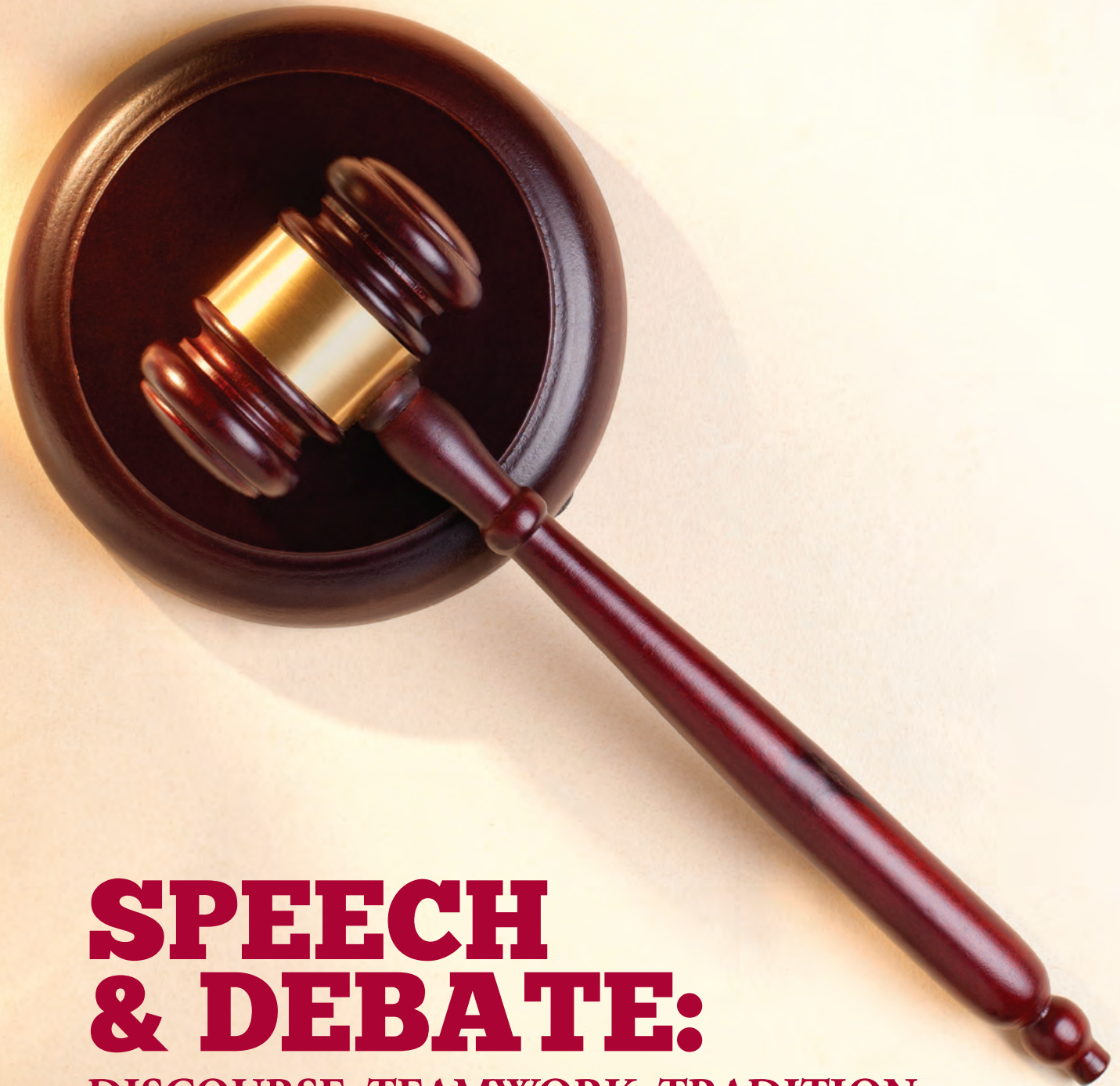


The Berkeley Carroll School

Winter/Spring 2016

MAGAZINE



SPEECH & DEBATE:

DISCOURSE, TEAMWORK, TRADITION

THE VIEW FROM LINCOLN PLACE

Dear Friends,

In this issue you will read about the range of activities our kids are engaged in, all of which are intended to reinforce our mission of building critical, ethical and global thinkers. Doing all that we do with our students, including traveling to new destinations, changes the way they look at themselves and at the world; there is no more important work.

I had the pleasure of traveling to Jackson Hole, Wyo. with our eighth grade students in October. This is the fifth year that Berkeley Carroll has taken the entire grade to spend a week at the Teton Science School. It is an ambitious undertaking which we can only attempt because of the dedication of the teachers and the leadership of Middle School Director Jim Shapiro.

It has become almost routine that the full contingent of students receives compliments from fellow passengers and the flight crew. It is a real pleasure to hear how well behaved others feel our students are and how interesting the students are when engaged in conversation.

While at the Teton Science School our kids are engaged in doing real science. They perform water studies in creeks, streams and rivers with all of the data getting entered into the official Wyoming state database. It is not unusual to encounter elk and moose — on arriving at the school our first night we quickly had the kids exit the bus, but could not unload baggage until later because there was a bull moose in the parking lot!

The terrain in that part of the country is breathtaking. We hike trails in the national park, study the range of vegetation, investigate the impact of forest fires and track wildlife. In addition to performing the science work, our students also spend part of a day performing stewardship work; out west that means clearing and repairing various trails. Our students could spend all day doing that work, they enjoy having an impact and leaving that part of the world in better shape.

For many of our eighth graders the most meaningful part of the trip is the night hike. We walk to the top of the butte, in the dark, without flashlights. A Teton Science School teacher talks about the constellations, individual stars and even the satellites that are visible overhead. We all then sit in silence. This is a worldview that most of our kids have never seen and it leaves a deep impression.

On the last day of our visit I was part of a group that reflected on the trip. One of our eighth grade students, after taking in the whole experience, reflected, “It made me see that there is no us and them, that we are all here together. The world is a community.”

Thank you for being with us on all of these journeys.

Sincerely,

Robert D. Vitalo
Head of School

“Doing all that we do with our students...changes the way they look at themselves and the world.”



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BC LENS

BC en Español

Lower School students show off their Spanish-speaking skills at an assembly in September. Berkeley Carroll's Spanish partial-immersion program lets students learn a second language naturally.





ALUMNI PROFILE: JANE NERLINGER EVANS '69



As a student at the Berkeley Institute, **Jane Nerlinger Evans '69** swore she would never work in the film industry, as her mother had. And yet, she is now an independent producer for DreamWorks who has worked with many renowned directors including Steven Spielberg, Anthony Minghella, Ang Lee and Gus Van Zant, after almost 40 years in the same business she never expected to be a part of.

Evans attended Berkeley from first through 12th grade and graduated from Friends World College, an experimental college, then associated with NYU's University Without Walls, in 1974. She was a potter, a jeweler, a script reader and more, before working on her first film at age 27, "Nighthawks" starring Sylvester Stallone, with Berkeley classmate Celia Costas '68.

After more than 15 years working in freelance production in NYC, Evans began her career as a film executive, first at HBO, then Miramax, became head of physical production at Focus Features, and then at DreamWorks before becoming an independent producer for the company. She also helped launch the Green Production Alliance, established to improve sustainability in the film industry.

What is the most challenging part of your job?

The challenge has always been to best realize a director's vision within the constraints of a budget. "Cold Mountain" could not be made in North Carolina where it was set because of the big price tag. Instead, the production went to Romania and tens of millions of dollars were saved.

What moments from your career are most memorable?

There are so many! Finding myself in the French countryside looking for the village to set "Chocolat" in, creating a summer of love on "Taking Woodstock" and with Celia to boot. My first meeting with Steven Spielberg. And winning the Rachel Carson award from the Audubon Society with the Green is Universal team.

You mentioned you felt you were hitting a glass ceiling earlier in your career. Did you ever feel you were held back because of your gender?

At the beginning of my career men dominated production management. It's generalizing to a certain degree and I don't mean to be sexist, but many of them were bullies, hard nosed and often a little

corrupt. There were men that expected the women to make the coffee (I refused) and in some cases groped the women in the office. The younger guys moved up faster and helped each other get ahead.

When women began assuming higher positions in production management I noticed that the atmosphere changed. I worked for women almost exclusively starting in the late 80s and it was with several women's belief in me and their support that I was able to finally break through the glass ceiling.

What inspired your work on sustainability in the film industry?

A producer on a film I was overseeing asked if the production could be used for a pilot study on how to reduce waste, energy, water, etc. After that I used my position as a bully pulpit to continue these practices on the films I was involved in. I rallied other film execs to do the same and together we created an industry standard that is now in use.

What memories stand out from your time at Berkeley?

There were two seminal moments when I was in elementary school that I'll never forget. On the last day before Christmas break at the height of the cold war/duck-and-cover era, there was what sounded like a bomb. Two commercial airliners had collided in midair and one crashed on Seventh Avenue, yards from Berkeley. We gathered in safety, but trembling, in the gym. The other was hearing that Kennedy was shot. It was a Friday afternoon as we were being dismissed. We gathered in the library to watch Walter Cronkite on TV. We sobbed in each other's arms. These were collective experiences that left indelible marks.

FACULTY DEVELOPMENT

Our faculty is committed to ongoing professional development in order to stay current on best practices in education and maintain BC's tradition of delivering challenging, innovative academic programs and curricula.

This past summer, faculty participated in a number of opportunities (too many to list here) including:

HIGHER EDUCATION

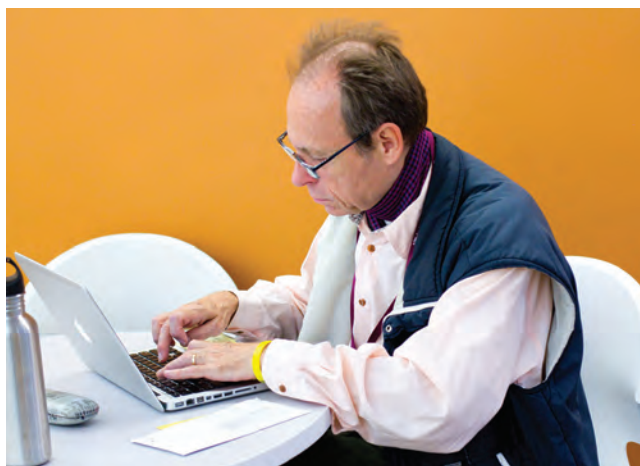
- John Hopkins University graduate program in mathematics
- Harvard University graduate course in mathematics
- Bank Street College graduate course in mathematics

CONFERENCES

- American Association of Physics Teachers Conference (College Park, MD)
- National Two-Way Immersion Conference for Research & Best Practices on Second Language Development (Palm Springs, CA)
- International Forum on Language Teaching Conference (St. Paul, MN)
- Responsive Classroom Leadership Conference (New York, NY)
- Education as Action: Foundations of Service Learning Conference (Atlanta, GA)
- Framework for Teaching Conference for Teacher Evaluation & Professional Learning Practices (Monroe Township, NJ)
- Undoing Racism Conference to educate, challenge and empower people to undo the racist structures that hinder effective social change (Brooklyn, NY)
- Learning Lenses for Teachers Conference (New York, NY)
- AISAP 2015 Annual Institute for Admissions & Enrollment Management Conference (Baltimore, MD)

WORKSHOPS AND TRAINING

- Leadership Initiative for Language Learning workshop (Ohio State University)
- The ABCs of Affinity Groups workshop (ECFS Progressive Teaching Institute)
- Interschool Leadership Institute workshop (Lycée Français de New York)
- Vocal and Choral Direction workshop (Chorus America; Boston, MA)



- Exploring & Performing Shakespeare workshop (HM Royal Shakespeare Company)
- Facing History and Ourselves: The Reconstruction Era and the Fragility of Democracy seminar (New York, NY)
- Leading the Effective Lower School workshop (Denver, CO)
- Young Playwrights Inc. Teacher Training Institute workshop (New York, NY)
- Peer Group Connection Residential training (Princeton, NJ)
- The Art of Coaching Volleyball (New York, NY)

COURSES AND SEMINARS

- Critical Analysis of Race in Learning and Education course (CARLE Institute)
- Ecology of Invasive Plants in the Greater Yellowstone Ecosystem and Birds of Prey courses (Montana State University)
- Socio-cultural Aspects of Language & Pedagogy and Health, Nutrition and Safety in Early Childhood courses (Hunter College)
- Science for Teachers, Teaching of Reading, Writing & Language Arts, Assessment in Bilingual Education courses (Bank Street College)
- Guiding Principles of Service Learning course (Foundations of Service Learning Institute; Atlanta, GA)
- Peace Jam Training for Changemakers Curriculum course (online)
- Spanish Writing course (Cervantes Institute; New York, NY)

NEWS BRIEFS



Sixth graders walk along Plaza Street West carrying five gallons of water in groups of four (left); Students begin the World Water Project Walk at Lincoln Place.

H₂GO: STUDENTS TAKE HANDS-ON APPROACH TO WORLD WATER CRISIS

How far do you walk for your water? It's probably not more than a few steps, but for nearly 800 million people all over the world this is far from reality.

Sixth graders walked three miles, from 181 Lincoln Pl. to Prospect Park Southwest and 11th Avenue, on May 1 carrying five gallons of water in groups of four ("families") in an effort to understand what life is like in regions where people lack access to water and to raise awareness about the issue.

