



Princeton Academy Times

Volume 8, Issue 1

Princeton Academy of the Sacred Heart

Fall 2009

GRADUATION 2009

The Class of 2009 graduated from Princeton Academy on June 9, 2009. It was a special evening of celebration, memories, and farewells. The evening began with a prayer service for the graduates and their families in the Athletic and Convocation Center.

Graduation followed in the Manor House Gardens. The

Class of 2009 was presented by Kathy Humora, Middle School Head. Olen Kalkus, Headmaster, and Bob Monsour, Board Chair, awarded diplomas to the graduates. The seventh graduation was steeped in Princeton Academy tradition with a message from the Headmaster, the singing of Forever Young by faculty members, and the sharing of the 8th grade class reflection.

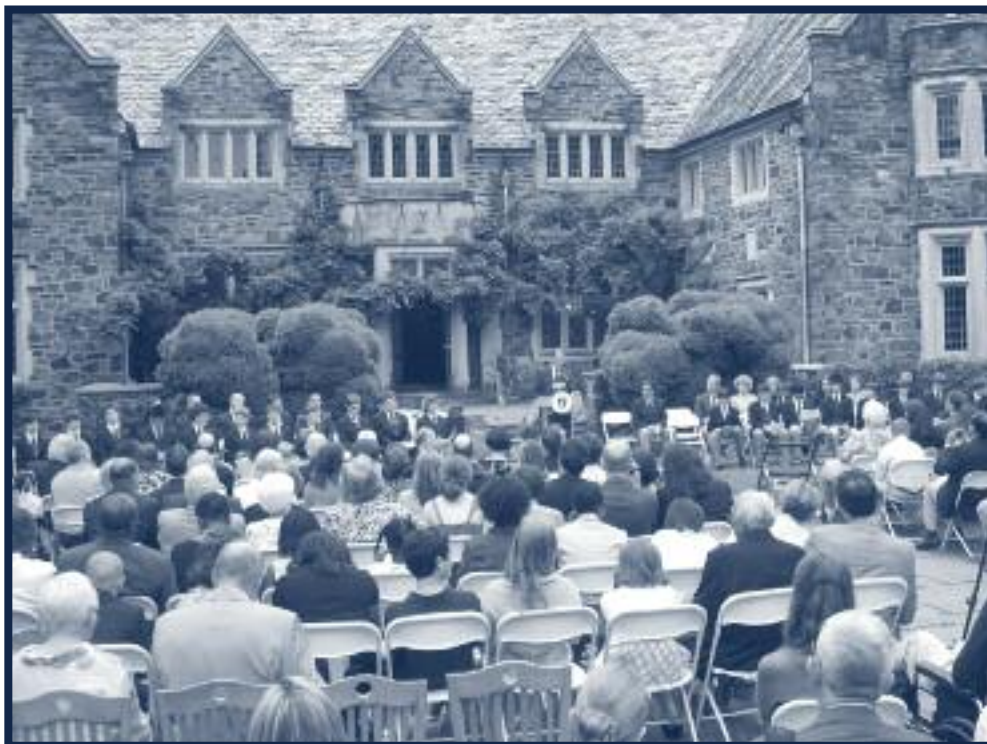
The class reflection was brainstormed by the 8th grade students, written by Gustavo Berrizbeitia and Nicholas B. Fenton, and presented by Gustavo Berrizbeitia. The reflection tells the story of the Class of 2009 as they journeyed from kindergarten in 2000 through 8th grade in 2009. The highlights of the reflection have been shared to allow you to experience their journey.

Lower School was a time of exploration and adventure. We remember Nick Fenton convincing us to outfit the schoolyard playhouse with rocket ship "parts" and attempt to fly the thing off campus. Alas, our enterprise bore no fruit. In 1st grade, we put on the play "The Pied Piper." In 2nd grade, we studied the Native Americans and built a whole settlement out of clay and play-dough. In 3rd grade, cicadas appeared; seemingly out of nowhere. Almost instantly we took sides, either attacking the cicadas or protecting them. In 4th grade snow fell, and we distinctly remember building a massive and glorious snow fort.

We embarked on our journey to middle school in the fall of 2005. We had no idea what to expect. Would it be scary, easy, fun? Luckily for us, it was the third option. We would have been completely lost if it was not for our peer leaders and teachers, including Mrs. Humora and Mr. East, our homeroom teachers. We realized that middle school was exciting and demanded great effort. We were introduced to the fearsome ISP, or Independent Science Project, which was definitely a challenge. The Class of 2009 Spelling Bee dynasty began that year with Liam Leas shocking us and winning it all. Our end of the year field trip was the annual pilgrimage to Philadelphia, led by Miss Philadelphia herself, Mrs. Trinacria.

6th grade began with the invention of Senora Valle's "Love Notes" and the arrival of Dr. Warms with his ever popular Warmsisms, overflowing with Confucius-like wisdom. Speaking of arrivals, Nosa Alonge and Matt Elefante joined our

grade; our lives would never be the same. Halfway through the year, Mr. East went west to Chicago, and we were joined by the quixotic Mr. Kuser. The year wound down with Gustavo Berrizbeitia winning the Spelling Bee, continuing our dynasty, and our class trip to the Bronx Zoo.



continued on page 3



FROM THE Headmaster



Headmaster's Seminar

"We are living in a world in which we are constantly bombarded with information consisting of fact and opinion disguised as fact, much of which is intended to influence our opinions and decisions." These are the words with which I begin the headmaster's seminar with the eighth grade. Before taking on the work of founding headmaster of Princeton Academy, I had always taught a class as a head or dean. It was my favorite responsibility, as it put me at the heart of the most important work of any school, teaching. After reading a novel in which the protagonist describes his experience as one of four "head's boys" chosen in his sixth form (senior) year to take a special class in the humanities with the headmaster, I developed the idea of the headmaster's seminar class for Princeton Academy eighth graders. In developing the course, I identified what knowledge I would like to ensure that our graduates would leave us with, knowledge that is not a part of the offerings of a typical middle school. I decided to develop the course based on the proposition that freedom is a condition of having and making choices, and that our ability to choose well improves with an understanding of the many factors which influence human decision-making. At the beginning of the year I point out to our eighth graders that they are beginning to make more and more decisions for themselves. As they grow and mature they will be faced with an increasing number and a greater variety of decisions to make. As they continue their education, they will have fewer and fewer required courses and more and more choices to make about what they will study. These decisions will ultimately affect the decisions they will face about what to make of their lives. Not only will they be faced with more decisions, but they will also be faced with an increasing number and variety of people, using a variety of means, who will try to influence their decisions. The most sophisticated of these "influencers" know how our brains work and use that knowledge to attempt to sway our decisions in directions of their choosing.



