

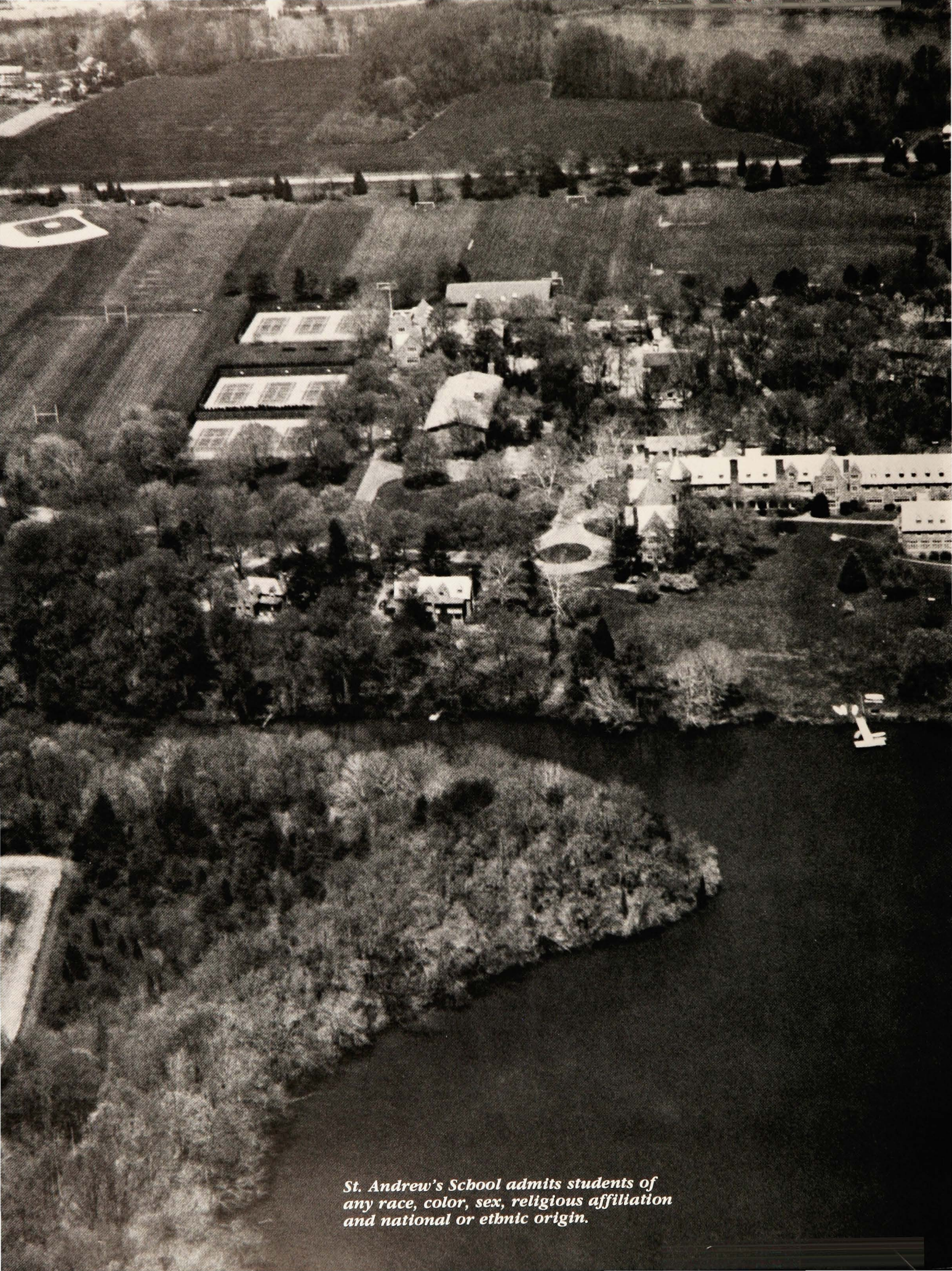
# St. Andrew's School

*An educational opportunity open to all, regardless of means*



Catalogue  
1983-1984





*St. Andrew's School admits students of  
any race, color, sex, religious affiliation  
and national or ethnic origin.*





# St. Andrew's School

*Founded by Mr. A. Felix duPont in 1927 and liberally endowed by Mr. duPont and his sister, Mrs. Irene duPont, St. Andrew's opened for its first session in September, 1930, with 35 boys. Mr. duPont 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 School's Board of Trustees.*

*The purpose of the School was explicitly put by Mr. duPont: 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. Today St. Andrew's enrolls 240 students, approximately 40 percent of whom are girls.*

*Entering its sixth decade, the School still sees in the Founder's statement three interdependent imperatives.*



First, we make the school experience accessible not only to those of means, but to those of modest means or no means at all. It is to this end that the School's endowment supports a scholarship program from which close to 50 percent of the student body benefits.



Second, St. Andrew's presents a challenging and demanding academic and social environment. The School seeks able students who are ready to take advantage of our excellent faculty and facilities. While we do not guarantee admission to any particular college, our curriculum prepares a student to meet the exacting requirements of the most demanding colleges. What we most hope is that our students learn that scholarship, like friendship, is its own reward.

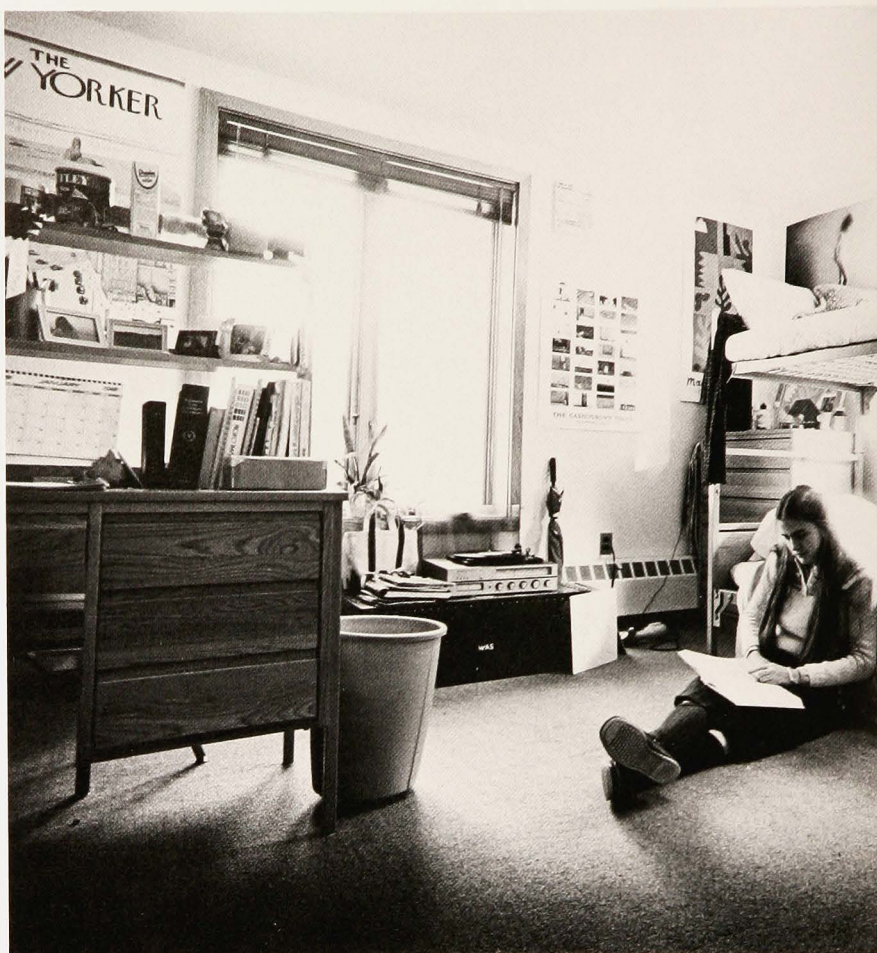


Third, St. Andrew's is affiliated with the Episcopal Church. This does not mean that the School is religiously exclusive. What it does mean is that the School community takes the Christian faith seriously. Chapel services, which students and faculty attend, are expressions of the corporate and co-operative nature of school life.



*There is no doubt about it. At St. Andrew's academic pursuits occupy by far the largest portion of our time. To successfully meet the academic challenge, students must accept this reality and be willing to devote the time and effort required to meet it.*

*But the educational process at St. Andrew's is not limited to our core curriculum, and our daily lives include moments of relaxation and fun. The following sections of our catalogue will give you a glimpse of life at St. Andrew's beyond academics.*



## ***LIVING AT ST. ANDREW'S***

### ***THE MID-ATLANTIC COASTAL PLAIN***

The physical location of any school matters. Perhaps this is especially true of a boarding school.

St. Andrew's 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, rich in farmland and historic associations with Colonial Delaware and Revolutionary times. One is never far from water. Tidal streams meander west to Chesapeake Bay and east to Delaware Bay. Lakes, of which there are many, were originally mill ponds. Silver Lake and Appoquinimink Creek border our campus to the north and east, while two-mile-long Noxontown Pond borders our southern flank.

Between these bodies of water the School owns 1,450 acres, partially wooded, but mostly under cultivation.

Wildlife is everywhere evident. Deer, fox, hawks, owls, quail and innumerable songbirds inhabit the central campus. Noxontown Pond and Appoquinimink Creek are homes for ducks, herons, egrets, osprey and an occasional eagle, not to mention bass which can exceed six pounds. From September through February thousands of Canada geese, snow geese and swans descend upon the campus, feeding in the corn fields and rafting at night on the safety of the water. Our Life Science Department takes full advantage of these natural resources, and students and faculty who enjoy hunting and fishing have opportunities to pursue their interests, though

hunting is not permitted on School property, which is a wild-life sanctuary.

The weather is also typical of the region. Fall stays late and spring comes early. Most consider these seasons to be the most beautiful times of the year. Certainly they are the most active. Swimming, sailing, canoeing and fishing on Noxontown Pond highlight most weekends. Although winters are usually short, they can be cold. We normally count on at least a week or two of ice skating and occasional blizzards to add excitement and outdoor activity to our normal routine.

Though St. Andrew's is located in a rural setting of great beauty, it also lies within easy driving distance of some of our nation's most interesting cultural and historic urban areas. Trips to museums, theaters, historical sites and areas of cultural interest in Washington, D.C., Baltimore, Wilmington, Philadelphia and New York, as well as to lectures and performances at area universities, occur throughout the year.

### *HOME AWAY FROM HOME*

It is difficult to exaggerate the importance of residential life at a boarding school. Many of the most valuable "lessons" our students learn are taught through the interaction they have with their peers and faculty during unscheduled moments on the corridors.

The social structure of corridor life is pyramidal. At the top is the corridor master. This faculty member has overall responsibility for the students who live under his or her care. If married, the spouse of the corridor master usually plays an equally important role. These men and women have chosen careers in a boarding school precisely because they want the kind of close contact with teenagers that such a job offers. They take their "in loco parentis" roles seriously. Their apartments are open to students, and they frequently spend as much time listening and counseling as they do teaching or coaching in the more traditional sense.

They help their students interpret the occasionally confusing and anxious moments which all teenagers experience.

Next come VI Form students who act as prefects and proctors on all corridors. These students assist the corridor master in all areas. For example, one is always on corridor during study periods to assure quiet. More importantly, they perform the vital function of being an older brother or sister to our younger students. They, too, help interpret experience. Not infrequently, they are the ones who are in the best position to help a younger schoolmate. Exercising real responsibility and being in a position to help others are among the two most important aspects of a VI Former's education at St. Andrew's. We believe that we are "our brother's keeper," and through the structure of our prefect/proctor system, we try to instill this philosophy in our students.

Finally, the foundation of the pyramid is the Form which resides on the corridor. Although they surely learn much of life from their corridor masters and their VI Form prefects and proctors, perhaps they learn most about themselves and others from living with roommates and sharing a "home" with students who have a wide variety of backgrounds and experiences. If they have not learned about compromise, restraint and respect for others before coming to St. Andrew's, they will have ample opportunity to learn. They will find that tolerance, good will and concern for the feelings of others are the touchstones against which their conduct will be measured. They will also have a great deal of fun.

Although we have a few single and triple rooms, most of our students live with one roommate. Our female students live in four different buildings located near the main building. All our male students live on the second and third floors of the main building. Most of our corridors have common rooms equipped with television sets and cooking facilities.

### *UNSCHEDULED TIME*

Perhaps the worst that can be said about unscheduled time at St. Andrew's is that the demands of our academic, athletic, creative arts and extracurricular programs keep us so busy that there is simply not enough of it. Many students choose to pursue their more formal extracurricular activities during their unscheduled intervals of time. For example, during Sunday afternoons or after dinner in the evenings, one will always find some students jamming in the music room, others shooting baskets in the gym, others working in the shop or art studio, others glued to the computer and others interviewing someone for the School newspaper.

But a change of pace in the form of rest, relaxation or more boisterous fun is important, and we encourage our students to find such moments each day and to find larger periods of time on weekends.

The hub of social life at St. Andrew's is the Student Center. Managed by the Student Activities Committee and equipped with a grill, lounge and games, this facility draws students together for conversation and informal fun over cheeseburgers and cokes. It is open seven days per week and is most heavily used at the end of the day.

Weekends provide the best chance for a break in routine and the Social Activities Committee schedules programs for Saturday nights and Sundays. Movies, dances and trips to malls occur routinely, but weekends also include such other offerings as overnight camping trips and informal athletic competition. One quarter of our faculty is on duty every weekend to assist in the activities and provide assistance to our Social Activities Committee.

