

# MAGAZINE

TIME

DESTINATION

✈ STATUS

11:15	MUMBAI	DEPARTING
11:45	ARUSHA	DEPARTING
12:08	MUMBAI	BOARDING
12:53	MUMBAI	BOARDING
01:22	ROME	BOARDING
01:31	CAP D'AIL	BOARDING

## BEYOND VOLUNTOURISM: BC's New Approach to Service Learning

02:46	SAN JOSE	ON TIME
02:51	GRANADA	ON TIME
03:13	ARUSHA	ON TIME
03:26	GRANADA	ON TIME
04:30	MUMBAI	ON TIME
04:58	ROME	ON TIME

# THE VIEW FROM LINCOLN PLACE

## Dear Friends,

Every fall, our school administrators and teachers speak to visitors and prospective families at our Admissions Open Houses. Among other things, we focus on how the curriculum and program activities always link to our mission of helping to build critical, ethical and global thinkers.

Global at Berkeley Carroll has an expansive meaning. While it is true that our travel programs have expanded and that this year we are sending a record number of students to destinations such as Costa Rica, Spain, Tanzania, Italy, France and India, building a global thinker sometimes means taking a closer look to areas much closer to home.

This starts in our Lower School, which has benefitted greatly from the partial Spanish-immersion program. We have 19 associate teachers who hail from Europe, South America and the islands in the Caribbean Sea. These associates bring their different cultures, world perspectives and individual stories to BC. How fortunate our students are to have daily interactions with such a rich mix of backgrounds!

Classes in all grades travel to the different neighborhoods in our great city. Every year students and teachers fan out and visit Ellis Island, the Lower East Side, Spanish Harlem, Staten Island, all the major museums and practically every major historical landmark in the five

boroughs. All of this activity brings home the fact that New York has been a center of the world for centuries and will continue to be so in the future.

As juniors, all students take our signature, year-long American Studies course which is team-taught by English and history teachers. It requires our students to deliver a fully-researched walking tour on some aspect of New York City history to groups of students and teachers in the spring. Over the years we have been treated to insightful talks on immigration, civil rights, gentrification, commerce and politics. These student presentations are powerful proof that we are not capable of knowing where we need to go until we understand where we have been.

Our mission to create global thinkers means a continuing emphasis on an understanding of our immediate surroundings and encouraging each of our students to lift their sights to gain a sense of all that there is in the world.

As you read the articles in this edition of our magazine we hope you catch some of the excitement of Berkeley Carroll today and, as always, we are so grateful for your support.

Sincerely,

**Robert D. Vitalo**

*Head of School*

“Our mission to create global thinkers means a continuing emphasis on an understanding of our immediate surroundings.”



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## SAY CHEESE!

Sixth graders bonded during a selfie scavenger hunt on Oct. 17 which led them from Lincoln Place to Prospect Park, the Brooklyn Public Library, Grand Army Plaza and Sterling Place. Clues were revealed on Google Classroom — students and teachers took a selfie at each location and completed activities such as building sandcastles, playing tag and writing poetry.





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Hola Me gusta  
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2023

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el 2023





## ALUMNI PROFILE: IAN TULLIS '10

At 12 years old, **Ian Tullis '10** was playing Kaa in Berkeley Carroll's adaptation of "The Jungle Book" — snakeskin jacket and all. He has since retained that love of acting, which led him to Shanghai Theater Academy in China where he now studies Chinese performing arts and culture. The two-year, intercultural and communications studies master's program includes courses on Mandarin and Beijing opera.

Ian began college at Portland State University, but left after his sophomore year when he decided to pursue a career in the arts. He spent that summer studying acting and Shakespeare at the Royal Academy of Dramatic Arts in London and transferred to New York University when he returned to the United States.

While at NYU, Ian learned about Shanghai Theater Academy and attended a summer program there before his senior year. His newfound love of China led him back to the school after graduation. Ian plans to return to New York after he earns his master's degree this spring, where he hopes to continue acting and bring his knowledge of Chinese opera to the western stage.

### What drives your work?

When I entered China what was really driving me was to learn all I could about China. It's now a combination of still wanting to understand Chinese life and Chinese society and Chinese culture, but with a stronger gut impulse to want to explore everything and live a life without fear.

### Is studying the performing arts in China any different than it is in the United States?

I find that American performing arts worships the creation of new material and the individuals creating it. In China, there's a respect for the rules, for the masters.



Ian Tullis '10 in costume as Miss Julie in a Beijing Opera adaptation of August Strindberg's "Miss Julie."

### What else stands out about life in China?

It's really interesting to be a foreigner in China because there's a strong sense of who's Chinese and who's not. China historically is such a homogenous nation of one race and one physical appearance, but the more you stick around and the better you learn Mandarin, I find that people warm up to you and you're like family.

### Why is global education important?

Global education is really important to me because it allows you to learn about a different culture with different values and different ideas of how the world should be. It also allows you to learn about your home culture and where you come from.

### What is the most important lesson you've learned while studying in China?

Chinese people have taught me to respect and love your family — to respect and love your people and where you come from. They have such a pride for their nation and for who they are. I'd encourage

everyone to go abroad, to places where maybe you're afraid to go.

### What memories stand out from your time at BC?

The most fun I think I ever had — this was at the very, very beginning of all my years at Berkeley Carroll — was in the sixth grade. We got to do the "Thriller" dance!

### Do any of your BC teachers still have an impact on you today?

Ms. Harrington is a really fabulous teacher and she made a big impact in my life. She welcomed me to Berkeley Carroll and made me feel at home. Ms. Clary was a huge force to be reckoned with. She played a very big role in my high school career at Berkeley Carroll because I did theater and I worked with her several times. And I miss Ms. Ellis — her energy and enthusiasm, and her spunky, wild sense of humor. She was such a strong teacher and I'll never forget, she dressed as Sailor Moon for Halloween one year — she beat every cosplayer at life with that.



# NEW ONLINE SCHOOL STORE



Berkeley Carroll is proud to announce the launch of our new online school store. Show your lion pride with Berkeley Carroll apparel and gear!

**[WWW.BERKELEYCARROLL.ORG/STORE](http://WWW.BERKELEYCARROLL.ORG/STORE)**

Contact **[store@berkeleycarroll.org](mailto:store@berkeleycarroll.org)** with questions or suggestions.

# FACULTY AND STAFF MILESTONES

After their 10th year at Berkeley Carroll, faculty and staff are honored in five-year increments for their work at, and dedication to, the school. The following faculty and staff members reached milestones at the end of the 2015-16 school year.

Congratulations!

40 YEARS



**Judi Barrett**  
Lower School Visual Arts Teacher



**Kathy Grimes-Lamb**  
Middle School Math Teacher

35 YEARS



**Jennie Benipayo**  
Lower School Head Teacher



**Eileen Mercado**  
Lower School Administrative Assistant

30 YEARS

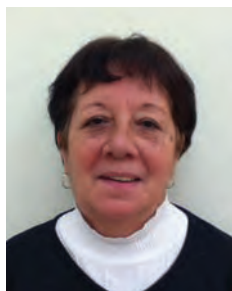


**Kenneth Corfield**  
Middle and Upper School History Teacher



**Sherri Paller**  
Lower School Head Teacher

20 YEARS



**Alma Cordero**  
Extended Day Program Administrative Assistant



**Kristin Mulvaney**  
Lower School Head Teacher



**Nathalie Youman**  
Upper School World Languages Chair



15 YEARS



**Stephanie Forsman**  
Lower School Head Teacher



**Roberto Welch**  
Lower School Aquatics Teacher

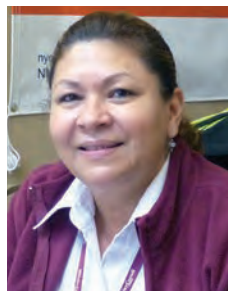
10 YEARS



**Arunie Dias**  
Director of Finance



**Lauren Goldberg**  
Middle School Dean of  
Students, Middle School  
Humanities Teacher



**Maria Jimenez**  
Security Associate



**Phaedra Mastrocola**  
Lower School Visual  
Arts Teacher



**Rebeca Matthews**  
Service Coordinator,  
Upper School Spanish Teacher



**Ange Medor**  
Accounts Payable Coordinator



**Judi O'Brien**  
Middle School Dean of  
Students, Middle School  
Humanities Teacher\*



**Heather Prunty-McKay**  
Lower School Head Teacher



**Robert Vitalo**  
Head of School

\*Ms. O'Brien is now the middle school director at Harpeth Hall in Nashville, Tenn.

## NEWS BRIEFS



Left to right: Sara Tobias '18 (back row, fourth from left) with the U.S. National Women's Baseball Team; Sara Tobias '18 pitches against Pakistan, making her debut in the 2016 Women's Baseball World Cup.

### JUNIOR PLAYS IN WOMEN'S BASEBALL WORLD CUP ON U.S. NATIONAL TEAM

**Sara Tobias '18**, who has been a pitcher on BC's Varsity Baseball team since her freshman year, was the youngest member of the U.S. National Women's Baseball Team at the 2016 Women's Baseball World Cup in South Korea last summer.

She pitched five shutout innings in her debut game against Pakistan in the first round of consolation games, leading the team to a decisive, 34-0 victory. The U.S. team, which ranged in age from 16 to 42, finished the competition with a 4-0 record in the consolation round, after falling to Australia 2-10, and a 6-1 record overall. Five-time world champion Japan won the tournament in a 10-0 shutout against Canada. Sara didn't let the international stage effect her performance — she concentrated instead on what she knew how to do.

"There were definitely more people than

I've ever had watching my games, but it was just another game," she said. "It was fun. I was focusing on getting the batter out."

Sara first tried out for the national team when she was 13 — too young to actually make it — but kept going back to get experience and be seen by the coaches. This was the first year she cleared the age cutoff. Sara and her 19 teammates were chosen out of the 38 players selected to participate in the 2016 Women's National Team Trials in California after an open tryout in North Carolina. She remembers feeling utterly shocked to find out she made the team, but took advantage of the experience, picking up new skills with help from her coaches and teammates' veteran knowledge.

"I really learned a higher level of baseball than I've been taught before," she said.

It was at age 6 that Sara's baseball career began in T-ball. She joined BC's Varsity Baseball team her freshman year and has played on travel teams outside of school ever since she can remember. The Women's Baseball World Cup was the first time she'd ever played on a female team. Though playing on all-male teams has never made much of a difference to Sara, playing with other women allowed her to work on a different set of pitches than she uses against boys.

"Sara's determination, will and quiet confidence is what sets her apart from her peers and has been on display since the first time she set foot on the mound," BC Varsity Baseball Head Coach Luis Monell said. "She embodies the professionalism of a veteran and the work ethic of a champion."



## MIDDLE SCHOOLERS EXPLORE SUSTAINABILITY IN BC'S ROOFTOP GARDEN

An ever-growing garden on the rooftop yard at Lincoln Place is helping Middle School students learn where their food comes from by giving them the opportunity to grow it themselves.

Middle schoolers enrolled in the Science Squad elective do the bulk of the gardening and maintenance. They cultivate a variety of herbs, vegetables and flowers, including oregano, thyme, basil, mint, peppers, cucumbers, tomatoes and morning glories. Most of the produce and herbs are used by the BC kitchen staff, but Science Squad students are also allowed to pick them for a snack (or to smell) during free time in the yard.

