



St. Andrew's School

Delaware

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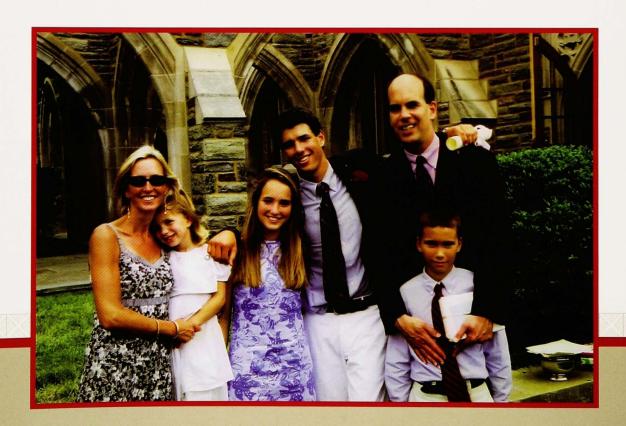
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am pleased to introduce St. Andrew's to you as you begin the process of applying to secondary schools. I hope this viewbook and our Web site enable you to move beyond the superficial aspects of a school search towards a deeper understanding of the exciting mission and unique culture of St. Andrew's.

I have lived and worked at St. Andrew's for over 25 years as a teacher, advisor, dorm parent, coach, college counselor, dean, assistant headmaster and now headmaster. I believe in the School's mission, and I have seen the School's powerful and inspirational influence on its students and graduates. I believe in the skill, generosity and idealism of our teachers. And I love our students and deeply appreciate their embrace of the School's values.



FROM THE HEADMASTER

As I introduce this School I know so well to you, I want to emphasize several essential points about our mission and philosophy:

- * The enemy of great education in America is conformity and homogeneity. Therefore, our classrooms, dorms and student-life programs ignite with life and creativity because of our deep commitment to diversity. From our founding in 1929 to the present day, St. Andrew's has demonstrated a unique commitment to the concept of diversity as a foundation for a great education. St. Andrew's has always sought to be a School that welcomes students from all socioeconomic groups to our campus. Today, over 45% of our students receive financial aid to attend St. Andrew's. Our goal of being a School "open to all, regardless of means" enables us to create a school community that reflects the diversity of our country and the world. A boarding school or college cannot thrive, flourish and grow if its faculty and student body are not diverse.
- As an Episcopal Church school, St. Andrew's is dedicated to creating a school culture that is kind, accepting, compassionate and empathetic. We work for an understanding of humanity that is inclusive and diverse. We welcome students of all religious traditions to the community and, in doing so, we seek to develop an understanding and appreciation of the many ways human beings express and create meaning in their lives.

Ultimately, we open our doors each year at St. Andrew's to teach students to take responsibility for the world. Our students appreciate the opportunities and privileges the School community affords them, but they are also excited to move beyond our campus and engage with the issues and concerns of even larger communities. We therefore encourage our students to engage in authentic community service both on campus and in the wider community.

• We view quality liberal arts education as a gift, an opportunity that will disturb us, disrupt our assumptions and challenge us to view the world in new and distinctive ways. A great education is an opportunity to learn how to think for ourselves, how to analyze, research, experiment and develop hypotheses, how to develop new approaches, perspectives and theories about our world.

Our teachers are talented, generous and brilliant. Our graduates consistently report that their St. Andrew's teachers were far more exciting, creative, committed and engaged than their college professors. The St. Andrew's teacher is indeed unlike many others, as this role requires the teacher to balance teaching with advising, coaching and mentoring our student body.

Because we find the academic mission of the School so important, we are looking for students who love learning, who seek out educational challenges and opportunities in

Seventy-Five Years of Leadership at St. Andrew's School



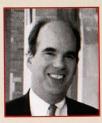
Walden Pell 1930-1957



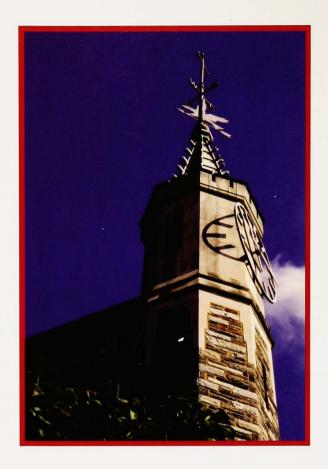
Robert Moss 1958-1976



Jon O'Brien 1977-1997



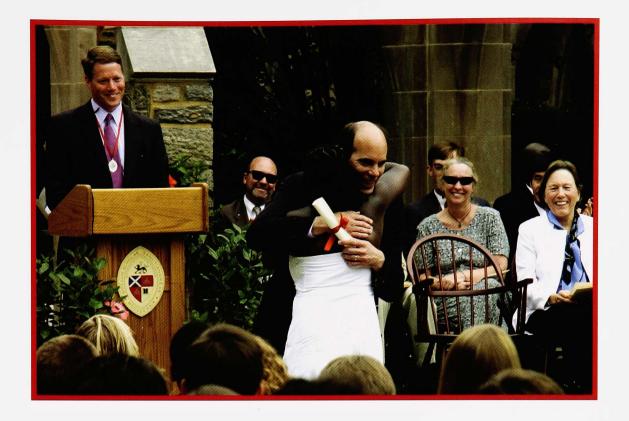
Daniel T. Roach 1997-present



a determined and enthusiastic way. We are proud that St. Andrew's peer culture honors scholarship, academic honesty and integrity, creativity and hard work.

- St. Andrew's believes that students in high school should have the opportunity to participate meaningfully in the arts and athletics. At a time when many schools have locked out all but the most highly talented and specialized artists and athletes from their programs, St. Andrew's has developed great oppor-
- tunities for all students. We encourage our students to participate widely in athletics and the arts, as they explore the variety of activities offered at the School. Because of our small size, the spots on our teams, drama groups and choirs are open. And each year, guided by this philosophy, our artistic groups and athletic teams achieve remarkable and exciting success.
- Finally, we know that much of St. Andrew's unique energy and spirit come from being

Mission Philosophy



an all-residential school. All our students and faculty live on campus, and we have chosen never to admit day students. As a result, the School's program, culture and sense of community are consistent and coherent. Through living and working together, we learn more than we ever thought possible and, in the process, friendships develop among students and between students and faculty that last a lifetime.

I hope you will visit St. Andrew's. My office is right outside the admission area and I look

forward to talking to you about your hopes and aspirations for high school. If you have already decided that you want your life to make a profound difference in the world, St. Andrew's is the perfect school for you.

Daniel T. Roach, Jr.

Headmaster

Ultimately, we open our doors each year at St. Andrew's to teach students to take responsibility for the world.

Headmaster Tad Roach



CAMPUS ENVIRONS



hat strikes many visitors most powerfully as they arrive at St. Andrew's is the sheer physical beauty of the place: the campus, the woods, the fields, the trees, the pond, the wildlife. As Middletown and its environs grow in population and commerce, we appreciate this natural sanctuary even more. Our students, staff and faculty steward the buildings, campus, pond and farmlands of the School. We also strive to create in our students a deep and enduring sense of environmental awareness and stewardship.

St. Andrew's is located in the mid-Atlantic region, a two-hour drive from Washington, D.C., one hour south of Philadelphia and fewer than three hours from New York City. Our location puts us within easy reach of the educational and cultural resources of these cities.

The countryside in which we are situated is typical of the rural Atlantic Coastal Plain, with rich farmland rolling toward waterways on all sides. Tidal streams meander west to the Chesapeake Bay and east to the Delaware Bay. Silver Lake and Appoquinimink Creek border our campus to the north and east, while two-mile-long Noxontown Pond defines our south-







ern flank. Between and around these bodies of water the School owns over 2,200 acres, partially

wooded, but mostly under cultivation.

Our property is a sanctuary, and wildlife are plentiful. 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 herons, egrets and ospreys, along with their prey – dozens of species of fish, reptiles, crustaceans and amphibians. In recent years, two families of American bald eagles have nested in towering tulip poplars on the banks of these waterways. From September through February, thousands of Canadá geese, snow geese and swans descend upon the area, feeding in the cornfields and



rafting at night on the ponds.

Fall lingers and spring comes early in Delaware.

Most consider these seasons

the most beautiful times of the year here. 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.

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. Because of this, our campus is an important part of the St. Andrew's experience. Surrounded by towering oak, beech and sycamore trees, the buildings on our campus provide inspiring facilities for learning.

I hope our students become utterly fascinated with the outdoors, with its many questions, with its beauty, with its ability to restore and refresh. We must encourage everyone to better appreciate that which surrounds us, and, in so doing, we'll better take care of it and ourselves.

Founders Hall and the Cameron Gymnasium, built in stages between 1929 and 1956, are magnificent Gothic structures. Housing the dining hall, Irene duPont Library, Forbes Theater, Felix duPont, Jr. Chapel, the boys' dormitories and most of the classrooms, Founders Hall is at the heart of the campus.

Newer buildings, including O'Brien Arts Center, Amos Hall, Kip duPont Boathouse, Genereaux Aquatic Center and girls' dormitories complement the architecture of Founders Hall and provide exceptional facilities. They also enhance

our sense of the primacy of human space on St. Andrew's campus, creating pedestrian space and developing natural areas that bring students and faculty together. The result is a campus that is beautiful, functional and accessible.



The best education provides learning not only from books but also from relationships—with peers and mentors in an academic community.

Since our 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 our 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 mission 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.











RESIDENTIAL STUDENT LIFE

Dorm Life

The way St. Andrew's approaches life in the dormitories is essential to the School's educational mission. St. Andrew's is increasingly unique among boarding schools for our 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.

When students arrive at St. Andrew's, they are greeted by a host of new emotional, academic, artistic and athletic challenges. Our residential life program is structured to support young students in this process, providing them with faculty and student mentors to help them learn habits that will help them succeed at St. Andrew's. 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 and their families enjoy the close contact



with students that dormitory life provides. Their homes in the dorms are open to students

and these teachers are well prepared to help students interpret the confusing and anxious moments that all teenagers occasionally experience.

Underformers live in dormitories by gender and by form. Sixth Form students act as residential leaders and mentors on all corridors and assist the corridor parent in all areas. They pair seniors 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.

There are six boys' dorms and eight girls' dorms. Each dorm features a cen-

tral common room with basic kitchen facilities, often near the dorm parent's apartment, where

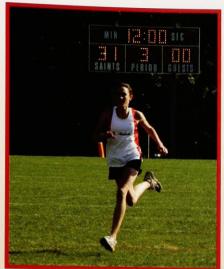
dorm meetings take place and dorm desserts and celebrations are held. Students live primarily in double rooms, with a few single rooms and triple rooms. Each dorm is assigned a number of jobs so that students do the bulk of daily work needed to care for their space, including taking out dorm trash and recycling, vacuuming the halls and cleaning their common rooms and kitchen areas each morning.

Although our underformers 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

On the surface, St. Andrew's is a unique academic, spiritual, athletic, and artistic community. It is the human community, however, and its emphasis on respect, warmth, and generosity that defines us and is the strongest and most valuable asset of our School.

MARTI DUMAS '06

Kinston, North Carolina



course selections, V Form

Calculus BC, AP English V, AP Physics Honors Spanish III US History Painting

activities

Cross Country
Musical Theatre
Crew
Dance Club
Discipline Committee
Reading Buddies
Polar Bear Club
Sister Space

favorite St. Andrew's reads

Macbeth Wuthering Heights Jane Eyre

favorite places on campus

climbing tree leaning over the water behind the Roaches' house grass docks floating dock

reflections

I had a hard time challenging myself at my old school. I knew I could do more and I wanted to surround myself with people and an atmosphere that encouraged me to do more. There is one word that describes what is so unique and individual about this school, which helped me choose this particular boarding school over all the others, and that is "community." This word is the heart and core of St. Andrew's.

I love the backyard at St. Andrew's. Here, it is referred to as the Front Lawn, but I like to call it our backyard since St. Andrew's is my home now. I love the fact that you can pursue your individual interests and have the freedom to start a club if you really have a passion for something. I love how you can treat your faculty as your best friends. You can just go over to their house and hang out. I love how an academic class (like English) from the beginning of the year transforms. I love how you can never be upset or down and out without someone noticing and making you feel better.

This summer I am going to Peru for three weeks with Mr. Duffy, my St. Andrew's Spanish III teacher, along with my best friend from home who Mr. Duffy welcomed to join us on the trip. We will be staying at Mr. Duffy's mother-in-law's house where we will cook our meals everyday, watch the local news of Lima and go to school. In the last week we are going to Macchu Picchu, where we will be examining the Lost Incan Empire. I have already e-mailed an MIT professor who spends most of his time studying the bridges built by the Incas. It is fascinating stuff; I gave him my address and he sent me information on the bridges, which I will be able to use in Peru. I am also going to do the People to People Program, started by President Eisenhower and recommended to me by a St. Andrew's college counselor, Mrs. Schuller. I am doing the "Medical Summit" held at UCLA. Since I have never been to California or Peru, I am so psyched for my summer!

good communication, respect for others, friendship and trust.

Advising

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 formal program of advising for each of our students.

Teachershaveresponsibility 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 posses-

I wouldn't trade anything for all the good times with my friends.

Nik Karbelnikoff class of 2004



sion 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 buffet-style and informal. At 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 reads the daily announcements. Our other evening meals are relaxed, buffet-style meals that feature a variety of hot and cold options, vegetarian and vegan meals and a complete salad and dessert bar.

The School expects each student to maintain his or her room in an orderly fashion and rooms are inspected by corridor faculty each day. In addition, we are a community that expects all members to share responsibility for the appearance of our buildings and grounds. Every student

The greatest joy of a teacher is to see a student grow into a person who has strong moral convictions and is willing to stand up for them in face of opposition and peer pressure.

has a job in a certain area of the School (most are in the student's dorm) each day; each job takes five to ten minutes and all are rotated regularly.

Health Care and Counseling

A full-time director of health services and at least one of her assistants is available 24 hours a day in the Meg Miller Health Center. The director of health services works with the direction of the School physician, whose office is in Middletown. St. Andrew's also provides a staff of counselors who students may see by appointment as needed or on a regular basis. The School also has a longstanding relationship with a psychologist in Wilmington who visits St. Andrew's for regular appointments at least once each week.

Weekend Activities

The Student Activities Committee (SAC), which is composed of student leaders from each form and a group of faculty, plans weekend activities for the entire School. Each weekend, SAC offers trips to cultural events in nearby Wilmington or Philadelphia. Activities are also planned on campus, and include film series on the full-size screen in Engelhard Hall, knitting lessons, ceramics workshops, cooking classes or parties at faculty homes and dances in the Edith Pell Student Center or outside on McKinstry Garth. Because food is always an essential part of high-school students' weekends, SAC organizes events such as international dinners featuring foods prepared



in the dining hall by faculty and students from various cultural backgrounds.

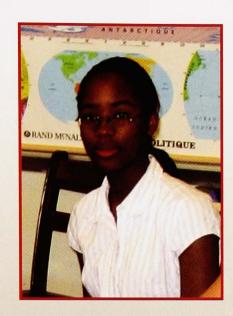
When sports teams have major games off campus on weekends, students often organize transportation so that schoolmates can support each other at key matches. SAC organizes trips to regional professional sporting events as well. The School also has season tickets to the Philadelphia Orchestra. Students may visit museums and attend lectures and concerts at universities in Philadelphia, Washington and Baltimore each weekend. When the weather is nice, relaxing on the front lawn, the T-dock and on Noxontown Pond is a favorite weekend activity.

During holiday seasons, St. Andrew's has many School traditions, such as the Carol Shout in the dining hall, Christmas tree trimming in the main common room, the Easter Egg Hunt on the front lawn and a formal family-style Thanksgiving dinner in the dining hall. St. Andrew's has three long weekends each year and students may also leave campus for a number of short weekends each term. Transportation is arranged through the dean's office to the Philadelphia airport and the Wilmington train station. For long weekends and major vacations the School operates a shuttle to New York City from our campus.



ESI HUTCHFUL '08

Oak Hill, Virginia



course selections, III Form

Biology
French II
Geometry
English III
Introduction to the Arts
United States History

activities

Volleyball Aerobics and Yoga Theater The Griffin

favorite St. Andrew's reads

Ragtime The Great Gatsby In the Name of Salome Mountains Beyond Mountains

favorite places on campus

Moss and Pell common room Engelhard Hall Dining Hall

reflections

I decided to go away because I needed to branch out on my own and be at least somewhat independent of my parents. Boarding school gives me a certain degree of freedom I needed to find out just exactly who I am, but it also has the restrictions I need so as to not get carried away, or fall astray!

My sister came to St. Andrew's and she said it was awesome. But even then, I wasn't totally sure if I wanted to leave all my friends and go where the only thing people might know about me was that I was her sister. So I decided to try it, and I have not regretted it yet, and doubt I ever will.

I feel close to Ms. Pressman because while every faculty member here likes to banter with the students, Ms. Pressman takes it up a notch. As a teacher, she is awesome and pushes me intellectually, always having faith in my abilities. She knows what I can do now, what I can't and what I could do if my mind was cultivated and pushed hard enough. Ms. Pressman is very passionate about class, and she offers great constructive criticism when I need it.

I think my favorite academic experience here was our first history debate--it was my first debate in anything. I was scared out of my mind. As it turned out, with the support of my classmates on both teams, I actually did pretty well. I liked it because it challenged me, and pushed me out of my comfort zone.

The St. Andrew's Student Vestry is one of the most active groups on campus, maintaining the Chapel, preparing for major festivals and services and serving as sacristans, acolytes, readers, Sunday school teachers and communion assistants in the twice-weekly chapel services.

The Vestry also raises money

Episcopal Church and the Roman Catholic Church each year in our Chapel.

When we are in the Chapel and at all other times, we seek to embody not Christian platitudes but authentic Christian qualities of concern for and acceptance of others, compassion, generosity of

for several projects each year, including our sister school in Jane Furse, South Africa, St. Mark's School, where many St. Andrew's students have gone on to teach for a year during or after college. The Bishop of Delaware is a member of St. Andrew's board of trustees and visits St. Andrew's for services about three times each year. Many students are confirmed in the

spirit and empathy. Our community service program rises out of this point of view. 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 humanity 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.

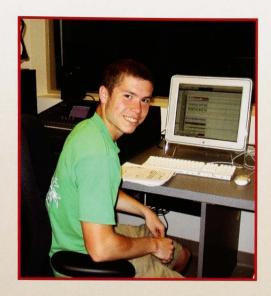
Leadership Opportunities in the Chapel Program

Student Vestry
Acolytes
Communion Assistants
Sacristans

Chapel Monitors Lectors Sunday School Teachers

CALE GROVE '06

Rehoboth Beach, Delaware



course selections, V Form

Twentieth Century History Music Theory II Honors Physics Honors Precalculus Spanish III English V, AP

activities

Soccer
Independent Music Project
Lacrosse
Musical Theater Pit Orchestra
Chorale
Student Activities Committee
Convictus
Improvisational Music Club

favorite St. Andrew's reads

Philosophy readings for Western Civilization In Our Time

favorite places on campus

Recording Studio Rodney Point Front Lawn

reflections

As hard as it was for me and my parents, we ultimately decided St. Andrew's was my best option—not only for the education, but also because of the independence and preparation for life I would gain from St. Andrew's. While I miss home a lot, I still think coming here was the best decision. Really, the education St. Andrew's has given me as a human, not as a student, is probably the most invaluable education possible.

My research paper on feminist writers during the Reformation that I did last year in Western Civilization and my paper on *Hamlet* for English this year were two amazing academic experiences. The research paper comprised the entirety of my fourth-quarter grade, and was about 10 pages long. It was probably the most engaging intellectual experience I have had thus far. I enjoyed my *Hamlet* paper simply because I "got it." As soon as we finished the play, I knew what my paper would be about, and, since Hamlet is as cynical as I am, I enjoyed both reading the play and writing my paper.



COMMUNITY SERVICE LEADERSHIP



The Community Service Program at St. Andrew's lies at the center of the School's commitment to encourage our 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. Students can participate in programs individually, as a part of teams or organizations on campus (such as the Student Vestry, musical groups or clubs), as dormitory groups, as a form or sometimes with the entire School.

Over 70 percent of our students are involved in community service projects each year. These projects are directed by a student committee and supervised by a group of faculty, though many students and faculty also become informally involved. Here are some of the programs to which St. Andrew's students and faculty volunteer their time:

- **→** *Adaptive PE* Students help physically challenged children 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 school children two afternoons a week.
- ♣ Big Brother/Big Sister Students meet with boys and girls from local elementary schools.
- ♣ Operation Christmas Child Students collect shoeboxes and fill them with toys and small items and ship them to developing countries to provide Christmas gifts for children there.
- * Recycling Students sort, collect and deliver recyclables 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 and St. Anne's Tutors Students volunteer an hour a week as teacher assistants in the local elementary school.
- * Sunday School VI Formers design and teach a Sunday School curriculum for faculty children on Sunday mornings during the academic year.

As a small school, St. Andrew's provides remarkable leadership opportunities for each student in every aspect of School life. Students find many openings to serve on committees and grow as leaders in academics, athletics, the arts, dormitories 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
- ♣ Student Vestry
- * Admission Committee

Clubs and Activities

Opportunities to pursue personal passions 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 Andrean. In addition, the VI Form publishes the Griffin, our yearbook.

Club activity covers a range of interests and clubs play key roles in many areas

Every experience allows me to grow and mature as a student, and allows me to gain inspirational insight into another person's life. Whether or not St. Andrew's is participating in the Day of Silence, or an afternoon adaptive aquatics session, or a trip to St. Anne's kindergarten, the student body is interacting with and learning from the world around us - interactions that will sustain us, guide us, and keep us grounded for the rest of our lives.

of campus life. The Environmental Club organizes the School's recycling program and works with various groups on campus to ensure that St. Andrew's strives to be a sustainable school. For example, the Environmental Club works with the dining hall to reduce food waste and increase sustainable food choices. The group also organizes forums and discussions on issues related to the environment and they organize the campus' Earth Day celebration each year. The two campus political interest groups, Invictus and Convictus, sponsor regular political discussions and organize debates in election years. 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, our dramatic group, puts on three major theatrical productions each year.

A Sampling of Current Club Activity at St. Andrew's

Amnesty International The Andrean (literary magazine) The Cardinal (newspaper) Dance Club Environmental Club Fishing Club Forestry and Wildlife Club French Club Gay/Straight Alliance Italian Cultural Experience Kendo Club Latin Club Mock Trial Organic Chemistry Club Organic Gardening Peer Tutoring Polar Bear Club Science Fiction Club Sister Space Spanish Club Spectrum Club (multicultural focus)

Zen Garden Club









THE ARTS



To experience the joy of creating, to develop the confidence to perform before audiences, to express oneself through sound and color and gesture—these are the lessons the arts teach. The visual and performing arts are a vital aspect of a St. Andrew's education as well as our campus culture. The new Jonathan and Joan O'Brien Arts Center, built in 2004, is a testimony to the brilliance, energy and legacy of all facets of the arts at St. Andrew's.

Starting in the III Form year, all students take part in Introduction to the Arts, a survey course giving them the opportunity to get to know all members of the arts faculty and a chance to be inspired by each discipline represented within the Visual and Performing Arts Department.

Following this survey course, 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, film studies, photography, acting, music theory, music composition and digital music. These courses are described in the Course Directory provided in the Academics section of this viewbook.







Frequent recitals, exhibitions and drama productions allow students to share their artistic talents efforts with the entire Andrew's community. Such sharing takes place on a larger stage as well. Our music groups performed throughout Delaware and the region. Our Concert Choir brings its music to a number of church-

es and concert halls throughout the Mid-Atlantic region, and every other year to cathedrals and villages in Europe. At the same time, we bring the larger art world to St. Andrew's through regular exhibitions of the work of professional

Arts Organizations and Events

Concert Choir
Chorale
Jazz Ensemble
Jazz Combo
Orchestra
Open life-drawing sessions
Wind Ensemble
Arts Weekend
Student Film Festival
String Quartet
Gallery Exhibitions
Visiting Artists
Dance Club
St. Andrew's Players
A Cappella

artists in the Warner Gallery, concerts
by internationally recognized musicians
and ensembles in
Engelhard Hall and lectures by art historians.

The O'Brien Arts
Center accommodates
all these programs
beautifully, with the
380-seat Engelhard
Hall, state-of-the-art,
acoustically engineered
rehearsal rooms for
orchestra and small

instrumental and vocal ensembles. The O'Brien Center provides bright and spacious painting and drawing studios, as well as the Warner Gallery, a breathtaking art gallery to exhibit student works and those of visiting artists. Students have access to

This is the challenge of teaching at a small boarding school like St. Andrew's where we all embrace the Humanist vision of developing well rounded, passionate individuals: how can I take my share of the students' time and not just pack their minds full of my discipline, but effectively amplify their entire experience here so that they come to understand the complexity of the world and the options that they have for being engaged in it—and connected to it.

ample and well-equipped labs for ceramics, dance, pottery, film, photography and graphic design. In Founders Hall, the Moira Stevenson Forbes Theater offers student actors a superb, technologically sophisticated space in which to grow as performers and learn the artistic and technical aspects of dramatic production. Our drama program offers students







the opportunity to participate in three major dramatic productions each year, including a large musical production mounted each winter.

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



Sports at St. Andrew's reflect our belief that all students, not just varsity athletes, benefit from participating in sports. Athletics at St. Andrew's are interscholastic in nature, with 10 sports for girls and 11 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. Most St. Andrew's students begin their careers on lower-level teams and work their way up to varsity.

We stress participation, growth, sportsmanship and a commitment to excellence at every level. Sports at St. Andrew's are demanding and challenging, but we emphasize that they are primarily 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 DISC schools, with additional contests held with teams from other independent schools and some public schools.











ATHLETIC PROGRAM

JENNIFER CUERVO '06

Middletown, Delaware



course selections, V Form

Creative Writing
Physics
Precalculus
English V, AP
Western Civilization
Orchestral Methods
Spanish Language, AP

activities

Soccer
Swimming
Lacrosse
Orchestra
Chorale
Musical Theatre Pit Orchestra
Polar Bear Club
Adaptive PE
Lifeguard

favorite St. Andrew's read Enduring Love

favorite places on campus

grass docks
climbing tree leaning over the water
behind the Roaches' house
the wall next to the pool, where I go and
kick the soccer ball as hard as I can

reflections

All my life, I've always loved to be independent. When it comes to making decisions, I tend to do them on my own and not rely on others. Because of this attitude, my parents and I decided that a boarding school life would be best for me. They knew I would be able to "survive" and not get too homesick.

