

THE magazine



This issue of the *Magazine* focuses on members of the Berkeley Carroll community who have dedicated themselves to a life of serving others. Clearly, there's no one answer to explain why someone might choose public service. The "dot org" life beckons for a variety of reasons—probably every person who follows that path could point to a different driving force. That said, a few of the reasons might include those of:

Lily Nathan '04, who says on page 24, "It feels really nice to know you're doing something good."

Jim Shapiro, Berkeley Carroll teacher, whose work with debate students in Syria (page 26) was motivated by the "...the pursuit of truth. When differing opinions clash (what emerges) is the seedbed of real community."

Lisa Nachamie '78 (page 14). Although she lost the fight against her own devastating kidney disease, she dedicated her life and professional career to helping sick children cope with their diseases and hospitalizations.



Jodie Corngold

As you'll see, although each of the teachers and alumni highlighted in this issue is spurred on by individual motivation, each story shares the threads of commonality.

Sarah Margon '94 (page 10) calls it the motivation to bring about positive global change. **Janet Ghattas '59** (page 20) took her inspiration from John F. Kennedy's inculcation to "make the greatest possible difference."

Anne Devine '01 (page 16) is driven by the work itself.

As a school, the emphasis we place on community service is built right into our mission statement which says, in part, that we prepare our students for success in college and for the greater endeavor—a life of critical, ethical, and global thinking.

I hope you enjoy reading about the global thinkers we've highlighted in these pages.

Enjoy the issue.

Jodie Corngold
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Cover photo of Syria by James Shapiro

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DEAR FRIENDS,

This year the faculty has been engaged in looking at our program and how we attend to issues of gender, how the school integrates technology into instruction and how we utilize external resources, meaning the world beyond our four walls. These discussions have led us to examine our present practices and ask—what skills will our students need in the 21st century?

Meetings have been focused around the work presented in a provocative new book, *The Global Achievement Gap* written by Tony Wagner, EdD, Co-Director of the Change Leadership Group at the Harvard Graduate School of Education. Wagner sees today's teens needing seven survival skills.

They are:

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

The good news is that these skills are already a part of the Berkeley Carroll experience. Starting at our beginning grades, we encourage our students to ask critical questions and not accept pat answers. The goal is for each student to develop his or her own voice and have the confidence to use it. Group work is assigned in classrooms and labs and we have specific programs in place in each division to grow leaders. Our writing program is second to none and has been recognized with many national

awards. The emphasis we place at Berkeley Carroll on being an active participant in a program that stresses the core subjects of language, math, history and science and that has a strong emphasis on the arts and athletics, promotes an intellectual agility and a spiritual adaptability that are essential in today's world.

When I speak to parents at our admission receptions I always make the point that BCS is the school that prepares its students for the future. Students will graduate being communicators, passionate about their interests and aware that they can have an impact on the world.

Given all of the above, it is no wonder that BCS produced the people you will read about in this magazine. Here are examples of individuals who have taken stock of their talents and are committed to making a difference in the world.

Tony Wagner concludes his book by writing:

The rigor that matters most for the twenty-first century is demonstrated mastery of the core competencies for work, citizenship, and life-long learning. Studying academic content is the means of developing competencies, instead of being the goal, as it has been traditionally. In today's world, it's no longer how much you know that matters; it's what you can do with what you know.

Berkeley Carroll will continue to serve its students by helping them to look beyond themselves and see the important role they will all play in the future.

Sincerely,

Robert D. Vitalo
Head of School ✚

“

... it is no wonder that BCS produced the people you will read about in this magazine. Here are examples of individuals who have taken stock of their talents and are committed to making a difference in the world.

”



BOB VITALO

Choral Director

MATTHEW BRADY

PERFORMED IN ITALY



During the first week of August, Berkeley Carroll Choral Director Matthew Brady traveled to the ancient walled town of Sarteano, Italy in Tuscany to participate in the eight-day Sarteano Chamber Choral Festival. Matthew was one of just ten conductors chosen from an international field of applicants to study, perform, teach, and sing at the Festival led by Simon Carrington, internationally acclaimed choral teacher, conductor, and artist and currently Professor of

Choral Director Matthew Brady

Music at Yale University.

Each conductor participated on both sides of the podium, in turn conducting a 24-voice chamber chorus that included all the other conductors. “The learning was constant,” said Matthew, explaining that the group rehearsed eight hours each day, presenting continual opportunities to gain skills and insights into both conducting and singing. “Not only did we rehearse all day, but the sheer volume of music was incredible. It was an

amazingly intense and wonderful artistic experience. I came home with so many ideas and inspirations for our choirs here at Berkeley Carroll.”

All of the music was a cappella, or unaccompanied. Singers were sometimes singing in 12 or even 16-voice harmony. Matthew took the place of honor in the workshop’s final concert, conducting “All Ships, All Seas,” a contemporary setting of the Walt Whitman poem, as the finale in a standing-room-only performance that also concluded a summer-long concert festival.

NATIONAL MERIT SEMIFINALISTS

Three members of the Class of 2009 earned the distinction of being called National Merit Semifinalists: Rebecca Ballhaus, Emily Graham, and Deborah Shapiro.

The designation of National Merit Semifinalist is based on PSAT scores. This is the largest number of Berkeley Carroll students from one class to have earned this distinction in several years. It is also, by percentage, larger than the number from the other Brooklyn independent schools.



Emily Graham, Deborah Shapiro, Rebecca Ballhaus

Thinking Outloud: PUBLIC SPEAKING *in the Middle School*

BY JENNIFER CRICHTON

Middle School English Chair

It's a commonplace that fear of public speaking ranks right up there with the fear of death. And why not? In evolutionary terms, public speaking has little going for it. Singled-out, you stand before a possibly hostile group with only the partial shield of podium and microphone to protect you. No wonder the adrenaline surges, the pulse races, the mouth goes dry as you sweat profusely. Who would put herself in such a position? It's the precise position that the Middle School English Department has designated for all of its 8th graders—the culmination

FALL THEATER EVENTS

The Upper School, under the direction of Marlene Clary, put on three absolutely hilarious performances of *You Can't Take It With You* by Moss Hart and George S. Kaufman. The play won the Pulitzer for Drama in 1937. The fabulous set was designed by Jim Kent.

The Middle School presented the world premier of *Seedfolks*, arranged and directed by Carolyn Giles with set design by Jim Kent.

[right] Emma Goldberg Liu, playing the role of Penny Sycamore, in the Upper School production of *You Can't Take it With You*.

[far right, l to r] Lena Mandell, Amanda Gutierrez, and Elena Moore, in the *Seedfolks* garden.



of a public speaking curriculum that begins in 5th grade and which we hope never fully ends. In fact, it's a safe bet that when Berkeley Carroll alum arrive at college, most can jump into class discussions with ease and confidence.

Just as the confidence to speak up in a college seminar doesn't simply happen, we recognize that public speaking doesn't simply happen, either. While opportunities for public performance have always abounded at BCS—in class and school plays, musical performances, and Jim Shapiro's speech and debate squads—those tend to feature the self-selected, the naturally inclined. Our goal with public speaking is for every one of our students to become capable of addressing a large group—not while speaking someone else's words, as daunting as that may be—but while setting forth their own ideas, weaving thought into coherently expressed speech.

It begins in 5th grade in English and History class. The Egyptian Tomb—during which a classroom is transformed into an authentic tomb jammed with ancient treasure—transforms a slew of reticent 5th graders into articulate docents who speak with authority and eloquence on the Tomb's artifacts as they escort adults on ten-minute-long tours. Later that year, the same kids will stand before their classmates and argue on the superiority of either Athens or Sparta, learning to support their opinions with persuasive evidence, to anticipate opponents' arguments in order to defeat them, and to use body language that strengthens rather than detracts from what they have to say. And, oh, yeah, avoiding filler language like “like” and “you know”—that's good, too.

Sixth graders embrace the importance of free speech and open debate during two weeks devoted to parliamentary debate, the same format used

in the Middle and Upper School debate electives, when they wrangle with topics such as “the voting age should be lowered to 16” and “boxing should be banned.” Students learn to test their own beliefs by articulating opposing arguments, to understand that those who disagree with them might not simply be “stupid and wrong,” and—perhaps most importantly—to realize that argument does not have to be unfriendly. At the start of the debate unit, students undermine their own arguments, afraid to hurt their opponents' feelings. By the end, they've learned to take pleasure in the clash of ideas, recognizing that the ideas have expanded rather than diminished as a result of the exchange.

The trajectory continues in 7th grade when students argue First Amendment issues as part of the Constitution Works program.

Which leads us back to the 8th grade. Middle School director Jim Shapiro had long envisioned a new set of skills for all 8th graders: when they depart for upper school they would be equipped to stand and deliver their own clearly expressed ideas. Per Jim, “Ultimately, all speech is persuasive speech, appealing to reason and emotion. You have to persuade the audience that you have something to say worth listening to.”

