

# ST. ANDREW'S SCHOOL

MIDDLETOWN, DELAWARE





*Enrollment: 270  
Student-Teacher Ratio: 7:1  
Average Class Size: 11*



*Co-Educational  
All-Boarding  
III - VI Forms  
(9th - 12th Grades)*



*Headmaster:  
Daniel T. Roach, Jr.  
Director of Admission:  
Louisa H. Zendt*



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[www.standrews-de.org](http://www.standrews-de.org)*

St. Andrew's School is accredited by the Middle States Association of Colleges and Schools and is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Board, and the Secondary School Admission Test Board.

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

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*St. Andrew's School  
350 Noxontown Road  
Middletown, Delaware  
19709-1605*

# To Prospective St. Andrew's Students and Parents

AS THE PARENT OF YOUNG CHILDREN, nothing is more important to me than the quality of education they receive in their elementary, middle school, and high school careers. I want my children to learn with young people from a wide variety of racial, cultural, and socioeconomic backgrounds; I want them to be taught by energetic, inspiring, creative teachers who care deeply about each child's progress and development; I want them to play significant roles in a small school community where honesty, integrity, acceptance of others, warmth, humor, and friendship are celebrated each day.

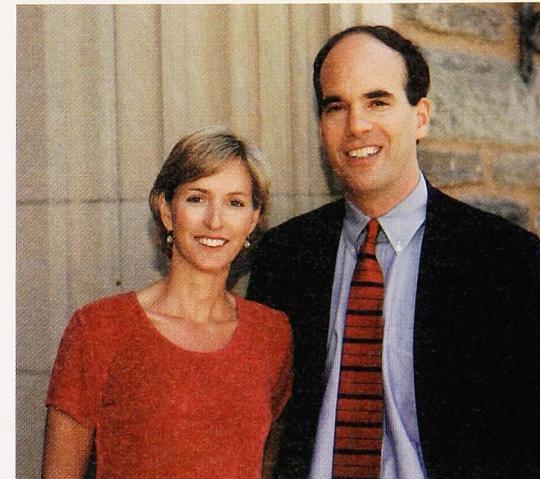
My hopes and expectations are no different from those of any parent, but our schools today rarely meet these standards of excellence. I am proud to say that St. Andrew's stands clearly as an exception to the mediocrity of most American schools.

St. Andrew's is a community of outstanding students and teachers working and living together in an atmosphere characterized by high expectations, trust, warmth, and affection. Our size allows students and teachers to develop close, enduring relationships. We believe students find inspiration and direction when they live close enough to their teachers to meet and confer both formally and spontaneously morning, noon, and night. Such interaction inspires our students to approach academic work, athletic and artistic pursuits, and leadership roles in distinctively new, ambitious ways. Because all teachers

and students live on campus, the work of the School essentially never ceases.

Our teachers are outstanding advisors, counselors, and mentors to our students. They are an unusually open, generous, welcoming group of men and women, and they spend a great deal of time each day, night, and weekend with our students. Whether coaching a team, directing a play, clearing a trail, driving to town for pizza, or listening to a student's thoughts, these men and women give our students the time, attention, and love so important in their formative years. Profiles of our teachers are contained in a companion piece to this catalogue – please do read them.

For students, one of the great advantages of a boarding school is the opportunity to meet and live with students from a broad variety of places and backgrounds. Our students



learn some of their most important lessons from living within such a diverse student body. Over 45 percent of our students receive substantial financial assistance based on need. Our commitment to financial aid enables us to create a student body that is truly distinctive, unlike that of any other boarding school in the country.

I hope you will visit St. Andrew's. We look forward to meeting you and giving you a chance to see our beautiful campus and talk with our students and teachers. We think you will like what you find here.

Sincerely,

A handwritten signature in cursive ink that reads "Daniel T. Roach Jr."

Daniel T. Roach, Jr.  
*Headmaster*



## Our Mission

ST. ANDREW'S MISSION IS TO ENRICH AND TRANSFORM OUR STUDENTS' LIVES in profound and exciting ways. Through intensive collaboration with great teachers, our students begin their study and appreciation of the accumulated wisdom of human culture, sharpen their analytical skills, and develop their performances in oral, written, and quantitative expression. We cultivate in our students a lasting desire for learning and independent scholarship and prepare them for college work and fulfilling life experiences.

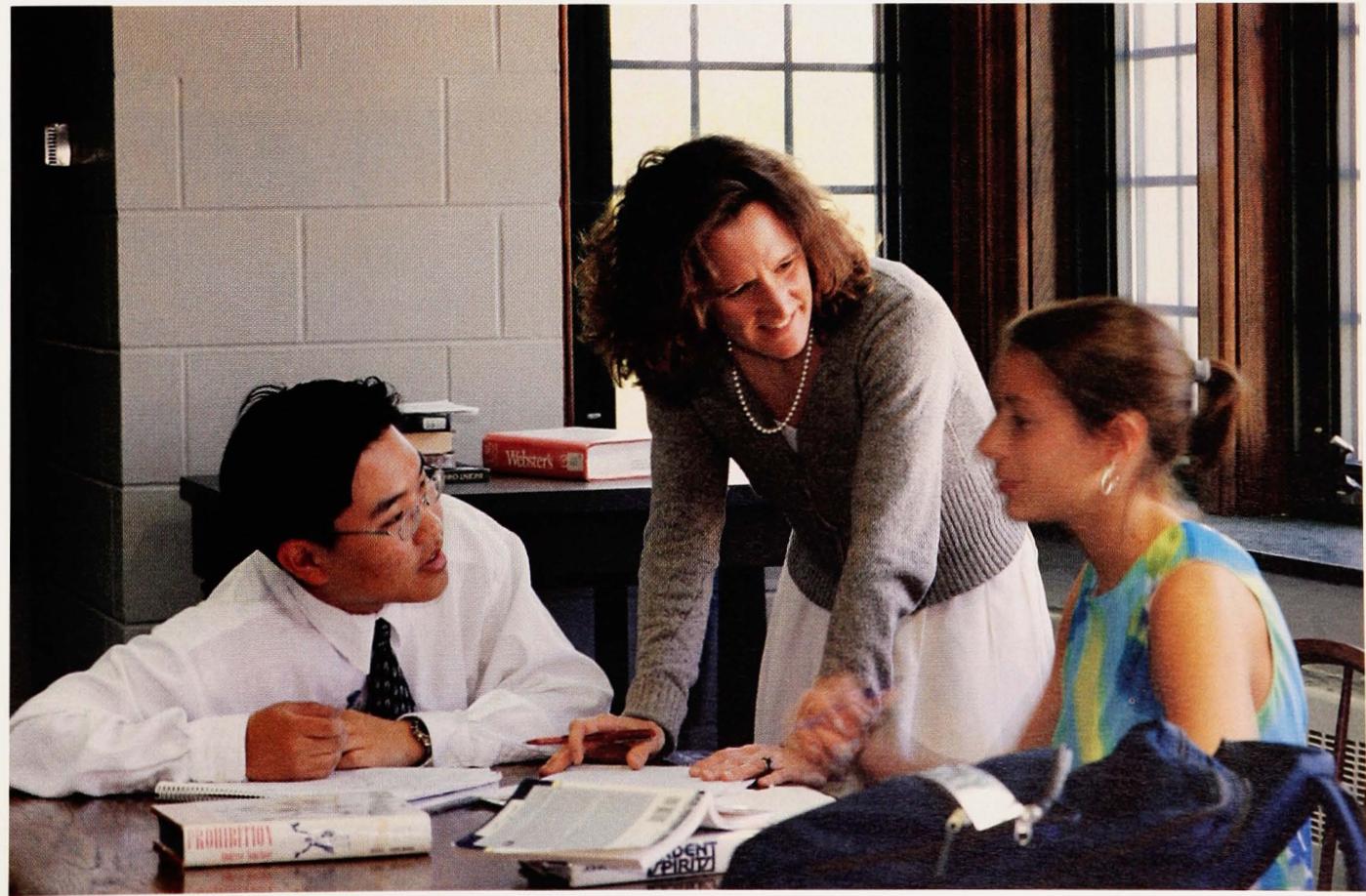
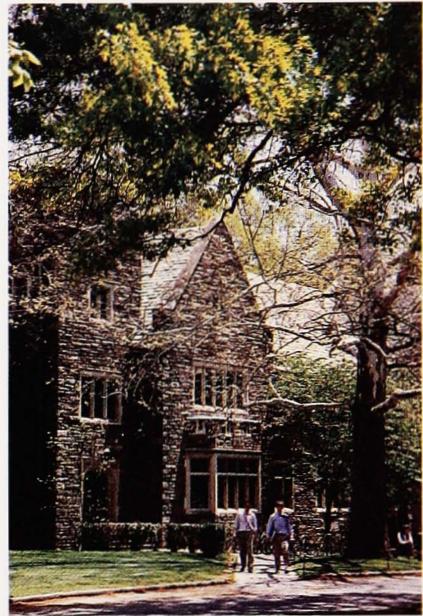
St. Andrew's students share responsibility for life in a community founded on Christian ethical principles and beliefs. They develop as creative artists, disciplined athletes, and responsible citizens through their participation in a varied and challenging co-curriculum. Their commitment to individual and collective efforts throughout the School's program leads them to regard themselves, their neighbors, and the world with greater understanding, empathy, and respect.



We seek through study and worship to explore with our students the ultimate questions of life and to offer, for the consideration of all, the teachings of the Christian faith.

Our Chapel services each week explore and define the values that hold the community together every day.

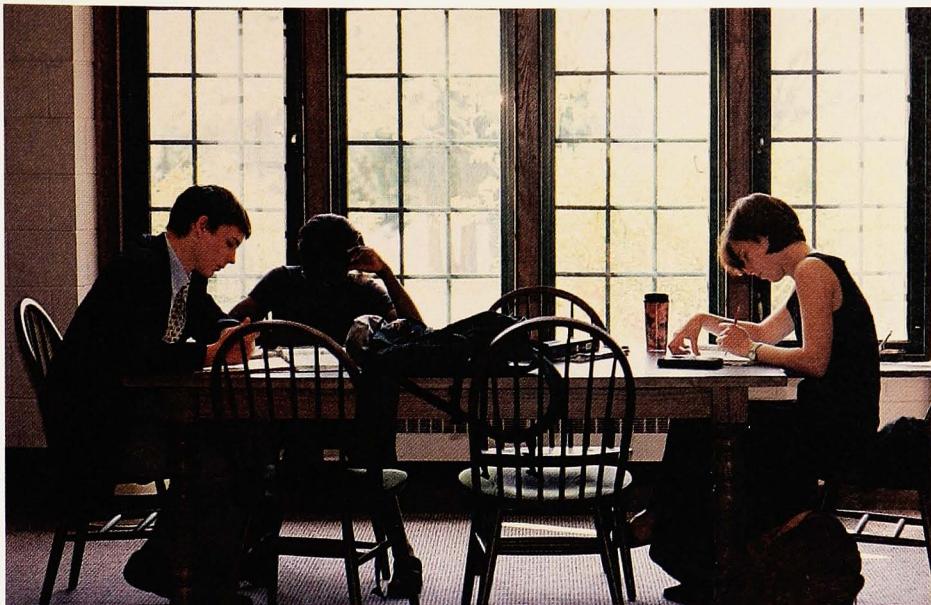
The School's setting in a beautiful natural environment enhances our ability to fulfill our mission, for by existing at some distance from urban and suburban life, our community enjoys a warmth, coherence, and unity that is distinctive and powerful.



# Our Philosophy

WHEN A. FELIX DUPONT FOUNDED ST. ANDREW'S SCHOOL IN 1929, he wrote that it was to be a school that provides "secondary education of a definitely Christian character." What do these words mean today? In the first place, they mean that St. Andrew's is a school where the spiritual side of life is explored, not ignored.

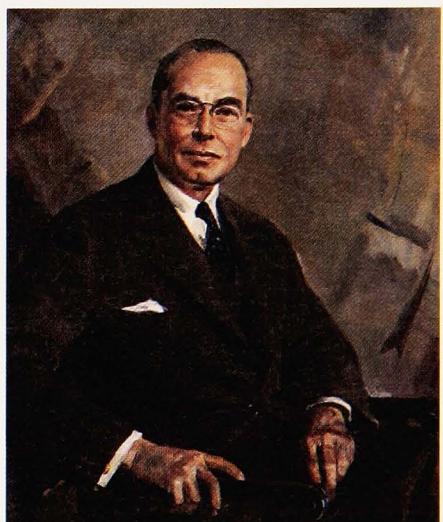




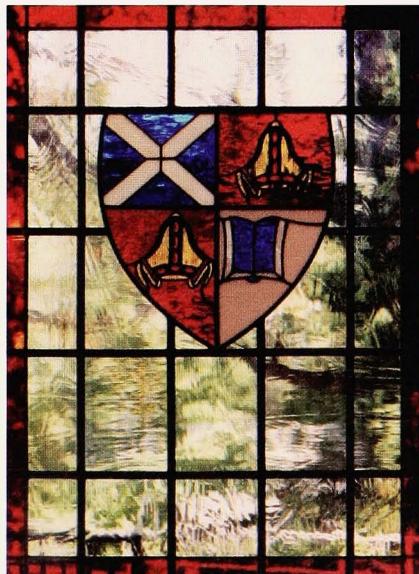
We believe that our students should be familiar with the Bible, on which so much of our culture rests, and we believe we should offer our students an opportunity to study the great religions of the world and the thoughts of important Western and non-Western theologians and philosophers.

Mr. duPont's words also mean that our community gathers together twice a week for services in our Chapel. These moments provide welcome shelter from the whirlwind of daily life. They offer us time to look inward, to focus on what we have done and left undone. They encourage us to think of loved ones and those in sickness, sorrow, or need. Most important of all, they bring to our attention the great, eternal mysteries of life. These services are in the Episcopal tradition but are broadly ecumenical in nature.

Finally, Mr. duPont's words mean that we encourage our students to reach out to those in need. In all we do, we try to instill in our students a reverence for life itself and a sense of personal responsibility to use their talents now and throughout their lives to serve others and the world in which we live.



A. Felix duPont





6

The campus stretches for over 2,500 acres, encompassing woodlands, fields, and waterways.



## Our Location

THE LOCATION OF A SCHOOL MATTERS. Perhaps this is especially true of a boarding school. St. Andrew's is located in a rural setting of striking beauty, but it lies within easy driving distance of some of our nation's most richly cultural and historic areas. From our campus one can hike, jog, or mountain bike over wooded trails and farmland; swim, sail, canoe, or fish in unspoiled ponds; visit museums, theaters, historic sites, and ballparks in Wilmington, Philadelphia, Baltimore, Washington, D.C., and New York; and attend lectures and performances at area universities. We think we live in the best of all worlds.

The countryside is typical of the rural Atlantic Coastal Plain, rich in farmland and historic associations with colonial and revolutionary times. One is never far from water. Tidal streams meander west to Chesapeake Bay and east to Delaware Bay.

Lakes, of which there are many, were originally millponds. Silver Lake

and Appoquinimink Creek border our

campus to the north and east, while two-mile-long

Noxontown Pond defines our

southern flank. Between and around

these bodies of water the School owns over 2,500 acres, partially wooded, but mostly under cultivation.

Our property is a sanctuary, and wildlife is evident everywhere.

Deer, foxes, raccoons, hawks, owls, quail, and innumerable songbirds find homes in the woods, fields, and marsh that surround the campus. Noxontown Pond and Appoquinimink Creek host ducks, herons, egrets, and ospreys, not to mention bass that can exceed eight

pounds. In recent years, two American eagles have nested in towering tulip poplars on the banks of these waterways. From September through February, thousands of

Canada geese, snow geese, and swans descend upon the area, feeding in the cornfields and rafting at night on the ponds.

The weather is also typical of the region.

Fall lingers and spring comes early. Most consider these seasons the most beautiful times of the year in this area. Although winters are usually short, they can be cold. We hope for at least a week or two of ice skating and occasional blizzards to enliven our winter days.



### Top weekend day trips

Philadelphia, for museums, galleries, ethnic restaurants, performances, sporting events, and films

Christiana or Dover Mall

Borders Books & Music

Greater Wilmington, for minor-league baseball, the Riverfront Arts Center, Longwood Gardens, Winterthur, and the Brandywine Museum

The Inner Harbor, Baltimore

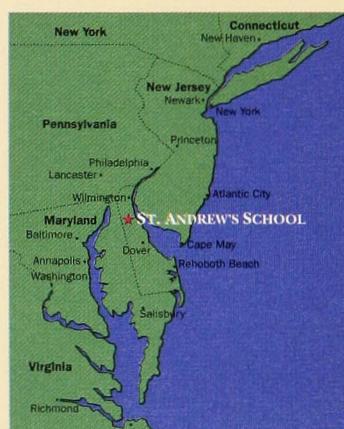
Washington, D.C.

The Delaware Seashore

University of Delaware, Newark

### Other regional resources

New York City, the Poconos, Gettysburg, Valley Forge, Chesapeake Bay, Annapolis, Williamsburg, the Blue Ridge Mountains



### Fast food within a five-mile radius

McDonald's

Burger King

Domino's

Dunkin' Donuts

Pat's Pizzeria

Wawa

Chinese Food

Capriotti's Subs

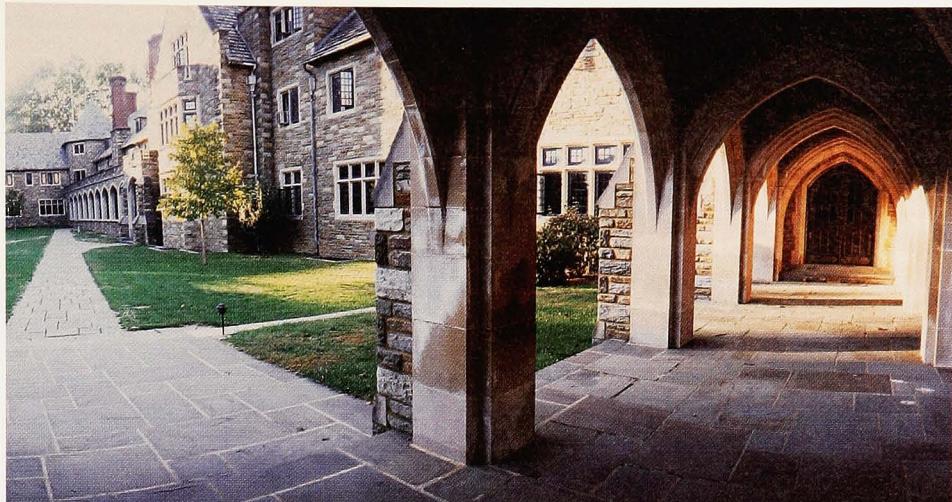
Waffle House

Grotto's Pizza

# Our Campus

SURROUNDED BY TOWERING OAK, BEECH, AND Sycamore trees, the buildings on our campus provide inspiring facilities for learning. Founders' Hall and the gymnasium, built in stages between 1929 and 1956, are magnificent Gothic structures. In 1988, St. Andrew's was selected from among 70 school and college campuses to be the set for the critically acclaimed film, *Dead Poets Society*.





