

# ST. ANDREW'S SCHOOL









1918-1979

ST. ANDREW'S SCHOOL  
Middletown, Delaware 1970



# THE FOUNDATION AND PURPOSE

Founded by Mr. A. Felix du Pont in 1927 and liberally endowed by Mr. du Pont and his sister Mrs. Irene du Pont, St. Andrew's opened for its first session in September 1930 with 35 boys after three years of planning. Mr. du Pont had the enthusiastic encouragement of the Bishop of the Episcopal Diocese of Delaware, the Rt. Reverend Phillip Cook, first President of the Board of Trustees, and the active support of several friends who eventually constituted the Board of Trustees of the Episcopal Church School Foundation, the body which administers the Foundation today.

The purpose of the Foundation was explicitly put by Mr. du Pont: St. Andrew's School is to provide secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards. . . .

In 1973 St. Andrew's became a boarding school for both boys and girls without departing from the principles and aims of its Founder. The size of the School and its intimate

character have not been altered. St. Andrew's enrolls about 220 students now divided between 150 boys and 70 girls.

Now in its fifth decade, the School still sees in the Founder's statement three imperatives, all of which are regarded as interdependent.

First, the School is to be made accessible not only to those of means, but to those of modest means or no means at all. It is to this end the School was generously endowed. The endowment is reflected in a tuition rate lower than most, a scholarship program from which approximately 50 percent of the student body benefits, and in grounds, buildings, and facilities which can only be described as superior by any standard and far beyond those one would normally expect to find in a school of 220 students and a faculty of 35. Put in terms of dollars and cents, whatever the cost to a parent, the actual cost of a year at St. Andrew's School is approximately \$8,500.

Second, St. Andrew's is to present a challenging and demanding academic

and social environment. While we do not guarantee admission to any particular college, the curriculum will prepare a student to meet the exacting requirements of the most demanding; but where the student goes depends principally upon performance and admissions policies which are determined by colleges themselves. *What we most hope is that the St. Andrew's experience will prove valuable and meaningful in itself.*

The third imperative is religious. St. Andrew's is affiliated with the Episcopal Church. This does not mean that the School is religiously exclusive. What it does mean is that the School takes the Christian faith seriously. Chapel services, which students and faculty attend, are expressions of the corporate and cooperative nature of school life. Religion courses, which are in the curriculum of every form, introduce a student to the beliefs and values of the Judeo-Christian tradition in western culture, the understanding of which is an integral part of liberal education.









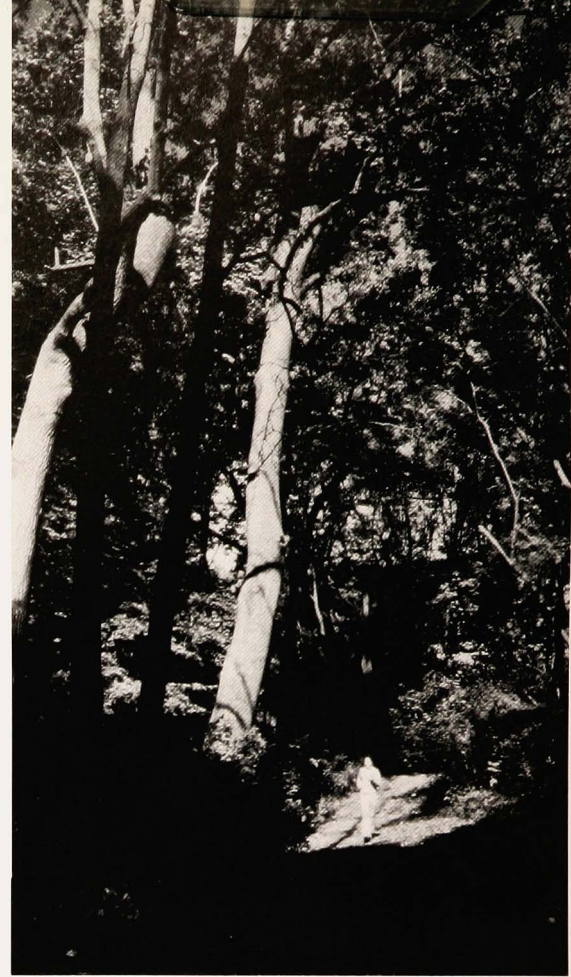
# THE LOCALE

St. Andrew's School is located in lower New Castle County, Delaware, 25 miles south of Wilmington and approximately three miles southeast of Middletown.

The countryside is typical of the rural Atlantic Coastal Plain. The land is flat, streams are tidal and meandering, farmland alternates with woodland, most of it oak, tulip-poplar and hickory. Its "lakes," of which there are many, were originally mill-ponds, but the grist mills they powered have either disappeared or fallen into desuetude. Noxontown "Lake," approximately two miles long, on which the campus borders and around which the School now owns 1,450 acres, part of it wooded but most of it under cultivation, has been a mill-pond for something over 200 years, but the mill, which still stands, has long been inoperative.

Seasonally, the weather is also typical of the region and only broadly predictable. Fall usually lasts until late November or early December, spring usually arrives about April first, summer about May 15. Winters can be cold, particularly from the latter half

of December to early March. Snow, when it comes, comes usually by blizzards but seldom lies on the ground for very long. The lake does freeze but seldom for more than a week at a time, though ice persists in sheltered coves for longer periods. It is not the kind of winter which makes for a scheduled outdoor winter sports program. For this reason facilities for indoor winter sports are extensive.









# THE BUILDINGS AND GROUNDS

On the 150 acres of the School property devoted to the campus proper, there are, in addition to playing fields, water sports facilities, and faculty homes, four major buildings.

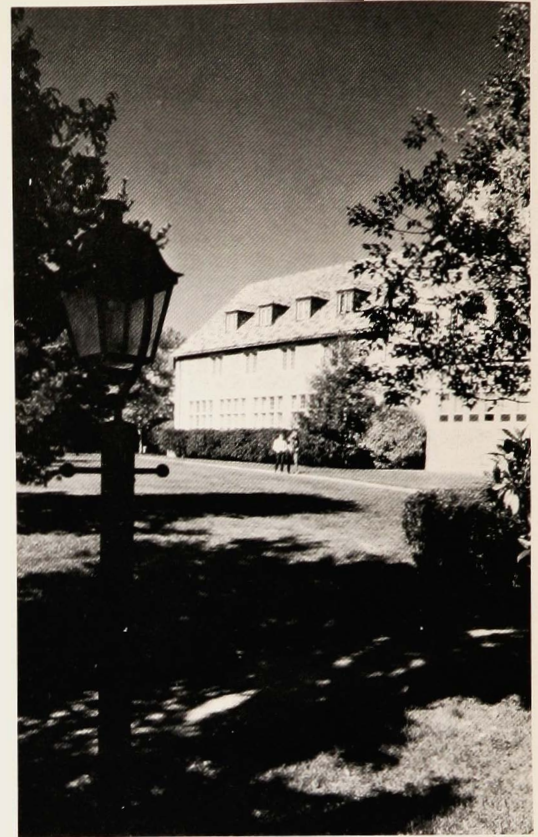
The Main Building, by all odds the largest, was built of stone between 1929-1956. It houses all administrative offices, all classrooms but those used for music and science, the chapel, the computer room, a dining room which seats the entire student body and faculty, the language laboratory, the study hall, the auditorium and stage, the Irene du Pont Library, the woodworking shop, the art studio, common rooms, the School Store, bank, and student publications office. On the second and third floors are the living quarters of 150 boys, seven masters, and the resident nurse, her office and the infirmary.

Separated from but adjacent to the Main Building is the New Dorm (1967), also of stone, with a new wing completed in 1974. This building houses all girl students together with homes for two faculty families, a faculty apartment, and social rooms.

