

A photograph of a long, arched stone corridor, likely a school hallway. The corridor is made of dark stone with high, pointed arches. Sunlight streams in from the right, creating a series of bright, oval-shaped patches on the dark stone floor. A person is sitting on the floor in the middle of the corridor, reading a book. The person is wearing a light blue shirt and khaki pants. The corridor leads to a wooden door at the far end.

ST. ANDREW'S SCHOOL

ACADEMIC PROGRAM
1997-1998

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

In 1973 St. Andrew's became a boarding school for both boys and girls. Today St. Andrew's enrolls 270 students, grades nine through twelve, approximately 45 percent of whom are girls. In addition, 44 percent of our students receive financial aid from the School.

All students and faculty reside on campus. St. Andrew's School admits students of any race, color, gender, religious affiliation and national or ethnic origin. Sixty-four percent of our students come from mid-Atlantic states (New York –Washington, D.C.), 31 percent come from other states and 5 percent live in foreign countries.

ADMISSION TIMETABLE

Interviews are required and are conducted by appointment during the academic year.

APPLICATION DEADLINE

January 15

NOTIFICATION DATE TO PARENTS

March 10

PARENTS' REPLY DATE

April 10

SSAT DATES

November 15 December 13 January 10
February 7 March 7 April 18 June 13

ST. ANDREW'S SCHOOL

ADMISSION

St. Andrew's seeks students who will bring ability, vitality and character to this community. To apply for admission, candidates should submit the application, schedule an interview, register for the SSAT and attend to the recommendations and school transcript. For more information on the School, the application process, or any other matters, please contact the Admission Office.

TUITION AND EXPENSES

Tuition for the academic year 1997-98 is \$20,300. The tuition fee covers instructional programs, room, board, athletics, other extracurricular programs and most campus social activities.

While the tuition represents a comprehensive fee, students will incur some additional costs during the year. Typically, these costs average about \$700 to \$900 but will vary according to individual course selection and other optional activities selected. Following are listed some of the most common of these costs:

1. Books and course supplies (average about \$400).
2. Studio art materials fee, private music lessons.
3. Tuition Refund Insurance, with a premium about one percent of tuition.
4. Weekend transportation, either to public transportation or to movies or other off-campus entertainment.

The School makes available several payment plans to allow parents to meet expenses in the manner that best fits their circumstances.

FINANCIAL ASSISTANCE

To apply for financial aid, please complete the School and Student Service for Financial Aid Form. If a family qualifies for aid, St. Andrew's will provide financial assistance. Decisions regarding financial aid are made at the time a student is accepted. It is to the applicant's best advantage to apply for financial aid by January 15.

The School reviews eligibility for aid each winter, and families must apply each year through the School and Student Service. The fact that a student receives aid from the School is confidential.

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 clearly and analytically and to develop the writing and speaking skills that enable them 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; to attain a clear understanding of technological resources for research, communication and experimentation.

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

DIPLOMA REQUIREMENTS

The School requires 18 credits for a diploma but encourages most students to work beyond this minimum. Of these 18 credits, four must be in English, three in mathematics, two in foreign language, two in history (including United States history) and two in laboratory science. Students do not earn credit in a foreign language until they complete the second year of study; at that time, the School awards two credits. While two years of a foreign language is the minimum diploma requirement, the School urges students 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. Students must participate in some aspect of the arts program before graduation.

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.

COURSE PLANNING AND PLACEMENT

St. Andrew's takes care to tailor the course of study to each student's 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. After consultation with parents, advisor, members of the faculty and the college counselor, the student submits his class selections to the Academic Committee (composed of the academic dean, college counselor, director of admission, registrar and heads of all academic departments) for final review.

St. Andrew's expects new students to take School placement tests in mathematics and languages. The registrar sends such tests to any person or agency capable of administering them to new students.

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 PSATs of the College Board. In their V and VI Form years, all students take the College Board SAT I and three SAT IIs. All V Formers take the National Merit Scholarship Qualifying Test. St. Andrew's offers preparation for the Advanced Placement Examinations in the areas of biology, chemistry, physics, English, French, Latin, Spanish and mathematics. The School encourages qualified V and VI Formers to take these examinations.

REPORTS: GRADING SYSTEM

The School reports grades in percentages; 85 or above represents honors work. Sixty is passing, below 60 failing. The School sends reports home in December, March and June. In October and February, each student's advisor writes a letter noting the student's mid-term performance. In June, the student's advisor writes a complete review accompanying final grades and teacher comments. The headmaster, academic dean and the academic advisors may also write comments in special instances. The School welcomes inquiries or comments from parents.

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.

COURSE DESCRIPTIONS

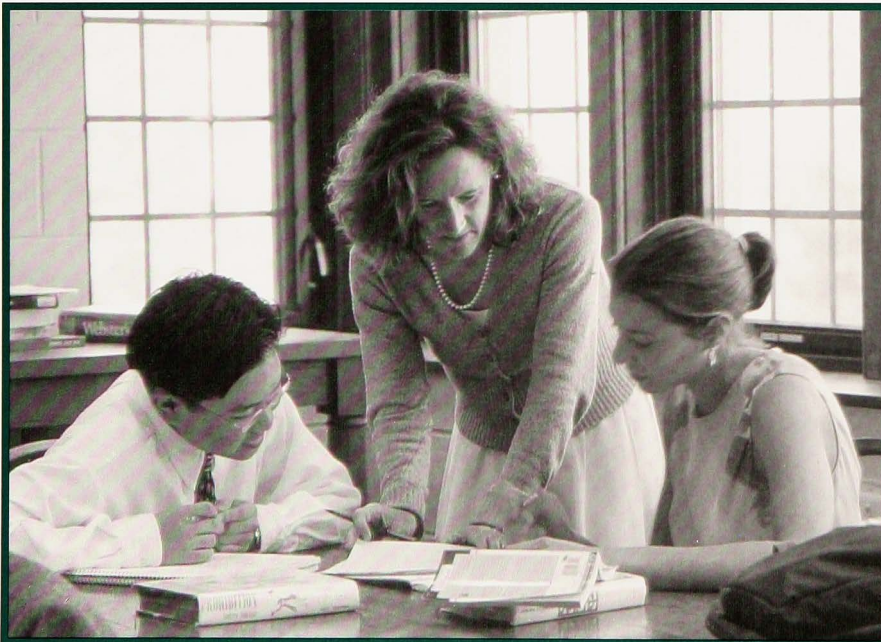
ENGLISH

The St. Andrew's English Department seeks to instill in its students a lifelong passion for reading, writing and independent study, while preparing them for the intellectual rigors of college and beyond. Through the reading of literature, frequent and regular writing assignments, seminar discussion, tutorials and exhibitions, we help our students maximize their own potential and develop those skills and habits of mind necessary for continued, independent work in the humanities and sciences.

At the center of our curriculum, from the III Form to the VI, is the reading of literature and the teaching of writing, two activities we believe to be mutually interdependent. We envision writing as a creative but intellectually rigorous process: the student generates

what he or she wants to say and discovers ways to say it through frequent rewritings and revisions. We agree with Wayne Booth that "learning to rewrite requires more individual attention from the teacher than any other form of learning."

For this reason, writing workshops, seminar discussions and individual tutorials are critical components of our students' education and a standard feature of all English classes through the VI Form. Students learn to write through regular practice and careful, individualized coaching. By emphasizing class participation and various oral exercises, we hope to communicate to our students the value of responsible debate and scholarly collaboration.



English III

This course introduces students to the rudiments of critical thinking, careful reading and good writing. During the course of the year, students are introduced to elementary forms of literary analysis—a process which continues on into the IV Form—and are taught the basics of grammar and punctuation. Frequent attention is given to the development of individual study skills. Texts: Sophocles, *Oedipus the King*; Perrine, *Sound and Sense*; Cather, *My Antonia*, *O Pioneers!*; Baldwin, *Blues for Mister Charlie*, *Soldier's Play*; Shakespeare, *Romeo and Juliet*, *Julius Caesar*, *The Tempest*, *Twelfth Night*; Fitzgerald, *The Great Gatsby*.

English IV

IV Form English is an intensive writing class, stressing the skills of developing, drafting and revising an essay. Students write bi-weekly journals—short exploratory essays on a poem, question or literary passage—and learn to develop these into more polished works of 2-3 pages.

During the course of this year, students begin preparation for the AP (taken at the end of their V Form year). Texts: Zinsser, *On Writing Well, Correct Writing*; Shakespeare, *Macbeth, Henry IV, part I*; *The Norton Anthology of Short Fiction, Eight Modern Essayists*; Hawthorne, *The Scarlet Letter*; Twain, *Huckleberry Finn*; Kate Chopin, *The Awakening*; Zora Neale Hurston, *Their Eyes Were Watching God*; Fred Chappell, *I Am One of You Forever*; Mary Oliver, *A Poetry Handbook*.

English V

V Form English is a rigorous college-preparatory class organized around the three major genres: drama, poetry and fiction. During their V Form year, students continue to write short (2-3 page) analytical essays on a poem or passage, but are also expected to combine these shorter essays into longer, more sophisticated compositions.