### Students' favorite places on campus



Front Lawn  
Common Rooms



Dining Room  
T-dock and Noxontown Pond



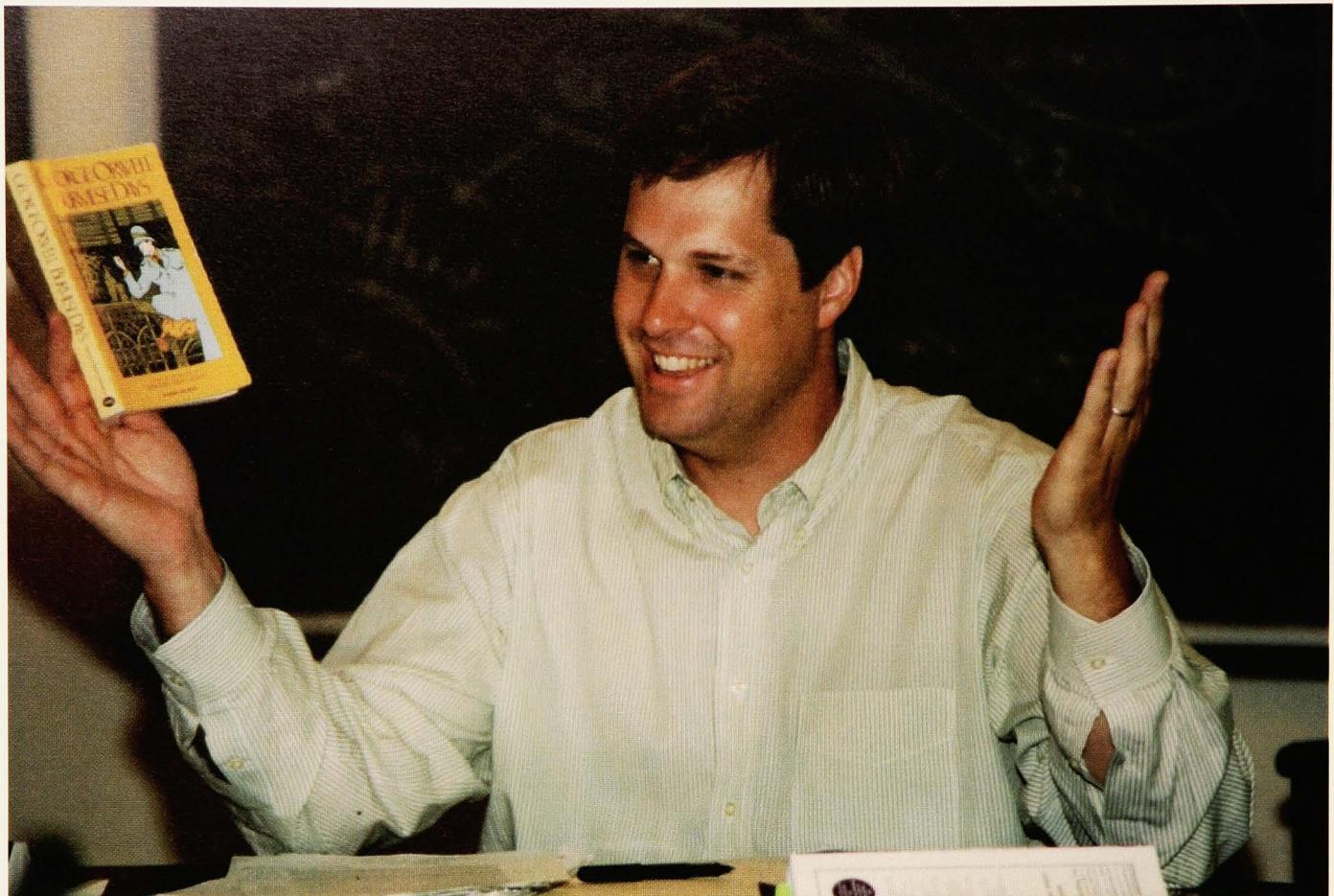
Athletic Facilities  
Woods and Trails



Garth  
Dorm Rooms

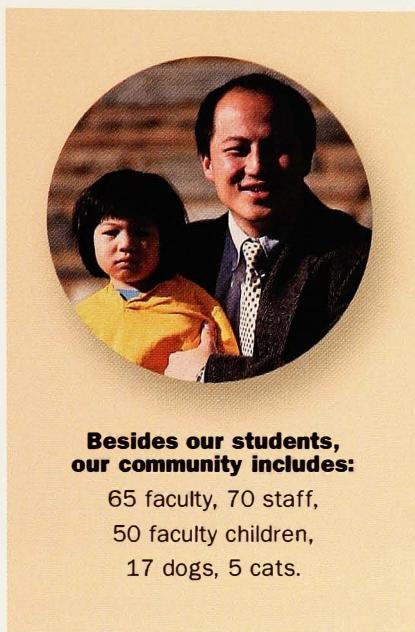
Housing the dining hall, library, theater, Chapel, and most of the classrooms, Founders' Hall is at the heart of the campus. Newer buildings, including the science building, boathouse, and swimming pool, complement the architecture of Founders' Hall and provide state-of-the-art facilities. The result is a campus that is beautiful, functional, and accessible. All of the buildings remain open for the entire St. Andrew's community throughout the academic year.

St. Andrew's is a fully residential community: all students board and every member of the faculty lives on School property. We live and work in close proximity and share in the intimacy and support that this community provides.



# Our Faculty

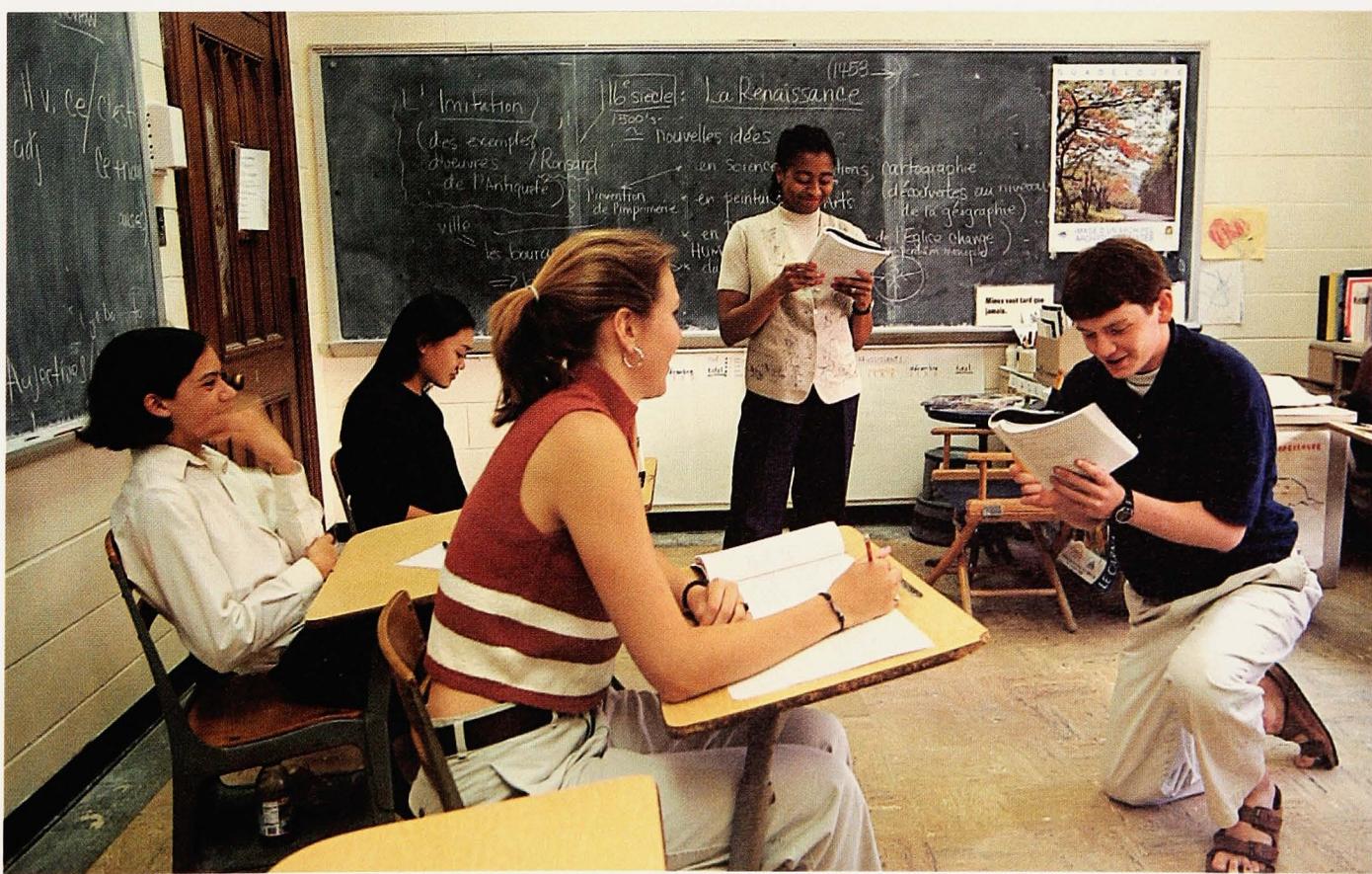
OUR FACULTY BRING PASSION AND REMARKABLE COMMITMENT to every aspect of their calling as boarding school teachers. They are intelligent and committed scholars, innovative and dedicated teachers, and patient and inspiring coaches, directors, mentors, and advisors. They possess the sensitivity, wisdom, and insight of great parents. Please take a moment to read about them in the *Faculty Profile*.



**Besides our students,  
our community includes:**

65 faculty, 70 staff,  
50 faculty children,  
17 dogs, 5 cats.

At St. Andrew's the  
student-teacher ratio  
is 7 to 1. Our work is  
done in small seminar-  
style classes and  
tutorials modeled on  
the Oxford method.



# Our Students



**Students take off in the annual Turkey Trot to raise money for our sister school in South Africa.**

SINCE ITS FOUNDING IN 1929, ST. ANDREW'S HAS ESTABLISHED A DEEP COMMITMENT to being a school open to all, regardless of means. As a school of opportunity, St. Andrew's provides significant financial aid each year to over 45 percent of its students. Our student body, therefore, is truly diverse. Our students come to St. Andrew's from many racial, cultural, religious, and socioeconomic backgrounds.





What our students share is a great enthusiasm and love for their School, a deep commitment to scholarship, and a dynamic approach to their co-curricular activities. Living and working here is exciting, challenging, and enriching.

Students and visitors immediately sense what we value most in our community. Our ethos encourages us to be responsible for ourselves and each other and to be accepting and kind to one another. Celebrating and nurturing the qualities of good will, civility, empathy, and humanity, St. Andrew's is a remarkably friendly and warm place.



#### **Here's what students do on weekends**

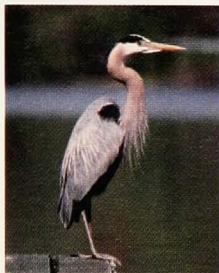
- Dance
- Run
- Study
- Go to the mall
- Watch movies
- Mountain bike
- Sail
- Windsurf
- Canoe
- Kayak
- Swim in the pond or the pool
- Play indoor soccer
- Order pizza
- Go to Philadelphia
- Go to Washington, D.C.
- Go to Baltimore
- Enjoy advisors' home-cooking
- Hang out with friends
- Read
- Volunteer for community service
- Sleep



# Residential Life

OUR RESIDENTIAL LIFE PROGRAM IS ESSENTIAL TO THE SCHOOL'S EDUCATIONAL MISSION.

St. Andrew's is increasingly unique among boarding schools for its commitment to an all-residential student body and faculty. Because all of our students board and all of our teachers live on campus, we live and work together in a community that is particularly warm, close, and cohesive.



Our students find that much of their education takes place through informal conversations they have with their peers and with faculty in the dormitories, in the halls, and on the fields.

Although every member of the faculty works one night a week in our dormitories, corridor parents have overall responsibility for the students who live with them. These men and women enjoy the close contact with students that dormitory life provides. Their apartments are open to students and these teachers are well prepared to help students interpret the confusing and anxious moments that all teenagers occasionally experience.

VI Form students act as residential leaders and mentors on all corridors

and assist the corridor parent in all areas. They organize a Big Brother/Big Sister pairing with new students, writing letters of welcome to them during the summer and then helping them move in and adjust during the first weeks away from home. Mentoring younger students is the most important responsibility of a senior at St. Andrew's.

Although our underperformers learn a great deal from their corridor parents and seniors, they learn most about themselves and others by living with roommates and sharing a home with students from a wide variety of backgrounds. Our dormitories are remarkable classrooms where students learn the importance of good communication, respect for others, friendship, and trust.

## Advisors

Because our teachers are versatile and committed to all aspects of student life, they naturally serve as informal mentors to students they come to know well through teaching, dorm parenting, and coaching. In addition to such mentoring, St. Andrew's has an outstanding and essential program of advising for each of its students.

Teachers have responsibility for groups of advisees each year, usually numbering between five and eight students. Returning students choose their advisor each year, and many retain the same advisor throughout their career at the School. The Admission Office assigns advisors for all new students.

Meeting students regularly in both formal and informal sessions, advisors work closely with their advisees by monitoring all aspects of each advisee's life at the School. Each advisee group becomes a small family unit, often celebrating birthdays and having dinner together on and off campus. Advisors serve as the most important initial link between parents and the School, communicating frequently through conferences, telephone calls, and e-mail. St. Andrew's takes particular pride in an advisee program that monitors and mentors each student with warmth and care.

### **Community Expectations**

The health of any community, large or small, rests on the mutual trust, respect, and understanding that exist among its members. At St. Andrew's, any form of harassment, hazing, or intimidation is unacceptable. Stealing, lying, or dishonesty of any kind violates the School's Honor Code and student use or possession of alcohol or illegal drugs is prohibited.

The Honor and Discipline Committees, each composed of teachers and students, review violations of honor and discipline expectations and recommend disciplinary action to the Headmaster.

### **Dining and Daily Chores**

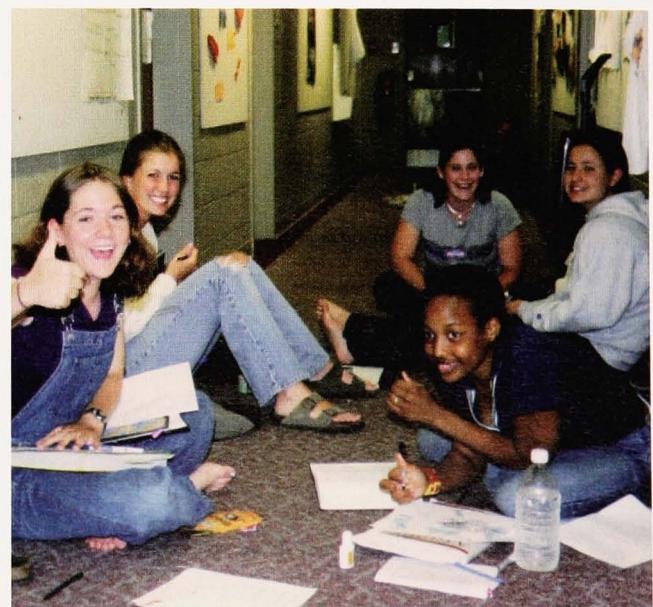
At St. Andrew's, meals are a time not only for nourishment but also for companionship. Breakfasts are cafeteria style and informal. Most lunches, and on Wednesday evenings prior to Chapel, everyone gathers together for a family-style meal at which students take turns as waiters. Roughly eight students, 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, one of the co-presidents of the student body announces items of community interest. Our other evening meals are relaxed, cafeteria-style meals that 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 that expects all its members to share responsibility for the appearance of our buildings and grounds. Every student has a job in a certain area of the School following breakfast; each job takes 5–15 minutes, and all are rotated regularly.

### **Health Care**

A full-time Director of Health Services or one of her assistants is available 24 hours a day in our health center. The Director of Health Services works under the direction of the School physician, whose office is in Middletown.



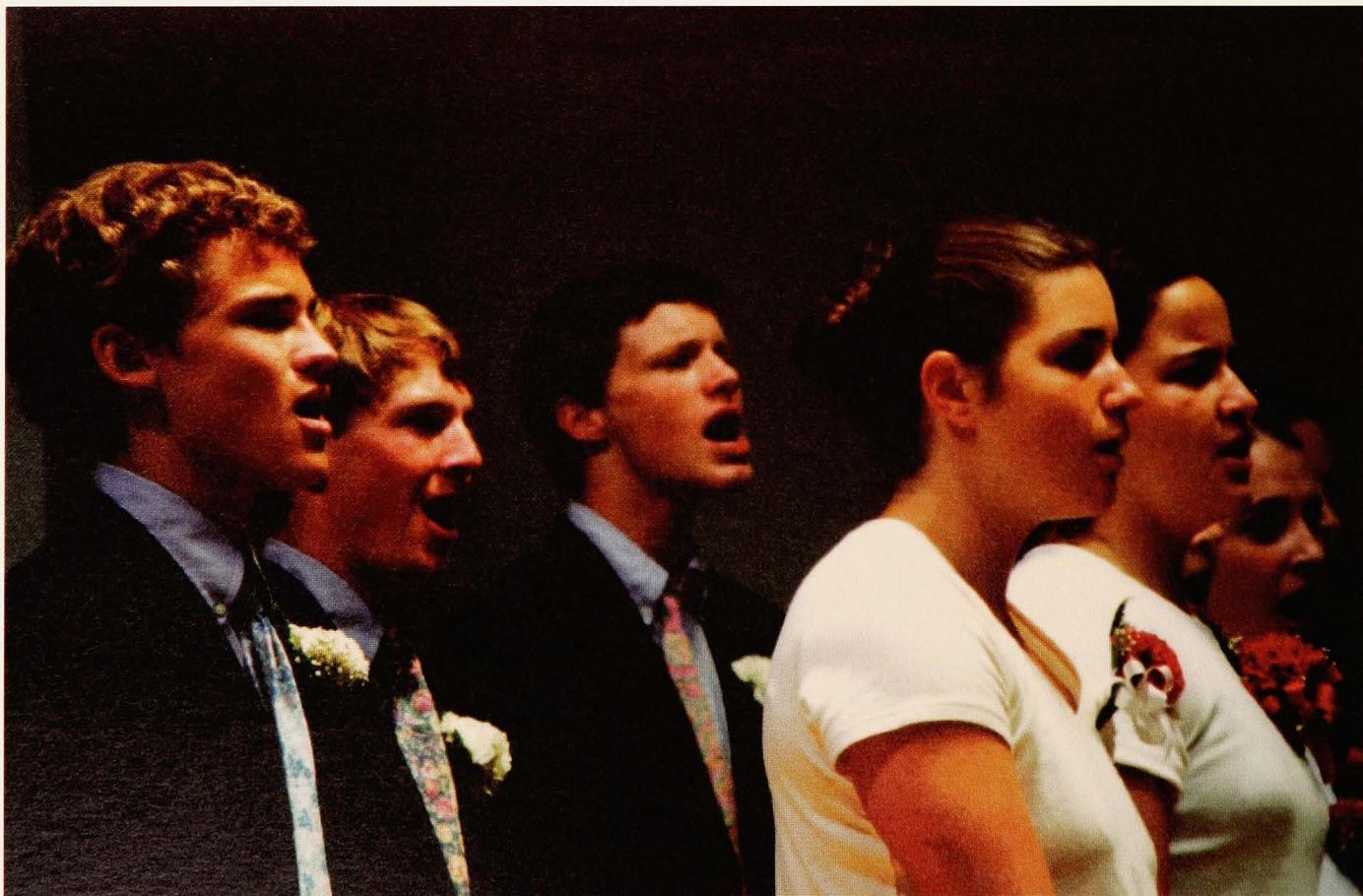
# Our Co-Curricular Program

ST. ANDREW'S OFFERS ITS STUDENTS A WIDE RANGE OF CO-CURRICULAR ACTIVITIES.

They include sports, theater, music, studio arts, community service, a multitude of clubs, publications, programs like Yale Model Congress, and student government opportunities. These activities are exciting and the talent that emerges from them is often exceptional. Complementing lessons learned in the classroom, co-curricular activities prepare our students for a varied, rich life of the mind, body, and spirit.



**Members of the Concert Choir perform for the School community and guests on Arts Day.**



All of us need to learn to work cooperatively, to take initiative, to win and lose with grace, to compete with all of one's will, to experience the joy of creating, to develop the confidence to perform before audiences, to help those less fortunate, to care for our environment, and to be effective leaders – these are the lessons such activities teach.