Being able to just e-mail a teacher, or knock on their door for an extension on a paper, or just simply ask them for help is certainly a plus that the School provides for us students.

I am closest to Señora Ramirez. I just experienced a death in my family and she was the first person that popped into my head to go and talk to. Some may think I'm close to her because we're both Hispanic, whereas others may say that her personality is a lot like my mom's and that that would encourage me to be close with her, but whatever the case is, I know I can trust her and that's what makes our relationship so close.

I've come to realize how much this school really means to me and everyone else around me. The campus, the people, the activities—everything is just so unique and special.

St. Andrew's is also an associate member of the Delaware Interscholastic Athletic Association (DIAA), which governs athletic policies in Delaware. St. Andrew's supports DIAA's emphasis on sportsmanship and is proud to have been co-recipient of its first annual Sportsmanship Award in 1998.

Despite our small size, St. Andrew's is competitive in league and state competition, having won 37 state championships in boys' cross-country, girls' and boys' lacrosse, boys' soccer, girls' and boys' tennis and wrestling. Girls' and boys' crew have received regional, national and international recognition. The boys' crew has competed at the British Henley regattas several times in the last 10 years. The girls' crew has won the Stotesbury Regatta, the oldest and largest American high-school regatta, more than any other team in the country. The girls' crew has been to the women's



Henley Regatta four times, made the final three times, and won in 1997.

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

Athletic Director of the Year in 1998. In 2004, Coach Bob Colburn and the St. Andrew's baseball team were honored for a decade of exemplary sportsmanship. In addition, statewide sportsmanship honors have been awarded on six occasions to our field hockey, boys' soccer, baseball and boys' tennis teams.

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 field hockey fields, practice and game football

Bo	ys'	Sp	ori	5
		-		

Fall Cross-Country Football Soccer

Winter Basketball Squash Swimming Wrestling

Spring Baseball Crew Lacrosse Tennis

Girls' Sports

Fall
Cross-Country
Field Hockey
Soccer
Volleyball
Dance

Winter
Basketball
Squash
Swimming

Spring
Crew
Lacrosse
Tennis

We did not want to end the practice as the same players we were when we began. If we were not improving, then we were not succeeding.

Daphne Patterson class of 2004

fields and a five-kilometer cross-country course. There are two volleyball courts in the gym that are used for fall competition.

Winter sports are 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 cardiovascular fitness room and locker room space for home and visiting teams. St. Andrew's training room is available to all athletes and is managed by a certified trainer who

resides on campus and is an essential part of our athletic program, helping athletes focus on the habits of health and wellbeing that will help them excel as athletes and scholars.

Outdoor facilities for spring-term athletics include two baseball diamonds, four lacrosse fields, nine tennis courts, and the oar house and Kip duPont Boathouse, which houses 20 shells and provides easy access to the 1,500-meter, six-lane crew course on Noxontown Pond. The pond is also used for recreational sailing, canoeing, kayaking and swimming.

Students have the option of participating in aerobics, pilates, weight-training and yoga classes during the winter term. During any term, students may choose to participate in a major dramatic production instead of a sport.







GENG WANG'06

Sugar Land, Texas



course selections, V Form

20th Century History Creative Writing Multivariable Calculus Orchestral Methods Honors Physics US History English V

activities

Football
Wrestling
Lacrosse
Orchestra (All-State Band)
Musical Theater Pit Orchestra
Math Club
The Cardinal

favorite St. Andrew's reads

Mountains Beyond Mountains War and the American Presidency Innumeracy

favorite places on campus

Engelhard Hall, O'Brien Arts Center A. Felix duPont Jr. Chapel Irene duPont Library

reflections

Before I came to St. Andrew's, I attended a rather large Texas public high school comprised of about 3,000 students. The public school system struck me as resembling a factory, where students are literally pushed through a certain set of predetermined requirements off to college, rather than permitted to explore and trail-blaze in their own interests. Boarding school offers a smaller community with perhaps the strongest secondary-school liberal arts education.

Most boarding schools are able to offer high caliber educations. But I decided to come to St. Andrew's because immediately after I walked in Founders Hall, I sensed a strong sense of community and camaraderie between the students. I found friendly students rather than pretentious or overly competitive students that I expected at a boarding school.

I absolutely love the school spirit and even more specifically the student body. St. Andrew's is extremely diverse, so there is always someone to debate with or share ideas with. In my United States history class, we have one girl from North Carolina, a boy from Texas, a German, a Korean, a couple of students from New York, conservatives, liberals and minorities. There are always new perspectives presented in class, the true essence of education.

During the most recent couple of weeks in physics class, the physics teacher came up with an idea where the upper-classmen in the classroom teach and tutor the underclassmen. Thus the juniors and seniors were each paired up with a sophomore and given the duty of enlightening the IV Formers in the principles of physics. Even though I tutor weekly at the local middle school, the experience of teaching physics to a sophomore brought not only a sense of accomplishment, but more importantly a better understanding of the material.

St. Andrew's has one of the most beautiful and relaxed campuses, where students can relax and learn for the sake of learning. While there is ultimately the goal of college, students at St. Andrew's have the opportunity to design their own school-funded independent projects where they can explore and learn anything they want. St. Andrew's offers the ethos of true learning, versus the mechanical repetition of some other schools.

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.

Students and parents come into the process with many different hopes, concerns and expectations. We pride ourselves on communicating clearly and promptly with families, giving them the information they need to support their children with confidence and wisdom. In the rapidly changing world of college admissions, we keep ourselves up to date and pass this current understanding on to all with whom we work.

The headmaster, the director of college counseling and three college counselors also act as strong advocates for individual students and the School as a whole. We visit over 50 colleges and universities throughout the year to keep our understanding of

COLLEGE COUNSELING

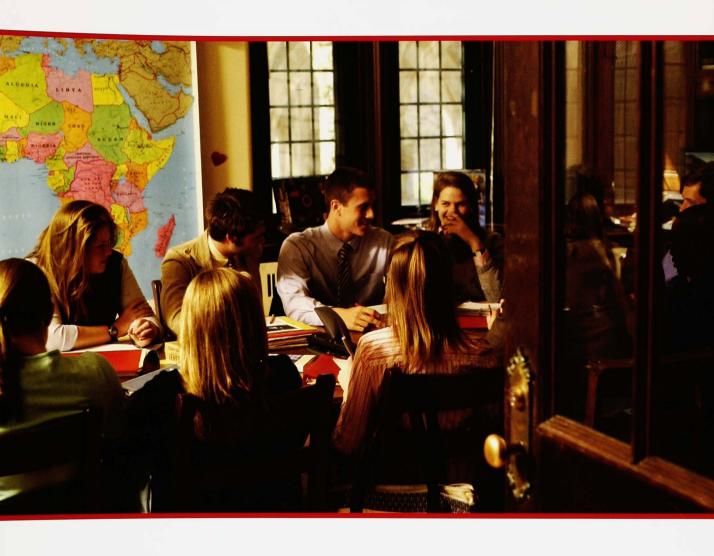
the colleges fresh and to maintain the colleges' familiarity with St. Andrew's unique strengths and character. Each year, St. Andrew's hosts around 75 college admission professionals, who provide students with an overview of the colleges they represent as well as general information about the college application process.

College counselors also guide students in using the Internet and other resources to gain information about 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. As VI Formers, the students take primary responsibility for their application process, while we continue to support them with advice, advocacy and logistical support.

Matriculations Classes of 2002, 2003, 2004 and 2005 — 279 Students College Matriculations

Adelphi	1	Middlebury	9
Albright	1	Mount Holyoke	3
Alfred	1	New York University	2
American	4	U.N.CChapel Hill	4
Bard	1	North Carolina State	1
Bates	6	Northeastern	1
Boston College	3	Northwestern	1
Bowdoin	3	Notre Dame	2
Brigham Young	1	Oberlin	1
Brown	2	Occidental	1
Bucknell	3	Ohio Wesleyan	1
UCLA	1	Pace	2
Carleton	1	Parson's Design	1
Carnegie Mellon	2	Pennsylvania State	1
College of Charleston	6	University of Pennsylvania	8
Univ. of Colorado-Boulder	2	Princeton	6
Colorado College	2	Randolph Macon	1
	6	Rice	1
Connection College	1	University of Richmond	2
Connecticut College Cornell	6	Roanoke	1
Dartmouth	8		2
Dartmouth	15	University of Rochester Rollins	2
			1
Univ. of Delaware-Honors	9	Rutgers	
Dickinson	7	University of San Diego	1
Duke	8	Sarah Lawrence	2
Elon	1	Savannah College of Arts	1
Emory	2	Scripps	3
University of Florida	1	Smith	2
Franklin & Marshall	1	University of the South	7
Furman	1	Southern Methodist	1
George Washington	4	Stanford	5
Georgetown	5	Swarthmore	1
University of Georgia	2	Trinity (CT)	2
Georgia Tech	1	Trinity (TX)	2
Gettysburg	4	Tulane	2
Hamilton	4	U.S. Naval Academy	1
Harvard	6	Vanderbilt	1
Haverford	5	Univ. of Vermont	1
Hope	1	Virginia Military Institute	1
University of Illinois	1	University of Virginia	5
Jacksonville	1	Washington College	1
Johns Hopkins	3	Washington & Lee	1
Kenyon	7	Wellesley	2
Lafayette	2	Wesleyan	4
Lehigh	1	Wheaton	1
Macalester	1	Widener	1
Univ. of Maryland-Honors	2	William & Mary	2
Manhattanville	1	Williams	13
McDaniel	1	Yale	4

In the past four years St. Andrew's has graduated 279 students who matriculated at 98 U.S. colleges and universities. The average SAT I scores for St. Andrew's seniors are 658 verbal and 652 math; a quarter of those students earned National Merit Scholarship recognition for their PSAT scores.



Academic Program

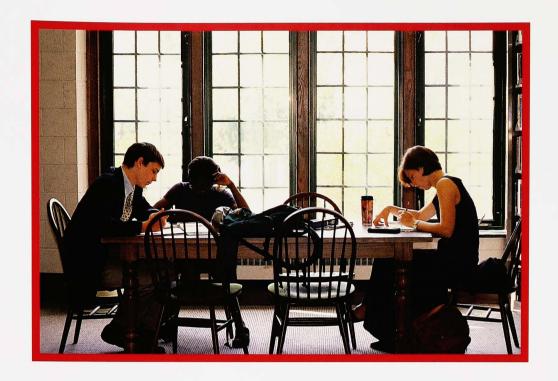
ur academic program, described in the pages that follow, reflects those qualities of mind we value most: thoughtfulness, inquisitiveness, creativity and a respect for rigorous scientific inquiry. These values find expression in a sequence of requirements in the core subject areas of English, history, science, mathematics, modern and classical languages, religious studies and the arts; a commitment, particularly in the early years, to the teaching of writing, critical reasoning and scientific investigation, and a deep belief in the world's religious, philosophical and artistic traditions as a lasting source of wisdom and hope.

Of course, what will be missing from any description of our program—and what only a visit to St. Andrew's can provide—is the extraordinary vitality of our academic culture. Here you will see classrooms, laboratories and art studios that are lively, playful and intellectually serious; assessments that are creative and challenging and which have been tested against the best practices of colleges and universities; and students who are motivated, curious and deeply engaged in their work.

Indeed, it is this high level of academic engagement—a quality most educational research suggests is a precondition for success in college and professional life—that most distinguishes our graduates. At St. Andrew's students don't just "study" art, science and history; they work, under the careful guidance of our faculty, as apprentice artists and scholars. As they do, they discover the joys and pleasure of authentic inquiry—an experience, we hope, that will sustain them throughout their lives.

Academic Dean

Director of Studies



ur curriculum teaches 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; 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 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 with the focused questioning and response that allow them to grow as independent readers, writers and thinkers. Students also learn to defend their thoughts and arguments orally in exhibitions, discussions of their work before a panel of students and teachers.

Class Size

At St. Andrew's the student-teacher ratio is five to one. 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 at least the third year. Students must take religious studies in the IV and VI Forms and are expected to participate in a curricular or co-curricular 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. In the early spring, a student and his or her advisor plan the course schedule for the next and succeeding school years. After consultation with parents, advisors, members of the faculty and a college counselor, students submit their class selections to a committee composed of the Director of Studies, 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 Form students take the College Board PSAT, and all V Form students take the National Merit Scholarship Qualifying Test. In their V and VI Form years, students take the College Board SAT I and at least two 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 students 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 Academic Dean, Director of Studies and academic advisors may also write letters 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 modern languages by working with interactive audio and video clips accessible through the campus computer network.



Library

The mission of the Irene duPont Library is to encourage academic excellence by providing service and instruction to the School community, to collaborate with faculty in designing learning opportunities with resources, information and technology, and to promote effective and discriminating users of ideas and information.

Built in October 1956 and renovated in 1997, the Library features individual study carrels, a computer lab, group study rooms, a periodical and reference room and a collection of approximately 36,000 volumes and 145 periodicals. The print collection grows by about 1,000 each year. In addition to our print collection, the Library has over 30 electronic reference sources and full-text article databases covering a wide variety of subject areas. While the Library strives to provide the best technology and access to information in a secondary school setting, the Library itself remains a serene, casual and academic environment.

With a new and ever expanding library Web page, http://libraryweb.standrews-de.org, the Library is committed to facilitating student access to information by providing formal library instruction. This work, begun during orientation classes for new students and continuing in other academic classes throughout a St. Andrew's career, provides students with library research skills for the academic environment of this school and beyond. The Library Web page is also an access point for the School archives, which provide numerous primary research opportunities for students. Library staff are active in their continuing support of the cur-

riculum and the natural intellectual growth of our students, faculty and staff and are eager to assist in research opportunities.

Senior Tutorials

Sixth Form students with a demonstrated commitment to independent work have the option of taking a spring tutorial. These readingand writing-intensive courses are specially designed by faculty in a range of disciplines for three students or fewer. Tutorials meet less frequently than regular seminar classes, but students read more and write weekly essays, which they then read aloud and critique with their teachers and classmates in the spirit of the Oxford tutorial method. Students taking tutorials have a degree of independence that more closely approximates the collegiate experience, as they sharpen skills of research, written and oral argumentation and problem-solving. Tutorials also allow students to pursue their own academic and artistic interests and to demonstrate, through their weekly essays, their mastery of a given field. Most important, they offer students a culminating academic experience and a final opportunity to work intimately with a teacher and mentor on the faculty. More than 20 tutorials are offered each year.

A SAMPLE OF

Recent Tutorial Offerings

Justice

Plato's Republic is one of the most influential works 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.

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.

United States Foreign Policy in Latin America: The Cold War and Post-Cold War Eras

Some commentators describe relations between the United States and Latin America as a love-hate relationship. Others describe a pendulum effect swinging from benign neglect of the region by the U. S. to a strangling domination over Latin American affairs. In this tutorial, students attempt to uncover and explain the influences behind U. S. policy responses toward the region, beginning with the Monroe Doctrine through the Cold War up to present day issues of immigration and the war on drugs.

Fade to Black:

The African-American Filmic Tradition

The course considers films made about and by African-Americans, as well as the historiography of African-American images in film since the very invention and inception of movies. Students will also explore growing scholarship on this topic, from the seminal work of Thomas R. Crips and his essay "Negroes in Movies: Some Reconsiderations" (1968) to Donald Bogle in his book Toms, Coons, Mulattoes, Mammies and Bucks: An Interpretive History of Blacks in American Films (1994).

Christian Mystics of the Second Millennium

We have long been fascinated by mystics, people usually described having a special gift, or a unique relationship with the Divine. What exactly is mysticism? What is a "mystical union"? Can one be a mystic without experiencing visions? How has the Church both supported and suppressed those who claimed to know God in a mystical way? Students study three great mystics, Julian of Norwich, Meister Eckhart and Simone Weil, and also consider the complicating role of gender, authority and power in second millennium Christian mysticism. Recent neurological research is also explored to assess whether pathological factors are at work in the lives of some mystics.

Quantum Indeterminacy and its Interpretations

In this tutorial students review the experimental and theoretical foundations of quantum indeterminacy, a fundamental feature of modern theories of light and matter related to the popular notion of wave-particle duality. Students compare and evaluate the experimental evidence for quantum indeterminacy and the variety of conceptual models that have been constructed to make sense of it.

"And justify the ways of God to men":

A "First" Reading of Milton's Paradise Lost

This tutorial reads John Milton's Christian epic poem, *Paradise Lost*. It explores the poetic problem of being "first," as well as the "justification" presented by this great English classicist, humanist and Christian apologist: the problem and allure of evil within the divinely created universe, and the quandaries of reconciling fate and human will, divine omniscience and human reason.

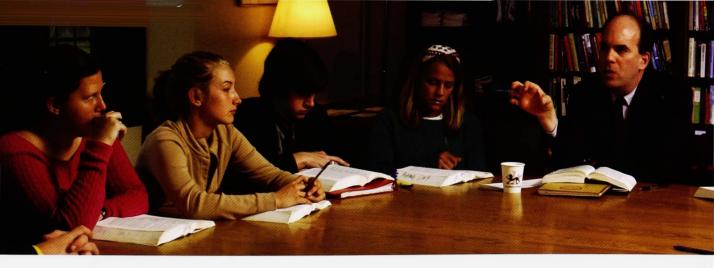


The St. Andrew's English Department seeks to instill in students a lifelong passion for reading, writing, critical thinking and independent study while preparing them for the intellectual challenges of college and beyond. Through the reading of literature, frequent writing assignments, seminar discussions, 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 are the study of literature and the development of writing skills, two activities we believe to be interdependent. We regard writing as a creative and intellectually rigorous process in

which the student, through composition 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. 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 important, they teach students to ask probing and incisive questions—about literature, their own writing and the work of their peers.

The format of these orals varies. Students frequently meet with their teachers in individual tutorials to discuss essays and journals. They also lead class discussion, and interpret, direct and perform short sections from plays. Students in all forms discuss their work in more formal settings as well. At least three times a year, students write essays and discuss them in a 40-minute exhibition that the teacher oversees. In groups of three, students read one another's essays and carefully evaluate them, discussing the effectiveness of each essay's argument and exploring ways to improve and refine it.

English III

Third Form English explores themes and issues specific to American life: the persistence of the color line in 21st century America; the experience of immigration and assimilation; the role of family, class, religion, ethnicity, gender and education in the formation of the self; and the literature of protest and dissent. These works are studied for their rhetorical power, and they provide models for student writing. Texts studied include: E.L. Doctorow, Ragtime; F. Scott Fitzgerald, The Great Gatsby; Julia Alvarez, How the Garcia Girls Lost Their Accents;

James Baldwin, Blues for Mr. Charlie; Mark Twain, Huckleberry Finn; Toni Morrison, The Bluest Eye; Nathaniel Hawthorne, The Scarlet Letter; and short fiction, essays and poetry by Langston Hughes, Bharati Mukherjee, Eudora Welty, Kate Chopin, Annie Dillard and Richard Rodriguez.

This course introduces students to critical thinking, careful reading and effective writing. During the course of the year, students are introduced to forms of literary analysis and are taught the fundamentals of grammar, punctuation and citation. Frequent attention is given to the development of individual study skills.

English IV

Fourth Form English explores how literature from a variety of traditions illuminates and gives meaning to the human experience. Students study poetry, drama and fiction, examining the unique expressive power of each. Texts studied include: Yann Martel, Life of Pi; Khaled Hosseini, The Kite Runner; Charles Johnson, Middle Passage; Jhumpa Lahiri, Interpreter of Maladies; Herman Hesse, Siddhartha; Franz Kafka, Metamorphosis; Dai Sijie, Balzac and the Little Chinese Seamstress; Alessandro Baricco, Without Blood; and William Shakespeare, Twelfth Night.

This course 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, we begin working with students to prepare them for the SAT II and the Advanced Placement Exam in English. Students sit for both exams at the end of their V Form year.

English V

Fifth Form English is a rigorous, college-preparatory class organized around the three major genres. Students continue to write short (two- to three-page) analytical essays on a poem or passage but are also expected to combine these shorter essays into longer, more sophisticated compositions.

Students might compare a series of passages from a novel or play, trace and explain the significance of larger

thematic and metaphorical patterns, 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 Place-

ment examination

continues through-

out the V Form year, with students regularly taking practice tests and writing practice essays. Texts studied include William Shakespeare, Hamlet and Othello; Mary Shelley, Frankenstein; Emily Brontë, Wuthering Heights; James Joyce, Dubliners; N. Scott Momaday, The Way to Rainy Mountain; Cormac Macarthy, All the Pretty Horses; Michael Ondaatje, The English Patient; Ian McEwan, Enduring Love; Albert Camus, The Stranger; and Toni Morrison, Song of Solo-

English VI

mon.

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 students to more advanced forms of literary study by focusing on a genre (domestic gothic, tragedy, autobiography, short story), period (the American Renaissance, modernism), tradition (African-American literature, the literature

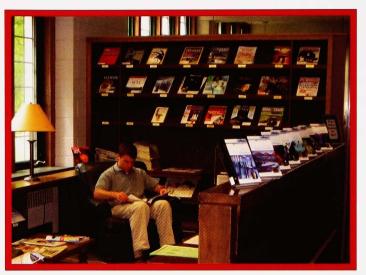
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of women), or theme or issue germane to literary study (what is a classic?, the family in literature). These courses are often interdisciplinary or comparative in nature and locate the works studied within a specific literary tradition or historical 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 their VI Form instructor and related to their particu-

lar course. They then prepare an essay of 10 to 15 pages in length on a topic of their own choosing. Students read and study the book-sometimes in conjunction with secondary sources and other expressive texts such as film, music or visual art-and then develop a topic and an argument on their own. They meet frequently with their teacher as they draft their papers,

but this process is, in essence, an independent project. During the winter, students discuss and defend their essays before members of the English Department. Senior Exhibitions are open to any interested member of the community.



Senior Spring Seminars and Tutorials

In the spring, seniors may take either a seminar in English or a tutorial. The department has offered seminars on such topics as the Victorian novel, Shake-spearean 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).

Senior tutorials are offered each spring in various disciplines by members of the English department and



by faculty in other departments throughout the school. A sample of recent tutorial titles includes: "The Triumph of the Right," "Alchemy: Science, Faith, and the History of Chemistry," "Fade to Black: African-American Filmic Tradition," "Jacksonian America," "The Brontë Sisters," "Contemporary American Law," "Christian Mystics of the Second Millenium" and "Quantum Indeterminacy." See the description of tutorials in the Academic Program for a fuller discussion of this program.

Creative Writing

Courses in creative writing 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.

American Studies

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.

Publications at St. Andrew's

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, 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 desktop publishing tools such as slide scanners, QuarkXPress and Adobe Photoshop.



The History Department introduces students to the serious study of the world's civilization and cultivates a perspective through which students begin to see themselves as individuals with opportunities and responsibilities in a modern, post-industrial world. With a focus on primary documents, our aim is for students to gain a particular knowledge of their own immediate culture through the study of United States history, as well as to initiate 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 history 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.

Ultimately, we are 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 one 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 incoming III Form students are required to take U. S. History. 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. Other offerings provide enough choice to satisfy student interest but not so many options that the experience becomes 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, they share the same objectives. Students answer authentic historical questions, using primary sources; these "research challenges" require written responses based on research and reading on 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. Prepared each class period with his or her own research and arguments, each student is actively invested in and responsible for the class discussion. 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 an unfamiliar document, newspaper, film or book. Course readings include a series of monographs and primary documents as well as selections from the following: Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, Howard Zinn, A People's History of the United States and John Parker, 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 with 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 receive special attention, from the discovery of agriculture and the origins of the city to the modern Industrial Revolution and its global consequences. The disciplines of anthropology, economics, philosophy and art history are drawn upon when appropriate.

Emphasis is placed on developing reading, writing, speaking and analytical skills in a variety of formats. Texts consist of selections from both primary and scholarly sources, including the following: Plato, The Republic; H. D. Kitto, The Greeks; Michael Grant, The World of Rome; Moses Hadas, Imperial Rome; Donald Kagan, ed., Studies in the Classical World; Robert Heilbroner, The Worldly Philosophers; Samuel Noah Kramer, The Sumerians; Bernard Lewis, The Arabs in History; Machiavelli, The Prince; Lewis Mumford, The City in History.

Twentieth Century History

The objectives of this course are similar to those of Western Civilization but with specific emphasis on the twentieth century, intellectual history and the application of insights from psychology, economics and literature. Topics and events studied vary from year to year and encompass a breadth of 20th century perspectives and experience, including 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 an understanding of modernity. Emphasis is placed on critical reading of primary and secondary sources and written work that requires careful analysis and independent thought. Texts include the following: Vera Brittain, Chronicle of Youth; Sigmund Freud, Civilization and Its Discontents; Paul Fussell, The Great War

Further Opportunities to Examine Current Events and Issues

Headmaster's Forum

Students and faculty meet weekly to discuss and debate topics of national and international importance. Topics for the 2004-05 school year included:

- Civil Rights and the Patriot Act
- American Presidential campaign
- War in Iraq
- Ordination and acceptance of gay clergy
- Crisis in the Middle East, Israel and Palestine
- Terry Schiavo and end-of-life decisions

Levinson History Lecture Series

Established in 2003 by David N. Levinson '53 to endow a series of lectures by historians, political scientists and economists at St. Andrew's School.

2004-05

Philip Zelikow, the executive director of the National Commission on Terrorist Attacks Upon the United States, better known as the "9/11 Commission," discussed the findings and recommendations of his commission's report released in the summer of 2004.

2003-04

Daniel Pipes, an analyst of Middle East politics, discussed his views on Islam, Israel and Iraq, particularly as they relate to American intervention and long-term solutions to the crises associated with each topic.

and Modern Memory; Donald Gochberg, ed., Classics of Western Thought: The Twentieth Century; William Golding, Lord of the Flies; R. Goldston, The Rise of Red China; George Herring, America's Longest War; James Wilkinson and H. Stuart Hughes, Contemporary Europe: A History.

