

The Berkeley Carroll School

Spring 2018

MAGAZINE



THE
COLLEGE
DECISION



A MATCH
TO BE
MADE

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The Berkeley Carroll School Magazine is published by the Communications Office for parents, alumni, grandparents, faculty and friends of the school.

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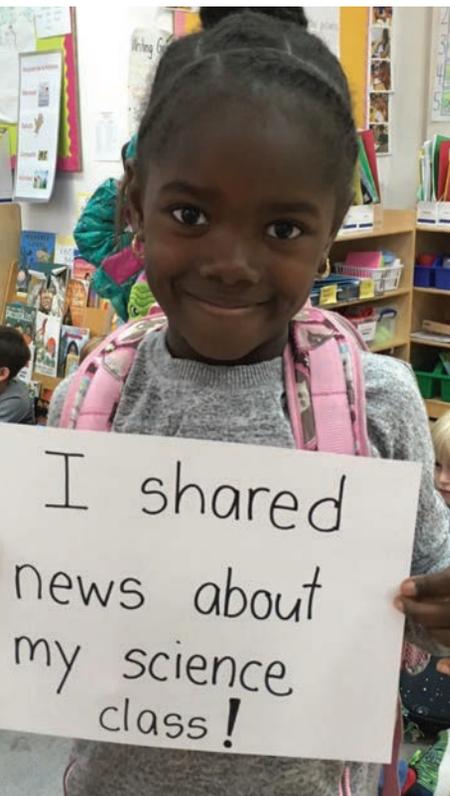
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Dear Friends,

Berkeley Carroll prides itself on being a college preparatory school, as we say in our mission statement:

...Our independent, college prep school is a creative and intellectual community where devoted teachers challenge and engage talented students. Our demanding curriculum and vibrant civic life prepare our diverse graduates for success in college...

Being a college prep school means we have rigorous, advanced courses that ready our high school students to take the next step in their education, but offering these courses is just one part of the equation for success. What separates the Berkeley Carroll experience from many other New York City schools is our dedication to knowing each of our students in depth, and encouraging them to be open to many different opportunities.

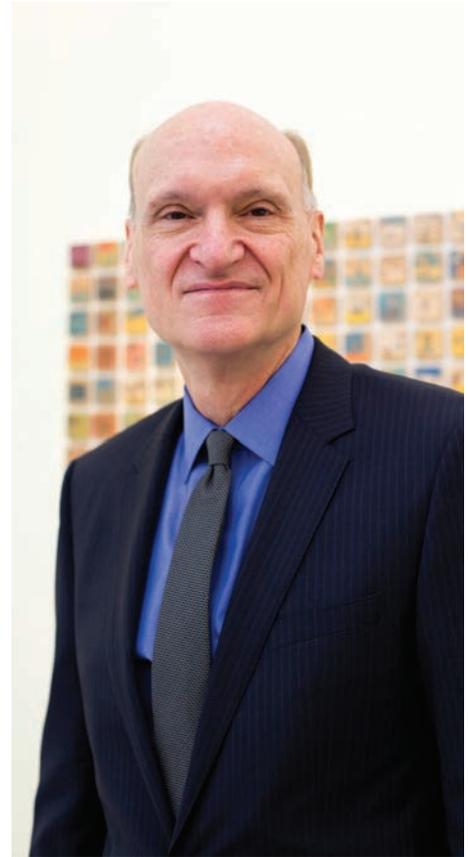
There is no one “right” way to be successful at Berkeley Carroll. We want students to take risks and pursue new experiences which can potentially open up different worlds for them to explore. In their years here, students see that there isn’t just one “right” group of colleges they must apply to and that individual success is best measured and achieved by interest and engagement and not by the pursuit of grades.

This edition of our magazine illustrates the broad scope of our program and how it leads our students to consider what is the next, right step for them. The end result of the work we do every day at Berkeley Carroll is that our students are sought after by the strongest colleges which continually reinforces our belief that there are many paths to success.

As always thank you for your belief in our goals and for your continued support of our school.

Sincerely,

Robert D. Vitalo
Head of School



“We hope that providing our students with the opportunity to hear different perspectives will further their individual identity development.”

Assistant Director of the Middle School and Math Teacher Yabome Kabia on BC Talks, an ongoing series of speakers and workshops in which the BC community engages with current topics of social and political relevance.

“Thank you to Berkeley Carroll for making our work in Brooklyn possible.”

GO Project administrator Olivia Nuñez at their ribbon cutting in September. BC donates classroom space every Saturday which allowed this non-profit to open its first Brooklyn campus and provide academic support to public school students in under-served neighborhoods.

Issues of racism, bigotry and free speech have all been brought to the forefront for us in painful and divisive ways. I am convinced that there is no better place to confront these issues than in a community such as Berkeley Carroll.

Head of School Bob Vitalo in a back-to-school email to the BC community.

We are expecting you to make mistakes. We are expecting you to grow and learn, to apologize and do better when you need to. Most importantly we are asking you to have the confidence, the heart and the love to make this an amazing, special, rich community where you are fearlessly, endlessly curious and ready to be good, ordinary heroes.

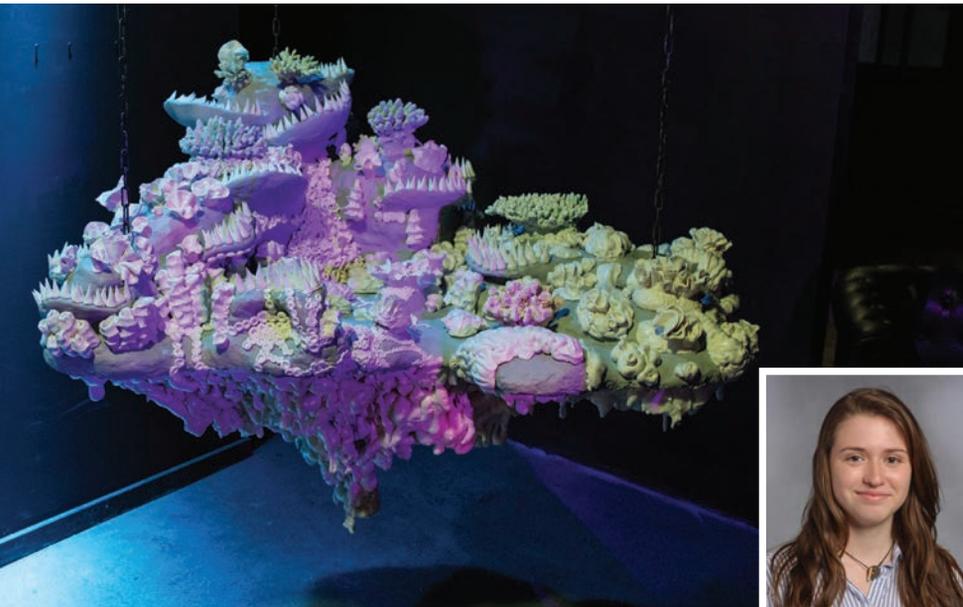
Jim Shapiro, Director of the Middle School, at a back-to-school assembly.

Rise & Shine Recorders

Before school begins each morning, **Lower School Music Teacher Carolyn Sloan**'s room is already buzzing with third and fourth graders practicing the recorder. Known as the Recorder Ensemble, this group formed organically a few years ago simply because some students wanted extra time to learn music by Purcell, Handel, Vivaldi, Bach, Telemann, Corelli, and many more composers who originally wrote for the recorder. Now, over a dozen students perform in the group at BC events and some have graduated to the clarinet. Fourth grade veterans have also started mentoring third graders who are new to this practice routine, helping them master new pieces of music.







Katrina Fuller '18: Jeffrey Ahn, Jr. Fellowship Winner

The Body Reef

by **Gabrielle Guarna '18**

If you stumbled upon the art exhibit called *The Body Reef* in Lower Manhattan, you definitely wouldn't think that a high school senior was the creator behind the whole exhibit. But you'd be wrong, because in fact, the mastermind behind the clay creation was

Katrina Fuller '18.

Katrina became interested in visual arts in ninth grade, but had never taken many technical classes in drawing, painting, or sculpting. So when **Upper School Visual Arts Teacher Tammy Nguyen** told her about the Jeffrey Ahn, Jr. Fellowship, she was eager to undertake this challenge to put her visual landscape into something concrete.

She began this project in July, working in a studio in Williamsburg, Brooklyn. During this process she was able to take some art classes and meet several very interesting artists, including the sculptor Ingo Appel, with whom she took a few classes that influenced her sculpture. She also got a lesson in engineering, working in BC's new Beta Lab with **Engineer-in-Residence Ryan Byrne** to construct the suspension mechanism necessary to hang the finished sculpture in a gallery. And now, in an independent study with **Upper School Visual Arts Teacher Nell Daniel**, Katrina is learning the skills necessary to present her work professionally.

The biggest takeaway for Katrina was, "Even if you have never sculpted before and have to do every step of the project at least twice before getting it right (both true), all that really matters is that you're trying."

It's unbelievable that someone who had never sculpted before

was able to make not only such an intricate creation, but also such a meaningful one. If you just took a glance at her two massive clay pieces, you would see a color-filled coral reef. What you might not notice though, is that each piece of coral has a resemblance to a human body part. The human body and her interest in neuropathology (including a brain autopsy she performed) is where she drew her inspiration from.

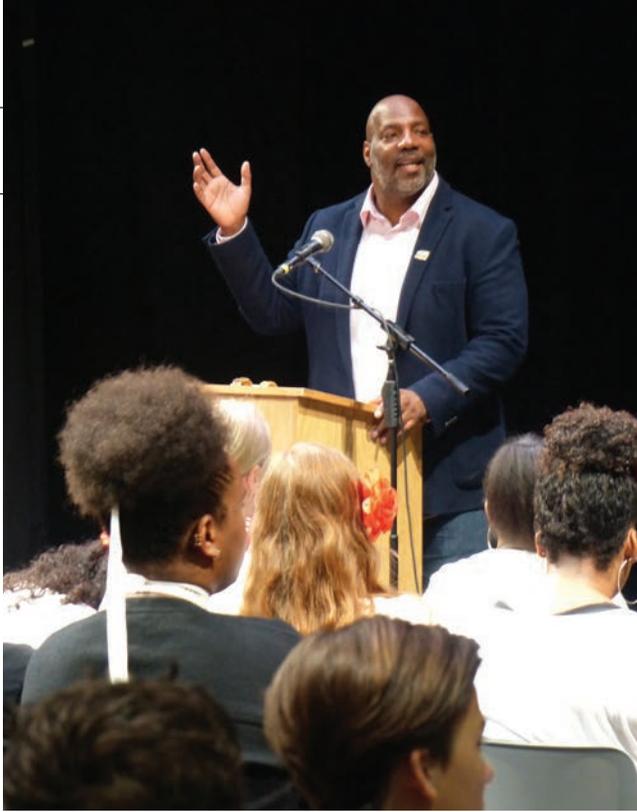
"I immediately noticed that these dendritic structures were not new to me," Katrina says, "but they were a mirror of the natural shapes that surrounded me every day." She felt as though humans are aware that we are ruining coral ecosystems, but that we don't do anything about it because it is far away from us, and we have no personal connection to the issue.

So she asked herself, "How can you make people personally identify with the issue? Also, how do you make people realize that harming this ecosystem is also harming ourselves?" Keeping this idea in mind, she sculpted tirelessly (sometimes working until 3am and falling asleep at the studio), to have an end result that would "conjure a new sense of empathy with the natural world."

After starting the process in July 2017, Katrina worked until October 26 when opening night finally came. The studio on Rivington Street in Lower Manhattan suddenly was filled with friends, family and Berkeley Carroll teachers.

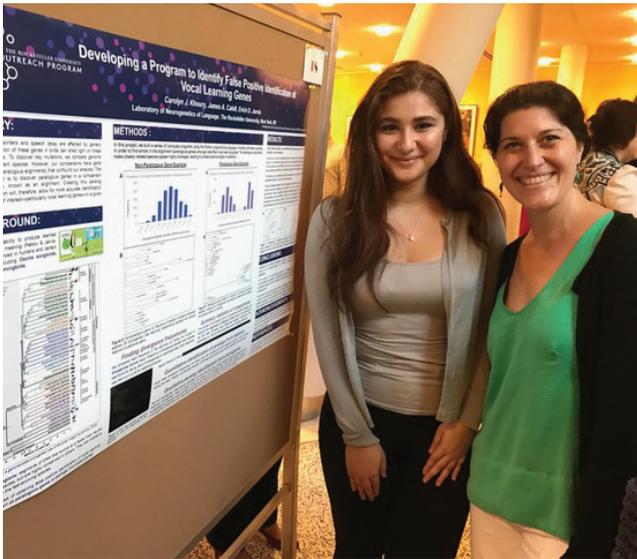
"It was very interesting to see how people responded to it differently," Katrina said. "I just hope that this project plays at least a small part in helping bring out new kinds of awareness."

