets me is always the hefty wooden staircase, with that banister worn away by, you know, thousands of students dragging their hands. As a little kid you always wondered, *Can I slide down this thing, or would I fall three stories from the third floor to the basement?* No one ever tried it, for some reason. When I go into Berkeley now, I need someone to tell me where stuff is—but the big wooden staircase is always my landmark. I always walk a few of the stairs, for old time's sake, and when I do, at first the rise from one step to another doesn't feel as steep as it should. But as I go I start thinking, *Oh, yeah, these are the same stairs. Yeah, this is Berkeley.*"

The YARD at 181 Lincoln Place

Virginia McCreery Butler '62
(interviewed in 1986)

"I did a lot of sports at Berkeley. The sports program was extremely strong. And we did not fool around. I mean, when we played, we played for blood. Packer, in particular. I used to love to

beat Packer. We played softball out in the back schoolyard when we couldn't get over to Prospect Park. We broke a few windows in the apartment house behind the yard. We'd lose a ball over the fence and someone would have to scramble over—or you'd just say, 'Well, that's it, we've lost the ball, the game can't continue.' But

sports were very important. Alice Hale '59 was a tremendous athlete. She could throw a football *the whole way up* Lincoln Place. I remember we were playing field hockey—and of course the boys would always come and watch us play field hockey, cause they thought it was *really* funny, right? And they'd stand around the edges of the field. At one point during this game, a football bounced into the field. Alice Hale picked up the football and just *winged* it through the trees. These guys were open-mouthed. They couldn't believe that a girl could throw a football. And it was beautiful. It just went up and up—it didn't wobble—it was gorgeous. If she'd been bigger, she could have played for the Rams. I guess that was one of my first reckonings of female pride in a male competitive way. I was very glad that Alice showed those guys that a woman could throw a football. Chatting with you about it brings back the delight I felt as I watched their mouths open as this ball just (*whispers*) sailed over the trees. It was wonderful. It was glorious. I loved Berkeley better than any school experience I ever had."



(left) Students play field hockey in the 1960's.
(above) Berkeley girls mug in front of the "drug" in 1949.

The CORNER DRUGSTORE

Until it abruptly closed in August 2011, Ozzie's coffee shop—located on the corner of Seventh Avenue and Lincoln Place—was a meeting place for two decades of Berkeley Carroll students. Long before Ozzie's opened in the early 1990s, though, the same building was home to another Berkeley social mecca: the Berkeley Pharmacy.

Elizabeth Schaefer Dorsey '34
(in a 1994 letter)

"After school we often went to the Berkeley Drug Store on the corner which had a soda fountain. It was there that Dorothy Taylor '34 ordered Tomato Juice—new on the market, we had never heard of it."



OZZIE's



Dona Chumasero Everson '41

"We were pretty unsophisticated. About the worst thing you could do was to wear lipstick. People would go down to the drugstore when they had a break, and drink cokes and smoke.

Those were the bad girls. *(laughs)* Not me. I was a total goody-goody. There were three or four of them that would always go down there. We always thought they were—*fast*. One girl had three fraternity pins, and I was totally in awe of anybody our age that men were mad about. Another girl was utterly dramatic, and used to sweep down the Seventh Avenue subway steps wearing a black cape. Her mother said, 'I can't tell whether Betty's going to school or to a funeral.'"

Lila Altman Sherman '46

"We called it the 'drug,' and went there after school. It's where I first smoked. We sneaked smoking in there all the time. This was when we were more grown up, of course."

Pamela Thirkield Lavin '47

"Some of us bought our first lipsticks there—which was sort of a *daring* thing back then."



Ann Mackey Peters '50

"During school, somebody would go around saying, 'You going to the drug?' 'Let's go to the drug.' And we'd order one coke and four straws, and drink it at the counter. We also had our little cigarettes. I never saw a teacher come in. I wasn't worried about teachers catching me smoking—I was worried about my *mother*. What did we talk about? Probably Gregory Peck, or something."



Athalie Laguerre '01

"I loved Ozzie's. There was a guy at Ozzie's who really liked me, and so everything that I got there was either five or twenty-five cents.

I'd get breakfast for an enormous group of people and he'd be like, 'That's a quarter!' It's probably why they went out of business. It was either Ozzie's, Cousin John's, or if someone had a free period around breakfast time, they'd make the run to Bagels and Stuff. If you came back with a bagel from Bagels and Stuff, it was like, 'Oh, man, you've got a sweet schedule.' And no one ever ate out. They would always bring food back to the Commons."



Alex Lamb '03

"If you could go a little bit farther for food, it was certainly a lot cooler. Sometimes the boys would go all the way to Flatbush Avenue. You knew someone had had a lot of frees if there was Wing Wagon in the Commons. But we went to Ozzie's all the time. They had these little round tables, and you'd try to fit thirteen people around one. I remember little things—like girls carving out their bagels, or four people sharing one bagel because you could only pool a dollar."



Emma Considine '08

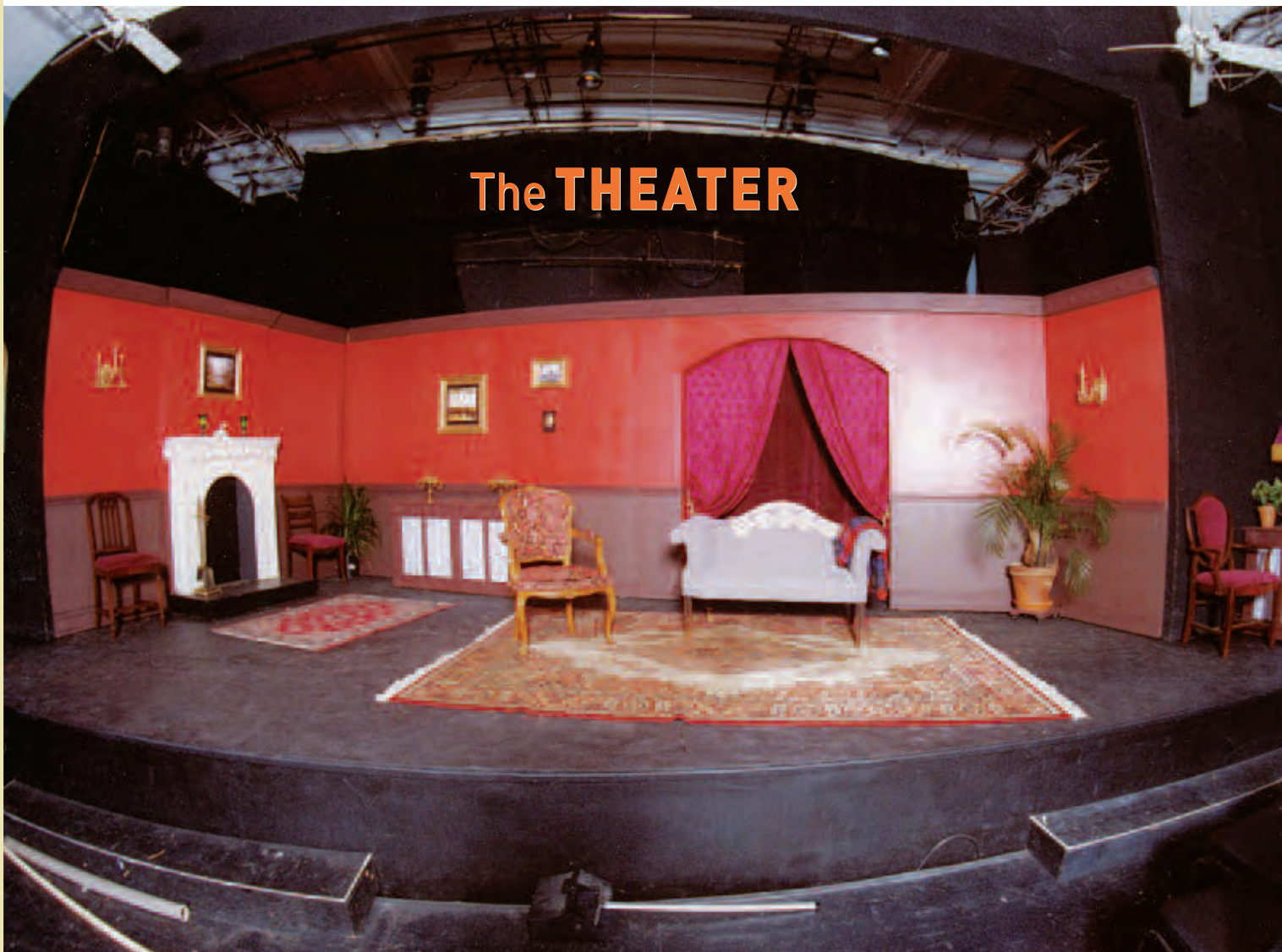
"Ozzie's was *such* a fixture. It started in middle school, when you graduated from Carroll Street and went to Lincoln Place. One of the biggest attractions was that, at the end of the day, you could go to Ozzie's. You felt so old, going to this little coffee shop with all your friends—even though you were ten and in gym shorts. It evolved each year. You never outgrew it. To be honest, the food wasn't that great. The ambience wasn't anything special. But we always ref-

erenced *Cheers*—it was where everyone knows your name. It was a huge source of comfort. There were all these Park Slope fixtures there—like one lady with dreadlocks who'd obviously lost her mind. It was a way to leave the confines of the school and engage with the entire community. But Berkeley Carroll defined the place, just due to location, and due to the power of numbers.



