



Mr. Lalor



ST. ANDREW'S SCHOOL

A Boarding School for Boys and Girls
Grades Eight through Twelve

FOUNDED 1929

Catalogue Supplement
1975-1976

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EPISCOPAL CHURCH SCHOOL FOUNDATION, INC.**

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CALENDAR 1975-1976

1975

FALL TERM BEGINS	Monday, September 8
Thanksgiving Holiday	Wednesday-Monday November 26-December 1
Christmas Vacation Begins*	Wednesday, December 17

1976

WINTER TERM BEGINS	Monday, January 5
Mini-Term Begins	Monday, February 23
Spring Vacation Begins*	Friday, March 12
SPRING TERM BEGINS	Monday, March 29
Commencement	Thursday, May 27
Closing Day	Saturday, June 5
FALL TERM BEGINS	Monday, September 13
Thanksgiving Holiday	Wednesday-Monday November 24-November 29
Christmas Vacation Begins*	Wednesday, December 15

1977

WINTER TERM BEGINS	Monday, January 3
Mini-Term Begins	Monday, February 21
Spring Vacation Begins *	Friday, March 11
SPRING TERM BEGINS	Monday, March 28
Commencement	Thursday, May 26
Closing Day	Saturday, June 11

*Students with A, B, or C conduct may leave one day earlier.

Curriculum

St. Andrew's offers an academic course covering the five years preceding college—grades eight through twelve (Forms II through VI). Students entering grades ten and eleven must have completed a course of study which will enable them to meet the St. Andrew's School requirements for graduation during their term of residence. New students so qualified may enter at any level, but admission to VI Form (grade twelve) is rarely granted by reason of the fact that we seldom have space available. We do not accept postgraduate students, not because we may have nothing to offer academically, but because full participation in the life of the School is impossible. Participation in interscholastic competition, for instance, is forbidden by the Delaware Department of Education.

Diploma Requirements

To obtain a St. Andrew's diploma, a student must have earned a minimum of fifteen credits. A credit is granted upon successful completion of a course meeting at least five forty-minute periods a week or the equivalent of one school year. No credit is given in a foreign language until completion of the second year, and no credit is given for courses completed in eighth grade year unless the course is demonstrably equivalent to a ninth grade course, as is often the case in foreign languages and mathematics. Credits *must* be earned in the following fields: English 3, mathematics 3, foreign language 2, and one each in American history and a laboratory science. The remaining five credits (elective) may be taken in foreign languages, history, the laboratory sciences, or mathematics. While two years of one foreign language is specified as the minimum diploma requirement, all students are urged to take at least three years of one language rather than settle for the minimum. In addition, all students are required to take English and Sacred Studies in each year of residence. A VI Former who has otherwise met the diploma requirements may substitute a combination of minor courses for a major course and receive full academic credit. A VI Former may not fail more than one major course in the VI Form year (including a minor which is being substituted, as one of two or three, for a major), regardless of the number of credits amassed, and continue to qualify for and receive a St. Andrew's School diploma.

In voting a student's diploma, the Faculty takes into account not only a student's academic performance but also a student's conduct, personal standards and contributions to the School.

Class Size

Classes average 14 students, the actual size depending on the subject and the level at which it is pursued. Language classes, for instance, are usually smaller; history and English classes may occasionally exceed fourteen. A science, history or English "lecture" period, usually restricted to upper Forms, may run as large as 44, the object being to accustom students to conditions in college.

Conditions of Study

All scheduled study periods are ordinarily supervised by a teacher but because the School believes that every student must learn to discipline himself to study on his own, students who live in rooms are permitted to study in their rooms. II and III Formers who live in cubicles normally study in study hall, or, if academically qualified, are assigned carrels in the library or classrooms in which to study without supervision.

In addition, every weekday except Tuesday, time and a teacher are available to any student who needs help with his work. A merely dilatory student may be remanded to the eighth period study hall to complete assignments he is able to finish but has failed to complete. Other arrangements for help are also possible, but the School cannot afford prolonged tutoring.

Examinations: School, C.E.E.B., Advanced Placement

In addition to the examinations which conclude subjects in the fall and spring terms, all students are required to take such objective tests as the School requires to facilitate guidance. All IV Formers are required to take the preliminary aptitude tests of the College Entrance Examination Board, all V Formers are required to take the C.E.E.B. aptitude tests, three subject matter tests designated by the School, and the National Merit Scholarship Qualifying Test, and in VI Form year the C.E.E.B. aptitude and subject matter tests designated by the School or colleges of choice. Some V Formers and all VI Formers who have an honors grade in a specific subject and have departmental endorsement are encouraged to take the advanced placement examinations of the C.E.E.B. In 1975 eight V Formers and thirteen VI Formers sat for advanced college placement examinations.

The Mini-Term

The last three weeks of the winter term at St. Andrew's is called the mini-term. During this time the regular school

schedule and the more conventional academic courses are suspended. Each student chooses two or more areas of special interest which are pursued in groups or, in the case of older students, individually. These pursuits may range from workshops in drama to involvements in social service, from extensive work in music or language to laboratory field work in biology.

Reports: Grading System

For ease of quantification grades are reported in percentages. Eighty-five or above represents honors work. Sixty is passing, below sixty failing.

Reports are sent home in November, December, February, March, May and June. The February and May reports carry grades only, November reports grades and teachers' comments. The others carry, in addition to teachers' comments, either a complete review by the Headmaster or the student's advisor. The Headmaster may also write special reports in special instances. Communications from or inquiries by parents either of the Headmaster or a student's advisor are welcome.

Accreditation, College Attendance:

St. Andrew's is accredited by the Middle States Association of Colleges and Secondary Schools. The classes of 1974 and 1975 went to the following colleges: 6 Duke, Washington & Lee; 4 Delaware, Marietta, Princeton; 3 Harvard, Lafayette, Virginia, Washington College; 2 Colgate, Cornell, Dayton, Georgia Institute of Technology, Miami, Swarthmore, Syracuse, Vanderbilt, William and Mary; and one each to Bellarmine, Boston University, Brown, Bucknell, Clemson, Dartmouth, Davidson, Georgetown, Gettysburg, Hamilton, Hiram, Hobart, Johns Hopkins, Maryland, Massachusetts, Miami (Ohio), Michigan, North Carolina State, Paul Smith's, Rice, Rochester, St. Lawrence, Shippensburg, San Francisco, Skidmore, South Carolina, State University of New York at Cortlandt, Temple, Trinity, Tufts, United States Military Academy, United States Naval Academy, Wooster, Xavier.

Guidance

The School considers the guidance and counseling program to be of primary importance in the life of every student. Special attention is given in the beginning to help each new student make the transition to St. Andrew's and then, year by year, learn to cope successfully with academic problems and social life. Establishing goals and choosing the proper methods of achievement are essential to this. Each new student takes part in a year-long orientation course. In addition, every student has a per-

sonal faculty advisor and, during his last two years, a college guidance counselor who provides support, assistance, and direction.

Course Load

The normal course consists of four major subjects and Sacred Studies each year. A diligent student with a satisfactory average is urged to consider an additional elective minor in his IV Form year and possibly his V Form year, a number of which are available to students who do not feel up to a full "five major" curriculum but who may want to explore new interests. An honors student might consider five majors. Students in good standing are encouraged to take more than the basic curriculum requirements.

A brief outline of the course of study is presented below. For a more complete course description, please see "Courses of Study." Courses are listed by form, but students may take classes out of form when previous preparation, college requirements, or personal preference make it desirable.