This article originally appeared on bcblogger.com.



The Nuances of Freedom of Speech

Award-winning New Yorker staff writer and Columbia University journalism professor Jelani Cobb spoke to Upper School students at a BC Talks event in October about the history of the freedom of speech in the U.S. and the challenges of interpreting this right in modern times.



Senior Spends Summer In Prestigious Science Research Program

Carolyn Khoury '18 was selected to attend the Summer Science Research Program at Rockefeller University where she wrote a computer program to contribute to autism and speech delay research. **Upper School Science Teacher Essy Levy Sefchovich** attended the final reception to support Carolyn.



An Annual Homecoming

Over 70 BC alums reunited at an annual pre-Thanksgiving get-together at Union Hall.



Two National Diversity Conferences

Emily Morocho '18, Nysa Stiell '18, Patrick Gamble '18, Mosab Hamid '19, Alayna Thomas '19, and Brianna Johnson '20 traveled to Anaheim, CA, to represent BC at the Student Diversity Leadership Conference to reflect on how they see the world, connect with peers from across the country, and learn about themselves. Guest speakers included Kimberlé Crenshaw and Ta-Nehisi Coates. Faculty members from each division traveled with the students to attend the concurrent People Of Color Conference for leadership training, professional development and networking in order to enhance an interracial, interethnic, and intercultural climate in academia.



Night of Jazz With Dr. Neil deGrasse Tyson

Students in the Upper School Jazz Band and faculty in the Middle and Upper School Science Departments got the opportunity to dine with renowned astrophysicist and science educator Dr. Neil deGrasse Tyson at a private dinner this summer.



Global Language Exchange in Argentina

Middle School World Languages Department Chair Liz Luscombe was selected to participate in a cultural exchange with educators from other National Association of Independent Schools in Córdoba, Argentina. Liz's expertise at workshops with five Argentinean schools created a productive exchange of ideas on an important question: how to design language education programs that best serve students of diverse ages and backgrounds.



Cultivating a Social Conscience

Qutaiba Idlbi, a researcher and refugee awareness activist engaged Middle School students in a discussion about what life is like in Syria under a dictator. They also discussed free speech and the responsibility he felt to speak out about injustice, despite being jailed multiple times and eventually forced to flee his home.



MoMA Acquires BC Teacher's Work

MoMA and the Philadelphia Museum of Art have acquired work by **Upper School Visual Arts Teacher Tammy Nguyen**. *Aloha-ho-di-ho*, the activity book pictured here, presents aspects of the Jazz Age with a backdrop of American imperialism through poems, music, recipes and a timeline.

The Carnegie Council for Ethics in International Affairs also appointed Ms. Nguyen as one of 12 delegates for a trip to Yogyakarta, Indonesia, to investigate religion and tolerance. Her work earned a writeup on the popular art website Hyperallergic titled "Portrait of a Young Artist, from New York to Vietnam and Back."



Berkeley Carroll Named One of the Best Independent Schools in New York

Berkeley Carroll is proud to once again appear among the best private schools in New York for 2018 according to Niche.com, a national online database that provides families with information about neighborhoods and schools. BC ranked as the #15 Best Private K-12 School in New York -- a jump of seven spots from last year, as originally reported on Patch.com.

The list, which can be sliced by city, metropolitan area, state or nationwide, most heavily relied on an analysis of students' test scores and the average ranking of universities students are most interested in attending or go on to attend. Niche.com also looked at the rate of college enrollment, cultural diversity, parent and student reviews, and the school's teacher-to-student ratio. Based on these criteria, Niche.com gave Berkeley Carroll an A+ grade overall.

Berkeley Carroll is in good company, appearing on the list alongside Manhattan and Brooklyn peer schools including the Dalton School, Riverdale Country School, Horace Mann and the Spence School.

This Niche.com ranking, which places emphasis on students' success after graduation, is just another endorsement of BC's approach to the college selection process (which you can read more about on page 44). Every graduate from BC's class of 2017 continued on to college and 83 percent were accepted to one of their top choices. 86 percent were accepted into colleges designated as highly selective, which means they consistently admit fewer than half of applicants. 40 percent were accepted to colleges in the most selective category, meaning they accept less than a quarter of students who apply.



Traditions of Thanks & Celebration

Twice a year, the Lower, Middle and Upper Schools gather together for BC traditions that celebrate community and express thanks. At the Thanksgiving Assembly, **Head of School Bob Vitalo**, **Wren Guthrie '26**, **Zoe Pyne '22**, **June McBarron '19**, and Lower School Materials Librarian and STEAM Integrator Camille Harrison addressed the school to voice what they are most thankful for. The Middle and Upper School Choir, Third Grade Chorus, and Fourth Grade Chorus also performed. Before the assembly, Middle and Upper School students and faculty sat together for a “Grateful Meal” of soup and bread to cultivate a

mindset of community and discuss gratitude.

The Candlelighting Ceremony is held right before Winter Break each year to celebrate a successful first semester. **Head of School Bob Vitalo** and representatives from each grade, the Parent Association, faculty, staff and alumni each lit a candle. **Director of Technology and Computer Science Chair Aiden Lucey** addressed the Middle and Upper School. The Third Grade Chorus, Fourth Grade Chorus, Upper School Choir and the Lower School Recorder Ensemble (read more on page 4) also performed.



BC Sends Help & Hope to Victims in the Caribbean

Students at every grade level studied the impacts, both political and practical, of the hurricanes that hit the Caribbean this year.

Lower School students decorated and sold ceramic heart pins in front of our Carroll Street campuses to raise funds for hurricane and earthquake relief efforts. Every penny raised was donated to the Hispanic Federation campaign Unidos, with all proceeds going to Puerto Rico, Mexico City, and the Dominican Republic relief.

Middle and Upper School students at the World Affairs Breakfast Club discussed the historical context surrounding the U.S.'s response to these natural disasters. Middle School students in the current events elective class sent necessities like diapers, baby food, toothpaste and batteries donated by the BC Community to a grassroots group in Puerto Rico.



Ecological Collaboration

4th graders invited 8th graders to lend ecological expertise gained from a class trip to the Eastern Shores of Virginia and Maryland (read more on page 20) to help measure the temperature, turbidity and pH of the water and investigate oysters and other small animals.



An NYSAIS Emerging Leader at BC

BC's **Director of Libraries and Research Briar Sauro** was selected to join the newest cohort of NYSAIS's Emerging Leadership Institute, a two-year professional development program that involves accreditation committee work, working with a mentor leader from another school, professional retreats, and an independent project in the second year.

IN SEARCH OF BALANCE: ONE ALUM'S JOURNEY TO A FULFILLING CAREER

by Bartie Scott

From New York nonprofit work to the Great Outdoors: Paul Bendernagel '10 catches up with BC Arts Director Peter Holsberg

Heading into his senior year at BC, **Paul Bendernagel '10** was a little apprehensive about having a new band director, if he's being perfectly honest. He'd spent years studying the trumpet and was ready to assume a leadership role in BC's Jazz Ensemble. Plus, he had a lot of other things on his mind: soccer, basketball, college applications, baseball. Paul didn't know that the new guy, **Arts Director Dr. Peter Holsberg** was an accomplished trumpet player himself, as well as award-winning teacher, composer and author, and would become a formative figure in his high school career and beyond.

Last fall, Paul visited BC to catch up with Dr. Holsberg, whose sage advice and dry humor he always appreciated. Over burrito bowls and tacos (beef for Paul, vegan for Peter) the two discussed the most important ways people change in their late teens, the pressure of choosing a career path at a young age (and why you might not have to) and advice they both have for current BCers preparing for college and beyond.

DR. HOLSBERG: So my first year at Berkeley Carroll, which was your last year, was eight years ago. I want to hear more about your time at Macalester College. Then you moved out to Montana for a while -- how did that go?

PAUL BENDERNAGEL: Macalester was definitely a good match for me. I'd actively looked for schools that fit the mold created by BC: small classes, professors who cared, students who were curious and had a drive to do well. I was also looking for a liberal arts college where I could be an intellectual generalist and have the freedom to explore different academic trajectories. Eventually I decided to pursue a major in geography; it let me tie in ecology, political science, economics, and urban planning. I found that really appealing.

After college I worked in New York, but pretty quickly I felt like I'd had it with the city. I value green spaces, especially mountains, and I had a longstanding love for skiing and a fledgling interest in climbing. A good friend of mine from college had moved out to Big

Sky after we graduated and gave me the quick elevator pitch about why I should move out there. I ruminated on it for about 15 minutes, packed up my car and drove out to Bozeman, Montana, with my dad and moved into a house with random Craigslist roommates.

In the winter I worked at a ski shop and summers I did landscaping and ecological restoration work. I skied about 100 days a year. For a while I was super content with that seasonal flow. But I got into a bad crash and fractured my fibula. I was sidelined for a good chunk of time and had a lot of down time to evaluate what shape I wanted the next phase of my life to take. The more I thought about it, the more I realized the life I was leading wasn't really one of balance. I was gratifying one aspect of myself with skiing, climbing, and the outdoors. But I was letting my intellectual side, the curious side, die on the vine.

I had met people in Montana who had gone down this path and then woke up 10 years later to realize they didn't have other options -- they felt painted into a corner. But I'd also met plenty of people in New York who had chosen a very different path and then realized that the prime time of their life to do these things had passed by. There's also a small subset of people who manage to lead a life of balance in which they are fulfilled by their work, but they also have external pursuits that they find enriching. I knew I wanted that for myself, so I decided to apply to grad school. I'm now studying GeoInformatics; maybe I'll work in land use management somewhere in the Rocky Mountain West.

DR. H.: You've always had such a wide variety of interests -- at BC and it sounds like after as well. You were an outstanding musician, a leader in the Jazz Ensemble, and you played soccer, basketball and baseball. How did all these activities translate into life after BC?

PAUL: I like to dabble in a lot of things and BC afforded me the opportunity to indulge that. I also went on field trips, did the World Affairs Breakfast Club, tried out interesting electives. So I've been conditioned to try new stuff, find out if I like something, and put



in the work. Those habits and motivations are a direct vestige of everything I learned at BC. In high school, and even more so in the real world, even though you have people who are pushing you to do well, the onus is really on you to put in the work -- or else kind of flub it.

DR. H.: One of the things my high school band director said to me when I was considering teaching different age groups was that the great thing about teaching high school is seeing students change from 9th to 12th grade more than any other four year period in their life. Looking back, how do you think you changed while you were at BC?

PAUL: During high school I had this sense that I was growing up. I first started playing trumpet because my parents told me I had to play an instrument and I had to practice. But at some point, those interests become your own. And that's ultimately a much more sustainable link to a pursuit than someone telling you that you should do something. So the biggest thing was developing curiosity, developing a genuine interest in those things I wanted to know more about, gaining fluency in something and the confidence that comes with owning that skill. By the time I left BC I was engaging with hobbies and intellectual subjects on my own terms, not in a way that was handed down to me by someone else.

DR. H.: Over the years, working at conscientious schools like BC and St. Benedict's Prep in Newark where I worked before, one of John Dewey's most famous ideas about educational reform often comes up. It's about not separating academic subjects into little boxes. We've noticed that many of our graduates have reported that the self-confidence they got from doing independent work here,

seeing how different subjects worked together and coming up with their own questions, also allowed them to try things when they went to college.

PAUL: Definitely. I felt like I had a leg up as a college freshman that stemmed from rigorous group discussions and writing assignments -- learning to distill my thoughts into a cohesive format -- no matter what subject I was studying. I was also accustomed to being able to reach instructors outside of class to ask questions or further the conversation. And I think that was a hugely valuable resource when I got to college that a lot of people didn't know to take advantage of. Some of my professors I'm still in close contact with, and that ability to confidently and effectively converse with new people, strangers, potential employers, someone that you want to network with. That's been an invaluable skill for me.

At BC and also in college, one of the skills I found to be most useful was just having a genuine curiosity and ability to self-teach. A lot of the skills I'm most proud of now are things that I may not have directly learned at Berkeley Carroll, like mountain safety (I'm an EMT) and GIS work that I'm now doing in graduate school. These are skills that I've learned after I graduated from Berkeley Carroll but the tools that I used in order to acquire them and the willingness to put in the work were set into motion during my time at Berkeley Carroll.

