

MAGAZINE

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• You must fill in the corresponding circle for each letter, number, slash mark, or hyphen.
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15 Your Home Mailing Address

16 City

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Abbreviations for Use in Section 15

Apartment	APT	Northwest	NW
Boulevard	BVD	Parway	PL
Circle	CIR	Place	PC
Court	CT	Post Office	PO
Drive	DR	Road	RD
East	E	Route	RT
Expressway	EXPY	Second	2ND
First	1ST	South	S
Fourth	4TH	Southeast	SE
Fifth	5TH	Southwest	SW
Highway	HWY	Square	SO
Mountain	MT	Street	ST
North	N	Terrace	TER
Northeast	NE	Third	3RD
		West	W

Three years ago, Berkeley Carroll and other top independent NYC schools stopped offering AP courses. Who's benefitting? The students.

THE VIEW FROM LINCOLN PLACE

Dear Friends,

At a recent Admissions Open House I was asked by a parent, “Why am I hearing all this positive buzz about Berkeley Carroll? What are you doing that’s getting all this attention?” Whenever I’m asked a question like this, I’m quick to answer that there are many, many people at BCS working hard to move our school to new heights and serve our students better.

Over the past few years, we’ve introduced new programs and restructured the learning experience for our students to meet the demands of a 21st century education in this Information Age. In true Berkeley Carroll tradition, we’ve been brave and courageous enough to say: If we’re going to do something, let’s do it really well. That has inspired and prompted a lot of innovation. A prime example of this was our move away from Advanced Placement courses. Years ago, students took APs to distinguish themselves from the “pack” in the college admissions process, but nowadays APs have become more commonplace. This decision has allowed us to offer more college-level courses instead of teaching to the test and provide students with rigorous academic opportunities that challenge them to develop and express their unique

voices. You can read more about these new courses and programs in this issue’s cover story.

Additionally, we continue to invest in our facilities. In 2015, we’ll be moving our performance space to our new Sterling Place building, where it will have a larger seating capacity, stage and production area for our theater tech classes. The existing performance space in Lincoln Place will be converted into classrooms for engineering, math and robotics.

To fulfill our mission of building critical, ethical, global thinkers, which starts with our youngest students in the Lower School, our goal is always to try and push much of the learning on to students. We want them to be active learners, creative problem solvers and engaged collaborators. We encourage our teachers to fully use their skills and employ their knowledge of children to set up each student for success.

Enjoy the news and the updates contained in this issue of our magazine and as always, thank you for your continuing support and trust in our work.

Sincerely,

Robert D. Vitalo

Head of School

“If we’re going to do something,
let’s do it really well.”



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CO-EDITORS

Linda Adams and Melissa Goldin

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Jonathan Imphong

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ALUMNI PROFILE: STEPHANIE BOYLE '09



Stephanie Boyle '09 may have a lot of receipts to sort through, but it's worth it — they're all from her most recent trip to the Dominican Republic where for three weeks she helped prepare a diabetes support camp for its next session.

In her junior year at Berkeley Carroll, Stephanie discussed real-world issues and ethical dilemmas concerning public health and non-profits in Elizabeth Perry's Documenting the World class. Now, just six years later, those discussions have translated into a position at AYUDA, a non-profit dedicated to diabetes education and youth empowerment.

The organization supports programs in Haiti, the Dominican Republic and Ecuador. Stephanie worked as a volunteer in Ecuador during the summer of 2012 and at Campo Amigo in the Dominican Republic the summer after that. She started full-time at AYUDA's headquarters in Washington,

D.C. after graduating from Bates College in May 2013.

What is your role at AYUDA?

I'm the program coordinator — I've kind of been helping out with everything. I started as a volunteer because I was interested in public health. I did internships with public health organizations, but they were always in the headquarters' office. It wasn't really the hands-on part — that's why I wanted to do something like AYUDA.

What drives your work?

Working with kids and actually seeing when things stick. When you can see that having an effect and working it's awesome. It's hard to keep everything in focus — during camp itself there's a lot of troubleshooting. We want our time to have an effect.

Are there any experiences from your time with AYUDA that stand out?

At the end of camp in Ecuador we had a campfire the last night. I asked a five-year-old camper if he had a good time at camp and he said, 'yeah, I learned how to inject in my leg.' He actually learned a tangible thing — it's hard to tell with little kids if they're learning things.

Tell me about a challenge you've had to work through.

One of the things that makes the things that we do really great, but is also really difficult, is that our goal is to work ourselves out of a job. We're working with partner organizations and we want to have a great relationship with them, but we want to do things on their terms — we want a sustainable system. When you finish the people will think they've done it themselves — that's how you know you've done a good job.

Did anything you learned or experienced at Berkeley Carroll help prepare you for this job?

One of the most obvious things is the community service trip I went on the summer after 10th grade to Honduras. I had a great time, but looking back it wasn't a sustainable program. But it got me thinking about the world as a bigger place. I think Berkeley Carroll does a really excellent job in teaching writing and critical thinking. I also went from like two years old through 17 years old — there's not much of my pre-college life that wasn't Berkeley Carroll.

Do you think it's important that we have a more globalized world?

Our tagline is "together we are stronger" — it's very true. Local leaders are indispensable — we wouldn't be able to teach the lessons without them. We can bring in our experience, but it doesn't work without working with people who have cultural context.

NEWS BRIEFS



More Meatballs: Children's TV Show Based on 'Cloudy' Series in the Works

This just in: It's cloudy with a chance of television.

"Cloudy with a Chance of Meatballs," the beloved children's book series written by long-time Lower School art teacher Judi Barrett, is now being adapted for the small screen.

The books have already been made into two feature films, the second of which was released in 2013, but now Sony Pictures Animation and DHX Media have joined forces to create a children's television show, "Cloudy with a Chance of Meatballs: The Series."

"I didn't expect it — it came as a true surprise," Barrett said. "The movie was a surprise too, but this came out of nowhere."

The series will follow Flint Lockwood, the main character in the films, while he is in high school. Sardines drive the economy

of his town — Swallow Falls — but Flint dreams of becoming a serious scientist.

Barrett, who will not be involved in the production of the show, said that although the series' success is exciting, she still simply sees herself as a regular Park Sloper. She speculated that part of its enduring qualities come from the universality of the concept of weather and food being the same thing.

"It's such a thrill because to have done something that is precious enough to people and has enough of a heritage that they want to sustain it is wonderful," Barrett said. "I never thought when I thought of it, this is something that will outlive me. I just thought it was cute, funny."

THE BER
CARROLL



CLASS

KELEY
SCHOOL



OF 2014

CONGRATULATIONS TO THE CLASS OF 2014!

Lucie Allouche
Bard College

Adherly Alvarez
Cornell University

Emil Baccash
Northeastern University

Benno Batali
University of Michigan

Christian Baumann
Grinnell College

Rebecca Bender
Lafayette College

Eliana Blum
Colorado College

Dorothy Carroll
Boston University

Ana Chavez
Brandeis University

Olivia Churchwell
Reed College

Andrew Colon
Emory University

David Colon
Emory University

Olivia Cucinotta
Kenyon College

Harry Davidson
Tulane University

Shayna DePersia
Ithaca College

Karen Ebenezer
Hunter College

Rebecca Ennis
Tufts University

Yanai Feldman
Pomona College

Ricky Fernandez
Colgate University

Zachary Fisher
University of Vermont

Giovanna Franklin
American University

Claudia Freeman
Washington University

Caleb Gordon
Bowdoin College

Henry Gordon
Franklin & Marshall College

Kyle Graber
Goucher College

Amanda Gutierrez
Susquehanna University

Matteo Heilbrun
Wesleyan University

Georgia Horton
Northeastern University

Lauren Howe
Fordham University

Juliana Kearney
Indiana University

Jasper Kitchen
Binghamton University

Zachary Lewellyn
University of Vermont

Tyler Libstag
Drexel University

Elizabeth Liebler
Colby College

Thomas Cooper Lippert
Kenyon College

Julia Michelle Lisi
Wheaton College

Ethan Marcopoulos
Eckerd College

Alyssa Mercado
Susquehanna University

Ian Miller
Harvard University

Josiah Murrell
Lehigh University

Lola Newman
Oberlin College

Chelsea O'Neil
Barnard College

Sarah Paller
Carleton College

Shane Pearley
Canterbury School (PG)

Eleanor Pearson
Carnegie Mellon University

Charlotte Pierce
Wesleyan University

Maitreya Punukollu
Syracuse University

William Reagan
Indiana University

Matthew Rephen
University of Michigan

Antonio Rodriguez
SUNY Oswego

Emma Rosman
Evergreen State University

Philip Ryan
Fordham University

Olivia Saleh
University of Wisconsin

Jarrett Sarnell
Worcester Polytechnic Institute

Benjamin Schmidt
Pitzer College

Katherine Schulder-Battis
Fordham University

Joseph Shapiro
Emory University

Isabella Shoji
St. Mary's College

Cole Steadman-Young
McGill University

Monique Tinglin
American University

Charles Tomb
Bowdoin College

James Walls
Stevens Institute of Technology

Aidan Watson
Tulane University

LilyRose Weiss
Grinnell College

SENIOR PROJECTS

The Senior Project program provides highly-motivated students with the opportunity to conduct independent and in-depth research on a topic that is an extension of already-completed coursework. At the end of the school year, students write a 40-50 page paper and do a public presentation of their work.



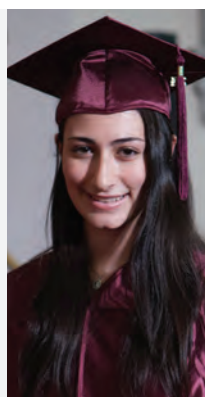
*"Bengal Earth and Brooklyn Sky:
My Literary Voyage With Jhumpa Lahiri"*

Karen Ebenezer '14 examined the writing of Jhumpa Lahiri, a London-born, Indian-American writer, in the context of "The Danger of a Single Story." Karen discussed the importance of avoiding stereotypical perspectives and telling individualized, distinctive stories instead that speak to the lives of real people.



"Morrison's Feminist Novels"

Elly Blum '14 had always assumed she'd one day have a family of four in the suburbs, but now, torn between motherhood and life as an independent woman, she's not so sure. Elly examined feminism as it occurs in Toni Morrison's novels by exploring the author's female characters.