Many of our class discussions work to apply these findings of social and cognitive psychologists to history, current events, and our own experiences. Social psychologists have amassed an abundance of evidence that shows us the many factors that influence our decisions: from the power of the group, to attribution errors, to the power of the situation. Cognitive psychologists have built up a store of evidence that shows us that our brain has evolved to recognize and develop patterns, helpful in the case of language acquisition, but tricky when the patterns create "meanings" that are not real. Often the concepts presented and discussed in the class stretch the understanding of my students. However, in the spring of 2004, when our eighth graders recognized the similarities between the Stanford Prison Study and Stanley Milgram's famous study on obedience to authority, and the cruelties performed at the Abu Graib prison (well before the mainstream media made similar observations) it was a proud moment for their teacher.

Although not fully developed, it is evident that our soon to be graduates are beginning to understand the many factors which influence human decision-making. In the words of Janet Erskine Stuart: "*Our education is not meant to turn them out small and finished, but seriously begun on a wide basis.*"

– Olen Kalkus

Princeton Academy Times

Vol. 8, No. 1. Fall 2009

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.

Editor: Leslie Duffy
Director of Development

Princeton Academy of the Sacred Heart
1128 Great Road
Princeton, New Jersey 08540
609-921-6499
www.princetonacademy.org

Paul Clewell, Director of Athletics
Leslie Duffy, Director of Development
Kathleen Humora, Middle School Head
Olen Kalkus, Headmaster
Suzanne Kazi, Lower School Head
Rose Neubert, Business Manager
Thomas von Oehsen, Director of Admissions

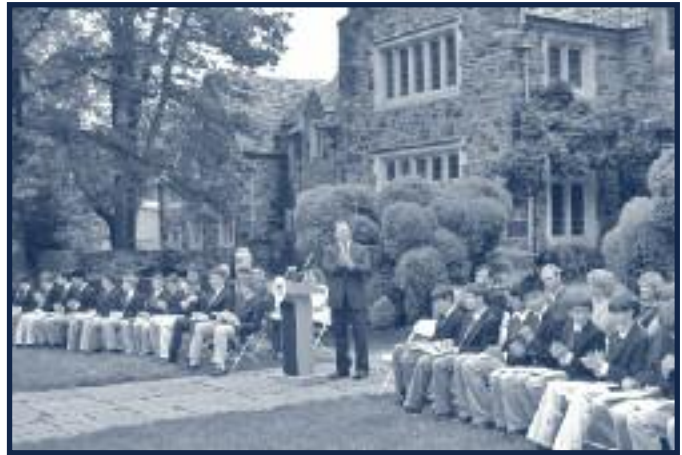


continued from page 1

We befriended the zoo inhabitants, and it was on this trip that Andras Deak gorged himself to such an extent that we thought it might be fitting to leave him with his brethren. And finally, the year concluded with our first Middle School Dance. The dance followed a movie night and a game night, two weak attempts to help us mingle with girls. This dance was quite possibly the longest night of our 6th grade lives.

The beginning of 7th grade meant to us one thing, the continuous booking of our social calendars. It was fair to say that we only had one thing on our minds, girls. Our grade grew with the addition of Ben Newbury and Ryan Crowe. They, too, only enhanced our 7th grade year. One of the most memorable occasions of that year was our undefeated fall sports season. Both soccer and cross country had untarnished records. We were now taught by a new set of teachers: the articulate English duo of Mrs. Plimpton and Mrs. Ludgin, Mr. Stevens and his humor, Profe Hamilton's constant joviality, Mr. Brook's sports and math savvy, and Mr. Diesher's wilderness survival tips. We continued our art and religion studies with Mrs. Trinacria and Mrs. Morford. As for music, we now had Mr. Wu and Mr. Britt. We were taught gym class by the incredibly muscular force of Mr. Clewell and Mr. Trautwein. We remember one Social Studies class being augmented by Nosa's interpretation of the Preamble to the Constitution: "Me, the rights..." In English class we were introduced to diagramming sentences, a necessary but nonetheless punishing exercise required by the State of New Jersey. Friday's math class would include Mr. Brook's math football games. Our year came to an end with the much anticipated trip to Gettysburg.

Our 8th grade year was without question our most eventful yet. Every aspect of our lives was magnified; we now had to deal with the grueling process of applying to high school. However, we were guided by the exceptional High School Placement Team: Mr. Trowbridge, Mrs. Plimpton, and Profe Hamilton. We are eternally grateful. Also with 8th grade came many new projects. These ranged from raising trout, making movies, building solar cars, and constantly improving our creative writing skills. Another important project was the 8th grade mural. It represents our utopia, a futuristic Princeton. In the winter we were joined by five exchange students from Barcelona: Josep Gonzalez, Mario Crehuet, German Cortes, Javier Framis, and Alvaro Ortuno. Their time here was memorable. In the spring, five Princeton Academy 8th graders, Gustavo Berrizbeitia, Luis Berrizbeitia, Nick Fenton, Alex Snyder, and Arsh Tandon would rejoin the Barcelona students in Spain, creating even more memories and bringing back a lot of photos. Also that year we were joined by one more student, Christian Galkowski, who proceeded to amaze everyone by his stunning pitching skills.



A highlight of the year was the Washington, D.C. trip. We suffered through the "Kalkus Death March." By the end of this trip, nine people had been missing at one point or another. These prompted nicknames like "Red Line Ronald" and "One Way Smit." This added to the two people, Ben Newbury and Nosa Alonge, who had missed the bus on the ski trip, bringing our total number of lost people to eleven. Did we mention that we are the first class to have ever lost anyone on a Princeton Academy trip? It was quite an adventure.

