

THE magazine

THE EDUCATION ISSUE

For
Berkeley Carroll
students, teachers,
and alums,
education is
a lifelong
pursuit

A

t first glance, it might seem ironic that the spring issue of *The Magazine* has focused on education. The school has been talking about education all year—aren't we due for a respite? After all, spring ushers in the end of the school year; we're one last step away from summer. Aren't we done?

Well I'm sure you know what's coming next, but no. We're never done. Education isn't seasonal, it's perennial. Education is a lifelong pursuit—it's just as appropriate to dedicate the spring issue of *The Magazine* to education as it would be the fall. Maybe even more so.

(Of course, all this begs the obvious question of isn't it silly—or, at the very least, redundant—for an educational institution to commit all this paper and ink



Jodie Corngold

to the subject of education? Upon hearing that this issue of *The Magazine* would be dedicated to education, one person [we'll, for the sake of argument, call him my husband] actually went so far as to laugh at me.)

But what the pages of this issue will reveal is not merely that the Berkeley Carroll School and its teachers value education—a given—but that its students and its alumni do as well. In these pages you'll read about students who teach, alumni who teach, and alumni who teach teachers. Each of them credits Berkeley Carroll for imparting a love of learning and instilling the desire to

share this love with others.

As Samuel Johnson said, "A desire of knowledge is the natural feeling of mankind; and every human being, whose mind is not debauched, will be willing to give all that he has, to get knowledge." Well, we certainly hope so!

Enjoy the issue.

Jodie Corngold
Editor

w a n t e d

The Berkeley Carroll Alumni Office would love a 1943 Berkeley Institute yearbook and a 1984 Berkeley Carroll yearbook. If you can spare a yearbook from either of those years, contact Holly Kempner (hkempner@berkeleycarroll.org) at 718-534-6583. Help us complete our set!

We'd also like bound copies of the *Blotter*. Contact Holly Kempner (hkempner@berkeleycarroll.org) at 718-534-6583.

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

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Publication Design

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Printing

Liverpool Litho

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THE magazine

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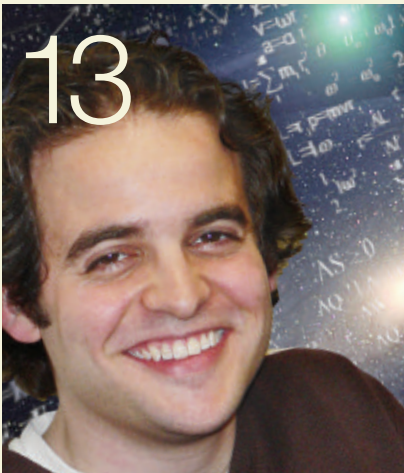
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Berkeley Carroll's impact on its students is confined neither to the classroom nor the school day

In the pages of this issue of our magazine you will read about the impact our school has on its students. While we are proud of how we have helped individuals achieve, we are intent on investing the time, energy and resources in continuing to upgrade our program. Our aim is to always be enhancing what we offer our students.

It has been interesting for me in my time at Berkeley Carroll to observe how teachers and administrators at all levels review and work at refreshing our program.



Robert Vitalo

Earlier this year a group of teachers made a presentation at the Lower School Parent Association meeting on how they have revised parts of their curriculum. Those fortunate enough to be in attendance

learned how we were bringing robotics into the science program, how the math program was being updated to reflect different learning styles, and how social studies was being revamped to illustrate the interdependence of various cultures.

The Middle School faculty has been focused on mapping its curriculum. This is a process where teachers take stock of what we teach and how we assess progress. The teachers are guided in their work by forming and asking essential questions. These open-ended questions are intended to capture the essence of a class, a subject or an activity. It is a challenging task. We

have now purchased software that will allow us to chart all that goes on in every course in the Middle School. Once loaded we will be able to access through the Internet the curriculum maps of other schools and we will be able to compare what we do with schools all over the country and learn from them.

Upper School faculty meetings have had a different structure to them

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we are eager
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The work is
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ROBERT VITALO

this year. Meetings have centered on analyzing the skills students need in the different subjects as they move from 8th grade to 9th grade. In asking these questions teachers in each department are ready to adapt their courses to meet the needs and strengths of incoming students.

Also this spring many of our teachers in the Upper School are involved in completing an audit of their Advanced Placement course for the College Board. Berkeley Carroll is very selective in what AP courses we offer; in some subjects where we feel the curriculum is suitable we offer the AP course. In other subjects we opt for courses of our own design where we feel that we can offer a richer classroom experience. Over the last several years there has been an explosion in the number of students taking AP courses and there is a concern that AP courses have lost their original intent and have become less demanding. This recent audit is an attempt to certify that the material presented at a school like ours is the caliber of a college course. The good record of our students in achieving high scores on AP tests leads us to believe that our courses make the grade.

In many ways the message we are sending through all of the activity described above is that we are not standing still, and that we are eager to improve ourselves and keep up with the times. The work is ongoing and almost constant.

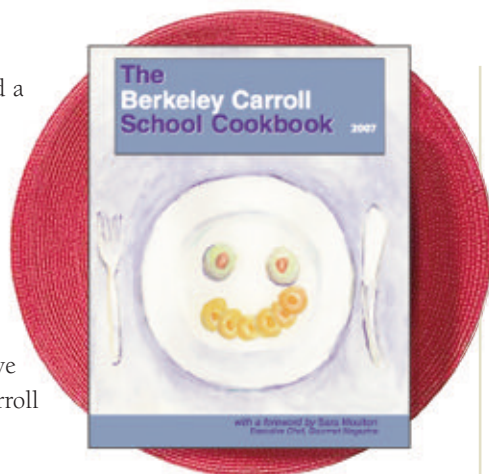
Robert D. Vitalo
Head of School



The Berkeley Carroll COOKBOOK

The Class of 2007 created a beautiful and unique cookbook made up of recipes contributed by the greater Berkeley Carroll community. Half of the profit raised from the sale of the books will enable the Class of 2007 to create a senior gift that will leave its footprint in the Berkeley Carroll School.

Copies of the cookbook are still available. To order yours today, contact 12th grade dean **Nathalie Youman** at nyouman@berkeleycarroll.org. Only \$24.95 per copy. *The Magazine* bought a copy—you should, too!



Barvaux-sur-Orthe, a small city in the Ardenne of Belgium. During their Belgium sojourn, each lived with a family, attended a local school, availed themselves of Belgium chocolate, and saw the sights, including Bruges, a beautifully preserved medieval jewel of a city, and Brussels, capital of the European Union. After Belgium they spent four days in Paris.

The 14 Upper School Spanish language students who traveled to Spain in March, along with **Rafael Moyano**, chair of the foreign language department, and Middle School English and

Bon Voyage and Adios!

Berkeley Carroll School — Sponsored Travel

After a several years' hiatus, Berkeley Carroll reinstated foreign exchange travel for its Upper School students. In March 2007, 14 French language students, accompanied by teachers **Mary Ellis**, **Dalienne Majors**, and **Jim Kent**, departed for



The students and their teachers spent the first week of the Belgium trip living with families, touring, and attending school. During the second week, the Berkeley Carroll contingent reveled in Paris.

history teacher **Rod Alonzo**, used Valencia as their home base, making day trips to Játiva, Cullera, Peñafiel, Sagunto, Madrid, and Toledo.

Shortly after they returned home, all of the Berkeley Carroll French and Spanish travelers hosted their Belgium or Spanish counterparts.

A third trip also departed in March, this one bound for Cartago, Costa Rica, along with community service coordinator and Spanish teacher **Rebeca**

Matthews and Molly O'Connor, Middle and Upper School Spanish teacher. The students spent a week providing hands-on service at a local elementary school, creating a garden in front of the school, painting the guard's

booth, and painting the dining area. Having the opportunity to help out in the dining area, library, offices, and classrooms rounded out their stay.

Over the summer, an additional group of students will travel to Honduras with Upper School English

teacher **Liz Perry** to help restore a coral reef.

With their emphasis on bridging cultural divides, language emersion, and community service, these trips are thrilling opportunities for Berkeley Carroll Upper School students.



Berkeley Carroll Art Teacher Receives Prestigious Grant

CONGRATULATIONS TO **CHARLEY FRIEDMAN**, Middle and Upper School art teacher, who recently received a significant award from the prestigious Pollock-Krasner Foundation. With its mission of providing financial assistance to visual artists, the Pollock-Krasner Foundation was established following the 1984

death of artist Lee Krasner, an abstract expressionist painter and the widow of artist Jackson Pollock. Pollock died in 1954.

Last summer, Charley created *Gross Anatomy/Anatomia Completa*, an exquisite silkscreened book featuring eight recontextualized Miro characters. One side of the

book portrays the actual paintings while the other side presents realistic handpainted anatomical studies. All systems of the gross anatomy are represented from the nervous to circulatory. More recently, Charley's work has been exhibited at PS1, Barbara Mathes Gallery, Zach Feuer Project Space, and the Frankfurt Book Fair.



(left to right) Robin Riskin, Liz Perry, and Peter Drinan

Blotter Wins Scholastic Recognition

The Upper School newspaper, *The Blotter*, won First Place recognition from the American Scholastic Press Association in their Annual Review and Contest. Points are awarded in the categories of Content Coverage, Page Design, General Plan, Art, Advertising, Illustrations, Editing, and Creativity. Out of a possible 1,000 points, *The Blotter* earned 885, including perfect scores for Editing and Creativity. Congratulations to faculty advisor Liz Perry; Peter Drinan and Robin Riskin, Co-Editors-in-Chief; and the editors and staff of *The Blotter*.

Marty Markowitz

MEETS THE First Grade

BROOKLYN BOROUGH PRESIDENT MARTY MARKOWITZ

knows a lot about Brooklyn, knowledge that was put to the test on March 20, 2007 by the 1st grade.

As part of their study of the school's home borough, Mr. Markowitz met with the entire 1st grade in order to extol the virtues of his favorite borough, prevail upon them to vote Democrat, consider the personal satisfaction inherent in serving the public, and answer their questions, a sampling of which follow:



WHAT'S YOUR FAVORITE KIND OF PIE?

>> Cheese cake

HOW MANY FISH ARE IN THE AQUARIUM?

>> I don't know, but we're working to make the Aquarium even better and competitive with other aquariums in the country.

DO YOU WANT TO BE PRESIDENT OF THE UNITED STATES?

>> Why would I want that job when I have this one? I knew from the time I was in middle school that I wanted to be a politician and from the time I was 16—when I met the Borough President—that someday I wanted to be Brooklyn Borough President.

IS YOUR JOB HARD?

>> Yes, but every job is difficult if you really care about it. The best part of my job is the people I get to meet. It never gets boring in Brooklyn!

BERKELEY CARROLL'S ADMISSIONS SEASON — Busiest Ever



Middle and Upper School Admissions Director Colm MacMahon answers questions during the fall admissions open houses.

