



Princeton Academy Times

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Princeton Academy of the Sacred Heart

Winter 2011

ART PROGRAM CAPTURES BOYS' IMAGINATIONS

The light-filled art room at Princeton Academy bursts with energy as students set to work on their projects. Ideas spark like firecrackers as they debate how best to solve a technical problem or interpret a painting. The smell of paint mixes with the warm aroma of clay and paper maché. The boys delight in getting their hands covered in whatever medium they happen to be working. Clearly, there is no ivory tower retreat, but a completely accessible forum for self expression.



At Princeton Academy, many teaching techniques advocated by author Michael Gurian as the ultimate classroom for boys are obvious. Here, boys enjoy and navigate normal "Huck Finn male energy" toward creativity and good character. They are allowed lots of physical movement. One example of this is through characterization of famous paintings such as Picasso's *Guernica*. The boys are offered lots of storytelling and myth making to help develop their imaginations. The fifth grade boys recently researched and created petroglyphs in sand, then wrote stories about the details in their art work. A great deal of brain research has come out recently regarding middle school boys' sleep and waking habits and the relationship between these sleep cycles and learning. Art, which involves movement and whole-brain activity, is taught early in the day. Art stimulates the sleepy brain by making demands on the body.

Seven years ago, Gail Morford joined the middle school faculty, and now teaches art to grades two - eight. This year, Pam Krisulewicz brought her rich art background to the lower school. They are working together to unify the art program. Both teachers share a common goal to empower boys with the skills to make artistic expression a lifelong process. "Our program enables the boys to take what they have learned and get excited about it, then assist on ways to extend that process into life. Once the boys have developed an awareness of what's around them, they begin using the arts as another means of communication and self expression," says Mrs. Morford.



Junior kindergarten through first grade classes have a lesson called "Lard and Dirt" that is irresistible to young boys. "I wanted them to learn about prehistoric cave art," says Mrs. Krisulewicz. "Cave people used animal fat and dirt for color. But, I wasn't about to render animal fat, so instead I used Crisco." The boys drew prehistoric animals with charcoal and pencil on construction paper, which they crumpled to simulate the texture of rock. They mix Crisco with dirt and fill in the outlines of their animals, resulting in a clear, brown-wash color that gives the appearance of cave drawings.

The unifying themes found throughout the art program are based on the ideas of educator Ernest Boyer, who proposed a list of shared human experiences. He believed that all humans experience life cycles, develop symbols, and respond to aesthetics. Bonding together socially develops a sense of meaning. The curriculum is guided by the National Standards for art as well as the five Sacred Heart goals. Boys study the influences of faith and religion in art through history and use their skills to help organizations such as the Trenton Soup Kitchen and HomeFront. They study and emulate famous artists from Leonardo da Vinci to David Hockney, and learn how they reflect the culture of the time. The boys work with a wide range of mediums, learning the basic concepts of lines, color, texture, space, shape, and form. In addition, the boys are keeping a sketch book or personal journal of their thoughts and recording the meaning of their projects.

Each grade creates a signature project and art is displayed throughout the school. Since 2003, the eighth grade has created a class mural with a visiting artist-in-residence. One of the most popular events of the year is the Celebration of the Arts. Piano music welcomes guests at the door while student guides give tours and demonstrations of art work. Mrs. Morford says, "I encourage the boys to ask questions and be willing to take risks. In order for this to happen, I have to be willing to admit to not having all of the answers. This takes a commitment in the belief that the boys learn best when they are addressing questions that stem from their own experiences. This is quite a process, but the results are always amazing."



FROM THE Headmaster

As early as 380 BC, Plato wrote in *The Republic* that the best leaders are driven by honor and service, not by dreams of personal gain. At Princeton Academy we embrace this philosophy of leadership as service. From their first days at Princeton Academy our students have opportunities to be classroom helpers. Every Friday, our Friday Thank Yous not only give each student the opportunity to speak in front of a large audience, but also emphasize the development of an attitude of thankfulness to those that have given to, or served us. As our students mature, their opportunities to serve expand. Our fourth graders help with new students at drop off early in the year. From fifth grade on all of our students are older "prayer buddies," responsible for helping their younger buddy in a variety of venues and efforts. In the sixth grade they receive training as peer leaders and run our March Madness event for the lower school. In the seventh grade they continue as peer leaders, and have the opportunity to become tour guides and hosts. By eighth grade our students are leaders of the tour guides, captains of the teams, and leaders of student government, clubs, and committees.