The timing—autumn 2008—could not have been better. Years ago, *oratory* and *rhetoric* seemed like terms extracted from a lost art. The presidential campaign gave those terms a new sense of urgency and immediacy. Was Barack Obama “all hat and no cattle”—a man who could give a good speech but deliver little else—or was oratory an essential feature of a genuine leader? When was a speech rousing and when was it “rabble-rousing”? And in a digital age threatening to undermine so many other narrative forms, YouTube ensured that an effec-

“Students learn to test their own beliefs by articulating opposing arguments, to understand that those who disagree with them might not simply be ‘stupid and wrong’.”

tive speech was anything but irrelevant. Thanks to the digital projectors in their classrooms, students were able to analyze what makes a powerful speech as they watched the presidential candidates as well as exemplary student speeches from across the country. Each of the four 8th grade classes voted on the two best speeches in the class. Those speakers went on to deliver their speeches in the Performance Space to the entire grade and many faculty members, expounding on such topics as the hazards of rolling backpacks, the Holocaust, and education in Brazil.

When all the 8th graders stand in the Athletic Center for their closing ceremonies in June 2009, they will have absorbed a slew of perspectival shifts over the previous four years, becoming exposed to ideas and ways of looking at the world that by definition have changed and expanded them. At a time when all teachers are futurists—projecting visions of what our students will need to know decades from now—we are sure of one thing. We will need all the confident, thoughtful, persuasive speakers we can get. When we imagine the future, we see our students prepared to participate: young adults with steady, sure voices, fired up and ready to go.

Summertime Basketball

■ July 2008

Every Tuesday night during July a group of alumni and current students gathered at the Athletic Center for a fast and competitive game of pick-up basketball. Men and women joined in, and on the last night over 25 people were in attendance. Looking for even more of a challenge, Reed Morgan '05, who is a guard on the Tufts University varsity basketball team, and Toby Gingold '07 worked out and shot hoops for hours each day with Jon Stewart, a personal trainer at the Athletic Center.



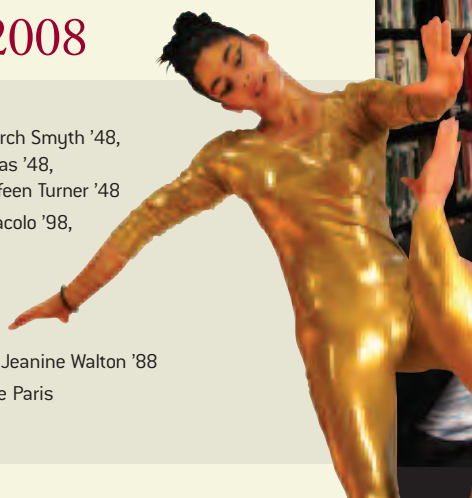
1. (standing, l to r) Daniel Halper '08, Peter Drinan '07, Zoe Klein '08, Reed Morgan '05, Toby Gingold '07, Shahna-Lee James '05. Kneeling (l to r) Jeremy Kochman NG '12, Giancarlo Hirsch '09, Jason Lewis '08
2. (l to r) Jon Stewart, Reed Morgan, Toby Gingold





REUNION 2008

1. [I to r] Lenora Brennan, Barbara Birch Smyth '48, George Smyth, Marion Tuttle Thomas '48, Patricia Root Fouquet '48, Ann Coffeen Turner '48
2. [I to r] Daniel Isquith '98, Adrian Bacolo '98, Sudan Martin '98
3. {seated, I to r} Colin Provine, Dawn Ericsson-Provine '88, Simone McIntosh '88.
{standing, I to r} Bongsoon Zubay, Jeanine Walton '88
4. Zoë Klein '97 and her partner, Dave Paris



14th Annual Young Alumni Night

■ November 26, 2008

Over 75 alums from the classes of 1989-2005 came to Union Hall in Park Slope for our annual Thanksgiving eve party. Courtney Mocio '03 was the winner of our raffle and took home a \$50 gift certificate from Barnes and Noble.

1. [I to r] Alex LaRosa '04, Sheryl Comet '04
2. [I to r] Julianne Coates '01, Deidre Moskowitz '01, Deanna Torres '01, Athalie Laguerre '01
3. [I to r] Carla Poulos '01, Nick Ford '01, Sarah Murphy '01
4. [I to r] Daniel Isquith '98, Albert Reyes '99, Adrian Bacolo '98, James Bruffee '99, Brian Ezra '99

SAVE the DATE Reunion April 17-18, 2009

Reunite with classmates and friends, see your school once again, and, above all, have a great time! All classes are welcome. Free babysitting will be available. Contact Holly Kempner for more information and to reserve a space:

**(718) 534-6583 or
hkempner@berkeleycarroll.org.**

Fall Sports Season *in a Nutshell*

It was a hot, summer day in late August 2008. Up and down the fields they went, sprinting through cones, running laps; the Boys and Girls Varsity Soccer teams were going to work preparing for their respective seasons. Diving on the hardwood floors of a gym, sweat running down their cheeks, the Girls Varsity Volleyball team got ready for the upcoming season. What made the fall season special is that the players gave up precious free time over the summer to join their teams the last few weeks of August to work hard. "I think it was great that we all went out over the summer and played together. It really brought the team closer," said freshman Gilda Gross, a member of the Girls Soccer team.

The work put in over the summer led to success for the Lions. The Girls Varsity Volleyball team, led by senior captain Vanessa Carvajal, and junior captain Valerie Shafran, started off blistering hot with three straight wins against Trevor Day, Dwight, and



Friends Seminary. The girls hit a speed bump, however, as they lost their next four matches. "We went through a

rough patch, but we were confident we could straighten it out and we did," said sophomore Danielle Regis. And boy, turn it around they did. The girls won their next eight matches, all against teams in their league, with huge wins over Packer, St. Ann's, and Staten Island Academy. The girls finished up the regular season at a very good 14-6, undefeated in their league, and a regular season championship. Going into the playoffs, they were the favorites. A win over Brooklyn Friends put them in the finals against UNIS. In the finals, however, they were simply outplayed and UNIS took home the playoff championship. The girls' season ultimately ended in the first round of the state tournament against heavily favored Brearley. With everyone coming back but the graduating Carvajal, the team hopes to build on this year and be even better next season.

As volleyballs were being spiked on the gym floor, soccer balls were being kicked on a field. The most successful fall team over the past few years has been the Girls Varsity Soccer team. Led by senior captain Stephanie Boyle, junior captain Hannah Safter, junior Lily Zimmerman, and sophomore Phoebe Miller, the girls dazzled everyone with their phenomenal play throughout the year. The girls were cruising along with wins over Portledge, Poly Prep, and St. Ann's.

BY ADAM KOCHMAN '12





They suffered a big blow when league MVP Zimmerman partially tore her ACL during the St. Ann's game, putting her out for the rest of the year. The girls finished up the regular season with an outstanding record of 14 wins, zero losses, and one tie. The tie came to Staten Island Academy, which also finished the year with 14 wins, zero losses, and one tie, resulting in a joint regular season championship.

In the playoffs, they knocked off Portledge 1-0 in overtime on a brilliant cross from Safter to junior Katie Rosman. During the battle of the two monsters, Berkeley Carroll and Staten Island Academy, Berkeley Carroll

jumped out to a quick lead. This was quickly erased on a goal by SIA, which later took the lead to make it 2-1.

The Lady Lions could not find another way to score, losing 2-1 and did not repeat as PSAA play-off champions. The season came to a close with a loss to Trinity in the first round of the state tournament 6-3. With most of the team coming back, the Lions will look to take the PSAA championship right back next season.

The girls weren't the only

team playing their hearts out on the field. The Boys Varsity Soccer team, led by senior captains George Desdunes, Ike Naudon, junior captain Paul Bendernagel, and sophomore Dan Schwartz, the team got off to a slow start. With no wins and three losses, the team was losing confidence. This changed according to Desdunes when they achieved "(their) biggest win against Brooklyn Friends that reversed the negative momentum."

The boys then tied Friends Seminary and lost a tight game to Dwight. Later in the year, the Lions clinched their first playoff berth in four years.

With three wins, eight losses, and two ties, the boys came in as the underdogs. In the semi-finals, they lost a hard fought game to SIA. 4-2, which meant the end of the season. Even with the losses of seniors Desdunes, Naudon, Giancarlo Hirsch, and Phil Seay, next year the team is looking to take the momentum a play-off berth gave them and turn it into even more for next season.

