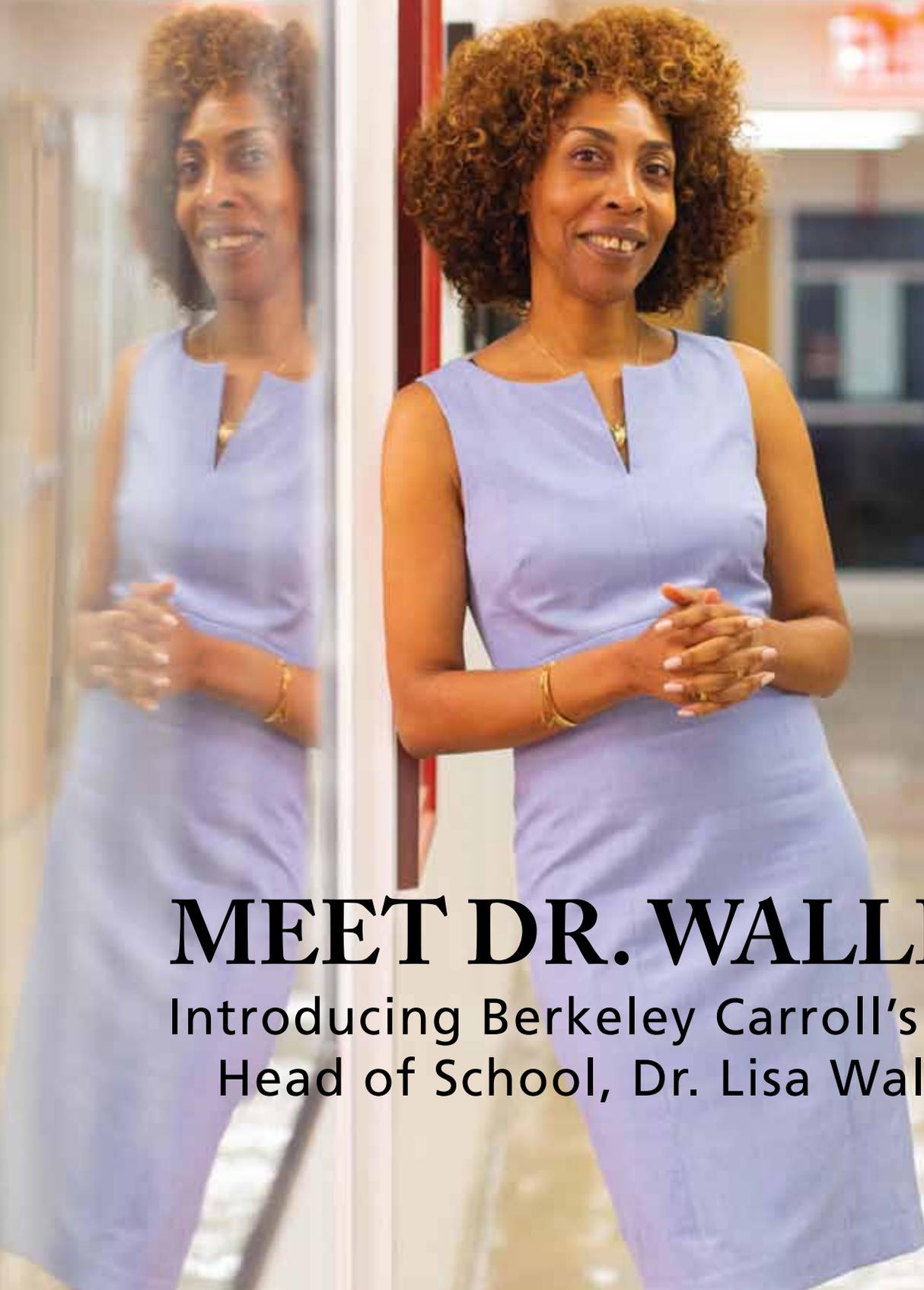


The Berkeley Carroll School

Fall 2019

MAGAZINE



MEET DR. WALLER

Introducing Berkeley Carroll's new
Head of School, Dr. Lisa Waller

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From her hometown of Chicago to graduate school at Duke University to more than two decades at the Dalton School, Dr. Lisa Waller shares why she is excited to be the new Head of School of Berkeley Carroll.

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the view from lincoln place

Dear Friends,

With the new school year underway, I am thrilled to call Berkeley Carroll home. I have been warmly welcomed by students, faculty, parents, and other members of the BC family, all of whom convey a deep love for our school and dedication to this community.

In this edition of the Magazine, you will see many manifestations of Berkeley Carroll's innovative curriculum and of our outstanding faculty, administrators and students. The authentic, experiential learning that young people here encounter from the earliest age is exemplified in every classroom at every level of the school.

Berkeley Carroll's reputation for offering a challenging, dynamic academic program is well known, but what also drew me to the school is BC's unselfconscious, longstanding commitment to placing equal value on both the individual and the collective. This ethos is embodied by the students in Girls Who Code who are driven not only to achieve excellence in computer science for themselves but also to broaden access to the field for others. This synergy is at the heart of Berkeley Carroll. It can be seen in the curricular and cocurricular arenas. It is evident in our approach to academics, athletics, and the arts.

As is true for all of our teachers, the educators featured in these pages center their work on our students; they aim to challenge, nurture, and inspire young people from pre-Kindergarten through the final years of Upper School. Their engaged, responsive approach encourages students to find intrinsic as well as external motivation for their work. It orients learners toward intellectual risk taking along with mastery. It allows students to make school their home.

Thank you for supporting this exceptional, aspirational learning community. I look forward to joining with you in fulfilling Berkeley Carroll's mission: to prepare our diverse graduates for success in college and for the greater endeavor—a life of critical, ethical, and global thinking.

All best,

Lisa Yvette Waller, Ph.D.

Head of School



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Show your lion pride with Berkeley Carroll apparel and gear.

WWW.BERKELEYCARROLL.ORG/STORE

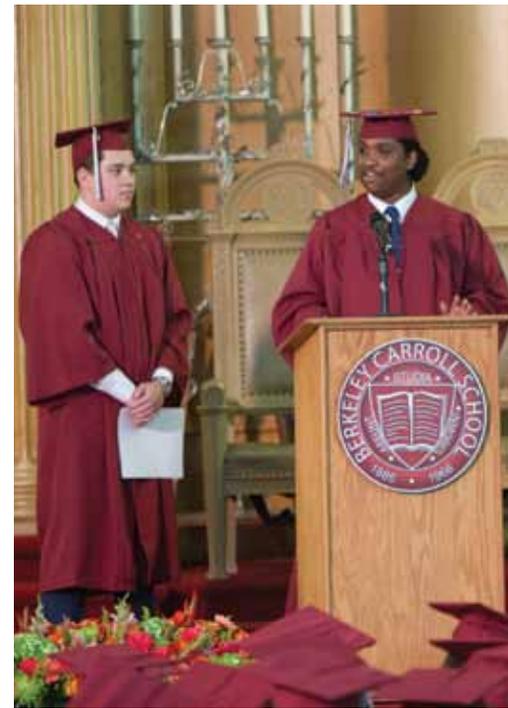
Contact **store@berkeleycarroll.org** with questions or suggestions.

“Ready...Set...Go!”

In May, Lower School students competed in some fun and collaborative activities during Sports Day. The events were kicked off with a classroom teacher vs. PE teacher tug-of-war, and then students were off to swim, tackle obstacle courses, run relay races, and more.

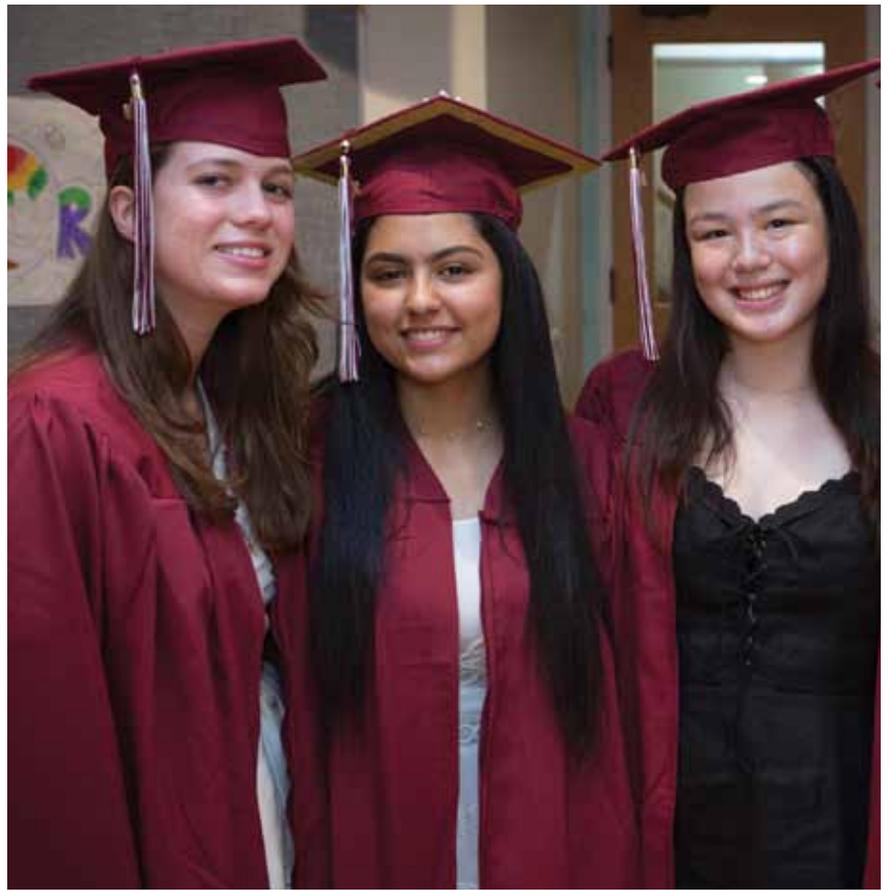






Commencement 2019
A Day to Remember





THE CLASS OF 2019

Congratulations to the 75 members of the Class of 2019, who graduated from Berkeley Carroll on May 31 at the school's 132nd Commencement Exercises! Co-presidents **Mosab Hamid '19** and **Graham Stodolski '19** welcomed the audience, and **Maddie Eve '19** was the class Commencement speaker. The Upper School Choir also performed "Wanting Memories" by Ysaye Barnwell, directed by choir teacher Lisa Holsberg.

Wes Moore, bestselling author, Army combat veteran, television producer, and CEO of the Robin Hood Foundation, a New York City organization funding schools, food pantries, and shelters, gave this year's Commencement address.





בית אלהים

1862-1909

CONGRATULATIONS TO

Angela Aguero-Van de Perre

Pennsylvania State University, PA

Idriys Ali-Chow

The New School, Parsons School of Design, NY

Camille Andrew

University of Michigan, MI

Sophie Arens

Pitzer College, CA

Domenic Arney

American University, DC

Helena Ascierio

Binghamton University, NY

Sara Azcona-Miller

Vassar College, NY

Isabel Baum

Tulane University, LA

Aurelius Beckford

Bard College, NY

Eve Blank

California Institute of Technology, CA

Gaia Blessing

Vassar College, NY

Nicholas Bonina

Georgetown University, DC

Maxwell Bonthrone

University of Vermont, VT

Julian Bunton

Howard University, DC

Massimo Capoluongo

University of Redlands, CA

Jacob Cheffo

Colby College, ME

Kylie Conner-Sax

Vassar College, NY

Zoe Contrubis

Smith College, MA

Daniel Cornicello

Skidmore College, NY

Francisco De Jesus

Queensborough Community College of the CUNY, NY

Savannah Der

Stony Brook University, NY

Gabriel Dumont-Roldan

State University of New York at Albany,, NY

Claire Dunn

Skidmore College, NY

Taylor Engler

Drexel University, PA

Noah Epelbaum

University of Wisconsin, Madison, WI

Madison Eve

Pomona College, CA

Maija Fiedelholz

University of California, Los Angeles, CA

Noah Finkelstein

Emory University, GA

Tess Fortenberry

Chapman University, CA

Tamiya Fowler

Howard University, DC

Mosab Hamid

Wesleyan University, CT

Eugenie Haring

Colorado College, CO

Kate Head

Lafayette College, PA

Charles Hertz

The George Washington University, DC

Eleanor Hertz

Colby College, ME

Lukas Holsberg

State University of New York at Buffalo, NY

Ziyi Huang

New York University, NY

Jona Inniss

Whittier College, CA

THE CLASS OF 2019!

