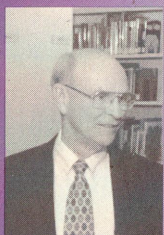


# Oak Tree TIMES



## Inside this issue



Headmaster, Mike Babcock '48 talks about the importance of open, honest dialogue among Poly faculty, parents and students.

Page 2.



In our technology issue we find out about how Poly faculty, staff and students are using technology in the classroom, in the library, and on the job.

Page 3.



In addition to Class Notes and reporting on a variety of alumni events—past and future—you can find interesting facts about Poly people, AFS din-

ners and some very special people who are special to some other very special people.

Page 7.

## Technology in the Poly Curriculum

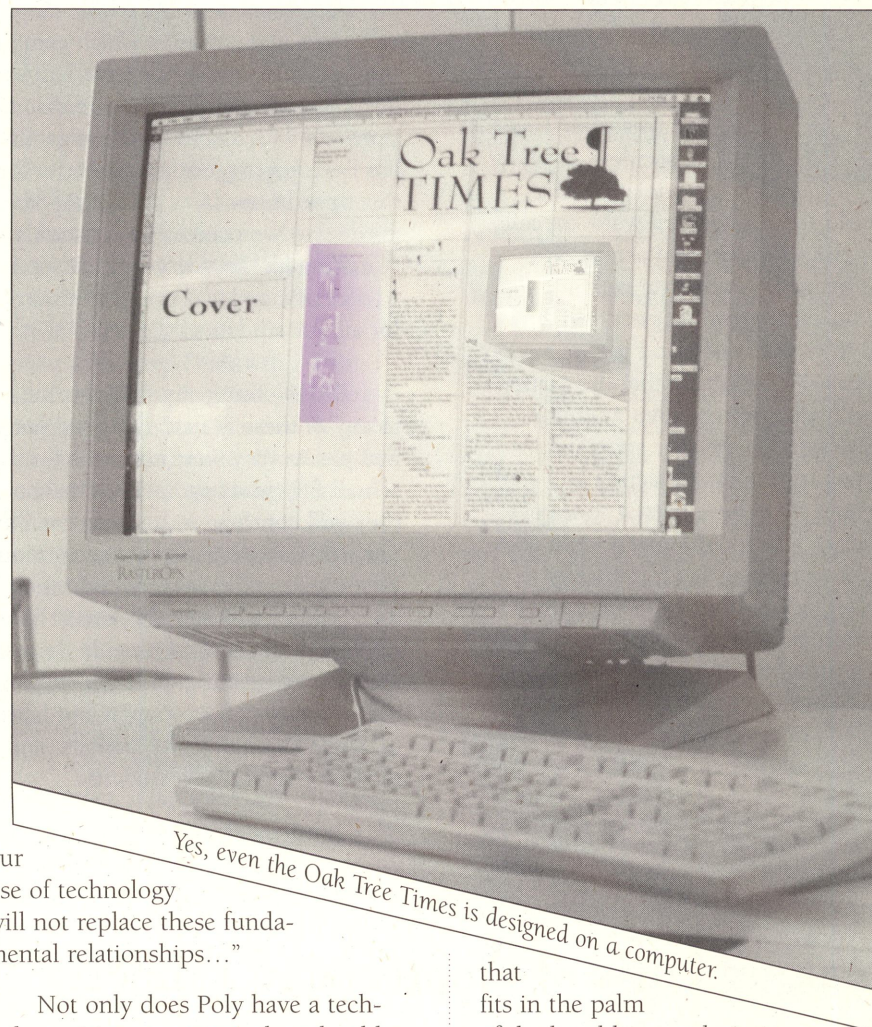
**T**echnology. The word inspires a variety of reactions, ranging from a gleam-in-the-eye to eyes glazing over. Combine the word with another—say, “education”—and the reaction becomes a bit more pointed and dramatic. “Panacea!” some cry. “End of Western Civilization as we know it!” cry others. It makes some nervous: “You’re not planning to replace teachers with computers, are you?” Others wax rhapsodic about the infinite possibilities: “In the not-so-distant future you’ll be able to download to your computer in the blink of an eye the entire contents of the Library of Congress.”

Think of the words that are now a part of everyday vocabulary at many schools, including Poly:

DOWNLOAD,  
UPLOAD,  
INTERNET,  
INTRANET  
DOT COM,  
WORLD WIDE WEB,  
RAM,  
CD-ROM,  
BAUD,  
MEGABYTE,  
GIGABYTE,  
PENTIUM

...the list goes on.

Make no mistake. Polytechnic School has embraced the technological revolution. Computers are everywhere you look on both the north and the south campuses—and people are usually using them. Poly has a vision for technology use. The statement of this vision includes the phrase: “Believing that human relationships will remain at the center of any educational process,



our use of technology will not replace these fundamental relationships...”

Not only does Poly have a technology vision statement, the school has a technology committee that has been meeting intensely over the last year or so. The committee includes Poly faculty and staff, parents and trustees.

The purpose of this issue of the Oak Tree Times is to provide a glimpse into the ways people use technology at Poly.

- We’ve asked upper school director Greg Feldmeth to give us an idea about how computers have affected the lives of students, faculty and administration.
- Former assistant headmaster Dave Kressen, whose name graces Poly’s first computer lab, tells us how the idea of computers in the Poly curriculum evolved.
- Math department head Jonathan Fay ’81 tells us how a little computer

that fits in the palm of the hand has revolutionized the way the math department teaches.

• Upper school librarian Jody Stefansson tells us about the latest development in technology at Poly: the Wired Campus.

• Finally, we again called upon Jonathan Fay to research and write an article about the Poly Presence in the “Mother Ship.” that’s right, a statistically significant number of Poly alums work for Microsoft, Inc., a software company synonymous with everything from operating systems to wordprocessing, to spreadsheets, and more.

So grab a cup of your favorite poison, settle in, and be prepared to get wired. That propellor on your head has only begun to spin...



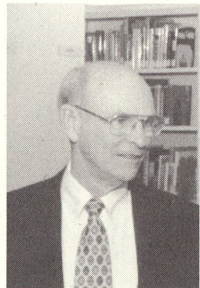
(Please turn to page 3)



# Doing Battle with Familiar Demons

by Mike Babcock

While most of the discourse on any given school day occurs between students and teachers, there have been many occasions in recent months when groups of adults have been engaged in lively and spirited conversations. Here are a couple of examples.



The subject of drugs and alcohol is hardly a new topic for schools and families to wrestle with, but often it takes some tragic accident or major violation of a school rule to serve as a wake-up call for serious thought and action. We have been very fortunate here at Poly that no such event has occurred, at least in recent times, and yet we are not naïve enough to think that the matter doesn't need our constant attention. Beginning with a rather spontaneous meeting of concerned faculty and staff last year, there have been a series of meetings which culminated in an all-school workshop, held, ironically enough, last St. Patrick's Day. One of the most poignant parts of the meeting was a presentation by two Poly alumni who traced their path to drug and alcohol addiction to their days as students at Poly. They are among the lucky ones who are successfully recovering; but

their stories made us all the more aware of how much danger there is in what is often passed off as seemingly harmless teenage experimentation.

Another series of conversations which I have found particularly invigorating have dealt with the issues of inclusivity and the understanding of differences. Again, not a new topic, but with staff members and faculty of very different religious backgrounds expressing a variety of views on racism, homophobia, sexism, and the whole range of behaviors and attitudes which exhibit bias and intolerance, we have had some deeply moving and passionate discussions. As with alcohol and drugs, there has been no triggering incident to force this issue in our face, but we are keenly aware that we need to be constantly searching for ways to make our campus a more safe and accepting community for all our students.

Did we bring any final resolution to any of these issues? Certainly not, and just as they were concerns for the school fifty years ago, it's likely that they will continue to be concerns fifty years from now. Each new generation of students and parents will do their own battle with these demons. The role of a good school is to provide the culture where meaningful discourse can occur and to insist on open and honest dialogue among faculty, parents, and more importantly, its students.

Something to Ponder From the NAIS Magazine

## "Educational Leadership: Technology & The Moral Life of Schools"

by Steve Clem

Director of Academic Affairs,  
National Association of Independent Schools

When new technologies emerge we tend to see only what they can do for us, neglecting to ask what they might do to us. When the Amish consider adopting a new technology they ask "How might this hurt the community?" The rest of us rarely ask until it's too late.

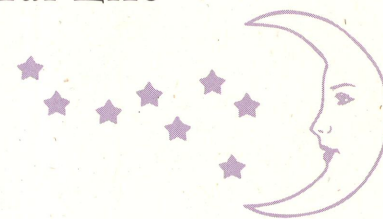
Because we are entrusted with the care of children virtually everything that happens in schools has a moral dimension including the new technologies—computers, networks, and the Internet. By crystallizing and clarifying some longstanding ethical muddles and by generating brand new ones for us to untangle, the technology explosion presents us with an unparalleled chance to create a new level of moral and ethical conversation in our schools and our culture...

...It's our moral obligation as educators to be reflective about any significant change in our schools. To suggest that this particular emperor may be somewhat underdressed is neither to advocate his violent over-

throw nor to deny his many fine qualities...

...What about the less obvious questions? What will be the long-term intellectual, interpersonal, emotional and moral outcomes of significant, sustained use of the new technologies? How will the new technologies interact with other existing systems, human and otherwise, within the school? What about issues of equity both within the school and in the context of the larger community?

In Saint-Exupéry's *The Little Prince* the eponymous interstellar traveler arrives on earth and encounters a variety of all-too-familiar adults, one of whom offers to sell him a pill that is guaranteed to eliminate thirst. The great benefit of this pill is that it saves you the forty-five minutes you spend every week drinking water. When the salesman asks the little prince what he would do with this saved time, he says "I would walk very slowly towards a fountain." Let's be sure that we will always have room in our schools for children and adults who sometimes choose the fountain over the pill.



### Planned Giving

## Making Gifts of Appreciated Property

With the stock market regularly hitting new highs, making contributions of appreciated property benefits both donors and charitable organizations. Gifts of securities held long-term are deductible at the full present fair market value, with no tax on the appreciation, up to 30% of adjusted gross income.

More and more friends of Poly are choosing to make gifts to the school with appreciated securities. The process is really very simple, usually requiring only:

- A letter to Poly indicating what securities are being gifted, the date of the gift, and the purpose for which the donor wants the gift used, for example, the annual fund. The value of the gift is the mean of the high and low on the date given or transferred and not when it is received at Poly. It's also very helpful to give us the name and telephone number of your account executive so we can be sure to follow up properly.

- If the securities are in a brokerage account, they can be transferred electronically to Poly's account at Jeffries & Company, Inc. in Los Angeles.

- If a donor has a stock certificate, the certificate and a stock power are required for the stock to be transferred to Poly. If you need a stock power, we have them at Poly. It's very important to always mail the certificate and stock power in separate envelopes.

If you have additional questions about giving appreciated property to Poly or want details such as the school's account number or our account executive's name, please call:

Carol McCrary,  
Poly's Director of Development,  
818-792-2147.





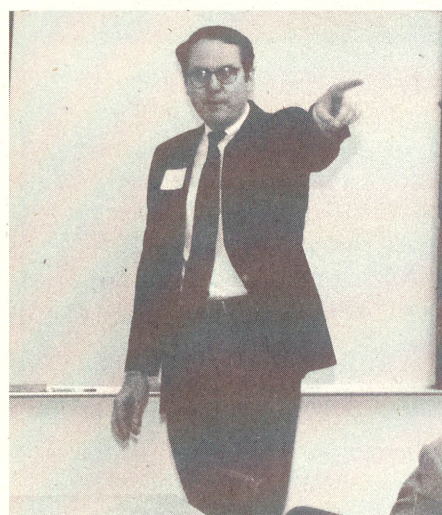
# Computers and Poly: The Way We Were—and Are

by Greg Feldmeth, Upper School Director

What kinds of computers will Poly be utilizing when it celebrates its 100th birthday in the year 2007?

A fundamentally more important question, then and now, is "How will computers be used by students, teachers, and administrators?" While it is impossible to know the answer to either question now, a look back ten years ago might indicate the magnitude of the changes upcoming.

Here is how computers have changed the way we learn and work at Poly in the past decade:



At a recent gathering of alums on the South Campus (see page 14), Greg Feldmeth points the way to the future (or was that the restroom?)