Additionally, throughout their time at Princeton Academy our students are given the opportunity to develop individual service projects in addition to being involved in community service activities that are school wide. In this issue of the *Princeton Academy Times*, you will find articles that describe some of the ways in which Princeton Academy and its students have been involved in community service, both locally and nationally. I hope you enjoy reading about them.

The mission of Princeton Academy states that we educate our students to become leaders of a just society. It is our hope to not only develop leadership skills in our students, but also to instill in them the value expressed in Matthew 20:26: "But among you it will be different. Whoever wants to be a leader among you must be your servant."

– Olen Kalkus



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Princeton Academy of the Sacred Heart, an independent Catholic lower and middle school for boys, is committed to academic excellence within the context of a faith-based community.

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STUDENTS LEARN TO IMPROVE THEIR WORLD



At Princeton Academy, the "Season of Giving" extends long after the holiday presents have been opened and the decorations put away. Students are encouraged to practice the Christmas spirit throughout the year, and, indeed, throughout their lives.

The school is committed to a values based education that emphasizes spiritual as well as intellectual and physical growth. Its goal is to instill a sense of respect and concern for others by allowing students to generate and implement their own ideas, fulfilling Goal Three of the Sacred Heart Goals and Criteria, which states "Schools of The Sacred Heart educate to, A Social Awareness Which Impels to Action."

"The boys identify an issue and then teachers explore that issue with them and generate a service project," says Lower School Head, Suzanne Kazi. "It usually bubbles up from something that happens in the classroom."

She tells of a second grader who, after studying Africa and watching a parent's slide show, was so touched by the people's hunger that he met with Mrs. Kazi to see if he could send containers of food abroad. She asked how he would collect so much food and transport it, gently showing him the realities involved. Realizing his idea was not feasible but still eager to help, the young boy designed a project to raise money so the village schoolchildren could buy seed for a community garden they wanted to plant. He presented his revised project to his classmates and they voted to take it on.

"Those are the skills that will get them far in life," Mrs. Kazi says.

The junior kindergarten made dog biscuits for a local animal shelter after their unit on pets. "It came as a direct result of what they were studying and it was on their level," Mrs. Kazi says. "From year to year, we show them how everything relates to community service and hopefully, with our older students, stimulate them to move toward community activism."

In addition to creating their own service projects, the boys take part in activities for community organizations. They clean and bag apples with their prayer buddies for Farmers Against Hunger, organize lunches for the Trenton Soup Kitchen, and plan to join with parents and teachers to serve hot meals to the homeless through the Loaves and Fishes program. Lower schoolers collect costumes and donate them to homeless children who come to the school for a Halloween party put on by middle schoolers, one of three themed parties they organize throughout the year. One grade tutors at the Young Scholars Institute and another devotes its efforts to Caring for Cambodia to provide educational supplies for Cambodian schoolchildren. Boys partner with the Village Charter School to do environmental projects and hold a volleyball tournament with Stuart Country Day School to collect canned goods.

All middle school boys read *Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time* by Nobel Peace Prize nominee Greg Mortenson. It chronicles the events that led him to establish and/or financially support over 131 schools in rural areas of Pakistan and Afghanistan. The religion classroom has a complete tea table set up for the boys, who arrive bearing their own mugs to discuss the book's lessons. Mortenson founded Pennies for Peace to raise funds for his schools and sixth graders compete to see which homeroom collects the most pennies, hoping to win a "dress down" day.



Princeton Academy boys are prepared to spring into action when a natural disaster strikes and, just as importantly, they recognize and respond to the day-to-day needs of people without the means to help themselves. It is hoped that over the years, service becomes an integral part of a student's life, a gift he learns to give instinctively and happily.



in the news

SACRED HEART NETWORK SUMMER PROJECTS

CLOWN ACADEMY SPREADS SMILES ACROSS U.S.A.

Director of Admission Tom von Oehsen has been clowning around for years. Now, he is helping students across the country spread the joy that comes from making others laugh. A 1981 graduate of Ringling Brothers, Barnum and Bailey Clown College in Venice, Florida, he runs the Clown Academy, a summer day camp for local students. Three years ago he expanded it to include an overnight camp with a strong service component for Sacred Heart students from around the nation. This unique opportunity is available to eighth through twelfth graders as a Sacred Heart Network Summer Service Project and has proven to have a great impact on those involved.

"It was unlike anything I had ever done," says Hannah Forte of Bloomfield, Illinois. "We learned everything from unicycling to tightrope walking to slapstick comedy and more. I ended up loving the aerial rope, the diablos and the globes you could walk around on."