### Chapel Program

The Chapel Program at St. Andrew's strives to nurture the spiritual and moral development of each student. Chapel services expose our students to the rich heritage of the Episcopal tradition in a broadly ecumenical and inclusive style. Our students come from a wide variety of religious backgrounds: besides students from Episcopalian and other Protestant denominations, we have Catholic, Jewish, and Muslim students, and students from no religious tradition at all. Following dinner on Wednesday evenings, we come together to hear a faculty, student, or guest speaker; our Sunday morning services follow the Episcopal Church liturgy. Special programs throughout the year lend variety to our moments of communal reflection. Among the most popular of these are the Christmas Service of Lessons and Carols, St. Francis Day Blessing of the Animals, and outdoor Earth Day and Easter services. The Chapel Program allows our students to participate as:

- Acolytes
- Choir Members
- Communion Assistants
- Lectors
- Monitors
- Sacristans
- Sunday School Teachers
- Vestry Members

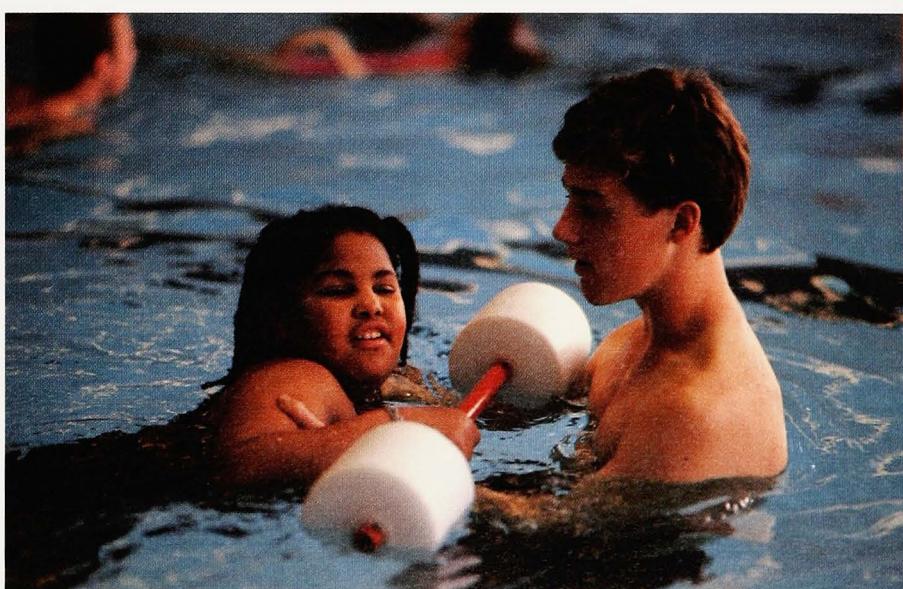
### Community Service

The Community Service Program at St. Andrew's lies at the center of the School's commitment to encourage its students to reach out and care for others. St. Andrew's identifies numerous opportunities for students to serve on the local, regional, and global levels. Each form takes on a community service project collectively; for instance, the III Form participates in Adopt-a-Family before the Christmas holidays. By extending themselves to others, our students become more aware of their responsibility to the world in which they live.

Over 70 percent of our students are involved in community service projects each year. Here are some of the programs to which St. Andrew's students and faculty volunteer their time:

- *Adaptive PE* – Students help physically-challenged youngsters swim in the pool.
- *Andrew's Place Soup Kitchen* – Students deliver and serve dinner to residents of a homeless shelter in Wilmington.

- *Appoquinimink Boys and Girls Club* – Students tutor and play with local schoolchildren two afternoons a week.
- *Big Brother/Big Sister* – Students meet with boys and girls from local elementary schools.
- *Kent Convalescent Home* – Students visit residents and celebrate holidays with them.
- *Martin Luther King Jr. Service Day* – Students participate in a day of service and celebration in Middletown, Wilmington, and Philadelphia.
- *Recycling* – Students participate in the collection and delivery in our campus recycling program.
- *St. Mark's College* – Students organize and direct annual fundraising projects to help support our sister school in a rural black township in South Africa.
- *Silver Lake Tutors* – Students volunteer an hour a week as teacher assistants in the local elementary school.



## Leadership

As a small school, St. Andrew's provides remarkable leadership opportunities for each student in every aspect of School life. Students find here many openings to serve on committees and grow as leaders in academics, athletics, the arts, and community service. Living with and emulating teachers and peers who demonstrate honesty, discipline, generosity, and creativity, our students learn to assume responsibility with grace and integrity. They collaborate with the faculty to create a School culture that is dynamic, responsible, and innovative, and graduate as young men and women well prepared to be leaders in their college and adult communities. Students serve as appointed or elected leaders in the following areas of School life:

- Class Government
- Residential Life
- Honor Committee
- Discipline Committee
- Social Activities Committee
- Athletic Committee
- Jobs System
- Food Committee
- Community Service Committee



In the Mock Trial club, students assume the roles of prosecutors, defense attorneys, witnesses, defendants and plaintiffs in fictitious cases, rehearsing testimony and eventually participating in a statewide competition.

The St. Andrew's Players put on three major theatrical productions each year, as well as smaller productions throughout the year.

## Clubs and Activities

Opportunities to pursue personal interests and hobbies are almost unlimited at St. Andrew's. Formal and informal organizations and clubs abound. As interest ebbs and flows, the titles change, but the number of active clubs is usually between 20 and 30.

Students from all forms are welcome to participate in publishing the School newspaper, *The Cardinal*, and the School literary magazine, *The Andean*. In addition, the VI Form publishes the yearbook.



### Current Club Activity at St. Andrew's

Amnesty International	French Club	Jazz Combo
Photography Club	Latin Club	A Cappella Group
Computer Club	Spanish Club	St. Andrew's Players
Culinary Club	<i>The Andean</i> (literary magazine)	Wind Ensemble
Polar Bear Club	<i>The Cardinal</i> (newspaper)	Yale Model Congress
Sailing Club	Concert Choir	Mock Trial
Peer Tutoring	Chapel Choir	
Spectrum Club (multicultural focus)	Chamber Orchestra	

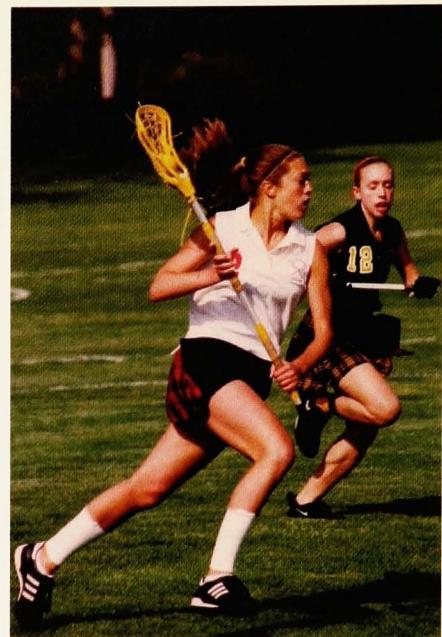
# Our Athletic Program

OUR PROGRAM REFLECTS OUR BELIEF THAT ALL STUDENTS, not just varsity athletes, gain from participating in sports. Athletics at St. Andrew's are interscholastic in nature, with ten sports for girls and eleven for boys. There are as many levels of competition as can be supported by numbers of athletes; all sports field varsity and junior varsity teams, and some a third level. Many students begin their careers on lower-level teams and work their way up to varsity.



The boys' 2001 football team wins the Conference and the coveted "Cannon."





We stress participation, growth, and a commitment to excellence at every level. Sports at St. Andrew's are demanding and challenging, but we emphasize that they are, first and foremost, designed to teach students the importance of teamwork, discipline, resilience, sportsmanship, and grace under pressure. Our coaches, who are the same people who teach in our classrooms and live in our dormitories, fully understand and support this philosophy.

St. Andrew's is a member of the Delaware Independent Schools Conference (DISC), which has league championships in all sports we offer except crew and squash. The five other conference schools – Sanford, Tatnall, Tower Hill, Westtown, and Wilmington Friends – have athletic philosophies similar to ours and are

located within an hour of St. Andrew's. Most games are played against teams from Conference schools, with additional contests held with teams from other independent schools and some public schools. St. Andrew's is also an associate member of the Delaware Secondary School Athletic Association (DSSAA), which governs athletic policies in Delaware. St. Andrew's supports DSSAA's emphasis on sportsmanship and is proud to have been co-recipient of its first annual Sportsmanship Award in 1998.

Despite its small size, St. Andrew's is competitive in league and state

## Sports

### BOYS

**Fall** Cross-Country, Football, Soccer

**Winter** Basketball, Squash, Swimming, Wrestling

**Spring** Baseball, Crew, Lacrosse, Tennis

Students have the option of participating in aerobics, woodwork, weight-training, and yoga classes during the winter term.

competition, having won over 25 state championships in boys' cross-country, girls' lacrosse, boys' soccer, girls' and boys' tennis, and wrestling. Girls' and boys' crew have received regional, national, and international recognition. In 1997 the girls' team won the Henley Women's Regatta.

Four St. Andrew's coaches have been named Delaware Coach of the Year in baseball, girls' tennis, boys' lacrosse and swimming. Our Athletic Director was voted Delaware Athletic Director of the Year in 1998.

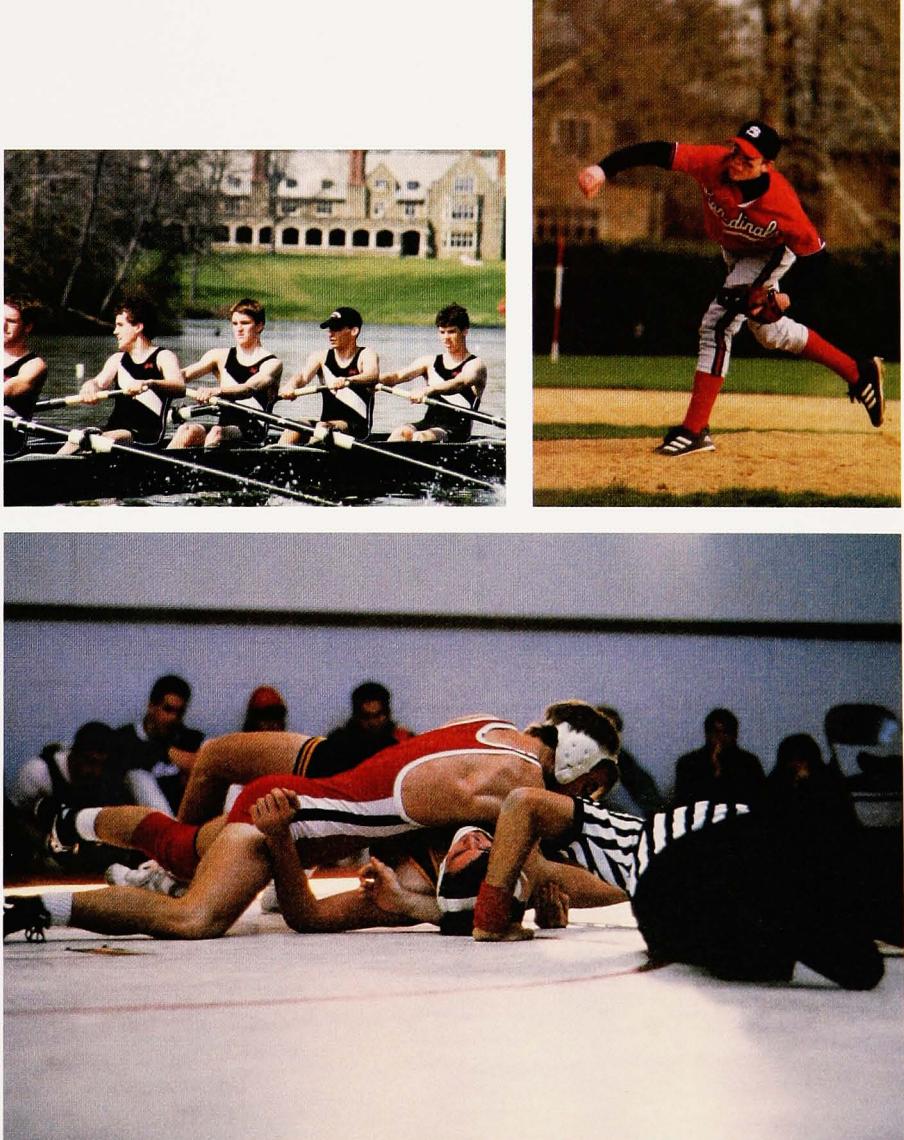
### Athletic Facilities

The Athletic Program is served by superb outdoor and indoor facilities that are accessible to the entire St. Andrew's community. Outdoor facilities for fall sports include five soccer fields, two and a half field hockey fields, practice and game football fields, and a five-kilometer cross-country course. There are two volleyball courts in the gym that are used for fall competition.

Winter sports activity is served by a state-of-the-art six-lane swimming pool in the Genereaux Aquatic Center, five regulation international squash courts, two basketball courts, two wrestling rooms, a weight-training

room, a training room managed by a certified trainer, and locker room space for home and visiting teams.

Outdoor facilities for spring-term athletics include two baseball diamonds, four lacrosse fields, nine all-weather tennis courts, and the Kip duPont Boathouse, which houses 20 shells and provides easy access to the 1500-meter, six-lane crew course on Noxontown Pond. The pond is also used for recreational sailing, canoeing, and swimming.



### GIRLS

Cross-Country, Field Hockey,  
Soccer, Volleyball, Dance

Basketball, Squash,  
Swimming

Crew, Lacrosse, Tennis, Dance



12



# Our Arts Program

THE VISUAL AND PERFORMING ARTS ARE A VITAL ASPECT OF ST. ANDREW'S CULTURE.

In Chapel one can hear a pianist getting to know Chopin or a quartet of singers rehearsing for an upcoming performance; in the Cameron Room, one can listen to student musicians improvise and rehearse jazz and rock compositions; in our gallery, one can view the work of both student and visiting artists; and in the theater, one can observe students learning their lines for one of the three major drama productions that take place every year.

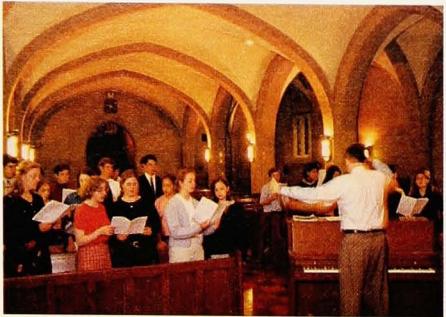
All students at St. Andrew's are encouraged to explore and develop their artistic talent in a number of different areas; not only does this foster creativity and skills of expression, but it also develops the focus and discipline that will serve them well in all aspects of their lives. We offer students the opportunity to study ceramics, drawing, painting, sculpture, art history, photography, acting, music theory, music composition, and digital music. Recitals, exhibitions, and drama productions allow students to share their artistic talents and efforts with the entire St. Andrew's community.

Such sharing takes place on a larger stage as well. Our music groups have performed in assisted living communities throughout Delaware and at the Inner Harbor of Baltimore. Our Concert Choir brings its music to a number of churches and halls throughout the Mid-Atlantic region, and every other year to cathedrals and villages in Europe. In 2002, the Concert Choir sang in the White House.

### **Arts Organizations and Events**

- Concert Choir
- Chapel Choir
- Jazz Ensemble
- Jazz Combo
- Wind Ensemble
- Chamber Orchestra
- Orchestra
- Drama Program
- Friday night open life-drawing in visual arts studio
- Arts Weekend
- Gallery Exhibitions
- Visiting Artists
- Dance Program





The art building provides students an airy, well-lit space in which to develop their skills in drawing, painting, ceramics, and sculpture. Its studios remain open all day, and faculty artists are often available to assist students who wish to work in their free time. The St. Andrew's Gallery features exhibitions by students and well-established professional artists throughout the year. Student musicians cultivate their talents in teaching studios and practice rooms, and the Chapel and the acoustically live Cameron Room are the frequent sites of student recitals. The Moira Stevenson Forbes Theater offers student actors a superb, technologically

sophisticated space in which to grow as performers and learn the technical aspects of dramatic production.

One of the highlights of the year at St. Andrew's is Arts Weekend, when parents and friends come here to witness and celebrate the diverse artistic accomplishments of our students.

# Academic Program

THE PRIMARY GOAL OF THE ACADEMIC PROGRAM is to impart to our students the critical habits of mind, breadth of knowledge, and range of skills that will prepare them to meet the intellectual challenges of university work.

Toward this end, our curriculum is designed to teach students to think logically, critically and creatively, and to articulate their thoughts persuasively; to engage with ideas and worlds beyond their immediate experience through literature, history and the arts; to explore, quantify and analyze physical phenomena using rigorous scientific methods;

to achieve increased awareness of their place in a world of diverse philosophical and religious traditions; to develop a firm foundation in computational skills and quantitative analysis; to acquire a global awareness through a knowledge of other cultures and a solid grounding in at least one foreign language; to become aware of ethical and moral issues and

make judgments with sensitivity and courage; and to use information technology for research, communication and experimentation.

The St. Andrew's Academic Program rests on a foundation of teaching practices that include small, seminar-style classes, collaborative group work and tutorials modeled on the Oxford method. Small class sizes encourage our students to engage themselves fully in intellectual work and allow them to learn from a dynamic exchange of ideas with peers and teachers. Tutorials provide students the focused questioning and response that allow them to grow as independent readers, writers and thinkers. Our curriculum includes exhibitions, oral defenses in which students discuss their work before a panel of students and teachers.

## Class Size

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



## 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 a foreign language, two in history (including United States history), and two in a laboratory science. While two years of a foreign language is the minimum diploma requirement, the School urges students to continue study through the third year. Students must take religious studies in the IV and VI Forms and are expected to participate in some aspect of the Arts Program before graduation.

## Course Planning and Placement

St. Andrew's takes care to tailor the course of study to each student's abilities, needs and interests. Late in the winter term, a student and his or her advisor plan the course schedule for the next and succeeding school years. After consultation with their parents, their advisor, members of the faculty and a college counselor, students submit their class selections to a committee composed of the Academic Dean, the Director of College Counseling and the academic department heads 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.

## Examinations

Students take examinations in their courses at the end of the first and second semesters. In addition, they take such standardized tests as the School requires to facilitate college guidance and placement. All IV Formers take the College Board PSATs, and all V Formers take the National Merit Scholarship Qualifying Test. In their V and VI Form years, students take the College Board SAT I and three SAT IIs. St. Andrew's offers preparation for the Advanced Placement examinations in biology, chemistry, physics, English, French, Latin, Spanish and mathematics and encourages qualified V and VI Formers to take these examinations.

## Reports and Grading System

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

## Technological Resources

The Academic Program makes effective use of modern information technology in all subject areas. The nearly 100 networked computers

located in classrooms and laboratories across campus provide students and faculty with Internet access, e-mail accounts, internal campus messaging, file storage, printing services and specialized academic software. Science laboratories utilize computer-interfaced measuring probes and spreadsheet programs for data analysis. In mathematics classes, students work with mathematical modeling and statistical analysis programs, as well as programmable graphing calculators. Students hone their listening and speaking skills in a foreign language by working with interactive audio and video clips that they access through the campus computer network. And in the library, students have access to a wide array of research resources, including the library's on-line catalogue, the University of Delaware Library Catalogue, the Internet and several on-line information services, including Lexis-Nexis™, ProQuest® and eLibrary™.

## Senior Tutorials

Interested seniors with a demonstrated commitment to independent work also have the option of taking a Spring Tutorial. More than 20 tutorials are offered in a range of disciplines. These tutorials possess a strong written and oral component. Students taking tutorials meet less frequently than those enrolled in seminars, but they read more and are responsible for weekly essays that, in the spirit of the Oxford tutorial method, they read aloud and discuss with their teachers. Each tutorial is composed of three or fewer students, and they meet twice weekly.

Students taking tutorials have a degree of independence that more closely approximates the college experience, and they develop those skills—research, written and oral argumentation, problem-solving—

essential to academic success. Tutorials also allow students to pursue their own academic and artistic interests at a time when they are yearning to do so and to demonstrate, through weekly essays, their mastery of a given

field. Most importantly, they allow students a culminating academic experience and a final opportunity to work intimately with a teacher/mentor on the faculty.

## A Sample of Recent Tutorial Offerings

### **Justice**

Plato's *Republic* is one of the most influential books in the formation of Western beliefs about the individual, the state and the idea of justice. Students examine the concept of a just society, the relationship between education and justice, the place of change in the world and equality among citizens, as well as other topics.

### **The Modern Novel**

Through an examination of narrative technique, character development and form, students discuss what makes Faulkner's *The Sound and the Fury* and Woolf's *To the Lighthouse* representative 20th Century works.

### **Power, Gender and the Representation of Women: A Study of Women in Japanese Workplaces and a Bedouin Community**

Reading Arthur Golden's *Memoirs of a Geisha* and Yuko Ogasawara's *Office Ladies and Salaried Men*, students examine how Japanese women are represented in literature and other media in the West. Students also explore the politics of representation, using excerpts from Dorinne Kondo's *Crafting Selves: Power, Gender, and Discourse of Identity in a Japanese Workplace* and Lila Abu-Lughod's *Writing Women's Worlds: Bedouin Stories*.

### **Contemporary Issues in Bioethics**

From the creation of clones to the destruction of the atmosphere that makes human life on earth possible, scenarios that once were found only in science fiction are becoming part of everyday reality. Students investigate some of the most controversial topics in contemporary bioethics, including genetic testing, gene therapy, stem cell research, cloning, and environmental resource management.

