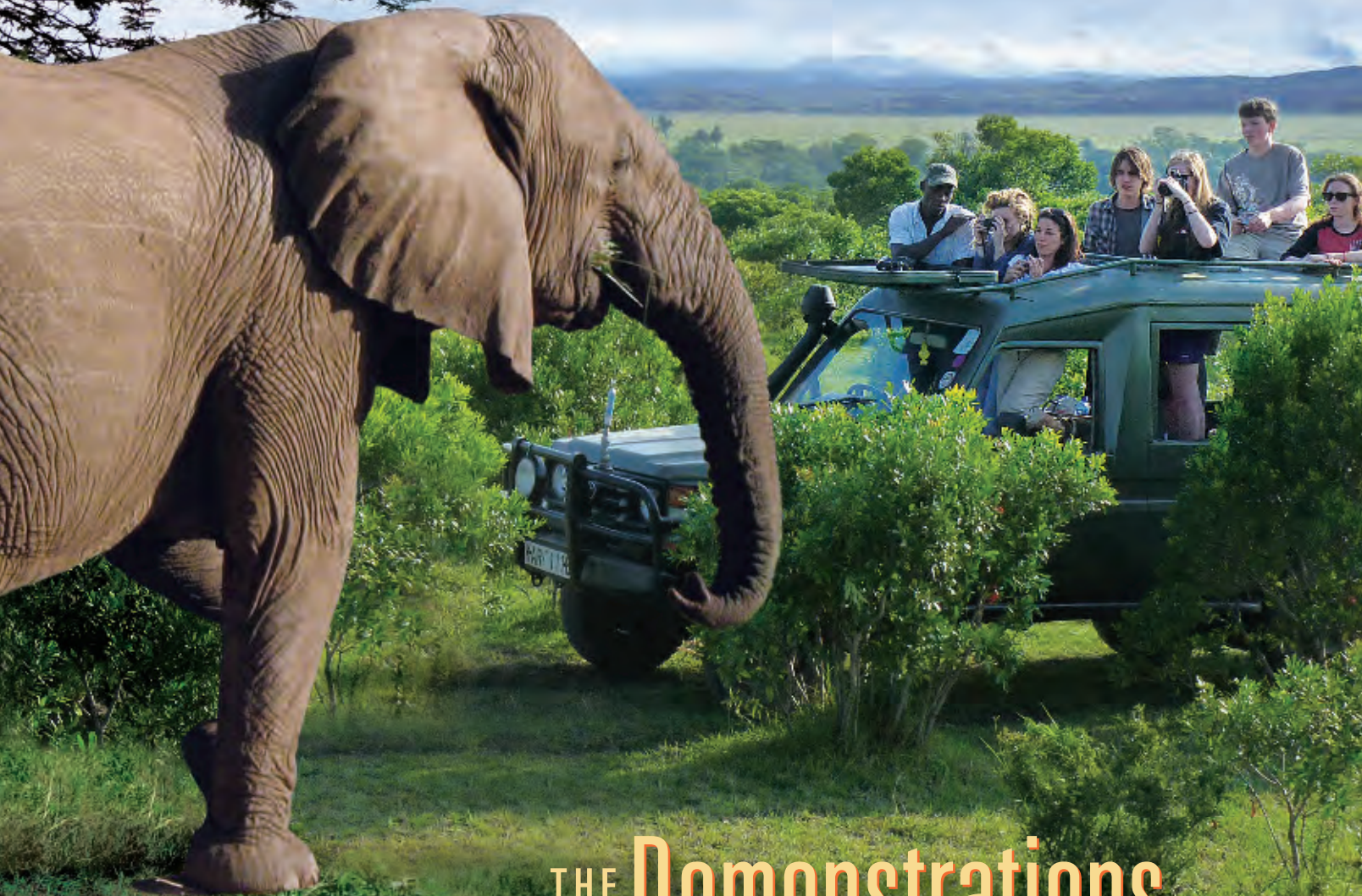


THE magazine



THE **Demonstrations**
of Learning ISSUE

Like most nonprofit organizations, independent schools are mission driven. A combination lofty and earnest, mission statements greet each newcomer at the door, as if to say, “Come on in. Here’s what we’re looking for and here’s what you’ll find once you enter.” But then what? How does a school like Berkeley Carroll ascertain how well its mission statement did in attracting students who would thrive in its classrooms? Or, asked a different way, what standards does Berkeley Carroll impose in order to determine whether it successfully taught those students?

Patrick F. Bassett, president of the National Association of Independent Schools, asking the same questions recently published a list of ten “demonstrations of learning”: things he reasons that “well-educated people ought to be able to do.” According to Bassett, these mile markers enable a school to evaluate its students in terms of tangible, individualistic output that will become part of their portfolios.

Although Bassett stresses that his list is merely a first draft, adding that every school should devise its own list, his list is not a bad place to start, as you can see from this partial recitation.

- 1) “Exercise leadership.” You’ll read in these pages that in the late 1960s, activist Karla Jay ’64 found a foolproof method for maintaining order at Gay Liberation Front meetings: she spoke softly and carried a softball bat.
- 2) “Write a cogent and persuasive opinion piece on a matter of public importance.” When he was still a high school sophomore, journalist Matthew Strozier ’91 wrote a *New York Times* op-ed on gentrification that still packs a wallop today.
- 3) “Produce or perform a work of art” Zoë Klein ’97’s lifelong devotion to dance speaks for itself.
- 4) “Assess media coverage of a global event from various cultural/national perspectives” In recent years, dedicated Berkeley Carroll alumni have devoted themselves to working in Africa—and blowing to pieces the problematic, Western-propagated “single story” that frames Africa as a doomed continent.

With this list of criteria Mr. Bassett throws down the gauntlet, providing schools like Berkeley Carroll a tangible way to, perhaps, gauge how well they’re doing, although the real way is to look to our students and alumni. The proof of the pudding, as it’s said, is in the eating.



Enjoy the issue.

Jodie Corngold
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On the Cover: An encounter that occurred during the Kenya Program (summer 2011).
Photo: Brandon Clarke

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2011

THE magazine

18 Adventures in the Study of Modern Japan

Samurai in New York, Baseball in Japan

Lorne Swarthout's students brought historical American-Japanese encounters to life.

23 Karla Jay '64

Fomenting Change Through Judo and Zaps

A funny, passionate gay rights activist in the 1960s, Karla is now a deeply unconventional teacher.

26 Zoë Klein '97

A Protean Career

Zoë's wild acrobatic dancing has never shied away from the autobiographical.

30 Berkeley Carroll in Africa

A Balance of Stories

From Ghanaian art to Kenyan education, BC students and grads see the continent in all its complexity.

37 Matthew Strozier '91

The Real (Estate) Deal

Strozier's love of journalism has taken him from the Blotter to the Wall Street Journal.

< MYWORD

An introduction to this issue from the editor

2 HEADLINES

Insights from the Head of School

3 CONNECTIONS

News and views from inside and outside the halls of Berkeley Carroll

40 CLASSNOTES

Profiles, reviews, and personal alumni updates

44 INPASSING

Deaths in the Berkeley Carroll family

DEAR FRIENDS,

Schools put so much time, good effort and resources into planning and preparing they sometimes neglect to take stock of the effectiveness of all that work. Over the last decade our society has pushed to assess the results that are achieved in schools through an almost maniacal reliance on standardized testing. As an independent school we are spared being tied to state-sponsored test results, but how does a school such as Berkeley Carroll gauge its effectiveness?

Realistically, independent schools are under pressure to show results because families make many sacrifices to pay the high cost of tuition. Are we worth it? While it is impossible to offer guarantees there are still demands to deliver the goods—and that is as it should be.

For the last several years the National Association of Independent Schools has advocated for schools to reflect on their academic program and produce demonstrations of learning: what skills can students expect to have acquired by the time they graduate from high school. To give a flavor of these demonstrations, here are a few from the NAIS list:

1. *Write a cogent and persuasive opinion piece on a matter of public importance.*
2. *Declaim with passion and from memory a passage that is meaningful — of one's own or from the culture's literature or history.*

3. *Produce or perform a work of art.*
4. *Using statistics assess whether or not a statement by a public figure is demonstrably true.*
5. *Assess media coverage of a global event from various cultural/national perspectives.*

Using the complete inventory of suggestions from NAIS, Berkeley Carroll has developed its own list of demonstrations. This comprehensive record of outcomes can be found on our website in each of the Upper School academic departments. These are designed to be detailed and specific examples of the results that a BC education delivers. When we stop and analyze all of the aspects of our program, it is discernible that there is a “BC” way of teaching and learning. The program starts in the Lower School and builds through all of the years. Using the complete inventory of suggestions from NAIS, Berkeley Carroll has developed its own list of demonstrations. The “BC” experience culminates in the Upper School and on our website a comprehensive record of outcomes can be found in each of the Upper School academic departments. These are designed to be detailed and specific examples of the results that the total BC education delivers. Here is just a sampling from some of the areas of our program:

- Apply logic, number sense, and estimation skills to analyze the appropriateness of numerical results.
- Build something—the battery-free flashlight for Physics and 21st Century science and the human torso model for Anatomy and Physiology are examples of things students need to

build to demonstrate that they've mastered theory as well as practice.

- Collaborate with peers to carry out a complex piece of research, teach a class, or lead a discussion.
- Take part in and ultimately facilitate a discussion with peers across various media about the important aspects of a text: plot, character, theme, and style.

Identifying and articulating these demonstrations has been a worthwhile and rewarding exercise. We will have attained our goals as a school, and our society will be better served, if we produce graduates who can think, create and take action. Have we done our job? We believe we are headed in the right direction to prepare our students for the demands of the future. Our alumni are good at giving us feedback and uniformly tell us that they have been prepared for the next level of demands. We will continue to keep our eye on the constantly evolving expectations of the 21st century and continue to make enhancements to our program.

Enjoy the accounts of our many accomplishments that are contained in this issue of our magazine, and as always, we thank you for your support.

Sincerely,

Robert D. Vitalo

Head of School



BOB VITALO



Class of 2011 COMMENCEMENT

The 55 members of the senior class graduated on May 27, 2011, at the Old First Reformed Church. After a greeting from Class President **Danielle Regis '11**, the Upper School choir performed "Sing Me to Heaven."

Then graduation speaker **Audrey Denis '11**, a Berkeley Carroll lifer, spoke about the school's supportive, "quirky" environment throughout her fourteen years here. With beautiful brevity, she summed up those years as ones of exponential growth. "When I was three," she said, "we planted grass in our shoes and checked on it every day to see if it had grown. In sixth grade I learned the name of the process that allowed it to happen: photosynthesis. And in eleventh grade Biology I learned, maybe in too many details, how photosynthesis works."