For Students: Computer labs at Poly contained 64K-memory Apple II computers (no hard drives, color monitors, or laser printers) where students could do some BASIC and PASCAL programming and word-processing. There were no computers in classrooms or libraries.

Today the computer labs on both campuses have much more powerful and faster machines (16 and 32 megabyte-memory, 200 mhz processors) where in addition to programming (Visual BASIC, C++, HTML) and word-processing, students scan photos into computer-layout newspapers, design Hyperstudio multimedia projects, access the Internet, and conduct library research both inside and outside Poly via computers. Each student in the upper school also uses a hand-held graphing calculator to do his or her math assignments.

For Teachers: Grade report comments were submitted in handwritten, typed, or word-processed form and then re-typed by clerical assistants hired to combine the thousands of individual reports. While some teachers

used computers with daisy-wheel or dot-matrix printers in their daily work, many typed out assignments or wrote them longhand.

Teachers now submit comments on disk, which are then merged and printed on the computer. All teachers have computers on their desks and most classrooms now have computers with a variety of learning software. Teachers use Internet resources to supplement their teaching (such as photos of art from the Uffizi), computer-linked probes to conduct physics experiments, and language programs to help develop skills. Some tests and quizzes are conducted on word-processing programs and teachers use computers in a variety of ways to supplement other instructional techniques.

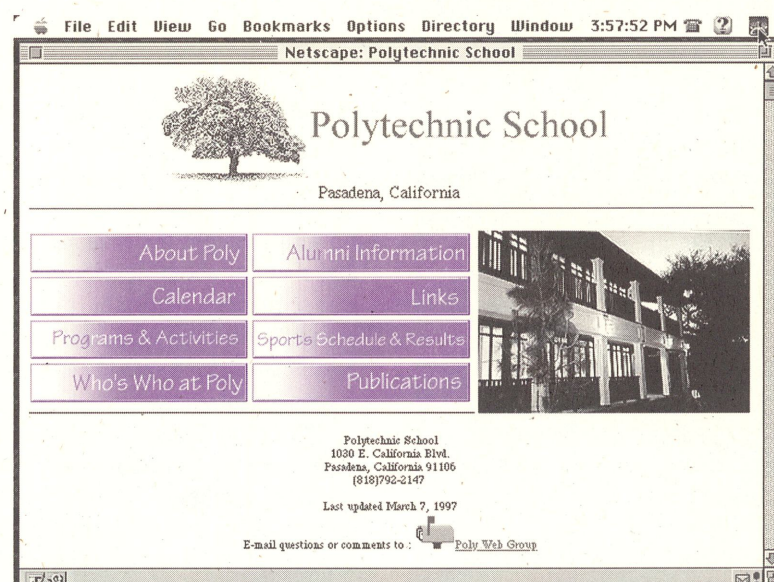
For Administrators: Scheduling in 1987 consisted of shuffling and reshuffling 3 by 5 cards with each student's name and the courses they needed to take. The cards were arranged in piles on the floor and mixed and counted and re-mixed by hand. Class lists were then typed. The business office used hand accounting methods and printing calculators for most operations, though alumni and development records were kept on IBM Displaywriter terminals using large floppy disks. There was no networking of computers.



Poly's systems coordinator, Sally Emley is multi-lingual when it comes to computers—that's a Mac and a PC on the desk behind her. This spring Poly switched database software, and since Sally is the keeper of the database—yes, she knows where you live—she was right in the thick of it.

Scheduling now is completed using databases and scheduling software and all sorts of lists are generated by computers. Administrative computers are networked and use software packages designed for each area—business, development, admissions, etc. Publications are created in-house using Macintosh computers, scanners, digital cameras, and desktop publishing software.

## Poly has Its Own Web Page



Check out Poly's Web Page at the following address:

<http://websites.earthlink.net/~poly>

Poly has had a "presence on the Web" for about a year now, thanks to the Poly Web Group (Hal Daumé '98, Alex Gray '97, Kartik Hansen '96, Eli Selkin '97, and Lindi Wu '96 in conjunction with Greg Feldmeth.) The cool picture of the Fullerton Building was taken by Lyndsay Steuber '97.

If you get to the site, by all means click away and find out what's there and how often it gets updated. For your information however, we'd like to direct you to two places:

- "Who's Who at Poly," which gives you the current e-mail addresses

of those Poly faculty and staff who have one. According to Jody Stefansson, by May 1st, Poly will have successfully switched to a new direct access (T-1 Line) Internet service provider, Cogent, which will allow faculty and staff to receive e-mail by typing the faculty member's first initial and last name, followed by:

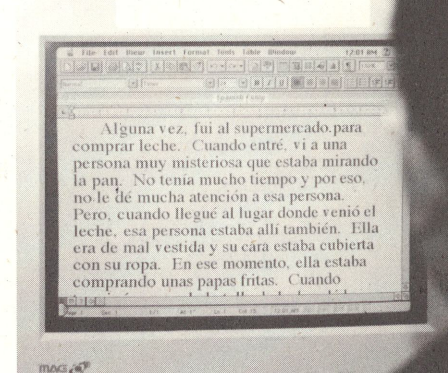
[polytechnic.org](mailto:polytechnic.org).

- One of the earliest "Poly" Web pages (albeit "unofficial") to provide a meeting place for Poly alums was created and maintained by Peter Selkin '93 (with help from Eli, his younger brother.) You can get the the unofficial Poly page (and an e-mail list of Poly alums, which is like a chat room) by clicking on "Alumni Information."

Is school life better in 1997 than 1987 because of computers? It certainly is different. Computers are cheaper, faster, and ubiquitous. They make some tasks much easier but cause frustrations when they misbehave. They can assist in the completion of a student's homework by saving time on re-writing essays but distract a student into wasting hours on games and chat lines. They can help find dozens of resources on a topic, yet cause a student to wade through mounds of useless information in the search for research treasures.

But the fundamental element of learning at Poly then and now is the thinking process triggered by teachers and students working together on projects and assignments that stretch and push and cause head-scratching inquiry. My guess is that in the year 2007 that same dynamic will still be the vastly more important factor in determining whether Poly is a successful school than the processor speed of computers or the newest software product.

### CONJUGATE!



In the Macintosh Computer lab in the Fullerton Building on the South Campus, there are a variety of multi-media programs to help students with their foreign language training. Last November, the entire foreign language department spent a weekend attending a workshop in Computer-Assisted Foreign-Language Learning. The workshop was led by John B. Frost, an instructor in Spanish and Director of Computer Education at the Marymount School in Santa Barbara. Among the tools Frost introduced were Hyperstudio and the Rosetta Stone. The workshop was funded by the Phelps Wood Family Fund.



# How Technology Emerged at Poly

A Conversation with David P. Kressen

Recently the editors of the Oak Tree Times sat down with Dave Kressen to talk about the evolution of computer use in the Polytechnic School curriculum. Many alums and former Poly families remember Kressen as a teacher at Poly from 1958 until 1990. During that period he accumulated many titles, including Assistant Headmaster, Director of Educational Technology and Director of Professional Growth and Curriculum Development. Recently, he coordinated Poly's successful effort to win another six year accreditation from the Western Association of Schools and Colleges (WASC).

Folks who know Kressen won't be surprised that he began our discussion by giving a great deal of praise and credit to middle school math teachers Malorie Wiebe and Lyle Hatridge, as well as Poly parent Debbie Lee, all of whom have been involved for quite some time in the evolution of computer use in the Poly curriculum.

"It all started back in about 1973," Kressen began. He was the middle school director at the time, as well as a 7th grade math teacher. "In those days 7th grade was the most boring year for teaching math—the 'year of consolidation' we called it. Basically, 6th grade students were introduced to New Math and 8th grade students learned algebra. So we were looking for something to make the 7th grade year in math distinctive.

"At some point Poly was given a couple of Monroe Programmable

Calculators. 'Programmable' meant that you could get the machine to do mathematical grunt work using the old 'punch-card' technology. Well, somehow, this caught the kids' imagination, and they set about developing logarithmic sequences, getting it to find least common denominators and prime numbers—which was about the limit of its capabilities.

"I found that the key to teaching kids how to do programming was to get them to plan out in advance what they were going to do. This involved designing a flow-chart showing the steps needed to solve a problem, and then finding a way to translate that flowchart into procedures that the computer could understand. I developed a computer language called FLOTRAN (flowchart translation) to use in programming the Munroes.

"Well, we've come a long way since then. The first machines we used with screens and keyboards were the TRS-80s from Radio Shack. These were computers designed with schools in mind. They had BASIC [a computer programming language] built in, and it was possible to do simple wordprocessing on them—in capital letters only. They had no storage capacity, no floppy disks, but they did come equipped with a jack for plugging in a tape recorder to save programming—but that was about it.

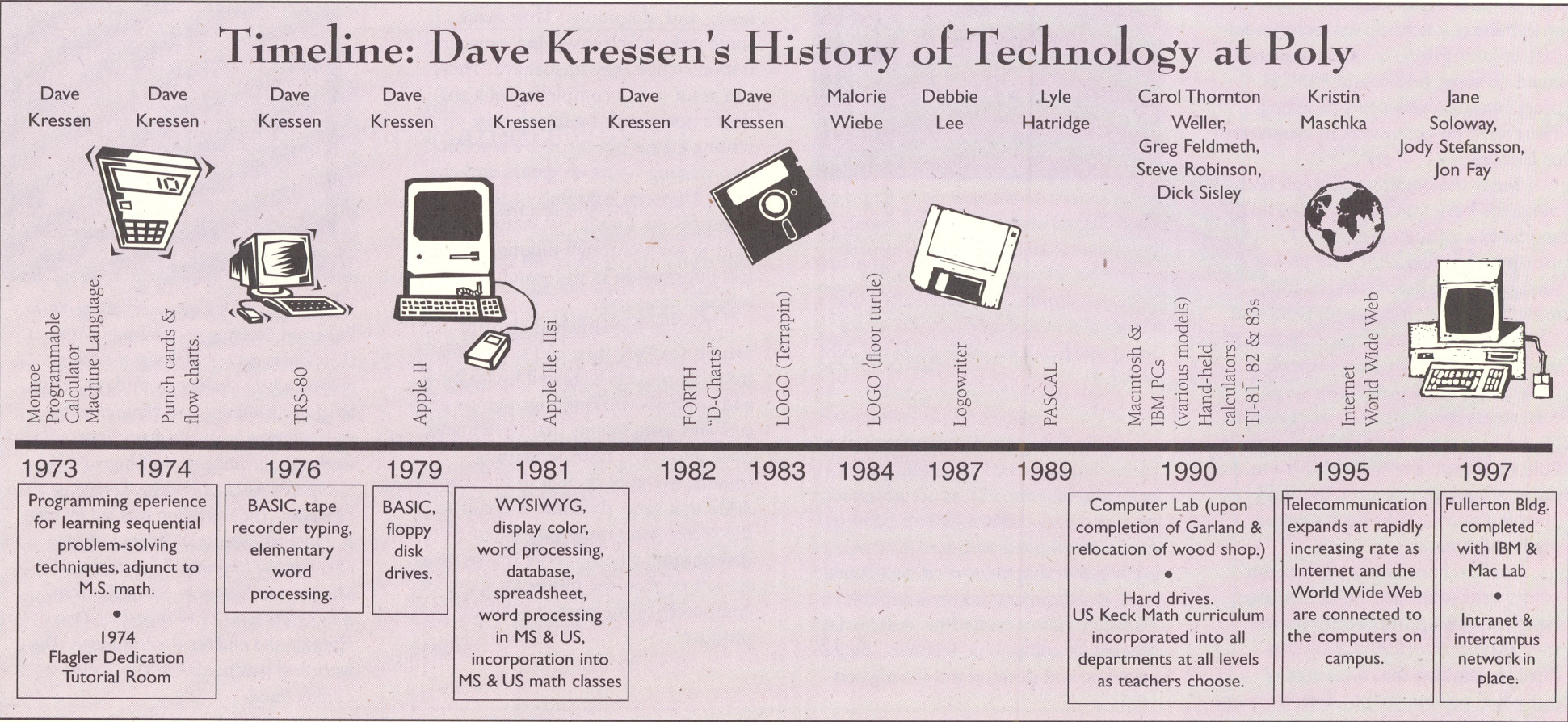
"The Apple came along with its Apple II model, which did have a floppy disk for saving documents. The



Among the testaments to Dave Kressen's enduring interest in computers and programming are his book, *Teach Your Computer to Think in BASIC*, published by Jacobs Publishing Co. in 1983, and *All About Logo*, which has been available over the Internet as shareware since 1995. Kressen is founder and current member of the advisory board for the Association for Classroom Technology, the West San Gabriel and Independent School affiliate of Computer-Using Educators, known by its acronym ACT/CUE. "In the process of learning how to write procedures for the computer, you learn something about 'programming' yourself to become a better problem solver." [From *All About Logo*.]