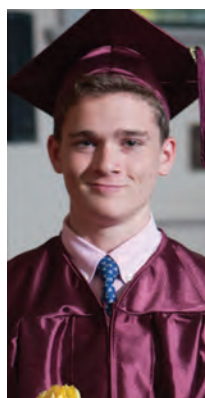
"How Leo Castelli Popularized the Pop Art Movement of the 1960s"

Julia Lisi '14 explored the impact of Leo Castelli, an art dealer, on the pop art movement of the 1960s. She focused on his relationships with two artists in particular — Andy Warhol and James Rosenquist — and interviewed a contemporary art dealer for a better understanding of Castelli's influence.



"Raising the Age"

When **Sarah Paller '14** saw Ken Burns' "The Central Park Five" documentary during a BCS assembly, she wondered what would have happened if she'd been in the same situation. Inspired to learn more and teach others about the juvenile criminal justice system, she crafted a series of short stories that explored this subject from multiple perspectives.



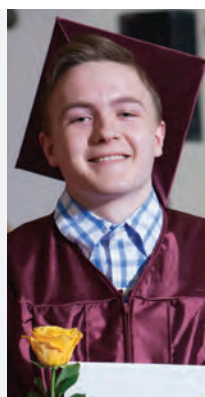
"David Lynch: Transcending American Dreams and Anxiety"

Charlie Tomb '14 saw David Lynch's "Eraserhead" for the first time when he was just 12 years old. He remembers feeling as if he was in a trance or nightmare and experiencing "a familiar but inexplicable sensation of discomfort, fear, and anxiety." Charlie sought to understand how and why Lynch seeks to elicit such a response from his films.



*"Manipulating the Feminine Ideal:
How Women Developed Their Political Voice
in Antebellum America"*

Olivia Cucinotta '14 wanted to understand how women began to move beyond stereotypes and gain respect and power. She argued that American feminism didn't necessarily disagree with these stereotypes, but challenged what they implied.



*"The Path to Martyrdom:
Suicide Bombing in the Middle East"*

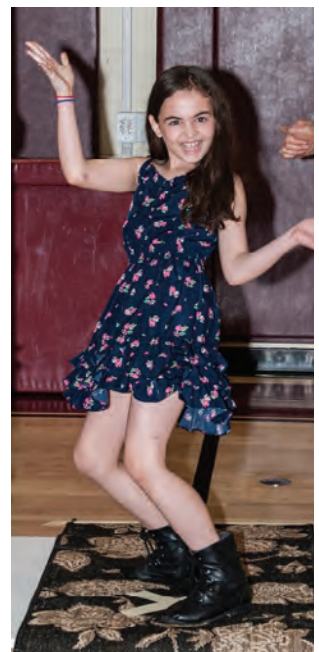
There are myriad reasons why suicide bombers might choose to commit mass murder while killing themselves — **Jasper Kitchen '14** wanted to find out why. He researched theories relating to family life, religion, strategy and politics in an attempt to find an explanation for the terror.

LOWER SCHOOL ARCH DAY



"Berkeley Carroll is a kind and loving community. I find that it's hard to have a bad day here."

4th grade speaker **James Earls**



MIDDLE SCHOOL CLOSING CEREMONIES



“The 8th graders have set the bar high, but the Class of 2019 is up to the challenge!”

7th grade speaker [Graham Stodolski](#)



“Today is a triumphant day!”

8th grade speaker [Ellie Pike](#)

ON CAMPUS



Robert Fuller

Robert Fuller, author of “Somebodies and Nobodies: Overcoming the Abuse of Rank,” spoke about rankism, belonging and human dignity when he addressed students on Oct. 23.

“Something’s going on here at Berkeley Carroll ... that is revolutionary, that’s going to spread across the whole of the United States and the world and transform the educational process.”



Rev. Al Sharpton

With a speech that made room for both impassioned political rhetoric and observations on daily life, Rev. Al Sharpton held students engrossed during a Jan. 27, 2014 assembly honoring Dr. Martin Luther King, Jr.

“No one in Martin Luther King’s day ever dreamed that a black man would be president and that he’d put his black hand on Dr. King’s Bible while being sworn in.”



Anand Giridharadas

New York Times columnist and author Anand Giridharadas spoke to students about forgiveness, the death penalty and what it means to be an American on Sept. 8. He is the author of “The True American: Murder and Mercy in Texas,” which was this year’s 11th grade American Studies summer reading.

“We all have someone we can forgive and we all have someone who should forgive us.”



Charles Graeber

The subject that would preoccupy journalist Charles Graeber for eight years, as he told BCS students on Feb. 7, 2014, was “a sad Mr. Rogers type, both drippy and depressed.” That seemingly unremarkable man was Charles Cullen, the most prolific serial killer in American history, and the subject of Graeber’s acclaimed book “The Good Nurse: A True Story of Medicine, Madness, and Murder.”

“The reason he did it is because he could. He was never stopped, which somehow encouraged him.”



Susan Cain

New York Times best-selling author Susan Cain delivered a quietly incendiary lecture to the Upper School about the cultural bias against introverts on Jan. 6, 2014. Cain talked about fighting her own introversion as a child and her efforts to ignite the Quiet Revolution.

“The world is set up to tell us to focus on our extroverted side, to tell us that verbal exchange is always when greater truths emerge. And that’s not true.”

ARTS HIGHLIGHTS



BCS Breaks a Leg: Visual and Performing Arts Highlights (Spring 2014)

by Peter Holsberg, MS/US Music Department Chair

Art was in abundance at BCS during last year's spring season. The visual and performing arts programs had an extremely busy and successful few months during which student artists performed and exhibited everywhere from Lincoln Place to Washington, D.C.

BCS snagged the Overall Sweepstakes Champion Award at The Washington, D.C. Heritage Festival for the second time (the first was in Boston in 2012) with the highest aggregate score of any participating school. The Upper School Choir, Upper School Chamber Choir, Middle School Choir, Middle School Orchestra, Upper School Jazz Ensemble, Middle School Jazz Ensemble and All-school Wind Ensemble received gold ratings from the judges. **Caleb Gordon '14**, **Graham Stodolski '19**, **Kate Semmens '18** and **Henry Pearson '16** and were given individual Maestro Awards for excellence.

At the first-ever Brooklyn Middle School Jazz Festival, the Middle School Jazz Ensemble earned an impressive

rating while **David Rodd '21** and **Matthew Justh '19** received outstanding soloist awards. The Music Department concluded the school year with five nights of concerts featuring students from the fifth through 12th grades.

Theater rounded out its season with three productions that sizzled. The Upper School musical, "42nd Street," put on four performances to packed houses. It featured students tap dancing, which was the product of months of preparation and a first at BCS. Middle schoolers performed the Roald Dahl classic "Charlie and the Chocolate Factory," which featured a cast of 25 students. The season concluded in June with the fourth grade play, which wrapped up a six-month process during which students worked with a visiting artist to collaborate on a script featuring the themes that they worked on throughout the year. Every fourth grader that passes through BCS participates in this much-anticipated production.

Middle and Upper School dancers performed works that were staged by students as well as outside

choreographers during the Dance Department's Spring Dance Concert.

BCS was transformed into a museum when students from all three divisions exhibited their work at the Visual Arts Department's All-school Art Show in April. Lower Schoolers created QR codes to display with their art, which allowed visitors to read the students' artist statements with their smartphones. Middle and Upper School students showed videos, ceramics, sculptures, drawings, photos and paintings. The community's excitement about the show was reflected in a well-attended opening reception.

Senior Arts Night, a tradition at BCS where seniors are given the opportunity to display a portfolio of artwork and/or perform during the special evening, was the final event of the year. Highlights included the dancing of **Ana Chavez '14**, the singing of **LilyRose Weiss '14** and **Caleb Gordon '14**, a performance from the Upper School Jazz Ensemble and an incredible array of artwork.



Berkeley Carroll
Jazz Ensemble



DeAndrea Forde '15



Upper School Choir

2014 Arts Awards & Recognition

VISUAL ART

Scholastic Art Awards

2014 Gold Key: Art

Xinyi Liu '15

3 awards including a
National Silver Medal

Charlotte Pierce '14

3 awards

MUSIC

Washington, D.C. Heritage Festival

Overall Sweepstakes
Champion

Berkeley Carroll

Gold Ratings:

Upper School Jazz Ensemble

Middle School Jazz Ensemble

All School Wind Ensemble

Middle School Orchestra

Upper School Choir

Upper School Chamber Choir

Middle School Choir

Maestro Award
(for individual students)