After expressing anxiety about navigating the world as an adult, Audrey quoted T. S. Eliot's poem "The Love

Song of J. Alfred Prufrock," and its mantra, "There will be time, there will be time." Audrey added, "I don't have it figured out, but what comforts me is that I don't need to. There will be time."

Her speech's theme—the frightening, exhilarating sensation of "not knowing"—swung smoothly into the remarks of **Pulitzer Prize-winning journalist Isabel Wilkerson**. Sixteen years ago, *New York Times* reporter Wilkerson began researching what she saw as "the greatest underreported story of the twentieth century": the migration of nearly six million African Americans from the oppressive Jim Crow South to cities in the Northeast, Midwest, and West. "I was about to begin something that I had never done before, and it was scary," Ms. Wilkerson told the graduating class. "There were no guarantees of success."

More than 1,200 interviews later, Ms. Wilkerson completed her book.

The Warmth of Other Suns was published last fall to universal critical acclaim; it will be taught to BC students this fall in Marvin Pollock's American Stories course.

Along with stressing the importance of perseverance, Ms. Wilkerson reminded graduates of their debt to their families. Whether or not one's forebears took part in the Great Migration, she explained, all Americans are the products of our ancestors' courageous, odds-defying journeys.

As each student's name was called, he or she received a diploma, a hug from Upper School Director **Suzanne Fogarty**, and handshakes from Head of School **Robert D. Vitalo** and Board of Trustees Chair **Stephanie Holmes**. In her closing remarks, Ms. Fogarty evoked the words of French writer and philosopher Michel de Montaigne: "To compose our character is our duty."

Middle School CLOSING CEREMONIES



During the June 9, 2011 Middle School Closing Ceremonies, seventh grade speaker **Tom Shea** told the audience that change is not always easy but—

Sophia Prud'homme spoke about learning from mistakes. This important theme was also evident in the words of sixth grade speaker **Leah Ross**, who talked about the significance of

learning how to embrace life's awkward moments. The eighth grade speakers—**Maya Littlejohn** and **Kamyar Sadeghi**—waxed reminiscent about how much they'd grown at Berkeley Carroll.

The universality of the students' growth was evident across the division as, kid by kid, fifth graders became sixth graders, sixth graders became sev-

enth graders, seventh graders became eighth graders, and eighth graders donned the mantle of the high school student.



Eighth grade speakers Maya Littlejohn and Kamyar Sadeghi greet the crowd.

speaking for his fellow seventh graders, and perhaps for everyone in the audience—they learned things this year that might be useful later in life.

Representing the fifth grade,



Lower School ARCH DAY



Arch Day is a time-honored, much beloved Berkeley Carroll tradition. As the children walk through the arch they symbolically pass from their current grade to the grade they'll be in next school year.

Arch Day is also accompanied by speeches. Speaking on behalf of his classmates in Rebecca Bellingham's fourth grade class, **Nicholas Bonina** confided that when he had first toured the Lower School building at 701 Carroll Street (home to grades 1-4) he thought, "Wow, this building is huge," but ultimately came to the realization that it was just that he had been "really small." Today, though, Nicholas said he was already "feeling like a fifth grader."

Fellow fourth grader **June**

McBarron, representing Chissa Mireles's fourth grade class, talked about all of the privileges conferred on fourth graders. "Fourth grade is a year that prepares us for Middle School," she said, going on to assure Jim Shapiro, head of the Middle School, that she and her peers were ready for the challenge.

Echoing that sentiment was **Alayna Thomas**, delegate from Trupti Patel's fourth grade class. "We got a sneak peek of Middle School at 181 Lincoln Place," she said. "I'm a little nervous," she admitted, but eager to move up because "I want to advance my studies."

And that's Arch Day: a fond farewell to the year that's passed, but also an embrace of the challenges ahead.

Middle School Dean of Students Hillary Rubenstein shakes hands with a rising ninth grader.

What did Middle Schoolers do during their summer vacation? **THEY READ!**

When the Middle School English Department threw down its Summer Reading Challenge, over 75 middle school students rose to accept it, choosing to read thousands of pages beyond the summer reading required for English and history.

Shown here are the three readers from each grade who read the most pages. The most pages read in 6th grade was 6,522 by Benjamin Schaffzin; Maiya Nielsen and Mokhtar Rajai were runners-up. In 7th grade, Sarah Holsberg took the prize, with 6,639 pages; close behind her were Lilian Rona and Alessandro Getzel. And Natalie Trautman, 8th grader, took the prize for her grade and for the entire middle school, having read an awe-inspiring 12,782 pages (a mere 142 pages a day). Audrey Kastner and Cecilia Emy held their own, taking second and third place.

The basic belief of the Middle School Summer Reading Challenge is that the more you read, the better you read; the better you read, the more fun reading becomes; the more fun reading becomes, the more you read ... These nine readers prove how true this tenet is. Congratulations to all 78 challenge winners!



Scholastic Gold Medal Winner reads poetry *at the* White House

The Scholastic Art and Writing Awards started small—their first contest, in 1923, yielded only seven submissions—but since then they've grown astronomically in both prestige and size. This year the contest, designed to identify emerging talents in the arts, received 185,000 submissions (45,000 of them from New York City alone), and the roster of past winners includes writers such as Truman Capote, Sylvia Plath, and Andy Warhol.

Last spring, Lucy Beers Shenk '15 not only joined that illustrious list—she was one of twenty-one BC students honored by the Scholastic Awards—but she also received an invitation to the White House for a poetry symposium orchestrated by First Lady Michelle Obama. On May 11, 2011, Lucy attended a workshop for young writers in the State Dining Room that featured such notables as Poet Laureates Billy Collins and Rita Dove, and, of course, Mrs. Obama.

"It was unreal," Lucy says. "On our way there, I was really nervous and felt kind of sick. I'd only found out a few hours before and then suddenly, it was a Wednesday morning and I wasn't in school but on my way to the White House!



Mrs. Obama was great—really calm and chill—and she really meant what she was saying about how she had wanted to be a writer when she was a kid. It was inspiring to hear from her. And the whole time, I was thinking ‘Wow, I’m in the White House.’ But I couldn’t make security jokes!

— LUCY BEERS SHENK

“When we got there, we waited in line and then went through a lot of security. Then they brought us into the East Wing and we walked past the Kennedy Garden and the White House movie theater, and into the main building. It was amazing. It was really cool to see the famous portrait of John F. Kennedy looking down, especially because I’d just seen Caroline Kennedy in person!”

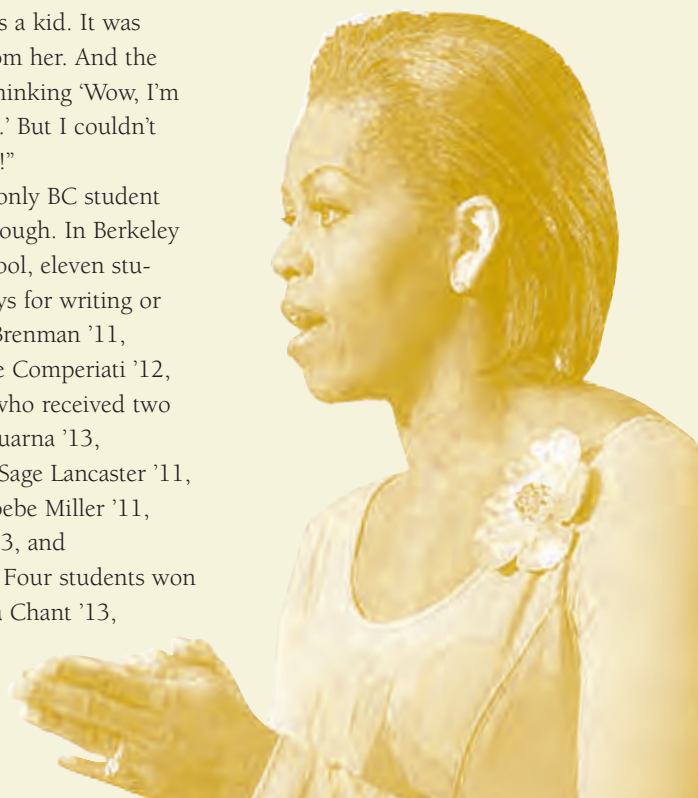
In her opening remarks that afternoon, Mrs. Obama jokingly referred to her husband as “Poet-in-Chief” (he published two poems while at Occidental College) and stressed the fact that “We’ve brought you here from all over the country because we want you to be a part of this conversation.”

Lucy says, “Mrs. Obama was great—really calm and chill—and she really meant what she was saying

about how she had wanted to be a writer when she was a kid. It was inspiring to hear from her. And the whole time, I was thinking ‘Wow, I’m in the White House.’ But I couldn’t make security jokes!”

Lucy wasn’t the only BC student who struck gold, though. In Berkeley Carroll’s Upper School, eleven students won Gold Keys for writing or visual arts: Naomi Brenman ’11, Eve Cantler ’12, Eve Comperiat ’12, Audrey Denis ’11 (who received two Gold Keys), Elise Guarna ’13, Sophie Kriegel ’11, Sage Lancaster ’11, Lily Lopate ’12, Phoebe Miller ’11, August Rosenthal ’13, and Emma Rosman ’14. Four students won Silver Keys: Mikaela Chant ’13, Allison Brown ’13,

[cont’d on page 8]





[l to r]: Elise Guarna '13, Eve Comperiat '12, Alison Brown '13, Sophie Kriegel '11, and Audrey Denis '11

Eve Comperiat '12, and Sage Lancaster '11. In the Middle School, eight students won Gold Keys: Kennedy Austin '15, Isaiah Back-Gaal '15, Maya Littlejohn '15, Ben Paulson '15, Noa Street-Sachs '15, and Maggie Duffy '15 won Gold Keys for personal essay; Lucy Beers Shenk '15 and Emery Powell '16 won Gold Keys for poetry. (Isaiah and Lucy received two Gold Keys each.)

After Gold and Silver Keys are

awarded, outstanding works of art and writing from the New York region are forwarded to the Alliance for Young Artists & Writers to be reviewed on a national level by panels of professional jurors. Three BC students achieved national award designations; Lily Lopate received a Silver Medal for Poetry, Elise Guarna got a Gold Medal for Photography, and Lucy Beers Shenk got a Gold Medal for Poetry.

Senior Projects

Senior project presentations culminate an entire year's worth of intensive, independent study. As juniors, interested students draw up a study plan and ask a faculty member to serve as mentor. A year later they write lengthy reports of their research and present the highlights in front of a crowd of teachers, parents, and peers.

Emma Corngold '11 pored over three of William Faulkner's early novels—*The Sound and the Fury*, *As I Lay Dying*, and *Light in August*—and

wrote a 45-page paper that defended Faulkner's non-linear and sometimes chaotic writing style. She discussed the arduous but satisfying "process of straightening out Faulkner's words."

While working at her church's soup kitchen, **Sage Lancaster '11** became curious about the backstories of the regulars. She began interviewing homeless people, city councilmen, and BC community members, and compiled a study of homelessness in New York City that examined its history

and possible socioeconomic causes.