Matthew Justh

Wesleyan University, CT

Olivia Knowlton

Skidmore College, NY

Skye Kothari

Northeastern University, MA

Tristan Lamson

Syracuse University, NY

Alanna Lawhon

New York University, NY

Fynn Marsella

Reed College, OR

Jude Martin

Syracuse University, NY

June McBarron

Macalester College, MN

Logan McGraw

Syracuse University, NY

Lisette McShane

Barnard College, NY

Ella Novogratz

College of William and Mary, VA

Charles O'Brien

Pitzer College, CA

Mylana O'Reggio

Spelman College, GA

Arabella Orman

Queen's University, Ontario

Zoe Pigott

University of Wisconsin, Madison, WI

Amber Pongrass

Chapman University, CA

Miles Porter

New York University, NY

Eric Prince

Trinity Pawling School, NY (PG year)

Hannah Schneider

Smith College, MA

Melina Scott

Skidmore College, NY

Natalie Shea

Colby College, ME

Jared Simpson

State University of New York at Buffalo, NY

Victoria Sotomayor

Barnard College, NY

Lily Stearns

Boston University, MA

Graham Stodolski

Yale University, CT

Zachary Tegtmeier

Cornell University, NY

Elizabeth Thogmartin

California Polytechnic State University, San Luis Obispo, CA

Alayna Thomas

Northeastern University, MA

Asher Tigay

Syracuse University, NY

Diego Turturro

Bowdoin College, ME

Audrey Wachter

University of Wisconsin, Madison, WI

Aaron Waldman

Worcester Polytechnic Institute, MA

Katherine Weber

Skidmore College, NY

Charles Welch

Harvard University, MA

Tobias Wynn

University of Wisconsin, Madison, WI

Brendan Zelikman

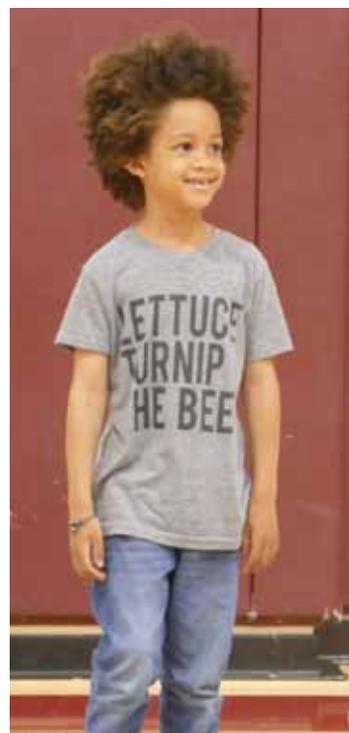
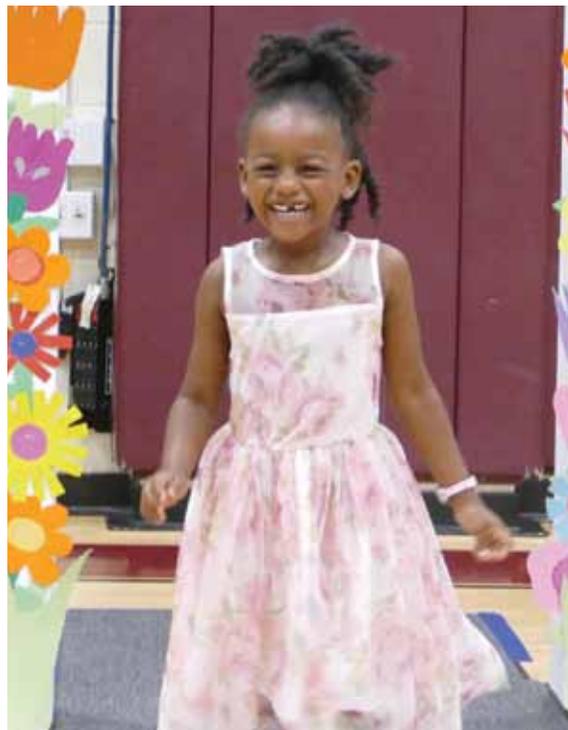
Princeton University, NJ

Ethan Zohn

Temple University, PA

2019 LOWER SCHOOL ARCH DAY

On June 12, PreK through 4th graders took the annual walk through the arch to celebrate the end of a great school year! **Poppy Chorlton '27**, **Nyla Martin '27**, and **Jude Martell '27** spoke on behalf of the 4th grade and celebrated entering the Middle School. Every grade performed a song after walking through the arch. PreK, Kindergarten, and 1st grade sang "Today is Arch Day" by Lower School Music Teacher **Don Militello**. 2nd grade sang "Summer Has Come"; 3rd grade sang "All We Wish is Peace"; and 4th grade sang "To Tomorrow," music and lyrics by Lower School Music Director **Carolyn Sloan**.





2019 MIDDLE SCHOOL CLOSING CEREMONIES

Middle Schoolers celebrated an outstanding year at Closing Ceremonies on June 11, and wished the 8th graders luck as they moved up to the Upper School! **Aaliyah Agyen '23**, **Teddy Witherwax '24**, **Molly Coogan '25**, and **Juliet Phillips '26** spoke on behalf of their grades. The Middle School Chorus performed "Route 66" by Roger Emerson. The Middle School Orchestra performed "The Odyssey" by Soon Hee Newbold. The Middle School Jazz Band performed "Such Sweet Thunder" by Duke Ellington. Students also offered thanks to retired **Middle School Director Jim Shapiro**.



SCIENCE RESEARCH AND DESIGN 2019

In the highly selective, three-year Science Research & Design (SRD) program, 10th-12th grade students conduct original scientific research and become experts in a field of study, writing their own essential questions, gaining a deep understanding of the dynamic, evolving nature of science.

The goal is for students to experience scientific research as scientists do. In the final year, students write a journal article which is published in a peer-reviewed journal and present their results at the Berkeley Carroll Science Research Conference.

Molecular Biology and Animal Behavior

ELLA NOVOGRATZ '19

An Investigation of the Effects of Animal Presence on the Performance and Stress Levels of High School Students at Berkeley Carroll

EUGENIE HARING '19

Shoaling Preferences of Wildtype Zebrafish Trained to Associate with GFP Zebrafish

SAVANNAH DER '19

Testing the Claims of Fast Food Chains Using PCR and Sequencing Methods

EVE BLANK '19

The Impact of Stress on the Likelihood and Composition of Mycorrhizal Network Formation

Cognitive Psychology and Behavior

NOAH FINKELSTEIN '19

The Effect of Attack Ads on Political Campaigns

BRENDAN ZELIKMAN '19

Testing Alternative Presentations of Word Lists with the DRM Paradigm

ZACH TEGTMEIER '19

Conscious and Subconscious Future Self Continuity in High School Students

CHARLIE WELCH '19

Daily Fantasy Sports and the Stock Market: An Investigation Into the Deception of Online Advice



A LOOK INSIDE SRD: CAPTURING THE WIND

Since an early age, **Max Bonthron '19** has had a fascination with renewable energy.

It began with a solar power panel kit, the kind that lets you build a solar powered race car or a plane. Then, during a 7th grade science unit, Max worked to design an ecologically friendly school. In 9th grade, he spent the summer volunteering with the Prospect Park Alliance learning about forest stewardship.

“From the science point of view, it all really intrigued me,” Max said.

So in 10th grade, when it was time for Max to decide on a research focus for his Science Research and Design project,

the choice was an easy one. He knew he wanted to investigate environmental science, and not just for personal reasons.

“Earth is being polluted by greenhouse gases, and we need to find new ways to avoid burning fossil fuels because that’s what harms the Earth,” Max said.

Max’s research, titled “Comparing the Efficiency of Vertical and Horizontal Axis Wind Turbines,” investigated the use of miniature wind turbines, scaled down versions of their larger cousins, on the roof of Lincoln Place. These turbines have the potential to be ideal for urban settings where space is a limiting factor.

The rigor of the SRD program allowed him to dive deeply into a subject area he was passionate about, and he says it also provided insight into the real world challenges scientists face in their research.

“SRD helped me to be able to do an independent project like this, but it also helped me understand the realities of logistics,” Max said. “I didn’t know how much planning goes into something like this,” he said, citing challenges from delays in the turbines being delivered to having to devise ways to keep the turbines upright after being blown over in strong winds.

That firsthand experience will be invaluable for Max when he’s attending the University of Vermont, where he plans on studying mechanical and environmental engineering. And while he’s leaving the turbines behind at BC, he hopes they won’t remain idle.

“Obviously, two turbines won’t charge a whole school, but I’m hoping they will stay up. Maybe there will be more turbines, or maybe there can be something like a phone charging access point somewhere in the school driving off the turbines.”

Written by Andrew Bauld

Cognitive Psychology in the Classroom

ISABEL BAUM '19

Cognitive Bias of Teacher Suitability Between Male and Female Teachers

MATTHEW JUSTH '19

The Effect of Mindfulness on Problem Solving Ability in High School Students

ALAYNA THOMAS '19

Race Matching Between Teachers and Students: Who Do Teachers Treat Differently?

MADISON EVE '19

Academic Dishonesty at Berkeley Carroll

Engineering and Mechanics

MAX BONTHRON '19

Comparing the Efficiency of Vertical and Horizontal Axis Wind Turbines

DIEGO TURTURRO '19

Effects of Pore Space on the Structural Integrity of Concrete

GRAHAM STODOLSKI '19

The Feasibility and Effectiveness of Educational Robotics: Comparing the Swedish Teaching Abilities of Robot and Human



SENIOR SCHOLARS 2019

Berkeley Carroll's Senior Scholars program prepares 12th graders to be responsible researchers, inquisitive citizens, and dynamic writers. This selective and demanding program is designed for students who are interested in pursuing serious scholarly work in the humanities.

In May, nine seniors presented the findings of their year-long independent project through both a formal written paper and public oral presentation on a range of topics including gun control, the limitations on free speech, and the changing model of women in politics.

KYLIE CONNER-SAX '19

Questioning "Diversity": Reparative Integration During the 1960s-70s and the Burden of Integration

JUNE MCBARRON '19

Guns and Gridlock: How To Foster Productive Conversations About Gun Control

HANNAH SCHNEIDER '19

Conspiracy Theories: An Investigation into the Limitations on Free Speech

VICTORIA SOTOMAYOR '19

Agriculture: The Hidden Thread Shared By Systems of Oppression

GAIA BLESSING '19

Babalz and Baleboste: Censorship, Law Enforcement, and Gender Inequality in Brooklyn's Hasidic Communities

SARA AZCONA-MILLER '19

Pearls, Pantsuits and Now What? The Changing Model of The Woman Politician

LISETTE MCSHANE '19

Stereotypes and Water Rights: How the Stereotype of the Ecological Indian Has Enabled Indigenous Communities to Win Water Regulation Rights

NATALIE SHEA '19

Women, Swept Under the Rug: Insidious Sexism In Mental Health Treatment

MAIJA FIEDELHOLTZ '19

Bikini Blonde or Else: How the Male Gaze has Controlled the Image of the "Surfer-Girl"





2

1. **Boys Varsity Tennis** finished the season strong, winning most of their late season doubles matches, and improving to win a handful of singles matches.
2. **Varsity Track** had the largest number of runners ever qualify for the NYSAIS Championship, where two runners set personal records.
3. **Varsity Ultimate Frisbee** had the largest team to date and interest in the program continues to grow. This young, competitive team is looking forward to even more wins next season.
4. **Girls Varsity Softball** had their best season ever in the AAIS. The team finished as a top seed and hosted an AAIS playoff game for the first time ever.
5. **Boys Varsity Baseball** finished the season as the ACIS Regular Season Champions and advanced to the League Championship Game. The team qualified for the NYSAIS State Tournament as the #3 seed.
6. **Girls Varsity Tennis** was extremely competitive in the toughest Tennis League in NYC. Next season should be exciting with the majority of the team returning.
7. **Boys Varsity Volleyball** finished the regular season in 4th place, qualifying for the ACIS playoffs, and completed two stirring victories over rival Packer.



3



4



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

 berkeleycarrollathletics
 berkeleycarrollathletics





3

1. Middle and Upper School students wowed the crowd during the **Spring Dance Concert**.
2. Students in 1st through 4th grades loved showing off their creative projects for parents, teachers, and friends during the **Lower School Art Show**.
3. At the **4th Grade Instrument Gallery Walk**, students shared their knowledge of the orchestra with classmates, faculty, and parents.
4. During the annual **Night of Jazz** the Middle and Upper School Jazz Ensembles performed with special guest artists Ron Blake from the Saturday Night Live Band and Clarence Banks of the Count Basie Orchestra.
5. 2nd graders showed off their creativity and technical skills in their own self-choreographed dance pieces for families, friends, and classmates at the **Second Grade Dance Assembly**.
6. The Upper School spring production of **Ragtime** was a huge hit.
7. 6th grade artists showcased some amazing art at the **Soft Sculpture Exhibition** in the Middle School Library.
8. The **Middle School theater department** presented the play *Seedfolks*.
9. Students presented their ideas for improving the lives of those living, working, and traveling through the Empire Boulevard neighborhood in Brooklyn during the **Upper School Design Showcase**. Students presented their work to a panel of expert jurors, including recent BC alum Jona Inniss '19.

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

 [berkeleycarrollartsdepartment](#)

 [berkeleycarrollarts](#)



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WORLD AFFAIRS BREAKFAST CLUB

The **World Affairs Breakfast Club** had an outstanding 2019 season, welcoming speakers from a variety of backgrounds. Students heard from journalists, activists, classmates, and more including BC parent and New York Times assistant managing editor **Sam Dolnick**, **Ria Tabacco Mar**, Senior Staff Attorney at the American Civil Liberties Union, and **Anand Giridharadas**, a former New York Times columnist and author of the book “Winners Take All: The Elite Charade of Changing the World.”



8TH GRADERS BRING HISTORY TO LIFE

Ulysses S. Grant mingled with David Bowie and Michelle Obama during the annual **Living Wax Museum**. More than 70 historical and present day figures, including scientists, activists, artists, athletes, and politicians, were heavily researched and portrayed by **8th graders**, who stayed in character as they conversed with and answered questions from classmates, faculty, and family members about their role in history.



THIRD GRADER MAKES NATIONAL PODCAST DEBUT

Third grader **Mia Silverman '28** became a podcast star last year! Mia appeared as a guest on the “Pants on Fire” podcast, a popular weekly show pitting kids against adults to try and figure out truth from fibs and learn how to ask insightful questions and analyze evidence. Mia’s episode was titled “Birthday.”



SENIORS LOOK BEYOND BC

Seniors got a preview of life after BC through “**Beyond BC: Senior Symposium**,” presented by the Office of Alumni Relations. This series of talks featured a variety of experts addressing some of the challenges students will likely encounter in college and adulthood, from civic engagement on campus to fiscal literacy. Students also heard from a panel of recent BC alums (left-right) **Ryan Hubbs '16**, **Eleanor Pearson '14**, and **Alexandra Udewitz '15**.