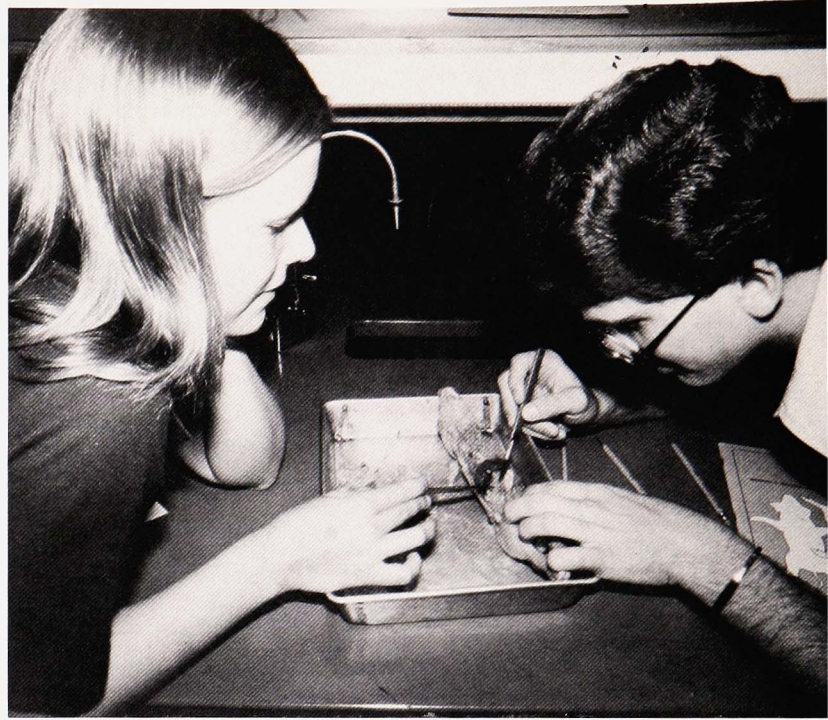
The gym, which was completely remodeled in 1963, houses the Music Department, facilities for winter athletics (these include two basketball courts, four squash courts, two wrestling rooms, two exercise/gymnastic rooms, and a weight training room), and locker rooms and showers for year-round use.

The Science Building (brick and steel, 1967) contains all facilities for biology, zoology and allied life sciences, chemistry, physics, and earth science. Included is a lecture hall seating 70. It is completely equipped for any kind of demonstration science instructors (or others who sometimes use it) care to present. Every science has a classroom and a general laboratory suited to its needs, a project lab, various instruments rooms and supply rooms, and, in the case of life science, an elaborate aquarium, "mouse house" and greenhouse.

Other lesser buildings on campus include the maintenance building and a modern School-operated laundry.









# THE RELIGIOUS PERSPECTIVE

Our place of worship is a large crypt chapel in the basement of the middle wing of the Main Building. It is a colorful and quiet place. Along the side aisles of the nave hang state and national flags given by students who have come from the states and countries represented, while a plain oak altar surmounted by a fine polychromed hand-carved reredos serves to center attention on the sanctuary.

Services for the whole School are held on Wednesday evenings at seven o'clock and on Sundays at eleven a.m. and 5:30 p.m. alternately. On Monday evenings, services are conducted by special interest groups within the School, and on Friday evenings there is a service related to individual needs. Holy Communion is celebrated for the whole School on first and third Sundays. On second and fourth Sundays the service is evening prayer and sermon. The School clergy, the Headmaster, and, on occasion, visiting clergy preach at these services.

The evening chapel services last about fifteen minutes, Sunday services about an hour. Roman Catholic students may attend services at St. Joseph's Church, Middletown, on Sundays. Jewish students may be excused for their high holidays.

Students take an active part in all services, many as members of the choir, others as acolytes, and others as lectors. In the absence of the resident organist, student organists fill in.

A student vestry, composed of representatives elected from all forms, bears something of the same relationship to the chapel that a parish vestry bears to a parish. The analogy is not exact but at its meetings, in addition to acting as a body advisory to the chaplains, the vestry considers such matters as chapel attendance, the conduct of services, upkeep of the chapel, the receiving and disbursing of student offerings, and inter-school religious relationships.

Special instruction for confirmation is afforded to those desiring it. The Bishop of Delaware visits the School during the winter term for confirmation,

but students expecting to be confirmed in their home churches will gladly be given preparation if their parents and rectors request it.

Formal instruction is a required part of each student's course of study. Briefly, in younger Forms (II-IV) emphasis is on Biblical and religious knowledge. In upper years increasing attention is given to contemporary ethical and philosophical problems.

Also to be mentioned in this connection is the social service concern of a large number of students. One group teaches Sunday School at St. Anne's Church in Middletown. Another group merges with young people in Middletown to work with dependent children at the Governor Bacon Health Center. Eight to ten students travel to St. Benedict's School for Retarded Children near Centreville, Maryland, twice a month for recreational work with retarded children. Others work as tutors for local school children who need help in their studies. It is all done without monetary reward and on free time.









# THE SPORTS PROGRAM

We do not believe that athletics are the be-all and end-all of existence, but without apology St. Andrew's expects every student to participate in athletics—games and contests mostly, unless excused for medical reasons though provision is made for corrective exercises where they are indicated. Emphasis is on "games" because the School regards competition as a healthy thing, and because most students prefer games and from them learn something not readily acquired in any other way—the meaning of *esprit de corps* and collective effort and, if nothing else, self-respect and respect for an opponent. While we welcome students who like athletics, we do not recruit athletes. Almost without exception our varsity players come up through the ranks.

Coaches of all sports are Faculty members whose school or college experience provides the necessary qualifications. The entire program is supervised by the Director of Athletics, a professional in the field and himself a coach and teacher, assisted by a

highly qualified coach of girls' sports. Our concern is to see that instruction at all levels is good, that due consideration is given the physiological welfare of the participants, and that good sportsmanship and "fair play" are emphasized at all times. Practice periods last one hour and thirty minutes, five days a week.

The extent of the program is dictated by total participation. If all are to be engaged, variety is necessary as are facilities for providing it at several different levels of competence. The variety is determined by student interest, the physical facts of our location, and the competition available within reasonable travel distance. Boys compete in football, soccer, cross country, basketball, squash, wrestling, baseball, tennis, and crew. Girls compete in field hockey, cross country, volleyball, basketball, squash, tennis, crew, and lacrosse.

Outside competition is determined in part by what is popular in neighboring schools and by what a school of 220

can withstand. Mostly, it is confined to the independent day schools in Wilmington, some public and parochial schools in the area, and a moderate number of schools from Annapolis, Baltimore, and Philadelphia.

On campus are nine tennis courts for varsity, junior varsity, and recreational use; seven fields for football, soccer, and field hockey; two baseball diamonds, one varsity and one J.V., and a softball field for intramurals. Indoor facilities are extensive. The gymnasium has two large basketball courts, two wrestling rooms, a small all-purpose court, a room for an intramural program involving gymnastics, four squash courts, and a corrective exercise and weight-lifting room which features a "Universal Gym." When not in use by squads scheduled for practice, all facilities are available to anyone for recreation.

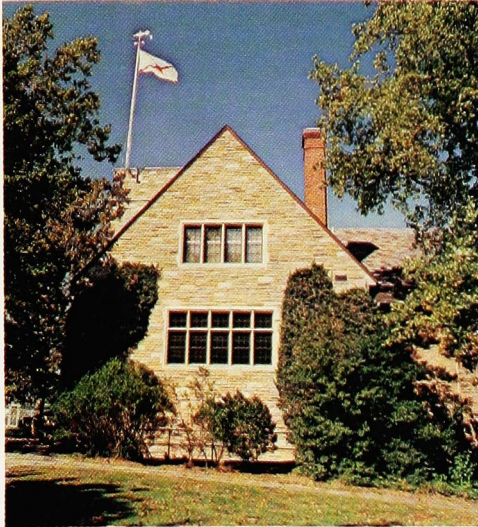




In spring and fall full advantage is taken of the lake. The boathouse houses six eight-oared shells, five fours, two doubles, and three singles. In addition five "Sunfish" class sailing craft are available as are three rowboats and five canoes. There is no indoor pool, but when weather and water are suitable, instruction in swimming is given those who need it, for no student can swim or go on the lake in any craft unless a swimming test has been passed. For accomplished swimmers, instruction includes a four-week course in lifesaving leading to the junior or senior lifesaving badge or certificate.



