

The Berkeley Carroll School

Fall/Winter 2017

MAGAZINE



THE LIFELONG VALUE OF A BC EDUCATION



THE VIEW FROM LINCOLN PLACE

Dear Friends,

Welcome to this new edition of our magazine. As we make final preparations for another exciting school year we are reflecting on how grateful we are for all of the attention Berkeley Carroll receives from other U.S. and international independent schools as well as prospective families.

Throughout the course of the year, our many visitors are eager to see the school in action, meet school representatives and have questions answered. Sometimes all of this activity does not leave much time to answer the most frequently asked question, “What separates Berkeley Carroll from other independent schools?” We have become expert in telling our visitors all that makes us distinctive as a school and always make the following points:

- **Berkeley Carroll is a school where your child will be known.** From the youngest grades on up to senior year in high school, teachers know each child’s strengths and what areas need to be developed. Parents are constantly amazed at how we understand their children.
- **Involvement in the community is integral to the learning experience at Berkeley Carroll.** Diversity is celebrated, personal responsibility is expected and collaboration amongst students is essential. These factors help prepare our students for engagement and advancement in the world outside our doors.
- **Our teachers are expert at encouraging our students to take charge of their learning.** We have an environment where inquisitiveness and intellectual risk-taking in our students is promoted and supported.
- **We encourage our students to strive for academic excellence.** Teachers and administrators constantly evaluate our programs and view the changing world as an opportunity for strengthening options, enriching coursework and promoting innovation.

In the following pages you will have the opportunity to explore more in depth the many rewards of a Berkeley Carroll education. Our school has never been stronger and we are grateful that a place in our school is pursued by many, many families from all over the city. The Berkeley Carroll way of doing school is now seen as a model for others and we are happy to lead.

As always, thank you for your continuing interest and support in our school.

Best,

Robert D. Vitalo

Head of School



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The Berkeley Carroll School Magazine is published by the Communications Office for parents, alumni, grandparents, faculty and friends of the school. The views expressed in this publication are solely those of the authors.

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BC LENS

We All Scream for Ice Cream!

Ms. Paller's kindergarten class opened its own pop-up ice cream shop in March. Students took trips to Häagen-Dazs and Ample Hills Creamery, where they learned what it takes to run a business. They also spent several weeks creating the shop, making ice cream and preparing toppings. Parents were able to order "ice cream to go" and fellow kindergartners visited the class to "buy" the ice cream with special money the students created.



Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt

ver!

SANITARY INSPECTION GRADE



Simple Vanilla Ice-Cream

- 1 cup whole milk
 - $\frac{3}{4}$ cup sugar
 - pinch of salt
 - 2 cups heavy cream
 - 1 tablespoon pure vanilla extract
1. Mix all ingredients until the sugar is dissolved. Refrigerate covered for 1 or 2 hours.
 2. Pour the mixture into the frozen bowl and let churn in the ice-cream maker for 15 to 20 minutes.
 3. Enjoy!

Simple Chocolate Ice-Cream

- $\frac{3}{4}$ cup cocoa powder
 - $\frac{1}{2}$ cup sugar
 - $\frac{1}{8}$ cup oil
 - pinch of salt
 - 1 cup milk
 - 2 cups heavy cream
 - $\frac{1}{2}$ tsp. vanilla
1. Mix the sugar and cocoa powder.
 2. Add the oil, milk, and heavy cream.
 3. Mix well.
 4. Refrigerate for 2 hours.
 5. Enjoy!



TOPPINGS



COBERTURAS



ALUMNI PROFILE: ANNE REILLY MOSES '65

A lifelong interest in history and politics led **Anne Reilly Moses '65** to a successful legal career at a time when it was much less common to see a woman in the field. She is now a partner at Moses & Moses, P.C., a firm she founded in Birmingham, Ala., where she specializes in elder law, estate and business planning and trust administration.

After graduating from Berkeley Institute, Anne earned a bachelor's degree in government at Barnard College and a master's in political science at New York University. She began her career as a paralegal at firms in North Carolina, Washington, D.C. and Brooklyn before completing her law degree at St. John's University.

Anne did contract work and estate planning at Huber Lawrence & Abell in New York before moving to Birmingham nearly 32 years ago, where she continued her career at multiple firms. She founded Moses & Moses, P.C. in 2003 and most recently opened an office in New York City, Moses Elder Law P.C., which focuses on estate and elder planning, business succession planning and probate.

What inspires you day to day?

Taking care of my clients' problems. A lot of them are related to elder law and older people are having a lot of trouble with abuse. It's very rewarding to feel as if I make a difference in that.

Are there any cases that have stuck with you?

I have one that has been going on for four years, trying to remove this lady's son as her guardian and conservator. The son was trying to imprison her, basically. It took us four years, and a lot of shenanigans, before we could get the court to release her



even though we had a neuropsychologist report that she was perfectly competent. It was a battle all the way through.

What's the most important lesson you've learned throughout your career?

To keep my mouth shut — there are times when you're just better off counting to 10 before you say something or respond to an email.

Was it ever difficult to be one of few women working in law?

I remember going to see a client and we went to whatever the local country club was. They wouldn't let us sit in the main dining room because women weren't allowed so we all had to sit where the women sat, which was behind a screen. And the next week the guys said, we won't go to the club as long as it won't admit one of our lawyers because she's female. So the club suddenly admitted women — that was kind of a coup. A lot of people, when I'd call on the phone they thought I was the secretary.

Are there any memories that stand out from your time at Berkeley?

It was a great place for me to grow up. I immediately think of the staircase and all the fun we used to have trying to slide down it when Mam'selle was not there. The first time I played archery I shot out the exit light bulb in the gymnasium. My best friend, Betsy, and I lobbied the headmistress to have a fourth-year science and fourth-year math class because there weren't any. They agreed to do calculus, but they didn't do physics. So we got halfway there.

Are there any Berkeley teachers who still influence you today?

There's Mam'selle Palais, who was the French teacher from Paris. She was wonderful about teaching French culture. I was not a great French student, but I was always trying hard. And then there was Ms. Locke, she was a math teacher — very strict, but boy, you could learn a lot from her.

What is the value of a Berkeley education?

It gave me a lot of knowledge — my kids still don't understand how I know things that I pop up with. I also developed friendships that I still have. And it had a lot to do with me becoming a lawyer and having confidence.

AWARDS & RECOGNITION

Berkeley Carroll students continue to stand out for their academic achievements, intellectual voracity, wide-ranging extracurricular achievements and personal authenticity. Highlights from the last school year included:

COLLEGE ADMISSIONS

Eighty-three percent of the Class of 2017 was accepted to one of their top choice colleges. Eighty-six percent were accepted to a highly-selective college. Graduates considered offers from Yale, Amherst, Brown, Cornell, Smith, MIT, Penn, Tulane, USC, Wesleyan and more.

WRITING AND ART

Our seventh through 12th graders were awarded 110 honors in the 2017 NYC Scholastic Awards, ranking Berkeley Carroll as the No. 1 school in Brooklyn and the No. 2 school in NYC for the writing competition, as well as a top 20 school for the arts competition. Five students won national medals, placing them in the top 1% of students nationally. Past Scholastic Awards winners include Andy Warhol, Sylvia Plath, Truman Capote, Richard Avedon, Robert Redford, Lena Dunham and Joyce Carol Oates.

STUDENT PUBLICATIONS

Reflections, the Upper School student art and literature magazine, was one of only 52 high school magazines in the U.S. (and the only Brooklyn publication) to be named a 2017 Crown Finalist by the Columbia Scholastic Press Association. The 2016 Lion Yearbook won a second-place award from the American Scholastic Press Association.



SPANISH

Our sixth through eighth graders won 111 medals on the National Spanish Exam, including 28 gold medals (top 5% nationwide), 47 silver medals (top 15% nationwide) and 36 bronze medals (top 25% nationwide). More than 150,000 students nationally took the exam.

LATIN

Twenty-four students won awards on the National Latin Exam, including two seniors who won special awards for earning gold medals on four different levels of the exam over their high school careers. Fewer than 500 of the 140,000+ students across the country who take the test earn the latter distinction each year.

SPEECH & DEBATE

More than 50 students won speech and debate awards, with several competing at the state or national level, including a sophomore who was named the third best declamation speaker in the country at a national championship.



Clockwise from top: Middle School National Spanish Exam Award-winners; Mosab Hamid '19 was named third best declamation speaker in the country; Joey Ball '17 performs with the Upper School Jazz Ensemble

MATH

Four Upper School students scored in the top 20% of the country in this year's prestigious AMC Mathematics Competition. Only the nation'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. Our Middle School math team, the Quantifyin' Lions, placed in the top 3 at the 2017 Brooklyn Chapter MathCounts competition.

MUSIC

Our full orchestra was chosen to perform at a national education conference in Atlantic City at a "How to Teach Orchestra" clinic with noted string pedagogue Dr. Sandra Dackow. The Upper School Jazz Ensemble performed at the Essentially Ellington Regional Festival where two students won outstanding soloist awards.



Clockwise from left: Second graders examine their structures; Students conduct a city block survey in Park Slope; The final iteration of the second graders' cardboard metropolis

A CITY ALL THEIR OWN: LOWER SCHOOLERS PLAN, BUILD CARDBOARD METROPOLIS

Second graders created their own city out of cardboard last fall, which they assembled for the first time in the Athletic Center after more than two months of research, planning, measuring, drawing and building. This interdisciplinary STEAM project, which has been evolving from a classroom exercise into its current, grade-wide incarnation since 2012, combined components of BC's social studies, math and art curriculums.

In its final iteration, the city was comprised of 20 blocks laid out over five square lots packed to the brim with houses, apartment buildings, stores, parks and city services. It even had a Whole Foods and its own space station. Each student constructed a one-lot contribution (or other service) zoned for one of five types of city infrastructure — residential, commercial, recreational, industrial or services — using cardboard, paper, pipe cleaners, pom-poms,

straws and many other materials.

"We use the Cardboard City project as a way to embrace the concept of STEAM and integration for our students," Lower School STEAM Integrator Camille Harrison, who coordinated the project, said. "The goal of this project is to create a city that would be modeled after the city that we live in."

The second graders each chose blocks on which to place their structures, taking into account which ones should be near each other and making sure the facades were facing outward. Initially, the city had a dense "downtown" with sparser outlying areas. Ms. Harrison then challenged students to rezone the city and cut down on empty space.

Students first took a stab at city planning last October with Hoopa City, an iPad app which lets users build city infrastructure such as roads and houses. They also visited the Queens Museum to see the Panorama

of the City of New York, an intricate, scale model of NYC, and participate in a hands-on workshop in which they built their own city blocks using collage materials. At the end of the month, they conducted their own city block survey during which they observed the different types of buildings — townhouses, apartment complexes, retail buildings and schools — they found on the streets of Park Slope.

"One of the things we see the children getting out of this as they go through the process is they understand learning doesn't just happen in isolated subjects and they can actually create something much larger than the individual separated parts," Second Grade Teacher Jelani Ellis said.

Students brought the structures back to their classrooms after they assembled the metropolis, where they recreated portions of the city that were displayed until the start of Winter Break.

WALL STREET JOURNAL FEATURES UPPER SCHOOL STUDENT AND TEACHER

Kian Sadeghi '18 and Upper School Science Teacher Essy Levy Sefchovich

were featured in a recent *Wall Street Journal* article about a new technique in the rapidly growing (and sometimes controversial) field of gene editing, which scientists believe holds the key to preventing and finding cures for certain diseases.

Kian first developed his interest in gene editing as a sophomore in our three-year Science Research and Design (SRD) program, where students learn to experience scientific research as scientists do and conduct their own original scientific research in addition to taking their other science courses.

Last year, he decided he wanted to conduct an experiment with CRISPR, a new, faster gene-editing technique that is taking the science world by storm due to its relative low cost and ease of use, for his SRD project.

He first emailed more than a dozen scientists asking if they would allow him to learn the technology in their labs. When that approach hit a dead end, he did not give up and ultimately found a new Brooklyn community lab called Genspace where he could take a course that provides hands-on experience working with CRISPR through an experiment with brewer's yeast (if the gene in the yeast is edited correctly, the cells turn red). After he discussed the Genspace course with his teacher, Ms. Sefchovich, she wanted to take the course with him.

Organizations like Harvard University's Personal Genetics Education Project believe it's important for high school science curricula to discuss the ethics of gene editing, but CRISPR lessons for high school teachers, when they exist, do not usually involve doing an experiment.

Kian, who was the youngest person and only teenager in the Genspace course, reports that it provided invaluable experience and knowledge and Ms.



Sefchovich is now exploring the idea of developing a modified version of the yeast experiment so students can work with CRISPR in BC science courses.

To read the *Wall Street Journal* article, visit berkeleycarroll.org/crispr.



UPPER SCHOOLERS SPEARHEAD CREATION OF ULTIMATE FRISBEE TEAM AND SPIRIT SQUAD

Student-generated ideas have led to the creation of two new extracurricular programs at Berkeley Carroll which have flourished over the past two years — a coed, varsity ultimate frisbee team and a Spirit Squad, which is also coed.

The former was the brainchild of

Jack Baum '17 and Nat Dunn '17.

Though it started as a joke their junior year, Jack and Nat, who were captains for the team's first two seasons, soon became more serious about the idea and now believe that ultimate frisbee is a worthwhile addition to the school.

Nina Katzner '17 and Karleen Eugene '17 initiated the Spirit Squad, which does not currently compete against other schools, in the fall of 2016 as a way to garner more support for athletic teams and other aspects of the BC community. Due to its broad mission, the hybrid organization is part athletic team, part student group and many members play BC sports as well.

"I think both programs are tremendous additions, not just to the Athletic Department, but to the school as a whole," Athletic Director Dick McGrath said. "I think it speaks highly to the amount of student initiative, but I also think it speaks highly of the diversity of the students at Berkeley Carroll."

These groups have seen high levels of interest since they formed — both average about 20 members — often from students who were not previously involved in athletics.

Ultimate frisbee joined Disk New York, a New York City league with a high school division, last spring, and has competed against schools such as Poly Prep, Packer, Fieldston, Riverdale, Regis and Solomon Schechter. The team may have gone 1-5 in its first season and 2-8 in its second, but for now the focus is more on fun and community than on winning.

"It's a very good environment where everyone is welcomed and just happy to be there," Jack said.

Spirit Squad encourages BC spirit all year round. Members cheer at sports games — they try to go to as many events for as many different teams as possible — and have also put up posters around Lincoln Place and distributed BC-themed gear such as maroon necklaces and pom poms.