Apple IIe, which came next, had the first screen to display WYSIWYG—the acronym for 'what you see is what you get.' Combine that with the color screens that came soon after, and for the first time 'computers' could leave the domain of 'programming,' which was seen as an adjunct to math, and

they could be used to do writing. However, at the time I thought—and still think—that knowledge of programming was an essential part of learning to use a computer. I think the problem-solving skills a student acquires through learning to write a program are invaluable.





# Educational Web Sites

Sites that Poly teachers have suggested.

## Classroom Connect

(Teacher Resource)

<http://www.classroom.net>

## Web66

(Teacher Resource)

<http://web66.coled.umn.edu>

## ArtsEdNet

(Art)

<http://www.artsednet.getty.edu/>

## Dictionaries & Translators

(Interactive Dictionaries for dozens of languages.)

<http://rivendel.com/~ric/resources/dictionary.html>

## WPA Life Histories

(Interviews of thousands of people from the Folklore Project.)

<http://lcweb2.loc.gov/wpaintro/wpahome.html>

## The Math Forum

<http://forum.swarthmore.edu/>

## Name That State

(History & Science)

<http://www.state.CA.us/>

(Replace the CA with any other state abbreviation to get state info. Not all are online yet.)

## Biographies

(Facts on over 16,000 notable figures)

<http://www.tiac.net/users/parallax>

## Resources for Young Writers

(English)

<http://www.interlog.com/~ohi/inkspot/young.html>

## Ask Dr. Math

<http://forum.swarthmore.edu/dr.math/drmath.elem.html>

## Multicultural Calendar

(Info on celebrating all kinds of holidays.)

<http://www.kidlink.org:80/KIDPROJ/MCC/>

## Earth Viewer

(Science)

<http://www.fourmilab.ch/earthview/vplanet.html>

## U.S. Health Statistics

<http://www.cdc.gov/nchswww/nchshome.htm>

# Poly Gets a Network

But it won't be competing with CBS, NBC or ABC just yet.

by Jody Stefansson

Head of the Upper School Library

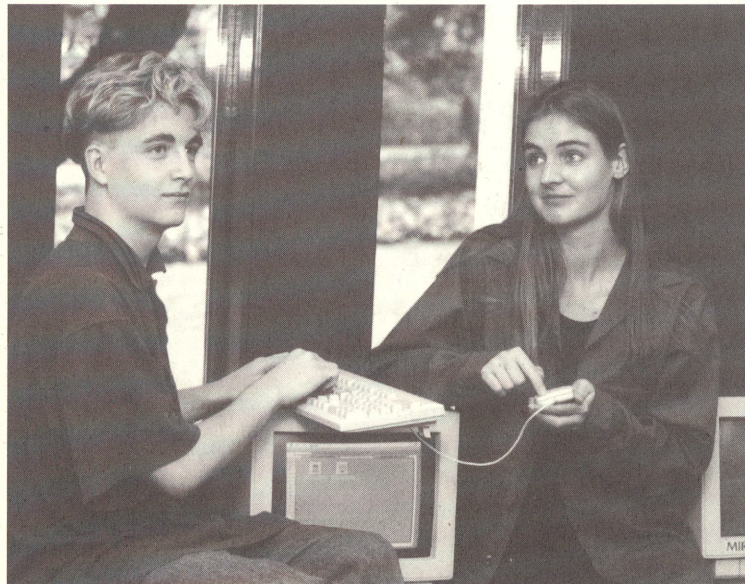
Wander into almost any classroom on the Poly campus and you will see students engaged in all sorts of exciting learning activities. Over the past decade or so, computers have been increasingly utilized as one of the many ways Poly faculty inspire students to think critically and creatively. Students in every grade have benefitted from the school's commitment to innovative teaching.

Recently, Poly placed an even greater emphasis on educational computer technology by endorsing a technology plan that will link most classrooms and buildings campus-wide to an intranet (in-house network) as well as the Internet. This plan anticipates the increasing trend toward computer-based communications and information sharing, and confirms Poly's interest in educating students through the use of both traditional and emerging educational resources.

The technology plan begins by networking three buildings on the south campus and four buildings on the north campus. State-of-the-art computers will support an intranet, Internet access, an authoritative library-type database, and a wide variety of software packages suited to various curricular and administrative needs. This project links libraries, computer labs and administrative offices all over campus. The decision to network these few buildings makes good sense: librarians, computer teachers, and administrators are already working in areas where technology is essential and widely in use.

The network provides e-mail accounts for Poly faculty and staff; links the catalogues of Flagler, the North Campus Library, and Boswell Library to all computers on the network; allows unlimited Internet searching from every connected station; and

incorporates an online database. The database, known as the Electric Library, provides the Poly community with access to hundreds of full-text newspapers, magazines, and reference sources. Additionally, the intra-net allows members of the school community to communicate easily and quickly via computer.



Two Poly students, Aaron Kurtz '99 and Kristy Copeland '98 ponder the possibilities that the networked computers in the Boswell Library uncovered. It was spring, the time when a young person's fancy naturally turns to hypertext transfer protocols—"http" to you.

Poly's decision to adopt a technology plan that supports wide-scale networking and online computing is an exciting and timely development. As always, our goal is to enhance our teaching and enrich our students' lives with the best tools and methods possible.

# Internet Glossary

**Internet:** A global network that connects over two million computers. This network is not owned or run by any one company or organization.

**Internet Relay Chat or Chat Rooms:** Using the Internet you can have real-time, interactive, text-based discussions with other Internet users. An example is the America Online chat rooms.

## Commercial Online Service:

A company, like America Online or compuServ, that for a fee allows computer users to dial in to their network with a modem and access the information they provide and sometimes indirectly access the Internet.

## Internet Service Provider or ISP:

Any organization, like Earthlink or NetCom, that provides direct access to the Internet for a fee. Customers use their own software such as Netscape to access the Internet and usually the companies do not provide information themselves.

## Modem Speeds (14.4, 28.8):

Modems for computers have different speeds based on how fast they transmit data. For accessing the Internet and World Wide Web, the minimum is 14.4 or 14,000 bits per second. The standard today is 28.8 or 28,000 bits per second.

**World Wide Web:** A way of navigating the content of the Internet using "browser" software like Netscape that allows the user to point and click their way through cyberspace.

**Home Page:** This is the first page a user sees when visiting a Web Site. It is similar to a table of contents or a menu and it contains "links" to other pages.

## Link, Hyperlink, Hypertext:

A highlighted word or picture on a Web page that takes the user to another page when he/she clicks on it.

**URL:** Uniform Resource Locators are the addresses of Internet sites. World Wide Web URLs begin with the letters "http://"



# Creative Calculating

(This isn't about how to lower your taxes...)

by Jonathan Fay '81  
Chair, Math Department

When I was recently asked to write a short article about the expanding use of technology in the math courses at Polytechnic School, I confess to some difficulty in trying to determine exactly what to write. It is probably obvious to any parent of a child in the middle or upper schools that their children utilize their hand-held TI-81, 82, and 83 graphing calculators and computers on a daily basis. The real question is not what is being used in the classroom, that answer is obvious, but how it is being used.

During the last open house, a parent walked up to me and said, "Please excuse me if this is a stupid question, but shouldn't you be worried that if the students use the calculators and computers too much, they will not learn some of the basic math skills? Will they just learn how to punch buttons and have no real understanding of the concepts being taught?" In fact, this is a very important question. As math teachers, we have to ask ourselves this question on a daily basis. If you handed a student a graphing calculator and a standard text book, with a little ingenuity she would be able complete a large portion of the topics in the text



*Ciphers in the Afternoon. Jonathan Fay '81 teaches aspects of the Keck Math Curriculum in the Honors Math Institute for talented public school mathematicians after school in the Fullerton Building. In this photo, the students take a break from figuring out sines and cosines, tangents and cotangents long enough to hold up TI-82 graphing calculators—an integral part of the curriculum.*

Project created by Dick Sisley and Steve Robinson, as well as other material and courses created and updated by the entire department. Used creatively, the calculator permits the teacher to

expand upon ideas and topics that are almost impossible to grasp using the standard pencil and paper method. The students are able to explore a range of topics that would be either ignored or only touched upon in a more stan-

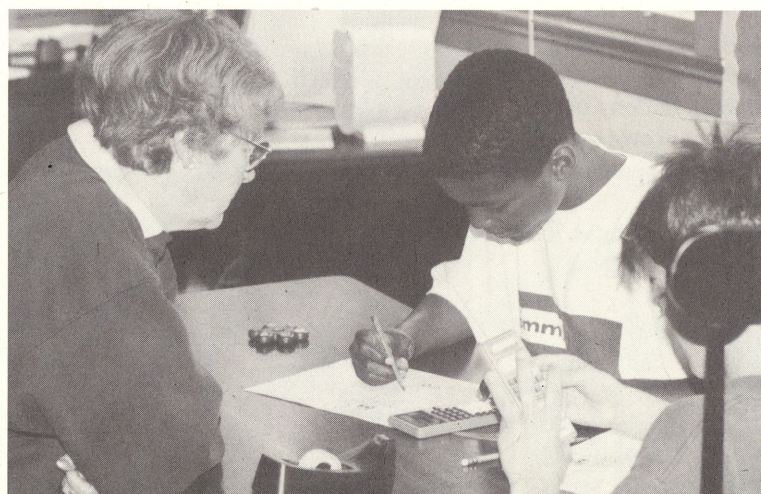
dard curriculum.

Using the calculator does mean the teacher has to monitor calculator use. I am personally not happy with a student who starts to use the calculator as a crutch to magically complete all of his work. The student needs to be constantly reminded that the graphing calculator is a tool, not an answer key. The students must be comfortable enough with mathematics so that they can recognize when an answer they

obtain from the calculator makes no sense. We often design problems for the students that ask them to ponder the answers they obtain. Do they make sense? If not, what went wrong? Where is the hole in our logic?

So, back to the use of technology in the classroom. The calculators being used by the students are really mini-computers. These calculators are so far removed from the calculator I used in high school, it is like trying to compare a Model-T to an Acura Legend. We use the power of these calculators to explore concepts and visualize what is happening in greater detail than what was possible just a few years ago. We believe this is giving the students a greater appreciation and understanding of mathematics.

Several times over the last couple of years I have had alums in college come back to talk to me. I am always curious as to what success they are having in any math courses they may be taking. The response is usually very similar. They tell me that the course they are taking is different in that they are often required to do a lot more pencil and paper work, which can be quite an adjustment for them, but as one student said to me: "We all memorize the various derivative rules and procedures, but my friends are always turning to me for explanations as to why or how it works!"



*Poly students first begin to use calculators in sixth grade math, taught by Malorie Wiebe, left, who has been intimately connected with technology at Poly since she first arrived here in 1984.*

without learning a great deal. This is especially true when dealing with functions, as the student can simply graph the functions and observe the solutions with a minimum of work.

To get around this problem, the curriculum must be designed to use the graphing calculator in class from the beginning, and not as an add-on used to quickly solve problems. This is the reason why the curriculum at Poly is based upon the Keck Curriculum

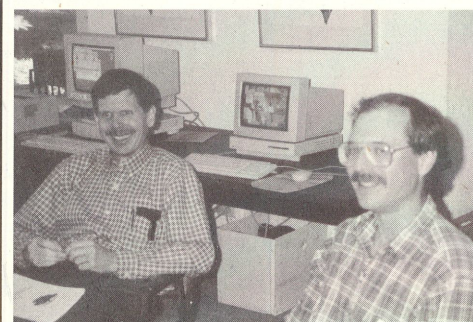
## A Message to Eastern Philosophy Folks of Yesteryear

by Craig Fletcher

If you graduated some time in the last twenty years, you will undoubtedly have dim remembrance of the Eastern Philosophy activity I presented to interested students during their senior year. At the urging of students four or five years ago, I wrote a text designed to animate the ideas discussed in the course. What came out of the effort was a 335-page hard bound book called *Eastern Philosophy for Western Minds: A Search for the Jewel in the Lotus*. If you, as part of the extended Poly community, are interested in the eastern philosophies and would like a copy of the book, I would be happy to provide you with one.