Students might compare a series of passages from a novel or play, trace and explain the significance of larger thematic and metaphorical patterns, describe the evolution of a character or the development of a central conflict. Students are also asked to discuss and defend their essays in mini-exhibitions before their teachers and peers.

Preparation for the AP continues throughout the V Form year: students take practice tests and write practice essays. Texts: *Norton Anthology of Poetry*, Shakespeare, *Hamlet, Othello, Henry V*; Mary Shelley, *Frankenstein*; Jane Austen, *Pride and Prejudice*; Emily Bronte, *Wuthering Heights*; Charles Dickens, *Great Expectations*; Herman Melville, “Bartleby, the Scrivener;” James Joyce, *Dubliners*; Virginia Woolf, *To the Lighthouse*; Ernest Gaines, *Of Love and Dust*.

English VI

Whereas V English focuses on the analysis of individual literary texts and prepares students for the sort of questions commonly asked on the AP exam, VI Form English introduces them to more advanced forms of literary study by focusing on a genre (domestic-gothic, tragedy, autobiography, short story, family saga), period (the American Renaissance, modernism), or tradition (African-American literature, the literature of women). These courses are often interdisciplinary, contextual or comparative in nature and locate the works studied within a specific tradition of writing or socio-historical context.

In the spring term, seniors choose an elective. In the past, we have offered classes on such topics as: the Victorian Novel, Shakespearean tragedy, modern drama, American autobiography, the gothic novel, and the modern short story. We have also offered classes on creative writing, the expository essay, and literary journalism (using *The New Yorker* and other similar magazines).

Creative Writing

Creative writing offers half-year units in both the writing of poetry and fiction. Individual assignments isolate particular skills and provide students an opportunity to practice each skill in the context of an exercise. These exercises allow students to explore issues of form, tone, voice, audience, diction, plot and dialogue (among other issues) and provide much of the material for class discussion. Students are also given free assignments which allow them to pursue their creative inclinations.

The Exhibition

We expect our seniors to be independent, self-sufficient learners. The centerpiece of a student's final year at St. Andrew's is the Senior Exhibition. Seniors choose a work of literature from a list of books provided by VI Form instructors and prepare an essay of some 10-15 pages in length on a topic of their own choosing. During the month of February, each student defends and discusses his or her essay before the members of the English Department. These discussions are open to any interested member of the community.

Exhibition Books:

All the King's Men, Robert Penn Warren
Anna Karenina, Leo Tolstoy
Madame Bovary, Gustave Flaubert
Emma, Jane Austen
The Portrait of a Lady, Henry James
To the Lighthouse, Virginia Woolf
Heart of Darkness, Joseph Conrad
A Portrait of the Artist as a Young Man, James Joyce
The Tempest, William Shakespeare
Henry V, William Shakespeare
King Lear, William Shakespeare
Song of Solomon, Toni Morrison
Of Love and Dust, Ernest Gaines
Tender is the Night, F. Scott Fitzgerald
Absalom, Absalom, William Faulkner
Light in August, William Faulkner
Moby Dick, Herman Melville
All the Pretty Horses, Cormac McCarthy
House of Mirth, Edith Wharton
Invisible Man, Ralph Ellison
Middle Passage, Charles Johnson
In Our Time, Ernest Hemingway
Uncle Tom's Cabin, Harriet Beecher Stowe
Call It Sleep, Henry Roth

Introduction to American Studies

What is an American? How, historically, have individuals and social groups invented—or been unable to invent—themselves as “Americans” during the course of our history? This introductory course in American Studies, jointly offered by the History and English Departments, takes these questions to be central to the American experience.

During the fall and winter we will confine our discussion to four distinct issues: 1) the cultural and philosophical foundations of the colonial experience, the founding of the republic, and the debate over citizenship. 2) Slavery, abolition, and Anglo and African-American responses to them. 3) The changing role of women in the 19th century and the growing debate over women’s civic and reproductive rights. 4) Empire, westward expansion, immigration and assimilation as it expressed in the experience of European Jews, Asians, African-Americans, and Native Americans.

During the spring term the literature and history components of this course will split to explore two distinct, but we hope, related issues: American Foreign Policy and the role of the media (print, television, mass culture) in shaping and deforming public debate.

One of the goals of this course will be to introduce students to methods of historical research associated with social and cultural history, ethnic studies, feminism, and the study of mass and popular culture. Emphasis will be placed on the analysis of source material in light of established scholarship, the formulation of historical hypotheses, and the evaluation of historical evidence. To this end secondary sources will be used selectively to direct student thinking and provide a framework for further research. Most readings will be drawn from primary documents: legal decisions, speeches, letters, autobiographies and novels.

HISTORY

The St. Andrew’s history program leads 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 expected 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.

United States History is required for graduation, as well as one other major history course. The U.S. History requirement may be fulfilled in any Form, but students are urged to take this course early in their careers. Students entering the V and VI 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

This course is a survey of American history from its colonial roots to the present. 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 text and the materials in the two courses are slightly different, their objectives are the same. The course serves not merely to acquaint students with their national heritage as it unfolds chronologically, but also facilitates a comprehensive understanding of the major social, political, economic and cultural forces and trends that shaped the development of the nation and its people. Still another objective of the course is that of improving the skills relative to historical investigation, oral expression, writing, critical thinking, working with primary sources and monographs and producing a major research paper.

Readings include selections from: Litwack, Jordan et al., *The United States*, or Garraty, *The American Nation*; Morgan, *The Birth of the Republic*; Remini, *The Jacksonian Era*; McJimsey, *The Dividing and Reuniting of America, 1848-1877*; Porter, *The Rise of Big Business*; Douglass, *Narrative of the Life of Frederick Douglass*.

Additional readings and assignments have been compiled by the History Department in a supplemental reading book.

Western Civilization

This is a course intended to provide students with a fundamental understanding of the ongoing tradition of the Western world. Strong emphasis is placed on contrasting modern Western civilization with the traditional society from which it grew. Critical periods in the story of humanity 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, philosophy and art history 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 people view themselves in their 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. Emphasis is placed on developing reading, writing, speaking and general analytical skills in a variety of formats. The text, McNeill, *A History of the Human Community*, is supplemented by selections from many sources. Among these are Cervantes, *Don Quixote*; Creel, *The Birth of China*; Hadas, *Imperial Rome*; Heilbroner, *The Worldly 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, *Ascent of Man* and Clark, *Civilization* also are used.

20th Century History

The content objectives of this course are very similar to those of Western Civilization, but with greater emphasis on the 20th Century and on using disciplines from the social sciences such as psychology, economics and literature. The concepts and events studied vary from year to year, but those chosen are integral to a working understanding of the 20th Century perspective and experience. Much attention is paid to intellectual history. Among the topics covered are: World War I and 20th century fascism, the rise and fall of the Soviet Union, the Chinese revolution and American

involvement in Vietnam. Certain organizing themes tie the course together, including the phenomenon of "total war," the consequences of technological and scientific developments, the question of human nature, the nature of power and authority and the theme of modernity. Much emphasis is placed on critical reading of primary and secondary sources, responding to rigorous questioning in a seminar format and written work that requires careful analysis and independence of thought. Texts: 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*; Goldston, *The Rise of Red China*; Golding, *Lord of the Flies*; Henning, *America's Longest War*; Hughes, *Contemporary Europe: A History*, and two books of selected readings.

European History and International Relations

For better or for worse, the way that we Westerners expect nation-states to behave in the international community is based on the ideas and historical precedents that define the European experience. Stemming from that assumption, the goals for European History and International Relations are twofold: to examine the most important events and ideas that have most acutely shaped modern Europe and to explore the effects that these ideas and events have had upon contemporary international relations theory and practice. Like Western Civilization, this course will use a multi-disciplinary approach to explore historical questions. In addition to reading major historical interpretations, students will be exposed to the most prevailing economic, anthropological and political theories. Thus, by the end of the course, students will not only be knowledgeable with regard to European history's dense chronology, they will also be familiar with the methodologies that contemporary analysts utilize to formulate their foreign policies. Texts: Arendt, *The Origins of Totalitarianism*; Craig & George, *Force and Statecraft: Diplomatic Problems of Our Time*; DePorte, *Europe Between Superpowers*; Gilbert, *The End of the European Era, 1890-Present*; Hitler, *Mein Kampf*; Machiavelli, *The Prince*; Marx, *The Communist Manifesto* and Palmer & Colton, *A History of the Modern World*.

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*; Keene, *Anthology of Japanese Literature*; Jung Chang, *Wild Swans*; Salzman, *Iron and Silk*; Spence, *The Death of Woman Wang*; Tan, *The Joy Luck Club*, the daily *New York Times* and photocopies and videotapes as assigned.

MATHEMATICS

The Mathematics Department believes that the process of learning mathematics and students' attitudes toward that process are as important as the learning of mathematics itself. All of our classes are designed with four fundamental goals in mind:

1. Students should be able to use and interpret mathematics graphically, numerically and algebraically.
2. They should be able to read, write and speak about mathematics with clarity and precision in both the language of mathematics and in standard English.
3. They should be able to work productively with other students in small groups and in seminar-style discussions.
4. They should recognize and appreciate the utility of mathematics as a tool in the physical, social and life sciences as well as its beauty as a pure intellectual pursuit.