Happily, many students choose moments of unscheduled time to take advantage of our rural setting. Some fish, others use our small fleet of sailboats and canoes, others take bike trips and still others hike the many trails through our woodland and fields. Rarely



# SAMPLE ACTIVITIES CALENDAR

## SEPTEMBER

- 4 Sports teams return for early practice
- 11 Senior cookout at Headmaster's home
- 12 School opens—Reception at Headmaster's home  
Dinner at advisor's home
- 13 School cookout at Rodney Point  
Project Adventure games
- 14 Classes begin
- 17 Birthday dinner
- 19 Film—*Superman*  
Dance, crew dock
- 20 Trip to Christiana Mall  
Frisbee tournament, front lawn  
Swimming
- 25 1964 Olympics film—commentary  
by gold medalist Frank Sumpter
- 26 Alumni Day  
Volleyball tournament  
Film—*The Hound of the Baskervilles*  
Ice cream social, dining room
- 27 Alumni-Varsity soccer game  
Club meetings—rifle, art, camera, yacht



## OCTOBER

- 1 Cercle francais meeting
- 3 Long weekend begins  
Backpacking—Shenandoah National Park in Virginia
- 9 Marine Sciences lecture—  
Dr. Stephen C. Dexter
- 10 "Activities Sampler"  
Van to Pappy's  
Dance, wrestling arena
- 11 Social Services to Senior Citizen Center  
Film—*To Catch a Thief*
- 14 Chapel service—Bishop Garner of Haiti
- 17 Film—*The Maltese Falcon*  
Open houses, faculty homes
- 18 Softball tournament  
Spanish club dinner—El Sombrero, Newark
- 19 Gloria Steinem lecture—University of Delaware
- 23 French film at Delaware Art Museum  
Plato computer program talk
- 24 Parents Weekend  
Theater Performance—*Harvey*
- 25 Band and choir performances
- 27 Spanish film in Dover

- 28 "The Bard"—Frank F. Fowle III
- 30 Film—*The Revenge of Frankenstein*  
Ice cream social, dining room
- 31 Long weekend begins  
Halloween party, common room

## NOVEMBER

- 1 Trip to Annapolis  
Pumpkin carving contest, dining room
- 2 Foreign policy lecture—Dr. Leslie Gelb, University of Delaware
- 6 Hawaii's Mountain Life—Bill Amos  
Slide talk
- 7 Van to Pappy's  
Dance, wrestling arena  
Film—*The Man Who Would Be King*
- 8 Capture the Flag game  
Open house, common room
- 12 Animal Behavior class to Philadelphia Zoo  
First round of State Soccer Tournament
- 14 Bake sale/auction for Animal Rights Club  
Dance, small gym
- 15 Film—*The Thomas Crown Affair*
- 17 Semi-finals of State Soccer Tournament
- 18 Exams begin
- 21 Finals of State Soccer Tournament
- 22 Sports Banquet
- 24 Thanksgiving vacation

## DECEMBER

- 5 Film—*The Pink Panther*  
Ice cream social, dining room
- 6 Social Services to Hospital for Chronically Ill
- 11 Drama competition at University of Delaware
- 12 Van to Pappy's  
Film—*Georgy Girl*
- 13 Trip to Christiana Mall  
Service of Lessons and Carols
- 15 Caroling by Spanish and French Clubs
- 17 Christmas vacation begins



## JANUARY

- 4 Students return
- 6 *Much Ado About Nothing*—  
National Shakespeare Players

- 9 Opening of "The Pottery"  
Film—*And Now for Something Completely Different*  
Ice cream social, dining room
- 10 Community Theatre clean-up  
Talk by Brooks Robinson
- 16 Van to Pappy's  
Dance, student center  
Film—*The Guns of Navarone*
- 18 History lecture—Wilmington
- 20 French IV to Philadelphia Museum of Art
- 21 Birthday Dinner
- 22 Mime Performance—Stromberg and Cooper
- 23 Rollerskating in Newark  
Film—*The Eagle Has Landed*  
Ice cream social, dining room
- 24 Social Services to Senior Citizen Center
- 28 Long weekend begins

## FEBRUARY

- 3 Stage Band concerts at Middletown High School and Silver Lake School
- 4 Trip to Washington for Science students
- 6 Van to Pappy's  
Valentine dance, dining room
- 7 Film—*Young Winston*  
Freedom from Chemical Dependency program
- 10 French/History film—*The Battle of Algiers*
- 11 Model U.N. students leave for Washington
- 13 SAS Invitational Wrestling Tournament  
Film—*Oliver*
- 14 Trip to Christiana Mall  
Open houses, faculty homes
- 19 SAS Jazz Band departs for N.E. Tournament
- 20 School seminar—discussion of SAS  
Film—*East of Eden*  
Popcorn munch, common room
- 21 Broom hockey on the lake  
Van to Longwood Gardens for organ recital
- 24 Debate between history classes
- 27 Theater performance—*Hello Dolly*

## MARCH

- 2 Vth form class trip to Inner Harbor, Baltimore
- 3 Birthday dinner
- 4 Stage Bank concert
- 5 SAS Dance performance, gym
- 6 SAS Dance performance at Hospital for Chronically Ill  
Dance, dining room  
Film—*The Spy Who Loved Me*
- 7 SAS Concert Band performance, Wilmington  
Van to organ recital, Wilmington
- 8 Art studio open house
- 9 Sports Banquet
- 10 Vth form to *Othello* in New York
- 11 International dinner  
Latin play
- 12 Spring vacation begins
- 31 Students return



## APRIL

- 3 Film—*Being There*  
Dance, garth area
- 4 Trip to Longwood Gardens for organ recital
- 6 Advertising lecture—John N. Carpenter '47
- 7 Bruce Colburn '82: One Man Show
- 10 SAS Baseball Tournament  
Film—*Tom Jones*  
Egg Hunt
- 11 Egg Toss  
Easter Bunny competition
- 14 Birthday dinner
- 16 Film—*Victory*
- 17 Long weekend begins  
Film—*The 7% Solution*  
Ice cream social, dining room  
Backpacking on Appalachian Trail in Maryland
- 18 Trip to Inner Harbor, Baltimore
- 19 Bike Trip to the beach
- 21 History/Art trip to Washington
- 24 Van to Pappy's  
Dance, T-dock  
Film—*Buck Rogers in the 25th Century*
- 25 Colonial Fair in Odessa  
Open house, student center
- 27 Vestry auction
- 30 Prom weekend

## MAY

- 1 Prom dinner and dance  
Breakfast at Headmaster's home
- 2 Picnic at Rodney Point
- 6 Faculty-Student "Tennis-Baseball Game"
- 8 Arts Weekend  
Theater Performance—*Romeo & Juliet*
- 9 Student recital, choral concert, concert and stage bands  
Film—*American Graffiti*
- 10 Holiday! Games
- 12 Arbor Day—Vith form  
Birthday dinner
- 14 Stotesbury Regatta, Philadelphia
- 15 Dance, crew dock  
Film—*The Sting*
- 16 Van to Christiana Mall  
French club picnic
- 21 Scholastic Rowing Regatta
- 22 Film—*The Andromeda Strain*
- 26 VI Form/Faculty softball game  
Prize Night
- 27 Commencement
- 29 Film—*The Sting*
- 30 Trip to Phillies' Game for II form  
Watermelon festival

## JUNE

- 3 Students depart

# *LIVING AT ST. ANDREW'S*

does a Sunday afternoon or week-day evening go by during the fall and spring when frisbees are not flying over the main lawn.

To summarize, while the academic and more formal extracurricular demands placed upon our students inevitably limit the amount of unscheduled time available to them, such time does exist, and there are myriad choices of things to do with such time. Being bored is one complaint we seldom hear voiced by our students.

## *ADVISORS*

The scale of the St. Andrew's community provides for a system of counseling which enhances the individual student's development and a sense of community within the School.

Advisors typically have from five to ten student advisees whose full academic, social and extracurricular development is kept in focus by the advisor. Frequent formal conferences and informal chats with advisees keep the advisor abreast of his advisee's endeavors. The size of the School keeps the lines of communication between teachers, coaches, corridor masters and the advisor quite short. The students benefit from knowing that a member of the faculty whom they have chosen is available at any time to help with daily matters at school. Typically, the Advisor's home is a home to his or her advisees. Dinners, desserts and casual visits augment more formal conferences between advisor and student and help to create the family-like atmosphere at the School.

## *DINING AND DAILY CHORES*

Although man may not live by bread alone, he cannot live without it. At St. Andrew's meals are a time not only for nourishment, but also for companionship. Breakfasts are cafeteria-style and informal. Lunch is also a cafeteria-style meal which features a complete salad bar. In the evenings we gather together for a family-

style meal at which students take turns as waiters. Roughly eight students, mixed by form, sit at tables to dine with faculty and their families. It is a time when we try hard to slow the pace of our lives and catch up with each other. At the end of such meals, the President of the Student Body announces items of community interest.

If food is an essential component of our daily lives, so, too, is the time we devote to cleaning up. However, in all honesty, we cannot claim that our students relish this aspect of our routine as much as they do eating. Be that as it may, each student is expected to have his or her room in good shape before classes begin each day. In addition, we are a community which expects all its members to share responsibility for the appearance of our buildings and grounds. Each student cleans a certain area of the School following breakfast. Each job takes no more than fifteen minutes and all are rotated every three weeks.

## *EXPECTATIONS AND RULES*

Experience tells us that the life and well-being of any community, large or small, rest on the mutual trust, respect and understanding which exist among its members. At St. Andrew's, stealing, lying or any form of dishonesty is simply unacceptable, as is the use or possession of alcohol or other illegal or harmful drugs. There is no visitation in dormitory rooms by students of the opposite sex. The School's expectations of a student's personal conduct are high, yet no higher than common sense, maturity and intelligence would dictate.

St. Andrew's operates under an honor code, as well as a code of discipline. An apparent violation of the honor code or of a major school rule would convene the Honor or Disciplinary Committee, each composed of students and teachers. Students sit in judgment of their peers, making recommendations to the Headmaster for disciplinary action if it is warranted.

## *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, 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.

## *HEALTH CARE*

A full-time resident nurse lives in an apartment adjacent to our infirmary and dispensary in the main building. She or her assistant is available 24 hours a day.

The nurses work under the direction of the School physician who visits the School and is on call at other times. Mild illnesses can be managed in the infirmary, but more serious problems or the attention of a specialist may require moving the student to one of the Wilmington hospitals, all of which can be reached in 25 minutes in an emergency.

The School expects parents to attend to routine dental work during vacation periods. However, for emergency dental care, students are referred to dentists in Middletown and, given sufficient notice, the School can make arrangements to have routine orthodontic adjustments done in Wilmington.

The School operates a counseling center where a few faculty members with training and experience are available to talk with students.







# BEYOND ACADEMICS

## DEVELOPING TALENT

### SPORTS

Although some students are excused from our formal athletic program each season to pursue independent study projects or to concentrate in an area of the creative arts, the vast majority of our students participate in a sport each weekday afternoon for approximately one and one half hours. Our sports program reflects our belief that all students, not just varsity caliber players, gain from participating in interscholastic sports which test their skills and knowledge of the game. Thus, we normally have three teams in each sport. Our daily practices develop coordination and conditioning and provide a necessary break from academic pursuits. Frequent games with other schools test teamwork and sportsmanship and foster a sense of pride in everyone.

While we welcome students who like athletics, we do not recruit athletes and do not admit postgraduate students. Our many fine varsity caliber players usually develop within our own program, coming up through the ranks.

St. Andrew's is a member of the Delaware Independent School Conference, which includes five other area schools. The winner of a Conference title in most sports is eligible to participate in a State tournament at the end of a season. In addition, our teams compete against schools in the vicinity of Washington, D.C., and from Pennsylvania, Maryland and New Jersey. Normally our varsity basketball and wrestling teams compete in pre-Christmas vacation tournaments in New England or other similarly distant locations. While our crews frequently travel to neighboring states and occasionally

abroad, schools from as far away as Canada and Florida come to row against us on Noxontown Pond, one of the finest crew courses in the East.

Thus, sports at St. Andrew's are challenging, but we must emphasize that they are, first and foremost, fun. Our coaches, who are the same people who teach in our classrooms and who live in our dormitories, fully understand and support this philosophy.

Sports available are:

	Men	Women
Fall		Fall
	Cross-Country	Cross-Country
	Football	Field Hockey
	Soccer	Volleyball
Winter		Winter
	Basketball	Basketball
	Squash	Dance
	Wrestling	Squash
Spring		Spring
	Baseball	Crew
	Crew	Lacrosse
	Tennis	Tennis

Our indoor athletic facilities include:

- Two basketball courts
- Two wrestling rooms
- Four squash courts
- One small, all-purpose gymnasium
- One exercise/weight training room featuring a "universal gym"
- Locker room facilities for boys and girls
- A boathouse which contains fourteen shells
- A rifle range

Our outdoor athletic facilities include:

- Nine all-weather tennis courts
- Seven fields for football, soccer, field hockey and lacrosse
- Two baseball diamonds
- A 2.4 mile cross-country course
- Two paddle tennis courts
- The use of Noxontown Pond for the crew program and informal sailing, boating and swimming

*One of the greatest advantages of attending a boarding school is the dramatic increase in time students and faculty can devote to athletics and the creative arts. Our day does not end after classes, and our week extends beyond Friday afternoon. At St. Andrew's sports and the creative arts are not really "extra." We consider exposure to both areas a necessary component of a St. Andrew's education.*

*While some of our students are more athletically inclined, and others more artistically inclined, no division exists between athletes and artists. It is virtually impossible to spend even one year at St. Andrew's without full exposure to both areas. With exposure comes understanding, and with understanding comes appreciation. The result is a community which supports the efforts of others, whether these be the efforts of our youngest and least experienced soccer player or those of our most talented instrumentalist.*



### THE CREATIVE ARTS

The creative arts program at St. Andrew's is difficult to define because music, drama, studio art, dance, writing, photography, woodworking and other endeavors are all so interwoven with the total life of the School. Our creative arts program complements the arts courses offered by the Art Department. Though obviously tied to classroom disciplines, the programs discussed below are extracurricular.

Year in and year out, music has been among the most popular activities pursued by St. Andrew's students. Normally over one

The theatrical high point of the year is the production of our Winter Term musical. This event pulls together the vocal, instrumental, artistic and acting talents of our students. Recent productions have been *Man of La Mancha*, *Pirates of Penzance*, *Hello Dolly*, and *Teahouse of the August Moon*.

Beyond the many hours of work in formal art classes, which are available to all, students may spend unscheduled time in our large, north-lit and fully equipped

studio with our resident professional artist. Similarly, many students gravitate to our woodworking shop. This facility has a bench area open at all times and a power tool room which is open on weekends when an instructor is there to supervise. The pottery workshop and a small darkroom are located in the basement of the main building. A second darkroom in the science building is available to students belonging to the Photography Club.

quarter of our student body joins our choir, and a smaller number from this group comprises our concert choir, who recently went to France on a Spring concert tour. An even larger group of students is engaged as members of the concert band and the stage band. Smaller informal groups, varying in composition, form jazz, folk and rock ensembles. The vitality of our music program is due not only to the talent and interest of the students, but also to the fact that two members of the faculty devote their entire time to teaching and directing. Additionally, the School furnishes any student with an instrument if one is not owned. Our music facilities include two teaching studios, seven practice rooms and a rehearsal hall.

The school has made a similar commitment to drama. Two members of the faculty join with our students to stage three major productions each year. Typically, in a given year, nearly one half of the student body has been involved at one point or another either as directors, actors or as members of the stage crew. The School has a well-equipped stage accommodating both straight drama and musicals of a larger scale.





# BEYOND ACADEMICS

## DEVELOPING INTEREST & LEADERSHIP

### EXTRACURRICULAR ACTIVITIES

Opportunities to pursue personal interests and hobbies are almost unlimited at a school like St. Andrew's. Formal and informal organizations and clubs composed of like-minded people abound. As interest ebbs and flows, the titles change, but the number of active "clubs" usually numbers between 20 and 30.

A few deserve special comment. Students from all forms are engaged in publishing the School newspaper, *The Cardinal*, and the School literary magazine, *The Andrean*. In addition, the VI Form publishes the *Yearbook*. These three publications rely heavily upon the Camera Club for photographs. This organization, advised by faculty camera buffs, has a fully equipped darkroom for developing, enlarging and printing in black and white. Recently the History Club, which, among other things, runs weekly current events quiz shows, has become one of our most popular organizations.

The following list of clubs represents most of the formal activities currently pursued by our students.

#### *The Andrean*

Animal Rights Club  
Art Club  
Astronomy Club  
Band (Concert and Stage)  
Camera Club  
*The Cardinal*  
Chapel organizations  
Choir (Full and Concert)  
Chess Club  
Dance Club  
French Club  
Historical Society  
Model United Nations  
Music Club  
Outing Club  
Pottery Club  
Pro Musica (Chamber Music)  
Radio Club  
Rifle Club  
St. Andrew's Players  
School Service Organizations  
(Bank, Guides for Visitors,  
Library Squad, Projection  
Squad, Store, Tutoring  
Service)

Shop (Woodworking)  
Spanish Club  
Yacht Club  
*Yearbook*

### STUDENT GOVERNMENT

At St. Andrew's students have an unusually broad opportunity and responsibility to participate in the decisionmaking process of the School. Their involvement falls roughly into four categories: (1) quasi legislative/judicial responsibilities involving School rules and expectations; (2) planning and implementing responsibilities for social and recreational activities; (3) advisory responsibilities on matters affecting School policies; and (4) supervisory responsibilities. Most of these responsibilities are performed through the structure of joint student/faculty committees. These include: *The Decorum Committee*, which establishes standards of dress and decorum; *The Discipline Committee*, which (a) reviews and evaluates the School's disciplinary procedures and practices, and (b) investigates major violations of School rules, determines guilt where guilt can be found, counsels offenders and recommends appropriate penalties to the Headmaster; *The Honor Committee*, which has as its function the preservation of the St. Andrew's Honor Code; *The Social Activities Committee*, which is responsible for supervising the Student Center and planning and implementing weekend activities; *The Visiting Speakers and Performers Committee*, which selects and invites representatives from government, industry and all branches of the creative arts to the School for lectures and entertainment; *The Form Officers' Group*, which reviews School policies and expectations concerning the daily routine of student life; *The Athletic Committee*, which reviews athletic policy and discusses matters pertaining to our athletic program; *The Residential Council*, which regularly reviews all dormitory rules and monitors the quality of life in the

dormitories; *The Vestry*, which is concerned with the welfare of the School's religious life and consults with the clergy on such matters as student planning of services and their participation in conducting them, the allocation of weekly offerings to charitable causes and the relation of School life to chapel worship.