### **Religion, Science and Literature in Mid-19th Century Britain**

From the time of Galileo and Descartes, a worldview began to emerge that implicitly clashed with long-accepted Christian beliefs. By mid-19th Century, the differences were quite explicit, as intellectuals were faced with newfound scientific knowledge that countered biblical accounts of history. Students consider some of the leading ideas that emerged, studying the views of writers, scientists and theologians who tried to cope with the deluge.

### **Post World War II Film and Culture**

Students analyze the major historical issues in U.S. society since World War II and review a series of motion pictures

that serve as historical documents of this period. Films examined include: *Fight Club*, *Fatal Attraction*, *Best Years of Our Lives* and *Deliverance*.

### **The American Idea: A Process of Becoming**

Some historians argue that immigration history is American history. If this is true, it is important to have a working knowledge of America's historical legacy as it pertains to its current immigration policy. Using primary and secondary sources, art, photography, poetry, literature, film and newspapers, students ponder the critical questions: What does it mean to be assimilated? What does it mean to be an American? What are the cultural signifiers and identifiers to mark the assimilation process? Who can become an American? What process does one complete to become an American? Why do nations need borders? Ethnic groups examined include, but are not limited to, the Chinese, the Irish and Mexicans.

### **Latin American Novel and Film**

Through three translated novels and their corresponding films, students explore Latin American culture: *Chronicle of a Death Foretold*, by Colombian author Gabriel García Márquez and Italian director Francesco Rosi; *The House of Spirits*, by Chilean author Isabel Allende and American director Bille August; and *Kiss of the Spider Woman*, by Argentine author Manuel Puig and Mexican director Aruro Ripstein.

### **Making Something Out of Sound: Cultural Constructions of Women in Music, Literature and Visual Media**

Students examine 19th- and 20th-Century constructions of female vocalists – particularly the image of the divas or prima donnas who combine vocal and dramatic talents with an ability to fashion a self that makes an ideological impact on society. Using musical, visual and linguistic texts, students explore the interactions between the diva/prima donna as a privileged representative/interpreter of society and as a representation to be evaluated and critically engaged. A concentration is placed on historically evolving constructions which illuminate race and gender codes, class biases and acceptable transgressions of social norms.

### **A Writing Workshop in Mathematics**

Students collaboratively solve challenging problems from pre-calculus and calculus and then critique each other's written solutions. They also study examples of good mathematical writing to explore various stylistic conventions that have evolved regarding how mathematics should be written.

# English

The St. Andrew's English Department seeks to instill in students a lifelong passion for reading, writing and independent study while preparing them for the intellectual challenges of college and beyond. Through the reading of literature, frequent writing assignments, seminar discussions, tutorials and oral defenses, we help our students develop those skills and habits of mind necessary for continued independent work in the humanities and sciences.

At the center of our curriculum is the study of literature and the development of writing skills, two activities we believe to be interdependent. We regard writing as a creative but intellectually rigorous process in which the student, through writing and repeated revision, generates what he or she wants to say and then discovers increasingly effective and persuasive ways to say it.

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 focused one-on-one coaching. By emphasizing class participation and various oral exercises, we hope to communicate to our students the value of responsible debate and scholarly collaboration.

## Exhibitions and Tutorials

The process of learning does not stop

when students hand in their essays. Throughout their careers at St. Andrew's, students discuss their written work in short orals and longer, more formal defenses known as exhibitions. Orals and exhibitions allow students to refine their speaking skills, demonstrate their mastery of a given text or subject, and extend the arguments of their essays. Perhaps most importantly, they teach students to ask probing and incisive questions – about literature, about their own writing and about the work of their peers.

The format of these orals varies. In the III and IV Form years, students frequently meet with their teachers in individual tutorials to discuss essays and journals. They also interpret, direct and perform short sections from plays; at the conclusion of the III Form year they adapt a story, poem, or essay for the stage and perform it before their peers. As students mature as writers and thinkers, they discuss their work in more formal settings. Teachers in the V Form, for instance, frequently work with students in groups of three. They read one another's essays, carefully evaluate them, and then, in a 45-minute exhibition overseen by the teacher, discuss the effectiveness of each essay's argument and explore ways to improve and refine it. Exhibitions continue throughout the senior year.

## 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 that continues on into the IV Form – and are taught the fundamentals of grammar and punctuation. Frequent attention is given to the development of individual study skills.

III Form English explores themes and issues specific to American life: the persistence of the color line in 19th and 20th Century America; the experience of immigration and assimilation; the role of family, religion, ethnicity, gender, and education in the formation of the self; and the literature of protest and dissent. Students study a range of genres, including letters, essays, stories, poems, novels, plays, autobiographies and memoirs. These works are studied for their rhetorical power and they provide models for student writing. Authors include: Hawthorne, Twain, Fitzgerald, Kate Chopin, E.L. Doctorow, Ernest Gaines, Eudora Welty, Ralph Ellison, Richard Wright, Bernard Malamud, Philip Roth, James Baldwin, Flannery O'Connor, Gwendolyn Brooks, Langston Hughes, William Faulkner, Martin Luther King, Gish Jen, Bharati Mukherjee, and Richard Rodriguez.

## English IV

IV Form English is an intensive writing class that stresses the skills of developing, drafting and revising an essay. Students write frequent journals – short exploratory essays on a poem,

question or literary passage – and learn to develop these into more polished essays of two to three pages. During the IV Form year, students begin preparation for the Advanced Placement examination in English taken at the end of their V Form year. IV Form English emphasizes the idea of genre, and considers such questions as: What do we mean when we speak of genre? How do different genres – and the conventions upon which they depend – structure and give meaning to human experience? What distinguishes the modes of poetry, drama, and fiction from one another, and what gives them their unique expressive power? Students study a range of literary forms from a variety of traditions, both Western and Non-Western. Possible texts include: Sophocles's *Oedipus Rex*; Shakespeare's *Macbeth* and *Twelfth Night*; plays by Chekhov, Arthur Miller, and others; Jane Austen's *Pride and Prejudice*; Chinua Achebe's *Things Fall Apart*; *The Making of a Poem: The Norton Anthology of Poetic Forms*.

## English V

V Form English is a rigorous, college-preparatory class organized around the three major genres. During their V Form year, students continue to write short (two- to three-page) analyt-

ical 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, or describe the evolution of a character or the development of a central conflict. Students are also asked to discuss their essays in oral defenses before their teachers and peers.

Preparation for the Advanced Placement examination continues throughout the V Form year, with students regularly taking practice tests and writing practice essays. Possible texts include: Shakespeare's *Hamlet*, *Henry V* and *Othello*; Ibsen's *Hedda Gabler* and *A Doll's House*; M. Shelley's *Frankenstein*; E. Brontë's *Wuthering Heights*; E. M. Forester's *Howard's End*; Dickens' *Great Expectations*; Joyce's *Dubliners*; Woolf's *To the Lighthouse*; Cormac McCarthy's *All the Pretty Horses*; *The Norton Anthology of Poetry*.

## English VI

Whereas V Form English focuses on the analysis of individual literary texts and prepares students for the sort of questions commonly asked on the

Advanced Placement examination, 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 or comparative in nature and locate the works studied within a specific literary tradition or historical context.

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 10 to 15 pages in length on a topic of their own choosing. Because we expect our students to be independent readers and critics, we do not allow them to consult secondary sources in the writing of this essay – the topic and the resulting argument are therefore all their own. During the winter term, students discuss and defend their essays before members of the English Department. Senior Exhibitions are open to any interested member of the community.

## Publications

### The Andrean

*The Andrean* is a literary magazine that features the poetry, fiction, and artwork of St. Andrew's students. Published each spring, the journal is edited by students who meet weekly to critique submissions and decide which to print. Through the process of collaborative editing, our students broaden their interpretive and critical skills.

### The Cardinal

A student-run newspaper, *The Cardinal* is published several times throughout the year. Students are responsible for news gathering, writing, editing, layout, and photography, and assemble the newspaper using such sophisticated desktop publishing tools as slide scanners, QuarkXPress, and Adobe Photoshop.

### The National Andrean

*The National Andrean* showcases some of the best poetry and fiction by high school students across the country and includes in each issue an essay on the craft of writing by a nationally recognized writer. Edited by students in our creative writing classes, the journal promotes creative writing at the secondary level while honing our students' critical reading skills.



### **Senior Spring Seminars**

In the spring, seniors can opt to take either a seminar in English or a tutorial. The department has offered seminars on such topics as the Victorian novel, Shakespearean tragedy, modern drama, American autobiography, modernist poetry, the gothic novel, the modern short story, and American film. Students have also had the opportunity to take classes on creative writing, the expository essay and literary journalism (using *The New Yorker* and other literary magazines).

### **Creative Writing**

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

### **Advanced Creative Writing**

This course is a continuation of the first-year Creative Writing course.

### **Issues and Debates in American History and Culture**

See the History Department listings for a description of this course offered jointly by the English and History Departments. Students who successfully complete this course earn one English credit and one history credit.

### **Journalism**

In this course students learn the art of storytelling by becoming a journalist. Through a series of group and individual projects, students learn the role of the media in modern society. Students find interesting news by doing research and conducting interviews. They then learn to convey that news through words and photographs and learn to present those stories creatively in print using the latest technology in desktop publishing.

# History

The St. Andrew's history program introduces students to the serious study of the world's 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 a study of the human condition in the broadest sense of the term.

By learning to evaluate and use evidence to make qualified generalizations, our students develop analytical skills that will serve them in college and beyond. All courses require short, carefully structured papers that demand close analysis of primary sources and longer term papers that require extensive research

on a particular topic or issue. Most courses combine both of these approaches to writing. Our emphasis on the value of working from primary documents does not exclude introducing the students to selected perspectives from the social sciences.

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. We encourage our students, as they study specific periods, cultures, and historical themes, to develop the intellectual skepticism and analytical rigor to identify demagoguery, hagiography, and the parochialisms of ethnicity and gender.

Students are required to take a course in United States history as well as one other major history course. The U.S. history requirement may be fulfilled

in any year, 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 taken a comparable course before enrolling at St. Andrew's. The other offerings are designed to provide our students with enough choice to satisfy their interests but not so many options that their experience is a fragmented one.

## United States History

The United States History course serves not only as an in-depth introduction to American history, but also as an introduction to the field of history itself. Students in the III and IV Forms enroll in U.S. History 3-4; V and VI Form students enroll in U.S. History 5-6. While the texts and the topics in the two courses are slightly different, the objectives of the two courses are the same. The teachers of

## Publications and Activities

### The St. Andrew's Historical Review

Students with a well-developed interest in history are encouraged to join the editorial board of *The St. Andrew's Historical Review*, the History Department's scholarly journal of student and faculty essays. The *Review* board carefully evaluates and edits exceptional papers written for our history classes before deciding which to accept for publication. This student-directed journal, published annually, teaches students how to analyze historical hypotheses, evidence, and argument. Students whose papers are

selected for consideration work closely with other students and with faculty to revise and develop their arguments.

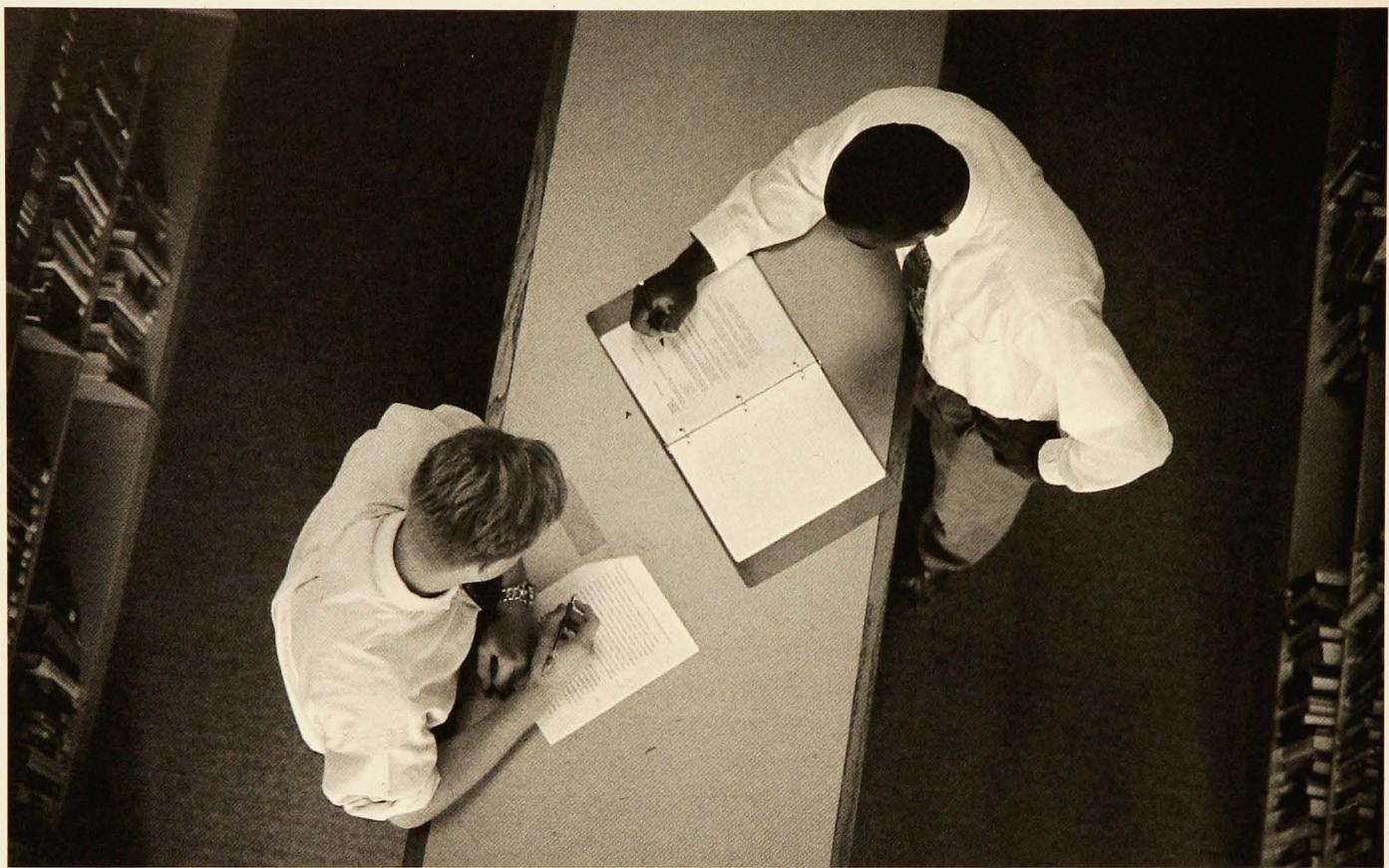
### The Rostra

Its name deriving from the word for the platform from which speakers addressed the people of ancient Rome, *The Rostra* was created in the fall of 1998 by a group of students committed to opening a dialogue within the St. Andrew's community on current events. This bimonthly newsletter contains statistics on the economy, information on foreign and domestic policy, letters to and from

the editor, and timely forums on issues of pressing concern.

### Yale Model Congress

All St. Andrew's students are invited to apply for a position in the School's Model Congress program. Accepted students are responsible for choosing a congressional committee, writing a bill or resolution, and learning parliamentary procedure. In November, the group travels to Yale University to meet with other delegates and to debate bills and resolutions in a full House or Senate meeting.



these courses meet every two weeks during the year to create authentic historical questions, or “research challenges,” that the students must answer in writing by actively reading and researching the assigned topics. This method encourages students to think deeply about the past, ask questions and interpret evidence, develop cogent arguments, and collaborate with their peers. By arriving in class with their own research and arguments, each student is actively invested in and responsible for the class discussion. The department hopes that, by the end of the course, students will have an understanding of American history, a well-developed curiosity for history in general and the ability to ask meaningful questions when presented with a document, newspaper, film or book they have

never seen before. In addition to a series of monographs and primary documents, course readings include selections from Douglass' *Narrative of the Life of Frederick Douglass, an American Slave*; Howard Zinn's *A People's History of the United States*; and John Parker's *His Promised Land*.

### **Western Civilization**

Designed to provide students with a fundamental understanding of the ongoing tradition of the Western world, this course places strong emphasis on contrasting modern Western civilization with the traditional societies from which it grew. Furthermore, it contrasts the development of Western Civilization from those of Africa, Asia, and the Middle East. As such, it is a study of the historical emergence of the Modern

West from a distinctly multicultural perspective. 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 attention. The disciplines of anthropology, economics, philosophy, and art history are drawn upon when appropriate. 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?

Emphasis is placed on developing reading, writing, speaking, and analytical skills in a variety of formats. The

texts consist of selections from many primary and scholarly sources. Among these are Grant, *The World of Rome*; Hadas, *Imperial Rome*; Heilbroner, *The Worldly Philosophers*; Kitto, *The Greeks*; Kramer, *The Sumerians*; Lewis, *The Arabs in History*; Machiavelli, *The Prince*; Mumford, *The City in History*; Plato, *The Republic*; and Kagan, *Studies in the Classical World*.

## 20th-Century History

The objectives of this course are similar to those of Western Civilization, but with specific emphasis on the 20th Century, on intellectual history, and on applying insights from psychology, economics, and literature. The concepts and events studied vary from year to year, but those chosen are integral to a working understanding of 20th-Century perspectives and experience.

Students in this course study World War I, the rise and fall of the fascist states, the Russian revolution and the collapse 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 nature of power and authority, and the theme of modernity.

Emphasis is placed on critical reading of primary and secondary sources and written work that requires careful analysis and independent thought. Texts: Brittain, *Chronicle of Youth*; Freud, *Civilization and Its Discontents*; Fussell, *The Great War and Modern Memory*; Gochberg (ed.), *Classics of Western Thought: The Twentieth Century*,

Golding, *Lord of the Flies*; Goldston, *The Rise of Red China*; Herring, *America's Longest War*; and Hughes, *Contemporary Europe: A History*.

## Colonial History

This course is designed to provide students with a broader perspective and understanding of the modern world by examining specific case studies of colonialism throughout history. In striving toward this goal, students probe not only the effects of colonialism on modern global relations but also how systems of colonialism persist in a postcolonial world. Using examples of colonization, de-colonization and post-coloniality from the 16th through the 20th Centuries, the course focuses on Latin America, Africa and South Asia. The students read a combination of theoretical studies and primary sources in order to develop an understanding of complex themes of identity, gender, resistance, collaboration, exploitation, nationalism and culture within the colonial context. The students are encouraged to discern patterns in the various case studies and to think creatively about the use of evidence. To meet these challenges, students consider a variety of theoretical, historical and literary sources such as Chinua Achebe's *Things Fall Apart*, Joseph Conrad's *Heart of Darkness*, Bartolome De Las Casas' *A Short Account of the Destruction of the Indies*, Miguel Leon-Portilla's *The Broken Spears*, Ferdinand Oyono's *Houseboy*, George Orwell's *Burmese Days*, Jurgen Osterhammel's *Colonialism: A Theoretical Overview*, and Edward Said's *Orientalism*.

## European History and International Relations

For better or for worse, the way that

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, our goal is twofold: to examine those events and ideas that have shaped modern Europe and to explore their effect on the theory and practice of contemporary international relations. Like Western Civilization, this course uses a multidisciplinary approach to explore historical questions. In addition to reading major historical interpretations, students are exposed to prevailing economic, anthropological, and political theories. Thus, by the end of the course, students not only have a command of European history's dense chronology, but also a familiarity with the methodologies that contemporary analysts employ in formulating their foreign policies. Texts: Arendt's *The Origins of Totalitarianism*; Craig and George's *Force and Statecraft: Diplomatic Problems of Our Time*; DePorte's *Europe Between Superpowers*; Gilbert's *The End of the European Era, 1890-Present*; Hitler's *Mein Kampf*; Machiavelli's *The Prince*; Marx's *The Communist Manifesto*; and Palmer and Colton's *A History of the Modern World*.

## History of East Asia

An understanding of the major cultures of East Asia is increasingly important in today's global economy. Not only have these cultures become key players on the contemporary world stage, but they may very well define the next century.