"There are many children around the world who don't go to school and instead they spend their day walking back and forth to fetch water for their families, either from a river or a well," Sixth Grade Science Teacher Hillary Rubenstein said. "We thought it would be really valuable for our kids to have a sense of what that actually would feel like."

Each "family" was responsible for two single-gallon jugs and one large container filled with three gallons of water (the amount an average family of four would need per day in a developing country).

The sixth graders came up with creative ways to shoulder the burden — some carried the canisters on their heads or secured them to their hips with scarves or T-shirts, while others hauled them in pairs or as a group. Many students continued to carry the water even when they weren't walking and as some of the jugs cracked open they poured the remaining liquid into containers that were still in tact, determined to see the walk through to the end.

"This is like nothing compared to what some people do every day for a longer time," Lucas Carroll '21 said.

Some of the water was purchased and the rest came from a hose on the Lincoln Place rooftop yard. The leftover water was used in the garden the Middle School Science Squad elective installed on the roof last spring. During the walk, sixth graders also wore T-shirts they designed themselves, featuring probing questions or facts about the world water crisis. This was a new addition for the World Water Project Walk's second year, to help educate and engage the wider Park Slope community.

The walk is just one part of the sixth grade's three-month, project-based learning unit on water, the end goal being that students come up with their own solutions to help end the world water crisis. They begin by brainstorming a list of questions from which to build a foundation of knowledge and complete the unit by conceiving of original designs such as rolling water barrels with built-in filters or educational websites. Students write grant proposals for these concepts in addition to presenting them to peers, faculty and family.

Ms. Rubenstein even plans to send one of last year's proposals to UNICEF. **Owen Thomas '21, Lucy Chant '21 and Katie Witherwax '21** conceived of a one-for-one program in which a headphone company in the U.S. would provide headphones for children in developing countries so they can listen to educational programming on solar-powered radio receivers as they collect water.

"One of the 21st century skills that we're attempting to build is empathy and empathy is a teachable skill," Ms. Rubenstein said.

MIDDLE AND UPPER SCHOOLS RAISE FUNDS FOR NEPAL

The Berkeley Carroll community raised more than \$10,000 in just three weeks for disaster relief in Nepal, donated evenly between nonprofits Save the Children and Kids of Kathmandu, after the country was hit by a devastating earthquake in April.

Shocked by the loss and destruction she saw on the news, Upper School English and American Studies Teacher Ernestine Heldring invited students and faculty to form an emergency fundraising committee. Those who came to the first meeting — about 10 students and Rebeca Matthews, service learning coordinator and Upper School Spanish teacher — weren't sure exactly what they wanted to do, but knew they wanted to do something. Their initial goal was to raise \$3,000, a mark they far surpassed.

"There's no downside to helping the Nepalese," Ms. Heldring said. "We know that they have this beautiful, peaceful culture and that they're very poor. You can't lose by helping them."

The group, which fluctuated between eight and 15 students, quickly launched almost daily fundraisers — among them were bake sales, a coin collection race and a faculty basketball game. Groups which had previously planned fundraisers — including the 10th grade's Bowl-a-Thon and P.O.C.'s Spoken Word Night — donated a portion of their proceeds to the cause. Plus, students and faculty — Ms. Heldring, Ms. Matthews, Upper School Science Teacher Jessica Smith, Upper School Administrative Assistant Madeline Clapps, Upper School English Teacher Rafael Sanchez, Julia Pike '15 and Maddie King '15 — raised nearly \$3,000 on GoFundMe with their participation in the Brooklyn Half Marathon in May.



Clockwise from top: Maddie King '15 (center-left) and Julia Pike '15 with their fathers after finishing the Brooklyn Half Marathon; Toluwani Roberts '17 performs at P.O.C.'s Spoken Word Night; Ribbons, representing Nepalese prayer flags, fly outside of Lincoln Place.

Middle schoolers also got in on the action — students sold about 300 colorful ribbons, reminiscent of Nepalese prayer flags, on which one could write wishes for hope and healing. They were hung from the front gates of 181 Lincoln Pl. for a week — an eye-catching sight, but also one that helped raise awareness.

"The results were really great," Chloe Shane '18, a member of the committee, said. "Just seeing it was actually working, [that] we were actually going to cause some change."

This money will have a direct impact

on the children of Nepal. It will be used by Save the Children in many different capacities, including healthcare and disaster-risk reduction. Kids of Kathmandu will use it to help build support systems for schools, such as computers, water purification and waste management.

"I was really impressed and really happy," Kids of Kathmandu co-founder Andrew Raible said of the donation. "They should know that their money is going to help these kids on the other side of the world."

NEWS BRIEFS

CLASS PROJECT INSPIRES MIDDLE SCHOOLER TO HELP NYC'S HOMELESS

Berkeley Carroll fifth grader **Jade Angel '23** helped tackle homelessness last spring when she raised nearly \$700 to benefit Coalition for the Homeless. Moved by the homelessness she frequently encounters in New York City, Jade made the decision to focus her independent project, a part of Fourth Grade Head Teacher Andrew Ahmadi's class, on doing something about it.

After realizing that many students wanted to learn more about issues not covered during class time throughout the school year, Mr. Ahmadi developed the independent project as an opportunity for his fourth graders to research a topic that interests them and develop a presentation to share with the class. While some students use the project as an opportunity to read new books or learn more about current events, others, like Jade, choose to

incorporate activism into their research.

Through online research, a poster presentation and bake sales — both in school and in front of her house — Jade raised money and awareness for homelessness in New York, a cause which is very important to her.

"Homelessness is something that me and everybody who lives here [in New York] is around a lot, and it might become normal to people," she said. "I'm really lucky to have all these opportunities I get to have, when some people don't have the basic needs that they need."

In response to Jade's efforts, Coalition for the Homeless, an advocacy and direct services organization that serves New York City's homeless population, invited Jade to tour the premises and meet with some of the organization's senior staff.

This year, Jade has continued her activism through Coalition for the Homeless' "Back to School" drive. For her birthday in August, she asked friends



and family for school supplies, which she then donated to the organization. She also secured an additional nearly \$1,000 worth of school supplies from Classroom Direct, an office supply company. She hopes to stay involved going forward, perhaps through more bake sales and fundraisers.

"I want to spread awareness about [homelessness] because it's a really big issue and I want to help out as much as I can," she said.

LETTER TO THE EDITOR

Dear folks who publish the *Magazine*:

Once again I have read the completed *Magazine* and marvel at the opportunities given the present Berkeley Carroll students. I also like your idea of turning STEM into STEAM, which includes art into their curriculums. I was so enthused over that idea, I plan to pass it on to local educators here. Our oldest son, Bill, is a high school teacher at the Charleston School of the Arts and certainly it would be appropriate for that school, as well as many others which emphasize different arts to their students, to use that as their logo.

I was sorry to read that Jill Nadell has passed away. We often rode the trolley car to our homes near Flatbush Avenue at the end of the day at Berkeley. By now, we must have lost a half dozen from the Class of 1948. I remember

Miss Locke, our math teacher, would get on the trolley car each morning before I got on at Newkirk Avenue. She always had a seat and would offer to hold my books as I hung on a strap. I also often had a new poster concerning an athletic activity which was rolled up and held with paper clips until I got to school. Miss Locke would hold those rolled posters between her legs until we got off. She was always so thoughtful and helpful.

Thanks for continuing to send the *Magazine* to me. It is a wonderful publication!

Sincerely,

Barbara Birch Smyth '48

CONGRATULATIONS to...



OUR GRAMMY MUSIC EDUCATOR AWARD SEMIFINALIST!

BC Arts Director Peter Holsberg is one of only 25 national semifinalists — and the only one from NYC — up for the GRAMMY Music Educator Award this year. More than 4,500 teachers were nominated for the honor.

The GRAMMY Foundation established this award to recognize current educators (kindergarten through college, in public and private schools) who have made a significant and lasting contribution to the field of music education and who demonstrate a commitment to the broader cause of maintaining music education in schools.

Under Dr. Holsberg's leadership, student participation in music electives has skyrocketed, elevating BC's tradition of providing students with a challenging academic education enriched with creative arts and athletics.



THE CLASS OF 2015

The 63 members of the Class of 2015 graduated from Berkeley Carroll on May 29 at the school's 128th Commencement exercises. **Alexandra Pachter '15** and **Julia Pike '15** both spoke on behalf of the graduating class, while **New York Times** columnist **Charles M. Blow** gave the commencement address. The Upper School Choir performed Richard Rodgers and Oscar Hammerstein II's "You'll Never Walk Alone" from "Carousel."

"If life gives you a hill, be a world class climber," Blow told the graduating seniors.



RKELEY
SCHOOL



COMMENCEMENT



CONGRATULATIONS TO THE CLASS OF 2015!

John Allman

Tulane University

Kennedy Austin

Wellesley College

Aya Badran

Columbia University

William Bellamy

Wesleyan University

Sydney Berman

Boston University

Emma Bessire

Carleton College

Sunny Birdi

Columbia University

Anja Boltz

Columbia College, Chicago

Lucia Cappello

Emerson College

Esme Chant

Bennington College

Eugene Clark

North Carolina A&T State University

Maya Coe

Emory University

Miranda Cornell

Vassar College

Lena Drinkard

Skidmore College

Rasheed Evelyn

Amherst College

DeAndra Forde

Drexel University

Jacob Friedman

Grinnell College

Laura Gilbert

George Washington University

Tristan Gillia

Otterbein University (BFA)

Cal Goodin

Ithaca College

Olivia Guarna

Lafayette College

Christopher Harper

Spartanburg Methodist College

Sophie Hayssen

Wesleyan University

Rebekah Hickson

University of Massachusetts, Amherst

Daniel Horowitz

Drexel University

Anastasia Inciardi

Kenyon College

Morgan Judge-Tyson

Cornell University

Andrew Keenan

Drew University

Madeleine King

Bowdoin College

Lucy Lange

Macalester College

Maya Littlejohn

Colorado College

Xinyi Liu

Carleton College

Abigail Marin

Union College



Briyana Martin

Boston University

Daniel McCormack

Boston University

Gretchen Meyer

Trinity College

Nicole Meza

SUNY Oswego

Niamh Mickelwhite

Bates College

Lucy Moulton

Eugene Lang College

Emma Newbery

Bowdoin College

Luke Oldham

University of Missouri

Alexandra Pachter

Claremont McKenna College

David Pachter

Bowdoin College

Richard Palacios

Towson University

Benjamin Paulson

Earlham College

Zac Pepere

Parsons New School for Design

Itiah Pierce

Ithaca College

Julia Pike

Amherst College

Felix Pilkington

Colorado College

Maxwell Pisano

Union College

Sabrina Quintanilla

Middlebury College

Peter Russo

Drexel University

Kamyar Sadeghi

Drexel University

Samantha Schreiber

Wesleyan University

Sara Schwartz

Brooklyn College

Lucy Shenk

Macalester College

Charles Sherman

Oberlin College

Lyndsey Silverstein

University of Wisconsin

Emma Sullivan

Ithaca College

Alexandra Udewitz

Rhodes College

William Wells

Ursinus College

Myles Zavelo

Bennington College

Zijun Zhang

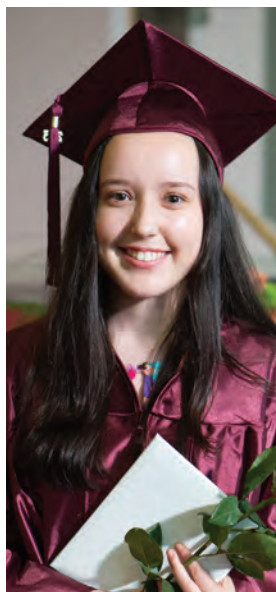
Mt. Holyoke College

SENIOR PROJECTS



"Artistic Gymnastics in a New Dimension"

Gymnastics is physics in motion, according to **Maya Coe '15**. She used Newton's second and third laws of motion and Galileo's Leaning Tower of Pisa experiment to illustrate certain aspects of the sport, including why injuries are so common. As she said, "If gymnastics were easy, it would be called football."



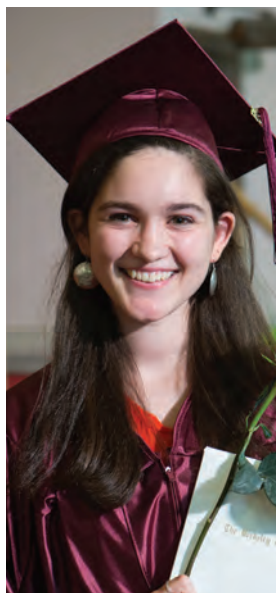
"The Most Famous Silhouette: Mystery, Blank Space and the Iconography of Marilyn Monroe"

Using Marilyn Monroe as a case study, **Sophie Hayssen '15** talked about why and how icons are created. Monroe, she said, is remembered more for her persona than for her work.



"To Jest or Not to Jest: David Foster Wallace and The Reader"

Will Bellamy '15 focused on the relationship between sincerity and post-modern irony in David Foster Wallace's "Infinite Jest" — how the author often blurs the lines between jokes and more serious subject matter. His presentation featured dramatic readings and a reenactment of a scene from the book to illustrate Wallace's attention to detail.



"Through the Looking Glass: The Feminine Identity Through Literature in 20th Century Iran"

Emma Newbery '15 looked at Vladimir Nabokov's "Lolita" through an Iranian lens, using Azar Nafisi's "Reading Lolita in Tehran: A Memoir in Books" as a guide. She focused on how "Lolita" illustrates the oppression of women.

