

St. Andrew's School Delaware

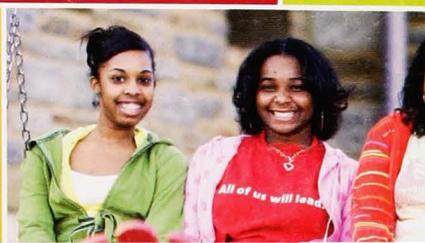


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The front lawn, overlooking the T-dock and the pond, is my favorite place on campus. There is a beautiful view out over the pond, and students can always be found on the front lawn after dinner playing Frisbee or soccer, or simply socializing.

—Margaux '11

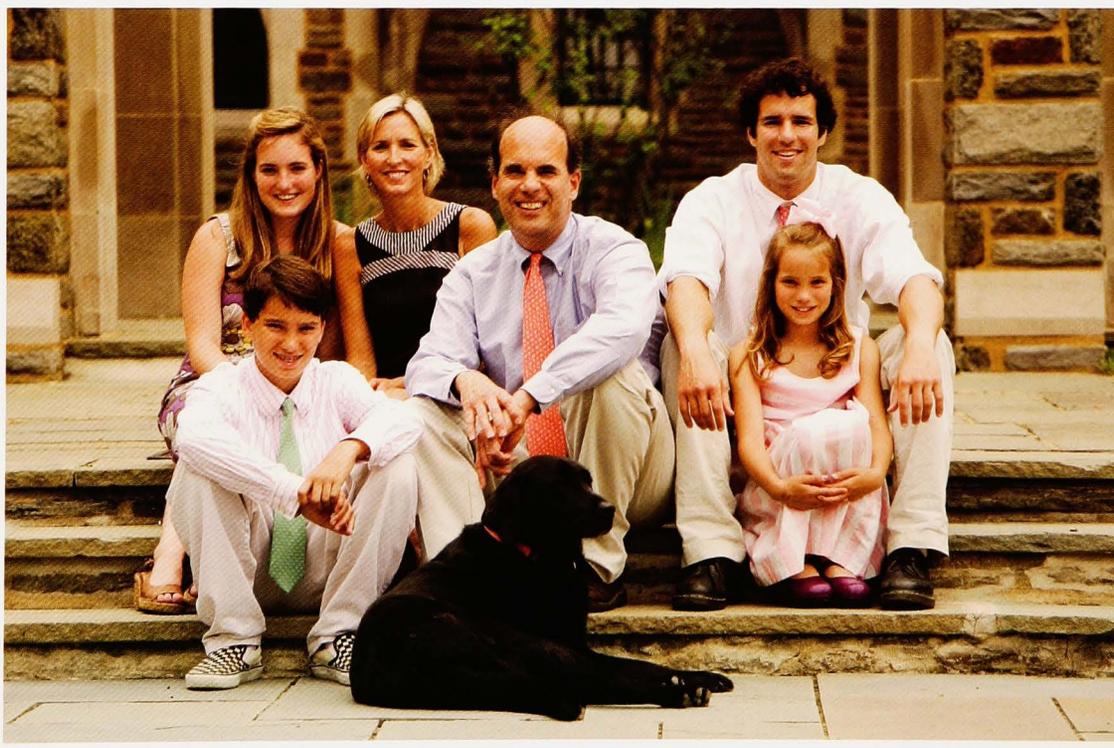


I am pleased to introduce St. Andrew's to you as you begin the process of applying to secondary schools. I hope this viewbook and our Web site enable you to move beyond the superficial aspects of a school search towards a deeper understanding of the exciting mission and unique culture of St. Andrew's.

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 comes 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.

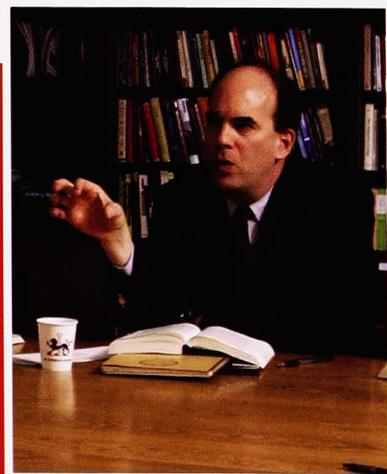
I hope you will visit St. Andrew's. My office is right outside the admission area and I look forward to talking to you about your hopes and aspirations for high school. If you have already decided that you want your life to make a profound difference in the world, St. Andrew's is the perfect school for you.

Daniel T. Roach, Jr.

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 is 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 the 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 lives 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.

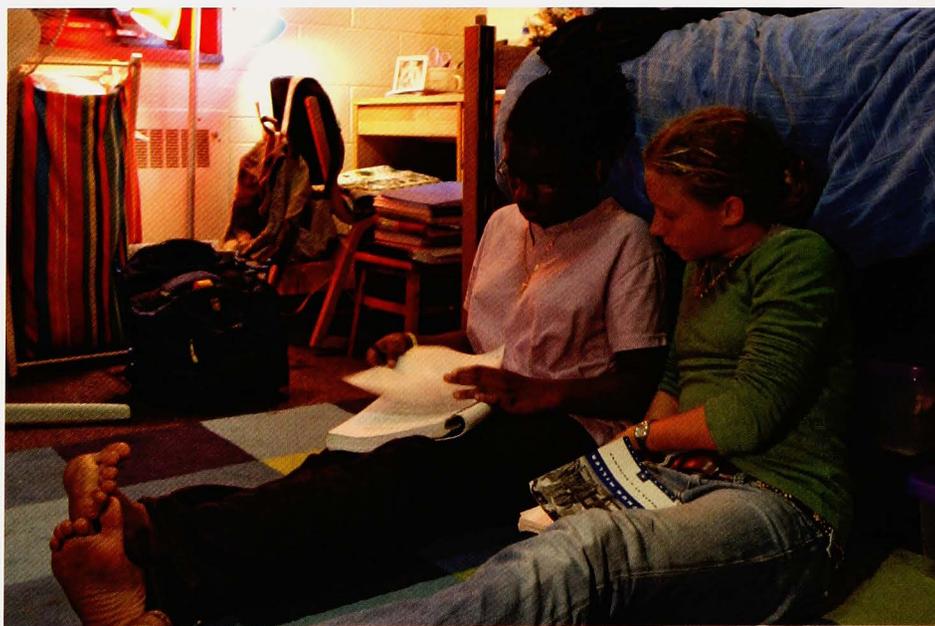
Students and visitors immediately sense what we value most in our community. Our mission encourages us to be responsible for ourselves and each other, and to be accepting and kind to one another. Celebrating and nurturing the qualities of good will, civility, empathy and humanity, St. Andrew's is a remarkably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

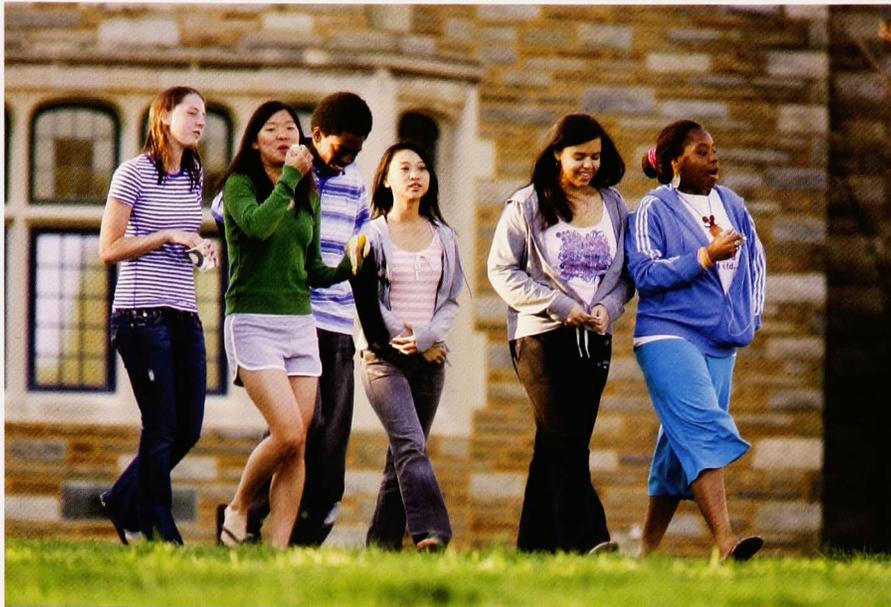
When students arrive at St. Andrew's, they are greeted by a host of new emotional, academic, artistic and athletic challenges. Our residential life program is structured to support young students in this process, providing them with faculty and student mentors to help them learn habits that will help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

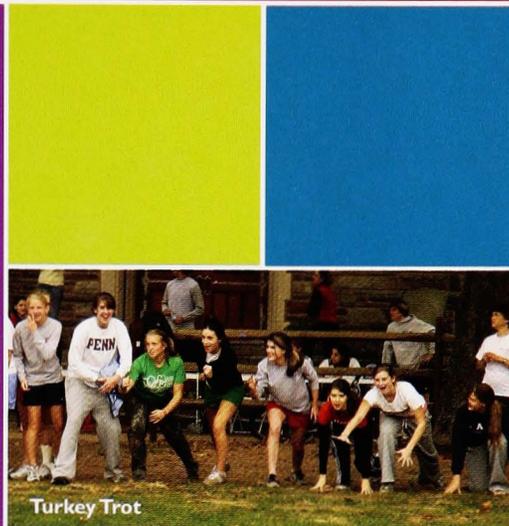


EXTRACURRICULARS

at a Glance

Fun Traditions

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



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



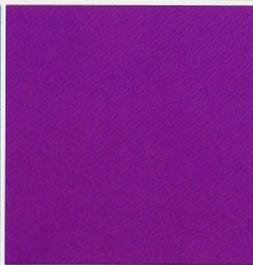
World Travel Opportunities

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.