I think BC equipped me with a social and intellectual toolkit that served me well in college, has served me well as a post-grad and will continue to serve me well throughout the rest of my adult life.

DR. H.: What advice would you give to somebody who's at BC now?

PAUL: If you've got an interest, or a few interests, jump into them with two feet. Seek out the people who work in a field you might be interested in. I can't count the number of times I've reached out to someone in any of the fields that I've been interested in and just said 'Hey, I find the work you do really compelling. Would you be open to an email correspondence or a phone call or coffee or something?' Obviously there are people who won't respond, but by and large people are willing to help you out. You have the advantage of your age -- people want to help young people, especially if you have an association or connection to this person through a friend of a parent or someone who you met at a conference.

DR. H.: My parents always encouraged me to keep my options open and to consider as many different paths as possible. And when I give advice to a high school senior I say, number one, chill out. Because seniors are all freaked out about the future. And then the second part isn't magic, here's what you do: You work really hard. You put yourself in the best situation, and make good relationships. And then eventually you'll find what you're going to do. You don't really know what the job could be in the long run -- a lot of people end up doing things that they had no idea even existed a few years earlier. You take that one class in college that all of a sudden you become interested in and it could be something that you knew nothing about. Go about things with the best of intention, work hard and be honest. What else can you do besides that? ■



LOOK
See

LEVEL UP

COATS AND
TITAN GRAP

A2 PRO
WATER
FILTER

PEDAL
WASH

GOOD IDEAS

Upgrade

BRAILLE = THERE ARE SOLUTIONS THAT

BRAIGO 101
PRINT

CLEAN

SKU # 716

6522



**EXPERIMENTATION
ENCOURAGED:
THE BETA LAB**

WHEN BC'S **ENGINEER-IN-RESIDENCE RYAN BYRNE** WAS IN THIRD GRADE, HE KNEW HE WANTED TO BUILD ROCKETS. FAST FORWARD 15 YEARS, AND HE SET OUT TO DO JUST THAT AS AN AEROSPACE ENGINEER AT ELON MUSK'S FORWARD-THINKING SPACECRAFT MANUFACTURER SPACEX IN SOUTHERN CALIFORNIA.

Now in a serendipitous twist of fate, Mr. Byrne is in a similar position as he was ten years ago, when he helped found his high school's first robotics team -- but this time he's getting paid. As Berkeley Carroll's first Engineer-in-Residence, Mr. Byrne mans BC's new Beta Lab. His job is to help faculty incorporate engineering principles into class projects and guide individual students as they execute ideas for independent pursuits.

A twist on an artist-in-residence, the idea behind BC's plan to hire an engineer-in-residence was to bring in an outside expert with real experience, a love for the practice, and knowledge of the available tools, who could approach engineering principles almost as if they were training students as mentees on a job.

Rather than dictating curriculum, BC wanted someone dedicated to helping faculty and students in an unstructured way at first, letting their ideas drive what projects happened in the lab. And, with the brand new, 2,000-square-foot Beta Lab opening at the beginning of the school year, BC needed a professional who could identify and operate the appropriate equipment to execute large-scale projects.

This approach differs from schools that hire a STEAM (or STEM) academic with a preconceived plan to systematically incorporate science, technology, engineering, art and math into the curriculum.

"We wanted someone who was going to be comfortable helping to create the position for BC, responding to students and teachers as they wander into the space with an ambitious idea or just out of curiosity," says **Brandon Clarke, BC's Assistant Head of School for Program**.

In its first two months, the position was already working out according to the (unstructured) plan. Seventh graders in **Middle School Science Chair Jennifer Kosnik** and **Science Teacher Jason Dorn**'s classes used the Beta Lab to design and build cardboard satellites. Mr. Byrne provided information on the real instruments NASA uses to monitor the Earth's atmosphere and ocean currents and students replicated communication equipment, propulsion mechanisms, and electrical systems on their own satellites. **Middle School Math Chair Lisa Hartmann**'s fifth grade classes assembled wooden multiplication machines in order to examine patterns, look at

divisibility rules, and study prime and composite numbers.

Individual students have also sought out Mr. Byrne's expertise for help with projects outside of class. **Amber Daniel '18** is using the lab to build a dialysis machine as part of her project in BC's three-year Science Research and Design Program. Just for fun, **Mokhtar Rajai '18** explored retrofitting an old handheld gaming device to play an SD card full of Super Nintendo and Sega Genesis games. **Katrina Fuller '18** needed to build a mechanism that would allow her to suspend large-scale sculptural representations of a coral reef ecosystem during her first public art exhibition. Mr. Byrne worked with her to cut a 4x8-foot plywood mount and affix chains to suspend the sculpture from the ceiling (read more on page 6).

"I'm thrilled there are people in the lab doing art, math, Robotics and all sorts of projects," says Mr. Byrne. "Those kids are going to bump shoulders and see each other's projects. You draw more inspiration by leaving your bubble. Somebody will say, 'Oh, that's pretty cool,' and that's where some really creative and innovative projects can happen."

The integration of subjects is the whole idea behind the Beta Lab. STEAM is not a dedicated class at BC, but rather a commitment to the melding of the principles of, for example, measurement, historical context, design, and presentation skills all in one project.

"What the space offers us is an opportunity to give real world application to concepts," says Mr. Clarke. "It may provide an 'A-ha' moment for some students who are grappling with the abstraction."

Engineering principles aren't confined to measuring, calculations, or using a power drill. Mr. Byrne wants to make sure that while students are learning the nuts and bolts of technical execution, they're also learning how to problem solve, work on a team, form a plan, prototype, and advocate for ideas. An important part of BC's mission to support critical, ethical and global thinking is the ability to communicate your thought processes to others, discuss solutions and capitulate to a better idea.

"It's difficult for students," says Mr. Byrne. "Especially ones as bright as they are here at BC, to advocate for your idea in a group setting, but then recognize it might not be the best one available. That's a huge part of life, no matter where your career takes you." ■



5



1



2

During the Beta Lab's first semester, it was already home to exciting projects like bridge building by Upper School engineering students (1), 7th grade satellite models (2), 7th graders' paper airplane project to measure distance and velocity (3), multiplication machines built by 5th graders (4) and 8th graders' bicycle generator (5).



4



3

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Use #BerkeleyCarroll and your post could appear on our social media mashup at berkeleycarroll.org/social-mashup



The Berkeley Carroll School

BC lifer Alex J. '21 visited all of our kindergarten classes to teach students about the parts of the ear, how the parts work together to send messages to the brain, and his own experience after being born without hearing. His cochlear implant, as he explained, has helped him do anything other BC students can do (even playing on the basketball team).

Classes then played "telephone" to demonstrate how the hearing process depends on every single part of the ear working together.



@berkeleycarrollschool

The BC community got creative celebrating Halloween! The Upper School assembly featured a performance by the Spirit Squad and a costume parade. Lower School students sang songs and played games before parading around the block. And the The Berkeley Carroll School Parent Association's Halloween Party attracted more than 800 people!



@berkeleycarroll

Mulan J. '24 competed on the Food Network's "Chopped Junior" in a May episode called "Grillin' and Chillin'," judged by singer Jessie James Decker, food writer Jed Portman, and chef Geoffrey Zakarian.



The Berkeley Carroll School

A clip of Henry R. '20's card trick performed on America's Got Talent got more than 1 million views on YouTube within a week! He made it to the fourth and final round of cuts, where he astonished judges with a pastry-related trick. Congratulations, Henry!



What will your **ANNUAL FUND GIFT** support?



980
Students



155
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6
Libraries



3
Playgrounds



6
Bands &
Orchestras



44
Athletic Teams



5
World Languages
in Upper School



10
Science Labs



6
Visual Arts
Studios



\$6,749,439
Financial Aid Awarded



2
Academic Partnerships
with Universities



1
Performance
Space



23
Middle School
Arts Electives



5
Choirs



9
Academic Travel
Programs

Your gift
will support
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BERKELEY CARROLL
STUDENT**

Berkeley Carroll counts on the Annual Fund and the generosity of the school community to help support a talented faculty, innovative programs, a commitment to financial aid and state-of-the-art facilities.

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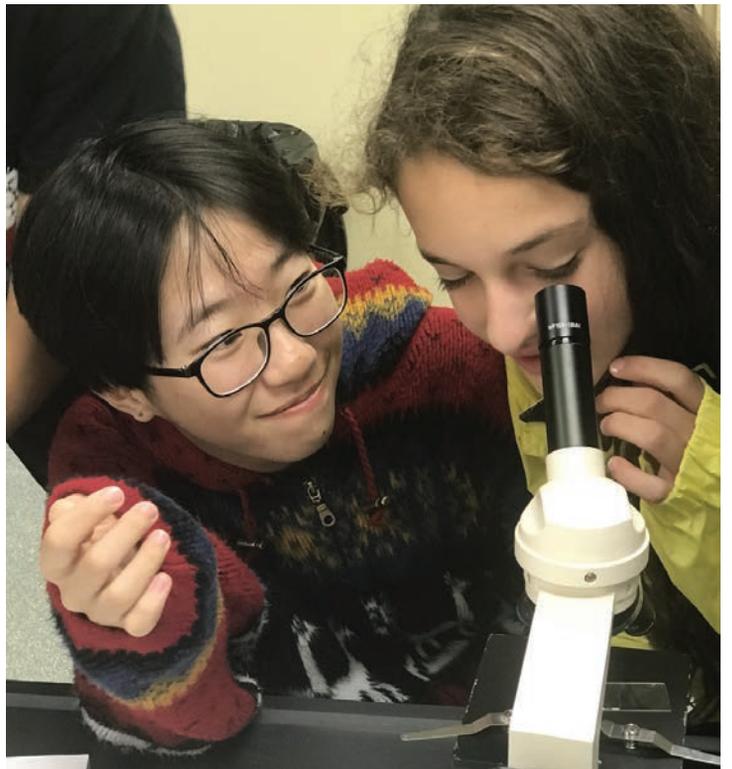


FACING THE CHALLENGES
OF NATURE AND
COMMUNITY ON THE

Eastern Shore



In the morning light of early October, 70 Berkeley Carroll eighth graders piled into a bus to embark on a journey down to the Eastern Shore of Maryland and Virginia, the region in the U.S. where many of the effects of climate change are first felt. They were ready to learn from seasonal immigrant workers and community leaders about the economic and environmental challenges this area is often forced to deal with that other coastal communities like New York City will need to address in the near future. They looked forward to getting their hands dirty at an oyster farm and peering into microscopes at water creatures. Perhaps they were not expecting to be so affected by the staggering beauty and conscientious people they met. In, their own words, here is their story.





October 17, 2017

Why We Came, What We Hope For and What We Are Beginning to Learn

We are currently staying on a spit of land projecting down from the shoreline of the East Coast, flanked on the west by the Chesapeake Bay. To the east are barrier islands that mark the last defense against the mighty gray waves of a now-encroaching Atlantic Ocean as climate change and the impact of humanity alter irrevocably the dynamic of previous millennia.

We are literally inundated by the freedom and responsibility of water. Splashing in the ocean, getting richly sunk up to their thighs in a muddy marsh--our eighth graders have felt it all. They have been full of pizzazz, good-natured and supportive of each other and of the opportunities provided. Much like Jamaica Bay back home in New York these wetlands represent a future that these young leaders must confront.

This trip has been developed in close coordination with Ross Wehner, founder of the World Leadership School, who has joined us this week. Ross spoke to all 70 of our students this morning and made it clear that the guiding question we are hoping to carry back:

“As a member of both my local and global community, what is my role as we seek to build a just and sustainable future?”

Jim Shapiro, Middle School Director

“We live in a big country. While we spent time here on the Eastern Shore, I have realized what a beautiful, but also cruel place we live in. I have recognized the challenge that animals face when adapting to the climate. I have recognized the challenges that immigrant workers face when they enter the country with no money and little-to-no English skills. Most importantly, my eyes have been opened to the places and cultures outside my community.”

Simon Korotzer-Mariani '22

“The best times in life are spent with others. I enjoyed getting to connect with my classmates in a casual setting.”

Leandre John '22

“I would like to create a solution for people who don't get enough work. For instance, today I saw an immigrant worker who has to work hours in a vineyard. He has three kids who he tries to support. He gets good pay but he still has to put in a lot of manual labor. No one wants that. We need to help people who work too much, who work so hard they come home VERY tired.”