Last year's participants included thirteen girls from Seattle, Washington; Grand Coteau, Louisiana; St. Louis, Missouri; Chicago, Illinois; Boston, Massachusetts; Greenwich, Connecticut; and Philadelphia, Pennsylvania. Three students from Princeton Academy were the only boys in the program, a minority status they took in stride.

"Even though the kids are from all over the country," Mr. von Oehsen says, "the fact that they attend a Sacred Heart school means there are a lot of shared experiences. The Network brings



The 2011 Clown Academy Network Project is scheduled for July 29-Aug. 6. To apply, or for more information, contact Tom von Oehsen at 609-924- 8143.

them together with the traditions every school has so they can bond very quickly."

The group lived simply, sleeping on mats in the gym's mezzanine and cooking most of their own meals. In an effort to involve the Princeton Academy community and provide a bit of home-away-from-home, Mr. von Oehsen recruited several parents to host a dinner for the campers. Part of the week was spent learning the exacting disciplines mentioned above plus such skills as juggling and swinging on a trapeze.



Then each student created their own clown character complete with make-up, costume, and wig. After mastering the physical skills, the students in turn taught them to children brought to campus from Martin House, a community center in Trenton. The culmination of the week was a circus performance starring the Sacred Heart and Martin House students, performed in front of an audience of others from Martin House, the Princeton YMCA, and HomeFront, an organization helping the homeless of Mercer County.

"We were touched by how eager the children were to learn new tricks and their big smiles," wrote Abbi Wilson and Concetta Brusco of Greenwich, Connecticut. "We will forever appreciate and value the happiness of the children from our small actions."

Hannah agrees, "It reminded me how lucky we are to grow up in a culture where we are really supported and loved because these kids don't get that from their communities."

Somer Jordan of Bryn Mawr, Pennsylvania learned some surprising things about herself. "I didn't expect to become so excited about working with kids," she says. "The experience helped raise my confidence and realize that people from far away places can come together to do great things. I want to continue to practice what I've learned to brighten up someone's day."

Mr. von Oehsen feels the interaction among people of different backgrounds is important to "break them out of their cocoon." He has plans for a Level Two Clown Academy for returning campers who already know the skills and would be able to devote more time to teaching others. "It goes back to giving is more important than receiving," he says. "We want to tap into that spirit of giving that has been lost."

It is obvious Somer has already assimilated that spirit when she concludes, "Clownin' around can really have great impacts on someone's life."



THREE STUDENTS IMPROVE LIFE IN SAN FRANCISCO THROUGH NATIONAL OUTREACH PROGRAM

On July 13, 2010 three Princeton Academy students said goodbye to their parents and boarded a plane for San Francisco to join "Bay to Waves: Serving in the City," a community service program administered by the Sacred Heart Network's Summer Service Projects. One of the boys had never flown before and none had ever flown unaccompanied by family, but that was just the beginning of many first-time experiences. Eighth graders Alex DelVecchio, Alex Hauschild and Matt Neubert spent barely a week in San Francisco, but they agree that the people they met and the adventures they shared have been life-changing.

"I really liked San Francisco," Alex Hauschild says. "It was really beautiful but I hadn't expected it was that huge. It was actually kind of cool how many different service projects you could do all in one city and they were all completely different every day. The work, it really felt like JFK said: one person can make a difference. And it actually felt like I made that difference."

The group was housed at a local Sacred Heart school and consisted of eight eighth graders and their chaperones. Besides the three Princeton Academy boys representing New Jersey, students came from St. Louis, Houston, and San Francisco. To be accepted into the program, they had to apply last January with teacher recommendations and a personal narrative.

"We covered all areas of community service," Alex DelVecchio says. "We cleaned up a beach with weeds and invasive species all around it. We also worked in a soup kitchen and in an elderly home for those who couldn't afford a nursing home. We went there to socialize with them because seeing a young face can really make their day."

On their first day the group walked across the Golden Gate Bridge, both ways, then took a boat to Alcatraz where they were given a special tour, including Al Capone's cell. Their project was to restore the prison garden.

"It was really trashed. We made it all beautiful again," Alex Hauschild says with satisfaction. Alex DelVecchio adds, "We really gave the city something to stare at."

"My favorite project out of all of them," he continues, "was a place called City Slicker Farms, an area that's surrounded by four major interstates. There's a bunch of lead paint there so it's not the healthiest community, but they're trying to bring it back up and get fresh fruits and vegetables for the people."