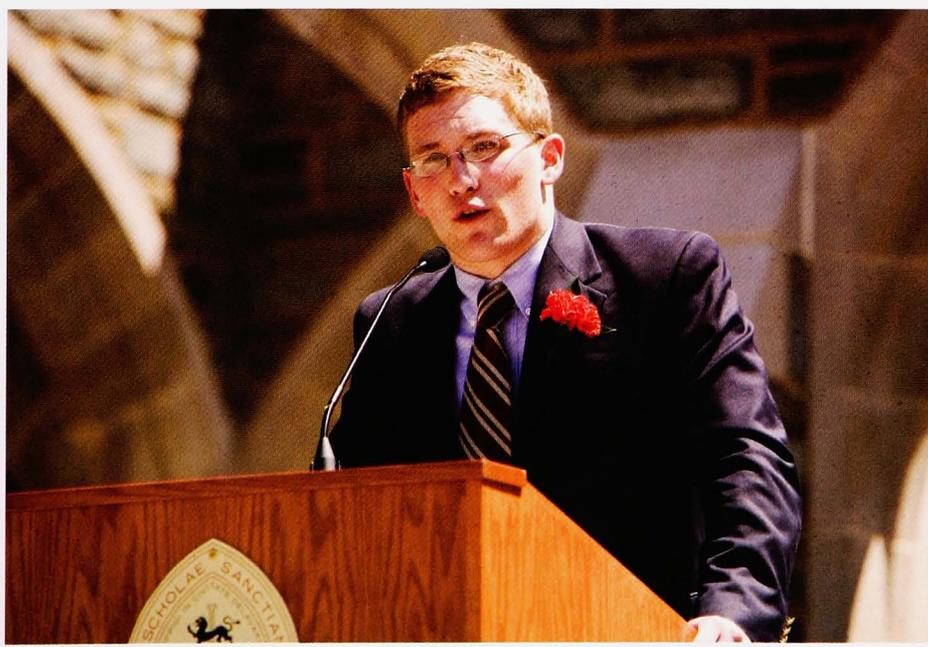
Over 70 percent of our students are involved in community service projects each year. These projects are directed by a student committee and supervised by a group of faculty, though many students and faculty also become informally involved.

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



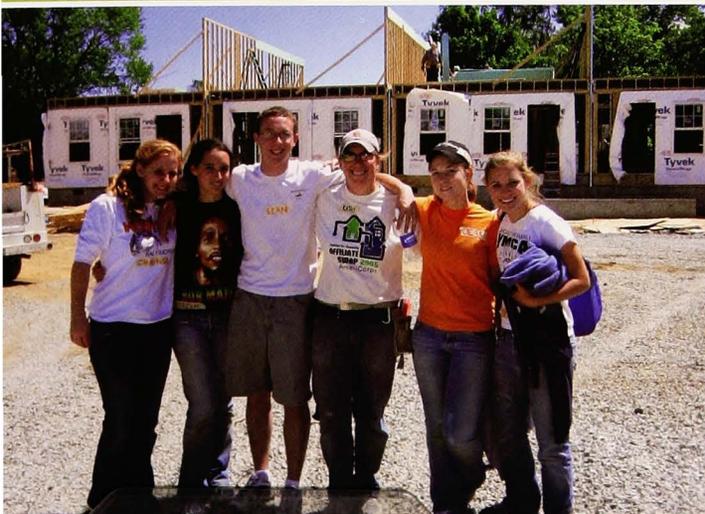
This past spring, my physics class took the day to work with the Habitat for Humanity project in Middletown. In one day, we constructed what would become the ceiling and floor of four two-story houses. Working with the service organization was amazing because we were able to absorb all the experiences 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 listings 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

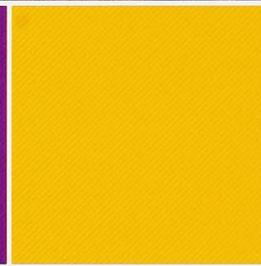
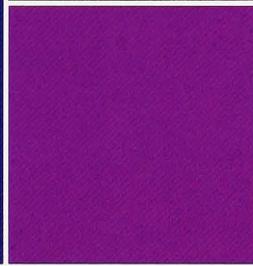
The film and photography classes at St. Andrew's are supported by state-of-the-art equipment and technology—these labs are also available for use by student publications and independent film production.

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 sleep over 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

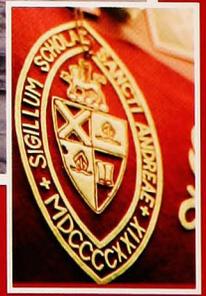


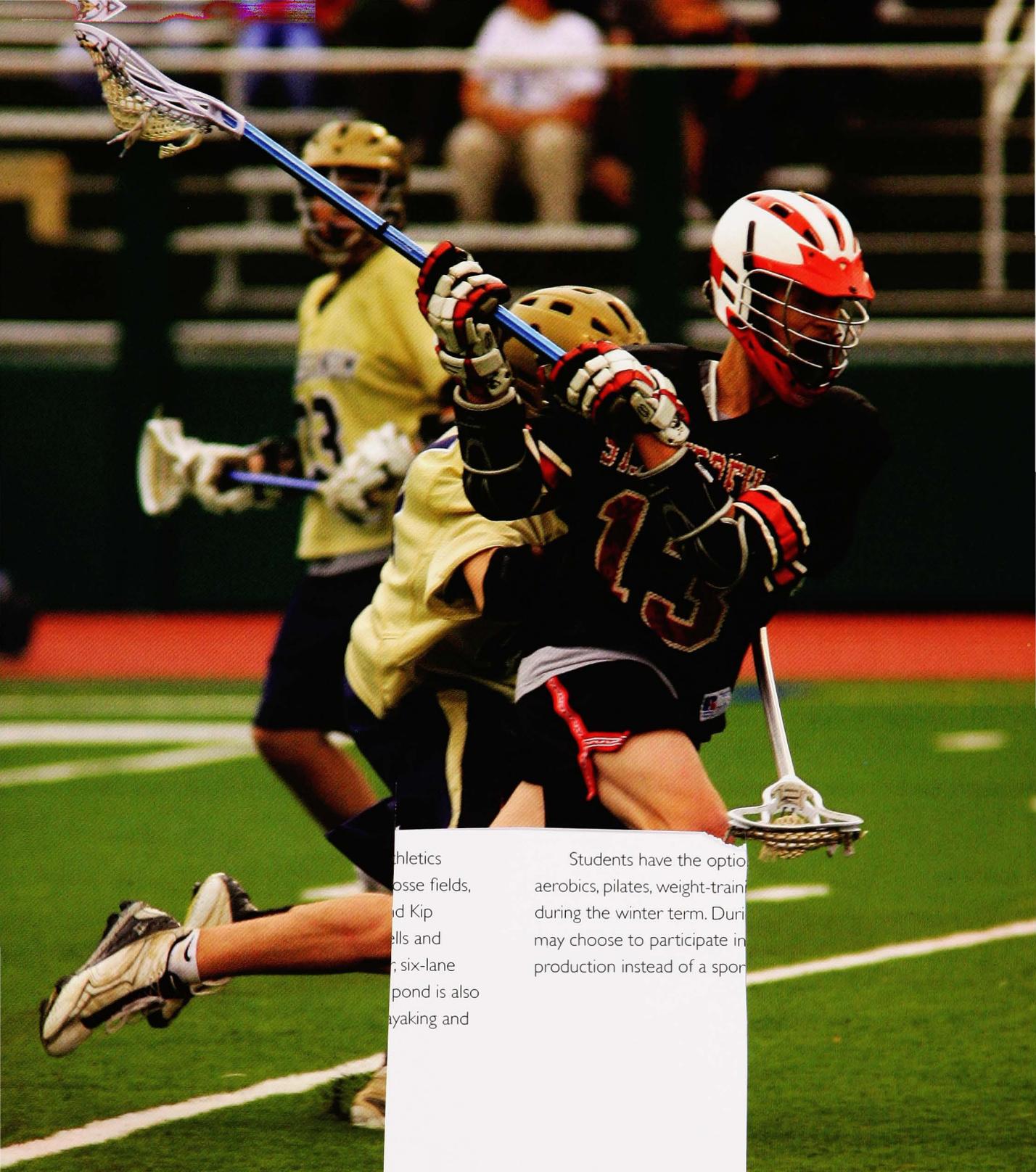
Sports at St. Andrew's reflect our belief that all students, not just varsity athletes, benefit from participating in sports. Athletics at St. Andrew's are interscholastic in nature, with 10 sports for girls and 11 for boys. There are as many levels of competition as can be supported by numbers of athletes; 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. 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.