Sixth grade science classes also use the garden to explore the relationship between plants and humans in New York City — their focus for the first part of the school year. In addition to some assistance from BC's summer programs, the garden is primarily tended to by an automatic watering system after the school year ends — students often return in September elated to discover that their plants have grown exponentially.

"I'm excited to create a greener space for students within our school," **Middle School Science Teacher Hillary Rubenstein** said. "Most kids don't have access to see where their food comes from. The thrill of watching a middle schooler pull their own carrot out of the ground and then rinse it off and eat it is really exciting."

The garden, which was Ms. Rubenstein's brainchild, first came to fruition in the spring of 2015. She saw it as a learning tool for students, but also as a way to make the naturally stark play area — which gets a tremendous amount of sun — more welcoming. In an effort to take up a minimal amount of space, the garden was originally limited to two sets of 15 vertical planters hanging on the yard's surrounding fence and two small



Clockwise from top: The rooftop garden at Lincoln Place; Science Squad students plant flowers in raised beds; Sam Roane '22 shows off a freshly-picked radish.

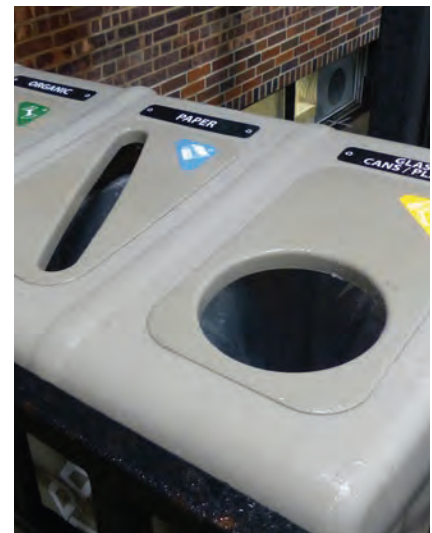
rolling ones. It has since expanded to include more raised beds — four large rolling planters were transferred from the PreK play area at 712 Carroll St. to Lincoln Place this fall.

Ms. Rubenstein hopes to start producing larger quantities of herbs and produce for the kitchen staff, including lettuce, kale, collard greens and radishes, with this additional space. As the garden grows, it will likely be increasingly integrated into lessons on sustainability

and green spaces. Sixth graders already visit the Brooklyn Grange farm where they learn about rooftop gardens and what plants can provide.

"I have always loved taking care of plants and I just needed someone to help me do so," **Alex Rubin '22**, a former Science Squad student, said. "It was great to finally try the vegetables we had grown after the summer and it made me happy that I was eating them because of my own work."

## NEWS BRIEFS



### BC CHOSEN FOR NYC ZERO WASTE SCHOOLS INITIATIVE

Berkeley Carroll is one of only approximately 100 schools participating in New York City's Zero Waste Schools initiative. The program is sponsored by the Department of Education and the Department of Sanitation.

These schools are intended to be models for recycling and organics collection, according to the Department of Sanitation. The goal of the initiative, which was launched in September, is to identify the best methods for diverting waste from landfills which can be used citywide, improving recycling and sustainability throughout the NYC school system. This initial pilot

program will continue until 2021.

"Zero Waste Schools has been met with a great deal of enthusiasm, but we have a long way to go to truly live up to the initiative's name," Director of School Services Anne Fenton, who is organizing the initiative at BC, said. "I think many members of our community have realized how little they knew about NYC's recycling programs, and we are definitely still learning how to manage our various waste streams properly."

Food waste in all of our buildings is now composted. There are compost bins in

Lower School classrooms, where children eat their lunch, and throughout Lincoln Place, for food that is consumed outside the dining hall. Classrooms and offices are also equipped with a trash can, a blue recycling bin for metal, plastic, glass and cartons and a green bin for mixed paper and cardboard.

Many students have "been eager to do more to make BC a sustainable community," according to Ms. Fenton, and the school is having ongoing conversations about how to more effectively become a waste-free school.





Berkeley Carroll is a  
vibrant intellectual  
community

Our faculty inspire critical,  
ethical and global thinking

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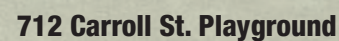
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**Middle School Library**



**Performing Arts Classroom**



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BERKELEY  
SCHOOL

# THE CLASS OF 2016

The 56 members of the Class of 2016 graduated from Berkeley Carroll on June 3 at the school's 128th Commencement exercises. **Devin Halbal '16** and **Michelle Madlansacay '16** spoke on behalf of the graduating class, while 19th Poet Laureate of the United States Natasha Trethewey gave the commencement address. The Upper School Choir performed Lee Dengler's "Things That Never Die."

**"I was not studying to be a writer, but everything I studied helped me become a writer — to find my calling,"** Trethewey told the graduating seniors. **"I can say that my education, seemingly haphazard ... saved me."**





# 2016 COMMENCEMENT



## CONGRATULATIONS TO **THE CLASS OF 2016!**

---

**Stephanie Aquino**

Colgate University

**Selena Bahadur**

New York University

**Madison Baisden**

Smith College

**Meret Baumann**

Colorado College

**Danielle Cheffo**

Colby College

**Garrett Collins**

Dartmouth College

**Steven Colon**

New York University

**Davis Conger**

George Washington University

**Elias Contrubis**

Vassar College

**Emily Cornicello**

Northeastern University

**Jimmy Council**

New York University

**Adrian Del Valle**

Tulane University

**Zoe Denckla**

Carleton College

**Christian Denis**

Pitzer College

**Azia Dottin-Meggs**

Albright College

**Kirsten Ebenezer**

Hunter College

**Lucy Edelstein**

University of Colorado, Boulder

**Gil Ferguson**

Oberlin College

**Thelonious Frumkin**

Emerson College

**Liam Fuerst**

Gettysburg College

**Lucy German**

Colorado State University

**Devin Gilmartin**

University of the Arts London (UK)

**Aaron Goldin**

University of Rochester

**Angela Goldshteyn**

Bowdoin College

**Jessica Gould**

Mount Holyoke College

**Devin Halbal**

Hunter College

**Ryan Hubbs**

Fordham University

**Camille Johnson**

Barnard College

**Jacob Justh**

Williams College

**Nadine Khoury**

Harvard University

**Ana Konyk**

Warren Wilson College

**Shay Kothari**

Bard College

**Jessica Lamazor**

Binghamton University

**Tiger Louck**

Rochester Institute of Technology

**Michelle Madlansacay**

Carnegie Mellon University

**Joshua McCaw**

Drexel University

**Lily Meier**

Bates College

**Natalie Millington**

Quinnipiac University

**Jules Munroe-Sabatini**

Smith College

**Emma Nylund**

School of the Art Institute of Chicago

**Jack O'Brien**

Hamilton College

**Nathaniel Oppenheimer**

Beloit College

**Henry Pearson**

Carleton College

**William Pigott**

New York University

**Emma Raible**

Kenyon College

**Eliza Schmidt**

Pitzer College

**Jackson Shane**

Ithaca College

**Thomas Shea**

Colby College

**Jacob Simpson**

Macalester College

**Natasha Strugatz**

Connecticut College

**Kirt Thorne**

Tufts University

**Sophee Warshaw**

Falmouth University (UK)

**Oliver Watson**

University of Connecticut

**Zachary Weiss**

Northeastern University

**Brandon Woo**

Bentley University

**Max Wu**

Cornell University



## 2016 SENIOR PROJECTS



**Garrett Collins '16**  
“The Battlefield of Cold War:  
Foreign Aid in Africa from  
the 1960s-1990s”



**Kirsten Ebenezer '16**  
“Autonomy in Cloistered Lives:  
Medieval History, Feminism,  
and Contemporary Nuns in the  
Catholic Church”



**Madison Baisden '16**  
“Still in Our Skin: How Black  
Female Sexuality Became  
a Commodity, an Anomaly,  
and a Business”



**Lily Meier '16**  
“From Aprons to Rockets:  
An Exploration into the American  
Housewife and the Space Race”



**Angela Goldshteyn '16**  
“Outsourcing America: Examining  
the Effects of Globalization on  
America’s Ability to Innovate”



**Jules Munroe-Sabatini '16**  
“A Call for Law and Order  
or a Call for the Silence  
and Submission? The War  
on Drugs: America’s Obsession  
with Oppression”

The Senior Scholars program allows students to spend a year researching a topic of their choice, during which they work with mentors who are experts in their fields. It culminates in a written paper and an oral presentation. Six 12th grade students presented their projects in May, in front of panels made up of their peers, faculty, staff and community experts.

# 2016 SCIENCE RESEARCH AND DESIGN

This three-year program 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 2016 presented their research on the following topics in April:



**Jacob Justh '16**  
“Urban Stormwater Management: The Potential Role of Green Roofs in Brooklyn”



**Stephanie Aquino '16**  
“Peer Influence on Decision Making”



**Kirsten Ebenezer '16**  
“The Rising Epidemic of HIV and Tuberculosis in Third World Countries”



**Nadine Khoury '16**  
“Neural Decoding for the Brain Machine Interface”



**Danielle Cheffo '16**  
“Positive Psychology: Bringing More Happiness Into People's Lives”



**Gil Ferguson '16**  
“Wim Hof: Testing the Method”



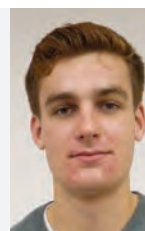
**Michelle Madlansacay '16**  
“Autism and the Theory of Mind: An Analysis of the Neurotypical and Autism Empathy Spectra”



**Elias Contrubis '16**  
“The Effects of Leg Asymmetry on Stress in High School Students”



**Aaron Goldin '16**  
“The Quantum Mechanical Scanning Tunneling Microscope as Applied to Nanotechnology”



**Thomas Shea '16**  
“Mild Traumatic Brain Injury: The Effects that Sub-concussive Blows Have on the Brain”



**Jimmy Council '16**  
“The Multiverse”



**Angela Goldshteyn '16**  
“Programming a Brain-Computer Interface”



**Emma Raible '16**  
“The Power of the Growth and Fixed Mindsets: Are Educators Aware of the Effect They Have on Students' Performance?”



**Zoe Denckla '16**  
“Possible Correlation Between Music and Memory”



**Camille Johnson '16**  
“Are There Patterns of Judgments that We Make Based on First Appearance?”



**Max Wu '16**  
“Psychiatric Disorders and Marijuana Use: An Analysis of Anxiety, Depression, and Insomnia”

Visit [www.berkeleycarroll.org/publications](http://www.berkeleycarroll.org/publications) to read our students' final papers in the 2016 Science Research and Design journal.



## 2016 LOWER SCHOOL ARCH DAY



Congratulations to Class of 2024, which entered the Middle School in September, and to the rest of our lower schoolers for the successful completion of another school year!

## 2016 MIDDLE SCHOOL CLOSING CEREMONIES

“Everyone was welcoming and included me in almost every single thing possible.”

Luca Ivagnes '23



“Sixth grade has been an amazing year. Probably the best.”

Olle Skau '22



“It blows my mind that we only have one year left before moving on to high school.”

Nola Mansour '21

“At BC, I have been so fortunate to receive the education I have. It’s our job to use our education to make other’s lives better — not just our own.”

Arielle Silvan '20



“You must journey on your own, but you are never alone.”

