

St. Andrew's School Delaware



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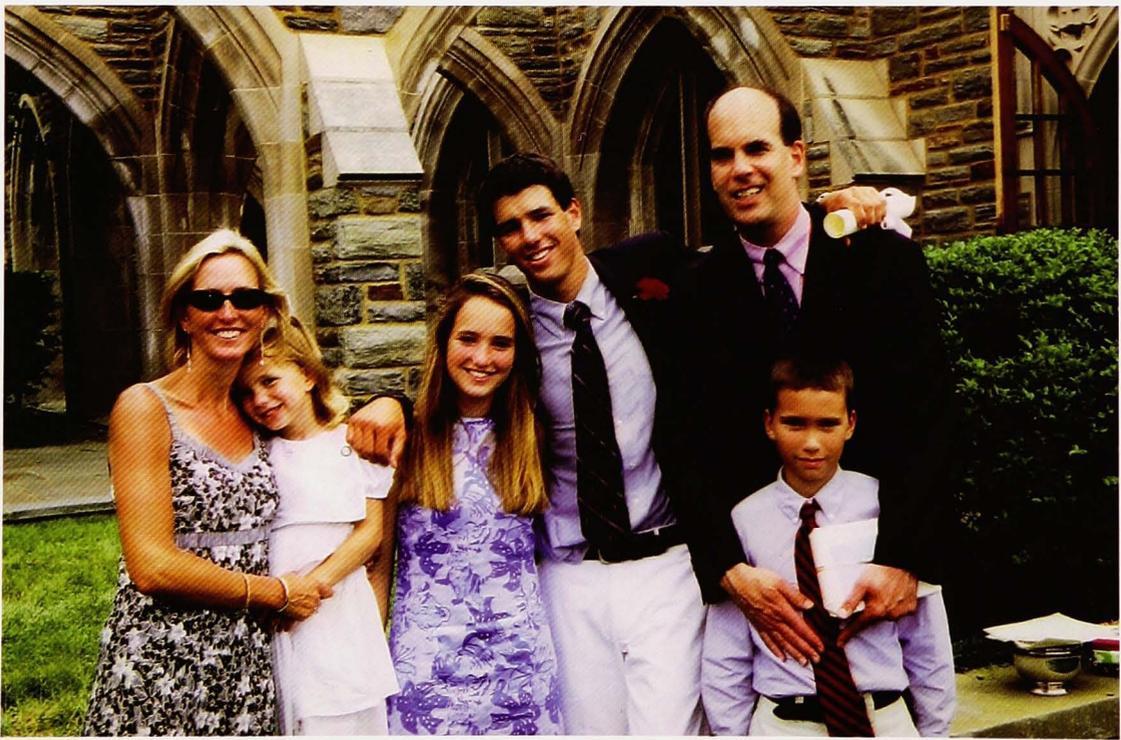


I am pleased to introduce St. Andrew's to you as you begin the process of applying to secondary schools. I hope this viewbook and our Web site enable you to move beyond the superficial aspects of a school search towards a deeper understanding of the exciting mission and unique culture of St. Andrew's.

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.

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 percent 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.



FROM THE HEADMASTER

✦ 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 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 meaning-



fully 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 opportunities 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.

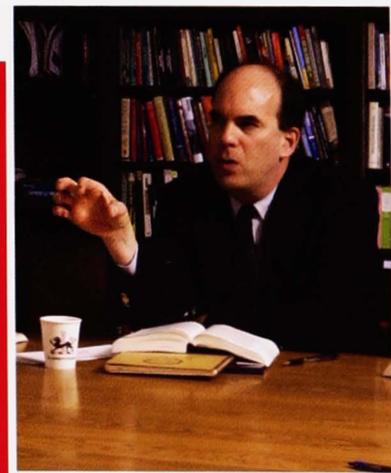
✦ Finally, we know that much of St. Andrew's unique energy and spirit come from being an all-residential school. All our students and faculty live on campus, and we have chosen never to admit day students. As a result, the School's program, culture and sense of community are consistent and coherent. 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





THE CAMPUS

What 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 southern 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 Canada 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.

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.

Inspired by protecting our beautiful 2,200-acre campus from the crush of the rapidly developing surrounding areas and the growing certainty among educators that issues of environmental sustainability are going to be the toughest issues that today's students face in their life as citizens, leaders and decision makers in the future, St. Andrew's has embarked on a mission to teach, protect and actively seek greater sustainability on campus and beyond, far broader than the School's mission imagined many years ago.

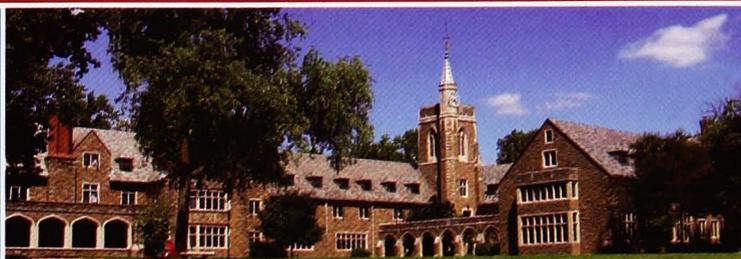


ST. ANDREW'S SUSTAINABILITY

And Beyond

St. Andrew's beautiful campus has sparked my interest in the design and preservation of schools and the idea of sustainable architecture.

Sean '07



When you focus on questions of environmental sustainability, you bring the thinking that academics do in alignment with the thinking that engaged citizens must do in order to fulfill their responsibilities as citizens.

John Austin, academic dean

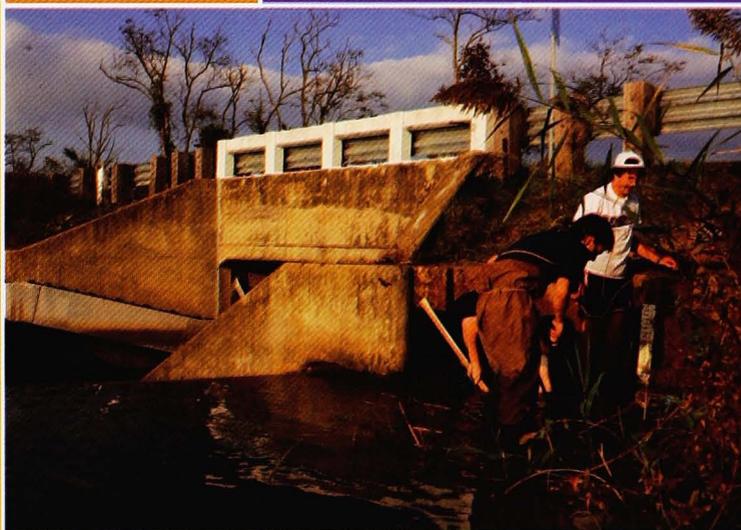
Environmental Stewards—Dorm representatives meet once a week to discuss responsible living on dorm, to create challenges to promote better awareness of our resources and recycling program, and to research viable activities happening on other campuses around the world. The stewards also invite noted speakers to campus to augment our understanding of impact and opportunity.

Environmental Matters—A quarterly newsletter informing the community of the latest endeavors in campus planning, and reporting on resources used to maintain our campus.

The Organic Garden—A year-round afternoon activity and an all-school responsibility, providing education and fresh vegetables to our dining hall and local food kitchens.

Composting—Lessons are learned at every meal as we separate our trash and food waste, being mindful of how much we use, waste and can reuse in the composting process.

Land Use and Management Studies—St. Andrew's has partnered with a research team from the University of Delaware focusing on our two-mile-long pond and the impact of our adjacent shore lands and local farmlands on the life of the pond.



The campus is essential for our explorations. For one, it is beautiful and its beauty invites us to get out and experience it, to appreciate it, to gather the many questions it provides and then try to address a few, ones that are manageable. We must encourage everyone to better appreciate that which surrounds us, and, in so doing, we'll better take care of it and ourselves.

Peter McLean, biology and environmental science teacher

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.

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.





STUDENT LIFE



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 central 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 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.

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

Meeting students regularly in both formal and informal sessions, advisors work closely with their advisees by monitoring all aspects of each advisee's life at the School. Each advisee group becomes a

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.

small family unit, often celebrating birthdays and having dinner together on and off campus. Advisors serve as the most important initial link between parents and the School, communicating frequently through conferences, telephone calls and e-mail. St. Andrew's takes particular pride in an advisee program that monitors and mentors each student with warmth and care.

Community Expectations

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

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

Embracing Diversity

St. Andrew's is committed to providing a supportive and challenging school environment that welcomes and sustains all members of our community. We support our students as they develop an understanding of themselves and others as socialized individuals who are impacted, in varying degrees, by race, ethnicity, class and sexual orientation. We do this by providing students with opportunities throughout the year to attend

leadership development conferences that focus especially on issues of difference, through special programs and headmaster's forums, and through the support of student-led organizations. We accomplish this also by providing a residential atmosphere that challenges students every day, and we strive to establish an ethos that encourages positive interactions with one another.

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 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 long-standing 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.



EXTRACURRICULARS

at a Glance

Fun Traditions

Carol Shout
Square Dance
Maui Wowie
Vestry Auction
Frosty Run
Hey/Yay Days
Turkey Trot



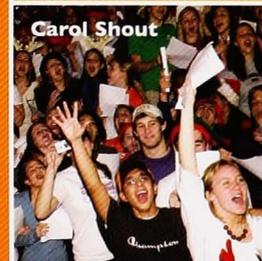
Leadership Roles

elected and appointed

Class Presidents
Residential Leaders
Honor Committee
Discipline Committee
Social Activities Committee
Athletic Committee
Food Committee
Student Vestry
Environmental Stewards
Griffin Editor (yearbook)
Cardinal Editor (newspaper)
Andrean Editor (literary magazine)

Active Clubs and Activities

Andrean (literary magazine)
Cardinal (newspaper)
Chapel Guilds
Chinese Club
Chorale
Cornerstones (Bible study)
Dance Club
Dead Scientists Club
Environmental Club
Fishing Club
French Club
Gay-Straight Alliance
Griffin (yearbook)
Independent Film Club
Knitting Club
Latin Club
Math Club
Mock Trial
Noxontones (*a cappella*)
Organic Gardening
Polar Bear Club
SAISL (indoor soccer league)
Sci Fi Club
Sister Space
Spanish Club
Spectrum (diversity forum)
Student Vestry
Zen Garden Club



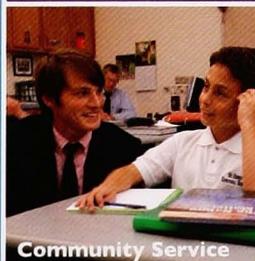
World Travel Opportunities

South Africa
Visiting St. Mark's (our sister school), travel and community service around Cape Town

Honduras
Working with Sustainable Harvest International and exploring coastal communities

Italy
Exploring great art in Florence and Rome

Spain/France
Choral Scholars bi-annual concert tour singing in cathedrals and smaller venues in Europe



Community Service Opportunities

Adaptive PE—swimming with disabled children
Fellowship House Soup Kitchen—serving homeless men
Boys and Girls Club—mentors for local elementary children
Habitat For Humanity—building houses in the local community
St. Mark's College in South Africa—raising funds for our sister school
St. Anne's Tutors—assisting in local elementary school classrooms
Sunday School Teachers—caring for faculty children during our Sunday Service
Fundraising Walks/Runs—organizing school participation in regional events

Felix duPont, Jr. Chapel and St. Andrew's Episcopal Tradition

Our students come from a wide variety of religious backgrounds. In addition to those from Episcopalian and other Protestant denominations, our community includes students of Catholic, Jewish and Muslim faith, as well as students from no religious tradition at all. We gather twice weekly for services in the Felix duPont, Jr. Chapel. These moments provide welcome shelter from the whirlwind of daily life, offering time to look inward and to focus on what we have done and left undone. They encourage us to think of loved ones and those in sickness, sorrow or need. Most important of all, they bring to our attention the great, eternal mysteries of life. Following dinner on Wednesday evenings, we come together to hear a faculty, student or guest speaker; our Sunday morning services follow the Episcopal Church liturgy. Special programs throughout the year lend variety to our moments of communal reflection. Among the most popular of these are the Christmas Service of Lessons and Carols, St. Francis Day Blessing of the Animals and outdoor Earth Day and Easter services.

The 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 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 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 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.





CHAPEL PROGRAM



COMMUNITY SERVICE & LEADERSHIP

Community Service

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.

Leadership

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.

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. Student and faculty led clubs and activities deepen relationships between members of the community as old and new interests develop.



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

Club activity covers a range of interests and clubs play key roles in many areas 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. Sister Space, the Gay-Straight Alliance and the Spectrum Club bring students together to discuss issues of difference, understanding

and acceptance. The Polar Bear Club takes a monthly plunge into Noxontown Pond at 7 a.m. 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 classical or contemporary play is produced in the fall and spring, a major musical with a live pit orchestra in the winter. Recent productions include: *The Laramie Project*, *The Crucible*, *Oliver!*, and *Annie Get Your Gun*.



BEYOND THE CLASSROOM

Student Perspectives

This year, my lacrosse team advanced to the semi-finals of the state championship. The entire school rode busses to our game and packed the stadium screaming and wearing red. The crowd roared as we tied the game, and although we eventually lost, we proved to ourselves that we were the most determined bunch of girls to ever play lacrosse.

Pemberton '08



One of the greatest strengths of St. Andrew's is that it encourages students to travel and think off campus. Most weekends, the Student Activities Committee sponsors trips to cultural movies, lectures or plays. Students can always use the weekends to attend incredible things in Philadelphia, Washington, D.C., or Wilmington. This spring, I decided to help lead a school-wide trip to a march in Washington, D.C. I, along with many other classmates, had become increasingly aware of and disturbed about the genocide in Darfur. I helped to inform the School about what was happening, and to arrange for a huge group of students to go to Washington to call for an end to the human rights violations. Seeing the students' passionate response was overwhelming, and it demonstrated that students are willing to implement what they learn and believe into how they act.

Hadley '07

This past spring, my physics class took the day to work with the Habitat for Humanity project in Middletown. In one day, we constructed what would become the ceiling and floor of four two-story houses. Working with the service organization was amazing because we were able to absorb all the experiences the workers had lived. We got a very different perspective on the flow of life. The ride back down the School's front drive that same afternoon was surreal; we had, for a day, taken a break from the typical school day to experience the power of service. The contrast between our usual day and our day with Habitat helped me to realize the importance of achieving a balance between the way that we live and participate in different aspects of our world.

Sean '07



At St. Andrew's, you don't have to be athletic. You can express yourself through gardening and theater and still contribute greatly to the community.

Nancy '10





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 and efforts with the entire St. Andrew's community. Such sharing takes place on a larger stage as well. Our music groups have performed throughout Delaware and the region. Our Choral Scholars brings its music to a number of churches 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 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 and 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



There is no bigger learning playground for me than the O'Brien Arts Center. Though I don't take an art class this year, I often use the dance and drawing studios. The arts center hosts many dance recitals, concerts, art shows and poetry readings. Incredible speakers come to share their wisdom with students. The arts center brings out the creative side of all who enter, and it's a haven for growing, learning and inspiring.

Nia '08

gallery to exhibit student works and those of visiting artists. Students have access to 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.