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Students have the option
aerobics, pilates, weight-training
during the winter term. During
may choose to participate in
production instead of a sport

A P

- Spring**
Baseball
Crew
Lacrosse
Tennis

- Fall**
Cross-Country
Field Hockey
Soccer
Volleyball

Girls

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

St. Andrew's is competitive in league and state competition, having won 37 state championships in boys' cross-country, girls' and boys' lacrosse, boys' soccer, girls' and boys' tennis and wrestling. Girls' and boys' crew have received regional, national and international recognition. The boys' crew has competed at the British Henley regattas several times in the last 10 years. The girls' crew has won the Stotesbury Regatta, the oldest and largest American high school regatta, more than any other team in the country. The girls' crew has been to the women's Henley Regatta four times, made the final three times and won in 1997.

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

Winter

Basketball
Squash
Swimming

Spring

Crew
Lacrosse
Tennis

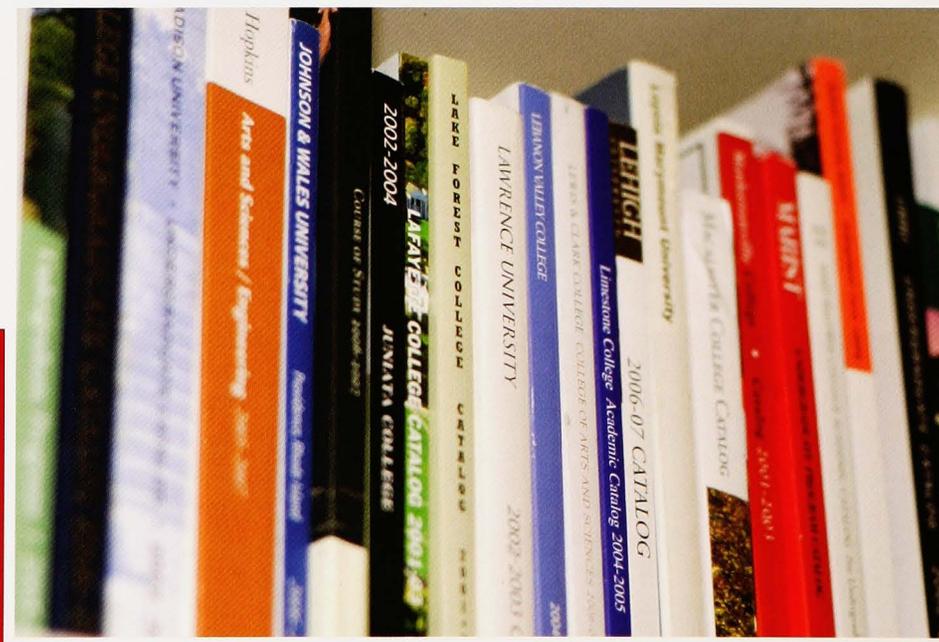
The principal goal of the college counseling program is to empower our students to have successful and fulfilling careers in a college appropriate to their individual strengths and interests. Toward this end, we help our students think deeply and carefully about their talents and aspirations, set reasonable 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 2005, 2006, 2007 & 2008—279 Students

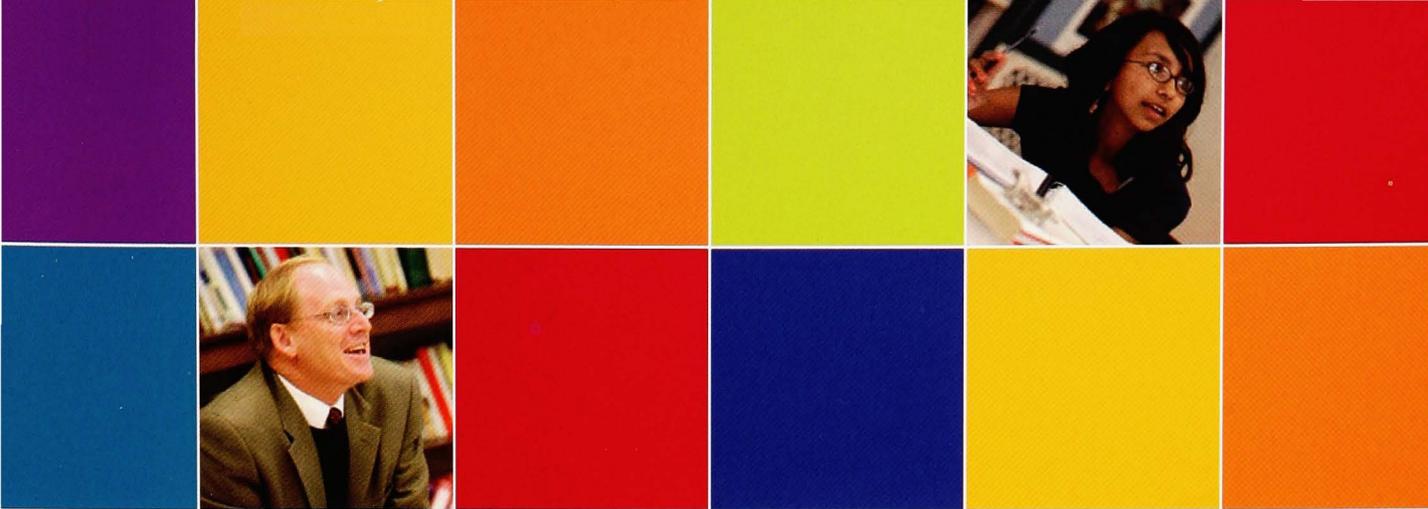
Abilene Christian	1	Univ. of Maryland, College Park	1
American	2	Mass. Institute of Technology	3
Barnard	2	Univ. of Miami	1
Bates	7	Middlebury	8
Boston College	6	Mount Holyoke	4
Boston University	3	New York Univ.	3
Bowdoin	3	North Carolina State Univ.	1
Brown	5	U.N.C.—Chapel Hill	2
Univ. of California—Berkeley	1	Northeastern	1
Carleton	1	Northwestern	1
Carnegie Mellon	6	Occidental	1
Case Western Reserve Univ.	1	Oxford College at Emory Univ.	1
Colby	2	Univ. of Pennsylvania	7
Colgate	1	Penn State Univ.—Univ. Park	1
College of Charleston	1	Univ. of Pittsburgh	1
College of the Holy Cross	1	Pomona	1
College of William and Mary	2	Princeton	6
College Prep Year	1	Rhode Island School of Design	2
Univ. of Colorado at Boulder	1	Univ. of Richmond	4
Colorado College	1	Univ. of Rochester	1
Columbia	4	Rollins	1
Cornell	2	Rutgers	1
Dartmouth	6	Univ. of St. Andrew's (Scotland)	3
Davidson	13	Savannah College of Arts	2
Univ. of Delaware	3	Scripps	2
Delaware Technical	1	Sewanee: Univ. of the South	9
Dickinson	5	Univ. of Southern California	1
Drexel	1	Southern Methodist	2
Duke	3	St. John's College	1
Eckerd	1	St. Olaf College	1
Univ. of Edinburgh	1	Stanford	2
Elon	2	Swarthmore	2
Franklin and Marshall	5	Trinity College	2
Furman	2	Tufts	3
George Mason	1	Tulane	2
The George Washington	8	United States Naval Academy	2
Georgetown	4	Vassar	5
Gettysburg	2	Univ. of Vermont	1
Hamilton	7	Villanova	2
Harvard	8	Univ. of Virginia	8
Harvey Mudd College	1	Virginia Polytechnic Institute	1
Haverford	6	Washington and Lee	2
Hobart and William Smith	1	Webb Institute	1
Johns Hopkins	3	Wellesley	1
Kenyon	6	Wesleyan	2
Lehigh	1	Wheaton	1
Loyola Marymount Univ.	1	Williams	11
Macalester College	1	Univ. of Wisconsin, Madison	1
Manhattanville	1	Yale	5
Marlboro 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 that 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 five to one. The average class size is 11 students, the actual size of individual classes depending on the subject and the level at which it is pursued.

Diploma Requirements

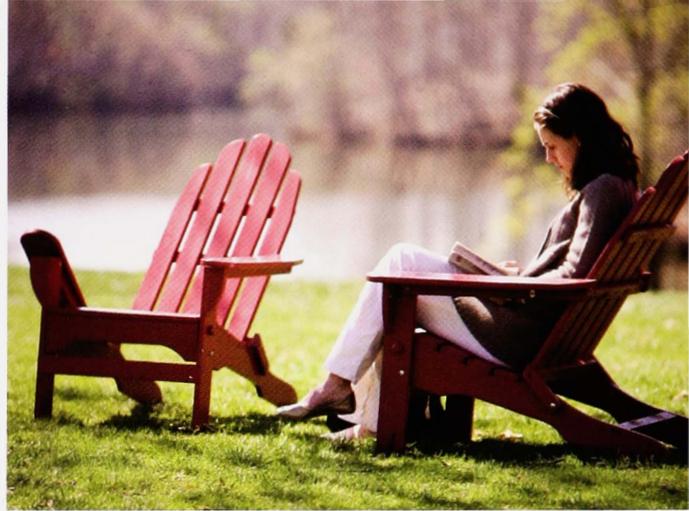
The School requires 18 credits for a diploma but encourages students to work beyond this minimum. Of these 18 credits, four must be in English, three in mathematics, two in consecutive years of the same foreign language, two in history (including United States history) and two in a laboratory science. While two years of the same 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 must 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.

Courses at the upper levels of each department throughout the academic program are labeled "Advanced Study" to denote the quality and rigor of college-level instruction. "Advanced Topics Tutorials" are individualized and often student-directed courses allowing further advanced study in particular disciplines.