Course Planning

The object of course planning is to see to it that the course of study the individual pursues is commensurate with his abilities, his needs and interests. Since choice makes a difference in the long run, options are kept open until the goals of the student are as clearly defined as possible.

Early in the spring term, a student and his advisor plan the course schedule for the next and succeeding sessions. The student is urged to consult his parents, his advisor, members of the faculty other than his advisor, the college counselor and others who may be able to help. Once planned, the projected schedule is reviewed by the Academic Committee, which is composed of the Headmaster and the heads of all academic departments. When approved, the long-term projection is subject to revision as circumstances alter, but because course scheduling for the school year is completed about July 1, the reason for revising a schedule for the session following in September must be compelling. The School exercises every precaution to see that new students, particularly, are properly placed. In spite of it, error does occasionally occur, and for this reason the School reserves the right to place a student forward or back as his best interests require. The School also reserves the right to limit the number of students in a given course.

THE SECOND FORM COURSE INCLUDES:

Sacred Studies
English (no credit)
Latin
Arithmetic and Algebra
Earth Science
Art
Music

THE THIRD FORM COURSE INCLUDES:

Sacred Studies
English (no credit)
*Language: French, Latin, Spanish (elective)
Elementary Algebra (1 credit)
Ancient and Medieval History (elective, 1 credit)
Biology (elective, 1 credit)
Art
Music

THE FOURTH FORM COURSE INCLUDES:

Sacred Studies
English (1 credit)
U. S. Survey or electives (elective, 1 credit)
Biology (elective, 1 credit)
*Language: French, Latin, Spanish (elective)
Plane Geometry (1 credit)
Zoology (elective, 1 credit)

THE FIFTH FORM COURSE INCLUDES:

Sacred Studies
English (1 credit)
*Language: French, Latin, Spanish (elective)
Intermediate Algebra (1 credit)
U. S. Survey or electives (elective, 1 credit)
Zoology (elective, 1 credit)
Chemistry (elective, 1 credit)
Physics (elective, 1 credit)
Biology and Mankind (elective, 1 credit)

THE SIXTH FORM COURSE INCLUDES:

Sacred Studies
English (1 credit)
*Language: French, Latin, Spanish (elective)
Advanced Mathematics (elective, 1 credit)
U. S. Survey or electives (elective, 1 credit)
Area Studies in History (1 credit)
Physics (elective, 1 credit)
Chemistry (elective, 1 credit)
Zoology (elective, 1 credit)
Biology and Mankind (elective, 1 credit)

*No credit is given for completion of the first year of a language. Two credits are given for completion of the second year and one credit for each additional year thereafter.

Courses of Study

Sacred Studies

SECOND FORM—An introduction to the School's religious life is made through a study of worship as conducted in the Chapel. This is followed by a study of the life of Christ and books written by and about modern Christians. Throughout the course a conscious effort is made to relate the teachings of Jesus and the Christian way of life to life in the world today. Texts: Smith, *Men Called Him Master*, Philadelphia, Westminster Press, 1958; Gordon, *Through the Valley of the Kwai*, New York, Harper and Brothers, 1962; Golding, *Lord of the Flies*, New York, G. P. Putnam's, 1959; Hesse, *Beneath the Wheel*, New York, Farrar, Straus & Giroux, 1972.

THIRD FORM—A study of the Old Testament, the history of the Old Testament peoples, and their literature. Texts: Anderson, *Understanding the Old Testament*, Englewood Cliffs, Prentice-Hall, 1957; Connelly, *The Green Pastures*, New York, Rinehart & Co., 1929; Link, *These Stones Will Shout*, Niles, Ill., Argus Communications, 1975.

FOURTH FORM—A study of the content and meaning of selected portions of the New Testament and the impact of the gospel in the world today. Texts: *The New English Bible*, New York, Oxford University Press, 1971; Campbell, *The Synoptic Gospels*, New York, Seabury Press, 1966; Dodd, *The Founder of Christianity*, New York, Macmillan Co., 1970; Packer, *Commentary on the Acts of the Apostles*, Cambridge, University Press, 1966; Thrall, *Commentary on I & II Corinthians*, Cambridge, University Press, 1965.

FIFTH FORM—A study of Christian doctrine and Christian ethics. The course will concentrate on the basic affirmations of the Christian faith about God, man, Jesus Christ, the Church, the sacraments, and the life after death. During the winter term, elective seminars on topics related to but not confined to the Christian faith are offered. The work of the spring term includes various issues in Christian ethics; the nature of right and wrong, love and law, the race problem, war, sex, and crime. These questions and various answers will be examined and discussed, and opportunity given for the students to develop their understanding of the issues and to express the results of their own thinking. Texts: Bowden, *Who is a Christian?*, Naperville, SCM Book Club, 1970; Krumm, *The Moral Climate*, Cincinnati, Forward Movement, 1972.

SIXTH FORM—Three courses are offered. Students choose which they will take:

1. *Philosophy*: The course begins with an investigation of how to do philosophy and this is followed by an examination of some long standing philosophical problems. Later original works of representative philosophers are read and discussed. The objective of the course is to help the student recognize his own type of philosophy and develop it further. Texts: Wheatley, *Prolegomena to Philosophy*, Belmont, Cal., Wadsworth Publishing Co., 1970; Wolff, *Philosophy, a modern encounter*, Englewood Cliffs, Prentice Hall, 1973; Plato, *Gorgias*, Baltimore, Penguin Books, 1968; Descartes, *Discourse on Method*, Baltimore, Penguin Books,

1968; Marx, *A Communist Manifesto*, Chicago, Henry Regnery Co., 1954; Rousseau, *The Emile*, New York, Teachers College, Columbia University, 1956; Hoffer, *The Ordeal of Change*, New York, Harper Colophon Books, 1952.

2. *Contemporary Belief Systems*: The course investigates some of the philosophies, theologies, and belief systems current today in our pluralistic culture, concentrating primarily on differing views of the nature and destiny of man. Included are atheism, evolutionary humanism, Marxism, psychology, existentialism, and neo-orthodox Christianity. Among the authors studied are Julian Huxley, Freud, Kierkegaard, Buber, Sartre, and Reinhold Niebuhr. Reading will often cover both sides of the questions, and students may be asked to participate in dialogue teaching. There will be tests and essays assigned but no examinations. Texts: Strunk, *The Choice Called Atheism*, Nashville, Abingdon Press, 1968; LeFevre, *Man: Six Modern Interpretations*, Philadelphia, The Geneva Press, 1968; Burns, *An Introduction to Marxism*, New York, International Publishers, 1966; Freud, *The Future Of An Illusion*, Garden City, Anchor Books, Doubleday & Co., 1964; Shinn, *The Existentialist Posture*, New York, Association Press, 1970; Karl & Hamalian, *The Existential Imagination*, Greenwich, Fawcett Publications, 1963; Niebuhr, *Christian Realism and Political Problems*, Scribner's, 1953.

3. *Aggression and Guilt—Perspectives in Psychology and Religion*: The student is given the opportunity to consider various views of human nature, and the course concentrates in particular on the following issues:

the definition of 'instinct' in human nature and behaviour; the effects of early training and environment on human development; the work of Ethologists in the last three decades and recent criticisms of books like *The Naked Ape* by Desmond Morris; ancient and modern views of mental illness—demons and psychoses; the causes and cures for guilt; the need for and dangers of aggression.

There are opportunities to observe and discuss aggression and guilt as they are experienced in our daily lives, and to consider the various views of psychologists and theologians.

Texts: Storr, *Human Aggression*, New York, Atheneum Publishers, 1968; McKeating, *Living with Guilt*, London, SCM Press, 1970; Allison, *Guilt, Anger and God*, New York, Seabury, 1972; Berne, *Games People Play*, New York, Ballantine, 1973; *The Gospel According to St. Mark*.