Berkeley Carroll's admissions office has been flooded with applications this year, with the school experiencing a dramatic increase in the number of students vying for spots. Lower School applications rose nearly 50%, while Upper School applications shared in the positive atmosphere, increasing 25% from last year.

"A 50% increase in just one year is quite remarkable," said Lower School Admissions Director **Pam Cunningham**. "There has been a tremendous response to our award-winning admissions materials, and all our fall open houses were fully booked."

Schoolwide, there have been over 1,300 inquiries and 360 applications for approximately 120 openings in grades PreK-12 in September. Acceptance letters are sent out beginning February 7.

This remarkable rise in applications was due in large ►►

part to the assistance of parent volunteers, who have generously donated their time and effort to show applicants and their families the unique opportunities Berkeley Carroll has to offer.

The admissions staff is extremely

grateful to all those who have helped to make this an outstanding year for applications, particularly the Parent Ambassadors who have led tours of Berkeley Carroll's buildings for prospective students and parents.

Colm MacMahon, Middle/Upper

School Director of Admissions, summarized this year's exceptional growth: "It's been a great year full of meetings with exceptional candidates and their families, many of whom were drawn to Berkeley Carroll by the appeal of the community."

The Theatrical Season



DIRECTED BY MARLENE CLARY,

Patricia Joudry's dramatic *Teach Me How to Cry* explored the relationship of lonely Melinda Grant (played by **Bari Saltman '10**) and reckless Will Henderson (**Jack Greenleaf '10**). Their story of friendship, romance, and family parallels their school production of *Romeo and Juliet*, in which Melinda plays the lead.

Playing to standing room only crowds, the Upper School production of *Gypsy* dazzled Berkeley Carroll audiences for four evenings in March. Based on the memoirs of burlesque queen Gypsy Rose Lee, the Jule Styne/Stephen Sondheim musical really is the story of Mama Rose. **Chandler Rosenthal '10** portrayed

Gypsy cast—Michael Bruffee, Chandler Rosenthal, Aarian Marshall
Teach Me How to Cry cast—Jack Greenleaf and Bari Saltman
Peter Pan cast—August Rosenthal and Sophie Kriegel

the persuasive, pushy and sometimes playful Mama Rose, determined to make a star of daughter Baby June while plowing right over the feelings of her less talented daughter, Louise (**Aarian Marshall '08**).

Under the direction of theater teacher **Joanne Magee**, the Middle School players performed Charles Dickens's classic tale *Oliver Twist*, with 6th grade Henry O'Neil in the title role, in December and James Barrie's *Peter Pan* in April, starring **August Rosenthal '13**.

ART for the ENVIRONMENT'S SAKE

Created by Berkeley Carroll Upper School parents Gloria Caprio and Bob Guest and art teacher **David Egolf**, the new display case at 181 Lincoln Place is not only really cool looking, it makes a significant contribution to the environment. The case—intended to display art yet also a work of art itself—is both functional and edible.

Composed of Dakota Burl, a composite material created from sunflower seed husks, and painted with milk paint (a milk-based, nonchemical paint), the case is not made from wood (and therefore does not benefit from the destruction of natural forests) and is bound together with ecofriendly, water-based products—all of which are better for the environment—including soybean oil, coconut oil, palm oil, and beeswax and carnauba wax.

The display case, currently housing ceramic sculptures, made its debut at the April 21, 2007, All School Art Show.

From PreK to 12th grade, every art student in the school had a piece of art work in the All School Art Show April 21, 2007.



12th Annual Young Alumni Night

November 22, 2006

Over 100 alums from the classes of 1985-2002 turned out for the Young Alum Party for a fabulous event. More people, more good times, more conversation than at any other event

we have held. Thanks to **Matt Roff '93**, **Mike Palms**, and **Kenan Juska '95** at Southpaw, their well-known Brooklyn music venue, for making the whole party possible.



(clockwise: bottom left to right)

Greg Covey '00, Al Reyes '99 and Brian Geraghty '00

Danny Isquith '98 and Damien Wisotsky '98

Jelani Ellis '98 and Dionne Sinckler '98

Brian Ezra '99, Vanessa Grimston '97, Cary Graber '98 and Rebecca Grossman-Cohen '99

Deborah Burch Greig '99, Audrey Manning '99 and Amelia Jonakait '99

First Annual College Alum Reunion/Homecoming

December 20, 2006

More than 45 Berkeley Carroll alums in the classes of 2002-2006 came back to school for an afternoon and evening of sports and art. The day included girls' and boys' varsity basketball games against Marymount and Packer (solid wins by both teams),

a girls' swim meet against Marymount (another decisive victory), and the Artsquad's annual holiday art show which included a special showing by three alumni artists: **Brad Bongar '01**, **Austin Irving '02**, and **Laurie Lee-Georgescu '05**.



(clockwise: bottom left to right)

Laurie Lee-Georgescu '05 with Bob Weiss

Austin Irving '02

Front row, left to right: Isabelle McTwigan '06, Sadjada Wilson '08, Darnelle Point-du-Jour '06 and back row, left to right: Bryan Roberts '05, Vanessa Prescott, Alex Greenberg '08, Cherdona Chin '05

Ben Dean '06 and Len Heisler

Theater Alums Return to School: *Teach Me How to Cry*

November 18, 2006

After a 20 year hiatus the Upper School drama department again produced *Teach Me How to Cry* by Patricia Joudry. Marlene Clary, cast, and crew from the current production welcomed members of the first, 1987, production back to the Performance Space. **Amanda Hanks '88, Heather Cunningham '89, Derek George '89, Jason Hernandez-**

Rosenblatt '89, her daughter and Diana Savage Hegarty '90 all returned for the performance. **Ann Del Nunzio Pregosin '64, Lexi Pregosin '02, Ethan Clary '93, Matt Spain '90** and his wife, Deborah Tropp, and **Scott Brewster '90** also attended.



(left to right)

Heather Cunningham '89,
Marlene Clary and Derek George '89

Diana Savage Hegarty '90 and
Ian Tullis '10

Ann Del Nunzio Pregosin '64 and
her daughter, Lexi Pregosin '02



Diversity Awareness Day

February 23, 2007

Four alumni returned to school to speak on a panel about their experiences as Berkeley Carroll students for Upper School Diversity Day. **Eric Chapman '92, Allyson Cruz**

'95, Kenan Juska '95 and Jaael Cudjoe '00 talked about their experiences of being BC students who were perceived as 'different' from the mainstream. ✚



(left to right)

Kenan Juska '95, Jaael Cudjoe '00,
Eric Chapman '92

Allyson Cruz '95



Learning *and*

Where Does One Stop and the Other Begin? Berkeley Carroll's Peer Tutoring Program

Like all forays into matchmaking, Berkeley Carroll's peer-tutoring program can require a leap of faith but, according to Kristine Hartley-Maneri, Peer Tutor Coordinator, "the successes have overwhelmingly made the peer-tutoring program a rewarding and worthwhile experience for everyone."

Officially, the peer-tutoring program has been around for at least seven years, but in fact it has played an important role at Berkeley Carroll



✦ BY JODIE CORNGOLD ✦

Teaching...



Maeve Kinney, left, and Audrey Denis.

for over a decade. Its original intent was to provide additional support for students who needed organizational help. Today, middle and upper school students who need an extra boost in any academic discipline can avail themselves of this program.

The first step requires identifying the need. Some students self-identify by indicating to Kristine Hartley-Maneri that they'd like to be assigned a tutor, but teacher recommendation is the usual route. Meanwhile, Kristine maintains a list of students recommended by teachers as potential tutors. The magical part is the match. Like nearly any relationship, peer tutoring relationships are not always made in heaven, but when the two sides click, which they do the majority of the time, it's pure alchemy.

Mainly upper school students—although this year there are a handful of eighth grade tutors—peer tutors generally provide help in specific subject areas (math, foreign language, science, etc.) or they function as “study buddies” and help kids stay organized and focused on their homework. Tutors receive service credit for their work (with the exception of a few seniors who receive a stipend if they have ►►



Tutoring one-on-one helps develop skills, fosters friendships, and points some tutors toward education as a career. Shown on this page: Zora Shaw, left, and Jahneille Edwards.

already fulfilled their school-mandated community service requirements), but to consider this program as merely a means toward fulfilling these requirements is to do the program a great disservice, as is made clear by speaking to the students themselves.

Adam Coren, an 11th grade tutor, sums it up this way: peer tutoring helps you with the same skills you are teaching because you are practicing them—or, as another peer tutor, 10th grade Rebecca Ballhaus, put it, “When you explain things to somebody, you understand it better yourself.”

Experience indicates that the main beneficiary is the tutor, and the published literature on the subject bears this out. Students who serve as peer tutors find that their own skills improve as they tutor, which in turn gives their confidence levels a boost. Having the chance to put their knowledge to use and improve their communication skills paves the way for older students to be responsible, help-

ful, and caring, not to mention that working with younger students gives tutors the opportunity to relate to younger kids in a positive manner, and along the way, find themselves becoming role models.

One of the things Middle School math teacher Tom Jameson, who manages many tutoring relationships, appreciates about the program is that it enables him to work collaboratively with former students whom he recruits as tutors. Since he works with tutors whom he had previously taught, when he brings two students together, he looks for solidity of skills and someone who is a patient, articulate math student. Impressed by what he calls their “charming anxiety” (older students will often ask Tom how “their” student fared on a math test) Tom believes that the majority of tutors enjoy their work, and maybe for the same reasons that teachers feel compelled to teach: it’s satisfying and gratifying.

“

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Students who serve as peer tutors find that their own skills improve as they tutor, which in turn gives their confidence levels a boost.

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The Peer Tutoring program has benefits that extend beyond the individual students involved—it creates and fosters caring relationships across grades. With its emphasis on learning and applying strategies for studying, organizing, and planning, peer tutoring is a perfect example of life-long learning. One of the best ways to learn a subject is to teach it. If they are fully engaged, peer tutoring provides students with the opportunity to participate in and contribute to Berkeley Carroll’s learning community by helping others. ✚



Danny ISQUITH '98



Danny Isquith (Berkeley Carroll class of 1998), a Berkeley Carroll “lifer,” who entered the school in 1983 as a three year old sheepishly admits that during his time here he didn’t take this place seriously enough. “I breezed through high school,” he said, “I never broke a sweat.” So he says, but if he were *truly* asleep at the switch for four years, how was it that he was awarded the Berkeley Carroll Prize for highest honors upon graduation? And, when it comes to that, how did it happen that he ended up as an undergrad at Yale? “Well, maybe I learned more than I thought I did,” he conceded, “and I really loved the science classes I took at Berkeley Carroll,” but what literally opened up the world to Danny Isquith was the astrophysics class he took his freshman year in college. ➤

✦ BY JODIE CORNGOLD ✦

He'd always thought of himself as a math person and was someone to whom math came easily, but his true driving force was science. A math/astrophysics major, he loved his sciences classes at Yale just as he'd loved them at Berkeley Carroll. In fact, one of the constants in Danny's life has been his friendship with (then chemistry, now physics teacher) Robert Busch.