Fall was one of the most impressive seasons BC has witnessed in some time. There is only one way to sum up this season, and senior captain of the Girls Varsity Soccer team, Elsie Vieira said it best, "This was the best season of our lives." ✦



A

s a recipient of Berkeley Carroll's Lisa Nachamie Award (see page 15), it is perhaps no surprise that Sarah Margon '94 has chosen public service as a career to focus on.

Just as she immersed herself in so many programs at Berkeley Carroll, so has she become deeply engaged in the plights of the people of Darfur, Pakistan, Iraq, Democratic Republic of the Congo, and other countries in the midst of conflict. Her goal is not only to help bring lasting stability to those living in such countries, but also to help make the world a safer and more secure place for everyone.

During her career at Berkeley Carroll Sarah played a significant role in the Berkeley Carroll community: "I tried my hand at everything—the doors were always open. No one said I couldn't join the environmental club and play basketball or do theater and be on the yearbook staff and write for *The Blotter*. We had opportunities to try it all—regardless of whether we were going to be successful or not—and that early encouragement instilled an adventurous spirit in me that led to an interest in trying new things—regardless of how foreign they might seem."

Sarah was devoted to basketball but she was also extremely proficient in French. Having studied AP French her junior year, Sarah undertook a private tutorial with Denis Kohlmuller her senior year. He advised her to seek every opportunity to

use her French and years later she continues to do just that. While traveling in Chad and in the Democratic Republic of the Congo, Sarah participated in meetings that were often conducted in French and in some cases she ended up serving as an informal translator.

A life-long interest in different cultures and people caused Sarah to look to the world beyond the United States borders once she graduated

from Wesleyan University in 1998. The only question was where to go. She ended up in Hungary, based in part on her desire for adventure and in part upon the random placing of her finger on a map looking for someplace off the beaten path. "I had spent time studying in Paris during college and when I learned Budapest was once considered the Paris of the east, I was intrigued." She set out for Hungary to teach English for a year but once there, she also began working with members of

the expatriate community to help create an organization that provided basic necessities to refugees at a camp in the eastern part of the country. She had arrived in Hungary not long before the Kosovo conflict, which caused a significant displacement of peoples throughout Eastern Europe.

Upon her return to New York she joined the Open Society Institute (OSI) founded by investor and philanthropist, George Soros. According to its website, the mission of OSI is to promote democratic governance, human rights, and economic, legal, and social reform. Thus, Sarah continued to



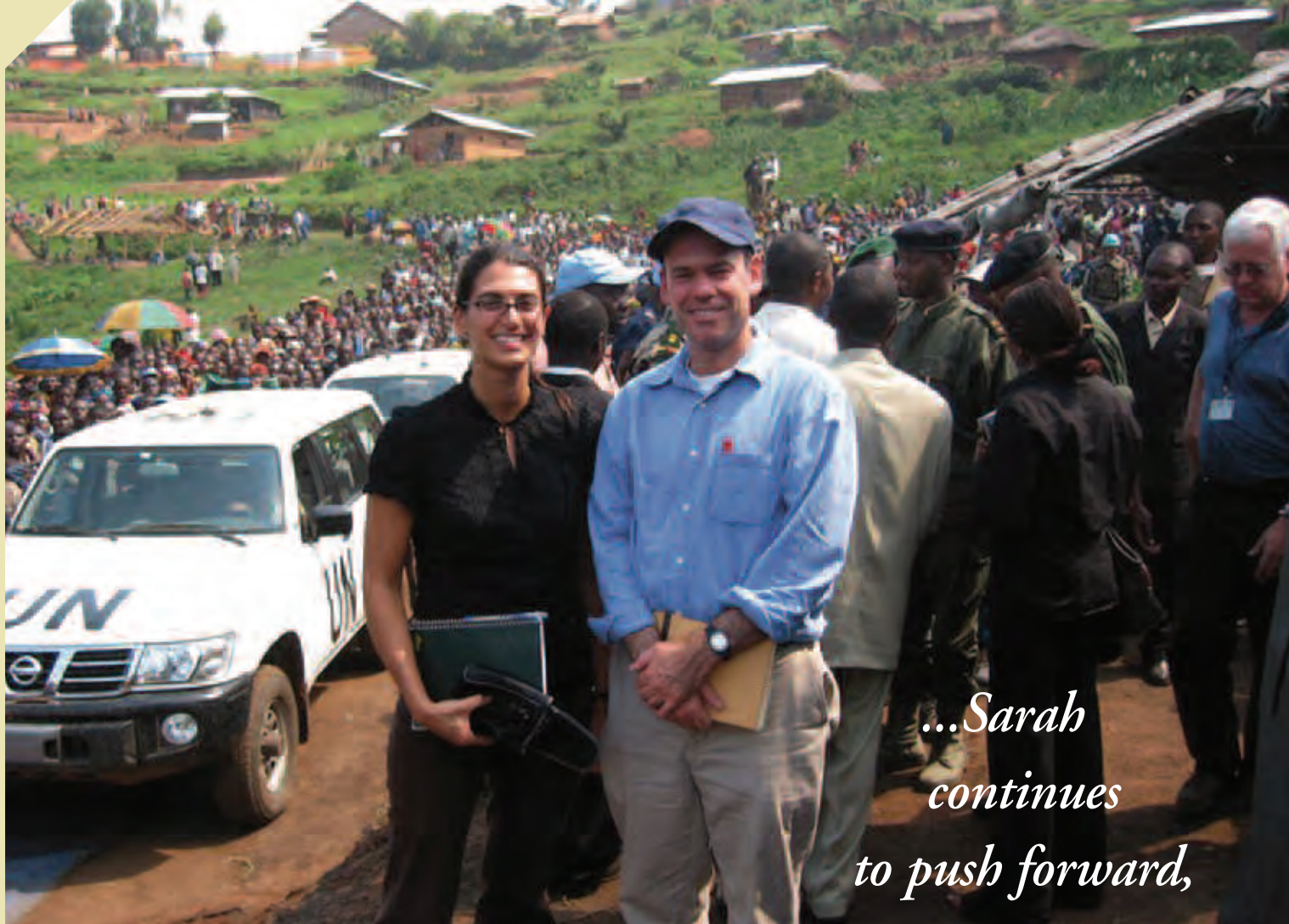
✦ BY ELIZABETH HOPPER

(left) Sarah in Eastern Chad

SARAH MARGON '94



Sarah visiting a girls' school in the 2005 earthquake-affected parts of Pakistan during a recent trip with Senator Feingold.



*...Sarah
continues
to push forward,*

Sarah and a colleague in a displaced persons camp outside of Goma, in Eastern Democratic Republic of the Congo, August 2007

work improving the lives of refugees, but she also began to focus more broadly on democracy building and conflict resolution so people would not need to flee their homes in the first place.

Just prior to her departure to Hungary, Sarah had the opportunity to meet her younger brother's (Andrew Margon '02) soccer coach, Sam Chaltain, who had joined Berkeley Carroll as an English and History teacher after Sarah had graduated. They began a relationship, which continued upon her return to New York a year later. In 2001 they moved to Washington, DC where Sarah earned her graduate degree from the Georgetown University's School of

Foreign Service. The two were married in 2004 with her brother as one of the groomsmen.

After graduate school, Sarah joined Oxfam America as a humanitarian conflict advisor. Although based in Washington, Sarah traveled extensively to Africa, including to the Darfur region of Sudan, Eastern Chad, Senegal, and northern Uganda. With one foot on the ground analyzing humanitarian needs, Sarah met with local government officials and partner organizations. She kept the other foot in the Washington policy world where she met with US government officials to discuss her findings and make policy recommendations. As part of both worlds, Sarah was able to collect and

*motivated
by optimism
that somehow, in
some small way,
her work is helping
to bring about
positive global
change.*



Eastern Chad, March 2007

share information that would help develop short-term solutions to humanitarian situations, while also devising more long-term solutions to resolve and ideally even prevent conflicts that lead to such crises.

Ultimately, her relationships with Congressional offices led to Sarah's current position as a foreign policy advisor to Senator Russ Feingold (D-WI), a senior member of the Senate Foreign Relations Committee and Chairman of the Senate African Affairs Subcommittee. As she seeks to further his foreign policy agenda Sarah is now dealing with issues on a global basis, not just in Africa. She also has had to confront the realities of politics, which has in some cases impeded the ability



Aboard a Pakistani helicopter on her way to Peshawar, capital of the Northwest Frontier province of Pakistan.

to move forward.

Yet, Sarah continues to push forward, motivated by optimism that somehow, in some small way, her work is helping to bring about positive global change. In Liberia, a country devastated by more than a decade of civil war, they speak of “small small”—which in part is a reference to the small successes that come long before large-scale change. And while “small small” successes often go

unnoticed by governments, they are critical signs of hope for local communities. As Sarah notes, “small small” successes are not enough and they may only be the beginning but they are unquestionably a step in the right direction.” ✚

LISA NACHAMIE '78



Lisa Nachamie (1960-1990)



In 1992, Berkeley Carroll presented the first **Lisa Nachamie Award**, given each year to a graduating senior in recognition of outstanding community service. The award is named in memory of **Lisa Jill Nachamie '78**, who died in 1990 of renal (kidney) failure.