Upper School Library

LINCOLN PLACE CONSTRUCTION IN FINAL STAGES

by Assistant Head of School for
Program Brandon Clarke

It has been tremendously exciting watching the new spaces at Lincoln Place emerge from deliveries of steel, drywall and mysterious, blanket-wrapped cabinetry. The project continues to move ahead of schedule, and we anticipate being able to use at least most of the spaces in September.

Our architects from 1100 Architect have done a stellar job of marrying the old — like original beams, a stained-glass window and the newly-restored central staircase (which reopened in June) — with the high tech needs of a space we can use for engineering classes, Middle School science projects, a quality robotics program and the Art Department's design courses. This 2,000 square-foot STEAM space is already inspiring students in new ways: a senior is developing a Spring Intensive to design and build bicycles.

The new Upper School library is nearly finished. When furnished, it will provide a combination of individual and group study spaces, as well as access to both sophisticated digital resources and thoughtfully curated book collections. Its position in the new fourth floor addition means plenty of light and views of the surrounding area. This is one of the spaces we're excited to open in September.

After the final phase of construction is complete, the Upper School science wing, with its state-of-the-art labs and prep rooms for biology and chemistry, will allow students to conduct more sophisticated laboratory experiments.



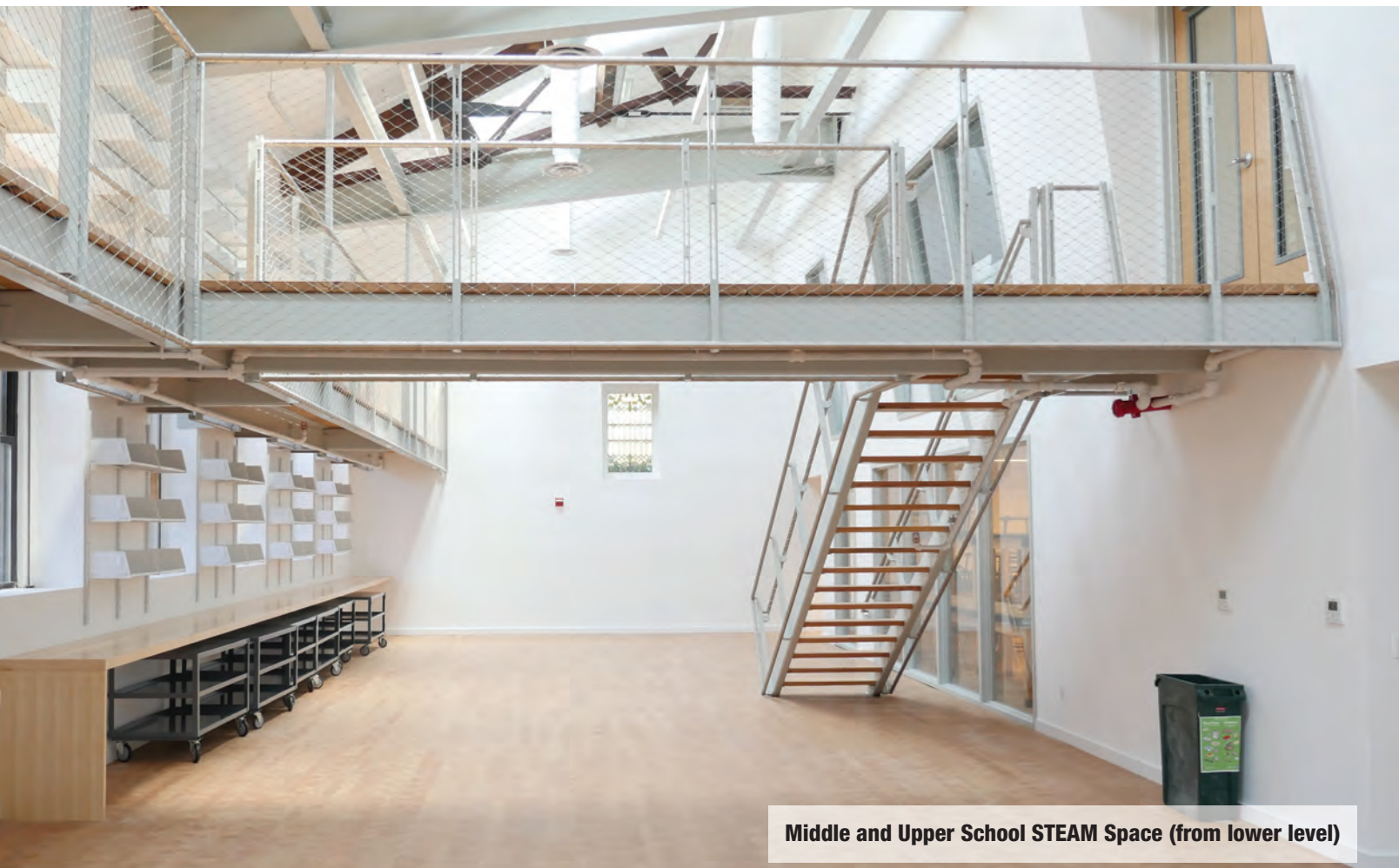
Refurbished Lincoln Place Central Staircase



Faculty Workspace



Middle and Upper School STEAM Space (from catwalk)



Middle and Upper School STEAM Space (from lower level)



CONGREGATION BETH ELOHIM

1980-81	1982-83
1983-84	1984-85
1985-86	1986-87
1987-88	1988-89
1989-90	1990-91
1991-92	1992-93
1993-94	1994-95
1995-96	1996-97
1997-98	1998-99
1999-00	2000-01
2001-02	2002-03
2003-04	2004-05
2005-06	2006-07
2007-08	2008-09
2009-10	2010-11
2011-12	2012-13
2013-14	2014-15
2015-16	2016-17
2017-18	2018-19
2019-20	2020-21

THE CLASS OF 2017

The 79 members of the Class of 2017 graduated from Berkeley Carroll on June 2 at the school's 130th Commencement Exercises. **Alessandro Getzel '17** and **Gala Prudent '17** spoke on behalf of the graduating class, Alessandro as the senior class president and Gala as the class speaker, chosen by faculty. The Upper School Choir performed Z. Randall Stroepe's "Omina Sol (Let Your Heart Be Staid)."

Pulitzer Prize-winning journalist **Jose Antonio Vargas** gave this year's Commencement address. He spoke about his own high school experience, the importance of learning other people's stories and what, as an undocumented immigrant, citizenship means to him.

"Who you are is how you are in relation to other people," he said. "Your future is not yours for the taking ... your future relies on other people too."





CONGRATULATIONS TO THE CLASS OF 2017!

Timur Abdullayev
Union College

Olivia Abramchik-Cavallo
Marist College

Asya Alekhina
Sarah Lawrence College

Annabelle Alrez
Belmont University

Joseph Arias
University of Pennsylvania

Luis Arias
Massachusetts Institute of Technology

Joanna Ball
Mount Holyoke College

Michael Bashner
University of Rochester

Jack Baum
Wesleyan University

Sarah Bender
Lafayette College

Emile Beniflah
Syracuse University

Hannah Berman
Wesleyan University

Jessica Bermudez-Deane
Brown University

Rocco Blum
University of Southern California

Jacob Boehm
Amherst College

Aaron Clarke
Lycoming College

Ezekiel Concepcion
Muhlenberg College

Liam Cryan
Indiana University at Bloomington

Colette Cucinotta
Chapman University

Lydia Doban
Skidmore College

Nathaniel Dunn
Vassar College

Amanda Ennis
Connecticut College

Karleen Eugene
Spelman College

Michael Eve
Tufts University

Zachary Fishman
Indiana University at Bloomington

Courtney Gabel
Ithaca College

Alessandro Getzel
Swarthmore College

Rachel Goluboff
Skidmore College

Emily Gordon
Worcester Polytechnic Institute

Sarah Holsberg
SUNY College at Geneseo

Kiara Hubbard
American University

Jeffrey Hudson
Ohio Wesleyan University

Alessandra Inciardi
Kenyon College

Nina Katzner
Tulane University

William Knowlton
Franklin & Marshall College

Alice Lechtchinskaya
State University of New York at Albany

Isaac Liebler
Wesleyan University

Grace Lienhard
Smith College

Jordan Lisi
Boston University

Eric Liu
Boston University

Christian Longo
Tulane University

Julia Longo
New York University

Nicholas Longo
Chapman University

Michael McAlpine
West Virginia Wesleyan College

Xabier McAuley
Johns Hopkins University

Kathryn McLane
The George Washington University

Chelsea Mina
Howard University

Savana Minerva
Northeastern University

Grace Morales
Marist College

Lindsay Nissenbaum
Tulane University

Samuel Olsen
Colorado College

Kellen Penner Coxon
Northeastern University

Arian Pentza
Columbia University

Luis Peromarta
University of Maryland at College Park

Dmitry Pokushalov
Wesleyan University

Darrell Pona
Yale University

Ava Poon
Hampshire College

Kamari Pope
Chapman University

Gala Prudent
Brown University

Sneha Punukollu
University of Southern California

Grace Raterman
High Point University

Toluwani Roberts
Claremont McKenna College

Dean Ross
University of Michigan

Leah Ross
Oberlin College

Lindsay Rouso
Coastal Carolina University

Albert Rubin
Baruch College of the City University of New York

Ananda Sahihi
University of Vermont

Lorelle Sang
Amherst College

Miles Schappell-Spillman
University of Vermont

Jesse Sharperson
Trinity College

Simone Silvan
Wesleyan University

Avery Smith
State University of New York at Albany

Lauren Tinglin
Smith College

Zachariah Uberoi
Pitzer College

Grace Walls
Saint Joseph's University

Jamie Weiner
University of Delaware

Dayna Weissman
Wesleyan University

Amirah Winston
Mount Holyoke College

Evan Young
Clark University

2017 LOWER SCHOOL ARCH DAY



PreK through fourth graders celebrated another successful year, and the latter their move to the Middle School, during BC's annual Arch Day on June 14.

Dean Gonzalez '25 spoke on behalf of Ms. Gation's fourth grade class, **Katie Fludgate '25** on behalf of Ms. Birney's and **Beckett Sauro-Green '25** on behalf of Ms. Forsman's. Second graders sang "Summer Has Come," third graders "Who You're Meant to Be" and fourth graders "Future Me." PreK, kindergarten and first grade students sang "Today is Arch Day," a long-standing BC tradition.

"Change you might be worried about can turn out just fine."

Dean Gonzalez '25

"My favorite moments of fourth grade are when we all laughed together."

Katie Fludgate '25

"I am excited because going into fifth grade means I am growing."

Beckett Sauro-Green '25

"It's important for us to remember that all endings lead to new beginnings."

Lower School Director Amanda Pike

"We need to learn that it's only by working to see others that we can really know ourselves."

Head of School Bob Vitalo

2017 MIDDLE SCHOOL CLOSING CEREMONIES

BC's eighth graders transitioned to the Upper School during the Middle School Closing Ceremonies on June 15, while fifth through seventh graders celebrated the completion of another outstanding year. **Dean Johnson '24**, **Gia Fassari-Castiglia '23**, **Simon Korotzer-Mariani '22** and **Sage O'Reggio '21** spoke on behalf of their grades. The Middle School Choir sang Carly Simon's "Let the River Run," the Middle School Orchestra performed Antonio Vivaldi/Brenda McBrien's "Summer" and the Middle School Jazz Ensemble played Mike Carubia's "Manhattan Dance Party."

"We can rely on each other and that is the most important thing in troubling times. The bond we have created here will never be broken."

Sage O'Reggio '21

"Middle School is about changes and figuring out what kind of person you want to be."

Simon Korotzer-Mariani '22

"This year has been the best school year ever."

Gia Fassari-Castiglia '23

"So many people care at BC. It's amazing."

Dean Johnson '24

"If you want to live your life than you must live it to have it."

Middle School Director Jim Shapiro



THE BERKELEY CARROLL ANNUAL FUND

FACTS & STATS

WHAT IS THE ANNUAL FUND?

- A vital part of Berkeley Carroll's operating budget
- An investment in our students and faculty

WHAT DOES THE ANNUAL FUND SUPPORT?

- Innovative programs and opportunities for our students
- Resources for our faculty to support their work
- Facilities that create a vibrant learning environment

HOW MUCH DID THE ANNUAL FUND RAISE IN 2015-16*?

\$785,000

HOW MANY DONORS MADE A GIFT TO THE ANNUAL FUND IN 2015-16?

Almost 800

HOW MANY FIRST TIME DONORS MADE A GIFT TO THE ANNUAL FUND IN 2015-16?

150

WHAT ARE THE GOALS FOR THE ANNUAL FUND IN 2017-18?

- More financial strength and flexibility for our school
- 100% participation by our parents
- **To make a Berkeley Carroll education the best it can be**

*Last available data



The Annual Fund

supports and enriches Berkeley Carroll's

- Academics & Arts
- Athletics
- Financial Aid
- Technology
- and More!

Your gift shows your support of our community.

www.berkeleycarroll.org/give

Every gift matters, regardless of size.

Berkeley Carroll is a designated 501(c)(3) charitable organization. Your gift is tax deductible.

IN THE CLASSROOM

UPPER SCHOOL STUDENTS RESPOND TO 'CANDIDE'

As a culminating project for their units on Voltaire's "Candide," juniors and seniors presented tableaux vivants (living pictures) in French or Spanish related to the theme "What are the faces of liberty in 2016?"

Freshmen and sophomores also read "Candide," a French novella which satirizes many subjects, including philosophies on life and human nature, and worked on their own end-of-semester projects.



Juniors and seniors answer the question "What are the faces of liberty in 2016?" in their tableaux vivants groups.



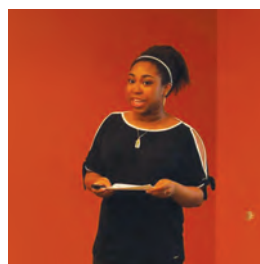
MEASURING UP: MIDDLE SCHOOLERS USE ALGEBRA IN THE REAL WORLD

Eighth grade algebra students determined the heights of objects, such as lampposts, flagpoles and the Soldiers' and Sailors' Arch, at Grand Army Plaza by measuring the objects' shadows.

The lesson's objective was to use proportions (a statement that two ratios are equivalent) found from corresponding sides of similar figures to measure objects indirectly.

Eighth graders use proportions to measure objects at Grand Army Plaza.