Hannah Lemkowitz '11 studied the techniques of Method acting gurus Lee Strasberg, Stella Adler, and Sanford Meisner in hopes of determining "the 'best' method." Hannah performed Method acting exercises and conducted an exhaustive interview with one of Meisner's colleagues. She eventually concluded that "there is no 'best' method... Acting is living. Living is never absolute, so acting shouldn't be either."

Ean Marshall '11 was fascinated by the politically troubling work of Soviet filmmaker Sergei Eisenstein. Was Eisenstein "a propagandist who churned out movies for the state," Ean wondered, or a bona-fide artist devoted to advancing his theory of montage? He was both, as Ean demonstrated in a lecture peppered with clips from Eisenstein's films.

After noticing that the few traditions her family had "all seem to revolve around food," **Phoebe Miller '11** decided to research the potential harms and benefits of genetically modified food. "Thinking about what we eat and why we eat," she writes, "is vital to our ability to relate to each other."

Masha Puchkoff '11 steeped herself in the poetry of Anna Akhmatova. In the course of studying the first well-known female Russian poet, Masha found herself both arguing for Akhmatova's continued cultural relevance and identifying with Akhmatova's obsessive "need to write."

Dylan Scher '11 asked himself, "How much does the Internet really affect politics? Do blogs really give any pajama-clad amateur the chance to make a difference?" His *zeitgeisty* study covered topics ranging from the morality of Wikileaks to the success of Barack Obama's internet-driven campaign.

The 4th grade wrote the play,
Race Around the World, in a collaborative
way with director, Vanessa Paige.
The music was written by
Carolyn Sloan.





A student proudly displays an entry from his weekly journal.

E-Books and Others Published in the Lower School

Publishing, a dying industry? Not if Berkeley Carroll has anything to do with it. As one plucky PreK student exclaimed—while raising his fist in the air in a sort of Power Ranger pose—“I like books! I want to be a publishing person.” He, along with the entire Lower School, had ample opportunity to test out that career path during BC’s sixth annual publishing party, which took place on Wednesday, April 6, 2011. Each grade presented their work individually, so parents had the opportunity to drift from classroom to classroom while sipping coffee and munching on strawberries and doughnut holes.

The books on display included, but were certainly not limited to, cartoon panels drawn by the kindergarteners, the 4th graders’ biographies of celebrated explorers, the PreK’s weekly journals, and folktale retellings by the 3rd graders. Most of the books were “printed” on construction paper and cardboard, but a few—including animal research reports written by the second graders—were compiled entirely on the computer and then displayed on iPads as e-books.



Students “Lean into Discomfort” on Diversity Day

Director of Admissions Vanessa Prescott said, “The whole point of Diversity Day is to be uncomfortable. The kids’ expectation each year is that they *want* it to be raw, they *want* it to be gritty.” This year’s Diversity Day, held on 25 February 2011, was no different. In a day of respectful, community-building activities, Upper School students suspended judgment and “leaned into their discomfort” in order to talk about the issues they have in common with one another, as well as the issues that set them apart.

In the weeks leading up to Diversity Day, every Upper School student drafted a response to “Am I My Brother’s Keeper?” The school was wallpapered with excerpts from their written reflections, which ranged from brainy to heartfelt and approached the notion of “being kept” through the prisms of society, family, race, religion, and politics.

After the Silent Movement, students broke off into a number of intimate, no-holds-barred workshops whose topics included “What Is My

Universe of Obligation?”, “Am I a Team Player or a Bystander?”, and “I’m Addicted to Facebook.” Students then met in affinity groups whose identifiers included “lone wolf,” “gender cheater,” and “don’t feel fully American.”

Teachers are excluded from these groups and workshops. “There’s real-

Two students pitch their stories to a receptive parent.

ly a 'What happens in Vegas stays in Vegas' policy," explains Ms. Prescott. "It's partly about comfort, and partly about helping students get secure enough that they can run things on their own." Along with Ms. Prescott, Diversity Day was organized by Upper School faculty members Erika Drezner, Kathleen Ellis, Suzanne Fogarty, Cindy Molk, Marvin Pollock, Nick Sautin, Lorne Swarthout, and Bob Vitalo.

Diversity Day culminated in a reading at the Sterling Place auditorium. Despite the dreary, overcast weather, students poured with such rowdy fervor that Dean of Students Cindy Molk observed, "That was really exciting. I felt like an action hero." The ten student readings (along with a reading from US Science teacher Scott Rubin) presented an array of sharp, eloquent responses to "Am I my brother's keeper?" Aidan Watson '14 discussed the limits of loyalty, which he dubbed a "tricky virtue," and Munirah Braithwaite '11 talked about the pitfalls of "feeling unseen."

Antonia Giles '12 brought a jokey intensity to her reading, in which she argued that excessive, unchecked positive reinforcement might result in "a generation of stupid, reckless kids who can't rap." Mr. Rubin enumerated the various entities—including the continent of Africa—that have taken care of him. Andrew Timko '11 assailed BC's "fuzzy," entitled atmosphere, in which, he said, "too many people expect to 'be kept.'" (Andrew's speech had particularly strong aftershocks; the March *Blotter* published a two-page spread featuring his speech and a slew of polarized student reactions.) Andrew's speech was emblematic of Diversity Day's ideals in that it resulted not in a unanimous standing ovation but a patchy, impulsive one. Even in terms of the way they applaud, the students of Berkeley Carroll are insistently diverse.



One Project Brooklyn group performed famous Brooklyn music, live from the Tea Lounge.

From Aaron Copland to Pizza: the Middle School Explores Brooklyn

"There are many ways to end a school year," Middle School director Jim Shapiro explained. "We could have ended the 2010-11 school year by testing and pushing in the old familiar way to the last minute." Instead, though, the Middle School embarked on Project Brooklyn, an exciting new experiment in experiential learning two years in the making. For three days last June, Middle School teachers, introduced the children to a new or longstanding intellectual passion. These ranged from baseball to Brooklyn street poetry, from meditation to public art.

Project Brooklyn has a heavy travel component intended to build students' knowledge of the culturally rich borough surrounding them. One group visited music venues and recording studios, and then performed a series of tunes written by Brooklyn-born artists ranging from Aaron Copland to Barry Manilow. Another team visited a local farm in Red Hook, met up with alum Caroline Greig '03, and explored aquatic ecosystems. Taking advantage of Brooklyn's role in the Revolutionary War, a group visited sites where the Battle of Brooklyn took place while another team fully explored Brooklyn pizza.

Each group returned from their travels rejuvenated in a way not typically seen in the waning days of the school year. As Mr. Shapiro said, "We are so often hampered by the brick walls that define the way we relate to space, as if inside is school and outside is the world. Of course, the two are the same!"





Class of 2011
BERKELEY CARROLL SCHOOL

Congratulations!

BIANKA BAILEY
Meredith College

KEYANKA BAILEY
Meredith College

CHRISTINA BANDINI
New York University

EZEKIEL BARDASH
Queens College

NICOLE BARTH
Stephens College

LILY BARTLE
Bennington College

BENJAMIN BOGART
Boston University

NINO BOORNAZIAN
Connecticut College

**MUNIRAH
BRAITHWAITE**
Fashion Institute of Technology

NAOMI BRENMAN
Reed College

ANDRE CAMBRIDGE
Wesleyan University

MARILYN CARLIN
Reed College

RYAN CARROLL
University of Missouri

CHANDA CHIN
Smith College

CHRISTINA COLON
Boston College

AMANDA CORDISCO
Furman University

EMMA CORNGOLD
Swarthmore College

AUDREY DENIS
Georgetown University

MICHAEL EMMERICH
Muhlenberg College

ANDREA GIL
Eugene Lang College
(The New School for Liberal Arts)

ZARA GOLDBERG
Wheaton College

JOSHUA GOLDIN
Tufts University

JULIE-ROSE GOULD
Davidson College

JUSTINE GROSSMAN
University of Colorado

NIA JAMES
Amherst College

SOPHIE KRIEDEL
Hampshire College

SAGE LANCASTER
University of St Andrews
(Scotland)

HANNAH LEMKOWITZ
Oberlin College

CONNOR LUONG
University of Vermont

ZOË LYNCH
Hamilton College

**LAUREN MALOTRA-
GAUDET**
Barnard College

EOAN MARSHALL
American University

JOSEPH MARTINEZ
Dickinson College

CATHERINE McWILLIAMS
SUNY Geneseo

PHOEBE MILLER
Haverford College

MELINA MONTESINO
Beloit College

ROBERT PALLER
Columbia University

MARIJA PUCHKOFF
University of Colorado

DANIELLE REGIS
Cornell University

GRACE RITTENBERG
Reed College

JULIA RITTENBERG
University of Chicago

ANNA SALTMAN
University of Rochester

BRAD SALTZMAN

Rensselaer Polytechnic Institute

TERESA SALVATORE

Cornell University

CASSANDRA SARNELL

University of Chicago

DYLAN SCHER

University of Chicago

HENRY SCHWAB

Bates College

DANIEL SCHWARTZ

Haverford College

ALEXI SHALOM

Macaulay Honors College at CUNY

MORIAH SHAPIRO

Guilford College

JOHN STEINES

College of Wooster

ANDREW TIMKO

Georgetown University

COLIN TREVOR

Reed College

DARIUS VICK

Rochester Institute of Technology

MOLLY WIPF

Loyola University, Maryland



the Berkeley Carroll School

Lions Spring to VICTORY

The Spring 2011 sports season included fierce competition climaxing with nail-biting, one-game elimination tournaments for all the teams. The baseball and softball teams were both high achieving, and the tennis team showed promise for future improvements.

Though led by first singles player Johnny Steines '11, the tennis team was mostly populated by underclassmen, including second and third singles players Jason Grunfeld '13 and Corbin Hopper '13. Unfortunately, Steines was forced to miss the majority of the season due to injury, requiring Grunfeld and Hopper to step up a seating and step up their game. Grunfeld, in particular, had a very successful season, finishing 5th in the ACIS tournament. Tennis fans hope that Grunfeld and Hopper will prove to be a powerful combination in the years to come as they age and mature into even better tennis players.

The softball team, led by captains Christina Colon '11, Lauren Malotra-Gaudet '11, and Anna Saltman '11, had a very strong season. The girls made it to the semi-finals of the ACIS tournament and the quarterfinals of the state tournament, culminating with a heartbreaking loss to Riverdale. Olivia Wilson '12 stepped up and hit a home

run in the semi-final game of the ACIS tournament. Next season, the team will look to her to lead the team with her powerful bat and as a captain.