STUDENTS EARN NATIONAL HONORS ON LATIN EXAM

25 BC Upper School students earned awards on the National Latin Exam, including nine students who earned gold medals! Special congratulations to **Lila Blank '21** who had the distinction of achieving a perfect score on her Latin II exam.



BC COMMUNITY REMEMBERS AIDAN SILITCH '20

On May 19, more than 100 students, staff, and BC family members participated in the **Aidan Silitch Memorial Beach Clean-up** at Coney Island. Organized by a group of 11th grade students, the event honored Aidan's life and his love of nature and passion for saving the environment. The group helped remove more than 2,000 pieces of plastic, glass and other trash from the beach.



BC STUDENTS WIN SCHOLASTIC ART & WRITING AWARDS

Middle and Upper School students were recognized in the 2019 **NYC Scholastic Art & Writing Awards** for their outstanding creative work! More than 60 students received recognition at the regional level. **Sara Azcona-Miller '19** and **Asa Khalid '23** received National Medals, representing the most outstanding works in the nation. Sara won a Gold Medal for her Critical Essay and a Silver Medal with Distinction for her entire writing portfolio. Asa won a Silver Medal for her Personal Essay.



CELEBRATING BC GRANDPARENTS

Lower School and **5th grade** students had fun showing their grandparents a special look inside BC during Grandparents Day! More than 350 grandparents enjoyed musical performances by the Lower School grade choirs, visiting classrooms, touring Lincoln Place, and having a special lunch with their Middle School grandchildren.



BC ADMINISTRATORS PRESENT AT NATIONAL EDUCATION CONFERENCE
Former Head of School Bob Vitalo, Director of Community and Inclusion Brandie Melendez, and Chief Financial Officer Arunie Dias presented at the 2019 National Association of Independent Schools Annual Conference in Long Beach, California.

They spoke on the conference theme, “Reimagining Independent Schools,” and in their workshop, “Leveling the Playing Field: The Real Cost of Attending Independent Schools,” explored financial aid and inclusion by looking at areas of additional costs to families beyond tuition and how BC has addressed those challenges.



4TH GRADERS GET KNITTING

4th graders in the knitting elective welcomed a special guest to their classroom – Louis Boria, known in the knitting world and on social media as “Brooklyn Boy Knits!” Mr. Boria led the group in a fun knitting activity and spoke with the group about the importance of standing up against bullying and gender stereotyping of certain activities, such as knitting.



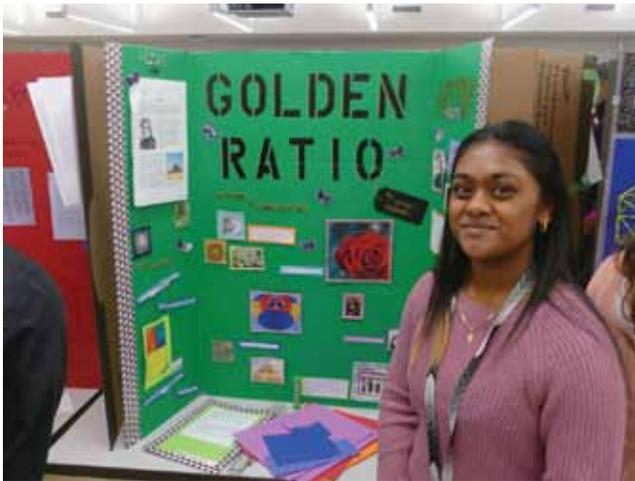
BC CHESS TEAM WINS NYC HIGH SCHOOL LEAGUE CHAMPIONSHIP

After only their first year, the **BC Chess Team** are champions of the Chess Center of New York’s elite Magnus League, which includes teams from all 5 boroughs! The squad, led by **Sean Cushman '21, Chris Kretschman '21, Youssef Ellozy '21, Charlie Welch '19, and Diego Turturro '19**, scored a stunning upset over Columbia Grammar Prep in the final round of tournament play.



NATIONAL AND STATE HONORS FOR BC SPEECH AND DEBATE

Congratulations to **Mosab Hamid '19** who was named State Champion in Program Oral Interpretation at the NYS Forensic League Championship! Students also said thanks to retired **Speech and Debate** coach, Jim Shapiro, for his years of leadership and dedication to the program. BC and the Speech and Debate program was also selected as a Member School of the Barkley Forum for High Schools at Emory University. Since 1963, only 268 high schools around the country have been recognized, and BC joined some of the very best schools committed to teaching critical thinking, public presentation skills, and top-level research.



7TH GRADERS HOST ANNUAL MATH FAIR

7th graders showed off their impressive research to a jam-packed Lincoln Place Cafeteria during the annual **Math Fair!** Classmates, faculty, and families learned about some exciting math topics, from early computing to the Pythagorean Theorem to the math behind ballet.



STUDENTS ACE NATIONAL SPANISH EXAM

Middle School students collectively earned an impressive 84 medals on the National Spanish Exam, the largest of its kind in the United States with over 146,000 students participating nationwide last year. BC 6th-8th graders won 23 gold medals, 37 silver medals, and 24 bronze medals. Five BC students also scored in the top 1% of students nationally and received awards at the local level. Congratulations to **Franka Etkin '25**, **Ava Meisami-McAllister '24**, **Gaspar Nottebohm '24**, and **Gray Sansom-Chasin '23**, as well as **Daniela Holden '25**, who received a perfect score on the Level 01 exam and was 1st place among all students in NYC.



ALUMNI PANEL HELPS STUDENTS EXAMINE WORKPLACE ISSUES

The Upper School Girls II Women Affinity Group welcomed back several BC alums for a panel to answer and explore questions around how gender, race, and sexuality intersect in the workplace. **Oniwa Braithwaite '09**, a registered nurse at Memorial Sloan Kettering Cancer Center (and substitute nurse at BC), **Ada Santiago '09**, a preschool teacher at St. Francis de Sales School for the Deaf, and actor **Eleanor Pearson '14** were joined by current students, faculty, and alums **Francesca Perlov '09**, **Emily Cornicello '16**, and **Michelle Madlansacay '16** to talk about their career paths.



DRAG QUEEN STORY HOUR VISITS PREK AND K

Students in **PreK and Kindergarten** were excited to welcome to school Ona Louise, co-founder of Drag Queen Story Hour NYC! The program celebrates the joy of creative expression during story time, and BC students had fun dressing up, reading, and singing songs.



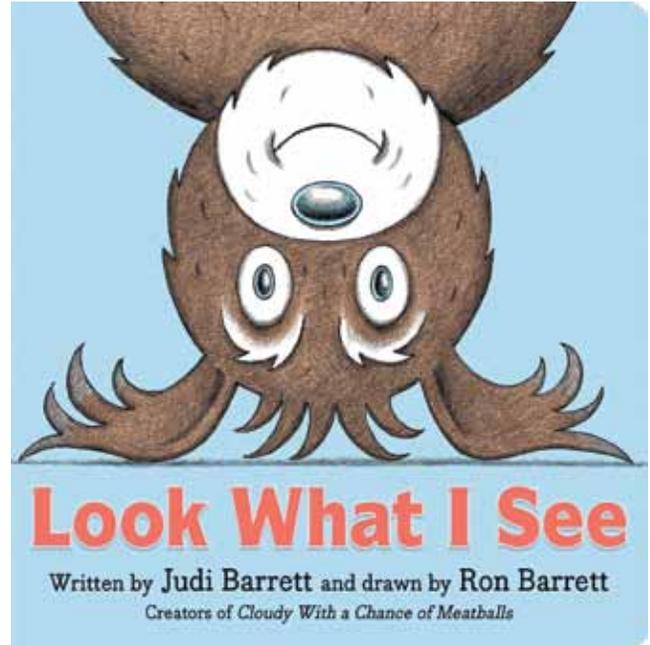
MIDDLE SCHOOL SALUTES JIM SHAPIRO

Imitation was certainly the sincerest form of flattery for retired Middle School Director **Jim Shapiro**. Students and faculty dressed in Jim's signature style, including bucket hats and suspenders, during the Middle School Spirit Week.



THE BENEFIT FOR BERKELEY CARROLL

The 2019 **Benefit for Berkeley Carroll** was a huge success thanks to our trustees, parents, alumni, faculty and friends, who together raised over \$500,000 for Berkeley Carroll! It couldn't have happened without the enthusiasm and support of our wonderful co-chairs and volunteers. A special thank you to **Joanna Dosik, Lenae Guarna, Janine Hodgkins** and **Karen Synesael** for their leadership and dedication to Berkeley Carroll.



BC TEACHER PUBLISHES NEW FOLLOW-UP TO BESTSELLER

Lower School Visual Art Teacher Judi Barrett released her latest book, "Look What I See." In this inventive story, Ms. Barrett, the bestselling author of "Cloudy with a Chance of Meatballs," asks readers to look at the world from a variety of perspectives.



THANK YOU, BOB VITALO

In June, more than 400 past and present members of the BC community turned out to thank and honor **former Head of School Bob Vitalo** and to celebrate his 13 years of leadership. In addition to fond remembrances from board members and colleagues, it was announced that the Upper School Library will be renamed "The Bob Vitalo Upper School Library."

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



970
Students



170
Faculty



6
Libraries



\$8,074,291
Financial Aid Awarded



6
Bands &
Orchestras



39
Athletic Teams



3
Play Yards



10
Science Labs



7
Visual Arts
Studios



5
World Languages
in Upper School



1
Academic Partnerships
with Universities



8
Academic Travel
Programs



23
Middle School
Arts Electives



7
Bands and
Orchestras



1
Performance
Space

Your gift
will support
**EVERY
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.

It adds up to an exceptional education for every student. There are 970 reasons to give.

www.berkeleycarroll.org/give

American Studies Takes to the Streets

BC juniors completed their annual American Studies walking tours. Students researched a topic of their choice and led groups of classmates, faculty, and staff all over the city, sharing some surprising history of New York. Last year's topics included "Times Square's Seedy Past," "From Shackles to Behind Bars," "Native American History Erased in Lower Manhattan," "Punk Culture in the East Village," and "Through LaGuardia's Ashes: How, after LaGuardia, the History of the New York Subway Was Burnt Away."







AMANDA PIKE

Director of the Lower School

Ms. Pike, you're entering your fifth year as Director of the Lower School, but you've been at Berkeley Carroll for longer than that, correct? I've been here since 1993. I started as a 1st grade head teacher. After that, I taught science to 1st, 2nd, 3rd, and 4th graders. Next, I was the admissions director for five years, and then I became Lower School Director. And fun fact: I was a student teacher here at Berkeley Carroll when I was at Bank Street Graduate School of Education.

That's a long tenure! What is it that has kept you at BC? I think the community, obviously – that's what I most enjoyed when I first walked in as a student-teacher. I enjoyed working with faculty and administrators who were so engaged and giving and I also really enjoyed the families and the students here. It just felt right, and it has continued to feel that way.

What makes the BC Lower School such a special community? It's the way that the teachers and families and staff are all so focused on doing what's best for the children. Having that kind of focus and passion really brings us all together and motivates us all in different ways, and we're always looking toward what's best for the kids. You can almost imagine sheepdogs circling around the sheep. That's the sense of cooperation that exists here.

Speaking of students, what kind of student were you when you were in elementary school? Oh, I was a very diligent student. I loved school. I even liked doing homework. I particularly liked reading, and biographies were my personal favorite.

What are you most proud of during your time as Lower School Director? It's actually something that probably isn't obvious to anyone outside of our faculty. As a group we worked together to create what we call "The Characteristics of Excellent Teaching." We fleshed this out to use as a tool for giving feedback and evaluating teachers that really helps us live out our mission and goals. We're thinking about the learning community in our classrooms and how we create that. Thinking about curriculum and pedagogy. Thinking about professional engagement, and thinking about family

connections. We've worked really hard on this. It came to fruition this past year and the feedback from teachers who have been through it has been really positive.

Is there a tradition that you think best encapsulates the Lower School program? Our program of assemblies really exemplifies who we are as a Lower School. It's very much student-centered, so an assembly could be one of many things: a dance or a musical performance, or a group of student Changemakers for example. There's a strong sense of community. And our assemblies follow the responsive classroom format similar to our morning meetings. The intention is we're all sharing in this moment, appreciating each other and knowing each other. I would love to have families attend even more often than they do, because it gives them special insight into who we are and how their kids are engaging with our greater community.

Heading into your fifth year as Lower School Director, do you think you have the job figured out or is there always a learning curve? I think there's always going to be a learning curve, because our teachers are always learning new things, and bringing new ideas. So some things certainly get easier, but one of the great things about this position is the challenge of learning new and innovative ideas and methods, and working to incorporate them into our program. We're all really excited to be working with Dr. Waller, getting her take on what we're doing, and working with her to make the program as great as it can be.

Is there an aspect of the job on a day-to-day basis that might surprise people? I think there's a lot that you would expect, like visiting classrooms, meeting with teachers, working with curriculum coordinators, meeting with parents. But it is varied. I might deal with anyone from a three-year-old to a grandparent. Maybe one thing people don't realize is how many lockers I shut on a given day! That's a pet peeve.

Last question, Ms. Pike. When you're not helping lead BC, where can you be found? I love to travel with my family. I love to hike and bike and be outdoors. I love to read. I enjoy Pilates, which I sometimes do with BC colleagues!

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YABOME KABIA

Director of the Middle School

Ms. Kabia, congratulations on becoming the new Director of the Middle School! Tell us about the path that brought you to Berkeley Carroll? This is my tenth year at Berkeley Carroll. I was most recently Assistant Director of the Middle School, but throughout my time here I have always been a math teacher and I've taught at every middle school grade level. At different times, I was also the fifth grade dean, seventh grade dean and eighth grade dean.