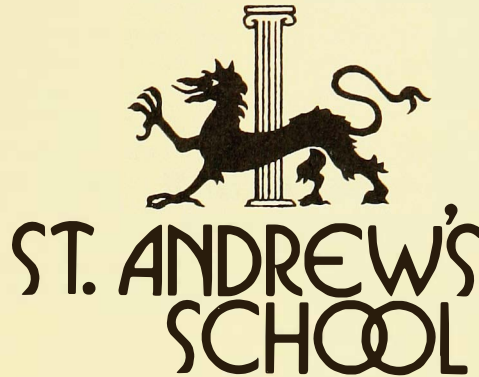






# Catalogue Supplement

## 1978-1979



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Harold Kenneth Wood, '56  
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## CALENDAR 1978-1979

### 1978

FALL TERM BEGINS

Thanksgiving Holiday

Christmas Vacation Begins\*

Saturday, September 9

Tuesday-Monday

November 21-November 27

Thursday, December 14

### 1979

WINTER TERM BEGINS

Long Weekend

Tuesday, January 2

Friday-Monday

February 2-February 5

Mini-Term Begins

Spring Vacation Begins\*

SPRING TERM BEGINS

Commencement

Closing Day

Monday, February 26

Friday, March 9

Wednesday, March 28

Thursday, May 24

Friday, June 8

*\*Students with D or E conduct remain one day longer.*



# 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 sixteen 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 4, 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 Religious 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 a 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.

## 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 "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, 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, time and a teacher are available to any student who needs help with his work. A merely dilatory student may be remanded to 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 offer 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 1978 two IV Formers, six V Formers and four VI Formers sat for advanced college placement examinations.

## The Mini-Term

The last two 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 some older students, individually. These pursuits may range from workshops in drama to involvements in community 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 October, November, December, February, March, May and June. The October, 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 from 1974 through 1978 went to the following colleges: University of Delaware, 14; University of Maryland, 9; Duke, 8; College of Wooster, Princeton, University of Virginia, Washington College, Washington & Lee, 7; Clemson, Harvard, Lafayette, Marietta, 6; Swarthmore, Syracuse, Trinity, University of North Carolina, 4; College of William & Mary, Cornell, Guilford, University of South Carolina, Williams, 3; Bates, Bishop's University (Canada), Brown, Bucknell, Colgate, Connecticut College, Dartmouth,



Dickinson, Emory, Franklin & Marshall, Georgetown, Georgia Institute of Technology, Hamilton, Miami University of Ohio, North Carolina State, Salisbury State, Sweet Briar, Tufts, University of Miami, U.S. Military Academy, University of Pennsylvania, University of the South, Vanderbilt, Wesleyan, Western Maryland, Wheelock, 2; Agnes Scott, Bellarmine, Boston College, Boston University, Clark, Colby, Columbia, Davidson, Evergreen State, George Washington, Gettysburg, Goucher, Hampshire, Haverford, High Point, Hiram, Hobart, Ithaca, Johns Hopkins, Longwood, Lynchburg, Mary Baldwin, Massachusetts Institute of Technology, Middlebury, Montgomery, Morris Brown, Occidental, Pennsylvania State, Randolph-Macon, Rice, Rider, Rochester Institute of Technology, St. Lawrence, Shippensburg, Skidmore, South Carolina State, Springfield, SUNY at Cortland, SUNY Maritime College, Stetson, Temple, U.S. Naval Academy, the Universities of Dayton, Georgia, Houston, Kentucky, Massachusetts, Michigan, Puget Sound, Richmond, Rochester, San Francisco, Texas, Washington, Ursinus College, Virginia Polytechnic Institute, Wake Forest, Wheaton, Widener, Worcester Polytechnic Institute, Xavier, 1.

### 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 personal faculty advisor and, during his last two years, a college guidance counselor who provide support, assistance, and direction.

### Course Load

The normal course consists of four major subjects and Religious 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.

### Promotion

In promoting a student at the end of each school year, the School takes into account not only a student's academic performance but also conduct, personal standards and contributions to the School.

#### THE SECOND FORM COURSE INCLUDES:

Religious Studies  
English  
Latin  
Arithmetic and Algebra  
Earth Science  
Art (¼ credit)  
Music (¼ credit)  
Woodworking

#### THE THIRD FORM COURSE INCLUDES:

Religious Studies (½ credit)  
English (1 credit)  
\*Language: French, Latin, Spanish (elective)  
Elementary Algebra (1 credit)  
Ancient and Medieval History (elective, 1 credit)  
Biology (elective, 1 credit)  
Art (¼ credit)  
Music (¼ credit)

#### THE FOURTH FORM COURSE INCLUDES:

Religious Studies (½ credit)  
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:

Religious Studies (½ credit)  
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:

Religious Studies (½ credit)  
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)  
Creative Arts: Art, Music, Theatre (electives)

\*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

## Classics

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: *Cambridge Latin Course*, Cambridge University Press, 1971.

*Latin II*—Continues the study of the grammar and structure of Latin and introduces the student to more extensive reading of Latin prose. Text: Ch. Jenney, Jr., *First Year Latin*, continued; Ch. Jenney, Jr., *Second Year Latin*, Rockleigh, N.J., Allyn and Bacon, Inc., 1975; *Cambridge Latin Course*, Cambridge University Press, 1971, continued.

*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; A. Gillingham and E. Beade, *An Ovid Reader*, Columbus, Ohio, Charles E. Merrill Publishing Co., 1969.

*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*, Rockleigh, N.J., Allyn and Bacon, Inc., 1969; Furneaux and Pitman, *The Annals of Tacitus*, XII-XVI, Oxford, Clarendon Press, 1962.

*Greek*—A minor course in classical Greek is adapted to the ability and interest of the students involved.

## Creative Arts

The Creative Arts Department offers opportunities in graphic arts, music, theatre and woodworking to every student in the School. In the spring, Arts Day focuses on the creative side of a student's life, with a full day of exhibits, photography, a theatre presentation, displays in watercolor, sculpture and drawing, concerts and demonstrations in woodworking.

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 with 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 guitar, a bass amplifier and a fender rhodes that can be used with permission of the Department only. Guitars and amplifiers are not provided.

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

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 devoted to basic drawing disciplines in various media. Use of still life, landscape, and figure study are emphasized so that each student

may comprehend the abstract nature of all visual arts.

*Art Theory* (Elective; open to IV, V, VI Forms)—This course stresses a working vocabulary of aesthetic principles which may then be applied to study of the major artistic developments since the Renaissance. Use of slides and a text prepare the student for seminar discussion of painting and sculpture. Field trips to museums and special exhibitions in New York, Washington, Philadelphia, and Baltimore complement study with actual viewing experience of the concepts discussed.

*Drawing* (Elective; prerequisite: Introduction to Art; Art Theory; permission of instructor)—Instruction in all drawing media and watercolor are offered. The class meets twice weekly and works from specific art problems. Group critiques are included to develop a student's critical sense about his/her own work and also to discuss the work of others.

*Individual or Small Group Instruction* (Elective)—Elective to any student whose course schedule permits one class period each week for instruction in drawing, watercolor, painting, printing, or sculpture (clay, wax, wood, or mixed media.) The progress of each student studying privately in any of the Arts will be reviewed by the Arts Department at the end of each term. At this time the student will be asked to present a short demonstration indicative of the work he has done during the term.