This program provides highly-motivated students with the opportunity to conduct independent, in-depth research on a topic that is an extension of already-completed coursework. At the end of the school year, students write a 40-50 page paper and do a public presentation of their work. At the start of the 2015-16 school year, Senior Projects became the Senior Scholars Program. This new program is intended to prepare seniors to be responsible researchers, inquisitive citizens and dynamic writers.

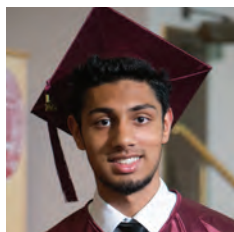
SCIENCE RESEARCH AND DESIGN

This course allows students to experience scientific research as scientists do. Students effectively write their own essential questions as they undertake original scientific research, becoming experts in their own fields of study. It is challenging because there is no right answer — students learn how to pace themselves and work efficiently to continue to produce results. The Class of 2015 presented their research on the following topics:



Sunny Birdi '15

"The Antimicrobial Activity of Silver Nanoparticles"



Rasheed Evelyn '15

"Brain Plasticity: The Acquisition of Grapheme Color Synesthesia"



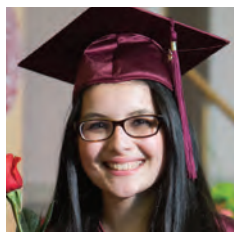
Julia Pike '15

"Stem Cells and 3D Cultures: The Alzheimer's Disease Research Field Today"



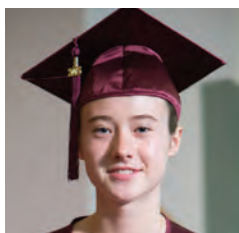
David Pachter '15

"Literature Review of Quantum Entanglement and Teleportation"



Samantha Schreiber '15

"Heroin and Self-Administration in Rats"



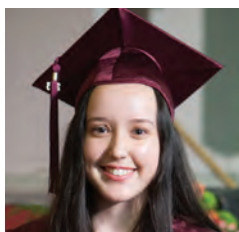
Niamh Micklewhite '15

"The Potential Use of Synthetic Sharkskin as an Antifouler and Antimicrobial"



Abigail Marin '15

"Human Umbilical Cord Blood Stem Cell Reinfusion in Children with Cerebral Palsy"



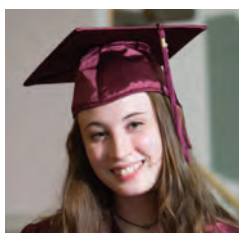
Sophie Hayssen '15

"Tints and Tones: The Hidden Connections Between Color and Sound"



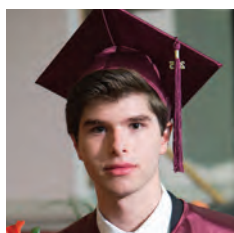
Alexandra Pachter '15

"Zebrafish as a Reliable Model of Alzheimer's Disease"



Lucy Shenk '15

"We Need to Be More Positive: The Psychology of Procrastination"



Max Pisano '15

"Predicting the Stock Market Using Sentiment Analysis"

Visit www.berkeleycarroll.org/publications to read our students' final papers in the 2015 Science Research and Design journal.

LOWER SCHOOL ARCH DAY



"Berkeley Carroll will provide us with many opportunities — the hard part will be making decisions. We're the Class of 2023 — and we're going places!"

Teddy Pitofsky '23

"My Berkeley Carroll experience was so memorable and wonderful, and there's no other way to say it, awesome."

Calla Brown '23



"When I'm having trouble with something it doesn't mean I'm bad at it, it means I need to work at it."

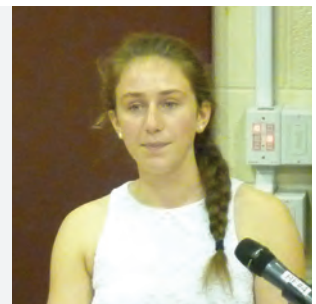
Jade Angel '23

MIDDLE SCHOOL CLOSING CEREMONIES



"Thank you and congratulations to the entire eighth grade for making Berkeley Carroll a fabulous place."

Maija Fiedelholz '19



"The students here have an appreciation for education."

Andreas Welch '20

"Live your life, have an awesome life and no matter what you see, say it."

Middle School Director **Jim Shapiro**

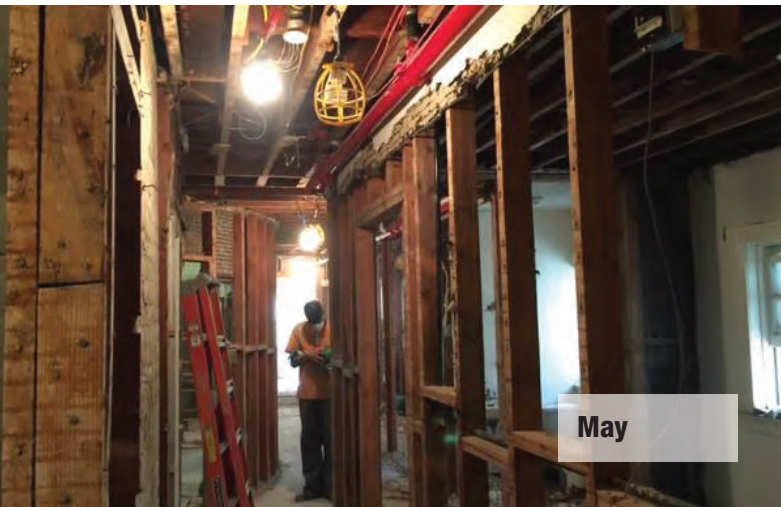




March



March



May



June

THE NEW PERFORMANCE SPACE IS READY FOR ITS CLOSE-UP

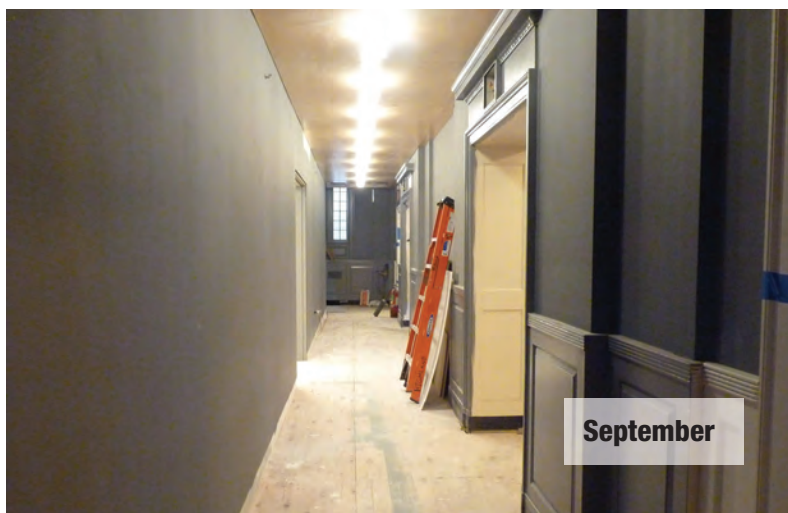
Sterling Place has been under construction since March 2015 as our new, multipurpose performing arts center comes alive. The space will be ready for concerts, plays and more (including the spring musical — “The Music Man” — featuring a Middle and Upper School cast) in the coming months.



July



September



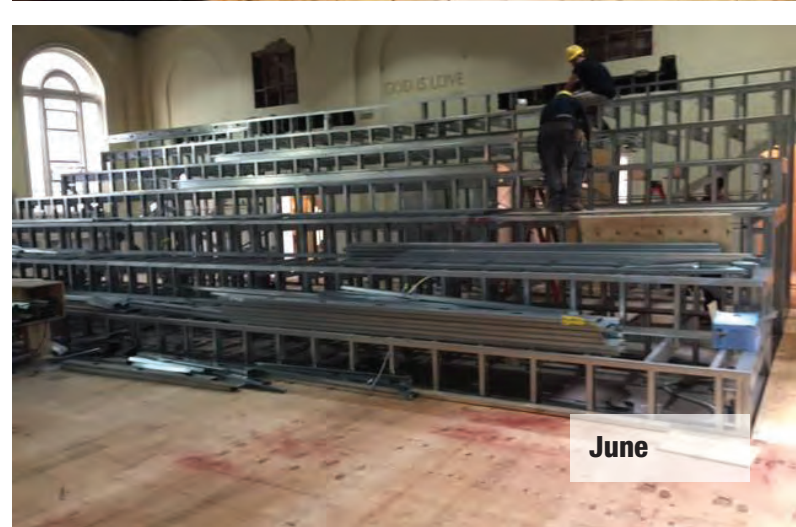
September



May



May



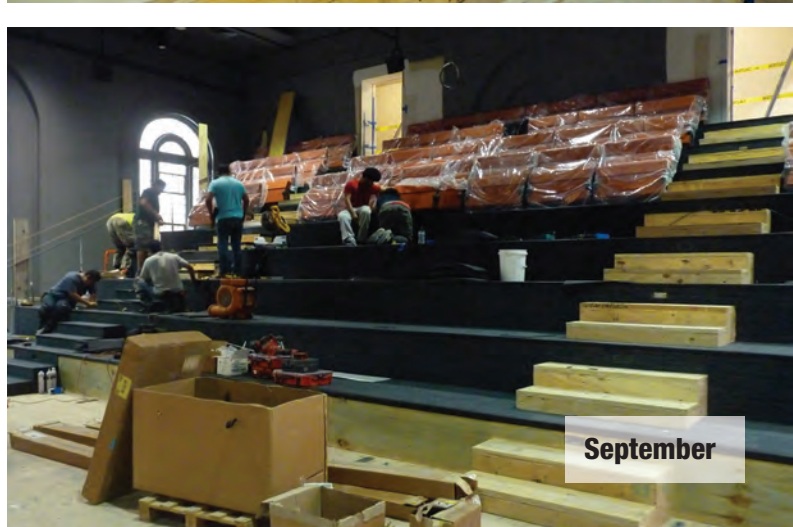
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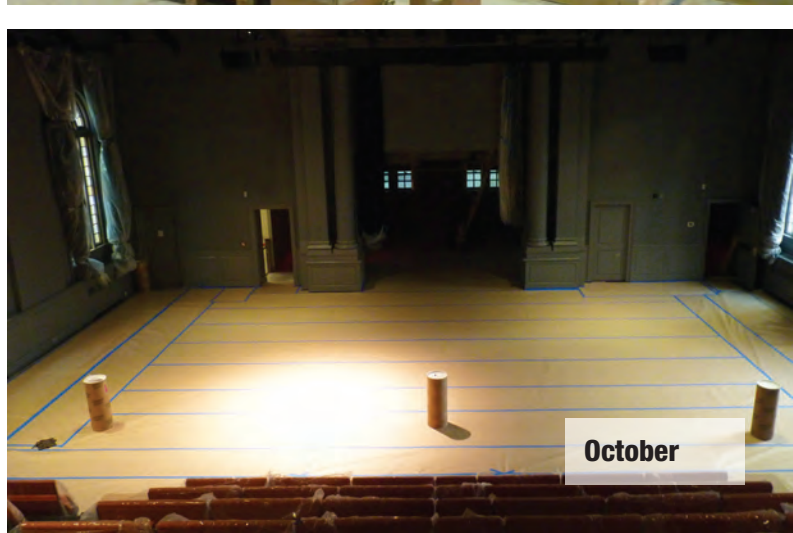
July



September



October



October



NINE MONTHS LATER, THE NEW



PERFORMANCE SPACE IS DONE!

IN THE CLASSROOM

KINDERGARTNERS GET DOWN TO BUSINESS

All three of our kindergarten classes opened their own pop-up businesses — two toy stores and one pizzeria — in May after months of planning and research.

Students visited local businesses such as Two Boots, Roma Pizza, Norman & Jules and Little Things to learn the ins and outs of running a business, compare prices and conduct taste tests. They supplemented this field work with online research.

Sherri Paller's class delivered "order-in" pies (made from a recipe by former BC parent Mario Batali) to parents and waited on Tanya Khordoc's students in person. Kindergartners in Victoria Misrock-Stein's class worked as employees at The Crimson Lion Toy Store, guiding their customers through the establishment, showing them the merchandise, ringing them up and gift wrapping their purchases. Ms. Khordoc's class also ran their own toy store — both classes made and sold their own toys.



Clockwise from top: Kindergartners roll out pizza dough to fill orders for family and friends; Students ring up their parents' purchases at The Crimson Lion Toy Store; A toy store employee reviews her customers' items.



Clockwise from top: Fifth grade tour guides dressed as archaeologists and ancient Egyptians; Artwork depicting ancient Egyptian life; A fifth grader shows visitors around the Egyptian Tomb.

PHARAOHS, MUMMIFICATION, HIEROGLYPHICS: FIFTH GRADE EGYPTIAN TOMB

Students acted as guides for their fellow students, faculty and parents, showing them “artifacts” and murals depicting all forms of ancient Egyptian life at the annual fifth grade Egyptian Tomb, which kicked off on March 5 last spring.

In a new addition to the exhibit, fifth graders used Hopscotch, a programming app, to create games and quizzes related to their ancient Egypt research.



PROJECT BROOKLYN AND BEYOND

With their regular coursework complete, BC middle schoolers took their learning outside of the classroom in 21 different experiential education courses during the last two days of school in June. They learned about bread baking, startups, world peace and more, in Brooklyn and many other destinations around the city.