Andrew Timko '11

"I barely went to Ozzie's. I always thought the prices were far too high. I remember going there once with friends, junior or senior year, and I didn't realize that there was an entrance on Lincoln Place. So I kept walking towards the front door on Seventh Avenue, and everyone was like, 'Where are you going?!' I got a lot of ridicule for that. Y&B was my lunch destination."





The HALLS



Doug George '91

"Some of the lockers weren't fully attached to the walls, so I remember—well, Ethan Ribler '91 and I were probably the quietest kids in the building. Ethan was even quieter than

me. He wouldn't raise his hand too much in class—but a really smart guy nonetheless. I don't remember how it started, but we began to move his locker around, just because we could. Sometimes we'd just, you know, *turn* it around so he couldn't get to his lock. It was an escalating prank, but all in fun. Each time we moved the locker a little further. I remember eventually someone carried it out to the courtyard."



Dona Chumasero Everson '41

"We had such a good time, and had such strong school spirit. One event we had in the theater that was a great success was called a Suppressed Desire party. Girls went as whatever

they secretly wanted to be. I wanted to be a torch singer, and I remember wearing my mother's evening dress and some of her costume jewelry. My friends and I wrote a song that I performed at the party. I always wanted to send the song to Tony Bennett; I was sure we'd be millionaires."

Harriet Greenberg Berlin '46

"Suppressed Desire party? That was not my year. We didn't know we had Suppressed Desires."

Diana Crudeli '77

"Mr. Stephens performed in the plays with us. He was always chain-smoking backstage, and when he had to go on for his scenes, he'd have me hold his cigarette. (*laughs*) It was the seventies."



Alex Lamb '03

"I did theater from fifth through twelfth grade, and the old theater was really special to me. It had a grandeur to it, a comforting mustiness—you could smell the wood, you could smell the paint. It was clear that lives had been lived there. The theater had a lot of little private spaces. You could hide in the

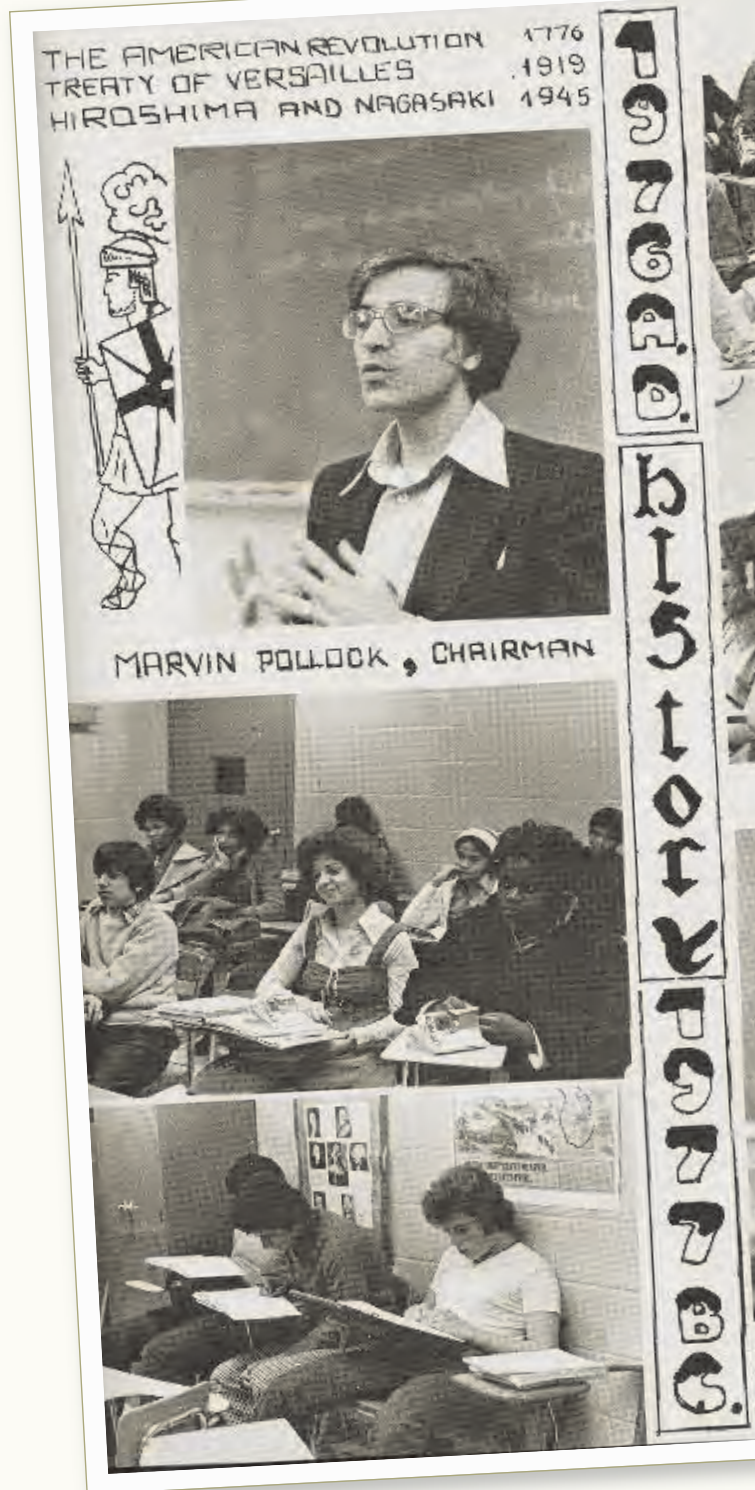
wings—*right* behind the proscenium arch, where the director couldn't see you. I remember hiding with friends there and gossiping, telling secrets. There were these big, black velvet curtains, and you could wrap yourselves up in them. During rehearsals for *Rockaway Cafe* the sound system started giving off electrical sparks. So clearly it was in need of renovation. But there was a mythical quality to that theater. For *R.U.R.*—a play about robots, and not our best show—the tech department built an incredible set with platforms that went *above* the audience and extended all the way back to the light booth. They kept the platforms there the whole year. The new Performance Space—because it adheres to the fire code—didn't have that kind of flexibility in terms of design. My senior year we did *Twelfth Night*, and Mr. Kent built a giant sandbox in the Performance Space, because the show was supposed to be set on a beach. Mr. Kent had to keep wetting the sand down, because otherwise it'd billow up and we'd all start coughing. There was sand in the hallways; when I came home, I had sand in my shoes. I associate the theater with Marlene Clary. I was very close with her. She really pushed theater students to step outside of what was cool and romantic and pretty—everything that high schoolers want to be, she got you to forget that. The moments where I really got pushed to try something new weren't in the classroom—they were in that theater."