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. Students may take Advanced Placement examinations in various subjects. Some Advanced Study courses will prepare for these tests, but in most cases students will have to prepare some topics outside of general class instruction.

Reports and Grading System

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

The School welcomes inquiries or comments from parents.

Technological Resources

The Academic Program makes effective use of modern information technology in all subject areas. The nearly 100 networked computers located in classrooms and laboratories across



campus provide students and faculty with Internet access, e-mail accounts, internal campus messaging, file storage, printing services and specialized academic software.

Science laboratories utilize computer-interfaced measuring probes and spreadsheet programs for data analysis. In mathematics classes, students work with mathematical modeling and statistical analysis programs, as well as programmable graphing calculators. Students hone their listening and speaking skills in modern languages by working with interactive audio and video clips accessible through the campus computer network.

Library

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

Built in October 1956 and renovated in 1997 and 2008, 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 site, <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 Tutorial Program

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

Cryptography: War, Online Shopping and Mathematics

Usually thought of as the domain of military commanders and secret agents, cryptography has increasing relevance for everyone in the age of internet commerce and digital information. This course offers an interdisciplinary investigation into the history and mathematics of codes and ciphers, including ancient substitution ciphers (i.e. cereal box code rings), the Enigma machine of World War II, modern computer codes and the theory of quantum encryption.

Humanism and the Italian Renaissance

This tutorial explores the birth of Humanism in 14th and 15th century Italy, using literary and critical texts as well as the art and architecture of the period to shed light on this momentous change in Western culture and the rebirth of the values of classical civilization. Students analyze the rise in the importance of the individual to society, examining the lives and works of the great artists of the age, ranging from Donatello and Brunelleschi to Bramante and Michelangelo.

U.S. Foreign Policy Toward Latin America: Cuba—A Case Study

Cuba's destiny, particularly since the middle of the 20th century and the era of the Castro dictatorship, now stretching over 45 years and ten U.S. presidencies, has been inextricably tied to foreign policy decisions of the United States. This tutorial provides a brief account of the pre-Cuban independence period and examines closely the pre- and post-Revolution eras to understand United States' responses to the Cuban government. Students explore both primary sources and the interpretations of many commentators, as they examine the U.S. policy-making process and determine how domestic political concerns can shape—and sometimes warp—foreign policy interests.

Christian Mystics of the Second Millennium

We have long been fascinated by mystics, people usually described as 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.

"Is Freakonomics Really So Freaky?"

Understanding Contemporary Economic Issues

Some have suggested that the discipline of economics is mystifying and even boring—one of its early practitioners called it "the dismal science." Yet, as the recent success of the bestselling *Freakonomics* suggests, the discipline of economics offers a unique perspective on many pressing issues facing the world today. This tutorial covers "hot-button" topics such as defense spending and the war; the budget deficit and national debt reduction; growth and development; tax reform; international trade; elections; and environmental sustainability. Students will also visit a manufacturing plant to witness the production process of a small factory.

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.

"The Seeds of All Good and Evil":

Irish Literature, History and Culture

Embracing W.B. Yeats's vision of a land where writers could find "every expression of good and evil necessary to their art," Irish writers in the 19th and 20th centuries strove to turn away from England and to cultivate a distinctively Irish culture, seeking through their literary work to make "the Irish race once more... what it was of yore—one of the most original, artistic, literary, and charming peoples of Europe," in the words of Douglas Hyde in 1892. This tutorial will examine how the Irish have imagined, written and sought to shape their own history and culture and produced some of the most powerful and socially conscious literature in the world, intimately linked to a desire and struggle for freedom—artistic, literary and political.

■ 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.

In all forms, our seminar discussions are explorative, open-minded, thought-provoking exchanges of ideas. Students are encouraged to develop their own ideas about the texts through rigorous discussions and at times formal debates. We value the art of listening and active engagement, and encourage the students to take leadership roles in these conversations.

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.

The English Department believes strongly that the most effective method of teaching writing occurs in small groups; exhibitions and tutorials serve, therefore, as the centerpieces of our writing curriculum. 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 informally with their teachers in individual tutorials to discuss essays and journals. They also discuss their work in more formal settings. At least two times a year, students write essays and discuss them in a 40-60 minute exhibition

either one-on-one with their teacher or in groups of two or three. Students read and carefully evaluate one another's essays, discussing the effectiveness of each essay's argument and exploring ways to improve and refine it; they also critique their own essays and make suggestions on how to strengthen and develop their thinking and writing.

English Literature I

This course introduces students to critical thinking, careful reading and effective writing. Reading well is the key to becoming an informed and thoughtful participant in society; reading astutely requires the ability to discern tone, image, character; diction, syntax and symbolism—so students read a lot and read closely. Class discussion focuses on the skills of critical thinking, listening and debating in order to help students become sharper readers of literature.

Writing assignments are frequent and primarily analytical in nature: students learn to use the text to explore and analyze diction, imagery, character and meaning. Students work throughout the year on the important rudiments of clean and clear writing: paragraph structure, grammar and punctuation. Through the use of journals, exploratory writings, papers, exhibitions and two semester exams, students learn to write precisely, effectively and convincingly.

This III Form course explores in its literature themes and issues connected to American life, as III Form students concurrently take U.S. History. Students explore the meaning of the "American Dream"—how that dream has changed over the years and its still perpetual power: Students read books and plays that examine the particular American tension between the individual and the community. 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*; James Baldwin, *Go Tell It On The Mountain*; Mark Twain, *Huckleberry Finn*; Zora Neale Hurston, *Their Eyes Were Watching God*; Tennessee Williams, *A Streetcar Named Desire*; Edward Albee, *The Zoo Story*; and short fiction, essays and poetry by Langston Hughes, Robert Frost, Emily Dickinson, Flannery O'Connor, Eudora Welty, Kate Chopin, Mary Oliver and Richard Wilbur.

English Literature 2

This course for IV Form students explores how literature from a variety of traditions illuminates and gives meaning to the human experience. Through their readings of literature from various cultures and traditions, students explore ways in which texts present perspectives on



place and culture, identity and beliefs. Students focus, both in class discussions and in their writing, on the power of effective argument.

Building on the close textual analysis in the III Form, this course examines linguistic patterns and choices the author makes in a text and introduces students to the language of argument. Students pursue questions such as: What does an argument look like? What is the difference between observation and a claim? What constitutes evidence? What makes certain arguments stronger than others? How do we adjudicate between positions or conflicting arguments presented in the text? How do we deal with ambiguity and do justice to the complexity of the text? Students also examine how a work of fiction, in and of itself, articulates an argument.

Discussions about argument translate directly into the teaching of writing, considered specifically as a process: in order to generate ideas and craft a logical and persuasive argument, students must commit to the process of developing, drafting and revising their essays. Students write frequent journals and short exploratory essays and learn to develop these pieces into more polished papers of three to four pages. By the end of the year, students are expected to be able to write grammatically clean, clear and effective prose.

Texts include: Jamaica Kincaid, *A Small Place*; T.C. Boyle, *The Tortilla Curtain*; Athol Fugard, "Master Harold" ... and the boys; William Shakespeare, *Othello*; Jane Austen, *Pride and Prejudice*; Joseph Conrad, *Heart of Darkness*; and Chinua Achebe, *Things Fall Apart*.

Advanced Study in English Literature 3

The English curriculum for V Form students introduces a range of literary genres, including poetry, plays, novellas and novels. Students continue to develop the skill of close textual analysis and build on their familiarity with the conventions of literary argument. They work on longer, more sustained and sophisticated analytical arguments about literature and, in the latter half of the year, begin developing their own paper topics.

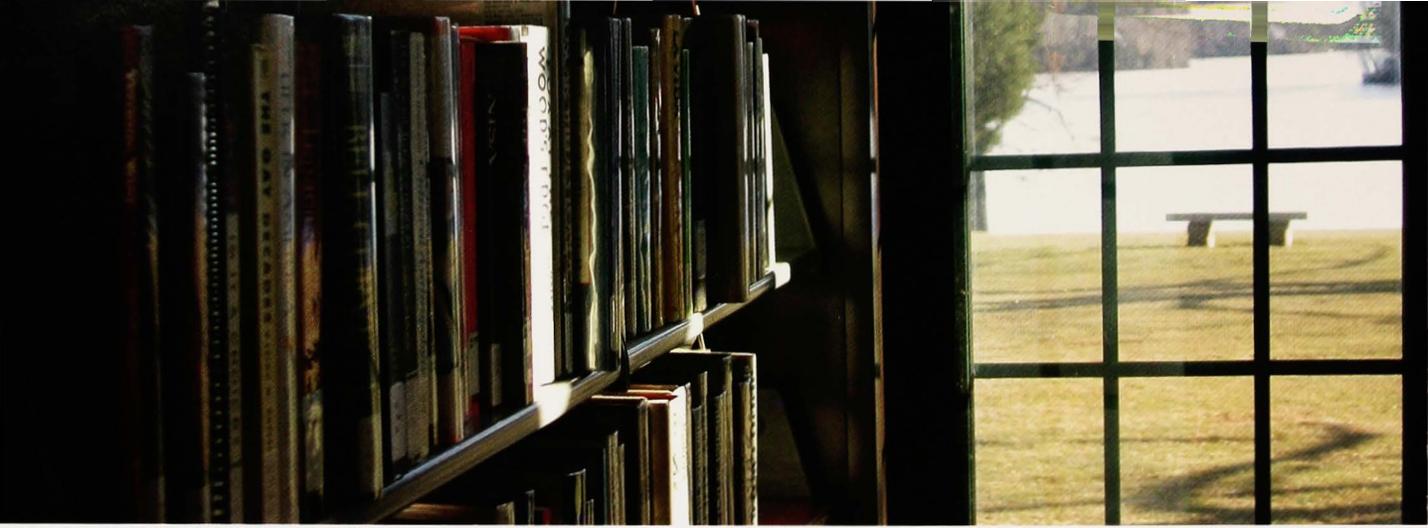
The culminating project of the year is the Junior Exhibition: students read an assigned novella on their own, devise a central question that serves as their paper topic and write a seven- to eight-page paper that they subsequently assess and critique in a 30-minute oral defense with their teacher. Students rework and revise this essay after their oral defense.