The purpose of this evaluation is to determine the student's progress relative to his recognized potential.

## 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 his time be reassigned to the Music Department, to be used as deemed necessary in further preparing this student for college admission.

*History of Music* (Elective IV, V and VI Forms; prerequisite: The ability to read music)—A course tracing the development of music in Western civilization from the Middle Ages to the present. The year's study is divided into three seminars (one each term) whose topics are selected by the class from the following: Middle Ages/Renaissance; Baroque: Classical; Romantic; Post-romantic/Early 20th Century; Contemporary/Modern. Among elements stressed is the evolution of forms and musical styles within the framework of cultural developments. Extensive listening experiences will be integrated with the course material.

*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. Students are encouraged to study privately in the early forms so that continuity can be established. The progress of each student studying privately in any of the Arts will be reviewed by the Arts Department at the end of each term. At this time the student will be asked to present a short demonstration indicative of the work he has done during the term.

The purpose of this evaluation is to determine the student's progress relative to his recognized potential.

*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 performs on Parent's Weekend in the fall, and on Arts Day and at graduation in the spring. The stage band studies and performs jazz literature during the year and also gives concerts off campus as well as on Arts Day.

*Vocal/Choral Music* (Elective in all Forms)—Both the Choir and the Concert Choir join to sing Sunday services, certain evening services throughout the year, and a very fine service of lessons and carols in the Christmas season. The Choir prepares an elaborate Arts Day concert in the spring. Membership is open to all.

The Concert Choir, whose membership is open by audition only, is a very specialized group which studies and performs music of a more



difficult and comprehensive nature than that of the Choir. This choir has greater responsibility in presenting anthems for Sunday services throughout the year. It sings for a number of special events on campus during the year and presents on Arts Day an excellent concert representative of the material studied during the year. One of the main purposes of the Concert Choir is to sing in programs away from campus, including the annual Delaware Independent School Chorus Concert.

## Theatre

**Theatre Arts** (Elective V and VI Forms)—A course providing an introduction to the theatre. The course is divided into three parts. Part one outlines critical approaches, and discusses dramatic structure, form and style. Part two surveys the development of theatre from the beginnings to the present. Part three describes how each of the theatre arts is practiced in America today. It emphasizes principles, goals, and working procedures. The course includes a subscription series ticket for five plays at the Walnut Street Theatre in Philadelphia, Pennsylvania.

## Woodworking

**Woodworking** (Required of all II Formers)—A shop period is a regular part of the Second Form course of study. Form III through VI have access to work in the shop at their own leisure time. The shop facilities are located in the basement of the Main Building. The 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.

## 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 & 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 *The Once and Future King*, by T. H. White, *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 they choose themselves from the library. Basic texts: Shaw, Harry (editor), *McGraw-Hill Handbook of English, Third Edition*, New York, McGraw-Hill Book Company, Inc., 1969; 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: Shaw, Harry (editor), *McGraw-Hill Handbook of English, Third Edition*, New York, McGraw-Hill Book Company, Inc., 1969; 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: Warriner, Ludwig and Connolly, *Advanced Composition: A Book of Models for Writing, Complete Course*, New York, Harcourt, Brace & Jovanovich, 1977.

Readings include:

**Fall Term:** Selections from Davis and Fuller (editors), *Introduction to the Essay*, Rochelle Park, Hayden Book Company, Inc., 1972; and from other collections of essays.

**Winter Term:** A representative selection of dramas, loosely organized around the concept of tragedy. The following are frequently read: Shakespeare's *Othello* or *Macbeth*; O'Neill's *The Emperor Jones*, *The Book of Job*, *The Glass Menagerie*, 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 and argumentative writing, literary analysis, and independent projects. Provision is made for weaker students to sharpen their skills in reading, writing, and the taking of C.E.E.B. examinations. The literature studied is, in the fall term, drama; in the winter term, representative modern American and British poetry. Basic composition text: Warriner, Ludwig, and Connolly, *Advanced Composition: A Book of Models for Writing, Complete Course*, New York, Harcourt, Brace & Jovanovich, 1977.

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

**Fall Term:** *Oedipus*, *Antigone*, *Hamlet*, *King Lear*, *Coriolanus*, *Death of a Salesman*, *The Crucible*, *Waiting for Godot*, and *Rosencrantz and Guildenstern Are Dead*.

**Winter Term:** Untermeyer (editor), *Modern American Poetry—Modern British Poetry*, Combined New and Enlarged Edition, New York, Harcourt, Brace & World, 1969, 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 foundation of western culture and society. Frequent use of reading in mythology, biography, historical novels, and selected ancient and medieval writers supplements the text. Text: William O. Kellogg, *Greece and the Aegean*, Wellesley Hills, Mass., Independent School Press, 1975; P. Gordon B. Stillman, *Roman Rulers and Rebels*, Wellesley Hills, Mass., Independent School Press, 1972; P. Gordon B. Stillman, *Men and Milestones of the Middle Ages*, Wellesley Hills, Mass., Independent School Press, 1970.

## 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 & 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 A. Garraty, *The American Nation*, third edition, New York, Harper & Row, 1974. 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.

### 1977-78

#### Fall Term

*The American Revolution*  
*World War I and the Twenties*  
*History of England, I*  
*Introduction to Economics*

#### Winter-Spring Term

*The U.S. As An Emerging*  
*Power, 1876-1914*  
*The New Deal and*  
*World War II*  
*History of England, II*  
*History of Special Interest*

### 1978-79

#### Fall Term

*Colonial American*  
*The American City*  
*History of England, I*  
*Renaissance and Reformation*

#### Winter-Spring Term

*Civil War and Reconstruction*  
*Contemporary America*  
*History of England, II*  
*Modern Europe*

## Others

*U.S. Advanced Placement*  
*European Advanced Placement*  
*U.S. Government and Constitution*

## 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 & Co., 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 Co., 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 & Co., 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.

**Sixth Form Advanced Placement Program**—A college level course in 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 minor 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 Co., Inc., 1961.

**Matrix Algebra**—A minor course introducing matrix algebra. It will include the arithmetic of matrices, linear transformations in the plane, determinants, vectors and inner products, matrices as operators, and other topics as time permits. Text: Philip J. Davis, *The Mathematics of Matrices*, Boston, Ginn & Co., 1965.

**Economics and Mathematics**—A minor course introducing topics in economics and applying mathematical methods to the solution of economic problems. Text: Selected readings and notes by the instructor.

## 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 C.E.E.B. 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 encouraged to make use of the language laboratory on a regular basis. French and Spanish



Clubs supplement the activities of the classroom and add life and breadth of interest to these studies.

## FRENCH

*French I*—Class Texts: O'Brien, LaFrance, Brachfeld, Church, *French I*, Boston, Ginn & Co., 1970; Pimsleur, *C'est la vie*, New York, Harcourt, Brace & Jovanovich, 1970; collateral reading from Heath-Chicago *Alternate French* series, Boston, D. C. Heath & Co., 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, Brachfeld, *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, Brachfeld, *French 3*, Boston, Ginn & Co., 1970; Camus, *L'étranger*, Paris, Gallimard, Livre de Poche Université, 1957; Bauer, Campbell, *La Robe et le couteau*, Boston, Houghton Mifflin, 1966.

*French IV*—Assigned readings of masterpieces of French literature written and oral reports. Texts: Denoeu, *Sommets Littéraires Français*, Boston, D. C. Heath & Co., 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.

*French V*—Civilization, phonetics, and conversation. (This will be offered only when there is sufficient interest.)