I make the texts up toward the end of each school year. The price to you would be the cost to reproduce and hard bind the text, which is \$20. If this tickles your fancy, let me know and I'll make you a book when I do the next run (toward the beginning of June). Call me at Poly (818-792-2147, extension 194), drop me a note (1030 East California Blvd., Pasadena, CA 91106), or you can e-mail me at: [cfletcher@earthlink.net](mailto:cfletcher@earthlink.net).

If you are a Web surfer, you might get a kick out of my home page at: <http://home.earthlink.net/~cfletcher/>.



*Mike Babcock caught physics teacher Craig Fletcher (left) and history teacher and outdoorsman extraordinaire, Jonathan Dunn taking a quick break in the upper school faculty lounge. Since this is the technology issue of the Oak Tree Times, you should notice there are computers in the faculty lounge.*



# His Hobby is Discovering Lost Cities (Law is His Day Job)

Poly Parent and Husband of Alum, Lives Out Fantasy of Discovery

It was another hectic winter day in the editorial offices of The Oak Tree Times. The work was piling up, "to-do" lists were not getting done, panic started setting in. The editors of the Oak Tree Times received a call at 11:00 a.m.

"Photo op in Flagler," the voice on the other end of the line announced.

At this point in the story the editors are forced to admit to a certain amount of—well, there's really nothing else to call it except trepidation. "Another photo-op?" we asked ourselves, regarding the chaos that we call our office.

We slung our camera over our shoulder and trudged over to Flagler, where we were guided like blind men into a darkened room filled with an odd, acrid odor. Slides of desolate desert scenes were flashing on a screen. Uncharted wastes. Triliths. Camels. Pictographs. Gnarled men in turbans. What the heck kind of photo op was this? we wondered. A man was talking.

A voice whispered that the man's name was George Hedges, who we later learned was married to Christy Shonnard Hedges '70. Both are the parents of Shon '00 and Duncan '03, who happened to be working the slide projector. Hedges is a lawyer with an interest in archaeology.

As we got acclimated to the darkness, the smells, and the words and images, the top of our head began to tingle, in advance of being completely lifted off, as in a volcanic eruption: for here was a man who was talking not only about frankincense (without so much as a nod toward its siblings, Gold and Myrrh), but—as it slowly dawned on us—he was telling the assembled sixth graders and their teachers that he had been a part of a Los Angeles-based expedition that had discovered an ancient—and many thought mythical—overland frankincense route shrouded by the mists of time.

What, you may ask—as we did—is frankincense, anyway? As Hedges explained, it is the dried resin of a tree not unlike our native Joshua Tree. This tree, however, grows only in the Qara



Mountains of the country of Oman, located on the Arabian Peninsula. Hedges demonstrated that the tree grows right at the boundary where an almost tropical weather pattern meets a completely arid one. According to Hedges, frankincense was once more valuable than gold to early civilizations



because of its use in religious ceremonies, cosmetics, and medicine. Frankincense could be burned as incense, and was in fact the acrid smell permeating Flagler when we first entered the room.

A series of satellite images flashed across the screen. Hedges was saying something like, "We knew that NASA had developed a sophisticated imaging system that would allow us to see below the surface of the Earth, and so with the help of—say, is Laurie Elachi in the room?" A sixth-grader raised her hand, and Hedges continued: "With the help of Laurie's dad and other scientists at JPL, we were able to look for certain features under the desert sands of Oman that would indicate the existence of the Lost City of Ubar. According to legend, Ubar, reputed to be the center

of the frankincense trade from at least 1000 B.C., was located in the 'Empty Quarter' of the Arabian Desert."

A slide of a desert dweller pointing at a location on a NASA satellite image brought the whole clash of cultures and history to a head. The man was dressed as men have dressed from time immemorial in the desert, and here he was showing researchers where a city had existed, according to his people's tradition. The fact that he was showing the

researchers on a picture that had been taken from a manmade object hurled into the sky which had subsequently "communicated" with its creators back on Earth by beaming images via electronic frequencies completely outside of the range of the human senses gave the scene a deeply surreal quality.

Next, Hedges flashed a series of medieval Persian illustrations, taken from early versions of the Arabian Nights, where references could be found to a city of fabulous wealth, destroyed through an almost Biblical formula of greed, corruption, and divine retribution, which local prophets, of course, had warned about. One of the illustrations from the Nights showed a fortress bounded by four massive turrets. Through another series of slides, Hedges then showed a team of archaeologists painstakingly uncovering first one then another massive turret. The city of legend had existed in reality in the desert.

At this point all thoughts of cameras, photo-ops, and everyday existence had faded from our consciousness. We watched riveted as Hedges showed a series of photos that demonstrated not only how ancient travelers were able to find Ubar by following a series of stones or "triliths" arranged in ways that would give information such as direction and distance and time of travel to the next stop on the frankincense trail, but also how seagoing

traders had manufactured boats that could be dismantled and carried across the desert, only to be reassembled again on a different shore bound for distant trade routes.

As the presentation ended and students' questions were asked and answered, we approached Hedges with the idea of possibly featuring him in our publication. Wouldn't you know it, we'd been scooped already by the New York Times, The Los Angeles Times, and IMAX was planning a movie. Still, Hedges agreed to cooperate in any way he could—the only thing was that he was about to embark for Yemen with his archaeological team to look for more lost cities. So we would have to wait. Not long after his return, in early February, he presented his findings to an upper school assembly. The findings confirmed and expanded upon the



team's original sense of a well-established, centuries-old trade route in that most unlikely of environments—the desert.

The good news, especially for Poly alums planning to attend Reunion '97, is that Hedges will be presenting his findings in the Garland Auditorium at the Reunion. This is definitely not an event to miss. And to think we almost did miss it because of our petty, parochial concerns. . . .



(l to r) Duncan Hedges (with "djambia," an ancient Arabian dagger), Katie Helfgott, Laurie Elachi (holding the frankincense burner) and George Hedges.

Desert photos are courtesy of George Hedges



# Cie WAGONS LITS



## The GOLDEN ARROW ALL PULLMAN TRAIN

### TRAVEL EUROPE *on the* ORIENT EXPRESS

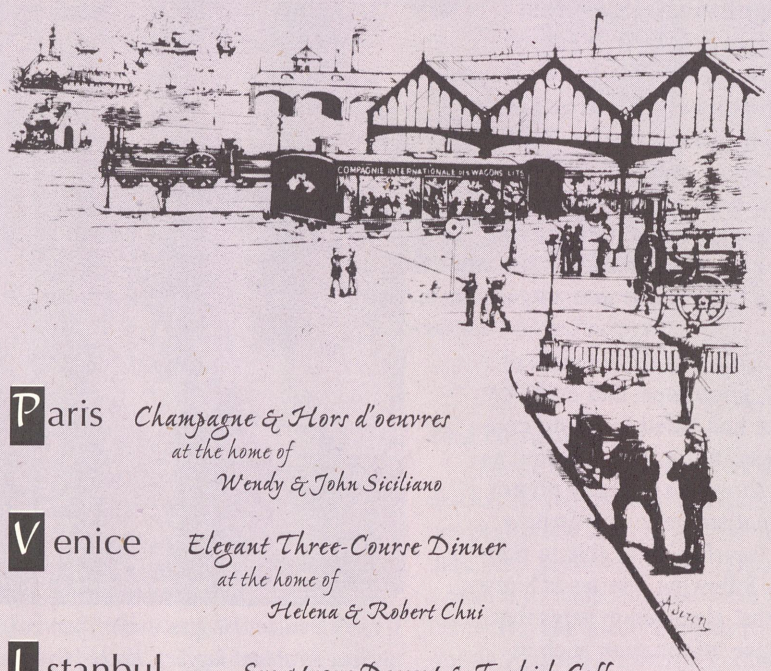
with the Polytechnic School Chapter of  
American Field Service

Saturday FEBRUARY 8, 1997  
to:

PARIS

VENICE

ISTANBUL



**P**aris Champagne & Hors d'oeuvres  
at the home of  
Wendy & John Siciliano

**V**enice Elegant Three-Course Dinner  
at the home of  
Helena & Robert Chui

**I**stanbul Sumptuous Dessert & Turkish Coffee  
at the home of  
Deborah and Otis Booth, III

# All Aboard the Orient Express

by Barbara Hanna

With romance, intrigue and glamour highlighting the evening, the 1997 Polytechnic School Chapter of the American Field Service (AFS) Benefit Dinner was held recently aboard the legendary Orient Express train bound for Paris, Venice and Istanbul. Three homes were selected in close proximity to one another on Avondale Road in San Marino to comprise the three major cities the famous Golden Arrow All Pullman train would travel to that night.

Wendy and John Siciliano's home became the Paris train station, replete with period costumes, authentic gaslights and a huge train clock depicting the arrival of the Orient Express. Champagne and wines and hors d'oeuvres created by the culinary team headed by Mike and Penny Gill, made a spectacular beginning to a night to remember.

Drs. Helena and Robert Chui, along with Robert's charming parents, King and May Chui, were delighted to host the Italian leg of the trip. Their home became the perfect Italian palazzo, where passengers disembarked the train to dine on a sumptuous Italian feast. Dinner was prepared and served by the talented and creative team of Celinda Pearson, Clyde Small, Judy Klein and Corey Nelson.

Teresa Quinn and Judy Armstrong transformed Debbie and Spike Booth's home into exotic Istanbul, where a bountiful display of Turkish sweets,

fruits and coffee awaited the guests. Of course, a belly dancer plied her craft to the authentic and haunting music of the region.

Fourth grader Lauren Libaw sang an Italian aria; and the very talented Richard Plotkin, a Poly senior whose presence will one day grace the Broadway stage, delighted all with some stirring Italian songs. One of the highlights of the evening was the presence of ten of Poly's AFS students who answered questions about the countries they visited as they served the food throughout the train trip.

The annual AFS Benefit raises money for two purposes. One, it allows Polytechnic School to host a visiting AFS student for an entire year (the student this year is Christian Aarset from Norway). Secondly, monies raised help provide scholarships for those students desiring to learn more of other cultures around the world. Polytechnic students have journeyed to China, Ghana, Costa Rica, Australia, New Zealand, Spain, Italy, the Netherlands, Finland and Bolivia, just to name a few, with more students heading out this summer to Russia, Argentina and Chile.

Palma Vincenti and Barbara Hanna, co-chairs of the 1997 AFS Benefit Dinner, wish to thank the many volunteers who helped orchestrate the event. Without their devotion and hard work, this benefit would not have been so successful.



Your wine stewards madames et messieurs: (l to r) Dr. Timothy Triche, John Vincenti, William Hanna and David Pitts.





After treating guests to his musical stylings, entertainer Richard Plotkin '97 relaxes with some very special people: his parents Sharon and James Plotkin. By the way, you can catch Richard and company in the Upper School spring musical "Bye, Bye Birdie," April 25-27 and May 2-4.