Berkeley Carroll's baseball team had a season that the school will proudly remember for years to come. Led by a "core four"—Joey Martinez '11, Robbie Paller '11, Andrew Timko '11, and Dan Schwartz '11—the team went undefeated in the ACIS without much of a struggle. The real challenge for them was the state tournament, in which they were highly successful, making their second finals appearance in three years. After Martinez sustained a season-ending injury in state semi-finals, Ian Miller '14 stepped up to pitch in the final against Poly Prep. Miller pitched beautifully, holding Poly to five and a third scoreless innings. Despite this, the game ended as a devastating 8-1 loss.

Overall, it was a very strong season for the Lions, one in which heroes were made, and in which battles were won and lost. We often



Team captains Anna Saltman '11, Cristina Colon '11, and Lauren Malotra-Gaudet '11

ask ourselves how such a small school can be so consistently dominant, defeating teams that recruit players from around the country. This question may be unanswerable, but we do know that the Lions expect nothing less from themselves and for our school. ✚

[right] Johnny Steines '11



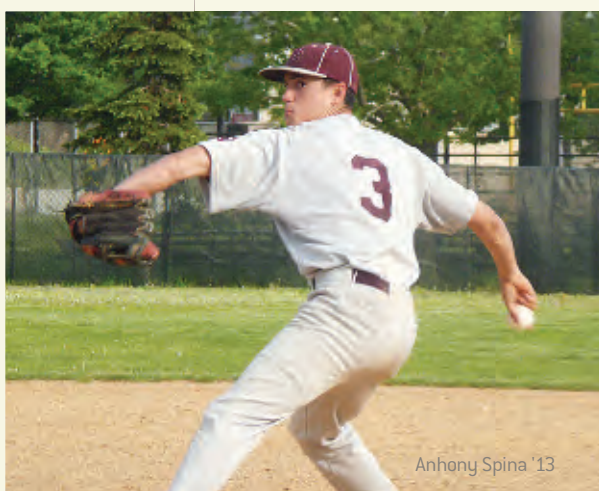
[l to r] Joey Martinez '11, Andrew Timko '11, Dan Schwartz '11, Robbie Paller '11



BY MATTEO HEILBRUN '14



The softball team, with coaches Michael Kubera and Joe Wood



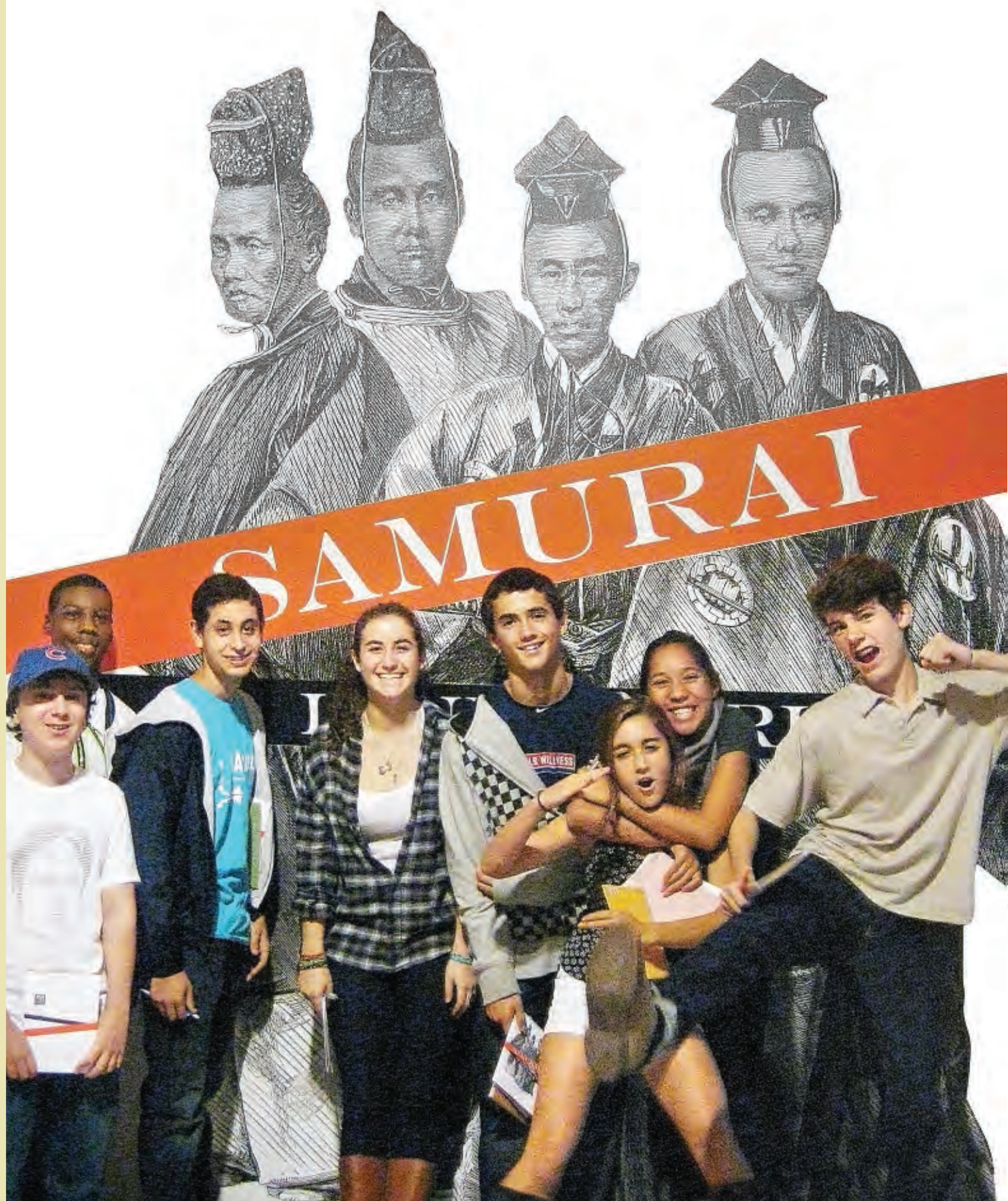
Anthony Spina '13



Lauren Malotra-Gaudet '11



The baseball team with Coach Glen and Coach Paller.



ADVENTURES IN THE STUDY OF MODERN JAPAN

IN THE FALL OF 2010, THE TENTH GRADERS IN LORNE SWARTHOUT'S UPPER SCHOOL HISTORY OF MODERN JAPAN CLASS PRESENTED THEIR "FIRST ENCOUNTERS" RESEARCH TO THEIR TEACHER AND CLASSMATES. THE ENSUING MINI-DRAMAS WERE REMARKABLY SUCCESSFUL RESEARCH ASSIGNMENTS THAT PUSHED THE STUDENTS TO DELVE DEEPER INTO JAPANESE HISTORY. MOREOVER, IT WAS AN OPPORTUNITY TO PULL TOGETHER SOME OF THE ASPECTS OF LEARNING THAT THE BERKELEY CARROLL HISTORY DEPARTMENT VALUES MOST HIGHLY.

The Shogun beckons the oddly dressed foreigner to come closer. As he does so, Will Adams bows deeply and begs to be of service to the Tokugawa regime. The Shogun suggests that Japan's shipbuilding program could use the English mariner's help. Thus began one of the oddest of Japanese-Western partnerships, between Tokugawa Ieyasu and the "barbarian" Will Adams. This encounter was the subject of James Clavell's novel *Shogun*, and it was also the subject of a skit by two Modern Japan students when they presented their "First Encounters" research.

✦ BY LORNE SWARTHOUT

The students from
Lorne Swarthout's
Modern Japan class.

It all began with the Museum of the City of New York's sesquicentennial celebration of the first Japanese embassy to the United States. In 1860, a high-level delegation representing the Shogun journeyed to Washington to sign a Treaty of Amity and Commerce between our two nations. This was a follow-up to the diplomatic opening that had been initiated by Commodore Perry seven years earlier. The traditionally dressed Japanese samurai and their attendants created a popular sensation, especially when they visited New York. The Museum exhibit was modest but very well researched, full of the first-hand responses of journalists, politicians, photographers—and Walt Whitman's commemorative poem "A Broadway Pageant."

When I first saw a notice for this show in the summer of 2010, I became determined that first semester history elective students would have to go see it. My colleagues and I began thinking about how we might use "Samurai in New York." The upshot was the First Encounters project.

An important message that the "Samurai in New York" exhibit drove home was that it was virtually the first time people from the United States and Japan had ever seen, met or interacted with each other. Their reactions betrayed both their openness and curiosity and their blinders and prejudices. Couldn't this 1860 encounter be a model for other such encounters that have happened in a wild variety of ways over the last 400 years? I set out to research some of those meetings and find documents that would illuminate them. I found diplomats



and missionaries, poets and engineers, tourists and soldiers. The loose criteria I used for selecting these encounters, besides that they fall within the timeline of our course, were dramatic interest and good documentary evidence of both Eastern and Western perspectives.

For example, the Will Adams story unfolded around 1600 at the very start of the Tokugawa Shogunate, the period at which the Modern Japan course begins. We know about this encounter between Will and the Shogun from Adams's own journal, although we have to guess at why, exactly, it led to a 30-year employment contract.

Another series of encounters the Modern Japan students study are those between American soldiers and Japanese citizens after World War II. These historical episodes are much more richly documented. John Dower's Pulitzer Prize-winning text *Embracing Defeat* was our guide to Japanese and American reactions at

that moment of maximum Japanese defeat and maximum America dominance. Yet, once again, a dramatic power imbalance did not prevent people from East and West from working together to their mutual benefit. How did the two sides perceive each other? What did they want from each other? How did they try to change each other? How were they changed in the process? Those were the kinds of rich and interesting questions I'd hoped these encounters would elicit from my students. I was not disappointed.

But first I had to decide on the mechanics of this long-term assignment. It seemed tailor-made for group work, and the class of fourteen was neatly split into seven duos. Each of the seven teams was asked to examine the encounter list and pick three that intrigued them. Armed with books or articles that explored their encounter, each group produced a five-page paper addressing a lively research question about the encounter. They were then sent back to work to script



a short play dramatizing the encounter.

This was the real payoff for all of us, the reward for slogging through difficult texts and trying to write one paper on two computers, and losing all that class time. Now we could all see what might have actually transpired...

- when the Toyota engineer disagreed with his American mentor,
- when the Victorian Englishwoman faced the young Ainu shaman,
- when the American MP arrested the black market merchant in 1946,
- when Lafcadio Hearn went walking in the village,
- when exchange student Tsuda Umeko tried to communicate with her American host mother in 1872, and
- when Fukuzwa Yukichi toured San Francisco in 1860.

The skits were lots of fun and also a great way to wrap up the project. They forced the teams to zero in on one crucial, dramatic moment while also understanding the complicated “back story.” They provided a performance conclusion to a very academic exercise. They allowed some teams to improve their scores. And most importantly, they allowed each team to show the class what they had been doing all semester. They became the teachers.