We got in touch with our spiritual side and visited Fr. Charlie on the 8th grade retreat. It was a lot of fun. Certainly, a favorite memory was when Dan Castranova introduced us to the rallying cry of "Banzai." Many a teacher and student have been terrified by this warlike chant, which almost always meant utter destruction of whatever the victim was doing at the time.

Along our journeys through the halls of Princeton Academy, we have encountered many faces and made many friends. We have weathered many storms together and always been there for a friend. It is safe to say that we will not soon forget about each other in high school.

Princeton Academy has been an opportunity of a lifetime and fostered who we are today. We arrived as young boys and leave as young men. We thank every single one of our teachers for showing us the way. We thank our parents for always supporting us and keeping this operation fiscally afloat. Thank you, Mrs. Humora and Mr. Kalkus, and thank you, homeroom teachers: Mr. Trowbridge, Mrs. Morford, Ms. Choudhury, and Mr. Stevens. And finally, we would like to thank Princeton Academy itself, for turning all 25 of us into the young gentlemen today. We thank you.

And now, 8th grade, we urge you to blaze a new trail into the future. We urge you to never be satisfied with the norm and try for something new. Do not be afraid to take a risk, be laughed at, and be called a fool. When all is said and done, you will be called an utter genius. I leave you today with a quote from Clara Barton, the founder of the American Red Cross: "I have an almost complete disregard of precedent, and a faith in the possibility of something better. It irritates me to be told how things have always been done. I defy the tyranny of precedent. I go for anything new that might improve the past." Thank you.



CLASS OF 2009

Nosa Alonge

Arthur Jordan Bailin

Guillermo Berrizbeitia

Gustavo Eduardo Berrizbeitia

Luis Daniel Berrizbeitia

Daniel Joseph Castranova

Ryan Dwight Crowe

Andras Warren Deak

Matthew Anthony Elefante

Nicholas Budd Fenton

Christian Julius Galkowski

Connor Quinn Fennell Heino

Samuel Dyer Ludgin

Peter Jacob Terlaak Manuelli

Daniel Francis Monsour

Benjamin Brewster Newbury

Alexander L. O'Grady

Alexander Dean Pecora

Ronald D. Scheuermann

Philip James Smit

Alexander W. S. Snyder

Alexander Myint Swan, Jr.

Arsh Tandon

Jonathan Joseph Tattoni

Connor Patrick York

Each year five graduating boys are recognized for honoring the five goals of Sacred Heart schools.

2009 Sacred Heart Award Recipients

A Personal and Active Faith in God

Jonathan Tattoni

A Deep Respect for Intellectual Values

Gustavo Berrizbeitia

A Social Awareness Which Impels to Action

Arsh Tandon

The Building of Community as a Christian Value

Nicholas Fenton

Personal Growth in an Atmosphere of Wise Freedom

Connor York



The Class of 2009 gained acceptances to the following secondary schools:

Christian Brothers Academy

The Pennington School

The School at Church Farm

Phillips Academy, Andover

George School

Pingry School

The Hun School

Princeton Day School

La Salle College High School

St. George's School

The Lawrenceville School

Solebury School

Moorestown Friends School

Stuart Hall High School

Notre Dame High School

Tabor Academy

Peddie School



FOCUS ON alumni

Matthew Carter
Princeton Academy of the Sacred Heart Class of 2005
The Lawrenceville School Class of 2009
Freshman at Pepperdine University

Tell us about your experience at Princeton Academy.

Princeton Academy helped me to focus on my studies. I found the classes to be interesting and the faculty passionate about their subjects. This passion was contagious and gave me the confidence to go for what I wanted. I learned how to manage my time in order to stay on top of my work and activities. I thought the small classes were great and prepared me for the Lawrenceville environment where you get to participate in discussions around the Harkness tables. I felt that I was much more prepared academically than some of my friends coming from other schools. The ISP in particular was a wonderful experience and it made science incredibly exciting for me. It wasn't just about getting the answers right, it was about the process of coming to the answer. I also found that I was well prepared in Spanish, math and English.

Tell us a little bit about your time at Lawrenceville.

I was very interested in studying the sciences; ecology, biology, physics and chemistry. Science at Princeton Academy had interested me so I wanted to take as much science at Lawrenceville as possible. I found the lab work particularly fascinating.

I also did an independent study in Religion and Politics in sub-Saharan Africa. Having grown up in South Africa, I saw first hand the devastating effect AIDS has had on the local population. I wanted to learn as much as I could about the region. With the help of my brother, Michael, we founded the Lawrenceville Aid for AIDS club on campus. We chose to support the Ubuntu Education Fund in South Africa, a group dedicated to working with the people of the Eastern Cape Province to develop quality education and healthy communities in the new South Africa. We visited the fund's headquarters and I began to research a potential project with the support of my Truman Semans Grant. The faculty nominate rising Fifth Formers (rising seniors), for this merit scholarship, which is a stipend of \$4,000 for study and travel over the summer and a full scholarship to Lawrenceville for my senior year. I chose to spend the summer with Jacob Lief, president and founder of the Ubuntu Education Fund and I also spent a week in the Kalahari Desert with Gus Mills, a world-renowned zoologist/biologist who oversees the Kgalagadi Cheetah Project. We tracked and observed cheetahs in the dunes and even spent a night out in the Kalahari Desert.

I was able to develop my leadership skills (begun as student council president at Princeton Academy) as captain of the water polo team, co-president of the Fellowship of Christian Athletes on campus and a prefect in Griswold house.

You were a heavily recruited division I water polo player. What was that like?

I had several official visits. I got to visit and learn about Princeton University, Stanford University, Bucknell University, the University of California San Diego and Pepperdine University. I chose Pepperdine University as I found it to be the best fit for my academic and athletic goals. The water polo team is one of the top teams in the country every year. I also really liked Pepperdine's mission to prepare students for a life of purpose, service and leadership.

Tell us about your summer.

