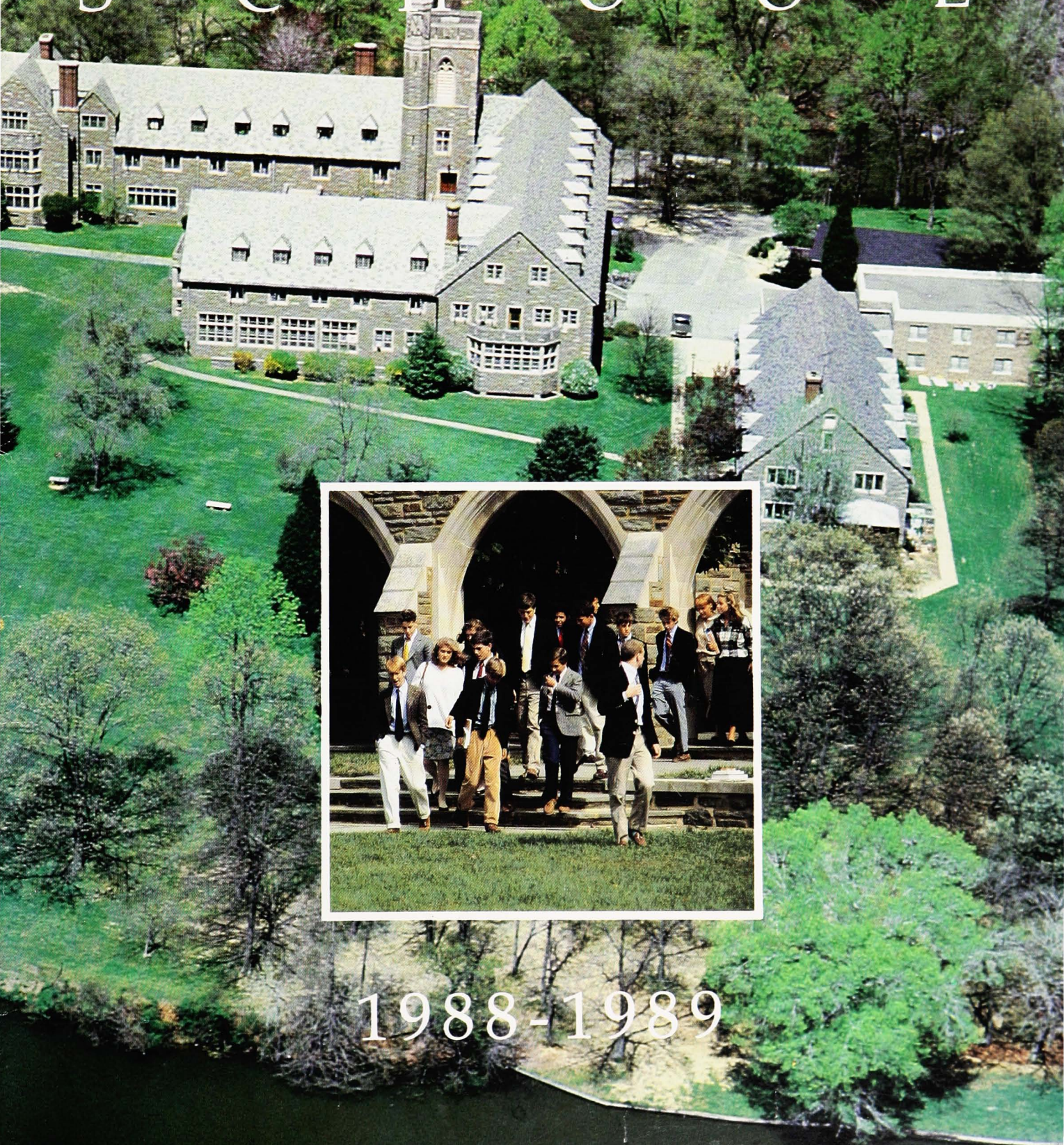


ST. ANDREW'S

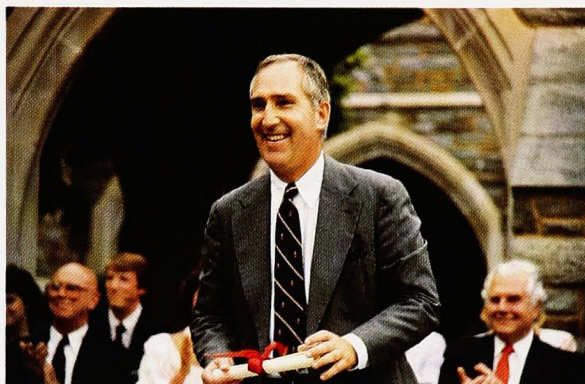
SCHOOL



1988-1989



To Prospective St. Andrew's Students & Their Parents:



Founded by A. Felix duPont in 1927, St. Andrew's opened for its first session in September, 1930, with 35 boarding boys.

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, grades nine through twelve, approximately 40 percent of whom are girls. St. Andrew's School admits students of any race, color, sex, religious affiliation and national or ethnic origin.

I am delighted that you have expressed interest in St. Andrew's. We hope this catalogue will answer many of your questions and prompt you to visit us.

In the brief space of this letter, it is impossible to discuss the many things I would like you to know about St. Andrew's. Consequently, I have restricted myself to three observations about the School which I think prospective students and their parents may find especially important.

First, it was the intent of the School's Founder that St. Andrew's be made accessible to all, regardless of means. Our unusual capacity to provide financial assistance enables us to offer admission to a diverse and talented group of applicants, approximately half of whom have received some form of scholarship aid based on need during recent years. We believe such diversity of background and talent strengthens and enriches the fabric of our community and adds a very special dimension to a St. Andrew's education.

Second, we believe St. Andrew's size, structure and philosophy work together to produce a cohesiveness and coherence which is rare in schools today and very helpful to our students. Our relatively small size fosters a sense of belonging and a sense of community among our students. Unlike many "boarding" schools, all of our students board and every teacher resides on our campus. As a result, our community does not unravel at the end of each day or on weekends with the departure of day students and non-resident faculty, nor are our students confused by the two sets of standards which inevitably apply to such split communities. Further, St. Andrew's is an Episcopal church school. This does not mean that the School is religiously exclusive, for students need not be committed Episcopalians or even Christians. What it does mean is that the School takes the Christian faith seriously. 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.

Third, although St. Andrew's has been blessed with a beautiful campus and an exceptional physical plant, we consider our faculty our richest resource. It consists of dedicated men and women who possess the highest personal and professional standards. Their collective goal is to help each student realize, to the fullest extent possible, his or her academic, athletic, artistic and, most important of all, personal potential.

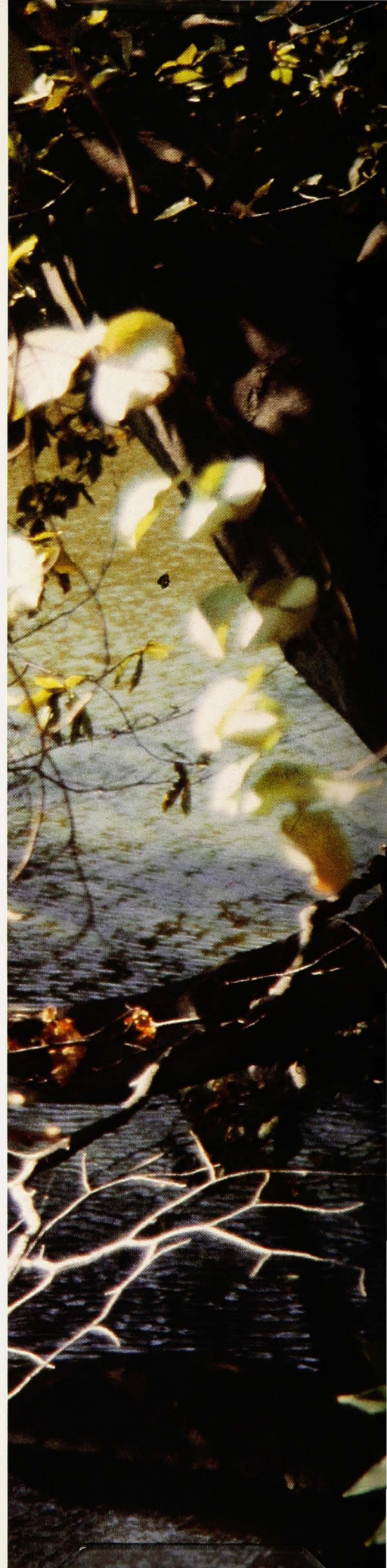
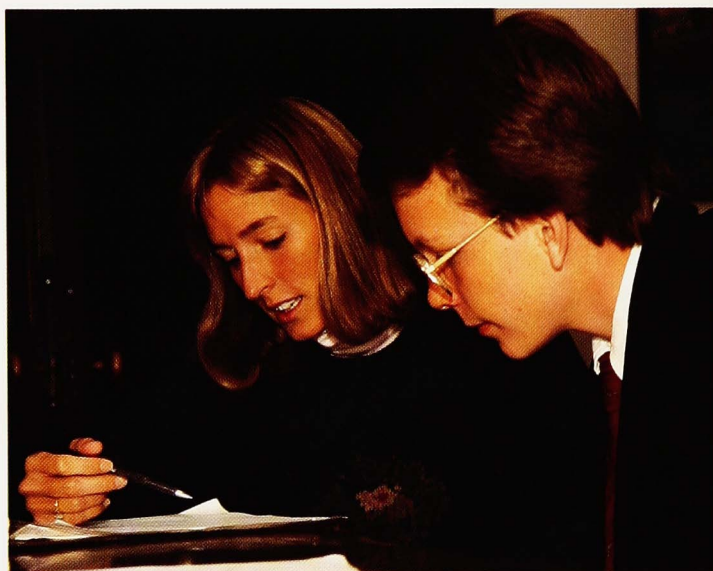
If what you read and see in this catalogue appeals to you, please write or call us for an interview. We want to meet you and give you the opportunity to see our campus and talk with our students and teachers.

Sincerely,

Jonathan B. O'Brien
JONATHAN B. O'BRIEN
Headmaster

*"I don't think of St. Andrew's nearly as much
as I know how to think because of St. Andrew's."*

—JAY KERR '63 Musician/Writer/Teacher

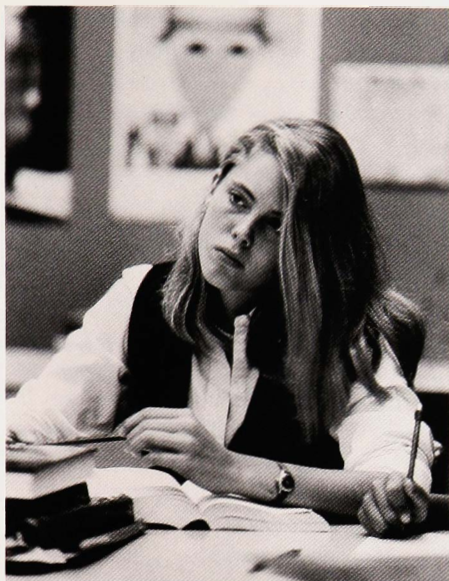






Beyond Academics

Living at St. Andrew's



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.