THE O'BRIEN ARTS CENTER

Student Perspectives

The Warner Gallery

The Warner Gallery opened to the public in October 2004 with an exhibition of 20th Century American masterworks from the Payson Collection. Each year, four visiting artist exhibitions are on view to the St. Andrew's community and the public in the Warner Gallery. Each exhibition opens with a reception and gallery talk by the artist. Student exhibitions fill the gallery in between visiting artists.

Barbour Photography Suite & Graphic Arts Lab

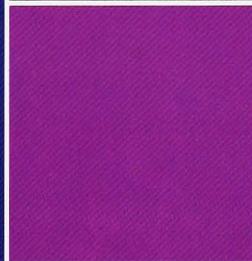
The film and photography classes at St. Andrew's are supported by state-of-the-art equipment and technology—these labs are also available for use by student publications and independent film production.

Recording Studio

Many small music groups and independent course work use the two-room recording studio.

Engelhard Hall

Home of the School's 50+ student Orchestra, the Choral Scholars, the Jazz Ensemble and the Noxontones, the hall is also the place of our weekly all-School assembly.

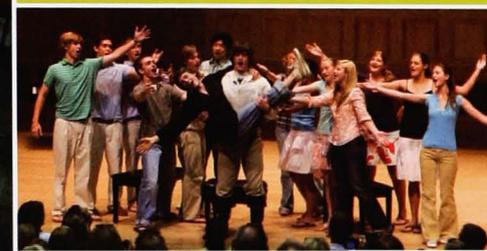


I am a member of the Noxontones, the school *a cappella* group. One of the best times I have had at St. Andrew's was during our group sleepover at our teacher Ms. Kerrane's house. Ms. Kerrane lives across the pond in the middle of acres of farmland. Our whole group canoed down the pond, had a barbecue and slept outside under the stars. I couldn't help but think about how lucky I was to be a part of it all.

Andrew '07

My favorite place on campus is the Arts Center. In this building the tensions from my day evaporate. The Arts Center is the way I imagine a Zen garden to be. In the art building I enter a different world which is separate from the classroom world. I can let loose. Whether painting, drawing, dancing or playing an instrument, I feel happy and satisfied. The Arts Center is unique because it is a place where I can express myself and use my heart as well as my brain. It is always open to everyone, whether you paint for a class or just for yourself.

Tyler '08



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.

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





ATHLETIC PROGRAM

In most of our sports, we compete against much bigger schools with specialized athletes, and yet, largely because of our coaches and the mentality of our athletes, we are able to compete with the best in the state.

Tyler '07

several times in the last 10 years. The girls' crew has won the Statesbury 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.

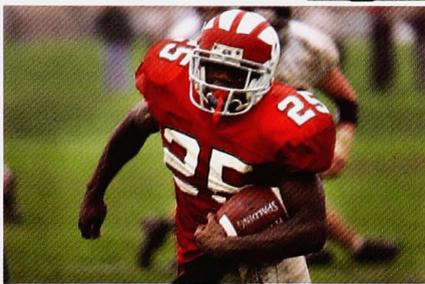
On six occasions, five St. Andrew's coaches have been named Delaware Coach of the Year in baseball, girls' and boys' tennis, boys' lacrosse and swimming. Our Athletic Director was voted Delaware Athletic Director of the Year in 1998. In 2004, Coach Bob Colburn and the St. Andrew's baseball team were 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 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 well-being 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.

Boys' Sports

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

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 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.





College Matriculations

Classes of 2004, 2005, 2006 & 2007—279 Students

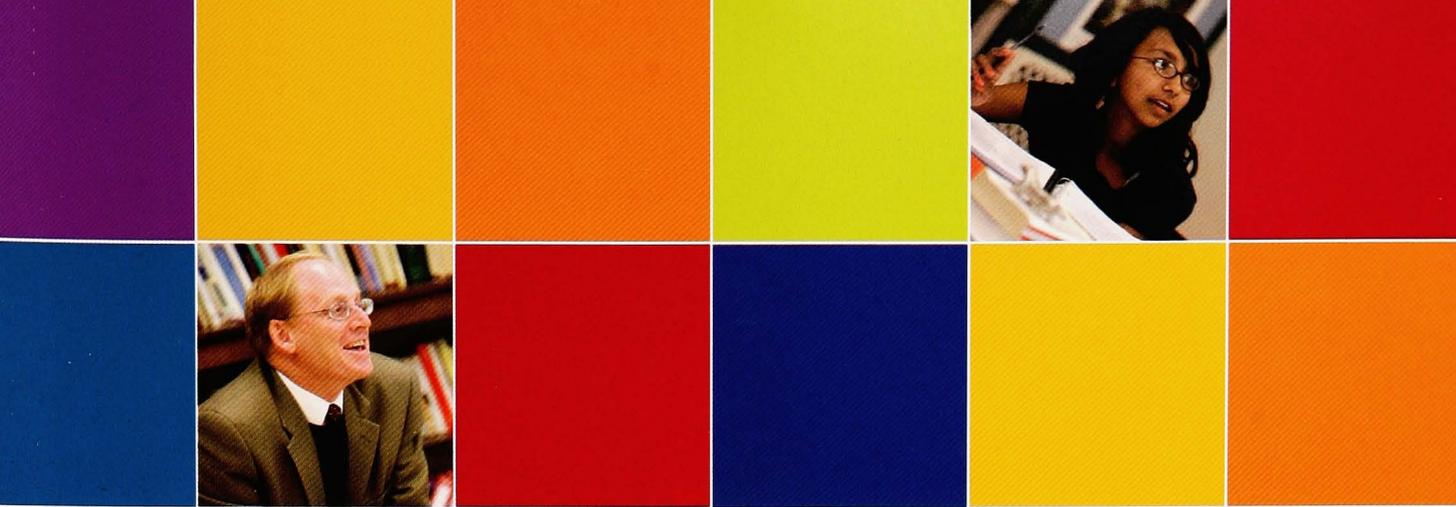
Abilene Christian	1	Manhattanville	1
Alfred	1	Mass. Institute of Technology	2
American	3	Middlebury	9
Bard	1	Mount Holyoke	3
Barnard	1	New York University	2
Bates	7	U.N.C.—Chapel Hill	3
Boston College	4	Northeastern	1
Boston University	1	Northwestern	1
Bowdoin	4	Occidental	1
Brigham Young University	1	Ohio Wesleyan	1
Brown	3	Oxford College at Emory	1
Bucknell	2	Parson School of Design	1
Univ. of California—Berkeley	1	University of Pennsylvania	8
Carleton	1	Pomona	1
Carnegie-Mellon	5	Princeton	7
Case Western Reserve	1	Rhode Island School of Design	2
Colby	1	University of Richmond	2
Colgate	1	Roanoke	1
College of Charleston	5	University of Rochester	3
College of William and Mary	2	Rollins	2
Univ. of Colorado at Boulder	1	Rutgers	2
Columbia	3	Savannah College of Arts	1
Cornell	2	Scripps	2
Dartmouth	8	Smith	1
Davidson	15	University of the South	11
Univ. of Delaware	6	Univ. of Southern California	1
Delaware Technical	1	Southern Methodist	3
Dickinson	7	St. Andrew's (Scotland)	3
Drexel	1	Stanford	3
Duke	7	Swarthmore	2
Eckerd	1	Trinity (CT)	2
Edinburgh (Scotland)	1	Trinity (TX)	1
Elon	2	Tufts	3
Franklin & Marshall	5	Tulane	2
Furman	1	U.S. Naval Academy	1
George Mason	1	Vassar	2
George Washington	7	University of Vermont	1
Georgetown	5	Villanova	2
Gettysburg	1	University of Virginia	8
Hamilton	5	Washington & Lee	1
Harvard	7	Washington Univ.—St. Louis	1
Haverford	3	Webb Institute	1
Hobart and William Smith	1	Wellesley	1
Johns Hopkins	4	Wesleyan	1
Kenyon	5	Wheaton	3
Lafayette	1	Williams	14
Lehigh	1	Univ. of Wisconsin, Madison	1
Loyola-Marymount Univ.	2	Yale	2
Macalester College	1		

COLLEGE COUNSELING



ACADEMICS





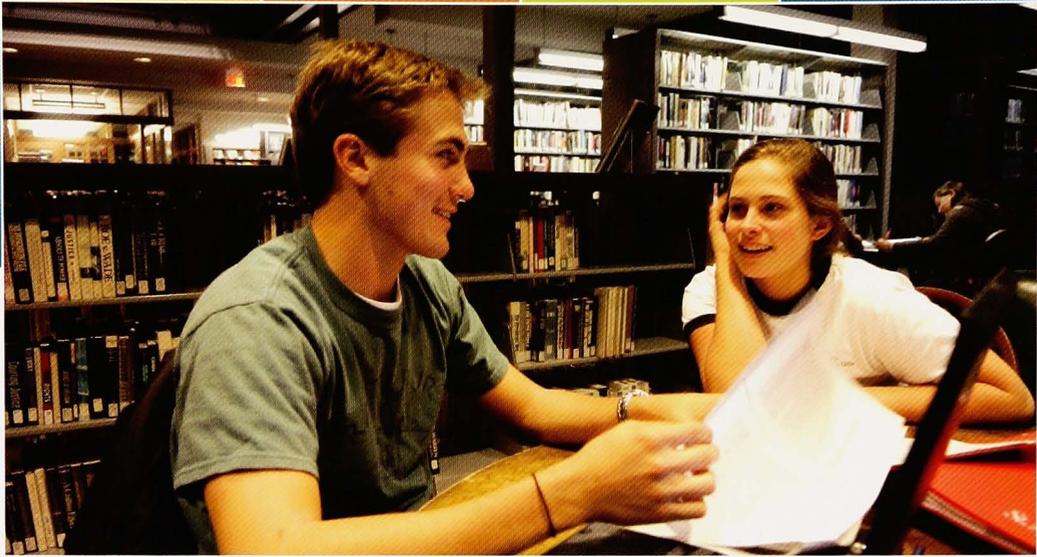
Our academic program, described in the pages that follow, reflects those qualities of mind we value most: thoughtfulness, inquisitiveness, creativity and a respect for rigorous scientific inquiry. These values find expression in a sequence of requirements in the core subject areas of English, history, 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.

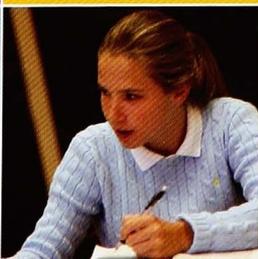

John Austin
Academic Dean


Nathan Costa
Director of Studies



Our 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 four 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 2006, 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 curriculum 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 reading- and 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.

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.

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. Cripps 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.

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.

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.

■ ENGLISH ■

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*; Zora Neale Hurston, *Their Eyes Were Watching God*; 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 Placement examination continues throughout 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 McCarthy, *All the Pretty Horses*; Michael Ondaatje, *The English Patient*; Ian McEwan, *Enduring Love*; Albert Camus, *The Stranger*; and Toni Morrison, *Song of Solomon*.

English VI

Whereas V Form English focuses on the analysis of individual literary texts and prepares students for the sort of questions commonly asked on the Advanced Placement examination, VI Form English introduces 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 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 particular 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, Shakespearean tragedy, modern drama, American autobiography, modernist poetry, the gothic novel, the modern short story and American film. Students have also had the opportunity to take classes on creative writing, the expository essay and literary journalism (using *The New Yorker* and other literary magazines).

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 Millennium" and "Quantum Indeterminacy." See



the description of tutorials in the Academic Program for a fuller discussion of this program.

Creative Writing

Students are introduced to strategies and techniques in the composition of original verse and fiction through class discussion of both contemporary examples and student work. Topics covered will include theme, tone, diction, voice and style, with an emphasis on observing with accuracy, writing with precision and listening with an attentive ear to the nuances and rhythms of language. In working to hone their skills in a variety of styles and forms, students will grow a little more intimately acquainted with the challenge, excitement and satisfaction of the writer's alchemical enterprise. (V and VI Form)

Creative Writing II

Students who have completed the first year of creative writing continue to refine their writing skills in prose and verse through readings in a wide range of authors both classic and contemporary and class discussion of student work. Careful attention is paid to tone, voice, detail, style, narrative and formal structures, and rhetorical proficiency. (VI Form) (minor 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.

■ HISTORY ■

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

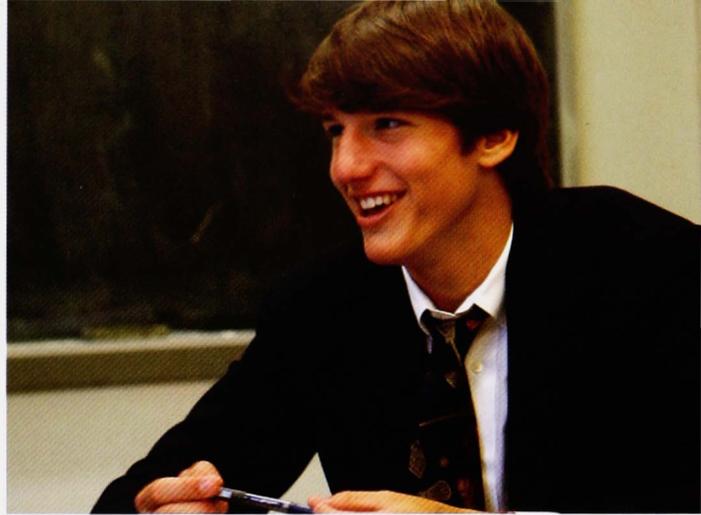
The United States History course serves not only as an in-depth introduction to American history but also as an introduction to the field of history itself. Students in the III and IV Forms enroll in U. S. History 3-4; V and VI Form students enroll in U. S. History 5-6. While the texts and the topics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

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 of 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.

■ MATHEMATICS ■

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 departmental approval. 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 departmental approval. 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 departmental approval. 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 departmental approval. 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 departmental approval. 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 departmental approval. Text: Bock, Velleman, DeVea, *Stats: Modeling the World*.

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

Introduction to Calculus

This course is a study of concepts and skills of differential and integral calculus. An emphasis on applications of calculus allows students the opportunity to investigate and collaborate on projects. While this course provides students with a sound understanding of calculus, it is not intended to prepare students for the Advanced Placement Calculus AB examination. Prerequisites: Precalculus and departmental approval.

Statistical Methods and Applications

This course is a project-based study of statistics and its applications, with special emphasis on laboratory exercises and learning through collaborative discovery. While this course covers approximately the same content as Advanced Placement Statistics, it is not intended to prepare students for the Advanced Placement Statistics examination. Prerequisite: Precalculus.

Advanced Electives in Mathematics

With departmental permission, students who have completed Multivariable Calculus may have the opportunity to explore further areas of mathematics, including linear algebra and differential equations. Students must have demonstrated an exceptional ability to work independently. Course offerings are determined on an individual student and teacher basis.