Middle School Director Jim Shapiro



# IN THE CLASSROOM

## HOUSTON, WE HAVE A PLAN: FIFTH GRADERS PREPARE FOR LIFE IN OUTER SPACE

If we outgrow Earth, where should we resettle the human race? Fifth graders researched this question and showcased their proposals for colonies on the Moon, Mars, Titan and Enceladus.

The presentations included scale models of topography, rovers, habitation modules and, in one instance, an ice skating rink. Students also wrote short papers explaining how humans might go about living on other moons or planets.



Fifth graders present their solutions for how humans may be able to resettle the human race away from Earth.



## UPPER SCHOOL STUDENTS TEACH FIRST GRADERS SPANISH VOCABULARY

Tenth grade Spanish students helped first graders practice their language skills last spring.

The upper schoolers created six children's stories based loosely on existing tales and set them in the 21st century. All the stories had a moral and were written using the preterite and imperfect tenses (the two very different past tenses used to tell stories in Spanish).

First graders practiced vocabulary words for each story, provided by the 10th graders. The upper schoolers asked their younger peers comprehension questions and discussed the moral of each story. Students worked hard to illustrate their stories using stop-motion animation and good, old-fashioned drawing.



Upper schoolers read children's stories they wrote in Spanish with BC first graders.





# EVENTS

## CAREER SYMPOSIUM

Freshmen, sophomores and juniors learned about different fields of work on June 3 at BC's second annual Career Symposium.

Dan Porter, a BC parent and head of digital at William Morris Endeavor, gave this year's keynote address — "Why you shouldn't know what you want to be when you grow up" — in which he spoke about his own unpredictable career.

"Try as many different things as possible because that's the only way you're going to figure out what you want to do," he said.

Students then heard from nearly 30 other BC parents, alumni and faculty on nine different panels — Arts and Fashion; Business Education, Marketing and Real Estate Development; Education, Public Service and Development; Psychology, Speech Pathology and Sports Medicine; Law and Activism; Medicine, Engineering and Technology; Public Relations, Entrepreneurship and Consulting; Sports and Media; and Writing, Publishing and Documentary Filmmaking.

## POC EIGHTH ANNUAL SPOKEN WORD NIGHT

Students and faculty read poetry and prose, sang and danced at the eighth annual People of Color (POC) Spoken Word Night on May 12. Poet Mahogany L. Browne was this year's featured performer. The evening was also the last show ever in the Lincoln Place performance space.

All proceeds from the evening went to Figure Skating in Harlem, a nonprofit which uses figure skating to provide underserved girls with education and fitness programs that promote academic success, physical health and emotional well-being.



## BC TALKS

The Upper School discussed privilege at the second annual BC Talks on April 20, which consisted of a division-wide assembly and workshops/affinity groups facilitated by students and faculty.

At the opening assembly, 11 students and one teacher were selected to read their responses from the Upper School write-in prompts. They discussed many privilege-related topics, including religion, race, sexuality, socioeconomic status and gender. Many recounted personal anecdotes from their own lives. Anonymous excerpts from other responses were posted around Lincoln Place.

The assembly concluded with a group activity in an effort to raise awareness about privilege at BC — participants were given the identity of someone else in the school (as reported in an online survey)

and were asked to stand when part of that identity (religion, sexuality, class, etc.) was called out.

Students, faculty and staff then participated in workshops/affinity groups and discussed the concept of white privilege before coming together again at the end of the day.

## AWARDS NIGHT AND RECOGNITION ASSEMBLY

Students in grades nine through 12 received honors at Berkeley Carroll's annual Upper School Academics, Arts and Athletics Award Ceremony on May 26. The award winners, along with students involved in extracurriculars and community life at BC, were also honored at the Upper School Recognition Assembly on June 1.



## MATH FAIR

Seventh graders offered insightful and refined presentations on a rich variety of subjects at the annual Math Fair. Topics included tessellations in Islamic art, binary numbers, pool and darts, mazes and more.

## MIDDLE AND UPPER SCHOOL VARIETY SHOWS

Middle and upper schoolers sang, danced, did math tricks, performed magic and more at their respective variety shows last spring.

## STEAM FAIR

More than 700 students and their families attended the second annual BC STEAM Fair on Feb. 20, where they participated in nearly 30 hands-on activities related to science, technology, engineering, arts and math.

The event's featured activities were miniature car designing/racing with Nerdy Derby, magic shows with Mario the Magician and smoothie making using bicycle power. It was staffed by Middle and Upper School students, parents and faculty/staff members.

Left, clockwise from top: Kirsten Ebenezer '16 is honored at the Academics, Arts and Athletics Award Ceremony; Lower schoolers learned alongside their grandparents during Grandparents Day; Matthew Pinnock '20 exhibits his Rubik's Cube skills at the Middle School Variety Show; Lower School students choose new books to read at the BC Book Fair.

Right, clockwise from top: Jules Munroe-Sabatini '16 and Avery Smith '17 take part in POC's eighth annual Spoken Word Night; Seventh graders present their research at the annual Math Fair; The Upper School discusses privilege at BC Talks in April; BC parents, alumni and faculty speak about their work with freshmen, sophomores and juniors at BC's Career Symposium; STEAM Fair participants blend smoothies by bike with Sweetcycle.

## SUMMER READING ASSEMBLY AND BOOK FAIR

Lower School students celebrated reading and heard from Brooklyn Public Library representatives about how they can use the library over the summer (and throughout the year) at an assembly in June. They also had a chance to pick out new books at the BC Book Fair.

## GRANDPARENTS DAY

At our biggest Grandparents Day ever, with more than 400 attendees, Lower and Middle School students showed their grandparents a taste of life at BC.



# ON CAMPUS



## Jon Deak

Fourth graders learned about music composition with former New York Philharmonic bassist Jon Deak. They even had the chance to create their own group pieces.

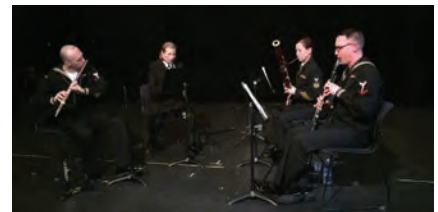
## Chris Grabenstein

Fourth graders were thrilled to meet Chris Grabenstein on Jan. 19, author of the *New York Times* bestsellers “Escape from Mr. Lemoncello’s Library” and “The Island of Dr. Libris.” In a highly engaging and humorous presentation (Mr. Grabenstein used to do improv with Bruce Willis and Robin Williams), students learned the importance of rewriting, imagination and character development.



## Aili McConnon

Author Aili McConnon spoke to Upper School students about her book, “Road to Valor,” which she co-wrote with her brother. She talked about the difficult process researching and writing the book, as well as why she wanted to tell the story of Italian cyclist Gino Bartali, the book’s subject.



## U.S. Navy Woodwind Quartet

Middle schoolers heard from, and learned about the careers of, musicians in a U.S. Navy woodwind quartet.



## Neal Goldman

BC grandparent Neal Goldman spoke with fifth grade humanities students about his involvement in the Selma to Montgomery march. He discussed his first-hand experience as a law student who advised The Student Nonviolent Coordinating Committee (SNCC) on legal matters.

## Melissa Clark

*New York Times* food columnist and cookbook author Melissa Clark spoke to 10th grade health students on April 13 about how to eat healthy food that still tastes good.

“If food is not delicious, what’s the point of eating it?”





### Emily Bazelon

Emily Bazelon, a staff writer at *The New York Times Magazine*, led a conversation with Upper School students on Sept. 13 about the 2016 presidential election. Bazelon was the first guest in the Uppers School's pre-election speaker series. She also spoke with BC students in May about her book on bullying, "Sticks and Stones."



### Yusef Abdus Salaam

Yusef Abdus Salaam, a member of the Central Park Five — a group of teens who were forced into confessing a crime they didn't commit — spoke to Upper School students last spring. He talked about the hate mail he received in 1989, his time in prison and how he has successfully moved on in life since his exoneration.

### David Shenk

David Shenk, author of "The Genius in All of Us: New Insights Into Genetics, Talent, and IQ," spoke to the What is Self? spring intensive about the actual impact of genetics and the detrimental effect of fixed mindsets.

"What can look like fate or destiny ... is just one possible pathway," he told students. "Your life is a pathway that develops along the way."



### Matt de la Peña

Author Matt de la Peña visited the Lower School on Jan. 26 to read from his book "Last Stop on Market Street," which has won many awards, including the Caldecott Honor Medal and Newbery Medal (it's the first picture story to ever receive the latter).



### Jennifer Finney Boylan

Jennifer Finney Boylan, author of "She's Not There: A Life in Two Genders," the first book by an openly transgender American to become a bestseller, was the keynote speaker during a NYSAIS workshop BC hosted on gender fluid, gender questioning and transgender children in independent schools on Feb. 3. She spoke with New York State educators and Upper School students.



### Rudy Garcia-Tolson

Rudy Garcia-Tolson, a gold medal-winning Paralympic swimmer who has broken multiple world records and competed on the U.S. swim team in Rio last summer, spoke with Ms. Paller's kindergarten class about his journey to success.



# ATHLETICS HIGHLIGHTS



Boys Varsity Track (left); Girls Varsity Softball

## BC SPRING ATHLETICS SEES SOARING SUCCESS

by Dick McGrath, Athletic Director

**I**t was a very busy, exciting spring for Berkeley Carroll's student-athletes.

Two new teams were added to the program in April. Ultimate Frisbee took to the fields at Prospect Park, led by co-founders **Jack Baum '17** and **Nathaniel Dunn '17**. The flying frisbees garnered much interest, with 18 students competing against Packer, Horace Mann, Fieldston and Beacon. Plus, Girls Varsity Tennis played its inaugural season as a full member of the Athletic Association of Independent Schools (AAIS). While the Lions failed to come away with a victory against some very powerful teams, the young group gained a great deal of experience. With the return of No. 1 singles player **Delilah Friedman '21** and others, the team looks forward to improved results in the upcoming season.

Led by singles players **Jake Justh '16**, **Shay Kothari '16**, **Jack O'Brien '16**, Boys Varsity Tennis scored big victories over SIA, Packer and Columbia Prep en route to a second place finish in the Athletic Conference of Independent Schools (ACIS).

The Boys and Girls Varsity Track teams continued to improve in their third year of competition. Sprinter **Luis Peromarta '17**, middle-distance runner **Ellie Pike '18** and long-distance specialist **Dmitry Pokushalov '17** all recorded personal bests on the Red Hook track.

Boys Varsity Volleyball had its best season to date. A large group of seniors (**Davis Conger '16**, **Liam Fuerst '16**, **Theo Frumkin '16**, **Adrian del Valle '16**, **Zachary Weiss '16** and **Josh McCaw '16**) provided both superior leadership and outstanding play, leading the team to a No. 2 finish in the ACIS regular season before

losing a 3-2 heartbreaker to Packer in the semifinals of the league playoffs. They will be missed!

Berkeley Carroll's Varsity Baseball team lived up to the high standards of the program. Led by the superb pitching of **Jake Simpson '16** and **Sara Tobias '18**, the Lions again roared to an ACIS championship title and into the New York State Association of Independent Schools (NYS AIS) quarterfinals, before losing to defending state champion Rye Country Day. Coach (and Athletic Department Associate) Luis Monell counted on a fine senior class (**Christian Denis '16**, **Brandon Woo '16**, **Jake Simpson '16**, **Gil Ferguson '16** and **Oliver Watson '16**), which passed on the traditions and work ethic of Lion baseball to a talented group of younger ballplayers.