Matt says, "In New Jersey, poverty exists but I never really experienced it like I did in San Francisco. We visited a very bad place called the Tenderloin. One of the things that really hit me hard was that the middle class people really don't help the people that aren't living life as well as they are. That was what shocked me the most."

Alex DelVecchio says he learned to be thankful for what he had. "When I first got to the school where we stayed, we sat down on our sleeping mats and I thought, 'I can't stand this place we're in.' Then we went down to the Tenderloin and I realized, 'Yep. We are lucky. We've got all these mats!'"

Matt sums up the poverty in one indelible image. "When I was at the soup kitchen, there was this guy and I could obviously see he wasn't living a really good lifestyle. After he was done with his meal, he sat smelling his napkin because it smelled so good from the food he'd just had. You could see that he really wanted more. That was probably one of the biggest things that hit me."

Alex Hauschild says, "I was very humbled by the experience. I feel I need to do more community service work now that I know what I can do and what type of work is really out there. It's not only about going to a soup kitchen every two months or so, but I learned you can actually go to the National Park Service and help them or go to a farm or even just go to a nursing home and help cheer up old people."

Matt was also deeply affected by what he saw. He says, "Now I really want go out and do community service and work with other people because now I know how to act around them. That's what San Francisco taught me: most people really want to help each other but they don't know how to do it. There are a few people who stand out and show you how to do it and I'm glad I was surrounded by those people."

In spite of the hard work they put in and the suffering they witnessed last summer, the boys had fun in San Francisco and felt a deep satisfaction from being able to make a contribution to their world. And there is little doubt the City by the Bay is a better place because of their sensitivity, youthful energy, and boundless enthusiasm.



FOCUS ON alumni

Alumni Are Talking . . .

Alumni events at Princeton Academy are well attended and reflect the strong bonds its former students feel for the school, its faculty, and each other. During a recent gathering, we took the opportunity to ask alumni how the school had prepared them for high school and the things they valued about their time here. Several boys, freshmen to seniors in high school, are quoted.

Academics

"In the courses I had taken at Princeton Academy, I actually scored about twenty points better on tests in my high school courses because I could just pull from my knowledge from Princeton Academy."

Jameson Pesce '07 , St. Andrew's

"The teachers at Princeton Academy really helped me with time management skills through every step of the process. In each grade, they helped me transition and taught me how to handle more work and look at problems from different angles. I think that's invaluable in high school."

Nick Fenton '09, Lawrenceville

("My teachers) went through that whole process of writing everything out and getting all the details down. It helped me earn good grades and excel at writing lab reports and papers."

Jonathan Tattoni '09, Hun

Religion

"At Princeton Academy I learned to be open to other religions and other people. It really helped me in making friends at Peddie because I could connect with other people much more easily than I would have been able to if I hadn't gone to Princeton Academy. Because of Princeton Academy, I was able to make more friends with a more diverse group of people."

Arsh Tandon '09, Peddie

Relationship with Faculty

"My teachers at Princeton Academy were like friends to me. I always felt comfortable asking for extra help, and they would reach out to help me too and show me how to fix things."

Jack Porcelli '10, Taft

"At Princeton Academy all the teachers were really good at relating to their students. They were ready to meet with us whenever we needed to have a conversation and during class we'd always get really involved with learning, so at St. Andrew's it just feels very comfortable approaching my teachers, asking for help, or just getting to know them better."

T.J. von Oehsen '10, St. Andrew's

"At Princeton Academy when I'd encounter problems, I would go to my teacher during consultation and I'd figure out the problem and be able to fix it. I think if I hadn't been able to learn how to do that at Princeton Academy, I wouldn't have been able to make that transition to Lawrenceville and try to solve the problem myself. Princeton Academy gives you the tools to know how to do that."

Nick Fenton '09, Lawrenceville

"Princeton Academy is very open about going for extra help. Hun is bigger and you feel more pressure, but the teachers at Princeton Academy helped boost my confidence to go up after class and work through problems."

Jonathan Tattoni '09, Hun

"I was able to connect with my teachers (in high school) and go to them for help and I would have no problem with doing that because I had such good teachers at Princeton Academy. They helped me grow as a person and (made it easy to go to them with) questions. That definitely helped me."

Arsh Tandon '09, Peddie

"Princeton Academy helped me develop a great relationship with my teachers. I knew them very well, so it taught me the importance of developing a good relationship with my teachers at Lawrenceville."