He worked like a mad man at Yale. When questioned about which New Haven pizza establishment had been his favorite, he shrugged and said, "Who had time for pizza?" But then he graduated and, as a member of the first post-9/11 graduating class, came home to a far different New York than the one he had left.

"People were cautious; no one was hiring." He spun his wheels for a year in order to pay the rent, and he kept in touch with Berkeley Carroll. Robert Busch lured him back to substitute teach a few times, giving Berkeley Carroll the opportunity to teach Danny something else important: teaching felt right to him.

In the spring of 2003 he accepted a teaching position at the Calhoun School in Manhattan for the following fall. At Calhoun it all came together for him—both Danny's parents had been teachers and Calhoun's comfortable environment reminded Danny of Berkeley Carroll. He also evoked some of his Berkeley Carroll teachers as he learned how to teach. "When Mr. Busch used his 'quiet voice' we knew it was trouble. He was far more frightening when he spoke softly than other teachers were when they raised their voices. And Mr. Trano," he said, remembering Michael Trano, his former Berkeley Carroll English teacher, "was a great role model. He was so

“

I've also learned I'm never going to be satisfied with a lesson. After each class I mentally reteach the lesson—how can I make it better, more effective, reach more kids? The goal, of course, is for the kids to learn but I'm learning right alongside them.

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Danny Isquith

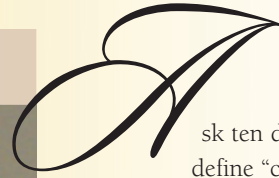
warm and accessible to us—both in and out of class. This is the type of teacher I try to be.”

As any good math teacher can tell you, in math there is only one right answer but there are many ways to arrive at that answer. In other words, teaching math can be seen as a metaphor for teaching math. “At the beginning it was baptism by fire, and I certainly made my share of mistakes, but I’m learning. And now, in addition to a full load of upper school math, I’ll be adding astronomy and physics next fall.”

Any recitation of Danny's teaching load would not be complete, however, without mentioning that he's also responsible for scheduling. “It's like a Rubik's cube,” Danny explained. “The scheduling requirements of 190 upper school kids have to be shoehorned into a schedule that accommodates far fewer. Every time you think you've solved it...” But he smiled when he said that, and it's clear that Danny Isquith loves being a teacher.

Self-discovery through teaching—perhaps it's not a novel concept to a veteran teacher, but for Danny it was an unexpected perk. “I'm a funny guy,” Danny said, “and I've learned how to use my humor to draw in the students. That's been very satisfying. Ironically, though, I've also learned I'm never going to be satisfied with a lesson. After each class I mentally reteach the lesson—how can I make it better, more effective, reach more kids? The goal, of course, is for the kids to learn but I'm learning right alongside them.” ✚

Eric CHAPMAN '92



Ask ten different people to define “confidence,” and you’ll end up with ten different definitions. Ask Eric Chapman ’92 and he would say it’s a matter of being grounded and having the skills to assess the lay of the land. Once you’ve mastered these skills, says Eric, you’ll be in the position to do good work.

A Berkeley Carroll “lifer,” Eric started in kindergarten because his parents, Horace and Maxine Chapman, were concerned about the local options in their Crown Heights neighborhood. His parents both had southern roots, and his father, originally from Greenville, South Carolina, had grown up during the Jim Crow era. He received a strong education at Berkeley Carroll but for Eric, home and the environment around home, were very different from that of Berkeley Carroll and that of most of his classmates. He learned early and successfully how to negotiate the disparate environments, for which he readily credits his parents. “When you travel back and forth between different worlds,” he said, “You have to know the rules and know how to navigate those worlds in order to be a success in each place.”

Although his life at Berkeley Carroll was not always seamless, he felt it was successful. Again, he ►►

✦ BY JODIE CORNGOLD ✦

credits his parents. “They sacrificed a great deal to put me in and keep me in private school,” he said, “daily sacrifices. I didn’t always recognize—or appreciate this—as a child, but looking back, I know my parents kept me grounded and taught me to understand that the life my family lived was just as rich as anyone else’s.”

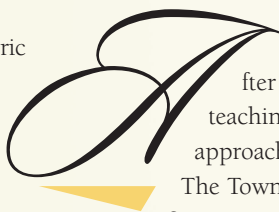
The confidence he accrued from his parents’ wisdom and from his Berkeley Carroll teachers continued to guide him even after he left Berkeley Carroll. During a 200-student freshman psychology seminar at Tufts University, Eric raised his hand, startling the professor who told him she didn’t routinely entertain questions during her lectures and he might, instead, consider saving his comments for the smaller discussion section. But Eric prevailed: his question was relevant to the current discussion, and he needed clarification then, not later. He ultimately not only had his question answered, the professor changed the way in which she conducted her courses. Eric is modest about his catalytic role. “Berkeley Carroll taught us how to talk to teachers,” he said. “When I got to college, it never occurred to me to stop doing that.”

As a social psychology major Eric spent his college years learning how people interacted individually within a larger group. After graduating, he wanted to help people interact within groups and navigate through their own spheres of influence. Eager to turn theory into practice, it seemed the place where he could make a difference might be back at school.

His first teaching job was at the Dwight-Englewood School in New Jersey where he thrived as assistant director of admissions. In addition to his admissions responsibilities, he served as adviser to a large group of students. During his five years at

Dwight-Englewood, he felt he really reached the students—those he advised as they considered coming to the school and those he advised who were there for the long haul.

Following his tenure at Dwight-Englewood, Eric entered the New York City Teaching Fellows Program in conjunction with Pace University’s School of Education, a program that enabled him to earn his teaching degree while teaching 6th grade in one of New York City’s most challenging schools, P.S. 40: The George Washington Carver School in the Bed-Stuyvesant section of Brooklyn. The Bedford-Stuyvesant community was not unlike the area of Crown Heights where he’d been raised. Wanting to share some of the strategies that had enabled him to negotiate more than one environment, Eric started a men’s club, where he served as the boys’ role model.



After obtaining his teaching degree, Eric was approached by the head of The Town School. A preK – 8 private school on

Manhattan’s Upper East Side represented a very different environment from a public school deep inside of Brooklyn, but for Eric it was less about place than the ability to do good work. When the head of The Town School shared with Eric his vision of how to change this Upper East Side institution, a vision that included the goal of recasting the student body to include 30% students of color and shaping the faculty so that it comprised 30% faculty members of color, Eric embraced the challenges.

Having served as Director of Diversity at The Town School since 2004, Eric makes a difference in chil-

dren’s lives. Under the guise of “actions speaking louder than words,” Eric serves as a role model to many by simply being present as a member of the faculty and administration at The Town School. In fact, recently, two 8th grade girls of color told him what an influence it was on them and their classmates to simply see a man of color at school every day in a suit and tie.

Confident and at ease, Eric influences lots of people. He recently returned to Berkeley Carroll to participate on an alumni panel that addressed upper school students during Diversity Awareness Day. He reminded his audience that “diversity” encompasses many ideals. As a Berkeley Carroll student, he’d had to confront the realities of being a “have not” in an environment of “haves.” He talked about his student days and the need to literally and figuratively walk between the worlds of home and school, effectively adapting to each environment. As he went back and forth to school each day, he was conscious of how Flatbush Avenue and Grand Army Plaza were a dividing line. To navigate both worlds successfully, he would have to know the unspoken rules associated with each one.

Eric has his work cut out for himself at The Town School, given its ambitious—albeit challenging, not insurmountable—diversity goals. In this position, as he helps students navigate their way from one environment to another in much the same way that he himself once navigated different worlds, he often thinks of his parents. “As an adult I understand even more so how their forethought and planning provided an investment in my future that I can never fully repay.” Or perhaps he can—by passing on his wisdom to the next generation of students, Eric can do what he’s always set out to do, good work. ✚



FOR THE LOVE OF
E D U C A T I O N

Alison FLEMINGER '92

The interface between home and school overlaps for Alison Fleminger '92. Where one stops and the other starts is not as cut and dried for her as it might be for other people. And that's a good thing. In the 1980s, as a 5th grader poised to graduate from Park Slope's public elementary school P.S. 321, she toured Berkeley Carroll and was surprised by the visceral response it elicited in her. "This looks like a house," she remembers telling her parents. "It felt like home."

And it was. "I loved that about Berkeley Carroll," she said. "That and the fact that no one seemed to leave at 3:00 pm. We stayed at school. We enjoyed hanging out with our teachers, and we wanted to invest our energies in extracurricular projects." ►►

✦ BY JODIE CORNGOLD ✦

“

I fell in love with the theater as a student at Berkeley Carroll. Through theater I was able to express my intelligence, feel valued, and be respected by my community.

”

Alison Fleminger

She has carried this feeling around with her for more than 20 years. The notion of school as a welcoming, homey place has transcended its initial purpose of helping Alison feel comfortable in a new environment. In the last few years, she has incorporated this touchstone into her life as a teaching artist.

As a graduate student at NYU, earning a master's in Educational Theater, she is focused on using theater as tool to explore social issues with diverse community groups. She embraces the title of teaching artist because she thinks it is crucial that educators and society view teaching as an art form. Her latest project is a case in point. By applying theatrical devising techniques, she is designing a professional development curriculum for young people who work in afterschool and camp programs. Alison believes that the process of creating theater can help young educators develop their own pedagogy. To further explain her work, she describes another recent project.

Last fall, Alison was commissioned by The Kitchen, a performance space in Manhattan whose board of directors is chaired by the composer Philip Glass, to create an original production. Working with a group of recently emigrated high school students attending Liberty High School in Manhattan, a school specializing in meeting the needs of English language learners, she focused on the theme of communication. The students were originally from Poland, Senegal, Ethiopia, Sierra Leone, Dominican Republic, Puerto Rico, and Mexico. The resulting project—written, performed, and incorporating original video elements—was *Speak Up! Breaking the Barriers*. “I worked with the theme of communication, challenging the young people

to blend together two media because I wanted them to experience the parallels between being an artist and being an English language learner. An artist has something to say and deeply commits to the struggle to communicate. These students understand that kind of commitment and struggle.”

With her blond hair and prominent cheekbones, Alison looks like the Meryl Streep who played opposite Woody Allen in *Manhattan*. So why has she chosen a nontraditional theater career? “I fell in love with the theater as a student at Berkeley Carroll,” she said. “Through theater I was able to express my intelligence, feel valued, and be respected by my community. I feel deeply committed to providing others with this much-needed opportunity. Theater is a powerful teaching tool, because it taps into all the ways people learn and communicate.”