In addition to these joint student/faculty committees, the School calls upon the VI Form to help supervise the Job Program, corridors, study hall, the library and dining room tables in the absence of faculty at family-style meals.

Thus, students at St. Andrew's have extensive opportunities to express their views about all aspects of School life and to participate in both planning and supervising School affairs. These opportunities and responsibilities call for good judgment, fairness, courtesy, conscientiousness, tact, willingness to use the procedures established for changing rules and, above all, intelligent, concerned and mature leadership.

It is our belief that broad participation by students in school governance is one of the most important educational opportunities we offer. It is our hope that such participation will encourage personal integrity and an understanding that what we do and do not do does matter, that our actions or lack thereof do have consequences and that there is a right way and a wrong way to do almost everything.



## **BEYOND ACADEMICS**

### THE RELIGIOUS PERSPECTIVE

Perhaps more than any other single factor, our regular services of worship together give focus and meaning to our community and weave together the many unique strands within it. Sometimes such moments at Chapel are simply welcome shelters from the whirlwind of daily life. The peace and tranquility of the place and the beauty of music and song soothes and restores. At other times Chapel enables us to look inward, focusing our attention on what we have done and left undone. Always Chapel affords us the chance to think of loved ones and those in sickness, sorrow or need. Most important of all, it forces us to return to the bedrock of life by bringing to our attention the great, eternal questions and mysteries of life itself and, for the consideration of all, the answers presented by the Christian Faith.

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 the students who have come from the states and countries represented, while a plain oak altar surmounted by a hand-carved reredos serves to center attention on the sanctuary.

Services for the whole School, at which attendance is required, are held on Wednesdays at 7 p.m. and on Sundays at 11 a.m. and 5:30 p.m. alternately. On Monday evenings, voluntary services are conducted by special interest groups within the School, and on Friday evenings there is a service, also voluntary, 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, faculty and, on occasion, visiting clergy preach at the service. Students take an active part in all these services.

The evening chapel services last about fifteen minutes. Sunday services last 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.







*You have probably been struck by the fact that our lives are busy. We hope you have also noticed that they are filled with opportunity—opportunity to explore new and exciting areas of interest, opportunity to know and befriend people from widely different backgrounds and geographic areas, opportunity to solve problems, opportunity to contribute talents to communal undertakings, in short, opportunity to probe and develop one's talents and learn what it means to be a contributing member of a community. More than anything else, we hope our students will seize these opportunities.*



## THE ACADEMIC PROGRAM



*The St. Andrew's academic program reflects the School's commitment to the value of a liberal education. Proper preparation for further study is a primary goal, but the encouragement of learning as an end in itself is an important part of the St. Andrew's emphasis.*

*St. Andrew's students learn to think clearly, analytically and effectively and to develop the writing skills necessary to communicate these qualities with precision. They gain a sense of the nature of man and study the human condition as it is conveyed through literature, history and the arts. They achieve increased awareness of their place as Americans within the Judeo-Christian tradition. They develop a firm foundation in computational skills and quantitative analysis and an appreciation of the language of mathematics. They learn how to use the scientific method of analyzing biological and physical phenomena and are introduced to the applications of this approach in the study of man and society. They acquire competence skills in at least one foreign language, knowledge of other cultures and a global awareness. Finally, they learn to be sensitive to ethical and moral problems and to make judgments systematically and with discrimination.*

*We encourage students to achieve these academic goals in an atmosphere that supports and fosters the pursuit of intellectual curiosity, individual creativity and the joy of learning for its own sake.*



## GENERAL INFORMATION

### COURSE PLANNING AND PLACEMENT

St. Andrew's takes great care to assure that the course of study the individual student pursues is commensurate with his or her abilities, needs and interests. Early in the Spring Term, a student and his or her advisor plan the course schedule for the next and succeeding school years. The student is urged to consult his or her parents, advisor, members of the faculty and the college counselor. Once planned, the projected schedule is reviewed by the Academic Committee, which is composed of the Headmaster, Academic Dean, College Advisor, Director of Studies and the heads of all academic departments.

New students will ordinarily be expected to take St. Andrew's substantiating and/or placement tests in English and mathematics, and if they want to continue a foreign language begun in another school, a St. Andrew's placement test in that language. These tests will be waived for a Second or Third Form student when the Secondary School Admissions Test scores and other data show the student to be clearly qualified. These substantiating tests are not given at the School. They will be sent to any teacher, school or agency capable of administering them. All arrangements are made and costs borne by the parents.

### DIPLOMA REQUIREMENTS

The diploma requirements reflect the School's commitment to liberal education and to preparing the students for admission to the most competitive colleges. To receive a diploma, 16 credits are required, but most students are encouraged to stretch themselves beyond this minimum. Of these 16 credits, four must be in English, three in mathematics, two in foreign language, one in American History and one in laboratory science. Credit in foreign language is not received until the student completes the second year of study at which time two credits are granted. While two years of a foreign language is the minimum diploma requirement, students are urged to take three years of a foreign language. Credit is not given for courses completed in the II Form unless the course is demonstrably equivalent to a III Form course, as is often the case in foreign languages and mathematics. Students must take English in each year of residence and religious studies in the II, IV and VI Forms. A VI Former who has otherwise met the diploma requirements may substitute a combination of two minor courses for a major course and receive one full credit. If a VI Former fails more than one major course (including a minor which is being substituted for a major), he or she will not receive a St. Andrew's diploma regardless of the

total number of credits amassed.

When promoting a student at the end of each school year, the School takes into account not only a student's academic performance but his or her conduct, personal standards and contribution to school life.

### COURSE LOAD

Students in the Second, Third and Fourth Forms carry five major courses, and those in the Fifth and Sixth Forms, four major courses. In addition, students in the Second and Sixth Forms carry a minor course in Religious Studies.

Students, particularly those in good academic standing, are encouraged to take more than the basic curriculum requirements.

Besides the Religious Studies requirement in the Second, Fourth and Sixth Forms, there are minor course requirements for Second and Third Formers in Music and Art, and for Third and Fourth Formers in Human Potential.

A brief outline of the course of study is presented. For a more complete course description, please see *Courses of Study*.

### CLASS SIZE

At St. Andrew's the student-teacher ratio is 7 to 1. The average class size is 10 students, the actual size depending on the subject and the level at which it is pursued.

### REPORTS: GRADING SYSTEM

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, February, March, May and June. The February and May reports carry grades only, October reports include grades and teachers' comments. The others carry, in addition to teachers' comments, a complete review by the student's advisor. The Headmaster and the Director of Studies may also write comments in special instances. Inquiries or comments from parents are welcomed by Advisors, the Headmaster and the Director of Studies.

### EXAMINATIONS

Students take examinations in their courses at the end of the Fall and Spring Terms. In addition, they take such objective tests as the School requires to facilitate guidance and placement. All IV Formers take the Preliminary Scholastic Aptitude Tests of the College Board. In their V and VI Form years, all students take the College Board Scholastic Aptitude Tests and three Achievement Tests. All V Formers take the National Merit Scholarship Qualifying Test. St. Andrew's offers preparation for the Advanced Place-

ment Examinations in the areas of American History, Art, Biology, Chemistry, English, European History, French, Latin, Mathematics, Physics and Spanish. Qualified V and VI Formers are encouraged to take these examinations.

### ACADEMIC FACILITIES

The academic life of St. Andrew's is served by three buildings and the equipment each contains.

The Science Building, built in 1967, is one of the most superbly designed and equipped science facilities to be found at the secondary level. It includes laboratories and classrooms for biology, zoology and allied life sciences, chemistry, physics and earth science, a lecture hall seating 70, a greenhouse, "mousehouse," aquarium, various instrument rooms and supply rooms, and a 2,500 volume library of books and periodicals necessary or useful for reference work in the life or physical sciences.

The Main Building, by all odds the largest structure on our campus, was built in stages between 1929 and 1956. In addition to housing all classrooms except those for science and music, it is the home of the Irene duPont Library, which contains a collection of 20,000 volumes, nearly 200 selected periodicals and six daily newspapers. The collection grows at the rate of 500 volumes a year. Supplementing the volumes contained in the Irene duPont Library are collections of approximately 2,500 volumes in the English, history, mathematics and religious studies classrooms and an additional 3,000 volumes in the English reserve library. In addition to these printed materials, our Library also houses our audiovisual materials, including two videotape recorders, a library of video cassettes, records, tapes, microfilm, slides and filmstrips.

The School has a Digital DEC PDP 11/34 computer. Chosen for its suitability for student instruction and its educational problem-solving ability, there are six regular terminals, a graphics terminal and 2 line printers available to the students. In the Science Building, three Apple II-plus computers and 5 printers are available to the students for experiment simulations and problem-solving.

Finally, our Main Building also houses our 370-seat theater, art studio and woodworking shop.

Our music facilities, which include two rehearsal rooms, four practice rooms and a large rehearsal hall, are located in a wing of the original gymnasium.



# THE ACADEMIC PROGRAM

## ENGLISH

A few words from T.S. Eliot's *The Use of Poetry and the Use of Criticism* should help clarify our departmental assumptions. "The development of genuine taste, founded by genuine feeling," he said, "is inextricable from the development of the personality and character." For this reason the teaching of reading and writing in the English Department is rooted in Judeo-Christian humanism: that is one environment for learning which nourishes precisely the kind of growth Eliot has pointed to, and without which development of the whole person all language skills are tossed about in the merest vacuum.

English at St. Andrew's, then, is a humanistic discipline. Concerned less with marking current fashions than with helping to sustain traditions of culture extending back through Shakespeare to Aeschylus and Homer, the Department attempts to balance its essential conservatism with free and spirited inquiry into the processes of thought and action and the literate records of those processes. In attempting to give form and order to that inquiry, the members of the Department work more by example than by precept, drawing upon both their own reading and an experience of life which is, in the aggregate, extensive. A variety of "personalities and characters" within the Department assures a multiplicity of concentrations and an ongoing series of fresh approaches to the achievements and problems of Western culture.

Toward the end of becoming, in time, intellectually independent and socially mature men and women, students of English at St. Andrew's read many kinds of books. The plays of Shakespeare make a center, from the second form through the sixth. Our students also write a great deal, in almost every genre of composition: the Department regards writing as the sister craft of reading and as the one indispensable context for organizing ideas in a logical and forceful way. Although disinclined to credit "self-express-

sion" as an occasion for writing, the Department encourages every student to apply what he or she has learned in a distinctive idiom, given life by the student's own wit, powers of association and general initiative. The departmental stress on the latter quality has helped assure a strong performance by St. Andreans in their courses of writing and literature at university; but at the same time our faculty and students have found it possible to value the Department's program for its own sake, as having worth independent of its uses.

Challenges for all students is a fixed aim of departmental policy, and classes—small in all cases—aspire to a high level of intellectual and imaginative energy. For our most able fifth and sixth formers we offer Honors programs, but it is not necessary for a student to be enrolled in an Honors class for him or her to do well in the Advanced Placement Examination. During the spring term of the sixth form year, the Department provides an all-elective program; a student may choose a seminar in Fitzgerald and Hemingway, for example, or one in which original stories, poems or plays are attempted in private consultation with the instructor. There is an elective sixth form course in classic cinema. By the later stages of the sixth form year the serious student has every expectation of having mastered the basic principles of good reading and of composition: the Department's faculty have worked systematically through the structure of sentences and paragraphs in the lower forms to the essays and critical essays characteristic of upper form assignments.

By keeping to a rigorous standard and conducting good classes, the Department hopes to make its students not only literate human beings, but also concerned and sensitive people who will be an asset to the cultural life of any community. The detailed account of the form-by-form programs which follows reflects these ambitions.

## ENGLISH II

The II Form course is a program teaching both literature and composition. Among the literary works studied are Shakespeare's *The Merchant of Venice*, Dickens' *David Copperfield* and Kipling's *The Jungle Books*; there is also an anthology of poems. The study of composition centers on principles of expository, descriptive and narrative writing with special emphasis on the student's closely observing and ordering personal experience and on increasing fluency, technical accuracy and vividness of expression. Vocabulary, spelling and dictionary skills are also taught. Texts: Warriner, Whitten and Griffith, *English Grammar and Composition, Third Course*; Miller, *Word Wealth Junior*. Anthologies of poetry and fiction vary from year to year as may plays and novels selected.

## ENGLISH III

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 instructed further in the principles of expository, narrative and descriptive writing. The study of composition requires writing at least once a week, based on works of literature or upon the student's own experience. Selections in literature may vary, but normally include *The Odyssey*, T.H. White's *The Once and Future King*, Shakespeare's *Julius Caesar*, Hemingway's *The Old Man and the Sea*, Orwell's *Animal Farm*, Crane's *The Red Badge of Courage*, and Wouk's *The Caine Mutiny*, along with an anthology of poems. Outside reading is required. Texts: Warriner and Griffith, *English Grammar and Composition, Fourth Course*; Miller, *Word Wealth*.

## ENGLISH IV

The IV Form course has two concerns. The first is the recognition and use of the basic elements, rhetoric and patterns of effective sentences; paragraph development and coherence; punctuation; grammatical usage; vocabulary building and the frequent composition of expository prose. The second is literary analysis. The Fall Term begins with a concentration on the sentence and the paragraph, using Warriner and Griffith, *English Grammar and Composition, Fourth Course* as a review text. Later, students read such novels as Orwell's *1984*, Twain's *Huckleberry Finn*, Salinger's *Catcher in the Rye*; two plays by Shakespeare, usually



*Romeo and Juliet* and *Henry IV, Part I*; the story anthology *Story and Structure* and the anthology of poetry *Sound and Sense*, both by Perrine. Essay-writing is an integral part of the middle and later stages of the course; the vocabulary study centers on two volumes by Diederich and Carlton, *Vocabulary for College A* and *Vocabulary for College B*.

## ENGLISH V

In this course, the basic compositional skills are applied to the writing of frequent essays of all kinds. Grammatical and rhetorical skills are sharpened in preparation for the taking of the Scholastic Aptitude Test and the English and Achievement Test in both composition and literature. In the Fall Term, the central text is *A Collection of Essays* by George Orwell. Later, four of the following five works of fiction are studied: Hawthorne's *The Scarlet Letter*; Swift's *Gulliver's Travels*; Hardy's *Jude the Obscure*; Melville's *Billy Budd*; and Conrad's *Victory*. The dramatic genre is represented by two of Shakespeare's tragedies, *Macbeth* and *Othello* and in the Spring Term, the concentration is on poetry, using *The Norton Anthology*. Supplementary texts include *The Elements of Style* by Strunk and White, *Handbook to Literature* by Thrall, Hibbard and Holman and for further vocabulary study, *Vocabulary for College C and D* by Diederich and Carlton.