Caleb Gordon '14

Graham Stodolski '19

Kate Semmens '18

Henry Pearson '16

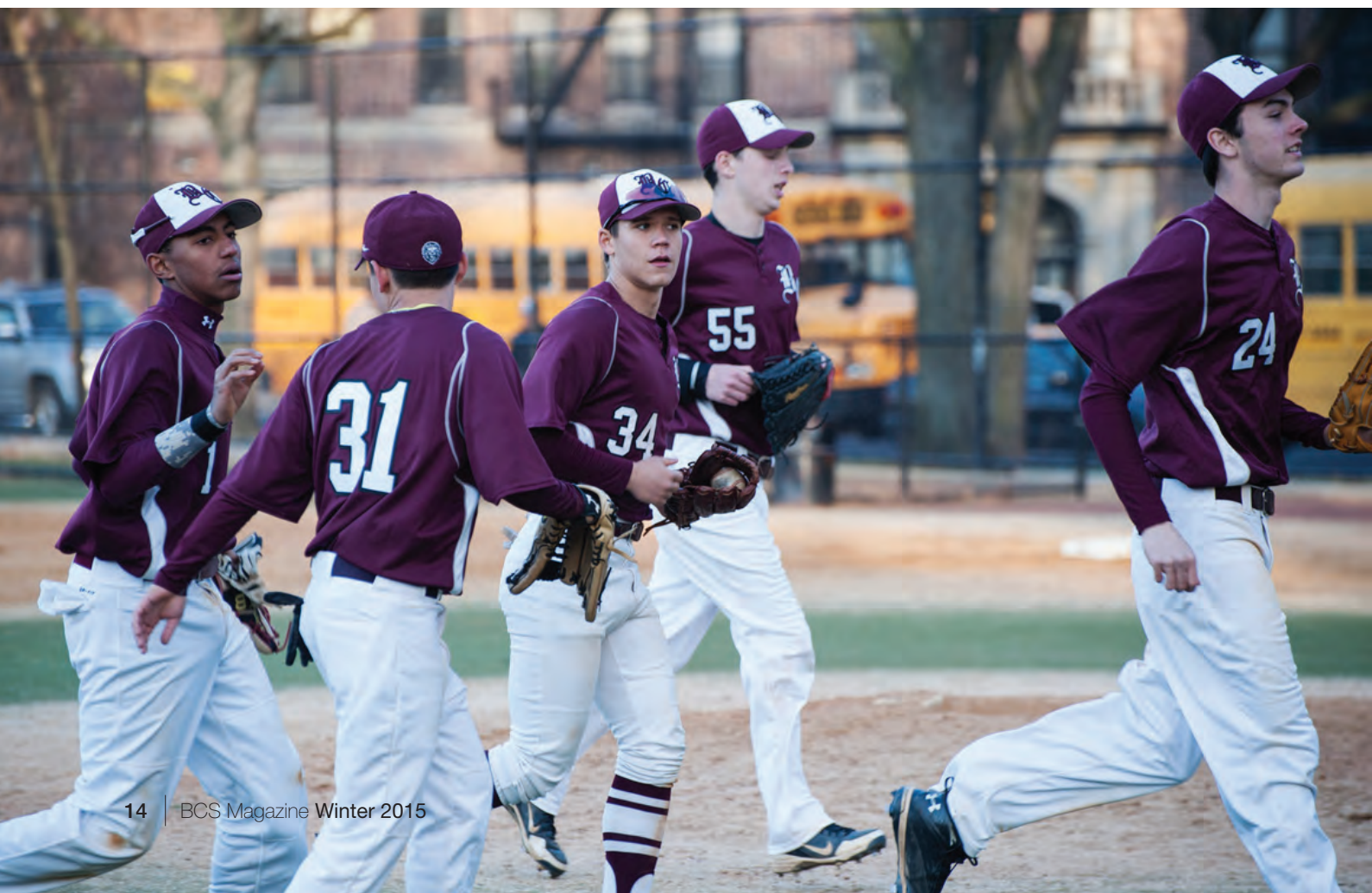
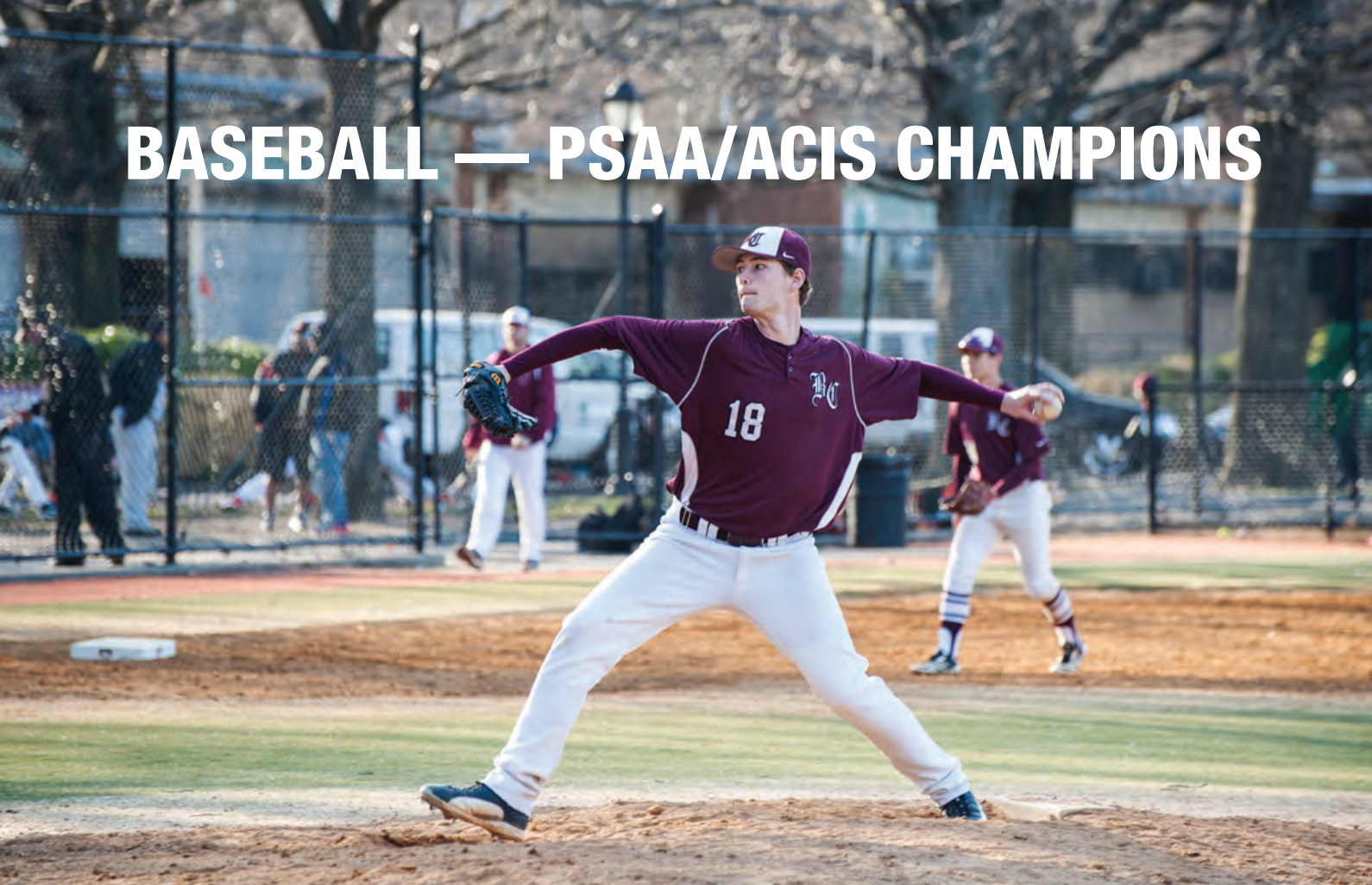
Brooklyn Middle School Jazz Festival

Outstanding Soloist
Awards

Matthew Justh '19

David Rodd '21

BASEBALL — PSAA/ACIS CHAMPIONS





SOFTBALL





Hopes & Dreams: **Within Our Reach**

by Melissa Goldin '09

Lower School students are learning how to achieve their goals — now and in the future.



Second grade teacher Heather McKay guides her class through morning meeting.



Cheers caring community members!
Today is Tuesday, October 7, 2014
Please [unclear] will share news.
Today you will get your classroom jobs!
Have a terrific Tuesday!

Complete the pattern
11, 21, 31, 41, 51, 61, 71
81, 91, 111, 121, 131, 141

Fourth grader Severan Lui-Smith waits patiently in line as she clutches her papers. One by one, representatives from each Lower School class take turns sharing their hopes and dreams for the coming school year and how they will accomplish them at their second assembly of the year. Some want to become better readers, others hope to hone their math skills and some to make new friends. When the microphone comes to Severan,

she gets straight to the point.

“My name is Severan, I’m in 4A,” she says. “My hope and dream is to write and publish a book.”

It’s an ambitious goal for anyone, let alone a fourth grader, but Severan has a six-step action plan — it starts with getting “the tools and items I need” and ends with throwing a publishing party.

Responsive Classroom, a teaching approach that develops a respectful classroom community that is conducive

to learning, has officially been a part of the Lower School curriculum for four years. Part of this technique involves discussing what students want to achieve and creating rules that will need to exist so they can reach those goals. This year, however, is the first time teachers are putting a particular focus on encouraging students to think about what habits of mind they need to adopt (such as persistence or patience) to be successful in school and in the future.

“Hopefully they’ll develop an internal awareness that will carry them throughout life,” Lower School Director Elise Goldman said. “We want them to know that these habits of mind will help them achieve success regardless of what the endeavor. And I think that’s the point we’re trying to drive home most deeply.”

Students come up with goals within the first six weeks of school as teachers

“I think everything here evolves — we’re always trying to do something better.”



Students share their hopes and dreams at a Lower School assembly.

try to guide them into something that's realistic and sustainable. This can mean something more abstract for younger students ("I want to learn about science," "I want to learn about what queens do so I can do what queens do") and something more concrete for older ones ("I want to learn all of my division facts by the end of the year"). Second through fourth graders focus on habits of mind the most — younger students who are only just learning what school is talk about the concept on a more basic level.

The hopes and dreams/habits of mind curriculum is a constant throughout the year — students spend a lot of time visualizing what it would actually look like to meet their goals. Fourth graders, for instance, create comic strip action plans. Bulletin boards displaying students' goals have been put up throughout the Lower School as well.

This year, special subject teachers were also in the classroom when students finalized their goals and class rules so there could be consistency throughout the school day and students would be able to see links between different subjects. In other words, if a student says they want to work on persistence, they'll learn what it's like to be persistent in art class as well as math or swim.

"It used to be that we would have them pick one hope and dream and it wouldn't necessarily apply in all the classes," Lower School Curriculum Coordinator Lisa Oberstein said. "That's part of the reason we focused on habits of mind this year."

Combining the habits of mind concept with the existing hopes and dreams curriculum developed naturally over time and Lower

School administrators believe that future iterations of the curriculum will come about similarly.

"I think everything here evolves — we're always trying to do something better," Lower School Director of Student Affairs Ellen Arana said. "Everybody's like that — I don't know what it will look like, but if somebody has a bright idea or thinks of a new way that we can get at it, it's always a possibility."

.....

Melissa Goldin '09 is Berkeley Carroll's communications coordinator. Before coming back to BCS she interned at multiple media organizations, including Mashable and The Brooklyn Paper. She earned her B.A. at the University of Rochester where she studied journalism and anthropology and spent three years working on the school's student newspaper.





MS Humanities teacher Geoff Agnor checks his eighth graders' digital annotations of E.B. White's essay "Death of a Pig."



Transforming Education: **A New Look at Humanities**

by Geoff Agnor and Jennifer Crichton,
Co-chairs, MS Humanities Department

English and History courses in our Middle School have been transformed into a new Humanities curriculum. What does this look like in the classroom?

The new humanities program in Middle School looks a lot like the focused English and history classes of earlier years. Groups of eighth graders analyze primary sources to find the causes of the Holocaust and place the graphic novel “Maus” in context. Seventh graders rehearse a First Amendment case they will litigate in a courtroom simulation, “Constitution Works.” Experiential favorites like the fifth grade Egyptian Tomb and the eighth grade Wax Museum are firmly set on the official school calendar for 2015. What’s different? Inquiry-based projects are now more the rule than the exception. And the English and History departments are no more. Seventh and eighth grade humanities classes now follow the lead of the fifth and sixth grades, with a single humanities teacher covering what used to be called English and history, but is now simply — and not so simply — humanities.