Alison knows something about the different ways in which people learn because as a young student she had difficulty adapting her learning style to the way information is most often taught and assessed. This struggle has influenced her work greatly. “I know what it feels like to be labeled ‘learning disabled.’ As a child I thought it meant I was unable to learn. When I didn’t understand something I assumed it was my failing, because I was the one with a faulty brain. It never occurred to me that my teachers might be limited in their abilities to communicate content. This is why I believe that the ways in which we teach ought to be as numerous as the ways we learn. I want to use theater to challenge educators to accept and

address learning diversity, and I want to use theater as a way for students to express themselves.”

During her seven years as a Berkeley Carroll student, Alison had the opportunity to explore many different forms of expression. One of the reasons she found success as a student was because of the relationship she had with her teachers. “Our teachers viewed us holistically,” she said. “Shelly Adasko, my math teacher, came to all the theater productions. For her, I was more than a struggling math student. My Berkeley Carroll teachers took the time to know me. They respected and nurtured my interests. In large part, I was successful because I truly felt they valued my learning strengths.”

Alison’s professional success can be traced in part to her own ability to value the interests and strengths of her students. She knows what it’s like to struggle to communicate and conform. “I love teaching this population,” she said, referring to the students at Liberty High School. “I’m in awe of how hard they work in order to be understood, and I want them to know that they are being heard.”

Recently, Alison was featured on ABC News for her work with the non-profit group Artsconnection. This organization has received \$3 million dollars in federal funding to research the nature of learning through theater and its connection to language acquisition. With Artsconnection funding, Alison works with immigrant students at the Queens public school PS 20 and their teachers. As she had with the Liberty High School students, Alison employs the theater-making process to help the students and teachers communicate. She hopes the study will have a national effect on how teachers are trained and will win more funding for the arts in schools.

“

**My Berkeley
Carroll teachers
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**They respected
and nurtured
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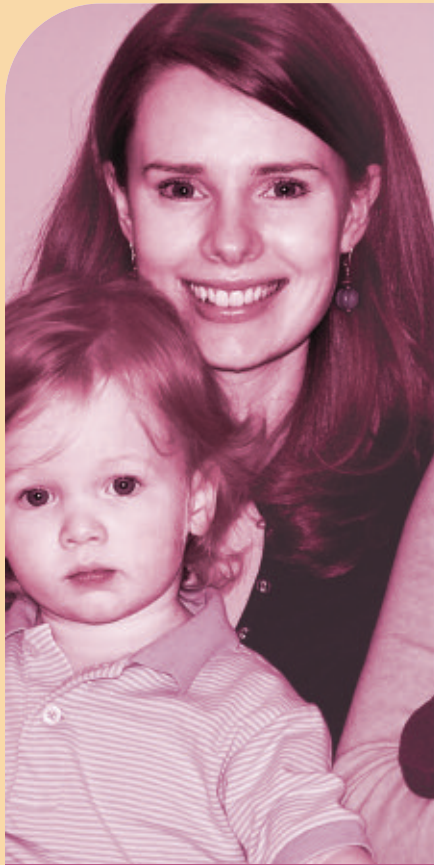
**In large part,
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”

Alison Fleminger

Alison is also the founder of NYU’s Devising Lab, a theater ensemble for theater educators. “The process we use to create theater is an intentional expression of our pedagogical principles; the thematic content of our work poses questions about teaching, learning, and ways of knowing. We believe we need to create our own theater in order to develop our teaching practice.” Alison remarked that her experiences at Berkeley Carroll gave her the motivation she needed to ask for faculty support. “When I was in high school, our teachers believed in us, and they took us seriously. We felt empowered. If we felt something needed to be done—if we wanted to start a club or address a wrong or whatever we felt needed to be focused on—there was always a teacher who would support us or help us through the process. This sense that I can achieve what I set out to achieve has stayed with me.”

Alison will graduate this spring from NYU’s Steinhardt School of Education. As she works toward graduation, she fantasizes about her ideal job—creating an afterschool youth theater and video production ensemble where all staff members are trained through the process of creating their own art. “I think theater enables us to envision and take action towards positive social change. I’m eager to use theater to build and strengthen community, and in this environment, I hope young people will find a home.” ✚



JANINE
Kenna Dozier '91



JORDAN
Kenna Smith '94



JUSTINE
Kenna Fludgate '96

the Kenna Sisters

BERKELEY CARROLL: OUR SCHOOL

OCCUPATIONS

- Janine** • Marketing Consultant
- Jordan** • Director of Marketing and Public Relations, Miami Children's Museum
- Justine** • Marketing Manager, Bank of America

FIRST JOBS

- Janine** • Analyst at Merrill Lynch
- Jordan** • Same thing as Janine
- Justine** • Marketing manager at a dot com

CHILDHOOD AMBITIONS

- Janine** • U.S. Senator
- Jordan** • Obstetrician
- Justine** • TV news anchor

MOST DESERVED GRADE

- Janine** • AP U.S. History
- Jordan** • AP U.S. History
- Justine** • Any history grade

FAVORITE SUBJECT

- Janine** • Calculus with Ms. Adasko/French with Ms. Ellis
- Jordan** • AP U.S. History with Mr. Pollock
- Justine** • Economics with Mr. Swarthout

SENIOR YEAR HANGOUT

- Janine** • Purity Diner
- Jordan** • Front steps
- Justine** • Commons

GREATEST CHALLENGE AS A STUDENT

- Janine** • Biology lab
- Jordan** • Speaking French with a decent accent
- Justine** • Any math class

PROUDEST MOMENT AT SCHOOL

- Janine** • Being class speaker
- Jordan** • Elected president of the Student Council
- Justine** • Getting into Brown

BIGGEST SURPRISE IN COLLEGE

- Janine** • Learning that my fellow freshmen couldn't write a paper
- Jordan** • Discovering that not everyone had been prepared for college as I had been
- Justine** • How easy it was to integrate into a freshman class of 1,500 after graduating from a high school with 30 students in my class

REASON FOR SUPPORTING THE BC ANNUAL FUND

- Janine** • The creative thinking skills I learned at Berkeley Carroll helped me find success in college and in my career
- Jordan** • Kindergarten to 12th grade—that's a lot of memories. I couldn't not support Berkeley Carroll.
- Justine** • Berkeley Carroll made me who I am today. It was my family.




Maxine
MEYER
GREENE '34

the Philosopher Queen of

✦ BY JODIE CORNGOLD ✦

FOR THE LOVE OF EDUCATION

erkeley Institute alumna class of 1934, Maxine Greene is the William F. Russell Professor (Emeritus) in the Foundations of Education at Columbia University's Teachers College, where she has taught since 1965. She is recognized in the fields of philosophy and education, social theory, and the arts and aesthetics. Prior to her appointment at Teachers College, she taught at Brooklyn College, New York University, and, dating back to 1956, Montclair State College in New Jersey. What this means on a practical level is that in the more than 50 years that she has been teaching, Maxine Greene has instructed thousands and thousands of teachers in their quest to become educators.

Her influence doesn't stop there. Since 1976, she has been the "philosopher in residence" at the Lincoln Center Institute for the Arts in Education and the director of the Teachers College-Lincoln Center Project in the Arts and Humanities. She has written six books, lectured all over the country, and served in an executive capacity in the top associations in her field, including as the first woman president of the American Educational Research Association.

She is also a dot org. The Maxine

Greene Foundation (www.maxine-greene.org) awards significant grants to educators committed to social action and the arts and is concerned with supporting the creation and informed appreciation of works that embody fresh social visions that move people to perceive alternative possibilities for the making of humane communities. A mouthful for some, so Maxine explains it this way, "Social imagination enables people to imagine things as if they could be otherwise."

In order to imagine Maxine Greene

(nee Meyer) herself "otherwise," one need only to refer to the 1934 yearbook of the Berkeley Institute. Maxine Meyer was only one of three members of the coveted Cum Laude Society, won the English department prize, served as editor-in-chief of the yearbook, and served as secretary-treasurer of her class, among other accomplishments. Next to her photo it says, "Prominence and popularity are combined in Maxine's standing in the Senior Class. Her extraordinary ability as a student has brought her distinction; but because of her outstandingly fine traits of character, especially her generosity and conscientiousness, she will always be loved by her friends and admired by her associates."

Recently, when reminded of this overly aggrandized sentiment, Maxine Greene laughed and said, "Don't forget I was editor-in-chief. I wrote that myself." She also said, somewhat knowingly, "people have all sorts of ways of inventing themselves."

She began Berkeley Institute in 1922 as a kindergartner, growing up in what she called a "big, show-off" house at the intersection of nearby Underhill Avenue and Eastern Parkway. Perhaps the only one of her peers already reading at that age, she remembers being delivered to then Headmistress Ina Clayton Atwood in order to read for her. Shaking her head at the 85-year-old memory, she recalled Miss Atwood as a "terrifying presence."

Her life in Brooklyn during the tumultuous decades of the 20's and the 30's was almost as chaotic as the era itself. Her father's fortunes rose and fell during the Depression. Tragically, unable to keep pace, he ultimately killed himself. The Meyers made it through that time with the help of an uncle, a "black sheep" ►►

Aesthetic Education

who made a living as a bookie and probably other questionable activities as well, who loaned them \$25,000, a veritable fortune at a time when a pair of shoes cost two or three dollars, a new car cost less than \$500, and Berkeley Institute tuition less than \$800.

Maxine remembers Berkeley as a very traditional school. Students today still read Hamlet, but back then the English classes diagrammed it. “The school had a very disciplined approach,” she remembers, “which ultimately helped me become a disciplined person. Philosophically, though, I don’t approve of this form of teaching and have never employed the technique myself.”

Called the “philosopher queen of aesthetic education” Maxine long ago developed her own personal philosophy of teaching that developed, in part, from her original desire to study philosophy in graduate school. By the time she was ready to go to graduate school, she had already married her first husband and had a child (a daughter, who later died). She wrote to several graduate schools saying, “I would like to attend your program but I can only be in class from 10 to 2.” Despite, or perhaps because of, this unorthodox admissions proposal, she was accepted by NYU to study the philosophy of education. This gave rise to her career in aesthetic education, which can be best summed up as interdisciplinary education that relies on teaching children through art media.

She joined the faculty of Teachers College in 1965, and has created concentric circles of influence ever since. She has not only taught generations of aspiring teachers, many of those teachers taught the next generation of graduate students. Bringing the concentric circles full circle, Maxine taught sever-

al Berkeley Carroll teachers and her protégées have taught several more. Former Berkeley Carroll head of school Bongsoon Zubay said, “Following the merger of the Berkeley Institute and the Carroll Street School, I was so pleased to learn that Maxine Green was a graduate of the Berkeley Institute.” Head of School Bob Vitalo attended several of her lectures as did Helen Halverson, head of the Berkeley Carroll Childcare Center, who said, “Her tremendous wit, humor, and intellect were always present.”