Colonial History

While far from a new phenomenon, European colonialism at the dawn of the 19th century distinguished itself considerably from earlier imperialist adventures. The meeting of European merchants, scholars, missionaries, bankers, bureaucrats and explorers with the indigenous peoples and communities of Africa, Asia, Latin and South America, and the Middle East produced new social, economic and political formations-and the legacies of these encounters persist to the present day. Drawing on a variety of disciplines, including history, comparative literature, economics, cultural studies and sociology, this course helps students develop an understanding of the complex themes of identity, gender, resistance, collaboration, exploitation, and nationalism. Students will become acquainted with the critical debates of postcolonial scholarship as they hone their own writing and rhetorical skills. Study of novels, essays, news media, film and other discourses, as well as research-based case studies of contemporary issues, accompany historical and theoretical readings. Texts include Chinua Achebe, Things Fall Apart, Joseph Conrad, Heart of Darkness, Ferdinand Oyono, Houseboy, and Tayeb Salih, Season of Migration to the North; as well as theoretical readings by Aimé Césaire, Bernard Lewis, Edward Said, Samuel P. Huntington, Jurgen Osterhammel, Frantz Fanon and others.

Global Studies

This course focuses on the process of what has come to be known as "globalization." Drawing on a range of disciplines, including ethics, economics, geography, ecology and cultural and literary study, it offers students an intellectual tool-kit for understanding some of the most pressing issues facing the world today—issues that will shape public debate, both here and abroad, for decades to come. Students first examine the duties and obligations of citizens in a global world and ways in which the media and popular culture shape (and misshape) our understanding of peoples and events beyond our national borders. Further topics include the emergence of the international human rights movement; the problem of war crimes and the debate over the International Criminal Court; the continuing problem of genocide; the cultural and political impact of economic globalization; the commercialization or "Americanization" of global entertainment; the debate over climate change, overpopulation and environmental collapse. In each case the course examines the ways in which various writers and authors have made sense of these issues. Sources include the following: Shakespeare, The Tempest and Henry V, J. M. Coetzee, Waiting for the Barbarians; Amos Oz, Panther in the Basement; Albert Camus, The Plague; V.S. Naipaul, A Bend in the River; Satyajit Ray, Distant Thunder; Godfrey Reggio, Powaqquatsi; Ariel Dorfman, Death and the Maiden; Nadine Gordimer, July's People; Nurrudin, Farah Links; art by Goya, Picasso and Maya Lin. Students also make extensive use of English versions of foreign newspapers through the internet and articles from such publications as The New York Review of Books, Atlantic Monthly, Discover, Foreign Affairs, Slate.com, and The Chronicle of Higher Education.

History of the Middle East

What forces have brought the Middle East to its current situation and, given those forces, what are the best chances for peace in the future? This course provides students with the background and the skills to answer these questions and understand the events that transpire in the Middle East today. It also aims to develop the student's ability to analyze opinionated sources rigorously and dispassionately and to approach potentially controversial issues in a helpful and scholarly manner.

The course begins with a review of the evolution of Judaism and its basic beliefs and with an introduction to Islam. It then focuses on interactions between the United States and the Arab world from the 1970s to the present, discussing the rise of Islamic fundamentalism, the three Persian Gulf wars and current Middle Eastern attitudes towards the United States. Topics also include the progression from the Crusades through the rise and fall of the Ottoman Empire and toward the modern Arab-Israeli crisis.

Students demonstrate their understanding through traditional assessments but also by position papers, journalistic writings, role-playing, presentations and mock trials, and a final research paper and mock peace conference. They examine a wide range of primary sources, from knights' journals to U.N. resolutions to articles from Foreign Affairs and keep abreast of current events in the region by regularly reading the Middle East section of the New York Times. Texts also include the following: Peter Mansfield, A History of the Middle East; Ian J Bickerton, A Concise History of the Arab-Israeli Conflict; Mark A. Tessler, A History of the Israeli-Palestinian Conflict; Amanda Roraback, Israel-Palestine in a Nutshell.

History of East Asia

This course introduces students to the history of the two main East Asian cultures of China and Japan by examining their political and social institutions, philosophical and religious beliefs, and artistic and literary traditions. Using both scholarly interpretations and primary documents, students explore the traditional foundations of these cultures, how they have been historically redefined and what relevance they have for China and Japan today. The approach to these questions attempts to understand the world-views of East Asian cultures and their responses to worldly and spiritual challenges of the past. The fundamental goal of the course 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.

Such an understanding of East Asian culture is increasingly important in today's global economy in which these cultures have become key players on the contemporary world stage and may well define the next century. Texts include the following: Patricia Ebrey, Chinese Civilization; Ray Huang, China: A Macro History; Lao Zi, Daodejing; Conrad Schirokauer, A Brief History of China and Japan; Shikibu Murasaki, The Diary of Lady Murasaki; Paul Varley, Japanese Culture; Chen, Buddhism in China.

History of Material Culture

Team-taught by various members of the History Department in separate five-week sessions, this course examines how the use, trade, extraction, value and production of a material commodity have affected the course of history. Material culture has traditionally been defined as the vast universe of objects used by humankind to confront the physical world and to facilitate social intercourse. Students question and analyze how this 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 and furniture. 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 is assigned a mystery object for which he or she must identify its material use, explain how it was extracted or constructed, and finally explore what it reveals about the culture that fashioned and used it. (Minor course)

American Studies

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This interdisciplinary course, taught jointly by teachers in the History and English departments, examines case

studies that reveal important aspects about American history and culture, past and present. Each case, intrinsically interesting and critical to students' future roles as informed citizens and professionals, reveals the conventions, protocols and methods of scholarly debate undertaken by journalists, scholars and public intellectuals.

The course begins with a brief look at the controversies surrounding the teaching of American history itself: what should be taught, how it should be taught and for what purpose. Students view a number of books and films that reveal how those who "write" history—professional historians, novelists and filmmakers-actually work, including the following: Michael Bellesiles, Arming America: The Origins of National Gun Culture (the first and only book to be awarded and then stripped of the Bancroft Prize in American History); Conor Cruise O'Brien's now notorious Atlantic Monthly article "Thomas Jefferson: Radical and Racist" (an attack on the legacy of Jefferson); Gore Vidal, Lincoln: A Novel (fact or fiction?); Stephen Oates, With Malice Toward None: the Life of Abraham Lincoln (was it plagiarized?); and Michael Moore, Fahrenheit 9/11 (masterpiece or rank propaganda?).

Other issues explored in the course include: the promises and failures of the American Constitution, with particular emphasis on the shifting roles of Congress and the Presidency; the role that popular culture plays in shaping our understanding of poverty, race and gender; the scholarly debate over the meaning and legacy of slavery; the debate over what constitutes a literary "classic" (Melville's "Benito Cereno" vs. Stowe's Uncle Tom's Cabin vs. Twain's Huckleberry Finn; Edgar Allen Poe vs. Stephen King; Walt Whitman vs. Bob Dylan); the changing nature and meaning American citizenship; the role of the press during times of war and international conflict; art and literature after 9/11. As a way of encouraging students to think about college and what they hope to accomplish there, the course concludes with a unit on the promises and failures of American schooling.

Each case study within the course centers on a cluster of essays, articles and excerpts from books that offer a different perspective on the issue at hand. Students learn to ask perceptive questions, summarize the views of others, weigh evidence and adjudicate between conflicting interpretations, and craft clear and persuasive arguments in both written and oral form.

Working collaboratively in teams, students participate in two public debates. Issues may include the following: the place of the SAT in the college admission process; the alleged failures of the New York Times in reporting on Iraq and the presence or absence of weapons of mass destruction; a bill presently before Congress; the military draft and its potential reinstatement; alleged Presidential war crimes. In preparation for these debates, the class takes two trips to Philadelphia, one to the "Temple Issues Forum" at Temple University and another to the National Public Radio show "Justice Talking", both of which promote intellectual and civic engagement and feature nationally prominent speakers. (Double course; credit for English and history)

Changing the World: The History of Social Reform Movements

How is change achieved in American society and in societies around the world? What role can individuals play in social change? This course seeks to address these questions through historical study of social movements that have created or have failed to create that change. Students consider closely issues of race, ethnicity, gender, sexuality, religion, class and power, examining how these issues can both unite and divide efforts for social change. The first half of the course concentrates on social movements in the United States; the second half takes a primarily international focus. Movements covered may include abolition, the women's movement, anti-lynching campaigns, the African-American civil rights movement, the gay and lesbian civil rights movement, Nazism, the Irish Republican movement and the international environmental movement. Students make use of traditional historical sources, particularly primary sources, including literature, film, art and music, as well as a selection of theoretical studies from the social sciences. Texts may include the following: Frederick Douglass, "What to the Slave is the Fourth of July?"; Ida B. Wells, Southern Horrors: Lynch Law in All Its Phases; Leni Riefenstahl, "Triumph of the Will"; Stokely Carmichael, "Basis of Black Power"; Betty Friedan, The Feminine Mystique; Carl Wittman, "A Gay Manifesto"; songs of the Irish Republican Movement (such as Pat McGuigan's "Men Behind the Wire"). In understanding how and why some efforts to create change in society have succeeded while others have failed, students may begin to see how they might work to achieve change in their own society.



Through lectures, seminar-style classroom discussions, collaborative work and independent study, the St. Andrew's Mathematics Department aims to teach students to learn to read, write and speak about mathematics with clarity and precision. Students learn to use and interpret mathematics graphically, numerically and algebraically in the context of practical problem-solving and formal proofs. Various technologies, such as graphing calculators, spreadsheets and other computer software, help students develop multiple perspectives on mathematics by introducing them to mathematical modeling and research. In addition to traditional forms of assessment, 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. The ultimate goal of the mathematics faculty is to help students recognize and appreciate the utility of mathematics as well as its intrinsic beauty.

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. The goals of the course place particular emphasis on problem-solving and analysis, as well as the improvement of skills and confidence. Exercises and problem sets use examples and data drawn from real-world situations. Prerequisite: Pre-algebra. Text: Larson et al., Algebra 1.

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: Larson et al., Geometry.

Geometry Honors

Geometry Honors covers Euclidean plane geometry with numerous explorations of three-dimensional figures. The primary theme of the course is the interplay between conjecture and proof, between inductive and deductive reasoning. Students work to create and communicate mathematical analyses clearly and concisely, both verbally and in writing. Many investigations offer glimpses of the mathematics students will encounter in future years: functions and rate of change, combinatorics and probability. Prerequisites: Algebra I and the permission of the department. Text: Jurgensen, Brown, Jurgensen, 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, discrete

mathematics, 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, and the permission of the department. Text: Larson et al., Algebra and Trigonometry.

Precalculus

Precalculus develops all the major continuous functions utilized in real analysis, with special emphasis on using these functions in modeling 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*.

Advanced Placement: Calculus AB

Advanced Placement Calculus AB covers differential and integral calculus, with an emphasis on applications drawn from the physical, biological 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 course is a non-calculus-based introduction to statistics that focuses on 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. Text: Bock, Velleman, DeVeau, Stats: Modeling the World.

Introduction to Contemporary Mathematics

This interdisciplinary course will lead VI Form students on a tour of mathematical concepts as used by pollsters, actuaries, trial lawyers, psychologists, epidemiologists, historians, gamblers—indeed, all of us, as we work, play and participate in the life of our communities. Do election procedures accurately reflect voter preferences? Should we be surprised by a large number of false positives from a diagnostic test that is supposedly highly accurate? How can we make sense of data used by different groups to support opposing claims? Students will tackle such questions as they explore the mathematics of fair division, election theory and politics, drug testing, check digit schemes and polling. This is an activity-based class in which students will model the spread of a disease, analyze winning strategies in games, interpret graphs that they see in the newspapers, and enter a national poster contest. Matrices, probability and statistics, and graph theory will provide students with indispensable tools as they investigate topics often seen in a discrete math course in college. Text: Peck et al., Statistics: A Guide to the Unknown. (VI Form)

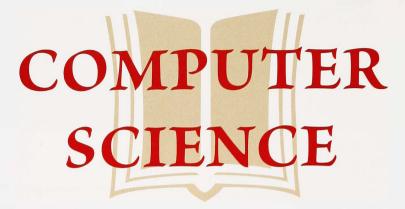
Multivariable Calculus

This course extends the ideas of single-variable calculus to functions of two or more variables, to vector-valued functions, and to vector fields. 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

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Staff and student interest permitting, the Mathematics Department also offers one or more half-credit elective minor courses each year. These classes 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, and Modern Applied Mathematics. Minors are open to V and VI Formers who have completed Algebra II or to students who have the permission of the department.



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 work begins with the Computer Literacy course but continues and develops throughout a student's career in all disciplines. Second, the department offers courses in computer programming and computer science for students interested in the field as an academic discipline.

Computer Literacy

This mini-course, meeting once a week during the fall and required of all incoming students, introduces students to the computer labs on campus and teaches them how to operate network 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.

Introduction to Computer Science

In this minor course, students are introduced to object-oriented program design. Programs for teaching these concepts may include Karel++,

RealBasic and CodeWarrior. Students learn the process of solving problems through creative development and algorithms.

Students may also pursue additional independent projects based on interest. In the past, these have been in the areas of advanced programming, robotics, Web design and application development. Students interested in pursuing additional projects should speak with one of the technology department members about such options.

MODERN LANGUAGES

At all levels of foreign language teaching, the Modern Language Department has as its primary goal the enrichment and broadening of the perspectives of its students. Through the study of language our students develop an understanding and appreciation of other cultures, their history, literature, art and geography.

Small classes at all levels stress strong communication skills in speaking, listening comprehension, reading and writing and afford dynamic opportunities for students to express themselves in everyday situations and to learn to discuss literary and historical texts. Active learning in the classroom and the language lab allows students to enhance their skills in listening and collaboration.

Modern language faculty have all lived abroad and have pursued advanced work in

their fields. We encourage our students to travel, and we offer service learning trips in the summer to countries such as Spain, France, Guadeloupe, Mexico, Costa Rica and Peru. We also recommend specific programs to students who are interested in a study-abroad or travel abroad experience. Students who complete summer programs will be considered for promotion in their language classes on an individual basis.

While two years of language study is a requirement for graduation, most students study a foreign language at St. Andrew's for three or four years. Students who complete this program become better-informed world citizens and are able to use their second language to explore and understand other cultures and people.

Chinese I

This course is an introduction to Chinese language and culture and thus develops Chinese listening and speaking skills in everyday situations. Students also work on building basic reading comprehension and writing skills. Chinese history, art, calligraphy and cuisine are also integrated into the course. Students master a minimum of 300 characters, become familiar with basic sentence patterns and expressions, and are able to converse on such topics as family, hobbies, school life, shopping, weather and transportation. Texts: Yao and Liu, Integrated Chinese (Level I, Part I), and selected songs, poems, short stories and multimedia materials.

Chinese II

This course builds on the skills mastered in Chinese I. Short plays, poems, songs and Internet resources supplement the textbook as students develop listening, speaking, reading and writing skills. Students learn approximately 300 characters, as well as more sophisticated sentence patterns. They write and converse on topics such as dining, travel, a doctor's appointment, renting an apartment and other basic survival subjects. Text: Yao and Liu, Integrated Chinese (Level I, Part II).

Chinese III

Conducted entirely in Chinese, this intermediate level course strengthens the four language skills of listening, speaking, reading and writing through comparative cultural and social studies. The textbook, A Trip to China, a second-year college text, allows students to "observe the full complexity of Chinese society from the viewpoint of an American student living in China." Movies and articles from newspapers and magazines supplement readings in the text. Text: Chou, A Trip to China.

Chinese IV

Conducted entirely in Chinese, this advanced level course prepares students to participate in ongoing discussions of important Chinese social and political issues. It equips students with the necessary vocabulary and advanced sentence patterns to engage in discursive writing and oral presentation. Using A *Trip to China* as the primary textbook, students discuss current issues such as China's economic reform, population policy and

the relationship between mainland China and Taiwan. Movies, articles from Chinese newspapers and magazines, Internet resources and television programs continue to supplement readings in the text. Text: Chou, A *Trip to China*.

Chinese V

This advanced course is designed to be equivalent to the first semester of a third-year college level course for students who have mastered the basic language skills. Using A New Text for a Modern China as the main text, students discuss themes such as population and housing, education and employment, family, women and children, and the phases of economic development. Students lead discussion in class and write three- to four-page weekly essays. Text: Liu et al., A New Text for a Modern China.

French I

The course, designed for students with little or no prior exposure to French language and culture, provides a strong 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. Conducted mostly in French from the beginning of the year, this course employs a range of communicative activities, from role playing to group dialogues. Many of the assignments are completed in the language lab using audio and visual materials. Texts: Breaking the French Barrier, level I; Le Monstre Dans Le Métro et d' Autres Merveilles; Vol de la Joconde.

French II

Conducted largely in French, this course builds on the skills acquired in French I as it emphasizes the development of vocabulary and the application of grammatical concepts. Readings include various expressions of Francophone culture, including literary selections, while students hone their listening comprehension skills by working with video sequences and audiotapes. Students develop and demonstrate their oral proficiency by energetic participation in the classroom. Texts: Coursaget and Myers, *Breaking the French Barrier*, level II; Carlo, *Civilisation Progressive du Francais niveau debutant*; Sempe, *Le Petit Nicholas*.

French III

French III, taught entirely in the target language, strengthens and extends the skills acquired in French II as it seeks to develop students' vocabulary, facility with advanced grammar structures and analytical skills. Paired activities, small skits and oral drills encourage students to speak as much French as possible in the classroom. Other activities include word games, songs, poems, watching French television and films, and using Internet resources. Students do much of their work using resources in the language lab. Texts: Coursaget and Myers, Breaking the French Barrier, level III; Jelloun, Le Racisme Expliqué à Ma Fille; St. Exupery, Le Petit Prince; Goscinny, Asterix, le Gaulois: Notre-Dame, tome I, 2.

French IV: Introduction to French Literature

This advanced intermediate course serves as a transition from the study of the French language to the study of the history of French and Francophone literature. Students read and discuss short literary excerpts from a variety of genres. Grammar and composition are emphasized, as students learn to present oral reports on the readings with accuracy and confidence. This course also aims to refine the students' command of sophisticated vocabulary and grammar structures while developing their skills in literary analysis. Text: Glencoe, *Tresor du Temps*.

Advanced Placement French Language

This course, taught entirely in the target language, aims to refine students' command of sophisticated vocabulary and grammatical structures and develop their skills in literary analysis, while preparing them for the Advanced Placement French Language Exam. Students read and discuss selections from a variety of literary genres. Writing skills are emphasized, and students learn to present oral reports on the readings with accuracy and confidence. Texts: St. Onge, Interaction (texte, cahier, et cd); Sartre, Les Jeux Sont Faits; Camus, L'Etranger. Prerequisite: Completion of French III with high honors and a teacher recommendation, or French IV with a teacher recommendation.

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. The 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. Classes are conducted entirely in French, and students work throughout the year on refining their listening comprehension and speaking skills. Students may opt to take the Advanced Placement French Language Examination in the spring. Texts may include the following: 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.

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. The course prepares a foundation in each of the four language skills of speaking, writing, reading and listening comprehension. Situational dialogues, paired activities, skits and oral evaluations allow students to develop their communicative skills in Spanish. 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, acquire vocabulary and improve the form and content of their active language skills. Readings appropriate to this level continue to expose students to various aspects of Spanish and Hispanic life and culture. Texts: Caycedo et al., Claro que sí and selected readings.

Spanish III

In this intermediate course, conducted entirely in the target language, students engage in a variety of activities that elicit frequent attempts to communicate in both oral and written Spanish. Short stories, poems, a



short novel and two plays serve as the centerpiece for class discussion of Hispanic literature and culture. Seeded in the readings grammar learned reviewed within o n authentic. communicative format. Throughout the year, students write frequent, short response papers and take frequent oral exams. At the end of each semes-

ter, students give exhibitions in which they demonstrate the working knowledge and skills they have developed. 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, using sources such as short stories, periodicals, essays and films about Latin America. This course also dedicates a substantial amount of time to a rigorous reinforcement of grammatical structures and correct usage of the language in its spoken and written forms. Grammatical study emphasizes the written and oral usage of all verb tenses, especially the subjunctive and the past tenses, and problematic prepositions.

Advanced Placement Spanish Language

Conducted in Spanish, this course provides students with a larger context for the literature of Latin America which they have begun to read in their lower-level courses. While the course begins with a study of pre-Colombian civilizations, its primary focus is on the twentieth century and current events in Latin America. Topics include 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,

students prepare for the Advanced Placement Spanish Language Exam by reviewing grammar and vocabulary interspersed throughout lessons, class discussions, readings and oral exams. Texts: Couch et al., Una vez mas; Gabriel García Márquez, Cinco Maestros and El coronel no tiene quien le escriba. Films: La Historia Oficial; Kiss of the Spider Woman; Missing; The Mission; Romero; and Salvador. Prerequisite: Completion of Spanish IV, or completion of Spanish III with a teacher recommendation.

Hispanic Authors of the Twentieth Century

This college-level course is the culmination of five years of the students' development of bilingualism in listening, speaking, reading and writing and their ability to use the language to understand the Hispanic worldview through the intensive study of Hispanic literature. Students read major literary works of Federico García Lorca, Jorge Luís Borges, Ana María Matute, Miguel de Unamuno, Isabel Allende, Laura Esquivel and Gabriel García Márquez. In addition to readings and numerous response papers, at the end of each semester students present a literary commentary on one of the major works they have studied. 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 both Latin and 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.

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:

8% Summa Cum Laude

26% Maxima Cum Laude

22% Magna Cum Laude

12% Cum Laude

Latin I

Latin I provides an introduction to the basic forms and syntax of Latin. Students learn an introductory history of the ancient Greco-Roman world through the middle stages of the Roman Republic. 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. Students continue to learn an overview of Roman history through the end of the Republic. Text: Dewitt et al., *College Latin*.

Latin III

This course trains students to read Latin prose through extensive reading of Caesar and Cicero. This course also explores the dynamic structure of classical rhetoric and may include an introduction to Latin poetry. Honors students in Latin III are prepared to take the Latin SAT II. Readings include 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: Pharr, Vergil's Aencid; Weiden Boyd, ed., Vergil's Aencid 10 and 12.

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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

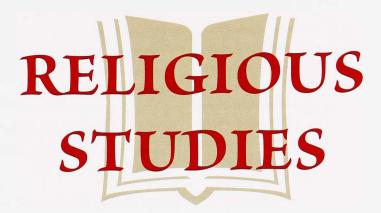
This minor course introduces students to the vocabulary, grammar and syntax of Attic Greek. Text: Balme and Lawall, *Athenaze Book 1* or Hansen and Quinn, *Greek: An Intensive Course.*

Greek II

Continuing the grammatical study of Attic Greek, this course introduces students to the rhetoric of Lysias and the literature and philosophy of Plato. Texts: Balme and Lawall, Athenaze Book 1 and 2 or Hansen and Quinn, Greek: An Intensive Course; Scodel, ed., Lysias, On the Murder of Eratosthenes; Helm, ed., Plato: Apology.

Advanced Tutorials in Latin or Greek

Designated Latin VI and Greek III, these individualized courses allow the advanced student to explore further classical literature. Latin readings may include books of Vergil's Aeneid not read in Latin IV, selections from Roman comedy (Plautus and Terence), orations of Cicero and histories (Livy, Sallust and Tacitus). Greek readings may include Platonic dialogues, Greek tragedy and Homeric epic.



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 in the IV Form year and in the first half of their VI Form year provides 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 understood in the Judeo-Christian tradition, and the importance of revelation in Christianity 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. For 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 and beyond while encouraging them to formulate their own value systems through discussions and essays.

History and Literature of the Old and New Testaments (IV Form, required)

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. 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 section 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 the world today. During the year, students take field trips to a Reform synagogue, the United States Holocaust Memorial Museum and the University of Pennsylvania Museum of Archaeology and Anthropology. Class work is supplemented with the viewing of "Schindler's List" and educational videos. Texts: the New Revised Standard Version of the Bible; Celia Brewer Marshall, A Guide through the Old Testament; Elie Wiesel, Night.

An Introduction to Philosophy (VI Form, first semester, required)

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 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 students. Students read short selections from philosophers in the major periods of Western thought-classical, modern and contemporary—whose positions have formed the bases for much subsequent discussion and debate.

Students write papers exploring important aspects of each critical question and throughout the course gain exposure to the different teaching formats and the rigors of logical philosophical analysis they will likely encounter in college. Text: Castell et al., An Introduction to Modern Philosophy.

In the second semester 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 examines 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. This unit concludes with a study of both 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 include the following: Eva Cantarella, Pandora's Daughters: The Role and Status of Women in Greek and Roman Antiquity; Rosalind Rosenberg, Divided Lives: American Women in the Twentieth Century; Karen Torjesen, When Women Were Priests: Women's Leadership in the Early Church and the Scandal of Their Subordination in the Rise of Christianity.

Applied Ethics

This course introduces students to the basic principles of moral reasoning, ultimately enabling them to engage independently in critical analysis of contemporary ethical issues, such as abortion, euthanasia, cloning, the death penalty, sexual orientation, poverty and welfare, drug legalization, animal rights and just war theory. Students prepare short position papers on many of these issues, presenting their viewpoints in class for discussion and debate.

Religion and Violence

Throughout history, there has existed an uneasy relationship between religion and violence. What is it about the nature of religious faith that can lead to persecution? Violent acts have also been committed in the name of religion. How, for instance, do we get from "Blessed are the peacemakers" to the brutality of the Crusades, or the animosity in Northern Ireland? Students thoughtfully examine historical and present-day examples of religious persecution in order to understand what corruptions of religion lead to persecution and violence. Texts: Mark Juergensmeyer, Terror in the Mind of God; Jacob Neusner, ed., World Religions in America.

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, students examine these questions from the position of sympathetic and curious visitors. They visit five major world religions, Hinduism, Buddhism, Judaism, Christianity and Islam, and focus on modern religious beliefs and practices, actively seeking to dispel misconceptions and understand how each tradition would like to be viewed. Texts: Huston Smith, *The World's Religions*; selected essays by religious scholars and excerpts from the video series, *The Long Search*.

Religion and Literature

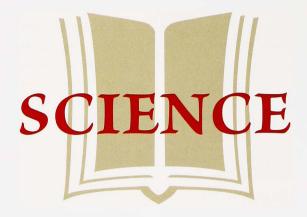
This course examines the powerful and distinctive ways in which great writers have explored the fundamental religious and philosophical issues confronting humanity. Students explore two of the most profound and illuminating novels of the twentieth century: Leo Tolstoy, *War and Peace* and Fyodor Dostoevsky, *The Brothers Karamazov*. Each novel raises fundamental questions of faith and understanding.

Religion in Contemporary America Addressing the diversity of religious experience in con-

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: Robert Neelly Bellah et al., *Habits of the Heart*.