Lisa's classmates established the award that would carry her name. Her family said, "Lisa wanted to give back to others who gave to her in the face of her own devastating illness. In her last years, she helped sick children cope with their own hospitalizations... Thanks to Lisa, they were a little more comfortable and a less frightened about their own surgeries."

Lisa's compassion grew out of her own expe-

riences. The renal disease she developed as a teenager required years of dialysis.

Unfortunately, despite this treatment and, ultimately, two kidney transplants, she succumbed to her disease a few months shy of her 30th birthday. Nevertheless, she accomplished a great deal during her life: a graduate of Emory University, she earned a master's degree in psychology from Arizona State University and specialized in the care of sick children.

Much has been written and said about achieving greatness through adversity—Lisa Nachamie lost her battle against disease but through her efforts scores of children fought their own diseases buoyed by the courage born from Lisa's bravery. ✚

Recipients of the Lisa Nachamie '78 Award:

Wendy Lemansky	1992
Stephanie Hill	1993
Sarah Margon & Lauren Tirolo	1994
Jenifer Becker & Jessica Kremen-Kotlen	1995
Vanessa Agard-Jones & Nicole Ayala	1996
Lauren Arana	1997
Jelani Ellis	1998
Gabriella Pagnotta & Andrew Sidrane	1999
Gillian Kotlen	2000
Sarah Griffin	2001
Sara Covey & Bettina Schlegel	2002
Rosa Cohen-Cruz & Sasha Gronim	2003
Sonia Nayak & Veronika Fernandez	2004
Malynda Bordes	2005
Chloe Lew	2006
Alyssa Goldstein	2007
Max Hardy & Natasha Scantlebury	2008

ANNE DEVINE '01



Person of the World, *Not Just an American*



It's funny to be in the middle of nowhere in the middle of everything." So begins an entry in a blog written by Anne DeVine '01, describing the Wakhan Corridor—a long, thin strip of land in northeastern Afghanistan. It is both remote and extremely rugged and extends eastward to the border of China, separating Tajikistan from

Pakistan. The blog documents Anne's life in Afghanistan where she works at the Aga Khan Foundation as the Community Based Education Program Coordinator. She is based in Kabul and oversees programs in three provinces in northern Afghanistan—Baghlan, Badakhshan (which includes the Wakhan Corridor), and Bamyan.



(left) Yaks prove to be safer and more comfortable than donkeys when it comes to transportation.

(right) Anne with two of her colleagues at the Aga Khan Foundation.

✦ BY ELIZABETH HOPPER



HER BLOG—

<http://annedevine.blogspot.com/>—

which she started in September 2008 is a compilation of random excerpts from different journals, notebooks, and scraps of paper that eloquently describes her experiences in Afghanistan. She also forwarded to us here at Berkeley Carroll a series of emails that she had written to friends and family. Passages from those emails are reprinted throughout this article.



While en route to Afghanistan in January 2008, Anne missed one of her flights causing her to spend an unscheduled night in the city of Dubai. While she did not see much of Dubai, a city she described as a “spectacle with indoor ski trails,” she did spend a great deal of time at the airport:

● ● ● January 11, 2008

There are two terminals, terminal one which is like any airport you might fly into in the US, and then there is terminal two which is like most airports you would find in a developing country—little organization, lots of people with lots of bags wrapped and tied in many fashions, with many children, and generally few facilities. The class divide is seen dramatically.

Once Anne settled in she began to assemble a sizeable grant proposal to Afghanistan’s Ministry of Education to provide teacher training to approximately 40,000 teachers in eight provinces, implemented by five organizations. Following are some observations which she recorded once she arrived in Kabul:

● ● ● January 11, 2008

One interesting and mildly disconcerting thing is the lack of women in the airport, on the street, anywhere. Of course, coming over here I expected not to see many women, but from Dubai to Afghanistan, I’ve seen very few women anywhere—I think that will be more alienating than being a blonde-haired, blue-eyed American. And so it has been: being young and female makes work a little more challenging, and going out a bit more dangerous.



Kabul is a bit like Sierra Leone [where Anne had worked previously], very little interaction with the local people outside of work, and lots of ex-pat places. This is due to the cultural divide, seen blatantly in the non-alcoholic life style... It is illegal to sell and serve alcohol, but exceptions are made for ex-pats, however, this forces Afghans to stay away from ex-pat establishments.

Anne began helping others in need the summer prior to her junior year at Berkeley Carroll. A flyer posted in the halls at Berkeley Carroll sought volunteers to assist as counselors at a camp for Kosovo refugee children, to help them transition into the New York City public school system.

● ● ● November 3, 2008

Why do I do what I do? Maybe it’s the interaction with my colleagues who’ve seen more than their share and still smile and portray a sense of hope, or the streams of girls leaving school with smiles on their faces, or the tent school where children, whose faces are already cracked by the harshness of the environment, study and learn the alphabet—maybe that’s what drives me. But more than anything I seem to thrive on new cultures in environments that force me to look beyond myself as well as within. I enjoy interacting, learning to live with and work with people who are so different, yet the same.

After receiving her BA in Economics and African Studies from Smith College, Anne spent a semester studying in Uganda, an experience that quickly confirmed her desire to live abroad and work in developing countries. Before finding herself in Afghanistan, she worked in Sierra Leone, editing grant reports and developing proposals, as well as assisting with education programs for the International Rescue Committee (IRC).



● ● ● August 24, 2008

It is a reality that we face ... I work in beautiful countries, with amazing people both international and national, but it's not always safe. I do what I do because the people of Afghanistan and around the globe deserve peace, deserve a better life, and we are a global community—when there is war in one place we do not go unaffected.

(top) Anne posing with teachers of the government school, shown in the background.

(bottom) This fourth grade class will close during the winter due to lack of heat.

Anne's thoughts above were made in response to some devastating news she received in the summer of 2008. Three friends of hers—all aid workers for the IRC—were killed, along with their driver, in the province of Logar, which is south east of Kabul. The year 2008 witnessed an upswing in violence against civilian aid workers in Afghanistan and as Anne notes, "Afghanistan is not getting better—it is getting worse."

● ● ● August 24, 2008

The fact is that I don't work in the south or the central provinces—I work in the Northeast—one of the safest areas of the country. I am also taking further precautions so while not worrying may be an impossibility, please know that I am as safe as I can be.

Despite adversity, Anne continues to work in Afghanistan. She does because "My work drives me forward. I want to live among people of other cultures in countries that aren't as fortunate as mine. Here I find other people who feel the same, who understand the drive and desire... [who] love the work and need to be here."

Not only does Anne live and work in Afghanistan, she also calls it home: "It's where good friends are, my work is, my stuff, my bed, in a lot of ways my life ... possibly that's just it. At this moment in this time my life is in Afghanistan." ✚

Making the Greatest Possible Difference: Janet Ghattas's Search for Passion

“

I've always been on a search for my passion,” says Janet Ghattas, 1959 Berkeley Institute graduate. Thus it was with particular interest that she read the teachings of philosopher Joseph Campbell, whose “follow your bliss” mantra dovetailed the prescience of then-senator John F. Kennedy. Upon introducing the concept that developed into the Peace Corps, Senator Kennedy said in a historic 1960 speech, “I think we can make the greatest possible difference.” Janet found inspiration from the words of both men, inspiration that led her to Africa and, ultimately, to her passion.

As a newly minted St. Lawrence University graduate, Janet joined the Peace Corps in 1963, just two years after its formation. Mindful of Kennedy's exhortations, she spent the next two years teaching English at a junior high and high school in Senegal, armed with a BA in English that was buoyed by her enthusiasm for the project. While still at St. Lawrence University, English had seemed like a natural major for Janet. “My sister Claire [Berkeley Institute '61] and I always loved reading,” she says.

Their Park Slope home was rich with language. Their parents spoke Arabic—in addition to English of course—and their mother sang to

them in French; however, Janet did not become fluent in French until she moved to Senegal. “When I was a child,” Janet remembers, “exposing children to a second language was thought to be detrimental to their development.” Nevertheless, she studied French throughout her years at Berkeley, remembering fondly, as do so many of her contemporaries, her French teacher Mlle. Palisse. “Mademoiselle would teach us the librettos of French operas and then take us to hear an actual performance of the piece.” French, however, was not her passion.

What Janet did love at the Berkeley Institute was sports. “Field hockey, archery, gymnastics, I loved all of them. They gave me a sense of adventure.” She also loved biology, thanks to teacher Mrs. Gertrude Harvey. “In college I started out as a biology major, because I had enjoyed it so much in high school, particularly the dissections.”