This course introduces students to the history of the two main East Asian cultures by examining the political and social institutions, philosophical and

religious beliefs, and the artistic and literary traditions of China and Japan. Using both scholarly interpretations and primary documents, we explore the traditional foundations of these cultures, how they have been historically redefined, and what relevance they have for the China and Japan of today. Our approach to these questions reflects our attempt to understand the world-views of these cultures and their responses to worldly and spiritual challenges in the past. Our fundamental goal is thus to understand the histories of China and Japan from within, that is from the historical perspectives of the Chinese and Japanese themselves rather than solely from a Western point of view. Texts: Ebrey, *Source Book of Chinese Civilization*; Huang, *China: A Macro History*; Laozi, *Daodejing* (trans. by Lau); Schirokauer, *A Brief History of China and Japan*; Shikibu, *The Diary of Lady Murasaki*; Varley, *Japanese Culture*, Wright, *Buddhism in China*; and selected readings from other sources.

### **Modern European History**

Beginning with the Renaissance and Reformation periods, the development of nation-states is studied, followed by the Enlightenment, the Industrial Revolution, and the rise and fall of the great powers in the 19th and 20th Centuries. We examine the origins and consequences of two World Wars and the Cold War, as well as the transformation of European boundaries, cultures, and ideologies. In addition to the textbook and readings, the richness and variety of literature, religion, theater, film, art and music give dimension to the chronological framework. Study of current events is integral to the course; students read *The New York*

*Times* and on-line news sources regularly in preparation for class discussions. Readings include Kagan, Ozment and Turner, *The Western Heritage*; Weber, *The Western Tradition*. Extensive use is made of Huntingdon, *The Clash of Civilizations and the Remaking of World Order*, and Kennedy, *Preparing for the Twenty-first Century*.

### **History of Material Culture**

Team taught by various members of the History Department, this course is organized around the theme of material culture. Separate five-week sessions are structured around a material commodity and an examination of how the use, trade, extraction, value and production of that resource or commodity has affected the course of history. Material culture has traditionally been defined as the vast universe of objects used by humankind to cope with the physical world and to facilitate social intercourse. The students are asked to question and analyze how material culture links different parts of the globe while also acting as an agent of change. Separate units may examine the historical significance of any of the following material products: tea, gunpowder, gold, nutmeg, diamonds, oil, opium, sugar, furniture, etc. The course combines the use of primary and secondary materials in an effort to seek connections wherever possible between the past and the present. For an independent project, each student will be assigned a mystery object; they must identify its material use, explain how it was extracted or constructed, and finally explore what this object reveals about the culture that fashioned and used it.

### **History of Gender**

This course is intended to provide students with an extended opportunity to examine the intersection of gender and history. It is not designed to serve as a women's history course; rather, it studies and charts the changing construction of gender over time. The course proceeds as a thematic study that encompasses the study of gender and gender-related practices throughout the world, beginning with the earliest civilizations and ending with our contemporary world. Some themes covered include an examination of the role that gender plays in the state, the family, work, and social movements.

### **Issues and Debates in American History**

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

This course is not a survey, and no attempt is made to cover American history in all its sweep and complexity. Rather, the focus is on the cultural and historical processes whereby America emerged as a nation and how definitions of America have shifted and evolved over time.

One of the goals of this course is to provide students with an opportunity to think individually and collectively about the nature of historical research. What is "history"? How is it written? What methods and skills do historians employ when they recon-



struct and interpret the past? What counts as historical evidence?

Emphasis is therefore placed on the analysis of source material in light of established scholarship, the formulation of historical hypotheses, and the evaluation of historical evidence.

Secondary sources are used selectively to direct student thinking and provide a framework for further research. We study a range of primary sources, both historical (legal decisions, speeches, letters, autobiographies) and fictional.

Students are asked to read historical documents with the care and attention they are accustomed to using when studying novels and poems. And they are asked to consider fictional works as historical documents, in the belief that writers of fiction are often our greatest historians. Indeed, it is one of the assumptions of this course

that works such as Charles Chesnutt's *The Marrow of Tradition*, Herman Melville's "Benito Cereno" and "Bartleby, the Scrivener," and Toni Morrison's *Beloved* allow us to see our history with particular insight and intelligence.

# Mathematics

All courses offered by the Mathematics Department are designed with four fundamental goals in mind. First, students should be able to use and interpret mathematics graphically, numerically, and algebraically. Second, they should be able to read, write, and speak about mathematics with clarity and precision. Third, they should recognize and appreciate the utility of mathematics as a tool in the physical, life, and social sciences as well as its beauty as an intellectual pursuit. And fourth, they should be able to learn effectively through lectures, through seminar-style classroom discussions, by working in small groups with other students, and through independent study.

Toward these ends, the Mathematics Department uses 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 its classes. Cooperative learning structures and seminar-style classes encourage active discussion and debate. In addition to traditional forms of assessment and evaluation, assignments 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.

Students are required to earn three credits in mathematics for graduation and must complete Algebra II or Algebra II Honors.

## Algebra I

This course introduces students to modern elementary algebra. Particular emphasis is placed on problem solving and analysis using examples and data drawn from real-world situations. Prerequisite: Pre-algebra. Text: Larson et al., *Algebra: An Integrated Approach*.

## Geometry

This course covers Euclidean plane and solid geometry. Students learn to create and test conjectures inductively and to prove their conjectures formally. They also review key concepts and skills from Algebra I throughout the course. Prerequisite: Algebra I. Text: Serra, *Discovering Geometry: An Inductive Approach*.

## Geometry Honors

Geometry Honors covers Euclidean plane and solid geometry while also extending the material to encompass several major theorems typically not covered at the high school level.

Emphasis is placed on creating and communicating mathematical analyses clearly and concisely, both verbally and in writing. Prerequisites: Algebra I and the permission of the department. Text: Larson et al., *Geometry*.

## Algebra II

This course continues the study of algebra begun in Algebra I, focusing on algebraic representations and applications of all major families of functions. Students also study selected topics from linear algebra, probability, and statistics throughout the year. Prerequisites: Algebra I and Geometry. Text: Larson, et al., *Algebra 2*.

## Algebra II Honors

This course includes all topics from Algebra II and also contains a full treatment of trigonometry. Students study all major families of functions from real analysis and their transformations, compositions, and applications. Prerequisites: Algebra I and Geometry or Geometry Honors, plus the permission of the department. Text: Larson et al., *Algebra and Trigonometry*.

## Precalculus

This course develops all the major continuous functions utilized in real analysis, with special emphasis placed on using these functions to model real-world phenomena. Students also

study bivariate data analysis and a full treatment of trigonometry.

Prerequisite: Algebra II. Text: Connally et al., *Functions Modeling Change: A Preparation for Calculus*.

### Precalculus Honors

In the first half of the year, students in Precalculus Honors study a variety of precalculus topics drawn from discrete mathematics and analysis. The second half of the course covers differential calculus and its applications and begins to prepare students for the Advanced Placement Calculus BC exam. Prerequisites: Algebra II Honors and the permission of the department. Text: Hughes-Hallett et al., *Calculus*.

### Project Calculus

This course is a project-based study of differential and integral calculus and their applications, with special emphasis on projects, laboratory exercises, and collaborative discovery learning. While this course covers approximately the same content as Advanced Placement Calculus AB, it does not follow the AP syllabus and is not intended to prepare students for an Advanced Placement exam.

Prerequisites: Precalculus or Algebra II Honors, and the permission of the department. Text: Hughes-Hallett et al., *Calculus*.

### Advanced Placement

#### Calculus AB

Advanced Placement Calculus AB covers differential and integral calculus, with an emphasis on applications drawn from the physical, life, and social sciences. This course is designed to prepare students to take the Advanced Placement Calculus AB examination. Prerequisites:

Precalculus or Algebra II Honors, and

the permission of the department.

Text: Hughes-Hallett et al., *Calculus*.

### Advanced Placement

#### Calculus BC

This course continues the study of calculus begun in the second half of Precalculus Honors. Students study integral calculus and its applications as well as polynomial series approximations. This course is designed to prepare students to take the Advanced Placement Calculus BC examination. Prerequisites: Precalculus Honors and the permission of the department. Text: Hughes-Hallett et al., *Calculus*.

### Advanced Placement Statistics

This is a non-calculus-based introduction to statistics. The course includes four major themes: exploring and analyzing data, planning studies and collecting data, mathematical modeling, and testing hypotheses through statistical inference. Prerequisites: Algebra II and the permission of the department. Texts: Rossman, *Workshop Statistics*, and Moore and McCabe, *The Practice of Statistics*.

### Multivariable Calculus

This course extends the ideas of single-variable calculus to functions of two or more variables and to vector-valued functions. Numerous applications taken from the physical, life, and social sciences motivate the development of each topic.

Additional topics chosen from differential equations and linear algebra are covered as time permits.

Prerequisites: AP Calculus BC, and the permission of the department.

Text: Larson, et al., *Calculus*.

### Electives

Staff and student interest permitting, the Mathematics Department also offers one or more half-credit elective minors each year. These give students the opportunity 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 The Mathematics of History. 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

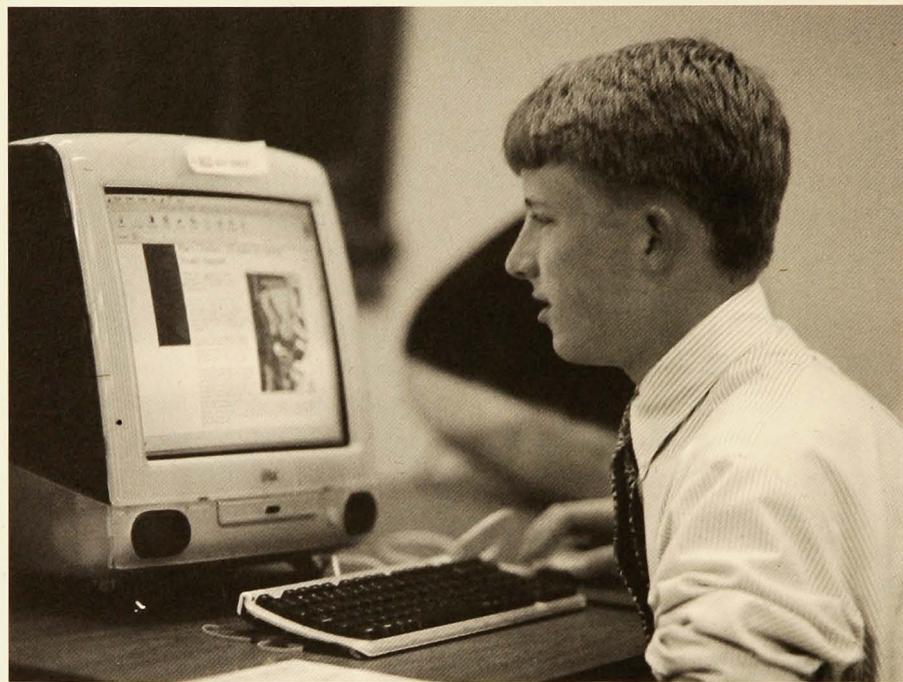
The Computer Science Department has two main academic goals. First, it seeks to ensure that all students at St. Andrew's learn to use computers productively and meaningfully as part of their academic training. This begins with the Computer Literacy course but continues and develops throughout their St. Andrew's careers in all their classes. Second, the department offers courses in computer programming and computer science for those students who are interested in the field as an academic discipline in and of itself.

## Computer Literacy

This course familiarizes students with the computer lab and teaches them how to operate computers and run programs. Students learn the basics of word processing, spreadsheets, and databases, as well as how to print, save, copy and back up files.  
(Fall Term)

## Introduction to Computer Science

In this minor course, students are introduced to object-oriented programming through the use of Karel++, a program designed to teach object-oriented problem-solving strategies by programming robots that exist in a simple graphical world. After learning the concepts of object-based design from programming these robots, students can quickly transfer their knowledge into creating sophisticated C++ programs.



The second half of the course is devoted to applying these object-oriented concepts to C++.

Text: Begin et al., *Karel++, A gentle introduction to the art of object-oriented programming*; and Astrachan, *A computer science tapestry* (2nd Edition).

## Advanced Placement Computer Science AB

This is a major course in the fundamentals of computer science. It covers a variety of topics including program design, implementation, and analysis; data structures; algorithms for data structures, searching, and sorting; and systems architecture. It follows the guidelines of the College Board's AP Computer Science AB syllabus. Prerequisites: Introduction to Computer Science or the permission of the department.

# Modern Languages

At all levels of foreign language teaching, the department has as its primary goal the enrichment and broadening of the perspectives of its students. It is our aim that through the study of language our students develop an understanding and appreciation of other cultures and their history, literature, art and geography.

The process of active learning in which the students are engaged provides them the opportunity to achieve individual excellence while learning to work with and respect their peers. Our classes are small, and by stressing strong comprehension and communication 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 language teachers have all lived abroad and all have done advanced work in their fields. We encourage students to travel and in the summer, trips to countries such as Spain, France, Guadeloupe and Mexico are often offered by teachers in the department.

We also recommend specific programs to students who are interested in a study or travel abroad experience. Students who complete summer programs will be considered for promotion on a case-by-case basis.

Most students study language at St. Andrew's for three or four years and after completing our most advanced courses may earn college credit for their efforts. Regardless of whether they choose to take an Advanced Placement examination, 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.

## Chinese I

This course is an introduction to Chinese language and culture and, as such, stresses developing Chinese listening and speaking skills in everyday situations. In addition, we work on building basic reading comprehension and writing skills. Chinese history, art, calligraphy and cuisine are also integrated into the course. The principal objective of this course is for students to master the pinyin system of romanization, a learning tool that helps students understand and master Chinese pronunciation. By the end of the year, students should have mastered a minimum of 200 characters, both simplified and traditional, and will be familiar with basic sentence patterns and expressions. Students will be able to converse on topics such as family, pets, friends, school, favorite sports, food and daily activities.

Texts: Yao and Lui, *Integrated Chinese* (Level I, Part I), and selected songs, poems, short stories, and multimedia materials.

## Chinese II

This course, conducted entirely in Chinese, builds on the skills mastered in Chinese I. Short plays, poems, songs, movies, newspaper articles, TV commercials and Internet resources supplement the textbook as students work on listening, speaking, reading and writing skills. Students are taught about 200 characters, as well as more sophisticated sentence patterns. By the end of the course students should be able to write short passages describing their experiences and expressing their personal viewpoints. Text: Yao and Lui, *Integrated Chinese* (Level I, Part II).

## Chinese III

Chinese III is an intermediate course designed to review and extend skills acquired in Chinese II. This course also prepares students for the SAT II in Chinese. Conducted entirely in Chinese, this course emphasizes building listening and speaking skills, while introducing 200 new Chinese characters for basic reading and writing. Evaluations include quizzes, tests, oral presentations and short weekly journals. Texts: Cao, *Speaking Chinese*; Yao and Lui, *Integrated Chinese* (Level II, Part II); and Wang, *Laughing in Chinese*.

## Chinese IV

This course is a continuation of Chinese III.

## **French I**

This introduction to French language and culture is designed for students with little or no prior exposure to the subject. The course provides an overview of the basic principles of French spelling, pronunciation and grammar. Language instruction focuses on oral proficiency and also helps students develop skills in listening, writing and reading. In this critical first year, students also explore aspects of the history, culture and geography of the French-speaking world. Texts: Valette and Valette, *Discovering French* (Bleu) and *French for Mastery*.

## **French II**

Conducted largely in French, this course builds on the skills acquired in French I as it emphasizes the building of vocabulary and the application of grammatical concepts. Readings include various expressions of Francophone culture, including literary selections, and students hone their listening comprehension skills by working with video sequences and audiotapes. Students are expected to develop and demonstrate their oral proficiency by energetic participation in the classroom. Texts: Blume and Stein, *French Two Years*; Saint-Exupéry, *Le petit prince*; Valette and Valette, *Discovering French* (Blanc); and selected short stories by Leblanc and Maupassant (abridged).

## **French III**

French III strengthens and extends the skills acquired in French II as it seeks to develop students' vocabulary, facility with sophisticated grammar structures, and analytical skills.

Conducted entirely in French, this

advanced intermediate course is designed to prepare students for the SAT II in French. Students study the present and past subjunctive and advanced grammatical structures. Course materials include French newspaper articles, selections from Francophone literature, and French-language movies, video sequences and audiotapes. As the course emphasizes listening and speaking skills, many of the evaluations are oral. Texts: Simenon, *La tête d'un homme*, *Maigret et le fantôme*, and *Maigret tend un piège*; Valette and Valette, *Discovering French* (Rouge); and selected short stories by Leblanc and Maupassant (unabridged).

## **French IV**

This intermediate course continues to expand on the skills acquired in French III. The emphasis on language and literature is intended to hone the students' proficiency in grammar and writing in a specific context. Students study short samples of literature allowing the teacher to expand on aspects of French society and culture inspired by the text. Students complete research projects and learn to present oral reports on the readings with accuracy and confidence. Texts: Blume and Stein, *Troisième Livre*; Hirsh and Thompson, *Moments littéraires: Anthologie pour cours intermédiaires*.

## **Advanced Placement French Language**

This advanced placement course serves as a transition from the study of French language to the study of French and Francophone literature. Students read and discuss selections from a variety of genres. Advanced grammar and composition are

emphasized and students learn to write formal dissertations based on the readings. This course also aims to refine the students' command of sophisticated vocabulary and grammar structures while developing their skills in literary analysis. Texts: Sturges II, Nielsen and Herbst, *Une Fois pour toutes*; and Ravisé, *Tableaux culturels de la France*.

Prerequisite: Completion of French IV, or upon recommendation by teacher after completion of French III.

## **Francophone Literature**

Surveying the literature of the French Diaspora, this college-level course asks students to consider works from France, the Caribbean, West Africa, Asia and Canada in their political and historical contexts. Readings are supplemented by films and articles on current events. This course emphasizes advanced skills in grammar, composition and literary analysis; students learn to develop a thesis and write formal dissertations culminating in a final exhibition. This course is conducted entirely in French and students, throughout the year, work on refining their listening comprehension and speaking skills.

Text: Laye, *L'enfant noir*; Oyono, *Une vie de boy*; Schwartz-Bart, *Pluie et vent sur Telumée Miracle*; and Tournier, *Vendredi ou des limbes du Pacifique*.

Prerequisite: Completion of AP French Language.

## **Spanish I**

This course is an introduction to the basic vocabulary and grammatical structures of the Spanish language as well as to Hispanic culture abroad and here in the United States. It prepares a foundation in the four language skills: speaking, writing, reading and listening comprehen-

sion. Emphasis is given to the communicative use of Spanish through situational dialogues, pair work, skits and oral evaluations. Texts: Valette and Valette, *Spanish for Mastery 2*, and supplemental readings.

## Spanish II

This course reviews and builds upon the concepts presented in the introductory course. Students continue 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 students into contact with various aspects of Spanish and Hispanic life and culture. Texts: Caycedo et al., *Claro que sí*, and selected readings.

## Spanish III

Having completed two years of intensive language study, students begin the study of Hispanic literature in Spanish III. They read short stories, poems and short plays both from Spain and Latin America. The class also reads about current events in Spain and the rest of the Hispanic world over the course of the year. These readings are used to generate class discussions. The course also concentrates on developing writing skills. The students will write short essays as well as learn how to write a literary commentary. Texts: Couch et al., *Una vez mas*; Samaniego et al., *,Díme! Pasaporte al Mundo XXI*; and Schmitt, *Schaum's Outline of Spanish Grammar*.

## Spanish IV

Conducted in Spanish, this course offers a study of topics in the Hispanic world. Students study

sources such as stories, periodicals, essays, and films about Latin America. Equally emphasized is a rigorous grammar component. While serving as a continuation of the trajectory of previous courses, this course dedicates a substantial amount of time to the reinforcement of grammatical structures and correct usage of the language in its spoken and written forms. Grammar study emphasizes the written and oral usage of all verb tenses, especially the subjunctive and the past tenses, and problematic prepositions.

## AP Spanish Language

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 lower-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 Muralism movement, the rise of dictatorships in Latin America, the role of women in resistance movements, particularly in Chile and Argentina, the involvement of the United States in Latin America, and the age of revolution in Latin America. The course ends with a major paper and oral presentation on a subject of the student's choice. In conjunction with the study of Latin America, the students prepare for the AP Spanish Language examination. Seeded in the lessons, class discussions, readings, and oral exams is the grammar and vocabulary to be worked on for preparing for the examination in May. Students read a variety of texts selected by the teacher and view the following films: *La Historia Oficial*; *Kiss of the Spider*

*Woman; Missing; The Mission; Romero;* and *Salvador*. Texts: Couch et al., *Una vez mas*; and Gabriel García Márquez, *Cinco Maestros* and *El coronel no tiene quien le escriba*.

Prerequisite: Completion of Spanish IV, or upon recommendation by teacher after completion of Spanish III.