The Philosophy and Art of Education This seminar explores both philosophical and practi-

This seminar explores both philosophical and practical approaches to education. Students read widely and extensively in the literature of scholars and teachers who have made profound contributions to our understanding of and approaches to education, and evaluate the philosophical approaches undertaken by various public and private schools and colleges. Texts: Plato, The Republic; Jean Jacques Rousseau, Emile; John Dewey, Democracy and Education; Theodore Sizer, Horace's Compromise: The Dilemma of the American High School and Horace's School: Redesigning the American High School; Sarah Lawrence Lightfoot, The Good High School; Douglas Heath, Schools of Hope; Ira Shor, Empowering Education; Walden Pell, A History of St. Andrew's School; William Amos, Time to Remember.



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 Department strives to bring Einstein's definition of science to life in the minds and work of its students. Engaging courses in biology, chemistry and physics expose students to some of the fundamental laws and theories that constitute our understanding of the natural world. Equally important, students learn and experience the process by which scientists create, validate, revise and, in some cases, completely restructure these conceptions.

Laboratory work is integral to all courses. As we guide our students through experiments that introduce them to new phenomena, demonstrate key concepts and challenge them to solve problems, we seek to inspire a fascination that finds scientific inquiry exciting, accessible and enriching. Throughout our courses we strive to teach students how to think and act like scientists and to nurture in them

an appreciation of the natural world and an inclination to use their abilities in science to solve problems and act responsibly in society.

Teacher-guided discussion forms the basis for our courses, emphasizing 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.

Students are required to earn two credits in a laboratory science for graduation, although most students take science courses for at least three years.



Introductory Biology
This course, required of all III Form students, provides a thorough and stimulating introduction to the study of life. Topics include ecology, evolution, organismic biology and cellular and molecular processes. Extensive field studies, laboratory work and supplemental reading accompany text study and class discussions. Each spring students journey to nearby Lewes, Del., to review research at the University of Delaware's College of Marine Studies to observe dune, bog and beach ecology at Cape Henlopen State Park. Students complete independent projects 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 examine closely a range of topics in biology with the general theme of the unity and diversity of life. These topics include ecology, cellular structure, cellular and molecular processes, genetics, 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)

Art and Biology

This minor course acquaints the artist and the scientist with the natural world through careful observation and sketching of local organisms of the five kingdoms of life. Student drawings are collected in a publishable work representing the natural environment of St. Andrew's School. Students discuss the importance of observation, light, texture, shape, composition and natural history in addition to their field work. Instructional videos and field trips to local natural areas, including Bombay Hook National Wildlife Refuge, Blackbird State Park and Cape Henlopen State Park complement campus studies. Some trapping of birds, small mammals, insects and other organisms allows closer observation. Text: Leslie, Natural Drawing: A Tool for Learning. Prerequisites: Introduction to the Arts, Biology and departmental approval. (V and VI Forms)

Advanced Placement Environmental Science

This course develops students' awareness, understanding and appreciation of the natural world and the interrelationships of its ecosystems. Students explore the natural environment and resources of the School and surrounding areas as they become acquainted with the established principles and methods of the discipline. This course covers the topics included on the Advanced Placement Environmental Science Exam. These topics include sustainability, population dynamics, geology, water, energy efficiency, climate change, food resources and biodiversity. Supplemental readings, visiting speakers and independent projects augment textbook assignments. Students visit and examine nearby sites that provide insight into environmental issues, including a spray irrigation farm, a water treatment plant, a local cemetery and an organic farm. Text: Miller, Living in the Environment, and other supplementary readings. Prerequisites: Algebra I, Biology, Chemistry, and departmental approval. (V and VI Forms)

Two Typical Science Course Sequences

Honors

Introductory Biology (III or IV Form)
Honors Physics (IV or V)
Honors Chemistry (V or VI)
Any Advanced Course

Non-Honors

Introductory Biology (III or IV Form)
Introductory Chemistry (or Introductory Physics) (IV or V)
Introductory Physics (or Introductory Chemistry) (V or VI)
AP Environmental or Advanced Biology

Introductory Physics

In Introductory Physics, students discover the fundamental laws that govern nature through the process of inquiry-asking questions and conducting careful experiments. Each day, students work creatively and collaboratively to devise experiments that test fundamental questions about the natural world, such as the following: "How can we measure the mass of the air in a room?" "How does the shape of an object affect sinking and floating?" "How can we predict the motion of an object by knowing the forces that act on the object?" This class also devotes significant time to helping students articulate the methods and results of their experiments to their peers, both in discussion and in writing. Text: W. Thomas Griffith, The Physics of Everyday Phenomena, 3rd edition. Prerequisites: Algebra I and Geometry. (IV, V and VI Forms)

Honors Physics

The Honors Physics course is adapted from the curriculum originally developed by the Physical Science Study Committee (PSSC), a group founded at the Massachusetts Institute of Technology under the auspices of the National Science Foundation. Its strength resides in how it guides students through the conceptual and quantitative development of mechanics, thermodynamics and electromagnetic interactions by actively engaging them in authentic scientific practice. Not simply a catalogue of facts and equations, the course focuses on the careful analysis and synthesis of experiments to pro-

vide the crucial elements of a coherent storyline leading toward atomic theory. The course is intentionally designed to inform the students' subsequent study of chemistry. Text: *PSSC Physics, 7th edition.* Prerequisites: Honors Algebra II or taken concurrently and department approval. (IV and V Forms)

Advanced Physics

Advanced Physics provides a mathematically rigorous treatment of the fundamental laws of classical mechanics, electricity and magnetism. The course covers the Advanced Placement syllabus for Physics 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 experimental data while developing an understanding of physical phenomena. Text: Ruth Chabay and Bruce Sherwood, *Matter and Interactions*. Prerequisites: Calculus BC taken concurrently, Honors Physics, Honors Chemistry and department approval.

Introductory 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 by 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 comple-



ments class discussions and demonstrations. Students use computer-interfaced instrumentation and spreadsheet programs to collect and analyze experimental 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 at a depth equivalent to an introductory college-level course. Classroom discussions and extensive problem-solving sets accompany weekly laboratory work that emphasize accurate technique, precise analysis and careful reporting. Students use computer-interfaced instrumentation and spreadsheet programs to collect and analyze experimental data. Students may choose to take the Advanced Placement Examination in Chemistry at the conclusion of the course. Text: Theodore L. Brown, et. al., Chemistry, The Central Science (9th edition). Prerequisites: Honors Algebra II, Honors Physics and department approval. (V and VI Forms)

Advanced Chemistry

This course offers students who have completed Honors Chemistry the opportunity to continue their advanced study of this field. In addition to reviewing and completing Advanced Placement topics in greater depth, the course includes supplemental topics drawn from physical, organic and biochemistry. Class discussions and laboratory work are accompanied by extensive problem sets. Students who did not take the Advanced Placement Examination at the end of Honors Chemistry can take it at the conclusion of this course. Text:

Theodore L. Brown, et. al., *Chemistry, The Central Science* (9th edition). Prerequisites: Honors Precalculus, Honors Physics, Honors Chemistry, and department approval. (V and VI Forms)

Organic Chemistry

This minor course in organic chemistry covers nomenclature, chemical structure, chemical reactivity, electron movement and organic synthesis. Topics related to biochemistry and pharmaceutical studies are also explored. Prerequistes: Introductory or Honors Chemistry. (V and VI Forms)

Research Science

In this minor course students and faculty develop three research experiences each lasting 10-11 weeks. This work allows students to transform their scientific interests into creative, well-designed research projects, as they approach the discipline as an activity and not just a body of knowledge. Students present written reports and oral presentations to members of the department at the conclusion of each project. (V and VI Forms)

Astronomy

This minor course introduces students to the study the solar system, life cycle of stars, galaxies, cosmology and the creation of the universe. Students observe the night sky on a regular basis and also study how earlier astronomers used their observations to develop and explain the properties of the universe. Prerequisites: Introductory Physics or Honors Physics. (V and VI Forms)

William A. Crump '44 Physics Lectures

Outside of the classroom, students have opportunities to participate in a variety of lectures and special programs with professional scientists. The annual William A. Crump '44 Physics Lecture, now in its seventh year, has brought world renowned physicists to campus, including two Nobel Prize winners.

2005

Lawrence M. Krauss, Ambrose Swasey Professor of Physics and Astronomy and Chair of the Physics Department at Case Western Reserve University, is an internationally known theoretical physicist whose research interests include the interface between elementary particle physics and cosmology. He is also the author of several popular books on physics, including the international bestseller, *The Physics of Star Trek* and, more recently, *Atom: An Odyssey from the Big Bang to Life on Earth.* He is widely recognized for his contributions to the cultural, artistic and humanistic dimensions of physics. In his talk "Science, Non-Science, and Nonsense: From the White House to the Classroom," Professor Krauss explained how the distinctions between science, pseudoscience and plain nonsense are often blurred in popular discourse and sometimes misused for political objectives. He also stressed the dangers facing modern society if the teachings of science about the world are ignored.

2004

Robert P. Kirshner, Clowes Professor of Science at the Harvard-Smithsonian Center for Astrophysics and President of the American Astronomical Society, leads a team of astronomers and astrophysics that hunts for High-Z supernovas halfway across the universe. By analyzing the light of these exploding stars that started its voyage to earth over 6 billion years ago, they discovered in 1998 that the universe is expanding at an everincreasing rate. This finding, which shook the theoretical foundations of astrophysics, has now been confirmed many times. In his talk, "A Blunder Undone: The Accelerating Universe," Dr. Kirshner recounted the story of this remarkable discovery and the omnipresent hypothetical form of matter, called "dark energy," whose antigravitational effects may explain the universe's accelerated expansion.

2003

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, entitled "Particle Physics Probes of Extra Dimensions," reviewed the exciting progress in this field.

2002

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 one teaspoon of their material weighs two 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, or general relativity. In his talk, Dr. Hulse recounted his personal journey of discovery, made while he was still a graduate student.

THE VISUAL AND PERFORMING ARTS

The visual and performing arts program at St. Andrew's seeks to foster an understanding and appreciation of a broad range of artistic forms, while encouraging students to develop personally as expressive and creative individuals. Courses provide instruction in the theoretical, historical and cultural background of the arts, as students grow in their own artistic understanding through formal training, free expression and close contact with established faculty artists who cultivate their own work side-by-side with students. This dynamic interaction allows our students and faculty to gain a strong sense of the arts as a means for investigating and celebrating the world in which they live.

Introduction to the Arts (III Form, required)

Team-taught by members of the Arts Department, this course introduces all III Form students to the breadth of the arts curriculum at the School. Students learn the rudiments of drawing, ceramics and music in separate eight-week units and begin to consider the history of the arts by examining their role in fashioning culture, by comparing music, art and theatre of different historical periods and by analyzing the connections that exist among the arts themselves. In the final six weeks of the year-long course, students plan and perform 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.



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. Prerequisite: Oil Painting I. (Elective minor)

Art and Biology

See the Science Department listings for a description of this course offered jointly by the Science and Arts Departments. (Elective minor)

Life Drawing
The Life Drawing course introduces students to the tradition of drawing the figure from life. The human form is rendered through an intensive study of proportion and anatomy. Students reproduce a complex masterwork in oils as a group project at the end of the course. Prerequisite: Introduction to the Arts, Drawing I or permission 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 work in the darkroom. 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 explore further the aesthetics and techniques of black-and-white photography. In the studio students experiment with techniques such 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. Throughout the course students compile a portfolio of their finished images. Prerequisite: Photography. (Elective minor for V and VI Forms)

Sculpture

Students work on three-dimensional projects as they explore a wide range of concepts, skills and processes in sculpture. 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 entire class presents a group installation in the gallery toward the end of the course. (Elective minor)

Ceramics

Students learn basic skills for working with ceramic materials, from developing their initial concepts to completing finished pieces. A broad range of technical skills including hand building and wheel throwing enables students to generate a variety of forms. Assignments cover conceptual approaches from sculptural, functional and decorative directions and broaden students' awareness of clay as an expressive medium. Slide presentations expose students to contemporary and historical trends in pottery-making. (Elective minor)

Advanced Ceramics

In this course, students explore advanced techniques in clay manipulation, surface decoration and firing. Demonstrations, slide presentations, critiques and ongoing discussion of student work supplement studio work. Prerequisite: Ceramics. (Elective minor for V and 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. During the spring 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.

Advanced Placement Art History

Surveying art from prehistory to the modern era, this course attempts to create in students an acute intellectual awareness of the role of the creative process in the growth of human societies and a fascination in the diversity and variety of the artistic world. Students develop a broad vision of artistic production globally and through history, as the course incorporates works of art from Africa, Asia and Meso-America in addition to the European tradition. Text: Helen Gardner, Art Through The Ages.

Chamber Music

This course allows advanced instrumental musicians to grow musically through deliberate preparation of appropriately challenging repertoire. Students develop their artistry through solo and ensemble experiences that include study of instrument history, pertinent musical styles, sight-reading, score analysis and performance. Open to all forms, this course may be repeated. Admission is by audition and/or permission of the instructor. (Elective minor for all forms)

Orchestral Methods

This course is intended for all orchestral instrumentalists, from beginning to advanced levels, who wish to participate in the School orchestra. Providing sectionals for the strings and for the winds and percussion, this course develops and practices techniques specific to the instrumental musician and introduces appropriately challenging scale, sight-reading and repertoire study for performance. Open to all forms, this course may be repeated. (Elective minor for all forms)

Jazz Methods

This course encourages jazz instrumentalists and vocalists to become conversant in the history and traditions of a wide range of jazz styles. Students develop informed stylistic practice through scale and rhythm study, sight-reading, harmonic analysis and extensive listening. Open to all forms, this course may be repeated. Admission is by audition and/or permission of the instructor. (Elective minor for all forms)

Private Music Lessons

Private instruction is available for piano, voice and all orchestral instruments. Lessons are scheduled by the music department after students' academic schedules are determined. Priority in scheduling weekly lessons is given to returning students who have already studied the instrument at the School.

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



Choral Scholars

This course begins to develop the complete choral singer through instruction in vocal development, sight-reading, error recognition and choral style. Students in this course comprise members of the School's select choral ensemble. Open to all forms, this course may be repeated. Admission is by audition. (Elective minor for all forms)

History of Music

Primarily a listening course, History of Music fosters in students an informed appreciation of a range of composers, musical periods and styles. Students read about and listen for the development of musical forms over time and learn about the lives of significant musicians. (Elective minor)

Music Theory I

Combining traditional instruction in ear-training and part-writing with creative composition projects, this course introduces students to the fundamental aspects of music theory, including notation, rhythm, intervals and scales. Students learn to build harmonies within a scale and write chord progressions in a four-part hymn style while exploring melody and counterpoint.

Music Theory II

This course continues the study of Music Theory I with advanced part-writing. Students study altered harmonies, modulation and non-harmonic tones, and explore such classical forms as fugue, sonata and symphony. Students apply what they have learned about these forms through composition. Prerequisite: Music Theory I.

Music Composition

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

Digital Music

This course acquaints students with all the equipment found in the School's digital music studio. They learn 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 examines all the stylistic periods of music from the fifth century to the present. Students listen to and study a great number of musical compositions in guided lectures in class and as homework. Using equipment from the digital music studio, they undertake projects in composition and performance of pieces in the styles they study. For instance, while studying the sonata form of the classical period, students write a simple melodic outline of a sonata. While studying the baroque fugue, they attempt a fugal exposition. Prerequisite: Music Theory I.



Voices of Drama
(IV Form, required)

This non-traditional speech course, while grounded in theatrical performance, focuses not so much on acting but on the fundamentals of speaking, such as emphasis, vocal color, pace, pitch, tone, endings, volume and clarity. Students perform works from memory

as well as extemporaneous and manuscript speeches. As they explore their strengths and weaknesses as speakers, students confront and overcome the often intimidating challenges of public performance. The skills they learn in Voices of Drama help students in speaking and performance opportunities throughout their St. Andrew's career and beyond.

Stage Interpretations

This course exposes students to the essential aspects of acting with an emphasis on acting as technique rather than emotion. Students study plays and selected scenes by Ibsen, Chekhov, Shakespeare and Williams, among other more contemporary playwrights, and concentrate on play and character analysis through the eyes of an actor. They explore vocal and relaxation techniques, alignment, theatrical make-up, stage combat, script analysis and the First Folio technique of performing Shakespeare. Time permitting, students attend at least one professional theatrical production during the course. (Elective minor for V and VI Form)

Film Studies I

Film Studies I introduces students to the basic elements of the film medium. Students examine both classic and contemporary films and analyze cinematography, plot, thematic and sound elements. In conjunction with the critical component of the course, students also explore the film production process. Students shoot and edit their own productions for the class, and, during the latter part of the course, develop and produce individual projects. (Elective minor for V and VI Forms)

Advanced Film Studies

In this course students examine more complicated editing techniques for various types of projects, including interviews, documentaries and dramas. They also explore screenwriting for small projects and learn to produce DVDs, including menus, stills and film. Text: Denny Martin Flynn, How Not to Write a Screenplay: 101 Common Mistakes Most Screenwriters Make. Prerequisite: Film Studies I.



The Faculty/



orking with teenagers today is definitely a challenging ministry, but it is nevertheless exhilarating, especially at St. Andrew's, where the mission of the School grants teachers the chance to engage so closely with students, in and outside the classroom. In fact, the entire school experience becomes the classroom for faculty and students. The job description for a faculty member at St. Andrew's could simply read, "Be with kids."

Our faculty brings 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, humor and insight of great parents.

Family style meals, trips to town, late night desserts, weekend activities, headmaster forums, games, performances, rehearsals, corridor duty, advisee gatherings, tutorials, committees—so much of the structure of the School creates student-teacher interaction, teaching moments,

time for adults to gain insights to the adolescent world. Because St. Andrew's is an entirely residential school (with faculty apartments being added to dormitory space, and faculty homes built closer to the dormitories in recent years), faculty members have more chances to know their students, perhaps more than through the classroom.

It is intentional that at St. Andrew's, your relationships with your teachers will be richer than any you have had in the past. Faculty at St. Andrew's relish the collaboration and connection they experience with their students.

We hope the following, profiles of each faculty member at St. Andrew's, provides you with a complete view of the faculty who will be your fellow collaborators at St. Andrew's.

Will Speers

Dean of the Faculty

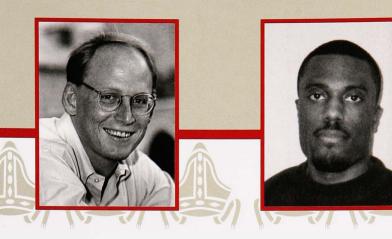
John Burk physics college counseling

The purpose of a high school education is to ignite the curiosity within a student, and provide that student with the means of satisfying his curiosity.

Teaching should be dominated by questions. students should remember the questions they ask and teachers should spend most of their time helping students to refine their questions into articulate, meaningful and testable queries. I try to begin this process by presenting good questions to my students, and as they progress in my class, I push them to move from modeling and seeking answers to my questions to developing and secking answers to their own questions.

are driven by a deep desire to understand—a fundamental curiosity. The best students I've encountered are always asking questions, and secking to understand. One of the chief challenges of the teacher is to ignite this curiosity in all of his students, who come from different backgrounds and who usually have disparate interests.









John P. N. Austin

Academic Dean
English, History
Soccer
B.A., Williams College
M.A., Bread Loaf School of English,
Middlebury College
M.Phil., Columbia University
Ph.D., Columbia University
Appointed 1987

A 1983 magna cum laude graduate of St. Andrew's, John returned to campus following his years at Williams College to teach English, coach soccer and serve as a dorm parent.

During his student years at St. Andrew's, John captained the varsity soccer team, was the leading scorer on the 1981 State Champion soccer team, made All-Conference and All-State twice, and captained Delaware's All-State Team.

John majored in English and studied political economy at Williams and spent his junior year studying, writing and enjoying soccer and track at Exeter College, Oxford. He has also traveled extensively throughout Europe and Egypt.

Most recently John completed his Ph.D. at Columbia University. His dissertation focused on 19th century American periodical fiction. He has given and published papers on Catharine Sedgwick, Nathaniel Hawthorne and the Anglo-American literary market.

John enjoys writing, film, theater, surfing and scuba diving in the Red Sea. He lives with his wife, Monica Matouk '84, and their childen, Isabel, Alexander and Maia, in one of the houses at the farm.

Demond L. Baine

Ceramics
Football, Tennis
B.F.A., Truman State University
University of the Arts
Appointed 2004

Originally from Chicago, Demond attended Truman State University in Kirksville, Missouri, and earned a B.F.A. in painting in 1996. His art focuses on the peculiar nature of the human figure, borne out of observation and experiences. Currently attending the University of the Arts in Philadelphia, Demond is working on his M.F.A. in ceramics. As a ceramicist, he is currently concerned with understanding his culture from a visual perspective and working toward a thesis that covers the range of perception for African Americans and their cultural heritage.

At Truman State, Demond was initiated as a member of Alpha Phi Alpha Fraternity, Inc. the oldest black Greekletter organization in the world. He was a four year letter winner and athletic scholarship recipient. He was awarded the Derringer Cade Inspiration Award in football as a senior. He was selected to the National All-Star Game in Minnesota in 1996.

After college, Demond worked in administrative education as well as teaching art. His interest in education involves influencing youth to think positively and to understand their true worth.

Demond likes to cook Italian cuisine, watch independent films, collect hiphop music and jazz—especially Miles Davis albums. He also enjoys working out, writing poetry and the Chicago Bears.

Sarah Bowers

Theater Voices of Drama B.A., Boston University Appointed 2005

Sarah is a 2000 graduate of St. Andrew's, where she won the drama prize, acted in numerous theater productions, sang in the concert choir and served as a Residential Leader.

Sarah continued her education at Boston University. She graduated summa cum laude with degrees in English and Psychology, and received the College of Arts and Science Award for Writing Excellence. Serving as president of her sorority, Sarah was involved in the execution of many on-campus philanthropy events. She also worked as a tutor for children in low-income areas surrounding Boston.

After graduation, Sarah moved to Washington, D.C., where she taught high school students at a special education school for learning disabled and emotionally disturbed boys. For the last two summers, Sarah has worked as a teacher at SummerQuest, a month-long program for Delaware eighth graders that takes place at St. Andrew's. She served as director for the 2005 program.

Sarah enjoys reading, writing, music and traveling.



G. Lindsay Brown

Chair, History Department Crew B.A., Williams College M.A.L.S., Dartmouth College Appointed 1986

Lindsay grew up in Rochester, N.Y., where he attended the Allendale-Columbia School. He graduated first in his class and received the Williams Cup Award for academic excellence. The school's yearbook editor, Lindsay was also a varsity member of the cross-country running, cross-country skiing and tennis teams.

During his freshman year at Williams College, where he majored in history, Lindsay tried rowing and hasn't stopped since. A member of the 1988 United States Olympic Team that went to Korea, the 1987 Pan American Team, and the 1986 U.S. Pre-Elite Team, Lindsay won three gold medals at U.S. national championship rowing competitions and two gold medals at U.S. Olympic festivals. He was assistant coach for the U.S. Junior Rowing Team in 1995.

At St. Andrew's, Lindsay teaches history and coaches boys' JV soccer and varsity crew. He lives with his wife, Louise Howlett, and sons Forrest and Malcolm, dog Cody, and cat Huckleberry in one of the houses on the main driveway.

Gordon E. Brownlee

Senior Director of Development B.A., Marietta College Appointed 2003

Extending his family's six-decade involvement with St. Andrew's, Gordon returned to his alma mater to encourage alumni, parents and friends to deepen their commitment to the mission of the School. For 23 years he directed institutional advancement for such notable institutions as Kennedy Krieger Institute in Baltimore, Md.; Mount Rushmore National Memorial in Rapid City, S.D.; and spent 11 years as a development consultant with Brakeley, John Price Jones, Inc., now Brakeley, Inc., a leading fund-raising consulting firm led by George A. Brakeley, III '57.

As a student at St. Andrew's, Gordon served as president of his class for four years, was student head of the Discipline Committee and managed the school store. He earned seven varsity letters in crew and soccer, captained both sports his senior year while earning All-State and MVP honors in soccer and was the recipient of the Warwick Crew Prize.

While studying at Marietta College, he continued his rowing career, winning the Dad Vail Championship as a freshman and stroking the varsity eight to a second-place finish as a senior.

Gordon's interest in winter backpacking began while a student and he continues to participate in an annual reunion trip with several St. Andreans. His other interests include biking, kayaking and playing the bagpipe.

Gordon, his wife, Pam, and his youngest son, Colin, live in a house on the Sassafras River in Galena, Md. Their daughter, Lindsay, graduated from St. Andrew's in 2005, and son Peter is a III Former.

Pamela U. Brownlee

Associate Director of Counseling B.S., Marietta College M.S., Southern Connecticut State University Appointed 2004

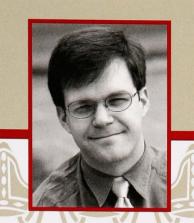
Pam joined the St. Andrew's community as a part-time counselor, a position that quickly became full-time during the 2004-2005 academic year. She began her professional career as a corporate sales manager with Procter & Gamble and Noxell Corporation. With the birth of her daughter, Lindsay, Pam decided to pursue her masters in counseling, and began her second career which has included counseling the homeless in Howard County, Md., to insure safe housing and more productive lifestyles, five years of private practice career counseling and business consulting in Rapid City, S.D. and four years of development work for the Black Hills Pow-Wow Association.

While at Marietta, Pam earned her degree in elementary education with an interdisciplinary in English, psychology and sociology. She was a member of Omicron Delta Kappa, a leadership honor society, president of Chi Omega sorority for two years, taught study skills to freshmen, worked as a swimming instructor and volunteered at a nursing home.

Pam's passions include helping people realize their potential in all walks of life, the challenging and invigorating commitment of raising three children (two currently teenagers), entertaining friends and family, and spending time outdoors biking, hiking and boating.

Pam lives on the Sassafrass River in Galena, Md., with her husband, Gordon, and their children, Lindsay '05, Peter '09 and Colin.











John B. Burk

Associate Director of College Counseling Physics, Computer Science B.S., Duke University Appointed 1998

A native of Atlanta, John attended Duke University, where he majored in physics. During his four years at Duke, John participated in a number of research projects in the microwave and applied optics laboratory.

During his senior year, John created and taught "Physics for Pyros," a class for non-science majors that presented physics through exciting demonstrations and projects. To the best of his knowledge, the class created the world's largest lava lamp. Additionally, John took a number of courses in computer science, focusing on software design and implementation in C++ and JAVA.

At Duke, John was active on the daily newspaper, *The Chronicle*, serving as a photographer for two years; he also participated in student government.