To these ends, we fully utilize technology such as graphing calculators, spreadsheets and other computer software to help students develop multiple perspectives on mathematics and broaden the scope of the material covered in each of our classes. Cooperative learning structures and seminar-style classes encourage active discussion and debate. In addition to traditional techniques of evaluation, alternative assessments such as papers, journals, individual and group projects, oral presentations and defenses and peer evaluations expose students to a wide variety of mathematical research and discourse.

Course Offerings

We offer full-credit courses in Algebra I, Geometry (regular and honors), Algebra II (regular and honors), Precalculus (regular and honors), AP Calculus (AB and BC), and AP Statistics. Students typically take one of the course sequences described in the table below:

Algebra I				
Geometry or Geometry Honors				
Algebra II			Algebra II Honors	
Precalculus		AP Statistics	AP Calculus AB	Precalculus Honors
AP Calculus AB	AP Statistics	[none]	AP Statistics	AP Calculus BC

Algebra I

Algebra I introduces modern elementary algebra and covers topics such as the real number system, graphing, systems of equations and inequalities, factoring, rational and radical expressions, and solving linear and quadratic equations.

Geometry

Geometry is a thorough study of Euclidean plane and solid geometry. Review of important topics from first-year algebra is integrated into the course as well. During the year, students are also introduced to the writing of formal proofs in an axiomatic mathematical system. Geometry Honors has a similar syllabus, but topics are explored more rigorously and in greater detail.

Algebra II

Algebra II continues the study of algebra begun in Algebra I and includes quadratics, the complex number system, function theory, and polynomial, exponential and logarithm functions. Selected topics from linear algebra, probability and statistics are also integrated into the course throughout the year.

Precalculus

Precalculus focuses on the fundamental concepts of college algebra and trigonometry, building a “toolkit” of all the major continuous functions used in real analysis. Bivariate data analysis is interwoven into the course to provide a unifying structure for the course throughout the year.

Advanced Placement Calculus AB

This course is equivalent to a first-semester, college-level course in one-variable calculus. The course examines differential and integral calculus, with an emphasis on applications drawn from the physical, life and social sciences. Students are eligible to take the AP Calculus AB exam at the conclusion of this course.

Algebra II Honors

Algebra II Honors covers approximately the same content as the regular Algebra II and Precalculus courses in a single year.

Precalculus Honors

Precalculus Honors spends the first half of the year studying material centered around the themes of recursion, iteration, induction and mathematical modeling. In the second half of the year, students begin the study of calculus which will be continued the following year in Calculus BC.

Advanced Placement Calculus BC

AP Calculus BC continues the study of differential and integral calculus which begins in Precalculus Honors the previous year. Taken sequentially, these two courses contain material equivalent to the first two semesters of college-level calculus. Students are eligible to take the AP Calculus BC exam at the conclusion of this course.

Advanced Placement Statistics

AP Statistics is equivalent to a college-level, non-calculus based introductory course in statistics. The course contains four major themes: exploring and analyzing data, planning studies and collecting data, mathematical modeling and hypothesis testing through statistical inference.

Electives

Staff permitting, the Mathematics Department also offers one or more half-credit elective minors each year. These minors offer students a chance to explore areas of mathematics outside of their major courses. In recent years, the Department has offered courses such as Probability and Statistics, Finite Mathematics, Modern Applied Mathematics and Topics in Mathematics, but the actual offerings vary from year to year according to student and faculty interest. Minors are open to V and VI Formers who have completed Algebra II or to students who have the permission of the Mathematics Department.

COMPUTER SCIENCE

The intention of the Computer Science Department is to help acquaint students with the technology they will encounter at St. Andrew's, at college and beyond. During their time at St. Andrew's students will be exposed to computers in many different areas of the School. They will write English papers on a word processor, create a graph using a spreadsheet for a math class, find information in the library from a CD ROM for a history project and run computer-based experiments in a science class. New students go through a one-term orientation class which introduces them to the computer lab and teaches them the

basic computer skills they will need. Students who are interested in learning more can go on to take one of the full-year courses described below.

Computer Literacy

This course gives an introduction to the computer lab and teaches students how to operate computers and run programs. Students will learn the basics of word processing, spreadsheets and databases as well as how to print, save, copy and back up files. This course is required for all new students who do not pass a proficiency test. (fall term)

Computer Programming in Pascal

In this minor course students will learn to write computer programs in Pascal. They will learn to use procedures, functions and different data types to keep their programs well organized. The course will emphasize how the computer can be used to aid in problem solving. (Prerequisite: Algebra II or permission of the Department.)

Computer Applications

This minor course emphasizes using the computer as a tool. It is a project-based course in which the students work both individually and in groups on the computer. They will learn to use advanced computer applications such as a scanner, graphics programs, desktop publishing programs and CD ROMs. Some of the projects will be determined by the interests of the class.



At all levels of foreign language teaching the Department has as its primary goal the enrichment and broadening of the perspectives of its students. We seek to foster an understanding and appreciation of other cultures and their history, literature, art and geography via the study of language.

The process of active learning to which the students are exposed provides them the opportunity to achieve individual excellence while learning to work with and respect their peers. Our classes are small (10-12 students average), and by stressing strong comprehension and communicative skills at all levels we prepare students to express themselves in everyday situations as well as in discussions of literary and historical texts. We work to make our classes dynamic and challenging, while preparing students for college and life after St. Andrew's.

Our teachers have all lived abroad, and most, if not all, hold advanced degrees in their fields. We encourage students to travel, and in the summer there are often trips to countries such as Spain, France, Guadeloupe and Mexico offered by teachers in the Department. We also recommend specific programs to students who are interested in a study or travel abroad experience.

Most students study language at St. Andrew's for three to four years and after completing our most advanced courses may earn college credits for their efforts. Regardless of whether they chose to take an AP exam, a student who completes our program will be a better-informed world citizen and will be able to use a second language to explore and understand other cultures and people.

French (100,150)

This is an introductory course for students with little or no prior exposure to French. Oral aspects of the language are emphasized, with attention also given to promoting proficiency in listening, writing and reading skills. An overview of the basic principles of French spelling, pronunciation and grammar is given, as well as an introduction to Francophone culture. Texts: Valette, *French for Mastery 2: Tous Ensemble*; AMSCO *French First Year*.

French (200, 250)

By strengthening and developing the skills acquired in French I, this course emphasizes the building of vocabulary and the application of grammatical concepts. A review of the indicative forms and uses is followed by an introduction to the subjunctive. Readings include various expressions of Francophone culture as well as literary selections. Students are expected to develop and demonstrate their oral proficiency by vigorous participation in the classroom. Texts: Valette, *French for Mastery 2: Tous Ensemble*; Glencoe, *A Bord*; AMSCO *French Two Years*; Sempé-Goscinnny, *Le Petit Nicolas*; Antoine de Saint Exupéry, *Le Petit Prince*; and selected short stories by Guy de Maupassant..

French (300)

French 300 continues the study of essential language structures in the context of historical, cultural and contemporary issues in Francophone civilization. This course is conducted entirely in French and many of the evaluations are oral. Texts: Heinle & Heinle, *Connaissances et Réactions*; AMSCO, *French Two Years*.

French (400)

This course is designed to serve as a transition from the study of language to the study of literature. Students read and discuss selections of several periods of French literature and a wide variety of authors and genres. This course stresses the development of the skill to speak accurately and confidently, to present oral reports and to prepare accurate written compositions. The class is taught entirely in French. Students often make formal oral reports, and frequent compositions are assigned. Texts: D.C. Heath & Co., *Moments Littéraires*, *Anthologie pour cours intermédiaires*; AMSCO *French Three Years*.

Francophone History and AP French Language (500)

This advanced level college preparatory course is designed to provide students with an historical and political context for their readings of Francophone literature. Past and present relations between France, her European neighbors and former colonies will be examined in depth. Students will explore regional and historical themes through written exercises, class discussions and independent projects. Advanced grammar concepts and conversational skills will be emphasized. Course materials will be drawn from a wide variety of sources and include periodicals in both French and English, historical background texts, selected literary texts and appropriate resources from the internet. At the conclusion of this course students may opt to take the Advanced Placement French Language Exam.

Texts: Anthologie: Litterature Francophone, L'Année Francophone Internationale, *Le Monde*, *Le Nouvel Observateur*, and *The New York Times*.

Francophone Literature and AP French Language (600)

This course will survey the literature of the French Diaspora. Students will sample works from France, the Caribbean, West Africa, Asia and Canada. Each work will be studied in its political and historical context and will include supplementary readings from current events and film. In addition to learning the techniques of literary analysis, students will continue to develop their skills in writing, listening comprehension and speaking. This course will emphasize advanced skills in grammar and composition. Students will learn to develop a thesis and write formal dissertations culminating in a final exhibition project. Students may opt to take the Advanced Placement French Language Exam in the spring. Texts: Tournier, *Vendredi ou des Limbes du Pacifique*; Laye, *L'enfant Noir*, Schwartz-Bart, *Pluie et Vent sur Tehumée Miracle*.