Java Programming

In this minor course students are introduced to object-oriented program design using the Java programming language. Platforms for teaching Java may include BlueJ, Eclipse, and Sun's native Java Development Kit. Through a project-based approach, students are led to a mastery of Java's syntax, data types, and control structures. Arrays, lists, 2-dimensional graphics, and basic Graphic User Interface (GUI) design complete the topics covered in this course. (minor course)

Advanced Java Programming

In this minor course students extend their knowledge of the Java programming language by building on the material covered in Java Programming. The important concepts of inheritance and polymorphism are introduced early on through the study of interfaces and abstract classes. The independent completion of all



programming projects is encouraged and supported by student participation in the American Computer Science League. Among the other topics included in this course are recursion, analysis of algorithms, data structures, and various case studies. (minor course)

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

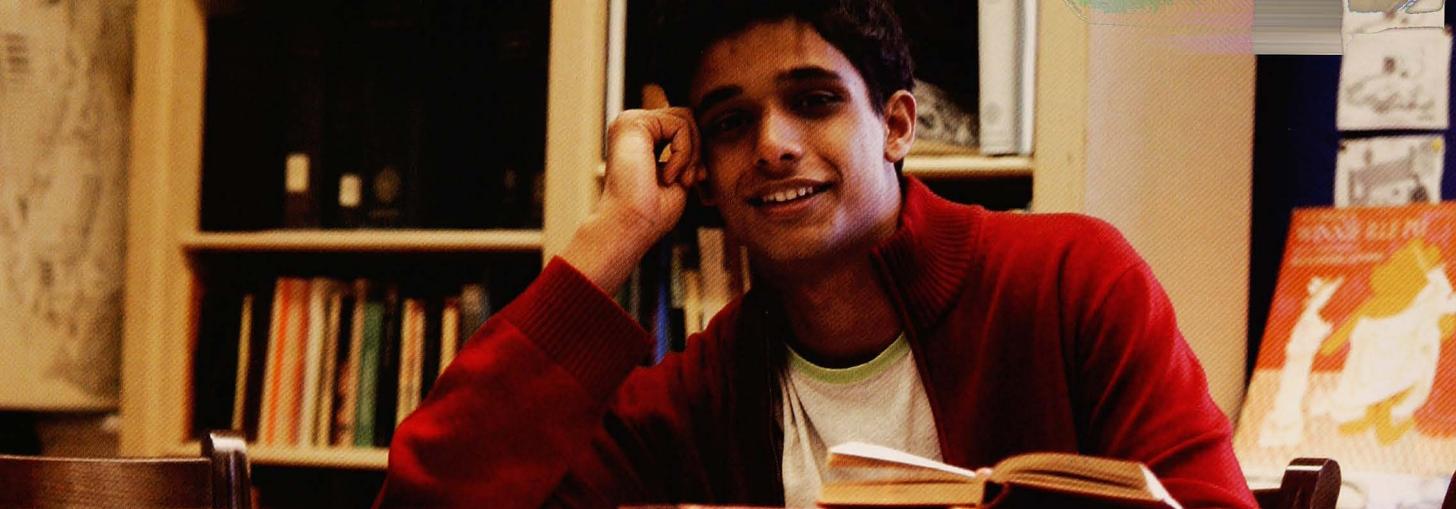
This course is an introduction to Chinese language and culture and thus develops Chinese listening and speaking skills in everyday situations. Students also work on building basic reading comprehension and writing skills. Chinese history, art, calligraphy and cuisine are also integrated into the course. 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*; *Val 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 Français 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*; Saint-Exupéry, *Le Petit Prince*; Goscinny, *Asterix, le Gaulois*; *Notre-Dame*, tome 1, 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, *Trésors 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*; Sartre, *Les Jeux Sont Faits*; Camus, *L'Étranger*. 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: Blanco and Donley, *Vistas, 3rd edition* and supplemental readings.

Spanish II

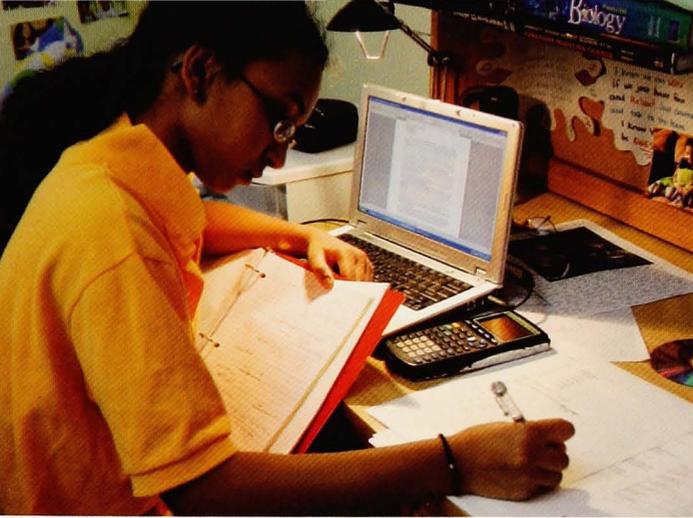
This course reviews and builds upon the concepts presented in the introductory course. Students continue to develop mastery of Spanish grammar; acquire vocabulary and improve the form and content of their active language skills. Readings appropriate to this level continue to expose students to various aspects of Spanish and Hispanic life and culture. Texts: Blanco and Donley, *Vistas, 3rd edition* 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 is grammar learned and reviewed within an authentic, communicative format. Throughout the year, students write frequent, short response papers and take frequent oral exams. At the end of each semester, 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 20th and 21st Centuries

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.

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*

ABOUT ACADEMICS

Student Perspectives



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. She is very passionate about class, and she offers great constructive criticism.

Esi '08

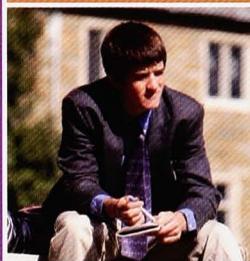
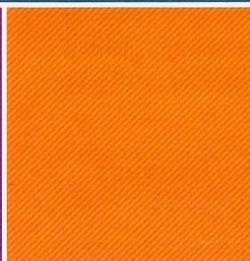


Material Culture is a great class because each teacher in the history department leads a unit of the class; throughout the year, students get the chance to work with all eight history teachers. The course itself examines past and present events through the lens of simple everyday objects. I loved this class, because we got to look at the past and observe how one inconsequential object shapes our current frame of mind. Everyone had a different opinion or approach to what we discussed, but we learned how to cultivate those opinions into coherent and supported arguments. After taking this class, I feel better prepared to understand and discuss the current world.

Nia '08

Global Studies has probably been my favorite class at St. Andrew's. We've studied everything from the ethics of Peter Singer, an extreme environmentalist and human rights activist, to the genocides in Rwanda and Darfur, to the future of globalization. The material we study in Global class is extremely relevant, and I have come out of the class much more aware of my presence in the world. When Paul Farmer came to St. Andrew's, I knew about the world he spoke of, and I felt I could ask him intelligent questions about it.

Andrew '07



My best class was my sophomore English class with Mr. Speers. I was a new student coming from a high school where English class was nothing more than an obligation. When I came to St. Andrew's, I was at first overwhelmed by the different level on which Mr. Speers asked my brain to function. With time, however, I realized that he was teaching me the true meaning of English, allowing me to understand why it is so important. No other subject so closely examines the human character. English IV taught me not only how to craft an argument and how to substantially defend it, but also how to think. English IV also taught me that at St. Andrew's, students and faculty members share a vision of ethos and community, a vision of the human character.

Penn '07

My Introduction to Physics class was one of my favorites at St. Andrew's. My teacher was able to break down complicated problems into pieces our whole class could understand. He was also always willing to open our discussions into different realms, not merely focusing on textbook material. Taking physics taught me that I could no longer define myself as an "English person"; it has opened me to the possibility of loving science.

Eloise '07





Oration against Catiline, Second Oration against Verres;
Ovid, *Metamorphoses*.

Latin IV: Advanced Placement: Vergil

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 Aeneid*; Weiden Boyd, ed., *Vergil's Aeneid 10 and 12*.

Latin V: Advanced Placement: Latin Literature

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.

■ RELIGIOUS STUDIES ■

In keeping with Felix duPont's vision and purpose, St. Andrew's School has included religious studies in its academic curriculum since the School was founded. The core curriculum in religious studies that all students follow 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.

Applied Ethics

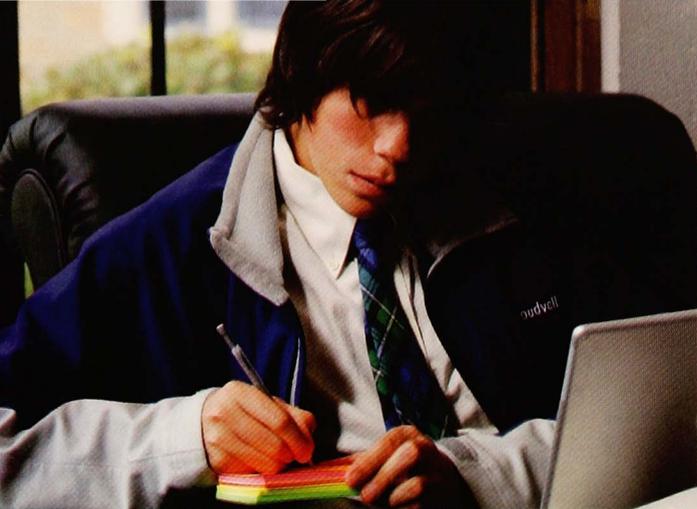
This course introduces students to the basic principles of moral reasoning, ultimately enabling them to engage independently in critical analysis of contemporary ethical issues, such as abortion, euthanasia, cloning, the death penalty, sexual orientation, poverty and welfare, drug legalization, animal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

Eastern Religious Traditions

As the African proverb goes, "One who has never eaten outside of his house thinks his mother is the best cook." To understand the global village, it is critical to study its language of faith. What is the difference between "eastern" and "western" religions? What is the source of religious fanaticism that prevails in many areas? This course seeks to embrace the world by explaining its varied religions in an effort to gain a greater understanding of "the other." Since religion is often a source of conflict and reconciliation, bloodshed and renewal, beginning and ending, it is valuable to delve into its complexities. Through films such as *Gandhi* and *Ali*, readings and in-class presentations, students will begin to unwrap the mysteries of Hinduism, Buddhism, Confucianism, Taoism and Islam.

Mystics, Heretics and Other Radicals

The institutional church has known its critics. Some have come from outside the church, while others have



come from within, but all of them pose important and challenging questions. What should the church say about a person claiming to have had direct communication with God? Such is the dilemma posed by mystics. The last two thousand years have seen more than its share of views labeled as heretical. What are these views and what made them so controversial? Often it's the "troublemakers" who make the most interesting and challenging statements, and sometimes one period's heresy can become another's standard belief. Students will examine the most challenging of these views, both from previous times and from today's newspapers, in an attempt to understand their claims, challenges and influences.

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*.

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.

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.

Religion in Contemporary America

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

■ SCIENCE ■

Albert Einstein once described science as the "attempt of the human mind to find connections between the world of ideas and the world of phenomena." The Science 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)

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 provide 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 departmental 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 departmental 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 complements 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 departmental 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 departmental 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. Prerequisites: 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 of 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)

■ 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 the entire visual and performing arts faculty, this course introduces all III Form students to the breadth of the arts curriculum at the School through presentations and hands-on performing experience. Students have the opportunity to explore the different disciplines of music, art, and drama during ten-week segments. Discussion sessions also focus on the history of the arts and how the different disciplines relate to each other.

ENDOWED LECTURES

Exploring Important Events and Issues

Levinson History Lecture

- 2003 Daniel Pipes
Middle East analyst
- 2004 Philip Zelikow
*Executive Director,
"9/11 Commission"*
- 2005 Ilan Berman
American Foreign Policy Council
- 2006 Joanne Freeman
Yale University

Crump Physics Lecture

- 2002 Russell Hulse
Nobel Laureate, Princeton University
- 2003 Maria Spiropulu
*Conseil Eutropeen pour la
Recherche Nucleaire*
- 2004 Robert Kishner
Harvard University, Smithsonian
- 2005 Lawrence Krauss
noted author, Beyond Star Trek
- 2006 Alan Lightman
*noted physicist, author of Einstein's
Dream*
- 2007 William Bialek
*Princeton University, Lewis-Sigler
Institute*

Headmaster's Forum

Students and faculty meet weekly to discuss and debate topics of national and international importance. Recent topics include:

Conflict diamonds: An exploration of the diamond mining industry in South Africa and its role in American society, particularly through rap music, sponsored by Spectrum and the Colonial History students.

Debate on the legalization of marijuana: A look at the potential impacts of the legalization of marijuana in the U.S.

Popular song lyrics and portrayals of women: An exploration of the gendered language of rap music, sponsored by Sister Space.

Other Recent Speakers

- Lani Guinier
*Bennett Boskey Professor of Law,
Harvard Law School*
- Michael Ableman
Author of Fields of Plenty
- Paul Farmer
*Founder, Partners in Health
International*
- Carrie Haslett
*Portland Museum of Art
Payson Art History Lecturer*
- Mike Tidwell
Environmentalist and Author
- Sister Prejean
Author of Dead Man Walking

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)

Painting

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)

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)

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)

Photography II

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)

Ceramics II

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)

Advanced Placement Art History

Surveying art from prehistory to the modern era, this course attempts to foster 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)

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)

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)

Public Speaking (IV Form, required)

In Public Speaking students work to expand their vocal range and comfort levels of speaking in public by identifying personal speaking strengths and weaknesses, polishing innate skills and exploring new ones. Students choose one of the following two options:

Communication

This course focuses on the fundamentals of public speaking, including emphasis, pace, pitch, tone, volume and clarity. Assignments include experimenting with famous speeches, conducting interviews, preparing persuasive advertising, and making impromptu speeches. The course also explores techniques for calming and masking the nervous habits often provoked by public performance.

Dramatic Speaking

This course enhances students' ability to use effective and engaging vocal dynamics and, though not an acting class, should appeal to those with a theatrical sense. Assignments include theatrical monologues, storytelling, and poetry study and recitation, both individually and in groups. (minor course)

Music Appreciation (minor)

In this course students learn the tools necessary to listen to music intelligently. Students listen to a variety of music, from the medieval period to the present, including jazz, certain styles of popular music, and selected non-western music, in an attempt to understand the

time and place of the composer, as well as to appreciate what differentiates each style. Students also learn some basic music theory (forms, musical terms, etc.). Assigned readings provide historical and cultural context to the works being studied.

Studio Art Major

Studio Art Major is an intensive studio course designed for VI Form students interested in investigating advanced methods and concepts central to the visual arts. Students concentrate on hands-on studio work with individual faculty in one of the visual arts disciplines (painting, photography, sculpture and film), and come together for lectures and discussions of contemporary issues in art, practical demonstrations, such as portfolio development, and critiques. Coordinated, thematic assignments stimulate comparative discussions between visual art disciplines appropriate to an advanced fine arts seminar. Prerequisite: two courses in any one visual art medium or permission of the instructors.

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 Forms)

Film Studies

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)

Film Studies II

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.

Advanced Placement Music Theory

This course is designed to enhance students' understanding and appreciation of music through listening, research, and analysis. During the year, students will study musical notation, intervals, scales and keys, chords, metrical organization, and rhythmic patterns. They will also learn to compose a bass line for a given melody, and to compose above a figured bass. Throughout the course, students will study a wide variety of music, including not only music from standard Western tonal repertoire but also contemporary, jazz, and popular music, and the music of non-western cultures. At the conclusion of the course, students will have the opportunity to take the AP Music Theory examination. Entering students should be able to read and write musical notation, and to have basic performance skills in voice or on an instrument.

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.



FACULTY





Working 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 provide you with a complete view of the people who will be your fellow collaborators at St. Andrew's.

