

The Berkeley Carroll School

Summer 2015

MAGAZINE

FULL **STEAM** AHEAD
INNOVATION STARTS HERE



THE VIEW FROM LINCOLN PLACE

Dear Friends,

One cannot visit the website or read a publication of a school without encountering a mention of STEM, the acronym for science, technology, engineering and math. And here at Berkeley Carroll we have muddied the waters further by adding an “A” (arts) to make STEAM.

Why all this sudden attention to those topics? I think the current emphasis can be somewhat illuminated by a recent op-ed piece by the *New York Times* writer Nicholas Kristof titled, “Are You Smarter Than an Eighth Grader?” In the article, Kristof shares several math problems that were given to eighth grade students around the world. And the results? Kristof writes:

The Educational Testing Service released a global report finding that young adults from the United States rank poorly in reading but are even worse in math — the worst of all countries tested. This is the generation that will be in the labor force for the next half-century, struggling to compete with citizens of other countries.

It seems that our country needs to get serious if we are to produce the highly capable mathematicians and engineers that will be in great demand in the future.

Visitors to our classrooms can see how we push the process of learning on to the students. We want them to be the active learners, the collaborators and the problem solvers. What steps have we taken? We created the STEAM Hub in the Lower School, revamped and strengthened the PreK-12 math curriculum, initiated the Science Research and Design program in the Upper School, partnered with the NYU School of Engineering, implemented the teaching of computer programming schoolwide and added staff who help us excel in these areas.

In the coming years, we will take significant steps to improve and expand our science facilities and build a STEAM space at Lincoln Place to be used by our Middle and Upper schools. We want to continue to have our students create, build and discover.

Berkeley Carroll is committed to graduating students who are well rounded (that is why we added the “A”!) and well prepared to take on the roles that will be demanded of them in the coming decades.

Enjoy this view into our school; we greatly value your interest and support.

Sincerely,

Robert D. Vitalo

Head of School

“Visitors to our classrooms can see how we push the process of learning on to the students.”



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CO-EDITORS

Linda Adams and Melissa Goldin '09

DESIGN

Jonathan Imphong

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bcsc@berkeleycarroll.org
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BCS LENS

Día de los Muertos

Middle School students put finishing touches on their Day of the Dead altar in the second floor atrium at 181 Lincoln Pl. It celebrated figures such as Maya Angelou and Nelson Mandela, as well as important people in the students' own lives.





El altar

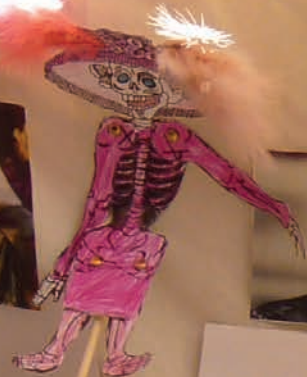


Una ofrenda con las comidas y los objetos favoritos de la persona muerta.



Maya Angelou
1928-2014

"I am a Woman
Phenomenally.
Phenomenal Woman
that's me"



Nelson Mandela
1918-2013

"For to be free is not
chains, but to live in a
enhances the freedom"

ALUMNI PROFILE: DANNY ISQUITH '98

Danny Isquith '98 originally started teaching because he needed a job, but now, after 12 years as an educator, that job has become his passion.

The Berkeley Carroll lifer (he joined the school in PreK) substitute taught at BCS after graduating from Yale University in 2002 when he had trouble finding work in the post-9/11 job market. This led him to a position teaching high school math at The Calhoun School on the Upper West Side, where he has been ever since.

Danny, who also serves on BCS' Alumni Advisory Board, is now Calhoun's dean of academic affairs (and continues to teach math, as well as science). He earned his master's degree from Columbia University's Teachers College in May and is set to become interim director of Calhoun's middle school in July, following in the footsteps of fellow BCS alum (and trustee) Eric Chapman '92.

What drives your work?

It's pretty clichéd, but the kids. I always tell people, I have sometimes 10 meetings in a day and the only thing that keeps me sane is teaching and being around kids. It keeps me honest, it keeps me wanting to get better.

Why is math important?

Even if you're not going to ever do math in your career, apart from balancing a checkbook or making change at the grocery store, I'd still argue that math education is incredibly important. I don't think that it's about remembering equations — what's really important is to remember what it feels like when you have to stretch yourself to understand something. That goes beyond math.

Are there any moments from your career that particularly stand out?

My old student [who's a math major]



came back and taught me some things about discrete math — I hadn't known anything about it. This is a kid I taught for three years in high school and for two and a half hours he gave me a crash course.

How do you feel about technology in the classroom?

Earlier on in my career I loved just putting technology in the classroom because I thought that's what I was supposed to do as a young math teacher. And they were always kind of empty activities with really flashy machines. I think technology is wonderful. I think if it's used properly and it's used as you need it as opposed to because you want to use it, it's really powerful.

Did you have any teachers at BCS that still influence you today?

I was at Berkeley Carroll for 15 years so I had a lot of teachers and I remember all of them. I had Jim Shapiro in middle school, the first and one of the only

English teachers who could really speak to me in a way that I understood. There was also Mr. Trano, an English teacher in high school, and I just adored him. He was just such a warm man — so kind — but he was tough too. I teach my calculus class basically the way [Ms. Adasko] taught me. She was fantastic. There was a chemistry teacher — Mr. Busch — I've never seen someone work so hard or care so much. And then of course Marlene Clary. I was in almost all of the theater productions and I was in her humanities class, which was one of the best classes I've ever taken.

What do you hope to see for the future of education?

I have to be honest, I don't know. Whenever I think of something, there's always something lacking. There's not going to be a magic pill, there's no silver bullet. We have to keep trying things. I would just like to see kids enjoying learning — kids not stuck in school, but excited to be in school.

AWARDS & RECOGNITION

Berkeley Carroll students have made their mark this year in academics and extracurriculars! Read about some of the highlights below:

WRITING & ART

The NYC Scholastic Awards competition awarded 80 honors to BCS students in the writing and art categories. More than 11,000 works were submitted by seventh through 12th graders from across NYC. Berkeley Carroll placed as a top 10 school in the writing category with 53 honors. Three students went on to win national medals. Past Scholastic Awards winners include Andy Warhol, Sylvia Plath, Truman Capote, Richard Avedon, Robert Redford and Joyce Carol Oates.

STUDENT PUBLICATIONS

Reflections, the Upper School student art and literature magazine, won a gold medal from the Columbia Scholastic Press Association for its 2014 issue.

LATIN

Thirty-two BCS students won awards on this year's National Latin Exam. Our students took home 11 gold medals, eight silver medals, six magna cum laude honors and seven cum laude honors. One student received a perfect score.

SPANISH

On this year's prestigious National Spanish Exam, 102 sixth through eighth graders won honors. It's the largest exam of its kind — 157,000 students took it this year. BCS students won 20% of NYC's gold medals, 22% of NYC's silver medals and 15% of NYC's bronze medals on the Level I exam. On the Level II exam, we had two gold medalists, one silver medalist, one bronze medalist and one honorable mention.



MATH

Four Upper School students scored in the top 25% nationally in this year's prestigious AMC Mathematics Competition. Only the country's top math students take this challenge, which represents the first qualifying round for a spot on the U.S. team at the International Mathematical Olympiad. Additionally, our Middle School math team, The Quantifyin' Lions, scored 15th place in the NYS MathCounts contest, in which more than 150 teams competed at the local level.

SPEECH & DEBATE

More than 80 Middle School students won speech and debate awards over this past school year, including four NYS debate champions and a student who competed in a national championship.



Middle School Speech and Debate students after a successful competition (top); From left to right: Cal Goodin '15, Julia Pike '15 and Sabrina Quintanilla '15 all won national silver medals in this year's Scholastic Art & Writing Awards (center); *Reflections* 2014

NEWS BRIEFS



Sabrina Quintanilla '16, a vital force in the BCS community, will attend Middlebury College with a Posse Foundation Scholarship starting next year.

SENIOR RECEIVES PRESTIGIOUS 4-YEAR POSSE FOUNDATION SCHOLARSHIP

On a Friday afternoon in early December, **Sabrina Quintanilla '15** started crying in the middle of the street. Moments before she had learned that not only will she be entering Middlebury College's freshman class this September, she will do so with a four-year, full-tuition Posse Foundation scholarship.

The Posse program believes that the key to a promising future for our nation rests on the ability of strong leaders from diverse backgrounds to develop consensus solutions to complex social problems. The foundation and its partner colleges identify and recruit high school students with extraordinary academic and leadership potential to participate in multicultural teams of 10 scholars called "posses," which will help build interactive campus environments and provide a support network for each other throughout their college years. This year, the organization named 133 scholars from

the New York City area.

"I'm the first in my family to go to college and I can't imagine a better place to go," Sabrina said. "The acceptance was so rewarding because I felt everything I've done and everything my parents have done to get me where I am, like working multiple jobs to support me, paid off."

As a Posse Scholar, Sabrina has already begun participating in pre-college workshops on topics such as team building, communication and leadership with other scholarship recipients heading to Middlebury. Once at college, she'll keep meeting with her "posse" in a continuing effort to create a welcoming environment for all students on the Middlebury campus. She'll also have the additional support of visiting Posse staff members, campus liaisons and mentors. When it comes time to enter the workforce, Posse can help Sabrina find internships and prepare to search for a full-time job.

Sabrina came to BCS in her freshman year from M.S. 51 in Park Slope. She is the co-captain of the Girls Varsity Soccer team, on which she has been a starter throughout high school. This year, she was selected to play in the 2014 NYC Mayor's Cup. She has also played on a travel team outside of school (Brooklyn Patriots Gold) for nine years. When she's not on the soccer field, Sabrina enjoys ceramics and creative writing — she won five Scholastic Awards this year, including a national silver medal for her personal essay "The Common Application." She isn't sure what she wants to major in yet, but has considered political science or neuroscience.