*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 I*, 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, Mass., 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, 1964; collateral reading from Spanish Reserve Library; Benito Pérez Galdos, *Doña Perfecta*, Boston, D. C. Heath & Co., 1940; Pedro Antonio de Alarcon, *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 & 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*, Englewood Cliffs, N.J., Prentice Hall Inc., 1970; in same series as above, Unamuno, *Sus Mejores Páginas*, Englewood Cliffs, N.J., Prentice Hall Inc., 1966. Other readers from the Spanish Room Library. *Students interested in literary appreciation are encouraged to prepare for the Advanced Placement Examination. There is also an Advanced Placement Language examination.*

*Spanish V*—Civilization, phonetics, and conversation. (This will be offered only when there is sufficient interest.)

*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 with Spanish III.

## Religious 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; 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, N.J., Prentice Hall Inc., 1957; 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: Krumm, *The Moral Climate*, Cincinnati, Forward Movement, 1972.

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

### 1. *Man: Modern Interpretations*—Mr. Ogilby

The great variety of ideologies, philosophies, and belief systems current today usually stems from varying views of the nature of man. The most frequent questions asked are: what's wrong with man? what could or might he be? and how might he be improved? This course examines a number of views of the nature of man from atheistic, evolutionary, humanistic, Marxist, psychological, existentialist, and Christian standpoints. Among the authors studied are Julian Huxley, Jurgen Moltmann, Freud, Marx, Kierkegaard, Buber, Sartre and Reinhold Niebuhr. Students are asked at times to share in the presentation of the material and to write short papers. There are no examinations.

### 2. *Aggression and Guilt—Perspectives in Psychology and Religion*—Mr. Mein

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 behavior; 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. Authors read include Fromm, McKeating, Allison, Berne, and a modern novel.

### 3. *The Quest for Community*—Mrs. Mein

People seem to have a universal need to live in some kind of community. This course will look at some of the forms that the search for community has taken in the Western world; it will examine some utopian schemes springing from dissatisfaction with existing conditions, and some groups which have been established to put into practice particular ideals of community.

Reading will include Plato's *Republic*; the Acts of the Apostles; the Rule of St. Benedict; Thomas More, *Utopia*; Jean-Jacques Rousseau, *Emile*; E. D. Andrews, *The People Called Shakers: A Search for the Perfect Society*; B. F. Skinner, *Walden Two*; R. Houriet, *Getting Back Together*; R. M. Kanter, *Commitment and Community*.

## 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 Watenpugh, *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 Science, An Ecological Approach*, fourth edition, BSCS, Rand McNally and Co., 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*, New York, McGraw-Hill Book Co., fifth edition, 1972; Storer and Isinger, *Laboratory Workbook for Zoology*, New York, 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 designed to expose the student to a broad spectrum of fundamental concepts and issues in physics. The predominant focus will be towards topics associated with Newtonian mechanics, electricity, magnetism, light, and optics. In its approach the course is aimed at helping the student develop an understanding of these basic ideas and an appreciation of the scientific discipline and perspective involved in the study of physics. Text: Bueche, *Principles of Physics*, third edition, New York, McGraw-Hill Book Co., 1977.

**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., Prentice Hall Inc., 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 C.E.E.B. Advanced Placement Examination.

**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, New York, McGraw-Hill Book Co., 1964.

**Ecology—**A laboratory and field study of local ecosystems: ponds, brooks, fields, forests, soils, and selected sources of pollution. In addition completing the basic text studies, student teams will conduct prolonged investigation of three major ecosystems. Text: Sutton and Harmon, *Ecology: Selected Concepts*, New York, John Wiley & Sons, 1973. Four separate topical texts are also used by each student from the Departmental Resource Library.

## 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 usually quite limited.

Application for admission should be made on the form included with this catalogue or obtainable from the School upon request. A fee of \$20.00 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 cannot 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.

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 1978-1979

1978		
December 9	National	Lower and Upper Levels
1979		
January 20	International	Lower and Upper Levels
March 3	National	Lower and Upper Levels
April 28	International	Lower and Upper Levels
June 16	National	Upper Level Only

## Expenses

The tuition fee for the academic year 1978-79 is \$4,600. 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.

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.

### 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 \$60.00, 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 mini-term expenses, such as transportation.

Books, the cost of which could be estimated between \$75 and \$100.

Other "extras" include the weekly allowance, weekend travel expenses, stationery and so on, for which no fixed fee can be set. To cover these expenses, parents are asked to deposit sufficient money to their son's or daughter's bank account on the opening day of school. 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 approved 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.

## 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 percent 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 percent 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.



## 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. The New Dorm also provides a laundry room for the girls, 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.

## 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 systems. 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  
7:00-7:30 Breakfast  
7:45 Room and Alcove Inspection  
8:00 Job Inspection  
8:10 Classes Begin  
10:20 Recess  
12:00 Lunch  
1:15 Classes Resume  
3:40 Sports  
6:25 Dinner  
7:00 Chapel\*  
7:15-8:00 Activities  
8:15-9:50 Study

10:15 Bedtime II and III Forms  
10:30 IV Form in Rooms  
10:45 V Form in Rooms  
11:00 VI Form in Rooms

### THE SUNDAY SCHEDULE

8:15 Rising Bell  
8:30 Breakfast (optional)  
Alternate Sundays:  
11:00 Chapel 5:30  
12:00 Dinner 6:25  
6:25 Supper-Lunch 12:00  
8:15-9:50 Study  
Regular Bedtimes

Classes end Saturdays at 10:20 A.M.

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

## Weekends

*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 not earlier than 2:40 P.M. For all others weekend leaves begin at 10:20 A.M. Saturday. All weekend leaves end at 8:00 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.

## Vacations

*There are three vacation periods during the school year—Thanksgiving, Christmas, and Spring and one long free weekend in the middle of the winter term. 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 6 P.M.

## 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 support the system. 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 *constitutes grounds for summary dismissal*.

Visitors are welcomed at all times, especially after terms are a few weeks underway. Overnight accommodations can 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, knives, and pets are not allowed at the School, except as specifically permitted by School regulations.

Students are permitted to ride in cars only upon receiving permission from the Dean of Students. Hitching is absolutely forbidden.

All students receive a copy of the *St. Andrew's School Handbook* and they are expected to be familiar with its contents.





# The Faculty

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Silver Spring, MD

Anna Williams III  
Chestertown, MD

Theodore Edmead Johnson, III  
Metairie, LA

Shannon Hall Kuehlwein  
Wilmington, DE

Gregory Thomas Lynam  
Hockessin, DE

John Fox Mason  
Washington, DC

Caleb North Miller  
Wynnewood, PA

Bruce Darrin Morris  
St. Michaels, MD

Jennifer Karen Neal  
Seaford, DE

Eric John Olson  
Seaford, DE

Mary Catherine O'Shaughnessy  
Pottstown, PA

Gary Ott  
Felton, DE

Gary Watson Pilchard  
Pocomoke, MD

Christian Butan Profaci  
Chestertown, MD

Janice Marie Putnam  
Dover, DE

David Dirickson Quillin  
Ocean City, MD

Gretchen Anne Rada  
Hockessin, DE

Gregory James Rhem  
Bronx, NY

James Callopy Ryan, III  
Greenville, SC

John Conrad Schwab  
Wynnewood, PA

Robert Reynold Tarburton  
Dover, DE

Robert Jonas Tart  
Glen Ridge, NJ

Richard Lee Taylor, III  
Chesapeake City, MD

Warren C. Thompson  
Brooklyn, NY

Lisa Pernet Velasco  
Odessa, DE

Arraminta Anne Roberts Ware  
Sudlersville, MD

Van Aldon Warrington  
Ocean View, DE

Scott Rogers Weimer  
Washington, DC

Robert Read Williford  
Spartansburg, SC

Lyndsey Pilar Wyman  
Cairo, Egypt

### SECOND FORM

John Peter Nathaniel Austin  
Kill Devil Hills, NC

James Michael Brock  
Dayton, OH

John McArthur Chapman  
Berlin, Germany

Robert Constantine Donlick  
Smyrna, DE

Paul Calvin Gerner  
Wynnewood, PA

Andrew David Liefeld  
Middletown, DE

Peter Craig Leifeld  
Middletown, DE

Darius Stephen Mansoor  
Wilmington, DE

John Michael Pegg  
McGuire Air Force Base, NJ

Augustus John H. Rath  
Cecilton, MD

Elliot Jason Llewellyn Rhodes  
Tucson, AZ

Stephen Andrew Shriver  
Crofton, MD

Edward Shar Wilgis  
Budapest, Hungary

Bret Douglas Wilson  
Townsend, DE



# Telephone Directory

## The best time to call a student:

6:30 P.M.-6:50 P.M.