Texts include: William Shakespeare, *Hamlet*; Mary Shelley, *Frankenstein*; Emily Bronte, *Wuthering Heights*; James Joyce, *Dubliners*; Cormac MacCarthy, *All the Pretty Horses*; Toni Morrison, *Song of Solomon*; Ralph Ellison, *Invisible Man*; Philip Roth, *Goodbye, Columbus*; Ernest Hemingway, *In Our Time*; and selected poetry.

Advanced Study in English 4

This course is an intensive, one-semester introduction to advanced forms of literary study; it challenges VI Form students to become more independent, insightful readers and more forceful, artful writers with confident critical voices. Through careful study of narrative structure, form and style, students learn to discern and articulate authors' methods of making meaning. Each section of this course centers around a different set of texts, themes and concepts, introducing students to the kind of focused analysis and comparative study that occurs in college literature courses.

Though the themes and texts vary from class to class, the centerpiece of every section is the Senior Exhibition. Each student chooses a work of literature from a short list of course-related texts provided by their instructor and develops an original thesis. The student then works to clarify, complicate and polish a sophisticated argument. Though the drafting process involves frequent meetings with the instructor, the project is essentially independent. This process culminates with a 45-minute oral exhibition in which the student discusses and defends his or her paper in a critique with at least two members of the English Department. The Senior Exhibition prepares students to think and work independently, to refine and explore



sophisticated concepts, to revise and rework thoughts into polished prose and to self-assess in the interest of improvement. After the Senior Exhibition, some students read published articles and respond to scholarly criticism in light of their own argument; some students also revise their major papers of the year and create a portfolio of their best written work.

Senior Spring Seminars and Tutorials

In the spring, VI Form students may take either a directed seminar in English or a tutorial offered in various disciplines by faculty throughout the School. Comprised of three students or fewer, these tutorials offer a culminating academic experience for graduating seniors, as they have the opportunity to work very closely with a faculty member on a topic of their particular interest and passion. Each tutorial possesses strong written and oral components: students write and deliver weekly essays of three to four pages and discuss their findings with their classmates. Both tutorials and the English seminar are designed to help students hone the skills of research, writing, argumentation and problem solving that will serve them well in college and beyond.

Topics of recent English seminars have included 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).

Recent tutorial titles include the following: Cryptography; War; Online Shopping and Mathematics; U.S. Foreign Policy Toward Latin America: Cuba—A Case Study; "The Seeds of All Good and Evil"; Irish Literature, History and Culture; Humanism and the Italian Renaissance; Eight Days That Changed Western Music; A Natural and Human History of the Upper

Appoquinimink River, Delaware and Vicinity; Quantum Indeterminacy and its Interpretations.

Advanced Topics Tutorial in English Literature

This individualized course, to be taken in the VI Form concurrently with Advanced Study in English Literature 4, allows the advanced student to explore further literature according to the interest of the student and instructor. This course offers the opportunity for student-directed reading and research. Departmental approval required.

Creative Writing I

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. In covering such topics as tone and voice, diction, theme and style, the course will place emphasis on observing with accuracy, writing with precision and listening with an attentive ear to the nuances and rhythms of language. As they work 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 chimerical enterprise. (Half-credit course, V and VI Forms)

Creative Writing 2

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 through class discussion of student work. Careful attention is paid to tone and voice, style, selection of detail, narrative and formal structures and rhetorical proficiency. (Half-credit course, VI Form)

■ 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.

Research Challenges in U.S. 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 Research Challenges in U.S. History; V and VI Form students enroll in Learning History Backwards. 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*.

Advanced Study in 20th 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*.

Advanced Study in 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*; theoretical readings by Aime Cesaire, Bernard Lewis, Edward Said, Samuel P. Huntington, Jurgen Osterhammel, Frantz Fanon and others.

Advanced Study in Global Studies

What forces—cultural, economic and political—will shape the 21st century? And what are our obligations as citizens in this new globalized, interconnected, “flat” world? Drawing on a range of disciplines, including ethics, economics, geography, ecology and cultural and literary study, this course 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 scope and limits of American military power; 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. Each unit is framed around a series of readings that offer multiple perspectives on a single issue. Readings are drawn from articles in such publications as *The New York Review of Books*, *Atlantic Monthly*, *The Weekly Standard*, *The Nation*, *Discover*, *Foreign Affairs*, *Slate.com*, *The Chronicle of Higher Education* and *Harper’s Magazine*, among others, as well as English versions of foreign newspapers, available through the Internet.

Advanced Study in the 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, where 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*.

Advanced Study in the 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 examines the Crusades, the rise, peak and fall of the Ottoman Empire and the history of the Palestinian-Israeli crisis. The course ends with a look at the background of current issues in Iraq and Iran.

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*; Marjane Satrapi, *Persepolis*.

Advanced Study in the History of Social Reform

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*; and 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.

Advanced Study in 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*.



Advanced Study in Modern European History

This course explores the cultural, economic, political and social events and ideas that have shaped European history from 1450-1914. Students examine the rise of modern Europe, its impact throughout the world and its consequences at home and abroad via the following topics: Renaissance, Reformation, the Age of Discovery, Scientific Revolution and Enlightenment, absolutism, "Glorious Revolution," French Revolution, Napoleonic Wars, Industrial Revolution, Romanticism, Ideological "-isms," the rise of nation-states and the road to World War I. Students write analytical essays, conduct independent research and read from primary and secondary sources to be determined.

Advanced Study in American Studies: Issues and Debates in American History

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"; the changing nature and meaning of American citizenship; the role of the press during times of war and international conflict; and 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 variety of perspectives 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. (Double course; credit for English and history)

Great History Books

In this half-credit course students are introduced to a wide range of historical topics by reading entire books of historical scholarship. The course reflects the belief of Stanford Professor Sam Wineburg, which the department shares, that "the deep examination of the past should change the way we regard the present, and make us more reflective about what it means to be human. Reading a full-length book helps us see this; we need to enter into an author's world, to submit ourselves to an author's way of constructing the past." Students examine not only the content of any given book but also the way in which the author collects and uses evidence to create and sustain a historical argument. Students

read four books during the year; each one taught by a different member of the History Department, and with many opportunities for interdisciplinary study. Possible books for study include the following: Drew Gilpin Faust, *The Republic of Suffering*; Jung Chang, *Wild Swans*; Christopher Browning, *Ordinary Men*; Nicholas Lemann, *The Big Test*; William Cronin, *Changes in the Land*; Doris Kearns Goodwin, *Team of Rivals*; John Dower, *Embracing Defeat*. (Half-credit course, priority to IV Form, open also to V and VI Forms)



Advanced Topics Tutorial in History

This individualized course allows the advanced VI Form student to explore further topics and research in history outside of normal departmental curriculum. For the 2008-09 school year; students will research the role of the Episcopal Church in Delaware in slavery, both in its participation and opposition to slavery. Students will study the broad history of slavery in the mid-Atlantic region and then work through extensive diocesan and individual church archives, contributing to an ongoing, contemporary history project. They will have real-life deadlines for their written work and will present their papers and findings to the Diocesan Committee on Slavery in Delaware intermittently during the school year. Prerequisite: Fulfillment of graduation requirement for History (two courses, including U.S. History) and departmental approval.

■ MATHEMATICS ■

Through lectures, seminar-style classroom discussions, collaborative work and independent study, the St. Andrew's Mathematics Department aims to teach students 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 skill development, practical problem-solving and formal proofs. Various technologies, including SMART Board, TI-SmartView software, graphing calculators, spreadsheets, The Geometer's Sketchpad and other computer software, help students develop multiple perspectives by introducing them to mathematical modeling and research. In addition to traditional forms of assessment, assignments, such as papers and 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 2 or Honors Algebra 2.

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*.

Integrated Geometry

This course continues to develop algebraic skills through explorations in Euclidean geometry. Students rediscover the algebraic concepts of slope, line, distance, parallelism and perpendicularity in coordinate geometry. Other topics covered include linear equations and systems, similarity, direct and inverse proportions, triangles, other polygons, circles, area and volume, as well as other traditional Algebra I and Geometry topics. Prerequisite: Algebra I or Pre-Algebra with departmental approval. Text: Larson et al., *Geometry*.

Honors Geometry

Honors Geometry 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 what the mathematics students will encounter in future years: functions and rate of change, combinatorics and probability. The course ends with a thorough review of algebra topics to help prepare students for the transition into Honors Algebra 2. Prerequisites: Algebra I and departmental approval. Text: Jurgensen, Brown, Jurgensen, *Geometry* and supplementary material.