Will Speers

Will Speers

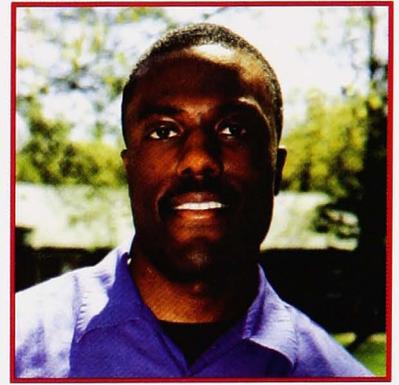
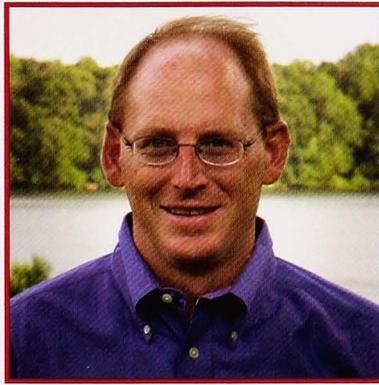
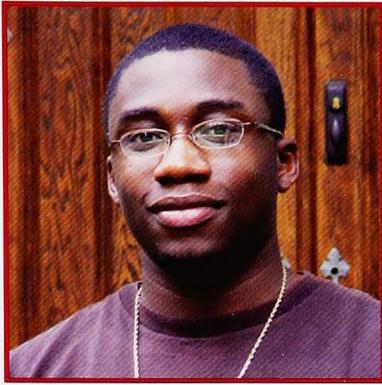
Dean of the Faculty



John McGiff

arts

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.



Eduardo A. Alleyne

Assistant Director of Admission
History
Football, Basketball
B.A., Wesleyan University
Appointed 2007

Originally from Brooklyn, N.Y., Tony graduated cum laude from St. Andrew's in 2001. Before St. Andrew's, Tony was a member of Prep for Prep 9 in New York City, and later worked several years with the program as an advisor. He also served as a summer intern for the Teak Fellowship. While at St. Andrew's, Tony was a residential leader, served on the Spectrum Club and played football, basketball and baseball. He was elected co-captain of the football team his senior year, and received the Bob Colburn Award.

Tony attended Wesleyan University in Middletown, Conn., where he graduated in 2005 with a B.A. in both sociology and African American History. While at Wesleyan, Tony joined Kappa Alpha Psi Fraternity Inc. with which he continued his love of teaching and mentoring youth through volunteering at local high schools as well as assisting with after-school programs.

Upon graduating from Wesleyan in 2005, Tony joined Teach for America, a non-profit organization which placed recent college graduates in low performing schools to teach. He was placed in Charlotte, N.C., and taught middle school math and science as well as coached track and field. In the spring of 2007, on the end of year test for 6th grade Math, 78 percent of Tony's students were at or above grade level in math—compared to a 6th grade average of 38 percent.

Tony enjoys reading, anything athletic and mentoring youth. He works in admissions, teaches history, is a corridor parent and coaches. He lives with his wife, Annalisa, in Founders Hall.

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 children, Isabel, Alexander and Maia, in one of the houses at the farm.

Demond L. Baine

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

Originally from Chicago, Ill., Demond earned a B.F.A. in painting from Truman State University in Kirksville, Mo. (1996). He also earned an M.F.A. in ceramics from the University of the Arts in Philadelphia, Pa. (2005). His thesis, *The Figure: Expressive Potential as Abstraction*, explored his influences as an athlete and his interest with the human figure.

Demond is a Life Member of Alpha Phi Alpha Fraternity, Inc., the oldest Black Greek-letter organization in the world. He earned an athletic scholarship and received the Derringer Cade Inspiration Award in football. He was selected to the National All-Star Game in Minnesota (1996).

Demond has worked in administrative education as well as a teacher in art. He values being a working artist and exhibits paintings and ceramic art locally.

Demond enjoys watching independent films and collecting music, particularly hip-hop and jazz—especially Miles Davis. He also enjoys good food, traveling and watching the Chicago Bears. He lives with his chocolate Labrador, Molly, in the Upper Annex.



Laura E. Bender

Spanish
Field Hockey, Community Service
B.A., Bucknell University
Appointed 2006

Born and raised in Bethlehem, Pa., Laura graduated from Liberty High School with highest honors and was involved with field hockey, tennis, orchestra and theater. After high school, Laura lived for a year in La Serena, Chile, as a Rotary exchange student.

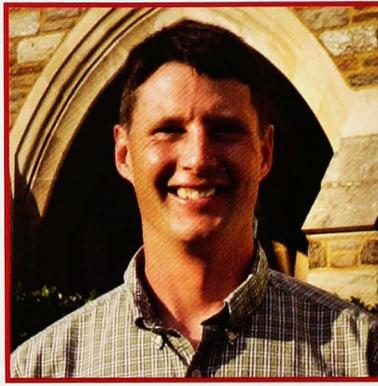
Laura graduated cum laude from Bucknell University in 2006 with a double major in Spanish and psychology and minor in anthropology. At Bucknell, she was president of the Psychology Club and Psi Chi, the National Honor Society in Psychology. She has done research in the psychology of religion and spirituality. In the summer of 2004, Laura participated in a psychology research program through Johns Hopkins University at Oklahoma State University.

At Bucknell, Laura enjoyed working in the International Student Office and being an International Orientation Assistant. She was an active member of Intervarsity Christian Fellowship and was chair of the Late Night Music Series, a program that brought live music to the campus café every weekend.

Outside of her studies, Laura has been a teacher assistant for ESOL (English for Speakers of Other Languages), a volunteer for the Red Cross and a crew member for the Weis Center for the Performing Arts at Bucknell University and the Zoellner Arts Center at Lehigh University.

Laura loves traveling, listening to "John in the Morning" on KEXP radio, running, cycling and dabbling in cooking and the arts.

Laura lives in Founders Hall.



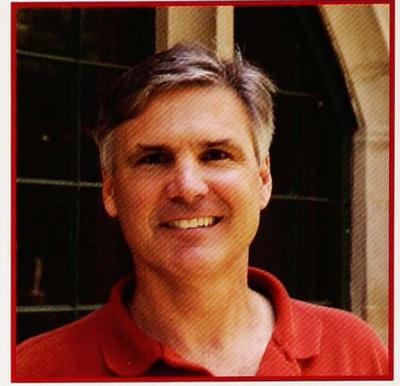
G. Lindsay Brown

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, and cat, Huckleberry, in one of the houses on the main driveway.



Gordon E. Brownlee

Director of Advancement
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 for numerous educational, health and social service institutions.

As a student at St. Andrew's, Gordon served as president of his class for four years and was student head of the Discipline Committee. 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 at St. Andrew's and he continues to participate in an annual winter trip with several classmates. 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 their son, Peter, is a V 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 counselor. 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 master's 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, was 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 Sassafras River in Galena, Md., with her husband, Gordon, and their children, Lindsay '05, Peter '09 and Colin.



Darcy F. Caldwell

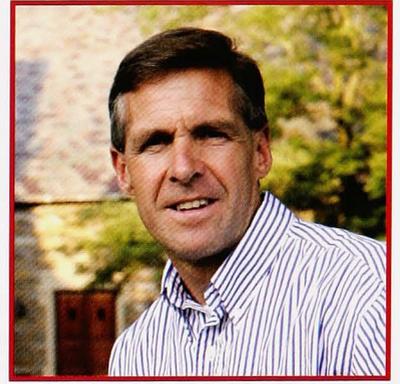
*English
Soccer
B.A., Brown University
Ed.M., Harvard University
Appointed 1991*

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 '10, 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.



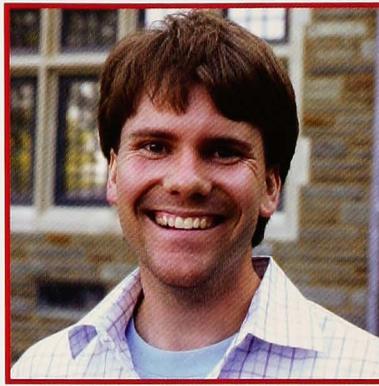
Heather D. Casteel

Mathematics
Squash, Crew
B.A., Williams College
Appointed 2006

Heather grew up in Seattle, Wash. She attended Lakeside School, where she discovered two of her most enduring interests: Latin and debate. She also coxed the varsity women's crew team, traveling as far as Boston and San Diego to race.

Heather did not discover her primary academic passion, mathematics, until her first year at Williams College. In her first college math class, however, she realized the diversity and beauty of the subject, and she has studied it ever since. She graduated cum laude in 2006 with prizes in mathematics and public speaking. In her time at Williams, she served as president of the Williams Debate Society, a peer writing tutor and a teaching assistant for calculus and computer science classes. She spent her junior fall studying European history and Danish language in Copenhagen.

In her free time, she enjoys Latin translation, reading, crossword puzzles and Mariners baseball. Heather lives in Gaul North.



Christopher J. Childers

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

Chris 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.

His last two summers were spent in Rome: in 2005, he participated in the Classical Summer School led by the American Academy at Rome, and in 2006, he was privileged to study Latin with the legendary Reginald Foster, known as the "Pope's Latinist," in his summer class entitled *Aestiva Romae Latinitas*. This summer Chris looks forward to a return trip to Greece as he embarks on another course of classical study with the American School at Athens.

At St. Andrew's, Chris lives with IV Form boys. When he's not intoning various dead languages, he enjoys playing and coaching tennis and squash and reading Russian literature.



ChiaChyi S. Chiu

Chinese
B.A., Soochow University
M.A., Eastern Michigan University
M.A., San Jose State University
Appointed 2006

ChiaChyi was born and raised in Taiwan. As a social work major at Soochow University, she worked as a volunteer with seniors and juvenile delinquents. She also worked with children with autism and developmental issues at the Liu Foundation, a special education institute in Taiwan.

ChiaChyi came to the United States in 1989 to pursue a master's degree in college student personnel at Eastern Michigan University. She interned as a counselor at EMU's Counseling Services for a year. She then pursued a second master's degree in education at San Jose State University. She worked as an intern at Palo Alto Elementary School and led weekly group counseling sessions to help new foreign students transition into the new culture.

After being a stay-at-home mom for four years, ChiaChyi started teaching at the Chinese School of Delaware six years ago. It is there that she found her love and aspiration for teaching. She received the Teacher of the Year Award from the Association of Chinese Schools in 2002 and 2004. During this time ChiaChyi also taught at CACC Montessori School, initiated a talent development program in Chinese at Redding Middle School and ran the Chinese unit of the World Language Community Camp at Tatnall School. She is currently writing a set of Chinese textbooks for K-6 graders with four other authors.

In her free time, she enjoys gardening, reading and cooking. She lives with her husband, Pei, and her sons, Ryan and Evan, in Hockessin.

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.





Nathaniel G. Costa

*Director of Studies
Chair, Classical Languages Department
English
B.A., Yale University
M.A., M.A., St. John's University (MN)
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 Homeric epic, Roman drama, Augustan literature and early Christianity. He has since pursued degrees in theology and liturgical music (organ) at St. John's University in Collegeville, Minn., during summers and the 2006-07 academic year.

In college Nathan served as 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 academic 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.

Nathan has also studied at Harvard Divinity School and Westminster Choir College and received 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.



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 bachelor's degree in chemistry. She graduated summa cum laude in 1996, collecting several accolades in scholarship and leadership, while playing varsity 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.



Sarah J. Demers

*English
Soccer, Swimming, Lacrosse
B.A., Brown University
Appointed 2007*

Sarah graduated from Brown University in 2007 with a double-major in English and the history of art and architecture. While at Brown, she was a four-year member of the swim team and also competed for the Bears on their lacrosse squad her first year. She worked for the sports page of *Brown Daily Herald*, the school's daily newspaper, as a writer and editor, and was a tutor in schools around the Providence area.

Sarah first found her love of teaching through working as an English teacher for middle school students in inner-city neighborhoods in a national program known as Summerbridge. She continued to stay involved with the program and worked as a teacher over the past three summers as well as volunteering in their school-year workshops during the year.

Sarah attended high school at Phillips Academy in Andover and was a tri-varsity athlete in soccer, swimming and lacrosse and played french horn in the school band.

In her free time, Sarah loves to go out to eat, hang out with her friends and watch her favorite movies. She is also an avid football fan devoted to the New England Patriots and is trying to learn how to cook. Sarah lives in Moss Annex.

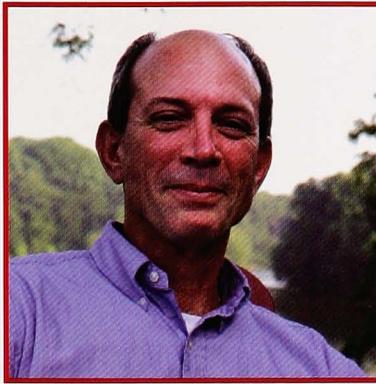


S. Andrew DeSalvo

*Associate Director of Athletics
Mathematics
Soccer, Basketball, Baseball
B.A., Rollins College
Appointed 2004*

After graduating from St. Andrew's in 2000, Andrew attended Rollins College in Winter Park, Fla., graduating in 2004, where he majored in mathematics. While at Rollins, Andrew played varsity soccer, worked for the WPRK radio station and refereed and competed in various intramural sports, winning seven championships over his final three years. He also joined the Alpha Tau Omega fraternity, eventually serving as house manager and vice president earning the Brother of the Year award during his senior year.

In his free time Andrew enjoys visiting Disney World and attending hip hop concerts. He resides in the Brinker House.



David P. DeSalvo

*Co-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 St. 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 St. 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 co-chair of the Mathematics Department and assists in chapel services. 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 in New Hampshire, where they have taught at The Wolfeboro Camp School, a summer boarding school.

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



Gregory S. Doyle

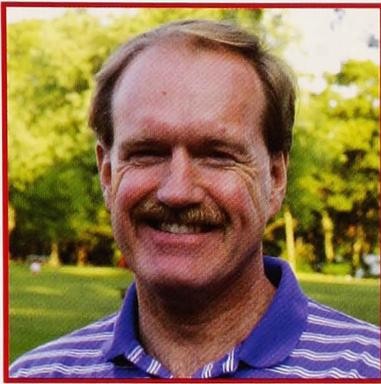
*Assistant Dean of Students
Coordinator of Arts Center; Internal School Publications
Mathematics
Crew
B.S., Villanova University
Appointed 2001*

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. Prior to that, Greg taught math, physics and computer-aided design at schools in Wilmington, Del., and New Rochelle, N.Y.

While working for advertising agencies in Philadelphia, Greg rowed for the Malta Boat Club along Boathouse Row, winning several U.S. national championship titles in lightweight sculling. During that time, Greg and his wife, Mamie, a national champion sculler for the Pennsylvania Athletic Club, also coached crew at the Shipley School in Bryn Mawr, Pa. Their rowers were consistent medalists at the Stotesbury Regatta, Scholastic Rowing Association Championships and the U.S. Rowing National Youth Invitationals.

At St. Andrew's, Greg teaches math, handles the School's internal publications and serves as the faculty advisor to the yearbook. Greg is also the coordinator for the O'Brien Arts Center. Each spring, both Greg and Mamie take to the water as coaches for the boys' and girls' crew programs. In his spare time, Greg is a master rowing craftsman and boatwright—building oars, designing training aids and repairing racing shells.