Science Research and Design 2017

Now in its seventh year, Berkeley Carroll's highly-selective Science Research and Design program (SRD) challenges 10th-12th graders to experience scientific research as scientists do, writing their own essential questions and gaining a deep understanding of the dynamic, evolving nature of science.

Students conduct original scientific research and become experts in a field of study, working in school, at universities or at independent research labs. Some choose topics that relate directly to their lives at Berkeley Carroll; others investigate cutting-edge topics that are being studied by scientists around the world.

This year a record number of seniors (27) published their independent research in a peer-reviewed journal and presented it to the public at two symposiums. Their final presentations covered a wide variety of themes. Read the journal at berkeleycarroll.org/srd2017.



OLIVIA ABRAMCHIK-CAVALLO '17

Olivia designed an experiment to test whether the athletic performance of the Boys and Girls Varsity Basketball teams and the Girls Varsity Volleyball team is better in high-stress or low-stress competitions.

JOSEPH ARIAS '17

Joseph studied the role and effect that different genres of movies have in stimulating working memory.

LUIS ARIAS '17

Luis examined the technical feasibility and economic viability of using a solar PV (photovoltaic) system as an alternative energy source at BC. He originally planned on designing his own experiment, but was invited to work with the school and its architects, who were already planning to install such a system as part of the current Lincoln Place renovation.

JOANNA BALL '17

Joanna studied whether listening to music directly before going to bed has an effect on dream frequency and music-related dream frequency in musicians and non-musicians.

JACOB BOEHM '17

Jacob investigated multi-faceted efforts to combat HIV by reducing transmission through education and identifying biomarkers through analysis of HIV recovery. He incorporated lab and research work he did over the summer at the Beth Israel Clinical Trials and in the Yale Young Global Scholars program.

LIAM CRYAN '17

Liam focused on developing a linear mathematical multiple regression algorithm for predicting the UEFA Champions League winner every year.

NATHANIEL DUNN '17

Nathaniel designed and conducted an experiment on how instant and delayed gratification differs by age.

ALESSANDRO GETZEL '17

Alessandro examined how age, school division, academic achievement and academic satisfaction affect happiness in middle and high school students.

RACHEL GOLUBOFF '17

Rachel examined the impact that journaling has on increasing one's positive mood and decreasing one's negative mood.

EMILY GORDON '17

Emily studied the efficacy of cerebellar transplantation in restoring motor deficits caused by cerebellar hypoplasia at the Tufts University Biomedical Engineering Lab, where she grew cerebellar neurons in a 3D, functional brain model.

ALICE LECHTCHINSKAYA '17

Alice researched sedentary time and its association with risk for disease incidence, mortality and hospitalization in adults at a Brooklyn hospital and then conducted a study with BC students to investigate a possible correlation between frequency of handwashing and sickness.

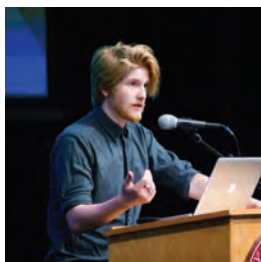
XABI MCAULEY '17

Xabi investigated exoplanets and conducted a simulation of the transit discovery method to explore its intricacies.

GRACE MORALES '17

Grace researched the role fidgeting plays in comprehension and concentration in professional organizations.





KELLEN PENNER COXON '17

Kellen studied fluorescent proteins and developed a project to change the color of fluorescence through a genetic mutation.

ARIAN PENTZA '17

Arian presented his independent research on magnetic levitation and whether it can be affected by the size of the levitating magnet.

LUIS PEROMARTA '17

Luis researched piezoelectric ceramics and their application as small-power generators.

DMITRY POKUSHALOV '17

Dmitry investigated the effectiveness of current methods of teaching first aid by designing and performing an experiment which assessed students' abilities to retain first aid information over long periods of time.

DARRELL PONA '17

Darrell combined his interests in neuroscience and biomedical engineering to explore the hypothesis that certain colors are more effective in information retention.

SNEHA PUNUKOLLU '17

Sneha analyzed the physical structure of pre-existing ribonucleic acid at New York University's biochemical lab to investigate if it could improve future structure prediction.

DEAN ROSS '17

Dean examined athletes' and non-athletes' abilities to perform in high-stress situations.

LEAH ROSS '17

Leah explored her interest in how gender, anxiety, stress and race interact and investigated if players of color in the NBA receive more fouls per minute than white players.

TOLUWANI ROBERTS '17

Toluwani studied methods for guiding differentiation of stem cells, with a special focus on embryonic stem cells.

ALBERT RUBIN '17

Albert conducted a study with the Boys and Girls Varsity Soccer teams to investigate how an increase in playing time affects an athlete's probability of sustaining an injury.

ANANDA SAHIHI '17

Ananda conducted two studies in the field of nutritional psychiatry, which studies the relationship between diet quality and mental health. She followed groups of high school students as they transitioned to a vegetarian diet, observing the correlation between food and mood.

MILES SCHAPPELL-SPILLMAN '17

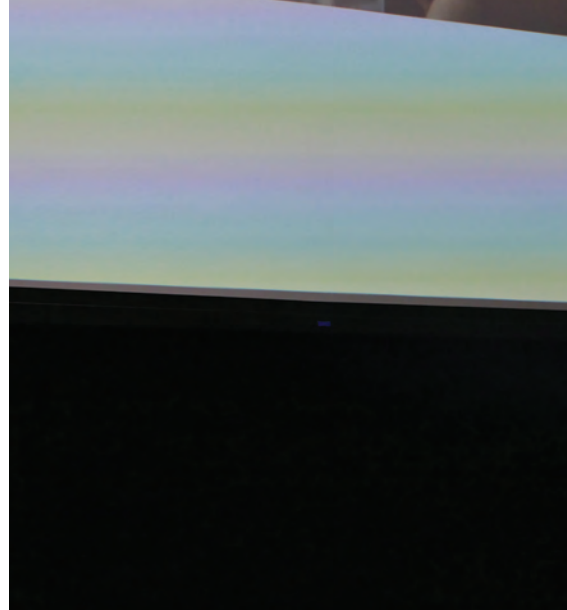
Miles expanded his interest in environmental science and improving clean energy production by conducting an experiment that tested if energy can be produced using the gravitational potential energy of water as the driving pressure source and a reverse osmosis membrane.

LAUREN TINGLIN '17

Lauren tested the stereotype that as children mature, they become more aware of their race and the role it plays in their school and world by conducting a study that examined whether BC students are more or less likely to racially self-segregate as they get older.

DAYNA WEISSMAN '17

Dayna combined her love of art and neuroscience by conducting a study which investigated how viewing aesthetically beautiful art affects a subject's heart rate.



SENIOR SCHOLARS 2017

BC's Senior Scholars program prepares 12th graders to be responsible researchers, inquisitive citizens and dynamic writers. This selective and demanding program is designed for students who are interested in pursuing serious scholarly work in the humanities. In addition to oral presentations, the students wrote formal papers.

SARAH BENDER '17

"A 2000 Year War: The Battle of Science and Religion"

JACOB BOEHM '17

"Du Bois and the Harlem Renaissance: Activist versus Poet"

LYDIA DOBAN '17

"'The Twilight Zone': Cold War Politics and the Human Response"

NATHANIEL DUNN '17

"Voter Identification Laws: A Window Into the Trend of American Voter Suppression"





ALESSANDRO GETZEL '17

"Central Intelligence Agency and Neo-Imperialism: The Fall of Salvador Allende and the Rise of Augusto Pinochet"

CHELSEA MINA '17

"Mammy, Jezebel and the Exotic: Flipping Through Black Women in Magazines"

KELLEN PENNER COXON '17

"Prescriptivism and Education: How Linguistic Attitudes Shape Society"

GALA PRUDENT '17

"The History of Surveillance of African Americans, from the Atlantic Slave Trade to Anti-terrorist Facial Recognition Software"

DMITRY POKUSHALOV '17

"Citizen Journalism: Historic Perspectives and Challenges in the 21st Century"

SIMONE SILVAN '17

"Set Them Free: Transgression, Transcendence and Black Motherhood in 'Beloved' and 'Sula'"



EVENTS

GOLF OUTING

BC golfers raised nearly \$100,000 for the school at the 10th anniversary Golf Outing, held at Saint Andrew's Golf Club, on Oct. 5. Thank you for your support!

HALLOWEEN

Students, faculty and staff celebrated Halloween in spooky style with costume contests, parades, "mummy" wrapping and more. The Parent Association also hosted a Harry Potter-themed Halloween party featuring arts and crafts, a haunted house and a special performance by international award-winning juggler Michael Karas.

THANKSGIVING ASSEMBLY

All three divisions of the BC community came together for the annual Thanksgiving Assembly on Nov. 22. Head of School Bob Vitalo, **Maggie Graham '25**, **Kai Ellis '21**, **Timur Abdullayev '17** and **Middle School Science Teacher Hillary Rubenstein** addressed students, faculty and staff. Plus, the Middle School Choir, Fourth Grade Chorus, Upper School Choir and Third Grade Chorus performed. Middle and Upper schoolers also ate a "grateful meal" of soup and bread during their lunch periods earlier in the day.

MEXICAN INDEPENDENCE DAY

Middle schoolers celebrated Mexican Independence Day and the start of Hispanic Heritage Month on Sept. 16 with a performance from Mariachi Citlalli. Students and teachers danced, sang along and joined the many conga lines.



YOUNG ALUMNI REUNION

More than 100 former BC students reconnected at the 2016 Young Alumni Reunion at Union Hall. We hope everyone had a blast!

CANDLE LIGHTING

The Lower, Middle and Upper schools celebrated the start of Winter Break, after a successful first semester, at the annual Candle Lighting ceremonies on Dec. 16.

Representatives from each grade, plus Head of School Bob Vitalo, Parent Association members, faculty, staff and alumni each lit a candle. **Anne Gunning**, physical education chair and coordinator for girls' athletics, addressed the Middle and Upper schools. The Third Grade Chorus, Fourth Grade Chorus and Upper School Choir performed as well.



MLK DAY

Upper School students spent the week of Martin Luther King, Jr. Day celebrating and exploring the art of protest. Through music, "graffiti" walls, protest signs, post-it walls and performance art, students expressed their feelings on the current political climate and honored the work done by past civil rights heroes. The students also heard from artist Chitra Ganesh, who showed them a history of nonviolent civil disobedience across the world through a series of photos. Ganesh finds beauty through these images of people standing up for what they believe in, and her art is inspired by their subjects.

Lower schoolers honored Martin Luther King, Jr. Day at an assembly featuring song, dance and speech. The third and fourth grade choruses performed multiple tunes and kindergartners presented their rendition of "This Little Light of Mine." Plus, fourth graders showcased their interpretation of Alvin Ailey's "Revelations" dance. **Ameena Barbary '25**, **Daisy Sheikh '25** and



Left, clockwise from top: Middle schoolers dance in celebration of Mexican Independence Day; Author, speaker and storyteller Gyasi Ross addresses the Upper School during BC Talks; A lower schooler represents her grade during the annual Candle Lighting ceremonies; Upper schoolers celebrate a half-court shot during the Winter Pep Rally; A guest bids in the Benefit for Berkeley Carroll's silent auction.

Right, clockwise from top: Julie Polizzotto '10 and Jason Lewis '08 reconnect at the Young Alumni Reunion; A student explores the art of protest by adding a note to the Upper School's post-it wall; BC golfers raise money for the school at the 10th Annual Golf Outing; Middle School Science Teacher Hillary Rubenstein speaks at the Thanksgiving Assembly; Tanya Lyon (left) and Stephanie Forsman, fourth grade teachers, dressed up as Whac-a-Mole on Halloween.

Johnny Panichi '25 spoke about what they think is worth standing up for and students watched a clip of Martin Luther King, Jr.'s iconic "I Have a Dream" speech.

THE BENEFIT FOR BERKELEY CARROLL

BC trustees, parents, alumni and faculty raised more than \$500,000 to support the school's many programs at this year's Benefit for Berkeley Carroll on March 10. Thank you to everyone, including Benefit co-chairs Kebra Caleo and Nicola Fabens, who made the event such a success!

BC TALKS

BC Talks has become a series this year, rather than a one-day event, in an effort to more smoothly integrate discussion about, and engagement with, social justice into

the Berkeley Carroll curriculum. All four BC Talks events — the first two were held last fall — focused on the question "What is an American?"

Upper schoolers discussed protest as an aspect of American society at the first event. Brooklyn Borough President Eric Adams, the program's keynote speaker, talked about how, despite our differences, we must work together to solve problems. Members of the Upper School community also addressed how different people responded to NFL player Colin Kaepernick taking a knee during the national anthem by answering the question, "What do Kaepernick's actions and the responses to them suggest about ideas of 'Americanness' in our country?"

During the second BC Talks of the year, the Middle and Upper schools spoke about the experiences of native peoples. Author, speaker and storyteller Gyasi Ross, who comes from the Blackfeet Nation, was the event's keynote speaker. He spoke with both divisions about the power of

storytelling to create change through the lens of Donald Trump's successful presidential campaign and the struggles of native peoples. After Ross' talk, Upper School students met in small groups to discuss topics such as "Native American Nicknames: Fair or Foul" and "Being an Ally for the Underrepresented." Middle schoolers de-briefed in their homeroom groups, where they spoke about definitions of diversity and social justice and how they felt about Ross' talk.

WINTER PEP RALLY

Students, faculty and staff celebrated BC's Upper School winter sports teams — Boys Varsity and JV Basketball, Girls Varsity and JV Basketball and Boys and Girls Varsity Swimming — at a winter pep rally on Jan. 6. The event also featured the newly-formed Spirit Squad's first-ever performance and a half-court shot contest.

ON CAMPUS



William F.B. O'Reilly

William F.B. O'Reilly, a *Newsday* columnist and Republican political consultant, spoke with Upper School students about the history of the Conservative Party, the importance of being open-minded (especially with people you think are close-minded) and the historically-critical nature of the 2016 presidential election.



Sarah Jones

Sarah Jones, a Tony award-winning playwright and performer, delivered an inspiring talk for faculty and staff about multiculturalism which included appearances by several characters from her one-woman show.



Lillian Chege

Ms. Cuba's first grade class invited Lillian Chege to speak to them about the history of apartheid and the work she has done with Winnie Mandela to create change in South Africa.



Karen Eisenstadt

Karen Eisenstadt spoke with kindergartners about life with a guide dog, how blind people can use other senses to their advantage and other accommodations, such as signs written in braille, that help her live with her disability.