Nosa Alonge '09, Lawrenceville

Character Building

"I think the school really prepared me to be a good human being."

Nick Fenton '09, Lawrenceville

"At Princeton Academy there was a lot of freedom in middle school and I think the greatest part for me in the transition to St. Andrew's was that the freedom gave me the decision-making skills I needed as I go through my ninth grade year, because there is a lot of freedom and chances to just goof off or study, so you have to make decisions."

T.J. von Oehsen '10, St. Andrew's

"Lawrenceville is bigger than Princeton Academy and when I first got there I was overwhelmed but then I knew Princeton Academy had prepared me and I knew I was ready to handle it. I was confident."

Nick Fenton '09, Lawrenceville

All Boys

"Since Princeton Academy is an all boy school, you really have time to develop great relationships with your fellow classmates and you keep those friendships. The importance of making friends helped me in high school because you know how to relate to other people and understand them."

Nosa Alonge '09, Lawrenceville

"Going to an all boy school since kindergarten helped; there was less distraction in the classroom."

Nick Tarchis '10, Avon Old Farms

Athletics

"Athletically, there's a lot of room to try a lot of stuff at Princeton Academy. In middle school, I think I actually did every spring sport offered and when I went off to St. Andrew's, I did the last one I hadn't done, which was crew."

T.J. von Oehsen '10, St. Andrew's

"I tried out for the wrestling team although I'd never wrestled before and I had no expectation of doing well. I ended up getting a varsity letter, having a great season, and I'm now on the team again as a sophomore. I was really nervous at first, but I had tried new things at Princeton Academy like cross country, and since I was able to do that at Princeton Academy, I thought I'd be able to do it at Lawrenceville, and I was!"

Nick Fenton '09, Lawrenceville

Brotherhood

"The thing that really helped me transition to high school was the closeness (at Princeton Academy). We really got to know each other like brothers. You don't have to worry about being (put down) when you're all close friends. When I started kindergarten at Princeton Academy, everybody was close even though we'd only known each other a few days and that progressed to the next grade and the next. We'd always learn something new about each other and by the time we graduated, we knew everything about one another so if anything happened, we knew what to say. This is a really cool thing you usually don't get at other schools. I really see the brotherhood at Princeton Academy. The kids in my dorm are from all over the world and I know something about each of them and it helps."

Nick Tarchis '10, Avon Old Farms



ALUMNI news

Arthur Bailin '09 did the play by play at the football games for the LaSalle College High School television station.

Daniel Monsour '09 spent two weeks this past summer at an Arabic language camp and is hoping to return for a four week session next summer. He is busy with his love of music and sharing his raps, much to the delight of his classmates at Stuart Hall.

Michael Carter '07 was named captain of the men's swimming team at Lawrenceville.

Jay Lindseth '07 was named captain of the men's squash team at Lawrenceville. He was accepted early decision to Cornell University School of Hotel Administration.

Patrick Lapera '07 was accepted early decision to Colorado College.

Patrick Long '07 led the Lawrenceville School football team to a MAPL Championship.

Patrick Lynch '07 was accepted early decision to Colorado College.

Lawrenceville water polo was bolstered this fall by **Brendan Byrne '07**, **Michael Carter '07** and **Ramon Olivier '10**.

Brendan Byrne '07 was awarded the Most Valuable Player in the Garden State Water Polo Tournament this fall.

Tom Morford '07 was accepted early decision to Drew University.

We look forward to hearing about what our alumni are doing. Please email lduffy@princetonacademy.org with updates.

SAVE THE DATE

Alumni Day is Sunday, June 12th, 2011

Don't Miss This Year's Musical

School House Rock Live

Coming in April 2011

Music teacher Jonathan Britt has selected *School House Rock Live* as the school's spring musical. The show is an adaptation of the Emmy Award winning Saturday morning cartoon series of the '70s and '80s that uses catchy songs and animation to teach history, grammar, math, science, and even politics.

"It's a good show to offer because it's familiar territory for the boys and the series reflects deep respect for intellectual values," Mr. Britt says.

The show, which is open to fourth through eighth graders, offers a large array of roles and solos and Mr. Britt plans to involve the cast in creating costumes and sets. *School House Rock Live* will be presented April 8th and 9th, almost a month earlier than last year's successful production of *Godspell*. The change is intended to ease conflicts with sports and year end academic projects. Scripts were distributed and hearings scheduled between Thanksgiving and Christmas breaks. Rehearsals will take place after school through the winter and early spring.



in the news

PREPARATION FUELS SUCCESS OF HIGH SCHOOL PLACEMENT



The transition from eighth grade to high school is a major adjustment for any student, but it can be even harder when it involves a change of schools. This is the case for every Princeton Academy student: no matter how much he enjoys the school, or how much success he has had, he knows he will leave it behind for another. Fortunately, what could be a difficult passage is eased considerably by the school's High School Placement Office under the direction of Matt Trowbridge.

