The Paw Print

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On the cover:
Middle and Upper School teacher Jim Barry '68 reviews a project with sophomores in his Computer Art class.

On the right:
Like students in Poly's past, Middle School students take their classroom outdoors—only now, they bring with them laptops rather than pad and paper.
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OakTree Times
Long gone are the days when Poly’s school newspaper was produced using moveable type, teachers used mimeograph machines to duplicate materials, and students stood in line to use a pay phone. The computer once deemed a fad by many now has become a fixture in every classroom, and technology has without a doubt become an integral and necessary part of the curriculum and operations at Poly.

For this issue, we have asked faculty and staff members to describe how the integration of technology has changed the way they teach and work, as well as how it has changed the students’ experiences and the way in which they learn. We also feature two alumni who have firsthand knowledge of technology in the corporate world—John Battelle ’83, founder of Wired magazine, and Ezra Callahan ’99, one of the first employees hired at Facebook.

Technology also reaches beyond the classroom curriculum to the athletic field—you will read about how a new software program is changing the way our coaches work with our student-athletes and how a student’s live streaming of a girls’ basketball game allowed one player’s family on separate continents to witness her playing in the CIF championship finals.

Last month, the fences came down, and the new North Campus buildings were available for occupancy. Technology was an important factor in how these buildings were constructed (see Chris Poole’s letter on the opposite page for details) and will continue to be incorporated as we focus our attention on the new construction projects that are beginning on the South Campus.

Each year I marvel at the technological advances and wonder what is next. At Poly, we remain committed to being forward-looking and sensible in all that we do and especially in this ever-changing area.

—Deborah E. Reed
Head of School
In this issue devoted to the uses of technology at Poly, you will read about the many important benefits for teaching and learning. Computer labs, projectors, and document cameras are some of the more visible and obvious applications of technology found at Poly. But you might be surprised to learn how technology and related components are being used to support the efficient and safe operation of our facilities.

On the North Campus, a new central plant provides heating and air conditioning to the recently constructed classrooms and offices. The plant operates from a remote, PC-based control system that includes a sophisticated diagnostics program. An “economizer,” a sensor installed in all rooms, determines if using outdoor air is more efficient than using conditioned air based on the requested temperature.

Other new technology-based applications include:
- Regional control panels for classrooms and offices to manage lighting after hours;
- Photo cells in exterior corridor lights that read outdoor light levels and adjust the output accordingly;
- A PC-based system that manages irrigation of the athletic field using sensors and satellite weather information;
- A campus-wide fire alarm system that uses a computer panel programmed so that the fire department knows, enroute, the building and room location.

Technology is everywhere in our 21st-century lives. Read on to learn more about how Poly is making the most of it to benefit our students.

—Chris Poole
President, Board of Trustees

“Technology is everywhere in our 21st-century lives.”
Education Technology: Enhancing learning in a modern world
New Tools, New Teaching: Technology is changing the classroom

By Richard White
Teacher for AP Physics, Conceptual Physics, Computer Programming and member of the Educational Technology Committee

I'm a teacher and a fan of using technology to enhance learning, both in and out of the classroom. The very first course I taught in my 25-year teaching career was computer programming, and practically every class I've taught since then has made use of technology in some form or another as a means of supporting learning. In my teaching at Poly, there are some obvious and fairly standard uses of technology. Students in my ninth- and 12th-grade Physics classes use computer-based data collection tools and use spreadsheets to create data tables, analyze patterns in that data, and produce graphs. Juniors and seniors in the new Computer Science elective use the Python programming language to explore data structures and control structures, as well as to gain experience with servers, web interfaces, and databases.

One of the most exciting developments in the last couple of years is the increasing prevalence of smart phones among students. As more and more students come to use iPhones and Android-based phones, the nature of teaching has changed. In the last few months I've had:

- Students use smartphones (their own or borrowed) to download a free application that they used to measure angles on inclined planes in the AP Physics lab;
- A ninth-grader use her iPhone in class to look up the distinction between UV-A and UV-B electromagnetic radiation and report her findings to the class;
- A student take a snapshot of a particularly important set of notes on the board for later reference.

I've also been fascinated by the possibilities offered by the “hybrid classroom.” I'll explain.

When I used to ride motorcycles, I had an unfortunate nickname which became the source of inspiration for the domain name crashwhite.com, which serves as a home base for websites associated with my classes. What began as a small site that provided students and parents with access to grades and progress reports has grown to the point that it now includes—depending on the course—class calendars, copies of class lectures, unit review materials, lab handouts, practice tests, homework solutions, and online quizzes.

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Student feedback regarding the websites has been extraordinarily positive. “The website is really helpful, especially the practice problems and student review sheets. I also like how we have access to the PowerPoint presentations online,” wrote one student. “It’s useful to have all the course materials in one place. Having the answers online is definitely good as well,” said another.

Indeed. At first I was skeptical about the idea of giving students access to answers online: What’s the point of homework if the teacher provides the answers? I was pleasantly surprised to find that the vast majority of students used the solution appropriately, as a means of getting timely help when they got stuck working on problems. Students were able to progress further with this “just-in-time” resource, and a subsequent increase in test scores indicated that students learned the material better.

Courses that make extensive use of Internet-mediated materials in this fashion are called “hybrid.” Based on what I’ve observed with my students, I’m convinced that most classes in the near future will become hybrid and will incorporate facets of what we are currently using.

Another exciting aspect of the hybrid classroom is that materials made public on the web may be found and shared by others. It isn’t uncommon to get thank-you notes from teachers for another website I developed to assist AP Physics students: www.learnapphysics.com. What is surprising, though, is to find that students—in the state, in the country, in the world—have been able to benefit from the materials on these sites as well.

“At a time when we might suspect that all our students do on the computer is surf Facebook, it is important to realize that various technologies—in the classroom, on our phones, and online—are having a profoundly positive effect on the way students acquire and process information. There has never been a more exciting time to be a teacher.”

Along the same lines, materials created by students are occasionally posted on the site. In preparation for the AP Physics exam last year, my students created chapter review packets that were then posted online so that they could all easily share their work with one other.

At a time when we might suspect that all our students do on the computer is surf Facebook, it is important to realize that various technologies—in the classroom, on our phones, and online—are having a profoundly positive effect on the way students acquire and process information. There has never been a more exciting time to be a teacher.
Media Technology:  
Both topic and tool in new Upper School elective  
By Laura Holmgren  
Upper School English teacher

“Log into your Facebook accounts and launch Farmville. Harvest your crops and animals. Half of you send me a cow; my mom posted a bull to me last night so I’m set to complete my barn. The rest of you please send me a board. I’m starting a pig pen,” I instruct my students as they arrive.

The New Media Psychology and Application class is studying how game development companies leverage social networks to attract customers and the techniques and strategies they incorporate into their games to entice people to use real world money to buy virtual items. Farmville has more than 90 million players, up to 31 million who play every day. What is the attraction? What is the business model? These are questions we explored in the online gaming unit.

“Oh no. I mistimed my planting, and all my crops withered,” one student bemoans.

“Maybe Farmville should include the option to buy crop insurance,” a boy adds. “What if a tornado wipes you out? Or a drought or flood? Unexpected natural disasters would make the game more compelling.”

“Did you see that post last night? I surpassed Michael in ribbons! I like the new competitive feature. It really motivates me to play more to get ahead of my friends,” another boy notes.

“Really? I don’t like it. I thought the philosophy was mutual cooperation among friends. We’re neighbors. We help one another. I might not be willing to send you things if you’re competing against me” a girl explains.

We go on to discuss potential gender differences in the cooperation versus competition elements of the game. A few weeks later, the competitive announcements disappear from Facebook walls completely, suggesting that the game’s primary fan base of 40- to 70-year-old women agree with the girls in the class and that the company responded quickly to negative feedback.

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Maximizing our students’ understanding of the world around them means that, as teachers, we need to support 21st-century learning and teaching. Technology has proven to be an effective tool in reaching the minds of our students today. A technology-rich environment has transformed our classroom practice. My students are more motivated and engaged as technology lends itself to a variety of learning styles. Whether it is using computer software or a hand-held device such as an iPad, my students are active participants in their learning.

Because technology promotes peer collaboration and community building through meaningful and relevant activities in all academic areas, my third-graders apply what they are learning to further their skills in reading, writing, and math. The iPad has been a useful tool in enhancing literacy, math, grammar, and punctuation (the mechanics of the written language). Some of the activities in which the students have been engaged promote collaborative and independent work in reading picture, chapter, and graphic novel ebooks. They respond to literature in their journals by making connections, inferring, and pondering the text. They have opportunities to describe story elements in their journals based on books they read online.