"Sabrina has always been a steadfast and conscientious student," Kathleen Ellis, her advisor, said. "She has a strong work ethic and places high demand on herself. I am so glad she was chosen for the Posse Foundation scholarship. I know she will live up to all expectations."

BCS TALKS CIVIL RIGHTS IN 'SELMA'

There were no Upper School students at 181 Lincoln Pl. on Jan. 15. Instead, they were all at Court Street Cinemas in Brooklyn Heights to see Ava DuVernay's Oscar-winning film "Selma" as part of an effort to kick-start an ongoing discussion about the Civil Rights Movement and its legacy.

The historical drama focuses on the 1965 voting rights marches from Selma to Montgomery, led by Martin Luther King, Jr. and other civil rights leaders. After watching the film together, students and faculty returned to Lincoln Place, where they discussed the historical context of the film and their impressions of the work in 10 mixed-grade groups.

"I think there are always new ways to stay educated and stay informed about the issues and I think when a movie like 'Selma' comes out it's an opportunity to really take that education to the next step," Tom Shea '16 said.

Students were encouraged to read (or listen to) articles on the controversy surrounding the film's historical accuracy and its relevance today, in addition to multiple reviews, overviews and interviews with DuVernay in anticipation of the day's activities.

Each group got a brief overview of "Selma's" historical context, from Reconstruction to the Civil Rights Movement. Students and faculty were encouraged to think critically about topics such as what (if anything) was surprising about the film and whether or not it felt relevant, but anything was fair game. Discussion topics included racism in the past and present, the lives of public figures and how we should take advantage of our right to vote.

The dialogue continued on Jan. 21 — upper schoolers talked about the Freedom



Mixed-grade groups discuss their thoughts on "Selma" (top and right); Students prepare for the trip to Court Street Cinemas (left).



Summer Project, a movement in the summer of 1964 that worked for voting rights, in their advising groups. Then, on Feb. 17, the Middle and Upper schools heard from Muriel Tillinghast and Mark Levy, two volunteers from the movement, at the annual Martin Luther King, Jr. Remembrance Assembly. All of these conversations were centered around voting rights as well as activism and legislation.

"The aim here — with the various events and discussions — is to examine

some of the events and phenomena of the Civil Rights Movement, and perhaps more particularly their legacy and ongoing relevance," Upper School Director Jane Moore wrote.

But the experience extends far beyond the classroom or even just this academic year.

"I think 'Selma' raises awareness, but also it could be the drive for some change that we could all make happen," Katrina Fuller '18 said.

IN THE CLASSROOM



Clockwise from top: Science Writing students watch as Upper School Science Teacher Jessica Smith dissects a fetal pig; Rebekah Hickson '15 observes the dissection intently; Niamh Micklewhite '15 (right), David Pachter '15 (center) and Eugene Clark '15 eye the fetal pig in anticipation.

SCIENCE WRITING MEETS BIOLOGY

Upper School Science Teacher Jessica Smith stopped by Upper School English Chair Erika Drezner's senior Science Writing class on Feb. 2 to dissect a fetal pig, bringing to life articles the class read about nutrition and digestion.

The students were then tasked with writing “unlabs” — an explanation of the science behind the dissection that a specific popular audience of their choice (i.e. fifth graders) will understand.

“If nobody writes about prosciutto I’m going to be disappointed,” Drezner joked.





Clockwise from top: Zoë Pigott '19 as Jane Goodall; Miles Parker '19 as David Bowie; Camille Andrew '19 as Cleopatra (left) and Aurelius Beckford '19 as Julius Caesar

TRADITION CONTINUES AT THE 8TH GRADE LIVING WAX MUSEUM

BCS was filled with movers and shakers — including Richard Nixon, Oprah Winfrey, Yo Yo Ma and many more — on Feb. 3 at the annual eighth grade Living Wax Museum.

Students researched one historical or current figure who they embodied at the museum, answering questions in character for family, friends and faculty. This year, for the first time, eighth graders used the iPad app PicCollage to craft posters of their figures which were hung throughout 181 Lincoln Pl. in anticipation of the museum.



SPRING INTENSIVES 2015

BCS offered 18 Spring Intensive courses this year spanning across many disciplines, including economics, social justice and journalism. Students spent two weeks focusing on one area of study through class work, field trips (including our global education programs to India and Spain) and talks with special guests.

COURSE OFFERINGS

Brooklyn: Art and Architecture Walking Tours

Creative Writing: The Art of Translation

Designing a Musical: 'Godspell'

Gettysburg

Granada: Sol y Nieve

Human Origins: From *Australopithecus* to *Homo Sapiens*

Hunger and Homelessness in NYC

India: Leadership and Global Issues in Context

It's Not Just Who Lives Here: Documenting Brooklyn Neighborhoods Through the Camera Lens

Journalism 101: The Brooklyn Beat

Music and Technology

Neuropsychology: My Brain/Myself

One Hundred Years of Solitude

Physics and Sports

Introduction to Robotics

Sustainable Brooklyn

Taking Care of Business: The American Economy

The Innocence Project/Social Justice Through Art



Designing a Musical: 'Godspell'

Students hard at work building the set of "Godspell," the Upper School spring musical.



Innocence Project/Social Justice Through Art

Fernando Bermudez, who was wrongfully convicted of murder and later proven innocent after 18 years in maximum security prisons, speaks with the Upper School about his life.



Human Origins: From *Australopithecus* to *Homo Sapiens*

Upper schoolers on a field trip to the American Museum of Natural History working in a lab.



India: Leadership and Global Issues in Context

In Heranjalu, India students help prepare to build an outdoor stage for the community's school.



Journalism 101: The Brooklyn Beat

Our intrepid reporters practice their breaking news chops at a mock press conference addressing the “missing” BCS lion costume.



Neuropsychology: My Brain/Myself

Students complete a sheep's brain dissection with former Upper School Science Teacher Gail Corneau.

EVENTS

THE BENEFIT FOR BERKELEY CARROLL

This year's Benefit for Berkeley Carroll raised more than \$300,000 for our school on March 6 at Capitale. Thank you to everyone who helped make the event such a wonderful celebration of BCS!

MLK DAY

The Middle and Upper schools celebrated the work and legacy of Dr. Martin Luther King, Jr. as they heard from **Muriel Tillinghast** and **Mark Levy**, volunteers from the Freedom Summer Project of 1964, who spoke about their experiences with the movement and the ongoing fight for social justice. **Upper School History Teacher Lorne Swarthout** discussed the importance of exercising your right to vote, students shared short poems, quotes and stories related to civil rights and **Damien Sneed & The Levites** gave a rousing vocal performance.

"It changed my life forever to be committed all my life to issues of social justice," Levy said. "The other side never gives up, which means we can't either."

Lower schoolers honored Dr. King and the many other "changemakers" who have fought — and still fight today — for equality at the Fairness and Justice for All Assembly. The students showed their peers, parents and faculty/staff what they've learned about civil rights through songs, dances, skits and even a video.

"We wanted the children to know that our Civil Rights Movement was an important milestone in paving the way for greater awareness of the need to change society to be more fair — and that the work isn't over," Lower School Director Elise Goldman said.



Clockwise from top: Head of School Bob Vitalo and Board of Trustees Chair Lydia Denworth (center-right) with Benefit for Berkeley Carroll chairs Ann-Marie Cascarino (left) and Joanna Dosik (right); Lower schoolers at the Fairness and Justice for All Assembly; Upper School History Teacher Lorne Swarthout speaks at the Middle and Upper Schools' Martin Luther King, Jr. Remembrance Assembly; Students and faculty with guest speakers Muriel Tillinghast and Mark Levy on MLK Day.



CANDLE LIGHTING

Candle Lighting is a beloved Berkeley Carroll December tradition. Held the last week before winter break, the ceremony brings together the entire school as representatives from each grade — along with alumni, parents and staff — light celebratory candles and listen to performances by our student musicians. This year, **Upper School Science Chair Scott Rubin** gave a powerful and heartfelt speech about his past work in the Peace Corps — where he met his wife who is Kenyan — and how it changed his life.



YOUNG ALUMNI REUNION

A record number of alumni — nearly 100 — came out for this year's Young Alumni Reunion at Union Hall on Nov. 25, where they reconnected with old friends and met other BCSers from years past.



Clockwise from top: Aaron Goldin '16 speaks about stress at the Thanksgiving Assembly; "Simple meal" at Lincoln Place; Danielle Regis '11 (left) and Alex Pelliccione '10 at the Young Alumni Reunion; Lower School students perform at this year's Candle Lighting; Nadine Khoury '16 lights a candle for the junior class.

THANKSGIVING ASSEMBLY

BCS gave thanks this year when all three divisions gathered together at our annual Thanksgiving Assembly and with a "simple meal" of soup, bread and water. Speakers at the assembly included **Head of School Bob Vitalo, Nia Caesar '23, Alayna Thomas '19, Aaron Goldin '16 and Middle School Art Teacher and Sixth Grade Dean Kimberly Carmody**. The Middle School, Upper School, third grade and fourth grade choirs performed.

ON CAMPUS

James Fraser, author of our 11th graders' American Studies textbook, "By the People: A History of the United States," spoke to the entire junior class on Feb. 2 about his experience writing the book and the role of biases in teaching history.

"Historians have to decide not only what to put in, but what to leave out. History can either foster passivity or urgency and I want history to foster urgency."



Paul Van Zyl, who served as the executive secretary on South Africa's Truth and Reconciliation Commission, spoke to the eighth grade on Feb. 6 about life in apartheid South Africa, the role of the commission and how the country can avoid another apartheid.