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 the Chesapeake Bay and east to the 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 and around these bodies of water the School owns approximately 1,800 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 eight pounds. From September through February thousands of Canada geese, snow geese and swans descend upon the area, 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 wildlife sanctuary.

The weather is also typical of the region. Fall lingers 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

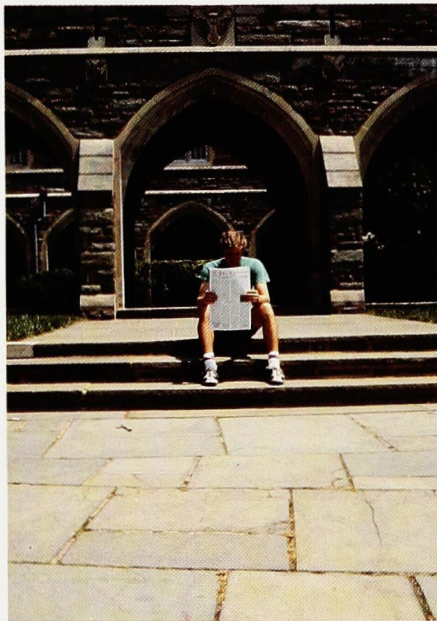
It is difficult to exaggerate the importance of residential life at a boarding school. Many of the most valuable "lessons" our students learn are taught through the interaction they have with their peers and faculty during unscheduled moments on the corridors.

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 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 some may 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 normally 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 Founders' Hall. All our male students live on the second and third floors of Founders' Hall. 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 usually 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 food and sodas. 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 may also include such other offerings as overnight camping trips and informal athletic competition. One third 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 does a Sunday afternoon or weekday 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.

Sample Activities Calendar

SEPTEMBER

- 14 School Opens
Form Picnics
- 15 New Students Arrive
Reception at
Headmaster's Home
Dinner at Advisor's Home
Square Dance in the Gym
- 16 Volleyball on the Main Lawn
Film—*Greystoke*
- 19 Mesa Espanola in dining room
- 22 Form Parties
Trip to Philadelphia
Symphony Orchestra
- 26 Study Skills Workshop—
"Setting the Mood For
Learning"
- 28 Bonfire and Pep Rally
- 29 Homecoming Day
Film and Dance
- 30 Ice Cream Social

OCTOBER

- 3 British Communico Reading
Program
- 4 Adv. American History Trip to
Philadelphia—Constitution
Celebration
- 5 Film—*Iphigenia* for history
students
- 6 Long Weekend
Trip to Baltimore's Inner
Harbor
Trip to the Phillies Game
Trip to local theaters
- 11 Special Program—Author,
Toni Code Bambara
- 14 Art Majors Trip to
Washington, D.C.
- 16 Debate Club, "The Dress
Code at SAS"
- 20 Star Wars Film Festival
Dance—Disco
Film—*Crocodile Dundee*
- 21 Woodworking Shop open
Volunteers to Christiana
Hospital
Coffee House—Poetry Reading
Touch Football game
- 22 "Trivia Wars"—after dinner
- 27 Parents' Weekend
Student Theater Production,
Witness for the Prosecution
- 28 Pumpkin Carving Contest
Halloween Costume Parade
- 31 October Birthday Dinner

NOVEMBER

- 3 Long Weekend Begins
- 4 Special Program—Sheldon
Hackney, President of the
Univ. of Pennsylvania
Van to Baltimore Inner Harbor
- 6 Table Francaise
Adv. American History Trip
to Washington, D.C.

- 10 Women's and Men's Cross-
Country Tournaments
Soccer Tournament
Film—*The Great Santini*
Trip to Philadelphia
Symphony Orchestra
- 11 All-School 3-K Turkey Trot
- 13 Faculty-Student Field Hockey
Game
- 14 November Birthday Dinner
- 18 Sports Banquet and Awards
Ceremony
- 20 Thanksgiving Vacation Begins
- 29 Chinese History & Studio Art
Trip to Washington, D.C.—
Chinese Exhibitions

DECEMBER

- 1 Red vs. White Soccer Games
"Corridor Feud"—Auditorium
- 2 Trip to Longwood Gardens
Christmas Concert
III Form Decorates Christmas
Tree
- 3 December Birthday Dinner
Chapel Service by Latin
Students
- 7 High School Theatre
Workshop
Tree Lighting
Carol Singing and Party
- 8 Wrestling Tournament
- 9 Service of Lessons and
Carols
- 12 Christmas Dinner
VI Form Performs
Scenes from *Waiting for
Godot*
- 13 Spanish and French Club
Caroling
- 15 Christmas Vacation Begins

JANUARY

- 6 Students Return
- 12 Student Square Dance
- 13 *Othello*, National Shakespeare
Players
- 14 Readak Program Begins
- 18 Special Program—La Tuna
de la Universidad de Madrid
- 19 Ice Skating
Games Night—Student Center
- 22 Western Civilization Field
Trip—University of
Pennsylvania Museum
- 23 January Birthday Dinner
- 26 Form Parties
- 27 Skating Rink—Newark
Indoor Soccer Game—
Baltimore
French Film—U. of Delaware
- 28 Freedom From Chemical
Dependency Program Begins

FEBRUARY

- 1 Long Weekend
Ski Trip Departure
- 2 Jazz Concert, Wesley College
Combo
Ice Cream Social
- 3 Baking at Faculty Home
- 9 Trip to Philadelphia
Symphony Orchestra
Bucket Dance Theatre at
Univ. of Delaware
- 10 Trip to Longwood Gardens
- 11 Day Off—All Students to
Washington, D.C.
- 12 Model UN Conference in
Washington, D.C.
- 13 V & VI Form Trip to
Baltimore—*Macbeth*
- 16 Squash Clinic
Film—*The Mirror Cracked*
Dance in Gym
- 18 Special Program—Gospel
Choir
- 21 Student Theatre Production—
Once Upon A Mattress
- 26 Winter Independent Projects
Presentation—Art Building
- 27 Two French Plays—Student
Productions
- 28 SADD (Students Against
Drunk Driving) Presentation

MARCH

- 1 Sports Banquet and Awards
Ceremony
- 2 Spring Vacation Begins
- 24 Students Return
- 27 National Spanish Contest,
University of Delaware
- 28 All-State Band Concert
- 29 Film for French Classes,
La Nuit de Varennes
- 30 Film—*Prizzi's Honor*
Tennis Matches—Philadelphia
- 31 Concert Choir Concert

APRIL

- 3 V & VI Form Trip to NYC
Theatre—*Fences*
- 6 Good Friday Service
- 7 Egg Decorating
- 8 Easter Service
Egg Toss With Big Prizes
"Welcome Spring" Dance—
Outside
- 12 Representatives to All-State
Band Concert
- 13 III Form Trip to Rehoboth
Beach
Form Parties
Drive-in Movie—Front Lawn
Bonfire After Film
- 14 Volunteers to Christiana
Hospital
Van to Philadelphia—Phillies
vs. Mets

- 15 Alumni Career Night
- 16 April Birthday Dinner
- 18 Latin Students to Junior
Classical League, University
of Delaware
- 20 Art Trip to NYC
Special Program—French
Violinist
- 22 "Grub Day"
- 24 Special Program—Salvaging
the H.M.S. De Braak
- 26 Special Program—George
Plimpton
- 27 Singer/Songwriter/Guitarist
Bill Milford Concert
- 28 Prom at Winterthur Properties,
Odessa
- 30 Senior Midnight Breakfast

MAY

- 4 V Form Picnic—Rodney Point
Opera Club to Wilmington
- 5 Cookout in Garth
Poetry Reading—Edmond
Chang
- 10 Brunch in Garth
VI Form Arbor Day
- 11 Arts Weekend
Student Theatre Production—
The Matchmaker
- 12 Student Recital, Choral
Concerts, Concert Band
Recital, Stage Band Concert
Visual Arts Display
Dance
- 13 Team Picnics
- 17 Special Program—Wind
Ensemble
- 18 Student "Gong Show"
Dance, Garth Area
- 19 Form Trips
- 21 Concert Choir Banquet
- 23 French Club Luncheon—
Faculty Home
Alumni Dinner for VI Form
Latin Play—*Amphitryo*
- 24 School Hosts Interscholastic
Rowing Regatta
Prom
- 27 Faculty/VI Form Softball Game
- 29 Dinner and Reception for
VI Form Families
Awards Night
- 30 Commencement

JUNE

- 1 Students to Orioles/Red Sox
Game
Dance
Corridor Parties
- 2 Club Picnics
- 3 Exams Begin
- 7 Students Leave for Summer
Vacation



Advisors

The scale of the St. Andrew's community provides for a system of counseling which we believe 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 are kept in focus by the advisor. Frequent formal conferences and informal chats with advisees keep the advisor abreast of his or her advisee's endeavors. The size of the School helps keep 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 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 casu-

al 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. Most lunches, and on Wednesday evenings prior to chapel, 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 study body announces items of community interest.

Our other evening meals are relaxed, cafeteria-style meals which feature a complete salad and dessert bar.

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.

Community Expectations

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 Discipline Committee, each composed of students and teachers. The committees recommend disciplinary action to the Headmaster when warranted.



Health Care

A full-time resident nurse lives in an apartment adjacent to our infirmary and dispensary in Founders' Hall. She or her assistant is available 24 hours a day. The nurses work under the direction of the School physician whose office is in Middletown.

Medical emergencies that cannot be treated locally will be referred to nearby hospitals, all of which can be reached in 25 minutes. Serious chronic illness or diseases requiring complex nursing care may necessitate a leave of absence until the student is again able to manage the regimen of school life. Decisions regarding medical suitability will be made by the administration, after consultation with the school physician and other treating doctors.

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 specific faculty members with training and experience are available to talk with students.

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.

Prior to the opening of School each year, the Decorum Committee supplies specific information about the dress code.



Beyond Academics

Developing Talent

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.