(Area Code: 302) 834-5350

Academic Dean (Mr. Stegeman), Residence  
**378-8928**

Administrative Offices: during Business Hours  
Weekdays 8:30 a.m.-4:30 p.m.

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

**834-5350**

Assistant to the Headmaster (Mr. Zimmer),  
Residence  
**378-2987**

Director of Admissions (Mr. Niles), Residence  
**378-9350**

Director of Public Information (Mrs. Stegeman)  
**378-4538**

Director of Studies (Mr. Dobson), Residence  
**378-2315**

Headmaster (Mr. O'Brien), Residence  
**378-8353**

Housemaster (Mr. Mein), Residence  
**378-9160**

Infirmary (Mrs. DiGennaro)  
**834-5113**

**In an emergency** (and after business hours), please call the Headmaster or the Housemaster. Between 9:45 P.M. and 10:30 P.M., please call the faculty member in whose rooming area the student resides.

Corridor A, Mr. Dunne  
**378-8511**

Corridor B, Mr. Niles  
**378-9350**

Corridor C, Mr. Grasso  
**378-4173**

Corridor D, Mr. Carothers  
**378-8722**

Corridor E, Mrs. Mein  
**378-9160**

Corridor F, Miss Baetjer  
**378-4253**

Corridors G & H, Mrs. Moss  
**378-8746**

South & East Dormitories:

Mr. Thornton  
**378-4354**

Mr. Carpenter  
**378-2628**

Mr. Cheban  
**378-4287**

## 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.

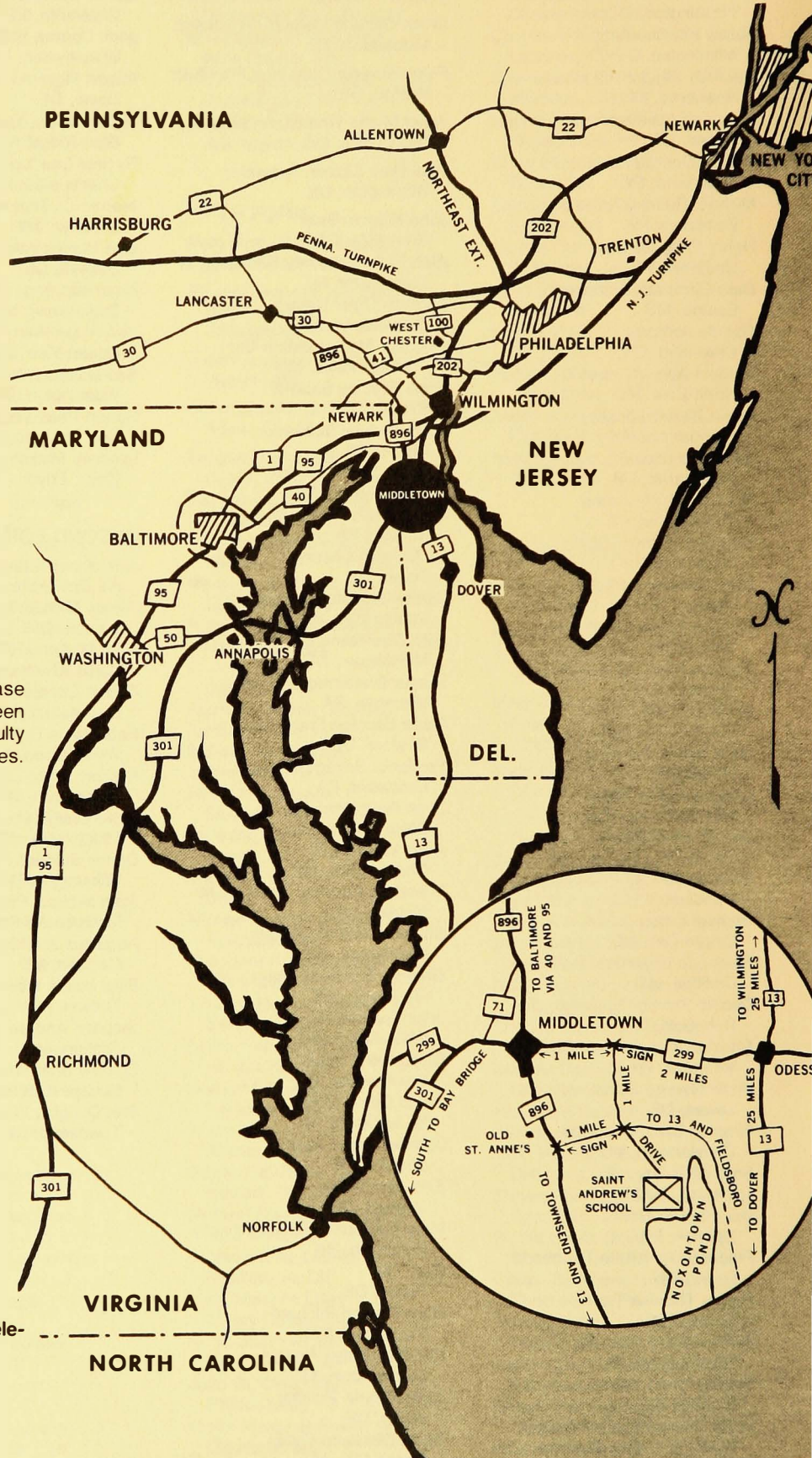
Sunday

6:30 p.m.-8:00 p.m.

**834-5350**

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

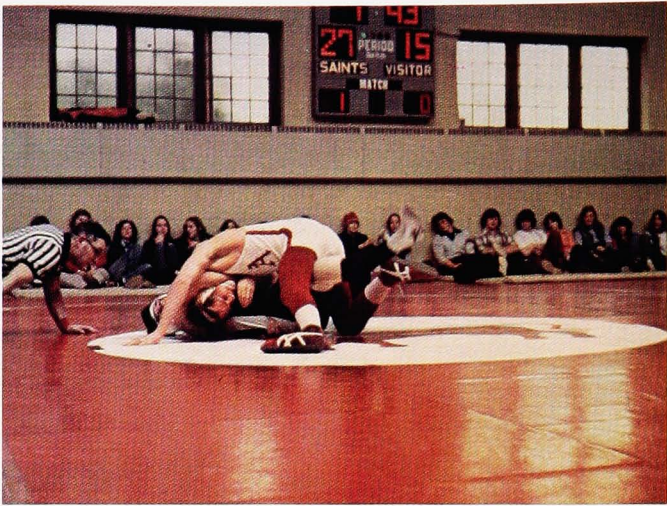
Normally, a delay of at least five minutes is to be expected. At other times it is extremely difficult to bring students to the telephone. The best the school



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.







# THE ARTS AND ACTIVITIES

The program in "the Arts" at St. Andrew's is difficult to define because music, drama, graphic arts, writing, photography, woodworking, and other endeavors are all so interwoven with the total life of the School, and because these efforts are so much more than is indicated by a listing of the formal organizations. The extent of student involvement is most impressively recorded at the annual spring Arts Festival, which is the culmination of the "art" year when students perform, display, and exhibit for about 500 parents and friends.