The writing activities consist of practicing proper grammar with applications and websites that allow the student to fill in the blank with the correct part of speech or word tense or to engage in a drill and practice game. The students also create stories with different endings based on the e-books they have read and write simple book reviews about the books. For vocabulary development, the students use applications to build their knowledge in meaning and spelling. In math, the students engage in a variety of drill and practice applications to strengthen and deepen their understanding of the targeted skills. To achieve positive student learning outcomes, technology must provide an instructional environment that is enjoyable and that achieves the learning objectives. It must be integrated into the curriculum and serve as a supplement to traditional teaching and learning. The learning outcomes must promote abstract concepts that allow for building skills in automaticity, visual processing, and problem solving. The teaching, however, must foster creativity and higher order thinking so the technology can sustain attention and continue to promote higher learning.

The use of technology in the classroom provides students with the practice they need, authentic opportunities to collaborate with peers, their immersion in modified instruction to meet their needs, and their enjoyment in the process that fosters life-long learning.
In this project-based, interdisciplinary seminar course, students learn the fundamental principles of media psychology and design that will enable them to harness these new powers of expression to contribute effectively to the mass exchange of ideas and information in a globally-connected world. So begins the course description for New Media Psychology and Application, a semester elective that develops students’ understanding of media research frameworks, theories of mass communications, and the cognitive and emotional components of the media experience before exploring topics including the digital divide, privacy issues, media ethics, community and online activism, personal communication patterns, and social network gaming. Set twice a week in the computer lab and twice a week in a classroom, the course integrates more than 20 different technologies into its curriculum.

The students collaborate through applications such as Google Docs, Webspiration, and Wikispaces to share their findings and create presentations. They use their cell phones to text message surveys in order to collect research data and to post links to shared resources on Facebook. They produce media with applications such as Aviary, GIMP, and WordPress to express their ideas. And, they design and produce real-world capstone projects to convey their understanding of the course concepts.

Media technologies serve as both our topic and our tools; however, the story of the class does not revolve around applications and hardware at all. Instead, it revolves around 13 knowledgeable, engaging guest speakers, nine bright, creative students, and one curious, technophilic facilitator. It is a story of people who reflect on the impact—positive and negative—that technology has on human development and interaction.

We were so fortunate this past year that members of the Poly community always are willing to volunteer their time to prepare activities and materials and to lead discussions on media- and technology-related subjects. Each contributed a vital thread to the complex tapestry of the course.

A riveting raconteur, Tom Allard discussed elements of story that permeate every media creation, drawing on his vast and varied experiences in the entertainment business to exemplify each point. His message about the power of media to persuade through tension, images, words, and sounds established the central motif of the course. Arnor Bieltvedt and Jim Barry deepened the students’ understanding of the elements of composition and the emotional impact of font choice respectively, providing key background for the visual elements of the students’ media production.

The guest speakers incorporated a wide variety of media technology, both traditional and new, in their seminar discussions with the class. For instance, Elliott Goodman showed clips of “Wall-E” to discuss the dehumanizing effects technology can have, particularly in estranging members of a community. Tina Cocumelli showed powerful clips from “The Best Years of Our Lives” to explain how media producers can influence societal attitudes, such as those toward returning soldiers.

The class learned from Leslie Carmell, John Yen, and Jamie Neilson about website design and the implementation process in institutions, with a focus on the story the Poly website tells of the school through content, layout, and navigational structure. Richard White picked up the story thread again when he spoke about online privacy and managing one’s own online story—the trail of text and images created on Facebook and other sites, not only by the individual but also by acquaintances.

The interaction among producers, messages, and audiences via new media generate social and ethical dilemmas. Lyle Hatridge discussed issues of universal access to technologies, Cotter Donnell focused on emerging social conventions involving cell phones and texting, and Julia Davis explored the debate about whether there can be truly effective online activism. Greg Feldmeth explained ethical frameworks that media producers can use to help make content decisions in complex situations, such as whether or not to publish a disturbing image.

The paradigm has shifted with the advent of new media; institutions no longer hold a monopoly on mass communication, and, for better or worse, individuals now have the potential to reach millions if not billions. Poly offers the opportunity to study new media technologies: not only how to communicate effectively, but how to communicate meaningfully and ethically in order to make a positive difference in local and global communities.
“Instead of calling my friends and family, I now use texting almost exclusively and was excited to study it in more depth. Using our phones one day in class, we each messaged 10 people with the survey question “Do you prefer to speak to others on the phone or through a text?” We received instant responses from several of our classmates and replies from everyone within an hour. We soon learned people use technology differently, but, on a daily basis, most employ texting for quick messages to multiple people at once and utilize phone calls for extended conversation.

This class proved to be the first in my academic career to allow us—actually require us—to use cell phones and, in integrating them, we gained the ability to apply material we were learning in class in the real world. Social media, if used correctly, has the potential to completely revolutionize the classroom environment.” —Kevin Meurer ’12

“Learning to recognize and analyze the potent—and often subconscious—effects the media can have on the unsuspecting public was the most invaluable and engaging aspect of the course. From the “War of the Worlds” broadcast in the 20th century to the videos found on the Internet today, new media continues to strengthen its powerful influence on society.

The abundance of opinion and information available on the Internet has turned it into an unstoppable force, particularly with recent “game changing” websites, such as Google and Facebook, that we studied in depth. The opportunity to delve into this new frontier and explore the sway the Internet has on modern society has been, personally, the most enjoyable aspect of the New Media Psychology and Application class.” —Leon Lin ’12
Capstone projects provided students with a unique opportunity to synthesize the strategies and skills we learned in class with topics that mattered to us. I publicized student-musicians from around the country, using word of mouth through sites such as Twitter and Facebook to reach a wide audience for MusicSchooled, which I continue to run.

I want to study communications and music. The class and my final project made a great transition to the type of things I want to learn in college in order to prepare for a career in the music industry where our class topics like copyright, advertising, and social networking play important roles." —Jane Davidson ’11

With laptop computers and cell phones creating accessibility like never before, falling into a routine of being glued to a screen is somewhat addicting. Focusing on personal media, such as LiveJournal or YouTube, instead of interacting with real people, in the real world inhibits a healthy, close-knit community.

An overload of technology estranges members from their community as they begin to break strong ties from real shared bonding experiences and form weaker ones through messaging and social networking. Without the interaction of ideas and perspectives, the greatest empires and movements that define the history of humans would not have existed. However, if humans become more internal and spend time advancing only their own personal interests through technology, the collaborations that innovate developments in science, medicine, art, and history will disintegrate and we might have a digital dark age on our hands." —Christina Seto ’11

Media Technology: Capstone Project

Christina Seto raised awareness about Human Rights issues in the Congo on her site Mission: Revival, demonstrating the potential power of the media for good.

Jade Richard-Craven tried her hand at managing a social media page called PicMeUp, where she encouraged users to post comments to raise the spirits of their friends.

Leon Lin created a site for aspiring musicians, offering both tips for composing original pieces and for selecting appropriate software for editing compositions.

Victoria Morgan used the extended metaphor technique to design a fun website for study tools based on sports analogies called VarCity.
LH: Ezra, you are renowned in the Middle School for being a tech guru, eclectic thinker, and inspirational leader. Last year, some of your friends and you successfully designed, developed, and marketed a hyper-energy efficient, cloud-based computer. In this tech issue of the OTT, I’d like to ask you a few questions about where you’ve been, what you are doing now, and where you think tech is going in the future. What inspired you and your friends to develop Auxo, and what did you learn from that experience?

ER: We first envisioned Auxo as a fun project—the inspiration came later. I started simply to see if I could build a better computer than huge corporations. I took my idea to two of my friends, Alex and Milan, and together we began to design the Auxo CubeOne. After we saw the potential in energy-efficient computing, the actual electronics behind the computer became our way to raise awareness about the necessity of green tech while contributing to our community. The CubeOne was only the kernel of a vision of a world where green tech was prevalent and abundant.

LH: What are the top tech gadgets in your life, and how do you use them?

ER: Most of the physical gadgets I use (iPhone, laptop) are basically frames for other cloud-based “gadgets.” In today’s world, we’re seeing material gadgets morph into omnipresent devices that aid our everyday life. We live in a world increasingly dominated by the Internet, and I believe that our entire digital lives could soon be stored predominantly in the cloud. As the hassle of old, physical technology gets out of the way, we’ll see huge leaps in what we call a “gadget.” We are already seeing that beginning now with services like Google Documents and Pandora Radio.

LH: Are you currently working on any tech-related projects?

ER: Well, I’m usually working on something tech-related, be it software programming or jury-rigging computers to balloons. (I’ll talk about that in sec.) Over the past year, I’ve interned in Poly’s Technology Department, and I used the knowledge I gained there to begin work on smart phone apps for the iPhone and Android platforms, to start 3D game creation, and to experiment with all sorts of hardware and software in various free-time projects. For my eighth grade project, a few friends and I sent up a weather balloon designed to take photos of the earth from the stratosphere. I worked on both GPS tracking and camera automation, and we were thrilled with the results. We presented a few of the 1,800 photos to parents and students on project night a few weeks ago and couldn’t have been happier with the way it all turned out.