Although I was not really conscious of it at the time (because teachers sometimes just do things that “feel right”), the First Encounters project advanced four goals that our history faculty has sought to promote during my years at Berkeley Carroll. Here they are, not necessarily in order of importance:

1. Traditions and encounters. This is the name of our world history textbook, but it also describes what we care about. We are concerned with

“This was the real payoff for all of us, the reward for slogging through difficult texts and trying to write one paper on two computers, and losing all that class time.”

understanding traditional, mostly non-Western cultures in detail, as well as evaluating the encounters between those societies and the U.S.-European West over the last several centuries.

Each of the teams had to understand traditions and visualize the encounter.

2. Research. Independent investigation of the historical record, guided by a research question, is at the heart of what historians do. It is what we want all of our students to be comfortable with, from digging the story out of difficult texts to understanding multiple perspectives to finding the time to write and rewrite. Each of these teams faced this challenge.

3. Collaborate. Students learn from each other just as they learn from a teacher. Workers in the “real world” are better workers if they can be good team members. This project put every student in a position to be a teacher as well as a learner. It also required them to collaborate and do it in front of their classmates.

4. Use the city. We have the cultural riches of New York at our disposal. With a little ingenuity, history teachers can find something worthwhile in this world-class metropolis to advance, embellish or challenge our curricula.

Twelve Japanese-Western encounters worth investigating

1. Will Adams, shipwrecked sailor, goes to work for Tokugawa Ieyasu
Read: “Samurai William, the Englishman Who Opened Japan.”
By Giles Milton. *Farrar, Straus, Giroux*, 1992.
2. The introduction of firearms into Japan and what happened then...
Read: “Giving Up the Gun, Japan’s Reversion to the Sword, 1543-1879.”
By Noel Perrin. *Godine*, 1979.
3. St. Francis Xavier and other Catholic missionaries bring the gospel to Japan (1500s)
Read: “They Came to Japan, An Anthology of European Reports on Japan, 1543-1640.” Edited by Michael Cooper. *University of Michigan*, 1995.
4. Townsend Harris negotiates the first commercial treaty (1856-1858)
Read: Townsend Harris’s Journal.
5. Fukuzawa Yukichi travels to U.S. and Europe (1860 and 1862)
Read: “The Autobiography of Yukichi Fukuzawa.”
Columbia Press, 1960.
6. Tsuda Umeko and four other girls travel to America in 1872 to attend school
Read: “Japan Encounters the Barbarian, Japanese Travelers in America and Europe.” By W.G. Beasley. *Yale*, 1995. Also, “Tsuda Umeko and Women’s Education in Japan.” By Barbara Rose.
7. Adm. Togo goes to naval academy in England (1880)
Read: “Admiral Togo, The Nelson of the East.” By Jonathan Clements. Haus, 2010. Also, “Three Military Leaders.” By Edwin P. Hyoyt. *Kodansha*, 1993.
8. The Japanese adopt American baseball
Read: “Baseball and the Quest for National Dignity in Meiji Japan.”
By Donald Roden. *American Historical Review*, June, 1980.
9. Isabella Bird travels from England to Japan (1880s)
Read: “Unbeaten Tracks in Japan, Firsthand Experiences of a British Woman in Outback Japan, 1878.” By Isabella Bird. *Createspace*, 2009.
10. Lafcadio Hearn seeks the authentic and traditional Japan, 1890-1904
Read: “Lafcadio Hearn’s Japan, An Anthology of His Writings on the Country and Its People.” edited by Donald Ritchie. *Tuttle*, 1997.
11. U.S. soldiers land in Japan in 1945 to begin the 6 year Occupation (1945)
Read: “Embracing Defeat, Japan in the Wake of World War II.”
By John Dower. *Norton*, 1999.
12. Nissan engineers test drive their new car in the U.S. (1953?)
Read: “The Reckoning.” By David Halberstam. 1986. ✚

PROFESSOR KARLA JAY '64

It's early June, a time when most professors at Pace University are overwhelmed by term papers—but Distinguished Professor of English Karla Jay '64 is worrying about the fate of an old softball bat. "I need to give the bat to the New York Public Library," she says. "They house my archives. I can't bring the bat into the library building because, you know, it's a *weapon*—so they'll have to meet me here."

The bat in question isn't some sentimental sports keepsake, either. It's a relic from Karla's time as a rabble-rousing women's and gay liberation activist in the late 1960s

✦ BY MATT WEINSTOCK



PHOTO: STEVEN DANKSY

Jay [right] with her partner, Karen F. Kerner, MD, and her seeing-eye poodle Woody.

and early 1970s. Karla brandished the bat at Gay Liberation Front meetings to maintain order; during those years, she also participated in hunger strikes, broke into live television broadcasts, and even discovered that, due to her radical activities, the government had tapped her phone. “Happiest time in my life,” says Karla.

Perhaps she recalls those heady years with such affection because they came on the heels of what she remembers as an almost Dickensian childhood. “One of the things I loved about the Berkeley Institute,” she says, “was that they had a lot of after-school activities, so I didn’t have to go *home!*” Born Karla Jayne Berlin (she later changed her name in rebellion against the patriarchy), she came to the Berkeley Institute in eighth grade and dove into a series of extracurricular activities ranging from the *Blotter* to Berkeley’s now-defunct bowling team.

Karla was also among the legion of Berkeley girls who fell under the spell of French teacher Jeanne Palisse; the two kept up a lively correspondence until Palisse’s death in 1986. (After a trip to France plagued by plumbing issues, Karla wrote to Mlle. Palisse, saying, “Maybe you could have spent less time on Racine and Corneille and a little more time on toilets and dishwashers.”)

While at Berkeley, Karla dreamed of becoming a writer, but when she arrived at Barnard College in 1964, she realized “that lesbianism was taboo, and there was little I could write about without being damned for it.” Karla tiptoed through her four years at Barnard, writing nothing but term papers, passing “steadfastly as a heterosexual,” and remaining politically uninvolved.

She traces her political awakening to the Columbia University protests of 1968. Moved by the protests’ violent



Jay speaking at Harvard Law School in April 2011.

finale, Karla wrote in her memoir, *Tales of the Lavender Menace*, “I knew I could never again sit on the sidelines and hope an injustice would simply go away.” Soon after, she joined the feminist group Redstockings and came out as a lesbian.

Though Karla was troubled by what she considered to be flaws in both the feminist and gay rights movements (according to her, many feminists were homophobic and gay activists had a tendency to tear down their leaders), she nevertheless felt a powerful camaraderie with her fellow activists. Karla particularly loved “zaps”—humorous, extravagant pub-

lic protests designed to attract media attention.

One such zap was a 100-woman sit-in at the *Ladies’ Home Journal* offices in 1970 intended to highlight the magazine’s outmoded, sexist content. Karla remembers hostile negotiations with the magazine’s editor dragging on for hours, until one activist “lunged violently” at the editor and tried to push him through a fifth-floor window. Karla sidelined the instigator with a judo flip, and the editor—struck by how comparatively reasonable the women’s requests had been—hired them to write an 8-page *Journal* supplement. “He thought I was trying

to save him!” says Karla. “It wasn’t that. I didn’t want to see any of us sent to jail.”

The *Ladies’ Home Journal* triumph was a validation of one of Karla’s most fervent beliefs: as she puts it, “We need the more radical movements in order to help the moderates make progress. It’s the Malcolm Xs of the world who make the Martin Luther King, Juniors seem like the ones you want to talk to.” However, the exploit also made Karla realize that she would probably “spend some part of my life in prison.”

She never did, as it turned out. More zaps and meetings followed, but after a brawl broke out at one of her consciousness-raising groups in 1972, Karla became “disillusioned and disgusted” by activism and decided to pursue political change through writing (though she used the softball bat to maintain order at meetings, as a lifelong pacifist she never actually hit anyone). She co-edited the 1972 anthology *Out of the Closets: Voices of Gay Liberation*, declared a “classic” by *The New York Times*. After completing her graduate work at New York University, Karla joined the faculty of Pace in 1974, and published her memoir *Tales of the Lavender Menace* in 1999. (Gloria Steinem called *Lavender Menace* “as irresistible as a novel, but as credible, humorous, and unexpected as real life.”)

Today, Karla feels a peculiar disconnect from her radical past. While writing the memoir, she explains, “I often felt I was writing about someone else, some long-dead, distant relative whose name escapes me.” But the seeds of feminist and queer thinking are imbedded in her teaching style at Pace. In 2004, Karla was diagnosed with a rare eye disease that causes blind spots and eventual loss of central vision. Realizing that she

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Karla brandished the bat at Gay Liberation Front meetings to maintain order; during those years, she also participated in hunger strikes, broke into live television broadcasts, and even discovered that, due to her radical activities, the government had tapped her phone.

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would have to find nontraditional ways to teach, she began relinquishing power to her students. They help select the syllabus, take turns leading discussions, and even compose speculative epilogues to the novels they read. Karla explains, “That’s part of feminism: to empower the reader to be an active partner in the text.”

Karla believes that her unconventional thinking will be remembered by students. “I get e-mails from students I’ve had thirty years ago,” she says, “telling me I’ve changed their lives.” She’s slightly more worried about how the patchy, ephemeral history of the gay rights movement will be preserved. Though, as she points out, “the bat is still in one piece. All is not lost.” ✚



THE PROTEAN CAREER OF ZOË KLEIN '97

In August 2009, Zoë Klein '97 trudged back to her hotel room with husband Dave Paris, five months into a high-pressure stint on the NBC reality series *America's Got Talent*. Instead of collapsing on the mattress, though, Zoë and Dave tugged it off the bed frame and leaned it against the wall. They moved the hotel chairs aside, put The Monkees' "I'm a Believer" on loop on their iPod, and danced until three in the morning, doing their best to avoid the chandelier.

The show had asked Zoë and Dave—better known as acrobatic dance duo Paradizo Dance—to choreograph a routine for the Monkees tune. Zoë hated the song (she still cringes when she hears it playing in supermarkets) but, true to her scrappy, adaptable mindset, she danced to it anyway. An "improviser at heart," Zoë has been performing impromptu dances since her Berkeley Carroll days. Even now, she sometimes whispers last-minute modifications to Dave while performing. "We just hope nobody sees it or hears it," she says.

✦ BY MATT WEINSTOCK



A whisper or two is really the last thing on audiences' minds when Paradizo performs. Zoë and Dave's routines are full of thrilling stunts (including one in which the tiny Zoë see-saws all 240 pounds of Dave over her back), but they're so emotional that they transcend gimmickry. At times it's like watching a sweepingly romantic skateboard trick.

Paradizo's work is so expressive, in fact, that it seems almost pointless to interview Zoë about it; movement is her primary mode of thought. As she admits, "I can't figure out my feelings or my opinions about a topic unless I put it out there onstage."