English

The English curriculum is designed to promote each student's growth in language skill: imagining, thinking, reading, writing, and speaking. The desired objective is that every student not only use English well himself but enjoy doing so, that he not only understand the effective use of English by others but find aesthetic pleasure in it.

The materials of every course can be grouped loosely under the headings of Language, Literature, and Composition; and although these are studied in every Form and at every level, emphasis shifts as the students reach higher Forms. In composition, for example, the younger students concentrate on the principles of expository, descriptive, and narrative prose; older students focus most of their efforts on literary analysis, critical interpretation, and argumentation.

Opportunities for creative writing are provided for the younger students largely within the framework of their English courses. In V Form the demands of a heavy course load relegate creative

writing to an extra, out-of-class activity for interested students. Students in the VI Form are given the opportunity to take creative writing as an elective course in the spring term.

Once during the V Form and twice during the VI Form, students are required to submit an independent paper or project of greater length and complexity than the normal weekly essay. Whether the students choose a research project or a more creative paper on some special interest, all are taught the basic principles of gathering and collating information and documenting their sources.

Honor students in Sixth Form English are encouraged to take the C.E.E.B. Advanced Placement Examination.

SECOND FORM—A course in composition, literature, and an introduction to modern grammar. The study of composition involves principles of expository, descriptive, and narrative writing, with special emphasis on the student's closely observing and ordering his personal experience, and increasing his fluency, mechanical accuracy, and vividness of expression. The literature studied includes the short story form and a Shakespeare play, in addition to a considerable amount of outside reading on a bi-weekly basis. The study of language includes an introduction to English syntax, phonology, and etymology, as well as practice in appropriate use of conventional English in differing situations. Basic texts: Leavitt and Sohn, *Stop, Look and Write!*, New York, Bantam Pathfinder Edition, 1964; Warriner, Whitten and Griffith, *English Grammar and Composition, Revised Edition, Grade 9*, New York, Harcourt, Brace and Jovanovich, 1965.

THIRD FORM—A course in the basic fundamentals of reading and writing. Grammar, punctuation, sentence structure, vocabulary building activities, and spelling are studied functionally so that the students can improve their writing in correctness, economy, and forcefulness. In addition, students are introduced to the principles of expository, narrative, and descriptive writing through a sequence of exercises in a generative rhetoric developed by Professor Francis Christensen. The study of composition involves writing at least once per week, based on the literature, or the students' experience. Selections in literature vary from year to year, but usually include *David Copperfield* (the Robert Graves abridgement), *Julius Caesar*, *The Pearl* and *The Red Pony* by John Steinbeck, *The Odyssey*, and poems selected by the instructor. In addition, students are required to read books regularly they choose themselves from the library. Basic texts: Warriner, Whitten, and Griffith, *English Grammar and Composition, Revised Edition, Grade 10*, New York, Harcourt, Brace and Jovanovich, 1965; and Christensen, Francis, *The Christensen Rhetoric Program*, New York, Harper & Row, 1968.

FOURTH FORM—A course in the principles of expository, descriptive, and narrative writing, based upon a generative rhetoric of the sentence and paragraph as devised by Professor Francis Christensen. In addition, fundamentals of grammar, punctuation, and conventional usage are reviewed as necessary. Basic texts: Perrin, Porter, G., *Writer's Guide and Index to English*, third edition, Chicago, Scott, Foresman & Co., 1959; and Christensen, Francis, *The Christensen Rhetoric Program*, New York, Harper & Row, 1968. The study of literature is divided into three terms' work:

Fall Term: A study of narrative fiction, with emphasis on the novel. Selections vary from year to year, but usually include selected short stories and two or three novels of which the following are often taught: *The Adventures of Huckleberry Finn*, *Catcher in the Rye*, and *A Separate Peace*.

Winter Term: A study of the principles used in the close reading of lyric and narrative poetry. Selected chapters are read from Perrine, Laurence, *Sound and Sense*, third edition, New York, Harcourt, Brace & Jovanovich, 1969.

Spring Term: A study of some representative English dramas, of which the following are often read: *Henry IV, Part 1*, and *Part 2*, and *Major Barbara*.

FIFTH FORM—A course in composition, rhetoric, and literary analysis centered on the writing of a weekly essay, which is generally concerned with the application of some generalization drawn from the reading material to the experience of the student. Basic text: Connolly and Levin, *A Rhetoric Case Book*, third edition, New York, Harcourt, Brace & Jovanovich, 1969.

Readings include:

Fall Term: selections from Combs (ed.), *A Book of the Essay*, Charles Scribner's Sons, New York, 1950, and from Baudin and Pfeiffer, *Essays for Study*, New York, McGraw-Hill, 1960.

Winter Term: a representative selection of dramas, loosely organized around the concept of tragedy. The following are frequently read: Shakespeare's *Othello* and *Macbeth*, O'Neill's *The Emperor Jones*, *The Book of Job*, Chapman's and Coxe's *Billy Budd* and MacLeish's *J.B.*

Spring Term: a continuation of the Fourth Form study of the principles involved in the close reading of lyric and narrative poetry. Selected chapters from Perrine, Laurence, *Sound and Sense*, fourth edition, New York, Harcourt, Brace & Jovanovich, 1974.

SIXTH FORM—A course including advanced expository writing, literary analysis, and independent projects. The literature studied is, in the fall term, drama; in the winter term, representative modern American and British poetry. Basic composition text: Connolly and Levin, *A Rhetoric Case Book*, third edition, New York, Harcourt, Brace & Jovanovich, 1969.

Literary selections vary somewhat from year to year; but the following are frequently used:

Fall Term: *Oedipus*, *Antigone*, *Hamlet*, *Coriolanus*, *Death of a Salesman*, *The Crucible*, *Waiting for Godot*, and often some comedies.

Winter Term: Untermeyer, L. (editor), *Modern American Poetry—Modern British Poetry*, New York, Harcourt, Brace & Jovanovich, 1950, plus selected mimeographed poems.

Spring Term: Students choose one elective course from a number offered by the Department. Selections vary, depending upon student interest and faculty availability.

History

The ultimate objective of the study of history is to provide students with a background against which to understand themselves and their society. That is, an understanding of the past provides resources for understanding present, personal experiences as well as broadening those experiences in a vicarious way. A more immediate responsibility of a secondary history curriculum is to teach the tools of historical inquiry which students will continue to use both in their formal education and afterwards.

At St. Andrew's, one course in history is required for graduation. If only one history course is taken it must, of necessity, be the United States Survey. Although most courses are considered

particularly appropriate for certain grade levels, there is flexibility to the degree that most classes have students from several forms.

The elective courses are all half-year courses in specific topics which may be taken individually or as combinations resulting in one full credit in history. The course in *Renaissance and Reformation* followed by *Modern Europe* would, in effect, be equivalent to a course in European history.

SECOND AND THIRD FORMS

Ancient and Medieval—An introductory, full-year course in the study of ancient and medieval history as the foundations of western culture and society. Frequent use of reading in mythology, biography, historical novels, and selected ancient and medieval writers supplements the text. Text: E. Roy Willis, *Western Civilization*, Lexington, Mass., D.C. Heath and Company, 1973.

THIRD AND FOURTH FORMS

United States Survey—A course tracing the broad outlines of the political, social, and economic development of the United States since the American Revolution. Attention is given to the structure and theory of American government and its constitutional development. Text: John A. Garraty, *The American Nation*, third edition, New York, Harper and Row, 1974. Additional readings selected from biographies, period studies, and current periodicals.