"There's a lot of work that goes into finding the next great school," he says. "Every family is different in their expectations. For instance, last year boarding school became an option for several families that had no concept of it before their boys entered eighth grade. The choice was generated out of a real willingness to search for the right school, which is always our guiding principle. We are 100% committed to finding the right fit for each student."

Mr. Trowbridge begins talking about the process with the boys, and then their parents, in seventh grade just after spring break. He encourages them to visit schools in the summer and fall and believes first-hand knowledge is invaluable in order to make an informed decision and combat preconceptions. "I want them to check everything out, from plays to sporting events to the art galleries – anything to get them onto a high school campus to absorb the feel of the school. The boys are very perceptive and I give a lot of credit to their gut instinct."

Most boys apply to five or six schools. Mr. Trowbridge sees his role as making sure their choices are well balanced so they have options when decisions are mailed in March.

In September, eighth grade parents attend a comprehensive meeting on admissions. Mr. Trowbridge emphasizes that schools base their decisions on five equally important elements: grades, teacher recommendations, SSAT scores, and the boy's application and interview. Throughout the fall, boys talk to the high school representatives who visit the campus.

Life Skills class is devoted to the admission process for the first half of the eighth grade year. Mr. Trowbridge covers interviewing techniques, essay writing, and how to evaluate a school. He helps the boys prepare a "brag sheet" that lists their accomplishments and interests in a way that provides a personal snapshot without seeming immodest. In October, to build their confidence and skill, each boy is assigned three interviews with Princeton Academy administrators, faculty, and staff posing as admission officers at the fictitious Mockbrook Academy.

"The best high school process is one that involves a lot of communication and research," Mr. Trowbridge says. "It's essential the student understand what it is about Princeton Academy that they have loved and what is really important to them. Then they can apply it to understanding what they need from their high school experience. Some may be wanting the same experience, some may be ready for a change. I think the boys grow a lot through the process and they're in better shape for high school no matter where they end up. They show up with a readiness that's informed by what they're expecting from their school, what they know they need from their school, and what they need to provide their school."

Nick Fenton, a sophomore at The Lawrenceville School, recalls, "Mr. Trowbridge kept all of us on track with all of our applications, and his door was always open if we were ever stressed or just wanted to talk. Mr. Kalkus was also terrific. After having been notified of the schools I had been accepted to, I had the tough decision to make as to where I wanted to go. I had no idea! I had lunch with Mr. Kalkus and he really put everything in perspective."

Nick's mother, Cathy Fenton, says, "It's about the right fit for your son – not about pleasing others or going where their friends want to go. Each family will have preferences and prejudices going into this process. Try to keep an open mind and remember, schools are actively competing for your son."

Lewis Gaskin, a freshman at Episcopal High School in Alexandria, Virginia, whittled down a long list of possibilities. "The summer of seventh grade, I made a list of the schools I might be interested in. Next, I visited every one of them. It is very difficult to make a decision by just looking at their website. Then, I narrowed it down to about ten schools. I realized that some characteristics of a school are more important to me than others. Because of that decision, I was able to narrow it down to about five and then started the interviewing process. I feel it is better to start early so you are not rushed in an important decision in your life."

His mother, Irvine Gaskin, says, "After looking for that one right school, we realized there were many schools that would be a very good fit for Lewis. It came down to what school was right for our entire family. It is such a personal process. We so enjoyed going through it together."



Nick has some excellent advice for the boys coming up behind him. "You are going to be happy at whichever school you choose, so if you don't get accepted to what you think is your dream school, don't freak out and just keep everything in perspective because it won't be the end of the world! Also, listen to your parents because they actually know a whole lot more about you than you think. Whatever you do, take advantage of your last year at Princeton Academy, because I can guarantee you it will be a great time. High school is awesome and Princeton Academy will give you everything you need to succeed."



in the news

COMPUTER CARTS DELIVER TECHNOLOGY TO CLASSROOM

Technology is on the move at Princeton Academy – literally. On any given day, one can see teachers navigating carts carrying up to fifteen MacBook computers through the halls to lower and middle school classes. Delivering technology to the classroom, rather than moving the boys to a designated computer lab, saves time and space, eases scheduling conflicts, allows more students to be on the computer at the same time, and makes the computer a tool of the curriculum.