The V Form Honors section follows a yet more extensive program of reading, writing and discussion.

## ENGLISH VI

English VI is a course including advanced expository and argumentative writing, literary analysis and independent projects. The student is expected to produce unified and coherent essays on the literature he has read and to participate actively in seminar kinds of discussions, as well as to lead them. During the year each student submits a major independent project, usually a critical essay based upon a substantial amount of reading he has done on his own.

*Fall Term:* Readings in drama are pursued. From a representative selection of plays both traditional and modern, the student is exposed to those that have presented the eternal dilemmas and conflicts of Western Man. The following list shows the plays chosen frequently over the years: *Antigone*, *Oedipus*, *Hamlet*, *King Lear* (or *Coriolanus*), *Rosencrantz and Guildenstern Are Dead*, *A Streetcar Named Desire*, *Long Day's Journey into Night*, *Waiting for Godot* (or *Endgame*), *Death of a Salesman* or *Equus*.

*Winter Term:* A selection of short stories and modern poems is studied. Often, James Joyce's *Dubliners* is chosen, and poems are usually chosen from *The Norton Anthology*.

*Spring Term:* Students choose an elective course from among a group of nine or ten offered by various members of the Department. The following list suggests popular offerings over the years: The Modern American Novel, Shakespeare's Comedies, The Explorer in Literature, Fitzgerald-Hemingway Seminar, Modern French Literature of Revolt and so on.

*NOTE:* Honors level courses in both the V and VI Form follow the basic term sequences described above. However, Honors students, who are assumed to be more facile writers and more avid readers, cover more works, spend less time being shown how to write and lead more seminar-type courses than do those in regular sections.



## INTERDEPARTMENTAL STUDIES

### THE TWENTIETH CENTURY: AN INTERDISCIPLINARY STUDY

This is a program in which students take an English and history course and in some cases, a French course, that are coordinated with each other. The focus is on some of the main literary, intellectual and historical developments of the Twentieth Century. While they are studying World War I in history, for example, they are reading literature in their English and French classes that is related to this event.

Students who sign up are enrolled in a special section of English VI, The World of the Twentieth Century, a full-year history major, and in some cases, French V.

The program is limited to VI Formers. Preference is given to students who are taking French V and/or students who have taken Western Civilization.



# THE ACADEMIC PROGRAM

## HISTORY

The St. Andrew's history program leads the students into a serious study of the fabric of civilization and cultivates a perspective that allows them to examine themselves as individuals with opportunities and responsibilities in a modern, post-industrial world. Our concerns range from having the students gain a particular knowledge of their own immediate culture through the study of United States History to initiating the study of the human condition in the broadest sense of the term. As students study history, they will learn to use and evaluate evidence, to make qualified generalizations and to use other analytical tools that will be of value in their future education and later life. Our emphasis on the historical approach does not exclude introducing the students to selected perspectives from the social sciences as well as the study of the past for its own sake. Ultimately, this program is committed to the notion that the study of history is an integral component in the general humanizing process of a liberal education.

The United States History survey is required for graduation. This requirement may be fulfilled in any Form other than the Second, and students are urged to take this course early in their careers. Students entering in the Fifth and Sixth Forms may gain an exemption from this requirement if they have had a comparable course before they enroll at St. Andrew's.

The other offerings are carefully tailored to provide the students with enough choice to satisfy their interests but not so many options that their experience is a fragmented one. The School is committed to the enduring value of the courses that are taught and to the concern that each student's choices have a coherent relationship to his general education.

## UNITED STATES HISTORY SURVEY

Students trace the constitutional, political, economic, social and cultural development of America from the Colonial Period to the present. There is an emphasis on ideas, trends and the process of historical change as well as on facts and dates. In the first part of the year, students write short essays that require them to marshal evidence in the analysis of specific historical problems and issues. They write a formal research paper in the second part. The course provides preparation for IV and V Formers who intend to take the College Board American History Achievement Test in May. Text: Garraty, *The American Nation: A History of the United States*. Note: All American History courses are supplemented by library reserve readings from VerSteeg and Hofstadter, *Great Issues in American History*; Rothman and Rothman, *Sources of the American Social Traditions*; Meyers, et. al., *Sources of the American Republic*; and Coe, et. al., *Images of America*.

## ADVANCED AMERICAN HISTORY

Open to students who have completed the United States History Survey course, Advanced American History provides the opportunity for deeper and more detailed study of selected periods, issues, personalities and ideas from the nation's past. The course places a strong emphasis on historical analysis, criticism and independent research. Using biography, comparative history and primary sources, the students investigate such topics as the roots of the American Revolution, the role of the Constitution and Supreme Court in our society, the nature of political leadership, the use of "Big Business" and "Big Government" and the role of the United States in the post-World War II world. This course prepares students for the Advanced Placement Examination in American History. Texts: Morgan, *The Birth of the Republic, 1763-89*; Cunliffe, *The Nation Takes Shape, 1789-1837*; Stamp, *The Era of Reconstruction, 1865-1877*; Hofstadter, *The Age of Reform*; Leuchtenberg, *Franklin D. Roosevelt and the New Deal: 1932-1940*; Goldman, *The Crucial Decade—and After: America, 1945-1960*; White, *The Making of the President, 1960*; Tocqueville, *Democracy in America*; Reeves, *American Journey*.

## WESTERN CIVILIZATION

This is a course intended to provide the student with a better understanding of the ongoing tradition of the Western World. A primary emphasis is placed on modern western civilization in juxtaposition to the traditional society from which it grew. Critical periods in the story of mankind from the discovery of agriculture and the origins of the city to the modern Industrial Revolution and its global consequences receive special emphasis. While the course is tied together by the thread of history, the disciplines of anthropology, economics, sociology and philosophy are drawn upon when appropriate. Much attention is paid to structures and processes, concepts and ideas. How are political, social and economic structures created? How and why do these structures change or remain continuous from one generation to the next? How does the way man views himself in his relationship to nature affect these structures and the course of history?

Though the emphasis of the course is on the West, the story is not separated from the universal concerns of human civilization and connections are made with parallel developments in China, India and the Moslem world. The text, McNeil's *The Ecumene: Story of Humanity*, is supplemented by selections from many sources. Among these are: Arendt, *On Revolution*; Cervantes, *Don Quixote*; Creel, *The Birth of China*; Hadas, *Imperial Rome*; Heilbroner, *The World Philosophers*; Kitto, *The Greeks*; Kramer, *The Sumerians*; Lewis (ed.), *Islam and the Modern World*; Machiavelli, *The Prince*; Mumford, *The City in History*; Plato, *The Republic*; Schulberg, *Historic India*. Videotapes of Bronowski's *Ascent of Man* and Clark's *Civilization* are also used.

## THE WORLD OF THE TWENTIETH CENTURY

Some of the most significant events and ideas of the Twentieth Century are studied in this course. Among the concerns of the course are the modern phenomena of total war and cold war, the consequences of technological and scientific developments, totalitarianism, modern economic structures and policies, the emergence of the Third World and selected cultural developments. The course is primarily historical, but it draws upon disciplines from the social sciences as well. Texts (read either in their entirety or in part): Britain, *Chronicle of Youth*; Freud, *Civilization and Its Discontents*; Fussell,



*The Great War and Modern Memory*; Gochberg (ed.), *Classics of Western Thought: The Twentieth Century*; Golding, *Lord of the Flies*; Hughes, *Contemporary Europe: A History*; Snow, *Science and Government*; Thuroow, *The Zero Sum Society*; Ward, *Five Ideas That Change The World*. NOTE: There will be two sections of this course. Students in Section I (20I) will be enrolled in the Interdisciplinary Study described on page 15 of the Catalog. Section R (20R) will be a regular History course open to VI Formers and any underformer who has taken Western Civilization.

### MODERN EUROPEAN HISTORY I AND II

This course is an intensive study of the history of Modern Europe from the pre-Renaissance to the present day. Tradition and change in European political, social and cultural life are the principles around which the course is organized. Considerable reading and writing are required, and students who are willing to do extra work will be qualified for the Advanced Placement Examination in European History. Modern European History I begins with the pre-Renaissance and ends with the French Revolution in 1789. Modern European History II, taught in the second half of the year, proceeds from 1789 to the present. Students may take either half of the course, but it is recommended that they enroll for the full year. Texts: Palmer, *A History of the Modern World* and Hirschfield (ed.), *Classics of Western Thought*.

### FROM CHARLEMAGNE TO CHARLES II: MEDIEVAL AND EARLY MODERN EUROPEAN HISTORY

This course is a survey of the development of Western Europe culture during the Middle Ages, Renaissance, and Reformation. Emphasis is placed both on societal and governmental institutions, and on the great artistic and intellectual movements during the period 800-1700 A.D. Extensive use is made of documents, slides, and videotapes. Texts: Elton, *Renaissance and Reformation, 1300-1648*; Hay, *The Medieval Centuries*; Ross and McLaughlin, *The Portable Medieval Reader*; Spitz, *The Renaissance and Reformation Movements* (1984-1985).

### COLONIAL AMERICA

A study of American history from the voyages of discovery to the Revolution, this course emphasizes the social his-

tory, cultural trends and intellectual milieu of the Colonial Period. One of the primary goals of the course is to utilize the tangible colonial heritage of the local area. Field trips to colonial sites in Delaware and the plantations on the Eastern Shore of Maryland are an integral part of the course. Texts: Boorstin, *The Americans: The Colonial Experience*; VerSteeg, *The Formative Years, 1607-1763*; Greene, *Settlements to Society 1607-1763, A Documentary History of Colonial America*. (2nd semester, 1984-85)

### ENGLISH HISTORY I AND II

The study of the history of England from Stonehenge to the present emphasizes the development of representative parliamentary government, the English origins of American institutions, the growth of the British Empire, the transition to the Commonwealth, and Britain today. Extensive use is made of documents and videotapes; students learn to use and evaluate primary source materials. Though the course breaks in the middle, it is strongly recommended that students take the course for the entire year. Texts: Hall, Allston and Pope, *A History of England and The Empire-Commonwealth*; 4 volumes of documents: *They Saw It Happen. 55 B.C.-1940 A.D.* (1984-1985)

### WORLD GEOGRAPHY

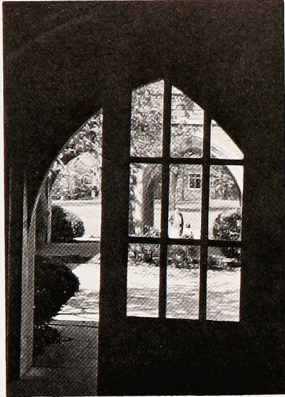
A course that emphasizes political, economic and cultural geography. Students will become acquainted with the relationships between the industrialized nations and the less developed countries of the Third World. Map reading is an important part of the course. Geography is an elective course for II Formers. Texts: Danzer and Larson, *Land and People: A World Geography* and *The World Culture Series*, published by the Center for International Training and Education.





# THE ACADEMIC PROGRAM

## RELIGIOUS STUDIES



Since we recognize that students come to St. Andrew's from a number of different backgrounds and traditions, our Religious Studies curriculum aims to examine the Christian religion from both an historical and academic point of view. While the courses themselves do not require commitment to any one set of beliefs, our concern is that personal decisions in matters of faith should be informed choices, based on careful thought and an intelligent understanding of what Christian commitment involves.

Thus the courses at the II and IV Form levels cover the major parts of the Bible, the life and teachings of Jesus, the nature of man and his world, and the understanding of Christianity as a religion in which revelation occurs through historical events and persons. Some attention is also given to the moral implications of Christian commitment for contemporary life. The VI Form courses examine various aspects of the Christian faith and life in the light of philosophy, psychology and social dynamics. The aim here is to introduce students to some of the many varied ideas and theologies they will encounter in college, and to provide an intellectual structure for Christian belief. An attempt is made during this year to help the students formulate their own value systems through discussions and essays and to expose them to some of the important writers and thinkers of western Judeo-Christian culture.

### INTRODUCTION TO RELIGION, THE NATURE OF MAN AND THE LIFE OF JESUS

The II Form is introduced to readings and discussions on the nature of man, to religious thought, and to the life of Christ. Attention is also given to the religious orientation of St. Andrew's School and to the services of worship in the School Chapel. Several services are planned and led by the class during the year. A conscious effort is made to relate the teachings of Jesus and the Christian life to the world today. Texts: Smith, *Men Called Him Master*; Golding, *Lord of The Flies*; Gordon, *Through The Valley of the Kwai*; Gordon, *Solan*. (II Form)

### STUDY OF THE OLD AND NEW TESTAMENTS

The content of this course covers the major portions of the Bible. Selections from the Old Testament writings and interpretive texts trace the history of the people of Israel and their developing understanding of the nature of their God and their relationship (covenant) with Him. The New Testament material contains selections from the Gospels, the Epistles of St. Paul and the Acts of the Apostles. Texts: *The New English Bible*; Link, *These Stones Will Shout*; Link, *The Seventh Trumpet*. (IV Form)

### SELF-ESTEEM AND HUMAN POTENTIAL

This course, which will meet twice per week for half the school year, focuses on self-esteem, communications skills, values clarification and decision making. Discussions include several critical areas aimed to give students a better understanding of themselves, people and the changing world in which they live. Role playing and journal writing are used to explore such issues as alcohol, drugs, sexuality and parenting. Texts: Comfort and Comfort, *The Facts of Love*; Elkins, *Glad to Be Me*. (III Form and IV Form)

### NATURE, MAN AND GOD

This course is devoted to a unit on Christian belief covering the basic areas of nature, man, and God, and includes readings from various scientists, philosophers and theologians. (VI Form Fall Term)

For the Winter and Spring Terms, VI Form students will choose one of the three elective courses described below.

### HUMAN NATURE: MAN IS THE MEASURE OF ALL THINGS. WHAT IS MAN THAT THOU ART MINDFUL OF HIM?

There are many different ways of looking at human nature. The aim of this course is to introduce students to the writing and thinking of authors like Sigmund Freud, Karl Marx, Jean-Paul Sartre (and other Existentialists), Viktor Frankl, and others who have influenced our understanding of human nature, human existence, and the world in the Twentieth Century. Most of these authors will be encountered in college. This course seeks to provide an initial familiarity with who they are and what they believed so that students may use these insights in developing their own understanding and beliefs. (VI Form—Winter and Spring Terms)

### HE IS PLAYING MASCULINE. SHE IS PLAYING FEMININE. DO WE CALL OFF THE GAME?

This course will present an historical, psychological, sociological, and theological analysis of the feminine and masculine dimensions in western culture and society. The students will examine and explore both the traditional and contemporary views of what our society says is masculine and feminine in human behavior, and the ethical and moral implications underlying such behavior.

The course will introduce the students to contemporary scholars and authors such as Rosemary Ruether, Theodore and Betty Roszack, Claude Steiner, Marilyn French, John Updike, Herb Goldberg, and Susan Brownmiller. It is expected that when the students complete the course, they will have a clearer understanding of the masculine and feminine dimension within themselves and other people. (VI Form—Winter and Spring Terms)

### THE COMPARATIVE STUDY OF RELIGION

The Christian tradition represents one important dimension of human religious life. This course will examine other ways in which women and men have been and are religious. Religious traditions that will be considered include the Jewish, Buddhist, Hindu, Islamic, and Chinese traditions. There will be readings from primary texts for each of the traditions studied (e.g. the *Bhagavadgita*, the *Koran*), with Huston Smith's *The Religions of Man* used as a secondary text. (VI Form—Winter and Spring Terms)



## CLASSIC LANGUAGES

*We study Latin because without it we cannot know our history and our heritage, and without that knowledge, we cannot know ourselves. Nosce teipsum. If one cannot read that, one can—in one's life—begin to do that. The link between Latin and our lives is deep and abiding.*

*We also study Latin to enrich our understanding of our language. . . . Knowing Latin teaches English. We learn what English words meant and mean still when we learn their Latin roots. We also learn grammar, an ancient art and science that tells us how to put together our thoughts, and hence our lives, with clarity, dignity and gravity. Claritas, dignitas, gravitas.*

*A. Bartlett Giamatti*

*President of Yale University  
Professor of English and  
Comparative Literature*

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. Students who enter St. Andrew's after the Second Form are welcome to begin Latin in the upper forms.