FIFTH AND SIXTH FORMS

United States Survey—A sequential study of the United States from the American Revolution to the present with emphasis on the political, social, and economic developments. Particular attention is given to the study of the structure and theory of American government and its constitutional development. Text: John M. Blum, Edmund S. Morgan, et al., *The National Experience*, third edition, New York, Harcourt, Brace and Jovanovich, 1973. Supplementary reading in primary sources, biographies, and current periodicals.

Electives

Each elective course is one-half credit and is taken for one-half year, either in the Fall term, or in the Winter-Spring term. If a student has had a previous full-year history course at St. Andrew's or, with departmental approval, at another school, two of the half-year elective courses in United States studies can fulfill the requirement for graduation of a credit in United States history. The prerequisite for any elective course is one full year of history.

1975-76

Fall Term

Renaissance and Reformation

World War I

United States Foreign Policy

Winter-Spring Term

Modern Europe

The New Deal

Contemporary American

1976-77

Fall Term

Colonial America

Civil War and Reconstruction

History of England I

Winter-Spring Term

U.S. Government and Constitution

Emergence of the American

Political Party System

History of England II

Others (by demand)

Urban History

Economics

U.S. Advanced Placement

European Advanced Placement

Latin

The School recognizes the importance of Latin to a liberal education, both in the language training it affords and the introduction it gives to the roots of our civilization. Hence Latin is obligatory for all Second Formers. Students entering the Third Form with a successful year of Latin behind them are urged to continue it. Two years of Latin seems to be a reasonable minimum, but students who are able should continue with the third year of Latin, which provides a fluency in the reading of works integral to the Western cultural tradition. To the advanced student, the fourth year offers the opportunity to study in greater depth and perspective the more profound literary and philosophical works of the Ancient World. *Honors students in Latin IV who have the endorsement of the instructor should consider taking the Advanced Placement of the C.E.E.B.*

Latin I—Starts with simple Latin texts, gradually increasing in difficulty. Text: Ch. Jenny, Jr., *First Year Latin*, Rockleigh, N.J., Allyn and Bacon, Inc., 1970.

Latin II—Continues the study of the grammar and structure of Latin and introduces the student to more extensive reading of Latin prose. Text: H. Oerberg, *Lingua Latina*, Vol. II, New York, The Nature Method Institute, 1965.

Latin III—Emphasis on the facile handling of Latin prose and poetry. Limited survey of Roman civilization of the period. Texts: Ch. Jenney, Jr., and Rogers V. Scudder, *Third Year Latin*, Rockleigh, N.J., Allyn and Bacon, Inc., 1964; Ch. Jenney, Jr. and Rogers V. Scudder, *Fourth Year Latin*, Rockleigh, N.J., Allyn and Bacon, Inc., 1968.

Latin IV—Reading of Latin poets of the Augustan age and some Silver Latin prose. Limited survey of the historical, social and political background of the period. The spring term will be spent on individual projects. Texts: Ch. Jenney, Jr. and Rogers V. Scudder, *Fourth Year Latin* (continued), Rockleigh, N.J., Allyn and Bacon, Inc., 1969; A. Gillingham and E. Baade, *An Ovid Reader*, Columbus, Ohio, Charles E. Merrill Publishing Co., 1969; Furneaux and Pitman, *The Annals of Tacitus*, XIII-XVI, Oxford, Clarendon Press, 1962.

Greek—A minor course in classical Greek may be offered again this year. The program will be adapted to the ability and interest of the students involved.

Modern Languages

It is recommended that the student pursue his study of French or Spanish through at least the third year. Interested and unusually able students at the fourth-year level are encouraged to prepare for Advanced Placement Examinations.

During the first two years of language instruction, emphasis is placed on speaking and on aural comprehension as well as on grammar, and classes are largely conducted in the language being studied. The last two years of each course are conducted entirely in the language under study; emphasis is placed on the literary masterpieces in each language and on the cultural backgrounds. Students at all levels are required to make use of the

language laboratory on a regular basis. The activities of the French and Spanish Clubs supplement those of the classroom and add life and breadth of interest to these studies.

FRENCH

French I—Class Texts: O'Brien, LaFrance, Brachfield, Church, *French I*, Boston, Ginn & Co., 1970; Pimsleur, *C'est la vie*, New York, Harcourt, Brace & Jovanovich, Inc., 1970; collateral reading from Heath-Chicago *Alternate French* series, Boston, D. C. Heath, 1945, and from *Oxford Rapid Reading French Texts*, New York, Oxford University Press, N. D.; introduction to geography and history of France.

French II—Class Texts: O'Brien, LaFrance, Brachfield, *French 2*, Boston, Ginn & Co. 1970; Leblanc, *Arsène Lupin*, Boston, Houghton Mifflin, 1965; Goscinnny, Uderzo, *Astérix Gladiateur*, Dargaud, Paris, 1964; collateral reading from *Oxford Rapid Reading French Texts*, New York, Oxford University Press, N.D. and the French Reserve Library.

French III—Class Texts: O'Brien, Thompson, Brachfield, *French 3*, Boston, Ginn & Co., 1970; Camus, *L'étranger*, Paris, Gallimard, Livre de Poche Université, 1957; Bauer, Campbell, *La Robe et le courteau*, Boston, Houghton Mifflin, 1966.

French IV—Assigned readings of masterpieces of French literature with written and oral reports. Texts: Denoeu, *Sommets Littéraires Francaise*, Boston, Heath, Rev. Ed. 1967; Brachfeld, Thompson, O'Brien, LaFrance, *French 4*, Boston, Ginn & Co., 1970. Readings are from the Advanced Placement syllabus for which interested and able students are encouraged to prepare. In addition to this Advanced Placement in French literature, there is also one in French language for exceptional honors students at this level.

Conversational French—A minor course designed for advanced students who want systematic practice in talking about everyday practical subjects. Prerequisite: French IV or concurrently with the French IV course, or with departmental permission after French III.

SPANISH

Spanish I—Text: Staubach, Guerrero, Bonilla, *Lengua activa 1*, Boston, Ginn & Co., 1970. Readers: Heath Chicago Spanish Series Books I-V, New York, D. C. Heath & Co., 1949; B. Traven, *El tesoro de la Sierra Madre*, New York, Appleton-Century-Crofts, 1963.

Spanish II—Text: Staubach, Guerrero, Bonilla, *Lengua activa 2*, Revised Edition, Boston, Ginn & Co., 1970. Reader: Pio Baroja, *Zalacain el aventurero*, Cambridge, Massachusetts, Houghton Mifflin Co., 1954.

Spanish III—Texts: Amelia A. de Del Rio, *Del Solar Hispánico*, New York, Holt, Rinehart and Winston, Inc., 1962; Staff of the M. L. M. Development Center, *Spanish Level Three*, New York, Harcourt, Brace & Jovanovich, Inc., 1964; collateral reading from Spanish Reserve Library; Benito Pérez Galdos, *Doña Perfecta*, Massachusetts, D. C. Heath & Co., 1940; Pedro Antonio de Alarcón, *El Sombrero de tres picos*, New York, Ginn & Co., 1965.