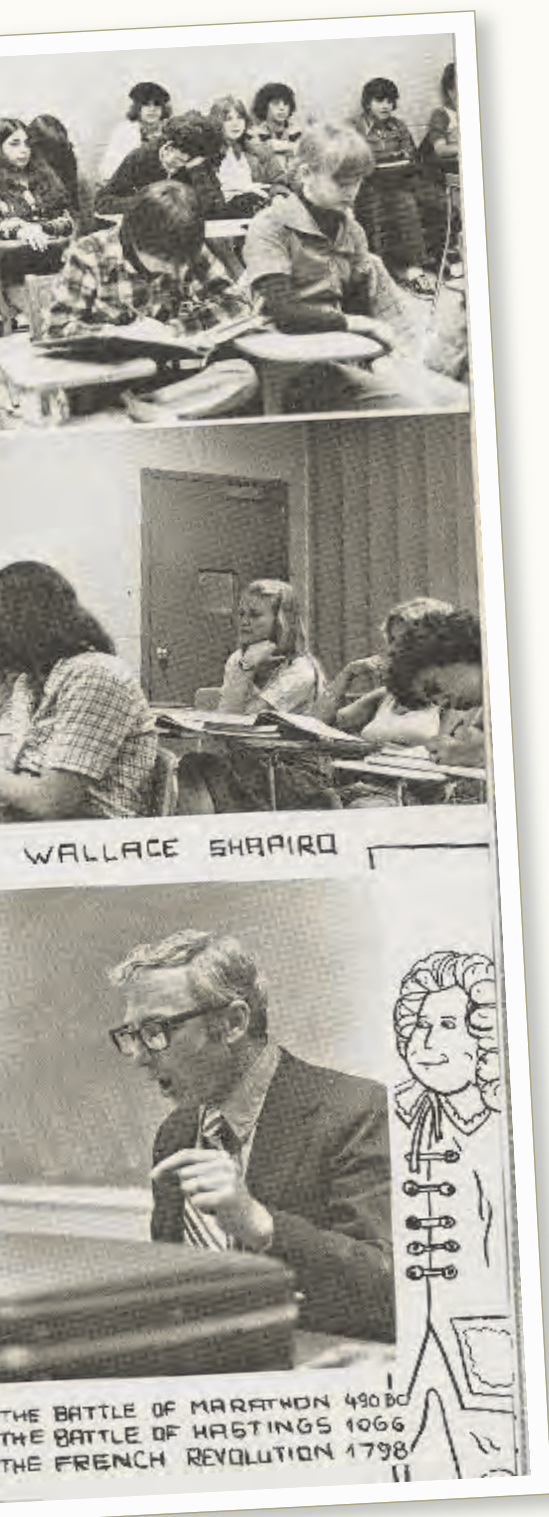
The NEW BUILDING

Kim Holtan '77

"Everything's different now, but there used to be a long, trailer-like brick building on the back of the 181 property that we called the New Building. Our seventh grade homeroom was there. I remember Marvin Pollock's first day at Berkeley. We were his very first experience teaching. He was my favorite teacher—and I remember saying that in my yearbook blurb. He said, 'Well, it was either be a taxi cab driver or a high school teacher.' Anyway, on the first day of school, he comes into our homeroom. He later told me that he was absolutely terrified. And he *looked* terrified—not a burly-looking guy, right? And he was probably in his twenties. Of course, as soon as he gets in and sits down, the lights go off. And in the New Building, there were no windows—just a little window in the door. So it's pitch black, we're all giggling—but he finally gets the lights back on and asks us go around and say our names. The first person he gets to is Rodney Murphy '77, this hilarious kid. Rodney responded in his baddest voice, 'My name is Murph the Surf,' and went into this rambling monologue. I think at that point, Marvin was seriously questioning whether he should've been a cab driver. He's grown a lot since then, let's put it that way. While I was at Berkeley his confidence grew, and the respect he got from students grew tremendously. By senior year, he was so many people's favorite. I remember the way he used his hands when he talked. He had very distinctive hand signage, and I think he probably still does. You could gauge how much a subject mattered to him by the way he moved his hands. That was particularly great from my childish point of view—because if you're going to mock someone, that sort of thing is a *gift*. As kids, we didn't always appreciate what a great teacher he was. He cared so tremendously about what he was teaching."

A page from the Class of 1977 yearbook reveals both New Building rooms and a young Marvin Pollock.





CARROLL STREET



Lauren Arana '97

"There was this water fountain in the basement near the music room that had an unbelievably powerful spigot on it. We would all line up, six to nine years old, and would invariably wind up with water everywhere and all over ourselves. There was a poster from the film *On Golden Pond* right there on the wall. I don't know why it was there, but looking back, it was a bit ironic given the huge puddle we stood in."



Reed Morgan '05

"You did get to know all the water fountains really well, going here since Pre-K. There were certain ones you learned to avoid—like the one in the 181 gym, which was always warm. Wasn't what you wanted after a game of UTAH—a less team-oriented version of basketball that was invented in Brooklyn. They call it "21" everywhere else. I was a very hyperactive kid. I once cartwheeled into a fence in After School and started bleeding profusely from my chin. They wanted to put me on Ritalin—but Vanessa Prescott, who was in charge of the After School program at the time, was a big supporter of them not drugging me. She was like an older sister. She even took me to her house a few times, because my parents used to pick me up late and I'd always be the last kid in After School. The program was in the Carroll Street art room, and they used to serve graham crackers and apple juice for a snack. One day I

asked Vanessa if I could have some more, and she said, 'I think we're out of snacks for today.' I said, 'If anyone didn't finish, could I have theirs?' She said, 'Sure,' and the next thing she knew I was halfway into the garbage can, digging for graham crackers through piles of trash. When she became a science teacher at Berkeley, I still called her Vanessa. I was the only one who was allowed to."

The SENIOR LOUNGE



Kim Holtan '77

"Our senior lounge was in the New Building, on the far left side. It had benches and a drop ceiling—the whole building had a drop ceiling. We used to stash things in that ceiling.

We used to call Allen Thorson '77 'Spider-Man' because he was always climbing around, crawling into stuff, scaling the walls, and such. One day his footprints *miraculously* appeared on the ceiling of the lounge, walking across the tiles. We thought we were so clever. The lounge was great; it gave us somewhere to talk, eat, and chill without a teacher present."

Top right: a Maypole celebration in the 1970's.
Bottom right: a Halloween party in the 1990's.

The GYM



Jen Gordon '71

"I was a jock in those days, so I spent a *lot* of time in the gym. One of the great things about

Berkeley was that you could wear your gym uniforms—our 'tunics,' as we called them—into class. So whenever you had a free period or a study hall, you were in your gym clothes, and could run over to the gym and do whatever you felt like. Usually we'd play badminton or archery. The school was divided into black and gold teams, and each fall we had singing competitions in the gym. We'd pick Broadway show tunes and then mangle the lyrics to be Gold team songs and Black team songs. There was a lot of spirit."



Athalie Laguerre '01

"In the eighth grade, we had a slumber party in the gym. In middle school, every class traditionally went on a retreat, but ours got cancelled. To make up for it we

went on little trips every day for a week. Then, on Friday night, the whole grade came with their sleeping bags. They had different rooms set up—there were video games in Room 113, and snacks in the Commons. Teachers spent the night too, to make sure there was no funny business. I don't think they slept at all."



Kenda Zappasodi '09

"The senior variety show was in the gym every year. That was one of my favorites. Our year the theme was BC TV, and we filmed a parody of MTV's *Cribs* at the

houses of two of our teachers, Robert Busch and Marlene Clary. That was hilarious. We also did *The Real World*, Berkeley Carroll style. It was an affectionate rag on our school, which is what the variety show was about."







The COMMONS

In the early 1990s, the Commons moved from the New Building to the basement of 181 Lincoln Place. As the 2001 yearbook explained, "Heading down the staircase from the first floor, you can already hear the music blasting from the broken radio which loses reception when someone stands in the wrong place... An observer would be shocked by the vast difference between the maturity displayed in the Commons and the classroom, but most students would tell you that it is the absence of formality that they find most intriguing."



Tim Quinn '05

"They only allowed juniors and seniors in the Commons. 'They' being the juniors and seniors. There weren't any incidents, and Berkeley Carroll was by no means an intimidating place. It was just *understood* that you wouldn't go in until you were an upperclassman. Many of my best memories are from times we spent in the Commons."



Emma Considine '08

"If you were friends with the older kids, through sports or the plays, you could go in. But I didn't know that many people in the older grades. I didn't go there till senior year, out of fear and anxiety. I remember the first time I went in. The seniors always have finals around the time of APs—so they disappear for the three weeks before graduation. For those three weeks, the juniors sort of *became* the seniors. That was the first time I went into the Commons. It was a pretty gratifying, powerful moment, I have to say. (*laughs*) Those first few weeks I

(left) Katie Renzler '06 was one of the trio of BC girls who repainted the Commons.
(below) students loll on the Commons couches, ca. 1995.



felt like a poser—but once I'd stepped in there, I basically never left. Senior year was so much fun. And not because I felt more powerful than the younger kids. You just realize how much time you've spent with these people, and how you really are a family."



Kenda Zappasodi '09

"As a senior prank, we turned the Commons into a disco dance space. Someone brought in a fog machine, the lights were dimmed, and there was a strobe light going. Balloons were everywhere. We blacked out the windows so no one else could see what was going on, and put up a sign that said SENIORS ONLY. You'd come in during your free periods and dance. It was great. Another of our pranks was that we bought tons of little bitty alarm clocks from the dollar store and put them all over the school—in lockers, under trash cans, in classrooms. On each one was a Post-It that said, 'Love, Seniors.' They were set to go off all throughout the day, and people had to run around and turn them off in the middle of class. My grade was very divided in some ways—

but senior year we really came together. One day we were all sitting on the couches in the Commons eating lunch, and we spontaneously started talking about college, and what we wanted to do with our lives. You know, 'Yeah, I'm going to go do *this!*' It was exciting; I'd never spoken that intensely with the kids in my grade before. I always felt that when our grade graduated, we didn't look like seniors. All the senior grades above us were basketball players, they were huge, and they *looked* like they deserved to graduate. We did not. And the grades below us *still* do not look old enough. That's hilarious to me. ✚

MAM'SELLE PALISSE

✦ BY MATT WEINSTOCK



Jeanne Palisse taught French at the Berkeley Institute for forty-two years, becoming as much a physical constant at the school as its fabled staircase. In a 1964 speech Palisse recalled, "When I first came to Berkeley there was no gym, only the main building. I still remember with horror the dilapidated and rusty staircases which would reverberate and jangle for a good ten minutes after each fire drill." Not only did the school expand around Palisse, but the world evolved. She saw Berkeley girls from Coolidge through Lyndon B. Johnson; the hit parade went from "It Had To Be You" to "It Ain't Me, Babe." "Mam'selle," as everyone referred to her, was ambivalent about her lengthy tenure at Berkeley. In that 1964 speech, she said, "I can almost hear some of you say to yourselves—How could she have stayed here for forty years?—What an uneventful, monotonous, colorless, unromantic life!! In fact, I can hear myself say that too, at times."



Mlle. Palisse (center) indulging her beloved tea-pouring tradition with Patricia Diggs '65 (left).

The truth is that while many of Berkeley's teachers were extraordinary, none lived as *colorful* a life as Mam'selle. She brushed up against Lindbergh, de Gaulle, and Charles Boyer, scuffled with Berkeley's Board of Trustees, and even weathered accusations of Communism. Palisse may have spent much of her life planted firmly in Park Slope, but in her bouncy little person she encapsulated the thrills of Europe for generations of Berkeley women.

Twelve such women were interviewed for this article, and their affection for Mam'selle was undimmed. "The way she felt about what she was teaching—it was more than just teaching," says Eden Hoberman Sonnett '50. "She wanted you to become immersed in it. She wanted you to *feel* it. All my life, I couldn't wait to get to Paris. I finally did in my late twenties, and I remember looking at the rooftops of Paris and just thinking of her. Every place I passed I thought of her."