David Spritzler

David Spritzler, an auditory therapist, spoke with kindergartners about the different parts of the ear and how they let us hear. Students even got to demonstrate how this happens with a game of Telephone.

Kentrell Martin

Award-winning children's book author Kentrell Martin spoke with kindergartners and first graders. He read from one of his books, "Shelly Goes to the Zoo," a story which incorporates American Sign Language into the narrative. Students learned 20 signs for words such as yes, no, smart, animal, bear, lion and alligator.





Stacey Reiss and Otto Bell

Middle School students attended a special screening of “The Eagle Huntress,” which was one of 15 finalists for an Academy Award in the Best Feature Documentary category, after which they had a Q&A with the film’s producer Stacey Reiss and director Otto Bell.



Wendy Weiser

Wendy Weiser, director of the Democracy Program at the Brennan Center for Justice at NYU Law, spoke to the Upper School about voting rights. She discussed the fear of in-person voter fraud, as well as the public’s loss of faith in American democracy, and how these issues can create discriminatory voting restrictions.

How We G.L.O.W.

Upper schoolers watched a performance of the How We G.L.O.W. project, which showcases stories about LGBTQ+ youth. The interview theater piece is a conglomeration of 21 interviews with people about their identities, their labels and issues facing the LGBTQ+ community.



Thunderbird American Indian Dancers

The Thunderbird American Indian Dancers visited BC’s Lower School, where they showcased a diversity of dance forms that reflect the group’s multicultural tribal membership.



The Wee Trio

The Wee Trio, a Grammy-nominated jazz group, spoke with and performed for Middle and Upper School jazz students. Students asked questions about the trio’s background and learned some tips for how to be better jazz musicians. They also got to hear a number of songs performed live by the trio.



Robert Strauss

Psychology Club learned to juggle with professional juggler Robert Strauss. Humans have been juggling for nearly 4,000 years and the practice is said to reduce stress and increase white matter in the brain.

ATHLETICS HIGHLIGHTS



Girls Varsity Soccer (left); Boys Varsity Swimming

BERKELEY CARROLL ATHLETES FINISH FALL AND WINTER SEASONS STRONG

by Lukas Holsberg '19, *The Blotter* sports writer, Varsity Baseball

Berkeley Carroll was well-represented on the field and court during this past year's fall and winter athletic seasons. The maroon and white earned spots in multiple ACIS tournaments and played hard all the way to the end.

After a summer pre-season, Boys Varsity Soccer started its regular season strong. Notable victories included a 7-0 shutout against Dwight and a 5-2 win over Staten Island Academy. Despite a respectable run, the boys lost 7-0 against an undefeated Friends Seminary in the first round of ACIS playoffs.

Girls Varsity Soccer had a successful pre-season at the Darrow School and began into its regular season energized and ready to go. The Lady Lions earned a marquee, 7-1 win against Friends Seminary and finished third in the league

before putting up a good fight in the ACIS tournament.

Girls Varsity Volleyball was on fire last fall. The team, made up of mainly seniors, earned a 6-1 league record. This veteran squad dominated the competition, dropping only four sets during the regular season.

The runners on Boys/Girls Varsity Cross-country raced their hearts out last year during six meets at Van Cortlandt Park in the Bronx. **Zachary Tegtmeier '19** earned a spot in the record books as the first Berkeley Carroll runner to place first overall at a cross-country meet.

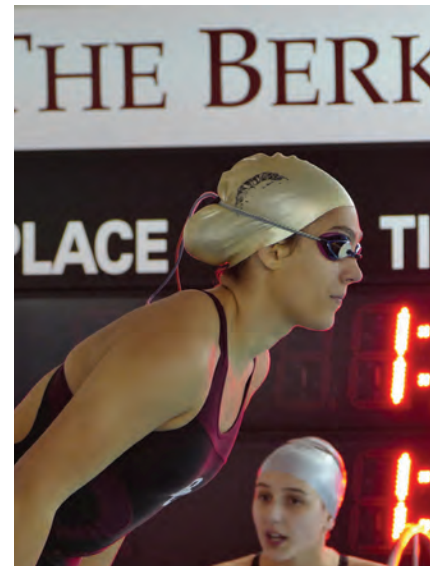
"It was a really big rush," Tegtmeier said. "It felt good to leave my impact on the school. I'm proud of our whole team. We all did great this season."

Boys Varsity Basketball had a solid season, finishing third in the ACIS with

an 8-4 record. The team came out strong against Saint Ann's 50-34 in its season opener and beat Packer 60-49 during its senior night. Unfortunately, BC lost to Packer 46-37 in the semifinals of the ACIS tournament and though the boys qualified for the state tournament, they suffered a heartbreaking 62-64 loss in overtime to No. 1 seed Fieldston.

Girls Varsity Basketball had a very successful season, finishing in second place, just behind Packer, in the ACIS. The team's notable accomplishments also included a 41-21 win over Brooklyn Friends.

Boys and Girls Varsity Swimming performed admirably last winter. The girls finished in second place in the league with a 5-1 record and both teams performed well at the ACIS championships at Lehman College in the Bronx.



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

Want to keep up with athletics at BC?

Like/follow the Athletics Department
on Facebook and Instagram!

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ARTS HIGHLIGHTS



Members of the Upper School Jazz Ensemble play with the Lima Interescolar Big Band at Lincoln Place (left); "Murder Mystery One Acts: Murder at Brantley Manor and No Body to Murder" (Middle School spring play)

BC ARTS FINISH YEAR WITH A SPRING IN THEIR STEP

by Arts Director Peter Holsberg

Spring was a busy and productive time for the arts at Berkeley Carroll. Students performed and displayed work for events, concerts, conferences and competitions with great success. Many were singled out for recognition. We have made many strides in our various programs at BC.

The Dance Department presented its concert in mid-May and the more than 60 dancers involved mesmerized the audience with a set of diverse and engaging dances. Highlights included a solo tour de force by **Lindsay Rouso '17**, a Middle School ensemble which put together a dance with a New York theme and a powerful Upper School piece which focused on immigration. There were also several Middle School duets that wowed the audience. The department has continued its steady growth in the last few years and the rigor and sophistication of the dancing continues to expand. **Roger Yacinthe '18** was given the Dance Department award

for excellence in dance performance at the Upper School's end-of-year awards ceremony. Lower School dancers presented their work several times at assemblies and students are continuing to learn the basics of dance and movement.

BC placed as a top 20 school in the 2017 NYC Scholastic Awards arts competition, a BC tradition. Senior Arts Night also allowed our 12th graders to display work that was a culmination of four years at BC, often with the same mentor-teacher, and the result was impressive. Next year we will offer a new course called Mass Effect, which will merge the technical with the philosophical, examining technology and its effect on visual art. The Middle School finished the year with a Humans of New York-inspired exhibition that drew rave reviews from all who attended. Check out the project, coordinated by **Middle School Visual Arts Teacher Kimberly Carmody**, on humansofbcs.blogspot.com.

Additionally, freshmen, sophomores and juniors presented their drawings, paintings and design work at an end-of-the-year show curated by **Upper School Visual Arts Teacher Nell Daniel**.

The Music Department began the year with a series of concerts in February as part of "Falling in Love with Music Month." Highlights included the strings presenting chamber music, the fifth grade debut, a concert version of "Grease" by the choir and the first evening of "nightclub jazz" in the Lincoln Place gym. In April, the orchestra, along with renowned string pedagogue Dr. Sandra Dackow, presented a clinic at the National Association for Music Education Eastern Division Conference in Atlantic City. Fifty students performed Dackow's arrangement of "Dance of the Tumblers" by Rimsky-Korsakov for an appreciative audience and then demonstrated rehearsal techniques with Dr. Dackow. The Middle School Jazz Ensemble performed at the



Clockwise from left: Third Grade Dance Assembly; Rehearsal for "The Laramie Project," which was produced and directed by Lorelle Sang '17; "Blood Brothers" (Upper School spring musical); Ceramics on display at Senior Arts Night



Brooklyn Music School Middle School Jazz Festival in early March and **Charlie Hodgkins '21, Nico Gleba '24, Chloe-Marie Paunyo '22** and **Kai Ellis '21** were chosen as outstanding soloists. At the end of April, the Upper School Jazz Ensemble had a busy weekend hosting the Lima Interescolar Big Band from Lima, Peru on a Friday night at Lincoln Place and competing for the first time at the Essentially Ellington Regional Competition in New Jersey. The band received accolades for its performance and **Graham Stodolski '19** and **Lukas Holsberg '19** were given outstanding soloist awards. In May, the Music Department presented seven concerts in the Middle and Upper schools. Additionally, the Lower School's newly-formed Recorder Ensemble presented a concert at Carroll Street and then performed at the New Parent Reception along with the Third Grade Chorus. The Middle and Upper School choirs presented their final concert



under **Choral Director Justin Indovina**, who is teaching theater full time this year.

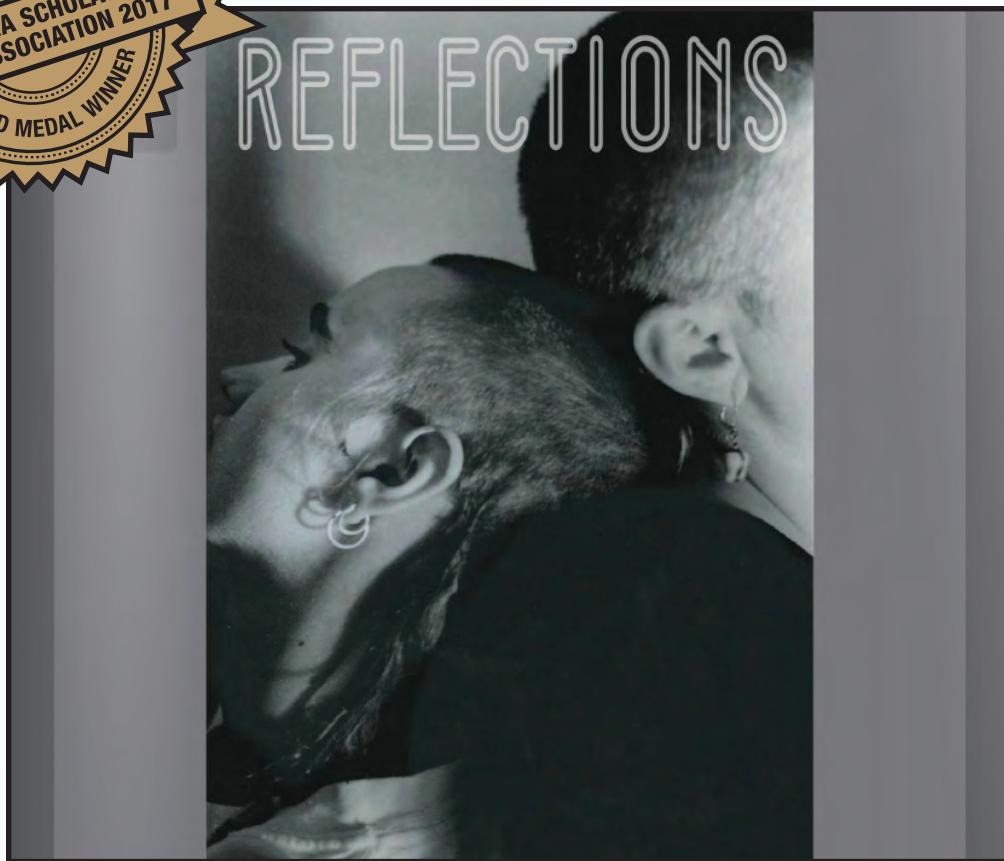
The Theater Department presented three shows in the spring. Leading off the program was the Upper School musical, "Blood Brothers." This show about twin boys separated at birth was a terrific vehicle for our students to develop characters that went from early childhood through their adult years. Students were involved in all parts of the production, from a student director to musicians in the pit to techies who worked with **Technical Theater Director Jim Kent**. **Gemma Siegler '18** and **Graham Stodolski '19** were nominated for the Roger Rees Awards for Excellence in Student Performance. The Middle School presented a pair of murder mysteries for its spring play. The cast was made up of more than 35 students. **Lorelle Sang '17**, with the guidance of Mr. Indovina, produced and directed the powerful play "The Laramie Project." This intense evening of theater

examined the town of Laramie, Wyoming, its citizens and their reaction to the murder of Matthew Shepard, a gay man. Running just over two hours, this play is challenging for professional theater groups and the BC troupe delivered an excellent performance. A BC tradition, the Fourth Grade Arts Showcase closed out the year at the Marlene Clary Performance Space. A student-designed event lead by **Lower School Music Teacher Carolyn Sloan** and **Lower School Dance Teacher Vanessa Paige**, Lower School music and dance teachers, this continues to act as a fine transition as our Lower School students move on to fifth grade at Lincoln Place.

Want to keep up with the arts at BC?

Like the Arts Department on Facebook!

 [berkeleycarrollartsdepartment](https://www.facebook.com/berkeleycarrollartsdepartment)
 [berkeleycarrollartsdepartment](https://www.instagram.com/berkeleycarrollartsdepartment)



Cover Image: Lydia and Sachi

by Eliza Schmidt '16

SELECTIONS FROM *REFLECTIONS* 2016

Reflections is Berkeley Carroll's award-winning, annual, student-run Upper School literary and arts magazine. It seeks to tap the vibrant, creative energy circulating in the classrooms and hallways of our school. The staff is a small, dedicated group of students who meet weekly to discuss and develop a shared interest in art and literature. The following are selections from *Reflections*' 2016 edition and will give you a taste of what the magazine is all about. This issue of *Reflections* was one of only 52 publications in the country to be named a 2017 Crown Finalist by the Columbia Scholastic Press Association (CSPA) and won a gold medal, also from the CSPA. Visit berkeleycarroll.org/reflections2016 to see the entire magazine.

A Black Girl's Predominantly White Private School Glossary

(after "The Unathletic Camper's Glossary" by Marc Philippe Eskenazi)

by Madison Baisden '16

Predominantly White Private School

The result of white America's backlash to the Supreme Court's deciding to allow black children, like yourself, into all-white public schools.

Your Enrollment in a Predominantly White Private School

The result of your parents' wanting what's best for you.

Your Teachers

People who do not look like you.

Your Peers

More people who do not look like you.

The Men Working in the Cafeteria

People who do look like you.

Youth Group at Church

Your parents' way of getting you to spend more time with people who look like you.