Her wit, humor, and intellect come through in the blurbs she wrote for the 1934 year book. Describing a classmate named Elizabeth, Maxine wrote, “Excitable, peppy and good fun...who could blame Wally?” She gives the reader no clue as to who Wally was (or what he and Elizabeth may have done!), and more than 70 years later the reader still wonders. Of another classmate, Maxine published, “she has a strange enthusiasm for pacifism. She has a great talent for blushing, and she will, in all probability, marry a minister.” Another classmate was celebrated as a “blunt and capable person whose hobby is eating life-savers.”

Maxine was named “Best Student” for the class of 1934 along with “Most Literary.” Hence it is probably not surprising that when she looks back on her days at the Berkeley Institute she still remembers the indignity of being denied valedictorian because she was Jewish. Her recollections of Berkeley also include a conversation with headmistress Ina Clayton Atwood who told Maxine it was a shame Maxine was Jewish because otherwise Miss Atwood could have gotten her a scholarship to Mt. Holyoke.

The bulk of her memories are not bitter. Recalling graduation, she said, “We wore white dresses and carried flowers given to use by younger girls.”

During the school year, the girls played basketball and hockey in Prospect Park (“we wore horrible bloomers”). She also recalled that she and her classmates were also occasionally very bad, such as when they knocked over a water fountain and unscrewed all the light bulbs in an nearby subway station. Paging through a copy of her yearbook, she recalled most of her classmates, commenting about which one ran around with boys and which one smoked cigarettes.

Nearly 75 years later, the traditional education Maxine received at Berkeley is still an influence. A few times a year, she conducts “salons”—book discussion groups—she holds in her upper East side apartment, with its vast living room overlooking Central Park. At a recent discussion where Maxine Greene devotees gathered to discuss EM Forrester’s *Passage to India*, Maxine’s comments, which were also streamed onto the internet, included “When we read a novel like this, which for many of us is so alien, I think it’s interesting to look at how we look at literature, to look at how we look at fiction. It’s like a joint play: the writer, the reader, and the text come together, and in coming together, a work of art emerges. By itself, it’s simply words on a page. Together, it’s an interaction.”

For some, an education might be merely the compilation of books read and facts learned. But for Maxine Meyer Greene, her Berkeley education and the education she has helped impart on generations of teachers and students, it’s a joint play: the teacher and the subject matter come together, and in coming together, a work of art—a student who knows how to think—emerges. For countless students, this emergence is due, in no small part, to Maxine Greene. ✚

1930s»

■ **Vivian Stewart Carey '33** wrote to say, "I am engaging life in Florida at the Bay Village Sarasota Retirement Home." We called her and Vivian told us that though she now uses a walker due to a back injury a few years ago, she remains active playing bridge and driving around her neighborhood. Her grandchildren, **Parker and Liana Van Nostrand**, both attend Berkeley Carroll. Parker is in the 8th grade and Liana is in the 3rd grade.

■ **Christine Foss Brooks '36** is one of several Berkeley alumnae who live just a few minutes from one another on Cape Cod, Massachusetts, and this past summer we had a chance to visit. Christine and her husband, Gordon, live a 'quiet life' in the home that they have occupied since moving to the Cape in 1956. Christine and Gordon gave up their business of producing hand-made, silk screened cards a while back, but Gordon continues to sell his watercolors.

Christine remembered that while at Berkeley she and a group of her classmates would get together after school to improvise dialogue and create informal theatrical 'revues' that they would then present to their parents. All the girls, though, had to leave for home by 4:30 pm.

■ When we met **Marilyn Sugden Sturgis '39** at her home on Cape Cod over the summer she had just finished hosting a pool party for one of her grandchildren—she



Marilyn Sugden Sturgis '39

has seven. They, along with her three children, keep her busy as do her travels. Marilyn went to Alaska in early summer 2006. One of her granddaughters was a member of the 2006 US Olympic Women's Ice Hockey Team at the Turin, Italy games, and Marilyn was able to attend. Fond memories of Berkeley permeated the conversation, and Marilyn—who spent 13 years at the school—remembered her Berkeley days as if she had just graduated.

■ **Louise Valentine Pattison '40** was a Berkeley Institute legacy: she was related to David Boody, one of the school's founders, and the daughter and niece of two alumna as well (mother, **Margery Boody Valentine '16** and aunt, **Virginia Boody Scudder '22**).



Louise and her husband Lee Pattison

Louise's childhood home was located near 8th Avenue and Union Street, a quick walk to school and to all her friends' homes, where she would go each day after school. The girls would roller skate or even sled on the street. Sometimes while skating, the girls would hitch a ride on horse-drawn milk carts. She still keeps in touch with **Elizabeth 'Betty' Catlin Whitehouse '40** on a regular basis. Berkeley was her 'whole world' and Louise recalled with fondness her history teacher, Miss

Cochran and Miss Bell, her Latin teacher. Social events moved back and forth between Brooklyn Heights, and the Packer Institute girls, and Park Slope, though the neighborhoods were all 'Brooklyn' then.

As a student, Louise bought a \$3.00 lunch card that would last several weeks: 7¢ purchased a lettuce sandwich (with Thousand Island dressing), and 10¢ bought a bottle of milk. The girls played a three court basketball with six person teams—two forwards, two middle court, two rear court—and the girls had to stay within their own courts. Best of all, they played in a space, now the area near the cafeteria, where floor to ceiling pillars lined the court.



Elizabeth Catlin Whitehouse '40 and Barbara Thompson Simpson '46

1940s»

■ **Elizabeth "Betty" Catlin Whitehouse '40** and **Barbara Thompson Simpson '46** met **Holly Kempner** and **Jaanel Cudjoe '00** for lunch this past October at Captain Bill's in Bayshore, New York. Betty, Barbara and Jaanel swapped Berkeley stories and memories, and we realized that the values that made a Berkeley education a standout for Barbara and Betty still exist today. It was a lovely afternoon!

(classnotes)



■ **Ann Coffeen Turner '48** wrote, "I tutor dyslexics and late-bloomers in a 'hyphenated' school (the Gill St. Bernard's School in New Jersey) that is similar to Berkeley Carroll but with a country campus. I have been there since 1978, and I'm still full-time. There are three of us 'old birds' on the faculty, but most of the teachers are younger. **Sue Ely** and **Ed Martin**—former and current Berkeley Carroll faculty—used to teach there. I have a web site, www.homestead.com/trainingwheels, devoted to materials I have developed for my work. My husband, Harvey, and I are the better-late-than-never grandparents of two Vietnamese children, one of whom arrived from Vietnam in 2006 at the age of three and a half. My busman's holiday is being tutor advisor and fellow tutor in a volunteer Saturday program for inner-city kids. I'm still in touch with two classmates, and I would love to hear from my classmates. I can be reached either via phone, 973-543-6782 or email, harann52@yahoo.com."

■ **Susan Siris Wexler '46** now attends classes at Harvard's Institute for Learning in Retirement (ILR), which required an application and interview by the ILR peer review committee and the Dean of Continuing Education. She is delighted to be part of the program and has made new friends, and she hopes to teach an art connoisseur course there in the near future. Susan continues

to do her artwork and is having a great retirement.

■ We spent a wonderful, late fall day with **Gloria Dillon Burdge '48** at her home in Southampton, New York. Gloria has led a busy and full life since leaving Berkeley. The former chairwoman of The New York Choral Society, a volunteer chorus of 180 singers known for the quality of its performances, its

diverse repertoire, and international performances, Gloria is an accomplished vocalist and lyric soprano. She was one of the 32 members chosen to sing with Aretha Franklin when the Choral Society performed as part of the Grammy Awards. After having moved 12 times, Gloria and her husband, Richard, are able to enjoy retirement in their home in Southampton where they have lived for 18 years. They have four sons and nine grandchildren, some of whom live close-by.

■ We had the opportunity to visit with **Marion "Tut" Tuttle Thomas '48** at her Setauket, New York home. Over tea and strudel Marion talked with fondness about her days at Berkeley, her lifelong friends that she made at school and with whom she remains in contact, and her current life with children, grandchildren and her dog, Lindy (whose birthday was celebrated on the day of our visit). Marion sends these words: "Tut still mourns the loss of her husband to lung cancer in 2004. However, she is thankful for her loving family of three stepchildren and four grandsons and for the affection of friends, especially **Patricia Root Fouquet '48** who faithfully telephones each Sunday! She still enjoys reading and theater. Some things never change!"

■ **Joanne Nagel Wright '48** is now living in California. She has wonderful memories of Berkeley and appreciates the great start in life that the school gave her. In fact, Joanne mentioned that the

school opened doors for her. She remembers Mlle. Palisse with special fondness.

■ During our fall 2006 alumni phonathon, **Sally Williams Odell '49** told us that she attended Berkeley for the 7th, 8th and 9th grades. Her mother, **Frances Duesenberry '23**, also attended Berkeley and graduated in 1923. Sally is the proud owner of a 1913 Berkeley Institute yearbook.

■ **Marjorie DeWitt Robertson '49** enjoyed talking old times with **Ann Mackey Peters '50** during the 2006 fall alumni phonathon. Marjorie recalled that despite leaving Berkeley for the 9th, 10th and 11th grades, she was warmly welcomed back for her senior year by Mrs. Helen Mason. Marjorie now lives in Alexandria, Virginia.

1950s»

■ **Sue Mirkin Gray '50** told us that she continues to have fond memories of Berkeley. She now lives in Sante Fe, New Mexico, and enjoys painting. Her mother is 102 and still lives alone in Manhattan.

■ **Norma Gatje Smith '50** sent us this note: "I will have a show of my patchwork collages and calico-covered doll-houses at the Maud Preston Palenske Memorial Library in St. Joseph, Michigan in June 2007." Norma buys used doll houses and furnishes the rooms with handmade or purchased furniture. She then wallpapers the interior walls with calico and other accents. Exterior walls are

also covered with calico and patchwork designs. She lives in St. Joseph.

■ **Elizabeth Root '51** would love to hear news from classes of '50 and '51. She can be reached via email at eroot@ix.netcom.com.

■ **Mary Watson Lundeen '55** proudly announces the birth of her first grandchild, Britta Lauren, who was born on December 3, 2006 to her son, Eric, and daughter-in-law, Karen.

■ **Nancy Baier Alexanderson NG '57** left Berkeley after the 8th grade when her family moved out of Brooklyn. Nancy visited BC a few years back with her daughter and happily noted how good the 'old' neighborhood looks and how much she remembers.