LH: Where do you see tech in schools going five years from now?

ER: Ideally, schools everywhere would shift to all-electronic class materials, and we could steadily progress education out of hundred-dollar textbooks and wasteful worksheets and into an age of greener thinking and teaching. For example, a student’s binder, his or her papers, worksheets, essays—essentially all of these things could be replaced by an iPad or Kindle-type device. The potential for interactive, technologically advanced learning will become a huge part of schools in the future. Though these changes might not be on the agenda for the next five years, I certainly hope to see more technology in use in classrooms at Poly in the near future.

LH: I enthusiastically concur. I like being able to access and respond to cloud-based student work as in NoodleTools. Cloud-based technologies can improve student-teacher communication and enhance the learning process. Ezra, thank you for sharing your thoughts.
There is an ever-present sense of history at Poly. Part of the very fabric of the school, it’s apparent in the sidings on the buildings, the patios, the smell of the field, and even in the teachers and students themselves—they are all part of a place, an experience, that constantly evoke memories for me as an alumnus, and now an administrator.

I’m sitting here in a 100-year-old building where I once wrote and presented a fifth grade report on the Revolutionary War. This building is no longer in its original place however. As part of the school’s most ambitious and forward-thinking construction projects, Building 20, as it was often referred to during this project, was lifted from its foundation and moved down the field to what was once a parking lot south of the Boys’ Gym. From here, an experienced crew of IT staff services the entire school’s technology and information infrastructure. Because of our central, but relatively distant, location, I make it a point of walking the school’s grounds on a daily basis to soak up the life of the school, admire the work of our teachers, and marvel at the accomplishments of our students. There isn’t a day that goes by that I am not reminded of how far this school has come, am in reverence to its history, and dream of where we will go.

Picture one of these walks through the school. Walking by the Kressen building, I immediately think of the building’s namesake, David Kressen, and his ability to teach Basic and Pascal Programming with verve and distinction. The sound of 5 1/4” floppy drives whirring and booting up resonates along with the glow of green text on a black screen. It was then that computers were, themselves, objects of fascination. He was a pioneer. Beyond that initial fascination with the device, he was able to teach us that this mysterious machine held the potential for so much more. Some 34 years later, I would meet a colleague of his at another school who would wax nostalgic of his energy and enthusiasm for teaching and for technology. His spirit lives on.

For many years, up until recently, this building housed two computer labs and carried the torch of his vision, fostering technology lessons and instruction, and served as a hub for innovative thinking and discovery.

Continuing south, through Grace Henley Patio and down the skylight-lit ambiance of the historic breezeways, I walk by the Flagler Media Center. Visions of filmstrips and reel-to-reel movies come to mind—in particular, the film short, “Super Goop,” through which we were taught about the power of advertising and media’s influence on our lives. Television was, after all, the Internet of my childhood, and, for all its bad press back then, provided windows of opportunity for learning. The ability to call up a five-minute short film on animals, space, history, or the arts, was on-demand video in its earliest incarnation. It was indeed the YouTube of the 1970s.

As we prepare to occupy our new Library and Media Center, these two facilities will be merged into a single central hub for the school’s North Campus technology and media and will provide access to both digital and print resources. The consolidation of these resources is a natural coupling that lends itself to a modern, 21st-century approach to technology in education. Access to technology that is pervasive, thanks to a wireless network, but focused where appropriate, in centers like this and in classrooms. Technology is driven by the academic program it serves and supports, and it enables our teachers and students to grow, develop, and learn.

As I leave the library and head toward the field, I’m stopped by something that catches my eye. Sitting amidst the piles of books and backpacks is a perfectly crafted wooden replica of a laptop computer. I marvel, take a closer look, and snap a cell phone picture for my archives. I think to myself, “Now that’s 21st-century craftsmanship.” A generation ago, I might have stumbled upon a wooden boat or baseball bat for a student project. But to see an artistic reference to the laptop made me think, not only are we most certainly in the era of technology, but we are in an era of mobile technology. Again, technology that is pervasive.

Inside a nearby classroom, they are dissecting and diagramming sentences using a document camera in coordination with an interactive pen and whiteboard. It’s the modern equivalent of what fellow alums might remember as “slaying the dragon.” Next door, they are using the same technologies to show the advancing armies of Ancient Rome. With the sweep of a pen under the glow of a projector mounted above the whiteboard, students get a sense of the magnitude of that empire and its lasting impression on the world. There really are no limits to what you can do when you use your imagination. Alas, the pen is mightier than the sword.
Across the playground, third and fourth grade students are piloting an iPad program. They are touching, swiping, and reading. The technology is not foreign to them, or if it is, they seem to adapt. Even at this age, they are pondering the critical question, “What role does the iPad serve in education?” Unaffected by the initial fascination of this device, they are able to go beyond the initial lure of attraction and consider its purpose in their learning process. Their feedback coupled with their teachers’ keen observations has provided a sound rationale to expand the use of iPads and the reintroduction of computers into the classroom at these grade levels for the next year.

Just on the other side of Catalina, on a temporary campus established during our North Campus construction, kindergarteners are treated to an experience akin to what would be science fiction a generation ago. The joy of learning could not be more widespread than in these classrooms. Everything is new, and with it, teachers bring new ways in which to learn to read, add and subtract, and to learn about the world around them. Leveraging interactive technologies, document cameras, media of all kinds, and Internet resources, students are able to touch, view, listen, and explore their way through their lessons. Yes, learning can be fun, and these teachers prove it each and every day.

“As part of Poly’s literacy program, kindergarten students use a variety of technology tools, including interactive whiteboards and in-classroom computers, which allow for diverse learning experiences.”

“Technology is driven by the academic program it serves and supports, and it enables our teachers and students to grow, develop, and learn.”
Across the playground, third and fourth grade students are piloting an iPad program. They are touching, swiping, and reading. The technology is not foreign to them, or if it is, they seem to adapt. Even at this age, they are pondering the critical question, “What role does the iPad serve in education?”

No strangers to technology, third-and fourth-graders utilize iPads in a variety of subjects, including vocabulary, math facts, and geography.
Continuing on to the South Campus, the Garland Performing Arts Building resonates with the sounds of the spring musical rehearsals. I’m reminded of my own performances on that stage and the recent theater audio renovation we did last year. It sounds amazing. Going downstairs, the unmistakable odor of developing fluids is but a distant memory, replaced by the glow of computers as students digitally edit photos. Think of Ansel Adams meeting George Lucas as these students experiment with color and special effects layers, expressing themselves in ways not possible a generation ago.

A period later, in that same lab, a transformation takes place from a digital artists’ studio into a coder’s incubator as our new Computer Science course introduces students to the fascinating world of programming and the underpinnings of how software and websites work. In its second year, the class has created some amazing projects and rekindled and tapped into a rising interest among our students. David Kressen would be proud.

I exit onto McWilliams Courtyard and see the ghostly footprints of the old math buildings. It’s now an open courtyard, and a student sits with a laptop. This last year, we piloted a student wireless network in the Upper School. The student sits there solitary, but most certainly not by himself. I’m reminded of that 21st-century idea of pervasive but focused technology.

Walking through the Boswell Library and the newly renovated Haaga House, this theme is repeated throughout. Students are engaged in conversations that stem from their upbringing in a digital world. All at the same time, they are tweeting, posting, and carrying on real world conversations, performing an acrobatic balancing act of socialization. It’s indicative of the density of information and communication that our students contend with daily, but do so deftly. This is their world.

As I circle back up past the Language Arts Building, students are experimenting with 3D modeling and animation, while others take part in a tablet computer pilot. In an instant I’m transported to another country with the chatter of students speaking into microphones in Spanish, Latin, French, and Mandarin. They are practicing their oral abilities using an online system developed by faculty at Michigan State University. It’s the kind of distance learning resource that has made the world that much smaller and accessible for our students.

And in Fullerton—which, for those of you who may not have been on campus for a while, was the old history classrooms by the brick courtyard—students are writing essays and running statistics models on laptops. In an office adjacent to one of these classrooms, a Latin teacher plans a lesson using a historically accurate Roman war simulation game. It’s a bit unorthodox, but it’s very popular, fun, and effective.

Making my way through this building, I find myself standing in front of the Mudd Science Building. In the coming months, it will be razed and replaced by a new facility for math, science and the Upper School library. Technology will play a key role in its development and its use, but as I think about the newly completed first grade classrooms on the North Campus, without the teachers and students to make it all come together and work, the technology is meaningless.

This is a pivotal time in the school’s history. I’m reflective of the changes that have occurred in my short tenure as an administrator and am humbled by the lasting impact it will all have on current and future generations of students. Much like my own history with the school, these lasting memories of places, people, and experiences will provide a foundation for others in their lives for generations to come.
Evidence of excellence

Poly’s new science-math-library building will give Upper School students even more opportunities to explore

In a small back room of Poly’s Upper School science building, Claire Drolen ’11 and John Tuddenham ’11 are hunched over what appears to be a large shoebox. This “shoebox,” however, happens to be equipped with a laser, a Lego robotics kit, and a small sample of metal-oxide. It is part of the SHArK project, a national and international research effort focused on inexpensive solar power.