The search for her passion stayed with Janet throughout the two years she served in the Peace Corps, as did the sense of adventure that came from living and traveling in a foreign country. “It was exciting to be part of the Peace Corps so early in its inception. I was part of the first group of teachers that went to Senegal.” Exciting, but sobering. Her work with the Peace Corps exposed her to a world she had never



✦ BY JODIE CORNGOLD

(left) Janet
pounding couscous

JANET GHATTAS '59



Janet and little Janet
at Nema Ding



*Is she a
visionary?*

Intercultural Dimensions at Ganale

dreamed possible back in Brooklyn. In addition to teaching, she worked with children in a Senegalese leper colony.

Janet brought back from French-speaking Senegal an enthusiasm and commitment for the country along with fluency in French, and upon returning home entered a graduate program in French literature. Indiana University conferred upon Janet a master of arts in teaching (MAT) degree. The Peace Corps conferred upon her a passion for the language and a passion for teaching.

She taught French for many years at Weston High School in Massachusetts. Like Mlle. Palisse before her, Janet, too, exposed her students to French opera librettos, following up the lessons with visits to

the opera. Her interest in teaching served her well throughout her tenure at Weston High School, but after several years she knew she could no longer ignore what had been ignited by Senegal. In the summer of 1990, she attended the summer institute for cross-cultural communication in Portland, Oregon, learning how to introduce people to other cultures. She also learned how to start a non-profit organization—a daunting task, but one she felt was critical to achieving the dream that had propelled her all along.

Three years later she established Intercultural Dimensions (ID), a non-profit 501(c)(3) organization that provides programs of cross-cultural awareness through travel, community

*No she insists,
just passionate.
“If you live your
life fully,”
says Janet,
“you will come
into your
passion.”*

service, workshops, and seminars; its programs are designed to stimulate interest and participation in different cultures. Under the auspices of ID, Janet and her husband John Hand travel to Senegal every summer with five people eager to experience Senegalese culture. During the annual 16-day sojourn Janet and John introduce these students of cross-cultural study to life in an African village. “Senegal is difficult to categorize,” she says, “The country combines high tech—everyone has cell phones—with 19th century farming techniques,” adding that Senegal is part of the developing world.

Africa has two seasons: dry and

wet. Summer travel can be terribly hot and the humidity nearly overwhelming, but the constraints imposed by Africa’s rainy winters makes summer travel the only option. Nevertheless, Intercultural Dimensions is increasing in popularity and Janet and John (who also served in the Peace Corps in the early 1960s) are gratified to note that several of their ID alums have chosen the Peace Corps following Intercultural Dimensions’s introduction to cross cultural travel.

Is she a visionary? No, she insists, just passionate. “If you live your life fully,” says Janet, “you will come into your passion.” ✚

Janet and group in Senegal.



LILY NATHAN '04

Teaches for America



Another way of looking at Teach for America is that it teaches teachers how to teach—in Lily's case, beginning with an intensive training period during the summer of 2008 in Phoenix, Arizona. If you've never spent the summer in Phoenix before, then you don't know what "hot" is, but for better or for worse, Lily was so busy with the daily 6:00 am to 5:00 pm training schedule, she scarcely had time to notice.

The heat wasn't the only aspect of the program that took getting used to. Teaching as a career choice was a new concept for Lily. For this English and American Studies major

who hails from a family of lawyers, going to law school seemed a foregone conclusion. But there was something about Teach for America. Like so many other smart, energetic, committed college graduates, Lily was drawn to the organization's mission and how it enables its candidates—many of whom had attended elite colleges and universities—to "give something back" to society.

In order to fulfill its stated goals of ending educational inequity, TFA places its teachers in high-poverty communities. For Lily, that translated to the Gentilly section of New Orleans. The first thing most people ask her is how was the area affected by Hurricane Katrina. "It was one of the first areas to

T

he nonprofit group Teach for America (TFA) doesn't mince words. Consider, for example, its core values:

- 1) Relentless pursuit of results
- 2) Sense of possibility
- 3) Disciplined thought
- 4) Respect and humility
- 5) Integrity

These same core values could also be used to describe Lily Nathan, Berkeley Carroll class of 2004. Not coincidentally, as soon as Lily graduated from Georgetown University this past June, she joined the teaching corps of Teach for America.

✦ BY JODIE CORNGOLD

flood and one of the most affected,” says Lily. Katrina hit three years ago, but for the residents of this New Orleans parish, its impact remains salient.

Lily teaches English language intervention to 3rd through 6th graders. She says, “this means I am taking the kids who are two or more years behind in their reading levels and bringing them up to speed. Even though this all sounds pretty insane, and a lot of the time it is, it is also kind of cool.”

Less cool, but equally intense, are the politics of her job. New Orleans is home to two competing school districts. “One is the Charter system,” says Lily. “This is where educators apply to the city or state for a charter and get public funding to run a school autonomously. These are not magnet schools and admissions are determined by a lottery system. The other is the RSD, Recovery School District, which is what was put together after the storm to recover the school district, essentially, and run what was the public school system.” Coghill Elementary, Lily’s school, is part of the RSD.

The entire school is “modular,” meaning it is made up of trailers, but, as Lily enthusiastically reports in her typical upbeat fashion, “It’s not as bad as it sounds as the trailers are large and well equipped and fairly new.” Furthermore, “they are most likely worlds better than the schools that were destroyed in the storm. As TFA keeps reminding us, we are literally living through and participating in groundbreaking reform, and reform is volatile and painful.”

Lily’s signature sunny disposition puts her in good stead as she literally and figuratively slogs her way through the complexities of learning how to teach. For starters, although Katrina hit New Orleans three years ago, it was hardly the last hurricane to make its presence known. “We got pounded by Gustav,” she says, referring to the harbinger of the 2008 hurricane season. There is also the social storm she and her TFA colleagues have had to weather at Coghill. “We are the first TFA people they have ever hired,” she explains, “so it does sometimes feel a little hostile. I think the feeling is really just coming from not knowing what to expect, for all parties.”

One aspect of the experience Lily had not expected was how charmed she would be by New Orleans. It’s paradoxical. On the one hand, she says, “I have driven through the 9th ward and Gentilly, where I work, and seen some really scary things. Abandoned

and ruined houses litter every street. Many of them have huge red graffiti Xs on the front, with a bunch of numbers indicating when the house was searched, how many people were found dead, how many pets were found dead, and when it is scheduled to be torn down. As you can imagine, riding by dozens and dozens of these houses every day is...I don’t know what to call it. Haunting.” On the other hand, “I ADORE, LOVE, and am verging on OBSESSED with this city. It is totally beautiful. It is lush and green and tropical. The houses are jaw-droppingly beautiful. The people are friendly and warm. I live right off one of the main cultural streets (Magazine Street) which has tons of boutiques, antique stores, restaurants, and bars, and I love it.”

It’s hard not to be swept up by Lily’s enthusiasm for her, if not adopted at least foster, city. One also finds oneself drawn in by this Berkeley Carroll lifer’s passion for teaching who sees the secret as “thoroughly enjoying your students.” She is also quick to add, “It feels really nice to know you’re doing something good. Teaching isn’t about you. It never is.”

Editor’s note: Not long after we spoke with Lily, she was transferred to Carver Elementary. Lily says, “While Carver is only a few blocks from Coghill, it is in many ways a different world.” The transition was difficult: the first few weeks introduced her to a stressful environment that included violence and anger. After a colleague was attacked by students, Lily learned there was such thing as paid assault leave.

But, she told us, “there is, in a way, a happy ending... (The students) were transformed from terrifying, rebellious, hopeless cases, from products of the 9th ward and of Katrina, to *my* kids. I adore each and every one of them. They are hilarious, charming, witty, rambunctious, and smart. They are unendingly curious. They are a fascinating mix of the “hardness” of their backgrounds, the odd semi-maturity of puberty, and normal children who just want approval and attention. Most of them have seen more death and destruction than I could even dream of, and yet when snow fell in New Orleans for the first time in their lives, they were like little kids with their nose pressed up against the windows, staring in awe.” ❖



Young men and women who are members of Massar-e's "Green Team" spend much of the year traveling to the remotest parts of Syria in order to promote youth development. One of their new-found skills is teaching Syrian children how to engage in intellectual debate.

Teaching DEBATE *in* SYRIA

I

was really eager to visit Syria during the opening week of school to help set up the first debate program in the Arab world for middle and high school students.

My partner for the week in Damascus was Sabina, a young Muslim Bosnian teacher who spent her four middle school years confined to her apartment building in Sarajevo during the Serbian siege, unable to leave for a loaf of bread or to play in the street.