## OssoBuco in Savory Vegetable Wine Sauce

Serves 8

### INGREDIENTS:

For the OssoBuco:

- |  |  |
|--|--|
| 2 medium-sized zucchini, ends trimmed  | 1/2 C unbleached all-purpose flour             |
| 2 medium-sized carrots, scrubbed with skins left on  | 6 tablespoons sweet butter                     |
| 1 medium onion, peeled   | 2 tablespoons olive oil                        |
| 1 medium-sized celery stalk  | 2 tablespoons tomato paste                     |
| 20 sprigs Italian parsley, leaves only   | 2/3 C chicken stock, unsalted                  |
| 8 ossibuchi (veal shank cut into 2 1/2-inch slices, with bone and marrow, preferably from the foreshank) | 1/3 C beef stock, unsalted                     |
|  | 2 C Italian dry white wine                     |
|  | Salt and freshly ground black pepper, to taste |

For the Gremolata:

- 2 tablespoons lemon zest, finely minced
- 2/3 C Italian parsley (flat-leaf), minced
- 2 medium-sized garlic cloves, finely minced

### INSTRUCTIONS

1. Cut the zucchini, carrots, onion, and celery into small pieces and reserve, keeping the zucchini separate.
2. Heat 1 tablespoon olive oil in medium-size skillet. Add the carrots, onion and celery and sauté until slightly cooked (must still be crunchy/crisp), add the zucchini and parsley. Sauté for a minute or two. Season with salt and pepper; remove from heat and set aside.
3. Tie each ossobuco all around the side with string. Lightly flour the ossobuco on both sides but not on the edges.
4. Heat butter and remaining 1 tablespoon olive oil in medium-size skillet. Sauté over medium heat and, when the butter is completely melted, add the meat and sauté until golden brown on both sides (about 3 minutes per side).
5. As ossobuco is done, remove to platter until all pieces have been browned. Once done, pour beef and chicken broth, and tomato paste into same pan. Stir until tomato paste is dissolved and bits from the sauté pan are loosened.
6. Meanwhile in a 10x15-inch casserole dish, spoon the cooked vegetable mixture on the bottom. Add the browned meat and pour in the stock mixture and wine until liquid is 1/2-inch from top of the dish.
7. Cover casserole tightly with heavy-duty foil and place in a 300-degree oven for 2 1/2 hours.
8. Remove dish from oven and cool slightly.
9. Gently place meat on a platter and pour the remaining contents into a colander; set vegetables aside to cool.
10. Place the stock/wine juices in a medium-size saucepan and reduce by one-half over a very gentle rolling boil.
11. Once the vegetables are cooled to room temperature, place in small batches in a food processor and pulse until finely minced, but *not* pureed.
12. Place the minced vegetables back into the bottom of casserole dish, then the ossobuco. Pour the reduced stock/wine mixture over the meat.
13. Cover casserole dish with heavy-duty foil (can be prepared up to two days ahead at this point, if refrigerated).
14. Place in a 300-degree oven for another 2 1/2 hours.
15. Meanwhile make the Gremolata by combining all ingredients together in a small bowl; set aside.
16. To serve, spoon 5 large tablespoons of sauce on each plate. Place the ossobuco in center and sprinkle with Gremolata on top of the meat and around edges of plate.

## Fresh Asparagus Lasagna

Serves 8

### INGREDIENTS:

- |  |  |
|--|--|
| 6 pounds fresh asparagus, trimmed  | 1 to 1 1/4 cups dry vermouth                   |
| Extra-virgin olive oil, as needed  | 10 ounces mild goat cheese, such as Montrachet |
| Six 7-by 6 1/2-inch sheets of instant (no boil) lasagna (available at Bristol Farms) | 2 to 4 teaspoons freshly grated lemon zest     |
| 1/2 stick (1/4 cup) unsalted butter  | 1 2/3 cups freshly grated Italian Parmesan     |
| 1/4 cup all-purpose flour  |  |
| 3 cups chicken broth, unsalted   |  |

### INSTRUCTIONS

1. Cut a 3 to 3 1/2-inch tip off of 16 asparagus spears; set aside.
2. Snap the remaining asparagus spears (reserving the woody ends for another use) and cut into 1-inch pieces. Sauté in olive oil in batches, being careful not to crowd.
3. Sautéed asparagus until cooked but still crunchy to the bite, about 4-5 minutes. Place in medium-size bowl and set aside.
4. Meanwhile place the 16 reserved spears into medium pot of boiling water. Leave in pot for 1 minute and immediately drain and plunge into a large bowl of ice water.
5. Place spears on a platter and set aside at room temperature.
6. In a large pan of cold water, soak the lasagna sheets for 15 minutes, or until they are soft.
7. In a medium saucepan melt the butter, add the flour and cook the roux over moderately low heat, stirring for 3 minutes. Add the broth and the vermouth in a stream, whisking all the while to prevent lumps from forming. Gently simmer for 5 minutes (should be a gentle boil). Whisk in the goat cheese, zest and salt to taste. Whisk until sauce is smooth.
8. Drain the pasta well and arrange sheets of it in a 9x15-inch baking dish. Over the pasta, spread one-fourth of the cheese sauce. Top the sauce with one-fourth of the sautéed asparagus. Sprinkle asparagus with 1/3 cup Italian Parmesan.
9. Continue layering the pasta, sauce, asparagus and the Parmesan in the same manner, ending with a layer of Parmesan. Reserve enough sauce for garnishing (about 1 cup); set aside.
10. Bake the lasagna in the middle of a preheated 400-degree oven for 20 to 30 minutes, or until it is golden and bubbling. Let stand 10 minutes before serving.
11. To serve, place a slice of lasagna on each plate, ladle with some of the reserved sauce (that has been warmed) and top each slice with two of the 16 reserved spears.



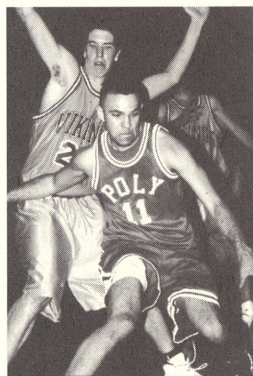
AFS chefs (l to r): Mike Gill, Tony Danz, Steve Koehler, Jane Soloway, Nadine Danz, Lew Soloway, Joanne Sasaki, Emi Koehler, and Penny Gill. (Not pictured: Gordon Sasaki)





# Boys' Basketball Finishes an Impressive Season in CIF Semi-Final Contest

"I'm going to go home, go right to sleep, wake up and pinch myself to see if this season was a dream," Boys' Varsity coach Brad Hall '73 said after Poly's final game of the season "This season has been too fantastic and the kids have played too well to think of it any other way," Hall added.



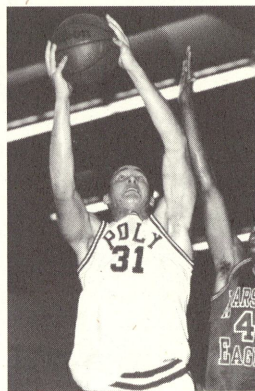
David Poole '97

The season ended for Poly on March 15, 1997 at Cal State Fullerton, where the Poly team lost to Horizon High of San Diego in the CIF Division V Southern California Regional Championship game. Poly went into the Division V-AA Southern Section playoffs as the only undefeated team in its league. Poly competed in four playoff games, losing to Santa Clarita, and beating both Fremont Christian in Fresno and Santa Fe Christian of Solana Beach (in their last home game of the season).

It truly was a great season with a lot of exciting high points and close games that people will be talking about for a long time. But it was also a great team. Coach Hall said, "I'll never coach another kid like

Robert Reeder, just like I'll never have another kid quite like Seth Yohalem

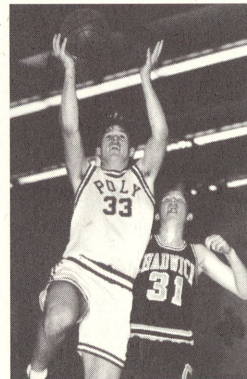
or David Poole. They all had a great season." Reeder, who is 6'7" and plays forward, averaged 24 points and 12 rebounds per game. As the season progressed, hardcore fans noted somewhat wryly that on any other team Yohalem would have been the big star, the one whose picture appeared every week in the paper with the accompanying quotes. And Poole, especially in the post-league play, was the master of the three-pointer.



Robert Reeder '97

All three basketball action photos taken by Jerome Barnum '63

In fact, it was Poole who summed up the team's final week of the season: "It's been a tough week. We got home at two in the morning from Fresno on Tuesday. Then on Thursday against Santa Fe Christian, they pressed us like crazy. And we still have to go to school."



Seth Yohalem '97

Rob Reeder #31

Math #20

Kolo Archibong #23

John Shank #12

Math #21



Seth Yohalem #33

Chris Reeder #35

Kentaro Suzuki #14

Jesse Weber #50

David Poole #11

The day before their final home game of the season, the basketball team surprised Mrs. Gantner's 2nd grade class by making a celebrity guest appearance to thank the second graders for their good wishes for that night's game. The team brought along a list of their ten top tips on how to do well in school, which we print herewith:

Dear Mrs. Gantner's Second Grade Class,

Thanks for your support and words of wisdom. It made the difference in our game. Here is some advice from us on how to do well in school:

- 1) Study hard.
- 2) Bring your teacher an apple each day.
- 3) Practice your basketball skills at snack time.
- 4) Turn in your homework everyday, but save time to watch the Navy basketball games on ESPN.
- 5) When you go to PE, line up fast for Coach Hall so you can start your games.
- 6) Eat a well-balanced diet, so you can become as big as Rob.
- 7) Raise your hand before you talk.
- 8) Respect your teacher, so you don't get time out.
- 9) Play hard at recess, so you stay in shape, but show good sportsmanship.
- 10) Continue to support Poly Basketball, or else Rob will step on you. (Just kidding).

Thanks for your support throughout the season!!!

From the Basketball Team.

## Poly in the Press

Compiled by Georgia McClay '57

Andre Vener '91 is the concierge of the new Huntington Oasis, a nine-room hotel which the Huntington Hospital has opened to cater to family members who wish to be near patients.

Ann '79 and Karen '84 Mitchell exhibited their one-of-a-kind, handcrafted "Ankara" jewelry at the Harvest Festival at the Fairplex in Pomona.

Julia Child '27 was named one of the "50 Greatest TV Stars of All Time" by *TV Guide*. She and Harriet Doerr '24 are among the "Late Bloomers" spotlighted in the new book by that name penned by Brendan Gill. They join such notables as Cezanne, Cervantes and Ian Fleming. In addition, Harriet was the featured speaker at Pasadena City College's 43rd annual Writers Forum.

Alec Berg '87, a producer on *Seinfeld*, was interviewed for an article on "Young Hollywood through the Decades" in *People Magazine*.

Robin Meason '52 submitted an article and photo of herself and "Big Boy" in 1940 for a series on Teddy Bears in the *Star News*.

Keegan De Lancie '03 sang the role of the Shepherd Boy in the L. A. Opera production of *Tosca*.

In addition to Rose Queen Jennifer Halferty '97, Poly Parade participants on January 1st included scouts John Hanna, Eric Dosch and Pearlje Jeffers, Sarah Babcock '79 riding with the Valley Hunt Club group, Ann Marie Villicana '84 riding on the FTD float, and Charlie Meier '96, the designer of the award-winning South Pasadena float.

Joan Hotchkis '42 and her solo show *Elements of Flesh* were the subject of Robin Abcarian's column in the *L.A. Times* on February 12.

Polly Frost's '70 humorous article "Lover Come Back" appeared in the *New York Times Magazine* in February.

Theo Westenberger's '68 haunting photographs of "Carnevale in Venice" were featured in the February issue of *Life Magazine*.

Dr. Drew Pinsky '76 was interviewed in *Buzz Weekly* February 13 on the move of his show, *Loveline*, to MTV.

Francesca Stanfill's '70 review of the novel *Zeena*, an extrapolation from *Ethan Frome*, was published in the *L.A. Times Book Review*.

In a recent issue of *People Magazine*, Poly's own Megan Edwards '70 was featured in the "Bytes" section of the PICKS & PANS column. You may have heard parts of this story before, but we wanted to reprint the entire blurb from *People* (December 2, 1996 issue):

*Lost in America*

When a California wildfire destroyed Mark Sedenquist and Megan Edwards' Pasadena

home three years ago, the couple saw opportunity in the ashes. "We thought, 'How many times does an adult get a chance to redesign who they are?'" says Edwards, 43. Instead of rebuilding, the couple used the insurance money to pay debts and put a downpayment on a new American dream: a 32-foot-long, \$74,000 custom-built motor home. Since March 1994, husband, wife and dog, Marvin, have logged 63,000 miles in search of the offbeat, from duck races in Calgary, Alberta to a Washington State man who collected giant wooden trolls.

This year the duo created the Web site RoadTrip America (<http://www.roadtripameica.com>) to share stories of the people and places they encounter. About 600 fans check in daily. "In 30 months we've never met a boring person," says Sedenquist, 42. And they recently fulfilled a longtime goal of making camp at an ostrich farm. "The next morning we were all eating ostrich-egg breakfast burritos," says Sedenquist. "That was perfect."