It was the Girls Varsity Softball team that capped the season on a high note, however.




After a difficult start to its inaugural regular season in the AAIS, the team caught fire as it headed into the playoffs. The first to fall was Nightingale, sending the Lions on to a quarterfinal matchup against the league's undefeated regular season champion, Packer. Some timely hitting by **Ana Konyk '16**, **Sarah Bender '17** and **Lindsay Nissenbaum '17** propelled the team to an early lead, one that the battery of pitchers **Grace Morales '17** and **Olivia Abramchik-Cavallo '17** protected despite a furious rally, earning a one-run, nail-biting win. A victory over Saint Ann's in an all-Brooklyn semifinal propelled the team into its first ever AAIS championship game against a perennially strong squad from Brearley. The Beavers lived up to their reputations though, finally ending the Lions' season. Despite this, the girls provided a most exciting finish to the spring season.




Clockwise from top: Girls Varsity Track; Boys Varsity Tennis; Girls 7/8 Softball; Boys Varsity Volleyball

#### Want to keep up with athletics at BC?

Like/follow the Athletics Department on Facebook and Instagram!

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

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



# ARTS HIGHLIGHTS



## BC ARTS DEPARTMENT KICKS OFF SCHOOL YEAR ON A HIGH NOTE

by Peter Holsberg, BC Arts Director

The BC Arts Department has had a busy start to the school year. There has been a whirlwind of activity at Lincoln Place, Sterling Place and Carroll Street, including performances, engaging guest personalities and trips.

An exciting new visual arts course in design — where the aesthetic meets the practical in a STEAM environment — was unveiled in September. Students examine all the elements of art and determine the best ways to use those elements to achieve the maximum effect in a variety of artistic settings.

Middle and Upper School visual arts students have also taken enriching trips, to the Whitney Museum as well as to Materials for the Arts in Long Island City. Plus, the annual Winter Art Show debuted at Lincoln Place on Dec. 14.

September marked the start of the fifth grade's instrumental music

education. This year, students are playing all of the traditional wind and orchestral instruments, including oboe, tuba and saxophone. They will perform at their debut concert in February.

The Middle and Upper School jazz ensembles performed at the NYC Marathon for the seventh consecutive year in November. They urged on the nearly 50,000 runners from their spot at Fourth Avenue and Douglass Street in Park Slope. Students from the Upper School band also performed in September at Methodist Hospital's Cancer Survivors Day, to the delight of the 200 attendees. The band led the survivors and their families around the block in a New Orleans-style parade at the conclusion of the celebration.

BC's Dance Department continues to grow. In their newly remodeled studio, our dancers are working hard toward their

annual concert in the spring. Check out the BC Arts Department Facebook page to see some of the exciting choreographers who will work with our students throughout the year.

The Theater Department put on two productions this fall. Upper schoolers presented Shakespeare's "Macbeth" (known as "The Scottish Play" to superstitious thespians) Nov. 10-12.

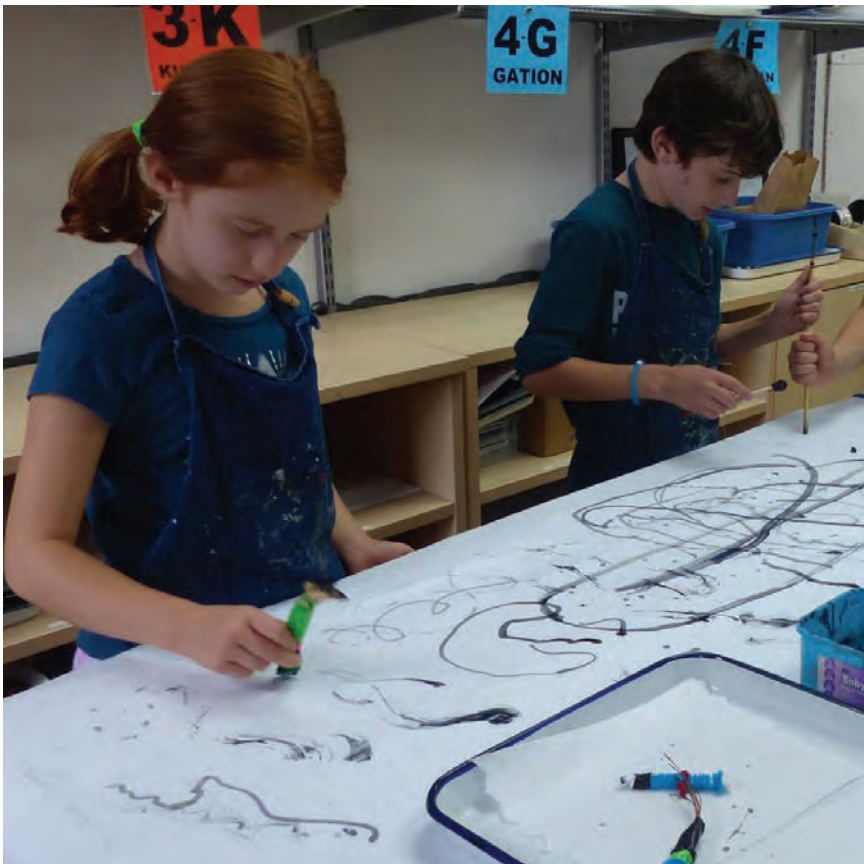
**Julia Lango '17** played the title role. Students have worked with experts on dramatic combat to hone the play's fight scenes. The Middle School production of the musical "Schoolhouse Rock Live!" was presented in early December. This musical took BC back to the Saturday mornings of our youths and the educational, catchy songs that taught a generation what a bill was.

Twelve students in the Upper School were selected to participate in the Independent School Music Association Honor Band — **Gabriella Wandres '18** and **Sarah Cryan '20** on flute, **Nick Bonina '19** and **Will Muschenheim '18** on clarinet, **Alex Inciardi '17**, **Kamari Pope '17** and **Lukas Holsberg '19** on trumpet, **Graham Stodolski '19** on tenor saxophone, **Sarah Holsberg '17** on baritone saxophone, **Eve Blank '19** on French horn, **Jude Martin '19** on trombone and **Michael Eve '17** on percussion. Students rehearsed for 10 hours over two days and presented a well-received concert at Horace Mann at the end of October. This band represented the best 50 players from 10 New York City independent schools.

We hope to see you at a BC concert or show in the near future — alumni, parents and grandparents are always welcome to come and see any of our performances. If you live out of town, be sure to keep up with BC arts on our Facebook and Instagram accounts.



Highlights from the spring (clockwise from top):  
 "The Music Man" (Middle and Upper School spring musical); Middle and Upper School Spring Dance Concert; Middle School Jazz Band



The Upper School Jazz Band performs at Methodist Hospital in Park Slope (left); Fourth graders create collaborative abstract art with tools they made themselves.

**Want to keep up with the arts at BC?**

Like the Arts Department  
 on Facebook!

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



# SPRING INTENSIVES

**L**aunched in 2013, Berkeley Carroll's Spring Intensives program provides Upper School students with the opportunity to study a single subject, extending our traditional curriculum with multi-grade classes. It allows for in-depth immersion driven by a student's interest and intellectual curiosity.

Faculty approach Spring Intensive course development with the goal that these mini-courses are an additional method for teaching an individualized curriculum to students. Our program is similar to one offered by Macalester College, which uses the following guidelines:

1. Narrow the focus. Depth, not breadth. Focus on a single topic, not five topics.
2. Create new courses. Let the faculty come up with new ideas. A mini-term could be an innovation laboratory.
3. Try new pedagogy. Try experimenting with new ways of teaching, new groupings of students, new texts, cross-disciplinary endeavors, "a fresh approach."
4. Get off campus. This is a perfect time to allow (or encourage) students to engage in social service, vocational experience or international travel.
5. Do independent study. Let the most motivated students time and space to pursue their own research projects.



## 2016 SPRING INTENSIVE COURSE OFFERINGS

- 1968: The Year That Rocked the World
- Art and Identity
- Biotechnology: From Lab Bench to Market
- Botanicals: The Art and Science of Plants
- Designing a Musical: "The Music Man"
- Homelessness in NYC
- Introduction to Robotics
- Journalism 101: Campaign Reporting in an Election Year
- Literature in a Lab Coat: Chemistry and Poetry in the Romantic Era
- Music and Technology
- Physics and Sports
- The Beautiful Game: How the World Sees Soccer
- The Innocence Project/Social Justice Through Art
- The Jane Austen Experience
- What is the Self?
- 'Yonce and Cosby and T. Swift, Oh My!: Pop Culture and the Construction of Gender

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## TRAVEL PROGRAMS

- Cap d'Ail: Ciel et Eau
- Granada: Sol y Nieve
- India: Leadership and Global Issues in Context



Left: Music and Technology students sing the Backstreet Boys' "I Want It That Way" at the Spring Intensives closing assembly.

Right, clockwise from top: Upper schoolers in The Beautiful Game: How the World Sees Soccer visit Red Bull Arena; The Innocence Project/Social Justice Through Art teaches the Upper School about how hundreds of United States citizens are wrongly convicted and imprisoned for crimes they didn't commit; Cap d'Ail: Ciel et Eau makes a stop in Monaco; Students learn needlepoint in The Jane Austen Experience; BuzzFeed editor Saeed Jones speaks with students in Journalism 101: Campaign Reporting in an Election Year.



# PROJECT BROOKLYN



Left, left to right: Make a Difference: Community Service students volunteer at Masbia of Flatbush; Middle schoolers in Arts and Recreation display off their work.

Every June, Middle School students spend two days exploring all corners of New York City as part of Project Brooklyn and Beyond. These special, faculty-designed courses provide students with two days of exuberance, adventure and camaraderie while learning on bikes, boats and bridges, in museums, theaters, zoos and cemeteries or while climbing, jogging, rowing and sampling cuisines.

- All Hands on Deck
- Artisanal New York: Bread, Cheese and Jam by Hand
- Arts and Recreation
- Bach in New York
- Botanicals: The Art of Plants
- The City from a Bicycle
- The Extant Feathered Dinosaurs of New York City
- Finding Your Inner Chef
- Haiku at the Zoo
- Hang Ten!
- The House that Jeter Built
- LOL in NYC
- Make a Difference: Community Service
- Mystery in the Metropolis
- Old New York/New New York
- A Passion for Fashion
- Peace Builders
- Project Brooklyn Strikes Back: Exploring Star Wars
- Soulful Steps!
- Sports and Culture: NYC Street Games
- Xocolat: The History and Making of Chocolate
- Zombies



Right, clockwise from top: Students in All Hands on Deck ready to get on the water; Project Brooklyn Strikes Back: Exploring Star Wars visits Discovery Times Square's Star Wars & Costumes Exhibition; Middle schoolers in Hang Ten! learn to surf at Rockaway Beach; A middle schooler works in the BC Kitchen as part of the Finding Your Inner Chef course; In Zombies, students use makeup to transform themselves into the undead; Peace Builders students visit the United Nations; Middle schoolers in Mystery in the Metropolis perform the murder mystery "Death Aboard the Duchess" for faculty, staff and students; A Passion for Fashion students visit designer Diane Von Furstenburg.





# A MATCH TO BE MADE

## Carolyn Middleton Joins BC as Director of College Counseling

by Melissa Goldin '09

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In high school, no one encouraged Carolyn Middleton to visit any colleges, or even do much research, before she chose to attend Boston University as an undergraduate. She ended up enjoying her time there, even working for the school twice, but it was this experience, in part, that inspired her to pursue a career helping students achieve their own educational goals.