Greg, Mamie and their five young children, Lucy, Ted, Nick, William and Catherine, live a few miles from campus in Townsend, Del.



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 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, and a current student, Giancarlo '09. Donald and his family live in a house across the gully.



Stacey W. Duprey

*Director of Diversity
Director of Girls' Residential Life
Associate Director of Admission
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 daughter, Devin '10, and son, Jaylin, in Gaul East.



Wilson C. Everhart, III

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

Wilson grew up in Camp Hill, Pa., and 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 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 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 earned his M.A.L.S. degree, with a concentration in social sciences, from Wesleyan University. And most recently, Wilson completed the NOLS Instructor Course program in the summer of 2007.

At St. Andrew's, Wilson teaches United States and Colonial History, serves as an assistant college counselor and coaches girls' cross-country and crew. He lives with IV Form boys where he is the dorm parent on Schmolze Corridor.



Eric W. Finch

Mathematics

Tennis

B.A., College of William and Mary

Appointed 2007

New to St. Andrew's in 2007, Eric graduated from the College of William & Mary in 1992 with a double-major in economics and philosophy. He began his teaching career at West Nottingham Academy in Colona, Md. From there, Eric spent four years at the University of North Carolina at Chapel Hill where he pursued advanced studies in economics, ran the Teacher Training Program for graduate economics students and served as an adjunct instructor and teaching fellow. Eric has also taught math and economics at Georgetown Preparatory School, Georgetown University, North Carolina State University and comes to St. Andrew's most recently from serving as the chair of the math department at St. Paul's School in Baltimore, Md.

Eric's passions outside of teaching include tennis, golf, skiing and spending time with his wife, Allison, and two sons, Alec and Will. Eric and his family live in Gaul West, where Allison serves as a dorm parent.



Katherine B. Fritz

Advancement

Field Hockey, Lacrosse

B.A., Dartmouth College

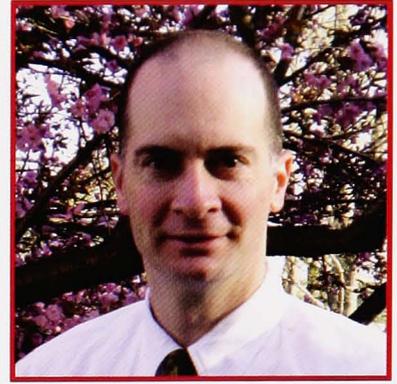
MA., Boston College

Appointed 2007

Kassy was raised on the campuses of Noble and Greenough School and Salisbury School; her father was headmaster of the latter. She graduated from Groton School in 1983, and went on to earn a B.A. from Dartmouth College in 1987. She began her teaching and coaching career at Westminster School in Connecticut, and after earning a master's degree in French Language and Culture from Boston College in 1991, she served as a Fulbright Teaching Fellow in Paris.

Since 1992, she has taught, coached and served in a variety of administrative positions at Groton School, Marymount School, Barnard College and, most recently, The Taft School.

At St. Andrew's, Kassy coaches and works in the Advancement Office. She and her husband, Tom, live in the red brick home next to North Hall with their two children, John and Caroline. As a family, they enjoy time each summer in Jamestown, R.I.



Thomas J. Fritz

History

Basketball

A.B., Harvard University

M.Ed., University of Virginia

Appointed 2007

Tom was born and raised in Highland Park, N.J., and he graduated from Highland Park High School in 1984. From there he went to Harvard where he majored in history and earned a varsity letter in football. Tom began his teaching career at Hackley School in Tarrytown, N.Y. in 1989. At Hackley, he taught anthropology and American history, coached football, basketball and baseball, and eventually served as dean of students. During his time at Hackley, Tom was a Summer Klingenstein Fellow, attended the Stanley King Counseling Institute and also took a year's leave to pursue his M.Ed. at the University of Virginia. In 1997, he began a three-year stint at The Cathedral School of St. John the Divine in New York City, first as director of admissions and then as a division head. In 2000, Tom and his wife Kassy moved to The Taft School in Connecticut. At Taft, he taught history, coached football and baseball, worked as a dorm parent, served as a class dean and chaired the school's self-study as part of the NEASC accreditation process.

At St. Andrew's, Tom teaches history and coaches basketball. He lives with his wife, Kassy, and children, John and Caroline, in the red brick home next to North Hall. As a family, they enjoy time every summer in Jamestown, R.I.



Frederick J. Geiersbach

Director of Instrumental 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.

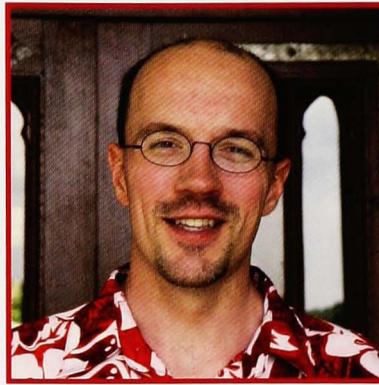
After a stint studying jazz in Paris and Copenhagen, he settled in New York City with his wife, Carla. After earning his master's in music and music education at Teachers College, he taught music at public schools in Manhattan and northern Vermont before coming to St. Andrew's.

Fred was involved in groundbreaking research in arts integration as a teaching artist for the Creative Arts Laboratory and as a researcher for 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 a busy performing life as a flutist, violist and conductor. He is a past chair of the Delaware All State Orchestra festival and has appeared as a guest conductor of the Berks County (Pa.) Orchestra Festival. He has performed with the Berkshire Symphony (Mass.), the Vermont Philharmonic, the Newark Symphony and the Dover Symphony. He is the chair of the Delaware Solo & Ensemble Festival, which will be hosted by St. Andrew's.

At St. Andrew's, in addition to teaching all of the band and orchestral instruments, Fred conducts the Orchestra and Jazz Ensemble and coaches Chamber Music.

Fred and Carla live on the Carey horse farm with their children, Alexander and Guenevere. Their large family also includes cats Jazz and Mittens, dogs Sam and Buddy, horses Ace and Lucy and pony Sunny.



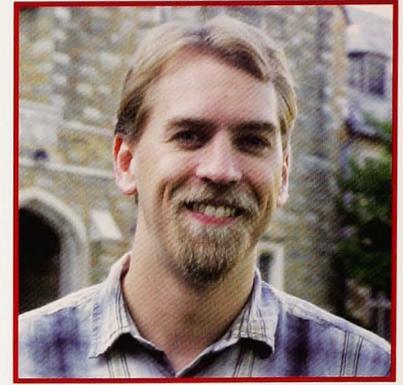
Terence F. Gilheany

Director of College Counseling
History
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 and teaches a class in the history of the Middle East. He, his wife Hilary, and their daughter Hannah live in Noxon House at the end of the pond.



Wesley H. Goldsberry

Religious Studies
Music, Lacrosse
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 a bachelor's degree 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. He spent two semesters as an editor in chief for *The Davidsonian*, priming him for a 10-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.

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. During the past two summers, he has served as a mentor at the Youth Theological Initiative Summer Academy at Emory University.

A musician of multifarious interests, Wes teaches violin and assists the orchestral music program at St. Andrew's. A fan of bluegrass, basketball and the Boston Red Sox, he lives on Sherwood Corridor and is a corridor parent to V Form boys.

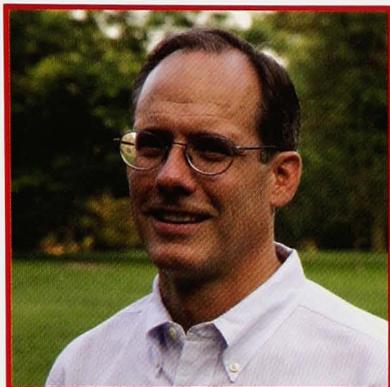
Darcy Caldwell

English
soccer

What I love most about this community is the energy, the vitality, the connectedness of the community. Rather than a “we” and “they” in referencing teachers and students, St. Andrew’s is all about us. What do we—faculty and students together—want to accomplish? How can we increase community awareness about world-wide issue X? This energy is palpable. You can feel the mutual desire between the students and the faculty not to let each other down, to perpetuate this desire for goodwill beyond the campus boundaries.

I will use a phrase that philanthropist Paul Farmer used in a recent Friday Night Special Program: “virtuous cycle.” We at St. Andrew’s want to perpetuate the “virtuous cycle,” a contagious desire to help others, to create strategies that might alleviate public challenges within any community.





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, and with their grandson, Noah.



John A. Higgins

*Mathematics
B.S., Towson State College
M.S., Louisiana Polytechnic Institute
Ph.D., New Mexico State University
Appointed 1980*

Born in Pennsylvania, John grew up in the Baltimore area, attending high school at Baltimore Polytechnic Institute. Majoring in mathematics education in his undergraduate years, John began his teaching career as a teaching assistant in graduate school. Upon completion of his Ph.D. work in functional analysis, he taught high school and college students in New Mexico, Maryland, Virginia and Delaware. John came to St. Andrew's in 1980, and during his tenure here has taught physics and chemistry as well as mathematics.

A reviewer for the National Science Foundation, John has worked since 1993 on the NSF-sponsored Partnership for Teacher Enhancement, a group based at the University of Delaware. He has also involved himself in a variety of other teacher-development programs at the University of Delaware, both as a participant and a presenter.

John and his wife, Lee, have two daughters, Molly '93 and Susannah '96. When not involved in School activities, John enjoys reading history and literature. American history and especially the Civil War are topics of particular interest.



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.



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 sons, Liam and Gibson, live on Pell Dorm, where they supervise III Form girls.



W. Callender Hurtt

*Associate Director of Admission
Mathematics
Crew, Squash
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. While at Harvard, he rowed varsity lightweight crew, 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 in the oil & gas business.

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 rowed with and helped coach the University of Alabama club crew program.

After getting his engineering degree, Callen moved to Utah then Colorado 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, live with their boys, Liam and Gibson, on Pell Dorm.



Elizabeth M. Hutchinson

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

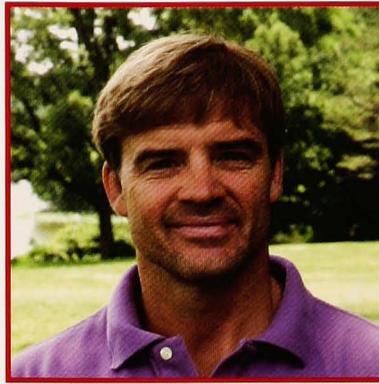
Whiz grew up in Wilton, Conn., and attended Amherst College where she majored in psychology and anthropology.

While at Amherst, she met her husband, Jay. After they married, Whiz began teaching at Choate Rosemary Hall in Connecticut. At Choate, Whiz was a form dean, teacher, dorm parent and gymnastics coach.

In 1990, Whiz received her master's degree in counseling from the Harvard School of Education.

In 1996, Whiz and Jay moved to Saint Mark's School in Southborough, Mass., where Whiz was a teacher, dorm parent and dean of students.

In her free time, Whiz rescues and finds homes for stray cats. Her 8-year-old son, Jack, likes to help with the kitties. The Hutchinsons live in the Lewis farmhouse.



John F. Hutchinson

*Associate Chaplain
Chair, Religious Studies Department
Coordinator of Community Service
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. In Delaware, Jay works on the Diocesan Committee that trains lay people on issues of racism and diversity.

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



Joleen M. Hyde

*Assistant Dean of Students
Aerobics, Yoga
Certificate Diploma in Public Relations
Public Relations Institute
of Southern Africa
Appointed 1999
On Leave 2007-08*

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 trips 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 its 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.

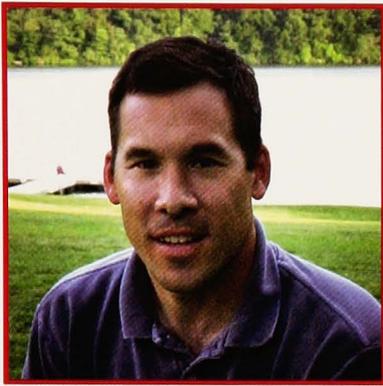
Joleen has organized many South African evenings at St. Andrew's which include cooking traditional South African cuisine and teaching students about the culture and history of South Africa. She loves cooking home-away-from-home meals for students. She also loves traveling, reading and listening to music.

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

Jennifer Cottone
chemistry

The best part
of my job at
St. Andrew's is
working with the
students. Their
diversity, creativity
and intricate
ways of making
connections in
chemistry never
cease to amaze
me. Because of
their brilliance
and enthusiasm
for learning, my
job is always
exciting and fun.





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
On Sabbatical 2007-08*

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, as well as a senior tutorial on Jacksonian America. Mike is also the head coach of the varsity football team and the varsity basketball team and an assistant coach for varsity baseball.

In 2001, Mike 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 on campus with daughter, Bridgett, and son, David.



Diahann T. Johnson

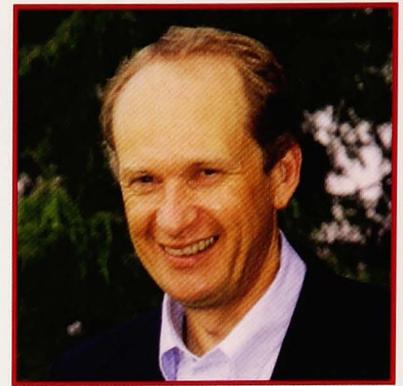
*French
B.A., Oberlin College
M.A., University of Delaware
Appointed 1994*

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 two daughters in a home off-campus.



Charles P. Joscelyne

*Mathematics, Physics
Tennis
B.S., Pennsylvania State University
M.A., Columbia University
Appointed 2006*

A native of Bucks County, Pa., Charles attended the Pennsylvania State University majoring in mathematics and physics. As an undergraduate he was awarded the Eastman Kodak and Freeman Stecker prizes for mathematics and was inducted into Sigma Pi Sigma Physics Honor Society. Charles earned a master's degree in mathematics at Columbia University and pursued doctoral studies specializing in low-dimensional topology. After Columbia, Charles worked as tutor, college instructor, mechanic and software development manager on Wall Street before finding his true calling as preparatory school teacher and coach. Having taught at several independent schools in Florida and Texas, Charles most recently taught mathematics and computer science at the Miss Porter's School in Farmington, Conn.

An avid sportsman, Charles is a nationally-ranked triathlete whose adventures have included a 12.5-mile swim around Key West, Fla., a 100-mile bike ride in Massachusetts' Berkshire Mountains, and a 7.6-mile run up Mt. Washington in New Hampshire. A coach of crew, cross-country, swimming, soccer and tennis, his athletes have won numerous state and regional championships.

At St. Andrew's, Charles teaches mathematics, physics and computer science. He lives with his wife, Janet, a former project engineer, in a faculty house in town. Their daughter, Clare, is a graduate of St. Lawrence University. In his spare time, Charles enjoys reading, writing and motorcycling.



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 running 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 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 Prize. 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 June 2001, Ben moved to Episcopal High School in Houston, Texas. During his year at Episcopal, Ben worked in the development office, taught history and coached soccer and lacrosse. At St. Andrew's, Ben has worked as the director of annual giving and 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.