Spanish IV—Staff of the M.L.M. Development Center, *Spanish Level Four*, New York, Harcourt, Brace and Jovanovich, 1966; Amelia A. de Del Rio et al. eds., *Del Solar Hispánico*, New York, Holt, Rinehart and Winston, 1962; García Lorca, *Obras Escogidas*, Ed. Florit, Dell, 1965; Modern Spanish and Latin American Authors Series, Borges, *Sus Mejores Páginas*, New Jersey, Prentiss Hall Inc. 1970; in same series as above, Un-

amuno, *Sus Mejores Páginas*, New Jersey, Prentiss Hall Inc., 1966; Mariano Azuela, *Los de abajo*, New Jersey, Prentiss Hall Inc., 1967. Other readers from the Spanish Room Library. *Students interested in literary appreciation are encouraged to prepare for the Advanced Placement Examination.*

Conversational Spanish—A minor course designed for advanced students who want systematic practice in talking about everyday practical subjects. Prerequisite: Spanish IV or concurrently with the Spanish IV course, or with departmental permission after Spanish III.

Mathematics

Advanced Program courses are open to students whose aptitude and performance in mathematics is demonstrably superior. Departmental approval required. Those who wish to take a C.E.E.B. Advanced Placement Examination should take the VI Form Advanced Placement Program.

SECOND FORM—A course integrating arithmetic with introductory algebraic and geometric topics, emphasizing the study of mathematical structure and concurrently improving computational skills. Text: Keedy, Jameson, Johnson, *Exploring Modern Mathematics*, Books 1 and 2, New York, Holt, Rinehart and Winston, Inc., 1964.

THIRD FORM—A first course in modern elementary algebra based upon structure properties of the real number system. Definitions and axioms are carefully formulated and there is work with simple proofs based upon an introduction to logic. Text: Pearson, Allen, *Modern Algebra, A Logical Approach, Book One*, Boston, Ginn & Company, 1964.

Advanced Program: Several topics in intermediate algebra are studied; the same text is covered in greater depth.

FOURTH FORM—A course in demonstrative plane and solid geometry based on a modification of Birkhoff's axioms. Texts: E. E. Moise and F. L. Downs, Jr., *Geometry*, Reading, Mass., Addison-Wesley Publishing Company, Inc., 1964.

Advanced Program: The advanced sections cover the text and have supplementary material, mostly on solid geometry. Text: same.

FIFTH FORM—A course in algebra which in addition to the algebra of the real and complex numbers covers the analytic geometry of conic sections, systems of equations, and considerable study of functions: linear, constant, absolute value, polynomial, logarithmic, exponential and trigonometric. Text: Pearson, Allen, *Modern Algebra, A Logical Approach, Book Two*, Boston, Ginn & Company, 1966.

Advanced Program: The advanced placement sections study the above topics and have additional material on complex numbers, the trigonometric functions, sequences and series, and other topics, with more emphasis on proof and the organization of the ideas. Text: same.

SIXTH FORM—The course is designed to culminate the work of the preceding courses and to be a thorough preparation for college courses in calculus, abstract algebra, and probability. Included are the study of field properties, vectors, sequences and series, polynomial, transcendental and trigonometric functions. Texts: Dolciani, Beckenbach, Donnelly, Jurgensin, Wooten,

Modern Introductory Analysis, Boston, Houghton Mifflin Co., 1964; Mosteller, Rourke, Thomas, *Probability and Statistics*, Reading, Mass., Addison-Wesley Publishing Co., Inc., 1961.

Sixth Form Advanced Placement Program—A college level course in the calculus and analytic geometry. Text: George B. Thomas, Jr., *Calculus and Analytic Geometry*, Fourth Edition, Reading, Mass., Addison-Wesley Publishing Co., 1968.

Computer Programming—An introductory course developing an understanding of the relationship between mathematics, the computer, and problem solving. Students will be taught to write programs and to run them on the computer. Text: Eric A. Weiss, *Programming the IBM 1620*, New York, McGraw-Hill Book Co., 1965.

Probability and Statistics—A half-credit course in elementary probability theory for finite sample spaces; introduction to random variables, their distribution, and the properties of their distributions; an intuitive introduction to continuous random variables and the normal distribution; the properties of the binomial distribution and the central limit theorem; and applications of classical statistical inference. Text: F. Mosteller, R. Rourke, and G. Thomas, *Probability: A First Course*, Reading, Mass., Addison-Wesley Publishing Company, Inc., 1961

Science

Since biology touches upon almost every human activity, it is recommended that if a student is to take only *one* laboratory science in four years at St. Andrew's, it be one of the two introductory biology courses, the choice depending upon which year it is elected.

Students may take C.E.E.B. Advanced Placement Examinations in biology, chemistry or physics. Those taking advanced placement in biology usually complete both biology and zoology; those taking advanced placement in chemistry should complete both the regular chemistry course and Chemistry II. Those taking advanced placement in physics must do independent study in addition to completing the regular physics course.

SECOND FORM—Earth Science: An investigation of the planet earth. The properties of the earth and the laws which govern its behavior are investigated as are the earth's history, the changes taking place on the earth, and the position of the earth in relation to the universe. Text and Lab Manual: Ramsey, Burckley, Phillips, and Watenpaugh, *Modern Earth Science*, New York, Holt, Rinehart and Winston, Inc., 1969. (*Note: This course does not fulfill the requirements of a laboratory science for credit toward graduation.*)

THIRD AND FOURTH FORM—Biology: A thorough introduction to life science (required of all students who wish to elect Zoology later, or to elect Chemistry at the IV Form level). Emphasis is upon the steady state, the complementarity of structure and function, evolution, behavior, and the world ecosystem. Text: Biological Sciences Curriculum Study, *Biological Science, An Inquiry into Life*, 3rd edition, Harcourt, Brace & Jovanovich, Inc., 1973. Supplementary reading required from sources in the Science Library of the School.

FOURTH, FIFTH OR SIXTH FORM—Zoology: A systematic study of animal organisms through the orienting principle of levels of organization, from sub-atomic to living communities. Frequent detailed laboratory investigations touch upon a wide variety of

subjects in life science. Extensive field work and a year-long research investigation are required. *May be elected with departmental approval only.* Open only to students who have not only successfully passed a laboratory course in general biology, but who have demonstrated a genuine interest in the life sciences. Texts: T. I. Storer, R. L. Usinger, R. C. Stebbins, J. W. Nybakken, *General Zoology*, McGraw-Hill Book Co., 5th edition, New York, 1972; Storer and Usinger, *Laboratory Workbook for Zoology*, McGraw-Hill Book Co., 1965.

FIFTH AND SIXTH FORMS—Biology and Mankind: A laboratory course designed for those students who wish to plan their programs around a single science taken in the upper form levels. It is not available to students who have already taken Biology at St. Andrew's. If taken in the V Form year, it does not prevent a student from taking another science course subsequently. This novel course is based upon the audio-tutorial laboratory methods developed by S. N. Postlethwait of Purdue University, and is individually paced by each student, with faculty supervision at all times. Content includes all major areas of biological science, with strong emphasis upon man's role in the planetary ecosystem, and issues arising from his role. Instructional materials: *Biology: An Individualized Course*, Westinghouse Learning Corporation, 1973.

FIFTH AND SIXTH FORMS—Physics: A course incorporating the six traditional divisions of physics to provide a contemporary view of the classical and modern concepts of physical phenomena. Films, laboratory projects and reference materials are employed to supplement and broaden the scope of regular class work. Texts: John E. Williams, Frederick E. Trunklein, H. Clark Metcalfe, Ralph W. Lefler, *Modern Physics*, New York, Holt, Rinehart and Winston, Inc., 1972.

FIFTH AND SIXTH FORMS (may be elected by IV Formers with departmental approval only) Chemistry—A course in descriptive and theoretical general chemistry in light of modern theory. Classroom material is accompanied by laboratory work, movies, and chemistry periodicals. Emphasis is given to fundamental principles and relationships in accordance with the latest developments in the field. Sound technique is developed in all laboratory work. Prerequisites: Algebra I, Plane Geometry, Algebra II concurrently. Text: Quagliano & Vallarino, *Chemistry*, third edition, Englewood Cliffs, N.J., 1969. Laboratory experiments are drawn from a number of sources.