Louisa Egolf '22

“The Eastern Shore has a very wide variety of animal species and areas reserved by the government in order not to be industrialized. For instance, we had the opportunity to visit Assateague Island, an area protected by the government from people taking up residence there.”

Joseph Gordon '22

"I was able to go out and learn about different ecosystems including marshes, intertidal zones, sand dunes and more. I have gained knowledge about migrant workers, the lives of their children and the hardships they face in their everyday life. For example, one of the children of the migrant workers said he was moving for the third time to Florida because his parents needed farming jobs where the produce was in season. Meeting people with different experiences and exploring different ecosystems has helped me grow immensely."

Ella Seymour '22

"People come from so many different worlds and it is important to listen and be aware so you're not always trapped in a bubble."

Siena Bird '22

"An amazing experience I would love to take back with me would have to be dinner with the children at the church. Also, I took a lot from the leader discussion because it made me think more about how one little thing can change someone or something."

Charis Baumann '22

"When I was in the mud with the grade, everyone was working together and communicating with each other, I connected with a lot of people I wouldn't normally have talked to. I think it was a really fun experience that brought our grade closer together."

Mikaela Oppenheimer '22

October 19, 2017

A Complicated Region and a Complicated World

The Eastern Shore in a sense is locked in a cage of circumstances as climate change and the consequences of massive agricultural enterprises. How do we raise students to observe, analyze and solve the dilemmas that encroach? Soon enough the solutions become their challenge. To unlock the causation that locks us tightly in the cages of circumstance will not be easy.

To this we heard from two farmers today. A vintner said: "It is we who must adapt to the timing of nature."

And the founder of Copper Cricket Farm told our 13- and 14- year olds: "We don't inherit the land from our ancestors; we borrow it from our children."

Thus the challenges of sustainability, of equity and justice for the world of humans, oysters, water, marshes and pollinators. We have yet a world to grow and to tend.

Mr. Shapiro

Hi Jim and Lauren,

I wanted to say how wonderful it was to work with your faculty and students on last week's programs. I'm hopeful and excited for the continuance of this program. I see this program as a forward-looking example of how schools can tie curriculum to off-campus travel.

Ross Wehner

Founder

World Leadership School





EYOND ABCs & 123s

With persistent innovation and vigilant faculty development, Berkeley Carroll's Lower School educates the critical, ethical, and global leaders of tomorrow.

by Bartie Scott

BILL BRONSON's third grade students know what to do when they hear the music. It's a Tuesday morning, so early and cloudy it seems the sun hasn't yet risen. A giddy bunch of eight- and nine-year-olds are trotting around the warm second floor classroom, hanging up coats, putting away books, and completing the morning work which consists of writing adjectives to modify a list of nouns on the whiteboard.

As Mr. Bronson begins softly strumming his guitar they bounce to the center of the room, forming a wiggly circle around a big green carpet for a ritual that kicks off each day at Berkeley Carroll's Lower School: morning meeting.

A longtime component of the daily classroom routine, the meeting is a microcosm of the pillars on which a strong Lower School education relies. The morning work is a teaser of the academic focus that lies ahead. (Mr. Bronson's class is currently in the middle of Wondrous Words Week.) Show-and-share is an opportunity for social and emotional growth in which students take turns sharing something that's important to them and fielding questions from the class. PreK through first grade classes have morning meeting in Spanish every other day as part of BC's six-year-old partial immersion model. Throughout these interactions, teachers find opportunities to sprinkle mini lessons on inclusion and social awareness.

Naturally, subject matter and methods of teaching evolve over time as a result of societal shifts and modern research. But over the last year in particular, BC's Lower School has honed in on three areas that require a refresh for schools that want to educate the leaders of the 21st century: best ways for teaching foreign languages and cultural competency; developing social studies lessons that are inclusive of an entire diverse community; and actively practicing research-backed techniques to nurture social and emotional learning in the classroom.

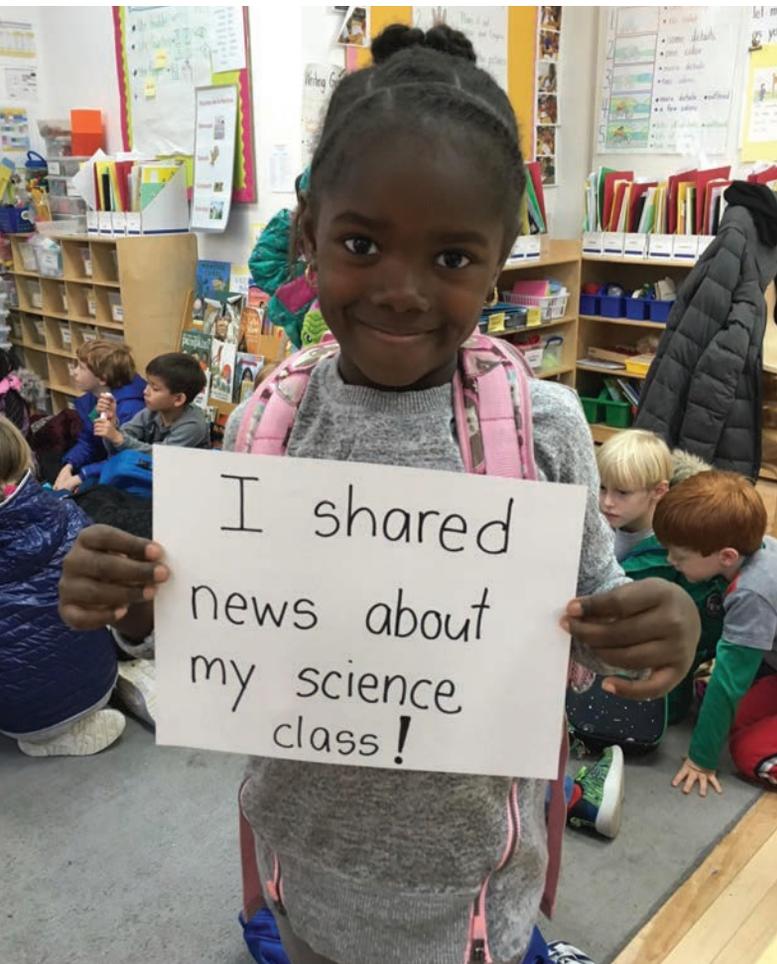
"We are constantly looking at our program and thinking about how we can provide our students with the skills that will serve them best," says **Lower School Director Amanda Pike**. "While we can't even imagine some of the occupations they might pursue in the future, we know that having the ability to communicate and learning to make connections with people and engage respectfully will be important always."

Intentional Spanish Immersion

Two floors below Mr. Bronson's classroom, **Ivelise Castro's** first grade class is also having morning meeting. Today it's conducted entirely in Spanish by **Associate Teacher Anegris Rodriguez**. In unison, the class sing-songs a greeting to each student in turn, "Hola, Laura! ¿Cómo estás?" Many students reply, "Estoy bien", "Super bien", or "Feliz". Since it's 8:45 on a cold December morning, some drawl, "Más o menos," rocking their tiny hands back and forth, fingers outstretched.

Ms. Rodriguez is one of ten associate teachers in pre-k, kindergarten and first grade who are fluent Spanish teachers, and serve as the heart of BC's partial immersion program. Associate teachers work as a team with lead teachers, conversing with students in Spanish to help them learn the language in the context of normal classroom life.

Faculty have found that this structure works well in pre-k through first grade when much of students' vocabulary deals with the immediately present and tangible. Changes to the program implemented this year reflect ideas about how to calibrate the level of immersion students receive based on age and subject matter. Specifically, in the second through fourth grades when students begin using more complicated vocabulary, teachers found it wasn't as productive to teach specialized vocabulary in Spanish -- for



example, when studying the Lenape Native American tribe or using math skills to balance the books in a fictitious t-shirt factory.

For these grades, it makes more sense for dedicated Spanish specialists to lead what looks more like a traditional Spanish class -- a separate block dedicated to learning new grammar skills and useful conversational mechanics. Faculty believes this model better prepares students for Middle School, where Spanish class is required, and sets them along the path to fluency.

Social and Emotional Intelligence

Back in Mr. Bronson's class, third grade students also begin morning meeting by greeting each other, but today it's in French. Shaking hands with the classmate on either side, students say, "Bonjour, James!", "Bonjour, Claire!"

Mr. Bronson carefully reminds the class to honor a culture that's different from their own by focusing on correct pronunciation and not resorting to stereotypes or 'funny' accents. These kinds of lessons on respecting and honoring differences are commonly overheard roaming the halls of BC.

"Our teachers are especially astute at spotting teachable moments. Honest, open conversations help young students feel known, seen, and heard for who they are," says Ms. Pike. "This makes it easier to

be a good partner later in the day when you're working with someone on a math problem or approaching someone on the playground. Kids know that their classroom is their community, they're welcome, and they feel safe raising their hand, even if they make a mistake."

The willingness to take risks and make mistakes is an integral part of an approach used throughout BC called Responsive Classroom (which is also the genesis of morning meeting). Inspired by the work of psychologist Carol Dweck, the program is built around the idea that people operate using two types of mindsets. When engaging a "fixed mindset", a student is unwilling to take chances, believing there's only one way to do something.

Students with a fixed mindset may encounter a difficult problem and be afraid and unwilling to accept the challenge if they fear that not knowing the answer will threaten their identity as being "smart." Students with a "growth mindset" approach challenges with the idea that they can learn anything and they demonstrate resilience and an openness to learning from their mistakes.

"We want to help children develop a self-awareness to learn how they can be the very best learners," says **Ellen Arana, Assistant Director of the Lower School**. "Sometimes, a young child might need to recognize that it's hard for them to focus when they're distracted by friends and think, 'I can do my best work if I can go

sit over there in a quiet space.”

Perseverance is another example of a skill that takes practice, says Ms. Arana. Students learn that feeling as if they’ve run out of energy or ideas is a common problem and talk about ways to brainstorm or shake up their routine to stay productive.

Inclusive Social Studies

Ms. Pike describes Lower School social studies as an ever-widening spiral. It starts close to home with a study of the self, and works its way outward to cover students’ family, school, neighborhoods, city, and country. Changes made to this curriculum in the last year resulted from a team effort to take a critical look at the messages students receive through the historical and societal stories they learn at school.

“We want all Berkeley Carroll students, no matter their background, to see themselves reflected in the stories of history and the study of our society,” says Ms. Pike. “They should know their family’s history is important too.”

The main issue is that most lessons and materials for young students focus on European-American history, says BC’s **Director of Community and Inclusion Brandie Melendez** who, along with **Director of Community Action Matt Budd**, worked closely with Lower School leadership on the changes. Referring to the 35 percent of the BC student body who do not identify as white, Ms. Melendez says, “What is the explicit and implicit message we’re sending if we’re not teaching about the histories of all of our students?”

BC is not alone in believing there is a need to teach a broader understanding of American history. Two main logistical challenges face schools that seek to correct this systematic underrepresentation of marginalized populations in early education.

“First, when we looked into it, we realized there was little-to-no age-level informational texts for children about things like Caribbean American immigration,” says Ms. Arana. “So, we’re having to create our own materials to fill in those gaps.”

Second, educational texts about Ellis Island immigration, for example, tend to focus on the stories of European immigrants despite a number of Caribbean people moving through the island at the time. To correct for this, BC’s former Director of Educational Design and Innovation, Dr. Nancy Holodak researched and wrote a book for BC students to learn about Caribbean immigration through Ellis Island.

While Lower School teachers have completed faculty development around teaching and talking about race in the classroom, the fact remains that teaching about weighty topics with young children is challenging. Using intentional, people-centric vocabulary, for example referring to “people who were enslaved” rather than “slaves,” is a subtle change that creates a deeper understanding.

“It’s important that we provide support and specific guidance for teachers,” says Ms. Pike. “We want everyone, faculty and students, to feel like they belong here and like they have the tools and support they need to succeed at BC and beyond.”