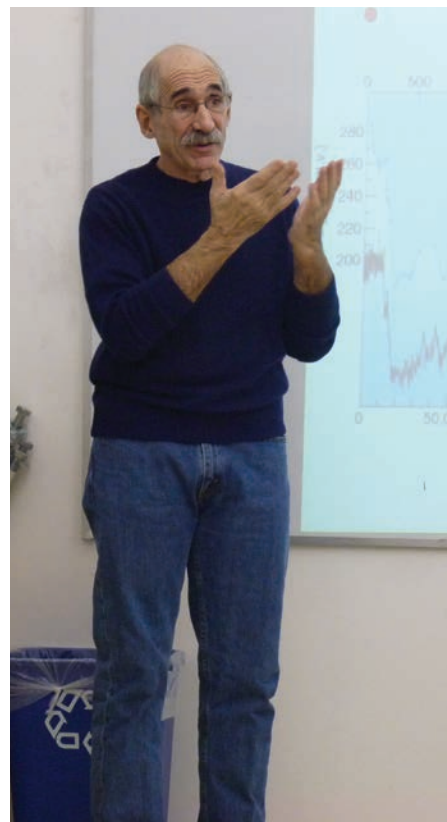


Steven Johnson, author of "How We Got to Now," a best-selling book which has been adapted as a PBS program, spoke to seventh grade humanities students on Feb. 20 about his work on the show and some of the topics it covers.

"Most really transformative ideas happen through collaboration. It was the hardest work I've done in my life, but it was also really the most rewarding."

Science Research and Design students heard from **Michael Oppenheimer**, a Nobel Prize winner and the director of the Program in Science, Technology and Environmental Policy at Princeton University, on Dec. 2. He spoke about his research on the rising sea level and outlined what needs to be done to help alleviate the effects of global warming.

"It's a global issue — it's all encompassing. It's not going to be solved overnight — it's going to be with you your entire lifetimes."





BCS eighth graders were proud to welcome **Sally Frishberg** to campus on Jan. 13. Frishberg is a Holocaust survivor (and BCS grandparent) from Poland. She gave a talk about her experiences during World War II, when she and her family spent much of the war hiding in a farmhouse attic. Frishberg has dedicated her life to telling her story. Her talk is a message of hope and optimism.



BCS Upper School students and faculty heard from **Everyone Is Gay** co-founders Danielle Owens and Kristin Russo on Jan. 9. They discussed (with much song and dance) what inspired them to start their organization and what they (and anyone) can do to help LGBTQ youth and their parents. The event was organized by Spectrum, a BCS student group.

"We all get obsessed over these labels that we made up. If you get obsessed over labels, you're missing the point."



Robert Lipsyte, sports journalist and author of "An Accidental Sportswriter," spoke to the Upper School about his career and the future of sports journalism on Nov. 18.

"I'm not a sports fan now. I'm a journalist who happens to cover sports. I always wanted to become a writer."



James Ferguson, a physical therapist at North Shore-LIJ, spoke to a senior Anatomy & Physiology class on Nov. 14 about total knee replacements. He concluded by showing a video of a real knee replacement surgery.

"Total knee is pretty tough — it's a difficult, arduous process. The body does not know the difference between a surgeon and a street thug."

Author and illustrator **Brian Pinkney** visited the Lower School on Jan. 13 to speak with second, third and fourth graders. He discussed his artistic process, how he got to where he is and read from one of his books.

"When you're an artist you have to create. You have to think of ways to solve problems."



ATHLETICS HIGHLIGHTS

LIONS LEAD THE PACK:

FALL/WINTER

ATHLETICS 2014-15

by Olivia Guarna '15, *The Blotter* Sports
Co-editor, Girls Varsity Soccer

Berkeley Carroll athletes from 11 Upper School teams showed their dedication, determination and exemplary athletic abilities in preseason training, practices and games five days a week during the 2014-15 fall and winter seasons. Their hard work was not in vain — both seasons were remarkably successful.

FALL

Coed Varsity Cross-country competed in six regular season ACIS meets, where each team member ran a 5K. At the ACIS championships in October, the team ran competitively, representing BCS with aplomb.

After the 2013 Girls Varsity Soccer team got a taste of the PSAA playoffs, it vowed to reach that pinnacle of competition once more in the 2014 season. And with a 6-8-2 record, the girls were able to do just that. They finished their season at Portledge School, where they played their hardest in the semifinals. Next year, as several talented juniors step into leadership positions, Girls Varsity Soccer will be well positioned for success once again.

"The team was really close this year and we had very strong players across all grades," co-captain Julia Pike '15 said.

Boys Varsity Soccer pulled off an identical regular season record and with six wins under its belt, the team competed in both the PSAA and ACIS playoffs. The boys made it to the finals in both leagues, and although they fell short of the championship, they hope to make another run for the title next season.

Girls Varsity Volleyball came off of



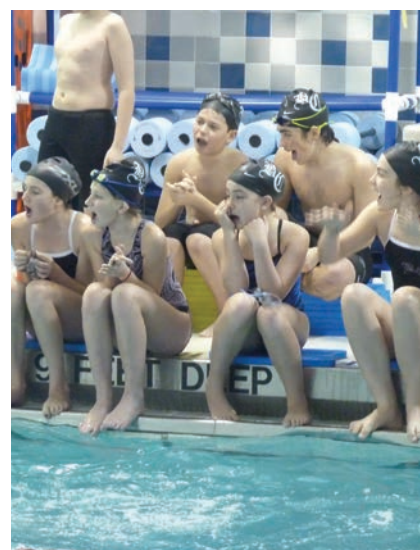
Clockwise from top: Coed Varsity Cross-country;
Girls Varsity Swimming; Boys Varsity Basketball

an excellent record last year, when it had the opportunity to play in the NYSAIS state tournament. This year, with an 8-10 record, the girls made a similar splash in the ACIS league. After losing several strong seniors, the team rallied to make it all the way to the ACIS semifinals.

WINTER

BCS' swim program has grown into two teams (boys and girls) in the past few years. Stacked with a number of young, talented swimmers, both teams have improved each season. This year was one of swimming's most successful, with the boys winning their ACIS championship meet and the girls taking home the tournament's second place title.

After winning the ACIS league last year, Girls Varsity Basketball was



Clockwise from top: Girls JV Volleyball; Girls Varsity Soccer; Boys and Girls 5/6 and 7/8 Swimming; Girls Varsity Basketball

determined to make a run for the title once again. With an 11-9 regular season record, the team made it all the way to the playoffs. It beat Saint Ann's School in the semifinals, but unfortunately fell a little short (42-55) in the finals against Léman Manhattan Preparatory School. The team will not stop working hard, however, and next season is sure to be an exciting one.

Although all of BCS' fall and winter teams achieved success this year, Boys

Varsity Basketball went farther than ever before. The boys have been a growing presence in the past couple of years, making it farther into the playoffs each season. This year, their regular season record was 16-10, which was enough to get them into the ACIS playoffs again. Although they lost in the semifinals against Dwight School, their strong record earned them a spot in the NYSAIS state tournament for the second year in a row. And this year the team made it all the way

— a first in BCS history — beating Trevor Day School 67-51 in the championship game. This win marks BCS' second state title ever — the first was earned by Boys Varsity Baseball in 2009.

"Winning NYSAIS this year was one of the best feelings ever," co-captain Danny McCormack '15 said. "Last year we worked so hard to get there and came up short, so winning it this year was for everyone who helped us work for that goal, whether that be coaches or former players."

ARTS HIGHLIGHTS



Students play at the the Upper School Music Concert (left); A Lower School student shows off her work at the First Grade Art Showcase.

LOOKING GOOD: BCS ARTS AT THEIR FINEST (FALL/WINTER 2014-15)

by Peter Holsberg, Middle and Upper School Arts Director

Fall and winter were busy seasons for visual and performing arts at BCS — from exhibitions to concerts to theater, there was something for everyone this year. Our students have collected many honors as well, but the best news to report is that more students than ever from PreK through senior year are engaged in creating works of art to put the “A” in STEAM at BCS.

The Visual Arts Department had an active year, culminating with the annual Winter Art Show in December. Students from all divisions displayed their work in a well-attended show that included photography, ceramics, paintings, drawings, collages and sculptures. Starting this year, the Winter Art Show will be the only all-school visual arts event — instead, work from different divisions will be displayed throughout our buildings on a rotating basis.

BCS was also a big winner in this year’s Scholastic Awards — **Julia Pike '15** received a national silver medal in photography, while **Xinyi Liu '15**, **Gretchen Meyer '15** and **Lucy Edelstein '16** won gold at the regional level.

The Dance Department continues to grow in the Middle and Upper schools

under the direction of Middle and Upper School Dance Teacher **Penelope McCourty**. Students prepared for their concert in May by collaborating with some of NYC’s leading dance pedagogues and choreographers, including Jeramy Lawson Zimmerman and Olney Edmundson.

After kicking off the year with their

“...more students than ever from PreK through senior year are engaged in creating works of art...”

traditional NYC Marathon performance, the Middle and Upper School Jazz Ensembles performed all over the city. The Winter Choral Pops concert featured songs by New York composers, from Neil Diamond to Stephen Sondheim. The Winter Concert in December included music students from all three divisions and culminated with all of the performing groups — more than 200 students — performing Beethoven's "Ode to Joy."

The Upper School Jazz Ensemble participated for the first time in the New York City Ellington Invitational, where **Mokhtar Rajai '18** and **Kirt Thorne '16** received outstanding soloist awards. The Middle and Upper School Orchestras experienced unprecedented growth under first-year **Middle and Upper School String Teacher Kate Mollica** and the Upper School presented its first full orchestra performance in recent school history in February. The Middle School Jazz Ensemble performed for the second time in the Brooklyn Music School Middle School Jazz Festival, where four students — **Graham Stoldoski '19**, **Lukas Holsberg '19**, **Nicholas Bonina '19** and **David Rodd '21** — received outstanding musicianship awards.

This fall/winter saw two productions in the Theater Department, beginning with the Middle School fall musical, "The Little Mermaid, Jr." BCS' rendition of the popular Disney musical and film featured dazzling costumes, terrific music and show-stopping numbers. **Graham Stoldoski '19**, **Sara Azcona-Miller '19**, **Gaia Blessing '19** and **Miles Parker '19** were among those with prominent roles. The raucous Upper School production of "Hit & Misdemeanor" featured **Anja Boltz '15**, **Andrew Keenan '15** and **Emma Newbery '15** in a twisted, comedic tale where everyone wants to "get" everyone else.