Christina Kennedy

Co-Chair, Mathematics Department

Advisor to the Honor Committee

Mathematics, History

Volleyball, Basketball

B.A., Bowdoin College

MALS, 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 *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 12 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 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
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 Program. 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 Performance 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 in an apartment in the Annex with their daughters, Lydia and Juliet, 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

Drawing, Painting, Art History
B.F.A., State University of New York,
Purchase
M.F.A., University of Pennsylvania
Appointed 1996

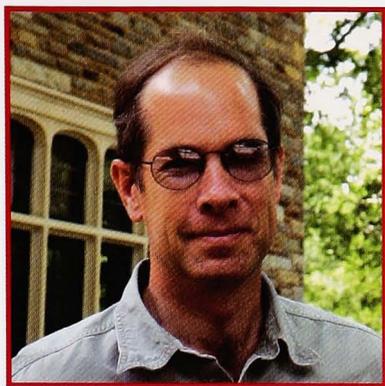
John's interest in art began while he was a student at the Bancroft School in Essex, England, where he studied for his "A" Levels in art, literature and history, and earned the school prize in painting.

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.

John has received two fellowships in painting from the Delaware Division of the Arts in painting and has shown his work in a variety of mid-Atlantic galleries, including the Design Arts Gallery at Drexel University, the Fleisher Art Memorial, the Art Alliance of Philadelphia, the Delaware Agricultural Museum and the Delaware Center for Contemporary Arts.

With his wife, Elizabeth, their children, Olivia '10 and Aidan, and their two cats, two dogs and three sheep, John lives in the School farmhouse.



Peter K. McLean

*Biology
Environmental Coordinator
Forestry and Wildlife, Outing Club
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 continue major long-term ecological studies of Noxontown Pond and other local environments.

Peter and his wife, Carol Ann Pala, an information specialist and Library Director, 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, Monty.



Ann M. McTaggart

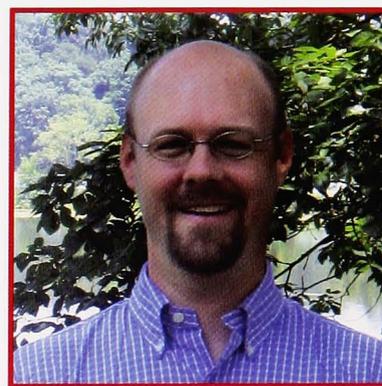
*Chair, Arts Department
Director of the Theater Program
Drama, Public Speaking
B.A., Bard College
M.A., Roosevelt University
Appointed 1993*

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 began performing at the age of 8 with the Glimmerglass Opera Theatre in Cooperstown, N.Y. and worked with them for about 15 years as a performer and as a member of their technical staff. While Ann holds a bachelor's degree in drama and a master's in directing, she credits her many years of hands-on work at the Opera, which included exposure to many fine stage directors, for much of her directorial and theatrical knowledge.

Initially a performer, some of her favorite professional roles include Grace Farrell in *Annie* and Maia in a short film called *The Farmer's Wife*. Ann took advantage of the opportunity to perform again during her sabbatical year in 2005-06; she enjoyed a small role in a biographical film about organ donation and a long run as Betty in *Sure Thing* by David Ives.

Professional directing credits since her sabbatical include *Amahl and the Night Visitors*, *Sure Thing*, *Philadelphia* by David Ives and *Da* by Hugh Leonard.



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 Ramirez, 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, Clive, in the Upper Moss apartment.



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 graduating from St. Andrew's School 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 transferring to the University of Delaware, Dave 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.

Dave lives across the gully in the faculty annex building with his plus-size cat, Millington, who enjoys long naps on the sofa.



Joyce E. Nelson

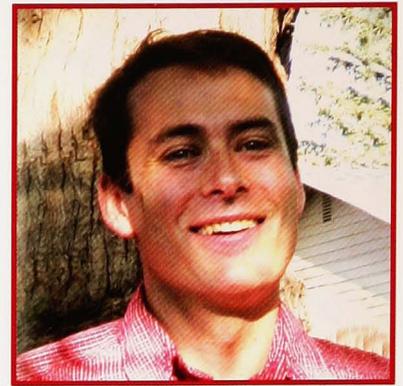
*Registrar
Advanced Placement Coordinator
Driver Education Coordinator
Appointed 1999*

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 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
Mock Trial
B.S., Haverford College
M.A., J.D., University of Colorado, Boulder
Appointed 1999*

A native of Chatham, N.J., Dan discovered his interest in biology and long-distance running at Chatham Township High School. He graduated in 1990 from Haverford College, where he competed on the track and cross-country teams and majored in biology.

Dan went on to earn a master's degree in molecular biology from the University of Colorado at Boulder in 1992. He then worked for a start-up biotechnology company, immersing himself for almost four years in the pharmaceutical drug discovery research. In 1999, Dan earned a law degree from the University of Colorado at Boulder. Dan keeps his hand in molecular biology research through summer positions at a Boulder biotechnology company.

In his free time Dan particularly enjoys long-distance running. Dan, his wife, Quinn Kerrane, and sons, Liam and Finn, have family in Delaware and New Jersey. They live at Hickory Point.



Jennifer R. O'Neill

*Photography
Community Service
B.F.A., Bowling Green State University
B.F.A., Corcoran College of Art & Design
M.F.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. She graduated with a B.F.A. in photography from the Corcoran College of Art and Design in Washington, D.C., and was the recipient of the CCAD Alumni Award. Jennifer was granted a Graduate Teaching Assistantship from the University of Delaware and went on to earn her M.F.A. in photography in 2002.

Prior to coming to St Andrew's, Jennifer was the visiting assistant professor of art and director of the Larrabee Art Center at Washington College in Chestertown, Md. She has also taught at the Corcoran College of Art and Design and the University of Delaware.

Jennifer's work has been exhibited widely at galleries in Delaware, Washington, D.C., Maryland, Massachusetts, New Jersey, New York, Pennsylvania, Texas and Virginia. Her work was most recently included in exhibitions at The Corcoran College of Art in Washington, D.C., and at the 1212 Gallery in Richmond, Va. Jennifer's work has been published in *The Photo Review* summer 2006 issue, and in 2001, was awarded for excellence from the publication. In 2005, Jennifer was a recipient of the Artist House Summer Residency Fellowship at St. Mary's College in Maryland.

Jennifer lives above the library in Founders Hall.



Kelly C. O'Shea

*Physics
Community Service
B.S., Washington University
M.S., Washington University
Appointed 2007*

Kelly grew up in Morton Grove, Ill., and graduated from Washington University in St. Louis with a B.S. and M.S. in biomedical engineering. She spent three months studying biomedical sciences at Kings College London and six months as an intern at St. Jude Medical in Sylmar, Calif., developing software for implantable cardiac devices.

In college, Kelly developed her interests in reading and writing poetry, student government and community service. She was an active member and officer in the Engineering Student Council and the literary magazine, *The Eliot Review*. After graduating she spent a year teaching math and science at Santa Catalina School in Monterey, Calif.

Kelly enjoys knitting, climbing and robots. She lives in Gaul Center.



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 master's 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 Ann lives with her husband, Peter McLean, and children, Elsa and Peter, and their extraordinary dog Mac (in spirit) and cat Monty. She enjoys gardening and yoga and is currently training to become a certified Svaroopa® yoga teacher.

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 linguistic differences, which will ultimately transform them into more open-minded citizens, better communicators and listeners. 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 reality in which fluency will allow them to make a difference, touch more lives, transform themselves and the world around them.





Heidi L. Pearce

*Director of Girls' Athletic Programs
Field Hockey
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. She was also named a Division I 1st Team All-American and was a Tewaaraton Nominee in 2004.

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

Heidi completed the major requirements for her B.A. in sociology by the spring of her junior year. She spent her final semesters at Hopkins fulfilling the prerequisite coursework for nursing school. She will receive her associate degree in Nursing through Delaware Technical College in 2009.

Heidi enjoys spending time with her family, reading, running and traveling.

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.

At St. Andrew's, Emily teaches history, assists with the theater program (directing a non-musical offering in the winter season) and serves as the faculty advisor to the Gay-Straight Alliance. She enjoys cooking, reading, listening to music and going to the theater any chance she gets. Emily lives on Upper North with V Form girls and her basset hound puppy, Ellie.

Franchesha M. Profaci

*Director of Alumni Relations
B.A., Smith College
M.A., Washington College
Appointed 1990*

Chesa had a great deal of experience and variety in her professional career before returning 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.

A graduate of Smith College, Chesa majored in psychology and served on the student life committee and as social chair for her house all four years. She was also a member of the field hockey, intercollegiate riding and tennis teams. She received a master's degree in psychology from Washington College in 1994.

Chesa is a 1980 cum laude graduate of St. Andrew's and received the Harold Curtis Amos Prize for Life Sciences and the Henry Prize for service to athletics at graduation. She was a prefect, earned five varsity letters and co-captained the field hockey and women's basketball teams in her VI Form year.

Chesa, her husband, Michal Dickinson, and son, Blaise, live in Chestertown, Md.



Ana G. Ramirez

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

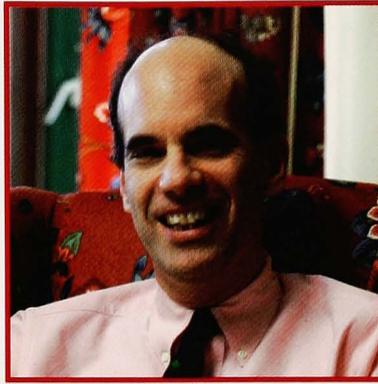
Ana was born in San José, Costa Rica, where she grew up, except for four years that she spent living with her family in Panama. Her study of the English language at an early age sparked Ana's fascination with languages and cultures. The desire to explore other worlds took her to Switzerland in 1991-92, 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 St. Andrew's, 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
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 July 1997.

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

Chair, English Department
Tennis
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 St. Andrew's history in 1987, and it won the title again in 1988 and 1996. She returned to coaching girls' tennis in the spring of 2006.

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

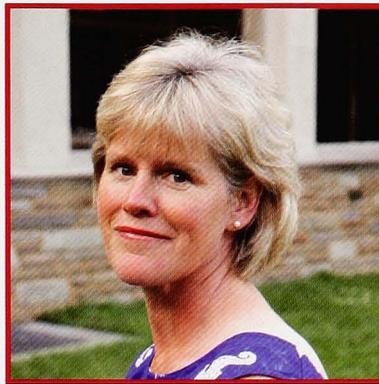
*Associate Director of College Counseling
Admission Counselor
English
Community Service
B.A., Kenyon College
Appointed 2004*

Alix is a native of New Jersey where she attended public school. She graduated in 2002 with a bachelor of arts in English from Kenyon College. She worked in the Kenyon College admissions office for two years before joining the faculty at St. Andrew's. While in admissions at the college level, Alix recruited students (including St. Andreans) across the country, read applications and rendered admissions decisions. She served on the Multicultural Recruitment Team and was solely responsible for transfer student admissions.

Now happily on the other side of the desk, Alix enjoys working in both the admission and college counseling offices at St. Andrew's, as well as doing dorm duty on Gaul East and West dormitories, sitting on the Diversity and Community Service committees, serving as the VI Form advisor and advisor to five amazing advisees.

In addition to her St. Andrew's responsibilities, Alix enjoyed teaching English to local eighth graders in the summer of 2006 as part of the SummerQuest program at St. Andrew's School. In her free time, you can find Alix reading, cooking, eating, knitting, quilting and gardening.

Alix and her husband, Evan Guthrie, a fourth year medical student at Thomas Jefferson University in Philadelphia, live in The Foley House with their ebullient English Setter, Henry.



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.

Since arriving at St. Andrew's in 1998, Candy has served as an assistant director of admission, an associate director of college counseling and as a girls' junior varsity tennis coach. She currently is the senior associate director of college counseling and the coordinator for testing programs. Parents with questions about the PSAT, SAT and AP programs may direct questions to her. Candy helps 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 10 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 Dartmouth; Megan '01, a graduate of Yale; and Casey, 12), 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 and Operations 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 four different communities for more than 30 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 B. Scoville

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

A 2000 graduate of St. Andrew's, Morgan served on the Honor Committee, taught Sunday school and enjoyed 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 his V and VI Form years. Additionally, he won two individual cross-country state championships while running for St. Andrew's and still holds course records throughout the state.

Morgan then began his college career at Villanova University in Philadelphia, Pa. In the fall of his freshman year, he helped lead the Wildcats to a sixth place finish at the 2000 NCAA Cross Country Championships, and in May 2004, he graduated with a B.A. in economics. He spent his summer months in Tuxedo, N.C., as a kayaking instructor at Camp Mondamin.

Following the completion of his undergraduate degree, Morgan began planning a 21-day kayaking expedition through the Grand Canyon on the Colorado River, home to some of the largest navigable whitewater in North America. His team successfully navigated the 230 turbulent miles. Morgan plans to return to the Grand Canyon and co-guide another expedition in the winter of 2007.

In the summer of 2006, Morgan led five high school boys on a three-week kayaking trip in Colorado. While kayaking 19 different rivers, he fine-tuned the boys' river reading, play boating, creeking and swift-water rescue skills.

At St. Andrew's, Morgan works as the Associate Director of Admission, sits on the Financial Aid Committee and coaches boys' cross-country and crew. He lives in the Brinker House. Morgan spends his free time either planning his next whitewater kayaking adventure or discussing the future of Villanova basketball.



Carolyn A. Shank

*Classical Languages, History
Cross-country
Community Service
B.A., Williams College
M.A., University of London
M.A., University of California, Los Angeles
Appointed 2006*

Carolyn received her bachelor of arts in 2002 from Williams College, graduating magna cum laude and Phi Beta Kappa, with highest honors in classics. Throughout her four years at Williams, she received a number of translation prizes in both Latin and Greek. After graduation, she spent a year at the University of London, studying for a master of arts in classics. In June 2006, she completed another master's degree in classics at the University of California, Los Angeles. Her scholarly interests include issues of sexuality and gender in the ancient world and the ancient novel. Her time as a teaching assistant at UCLA gave her a love of teaching, and particularly of teaching the elementary language courses.

Her extracurricular interests include a longtime love of running; at St. Andrew's she helps coach the girls' cross-country team.



Beth Elaine Shapinsky

*French
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' tennis team.

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

Beth lives in Founders Hall.



William Soukup

*Director of Facilities Projects and Planning
Arts Department
Navy School of Music
Appointed 2001*

As director of facilities projects, Bill has been the mastermind behind all campus construction during the last five years. Bill bears much of the responsibility for bringing the O'Brien Arts Center from dreams and drawings to physical reality in 2004. His remarkable work on this building was inspired by his lifelong love of music.

Following in his bandleader father's footsteps, Bill was playing clarinet and saxophone professionally at age 12 in West Babylon, N.Y. While his training was in the classics, his first love was jazz, and improvisation is one of his great pleasures.

Bill served in the U.S. Army band and graduated from the Navy School of Music. He moved from utility man playing six different reed instruments to Section Leader. After his Army tour of duty was complete he toured professionally for five years, then changed his focus to studio work and teaching. Over the years he has performed orchestral, rock and jazz.

In his mid-twenties Bill decided to learn how to build a house, and apprenticed for three years in historical restoration with a brilliant artisan carpenter. Thus he entered the world of building and construction as his day job, but music will always be his heart's home.



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 Dods 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.