Algebra 2

This course continues the study of algebra begun in Algebra 1, focusing on algebraic representation and the applications of all the major function families. Students also study selected topics from linear algebra, discrete mathematics, probability and statistics. Prerequisites: Algebra 1 and Geometry. Text: Larson, et al., *Algebra 2*.

Honors Algebra 2

This course covers all of the topics from Algebra 2 in addition to a full treatment of trigonometry. While students consider the properties and applications of each of the major function families in isolation, significant time is also dedicated to the study of function composition and transformations. Prerequisites: Algebra 1 and Geometry and departmental approval. Text: Larson et al., *Algebra and Trigonometry*.

Precalculus

Precalculus reviews and expands on the study of functions introduced in Algebra 2. Special emphasis is placed on using functions to model real-world phenomena. Students also study bivariate data analysis and a full treatment of trigonometry. Prerequisite: Algebra 2. Text: Connally et al., *Functions Modeling Change: A Preparation for Calculus*.

Honors Precalculus

In the first half of the year, students in Honors Precalculus review topics in trigonometry and study a variety of precalculus topics drawn from discrete mathematics and analysis. The second half of the course covers differential calculus and its applications to prepare students for Advanced Study in Calculus BC. Prerequisites: Honors Algebra 2 and departmental approval. Text: Hughes-Hallett et al., *Calculus* and supplementary material.

Introduction to Calculus

This course is a study of the concepts and skills of differential and integral calculus. An emphasis on the 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.

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

Advanced Study in Calculus AB

This course covers differential and integral calculus, with an emphasis on applications drawn from the physical, biological and social sciences. After completing this course, students may elect to review independently for and take the Advanced Placement Calculus AB examination. Prerequisites: Precalculus or Honors Algebra 2 and departmental approval. Text: Hughes-Hallett et al., *Calculus*.

Advanced Study in Calculus BC

This course continues the study of calculus begun in the second half of Honors Precalculus. Students study integral calculus and its applications, as well as polynomial series approximations. After completing this course, students may elect to review independently for and take the Advanced Placement Calculus BC examination. Prerequisites: Honors Precalculus and departmental approval. Text: Hughes-Hallett et al., *Calculus*.

Statistical Methods and Applications

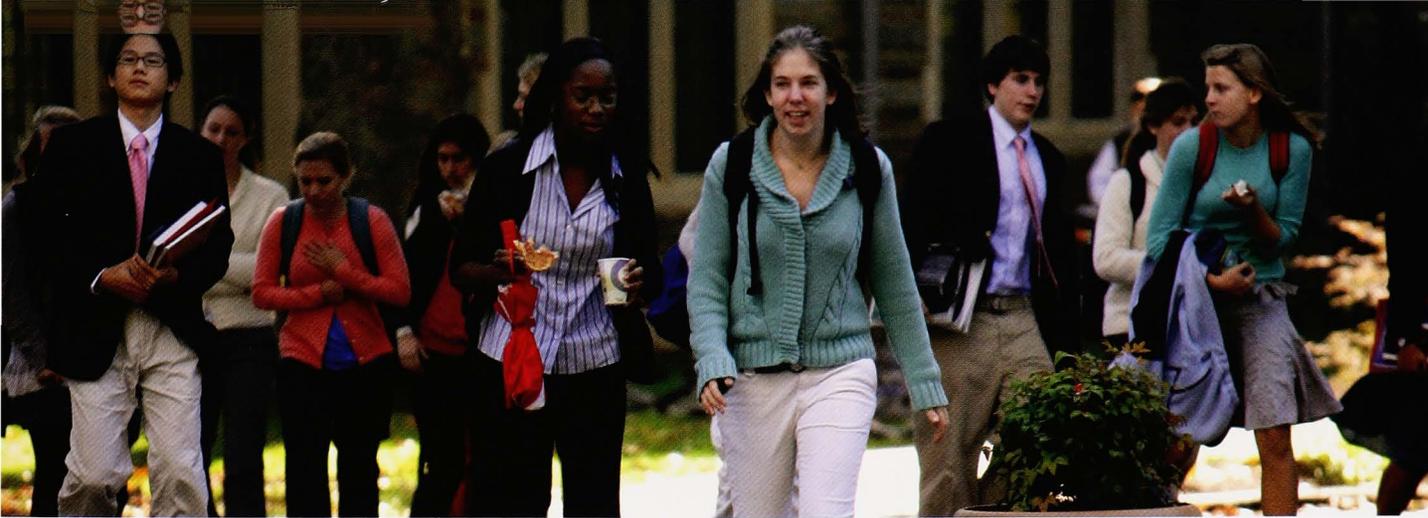
This course is a project-based study of statistics and its applications, with special emphasis on laboratory exercises and learning through collaborative discovery. While this course covers similar topics to Advanced Study in Statistics, it is not intended to prepare students for the Advanced Placement Statistics examination. Prerequisites: Algebra 2 and departmental approval. Text: Bock, Velleman, DeVeau, *Stats: Modeling the World*.

Advanced Study in 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. After completing this course, students may elect to review independently for and take the Advanced Placement Statistics examination. Prerequisites: Algebra 2 and departmental approval. Text: Bock, Velleman, DeVeau, *Stats: Modeling the World*.

Advanced Study in Multivariable Calculus

This course extends the ideas of single-variable calculus to functions of two or more variables, vector-valued functions and 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: Advanced Study in Calculus BC and departmental approval. Text: Larson, et al., *Calculus*.

Advanced Topics Tutorial in Mathematics

Advanced Topics Tutorial in Mathematics has most recently been an introduction to linear algebra. Matrices and their relationship to systems of linear equations are studied in detail. Special emphasis is given to the application of matrices to various disciplines, including economics, game theory, computer science, statistics, physics and biology. Prerequisites: Advanced Study in Multivariable Calculus and departmental approval.

Java Programming I

In this half-credit 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, two-dimensional graphics and basic Graphic User Interface (GUI) design complete the topics covered in this course. (Half-credit course, open to IV, V and VI Forms)

Java Programming 2

In this half-credit course students extend their knowledge of Java programming beginning with the important concepts of inheritance and polymorphism through the study of interfaces and abstract classes. 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. (Half-credit course, open to V and VI Forms)

■ MODERN LANGUAGES ■

At all levels of foreign language teaching, the Modern Languages 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. Text: Jennifer Li-chia Liu and Margaret Mian Yan, *Interaction I: A Cognitive Approach to Beginning Chinese*.

Chinese 2

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: Jennifer Li-chia Liu and Margaret Mian Yan, *Interaction II: A Cognitive Approach to Beginning Chinese*.

Chinese 3

Conducted entirely in Chinese, this 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. 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: Jennifer Li-chia Liu, *Connection II: A Cognitive Approach to Intermediate Chinese*.

Chinese 4

Conducted entirely in Chinese, this 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. 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: Jennifer Li-chia Liu, *Connection II: A Cognitive Approach to Intermediate Chinese*.

Advanced Study in Chinese 5

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

This introductory course is designed for students with little or no prior exposure to French language and culture. The program provides an overview of basic grammar and vocabulary based on four goals: communication, cultures, connections and communities. Students learn to communicate information, concepts and ideas on a variety of topics orally and in writing, and will record and videotape their work. They are exposed to multiple aspects of the French-speaking world, customs and cultures and make connections with other disciplines, including history, geography, fine arts and science in order to recognize distinctive cultural viewpoints in literary and non-literary contexts. Using their native language as a basis for comparison, students reflect on the structures and sounds of the second language and also explore the interconnectedness of the larger global community (adapted from *Espaces*). The course is conducted primarily in the target language. Text: *Espaces: Rendez-vous avec le monde francophone* (Vistas).

French 2

Students in French 2 further develop their skills in the four areas of proficiency: reading, writing, listening and speaking. Readings include various expressions of

Francophone culture, including literary and non-literary selections. Students hone their listening comprehension skills by working with video sequences and audiotapes. They also engage in interactive activities, perform skits and present oral reports to develop and demonstrate their oral proficiency. Text: *Espaces: Rendez-vous avec le monde francophone* (Vistas).



French 3

Taught entirely in French, this course offers students the study of advanced grammar and composition at the intermediate level. Students read a complete literary work and learn to analyze the text and discern authorial intention and tone. Grammar is taught in the reading context. Other activities include skits, oral drills, games and the use of multi-media resources. Texts have included: Tahar benjelloun, *Le Racisme Expliqué à Ma Fille*; St. Exupery, *Le Petit Prince*; Goscinny, *Asterix le Gaulois*; Victor Hugo, *Notre-Dame de Paris*.

French 4

This advanced-intermediate course focuses on the study of the history of French and Francophone literature from the Gallo-Roman period to the present. Students read and discuss excerpts from a variety of genres, in addition to exploring the major historical events of each period. They refine their knowledge of the language, undertaking an in-depth review of the major grammatical concepts. Text: *Trésors du Temps* (Glencoe).

Advanced Study in French 5

This advanced language course aims to further develop students' skills in writing with an emphasis on fluency and accuracy. Mastery of grammatical concepts, taught in conjunction with literature, is still central to the program. Students continue to enhance their proficiency in speaking through frequent oral evaluations. Texts: *Interaction* (St. Onge); *Triangle*; the French magazine, *Phosphore*; Sartre, *Les Jeux Sont Faits*; Gide, *Symphonie Pastorale*; Camus, *L'Etranger*. Prerequisites: French 3 or 4 and departmental approval.