■ **Georgina Johnson Anderson '58** writes: "After two years at Cornell and another two years at Stanford, where I got my master's in education, I taught German and French for five years. At the same time I received a scholarship from the German government to study in Stuttgart, Germany. At age 38 I went back to school at San Diego State for my MBA which gave me the credentials for a career in business. I worked for the Engineering Systems Division at Xerox for 20 years and then as a district sales manager in the southwest. After Xerox, I moved to Kodak for three years, marketing large format color plotters. I retired about four years ago which was not my preference, but the high tech companies I worked for downsized. Even

though I am officially retired—Social Security, pensions, etc.—I work at a local Chico's selling women's clothes. I met Larry, my husband of almost 47 years, when he was my TA at Cornell where he got his PhD in chemistry, and we have three grown sons. John, our oldest son, flies for the United Parcel Service, was the pilot for Air Force Two for four years and now lives in Louisville, Kentucky, with his wife and eight-year-old daughter. Matt, our middle son, teaches physics at San Diego State and has two daughters. Luke, our youngest, who is a computer animator working for Sony in Seattle, also has an eight-year-old daughter. My sister, **Trish Johnson '61**, and I travel once or twice a year together, and we hope our next trip is to Italy. I would love to hear from classmates at ginaner@pacbell.net."

■ **Linda Siegel Anstendig '58** sends this news: "I've only kept up with Berkeley intermittently but certainly am feeling lots of nostalgia as the years pile up. I loved receiving news from other classmates but have been so busy lately that I haven't been able to respond. At any rate here is a bit of my news. My family consists of husband, Howard, who is about to retire from his orthodontic practice; son, Mark, a TV producer living in New Jersey, who is married and has a new baby boy, and daughter, Karin, a psychologist who lives in Maryland with her two adorable children, four-year-old Samantha and Bennett, who is three.

Although I'm a doting grandmother, I'm also still very much involved in my career. After getting my MAT at Harvard and working as a high school English teacher, reading specialist, and part-time ESL teacher, I started a second career when my kids got old enough. I went back for my doctorate at Columbia Teachers College and in 1989 became an English professor and director of writing at Pace University. As of this academic year, I'm serving as an Associate Dean for the humanities, but see this as a temporary position. We have lived in Westchester for the past 36 years, though we love to take advantage of NYC cultural activities, and we also spend lots of time in Quechee, Vermont. We enjoy traveling and hope to do more in the future. In January 2007 we went to Panama on an eco-tourism trip. I look forward to hearing more from other members of our small class and perhaps getting together at a reunion, one of these years."

■ **Susan-Jane Perlman Berson '58** thanks **Marjorie Schiff Jasper '58** for collecting news from the class of 1958. "I enjoyed hearing the news from everyone. I remember back in our sophomore and junior years that **Gail Coates '58** and I would be upstairs talking in her room at home while her brother, Robbie, and his lunatic friends would run around downstairs. As it turns out, my dear husband, Fred Berson, was one of those 'lunatics'! He is four and a half years younger than I, and we never met on the occasions when we were both at

the Coates' home. Regarding Gail, she fell asleep with a lit cigarette and died from the resulting fire back in the 1970s. Her parents still live in Brooklyn. Fred and I have twin girls, Allie who married last December and lives in Toledo, Ohio, and Kelly, who like her mom didn't enjoy college and now manages Romano Macaroni Grill in Atlanta, Georgia. I have a wonderful stepson from Fred's first marriage, and he and his wife will have their first child in December 2006—our first grandchild! Fred and I are moving to Atlanta in the next six months. By the way, I was a late bloomer. I didn't marry until I was 35 and the twins were born when I was 37. Hope all my classmates are well and happy."

■ **Marcia Gottlieb Charpentier '58** got in touch with BC when she began searching for her classmates. She is now retired, hence more time to do internet research. She owned a real estate office and put her interest in math to good use as a bookkeeper. She would love to get in touch with alumnae from the class of 1958 and asks that you send a message to Holly Kempner, Director of Alumni Relations at hkempner@berkeleycarroll.org or 718-534-6583. Holly will then contact Marcia.

■ **Cynthia De Heyman Spry '58** tells us: "I notice there are a lot of us, the class of 1958, in New York City. Could it be possible for a reunion one of these days? I am still working but seriously considering retirement in 2007. After 12 years of teaching I became a nurse where I spent much of

■ **Marjorie Schiff Jasper '58**, class agent, has been collecting notes from her classmates, many of whom have not been in touch for years. Marjorie tells us, "I graduated from Elmira College and attended Bank Street College of Education. After Bank Street I taught public school in Brooklyn and now live in Allentown, Pennsylvania. I have three daughters, Sherri, Suzanne and Tobi. Sherri lives in the Poconos in Pennsylvania with her significant other who has two daughters and a granddaughter (I guess that makes me a step great-grandmother!). Suzanne and Tobi both live in southern Florida. Tobi lives with her husband and two children. For 15 years I owned my own business, a party goods and gift shop, and now I work for the Hartford Insurance Company in their AARP homeowners, automobile, and umbrella division. I have been blessed with a wonderful husband, Baron, who continues to work as a CPA. Outside of work, I have bred poodles and done lots of organizational work. Baron and I love to travel alone and with our children."



my career in the operating room. For the past 12 years I have worked for Johnson & Johnson. I am an international clinical consultant and spend about 65% of my time on the road with much of it spent in the Far East. I educate others about techniques to prevent surgical site infection. I work from home in New York City but do get into the office in Southern California at least once a month. I have two daughters. One lives in Australia with

her three children—who call me "Grammy"—and her husband. They have lived there for 16 years. My other daughter is a deep sea diver living in Vanuatu, an island country in the South Pacific most famous for a Survivor episode. I miss my children terribly but am thankful that their lives are full and exciting. I have been divorced forever and have spent the last 35 years sharing my life with Lou. All in all, life is good. I look forward to getting in

touch with more of our classmates."

■ **Maureen Cochrane Zerilli '58** writes: "I have moved several times in the past few years but am now in Mill Neck, New York. I cannot believe that Berkeley was so long ago. I still have fond memories of our years there although I have had no contact with anyone for years! I am working full time as a nephrology nurse at Winthrop University Hospital in Mineola, New York. I have five children and ten grandchildren who are all under ten years of age. Holidays are really fun, and we have been blessed. My husband, Frank, and I have been married 42 years and are graying together. I am well."

■ **Joan Mahon Zonfa '58** tells us "I was a stay-at-home mom. I have been widowed for 18 years and now live near my daughter in Massachusetts. My other daughter lives in New Jersey. I enjoy my grandkids, my volunteer work at the senior center and church, and my trips with the center. I like to travel and would love to hear from my classmates either by phone at 978-681-7863 or email, jnz38@webtv.net."

1960s »

■ **Lynda Rodolitz '60** got in touch via email with this news: "I lived in New Mexico for several years and am now recently returned to New York City. In New Mexico I had the joy of looking out at pristine snow banks glistening in the sun.

In NYC, I don't mind the damp and cold winters but do hate the sheer filth of the slush. But, as I tell my sympathetic New Mexico friends, you don't come here for the weather or the scenery. I came back to return to work in the theater after a long hiatus. Please send my regards to all my classmates."

■ **Ilene Dorfman Giaquinta '63** "I would love to get together with my former classmates! We have been away from Berkeley for almost 45 years. Good or bad memories, it would be fun to reminisce and to catch up. I am living in New York City. Please call me at 212-355-0223."

■ **Bob Jabara NG '67** lives in Allentown, Pennsylvania and during a fall 2006 visit to Brooklyn, he stopped by to visit his old school. He attended Berkeley for one year, 1957-1958, before heading off to Poly Prep as did most of the boys, but retains fond and positive memories. His aunt, **Carole Merhige Jabara '56**, is a graduate of Berkeley. We toured the 181 Lincoln Place building where Bob attended school so he could see the how much of the original building remains and how it has been updated. Reading **Matt Shulman's NG '58** fond note about his teacher, Miss Gleig, Bob remembered her enthusiasm and the life-long effect that a good teacher has on her pupils. Bob would love to hear from his former classmates and can be reached at train52@erols.com.

■ **Wanda Tyler Costello '69** enjoyed receiving the Berkeley

■ **Jean Martinson Davio '61**

wrote, "Eight Berkeley girls met in Stowe, Vermont, at the home of **Bunny Wagener Libby**, for a week-long Red Hat Party in celebration of the 45th anniversary of our graduation. The members of the class of '61 came from Florida, Georgia, Virginia, Pennsylvania, New York and Vermont and included **Carol Atiyeh, Claire Ghattas Pitzer, Genevieve Twohig Hamway, Carole Swan Forster, Nancy Winkler Naftulin, Gwen Skelton, Jean Martinson Davio**, and our hostess, Bunny Wagener Libby. The first of our occasional reunions occurred 32 years after we left Berkeley with a week-long 50th birthday party at Bunny's in Stowe. Although most of us had not seen each other since graduation, it seemed like only yesterday that we were all students at Berkeley! In 1998 in honor of our 55th birthdays, we held our second reunion at Claire's summer cottage in North Carolina. We had so much fun and so much reminiscing and catching up to do that we decided we had to meet more often than every five years. In 1991, we gathered for our 40th Berkeley reunion at Berkeley Carroll. Oh, the smiles on our faces as we walked through 181 Lincoln Place; it brought back so many memories! Our 60th birthday party was in 2003, and our most recent gathering was for our 45th anniversary in August 2006. We have a total of 12 children and 13 grandchildren, three of us are retired, two



have recently moved, two have had job changes in the last two to three years, two are recently widowed, and one of us is conquering serious illness. Most of us wear glasses at least some of the time, we enjoy traveling and a variety of hobbies, and we all enjoy our time together! We are already looking forward to our 50th reunion in Brooklyn in 2011. Ivan (remember our mascot?) will be there and we hope all classmates will be, too. I would love to hear from classmates. Please get in touch with me at jdavio@twcny.rr.com."

1 1993 — Celebrating our 50th birthdays at Bunny's in Stowe, Vermont. Pictured from left to right: Jean Martinson Davio, Genevieve Twohig Hamway, Trish Johnson, Carol Atiyeh, Nancy Winkler Naftulin, Bunny Wagener Libby, Claire Ghattas Pitzer.

2 1998 — Our 55th birthday gathering at Claire's summer home in North Carolina. Pictured from left to right: Nancy Winkler Naftulin, Claire Ghattas Pitzer, Bunny Wagener Libby, Carol Atiyeh.

3 2001 — At the Montauk Club in Brooklyn for our 40th reunion. Kneeling left to right: Jean Martinson Davio, Claire Ghattas Pitzer. Standing left to right: Carol Atiyeh, Linda Schnierer Sherman, Nancy Winkler Naftulin, Bunny Wagener Libby, Madeline Leonard, Genevieve Twohig Hamway, Gwen Skelton, Carole Swan Foster.

4 2003 — the class of 1961 celebrating their 60th birthdays at Bunny Libby's home in Stowe, Vermont.

5 2006 — the class of 1961's Red Hat Society celebrates their 45th reunion at Bunny's Vermont home in August 2006.