SHArK stands for Solar Hydrogen Activity Research Kit. (The small “r” allows the acronym to be written as a sequence of chemical elements: sulfur, hydrogen, argon and potassium.) SHArK is the brainchild of Bruce Parkinson, a chemistry professor at the University of Wyoming, who attended Caltech and is partnering with Caltech’s Center for Chemical Innovation.

“Our involvement really started because of Poly’s proximity to Caltech,” explains Claire. “Professor Harry Gray approached Ms. Bush [chair of Poly’s Science Department] to ask if any Poly students were interested in joining the SHArK project. We jumped at the chance!”

SHArK is just one example of how Poly’s science program strives to support inquisitive, ambitious students, and to keep pace with rapid innovation in science, math, and related fields. The department now offers six senior electives in fields ranging from global health to relativity, in addition to regular coursework and four rigorous Advanced Placement classes.

“We’d like to give more students the chance to work on projects like SHArK,” says Jill Bush, “but for that, we’ll need more space, and flexible space. At the moment, we’re stretched to capacity, with not enough laboratory classrooms to go around. We’re really excited about how the new building will enhance all aspects of our program.”

Fundraising for the new science-math-library building is underway. Equipped with seven new laboratory classrooms, the building will ensure that Poly continues to offer students exceptional opportunities for scientific exploration, whether in AP courses, senior electives, or independent research.

For Poly’s SHArK team, this kind of opportunity has been both eye-opening and inspirational. “I had no concrete experience with sustained scientific research before SHArK,” explains John. “It has given me a good sense of both the struggles and the excitement. It has confirmed my desire to go on and make chemistry my potential career.”
Fundraising for the North Campus is headed toward the finish line, with just $1 million left to raise. This fall, the Lower and Middle Schools will begin classes on a transformed and re-configured campus. The new classrooms and spaces will give each school a greater sense of individual identity, while also providing room for collaboration as a cohesive K-8 program.

The transformations will touch every student in every grade. It's not too late to make a gift for construction. Contact Diane Binney, director of development, at 626-396-6331 or dbinney@polytechnic.org.

Middle School science will gain larger, more flexible, fully-equipped laboratories—one for each grade.

The new North Campus Library will include larger spaces tailored to the needs of both younger and older students, as well as increased computer access throughout.

With spaces for both choral and instrumental instruction, Poly's thriving music program will finally have its own home on the new North Campus.

Two new co-chairs join the final push

Trustees John Frank and J. Dale Harvey have joined Al Clark ’72 and Ted Samuels as co-chairs of The Next 100 Years campaign. Their leadership will help Poly reach out to even more alumni and families as the school enters the final year of fundraising. John Frank, a Poly Trustee since 2006, is the managing principal of Oaktree Capital Management and the father of two Poly graduates: Hannah ’05 and Peter ’08. Dale Harvey also joined the Trustees in 2006. He is the founder and CEO of Poplar Forest Capital and the father of three current students: Caroline ’14, James ’15, and Lucy ’17.
Q&A with John Battelle ’83
Executive chairman and chief strategy officer of Federated Media Publishing

John Battelle ’83 is founder and executive chairman of Federated Media Publishing, as well as an author and journalist. He has been a visiting professor of journalism at the University of California, Berkeley, and also maintains Searchblog, a weblog covering technology, culture, and media.

John is one of the original founders of Wired magazine, the founder of The Industry Standard magazine and website, and “band manager” of the seminal weblog Boing Boing. He studied at the University of California, Berkeley, earning both a bachelor’s degree in anthropology and a master’s degree in journalism after graduating from Poly. John lives in Ross, Calif., with his wife, Michelle, and their three children.

Below, John shares his views on the current state of technology, as well as what roles technology will play in the future, both in education and beyond.

As a way of introduction, what considerations led you to decide to work in the realm of technology and media?

By the time I graduated from Poly, I had the sense I could write reasonably well. What I really enjoyed doing was figuring out stuff through the process of writing—something I am sure came from my time at Poly and the influence of my parents. At Berkeley, I was immediately drawn to anthropology—in particular the “figuring out” of how cultures work. Anthro taught two things (or, I should say, I imagined these two things to be the most important lessons of the subject): One, that all things made by man are artifacts of culture, and two, that the study of these things need not be limited to the past. It struck me that cultural anthropologists, who typically spend years writing a manuscript about a “small-scale society” somewhere remote so as to gain their Ph.D., were really just journalists marking a very slow beat. I was drawn to reporting as a kind of “anthropology in real time.” And the story I found most fascinating was the creation of technological artifacts like computers, networks, and user interfaces. To me, they were simply the most important artifacts of the age—I was, after all, in college when the Macintosh came out. The rest is just the story of me following that narrative through its logical paces.

Were there any teachers, classes, and experiences at Poly that sparked your interest in media or journalism? Why did you decide to pursue journalism academically?

Most of my classes at Poly prepared me for journalism and writing—save perhaps Physics, which prepared me for a deep appreciation for anyone who understood Physics. I remember struggling to master historical writing way back in Middle School with Mr. Caughron, and I remember being told my writing was boring by Mr. Ipswitch. Mr. Parkman pushed me creatively, and of course my mother made sure I didn’t color too far outside the lines of proper usage. It took a couple of years of actual work experience to decide to go back to Berkeley to pursue my master’s degree in journalism. I was writing for a trade magazine, and almost everything I wrote was deeply uninteresting to most of the world (save IT managers at large corporations). But I thought there was a far more compelling story to tell—one that required skills I was not certain I had at my disposal. Also, I figured it couldn’t hurt to have an advanced degree, given my goal was to impress the larger publishing houses such as Conde Nast and Hearst, where I figured I had to work were I to properly tell the story I found compelling. Turned out I didn’t need to (we started Wired instead), but who knew that back in 1989?

Tell us about your company Federated Media Publishing. What is at the core of your work? What’s your vision for the company?

FM represents the current culmination of my work in the fields of technology, media, culture, and the Internet. By 2004, I had noticed the profound impact of search on the fields of business and communications. I wrote about that impact in my last book, but at the same time I wrote the business plan for FM. The insight was relatively simple—search and platforms like WordPress and Blogger were creating a new ecosystem of what I’ve come to call “conversational media,” media created by those who previously did not have access to printing presses or broadcasting licenses.
This media was in turn “discovered” by an ever larger class of readers through the new navigational tool of search. In short, the economics of the media business, where media companies controlled the means of production (TV studios, newsrooms) and the means of distribution (broadcast licenses, newsstands), well, those economics were clearly going to be upended. FM’s goal was to be the first post-search media company at scale, one that natively understood that to prosper as a media company, you didn’t have to own manufacturing or distribution. Instead you needed to create value for this new class of creators. The way to do that was to be the equivalent of a publishing company on their behalf, much as a record label provided a platform for musicians during the rise of the record business. Today FM is one of the largest media companies on the Internet, with close to 40 million audience members in the U.S. alone and growing by double-digit percentages each year.

Our vision is very clear—to be the highest quality and largest independent media company in the world. For more on what I mean by “independent”—and no, it’s not like “indie”—read my post on “Identity and Independent Web” on my site Searchblog (http://battellemedia.com).

In addition to Federated Media, you facilitate conversations with leaders in technology. Who has been the most interesting person you have interviewed or the most interesting conversation you have moderated?

Wow, that’s a tough one. I’ve been doing this for nearly a decade, with conversations ranging from the CEOs of GE, Facebook, Google, Intel, and Twitter, to the frontman for the Black Eyed Peas. (All of them are online in one place or another.) I’d have to say the most interesting recent conversation was with will.i.am [of the Black Eyed Peas], who is one of the most forward-thinking “rock stars” I’ve had the pleasure to meet.

How do you think technology will evolve over the next five or 10 years? Can we even make that kind of forecast? What kinds of forecasts can we make?

It’s very hard to get “middle” timeframes right on technology. We tend to overestimate the changes in the short term and underestimate changes in the longer term. For example, 25 years ago (about the time I started covering technology), there was no commercial Internet at all, and personal computers were barely ascendant. Today, well, we all have about 10 of them, between our cars, phones, home, office, school, even our kitchen appliances. In another 25 years? The entire world will be “aware”—a connected digital sensory network draped in a grand tapestry of data. Of this much, I am certain. Watch the terms “augmented reality” in coming years. And my blog—as I am at the early stages of working on my next book, which will attempt to describe how we’ll use the Internet in 2030.
Ezra Callahan ’99 Sixth person to join the Facebook team

Poly lifer Ezra Callahan ’99 was the sixth employee to join Facebook. Recruited in December 2004 by then-president of Facebook Sean Parker—the co-founder of Napster and a former roommate of Ezra’s—Ezra was initially tasked with running early business projects before becoming the company’s first product manager.