In addition to all your work at BC, you also recently earned your masters degree. Can you tell us about that? I finished a Masters in Education Leadership at the University of Pennsylvania this past July. It aligned with everything I believe about leadership, teaching and education in general. Their philosophy is that there isn't one way to lead, and the program is really reflective and focused on helping you become the best version of yourself as a leader in education. Working and learning side by side with educators who have been division directors for 15 years or more was amazing.

Speaking of a wealth of knowledge, you worked alongside former Director of the Middle School, Jim Shapiro, who had nearly three decades of education experience. Was that helpful? We had a wonderful relationship, and I feel like I was able to be in learning moments with him every single day. The apprenticeship model we had prepared me for things I'm encountering this year. It was my own mini-Socratic seminar, talking it through with someone who has a lot of wisdom and posed the questions to get you thinking. I felt very fortunate, not everyone can transition to a new director position with someone who's so giving.

Before coming to BC, you taught in both public and charter schools. What do you find most exciting about being in an independent school? What they all have in common is that kids are kids. But at BC, we have more flexibility to be responsive to the needs of the kids, and that's the piece that I think was missing from my public and charter school experience. To be able to ask, "What if we had

an all-girls advanced math class?" and to have the school's response be, "I don't know, let's try it and see what happens." Another example is we wanted to have more space for affinity groups, but Middle Schoolers are picky. They don't love when a grownup says "you need this thing." So we decided that students had to bring us new affinity groups to start, and now there are so many because we're able to respond.

You mentioned Middle Schoolers can be picky. What kind of student were you at that age? I just loved being at school. I loved math. I really wanted to do well. I had a really amazingly fun algebra teacher, and it's funny because that's my favorite class to teach. I don't think I was the stereotypical mathematician, but I think my teachers did a great job of acknowledging that there are lots of different ways of problem solving, and that's how I entered into it when I began teaching.

Did you always know you wanted to be a teacher? Not at all. But my mom always points out that everything I did was with kids; every summer job I ever had was working in a Montessori school, or tutoring, or babysitting. In college I studied economics and sociology, but I was always fascinated by people. Then I went to Boston College, and it's a Jesuit school so there's a huge service component to education there, and that's how I became a New York City Teaching Fellow. After being in the classroom, I realized that was where I was supposed to be.

What are you most excited about in your new role? There are lots of parts that are exciting, but I'm most excited to expand the feeling of love that I have for the kids in my classroom to a larger group of people.

Last question, Ms. Kabia. When you're not helping lead BC, where can you be found? Well, I have a husband and three children, and we love to spend a lot of time together. On the weekends, we're always trying to find something fun to do in the city, or outside the city. I grew up in Michigan, so get me near a farm and I'm really happy!



JANE MOORE

Director of the Upper School

Ms. Moore, you just finished your fifth year as Director of our Upper School. Can you tell us about your path to Berkeley Carroll? Before BC I was at Riverdale Country School for 13 years. I started there as a full time English teacher and coached soccer, basketball, and tennis. Next, I became an upper school dean and ultimately served as Assistant Head of the Upper School for four years.

What do you think makes BC such a special school?

One of the reasons I came here, and it stays true, is that Berkeley Carroll is a very dynamic community. There's a culture of experimentation and innovation and "let's see how we can make things better." It's not a culture that reveres the status quo. If you're interested in always examining how to make things better and what are new and exciting things to do, then this is a good place to be.

Did you always know you wanted to work in education?

As a student, I always liked to imagine teaching the grade I was in, and as a college student I actually thought I was going to be a college professor. After graduation, I started teaching at a boarding school, The Gunnery, in Connecticut, and I loved being part of that community from the get go. I really liked being a high school teacher.

What kind of student were you in high school? My favorite subject was always English, and then I was an English major in college, and I got my master's in English, so that was a constant. I liked school all the way through. I liked my classes, I liked my teachers, I liked doing the work. I just was one of those people who liked getting up and going to school in the morning. I found it satisfying to do well in school. I was also an athlete, so I played a lot of sports, soccer and basketball and tennis.

How has the Upper School evolved over your time as director? Over the past three years, we have added more advanced courses in science and math and languages so we're now offering more of those course than ever before. How far students can go in their studies has really shifted, and I think that's exciting for them.

Another thing about the division is that students have a lot of choice. A student can really follow their specific interests in a significant way as early as 10th grade, and that kind of choice is an unusual thing, especially at a school with all the core curriculum requirements BC has.

There are some changes that came to the Upper School this year, including a restructuring of the Grade Deans. Can you tell us a little more about that?

We've restructured the dean program so students are even more clearly supported all the way through their time at BC. This started in 2017 when we decided to reduce the deans' teaching course loads, so they could have more time to dedicate to being the point person in their students' lives. After two years, it became clear it would be advantageous to have each dean follow their class through high school. It takes a few months to establish relationships with students and families, so rather than having the deans move on to a new class of students and families at the beginning of each school year, deans, advisors, and students will now stay together for all four years.

Another change I'm excited about is our curriculum on equity and social justice. Last year, I asked each department chair to lead their department in creating a significant curricular change in at least one of their core courses in which equity and social justice would be more explicitly taught. Even though much of our curriculum was already informed by the ideals of equity and justice, I thought we could be even more intentional about this vision in some of our courses. The departments have done an amazing job to roll it out at the beginning of this year, and everyone is doing something, like the 9th grade "Myths and Legends" and "World History" courses started with a 3-5 week unit that is really different than what they've done in the past.

Ms. Moore, last question. When you're not helping lead BC, where can you be found? Staying active with my 5-year-old! Biking, swimming, skiing, going to all the playgrounds, trying all the different ice cream places in New York City. You can also find me responding to email and still doing BC work!



BRANDON CLARKE

Assistant Head of School

Mr. Clarke, you just finished your 15th year at Berkeley Carroll. How did you initially arrive? I was originally hired as Director of College Counseling and I was in that role for 11 years. Along the way I added teaching a history class, and then also Director of Global Education. As my responsibilities grew, I moved out of the college office and into a new role former Head of School Bob Vitalo created for me, Assistant Head of School. That was five years ago.

Did you always know you wanted to work in education? I did think that I was going to work in education for a long time, but I thought I was going to be a college professor. My background is in cultural anthropology, but I decided I wanted to take some time after undergrad and live in the real world, so to speak, before applying to graduate school. I worked in the college admission office at Connecticut College where I had attended. I enjoyed that work, but I also got an inside look at how tenure works in academia and realized I didn't want to be a college professor. But I liked the admissions field and continued in the undergraduate admissions office at Stanford University. I came to BC from there.

So you've worked at pretty much every level of education. What is it that has kept you at BC? I think there are two things. One is the sense of community. The other thing is BC's extraordinary patience and enthusiasm for change. Educational institutions can be pretty resistant to change, but I found that at BC, as long as it's not change just for change's sake, as long as there is a clear, mission-rooted reason for making change, people here tend to get excited about it and embrace it. And that makes working here exciting and fulfilling because everyone is always eager to improve how we foster deep, authentic learning.

Is there an example of a major change that has allowed for that type of improvement? Well, none of the Upper School's distinctive programs today would have been possible if we hadn't divested from the Advanced Placement program in 2011. I would point to that as the

most significant move that the school has made during my time here. And at the time we did that, it was still considered a pretty bold move. It's just remarkable what it has opened up in terms of possibilities for students and the classes they can take, for departments in terms of how they choose to teach, and for the schedule in terms of things like Spring Intensives, which can only exist because our hands aren't tied by the AP calendar.

Backing up a little bit, what kind of student were you in high school? I was a pretty serious student in high school. I liked everything, and I had a lot of curiosity. I was a real bookworm. I grew up in a town of 5,000 in a very rural part of Oregon, and people didn't travel much. But we had this one teacher, Mr. Shim, who taught a global studies course. Mr. Shim actually traveled, and he brought in artifacts and had stories and made it all come alive. I think that and "Indiana Jones" are the reasons I became an anthropologist.

Hearing that, it's not hard to draw a line to your work developing the BC Global Education program. How has that program changed since you arrived?

We used to run a couple of language-based programs. As other schools started to run more robust global programs, Mr. Vitalo was thinking this was something that we should do, too. I had been teaching a history course about the African continent, and I knew from my own travel experiences that what's so extraordinary about so many places is their culture. But how do you teach culture? I really wanted to figure out a way to take students to places they were learning about. One of the qualities that makes BC's global programs so distinctive is that they are rooted in the academic program. They are part of the curriculum, not just "trips" or add-ons.

Mr. Clarke, last question. When you're not helping lead BC, where can you be found? Probably one of two places. Either the kitchen – I am an avid cook, and a pretty good one – or the theater. My husband is a playwright, so we spend a lot of time dodging tourists in Times Square.





MEET DR. LISA WALLER

BC Welcomes its New Head of School

By Andrew Bauld

After a three decade career in education, Dr. Lisa Waller became the new Head of School of Berkeley Carroll in July 2019. But before her appointment even began, there was already a buzz about the announcement.



“I was meeting people in the street, in New York and even in other cities, who would say, ‘You’re going to be the new head at Berkeley Carroll!’,” says Dr. Waller. “And in those conversations, there was a real enthusiasm for the school and a deep regard for the community that is BC.”

Educational communities have played an important role in Dr. Waller’s life, from the schools in her hometown of Chicago to graduate school at Duke University, to more than two decades spent at the Dalton School, most recently as Assistant Head of School. Now, she’s setting out to guide Berkeley Carroll into the future.

Over the years, Dr. Waller had been approached for other head of school openings, and sitting heads had encouraged her as well, but the timing always felt wrong. Then the position at BC opened up, and something clicked.

“I became intrigued with BC and really kind of fell in love with it,” she says. “I feel that BC has traditions, but it’s not hidebound. It’s innovative, but not impulsive, and I like that.” Her conversations with the search committee during the hiring process proved to be “completely enjoyable and showed BC in an amazing light.”

The BC Board of Trustees agreed. Following a seven-month national search, the Board voted unanimously for Dr. Waller, citing her impressive range of classroom, leadership, and administrative roles and her commitment to progressive and equitable education.

“We feel confident that Dr. Waller is a dynamic leader and the ideal person to guide the next generation of excellence at BC,” says Board of Trustees Chair, Joe Polizzotto.

AN EDUCATOR FROM AN EARLY AGE

BORN AND RAISED on the South Side of Chicago, Dr. Waller says she was destined to become an educator from an early age. As a child, she used to make homework assignments for herself before she was even old enough to have any, so thrilled was she with the idea of school.

She would ultimately get a chance to experience a wide variety of educational landscapes, from public school, to Catholic school,

to a former all-boys Jesuit preparatory school that opened its doors to girls the year she began.

In each of these environments, Dr. Waller found teachers who inspired her in the classroom and beyond.

“I had the benefit of great teachers who were very connected and engaged,” Dr. Waller says. “They did much more than just what the curriculum required. They recognized my abilities, encouraged me to strive for excellence and justice, unlocked my creativity, and helped me discover my voice and love for academia.”

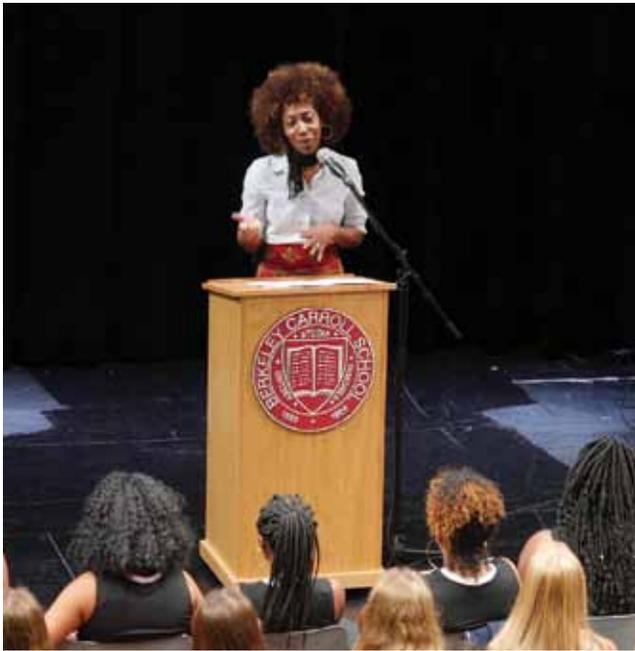
After high school, Dr. Waller enrolled at Oberlin College, the first college in the country to admit black students as a matter of policy and the first coeducational institution to grant bachelor’s degrees to women. Dr. Waller says she was enticed by the school’s strong history of inclusive education and its commitment to social justice.

“I felt at home at Oberlin from the very beginning,” she says. “I felt that I could thrive and take risks there, and I think that’s where the seeds of being an educator were really planted for me.”

Oberlin would prove to have a lasting impact on her entire life. There she would meet her now husband, Sidney S. Whelan, along with lifelong friends, some who would become the godparents to her two children, Genevieve and Gabrielle. Today, Dr. Waller sits on the Oberlin Board of Trustees.

She also met professors who taught her the meaning of scholarship and put her on the road to her own advanced study.

“I knew I wanted to get a Ph.D., but I don’t think I knew exactly what this entailed when I was in high school,” she says. “During my college search, I learned that a large proportion of Oberlin graduates went on to earn their doctoral degree. Once I was at Oberlin, I really got to see what it meant to be in a community of scholars, and to immerse myself in topics that had been marginalized previously: the African American experience, the experience of black women in the



United States. Those classes really helped me to understand, in a way that was transformative, that my experience as a black woman was the subject of scholarship. This was a revelation and it was terrific.”

After graduation, Dr. Waller joined Milton Academy, just outside of Boston, teaching English and history to 8th and 12th graders. Dr. Waller says her time at Milton introduced her to the unique position of independent schools in the education landscape.