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. 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:

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

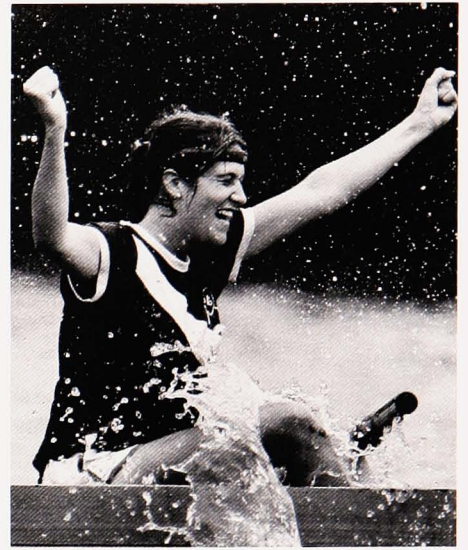
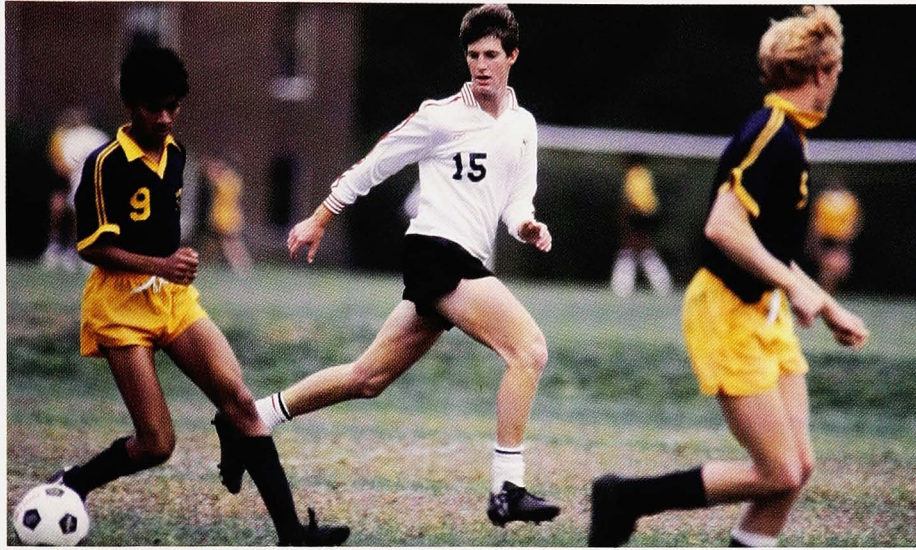
Our indoor athletic facilities include:

- Two basketball courts*
- Two wrestling rooms*
- Four squash courts*
- One exercise/weight training room featuring Universal and Global Gym equipment*
- A dance studio*
- Locker room facilities for boys and girls*
- A boat house which contains fifteen 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 5-K cross-country course*
- Two paddle tennis courts*
- The use of Noxontown Pond for the crew program and informal sailing, boating and swimming*





The Creative Arts

The creative arts program at St. Andrew's is difficult to define because music, drama, studio art, dance, writing, photography, pottery, 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-quarter of our student body joins our choir, and a smaller number from this group comprises our concert choir, which often takes trips abroad for spring concert tours. 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 two rehearsal halls.

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.

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 *Hello Dolly*, *Guys and Dolls*, and *The Sound of Music*. The Special Programs Committee annually brings a live Shakespeare performance to campus in addition to various classical music, dance and vocal ensembles.

Our painting, drawing, printmaking and pottery studios are housed under one roof in a building completed in 1984. Beyond the many hours of work in formal art classes, which are available to all, students may spend unscheduled time in these studios with our resident professional artists. Similarly, many students gravitate to our well-equipped woodworking shop, where two trained members of our faculty are available for instruction and supervision. In addition, two darkrooms are available to students belonging to our Camera Club.







Developing Interest & Leadership

Community Service

The Community Service Program at St. Andrew's lies at the center of the School's commitment to encourage its students to develop concern and care for others. The Program seeks to identify service opportunities that provide students with valuable experiences in the Delaware area. The Community Service Program is a voluntary one—St. Andrew's students' daily schedules are already packed with challenging academic and extracurricular obligations and students invariably contribute actively to the life of the School community through their work in the job program, on School committees, and in our student tutorial program. In addition, we feel that once community service becomes an obligation rather than an opportunity, much of the spirit of volunteering in the service of others is lost.



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" is usually 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 Andean*. 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.

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

The Andean
Band (Concert and Stage)
Camera Club
The Cardinal
Chapel Organizations
Choir (Full and Concert)
Chess Club
Community Service Organization
French Club
Latin Club
Model United Nations
Odyssey of the Mind
Opera Club
Pro Musica (Chamber Music)
Rifle Club
SADD (Students Against Drunk Driving)
St. Andrew's Players
School Service Organizations (Guides for Visitors, Library Squad, Projection Squad, Store, Tutoring Service)

Shop (Woodworking)
Spanish Club
Wind Surfing Club
Yacht Club
Yearbook

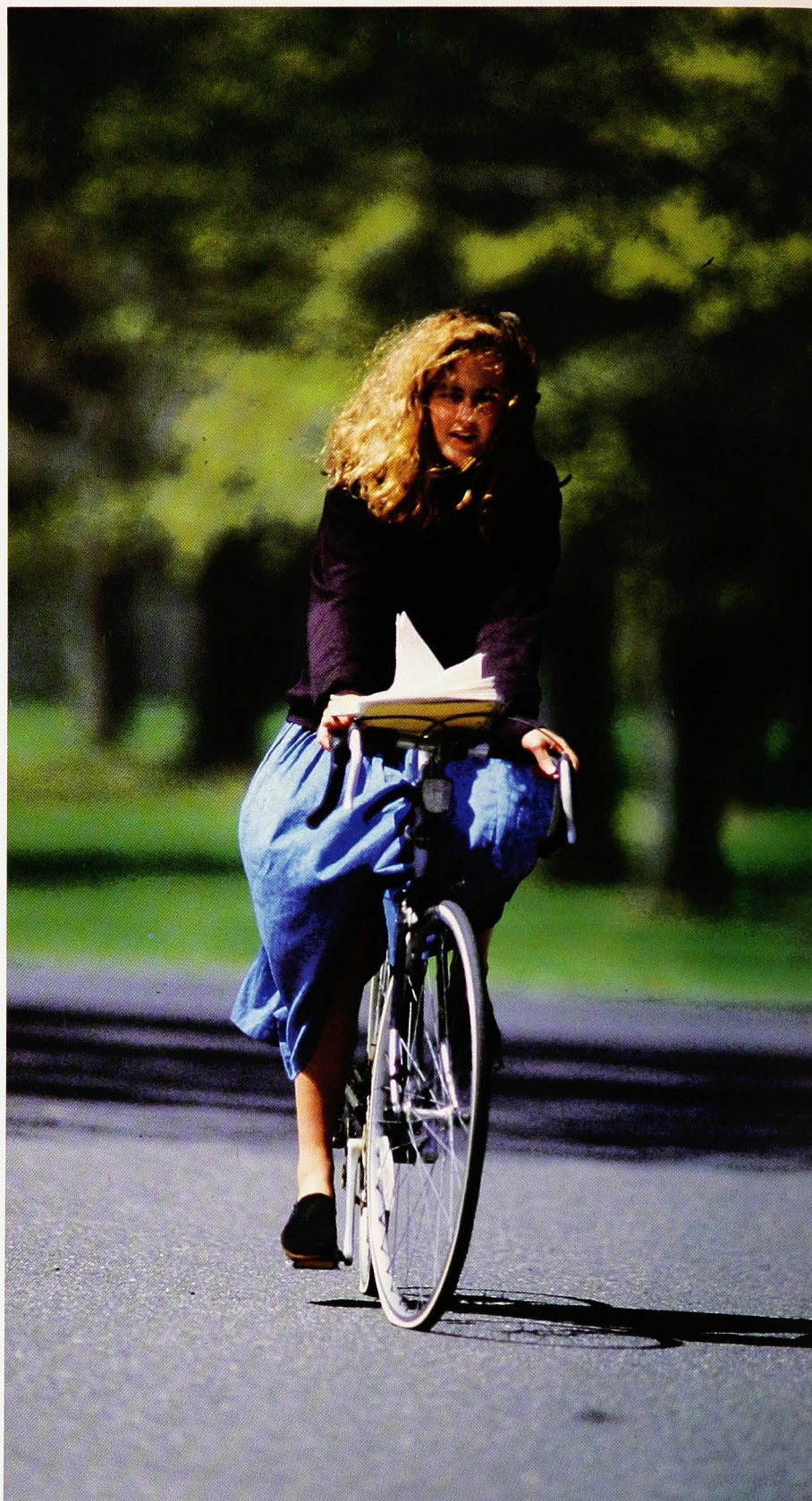
Student Government

At St. Andrew's students have an unusually broad opportunity and responsibility to participate in the decision-making 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 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 Student Life Committee, 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 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, 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.



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 and, for the consideration of all, the teachings of the Christian Faith.

Our place of worship is a large crypt chapel in the basement of the middle wing of Founders' Hall. 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 handcarved 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. Voluntary services are conducted by special

interest groups within the School, on Thursdays. Holy Communion is celebrated for the whole School on first and third Sundays. On second and fourth Sundays, the service is morning prayer and sermon. The School clergy and, on occasion, visiting clergy preach at the Sunday service. The Headmaster, faculty and visiting speakers deliver chapel talks. 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.



The Academic Program



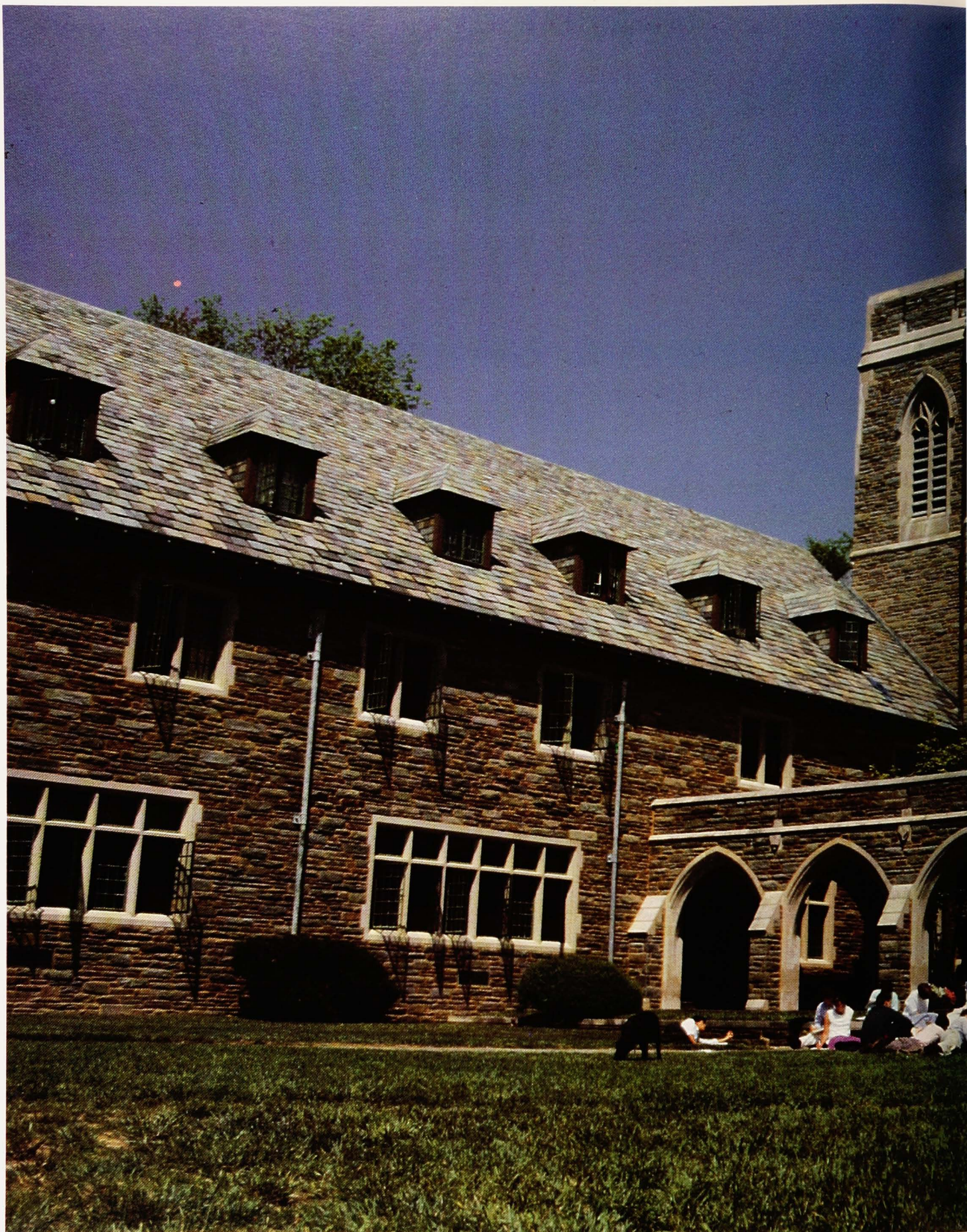
The St. Andrew's academic program reflects the School's commitment to the value of a liberal education. Proper preparation for further study is a primary goal, but the encouragement of learning as an end in itself is an important part of the St. Andrew's emphasis.