Recently, John participated in the Klingenstein Summer Institute, a twoweek workshop for young faculty. John also studied journalism and computer graphics at Stanford University. While at Stanford, John was part of the Gravity Probe B research team, a scientific collaboration between NASA and Stanford working to build a spacecraft to test Einstein's General Theory of Relativity using gyroscopes orbiting the Earth. In his spare time, John learned sculpture welding at the Crucible, an artists' commune in Berkeley. Aside from his professional interests in the sciences, John enjoys mathematics, computer science, photography, reading and painting.

John lives in Founders' Hall with III Form boys.

Darcy F. Caldwell

Chair, English Department Soccer B.A., Brown University Ed.M., Harvard University Appointed 1991

A former teacher and coach at Northfield Mount Hermon School and Choate Rosemary Hall, Darcy received her master's in education from the Harvard Graduate School of Education, where she met her husband, Peter.

She also worked at Harvard Summer School, where she was assistant dean for secondary school students. Before coming to St. Andrew's, Darcy taught English and coached soccer at Riverdale Country School in Riverdale, N.Y.

Darcy attended Phillips Academy in Andover, Mass., where she was active on the soccer, swimming and lacrosse teams. At Brown University, Darcy majored in English and sociology and continued her interest in athletics. A four-year member of the varsity soccer and lacrosse teams, she was most valuable player and captain of soccer and an All-Ivy player for three years. During her senior year, she was awarded the Arlene Gorton Cup for sportsmanship in intercollegiate athletics.

Darcy and Peter live with their children, Tyler '07, Alexa '07 and Lucinda, in a house overlooking Noxontown Pond.

Peter J. Caldwell

Assistant Headmaster for Student Life Associate Director of Admission History Soccer B.A., Bowdoin College Ed.M., Harvard University Appointed 1991

Before coming to St. Andrew's, Peter worked at Vermont Academy for five years, where he taught history, coached, and served as housemaster and as dean of students.

After Vermont Academy, Peter was responsible for enrollment at the Riverdale Country School outside of New York City, serving as director of admission and financial aid. At Riverdale, he also taught American history, served as the assistant director of college guidance, and was head coach of varsity boys' soccer.

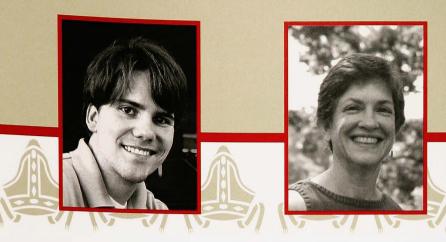
At St. Andrew's, Peter served as director of admission and financial aid from 1991 to 1999, assistant headmaster for external affairs from 1997 to 1999, and is now the assistant headmaster for student life.

A Bowdoin College graduate (magna cum laude in history, summa cum laude in music), Peter earned his master's degree in administration policy and social planning from the Harvard Graduate School of Education in 1986.

Peter has taught cello and chamber music at the Putney School, and he serves on the board of trustees of the Yellow Barn Music Festival. He has competed in the U.S. national cross-country ski championships and pre-Olympic races.

With his wife, Darcy, and their three children, Peter lives in a house on the Pond.









Chris Childers

Classics, Creative Writing Squash, Tennis B.A., University of North Carolina, Chapel Hill Appointed 2005

Chris Childers graduated Phi Beta Kappa from the University of North Carolina at Chapel Hill in 2005 with a B.A. in the Classics (combined Latin and Greek) and a minor in Creative Writing. His thesis of original poetry was granted Highest Honors by the English faculty, and he has received several translation and other prizes from the Classics department, including four Chancellor's Awards. At UNC, he also studied French, English and Sanskrit, along with philosophy, and pursued his broad love of poetry, in any language. His scholarly interests include the lyric and epic verse of archaic Greece and the appropriation of this tradition by Augustan poets, as well as the Indo-Europeans generally; he is particularly drawn to the challenge of translating great poems into English verse.

In addition to his poetry thesis, Chris published a poem, "Archaeology," in the Carolina Quarterly, and was granted a full scholarship to attend the West Chester Poetry Conference in the summer of 2004. In collaboration with Patrick Miller, he worked to edit and revise in manuscript the new translation of Plato's Republic by C.D.C. Reeve from Hackett Publishing, and also worked as undergraduate reader for the Carolina Quarterly his junior year. After returning from his summer in Rome with the Classical Summer School at the American Academy, he hopes to devote himself to verse translation of Pindar, and to an article he has been planning on the role of kharis in the poetry of Pindar and Richard Wilbur. He has also done study abroad programs in London and Greece.

In high school, Chris played varsity tennis and was ranked in the top 15 in Tennessee in boys' singles his junior year.

Margaret Coffey

Mathematics Community Service A.B., Stanford University M.S., George Mason University Appointed 2004

After 14 years of teaching high school and community college students in northern Virginia, Margaret joined the St. Andrew's faculty. Margaret grew up in Gary, Indiana, graduated from Berkeley (Calif.) High School, and attended Stanford University, where she earned an A.B. in German studies. During her years as a stay-at-home mom, she decided to pursue her love of mathematics and returned to school. Her study led to an M.S. in statistical science from George Mason University in 1998.

Margaret enjoys writing about teaching mathematics, and her articles have appeared in *Mathematics Teacher* and *Virginia Mathematics Teacher*. An active member of the Northern Virginia Council of Teachers of Mathematics, Margaret served as that group's secretary and president. Last year she field-tested curricula developed for the Young Epidemiology Scholars program. She has also worked as a freelancer for PBS Mathline.

Margaret lives in Brinker Cottage. Her husband, John, a former college professor of political science, works at the State Department. Their children, Michael and Frances, attend graduate school. Margaret enjoys quick projects, like cooking for friends and family, long-term hobbies, like needlepointing a rug, and eternal pleasures, like listening to the music of Bach.

Nathaniel G. Costa

Director of Studies Chair, Classical Languages Department B.A., Yale University Appointed 1999

Nathan graduated magna cum laude and Phi Beta Kappa with a degree in classics from Yale University in 1998, where he received several departmental translation prizes and also took courses in English literature and music. His particular scholarly interests include Greek and Roman drama, Augustan literature and early Christianity.

He was assistant director of the Yale Russian Chorus, conducting, managing and singing in concert tours throughout eastern United States, including gala events at Carnegie Hall and the White House. The chorus made a professional recording released to international acclaim. In high school, Nathan worked as an assistant director with the North Carolina Boys Choir with which he had been singing since age ten.

For the 1998-99 school year, Nathan received the John Colet Fellowship to teach at St. Paul's School, a top independent boys' school in London. In addition to classics, he directed courses in music, American history, and literature, and coached basketball teams to the London regional finals.

In recent summers, Nathan has studied liturgical music and theology at St. John's University in Collegeville, Minnesota. His other summer work has included study at Harvard Divinity School and Westminster Choir College and a fellowship from the National Endowment for the Humanities to study the music of Mozart in Vienna.

Nathan enjoys traveling, reading, playing the organ and listening to his record collection. He lives on Voorhees Corridor, where he supervises IV Form boys.





Dave DeSalvo math chaplain baseball

> In one of his letters, Paul says that "we all fall short." That means that we make mistakes. We mess things up. We fall down. We fail at things. Well, baseball is a lot like that. Even the best players fall short. Think about a good batting average. The interesting thing is that nobody does very well. The very best hitters get about three hits in every ten tries. People strike out. That's just one of the things that makes life and baseball kind of the same. You can fail more often than you succeed, and still be really, really good.







Jennifer S. Cottone

Chemistry B.S., Suffolk University Ph.D., University of Florida Appointed 2001

Jennifer attended Suffolk University in Boston, Mass., where she earned her B.S. in chemistry. She graduated summa cum laude in 1996, collecting several accolades in scholarship and leadership, while playing varsity-level softball. Some of these awards allowed her to travel and conduct research projects in locales such as Prague, the Czech Republic, Accra, Ghana and Llanes, Spain.

In August 1996, Jennifer enrolled at the University of Florida in the graduate chemistry program. She earned her Ph.D. in synthetic and methodological organic chemistry in December 2000. During this time, she taught organic chemistry and a laboratory course, receiving the highest recognition and award in teaching and research at the University of Florida.

Jennifer's hobbies include outdoor sports such as golf, tennis and softball, as well as reading and gardening.

Jennifer, her husband, Andrew, also a Ph.D. chemist, and their daughters, Ava and Eden, live in Lower Moss.

S. Andrew DeSalvo

Mathematics Soccer, Basketball B.A., Rollins College Appointed 2004

After graduating from St. Andrew's in 2000, Andrew attended Rollins College, where he majored in Mathematical Sciences and earned his B.A. in 2004. At Rollins he was a member of the Varsity Soccer team, on the WPRK radio station advisory board, an Intramural Sports Coordinator, and a Vice President and House Manager in the Alpha Tau Omega fraternity, earning the Brother of the Year Award for 2003-2004.

Andrew lives in Founders Hall with his two cats, Misty and Wink. He coaches soccer, basketball, and baseball, and in his free time he enjoys long walks on the beach and leaping tall buildings in several bounds.

David P. DeSalvo

Chair, Mathematics Department
Associate Chaplain
Baseball
B.A., University of the South
M.S.T., University of New Hampshire
School of Theology, University of the South
Appointed 1987

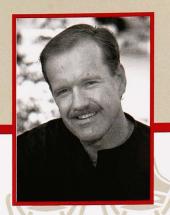
Dave came to St. Andrew's School from Saint Andrew's–Sewanee School in Tennessee, where he taught mathematics and English, coached, ran corridors, was liaison for a sister school in Haiti, and served as assistant dean of students. He directed Summer Camp at Saint Andrew's–Sewanee, which he founded as an arts and recreation camp for young people.

Dave is an ordained Episcopal priest. In addition to his teaching and coaching duties, he is a member of the counseling staff, assists in services at St. Andrew's, and serves on the Diocesan Council of the Diocese of Delaware.

Dave is interested in art, music and cooking. He and his wife, Mary, a fourth-grade teacher at St. Anne's Episcopal School, spend their summers teaching at The Wolfeboro Camp School, a summer boarding school in New Hampshire.

The DeSalvo family, which includes Dave's wife, Mary, their sons, Andrew '00 and Richard '04, cat Callie and dog Astro, live in a faculty home overlooking Noxontown Pond.









Gregory S. Doyle

Coordinator of Arts Center and Internal Publications Crew B.S., Villanova University Appointed 2001

A 1987 graduate of St. Andrew's, Greg returned to the shores of Noxontown Pond after spending seven years in the world of advertising, marketing and communications, where he helped plan, write and design major promotional campaigns for pharmaceutical and medical products.

While working as a writer for advertising agencies in Philadelphia, Greg actively competed for the Malta Boat Club, one of the rowing organizations along Philadelphia's famous Boathouse Row. From 1996 to 2000 Greg won several U.S. national championship titles in lightweight sculling. Greg also found the time to help his wife, Mamie, a national champion sculler herself, coach crew at the Shipley School in Bryn Mawr, Pa. Their crews were consistent medal winners at the Stotesbury Regatta and National Scholastic Championships.

At St. Andrew's, Greg is the editor of the School's major outreach publication, St. Andrew's Magazine, handles other printed and Internet communication projects, and serves as the faculty advisor to the yearbook. In the spring, both Greg and Mamie take to the water as coaches for the boys' and girls' crew programs.

Greg, Mamie and their four young children, Lucy, Ted, Nick and Will, live in a house near the Appoquinimink River, a few miles from campus.

Donald H. Duffy, Jr.

Chair, Modern Languages Department Spanish Wrestling B.A., George Washington University M.A.T., The School for International Training Appointed 1996

Before coming to St. Andrew's, Donald worked at three other boarding schools: Eaglebrook School in Deerfield, Mass., The Peddie School in Hightstown, N.J., and Episcopal High School in Alexandria, Va.

Donald teaches the third-year Spanish course and the fifth-year literature course. After 21 years in the classroom, he is still fascinated by the learning process. Recognizing that language is a reflection of the culture of its speakers, he enjoys the challenge of finding appropriate readings and designing activities that will enable his students to make discoveries about Spanish speaking people.

Donald's enthusiasm for wrestling started at Lawrenceville, where he served as team captain during his senior year and placed second in the New Jersey prep wrestling championships in his junior and senior years. He continues to stay current with the latest training methods and technique by working at a wrestling camp in the summers. He enjoys working at St. Andrew's because of the community's commitment to embracing amateurism over specialization, wherein teachers and students engage in fun and meaningful activities that they may not necessarily be the best at, but for which they share a common passion and enthusiasm.

Donald and Susie, his wife, are the parents of two St. Andrew's alumni, Francesca '01 and Donny '04. Their third child, Giancarlo, will be a III Former this year. Donald and his family live in a house across the gully.

Stacey Duprey

Director of Girls' Residential Life Assistant Director of Admission Director of Diversity Volleyball University of Pennsylvania A.S., Bronx Community College Appointed 2003

A member of the class of 1985, Stacey returned to St. Andrew's as a member of the admission department, a dorm parent, interim head of the Diversity Core Group and assistant coach of volleyball.

As a student at St. Andrew's, Stacey played and co-captained varsity volleyball and varsity basketball, was a member of the 1983-84 conference champion basketball team, enjoyed acting in the spring drama productions and worked on the yearbook staff. Stacey also helped create the annual Martin Luther King Day Chapel service and the Minority Student Council, now known as Spectrum.

Stacey was born and raised in New York City, and attended the University of Pennsylvania before starting her family. She worked in the telecommunication field for 15 years with Verizon, where she was responsible for testing and maintaining switching equipment. Before leaving Verizon Stacey participated in a special program that allowed a select group of employees to attend Bronx Community College for an associate degree in Technical Telecommunication. She graduated in May 2003 as valedictorian.

Stacey enjoys spending her free time with her family, cooking, reading, listening to music and watching movies. She also loves to sing.

Stacey lives with her husband Wallace, her daughters, Cristin '04 and Devin, and son, Jaylin, in Gaul East.





History Basketball B.A., University of Pennsylvania M.A., Villanova University Appointed 2000 On Leave 2005-06

Nigel was born in Toronto, Canada, soon after his family immigrated from Trinidad and Tobago. His formative years were spent in Boston, Mass., where he attended the Boston Latin School. His education gave him an appreciation for history that he continued to develop in college.

After graduating from the University of Pennsylvania in 1994, with a major in American History, a minor in African-American Studies, and as a member of the Onyx senior honor society, Nigel joined the faculty at the Holderness School. After four years, he took time off to pursue graduate work at Dartmouth College in the M.A.L.S. program and at Villanova University, where he earned his master's degree in history. In 1999, he returned to his teaching responsibilities at Holderness and coached basketball and tennis.

In addition to his teaching, coaching and dorm parenting at Holderness, Nigel also served as the director of the school's diversity program, helping to address issues around multiculturalism facing independent schools. Nigel was a fellow in the Klingenstein Summer Institute offered through the Teachers College, Columbia University in 2000. For the summer of 2003, Nigel served as a lead History teacher in the KSI program, as well as working at the New Teachers Conference at Milton Academy.

Nigel enjoys playing all kinds of sports, listening to music, watching movies and reading. His wife, Nicole and baby girl, Logan, will join him in New York City this year as he pursues a master's degree in Education at Columbia University having received a Klingenstein Fellowship for the 2005-06 academic year.

Wilson C. Everhart, III

History Cross-country, Crew B.A., Colby College M.A.L.S., Wesleyan University Appointed 2005

Having grown up in Camp Hill, Pa., Wilson graduated from St. Andrew's in 1995. While at St. Andrew's, he was a Residential Leader on Hillier Corridor and an active participant in the School's chapel program. Wilson also competed in cross-country, swimming and crew. In his VI Form year, he was a co-captain of the cross-country and swimming teams, a first team all-conference runner and the recipient of the Warwick Crew Prize. At graduation, Wilson was awarded the Henry Prize for outstanding leadership in athletics.

Wilson went on to Colby College where he was a double major in history and government. He was also a four-year member of the cross-country, indoor track and crew teams. Wilson was a two-time captain of Colby's cross-country and track teams, and he earned All-New England honors in each of his three sports.

Following college, in September of 1999, Wilson moved to Holderness School in Plymouth, N.H. During his six years at Holderness, Wilson taught history, ran a boys' dormitory, served as the Assistant College Counselor, co-chaired the Discipline Committee, led winter backpacking trips, and coached cross-country running and JV girls' ice hockey.

In the summer of 2002, Wilson was awarded a fellowship to the Klingenstein Summer Institute through Columbia Teachers College. In the summer of 2005, he completed his MALS degree, with a concentration in social sciences, at Wesleyan University.

In his spare time, Wilson enjoys running, hiking, reading, watching movies and cheering on his favorite sports teams. Wilson teaches United States History and 20th Century History, coaches cross-country and crew and lives on Schmolze Corridor.

Nicole L.B. Furlonge

Chair, English Department
Director of Diversity
B.A., University of Pennsylvania
M.A., University of Michigan
University of Pennsylvania
Appointed 2000
On Leave 2005-06

Nicole attended the Boston Latin School where she won prizes in public declamation and prize reading. While at BLS, Nicole realized her love for literature, which she further pursued in college.

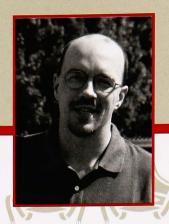
At the University of Pennsylvania, Nicole participated in the Penn-in-Cannes summer film studies program, served as editor of the African American and Latino newspaper, *The Vision*, was a Mellon Undergraduate Fellow, and was inducted into the Mortar Board and Onyx Honor Societies.

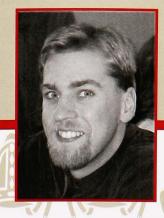
After graduating in 1994 with a major in English and minor in African-American Studies, Nicole began graduate work in British and American Literature at the University of Michigan. In 1996, she returned to Penn, where she is currently writing her doctoral dissertation, "Hungry Listening: Engaging African-American Expressive Culture." Nicole has taught at Penn, Michigan and the Holderness School, where she also assisted in the school's diversity efforts. She has earned fellowships from the Ford and Mellon foundations and has published articles on African-American poetry.

In quiet moments, Nicole enjoys cooking, yoga, bookmaking, writing poetry, watching movies and listening to music. She lives on Lower Moss Corridor with her husband, Nigel, and their daughter, Logan.











Frederick J. Geiersbach

Music
B.A., Williams College
M.A., Teachers College,
Columbia University
Ed.D., Teachers College,
Columbia University
Appointed 2001

Fred grew up the eldest of six musical children in East Greenwich, R.I., and attended Williams College, where he majored in English literature and music.

After a stint studying jazz in Paris and Copenhagen, he settled in New York City with his wife, Carla. After earning his master's in music and music education at Teachers College, he taught music at public schools in Chinatown and the Upper West Side.

Fred was involved in groundbreaking research in arts integration as a part of the Creative Arts Laboratory and the Center for Arts Education, both of which are based at Columbia. In 2000 Fred earned his doctorate with a dissertation on the role of metacognition in instrumentalists' practice strategies.

Fred maintains an active performing life as a flutist and violist and has performed with the Berkshire Symphony (Mass.), the Vermont Philharmonic, the Newark Symphony and the Dover Symphony. He chairs the Delaware All State Orchestra committee and studies violin with Xiang Gao.

At St. Andrew's, in addition to teaching all instruments and jazz theory, Fred conducts the Orchestra and Jazz Ensemble and coaches soccer.

Fred and Carla live on the Carey horse farm with their children, Alexander and Guenevere, their cat Jazz, their dog Buddy and their horses Ace and Lucy.

Terence Gilheany

Director of College Counseling History Crew B.A., Amherst College MTS, Harvard Divinity School Appointed 2005

Terence returns to St. Andrew's after three years as a college counselor, teacher, coach and dorm parent at Middlesex School in Concord, Mass. Prior to Middlesex, Terence taught at St. Andrew's for nine years, also serving as boys' housemaster, the faculty advisor to the honor committee and a college counselor.

Terence attended St. Paul's School in Concord, N.H., and Amherst College, where he captained the crew. Graduating magna cum laude in religion, Terence went on to earn his MTS from Harvard Divinity School. He concentrated in world religions in the United States, and simultaneously took courses at the Harvard Graduate School of Education, earning his teaching certificate.

At St. Andrew's, Terence directs the college counseling office, teaches a class in the history of the Middle East and coaches crew. He and his wife Hilary, who met each other in their first stint at St. Andrew's, live in Noxon House at the end of the pond.

Wesley H. Goldsberry

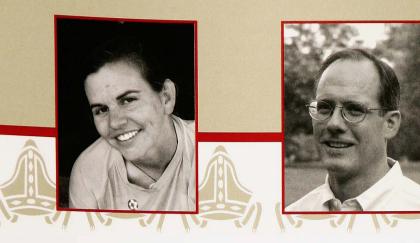
Religious Studies Basketball A.B., Davidson College M.Div., Princeton Theological Seminary Appointed 2004

Born and raised in North Carolina. Wes is a graduate of William G. Enloe High School in Raleigh. He completed his undergraduate studies at Davidson College, obtaining an A.B. in music and philosophy cum laude with honors in music. Wes served as concertmaster of the Davidson College Symphony Orchestra for two years, earning multiple awards from the music department for outstanding scholarship and service. A member of Omicron Delta Kappa, he spent two semesters as an editor in chief for The Davidsonian, priming him for a ten-month stint as associate editor of the Lake Norman Times newspaper in Mooresville, N.C.

Wes received a Tate Ministerial Challenge Scholarship in the spring of 2001, sending him to Columbia Theological Seminary in Decatur, Ga., for one year. He completed his Masters of Divinity at Princeton Theological Seminary and is pursuing ordination in the Presbyterian Church.

Wes has served as a teaching assistant at the Phillips Academy Summer Session and at Columbia Theological Seminary, teaching courses in geometry, journalism and biblical Greek, as well as directing choral ensembles at each institution.

A musician of multifarious talents and interests, Wes plays a number of stringed instruments, and has written several compositions and arrangements for chamber ensembles. A fan of basketball, bluegrass and the Boston Red Sox, he lives in Founders Hall and is a corridor parent to V Form boys.







Penn Graves

English Soccer, Lacrosse B.A., Davidson College Bread Loaf School of English Appointed 2005

Penn graduated from Davidson College with a B.A. in English in 2002. While at Davidson, she tutored elementary school children, served as an officer of Connor Eating House and played varsity soccer for four years. During her senior year she captained the soccer squad and was named team MVP. She also spent one semester traveling and studying in New Zealand.

Upon graduating from Davidson, Penn joined the faculty of Blair Academy in New Jersey. During her three years there she taught English, monitored a dorm of underclass girls, worked as Assistant Athletic Director and coached soccer and lacrosse. Currently pursuing a master's degree in English, Penn has studied for the past two summers at the Bread Loaf School of English. She also spent much of June 2005 traveling in Africa with five Blair graduates.

A 1998 St. Andrew's graduate, Penn served as captain to the varsity soccer, basketball and lacrosse teams during her senior year. She led the girls' lacrosse team to its first state championship and won the King Prize for excellence in sportsmanship.

When not chasing after her puppy, Tui, Penn enjoys, reading, traveling, running and watching UNC basketball.

Mark S. Hammond

Physics, Chemistry Cross-country, Swimming B.S., Davidson College M.A., Rice University Ph.D., Rice University Appointed 2002

Mark grew up in Raleigh, N.C., before attending The Mercersburg Academy, where he was a member of the water polo and swimming teams. During graduate school, he developed an interest in teaching, especially the unique challenges of conveying scientific understanding to non-science majors. He was awarded an Alexander von Humboldt Fellowship to study physics in West Berlin after the completion of his doctoral dissertation. During that period, he witnessed firsthand the fall of the Berlin Wall and the unification of Germany.

Mark returned to the United States to join several graduate-school acquaintances in a high technology start-up venture, and spent the next 12 years working in a variety of management and scientific positions. He then left the industry to pursue his long-time desire to teach young people.

Mark enjoys stargazing, hiking, cross-country skiing and reading. He lives with his wife, Noreen Tully, and their two children, Sadie '09 and Davis.

E. Gary Harney

Director of Choral Music Religious Studies B.M., University of Kentucky M.M., University of Illinois M.S., Union College Appointed 2001

Gary's career as a musician began as assistant organist and choirmaster at Christ Church in Lexington, Ky., while he was pursuing his undergraduate degree in organ performance. Following his college years, Gary went on to be the organist in churches from 1975 until 1998, when he moved into boarding school life. Gary also spent five years as an adjunct instructor in organ at Skidmore College, and since 1981 has been a member of the Association of Anglican Musicians. He is a harpsichordist, and has founded and directed both vocal and instrumental ensembles.

Part of Gary's adult life was spent working in technology for the Raytheon Corporation, Teledyne Brown Engineering and the United States Army Aviation and Missile Command. During this time, he was responsible for managing large-scale software development projects for defense systems.

Gary and Jo, a vocal music teacher at nearby St. Anne's Episcopal School, live on Baum Corridor with V and VI Form boys. They enjoy reading, going to their geodesic dome in the mountains of Pennsylvania and visiting with their three children: Susan, Michael '98 and Benjamin '01.

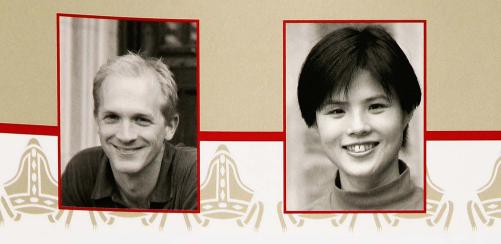




Esther Hsiao

Chinese III form girls' dorm parent

> The environment of a boarding school makes it impossible for a teacher to teach students only the material in the textbooks, because we are also involved with their personal growth in general. It is impossible to take pleasure in drilling my students in the Chinese language alone. Instead, I have found that the greatest satisfaction as a teacher here comes when I find a way to integrate language learning into the everyday lives of my students.







Peter M. Hoopes

Director of Technology Film, Music Football, Tennis B.A., The College of Wooster M.M., University of Miami Appointed 1998

Peter returned to his alma mater after working in New York City as a music producer and engineer. During his student years at St. Andrew's, Peter was active in varsity football, varsity baseball, band and the Concert Choir. He graduated magna cum laude in 1989 and was awarded the Mathematics Prize, the Scott Science Prize and the Choir Prize.

Peter continued his studies at the College of Wooster, where he performed with the Wooster Jazz Ensemble, the Wooster Chorus and the marching band. He graduated from Wooster with honors in 1993, earning a B.A. in music composition with a mathematics minor.