“I loved the freedom, that sense that I could create curriculum and orient my teaching approaches to the needs of my students, in particular,” she says. “I was able to engage in this way at the very beginning of my career, which would not have been allowed in every setting.”

But still drawn to graduate school, Dr. Waller left for a doctorate program at Duke University where she examined social movements in the United States during the 20th century. During her time at Duke, she won a Five Colleges fellowship, which supported her dissertation research while she taught for a year at Amherst College.

She wrote her dissertation on the New York City public school desegregation movement from the 1940s to the 1960s. Her research was recognized by the acclaimed professor of African-American Studies at Columbia University, Manning Marable, who included her writing in his final edited collection, *The New Black History: Revisiting the Second Reconstruction*.

“I had the benefit of great teachers who were very connected and engaged. They did much more than just what the curriculum required. They recognized my abilities, encouraged me to strive for excellence and justice, unlocked my creativity, and helped me discover my voice and love for academia.”

Despite her success in academia, Dr. Waller says she continued to feel a calling back to the classroom.

“I enjoyed research and the academy, but something kept drawing me back to students, back to independent schools. That’s how I ended up working at Dalton and the rest, as they say, is history.”

THE COURAGE TO LEAD

QUITE LITERALLY, in fact. At Dalton, Dr. Waller began as a high school history teacher as well as an advisor. She also began doing work in community service and admissions, and soon the administration was noticing the impact and skill she had beyond the classroom.

“My presentations for admissions were very well received by my colleagues but also by people who were visiting Dalton, so I was asked to do increasingly more for admissions. Eventually I was folded into that team and ultimately became the Assistant Director of Admissions.”

Babby Krents, the Director of Admissions at Dalton, says she was blown away by Dr. Waller’s abilities from the very beginning.

“Dr. Waller has an amazing capacity for knowing education inside out, backwards, and upside down,” Krents says. “She was often the one the school would turn to to talk with families, both current and outside families, about the philosophy and pedagogy used at Dalton. She has a real commitment to progressive education.”



The two worked tirelessly to make the school a more diverse community, expanding student representation of race, religion, socioeconomic, and geographic diversity. Dr. Waller in particular worked to recruit students from communities beyond the Upper East Side of Manhattan, like in Harlem where she lived until recently with her family and where she knew wonderful families from backgrounds that were underrepresented in the Dalton community.

“I feel very proud of the work that I did in admissions to help diversify Dalton,” Dr. Waller says, citing the number of families, both white and of color, who said she was instrumental in them deciding to send their children to the school.

From there, Dr. Waller found herself on the administrative track, first becoming Director of the High School, and later Assistant Head of School for Progressive and Inclusive Practice, providing strategic leadership and oversight to promote professional growth, curriculum development, instruction, and hiring grounded in progressive and equitable approaches.

During her tenure, many younger faculty members counted Dr. Waller as a mentor, and several have since gone on to positions of leadership beyond Dalton thanks to her influence. One of them, Erica Jones, came to Dalton as a history teacher. This past summer she was named Middle School Vice-Principal at the American School in London.

Jones said while she was at Dalton, she remembers best Dr. Waller’s courage to deal with challenging conversations and situations.

“She had an ability to ask the questions that other people may have been afraid of asking,” Jones says. “I watched her mediate difficult conversations between colleagues. I saw her find space for those who felt invisible or marginalized in their departments or positions. Dr. Waller has such an ability to empower people and

really make them better and stronger educators.”

One example of this ability to face challenges came during the premiere of the documentary, *American Promise*. The film was the work of Dalton parents who chronicled the journey of two African American boys, including their son, during their time at the school. The imminent release of the documentary came as a surprise to most of the school’s administrators, and it could have been a moment of crisis.

“It was a very trying and difficult time for Dalton and also a very important and enlightening time for Dalton,” Dr. Waller says. “I took the initiative to step into the breach in order to support this family in sharing an important story while also shepherding Dalton’s effort to show how the school was evolving.”

Dr. Waller ended up joining the parents on panels at the Sundance Film Festival and the Ford Foundation. There were plenty of chances for wrong turns, but Dr. Waller says she was proud of the positive learning experience that resulted not only for Dalton but for other independent schools as well.

LOOKING AHEAD TO NEW CHALLENGES

AS THIS NEW CHAPTER of Berkeley Carroll begins, Dr. Waller will spend the early days of her tenure meeting faculty and students, getting to know the broader community, and assessing BC’s strengths and areas for growth. Although each school is unique, Dr. Waller says she already sees similarities between BC and Dalton, especially the student-centered, progressive orientation of both institutions.

“There’s a palpable sense of the importance of innovation in education here,” Dr. Waller says, reflecting further on BC. “There is also an emphasis on authentic discovery and hands-on learning. These are tremendous assets for BC students, who are engaged, kind, and intellectually curious.”



Like other independent schools across New York City, BC faces a unique set of opportunities and challenges in the current education climate, and they are ones Dr. Waller says she is excited to tackle.

“I think one of the biggest challenges is the question of affordability and access. In our society, where there are such inequities in terms of income and wealth, a great independent school needs to figure out how to leverage the community in order to support the institution while extending resources to more people.”

Citing BC’s partnerships with external partners like the GO Project, which provides educational and family support to academically struggling NYC public school students, Dr. Waller says she looks forward to looking at ways to expand public-private relationships. She also wants to ensure that all students at BC feel empowered, challenged, and capable of making an impact.

“I think it’s imperative that the independent schools demonstrate their capacity to benefit not just our students but the society at large.”

Dr. Waller is excited to help set a vision for BC going forward, and after thirty years of educational experience, she has developed a strong sense of her own leadership style that she brings to the position of head of school.

“I believe that leadership requires collaboration and a capacity to see things from multiple perspectives,” she says. “One can try to lead by positionality alone but this is not optimal. Leadership

should be grounded in authority that emerges from from being knowledgeable but open to new ideas, from being consistent but flexible, from being authentically invested in the success and well-being of the community.”

Colleagues at Dalton have already seen this leadership style firsthand.

“Dr. Waller brings so much of herself to her job,” Jones says. “People say they can’t imagine Dalton without her, but it’s true.

She’s unafraid when it comes to sharing pieces of herself in ways that are pretty remarkable. I also think she does a great job in bringing out people’s strengths and encouraging incredible educators and leaders.”

“She’s terrific at problem solving. She has a clear sense and vision about how to handle difficult situations, and her compassionate nature

comes through especially when things aren’t going smoothly,” Krents says. “I know she’s approaching this new position with a high level of excitement for the future of BC.”

And that future is one Dr. Waller can already envision.

“I want people to think of Berkeley Carroll as a school steeped in a strong sense of community, that really challenges students to attain academic heights while maintaining social and emotional balance,” she says. “I am excited to continue my leadership journey in a school that encourages students to attain excellence while making a mark on this world for the better.”

“There’s a palpable sense of the importance of innovation in education here. There is also an emphasis on authentic discovery and hands-on learning. These are tremendous assets for BC students, who are engaged, kind, and intellectually curious.”



From

THE INSTALLATION OF DR. LISA YVETTE WALLER HEAD OF SCHOOL

Thursday, September 19, 2019

Her remarks to our community:

Good evening and thank you all for being here. I would say that I'm speechless but you know that's not true. I am, however, awestruck and filled with gratitude. I want to begin by thanking the Board of Trustees as well as our faculty, staff, students, alumni, and families. I am honored, and also thrilled, to serve as Head of the Berkeley Carroll School.

To my dear friends and family (especially Sidney, and our daughters Genevieve and Gabrielle), to my parents (Thomas Waller, George Nunley, and Lula Nunley): Over the years, you have lifted me up and talked me down. I know who I am because of you.

Thank you Pam, Kay, David, Kate and everyone who has helped bring this event to fruition. I am so honored by the thought and care that went into the planning. I also want to acknowledge those who are not here with us but whose words of congratulations have warmed my heart.

Thank you Joe, Brandon, and DeAndra for your kind and gracious remarks; I cannot tell you how much I appreciate your confidence and your support.

Nicholas and Erica, watching you develop into capable, compassionate educators who have changed students' lives has been a highlight of my career. I wanted to make space at the podium for you this evening because, as the next generation of educators, you leave me inspired and hopeful. Thank you for this and for your humbling words.

I am particularly touched this evening by the presence of our students--and on a school night no less! I appreciate tremendously your being here. Thank you Nilani, Mia, Isaac, Izzie, Franka, Zoe, members of the Key Society, and our musicians for making this event so special. I wanted students on the program because you are at the heart of what we do; a constant reminder of how fortunate we are--how fortunate I am--not only to teach but also to learn from young people.

I have been the beneficiary of a truly warm welcome since joining the Berkeley Carroll family. From my interactions with the Search Committee, through time spent with Bob Vitalo, and into the wonderful whirlwind that has been the start of a new school year, I have experienced very directly the generosity of adults and students in this community. Already, I have come to feel at home.

I have been thinking quite a bit about home in the past few months. My ruminations issue partly from the fact that we have moved from our house in Harlem to a new residence here in Brooklyn. Mostly, I have been pondering how home is defined by a sense of belonging; it is a space where we create and recreate community.

When my colleagues and I gathered on our first day of school, I told them that I was grateful to have found in Berkeley Carroll a school that esteems community along with achievement. In this vein, I shared a story about my first teacher, Ms. Fullbright, who, in addition to being smart and stylish, was just and kind. I spoke of how she came to my rescue when I was the new kid. She took my part and left me feeling embraced rather than excluded. Of course I did not have these words when I was a child but, looking back, I see how Ms. Fullbright made her classroom a sanctuary where everyone felt capable and valued. This foundation allowed us to take risks, to rebound from adversity, and to achieve at the highest levels.

I am certain that Ms. Fullbright would have been right at home in our school. Berkeley Carroll prides itself on being a place where students are known, and educators here take this charge seriously. This summer, a rising First Grader expressed a bit of trepidation about her pending transition. She and her teacher corresponded during the summer, allowing her to process her concerns and feel more settled as the new school year approached.

I learned that this young student wondered if I, too, had jitters coming in as the new Head of School. Her class invited me to visit and, let me tell you, I shared all the jitters. I revealed that I had left behind colleagues and friends who had known and supported me for many years. But I also let this class of First Graders know that I have been embraced by numerous individuals who have gone out of their way to help acclimate me to BC. New colleagues have even shown me the shortcut that gets me back to Lincoln Place from Carroll Street by way of a winding passage through the Athletics Center (I know it doesn't sound like a short cut but I think it is--if you don't take a wrong turn and end up in the pool).

How touching that this child wondered about my transition as she was helped to navigate her own. How wonderful that space is made at Berkeley Carroll for students to share uncertainty along with success--to reveal their full selves--forging connections and making school their home.

I am in the midst of meeting individually with my colleagues to hear their stories, including how they came to Berkeley Carroll and what holds them here. Our personal narratives inform the way we walk the halls of our school. Once shared, they have the power to bind us to one another. In this spirit, I would like to offer a chapter of my story.

Throughout my career, I have been gifted with the support and encouragement of many colleagues. One, Babby Krents, forged a special bond with my mother during drop off and pick up when my children were young. After one of their conversations outside of school my mom would often say to me, "Babby has her eye on you; she says you'll be a Head of School one day!" During the time that I worked for her in Admissions, Babby encouraged me to take center stage. She sponsored me--creating opportunities for me to learn and to lead. She helped to make Dalton my home and to set me on the road that has led to this installation. The connection between my mother and Babby was not very different from the relationships forged between families and educators at Berkeley Carroll everyday. We want to know that our children are seen, valued, and supported--that our hopes for them are affirmed by others. As a Black woman, born and raised in the segregated South, my mother took neither mine nor her own affirmation by others for granted.

My mother was raised in the countryside of Greenwood, Mississippi. Her large and loving extended family grew their own produce and raised their own livestock and chickens. Her family members were midwives, seamstresses, cobblers, and teachers. Their nurturing community on what was called the Sandy Ridge was her world; there she was steeped in self-sufficiency, self-respect, faith, and mutuality. It was also in Greenwood that my mother experienced the trauma of racial violence. She felt the acute anxiety, conveyed in hushed tones, that descended upon her community when Emmett Till was disappeared in Greenwood. Her family knew the perpetrators and she recounted to me how her father told his children never to return to the Bryant's store because of the horrible thing that they had done. This act of terrorism was designed to keep the Black community in its place but it caused my mother and scores of her contemporaries to resist--to insist on life beyond the easy reach of night riders. Not long after, my mother boarded a train called the City of New Orleans bound for Chicago. Her journey was one of many comprising the Second Great Black Migration from the Southern states to the urban North. Her family joined the exodus of African Americans chasing dreams long deferred. These elders reestablished old communities and created new ones. They forged a mighty movement--their minds stayed on freedom--and they nurtured a new generation--my generation--that would claim spaces previously closed to our forebears.

My parents' dreams for me were inextricably tied to education. I am immensely grateful for the sacrifice and determination that allowed them to send me to schools where I would be challenged and nurtured. From my all-Black, inner-city public grammar school all the way through my graduate studies at a predominantly White, private institution, I had the benefit of educators who provided me with individualized attention, who had the highest expectations of me, who believed that my success was the measure of their own. I am committed to following their example here at Berkeley Carroll--to joining forces with you, building upon the good work that has already been done at this school, to support and encourage students whose intellect, passion, and vision and are so desperately needed in these times.

Although our society is tested by racism, sexism, homophobia, and other afflictions--Although, the nations of the world heave with unrest, this is not a time for despair. Our school gives cause for hope, and hope gives rise to change. Berkeley Carroll has committed to creating an environment where young people can pursue academic excellence, discover their passions, and strive to shape a just and peaceful world. Toward this end, students and adults from myriad backgrounds and with different interests come to BC each day, aiming to live and learn in a rigorous, inclusive, and transformative community. This is a complex, challenging, and all too rare undertaking. It requires patience and fervor, accountability and forbearance, respect for the past and an orientation toward the future.