"It gives more flexibility than a lab," says Director of Technology Jamie La Spina. "If you have a lab and the lab is booked, you can't access the computers. We increased the carts to five this year and hopefully next year we'll increase again. We received some money from Princeton Academy Parents' Association (PAPA) in addition to our operating budget. Every year we're trying to add more."

The school has two carts for lower school and three for middle school with a total of seventy five laptop computers. The campus is totally wireless so computers can be used throughout the building and even parents can access the network while at school. The box-like metal carts

have shelves to hold the computers safely and plugs to charge them when not in use. A master plug can be connected to any wall socket. Teachers sign up to use the carts and are responsible for getting them to and from their classrooms.

Although there are a few desktop computers in the lower grades, all group learning is done on the laptops and there is always supervision. Students use the MacBooks for research projects, PowerPoint presentations, and word processing.

"A lot of the boys know their way around the internet, but they don't know the applications, such as Word, PowerPoint and the tools we use," says Mr. La Spina, who helps instruct students in new programs. "We're a relatively young school so we're continuing to grow in technology. We're trying to upgrade in every aspect we can."





Second Grade Halloween



Father and Son Event



Global Dance Project



Varsity A - Basketball



Calendar

March 2011

- 4 ISP Science Exposition 12:45 p.m.
- 8 Celebration of the Arts 6:00 p.m.
- 9 Ash Wednesday Liturgy 10:00 a.m.*
- 14-28 School closed; spring break
- 29 Classes resume

April 2011

- 4 Baseball vs. PDS (away) 3:30 p.m.
- 5 Lacrosse vs. PDS (away) 3:30 p.m.
- 5 Tennis vs. Rutgers (away) 3:30 p.m.
- 5 Baseball vs. Rutgers Prep 3:30 p.m.**
- 7 CommonGround Lecture: Dr. Marion Nestle 7:30 p.m.
- 7 Tennis vs. PDS 3:30 p.m.**
- 7 Lacrosse vs. Rutgers Prep (away) 3:30 p.m.
- 8-9 *School House Rock Live*
- 8 Baseball vs. Pennington (away) 4:00 p.m.
- 11 Tennis vs. Cranbury (Mercer County Park) 4:00 p.m.
- 11 Lacrosse vs. Pennington (away) 4:00 p.m.
- 12 Tennis vs. Hun 3:30 p.m.**
- 13 Admission Open House 9:00 a.m.
- 14 Lacrosse vs. Hun 3:30 p.m.**
- 14 Baseball vs. Moorestown Friends (away) 3:45 p.m.
- 15 Lacrosse vs. Princeton Charter 4:00 p.m.**
- 16 Easter Egg Hunt 9:00 a.m.
- 16 PAPA Bingo Night
- 18 Tennis vs. Pingry (away) 4:00 p.m.
- 19 An Evening of Poetry and Music (grades 5 & 6) 7:00 p.m.
- 19 Baseball vs. Hun (away) 3:30 p.m.
- 20 Stations of the Cross Prayer Service 2:15 p.m.*
- 21-22 School closed; Easter break
- 25 Tennis vs. PDS (away) 3:30 p.m.
- 25 Baseball vs. Pingry 4:30 p.m.**
- 25 Lacrosse vs. Chapin (away) 3:45 p.m.
- 26 An Evening of Poetry and Music (grades 7 & 8) 7:00 p.m.
- 26 Tennis vs. Crossroads 3:30 p.m.**

- 26 Lacrosse vs. Newtown Friends 3:45 p.m.**
- 27 Admission Open House 9:00 a.m.
- 29 Baseball vs. PDS 3:30 p.m.**
- 29 Lacrosse vs. Hun (away) 3:30 p.m.