Ms. Middleton joined the Berkeley Carroll community as the director of college counseling last summer. She has nearly 25 years of experience in advising and admissions, at both the high school and college level. Before coming to BC, she worked in the admissions office at Barnard College for eight years, most recently as the director of admissions. In addition to a bachelor of science degree from Boston University, she has earned a master's of education from Harvard University.

We spoke with Ms. Middleton about the future of college counseling at BC, the value of higher education and her time at BC thus far.

### Why did you want to work at BC?

I was looking for the right community and the right culture. Berkeley Carroll seemed like the kind of place that was progressive, but also quite thoughtful about progress.

### What were you most excited about?

I was excited to meet the students because that's one big difference being back on the high school side versus being on the college side in the admissions cycle. There's much more of an opportunity to have relationships with students, with their families, to help guide them. And to help them make a choice that's going to be the right choice for them.

### How has your time at Berkeley Carroll been so far?

It's been great. I felt very welcomed from the very beginning. A typical week this fall has involved visits from five college reps a day and six or seven appointments throughout the day in addition to researching questions and being able to do the behind-the-scenes work that allows the whole process to move forward. They're busy days, but they're definitely very rewarding.

### What have you learned at past jobs that you want to bring to BC?

We know that communication is helpful for all families. We've been doing a lot of posting to our Facebook page and I started a College Office blog, which is really meant to inform. It's one method of being able to communicate with families on a broader scale and hopefully giving them more clarity in terms of what the college process is really all about. When I was a college counselor my first time around I used to publish print newsletters.

### How does your experience working at both high schools and colleges help you?

Both [BC College Counselor] Ms. Williams and I have experience working in college counseling and admissions. We understand the perspective of what the students and families are going through as they're embarking on the process, but then also understanding institutional priorities — and what a college admissions office is really looking for.

### How have you seen the college process change?

Nowadays there are a lot of opportunities to learn more about colleges because of the Internet. A student (or family) can easily read through a college's website and promotional materials to gain an understanding of each school. Sometimes that messaging can be a little overwhelming because of the volume. Part of what we

end up doing with the students is helping them to wade through the information so they can make an informed decision.

### What makes your job fulfilling?

I think that the moment, or the moments, when students begin to feel like they have some control over the process, those are fulfilling moments. When there's a recognition that they actually are in charge. When they make a choice that they really are happy about and they come back during Thanksgiving or winter break and they say, "I made the right decision," that's a really great thing to be able to see.

### Can you discuss the idea that college is a match to be made, not a prize to be won?

It's actually a mantra that's been around for decades. It's really about thinking through the process and realizing that it's not about a competition, it's not about a goal to get into just one college. If there was a best college then there would only be one. There are lots of really great matches. There's not a one-size-fits-all philosophy.

### What do you try to keep in mind when you're advising students?

That I need to meet them where they are. There are times when they may be resistant to meeting with me, for example, and it's often because they are a little fearful about the process. It's not me, it's not them, it's that the college process can feel a little bit overwhelming.

### Are there certain pieces of advice you find you give a lot?

If students think about this process as a research paper then the long-term planning and the long-term schedule make a little bit more sense. As students learn more about themselves and learn more about the schools that they're looking at they become experts on which colleges feel like the right match for them.

### What is the value of college?

You can look at the economic factors — there are tons and tons of studies out there that say that someone with a bachelor's degree is going to earn more over their lifetime than someone who doesn't have a bachelor's degree. But I think, more importantly, an education has its value in that we're all going to be part of a world community. Being able to think critically, being able to analyze structures and situations, being able to communicate effectively — all of those things are going to be valuable in whatever next steps a student might take. The exposure to ideas, exposure to different kinds of people — that's always going to be something that is of value.







# *BEYOND VOLUNTOURISM:* **Berkeley Carroll's New Approach to Service Learning**

by Brandon Clarke, Assistant Head for Program and Director of Global Education

Every March, Berkeley Carroll partners with the World Leadership School to run a program for Upper School students in India. Last year we tried something new. Something bold. And the result was extraordinary.





Over the last few years, Berkeley Carroll faculty and students have been wrestling with critiques of voluntourism, the popular phenomenon of well-intentioned — but inexperienced — volunteers paying for the opportunity to travel abroad. Even with thoughtful planning and execution, we felt that service projects performed by our students abroad were catalyzing hard conversations about our participation in what has been called the Savior Industrial Complex. Even the word “service” itself struck us as problematic, as it perpetuates a dynamic in which there are “servers” in the active role and, on the other side of the equation, those “being served,” rendered passive by the limitations of language. In other words, the concept of service precludes equal partnership, and the shared agency of multiple parties.

A few years ago we heard about a model developed by Dr. Paul Farmer of Partners in Health and Steve Reifenberg, Executive Director of the Kellogg Institute for International Studies at the University of Notre Dame. Accompaniment, as the model is called, had been applied to international development, but we wondered if it could be applied to Berkeley Carroll’s India program. The basic idea of accompaniment is that everyone — every person, every community — is on a journey, and when we accompany someone, it means we simply walk with our friends for a stretch of that journey. We don’t determine the route. We don’t diagnose problems, nor do we attempt to solve them. Perhaps we help our friends with a task that they’re engaged in. Or perhaps not. We listen. We learn. We build trust and friendship that can be sustained over time.

It’s easy to get wrapped up in the metaphors and philosophical ideas that come with accompaniment. What would it look like in practice? We decided to give it a shot.



## GLOBAL PROGRAMS

At BC, travel programs are part of academics, not stand-alone sightseeing trips. They require students to prepare for the program before they leave and engage in serious reflection while abroad. Throughout, students consider their own place in the world and their responsibilities for its future.

### INDIA

To prepare, students read works by Suketu and Katherine Boo, explore the South Asia collection at the Brooklyn Museum of Art and wrestle with the philosophical questions of “voluntourism.” In Mumbai, they examine the contrast between the city’s incredible wealth and technological innovation versus its tremendous poverty, and a different kind of innovation found in its famous Dharavi slum. They then live with local families in a small village in the southwestern state of Karnataka.

### TANZANIA

Students prepare by learning about the history, ecology and cultures of Tanzania, reading East African folktales and discussing different perspectives on international development. After a brief orientation near Arusha, including a hike on Mt. Kilimanjaro, they attend a local school in Karatu, working in tandem with local students on a curriculum that explores leadership, gender, opportunity and education. The entire group also goes on safari in Ngorongoro Crater.

### SPAIN

Our program in Granada, Spain focuses on learning and practicing language skills through experience. Students attend language classes at a local school, combining their lessons with cultural activities, including visits to the Alhambra and Córdoba. They also meet students at a local secondary school.

### FRANCE

The program in Cap d’Ail, France is based at a local language school between Monaco and Nice that is part of a larger complex created by artist Jean Cocteau, whose artistic influence abounds. Students attend language classes in the mornings; in the afternoons, they work on assignments that require applying their language skills while they explore the city and the rest of the region.

### ITALY

Berkeley Carroll’s newest program is offered every other year for students studying Latin language and Roman history. It focuses on the heart of the ancient Roman world, including sites in Naples, Pompeii, Herculaneum and Rome.







## PETER DAMROSCH '08 ACQUIRES CURIOSITY FOR THE WORLD AT BC

The story of how I got to Jordan starts with Jim Shapiro. Mr. Shapiro first encouraged me to travel abroad the summer after my freshman year of college. He set me up with an educational NGO in Syria that was starting the country's first high school debate program. Today, with the war in Syria, it's painful to remember how great Damascus was in 2009. In my two months there, I found incredibly inviting people, a city with wonderful life and art, and on the debate side of things, sharp educational reformers pushing a critical-thinking agenda despite a deeply repressive government.

When I returned to college, I switched my major from economics to Middle East studies, a path which took me to study in Morocco and Egypt before I moved to Jordan in 2012. And it's seemed like no matter where I go, Berkeley Carroll keeps popping up.

In Fez, Morocco, I studied Arabic at a language center where Brandon Clarke had worked while doing his field research in anthropology. In Jordan last year, I was running a debate tournament, and when I walked into the judges' lounge, there was Jonathan Greig, fellow member of the class of 2008, who was in Amman doing all kinds of amazing things with the International Office of Migration and also volunteering to judge debate tournaments on the weekends. For a small school, Berkeley Carroll punches far above its weight on the international scene, a testament to the spirit of global citizenship that the school cultivates.

I recently wrapped up my three years in Jordan. The things that I got to do there — teaching, learning Arabic, working with Iraqi and Syrian refugees, and now, developing a map of Amman's public transit system — would not have been possible without Berkeley Carroll. BC gave me a curiosity for the world and the ability to jump without having to know where I might land. Those jumps can be geographical, like moving to a new place or country, but more often they've been personal and professional leaps. The inspiration that I draw from BC classmates and the advice I continue to get from former teachers have made those leaps exciting rather than daunting, and have made me feel very fortunate to be a part of the Berkeley Carroll community.

*Peter is a visiting fellow at Harvard University's Center for Geographic Analysis.*

Last spring, after a train ride from Mumbai, our India program unfolded in Heranjal, the home community of our incredible country coordinator, Krishna Pujari. Each morning students arrived at Krishna's house from their homestays, and after some activities facilitated by the designated leaders of the day, a dance instructor from the local temple arrived to teach us the intricate steps of the Yakshagana, a centuries-old South Indian tradition that combines dance, music, and poetry to tell the stories of the great Hindu epics. There was laughter, and sometimes apprehension, but most of all an appreciation for the opportunity to learn about a revered religious tradition with deep roots in our host community. Dance practice was sometimes followed by peanut harvesting alongside our hosts, or a walk to a temple or new area of the village. In the late afternoons, after lunch with homestay families and journaling time, we would walk to the primary school to play games or meet with local leaders to hear their perspective on development in the area. But there was no clear project, no talk of "service" or self-regard for perceived help. Instead, students came to appreciate the many thoughtful leaders developing their community in surprising and effective ways.

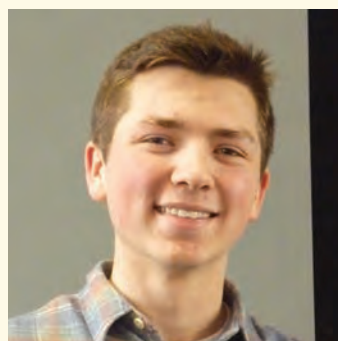
On our last night in Heranjal, Yakshagana artists from the local temple applied stylized makeup to students' faces and dressed them in elaborate layered costumes, and our students performed the Yakshagana in a show that also featured students from the primary school. More than 500 members of the community sat in plastic chairs and on the ground, or stood in the back, to watch and cheer the performances. On our way out of town the next morning, en route to the train station, a man waved down one of our rickshaws and leaned in the



driver's window. "Thank you," he said to the students sitting in back. "The Yakshagana is very important to us. Last night meant a lot to our community."

Our students didn't return home able to boast about the structure they built or the community they "helped." Instead, they returned able to reflect with depth and humility about the community they came to know and respect, about the families they connected to, and the strength of community institutions in Heranjal. They're engaging in fundraising now that we've returned, with much clearer ideas about why and for whom they're making these efforts than would have been the case before the program. Accompaniment made sense to us as an idea, but our March program showed us that it works in practice to foster in young leaders a more ethical and collaborative perspective on how to work together to solve the world's most pressing problems.