Middle School humanities faculty spent a year shaping curriculum that take the core values of our English and history programs and integrate the study of history, literature, geography and religion as well as art, music and philosophy to promote the connection of knowledge and ideas. Our new humanities program sets the stage for the interactive, rigorous exploration of the question, “What does it mean to be human?” The program is designed to connect with the key elements of our mission statement to foster critical, ethical and global thinking, as well as to prepare students for Upper School, college and a life of passionate learning.



Seventh graders present research findings on Iroquois society to their classmates.



Eighth graders plan their personal essay unit.

Perhaps the eighth grade curriculum has undergone the most sweeping change from its previous iterations. Using resources from the “Facing History and Ourselves” curriculum,

eighth graders will delve into issues of identity and the universe of obligation before examining the Holocaust and World War II through primary sources, the graphic novel “Maus,” and excerpts from the documentary series “The War.” Using Brown University’s “Choices” curriculum, students will then focus on Apartheid and South Africa through the thematic lens of repression, resistance and reconciliation. Challenging and rewarding classic texts like Shakespeare’s “Romeo and Juliet” will continue to be taught through units like “Gender Identity, Love, and Conflict in Elizabethan England.” When our 21st

“We view teaching like the playing of jazz.”



MS Humanities teacher Megan Saxelby works with sixth graders on their “Antigone” projects.

century teenagers discover connections between themselves and *Romeo and Juliet*, the effort testifies to the power of great literature and the global — and temporal — reach it empowers.

Our program has been designed to be flexible and responsive to the imperatives of our shared world. All seventh and eighth grade classes paused to fact-find and discuss the death of Michael Brown and the events that followed in Ferguson, Mo. And every seventh and eighth grader now joins the Upper School in having an all-access digital subscription to *The New York Times*, a living, shifting text that helps shape the curriculum itself.

A few ways in which students in Humanities 5 and 6 are becoming better critical, ethical and global thinkers is through exploring maps and assessing value systems. Beginning with an examination of major world features and then focusing in on individual continents, Humanities 5 students are working on a year-long project using the *Mapping the World* by Heart curriculum. Students are also reading Jacqueline Woodson’s “Brown Girl Dreaming” to look at how poetry can be used to map life experiences. They will then examine the relationship between maps and time in an interactive project

for Rebecca Stead’s novel “When You Reach Me.” Humanities 6 students will read and analyze seemingly disparate texts like “Antigone” and “The Giver” to investigate the balance of values and the danger of dystopia in Ancient Greece. In another unit entitled “Insiders and Outsiders,” sixth graders will examine status and rank in Ancient Rome and S.E. Hinton’s novel “The Outsiders.”

Texts and themes are chosen to connect with our students’ own experiences and personal development. In seventh grade, students will study the sophisticated society of Native Americans before the arrival of

Europeans and then immerse themselves in Sherman Alexie's "The Absolutely True Diary of a Part-time Indian," later researching the bitter legacy of the American Indian reservations system and the traumatic loss involved. But we teachers will also point out that the novel finds hope in the creation of a counter-narrative and in the power engendered when a writer/artist uses their own individuality in creative ways.

One incentive in shifting to the humanities approach is our new ability to teach reading and writing in an integrated way, placing more emphasis on "real world" writing — using writing as a means to explore issues that

matter to kids — while still preparing students to write to traditional academic standards. In the American Artists project in Humanities 7, for example, students choose artists who intrigue them — Kara Walker, Edward Hopper, Cindy Sherman and Kehinde Wiley, to name a few. Students research and then synthesize biography, personal art analysis and key themes in an in-class magazine. The humanities program believes in offering elements of choice in most assignments. Most of all, the humanities program aims to help kids find subjects that both speak to their own concerns while enabling them to expand their understanding of the world beyond themselves. At

that point where the personal and the world beyond the self connect is where great writing seems to begin.

What lies ahead? Incorporating more Spanish language into humanities classes, as students arrive at Lincoln Place from Carroll Street with greater fluency in Spanish. Establishing a metacognitive strand from fifth through eighth grade so all our students can become as familiar with key concepts such as "growth mindset" and "cognitive load" as the faculty have. Integrating more "project-based learning" or PBL inquiry-based units into our curriculum like "Build Your Own Dystopia" in Humanities 6. Connecting with our colleagues in the



In response to protests in Hong Kong, eighth graders made their own yellow ribbons in solidarity.

Science, Music and Arts departments to forge richer connections and roots. Bringing in more of our New York City and international world as part of the school's vision of global connection, with greater incorporation of visiting voices and exploration of our city.

We view teaching like the playing of jazz — everything we know as teachers might be called into action as we riff and improvise on prepared themes in unexpected ways that respond to the mood of the room and the tenor of the times. Our students help create the courses as we go. At times that means our classrooms might feature kids sitting in a circle, heads dipped low as they read a book that deeply touches them, while at other times it means leading the middle schoolers onto the street in an unanticipated, but exactly-right break. The Middle School humanities program is designed to be engaged and engaging, adaptable and versatile, meeting the needs of our students and the moment. We kick off this first year of Middle School humanities with a sense of confident exploration.

Geoff Agnor has been teaching at Berkeley Carroll since 2009 and is currently the co-chair of the Humanities Department. After teaching at Crossroads School for Arts and Science (Calif.) from 1997-2007, he earned his M.A. in anthropology and documentary film in the Culture and Media Program (NYU). He is a member of the Middle East Outreach Council and a partner of the World Leadership School.

Jennifer Crichton arrived at Berkeley Carroll in 2002 and has taught fifth, sixth and seventh grade English and history. Before becoming co-chair of the MS Humanities Department, Jen served as the MS English chair for eight years. She currently teaches Humanities 7 as well as the eighth grade verbal reasoning course and the Middle School creative writing elective.



MS Humanities Department co-chairs Geoff Agnor (left) and Jennifer Crichton



Sixth grade humanities students collaborate on an in-class assignment.

Why the APs Don't Matter Anymore

by Brandon Clarke, Director of College Counseling and Director of Global Education

Berkeley Carroll and other top independent NYC schools have stopped offering AP courses. Who's benefitting? The students.



Science Research and Design students conduct an experiment using a compressed air rocket in Prospect Park.

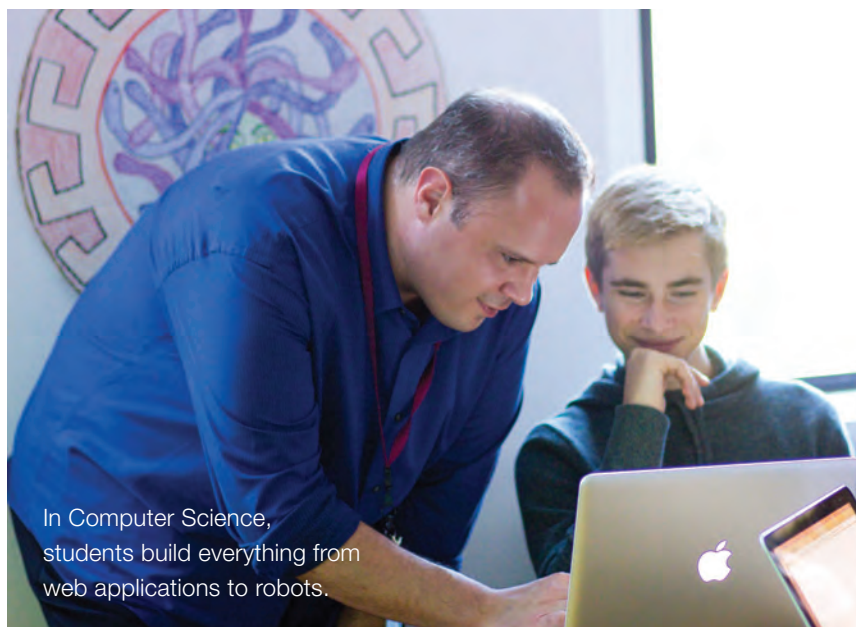


For many years, Berkeley Carroll's most challenging courses, like those at most schools around the country, carried the College Board's Advanced Placement (AP) designation. Alumni maintain fond memories of Dr. Pollock's animated AP US History class and dissections during Ms. Smith's AP Biology lab. These were good classes, taught with passion and energy, and Berkeley Carroll students' scores on the national exams were consistently high. But in 2009, administrators and faculty at Berkeley Carroll began to ask a series of questions: What would it look like to move beyond the College Board's definition of rigor, which places a premium on volume of content and speed of coverage, to focus instead on covering topics in depth and from a variety of perspectives? What if research were a bigger part of the curriculum? And what if there were more opportunities for collaboration? In other words, what would it mean to move from a focus on 20th century approaches to education to ones better suited to the century Berkeley Carroll graduates actually live in?

There are many excellent independent schools that don't offer AP courses. Phillips Exeter, Dalton, Fieldston, Brearley, St. Ann's — the list goes on. Obviously schools can maintain rigor and continue to see their students admitted to competitive colleges and universities without reliance on the College Board. What I knew to be true from my own time in the admission office at Stanford University is that the most selective colleges and universities seek students who have taken the most demanding curriculum a school offers. That last part is key: students are always considered in the context of their school, because what constitutes the "most rigorous curriculum available" varies widely. Our school staff had conversations with dozens of college deans and directors of admission, in which we asked whether a move away from the



Juniors discuss Toni Morrison's "Beloved" in small groups during American Studies.



In Computer Science, students build everything from web applications to robots.

AP program would pose any concern about our students' academic strengths. The answer was a resounding "no."

In fact, many expressed enthusiastic support for the development of new courses to challenge our students. The most selective institutions, which turn down far more qualified applicants than they admit, are looking for students who are distinctive in the applicant pool, and the truth is, having AP courses on one's transcript is no longer distinctive.

According to the College Board, the number of students taking AP exams has nearly doubled since 2004, to over 2.2 million in 2013. For all the College Board rhetoric about AP courses serving

the academic elite, the reality is that the AP designation no longer holds much meaning at the most selective colleges and universities. At those schools, nearly all applicants submit high AP scores, virtually eliminating them as a distinguishing characteristic. In ways they didn't have 10 years ago, admission officers are forced to look beyond the AP designation for evidence of intellectual curiosity and a genuine love of learning. While the AP program is not necessarily incompatible with these qualities, we believed there were better ways to foster them.