COURSE OFFERINGS

Anchors Aweigh

Adaptation: Animals on Land and Sea

Bikes: In the Shop and on the Road

Bread, Breakfast and Beyond: Great Slow Food Made by Hand

Carousels and Bygone Amusements

#DreamTeam

Exploring Urban Agriculture

The House that Jeter Built and Beyond

Living Happy and Healthy

Make a Difference

Mystery in the Metropolis

NYC Sports Culture

Paint the Town

¡Salsa, Tacos y La Casa Azul de Frida!

Start Up NYC

Sugar and Sweet

Van Gogh and Co.

Why is Fun Fun?

Winging It

World Peace Game

Zombies



Anchors Aweigh

Middle schoolers crew on an antique schooner, The Pioneer, in New York Harbor. The group also fished with a net, catching crabs, shrimp and a flounder.



Bikes: In the Shop and on the Road

Students learn to fix flat tires, take old bikes apart for scrap metal and refurbish bikes that went to kids in need at Recycle-A-Bicycle in DUMBO.



Exploring Urban Agriculture

At the Eagle Street Rooftop Farm in Greenpoint, students get in touch with their inner farmers while trying their hands at urban agriculture.



Paint the Town

Using paint, charcoal, pastels, watercolors and mixed media, students created works of art inspired by New York City artists and vistas around the city.



Make a Difference

Middle schoolers help prepare meals by peeling potatoes at Masbia of Flatbush, a local soup kitchen on Coney Island Avenue.



Zombies

Brains! In conjunction with discussions on zombies in pop culture, makeup artists taught our middle schoolers how to transform themselves into the undead.

BERKELEY CARROLL RECOGNIZES THE EXCELLENCE AND DEDICATION OF OUR FACULTY.

THANK YOU FOR A GREAT YEAR.



**Help continue to expand
faculty development opportunities.**



The Fund for Faculty
www.berkeleycarroll.org/give

EVENTS

CAREER SYMPOSIUM

Freshmen, sophomores and juniors got a taste of the real world on May 29 at BC's first-ever Career Symposium.

John P. Carnesecchi, a BC parent who is a therapist and career, organizational and leadership consultant, spoke about his own career path and gave students advice on how to think about their own professional goals in the event's keynote address.

"I'm not encouraging fickleness," he said. "I'm encouraging openness. Plans change."

Students then heard from 30 other BC parents and alums, who spoke about their careers on nine different panels: Education and Entrepreneurship; Business and Finance; Preparing for the Worst: Epidemics, Fire and Other Disasters; Writing and Publishing; Film, Sports and Entertainment; Health Care, Administration and Research; Fashion, Design and Architecture; Law and Diplomacy; and High Tech, Finance and Entrepreneurship.

AWARDS NIGHT AND RECOGNITION ASSEMBLY

Nearly 50 freshmen, sophomores, juniors and seniors won academic, athletic and art awards this year. The students were honored at Awards Night on May 21 and the Recognition Assembly on May 27, where upper schoolers' involvement in student clubs, social justice and diversity initiatives, student leadership, sports, publications, arts and community service was also highlighted.

FAMILY FIESTA

BC celebrated the food and culture of Ghana, Thailand, Belgium, Puerto Rico and Colombia at the 2015 Family Fiesta.



Clockwise from top: Children enjoy activities at the 2015 Family Fiesta; Cal Goodin '15 leads a group activity during BC Talks; BC parent John P. Carnesecchi gives the keynote address at the Upper School Career Symposium; Upper School students are honored at the Recognition Assembly.



Clockwise from top: Julia Pike '15 and John Allman '15 with Upper School World Languages Chair Nathalie Youman at the Senior Dinner; Isabella Rykoff '20 presents her project on string art at the Math Fair; A student reads with his grandmother on Grandparents Day in April; Middle schoolers break into a spontaneous conga line during a Cinco de Mayo assembly.

SENIOR DINNER

The Class of 2015 celebrated its graduation at the Senior Dinner on May 26. **Cal Goodin '15** addressed his classmates, parents and faculty.

BC TALKS

The Upper School took part in the first BC Talks (formerly known as Diversity Day) on April 16.

In preparation for the day, students, faculty and staff participated in the all-school write-in by responding to what the hashtags #BlackLivesMatter, #ICantBreathe and #ITooAmBC mean to them. Anonymous excerpts from those responses were posted around Lincoln Place. During BC Talks, students, faculty and staff heard from award-winning poet Carlos Andrés Gómez and members of the Upper

School community who were chosen to read from their write-in responses.

The division spoke about topics related to the hashtags in workshops led by teachers and students for the rest of the day. BC Talks concluded with a group activity in the gym — students, faculty and staff were given the identity of someone else in the school on a slip of paper (as reported in an online survey) and were asked to stand when part of that identity (religion, sexuality, class, etc.) was called out.

GRANDPARENTS DAY

At our annual Grandparents Day on April 10, Lower and Middle School students showed their grandparents — approximately 400 attended! — what they've learned, in performances and during classroom visits.

CINCO DE MAYO CELEBRATION

Middle schoolers got a taste of Mexico on May 1 in anticipation of Cinco de Mayo.

Mariachi Citalli, a Yonkers-based mariachi band, gave a rousing performance, which included an impromptu dance from Middle School Math Teacher Kathy Harrington and Middle School Director Jim Shapiro, as well as a division-wide conga line. Students learned “Cielito Lindo” before the assembly so they could sing along.

MATH FAIR

Seventh graders presented their research on everything from sabermetrics to flexagons at the annual Math Fair on April 2. Plus, sixth graders constructed a paper chain representing the first 700 digits of Pi that was displayed at the event.

ON CAMPUS



Eighth grade humanities students busted out their acting chops during a workshop with **Classic Stage Company**. In preparation for their trip to see Shakespeare's "A Midsummer Night's Dream," students participated in a series of activities based around the play that culminated in a "10 minutes or less" performance of the story.



Renowned jazz musician and educator **Ron Carter** shared his know-how with the Middle and Upper School Jazz Bands in February. He made a return trip to the school in September.



Anthony Saleh, a pulmonologist and critical care specialist at New York Methodist Hospital, spoke with our senior Bioethics class about euthanasia and end of life issues. After a brief overview, Saleh posed the students with fictional scenarios concerning these topics and asked what they would do.

"We really don't like to talk about death and no matter how much you do it, it's hard to do ... death is irreversible."



Singer/songwriter **Billy Hartong**, founder of children's music and entertainment group The Jolly Pops, gave kindergartners an interactive performance featuring songs from the group's new CD, "I Didn't Do It!"



Award-winning illustrator **Stephen Savage** stopped by BC to speak with our PreK and kindergarten students. He showed the lower schoolers some of his early illustrations, "read" from his wordless picture book "Where's Walrus?" and even drew a few on-the-spot illustrations.



During their science unit on the world water crisis, sixth graders heard from **Shehab Chowdhury**, a global citizen fellow at UNICEF. Chowdhury spoke about water as it relates to sanitation and hygiene and some of the work that UNICEF does to help around the world.

"Water — it's really a precious thing. Sometimes in New York City we take it for granted."



App developers visited a fifth grade humanities class to see how students use their new sentence-structure app, **Sentopriary**, in the classroom. The fifth graders also got to ask the developers questions about app creation and programming.

ATHLETICS HIGHLIGHTS



BC ATHLETES EXCEL IN SPRING SEASONS

by Sara Tobias '18, *The Blotter* Opinion and Humor Co-editor, Varsity Baseball

Clad in maroon and white, Berkeley Carroll's athletes swarmed New York City's fields, courts and tracks this spring in a victorious fashion. It was unusually cold and rainy and the Lions spent a lot of their time practicing inside the 181 Lincoln Pl. gym, but they still dominated their opponents when the warm weather finally turned up.

Varsity Baseball escaped the cold by starting its season at Disney World's Spring Training in Florida, growing as a team on and off the field. The Lions finished their 15-4 season with an ACIS playoff win against Portledge (10-0) and a solid run in the NYSAIS tournament — they lost in the semifinals to Rye Country Day in a close,

2-0 game. BC scored 10 or more runs in eight out of the 19 games the team played.

"We had a great season with a new coach," Jake Simpson '16 said. "No one expected much from us having lost four starters, including D-I pitcher **Ian Miller '14**. However, we really defied expectations and ended up having a very successful year led by our lockdown pitchers **Justin Pacheco '17** and **Chris Harper '15**, who both had a sub one ERA."

Girls Varsity Softball had a slow start, but soon picked up speed and ended the season with a 6-5 record. The girls came together this season after a 0-7 run in 2014. Young talent occupied most

positions on a team predominantly made up of freshmen and sophomores, but the girls' eagerness to play led to the best BC softball season in years.

Boys Varsity Volleyball had a tough season, going 0-10 overall, but the boys kept their heads up and played hard during all of their practices and games. The Lions played especially hard against Calhoun, winning a set, but eventually dropped the game.

The runners on Boys/Girls Varsity Track raced their hearts out in four meets and showed their dedication to the sport by practicing at least three times a week.

"Self improvement was the goal for everyone on the team, and we all were able




to achieve that by the end of the season," Michelle Madlansacay '16 said.

Boys Varsity Tennis had a strong spring, with a 3-4 record in the regular season before losing to Columbia Prep in the ACIS semifinals. The highlight of the Lions' tennis season was when they beat Long Island Lutheran 5-0. This past spring also marked the first Girls Varsity Tennis season. The girls did not play in a league this year, but hope to make a name for BC girls' tennis in the future.



Want to keep up with athletics at BC?

Like the Athletics Department on Facebook!

 [berkeleycarrollathletics](https://www.facebook.com/berkeleycarrollathletics)

Opposite page: Varsity Baseball celebrates after winning the ACIS Championship. Clockwise from top: Boys Varsity Tennis; Varsity Baseball; Girls Varsity Softball; Boys Varsity Volleyball

ARTS HIGHLIGHTS



"Godspell" (Upper School spring musical) (left); The Jazz Band plays at the Upper School Music Concert.

BC ARTS END YEAR ON A HIGH NOTE (SPRING/SUMMER 2015)

by Peter Holsberg, Middle and Upper School Arts Director

Berkeley Carroll's Arts Department had packed seasons during the spring and summer. The output was quite prodigious, at concerts, Senior Arts Night and much more. All three divisions presented end-of-the-year performances that were memorable for their creativity and energy.

Senior Arts Night, a highlight at BC, is the culmination of four years (at least) of artistic progress for our seniors. Last year, students exhibited paintings, sculptures, ceramics, photos and drawings. They also sang, danced and played instruments for friends and family. More than a third of the graduating class participated in this event.

The concert program was full of BC musicians last spring. For the first time at Berkeley Carroll since the advent of the instrumental program, the orchestra (both winds and strings) had more than enough students for a performance. The audience was moved when the group played Robert W. Smith's "Into the Storm," a three-part work which has two upbeat sections and a

more passive, contemplative middle section. The Orchestra and Wind Ensemble showed growth both in number and through its repertoire's level of sophistication, playing a diverse selection of genres — from "Pines of Rome" to "Game of Thrones."

BC's choral program ended the year with its annual concert at St. Francis Xavier Church on Sixth Avenue. Eric Whitacre's "Cloudburst" was memorable due to the record number of performers who sang for a packed audience. This highly sophisticated piece drew rave reviews from those in attendance. The Middle School Choir sang in four different languages including Latin, Spanish and a Native American dialect.

The Upper School production of "Godspell" was a hit. One of the last musicals performed in the performance space at Lincoln Place, this production was high energy with its pulsing rock score. A minimalist set challenged our actors to use the space in ways that had not previously been seen in the performance

space and the ensemble worked seamlessly to create a sense of community felt by the actors, crew and audience. The fourth grade play continued its long tradition as a culmination of the many things students learn in our Lower School and closed out the year's theater schedule. This play featured a student-produced program that highlighted all that our students participate in during their time in our Lower School. Middle schoolers also got in on the action with their spring play, "Orphan Trains," the compelling story of the Orphan Trains Movement as told through the voices of a diverse group of young characters.

Jazz program highlights included participating in the Essentially Ellington and Brooklyn Music School jazz festivals. Students recognized for outstanding musicianship included **Kirt Thorne '16**, **Mokhtar Rajai '18**, **Nicholas Bonina '19**, **Lukas Holsberg '19** and **Graham Stodolski '19**.

Last summer marked the inaugural session of The Music Academy at Berkeley



Carroll, a two-week program in which BC faculty worked with 40 students on a comprehensive music program. We hope to grow this endeavor in the coming years — more information will be available soon.

The most exciting development last summer, however, was the renovation of Sterling Place into a multi-purpose performing arts center. We look forward to many productions in this beautiful space in the coming years. The spring musical, “The Music Man,” with a cast of both Middle and Upper School students, will grace the stage in just a couple of months.

This year has gotten off to a rousing start, with students performing at opening-of-school events such as the Major Donor Dinner. Many guest artists will visit BC to work with our students throughout the rest of the school year.

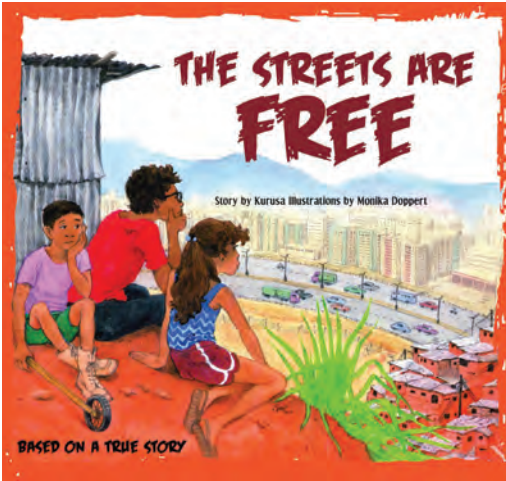
Want to keep up with the arts at BC?