I was selected to the South African 17-man junior national water polo training team last fall. I also made the 33-man cut for the United States junior national water polo team after playing at the Olympic Development Program National Zone Championship. I ended up on the South African team where we competed in the Junior World Championships in Croatia. Although we did not come in first, it was a great experience to play on the world stage.

What does the future hold for you?

It is my dream to explore international water polo and to one day be chosen to play at the Olympic level. I plan to go to medical school and one day hope to work for Doctors Without Borders.

ALUMNI news

Ned Luke '04 has finished his freshman year at St. Lawrence University and spent the summer as an intern for the New York Rangers hockey team.

Herwig Konings '07 spent the summer interning at Clickable, a newcomer to the online advertising and technology industry. Herwig says that he learned a lot about how to become a successful entrepreneur and states that one of his most valuable experiences was learning about Clickable's culture. "Clickable culture includes hiring the best team and being honest, fair and a trusted advisor and friend to its customers. My experience is sure to guide my future entrepreneurial endeavors. Plus, I made a little cash to invest into my future startup."



FOCUS ON alumni

Jan Kalkus

**Princeton Academy of the Sacred Heart Class of 2003
The Lawrenceville School Class of 2007
Junior at the University of Pittsburgh
Field of Study: Neuroscience
EMT certified**

What was it like living with the Headmaster of your new school?

We were living in the caretakers' house on campus which was really neat. My parents have always been involved in whatever school we have gone to, but having my dad as the Headmaster was tricky at times. It made me think twice about making bad choices because not only was I going to have to see the principal at school, I was going to get it from him twice as bad at home. I tried to stay out of trouble as much as possible.

What subject did you find most interesting at Princeton Academy?

I had always been interested in science since I was little. Mrs. Humora made it especially exciting. She was very good at making sure we learned everything and were disciplined and knew how to behave in the classroom. Mrs. Humora really pushed you to understand the material, not just memorize it for the short term. The ISP's were very helpful; she wouldn't do the report for you but would ask lots of questions to try and catch you off guard so you really knew what you were talking about. This led to a discovery process for the project and instilled a passion in the quest for understanding. I also really enjoyed hearing her stories about working in a laboratory and how research is conducted.

Lawrenceville was a natural selection since you were living in a freshman girl's dormitory on campus with your family. How did you feel you were prepared for the rigors of prep school?

I felt well prepared, especially my study skills. We had enough work at Princeton Academy to keep us busy so I learned how to stay organized and prioritize. Much of the early material at Lawrenceville was a review of what we had already learned at Princeton Academy. The science courses that first year seemed like a repeat for me as we had already covered much of the material in Mrs. Humora's class.

When did you decide that you wanted to study the brain?

It first started at Princeton Academy during the ISP's. My dad was always telling us about cool psychology experiments. For my eighth grade ISP I decided to use one of the experiments that my dad shared with us on how framing information can influence decisions. I replicated this study and found a trend that no one else had seen before. For me, that was what science was all about, you got to see the results and discover new things in the process.

Lawrenceville has had a relationship with Princeton University where students can sit in on graduate level courses. Tell me a little bit about this experience.

There was a course called Advanced Research in Chemistry. A small group of students, selected by the teacher, would go to Princeton University a few days after school and join graduate students for their lectures and presentations. There were parts that were way over our heads but it was very interesting to have this experience as a junior in high school. They would give us experiments to run and we would come back to campus and run them in the lab. We would write up our findings and present them back to the graduate students. This was my first experience with college level lab work and I became interested in conducting experiments and summarizing the findings. The following fall I was asked by one of the science masters to return to the program as a mentor for the new students. I got to learn about some new lab equipment at Lawrenceville and teach the students how to use it. One of the projects the graduate students were working on was making metal and salt gels. What they would do at Princeton was take all of the water out and heat it. You would get a metal sponge which could be used in fuel cells because of the large surface area for conducting electricity. My friend put the wrong number in one of the formulas and we ended up making a gel that the graduate students had not seen before. An accident in the lab turned into something really interesting.

What made you decide to transfer to the University of Pittsburgh and study Neuroscience?

I started out working in a graduate lab at Colorado State University and we were studying basal ganglia, which is a part of the brain involved in motor functions and learning. We used EEG's to record the brain waves of student volunteers who were given the task of categorizing shapes. I really enjoyed the lab work and wanted to pursue it further. CSU didn't have the undergraduate courses to support this field of study so I did some research and found that the University of Pittsburgh has one of the best undergraduate neuroscience programs in the United States. This past year I took Introduction to Neuroscience with Dr. Stricker, who has given me guidance on how to further my studies. I created a website for this class and a pod cast for each lecture. This spring I will be his TA for the class.

You have had some very interesting experiences the past two summers. Tell me a little about those.

While I was still a student at CSU I contacted Dr. Kastner, a M.D., Ph.D. who specializes in perception and visual awareness at Princeton University, to see if I could work in her lab over the summer. I got to work on a project where I was able to standardize cortical surfaces of the brain from fMRI studies of both human and monkey brain activity. Each brain is different and I worked on a way to standardize the data so that it could be compared and used to draw conclusions. Our findings were published in the Journal of Neurophysiology, May 20, 2009.



ALUMNI news

Look where our alumni are attending college this fall

This past summer I worked in a lab at the Center for the Neurological Basis of Cognition, jointly run by Carnegie Mellon University and the University of Pittsburgh, studying object recognition, which is something I am really excited about. In the real world it is not something that you think about because it is so effortless, but the neural mechanisms of this behavior are poorly understood. For instance, you can recognize someone's face in the light, from far away, from the side, or in the dark, or you can recognize a variety of fonts and styles of handwriting. This worked turned into a fellowship which I will continue working on along side my normal course work.

So you might be able to help us read your father's handwriting?

Yes (laughter)!

What does the future hold?

I would like to continue doing research and studying the brain. I have been speaking with my professors about graduate school and am entertaining the idea of doing MD PhD program in neuroscience. You get to incorporate your research into caring for patients.

You were also a strong distance runner, any message for Princeton Academy students?

Yes, it is all about how much effort you put in. If you put in the miles you'll get faster and stronger. If you put in the work, you can accomplish a lot.