Berkeley Carroll is now working to apply accompaniment more broadly. Not only do we use the model in our abroad programs, but we've created a new position, director of community action, to help us move our service learning program in all three divisions to one that hews more closely to the spirit of accompaniment. This is yet one more way in which Berkeley Carroll is creating change and honoring the part of our mission that argues for critical, ethical and global thinking.



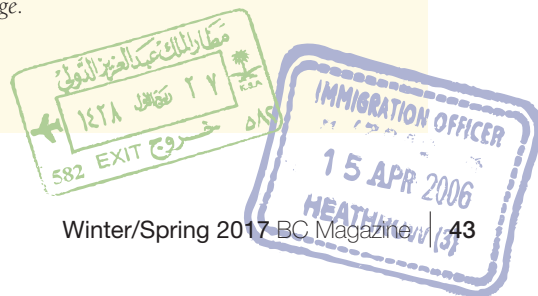
## BC INDIA PROGRAM SPARKS INTEREST IN CRITICAL THINKING AND TRAVEL FOR JACOB JUSTH '16

In the spring of my junior year I was very fortunate to be among the students accepted to Berkeley Carroll's India program. After listening to Mr. Clarke's breakdown of the packing list and speaking with friends who had gone the year before, I found myself eager to leave. I anticipated new sights, interesting people, a greater tolerance for spicy food and lastly, a service project in the community we would stay in.

However, during our first group meeting, Ms. Drezner explained that we would intentionally not be completing a service project as part of our trip. The reason for this, we learned, was that we wanted interactions with the community members to be free of the idea of western saviors. If we came to their community with the intention of, for example, building a playground, we would have been establishing a power dynamic in our relationship because we would have been assuming they needed our help. Neither the student group nor the members of the Indian community would have benefitted by our building a subpar playground. The purpose of our trip, instead, was to engage in a cultural exchange and learn from a new place filled with new people.

I firmly believe that this genuine lens was what helped make this trip so remarkable for me. For example, while in Mumbai, we traveled to Dharavi, one of the world's largest slums. Rather than just noting how different this place was compared to our home, we learned that the slum was comprised of different industries and layers of organization that keep the bustling entrepreneurial community expanding. It also taught me to look beyond the traditional labels of place, to investigate and to explore the environment and story behind every person. This is not at all to say I know the full story of India. It would be impossible to fully appreciate such an intricate and colorful nation in such a short span of time. What I can say is that this adventure, along with the lessons and reflection offered by my teachers, has made me excited for a lifetime of critical inquiry and travel.

*Jacob is a freshman at Williams College.*





# WORKING TOWARD A SUSTAINABLE FUTURE: ALUMNUS LAUNCHES CLOTHING COMPANY

by Melissa Goldin '09



He's on a mission.

**Devin Gilmartin '16** is advocating for increased sustainability in creative industries — primarily fashion — and beyond though Querencia Studio, a design firm, which he co-founded in August after graduating from Berkeley Carroll early, only eight months before.

The studio currently sells T-shirts and sweatshirts in collaboration with Recover Brands — a clothing company committed to creating environmentally friendly and socially responsible products — made from a 50-50 blend of recycled water bottles and organic cotton. Sales have been steady across seven countries on three continents — the United States, Canada, The Bahamas, the United Kingdom, China, South Africa and France — and 20% of profits go toward initiatives that support a sustainable future. Products range from \$32-77, but prices are expected to drop as the company grows.

Devin and his co-founder Tegan Maxey are also working on a high-end fashion line that will include runway-inspired pieces, such as bomber jackets, made of fully-sustainable fabrics. They plan to release a ready-to-wear collection on Earth Day in April. They believe that the company's message regarding the importance of sustainability is just as important as the clothing itself. Querencia Studio strives to work with open-minded people who are also trying to make the world a better place.

"The ultimate goal for us is to give people the realization that plastic can be of value and garbage can be of value," Devin said. "We just have to find creative ways to make it of value."

Devin has earned much recognition for his work. Most notably, he was profiled in *Crain's New York Business'* 2016 "20 Under 20" list. In September, he was one of only 100 teen influencers invited to NASA to help reshape the organization's image to appeal to younger generations. While there, he worked with NASA scientists for two intense days in Cape Canaveral, viewed a rocket launch up close and was inspired to look into whether he could work with NASA to turn defunct space suits into clothing. Devin was also selected to attend the first South by South Lawn in October, a conference at the White House for creators, innovators and organizers who work to improve the lives of people around the world.

Querencia Studio was ultimately born out of Devin's semester at the Island School, a program in Eleuthera, The Bahamas which emphasizes sustainable living in the 21st century and learning outside of the classroom, where he first thought about the connection between sustainability and fashion. Berkeley Carroll encourages interested Upper School students to spend a year or semester living and studying in alternative education environments, including The Island School.

Devin first worked with Recover, which is also The Island School's uniform provider, to create the 2020 Vision Tee. Made out of 100% recycled materials, 20% of sales go toward sustainability and environmental research at The Island School. Its release coincided with Earth Day last year and the first day the United Nation's historic Paris Agreement was open for signatures. Devin was introduced to Tegan in June after she expressed interest in this project, by Chris Maxey, the founder of The Island School and Tegan's father. They launched Querencia three months later.

After the first semester of his senior year, Devin graduated from Berkeley Carroll early so he could work as an intern at Milk Studios in New York. He has also done internships at Rochambeau, a men's fashion brand, and Next, a UK-based, fast-fashion brand à la H&M. In May, he designed T-shirts (made of 100% recycled materials) to sell at Brooklyn Dreamscape, a pop-up art installation at the Barclays Center by artist and musician Laolu Senbanjo. He is currently studying at the London College of Fashion in addition to his work with Querencia Studio and already plans to dedicate his life to sustainable fashion. Devin attributes his love of fashion to his mother, who he describes as "super well-dressed."

"Many times during advising, I found Devin lost in his thoughts on a recent collection from a famous French designer or contemplating the role music plays in selling a lifestyle to consumers," Rafael Sanchez, Devin's former advisor at BC, said. "He was such an anomaly to me because of his fearless vision of what fashion should be — an authentic form of self-expression."



Top to bottom: "Suicide Squad" star Cara Delevingne wears a Querencia Studio shirt; A Querencia Studio model shows off one of the company's sweatshirts; Devin Gilmartin '16 visits the White House in October for the first South by South Lawn conference.



# REUNION 2016

## KEYNOTE SPEECH (EXCERPT)

by Erika Drezner, Upper School English Chair and American Studies Coordinator

Reunions are very charged events for many of us because they bring together so many different people from our lives and years from our lives and aspects of ourselves together in one place. You're here in, more or less, the same place where you were as teenagers and yet you're also here as adults, maybe with people who didn't know you when you were 17, with stories to tell each other from your whole lives so far. I'm here tonight to talk about — and to ask about — some of your stories.

Coming back together shows us this rare thing we have in common, that this school belongs to all of us, and we belong here. Every single one of you in this room was, at one point, a teenager here. You share that.

Of course I'm sure it's disorienting to be back — the architecture has evolved (to get where we are now when you were a teenager you would have needed to take a jackhammer and a backhoe to the play yard), but there are parts of this place that all of us remember in similar ways.

All of us know the lovely central staircase with its wide and curving wooden bannister and its arching skylight. All of us have memories of late afternoon leaves against the windows of a second floor classroom. And for just a moment maybe we're all in a parallel universe together where every one of us is 17 again (or I guess all of the teachers here are about 25), and we're decorating bulletin boards together, or getting ready for a game in the gym, or having a fiery political discussion, or stepping out onto Lincoln Place at 4:30 in the afternoon in December and it's already almost dark, and the trees are dark and the brownstones are dark and the sky is so pale. Do you remember this?



## ALUMNI AWARD WINNERS

### LIONS AWARD

Virginia Freire '94

### YOUNG ALUMNI AWARD:

Daniel Abramson '06

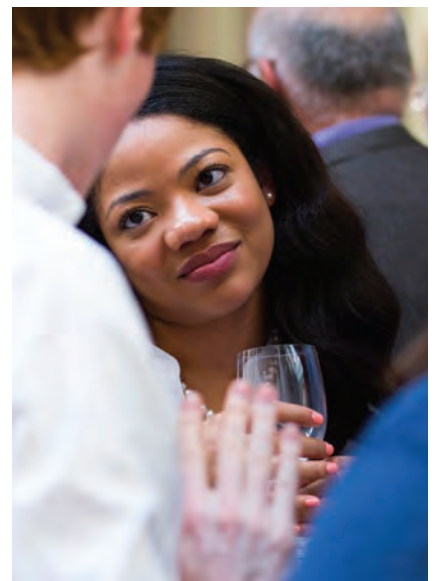
Daniel Garcia McGuire '06

James Morgano '06

Alex Paone '06









# CLASS NOTES

## 1940s

**Jane Cooke Harris '41** writes:

"Just celebrated my 92nd birthday and am still kicking!"

**Martha Davis Schroeder '47**

writes: "I'd love to hear from any members of the Class of 1947 who are still alive and sentient. My address is 5 Hickory Dr., Slingerlands, N.Y. 12159.

Life is pretty good for an old lady. I have a cottage in an independent living retirement community in the Albany, N.Y. area (where we've lived since marriage in 1951). Fred died five years ago and I miss him a lot, but I've made a good life for myself. Still fairly active physically, but no longer tempted by Adirondack high peaks, cross-country skiing, etc. My two living kids are fine, live nearby; three grown up grandsons finding their

ways in the world. In the 80s I got involved with end of life issues, death with dignity, etc. and I'm currently working hard with groups hoping to convince the NYS Legislature to pass physician aid-in-dying legislation. It's a hard sell in this state.

I remember my Berkeley years so fondly; my life would have been very different if Miss Atwood hadn't rescued me and made them possible. We started with 22, I think. How many of us are still around?"

**Jane Bennett (Willingham) Smith '47**

writes: "We still are living in our big house in small town New Hampton, NH. I occasionally hear from

**Pamela Thirkield Lavin '47**, who lives in California, and usually exchange Christmas greetings with **Jacqueline Simonson Kreider '47**, who so kindly sent me an issue she had saved of the

literary magazine I headed when I was at Berkeley, as well as copies of the *Blotter* newsletter from 1946-7. This June I enjoyed attending my 65th reunion at Wellesley College, accompanied by granddaughter Leah. The picture below was taken at the commencement of my grandson Mack from University of New Hampshire in 2015."

**Patricia Fouquet '48** writes: "My husband Stephen Hoffman and I continue to enjoy our retirement, cruising to see the part of the world we haven't seen before. One of my grandsons will graduate from MIT next year and the other hopes for early admission to Dartmouth."

**Barbara Smyth '48** writes: "Four of our five children are now retired — now that makes us feel old, for sure! Five of our young families had baby girls a year ago, and now each has had her first



▲ Jane Bennett (Willingham) Smith '47

birthday and is running around. In total, we have 11 great-grandchildren under seven years of age, with another on the way. We are blessed with this big family and enjoy visiting whenever we can. Only three live nearby so George and I still drive from Georgia to Virginia to see the others about once a year in different directions. Next June we will welcome another young man into our happy family when our youngest granddaughter, Sarah, will be married after completing graduate school at University of Michigan.