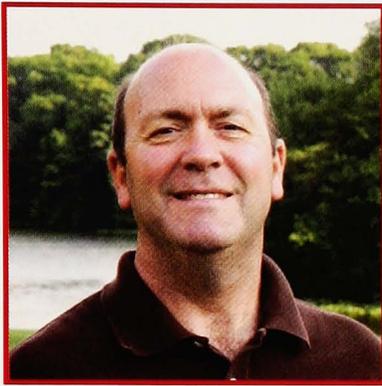
Matthew R. Van Meter

*English
Soccer, Lacrosse
B.A., Middlebury College
Appointed 2007*

Matt's involvement with the independent school world began at an early age as son of an English teacher and a head of school, and he has lived all but four years of his life on school campuses in Pennsylvania, upstate New York, New Jersey and Vermont. A lifelong practicing Quaker, he attended Philadelphia-area Friends schools for much of his life, graduating from Moorestown Friends School. He has spent his life developing a diverse array of academic and non-academic interests, particularly theater, Russian literature, literature of the American suburbs, American nature writing, post-Soviet economics and politics, Quakerism, choral music and cross-country skiing. He skied for Massachusetts in 2000, and continues to compete individually in the northeast.

A 2007 graduate of Middlebury College, Matt pursued a double-major in literary studies and Russian. He worked in various capacities on 16 shows in the theater department during his time at the College, including two shows which won American College Theater Festival awards. Never to be bogged down in one place, he spent 10 months studying Russian language, literature and politics at Irkutsk State University in Irkutsk, Russia, and was an intern at the Irkutsk Drama Theater. In the spring of 2007, he conducted research for his thesis in provincial Ukraine, writing about the difficulties of American small business involvement in the former Soviet Union. All this time, he sang in the College's Russian Choir.

Matt enjoys writing, singing, acting and hiking. He has a penchant for getting involved in things Russian. Matt lives on Hillier Corridor in Founders Hall.



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 '10 and Selena, their cats, Whispurr and Jewel, and dogs, Jeb and Leap, in the Colburn House.

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



Joy E. Walton

*Chaplain
Religious Studies
Community Service
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 several years, 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 Maryland. She is the proud grandmother of Jordan, CJ and Justin.



Diane L. Winiarczyk

*Business Manager
Certified Public Accountant
B.S., University of Delaware
Appointed 2005*

Diane was born and raised in Newark, Del. She graduated from Newark High School and received her bachelor of science in accounting from the University of Delaware.

Before joining the faculty at St. Andrew's, Diane was the Manager of Accounting and Consulting Services at Belfint, Lyons & Shuman, PA, a Delaware accounting firm. For 11 years she specialized in auditing non-profits, including many independent schools. She also consulted with independent schools on their accounting software needs.

Diane, her husband, Ben, and two sons, Connor and Eric, live in Middletown. Diane and her family enjoy St. Andrew's unique energy, spirit and sense of community.



Al T. Wood

Director of Boys' Athletics
Athletic Trainer
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 advanced specializations from the ACSM as a Performance Enhancement Specialist and Corrective Exercise 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 co-education. 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 10 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 admission 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 has three children, Peter '09, Becca '05 and Christy, and lives nearby in Townsend with her husband, Harvey, headmaster of St. Anne's Episcopal School.

In addition to the exceptional faculty and students living and learning on our campus, our community includes:

- Over 74 staff members—men and women who enjoy working in an educational community, a few who have given a lifetime of service to the School.
- 63 faculty children,
- 25 dogs,
- many cats,
- 2 sheep,
- 2 horses,
- 1 pony,
- and a few birds, turtles and snakes.

At St. Andrew's, everyone counts.



Faculty and Administration

Eduardo A. Alleyne

Assistant Director of Admission
History
B.A., Wesleyan University

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
M.F.A., University of the Arts

Laura E. Bender

Spanish
B.A., Bucknell University

G. Lindsay Brown

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

Gordon E. Brownlee

Director of Advancement
B.A., Marietta College

Pamela U. Brownlee

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

Darcy F. Caldwell

English
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

Heather D. Casteel

Mathematics
B.A., Williams College

Christopher J. Childers

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

ChiaChyi S. Chiu

Chinese
B.A., Soochow University
M.A., Eastern Michigan University
M.A., San Jose State University

Nathaniel G. Costa

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

Jennifer S. Cottone

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

Sarah J. Demers

English
B.A., Brown University

S. Andrew DeSalvo

Associate Director of Athletics
Mathematics
B.A., Rollins College

David P. DeSalvo

Co-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

Assistant Dean of Students
Coordinator of Arts Center, Internal Publications
Mathematics
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 W. Duprey

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

Wilson C. Everhart, III

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

Eric W. Finch

Mathematics
B.A., College of William and Mary

Katherine B. Fritz

Advancement
B.A., Dartmouth College
M.A., Boston College

Thomas J. Fritz

History
A.B., Harvard University
M.Ed., University of Virginia

Frederick J. Geiersbach

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

Terrence F. 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

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

John A. Higgins

Mathematics
B.S., Towson State College
M.S., Louisiana Polytechnic Institute
Ph.D., New Mexico State University

Peter M. Hoopes

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

Gretchen B. Hurtt

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

W. Callender Hurtt

Associate Director of Admission
A.B., Harvard University
B.S., University of Alabama

Elizabeth M. Hutchinson

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

John F. Hutchinson

Associate Chaplain
Chair, Religious Studies Department
Coordinator of Community Service
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.S., Georgetown University

Diahann T. Johnson

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

Charles P. Joscelyne

Mathematics, Physics
B.S., Pennsylvania State University
M.A., Columbia University

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

Co-chair, Mathematics Department
Advisor to the Honor Committee
History
B.A., Bowdoin College
M.A.S., 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

Drawing, Painting, Printmaking, Art History
B.F.A., State University of New York, Purchase
M.F.A., University of Pennsylvania

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

Chair, Arts Department
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 R. O'Neill

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

Kelly C. O'Shea

Physics
B.S., Washington University
M.S., Washington University

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

Franchesca M. Profaci

Director of 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

Daniel T. Roach, Jr.

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

Elizabeth M. Roach

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

Alexandra E. Ross

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

Candace W. Schuller

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

Michael C. Schuller

Chief Financial and Operations Officer
B.A., Yale University

Morgan B. Scoville

Associate Director of Admission
B.A., Villanova University

Carolyn A. Shank

Classical Languages, History
B.A., Williams College
M.A., University of London
M.A., University of California, Los Angeles

Beth Elaine Shapinsky

French
B.A., Kenyon College

William Soukup

Director of Facilities Projects and Planning
Navy School of Music

William S. Speers

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

Matthew R. Van Meter

English
Middlebury College

William J. Wallace

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

Joy E. Walton

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

Diane L. Winiarczyk, CPA

Business Manager
B.S., University of Delaware

Al T. Wood

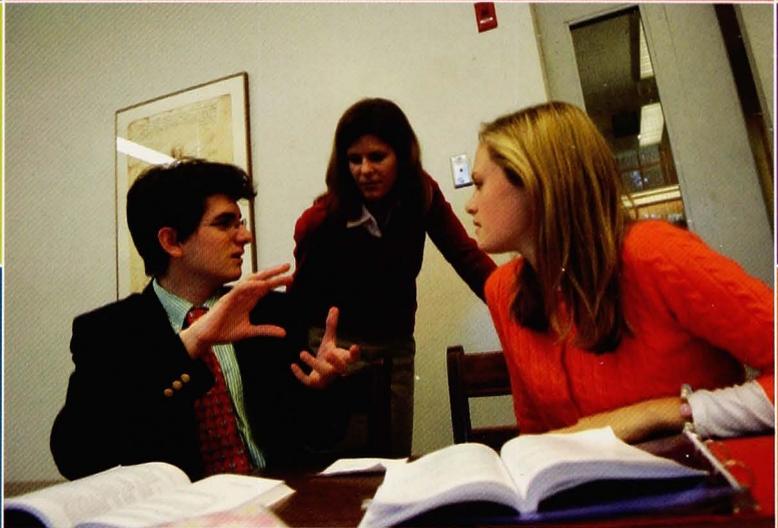
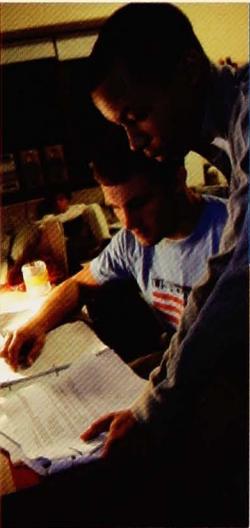
Director of Boys' Athletics
Athletic Trainer, NSCA and ACSM Certified
Assistant Athletic Director
B.A., University of Delaware

Louisa H. Zendt

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



ADMISSION PROCESS





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 financial aid application process. If you think you are interested in our School and a good match for the challenging 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 the admission process together, I hope we discover that St. Andrew's is a great match for you.

Louisa H. Zendt

Louisa H. Zendt
Director of Admission and Financial Aid

WHY I CHOSE ST. ANDREW'S

Student Perspectives

I chose to come to St. Andrew's because the community here is fundamentally different from that of a typical high school. The warmth I felt while visiting the School was like an incredible magnet that I could not help but be pulled to. Every member of the community participates in creating the most loving and comfortable environment to learn and live in.

Sean '07



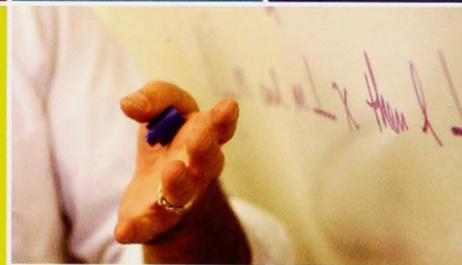
St. Andrew's students are athletes, musicians, bookworms, activists and friends. People do not try to appear to be something they are not, because nobody really cares if you do math problems in your spare time, or if you skip a school dance to go to a university lecture, or if you would rather read than watch a movie. Everything is appreciated here and because nobody feels the need to be superficial or mean, there is a wonderful quality of life at this School.

Students can breathe without worrying about social constraints.

Pemberton '08

My initial thoughts on boarding school were all a bit negative. I did not like the idea of being far away from my family for extended periods of time and living with people that I did not even know. I was also a bit scared of leaving New York City and moving to Delaware. But upon visiting this school, my outlook totally changed. I saw ordinary kids just like myself who were involved in a close-knit community and were constantly giving the happiest of smiles. Everyone cared about the well-being of each other and desired the best for each other. I came simply because I felt I could not miss out on such a place where incredible life-long relationships between students and faculty are always being formed. I forgot about my previous fears and am so glad I made this choice.

Nwakibe '07



I decided to leave home and come to St. Andrew's because I needed to branch out on my own. St. Andrew's allows me to be independent, giving me the freedom I need to discover myself, and also the support I need in order not to fall astray.

Esi '08

One of the things that makes St. Andrew's so special is the relationship between the teachers and the students. At home, I never talked to my teachers outside of class, and I did not even talk to them much in class. But here, the teachers are always around for help about homework or about anything else. I hadn't planned on going to boarding school, but when I saw the interactions between faculty and students, which is so immediately apparent, I decided that this was the place where I wanted to go to high school.

Katherine '09

■ HOW TO APPLY ■

Come visit St. Andrew's. An admission visit includes a campus tour with a student and an interview with a member of the admission committee. These visits typically last two hours. Call the Admission Office to schedule your 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 current school to forward the completed math and English teacher recommendation forms and the transcript release form to the Admission Office by January 30. All application materials are included in a separate folder and available for downloading on our School Web site.

Take the SSAT in November, December or January. Be sure to request that your scores be sent to St. Andrew's School using our school code, #6280. International students, for whom English is a second language, must take both the SSAT and the TOEFL. Our school code for the TOEFL is #8146.

Keep in touch with St. Andrew's. Completed files will be read and reviewed by the admission committee during January and February. Admission decisions are mailed on March 10 and accepted students are expected to reply by April 10. Applications received after our due dates will be reviewed on a space available basis. While waiting, don't hesitate to call our office if you have any questions.

Meet us in your area. Members of the admission committee travel during the fall term to meet interested students and families at boarding school fairs and at St. Andrew's gatherings hosted by alumni and current families. Check our admission travel page on the Web site to see if we can meet you in your hometown.

International students are welcome to apply. Admission criteria for international students includes near fluency in English and a campus visit.

■ FINANCIAL AID ■

Tuition for the 2007-2008 school year is \$38,000. The tuition fee covers instructional programs, room, board, athletics, other co-curricular programs and campus social activities.

Since our founding, one of the hallmarks of St. Andrew's School has been our deep commitment to providing an exemplary educational opportunity to all admitted students regardless of their financial means. St. Andrew's commitment to need-blind admission and socioeconomic diversity within the School enables us to develop a distinctive student body and School culture. Over 45 percent of our students receive significant financial aid. The financial aid budget for the current school year is \$3,800,000; the average grant is \$28,000.

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.

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.

Because of the difficulty in determining financial need in a foreign currency with a different tax structure and a foreign standard of living, international students do not qualify for financial aid.

■ DETAILS 2007-2008 ■

Enrollment	289; 150 boys and 139 girls; all boarding
Students of Color	25 percent
International Students	8 percent
Geographic Diversity	28 states, 11 foreign countries
Average Class Size	11
Student Teacher Ratio	4:1
Grades Enrolled	III Form-VI Form (Grades 9-12)
Tuition for 2007-2008	\$38,000
Estimated Additional Expenses	\$1,000-\$1,500
Financial Aid Granted	\$3,800,000
Students Receiving Grants	46 percent
Average Grant	\$28,000
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 and offers financial aid to students of any race, color, gender, sexual orientation, religious affiliation and national or ethnic origin.

SCHOOL CALENDAR 2007-2008

FIRST SEMESTER

AUGUST

- 26 VI Form Leaders by Invitation (Sun.)
- 29 Football, Soccer, Cross-Country, Field Hockey, Volleyball Camps by Invitation (Wed.)
- 31 VI Form Arrives (Fri. by 5 p.m.)

SEPTEMBER

- 3 All Other Students Arrive (Sun. 10 a.m. - 2 p.m.)
Parents meet with Headmaster (2 p.m.)
- 15 Alumni Day (Sat.)

OCTOBER

- 6 SAT Testing (Sat.)
- 6-10 Long Weekend (Sat. noon - Wed. 6 p.m.)
- 12-13 Trustee Weekend (Fri. - Sat.)
- 17 School Testing Day (Sat.)
- 20-21 Parents Weekend (Sat. - Sun.)

NOVEMBER

- 3 SAT Testing (Sat.)
- 17 Thanksgiving Vacation Begins (Sat. at noon)
- 26 Students Return (Mon. by 6 p.m.)

DECEMBER

- 1 SAT Testing (Sat.)
- 16 Service of Lessons & Carols (Sun. 2:30 & 5 p.m.)
- 19 Christmas Vacation Begins (Fri. at noon)

JANUARY

- 3 Athletic Practices Begin (Thurs. at 2 p.m.)
- 6 Students Return (Sun. by 6 p.m.)
- 18-23 First Semester Exams (Fri. - Wed.)
- 23-27 Long Weekend (Wed. noon - Sun. 6 p.m.)
- 26 SAT Testing (Sat.)
- 27 Second Semester Begins (Sun. at 6 p.m.)

SECOND SEMESTER

FEBRUARY

- 22-23 Trustee Meetings (Fri. - Sat.)
- 22-23 Winter Theater Production (Fri. - Sat.)

MARCH

- 1 SAT Testing (Sat.)
- 5 Spring Break Begins (Wed. at noon)
- 22 Spring Camps Return (Sat. by 2 p.m.)
- 25 Students Return (Tues. by 6 p.m.)