Berkeley Carroll is ours but for a time. A legacy has been left to us and we will leave one in turn. I stand before you eager to face our challenges and to celebrate our successes, committed to supporting our community in becoming the best iteration of itself--a school that we can all call home.

Thank You.



BC ATHLETICS: A LOOK AHEAD

Carmine Giovino, the new Director of Athletics, is no stranger to Berkeley Carroll. From his playing days on the field to his time coaching student-athletes, Mr. Giovino shares why he's excited for his next role leading BC athletics.

BC Mag: Mr. Giovino, you're the new Director of Athletics, but you've been a member of the Berkeley Carroll community for quite some time. When did you first arrive here?

CG: I came to Berkeley Carroll as a PreK student, and then I left and went to a Catholic school from Kindergarten until 10th grade. Living around the corner from BC, I knew the great education I could take advantage of if I attended. It also had a great baseball program that I wanted to play for. I came back to BC for 11th and 12th grade.

After college, I taught at public schools for ten years, but I was disappointed by the direction of those schools and I wanted to come back to a school that valued the kids and authentic learning. I found a home as a student and a home professionally at BC.

BC Mag: You've worn a few different hats during your time at BC beyond just athletics. Can you tell me about those roles?

CG: As a coach, I mainly coached Varsity Boys Basketball, but when it wasn't basketball season I jumped in wherever someone was needed. I coached 7/8 Girls Soccer for five years, a year of 7/8 Girls Volleyball, two years of JV Boys Soccer, and a year of Middle School Flag Football.

As an administrator, I was a dean, I've taught Upper School Spring Intensive courses, I've been Associate Admissions Director



for Middle and Upper School, and I've been Assistant Athletic Director. It's been rewarding because I've seen students at BC from a wide variety of roles. When I was a student, I always thought it was great when teachers got to know you beyond the classroom. I have a distinct memory of a former teacher here at BC, Peter Shakeshaft. I always asked him to come watch one of our games, and he came to the city baseball championship we ended up winning my junior year. And he wrote a huge story about it for the school newspaper. I remember that to this day.

BC Mag: What are you most excited about in becoming Athletic Director?

CG: Helping all Upper School and Middle School students get really excited about BC sports. One of the toughest parts of our athletic program is it has to achieve two goals: be inclusive to as many students as possible and challenge the kids who are extremely talented. I get the same amount of pride hearing success stories about our top athletes leading their team to a championship as I do hearing about kids who gained confidence and had a great time while playing a sport. For me, the role of Athletic Director is to make the BC athletic experience successful for all students. I know that's going to be a lot of fun.

BC Mag: What sets the BC athletic program apart from some of its peers?

CG: Our athletic program tries its best to offer every student who wants to participate on a team the opportunity to do so. We don't want our top athletes to tell us that they weren't challenged enough, and we also don't want students to say they don't see themselves reflected in the program. We've had such a high participation rate in athletics at BC last year, close to 77% of Middle School and Upper School kids played a sport, and I think that is reflective of the fact that we work to challenge our top athletes and to be inclusive to the entire student body.

BC Mag: You spent a number of years working with former Athletic Director Dick McGrath. What did you learn from him?

CG: I spent roughly eight years working with Dick. If you had asked me in 2011 if I could have done this job, I would have said yes and I would have been wrong. I understood that by watching, by really watching and learning from Dick. I realized how much there is to this job. There's scheduling buses and games and ordering uniforms. Nothing compares to trying to get permits and fields in the fall or spring, or days when you secure everything and you get washed out because of rain. But there's



also the communication piece. The work of the Athletic Program is as much external as internal. You have to coordinate with other schools, their academic calendar, their dismissals, where their fields are. Many people don't realize how webbed and interconnected our athletic program has to be with the other schools in our league and the teams that we traditionally play. And then all of this has to be communicated to our students, parents, and faculty.

It's hard to jump right in day one and do these things, but it makes it a little bit easier when you've spent so many years watching someone else do it, and then little by little doing more of it yourself. So that's been invaluable.

BC Mag: What are some of the recent highlights of the BC athletics program that you're particularly proud of?

CG: That's a tough question to answer, only because there have been so many proud moments. I think about last Fall

and being at Brooklyn Bridge Park on a freezing cold October afternoon for the AAIS playoffs and watching Varsity Girls Soccer knockout Packer on penalty kicks. I think about watching Varsity Girls Volleyball clinch the ACIS regular season championship at the BCAC. I think about the long run of dominance that Varsity

Boys Baseball has had in winning ACIS Championships year in and year out. I think about how we have only been in the AAIS for a few years and Varsity Softball already hosted a home playoff game this year. Of course, I also think about how far Varsity Boys Basketball has come. It's hard not to since I have poured so

much of myself into that program. Winning the ACIS, winning a NYSAIS State Title were things I was told were impossible at BC but we did it. All of these programs have been blessed with great kids, and great coaches – both at the Varsity and JV level – that have built them into what they are today.

We've also created a lot of new teams. Dick, the coaches,

“For me, the role of Athletic Director is to make the BC athletic experience successful for all students.”

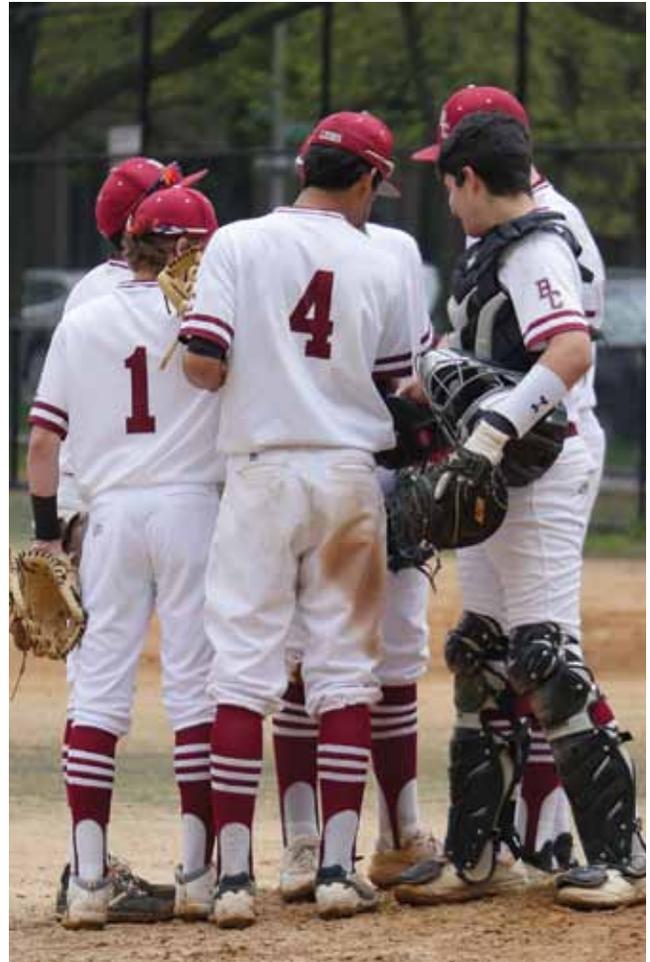


the kids, everyone worked to do this together. Since 2011 we've added JV Girls Volleyball, JV Boys Baseball, JV Girls Soccer, and Ultimate Frisbee. We've also increased Middle School offerings and made Swim Club a year round sport. We've added Intramural Basketball and Volleyball clinics. Overall, more and more students who love to play sports have an opportunity to do that.

BC Mag: You're not only a BC alum and administrator, you're also a BC parent. What's that been like?

CG: First of all, I have to thank my wife, Annie. She's made as many sacrifices as I have – we are raising three kids and she's the assistant principal of a middle school here in Park Slope. She played Division 1 soccer and knows better than anyone the sacrifices made by players and coaches. At the end of every season, I want every player's and coach's experience to be the best it can be, and that takes a lot of hours during and after the school day. The hours that are needed for a thriving athletic program extend far beyond the regular school day. It is great to have a family that supports that.

Our son John started 1st grade this fall and our middle son, Luke, just started Pre-K 3. Our baby girl, Cecilia spends the day with our parents, who are still on Union Street where I grew up. John



loves basketball, baseball, lacrosse, he'll play anything. Luke is just starting to get into sports and hitting off the tee. Cecilia is following along and trying to dribble and kick and run with them. I want them to play as many sports as they can and get involved in as many non-athletic activities as they can. John's experience during the past three years in the Lower School has been invaluable. I appreciate how well rounded he has become, and the opportunities he gets here at BC.

BC Mag: What's one piece of advice you try to give all your athletes?

CG: To all athletes, I try and get them to live in the moment. You're competing with your friends in a sport you enjoy and for a school you love. No matter what your role is, this is an amazing time that eventually comes to an end. I want them to soak it in.

More and more of our athletes have begun to think about playing beyond high school. For them, my advice is to remember that it is a large world out there. I was very good in high school in baseball and I worked hard. But I could have worked harder and everyone can work harder to be better. Once you get to college, everyone was great in high school, but it's the kids who want it the most and make sacrifices and continue to work hard who go on to success.





A PASSION FOR CODING

The new “**GIRLS WHO CODE**”
Club empowers Berkeley Carroll
students to explore computer
science beyond the classroom.

By Andrew Bauld



It's not everyday you get to meet the person who has inspired you, let alone have a chance to interview them. **CLAIRE DUNNE '19** got just that opportunity thanks to an unexpected encounter.

While leading an admissions tour of the BC Lower School last year, Claire shared how much she enjoyed her computer science classes and how she was co-leader and co-founder of the Berkeley Carroll "Girls Who Code" Club, inspired by the organization of the same name founded by Reshma Saujani.

"One of the parents in my group came running up to me to say that she was a producer for 'Good Morning America.' She said they were having Reshma Saujani on the show and were looking for young girls to come on and ask questions," Claire says.

Not only was Claire invited to attend the show, Ms. Saujani ended up selecting Claire's question for the segment.

"I was terrified," Claire says about her appearance. "But it was really cool. It was so inspiring to hear her talk and be able to ask her a question I genuinely wanted to hear about."

Since launching in 2012, Girls Who Code, a national nonprofit which aims to support and increase the number of women in computer science, has reached over 185,000 girls around the United States, inspiring students to start clubs at their own schools with online resources and lesson plans.

Claire, along with co-founder **Hannah Schneider '19**, launched the BC Girls Who Code club in 2018, driven by their love of coding that began in their BC courses while also noticing a trend they hoped to address.

"In 9th and 10th grades at Berkeley Carroll, everyone takes coding classes," says Hannah, who first learned about the organization after completing a Girls Who Code summer camp. "In 11th grade we took iOS development and there was a huge decrease in female students who were doing coding. And then in our senior year, there were probably 18 students in the class, and only four of us were girls."

Hannah says she and Claire wanted to provide a space for girls to continue their excitement for learning coding in a supportive environment like the one she found during her summer program where only girls were in the classes.

"There's a different level of support. Not to say that male classmates can't be supportive, but because it's such a male-dominated field, girls can feel so overpowered and kind of lost due to social stigmas and unfair gender norms," Hannah says. "A big part of why I wanted to start the club was to create a

supportive space in which girls wouldn't be afraid to ask questions when they don't know the answer."

BC Computer Science Teacher Jason Gaines was all for the idea and encouraged the two to launch the club. Claire and Hannah then reached out to former Middle School Technology Integrator Meenakumarie Schaffer to be their faculty advisor.

"They came into the school year knowing exactly what they wanted to do," Ms. Schaffer says. "They had a plan and knew that they wanted to bring together a group of girls who had a similar interest and also strengthen relationships between the different grades."

During its first year in 2018, the club welcomed students from 9th-12th grades. With curriculum inspiration from Girls Who Code, Claire and Hannah led the club through a variety of coding projects, from creating an online magazine to their own video games, while also learning about different computer code languages such as JavaScript and HTML.

Claire says besides the camaraderie she felt with her fellow coders, she was thrilled to be able to share her enthusiasm with younger students and watch them find a similar joy.

"What's really cool about coding is you get to see what you've made at the end," Claire says. "What's also hard about coding is lots of times things don't work out. It was so exciting to see everyone put in a lot of effort and then to see these younger women producing something that they could be proud of."

The space Claire and Hannah created has gone a long way in fostering strong relationships and encouraging more girls to become interested in coding.

"The fact that the club is completely student-led is really

empowering for the underclassmen," Ms. Shaffer says. "And to have a space where the girls can build relationships with each other and talk to classmates and teachers about science and engineering and what's happening in the Computer Science curriculum is really special."

In addition to coding projects, Claire and Hannah also began club sessions with introductions to women who are computer scientists in different fields, from medicine to fashion. Those examples proved as powerful as the coding itself.

"It's inspirational because you see what you have the potential to become because of how many different jobs and professions actually rely on computer science," Claire says. "It's said that computer science is part of everything, but you don't really believe it until you see it."

For both Hannah and Claire, they say the ultimate goal of the club wasn't just to create future computer scientists. In fact, neither of them are planning on majoring in the field in college.

"When I started out in 9th grade in Computer Science, I noticed that there were some people who were so good at it, and it was just completely foreign to me," Hannah says. "Starting this club was about understanding that it's okay if you don't spend all of your free time coding and you're not a computer science genius, because it's about the learning process."

Claire says she hopes that attitude will inspire younger club members to continue the group now that she and Hannah have graduated.

"What's nice about it is you don't need to be brilliant computer scientists to run the club," Claire says. "You just have to have a passion for it and care about getting other young women to join."