Year in and year out music has been one of the most popular extracurricular activities. Students are engaged as members of the choir, the concert band, the stage band, and smaller groups of various composition ranging from recorder ensembles to madrigal singers to bands using electronic equipment, and as individual students of an instrument, principally piano, harpsichord, pipe organ, wind and percussion instruments. The vitality of this program is due not only to the talent and interest of the students, of course, but to the fact that two

members of the faculty devote their entire time to teaching and directing, that the School will furnish any student with an instrument if one is not owned, and that the only fee for lessons is practice.

Typically, in recent years, nearly one-half of the student body has been involved either as actors or as members of the stage crew in the yearly production of several full-length plays, revues, and numerous one-acts. Among the latter are plays presented in French and Spanish by students in the Modern Language Department. Noteworthy have been productions of *The Importance of Being Earnest*, *Godspell*, *Galileo*, and *Guys and Dolls*. The School has a modern well-equipped stage, although other locations, such as the chapel, are often utilized. Training in acting and technical work is available to all under professional direction.

Beyond the many hours of work done in formal art classes which are open to all and required of younger students, there are many leisure time hours spent in drawing, sculpting, working with ceramics, and taking

photographs, because students find satisfaction in doing these things. In a regular class or not, all have the use of a large, north-lit and fully-equipped studio with the assistance of a resident professional instructor and a dark room equipped for developing, enlarging, and printing in black and white, and the aid and assistance of several faculty members who are camera buffs. Material for all media is available at cost. Woodworking, at one time almost exclusively pursued by younger students, has become increasingly popular with all ages. The shop has a bench area open at all times, and a section for power tools which is open usually on Friday nights and Saturdays when an instructor is there to supervise.

Students from all Forms are engaged in publications—*The Cardinal*, the School newspaper printed twice each term; *The Andrean*, a literary magazine published several times each year; and the *Year Book*, almost exclusively a VI Form project produced by ten VI Formers. A general business staff handles the finances of all publications.



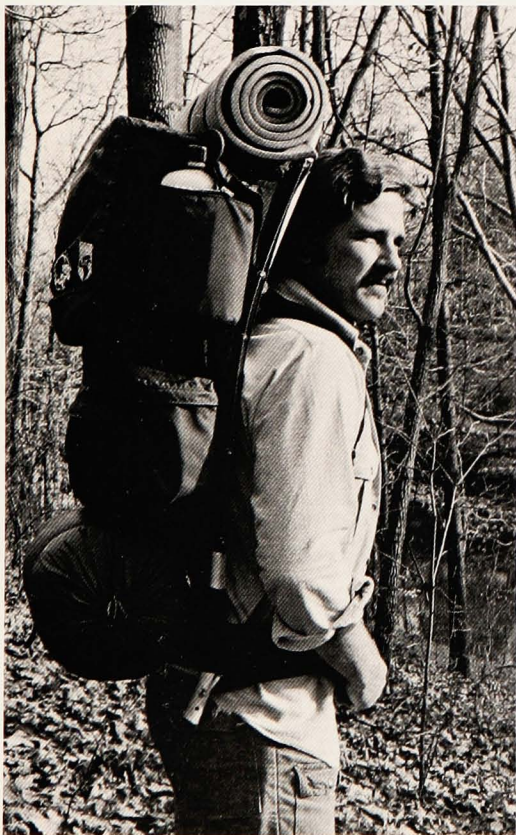






While there are art clubs and camera clubs, there are many other groups pursuing many other interests. They are called clubs, but "club" means only "community of interest." All are open to all interested students. Some have, and some do not need, a faculty advisor. These clubs include, among others, the Auto, Chess, Debating, Rifle, Ham Radio, Spanish, French, Gourmet, and Current Events clubs.

To further interest in the world of today, the School regularly invites outside speakers on timely subjects. At least once a term the School arranges trips to Wilmington, the campuses of the University of Delaware and Washington College, to Washington, Philadelphia, or New York to satisfy particular interests of particular groups. Where the immediate scene is concerned, every form has its own common room and a television set. The time thus available is limited, but when events of moment or programs of real merit are available, the limitations are lifted for all or for some as the occasion demands.









# THE SCHOOL GOVERNMENT

The government of a school is the joint venture of students and faculty. Their respective interests differ to some degree, and also, in important ways, coincide. The student body is an ever-changing group and the interests of one generation may or may not serve the interests of the next. It is important that any given student generation have a say in school matters which concern them, while preserving the essential character and purposes of the School.

The faculty represents a more permanent body and their concern for the School is of longer range. Their perspective extends both to the past when experience may have already judged a particular course of action, and it also extends to the future and to the condition of the School after a particular student generation has graduated.

School government, then, must bring together the interests of both the students and the faculty. The government of St. Andrew's provides consultation between students and faculty, and also for joint participation on important governing committees.

On all committees of School Government, the students are in the majority. The Decorum Committee sets standards of dress and decorum; the Social Activities Committee plans informal dances and similar social events; the Recreation Committee assists in the arrangement of Saturday night programs. Two committees exercise strong influence in student life. The Honor Committee has as its function the preservation of the St. Andrew's Honor Code, which is indispensable to the School's way of life. The chairman of the Honor Committee is elected by the VI Form. A member of the faculty is appointed by the Headmaster to be a permanent faculty representative, and two other members of the faculty are elected by the students, and each Form elects its representative to this Committee. The Discipline Committee has as its province matters of discipline. It provides a forum for the discussion of School regulations, it takes preventive action to ward off trouble, it sets

penalties for infractions of School rules. The chairman of this Committee is a member of the faculty appointed by the Headmaster. The VI Form elects a student Head of Discipline. Two other members of the faculty are elected by students and each Form elects representatives to the Discipline Committee.

The Steering Committee is composed of students and faculty. It acts as a kind of clearing house for student-faculty affairs and a kind of ombudsman to assist students and to direct inquiries to agencies of the School where particular problems can be dealt with. The Steering Committee also supervises School elections and prepares the agenda of the School Meeting, which is held when needed.

Each Form elects its own officers and from the III Form onward, each Form elects its own faculty advisor.

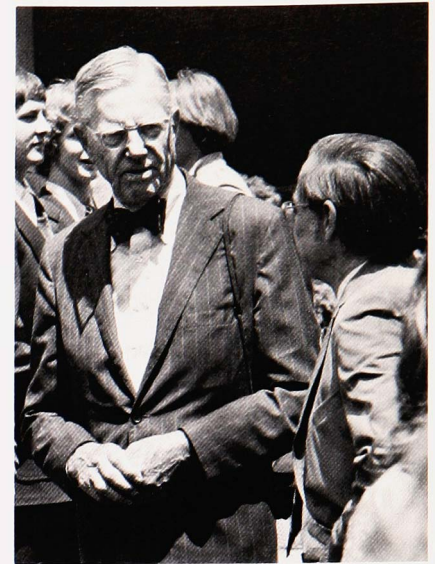
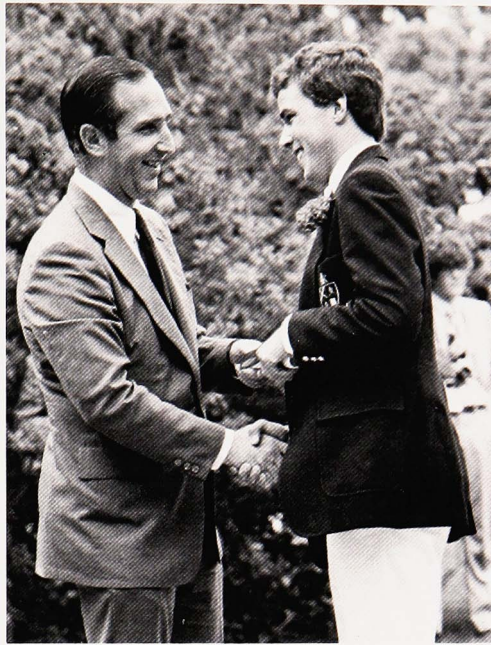
The Form Officers Group, composed of the four VI Form officers plus the President and Vice-President of each of the other Forms, provides the chief, formal link between the student body





and the Headmaster. It meets with him regularly throughout the school year. Much of its time is spent discussing the ongoing life of the School to the end that there will be wide understanding of School affairs. The meetings of the Form Officers Group provide an opportunity for students to make inquiries directly to the Headmaster on any subject, and also an opportunity for the Headmaster to provide background information on and full explanation of School policies and decisions.