Facebook, which was only available to college students at the time, had just reached the one million-user mark when Ezra joined the company. It was his job to help develop new features for the growing site and to coordinate projects across a company that was doubling in size every few months. “My ability to work through complex issues in multiple disciplines is a skill I learned at Poly,” says Ezra, “which helped me to be successful through college and when I started working at Facebook.”

Before joining Facebook, Ezra attended Stanford and studied symbolic systems, a course of study that combines philosophy, psychology, computer science, and linguistics to explore epistemology, artificial intelligence, and natural language processing. He enjoyed the interdisciplinary approach and built a foundation across multiple fields. Ezra comments that, no matter the field, “every leader needs to be a critical thinker and communicator. Poly is a place that nurtured these qualities, and when faced with a complex situation, I know I have the tools to solve it.”

In the summer of 2010, after leaving Facebook, Ezra moved back to Los Angeles and recently returned to Poly to witness the changes taking place on campus. Walking around the construction site, Ezra commented on his memories of his pre-kindergarten classroom, soon to be reopened as a Lower and Middle School instrumental music room, as well as on the new Dining Commons, which during Ezra’s time housed the nurse’s office, classrooms, and the faculty lounge. “I can’t believe this is the same school I attended years ago,” Ezra observed as he explored the new spaces. Every classroom, lab, and learning space will support the scope and excellence of Poly’s current program and allow for ongoing curricular growth to continue to foster the personal and academic growth Ezra experienced.

In an effort to give back to the school and enable students of today and tomorrow to find their passions and nurture their leadership qualities, Ezra made a campaign commitment this spring. “I am grateful for everything Poly gave me,” Ezra said. “I’ve been incredibly lucky and blessed to have the opportunities that I’ve had, but my years at Poly really enabled me to make the most of everything that has come my way.”

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John Battelle ’83 continued

What is occurring now in the field that is most inspiring to you?

The way that scaled platforms like Google, Twitter, Facebook, and more are being leveraged to incite real change in North Africa and the Middle East. It won’t come easy, and it clearly isn’t bloodless, but that shared platform has given people hope and a shared sense of purpose.

What would you like to see happen that may never come to pass?

Hate to say it, but lasting peace and understanding through that shared sense of humanity. I think technology can help get us there, but I’m not sure human nature will take the bait.

As Poly looks to the future in terms of our facility and program, we strive to be technologically relevant. For example, instead of creating a tech space on the high school campus, we are providing wireless service throughout the school and placing computers in many areas around campus. What are your thoughts on technology in pre-college education in the early part of the 21st century, especially since each cohort is more and more sophisticated in the use of technology at a younger and younger age?

I think the best thing to do is to create an environment in school that mirrors how we all will be working. So I agree with “draping” the campus in shared connectivity. I’d go a step further and get all students mobile devices and shared app platforms tailored to the work at hand, as that will certainly be how the workplace will feel, if it doesn’t already.
Recent Alumni Events

Reunions 2011

Reunions 2011 began on Friday, May 6, with a momentous 50-Year Club Dinner in the restored North Campus Dining Commons. The festivities continued on Saturday, May 7, with the annual Alumni Family Picnic in the historic portions of the North Campus and Reunion Dinners on the South Campus. Alumni and guests had the opportunity to take tours of campus, which included special glimpses into Poly’s new buildings and recently renovated spaces.

L.A. Luncheon

On April 7, more than 70 alumni and friends joined Head of School Debbie Reed and Catherine Quinlan, dean of the USC Libraries, at Café Pinot downtown for a discussion titled “Libraries as Catalysts of Discovery,” followed by tours of the Los Angeles Public Library.

Community Service Day

On March 5, Poly’s annual Community Service Day began with breakfast on campus, after which more than 70 Poly volunteers spent the day gardening, painting, and cleaning at three local sites: Altadena Elementary School, Hillsides Education Center, and Jefferson Elementary School.

Young Alumni Reunions

The classes of 2006 and 2001 had strong reunion showings, with more than half of each class attending their 5- and 10-year reunions on the South Campus on Dec. 26, 2010. Three evenings prior, more than 70 alumni attended the Young Alumni Holiday Mixer at Mijares, showing that Poly’s Alumni Association has a bright future ahead!

Regional Receptions: New York and D.C.

February was highlighted by two regional Poly alumni receptions on the East Coast. On Feb. 1, a large group of Poly alumni and friends met in Manhattan at the Harvard Club of New York City. On Feb. 24, Poly alumni spanning five decades gathered at the famed Willard InterContinental in Washington, D.C.

Additional alumni event photos can be found online by logging in at www.polytechnic.org/photos.
A reunion 73 years in the making

For years, Patty Campbell Duckett ’44 and Priscilla Dunn Flynn ’44, wanted to find Eve Borsook ’44—a classmate they had not seen nor heard from since she left Poly after the third grade, but whom they had often thought about.

Patty and Priscilla brought their search to Catie Langston in the Poly Development Office who found Eve through the internet. A celebrated author and world-renowned scholar of Italian Renaissance art, Eve is a senior research associate at The Harvard University Center for Italian Renaissance Studies at Villa I Tatti in Florence, where she has lived for many years.

Priscilla immediately sent Eve a letter and a photo (top) of the Class of 1944’s second grade band, conducted by Jamie Wood ’44. Thus began a year-long correspondence, which led to the three alumnae reuniting in Pasadena this past January. During their visit, they returned to Room 14 to recreate the scene from 1936, complete with triangles, tambourines, and lots of laughter.

Dr. Alfred Hales ’53 was elected in 2010 as a fellow of the American Association for the Advancement of Science.

Al has been honored for his contributions in algebra and combinatorics, the Hales-Jewett Theorem, characterization of infinite abelian groups by Ulm invariants, leadership as UCLA Math Department chair, and service as director of the Institute for Defense Analyses Center for Communications Research.

Al acknowledges that his Poly education contributed to his tremendous success and passion for mathematics. While in fourth grade, he recalls Elizabeth Phelps Stern ’48, a ninth-grader at the time, teaching him algebra in between rehearsals for the school play, “Aida.” Additionally, Al credits Mary Ardis Schnebly, Poly mathematics teacher from 1919 to 1960, for fostering his interest in the subject and nurturing his talents. Polytechnic School congratulates Al on this extra-ordinary achievement!

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The editorial staff gives preference to those Class Notes that come from primary sources. We reserve the right to edit class notes (primarily because of space considerations, occasionally for clarity). We do not have the resources to fact check Class Note entries, therefore, we cannot be liable for inaccurate or false information that may inadvertently find its way into a Class Note. We thank you for your understanding.

To submit a Class Note, send an email to classnotes@polytechnic.org.

1926–1959

Eleanor Egan Everett ’26 celebrated her 100th birthday in April with friends and family at a party in her hometown of Chagrin Falls, Ohio. Poly participated in the festivities from a distance, sending Eleanor a gift, photos from her time at Poly, and a card signed by Lower School students.

Deborah Bassett Wakeman ’33 received my master's degree in library sciences from USC after graduating from Scripps College, and I worked for years in the Pasadena Public Library.

Rosemary Hadden Hayes ’37 I am blessed to live in a genial and generous community founded by Quakers.

Fred Carleton Forsman ’38 My dog was a winning dog at the 1929 Poly Pet Show.

Lucy Welles Harrell ’39 Our beautiful assisted living home in Haines has been open for over a year now. We have a beautiful building, a magnificent mountain view, lovely small apartments, and food as good as the finest cruise ship cuisine. The federal and state inspectors noted Haines Assisted Living the “best assisted living
facility in the state of Alaska.” • Sue Felt Kerr ’39 is still doing pen and ink/ watercolors of houses. • Barbara Beardslee Perren ’39 is enjoying living in Dallas, Texas, with her sister Sandra Beardslee Werden ’49, and visiting former classmates. • Harriet Sturtevant Shapiro ’43 Good grief—our 68th reunion, no less!! I retired several years ago, after a satisfying career, which ended with 20 years in the Office of the Solicitor General. I was the first female attorney in the Office, and my service there included 17 arguments before the Supreme Court. I’m currently hooking rugs, reading, and participating in the affairs of the retirement home, where we recently moved. • Claire Gustafson ’48 and Don Gustafson ’48 The Gustafson twins are both doing fine. Don is still in mining in Northern California, but lives in Palm Springs. Claire lives in Huntington Beach. • Susan Grandin Taylor ’50 I took a short trip to Israel with my sister, Nancy Grandin Hutchinson ’44, in June to hear opera at MASADA. Enjoying my life in Ross and San Francisco. • Marilyn Krick Lunde Bracken ’51 I married Joe Bracken, owner of Bracken Bird Farm in Redlands, on Jan. 30. We had known each other casually for about 10 years—I had a large aviary in my backyard in Palm Springs and bought birds and supplies from him. • Amanda Nyce McIntyre ’52 trekked to Namibia in June with Sue Straubel Champion ’52. We landed in Johannesburg the first day of the World Cup—olé! Magnificent dunes, rugged Atlantic coastline with thousands of seals and some dolphins, and herds of animals in Etosha National Park. • Julie Patton Barker ’53, Patty Gooch Capps ’53, and Alfred Hales ’53 toured all the new buildings at Poly in October and were very impressed with the new classrooms, the restoration of the cafeteria, and the parking garage. Very fine work. • Ann Bruce Kitcher ’53 I finally retired. My fifth grandchild arrived this year. All live close. Busy and wonderful. • Laurie Washburn Boone Hogen ’55 sends congratulations to classmate Margaret Taylor Cunningham ’55 (2010 Distinguished Alumna of the Year)! • Glen C. Gustafson ’57 is still smiling on Catalina Island!