It is St. Andrew's objective to help students: to learn to think and speak clearly and effectively and to develop the writing skills necessary to communicate these qualities with precision; to gain a greater knowledge of human

nature and to study the human condition as it is conveyed through literature, history and the arts; to achieve increased awareness of their place as Americans within the Judeo-Christian tradition; to develop a firm foundation in computational skills and quantitative analysis and an appreciation of the language of mathematics; to learn how to use the scientific method of analyzing biological and physical phenomena and to be introduced to the applications of this approach in the study of human society; to

acquire competency in at least one foreign language, knowledge of other cultures and a global awareness; and to 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.





ENGLISH



The English department believes that the ability to think, write and speak clearly, logically, and articulately is necessary not only for a St. Andrew's diploma, but also as a foundation for a successful career in college and in life. To this end we root our classes in the training of perceptive reading, the exercise of concise writing, and the practice of coherent debate, fostering in the student an appreciation for great and powerful literature, and for his or her own written and spoken expression.

We also believe, however, in the words of a modern French scholar, that the "art of thinking about old texts is a creative activity, which produces new thoughts, new values, new art forms. . . it forces us to re-think our notion of the common humanity." An English course at St. Andrew's will not just instruct reading, writing and oral skills: it will be an experience in, of, and about the human condition, about the questions and visions and values of other human beings. The situa-

tions, confrontations, and struggles within *Julius Caesar*, *Huckleberry Finn*, *Light in August* and *To the Lighthouse* allow the student to evaluate his or her own concept of the "common humanity." We believe very strongly that the literature studied should reflect the broad cultural diversity of our society and of our students: therefore, each class reads works of and by both men and women, blacks and whites, Americans and non-Americans.

The program of writing and reading gradually builds from the lower forms to the senior year. In the III Form the emphasis is placed on small, concise writing assignments; in English IV, the student concentrates on multiple-paragraph, short essays, experimenting with a variety of styles; in English V and VI, students work on analytical assignments that can be either formal or creative in approach. In the lower forms, a great deal of class time is spent on prewriting, writing opening sentences, paragraph development, grammar, vocabulary, and style; in the upper forms, the stu-

dent is expected to work on his or her own. Journals and oral presentations allow students to respond personally and immediately to what they read. Additionally, oral presentations build confidence and give the student greater responsibility and partnership in the teaching and tone of the classroom. The overall aim is to promote focused and lucid thought and to convey it through organized and effective prose and speech.

Similarly, the literature explored grows more demanding through the forms, and the student examines a variety of themes through a diversity of genres: all forms read at least one Shakespeare play; all study the novel, short stories, poetry, and drama. In English III students examine the idea of the hero; in English IV, the student reads about adolescence; in V Form, the nature of good versus evil is discussed; and during VI Form, students examine the world of the Twentieth Century. During the VI Form spring term, the department offers an elective program of seminars to help prepare students for college English courses: reading assignments are longer; there is increased independent study; the class itself is both lecture and discussion.

There are also trips to Washington, Philadelphia, and New York for dramatic productions. The School brings a live Shakespeare play to campus once a year; poets, writers and scholars give readings and visit classes.

Since English is the one required course throughout all forms, the department challenges each student with rigorous standards and high expectations. Through his or her interaction with teacher, text, and classmates, the student should develop not only into a literate and articulate individual, but also into a sensitive, reflective, understanding, and perceptive human being.

English III

Grammar, punctuation, sentence structure, paragraph development, vocabulary and spelling are studied so that students can improve the correctness, economy and authority of their writing. Students write at least twice a week, based on what they read, or on their own experiences. Texts: Warriner and Griffith, *English Grammar and Composition, Fourth Course*; Julius Caesar; Hansberry, *Raisin in the Sun*; Buck, *The Good Earth*; White, *The Sword and the Stone*; Hemingway, *The Old Man and the Sea*; Homer, *The Odyssey*; Cather, *My Antonia*; and poetry and short story anthologies.

English IV

The IV Form English course is designed for the intensive study of writing. Two-thirds of class time and assignments concentrate on the craft and process of writing. The course surrounds the study of writing with grammar and vocabulary work, and attempts to prepare students for the kinds of reading assignments they will receive in the V and VI Form years. The literature centers on genre and adolescence. Texts: Heffernan and Lincoln, *Writing: A College Handbook*; Orgel, *Building an Enriched Vocabulary*; Perrine, *Story and Structure and Sound and Sense*; Twain, *Huckleberry Finn*; Fugard, "Master Harold"...and the boys; Austen, *Pride and Prejudice*; Shakespeare, *Romeo and Juliet* and *Henry IV, Part I*.

English V

English V is a rigorous college preparatory course organized to explore the theme of good and evil in the genres of poetry, drama, short story, novel and the essay. Students read extensively and write three to five page analytical or creative essays every ten to fourteen days on the works they study. Class time is devoted to the discussion of literature and the refinement of writing and oral skills. Classes also prepare students for the SAT and achievement tests. Texts: Bromberg and Gordon, *1100 Words You Need To Know*; *The Norton Anthology of Poetry*; Shakespeare, *Othello* and *Macbeth*; Austen,

Emma; Bronte, *Wuthering Heights*; Melville, *Billy Budd* and *Bartleby*; Conrad, *Victory*; Faulkner, *Light in August*; Flannery O'Connor, *A Good Man is Hard to Find* and *Other Stories*; Orwell, *Collected Essays*; Fuller, *A Soldier's Play*; Morrison, *The Bluest Eye*; and Hawthorne, *The Scarlett Letter*.

English VI

English VI is primarily a college freshman English course. While reading assignments are not necessarily that much longer than those in English V, students are expected to work more independently, especially with their essays. Papers are analytical examinations that ask the student to look, for example, at a short passage from a text, or a particular image or relationship or scene within the text, and then relate it to the entire work. Time is also spent preparing for the College Board tests, with Kinsella's *The Techniques of Writing*, and previous Achievement Tests.

In addition to Shakespeare's *Hamlet* and *King Lear*, the literary works in English VI focus on the Twentieth Century, and its themes of isolation, fragmenta-

tion, disillusionment, uncertainty and heroic questioning. During the past few years, individual teachers have taught Joyce's *Dubliners*, Faulkner's *The Sound and the Fury* and *Go Down, Moses*, Woolf's *To the Lighthouse*, Beckett's *Waiting for Godot*, Fitzgerald's *The Great Gatsby*, Hurston's *Their Eyes Were Watching God*, Miller's *Death of a Salesman*, Fugard's *Bosman and Lena*, Ellison's *Invisible Man*, Bambara's *Gorilla, My Love*, McPherson's *Elbow Room* and Conrad's *Heart of Darkness*.

In the spring term, students choose an elective seminar from a group of five or six offered by departmental faculty. Recent topics include: The Heroine in 19th Century Literature, World War I Poetry, The Comedies of Shakespeare, Fitzgerald and Hemingway, Black-White Relations in America, Contemporary Drama, Three Feminist Novels, Creative Writing, Literature of South Africa, *Middlemarch* and *Anna Karenina*, and Faulkner.

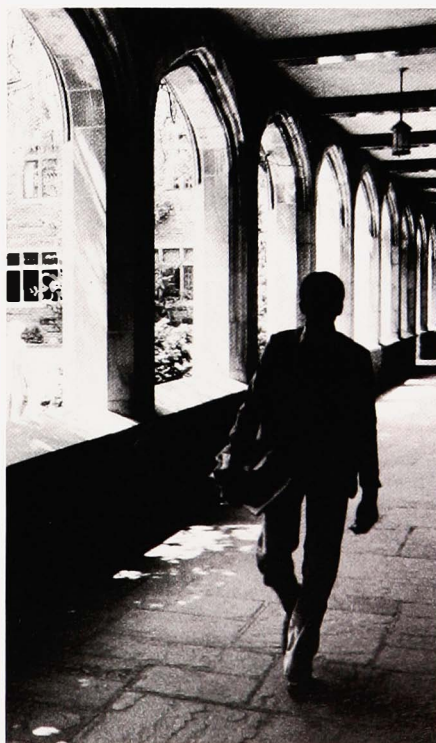
Public Speaking

Students in the IV Form are required to take the Public Speaking course which develops competence and confidence in oral expression by studying techniques of preparation, delivery and extemporaneous speaking. Meeting two times per week for one half of the school year, this course prepares the students to apply public speaking techniques to other courses and areas of School life.

Accelerated Sections

Accelerated sections exist in English V and VI for those whose writing and reading skills are clearly exceptional, and for those who are extremely active in class, who are enthusiastic about English, who want to be pushed. Students in this section read and write more extensively and independently, covering more of the same reading material and spending less time on the rudiments of writing. Students in this section are also encouraged to take the Advanced Placement Examination in English Literature and Composition.

NOTE: We strongly encourage students to type or use a word processor for their papers in IV-VI English.



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, it is hoped that 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. The history program instructs students in the techniques of good writing. All courses require short, carefully structured papers that demand close analysis of primary sources or longer formal term papers that require students to do extensive research on a particular topic or issue and present it in a balanced, analytical and well-documented fashion. Most courses combine both of these approaches to writing. 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 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 or her general education.

United States History Survey

This course is a general survey study of United States history from its colonial origins to the present time. III and IV Form students enroll in U.S. History 3-4; V and VI Form students enroll in U.S. History 5-6. While the texts and materials in the two courses are different, their objectives are the same. The objectives of the course are not merely to better acquaint students with their national heritage in a strictly chronological sense, but also to facilitate a comprehensive understanding of the major social, economic and political forces and trends that shaped the development of the nation, as well as the character of the people who live within it. Still another objective of the course is that of improving the skills relative to historical investigation, oral expression, writing, critical thinking, working with primary and secondary sources and producing a

major research paper. The course provides preparation for IV and V Formers who plan to take the College Board U.S. History Achievement Test. Texts: Litwack, Jordan et al., *The United States* (U.S. History 3-4); Garraty, *The American Nation: A History of the United States* (U.S. History 5-6). Supplemental Readings: Primary material is emphasized and some of the common sources for this material have been: Coe, (ed.), *Images of America*; Hofstadter, (ed.), *Great Issues in American History*; James, *The Supreme Court in American Life*; Jones and Seligmann, *The Sweep of American History*; Meyers, (ed.), *Sources of the American Republic*; Zinn, (ed.), *A People's History of the United States*.