Two years of Latin seem 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 Examination of the College Board.

Regular performances of Plautus' plays are a St. Andrew's tradition.

## LATIN I

The course begins with simple Latin texts which gradually increase in difficulty. Text: Jenney, Scudder and Baade, *First Year Latin*.

## LATIN II

This course continues the study of the grammar and structure of Latin and introduces the student to more extensive reading of Latin prose. Text: *Cambridge Latin Course, Unit II and III*.

## LATIN III

Emphasis on the facile handling of Latin prose and poetry is the aim of third year Latin with a limited survey of Roman civilization of the period. Texts: *Cambridge Latin Course, Unit IV*; Jenney and Scudder, *Third Year Latin*; Gillingham and Baade, *An Ovid Reader*.

## LATIN IV

Students read Latin poets of the Augustan age and some Silver Latin prose. A limited survey of the historical, social and political background of the period is followed by individual projects done in the spring term. Texts: Vergil, *The Aeneid*; Tacitus, *The Annals*.

## GREEK

This minor course in classical Greek is tailored to the abilities and interests of the students in the course. (*Elective minor*)



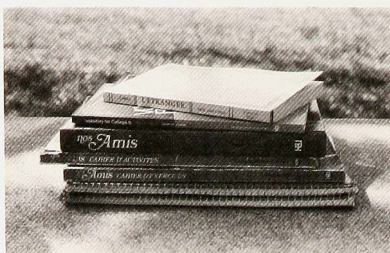


# THE ACADEMIC PROGRAM

## MODERN LANGUAGES

*We have come to the point in history when anyone who is only a Japanese or only an American, only an Oriental or only a Westerner, is but half human; the other half of his being which beats with the pulse of all mankind has yet to be born.*

Huston Smith



St. Andrew's believes that an educated person can be neither monolingual nor monocultural. Furthermore, we know that no deep understanding of another culture or global perspective can be obtained without sustained study of a foreign language and its cultural expressions. It is in school that one must begin such complex, sequential learning in order to achieve meaningful competency. A smattering of any tongue is always frustrating, sometimes silly, and hardly better than none. Our goal is to teach living tongues, in meaningful contexts to a threshold of hope where one might venture to say something important and expect to be understood.

All the ingredients for a successful foreign language experience are available at the School: (a) an experienced, professional staff with authority in the language based on study and life in the foreign country; (b) a dynamic sequence of courses developing *all* the skills, especially communicative competency; (c) small classes of able, motivated students; (d) current pedagogical strategies and (e) technical resources such as a cassette lab with an integrated tape program for individual use, short-wave radio, and video equipment.

It is recommended that students pursue their study of French and Spanish through at least the third year. Interested and exceptionally able students at the fourth and fifth year levels are encouraged to prepare for the Advanced Placement Examinations.

Finally, the St. Andrew's community, including alumni, parents, and faculty are very supportive of

foreign language study. Many have appreciated the value of their language experience, including a better understanding of their own way of speaking. Some have lived abroad and known the joy of a transcultural experience in depth. Contacts with students and faculty who have mastered other languages are a source of models and encouragement.

To further student interest in other languages and cultures, visits are organized to foreign language performances in the area at Washington College, the University of Delaware, Wilmington, and Philadelphia. Some language students participate in the Model United Nations Program in Washington, D.C. On campus, students may participate in foreign language club activities such as language tables, cooking sessions, Christmas caroling and a French or Spanish Chapel service.

Faculty advising is available to encourage travel and study abroad as part of a student's intellectual development. Students are able to meet and talk with representatives of study abroad programs such as the School Year Abroad and the Experiment in International Living.

## FRENCH I

French I is an introduction to the basic sounds, vocabulary, structures, and grammatical elements including the tenses of the indicative mood. Short readings on French culture are assigned regularly. Particular stress is given to the active use of the language. Classroom work in the language is supplemented by an integrated tape program available to individual students on cassettes. Text: Lutz, Leffler et al., *Nos Amis*, Harcourt, Brace, Jovanovich.

## FRENCH II

This course strengthens and develops the skills acquired in French I, emphasizing the building of vocabulary and the application of grammatical concepts. A review of the indicative forms and uses is followed by an introduction to the subjunctive. Readings include various expressions of francophone culture as well as literary selections in prose and poetry. Students are expected to develop and demonstrate their oral proficiency by vigorous participation in the classroom and regular individual use of the integrated tape program on cassettes. Text: Lutz, Leffler et al., *Le Monde des Jeunes*, Harcourt, Brace, Jovanovich.

## FRENCH III

In French III students read and discuss short stories and articles on French Civilization. There is a review of grammar units as needed to develop comprehension, speaking, and writing skills. The systematic study of new vocabulary and idiomatic structures continues throughout the sequence. All activities are conducted in French. Texts: A literary anthology and a reference grammar.

## FRENCH IV

Conducted in French, this course focuses on the literary richness of French through study and discussion of different genres and periods. The students also work on developing analytic skills and oral and written expression, reviewing grammar principles as needed. Texts: Selected literary texts and a reference grammar.

## FRENCH V—

### CONTEMPORARY FRENCH

Given sufficient interest, advanced students may choose from (a) *Study of Current Issues in French Society*—In this course readings from the French Press are followed by discussions and written reports; (b) *Recent*



*French Fiction*—Students read and discuss the work of current authors such as Tournier, Gracq and Le Clezio; (c) *Readings in French Literature*—A close study of texts on the Advanced Placement Reading List is the focus of this course. The program for 1983-84 is as follows: plays and novels by Balzac, Beaumarchais, Chateaubriand, Duras, Flaubert, Mauriac, Moliere, Racine, Sartre and Voltaire; poetry by Apollinaire, Baudelaire, Césaire, Hugo, La Fontaine and Rimbaud.

## FRENCH VI—ADVANCED SPOKEN FRENCH

The course emphasizes the systematic development of listening and speaking skills in a variety of situations. Listening and speaking exercises using short-wave radio broadcasts are included. Students analyze native French oral interviews with attention to cultural contexts. They participate in role playing and video critiques. (*Prerequisite: French IV or with permission of the instructor*)

## SPANISH I

This course provides an introduction to the basic vocabulary and grammatical structures of the Spanish language. It prepares a foundation in the four basic language skills, speaking, writing, reading and listening for comprehension. Emphasis is given to the active use of Spanish. An integrated cassette tape program reinforces classroom practice as well as providing a method for identifying and correcting individual pronunciation difficulties. Text: Da Silva, *Persona a Persona 1*.

## SPANISH II

Spanish II reviews and builds upon the concepts presented in the introductory course. The student continues to develop mastery of Spanish grammar, to acquire vocabulary and to improve the form and content of active language skills. Readings appropriate to this level bring the student into contact with various aspects of Spanish and Spanish-American life and culture. Individual practice with an integrated cassette tape program supplements classroom activities. Texts: *Persona a Persona 2* and a reader.

## SPANISH III

In Spanish III, readings, a review grammar and oral and written expression comprise the primary means to the acquisition of vocabulary and practice in the language. The student is exposed to articles on culture, as well as to

masters of Hispanic literature. Emphases are placed on a systematic review of Spanish grammar, on comprehension, speaking and writing skills. Reading, composition and oral reports assist the ongoing process of language acquisition. All activities are conducted in Spanish. Texts: Selected cultural readings, literary readings from such authors as Federico García Lorca and Ana María Matute, and a reference grammar.

## SPANISH IV

At this level, the student strives to attain a lucid and fluent expression in Spanish by practicing literary analysis of contemporary works. Classroom discussion and composition assignments provide ample opportunity to polish and enhance language skills while investigating Hispanic history and culture as these are depicted in its literature. A review of grammar principles is undertaken as needed. Texts: A reference grammar and selected literary texts from authors such as Miguel de Unamuno, Antonio Buero Vallejo, Jorge and Gabriel García Márquez.

## SPANISH V

Spanish V focuses on advanced training in one of three areas: language, literature or culture. The content of this course varies according to the needs and interests of the students. *Language*: Consisting of translation and composition exercises to be prepared outside of class with conversation and individual oral presentations in the classroom, Spanish V as a language offering uses a grammar such as K.L.J. Mason's *Advanced Spanish Course* in conjunction with a reader. *Literature*: As a course in literature, Spanish V takes one of several forms: the analysis of additional works (not covered in Spanish III or IV) by authors from the Advanced Placement reading list; the reading of *Don Quijote*, in its entirety; the study of a single author, theme, idea, period or genre of Hispanic literature. The student demonstrates understanding and practices language skills through class discussion, composition and oral reports. *Culture*: Examples of a Spanish V culture course include: employing a text, such as Francisco Ugarte's *Espana y su civilización* to pursue a guided study of the culture of Spain or Latin America; reading from Spanish language periodicals with the aim of examining current events in the Hispanic world. Reading, discussion, composition and oral reports constitute the course format.

## CONVERSATIONAL SPANISH

Conversational Spanish is designed for advanced students who want systematic exercise in discussing everyday practical subjects. Role-playing and individual oral presentations are examples of classroom activities used to encourage active practice in spoken Spanish. (*Elective minor—Prerequisite: Spanish IV or concurrently with Spanish IV, or with departmental permission with Spanish III*)

## OTHER LANGUAGES AND CIVILIZATIONS

Whenever possible, St. Andrew's tries to arrange for individual students to maintain and develop a foreign language interest, even though the language is not offered formally at the School. For example, tutorials may be arranged in German, Italian and Portuguese.



# THE ACADEMIC PROGRAM

## THE CREATIVE ARTS



*The common aim of the diversified program offered by the Arts Department is to cultivate an understanding of the way man expresses himself artistically. Students spend much of their time pursuing this goal by learning the techniques of different artistic modes. Development of artistic skills is balanced by attention to the theoretical and cultural context so essential for a solid understanding of the arts. The result is a milieu that nurtures creativity, aesthetic awareness, curiosity, commitment and discrimination. At St. Andrew's, all students have easy access to these opportunities provided by the Arts Program.*

*The art facilities are housed in a large studio on the third floor of the main building. It is fully equipped for work in most studio arts. The studio is open to all, and an instructor is available for those who wish to work there in their free time. Consumable art materials are furnished at cost.*

*The music department includes seven individual practice rooms, six practice pianos, two teaching studios and a rehearsal hall. Band instruments are available to students who do not have their own. Stringed instruments may be rented. Student groups with electric guitars and other instruments are provided with practice and storage space. A drum set is available for use by percussion students. The department also has a bass guitar, a bass amplifier and a fender rhodes.*

## INTRODUCTION TO STUDIO ARTS

This new course, open to III Formers only, combines the study of drawing and pottery. The drawing component of the course will include basic drawing disciplines in various media. Students will have drawing classes twice per week during the entire school year. The pottery component of the course will meet twice per week for one half the school year. Students will be introduced to the basic techniques of pottery.

## MATERIALS AND TECHNIQUES

The student examines the use of artists' materials and techniques to develop his or her awareness of unity between craft and vision. This course is considered essential to studio discipline and creative achievement. It is also a prerequisite for the Art Major course, the Studio Seminar. *Introduction to Art* is recommended as a prerequisite to *Materials and Techniques*, but not exclusively; if a student has had a strong art background before coming to St. Andrew's, he or she may enroll in this course. Though the course is directed toward the interests and abilities of students in the IV through VI Forms, a III Form student who demonstrates a willingness and sincere interest in art may enroll. (*Elective minor*)

## HISTORY OF ART

This course explores the development of Western art since Giotto with particular concern for painting and sculpture. A basic vocabulary of terms relating to the visual and inspirational problems in art provides the foundation for course discussion and student initiated research and reports. (*Elective minor for IV through VI Forms*)

## ART THEORY

The main objective of this course is to stress a working vocabulary of aesthetic principles which may then be applied to the study of the major artistic developments since the Renaissance. Use of slides and 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. (*Elective minor for IV through VI Forms*)

## DRAWING

Instruction in all drawing media and watercolor is 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. (*Elective minor. Prerequisites: Introduction to Art; Art Theory; Permission of Instructor*)

## POTTERY

Exploring the possibilities of clay, pottery offers the student an avenue of artistic expression while creating sculptural pieces and useful objects. Basic techniques that are taught include wedging, pinchpot and coil construction, slabbuilding, wheel throwing, finishing, decorating, glazing, glaze making and firing.

Trips to contemporary and classical pottery exhibitions are part of the course. Visual aids help the student to see how man has made his pottery throughout history. (*Minor*)

## ADVANCED POTTERY

The student will explore more advanced techniques in hand-building as well as on the wheel, so he/she can develop a personal style.

## WOODWORKING

A shop period is a regular part of the II Form course of study. Forms III through VI may work in the shop during their free time. The shop facilities are located in the basement of the science building. The instructor is available to any student on Monday and Friday nights and again on Saturday mornings. The bench area is always open and power tools are available when the instructor is in the shop. (*Required for II Form; non-credit*)

## ART MAJOR: STUDIO SEMINAR

This course is devoted to various art projects in painting, printmaking, sculpture and design/drawing. This course sets out to develop each student's critical sense as well as his/her ability to express these ideas either in discussion or in written statements. Students are required to exhibit their work in a one-person show. It is hoped that certain students will elect to present a portfolio for advanced placement credit from the College Board. (*Elective in the V or VI Form; Prerequisites: Art Theory, Materials and Techniques*)



## INTRODUCTION TO MUSIC

Students select an instrument and explore the effects of pitch, duration, timbre and intensity. Some elementary compositional techniques are also utilized. *(Required of all II and new III Formers)*

## HISTORY OF MUSIC

The development of music in western civilization from the Middle Ages to the present is traced by the group. The year's study is divided into three seminars (one each term) whose topics are selected 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 are integrated with the course material. *(Elective minor for IV through VI Forms; Prerequisite: the ability to read music)*

## MUSIC THEORY I

To survey the elements of the theory of music including notation, rhythm, tonality, harmonic progression, species counterpoint, diatonic and altered harmony and basic forms is the intent of this course. *(Elective minor for III through VI Formers—II Form by permission of the Music Department)*

## MUSIC THEORY II

This course continues the study of the elements introduced in *Music Theory I*, but in more depth and detail. Advanced part-writing and analysis of complex forms are explored. *(Elective minor; Prerequisite: Music Theory I)*

## MUSIC COMPOSITION

This course examines the compositional styles and techniques from 1450 to the present from the viewpoint of melody, harmony, counterpoint and structure and incorporation of these techniques into original composition with emphasis on 20th Century styles. *(Elective minor for III through VI Forms; Prerequisites: Music Theory or examination by the Department)*

## MUSIC MAJOR: STUDIO SEMINAR

This seminar is a course of study that assists the student who plans to choose music as a major part of that student's college curriculum. In this course the student has the time to practice his or her discipline and prepare for the rigors of an audition. *(Elective in the V and VI Form; Prerequisites: Student must have taken two years of private study at St. Andrew's on the same instrument. The student must participate in a "Skills and Competencies" program which will be included in the music major program.)*

## PRIVATE INSTRUMENTAL LESSONS

Lessons are available to any student who wishes weekly individual or small group instruction on any band or orchestral instrument, piano, harpsichord or organ and classical guitar. The Music Department is committed to providing instruction at a minimum cost; therefore, only a nominal fee is charged per term. Instruments may be borrowed from the Department free of charge. *(Elective; non-credit)*

## PRIVATE VOICE LESSONS

Weekly individual or small group instruction is given by the Choral Director. A nominal fee is charged per term. *(Elective; non-credit)*





# THE ACADEMIC PROGRAM

## SCIENCE



Science Building

What is science? Twenty-three centuries ago, Aristotle explained, "The object of scientific knowledge is of necessity. Therefore, it is eternal; for things that are of necessity in the unqualified sense are all eternal; and things that are eternal are ungenerated and imperishable." Our purpose in the Science Department at St. Andrew's is to touch upon universal things that are, insofar as our imperfect knowledge tells us, eternal; therefore ungenerated of their own selves and imperishable. Because we do not intend our graduates to have an understanding of science only incidentally, they must learn how to acquire, evaluate, and practice scientific knowledge preparatory to its eventual application. For better or worse, science has shaped our world, ourselves, and now determines our future.