Jeanne Palisse was born in France on November 6, 1899. Details of her early life are murky: she was apparently a rope-climbing champion at *lycée*, and traced missing persons for the Red Cross during World War I, in which her father and two brothers were killed. "At Berkeley she would talk about some of the battles in the First World War," recalls Pamela Thirkield Lavin '47, "and then tears would come to her eyes."

After graduating from the Université de Poitiers in the spring of 1919, Palisse received a fellowship to study French and Italian at the University of Wisconsin-Madison. Palisse arrived at Ellis Island that September with her mother in tow; as she joked in a 1975 speech, "She wanted to protect me with her maternal wings against Indians, cowboys,

and gangsters." While earning her Masters at Wisconsin, Palisse struggled to teach a group of "raucous boys" that included a young Charles Lindbergh.

Palisse joined the Berkeley Institute in the fall of 1924.

Recalling her job interview in later years, she remembered telling Principal Ina Atwood she "would only teach one year" and "wanted a large family—3 boys and 3 girls, if possible." On her first day teaching Palisse felt cowed by her students—who wore "imposing caps and gowns all day long" and were mostly "driven to school in chauffeured limousines."

She managed to win them over almost immediately. "Mam'selle was special to everybody," says Jules Boykin Simpson '36, who is now 93. "I wasn't a very good pupil, but she sought me out—sought everyone out. Her love rained down on *all* of us. That's why no one has ever forgotten her." In a 1940 blurb about Palisse, *The Blotter* gushed, "We think that this piece should be surrounded by hearts and flowers, but the printer seems to think that it would be impossible." Later that year the paper announced that Mam'selle had the Best Figure of anyone on the faculty.

Palisse was like Jean Brodie, the free-thinking educator of Muriel

The Marandons hosting a marshmallow roast at their Long Island home in 1948.



Spark's novel *The Prime of Miss Jean Brodie*. Despite her rigorous teaching style, she effortlessly racked up admirers with her intimate, quintessentially French air. In class Mam'selle stressed conversational French over conjugation and memorization, and exposed Berkeley girls to the best of foreign culture, playing Caruso records, taking students on tours of the SS Normandie, and chaperoning yearly trips to the Metropolitan Opera after the libretto had been studied exhaustively in class.

Her lessons were peppered with autobiographical asides and spontane-

ity. Once Mam'selle discovered Bunny Wagener Libby '61 leading a card game during class. "Not a spectacular performance," laughs Bunny. "But she made us play in French, and learn the names of all the cards. It became sort of a teaching thing."

"The exciting thing was that your senior year, you had her as your homeroom teacher," says Penny A. Lattarulo Crowell '53. "Everyone looked forward to it." Mam'selle taught French in the senior room (now the location of the computer lab), which Pamela Thirkield Lavin '47 remembers as being "almost like a private little club" where seniors took their lunch alongside Mam'selle. The Class of 1946 composed a ditty that glorified Mam'selle and demonized their Latin teacher, and the Class of 1948 wrote to her, "We owe much of the happiness of our senior year to you. Being with you and knowing you has been an experience we shall treasure always. We cannot all be teachers and guardian angels, but we want our lives to be as useful and good as yours has been."

Like Jean Brodie, though, Mam'selle had one or two provocative skeletons in her closet. Multiple Berkeley alumni from the 1940s attest that Palisse lived out of wedlock with René Marandon, a winning Maurice Chevalier type who had been a Polish Air Force pilot in the Great War and still retained an International Flying License. "When I say an independent, strong-willed woman, that's one example," says Harriet Greenberg Berlin '46. "Finally, I guess, a bunch of parents or the Board of Trustees must have gotten after them, and they ultimately got married, although they'd been living together forever."

The couple wed on June 28, 1941. Even after marrying, Palisse remained an exhilaratingly liberated figure for

Mlle. Palisse and a graduate in 1959.



Berkeley girls, taking them conga dancing with French navy men and advising them on their romantic entanglements. “The mores were quite different then,” explains Penny A. Lattarulo Crowell ’53. “These were things that perhaps you did not learn at home. And she was a sophisticate. She would expound on how ladies should comport themselves, and on relationships between young men and young women. I mean, it was an *in-depth* kind of education.”

Pamela Thirkield Lavin ’47 laughingly remembers getting “smashed” at a graduation party at which whiskey was served. “I was sort of making out on the sofa with my boyfriend,” Pamela says, “and Mam’selle apparently turned to a person there and said, ‘Oh, there is Pamela! I always knew she had it in her!’ I was told that later.”

In some ways, of course, Mam’selle remained in sync with Berkeley’s then-conservative ethos. “She cleaved to the tea-pouring tradition,” says Lila Altman Sherman ’46. “Yes, she was a free spirit, and she wanted us all to be free of constrictions. But still, she had her *tea*.”

Palisse was hardly all froth and sophistication, though. After France fell to the Nazis in May 1940, Palisse became the United States’ Director of Secondary School War Relief. The position entailed coordinating the knitting of clothing and blankets for European civilians by private school students across the country. “She didn’t put any pressure on us,” says Gwendolyn Glass ’42. “She just said, ‘I am doing it.’ And we were so impressed by her interest in it that we wanted to do it.”

Berkeley girls campaigned in vain for knitting to be permitted during classes, and in October 1940 *The Blotter* reported that students were

knitting throughout lunch, “although a few girls actually believe in taking time off for a sandwich.” By February 1941, Mam’selle alone had sewn forty-nine blankets; over the course of the war the Berkeley Institute sent more than 2,000 garments to Europe. “Surely no call for help was ever more urgent,” pronounced *The Blotter*, “and Berkeleyites have responded to it in a manner truly worthy of the school.”

The war also exacted a personal toll on Mam’selle. Her mother had returned to occupied France, where she gave shelter to four Resistance pilots who had been shot down. She was eventually discovered and sent to a concentration camp. Palisse didn’t mention this development to her students—indeed, she seems to have kept it private until a 1964 speech. “The affection shown [my mother] by trustees, faculty and students was indeed touching,” Palisse said then. “In her last message, which came to me from her Nazi concentration camp through the Red Cross, she said, ‘Do thank all my Berkeley friends for their many, many kindnesses; they brought me such happiness.’”

Palisse was politically connected in



Mam’selle at home, post-retirement.



a way that remains unclear. In a 1986 interview, science teacher Eda Anderson recalled that the last faculty meeting of the 1943-1944 year took place on D-Day. "Jeanne was sitting at the table, and she was very fidgety," she said. "Very fidgety. She had some inside information from somebody that something was going to happen that day. All of a sudden she leapt from the table and went out of the room. I thought, 'I wonder if I should go to her. I wonder if she's sad, you know, needs to be cheered up.' She came back beaming. The Allies had landed in Brittany! She was just so happy about it." A year later, when Mayor LaGuardia presented Charles De Gaulle with a key to the city, Mam'selle was a guest of honor at the ceremony.

When McCarthyism took hold in the late 1940s, Palisse was even "suspected by some people of having Communist leanings," according to Harriet Greenberg Berlin '46. Penny A. Lattarulo Crowell '53 recalls her saying "disparaging things about Americans and the American political system," and Marilyn Mills Sale '45 says that Mam'selle was an advocate of technocracy. "Being fairly left-wing in her politics," says Harriet, "I think it's remarkable that she lasted at a school like Berkeley—which was not exactly a hotbed of radicalism."

Towards the end of her career, Mam'selle began to feel more patriotic for her adopted country. In a 1975 speech, she explained that when Sputnik was launched by the Russians in 1957, "I instantly became even more strict and more demanding of my students. I would not accept the idea that Russian and European students were better than American students."

She remained capable of irreverence, though. In the 1950s and 1960s

Mam'selle took Berkeley girls on six-week summer trips to Europe, and Lynda Rodolitz '60 remembers finding herself in a gondola with the Marandons and a few other students. René began regaling them with "stories about when they were young, how they fell in love," laughs Lynda. "Mam'selle eventually nudged him and he stopped, but we were sitting there with our mouths open. We just talked about that *forever*. It was interesting to see an older couple that joked and was affectionate—because everyone was so straitlaced at Berkeley at that time. She was like something out of a 1940s Fred Astaire movie. I'd never met an adult like that."

At the end of the 1965-1966 academic year Mam'selle retired, prompting an elaborate tribute. "The place was just crowded with women of every age," says Harriet Greenberg Berlin '46.

René died in 1970, and Mam'selle continued working into her eighties—tutoring, teaching French to adults at the New School for Social Research, and maintaining lively correspondences with reams of Berkeley girls.

Palisse passed away on Valentine's Day 1986, but the formidable example she set lives on. "She became like a second mother to me," says Bunny Wagener Libby '61. "She was one of the defining teachers in my life," says Lila Altman Sherman '46.

"Our teachers at Berkeley—and Mam'selle in particular—made us think there was nothing we couldn't do," says Harriet Greenberg Berlin '46. "I went to Washington my senior year of college and applied for the CIA. I took a test with 300 men and was the only woman in the room. But that was the way I thought. You see people like Mam'selle as an example every day for many years, and it sticks." ✚

THE GIDDINESS OF SCIENCE WRITING

✦ BY MATT WEINSTOCK





'm in charge of these geraniums," states Upper School English teacher Erika Drezner, with a flash of self-deprecation.