May 2011

- 3 Baseball vs. Moorestown Friends 3:45**
- 3 Lacrosse vs. Newtown Friends (away) 3:45
- 5 Tennis vs. Crossroads (away) 3:30 p.m.
- 6 Baseball vs. Cranbury (away) 4:00 p.m.
- 6 Lacrosse vs. PDS 3:30 p.m.**
- 9 Tennis vs. Cranbury 4:00 p.m.**
- 10 Baseball vs. Hun 3:30 p.m.**
- 10 Tennis vs. Hun (away) 3:30 p.m.
- 12 Tennis vs. Rutgers Prep 3:30 p.m.**
- 12 Lacrosse vs. Rutgers Prep 3:30 p.m.**
- 12 Baseball vs. Rutgers Prep (away) 3:30 p.m.
- 13 Baseball vs. Pennington 4:00 p.m.**
- 13 Grandparents' Day
- 14 Princeton Academy Spring Gala & Auction
"A Rock and Roll Gala" 6:00 p.m.
- 16 Tennis vs. Pingry 4:30 p.m.**
- 16 Lacrosse vs. Princeton Charter 4:00 p.m.
- 30 School closed; Memorial Day

June 2011

- 2 Feast of Ascension & First Eucharist Liturgy 10:00 a.m.*
- 3 Field Day
- 5 Baccalaureate Dinner
- 6 Middle school Blue/Green day
- 6 Lower school prize day
- 7 Middle school prize day
- 7 Graduation 6:00 p.m.

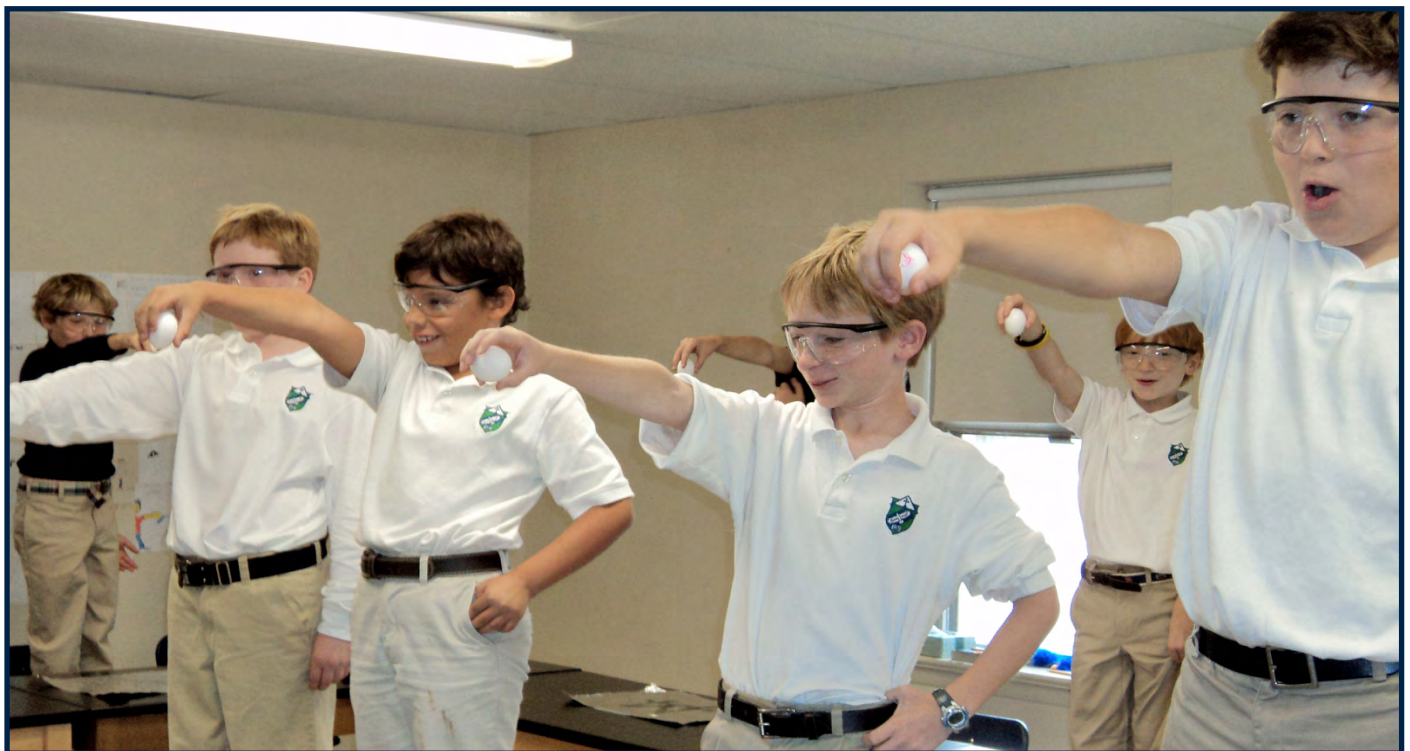
*Dress uniform required

Bold events are played at home.

Please check www.princetonacademy.org for updated event information.



Princeton Academy Times



Middle School 'Egg Drop'