Essential to our concept of science education is the imparting of well-tested method, a perspective of the intrinsic worth of a scientific fact, intelligent skepticism, creativity, the compelling, exploratory search for truth, the Law of Parsimony as it applies to reality, and awe that we are able to contemplate and understand what we do. Brain matter is stuff of the common elements, a temporary fragment of the universe comprehending itself, ten billion cells with a functional capacity of  $2.8 \times 10^{21}$

bits of information. Not a bad computer at all.

We recognize science as one of the great modern humanities. While we do not turn out scientists at St. Andrew's, we are dedicated to producing scientifically literate young men and women who are trained in logic and discipline as well as method, and who are capable of taking the next step at the college level. Science is meaningless unless we understand its historical quality, the broad experience and tested knowledge from which it has grown, and its inevitable thrust forward despite arbitrary and temporary controls. Science must be examined, tried, weighed, directed, applied through emerging technology, and recognized as one more example of the creative surge generated within the human intellect. Despite modern trappings and advances, the questioning, searching nature of the scientific mind has changed little from Aristotle's day.

It is our belief one can no longer survive intelligently in an increasingly complex world without a background in scientific discipline of the sort available to our students through exacting and demanding courses of study. Infused throughout are applications, challenges, recognition of benefits and hazards, inspiration in the present and hope for the future.

## BIOLOGY

Because Biology touches upon every human activity, it is recommended that if a student is to take only one science in four college preparatory years at St. Andrew's, it be in the field of life science. As a first laboratory science, Biology is a thorough and stimulating introduction to the phenomenon of life in all its aspects, and serves as a prerequisite to those who wish to elect Zoology later. Emphasis is placed on homeostasis, the phenomenon of emergence, the complementarity of structure and function, evolution, behavior, and the world ecosystem. Extensive field and laboratory work, independent study and library research, add to the course spectrum. Text: *Biological Science: An Inquiry into Life*, 4th Edition. (III or IV Form)

## ZOOLOGY

Zoology is 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. Open to students who have passed a laboratory course in general biology and who have demonstrated a genuine interest in the life sciences. Texts: Hickman, Hickman, Hickman and Roberts, *Integrated Principles of Zoology*, 6th Edition; Hickman, *Laboratory Studies in Integrated Zoology*, 5th Edition. (IV, V or VI Form)

## EARTH SCIENCE

It is the aim of this course to investigate 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: Ramsey, Phillips and Watenpugh, *Modern Earth Science*. (Offered only in the II Form and does not fulfill the requirements of a laboratory science.)

## TOPICS IN FRESH WATER BIOLOGY

After a thorough introduction to limnological principles, detailed field and laboratory studies will be carried out on Noxontown Pond and other local bodies of water. Each student will conduct a research investigation of at least one aspect of fresh water biology during the year. Areas of investigation will include zoo and phytoplankton, neuston, nekton, and benthic organ-



isms of lentic and lotic habitats, ecological relationships, seasonal succession, and pollution factors. A comprehensive reference library will be employed. Texts: Klots, *The New Field Book of Freshwater Life*; Needham and Needham, *A Guide to the Study of Fresh-Water Biology*. (Elective Minor—IV, V, VI Forms; Prerequisites: One or more life sciences.)

## PLANT BIOLOGY

The objective of this course is a study of the Plant Kingdom with emphasis upon the local flora. The topics covered include plant structure, function, growth, reproduction, metabolism and diversity; all within the framework of an evolutionary perspective. Investigations in the greenhouse, laboratory and field are an integral part of our studies. This course, in conjunction with the Zoology major, should provide a student who is interested in the Life Sciences a broad and thorough knowledge of the organisms which coinhabit this earth with us. Taken together, the two courses provide an exceptional background for the Advanced Placement Examination. Text: Rost, et al. *Botany: A Brief Introduction to Plant Biology*. (Elective Minor—IV, V, VI Forms; Prerequisite: Biology.)

## CHEMISTRY

The student studies 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. May be elected by IV Formers.) Text: Mortimer, *Chemistry—A Conceptual Approach*, 4th Edition. Laboratory experiments are drawn from a number of sources. (V and VI Form)

## CHEMISTRY II

This is a course for students who have successfully completed the first year general chemistry course. The student investigates advanced topics not included in the first year course. These topics include structure of solids, phase diagrams of one or two component systems, advanced discussions of chemical equilibrium, particularly those involving gas reactions, chemical kinetics, thermochemistry and possibly some organic chemistry. Required of those intending to sit for the Advanced

Placement Examination. Text: Glassstone and Lewis, *Elements of Physical Chemistry*, 2nd Edition. (Elective Minor)

## PHYSICS: TRACK I

This class takes an interdisciplinary approach to the study of physics in order to give the student perspective about the historical development of physics and the role physics has played in man's attempts to learn about the natural world. Emphasis is also placed upon developing problem-solving techniques. Independent projects are encouraged in areas of student interest. Laboratory work is emphasized as an integral part of this course. Text: Rutherford, *Project Physics*. (Prerequisite: Algebra I and Plane Geometry)

## PHYSICS: TRACK II

This course is directed towards the student who intends to pursue a study of science or engineering in college. We concentrate our study in the areas of classical mechanics, thermodynamics, electricity and magnetism and modern physics. There is a great emphasis on mathematical techniques in problem-solving. Laboratory work is emphasized as an integral part of this course. Along with Waves, Light and Optics, this course helps prepare the student for the Advanced Placement Examination in Physics. Text: Halliday, Resnick, *Fundamentals of Physics*. (This course is taken concurrently with Advanced Mathematics, Calculus or with departmental permission.)

## ADVANCED PHYSICS

A continuation of Track II Physics for highly interested and motivated students. Content of the course will vary according to student need and topics not covered in Track II Physics. Emphasis will be given to the use of Calculus as a mathematical tool. Part of the Spring Term will be devoted to preparation for the Advanced Placement Examination. (Elective Minor—V, VI Forms; Prerequisite: Track II Physics, with departmental permission.)

## WAVES, LIGHT AND OPTICS

This laboratory course includes the study of waves, light and optics. Certain aspects of sound and music are also a part of this study. Along with Physics II, this course helps prepare the student for the Advanced Placement Examination in Physics. (Minor—IV, V, VI Form; Prerequisites: Algebra I and Plane Geometry)





# THE ACADEMIC PROGRAM

## MATHEMATICS



The study of mathematics develops clear and logical thinking, precision in communication and the ability to reason quantitatively. These are critical components of a proper education. The St. Andrew's mathematics program encourages student growth and understanding in these areas and acknowledges the importance of practical applications of mathematics in the world beyond the School.

The Mathematics Department offers advanced sections of all required courses and selected elective courses in an effort to meet the needs of each student. Students who wish to take the Advanced Placement Examination should take the Sixth Form Advanced Placement Program.

The Department's DEC PDP 11/34 computer is an unusually fine facility. All students are trained in its use and BASIC programming is taught and incorporated where appropriate in all mathematics courses.

### MATHEMATICS II: ARITHMETIC AND ALGEBRA

This course integrates arithmetic with introductory algebraic and geometric topics and emphasizes the study of mathematical structure and concurrently improves computational skills. Text: Denholm, Underhill and Dolciani, *Elementary Algebra, Parts I and II*.

### ALGEBRA I

The student is introduced to modern elementary algebra based upon the 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: Denholm, Underhill and Dolciani, *Algebra I*.

### PLANE GEOMETRY

Demonstrative plane and solid geometry based on a modification of Brikhoff's axioms is explored with the students. Text: Moise and Downs, *Geometry*.

### ADVANCED PLANE GEOMETRY

An advanced section covers the text and uses supplementary materials concentrating on solid geometry. Text: Moise and Downs, *Geometry*.

### ALGEBRA II

In addition to the algebra of the real and complex numbers, Algebra II 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: Dolciani, Wooton, Beckenbach and Sharron, *Algebra II and Trigonometry*.

### ADVANCED ALGEBRA II

This advanced placement section studies the above topics and has 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: Dolciani, Wooton, Beckenbach and Sharron, *Algebra II and Trigonometry*.

### ADVANCED MATHEMATICS

This course is designed to draw together 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. Text: Dolciani, Beckenbach, Donnelly, Jergensen and Wooton, *Modern Introductory Analysis*.

### ADVANCED PLACEMENT PROGRAM

This college level course in calculus and analytic geometry includes a study of differentiation and the applications of the derivative and integration and the applications of the integral. Text: Thomas, *Calculus and Analytic Geometry, 4th Edition*.

### COMPUTER PROGRAMMING

This introductory course develops an understanding of the relationship between mathematics, the computer and problem solving. Students are taught to write programs and run them on the computer. Text: Presley, Loux, Graham, Strehle and Quarles, *A Guide to Programming in Basic Plus. (Elective Minor)*

### PROBABILITY AND STATISTICS

This is a course in elementary probability theory for finite spaces; random variables and their distribution and the properties of their distributions; continuous random variables and the normal distribution; the properties of the binomial distribution and the central limit theorem; and the study of the applications of classical statistical inference. Text: Blakeslee and Chinn, *Introductory Statistics and Probability. (Elective minor)*

### LOGIC

A study in mathematical logic stressing the algebra deductive logic and application of this theory to mathematical models is the aim of this elective course. Text: Suppes and Hill, *First Course in Mathematical Logic. (Elective minor)*



## TOPICS IN MATHEMATICS

Students review and strengthen their knowledge of topics previously studied in mathematics. It is a good review for students planning to take a College Board Examinations in mathematics. VI Formers who are not taking mathematics, often find this course helpful. It is offered only in the Fall term.

*(Elective minor—not a combinable minor)*

## INTRODUCTION TO NUMBER THEORY

In *Mathematics—Queen and Servant of Science*, E.T. Bell says, "The theory of numbers is the last great uncivilized continent of mathematics. It is split up into unnumerable countries, fertile enough in themselves, but all more or less indifferent to one another's welfare and without a vestige of a central, intelligent government."

The intent of this course is to visit a number of the above-mentioned countries. Topics include, among others, different number bases, prime numbers, Fermat and Mersenne numbers, perfect numbers, diophantine analysis, algebraic numbers and transcendental numbers. Special attention is given to the rich and colorful history of the subject. Also emphasized are the profound effects of the computer upon number theory. *(Elective Minor—Prerequisite: Algebra I)*

## MATRIX ALGEBRA

This introductory course to matrix algebra includes the arithmetic of matrices, linear transformations in the plane, determinants, vectors and inner products, matrices and operators and other topics as time permits. Text: Davis, *The Mathematics of Matrices*. *(Elective minor)*

## SPECIALS

In addition to the courses offered for academic credit, arrangements can be made for a student to have a basic introduction to typing, to take a course in Driver Education (Delaware) and to enroll in a program of reading and study skills. These courses are given outside the student's regular class schedule and entail payment of additional fees.

## COURSE OFFERINGS BY FORM

SECOND FORM—*five major courses, Religious Studies and Music*

English

\*Latin

\*French (elective)

\*Spanish (elective)

\*\*Mathematics (Arithmetic and Algebra)

Earth Science

Geography (elective)

Religious Studies (minor course, 2/wk.)

Music I (minor course, 1/wk., ¼ credit)

Woodworking

THIRD FORM—*five major courses*

English (1 credit)

\*Language: French, Latin, Spanish (elective)

Elementary Algebra (1 credit)

U.S. History Survey (elective, 1 credit)

Biology (elective, 1 credit)

Music I (¼ credit, required for new students)

Minors in Arts, Language and Mathematics (elective 2/wk., ½ credit)

Minor in Human Potential (¼ credit)

FOURTH FORM—*five major courses*

English (1 credit)

\*Language: French, Latin, Spanish (elective)

\*\*Plane Geometry and Introduction to Computers (1 credit)

U.S. History Survey or History electives (elective, 1 credit)

Biology (elective, 1 credit)

Zoology (elective, 1 credit)

(Religious Studies (1 credit))

Minors in Arts, Language, Mathematics and Science (elective, ½ credit)

Minor in Human Potential (¼ credit)

FIFTH FORM—*four major courses*

English (1 credit)

\*Language: French, Latin, Spanish (elective)

\*\*Intermediate Algebra (1 credit)

U.S. History Survey or History electives (elective, 1 credit)

Zoology (elective, 1 credit)

Chemistry (elective, 1 credit)

Physics (elective, 1 credit)

Minors in Arts, Language, Mathematics and Science (elective, ½ credit)

SIXTH FORM—*four major courses and Religious Studies*

English (1 credit)

\*Language: French, Latin, Spanish (elective)

\*\*Advanced Mathematics including Calculus (elective, 1 credit)

U.S. History Survey or History electives (elective, 1 credit)

Zoology (elective, 1 credit)

Chemistry (elective, 1 credit)

Physics (elective, 1 credit)

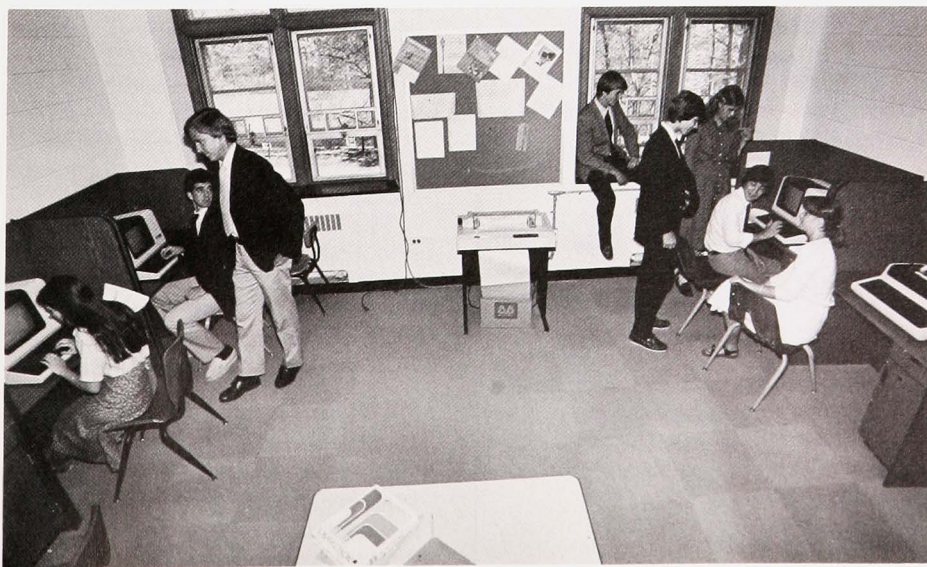
Religious Studies (½ credit)

Creative Arts: Art, Music (elective, 1 credit)

Minors in Arts, Language, Mathematics and Science (elective, ½ credit)

*\*No credit is given for the 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.*

*\*\*Or the appropriate Mathematics course as determined by placement testing.*





## COLLEGE COUNSELING

The college counselor and his staff work very closely with the student and the parents, and by the time the student returns for his or her final year, each VI Former will have had at least one and in some cases, two or three individual conferences with the college counselor. In addition, the students attend group meetings both during his or her V and VI Form years to go over important preliminary information and to have questions of a general nature answered. Each student is given an initial list of colleges to pursue, and parents receive personal letters with an assessment of their child's chances for admission at each college on his or her list.