Peter received his M.M. in 1995 from the University of Miami, where he also was a teaching assistant in the music technology department. His studies focused on using the computer as a compositional tool and producing music for film and television.

As the School's technology director, Peter has participated in many conferences, and has been a panelist representing the Apple Macintosh platform.

In his spare time, Peter enjoys golf, basketball, tennis and continuing his music. Peter lives with his wife, Sarah, and his daughters, Ingrid and Sophie, in the Naudain House.

Esther Hsiao

Chinese Yoga B.A., Soochow University (Taiwan) M.A., University of California, San Diego Appointed 1998

Esther grew up in Taiwan and came to the United States in 1992 for graduate study. As an undergraduate at Soochow University, she was president of the Soochow English Speaking Society and captain of the varsity track-and-field team. In her senior year, she set the school record on the cross-country course. She also worked herself through college by teaching English to both children and adults.

After graduating in the top five percent of her class, she was hired by her alma mater as an instructor in the English Language Lab. Her experience in teaching language was enhanced when she worked as a Chinese language teaching assistant at the University of California, San Diego, where she received her M.A. in comparative literature. She has translated two books for McGraw Hill International on business management and cross-cultural communications.

In addition to teaching Chinese, Esther offers yoga in the winter and serves as a corridor parent on Lower Pell.

She enjoys reading, practicing yoga, hiking and cooking. She lives with her daughter Jiachi, and sons Jiadi and Jiakai in Lower Pell.

Gretchen B. Hurtt

English Field Hockey B.A., Princeton University Ed.M., Harvard University Appointed 2004

Gretchen grew up in Pottstown, Pa., on the campus of The Hill School. A 1990 graduate of St. Andrew's, Gretchen played field hockey, basketball and lacrosse, was an editor of the *Cardinal*, played flute in the band and was a residential leader.

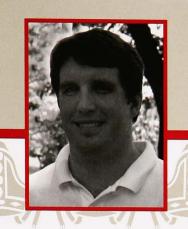
At Princeton, Gretchen majored in English, played field hockey and lacrosse, and was student manager of Tiger Pizza. During the summers, she taught at Salisbury Summer School in Connecticut and The Hill School Summer Program.

In 1998 Gretchen earned a master's degree in education at Harvard. Her coursework included sociology, cognition and technology in education.

Gretchen has taught English at Kent Denver School in Denver, Colo.; Harvard-Westlake School in Los Angeles, Calif.; and Severn School in Annapolis, Md.

During her summers, Gretchen has studied at the Klingenstein Summer Fellowship through Columbia University, Berkeley Summer Study at Oxford University, and The Curriculum Initiative at Princeton University. In her free time, she loves reading, spending time with family and enjoying the outdoors.

Gretchen, her husband Callen '90, and their son Liam live in the Annex.









W. Callender Hurtt

Director of Annual Giving Squash, Crew A.B., Harvard University B.S., University of Alabama Appointed 2004

Callen grew up in Rumson, N.J., and is a 1990 graduate of St. Andrew's. As a student Callen captained the soccer team, played squash and stroked the varsity eight. He served as Warden of the Vestry, was a residential leader and won the Henry Prize for athletics.

Callen studied anthropology at Harvard, where he rowed varsity lightweight crew. While at Harvard, he worked at the Kennedy School of Government and served as a teacher in Boston Public Schools through the Harvard Program for International Education.

Immediately after his Harvard graduation, Callen moved to Alabama to work for a family oil and gas company. From 1995 to 1998 he pursued his B.S. in petroleum engineering at the University of Alabama while working full time in the field. Callen received Alabama's Outstanding Student in Mineral Engineering Award each year he attended. He also coached and helped develop the University of Alabama club crew program.

After getting his engineering degree, Callen moved to Price, Utah, where he worked as a drilling engineer, then as the development manager of a large natural gas field. When the company was sold to Phillips Petroleum, Callen became their development manager for the Powder River Basin, a major natural gas field in Wyoming.

Callen and his wife, Gretchen '90, enjoy hiking and camping. They live with their son, Liam, and dog, Sugar, in the Annex.

Elizabeth M. Hutchinson

Director of Counseling B.A., Amherst College M.Ed., Harvard University Appointed 2000

Whiz grew up in Wilton, Conn., and attended Amherst College where she majored in psychology and anthropology. Her independent research in these respective areas included the sociocultural causes of eating disorders and individual effectiveness in social change.

While at Amherst, she met her husband, Jay. After they married, Whiz began teaching at Choate Rosemary Hall. For the first five years, she taught psychology, ethics and anthropology.

In 1989, Whiz went to Harvard to pursue a master's degree in counseling at the School of Education. She taught for two years with Dr. Robert Coles. Her students selected her to receive an award for Distinction in Teaching from the Danforth Center for Teaching and Learning.

After her graduate studies, Whiz returned to working full-time at Choate as a teacher, dean and dorm parent. She also coached varsity gymnastics for 12 years.

In 1996, Whiz and Jay moved to Saint Mark's School in Southborough, Mass., where Whiz worked as the Dean of Students, was the head of an upper girls' dorm and taught psychology.

Whiz enjoys spending time with her four-year-old son, Jack, while working part-time as a counselor at St. Andrew's. The Hutchinsons live in the Lewis farmhouse.

John F. Hutchinson

Assistant Chaplain Chair, Religious Studies Department Lacrosse B.A., Amherst College M.Div., Harvard University Appointed 2000

Jay graduated from Sewickley Academy in Sewickley, Pa., where he was president of the student body and a member of the varsity soccer, wrestling and lacrosse teams. He went on to play those sports at Amherst College, where he majored in economics. At Amherst, Jay was the first recipient of the Eugene S. Wilson Scholarship.

After graduating from college, Jay married his wife, Whiz. He taught religion and history for one year at the Canterbury School in New Milford, Conn., and coached soccer, wrestling and lacrosse.

In 1985, Jay joined Whiz on the faculty at Choate Rosemary Hall. He taught religion, ethics and economics and continued to coach all three sports at the varsity level for 11 years. In 1993, he was named Boys' Varsity Lacrosse Coach of the Year. For his last five years at Choate, Jay was the first Director of Community Service and created the program that won the Governor's Youth Action Award in 1992.

In 1996, Jay began his divinity school studies in Massachusetts while working part-time at Saint Mark's School as a religion teacher, dorm supervisor and coach of boys' wrestling and lacrosse, and boys' and girls' soccer. He graduated from Harvard Divinity School in June 2000 and was ordained an Episcopal priest in May 2003.

He and Whiz spend their summers at their home on Squam Lake in Holderness, N.H., with their son, Jack.







Joleen M. Hyde

Assistant Dean of Students Certificate Diploma in Public Relations Public Relations Institute of Southern Africa Appointed 1999

Joleen was born in Umtata, South Africa, the hometown of Nelson Mandela, and has full command of the three major languages of South Africa—English, Afrikaans and Xhosa.

From 1995 to 1998, Joleen worked for the Institute for Democracy in South Africa, a non-governmental organization with the main goal of monitoring the new parliamentary government in South Africa. Joleen's job was to record and disseminate information to civil society on politicians in the newly formed government.

In 2001 and 2004, Joleen took some faculty and students to visit South Africa. The trip to South Africa included a variety of community service projects working with less fortunate children in Cape Town and Johannesburg. St. Andrew's started a book drive for their sister school's library (St. Mark's) in Pietersburg, sending 75 boxes of books. In Cape Town, the students worked with the Warmth Project, feeding school children in poor communities. Joleen hopes to do another trip the summer of 2006.

Joleen has organized many South African evenings at St. Andrew's, which included cooking traditional South African cuisine and teaching students about the culture and history of South Africa. She loves cooking home-away-from-home meals for students. She also loves traveling, reading and listening to music.

Joleen, Mike and their children, Bridgett and David, live on campus.

Michael W. Hyde

Director of Boys' Athletic Program Assistant Director of Admission History Baseball, Basketball, Football B.A., Williams College M.A.L.S., Georgetown University Appointed 1995

A Wilmington native, Mike is a 1987 graduate of Tower Hill School, where his father teaches and coaches.

Mike completed his undergraduate studies at Williams College, where he earned a B.A. in history in 1991. He played varsity baseball for four years and was elected co-captain, earning All-New England honors his senior year. Mike also started as a defensive back on the varsity football team for three seasons—the last two of which the Williams team finished undefeated.

Mike is the director of the boys' athletic program and assistant director of admission. He teaches U. S. History to III and IV Form students, as well as a senior tutorial on Jacksonian America. Mike is also the head coach of the varsity football team and an assistant coach for both varsity basketball and baseball.

Mike recently completed his work toward his master's degree (M.A.L.S.) in American studies at Georgetown University.

Mike and his wife, Joleen, enjoy travel and live with daughter Bridgett and son David in the red brick home next to North Hall.

Rebecca James

Mathematics
Tennis, Dance
B.S., B.A., Auburn University
M.A., University of California, Los Angeles
Appointed 2004

Rebecca grew up in Birmingham, Ala., attending Vestavia Hills High School and playing on both the varsity soccer and tennis teams. Also a member of the Vestavia Hills Math Team, she developed an early interest in mathematics.

Her love of math grew to be more profound as she attended Auburn University in Auburn, Alabama, graduating with a B.S. in Mathematics and a B.A. in French. While at Auburn, Rebecca was a representative and a senator for the College of Sciences & Mathematics, played on the club soccer and flag football teams, spent two summers abroad studying French and tutored student athletes with Auburn's Tiger Tutor program. After graduation, Rebecca journeyed to Los Angeles where she completed her M.A. in mathematics at UCLA, taught for Kaplan and particpated in a small ballet company.

Rebecca teaches math, instructs ballet classes, coaches the JV girls' tennis team and lives on the 3rd floor of Founders with her cat, Delilah. Her interests include traveling around the world, cooking, playing the guitar and flute and watching Auburn football games.

Christina Kennedy

math

volleyball

basketball

One of the biggest challenges I face as a teacher is getting my students to overcome their initial irritation and resistance to wrestling with material when answers do not come as quickly as they might like. On the one hand, I feel this pull deep inside to help them make the final connection, to complete the picture, to free them from their struggle and frustration and move on to the next topic. On the other, I know that this need to make everything add up is not always the best way to instruct. I remember how good it feels to arrive at an answer on one's own and how rewarding the struggle can be when a student is finally able to exclaim, "I got it!"





Diahann T. Johnson

French
B.A., Oberlin College
M.A., University of Delaware
Appointed 1994
Sabbatical 2005-06

Diahann came to St. Andrew's from the University of Delaware, where as a minority fellow she received her master's in foreign languages and literature with a minor in applied linguistics in 1993. Previously, Diahann worked in New York as a marketing manager at France Telecom International.

As a child traveling through the West Indies, she developed an interest in different languages and cultures. Graduating early from Great Neck South Senior High in New York, Diahann spent a semester abroad in London studying history and Shakespeare at Richmond College.

In the fall of 1981, she entered Oberlin College on an academic scholarship from the National Association of Postal Workers and Federal Employees. Diahann spent her junior year abroad in France and also participated in a winter term project in the former Soviet Union. After graduating from Oberlin with the Edith P. Horner Prize for French, she lived in France and studied international relations at the University of Paris. She is a member of the French Honor Society, Pi Delta Phi.

Diahann and her husband, Anthony, live with their daughters, Camille and Caleigh, in the nearby town of Smyrna.

Eric L. Kemer

Associate Academic Dean for Math and Science Chair, Science Department Sc.B., Brown University M.S., Northwestern University Lehigh University Appointed 1987

Eric graduated magna cum laude from Brown University in 1981 with a degree in materials engineering. After spending the following year at IBM in New York, he entered Northwestern University as Cabell Fellow, where he earned a master's degree in materials science in 1984. From Northwestern, Eric headed to the Cabot Corporation in Boston, where he conducted applied research in the area of electronic materials. Just prior to coming to St. Andrew's, he was a research fellow in the Department of Materials Science at Lehigh University.

Eric has an active interest in the philosophy and history of science and science writing. He has published two books, *Making and Using Scientific Models* (Franklin-Watts) and *Experiments with Temperature and Heat* (Enslow).

During the 2000-01 academic year, Eric spent his sabbatical as a visiting scholar in the chemistry department at Amherst College where he taught introductory chemistry and conducted research in molecular dynamics.

In his spare time, Eric enjoys runing the campus trails and playing blues harmonica.

Eric, his wife, Susan, and their three children, Benjamin '04, Laura '08 and Sarah, live in a house on the eastern edge of campus.

Benjamin G. Kennedy

Director of Boys' Residential Life English, History Soccer, Basketball B.A., Dartmouth College Wesleyan University Appointed 2002

Ben is a 1997 cum laude graduate of St. Andrew's. He grew up on independent school campuses in New England and the Mid-Atlantic as the son of a headmaster and teacher.

As a student at St. Andrew's, Ben taught Sunday School, directed the Jobs Program and was a Residential Leader for a V Form dorm. Ben also participated in varsity soccer and crew. He was a three-time First Team All-State selection and two-time conference Player of the Year in soccer and recipient of the Warwick Crew Price. He captained both sports his VI Form year.

Ben went on to Dartmouth College where he majored in history and competed in intercollegiate soccer. Following college, in the summer of 2001, Ben moved to Episcopal High School in Houston, Texas. At Episcopal, he worked in the development office, taught history and coached soccer and lacrosse. In the fall of 2002, Ben returned to St. Andrew's. Since his return, Ben has worked as the director of annual giving and the director of boys' residential life; as a teacher of English and history; as a dorm parent for III and V Form boys; and as a coach of soccer, basketball, lacrosse and crew.

In his spare time, Ben enjoys studying about and collecting furniture from the Arts and Crafts Movement, trail running, gardening and traveling to out-of-the-way places.

Ben and his wife, Christina, live on Hillier Corridor, where they supervise III Form boys.









Christina Kennedy

Advisor to the Honor Committee Mathematics Volleyball, Basketball B.A., Bowdoin College Wesleyan University Appointed 2002

Christina graduated from Bowdoin College in 2000 with a major in mathematics, a minor in economics and a concentration in Mandarin Chinese. During her junior year she spent a semester studying applied mathematics at St. Andrew's University in Scotland. While attending Bowdoin, Christina was the captain of the varsity volleyball team, a member of the varsity basketball team, a member of the co-ed a cappella singing group and a house leader for the Wellness Social House.

After graduating from Bowdoin, Christina spent a year in China with the Princeton-in-Asia program, teaching English at the Dalian University of Technology. Before joining the St. Andrew's faculty, she taught at the Woodrow Wilson Middle School in Boston with Citizen Schools, an afterschool and summer enrichment program for students in twelve inner-city public schools.

Christina grew up in a school family, attending independent and international schools in Massachusetts, the Soviet Union, Minnesota and Germany. She earned an International Baccalaureate diploma at the Frankfurt International School, where she played soccer, basketball and softball, was a member of the school band and chorus and worked as a peer helper.

At St. Andrew's, Christina teaches courses in mathematics, coaches varsity volleyball and JV basketball and serves as the advisor to the Honor Committee. She lives with her husband, Ben, on Hillier Corridor where they supervise III Form boys.

Kimberly A. T. Klecan

Mathematics Community Service B.A., University of Delaware Appointed 1999

Born and raised in northern New Jersey, Kim graduated from her public high school in 1995. She continued her studies at the University of Delaware, where she discovered her passion for teaching. She worked both as a private math tutor and as a peer tutor and test proctor for UD's Preparatory Math Progam. Kim graduated magna cum laude in 1999 with a bachelor's degree in mathematics education. Graduating first in her major, Kim was awarded several prizes from the Department of Mathematics and was named the Outstanding Student Teacher in her senior year.

Although she was active in other organizations during her school years, Kim's greatest joy was being part of a marching band as a member of its color guard. Kim was part of her high school marching band for four years, the University of Delaware Fightin' Blue Hen Marching Band for three years, and the University of Delaware Peformance Ensemble, a competitive indoor color guard, in its inaugural year.

At St. Andrew's, Kim teaches algebra and precalculus and works with the peer tutoring program. Kim and her husband, Brian, live across the street in the Foley house with their daughter Lydia and cat, Zilpah.

Monica C. Matouk

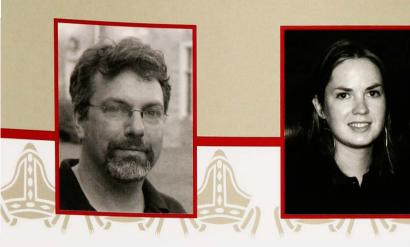
English
B.A., Middlebury College
M.A., Bread Loaf School of English,
Middlebury College
M.A., Columbia University
M.Phil., Columbia University
Appointed 1988

For most of her pre-secondary schooling, Monica studied in French lycées overseas. A 1984 cum laude graduate of St. Andrew's, Monica went on to Middlebury College, compiling an excellent record there. She graduated magna cum laude and Phi Beta Kappa, with highest honors in her major, literary studies. She spent her junior year studying at the Sorbonne.

After teaching English at St. Andrew's in 1988 and 1989, Monica went on to earn master's degrees from the Bread Loaf School of English at Middlebury College and then studied at Columbia University in the Ph.D. program in comparative literature.

Monica brings to St. Andrew's a unique, international background. She grew up in Beirut with her brother, John '89, and since 1978 has lived in Cairo and the United States.

Monica lives with her husband, John Austin '83, and their children, Isabel, Alexander and Maia, in one of the houses at the farm.







John C. McGiff

Chair, Arts Department
Drawing, Painting, Printmaking
B.F.A., State University of New York,
Purchase
M.F.A., University of Pennsylvania
Appointed 1996

John's interest in art began while he was a student at the Bancroft School in Essex, England, where he studied for his "A" Levels in art, literature and history, and earned the school prize in painting.

In 1984, John received his B.F.A. from SUNY Purchase, winning the Dean's Commendation for Painting and Drawing. As part of his study for the M.F.A. at the University of Pennsylvania, which he received in 1989, John spent seven months in Padua, painting from the Italian landscape and visiting the many art meccas between Venice and Rome.

Prior to coming to St. Andrew's, John taught painting, drawing and design for seven years at Temple and Drexel Universities in Philadelphia.

In 1998, John received a Delaware Division of the Arts Fellowship in painting and has shown his large oil canvases in a variety of galleries, including the Design Arts Gallery at Drexel University, the Fleisher Art Memorial, the Art Alliance of Philadelphia and the Delaware Agricultural Museum.

With his wife, Elizabeth, their children, Olivia and Aidan, and their cat and two dogs, John lives in the School farmhouse.

Hope McGrath

Assistant Director of Advancement English, History B.A., Columbia University Appointed 2005

Hope grew up in Smyrna, Del., and graduated magna cum laude from St. Andrew's in 2001. As a student, she was active in the Vestry and a Silver Lake Tutor for four years.

After graduation, Hope struck out for New York City. She graduated cum laude from Columbia University in 2005, with majors in English and history. As part of the work-study program, she assisted professors at the Columbia University School of Social Work in their research on poverty and welfare policies. The city's many community initiatives allowed her to serve as the volunteer leader of an advocacy and counseling program for the homeless, and act as an overnight coordinator for a women's shelter. Continuing her experience at St. Andrew's, Hope also tutored 7th and 8th graders from the city's underserved public schools.

An avid bluegrass and country music fan, Hope likes discovering new bands and going to concerts. She loves to travel, play cards and eat. She is trying to learn how to cook. Hope lives at a house across the road on Silver Lake.

Joy McGrath

Director of Advancement A.B., Harvard and Radcliffe Colleges Appointed 1999

Joy, who hails from nearby Smyrna, Del., is a 1992 magna cum laude graduate of St. Andrew's. As a student, she won the Baum Prize for English and the Amos Prize for Life Sciences, coxed the girls' varsity crew and ran cross-country.

Joy continued her studies at Harvard University. Among other activities, she worked at Harvard Law School, spent time as a nanny, and was the head teacher of the Sunday school at the Memorial Church in Harvard Yard. She graduated magna cum laude, distinguishing herself as a John Harvard Scholar and an Elizabeth Cary Agassiz Scholar. She was also awarded the Cabot House Prize for exceptional contributions to her residential companyity.

After graduating from Harvard, Joy traded academics for politics and moved to Washington, D.C. There she worked for three years at the National Partnership for Women & Families, where she worked to improve access to quality health care and help women and men balance the dual demands of work and family.

At St. Andrew's, Joy has been a member of the English department, but now focuses her full attention on her work in the Advancement Office and as a dorm parent.

Joy is the dorm parent of IV Form boys on Schmolze Corridor, and lives with her dog, Lucy, and her cats, Charlotte Bartlett and Mr. Emerson.









Peter K. McLean

Biology
Environmental Coordinator
B.A., University of Virginia
M.A., College of William and Mary
Ph.D., University of Tennessee
Appointed 1989

A native of Charlottesville, Va., and a graduate of Lane High School, Peter has experienced many different types of "living" classrooms. After earning his bachelor's degree in environmental science from UVA, Peter spent three years teaching biology and history at Virginia Episcopal School in Lynchburg. During the summers, he led bicycle trips for high school students to England and France and was a backcountry ranger in Yellowstone National Park.

In 1984, he began work on his master's degree at the College of William and Mary, studying the feeding ecology of Chesapeake Bay ospreys.

Peter came to St. Andrew's after finishing his doctorate at the University of Tennessee, where he researched the population dynamics of black bears in the Great Smoky Mountains.

During the spring, Peter leads groups of St. Andrew's students on hiking trips in the Appalachian Mountains, where they have assisted research on denning female bears. Peter's biology students have begun major long-term ecological studies of Noxontown Pond and other local environments.

Peter and his wife, Carol Ann Pala, an information specialist and School Librarian, enjoy biking, photography, gardening, reading and beekeeping. They live in one of the farmhouses, one with geothermal heating and cooling, with their two children, Peter and Elsa, and their cat, Blackfeet.

Ann M. McTaggart

Director of the Theater Program Drama, Public Speaking B.A., Bard College M.A., Roosevelt University Appointed 1993 Sabbatical 2005-06

A 1986 graduate of St. Andrew's, Ann was a three-time recipient of the School's Drama Prize, and she received the Carter-Towbin Award for versatility and achievement in theater at Bard College.

Ann has performed in opera, pantomime, musicals, contemporary comedy and Shakespearean tragedy. Work in regional theaters, study and research have taken her from New York to California.

Ann's favorite stage and film roles since college include Dorothy in "The Wizard of Oz", Tuptim in "The King and I", and Grace Farrell in "Annie". Ann has studied with many well known directors, Jonathan Miller and Mark Lamos among them, and looks forward to continuing her work as an actress and singer when her daughter is a bit older. She recently received her master's in directing from Roosevelt University in Chicago.

Along with her other duties, Ann chairs the Food Committee and sits on the Chaplain's Committee as a supervisor to the layreaders.

David P. Miller

Spanish Baseball, Basketball B.A., Beloit College M.A., Tulane University Appointed 2000

David has always had a love for the game of baseball. Growing up in Indiana, he dreamed about the time when he would play professionally and even started studying Spanish so he would be prepared to play winter ball in Puerto Rico. At Elkhart Central High, David played for the baseball team and was on the honor roll.

David had a triple major at Beloit College in Wisconsin. He studied Spanish, philosophy and government. He continued to pursue his passion for baseball at Beloit. He pitched and played outfield for the Division III school. He was the treasurer of the Community Senate and a disc jockey on the college radio station.

In 1993, David taught English in Costa Rica and met St. Andrew's Spanish teacher Ana Ramírez, whom he married in 1999. David earned a master's degree in Latin American studies from Tulane University in 1997. While at Tulane, he combined his academic pursuits with his passion for baseball by receiving a grant to study the history of baseball in Nicaragua. After graduate school, David lived and worked in the Washington, D.C. area before marrying and coming to St. Andrew's.

David enjoys cooking and reading, and has recently resumed playing trumpet—often joining the School Orchestra. He lives with his wife, Ana, and their dog, Amber, on Upper Moss corridor.



David W. Myers

Associate Director of Technology Computer Science Soccer, Crew B.S., University of Delaware Appointed 1999

A lifelong Delaware local, Dave grew up in Rehoboth Beach attending public school. After junior high, Dave applied and was accepted to St. Andrew's School, graduating cum laude in 1996.

While at St. Andrew's, Dave was a leader of the boys' JV soccer team, held a seat on the varsity crew, was awarded the Technical Drama Prize, and received the highest grade in the School on the American High School Math Exam.

Dave developed an interest in computers and computing technology at St. Andrew's, which was further developed at Wake Forest University.

While in North Carolina, he was a member of the Computer Science ACM (Association of Computer Machinery) team for Wake Forest as well as the Mathematics Modeling Competition team. Dave also co-founded the Wake Forest Ultimate Frisbee club team.

After two years, Dave transferred to the University of Delaware and began working part-time at his alma mater. After graduating from UD with a B.S. in computer science with a mathematics minor, Dave began work full-time at St. Andrew's as the Associate Director of Technology.

Joyce E. Nelson

Registrar Advanced Placement Coordinator Driver Education Coordinator Appointed 1999

Joyce graduated from Middletown High School in 1964 and worked for two years with the Corporation Trust Company in Wilmington, Delaware.

Shortly after the birth of her son, Joyce began her career at St. Andrew's working part-time in the SAS Athletic Office. Over the years, she has also worked in the Headmaster's, Admission and Business Offices.

Away from school, Joyce serves on the Board of Trustees at St. Paul's Church in Odessa where she also sings in the Chancel Choir. She is involved in several community projects which support local organizations such as the M.O.T. Senior Center, Delaware Special Olympics and the American Cancer Society. She enjoys traveling to warm exotic places, cooking and reading. Joyce is also an avid teddy bear maker.

Joyce and her husband Rich live in Middletown.

Daniel J. O'Connell

Biology Cross-country B.S., Haverford College M.A., J.D., University of Colorado, Boulder Appointed 1999

A native of Chatham, N.J., Dan captained the cross-country and track teams at Chatham Township High School. He graduated with honors in 1990 from Haverford College, where he competed on the varsity track and cross-country teams.

At Haverford, Dan researched the molecular biology of bacterial ribosomes and the results of this research were published in prestigious journals. He went on to receive a master's degree in molecular biology from the University of Colorado at Boulder in 1992.

Dan then worked for a start-up biotechnology company for three years, immersing himself in the search for new therapeutics for the treatment of life-threatening inflammatory and immune disorders. He recently earned a law degree from the University of Colorado at Boulder.

In his free time, Dan enjoys camping, biking and running. He has completed 50-mile trail races in Colorado and Vermont.