Advanced American History

Open to students who have successfully completed either of the United States History Survey courses, Advanced American History seeks to provide a detailed study of five selected topics in American history. The course is arranged around these topics in an attempt to maintain a thematic focus and avoid the chronology of the American History Survey course. These topical studies are specifically chosen in order to provide students with a varied and substantive exposure to the dynamic forces, personalities, issues and events that have shaped American society over

the span of two centuries. Because the five separate topics will reflect elements from the entire American experience, students may choose the course as a preparation for the Advanced Placement Examination. However, because topically arranged studies result in some significant chronological gaps, the course is not taught solely as a means of preparing students to take this examination. The topics to be examined will include: The Constitution and Constitutional Law; The Presidency; The Rise of and Response to 19th Century Industrialism; Civil Rights and Racism; and Post-World War II Foreign Policy. Texts: Madison, Jay, Hamilton, *The Federalist Papers*; Gunther, *American Constitutional Law*; Friendly, *The Minnesota Rag*; Lewis, *Gideon's Trumpet*; Leuchtenburg, *In the Shadow of FDR*; Neustadt, *Presidential Power*; Woodward and Bernstein, *All the President's Men*; Porter, *The Rise of Big Business*; Miller, *The Birth of Modern America*; Kasson, *Amusing the Million*; Raines, *My Soul is Rested*; Carmichael & Hamilton, *Black Power*; Hersey, *Hiroshima*; Goldman, *The Crucial Decade*; Kennedy, *Thirteen Days*; Ambrose, *Rise to Globalism*.

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, McNeill'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* also are 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): Blacker, *Reluctant Warriors*, 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*; Ward, *Five Ideas That Change The World*.

Modern European History

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 Place-

ment Examination in European History. The course begins in the pre-Renaissance period and ends with post-World War II Europe. Texts: Kagan, Ozment, Turner, *The Western Heritage* and Hirschfield (ed.), *Classics of Western Thought*.

History of England

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 and the transition to the Commonwealth, and Britain today. Social, religious and cultural history is emphasized. Each year, six to eight topics are studied intensively; these have included Anglo-Saxon culture, origins and long-range influence of the Magna Carta, the Church in medieval England, and socialism in the new Elizabethan age. The text, Willson and Prall, *A History of England* is supplemented by four volumes of documents: *They Saw It Happen*, 55 B.C.-1940 A.D.

History of East Asia

An understanding of the major nations of East Asia is increasingly important for people in the West. Four countries are studied: China, Japan, Korea and Vietnam. While the course follows a chronological structure, the greatest emphasis is on classical China, the original home of East Asian culture; social, religious and cultural history are studied intensively. Students become familiar with Sinocentrism, the Chinese world view, Confucian society and Buddhism; they also study how this culture was adapted by other East Asian countries. Each student is expected to read the daily *New York Times*, and the discussion of current events in an Asian context is an integral part of the course. The text, Fairbank, Reischauer and Craig, *East Asia, Tradition and Transformation*, is supplemented by the following: Ebrey, *Chinese Civilization and Society, a Source Book*; Dernberger et al., *The Chinese: Adapting the Past, Building the Future*; Keene, *Anthology of Japanese Literature*; van Gulik, *Celebrated Cases of Judge Dee*; Spence, *Death of Woman Wang*; Yuan-tsung Chen, *The Dragon's Village*.

MATHEMATICS

Let us begin with a very simple question—suppose you had a choice of the following two jobs:

Job 1: Starting with an annual salary of \$10,000 and a \$200 increase every year.

Job 2: Starting with a semiannual salary of \$5,000 and a \$50 increase every six months.

In all respects, the two jobs are alike. Which is the better offer (after the first year)?

Did you say Job 1 is the better offer? And did you reason as follows? Since Job 2 has an increase of \$50 every six months, it must have an annual increase of \$100; therefore, it is not as good as Job 1, which has an annual increase of \$200.

Well, you are wrong! Job 2 is, in fact, the better offer. See if you can figure out why.

The Education of T. C. MITS (The Celebrated Man In The Streets) Lillian R. Lieber

The major objective of the mathematics program at St. Andrew's is to provide each student with the mathematical proficiency he/she needs in the course of daily living or for the subsequent study of mathematics, science or related areas. Constant attention is given to skill-building, problem-solving, logical thinking, precision and to the understanding of concepts. Mathematics at St. Andrew's is also used as a tool to teach the art of generalization and abstraction—two powerful and important modes of thought. It is the goal of the mathematics department that upon completion of his/her study of mathematics at St. Andrew's, each student has learned the basic skills of mathematics, has begun to learn the art of thinking and has gained at least a small measure of appreciation for the application of mathematics to the real world.

In addition to the regular course of study, the mathematics department offers an honors course of

study for those students who exhibit an exceptional talent and interest in mathematics and a selection of elective courses (which varies from year to year and is dependent on student interest and available teaching time). The honors course of study covers more material, at an accelerated rate, in greater depth and with more expected from the student than does the regular course of study. Its final goal is to prepare the student to take the advanced placement test in calculus, level AB or level BC. Students are permitted to enter the honors course of study only on recommendation of the mathematics department.

The mathematics department maintains the School's major computer facilities. In addition to ten Apple Macintosh Plus Computers in the computer lab, there are Macintosh Pluses in each of the girls' dormitories and several others placed around the campus. The department also owns an Apple IIGS.

The mathematics department teaches computer programming courses in the BASIC and PASCAL languages using MicroSoft BASIC and Macintosh PASCAL. The department also instructs all students on an informal basis in the use of the word processor, data base, and spreadsheet using MicroSoft Works. All software is available to all students at all times—they need only to purchase a 3½" disc on which to save their documents and papers.

As a general rule, the mathematics department allows and, especially for the upper level courses, encourages the use of hand-held calculators. However, in the belief that students should not become totally dependent on calculators and that they should appreciate the power of a calculator, the use of calculators in all courses is allowed only after the students have demonstrated proficiency in the "old-fashioned" methods.

Algebra I

Algebra I is required of all students. The student is introduced to modern elementary algebra covering such topics as the real number system, graphing, systems of equations and inequalities, factoring, rational expressions, radicals, linear and quadratic equations and word problems. Text: Houghton Mifflin, *Algebra, Structure and Method Book I*.

Plane Geometry

Geometry is required of all students. The course investigates the classical topics of Euclidean geometry and introduces the concepts of three-dimensional, solid geometry. The course starts with a brief introduction to formal logic and relies heavily on deductive reasoning and rigorous proofs. Text: Rhoad, Milauskas and Whipple, *Geometry (For Enjoyment and Challenge)*.

Algebra II

Algebra II is required of all students. The course continues the study begun in Algebra I and is extended to include quadratics, the complex number system, an introduction to functions, the conic sections and logarithms. The honors section includes the study of trigonometric functions. Text: Houghton Mifflin, *Algebra, Structure and Method Book II (Regular Section)*; Sobel and Lerner, *Algebra and Trigonometry: A Precalculus Approach*; and Lux and Pieters, *Basic Exercises in Algebra and Trigonometry (Honors Section)*.

Precalculus

Precalculus is an elective course for students who have completed two years of algebra and one year of plane geometry. Study is focused on the fundamental concepts of trigonometry, college algebra and a variety of topics including vectors, series and sequences, probability and polynomial functions. The course is designed to be a thorough preparation for college courses in algebra and calculus. With the exception of a very few students who have the permission of the mathematics department to proceed from Algebra II honors to calculus, this course is prerequisite for

the study of calculus. The honors section begins the study of calculus during the winter term and covers limits and their applications and derivatives and their applications. Upon completion of the honors section, a student may move to either Calculus AB or Calculus BC, depending on his or her abilities and wishes. Text: Larson and Hostetler, *Precalculus*.

Calculus AB

Calculus AB is an elective course for students who have completed either Precalculus Regular or Precalculus Honors or students who have completed Algebra II Honors and have permission of the mathematics department. This is a college level course in calculus which includes the study of limits and their applications, derivatives and their applications, and basic integration and its applications. The course is designed to thoroughly prepare the student for the advanced placement exam in calculus, level AB. Text: Larson and Hostetler, *Calculus*.

Calculus BC

Calculus BC is an elective course for students who have completed Precalculus Honors or Calculus AB. A student who completes this course will have studied limits, derivatives and their applications, integration and its applications, the calculus of vectors, calculus applied to polar systems, sequences, Taylor and Maclaurin series, and introductory differential equations. The course is designed to thoroughly prepare the student for the advanced placement exam in calculus, level BC. Text: Larson and Hostetler, *Calculus*.

Computer Programming in the BASIC Language

This course is for students interested in being introduced to the computer and computer programming through the BASIC language. No prior knowledge of or experience with computers or the BASIC language is necessary nor does the student need a strong mathematical background. A certain amount of elementary mathematical knowledge, of course, is very helpful.



Text: Presley, *A Guide to Programming in Basic-Plus*. (Elective minor)

Computer Programming in the PASCAL Language

This course is for students interested in being introduced to the computer and computer programming through the PASCAL language or for students who wish to extend their knowledge of computers, computer languages and computer programming beyond that of which they are already knowledgeable. No prior knowledge of or experience with computers or the PASCAL language is necessary nor does the student need a strong mathematical background. It is fair to say that most students find the BASIC language easier to comprehend than the PASCAL language and therefore, they study BASIC before studying PASCAL. This, however, is not necessary, and any student should feel free to study PASCAL without having studied BASIC. (Elective minor)

Probability and Statistics

Probability and Statistics is for students interested in the study of elementary probability theory and statistics inference. Topics include random variables, their distribution and the

properties of their distribution, the normal distribution, the binomial distribution and hypothesis testing, among others. Text: Blakeslee and Chinn, *Introductory Statistics and Probability*. (Elective minor)

Topics in Mathematics

This course is an elective minor for students interested in reviewing and strengthening their knowledge of previously studied topics in mathematics. It is a good review for students in the VI Form who are not taking a mathematics course and are planning to take the college board examinations. The course is offered only in the fall term. (Elective 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 innumerable 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. Text: Richards, *A Number For Your Thoughts*. (Elective minor)

Matrix Algebra

This course is an elective minor for students interested in an introduction to matrix algebra. Topics include the arithmetic of matrices, linear transformations, determinants, vectors and inner products and others. The course also explores the use of matrices in simple economic models. Text: Davis, *The Mathematics of Matrices*. (Elective minor)

MODERN LANGUAGES

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. 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 including a superb new language laboratory, integrated tape programs for individual use, and video equipment.

It is recommended that students pursue their study of French and Spanish through at least the third year. Interested, 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.

We believe that it is our sacred trust as educators to see that our students are brought fully to life, alive to themselves in their enormous potential and to the concerns of all other peoples.

French I

French I is an introduction to the basic sounds, vocabulary, structures, and grammatical elements including the tenses of the indicative mood. The text and coordinated audiovisual materials prepared at Yale University stress the development of oral fluency in authentic French along with syntactical and grammatical competence. Active class participation in dialogues, exercises and conversations is essential. To quote one of the authors: "Total immersion is the name of the game." Short readings on French culture are assigned regularly. Text: Boorsch and Capretz, *Méthode de Français*, Yale University Language Laboratory.