Taking the Mystery Out of Coding

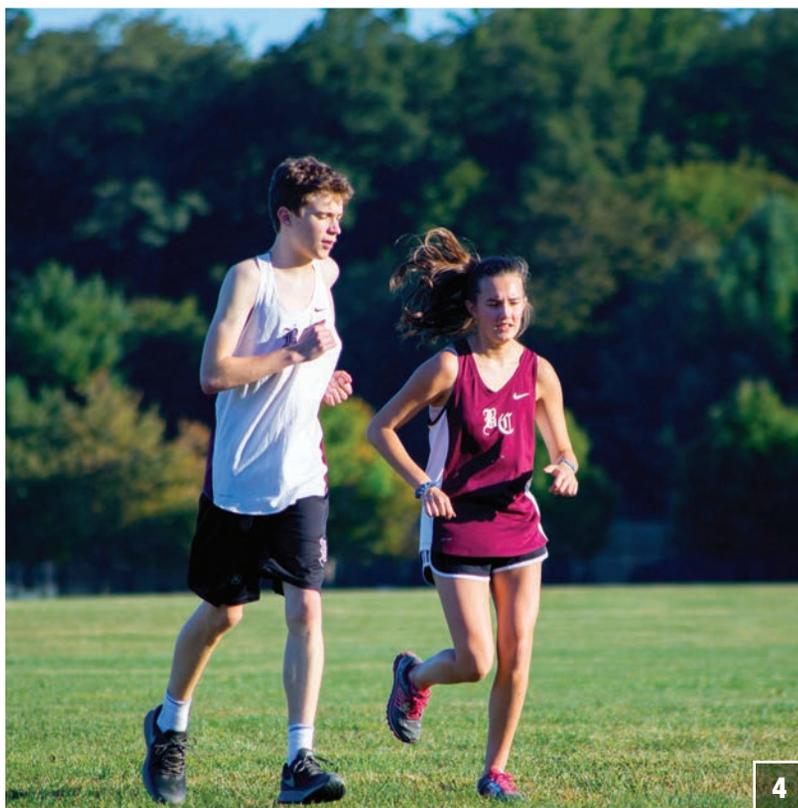
Though BC students begin learning code as early as first grade, the goal isn’t to turn them all into Java geniuses. Instead, **Lower School STEAM Integrator and Materials Librarian Camille Harrison** hopes to familiarize every student with the kind of logic and problem-solving required when writing code.

“Computer science is such an integral part of our everyday lives,” says Ms. Harrison, “that students are going to need to be familiar with how coding works even if they never hold a job as a programmer.”

Each year during Computer Science Education Week, BC’s third and fourth graders participate in The Hour of Code, a globally recognized introduction to computer science designed to teach the basics and take the mystery out of coding. Ms. Harrison says it’s been amazing to see how proficient those students, who have been participating for five years beginning with the Kodable app on their iPads in the first grade, have become.

During Hour of Code this school year, third and fourth graders completed a tutorial featuring characters and scenarios from the game Minecraft that exposed them to ‘blocks programming’ or connecting commands in the shape of blocks to control the characters. The activities start out simple and get more complicated, building on the skills students learn from previous levels. Teachers noticed students are more efficient than ever using these tutorials; some skip the instruction video and go straight to the assignment. This year many students finished the full hour in under 45-minutes; in previous years teachers would need to block off two 45-minute class periods to complete the project.

“By third and fourth grade they’re using apps like LightBot and Scratch Jr. on their iPads throughout the year,” says Ms. Harrison. “Ideas like ‘functions’ and ‘loops’ are no longer foreign terminology.”





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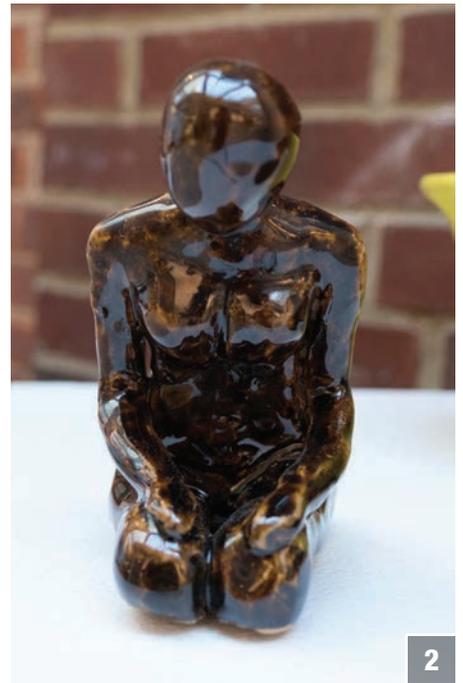
1. The **varsity boys basketball** team kicked off the season with a win at the Hackley Tournament in Tarrytown. After beating Archbishop Stepinac High School, the Lions came out on top against the Hackley School in an exciting, triple-overtime championship game.
2. The **varsity girls soccer** team made it to the AAIS quarterfinals this fall. Here, **Zoe Contrubis '19** receives a pass during a 1-0 victory against Brooklyn Friends at Brooklyn Bridge Park.
3. The **JV boys soccer** team reached the semi-finals in the ACIS playoffs this fall.
4. **Zach Tegtmeier '18** and **Sophie Arens '19** warm up before a **varsity cross country** meet at Prospect Park. Both runners made it to the ACIS Cross Country Championships, with Zach finishing 4th and Sophie finishing 7th.
5. **7th and 8th grade volleyball** co-captain **Julia Piccard '22** high-fives teammate **Aalliyah Agyen '23** during a game against Brooklyn Friends at the BC Athletic Center. The Lions came away with a 2-0 win.

To keep up with all of BC's athletics teams, follow us on Facebook and Instagram!

 [berkeleycarrollathletics](#)
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3





1. 13 Berkeley Carroll musicians were nominated and selected to perform with 30 other students from eight schools in the NYC Independent School Music Association Honor Band. After a weekend of rehearsals the group played a concert at Berkeley Carroll conducted by the prolific composer and conductor Dr. Jack Stamp.
2. The BC community appreciated art by Middle and Upper Schoolers at the Winter Art Show and Concert at Lincoln Place. The Wind Ensemble, Upper School Orchestra, and the Middle School Jazz Ensemble also performed.
3. Eighth graders **Chloe-Marie Pauyo '22**, **Truth Templeton '22**, and **Mikaela Oppenheimer '22** were selected for Jazz at Lincoln Center's prestigious Brooklyn Middle School Jazz Academy to prepare for a performance at Lincoln Center in Spring 2018.
4. The Fourth Grade Chorus, the Middle and Upper School Jazz Ensembles and the Upper School Chamber Choir (featuring BC faculty members), Orchestra, and Philharmonic performed to a packed house at the Fall and Winter concerts in the Athletic Center.
5. 31 Upper School students performed three sold out shows in November of BC's first musical of the year *9 to 5*.
6. Middle School theater students presented the play *Box* in December.

To keep up with BC's Arts Department, follow us on Facebook and Instagram!

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

The Judge Will See You Now

Acting the part of a judge or attorney in a real courtroom negotiation, like BC seventh graders do each year in the Constitution Works simulation, is a great way to learn about the legal professions. In this activity students study a hypothetical First Amendment case, which they argue as an attorney or deliberate as judge in a courtroom at U.S. Bankruptcy Court East District in Brooklyn. But to dig even deeper this year, students also met with the Honorable Nancy Lord, a judge for the Eastern District of New York, attorney (and BC parent) Wendy Prince, and attorney Madelaine Berg in the Middle School library to discuss what a career in the courtroom is really like.



The following poems were written by third grade students in a spring 2017 poetry workshop taught by Lower School Writer-in-Residence Susan Karwoska and appear in an anthology titled "A Poem Is Not a River It's the Flow In It."

Ode to Books

by **Scarlett Mavrides '26**

Oh books!
My diction grows as I flip through each page
Of your simple square body
How are you made?
Where do you come from?
I ask these questions every day
I learn something new every time I finish you
The words on your cover are like tiny people forming help signs
Telling me to read this book and set them free
At night before I go to sleep I think about you
Is the bear going to eat Henry? Is Johna going to run away?
The next morning I hop out of bed ready to read you again
Oh books!
You are simply a mystery waiting to be solved
And I am the detective who will solve you

The Poem

by **Lucas Kwon '26**

A poem is not a cabinet
It is the things inside it

A poem is not the food
It's the whole meal

A poem is not a light
It's the power in it

A poem is not a river
It's what moves it

A poem is not the sky
It's the freedom in it



Milo Nerenberg '28



Carla Panichi '28



Wren Guthrie '29

Who I Am

by **Maya Pinti '26**

I am a bird
I am the sound of the wind
I am peace
I am a library ready to be organized
I am wonder
I am the sun ready to rise
I am the earth
I am the moon ready to be awoken
I am a butterfly
I am a tree growing slowly
I am a learner
I am a lion ready to growl
I am curious
I'm a clock ticking
I'm a rainbow full with colors
I am me



Oona O'Connor '29

The Unfairness of Elephants in Zoos

by **Olivia Lewis '22**
Gold Key for Critical Essay



ZOOS OFTEN CREATE UNFAIR LIVING ENVIRONMENTS FOR ELEPHANTS.

We all love going to the zoo but have you ever thought of the wellbeing of the animals? Animals in these situations, especially elephants, are put in cramped conditions all by themselves. Elephants need emotional connection and large enclosures. These things are often overlooked by zoo officials. I will now go on to prove the unfairness of elephants in zoos.

Elephants are very sensitive to low frequency noise and can hear noises over long distances. This is bad for elephants in zoos because there is so much noise. Especially in cities where there are trains, planes, and trucks. The frequency noise that these objects produce is the frequency that is easiest for elephants to hear. Imagine you are at a zoo and it's pretty loud. There are buses dropping students off, planes overhead, and other machinery. Take that level of noise and make it 10 times louder. This is what an elephant at a zoo would hear every day. This is neither safe nor healthy for the elephants.

There are many other things that can hurt elephants too. For example there are bullhooks. Depending on what an elephant is asked to do at a zoo, a trainer sometimes uses a bullhook to keep the elephant in order. A bullhook is a long stick with a hook on the end. Bullhooks are especially bad for elephants because elephants have very good memories. This means that an elephant will remember the time that they were poked with the bullhook very vividly. Elephants will always remember the pain of being poked by the bullhook and this is very scary for elephants. This can often cause elephants to be unruly or unpredictable. This can cause a threat to the public, the keepers, and the elephants, and is definitely not a humane way to treat animals.

Elephants need large spaces to roam. In the wild, elephants are active for 18 hours and walk up to 30 miles each day. In zoos elephants have minimal space to roam. Elephants in zoos can not be active for 18 hours because there is no space; they would just be walking back and forth. Some zoos are trying to expand elephants' habitats, but since zoos are in populated areas they can't expand by that much. Most likely the habitat will only be expanded by a few square feet, but elephants really need a few square miles. This means that no zoos are safe for elephants because they will never be able to get proper exercise.

Elephants also get very lonely when they are by themselves. This often occurs at zoos. This is true in the Bronx Zoo in New York City. An article by the New York Times explained the story of one of the elephants there. The elephant's name is Happy. Happy lives by herself in a small enclosure with a concrete pool and a few bushes. Originally Happy lived with another elephant named Grumpy. Grumpy and

Happy moved in with two other elephants at the zoo. Unfortunately those two elephants charged at Grumpy and caused his death. Happy was then moved into an enclosure with another elephant named Sammy whose partner had died too. Unfortunately Sammy died too, due to a problem with her leg. That meant that three elephants had died in four weeks, but that was not the only problem. Happy did not have a partner anymore. The zoo was hesitant to put Happy with the other two elephants because of when they charged before. Now every day Happy, who is no longer happy at all, stands alone in a dull enclosure as unknowing visitors snap pictures of her. Several animal rights advocates have spoken about Happy's future but it is still undetermined.

Breeding elephants in zoos is extremely dangerous and not handled well by zoo officials. According to PETA for every elephant born another two die. Another study shows that the infant mortality rate for elephants in zoos is 40 percent. This is triple the infant mortality rate for elephants in the wild. In one 25-year span at the Houston Zoo, 14 out of 14 elephant calves died. This means that there was a 100 percent infant mortality rate. Not only do elephants die, but elephants are sometimes chained down when they are giving birth and are given harmful medicine. One elephant at the Woodland Park Zoo was given a certain medicine 112 times for one successful calf, but the calf still died as a child. In conclusion, zoos are hurting elephants so much through trying to breed them.

Having elephants in zoos not only hurts the elephants in zoos but also the elephants in the wild. Zoos spend millions of dollars on elephant exhibits when this money could be going to help elephants





Drawing/illustration by **Sita Pawar '21**
Gold Key for Drawing & Illustration

Sculpture by **Charis Baumann '22**
Honorable Mention for Sculpture



from becoming extinct. Basically, if zoos redirected this money to stop poaching, fewer elephants in Africa would die and elephants would not be hurt in zoos because there would be no elephants there. This solution could save so many elephants and really have an impact on their lives. We do not want to see elephants going extinct and this solution can work. We need to encourage zoos to put money into helping wild animals so we can really make a difference.