## Hispanic Authors of the 20th Century

This college-level course is the culmination of five years of the students' approach toward bilingualism in the four skills—listening, speaking, reading and writing—and their ability to use the language to understand the Hispanic worldview through the intensive study of Hispanic literature. The students read major literary works of Federico García Lorca, Jorge Luis Borges, Ana María Matute, Miguel de Unamuno, Isabel Allende, Laura Esquivel, and Gabriel García Márquez. In addition to the readings and numerous response papers, the students give a presentation at the end of each term in which they present a literary commentary on one of the major works studied during the term.

Prerequisite: Completion of AP Spanish Language.

# Classical Languages

The study of classical languages affords both language training and an introduction to the roots of our civilization. Recognizing the value of such study to a liberal education, St. Andrew's offers beginning, intermediate, and advanced courses in Latin, and beginning and intermediate courses in Greek.

Two years of Latin provides students with a solid grounding in the language, but students who are able should continue with the third year, which enables them to read the original works integral to the Western cultural tradition. To the advanced student, Latin IV and V offer the opportunity to study in greater depth the most significant literary and philosophical works of the ancient world. Honors students in Latin III should consider taking the College Board examination in Latin and honors students in Latin IV or V should consider taking the appropriate Advanced Placement examination.

## Latin I

Latin I provides an introduction to the basic forms and syntax of Latin. Text: Dewitt et al., *College Latin*.

## Latin II

This course continues the study of Latin grammar and sentence structure and introduces students to the prose of Caesar. Text: Dewitt et al., *College Latin*.

## Latin III

This course trains students to handle Latin prose through extensive reading of Caesar and Cicero. This course also explores the dynamic structure of classical rhetoric and may also include an introduction to Latin poetry. Honors students in Latin III are prepared to take the Latin SAT II. Readings: selections from Caesar, *Commentaries on the Gallic War Book II*; Cicero, *First Oration against Catiline*, *Second Oration against Verres*; Ovid, *Metamorphoses*.

## Latin IV

In this course students read the epic poetry of Vergil, while exploring the historical, social and political background of the Augustan period. Honors students are prepared to take the Advanced Placement examination on Vergil. Text: Jenney et al., *Fourth Year Latin*; Weiden Boyd (ed.), *Vergil's Aeneid 10 and 12*.

## Latin V

In this course students read the lyric poetry of Catullus and Horace and gain a deeper appreciation for poetic structure, versification, and literary criticism. Honors students are prepared to take the Advanced Placement examination on Catullus and Horace. Texts: Garrison (ed.), *The Student's Catullus*; Garrison (ed.), *Horace: Epodes and Odes*.

## Introductory Greek

This minor course introduces students to the vocabulary, grammar and

St. Andrew's students consistently score above the national average on the National Latin Examination. Over the past five years these percentages of our students have received the following commendations:

- 20%** Cum Laude
- 17%** Magna Cum Laude
- 24%** Maxima Cum Laude
- 7%** Summa Cum Laude

syntax of Attic Greek. Text: Hansen and Quinn, *Greek: An Intensive Course*.

## Intermediate Greek

Continuing the study of Attic Greek, this course introduces students to the literature and philosophy of Plato. This course may also include a short study of Homer. Texts: Hansen and Quinn, *Greek: An Intensive Course*; Helm (ed.) *Plato: Apology*.

# Religious Studies

In keeping with Felix duPont's vision and purpose, St. Andrew's School has included religious studies in its academic curriculum since the School was founded. The core curriculum in religious studies that all students follow throughout the IV Form year and in the first half of their VI Form year provides them with an understanding of the major religious and philosophical traditions that have shaped Western civilization.

The religious studies curriculum 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 as they are understood in the Judeo-Christian tradition, and the importance in Christianity of revelation through historical events and persons. Some attention is also given to the moral implications of Christian commitment for contemporary life.

In the beginning of their VI Form year, students are introduced to the major thinkers and movements in Western philosophy. In the latter half of the year, VI Form students choose from electives that address such topics as world religions, gender issues, ethics, religion and literature, religion in America, and Islamic religion and civilization. We aim to familiarize students with some of the many varied ideas and theologies they will

encounter in college while encouraging them to formulate their own value systems through discussions and essays.

Health and Human Potential is also included in our department, because it raises issues of self-definition, relations to others, and ethical and moral decisions.

## History and Literature of the Old and New Testaments

The 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 and the growth and spread of Christianity during the First Century.

The final unit of the course is devoted to reflection about religious persecution. By focusing on the Holocaust and on the modern Palestinian-Israeli conflict, this unit emphasizes how the issues and problems raised by biblical writers still confront people today. Throughout the year, students take field trips to a Reform synagogue, the United States Holocaust Memorial Museum and the University of Pennsylvania Museum. Class work is supplemented with the viewing of *Schindler's List* and educational videos.

Texts: the New Revised Standard Version of the Bible; Chacour, *Blood Brothers*; Marshall, *A Guide through the Old Testament*; and Wiesel, *Night*. (IV Form)

## Health and Human Potential

Meeting twice a week for half the school year, this course focuses on physical and emotional health care, and decision-making skills. Discussions and experiential exercises aim to give students a better understanding and acceptance of themselves, others and the changing world in which they live. Journal writing, role playing, films and current research are used to explore critical issues such as drugs, alcohol, sexuality, changing relationships, stress and specific adolescent concerns. (IV Form)

## An Introduction to Philosophy

What is the nature of reality? Am I a body and a mind? Am I free or determined? What grounds do I have for belief in God? On what principle do I judge things right or wrong? When can I say, "I know"?

This course is organized around such questions—questions that have been central to Western philosophical inquiry. Using the pattern of one lecture and two discussion periods per week, the course raises and addresses classical philosophical questions in the fields of epistemology, ontology, metaphysics, theology,

ethics and aesthetics. To stimulate discussion and broaden the scope of our philosophical inquiry, visiting lecturers share their expertise and wisdom with our students; in past years these guests have included Professor Michael Krausz of Bryn Mawr College on relativism and our own Art Department's John McGiff on aesthetics. Students read short selections from philosophers whose positions have been the bases for much subsequent discussion. We study thinkers from the major periods of Western thought – classical, modern and contemporary.

Students write papers exploring important aspects of each question. In this course, students gain exposure to thinkers they will encounter in college, a variety of teaching formats, and the rigors of logical philosophical analysis. Text: Castell et al., *An Introduction to Modern Philosophy*. (VI Form)

IN THE SECOND HALF OF THE VI FORM YEAR, STUDENTS CHOOSE ONE OF THE FOLLOWING ELECTIVES. NOT EVERY COURSE IS OFFERED EVERY YEAR.

### **Gender Issues in History and Contemporary Society**

This course looks at gender roles and expectations across time periods and various cultures. In the Western world, attitudes and beliefs about gender have a dual origin in Hellenistic culture and the Judeo-Christian tradition. This course,

therefore, begins with an overview of Hellenistic literature, law and custom from Homer to the Roman Empire.

The second major unit in this course studies the Old Testament, the New Testament and church history. Students present papers on the creation accounts, the status of women in Old Testament law and leading women in the Old Testament. Extensive use is made of recent work by biblical scholars who are women. We conclude this unit by studying the Reformation churches and the Roman Catholic church.

The third major unit studies the contemporary world, the changing roles of men and women in American society and women in Asia and Africa. Each student chooses a topic currently in the news and follows it throughout the remainder of the course. Texts: Cantarella, *Pandora's Daughters: The Role and Status of Women in Greek and Roman Antiquity*; Rosenberg, *Divided Lives: American Women in the Twentieth Century*; Torjesen, *When Women Were Priests: Women's Leadership in the Early Church and the Scandal of Their Subordination in the Rise of Christianity*; and selected readings from other sources.

### **Introduction to Ethics**

Using Lawrence Inman's college text *Contemporary Moral Issues: Diversity and Consensus*, this class tackles controversial social issues such as abortion, euthanasia, cloning, the death penalty, race and ethnicity, sexual orientation, poverty and welfare, world hunger, the treatment

of animals, and environmental ethics. We study experiential accounts and differing moral approaches in order to prepare personal position papers on these issues.

### **Ethics and Technology**

Technology has become an integral part of our everyday lives, whether it be sending and receiving email, surfing the internet or staying in touch on cell phones. While technological change is not new, many feel the recent rate of change has brought about a new phenomenon—we now develop and distribute new technologies faster than our thinkers, philosophers and ethicists can direct us in the proper uses of these technologies.

This course examines a variety of questions pertaining to the use of technology, including privacy, intellectual property rights, and medical and genetic ethics. We also examine the psychological, physiological, and sociological effects technology has on us. The goal of this course is to help students reflect on all the impacts of using technology. Our premise is that training to think in this way is increasingly important—we must consider what should or should not be done, rather than focusing exclusively on what is technologically possible. A case-study approach forms the foundation of these investigations.

### **Introduction to Islamic Religion and Civilization**

This course examines a series of questions: What are the central beliefs of Islam? How is Islam practiced in

the contemporary world? What are some of the diversities within the Islamic world, from Cairo to Riyadh, from Dakar to Jakarta, from Paris to Chicago? What does Islamic art, architecture, poetry and song look and sound like, and how is it related to the Muslim belief system? What is the history of relations between Islamic societies and Western Europe and North America? How is Islam portrayed in the world media?

Students read selections from the Qur'an, collections of the sayings of the Prophet Muhammad, and the writings of Muslim philosophers, theologians and artists, as well as selections from contemporary political and social analyses. Short papers and presentations provide an opportunity for students to perform analyses of their own.

## Introduction to World Religions

Why do some Jews keep kosher? What does the Nicene Creed really mean? Do Hindus see themselves as monotheists or polytheists? Does *Seven Years in Tibet* portray Buddhism accurately? Are all religions engaged in the same project?

In this course, we proceed from the position of sympathetic and curious visitors. We visit five major world religions: Hinduism, Buddhism, Judaism, Christianity and Islam. We concentrate on modern religious beliefs and practices, actively seeking to dispel some of our misconceptions and to understand how each tradition would like to be viewed. We read Huston Smith's *The World's Religions* and

selected essays by religious scholars and watch excerpts from the video series, *The Long Search*.

## Religion and Literature

This course examines the powerful and distinctive ways in which great writers have explored the fundamental religious and philosophical issues confronting humanity. We explore two of the most profound and illuminating novels of the 20th Century: Tolstoy's *War and Peace* and Dostoevsky's *The Brothers Karamazov*. Each novel raises fundamental questions of faith and understanding.

## Religion in Contemporary America

Addressing the diversity of religious experience in contemporary America, from atheism to fundamentalism, this course has three emphases: the origins, beliefs and practices of the major religious groups; the role religion plays in American public life and politics; and students' own religious heritages and belief systems. Text: Bellah et al., *Habits of the Heart*.

## Sports and Religion

This course examines the relationship between the life of faith and the sporting life. We begin by forging a definition of religion. From this perspective, we examine the sports craze in the United States and whether sports have become the new state religion. In analyzing our culture's obsession with athletics, we investigate whether sports can play the same function as faith in an individual's life. Further, we consider whether athletic performance can enhance spirituality while providing a platform

for transformation. The course addresses different religious traditions, the role of ritual, socioeconomic factors, gender considerations, the religious right, and the spectator phenomenon. Controversies such as performance-enhancing drugs and public prayer are also addressed. Final essays enable each student to develop a theology of sports.

## The Philosophy and Art of Education

This seminar explores both philosophical and practical approaches to education. We read widely and extensively in the literature of men and women who have made profound contributions to our understanding of and approaches to education, and we evaluate the philosophical approaches undertaken by various public and private schools and colleges. Students with particular interests in the field of education find this seminar fascinating and valuable. Texts: Plato, *The Republic*; Rousseau, *Emile*; Dewey, *Democracy and Education*; Sizer, *Horace's Compromise: The Dilemma of the American High School*; Sizer, *Horace's School: Redesigning the American High School*; Lightfoot, *The Good High School*; Heath, *Schools of Hope*; Shor, *Empowering Education*; Pell, *A History of St. Andrew's School*; Amos, *Time to Remember*.

# Science

Albert Einstein once described science as the "attempt of the human mind to find connections between the world of ideas and the world of phenomena." The science program at St. Andrew's School strives to bring Einstein's definition of science to life in the minds and work of its students. Through engaging courses in biology, chemistry and physics, students are exposed to some of the fundamental laws and theories that constitute our understanding of the natural world. Just as importantly, students are taught the process by which scientists create, validate, revise and, in some cases, completely restructure these conceptions.

Laboratory work is integrated into all courses. As our teachers guide

students through experiments that introduce new phenomena, demonstrate key concepts and challenge our students to solve problems, they seek to inspire students to find scientific inquiry exciting, accessible and enriching. The St. Andrew's science program strives to teach students how to think and act like scientists and to nurture in them an inclination to use this ability to continue their study and appreciation of the natural world, to solve problems and to act responsibly in society.

Science classes are conducted primarily in a teacher-guided discussion format that emphasizes careful observation, hypothesizing, questioning and reasoning. Weekly double-laboratory periods accompany every major

course. Computer technology is integrated into the curriculum, primarily in the form of computer-interfaced measurement probes and data analysis programs. Biology classes make frequent use of Noxontown Pond and the extensive woodlands and marshlands that surround the campus. Field studies are also conducted at nearby natural sites such as the Bombay Hook National Wildlife Refuge.

Outside of the classroom, students have opportunities to participate in lectures and special programs with outstanding and notable scientists. The Annual William A. Crump '44 Physics Lecture has brought Nobel Prize-winning physicists to campus through an endowed speaker's fund.

## William A. Crump '44 Physics Lectures

### 2000

Dr. William A. Phillips, a physicist at the National Institute for Standards and Technology and Adjunct Professor of Physics, University of Maryland, was a co-recipient of the 1997 Nobel Prize in Physics for his development of methods to cool atoms to within a millionth of a degree of absolute zero using laser light. His work opened the way for the inner structure of atoms to be studied, thereby increasing our knowledge of the interplay between radiation and matter. These methods have also led to the design of more precise atomic clocks for use in space navigation and global positioning systems. Dr. Phillips' talk, "The Laser Trapping and Cooling of Atoms," was filled with physical demonstrations that illuminated the underlying principles of his discoveries.

### 2001

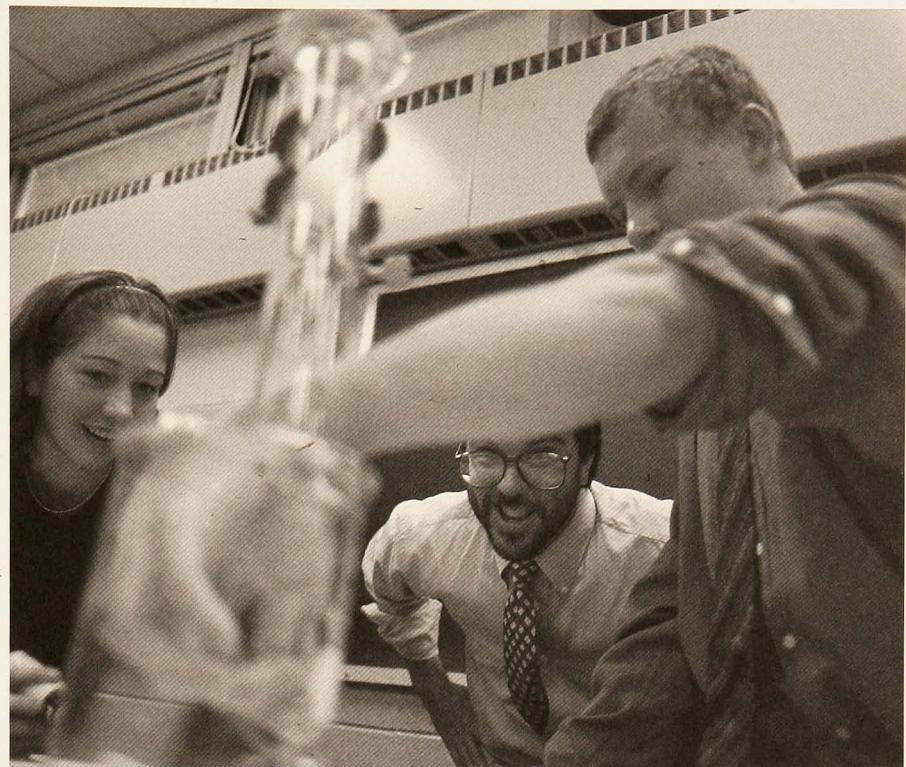
Dr. Brian Greene, Professor of Mathematics and Physics at Columbia University, is a leading theoretical physicist pursuing a unified theory of energy and matter popularly referred to as String Theory. Author of the best selling book, *The Elegant Universe*, Dr. Greene's talk, "Explaining the Elegant Universe," reviewed the two major theories of 20th-Century physics, Einstein's Theory of Relativity and Quantum Mechanics, and showed how String Theory hopes to resolve the underlying conflicts and difficulties that arise when both attempt to explain matter in its most extreme states of existence, as is found in black holes and the early Universe.

### 2002

Dr. Russell Hulse of The Princeton Plasma Physics Institute was the co-recipient of the 1993 Nobel Prize in Physics for his discovery of binary pulsars. Pulsars are ultra-dense and rapidly-spinning neutron stars whose immense magnetic fields send out intense regular bursts of radio waves with each revolution. Neutron stars, which form when energy-spent stars collapse under their own weight, are so dense that 1 teaspoon of their material weighs 2 billion tons. Binary pulsars are mutually orbiting pairs of such stars. Dr. Hulse's discovery, which followed from his insightful and relentless pursuit of anomalous signals from the Mount Arecibo Radio telescope in Puerto Rico, provided physicists with unique possibilities for the study of Einstein's Theory of Gravity (General Relativity). In his talk, Dr. Hulse recounted his personal journey of discovery, which was made while still a graduate student.

### 2003

Dr. Maria Spiropulu of the Enrico Fermi Institute of the University of Chicago is a rising star among a new generation of high-energy particle physicists who are seeking experimental clues to support the most current theories of matter at its most fundamental level. Her research focuses on the remnants of collisions between subatomic particles traveling at near-light speed in Fermilab's Tevatron, the world's highest-energy particle accelerator. In particular, she is looking for evidence of the existence of higher dimensions in the Universe, which is just one prediction of String Theory. Her talk, which is entitled, "Particle Physics Probes of Extra Dimensions," reviews the exciting progress in this field.



## Biology

This course provides a thorough and stimulating introduction to the study of life. Required for all III Form students, it is also one of the prerequisites for other life science courses we offer. Biology surveys a range of topics from ecology, evolution, and organismic biology to cellular and molecular processes and requires extensive field and laboratory work and supplemental reading. Each spring, students journey to nearby Lewes, Delaware, to review research at the University of Delaware's College of Marine Studies to observe dune, bogs, and beach ecology at Cape Henlopen State Park. Independent projects are required of students each spring. Text: Johnson and Raven, *Biology: Principles and Explorations* and supplemental readings. (III and IV Forms)

## Advanced Biology

The aim of this second-year biology course is to closely examine a range of topics in biology with the general theme of the unity and diversity of life. Some of the topics covered include ecology, cellular structure, cellular and molecular processes, genetics and evolution, and human anatomy and physiology. The course includes Advanced Placement laboratory investigations and supplemental readings. Text: Campbell, *Biology*. Prerequisites: Biology, Chemistry, and departmental approval. (V and VI Forms)

## Environmental Science

This course furthers students' awareness and appreciation for the natural world and the interrelationships within it. Students explore the natural environment and resources of the School and surrounding areas while becoming acquainted with the principles and methods used to examine

environmental issues. Topics include sustainability, ecosystems, population dynamics, geology, water, energy efficiency, climate change, food resources, and biodiversity.

Supplemental readings, visiting speakers, and independent projects augment normal textbook assignments. Students take advantage of nearby sites which provide insight into environmental issues; these sites include a spray irrigation farm, a water treatment plant, a local cemetery, and organic farm. Text: Miller, *Living in the Environment*, and other supplementary readings.

Prerequisites: Algebra I, Biology, Chemistry, and departmental approval. (V and VI Forms)

## Chemistry

This course provides an introduction to the fundamentals of descriptive and theoretical chemistry. Emphasis is placed on how physical and chemical properties and processes may be explained in terms of the electronic structure of atoms and the kinetic-molecular theory. While this course stresses conceptual understanding, it also includes substantial treatment of chemical calculations and problem solving. Weekly laboratory work complements class discussions and demonstrations. Computer-interfaced instrumentation and spreadsheet programs may be used to analyze and graph data.