Dan, his wife, Quinn Kerrane, and sons, Liam and Finn, have family in Delaware and New Jersey. They live at Hickory Point.









Jennifer O'Neill

Photography
B.F.A., Bowling Green State University
B.F.A., Corcoran College of Art & Design
M.A., University of Delaware
Appointed 2005

Raised in Ohio, Jennifer graduated from Bowling Green State University where she received her B.F.A. in two-dimensional studies. In 2000 she graduated with her B.F.A. in photography from the Corcoran College of Art and Design in Washington, D.C., and went on to earn her Master's degree in Photography in 2002 from the University of Delaware.

Prior to coming to St Andrew's, Jennifer was the assistant professor of art and director of the Larrabee Art Center at Washington College in Chestertown, Md., for three years.

Jennifer's work in photography has been exhibited in a variety of galleries, including the SFA Gallery in Nacogdoches, Texas, the Pleiades Gallery in New York City, the Perkins Center for the Arts in Moorestown, N.J., and the White Walls Gallery at the Corcoran College of Art and Design. Jennifer's work has been published in The Photo Review on two occasions, and was awarded for excellence in 2001. Most recently Jennifer received the Artist House Artist Residency Fellowship at St. Mary's College in Maryland where she will continue her research this summer.

Carol Ann Pala

Directory of Library Information Specialist B.S., University of Delaware M.L.I.S., University of Tennessee Appointed 2002

Carol Ann is a Wilmington native and graduated in 1977 from Ursuline Academy where she started the first intramural tennis team.

Carol Ann completed her undergraduate work at University of Delaware in psychology with a concentration in physiology in 1982. While in college, she worked as a research assistant in the field of hemispheric laterality and she continued to work in psychology for the next few years before pursuing the field of information technology.

While assisting her husband with his bear research in the Smokey Mountains, she completed her masters degree (M.L.I.S.) in Library and Information Science at the University of Tennessee. Since then, she has worked in numerous corporate and research oriented libraries such as Oak Ridge National Laboratory, International Center for the Application of Information Technology, the National Information Center of Laventhol & Horwath and the Thiokol Corporation.

Carol Ann has worked part-time in the Irene du Pont library as a systems librarian for the past three years, while rearing her two children. She has upgraded the online catalogue and created the library's first Web page, which can be accessed anywhere on campus.

Carol lives with her husband, Peter McLean, and children, Elsa and Peter, and their extraordinary dog Mac (in spirit). She en joys gardening and yoga and is currently training to become a certified Svaroopa* yoga teacher.

Heidi L. Pearce

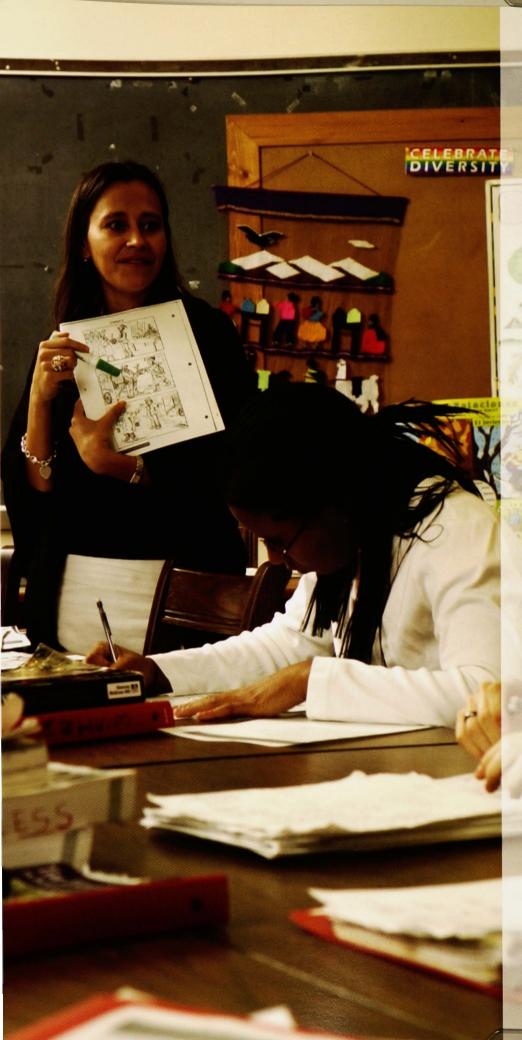
Director of Girls' Athletic Programs Field Hockey, Basketball, Lacrosse B.A., Johns Hopkins University Appointed 2004

A native of Chestertown, Md., and a 2000 St. Andrew's graduate, Heidi earned a distinction as one of the most accomplished athletes in the School's history. She was twice named the state lacrosse player of the year, was part of the School's first state champion team, and continued to play lacrosse on a scholarship to Johns Hopkins University in Baltimore, Md. In 2002, Heidi was named to the First Team All-Conference, and was the college's midfielder of the year in 2001 and 2002, and rookie of the year in 2001.

In addition to her playing skills, Heidi has developed her coaching skills at many camps, working with players ranging in age from 6 to 18.

Heidi completed the major requirments for her B.A. in sociology by the spring of her junior year. She spent the her final semesters at Hopkins fulfilling the prerequisite coursework for nursing school, which she will continue this fall at the University of Delaware

Heidi en joys spending time with her family, reading, running and anything at the beach or on the water including fishing, crabbing and water sports.



Ana Ramirez

Spanish dean of students IV Form girls' dorm

> The excitement of teaching a second language springs from the opportunity to share a new world vision with my students. Teaching Spanish is giving a bit of who I am and represent so that my students can grapple with and face cultural and lingustic differences, which will ultimately transform them into more open-minded citizens, better communicator and listeners of others. Learning a language allows you to entertain the idea of the subtleties in expressions, words, ideas and gestures that define a society or a group; language welcomes you to reinvent yourself as you learn new approaches to life. Learning a second language puts my students at the center of a new realit in which fluency will allow them to make a difference, touch more lives, transform

themselves and the world around them,









Emily L. Pressman

History Theater B.A., Yale University Appointed 2003

Emily grew up on the campus of the Hotchkiss School in Lakeville, Conn. After Hotchkiss, she attended Yale University, graduating in 2002 summa cum laude and Phi Beta Kappa, with distinction in history. In summer 2002, she worked as a teaching intern in history at Phillips Exeter Academy; in the academic year 2002-2003 she taught at Phillips Academy, Andover.

At Hotchkiss, Emily served as head of the community service organization and was deeply involved in the drama program as an actor and director. In her college studies, she focused on American history, particularly Southern history and issues of race and slavery. In summer 2001, she worked as research assistant for a Yale historian and, supported by a Richter Fellowship, pursued her own research at UNC-Chapel Hill. Beyond academic pursuits, her senior year in college found her directing a Sondheim musical as well as serving as a residential freshman counselor.

As the Richard M. Lederer Teaching Fellow in History at Andover, Emily taught world history, lived in a dormitory as a house counselor, helped coach JV field hockey and directed the ninth grade play. In summer 2004, she was a fellow in the Klingenstein Summer Institute offered through Columbia Teachers College.

Emily's interests include reading, theater, music and cooking. At St. Andrew's, Emily teaches history, lives on Upper North, assists with drama and serves as faculty advisor to the Gay-Straight Alliance.

Franchesa M. Profaci

Director of Planned Giving & Alumni Relations B.A., Smith College M.A., Washington College Appointed 1990

Chesa has promoted stewardship at St. Andrew's for over a decade. She now concentrates her efforts on deferred charitable giving, as well as continuing to direct alumni activities.

She is a graduate of St. Andrew's and Smith College and holds a master's degree in psychology from Washington College.

Chesa had a great deal of experience and variety in her professional career before coming back to St. Andrew's, including working as an assistant editor at *McCall's* magazine, an administrator at the Jockey Club in both New York and Lexington, Ky., and a development officer at Washington College as well as several management consulting positions.

Chesa lives with her husband, Michal Dickinson, and their son, Blaise, in Chestertown, Md.

Ana G. Ramírez

Dean of Students Spanish B.A., Kenyon College M.A., Georgetown University Appointed 1997

Ana was born in San José, Costa Rica, where she grew up, except for four years that she spent living with her family in Panama. Her study of the English language at an early age sparked Ana's fascination with languages and cultures. The desire to explore other worlds took her to Switzerland in 1991-92, where she studied French.

After beginning her undergraduate studies at the University of Costa Rica, Ana transferred to Kenyon College in Ohio. At Kenyon, she majored in English and taught Spanish as a teacher's assistant for two years.

She graduated from Kenyon in 1997 magna cum laude and Phi Beta Kappa. In 2003, she obtained her master's degree in Latin American Studies at Georgetown University.

At SAS, Ana enjoys teaching, dorm life and advising students.

Ana and her husband, David Miller, live in the Upper Moss apartment.



Daniel T. Roach, Jr.

Headmaster
English, Religious Studies
B.A., Williams College
M.A., Bread Loaf School of English,
Middlebury College
Appointed 1979

Tad graduated from Williams College in 1979 and joined the faculty at St. Andrew's School as an English teacher, dorm parent and coach.

At St. Andrew's, Tad served as dean of students and assistant headmaster for student life from 1985 to 1991 and academic dean and assistant headmaster for academic affairs from 1991 to 1997. Tad was appointed St. Andrew's School's fourth headmaster in July1997.

Tad and his wife, Elizabeth, live in the headmaster's house with their four children—Matthew '04, Hadley '07, Zachary and Anne.

Elizabeth M. Roach

English
Field Hockey
B.A., Mount Holyoke College
M.A., Bread Loaf School of English,
Middlebury College
Appointed 1981

A cum laude graduate of the Nichols School in Buffalo, Elizabeth did her undergraduate work at Mount Holyoke College, where she was a Sarah Williston Scholar and captain of the varsity tennis team. Graduating cum laude, with honors in English, Elizabeth was honored by the president of Mount Holyoke as an outstanding student leader for her contributions to the life of the college.

She earned a master's degree with honors from the Bread Loaf School of English at Middlebury College.

At St. Andrew's, Elizabeth has served as director of girls' athletics, housemaster and chair of the English Department. Elizabeth coached the girls' varsity tennis team for 15 seasons, with an overall record of 161-28. She led her team to its first state championship in SAS history in 1987, and it won the title again in 1988 and 1996.

In 1991, she was selected as Delaware's Coach of the Year for girls' tennis. In 2004, Elizabeth was inducted into the Nichols School Athletic Hall of Fame.

With her husband, Tad, and their children—Matthew'04, Hadley'07, Zachary and Anne—and black lab, Tallulah, Elizabeth lives in the headmaster's house.

Alexandra E. Ross

Associate Director of Admission Associate Director of College Counseling B.A., Kenyon College Appointed 2004

Alix is a native of New Jersey. She pursued her passion for literature at Kenyon College and graduated in 2002 with a Bachelor of Arts in English. An award winning drill sargeant (in marching band), flutist and saxophone player in high school, Alix went on to use those talents in college in her work with pit orchestra and flute choir, as well as playing in a folk band touring various venues. Alix also hosted a weekly two hour jazz radio show and became very involved with costume design and with backstage tech crew in the drama department. Initially she pursued her interest in teaching and education by volunteering twice a week in the local elementary school tutoring 1st-5th graders in basic skills. One of her passions became quilting, through the Kenyon Craft Center, and she continues this hobby today.

Right after graduation, Alix went to work as an assistant director of admissions for Kenyon. She recruited students, read applications and rendered admissions decisions. She was chosen to serve on the Multicultural Recruitment Team, because of her deep commitment to enhancing education through diversity. She also coordinated the student volunteers in the office and was solely responsible for transfer student admissions.

Alix and her husband Evan Guthrie, a second year medical student at Thomas Jefferson University, live in a house on Noxontown Pond with their new puppy Henry. Alix loves traveling, butterfly watching, writing, reading, quilting and knitting in her spare time. She is passionate about community service, especially work with animals.









Kevin R. Schroedter

French
Community Service Program
Squash
B.A., Duke University
M.A., Middlebury College
Appointed 2002

Kevin was born in Bogota, Colombia, and raised in Miami, Florida. Although Spanish is his native tongue, Kevin is especially passionate about French, which he pursued as an undergraduate at Duke University and then as a graduate student at Middlebury College.

Since graduating from Middlebury in 1992, Kevin has worked at several independent schools, including St. Mark's School of Texas and Stevenson School in Pebble Beach, California. Kevin has taught all levels of French and Spanish in grades 6 through 12.

Kevin has also served as a director of international studies, a role which drew upon his love for travel. He spent the last nine summers teaching and leading trips in France, and in the fall of 1999, Kevin was the French instructor for the Swiss Semester program in Zermatt, Switzerland.

Outside of the academic arena, Kevin is an avid cyclist, enjoys hiking and is a big fan of independent cinema.

Kevin lives in Founders' Hall with his wife, Michelle.

Candace W. Schuller

Senior Associate Director of College Counseling B.A., Bowdoin College M.Ed., University of New Hampshire Appointed 1998

Candy worked in the Mount Holyoke College Career Development Center for eight years prior to coming to St. Andrew's. She has guided students through the self-assessment and career search processes and advised them on applying for graduate and professional school.

For the past six years, Candy has served as associate director of college counseling and assistant director of admission. As interim director of college counseling at St. Andrew's, Candy helps our seniors identify colleges and universities appropriate to their talents and interests, and then present themselves most effectively on paper and in person.

Candy graduated cum laude from Bowdoin College with a B.A. in English. After receiving her M.Ed. from the University of New Hampshire with a concentration in counseling, she worked in college and university career offices for the next ten years. In 1996, she chaired the Small College Career Alliance Conference, comprised of 23 select liberal arts colleges.

A mother of four daughters (Carrie, a graduate of Dickinson College; Amy, a graduate of Darmouth; Megan '01, a graduate of Yale; and Casey, 10), Candy is kept busy with their school and extracurricular activities. Thus she is intimately aware of the college process.

Candy and her family live in a home overlooking the playing fields, and spend their summers on Mount Desert Island in Maine.

Michael C. Schuller

Chief Financial Officer B.A., Yale University Appointed 1998

Mike grew up in the Hudson Valley, N.Y., and in Beirut, Lebanon, as the son of a headmaster, and then attended the Wooster School in Danbury, Conn., where he was elected to the Cum Laude Society, wrestled, played soccer and served as captain of the tennis team.

A 1973 graduate of Yale University, where he majored in economics, Mike was actively involved in intramural athletics in college. Following Yale, he joined Maine National Bank and became CEO of Bank Meridian, a community bank serving New Hampshire's seacoast region. In 1990, seeking to combine his educational roots and convictions with his interest and experience in finance and management, Mike became the business manager and CFO of The Williston Northampton School in Massachusetts.

Long active in community affairs, Mike has been involved in United Way leadership in three different communities for more than 25 years.

Mike continues his love for sports both on and off the field, and is an eager bridge player. He and his family spend as much time as possible on Mount Desert Island in Maine, where they have a summer place in Southwest Harbor.

Mike, his wife, Candace, and youngest daughter, Casey, live in a house at the edge of the athletic fields with their golden retriever, Riptide.



Morgan Scoville

Assistant Director of Admission Cross-country, Crew B.A., Villanova University Appointed 2005

Returning to Middletown from Nashville, Tenn., Morgan graduated from St. Andrew's in 2000. While a student, Morgan served on the Honor Committee, taught Sunday school, and en joyed athletic successes as a member of both the varsity cross-country and crew teams. He captained the cross-country team and stroked the Senior 8 in V and VI Form. He won two cross-country state championships and still holds course records throughout the state.

Morgan attended Villanova University in Philadelphia, Pa., where he graduated in 2004 with a B.A. in economics. He continued his competitive distance running at Villanova, running varsity cross-country and track. His cross-country team earned a sixth-place finish at the 2000 NCAA National Championships. Morgan spent the summer months at Camp Mondamin in Tuxedo, N.C., teaching kids how to whitewater canoe and kayak.

An expert whitewater kayaker, Morgan organized and led 14 individuals on a strenuous 21-day kayaking expedition through the Grand Canyon in the winter of 2004-2005. He and his team successfully navigated 230 miles of Colorado River, home to some of the largest navigable whitewater in North America.

Morgan enjoys hiking, fishing and playing golf. He will work in the admission office and help coach the cross-country and crew teams.

Beth Elaine Shapinksy

French Soccer, Tennis B.A., Kenyon College Appointed 2005

Beth has taught French at the secondary and collegiate levels since 2000. However, her passion for French began in the sixth grade. She studied French literature at Kenyon College and at the Université de Grenoble, Stendhal III. In 1999, she graduated cum laude, Phi Beta Kappa, and received the Charles Singer Williams Prize in French. She spent the following year teaching ESL in Dole, France as a Fulbright Teaching Assistant.

At St. Andrew's, Beth teaches French and assists with the girls' soccer and tennis teams.

Other interests include reading and writing poetry, playing the violin and baking.

Beth lives in Gaul Hall.

William S. Speers

Dean of Faculty
English
Squash
A.B., Princeton University
M.A., Bread Loaf School of English,
Middlebury College
Appointed 1979

Will attended Milton Academy and majored in English at Princeton University, where he graduated with honors and received the Harold Willis Dodds award for "moral courage."

A past trustee of the Princeton Blairstown Center and the Salisbury School (Md.), and a director of the St. Anne's Episcopal School (Del.), Will received a fellowship from the National Endowment for the Humanities in 1991 to study Job. He was honored at a White House ceremony as a distinguished teacher in 1991, and in 1996 he was awarded a humanities fellowship by the Council for Basic Education. In 2004, Will was honored by the Trustees, parents, alumni and other supporters of St. Andrew's with the creation of the School's first endowed chair.

At St. Andrew's, Will has been chair of the English Department, director of admission and financial aid, director of studies, dean of students and assistant headmaster for student life. As assistant coach on the boys' varsity soccer team, he helped lead the team to the 1981 state championship. He has also coached girls' varsity soccer and boys' and girls' varsity squash.

During the summer, when not in New Hampshire, he directs and teaches at the Milton Boarding Conference, a program that introduces new teachers to residential schools.

Will lives in a home along the main drive with his three boys, Christopher '07, Joshua '09 and Carter.









William J. Wallace

Co-Director, Genereaux Aquatics Center Biology, Chemistry, Environmental Science Swimming Waterfront Director B.A., University of Maine M.A.L.S., University of Delaware Appointed 2000

Bill grew up in Cumberland, R.I., and graduated from Providence Country Day School. A series of inspirational teachers influenced him to pursue science and directed him to enroll in the School of Forest Resources at the University of Maine. During three of his summers at the University, Bill worked for Dr. Ken Reinecke on a U. S. Fish and Wildlife Service project that studied black duck habitat and feeding. Bill used aerial photographs to produce cover type maps, and he collected and classified aquatic invertebrates during those three summers.

His true passion in life is teaching and coaching. Bill has taught chemistry, biology and environmental science at the high school level and introductory physical science and life science at the middle school level.

Bill teaches chemistry, biology and environmental science, is an advisor, coaches the boys' and girls' swim teams and co-directs the Genereaux Aquatics Center with his wife, Donna. They live with their two daughters, Lyndsay and Selena, their cats, Whispurr and Jewel, and dogs, Jeb and Leap, in Gaul West.

In their free time, they enjoy camping, watching movies and playing board games.

Joy E. Walton

Chaplain
B.A., U.S. International University
M.S., Old Dominion University
M.Div., The General Theological Seminary
Appointed 2005

Joy came to St. Andrew's after serving for seven years as rector of St. Cyprian's Episcopal Church in Hampton, Va., and as associate rector at Old Donation Episcopal Church in Virginia Beach. During more than 30 years in the Diocese of Southern Virginia as an active layperson and as clergy, she was involved in the work of the church at the local and national levels. For severalyears, she served on the diocesan Liturgical Commission and the board of Episcopal Relief and Development (ERD). In 2003, Joy chaired the deputation from the diocese to the General Convention of the Episcopal Church. Prior to ordination in 1994, she worked in the field of Community Health Education.

Joy lives in a house overlooking Noxontown Pond. Her two daughters, Kellye and Dana, live with their families in Columbia, Md. She is the proud grandmother of Jordan, CJ and Justin.

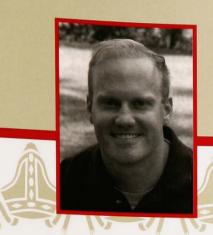
Helen M. Wolf

Director of Health Services B.S.N., University of Delaware Appointed 1993

Helen graduated from the University of Delaware with a bachelor of science in nursing. In her senior year, she was inducted into Sigma Theta Tau, the national nursing honor society, and awarded the Madeleine McDowell Award, which is given to the senior who has demonstrated promised to contribute to the future of nursing.

Before coming to St. Andrew's, Helen was busy caring for patients at Christiana Care Medical Center. Helen served as assistant nurse for two years at St. Andrew's before being appointed the Director or Health Services in 1995. During the summer, she can be found caring for the campers and staff at Camp Arrowhead on Rehoboth Bay. She is an active member of St. Anne's Church in Middletown. She serves on its vestry and sings in the choir. She also serves on the Diocesan Council for the Diocese of Delaware. She is an active member of the Independent School Health Association serving as a member-at-large working with outreach.

When she is not working, she enjoys gardening, camping, vacationing in Lincoln, Maine, and visiting her son, Dan '96, in Seattle. Helen and her husband, Charlie, live in nearby Townsend with their children, Stephen and Sarah.











Al Wood

Athletic Trainer (NSCA and ACSM) Assistant Athletic Director B.A., University of Delaware Appointed 1998

Al was born and raised in downstate Delaware and attended Lake Forest High School, where his father was a mathematics teacher and football coach and his mother taught business. In athletics, he was elected first team all-conference his senior year of soccer.

Al went on to attend the University of Delaware, initially as a civil engineering major, but after a year decided to pursue his interest in human anatomy and physiology in the biology department. In 1993, he became a member of the Lambda Chi Alpha fraternity and went on to earn his B.A. in biology in 1996. The following year, Al pursued a certification in athletic training through the University of Delaware's internship program and began a two-year, 1,000-hour volunteer period at William Penn high school. After passing the NATA certification exam in June of 1998, he began working at St. Andrew's as the certified athletic trainer the following fall.

Al is also the assistant athletic director and holds certifications from the NSCA as a Certified Strength and Conditioning Specialist and from the ACSM as a Performance Enhancement Specialist. His professional interests are in the use of new flexibility, strength and conditioning programs to prevent common injuries in athletics. Al enjoys his involvement with the Chapel program and feels that the spiritual talks and mentoring of students at St. Andrew's have been among the most rewarding aspects of his career.

Al's hobbies are woodworking, graphic art, playing the guitar and exercising. Al lives at the Ford house with his wife, Shara, and his triplets, Bryer, Tyler and Caden.

Louisa H. Zendt

Director of Admission and Financial Aid B.A., University of Pennsylvania Appointed 1997

Louisa first came to St. Andrew's as a student during the early years of coeducation. She earned varsity letters in crew and field hockey, and served on the Discipline Committee, as vice president of her senior class and as a residential leader. Graduating cum laude in 1978, Louisa also won the Crew Prize, the St. Andrew's Cross and the Malcolm Ford awards for service, leadership and school spirit.

Pursing her interest in art and education, Louisa undertook an internship at the Philadelphia Museum of Art during her college years, and after graduating from the University of Pennsylvania she taught art for ten years at the Montgomery School in Pennsylvania. Moving with her family to the west coast in 1992, Louisa then served for five years as Director of Admission and Financial Aid at Oregon Episcopal School, in Portland. In 1997 the Zendts were lured back to the east coast and to St. Andrew's.

At St. Andrew's Louisa has worked in admissions and financial aid, as a student advisor and as a crew coach. Currently, Louisa serves on the Professional Development Committee for the Secondary School Admission Test Board (SSAT) and on the Board of Directors for the Association of Boarding Schools (TABS).

Louisa lives nearby in Townsend with her husband, Harvey, headmaster of St. Anne's Episcopal School, and children Peter '09, Becca '05 and Christy.



In addition to our 70 faculty members, our community includes many others who you will get to know very well:

70-plus staff members

60-plus faculty children

21-plus cats

18 dogs

3 parakeets

3 sheep

2 horses

1 pony

Faculty and Administration



John P. N. Austin

Academic Dean
English, History
B.A., Williams College
M.A., Bread Loaf School of English,
Middlebury College
M.Phil., Columbia University
Ph.D., Columbia University

Demond L. Baine

Ceramics
B.F.A., Truman State University
University of the Arts

Sarah Bowers

Theater
B.A., Boston University

G. Lindsay Brown

Chair, History Department B.A., Williams College M.A.L.S., Dartmouth College

Gordon E. Brownlee

Senior Director of Development B.A., Marietta College

Pamela U. Brownlee

Associate Director of Counseling B.S., Marietta College M.S., Southern Connecticut State University

John B. Burk

Associate Director of College Counseling Physics, Computer Science B.S., Duke University

Darcy F. Caldwell

Chair, English Department B.A., Brown University Ed.M., Harvard University

Peter J. Caldwell

Assistant Headmaster for Student Life Associate Director of Admission History B.A., Bowdoin College Ed.M., Harvard University

Chris Childers

Classics, Creative Writing B.A., University of North Carolina, Chapel Hill

Margaret Coffey

Mathematics
A.B., Stanford University
M.S., George Mason University

Nathaniel G. Costa

Director of Studies Chair, Classical Languages Department B.A., Yale University

Jennifer S. Cottone

Chemistry
B.S., Suffolk University
Ph.D., University of Florida

Andrew DeSalvo

Mathematics B.A., Rollins College

David P. DeSalvo

Chair, Mathematics Department
Associate Chaplain
B.A., University of the South
M.S.T., University of New Hampshire
School of Theology, University of the South

Gregory S. Doyle

Coordinator of Arts Center and Internal Publications B.S., Villanova University

Donald H. Duffy, Jr.