"Hit & Misdemeanor" (Upper School fall play) (top); The Upper School Choir performs on a Music Department trip to Montreal (middle); "The Little Mermaid, Jr." (Middle School fall musical)

IN HISTORY



Courtesy of orpiter.com, originally published in St. Francis Xavier Academy 1956 Centenary Yearbook

SISTER ACT: LOWER SCHOOL WAS HOME FOR NUNS AT CATHOLIC ACADEMY UNTIL 1960s

All buildings in Brooklyn have a history and Berkeley Carroll's are no exception. Before 701 Carroll St. housed the Lower School, it contained St. Francis Xavier Academy and the nuns who called it home.

Seventeen small bedrooms on the third floor (and one on the roof level) of 697-701 Carroll St. (the academy occupied multiple lots) belonged to the Sisters of St. Joseph, Brentwood, who ran the Catholic school, according to a NYC certificate of occupancy from 1962. Almost 200 Sisters taught at the academy over nearly 80 years, but it's unclear how many actually lived at 701, Sisters of St. Joseph, Brentwood Archivist Virginia Dowd said.

The academy opened on September 12, 1887 at the corner of Carroll Street and Sixth Avenue before moving across the street to 701 four years later. It was comprised of a parish elementary school (which opened in 1914) and a girls' high school — the elementary portion closed in 1940 and the remaining high school shuttered its doors in June

1965 due to what is only referred to as "inadequate facilities."

The building then became home to St. Francis de Sales School for the Deaf, Dowd said. This school was also staffed by the Sisters of St. Joseph, Brentwood and moved to a location on Eastern Parkway in 1973.

Nine years later, the building was bought for just \$150,000, according to a deed documenting the sale, by the Montessori School of Brooklyn. This was the earliest iteration of The Carroll Street School, which merged with the Berkeley Institute in 1982 to form The Berkeley

Carroll School. As the school continued to grow, the bedrooms were renovated into new classrooms.

"The nuns were very happy to sell it to us because the building would continue to be a school," Dolores Toolan, a founder of The Carroll Street School, said.

Even though the original academy is long gone, the Sisters of St. Joseph, Brentwood still have a presence in Park Slope. They currently live a stone's throw away from the Lower School on Sixth Avenue at a property they acquired in the mid-1950s.

“The nuns were very happy to sell it to us because the building would continue to be a school.”

AS SEEN ON FACEBOOK



The Berkeley Carroll School April 20, 2015

Head of School Bob Vitalo writes:

"The 2015 Study Group of the Australian Association of Christian Schools visited Berkeley Carroll and met with teachers, students and trustees. The Study Group was interested in BCS' interdisciplinary studies and how we have fostered a culture of innovation."



The Berkeley Carroll School December 10, 2014

At a "speak out" assembly on Dec. 10, members of the Upper School had the opportunity to discuss their feelings on the many questions raised by the deaths of Michael Brown and Eric Garner.

Topics discussed included proper training for police officers, the role of social media in protests and how racism frames the way we see these incidents.

"I don't think we should treat it as a trend," one student said of the issues. "I think we should keep pushing until it gets resolved."



The Berkeley Carroll School May 19, 2015

First and fourth graders joined forces at the May 11 Hoop-a-Thon to help raise more than \$3,000 for the construction of playgrounds and basketball hoops in Las Terrenas, a town in the Dominican Republic, with 7,000 children and no public parks.

The event stemmed from the first grade's study of playgrounds, during which they were asked, "How can we help kids have a safe space to play?"

Students worked together to design cards and write messages in Spanish to students at Las Terrenas International School.

Parents pledged donations per hoop or a set amount (up to \$25). Before the event, fourth graders calculated in math class how much money they could raise if every student brought in the maximum amount and how many hoops and playgrounds that could build.



The Berkeley Carroll School February 6, 2015

Ms. Laundon's eighth grade science students welcomed second graders into their class on Feb. 5!

The middle schoolers taught their younger peers how Newton's Laws of Motion are connected to urban design through "exhibits" on topics such as subway inertia and bridges. #STEAM

Both classes have been learning about how science comes into play in New York City. The eighth graders will present their "pop up museum" to the BCS community on April 8.



WANT TO SEE WHAT'S HAPPENING AT BCS RIGHT NOW? LIKE/FOLLOW US ON SOCIAL MEDIA!



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14 YEARS AND COUNTING

WORLD AFFAIRS BREAKFAST CLUB STILL GOING STRONG

by Melissa Goldin '09





World Affairs Breakfast Club founder and Upper School History Chair Lorne Swarthout with Upper School students after a Wednesday morning meeting.

Current events are notoriously unpredictable, but through thick and thin World Affairs Breakfast Club has met nearly every week since 2001 to discuss the news of the day.

The group was formed after 9/11 (back then it was called Crisis Cafe) as a forum for open discussion to help the Berkeley Carroll community process what was happening. Interest in the idea grew as the United States invaded Iraq in 2003 and George W. Bush and John Kerry fought it out in the 2004 presidential election.

No topic is off limits — students, faculty, staff and sometimes even parents have touched on major international stories (Charlie Hebdo attacks, Arab Spring), news with a national focus (Eric Garner and Michael Brown protests, same-sex marriage legalization) and topics with more local interest (stop-and-frisk, the future of Prospect Park). Special guest speakers, such as NYC Councilman Brad Lander and Congregation Beth Elohim Senior Rabbi Andy Bachman, often add to the conversation. The meticulous blog — worldaffairsbreakfastclub.blogspot.com — kept by

Breakfast Club founder and Upper School History Chair Lorne Swarthout catalogs every meeting since 2008. His wife, Joan Richter (referred to as “Baker” on the blog), decides what will be served for breakfast each week — everything from banana cake to mini scones.

“The goal is always to teach and engage,” Swarthout, who has a self-professed itch to know what’s going on in the world and why, said. “In some ways that’s a kind of extension of Berkeley Carroll teaching.”

Breakfast Club is a steady, consistent part of BCS — no matter what is happening in the world its members can always be found in the library on Wednesdays (except for one week in April when they broke tradition and met on a Thursday) at 7:30 a.m. It’s hard to predict which topics will bring a large crowd and which won’t — attendance has ranged from about 15-50 this year. Alumni have also been known to stop by, either just for fun or as guests. The meeting after Barack Obama won the 2008 presidential election stands out the most to Swarthout, as it “really felt like we were witnessing history.”

Early on the group was made up of mostly seniors or Upper School students, but over the last few years, middle schoolers have become a large portion of its membership — Swarthout estimates that about half of the students who attended this year were in fifth through eighth grade. He hypothesized that this may be because it’s more of a novelty for them or because it’s a way for them to talk about the world as “adults,” but he can’t say for sure — he jokes it’s because they have an easier time getting up in the morning. For many of the students, the club may be one of their first introductions to world affairs.

“Before I came I didn’t know a lot about current events,” Henry Sailer ’20, who has been a member for about a year, said. “I started coming more frequently because [the meetings] were really good. I like it because it helps me know what’s happening.”

There have been discussions about expanding Breakfast Club — perhaps meeting at more times or using it as the basis for a class — but for now Swarthout simply hopes that the model is imitated at other schools.

“The underlying premise is that the world is an amazing and interesting place,” he said. “I think if [Breakfast Club] disappeared in this guise it would reappear in some other way.”

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¡EN ESPAÑOL, POR FAVOR!

LOWER SCHOOLERS
LEARN LANGUAGE NATURALLY

Berkeley Carroll's Spanish partial-immersion program mimics the way students learned their first language so they can become fluent in a second.

by Melissa Goldin '09

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¡Bienvenidos! Voy a escribir este artículo en español.*

On second thought, English might be a better bet, but thanks to Berkeley Carroll's Spanish partial-immersion program, there's a good chance most Lower School students can understand that lede.

The crux of the program, which was implemented in PreK, kindergarten and first grade in the fall of 2012 and second through fourth grade the year after, is that a portion of each day is taught in Spanish. But it's not about learning how to conjugate verbs and memorizing endless lists of vocabulary. It's a meaningful attempt to mimic the way students learned their first language — naturally — and encourage them to grow into citizens of the world.

"The idea is that they're not learning Spanish — they're learning the content and it happens to be in Spanish," Lower School Director of Student Affairs Ellen Arana said.

Students are not expected to be bilingual by the time they reach the Middle School, but to have an initial base from which they may become fluent after further study, perhaps in multiple tongues. Being exposed to the basics at such a young age lets students become comfortable speaking in a foreign language when they're more willing to take risks and expands their views of the world early on.

Immersion is a constant in the classroom, from morning meeting through daily academics. There is no specific Spanish curriculum teachers must adhere to — instead, they must come up with ways to teach certain lessons each day in Spanish. This can include math games, read alouds or even dance lessons. The language is incorporated into the classroom similarly throughout grade levels — the content is what may differ depending on the age of the students.

"When we are speaking to them completely in Spanish...it makes them stronger puzzle solvers," Second Grade Associate Teacher Samara Gation said. "Using different resources to figure out a puzzle, they can use [that] in other academic areas."

Each teacher has their own creative way of transitioning between languages, such as putting on a "Spanish scarf." Once a lesson begins, students are allowed to use English if they need to, but teachers speak in Spanish and encourage their students to do

the same. In one recent third grade class, for example, students discussed Chinese culture — the lesson was led entirely in Spanish and they participated as best they could using their new language skills, inserting English when necessary. All associate teachers are fluent in Spanish (head teachers have varying degrees of proficiency) and come from all over the Spanish-speaking world.

"We're finding ways to weave it into the culture of the school," Lower School Spanish Coordinator Jennifer Abbate said. "We get better at it every year and so the kids are really just immersed in Spanish at different points throughout the day."

The ever-growing presence of Spanish in the United States and its prevalence abroad was a major reason that it became the Lower School's language of choice. While preparing to implement the program, BCS administrators looked to initiatives at other schools, including Bank Street School for Children and Amistad Dual Language School, both in Manhattan. They also spoke with experts such as Dr. Ofelia García, author of "Bilingual Education in the 21st Century: A Global Perspective" and a professor in City College's urban education Ph.D program, who made suggestions on how to best integrate a new language in the classroom.