American University
Bentley College
Berklee College of Music
Bucknell University
Carnegie Mellon University
Clemson University
College of Wooster
Duke University
Earlham College
The George Washington University
Gordon College
Lake Forest College
Manhattanville College
Middlebury College
Monmouth University
Pepperdine University
Princeton University
Ramapo College of New Jersey
Roger Williams University
Rutgers University
St. Lawrence University
St. Michael's College
Tulane University
University of Pittsburgh
University of St. Andrews
Ursinus College

SAVE THE DATE

Alumni Day 2009 is Sunday, November 22nd.

OUR mission

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.

Our mission is to develop young men with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: spiritual, moral, intellectual, social, emotional, and physical.

Our philosophy is rooted in the 200-year tradition of the Society of the Sacred Heart, which educates children to become leaders of a just society by adhering to the following five goals:

- A personal and active faith in God
- A deep respect for intellectual values
- A social awareness which impels to action
- The building of community as a Christian value
- Personal growth in an atmosphere of wise freedom



THE VIEW FROM THE FRONT PORCH

By Dr. Paul Warmes
Keeper of the Flame

During the final faculty meeting in June we took some time to visit several places around campus seeking to connect with the things that remind us of our roles as Sacred Heart educators. You will be glad to know that our campus is rich with symbols that connect us with our purpose. I will share with you some of the discoveries my colleagues made during their walk on that gray June day.

The first thing people see as they drive up the road to our school is the American flag flying proudly with its red, white and blue rippling in the breeze. Our nation's standard, regarded by the world as a symbol of freedom, places us in touch with the Sacred Heart goal "To educate our students to a social awareness which impels to action." The four freedoms – of speech, of religion, from want, and from fear, that this banner represents have been dearly purchased with much sacrifice and sometimes the blood of Americans during our nation's short history. To live in a democratic society we must be active in our defense of these freedoms or those hard won qualities will be lost to future generations. We as Sacred Heart educators, seek to instill in our students that value of sacrifice so they will take up their roles as responsible citizens actively engaged in securing for future generations the continuation of this republic.

The flag also symbolizes our goal "to educate to the building of community." America; a collection of 50 states, a community of 300 million souls, striving each day to perfect that union prescribed in the Constitution. This piece of colorful fabric represents a republic founded on the idea of a government of the people, for the people, and by the people. We can accomplish this if we ponder Jesus Christ's commandment "to love our neighbor as our selves." By recognizing within in each individual a spark of the divine, a direct connection with the Creator, we can achieve our intention to live in harmony with our neighbor. We can engage our neighbors in the peaceful airing of grievances and work together to find solutions to a myriad of problems. This is a value we strive to live each day as we connect the individual acts of learning to the building of the Princeton Academy community.

Another Sacred Heart goal compels us "to help our students grow in an atmosphere of wise freedom." This is a major portion of what we are about at Princeton Academy. Our students are individuals and this country was founded on celebrating individualism. However, a person cannot find true happiness living without guidelines both moral and legal. Real freedom is found when we harness the ego with wisdom that guides us to act in socially responsible ways.

At a Sacred Heart school we are most aware that in our calling as teachers our foremost concern is to be engaged in the formation of a value system that will sustain our students as they take their rightful places in the world.

A Sacred Heart education is founded on the ideal that each child is a precious gift to be nurtured with love and respect into the man and woman who will choose wisely along their paths in life. At the start of each assembly we recite the Pledge of Allegiance as an outward sign affirming our commitment to the formation of responsible citizenship.

The national colors connect us to the Sacred Heart goal "to educate to a deep respect for intellectual values." An informed citizenry is our greatest defense against tyranny that seeks to erode the principles of our democracy. The rigorous academic program at Princeton Academy fosters in the boys a love for learning, to search for the truth. They develop the skills to think critically about an issue. Like scientists, the boys learn to analyze each ingredient for its affect on the outcome. We need future leaders who can think in creative ways about solutions to future problems.

Finally the flag connects us to our final goal which is to "develop a personal and active faith in God." A flag is but a piece of fabric, a collection of threads. But as a symbol of higher ideals and purposes it possesses great strength to bind together a people. The founding fathers appreciated the need for faith, but respected the dangers that are inherent with recognizing an established religion on which to found their fledgling nation. The flag has come to be a symbol of all we hold well about America. As Sacred Heart teachers we affirm that all good things come from a loving God. We strive each day to be role models of goodness for our students. We pray and dedicate ourselves to the ideal that through our work our students will experience the loving hand of God as a real presence in their daily lives.

Symbols serve an important function keeping us in touch with our higher intentions. We are fortunate to work in such a symbol rich environment.