1960–1969

Kristine Swenson Durfee ’64 and Paul Bartlett ’65 met (for the first time) on a genealogy trip to the Family History Library in Salt Lake City, Utah. It was fun to reminisce together about our time at Poly and growing up in the Pasadena area. • Nancy Flourney ’65 We finally have permission to reconstruct a 350-year-old home on the Dalmacia Peninsula. My husband, Len, and I are still doing research and teaching statistics at the University of Missouri and loving it. • Dan Barry ’66 We are ending our expat status and heading stateside. We came to Bavaria in 1989. Our daughter and son helped us tour the continent with swim meets and wrestling. Ryan headed for the sun of Orange County, and Elizabeth headed to grad school in Austin. I gave up jewelry and spent years doing computer support for the U.S. Army Family Morale, Welfare, and Recreation Command. My wife, Margaret, has moved on to the Department of Defense Education Activity. • Gale McLain Lewis ’66 Truly retired! Catching up on 35 years of “undones,” making regular trips to Pasadena to see my mom, and traveling whenever I get the chance! • Bruce G. Nickerson ’68 saw Geoffrey Wade ’68, aka Keller, play the Allergist in “The Tale of the Allergist’s Wife” at the La Mirada Theatre for the Performing Arts. • Margaret “Peggy” Cheesewright Gamer ’69 Our family moved back to the Bellevue, Wash. area. My dear hubby of 33 years passed away in October 2010 from a rare form of cancer. Our only daughter, Whitney, recently turned 21 and is off to Spain and London. • Daniel M. Gibbs ’69 After 21 years in private practice in Portland, Ore., I have moved across town to the Department of Neurology at OHSU, where I teach and see patients part time. • Alexandra “Sandy” Smith Maclay ’69 My son graduated from Brown, and my other son is at Colorado College, alma mater of Craig Skowrup ’67. Vermont is still the coolest place in the world! Come visit!

1970–1979

Debbie King Donahue ’73 As the proud grandmother of two, I feel blessed daily. My youngest daughter is a sophomore in high school, my middle daughter continues to live in NYC, and my oldest lives close by in Houston with her husband, son, and daughter. I’m still selling real estate and loving it! • Laurie P. Farber ’73 I am still at McQuaid Jesuit High School in Rochester, N.Y., where I have the first Varsity martial arts team in the United States (I think!). I’m still ranked third worldwide in breaking. Family is well. • Kathryn Nickel Levenson ’76 works for the Social Security Administration, where I am adjudicating cases (somewhat like being a detective). I am working on my second master’s degree in library and information sciences and staying busy with volunteer Search and Rescue. My son, Max, plays rugby and is getting straight As in the IB program.
at Berkeley High School. Emily is finishing fifth grade. We will be in France this spring, cooking with local chefs. Move over, Julia! Here is photo of me in a wet suit at swift water training. It was about 36 degrees out, and the water felt much colder. • Brenda Banta Williams ’76 I am still playing USTA tennis for the exercise, competition, and friendships that come with it. In 2010, I earned the #1 singles ranking in the Pacific Northwest for the Women’s 50 Singles Division. I continue to play in local leagues and regional tournaments. My two sons both attend Whitworth University in Spokane, Wash. They are tennis players as well. Mike and I have fun traveling to as many of their matches as we can.

1990–1999

Bill Watkins ’90 I have never been happier—almost nine years sober living in L.A. with Tracy, a dog, and three cats. We call our place “Luna Negra,” coined in a script I wrote—hoping my art will reach you soon! • James C. Ho ’91 has rejoined the firm of Gibson, Dunn & Crutcher LLP as a partner in the Dallas office, after serving for the past three years as the solicitor general of Texas. He will continue to focus his practice on complex appellate, constitutional and business litigation. • Joseph M. Mathews ’91, his wife Anna, and son Ben welcomed a new member of the family, Tom Mathews, born Jan. 20. • John Kidder ’93 My wife and I are moving to San Francisco this July. I have accepted the position of assistant head at the Drew School, which has an innovative global studies program and a great outdoor education program. We also now have a feisty dog named Mochi. • Ted Smith ’93 and Amanda Novak were married in NYC in October. Michael Smith ’63, Debra Taylor Smith ’64, and Taylor Smith ’90, celebrated with them. Groomsmen included Trey Walker ’93, Nick Techentin ’93, Ancarino Lara ’93, Andrew Nagata ’93, and Ben Taylor ’93. Cooper, Rosa, and Kobe Smith (children of Taylor and Joann Smith ’90) delighted all. Jill Goodhue Hoeksma ’63 was there to support the mother of the groom! • Maricela K. Oceguera-Shukie ’94 is happy to welcome a new member to her family. Sophia Diana was born Nov. 5, 2010. • Swapnil B. Shah ’95 finished a fellowship in orthopedic trauma from the University of Maryland and is now working as the director of the trauma center at Oakland County Hospital. • Jennifer Lanski ’96 I am pleased to announce the birth of my second son, Alexander, last August. Sam is happy to be a big brother, and Daniel and I are enjoying being a family of four. • Scott D. Steuber ’96 and his wife Rachel are delighted to announce the arrival of their daughter, Vivian Ruth Steuber, on Dec. 7, 2010. • Robb B. Rutledge ’98 received his Ph.D. from NYU in neuroscience and is currently a post-doc fellow. • Nicole ’98 and Ryan Sweeney ’98, welcomed Nathan...
Christopher Sweeney on Jan. 21. ● Rob Terrazas III '99 is an attorney with offices in Pasadena and Newport Beach. In May, he married Kelley Driscoll, a Mayfield alumna.

2000–2010

Katelin Radcliff Bannan '02 is currently working as a social media online marketing manager at M80 in Silver Lake. Last August, she married Matthew Bannan at the Pasadena Museum of California Art. ● Sharon Cu '03 is happy to be returning to Southern California after graduating from the University of Minnesota Medical School in May 2011. She will start as an intern in emergency medicine at Harbor-UCLA Medical Center in June 2011. ● Alan M. Rutledge '03 is running an Internet startup company. ● Evan R. Stone '03 co-founded Educators 4 Excellence, a New York-based non-profit that seeks to provide an independent voice for educators in the debate surrounding education reform. ● Galen Hall '04 won the 2011 PokerStars Caribbean Adventure (PCA) Main Event, after defeating a record field of 1,560 players over six days. Galen graduated from Cal and will attend Stanford Business School in the fall. ● Ali Binney '10 is studying at Wellesley, where she plays volleyball and is a sports anchor on student-run television station WCTV.

Louis B. Fleming '40
March 27, 2011, Pasadena, California

Louis B. Fleming died March 27 at his home after a brief illness at the age of 85. A loyal Poly alumnus, parent, and grandparent, Lou served on the Alumni Board and the Board of Trustees from 1974–1977 and from 1982–1983, and he continued to volunteer faithfully after his terms ended. More recently, Lou was a member of the Alumni Committee for Poly’s Centennial Celebration and even participated in the fall phone-a-thons last October. His service, lifetime achievements, and dedication to his alma mater were formally recognized by the Alumni Association in 2007, when Lou was named Distinguished Alumnus of the Year. In addition to his many accomplishments, Lou was loved by the Poly community for his kindness and humility.

Lou and his twin, John '40, were born in 1925 in Pittsburgh. A few years later, the family moved to Pasadena, where the brothers attended Poly. Both were on the baseball team, and Lou was student body president. After graduating from Webb School, Lou served in the Navy during World War II. Upon his return, he earned his bachelor’s degree from Stanford University and in 1947 began his journalism career working for local papers, such as the Sun Gabriel Sun, Pomona Progress-Bulletin, and Pasadena Star-News.

Lou joined the Los Angeles Times as a general assignment reporter in 1960, and spent 30 years at the paper, becoming one of its first foreign correspondents and opening two bureaus. In 1962, he established the Times’ bureau at the United Nations, and then in 1968, he reopened the bureau in Rome and ran it until 1971.