Another interesting Web Page was created by Poly alum John de Beixedon, M.D. '80. Called "Dr. John's MedWorld" (<http://www.doctorjohn.com/>), the site posts breaking medical news, articles on health care trends and doctor referrals, and offers a medical chat room. Through Dr. de Beixedon's user-friendly site, web surfers can search medical databases by keyword, chat with other users about related subjects or chat with the doctor himself. De Beixedon recently told the *San Gabriel Valley Weekly* that he has talked with users as far away as Malaysia and Singapore. He also confided that he doesn't like computers, "But this is the face of tomorrow," he said, "and I don't want to be the guy who's stuck at home without knowing how to use the remote control or program the VCR."

In our Fall 1996 issue we reported on several alums who had interned in the Skills Enrichment Program and decided on careers in education. One of those alums, Sarah Schoellkopf '92, has been up to some other interesting things, according to Connecticut College Magazine (which her mother sent us). Sarah worked last summer in Buenos Aires, Argentina with Las Madres de la Plaza de Mayo, aka the Mothers of the Disappeared. During her time with Las Madres Sarah befriended 1980 Nobel Peace Prize winner Adolfo Pérez Esquivel, whom she invited to speak at Connecticut College last November.

Poly upper school history teacher Carol Pixton recently informed us that Tammy Venit '96 joined Meredith Quinn '95, Pia Leudtke '95 and Lyndi Wu '96, all of whom have had papers published in The Concord Review. Tammy's paper on the achievements of Haitian revolutionary leader Toussaint L'Ouverture and their impact on the United States was published in the Winter 1996 issue of the Review. The Concord Review is a quarterly journal of essays by students of history at the high school level and the Review does have a Web address: <http://www.tcr.org>.



Speaking of Reunions...They Just Couldn't Wait

## Reunion for Class of '92

by Dan Polsby '92 and Lauren Yuré '92

**G**reetings, classmates. Many thanks to everyone who attended the 4.5-year reunion and made it such a success—almost 60 people strong. I hope to mail a more detailed newsletter out later this spring, but for those who couldn't make it, I thought I'd write a brief account; apologies in advance for names overlooked, places misplaced, etc., but if you signed the register, you made it in here...

The Bay Area contingent was in full force, represented by Gbenga Ajilore, Vince Anzalone, David Baldeschweiler, Matt Diver, Gregor Gentschev, Shanta Henderson, Patricia Lam, Jeff Rakow, and Adam Warren (as well as John Berger, the newest SoCal scalawag to flee the homeland for parts north).

Defending the home fort were Melinda Baker, Ann Cheney, Ned Clark, Amanda Edwards, Amy Hall (a "return" to the home fort, I s'pose...), Tod Kanegae, Justin Koenig, Jason Lau, Kristine Lowe, Tara Newman, Katherine Perkins, Mia Rondinella, Jen Scalf, Andrew Schneider, Anu Shrivastava, Hollace Starr, Gillie Thomas, Matt Volckmann, and Gavi Yariv.



Jason Lau, Tara Newman, Rebekah Heiser, Amelia Sedano, Sarah Schoellkopf and Andrew Schneider

Other Californian classmates, refusing to be incorporated neatly into the north/south metro-poles, returned from their respective nooks and crannies all over the state: **Brendon Bazler**, **Suzanne Garner**, and **Patrick Morse** joined us from Santa Barbara; **Jason Cook** took time off from making snow angels and designing web-sites for Japanese dentistry product firms to come down from Mammoth; and **Claire Hervey**, **Annie Hoecker**, **Casey Laris**, **Silvina Moncho**, **Jennifer Potts** and **Charles Wood** bundled up for warmth and left their San Diegoan beachdoms behind.

Many went above and beyond, crossing state lines just to be a part of the love-in. These soldiers for the cause of class reunification included: **Amy Pearson** and **Lauren Yuré** (Oregon), **Andrew Volk** (Washington), our Midwestern correspondent **Joey Novarro**, who made it back with nary a trace of a Minnesotan accent (keep up the good work, Joe), **Larry Krantz** (New Mexico), **Amelia Sedano**



(l to r) Jennifer Potts, Suzanne Garner, Anne Hoecker, Shiraz Dastoor and Melinda Baker



(l to r) Sarah Schoellkopf, Jennifer Scalf, Jennifer Barnum and Shanta Henderson

(Arizona), **Shiraz Dastoor** (Georgia), **Carolyn Park** (Louisiana), **Alison Holt Bennett** (West Virginia), **Jennifer Barnum** and **Christine Tse** (Rhode Island), **Sarah Schoellkopf** (Connecticut), **Rebekah Heiser** (United States of America), **Meg Judy** (Philadelphia, PA), **Chris Econn** (NYC, NY), **Mike Bee** (Boston, MA), and myself, coming atcha Vermont-style.

Before those of us mentioned above could revel in the respective distances we'd traveled, however, we were quickly shown up by global voyagers **Andrew McDonald** (China), **Daisy Ha** (Korea), and **Randy Stevenson** (England), one of whom's helping to introduce a free market, one of whom's teaching non-English speakers the word "market," and one of whom is asking "What does 'free' mean, anyway?"

As for those members of our class who weren't able to make it to the reunion, this is what I know: **Martin Andersons** is businessing in Germany, **Karen De Nero** is doing research in psychology in North Carolina, **Scott Ellison** is finishing his studies in Texas, **Pratima Gupta** and **Jamie Hahn** are both com-

mencing their post-graduate studies in L.A., **Amy Haley** is doing post-graduate work somewhere in England (and, twilight zone of twilight zones, is somehow living next to a distant relative of mine named Dan Polsby), **Howard Kim** is consulting in Washington, DC, **Monica Partridge** is living in the nether regions of Russia, **Marty Rogers** is finishing his studies in Santa Barbara, **Tracy Tan** is working with the Brown Christian Fellowship in Providence, RI, and **Kirk Thorell** is consulting somewhere, I think. Send more news to either Lauren or myself!

A newsletter to follow, picking up such themes as: why does Claire's e-mail address begin with "XXXXMermaid"?; how many Pi Phi's can Rebekah smile at before she renounces her vows entirely?; what kind of cadaver hijinks can Justin relate to us this week?; can **Ned Clark** get us out of traffic troubles?; can **Andrew Volk** get us on "Singled Out"? Tune in soon...

...If I've forgotten you, misplaced you, or done you wrong in any way, flagellate me at: Dan Polsby -- R R 1 Box 648 -- Stamford, VT 05352 -- dpolsby@williams.edu. (Or, if you have something nice to say: Lauren Yuré -- 4537 NE 34th - Portland, OR 97211.)

You left your mark at Poly...

...so don't be left out now!

Reunion '97 • May 3rd



## DON'T BE LEFT OUT OF THE FUN!

Join alumni, faculty, students and friends

for Poly's Reunion '97

*Highlights Include:*

**Poly Prowl Road Race**

(See page 12 for more details)

**Discovery of the Lost City of Ubar**

(See story on page 7)

**Coed alumni softball game & pick-up basketball**

**Individual Class Reunion Dinners**

*Your invitation  
should have arrived!*



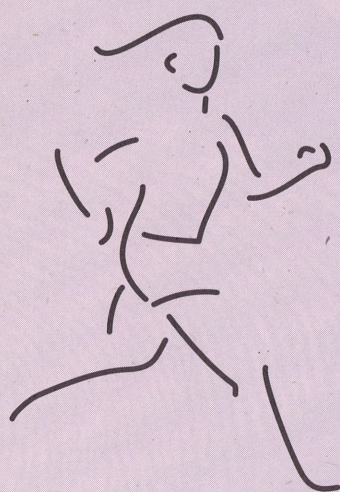
Alumni  
Save the Date  
& Run for Fun!

# The 1997 Poly Prowl

5K Run, 1 Mile Run/Walk

Saturday, May 3rd at 8:00 a.m.

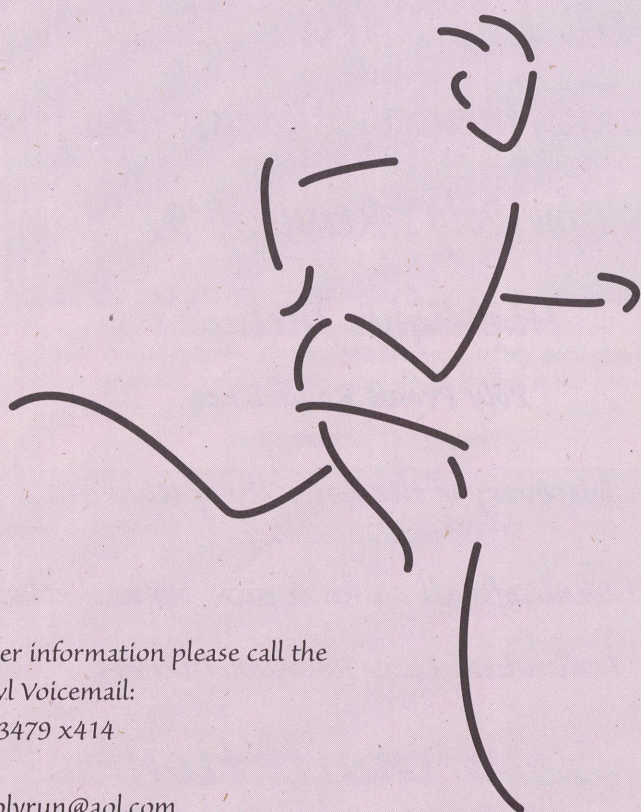
All Abilities Welcome!



The run will take place the Saturday morning of Reunion '97. The 5K course is a challenging—but fast—route through the streets just south of Polytechnic School making this course easy enough for anyone to finish, but providing a challenge for runners of all abilities.

The 1 Mile Run/Walk is designed specifically for parents and their children.

Prizes for alumni are planned. Registration forms containing more information about the race will be mailed out to all Poly families and interested alumni.



For further information please call the Poly Prowl Voicemail:  
818-792-3479 x414  
or  
e-mail: Polyrun@aol.com

## Alumni at Microsoft

Poly Alums Get Beamed Up to the Mother Ship

by Jonathan Fay '81

I am sure it comes as no surprise to the faculty, administration, students, parents, and alumni of Polytechnic that many of our students go into fields that deal in or with computer technology. As the new Fullerton building was being constructed, it occurred to us that we should look around and see if there are Poly alumni who would be interested in donating software to the new labs being designed into this building. I immediately contacted my brother, **Todor Fay '77**, and asked him if he thought Microsoft Corporation would be interested in a donation of some type.

Only a few months ago Microsoft made a significant donation to the Los Angeles Unified School District, and has consistently over the last few years demonstrated a strong interest in the promotion of educational improvement in schools. It turned out that Microsoft was interested, and has decided to donate Windows NT 4.0 with 40 client licenses for use in the new building.

This donation is of great help as it permits the networking of all the computers in the building. The networking of the computers opens up a range of educational possibilities for the sharing of work between students and teachers, as well as the creation of multimedia projects that have not been feasible up to this point. This donation will help Poly stay as current as possible with developing trends in computer technology.



Todor Fay '77

Learning how to program a computer is no longer important for the majority of our students, but using computers to prepare reports, share work, send e-mail, and access the

Internet is important. The donation of Windows NT 4.0 is of great help towards achieving this goal.

While talking to Todor about what it is like to work at Microsoft, he mentioned that a total of three alumni from his graduating class at Polytechnic work at Microsoft! In other words, five percent of his class are at Microsoft. They are all doing completely different jobs, and arrived at Microsoft for different reasons at different times.

### Of Webzines and Interactive TV



Renée Russak '77

The Microsoft Network has six channels of online programming, and **Renée Russak '77** is a Senior Producer and Channel Manager for Channel 4, also known as MS-NBC. This means she is responsible for the strategic planning and production supervision for the shows that reside on Channel 4. She also originated a show called UnderWire. Renee characterizes UnderWire as a 'webzine' that "offers sophisticated, sometimes irreverent perspectives on a range of topics that matter to women." UnderWire has received favorable reviews by the New York Times and the Wall Street Journal, and is one of the most popular shows on the Microsoft Network!

Renée first started at Microsoft three years ago. She started out with a group working on interactive television applications and technologies, but the focus of their work changed when it became obvious that the growth of the Internet and the potential for online content eclipsed the need for, and interest in, interactive TV.