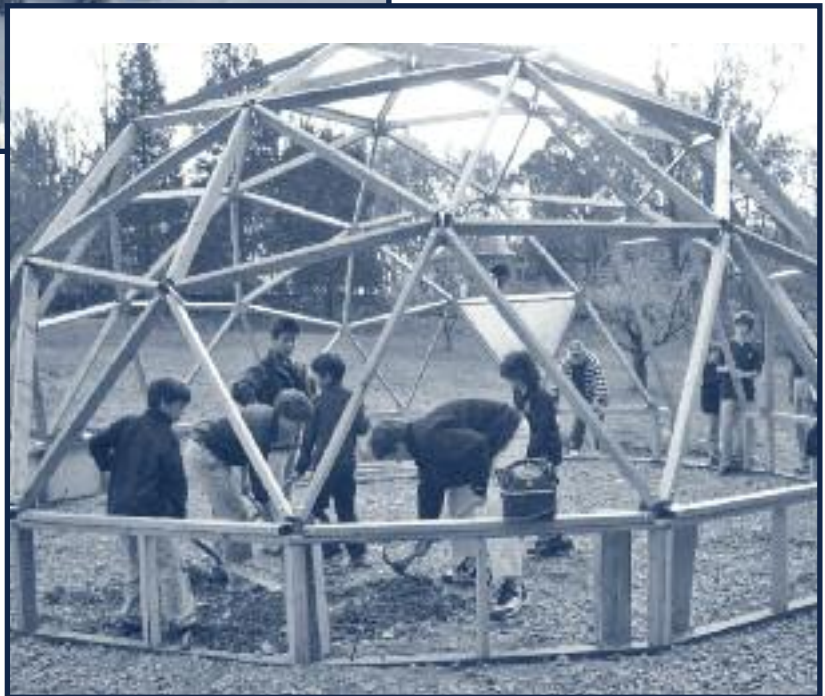


in the news

Christian S. Schade

Welcome to Our New Board Chair

Chris Schade began a three-year term as Chair of the Board of Trustees on July 1, 2009. Chris and his wife, Holly, are the parents of Katharine, Madeleine, Christian '11, Alexander '17. Chris is the Senior Vice President, Finance and Administration and Chief Financial Officer of Medarex. Headquartered in Princeton, New Jersey, Medarex was an independent Nasdaq-listed biopharmaceutical company focused on the discovery and development of human antibody-based therapeutic products for the treatment of a wide range of life threatening and debilitating diseases until it was purchased by Bristol-Myers Squibb in September, 2009. Medarex's Technical Operations Department, responsible for all antibody manufacturing activities, as well as the company's Business Development team also reported to Mr. Schade. Prior to joining Medarex, Mr. Schade served as Managing Director at Merrill Lynch in London where he was Head of the European Corporate Funding Group and was responsible for certain capital markets activities of Merrill Lynch's European corporate clients. Mr. Schade holds an A.B. from Princeton University and an M.B.A. from the Wharton School of the University of Pennsylvania. Mr. Schade also serves as a director of Integra LifeSciences Corporation (IART), a publicly traded medical technology company.



SPRING GALA 2009

“IMAGINE THE POSSIBILITIES”

SPONSORS

GOLD

Berk Family
Byrne Family

SILVER

Aetna Insurance
Anonymous
Brandt Family
Jingoli Properties & Anthony Chiurco, MD
Sipprelle Family

BRONZE

KB Financial Partners
The Khan Family

FAMILY

Browne Family
Byrne Family
Cunningham Family
Fitzpatrick Family
Froehlich Family
Gan Family
Kosek Family
Kurowski Family
Levine Family
Massad Family

McPherson Family
Meagher Family
Neubert Family
Pecora Family
Redmond Family
E.Allen Reeves
Reilly Family
Schade Family
Springer Family
Thompson Family
Woodley Family

GALA COMMITTEE

Jennifer Brandt, Maria Kurowski, Jennifer McLaughlin; gala co-chairs

Colleen Aker	Jocelyn Froehlich	June Pecora
Joanne Allen	Monica Gallagher	Nancy Schulman
Meredith Asplundh	Dave Hewins	Elizabeth Seruma
Alison Beers	Jen Hewins	Nikki Sheetz-Frith
Annie Carden	Angela Knott	Judy Springer
Teresa Cunningham	Georgie Leddy	Kristen Thompson
Dee Danna	Yvonne Levine	Sylmarie Trowbridge
Stacy Ducharme	Sandra Lillis	Dave Wall
Anita McGlynn Duffy	Merrill Long	Cynthia Young
Leslie Duffy	Harper McArthur	
Catherine Fenton	Debbie Meagher	



With many thanks to all of our sponsors, auction donors, bidders and the wonderful committee for making the 2009 Spring GALA such a wonderful event. The evening was a success with net proceeds of \$142,384.00. All proceeds support student financial aid.



PAPA

PRINCETON ACADEMY PARENT ASSOCIATION

Dear Princeton Academy Families,

The Princeton Academy Parents Association (PAPA) is pleased to welcome you back to our wonderful Sacred Heart community and can report another very successful and productive 2008-2009 school year.

With the constant support and engagement of so many of our parents in our numerous volunteer activities, we were able to assist our superb faculty and administrators in our annual events as well as direct several excellent fundraisers. Our parent community graciously supported each seasonal holiday party for our students: pizza Fridays, field trips, ski trips, community service projects, Celebration of the Arts, the Independent Science Project or ISP and the year end Wax Museum. Once again, your culinary talents and organizational skills were responsible for a delicious faculty luncheon and the June field day BBQ. I want to extend a special thanks to our PAPA Event Chairpersons for planning these volunteer efforts and our fundraisers. In spite of the challenging economic times, we had one of the most successful annual Sally Foster Sale and Scholastic Book Fairs to date. AND, we have created a new PAPA fundraiser by hosting our first "Household Treasures Rummage Sale". This new event was a financial success and an excellent outreach effort to our local communities.

It has been my great pleasure and a labor of love to serve the last two years as the President of PAPA. We are blessed by the good fortune of having Beth Enck, a lower school parent, succeed me. Having served as one of PAPA's Vice Presidents for Volunteers this last year, I know Beth and our highly capable and enthusiastic PAPA Executive Committee will remain committed in their leadership and welcome your valued insight and volunteer efforts.

With every best wish for a fun and successful school year and deep thanks for all your support.

With fondest regards,

Cathy Fenton

Thank you to all of your support. This summer, money from PAPA fundraisers was used to purchase a drop-down screen in the Athletic and Convocation Center, picnic tables in the rear of the building and improvements to the lower school playground.



FACULTY DEVELOPMENT

Some of the lower school faculty spent time over the summer at professional development workshops.

Holly Weise attended an Economic Educators “Making Sense of Money and Banking” Teacher-Training Course. The course covered money, banking, and the Federal Reserve. Mrs. Weise teaches an economics unit in the spring and she stated that, “the workshop provided me with background knowledge and great ideas for economic simulations and games.

Rose Walsh attended “The Writing to Read in Kindergarten” Program. “The workshop was chock full of fabulous ideas to use various instructional approaches that are multi-sensory, differentiated and engaging for children’s diverse learning styles. The program celebrates the strides that children make with Kid Writing and emphasizes the fact that writing is as important for learning to read as reading instruction itself. The workshop also provided excellent, cutting edge educational resources to support a balanced literacy classroom.”

Cathy Schnitzler attended a workshop in Plainsboro N.J. on Everyday Math. Cathy states, “I really enjoyed the new games we could teach the boys. I got a better understanding of how to incorporate the whole program in my class and to manage my

time for Everyday Math daily.” Cathy also attended a workshop in Maniunk Pa. called “Fundamentals” which is part of the Wilson Reading System. “This program is an excellent additional program to use in our curriculum, especially for boys that need extra reinforcement with their reading skills.”