George and I live at Franke at Seaside Retirement Complex in Mt. Pleasant, SC. We participate in a variety of activities here and this year I am the chairperson of the arts and craft sale in early November. There are many artists who create beautiful artwork and cards, as well as those who knit, bake goodies and embroider. And I make American Girl doll clothes throughout the year to please many great-granddaughters of folks living here. It will be a busy day and our proceeds will help the Franke Subsidized Care program for those who have outlived their resources.”

## 1950s

**Carla L. Lerman '50** writes: “Received an A.B. from Vassar College in 1954 and an M.A. from the University of Chicago in city planning in 1956. Married Paul Lerman in 1956. Daughter Nina born in 1961, son Josh born in 1963. Two wonderful granddaughters, now 20 years old and 15 years old. I worked full time in planning and housing development until 1976. Did a lot of volunteer work in politics and community development until a mild stroke in 2010 caused some limitation in work. Continued consulting work until 2015. Now retired, living in Teaneck, NJ catching up on many years of reading. My husband and I love to travel and have taken several wonderful trips to China, East Asia, France and Italy.”

Black-and-white analog photographs taken by **Phyllis Marsteller '59** — called



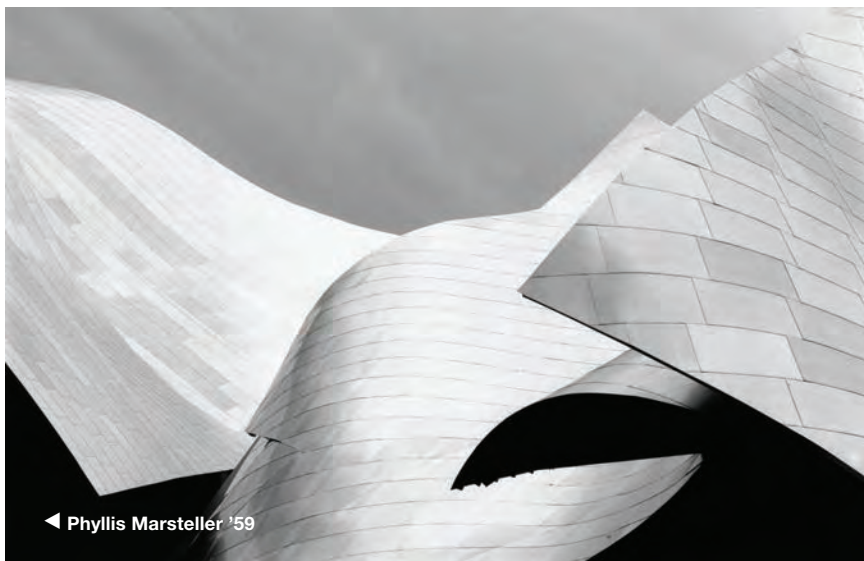
# HEY ALUMS!

Alumni reunion 2017 will be held on **May 19**.

We can't wait to see you back at Berkeley Carroll!

Learn more about other alumni events:

[berkeleycarroll.org/alumni](http://berkeleycarroll.org/alumni)



◀ Phyllis Marsteller '59





**Ben Freeman '95** writes: "Busy year for the Freeman family, as we announced the birth of our son, Pearse Freeman. The photo above is of me, Sinead Freeman (my wife), big sister Saoirse and Pearse at his christening in Ireland this summer."



► **Rebecca Naomi Jones '99**

"Gehry Forms: Details of the Fisher Center at Bard" — were exhibited at Montgomery Row in Rhinebeck, N.Y. from Aug. 5 through Sept. 30. Phyllis uses a Canon SLR, Kodak film (Tmax 100 or Tri-X), develops the film herself and uses an old Omega D2-V enlarger in her own darkroom to make prints on fiber. The image below is titled "Gehry Forms, No. 1" and was taken in 2003.

**Carol Nowak McAllister '59** writes: "There is not a whole lot to report, but I did want to leave a note to say I am still alive and kicking! I retired almost 16 months ago from nursing and am really enjoying my time at home. I stay very busy volunteering at my church, socializing with the local senior citizens and spending time with my family. My health is pretty good and I am very thankful for that. I see a couple people I graduated with on Facebook; would love to hear from others. Hope all are doing well at this point in our lives! I have such fond memories of everyone and of my years at Berkeley!"

## 1960s

**Celia Costas '68** was an executive producer on Tate Taylor's "The Girl on the Train," starring Emily Blunt. In 2015, she was an executive producer on Nancy Meyers' "The Intern," much of which was filmed in Park Slope.

**Shelley Della Rocca '68** writes: "I have been the president of the Community Mayors for the past 20 years. We are a non-political, 501(c)(3) not-for-profit organization dedicated to enhancing the lives of children with special needs. My father, Dominick, founded the organization 65 years ago. We service all five boroughs of New York and are looking for volunteers and/or members."

**Judith M. Roberts '69** writes: "My husband and I recently celebrated our 41st wedding anniversary. Ethan and I retired in January 2014 from the Department of Veterans Affairs Medical Center in Cleveland, Ohio. Our son is



**Peter Damrosch '08** visited Upper School History Chair Lorne Swarthout's Modern Middle East Class last spring to discuss his time living and working abroad in Jordan.

34 years old and lives in Brooklyn, NY. He works for Progressive Insurance as an adjuster."

## 1970s

Want to submit class notes and photos?

[www.berkeleycarroll.org/classnotes](http://www.berkeleycarroll.org/classnotes)

**Email:** [alums@berkeleycarroll.org](mailto:alums@berkeleycarroll.org)

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

## 1980s

**Susan Goldberg (Middle and Upper School English Teacher, 1982-1989)**

writes: "Reading the last *BC Magazine* reminded me that I would love to hear from my "special class," the class of 1986. Because I taught those students English and writing for three years in a row, we all became very close. However, I have lost touch with most of them and would love to reconnect. **Andrew Chernin '86** visited me in July and stayed with me for five days. He is currently living in Illinois where he has been an English teacher for more than 20

years. Actually, a lot of my former students are educators, a fact that fills me with pride. My email address is [goldbergliu@aol.com](mailto:goldbergliu@aol.com) and I would love to hear from any BC student who would like to reconnect."

## 1990s

**Sarah Margon '94** writes: "I'm still based in Washington, D.C. where I've been — shockingly — for 15 years. I've got two active and exuberant boys — Leo, 7 and Isaac, 3.5 — and work for Human Rights Watch as the Washington director — a great job that allows me to engage on smart, principled recommendations for better U.S. foreign policy while also traveling globally every few months. My husband, Sam Chaltain, and I will celebrate 13 years of marriage in June."

**Dan Hopard '98** writes: "I recently got engaged to Amanda Roxland. Our wedding is set for next May. Really excited!"

**Ryan deLorge '99** and his wife Rebecca are excited to celebrate their son Zack's second birthday in November. Ryan owns one of Brooklyn's largest dog walking companies and is proud to own a local business in the borough he loves.

Brownstone Dog Walkers is going into its sixth year of business.

**Rebecca Naomi Jones '99**, who came to fame in "American Idiot" on Broadway, starred as Marie in "Marie and Rosetta," a new play at Atlantic Theater Company, from Aug. 24 to Oct. 16. In July, Rebecca appeared in New York City Center's Encores! production of "God Bless You, Mr. Rosewater." Rebecca studied dance and performed as a vocalist in concerts and musicals during her time at BC.

**Chris Teare (Upper School Director, 1993-99)** writes: "Hello, Berkeley Carroll. First, I hope you are well. By all accounts, you have thrived. I am not sure where to start this update because I have been gone so long and so much has happened, but here goes: When I left in 1999, things first went well, then badly, in Massachusetts. A new start in the Virgin Islands in 2003 led to many happy experiences and memories. My three daughters — Julia, Isabelle and Caroline — are thriving. I am now in admissions at Drew University, having returned to where I grew up due to a combination of personal obligation and professional challenge. As I reflect on my six years



at Berkeley Carroll, I appreciate all the more Bongsoon's courage, faculty quality, collegial friendship, student ability and parental support. I apologize for the times I was too much, because sometimes I was. And I thank you for all the wonderful things you wrote in my 1999 yearbook, sentiments that still touch my heart. If I can try to do anything to help anyone connected to Berkeley Carroll, please let me know (cmteare@gmail.com)."

## 2000s

**Rosa Cohen-Cruz '03** writes: "I got married in June to Elric Kline at my family's farm in Fleetwood, PA. Many Berkeley Carroll alums attended (and were in) our wedding! Elric and I also moved back to Brooklyn from Albany, NY so I could start a new job as an immigration attorney with the Bronx Defenders."

**Alex LaRosa '04** founded her own company, The Lunch Mason, which delivers handcrafted, organic lunches in reusable mason jars to customers in New York City. She also works as a fashion designer.

**Max Hardy '08, Ali Rossiter '08, Teresa Fardella '08 and Jane Horowitz '08** supported **Anna Friemoth '08** at the opening of her first solo art show in New York, "Words for Women."

## 2010s

**Emma Goldberg Liu '10**, who earned her master of music in vocal performance at New York University last spring, presented her master's recital at BC's Marlene Clary Performance Space in April.

**Emily Moore '10**, who earned her graduate degree in social work at New York University, embarked on a nine-

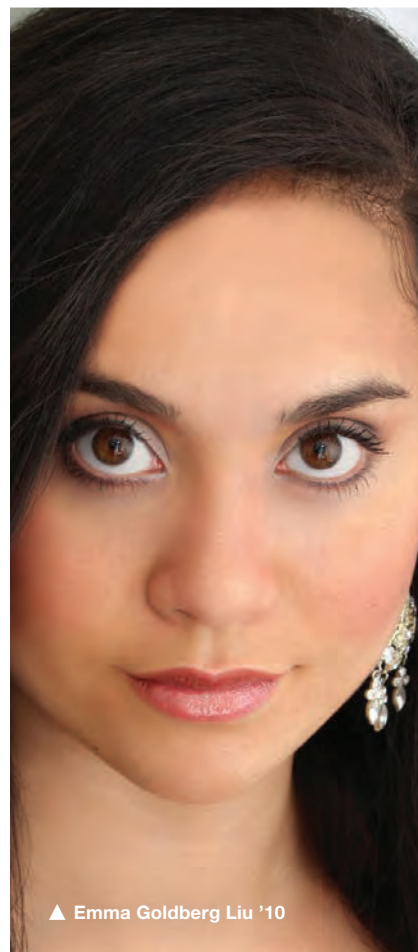
month trip around the world in September, during which she is volunteering in each country she travels to, including Vietnam, France, Rwanda and Ecuador. She is raising money to fund her trip, which will go toward travel and volunteer expenses, as well as supplies (such as T-shirts, jackets, pencils and notebooks) that are lacking in the communities she will work in. Learn more and donate at: [gofundme.com/volunteeringemily](http://gofundme.com/volunteeringemily)

**Alia Carponter-Walker '12**, who is a graduate of Skidmore College, is teaching underprivileged children in Madrid.

**Olivia Wilson '12** writes: "My documentary, "Limbo," follows the stories of several dozen West African migrants after they risk their lives to pursue a better life in Europe. Now living in a converted hotel in the rural Italian town of Monteroduni, they find themselves trapped in a web of Italian



**Rebecca Glanzer '12**, who attended Columbia University, has flown to the Negev to join the Israeli Defense Forces.



▲ **Emma Goldberg Liu '10**

bureaucracy. The documentary shines a critical light on the ongoing migration crisis and explores the way race and nationality restrict the freedom of movement around the world.