Hair

You are done teetering on the thin line between little girl (intricate braided styles, a pom-pom on each side of your head, the works) and young woman (perm). Your perm is imperative to your experience at school. Without straight hair you'll turn into a goat at a petting zoo full of small children.

Sassy

The adjective you are assigned when passionate about any topic.

Justin Bieber, Harry Styles, and Nick Jonas

Average-looking white teenagers you will be infatuated with for a while.

Swimming

Something no one in your family does and that dries out your hair.

Hips

Something eating healthy will not help you get rid of.

Brandy Melville

Clothes that do not fit over your hips. Sorry.

A Personal Fan

The air that slaps you in the face as all your classmates swivel to look at you when your teacher projects a picture of segregated water fountains.

Lotion

Something you need a lot more of than your friends (trust me).

Crocs

Something your black friends outside of school will make fun of you about.

The Martin Luther King Assembly

One of 180 days of school.

Blush

Something you should NEVER borrow from your white friends.

"Black Card"

Starting a sentence with "As a person of color . . ."

Predominantly Black Public Schools

Places full of kids who look just like you, but feel so far away.

The "Dougie" or "Jerk"

Dance moves white boys will want to show you to prove they are "down."

Doing the "Dougie" or "Jerk"

One of the only ways to impress your friends.

Mousy Voice

The persistent, high-pitched baby voice you unconsciously start using at around age 3. This voice ensures no one sees you as a threat (as long as you are talking) and separates you from other black girls. The mousy voice does what it needs to do, but unfortunately you become so accustomed to using this voice that it has stayed with you through your senior year of high school. Yikes.

The N-word

You are still figuring this one out. Try to stay away from it for now.

Tamarind Balls

Your favorite Caribbean candy that you are afraid to eat in front of your white friends.

Your Badge of Honor

Knowing you are supposed to say "any" and not "none" in the sentence, "I do not like none of these places."

High School

When you start to snap out of it.



King Midas' Golden Touch

by Imogen Mickelwhite '18



Wings

by Evan Young '17

Satin Sheets

by Caroline Newbery '18

Silk sheets
layers of thick frosting
smothering
the mattress

Stains of sweat and
bleach
sewn into every stitch

The sheets are hammered down
with shiny new nails
A human pocket.

Allegory of a Wallflower

by Sarah Holsberg '17

not so much of a wallflower as
an entwined in the wall
and cannot possibly get out flower
twinges of sorrow for the debt owed
set posed, poised for rays of light
toyed with pinpricks of precious water
out of reach, and never caught
the sarcophagus closes in
made of brick and cement
highly not recommended
trick the vine to stay alive
pine for those sips spaced
to quench what cannot be replaced
lasted years now
grown fears now
it appears how
the wall constructed
and how the flower not consumed
was an eternal struggle
breaths rugged, entwined
forever within the brick.

Camera
Shy



Flower
Girl

Look Me
in the Eye

Sad
Gyal

by Mosab Hamid '19



RITE OF PASSAGE

SENIOR SPEAKERS PROGRAM HELPS STUDENTS DEVELOP THEIR VOICE

In a five to seven minute speech, seniors are able to share ideas that are important to them with the entire Upper School.

by Melissa Goldin '09

Some seniors confidently adjust the microphone and begin speaking without hesitation. Others delay the inevitable, giggling while they search for friends in the audience. Some of their speeches are deeply personal while others take a more factual tack — they are side-splitting, heart-wrenching, thought-provoking.

Berkeley Carroll's Senior Speakers program, which began in the fall of 2011, gives each 12th grader a chance to address the entire Upper School — students, faculty and staff — for five to seven minutes on any topic of their choosing. It is meant to give every student the opportunity to share ideas they wouldn't necessarily be able to otherwise and has become a rite of passage at BC.

"We wanted to show that we value what every individual has to bring and acknowledge that class is not always a place where there is a chance to speak about your own experience or teach people something that is disassociated somewhat from content," Ryan Henneberry, an Upper School English teacher who serves on the Senior Speakers committee, said.

"It is important for you to speak, in whichever form you choose to do so, and it is important for you to live honestly because how you live speaks, too."

Toluwani Roberts '17

By the time they reach senior year, Berkeley Carroll students have years of experience with different kinds of academic work such as analytical essays, research papers and lab reports. But many students, though they will have had plenty of practice with in-class discussion, will not have given a speech to a crowd of this size. They must consider new challenges, such as how to engage an audience that ranges from 14-year-old freshmen to faculty who have been at BC for decades, how to effectively incorporate body language into their presentations and how to clearly articulate their ideas out loud.

Each senior works with an advisor on the Senior Speakers committee (which consists of about five faculty and staff members who may vary from year to year) to decide on a topic and bring their speech from an initial thought to its final iteration. They start at the end of junior year by discussing ideas and perhaps doing free-write exercises, thinking not only about what they want to say, but why they want to say it and how they would structure their argument. The editing process is different for each student, depending on how much assistance they need (or want), and includes making changes on paper and hearing how their work sounds out loud. As their speaking date approaches, seniors rehearse in front of the committee and the other students who will speak that day (typically up to four).

Jacob Boehm '17 used his senior speech to lament the spread of fake news and low-quality journalism, combining a desire



to talk about something personal (his interest in politics) with a motivation to speak on a topical issue. As a member of BC's speech and debate team he was used to addressing a crowd, but was excited for the opportunity to incorporate humor in his speech and present it in front of people he knows in a noncompetitive atmosphere. The speech also gave him practical training for a future career — he is currently considering public interest law.

"It instigated some conversations with people I would probably never otherwise talk to, which was a pretty valuable experience," he said. "If you're able to convey messages through public speaking effectively I think you can really convey any idea. I think public speaking has a huge impact on whatever you're doing because you can control how the audience receives what you're saying."

"In an apocalypse, a whole people, a whole culture, religion, civilization or peak of well-being is destroyed, and may never again be realized ... The apocalypse threatens to silence it all, in ice or wind or blood or fire."

Caleb Gordon '14

Senior speeches are not graded, though the committee has experimented with different ways of giving written and in-person feedback. This is intentional — the program was developed as an entity separate from academic classes so that the main motivation behind a speech wouldn't be to get a good grade or fulfill a requirement. Jacob, for example, sees it as "an opportunity to



say something you care about.” And besides, audience members naturally gives seniors real-time feedback — laughter or applause, perhaps — as they listen. Students, faculty, staff and families descend upon the speakers to congratulate them after their presentations and in the following weeks.

“I don’t want my fears to control every decision I make for the rest of my life. I don’t want to be someone who’s scared to move forward and try new things.”

Rocco Blum '17

As the program has evolved over the past six years, the topics seniors choose to speak about have evolved as well. It is now more commonplace, according to Mr. Henneberry, for students to share something about themselves, such as an aspect of their identity or a pivotal moment they’ve experienced, and to use humor. Senior Speakers has become “folded into the fabric of senior year,” according to former Dean of Students J.P. Jacquet, who also served on the Senior Speakers committee. He observed that the program has, additionally, become another opportunity for senior advisors to connect with their advisees, who they lovingly introduce before each speech. Plus, ninth, 10th and 11th graders can glean advice from their older, more intellectually developed peers and get to know them in ways they might not have otherwise.

A “good” senior speech, according to Mr. Henneberry, is honest, inclusive of everyone in the audience, informative and entertaining (though that doesn’t mean it has to be funny). There is no topic that



is completely off limits — there have even been speeches that critique BC — though students are encouraged not to be controversial simply for the shock value. They are instead asked to think about what they want to achieve and how to present their ideas in a clear, factual manner that will make the audience take them seriously.

“If you’re going to go up there and say something that you think is controversial, make sure you have your facts,” Mr. Jacquet said. “I want you to actually be able to make a statement about something.”

The experience is meant to be a positive one, not something to dread. The Senior Speakers committee works with students to help them overcome stage fright, advising them, for instance, to rehearse their speeches ahead of time and practice making eye contact with the audience. If they are too nervous to get up in front of the entire Upper School, some students may present their speeches only to the committee or to just upperclassmen.

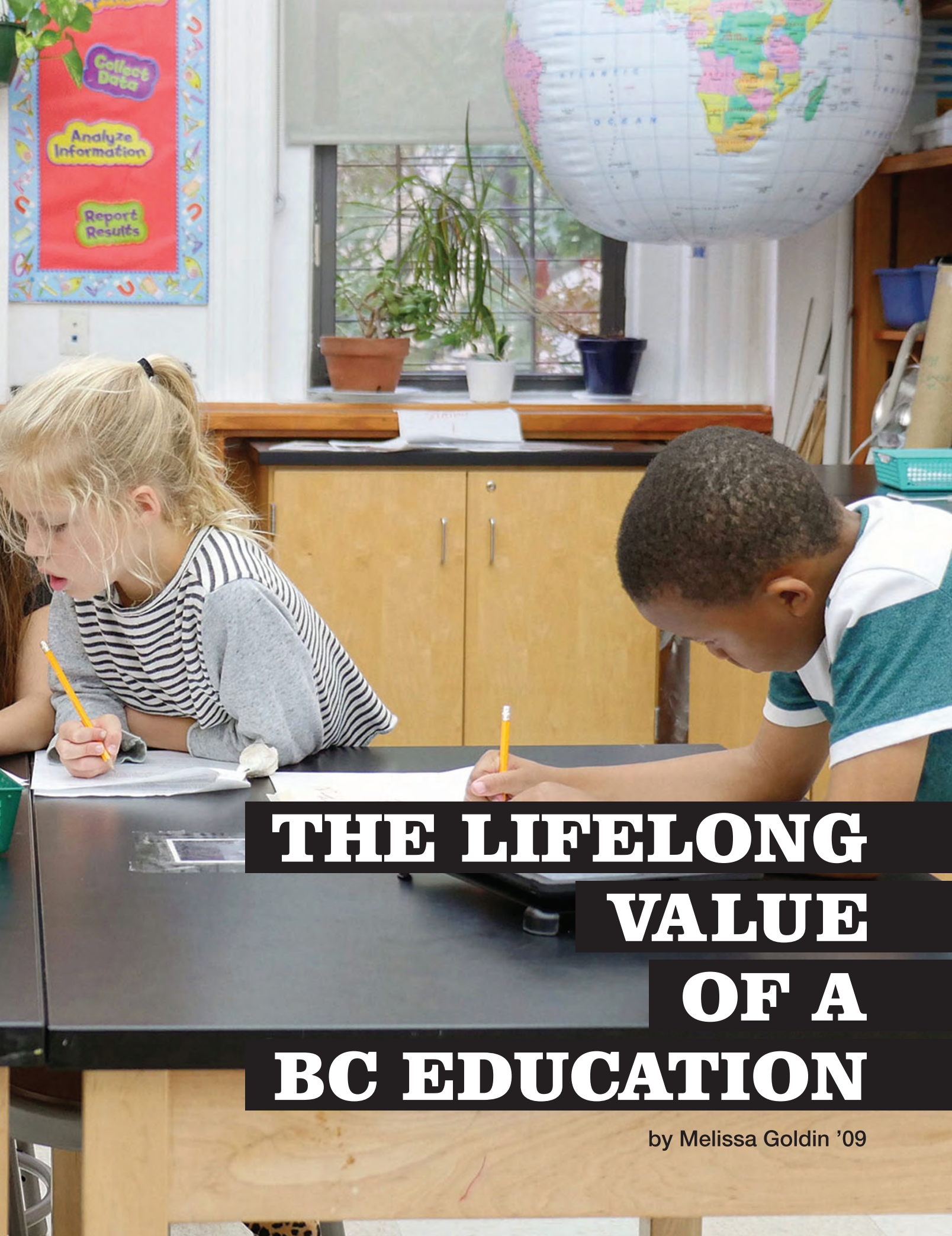
Joey Ball '17, whose speech was about how she is learning not to plan her life before it happens and live in the moment, was “sort of terrified right before” she spoke, but felt accomplished once she did. She was gratified by the support she felt from the audience, both during and after the presentation.

“It just feels like everything is worth it and it all pays off,” she said. “I think as long as [the speech is] you, it should be good.”

“... the accomplishment I am aware of when I can stretch my muscles just that much further — it all adds up to the endorphin-fueled high I get from karate.”

Rebecca Ennis '14





THE LIFELONG VALUE OF A BC EDUCATION

by Melissa Goldin '09



BERKELEY CARROLL MISSION STATEMENT

A passion for learning is at the heart of Berkeley Carroll. Our independent, college prep school is a creative and intellectual community where devoted teachers challenge and engage talented students. Our demanding curriculum and vibrant civic life prepare our diverse graduates for success in college and for the greater endeavor — a life of critical, ethical, and global thinking.

Since graduating from Berkeley Carroll, Chloe Lew '06 has worked to build community, a path she started down during her 15 years at the school.

The BC lifer has helped implement policy in clinics and organizations throughout Africa with the Elizabeth Glaser Pediatric AIDS Foundation. She has volunteered as a health advisor with the Peace Corps in Nicaragua. She has worked in PR, internal communications and employee engagement. Most recently she began a position in business development at The Conference Board, a business and economic think tank, in addition to running the New York City chapter of Changemaker Chat, a nonprofit which organizes speaker series with female executives.

"Berkeley Carroll gave me confidence [to be] an agent of change," she said, citing the strong moral compass, ability to think critically and sense of support she developed at BC as instrumental to her success.

But the school did not explicitly lead her to a specific lane. It did not guide her toward a certain career. It simply strove to give her, and thousands of other alumni, the skills, often intangible, to forge their own paths in whatever directions they may weave.

John Dewey, an American philosopher, psychologist and education reformer, believed that "education ... is a process of living and not preparation for future living." Berkeley Carroll has a similar outlook — that students should leave the school not



only with the academic credits they need to graduate, but with the tools to make decisions and define what's most important to them. In other words, they learn how to learn and, in turn, how to create the lives they want.

"We have lots of talented kids who can go in lots of directions," Head of School Bob Vitalo said. "We're not a pressurized environment where there's one way we define success. This is an accepting place while it's a challenging place."

These acquired skills are of course due in part to rigorous, meaningful academics and smart, dedicated teachers. But on a deeper level, the type of learning that happens at Berkeley Carroll is made possible by a strong sense of community which promotes risk and experimentation within a respectful, supportive environment. Students are known as individuals, as complex human beings.

This tends to prove true at many independent schools. In a 2015 National Association of Independent Schools (NAIS) survey — "Student Engagement at Independent Schools" — 95% of students reported feeling safe at school and 85% said they felt comfortable being themselves. In that same survey, 76% of students believed their schoolwork stimulated their curiosity to learn new things. Ultimately though, it appears the key to this satisfaction is whether a student has found the community in which they feel most at home.