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 franco-



phone 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: Boorsch and Capretz, *Méthode de Français*, Yale University Language Laboratory.

French Civilization (III)

This course emphasizes the historical, artistic and other cultural aspects of French civilization. There is also systematic language study to develop comprehension, writing and speaking skills, and a taped speaking and listening program integrated with the textbook. Texts: Sturges & Herbst, *Encore Une Fois*, Independent School Press; Valette, J-P. & R., *C'est comme ça*, D.C. Heath; LeCunff, et al, *Sur le Vif*, EMC Corp.

French Literature (III)

In French Literature students read and discuss short stories and novels. 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. Text: Valette, J-P. & R., *Rencontres*, D.C. Heath; *La Robe et le couteau*, ed. Campbell & Bauer, Houghton Mifflin; Camus, *Étranger*, ed. Brée & Lynes, Appleton-Century-Crofts; Ross, *Allez France!*, EMC Corp.

French IV

Conducted in French, this course focuses on the literary richness of French through study and discussion of different genres and periods. Reading is begun in preparation for the Advanced Placement Examination in French Literature. The students also work

Electric circuitry has overthrown the regime of 'time' and 'space' and pours upon us instantly and continuously the concerns of all other men. It has reconstituted dialogue on a global scale.

MARSHALL McLUHAN

on developing analytic skills and oral and written expression, reviewing grammar principles as needed. Text: Sturges, Cregg & Herbst, *Une Fois pour toutes*, Independent School Press; *Tous les poèmes pour le cours avancé*, ed. Hurtgen, Independent School Press; Beaumarchais, *Le Barbier de Séville*; Flaubert, *Un Coeur simple*; Sartre, *Huis Clos*; listening program: *Champs-Élysées*, ed. Laurent & Leblon.

French V

Close study of literary works selected from the Advanced Placement Reading List is the main activity of this course. Authors studied recently include: Balzac, Beaumarchais, Chateaubriand, Duras, Flaubert, Mauriac, Molière, Racine, Sartre, Voltaire, Apollinaire, Baudelaire, Césaire, Hugo, La Fontaine and Rimbaud. Students continue to perfect their control of French, both oral and written. Regular written and oral presentations are required. Texts: Sturges, Cregg & Herbst, *Une Fois pour toutes*, Independent School Press; *Tous les poèmes pour le cours avancé*, ed. Hurtgen, Independent School Press; Duras, *Moderato Cantabile*, Bordas; Racine, *Pièdre*; Voltaire, *Candide*; listening program: *Champs-Élysées*, ed. Laurent & Leblon.

French Conversation

The course offers the systematic development of vocabulary and structure to enable the student to converse about practical matters and current events. Regular preparation and participation are required. (*Elective minor—Prerequisite: French IV or permission of 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.

Hispanic Civilization (III)

This course uses a thematic approach to study historical, artistic, literary and other cultural aspects of Hispanic civilization. There is also systematic language study to develop comprehension, writing and speaking skills. All activities are conducted in Spanish. Texts: Copeland, Kite and Sandstedt, *Civilización y cultura*, *Literatura y arte*, and *Conversación y repaso*. (*Prerequisite: Spanish II or equivalent*)

Hispanic Literature (III)

This course emphasizes readings and a review of grammar and written expression to acquire vocabulary and practice in the language. The student is exposed to masters of Hispanic literature. Reading, composition and oral reports assist the ongoing process of language mastery. All activities are conducted in Spanish. This is the appropriate course for students who think they may take the AP examinations in language and/or literature. Texts: Selected literary readings from such authors as Federico García Lorca and Ana María Matute, and a reference grammar. (*Prerequisite: Spanish II or equivalent*)

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 lan-

guage skills while investigating Hispanic history and culture as these are depicted in its literature. A review of grammar principles is undertaken as needed. Qualified students might elect to take the Advanced Placement Examination in Spanish Language upon completion of this course. Texts: A reference grammar and selected literary texts from authors such as Miguel de Unamuno, Jorge Luis Borges, Pablo Neruda, and Gabriel García Márquez.

Spanish V

Advanced training in either literature or culture is the focus of Spanish V. The content of this course varies according to the needs and interests of the students. *Literature*: As a course in literature, Spanish V normally consists of analyzing additional works (not covered in Spanish III or IV) by authors from the Advanced Placement reading list, and qualified students might elect to take the AP examination in Spanish Literature upon completion of this course. *Culture*: Examples of a Spanish V culture course include: employing a text 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.

Spanish—Conversation

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 with departmental permission*)

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 formally offered at the School.

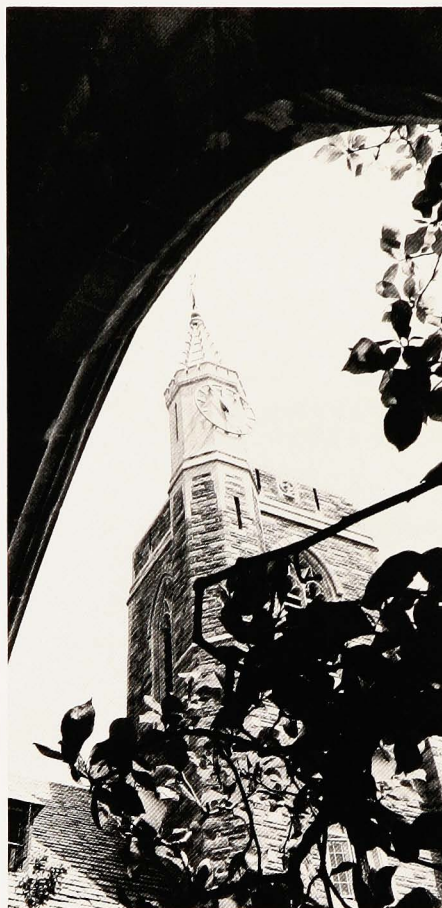
RELIGIOUS STUDIES

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 course at the IV Form level covers 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.

Study of the Old and New Testaments

The content of this course covers major themes of the Bible. Selections from the Old Testament and interpretive texts trace the history of the people of Israel and their developing understanding of the nature of their God and their covenant relationship with Him. The readings from and about



the New Testament emphasize the life and teachings of Jesus as found in the Gospels, as well as selections from the Epistles of St. Paul. The growth and spread of Christianity during the first century are studied in the Acts of the Apostles. The final unit of the course is devoted to contemporary books, sometimes a novel, sometimes a biography, in an attempt to illustrate how the issues and problems raised by the Biblical writers are still faced by people today. Texts: *The New English Bible*; Charpentier, *How to Read The Old Testament*; Link, *The Seventh Trumpet*. (IV Form)

Self-Esteem and Human Potential

This course, which meets twice per week for half the school year, focuses on self-esteem, physical and emotional health care, decision making, values clarification and coping skills.

Discussions and experiential exercises are aimed to give students a better understanding and acceptance of themselves, others and the changing world in which they live. Journal writing, role-playing, films and current research are used to explore critical issues such as drugs, alcohol, sexuality, changing relationships, stress and specific adolescent concerns. (IV Form)

Ethics VI

This introduction to ethics studies human behavior and values such as right and wrong, good and evil. The course examines the basis of natural morality and how various ethical systems have been developed. Ethical judgments are explored through discussion of case studies, and the Spring Term is devoted to oral presentations and the writing of a research paper on an issue of contemporary social concern. (Elective minor; V and VI Form)

An Introduction to Philosophy

The aim of this unit is to introduce students to philosophical thinking in the western tradition. Questions such as—What is the nature of reality? and How can we know it?—are traced from the age of the Pre-Socratics, Plato, and Aristotle down to the religious and scientific questions of the modern world. A short unit on ethics is included. Text: Hollis, *Invitation to Philosophy*. (VI Form, Fall Term)

*IN THE WINTER AND SPRING TERMS, VI FORM STUDENTS CHOOSE ONE OF THE FOLLOWING ELECTIVES.

*Human Nature

Recent years have seen the rise of new and greater threats to the value of human life and hence the survival of civilization. A determinative element in any ideology, philosophy or religion is its view of human nature, but there are many different ways of looking at "man." The aim of this course is to introduce students to the writing and thinking of authors like Freud, Marx, Sartre, Frankl and others who have influenced our understanding

CLASSICAL LANGUAGE

of human nature, human existence and the world in the late Twentieth Century. Different types of writing—philosophical essays, plays, novels, narratives of personal experience—will be examined to see what light they throw on those differing pictures of the human image. (VI Form—Winter and Spring Terms)

*Patterns of Human Behavior—Perspectives from Psychology and Religion

The student is encouraged to think about the dynamics of human behavior and to consider various classical and contemporary views of human personality. The course concentrates on the following issues: religious, philosophical and psychological views of human personality and behavior; the nature/nurture discussion, with reference to behaviorist and psychoanalytic points of view; the causes of aggression; guilt, religious, moral and psychological perspectives. Freudian and other theories of human development will be discussed. Authors read will include: Fromm, *The Anatomy of Human Destructiveness*; Berne, *Games People Play*; Keen, *To a Dancing God*; and some shorter articles and papers. (VI Form—Winter and Spring Terms)

*Utopian Literature and Communities

People seem to have a universal need to live in some kind of community. This course looks at some of the forms that the search for community has taken in the Western World; it examines some utopian schemes springing from dissatisfaction with existing conditions and some groups which have been established to put into practice particular ideals of community. Readings include parts of Plato's *Republic*, *The Acts of The Apostles*, *The Rule of St. Benedict*, More's *Utopia*, Skinner's *Walden Two*, Houriet's *Getting Back Together*, Kanter's *Commitment and Community*, Kinkade's *A Walden Two Experiment*, Huxley's *Brave New World*, and Andrews' *The People Called Shakers*. (VI Form—Winter and Spring Terms)



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

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. Students entering the School may either begin the study of Latin or, if they have taken the language elsewhere, are urged to continue its study.

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 cul-

tural 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: *Cambridge Latin Course, Unit I and II*.

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: Jenney, Scudder and Baade, *Second Year Latin*.

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: Jenney, Scudder and Coffin, *Third Year Latin*; and a play by Plautus.

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*; selections from Catullus and Horace.

Latin V

This fifth year course specializes in Roman history, comedy and lyric poetry. Texts: Tacitus, *The Annals*; McCay and Sheppard, *Roman Lyric Poetry*.