The topic is very timely and the documentary is quickly attracting attention. So far, "Limbo" has won one film festival and received recognition from five others. The film garnered praise from the United Nations, which accepted the film into its own festival. It also aired on public television on WHYY. Recently, WHYY and the United Nations Association of Greater Philadelphia partnered with Villanova University to host a panel discussion on the immigration crisis. Panelists included a former US ambassador, current members of the UN and Villanova's Dr. Maghan Keita.

Limbo is just getting started in the documentary circuit. Unfortunately, it is also short on funding. If you have a few dollars to spare, your donation could help propel this documentary and help raise awareness of this ongoing issue. Any contribution helps: [gofundme.com/limbocircuit](http://gofundme.com/limbocircuit)

**Kashaun Hicks '15 NG** was signed to the Central Connecticut men's basketball team as its first recruit in April.

**Richard Palacios '15**, a starter on Towson University's baseball team his freshman year, won the CAA Rookie of the Year award and Towson Rookie of the Year award last season. He was also picked for the all-CAA Second Team. Richard played on BC's Varsity Baseball team for four years.

## WHAT ARE YOU UP TO?

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

[www.berkeleycarroll.org/classnotes](http://www.berkeleycarroll.org/classnotes)

**Email:** [alums@berkeleycarroll.org](mailto:alums@berkeleycarroll.org)

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Brooklyn, NY 11217



◀ Max Hardy '08,  
Ali Rossiter '08,  
Teresa Fardella '08 and  
Jane Horowitz '08



◀ Richard Palacios '15



**Ian Miller '14** (left), who plays on Harvard University's Division I baseball team, and **Robb Paller '11**, who played on Columbia University's Division I team before graduating in the spring, faced off at a double header in April. Ian and Robb played baseball together throughout high school on BC's varsity team.



## IN PASSING

**Jean Chandler Miller '46**, a doting mother, grandmother and aunt who was a dedicated community volunteer, died on Dec. 12, 2015. She was 86.

The Berkeley Institute alumna graduated from Sarah Lawrence College's continuing education program in 1988. She found success investing in the stock market in addition to her other skills and hobbies — needlepoint, gardening and raising boxers.

During her time living in Darien, Conn., Jean was a member of the Darien Congregational Church where she taught Sunday school, chaired the Women's Association and Board of Deacons and headed the church's Christmas Corner. At the time of her death she was a member of Christ Church Methodist in Manhattan. She also volunteered for many organizations in Connecticut and New York, including Person-to-Person, the Community Council of Darien, The WorkPlace, New York Common Pantry and Coalition for the Homeless.

Jean was married to Lewis A. Miller for almost 66 years and had two children, two grandchildren, two nieces and three nephews.



**Jules (Judy) Boykin Simpson '36**, a loving matriarch and health care professional, died on April 2. She was 97.

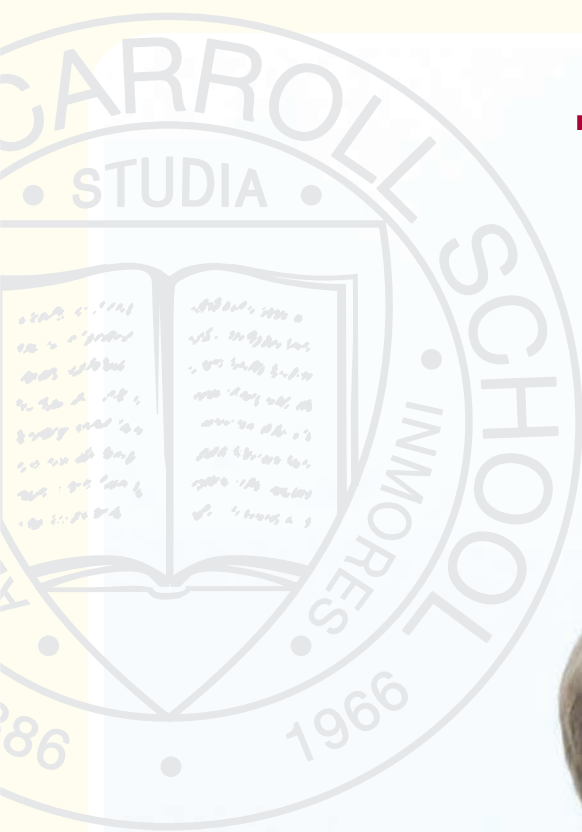
During her time at Berkeley, Jules was a yearbook editor, a member of black and gold hockey, class secretary and treasurer, played class volleyball and basketball and performed in "The Prince Who Was a Piper." She also attended Pratt Institute.

Jules' sweet nature came from her family's deep South Carolinian roots, her intelligence and wit from her New York upbringing. She moved with her parents to Berkeley, Calif. in 1937, but returned to Brooklyn to marry Arthur Lockley McEntee a year later. The pair then re-located to Glen Cove, Long Island where they had three children — Arthur John McEntee, who died of polio in 1951 at age 11, Susan Lockley Rambeau and Martha Elizabeth (Mimi) McEntee. Jules worked as an administrator at Glen Cove Community Hospital in a pioneering mammography program and at an ophthalmological practice.

When Arthur died in 1960, Judy raised her daughters as a single mother until a mutual friend introduced her to Ernest (Ernie) A. Simpson, Jr., whose first wife had died three years after Arthur. They were married at St. Paul's Episcopal Church of Glen Cove in 1965. The family (which now included Ernie's two children from his first marriage, Barbara (Bobbi) Berns and Ernest A. Simpson, III.) lived at Ernie's family home in Sea Cliff, Long Island for two years until Ernie's work brought them to Hampton, N.H. During their time in New Hampshire, Jules worked as a part-time cardiology technician at the nearby Exeter Hospital and they were active members of the Hampton Methodist Church.

Jules moved to the RiverWoods Retirement Community in Exeter upon Ernie's death in 2001, where she thrived. The staff and other residents became her second family. She was charming, sharp and witty until the very end and her 1936 Berkeley Institute yearbook always held a prominent spot on her bookshelf.

In addition to her four children, Jules is survived by her brother — William Ball Boykin — five grandchildren, 11 great-grandchildren, four nieces and nephews and dozens of grand and great-grand nieces and nephews.



# The Annual Fund

supports and enriches Berkeley Carroll.

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## ASK A STUDENT

What do you want to achieve by the end of the school year?



**Aaron Clarke '17**

"Remaining friends with the people I know and keeping these connections for life because I really care about these people."



**Mitra Minovi '24**

"I want to have a smooth transition between Lower School and Middle School."



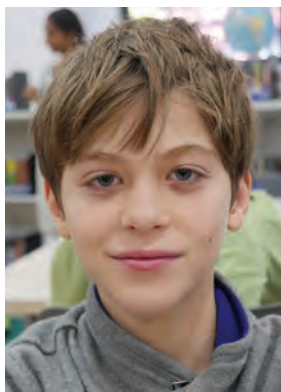
**Erica Berman '27**

"I want to work on math and get better at multiplication."



**Patrick Gamble '18**

"I want to achieve mastery of critical thinking because it will help me out in college and my life after college."



**Dexter Rosart-Marunas '23**

"I want to get a lot better at Spanish. I'm okay now, but getting better would make it easier to learn other languages."



**Kyan John '26**

"My goal is to be better at solving math problems and finding new ways to solve math problems."



**Lorelle Sang '17**

"Second semester I'm directing a play for an independent study so I'm really excited to do that."



**Joaquim Hawken '26**

"I want to learn how to spell and write better."



**Chloe-Marie Pauyo '22**

"I want to be musician of the week at least once."



**Asher Frisco '28**

"I want to get better at reading so when I see a word I automatically know it and I can know how to spell better too."



**Kirill Bektashev '20**

"I really want to start knowing myself better. I come from another country so I want to figure out something I never knew about myself in this new world."



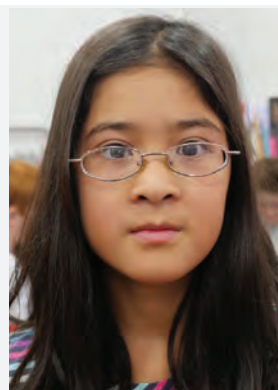
**Camille Andrew '19**

"I want to improve upon standardized test taking since I'm going to be doing it more to get into college."



**Ryan Speaker '27**

"My goal is to get better at swimming."



**Juno Chowla-Song '24**

"I want to study more. I rely on my brain for a lot of things and don't study as much as I'm supposed to. It's really hard to find that persistence."



# BC LENS

## SHUBH DEEPAWALI!

PreK students learned about Diwali with BC parent Aparna Mohan in November. Aparna read a book about the holiday and explained that three of the main highlights of Diwali involve sweets, gifts and fireworks. Students got to try a Diwali sweet, create firework art (pictured below) and were given a gift to celebrate the Hindu holiday in class.









# AS SEEN ON FACEBOOK

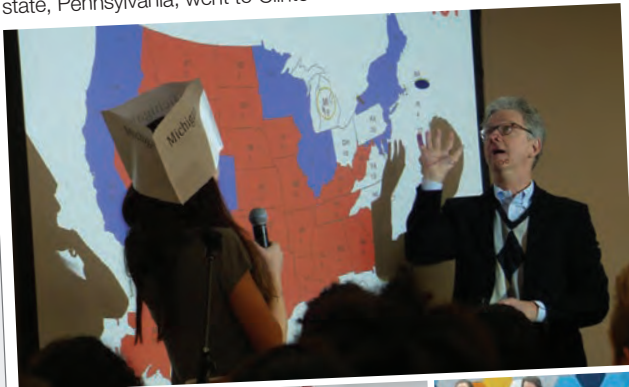


## The Berkeley Carroll School October 27, 2016

The Upper School staged a mock gathering of the Electoral College this morning to elect the 45th president of the United States.

Each advising group represented one or two states. Students learned about their states before the assembly, including information on electoral votes, recent polls and voting history.

States were called for Hillary Clinton or Donald Trump based on recent polling data — swing states were decided with a coin flip. The candidates were tied at 259 electoral votes before the last swing state, Pennsylvania, went to Clinton.



## The Berkeley Carroll School October 4, 2016

BC language teachers participated in a full day of professional development on Friday with Dr. Bonnie Adair-Hauck, a second language research professor at University of Pittsburgh.



## The Berkeley Carroll School November 3, 2016

Welcome to America! Third graders were "sworn in" as United States citizens this morning at the Lower School's annual Ellis Island immigration reenactment.

The students, who have been studying United States immigration in the early 1900s, were "checked" for illness and questioned by immigration "officers" (in Spanish) before either getting their passports stamped or being temporarily detained. Once they "entered" the country, they were required to recite the Pledge of Allegiance from memory and take a citizenship test covering American government, history and geography.

Students were encouraged to dress not only in clothes that might have been worn by European immigrants at the turn of the century, but in styles that represented their own cultural identity or immigration experience.



## The Berkeley Carroll School October 18, 2016

Middle schoolers participated in a [#RunningManChallenge](#) flash mob at Friday's morning meeting in an effort to promote a healthy, fun, collaborative, inclusive, positive, risk-taking culture.

The flash mob was inspired by R.J. Palacio's "Wonder," a young adult novel about a student's struggle to assimilate in middle school, which the students are currently studying.



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

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



# the BerkeleyCarroll School

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