## Music: It's Not Just for Elevators Anymore

Todor develops interactive music technology. Todor and Melissa Jordan Grey, his fiancée, created a software company based in Atlanta that developed music software for the Amiga computer, and then switched to music software for the IBM compatibles when the Amiga did not develop a large customer base. About a year ago they sold their company to Microsoft and moved to Seattle to continue their work.

The software they are now developing is for use with a wide range of products such as *Microsoft PowerPoint*, various games, and the Microsoft Network. They have just made an interactive music control that you can use to put music on your web page! This software permits you to choose from at least a hundred different styles and embellishments. In short, you

can use it to create an infinite variety of musical selections. It is designed to be used by those of us who are musically unsophisticated (I'm talking about myself) as well as those of you with musical talent. What is really great is you can obtain this software for free! You should be able to download the software from [www.microsoft.com/music](http://www.microsoft.com/music).

## Pirates of the San Gabriel Valley

Anne Murphy '77 has been an attorney at Microsoft for three years, and her job is



Anne Murphy '77

When one thinks of a large high technology firm such as Microsoft, one tends to picture a huge lab stuffed full of computer nerds. Of course the truth is out of these three, only Todor is the nerd.

quite different from either Todor's or Renee's. She works on combating software piracy, with recent past emphasis on counterfeiters in the U.S. She says that a great portion of the counterfeiting is out of the San Gabriel Valley, and LA in general!

Currently, she is focusing on the enforcement of piracy laws against endusers in corporate environments in the U.S. and Canada. This type of piracy is responsible for the greatest losses

in the industry. They are fighting this battle through the Business Software Alliance, which is an organization of companies such as Novell, Lotus, Autodesk, and others. Their greatest difficulty in fighting this form of piracy is getting leads and information. If you know of anything that they should be aware of, they would appreciate a call to:

1-800-RULEGIT.

When one thinks of a large high technology firm such as Microsoft, one tends

to picture a huge lab stuffed full of computer nerds. Of course the truth is out of these three, only Todor is the nerd (I can say that because I am his brother). The field of computer technology and development is a huge area that needs the skills of a wide range of people such as producers, software developers, and lawyers. It makes you wonder: if three alumni from one class with completely different backgrounds at Poly work at Microsoft, how many other alumni are currently working there? How many alumni are working in the computer field?



Jon Fay '81

Renee Russak's e-mail address is: [reneer@microsoft.com](mailto:reneer@microsoft.com).

She loves to hear from other Poly alumni.

Todor Fay can be e-mailed at: [todorfay@microsoft.com](mailto:todorfay@microsoft.com).

# The 2nd Poly Alumni Community Service Day

**Saturday, April 12th  
9:30 a.m. - 4:00 p.m.**

**at  
Harambee Elementary School**

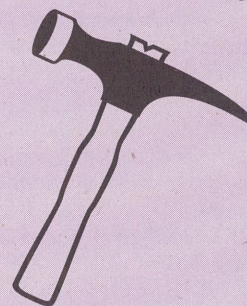


*No experience necessary—  
just a good spirit, casual clothes  
and a willingness to help.*

**(Satisfaction guaranteed.)**

The Poly community will work with Harambee students, parents and teachers to:

- Plant gardens
  - Paint murals and an outdoor stage
  - Assist in general outdoor repair work.
- Come for a half day, a full day or a few hours.*

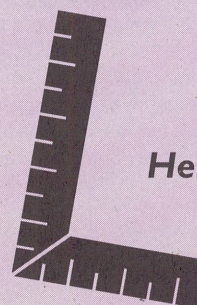


**Lunch will be served.**

*The Harambee School, founded in 1989, is a small neighborhood elementary school serving children in North Pasadena. It strives to provide academic excellence as well as moral and social support in an environment safe from the influences surrounding it.*

Polytechnic students regularly tutor at this school.

If you are interested in helping on this project, or would be interested in helping with other community service events (tutoring, career day, etc...)



**Please call:  
Heidi Rowe, director of alumni relations**

**818-792-2147**

**e-mail: [Polytechnic@earthlink.net](mailto:Polytechnic@earthlink.net)**

**Alumni, Students, Parents &  
Teachers are Invited to Help Paint,  
Plant & Repair.**



# Class Notes

Class of '35



**Virginia Wilson Yerxa:** I have four children. Woodford Allen Yerxa is a farmer, Alison Virginia Yerxa is an artist, Dorothy Davidson Reinhart is a pediatric intensive care nurse, and Charles Tuttle Yerxa, Jr. is a lawyer. I have nine grand-children (pictured with me above.) My husband, Charlie, a UC graduate and farmer, died in 1991.

Class of '42 **REUNION**



**Joan Allen Funk '42 and Jane Miller Chai '53:** This photo was taken in Laos during a Stanford University Travel/Study trip through Vietnam, Laos, Cambodia and Burma in January 1997.

Class of '47 **REUNION**

**Sally Davis Holbrook:** Following my husband's retirement 5 years ago, I authored 2 books: *Sun, Sand and Sausage Pie*, about life at Newport Beach and *Party Perfect and Pampered*, an entertainment book. My husband became a publisher and we formed Sabill Press.

**J. Erick Mack, Jr.:** After about 40 years with UNOCAL, I will return this spring. The next chapter will include grandchildren, Guatemala, skiing, the beach, Circum Pacific Energy Council, Stanford University and who knows what else. We married our daughter **Laurie '83** this past fall and our second son **Carter '80** will marry in the summer. Laurie and Carter were both "lifers" at Poly.

**Michael A. Morphy:** Moved to Santa Barbara after 64 years in Pasadena.

**Marion MacFarland Worthington:** Life is good here in Palo Alto. When I'm not traveling, I volunteer at the E.F. Gamble Garden Center, play tennis & some golf, am taking a painting class, and, as of today, am learning to use a Macintosh computer - hoping to become a woman of the 90s! It's pretty amazing that **Mason Willrich, Dick Armstrong**, and I live on the same street. My fondest memories of Poly are, of course, the Poly Pet show, tennis with Mr. Westbrook, field hockey games, and algebra class with Mr. Lucas (even though I barely passed).

Several embarrassing moments in study hall stand out vividly as well.

Class of '57 **REUNION**

**Margaret Rhodes:** I am still teaching at University of Massachusetts, Boston and am looking forward to a sabbatical next year. My twins are in kindergarten. Lou is busy working as a computer network consultant.

Class of '67 **REUNION**

**John L. Johnston:** Several years ago I responded to a fundraiser for Poly and sent a small check. I don't know how you found me and I never give away money out of sentiment but that tiny fiber from the past has slowly woven itself into an iron cable. As I look at the picture of our eighth grade graduation, taken on a sunny summer morning thirty-four years ago, I am suddenly left standing in a Santa Claus suit in Gosney Hall the day before Christmas in 1958. I'm playing football against Flintridge in a hopeless 21 to nothing first half and winning a come-from-behind victory that has to rank as one of the absolute finest moments in my life. I see your names and faces and the power of memory is overwhelming.

I am smiling and laughing inside as I write to you. I hope that cable of memory is strong enough to carry me back to Poly and Freddy Rundall's party.

My tenth wedding anniversary is coming in May. I have three children and a business on the New York Mercantile Exchange as a floor broker in gold. I've been an independent and a local on the exchange for about twenty years. I've always loved drama and excitement so screaming in the pit in a busy market suits me perfectly.

There is so much I would like to tell you about me and my life in the great empty space between us, just as I am starved to hear about you.

I cannot say how much I have discovered that I miss you all. I will do everything I possibly can to join you. God willing, I will be there. Warmest and affectionate regards.

Class of '72 **REUNION**

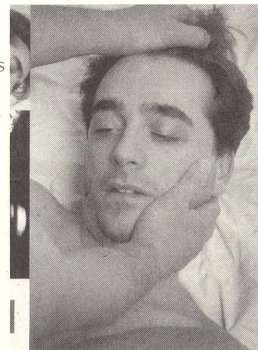
**Ethelyn Wilcox Stange:** We are a happy, busy family living in British Columbia, Canada. In July of 1995, our 4th son, Rafe, was born. We are homeschooling, involved in sports, music, and art activities outside our home and active in our church. I teach piano, Steve is an elementary school teacher. Cale is now 11, Luke is 9, Jaron is 5 and Rafe, 17 mos.

Class of '74

**James L. Olds:** My wife Robin Buckley is now manager of national media for the sixth largest telecom company, LCI, based here in the Washington area. I'm still enjoying my job as Executive Director of the Washington-based American Association of Anatomists (<http://www.anatomy.org/anatomy/>)... I'm also a professor at George Mason University in Fairfax, VA where I teach neuroscience. ... my research continues in the area of Alzheimer's Disease, learning and memory and robotics.

Class of '76

The photographic work of **Eric Davis** is currently on display at the PS 122 Gallery in New York City. The show runs from February 27 through March 23. The piece "Untitled (dp1)" shown to the right is a sampling of his work.



**Cynthia Workman:** I'm the assistant manager Media Relations, Creighton University in Omaha, Nebraska. I also work as a free-lance producer for network news, syndicated TV shows like Entertainment Tonight, America's Most Wanted, Discovery, ESPN etc.... Also involved in Rottweiler Rescue.

Class of '78

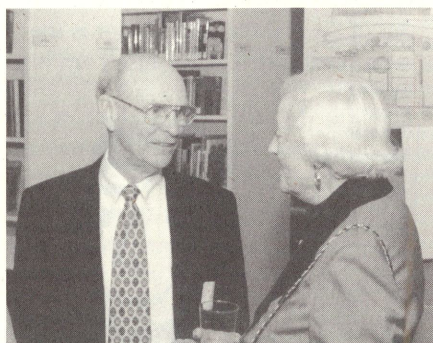
**Ruth Jeung:** Was assistant representative for the Asia Foundation in Rhom Penh, Cambodia for 2 1/2 years. Am now the international relations associate of the Asia Foundation in Washington D.C.

Class of '84

**Ann-Marie Villicana:** At the end of January, I received a letter from Senator Bill Lockyer that I was confirmed unanimously by the Senate as a Fair Employment & Housing Commissioner, appointed by Governor Wilson. For real work, still selling real estate and practicing law. Am looking for a tennis partner. If anyone is interested, please call.

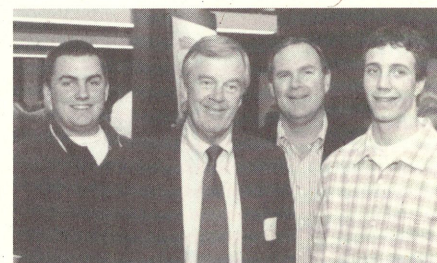
## Alumni Reception & Tour

Over fifty alums and past parents returned to Poly's south campus on February 20th for a lively evening with classmates. The reception hosted by the alumni association included tours of the new Fullerton Building by Mike Babcock '48 and Upper School Head Greg Feldmeth.



Headmaster Mike Babcock '48 (above) chats with Adelaide Hixon in the Boswell Library at the Los Angeles event that has been held for the past few years downtown. But, hey—we had a little something to show off this year, namely the big changes on the South Campus.

Pictured below (l to r) are: Griffin Booth '98, Franklin Otis Booth, Jr. '38, Franklin Otis "Spike" Booth, III '69 and Morgan Booth '00. When Griffin graduates during Poly's 90th year, he will be the first fourth generation Poly alum—his great grandfather, Franklin Otis Booth, was a member of the class of '08.



A mingling of Poly people. Among the revelers are (l to r): Carole (Mrs. Alexander B.) Babcock, trustee Debbie Smith '64, Candis Tyson Ipswitch '63 (wife of history teacher Roger), the inimitable Dawn Cobb, Candy Andrews '65, and on the far right Harriet and James '32 Fullerton.

Special thanks to Dick Nevins '36 for these reception photos



# Class Notes

continued from page 14

## '85

Class of **Audrey Kremer Monke:** I left Poly after 1st grade, but still remember many of my classmates - Laura, Carla, Derek, Rusty, etc. It would be fun to find out what you have all been doing. I am now married (Steve) and have 2 children (Gretchen, age 3 & Meredith, age 1). We live in Newport during the school year and at the Gold Arrow Camp (owners) in the summer. Thanks to our good friends Bill '82 & Patti Jameson for helping Poly find me after all these years.