Like the Arts Department on Facebook!

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



Clockwise from top: “Orphan Trains” (Middle School spring play); The Middle School Choir performs; A student examines the “Deconstructed” exhibit at the Third Grade Art Showcase; Students view their classmates’ photography at Senior Arts Night.

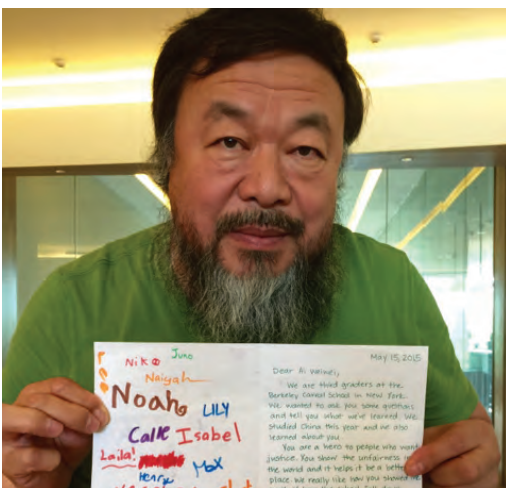


MAKING A CHANGE:

Social Justice in the Lower School

Our youngest students are using what they learn in the classroom to improve the world at BC and beyond.

by Melissa Goldin '09



As Ms. Abramson's fourth grade class marched silently down the narrow steps of 701 Carroll St., it was with a sense of purpose. Not one of the 19 students said a word (an unusual phenomenon), but the signs affixed to their shirts and held high above their heads spoke for them — all in support of LGBTQ youth.

It was April 17, GLSEN's National Day of Silence, and the fourth graders had decided on their own to organize the march after discussing how they could show support for the day's mission. Allies across the country typically take a 24-hour vow of silence symbolic of the silencing effect anti-LGBTQ bullying and harassment has in schools. Many Berkeley Carroll students have previously participated in this effort, but Ms. Abramson's class — in addition to the vow some students took — decided to go one step further. They marched along Sixth and Seventh avenues by way of Carroll and Union street before returning to the Lower School. Many Park Slope residents reacted positively to the effort.

"If we believe in something then we can make a change and stand up for what we believe in," Ella Britton '23 said in a class reflection after the march.

Ethical thinking is a core part of Berkeley Carroll's mission and teachers in all three divisions connect history to real-world issues so students can develop a sense of personal responsibility and empathy. Since the start of the 2014-15 academic year, the Lower School has begun to incorporate more and more the concept of "changemakers" into its curriculum — an idea that is weaved into the classroom throughout the day, often spurring real change in the BC community and beyond.

There are many different kinds of changemakers and many different ways to define the term, but at its core it is essentially someone who sees something they think needs to change and then does something about it. Well-known figures such as Martin Luther King, Jr. or Caesar Chavez clearly fit the mold, but anyone, including our young students, can (and do) take on the challenge. Changemaking doesn't have to mean creating a social movement — small scale actions, such as simply respecting teachers and fellow students, matter just as much.

"If kids just have one thing that they care about, and it doesn't need to be something we all care about, but it just matters enough to them, then they're going to ... create awareness or create advocacy that will help create some sort of change," Ms. Abramson said.

This action is sometimes direct (such as in the case of the silent march) with results that are immediately evident, but in other, more indirect, instances of changemaking the impact may be harder to see or take longer to manifest.

In May, first and fourth graders raised \$4,000 at BC's

first Hoop-a-Thon for Las Terrenas International School, an institution in the Dominican Republic, to build a playground since there are no public parks in the area where students can play. Parents could make a flat donation of \$25 or sponsor each basket (or attempt at a basket) their child made. Students originally hoped to raise \$400 for a basketball hoop, but ended up with four times the \$1,000 the school needed for an entire playground. During the Hoop-a-Thon, the lower schoolers worked in mixed-grade teams of four, rotating who was shooting, rebounding and keeping track of the baskets.

The event stemmed from the first grade's study of parks and the fourth grade's emphasis on social justice. Students (who meet as buddies throughout the year) also did a lot of work leading up to the event itself. They learned about Las Terrenas International School and wrote letters in Spanish to the students there, discussed what it means to have a safe space to play and in math class calculated how much they could raise, among other preparations.

"They really understood that there [are] other children that don't have safe places to play and they truly got to realize that they made a difference for those children," First Grade Head Teacher Jennie Benipayo said. "I think that so hit home for them."

This link to the real world is a critical part of the changemakers idea — it can humanize larger than life figures and make what they do seem more relatable to students. Last year, third graders in Head Teacher Jessie Kunhardt's class brought their study of China into the present day when they wrote to artist and activist Ai Weiwei. Francesca Amfitheatrof, a BC parent and design director at Tiffany & Co., met Weiwei for the first time in his studio while he was under house arrest in 2014 and offered to speak with 4K about his work, both in art and in the political arena. When she went back to see him a few weeks after visiting BC, she brought with her a letter the class had written to Weiwei together. The letter spoke about their studies on China and how the students admire his struggle for justice — Weiwei responded by email.

"I was very surprised by how aware all the children were and how much they engaged with his work," Amfitheatrof said. "Ai Weiwei has an 8-year-old son and he was very moved by the card he received from 4K."

Changemaking and social justice is an ongoing theme in Lower School classrooms. If students get curious about the world, perhaps they will notice what needs to be changed — whatever that may mean to them — and become a part of the solution, an arrow (or even a bow) for change.

"It's at the base of being human. We need to think outside of ourselves and as educators we need to help children to think outside of [themselves]," Ms. Benipayo said.



FORENSIC SCIENCE

- How to annotate a text:
1. Number Every Paragraph
 2. Circle or box key terms/concepts
 3. Underline or highlight main ideas and supporting evidence
 4. Draw arrows to indicate connections
 5. Use context clues and/or a dictionary to define unknown words



SPEECH & DEBATE:

DISCOURSE, TEAMWORK, TRADITION

Berkeley Carroll students who join the speech and debate team gain a sense of self. They learn to share their world, their vision and their passions with others. They are challenged to think about the world beyond the confines of their own minds. The lessons they learn stick with them throughout their time at BC and often impact their lives far beyond Lincoln Place.

During the their time in the program — whether they join in Middle or Upper School — students will do copious amounts of research, write and argue cases, pen speeches and master monologues. They will compete in tournaments at regional, state and national levels — and sometimes come away with prestigious awards. But that's not all that Speech and Debate at BC is about.

"The real purpose of speech and debate is to help kids feel confident about finding their voice," Speech and Debate Coach and Middle School Director Jim Shapiro said. "I want kids to get so excited about it that they disappear into the activity itself — so time disappears and self-consciousness disappears."

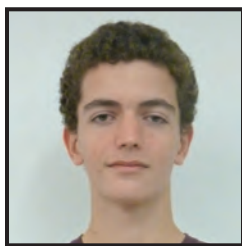
BC's program began more than 20 years ago when an Upper School student asked Mr. Shapiro to help her start a team. She quit a few sessions later, but a couple of other interested students came out of the woodwork so Mr. Shapiro, who knew hardly anything about speech and debate at the time, kept the momentum alive. A Middle School team began about five years later.

In recent years there have been about 40 students on the Upper School team and another 40 on the Middle School's counterpart, numbers that have stayed relatively steady. Speech and Debate is an elective in both divisions — it doesn't fit into one department, but instead draws from theater, English, history, humanities and even science. All students enrolled compete in the approximately 25 tournaments BC goes to each year all over the country. It is there that they hone themselves and their craft, form bonds with their teammates and competitors from other schools and even pick up some practical life skills.

"When you leave a hotel room you have to look for all your dirty socks," Mr. Shapiro joked.



PERSPECTIVE FROM THE PODIUM:



DEBATE FUELS EDUCATION

by JAKE SIMPSON '16

I came to Berkeley Carroll in the sixth grade and was persuaded to join Middle School debate with Mr. Shapiro at the start of seventh grade. Instantly, I was passionate and engaged with the topics and this had immediate and tangible effects in my other classes. I was competing in three-on-three debate and discussing five different topics at each tournament. I loved every second of it, especially when my team was winning. I capped off my Middle School debate career by winning the city championship, an accomplishment that would not have been possible without the never-ending support and passion coming from Mr. Shapiro.

Since starting high school I have not been quite as successful in speech and debate, but the benefits it's had on both my academic and social life have remained. Speech and debate has helped me approach my traditional academic

courses with a passion.

The monthly resolution exposed me to a variety of different topics that I was able to work into my academics at BC. In American Studies last year we were given the opportunity to write a research paper on almost anything we wanted, and it was a debate topic that sparked my interest and inspired me to write my paper on systemic racism within America's prison system.

Topics I have researched for speech and debate have helped educate me on what is going on in the world and the competition has allowed me to articulate myself and think on my feet. I have worked with one partner throughout most of high school and having to build off of someone else's arguments is a skill that is useful throughout life.

I feel like I have greatly benefited from my type of debate and it has helped me become a more critical thinker. However, there are so many types of speech and debate that there is always something for someone. Dramatic interpretation for the actors, extemporaneous speaking for those who love to think on their feet, original oratory for people who have something very important to them that they want to say. There is something for everyone in the speech and debate program and teachers who will support you all the way through.

FAST FACTS

- BC students won more than 50 awards at speech and debate tournaments in the 2014-15 academic year.
- The school sends students to the state championship and to the Catholic Forensic League nationals every year.
- Middle and Upper School speech and debaters compete all around the United States — as far away as California — and often at prestigious universities such as Harvard or Yale.
- The team has grown from its original two members to approximately 80 students on the Middle and Upper School teams combined.

JAKE SIMPSON '16 ARGUES AGAINST FOR-PROFIT PRISONS

Resolution: For-profit prisons in the United States should be banned

I affirm the resolution.

I offer the following definitions as a means to
clarify the round:

- > For-profit prisons - A for-profit prison is a private prison that is owned and operated by a private company rather than by the government. In the literature, these are most often referred to as "private prisons."
- > Should - An indication of obligation or duty, can be taken in a moral context. I.e. Whether or not we have a moral obligation or duty to do x/y/z

My first contention is human dignity. Even though these people are prisoners, they are still human beings who deserve to serve their sentences with dignity. Private prisons result in people being treated entirely as commodities. They are tools used by the prisons to make profits, and people shouldn't be used strictly as tools for profit. It is akin to a slave trade in which human beings are simply commodities. The point of prison is to contain prisoners, not to make money off of their human suffering.

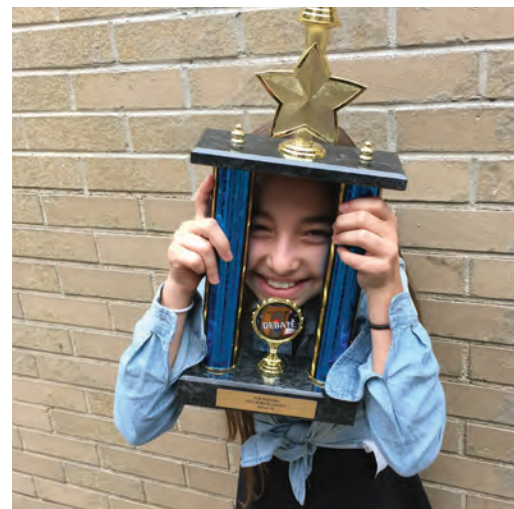
My **second** contention is that inappropriate lobbying leads to unjust incarceration.

Private prisons rely on incarceration to make their money. If people don't go to jail, private prisons don't make money. This opens up an entirely new avenue for corruption and lobbying.

There now exists an entity which will profit from an increase in crime, and it is inevitable that some parts of that entity will not be averse to doing what it takes to maximize those profits. Not to mention, private prisons are free to charge "no crime" taxes to the government for unused cells or low occupancy rates, which also motivates the justice system to incarcerate more people.

How can we thrive as a nation if the youth are being imprisoned in order to maintain an unjust, unbalanced, private justice system that turns a profit off of people being thrown in jail no matter for what offense?

For this reason and all of those stated above I urge a pro ballot.



MR. SHAPIRO REFLECTS



by **JIM SHAPIRO**, Speech and Debate Coach and Middle School Director

There are so many things students learn from public speaking.

Sometimes because of this experience their lives change.

They go into law, into education, into business; they defend the downtrodden, prosecute malefactors in the international arena, raise families, act on stage, work in politics, ultimately engage in all kinds of occupations.

They learn they have a voice.

They learn that others also have a voice and that unless you listen you cannot do.

You cannot advance without the other.

Until you look you do not see.

Until you listen you cannot hear.

Only after you consider can you make your mind up.

Silence holds language.

So to communicate is also to understand silence.

Power comes when you are willing to wait and to let silence fill space before uttering the first word.

Confidence comes from preparation.

To speak is not to speak about oneself. Self-consciousness is born where

commitment falters. Only when disappearing into the message, into the purpose, does fear go away. The host tends her guests, the listeners.

Waiting to be loved is like talking into the wind of a hurricane. No one will hear a single word.