BC lens

8th Graders Make NYC Their Classroom

Middle School students ventured across Brooklyn and New York City to study their passions during the annual Project Brooklyn and a brand new program called the CAPstone Project (Community Action Partnership). Working in small groups, 8th graders worked with community partners to study real world challenges with real world changemakers. Students canoed on the Gowanus Canal to learn about climate justice, canvassed on the streets to register new voters, gathered and mailed books to incarcerated individuals, and more, all while working with more than a dozen non-profit partner organizations.

SPRING INTENSIVES

2 WEEKS, 1 IMMERSIVE COURSE

Beyond the regular curriculum, BC's two-week Spring Intensives provide a chance for Upper School students to drop regularly scheduled courses to take a deep-dive into a specialized topic they are passionate about. Faculty get a chance to show their interests through a variety of topic areas, emphasizing thoughtful comprehension over content coverage. And they provide our global academic students in programs even more time for deep and rigorous immersion into another culture.

Here's what students studied and where they travelled in 2019:

- » Alohomora: Unlocking the World of Harry Potter
- » Building Two Plays Simultaneously
- » Cannibalism 101
- » Expecting the Unexpected
- » Evolution of Hip Hop: From Social Justice to Pop Culture
- » HuMan's Best Friend
- » Into the Wild
- » Makerspace for the Time Traveller
- » Marine Science: Current Research and Innovative Solutions for Today's Challenges
- » Narrative Podcast Production
- » Pride and Prejudice and Adaptations
- » Strike a Pose
- » The Psychology of Identity
- » The Science of Yoga: An Exploration of Fitness, Wellness and Health
- » World War II in Film
- » Granada: Sol y Nieve (Travel Program)
- » India (Travel Program)
- » Tanzania (Travel Program)
- » Urbs Aeterna: Ten Days in Italy (Travel Program)
- » The U.S. South Since Reconstruction (Travel Program)



Alohomora: Unlocking the World of Harry Potter visiting Scholastic Publishing to speak with some of the editors and press staff behind the beloved series of books.



Into the Wild getting back to nature at Frost Valley in the Catskills for a three day overnight trip of hiking, snowshoeing, and team-bonding.



Tanzania Academic Program spending time collaborating with students in Arusha in cultural exchanges.



India Leadership & Global Issues in Context having a 'paint war' with local kids using colorful Holi powder.



Cannibalism 101 exploring the science behind cannibalism, its history in human cultures, and its function as a measuring-stick for a culture's sense of its own humanity.



Italy Academic Program visiting the ancient cities of Naples and Rome while living with local families.



PROJECT BROOKLYN! AND BEYOND!

During the last two days of school, Middle Schoolers participate in specialized courses that get them out of the classroom, into the city, and immersed in something they care about. We call it Project Brooklyn, and here's what students explored in 2019:

- **Animals and the Future of Zoos**, debating keeping animals in captivity at the Bronx Zoo and the New York Aquarium
- **The Art of Hip Hop**, learning about the art and culture of hip hop and the fundamentals of mixing, blending and scratching with professional DJs at Scratch DJ Academy
- **Bird Spies**, exploring a universe of coded signals, songs, and bizarre behaviors of birds in Prospect Park and the Jamaica Bay Wildlife Refuge
- **Capturing the Climb**, scaling mountains and belaying rock walls at Brooklyn Boulders and The Cliffs at Long Island City
- **The City from a Bicycle**, immersing themselves in the world of urban biking on Manhattan's Waterfront Greenway bike trail along the Hudson River and in Central Park
- **The Dream Team**, focusing on healthy competition and learning to problem solve as a team to achieve success
- **Food, Glorious Food!**, cooking at FreshMade NYC in Soho and creating original signature recipes
- **Hang Ten**, surfing the waves at the Rockaways with NY Surf School
- **Immigration, Food and Identity**, visiting different restaurants and tasting a variety of cuisines at Emma's Torch and the new museum of Food and Drink, plus trips to the Statue of Liberty and Ellis Island
- **Jewels and Gems of New York**, discovering the special properties of jewels and gems and how jewelry has evolved at a Brooklyn jewelry studio and the Metropolitan Museum of Art
- **Let's Stomp**, working with world class drummer, Scott Kessell, to make instruments out of natural and recycled materials, and a viewing of the show *STOMP*
- **The Mingus Project**, exploring music history and live performance at the Metropolitan Museum of Art and seeing the Mingus Band live at the renowned Jazz Standard venue in Manhattan
- **Off the Beaten Path: Museums and Parks of Fort Greene and Astoria**, learning about the visual arts, and the arts and cultures of the African Diaspora with a trip to the Museum of the Moving Image, Astoria Park, the Museum of Contemporary African Diasporan Art, and Fort Greene Park
- **Sports and Culture: NYC Street Games**, studying the history of innovative street sports like stickball and skully, visiting historic sites, and playing the street games invented and passed down by past generations
- **Squad Ghouls**, exploring the fascination with zombies in today's popular culture working with a makeup artist to transform into zombies and creating zombie parody movies
- **Starstruck!**, learning about astronomy and how stars are formed with real astronomers
- **Super Chef**, working with Chef Bridget in the BC cafeteria to learn about preparing meals

These poems and works of art are from Reflections 2019, the Berkeley Carroll Upper School's award-winning student literary and art magazine. The magazine is led by a small, dedicated group of students who meet weekly to discuss and develop a shared interest in art and literature. In the fall, Reflections members solicit submissions and refine their own works in progress. In the winter, the editors preside over small groups which read and critique submissions.

Watch This

by **Jordan Hickson '19**

Watch this

Our midnight roamer

Watch this

Cutting moonlight on slippery surfaces

Watch this

Gently rolling, dipping, rising

Watch this

Eyes blinded, rendered ineffective

Watch this

Set ablaze by a breaking light

Watch this

Shards of grass misshapen, softly folded

Watch this

The rich taste of flicking tongues, ringing throats

Watch this

Tempered spirits reappear without respite

Watching always

Always watched

Watch this he told us

Eyes blind, our midnight roamer

Gently slips away

Moonlight cutting through

Our flicking tongues, ringing throats

Blazed by twinkling shards

Always watching us

Tempered spirits reappear

Watching us always



Creeping Lilyturf by **Anya Renzi '22**



Reflections by **Maëlle Sannon '20**

Girlhood

by **Noa Brown '22**

I play dress-up, and pretend.
Not a care in the world,
I hear noise—loud and not embarrassed:
girls, games, fun.
We know exactly who we want to be when
we grow up.
We belly laugh
and juice comes out our noses.

But look! Careful people doing
careful things. Pastels and quiet
voices:

women, work, sisterhood.
We remind ourselves:
obligated and free
obligated and free
bound and free.
Here we softly giggle.

The Right Words

by **Elliot Mintz '21**

Run away with me to fair Venice
We can eat tarts with candied lemons
And watch as the boats glide

We'll see the opera together
Watch love bloom and wilt before our eyes
What a sweet afternoon

The sky the color of citrus rinds
I will hold your hand if you'll hold mine
We'll gather what we need

You draw a circle, I draw the blinds
We connect the candles with straight lines
We make a pentagram

When it is ready, we burn the herbs
Together we will read the right words
You would like that, wouldn't you?

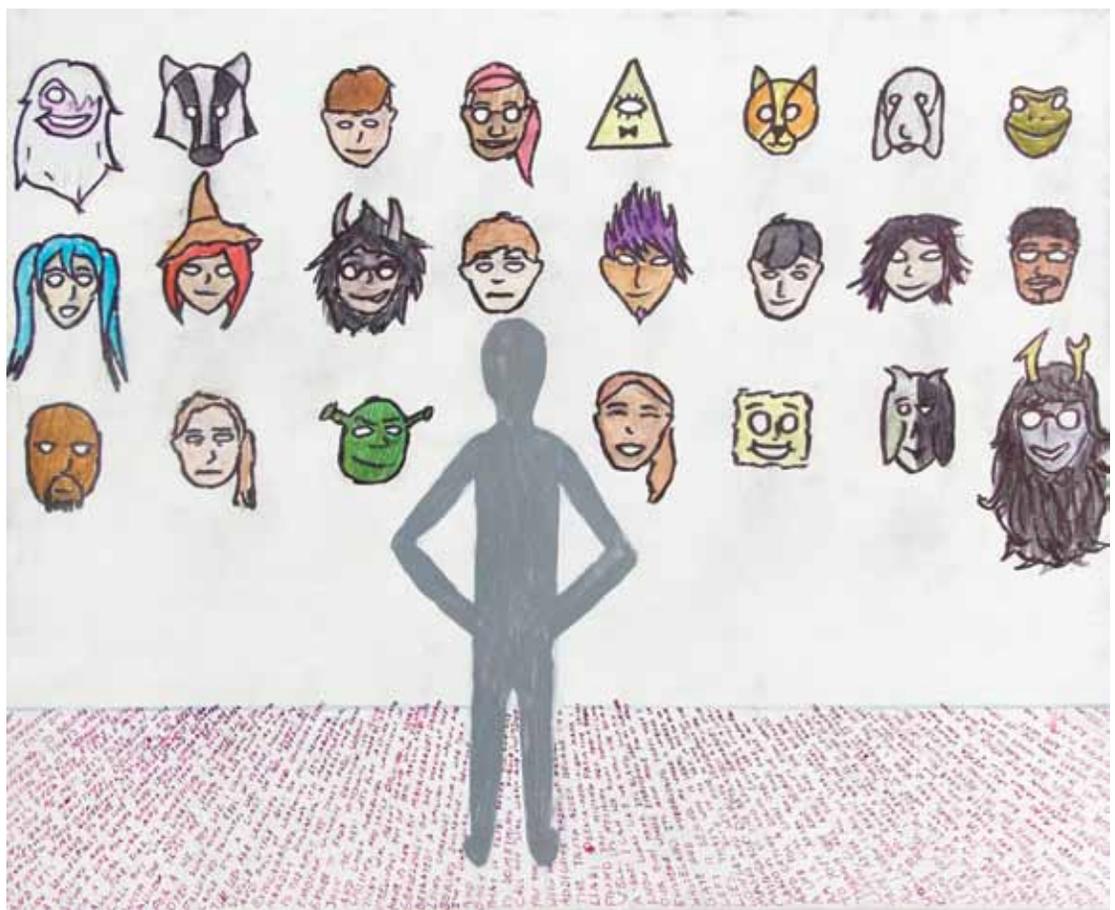
I hope we get to see the devil
Of course we can and we'll be careful
What would you ask them, dear?

I'd ask them for immortality
So I could spend more nice days with you
What do you say, darling?

Shall we?



Onwards by **Joan Marie Varous '21**



Which Face Today? by **Leah Khovov '20**



ALUMNI VOICES: BC DAD'S NOTES OF WISDOM TO HIS KIDS COLLECTED IN BOOK BY JOANNA GUEST '06

Every morning while they were BC students, Joanna Guest '06 and her brother Theo '09 received a note from their father exploring life, love, and growing up. Now, Joanna has collected a selection of those notes for a new book, "Folded Wisdom" published by Celadon Books.

By Andrew Bauld



Sometimes it's the simplest lessons that are the hardest for parents to pass on to their children.

Be kind to a stranger. Tell your family you love them. Maybe just once in a while remove your earbuds to hear the birds chirping.

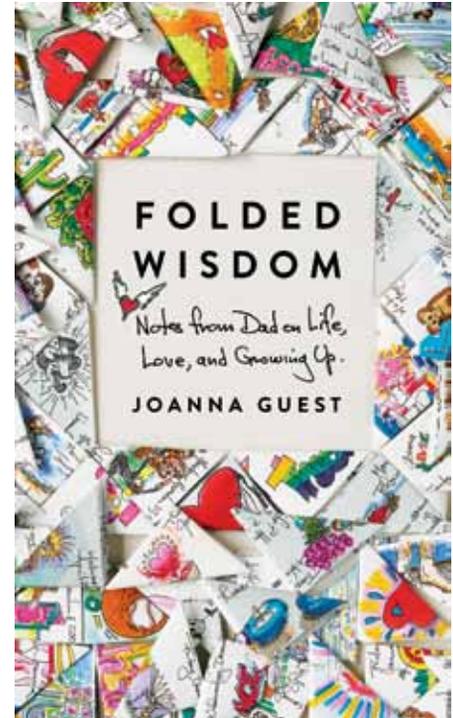
Joanna Guest '06 learned those lessons, and many more, in the form of notes, written and illustrated by her father, Robert Guest, an artist by trade, who hid them away in a lunchbox or carefully folded and left them on the kitchen counter every day for nearly 15 years while Joanna was a student at Berkeley Carroll.

The ritual began in 1995 with Joanna's younger brother, **Theo Guest '09**. At his preschool, Theo's teacher suggested Mr. Guest write short notes to spur Theo's interest in reading. Not wanting to exclude his daughter, Mr. Guest began a ritual of writing and drawing notes for his children that would endure through high school.

Folded into tiny triangles and written on the same stock 6x9 inch pieces of paper, Joanna and her brother amassed over 4,000 messages. Some were playful, simply the efforts of a father hoping his children would even glance at his hard work ("Dear Theo, if you read this note, after school today I'll buy you baseball cards.") Others offered encouragement before a big test or an important baseball game.

"They changed over time," Ms. Guest said. "At the beginning, they were just illustrations, because Theo hadn't learned to read yet. Some helped put things in perspective and I remember reading those notes a few times a day when I was nervous."

Guest hadn't thought much about the notes since leaving Berkeley Carroll. She brought with her to college the final note her dad gave her on the day she graduated, and hung it on the wall of



her dorm room. But all the others she assumed were lost and gone.

After college, Guest worked in politics in Washington, D.C., eventually joining the Hillary Clinton campaign in 2016. Expecting to be working in the White House, Guest says after the election all she wanted was a reset and a comforting note from her dad.