Greek Mythology

This minor course looks at the influence of Greek mythology on Greek and Latin literature. (*Elective minor*)

SCIENCE

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 and, 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 2.8×10^{20} 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 knowl-



edge 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 back-

ground 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

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 any of the other life science major or minor courses we offer. Emphasis is

placed on the basic biochemical and structural unity of all plants and animals, evolution of the diversity of life forms, human structure and function, plant structure and function and ecology. Extensive field and laboratory work, independent study and library research add to the course spectrum. Text: Schraer and Stolze, *Biology: The Study of Life*. (III or IV Form)

Advanced Biology

The aim of this second-year biology course is to look in depth at a broad range of topics in biology with the general theme of the unity and diversity of life. Some of the topics that are covered are: cellular and molecular biology, genetics and evolution, plant and animal anatomy and physiology and ecological concerns. There are advanced laboratory investigations and independent research of current biological topics. Text: Curtis, *Biology*. (IV Form with permission from the instructor, V, VI Form; Prerequisite: Introductory Biology; Chemistry is also recommended) (Offered 1988-89, 1990-91)

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) (Offered 1989-90)

Chemistry

This course is designed for students not intending to pursue the sciences in college. The course concentrates its attention on the basic fundamentals in descriptive and theoretical chemistry with emphasis on problem solving. Laboratory work complements

class discussions which deal with basic atomic structure, solution chemistry, gas theory and basic equilibrium problems. (IV, V, VI Form; Prerequisite: Algebra I)

Honors Chemistry

Students study descriptive and theoretical general chemistry in light of the modern atomic theory. Emphasis is placed on topics such as the structure and properties of matter, gas theory, solution chemistry, chemical kinetics, and thermodynamics. Classroom discussions are accompanied by weekly laboratory work with stress placed on developing good technique; computers are used to graph data and express results. This course serves as a prerequisite for the Advanced Chemistry course which will prepare students for the Advanced Placement Examination. Text: Mortimer, *Chemistry*, 5th Edition. Laboratory experiments are drawn from a number of sources. (IV, V, VI Form; Prerequisites: Algebra I, Plane Geometry and concurrently with Algebra II)

Advanced Chemistry

Advanced Chemistry is for students who successfully completed the first year honors chemistry course, want to prepare for the AP Exam or wish to major in science in college. The student investigates topics which include the structure of solids, advanced discussions of chemical equilibrium and reaction kinetics, phase diagrams in one and two component systems, and topics in organic chemistry. The course may be selected as a major or a minor. (V, VI Form; Prerequisite: Honors Chemistry)

Physics

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. (IV,

V, VI Form; Prerequisite: Algebra I and Plane Geometry)

Honors Physics

Honors Physics is directed towards the student who intends to pursue a study of science or engineering in college. We concentrate our study in the area of classical mechanics, thermodynamics, electricity, magnetism, optic 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. (IV, V, VI Form. This course is taken concurrently with Precalculus and with departmental permission.)

Advanced Physics

This course is a continuation of Honors Physics for highly interested and motivated students. Content of the course varies according to student need and topics not covered in Honors Physics. Emphasis is given to the use of Calculus as a mathematical tool. Part of the Spring Term is devoted to preparation for the Advanced Placement Examination for those planning to take the AP Exam. The course may be selected as a major or a minor. Elected as a minor, the student spends three hours a week in class; elected as a major, the student spends an additional three hours in the laboratory. (Elective Minor or Major—V, VI Form; Prerequisite: Honors Physics. This course is taken concurrently with Calculus and with departmental permission.)

Other Course Offerings

The following minor courses are offered on a regular basis and taught according to student interest:

- Anthropology
- Astronomy
- Computer Applications in Science
- Field Biology
- Genetics
- History of Science
- Plant Biology

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 located in a newly constructed art complex located on the north side of the campus. 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 two rehearsal halls. 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, a moog synthesizer and a fender rhodes.

The Creative Arts Department encourages all St. Andreans to participate in its programs regardless of talent or previous interests.



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 III Formers not enrolled in Introduction to Studio Art)*

History of Music

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)*

Music Theory I

Surveying the elements of the theory of music including notation, rhythm, tonality, harmonic progression, diatonic and altered harmony and basic forms is the intent of this course. *(Elective minor for III through VI Forms)*

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

Music Composition examines the compositional styles and techniques from 1450 to the present from the viewpoint of melody, harmony, counterpoint and structure and the incorporation of these tech-

niques into original compositions. Emphasis is on 20th Century style. (*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 Forms; 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*)

Introduction to Studio Arts

This major course, open only to III Formers, combines the study of drawing and pottery in the studio arts and an introduction to music. The drawing component includes basic drawing disciplines in various media and in pottery; the students are introduced to the basic techniques of pottery. In music, the students are introduced to music theory. Drawing classes and Pottery classes meet two times per week.

Materials and Techniques

Student examine 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 for III 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*)

Photography

After learning camera and darkroom fundamentals, students apply increasingly complex photographic techniques in completing weekly assignments. Students have opportunities to show their work in exhibits, group critiques and School publications. Students must have 35mm cameras. (*Elective minor*)

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. (*Elective minor for III through VI Forms*)

Advanced Pottery

So that a student can develop a personal style, he or she will explore advanced techniques in hand building, wheel throwing, glazing and firing. (*Elective minor—IV, V or VI Form. Combinable in the VI Form*)

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*)

Art History

This historical survey course covers the artistic developments between the Fifteenth Century and the present day. The use of slides and text prepare the student for seminar discussion of paintings and sculpture. Field trips to museums and special exhibitions in New York, Philadelphia and Baltimore complement study with actual viewing experience of the artistic periods discussed. (*Elective minor for IV through VI Forms*)

Printmaking

Printmaking is explored from its beginnings in China. Some of the major areas of study include: Chinese printing techniques, Japanese woodcuts, Medieval manuscripts, development of etching, lithography and contemporary relief printing. Student application of various techniques will include: woodcut, linoleum blocks, intaglio and etching. (*Elective minor for IV through VI Forms*)

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 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 placement tests in 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 may be waived for a Third Form student when the Secondary School Admission Test scores and other data show the student to be clearly qualified. These tests are not given at the School. They will be sent to any person or agency capable of administering them. All arrangements are made and costs borne by the parents.

The school reserves the right to suspend offering any course for which there is insufficient enrollment or teaching staff. The School exercises every precaution to see that new students, particularly, are properly placed. Nevertheless, error does occasionally occur, and for this reason the School reserves the right to place a student forward or back as his or her best interests require. The School also reserves the right to limit the number of students in a given course.

Course Load

Students in the Third and Fourth Forms carry five major courses, and those in the Fifth Form are required to take four but encouraged to take five major courses. In the Sixth Form, students carry four major courses and a required minor 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 Fourth and Sixth Forms, there are minor course requirements for Third Formers in Music and Art, and for Fourth Formers in Human Potential and Public Speaking.

Special Programs

In addition to the courses offered for academic credit, arrangements can be made for a student 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.

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, 18 credits are required, but most students are encouraged to stretch themselves beyond this minimum. Of these 18 credits, four must be in English, three in mathematics, two in foreign language, one in American History and one in laboratory science. Credit in for-

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. Students must take English in each year of residence and religious studies in the 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.

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 Placement 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.

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 November, March and June. In October and February progress reports are given. At year's end, in addition to teachers' comments, a complete review by the student's advisor is included. 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.

Academic Facilities

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

The Amos 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 and physics, a lecture hall seating 64, a greenhouse, "mousehouse," aquarium and various instrument rooms. Our well-equipped woodworking shop and darkroom are located in the basement of the building.

Founders Hall, the largest structure on our campus, was built in stages between 1929 and 1956. In addition to housing all classrooms except those for science, art and music, it is the home of the Irene duPont Library, which contains a collection of 27,000 volumes, nearly 200 selected periodicals and six daily newspapers. The collection grows at the rate of 800 volumes a year. Supplementing the volumes contained

in the Irene duPont Library are collections of approximately 2,500 volumes in the English, history, mathematics, religious studies and science 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 three videotape recorders, a library of over 600 video cassettes, records, tapes, microfilm, slides and filmstrips and a language laboratory.

Our music facilities include two rehearsal rooms, four practice rooms and a large rehearsal/performance hall. Our studios for drawings, painting, printmaking, sculpting and pottery are located under one roof in a new structure, completed in 1984.

The School has a number of different microcomputers. Apple Macintosh Plus computers are used for teaching computer courses and for word processing. The Apple IIe series is used in the Science Building for data collection and analysis and simulations in the laboratory.

Finally, Founders Hall also houses our 370-seat theater.

Class Size

At St. Andrew's the student-teacher ratio is 7 to 1. The average class size is 11 students, the actual size depending on the subject and the level at which it is pursued.

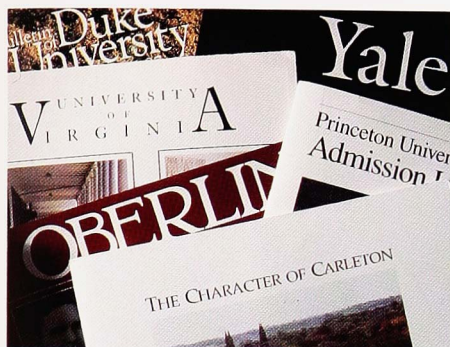
Accreditation

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.