A BC lifer, Zoë had been performing intuitive, autobiographical dances for years when Dance teacher Dalienne Majors arrived in 1994. Dalienne remembers feeling like an interloper; "Zoë was like, 'Who are you?'" she says. "But after a few weeks or so, we were on the same wavelength. She always had *vision*—she wasn't just dancing to music, or pretending to be someone else. She was totally into presenting her own thoughts and feelings through her body."

Indeed, watching videotapes of Zoë's Berkeley Carroll performances is like thumbing through a memoir. The group piece "Baggage" gives one a sense of Zoë's complicated relationship with Colombia, the country from which she was adopted. The elaborate "Starry, Starry Night" (which featured dancers wrapped in Christmas lights and trailing extension cords) gets across the kooky determination that made Zoë something of a loner at Berkeley Carroll. One dance, "Home Is A Safe Place," was an indirect response to the death of Zoë's father, who was diagnosed with cancer during her sen-



ior year of high school. "I think my dad's illness gave me a lot of perspective," says Zoë. "I realized that I needed to be strong, and that my art could get me through it. I don't think I could've done that at another school."

Zoë continued to dance at Hampshire College, where she received a BA in Dance and Cultural Studies, but after landing a job as Technical Director at the Brooklyn Arts Exchange, she began feeling restless. "I'd grown up with artists like Bill T. Jones and Bebe Miller who'd really *shared* something of themselves," she says. "Nothing like that was happening in the New York scene."

Then she encountered Lava, an Obie Award-winning women's circus company. Dazzled by the extreme physicality of circus acrobatics, Zoë began touring with Lava, first as a lighting designer and then as a dance apprentice. After two years with Lava, she co-founded Kirkos, a short-lived circus ensemble group, and met Dave Paris in 2005.

"He was this big macho guy," recalls Zoë, "and he wanted me to learn all these ballroom tricks." Before meeting Zoë, Dave had burned through twenty-five dance partners—none of whom, he says, "could deal with the rigid training schedule. I

wanted to dance two to four hours a day, and they kept getting tired. For Zoë, though, it's not tiring; it's enjoyable."

Their professional relationship gradually evolved into a courtship—one with all the flashiness you'd expect from a couple who own eight pairs of matching lamé spandex suits. During a dance tour in India, Dave proposed to Zoë by luring her to the Taj Mahal, lifting her over his head with one hand, and taking out a ring with the other. When they married in September 2008, the wedding was circus-themed, with jugglers and tiny swords for the guests to stick down their throats.

Less than a year later they were performing in front of *America's Got Talent* judge David Hasselhoff, who told the pair, "I love everything about you." Paradizo performed four times on air and made it to the top twenty before being eliminated. The show was a confidence booster, but Zoë now thinks it was a distraction from circus performing.

She's fresh off an invigorating ten months at the Circus Center of San Francisco—though she was by far the oldest student. "Russian and Chinese dance teachers are always telling me, 'Agh, *thirty*? Too late! Next life!'" says Zoë. "But I am among the die-hard. I mean, Merce Cunningham was dancing into his seventies. Even if performing becomes more difficult, I think it's possible to modify the capacity to which you dance."

And Zoë's life is full of modifications, of little tweaks and sweeping transformations. Whether she's scrambling to rebound from a dashed business plan or ducking to avoid an unexpected chandelier, Zoë is remarkably willing to improvise. ✚

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Zöe always had vision—she wasn't just dancing to music, or pretending to be someone else. She was totally into presenting her own thoughts and feelings through her body.

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BERKELEY CARROLL IN AFRICA

✦ BY MATT WEINSTOCK



The first day of Brandon Clarke's tenth-grade African History course is devoted to driving home the fact that there is no "single story of Africa." According to Nigerian writer Chimamanda Adichie, that problematic and uniquely Western "single story" frames Africa as "a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS—unable to speak for themselves, and waiting to be saved by a kind white foreigner." What is needed, Adichie says—and which Brandon emphasizes to his students—is a "balance of stories."

Of course, seeing the world from a variety of perspectives is at the heart of Berkeley Carroll's educational ethos. Along with Brandon Clarke's students,

there's also a crop of recent Berkeley Carroll graduates—Kate Morris '05, Max Hardy '08, and Robin Riskin '08—who are devoted to gaining a nuanced understanding of individual pockets of African life, while remaining wary of the paternalistic connotations of Americans working for Africa. "It's problematic," explains Brandon, "this idea of Americans going to a place like Kenya thinking, 'Oh, we're going to help the poor people.'" Max adds that "There's a kind of open-mindedness and curiosity you need to go to places like South Africa. Berkeley Carroll really did prepare me for that."



The Berkeley Carroll Kenya program, along with some of the people they met. Summer 2011.



MAX HARDY '08: A Sponge in South Africa

Max first traveled to South Africa as a high school senior, under the auspices of Putney Student Travel's Global Action in Awareness program. He interviewed both civilians and NGO leaders about the HIV/AIDS situation in Africa, and came away stunned by the fact that, "even though the country was just fourteen years post-apartheid, there was already corruption going on, and a government that wasn't working quite as hard as it could be for its people."

Still, Max remained fascinated by Africa. "The continent's becoming more and more relevant," he says. "Look at the top twenty countries in terms of GDP growth in the past year: five of them are in Africa. *None* are in Europe. And culturally, artistically, they're doing enormously exciting things."

So in Fall 2010, Max returned to South Africa—this time with the African Centre for the Constructive Resolution of Disputes (ACCORD), an NGO that is contracted in part by the United Nations and runs workshops with peacekeepers. Max did preliminary research to help determine whether various

conflicts were motivated by environmental factors, such as reduced grazing land and water supply. Now a senior at Rhodes College, Max thinks he might go into conflict management. "I love the idea of gaining understanding of a place by living there for a period of time—just being a sponge and absorbing as much as I can," he says.

While working with ACCORD, Max lived mostly with lower-middle-class Zulu families in Durban—"a very big city, quite urban and developed, which I wasn't expecting." While in Durban, Max bonded with a pop-culture-savvy group of African teens. "Kids are kids," he says. "They go to the mall, they watch MTV Africa. There's the same kind of drive to be super social, and on Facebook." Recently, one of Max's South African Facebook friends even posted an enthusiastic status about *Jersey Shore*. "I was like, 'No! You can't watch that, man, it's going rot your brain,'" Max laughs. "But that generation of South Africans definitely has this urge to be *people*. They're aware of their history, but they don't want to be screwed down to it."



KATE O'CONNOR-MORRIS '05: Rattling the Cage in Washington

When asked how she became interested in the Congo, Kate O'Connor-Morris '05 is blunt. "It was totally Mr. Swarthout," she says. While taking Lorne Swarthout's World History course freshman year, Kate was assigned a report on the Belgian Congo, "a country I knew nothing about." She read *King Leopold's Ghost*, a history of the ruthless Belgian colonization of the Congo, Rwanda, and Burundi, and says, "It blew my mind. I couldn't believe that I'd heard about the Holocaust and Stalin and all these major periods of human oppression, but Congo had never come up."

Kate became a dogged advocate of human rights (she was even voted "Our (Almost) Hippie" by her Berkeley Carroll classmates senior year), and upon graduating from Smith with a BA in History, she decided to work for Central Africa. She is now press liaison for Falling Whistles, a non-profit dedicated to achieving peace in the Congo. The organization's name refers to the fact that Congolese child soldiers are sometimes sent into battle armed only with whistles. Falling Whistles raises money by selling whistle necklaces,

which Kate says are intended to be conversation starters. "It gives you an organic way to talk about the Congolese situation," she says, "rather than just showing up at a party and yelling, 'Kids are dying!'"

However, Kate has learned that sometimes you need to shout to get people talking. This June she published a ballsy, impassioned *New York Post* op-ed about Secretary of State Hillary Clinton's failure to prioritize the plight of Congolese women. "Hundreds of thousands of women raped every year," Kate wrote, "and America is conducting high-level Skype chats?" The op-ed was written out of frustration, along with an impulse on Kate's part to "rattle the cage a bit." A week after the piece ran, the White House (which hadn't issued a Congo-related update or press release in "months," according to Kate) responded to a mass rape in the region by immediately releasing a detailed response strategy. "It was, I think, a tacit apology," Kate says.



ROBIN RISKIN '08: As Seen on Ghana TV

Robin Riskin first became interested in Africana Studies her junior year at Berkeley Carroll, while taking English teacher Erika Drezner's Race and Southern Literature course. After taking a handful of Africana Studies classes at Haverford College where she is now a senior, Robin decided to spend the summer of 2010 teaching at the Junior Art Club in Ghana. "They say that Ghana is Africa for beginners," she says, "and it's true: it's a really safe, warm, welcoming environment." That summer, Robin developed a theater curriculum that incorporated tongue-twisters from her Speech and Debate days at Berkeley Carroll, and she also put together an Environmentalism Day modeled on BC's Diversity Day.

After returning to Haverford in Fall 2010, Robin stayed involved with the Ghanaian art community, organizing parallel photo exhibits at Haverford and the Du Bois Centre in Ghana that raised more than \$750 for the Junior Art Club. She spent her Spring 2011 semester in Berlin, researching expatriate West African artists.

Robin had a surprisingly easy time getting in touch with Ghanaian artists like Larry Otoo and Wiz Kudowor—"I just sent them Facebook messages," she says—and she quickly forged

professional bonds with them. When Robin returned to Ghana this summer, she even stayed with Otoo's family. (She taught his children how to make chocolate-chip cookies; they called her "Auntie.") Robin created promotional websites for Otoo and Kudowor, and organized a community art project in the relatively poor neighborhood of Nima, with the aim of breaking perceptions of the area as a slum, and a belief within Nima that artists are "dirty" and "lazy."

The community project—titled *Nima: Muhinmanchi Art*, or "Nima: The Importance of Art"—included a mural painted by twenty professional African artists and individual paintings by more than thirty children. Robin explains that they were working "to break the perception, even among the children living there, that Nima is a crime-ridden ghetto." An initial brainstorming session with the children resulted in sketches of people drinking, littering, and smoking. "We asked them to think more about what they love and value in their community," says Robin, "and they came back with some wonderful ideas," including market scenes and depictions of the bustling Nima intersection.

The inexhaustible Robin spent hours every



day securing local sponsors and promoting the event at Ghanaian TV and radio stations—to the point that, by the day of the event, strangers had begun recognizing her “from television.” The end result was worth it, though: the exhibition featured an appearance by the award-winning hip life group V.I.P. and attracted substantial crowds. In fact, discussions are underway to make it an annual event. “It’s going to happen,” says Robin, who plans to pursue a career working with contemporary African art. “Next year we’ll include music, spoken word, and dance. Ideally, we’ll figure out a sustainable model for sponsorship, and get to the point where they won’t even need me.”