Carroll 2006 annual report and identifying some of the girls pictured. She gave us this update: "I am currently the principal of a parochial elementary school in Lansdale, Pennsylvania. My husband, Fran, works for the Nuclear Regulatory Commission here. My son, Michael, 29, is to be married in June and is a doctor finishing his residency. My daughter, Mary Frances, 25, has been married for two years and is a teacher near State College, Pennsylvania. I am always happy to hear of news from my classmates. Best wishes, Wanda."

■ **Kathy Rasi Dodd '69** sent us this note. "Just a quick note about my family and me. I have been married for 32 years and am currently a real estate broker on Long Island. My daughter, Kimberly, graduated from the University of Virginia and has applied to veterinary schools all over the country. My son, Brian, graduated from New York University in May 2006. I would love to hear from 1969 graduates." You can contact Kathy at MomDadBri@aol.com

■ It isn't that often that we get out of the office to Long Island, but we did, and had a memory-filled conversation with **Joan Behr Schaeffer '69** in front of the fire at her home in Hewlett Harbor, New York. Joan enthusiastically recalled her days at Berkeley, but what she really enjoyed talking about, naturally, is her family and in particular, Andrew, her 13-year-old son. Andrew is an eighth grader and plays football and lacrosse on his school teams, loves to play his

electric guitar and is an avid video game player. Andrew had his bar mitzvah in September 2006, and Joan and her husband, Donald, celebrated their 34th wedding anniversary in August 2006. We didn't have the opportunity to meet Andrew, but we did meet Joan's other 'child', their English Cocker Spaniel, Amanda!"

1970s»

■ **Zelda Tetenbaum Yoder '75** lives in Reading, Pennsylvania, where she works as a part-time teacher and tutor coordinator at Reading Area Community College.

■ **Ronald Gross NG '79** would love to touch base with his old classmates. Ron attended Berkeley in Lower School and then returned in the 11th grade. He is living in Bay Ridge (Brooklyn), New York and can be contacted at rong@rite-travel.com.

1980s»

■ **Joe Avallone '81** is living in Royal Palm Beach, Florida and has two children: Joseph Jr. born in 2002 and Gabrielle Rose born in 2004.

■ **Susan Brown Commarato '82** is working as a dental hygienist in Herndon, Virginia, and would love to hear from her classmates. You can find Sue at sueisnuts@optonline.net.

■ **Jules Grisham '83** has moved to Newtown, Pennsylvania, where he is the pastor at Bucks Central Church.



■ The class of 1974 had their mini-reunion in the summer of 2006 at the Westport, Connecticut, home of **Peg Sawyer**. Classmates **Nina Gerges Kurtz, Carol Mann-Cohen, Ruth Lucas Finegold, Harrolyn Murphy Conway, Susan Reisler O'Brien, and Valerie Troyansky** all attended. Peg writes, "We had a lovely afternoon reminiscing about our Berkeley days and faculty. We missed those of us who could not make it, but they were in our thoughts. I think that we all look fabulous!"



Nic Sims '84

■ In January 2007 **Nic Sims '84** started a new and exciting business venture by moving into a storefront in Saline, Michigan where she could expand her catering business. Nic's email is nic@skiptomyroux.com or www.skiptomyroux.com.

■ **Dario Shuster '89** has been

appointed as a resident physician in the psychiatry department at the Robert Wood Johnson School of Medicine, a division of the University of Medicine and Dentistry of New Jersey. Dario will be working out of the school's Atlantic City, New Jersey hospital.

1990s»

■ **Andrew Michaels '90** has opened his own café in South Philadelphia. Andrew and his wife, Jill, named the café "E's Passyunk" after their new son Emerson and the historic street on which it is located. Andrew did all the construction and interior design himself. The café specializes in gourmet coffees and teas. E's also serves many different cakes, breads, cookies, organ-

ic paninis, and soups, all of which are made by Andrew and Jill. It's a perfect way to end (or begin) a trip to Philly. The coffee shop and eatery is located at 1500 E. Passyunk Avenue, Philadelphia, Pennsylvania, 215-755-2790. Stop by when in town!

■ **Matthew Spain '90** married Deborah Tropp on September 10, 2006, at the Mohonk Mountain House located in New Paltz, New York. BC alums, **Scott Brewster '90**, **Nick Hayman '90**, **Oaxaca Schroder '90**, and **Radley Horton '90** all attended.

■ **Matthew Strozier '91** told us "My wife and I just moved to Ft. Lauderdale, Florida, in November 2006. I've started a new job as an assistant city editor at the South Florida Sun-Sentinel."

■ **David Appel '93** works for Wachovia Bank in Yonkers, New York, as a financial specialist. He and his wife, Ines, have a one-year-old son, Ryan. David would love to hear from his fellow BC

alums and can be reached via the Berkeley Carroll alumni office.

■ **Ethan Clary '93** is now at the Columbia University Business School where he is scheduled to receive his MBA in 2007.

■ **Heidi Snyder Moss '93** has been married for over seven years and has one child, Clair, who is almost two years old.

■ Interior designer **Jessica Slater Nakata '93** opened the doors in 2006 to her home decor store, The Black Door. The store is filled with an assortment of bedding, candles, home furnishings and a variety of accessories. The store is located in Studio City, California and more information can be found at <http://la.apartmenttherapy.com/la/studio-city/the-black-door-009834>. You can get in touch with Jessica at jessica@theblk-door.com.

■ **Yekaterina Sverdlov '93** is Vice President at FGIC, the Financial Guaranty Insurance Corporation, on Wall Street.

■ Congratulations to **Jessica Kremen-Kotlen Musiak '95!** Her husband, Bill Musiak, and she are the proud parents of Aleksandra "Alek" Kremen-Kotlen Musiak



who was born on June 8, 2006 and weighed 6 pounds 11 ounces. Jessica says that "All is well here. Alek is a great baby and started sleeping through the night at five and a half weeks. I went back to work in September. Hope all is well at Berkeley Carroll."



Several members of the class of 1990 enjoyed a lunch with former head of school, **Bongsoon Zubay**. **Scott Brewster**, **Radley Horton**, and **Matthew Spain** all met with Bongsoon. Scott gave us this recap: "We had a fabulous time catching up with Bongsoon. During most of the lunch she kept trying to find out ways in which she could help with either our careers or those of our wives. Her devotion to the school and its former students is deeply moving."

She has a two-and-a-half-year old daughter and lives in Brooklyn.

■ **Stephanie Hill Wilchfort '93** gave birth to Leo Elliot Wilchfort on September 11, 2006. She and her husband have moved back to Brooklyn. Congratulations, Stephanie!

■ **Virginia Shuford '94** wrote to us in fall 2006 to let us know that she is a freelance photographer working in Quito, Ecuador. You can see some of her work at her web site: www.virginiaashufordphoto.com.

■ **Christine Johnston '98** let us know: "I am currently studying at the Institute for Integrative Nutrition—I am an HHC and AADP candidate—to become a Holistic Health Counselor, so that I

can work with people to address their health concerns through an individualized approach that takes into account diet, lifestyle, relationships, spirituality and career. I have written my first newsletter that explains a bit more about what I am doing, as well as a recipe, a vegetable of the month and a synopsis of a great book I recently read. Please feel free to be in touch if you'd like to hear more at wholeselfwellbeing@gmail.com."

■ **Aisha A. McCluer-Fakhari '98** writes: "I just started my job as a staff attorney at the Children's Law Center in Hartford, Connecticut, and I love it! I like the Hartford area, though I live in Hamden and commute to Hartford. In case you don't know, Hamden is very close to New Haven.

(Holly's Note—The Law Center works to protect the interest of indigent children in family court and to advocate policies which advance their well-being and best interest.) I graduated from Quinnipiac University School of Law in May 2006 and sat for the New York and Connecticut bar exams in July. After much stress I was very happy to find out that I passed both states! My boyfriend, Dave, whom I met in law school, also passed both exams, and we live in Hamden together. He works at a private practice. When I went to law school I always knew that I wanted to help people, and now I feel like I have found an awesome way to do that!"

■ **Daria 'Dasha' Oganezova '98** is studying for her master's degree in Public Relations at New York University. She received her bachelor's degree in communications in 2002 from Clark University.

■ **Kirsten Tempel '98** is studying medicine in the San Francisco area.

■ **Elizabeth Fisher '99** is working as the training coordinator for the Partnership for After School Education in New York City. She previously worked at The Door.

2000s»

■ **Annie Devine '01** currently is located in Sierra Leone reading, writing, and proofreading grant reports for the International Refugee Committee (IRC) for reporting back to donors about IRC activities. She works closely

with IRC program staff and so has been getting familiar with all the IRC programs. She is having a great time in Sierra Leone and finds the countryside beautiful. The beaches are stunning and not crowded which is a good thing, since the hottest month of the year is March!

■ **Athalie Laguerre '01** stopped by the Alumni office in June 2006 and reports that she is enjoying living in California and loves working for Facebook.

■ **Deidre Moskowitz '01** graduated from Georgetown University in 2005 with a Bachelors of Arts and American Studies.

■ **Alexis "Lexie" Pregosin '02** directed the New York premier of *The Big Picture* at the Troupe Theater as part of the 10th Annual New York International Fringe Festival, the largest multi-arts festival in North America, in August 2006. The play is a coming of age story and follows Junior, an only child, as he strives to make sense of the world around him. Lexie, "a bold and edgy director" and the playwright, Andrew Greer, both recently graduated from Emerson College.

■ **Sonia Nayak '04** was a CIT in the Berkeley Carroll Creative Arts Program during summer 2006. She would love to hear from her classmates at sonia_nayak@brown.edu.

■ **James Gordon '05** returned to Syracuse University as a second-semester freshman in January 2007, having taken a year off.



■ **Julia Loonin '03** just wrapped up her senior season as one of the stars of the Bowdoin College women's basketball team. Her team lost a heartbreaker in the Elite Eight of the NCAA Division III women's basketball tournament, falling to Mary Washington on March 10, 2007, 64-59. In the four years Julia has played on the team, it made the NCAA Division final eight three times and the final four once with Julia playing guard. With an average of 10.4 points per game over the regular season this year, Julia was named the New England Small College Athletic Conference Player of the Week in February, as the team finished the regular season with a 26-1 record. They entered the NCAA tournament as conference champs and the #1 seed. In the four years since Julia joined the team as a freshman, Bowdoin has won 110 games and lost 8, setting an NCAA record of 70 straight wins at home. She finished her college basketball career ranking fifth all-time at Bowdoin with 98 career three-pointers.

■ **Bryan Roberts '05** is playing second base on the Northeastern University varsity baseball team. He hopes to follow in the footsteps of

fellow alum, Adam Ottavino '03, who was drafted by the St. Louis Cardinals out of Northeastern in June 2006.