In 2011, after two years of discussion and planning, Berkeley



World Leadership School
trip to Tanzania (2014)

Carroll ceased offering AP courses. So what does the academic program look like today, three years later?

For one thing, it's much more interdisciplinary. For example, all juniors now take American Studies, a double-period, team-taught course that examines essential questions about American identity through the lenses of history, politics, literature, art, music, architecture and philosophy. As a final assessment, each student gives a guided walking tour that connects an area of New York City to the course's larger themes. There are also courses like Physical Applications of Calculus, and Science Writing.

The curriculum now provides more opportunity for research. The best example of this is Science Research & Design, a three-year sequence in which participants learn research methods, conduct their own research, publish an article in the school's research journal and present their work at an annual symposium. Berkeley Carroll students have grown artificial oyster reefs to assess the correlation between biodiversity and fluctuating water quality, conducted interviews with those suffering from Post-traumatic Stress Disorder and researched how quorum quenching (Google it!) in bacteria might be the key to halting certain disease epidemics.

In Action: Spring Intensives

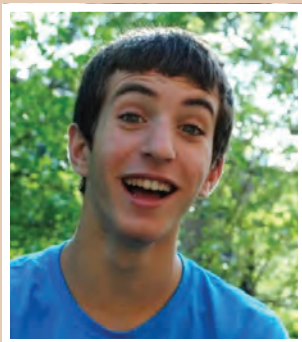


Will Bellamy '15

In my Spring Intensive, Reading Dostoevsky, we focused on the Russian writer's novel "Crime and Punishment." We began the course by briefly familiarizing ourselves with 19th century Russian thought, but by the third day we were deep inside the mind of Dostoevsky's protagonist, Raskolnikov. Since it was our only class in those two weeks, we were able to read extensively each night and spend hours the next day discussing key themes, plot points and details. Reading Dostoevsky had students from all four grades and everyone had important and insightful things to say.

Each Spring Intensive has the opportunity to present in front of the whole Upper School. For our presentation, I dressed up as the murderer himself, Raskolnikov. I moved through the crowd in tattered clothing as different students from our intensive read quotes illustrating the young man's mental burden. After our presentation, many students asked if they should read "Crime and Punishment" and I said with certainty: "Of course!"

In Action: Global Programs



Rocco Blum '17

Traveling to India in March 2014 was a life-changing experience for me, to say the least.

After several days of researching, Indian yoga classes and other preparations, we flew to Mumbai on Mar. 7. We spent the first few days exploring the city, learning about authentic Indian culture and touring the Dharavi slum.

We then traveled to Chinchoti, a small rural community outside Mumbai, where we stayed with our homestay families. I felt so welcomed and cared for by my temporary mother and father and had lots of fun playing with my new siblings. After several days working on our service project (a stage at the local school), we did a morning reflection from the hill overlooking the town before heading back to Mumbai.

Although I was hesitant to go at first, this trip was definitely worth it. I learned a lot, met new people and stepped outside of my comfort zone in an unfamiliar environment. I highly recommend it to anyone who is interested in getting a crash course in authentic Indian culture.



In 2014, 70% of our graduates were admitted to a Highly Selective college.

The increased flexibility of the academic calendar enables the school to run its Spring Intensive program. We suspend regular classes for the first two weeks of March to offer mixed-grade classes that allow students to go deep. Last year, ten students and a Spanish teacher spent two weeks reading Dostoevsky's *Crime and Punishment*. Fifteen studied homelessness in New York, splitting their time between volunteer work in soup kitchens and discussion of sociological and philosophical texts. More than 50 students enrolled in Spring Intensives that culminated in travel, to Granada, Spain, Cap d'Ail, France, India and Tanzania.

Our innovative curriculum has attracted the attention of the National Association of Independent Schools, which designated Berkeley Carroll a "School of the Future" in 2012. We get dozens of inquiries each year — from

as far away as Australia! — asking us about our program, and a recent book, *EdJourney: A Roadmap to the Future of Education*, featured BCS among its case studies. Colleges, too, are impressed by the intellectual quality of Berkeley Carroll students and the distinctive academic experiences they write about in essays and talk about in interviews. Today, having moved beyond AP, Berkeley Carroll is fulfilling its mission of preparing students "for college and the greater endeavor: a life of critical, ethical, and global thinking" better than ever.

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Brandon Clarke has been the director of college counseling since 2004. He has also taught African History and currently oversees the school's travel programs as director of global education. Before coming to Berkeley Carroll, he served as assistant dean of admission at Stanford University.

ALUMNI PERSPECTIVE

Courtney Roach '12, Trinity College '16

What are you studying in college and what activities are you involved with?

I'm a declared economics major. However, this semester I've been working on creating a new interdisciplinary major that combines economics and public policy with a focus on the arts. Aside from academics, I've become very involved on campus because I've found that the busier I am, the more productive I tend to be. I was recently appointed to the search committee for the new dean of admissions and financial aid, which consists of two students and eight faculty and staff members. I am also a member of the Student Government Association's Budget Committee, which helps to regulate and allocate student government funds, an intern on the Multicultural Recruitment Team and vice president of Trinity College Black Women's Organization.

What was your favorite class at BCS?

Although I took many amazing classes during my time at BCS, one of my favorite classes that I took was Science Writing, which was taught by Ms. Drezner and Mr. Rubin. I believe it was one of the first interdisciplinary courses that BCS offered and it was a huge success. I particularly loved this class because it combined two of my favorite subjects at the time. Also, because it was a brand new class, we were able to set our own pace as a class. Instead of focusing on covering a specific amount of material in a given time, we were able to spend time learning and reflecting on material that the teachers and the students in the class felt was truly important. The class encouraged creativity and we spent multiple classes working on personal essays and developing our writing skills.



How did/do you feel about APs not being offered at BCS?

At first I was hesitant about not being able to take APs my senior year. However, now when I look amongst my peers there is no clear difference between students who took APs and those who didn't. I have never felt disadvantaged because I didn't take APs in high school.

How have these experiences helped you in college?

Overall, not having to take APs has encouraged me to learn just for learning's sake. Instead of APs, I was able to take courses that I was genuinely passionate about instead of just learning material to pass a test. In college, the best classes I've taken are the classes in which everyone in the room genuinely wants to be there. When the teacher and all of the students are all equally excited about the course material, students tend to do more than just absorb and regurgitate information. I know that when I'm interested in a topic, I study more, I'm more attentive and ultimately I do much better than if I had taken a class that hardly interested me at all. By eliminating APs, BCS truly helped me explore my interests by encouraging me not to just focus on final exams, but to focus on the learning process.

In Action: Science Research



Niamh Micklewhite '15

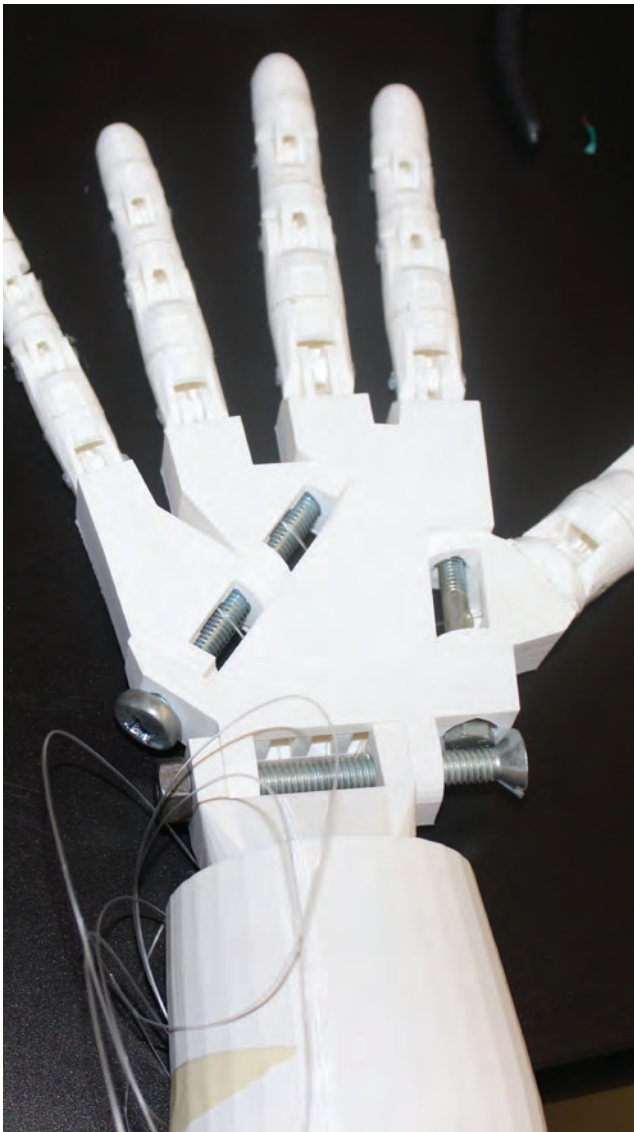
I have been studying synthetic shark skin since tenth grade when I combined my two topics of interest: artificial human skin and sharks.

This year I designed an experiment in which I hope to place "Sharklet" (a synthetic shark skin) and a smooth surface around Berkeley Carroll and expose both surfaces to human contact for a set amount of time. I will then swab both sets of samples and grow the bacteria on petri dishes. Not only do I hope to quantify the bacteria, I also hope to try and find out what bacteria is in circulation at Berkeley Carroll.

I enjoy Science Research because it allows me to explore an area of science that I wouldn't be able to in the classroom. I have become extremely passionate about my area of study and it has helped me grow as a learner and thinker. Science Research and Design has given me the chance to do something beneficial for Berkeley Carroll.

A 21st CENTURY UPPER SCHOOL EDUCATION

The move away from AP courses has allowed us to launch and expand new programs that let students explore their interests at an advanced level and develop their **unique voices**.



More On-Campus College Level Courses

Students can now take more advanced courses, including two concurrently in the same department, thanks to increases in course offerings, specialized faculty and an eight-day weekly schedule.



Spring Intensives

Students study one subject in great depth beyond the regular curriculum in this two-week program, emphasizing thoughtful comprehension over content coverage. Recent Spring Intensives include Human Origins, William Faulkner, Neuropsychology, Homelessness, Science and the Sociology of Food and The Construction of Gender.