"I don't know if you *knew* that." She keeps fiddling with the geraniums in Berkeley Carroll's sun-drenched second-floor atrium throughout the conversation, plucking off the dying leaves because—as Erika explains—"The plants have to work harder if you don't pick them off." It's a delectable fact, delivered with the kind of unbridled enthusiasm that Erika says is her favorite thing about science. On January 18, 2012, the first day of her Science Writing senior English elective was consumed with sharing such nuggets of information.

"There was this palpable giddiness as we went around," says Erika. "Courtney Wipf '12 talked about how, if a pair of human lungs were spread out, its surface area would cover an entire tennis court. Matt Sosa '12 told us something about cars. He's always telling us something about cars. My fact was that if everything on earth were to disappear except nematodes—which are these tiny worms—you would see a shadowy outline of everything on the planet: every tree, every human, every cockroach. Because they're in *everything*. That was in my AP Bio textbook in high school. I'll never forget it."

Erika explains that underclassmen become accustomed to "performing" interest in the assigned literature, and that the senior electives offer an opportunity for self-directed learning. "They have such *choice*. We say, 'Are you interested in black holes, eating disorders, or mice?' It's what [Direction of Educational Design & Innovation] Liz Perry calls dragon-slaying. The kids aren't just studying dragons, but actually going out and fighting them."

Henry Gunderson '12 explains air pressure to a roomful of fourth graders

The metaphor doesn't seem so extravagant once Erika describes a typical day for her students, whom she fondly refers to as "a big roomful of nerds." During one class, seniors decamped to the gym and shot dart guns to determine which angle optimized dart distance. They then discussed who might be interested in their data beyond the limited audience who traditionally look at lab reports.

"They had some great ideas," says Erika, "including dart companies who need to know their guns stink, six-year-olds who need strategy tips, kids who hate science and can't understand why they need to learn physics. Every suggestion grew into an essay directed towards that particular audience. That's what science writing is about: making scientific topics relatable to an educated audience that has no particular scientific expertise."

The course, which debuted in the Spring 2012 semester, grew out of student reactions to Brian Doyle's "Joyas Voladoras," a flamboyant, metaphor-heavy essay about hearts and hummingbirds that Erika teaches in her Personal Essay course. "A farm team

of Brian Doyle admirers developed," laughs Erika, "and I thought, *I can get a semester out of this.*" She amassed a wealth of science-centric texts—including *The World Without Us*, poems by Mary Oliver, and essays by Oliver Sacks, Jonah Lehrer, and Elizabeth Kolbert. The class even read the work of a pair of BC alums—Anna Longo '09's essay "Eels," and Naomi Brenman '11's essay "Jupiter."

Erika enlisted Upper School science chair Scott Rubin to co-teach the course twice a week; when the course returns next year, Scott will be in the classroom every day. Upper School science teacher Jess Smith also pinch-hit for a unit on water use policy. The interdisciplinary nature of Science Writing wasn't premeditated, but "it's in the culture here," Erika says. "We really like each other, and like to talk to each other."

"I love co-teaching courses," agrees Scott. "I think it's the future of education: two teachers in a room, each with a different style and area of expertise. It returns the focus to the subject, rather than the charisma of the teacher."

The course also takes advantage of Berkeley Carroll's Science Research Program, in which sophomores choose a specific topic—ranging from oysters to quantum physics to epilepsy in low-income neighborhoods—and spend three years researching it under the tutelage of a faculty member. Science Writing students wrote in-depth profiles of the Science Researchers after interviewing them, reading articles recommended by them, and attending a conference on April 24, 2012 at which juniors and seniors in the Program discussed their findings. (The seniors' completed research papers were published in a stately new BC publication, *The Proceedings of the First Berkeley Carroll Independent Science Research Conference.*)

(far left) Amelia Plummer '12 works with young scientists. (right) Courtney Roach '12 and Sage Baisden '12 explain acidity to a group of students.



"Ultimately," says Scott, "the course isn't about learning science so much as it is about learning how to *commu-nicate*—learning how to be a science teacher." So the culmination of the course—and, in a way, the culmination of these seniors' BC careers—required a jaunt back to 701 Carroll Street, where many used their first microscopes. The students developed and taught 15-minute science lessons to Lower School students. One group taught kids to burn minerals in ceramic cups; another had them concoct an Oobleck-like "suspension" using cornstarch and water.

"I want to be a science teacher, so this class was perfect," said Amelia Plummer '12 as she paced the halls of Carroll Street before her lesson, with note-cards in one hand and a bag of baking-soda volcanoes in the

other. "I'm also a lifer. Today's my last day of high school. To be spending it *here*, doing *this*—I might cry now."

"It's weird being back in this building," agreed Courtney Roach '12, who came to Berkeley Carroll in first grade. "Everything's a lot smaller. The stairs are so *tiny*." ✚



from **LYSISTRATA** to **BLOG POSTS** from Iraq

On the afternoon of November 9, 2011,
Marine Reserve Sergeant Derek

McGee showed a group of Berkeley Carroll seniors footage of an Iraqi ambush that had been inadvertently filmed. He coolly explained how the ambush “went down,” gesturing to the screen with a plastic yellow ruler. In the video, American soldiers ducked into the frame every so often, wearing shorts, flip flops, helmets, and guns. A few students laughed at the juxtaposition, which prompted a discussion about the importance of humor during wartime. “I can honestly say that I laughed more in Iraq than I ever have before or since,” said McGee, who served two tours of duty there and blogged about his experiences. “After a while you don’t worry about dying very much. You get used to it—the same way that you think, *Oh, I might get the flu this year*. You might get it, but you can’t worry about it.”

✦ B Y M A T T W E I N S T O C K



McGee's visit was part of the Reading War course, a senior elective that incorporates readings, films, and harrowing first-person interviews with veterans and war correspondents—all in hopes of giving students a sense of the immediacy of war. "This was my first year teaching the course," explains Upper School Director Suzanne Fogarty, "and I was determined not to simply intellectualize war." Direction of Educational Design & Innovation Liz Perry had previously developed Reading War's curriculum. "The course hasn't been taught for a little bit, but I think it's essential," says Suzanne. "We've withdrawn from Iraq, but we're still in Afghanistan—when you're

engaged in two wars, it's crazy not to talk about it."

The question "Can war be moral?" was at the heart of the course. In an exercise on the first day, seniors stood on opposite sides of the classroom depending on whether or not they believed war could be moral. Many wanted to stand in the middle, having been wracked by the

ambiguities of Tim O'Brien's *The Things They Carried*, an all-school summer reading book that portrayed the horrors of war as well as its camaraderie and beauty. "I'd never thought of war as a bonding experience before," says Emily Southwick '12. "In O'Brien, soldiers refer to it as the best time of their lives."

Over the course of the semester, seniors devoured a series of war narratives—ranging from Hemingway's staccato Nick Adams stories to Aristophanes's bawdy *Lysistrata*, a comedy from 411 BCE in which the women of Greece withhold sex from their warring lovers in order to hasten the declaration of peace. A particularly resonant text was Ishamel Beah's *A Long Way Gone*, a memoir of a Sierra Leonean who was brainwashed at age twelve and spent four years as a child soldier.

"It was terrifying to see how unfazed the kids were," says Will Perry '12. "It was just a way of life for them. My uncle's in the armed forces, and I've always defended soldiers. I thought they were the greatest people in the world. I still do, but *A Long Way Gone* made me realize that war itself is

Marine Reserve Sergeant
Derek McGee visited the Reading
War class on November 9, 2011.



objectively a bad thing. There's nothing good about it. Sure, you can be fighting for a just cause—World War II is a great example—but you're always hurting civilians and children. That book really made me think, *What if that happened to me?*"

Students got an even more searingly intimate view of war from a series of guest speakers. Along with Sgt. McGee, guests included documentary photographer Nina Berman and war photojournalist Ron Haviv. Berman photographed and interviewed wounded Iraq war veterans for her book *Purple Hearts*, and in 1989, George H. W. Bush mentioned one of Ron Haviv's provocative images when he announced the invasion of Panama.

Haviv subsequently covered the Balkan Wars and the genocides in Rwanda, Bosnia, and Darfur. He told BC students, "I kept thinking that my photos would get the public and people in power to react, in the way that Bush had—and that things would change for the better. In my naïveté, I was shocked by the lack of response."

Naïveté is one thing the students in Reading War don't have; one of the course's takeaways is the manipulative power of language. "If we believe the media, war is all about bombs and heroes," says Suzanne. "That's misleading." Even soldiers are encouraged to soup up their experiences—as one Army specialist told Nina Berman, "I don't like dealing with the questions...They want me to glorify the war and say it was so cool."

Consequently, students appraised the literary history of war with a skeptical eye. Speech coach Ryan Henneberry co-taught a unit on how speeches can persuade nations to go to war. Students delivered war-waging speeches and then discussed the strengths and flaws of their tactics.

The course culminated in a series

of student-conducted oral histories with people who'd been exposed to war. Interviewees ranged from a nurse from Doctors with Borders to reporters for *The New York Times* and the Associated Press. Will spoke with his uncle via Skype (a retired Gunnery Sergeant, he now trains Marines in Afghanistan). "It was emotional for me," says Will. "Growing up, I never had a clear sense of what he was doing. He killed people. He told me stories about being trapped in compounds and getting shot at. His company wouldn't talk about things like that afterwards—they'd be silent for a long time. He doesn't like to focus on the bad things."