Berkeley Carroll’s African History Course: **A BIGGER WORLD THAN PARK SLOPE**

Brandon Clarke’s day job is as Berkeley Carroll’s Director of College Counseling, but he undertook the teaching of a tenth-grade African History class in a spasm of invincibility. “I thought: why *can’t* I teach this?!” he says, laughing. “I ended up doing a heck of a lot of reading.” The semester-long course began six years ago to fill what had been “a big hole” in Berkeley Carroll’s History curriculum, as well as that of most American high schools and colleges. Students “don’t come in with a lot of knowledge,” says Brandon, “but they do come with preconceived notions, and they take great delight in dismantling them.”

Brandon has attempted to achieve a “balance of stories” in his curriculum, which covers topics ranging from the slave trade and genocide to Africa’s middle class and artistic heritage. “What I don’t want is for students to leave my class thinking that Africa is hopeless,” he says, “that somehow the continent has charted an irrevocable course.”



For the past two summers, Brandon has also taken about a dozen interested Berkeley Carroll students on a Kenya program coordinated by the World Leadership School. The program is designed to be a direct extension of the students' Berkeley Carroll education. Last year students prepared for the trip by taking a seminar in conservation biology, and this year they studied the art of the memoir with Upper School Director Suzanne Fogarty and kept meticulous journals in Kenya.

The program begins with a six-day stay in Shompole working with the Maasai, a ranching tribe whose cattle population has been decimated due to climate change. In an effort to "move beyond herding," the Maasai have asked for help overhauling their educational system. Last year Berkeley Carroll renovated a bank of classrooms; this year they put the finishing touches on the school's dining hall.

After mixing cement and sawing wood in sweltering heat, Berkeley Carroll students spent an hour each day with the Shompole kids, playing games that ranged from soccer to Duck, Duck, Goose. On Berkeley Carroll's last day in Shompole, the Brooklynites and the Kenyans exchanged friendship bracelets.

"We actually *did* make a lot of strong friendships," says Brandon, "which is weird to say, considering that we communicated primarily through hand gestures and smiles and the repetition of names." (They also communicated through song—this summer, two Berkeley Carroll students serenaded a Maasai family with an a cappella "Yesterday," and Emmett White '13 played his ukulele constantly.) Brandon continues, "I understand on an intellectual level

that language isn't a precursor to a substantive human relationships, but to experience that on a sort of emotional, visceral level was really profound."

Rebecca Glanzer '12 agrees. "I was surprised by how much you could get across without really speaking," she says. "The kids in Shompole were very open. Within seconds of meeting you, they'd pick leftover concrete from the worksite out of your hair, or grab your hand to show you something."

Then came a homestay with the Maasai families, during which Berkeley Carroll students slept outside on tanned cowhides as goats bleated throughout the night. "No one got much sleep," Brandon says.

"It felt like sleeping on a table," says Sam Bellamy '12. "But I'm glad I did it. I never thought I would be wedged between my friend Becca and the head of the Upper School on a cowhide in the middle of Africa."

After leaving Shompole, the Berkeley Carroll kids went on safari, spotting cheetahs, hyenas, zebras, and even lions mating. Brandon says, "The kids came back from the program thinking, *We have a lot to learn. Look at how resourceful the Maasai are—for thousands of years they've created this rich cultural tapestry out of some really challenging geographical realities.*" Tess Salvatore '11, who entered Cornell this fall, grew so interested in the scarcity of clean drinking water in Kenya that she now plans to become a journalist covering environmental resource issues. "Students return with a new confidence," says Brandon. "Confidence, along with the understanding that, *Wow, the world is a lot bigger than me and Park Slope.*" ✚

MATTHEW STROZIER '91

It's not often that an editorial intended for Berkeley Carroll's *Blotter* gets plucked by the *New York Times*, but that's what happened to an op-ed Matthew Strozier '91 wrote when he was just in tenth grade. The piece, "How Gentrification Broke My Nose," appeared in the *Times* on December 3, 1988. With intelligence and empathy, Matthew's op-ed recounted his experience of being a victim of what may have been a racially motivated attack at the intersection of Seventh Avenue and Flatbush, describing how the gentrification of Park Slope had rendered the neighborhood "an island of riches surrounded by a sea of despair."

✦ BY MATT WEINSTOCK



What was so remarkable about those observations is that they came from a rookie New Yorker: Matthew spent the first twelve years of his life on what he describes as a “gentleman’s farm” in rural Illinois. His new home, 1980s Brooklyn, represented “an incredibly dizzying and confusing adjustment” for him.

Despite the abrupt change of neighborhood, Matthew says that Berkeley Carroll was “a refuge, a wonderful place.” He says that, “In my first few weeks there, I realized I was supposed to be *involved* in my education, and not just someone who regurgitated things.” This young teenager also began feeling a compulsion to understand the city’s complicated political and racial tensions. “It was so foreign to me,” he says. “I knew that I needed to understand all that in order to survive, so that I wasn’t out of place.” After his attack in the summer of 1988 he spent months reflecting and writing about the experience in order to “figure out what it meant.”

The eventual publication of the piece in the *Times* was thrilling, though Matthew says it became “something of a burden. I got a little tired of being identified as an activist, and always having to live up to that expectation.” That said, Matthew more than lived up to it. As a Berkeley Carroll student, he organized a one-day student exchange between BC and John Jay High School (to help dispel the impression that John Jay was an “ominous” place). His work for the *Blotter* covered a wide variety of political topics—from the Gulf War and the crime surge in New York to *Do the Right Thing* and the Berkeley Carroll dress code. Laughing, Matthew even recalls that Head of School Bongsoon Zubay “threatened to kick me out on at least one occasion for political agitation.”

“After his attack in the summer of 1988 Matthew spent months reflecting and writing about the experience in order to ‘figure out what it meant.’”

“I think by the time I was done with Berkeley Carroll I was ready to move on from that role,” he says. He attended Wesleyan University, and stuck to journalism after that: a stint reporting for *India Abroad* was followed by a Master’s in Journalism from Columbia University. He covered planning and zoning at the *Stamford Advocate*, and served as Assistant City Editor at the South Florida *Sun-Sentinel*. Matthew is well suited to the newspaper business; “I think my mind tends to work in very discrete chunks of about 750 words,” he says.

For Matthew, overseeing one of the *Sun-Sentinel*’s government affairs teams during the historic 2008 election was particularly memorable. “I was in the newsroom as Barack Obama was speaking,” he says, “furiously trying to finish all these stories that we’d written about various elections. The TV was on in the background, but I had to resist the urge to listen. I think that’s the joy of newspapers; sometimes just by sitting in the newsroom, you can feel like you’re part of something much bigger than yourself.”

Matthew moved back to New York in 2009, shifting into real estate reporting—first with *The Real Deal* and, since February 2011, *The Wall Street Journal*, where he is the online

real estate editor. House-hunting was a particularly convoluted process for him. “You can probably know too much about New York real estate,” he deadpans. He eventually settled on Harlem, where he lives with his wife and two children. He says that Harlem’s “changing neighborhood” reminds him of Park Slope in the 1980s.

Indeed, even if Matthew sees his career in journalism as a departure from the political grandstanding of his Berkeley Carroll days, there’s a peculiar continuity to his life. For all its rhetoric, “How Gentrification Broke My Nose” is essentially a very personal, visceral, passionate real estate piece. Matthew believes this. “The fact that where you live isn’t just a place, but something that you’re emotionally attached to—and also something that represents you—is something that I learned at that moment,” he says. “It stuck with me. I realized—probably, yeah, in that incident—that I had become Park Slope.” ✚



SEND US YOUR

BLOTTERS!

B

ERKELEY 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

1940s»

■ Martha McEntee, daughter of **Jules Boykin Simpson '36**, writes that her mother “is thriving in Exeter, New Hampshire, and enjoys reading the alumni magazine. She has such marvelous memories of her time at Berkeley. I took my Mom to her 50th reunion in 1986 and was amazed to find that her French teacher was there! I can’t remember her name.” Jules would love to see photos of the Class of 1936. To contact Jules, please email alums@berkeleycarroll.org

■ **Elizabeth H. Keely '49** wants to reconnect with other members of the Class of 1949. To contact Elizabeth, please email alums@berkeleycarroll.org

1950s»

■ **Stephanie Bildner Gralnick '54** is living in Coral Lakes in Boynton Beach, FL, and would love to hear about the whereabouts of her former classmates. To contact Stephanie, please email alums@berkeleycarroll.org

■ **Dianne L. Courtney '55** writes: “Hello, I graduated from the Berkeley Institute in 1955. My class name was **Barbara F. Block**. My current name is Dianne L. Courtney. I am trying to find out information about the other 16 classmates. It would be fun to correspond with ‘the kids’

in my class.” To contact Dianne, please email dlc5ak@alaska.net

■ At Grandparents’ Day at the Green Vale School in Long Island, New York, **Maureen Zerilli Cochrane '58** serendipitously ran into Berkeley Carroll parent and former Director of Development Henry Trevor, who was at that time Green Vale’s Upper School Head. “We realized just how small our world really is,” writes Maureen. “I mentioned that I was so happy that three of our ten grandchildren had the opportunity to go to a school like Green Vale and compared it to my wonderful experiences so long ago (at Berkeley).

Several of my classmates met up a few years ago and it was delightful. Still cannot believe that so many years have passed.” Maureen lives with her husband Frank, and works as a registered nurse (specializing in dialysis) at Winthrop University Hospital in Mineola, Long Island, NY. Maureen would love to speak with **Evelyn Harding '58** and is curious if anyone is in contact with her.



1960s»



■ In March 2011, **Irene Nelson Goetz '60** played Catherine Rearden in the Chatham Drama Guild production of Paul Zindel’s *And Miss Reardon Drinks a Little*. The Cape Cod

Wicked Local said, “Nelson rises to the many challenges this role presents. She hits the right sarcastic note, while acting tipsy and dealing with some of the longest and most difficult lines.” Irene and her husband Roger also sing with the Chatham Chorale, and she says, “It is very exciting to be a part of the Cape Cod community where many cultural opportunities are available to us.”



PHOTO: COURTESY OF THE WICKED LOCAL

PHOTO BY CHRISTOPHER SEUFERT PHOTOGRAPHY



Class of '61

■ **Jean Martinson Davio '61** reports having a “grand time” at the Class of 1961 reunion, with a turnout of 17 classmates from a graduating class of 28. Jean writes, “Some had been in touch over the years, but others had not seen or heard from each other since graduation! It was such fun to all be together again! Some of us were in town early enough to attend the Senior Luncheon. We know that the Upper School is now co-ed, but it still seemed a little unusual to see boys at the luncheon. When we went to the cocktail party at 181 Lincoln Place, we

didn't recognize the library. Total transformation! So colorful and bright and full of books! After cocktails we continued partying at Scottadito's, where we had a little memorial for our two deceased classmates—**Pat Hermann '61** and **Elena Sadock Hecht '61**—and heard a summary of our lives over the past 50 years. The rain-drops did not dampen our spirits, and we agreed to do this again without waiting another 50 years. We all went home with our Reunion booklets, tee shirts, black and gold earrings, and black and gold beads and boas.”