Advanced Study in French 6: French Literature

This course aims to refine students' command of sophisticated vocabulary and linguistic structures while developing their skills in literary analysis. Students in this course learn to develop a thesis, write formal dissertations and present a final exhibition. Topics have included studies of art, literature, theater and film from France, the Caribbean, West Africa, Asia and Canada. Readings are supplemented by non-literary sources and articles to place the works in their political and historical contexts. Texts have included: Laye, *L'Enfant noir*; Oyono,

Une vie de boy; Schwartz-Bart, *Pluie et vent sur Télumée Miracle*; and Tournier, *Vendredi ou des limbes du Pacifique*. Prerequisite: Advanced Study in French 5.

Spanish I

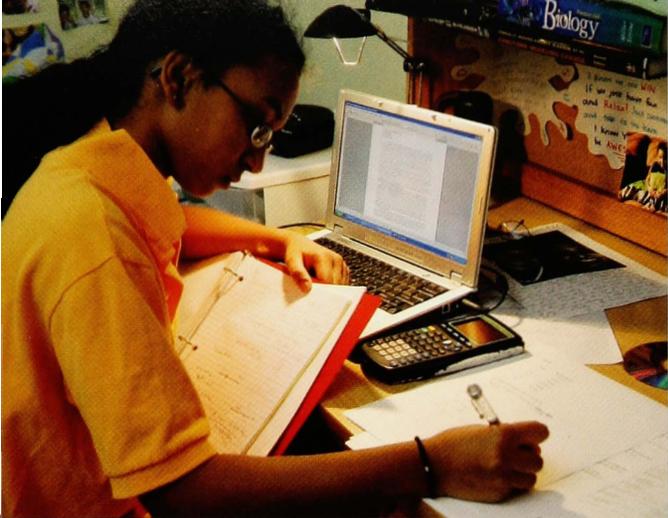
This course is an introduction to the basic vocabulary and grammatical structures of the Spanish language as well as to Hispanic culture abroad and here in the United States. The course prepares a foundation in each of the four language skills of speaking, writing, reading and listening comprehension. Situational dialogues, paired activities, skits and oral evaluations allow students to develop their communicative skills in Spanish. Students also receive a strong grounding in the grammar of the language and acquire a broad range of vocabulary that enriches their communication and expression. Text: Vistas: *Introducción a la lengua española*, 3rd ed., and supplemental readings.

Spanish 2

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. Text: Vistas: *Introducción a la lengua española*, 3rd ed., and supplemental readings.

Spanish 3

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 or interviews in Spanish. 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., *Dime! Pasaporte al Mundo XXI*; and Schmitt, *Schaum's Outline of Spanish Grammar*.

Spanish 4

Conducted in Spanish, this course offers a study of topics in the Hispanic world, using sources such as short stories, periodicals, essays, films and fine art from 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. Texts: *Enfoques: Curso intermedio de lengua española*, and supplemental readings.

Advanced Study in Spanish Literature 5: Hispanic World View

Conducted in Spanish, this college-level 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 Garcia Marquez, *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*. Prerequisites: Spanish 4 or Spanish 3 and departmental approval.

Advanced Study in Spanish Literature 6: 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 as well as their ability to understand Hispanic world views through the intensive study of Hispanic literature. Students read major literary works of Federico Garcia Lorca, Jorge Luis Borges, Ana Maria Matute, Miguel de Unamuno, Isabel Allende, Laura Esquivel and Gabriel Garcia Marquez. 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: Advanced Study in Spanish Language 5.

■ CLASSICAL LANGUAGES ■

The Department of Classical Languages aims to develop in students a fascination with the ancient world and particularly with language in general—its roots, forms, structure and literary nuance—as students adapt to an unusual world and worldview while reading works foundational to Western literature. From the earliest levels, study of classics cultivates inquiring and independent minds, as students are challenged to think precisely about language—the ancient and their own. At the intermediate and advanced levels, students develop a discerning eye for linguistic detail through reading a variety of genres, including historical narratives, classical rhetoric, epic and lyric poetry, tragedy and comedy. They do the work of budding classicists, reading texts in both Latin and Greek, consulting and distilling secondary literature and writing their own. Students become better readers and writers by growing attuned to the structure and tone of a different language, and by understanding language not simply as a tool for communication but as a vehicle in itself for meaning and interpretation.

Honors students often supplement their study of Latin with Greek, beginning with a half-credit introductory course in the IV or V Form year and continuing quickly toward advanced literary study. Students of modern languages or Western Civilization who wish to pursue an interest in the ancient world or profit from the discipline of classical languages may also take courses in Greek.

The skills of close reading and writing carry over into other disciplines in the humanities: Latin certainly provides a strong foundation for learning Romance languages and,

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

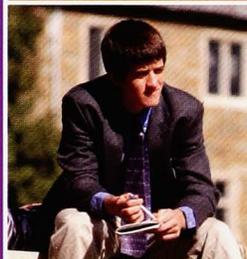


I chose St. Andrew's simply because of opportunity. To exist in a community as vibrant and alive as St. Andrew's is a remarkable and rare opportunity. We have been privileged to hear world-renowned professors and authors speak, to travel across the country and world to learn about different cultures and problems first-hand, and to engage in a multitude of conversations that range from multiculturalism to blood diamonds. Ultimately, St. Andrew's provides students with an education that introduces them to the world's problems and concerns that real adults face in every day life in the most authentic and intensive learning environment.

Brandon '08

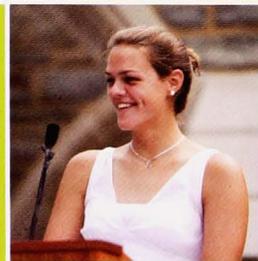
Global Studies has probably been my favorite class at St. Andrew's. We've studied everything from the ethics of Peter Singer, an extreme environmentalist and human rights activist, to the genocides in Rwanda and Darfur, to the future of globalization. The material we study in Global class is extremely 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





in fact, any language because of its attention to detail and structure. Care for language in general animates students' approach to studying all literature and cultivates similar precision in other disciplines. Classics faculty demonstrate the breadth of a classical education by teaching across the humanities curriculum, offering courses and tutorials in history, English, creative writing and music.

In the end, it is our hope that students grow into a love of language and literature that well extends into their collegiate studies and their lives, how ever they continue to pursue their interest in the ancient world. We hope students come to see classics as a wellspring for other disciplines and a foundation for the modern world as well as a fascinating object of inquiry in its own right.

Latin 1

Latin 1 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. They read passages of historical and mythological interest and compose sentences in Latin. Text: Dewitt et al., *College Latin*.

Latin 2

This course continues the study of Latin grammar and sentence structure through reading and composition and begins to introduce students to the prose of Latin authors. Students continue to learn an overview of Roman history through the end of the Roman Republic. Text: Dewitt et al., *College Latin*.

Latin 3

This course trains students to read Latin prose through extensive study of the works of Caesar and Cicero. Students explore the dynamic structures of Caesar's historical narratives and of Ciceronian rhetoric and also begin to read Latin poetry, as time allows. They continue to compose sentences and longer passages in Latin, imitating more systematically the prosaic styles and vocabulary of Caesar and Cicero. Readings include

selections from Caesar, *Commentaries on the Gallic War, Book II*; Cicero, *First Oration against Catiline, Second Oration against Verres*; Ovid, *Metamorphoses*.

Latin 4

This course offers continued introductory reading in Latin prose and poetry, while also emphasizing review of grammar and vocabulary. Readings may include selections from Cicero, Catullus and Ovid's *Metamorphoses*.

Advanced Study in Latin 4: Vergil

In this course students read the epic poetry of Vergil's *Aeneid*, while exploring the historical, social and political background of the Augustan period. This intensive reading and writing course teaches students to read especially carefully, as they learn to develop skills of close analysis and become sensitive to literary nuance. Students learn the craft of literary criticism by writing commentaries and short essays and by reading secondary criticism. In its readings in Latin this course follows generally the syllabus for Advanced Placement Latin: Vergil; students read the entire poem in English. Texts: Pharr; *Vergil's Aeneid*; Weiden Boyd, ed., *Vergil's Aeneid 10 and 12*; Vergil (trans. Fagles), *The Aeneid*.

Advanced Study in Latin 5: Catullus and Horace

In this course students read the lyric poetry of Catullus and Horace and gain a deeper appreciation for poetic structure, versification and literary criticism. Students read and write extensively, presenting their readings to class and responding to secondary criticism. They begin to gain a sense of the breadth of Latin literature, as they read the authors as a counterweight to Vergil and consider how each poet approaches similar thematic material. In its readings in Latin this course builds upon the syllabus for Advanced Placement Latin Literature: Catullus and Horace. Texts: Garrison, ed., *The Student's Catullus*; Garrison, ed., *Horace: Epodes and Odes*.

Advanced Topics Tutorial in Latin

Following Advanced Study in Latin 5, this individualized course allows the advanced student to explore further literature in Latin according to the interest of the student and instructor. Readings may include books of Vergil's *Aeneid* not read in Adv. Study in Latin 4, selections from Roman comedy (Plautus and Terence), orations of Cicero and histories (Livy, Sallust and Tacitus).