"Learning is, first and foremost, about taking risks," Assistant Head of School for Program Brandon Clarke said. "You want to be in an environment where people have your back. You want to feel like you're seen."

Aaron Goldin '16, who is currently in his sophomore year at the University of Rochester studying mechanical engineering, was pushed out of his comfort zone at Berkeley Carroll due in part to his ability to give new activities a shot within a close-knit community. The BC lifer tried out for the varsity cross-country team his junior year (even though he used to say he was "allergic to sports") and discovered he enjoyed being active and valued being part of a team. Plus, over the course of three theater productions he went from a small role to the third-largest and found another family within the department.

It was these experiences, in part, that helped Aaron become more open-minded and gave him the curiosity to join numerous student organizations in college, such as the juggling club, an a cappella group and the university's engineering society.

"[Berkeley Carroll's] a little family, they really care about you," he said, recalling the strong bonds he had with many teachers. "It gave me a very good base to build off of. My friends [in college] are impressed by how easily I'm able to try new things, which is very funny for me to hear."

The school's mission statement, which was revised nearly 10 years ago, serves as a touchstone for these values. A "community effort in itself," according to Upper School English Chair Erika Drezner, who worked on the wording, it speaks of "a passion for learning" in a "creative and intellectual community," as well as a commitment to preparing students for a "life of critical, ethical, and global thinking." Though it may not be at the front of every student, teacher or staff member's mind at every moment, it has been absorbed in such a way that it can naturally seep into a



lesson plan or student work. Former Upper School History Chair Lorne Swarthout, who retired last spring, observed that he's "not sure that the school's mission guides my teaching or my teaching guides the school's mission."

Colin Harrison, a BC parent and former Board of Trustees member who also helped craft the mission statement, credits the school with leading his two oldest children to where they are now by gently nurturing their interests — he says he "can see a direct line back." His daughter, Sarah Harrison '08, is earning an M.F.A. in fine arts at Yale University, while his son, Walker Harrison '10, entered a graduate program in statistics at Duke University this fall.

"This is a school where people learn that it's possible and important to be warm and intellectual at the same time," Ms. Drezner said. "The number one thing we do is we have really good relationships with each other."

And these relationships operate on many different levels. Students can speak with teachers, even outside of class, about academic subjects or come to them for life advice. Teachers can collaborate, using their varied knowledge to create a new course, perhaps. Students can get each other excited about a new subject. The school is made up of a myriad set of people, but these people are working toward shared goals with similar values.

Aaron considers former Upper School Math Teacher Helen Chow, his advisor, and BC Arts Director Peter Holsberg to be "additional parents." Chloe is thankful for the support she received, not just from her classmates, but from her teachers, during tumultuous times in her life such as when her parents divorced and when her step-brother passed away. She still feels that the friends she made at BC are family. Emotional well-being, it seems, goes hand in hand with the ability to learn

effectively and figure out who you are.

"The size of Berkeley Carroll and nature of our community are such that it's the right balance," Mr. Clarke said. "No one falls through the cracks, but we're also not sitting over you, inspecting every movement, scrutinizing."

Berkeley Carroll has a long history and has been through many transitional periods since it was founded as the all-girls Berkeley Institute in 1886. As the school has changed, alumni have gleaned different skills and values, and every student's experience is different, though some themes have stayed consistent through the decades. In a survey conducted by BC's Development Department in 2016, alumni spanning 70 years reported, among other things, that they have benefitted from learning to write well, being more than adequately prepared for college and developing a desire to always continue learning. Aside from these more concrete perks though, a large chunk of alumni expressed appreciation for the community — in friends and in teachers — they found at BC that they can often still count on for support as they work toward their goals, both personal and professional.

The world BC alumni enter today is drastically different from the world the Berkeley Institute's first graduates entered. In a *Washington Post* op-ed published last year — "Education for a jobless future: Are colleges preparing students for the workforce?" — Jeffrey J. Selinger, an author and college professor, argues that "it's critical that new graduates stay one step ahead of technology and focus more on what computers can't yet do well: show creativity, have judgment, play well with others, and navigate ambiguity." The value of a Berkeley Carroll education is just that — the instincts to make good choices and the ability to become whoever it is you want.

ALUMNI PERSPECTIVE

In a 2016 study conducted by BC, alumni were asked, “What do you see as the greatest value of being a Berkeley Carroll alumna/alumnus?” These are a few of their responses.

“The greatest value of being an alumna is being part of a fabulous tradition of excellence in education. The school has changed for the better in so many ways since I was a student.”

“The greatest value is the head start I was given in college. I was able to excel because I was well prepared. Now it is the ability to maintain the connections and friendships that I formed while at BC.”

“I love the idea of being connected to the school where I met and kept my lifelong friends. It is always fun to go back to Berkeley and reminisce about the good times there.”

“I was treated as a whole person. I had the opportunity to lead, participate in all aspects of extracurricular activities, and felt part of the community.”

“My four years at Berkeley were more important to my life than my four years at Brown, despite the Phi Beta Kappa key.”

“Berkeley Carroll taught me how to think critically, ask questions and to write. Education at BC wasn’t (and isn’t) just about learning something for the test and moving on, it was (is) about learning skills that can serve you throughout your life, whether that’s in a job or just as a person. It’s because of BC that I have the ability to express myself and the desire to continue learning.”

“Our school continues to inspire me with its constant dedication to bringing education to the next level of purpose both for the individual students and how it can be taken in their hands and extended to the world they are changing. Being an alumna and a parent of a student there keeps me very close to the heart of what is happening on a daily basis.”





Hello World!

BC Upper School Computer Science Takes Off

by Melissa Goldin '09

In just three years, Upper School computer science at Berkeley Carroll has gone from nearly nonexistent to a full-fledged department offering nine different courses which teach students vital 21st century skills.





Instead of buying a new computer before he starts his freshman year at Tufts University this fall, Michael Eve '17 wants build his own.

The recent alum took BC's Linux Operating System Design and Development class in the spring, which teaches students to build a custom operating system from the ground up. This operating system is an open-ended base from which they can create nearly anything, such as a firewall, a wireless router, a game emulator and, in Michael's case, a desktop PC.

"I'm looking forward to studying electrical and computer engineering in college, so thanks to Berkeley Carroll I have a great foundation to be able to bounce off when I get there," he said. "It's something I was always fascinated by — how code is so well constructed, but dynamic as well."

Upper School computer science at Berkeley Carroll has, in just three years, gone from nearly nonexistent to a full-fledged department offering nine different courses which teach students vital 21st century skills that can be used throughout high school, at college and beyond. Michael already has ideas for future projects, such as a voice-controlled, domestic drone to help with housework and an app that would let people with disabilities transcribe music.

Ninth graders are required to take Digital Essentials,

a full-year class which focuses on effective computer use, digital citizenship and the fundamentals of computer programming. Computer science is also a required subject in 10th grade, though students cover more advanced programming concepts such as Java and responsive web development. Juniors and seniors can continue their computer science education by choosing from elective courses, which teach topics such as iOS app development, cross-platform game design and more.

The interest is definitely there — between 15 and 18 students typically enroll in each of these advanced classes with hardly any attrition, according to Upper School Computer Science Teacher Jason Gaines. He attributes this wide appeal in part to courses which focus on the artistic side of coding in addition to more object-oriented topics.

"Everybody takes computer science in the high school and needs to learn how programming works and how to do interesting and relevant things," Director of Technology Aidan Lucey said. "But also, those kids who are really excited about it have the opportunity to push themselves in a broad range of directions."

The computer science program was expanded in an effort to more effectively incorporate STEAM (science, technology,

engineering, arts and math) into Lower, Middle and Upper School academics. This meant defining its purpose more clearly and hiring a new faculty member — Mr. Gaines — to teach more advanced topics.

First through fourth graders spend time on programming and other STEAM-related projects and fifth through eighth graders take their own version of Digital Essentials throughout Middle School — thrice-per-cycle their first two years and once-per-cycle for the last two. It is in the Upper School, however, that students can take their skills to the next level. Members of the Class of 2017, who graduated in June, were the first BC students able to take computer science all four years of high school. As the curriculum evolves, certain topics, such as Scratch, a visual programming language, are introduced earlier or replaced by ones that become more relevant.

Sarah Cryan '20 is just beginning her computer science education, but already sees its benefits. She hopes to continue the subject, which combines her interests in math and language, throughout high school and is eager to take

more advanced classes, such as iOS Development.

“I think the way the world is going, we’re relying more and more on technology,” she said. “If we all have a background in coding, we won’t be so dependent on other people and it’ll be like changing a tire.”

Computer science gives students the opportunity to develop skills, such as flexibility and innovation, that they can use in other subjects, or outside of school. They often discuss the benefits of failure, for example, and learn to work through a problem until it’s solved.

Mr. Gaines and Upper School Technology Integrator Nick Marchese both have a background in music, which they believe has a lot in common with computer science. Mr. Gaines teaches an upperclassman elective on designing and programming virtual musical instruments, and Mr. Marchese leads a two-week Spring Intensive course which looks at technology’s influence on music.

“There’s the having to quarantine yourself off and do a lot of individual work, but at the same time building off of what



Luis Peromarta '17 created the computer game screenshotted above — “Forest Hill Drive” — for Upper School Computer Science Teacher Jason Gaines’ Game Design course.

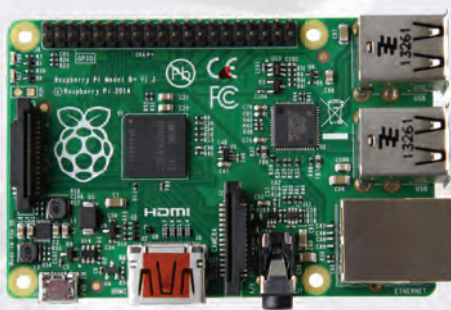


BERKELEY CARROLL LAUNCHES THE NATION'S ONLY HIGH SCHOOL LINUX FROM SCRATCH COURSE

Berkeley Carroll's Upper School is the only high school teaching Linux from Scratch, an open-source project which lets programmers create their own operating systems (OS) from the ground up.

"It's definitely the most difficult class I've ever taken, computer programming-wise," Michael Eve '17 said. "You have to have a nerdy, quirky passion for it. Everyone [in the class] really likes it."

Students enrolled in the 12th grade, hardware-based course use raspberry pis (pictured below) — small, inexpensive computer boards about the size of a deck of cards often used for teaching computer science, to program an open-ended base for their operating system. This base is then used to create an OS for a firewall, a wireless router, a game emulator, a desktop operating system or any other number of practical applications. Each OS is unique to the student who creates it.



Raspberry pis used to program Linux operating systems.

everybody else has done,” Mr. Marchese said. “Just sitting there, listening and practicing, failing one million times and then one time it just clicks.”

The department is also constantly assessing how to approach issues that may not come up in other subjects. Sharing code is an accepted practice within the computer science field, but in an effort to discourage plagiarism students are taught how to do so in an ethical, legal manner. They also discuss which projects are to be done in groups and which are to be completed on an individual basis.

“It’s ok sometimes, especially when you’re learning introductory languages, that the code might be the same,” Mr. Gaines said. “But you can annotate your code as well. Having kids get used to that and doing it in a thoughtful way can help make their work unique.”

BC’s new, Middle and Upper School STEAM space at Lincoln Place, which is set to open in September, will give the department space to take on more hardware-oriented projects, such as constructing robots, building computers and experimenting with drones.

Mr. Gaines, Mr. Lucey and Mr. Marchese are always discussing ideas for new courses, including non-programming options within the department on topics such as the history of technology and its ramifications. They would also like to figure out how to bring a programming component into other subjects.

“I think we’re reaching a really large, diverse group of students so I feel good about where we are,” Mr. Lucey said.

UPPER SCHOOL COMPUTER SCIENCE COURSE OFFERINGS

9TH GRADE (ENROLLMENT REQUIRED)

- Digital Essentials

10TH GRADE (ENROLLMENT REQUIRED)

- Computer Programming Essentials: An Exploration of Object-oriented Program Design
- Responsive Web Application Design, Development and Deployment

11TH GRADE

- iOS Development 1
- iOS Development 2
- Designing and Programming Virtual Musical Instruments
- Responsive Web Application Design, Development and Deployment

12TH GRADE

- iOS Development 1
- iOS Development 2
- Cross-platform Game Design
- Linux Operating System Design and Development
- Designing and Programming Virtual Musical Instruments
- Responsive Web Application Design, Development and Deployment



THANK YOU TO DENIS KOHLMULLER

FROM YOUR MANY STUDENTS OVER THE YEARS — BEST



Mr. Kohlmuller's enthusiasm suffused everything in French class. From time to time he would opt for an outright celebration, like the morning he threw us a crepe party after our AP French exam. We didn't have our scores back yet, but on his omniscient authority he assured us that we'd all passed with flying colors.

We were lucky enough to have Mr. Kohlmuller for three years. In seventh grade, he taught us the intricacies of the *passé composé*. He was ecstatic when Lee Schleifer-Katz came up with a tune to "Dr. Mrs. Vandertramp," a mnemonic for special past tense verbs. Thanks in part to the catchiness of Lee's song, and in part to the multiple takes Mr. Kohlmuller painstakingly directed on his tape recorder, we never forgot those verbs.

By 11th grade, when we were again graced with Mr. Kohlmuller's contagious ebullience and Felix-accented style, our class had progressed from the *Bleu-Blanc-Rouge* textbooks to full novels — tragic, 19th-century psychological thrillers. Mr. Kohlmuller was steadfast in his enthusiasm. He set our French class to a near-daily ritual. The assignment: to deliver oral summaries, in

French, of individual chapters of "Therese Raquin," a novel about a woman unhappily married to her first cousin. We'd arrive to class, armed with detailed notes and ready to at least try to address our classmates for 10-15 minutes.

We rarely made it past the first sentence.

Mr. Kohlmuller's boundless enthusiasm for the unhappy woman's plight meant he had a penchant for jumping into the middle of the presentation. "Here's an interesting theme," he'd remark before plunging into the details of Therese's affair with Laurent, hinting all the while at their upcoming murder plot.

The result: We'd spend far longer than 15 minutes standing in front of the class — and rarely did we make it to the end of our presentations. What we did get was a front row seat to Mr. Kohlmuller's love of French literature and his joy in teaching it to our class. It rubbed off easily, and we, too, became engrossed in what can only be described as a very strange tale of murder-suicide.