Spanish (100, 150)

This course is an introduction to both the basic vocabulary and grammatical structures of the Spanish language as well as to the Hispanic culture abroad and here in the United States. It prepares a foundation in the four language skills: speaking, writing, reading and listening comprehension. Emphasis is given to the communicative use of Spanish through situational dialogues, pair work, skits and oral evaluations. Text: Valette, Spanish for Mastery 2; Supplemental readings.

Spanish (200, 250)

This course 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. Texts: Valette, Spanish for Mastery 2; supplemental readings; Schaum's Spanish Grammar; McGraw-Hill: *Apeximaciones al estudio de la literatura hispanica*.

Spanish (300)

This course uses a thematic approach to study historical, artistic and literary aspects of the many Hispanic civilizations of past and present. Students review and begin to use the complex grammatical structures found in authentic texts. This course is conducted entirely in Spanish, and many of the evaluations are oral. Texts: Schaum's Spanish Grammar; Longman, *Una Vez Mas*; D.C. Heath, *¡Díme! Pasaporte al Mundo XXI*. (Prerequisite: Spanish 200 or equivalent.)

Spanish (400)

In this course students are introduced to the study of literature and gain essential skills for reading at a more advanced level in a second language. Advanced grammar is presented and writing skills are honed. The class is conducted primarily in Spanish and evaluations include oral presentations and exams, written tests and essays. Texts: Gabriel García Márquez, *Cinco Maestros*, *El coronel no tiene quien le escriba*; Longman, *Una Vez Mas*; Barron's, SAT II Spanish.

Latin American Studies (500)

At this point in our Spanish curriculum, there is a substantial change in focus from grammar and literature to the art, film, history and politics of Latin America. Conducted in Spanish, this course is designed to give students a context for the literature of Latin America that they have already read in our 200-, 300- and 400-level courses. Though we begin with the pre-Colombian civilizations, our primary focus is on the 20th Century and current events in Latin America. Some topics covered are the political importance of the Mexican Muralists movement, the rise of dictatorships in Latin America, the role of women in resistance movements in Chile and Argentina in particular, the involvement of the United States in Latin America, the age of revolution in Latin America, and the vast variation from country to country in Latin America today. The course will end with a major paper and oral presentation on a subject of the student's choice. Students may also opt to take the AP Spanish Language exam at the conclusion of this course. Texts: *Campo Abierto: Lecturas Sociopolíticas de Hispanoamérica* and a collection of readings selected by the teacher. Films: *The Mission*, *Missing*, *La historia oficial*, *Romero*, *Salvador*, *Kiss of the Spider Woman*.

Spanish and Latin American Literature and AP Spanish Language (600)

In this course students study a variety of authors in historical and political context. Students also read newspapers in English and Spanish in preparation for a weekly current events discussion of topics relevant to Spain and Latin America. Evaluations include analytical papers and oral exhibitions. The class is conducted entirely in Spanish, and students may opt to take the Advanced Placement Spanish Language exam in the spring. Authors studied include: Federico García Lorca, Rosa Montero, Gabriel García Márquez, Pablo Neruda and Sepúlveda.

CLASSICAL LANGUAGES

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 is a reasonable minimum, but students who are able should continue with the third year of Latin, which provides a fluency in the reading of works integral to the Western cultural tradition. To the advanced student, the fourth and fifth year offer the opportunity to study in greater depth and perspective the more profound literary and philosophical works of the Ancient World. Honors students in Latin III should consider taking the College Board Examination in Latin. Honors students in Latin IV or V should consider taking the Advanced Placement examination.

Latin I

An introduction to the basic forms and syntax of Latin. Text: Dewitt, Gummere and Horn, *College Latin*.

Latin II

This course continues the study of Latin grammar and sentence structure and introduces students to the Latin prose of Caesar. Text: DeWitt, Gummere and Horn, *College Latin*.

Latin III

This course emphasizes the facile handling of Latin prose through extensive reading of Caesar and Cicero while exploring the rhetorical structure of classical literature. Text: Jenney, Coffin and Scudder, *Third Year Latin*.

Latin IV

Students read the epic Latin poetry of Vergil, with a survey of the historical, social and political background of the Augustan period. Text: Jenney, Scudder and Coffin, *Fourth Year Latin*.

Latin V

Students read the lyric Latin poetry of Catullus and Horace and gain a deeper appreciation for poetic structure, versification and literary criticism. Texts: Merrill, *Catullus*; Shorey and Laing, *Horace, Odes and Epodes*.

Introductory Greek

This minor course introduces students to the vocabulary, grammar and syntax of ancient Greek. Text: Greek, *An Intensive Course*.

RELIGIOUS STUDIES

In keeping with the Founder's vision and purpose, St. Andrew's School has included Religious Studies in its academic curriculum since the School was begun. Recognizing the strong influence religion has played in shaping Western civilization, individual character and faith assumptions, we continue to present a curriculum whose purpose is to examine the Judeo-Christian and philosophical traditions which have played a fundamental role in the development of the modern West.

Today the student body of St. Andrew's brings to our community a wide variety of backgrounds, religious beliefs and cultural traditions. We attempt to respond to this diversity by offering courses that respect these differences and hold the same high standards and expectations as all other academic departments in the School. For students who have religious beliefs, we provide an intellectual content to their faith. For students who have no religious tradition or an alternative one, we offer an historical, theological and cultural introduction to Judaism and Christianity. In the senior year this is supplemented by an offering in world religions. Though not specifically a religion course, Health and Human Potential is also included in our department.

Thus the course at the IV Form level covers the major parts of the Bible, the life and teachings of Jesus, the nature of humankind and the 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 the teachings of Western philosophy in the fall term.

The course offerings for the winter and spring address world religions, gender issues, theology in contemporary film and fiction and religion in America. The aim here is to introduce students to some of the many varied ideas and theologies they will encounter in college. 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 theological writers and thinkers of the Western and non-Western world.

History & Literature 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 community. 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 1st Century are studied in the Acts of the Apostles. The final unit of the course is devoted to reflection about religious persecution, specifically in the Holocaust and the modern

Palestinian/Israeli conflicts in order to illustrate how the issues and problems raised by the Biblical writers are still faced by people today. Texts: *The New Revised Standard Version*; Marshall, *A Guide Through the Old Testament*; Chacour, *Blood Brothers*; Wiesel, *Night*. (IV Form)

Health and Human Potential

This course, which meets twice per week for half the school year, focuses on values, self-esteem, physical and emotional health care, decision making, 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, roleplaying, films and current research are used to explore critical issues such as drugs, alcohol, sexuality, changing relationships, stress and specific adolescent concerns. (IV Form)

An Introduction to Philosophy

The goal 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. Through lectures and follow-up discussion sessions, we raise the classical philosophical questions of epistemology, ontology, metaphysics, theology, ethics and aesthetics. Text: Castell, Borchert, & Zucker, *An Introduction to Modern Philosophy*. (VI Form, fall term)

(In the winter and spring terms, VI Form students choose one of the following electives.)

Gender Issues in the 20th Century

This course looks at history, roles, perceptions and expectations in a period of changing views about gender. The pace of change has quickened since 1970. Gender differences and similarities are being written about by biologists, psychologists, educators, philosophers, theologians, poets and novelists.

An historical overview of assumptions about gender in Western civilization, beginning with Greek philosophy, will be followed by a second major unit which will include women’s theology and spirituality, changing perspectives of women in Biblical studies and the role of women in the churches. Changing gender roles in American society will be studied next, followed by developments in Asia and Africa. Throughout the course there will be readings of essays, poetry and recent studies dealing specifically with gender issues.

An Introduction to Ethics

In this class we will briefly survey a history of theological and secular ethics from Aristotle to the New Testament to Hobbes and Locke and the 20th Century thinkers.

In the spring term, we will work in specific areas such as the ethics of relationships and sexuality, medical ethics and environmental ethics.