Luckily, Will had a sense of the tact and resourcefulness required by war correspondents. "Asking people to share their life stories is incredibly fraught," says Suzanne. "We talked at length about how to read your subject, how to gauge the interactions, how to decide in the moment whether or not a certain question is going too far." Filmmakers and BC parents Lexy Lovell and Michael Uys spoke to the Reading War class about the process of conducting interviews for their war-vet documentary *The Good Soldier*. Students then condensed their interviews into concise 1,500-word profiles.

At the end of the course, Suzanne asked students to once again split depending on whether or not they thought war could be moral. Several shifted to the "No" side of the room. More importantly, seniors found themselves discussing the knotty complexities of resource wars, journalistic ethics, and PTSD long after the final class period. "It definitely made you think about war outside the classroom," says Emily. "And once you're aware, you have an impulse to do something about it." ✚



**After a while you
don't worry about
dying very much.
You get used to it—
the same way that
you think, *Oh,*
I might get the flu
this year. You
might get it, but
you can't worry
about it.**



MARLENE



On May 11, 2012, the building at 152 Sterling Place was officially named the Marlene Clary Performance Space in honor of Berkeley Carroll's late, beloved theater director of nearly 35 years. Speakers at the naming ceremony included Head of School Robert Vitalo, Dean of Studies Marvin Pollock, Ben Freeman '95, Emma Goldberg Liu '10, and Marlene's husband, Roy Clary. An excerpt from Ben's speech follows.

✦ BY BEN FREEMAN '95



**All of us who
learned from
Marlene,
whether we
know it or not,
have taken her
lessons beyond
the school walls
and into our
lives forever.**



I grew up under Marlene. She was my first grade teacher, she was my home-room teacher, she taught me humanities as a sophomore, and as director of the theater program she cast me in six plays. Marlene was my mentor; she was there when as a five-year-old I was sent to sit in the hall for being naughty. She was there years later when I had to kiss my friend Susanne Welch '95 onstage, in a play called *Voices from the High School*. I received excellent reviews. From the audience.

It's easy to say that Marlene was a great educator, but what makes her worthy of the legacy we're here today to celebrate? Well, Marlene was more than just a formidable favorite teacher. She was a friend. Marlene spoke to me like she did to all of her students: like we were adults. Equals. She expected great things from us and didn't waste

any time trying to hide it.

As a student it was hard not to want to please her, to live up to those expectations. Not because she was scary, but because her passion for her work was so tireless that you wanted to be part of it.

She loved the arts deeply. Theater and singing weren't just extracurricular activities, but an integral part of who she was, and everything she taught her students. I tried so hard to get the British accent right for my role in *The Importance of Being Earnest*. So hard. It was lousy. (*adopts a lousy British accent*) But my determination was relentless. (*abandons it*)

If this were the sum of it, Marlene would have far surpassed her duties as a teacher. But she didn't just do the arts well. Her humanities pop tests—not quizzes, tests—prepared us for anything. These intellectual fire drills made us read and retain everything we were supposed to be learning. I aced half my classes at Columbia thanks to Marlene. Did you know that the columns of the Parthenon were made in the Doric style, and that during a revival in the 1800s in the United States they came to represent Republican virtues? See? I could try out that British accent again if you wanted me to.

When I moved back to New York after working in Texas, I dodged all the baby carriages on 7th Avenue and stopped by to say hi to Marlene one afternoon. She wasn't interested in hearing my dramatic tales of oil trading and Enron; she only had *one* question.

How was my creative life?

Was I painting? Dancing? Acting?

I told her, with sincere regret, that aside from the occasional twirl around the boardroom I had done nothing.

Shortly after that talk, she cast me in a 2005 alumni performance of *The*



Exonerated, a play about prisoners on Death Row. Here she was, long after I had left high school, helping awaken the creativity in my life as a grown-up. My first-grade teacher was still having an immense impact on me as an adult. And *The Exonerated* isn't exactly a light comedy. This was a serious play requiring extensive



in 2005, Marlene persuaded Ben (right) to act in an all-alum performance of *The Exonerated*.

rehearsal; it was real work and a challenge, and I loved every minute of it. The high standards she held me to when I was five were still there, nearly thirty years later. She expected the best from her students, even if they'd graduated a decade earlier.

All of us who learned from Marlene, whether we know it or not,

have taken her lessons beyond the school walls and into our lives forever. (To prepare for tonight, I loosened my lips up by repeating “raw wheat, raw rice, raw eggs”—an old Marlene favorite.) She wanted her students to be inspired, to grow, to ask questions and recognize the beauty of our human condition. We can all honor

her further by carrying on her legacy of inspiring and helping others to grow. This building named after her is a great way to remember her name. And if we can pay just a little bit forward, it will be a fitting tribute to who she was and everything she did for us. ✚

1940s»

■ **Edith Winter Sperber '48** writes: "After 32 years of being a teacher, librarian, and coordinator of libraries, I now do volunteer work. I'm on the Library of Brooklyn's Board of Trustees and the Board of Friends of Libraries. We have a conversation group for English as a Second Language, and I also serve on the grants endowment fund for Wheelock."

1950s»

■ **Carol Egmont St. John '57** writes: "Hi alums! This is Carol, with the good news that, one, I am still alive, two, I am functioning on at least three cylinders, and three, I am heading east from Tucson, AZ for five months to our summer home in Rockport, MA. If any of you are in the area, I would love to catch up. Send me an e-mail at tusaints@gmail.com. **Lane Gorham Bolton '57** and I had a wonderful reunion last year. Here's to more of the same."

■ **Janet Ghattas '59** is General Director of the non-profit educational travel organization Intercultural Dimensions, and she recently led the organization's twenty-first program to Senegal. During the 17-day program, Janet and husband John Hand introduced participants to the culture of the West African Republic, focusing on topics ranging from traditional healing to NGOs whose projects include litera-

cy. Their twenty-second program is scheduled for January 2-18, 2013; interested alums should apply by September 15, 2012.

■ **Nina Gralnick Primer '59** recently celebrated her eighteenth year as cantorial soloist for Shabbat Chavurah in Northern Westchester. She continues to train b'nai mitzvah students and is awed to still be singing at the age of 70. Nina and her husband, Milton, celebrated their fiftieth wedding anniversary in September. In May, she had two of her quilts on display at the Northern Star Quilter's Guild Show in Somers, NY.

1960s»

■ **Prudence Johnson Grenoble '65** writes: "In less than three years my husband Skip and I have gone from zero to three grandchildren. Carter Michael turns three on Sept. 17, 2012, William Luther Grenoble VI turns one on September 2, 2012 and baby unknown (though we are betting it will be a boy) will join big brother Carter on May 23. All three of our children and their families live now within driving distance. My father-in-law William L. Grenoble III, aged 91, resides with Skip (William L. Grenoble IV) and me at State College. The mailman is beyond frustrated at having so many William Luther Grenobles receiving mail at one household! Skip still works full-time, and we've been blessed with fabulous trips around the world because of his position at the Executive

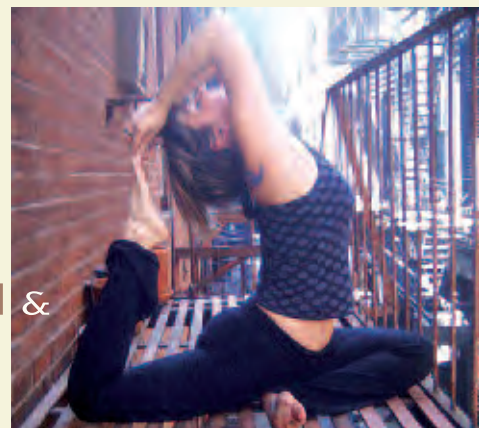
Director of the Center for Supply Chain Research at the Smeal College of Business at Penn State. This year we happened to land in Costa Rica and amused ourselves by glid-

ing back to 'earth' on twelve zip lines. What a blast! The people in Costa Rica are fabulous, hospitable and so gracious. For certain this is a place we will revisit."

1980s»

■ In May 2011, **Liz Kresch '89** opened Breath & Bones, a yoga, Pilates and Thai massage studio located at 80 East 11th Street in Manhattan. Liz has been practicing yoga since 1996; she is a member of the International Dance Exercise Association, and her teaching is informed by Buddhist meditation and practices, as well as by her belly-dance work with Dunya McPherson.

BREATH & BONES
• YOGA • PILATES
• THAI MASSAGE



■ **Heather E. Cunningham '89** performed in a production of Milan Stitt's *The Runner Stumbles*. The play ran through May 20 and was mounted by Heather's company, Retro Productions. Theater critic Peter Filichia wrote, "Whenever I hear that Retro Productions is doing a show, I immediately make a reservation. I love this ambitious company that brings back forgotten plays...everything about Peter Zinn's production was surprising, refreshing and winning."



1990s»

■ **Virginia Shuford Freire '94** and Johnny Freire are delighted to announce the birth of their daughter, Martina Louise, on December 9, 2011.



2000s»

■ **Ben Weisberg '00** writes: "After seven great years at Google in California and New York, I decided to quit to pursue what had long been a passion of mine: the restaurant industry. I recently completed a six-month management apprenticeship at Blue Hill at Stone Barns, in Pocantico Hills, NY, and am currently working behind the bar at Parm in Nolita. Come say hi! The hours have certainly been an adjustment—full credit to my endlessly patient and understanding wife, Lauren—but it's been thrilling."