APRIL

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

MAY

- 3 SAT Testing (Sat.)
- 5-16 Advanced Placement Exams (Mon. - Fri.)
- 9-10 Trustee Weekend (Fri. - Sat.)
- 9-10 Spring Theatre Production (Sat. - Sun.)
- 9-10 Arts Weekend (Sat. - Sun.)
- 24 Awards Night (Sat.)
- 25 Commencement (Sun.)
- 26-30 Final Examinations (Mon. - Fri.)
- 31 Second Semester Ends
Summer Vacation Begins (Sat. at 10 a.m.)

JUNE

- 4 Final Faculty Meeting (Wed.)
- 7 SAT I and II Testing (Sat.)
- 6-8 Reunion Weekend (Fri. - Sun.)

For updated calendars and detailed athletic schedules, go to our School Web site at <http://www.standrews-de.org>.

■ DIRECTIONS AND ACCOMMODATIONS ■

Directions to St. Andrew's School

Warning! Web sites such as Yahoo! Maps or MapQuest do not provide accurate directions. Please follow the directions given below or call the Admission Office for assistance.

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 Route 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 Route 50 over the Bay Bridge until it intersects with Route 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 Wawa and a Lowes on the right; turn right at the light onto Route 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 Route 896 South; continue on Route 896 for 10 miles to a traffic light where the road becomes Route 301/71. (Do not turn left where sign points 896 to Route 13.) Continue through the traffic light for 3 miles to the second 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
Hampton Inn, Middletown, 302-378-5656

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.phl.org
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.

■ CAMPUS MAP DIRECTORY ■



1 Main Entrance to Campus

Founders Hall

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

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

6 Main Common Room,
Dining 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 Theater (ground floor)
Modern Languages, Language
Lab, Computer Lab (1st floor)
Baum Corridor (2nd floor)
Voorhees Corridor (3rd floor)

9 Irene duPont Library

Other Facilities

11 Pell Hall

12 Moss Hall

13 Moss Annex

14 Trapnell Alumni House

16 Edith Pell Student Center

17 Amos Hall:
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

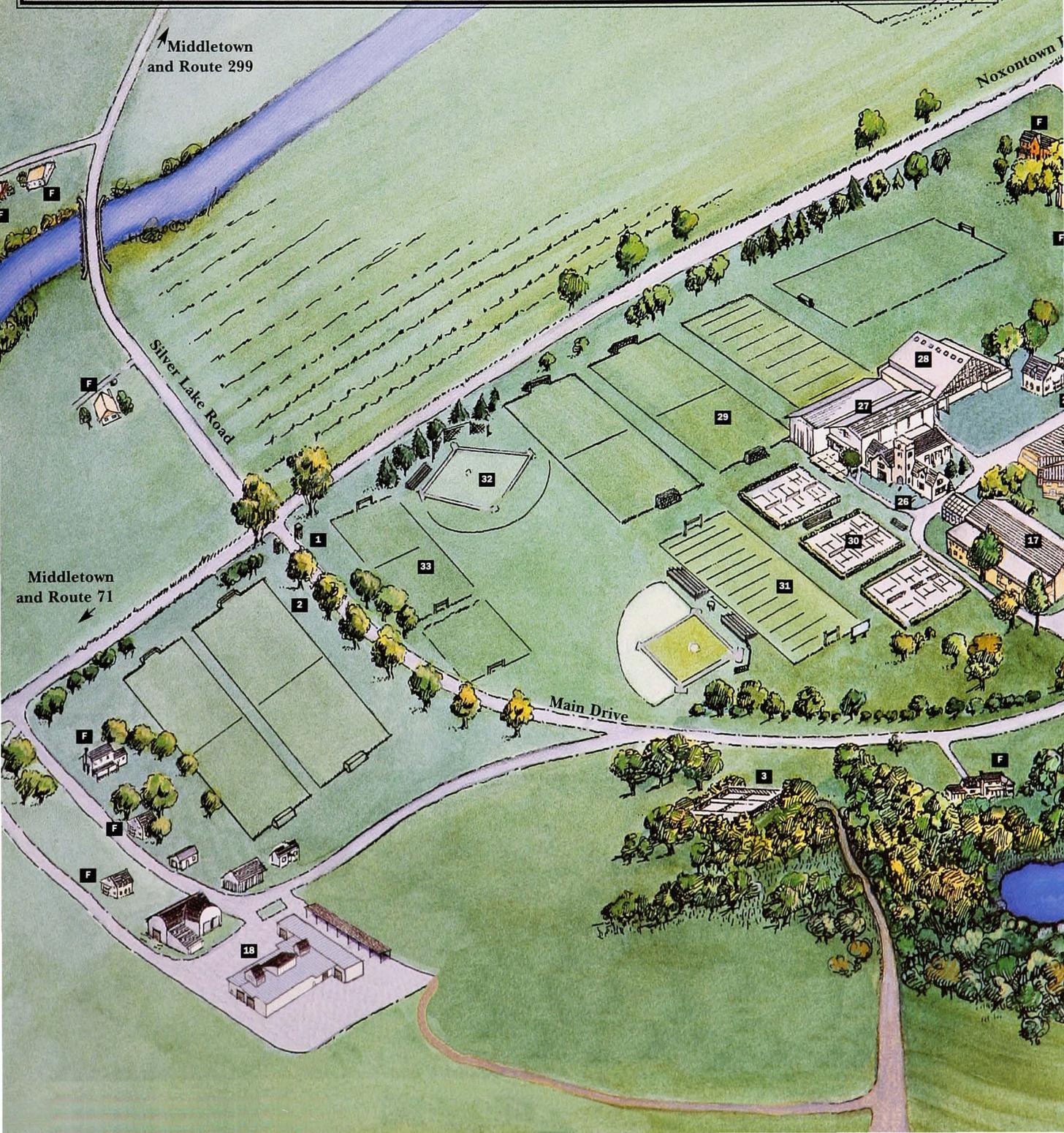
31 Varsity Football and Lacrosse
Fields

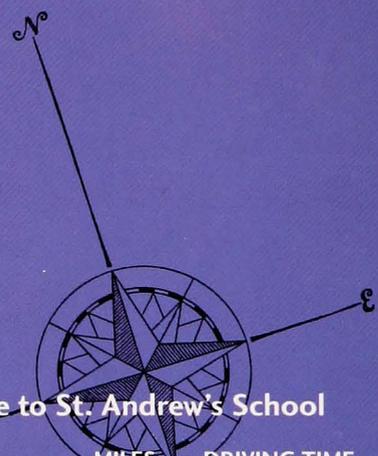
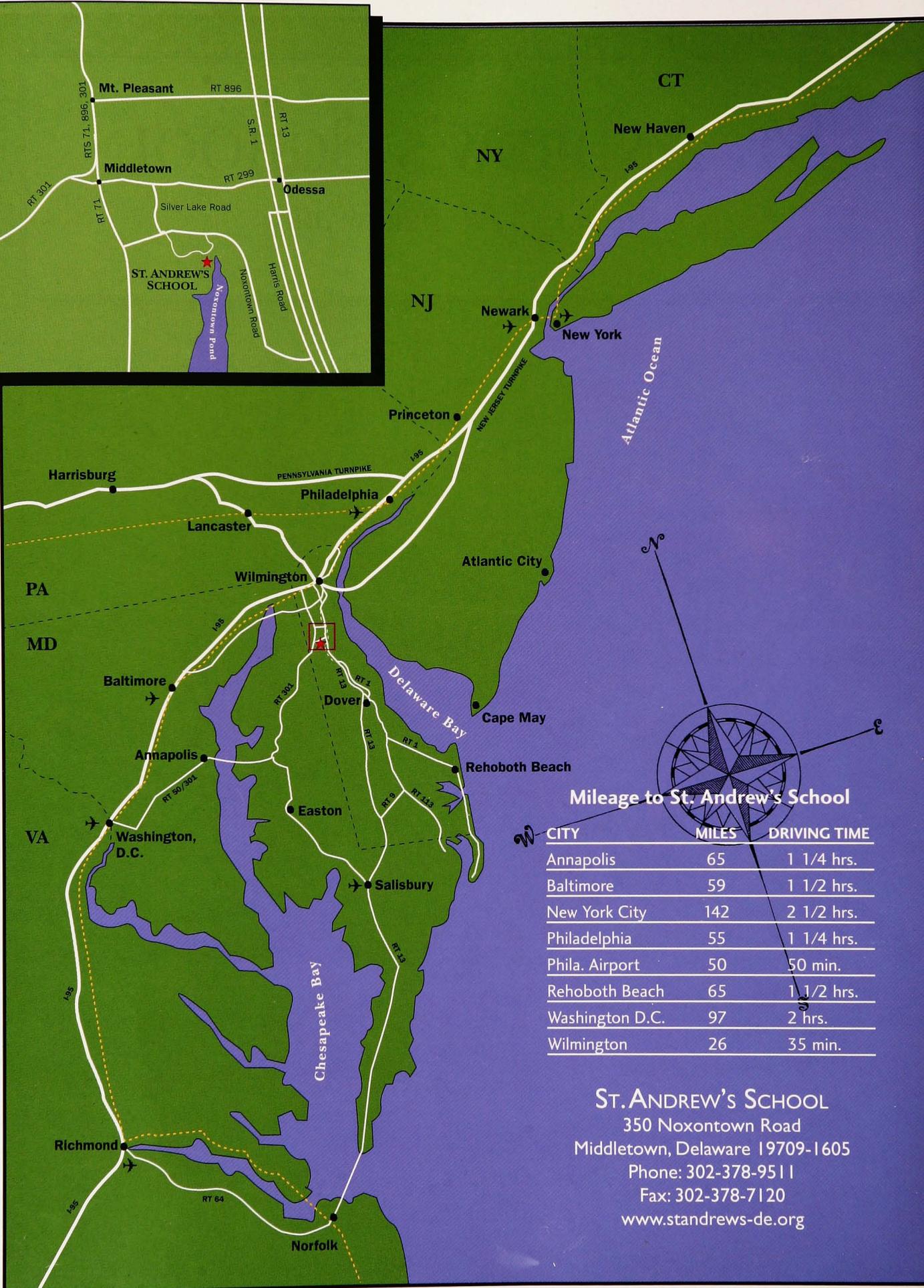
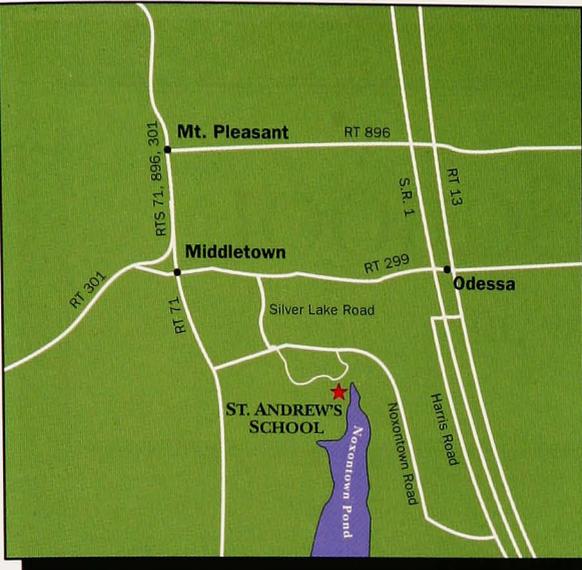
32 Varsity Baseball Field

33 Varsity Field Hockey Field

ST. ANDREW'S SCHOOL

MIDDLETOWN, DELAWARE





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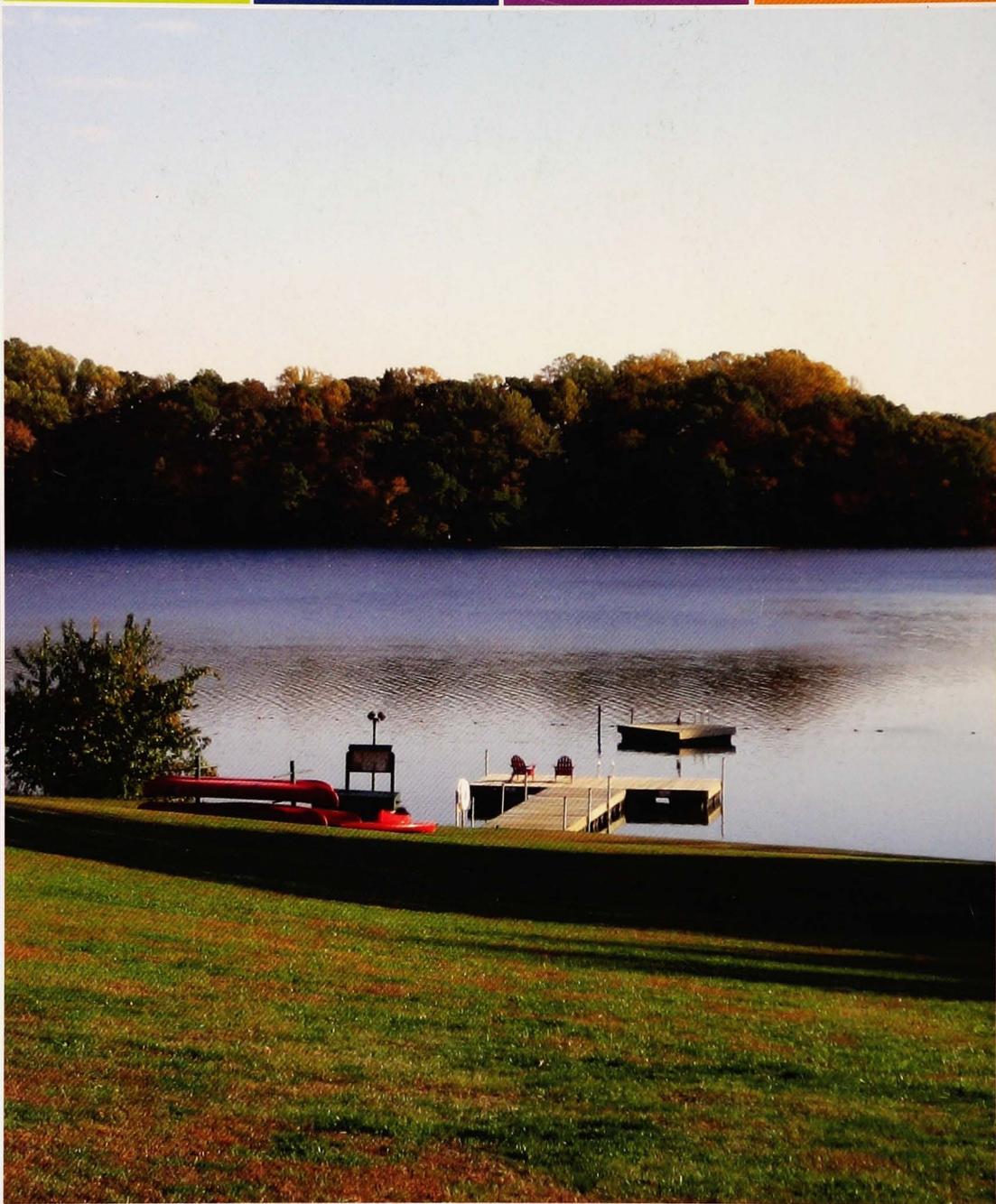
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