Chair, Modern Languages Department
Spanish
B.A., George Washington University
M.A.T., The School for International Training

Stacey Duprey

Director of Girl's Residential Life Assistant Director of Admission Director of Diversity University of Pennsylvania A.S., Bronx Community College

Wilson Everhart

History B.A., Colby College M.A.L.S., Wesleyan University

Nicole L.B. Furlonge

Chair, English Department
Director of Diversity
B.A., University of Pennsylvania
M.A., University of Michigan
University of Pennsylvania

Nigel D. Furlonge

History
B.A., University of Pennsylvania
M.A., Villanova University

Frederick J. Geiersbach

Music
B.A., Williams College
M.A., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University

Terrence Gilheany

Director of College Counseling History B.A., Amherst College MTS, Harvard Divinity School

Wesley H. Goldsberry

Religious Studies A.B., Davidson College M.Div., Princeton Theological Seminary

Penn Graves

English B.A., Davidson College Bread Loaf School of English

Mark S. Hammond

Physics, Chemistry B.S., Davidson College M.A., Rice University Ph.D., Rice University

E. Gary Harney

Director of Choral Music Religious Studies B.M., University of Kentucky M.M., University of Illinois M.S., Union College

Peter M. Hoopes

Director of Technology
Film, Music
B.A., The College of Wooster
M.M., University of Miami

Esther Hsiao

Chinese
B.A., Soochow University (Taiwan)
M.A., University of California, San Diego

Gretchen B. Hurtt

English
B.A., Princeton University
Ed.M., Harvard University

W. Callender Hurtt

Director of Annual Giving A.B., Harvard University B.S., University of Alabama

Elizabeth M. Hutchinson

Director of Counseling B.A., Amherst College M.Ed., Harvard University

John F. Hutchinson

Assistant Chaplain Chair; Religious Studies Department B.A., Amherst College M.Div., Harvard University

Joleen M. Hyde

Assistant Dean of Students Certificate Diploma in Public Relations Public Relations Institute of Southern Africa

Michael W. Hyde

Director of Boys' Athletic Program Assistant Director of Admission History B.A., Williams College M.A.L.S., Georgetown University

Rebecca James

Mathematics
B.S., B.A., Auburn University
M.A., University of California, Los Angeles

Diahann T. Johnson

French
B.A., Oberlin College
M.A., University of Delaware



Eric L. Kemer

Associate Academic Dean for Math and Science Chair, Science Department Sc.B., Brown University M.S., Northwestern University Lehigh University

Benjamin G. Kennedy

Director of Boys' Residential Life English, History B.A., Dartmouth College Wesleyan University

Christina Kennedy

Advisor to the Honor Committee Mathematics B.A., Bowdoin College Wesleyan University

Kimberly A. T. Klecan

Mathematics B.A., University of Delaware

Monica C. Matouk

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

John C. McGiff

Chair, Arts Department Drawing, Painting, Printmaking B.F.A., State University of New York, Purchase M.F.A., University of Pennsylvania

Hope McGrath

Assistant Director of Advancement History, English B.A., Columbia University

Joy McGrath

Director of Advancement A.B., Harvard and Radcliffe Colleges

Peter K. McLean

Biology Environmental Coordinator B.A., University of Virginia M.A., College of William and Mary Ph.D., University of Tennessee

Ann M. McTaggart

Director of Theater Program Drama, Public Speaking B.A., Bard College M.A., Roosevelt University

David P. Miller

Spanish B.A., Beloit College M.A., Tulane University

David W. Myers

Associate Director of Technology Computer Science B.S., University of Delaware

Joyce E. Nelson

Registrar Advanced Placement Coordinator Driver Education Coordinator

Daniel J. O'Connell

Biology B.S., Haverford College M.A., J.D., University of Colorado, Boulder

Jennifer O'Neill

Photography B.F.A., Bowling Green State University B.F.A., Corcoran College of Art & Design M.A., University of Delaware

Carol Ann Pala

Director of Library Information Specialist B.S., University of Delaware M.L.I.S., University of Tennessee

Heidi L. Pearce

Director of Girls' Athletic Program B.A., Johns Hopkins University

Emily L. Pressman

History B.A., Yale University

Franchesa M. Profaci

Director of Planned Giving & Alumni Relations B.A., Smith College M.A., Washington College

Ana G. Ramírez

Dean of Students Spanish B.A., Kenyon College M.A., Georgetown University

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Headmaster English, Religious Studies B.A., Williams College M.A., Bread Loaf School of English, Middlebury College

Elizabeth M. Roach

English B.A., Mount Holyoke College M.A., Bread Loaf School of English, Middlebury College

Alexandra E. Ross

Associate Director of Admission Associate Director of College Counseling B.A., Kenyon College

Kevin R. Schroedter

French B.A., Duke University M.A., Middlebury College

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Senior Associate Director of College Counseling B.A., Bowdoin College M.Ed., University of New Hampshire

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Chief Financial Officer B.A., Yale University

Morgan Scoville

Assistant Director of Admission B.A., Villanova University

Beth Elaine Shapinsky

French

B.A., Kenyon College

William S. Speers Dean of Faculty English A.B., Princeton University M.A., Bread Loaf School of English,

Middlebury College

William J. Wallace

Co-Director, Genereaux Aquatics Center Biology, Chemistry, Environmental Science B.A., University of Maine M.A.L.S., University of Delaware

Joy E. Walton

Chaplain B.A., U.S. International University M.S., Old Dominion University M.Div., The General Theological Seminary

Helen M. Wolf

Director of Health Services B.S.N., University of Delaware

Al Wood

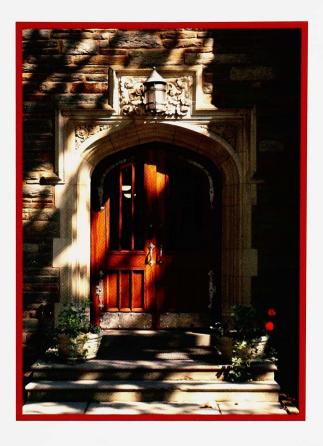
Athletic Trainer, NSCA and ACSM Certified Assistant Athletic Director B.A., University of Delaware

Louisa H. Zendt

Director of Admission and Financial Aid B.A., University of Pennsylvania



Admission Process



am delighted that you are interested in St. Andrew's. The admission process is designed to acquaint prospective parents and students with as much of the school as possible. In turn, we hope to learn as much as we can about you, your academic interests, talents, hobbies, aspirations and your interest in St. Andrew's.

We value our distinctive community and seek students of good character who will contribute to our vibrant School. Bright, motivated students who are ready to immerse themselves in all aspects of school life are encouraged to apply. Need-based financial aid is available to all admitted students who qualify through a separate, confidential process. If you think you are interested in St. Andrew's and a good match for the school's academic and student life programs, you should apply for admission, regardless of your ability to pay full tuition.

Please don't hesitate to call the Admission Office if you have any questions about the admission or financial aid process. I look forward to getting to know you and welcoming you to our campus. As we go through this process together, I hope we discover that St. Andrew's is a great match for you.

Yvnisu H. Zendt Louisa H. Zendt

Director of Admission and Financial Aid



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 the Admission Office to schedule a tour and interview; visits are scheduled on weekdays when classes meet and on some Saturday mornings.

Submit your application by January 15. Please ask your school to forward the math and English teacher recommendations and your transcript to the Admission Office by January 30. All application materials are included in a separate application folder and available for you to download from the admission pages of our School website. http://www.standrews-de.org

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 website will provide further information. http://www.ssat.org

Keep in touch with St. Andrew's. Completed application files are reviewed by the Admission Committee during January and 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.

Note: Members of the Admission Committee travel during the fall term to meet prospective students and families at boarding school fairs and at St. Andrew's gatherings hosted by alumni and currents. Please check our admission travel schedule on our web site to see if we can meet you in or near your hometown.

International Students

We welcome the interest of international students and encourage students from all over the world to apply. In addition to taking the SSAT, international students for whom English is a second language must take the TOEFL. Information about the TOEFL can be found on their website, http://www.ets.org/toefl/. Admission criteria for international students includes near fluency in English and a campus visit.

Financing an Education at St. Andrew's

Tuition for the academic year 2005-2006 is \$33,000. The tuition fee covers instructional programs, room, board, athletics, other co-curricular programs and most campus social activities. In addition to granting 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 financial circumstances.

Since our 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 needblind admissions and socioeconomic diversity within the School enables us to develop a truly

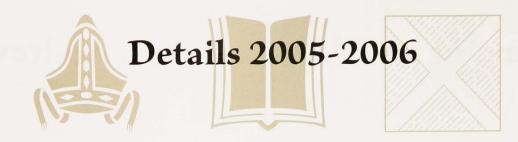
distinctive student body and School culture. Currently, about 45 percent of our students receive significant financial aid.

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. Currently, the School grants over \$3,000,000 a year to qualifying families. The average financial aid grant is nearly \$25,000. Because of the difficulty in determining financial need in a foreign currency, tax structure and foreign standard of living, international students only receive limited financial aid in special circumstances.

For more information about the financial aid program at St. Andrew's, please see the 2005-2006 Financial Aid Brochure.

Steps to apply for financial aid

- 1 On 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 admission application, we will send you the St. Andrew's financial aid packet which includes the Parents' Financial Statement (PFS) for you to fill out and send to School and Student Services for Financial Aid (SSS), located in Princeton, New Jersey, a parent questionnaire and a letter outlining the application deadlines.
- 3 We will also request a copy of the past two years of your 1040 Federal income tax forms. Notification of a financial aid grant will come directly to the parents at the same time that the student is notified of acceptance to the School.
- 4 If parents are separated or divorced, both parents need to complete the financial aid process independently.



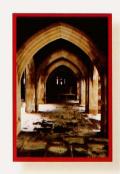
Enrollment	270; 144 boys and 126 girls; all boarding
Students of Color	23 percent
International Students	6 percent
Geographic Diversity	23 states, 8 foreign countries
Average Class Size	11
Student Teacher Ratio	5:1
Grades Enrolled	III Form-VI Form (Grades 9-12)
Tuition for 2005-2006	\$33,000
Estimated Additional Expense	\$700-\$1,500
Financial Aid Granted	\$3,136,000
Students Receiving Grants	46 percent
Average Grant	\$25,000
Admission Phone	302-285-4231
Admission Fax	302-285-4275
School Web Site	www.standrews-de.org
Headmaster	Daniel T. Roach, Jr.
Director of Admission	Louisa H. Zendt

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, gender, sexual orientation, religious affiliation, and national or ethnic origin.









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



School Calendar 2005-2006

FIRST SEMESTER

AUGUST

- 29 VI Form Leaders by Invitation (Mon.)
- Football, Soccer, Cross-Country, Field Hockey, Volleyball Camps by Invitation (Wed.)

SEPTEMBER

- 2 VI Form Arrives (Fri. by 5 p.m.)
- 4 All Other Students Arrive (Sun. 10 a.m. 2 p.m.)
 Parents meet with Headmaster (2 p.m.)
- 24 Alumni Day (Sat.)

OCTOBER

- 8 SAT Testing (Sat.)
- 8-12 Long Weekend (Sat. noon Wed. 6 p.m.)
- 14-15 Trustee Weekend (Fri. Sat.)
- 15 School Testing Day (Sat.)
- 22-23 Theatre Production (Fri. Sat.)
- 22-23 Parents Weekend (Sat. Sun.)

NOVEMBER

- 5 SAT I and SAT II Testing (Sat.)
- 19 Thanksgiving Vacation Begins (Sat. at noon)
- 27 Students Return (Sun. by 6 p.m.)

DECEMBER

- 3 SAT I and SAT II Testing (Sat.)
- 11 Service of Lessons & Carols (Sun. 2:30 & 5 p.m.)
- 15 Christmas Vacation Begins (Thurs. at noon)

IANUARY

- 2 Athletic Practices Begin (Sun. at 2 p.m.)
- 3 Students Return (Tue. by 6 p.m.)
- 20-25 First Semester Exams (Fri. Wed.)
- 25 End of First Semester (Wed. at noon)
- 25-29 Long Weekend (Wed. noon Sun. 6 p.m.)

SECOND SEMESTER

JANUARY

29 Second Semester Begins (Sun. at 6 p.m.)

FEBRUARY

- 17-18 Trustee Meetings (Fri. Sat.)
- 24-25 Winter Theater Production (Fri. Sat.)

MARCH

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

APRIL

- 1 SAT I Testing (Sat.)
- 15-18 Long Weekend (Sat. noon Tue. 6 p.m.)
- 29-30 Dance Weekend (Fri. Sat.)

MAY

- 1-12 Advanced Placement Exams (Mon. Fri.)
- 5-6 Trustee Weekend (Fri. Sat.)
- 6 SAT I & SAT II Testing (Sat.)
- 13-14 Spring Theatre Production (Sat. & Sun.)
- 13-14 Arts Weekend (Sat. Sun.)
- 27 Awards Night (Sat.)
- 28 Commencement (Sun.)
- 29 Final Examinations
 May 29 June 1 (Mon. Thu.)

JUNE

- 1 Second Semester Ends Summer Vacation Begins (Thu. at noon)
- 3 SAT I and II Testing (Sat.)
- 6 Final Faculty Meeting (Tue.)
- 9-11 Reunion Weekend (Fri. Sun.)

Directions and Accommodations

Directions to St. Andrew's School

From Philadelphia and the North:

Take I-95 South into Delaware. If you are coming from New York City, you will enter Delaware going over the I-295 Delaware Memorial Bridge. Continue on I-95 South towards Baltimore. Exit at 4-A (sign to Christiana Mall) and follow signs to Route 1 South. Stay on Route 1 going over the bridge with the yellow arches and continue through the tollbooth (\$1.00). Remain on Route 1 South until Route 299 (Middletown/Odessa Exit). Take a right onto Rte. 299 towards Middletown. At the second light, turn left onto Silver Lake Road. Proceed until it ends at Noxontown Road. Cross Noxontown Road and enter through the stone pillars. Park in the circle in front of Founders' Hall.

From Washington, DC:

Go east on Rt. 50 over the Bay Bridge until it intersects with Rt. 301. (Middletown is approximately 1 hour from the Bay Bridge). Continue on 301 North into Delaware. One half mile past 301 Hess Truck Stop you will come to a traffic light with a Lowes on the right; turn right at the light onto Rt. 299 East. Continue on 299 through the center of Middletown. At the fourth light take a right onto Silver Lake Road. Proceed until it ends at Noxontown Road. Cross Noxontown Road and enter through the stone pillars. Park in the circle in front of Founders' Hall.

From Baltimore and the South:

Take I-95 North to Delaware state line. About 1 mile after tollbooth, exit onto Rt. 896 South; continue on Route 896 for 10 miles to a traffic light where the road becomes Rt. 301/71. (Do not turn left where sign points 896 to Rt. 13.) Continue through the traffic light for 3 miles to the next light. Immediately after Dunkin Donuts bear to the left. Go left across railroad tracks until you reach the third traffic light in the center of town. Turn left onto Main Street, Route 299 East. At the third light take a right onto Silver Lake Road. Proceed until it ends at Noxontown Road. Cross Noxontown Road and enter through the stone pillars. Park in the circle in front of Founders' Hall.

Accommodations

5 Minutes Away - Odessa and Townsend DE Carol Coleman's B & B, Odessa, 302-378-4179 Willey's Flower Pot B & B, 302-378-2479

25 Minutes Away - Chesapeake City, MD

Inn at the Canal, 410-885-5995 Blue Max Inn, 410-885-2781 Bohemia House B & B, 410-885-3024

30 minutes away - Christiana, DE (Exit 4B off I-95)

Fairfield Inn (Marriott), 302-292-1500 Christiana Hilton Inn, 302-454-1500 Comfort Inn, 302-368-8715 Marriott Courtyard, 302-456-3800

30 minutes away - Dover, DE

Comfort Inn, 302-674-3300 Hampton Inn, 800-426-7866 Holiday Inn, 302-734-5701 Sheraton Inn, 302-678-8500 Super Lodge, 302-678-0160 Little Creek Inn Bed & Breakfast, 888-804-1300

35 minutes away- Wilmington, DE

Hotel duPont, 302-594-3100 Sheraton Suites, 302-654-8300 Hilton Wilmington/Christiana, 302-454-1500

Transportation

Philadelphia International Airport (PHL)

60 minutes away - www.philadelphia-phl.com

Delaware Express: 1-800-648-5466

Car Rentals: Budget, 1-800-527-0700

Dollar, 1-800-800-4000 Hertz, 1-800-654-3131 National, 1-800-227-7368

Baltimore Washington International Airport (BWI)

90 minutes away - www.bwiairport.com Car Rentals: Dollar, 1-800-800-4000 Enterprise, 1-800-325-8007 Hertz, 410-850-7400 National, 410-859-8860

Wilmington Train Station- AMTRAK Wilmington Bus Terminal (across from AMTRAK)

30 minutes away

Amtrak: www.amtrak.com

1-800-437-3417

Greyhound: www.greyhound.com

1-800-229-9424

Car Rentals: Hertz, 1-800-654-3131

Budget, 1-800-527-0700

We do not recommend using a taxi service—the costs can reach \$90-100 each way.

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)
- School Store, Computer Lab (ground floor)
 Business Office (1st floor)
 Hillier and Fleming Corridors (2nd floor)
- Main Common Room,
 Dining Hall (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 Theatre (ground floor) Modern Languages, Language Lab, Computer Lab (1 st 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: English, Computer Lab, Science Labs, Amos Lecture Hall (1st floor) Science Labs, Math (2nd floor)
- 18 Facilities Services Building: Campus Plant Offices Security Woodshop Transportation
- 19 Miller Health Center
- 20 Child Care Center
- 22 North Hall
- 23 Gaul East
- 24 Gaul West
- 25 O'Brien Arts Center: Engelhard Performance Hall Warner Art Gallery Painting, Ceramics, Film, Photography Studios Music Rehearsal Rooms Tawes Music Library

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
- 26 Old Gymnasium: Fitness Center, Trainer's Office, Squash Courts, Wrestling Rooms
- 27 New Gymnasium: Basketball Courts, Locker 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

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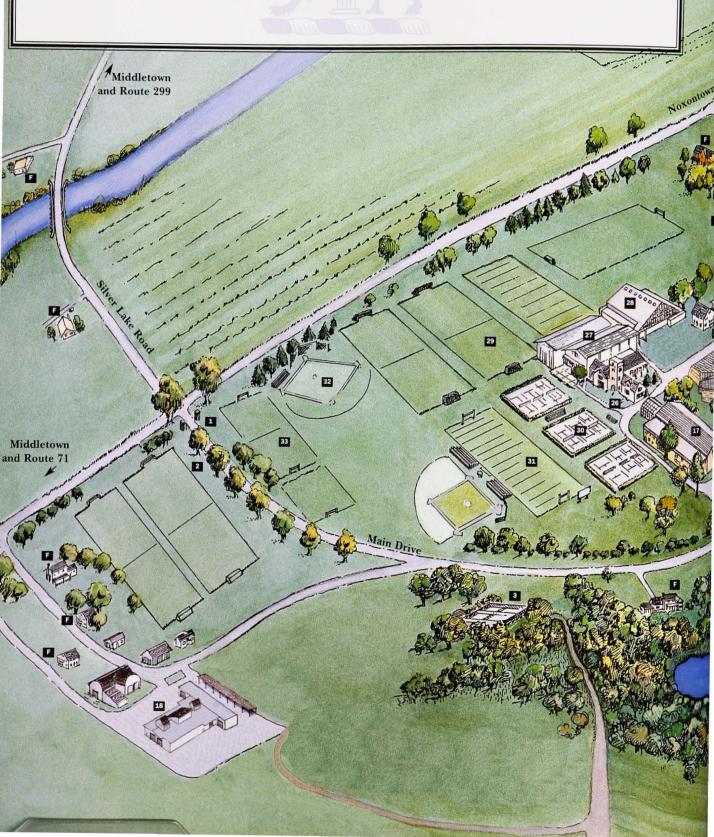
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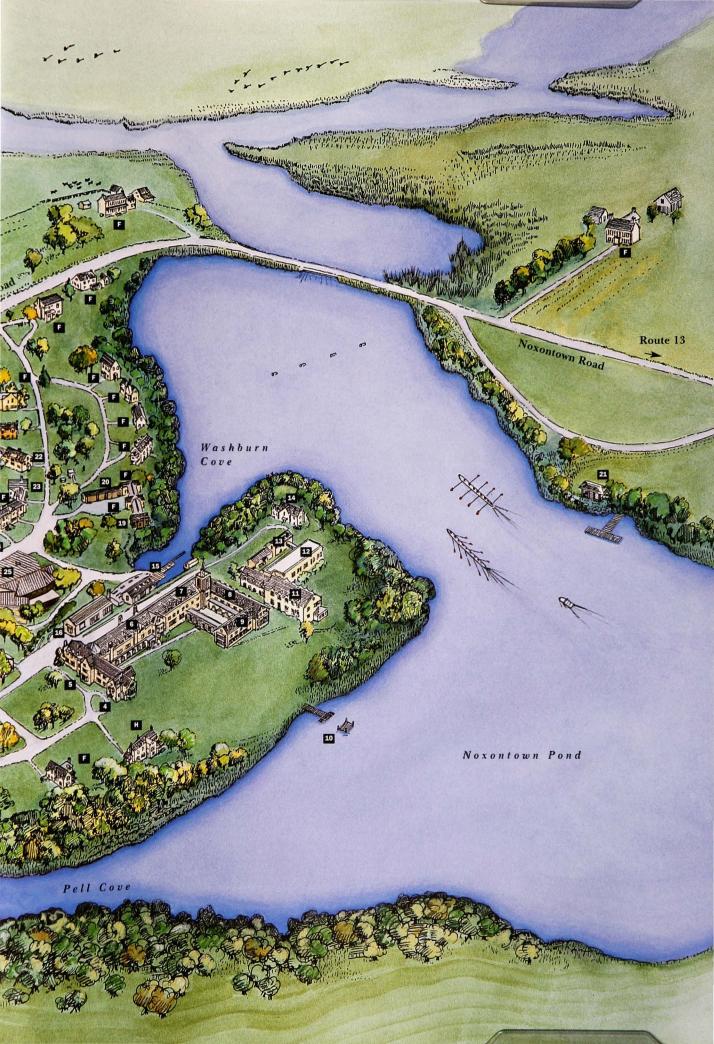
Budget, 1-800-527-0700

We do not recommend using a taxiservice—the costs can reach \$90-100 each way.

St. Andrew's School

MIDDLETOWN, DELAWARE





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Daniel T. Roach Jr. Headmaster

H. Hickman Rowland Jr. '58

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Henry H. Silliman Jr. Trustee Emeritus

Scott M. Sipprelle '81

Edward M. Strong '66

Richard B. Vaughan '88 Alumni Term Trustee

Wayne P. Wright Bishop of the Episcopal Diocese of Delaware

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Principal Photographer: John Abbott

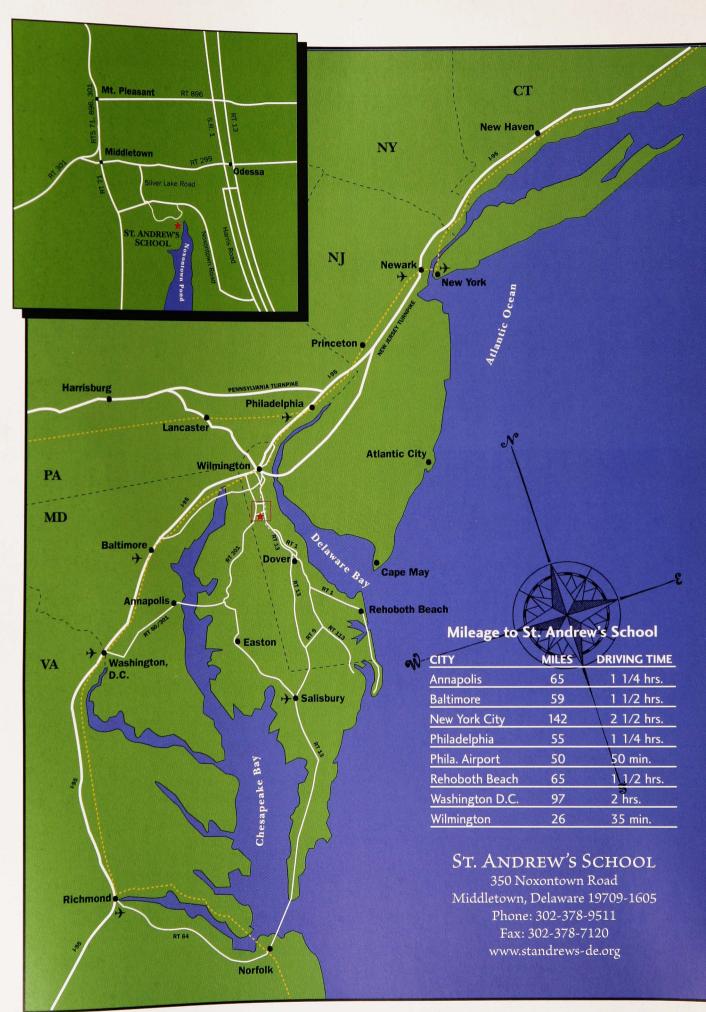
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Credits:

Principal Photographer: John Abbott

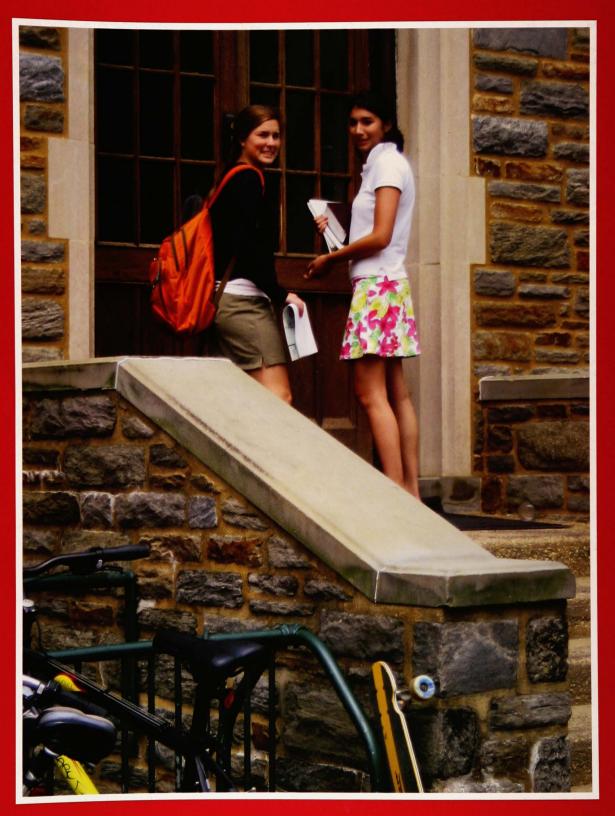
Photography: Carlos Alejandro, Don Blake, Tom Crane, Elizabeth Crook, Eric Crossan, Hadley Roach, Anderson Wolfe, Becca Zendt, Gregory Doyle, Ben Kennedy, Louisa Zendt

Designer: Amy MacKenzie

Printed by Pavsner Press, Inc., Baltimore, MD

Printed on paper with recycled content







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