Proposals affecting School life are developed and forwarded through several different agencies. The Steering Committee may forward directly a matter to the appropriate committee for immediate action. It may relay a matter directly to the faculty or it may give directions for presenting the matter to a School Meeting. Action of the School Meeting is reviewed by the faculty and the faculty's decision is then reported to the student body by the Steering Committee. Proposals take effect when they have been approved by the Headmaster.





# THE LIBRARY FACILITIES

The techniques of library use and the elements of research are essential to every embryo scholar. Hence our library facilities are designed primarily as a necessary supplement to the academic side of school life. But a library is also the means by which a student, either out of curiosity or the desire to sit down in comfort with an appealing book, may enlarge horizons and extend interests. For these reasons the main repository, the Irene du Pont Library, is located in a wing of the Main Building where it can be reached without difficulty. The stacks, to which a standard card catalogue serves as guide, are open. A librarian is available during school hours and a student librarian is available during night study hours to help younger students.

The Irene du Pont Library houses a well-balanced collection of 17,000 volumes, a reference room, 75 selected periodicals and seven daily newspapers including the *New York Times*. The collection grows at the rate of 500 volumes a year. The reference room, adjacent to both the main library and the study hall, has chairs and tables for study, note

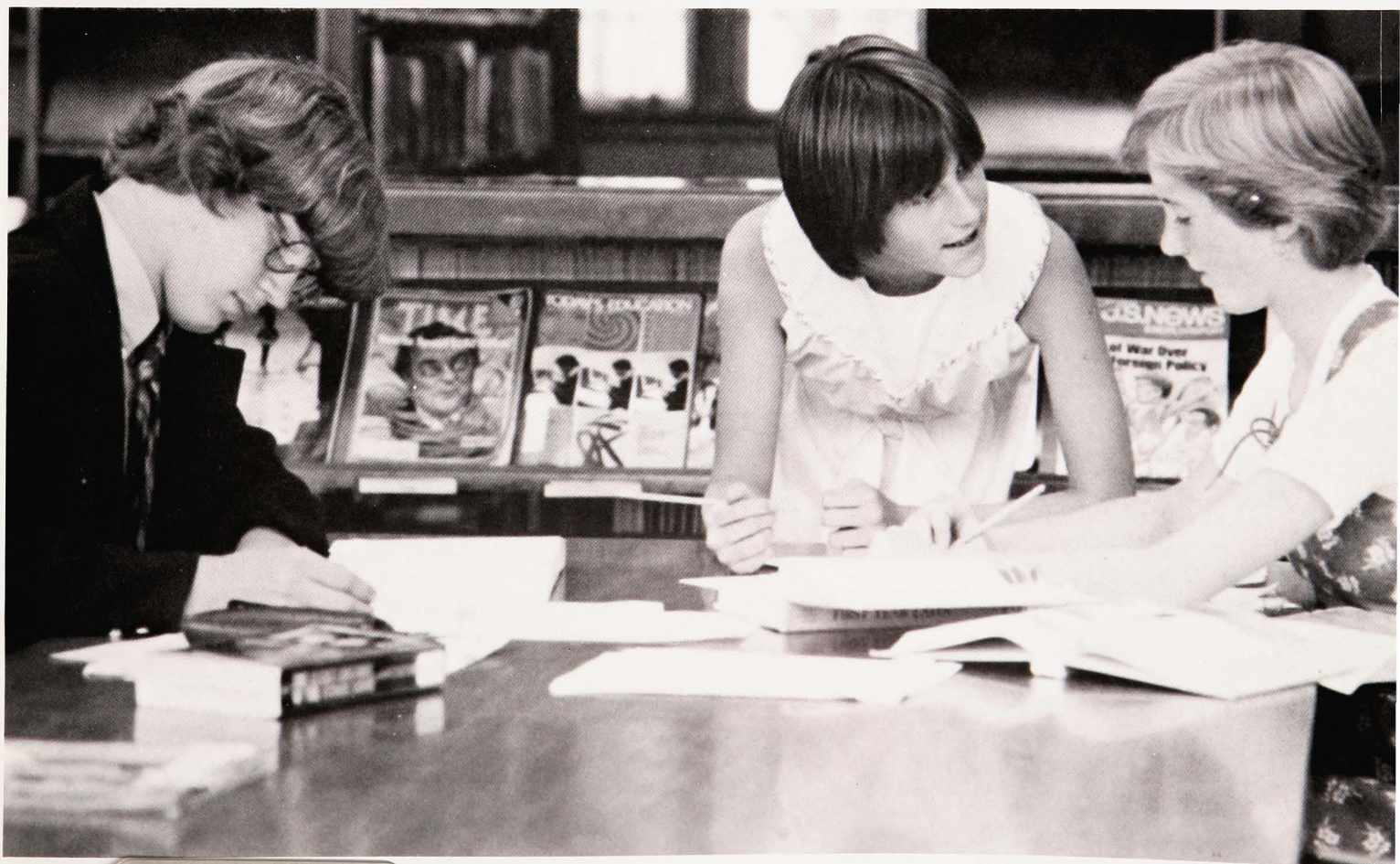
taking and writing, and houses a large collection of reference materials such as encyclopedias, dictionaries, atlases as well as books held on reserve for many courses. The recreational reading area is furnished with club chairs for a more leisurely pursuit of a less demanding end.

All science material is housed in the Science Library in the Science Building. In it there are 2,500 volumes and various scientific periodicals necessary or useful for reference work in the life or physical sciences. Chairs and tables provide adequate space for note taking and writing of reports.

In addition, math, English, history, Sacred Studies, and language classroom libraries hold approximately 2,500 volumes and the English Reserve Library (multiple copies of novels, plays, anthologies and textbooks) holds about 3,000 volumes. The library also operates a paperback book store for the benefit of students interested in building their own collections.









# THE HEALTH PROGRAM

The Infirmary is located on the third floor of the Main Building. Adjacent to it are the dispensary and the living quarters of the resident nurse, who, while she holds regular office hours, is available at all times. The nurse works under the direction of Dr. Pablo O. Velasco, Jr., the School Physician, who visits the School and is on call at other times. A mild illness can be managed in the School Infirmary, but if a student is gravely ill or if he needs the attention of a specialist or surgeon he will be taken to one of the Wilmington hospitals, all of which can be reached in 25 minutes in an emergency. For infirmary use there is no charge other than the actual cost of medicines and materials used.

For dental care in emergencies students are referred to dentists in Middletown. Given sufficient notice the School can make arrangements to have routine orthodontic adjustments done in Wilmington, but other routine dental work the School expects parents to attend to before the opening of School or during vacation periods.

A student who wears glasses should bring two pairs to be prepared for an emergency. The prescription should be filed with the nurse.

A major concern of the School is *preventive* medicine. In this cause the Head Nurse, the faculty and staff alike attempt to prevent illness and injury so far as it is possible. The School also asks parents or guardians, with the help of the family physician, to complete and present the School's medical certificate before the beginning of the student's first and subsequent sessions. To assure prompt attention in an emergency, parents or guardians are also asked to sign an operative permit which enables the School to authorize surgery in emergencies in which there may be no time to spare.

*Under no circumstances should a student who is ill be brought or returned to School. Furthermore, drugs prescribed by a family physician should be placed in charge of the nurse upon arrival at the School so that they may be dispensed under her supervision.*

