■ **Crystal Hudson '01** writes: "On September 3, 2011, I married Mikaela Gardner (now Mikaela Hudson) in Washington DC, at the Woodrow Wilson House. Our reception was at the aptly-named Hudson Restaurant & Lounge. BC folks in attendance included Cindy Molk, **Nicholas Ford '01**, **Ayana Goldman '01**, **Denise Mui '01**, and **Alexandra Sacchi '01**. My wife and I just returned from our honeymoon in Nicaragua and will continue to reside in DC. Also, I left my old job with the Washington Wizards & Mystics for a new position at Amtrak as Senior Marketing Officer of Entertainment & Sports Marketing. In this new capacity, I work with most of the major league sports teams between DC and Boston to increase awareness of and brand loyalty to Amtrak and Acela Express. My first big project is on the



■ **Ashley Smith Elitt '97** married Michael Elitt in October 2011 in Washington, DC, where her parents now reside. **Molly Houston '97** served as a bridesmaid, and **Valentina Clark '97**, **Kristina Kulin '97**, and **Christie Nixon '97** were all in attendance. A great time was had by all. Ashley and Mike live in the Financial District of New York and are expecting a baby in August.

entertainment side; we'll be hosting Martina McBride on a cross-country train tour in October for the release of her upcoming album!"

■ **Sarah Murphy '01** writes: "Elliott Gersowitz and I got married on September 18 at the Brooklyn Botanic Garden. It was an absolutely perfect day. There were several other BC alums at the wedding who helped us celebrate: **Julianne Coates '01**, **Athalie Laguerre '01**, **Deidre Moskowitz '01**, **Carla Poulos '01**, **Deanna Torres '01**, and **Sydney Silverman '01**. And

I recently found out that I passed the New York State bar exam! It's been a busy couple of months."

■ **Jordan Shakeshaft '01** is living in Brooklyn and working as fitness editor and multimedia director for the new health and fitness media startup Greatist.com.

■ **Samuel Nathan '02** is in his second and final year at the University of Michigan's MBA program. After graduation he plans to return to New York.

■ **Justin Bogart '06** is currently pursuing a PhD in Chemistry at the University of Pennsylvania. His research involves work on the coordination of bidentrate nitroxides to rare earth elements, and has potential applications in rare earth's separations.

■ After graduating with honors in Jazz Studies from the University of Michigan School of Music, **Brett Chalfin '06** spent a summer teaching English in Beijing. He recently moved back to Brooklyn, where he is finding his niche in the NYC jazz scene and giving drum lessons.

■ **Sam Chalfin '06** writes: "In February 2011, I traveled to Ghana to volunteer with Teach on the Beach, a nonprofit started in 2010 to give children in emerging nations a shot at getting an education that challenges them to learn and think critically. Living with our ten sponsored students in our first beachside hostel in Busua, Ghana, I helped to teach reading, writing and art in after-school programs. I also led NewsHour and assisted a teacher in the local primary school. It was a powerful and enlightening experience, and I am so grateful to remain connected with this organization and the community of Busua. I took photographs of my experiences, which grew into a photo exhibit titled *Busua Beach Memoirs*, on view at the Two Moon Art House & Café in Park Slope from March 27 through April 24. The images were on sale, and all proceeds went directly to support our sponsored students

and the programs we run for the community in Busua."

■ **Jacob Levi '06** is getting his masters in Philosophy at the École Normale Supérieure in Paris.

■ **Isabelle McTwigan '06** just started working as project manager for a new oversized, glossy lifestyle luxury magazine titled Du Jour. In addition to a quarterly print edition, there will be a digital interactive publication available online at dujour.com.

■ **Alex Paone '06** graduated from Boston University in 2010. He currently works for the NYC Department of Education in the Office of School Support, working on citywide data initiatives. Alex is also getting his masters in Public Administration in Emergency and Disaster Management.

■ **Nicholas Pollack '06** lives in Brooklyn and is working as a senior staff writer of a news aggregate website. Nicholas is also playing guitar for a local rock band on the side and coaching youth basketball.

■ **Katie Renzler '06** is finishing her last year with Teach for America in New Orleans, where she teaches 6th and 7th grade English.

■ **Mike Bruffee '07** is taking a fifth year at Boston University to study cultural anthropology, and is also pursuing his black belt in Taekwondo. He is living at the Cambridge Zen Center; after graduating, he plans to live a semi-monastic life and pursue a degree in



■ **Sara Covey '02** recently got her second masters in educational leadership and currently is founding head of the Special Education department at Broome Street Academy, a new charter school in Manhattan. In the fall, Sara will become instructional director of the academy, overseeing general and special education instruction and curriculum. Sara lives in Brooklyn with her boyfriend, and says she sees **Caitlin Cahill '02** "all the time."



■ In January **Chloe Lew '06** began a 27-month stint as a Reproductive Health Educator with the US Peace Corps in Nicaragua. Living in a small town in the northern mountains, she is working in collaboration with the Ministry of Health to reduce teenage pregnancy rates within indigenous communities in rural Nicaragua. In December 2011, before Chloe departed for Nicaragua, Lorne Swarthout managed to coax her to co-teach a lesson on HIV/AIDS in Africa for his 10th grade health classes. Chloe was an enthusiastic instructor, invoking first-hand anecdotes from her work on reproductive health issues in Washington, DC. Lorne explains, "It was very gratifying to share the front of the room with an old Breakfast Club alumni who is becoming such an accomplished communicator."

Chloe (far left)

interpreting American Sign Language.

■ **Corey Jeffers '07** is currently a video game developer for Tylted, a New York-based mobile and social video game company. Corey writes: "In April, I went to the US finals of Microsoft's Imagine Cup. I was wearing my Brooklyn cap and it caught the attention of a Microsoft employee who turned out to be **Alfred Thompson '71**. Alfred attended the Berkeley Institute through eighth grade, after which point the school stopped admitting boys. We had a great talk—but it's funny that I ran into an alum at a Microsoft event in Seattle!"

■ **Max Goldberg Liu '07** completed his one-year teaching assignment this June in Brest, France, where he taught conversational English to both undergraduates and graduate students at the local university. He recently accompanied four sommeliers on a four-day trip to various Burgundian vineyards, where they met with vineyard owners to dis-

cuss and taste numerous wines. Most recently, Max was hired by a wine importer to work on the media aspect of his wine business.

■ **David J. Mullery '07** writes, "I successfully graduated from the University of St. Andrews with an upper second-class honours degree in Film Studies & English literature and am now back in Brooklyn working as an intern in Berkeley Carroll's Development Office. Returning to Berkeley Carroll is both wonderful and strange after four years abroad, but I am incredibly thankful for the experience and looking forward to whatever comes next!"

■ **Chris Petrinovic '07** recently served as stage manager for *The Resurrection of George*, a play written by former BC Middle School theatre teacher Harold Lehmann. The piece, billed as "a modern myth about the resurrection of George Washington," premiered in Dumbo, Brooklyn, on April 20, 2012. In 2009, Chris was nominated for a

Kennedy Center award for his lighting design of a production of *Trojan Women*. He currently works as a shop steward at Film Biz Recycling, a non-profit green group and set shop, and as a carpenter for Gowanus Furniture.

■ **Madeleine Prenner '07** writes: "Like several people in our grade, I graduated (from Wellesley, with honors in Mathematics and a minor in Physics), and am beginning a job this fall as a mathematics teacher for the Mother Caroline Academy and Education center. This year, I took some time to work as a private tutor in New York City, and to spend time with my (ever-expanding) family—my mother had twins when I was at college."

■ **Emily Cunningham '08** was awarded a Fulbright Scholarship in April. Currently majoring in astronomy at Haverford, Emily will research the properties of dwarf galaxies at the Institut d'Astrophysique in Paris with Dr. Gary A. Mamon. Her

interest in physics started at Berkeley Carroll, and was then piqued during an introductory physics course at Haverford her freshman year. Emily's senior thesis—a continuation of a project she worked on at the Harvard-Smithsonian Center for Astrophysics last summer—delves into the question of whether interactions between pairs of active galaxies might be responsible for the activity of the massive black holes at their centers.

■ **Izzy Corngold '08** graduated in May from Reed College and began working in June as a paralegal at the law firm of Morvillo Abramowitz in New York City.

■ Stephen A. Silverman, father to **Zoë Silverman '08**, stepfather to **Phoebe Miller '11** and **Ian Miller '14**, and life partner of Liz Gessner, died unexpectedly on October 28, 2011. A memorial service was held in Berkeley Carroll's Athletic Center on November 2, 2011.

■ **Stephanie Boyle '09** will spend July and August in Ecuador working in camps for youth with Type 1 diabetes. Stephanie writes: "I've been leaning toward going into public health for a while, and have worked with multiple non-profit organizations—but I'm looking forward to having a much more hands-on experience this summer and really seeing how these organizations impact the lives of the people they work for."

■ **Emily Graham '09** writes: "This summer I'll be in London conducting research for my senior thesis. I was awarded a Bates Fellowship through Yale University, which funds a limited number of rising seniors and their projects in the social sciences. My thesis will focus on the London Olympics, examining the impact of international events such as the Games on urban development and displacement among marginalized communities."

■ **Emma Goldberg Liu '10** Emma completed her sophomore year at Skidmore College, where she is double majoring in music (vocal performance) and French. She will study abroad in Paris in the fall, where she will take courses in French culture, language, and literature at the Sorbonne and also study voice at a Parisian music conservatory.