Luckily, zoos have been starting to catch on. According to an article by the *Wall Street Journal*. Some zoos are keeping their elephants but have no plans to acquire new ones. There are still zoos that are trying to keep elephant programs. The San Antonio and Topeka Zoo both plan to spend more money and space on elephants, but there are no construction or financial plans. This is unfortunate but at least other zoos are taking a step in the right direction. With fewer elephants in zoos this means fewer elephants dying and being mistreated. We need to work on saving elephants from mistreatment in zoos and to also decrease poaching.

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Photograph by **Allen Li '18**
Ceramic by **Judith Welch '18**

These poems and images are from the 2017 edition of Reflections, Berkeley Carroll Upper School's award-winning student literary and art magazine which seeks to tap the vibrant creative energy circulating in the classrooms and hallways of our school. The staff is a small, dedicated group of students who meet weekly to discuss and develop a shared interest in art and literature. They solicit and critique anonymous student submissions as a group before the editors make the final selections and lay out the magazine.

A Feminist Sestina

by **Sara Tobias '18**

Written to Break the Stereotype That All Sestinas Must Be Six Stanzas With a Three Line Envoi As the Sestina Was First Written by Arnaut Daniel, a Troubadour Living in the 12th Century, Who Was, As You Probably Guessed, a Man.

Waking up and we are pre-
determined. We open our blinds to the light
stinging rays into our dark,
blinding our comfort. The little girl
we all have in us taps the little boy
we all have in us, de-

composing the finely twisted fibers of sleep, de-
compiling the pre-
aspirations expressed in dreams of our boy,
and we rise, drawn to the mysterious light.
Our little boy whispers to his little girl
And his whisper cuts the dark

in half and rumbles through what is left of the dark
and his whisper rumbles an earthquake of de-
authorization and into our stomach sinks the girl.
A slippery esophagus leads her to our pre-
adolescent voice box, a slit of light
blocked now by our little boy.

And she begins to climb towards the boy.
Slipping through the foggy, dark
innards of our body, to get to the light.
We composed the maze, we composed the de-
tours. We think we disposed of pre-
dispositions. We retch to show the light to our girl.

The Garden Atop My Head

by **Mosab Hamid '19**

I have a garden growing atop my head.
In it you will find every root, every tree,
Every herb, every leaf.
My mother parts the soil
Like the ocean that divides us from home
And sows the seeds into my scalp
With the swift motion of her fingers.
Every cornrow sprouts dark brown follicles of love,
Glistens with the dew of natural oils,
And smells of olive, hibiscus, shea, and castor.
And when the time comes,
The rows are undone,
And the plants in my garden shoot up to the sky
So as to reach for the sun:
The same sun that shines on the motherland.
Home.

When my parents left home, they took with them the soil
That they used to plant the garden atop my head,
And so wherever I go
I feel the tightly wound curls:
The roots that tie me to my ancestry.
I smell the aromas
That remind me of home,
I see the brown shining in the light of day
Like the skin of my people.
And so whenever I feel alone,
I pluck one of the plants in my garden
And I follow the strand back to where my spirit runs free,
Where my smile is wide,
And the faces of my family shine brighter than the sun.
I follow the strand to home

THE LIVING WALL in the brand new Upper School library isn't just a pretty (sur)face. Studies have shown that the physical presence of plants can provide psychological benefits such as reduced stress and improved concentration. We certainly know BC students and faculty love working near the wall!

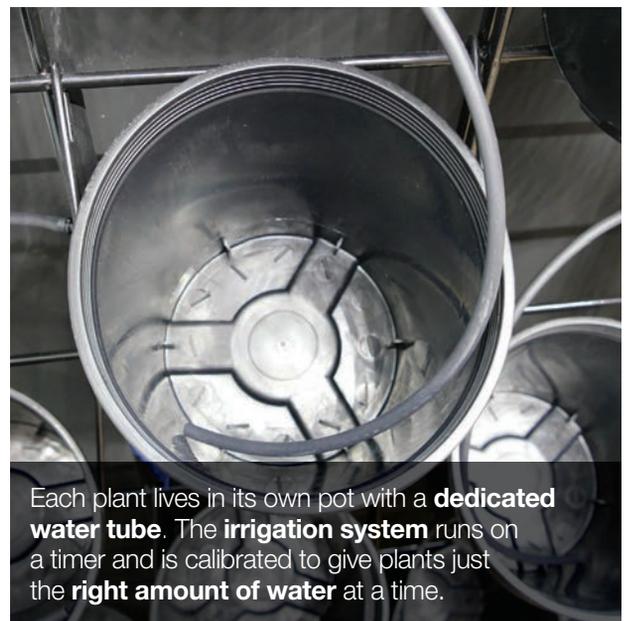




Psst, the plants are real! The wall is made up of **seven hardy varieties** that can thrive in modest light conditions. The **skylight** above the wall only lets in direct sunlight for a **limited time** each day, so plants largely rely on a combination of **artificial light** and **indirect sunlight**.



To amp up the texture, the design integrated **ferns** and **larger-leaved species** into the center of the 11x17-foot wall.



Each plant lives in its own pot with a **dedicated water tube**. The **irrigation system** runs on a timer and is calibrated to give plants just the **right amount of water** at a time.



ATHLETICS

FINANCIAL AID

E+h

REPUTATION

COST

DEGREES

ARTS

STUDY ABOARD

URBAN OR RURAL

STUDENT BODY

LIBERAL ARTS V. UNIVERSITY

MAJORS & MINORS

SOCIAL LIFE

AVERAGE CLASS SIZE

PUBLIC OR PRIVATE

RESEARCH OPPORTUNITIES

f3=



THE COLLEGE DECISION: A MATCH TO BE MADE

by BARTIE SCOTT

It's early September, the day before the new school year starts at Berkeley Carroll.

Seniors are gathered in the Upper School Atrium. They'll be meeting some special guests -- admissions officials from five top colleges -- but students are relaxed, greeting friends and catching up after summer break.

The event, dubbed College ReBoot Camp for Seniors, isn't about impressing reps or sweating over interviews. It's the students' chance to have frank conversation about what will happen on campuses across the country after they click "Submit" on their applications this Fall. They've already put in a lot of work on self-assessments and college research. Now they'll meet representatives from Sarah Lawrence, Lewis and Clark, Columbia University, Lafayette College, and the University of Rochester and work through a fictional case study to learn how they assess applications. Before ReBoot Camp kicks off, **Carolyn Middleton, BC's Director of College Counseling** tells seniors, "It's good to remember that the person reading your application is human. Our hope is that today takes some of the mystery out of the process."

This sentiment is representative of Ms. Middleton's strategy to humanize the college application process for BC families, a process she began implementing when she joined Berkeley Carroll in 2015 after nearly 25 years working in advising and admissions offices at institutions such as Columbia University, Barnard College, Boston University and St. Mary's College. She and her team, which includes **College Counselor Khaliah Williams** and

College Counseling Administrative Assistant Mary Dunne, guide families to approach this important step like a long-term research project, beginning with thoughtful communication to ninth and tenth grade parents.

"There's a delicate balance between helping people feel informed, and overwhelming them with a process that really doesn't need to begin in ninth grade," says Ms. Middleton. At this point, students shouldn't be stressed out about

need to work on?"

"Courses they're taking at Berkeley Carroll right now will help them develop an idea of what they might want to major in at some point, what kind of thinker they are, the kind of environment that they'll eventually see themselves in," Ms. Middleton says. To assist in this process, Upper School academic advising has been revamped so students and parents are paying more attention to how courses affect college preparation.

“IT'S GOOD TO REMEMBER THAT THE PERSON READING YOUR APPLICATION IS HUMAN, OUR HOPE IS THAT TODAY TAKES SOME OF THE MYSTERY OUT OF THE PROCESS.”

which college they'll attend. Instead they should focus on classes and study skills, learn to take advantage of opportunities to meet with teachers, ways in which to prepare for exams, and what to do with their summers. Twice a year, the college counseling office holds coffee chats where they provide ninth and tenth grade parents with a sense of what lies ahead while urging them to stay focused on their student's current courses and activities. It's part of the college preparation process, but there's a real focus on the now: "What do I enjoy?", "How do I learn?", "What do I

While ninth and tenth grade are dedicated to self-reflection, students can take advantage of an important practical tool developed by the college counseling office: a 12-page brochure detailing summer enrichment opportunities such as internships, university summer programs, language immersion or leadership programs and sports camps.

Some students may begin standardized testing in ninth grade with a biology subject test, but most begin as sophomores with the PreACT (new in fall 2017) and the PSAT in the spring. The majority of

colleges will accept either the ACT or the SAT, so to make sure students put their best foot forward, Berkeley Carroll works with academic support firm Bespoke Education to provide, at no additional cost to families, a diagnostic review of students' scores to learn which of the two exams is right for them.

During junior year, students and parents conduct a more formal self-assessment, beginning with a 50-part questionnaire that gives Ms. Middleton and her team a sense of how each family is approaching their choice and what colleges they might be considering. After these assessments the advice can become more specific. Students begin one-on-one counseling sessions in the spring, followed by family meetings in which they dive deeper into research on potential college matches.

"I think about this process as kind of a research project," Ms. Middleton says. "Students start with a thesis, do a little more research. They focus more narrowly, or they change it entirely." The more research they do, the more students become an expert in that area.

The first iteration of each student's college list usually has about 30 colleges categorized by "reaches", "middles", and "foundations" based upon statistics and the counselor's knowledge of and experiences with the institution. In addition to researching a college list, students are reminded to focus on their classes. For those reaches on the list, it's good for students to know that colleges like to see an upward trend in grades.

“I THINK ABOUT THIS PROCESS AS KIND OF A RESEARCH PROJECT.” ”



College Counselor Khaliah Williams (above) and Director of College Counseling Carolyn Middleton (below) prepare seniors for their first of over 100 visits from college admissions officers that occur at BC each year.



BC'S YEAR-BY-YEAR GUIDE TO COLLEGE APPLICATION PREP

9TH GRADE: Focus on classes and outside activities to learn about your interests and aptitudes. Research ways to explore these interests over the summer through internships, trips, or classes. Form relationships with faculty who may become mentors or provide recommendations down the road. Think about what you like about school and the best kind of learning environment for you.

BC Resources: Coffee chats where parents can learn about the college prep process; the Summer Options Guide on the BC website.

10TH GRADE: Now is the time to make sure your grades up. Continue your self-assessment from 9th grade and start thinking about how different schools, majors, and careers might fit your interests and learning style. Take the PreACT and PSAT and a diagnostic to determine which test is right for you.

BC Resources: Coffee chats for parents; student sessions to learn about colleges; the Summer Options Guide; ACT and SAT test prep and scores diagnostic at no cost to families.

11TH GRADE: Prepare to take the ACT or the SAT. Research potential college 'matches' and build your preliminary college list. Visit colleges over spring break and the summer. Meet with counselors to take a self-assessment, ask questions, conduct more research and narrow the list. Ask teachers for recommendations, begin writing your college essay and look for scholarship opportunities.

BC Resources: Junior College Nights for students and parents; one-on-one student and family counseling sessions beginning in the spring semester to discuss test prep and score diagnostic and build a college list; the Brooklyn/Staten Island Independent Schools College Fair in April; an essay writing workshop to prepare for applications in the fall.

12TH GRADE: Finalize application essay and narrow your list to apply to your top 8-10 options. Make a master list of deadlines for early decision schools if applicable. Meet with your counselor with any questions. Talk to the college admissions reps who visit BC.

BC Resources: College ReBoot Camp; one-on-one counseling sessions; 100+ college admissions officer visits; Senior College Night.

Because counselors make sure seniors look for the exact right fit, there isn't a 'typical' college for BC students. Over 80% of BC's Class of 2017 were accepted to one of their top choice schools, and 30-50% of each graduating class ventures outside the Northeast.

All of BC's 2017 graduates continued on to college at a diverse set of institutions: small and large liberal arts colleges and universities, Ivy League colleges, conservatories, art schools, and research institutes.

Ms. Middleton says this diversity of choices by BC seniors signals to colleges that the school doesn't shoehorn students into a narrow type, and thus applications come across as both thoughtful and authentic. However, she has noticed that BC students do tend to appreciate small student-to-faculty

anything I might need during this process."

The next step is filling out the long-anticipated applications for their 8-10 top choices. But first, at ReBoot Camp, students get a chance to put themselves in the shoes of a college admissions rep and learn about an often unidentified, but very important force in the process. In the admissions biz, they're called, 'institutional priorities'.

"It's important to learn about institutional priorities so they can answer the question 'Why this college?'" says Ms. Middleton. "They're not only demonstrating that they know about that college, but they're demonstrating a fit for that college in what they write."