## '87 REUNION

Class of **Laurel M. Colton** (per Mom): Laurel wanted me to send her regards and best wishes. She is working on her doctorate in Psychology at the University of Wisconsin. She'll be visiting Pasadena this summer and will be touring India later.

**Michele Moscarello Merritt:** Hi everyone! My husband, Andy, and I are back in California, San Diego. I am a pediatric resident and Andy is in residency for Physical Medicine and Rehabilitation. We have a 2 1/2 year old son Ryan and are expecting a daughter in April. We have decided that two M.D.s don't mix well with raising children and I will soon be taking a break from residency to work in a clinic and moonlight. If you are ever in San Diego, look us up. We always welcome visitors. See you at reunion.

## '88

Class of **Melissa Culross:** After spending too many years on the East Coast I have moved back to California where I am working in radio broadcasting in San Francisco. I'm also working in local theatre and I've started singing again (first time since high school). I've been in touch with **Anne Sturgeon, Omar Ali, David Kingsnorth,** and **Kevin Isola**—all are well.

We want to hear from you.

## Keep Us Informed. . .

**A**ny news for Class Notes? Address changes? Suggestions or possible articles for Oak Tree Times? etc...**We want to know!**

Send us your news and pictures for publication.

NAME CLASS YEAR

MAIDEN NAME DATE

CLASS NOTE:

Contact us by:  
• mail: Polytechnic School Alumni Office  
1030 E. California Blvd.  
Pasadena, CA 91106

• or fax: (818) 796-2249

• or E-mail: polytechnic@earthlink.net

It's always fun to have news... Help us keep you up to date!

## '89

Class of **Carolee Reiling:** Though I vowed never to return to school, I am in the middle of my first semester at Harvard Business School. I am having the most amazing time ever! The people, the classes, and the social life are incredible!

## '90

Class of **Jennifer Ryan:** After a year of working in London, I returned to live with Kathy and Joe in Maryland. Am working at Peat Marwick in D.C., will marry Lt. Alden Mills, USN, in Hawaii and become Aunt Jennifer in April. Call if you visit D.C.

**Roopal Mehta Saran:** After graduating from Stanford and finishing a Master's in Education, I moved to DC to start law school at George Washington University. While there, I lived with **Amy Horng** (still working for the WorldBank), and we were often joined by **Wendy Ray** when she worked in DC over the summers. After three semesters of law school, I decided to transfer to the University of Illinois at Urbana-Champaign to be with my then fiancé, now husband Atul (married August 3, 1996). Atul is doing a dual degree in law and medicine. We've been able to see **Shabnum Matthews** and **Joanna Grisinger** up in Chicago on occasion. I hope to finish law school in December 1997.

## '92 REUNION

Class of **Giancarlo P. DiMassa:** Sorry to have missed the December reunion. I was in Italy visiting my parents who are living there now. My best to everyone. I was awarded a fellowship last spring to do cardiovascular research at the Institute for Cardiovascular Sciences at Georgetown. I'm just starting to get over the shock of the long hours and I'm settling down to the more mundane task of applying to medical school. Hopefully, I can join the ranks of the impressive number of future M.D.s from the class of 1992. I hope all is well with everyone.

# In Memoriam

## Mayfair Murphey Freud '16

December 27, 1996  
*Laguna Hills, California*

A native of Pasadena, Mayfair was an actress and costumer in the early days of the Pasadena Playhouse and later a buyer for I. Magnin in San Francisco. She was the widow of Professor Ralph Freud, teacher, director, and actor, who was the leader in the founding of the Department of Theater Arts at UCLA. She is survived by a nephew, James Murphey of Mission Viejo and a niece, Patricia Murphey Shanks of Solano Beach and their families.

## Adelaide Mack Perrin '19

December 17, 1996  
*San Rafael, California*

## Josephine Helfman Holcombe '19

January 19, 1997  
*Newtown, Connecticut*

Josephine was born in Detroit, Michigan, and in addition to Poly attended the Marlborough School in Los Angeles and University of California at Berkeley. She married William W. Holcombe in Los Angeles on January 1, 1929, and together they traveled in Europe, with winter homes in Cuba, St. Croix, and Humacao, Puerto Rico. In 1934 they moved to Newtown, where Josephine lived until this January. During the years in Newtown, Josephine and her husband engaged in farming. Josephine was devoted to exercise and maintained over a mile of pathways around her farm where for over sixty years she walked her many dogs year 'round. She is survived by her sister, Miriam Helfman LarRieu, of Walnut Creek, California, a niece and nephew, also of California, and several grand-nieces and nephews.

## Dr. Barbara Banks

**Groth-Marnat '37**  
January 15, 1997  
*Montecito, California*

Barbara was educated at Polytechnic and Westridge and graduated from Yassar College. She held a Masters from Pepperdine and a Ph.D. from International University. She also studied at the Jung Institute. She lovingly cared for and guided clients for many years in her practice as a marriage and family therapist. She is survived by her husband of 51 years, Rudolph; her daughter, Gabrielle Groth-Marnat '65 of Coeur d'Alene, Idaho; son, Gary Groth-Marnat '68 of Perth, Australia; and her brother, William Banks '36 of Pasadena.

## Peter R. Dunn, M.D. '42

January 31, 1997  
*Pasadena, California*

Peter attended Poly, the Webb School, Pomona College and USC Medical School, attaining his M.D. in 1953. He was a Flight Surgeon with the U.S. Marine Corps, and he did his residency training in internal medicine at L.A. County General Hospital.

He is survived by his wife, Maggie; children Carrita Foster, Harry L. Dunn II '70, Michael T. Dunn, Laurie Johnson, Pamela Chapman and Barbara Dunn; ten grandchildren, also sister, Priscilla Flynn '44; two nieces; step-children Shu Callicoat, James Ho, M.D., Richard Barnes and Thomas Callicoat; seven step-grandchildren; as well as a stepdaughter and step-grandson from a previous marriage, Audrey and Robert Gutierrez.

## Former Faculty

### Corinne Davis Wilson

August 6, 1995  
*Prescott, Arizona*

Corinne taught 4th grade at Poly from 1956 through 1963. According to her daughter, Helen P. Manz, also of Prescott, Arizona, Corinne was 99 when she passed away.

### Marguerite Baker Poulson

January 28, 1997  
*San Marino, California*

Marguerite taught ancient history and Latin at Poly from 1950 through 1961. She is the mother of Gigi Poulson McWilliams '52 and Peter Poulson '56; the grandmother of Katherine McWilliams '80, Peter McWilliams '82 and Anne McWilliams Lombardi '86; and the great-grandmother of Kelsey McWilliams '09, who is a Poly prekindergartener.

## Parent

### Colleen Joan Nickerson

January 11, 1997  
*Pasadena, California*

Colleen was the loving wife of 25 years to Bruce G. Nickerson, M.D. '68 and wonderful mother of Brian '96, Jeffrey '01, and Gillian '05. Colleen and Bruce have been Poly parents since they moved to Southern California six years ago. As a full-time teacher at Mayfield Junior School, Colleen did just about everything connected with technology. She was instrumental in helping Poly and Mayfield put together a fall workshop on the use of technology in education that featured Dr. David Thornburg. Colleen was also Mayfield's summer school director. Her energy, kindness, generosity and enthusiasm for life, learning and family will be greatly missed by all whose lives she touched. She is survived by her mother, May McCormac and grandmother, Elizabeth Kabealo, both of Arcadia; sisters, Beverly Hansen, Gail Sweeney, Kelly Beans, Kim Mayer, and Sharon Davis; brother, Scott McCormac; and her in-laws, Elizabeth '35 and Douglas Nickerson of La Canada, as well as Katherine '73 & Nancy '63 Nickerson, her sisters-in-law.



## Varsity Softball Wins Utah Tournament



Photo taken in St. George, UT by Kip Myers

(l to r) Back row: Natalie Nouskajian '00, Betty Picinic '99, Jennifer Ellis '98, Kelly Haden '98, Sarah Gilfillan '99 and Kim Roberts '00.  
Front row: Seniors Sarah Barnum, Chelsea Thoke, Natalie Haden and Jennifer Myers.  
(Not pictured: Britt Kaufman '98 who was unable to travel to Utah.)

**T**he Girls' Varsity Softball Team traveled to St. George, Utah, over the weekend of March 14-15 and played in the Utah State March Warm-Up Classic which consisted of 64 teams from Utah and Nevada. Poly was the only representative from California. We were placed in the highest division which consisted of 16 teams.

Our first game was against Northridge High School from Odgen, UT. We won 10-1 with freshman Kim Roberts getting two hits and scoring three runs along with Betty Picinic who had two hits. Later that same day, we played Highland School from Salt Lake City and defeated them by a score of 2-1. Kelly Haden had the game-winning hit—a homerun—while sister Natalie Haden drove in the other run with a base hit in the second inning.

Saturday morning we played Weber High School from Logan, UT. The winner of this game would advance to the semi-finals of the tournament. Poly won 2-1 with Chelsea Thoke pitching a one-hitter and striking out eleven batters. Sarah Barnum had two hits and scored a run. In the semi-final game, Poly played Granger High School, one of the top teams in Utah. Chelsea Thoke continued her outstanding pitching by striking out nine batters and not giving up a run. She also had two hits and an RBI. Poly won this game 2-0.

In the championship game, Poly was matched against Skyline High School from Salt Lake City. Chelsea was asked to pitch her third game of the day. Poly scored first in the second inning. Senior Jennifer Myers singled and later scored on an infield error. The score remained 1-0 into the sixth inning when Skyline loaded the bases with two outs. The bat-

## Winter Sports Awards 1996-97

### VARSITY BOYS' BASKETBALL

★★★State Semi-Finalists★★★

★CIF Finalists

●Prep League Champions

Team MVP--Robert Reeder

Coach's Award--John Shenk

All-Prep League Selections

MVP--Robert Reeder

First Team--Robert Reeder,

Seth Yohalem &

David Poole

Second Team--Koko Archibong

### IV BOYS' BASKETBALL

Team MVP--Matt Easterlin

Coach's Award--Eric Dosch

### FRESHMEN BOYS' BASKETBALL

Team MVP--Jeff Fohrer

Coach's Award--Jeremy Woodard

### VARSITY GIRLS' BASKETBALL

Team Co-MVP's--Chyra-Martin &

Amy Huff

Coach's Award--Allegra Echeverria

Special Spirit Award--Natalie Haden

All-Prep League Selections

First Team--Chyra Martin

Second Team--Amy Huff

Honorable Mention--Allegra

Echeverria

### IV GIRLS' BASKETBALL

Team Co-MVP's--Kim Roberts &

Julianne Yamamoto

Coach's Award--Christina Heatherton

### VARSITY BOYS' SOCCER

Team MVP--Matt Mayock

Coach's Award--Ricky Thompson

All-Prep League Selections

First Team--Matt Mayock,

Ricky Thompson, Greg

Freeburg & Mike Kim

Second Team--David Wiseman

& Andrew Koehler

### IV BOYS' SOCCER

Team Co-MVP's--Ryan Holmes &

John Hanna

Coach's Award--John Winter

### VARSITY GIRLS' SOCCER

Team Co-MVP's--Kelly Haden &

Britt Kaufman

Coach's Award--Sarah Barnum

All-Prep League Selections

Goal Keeper MVP--Sarah

Barnum

First Team--Kelly Haden, Britt

Kaufman & Jane Bryson

Second Team--Emma Taylor,

Natalia Naish & Anna

Sones

Honorable Mention--Lisa

Mayock & Katie Newhall

### IV GIRLS' SOCCER

Team MVP--Sara Hanna

Coach's Award--Tenley Wilder

ter hit a ground ball between third base and shortstop. Freshman shortstop Natalie Nouskajian dove to her right and on her back, flipped to third baseman Natalie Haden for the third out. The final

score was 1-0. Chelsea pitched all five games in two days allowing only three runs while striking out a total of 41 batters.

## Oak Tree Times

is published four times per year for parents, alumni, and friends of Polytechnic School.

### Editor:

Clark Hansen

### Alumni News:

Heidi Rowe

### Editorial Assistants:

Sally Jeanne Barnum and

Georgia McClay '57

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Clark Hansen

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