— Rebecca Ballhaus '09 and Deborah Shapiro '09

LLER AND LORNE SWARTHOUT

WISHES IN RETIREMENT AND YOUR FUTURE ENDEAVORS!



Dear Mr. Swarthout,

In honor of your retirement, I reached out to a group of my BC classmates (from the class of cough, cough 2001) for quotes, memories and words of congratulations for our favorite grade dean. While I was not able to include all of the responses, I hope that the select quotes below are able to capture the overwhelming outpouring of gratitude for your support and kindness and our appreciation of your Minnesotan toughness and dry sense of humor:

"I think what I really remember about him is that he always advocated for us. He understood us at an age when it was really easy to feel misunderstood. He made us feel like humans."

"The adults we have become are owed in large part to Mr. Swarthout. Whenever I think about high school, I think about him. He was such an indelible part of those four years."

"Mr. Swarthout, what does Viking language sound like? Hoot, hugggg, grrr, woot!"

"It was 1999 and we were freshmen at Frost Valley for the Upper School retreat. The fall breeze outside was crisp and cool, but inside the ninth grade guys' cabin the smell of musty adolescent machismo hung in the air. Just moments earlier, a handful of our intrepid student leaders had successfully covered the 10th grade bunk with toilet paper and were now walking around with their chests puffed out, savoring the moment.

All of a sudden, a field mouse jetted across the floor and with its arrival, every ounce of faux bravery blew out the window. Without warning, Lorne Swarthout, our brand new grade dean, sprung through the doorway. This was the moment of truth, were we about to get reamed out for being adolescent punks who had wasted the last of the two-ply, or was he going to be a guy that we could count on to have our backs when we needed him most? The mouse emerged, right on cue. Without skipping a beat, Swarthout picked up a broom and screamed out at the top of his lungs, "Everyone, grab your 'jewels' and jump on the top bunk!" In moments of crisis one's character is revealed. I'm glad that this character was our grade dean."

Mr. Swarthout, on behalf of the Class of 2001, thank you for always staying late to talk with us, treating us with respect and attending all of our dance recitals, basketball games and plays. You have had an impact on all of us in big and small ways, and played an important role in shaping us into the magnificent adults that we have become. For many of us, YOU are BC, and the school will not be the same without you. During your well-deserved retirement, we wish you lots of rest and relaxation, an infinite supply of *The Economist* and a lifetime of beautiful woodworking.

With love, respect and gratitude!

The Class of 2001

— David Singer '01

FACULTY AND STAFF MILESTONES

After their 10th year at Berkeley Carroll, faculty and staff are honored in five-year increments for their work at, and dedication to, the school. The following faculty and staff members reached milestones at the end of the 2016-17 school year. Congratulations!

42 YEARS

Kathy Grimes-Lamb, Middle School Math Teacher

35 YEARS

Susan Haber, Middle and Upper School Visual Arts Teacher

25 YEARS

Hicham Rajai, Senior Maintenance Supervisor

15 YEARS

Kendra Barbary, Lower School Librarian

Maritza Germosen, Administrative Assistant to the Director of Maintenance

Kathy Harrington, Middle School Math Teacher

Karen Kauffmann, Upper School Psychologist

Jose Rendon, Maintenance Associate

Lai Jin Wong, Lower School Admissions Associate

10 YEARS

Aidan Lucey, Director of Technology

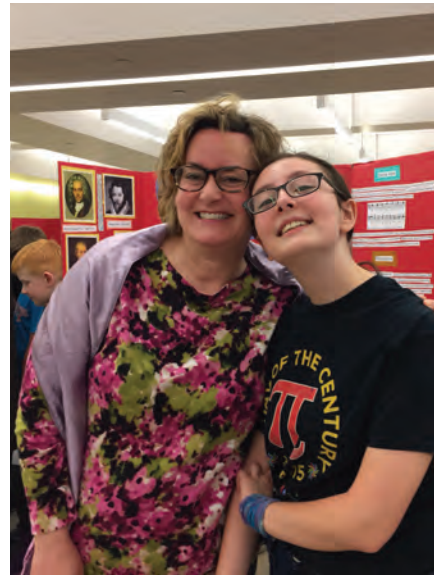
Afrim Pero, Maintenance Associate

Salvador Rangel, Maintenance Associate

Hillary Rubenstein, Middle School Science Teacher

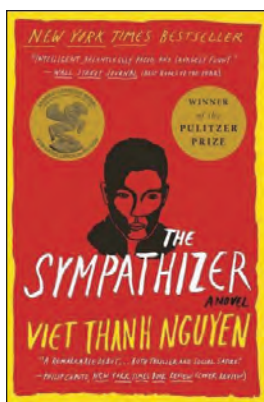
Robinson Tejada, Maintenance Associate

Lawrence Yasner, Lower School Physical Education Teacher



Books Our Faculty are Reading

Submitted by Esinam Bediako, Matt Budd, Madeline Clapps, Erika Drezner, Ryan Henneberry, Jacob Hughes, Jane Moore, Anna Murphy, Khaliah Williams, Mike Wilper and Nina Wish.



The Sympathizer

by Viet Thanh Nguyen

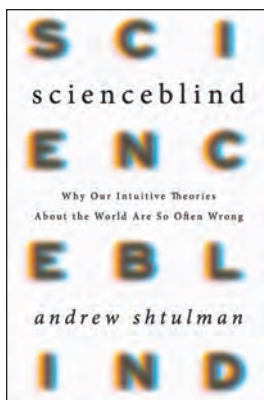
"To say that this is a book about the Vietnam War and its legacy does not do it justice. A new favorite."



The Muse

by Jessie Burton

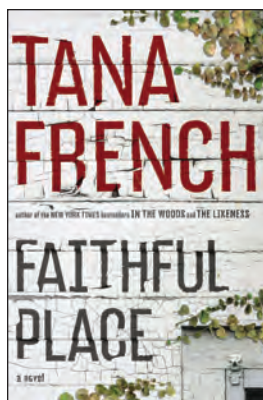
"Alternating between the Spanish Civil War and '60s swinger London, 'The Muse' traces the story of a mysterious painting and the woman who may or may not have been its true maker."



Scienceblind

by Andrew Shtulman

"Unpacks widespread intuitive theories of scientific concepts, the mistakes we make due to hazy understanding and how each wrong-headed theory is best remedied in the classroom — with clear implications for theories undergirding social relationships (like race and status judgments)."



Faithful Place

by Tana French

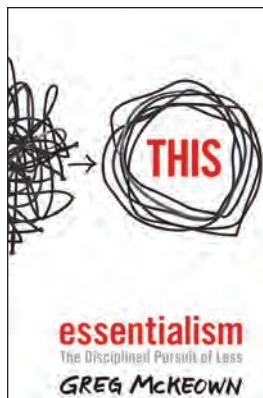
"These Irish murder mysteries 'go down like candy'; they're perfect beach reads. The best part is that you're always left wondering whether the murder will be solved before the beleaguered detective has a breakdown."



The Hate U Give

by Angie Thomas

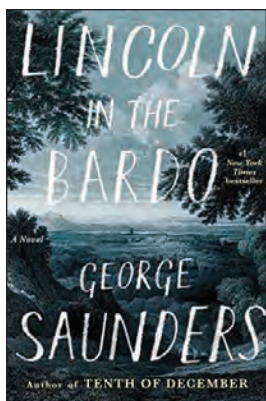
"An uplifting story about a teenage girl struggling to find her voice after experiencing the trauma of police brutality; all while her identity is stretched between the two worlds of her poor, black neighborhood and her majority-white private school."



Essentialism: The Disciplined Pursuit of Less

by Greg McKeown

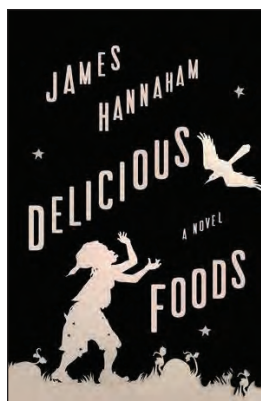
"A powerful read for adults and high school students alike, redefining what is essential and how to prioritize in our current fast-paced, 'more-is-better' society."



Lincoln in the Bardo

by George Saunders

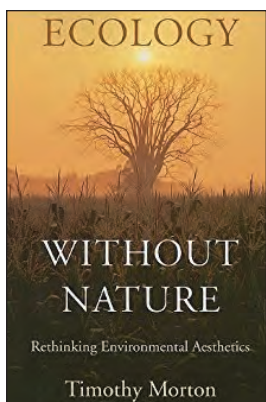
"A favorite of the Upper School English Department, this book is a beautiful, funny, heart-rending take on Lincoln's most devastating loss."



Delicious Foods

by James Hannam

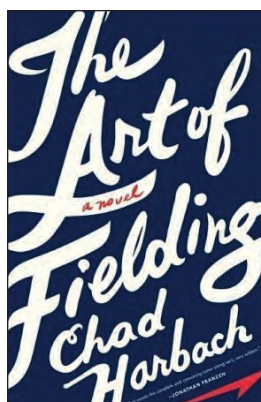
"Not what you would call a beach read, but the narrative voices will captivate (and shock) any reader."



Ecology Without Nature

by Timothy Morton

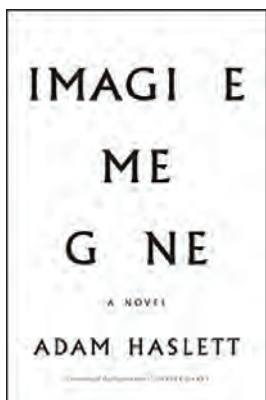
"Referencing Wordsworth and Lord Byron, this novel calls out numerous staples of American popular culture in an effort to help us reexamine our relationship with nature. It will change the way you think about a hamburger."



The Art of Fielding

by Chad Harbach

"For everyone who likes baseball, or who has ever felt performance anxiety, or who has spent time at a small college in the Midwest."



Imagine Me Gone

by Adam Haslett

"This passionate, absorbing story addresses sexuality and mental health in a family."



Special Topics in Calamity Physics

by Marisha Pessl

"A thrilling, funny, creepy page turner."



Blankets

by Craig Thompson

"A breathtaking story of art, memory and romance, this graphic novel is an autobiographical coming of age story with a tip of the hat to James Joyce's 'Portrait of The Artist as a Young Man' (its final pages are every bit as moving). You'll probably end up reading it in one sitting."



The Sun is Also a Star

by Nicola Yoon

"A young adult novel about two teens who fall in love against the backdrop of one's impending deportation. The author skillfully intertwines themes like science, race, culture, fate and the interconnectedness of human beings into one narrative. Recommended for adults of all ages."

CLASS NOTES

1940s

Jane Bennett (Willingham) Smith '47

writes: "Many thanks to the alumnae association for printing the picture of the members of the family attending my grandson Mack's graduation from the University of New Hampshire. I have the magazine strategically placed on our coffee tables so folks can't miss it. Granddaughter Leah Margaret will be graduating from Mt. Holyoke this spring. She is busy writing a paper about her grandfather, author Calder Willingham. I had a nice chat with **Pamela Thirkield Lavin '47** shortly before Christmas. She is still in California in her home. It sounds as if she has lots of family around."

Pat Root '48 and her husband Steve enjoy cruises and this past year went on a two-week cruise to Alaska in late June. This was the only state Pat had never seen. She writes: "It was delightful, with the scenery, glaciers, several excursions and, as always, the pampering, which is the special feature of Holland America Line. We were on a second cruise, a 29-day trip through the Caribbean and 1,000 miles up the Amazon. This was a roundtrip Ft. Lauderdale on our favorite ship, the Prinsendam. One of the many thrills was a classical music concert in Manaus, Brazil, held in the Opera House, built in 1894. A packed house heard Mozart with a Brazilian twist. Each island we visited has its own culture and history, so we saw much and learned much." Pat and Steve have also traveled to the Netherlands to visit relatives and have already made plans for another cruise in August 2017 to Greenland and Iceland. "If we don't go now, we never will!" she writes.



► **Susan Duberstein Ravitz '56**
and **Gloria Peterson Rapp '56**

Barbara Smyth '48 writes: "In February our family was blessed with the birth of another precious baby. This little guy is our 12th great-grandchild — seven girls and five boys — all under 7 years of age."

Looking ahead to June, our ever-growing family will all be together for the wedding of our youngest granddaughter who will have just completed graduate school at the University of Michigan,

and at that time George and I will celebrate our 65th anniversary.

George and I continue to enjoy activities here at Franke and concerts and shows in downtown Charleston. George also still does tax returns for a few friends each spring and I continue to make American Girl doll clothes and decorate 24-inch Christmas trees in the fall, all of which benefit the Franke Subsidized Care Fund. We all have had a very happy year.

Sorry to hear that **Jeannie Chandler Miller '46** passed away. A very enjoyable person. I still hear from **Ann Coffeen Turner '48** — she is still teaching! I also heard from **Marion Tuttle Thomas '48** again, who wrote that she had not sent cards last year. She is happy to hear from us!”

Ann Coffeen Turner '48 writes: “Still tutoring dyslexics and late bloomers at Gill St. Bernard’s school, but down to four days a week.”

1950s

Barbara Birgel-Renman '54 writes: “Married to Ron almost 59 years and have lived in Long Island, Germany, New Jersey, Florida and now Reston, Va. We have two sons, one granddaughter and two grandsons. I keep in touch with **Jean Strohsahl Dorr '54** and **Ann Sottnik Jenkins '54**.

Janet Ghattas '54 writes: “We completed our 24th Crossing Cultures Senegal program in January and are planning our 25th program for January 2019. Intercultural Dimensions, Inc. is a nonprofit educational organization which I founded. John and I have two grandchildren, one in Utrecht, Holland and the other in Santa Barbara, CA whom we visit yearly.

Susan Duberstein Ravitz '56 writes: “I have enjoyed reaching out to my classmates and catching up with 16 of them after all these years. Even had a lovely visit with **Gloria Peterson Rapp '56** and her husband, Hank, who visited Les and I at our home in Alexandria, Va. We enjoy living here and being near family and are looking forward to our 59th wedding anniversary this coming September.”

Carol St. John '57 writes: “Hello old friends (no pun intended). I am still living in Green Valley, Arizona and Rockport, Massachusetts, where I paint, write and play as hard as I can. My three kids are raising their own and I am loving the role of grandma. My fourth book, “Such a Nice Girl,” is just

being introduced. It’s about issues of the 80s and one woman’s journey into adulthood. Would you be surprised that it includes a confrontation between parents of the late 60s and their progeny?”