Perhaps the college is prioritizing accepting more trombone players, biomedical engineering majors, soccer players or legacy students in a specific year. While Ms. Middleton doesn't want

“I FEEL COMFORTABLE THAT I HAVE AN ENTIRE SUPPORT SYSTEM AT SCHOOL READY TO HELP ME WITH ANYTHING I MIGHT NEED DURING THIS PROCESS.”

GABBY GUARNA '18

ratios, individualized attention, and a commitment to ethical learning. The reasons they chose Berkeley Carroll often carry forth in their college search.

By the end of the year, juniors narrow their list to eight to ten potential colleges and prepare a draft of their personal essays after attending an essay writing workshop at the start of summer. At ReBoot Camp, the visiting college admissions reps provide students with one-on-one feedback on these essays.

"I can't say that I'm flying through this process with no stress, because I really think that's physically impossible" says **Gabby Guarna '18**. "But I do feel comfortable that I have an entire support system at school ready to help me with

GRADES V. STANDARDIZED TESTS

For many students, the most stressful part of the college prep process is standardized testing. But the ironic thing is that it's not the most important part of the application process. Classroom work is always going to be the most important: the courses a student took, how well they performed, and the trend in their grades over time. Colleges look at all of this within the context of what's offered at Berkeley Carroll. It's a holistic and contextual review, but the cornerstone of higher education is all about taking classes. So while it's important to do test prep, also make sure that you're doing well in class, taking advantage of opportunities to meet with your teachers, and learning how to study for particular types of subjects.

83%

OF SENIORS IN BC'S CLASS OF 2017 WERE ACCEPTED TO ONE OF THEIR TOP CHOICE COLLEGES.



students to think that they need to reshape themselves to become the institutional priority, it can be helpful to know if a college's specific needs line up with what you offer as a student.

To learn how to recognize these, the college admissions reps at ReBoot Camp lead seniors in a case study in which they analyzed three fictitious applications to one fictitious college to explain the review process holistically. Ms. Middleton has conducted these workshops at high schools around the country and says she found them to be helpful for students to see the various factors that go into the review of an application and, through that knowledge, gain some control over their process.

Control, comfort, confidence -- this is what Ms. Middleton wants students to feel as they enter their senior year. "Families should feel supported, like someone cares about their process, and students feel like they're getting individualized support, which they are at BC," says Ms. Middleton. "We're going to be straight shooters with them, and we're going to support them regardless."

"College is a match to be made," says Gabby, echoing a quote often heard in the halls of BC. "Since not every student is the same, we are all looking for different things."



BC College Office on Social Media

 www.facebook.com/berkeleycarrollcollege
 www.berkeleycarrollcollege.wordpress.com

College Counseling Administrative Assistant Mary Dunne helps students navigate paperwork and logistics and also coordinates the Brooklyn/Staten Island Independent Schools College Fair which all BC juniors and 170 colleges attend.

BC BY THE NUMBERS



72%
of Upper School
students play
a sport



980
ENROLLED



\$6,749,439
AWARDED IN FINANCIAL AID



35%
are students
of color



National Scholastic writing & arts awards won by students

110



86%

of seniors in the class of 2017 were accepted into a highly selective college

Writing awards ranked #1 school in Brooklyn #2 NYC school



53

zip codes covered by our bus service



84%

of faculty have advanced degrees



1940s

Marilyn Mills Sale '45, editor of the Berkeley Blotter in 1944 and the class yearbook in 1945, went on to become managing editor of the Cornell University Press for many years. She has two children and now lives in California.

Harriet Berlin '46 writes: “My husband of almost 67 years, Larry, and I moved to a retirement community a little more than a year ago, and we love it. Our three daughters and late son have provided us with ten grandchildren, two of whom are married, the most recent one in October. Following retirement 26 years ago, I was a docent at the Corcoran Gallery of Art in D.C. for 23 years, and still keep busy taking classes and now volunteering at the Katzen Gallery of American University. Come

see us whenever you're in the area!”

Susan Siris Wexler '46 writes: “I'm entering my twelfth year at the Harvard Institute for Learning in Retirement, one of the many programs for elder learning in the country. Our five hundred members both teach and study with each other. For the third year I've been teaching a class in Rembrandt Etchings to twelve HILR students at the Fogg Museum and have a semester exhibit of my artwork in our lunchroom gallery. Elder learning is a treasured extension of my forever appreciated 13 years at Berkeley.”

Barbara Smyth '48 writes: “The personal information included in the Berkeley Magazine is always interesting, and I especially like to read about friends I knew while at Berkeley. It was fun to see a picture of a few girls

from the class of 1950. That was a great class of girls, including many good friends of those in our class of 1948. I plan to write to the class of 1948, asking them to write BC or me. I do hope I hear from some of them.

Right now I am very busy as Chair of the next Franke Retirement Center Craft Sale. As I wrote last time, I make American Girl doll clothes and also decorate lighted 24” Christmas trees which residents here like a lot because they can keep it from year to year to decorate their home and they don't have to haul out and decorate a large tree like we all did for years as our families grew up.

I also have spent a lot of time in physical therapy. I had my left shoulder replaced in June. However, the operation did not go as planned; the bone broke,



Phyllis Marsteller '59



Heather Cunningham '89

Above: Two-year-old cubs at Brooks Falls, Katmai, Alaska;

Left: Heather E. Cunningham '89 accepts the Caffè Cino Fellowship Award at the 2017 New York Innovative Theatre Awards with members of the Retro Productions company.



Valerie Hallenbeck Perrins '63

a bone graft was inserted, the procedure had to be changed, and it has not recovered as well as the right replacement three years ago. I feel fortunate the doctor was experienced enough to know what to do in the emergency, but I am much more limited than before.

I was rooting for the Dodgers in this World Series, just like we all did in the 40s! That was OUR team those years -- everyone followed the Brooklyn Dodgers. Both George and I grew up in families that took us to Ebbets Field a few times each season -- my Mom and Dad only went to double headers when we could sit in the bleachers and see two games for 50 cents, bringing a cardboard suitcase with three sandwiches, three cookies, and a quart of lemonade we shared for lunch. We all knew every player, and

can still rattle off all the names of our favorites and what position they played. The Dodgers united the borough. It was fun to grow up in Brooklyn!"

Elizabeth Keely '49 writes: "I have been living in Dublin, Ireland, for the past 50 years now and am an Irish citizen. I have attempted over the last few years since discovering the Berkeley Carroll website to contact other classmates who may still be around. There were 28 of us so I am sure there are a few others. Unfortunately, I never achieved my ambition to become an astronomer, but I still retain my interest, especially in solar astrophysics. My working life in Dublin was in an administration capacity with an international firm of chartered accountants. I am also into genealogical research for my Keely forebears."

1950s

Marie Bakis Thomaidis '55, Teri (Ida) Kaiser Goldstone '55, and Ruth Cresswell Lacy '55 enjoyed lunch together in Rockville Center, L. I. "We hope to meet again and would love to have others join us. We would also be pleased to hear from our classmates. Our best wishes to all."

Nina Primer '59 writes: "After a wonderful life serving as a cantor and 37 years of training bar and bat mitzvah students, I retired in June of 2017. Always at the ready to share the joy of music, I continue to officiate at Shabbat Services for Somers Manor, a nearby nursing/rehab facility. No idle time for me, so I'm auditing Food and Feasting in Visual Arts at SUNY Purchase adding to previously unexplored areas of my art history major at Syracuse University. I continue to quilt

weekly with friends and donate the quilts to hospitals and hospices. My husband, Milt, is an adjunct professor of physics at SUNY. Hiking and snowshoeing remain favorite activities for us. Our daughters, Erica (Lloyd) and Juliet (Bill), plus grandchildren, Michelle (graduate of U of Michigan) and Steven (sophomore at U of Delaware) are thriving individuals who bring us much joy. Berkeley taught me to live beyond myself, bring comfort to others and give community service as a force for happiness and satisfaction.”

Phyllis Marsteller '59 writes: “In June, I spent a few days in Katmai, Alaska, where brown bears (bigger than grizzlies) roam free and fish for sockeye salmon in the Brooks River.”

1960s

Jill Carter Valenti '61 writes: “Joe and I are still very happy in Tampa, Florida. We're both busy volunteering. I'm serving on the boards of the Red Cross, YMCA and Hospice.”

Virginia (Ginny) James '67 writes: “My husband and I live on 'The Big Island' of Hawaii. If any of my classmates make it to Hawaii, I would love to see them.”

Carol Fritz '67 writes on Twitter: “Class of '67 Reunion in Manhattan. Great turnout for graduating class of 22. @BerkeleyCarroll #50threunion”

Jean Martinson Davio '61 writes: “Another year, another gathering. **Joan 'Bunny' (Wagener) Libby '61** and her husband, Ken, graciously hosted 8 classmates at their home in Stowe, VT, for some wonderful fall days together. We walked along woodsy roads, snapped hundreds of pictures, talked about our families, reminisced about Berkeley Institute days, exchanged tips about domestic matters, books, travel, and even technology. One evening we prepared and consumed a gourmet dinner under the guidance of a professional chef. We watched apple

cider being made. During trips into town, we browsed and shopped. We're already planning our next meeting in Washington, D.C. next year. The reunion was restorative, clearing the mind and bringing us back to life's fundamentals. It takes a long time to grow old friends who laugh together spontaneously and accept each other fully.”

Joan Maliha Katen '62 writes: “I have had the pleasure of leading and moderating the Foreign Policy Association's Great Decisions Series in Harrison, NY. We discuss current topics in politics and economics, after reading a briefing book, watching a film and hearing a speaker on the topic. It is stimulating for me, and a great way to have an in-depth look at topics in the news. I am also teaching Peace and Justice Studies. It's great fun and so was a family trip to Hawaii this summer.”

Valerie Hallenbeck Perrins '63 writes: “I recently attended my 50th college reunion at Hartwick College in Oneonta, NY. I am retired, taking mountain dulcimer lessons and volunteering at our local food pantry in Troy, NY. Both my sons are married, and I have two grandchildren, a girl age 5 and a boy age 2.”

Isabel Slotnick Dresdale '64 writes: “My husband, Bob and I decided to retire this year after much deliberation! We continue to travel a great deal, which has always been a passion! We are currently in India for 3 weeks! In February, we are going to Capetown, SA, then on to Ethiopia and Dubai! All else is well and enjoying our combined families!”

1970s

Gloria Smith '72 writes: “I currently work part time at an elementary school, and full time at The Residence at Vinnin Square, Swampscott, MA. It is a new assisted living facility near my hometown of Marblehead, MA. I have

two new grandchildren -- a 6 month old boy, and a newborn girl. I also have a 3-year-old grandson. I recently have adopted a very cute shelter dog, who is a tiny, part-Peke/Spaniel.”

1980s

Heather Cunningham '89 is the founding Producing Artistic Director of Retro Productions, a New York City based independent theatre company specializing in 20th century period work. At the 2017 New York Innovative Theatre Awards Retro Productions was honored with the 2017 Caffe Cino Fellowship Award for continued excellence in off-off Broadway theater. “It is a huge honor and we could not be prouder,” Heather writes. “The award includes a grant to be put towards an indie production, which will be the world premiere production of Gina Femia's WE ARE A MASTERPIECE, which takes place at the dawn of the AIDS crisis when the disease was still a mystery. In Kalamazoo, Michigan, Joan, a no-nonsense nurse, becomes a sort of fairy godmother to the town's gay community when no one else will step up to care for them as they die one by one. She becomes friend, mother, sister, as they navigate life and death with this new plague; caring for them, taking in John -- a young dying artist who becomes like a son to her, and burying the dead on her property. Out of the ashes of their collective lives, lifelong bonds are forged and beauty is found even at the darkest of moments. MASTERPIECE will be presented as part of the Theater at the 14th Street Ys curated season in April, 2018 (tickets are on sale now at the Ys website).”

1990s

Radley Horton '90, climate scientist at Columbia University, was interviewed on PBS News Hour for his role as one of the authors of a report released



Joan Maliha Katen '62



Top: 9 members of the Class of '61, taken October 20, 2017 on the steps of the Town Hall in Stowe, VT. Back row: Gwendolyn Skelton, Carol Atiyeh, Genevieve (Twohig) Hamway, Jean (Martinson) Davio; Middle Row: Carole (Forster) Swan, Claire (Ghattas) Pitzer; Front Row: Karen (Ellis) Hoffman, Nancy (Winkler) Naftulin, Joan ("Bunny" Wagener) Libby.