MINOR COURSES—These courses are half-credit courses, meeting twice weekly, and are available as electives to Fifth and Sixth Form students.

Chemistry II—A course for students who have successfully completed the first-year general chemistry course. The student investigates advanced topics not included in the first-year course. These topics include structure of solids, phase diagrams of one or two component systems, advanced discussions of chemical equilibrium particularly those involving gas reactions, chemical kinetics, thermochemistry, and possibly some organic chemistry. *Required of those intending to sit for the Advanced Placement Examination of the C.E.E.B.*

Microtechnique—A laboratory course limited to approximately six upper-formers who have demonstrated ability and interest in developing skills in cytological and histological technique. At the conclusion of the course a student should be able to work professionally in a pathology laboratory or other laboratory requiring the expert preparation of microscope slides. Text:

Gray, *Handbook of Basic Microtechnique*, third edition, McGraw Hill Book Co., N.Y., 1964.

Freshwater Ecology—A laboratory and field study of local aquatic ecosystems, both ponds and brooks. While natural, unaffected bodies of water will be emphasized, others that are in varying stages of pollution will be examined as well. Each student will conduct year-long research on an approved topic within the immediate locality. Text: Andrews, ed., *Freshwater Ecology*, Prentice-Hall, Englewood Cliffs, New Jersey, 1972.

Topics in Botany—A course for students who have successfully completed biology and wish to pursue their interest in the plant sciences. The course will include seminars, laboratory projects, and field trips. Students will learn techniques for algal culture, plant identification, preparation of herbarium specimens, and various laboratory techniques. Use of the Science Library will be emphasized, and texts may be assigned.

The Arts

The Arts Department offers opportunities in drama, graphic arts, music and woodworking to every student in the School. In the spring, Parents' Weekend focuses on the creative side of a student's life, with a full day of exhibits in photography, a drama presentation, displays in painting, ceramics and drawing, concerts and exhibits and demonstrations in woodworking.

The drama program has grown to a level of performing three major productions each year and will involve as many as one-half of the student body, either as actors and actresses, or as members of the technical staff. The School has a well-equipped stage, although other locations, such as the Chapel, are often utilized. Training in acting, scene construction, lighting, costuming and make-up is available to all students under professional direction.

The art facilities are housed in a large studio with north light and a classroom on the third floor of the main building above the library. It is fully equipped for work in most graphic media, clay and ceramics. In addition to regular classes, the studio is open and an instructor is available for those who want to work in their spare time. Consumable art materials are furnished at cost.

The music facilities, quartered on the second floor of the gymnasium, include seven individual practice rooms, six practice pianos, two teaching studios, a rehearsal hall, and a large storage room for instruments and equipment. The Chairman of the Arts Department instructs in all band and orchestral instruments and also offers classical guitar lessons in addition to directing the band and stage band. The organist-choir director conducts the choir and offers private instruction in organ, piano, harpsichord and voice. There is no charge for individual instruction in music or art. Band instruments are available to students who do not have their own. Orchestral stringed instruments can be rented at the students' own expense. Student "groups" equipped with electric guitars, etc., are provided practice space in the junior basketball court. A drum set is provided for use by all percussion students taking lessons. The Department also has a bass and a bass amplifier that can be used with permission of the Department only. Guitars and amplifiers are not provided.

The shop facilities are located in the basement of the main building. The shop instructor is available to any student on Monday and Friday nights and Saturday mornings. The bench area is always open and power tools are available when the instructor is in the shop.

Art

Introduction to Art (Required of all II and new III Formers)—One half of the year is spent in creative work in drawing, water color, oil, and ceramic sculpture.

The History and Appreciation of Art (elective)—A study of the development of painting, sculpture and architecture emphasizing the relationships of outstanding periods to the history and culture of their times and to each other. The course begins with the analysis of the nature of art. Then, with the Impressionists as a starting point, the survey works back to the Renaissance, Greek and Roman periods, and from Roman expansion forward through Gothic art in France and Germany, the Baroque period, Holland, Spain, England culminating with American art and briefly, the art of today. The art of the Far East and primitive art are included where they have influenced Western artists. Color slides and reproductions afford the visual materials. Such source books as Jansen's *History of Art*, the works of Canaday, Craven, Grombach and other classic art histories with various current publications afford reading material.

The History and Appreciation of Art II (elective)—This course deals with areas and artists not covered in "*The History and Appreciation of Art*" as well as with the special interests of the group taking the course. It is open to IV, V, and VI Formers qualified by the art teacher.

Drawing—IV, V, VI Forms (elective)—A course covering the basic requisites for more advanced painting and sculpture. It will include charcoal, pencil, pen and ink renderings of line and form—no previous experience is required.

Music

Introduction to Music (Required of all II and new III Formers)—One half of the year is spent in the study of the effects of pitch, duration, timbre and intensity. Some elementary compositional techniques will also be utilized.

Music Major—To permit a selected student who plans to major or minor in music in college an opportunity in his Sixth Form year to drop one of his four major subjects (determined by the student's advisor, registrar and Academic Committee), and that this time be reassigned to the Music Department, to use as it deems necessary in further preparing this student for college admission.

History of Music (Elective IV, V, and VI Forms)—A course tracing the development of music in Western Civilization. With emphasis on the evolution of musical forms and styles in the framework of cultural developments from religious music of the Middle Ages to contemporary music in the seventies. The ability to read music is a prerequisite.

Music Composition (Elective III through VI Forms. II Form by permission of the Music Department)—Examination of compositional styles and techniques from 1450 to the present from the standpoint of melody, harmony, counterpoint and structure. Incorporation of these techniques into original composition with emphasis on 20th Century styles. Prerequisite: Music Theory or examination by the Department.

Music Theory (Elective III through VI Forms. II Form by permission of the Music Department)—Survey of the elements of the Theory of Music including notation, rhythm, tonality, harmonic progression, species counterpoint, diatonic and altered harmony, basic forms, and style characteristics of "periods" in music history.

Individual or Small Group Instruction—Elective to any student whose course schedule permits one class period each week with instruction on all band and orchestral instruments, voice, piano, harpsichord, and organ. There is no charge for this instruction but lessons will be discontinued if a student does not practice. Private instruction is not offered to V or VI Form pianists or organists who have had no previous experience.

Instrumental Music (Elective in all Forms)—The concert band studies and performs concert band literature and transcriptions during the year. Several out-of-school concerts are given. The band also performs on Arts Day and at graduation in the spring. The stage band studies and performs jazz literature during the mini-term and spring term and also performs on Arts Day.

Vocal Music (Elective in all Forms)—The choir performs in chapel on Sundays and certain evening services throughout the year, offers a very fine lessons and carols service in the Christmas season, and also prepares a very elaborate Arts Day concert in the spring. Occasionally the choir presents programs off campus.

WOODWORKING

Woodworking (Required of all II Formers)—A shop period is a regular part of the Second Form course of study.

Daily Schedule

Cleaning and ordering alcoves and rooms is the first responsibility of each student's day. In addition each student has a "job" which takes about one-half hour to do. For younger students sweeping, dusting, vacuum cleaning or other forms of light housekeeping are the general rule. Older students generally have more specialized jobs, such as working in the science building or library, or, as in the case of most seniors, supervising the job system. Jobs change once every three weeks, though in many instances change involves only a change of locale.

In addition students below the Sixth Form wait on tables in rotation. Table seating is not by form but rather mixes students of all ages to promote wider contact and a varied interest among students and faculty. Table seating is changed every three weeks.