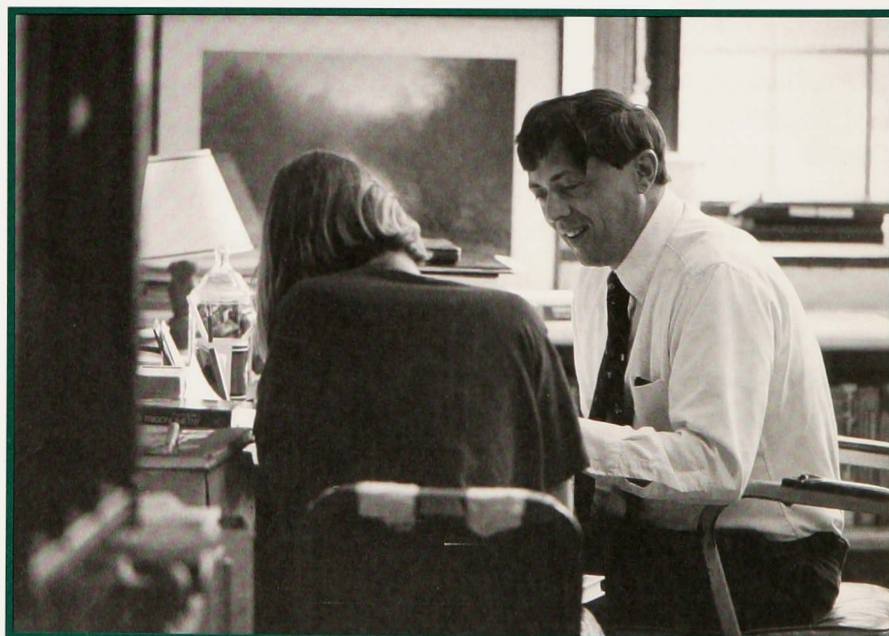
An Introduction to World Religions

This seminar studies some of the world’s major religious traditions, including Hinduism, Buddhism, Judaism, Christianity and Islam. The course asks questions of each religion, such as “What is the nature of the divine?” and “What form does prayer or meditation take?” We compare the

answers and discuss possible implications for theories about religion in general and for our own belief systems. At the end of the spring term the class chooses one smaller religious tradition to study in comparison to the world religions. Choices in the past have included a Native American tradition and Zoroastrianism.

Religion in America

A study of the diversity of religious experience and culture in 20th Century America will be the focus of this seminar. The course will have three emphases: (1) the origins, beliefs and practices of the major denominations; (2) American secular religion; and (3) student’s own religious heritage and present beliefs.



People cannot live productively or responsibly as citizens without an understanding of science. Developments in science and technology have greatly affected human society and the natural environment during the last century; their effects are certain to be even more dramatic in the next.

The St. Andrew's Science Department seeks to develop scientifically literate young men and women who can apply the skills of observation, measurement, experimental design and analysis to acquire knowledge, solve problems, and act responsibly; this is accomplished through courses in biology, chemistry and physics that rigorously present the essential knowledge of each discipline while stressing laboratory and field investigations.

Biology

As a first science, biology is a thorough and stimulating introduction to the study of life 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 ecology, evolution of the diversity of life, similarities between plants and animals and human structure and function. Extensive field and laboratory work and supplemental reading add to the course spectrum. Text: Johnson and Raven, *Biology: Principles and Explorations*; Mowat, *Never Cry Wolf*; Hubbell, *A Country Year*. (III or IV Form.)

Advanced Biology

The aim of this second-year biology course is to examine a broad range of topics in biology with the general theme of the unity and diversity of life. Some of the topics covered include the cell, classification, human physiology, cellular and molecular processes, and genetics and evolution. There are Advanced Placement laboratory investigations, supplemental readings and year-long independent projects. Text: Curtis and Barnes, *Biology*; Goodall, *Through a Window*; Lopez, *Of Wolves and Man*. (Offered in alternative years; V, VI Form. Prerequisite: Biology and with departmental permission.)

AP Environmental Science

This Advanced Placement course focuses on the substantive science related to environmental problems and issues. AP Environmental Science attempts "to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the relative risks associated with these problems and examine alternative solutions for resolving and preventing them." Text: Miller, *Living in the Environment*; McPhee, *Encounters with the Archdruid*. (Offered alternative years. V, VI Form. Prerequisite: Algebra I, Biology and departmental permission.)

Chemistry

This course concentrates on the fundamentals of descriptive and theoretical chemistry. Emphasis is placed on atomic models to explain macroscopic physical and chemical properties and processes; standard chemical calculations and problem solving are included. Weekly laboratory work complements class discussions and demonstrations. Topics include atomic structure, stoichiometry, gas behavior, kinetic theory, acids and bases, oxidation-reduction, electrochemistry, nuclear chemistry and organic chemistry. Text: Burns, *Fundamentals of Chemistry*. (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. 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

This second year course offers students the opportunity to study the major topics of general chemistry in greater depth and with more quantitative rigor. Advanced chemistry closely follows the College Board Advanced Placement syllabus and includes the following topics: thermodynamics, kinetic theory, solution chemistry, acid-base theory, electrochemistry, nuclear chemistry, atomic structure, chemical bonding and organic chemistry. Weekly laboratory investigations, which make extensive use of computer interfaced instrumentation, complement classroom lectures, demonstrations and discussions. Text: Oxtoby and Nachtrieb, *Principles of Modern Chemistry*. (V, VI Form. Prerequisite: Departmental permission.)

Physics

This class takes an interdisciplinary approach to the study of physics 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 also is placed upon developing problem-solving techniques. Independent projects are encouraged in areas of student interest. Laboratory work is an integral part of this course. (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 areas of classical mechanics, thermodynamics, electricity, magnetism, optic and modern physics. There is great emphasis on mathematical techniques in problem solving. Laboratory work is an integral part of this course. (V, VI Form. This course is taken concurrently with Precalculus Honors and with departmental permission.)

Advanced Physics

This course, which is a continuation of Honors Physics, is intended for highly interested and motivated students. The content varies according to student need and topics not covered in Honors Physics. Advanced Physics typically follows the College Board Advanced Placement syllabus Level C, covering both mechanics as well as electricity and magnetism. Emphasis is placed on using calculus. Laboratory work complements the presentation of all topics. Computer-interfaced instrumentation and spread sheet programs are used routinely for experimental measurement, data analysis and numerical modeling. Text: Halliday, Resnick and Walker, *Fundamentals of Physics*, 4th Edition. (Elective in the V or VI Form. Prerequisite: Honors Physics. This course is taken concurrently with Calculus BC or with departmental permission.)



THE CREATIVE ARTS

At St. Andrew's, artistic endeavors spill over from the classroom into the everyday life of students. But the skills of expression are fostered in a classroom setting where students develop a firm understanding of the theoretical, historical and cultural background of the arts. Student artists emerge and grow through formal training, free expression and close contact with established faculty artists, who, side by side with the students, are cultivating their own work. What emerges is a strong sense of the lifelong importance of the arts as something to be cherished, as an ongoing process of renewal and growth, as, ultimately, a goal of finding the inner expression of one's self.

The visual arts are pursued in the art building, which is located on the north side of campus. With high ceiling, slanted roof and interesting plays of light, students find the inspiration to create. The studio remains open throughout the day, and instructors are often available to assist students who wish to work in their free time.

St. Andrew's is rarely without music. During the afternoons one can often hear the melodic strains of Chopin, the electronic pulse of a student rock band or the harmony of voices in counterpoint with the crack of ball against bat, the swoosh of soccer ball in the net or the cheer of enthusiastic spectators. But the first notes begin in the teaching studios and practice rooms, where students learn fundamentals of expression. Encouraged to perform for the School community, many students participate in recitals held in the acoustically live Cameron Room with its large Romanesque window. Student bands are very

common. Over the years some of our students have left our practice rooms and gone on to professional recording studios.

The community sets aside one week-end each May, Arts Weekend, for the entire School to come together for recitals, concerts, exhibits and theater.

History of Music

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. 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. An introduction to the basic elements of the digital music studio is provided in the spring term. (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 techniques into original compositions. Emphasis is on 20th Century style. (Elective minor for III through VI Forms. Prerequisites: Music Theory or examination by the Department.)

Digital Music

This course, held in the School's digital music studio, is designed to acquaint students with all the equipment found in such a complex. Students are shown the operation of synthesizers, samplers, MIDI input devices, notation and sequencing programs and mixers. (Elective minor. Prerequisite: Music Theory or Music Composition.)

Music Major

This course explores music and music literature (i.e., scores) from roughly 400 AD to 1990 AD, primarily through the tracing of various forms as they developed through the centuries (for example, mass, opera, symphony). Elements of history, theory, composition and sociology will be combined into a cohesive approach. There will be heavy emphasis on listening in this course, and students will be expected to listen to works on their own time. A component of this course is devoted to work in the digital studio, though not nearly of the same scope as that devoted to the Digital Music course itself. Private lessons may be taken in addition to this part of the major. (Prerequisites: Ease in reading music. Strong interest in music as evidenced by involvement in earlier years at St. Andrew's.)

Introduction to Music

Students select an instrument and explore the effects of pitch, duration, timbre and intensity. Some elementary compositional techniques are also utilized. This course meets one period per week. (Required of all III Formers not enrolled in Introduction to Studio Arts.)

Introduction to Studio Arts

This major course, open only to III Formers, combines the study of drawing and ceramics in the studio arts and the Introduction to Music course. The drawing component includes basic drawing disciplines in various media; and, in ceramics, the students are introduced to the basic techniques of ceramics.

Drawing I

Drawing I is an extension of the studio art drawing course. The bulk of the course is dedicated to rendering images of the surrounding countryside in graphite. Composition, tonalities, volumes and textures are created through a specific methodology that introduces students to an advanced representational approach. During the spring term students are introduced to a variety of wet media techniques (watercolor, ink washes, etc.). No prerequisites.