Science Research & Design

Students perform original science research and become experts in their own fields of study. At the end of the three-year program, they publish a paper in a peer-reviewed journal and present their results at an internal scholarly colloquium.



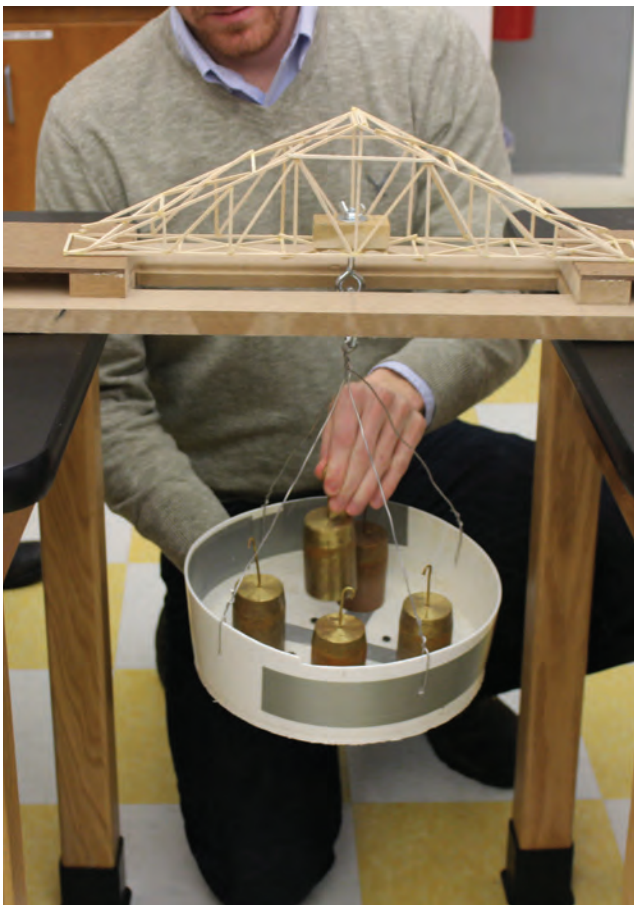
Johns Hopkins University Online Mandarin and Arabic Courses

Students are taught at beginning, intermediate and advanced levels of study in virtual classrooms where they communicate with their instructor and classmates via Skype and an interactive white board.



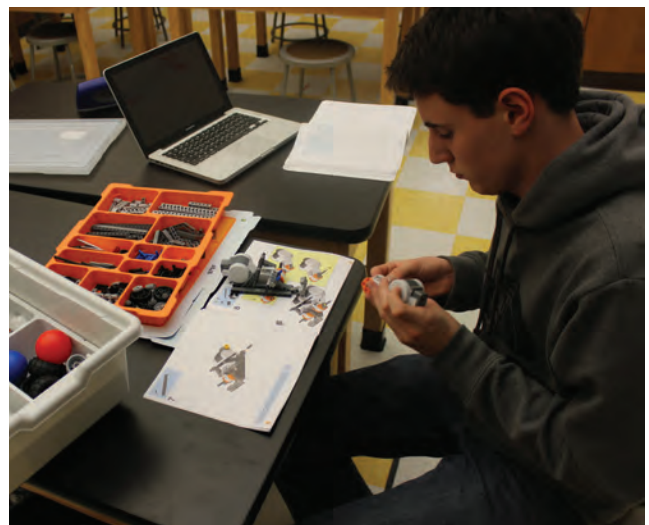
Global Academic Programs

Over the last four years, students have been able to participate in academic community development programs in Costa Rica, India, Kenya and Tanzania, and challenging language immersion programs in Spain and France. These programs expand students' intellectual development through interdisciplinary learning and community engagement on a global level.



NYU Polytechnic Engineering Courses

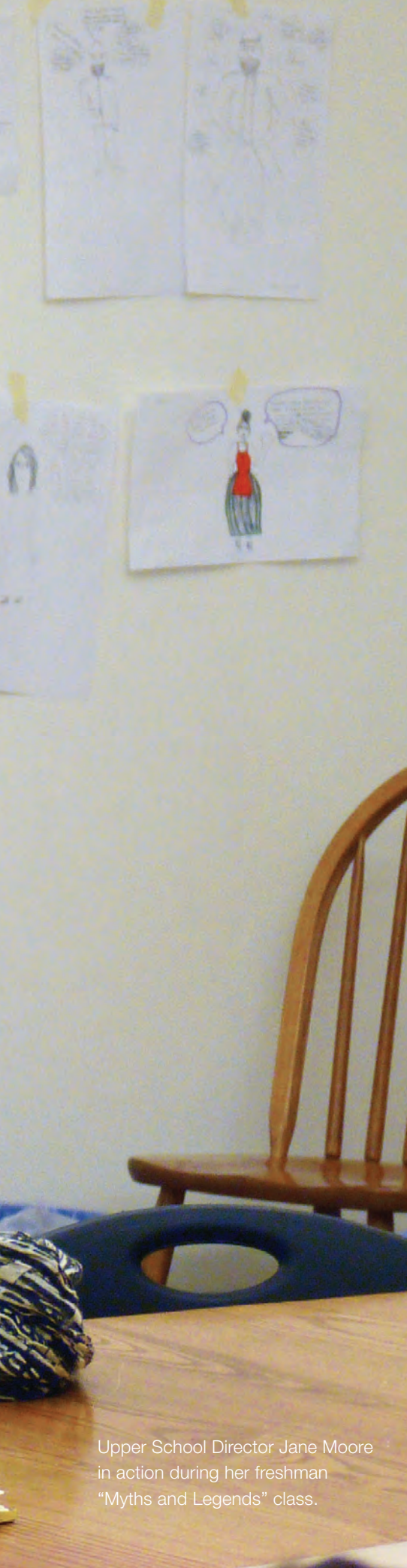
Students attend engineering classes on the NYU campus with a Berkeley Carroll faculty member, conducting hands-on experiments in lab-based classes and making weekly presentations on their findings.



Senior Projects

Students conduct independent and in-depth research on a topic that's an extension of already-completed coursework. At the end of the year, they write a 40-50 page paper and give a public presentation of their work.





Faculty Profile: **Jane Moore**

Upper School Director Jane Moore came to BCS from Riverdale Country School this year. We learned about her time at BCS so far, her thoughts on modern education and her love of purple pens.

Upper School Director Jane Moore in action during her freshman "Myths and Legends" class.

Upper School Director Jane Moore joined the Berkeley Carroll community over the summer after 13 years at Riverdale Country School. She taught English (which she also teaches at BCS) and American Studies in addition to working for eight years as the dean of students and four as the assistant head of the upper school. We spoke with her about her time at BCS so far, her thoughts on modern education and her love of purple pens.

Why did you want to work at BCS?

Leading an upper school division was something I felt excited about and ready for as the next stage of my career. When I was introduced to Berkeley Carroll in October and got to know it better over the course of subsequent visits, a lot appealed to me: the size, the location, but most of all the commitment to thoughtful education partially symbolized by what I see as a lack of fear of change. Change is very hard for many institutions, and while change is never easy, the kinds of thoughtful changes I have seen at Berkeley Carroll told me it would be an interesting, inspiring place to work.

What are your goals for the coming year and beyond?

My primary goal for this year is simply to get to know the school — faculty, students, parents — as well as possible. Now, several months in, I already feel much more comfortable, but I still have a lot to learn. I plan to continue visiting classes, going to and

chaperoning events and having many individual conversations. Not until I get to know the school quite well will I feel comfortable articulating broad goals. That said, I am always interested in examining curriculum and having conversations about how to make it rigorous, engaging and relevant to our students. I am also interested in looking at how our students are supported in the various aspects of their school experience.

What are you most excited about? Most nervous?

I am most excited about learning a new place and getting to know new people (after being at my former job for 13 years). While I am not exactly nervous, I realize I have to be patient: I can't know and learn everything right away. It will take time. Patience has never been my greatest strength!

What have you experienced at previous schools you've worked at (or went to) that you'd like to bring to BCS?

I like the idea of a division head being very involved in talking with the faculty about great teaching and helping to make sure that the students are getting a truly extraordinary learning experience.

What has surprised you about BCS so far?

It hasn't exactly surprised me, but I've been pleased and impressed by the warmth of the community: the warmth people have shown me, and also the warmth many students, parents and faculty feel for the school.



How would you define your role at BCS?

In one sense, my role is to ensure that BCS is offering an excellent and interesting education. It is also to ensure that everyone — faculty, students, parents, those new to the school and those who have been here a long time — feels that the school belongs to them, listens to them and represents them.

What have your interactions with students, faculty and staff been like so far?

As I mentioned earlier, everyone has been incredibly warm and welcoming. The faculty have made me feel like one of them. I am slowly getting to know a range of students. While I am frustrated that I can't figure out a way to do that more quickly, I have been so pleased by the fact that a number of students have come to my office to introduce themselves and to welcome me.

“...I have been so pleased by the fact that a number of students have come to my office to introduce themselves and to welcome me.”



What's your favorite thing to do in your free time?

I love to read, bike, run, swim, go to movies and the theater and walk around the city. But right now I mostly love spending time with my 3-month-old son.

What does having a 21st century education mean to you?

In the most basic sense, it means having knowledge about the world (and realizing why that is necessary) and being able to communicate effectively in various contexts and through various media. It also means being able to think creatively.

How has your experience as an English teacher influenced the rest of your career?

I think I will always think of myself as an English teacher first. I came to education as a teacher, not imagining that

administration would be in my future. I still feel that I see school primarily through a teacher's lens, and that is something I hope I never lose. I imagine that at some point down the line, perhaps toward the end of my career, I will go back to teaching full time.

What is one piece of advice you would give to Upper School students?

Try to use your high school education to figure out important things about yourself: what you like, what you don't like, how you think, what kind of person you want to be. That gets easier as one progresses through high school. But if high school is about learning — about oneself and the world — rather than about simply achieving or getting by, it will be truly worthwhile.

What kind of role do you think technology should play in the classroom?

Technology should make things easier for teachers and students; it should facilitate learning. So teachers should always be thinking: How could the technologies available help my students learn more effectively? If the answer in a certain instance is, "Not at all," then technology should not be used in that instance. It is a school's responsibility to expose teachers and students to the various ways technology can facilitate learning.

What do you think makes for a great school community?

Respect.

What's your favorite school supply?

Purple pens. I use them for grading (when I'm not grading in a more technologically sophisticated way, that is).