In 2008, the art magazine *Esopus* ran an article about her dad and published 18 of the notes. So, Guest decided to return home to Brooklyn and see what other ones were left. She expected a few hundred notes to still be preserved, at the very least enough to digitize a collection for herself and her brother. Instead, she found that her mother had saved nearly 3,500.

“It’s mind-blowing that any of the notes still exist. It’s not like we had any method for saving them when we got home,” Guest said. “This was behind-the-scenes work of my mother being so diligent because she believed there was some reason to save them.”

The notes were in different states of care. Some still had stains from her lunchbox. Others had nearly faded away after going through the washing machine. As she began to sort through all the decades of messages, she began to whittle them down into a collection of recurring themes and subject matters, and found that even from the beginning, mixed in with the playful ones were more serious notes.

“There are notes about love, about family, about finding success. Notes that are about what it means to be a dad. There are notes about what it was like growing up in New York before and after 9/11,” Guest says. “There are notes about preparing us to leave home after school”

Reading them as an adult, Guest says she didn’t remember

most of them from when she was younger, but was so thankful to still have them. She also realized that the lessons weren’t just applicable to her and Theo.

Now, Guest has compiled 70 of the notes into a new book, *Folded Wisdom: Notes from Dad on Life, Love, and Growing Up*, published by Celadon Books last spring. The notes are organized into a narrative Guest says makes for a story that, while extremely personal, is also universal.

“For everyone, life is about making mistakes and growing up, and there’s a lot of trial and error growing up, but not everyone’s trial and error was as well documented as mine and my family.”

Guest thinks that the exercise of creating the notes served as a creative outlet for her dad, an artist who met her mom while both of them were students at the Pratt Institute. She says that as important as the notes were for herself and Theo, they were equally valuable for her dad.

“One of the beautiful things is they chronicle such a long period of time and show not just how much we grew up but how much he grew up,” Guest says. “One of the messages he was always trying to get across was the process of learning is lifelong.”

Guest says her intent writing the book wasn’t to create a guide for parenting. And in fact, she says there is almost no chance she will wake up every morning to write notes to her future children. Instead, she hopes others will be inspired to share more with their loved ones.

“The point of the book is that it’s this intimate view into how someone chose to express themselves and reveal themselves to their kids and show love.”



Suzi Marren Dweck '59



Len Kupferstein Lipton '56

1940s

Harriet Berlin '46 writes: "There's not much one can do when heading toward 90, but I am delighted to advertise that Larry and I, after almost 68 years of marriage, now boast two great-granddaughters. Nola Trieger lives in Cincinnati, OH, with parents Gabe and Emma; Tallulah is in Miami with her folks, Justin and Amy Trieger. None of our other eight grandchildren is married; however, all but one, who is a rising highschool senior, are through with college and happily employed.

Larry and I have been living in a retirement community for the past three years, and enjoying it. We are both in pretty good health, and I still keep busy as a member of the community's Board of Directors (it is a resident-owned co-op), taking adult education courses, and maintaining membership in three book

clubs. We've made many friends here, and enjoy a variety of activities. We are also fortunate that three out of four children, and their families, live in the area, although the grown grandchildren are somewhat scattered.

So, we keep as busy as we want, enjoy our leisure, and except for the politics of the moment, enjoy almost every aspect of life. Give us a call if you are ever in the DC area."

1950s

Members of the Class of 1955 enjoyed lunch at a restaurant in New York City on May 4, 2019. Organized by **Marie (Bakis) Thomaidis '55**, there was nonstop catching up, reminiscing, reading notes sent by three who couldn't attend, sharing pictures and interesting conversation with **Mary (Watson) Lundeen '55**, **Ruth (Cresswell) Lacy**

'55, Judith (Schwartz) Genatt '55, and **Harriet (Pogul) Wohlgemuth '55**.

Len Kupferstein Lipton '56 writes: "Very proud of our identical twin grandchildren on their high school graduation. Excited at their accomplishments with Carly going to Washington U in St. Louis and Sami to Emory in Atlanta. Fred and I still divide living in Florida in winter and suburban NY in warmer months. Still working in travel consulting and celebrating over 55 years of marriage."

Phyllis Marsteller '59 writes: "Because of rheumatoid arthritis, I've had to give up B&W photography and my darkroom, but I managed this past March to travel by coastal steamer between Bergen and Kirkenes, Norway, to view the northern lights. On the trip north I used a small point-and-shoot camera to take this photo of one of the coastal towns. So we can all make adjustments!"



Phyllis Marsteller '59



Dr. Ayana Elizabeth Johnson '98

Suzi Marren Dweck '59 writes: "It's been too many years since graduating from Berkeley, those years filled with much knowledge and happiness. I think of Miss Harvey and Ms Palisse all the time. Both left a lasting impression on my life. I have four children, all of whom are physicians, as well as my husband. We have seven grandchildren, and two are graduating from college. The others are in high school. I taught school for several years but my husband and I are now retired. Hello to all my friends in the class of '59."

1970s

Gloria Smith Seiden '72 writes: "I just moved to Salem, MA, from Marblehead, MA, a neighboring town. My job is across the street, working in the activities department of an elderly facility. My new address is 1 Carol Way, apt 201, Salem, MA, 01970."

Peter Brown '79 is enjoying his retirement from the FDNY with travel. His wife Cathy recently released her fourth novel with Volossal Publishing. Called "Better than Sisters," it's a YA/Women's fiction crossover novel about coming of age in Brooklyn in the 1970s.

1980s

Michelle Menendez Olgers '84 writes from her home in central Virginia that she continues to enjoy her job as Director of Marketing & Communications for Virginia Cooperative Extension and the College of Agriculture at Virginia State University. She and her husband, Darrell, have started their college-visit journeys with their 11th-grade daughter, Emma. Michelle encourages any alumni visiting or passing through Virginia to stop by and say hello. She can be reached at michelleolgers@gmail.com.

1990s

Sarah Margon '94 writes: "I will travel through France and Spain with my family for the months of July and August thanks to a three month sabbatical Human Rights Watch offers to employees who have been there for seven consecutive years. It's a tremendous mental health perk that's much needed, especially after the last 2 years in DC which often feel like it has become the front lines of a political war. The boys (6.5 and 9.5 years) took to the French food and slowly tried out the language. For September, I will be reading, eating, and relaxing while I prep to head back to work just as the presidential campaign takes off."

Marine biologist **Dr. Ayana Elizabeth Johnson '98** spoke at Berkeley Carroll to share her career arc that propelled her from BC to become a pivotal voice in the



Liz Luciano-Ramirez '07



Rebecca Ballhaus '09



Sasha DeWind '03



Aliza Goldberg '09

effort to conserve and protect the world's oceans. Dr. Johnson received her Ph.D. from Scripps Institution of Oceanography and has spent her career advocating for conservation policy and solutions through social justice. She shared with alumni, parents, and students ideas of "how to use the ocean without using it up."

Rebecca Naomi Jones '99 has spent the last year starring as Laurey in the Tony Award-winning, critically acclaimed reimagining of the 75th anniversary production of "Oklahoma!"

2000s

Austin Irving '02 showcased two pieces from her *NOT AN EXIT* project at *Every Woman Biennial* in June in Los Angeles, CA. Additionally, a piece from her project, *CORNERED*, was included in a group show at the Katonah Museum of Art's entitled



Rebecca Naomi Jones '99



Ian Miller '14

The Edge Effect through September, and another will be included in a show entitled *New Works from the DPI Faculty and Alumni* that will run through January 24th, 2020, at NYU TISCH School of The Arts. For more information on Austin's work and to find out how, when, and where to see it on display, visit: <http://austinirving.com/>.

Sasha DeWind '03 writes: "My husband, Sam, and I welcomed our second child, Wesley DeWind, in December and are overjoyed that our family is complete. He's a smiley, bashful, happy baby, and his sister, Ginny, loves him deeply."

Liz Luciano-Ramirez '07 writes: "We are moving to Nashville, TN! I will be teaching 2nd grade at Episcopal School of Nashville, and Jamil will continue his work as an Art Director in advertising. Looking forward to the lifestyle change!"

Rebecca Ballhaus '09 won the 2019 Pulitzer Prize in National Reporting.

Rebecca is a member of the staff of *The Wall Street Journal* that was recognized by the Pulitzer committee for their investigative work. While at BC, Rebecca was one of the founders and editors of BC Middle School newspaper, "Mind in the Middle," and then went on to edit and write for the Blotter in the Upper School.

Aliza Goldberg '09 writes: "I'm raising money for the International Rescue Committee (IRC) by walking from Mexico to Canada. It's a 2652 mile journey. I started on April 8 and hope to finish by the end of September. I've been thinking about my BC education as I walk, particularly my time in Mr. Seebaugh's science class when I was in elementary school—I've seen dozens of snakes and hundreds of lizards on trail, and he was the one who introduced me to my love of amphibians."

Francesca Perlov '09 writes: "I moved to Portland, Maine, for graduate

school in social work last year and starting in the fall I will be interning at the Center for Grieving Children. The Center works with children who have lost a parent or close family member and I will be co-facilitating a bereavement group. I will mainly be working with the Intercultural Program at the Center, which collaborates with local schools to serve children who have resettled in Portland from countries that experienced war, conflict, and natural disaster. I have also recently joined a group called Dignity for Opiate Users, that focuses on destigmatizing substance use disorder, educating the public, and using art for awareness and policy change."

2010s

John O'Shaughnessy '10 recently received a Masters of Science in Bioengineering at Northeastern



University, already holding a Bachelor of Science in Mechanical Engineering from Northeastern University.

Phoebe Miller '11 just completed her second year of a five year joint medical program at UC Berkeley-UC San Francisco, as well as completing a triathlon at Half Moon Bay.

Robb Paller '11 is preparing to play baseball in the 2020 Olympics. He is becoming an Israeli citizen to play for Team Israel in the 2020 games, which will be held in Tokyo. Along with taking part in community service activities and baseball clinics around Israel, Robb will be playing in tournaments across Europe and Asia to help his team qualify.

Ian Miller '14 helped lead his Harvard baseball team to their first Ivy league baseball championship since 2005! Ian pitched a gem, allowing just two runs over 5.1 innings.

Miranda Cornell '15 writes: "I did a lot of theater back at BC and have since graduated from Vassar College with a double major in Drama and Education. I am directing a concert of new musical theater written by people under the age of 25 at the New York Musical Festival at an Off-Broadway theater. After that, I head to the McCarter Theatre Center for the 2019-2020 season to be their Directing/Producing Fellow."

DeAndra Forde '15 honored BC Assistant Head of School **Brandon Clarke** during Drexel University's commencement with The Harold W. Pote "Behind Every Graduate" Award for Excellence in Secondary School Teaching. Since 2006, graduating seniors nominate a high school teacher that inspired them to pursue a college education.

Gala Prudent '17 opened a new art show in London in May 2019. The show,

Drawing a Blank, featured emerging artists, and Gala was one of the youngest artists in the group.

Keely Clifford '18 had her first academic article published in the Five College Undergraduate Government Journal. Keely is attending Smith College, and in her paper she investigated the role of women in post-Soviet Russia.

WHAT ARE YOU UP TO?

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

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Dr. Janet E. Lieberman '39, died on March 19, 2019, in San Francisco. She was an innovator in education who worked tirelessly to make college more accessible for all. A graduate of the Berkeley Institute, Dr. Lieberman attended Barnard College and earned her Master's at the City University of New York (CUNY) and Ph.D. in Educational Psychology from New York University.

She taught throughout New York City schools, serving LaGuardia Community College/CUNY as Assistant to the President and Associate Dean of Faculty. As Founder of LaGuardia's "Middle College," she brought high schoolers into community college where they earned their high school and Associate in Arts degrees. Her "Exploring Transfer" program helped students transfer to four-year colleges like

Vassar. She retired as Professor Emerita of LaGuardia Community College in 1991.

Dr. Lieberman authored with Julie Hungar "The Wisdom Trail: In the Footsteps of Remarkable Women," and won the 1989 Charles A. Dana Award for Pioneering Achievement in Higher Education. In 2004, she received the Harold W. McGraw Prize in Higher Education.

Daughter of Samuel and Ida Rubensohn, Dr. Lieberman was a New Yorker to her core. During her marriage to Allen L. Chase, she had two sons: biostatistician Gary Andrew Chase, PhD, and physician Randolph Hugh Chase, MD. She later wed Dr. Jerrold S. Lieberman, MD. A longtime member of Temple Emanu-El in Manhattan, she was preceded in death by her husband Dr. Lieberman, brother Herbert Rubensohn, and elder son Gary (Carol S. Weisman). She is survived by her son Randolph (Marilyn Morris Chase), grandsons Alexander "Sandy" Chase, Jordan "Jack" Chase, MD, (Rebecca McEntee Chase); granddaughter Rebecca Chase-Chen (Jondou John Chen); nieces Leslie Moore and Barbara Rubensohn; and four great-grandchildren. Memorial services were held at the Frank E. Campbell Funeral Chapel in New York City.

(Adapted from obituary published in The New York Times on Mar. 24, 2019)



Lucette Lagnado '73, a longtime reporter for *The Wall Street Journal*, died on July 10, 2019. Born in Cairo in 1956, her family left Egypt in 1963 during a wave of mass exodus and moved to Bensonhurst, Brooklyn. An alum of the Berkeley Institute, Ms. Lagnado graduated from Vassar College. She joined *The Wall Street Journal* in 1996 as a cultural and investigative reporter. Her memoir of her Egyptian-Jewish family's flight from Egypt, "The Man in the White Sharkskin Suit," was awarded the Sami Rohr Prize for Jewish Literature by the Jewish Book Council in 2007. She is survived by her husband.



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1950's



2019