He returned to Rome from 1977 to 1982. Overseas, Lou covered conflicts in the Middle East (reporting from Israel) and the 1978 deaths of Pope Paul VI and Pope John Paul I. In 1971, Lou was named chief editorial writer of the Times.

Prior to joining the Times, Lou was a fellow of the American Political Association, news service director for the United Presbyterian Church, and a freelance writer based in Africa.

Lou is survived by his wife of 63 years, Jean Tarr Fleming; his brother, John '40; four children, Mary Kowalski '67, Leni Fleming '69, Sarah Fleming '71, and Louis B. Fleming Jr. '77; 11 grandchildren, including Jack '17 and Ray '19; and three great-grandchildren.

Helen Baldwin Stork
April 10, 2011, Pasadena, California

Helen passed away on April 10 at her home in Pasadena. Born in 1911 in Omaha, Neb., Helen graduated from the University of Nebraska in 1936. That same year, she married Willis Stork and lived in West Point, Neb., where Willis was principal of West Point High School. In 1937, they moved to Toledo, Ohio, where Willis was headmaster of Maumee Valley Country Day School.

In 1955, the Stork family moved to Pasadena, where Willis served as headmaster of Poly until 1978 and established the Upper School. Helen, who made a great effort to learn every student’s name, was often on campus, attending assemblies and athletic events. Once an alumnus introduced Helen to his new wife saying, “I want you to meet a lady who never missed a basketball game.”

In addition to attending almost all Poly functions, Helen was very active in many civic organizations, including the American Heart Association, Pasadena Heritage, and Friends of the Pasadena Public Library. She was president of Pasadena Family Service, executive vice president of Pasadena Philharmonic, founding member of the Pasadena Arts Council, and a volunteer during the building of the Pasadena Art Museum (now the Norton Simon Museum).

She is survived by her son, William Willis Stork; daughter, Cynthia Stork Gerber '64; son-in-law, Jay T. Gerber; and grandchildren, Christina Stork '86, Willis William Stork III '90, Elizabeth Gerber, and John B. Gerber.
In Memoriam

Poly publishes obituaries when we receive information about alumni who have died and as space allows. We acknowledge that we are not able to provide complete biographical information. If we have neglected to list an alumnus/a, please send us any biographical information, which we will print in a subsequent issue. We extend our condolences to the families and friends of those listed and hope this section assists those who wish to honor their Poly classmates and friends.

Anne Sharp Coleman '26
December 10, 2010, McMinnville, Oregon

Kathleen Allen Forbes '31
July 31, 2010, Falmouth, Massachusetts
Kay passed away quietly at the age of 93. She was the beloved wife of Elliot Forbes, who predeceased her in 2006 after 53 years of marriage. Born in New York City, Kay graduated from Vassar College and attended Radcliffe College, where she obtained an advanced degree in music. She wrote her autobiography, “Roots and Recollections,” and two anthologies of the Elizabeth Islands published during the 1970s. Kay was well known and well respected in the Cambridge area, where she raised three daughters, Diana MacPhail, Barbara Purser, and Susan Johnson. Kay is survived by four grandchildren and two great-grandchildren.

Marian Kirk Appel '33
May 19, 2009, Hanover, Pennsylvania
Marian passed away at the age of 89 after a prolonged illness. She grew up traveling from coast to coast due to the Naval career of her father. Marian graduated from Bryn Mawr College in 1940, and married Dr. John W. Appel, a psychoanalyst, in 1941. She was an active, lifelong member of the Garden Club of America, serving as a GCA chapter president, a regional GCA board member, and a conservation committee member. She also started and hosted a local television show, “All About Radnor,” interviewing town and environmental leaders in Radnor, Pa. She served as president of the League of Women Voters for Lower Merion Township. She is survived by her three children; her sister, Deborah Kirk Solbert ’36; her brother, Roger Kirk ’45; and five grandsons.

Gaellen L. Felt '35
July 13, 2010, Torrance, California

Beatrice Brown O’Donnell ’41
December 1, 2010, Redwood City, California
Beatrice passed away after a short illness at the age of 84. She attended Smith College and Stanford University, graduating in 1947. She married Stanford companion and local attorney Philip John O’Donnell and settled in Menlo Park and then Atherton. She was very much involved with democratic politics, working on the presidential campaigns of Adlai Stevenson, John F. Kennedy, and Lyndon B. Johnson, as well as local races, and she was active with the League of Women Voters. In the 1960s, she served on the board of the Menlo Park Unified School District. She supported many local charities throughout her life. In her younger years, she was an active member of the First Congregational Church of Palo Alto, where she taught Sunday school and took her sons for many years. Retiring in the 1970s, she spent her later years in the Sharon Heights area of Menlo Park. She is survived by her younger brother, Bob Brown ’47; her sons, Jim, Bill, and Scott; and her grandson, Hugh. She was preceded in death by her husband of 53 years, Philip; her sisters, Jackie, Anita, and Frances B. Zeff ’36; and her grandson, Jacob.

Peter Thorne Andrews ’42
November 2, 2010, Bellevue, Washington
Pete passed away at the age of 82 following a long battle against several strokes. He was typically optimistic and stoic throughout. Pete was born in Winnetka, Ill., and his family moved to Pasadena in the early 1930s. He attended Poly and graduated from Culver Military Academy in Indiana in 1945. While at Culver, he excelled at and loved horseback riding. Pete enlisted in the U.S. Army in 1946 and served in the occupation forces in the Philippines. Pete then attended Claremont Men’s College, where he met his wife, Marnie, who was attending Scripps College. They married in 1953, and settled in Pasadena, where their three sons were born. The family relocated to Bellevue in 1961. Pete enjoyed skiing the Cascade Mountains, camping on San Juan Island, and cruising and fishing the waters of Puget Sound and the Inside Passage of British Columbia. He is survived by his wife; his brother, Robert ’38; sons, Stephen, David, and Robert; as well as grandchildren, Elizabeth, Joseph, Kelsey, Megan, and Katherine.

Milton Edward “Ted” Bacon ’42
November 23, 2010, Pasadena, California
Born in Pasadena, Ted, 83, died in a tragic automobile accident in Southern California. After Poly, Ted attended Culver Military Academy and the University of Colorado at Boulder. For the past 60 years, he was engaged in cattle ranching in the Carson Valley in northern Nevada. A passionate automobile historian and collector, he served as a judge at several Concours d’Elegance, most notably Hillsborough and, for 39 consecutive years, Pebble Beach. Ted was a founding director of the National Automobile Museum—The Harrah Collection and was on the board of the Sierra Arts Foundation for many years. Ted served as a trustee of the Santa Catalina School in Monterey, as well as the Citizens’ Advisory Board of the University of Nevada School of Medicine. He supported the Boy Scouts of America and the Boys and Girls Club of San Francisco. A pilot for more than 50 years and a lover of wooden boats, Ted kept a classic boat on Lake Tahoe for most of his life. He was an enthusiastic sailor, participating in four Trans-Pac races in the 1950s. A lifelong republican, he served as Douglas County, Nev., chairman for 12 years. Ted is survived by his wife, Lee; son, Ned; daughter, Kate; sister, Mimi Lyon ’39; and four grandchildren, Taylor, Sheila, Wells Phinny, and Emily.

Margaret Bliss Harms ’42
January 7, 2011, Quechee, Vermont

Sylvia Morton Kingsley ’43
November 12, 2010, San Francisco, California
Born in Birmingham, Ala., Sylvia was the younger sister of Coleman, Robert, and Warren ’38. When she was young, her family moved to Pasadena. Sylvia attended Vassar College, and in 1948, she married Robert E. Hunter, Jr. ’37. As a young couple, the Hunters moved to San Francisco. For more than 60 years, Sylvia worked tirelessly to improve the city she grew to love—her philanthropic activities were extensive. She was active in the Episcopal Church. In the 1970s, Sylvia worked with the architect Louis Kahn at the Graduate Theological Union at UC Berkeley, and in her capacity as a board member of the Fine Arts Museums of San Francisco, she helped to select the Swiss design team for the deYoung Museum. She was one of the founders of Marin Academy. She was a champion on the golf course, a gourmet cook, master rose gardener, horsewoman, hunter, skier, fisherman, and tennis player. In 1990, Sylvia married Leonard Kingsley. She became a frequent fan of the San Francisco Symphony and continued her travels around the world. She is survived by her four children, Ruthie Hunter, Liza Muhly, Catherine Hunter ’74, and Robert E. Hunter III ’78, and her eight grandchildren.

Rosemary Tilt Jones ’45
October 21, 2010, Balboa, California
Rosie was born in 1930, the daughter of Ned and Rosemary Tilt. Rosie attended Arroyo Seco School, Poly, and Westridge. She studied at Vassar College and earned an associate’s degree.
he loved sailing, horseback riding, and playing tennis. He was always seeking new hobbies and loved to read. He loved magic and captivated people with his slight of hand tricks at an early age. He was a collector, performer, and a longtime member of the Magic Castle. He was full of love for his family and friends, and without a doubt, one of a kind. He is survived by his wife of 57 years, Jan Taylor; sister, Debra Taylor Smith ’64; children, Tim, Tori, Tina, and Tom. He is predeceased by his daughter Terry. “Pops” will be greatly missed by his 12 grandchildren.