When my students act, advocate or dramatize they are a voice for the voiceless, for the *desaparecidos*. Thus, they reach back in time, reach back to the origin of causation and remedy the future by promoting a better, deeper, richer, more compassionate view.

I ask my students to remember that they should never forget that human lives matter. To be a citizen is to be — all at once — a father and a mother, a brother and a sister.

Words are scattered everywhere. Words illuminate the world. They glimmer with options, nuances, subtleties, they catch light in unique ways. Words charm the darkness of night into something comforting. If they see flashlights, light from a window on a mountain ridge, a lighthouse beam sweeping offshore billows, a star from a distant galaxy, then they are not alone.

And what I have learned from my students is . . . everything.

Students have no end, no finality. They are so much more than I could ever hope to fathom. There is no way to predict their futures, what they will forget or what they will remember.

Mainly, we share energy for a little while and then they go off with more confidence that they know how to use the gift of speech so it becomes a gift for others. My students should give all their gifts away; when they are empty-handed, they will be able to hold the world.

TYPES OF SPEECH AND DEBATE AT BC

UPPER SCHOOL

LINCOLN-DOUGLAS

One-on-one debate

PUBLIC FORUM

Teams of two debate current events.

STUDENT CONGRESS

Students draft and debate a series of bills and resolutions.

EXTEMPORANEOUS SPEAKING

Solo speeches delivered without notes, with 30 minutes to prepare analytical speeches on current events.

DRAMATIC INTERPRETATION

Students perform character roles from plays or works of fiction; a memorized event.

HUMOROUS INTERPRETATION

Students perform comic selections from plays or works of fiction; a memorized event.

ORIGINAL INTERPRETATION

Students read from prose and poetry selections from a binder.

ORIGINAL ORATORY

Students write their own speech on a topic of their choice.

DUO INTERPRETATION

Teams of two perform a selection from a published play or story; a memorized event.

MIDDLE SCHOOL

POLICY DEBATE

Two-on-two debate focusing on one policy question per year

PUBLIC FORUM DEBATE

Teams of two debate current events.

PARLIAMENTARY DEBATE

Students, in teams of three, debate several new resolutions each month.

PERSPECTIVE FROM THE PODIUM:



SPEECH BEGETS COMMUNICATION

by **CHANDLER ROSENTHAL '10, YALE '14**

I joined Berkeley Carroll's speech and debate program in sixth grade and spent seven exciting and challenging years under the dedicated, meticulous and lofty tutelage of Jim Shapiro. He helped me occupy the minds of Seussian teachers, car accident victims, grieving mothers, convicted killers and Middle Eastern prime ministers. He taught me about narrative and arc, about the liberating excision of a paragraph. He showed me the expressive power of stillness and quiet.

But throughout the next seven years I spent competing, I never totally identified with "speech." I thought of myself not as an "interper" (speech-speak for someone who competes in dramatic or humorous interpretation), but as an actor who happened to use this activity as an outlet. Though I passionately and feverishly threw myself into the process — the play culling; the monologue cutting; the memorization in conjunction with time signals; the premature wearing of lipstick and the bathroom adjustment of pantyhose — I thought speech and debate was incidental. I loved it because I love to act. I loved speech despite the fact that it was speech. The people who loved speech and debate for the culture itself, the self-identified "-ers" (interpers, extempers, LDers, OOers, JV-PFers) seemed a little too obsessive, a little too competitive and frankly, a little too weird.

Or so I thought, until I had the surreal pleasure of judging a high school speech tournament during my junior year of college. It took three (surprisingly exhausting) rounds of judging speech to overturn years of my own myopic and

misplaced judgments of speech. It was precisely the culture I had avoided that made speech and debate so wonderful and valuable and formative. As the adult judge in the room of competitors, I was able to look beyond the -er labels and see speech and debate as a cohesive unit. They had always felt arbitrarily lumped together — if I felt little in common with fellow interpers, I felt nothing in common with the speed-muttering debaters who paced the halls.

Regardless of the states we came from, the types of schools, the legacies of our programs, the -ers we had chosen, we were all learning to become communicators. We were all teenagers in awkward suits waking up at six in the morning, and we were all learning to speak.

PERSPECTIVE FROM THE PODIUM:



CAREER INSPIRED BY DEBATE

by **NICK RENZLER '03, BROWN '07, HARVARD '12**

An international litigation and arbitration associate at Foley Hoag, LLP in Washington, D.C., Nick Renzler '03 focuses on state-state and investor-state disputes in front of the world's principal dispute resolution bodies. He also represents foreign sovereigns before U.S. courts. In addition, Nick is a member of the firm's Corporate Social Responsibility practice, where he advises corporations on indigenous peoples and human rights issues.

Debate taught me the importance of nuanced argumentation and the stamina needed for rhetorical combat. It stimulated my intellectual curiosity and forced me to confront moral dilemmas which led to my own personal political and moral development. Today, as an international lawyer, I am very appreciative of the path it set me on; I would not be representing developing countries in international disputes without debate.



HUMANITIES

USES

DIGNITY

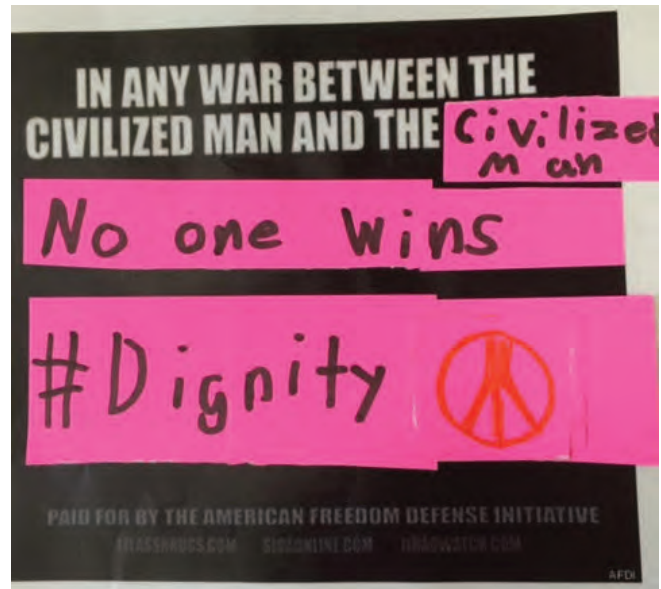
TO

SOLVE PROBLEMS

MIDDLE SCHOOLERS ARE LEARNING TO ALLEVIATE CONFLICT
WITH OPEN-MINDEDNESS AND EMPATHY — NOT VIOLENCE.







Students in Megan Saxelby's sixth grade humanities class put a positive spin on negative, emotionally-charged images as part of the Middle School's dignity curriculum.

SIXTH GRADE TALKS COMMUNITY AND CURRENT EVENTS

by Megan Saxelby, Middle School Humanities Teacher

Sometimes when you teach, there are moments when it feels like the whole world is trying to get involved in your curriculum. Every day there is a headline that connects to your studies, and kids who come in eager to discuss something they heard about or read. This happened especially last year because the central theme for our humanities class was the idea of dignity, defined as the fundamental value of every individual, and the theme guiding this current unit is tolerance.

We've analyzed how/why people violate dignity through the study of history and literature, and how these conflicts might be avoided by spreading open-mindedness and empathy.

One can only imagine how often all of our units of study connect in meaningful ways to the real world, especially our unit on Islam and the text "I Am Malala."

Recently I had the unique mission and joy of guiding students as they grappled with how to confront indignity with positivity, even when the messages we see can be so challenging. In particular we focused on a recent court ruling that may result in negative,

emotionally-charged images running on city buses in the students' own neighborhoods. We read a *New York Times* article about a recent ruling that the MTA must allow anti-Muslim ads to run on city buses.

The class had deep, complex conversations about how difficult it is to see this kind of hateful advertising and students emphasized how hard it is to not want to engage in revenge cycles when confronted with this level of indignity.

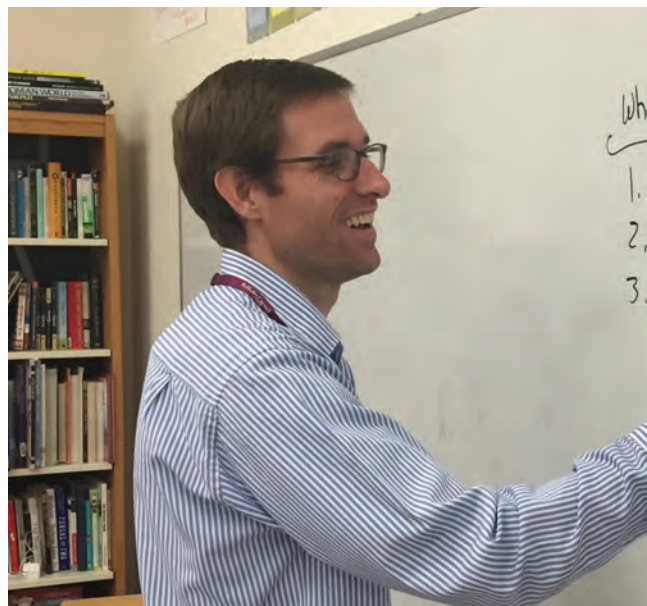
We also talked about how important it is to prioritize communication, reflection and open mindedness when dealing with any complicated issue because, as one student put it, "We have to learn how to take a step back and try hard to see other perspectives, otherwise these tribalistic divides are only going to get deeper and more violent."

Students discussed ways to engage positively with these images, and reclaim them with dignity.

It was an amazing day in sixth grade humanities, which left me reflecting on how profoundly lucky I am to get to spend each day with such excellent young people.

FAST FACTS

- The dignity curriculum is taught through a historical and literary lens. Students analyze how and why people violate dignity and discuss how these conflicts could have been avoided with open-mindedness and empathy.
- The Humanities Department has been partnering with Dr. Donna Hicks of Harvard's Weatherhead Center for International Affairs to help shape the dignity curriculum.



Participants at Project Common Bond (left); Middle School Humanities Teacher Mike Wilper teaches at BC

PROJECT COMMON BOND: USING DIGNITY TO MAKE SENSE OF VIOLENCE

by Mike Wilper, Middle School Humanities Teacher

I often think that education, at its very best, is hope in action, a parallel of Martin Luther King, Jr.'s vision of justice as love in action. I've been privileged to witness many moving and transformative moments in schools: Moments when students leap beyond past expectations; when they discover the power of supporting one another; when their intellectual curiosity becomes insatiable. Implementing a "dignity" thread into the curriculum helped to multiply these moments, and it put me into contact with other educators and peacebuilders dedicated to building safe, inclusive communities.

It was through this network that I was introduced to Project Common Bond, a summer camp for young people who have lost a loved one to terrorism. It is held on the campus of Bryn Mawr College outside of Philadelphia. Roughly half of the participants travel internationally to attend, and they are accompanied by adult chaperones who are deeply involved in peacebuilding within their respective countries. The program uses a dignity model built on the work of Dr. Donna Hicks, the same foundation of our own sixth grade humanities program. This was my first summer working at Project Common Bond. I helped facilitate daily sessions with a small group of 15- and 16-year-old participants. We discussed the rich tapestry of individual complexity, the realities of our daily lives, the conflicts that impact us, the ways we honor those we lost and the ways we might contribute to a more peaceful future. The afternoons were filled with elective modules masterfully run to maximize communication and inclusivity. The evenings featured

speakers, workshops and one life-affirming talent show.

As a humanities teacher I tend to focus on the role political violence plays in the narrative of a community, how it alienates swaths of the population and escalates revenge cycles. A violent event is just one point on a long timeline. This distance gives us room to look for patterns and extrapolate general lessons. But I've come to appreciate that it glosses over the most important component of history: actual pain of individuals. By hurrying past this pain, it's easy to miss the fact that our collective hope often survives through the actions of those directly impacted by conflict, those who have experienced the full weight of trauma, who are somehow strong enough to turn their pain into a better future for everyone.