The college counseling office maintains an extensive catalogue library. There is also ample interview space for the 75 to 80 college representatives who visit the School.

In the past two years, St. Andrew's has graduated 105 students who matriculated at 67 U.S. colleges and universities and one abroad. The mean SAT scores for these two classes were 551 verbal and 598 math. St. Andrew's takes pride in the fact that many students go to their first-choice college and recognizes that the college profile below reflects a wide range of college admissions office practices and student abilities. The following geographic list illustrates the college attendance record for the St. Andrew's graduates of 1982 and 1983.

### NEW ENGLAND

Amherst  
Bowdoin  
Colgate  
Connecticut College  
Dartmouth  
Hamilton  
Harvard  
Hobart/William Smith  
Ithaca  
Middlebury  
Mount Holyoke  
St. Lawrence  
Smith  
Syracuse  
Trinity  
Tufts  
University of New Hampshire  
University of Vermont

Vassar  
Wesleyan  
Williams

### MIDDLE ATLANTIC

Bryn Mawr  
Dickinson  
Goucher  
Haverford  
Johns Hopkins  
Lehigh  
Muhlenberg  
Princeton  
St. John's (Maryland)  
St. Mary's College of Maryland  
Salisbury State  
Swarthmore  
Temple  
University of Delaware  
University of Maryland  
University of Pennsylvania  
Villanova  
Washington College  
Widener

### SOUTH

Davidson  
Duke  
Florida Institute of Technology  
Guilford  
Hollins  
Lynchburg  
Newcomb College of Tulane University  
North Carolina State University  
Sweet Briar  
Tulane  
University of North Carolina (Chapel Hill)  
University of North Carolina (Greensboro)  
University of Richmond  
University of South Carolina  
University of the South  
University of Virginia  
Wake Forest  
Washington and Lee  
William and Mary

### MID-WEST

Denison  
Kenyon  
Northwestern  
Oberlin  
Wooster

### FAR WEST

Lewis and Clark  
University of California (Berkeley)  
University of Colorado (Boulder)

### ABROAD

University of St. Andrew's (Scotland)

## ADMISSIONS

The admissions process at St. Andrew's is designed to acquaint the prospective student and his/her family with as much of the School as possible. In turn, we hope to learn fully about our applicants, their talents, goals, strengths and hopes. St. Andrew's looks for past academic achievement and promise of future accomplishment in its candidates. We seek students of good character who possess enthusiasm and a willingness to contribute to the School's variety of programs. Though no two students are ever alike, we look for a common spark of personality which kindles a student's interest and involvement in extracurricular fields as well as scholastics. The majority of new students each year enter the Third and Fourth Forms (ninth and tenth grades). Roughly 14 Second Formers (eighth graders) enter each fall, while Fifth Form (eleventh grade) places usually number less than 12.

We invite all admissions candidates to the campus for an interview and tour of the School, with lunch to follow when time permits. If the School visit requirement cannot be fulfilled, we will oftentimes arrange an off-campus interview with a member of the Regional Admissions Committee which is comprised of parents and alumni. Appointments to visit the School are made for weekday and Saturday mornings while School is in session. Tours are conducted by our students for both the candidate and his family.

Application for admission is open to all students without regard to sex, race or religious affiliation. An application can be submitted at any time of year, but it is to your best advantage to apply before January 31 in the winter preceding the intended fall entrance.

The Secondary School Admission Test, administered several times during the year throughout the country and overseas, is a second requirement in the admissions process. Students should plan to take the December or January tests whenever possible. An inquiry to the School will result in our sending you the SSAT registration materials or you may obtain materials by writing directly to the Educational Testing



Service, Box 922, Princeton, NJ 08540. If the SSAT cannot be taken, St. Andrew's will provide a series of entrance tests in lieu of the SSAT. Applicants who have taken the December or January SSAT will be notified of the admission committee's decision about the middle of March. Admissions decisions in all other instances usually follow within a few weeks of the time test data, transcripts and SSAT results have reached our office.

To begin the admission process, you should fill out the application form which accompanies the catalogue, sending along the application fee of \$25, a personal photograph, and a completed Preliminary Health Report.

#### TUITION AND EXPENSES

The tuition for the academic year 1983-84 is \$8,200. The tuition fee covers instruction, room, board, the full cost of game uniforms, some athletic equipment, all transportation for interscholastic sports, lectures and concerts held at the School.

Parents of students who have been accepted to the School can expect to incur extra fees during the School year. The nature and amount of these expenditures will vary from student to student, but the listing below attempts to include the more routine expenses beyond the tuition fee.

If a student uses reasonable care, \$700 to \$800 is a good estimate for yearly incidental expenditures.

1. Tuition refund insurance is required of students unless tuition fees are paid in full prior to the opening of School. \$250-275.

2. A nine-month accident insurance policy is strongly recommended to parents. \$12.

3. The School charges a current fixed incidentals fee of \$125.

4. The cost of books for course work is estimated to be between \$125 and \$150.

5. The cost of a year's supply of linens laundered weekly is \$53.

6. Laundry can be done free of charge in School machines or sent out to be cleaned. \$160.

7. Lab fees, studio art fees, fees for private music lessons may also be incurred depending upon a student's choice of courses.

8. The weekly allowance, weekend travel expenses, stationery and so on are other "extras" for which no fixed fee can be set.

#### FINANCIAL AID

It was the intention of the Founder of St. Andrew's that his School offer an education of the highest standard at a minimum cost to parents. This goal could be accomplished only if the School's endowment were high and if its financial assistance were responsive to family needs.

St. Andrew's takes pride in its ability to extend financial aid to approximately 50 percent of its students. It is this very fact which brings variety and a special quality of life to campus. Students and faculty alike benefit from the diverse social, ethnic, economic and religious backgrounds represented in the student body.

In this light, we feel strongly that parents of an able and ambitious student should not be deterred by financial considerations from making application to the School. Though parents who are able are expected to pay the full tuition, St. Andrew's will always try to assist families who submit current 1040 income tax forms and complete the School Scholarship Service form, supplied on request. Decisions regarding financial aid are made at the time a student is accepted. It is to an applicant's best advantage to apply for aid before January 31.

Students receiving financial aid from St. Andrew's are not expected to perform any special tasks or jobs. The fact that a student is receiving financial assistance is confidential and, beyond the academic requirements stated below, this fact has no effect on the position or privileges the student has at School.

Financial assistance is awarded on a year-to-year basis and application for renewed financial aid is reviewed each spring. To be eligi-

ble for aid, we expect a student to be producing work commensurate with abilities. More specifically, students in their first year at St. Andrew's are expected to have a passing grade or better in all subjects and at least a 70 average overall. In subsequent years, the minimum grade expected in any subject is 70.

#### ENGLISH SPEAKING UNION & ALUMNI MEMORIAL SCHOLAR

Though, in general, St. Andrew's does not consider candidates for one-year programs, two new students enter the VI Form each year. Under the auspices of the English Speaking Union, one British student joins the Sixth Form in January each year. A second student, the Alumni Memorial Scholar, funded by the Alumni, joins the Sixth Form in September for a full academic year. He or she has traditionally come from a European country, most frequently from Germany or Sweden.

Both students add cultural diversity and personal vitality to the Sixth Form and the whole School community.

Our association with the English Speaking Union also offers the opportunity to students in our Sixth Form to spend a year at an English public school between graduation from St. Andrew's and the first year of college.



# ADMISSIONS

## REGIONAL ADMISSION REPRESENTATIVES



*T Trustee*  
*P Parent*  
*PP Past Parent*  
*FF Former Faculty*

### COLORADO

John M. Cogswell '57 P T  
12 Random Road  
Englewood 80110

### CONNECTICUT

Jack L. Billhardt PP  
Woods End Road  
New Canaan 06840  
  
George A. Brakeley III '57  
340 White Oak Shade Road  
New Canaan 06840

Mrs. Robinson Grover P  
256 Old Farms Road  
Simsbury 06070

Jesse Nalle '39  
494 Harbor Road  
Southport 06490

David M. Stewart '44  
10 Scribner Hill Road  
Wilton 06897

### DELAWARE

Thomas F. Bayard IV '62  
2401 Riddle Avenue  
Wilmington 19806

Francis Giammattei, Jr. '47  
P.O. Box 4133  
Wilmington 19807

John D. Hukill '50 PP  
Rt. 5, Box 150  
Harbeson 19951

David N. Levinson '53  
P.O. Box 349  
Middletown 19709

William D. Luke '53 PP  
P.O. Box 323  
Yorklyn 19736

Dr. Edgar R. Miller, Jr. '47 PP T  
611 West 18th Street  
Wilmington 19802

Mrs. Charles F. Moore PP T  
110 Pine Street  
Seaford 19973

John R. Schoonover '63  
1405 Gilpin Avenue  
Wilmington 19806

George B. Smith '66  
1209 Heather Lane  
Wilmington 19803

WASHINGTON, D.C.  
George M. Gillet III '43  
2309 Virginia Avenue, N.W.  
Washington 20037

John R. Hodgdon '47  
5172 Linnean Terrace, N.W.  
Washington 20008

Hume Horan '51 PP  
American Embassy, Dept. of State  
Khartoum, Sudan  
Washington 20520

Charles E. M. Kolb '69  
Covington & Burling  
888 16th Street, N.W.  
Washington 20006

Mrs. James R. Lilley PP  
Taipei—U.S. Dept. of State  
P.O. Box 1612  
Washington 20013

### FLORIDA

William B. Barnett '54  
Box 990  
Jacksonville 32203

William H. Grubb '59  
415 51st Street, N.W.  
Bradenton 33505

### GEORGIA

Ernest Cruikshank III '62  
340 Redland Road, N.W.  
Atlanta 30309

Frank W. Draper '51  
945 Hawick Drive  
Atlanta 30327

Dr. Richard R. Schulze '53  
210 Stuart Street  
Savannah 31405

### ILLINOIS

Michael K. Bateman '57  
527 Merriocks Road  
Barrington 60010

Barry M. Sabloff '64  
994 Spruce Street  
Winnetka 60093

### KANSAS

Benjamin M. Fowler III '42  
8107 West 98th Street  
Overland Park 66212

### KENTUCKY

William R. Cory '38  
Box 32456  
Louisville 40232

J. Gardner Rogers '71  
Route 3  
Paris 40361

### LOUISIANA

Joseph L. Hargrove, Jr. '67  
587 Oneonta  
Shreveport 71106

Robert E. Young '52  
1557 Henry Clay Avenue  
New Orleans 70118

### MARYLAND

Richard Allen PP  
P.O. Box 1577  
Salisbury 21801

James Berrigan PP  
105 South Fifth Avenue  
Denton 21629

William Brogan P PP  
Rt. 4, Box 358  
Chestertown 21620

William H. Brownlee '44 PP T  
3606 Shepherd Street  
Chevy Chase 20015

David C. Bryan '51  
Box 418  
Centreville 21617

Horace W. Harrison '39  
37 Olive Lane  
Owings Mills 21117

John P. Jaeger '59  
1114 Hampton Garth  
Towson 21204

Mrs. Andrew F. Jones P  
223 North Clairmont Drive  
Salisbury 21801

J. D. Quillin III '56  
Riggin Ridge Road  
Ocean City 21842

Michael L. Quillin '57 PP  
P.O. Box 255  
Ocean City 21842

Dr. Francis J. Townsend, Jr. '34 PP  
Rt. 1  
Ocean City 21842

Harry K. Wood, Jr. '56  
201 Primrose Street  
Chevy Chase 20015

### MASSACHUSETTS

Rushton T. Capers '63  
216 Ellington Road  
Longmeadow 01106

David D. Hindle '58 P  
112 Stewart Street  
West Newbury 01985

Gilbert E. Metcalf '71  
42 Congress Street  
Greenfield 01301

Alan C. Sibert '70  
32 Fairfax Street  
Somerville 02144

### MICHIGAN

Francis Giammattei, Jr. '47  
608 Larchlea  
Birmingham 48008

Stanley J. Thompson, Jr. '63  
684 Puritan Avenue  
Birmingham 48009

### MISSOURI

E. Kenly White '69  
2017 McCready  
Maplewood 63143

### NEW JERSEY

Mrs. Katherine Leone PP  
18 Franklin Drive  
Bridgeton 08302

Mrs. Elizabeth T. Seabrook PP T  
R.D. 1, Griscom Road  
Salem 08079

Edward R. Trippe '34  
126 Gates Avenue  
Montclair 07042

## NEW YORK

Peter M. Brown '40  
One Wall Street  
New York 10005

Mrs. William G. Gahagan T  
939 Ripley Lane  
Oyster Bay 11771

Robert L. Spence PP  
232 Highbrook  
Pelham 10803

L. Hemdon Werth '52  
434 East 58th Street  
New York 10022

Herbert E. Wilgis, Jr. P PP  
American Consulate General  
Warsaw  
APO New York 09757

## NORTH CAROLINA

Rev. Jesse Gaither, Jr. '63  
Box 218  
Durham 27702

I. Harding Hughes, Jr. '41  
1504 Blount Street  
Durham 27707

John A. Sayre, Jr. '67  
8 Griffing Boulevard  
Asheville 28804

Rev. William C. Sibert '40  
314 Bimam Drive  
Fayetteville 28305

Frederick B. Starr '51 PP  
5506 Rockingham Road, East  
Greensboro 27407

## OHIO

William H. Barney III '70  
1710 Peters Road  
Troy 45373

Morgan B. MacDonald, Jr. '43  
700 Far Hills Avenue  
Dayton 45419

## PENNSYLVANIA

David O. Bellis '46  
115 South Rolling Road  
Springfield 19064

Gardner A. Cadwalader '66  
509 South 24th Street  
Philadelphia 19146

Arthur B. Dodge '41 T  
11 Laurel Street  
Lancaster 17604

Walter B. Fielding '52  
1099 Fox Terrier Drive  
Bethel Park 15102

Alexander Hemphill '40 PP  
32 Hilltop Road  
Philadelphia 19118

Dr. Theodore L. Hill, Jr. '52  
9 South Valley Road  
Paoli 19301

Mrs. G. Marshall Kent, Sr. PP  
515 Hamilton Road  
Lancaster 17603

Mrs. Samuel R. Marshall PP  
1180 Lafayette Road  
Wayne 19087

David E. Scherer '51 PP  
607 Mitchells Farm Lane  
Unionville 19375

Winthrop deV. Schwab '36 PP T  
367 Aubrey Road  
Wynnewood 19096

Dr. Howard M. Snyder III '61  
330 Laurel Lane  
Haverford 19041

Frank R. Stoner III '46  
640 Pine Road  
Sewickley 15143

Mrs. Robert Whitmer  
1420 Old Gulph Road  
Villanova 19085

## SOUTH CAROLINA

Dr. Eli Breger PP  
15 Nut Hatch Road  
Hilton Head 29928

Rev. Edwin C. Coleman PP  
76 Meeting Street  
Charleston 29401

Thomas H. Hooper III '71  
92 Carriage House Apts.  
300 Pelham Road  
Greenville 29615