The Lower School's take on teaching Spanish not as a foreign language, but as a part of daily life, is unique — there are other schools in New York City that have half- or full-day immersion programs, but Abbate said administrators did not come across any other partial-immersion initiatives.

As Lower School students move on to the Middle and Upper schools, the hope is that Spanish will continue to be a part of their day-to-day lives. All Middle School students are now required to take Spanish courses (the Upper School will continue to offer French as well as Spanish, plus Arabic and Mandarin) in an effort to reflect the commitment the Lower School has made to

the language, as it can take many years to become fluent.

"Having an opportunity to speak another language allows [students] to communicate with more people, allows them to try new things," Lower School Curriculum Coordinator Lisa Oberstein said. "The possibilities are so ripe and we're lucky enough to be able to watch [them] unfold."

**Welcome! I'm going to write this article in Spanish.*

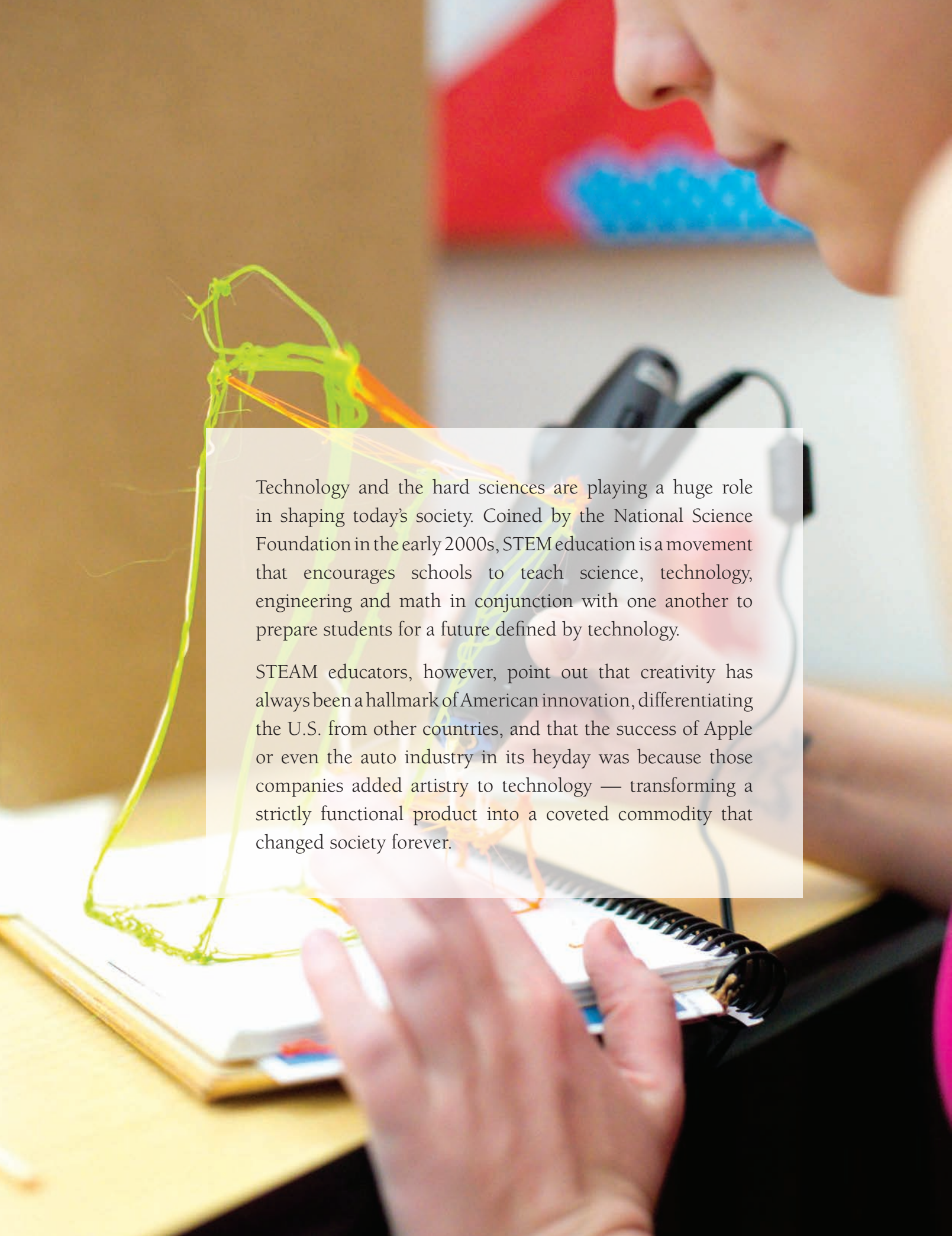






*Full **STEAM*** *Ahead* *Innovation* *Starts Here*

The innovation economy is defining the 21st century, with STEAM education preparing students for college and the workforce of the future.

A close-up photograph of a person's hands and face as they work on a craft project. The person is using a black hot glue gun to attach yellow string to a spiral-bound notebook. The string is being pulled taut, forming a loop. The background is blurred, showing a red and blue patterned object. The text is overlaid on a semi-transparent white box in the center of the image.

Technology and the hard sciences are playing a huge role in shaping today's society. Coined by the National Science Foundation in the early 2000s, STEM education is a movement that encourages schools to teach science, technology, engineering and math in conjunction with one another to prepare students for a future defined by technology.

STEAM educators, however, point out that creativity has always been a hallmark of American innovation, differentiating the U.S. from other countries, and that the success of Apple or even the auto industry in its heyday was because those companies added artistry to technology — transforming a strictly functional product into a coveted commodity that changed society forever.



Maya Coe '15 in science class (left); Lower schoolers create movement-inspired visual art during an Integrated Learning Block class (top); Fifth graders during the annual Egyptian Tomb

WHY IS STEAM IMPORTANT?

by Brandon Clarke, Assistant Head of School for Program

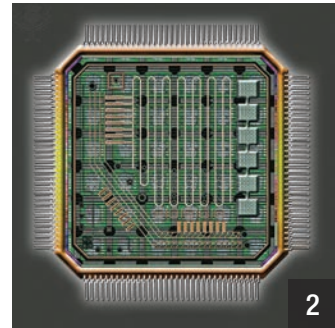
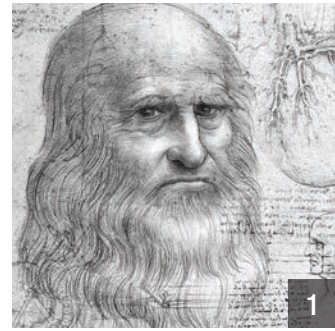
The American educational system as we know it was developed in tandem with the rise of industry, designed to create a corps of reliable workers as the country transitioned from an agricultural economy to an industrial one. Much like factories themselves, schools moved students through an assembly line, from class to class, in batches, according to age. Although occasionally students were inspired by their teachers and the material, the system was designed to efficiently create good, solid workers — not innovators.

The world has changed. The economy has changed. Our values as a nation have changed. By and large, the American educational system has not. Berkeley Carroll took a major step several years ago in abandoning the Advanced Placement program, which largely assesses 20th century skills. The courses that have replaced the APs are richer and more challenging. Our students are getting a better education as a result.

But we still have room to grow. This is where STEAM comes in. STEAM isn't just about science- and math-related subjects, it's also about methodologies. It's about ways of learning and thinking. Our students will be best served by an education that teaches collaboration with each other and across disciplines. A curriculum that helps them develop resourcefulness and that teaches them that failure is a necessary and healthy part of process. And it's not just our students who self-identify as math/science kids who need this, it's all of our students. The future writers, teachers, attorneys, non-profit directors — they need these skills, too. This kind of education requires a flexible space where different groups of students can simultaneously run experiments, build models and collaborate on ideas that will better prepare them for college and life beyond.



Physicist Albert Einstein was an accomplished violinist.



STEAM HALL OF FAME

Many of history's great inventors and scientists were also musicians, artists, writers or poets. Did you know:

1. **Leonardo da Vinci** was a mathematician, artist, musician, engineer, inventor and writer.
2. The **computer chips** that run virtually all our devices today are made using a combination of three classic artistic inventions: etching, silk screen printing and photolithography.
3. **Camouflage** was invented by the American painter **Abbott Thayer**, who was unable to convince Teddy Roosevelt to use it in the Spanish-American War.
4. The sutures that allow a surgeon to close a wound or conduct a lifesaving operation were invented by Nobel laureate **Alexis Carrel**, thanks to his knowledge of lace making.
5. **Alexander Graham Bell** was a pianist whose invention of the telephone began with a simple musical game.

All photos retrieved from Encyclopædia Britannica ImageQuest. (Main) Einstein on board/ March 1931/Photo. [Photography]. (1) Leonardo DaVinci. [Photography]. (2) Computer Chip. [Photography]. (3) US military training [Photography]. (4) Portrait of Alexis Carrel. [Fine Art]. (5) Alexander Graham Bell [Photography].

Source: Robert Root-Bernstein



Racing cars with Nerdy Derby at the 2015 BCS STEAM Fair; Alessandro Getzel '17 presents his Science Research and Design poster on critical learning and PirB; An Upper School student works on an in-class chemistry lab.

STEAM AT BERKELEY CARROLL

by Nancy Holodak, Director of Educational Design and Innovation

A few years ago, the Lower School began experimenting with its schedule to provide a time for teachers to collaborate and design integrated STEAM coursework for students. Projects with our youngest students have included creating models of insects using found materials, producing cookie cutters using 3D printers, bridge and boat building, artistic and visual expressions of movement, mixing colors and painting self-portraits and looking at the age of Columbus through art, transportation, agriculture, music and dramatic performance.