THE DAILY SCHEDULE

7:00 Rising Bell	3:40 Sports
7:15 Breakfast	6:20 Dinner
7:45 Room and Alcove Inspection	7:00 Chapel*
8:00 Job Inspection	7:15-8:00 Activities
8:15 Classes Begin	8:05-9:40 Study
10:25-10:40 Recess	10:00 Bedtime II and III Forms
1:00 Lunch	10:30 Bedtime IV Form
1:50 Classes Resume	10:45 Bedtime V Form
2:30 Tutorial Period	11:00 VI Form in Rooms

On Tuesdays all classes are shortened five minutes, the eighth period is omitted, and classes end at 1:00 P.M. Classes end Saturdays at 10:25 A.M.

*Chapel: Monday and Friday, voluntary; Wednesday and Sunday, required.

THE SUNDAY SCHEDULE

8:15 Rising Bell	1:00 Dinner
8:30 Breakfast	6:20 Supper
9:15 Room and Alcove Inspection	8:05-9:40 Study
9:30 Chapel*	Regular Bedtimes
10:45 Job Inspection	

Weekends and Vacations

Every student in good standing is permitted one weekend leave per term and can earn three additional leaves if his academic record averages third group or better or if his conduct record is exceptionally good. Sixth Form students are permitted an additional weekend, but no student may take more than four weekend leaves in any single term except in cases of absolute necessity. Parents are asked to cooperate with the School and to make no requests for leaves beyond those to which students are normally entitled.

Every student is required to present the written permission of his parents to take weekend leave of the campus and if he is not going home, an invitation from his host or hostess.

Weekend leaves begin for students who have passed all subjects with a third group or better, on Friday afternoon at 2:30 P.M. For all others weekend leaves begin at 10:25 A.M. Saturday. All weekend leaves end at 7:30 P.M. Sunday.

Under certain conditions it is possible for a student not academically entitled to a Friday weekend to combine two Saturday weekend leaves for a Friday one.

There are three vacation periods during the school year—Thanksgiving, Christmas, and Spring.

Christmas and Spring vacations officially begin one day after the last term examination ends, but students with good conduct records may leave one hour after the last term examination ends. Students with unsatisfactory conduct records may be detained for one day. The Summer Vacation begins a few hours after the final examination. *It is not possible for students to leave on vacation before the stated times.*

Students who are not going directly home must secure and present written permission from their parents and an invitation from their hosts.

All students are expected to return on the day appointed for return at 5 P.M.

Housing

There are two separate housing complexes at St. Andrew's. In the Main Building, which contains all quarters for boys, Second and Third Form boys live in alcoves in the East (18) and South (27) dormitories respectively. Experience has shown that this mode of living is an easy way for a young boy away from home, possibly for the first time, to learn to manage his possessions as well as his behavior, to make friends quickly, and to engage happily in social living. Resident Sixth Form supervisors, two in each dorm and all chosen for evenness of temper and common sense, run the dorms under the general supervision of a resident faculty member. The alcoves are small, semi-detached, and contain built-in chests and cabinets, a closet, a bed, and no other furniture. Across the front of each hangs a curtain which affords a measure of privacy. Dormitories are intended primarily for sleeping and dressing and are accessible only at certain hours during the day. Recreation areas for Second and Third Formers are commodious rooms each furnished with stout tables and chairs, ping-pong tables, and television sets which may be used when no school obligations—classes, study halls, chapel, meals, and the like—are to be met. Boys above the Third Form live in rooms in the Main Building.

Girls are housed in the New Dorm on four separate corridors, each with about 14 girls living two to a room. The New Dorm also provides for the girls a laundry room, two common rooms and a small kitchen.

Basic furniture in all rooms includes space for the storage of clothes—either built-in drawers and closets, or chests and closets. There is a bed, a desk for study, and a chair for each occupant. Easy chairs, rugs and wall decorations, if any, are provided by the residents, who will also need to plan accordingly what electrical equipment they will bring to school in September, since each room is limited to one radio and one record player. No cooking equipment of any kind is permitted.

Student supervisors and a member of the faculty reside on each corridor. Common rooms furnished with chairs, tables, and television sets are convenient to each corridor in addition to the student lounge located on the first floor of the Main Building.

Dress

Dress requirements, which apply to both boys and girls, are very simple. In general, a student is expected to be

neat, clean, orderly, and presentable to others at all times. "Formal" situations such as classes and meals (excepting breakfast) require coat and tie of boys, dress, skirt and blouse, or pants suit of girls. Prior to the opening of school each year the Decorum Committee supplies specific information about the dress code.

General Regulations

Students are expected to behave with due regard for the rights and feelings of others. The School reserves the right to dismiss any student whose scholarship, conduct, or cooperation is unsatisfactory. A few major rules and principles are as follows:

St. Andrew's School operates under an honor code by which the student obligates himself to personal honesty in act and word and commits himself to report irregularities. The School is willing to accept only those students who feel they can endorse this code.

The possession or the use of alcohol or other harmful or illegal drugs by any student under the jurisdiction of the School is strictly forbidden and *will result in summary dismissal*. A student is considered under the jurisdiction of the School from the time he leaves home until the time he returns either to it or to its recognized equivalent.

Visitors are welcomed at all times, especially after terms are a few weeks underway. Overnight accommodations can always be arranged in the vicinity of the School.

All students in good standing are permitted to leave the campus in the company of parents or adult family friends when no school engagement other than meals has to be met.

Smoking, which the School considers a hazard to health, is permitted under certain circumstances only to students sixteen or over who have their parents' permission.

Firearms, explosives, bicycles, knives, and pets are not allowed at the School, except as specifically permitted by School regulations.

Students are permitted to ride in cars only when with parents, adult friends or with a member of the Faculty or Staff on official School business. Hitching is absolutely forbidden.

All students receive a copy of the *Student Guide*, which is the handbook of St. Andrew's, and they are expected to be familiar with its contents.

Expenses

The tuition fee for the academic year 1976-77 is \$3,800. The tuition includes instruction, room, board, laundry; first aid, as well as infirmary bed care by the School Nurse; music lessons and use of musical instruments; use of laboratories; the full cost of game uniforms, some athletic equipment and all transportation used in interscholastic sports; lectures and concerts held at the School.

The tuition fee is payable in equal installments, the first due on or before the opening day of the fall term and the second, on or before February 1. By making arrangements with the School Business Office prior to the opening of school, parents may elect an installment plan, for which there is a nominal carrying charge.

Each year a substantial part of the income from endowment is devoted to tuition assistance. While the School cannot assist all who apply, the parents of an able and ambitious student should not be deterred by financial considerations from making application for a grant.

Those who wish to apply for a grant-in-aid are asked to fill out the standard Parents' Financial Statement, which will be sent upon request. Ordinarily, these statements must be completed and returned to Princeton, N.J. by January 1. On the basis of the applicant's need, academic ability, character, and general promise the School will grant tuition assistance. However, it should be noted that the larger grants are awarded through straight academic competition.

Beyond the academic requirements stated below (*Renewal*) the tuition fee paid for each student is confidential and has no effect on the position or privileges of the student in the School.

Renewal and Re-enrollment

After the first year, *tuition reduced by reason of a grant* made by the School is subject to annual review and possible readjustment by the School. In February the School will send forms for the purpose to all recipients of grants. *Full tuition*, however, is subject to reconsideration only upon request by parents or guardians. *Requests for review* should reach the School not later than February 1. Otherwise there will be a change only if a general change in rates is considered necessary by the Board of Trustees. Notice of such change will be given well in advance.