"Where were the Americans?" she asked. "You never came. And NATO never came either."

Yet later after she learned the principles of debate, Sabina spent her four years in college in Baltimore teaching debate to dead end high school students in a derelict school that reeked of overt violence more than anything she witnessed in Sarajevo during the war.

Together we planned the fast-paced exposure to three-person World Debate format



✦ BY JAMES SHAPIRO

Huda Shehadeh, a Syrian teacher, gestures as she lays out the strengths of her case.





Worshippers at the Mosque of Omayyad in Damascus make their way across the gorgeous polished marble floors of the interior courtyard.

that we would offer to our Syrian students, themselves mostly in their early 20s. There were two dozen of these teachers and avatars of progressive idealism—Mais, Ibrahim, Hudda, and others—mostly in blue jeans and sports shirts, funny, eager, ardent with irrepressible high spirits and clearly at ease in work that takes them all over Syria to villages so remote that they were not completely surprised recently when people came out of their homes to throw stones at them, the perceived strangers. Undaunted, they stayed and won people over so that by the time they left, they had been invited back.

There were funny moments. When we introduced them to the art of cross-examination they began shouting and cutting each other off and making (as our translator explained) hilarious but demeaning comments.

It turns out that Al-Jazeera has recently imitated Fox News Network's *Crossfire* style, which is really loud-mouthed self-aggrandizement mas-

querading as an exchange of ideas.

I stopped the proceedings. "You can never have real debate unless you learn to hear the other person first," I admonished them. I cited Atticus' admonition to Scout in *To Kill a Mockingbird* about needing to walk a mile in someone else's shoes before presuming to understand them.

The rhetoric subsided and the infant growth of debate in Arabic was sturdier from that moment forward.

Forty percent of the Syrian population is under the age of 18. Access to the internet is highly limited. Bookstores are scarce; newspapers scarcer. Televisions carry an astonishing array of languages and channels but the medium carries nonsense and sense in a tumble that would defy all but the most sophisticated attempts to parse out reliable meaning.

The yearning for normalcy and good relations was palpable. Ordinary Syrians are pained by feeling branded as terrorists and pariahs in the eyes of the West.



...I have seen firsthand in my own school and in my debate travels around America how the free exchange of ideas and pursuit of truth when differing opinions clash is the seedbed of real community."

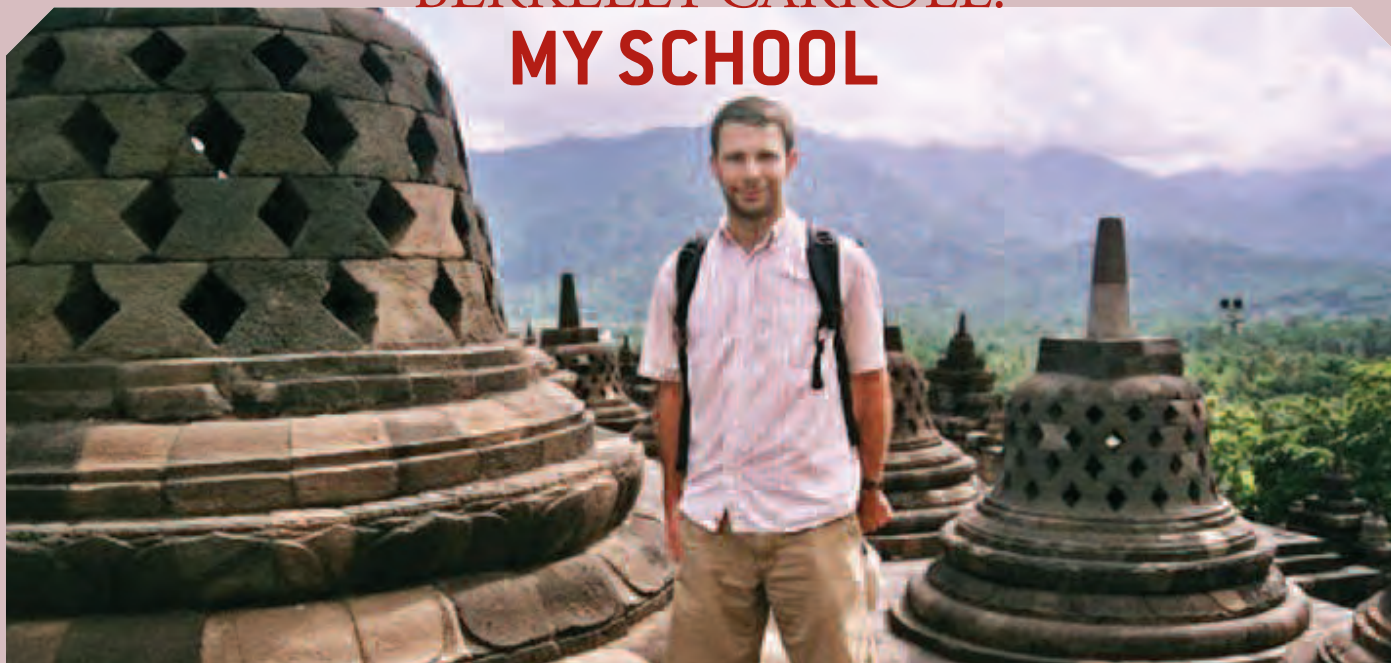
JAMES SHAPIRO

I was not there to condemn or to defend. I went because, as I said many times to my hosts in Syria, I have seen firsthand in my own school and in my debate travels around America how the free exchange of ideas and the pursuit of truth when differing opinions clash is the seedbed of real community.

Until Syrian youngsters, who by and large are trained in a school system that promotes rote memorization, can learn to find their own voices and investigate the truth of their own conditions and to raise questions—until this happens, Syria will never claim its true birthright. No country can.

At a fundamental level, I went to Damascus and found Brooklyn. The issues we talked about in the shadow of the mountain where Cain slew Abel, are the issues I mull over as I hurtle in the subway beneath the East River from one borough to another. It was good to go to the Middle East. And it is a fine thing to be back home, too. ✚

BERKELEY CARROLL: MY SCHOOL



A BERKELEY CARROLL “LIFER”

Tim Chezar '97

Childhood ambition

To play 3rd base for the New York Mets

Fondest BC Memory

When I found out I'd gotten accepted to Boston College

Most memorable teacher

Michael Trano—he was one of the few teachers who held us accountable

Favorite subject

Economics with Lorne Swarthout—that class had a big impact on me

Senior year hangout

Homes of people whose parents were out of town—oops, I mean the library

Biggest surprise in college

Finding out how inefficient other people were with their time. Since at Berkeley Carroll we were involved in many activities, learning time-management skills was important

Current job

After graduating from Boston College I earned my MBA from Cornell. Now I work in the finance division of American Express

Reasons for supporting BC

I like the idea of the scholarship fund and helping someone, who ordinarily might not have the opportunity, get a good education

1950s»

■ **Ann Mackey Peters '50** is an avid gardener and delights in designing cards with photos of her beautiful flowers.

■ **Norma Gatje Smith '50** has had her second book, *From Palm Beach to Northwestern U*, published by Author House.

■ **Carol Anne Behn '59** did some traveling during the summer of 2008. In July she took a cruise on the *Queen Mary 2* to Halifax, Nova Scotia and back with stops along the way. During the Labor Day weekend she visited San Francisco to attend the wedding of her great niece who is the granddaughter of Carol Mahr Behn '47.

■ **Ruthann "Ann" Lind Heap '59** wrote, "We left Nigeria nearly 20 years ago for Hong Kong and then Brazil. Most of the year my husband Peter, a retired British ambassador who has held diplomatic posts around the world, and I live in London. We also have a house in Florida which we use from Christmas until Easter each year."

Note from Holly:

In addition to the *MAGAZINE*, class notes are published on a monthly basis in our alumni newsletter. On the first of the month during the school year, we email the newsletter to all alumni whose email addresses are on file in our office. If you aren't receiving the newsletter and would like to, please contact Holly Kempner at hkempner@berkeleycarroll.org with your current email information. You can also submit class notes online at www.berkeleycarroll.org/alumni/alumni_classnotes.asp or by mail to Holly Kempner, Berkeley Carroll School, 808 Union Street, Brooklyn, NY 11215.

1960s»



(Standing l to r) Claire Ghattas Pitzer, Bunny (Joan) Wagener Libby, Genevieve Twohig, Carol Swan Forster, Carol Atiyeh. (Front l to r) Gwendolen Skelton, Jean Martinson Davio

■ **Jean Martinson Davio '61** sent this note about their latest class reunion. "In August of 2008, **Bunny Wagener Libby** and her husband, Ken, hosted the class of 1961's 'Medicare Mamas' 65th birthday bash and reunion at their home in Stowe, Vermont. We came from Florida, Georgia, Virginia, New York, and Vermont for a week-long celebration. We talked, laughed, relaxed, walked, shopped, and then talked and laughed some more. Four of us spent a whole day with a professional cook learning cooking techniques and preparing a fantastic meal for everyone to enjoy. The remainder of the cooking was shared with each of us preparing a dinner, even Ken.