Life Drawing

The Life Drawing course introduces interested students to the tradition of drawing the figure from life. The human form is rendered through an intensive study of proportion and anatomy. Students are required to produce a self-portrait every week.

(Prerequisites: Studio Arts, Drawing I, Painting or consent of the instructor.)

Oil Painting

The painting course introduces students to traditional forms of oil painting. Subjects include still life, landscape, portraits and figurative imagery. Although a majority of the work is executed in the studio, the class is often conducted in the surrounding countryside. (Prerequisites: Studio Arts, Drawing I.)

Printmaking

The print-making course is designed to introduce students to a wide variety of printing techniques. The methods covered include lino-cut, wood-cut, lithography, mono-type and dry-etching. The course is designed for students with no prior knowledge of the subject matter and meets weekly for a double period.

Photography

This course encourages students to explore the expressive qualities of black and white photography while learning camera fundamentals. Students will master such basics as metering, exposure, film developing, contact printing, enlarging and photographic finishing and presentation. A study of contemporary and historical photography complements practical exercise and dark-room work. No prior experience is required, but access to a 35mm camera with manual exposure capability is necessary. (Elective minor.)

Advanced Photography

Further investigation into the aesthetics and techniques of black and white photography enables students to explore alternative processes as well as personal concepts and viewpoint. In the studio, students experiment with

techniques including hand coloring, sepia toning, solarizing and gumi bichrome printing processes. An examination of historical and contemporary photography complements the development of a subject and personal vision. Students complete a portfolio of finished images each term.

Private Music Lessons

Lessons in brass, woodwind, percussion instruments, guitar, piano and organ are available through the Music Department of the School. Priority is given to returning students who have already studied at School. The registrar's office will work to find a period in the week that is free for both the instructor and student.

Voice instruction is arranged in groups. Private instruction is given only to students who have studied voice privately before coming to St. Andrew's, and every effort is made to enable them to continue.

String instruction is provided by a professional string teacher who comes to the School one day a week. Because of this we must try to schedule all of the students on this one day (the choice of which is flexible).

Although every effort is made to accommodate private lessons for music students, lessons are not guaranteed.

We encourage all students to make sure that they will have enough time during the week to spend adequate time practicing before signing up for lessons. A minimum of two hours weekly is suggested.

Sculpture

Students work on three-dimensional projects as they explore a wide range of concepts, skills and processes. Three major projects each term allow students to work in a larger scale than most have previously encountered. Typical projects include modeling clay, plaster and wire construction, binding with paper and wood construction. The class as a whole will present a group installation in the spring term. Grading of each project will consist of critiques of the work in progress and a final critique of the finished sculpture.

Pottery I

In this introductory course, students learn basic skills for working with ceramic materials, from developing initial concepts to completion of finished pieces. Emphasis is placed on a broad range of technical skills including hand building and wheel throwing, enabling the students to generate a variety of forms. Assignments cover conceptual approaches from sculptural, functional and decorative directions and serve to broaden students awareness of clay as an expressive medium. Slide presentations expose students' to contemporary and historical influences. (Elective minor for IV through VI Formers.)

Pottery II

In this studio arts course students begin to use clay for personal expression of their aesthetic concerns. Through assignments students explore advanced techniques in clay manipulation, surface decoration and firing. To develop and nurture an individual approach,

students focus on one particular forming method in hand building or wheel throwing, in low or high temperature glazing. Demonstrations, slide presentations, critiques and ongoing discussion of student work supplement studio work. (Elective minor for IV through VI Formers.)

Art Major

The Art Major is designed for students who are interested in investigating advanced methods and concepts central to the visual arts. Students work in a variety of media, both traditional and experimental. Over the spring term students develop a body of work of their own choice. During this time each student is encouraged to mount a solo or group show representative of the breadth and depth of their portfolios. (Prerequisites: Painting, Life Drawing.)

Voices of Drama

This course is a requirement for all IV Formers and meets twice a week for half of the school year. While this course is grounded in theatrical performance, it does not focus on acting. Voices of Drama concentrates on a range of activities such as work in diction, public speaking, improvisation, creative writing, scene performance and oral presentation. This class provides an intimate atmosphere for students to ease into the often intimidating challenges of public performance and self-evaluation. Students will learn

to view constructive criticism as a vehicle for learning and growth which should be welcomed and pondered, not avoided.

Upon completion of this course, a student will be able to compose an original speech of an academic nature or a fictional dialogue of a dramatic nature and perform this work for the class comfortably. After each presentation, students will be prepared to accept valid criticism from classmates and use the comments to improve their work. The techniques they acquire in this course will be needed on many occasions during their St. Andrew's careers.

Stage Interpretations

Interpretations is a minor course open to V and VI Formers. Students study plays and scenes from Ibsen, Chekov, Shakespeare and Williams. In this class we concentrate on play and character analysis through the eyes of an actor (as contrasted to those of an English student). This course is meant to expose the student to the essential aspects of acting—often overlooked during play rehearsals because of time constraints.

Upon completion, students will have a firm understanding of the Stanislavsky and other method techniques and be able to follow the disciplines independently. As part of the final project, each student will perform in a scene which he or she has chosen and directed personally. Each must include a notebook detailing the exercises and improvisations used during rehearsal to explore and define the characters.

RESIDENTIAL LIFE

HOME AWAY FROM HOME

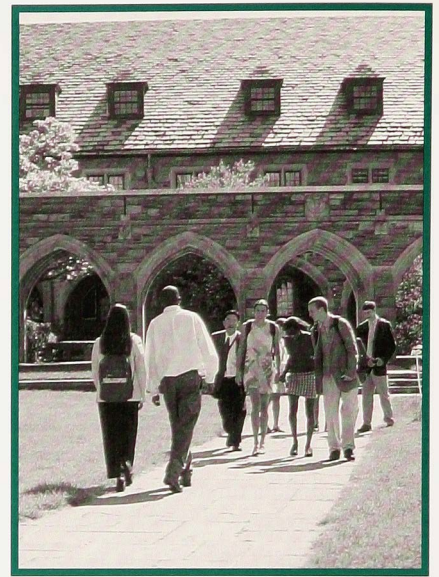
It is difficult to exaggerate the importance of residential life at a boarding school. Many of the most valuable lessons our students learn are taught through the interaction they have with their peers and faculty during unscheduled moments on the corridors.

The corridor parent has overall responsibility for the students who live under his or her care. If married, the spouse of the corridor parent 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.

VI Form students act as prefects and proctors on all corridors. These students assist the corridor parent in all areas. They perform the vital function of being older brothers or sisters to our younger students. The seniors organize a “Big Brother-Big Sister” pairing with new students, writing to them during the summer with tips on what to bring, and then helping them move in and adjust during the first days away from home. Exercising real responsibility and helping others are among the two most important aspects of a VI Former’s education at St. Andrew’s. Through the structure of our prefect/proctor system, we try to instill this philosophy in our students.

Although our underformers surely learn much of life from their corridor parents and their VI Form prefects and proctors, 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 in their dormitory. 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.



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 eight student advisees. They monitor their advisees' academic, social and extracurricular development. Frequent formal conferences and informal chats with advisees keep the advisor abreast of his or her advisees' endeavors. The size of the School helps keep the lines of communication between teachers, coaches, corridor parents and the advisor open. 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 casual visits augment more formal conferences between advisor and student and help to create the family-like atmosphere at the School.

HEALTH CARE

A full-time nurse or her assistant is available 24 hours a day in our infirmary and dispensary. 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 headmaster, 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.

COMMUNITY EXPECTATIONS

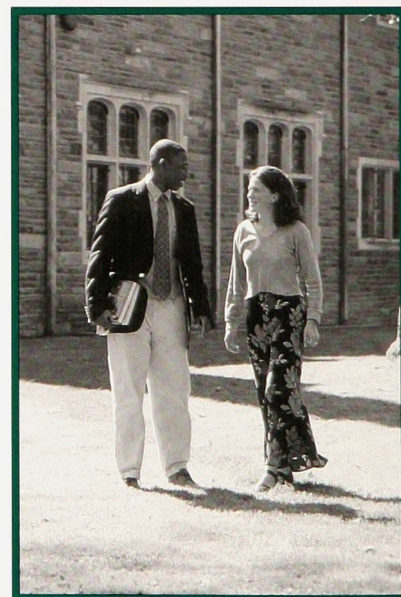
Experience tells us that the life and well-being of any community, large or small, rest on the mutual trust, respect and understanding which exist among its members. At St. Andrew's, stealing, lying or any form of dishonesty is unacceptable, as is the use or possession of alcohol or other illegal or harmful drugs. There is no visitation in dormitory bedrooms 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, safety and intelligence would dictate.

St. Andrew's operates under an honor code, as well as a code of discipline. Violation of the honor code or of a major School rule is reviewed by the Honor or Discipline Committee, each composed of students and teachers. The committees recommend disciplinary action to the Headmaster when warranted.

DINING AND DAILY CHORES

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 to slow the pace of our lives and catch up with each other. At the end of such meals, the co-president of the student body announces items of community interest. Our other evening meals are relaxed, cafeteria-style meals which feature a complete salad and dessert bar.