Text: Russo and Silver, *Introductory Chemistry* (2nd Edition).

Prerequisites: Algebra I. (IV, V, and VI Forms)

## Honors Chemistry

Honors Chemistry provides a survey of the fundamentals of descriptive and theoretical chemistry but in greater depth and with greater quan-

titative rigor and expectations than in the aforementioned course.

Classroom discussions and extensive problem-solving sets are accompanied by weekly laboratory work which emphasizes good technique, precise analysis, and careful reporting. Computer-interfaced instrumentation and spreadsheets may be used in the laboratory.

Text: Chang, *Essential Chemistry* (2nd Edition). Prerequisites: Algebra I, Geometry, Algebra II or taking concurrently, and departmental approval. (IV, V, and VI Forms)

### **Advanced Chemistry**

This course offers students who have completed the first-year course in chemistry the opportunity to continue their advanced study in this field. In addition to covering the Advanced Placement syllabus, the course may include supplemental topics chosen from Physical, Organic, and Biochemistry. Class discussions and laboratory work are accompanied by extensive problem sets.

Text: Brown, LeMay, and Bursten, *Chemistry: The Central Science* (8th Edition).

Prerequisites: First-year chemistry, Algebra I, Geometry, Algebra II or taking concurrently, and departmental approval. (V and VI Forms)

### **Organic Chemistry**

This is a minor course which covers basic material such as nomenclature and chemical structure. Greater emphasis will be placed on chemical reactivity, electron movement, and organic synthesis. Topics related to biochemistry and pharmaceutical studies will also be explored.

Open to any V or VI Form student who has completed a first-year chemistry course.

### **Research Science**

This minor course is open to students with a special interest in science. Students and faculty develop three hands-on research experiences each lasting 10-11 weeks. The course provides students with the knowledge and skills necessary to transform their interest in science into a creative, well designed research project while becoming aware that science is an activity and not just a body of knowledge. Students will present written reports and an oral presentation to members of the department at the conclusion of each term. (V and VI Forms)

### **Physics**

This course surveys the major fields of physics, including mechanics, electricity, magnetism, optics, and sound. Laboratory-based activities emphasize the conceptual development of each topic while mathematical problem solving complements exercises. The laboratory work makes use of computer-interfaced instrumentation and spreadsheet programs for data analysis. Text: W. Thomas Griffith, *The Physics of Everyday Phenomena* (3rd Edition). Prerequisites: Algebra I and Geometry. (V and VI Forms)

### **Honors Physics**

Honors Physics provides a survey of the fundamentals of physics but in more depth and with greater rigor than in the aforementioned course. Emphasis is placed on the experimental basis of the major laws of mechanics, electricity, magnetism, and light and on their formal mathematical representations. Laboratory work complements class discussions and independent problem solving. Texts: W. Thomas Griffith, *The Physics of Everyday Phenomena* (3rd Edition),

plus supplementary materials.

Prerequisites: Calculus AB or Precalculus Honors or taking concurrently, and departmental approval. (V and VI Forms)

### **Advanced Physics**

Advanced Physics is intended for highly motivated students and offers a mathematically rigorous treatment of the fundamental laws of classical mechanics, electricity, and magnetism. The course covers the Advanced Placement syllabus Level C.

Emphasis is placed on calculus-based problem solving and careful experimental analysis of mechanical and electromagnetic processes. Students use computer-interfaced instrumentation and spreadsheet programs to collect and analyze data while developing an understanding of physical phenomena. Text: E.R. Huggins, *Physics 2000*. Prerequisites: Calculus BC concurrently and departmental approval. (V and VI Forms)

# The Visual and Performing Arts

Courses in the visual and performing arts at St. Andrew's seek to foster in students an understanding and appreciation of the theoretical, historical and cultural background of the arts while providing them with the techniques and guidance to develop as creative, expressive human beings. 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 is created for our students in such interaction is a strong sense of the arts as a means for investigating and celebrating the world in which they live.

## **Introduction to the Arts**

Introduction to the Arts is a minor arts course required of all III Formers in which students take eight-week blocks of drawing, ceramics and music. In the final six weeks of the year, students stage an adaptation of a popular fable or story. They are responsible for the design of all aspects of the performance – from costumes and sets to music, acting and a chosen narrative. Students are introduced to arts history. They look at the place of the arts in fashioning our culture by comparing music, art and theater of different historical periods and by analyzing the connections that exist among the arts themselves. This component of the course is taught by a team of members of the Arts Department.

## **Drawing**

Students in this course work with a variety of media to create a visual language for describing natural form. Using charcoal, conté and pastel, students render still lifes, landscapes and portraits with the goal of creating strong representational images.

(Elective minor)

## **Oil Painting I**

In working on still lifes, landscapes and portraits, students in this course learn how to use color as a means for describing light and form. Prerequisites: Introduction to the Arts or Drawing.

(Elective minor)

## **Oil Painting II**

Students continue their exploration of color and composition as they work on more advanced projects.

(Elective minor)

## **Art and Biology**

Offered jointly by the Science and the Visual and Performing Arts Departments, this course trains students to make detailed, accurate visual descriptions of a wide variety of natural life forms. The course is conducted outdoors and in the studio.

(Elective minor)

## **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 reproduce a complex masterwork in oils as a group project in the spring term. Prerequisite: Introduction to the Arts, Drawing I or consent of the instructor. (Elective minor)

## **Photography**

This course encourages students to explore the expressive qualities of black-and-white photography while learning camera fundamentals. Students are trained in 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 darkroom work. No prior experience is required but access to a 35mm camera with manual exposure capability is necessary. (Elective minor)

## **Advanced Photography**

Advanced Photography allows students to further explore the aesthetics and techniques of black-and-white photography. In the studio, students experiment with such techniques as hand coloring, sepia toning, solarizing and gumi bichromate printing processes. An examination of historical and contemporary photography complements the development of a subject and personal vision. Students compile a portfolio of finished images each term. (Elective minor)

## **Sculpture**

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

## **Ceramics**

Students learn basic skills for working with ceramic materials, from developing initial concepts to completing 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 trends in pottery making. (Elective minor for IV through VI Forms)

## **Advanced Ceramics**

In this course, students begin to use clay for the personal expression of their own aesthetic concerns. Students explore advanced techniques in clay manipulation, surface decoration and firing. Demonstrations, slide presentations, critiques and ongoing discussion

of student work supplement studio work. (Elective minor for IV through VI Forms)

## **Art Major**

The Art Major is an intensive studio course 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 an independent project that consists of five works to be exhibited in the gallery at the end of the year. Prerequisite: Painting or Life Drawing.

## **History of Music**

This is primarily a listening course intended to allow students in a guided setting to gain a familiarity with the music of as many composers as possible. Following a generally chronological framework, students read about trends in the evolution of music, study the development of certain forms over time, and learn about the lives of significant musicians. Most importantly, however, students are encouraged to develop an informed appreciation of musical compositions. The Department has an extensive collection of CDs that students can listen to as much as they want outside of class. (Elective minor for IV through VI Forms)

## **Music Theory I**

Designed to acquaint students with the fundamentals of music, this course covers such basics as notation, rhythm, intervals and scales. Teaching students to build harmonies within the scale and write chord

progressions in a four-part (hymn) style is a major goal of the course. Within this context, melody and counterpoint are explored. The spring term is spent in the digital music studio, where students gain a familiarity with its technology and apply the music theory they have learned.

## **Music Theory II**

This course picks up where Music Theory I leaves off, with advanced part writing. Students study altered harmonies, modulation and non-harmonic tones, and explore such classical forms as fugue, sonata and symphony. Students have the opportunity to apply what they have learned in composing in these forms. Prerequisite: Music Theory I.

## **Music Composition**

Students in this course start writing immediately. They work on simpler melodies at first, then progress to more complex melodies and multi-part works later. Aspects of theory, harmony, form and a student's personal style are discussed in the context of the composing they do. Prerequisite: Music Theory I. (Elective minor for IV through VI Forms)

## **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 how to operate synthesizers, samplers, MIDI input devices, and notation and sequencing programs and mixers. Prerequisite: Music Theory or Music Composition. (Elective minor)

## **Music Major**

This course offers students an intense, sharply focused engagement with music as an art form and a vehicle for cultural expression. Organized from a historical perspective, the course travels through all the stylistic periods of music from about A.D. 400 to the present. Students listen to a great number of musical compositions, with scores when possible, in guided lectures in class and as homework outside of class.

There is an active hands-on component to the course. For instance, while studying the sonata form of the classical period, students undertake to write a simple melodic outline of a sonata. While studying the baroque fugue, they try their hands at writing a fugal exposition. Projects such as these are completed using equipment in the digital music studio.

At times, one of the works slated for study appears on a program of the Philadelphia Orchestra; in such cases, we study that composition the week before the concert, then go to hear it performed live. Prerequisite: Music Theory I.

## **Private Music Lessons**

Instruction in string, brass, woodwind and percussion instruments, as well as in piano and organ, is available through the Music Department. Priority in scheduling weekly lessons is given to returning students who have already studied the instrument at the School.

Voice instruction is arranged in groups. Private voice instruction is given only to those students who

## **Voices of Drama**

This non-traditional speech 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. Rather, Voices of Drama concentrates on such fundamentals of speaking as emphasis, vocal color, pace, pitch, tone, endings, volume and clarity. This class provides an intimate atmosphere for students to ease into the often intimidating challenges of public performance and offers many opportunities for students to investigate their strengths and weaknesses as speakers.

Upon completion of this course, students will have performed memorized work as well as extemporaneous and manuscript speeches. The techniques they acquire in this course will be needed on many occasions during their St. Andrew's career and beyond.

## **Stage Interpretations**

In this minor course open to V and VI Formers, students study plays by and selected scenes from Ibsen, Chekhov, Shakespeare and Williams, among other more contemporary playwrights. Students concentrate on play and character analysis through the eyes of an actor (as contrasted to those of an English student). This course exposes students to the essential aspects of acting with an emphasis on acting as technique rather than emotion. We explore vocal and relaxation techniques, alignment, theatrical make-up, stage combat, script analysis and the First Folio technique of performing Shakespeare. If time permits, we also try to attend at least one professional theatrical production a year.

studied voice privately before coming to St. Andrew's; an instructor comes to the School to serve the needs of these students. Instrumental instruction is supplemented by adjunct teachers who come to the School when there is an additional need for a specialist.

We strongly recommend that students who wish to take music lessons make sure that they will

have enough time during the week to practice regularly. We suggest that two to four hours of practice each week is needed for consistent progress.

A fee is charged for each lesson and usually appears on a student's miscellaneous bill.

# College Counseling

THE PRINCIPAL GOAL OF THE COLLEGE COUNSELING PROGRAM is to empower our students to have successful and fulfilling careers in a college appropriate to their individual strengths and interests. Toward this end, we help our students think deeply and carefully about their talents and aspirations, set reasonable and appropriate goals, and present themselves in a manner that will maximize their strengths.



We encourage our incoming students to find and develop those strengths by sampling a wide range of academic and co-curricular opportunities. We have consistently found that the students best served by the College Counseling Program are those who have committed themselves most meaningfully to the life of the School. In addition, we urge students to develop a good sense of what kind of college environment will best suit them. The Director of College Counseling and two college counselors also act as strong advocates of individual students and the School as a whole.

College counselors also guide students in using the Internet and other resources to gain information about individual colleges, scholarships and financial aid, and SAT, AP and ACT testing. In the V Form year, students confer frequently with college counselors, both individually and in group sessions. Each year, St. Andrew's hosts around 75 college admissions professionals, who provide to students an overview of the colleges they represent as well as general information about the college application process.

In the past three years St. Andrew's has graduated 211 students who matriculated at 92 U.S. colleges and universities. The average SAT I scores for St. Andrew's seniors are 670 verbal and 660 math; a third of those students earned National Merit Scholarship recognition for their PSAT scores.

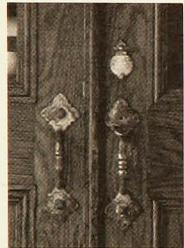
The following list of colleges where our graduates have chosen to matriculate in the last three years reflects the wide range of interests and goals they have pursued.

# Matriculations

Classes of 2000, 2001, and 2002

COLLEGE	MATRICULATIONS	COLLEGE	MATRICULATIONS
American	1	Naval Academy Prep.	1
Amherst	2	U.N.C.-Chapel Hill	5
Bates	2	North Carolina State	1
Bentley	1	Northeastern	2
Boston College	4	Northwestern	1
Boston University	6	Notre Dame	2
Brown	5	Oberlin	1
Bryn Mawr	1	Univ. of Pennsylvania	1
Bucknell	1	Pomona	1
Carnegie Mellon	2	Princeton	4
College of Charleston	2	Randolph Macon	1
Colby	2	Rice	1
Colgate	1	Univ. of Richmond	2
Univ. of Colorado - Boulder	1	Roanoke	1
Colorado College	3	Univ. of Rochester	1
Columbia	4	Rollins	1
Cornell	3	Univ. of San Diego	1
Dartmouth	6	Sarah Lawrence	3
Davidson	9	Skidmore	1
Univ. of Delaware-Honors	2	Smith	2
Denison	1	Univ. of South Carolina	1
Dickinson	1	Southern Methodist	1
Duke	2	Univ. of St. Andrew's (UK)	1
Eastman Music	1	St. Mary's	1
Franklin & Marshall	2	St. Michael's	1
Furman	1	Stanford	4
George Washington	2	Swarthmore	2
Georgetown	3	Trinity	6
Univ. of Georgia	2	Tufts	1
Georgia Tech	2	Tulane	3
Gettysburg	4	Ursinus	1
Hamilton	6	U.S. Naval Academy	1
Harvard	8	Vanderbilt	2
Haverford	4	Univ. of Vermont	1
Hope	1	Univ. of Virginia	4
Univ. of Illinois	1	Villanova	1
Johns Hopkins	4	Washington & Lee	2
Kenyon	3	Wellesley	1
Lafayette	1	Wesleyan	4
Lewis & Clark	1	Whittier	1
Macalester	1	William & Mary	1
Marietta	1	William Smith	2
Univ. of Maryland-Honors	2	Williams	7
Univ. of Maryland-College Park	1	Wofford	1
Middlebury	5	Yale	6
Muhlenberg	2		

# Admission and Financial Aid



St. Andrew's values its small size and seeks students of good character who will contribute to our vibrant community. Bright, motivated students – regardless of financial means – who are ready to immerse themselves in all aspects of School life are encouraged to apply. We look forward to going through this process together and we hope to discover that you and St. Andrew's are a great match.

## The Admission Process

**1 Come visit St. Andrew's.** A visit includes a tour of the campus and an interview with a member of the Admission Committee. If time permits, we would like you to stay for lunch or visit a class. Allow at least two hours for your visit. Call us to arrange a time to come; visits are scheduled on weekdays and on Saturday mornings.

**2 Submit your application by January 15.** Please ask your school to forward the math and English teacher recommendations and your transcript to us by January 30.

WE ARE DELIGHTED THAT YOU ARE INTERESTED IN ST. ANDREW'S SCHOOL. The admission process is designed to acquaint students and parents with as much of the School as possible. In turn, we hope to learn about you and your interests, talents, and aspirations.

**3 Take the Secondary School Admission Test (SSAT) in November, December, or January.** Be sure to request that your scores be reported to St. Andrew's (#6280). The SSAT Student Registration Guide will provide further information.

**4 Keep in touch with St. Andrew's.** Completed files will be reviewed by the Admission Committee throughout February. Decisions are mailed on March 10 and accepted students are expected to reply by April 10. While you are waiting, don't hesitate to call us if you have any questions.

## Tuition and Expenses

Tuition for the academic year 2002-2003 is \$26,600. The tuition fee covers instructional programs, room, board, athletics, other co-curricular programs, and most campus social activities.

While the tuition represents a comprehensive fee, students will incur some additional school-related costs during the year. Typically, these

costs average about \$700 to \$1,000 but will vary according to individual course selection and optional activities selected. Here are some of the most common costs:

- Books and course supplies (average about \$500).
- Studio art materials, private music lessons.
- Tuition refund insurance, with a premium of about one percent of tuition.

Personal expenses and the cost of transportation home are not included in this estimate.

In addition to supplying financial aid to qualified families, the School makes available several payment plans to allow parents to meet expenses in the manner that best fits their circumstances.

## Financial Aid

Since its founding, one of the hallmarks of St. Andrew's School has been our deep commitment to providing an exemplary educational opportunity to students regardless of their financial means. At a time when many boarding schools have become accessible only to the affluent in America, St. Andrew's commitment to need-blind admissions and socioeconomic diversity within the School enables us to develop a truly distinctive student body and School culture. Currently, about 45 percent of our students receive significant financial aid.

All information gathered by the School as part of the financial aid process is kept confidential. The information used to determine a family's award includes income, liabilities, home equity, assets, children's assets, number of children in private schools and other major expenses.

St. Andrew's is affordable for and accessible to qualified students of all backgrounds. Parents unsure about their ability to pay the full tuition should apply for financial aid. The fact that a student's family receives financial aid is held in strictest confidence. For more information about tuition, other expenses, and financial aid, please refer to our brochure *Financing an Education at St. Andrew's School*.

## How to Apply for Financial Aid

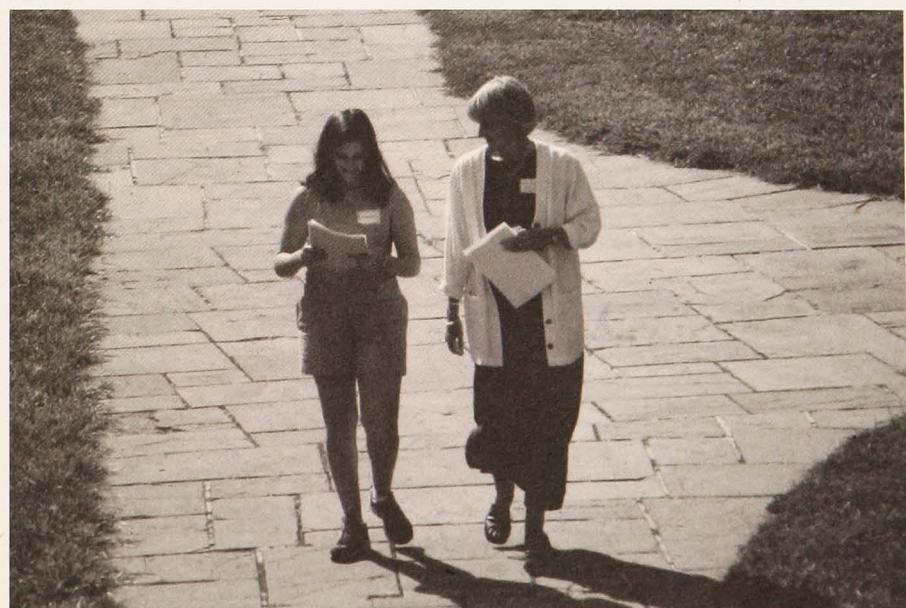
- 1 On the back page of our *Application for Admission*, we ask if you are interested in applying for financial aid. Begin the financial aid process by checking the "yes" box.
- 2 Soon after we receive your application, we will send you the *Parents' Financial Statement (PFS)* form for you to fill out and send to *School and Student Services for Financial Aid (SSS)*, located in Princeton, New Jersey.
- 3 We will also request a copy of your most recent *1040 Federal Income Tax* forms. Follow the deadlines as outlined in the financial aid letter. Notification of financial aid granted will come directly to the parents at the same time that the student is notified of acceptance to the School.



Members of the Admission Department

Please don't hesitate to call the Admission Office if you have any questions about the admission or financial aid processes. I look forward to getting to know you and welcoming you to our campus.

Louisa H. Zendt  
Director of Admission  
and Financial Aid



# Calendar 2002-2003

## FIRST SEMESTER

### AUGUST

- 27 Football, Cardinal Camps by Invitation (Tues.)  
 29 Soccer, Cross-Country, Field Hockey, Volleyball  
 Camps by Invitation (Thurs.)  
 30 VI Form Arrives (Fri. by 5 p.m.)