Caroline Walradt attended a three-day workshop on the Wilson Reading System which is a multi-sensory approach for students with dyslexia or language-based learning disabilities. She also attended a one-day workshop on ways to improve word recognition, fluency and comprehension presented by Timothy Rasinski, author of *The Fluent Reader*. Another workshop Caroline attended was a one-day workshop for experienced users presented by Everyday Math which highlighted different ways to encourage problem solving by students. Lastly, she attended the three day conference presented by the Network of Sacred Heart Schools with the theme of Roots That Give Us Wings. “We were treated to a number of inspiring speakers as we considered, among other things, what difference it makes in our teaching and in our lives that we are Sacred Heart educators. The fact that St. Madeleine Sophie Barat stressed the importance of not just educating a child but of “touching their hearts and their conscience” helped me understand the source of our Sacred Heart goals.”

USING TECHNOLOGY THE “SMART” WAY

By Timothy Stevens

Over the past few years, a new teaching aid known as the “Smart Board” has been finding its way into many classrooms throughout the nation. I had heard tremendous things about the “Smart Board” and wondered how I could incorporate one into my classroom. Considering the newness of such technology, I was unaware of the large impact a “Smart Board” could have on me, and my students. So when Kathy Humora approached me last summer and asked me if I wanted one, I immediately said “yes” and excitedly pondered the many teaching opportunities such an experience would afford me.

The type of “Smart Board” that the school purchased is known as the Promethean Board. The Promethean Board communicates via Bluetooth technology with my computer. This wireless communication allows me to navigate through my computer by standing at the front of the classroom and simply clicking on the interactive board. Members of the class can likewise write on the board and their writings can then be saved to my computer. This includes class notes, PowerPoint presentations, and other student

work. I can project a map on the board and draw and label points on top of that map. I found this to be incredibly helpful while teaching social studies. With the use of the “Smart Board” I was able to do such things as watch a short video clip online, refer to the previous day’s notes written by the students, jot down more notes, and play a geography game. It was such a useful tool within the classroom.

When the Promethean Board was added to my classroom, I was nervous. It took me a little while to get used to writing and navigating through the software, but once comfortable, I began to use it on a more consistent basis. Now, it is an essential part of my teaching. I am looking forward to using the board during the upcoming school year. I know that it will only further my own teaching experience and allow me to utilize a more extensive collection of teaching strategies to attend to the different learning styles of our Princeton Academy boys.



STUDENT COUNCIL 2008-2009

The Student Council held several fundraisers this year to support a student at the Sacred Heart Primary School in Uganda. Some of the events held were dances, dress down days, bake sales, wear a hat to school day and basketball tournaments, just to name a few. Below is a letter and photograph from the Uganda-Kenya Mission Support Coordinator thanking our boys for their support.

July 25, 2009

Nick Fenton & Tim Stevens
Princeton Academy of the Sacred Heart
1128 Great Road
Princeton, NJ 08540



Dear Nick and Mr. Stevens,

Thank you for your very supportive and intelligent letter. I was very impressed. We are grateful for your student bodies continued support of Sacred Heart Primary School in Uganda. You understand well what it is like to begin a school from scratch.

We have put this new donation of \$475.00 towards next school year fees for the student you helped this year, Ritah Nazziwa. Her family will be so relieved to know that the school costs will be covered for they are quite poor. In the fall I will send you her little letter and also the annual newsletter update for your enjoyment. You will read of the progress of the school and also our funding needs should your organization wish to help us further.

I have just returned from my annual two months in Uganda-Kenya and it was a delight to see our young students so well established at the school. As you know your summer is not theirs. The younger girls are growing in confidence and working hard in their studies while enjoying the loving, safe and fun environment of their school. The older elementary students realize how precious their education is and the future that is being opened out to them thanks to generous benefactors. Many times I am asked by an older student: "How can people who do not know us be so caring and generous to help us get a good education?" You all give such a witness of loving concern for those less fortunate. May you be blessed!

Again thank you for your partnership in this educational mission, your compassion, support, and interest these past years. This school would not be possible without YOU!

With gratitude,

Irene Cullen, RSCJ
Uganda-Kenya Mission Support Coordinator



BLUE/GREENHOUSE

By Michael Cox

The fourth grade at Princeton Academy had a chance, this spring, to use our Blue/Greenhouse. With Mr. Cox's help, the fourth grade designed an experiment to test the ability of various fertilizers to help grow healthy string beans. The following is an account of what they did.

On about April 20th, the boys planted bean seeds in our new Blue/Greenhouse. They began to grow (the plants, that is; although the boys grew, too), and, beginning on April 30th, they watered and fertilized the plants in different ways. There were 10 rows of beans. Two rows received water only. Two rows received water AND 30-10-10 fertilizer. Two rows received water AND 15-30-15 fertilizer. Two rows received water AND 18-18-21 fertilizer. Two rows received water AND 24-8-16 fertilizer.

It is good to keep in mind that, with fertilizer, the first number means the % of nitrogen in it, the second number means the % of phosphorous in it, and the third number means the % of potassium in it. These are 3 important chemicals that the plants need.

So, the water has none of these chemicals in it. The 30-10-10 was high in NITROGEN. The 15-30-15 was high in PHOSPHOROUS. The 18-18-21 was high in POTASSIUM. The 24-8-16 was a "BALANCED" fertilizer.

Based on Mr. Cox's preconceptions, he hypothesized that the 30-10-10 fertilizer would grow the best bean plants.

What was meant by "best" was discussed. Was it the tallest plant? Was it the plant with the most flowers and beans? (Remember: a flower is a "potential" bean – It can grow into a string bean.)

For about a month, with Mrs. Harris's help, the boys watered and/or fertilized the beans on a regular schedule.

On Friday, 5-29-09, the best plant from each group was picked and evaluated. ONLY ONE PLANT WAS EXAMINED. This was a lesson to the boys: more

plants should have been picked and then the results should have been averaged. OR, all of the plants should have been picked and examined and their data recorded. HOWEVER, there was just not that much time at the end of the school year to do all of that. They would have needed another week of school!