■ **Anne Coreno '05** let us know that her freshman year at Bates went well and as of fall 2006 she is editing one of the school's literary magazines, *Seed*, among many other activities. As she told us, "Creative writing is an interest that I brought with me from high school working with Ms. Fogarty on *Reflections* (BC's literary magazine). Along with that I am starting a weekly creative writing workshop to increase submissions and just to give students the opportunity to write. Writing is one of my favorite things but for some reason last year I couldn't bring myself to do it. I am sure there are students in the same position as me, so hopefully these writing workshops will be successful. I also did a little work with the Bates College Democrats last year, and I have recently joined the 85



Anne Coreno '05

Broads club. I don't know that much about the club, but I do know that it's designed to help young women get on their feet in the business world."

■ **Daniel Abramson '06** is completing his freshman year at Oberlin College in Ohio and told us that he is having a great time with good courses and good professors. He is getting involved with the campus Democrats so he can be part of those tempestuous Ohio elections.

Shahna-Lee had returned for the college alum night on December 20, 2006, and donned her old BC mascot's uniform for the basketball game that night.

■ **Shahna-Lee James '05** is attending the University of Massachusetts at Amherst after completing a post graduation year at Phillips Exeter Academy in New Hampshire. Her plans to play basketball at UMass were foiled when the coach told her that she would have to change her planned double major of business and biology to something less intense to accommodate the team's schedule. Shahna-Lee, who plans to go to medical school and practice sports medicine, chose academics over athletics. Though she is not on the roster, she stays involved in the sport by practicing with the team regularly.

■ **Chelsea Lewkow '06** writes us that, "School's going great, I love Occidental and Los Angeles is different but in a good way."



Chelsea with her classmates at the Claremont College freshman luau, (from left to right): Ben Dean, Jacob Levi, Steffan Horowitz, David Foy and Chelsea.

He sends his regards to all his BC classmates.

■ The proud parents of **Andrew Guinan NG '06** tell us that Andrew graduated from Stuyvesant High School in June 2006 and is now attending Dartmouth College. At the Stuyvesant awards ceremony Andrew received several awards: highest honors in German and excellence in psychology.

■ **Chloe Lew '06**, who was student council president as a



Chloe Lew '06

senior at BC, is continuing her political career at George Washington University. Chloe was one of just three students selected to be student senators representing the freshman class to the Student Association, as the GW student government is known. The position is appointed for the fall semester, but candidates stand for election in the spring. When we caught up with Chloe at the Reunion for college-aged alums in December, she said she was deciding whether to run in spring 2007. ✚



DEATHS IN THE BERKELEY CARROLL FAMILY

Celestine J. Cairns '33 died on March 5, 1999.

Ruth Benjamin Brooks '43 died on July 18, 2006 after battling lung cancer for some time. Ruth was the recipient of the Berkeley Carroll alumni service award in 1999 for her work in the field of social work and social work policy. After graduating from Berkeley, Ruth embarked on a career that would have a great impact on the lives of New York children and families. After high school, Ruth headed to Northampton to attend Smith College. She chose to major in sociology, returning to New York to earn her master's degree at Columbia University Graduate School of Social Work. Launching into her career as a social worker, Ruth worked with juvenile delinquents, adult offenders, teenagers and young adults, and handicapped children and their families. While raising a family, she consulted for the New York Legislature's Joint Legislative Committee on Child Care, the first social worker given a role in forming public policy, and remained with the New York State Legislature for over ten years. She later joined the New York Association of Social Workers (NASW) as their first public policy director. Ruth was a warm, challenging, advocate for children and families and for humane policy in the interest of those least able to advocate for themselves all her life. Her loss is deeply felt by her colleagues, her many life-long friends, and her children and grandchildren. She remained life-long friends with several of her Berkeley classmates.

Gloria De Martini Gioia '43 died at home in Rochester, New York on July 31, 2006, after a brief illness. She is survived by her devoted husband of 58 years, Anthony J. Gioia, and daughters, Gloria Harrington and Celia Riley of Cleveland, Ohio; granddaughter, Allison Riley Holmes of Philadelphia, Pennsylvania, and great-grandchildren, Riley Elizabeth and Harrison Edward Holmes. She received her BS from Syracuse University and MPA from SUNY Brockport. Mrs. Gioia lived a vibrant life. She was a docent at the

Memorial Art Gallery in Rochester, New York for 20 years, and in the early 80's started Rent-A-Vacation-Everywhere with her friend, the late Annette Waldman.

Marilyn Duberstein Weintraub '45 died on October 30, 2006 in Wilmington, Delaware. Marilyn was a proud patron of the arts. Before being married, her passion was performing in an ethnic dance troupe in which she toured the United States. She was a life long member of the Delaware Art Museum, the Winterthur Museum and the University & Whist Club. She was predeceased by her husband, Dr. Irwin G. Weintraub in 1994; and her brother, William Duberstein in 2005. She is survived by her son, Dr. Daniel Weintraub and her daughter, Edie Danovitz and her husband, Dr. Burt.

Joanne Burke Longchamp '49 died on December 25, 2001 while visiting her grandchildren in Vermont. Joanne was married to Leon "Lee" Longchamp for 50 years, and they had six children together. In his letter to Joanne's classmate, Ann Mackey Peters '50, Leon described their children as "Joanne's most precious contribution to the world. She was a full-time mother whose brightest moments occurred early each morning at 7:15 when one or another of her daughters or sons would call for a friendly chat. Joanne would be even more pleased to see her nurturing extend through our children to our ten grandchildren. Her life was not all children, though, and we traveled all over the world once the children were through college. On Christmas morning 2001, four months after celebrating our 50th wedding anniversary, Joanne suffered a stroke and heart attack and died in my arms as we turned into the hospital driveway in Burlington, Vermont."

Jane Salmon Staley '50 died after an extended battle with cancer on January 16, 2001. We had been out of touch with Jane for many years, but her husband, John Staley, recently contacted us and sent us a moving, and loving, memoir that he wrote in 2004 about his life with Jane and, especially, her last years. "After being diagnosed with ovarian cancer in 1994, Jane sought a place that offered support and information as well as a sense of com-



munity for adults affected by cancer. She soon discovered that support services commonly available in other parts of the country were, at the time, nonexistent in Maine. This realization motivated her to organize a steering committee consisting of friends, business leaders, communi-

ty leaders, oncology professionals, and cancer survivors in the state, with a driven determination to establish a no-cost cancer support center dedicated to life and living. Beginning with a comprehensive needs assessment, the steering committee conducted in-depth interviews with many community leaders and oncology professionals. Their findings not only confirmed the need for a support center in Maine, but established guidelines on program emphasis, a facility 'wish list' and other factors critical to success. In the fall of 1998, the Cancer Community Center opened its doors. The Center now has seven full time employees and thousands of participant." John is justifiably proud of Jane's accomplishments and hopes to have her memory live on in the Center. For more information, please see www.cancercommunitycenter.org.

Judy Stoothoff '51 died on November 4, 2006 in Raleigh, North Carolina. Judy resided in Columbus, Ohio from 1960 to 2000 where she was Executive Director of the Columbus Bar Association. After gaining a J.D. in 1974, she practiced law and served as Attorney Examiner in the Ohio Bureau of Employment Services. While located in Columbus, Judy lived in German Village and was active in the German Village Society. She will be sadly missed by her sister Martha, brother Robert, and her many friends.

Ellen Rothman Witlieb '59, of White Plains, New York, died on June 25, 2006, after a courageous battle with sarcoma. She worked at Commerce Clearing House in Purchase, New York, as a sales representative for 18 years and then as a career counselor at Monroe College in New Rochelle for eight years. Ellen is sur-

vived by her loving husband of 40 years, Bernard Witlieb. In addition to her husband, she is survived by her son, Andrew, and her daughter, Rachel Bernstein.

Dorothy Giustra Fullerton '66 died in 2006. She is survived by her husband, Robert Fullerton.



Sally Troxell Criticos '57

died on December 21, 2006 in Minneapolis, Minnesota, after living and struggling for seven years with multiple myeloma. Her sister, Barbara Troxell '52, notes that during this time, Sally lived with style and grace and a

love of life. Sally was a member of the St. Mark's Cathedral choir in Minneapolis, a perpetual artist, and beloved friend of many. A graduate of Elmira College, Sally taught art to elementary school children, was community school coordinator at Kenwood Elementary School, worked at Judy Instructo, the National Youth Leadership Council (NYLC), and the Wedge Coop. Sally is survived by her sister, Barbara of Claremont, California; daughters, Amy Criticos of Spain and Sarah Dahl of Rosemount, California; and grandchildren, Galo, Olivia, Luke, and Megan. ✚

BY SHERRI PALLER

Early in September, many children don't sleep very well thinking about the first day of school. Teachers too, wonder about the first day of school and what our class will be like. From our very first day of class together, we are on our way to becoming a family. In fact, I'd like to think that the children feel that my classroom is like an extension of their homes. It's a safe place, where they feel free to be themselves, work hard, play hard, and certainly laugh hard. The trick is to make them believe that it is all about play but really so much learning is actually going on in Kindergarten. Whether it is reading a small phonetic book or dissecting and planting lima beans, it is such a joy to see the beaming faces on the children when they grasp a new concept or have something relevant to share at a morning meeting. I get tremendous personal satisfaction watching the children grow throughout the year from young preschoolers into confident, capable first graders. I also enjoy coming to work each day wondering what exciting events my five year olds have in store for me. I can assure you Kindergarteners never disappoint, regardless of what I had planned!

When I came to B.C. as a student teacher 20 years ago, I asked my college professor to switch me to another school because I didn't know where Park Slope was or how I was going to get there. Thankfully, my professor refused and Berkeley Carroll soon became a very special place for me. Not only would I find my husband, Walter, and have two wonderful children, Robbie and Sarah, but I would make lifelong friendships, have the



Sherri Paller

highest respect and regard for my colleagues and truly love working with young children. ✚

Kindergarten teacher, Sherri Paller, has taught at Berkeley Carroll for 20 years. She was the 2005 recipient of the Dexter Earle Award—presented annually to a Berkeley Carroll teacher with over 10 years' teaching experience in recognition of excellence in teaching, dedication, involvement, passion, and the promotion of an intellectual community.

“

Whether it is reading a small phonetic book or dissecting and planting lima beans, it is such a joy to see the beaming faces on the children when they grasp a new concept or have something relevant to share at a morning meeting.

I get tremendous personal satisfaction watching the children grow throughout the year from young preschoolers into confident, capable first graders.

”

Sherri Paller

Barbara Birch Smyth '48

has discovered the
benefits of giving wisely
to Berkeley Carroll.

*Why did I remember
Berkeley Carroll forever
in my will?*

*How can you
remember
Berkeley Carroll
forever?*



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- An extraordinary education
- Exceptional teachers
- Wonderful memories and
- The desire to make all of this possible for the next generation

- A gift of a bequest
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- A Charitable Lead Trust

For more information:

718-789-6060

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As part of their unit on weather, third graders compare warm and cold jars to see which collects more condensation. The third grade works with the Lower School science teacher twice a week.