In addition to the *MAGAZINE*, class notes are published in our email newsletter. At the beginning of the month during the school year, we email the newsletter to all alumni with email addresses on file. If you aren't receiving the newsletter and would like to, please contact Jessica Langbein, Alumni Relations Coordinator, at jlangein@berkeleycarroll.org with your current email information.

You can also submit class notes online at www.berkeleycarroll.org/alumni or by mail to **Jessica Langbein, Berkeley Carroll School**, 808 Union Street, Brooklyn, NY 11215

1970s»

■ **Angela Caracciolo Keenan '77** writes: “Just wanted to inform you that a few members of the Class of 1977 got together in late December for lunch. Attending the luncheon were myself, **Ivi Dickman Brenner '77**, **Kim Holtan Lang '77**, and **Patricia DePino '77**. It was probably the first time in close to twenty years that we'd all seen each other. Patty brought class pictures of us from elementary and middle school. A wonderful time was had and it was decided that it should be a yearly tradition.”



Members of the Class of 1977 met for lunch.

1980s»

■ **Seana Cameron-Starling '85**, a fifth grade teacher and curriculum consultant in Key West, FL, was recognized as both the Poinciana Elementary Teacher of the Year and the Monroe County Teacher of the Year. In July 2011 Seana headed to Orlando, where she presented her video documentation of pedagogical practices and exchanged ideas with educational leaders from across the nation. Seana says, "My family and friends are very proud of me, and I am grateful for that...It was the wonderful teachers at Berkeley that lead me to follow a path in cognitive development, education and to love what I do. Thank you."

■ **Karen Delgado Krase '87** is a pediatric occupational therapist and certified infant massage educator. She lives in the Berkeley Carroll neighborhood with her husband and their two daughters, Isabella, 6, and Amelia, 2.

■ **Deni D. Davis-Sheehan '87** continues to run her printing and design business Brooklyn PR. She lives in Brooklyn with her husband of ten years, Edwin Sheehan, and their two children. Her son Justice is nine and enjoys baseball and Taekwondo; her daughter Delilah is two and "enjoys everything!"

■ **Sylvia Brewster '87** still lives in the Windsor Terrace neighborhood of Brooklyn. She recently moved her art studio to a new location on the Gowanus Canal, near Carroll Gardens. You can see her photographic cards and other work at www.weldbiltstudio.com.

1990s»

■ **Heather E. Cunningham '89** is proud to announce that the play she produced, *Women and War*, was performed again at New York City's Arclight Theater in January 2011. Heather was also nominated for a 2011 New York Innovative Theatre Award for Outstanding Actress in a Lead Role for her portrayal of Sheila in Michael Frayn's *Benefactors*. Alan J. Miller of Theatre Is Easy called Heather's performance "simply phenomenal." Produced by Heather's company Retro Productions, *Benefactors* garnered three additional Innovative Theatre nominations, including Outstanding Production of a Play.

■ Congratulations to **Jill S. Fousek Hirschen '97** and her husband, Phil, on the birth of their son, Mike, on December 13, 2010. Jill and Phil live in Arlington, MA, and are both teachers at the Cambridgeport School in Cambridge, Massachusetts. Jill writes that she loves every minute of being a parent, and that she'd love to hear from the Berkeley Carroll community!

■ On June 1, 2011, a *New York Times* article about block scheduling at the Calhoun School quoted our very own **Danny Isquith '98**, who teaches math there. Despite having initial reservations, Danny praised the new scheduling



© Sylvia Weld Brewster



Baby Mike

system, saying, "It's incredible what you can accomplish in terms of real actual understanding versus proficiency."

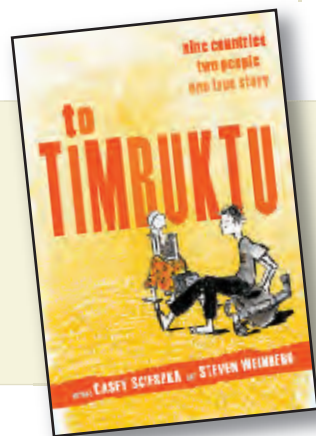
2000s ▶▶

■ **Pia Murray '01** served as a guest choreographer at Berkeley Carroll last year. Portions of her work were performed by the Middle and Upper School Dance Elective classes at a showcase in February 2011.

■ **Patrick Lindie '01** is a certified dental assistant. He lives with two former classmates, **Denise Mui '01** and **Sean Slifer '01**, and three cats!

■ Congratulations to **David Singer '01**, who married Alexis Claire Platis on June 18,

2011 at the Richmond County Country Club in Dongan Hills, Staten Island. The newlyweds honeymooned in Greece and live in Manhattan. **Michael Singer '05** served as best man for his brother, and among David's ushers was classmate **Nicholas Ford '01**.



■ **Charles Murrell '03** lost his mother Doreen Murrell in June. We send our deepest sympathies to Charles and his family.

■ **David Shapiro '05** entered his third year of law school at Brooklyn College this fall.

■ **Jerome Carter '07** graduated from Rensselaer Polytechnic Institute with a BS in civil engineering; in June, he left for Rome and Shanghai to begin working towards a one-year MS in global management as part of a co-terminal degree program. Self-described "proud parent" Hazel Carter writes, "I want to give Berkeley Carroll a great and deep 'Thank you!' for working with Jerome and giving him that start to excel in college. Soon he will begin his career as an engineer and a tax-paying citizen! As a fellow educator, my experience and research is geared towards school leadership and the impact of collaborative programs on at-risk students and their teachers. I am mindful of the effectiveness of teaching,

learning and advisory programs exhibited at schools like Berkeley Carroll. You have a formula that clearly works! My dream is to see some of those best practices become mainstream to affect more students in our city schools."

■ **Alyssa Goldstein '07** is a senior at Bard College, where she is studying sociology and Middle Eastern studies. After graduating, she plans to become a certified sex educator, and eventually get her Ph.D. in sociology and gender studies.

■ **Emily Goodwin '07** graduated from Marymount Manhattan College with a major in communication arts and a minor in business management. She hopes to pursue a career in advertising or public relations. On September 14, 2011, she appeared on *The Rachael Ray Show* to discuss her frustration with the lack of stylish clothing options for curvy women. "I loved meeting Rachael," Emily writes. "She was such a sweetheart!"

■ In March, **Casey Scieszka '02** published her first book, *To Timbuktu: Nine Countries, Two People, One True Story*. Illustrated by Casey's boyfriend Steven Weinberg, the graphic novel is an account of the couple's globetrotting experiences.



■ On June 22, 2011, **Corey Jeffers '07** competed in a Microsoft-hosted event for students who want to change the world through technology. The students pitched their ideas to Silicon Valley industry experts and academics, who then help the students refine their concepts and find markets for their ideas. Corey was a member of Ithaca College's Team IC Squared, which presented *Embryonic*, an HTML 5 web game in which the player controls "tiny nanomachines that weave their way through the feminine reproductive system over the course of a pregnancy." Team IC Squared was named a worldwide finalist in game design and competed in Microsoft's Imagine Cup in July.

■ **Dyanna Hallick '07** graduated from Muhlenberg College with a BA in theater and media and communications. She recently spent her fifth summer working at Berkeley Carroll's Creative Arts

Summer Program, and plans to pursue a career in theater.

■ **Lionel Johnnes '07** was named to the Dean's List for the spring 2011 semester at Washington University in St. Louis.

■ **Lauren Menchini '07** is attending Manhattan College for civil engineering and hopes to work in the engineering field after graduating this year. This summer Lauren worked at Tully Construction as an intern on the field and in the estimating department.

■ **Amanda Sacks '07** matriculated at the University of Maine this fall to get her MS in ecology and environmental science.

■ **Blaire Sacks '07** majored in art history at Bates College and is pursuing a career in gallery work.

■ On the tenth anniversary of 9/11, **Max Hardy '08** served as a name reader at the World Trade Center Memorial, where he remembered his father, Jeff Hardy.

■ Mary Cleere Haran, mother of **Jacob Gilford '09**, died in a cycling accident on February 5, 2011. Haran was a singer and writer best known for her cabaret shows celebrating the American song book. A *New York Times* obituary declared Haran "a singer of remarkable purity...she eschewed melodramatic posturing to deliver deep, thoughtful interpretations of standards by Rodgers and Hart, Harry Warren, the Gershwins and others."

■ **Diarra Edwards '10** was named to the Dean's List for the spring 2011 semester at Washington University in St. Louis.

■ Georgetown freshman **Audrey Denis '11** covered Secretary of State Hillary Clinton's opening address to the U.S.-India Higher Education Summit for *Vox Populi*, Georgetown's blog of record. "Three hundred presidents, chancellors, and other important educational figures from the U.S. and India" attended the October 13, 2011 summit.

DEATHS

IN THE BERKELEY CARROLL FAMILY

■ **Marjorie Mills Winkler '36**, born on January 15, 1919, died on June 3, 2011. She was a Berkeley Institute alumna, teacher, parent of alumna, and Trustee. Marjorie spent twelve years at the Berkeley Institute and won a scholarship to Vassar, where she graduated Phi Beta Kappa in 1940. In 1941 she married John Winkler, and they settled in Brooklyn in 1944. Marjorie remained tremendously devoted to the Berkeley Institute, becoming a member of the BI Alumnae Association as well as the Board of Trustees. She even taught 7th and 8th grade English at the school for three years. Marjorie also served on the board of School Settlement House and was a docent at the Brooklyn Museum. In the early 1990s, she and John moved to Rossmoor, a retirement community in Monroe Township, NJ, where they made new friendships, participated in a variety of activities, and traveled extensively. Marjorie is survived by her daughter, **Nancy Winkler Naftulin '61**, her granddaughter, Julia, and her great-grandson, Luca.

■ **Julia Card Arbuckle '52** passed away on September 25, 2010. She is survived by her husband, Dave, two sons, a daughter, and seven grandchildren.

A portrait of Dona Chumasero, an elderly woman with short white hair, smiling. She is wearing a light blue short-sleeved shirt with a dark blue floral pattern and a small necklace with a dark blue pendant. The background is a blurred green plant with small purple flowers.

Dona Chumasero Everson '41

is grateful to Berkeley Carroll

for the impetus it gave to her chosen career. Starting in elementary school, then on to the *Blotter*, with encouragement from her mentor, English teacher Margaret W. Arnold, she became a journalist. One of her gifts enabled the Berkeley Carroll library to choose 31 books related to writing to guide others along that path. Today's remarkable students and alumni make her proud to be in their number and inspire her to keep on giving.

How can you remember Berkeley Carroll forever?

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- A Charitable Lead Trust

For more information contact:

advancement@berkeleycarroll.org

A view from the top at 181 Lincoln Place