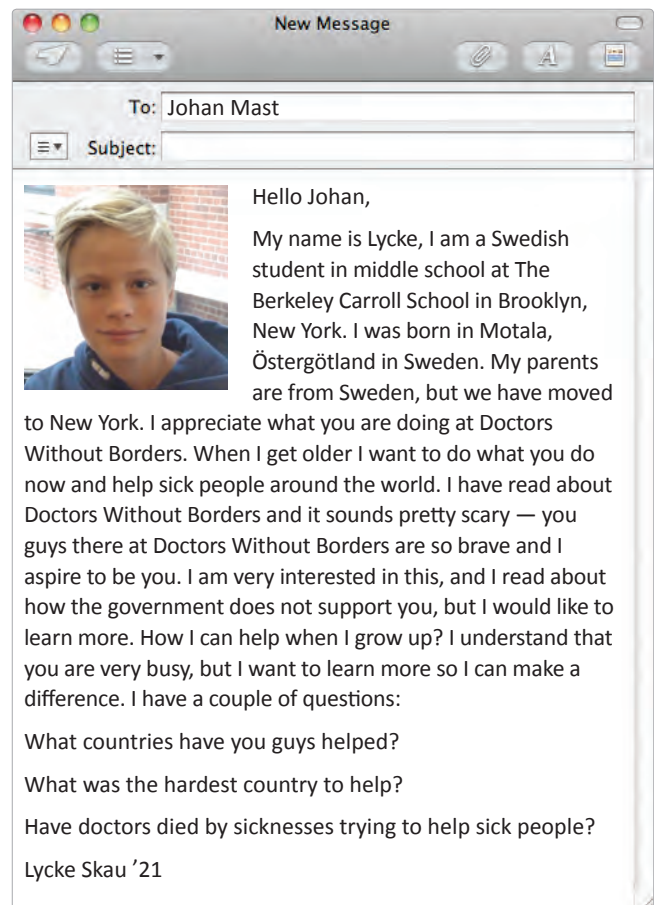
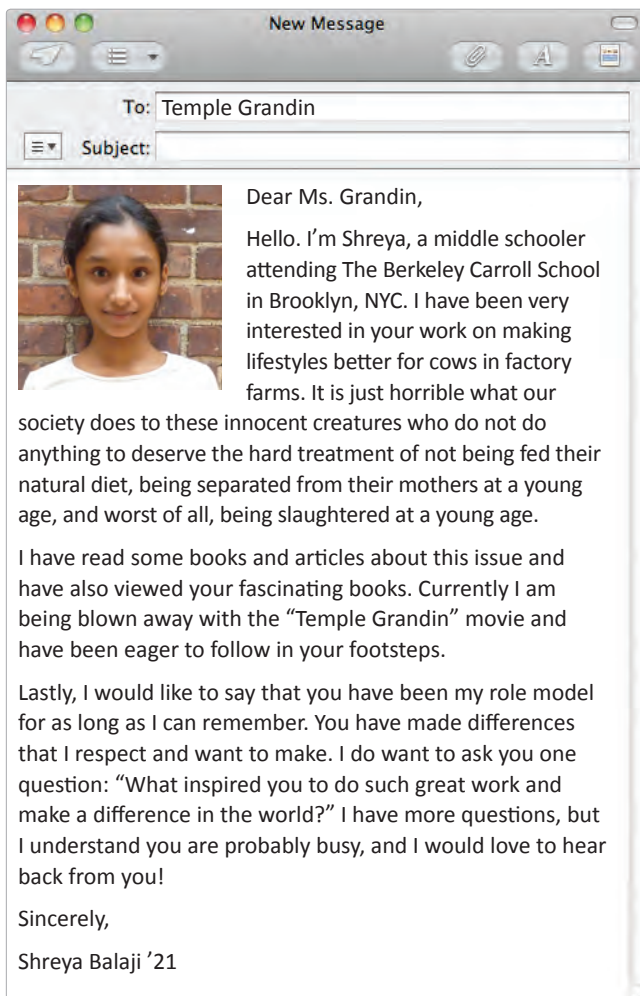
Our greatest moral category is reserved for those like Nelson Mandela or Malala Yousafzai who have suffered greatly, who could have nursed an understandable thirst for revenge, but instead insisted on peace. From what I can glean, this feat of moral courage is sustained by a deep sense of self, a supportive community, models to emulate and open paths to follow. I hadn't expected to meet anyone inhabiting this category in my lifetime, let alone so many at one time in one place and so close to Philadelphia. Never have I been more inspired than when watching the young participants at Project Common Bond labor for peace under the full weight of loss. They offer a model of hope in action on the grandest scale, beautifully crystallized by the camp's motto, "Let our past change the future."

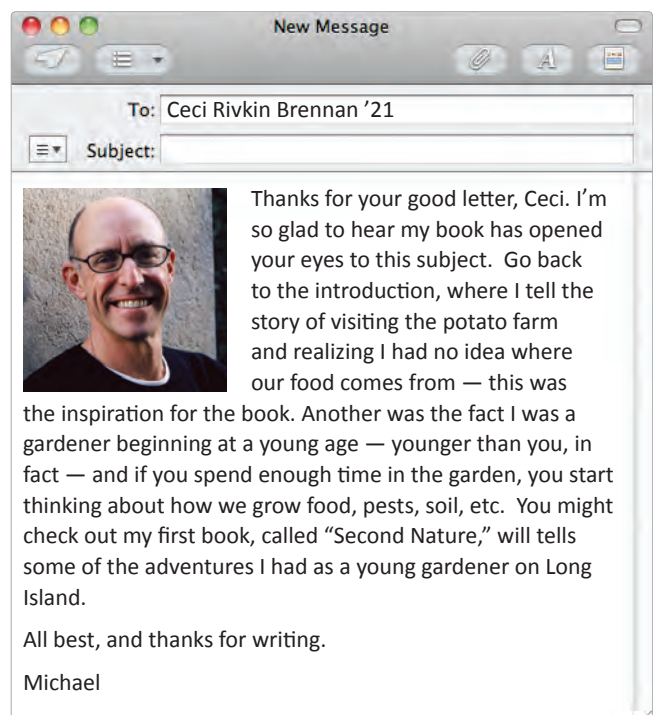
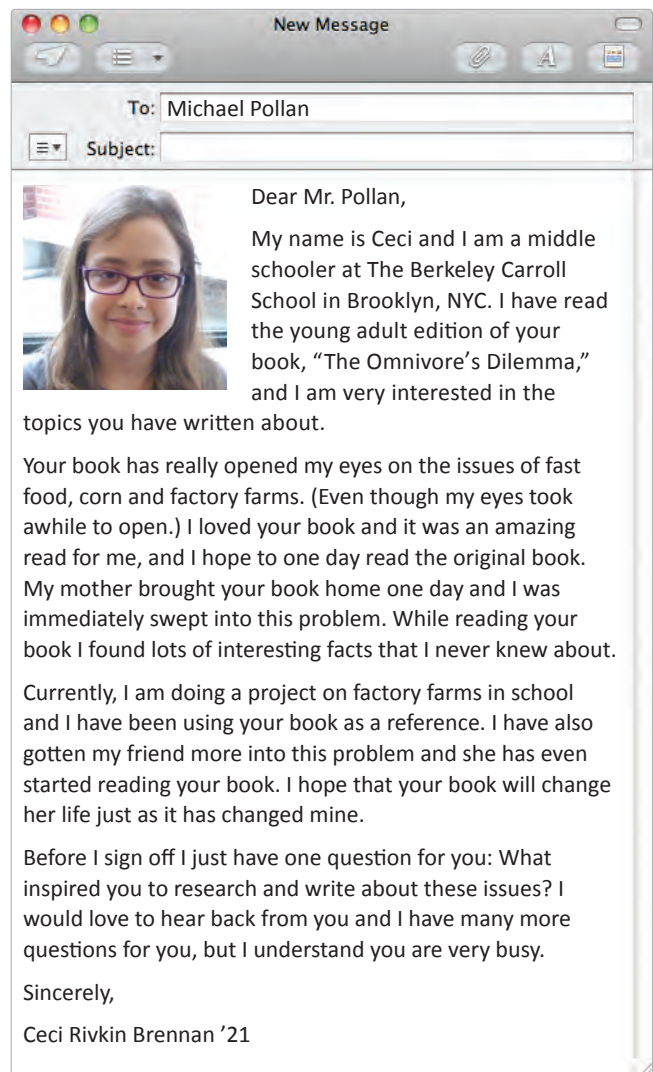
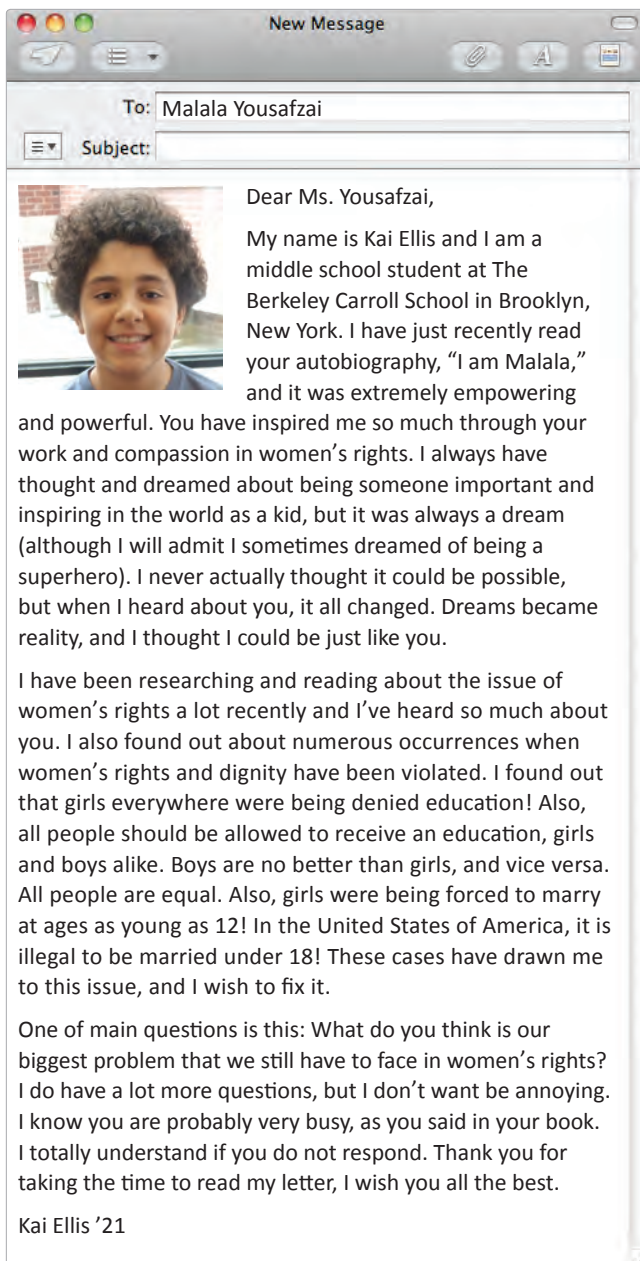


SIXTH GRADERS CONTACT INFLUENTIAL LEADERS

STUDENTS EXPLORE SOLUTIONS TO WORLD PROBLEMS

Last semester, Middle School Humanities Teacher Mike Wilper asked his students to pick an issue that is negatively affecting the world and email an influential person who is working to solve the problem. Students had to follow certain guidelines, which included distinguishing themselves as interesting, dynamic kids; demonstrating their knowledge and genuine concern for the issue; and asking advice about what they can do.





REUNION 2015

A JOYFUL RETURN TO BC

by Anne Reilly Moses '65

Have you ever looked for lost treasure, searched everywhere, and, like the bluebird of happiness, found it in your backyard? I discovered my treasure at our 50th reunion. Berkeley is a place that, while much changed, still retains memories — people whom I loved so long ago or whom I had only slightly known and who are wonderful!

Berkeley Institute was my happy place. While I had my moments of terror (mostly in Mam'selle Palisse's class), I thrived on the friends and support. Thank you, **Susan Herman Ginsberg '65**, for your incredible job putting our reunion together. You worked like crazy, and just when we got to the critical point I went off on vacation with my family, and you were left with it all.

Reunion started at the Brooklyn Museum, where we viewed old yearbooks from Berkeley, Poly Prep and other local schools. We took pictures of each other on the library steps and then were whisked off to the school. We talked two workmen into taking pictures of us all at what used to be the entry. We hit the café at the end of the block (where the pharmacy used to be) and enjoyed wine together while reminiscing. Then back to school, roaming the halls, trying to remember which teacher had which classroom — like Miss Locke's room where she wouldn't let us throw out our tissues at the end of class ("I don't want your germs sitting next to me all day!") and the old auditorium that's being turned into a state-of-the-art science lab. The old gym, sadly, is gone, but the new one is incredible.

This Reunion warmed my heart. I hope it did yours.





Clockwise from top: Alumni mingle at Lincoln Place; Hannah Safter '10 catches up with a former classmate; Faculty and alumni hear from a number of speakers, including long-time Upper School History Teacher Marvin Pollock; alums embrace before dinner; Allen Dushi '05 and Shahna-Lee James '05 reunite; Dorie Brodie Baker '65 and Betsy Pinkston '65 pore over BC memorabilia at the Brooklyn Public Library; a pennant and gym uniform from the Berkeley Institute; The Class of 1965 celebrates its 50th reunion at Lincoln Place.

CLASS NOTES

1940s

Jane Bennett Willingham Smith '47

writes: "I often think now of the 13 years I spent at Berkeley. I can still see in my mind the school as it was then (I can almost smell the green 'stuff' they sprinkled on the floors to clean them). As one gets older, one tends to look back to understand how places and people have formed what we are. Berkeley was a 'firm foundation' — of academic excellence and values. I left school feeling that I somehow had something to give the world."

Patricia Root Fouquet '48 writes:

"My husband, Stephen Hoffman, has finally retired, so we are enjoying traveling. I also keep in touch weekly by telephone with **Marion Tuttle Thomas '48**. My daughter, Julie, is starting her own Silicon Valley company, now that her sons are old enough to operate on their own — one is a junior at MIT and the other is in high school. My son is still a math professor

at a community college in Hayward."

Barbara Birch Smyth '48 writes:

"The big news for George and me this year has been the birth of five new great-grandbabies, all girls, in the past five months! That makes a total of 11 greats! We now have seven girls and four boys, all under the age of 6, in five different families. It was a joy to visit some of them in July, holding and hugging the babies and playing with two 2s, and one 3. However, we are also happy that our sixth grandchild and his wife have bought a house this past year; our seventh grandchild just graduated from the Wake Forest School of Medicine Physician Assistant Program and has a job in dermatology in Winston Salem; and our two youngest grandchildren are in graduate school — one at U of Michigan in public health and nutrition, and the other at Georgia Tech in the urban planning and airport design field. Everyone is happy and healthy as well as successful in their fields. We have been blessed to have such a wonderful family!"