ASK A STUDENT

How did you spend your summer?



Max Naylor - 6th Grade

"I traveled around because I'm here for my dad's work and we're not going to be here for long. We went around the coast of the States — my family's from Australia. We went fishing and scalloping in Florida."



Allen Li - 9th Grade

"I went to Virginia. I went to the beach and a lot of amusement parks. I also had to go to school — they prepared us for the school year and helped with the transition into high school."



Mokhtar Rajai - 9th Grade

"I went to camp here at Berkeley Carroll and I built a new computer and played a lot of video games on it. It was sort of like a school in that you had different classes you could go to, but they were fun classes."



Samantha Schreiber - 12th Grade

"I worked in the Hurd Laboratory at Mount Sinai, dealing with rats and heroin self-administration so they could compare the heroin self-administration in rats to teen usage."



Xinyi Liu - 12th Grade

"I was in Beijing and I hosted my own art show. It was a charity exhibition so I got a lot of donations and I donated them into a library program to build a library for people who don't have money to afford a library."



Oliver Watson - 11th Grade

"I worked as a counselor at a camp — that was really fun. I was working with really little kids — it was hard worked, but it paid off."



Mac O'Hara - 8th Grade

"I went to a culinary summer camp for two weeks. We baked cakes and cream puffs and then we also stuffed chickens and that kind of stuff."



Michael Eve - 10th Grade

"I went to West Point Soccer Camp and I was there for eight days. Then I traveled to France on a pilgrimage and went to a monastery and met people from all across the world."

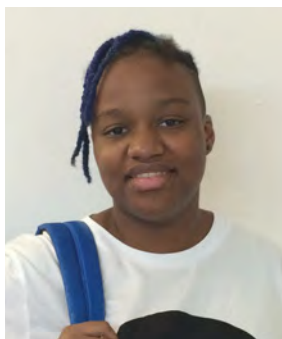


Hannah Weaver - 4th Grade

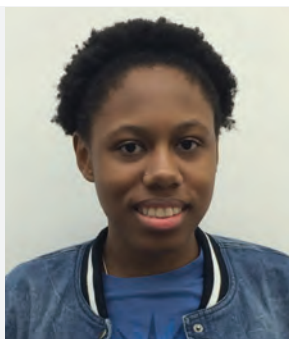
"I went to sleepaway camp for two weeks -- I liked to rock climb and build stuff."

**Moya Linsey - 6th Grade**

"I spent my summer horseback riding, I went to sleepaway camp for my first time which was really fun, I saw a lot of my friends and went to Spain."

**Leila McClain - 8th Grade**

"In July I went down to Florida for the theme parks such as Universal Studios and Disney World and in late August I went on a cruise — we got to go to different countries in the Caribbean."

**Itiah Pierce - 12th Grade**

"First in July I was a counselor at the Lower School of Berkeley Carroll summer camp. That was a little crazy at times. Afterwards I studied for the ACT."

**Arlo Bernstein - 2nd Grade**

"I went to my uncle's house in Maine. We went to the beach. I went to two camps."

**Lucy Moulton - 12th Grade**

"For July and most of August I was working at Morrison Hotel, the photography gallery in SoHo. I also played on "America's Got Talent" — I was hired to play drums for a little girl in the semi-finals."

**Patrick Gamble - 9th Grade**

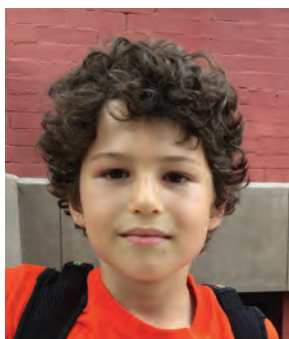
"First I went to a dance camp for a month and then I went to a triple arts camp which was dance, singing and acting. Then I finished my homework."

**Imogen Allchin - 8th Grade**

"I went for the first time to sleepaway camp. It was really fun, I didn't miss my family at all."

**Annabelle Marcinek - 1st Grade**

"I visited Slovakia."

**Saul Naparstek - 2nd Grade**

"I went on this boat called the Queen Mary 2 for a week to London. Our grandparents had a 50th anniversary. They had an ice cream machine."

**Richard Palacios - 12th Grade**

"I played baseball all through the summer — I traveled around the United States on one of the best travel teams in the nation. We won [the Perfect Game] tournament in Georgia."

CLASS NOTES

1930s

Martha (Mimi) McEntee writes:

“My mother, **Jules “Judy” Boykin Simpson ’36**, is proudly 95.5 years old and living in Riverwoods, a delightful seniors’ community in Exeter, N.H. She would love to have come to this year’s reunion, but traveling to New York would be a bit too taxing for her. She is still an avid reader and very social. She surprises everyone with the enormous number of things she remembers learning at Berkeley, from French irregular verbs to the kings and queens of England. She sends her best to everyone at the reunion and hopes you had a wonderful party.”

1940s

Word is that **Katie Babcock McCurdy**

’41 is busy attending the weddings of three grandchildren. After 31 years at London’s Chesham Place, **Bettina Coffin McNulty ’41** moved to Fulham near her daughter Claudia, husband Phillip and two grandchildren, Lachie, 17, and Trilby, 16. She is in a bright and happy flat all on one floor with nice views. An active 92, she frequents the opera, her club (the Hurlingham) and is working on a sedentary project part of every day. We hope it’s a memoir for she has had the most interesting, exciting, glamorous life of all of us.

Barbara Smyth ’48 writes:

“George and I are continuing to enjoy the many activities at Franke at Seaside for the seventh year. We celebrated our 62nd anniversary in June and enjoy seeing many of our family as they drop in. We now have six precious great-grandchildren, with a seventh on the way.

I’m happy to be home again — not from a vacation, but from a two-month hospital and rehab stay after falling and breaking my femur just below the hip. My recovery has gone well even though my replaced shoulder operation done in January and torn muscles in my arm in April had not fully healed, which limited how much I could push up with my arms every time I wanted



Jane Cooke Harris ’41, Lois Craig Schmidt ’41 and Dona Chumasero Everson ’41 recently lunched in Connecticut. Jane, still a working artist, just had a show and sold two pieces. Lois participated in spirit day at her Seabury community. Dona writes the biographies of new residents at Evergreen Woods.



► **Liz Keely ’49**



Ann Benson '64 writes: "Just a note to say how really wonderful it was to come to our 50th reunion last April. The school was so very welcoming — and so many great renovations since the old days. The seven of us who showed up were all very recognizable — and beautiful — and it was very special renewing our long-established friendships after so many years. Some of us were in kindergarten together. It didn't feel like so many years had passed at all actually. Lots of love to Isabel, Patty, Ann D., Jane, Helen and Carol — and all of the rest of you out there!"

to stand. But I'm home now and doing well, back to making doll clothes and decorating small Christmas trees for those in apartments wanting an easy way to decorate for the holidays."

Liz Keely '49 writes: "Hello ladies from Dublin, Ireland where I've lived and worked since 1968. My career dream of becoming a solar astronomer unfortunately never materialised. However, I've found Dublin a wonderful place to live. I hope your dreams have all come true and would love to hear from any of you, by email or snail mail!"

1950s

Janet Ghattas '59 writes: "Husband John Hand and I are spending three weeks in the Lot department of France

living in a gîte in a town of 320 people. In December we are leading our 23rd Intercultural Dimensions program to Senegal. Please contact me if you would like to join our group."

1960s

Lyn Tartikoff DuBroff '60 writes: "My husband Roger and I celebrated our 50th wedding anniversary on Aug. 15. Celebrating with us were our son and daughter, grandchildren, **Ginger Haggerty Schwartz '60** and her husband and **Ellen Spiegler Stein '60** and her husband."

Carol Barsin (Perkin) '60 and her husband Joe are living in Charlotte, N.C., where they have happily resided for the past 21 years.

However, to "recharge her batteries," she gets to NYC every summer for a visit. When there, she heads up the Hudson to visit Berkeley classmate **Tara Frederick (nee Etzel) '60** who lives in Poughkeepsie, N.Y. Tara is a retired nurse and has two sons, two daughters and five grandkids.

When not visiting friends and family (two sons and two grandsons), Carol and her husband travel frequently abroad. She is retired from a career in technical writing/editing, plus some dabbling in magazine writing for Charlotte Epicurean. Now though her writing consists of corresponding to old friends on email!

Catherine Villara Giumimi '64 writes: "My husband Art and I are doing well. I teach Tai Chi Easy and still



Yona McDonough '74 published a children's book, "Little Author in the Big Woods: The Story of Laura Ingalls Wilder," on Sept. 16 and an adult novel, "You Were Meant For Me," on Oct. 7. Even after all these years, she is excited to see her writing published. McDonough feels that the emphasis BCS places on writing and literature was instrumental to her success in the publishing world. She has lived in Park Slope for the past 20 years and would love to reconnect with old classmates through social media.

practice some physical therapy. We are enjoying the green trees and rain and hope to fish and hike once we settle in here. Please stay in touch and come visit if you come this way." We have moved to: POB 2361
170 San Juan Drive
Sequim, WA 98382
Catherinevg@gmail.com
(805) 714-4187

Colette Bronstein '68 writes:
"The biggest and best news that I

have is that our daughter, Caitlin, has passed the Florida Bar and is being sworn in on Oct. 8. We couldn't be any prouder. She would like to work as a guardian ad litem.

As far as Dick and I, I am battling multiple myeloma and right now it's winning. I feel as if every day that I have is a bonus. Dick is doing great. It doesn't seem possible that it's been 45 years since we graduated from Berkeley. It was a much different school back

then. We wore beautiful, long white dresses that had to be approved by the school. I never liked to follow those rules so my parents bought a beautiful brocade fabric to have my mother's dressmaker make a dress for me. We were supposed to have very plain fabric. I can only imagine the phone call to my father. Mrs. Mason wasn't fond of him.

I hope that there is news from others (cbronstein511@gmail.com). I'm still very attached to **Maria Castellano Casalino '68**. We talk often. I'm searching for **Meryl Mansell '68** now."

1970s

Gloria Smith '72 writes: "I recently became a grandmother for the first time. My daughter had a baby boy. I also have three sons, ages 19, 25 and 27. I am a preschool teacher and work summers at a local yacht club in Marblehead, Mass.