To be eligible for aid the student holding a grant or applying for one should be producing work commensurate with abilities. Specifically, first-year students are expected to have a passing grade or better in all subjects and at least a seventy average over-all. In years subsequent to

the first, the minimum grade expected in *any* subject is seventy.

In the case of a new student a deposit amounting to ten per cent of the tuition fee must be made upon acceptance of the School's terms of admission. The deposit will be credited against the first tuition payment. If notice of change of intention is given the School before July 1, half of the deposit will be returned, but after that date the deposit will be retained by the School.

Parents of old students are expected to submit a deposit for the following year by May 15. The School will send new forms by April 15. This matriculation form states the amount of deposit, which is ten per cent of the tuition, and also states the details of the terms which govern a student's enrollment and attendance at St. Andrew's.

During term either the parent or the School may terminate connection *at will* with compensation to the parent as provided by the terms of the tuition refund insurance policy each parent is required to purchase.

Extra Expenses

The cost of tuition refund insurance, which is required of all students (unless tuition fees are paid in full prior to the opening date in September,) affords compensation for prolonged absence from classes, withdrawal during term, or dismissal for any cause.

The cost of the nine-month accident insurance policy, which is strongly recommended to parents;

The current fixed incidentals fee of \$58.00, which covers such expenses as a subscription to all student publications, the rental of texts from the School Reserve Library, gym "white" issues (socks, and other etcetera, laundered daily), and some of the miniterm expenses, such as transportation.

Other "extras" include the weekly allowance, the purchase of books, stationery and so on, for which no fixed fee can be set. To cover these expenses, parents are asked to deposit \$90 to their son's or daughter's bank account on the opening day of school. Supplemental deposits will probably be required during the fall term, for it is in the fall term that books and other non-recurring expenses come due. Thereafter the student should begin each term with a balance of \$50. Parents should also remember that if travel arrangements are made through the School, sufficient funds must be on deposit to cover ticket purchase.

It is the School's policy to keep extra expenses to a minimum. Each student pays these expenses from his School Bank account, and these transactions are ap-

proved by his faculty advisor.

With the exercise of reasonable care, the total incidental expenditure, exclusive of travel, should not exceed \$400 a year.

Parents are urged not to send their sons or daughters extra spending money, and because students are urged to have in hand only nominal sums of cash, all money for a student's account should be sent directly to the School Bank, where such funds will be made readily accessible.

Admission

Application for admission to St. Andrew's School is open to all students without regard to sex, race or religious affiliation.

The majority of students enter the Second or Third Forms (eighth and ninth grades). There is a smaller number of places in the Fourth Form (tenth grade). While an application for the Fifth Form will be given every consideration, the number of places available is so limited that only a demonstrably able student can be considered.

Application for admission should be made on the form included with this catalogue or obtainable from the School upon request. A fee of \$10.00 and a photograph must accompany each application, as must the Preliminary Health Report. *Applications for tuition assistance* are sent only upon request. Space for request will be found on the application for admission.

Applications for admission are welcome at any time of year, but it is to the applicant's advantage to file before January 1 of the year preceding the year of matriculation.

A visit to the campus and an interview the School considers imperative in all instances where visiting is possible. The visit should be made at a time when the School is in session. The School is not open during the Christmas vacation. Arrangements for visits and interview should be made through the Director of Admissions.

The academic fitness of an applicant is determined by his academic record and by a series of entrance tests. The School can not seriously consider any candidate in the absence of either.

The applicant's academic record the School will obtain, but applicants are expected to register for and take the Secondary School Admission Tests. These tests are given by the Educational Testing Service of Princeton, N.J. at various centers throughout the country. The School will send full information about the tests well in advance of the test date, provided we have an application for admission. Those who complete the tests successfully will ordinarily be expected to take *St. Andrew's substantiating tests* in

English, mathematics, and a foreign language if the applicant wishes to pursue at St. Andrew's a foreign language begun elsewhere. Substantiating tests will be waived for a second or third form candidate when the Secondary School Admission Tests scores and other data show the applicant clearly qualified.

Applicants are expected to take the December or January set of the Secondary School Admission Tests unless there is a compelling reason—late application or illness, for instance—for delay.

St. Andrew's substantiating tests are not given at the School. They will be sent for administration to any teacher, school or agency capable of administering them. All arrangements are made and costs are borne by the parents of the applicant. Tests must be returned to the School within one week of the day on which the tests are received by the testing agent or agency.

All applicants who have not taken the Secondary School Admission Tests will take the full battery of St. Andrew's School entrance tests. These tests will be mailed for administration elsewhere, as outlined in the paragraph preceding.

Applicants who have taken the December or January SSAT may normally expect a decision no later than March 10. Decision in all other instances will usually follow within a few weeks of the time test data, transcripts and test results have reached the School.

Parents who receive acceptance on or before March 10 must reply on or before April 10. In all other instances the School will specify the reply date.

Secondary School Admission Tests Administrations 1975-1976

1975

December 13 Domestic (grades 8 and above)
Hawaii (grades 5 and above)

1976

January 17 Domestic and
International (grades 5 and above)
March 6 Domestic only (grades 5 and above)
April 10 Domestic only (grades 5 and above)
May 15 Domestic and
International (grades 5 and above)

The Faculty

ROBERT A. MOSS, A.B., St. George's School, University of St. Andrew's, Princeton University, Headmaster, *Sacred Studies*

JAMES O. BROWN, M.A., Shady Side Academy, Lafayette College, University of Pennsylvania, Assistant Headmaster, College Advisor, Guidance

THE REVEREND PETER SIMON MEIN, M.A., Queen Elizabeth's Grammar School, University of Nottingham, Kelham Theological College, Chaplain, Housemaster, *Sacred Studies*

WILLIAM H. AMOS, M.A., American School, Tokyo; Rutgers University, University of Delaware, Senior Master, Chairman, *Science*

LARRY E. BOWERSOX, B.A., Claymont High School, University of Delaware, *English*

CHRISTOPHER G. BOYLE, M.Ed., Thacher School, Amherst College, Harvard University, Chairman, *English*

MARC F. CHEBAN, B.M., Henry C. Conrad High School, West Chester State College, *Music*

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(Area Code: 302) 834-5350

Administrative Offices: during Business Hours

Weekdays 8:30 a.m.-4:30 p.m.

Saturday 9:00 a.m.-12:00 noon

834-5350

Headmaster, Residence

378-9315

Assistant Headmaster, Residence

378-8640

Director of Admissions, Residence

378-2315

The Infirmary, Mrs. DiGennaro

834-5113

In a dire emergency (and after business hours), please call the Headmaster or the Assistant Headmaster. Between 9:45 P.M. and 10:30 P.M., please call the Master in whose rooming area the student resides.

Corridor A, Mr. Ogilby

378-9388

Corridor B, Mr. Bowersox

378-9310

Corridor C, Mr. Cheban

378-4287

Corridor D, Mr. Pasco

378-8961

Corridor E, Mrs. Mein

378-9160

Corridor F, Miss Flagg

378-9636

Corridors G & H, Mrs. B. Moss

378-8746

South & East Dormitories:

Mr. Lange

378-9206

Mr. Dobson

378-2315

Normal procedure for reaching students by telephone:

Monday-Saturday 6:30 p.m.-6:50 p.m.

7:20 p.m.-8:00 p.m.

Sunday

6:30 p.m.-7:30 p.m.

378-9511

During the above hours always call a student person-to-person.

Normally, a delay of at least five minutes is to be expected. At other times it is extremely difficult to bring students to the telephone. The best the School can do is to post a notice asking the student to return the call.

Students may make outgoing calls only through pay phones provided for their use.