To supplement its rigorous science, technology, math and arts curriculum, our Middle School has now added an Integrated Learning Block class — similar to the Lower School's program of the same name — where students can identify and solve problems that are meaningful for them, such as how to provide a delicious and nutritious snack at an affordable price for all students or explore questions like "How do we see?" through a variety of conceptual lenses including scientific, humanistic,

visual, musical and mathematical. They also investigate global issues such as the world water crisis through projects like building filters using common materials to clean water, advocacy and learning how cultures in some developing countries are affected when they have limited access to water.

In the Upper School, we have even more options for students, including Science Research and Design, Bioethics and the Physical Applications of Calculus. We've also expanded our offerings in computer science this year to include App Design and Robotics. Additionally, we have an established relationship with NYU Polytechnic School of Engineering, where students can take an Introduction to Engineering and Design course in their junior or senior year. The options and opportunities for our students are incredibly exciting and we're so proud of all we offer.

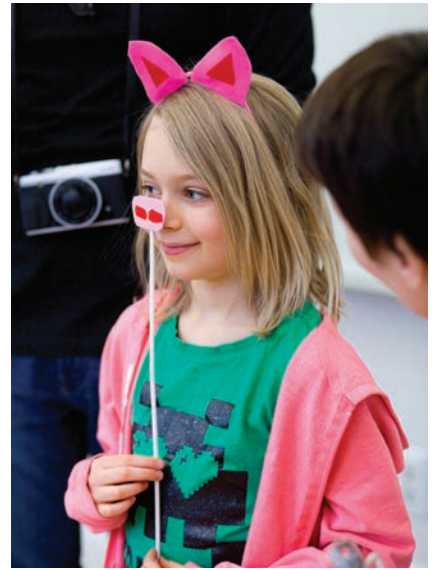
Our next steps include the creation of a STEAM space at 181 Lincoln Pl. that will better support the type of long-term, open-ended, project-based learning experiences we seek to provide.



FIRST ANNUAL BCS STEAM FAIR ATTRACTS 450 ATTENDEES

Berkeley Carroll's first-ever STEAM Fair was a fun day of learning with more than 20 activities for all ages including:

- Building a car (out of anything) and racing it in the Nerdy Derby
- Extracting DNA from cells
- Soldering mini circuit boards to create flashing LED displays
- Creating architectural designs using SketchUp
- Making costumes from untraditional materials
- Figuring out how to keep a milk carton boat afloat
- Watching osmosis while learning to make pickles
- Learning how to create games from Middle School student experts
- Perfecting the ancient art of origami
- Designing a marble run
- Producing objects using a 3D printer
- Experimenting with iOS apps designed by Upper School students
- Designing a scale model of a row house from recycled materials
- Making wearable art from pop tops and discarded cables
- Bookmaking and bookbinding design
- Creating wire and paper sculptures
- Designing and sewing felt iPhone cases
- A BrushBots hackathon
- Learning from eighth grade students how to solve logic puzzles
- Making puppet pals
- Learning how to silk screen T-shirts



INNOVATIVE COMPANIES ARE POWERED BY STEAM

Fast Company's list of Top 10 Most Innovative Companies (2015) illustrates that many of today's most popular companies are built on STEAM strategies.



WARBY PARKER

Built the first great made-on-the-Internet brand — hip, affordable eyeglasses you can customize and buy online



APPLE

Created magic with minutiae



ALIBABA

Helps consumers save, spend and be entertained



GOOGLE

Made the hit laptop nobody saw coming



INSTAGRAM

Has a beautiful relationship with the fashion industry



COLOR OF CHANGE

Created a civil rights group for the 21st century



HBO

Made itself the belle of the streaming TV ball



VIRGIN AMERICA

Perfected customer service for an innovative clientele



INDIGO

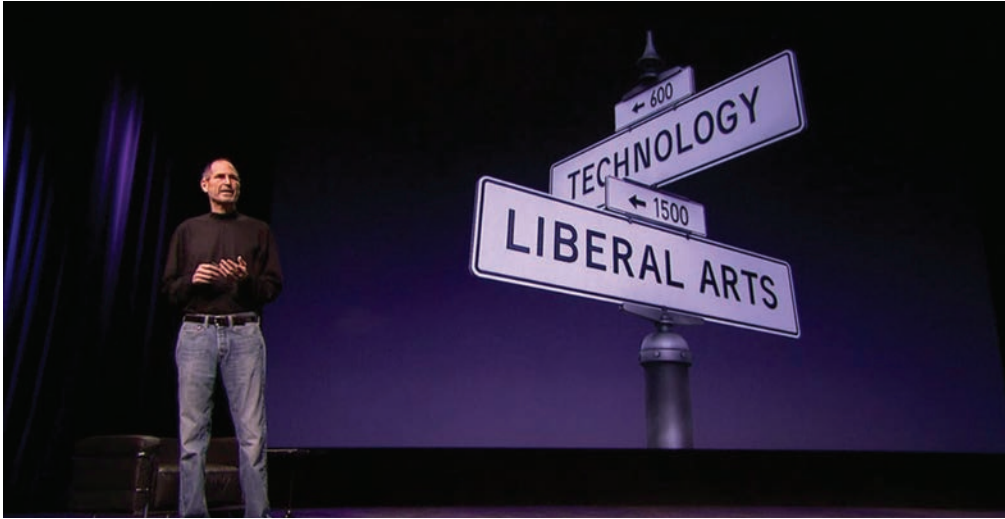
Makes it feel good to fly cheap



SLACK

Slayed interoffice email

© Fast Company



Steve Jobs closed the 2010 introduction of the iPad with this now famous slide.

STEAM CASE STUDY: APPLE

Steve Jobs' philosophy for Apple is a great example of the STEAM approach. He believed that technology, business, art and design could and should work together to create something more human and desirable.

He was also convinced that innovation had to extend beyond the "faster, cheaper, smaller" goals of previous decades and that technology could have an emotional appeal,

instead of just a rational one.

Therefore, he created a business model at Apple where musicians and artists worked side by side with developers.

Apple was not the first company to release an MP3 player or a smartphone, but when the iPod and iPhone debuted, they created their own unprecedented word-of-mouth and demand and changed life as we know it today.

“It's in Apple's DNA that technology alone is not enough. Technology married with liberal arts, married with the humanities yields us the result that makes our hearts sing.”

— Apple founder Steve Jobs



INTERNATIONAL OUTLOOK

BERKELEY CARROLL STUDENTS ON LIVING A GLOBAL LIFE

Six of our international students speak about life abroad, moving to new countries and where they see themselves in the future.

by Melissa Goldin '09



Name: Felix Pilkington
Grade: 12
Previously lived in: England
Moved to Brooklyn: 4th Grade
 (originally attended P.S. 321)



Name: Floria Auerbach (left)
Grade: 7
Previously lived in: Hong Kong, Connecticut, Singapore, Italy
Moved to Brooklyn: 6th Grade



Name: Olle Skau
Grade: 5
Previously lived in: Guatemala, Sweden, Brooklyn, Zimbabwe, Belgium
Moved to Brooklyn: 5th Grade
 (most recently)



Name: Saskia McKay
Grade: 1
Previously lived in: Australia
Moved to Brooklyn: 1st Grade



Name: Shreya Balaji
Grade: 6
Previously lived in: Brooklyn, India
Moved to Brooklyn: 5th Grade
 (most recently)



Name: Xinyi Liu
Grade: 12
Previously lived in: China
Moved to Brooklyn: 9th Grade

BCS has gone global. Students have traveled far and wide — from Tanzania to Costa Rica — in recent years through our expanded global education program, but the school has also seen an increased international presence at home.

In the 2010-11 academic year, there were only four international students (students who do not have American citizenship) enrolled in all three of BCS' divisions, but over the last four years the school has averaged 12, according to Chief Operations Officer Bob Isabella. There are even more students who are American (or dual) citizens and either moved to the United States from another country or spent significant time abroad.

The Lower School had five international students (with varying degrees of citizenship) in the fall of 2012 and that number is expected to have doubled by the start of the next school year, according to Director of Lower School Admissions (and newly appointed Director of the Lower School) Amanda Pike. There are no official statistics available for the older divisions, but Director of Middle and Upper School Admissions Vanessa Prescott was able to name at least 25 international students (again, with different types of citizenship) who were enrolled at BCS this past year.

We spoke to six students to learn about their lives abroad, what it was like moving to new countries and where they see themselves in the future.

ADJUSTING TO A NEW LIFE

Floria: It was hard to adjust because coming in at seventh grade is kind of a strange year. Also, a lot of kids have had friends from even fifth or sixth grade. [BCS is] not really the kind of school where kids come and go from like in Singapore and Italy.

Olle: After a few weeks it gets pretty usual. The bed feels good and the sofa starts to get your shape and you start to remember where all of the cups are. And you get some friends.



Shreya Balaji '21 with her mother outside the Mysore Palace in Karnataka, India.

FIRST DAY AT BCS

Shreya: The very first day I wasn't very scared as I was before because I knew who the people were and I knew my schedule. I was pretty confident in knowing my teachers. So it wasn't that scary. Orientation Day, well...I was very freaked out and my mom was telling me to calm down.

Saskia: My first day of Berkeley Carroll was kind of a bit nervous for me because I didn't know anybody there. And on my first day of Berkeley Carroll everyone was just jumping around the room really excited.

Xinyi: I walked into the wrong classroom twice and I actually listened to a class with a bunch of 11th graders. I was so lost.

EDUCATION

Felix: In England we learn about English history — the Great Fire of London, the Black Plague, all the good stuff. And then you come to America and all of a sudden it was like, the Civil War. I do remember having history classes about American history and not knowing the difference between the Civil War and the Revolutionary War.

Saskia: We don't have uniforms [here] so it's pretty hard to figure out what you're wearing. [In Australia] we have uniforms...it's so sunny, even in winter and autumn — we have to wear a hat outside!

Xinyi: You can't really schedule a meeting with your teacher because in China teachers dislike the fact that students come and reach out for help. They think it's rude because it's saying you didn't teach that well so the student doesn't really understand what's going on.