I am still hoping to see my Berkeley friends again, someday soon. A museum date with **Lane Bolton '57** and **Ruth Hiller '57** was only a tease. Anyone willing to meet in Boston? A modern Milly, I can be reached via email (tusaints@gmail.com) and on Facebook.”

1960s

Jill Carter Valenti '61 writes: “Joe and I live in Tampa, Florida and are looking forward to our 54th wedding anniversary in June. I’m still very involved with multiple nonprofit boards including the Red Cross, YMCA and Hospice. I serve on the Red Cross National Philanthropic Board and assist chapter chairs with their fundraising. Many chapters are celebrating 100 years of service, and with all the disasters, we’ve never been busier.”

Susan Gail Hart Stenson '62 writes: “Jim and I have been married for 51 years, have four children who are all

married and have 10 grandchildren. We have lived in Brielle, NJ, at the Jersey Shore, for 19 years and spend our winters in Scottsdale, AZ, at the JW Marriott Resort. We have both been retired for 19 years and enjoy golf, reading, volunteer work and babysitting for our 10 grandchildren. Jim is on the planning board in Brielle and has been president of the fire department for 15 years. I have been an officer of the Woman’s Club of Brielle for about 15 years and have been on the board of directors of the New Jersey State Federation of Women’s Clubs for 10 years. We are both active in our town parish. Life is good and I hope this year finds all my fellow classmates are well and content.

Maxine Solomon '63 writes: “To celebrate my 70th birthday in April, I walked across the US this year. Three friends joined me and we did the walk as a relay, total of 2,350 miles. We walked the first half from Jacksonville Beach, FL to the middle of Texas in February/March and completed the second half in October/November from Texas to San Diego — coast to coast (Atlantic to Pacific).”

Isabel Eisen '64 writes: “All is well in our house! We are working and traveling

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Share professional insights and job opportunities with alums, parents and other members of the BC community in the new Berkeley Carroll Career Networking LinkedIn Group.

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 berkeleycarroll.org/linkedin



in that order!!! Just got back from an amazing trip to Antarctica where we were able to touch our seventh continent! My husband, Bob, is still practicing cardiology and I am still at Michael Kors! We 'flirt' with retirement (to travel more), but time will tell! We are a blended family with four children and seven grandchildren between us so still busy keeping up with them. Big love to all Berkeley alums!!!"

Dorie (Brodie) Baker '65 writes:

"Actively engaged in the struggle to take back our country. Hope you are too."

William Fordes '65 NG writes:

"Traveled to Vegas in March with **Harry Hellenbrand '65 NG** and **William Golden '65 NG**, classmates from Berkeley and Poly Prep and friends since kindergarten. Golden is a very well-known physician in Arkansas, who heads up their health services. Harry just retired as provost of Cal State Northridge. I am a TV writer."

Mona Weller Birk '69 writes: I am

dually licensed as a psychologist and a psychiatric nurse practitioner. I have a son, who recently graduated from Emory University in computer science and is working in Virginia at Fannie Mae. I reside in Basking Ridge, NJ and have a medical/behavioral consulting practice. I also have a vacation place in Naples, FL, where I spend much of my leisure time."



Crystal Hudson '01 is the founder of Gay Greetings, a company which creates greeting cards geared toward members of the LGBTQ+ community, their friends and their families. She raised more than \$12,500 on Kickstarter in 2013 to get the company, which officially launched last September, off the ground. Gay Greetings was featured on News12 Brooklyn last October.

1970s

Rev. Dr. Kenneth G. Simurro Jr. '75

NG writes: "My wife Marilyn retired from the NYC Department of Education in November and I left my congregation after 16+ years to move to upstate NY. I will be called to a part-time congregation shortly and take up a more relaxed lifestyle. Imagine that: a Brooklyn native transitioning to a country gentleman! My classmate **Julie Pellman '75** is still close to me and I encourage other classmates to contact me (ksimurro@msn.com) as I would like to hold a special reunion for the Class of 1975 in 2020."



Matthew Hallowell '98, a U.S. foreign service officer stationed in Tokyo who works on military cooperation issues, visited World Affairs Breakfast Club in February to speak about the United States' relationship with Japan and the challenges that lie ahead. Plus, he explained that his interest in international work all began when he spent his junior year at BC in Japan.



◀ **Nicole Sims '84**

1980s

Nicole Sims '84 writes: "The coffee roasting company (called Mighty Good Coffee) I own with my husband, David, is opening up its fourth cafe in an iconic spot here in Ann Arbor. This is my dream of having the ultimate Park Slope/Fort Greene-style locale right here in southeastern Michigan, my home of 24 years. This is me picking coffee cherries (photo on right) in Costa Rica in February. We maintain close partnerships with our coffee growers around the world."

1990s

Deborah Greig '99 writes: "My husband and I made the big decision to move to New Haven, CT. Brian has lived here before, but it is a brand new city for me, and I am getting used to the change after a lifetime in Brooklyn. We have a home, with space for visitors, and I have a new job as the farm director at Common Ground HS, where I get to work

with youth, adults, chickens, an old goat and lots of vegetables, all surrounded by amazing state park land. Come through and we'll take you out to enjoy some of that famous New Haven pizza!"

2000s

Loreal Monroe '00 writes: "After practicing in the litigation department in the New York office of Willkie Farr & Gallagher LLP for three years, I made the transition to a career in land use law and city government as assistant counsel at the New York City Board of Standards and Appeals in November 2015. I have since been promoted to general counsel of the agency and am loving the more manageable hours of public sector work."

Nick Renzler '03, a lawyer in Washington, D.C. who specializes in international dispute resolution, stopped by World Affairs Breakfast Club in December to discuss the strategic significance of the South China Sea.

Anna Friemoth '08 was invited by the Global Art Affairs Foundation to exhibit her work in "Personal Structures: Time Space Existence," a major, biennial contemporary art show at the European Cultural Center in Venice, Italy. The exhibition is part of the 2017 Venice Biennale and is on display through the end of November.

Aarian Marshall '08, a staff writer at WIRED covering autonomous vehicles, public transit, urban planning, traffic management, smart cities and new mobility models, spoke on a panel at SXSW in Austin titled "Where We're Going We Don't Need Roads (Maybe)."

2010s

"The Zoo," a podcast about online dating created and produced by **Sophie Nikitas '10**, was featured on NPR One in February.

Anthony Spina '13 graduated from Amherst College in May, where he was a mathematics major. Anthony thoroughly

enjoyed his time at Amherst and spent most of his free time working with the Christian Fellowship on campus. On the baseball field, Anthony had a terrific junior year leading the NESAC in home runs and earning All-League (second team) honors. He was a senior starter in the outfield and got off to a torrid start at the plate last season, batting .545 in two games with six hits, one home run and five runs batted in. His time at BC was invaluable in preparing him for college and beyond.

Ian Miller '14 has a 1-1 record as a Harvard University starting pitcher. He is ranked first in the nation for pitching complete games, eighth in the nation for the lowest number of walks and hits per inning pitched and seventh in the Ivy League for his earned run average.

Andrew Keenan '15 visited BC in January with Drew University's all-male a cappella group, 36 Madison Avenue, to work with the Upper School Choir.

Max Pisano '15, **Peter Russo '15** and **Kamyar Sadeghi '15**, along with Preston Sadeghi, have co-founded The Kiva Project, a media production house which gives musicians, photographers and cinematographers a chance to freely express their passions for personal and world issues through their art. Learn more at soundcloud.com/thekivaproject.



Ian Miller '14 (right) and **Anthony Spina '13**, former BC Varsity Baseball teammates, met for dinner in Florida, where they are both training with their college squads — Harvard University and Amherst College, respectively — over spring break.

WHAT ARE YOU UP TO?

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

berkeleycarroll.org/classnotes

Email: alums@berkeleycarroll.org

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



◀ **Andrew Keenan '15**

IN PASSING

Barbara (Bobbie) Allen Mabee

Weathers '37, a beloved wife, mother, grandmother and great-grandmother, died peacefully in her sleep on Sept. 22 at The Retreat at Cary Assisted Living Family Care Home in Cary, N.C. She was 96.

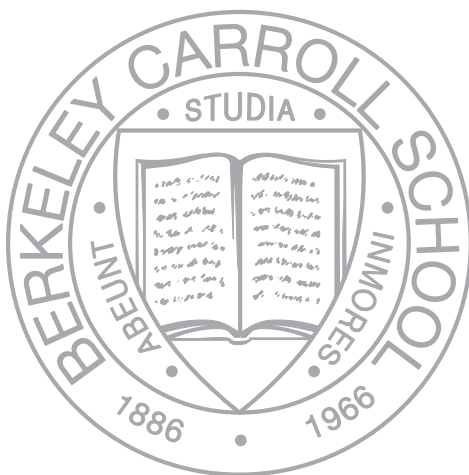
A devoted community member who touched many lives, the Berkeley graduate volunteered as a Girl Scout leader with the same troop for 12 years and also served as a volunteer grade mother. She played tennis on the Cary city team, bowled in her bowling league and played

with her bridge club in her free time.

Barbara met her husband of 69 years, Clyde (Stormy) Raymond Weather, Jr. in Germany when she was working with the Red Cross and he was serving in army occupation forces. She is survived by Clyde, her daughter, her grandson and her four great-grandchildren.

Joan Long Strough '47 died on Dec. 12. She was proud to have attended the Berkeley Institute, according to her daughter, Laurie Lou Leonard. The alumna could not speak of her childhood without

mentioning her time there, supported the school throughout the years and enjoyed the newsletters she received in the mail. Berkeley helped shape Joan's life as a young student — the school's headmistress at the time, Ina Clayton Atwood, encouraged her parents to continue to challenge her to reach for the stars even though she had contracted polio at 6 years old. Joan lived in Palm Beach Gardens, Fla. for the last 11 years of her life after making the move from Sag Harbor, N.Y. to enjoy the warm weather and be closer to her daughter.



ASK A STUDENT

Tell us something new you learned this year!



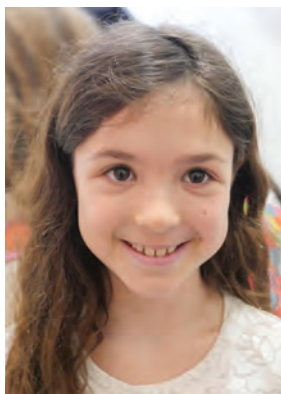
Kai Li-Perry '23

"I figured out that I'm actually decent at track. I like that you run far distances and there are other aspects besides just running."



Chelsea Mina '17

"Managing my time wisely. I've been out a lot this year so I've had to learn how to catch up and it's something I've learned a lot from."



Willa Schwartz '26

"Hula Hooping! I like it because it's really fun."



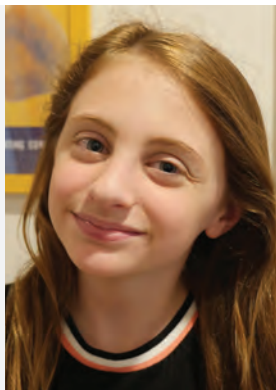
Max Van Zyl '21

"Diligence. Putting in the extra hours. It's really helped me in every single class."



Aurelius Beckford '19

"Communication. I try to be very independent, but there are times when I don't understand something and I need to ask a teacher for help."



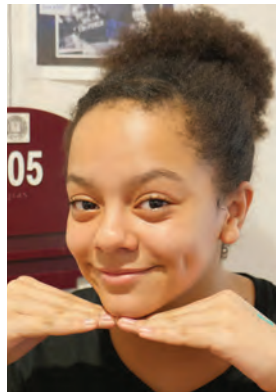
Jesse Principe '23

"I can not die while doing the butterfly in swimming."



Elijah Dailey '27

"I learned swimming and soccer this year and I like them because you can practice using your muscles to exercise."



Michelle Berkman '23

"Something new that I learned this year was how to carve in ceramics."



Sofia Lavion '20

"I learned how to play guitar. I like it because it's really relaxing and I really like music."



Charles Lenaghan '24

"For the last couple of days I've been making giant card pyramids and that's really fun."



Lucas Kwon '26

"I learned division this year."



Leah Ross '17

I learned to play third base for the BC softball team. It's been challenging because it's a different sport than basketball."



Elif Ferruzzo '27

"Swimming and reading. I like swimming because it's fun and reading because it lets you sit down and relax."



Zac Uberoi '17

"I recently figured out I'm really good at coding. It's great because it allows me to innovate."

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Check out our **SOCIAL MEDIA MASHUP:** berkeleycarroll.org/social-mashup

Instagram



Berkeley Carroll School

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Ahoy, matey! Lower School teachers captained boats designed and built, out of recycled materials, by first graders in the Athletic Center pool. Each class worked together over the past few months to build its own boat. All three floated, allowing Ms. Lee-Georgescu, Ms. Harrison and Ms. Aiken to row them across the pool, and came out of the boat launch in one piece. #STEAM

♥ 81

May 15

Facebook



The Berkeley Carroll School

Eighth graders created their own Smorgasbord Farm-to-Table Showcase, inspired by the Brooklyn Smorgasburg, to educate the BC community on the ethics of our food choices.

♥ 17

April 18



Youtube



Berkeley Carroll School

Middle School Arts at Berkeley Carroll

Published on Feb. 23, 2017

The Middle School arts program at Berkeley Carroll helps students develop their voice and find their passions through both visual and performing arts.

Twitter



BerkeleyCarroll



Chelsea M. '17 just published the 2nd issue of *Melanina*, an online mag she created. Read it here: goo.gl/QXzyyp #StudentJournalism

♥ 1

March 7

Read our Blog

New Play Yard Helps Lower Schoolers Develop Upper Body and Core Strength

Posted at **Berkely Carroll Blog** on 12/14/16 at 10:42AM

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a Legacy...
Impact
the Future**

Berkeley Carroll is fortunate to have an involved, committed and generous group of donors. Parents, alumni, grandparents and friends actively support the school both through current gifts and gifts that will benefit Berkeley Carroll in the future. Many alumni have expressed their appreciation and support for the school by including Berkeley Carroll in their estate and financial plans, creating a legacy that will help ensure a strong, vibrant school for future generations of Berkeley Carroll students.

Planned gifts have helped Berkeley Carroll build new facilities, launch new programs, attract superb faculty and provide financial support to many qualified, talented students. For alumni, planned gifts are a way to express their commitment to Berkeley Carroll and help define the future of the school.

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ON BERKELEY CARROLL'S
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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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1950s



2017