Carol Atiyeh taught us to play bridge;

Gwen Skelton was our bartender. The highlight of the week was our birthday dinner—turkey with all the trimmings, birthday cake, balloons, and birthday presents! We're already looking forward to our next party! We talked about finding our missing classmates whom we haven't seen or heard from since graduation night. The search has already begun so we can all be together for our 50th reunion in 2011. If you know a member of the Berkeley class of 1961, please ask her if she has talked with Jean recently. If she hasn't, please ask her to contact Holly Kempner at hkempner@berkeleycarroll.org or Jean Martinson Davio at jdavio@embarqmail.com."



(l to r) Jane Nerlinger Evans and Celia Costas

■ **Jane Nerlinger Evans '69** and **Celia Costas '68** have been working on location in Chatham, New York where they are filming Ang Lee's new feature film *Taking Woodstock* for Focus Features. Jane is head of physical pro-

duction at Focus, and Celia is the producer. Jane writes, "We've worked together a number of times before, but this is near and dear to our hearts, set in the summer of '69 against the backdrop of the Woodstock Festival. We

can't believe what great fortune we have had.....to have been friends all these years and have careers that have intersected frequently in all kinds of wonderful ways in wonderful places." When Jane was an executive at HBO, Celia and she collaborated on the Emmy award winning drama *A Lesson Before Dying*. Celia won Emmys for HBO's *Angels in America* and *Warm Springs*, and has, most recently, produced the film version of the Broadway play *Doubt*, starring Meryl Streep and Philip Seymour Hoffman. Jane's 21-year-old son, Lucas, studies film at Loyola Marymount University in Marina Del Rey, California.

1980s»

■ **Rhonda Markland Butler '84** is living in Florida with her family. She has four children who range in age from two to nine years, and she keeps herself busy by taking care of them. Having moved from Binghamton, New York, to Florida four years ago, Rhonda loves the outdoor lifestyle and more relaxed atmosphere of Florida. She thinks it is the "perfect" place to raise children.

1990s»

■ **Holly Long Maturo '90** (in photo) sent this note, "My family and I are doing well. I have enjoyed reconnecting with many Berkeley alumni via Facebook and late last year ventured into New York City to visit **Janine Kenna Dozier '91** to meet Janine's younger son Henry. Henry's



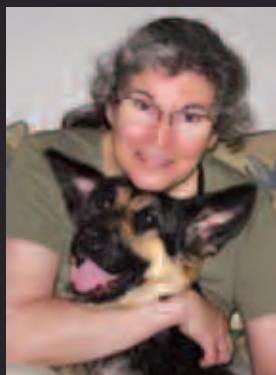
Holly Long Maturo and son Tyler

older brother, Jack, and my son Tyler really enjoy playing together. I am working as a behaviorist for adults with developmental disabilities. It's challenging work, but it's quite rewarding too. I am also doing consulting on the side as a behavior support person for various private agencies."

■ **Leah Foster '95** graduated from law school in May 2008 and is now at Tulane University studying for her master's in social work. She expects to graduate in December 2009. As part of her fieldwork, Leah is working in the New Orleans Public Defender's Office in their alternative sentencing program.

■ **Ben Freeman '95** has been living in London for three years now working for Goldman Sachs. He trades oil for the firm with anyone who wants to increase or reduce their exposure to oil prices

1970s»



■ **Lucy Pinkston Schroth '71**, DVM, has been a small animal veterinarian for 28 years, over ten of which have involved emergency and critical care. She sees a great need for financial assistance to aid pet owners who cannot afford life-saving emergency care in a crisis. To help with this need, Lucy and her husband Don have set up a non-profit organization called Veterinary

Emergency Funding Mission, Ltd. or VEFM. You can find out more about VEFM at their web site: www.VEFM.org or their blog at vefm.blogspot.com. Lucy can also be contacted via email at lpschroth@yahoo.com or vefmmail@gmail.com.

and volatility. Examples of trading partners include oil producers, airlines, sovereign nations, and hedge funds. Ben comments, "While the credit crisis has made times difficult—a number of colleagues have lost their jobs—it has been a fascinating time to work. Hopefully there will be lessons learned from all of this. Otherwise there will be more economic crises which will continue to affect everyone no matter where one lives."

■ **Sergei Burbank '98** is the literary manager and a founding member, with **Marlene Clary** (Upper School English teacher and theater director) and Roy Clary (Marlene's husband), of the Conflict of Interest Theater Company, www.conflicttheater.com. The company's mission is to offer works that challenge accepted norms in dramatic, political, and social discourse. Using modern interpretations of existing works or re-examining works that have been prematurely dismissed or overlooked, the goal is to bring renewed attention to these unconventional pieces. Their first production, *McReele*, opened in October 2008. Their January 2009 production, *Timor Mortis*, featured an original play written by Berkeley Carroll Middle and Upper School Spanish teacher, **Jim O'Connor**.

■ **Andrew Sidrane '99** married Alison Corey Gerson this past November in Philadelphia. Andrew is a software developer at Lazard, the Manhattan investment bank, and Alison works in Manhattan as a



Newlyweds Elizabeth Fisher Hoffman '99 and Matthew Hoffman

■ **Elizabeth "Liz" Fisher Hoffman '99** was married to Matthew Hoffman on September 20, 2008 at the Rainbow Room in New York City. **Lauren Liles '99** was a bridesmaid and several other classmates were in attendance including **Jessica Hochman '98**, **Michael Corcoran '99**, **Ryan DeLorge '99**, **Brian Ezra '99**, **Nick Farrell '99**, **Ford Harris '99**, **David Kelly '99**, **Eric Naison-Phillips '99**, **Albert Reyes '99**, **Aaron Simons '99**, and **Steven Sullivan '99**. Matt and Liz currently live in Manhattan, and Liz works as a Policy Analyst at The After-School Corporation or TASC. TASC is dedicated to giving all kids opportunities to grow through after-school and summer programs that support, educate, and inspire them. The organization builds collaborations among public and private partners



(l to r) Al Reyes, Nick Farrell, Eric Naison-Phillips, Liz, Michael Corcoran, and Lauren Liles.

to ensure that learning beyond traditional school hours remains part of the public agenda and receives the necessary resources. TASC enhances the quality of programs by supporting the people and organizations that work to keep kids safe and engaged. The organization also innovates, supports, and evaluates models that expand the time and ways kids learn and that can be scaled to reach large numbers of students.



■ **Deborah Greig '99** just completed her first season at East New York Farms, an urban agriculture non-profit in the East New York section of Brooklyn, an area of the borough that is chronically underserved in terms of fresh food and produce and over-represented in terms of health conditions caused by poor nutrition. The program increases neighborhood access to healthy food via its vibrant farmers' market which features fresh produce grown by members of the ENY Farms youth program and local gardeners. Deborah writes, "We just celebrated our tenth anniversary which is a testament to the desire of the local community to take control of their food system in a neighborhood that has been called a 'food desert.' Everyone is welcome to come out and volunteer or visit our market. Find out more at www.eastnewyorkfarms.org."

Deborah, shown at left.

manager in the planning department at Mediaedge:cia, a media planning and buying division of the WPP Group, the British advertising company. Andrew graduated from Tufts University where he also received a master's degree in computer science.

2000s»

■ **Anne DeVine '01** is working for the Aga Khan Foundation in Kabul, Afghanistan as their community based education program coordinator, overseeing programs in three northern provinces: Baghlan, Badakhshan, and Bamyán. Read more about Anne in this issue's feature on Anne, her work, and her blog about her experiences in Afghanistan.

■ **Tristan Bennett '04** sent us this note, "After graduating from Bard College in 2008 I married my longtime girlfriend, Kesi, mostly because



■ **Alexander 'Alex' Andon '02** has started a San Francisco-based business called Jellyfish Art (www.jellyfishart.com) that makes ornamental jellyfish aquariums. Only in the past decade have scientists discovered how to keep and breed many species of jellyfish in captivity. These delicate animals require unique tanks with specific water flow patterns to keep them from getting sucked into filtration pumps. Alex is using these new discoveries to create aquariums that captivate viewers with the soothing, mesmerizing ambiance of pulsing jellyfish. He started Jellyfish Art this year and has gotten

calls from several interested celebrities. His latest installation is a nine-foot aquarium in a new Vietnamese restaurant opening in Seattle. As of now Jellyfish Art only makes large custom aquariums, but a line of affordable desk-top tanks will launch soon. Alex's fascination with marine animals was sparked when he sailed through the British Virgin Islands and went free-diving through underwater tunnels in coral reefs. He went on to work for the Sea Turtle Protection Society of Greece, camping on beaches in Crete to protect nests and hatchlings.