Faculty and Administration

- JOHN P.N. AUSTIN, *English*
B.A., Williams College
Breadloaf School, Middlebury College
- PETER W. BROOKE, *Art*
B.F.A., Denison University
M.F.A., Mount Royal School of Painting,
Maryland Institute College of Art
- G. LINDSAY BROWN, *History*
B.A., Williams College
- DONALD P. CAMERON, *Chair, Mathematics Department*
B.A., Lake Forest College
M.A., Wesleyan University
University of Cincinnati
University of Delaware
- SUSAN S. CAMERON, *Science*
A.B., Harvard College
Delaware State College
- WILLIAM S. CARPENTER, *English*
B.A., Colgate University
Haileybury College
- A. DEXTER CHAPIN, *Science*
B.A., Stanford University
M.A., Ph.D., University of Maryland
- MARC F. CHEBAN, *Music; Acting Chair, Creative Arts Department; Housemaster, Boys' Dorm*
B.M., West Chester State College
M.M., Eastman School of Music
University of Rochester
- ROBERT M. COLBURN, *Science; Director of Cocurricular Programs; Director of Boys' Athletic Program*
B.A., Haverford College
M.S., University of Delaware
- DAVID P. DeSALVO, *Mathematics*
B.A., University of the South
University of New Hampshire
- VIRGINIA DiGENNARO, *Head Nurse*
R.N., Wilmington General School
of Nursing
- B. RIPLEY GREPPIN, *Religious Studies; Admissions*
B.A., Connecticut College
- JOHN A. HIGGINS, *Mathematics; Director of Studies*
B.A., Towson State College
M.S., Louisiana Polytechnic Institute
Ph.D., New Mexico State University
- LEE H. HIGGINS, *Public Speaking; Theater*
B.S., University of Delaware
M.A., University of Colorado
- W. DUNCAN HOLCOMB, *English*
B.A., Kenyon College
M.A., University of Virginia
- LOUISE HOWLETT, *English; Assistant Chaplain*
B.A., Princeton University
M.Div., Yale Divinity School
- ELIOT A. JACOBS, *Modern Languages*
A.B., Princeton University
- ERIC L. KEMER, *Mathematics; Science*
Sc.B., Brown University
M.S., Northwestern University
Lehigh University
- GAIL E. LeBLANC, *Mathematics; Director of Girls' Athletic Program*
B.A., Bates College
Wesleyan University
- WALTER L. LIEFELD, *Reference Librarian/ Director of Audio/Visual Aids*
B.A., University of Delaware
M.L.S., Rutgers University
- JOHN L. LYONS, *History; Admissions Officer*
B.A., Middlebury College
Georgetown University
- LOUIS C. MANDES, JR., *Librarian*
B.A., University of the South
- MONICA C. MATOUK, *English; Modern Languages*
B.A., Middlebury College
- BONLYN A. McBRIDE, *Director of Development*
A.B., Duke University
M.T.S., Harvard University
- R. ELLIOTT McBRIDE, *Business Manager*
B.A., Duke University
M.B.A., Babson College
- NANCY A. MEIN, *Chair, History Department; Religious Studies*
B.A., University of Illinois
Glasgow University
Cornell University
- THE REV. P. SIMON MEIN, *Religious Studies; Chaplain*
Kelham Theological College
B.A., M.A., Nottingham University
- DyANN L. MILLER, *Human Potential; Coordinator of Counseling Program; Housemaster, Girls' Dorms*
B.A., M.C., University of Delaware
- JOHN M. NILES, *Director of Admissions and Financial Aid*
(Sabbatical Leave 1988-89)
B.A., University of North Carolina
M.A., Breadloaf School, Middlebury College
- JOAN D. O'BRIEN, *Associate Director of Admissions*
Smith College
- JONATHAN B. O'BRIEN, *Headmaster; English*
B.A., Williams College
L.L.B., Columbia University
- THOMAS D. ODDEN, *Chair, Science Department*
B.S., M.S., Purdue University
- THE REV. ALEXANDER OGILBY, *Chair Religious Studies Department; Associate Chaplain*
B.A., Harvard College
B.D., Episcopal Theological School
- ASHTON W. RICHARDS, *History; Director of Alumni Activities*
B.A., Syracuse University
Wesleyan University
- DANIEL T. ROACH, JR., *English; Assistant Headmaster for Student Life; Dean of Students*
B.A., Williams College
M.A., Breadloaf School, Middlebury College
- ELIZABETH M. ROACH, *Chair, English Department*
B.A., Mount Holyoke College
M.A., Breadloaf School, Middlebury College
- ALICE M. RYAN, *Chair, Modern Language Department; Registrar*
B.A., Wellesley College
M.A., Middlebury College
M.Ed., University of Delaware
- GARY SPANGLER, *Director of Bands; Music*
B.S., Lebanon Valley College
M.M.Ed., University of New Mexico
- WILLIAM S. SPEERS, *English; Acting Director of Admissions and Financial Aid*
A.B., Princeton University
M.A., Breadloaf School, Middlebury College
- CAROLYN B. STEGEMAN, *Director of Public Information*
B.B.A., University of Cincinnati
- ROBERT H. STEGEMAN, JR., *History; Assistant Headmaster for Academic Affairs, Academic Dean*
B.A., Williams College
M.A.T., Harvard University
Stanford University
- HOOVER C. SUTTON, *English; College Counselor; Theater*
B.A., Hobart College
- JULIETA TORRES-HUNT, *Modern Languages*
B.S., Washington University
M.A., University of Pennsylvania
- EVERT VAN BUCHEM, *Chair, Classical Languages Department*
Ph.Drs., Nymegen University
Louvain University
University of Paris
- MARIJKE VAN BUCHEM, *Pottery*
M.A., C.I.L.G., The Netherlands
- LARRY L. WALKER, *Music*
(Sabbatical Leave 1988-89)
B.M., Peabody Conservatory
University of Florida
- DAVIS A. WASHBURN, *Mathematics; Senior Master*
A.B., University of Pennsylvania
Harvard University
- WANDA WHITNEY, *Modern Languages*
B.A., Randolph-Macon Woman's College
Middlebury College

College Counseling



The college counselor and his staff work closely with students and their parents, and by the time students return for their final year, each will have had at least one and in some cases, two or three individual conferences with him. In addition, students attend group meetings during their V and VI Form years to go over important preliminary information and to have questions of a general nature answered. Each student develops an initial list of colleges, 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 each year.

In the past five years, St. Andrew's has graduated 328 students who matriculated at 110 U.S. colleges and universities and one abroad. The mean SAT scores for these five classes were 576 verbal and 616 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 is a list of colleges which St. Andrew's students have attended in the past five years. It is organized by the students' quintile ranking at the time of her or his acceptance by that college.

CLASSES OF
1984, 1985, 1986, 1987 & 1988
Average Class Size = 66

FIRST QUINTILE

Amherst, Brown (5), Boston College, Bowdoin, U. of California-Berkeley, U. of California-Santa Cruz, Cornell, Dartmouth, Dickinson, Duke (3), Emory (2), Georgetown (3), Hamilton, Harvard (5), Haverford (3), Lehigh, U. of Michigan (Honors), Middlebury, U. of Pennsylvania, Princeton (9), Stanford (4), Swarthmore (3), U. of Virginia (4), Wellesley, Williams (4), Yale (3)

SECOND QUINTILE

American U. (Honors), Amherst, Barnard, Bates (2), Boston U., Bowdoin (3), Brown (2), U. of California-Santa Cruz, Carnegie-Mellon, Columbia (Eng.), Connecticut C. (2), Cornell (2), U. of Delaware (Eng.), U. of Delaware (Honors), Dickinson, Duke, Emory, Franklin & Marshall, Georgetown (2), Hamilton, Haverford (2), Kenyon (2), Middlebury (3), Mount Holyoke, U. of New Hampshire, U. of North Carolina-Chapel Hill, Oberlin, U. of Pennsylvania (2), Princeton (5), U. of the South, U. of St. Andrew's (Scotland), Stanford, Trinity (2), Vanderbilt, U. of Vermont, U. of Virginia (4), Washington & Lee, Wellesley, William & Mary (2), Williams

THIRD QUINTILE

Bates, U. of California-Los Angeles, U. of California-Santa Cruz, U. of Chicago, Columbia, U. of Colorado-Boulder, Connecticut C., Cornell (3), U. of Delaware (2), Denison, Duke (2), Georgetown, Hamilton, Haverford, Hofstra, Indiana U. (Honors), Johns Hopkins (2), Lawrence, Lehigh (3), Mary Washington, U. of Maryland, Middlebury (2), Mount Holyoke, U. of North Carolina-Chapel Hill, Northwestern (2), U. of Pennsylvania (2), Princeton (2), Rhode Island School of Design, U. of Richmond, U. of Rochester, Rollins, Rutgers, Skidmore (2), Smith, U. of the South, U. of Toronto (Victoria C.), Trinity, Tufts (3), Tulane, U. of Vermont, U. of Virginia (4), Washington & Lee, Wellesley, William & Mary (3), Williams

FOURTH QUINTILE

Allegheny, Bard (2), Barnard (2), Berkeley C. of Music, Boston C., Boston U., Bowdoin, Carleton, U. of California-Berkeley, U. of California-San Diego, Centre C., Colgate, Colorado C. (2), Colorado School of Mines, Columbia (2), Connecticut C., U. of Delaware (2), Denison (2), U. of Denver, Dickinson, Duke, U. of Florida, Florida Inter'l U., Hamilton (2), Hampden-Sydney (2), Kenyon, Lehigh (2), U. of Massachusetts, Michigan State (Honors), Middlebury, Mount Holyoke, U. of New Hampshire, North Carolina State (Design), Penn State, U. of Pennsylvania, Princeton, U. of Rochester, Saint Lawrence, Sarah Lawrence, Simmons C. Skidmore (2), U. of South Carolina (Honors), Syracuse, Trinity (2), Tulane, U.S. Naval Academy, Vassar, U. of Virginia, Villanova, Washington C., Williams

FIFTH QUINTILE

American, U. of Arizona, Bates, Boston U. (3), Bucknell, Case Western, College of Wooster (2), U. of Colorado, U. of Delaware (10), Denison (4), U. of Denver, Dickinson, Drew (3), Drexel, Duke, Florida Inst. of Tech. (2), Florida State U., Georgetown, Georgia Inst. of Tech., Guilford (2), Hampden-Sydney, Hobart, Lebanon Valley, New England C., U. of New Hampshire, U. of North Carolina-Asheville, Ohio Wesleyan, Randolph-Macon Woman's C., U. of Redlands, U. of Richmond, Rochester Inst. of Tech., Rutgers, St. John's U., Salisbury State, U. of the South (2), Syracuse, Syracuse (Honors), U. of Tennessee, Tulane (3), Ursinus, Wabash C., Washington & Jefferson, Wofford

Admissions

Parents of an able and ambitious student should not be deterred by financial considerations from making application to the School.

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), while Fifth Form (eleventh grade) places usually number fewer than 10. Only foreign exchange students who are non-diploma candidates may enter the VI Form (twelfth grade).

Students come to St. Andrew's from many states and several foreign countries each year. Roughly sixty percent hail from within a three-hour driving radius which would include greater New York City, New Jersey, eastern Pennsylvania, Delaware, Maryland, Washington, D.C. and northern Virginia. In recent years an average of 26 states and 11 foreign countries has been represented in the studentry, with more and more interest from families living in Connecticut, Massachusetts, North Carolina, South Carolina, Georgia and Florida.

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 seek to 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/her family.

Application for admission is open to all students without regard to sex, race or religious affiliation. An appli-

cation can be submitted at any time of year, but it is to a candidate's best advantage to apply before January 15 in the winter preceding the intended fall entrance.

The Secondary School Admissions 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 the SSAT registration materials or

Admissions Timetable

Interviews are conducted by appointment during the academic year.

SSAT DATES:

December 10 March 4 June 17
January 21 April 22

Application Deadline—January 15

Notification Date to Parents—March 10 Parents Reply Date—April 10

they may be obtained 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 Admissions 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 admissions process, 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 1988-89 is \$12,200. The tuition fee covers instruction, room, board, the full cost of game uniforms, some athletic equipment, all transportation for interscholastic sports and 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, \$800 to \$1,000 is a good estimate for yearly incidental expenditures.

1. Tuition refund insurance of \$280 is required of students unless tuition fees are paid in full prior to the opening of School.

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

3. The cost of books for course

work is estimated to be between \$150 and \$200.

4. Laundry can be done free of charge in School machines or sent out to be cleaned.

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

6. 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 nearly half 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 financial aid by January 15.

Students receiving financial aid from St. Andrew's are not expected to perform any special tasks or jobs.

Eligibility for scholarships is reviewed each winter, and families must apply for aid each year through the School Scholarship Service. The fact that a student receives aid from the School is confidential and has no effect on the position or privileges a student may have at School.

English Speaking Union & Alumni Memorial Scholar

Under the auspices of the English Speaking Union, one British student joins the Sixth Form each year.

A second student, the Alumni Memorial Scholar, funded by the Alumni, also joins the Sixth Form for a full academic year. He or she has traditionally come from a European country.

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.

Regional Admissions Representatives

Should circumstances prohibit an on-campus visit, or should an applicant's family wish to speak with someone in their area about St. Andrew's, the admissions office can place the family in touch with a current parent or alumnus/a who may conduct a formal interview or simply answer questions the candidate may have. If you wish to explore this helpful admissions service, simply call the admissions office to find the name and number of a regional admissions representative from your area.



The Trustees of St. Andrew's School 1988-1989

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MILEAGE TO ST. ANDREW'S

	Miles	Driving Time
Annapolis	65	1¼ hrs.
Baltimore	59	1½ hrs.
New York City	142	2½ hrs.
Philadelphia	55	1¼ hrs.
Phila. Airport	50	50 mins.
Rehoboth Beach	65	1½ hrs.
Washington, D.C.	97	2 hrs.
Wilmington	26	35 mins.