1950s

Janet Ghattas '59 writes: "We are making our third bi-annual bicycle and road trip in September and October through the south, riding the Rails to Trails paths and doing some hikes along the Blue Ridge Parkway. Intercultural Dimensions' 24th program to Senegal begins January 2017."

Carol Nowak McAllister '59 writes:

"My big news for this year is that I retired from nursing after 35 plus years at the same hospital in Warner Robins, Ga.! My whole family and I are planning a trip to NYC in October to celebrate this event! I would love to visit the Berkeley campus to show my children and grandchildren where I went to school!"

1960s

Joan Katen '62 writes: "Thank you to the wonderful Berkeley Carroll family for welcoming me back to school for the Alumni Reunion dinner in the spring.



► Yona Zeldis McDonough '74



► Nic Sims '84

It was wonderful seeing all the positive changes at Berkeley Carroll, meeting old friends and making new ones. I've been asked to try my hand at writing a movie script for my book, 'Love at the Edge.' It's a challenge as I've never written a script before, but I'm going to give it a try. I'm excited at the prospect."

Kathy Rasi Dodd '69 writes: "Married for 41 years to my husband, Bobby. I am a real estate broker in Huntington on the north shore of Long Island. Daughter, Kimberly, is a veterinary scientist/virologist in the D.C. area. Son, Brian, graduated from NYU and is managing partner of a sports bar on the Lower East Side of Manhattan."

1970s

Yona Zeldis McDonough '74 has completed her seventh novel, "The House on Primrose Pond," which will be published by New American Library in February 2016.

1980s

Jennifer Fox Yaffar '81 has gone into business with her eldest son and has established a family business, Paws & Rec Dog Adventures, in Brooklyn. Paws & Rec provides longer walks for the active dog. Her son, Christian, and his other pack leaders (dog walkers) give two-hour pack walks, with trips to dog-friendly parks that include lots of playtime, socializing and off-leash galavanting. Visit them online at www.pawsandrec.com.

Nic Sims '84 writes: "Wonderful and unexpected blast from the past — enjoyed dinner in Ann Arbor with **Tamzine Noxon** (Tammy Tuttle!) from The Berkeley Carroll School. Been 32 years!!!"

Heather Cunningham '89 writes: "I'm thrilled to report that Retro Productions' (which I founded) last play, "The Butter and Egg Man" by George S. Kaufmann, has been nominated for a 2015 New York Innovative Theatre Award for Outstanding Revival of a Play. What a great way to celebrate our 10th anniversary season! And



Stephanie Officer '01 is an anchor and reporter on NY1 News, where she has worked for more than a year. Before coming to NY1, she worked as a reporter at WGGB-TV in western Massachusetts.



Michelle Dushi Corbett '03 writes: "My husband Geoff and I welcomed our daughter, Lila Jeyne Corbett, to the world on May 14, 2015. It's been a whirlwind adventure getting to know her and our new jobs as parents, but we have been loving it."



Jackson Kent '09 and **Vicky Costikyan Kent '10** were married on Sept. 12, 2015 in Chester, N.J. (From left) **Leigh Raze '09**, **Larry Weiss '09**, Jackson, Vicky, **Maddy Prenner '07**, **Akil LaMont '09** and **Dexter Nicholson '09**.



► **Deborah Greig '99**

we just announced our fall show — “Good Boys and True” by Roberto Aguirre-Sacasa — will be performed in November to December at the Gene Frankel Theatre. A play about a sex scandal in a private school, it is very timely given the recent “prep school rape” trial. As a company, we are looking forward to entering the theatrical discussion on rape culture and how it perpetuates from generation to generation.”

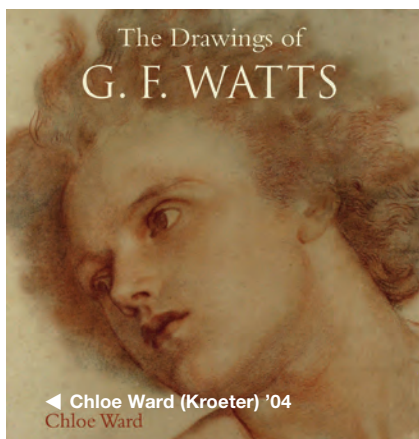
1990s

Malik Graves-Pryor '96 writes: “I’m engaged to Jesse Webster as of July 2015. We’ve been together for almost three years. I also started my own consulting firm, Natoma Consulting LLC (www.natoma-consulting.com), which specializes in agile business transformation and project/program management.”

Deborah Greig '99 writes: “I just got married to Brian Hornby at the Brooklyn Grange rooftop farm. We were so excited to have our friends and family there to enjoy the amazing view, eat BBQ and dance the night away to tunes spun by Chances with Wolves’ **Kenan Juska '95**. **Audrey Manning '99** and **Amelia Jonakait '99** were there to celebrate with us and **Viva Max '99**, who was just supposed to be enjoying herself, couldn’t help herself and made sure everything was running smoothly in the amazing wedding planner way that she does! My sister, **Caroline Greig '03**, was there too — and the most amazing person of honor. It was such an overwhelmingly special day.”

2000s

Chloe Ward (Kroeter) '04 writes: “I have been living in the United Kingdom for seven years and last September I married my Scottish boyfriend, Jamie. This September I began a tenured, early-career professorship in British art history at Queen Mary, University of London. My first book, “The Drawings of G. F. Watts,” will be published in November. I first fell





▼ Robb Paller '11

Robb Paller '11 and his teammates on Columbia University's baseball team won their third straight Ivy League Championship Series in May.

Drew Stazesky '12 writes: "I will be abroad in Botswana, Africa for three months this fall, doing wildlife monitoring and surveys with a group called Round River. Once I return in December, I will be preparing to enter my final semester at the University of New Hampshire. I plan to graduate in May 2016 with a B.S. in environmental conservation and sustainability and a minor in poetry."



Elise Guarna '13, who studied Arabic in Jordan this past summer, connected in June with **Peter Damrosch '08**, who spent the past three years in Jordan teaching/learning Arabic, working with Iraqi and Syrian refugees and developing a map of Amman's public transit system.

Kennedy Austin '15 was published on *The Huffington Post* in July. She wrote about her experiences attending the Vital Voices Leadership Forum and working at the South Bronx Health Clinic in an article titled "The Summer Wind of Change."

Felix Pilkington '15 traveled in India this fall, from Sept. 22 to Dec. 2. He writes: "First stop Ladakh, going on hikes and working at a local school called SECMOL. The second month we will be helping Krishna, the tour guide that leads BC's trips, in his native village of Heranjulu — working at a school, on the family farm."

WHAT ARE YOU UP TO?

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

www.berkeleycarroll.org/classnotes

Email: alums@berkeleycarroll.org

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

IN PASSING

Virginia Sund Casciano '55 died on June 13, 2015. She is survived by her son, daughter and four grandchildren.



Aliza Goldberg '09, Barnard '14, Columbia '16

Ian Miller '14, Harvard '18

Reed Morgan '05, Tufts '10, NYU '16

Tess Salvatore '11, Cornell '15

WANT TO LEARN MORE ABOUT YOUR FORMER CLASSMATES?

Check out their alumni profiles on the
BC website: www.berkeleycarroll.org/alumniprofiles

ASK A STUDENT

What advice would you give to students a grade younger than you?



Julia Piccard '22

"If you have to talk to a teacher about something don't be scared to because it will help you as the year goes on."



Kirsten Ebenezer '16

"Make time for yourself. You're going to leave in a year so be with the people you want to spend time with."



David DeRosa '26

"You do a really fun history project where you pick a book and then you study and then do an art project about it and write some facts."



Clio Rao '23

"Always have more than one copy of your schedule cause you're gonna need it. The schedule is really complicated."



Handlie Pierrot '18

"Organize all your files. When you're trying to look for something you can't have it all in one folder. You need to separate your work."



Charles Ruble '24

"There are some hard things when you start. We did fractions and it was hard and a little confusing, but then you get it."



Gil Ferguson '16

"Understand the importance of American Studies and really put a lot of effort into it, but not to forget your other classes."



Alex Rubin '22

"Always pay attention in class."



August Swetow '22

"There are so many cool projects that happen throughout the year so keep waiting for them and don't stress out."



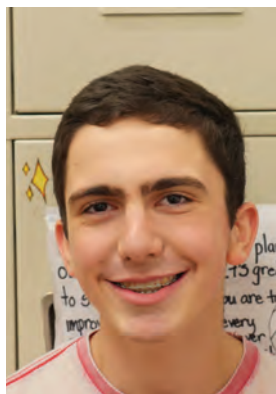
Lila Rice '27

"You get to go on great field trips like the toy store. They show and tell you what it's like to work there and you see all the cool toys there."



Leandre John '22

"You have to be a lot more mature, so that's definitely something to think about and work on."



Ethan Zohn '19

"If they play a sport, work as hard as they possibly can over the summer so when they come in they can dominate on the field or court."



Natasha Strugatz '16

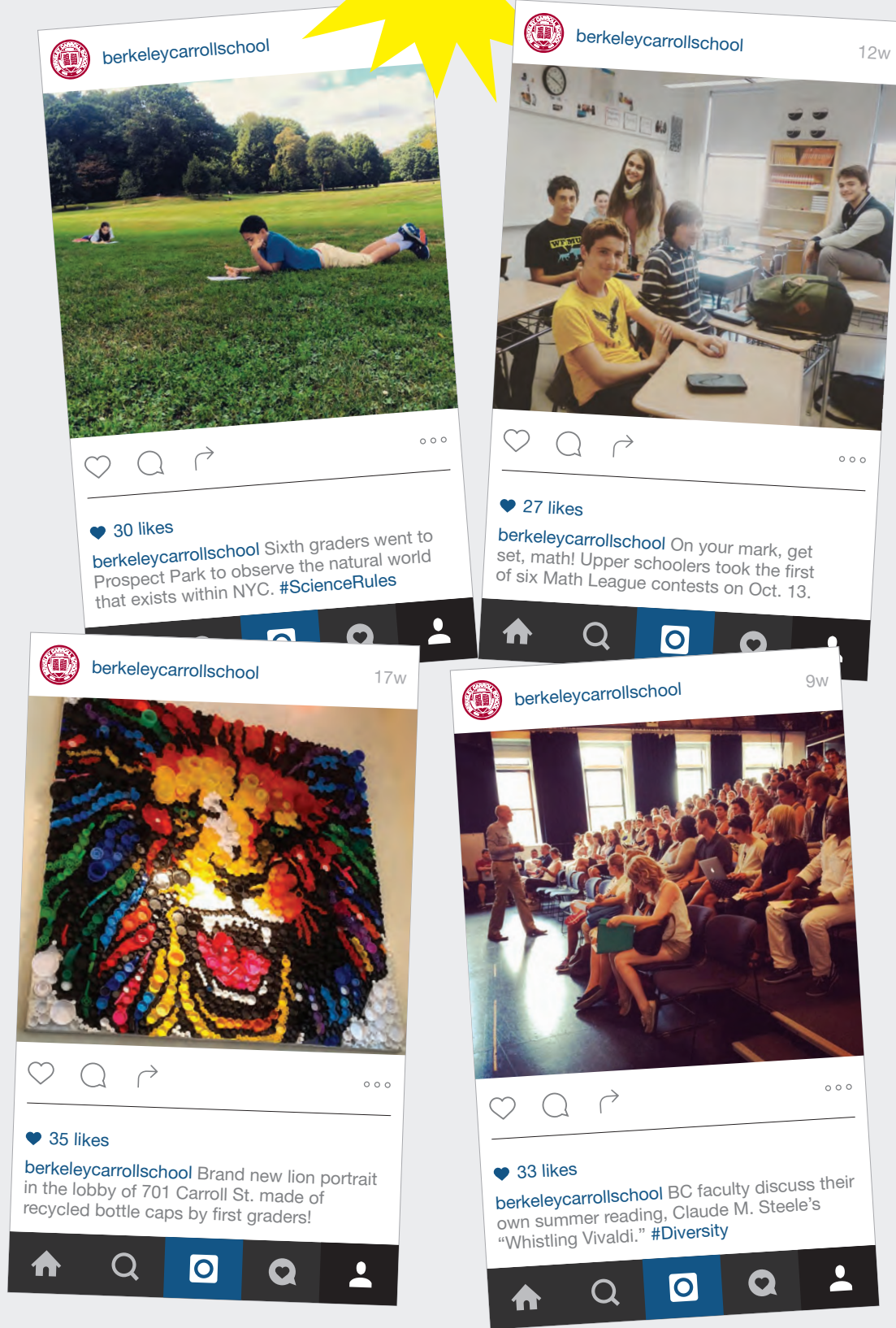
"Start your common app essay early, during the summer before senior year."



Benjamin Gluck '24

"Third grade is the best year of school ever!"

AS SEEN ON INSTAGRAM



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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.

**WHAT ARE SOME OF THE
WAYS YOU CAN HAVE AN IMPACT
ON BERKELEY CARROLL'S
FUTURE?**

A Gift of a Bequest

A Charitable Trust

A Gift of Life Insurance

A Gift of Real Estate

Planned gifts can be structured to benefit both the donor and the school. The Atwood Society recognizes those members of the school community who have made a provision for Berkeley Carroll, either through a bequest or other planned gift. The Society is named in honor of Ina Clayton Atwood, headmistress of the Berkeley Institute from 1917-1947.

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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Preparing students for success in college and the greater endeavor — a life of critical, ethical, and global thinking.

Berkeley Carroll



1940s



2014