The School expects each student 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 five weeks.



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 local area. Over 70 percent of our students are involved in community service projects each year.

Some of the community service programs to which St. Andrew's students volunteer their time include:

- **BIG BROTHER/BIG SISTER** *Students meet with little brothers and sisters from local elementary schools.*
- **FAMILY LITERACY PROGRAM** *Students work on reading and creative skills with children whose parents attend literacy classes at Middletown Senior Center.*
- **RECYCLING** *Students participate in the ongoing work of collection and delivery in our campus recycling program.*
- **SPECIAL OLYMPICS** *Students play soccer and basketball with special-need children in the SAS gymnasium.*
- **KENT CONVALESCENT HOME** *Students visit to talk to residents, sing Christmas carols, deliver Valentine's Day cards, etc.*
- **SILVER LAKE TUTORS** *Throughout the year, students volunteer to work as teacher assistants in the local elementary school.*
- **ADAPTIVE PE** *Students help physically challenged youngsters swim in the pool.*

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 clubs 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 Concert Choir has produced three CDs in the last few years; the Forestry Club clears new trails around Noxontown Pond; and the St. Andrew's Players put on one major production each term, as well as smaller productions throughout the year.

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

Amnesty International

The Andean (Literary Magazine)

Band (Concert and Stage)

Camera Club

The Cardinal (Newspaper)

Chapel Organizations

Choir (Chapel and Concert)

Community Service Organization

Computer Club

Forestry and Wildlife Club

French Club

Latin Club

Model Congress

Model United Nations

Odyssey of the Mind

Rifle Club

SADD (Students Against Drunk Driving)

St. Andrew's Players

School Service Organizations (Tour Guides, Library, School Store, Tutoring)

Spanish Club

Spectrum Club (Multicultural focus)

Student Government

Woodworking

Yacht Club

Yearbook

COLLEGE COUNSELING

The college counselors work closely with students and their parents throughout the V and VI Form years. The principle goals of the college counseling office are twofold: first, to empower our graduates, through meaningful introspection and focused research, to be successful, happy college students and second, to establish a balanced list of colleges that reasonably suits the special needs and interests of each student.

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

In the past four years, St. Andrew's has graduated 266 students who matriculated at 104 U.S. colleges and universities. Since the recentering of SAT I, the mean SAT scores for St. Andrew's seniors is 682 verbal and 658 math. St. Andrew's takes pride in the fact that many students go to their first-choice college and recognizes that the following college profile 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 two years.



ACCEPTANCES AND MATRICULATIONS

Classes of 1996 and 1997

	ACC.	MAT.		ACC.	MAT.		ACC.	MAT.
Amherst	2	1	Morehouse	3	2	Trinity (CT)	9	2
Barnard	6	4	Mount Holyoke	1	1	Tufts	8	2
Bates	3	1	Naval Academy	1	1	Tulane	7	2
Boston U.	5	1	New York U.	3	1	Ursinus	1	1
Boston U.-Conserv.	1	1	N.C. Sch. of Arts	1	1	Vanderbilt	6	3
Bowdoin	5	1	UNC-Chapel Hill	6	1	U. Vermont	4	1
Brown	4	3	Northeastern	2	1	U. Virginia	10	5
Bucknell	4	1	Northland	1	1	Wake Forest	11	4
Clemson	1	1	U. Pennsylvania	4	2	Washington & Lee	4	1
Colby	10	2	Princeton	7	7	Washington U.	1	1
Colgate	3	2	Randolph-Macon	2	1	Wesleyan	6	3
Columbia	1	1	Roanoke	2	1	West Chester U.	1	1
Connecticut	5	1	Scripps	2	1	Whitman	2	1
Cornell	7	5	Skidmore	3	1	William & Mary	10	2
Dartmouth	9	7	U. S. Caro.-Honors	1	1	Williams	3	2
Davidson	5	4	Stanford	2	1	Wittenberg	2	1
U. Delaware - Honors	6	1	U. Texas	2	1	Yale	5	4
Denison	6	3						
Dickinson	6	2						
Duke	4	2						
Franklin & Marshall	5	2						
George Washington	4	1						
Geo. Washington-Honors	1	1						
Georgetown	11	7						
Georgia Tech	1	1						
U. Georgia	2	1						
Gettysburg	8	1						
Grinnell	1	1						
Hamilton	5	1						
Harvard	3	3						
Johns Hopkins	4	2						
U. Maryland-Scholars	1	1						
Mass. Inst. Tech.	1	1						
U. Michigan	2	1						
Middlebury	8	2						



GENERAL INFORMATION

ACADEMIC FACILITIES

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

Amos Hall, built in 1967, is a superbly designed and equipped facility which includes classrooms for English, mathematics and computer science; classrooms and laboratories for biology, zoology and allied life sciences, chemistry and physics; a lecture hall seating 64, a greenhouse, a "mouse-house," an aquarium and various instrument rooms. Our well-equipped woodworking shop and darkrooms are located in the basement.

Founders' Hall, the largest structure on our campus, was built in stages between 1929 and 1956. In addition to housing classrooms, it is the home of the newly renovated Irene duPont Library, which contains a collection of 30,000 volumes, more than 100 selected periodicals and six daily newspapers. The collection grows at the rate of 1,000 volumes a year.

In the library there are two CD ROM work stations where students can have access to CDs such as SIRS, an online collection of full text articles from over 800 sources which can be searched by subject. There are also six public access terminals for the library's automated card catalogue which allow easy access to the library's information. (The School is also connected by computer to the card catalogue at the University of Delaware.) In addition, the library also houses our audiovisual materials, including videotape recorders, a library of over 700 video cassettes, records, tapes, microfilm, slides and filmstrips and a language laboratory. We subscribe to the DIALOG Classmate Databases, and the School is connected to the Internet.

The School's computer facilities are centered around two laboratories consisting of 20 networked Macintosh computers. The labs are open at all times for students to use, and there are many computers located in the classrooms as well. Four new mathematics classrooms have been outfitted with seven computers each for use during classes. The Science Department has a combination of Macintoshes and IBMs which are used for data collection and analysis and simulations in the laboratory.

Our music facilities include two rehearsal rooms, several practice rooms and a large rehearsal/performance hall. Our studios for drawing, painting, printmaking, sculpting and pottery are located under one roof.

Founders' Hall also houses our newly renovated 370-seat theater.

ATHLETIC FACILITIES

The athletic program is served by superb indoor and outdoor facilities that are accessible to the entire St. Andrew's community. These facilities remain open for student and faculty use throughout the year.

The athletic building has two basketball courts, two wrestling rooms, an exercise/weight training room, a dance studio, a rifle range and locker rooms for home and visiting teams. In addition, the athletic building will have five new international squash courts beginning in the winter of 1998.

The Kip duPont Boathouse, built in 1990, contains 18 shells and allows easy access to the 1500-meter crew course on Noxontown Pond. In the spring, as many as ten eight-person shells will launch from the docks every afternoon.

Our state-of-the-art, six-lane swimming pool is available daily for the serious and recreational swimmer. Its northern wall is made of glass and provides a panoramic view of the eight playing fields used for football, soccer, field hockey and lacrosse.

Other outdoor facilities include: two baseball diamonds, nine all-weather tennis courts and two paddle tennis courts. A five-kilometer cross-country running course meanders along the banks of Noxontown Pond. The pond is used also for informal sailing, canoeing and swimming.

Sports available are:

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

FACULTY AND ADMINISTRATION

John P.N. Austin

Chair, English Department
B.A., Williams College
M.A., Middlebury College
M. Phil., Columbia University

Bradford D. Bates

History
B.A., Dartmouth College
Dartmouth College

Lisa H. Bates

Chair, Modern Languages Department
B.A., Colby College
M.A., Boston College

Melissa B. Bride

Dean of Students, Modern Languages
B.A., Colby College
M.A., Middlebury College

G. Lindsay Brown

Advisor, Honor Committee;
History, Mathematics
B.A., Williams College
M.A.L.S., Dartmouth College

Darcy F. Caldwell

English, Academic Advisor to V Form
B.A., Brown University
Ed.M., Harvard University

Peter J. Caldwell

Assistant Headmaster for External
Affairs, Director of Admission and
Financial Aid, Advisor to III Form Boys
A.B., Bowdoin College
Ed.M., Harvard University

Marc F. Cheban

Music, Chair, Arts Department,
B.M., West Chester State College
M.M., Eastman School of Music
University of Rochester

Ann S. Chilton

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Counseling
A.B., Princeton University

Robert M. Colburn

Science, Director of Cocurricular
Programs, Director of Boys' Athletics
B.A., Haverford College
M.S., University of Delaware

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M.S.T., University of New Hampshire

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M.A.T., School for International
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Co-director Residential Life
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M.T.S., Harvard Divinity School

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M.S., Louisiana Polytechnic Institute
Ph.D., New Mexico State University

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M.Div., Yale University

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Diahann T. Johnson

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M.A., University of Delaware

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M.S., Northwestern University
Lehigh University

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Ian S. MacNairn

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M.A., Bread Loaf School of English,
Middlebury College
M.A., Columbia University
M.Phil., Columbia University

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Business Manager
B.A., Duke University
M.B.A., Babson College

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M.F.A., University of Pennsylvania

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M.A., William and Mary
Ph.D., University of Tennessee

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Glasgow University
Cornell University

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Mai Yee Mok

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Thomas D. Odden, Science

B.S., M.S., Purdue University

Franchesca M. Profaci

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M.A., Washington College

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M.A., Middlebury College

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M.A., Middlebury College

Aimeclair Roche

Chair, Classical Languages Department
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Spanish
B.A., Kenyon College

Robert B. Rue

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M.A., Middlebury College

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Director of Communications
B.A., Villanova University
M.F.A., University of North Carolina at Greensboro

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Lundy E. Smith

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B.A., Pomona College
M.A., Middlebury College

William S. Speers

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A.B., Princeton University
M.A., Middlebury College

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B.A., Williams College

Robert H. Stegeman, Jr.