The results were that the 30-10-10 fertilizer (high in nitrogen) grew the tallest plant by a long shot. But, can you eat more just because a plant is TALL? They found that the 24-8-16 (the balanced fertilizer) did the best for producing flowers and beans (which CAN be eaten). It was interesting to see what came in second place...PLAIN WATER, beating the other three fertilizers. The other fertilizers would be a waste of money for beans.

SO, the DATA did not SUPPORT Mr. Cox's hypothesis. Oh, well, back to the drawing board, Mr. Cox.

As you can see, they were investigating beans, but also learning about the scientific method. They learned from their successes and their errors. They also thought about what their next experiment could be...Hmmm.



Middle School Science Students get “reeled in” by Trout in the Classroom

As the saying goes, “If you feed a man a fish, he will be fed for a day. If you teach a man to fish, he will be fed for life. But what if you teach a young man to raise fish?

He may become a steward of the earth’s resources; thus, achieving a goal of a Sacred Heart education which states, “A social awareness that impels to action.”

The program, called Trout in the Classroom, is sponsored by the New Jersey Division of Fish and Wildlife and volunteers from Trout Unlimited. In late September, the science class received the eggs from Pequest hatchery. The 7th and 8th grade students anticipated the eggs by closely monitoring the water’s nitrogen, Ph, and temperature levels. Instead of randomly guessing when the eggs would hatch, the students were given a mathematical formula to predict when the eggs would develop into fry, based on the water temperature, or thermal units as referred to by the scientific community. The ultimate determinant of success was the number of fish the class released at the end of the school year. Throughout the school year, the students performed water quality tests and kept detailed records in order to keep the mortality rate to a minimum.

The students learned that the brook trout, *Salvelinus fontinalis*, is the state fish of New Jersey. The brook trout is an indicator species because it can only live in a pollution-free environment.

Based on the presence or absence of brook trout, one can determine a water body’s pollution content. In New Jersey, it is a species in decline due to pollution and loss of habitat. Currently, the brook trout is found in about half of its original area.

The project created numerous unintended learning opportunities. At one point, the water became rust colored. The students learned to apply systems thinking to discern the cause. From a systems thinking perspective, one needs to look at all the variables that go into a problem in order to see the leverage point in the system. Ironically, the students determined that the project’s success was causing problems. Due to the high survival rate, a high amount of nitrogen was building up in the aquarium. The students augmented the biological filter by adding nitrogen-eating bacteria. This was an example of the natural ‘checks and balances’ that occur in a biological community.

The program engendered curiosity throughout the school. Students in other grades often came into the classroom to check on the trout’s growth and development. Some students stayed after school to siphon the water and perform water changes.

At the end of the school year, *Ecofiesta*, the Environmental club, released 117 brook trout into the Musconetcong River. After the release, the boys went fishing at the river and nearby Spruce Run State Park. At the trip’s conclusion, the group was in concurrence when one 7th grader remarked, “That was the best school day ever!”



Calendar

October 2009

- 2 First Friday Gathering 9am in Manor House
- 2 Spirit Club Bonfire 6:30pm
- 6 XC Princeton Charter Invitational 3:45pm at Smoyer Park
- 6 Soccer vs. Pennington (away) 4pm
- 9 Soccer A vs. Lewis 3:30pm**
- 9 Founder's Day
- 12 School Closed for Columbus Day
- 13 Soccer vs. Hun 3:30pm**
- 15 Soccer A vs Lewis (away) 3:30pm
- 15 XC vs. Pennington/Rutgers Prep/Princeton Charter/Trenton Charter/Princeton Friends/Foundation Academy/Lewis 4pm**
- 17 Admissions Open House 10am
- 19-21 ERB Testing (Gr. 3-8)
- 19 XC vs. Waldorf (away) 3:30pm
- 19 Soccer vs. Newtown Friends (away) 3:45pm
- 20 Soccer vs. Rutgers Prep (away) 3:30pm
- 21 XC Ed Scott Invitational 4pm at Pingry School
- 22-23 No Classes—Parent-Teacher Conferences
- 24 Soccer A Lewis Invitational 9am at Mercer County Park
- 26 Soccer vs. PDS 3:30pm**
- 26 XC vs. PDS (away) 3:30pm
- 29 Soccer vs. Pennington 4pm**
- 29 XC vs. Pennington (away) 4pm at Rosedale Park
- 30 LS Halloween Parade 1pm

November 2009

- 4 Picture Retake Day
- 6 First Friday Gathering 9am in Manor House
- 7 Household Treasures Sale
- 8 Olen Kalkus Speaks at Twin Rivers Library East Windsor, NJ 6pm
- 9 Winter Sports Season Begins
- 11-12 Barnes and Noble Book Fair
- 15 Admissions Open House 1pm
- 20 End of Trimester I
- 20 Feast of St. Philippine Duchesne/Thanksgiving Prayer Service 2:15pm*
- 22 Alumni Reunion 5pm
- 22-23 No Classes- Faculty In-Service
- 25-27 School Closed- Thanksgiving Break
- 30 Beginning of Trimester II
- 30 Advent Prayer Service 2:15 *

December 2009

- 4 First Friday Gathering 9am in Manor House
- 5 Breakfast with Santa 8am at Princeton Academy
- 7 Basketball vs. Trenton Charter (away) 3:45pm
- 7 Wrestling vs. Rutgers Prep 3:45pm**
- 8 Immaculate Conception Liturgy 10am*
- 11 Basketball vs. Rutgers Prep (away) 3:45pm
- 14 Wrestling vs. Cranbury 3:45pm**
- 15 Basketball vs. Hun 3:30**
- 18 Christmas Program 8:30am* Early Dismissal
- 19- Jan 4th School Closed for Winter Break *Classes Resume January 5th

*Dress uniform required

Bold events are played at home.

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



Princeton Academy Times



Princeton Academy of the Sacred Heart
1128 Great Road
Princeton, NJ 08540-1717
609-921-6499
www.princetonacademy.org

ADDRESS SERVICE REQUESTED

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PRINCETON, NJ
PERMIT NO. 299