I couldn't imagine doing anything else! We also, miraculously, received fellowships to work, study, and teach in the United Kingdom. It's a tremendous opportunity for both of us, and we are now living in Leicester, England. We have a beautiful flat and good futures here. But I have another reason to write. Kesi and I just found out that in July 2009 we are expecting a beautiful baby girl whom we have named Lakeisha in honor of her grandmother. We couldn't be happier, and I couldn't be more proud!"

■ **Michael Patlingrao '06** is majoring in clinical psychol-

ogy at Tufts University and is a research assistant at the school's Emotion, Brain, and Behavior Laboratory (EBBL). He is also a member of the school's all-male step team, BlackOut, and was on the winning competition teams for the Williams College step competition in the spring of 2007 and the Harvard *Ain't No Half Steppin'* competition in the fall of 2007. Michael also choreographs for Spirit of Color (SoC), an on-campus dance company that focuses mainly on hip-hop and jazz styles and dances for the professional hip-hop dance company Static Noyze. For more information, check out www.staticnoyze.com.

■ **Caroline Towbin NG '06** worked on a project organized by Heal the Rift during the summer of 2008. Conceived by four Middlebury College students, Heal the Rift is a non-profit, student-run organization that aims to increase understanding between the West and the Muslim world. Programs center on bringing representatives from both spheres together. An event was held this past July in Washington Square Park and featured music, comedy, and cross-cultural attractions.

■ Six Berkeley Carroll authors had works featured in *RED the Book*, a collection

of personal essays written by 58 teenage girls from across the United States and published in November 2007. **Lucy Bennett, Emma Considine, Sarah Harrison, Jane Horowitz, Aarian Marshall, and Alison Smith**, all members of the class of 2008, were on a national tour to publicize the book and celebrate the release of the book into paperback in October 2008. They wrapped up their tour with readings in New York City and Cambridge, Massachusetts. For more information and to read author blogs go to www.redthebook.com. ✚




Sam Dannenberg '06, center, is majoring in chemistry at Reed College.

■ **Samantha Dannenberg '06** lived in Barcelona, Spain for two months during the summer of 2008 doing chemistry research at UAB, Universitat Autònoma de Barcelona. She writes, "Since my stay in Cataluña I have decided to learn Catalan, the regional dialect that is an interesting mix of French and Spanish. Now, back at Reed College where I am in my junior year, I am still pursuing a major in chemistry, and I am still spinning fire. This year I learned how to breathe fire as well, and next semester I plan on learning to fire hoop."

THE INAUGURAL MEMBERS OF THE **FOUNDERS SOCIETY**—

ALUMNI WHO HAVE PROVIDED GIFTS TO
BERKELEY CARROLL TOTALING
\$25,000.00 TO \$99,999.99—
WILL BE CELEBRATED AT THIS YEAR'S
REUNION WEEKEND APRIL 17-18, 2009.

04 14

On Tuesday April 14, 2009, members of the **Berkeley Carroll Heritage Society**, which includes those donors who have contributed \$100,000 or more to Berkeley Carroll over the years, will be recognized at a special evening event at 181 Lincoln Place. 

DEATHS IN THE BERKELEY CARROLL FAMILY

■ **E. J. "Jean" Fraser O'Sullivan '35** passed away on April 30, 2008. Jean is survived by her husband, James, and her children Katherine, Robert, and Jane.

■ **Joanne Nagel Wright '48** passed away peacefully at home on September 13, 2008 with her husband, Peter, at her side. Joanne attended Duke University and graduated with her bachelor of arts from Barnard College in New York. Before marrying, Joanne was an aspiring actress and worked in summer stock theatre in Connecticut and then did some work in radio and television in New York City. When she had the opportunity to do some work in the movies in Mexico, she enrolled in a Berlitz Spanish course and became fluent in Spanish. She



lived in Mexico City and Havana while acting in a few movies and doing voiceover dubbing in English for other films. Joanne married Peter in 1958, and they moved to Los Angeles in 1961 with their son, Peter Christian. Their daughters, Margot Faith and Amanda Hope, were born soon after their move. Joanne devoted herself to the raising of her children and only returned to work once they graduated from high school. As a full-time mother, Joanne began the community service and volunteer work that would be her calling for the rest of her life. In 1998 Joanne and Peter relocated to Santa Paula, California where Joanne became engaged in the civic affairs of the city and a well-known civic advocate. Her role as a founder and organizer of what has become Santa Paula's annual Labor Day parade was a visible highlight to her long work in community promotion. Joanne is survived by her husband, Peter Wright, and her three children, Peter Wright of Midland, Michigan, Margot Wright of Lafayette, Colorado, and Amanda Flora of Thousand Oaks, California, and by Peter's wife, Nicki Bauer. In addition, Joanne is survived by her beloved five grandchildren—Dylan, Sophia, Jasmine, Maya, and Audrey.

■ Sweaty palms, nervous laughter, a Brooklyn accent, panic-induced silences. These were just a few of the image blemishes addressed by **Dorothy Sarnoff Raymond '31**, an opera singer and Broadway star who had a much bigger second career as one of the first, and most influential, image consultants, coaxing stageworthy performances from business executives preparing a big speech, ambassadors on their way to foreign assignments, and writers heading out on book tours. She became an accomplished singer on Broadway, television, and in opera, starring in *The King and I* with Yul Brynner. Her performance credits include *Rosalinda*, *My Darlin' Aida*, *Tosca*, *Magdalena*, *The Ed Sullivan Show*, a USO show in Germany, and Super Club Acts at the Pierre Hotel's Cotillion Room and the Americana Hotel's Bal Masque Supper Club. When her stage career waned, she founded Speech



Dynamics Inc., a speech consultancy firm, and held speech cosmetics classes in New York City. In this capacity she aided Israeli Prime Minister Menachem Begin with a public speaking engagement and in 1980 she assisted President Jimmy Carter with his State of the Union Address. Ms. Sarnoff found time to give back to her school and was the keynote speaker at Berkeley Carroll's career day in the early 90's. Ms. Sarnoff died December 20, 2008 at her home in Manhattan. She was 94. ✚

SAVE
the
DATE

REUNION *Weekend*

APRIL 17-18, 2009



EVANS



COSTAS



ROOT



GAON

17
Friday, April 17

- 1939 Union Street
Park Slope, Brooklyn

6:30 - 8:30 pm

Cocktails and hors d'oeuvres
at the home of Robert Vitalo,
Head of School

Alumni Founders Society—
initiation celebration and
ceremony

"Staircase" by Naomi Brenman '11

18
Saturday, April 18

10:00 am

Discussion

- 181 Lincoln Place
A conversation with
Celia Costas '68, Emmy award
winning producer (*Warm Springs*
and *Angels in America*), and
Jane Nerlinger Evans '69,
head of physical production at
Focus Features.

11:00 am

Reunion Brunch

- 181 Lincoln Place

PRESENTATION
OF ALUMNI AWARDS:

Distinguished Alumni Award:

Elizabeth 'Bitsie' Root '51, founder
and retired head of the Phillips
Brooks School in Menlo Park,
California

Lions Award:

Sloan Gaon '87 for service to the
Berkeley Carroll School as member
of the Alumni Council and the
Board of Trustees

1:00 pm

All-School Art Show

- 181 Lincoln Place
All members of the BC community
are invited to tour the school and
enjoy the displays of student art
from grades PreK-12, craft
activities offered by Upper School
students, and workshops for
families by visiting artists.

2:00 pm

Alumni Dance Performance

- 181 Lincoln Place
Join dance teacher Dalienne
Majors in the dance studio.

the
BerkeleyCarroll
School

Berkeley Carroll salutes its alumna, the late

CATHERINE G. RORABACK '37

- **The only woman** in her graduating class at Yale Law School in 1948
- A litigator who, through her role in the landmark case **Griswold v. Connecticut**, forever redefined the notion of “privacy” as it affects the course of jurisprudence on personal issues including abortion



Catherine Roraback

was a member of the Atwood Society, a group of alumni, parents, and friends who have made provisions for

Berkeley Carroll through a bequest or other planned gift. Catherine was an influential woman and lawyer who thought enough about her life at Berkeley to remember Berkeley Carroll in her will. Please consider doing the same.

How can you remember Berkeley Carroll forever?

- Designating the school in a will
- Making a trust arrangement
- Including the school in an insurance policy
- Donating assets from your retirement plan

For more information: 718-534-6585

advancement@berkeleycarroll.org

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Brooklyn, NY 11215
www.berkeleycarroll.org

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Second grade dancers, January 2009