*Chair, History Department;
Dean of Faculty*
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M.A.T., Harvard University
Stanford University

Shannon H. Stegeman

*Librarian,
Assistant Director of Admission*
B.A., Longwood College

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English, Director of College Counseling
B.A., Tufts University
M.A., Stanford University

Kyla Terhune

Science
B.A., Princeton University

Larry L. Walker

Music, Director of Bands
B.M., Peabody Conservatory
University of Florida
University of Delaware

David M. Wang

Chair, Mathematics Department
B.S., Yale University
University of New Hampshire

Heather Williams

English, Soccer, Basketball
B.A., Williams College

Helen M. Wolf

School Nurse
B.S.N., University of Delaware
University of Delaware

Harvey Zendt

Assistant Dean of Students
B.A., Trinity College
M.A., University of Pennsylvania

Louisa H. Zendt

Associate Director of Admission
B.A., University of Pennsylvania

FALL TERM

Athletic Camps by Invitation:

Football
Boys' & Girls' Soccer
Boys' & Girls' Cross-country,
Field Hockey, Volleyball
August 26 - 27

VI Form Arrives by 4 p.m.
August 29

All Students Arrive 11a.m.-3p.m.
August 31

Homecoming
Trustee Weekend
September 19 - 20

Long Weekend
October 2 - 5

Parents' Weekend
October 18 - 19

Fall Term Examinations
November 19 - 22

Fall Term Ends at noon
November 22

WINTER TERM

Students Return by 6 p.m.
November 30

Service of Lessons and Carols
December 14

Christmas Vacation Begins at noon
December 18

Athletic Camps Return by 2 p.m.
January 2

Students Return by 6 p.m.
January 4

Long Weekend
January 29 - February 1

Trustee Weekend
Theater Production
February 20 - 21

Winter Term Ends at noon
February 28

SPRING TERM

Athletic Camps Return by 2 p.m.
March 18

Students Return by 6 p.m.
March 22

Long Weekend
April 24 - 27

Dance Weekend
May 2 - 3

Arts Weekend
May 9 - 10

Advanced Placement Exams
May 11 - 22

Commencement
May 24

Final Examinations
May 27 - 30

Spring Term Ends at noon
May 30

Reunion Weekend
June 5 - 7

FACTS

School Address	350 Noxontown Rd. Middletown, DE 19709-1605
Telephone Number	(302) 378-9511
Fax Number	(302) 378-7120
Headmaster	Daniel T. Roach, Jr.
Director of Admission	Peter J. Caldwell
Enrollment	270 students
Student Teacher Ratio	7:1
Average Class Size	11

TRUSTEES OF ST. ANDREW'S

Katharine duP. Gahagan, Chair

H. Hickman Rowland, Jr. '58, President

Henry N. Herndon, Jr. '48, Vice President *pro tempore*

Henry H. Silliman, Jr., Treasurer

Caroline duP. Prickett, Secretary

Stephen L. Billhardt '83

Robert B. Blum, Sr., Trustee Emeritus

Neil W. Brayton, Parents' Representative

Randolph W. Brinton '64

William H. Brownlee '44, Trustee Emeritus

Philip L. Cohan, Parents' Representative

John S. Cook '45, Alumni Term Trustee

John S. Craighill, USN '62, Alumni Term Trustee

Robert G. Gahagan

Raymond P. Genereaux

Michael K. Gewirz '81

Francis Giamattei '47

Edward H. Hammond, Jr. '60

Maureen K. Harrington, Parents' Representative

Philip C. Keevil

Jennifer M. Kern '83, Alumna Term Trustee

Walter J. Laird, Jr., Trustee Emeritus

Cynthia P. Martin

Everett R. McNair '73

Allen B. Morgan, Jr. '61

William T. Murray, III '50

Steven B. Pfeiffer, Parents' Representative

William M. Pope, Jr. '61

Daniel T. Roach, Jr., Headmaster

Winthrop deV. Schwab '36, Trustee Emeritus

John D. Showell, IV '68, Alumni Corporation President

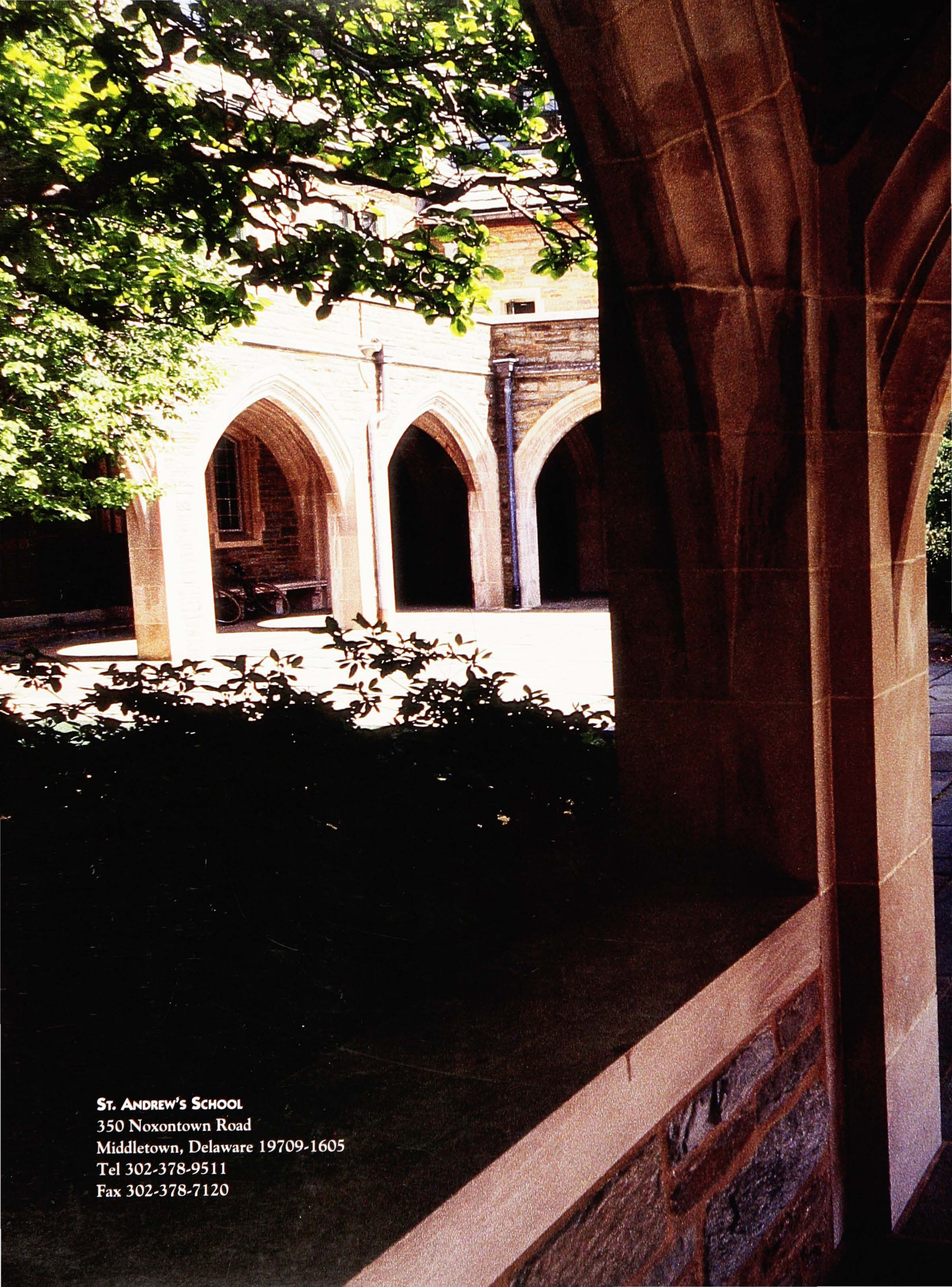
J. Kent Sweezy '70

Cabell Tennis, Bishop of the Episcopal Diocese of Delaware

Michael J. Whalen '84

William H. Whyte, Jr. '35, Trustee Emeritus

Penelope P. Wike



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