Middle: Class of '61 modeling our shower caps, part of our birthday gift exchange: Back: Gwen Skelton, Genevieve Hamway, Carole Swan, Nancy Naftulin, Jean Davio, Carol Atiyeh and Claire Pitzer; Front: Joan "Bunny" Libby, Karen Hoffman.

Bottom: At our cooking class at Stowe Kitchen, Bath and Linens. Pictured are: Claire (Ghattas) Pitzer, Joan ("Bunny" Wagener) Libby, Nancy (Winkler) Naftulin, Genevieve (Twohig) Hamway, Carole (Forster) Swan, Gwen Skelton, Jean (Martinson) Davio, Karen (Ellis) Hoffman and Carol Atiyeh.



Ayana Johnson '98



Khalid A. Rahmaan '95

every four years as a collaboration between 13 federal government agencies and hundreds of climate change experts and scientists.

Zach Haynes '94 is now Director of Global Business Development at Oxford Dictionaries, where he licenses global language data to technology companies. He is now working on a project to launch community-built dictionaries in 100 languages where no dictionary websites exist, like Pashto; Amharic and Ndebele. He lives in Brooklyn Heights with his wife and daughters age 2 and 3.

Khalid A. Rahmaan '95 writes: I've been doing standup comedy for five years and was recently chosen from hundreds of submissions around the country as one of the TBS Comics to Watch. For six months, the bookers from Conan and Caroline's on Broadway scoured the country in search of 12 exciting comics who they feel will help shape the future of the American comedy scene. A taped industry showcase took place in November during the New York Comedy Festival at Caroline's, and following the showcase I was one of a select number

of comics chosen to appear on Conan on Dec. 6. Past Comics to Watch include Michael Che (SNL), Ali Wong (Comedy Central), Josh Johnson (The Daily Show) and Jo Firestone (Comedy Central). To say the least, I am VERY excited. I've been grinding away and it feels good to get to this place in my career."

Dan Hopard '98 writes: "I got married to Amanda Roxland on May 13. We're living on the Upper East Side."

Ayana Johnson '98 a marine biologist, helped plan the March For Science in Washington, D.C. last year. She was featured in a *New York Times* article on the march, where she spoke about how the organizers approached issues of diversity and inclusion in relation to the event. Ayana writes: "Last year I moved back to Fort Greene, living in Brooklyn for the first time since graduation – a block from where I grew up! In October I launched Ocean Collectiv, a consulting firm for ocean conservation strategy, grounded in social justice. I'm also an adjunct at NYU in the Environmental Studies department. It's exciting to be bringing ocean conservation ideas home to NYC, which often forgets

it's a coastal city, with over 500 miles of coastline, whales in the harbor, and seahorses living under piers in the Hudson."

Ryan DeLorge '99 writes: "Just welcomed my second child with my wife Rebecca! Olivia Sophia deLorge was born 9/26/17 and her older brother Zachary is turning three next month. Also celebrating 6 years of owning local business, Brownstone Dog Walkers."

2000s

Anne DeVine '01 writes: "I got married this year (with Patrick as my best man, of course)! And in a stunning turn of events got offered an amazing position in Zambia as Team Leader on a livelihood development project. So three months after marrying a beautiful, amazing, extremely understanding woman, I moved to Zambia. I'm hoping she'll be able to join me in the new year, otherwise I will move back to Washington, D.C. where we met and live."

Samantha Dannenberg Lushtak '06 began a new job about a year ago as the Senior Environmental, Health, and Safety Specialist for Gates Corporation's Denver-

based R&D facility. Sam and her husband, Yev, celebrated their 5-year anniversary this month. 2017 has also brought along the newest Lushtak, Catherine Harper Ray. Catherine was born on May 22, 2017. Sam, Yev, and Catherine are currently residing in Monument, Colorado.

Lab New American Cuisine and Coffee Shop, which was founded by **Peter Drinan '07**, who is also its chef, was named the No. 1 hottest new restaurant in Buenos Aires by Eater.

Rebecca Ballhaus '09, a reporter at the *Wall Street Journal*, spoke with the World Affairs Breakfast Club about her career as a journalist in Washington, D.C. She discussed listening to Sean Spicer in the White House pressroom, the *Wall Street Journal's* publication process, the importance of journalism to American political life and more.

2010s

Congratulations to **Connor Luong '11** on his new job as Assistant Director of Undergraduate Admissions at The George Washington University. Connor previously worked as Admissions Counselor at the University of Vermont.

Danielle Regis '11 was recognized as a change agent in the 2017 Innovation & Inclusion Awards Honoree, an award for digital and technology professionals. She works in STEM education for a defense company and runs a website on the side.

Congratulations to **Haley Gillia '13** on graduating from Vanderbilt University. She is hoping to go to graduate school for music performance.

Anthony Spina '13 graduated from Amherst College in May and will work for InterVarsity, a Christian Fellowship, for the next three years at UMass Amherst. Plus, he was picked for the 2017 All-NESCAC second team in baseball and the 2017 All-Sportsmanship team. He was also named Amherst's Male



Ryan DeLorge '99



Samantha Dannenberg Lushtak '06



Rebecca Ballhaus '09



Tom Shea '16

Jenni Rivera
Mariposa de Barrio
ESTA NOCHE 8p/7c



Gala Prudent '17 and Devin Gilmartin '16

Student-Athlete of the Month for May.

Yanai Feldman '14 has been hard at work writing and pitching a play, in collaboration with his family called “The Pill,” which showcased at La MaMa for a two week run from January 22 – February 4. After the passing of his sister Lael this summer, the family decided to move forward with the play, partly to honor her by weaving together some meaning out of her struggle. Yanai writes: “The play is about how the self-narratives of individual family members collide to create a unified, single family narrative; it’s about how that single family narrative in turn informs the self-narrative of each individual family member, and so on and so forth in a complex cyclic exchange in the economy of identity. The family put on two staged readings which were received successfully – over eighty

people stood to applaud the crowd in a long standing ovation. This was not only great supplementary support for my self-esteem, but also showed that this story is an important one to tell: people mentioned that it was healing, that it helped them connect to a common human experience; there were tears, there was laughter. As a friend aptly puts it: art – especially the performing arts – is an expression of compassion, empathy, and understanding. It’s an experience in which we both transcend and return to ourselves by reliving our emotions and stories through the lives, stories, and emotions of others, not just of those on stage, but of those sitting beside us in an audience setting. We see this play as part of that tradition. We contemplated whether it was appropriate to continue on given the recent tragic event and its relation to the

content of the play, but we’ve recognized that we have Lael’s encouragement.”

Congratulations to **Felix Pilkington '15** on his new job as Annual Fund Representative at Georgetown Alumni Giving Center!

Tristan Gillia '15 loves Otterbein’s theater program and performed last summer in Westerville, Ohio’s community theater. She played a main part on the main stage at Otterbein in the fall. She loves the conservatory and enjoys singing, dancing, reading plays, acting and even learning new dialects.

Richie Palacios '15 played infield with the Bourne Braves last summer in the prestigious Cape Cod Baseball League. During the school year, he plays with the Towson University Tigers.

Querencia Studio, a multidisciplinary creative studio focused on sustainable



Tiger Louck '16



Richie Palacios '15

innovation founded by **Devin Gilmartin '16**, designed and produced sweatshirts in collaboration with BC's Upper School Environmental Club. The sweatshirts are made from 100% recycled materials (recycled cotton and plastic water bottles), are printed sustainably with chemical-free dyes and can be bought on the BC School Store (berkeleycarroll.org/store). Querencia Studio also recently collaborated with Goodwill Industries of Greater New York and Northern New Jersey, Inc. on its G.O.N.E. for Good collection, which is made from discarded textiles and upcycled T-shirts. The collection takes advantage of a sustainable, all-natural dying process which uses fruits and vegetables. Finally, the studio also presented at the COY13 in Bonn, Germany (the youth constituency of the United Nations Framework Convention on Climate Change). The

fashion collection is entitled *SURFACE LEVEL*, a wordplay on the perceived lack of depth in fashion and its operations, and the harm such an approach has done to the environment while accelerating climate change. **Gala Prudent '17** got the chance to model some of the collection's pieces.

Tiger Louck '16 visited Mr. Gaines' iOS Development class at BC during his freshman year at the Rochester Institute of Technology to talk about the computer science work he's doing in college, which includes working on adaptations of a computer game he designed at BC.

Tom Shea '16 spoke with Telemundo (using his impressive BC Spanish!) about the annual Nathan's Famous July Fourth hot dog eating contest — he even demonstrated his own competitive eating skills with reporter Greidys Gil.

Devin Halbal '16 published an op-ed

in Teen Vogue called "I Survived a Hate Crime" that included recommendations on how to help victims of violence, especially if you witness an incident. After being targeted and victimized in a hate crime (fortunately, he's okay), he decided to turn his experience into an opportunity to teach and help others.

WHAT ARE YOU UP TO?

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

www.berkeleycarroll.org/classnotes

Email: alumni@berkeleycarroll.org

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



Patricia Riker Jordan '45, loving wife of the late Stanley Jordan and mother of Jeffrey, Stuart and Allan Jordan and writer and the author of a humorous book *Under the Dryer*, died on October 10, 2017. Born in Brooklyn and longtime resident of Roslyn, NY, and Buck Hill Falls, PA, Pat was educated at the Berkeley

Institute, The Packer Collegiate Institute, and Columbia University.

She married the love of her life in June 1950 for 29 years of marriage. She took great joy in her family and raising three sons. After her husband died, she learned to manage money, invest, use computers and the Internet, and manage her households. Her hobbies included tending to her greenhouse, reading, and golf. She took special pleasure in playing bridge, both with friends at her second home in Pennsylvania, and online with players from around the world. She also enjoyed taking cruises and seeing the world, including trips to Russia, Iceland, the Concorde, QE2, and many other destinations.

She took great pride in her three grandchildren, Thomas, Christopher and Rebecca, and was delighted to be able to welcome her great-grandsons Nathan and Noah into the family. Donations in celebration of her life may be given to The Jewish Foundation for the Righteous or Jerome Riker International Study c/o Child Development Research at 10 East End Avenue, Apt. 10E, NY, NY 10021.

-- Published in *The New York Times* on Oct. 14, 2017

From the Berkeley Institute Yearbook 1945

Presenting Pat, possessor of a wonderful sense of humor; an engaging dimple about which she hates to be teased; and a handsome brother, an ensign, of whom she is duly proud. This young lady has the knack of getting marvelous tans and the distinction of being the first Senior proposed to. "Ricker" has a suppressed desire to run an elevator and to utter unexpected pearls of wisdom in class in order to amaze Mam'selle. She can be found in deep discussion at the "drug", vehemently urging the Sixes to "dust those desks", or just playing about with Angela. Pat's conception of heaven is Denmark, Maine, in the summer; a million records of The World Is In My Arms; and islands of chocolate pudding.



Myra Beth Grosf Cooper '56, born in Brooklyn to Nathan and Sylvia Grosf, Myra Beth Grosf Cooper was an outstanding graphic designer who excelled early on in the field of visual presentation and design. She was a graduate of both the Boston University College of Fine Arts and the Yale School of Art and Architecture,

where she studied with Herbert Matter. She worked for CBS TV, as part of Lou Dorfsman's creative team, and also did freelance design work for various companies, including The Architectural League of New York and Estee Lauder.

A wonderful mother, devoted spouse, and lady who will forever be missed. Myra is survived by her husband Richard Cooper, her sons Nick and Dan Cooper, her sister Jessica Davis, and her dear friends Sheila Liebowitz and Terry Blum.

-- Published in *The New York Times* on July 18, 2017

From the Berkeley Institute Yearbook 1956

"Skill and confidence are an unconquerable army."

And here comes Myra in a cloud of dust, paintbrush in one hand, page proofs in the other, and a tennis racket firmly clenched between her teeth! Just a minute, she has to write something down before she forgets it, but then she'll be more than glad to help you. Efficient, capable, and understanding, Myra is that rare phenomenon: "a president who can make the seniors be quiet!" Confusing the average senior with talk of collages, cutouts and cadmiums, she leaves her classmates breathless at her extraordinary yearbook layouts. And her one-man show in Berkeley's front hall was worthy of a pace in the Whitney Gallery. "My" always wanted a left-handed hockey stick, but she never *did* get one. This, however, never affected her mean game of hockey, inspired by the sight of Andy MacGregor Grosf, Esq. Grr! It is never hard to tell when "My" is amused: that pixyish grin steals across her face, those gold-green eyes sparkle, and her eyebrows begin to climb!



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