Blackburn Hughes, Jr. FF  
Porter Gaud School  
Charleston 29407

Laurence A. Kirkland, Jr. '34  
Box 304  
Camden 29020

Ashmead F. Pringle III '63  
20 Chalmers Street  
Charleston 29401

D. Van Smith PP  
420 Maybank Highway  
Charleston 29412

Robertson H. Wendt PP  
1759 Roslyn Drive  
Columbia 29206

## TENNESSEE

Henry R. Hillenmeyer '61  
4214 Sneed Road  
Nashville 37215

Allen B. Morgan, Jr. '61  
1 Commerce Square, A-2800  
Memphis 38103

Elmer B. Scott, Jr. '35  
3799 North Swan Ridge Circle  
Memphis 38122

Thomas McM. Tucker '44  
14 Hillvale Circle  
Knoxville 37919

## TEXAS

F. Ross King, Jr. '58  
5321 Northcrest  
Fort Worth 76107

Carl B. King '60  
5401 Lynbrook  
Houston 77056

Christopher Milner '68  
4606 Lemon Tree Lane  
Garland 75043

## VERMONT

Philip E. Tonks '63  
R.F.D. #2  
Plainfield 05667

## VIRGINIA

Bulent Atalay '58 P T  
5407 Jamie Court  
Fredericksburg 22401

Morton H. Clark '50  
608 Linkhorn Drive  
Virginia Beach 23451

Curtis McF. Coward '64  
2218 Cambridge Place  
Lynchburg 24503

Cdr. J. K. Cowperthwaite '44  
3838 Winthrope Circle  
Virginia Beach 23452

Peter B. McCagg, Jr. '71  
3122 North 9th Road, #6  
Arlington 22201

William Dill Rogers '44  
2 Jefferson Run Road  
Great Falls 22066

## CANADA

Robert F. Schelling III '45  
2156 Sherbrooke Street W. #17  
Montreal 109, P.Q., Canada

## VENEZUELA

Constantine N. Tonian '49 PP  
Gen'l Electric—Venezuela, S.A.  
Apartado Postal 1666  
Caracas 101

## THE TRUSTEES

The Rt. Rev. William H. Clark,  
Bishop of Delaware, *Chairman*  
A. Felix duPont, Jr., *President*  
Henry N. Herndon, Jr. '48, *Sect'y*  
William Prickett, Jr., *Asst. Sect'y*  
Henry H. Silliman, Jr., *Treas.*  
Bulent Atalay, Ph.D. '58  
William H. Brownlee '44  
John M. Cogswell '57  
Arthur B. Dodge, Jr. '41  
Richard C. duPont, Jr. '55  
Katharine duP. Gahagan  
Raymond P. Genereaux  
Walter J. Laird, Jr.  
Edgar R. Miller, Jr., M.D. '47  
Annabel E. Moore  
Winthrop deV. Schwab '36  
Elizabeth T. Seabrook  
Richard W. Trapnell III '36  
William H. Whyte III '35

## ALUMNI CORPORATION

### BOARD OF DIRECTORS

#### TERM EXPIRES 1984

Gardner A. Cadwalader '66, *Pres.*  
Philadelphia, Pennsylvania  
Louisa Hemphill '78, *Vice-Pres.*  
Philadelphia, Pennsylvania  
Davis A. Washburn '44, *Sect'y*  
St. Andrew's School  
Randolph W. Brinton '64, *Treas.*  
Baltimore, Maryland

#### TERM EXPIRES 1984

Randolph W. Brinton '64  
Baltimore, Maryland  
John C. Kinahan '43  
Wilmington, Delaware  
Thomas B. O'Rourke '56  
Philadelphia, Pennsylvania

#### TERM EXPIRES 1985

Andrew C. Hamlin '71  
Lawrenceville, New Jersey  
Edward H. Hammond, Jr. '60  
Berlin, Maryland  
Michael L. Quillin '57  
Ocean City, Maryland



# FACULTY AND ADMINISTRATION 1983-1984

- WILLIAM H. AMOS  
B.A., Rutgers University  
M.S., University of Delaware  
*Senior Master; Chairman,  
Science Department*
- EDWARD S. BUSHONG  
B.A., University of Maryland  
M.Div. Berkeley Divinity School,  
Yale  
M.A., Antioch University  
*Assistant Chaplain; Religious  
Studies*
- DONALD P. CAMERON  
B.A., Lake Forest College  
M.A., Wesleyan University  
*Mathematics*
- WILLIAM S. CARPENTER  
B.A., Colgate University  
Haileybury College  
*Assistant Housemaster; English*
- MARC F. CHEBAN  
B.M., West Chester State College  
M.M., Eastman School of Music,  
University of Rochester  
*Music*
- ROBERT M. COLBURN  
B.A., Haverford College;  
M.S., University of Delaware  
*Director of Athletics; Science*
- VIRGINIA DiGENNARO  
R.N., Wilmington General School  
of Nursing  
*Head Nurse*
- DONALD A. DUNN  
B.A., Pennsylvania State University  
*Mathematics*
- MARY S. DUNN  
B.S., Madison College  
*Librarian*
- HOWARD H. FRAKER  
B.A., Middlebury College  
M.F.A., Cranbrook Academy of Art  
*Art*
- JOHN D. GARRICK  
B.A., Franklin and Marshall College  
M.A., University of Delaware  
Ph.D., University of Pennsylvania  
*Chairman, English Department*
- CHESTER S. HALKA  
A.B., Dartmouth College  
M.A., Ph.D., Brown University  
*Modern Languages*
- JOHN A. HIGGINS  
B.A., Towson State College  
M.S., Louisiana Polytechnic Institute  
Ph.D., New Mexico State University  
*Mathematics*
- LEE H. HIGGINS  
B.S., University of Delaware  
M.A., University of Colorado  
*Co-Director of Theater Program*
- DEBORAH R. HUNTINGTON  
B.A., Randolph-Macon Woman's  
College  
M.A., Brown University  
*Modern Languages*
- BETH ELLEN K. KINNEY  
B.A., Williams College  
University of Massachusetts  
*Mathematics*
- HARRY E. LABOUR  
B.S., Philadelphia Museum and  
School of Industrial Arts  
Millersville State Teachers College  
*Shop*
- WALTER L. LIEFELD  
B.A., University of Delaware  
M.L.S., Rutgers University  
*Reference Librarian/Director of  
Audio Visual Aids*
- BONLYN E. A. McBRIDE  
A.B., Duke University  
M. of Theology, Harvard  
*Religious Studies*
- R. ELLIOTT McBRIDE  
B.A., Duke University  
M.B.A., Babson College  
*Business Manager*
- NANCY MEIN  
B.A., University of Illinois  
Glasgow University  
Cornell University  
*History, Religious Studies*
- THE REVEREND P. SIMON MEIN  
Kelham Theological College  
B.A., M.A., Nottingham University  
*Chaplain; Religious Studies*
- ROBERT A. MOSS, JR.  
A.B., M.A., Trinity College  
University of Paris  
*Modern Languages*
- JOHN M. NILES  
B.A., University of North Carolina  
M.A., Breadloaf School,  
Middlebury College  
*Director of Admissions;  
Director of Development; English*
- KIMBERLEY S. NILES  
B.A., Smith College  
*Admissions Officer*
- JOAN D. O'BRIEN  
Smith College  
*Associate Director of Admission*
- JONATHAN B. O'BRIEN  
B.A., Williams College  
L.L.B., Columbia University  
*Headmaster*
- THOMAS D. ODDEN  
B.S., M.S., Purdue University  
*Science*
- THE REVEREND  
ALEXANDER OGILBY  
B.A., Harvard College  
B.D., Episcopal Theological School  
*Associate Chaplain; Chairman,  
Religious Studies Department*
- WILLIAM H. PRUDEN III  
A.B., Princeton University  
J.D., Case Western Reserve  
University  
Wesleyan University  
*History*
- ASHTON W. RICHARDS  
B.A., Syracuse University  
*History*
- DANIEL T. ROACH, JR.  
B.A., Williams College  
Breadloaf School, Middlebury  
College  
*Assistant College Counselor; English*
- ELIZABETH M. ROACH  
B.A., Mount Holyoke College  
Breadloaf School, Middlebury  
College  
*English*
- ROBERT C. RORKE  
B.A., Williams College  
M.A., University of California at  
Berkeley  
*Chairman, Modern Languages  
Department*
- ALICE M. RYAN  
B.A., Wellesley College  
M.A., Middlebury College  
M.Ed., University of Delaware  
*Director of Studies; Registrar;  
Modern Languages*
- SUSAN B. SMITH  
B.A., Williams College  
*Teaching Intern*
- WILLIAM S. SPEERS  
A.B., Princeton University  
Breadloaf School, Middlebury  
College  
*Admissions Officer; English*
- CAROLYN B. STEGEMAN  
B.B.A., University of Cincinnati  
*Director of Public Information*
- ROBERT H. STEGEMAN, JR.  
B.A., Williams College  
M.A.T., Harvard University  
Stanford University  
*Academic Dean; Chairman,  
History Department*
- SUSAN P. STRATER  
A.B., Harvard College  
Cornell University  
*Science, Mathematics*
- HOOVER C. SUTTON  
B.A., Hobart College  
*College Counselor; Admissions  
Officer; Co-Director of  
Theater Program; English*
- KARINNE TONG  
B.A., Bowdoin College  
*Assistant Director of Athletics;  
History*
- EVERT VAN BUCHEM  
Ph.Ds., Nymegen University  
Louvain University  
University of Paris  
*Chairman, Classical Languages  
Department*
- MARIJKE VAN BUCHEM  
M.A., C.I.L.G., The Netherlands  
*Art*
- LARRY L. WALKER  
B.M., Peabody Conservatory  
University of Florida  
*Chairman, Creative Arts  
Department; Music*
- DAVIS A. WASHBURN  
A.B., University of Pennsylvania  
Harvard College  
*Chairman, Mathematics  
Department*
- C. WEBSTER WHELOCK  
B.A., Princeton University  
M.A., Columbia University  
Ph.D., Princeton University  
*English*
- KATHLEEN E. WHELOCK  
B.A., Wilson College  
M.A., Middlebury College  
*Modern Languages*
- JACOB E. ZEIGLER, JR.  
B.S., Indiana University of PA  
*Dean of Students; Mathematics;  
Housemaster*

# GENERAL INFORMATION

## OFF-CAMPUS WEEKENDS

"Short" weekends extend from a student's last School appointment on Saturday until 8:00 p.m. on Sunday. The precise number of "short" weekends available to each student depends primarily on his or her form, older students being permitted more "short" weekends than younger ones. Once per term, students may combine two of their "short" weekend credits to take a Friday-Sunday weekend.

Twice per term (six times per year), Monday classes are canceled, and all students are permitted to leave School following their last School appointment on Saturday, returning by 6:00 p.m. on Monday. While many students choose to spend these "long" weekends with family or friends, many others remain at School or participate in trips sponsored by the School's Outing Club and other organizations.

## MILEAGE FROM ST. ANDREW'S

Annapolis	65
Baltimore	59
New York	142
Philadelphia	54
Rehoboth Beach	65
Washington, D.C.	97
Wilmington	26

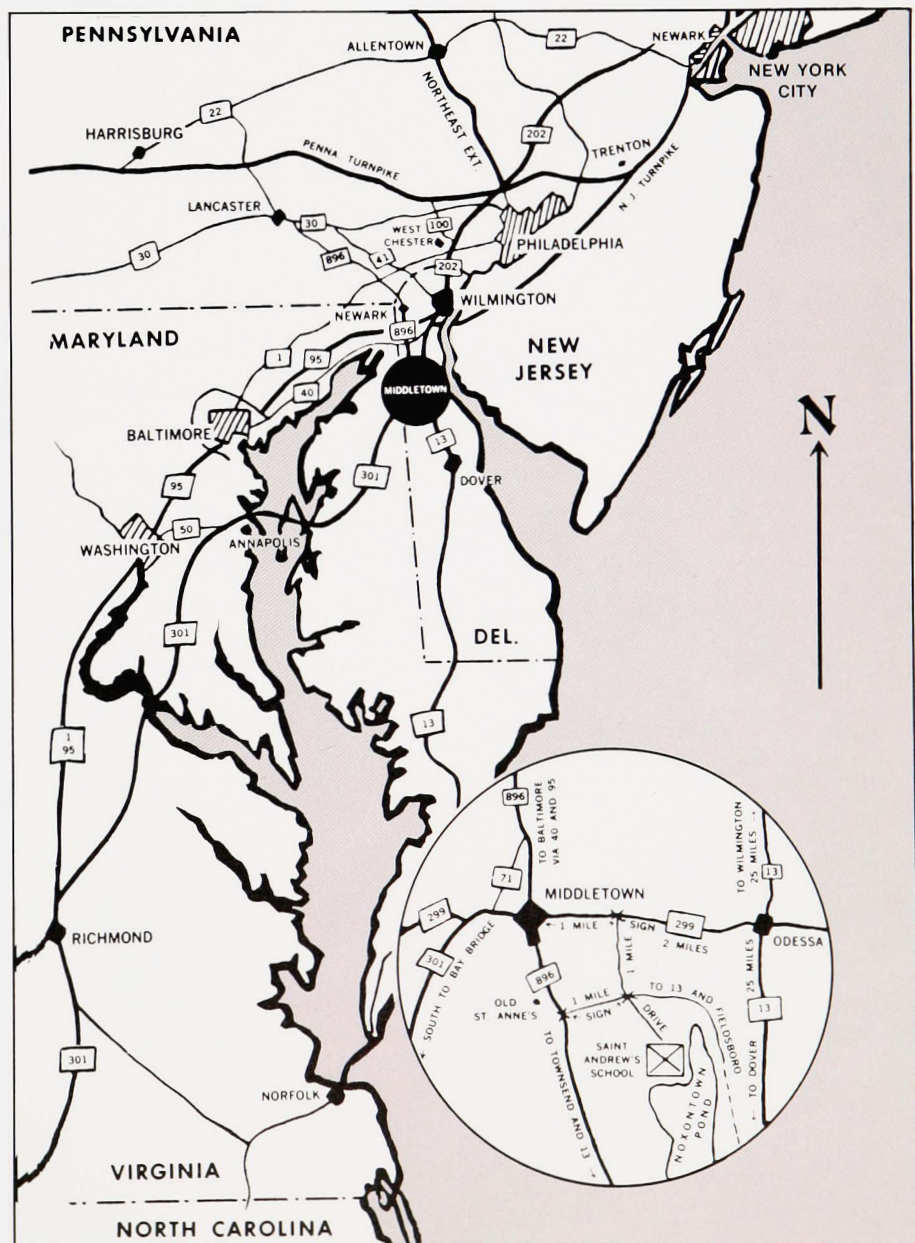
## ACCREDITATION

St. Andrew's is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of The National Association of Independent Schools as well as The Educational Records Bureau, The College Board and the College Scholarship Service.

## CALENDAR

### 1983-1984

Sunday, September 11	Fall Term Begins
Tuesday, November 22	Thanksgiving Holiday Begins
Monday, November 28	Winter Term Begins
Friday, December 16	Christmas Vacation Begins
Tuesday, January 3	Winter Term Continues
Friday, March 2	Spring Vacation Begins
Tuesday, March 20	Spring Term Begins
Thursday, May 24	Commencement
Friday, June 1	Closing Day







## **St. Andrew's School**

*MIDDLETOWN, DELAWARE*

*19709*

*302-834-5350*