Too bad Berkeley wasn't co-ed when I went there. We weren't even allowed to wear pants so in the winter we wore skirts with knee-high socks. The late 60s and 70s were very interesting in terms of music and fashion. I only recently "discovered" Pink Floyd from my teen son, who is a college student and talented musician. While I was at Berkeley, from 1966-72, I listened to the Partridge Family, the Monkees and the Bee Gees. The funny thing is now I listen to retro hard rock."

Peter Brown '79 writes: "I took a position with Engine Company 202 in Red Hook, Brooklyn. I have been with the FDNY for over 25 years. My wife's novel, "The El," is now available as a trade paperback."

Fran Tannenbaum Kaye '76 writes: "My daughter, Naomi, was married — twice! — to a great guy from Prague, Jan Hon. The first wedding was on Aug. 15, 2014 in Prague, Czech Republic and the second was in Oakland, Calif. on Sept. 21, 2014. Naomi also received her masters in social work from NYU this past May. She and her husband

will be living in Munich, Germany where he is a professor and she is teaching at a bilingual school."

1980s

Jennifer Yaffar '81 writes: "Hello friends — after raising three sons, my husband Xavier and I have sold our home in Rockville Centre, Long Island and downsized to a lovely apartment in Port Jefferson (eastern Long Island/ Suffolk County). If any alumni are out this way, please contact me (jenniferyaffar@me.com). Xavier is currently a student at Stony Brook and I'm seeking new employment. Find me on Facebook (Jennifer Fox) or LinkedIn (www.linkedin.com/in/jenniferexcelservice)."

Michelle Menendez Olgers '84 was appointed last spring director of marketing and communications for Virginia State University's College of Agriculture. Michelle lives in central Virginia with her husband of 14 years, Darrell, and their 12-year-old daughter Emma.

Sloan Gaon '87 writes: "My wife Lori and I had a baby boy, Griffin Max Gaon, on Feb. 25. He joins his older sister Reese who is 9."

Heather E. Cunningham '89 was recently honored to receive the New York Innovative Theatre Award for outstanding actress in a lead role for her portrayal of Rose Walker in the world premiere production of "An Appeal to the Woman of the House" which her company, Retro Productions, produced in May 2014. The New York Innovative Theatre Awards celebrate excellence in indie theater in New York City. The award was doubly sweet as "Appeal" was a play very close to Heather's heart — she helped the playwright, Christie Perfetti Williams, develop the play for over a year. Appeal takes place in 1961 during the Freedom Rides and asks, "What would you do if history knocked on your door?" It is a beautiful play about love, loss and learning how to stand up for what you believe.

1990s

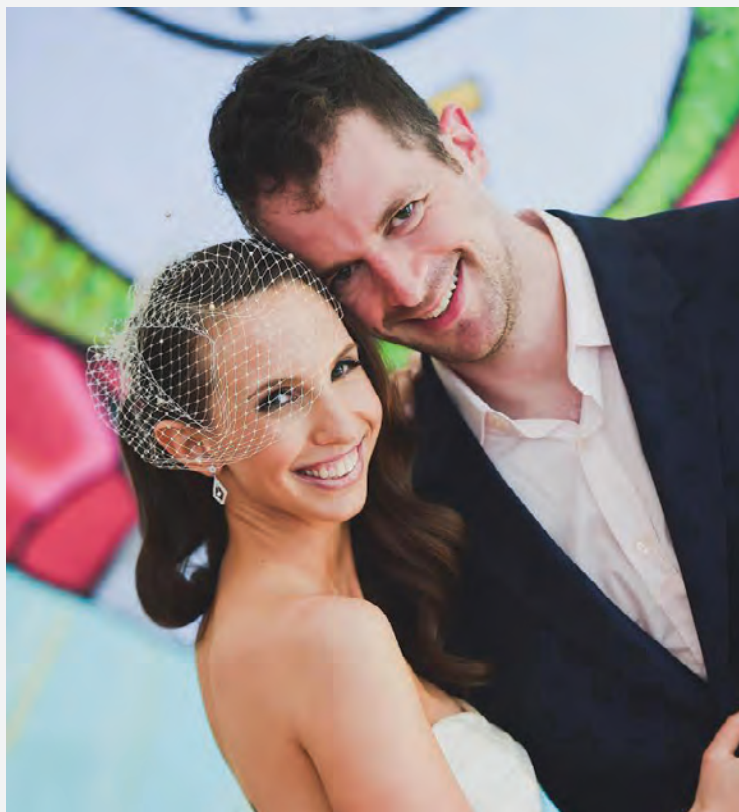
Sarah Margon '94 writes: "I've been living in Washington, D.C. for nearly 14 years (!) with my husband and, as of late, two sons (Leo, 5 and Isaac, 2). Career wise, I've been with Human Rights Watch for the last 2.5 years. It's a great organization that prioritizes detailed research and policy change on critical human rights issues around the globe — from Syria to South Sudan. In my capacity as Washington director I get to marry my understanding of the D.C. policy world with on-the-ground analysis in order to help the organization engage strategically with the U.S. government. It's a great place to be, especially since the HQ is in the

Empire State Building, which brings me back to NYC more regularly than in past years. Hope all are well!"

Ayana Johnson '98 writes: "The project I've been leading on the Caribbean island of Barbuda just passed sweeping new ocean laws to create a network of marine sanctuaries and manage fishing sustainably. And an op-ed I co-authored, "We Can Save the Caribbean's Coral Reefs," was published in *The New York Times*!"

2000s

As of July 2014, **Steffani Maxwell '00** is working in the newly created position of development writer at the New York Philharmonic.



Alexandra LaRosa '04 and Josh Sakofsky got married on June 7 at Laughing Lotus Yoga Center in Chelsea and live in Battery Park City. Alex is a fashion designer for Delta Galil and Josh is a senior network engineer at NYU. Wedding guests included **Veronika Fernandez '04** and **Lily Nathan '04**.

Austin Irving '01 writes: "I graduated in 2001 and would love to share some exciting news with the Berkeley Carroll community. Wilding Cran Gallery in downtown Los Angeles will be now be representing my fine art photography. Their website is: www.wildingcran.com and my website is www.austinirving.com."

Casey Scieszka '02 moved upstate and opened the Spruceton Inn: A Catskills Bed and Bar. Come on up for a visit! BC folks get 20 percent off when they book online with the code "BC20".

Sasha DeWind (Gronim) '03 writes: "My husband Sam and I welcomed a baby girl this August. Her name is Virginia Marion DeWind (Ginny!) and she has stolen our hearts."

Dave Shapiro '05 writes: "I am now the manager of the Campaign Against Indiscriminate Juvenile Shackling (CAIJS), a national effort to eliminate the automatic shackling of

children in courts. Our efforts have been covered on national radio and in *The Washington Post* and *The Denver Post*."

Natasha Scantlebury '08 was accepted into the 2015 cohort for the Fellowship of Emerging Leaders in Public Service through NYU Wagner's School of Public Service.

Christina Bandini '11 writes: "Last spring during my study abroad experience in Florence, Italy I had the opportunity to teach English at a Catholic elementary school. I remained in Florence during the summer working at an English summer camp. This summer of 2014 I returned to Italy, working once again as a tutor at the English summer camp. I traveled with a friend and we toured Bergen, Dublin, Cork, London, Rome, Sorrento, Positano and the Amalfi Coast. Looking forward to starting my senior year at NYU

and returning abroad next summer!"

Drew Stazesky '12 writes: "I'm a junior at the University of New Hampshire this year and am participating in and leading a few organizations on campus. I'm a leader for a program called Science Fridays, which takes 50 kids from a nearby elementary school for six Fridays in the fall and has them do science-based activities. I am also on the exec board for my dorm's Hall Council, as well as an exec member in the Native American Culture Association; we are currently planning our fourth annual powwow! I have continued to volunteer for the therapeutic riding program offered here and at UNH — this will be my third year as a volunteer.

I have continued to pursue a bachelors of science in environmental conservation studies, as well as pursue a minor in writing. I have been enjoying all of my classes and I look forward to studying abroad sometime next year or over this coming summer!"



▲ Sasha Dewind Gronim '03



▲ Casey Scieszka '02

IN PASSING



Elizabeth “Bitsie” Root ’51, a lifelong educator and loving wife, died on May 26. She was born in 1932 and raised in Brooklyn where she attended Froebel Academy and the Berkeley Institute. After graduating from Connecticut College, she began teaching in Englewood, N.J. before moving to the Bay Area. She became a key figure in the founding of The Phillips Brooks School (PBS) in 1978, where she taught first grade until 1982. She then held the position of head of school until she retired in 1997. Her vision laid the groundwork for an educational philosophy that has endured at PBS. Bitsie taught children that “It is who we are, not what we have, that is important.” She also said, “When we teach responsibility, caring and sharing, children come away with the understanding that we are on earth not just to serve others, but to serve ourselves.” During her retirement, Bitsie served on the board of many schools and associations and received the Outstanding Educator Award from the Morrissey-Compton Educational Center in 2010. She is survived by her husband William “Bill” Epperly, her sister Patricia Fouquet, her brother Stephen Root, three nieces, two nephews and many grand nephews and nieces.

Margaret Christie ’36, a beloved wife, mother and community member, died on Jan. 14, 2014. She was 95. Margaret was born in Brooklyn in 1918 and graduated from Smith College in 1940. She owned and operated the Old Dominion Motel in Middletown, Va. with her late husband Cecil in addition to working for the U.S. Census and Alba Johnson Real Estate. Margaret was also a Sunday school teacher, Girl Scout leader and den mother. She served as a member/trustee on the boards of multiple organizations and belonged to the Hillsdale United Methodist Church and the Sundial Garden Club in Hillsdale, N.J. In her free time she enjoyed reading, traveling, collecting family photographs, needlework and spending time with her family. She is survived by her daughter Patricia Benson Hertzler, her son Tod Stephens Christie, a nephew, two nieces, three granddaughters, a grandson and many great-grandchildren.

Judith Stockard White ’60 died on May 28, 2013. After graduating from Berkeley she received her B.A. from St. John’s College in Annapolis, Md. and her M.S.W. from the University of Maryland’s School of Social Work. She was a practicing social worker in Baltimore and Annapolis. She is survived by her husband John, and her son Matthew.

Ann “Putty” Balinson Kleinman ’67 succumbed to ALS on Sept. 1 after a valiant fight. She is survived by two brothers, her daughter, her son-in-law and her granddaughter.



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If you would like to know more about the benefits of planned giving, please contact Director of Development, Pamela Cunningham at (718) 534-6580.

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