MOVING TO NEW YORK

Felix: [My dad] was a foreign editor for *The Guardian* newspaper and he wanted a writing job again. I think he wanted a change — we all wanted a change — and the job opportunity was perfect.

Floria: We like to travel and it was part of my dad's job.

Olle: We always know we can go back and live [somewhere] again or just visit our old friends and family. We usually just try new things and if they're not as good we can go back to the old ones.

Saskia: We wanted to have a new experience and see a different country that we didn't know.

Shreya: My dad, he really wanted a change — I think he wanted me to know the Indian life since most of our family was there. And then we moved back because, well, again, my dad, his job got transferred and he didn't think my life was very great there. Studying-wise and school-wise he thought that the American system was way more advanced.

Xinyi: My parents want me to study in America for college. They don't really like Chinese education and they think that the Chinese education system didn't give me that much opportunity.

QUESTIONS ABOUT INTERNATIONAL LIFE

Felix: I would start talking and then someone would interrupt me and say 'Oh, you have an accent, where are you from?' And I'd say England and they'd be like, 'Oh my Gooddd.' The first time, I was like oh, that's cool. But then after a while it's just like, no, that's not what I want to hear. [I] prefer that people just leave it alone.

Floria: People would ask me where I was from and that's kind of a complicated question for me.

Olle: Once I got a question in Zimbabwe, 'Do you ride polar bears to school?' They think the north is different and think snow is puffy and gentle.

Shreya: They want to know what god do you worship? And I'm like, we're polytheistic. We worship all gods, but all god is one. So we're like, poly-monotheistic. Some people are a little aggressive about it. And some people are like, that's cool.



Floria Auerbach '20 (second from left) with her BCS Speech and Debate teammates after winning the NYS championships in novice public forum debate.

NATIONAL IDENTITY

Felix: I would say I'm an English immigrant. Definitely immigrant — not English, not American. Yeah, somewhere in between.

Olle: I can consider myself Swedish — a lot of people say no, you're Guatemalan because you were born there, but I think where you're born doesn't really affect your DNA.

LESSONS FROM ABROAD

Felix: In England all of the political leaders come from posh schools, they're all really wealthy families, and that's just the norm. There are political leaders all over America that come from different backgrounds.

Floria: I think the U.S. needs to learn to be more affectionate because being affectionate really helps friendships and relationships in general.

Shreya: The U.S. could learn from India how — you know how some people have strict values of no eating with hands? Well in India everyone eats with their right hand.

Xinyi: Chinese education's more strict so although it's not really comfortable for students to have such a huge gap between student and teacher, [it's] also a good thing for students to know that the teacher is someone that they shouldn't make fun of.

CULTURE CLASH

Floria: There wasn't a very big Jewish community in Singapore. My family's not orthodox, but it's kind of frustrating having people always being confused about your religion.

Xinyi: I never do my homework on a break [in China]. I just ask someone in America to send the teacher an email saying I can't do homework because I can't even go on Google.

OVERALL EXPERIENCE

Felix: One of the hard things about moving is, especially as a kid, it feels like everyone else has this underlying national identity, which I don't have. But...this is something that's made me a better person. I feel like I have an understanding of, not a true understanding, but a little bit of understanding of what it means to be a minority or someone that's excluded or feels like an outsider. I'm super conscious of if I mistreat people because of the way they look or sound.

Floria: I think it's really affected my life because I've learned how to present myself and I've learned that living all over I can't be shy.

Shreya: It has definitely affected my accent!

THE FUTURE

Felix: I'm going to Colorado College...I'm taking a gap year next year. I kind of see myself traveling for a while. I want to live in loads of different places. I'd like to live in India, maybe somewhere else in Asia.

Floria: I think we're staying in New York for the time being, but when I'm in eighth grade I'm planning on applying out to boarding schools...staying in a place solidly for four years sounds pretty nice. It really depends on my mindset at that time, but I was thinking as I get older I want to maybe try living or doing programs in Japan.

Olle: I think we're going to do one final stop in Sweden for high school. And then we're going to separate for college. If you're a Swedish citizen college is free there. I think when I'm done with high school I'm going to take a long just adventure year and then start with college.

Shreya: That's a hard question. I think I would really like to live in Alaska. A friend who's a generation above me, she just moved to Alaska with her new husband and I really miss her. And there's a lot of snow.

Xinyi: I already got into [Carleton College]. I prefer an Asian country, but not China because the pollution's so awful right now. I really like the environment in Japan and I really like the fact that although Japan is a really Asian country, it's also really international.

ASK A STUDENT

What was your favorite project/assignment in the past year?



Rasheed Evelyn '15

"The best thing I've done at Berkeley Carroll is film photography. I've actually gone through the process of processing negatives and making actual prints and enlarging them. So I think going through that process is really cool."



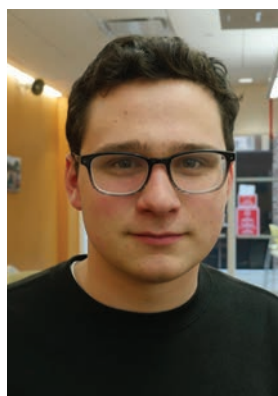
Sorah Guthrie '21

"I've done things in science in different labs — I liked testing the resistance of the elodea plant."



Tristan Burchett '26

"PE, and swimming, and science — you could sometimes watch really cool videos of things, and I liked building a raft in science."



Will Wells '15

"In my first semester English class I got to interview a special forces staff sergeant in the Vietnam War."



Maris Hayes '21

"I like art, I like drawing and memorizing my dreams and then drawing them."



Willow Abney '25

"Geometry is my favorite thing."



Zac Pepere '15

"Speaking in front of the school about things that interested me. I got to overcome my fears of speaking in front of large crowds and got to express myself."



Lily Miniovich '20

"The Math Fair because it really explored a lot of different areas of math and the history of math and I thought that was really interesting."



Mark Zeltser '26

"I like math because it's really fun to subtract things."



Ellor Haring '22

"When everyone in my grade started playing instruments and I got to play my saxophone again which I hadn't gotten to play all summer."



Zoe Denckla '16

"Going to India with the school. It was great traveling with the school and getting to meet so many new people, and our homestays."



Arman Minovi '26

"I like all the subjects, they're all really fun. STEAM is probably my favorite."



Tai Dottin-Meggs '20

"My favorite thing was climbing Bear Mountain. It was a lot of fun going outdoors and scaling a mountain."



Coco Cucinotta '17

"Learning about all these people who went to jail who were wrongly convicted and freed in my Spring Intensive."

CLASS NOTES

1940s

Katie Babcock McCurdy '41 writes:

"At Cloverwood, I have many friends, old and new, and am so fortunate to have wonderful people helping me. I look forward to my Crooners singing group, hearing talks on every subject imaginable and watching Saturday afternoon movies. I enjoy going to church at First Baptist and attending my book club meetings. Between social activities, medical appointments and weekly hair salon visits, my calendar is very full."

Martha Davis Schroeder '47 writes:

"I'm a lucky woman. Life is good and I'm in pretty good health and still have most of my marbles. Would love to hear from anybody from Class of 1947. 5 Hickory Dr. Slingerlands, N.Y. 12159."

Hi there to anyone still around from a year that now seems so very long ago!

This is **Liz Keely '49**, who never did become an astronomer, but nevertheless still has an avid interest in all things astronomical. I have been living and working in Dublin, Ireland for many a long year now and have been retired from a secretarial post with first Coopers & Lybrand, now PricewaterhouseCoopers. I originally retired in 1996, but was called back by one of the directors and retired again when I turned 70. My main interests now are the feline friends I have had over the years in Dublin, my current one a very large black and white tomcat by the name of Lord Ponsonby (he originally lived with an Englishman). My other main interest is in genealogy — I am trying to track down where exactly

in Ireland both my great-grandparents on my father's side came from.

Do any of you attend the reunions? I certainly would if I lived a few thousand miles closer! I'd love to hear from any of my classmates or indeed anyone in "Upper 5" who might remember me (elizabethkeely@gmail.com).

1950s

Dianne Block Courtney '55 writes:

"I am sorry I cannot attend our 60th reunion celebration. It would have been wonderful being with former classmates. All our lives are so very different than what we envisioned they would be. I'm sure we all have wonderful and sometimes funny stories to tell. I hope everyone enjoys this special time together."

1960s

Ellen Spiegler Stein '60 writes: "I can't believe it's been so many years since I graduated from Berkeley. Two children and six grandchildren later my husband Larry and I will be celebrating our 50th wedding anniversary in May. I enjoy reading the alumni news and seeing how much the school has changed since my years at the Berkeley Institute. One thing that hasn't changed are the friends I made there. Still keep in touch with **Lyn Tartikoff DuBroff '60** and her husband Roger. Lots of fond memories."

Jean Martinson Davio '61 writes: "Eight members of the Class of '61 (**Jean Martinson Davio '61**, **Carol Atiyeh '61**, **Claire Ghattas Pitzer '61**, **Gwen Skelton '61**, **Genevieve Twohig Hamway '61**, **Bunny Wagener Libby '61**, **Nancy Winkler Naftulin '61** and **Carole Forster Swan '61**) are having their every-couple-years birthday/



Bettina McNulty '41 with her granddaughter, Trilby Ives.

◀ Jean Martinson Davio '61 (fifth from left) with some of her classmates



alumnae/can't-wait-to-see-you-again party at Bunny's in Stowe, Vt. in August.

We highly recommend these 'birthday' parties. They started the year we all turned 50. We had so much fun, we decided to do it again in five years. At our 55th party, we realized they were too much fun to wait another five years so we met at Claire's on the Outer Banks in North Carolina. In 2001, we celebrated our 40th alumnae reunion with the alumnae luncheon and a week at Carol's on Long Island. 2003 was our 60th birthday party, 2005 was our can't-wait-any-longer-to-get-together-62nd birthday party. 2008 was our week-long, medicare mamas party and we started trying to find classmates in preparation for our 50th graduation anniversary. We also spent a gorgeous day at Jean's lakeside cabin in Vermont where some of us tried kayaking for the first time. In 2011, we had a BIG bash in Brooklyn for our 50th anniversary. Eighteen of our surviving 25 classmates were there and it seemed like

just yesterday that we were all walking the halls as seniors! What fun that was!!