■ **Ali Rossiter '08** writes: "I'm about to graduate from The School of Visual Arts and am working as a full-time production assistant under Tina Fey at NBC's "30 Rock." It wasn't that long ago that I was attending Monday morning meetings, doing homework in the locker bays, and gathering background extras for my movie projects during Mr. Friedman's Film & Video class. Although at the time I wasn't always aware of it, my days spent in the BC community nurtured my artistic nature and contributed considerably to my creative growth as a filmmaker."

My time at "30 Rock" has been unbelievable. In fall 2010 I started what was supposed to be a one-semester internship. It was demanding, exciting work, and I often felt starstruck; cast members from the show—and from "Gossip Girl," which shoots across the hall—were routinely passing through. Interning was great because I got to float around and learn about workflow within different departments. I was paid to PA for odd jobs here and there, and was asked to continue for the spring 2011 semester.

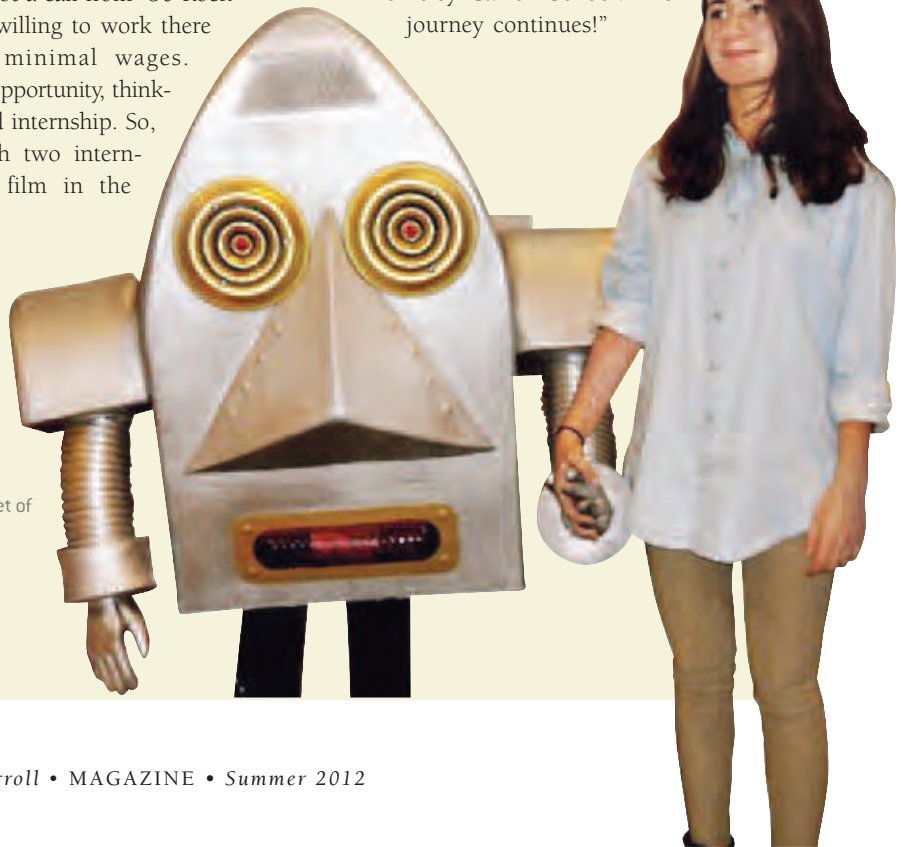
When "30 Rock" discontinued their internship program, I moved to an internship at MTV. It was uninspiring and grueling, but I soon got a call from "30 Rock" asking if I'd be willing to work there part-time for minimal wages. I jumped at the opportunity, thinking of it as a paid internship. So, there I was with two internships, a thesis film in the

works, and 3 classes. To say I was busy is an understatement.

Thankfully my MTV internship ended and I could commit to "30 Rock," where I eventually got a full-salaried PA position. As rewarding as it is, the work can be physically challenging, mentally exhausting, and emotionally draining. People yell, scripts are constantly being revised, and it's far too easy to become roadkill due to Tracy Morgan's reckless Segway driving through the halls. I remember having glamorized notions of what this industry would be like. While these fanciful dreams have crumbled, my passion remains intact.

Amidst all the seeming creative chaos are many sources of rich pleasure. Catching sight of Tina's small husband standing on his toes to kiss her brings me great happiness. It's not just adorable, it's humanizing. Just about everyone in the cast is pleasant and approachable. While I don't plan to ask Alec Baldwin if he recognizes me on any airplane rides, I did enjoy receiving a call from him asking how I was doing after I was formally hired. Now that the sixth season of "30 Rock" has come to an end, I find myself missing the office and sets. In some ways it feels similar to how my heart pines for the rooms and buildings at The Berkeley Carroll School. The journey continues!"

Ali shares a moment with a robot on the set of "30 Rock."



DEATHS IN THE BERKELEY CARROLL FAMILY

■ **Grace Bradley Boyd '29** died on September 21, 2010 of age-related causes in Dana Point, California. She was 97. Born in Brooklyn on September 21, 1913, Grace spent years in public school before entering the Berkeley Institute in 1925. She danced, acted, and played piano at Berkeley—in a dance pageant her senior year, she played a “merry, thoughtless Gypsy”—and after graduating at age 16 she sang in nightclubs and Broadway shows. In 1932 Paramount Pictures whisked her to Hollywood, where she played femme fatales in a series of films, including

Anything Goes with Bing Crosby and Ethel Merman. While at Berkeley, Grace had nursed a schoolgirl crush on silent-screen star William Boyd. They met in 1937, by which point Boyd had gained renown playing the clean-cut B-movie cowboy Hopalong Cassidy. The couple married three weeks after their first date, and Grace eventually retired from acting. In 1948 Boyd began producing Hopalong Cassidy shows for NBC and became one of America's first television heroes, endorsing more than 2,000 products and touring the country. Grace remained in touch with Berkeley, often telephoning French teacher Mlle. Palisse “to tell of her many experiences as Mrs. Hopalong Cassidy.” After her husband died in 1972, Grace devoted herself to promoting Hoppy's legacy. She also volunteered at hospitals, taught a biweekly tai chi class until she was 95, and befriended Hugh Hefner, who called her “ageless, with a hint of Mae West but with a lot more class.”

■ **Anne Forbes McMullin '36** was born on October 30, 1918 and died on October 8, 2011. Anne attended the Berkeley Institute for twelve years, where she was all-state in both basketball and field hockey. Anne graduated from Smith College in 1940, and married Kimball A. McMullin a year later; the union lasted for 68 years, until Kimball's death in 2009. While raising their three sons in Weston, Massachusetts, Anne found time to serve in a number of com-

munity organizations. She harbored a lifelong enchantment with children's books and eventually became a children's librarian at the Weston Public Library. Anne—affectionately known to her family as “Big Annie”—is survived by her brother Raymond; her sons Forbes, Raymond, and Kimball; eleven grandchildren; and nine great-grandchildren.

■ **Lee (Eleanor) Snyder Abbott '40**, aged 88, died on August 17, 2011. She is

survived by her loving friend, Bob McClure, her two daughters, Margaret Lee “Peg” and Jayne (Jim) Schafer, and her grandson, Michael Schafer. She was preceded in death by her husband, Jay C. Abbott, after 37 years of marriage. Lee was born July 23, 1923 in Brooklyn, where she spent her childhood and youth. She attended Barnard College and achieved her lifelong goal upon graduating from Aquinas College in 1976. Jay and Lee moved to Grand Rapids, MI in the early 1940s, where Lee became an active member of the community, volunteering for many local organizations.

■ **Phyllis E. Barrett '41** died peacefully on July 1, 2011. She was born on November 21, 1923 in Brooklyn. According to the 1941 yearbook, while at Berkeley she counted among her passions Broadway musicals, polo matches, and English muffins at the corner drugstore. Phyllis worked for many years at Andrew Weir Commodities in New York, where she rose to the rank of executive vice president for trading. She was the first woman in the commodities industry to hold the position. Phyllis retired in 1988 and moved to Delray Beach, Florida, where she became an ardent supporter of the Bethesda Hospital Foundation.

■ **Marjorie Barr Spector '54** passed away in April 2012. She graduated from Vassar in 1958 and was married for forty years to Charles Spector before his death in 2004. She is survived by her husband Arnold Gilbert, her children Emily, Brian, and Monica, and six grandchildren. ✚



SEND US YOUR

BLOTTERS!

B

BERKELEY CARROLL's student newspaper, the *Blotter*, was first published in May 1929. The paper—then called the *Inkwell*—was just four pages long (Funny about the name change. We would have liked to have been privy to that conversation....)

We're fortunate to have a mint-condition copy of the *Blotter's* debut issue, but as the school newspaper ballooned in both size and ambition, our archives grew patchier. (We're in particular need of issues from the 1970s, 1980s, and 1990s). As part of a continuing effort to preserve Berkeley Carroll's history, we're asking BC alumni, family, and faculty to donate any back issues of the *Blotter* you may have tucked away. In the long term, our goal is to digitize and make searchable the entire *Blotter* collection, in what we hope will be a kind of trove or Hit Parade representing 82 years of BC news, opinions, and culture.

Please send issues to:

The Berkeley Carroll School

808 Union Street
Brooklyn, NY 11215
Attn: Jodie Corngold

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Berkeley Carroll's Varsity Baseball team dogpiles after winning the ACIS title game against St. Ann's.

PHOTO: JACKIE WEISBERG