Henry Dakin ’51
August 25, 2010, Ukiah, California
Henry died peacefully at the age of 73 at home surrounded by family. A fourth generation Californian, Henry grew up in Pasadena and Belvedere, and graduated from Harvard University in 1958. During the 1960s, he did research in health physics at Lawrence Berkeley Laboratory and designed a pocket radiation detector that is still in use today. Over the decades, Henry nurtured a number of non-profit groups, providing them with technical support, funding, and office and living space. Some are now well-established groups, such as Internews, United Nations Association of San Francisco, Institute for Global Communications, Presidio Alliance, San Francisco Global Business Council, Association for Space Explorers, Link TV, and Bioneers. In 1988, The New York Times featured two of the groups he fostered, Center for Citizen Initiatives and the San Francisco/ Moscow Teleport, which introduced e-mail to the Soviet Union and became a global telecom company. Henry and his wife helped establish the San Francisco Waldorf School. Henry was a resident of Pacific Heights in San Francisco for 40 years, more recently of Mill Valley in Marin County, and finally of Ukiah. He is survived by his wife, Vergilia Paasche Dakin; daughters, Adriana, Rose, and Julia; son, David; two grandchildren; sisters, Susanna Dakin ’47 and Mira Sadgopal (Mary Dakin); nephew, Samuel Dakin; and his nephew’s children; and a vast network of friends and grateful recipients of his generosity.

Arent H. "Barry" Schuyler
April 28, 2011, Santa Barbara, California
Dr. Arent H. "Barry" Schuyler, Poly’s first head of the Upper School and a science teacher, passed away on April 28. In a letter dated Feb. 8, 1963, Head of School Willis Stork said of Dr. Schuyler, “As a science teacher, he is one of the finest I have ever known. His occasional stern visage belies an excellent sense of humor, friendliness, and a deep concern for his fellow human beings.”

Dr. Schuyler received a bachelor’s degree in chemistry from Caltech, a master’s degree in biology from UC Santa Barbara, and a Ph.D. in environmental studies and engineering from UCLA. After leaving Poly in 1963, Dr. Schuyler became a distinguished UCSB lecturer emeritus for more than 20 years, helped to establish the environmental studies program in 1970, and was chairman of the program for four years. In his retirement, Dr. Schuyler was president of the trustees of the Santa Barbara Museum of Natural History and chairman of the board of the Santa Barbara Maritime Museum. He is survived by his wife of 61 years, Jean Kellogg Schuyler ’42, as well as four children, Ann ’70, Peter ’71, Kate, and John, and seven grandchildren.
Sunday Night Football
By Amber Gravely ’96, Sports program coordinator

During season, the Poly football coaching staff spends about three to four hours watching Sunday night football. It is not the nationally televised match-up they are huddled around the TV getting excited about, but rather a CoachComm editing system they are using to view and break down Poly game film, both from the game the night before and looking ahead to the next opposing team. Brendan McGrail, football head coach and Upper School dean, explains this Sunday routine: “Coach Schmoke and I believe that integrating this technology is a great example of where our teacher and coach roles come together. Our entire coaching staff takes great pride in the fact that our kids are well prepared for the games, and this system allows us to be more prepared for the games than systems we’ve had before.”

When they arrive for the team’s Monday film sessions the next afternoon, a lot of the work for that week already has been done. Assistant coach and Upper School science teacher Chris Schmoke explains, “For me, watching the game film is an investment—the time is not in just entering the film, but in breaking it down by tendency (run versus pass, different formations, down and distance) and then sorting plays by that, which is what I think is the great benefit of the software.”

For the two-hour practice time, players crowd into a classroom to review what the coaches have prepared the night before, starting with the game just played the previous weekend. “Film is great because you can tell them something a thousand times, but there’s something powerful in seeing it,” asserts Coach McGrail. This resonates with senior defensive end Kevin Capehart, who learned from “seeing myself get off the end, seeing myself get off the ball, and seeing the opponents’ tendency, the person I was going up against.”

Coach McGrail explained that the student-athletes at Poly, too, are committed to analyzing film. “We really break it down and examine one play repeatedly, maybe 19 to 20 times. We provide constructive criticism and evaluation, including plays that work, as well as areas we think we could improve.” “I don’t think the average person knows how much time we put in and how it helped us in the games last year,” Capehart passionately agreed.

In the second hour of Monday film sessions, the coaches again call on CoachComm’s technology to prepare for the upcoming game. “It breaks down plays and formations into percentages. What we translate for players in film and practice is [the opponents’] favorite plays. We track them and edit them,” Coach Schmoke explains. By the middle of the week, after a few practices, the coaches provide the players with a DVD and a print-out and ask them to watch and study again. “This gives our kids the best advantage to be successful,” he added.

While the technology is a great advantage, Coach McGrail maintains, “There is no sub for teaching on the field.” “Having said that,” he continues, “we are both teachers and understand multiple learning styles and that there are some visual learners for whom film might help get the concept across better than us just describing it. So this complements what we do on the field. These new technologies aid what we do on the field, but they certainly don’t replace it.”

Senior All-League running back Blake Edwards will leave Poly having learned from both his experience on the field and watching film. “I think that preparing for things is a big skill I will take away,” he says. “Later on in life, in your career, you will have big days, big days at work, where you have to call on this. The preparation behind the scenes is a thing people don’t see, but it is just as important as the games.” Coach McGrail agreed with his Princeton-bound captain: “I know that, later in life, they will know how to prepare and therefore perform better in any task as Blake described, and that is ultimately the goal of high school sports.”
Nine Poly Athletes from the Class of 2011 Competed in 10 or More Sports Seasons

Lauren "Lili" Liu—10 Seasons
*Dance Team (V) 9, 10, 11, 12
*Fall and winter season

Hunter Merryman—12 Seasons
Football (JV) 9, (V) 10, 11, 12
Basketball (JV) 9, (V) 10, 11, 12
Baseball (V) 9, 10, 11, 12

Jack Porter—12 Seasons
Football (JV) 9, (V) 10, 11, 12
Soccer (V) 9, 10, 11, 12
Track and Field (V) 9, 10, 11, 12

Jade Richard-Craven—11 Seasons
Football (JV) 9, (V) 10, 11, 12
Basketball (V) 9, 10, 11, 12
Track and Field (V) 9, 10, 11, 12

Matt Capehart—12 Seasons
Football (JV) 9, (V) 10, 11, 12
Basketball (F/S) 9, (V) 10, 11, 12
Track and Field (V) 9, 10, 11, 12
Volleyball (V) 11, 12

Alan Duan—10 Seasons
Football (JV) 9, (V) 10, 11, 12
Basketball (F/S) 9, (JV) 10
Badminton (V) 9, 10, 11, 12

Blake Edwards—12 Seasons
Football (JV) 9, (V) 10, 11, 12
Basketball (V) 9, 10, 11, 12
Track and Field (V) 9, 10, 11, 12

Brian Holman—12 Seasons
Football (JV) 9, 10, (V) 11, 12
Soccer (V) 9, 10, 11, 12
Baseball (JV) 9, (V) 10, 11, 12

Chris Levin—12 Seasons
Football (JV) 9, (V) 10, 11, 12
Soccer (V) 9, 10, 11, 12
Volleyball (JV) 9, (V) 10, 11
Track and Field (V) 12

This year, the girls Varsity basketball team had a banner year, literally, earning the title of CIF-SS champions and making it to the second round of the CIF state regionals. Playoffs held in Santa Ana and Visalia meant that many Panther fans were unable to watch. That is, until junior Jordan Askins offered to stream some of the games live.

For sophomore point guard Courtney Foster, this meant that many of her family members—most of whom live outside the country, including Scotland and Holland—were able to watch her in action. Courtney’s mother, Julie, was thrilled: “My father stayed up until 2 a.m. Scotland time to watch the Visalia game. My mom, who is 78, couldn’t believe it. They were thrilled they could participate. It was something they thought they could never see.”

Due to the playoff games being streamed live, point guard Courtney Foster’s family members living in other countries were able to watch her play.

The shot heard (and seen) ‘round the world

For Courtney, it transformed her playing experience: “It was exciting knowing that as I was playing in front of the crowd—not just the crowd there, but also another crowd watching in their own homes.” No longer having to provide play-by-play accounts of the game afterward, Courtney explained, “Normally I would have to tell them about it, but because they were watching, it was almost as if they were there!”

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With the recent completion of the North Campus construction, the focus now turns to the South Campus. A new science-math-library building set to be completed next fall will provide Upper School students with more opportunities to explore.
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