You can be sure that when we leave Bunny's in August we'll all be thinking about our next 'Berkeley girls' party."

Dorie Brodie Baker '65 writes:

"I became a certified master gardener, two of my four children live within a few blocks of Berkeley and my 2-year-old grandson takes swimming lessons at the Berkeley pool."

Colette Berkeley Bronstein '68

writes: "It would be nice to hear from classmates. What are you doing with your lives? Also, **Meryl Mansell '68**: we live not far from one another if you're still in the Keys. I would love to see you again. I'm not sure why you stopped communicating when I got married! I still and always will speak to **Maria Castellano Casalino '68**. We will be friends to the end. She's also my daughter Caitlin's godmother so she will be in her life forever too. I'm also very proud that Caitlin has been admitted to the Florida

Bar. She is a practicing attorney here in South Florida. Her dad and I are so very proud of her and her accomplishments. My husband is talking about retiring so we may start a new adventure in our lives. Unfortunately we can't be far from a major hospital because I have bone cancer. I will fight this 'til the end. Let's hear from other Class of '68 graduates."

1970s

Denise Acampora Connelly '72 writes:

"Since I graduated in '72, I've been the best of friends with **Patty Sanfilippo Clark '72**, who was in my class. I'm a proud mom of two men, Sean and Jeff. Sean works in Lower Manhattan and Jeff is a junior high school math teacher. My husband, Keith, is a retired NYCTA worker. I've recently retired from teaching after 34 years. I've been blessed with a wonderful life and family. My first grandson will be born this summer. I would love to hear from some classmates. Look me up on Facebook."



Sylvia Brewster '87 writes: "I am now making custom-made fantastical mirrors and would offer any alum a 10% discount. You can find them at www.weldbiltstudio.com/magic-mirrors."

1980s

Michelle Menendez Olgers '84 writes:

"It has been great connecting with my 1980s classmates via Facebook! I can't believe how many have the most beautiful kids, some of them all grown already! And everyone seems very happy and at great places in their lives. I look forward to seeing them all soon at a yet-to-be-organized unofficial reunion. As for me, I've been spending my last year as director of marketing and communications of Virginia State University's College of Agriculture and Cooperative Extension Program. What a blessing! I've been able to marry my professional career with my hobbies of raising livestock, homesteading and gardening. I feel I've died and gone to heaven! I'm also enjoying my 14-year marriage to Darrell Olgers and watching our 12-year-old daughter become a strong young woman. I look forward to hearing more from my classmates or from younger BCS alums who may need a professional mentor."

Heather Cunningham '89, a New York City-based actress, was seen April 2-18 playing Mrs. Milner in the world premiere of "Unmentionables" by Joseph Samuel Wright for Nylon Fusion Theatre Company at Theatre 54 in Manhattan. May 8-22 she played Fanny in a revival of "The Butter and Egg Man" by George S. Kaufman for her company, Retro Productions, of which she is also the producing artistic director. Last May she won the New York Innovative Theatre Award for outstanding actress in a lead role for her role as Rose Walker in "An Appeal to the Woman of the House" by Christie Perfetti Williams, which is now in development as an independent feature film shooting in 2016.

Liz Kresch '89 writes: "I have been teaching yoga for 10 years this year and celebrated by moving my private practice into a new, larger studio. I would love to see some Berkeley Carroll people there (Breath & Bones at 80 E. 11th St. near Union Square) — BC



▼ Stephanie Wilchfort '93

alums get a 15% discount! I was a lifer starting in first grade, except for sixth grade when I went to another school — but I couldn't stay away from BC."

1990s

Stephanie Hill Wilchfort '93 had a mini Berkeley Carroll reunion with NYC councilwoman **Laurie Cumbo '93** (see above photo).

Ayana Johnson '98 is now executive director of the Waitt Institute (waittinstitute.org), whose mission is "empowering communities to restore their ocean." The Institute, under its Blue Halo Initiative, has partnered with the Caribbean governments

and communities of Barbuda, Montserrat and Curaçao to help them envision, design and implement sustainable ocean management plans. She'd love to hear from you if you have special connections to those islands. And you can follow her adventures in ocean conservation on her National Geographic blog (voices.nationalgeographic.com/author/ajohnson).

Deborah Greig '99 is the agriculture director at East New York Farms. She is in charge of its market and gardener education program, manages its youth workers and grows specialty crops. Deborah was featured in the *New York Times* article "Mother Nature's Daughters" last August.



After training as a professional winemaker for three years in France, New Zealand, South Africa and the U.S., **James Houston '01** recently returned to Brooklyn where he works as a commercial copywriter. He and his wife are expecting their first child (a daughter) this June.

Rebecca Jones '99 played the lead role in "Big Love," a modern remake of Aeschylus' "The Danaids," during its Feb. 5 to March 15 run. She also took on the role of Yitzhak in "Hedwig and the Angry Inch" on Broadway starting April 14.

Laura Rubin '99 is teaching in Chelsea and getting married this summer!

2000s

Alison Lankenau (Lower School Director, 1994-2000) writes: "I have been working at Parkside School in Manhattan since I left BC in 2000. For most of that time I have been director of program, but a couple of years ago I

split the job with my daughter, Catherine Lankenau-Weeks, who is married to Chris Weeks, former admissions director at BC. She is director of curriculum and I am director of placement (arranging for the next schools our students attend when they finish our program at age 11). We happily share an office, which works well, partly because I'm only there two days a week. Have good memories of BC and especially Carroll Street. Love getting the magazine."

Roxana Baldwin '09 writes: "I have been doing video work, mainly music videos, for three years now. I've also done a few commercials and just wrapped up my first narrative work! A bulk of it can be seen on my website: www.pangean.vision/visions. My boyfriend Yasha and I work together as a directing duo and have just started our own company, Pangean Vision, which does video production as well as clothing."

2010s

Zeke Bardash '11 graduated from Queens College with a music degree in May.

Shane Pearley '14 and his basketball team at Canterbury School (where he's spending a post-graduate year) won the Class B New England Championship in March! Shane was also named outstanding player of the game with a total of 18 points, which included 10 of the team's first 12 points.

WHAT ARE YOU UP TO?

We want to know! Submit your own class notes and photos:

www.berkeleycarroll.org/classnotes

Email: alums@berkeleycarroll.org

Mail: The Berkeley Carroll School
c/o Melissa Goldin
152 Sterling Place
Brooklyn, NY 11217



A shot from Brooklyn-based band Phony Ppl's "helGa" music video, which was filmed at 181 Lincoln Pl. The video was directed in part by **Roxana Baldwin '09**. Watch it here: goo.gl/RFJ77w



Courtesy of Canterbury School

IN PASSING

Jane Harden Sutcliffe '41 died on Nov. 15, 2014. She is survived by three daughters, two sons and eight grandchildren.

Jill Nadell Cluster (Midonick) '48, a beloved professor emerita of medieval history at New York University who taught until two weeks before her death, died at home on Nov. 14, 2014. After graduating from the Berkeley Institute she earned her B.A. and M.A. from NYU and her Ph.D at the University of Pennsylvania. She taught at the University of Kentucky before joining NYU in 1964, where she was dean of the College of Arts and Sciences (1978-1986) and director of the Hagop Kevorkian Center of Near Eastern Studies (1991-1997). Jill was a member of multiple boards and was a major supporter of the Elizabeth Cluster Lower School Library at Friends Seminary.



▲ Jill Nadell Cluster (Midonick) '48

Courtesy of NYU



The legendary casting agent **Eleanor Kilgallen Snaper '36**, who engineered the screen debuts of Grace Kelly, Robert Redford and Warren Beatty, died on December 20, 2014 at the age of 95. She was an ambitious student at the Berkeley Institute — she sang in the Glee Club and manned the cash at the Berkeley Bank, but spent the bulk of her time digging up dirt for the school newspaper, *The Blotter*, which was founded her junior year.

After graduating from Berkeley, Eleanor enrolled in The Juilliard School's voice department in the hopes of becoming a musical comedy star. She did summer stock theater in Connecticut and appeared in a weekly radio sketch on CBS' New York station, but consistent rejection took its toll on Eleanor, and she segued into casting work. As the fledgling medium of television grew, Eleanor shifted to casting for CBS-TV. In October 1950, she resigned from CBS to co-found Casting Consultants, an organization designed to secure jobs for East Coast actors without TV representation. Casting Consultants was quickly bought by the talent agency MCA and Eleanor continued to slug it out for then-unknowns. Of all her protégées, Eleanor may have been closest to Warren Beatty.

By 1965, she was famous enough to warrant a profile in *Esquire* magazine; the spread was titled "Boss Ladies" and the reporter marveled at Eleanor's "astonishingly blue-white skin" and her wood-paneled, four-telephone office on Madison Avenue. That same year saw a devastating setback for Eleanor. In November, her sister Dorothy — who had ascended to fame as a syndicated gossip columnist — died suddenly. The official cause of death was a combination of alcohol and sleeping pills, but a widespread conspiracy theory linked her passing to the JFK assassination. Eleanor kept mum about the incident for the rest of her life.

For the next 15 years, Eleanor continued to work for MCA, scouting New York, London and Canada for performers that could be put under contract at Universal Pictures (which was by then an MCA subsidiary). She attributed her success to a quiet, but abiding, sense of curiosity. "I'm a firm believer in the meek inheriting the earth," she said in the *Esquire* interview. "You don't have to be one of those tough dames to succeed."

To read Eleanor's full obituary, please visit www.berkeleycarroll.org/eleanor.

THANK YOU



Kathleen Ellis

Kate Keim

Cathy Woll

Lan Wong

for your many contributions to Berkeley Carroll, which have helped form generations of students. We are a better school because of your fine work.

Good luck in retirement and your future endeavors — your presence will be missed!

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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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1950



2013