### SEPTEMBER

- 1 All Other Students Arrive (Sun. 10 a.m. - 2 p.m.)  
 Parents meet with Headmaster (2 p.m.)  
 27-28 Trustee Weekend  
 28 Alumni/ae Day

### OCTOBER

- 3-7 Long Weekend (Fri. noon - Mon. 6 p.m.)  
 12 SAT Testing  
 15 School Testing Day  
 25-27 Parents Weekend/Theater Production

### NOVEMBER

- 2 SAT I and SAT II Testing  
 23 Thanksgiving Vacation Begins (Sat. at noon)

### DECEMBER

- 1 Students Return (Sun. by 6 p.m.)  
 Practices for winter teams (2 p.m.)  
 7 SAT I and SAT II Testing  
 15 Service of Lessons & Carols (Sun. 2:30 & 5 p.m.)  
 18 Christmas Vacation Begins (Wed. at noon)

### JANUARY

- 4 Athletic Practices Begin (Sat. at 2 p.m.)  
 5 Students Return (Sun. by 6 p.m.)  
 24-29 First Semester Exams (Fri.-Wed.)  
 25 Optional SAT Testing  
 29 End of First Semester (Wed. at noon)

## SECOND SEMESTER

### FEBRUARY

- 2 Second Semester Begins (Sun. at 6 p.m.)  
 21-22 Trustee Meetings  
 21-22 Winter Theater Production

### MARCH

- 1 Spring Break Begins (Sat. at noon)  
 19 Spring Camps Return (Wed. by 2 p.m.)  
 23 Students Return (Sun. by 6 p.m.)

### APRIL

- 5 SAT Testing  
 19-22 Long Weekend (Sat. noon - Tues. 6 p.m.)  
 26-27 Dance Weekend

### MAY

- 3 SAT II Testing  
 5-16 Advanced Placement Exams  
 9-10 Trustee Weekend  
 10-11 Arts Weekend (Sat. - Sun.)  
 25 Commencement (Sunday)  
 26-29 Final Examinations (Mon. - Thurs.)  
 29 Second Semester Ends - Summer Vacation Begins  
 (Thurs. at noon)

### JUNE

- 3 Final Faculty Meeting  
 6-8 Reunion Weekend (Fri. - Sun.)  
 7 V Form SAT Testing

# St. Andrew's School Campus Map Directory



## 1 Main Entrance to Campus

**Founders' Hall**

**4 College Counseling, Registrar**  
(ground floor)  
**Reception, Headmaster,**  
**Admission** (1st floor)  
**Hillier Corridor** (2nd floor)

**5 School Store, Computer Lab**  
(ground floor)  
**Business Office** (1st floor)  
**Hillier and Fleming Corridors**  
(2nd floor)

**6 Main Common Room,**  
**Dining Room** (1st floor)  
**Sherwood Corridor**  
(2nd floor)  
**Schmolze Corridor** (3rd floor)

**7 A. Felix duPont Jr. Chapel**  
(ground floor)  
**Classical Languages, History,**  
**Religious Studies** (1st floor)  
**Sherwood Corridor**  
(2nd floor)  
**Schmolze Corridor** (3rd floor)

**8 Forbes Theater** (ground floor)  
**Modern Languages, Language**  
**Lab, Computer Lab** (1st floor)  
**Baum Corridor** (2nd floor)  
**Voorhees Corridor** (3rd floor)

**9 Irene duPont Library**

## Other Facilities

- 11 Pell Hall**
- 12 Moss Hall**
- 13 Moss Annex**
- 14 Trapnell Alumni House**
- 16 Edith Pell Student Center**
- 17 Amos Hall:**
  - Photography, Woodworking  
(basement)
  - English, Computer Lab,  
Science Labs, Amos Lecture  
Hall (1st floor)
  - Science Labs, Math (2nd floor)
- 18 Maintenance Building**
- 19 Miller Health Center**
- 20 Campus Day Care Center**
- 22 North Hall**
- 23 Gaul East**
- 24 Gaul West**
- 25 Art Studios**
- 26 Art Gallery** (1st floor)  
**Music, Cameron Room**  
(2nd floor)  
**Music** (3rd floor)

## Residences

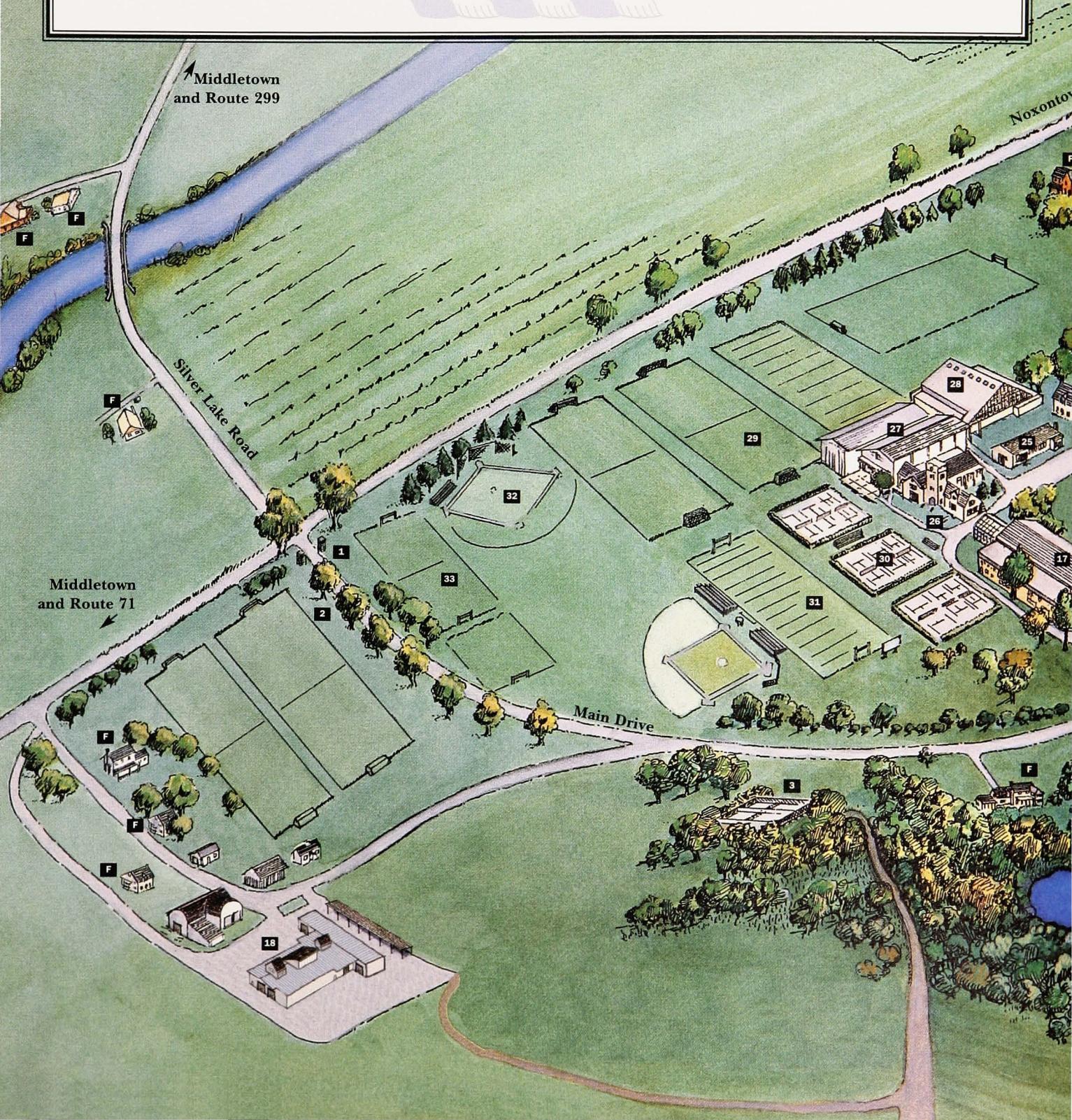
- F Faculty Houses**
- H Headmaster's House**

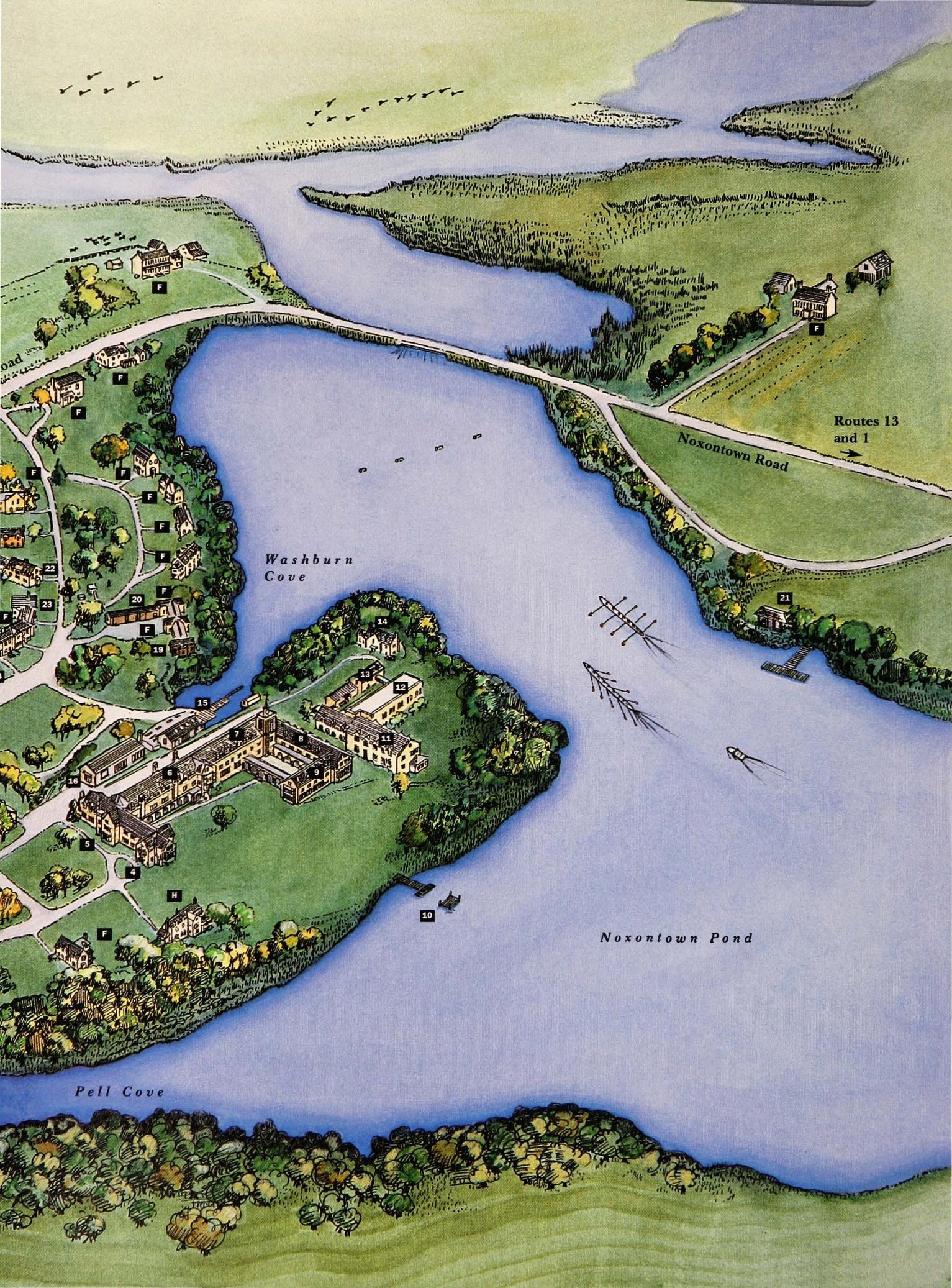
## Sports Facilities

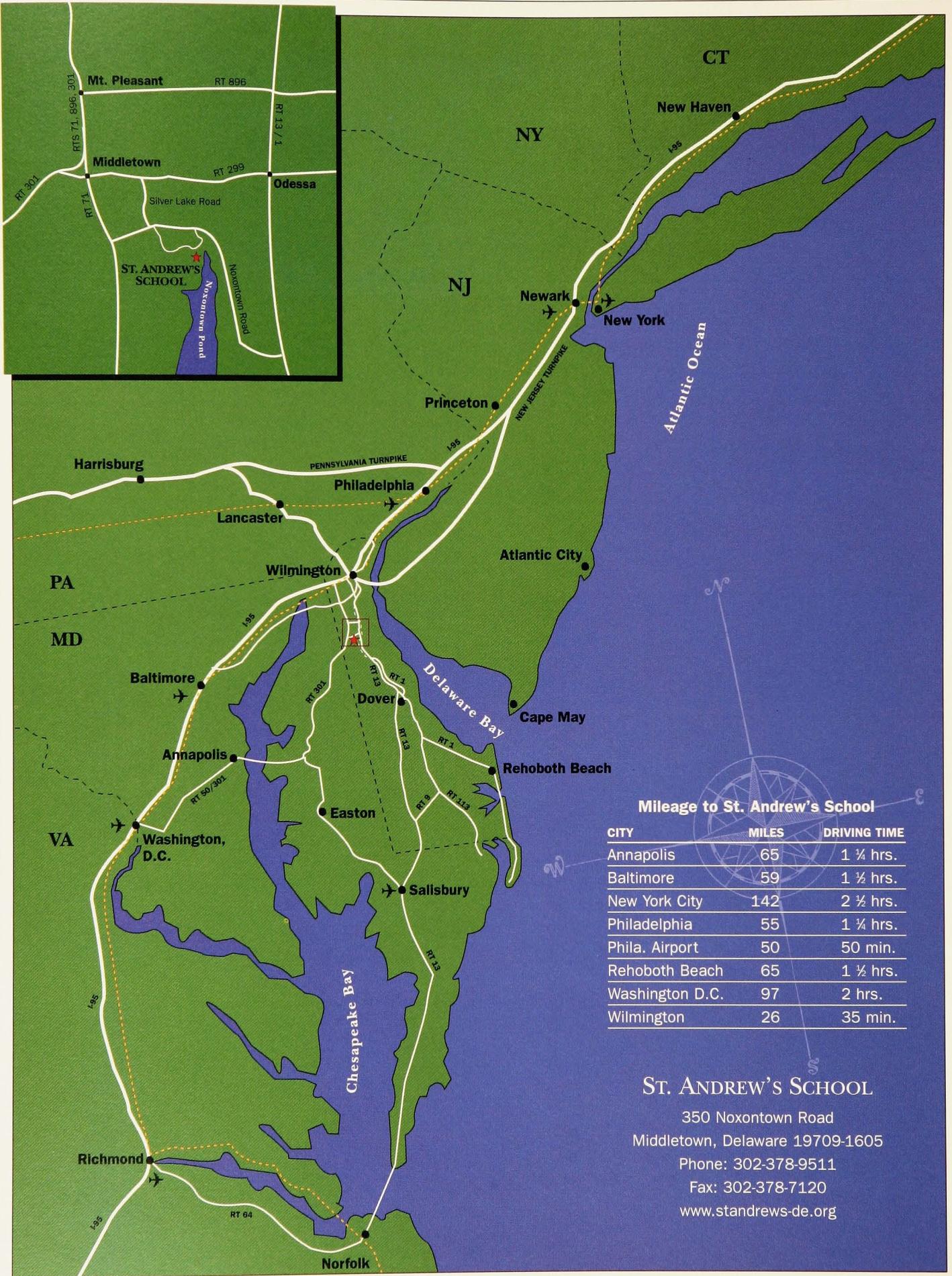
- 2 Cross-Country Starting Line**
- 3 Paddle Tennis Courts**
- 10 T-Dock**
- 15 Kip duPont Boat House**
- 21 Rodney Point Pavilion**  
and Docks
- 27 Gymnasium:**  
Basketball Courts, Fitness  
Center, Squash Courts,  
Wrestling Rooms
- 28 Genereaux Aquatic Center**
- 29 Varsity Soccer**  
and Lacrosse Fields
- 30 Tennis Courts**
- 31 Varsity Football**  
and Lacrosse Fields
- 32 Varsity Baseball Field**
- 33 Varsity Field Hockey Field**

# St. ANDREW'S SCHOOL

MIDDLETOWN, DELAWARE







## ST. ANDREW'S SCHOOL

350 Noyontown Road  
Middletown, Delaware 19709-1605

Phone: 302-378-9511

Fax: 302-378-7120

[www.standrews-de.org](http://www.standrews-de.org)

# Your Visit

Your interview time and date:

Questions you would like to ask:

Notes on your interview and visit:

Interviewer's name:

Tour guide's name:



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J. Kent Sweezy '70  
O. Lee Tawes III '65 *Alumni Term Trustee*  
Patricia Warner  
Michael J. Whalen '84  
Wayne P. Wright  
*Bishop of the Episcopal Diocese of Delaware*

Credits:

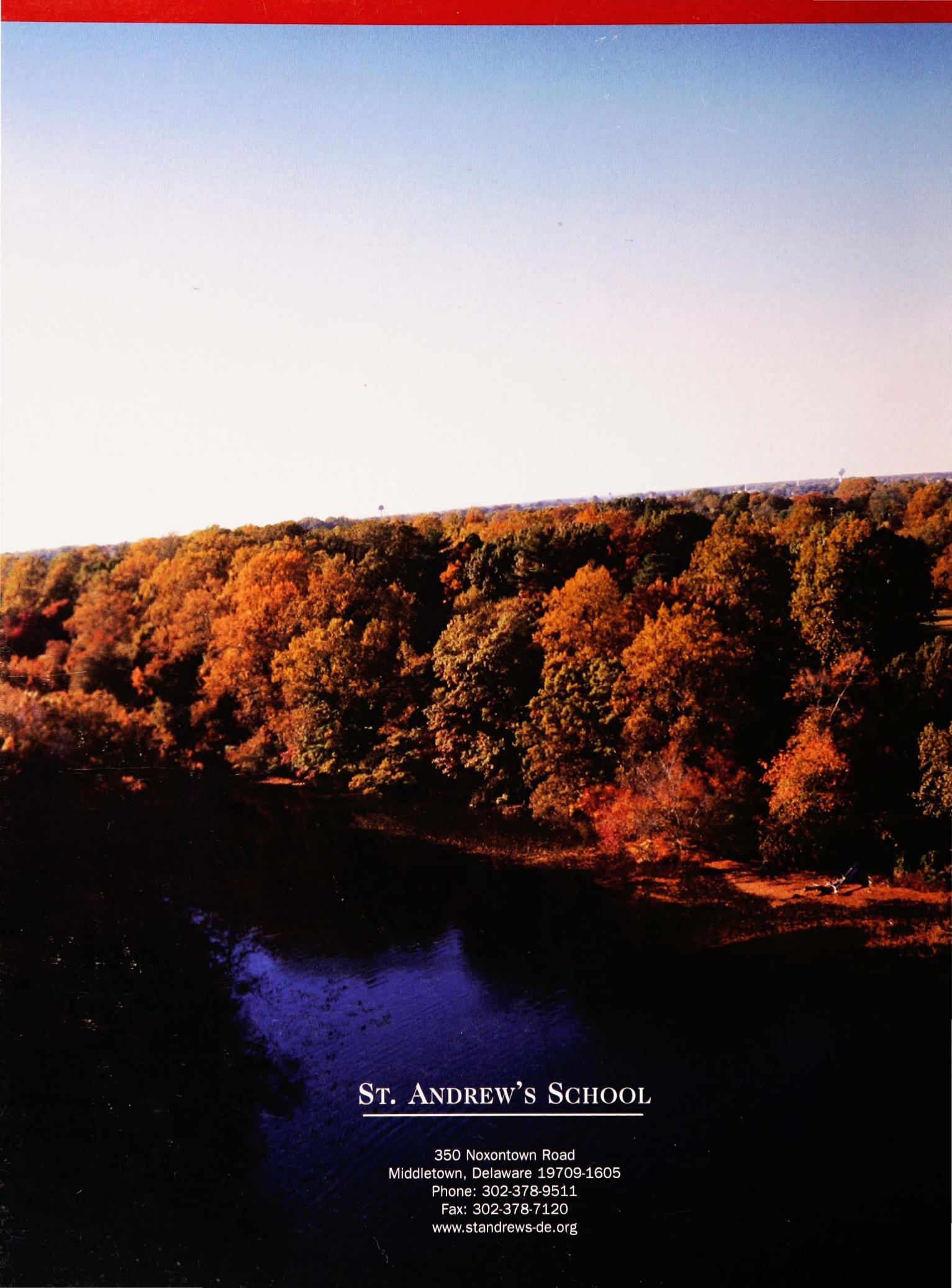
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