Greek I

This half-credit course introduces students with backgrounds in both Latin and modern languages to the vocabulary, grammar and syntax of Attic Greek. Students read rudimentary passages, continuous narratives and selections from the New Testament. Text: Balme and Lawall, *Athenaze Book 1*, or Hansen and Quinn, *Greek: An Intensive Course*.

Greek 2

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 Topics Tutorial in Greek

Following Advanced Study in Greek 2, this individualized course allows dedicated students to pursue their interest in Greek language and literature by reading texts of different styles, time periods and dialects. Texts include: Attic oratory (Lysias, *On the Murder of Eratosthenes*), tragedy (selections from Euripides' *Medea*) and epic (selections from the *Odyssey*).

■ 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.

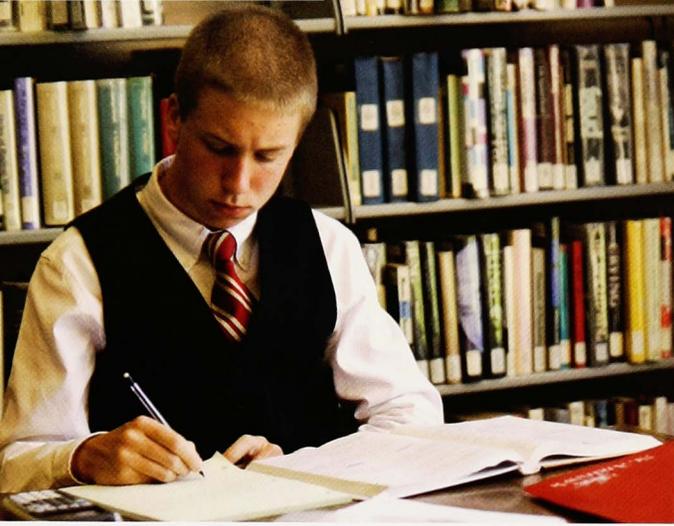
In the beginning of their VI Form year, students are introduced to the major thinkers and movements in Western philosophy. For the latter half of the year, VI Form students choose from courses that address such topics as world religions, gender issues, ethics, religion and literature, religion in America 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*.



Introduction to Philosophy (IV Form, 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*.

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. (VI Form course)

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 many cultures of the

world, it is critical to understand their many languages of faith. What is the difference between "eastern" and "western" religions? What is the source of the religious fanaticism that prevails in many areas? In this course, we explore various religions in an effort to gain a greater understanding of "the other." Recognizing that religion is often both a source of conflict and reconciliation, bloodshed and renewal, beginning and ending, we seek to acquire a deeper understanding of its complexities and paradoxes. Through films such as *Ghandi* and *Ali*, readings and in-class presentations, students will begin to unwrap the mysteries of Hinduism, Buddhism, Confucianism, Taoism and Islam. (VI Form course)

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. (VI Form course)

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*. (VI Form course)

■ 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. Courses in biology, chemistry and physics expose students to the crucial observations and theories that constitute our fundamental 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 this understanding.

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 demystify scientific inquiry by stimulating curiosity and enabling students to satisfy this curiosity through discovery. 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 laboratory double 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.

Biology

As the first course in the departmental sequence, Biology is designed to equip students with scientific skills to draw upon throughout their education. Particular emphasis is placed upon systematic observation and the formation and testing of scientific hypotheses. Students learn to be skeptical and to construct scientific explanations that are detailed, logical and supported by

evidence. The course also seeks to stimulate student appreciation and concern for the natural world. Areas of primary conceptual focus include energy transformation, genetics, evolution, ecology, human impacts on the environment and the diversity and characteristics of species. Each spring, students journey to nearby Lewes, Del., to review research conducted at the University of Delaware's College of Marine Studies and to tour dune, beach and forest ecosystems at Cape Henlopen State Park. Texts: Hoagland, Dodson and Hauck, *Exploring the Way Life Works: The Science of Biology*, and Johnson and Raven, *Biology: Principles and Explorations*. (III and IV Forms)

Chemistry

This course introduces students to the fundamentals of descriptive and theoretical chemistry. Emphasis is placed on how physical and chemical properties and processes may be explained in terms of the kinetic-molecular theory and the electronic structure of atoms. While this course stresses conceptual understanding, it also includes substantial treatments of chemical calculations and problem solving. Weekly laboratory work complements class discussions and demonstrations. The course syllabus generally reflects the breadth and depth of the College Board SAT II in Chemistry. Text: Russo and Silver, *Introductory Chemistry, 2nd ed.* Prerequisite: Algebra I. (IV, V and VI Forms)

Honors Physics

The Honors Physics curriculum is derived from a course developed by the Physical Science Study Committee (PSSC), a group first organized at the Massachusetts Institute of Technology under the auspices of the National Science Foundation. Its strength resides in its guidance of students through experiments and conceptual constructions that require authentic scientific thinking and practice. Not simply a catalogue of facts and equations, the course relies on experimental work to develop evidence for the theories of the structure



and interactions of matter. Each student is called on to develop his or her abilities to analyze, infer, evaluate, synthesize and reason quantitatively from the results of his or her experimental work. Extensive use of computer-interfaced instrumentation is used in the laboratory. Text: Haber-Schaim et al., *PSSC Physics*. Corequisites: Honors Algebra 2 and departmental approval. (IV and V Forms)

Physics

In 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: How can we measure the mass of the air in a room? What causes an object to move? How can we predict the motion of an object by knowing the forces acting on it? This course also devotes significant time to helping students articulate the methods and results of their experiments to their peers in discussion, writing and in the models they create to explain the physical world. Texts: Adapted from McDermott et. al., *Physics by Inquiry*, and Leonard, et al., *Minds-On Physics*. Prerequisite: Algebra 1. (IV, V and VI Forms)

Honors Chemistry

Honors Chemistry applies the foundation of concepts, computational techniques and laboratory practices students learn in Honors Physics to support their study of chemistry. The course begins with an extensive introduction to descriptive and analytical chemistry through several weeks of laboratory work. Students here become familiar with important chemical properties and tools for uncovering patterns of chemical behavior and the laws that govern them. Laboratory work remains the central focus of the course as it recreates the empirical lines of evidence and creative reasoning from which modern chemical

theory evolved during the 19th and 20th centuries. Students are challenged to construct their knowledge from their own experiments and collaborative discussions that utilize their prior knowledge of physics. Text: Brown et al., *Chemistry: The Central Science, 10th ed.* Prerequisites: Honors Physics, Honors Algebra 2 and departmental approval. (V and VI Forms)

Advanced Study in Environmental Science

This college-level course is intended to foster in its students an awareness and appreciation of the natural world and the interdependencies that exist within it. Students explore the natural environment and resources of the School and surrounding areas while becoming acquainted with the principles and methods used to examine environmental issues. Topics include sustainability, ecosystems, population dynamics, water, energy efficiency, climate change, food resources and biodiversity. The course includes investigations drawn from college curricula, visiting speakers, supplemental readings and a year-long, independent project. Students take advantage of nearby areas that provide insight into environmental issues, including a spray irrigation water treatment plant, a local cemetery and an organic farm. An overnight trip exposes students to the natural beauty of the Appalachian Mountains, where students hike the Appalachian Trail and canoe on Antietam Creek. Students are prepared to sit for the Advanced Placement Environmental Science examination at the end of the year. Texts: Miller, *Living in the Environment*; McPhee, *Encounters with the Archdruid*, and supplemental readings. Prerequisite: Biology or departmental approval. (VI Form)

Advanced Study in Biology

The aim of this second-year biology course is to closely examine a range of topics in biology with emphasis on the unity of life and life's molecular basis. Many lab investigations are student-designed and involve long-term, open-ended inquiry. Several labs

closely follow the College Board's Advanced Placement recommendations. Topics that reoccur throughout the year include evolution, the structure-function relationship, the importance of energy and the role of information. In addition to its factual content, the course stresses rigorous scientific analysis and reasoning. Text: Campbell, Reece and Mitchell, *Biology: Concepts and Connections*. Prerequisites: Biology, Chemistry and departmental approval. (V and VI Forms)



Advanced Study in Chemistry

This course offers students an opportunity to continue their study of chemistry at an advanced level by completing topics that constitute a traditional college-level course and by including advanced topics chosen from physical and organic chemistry. During the 2008-09 school year, special attention will be given to the chemistry of renewable energy and climate remediation technologies. The course is laboratory-centered, with structured experiments employing key analytical techniques and instruments in the fall semester and student-designed, independent investigations in the spring. Text: Brown et al., *Chemistry: The Central Science, 10th ed.* Prerequisites: Honors Chemistry and departmental approval. (V and VI Forms)

Advanced Study in Physics

Advanced Study in Physics is a calculus-based college-level course, covering mechanics, thermal physics and electricity and magnetism. This course assumes a deep curiosity and willingness to work on the part of the students. The course approaches the above topics by focusing on matter and its interactions at the atomic scale through the creation and application of models. Toward this end, students learn V-Python, a powerful object oriented computer-programming language that they use to model real physical systems. Students are prepared to sit for the Advanced Placement Physics examination, Level C (both parts). Text: Chabay and Sherwood, *Matter and Interactions* (vols. 1-2). Prerequisites: Honors Physics and departmental approval. (V and VI Forms)

Research Science

In this half-credit course students and faculty develop three research experiences, each lasting ten or eleven 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 simply a body of knowledge. Students present written reports and oral presentations to members

of the department at the conclusion of each project. (Half-credit course, 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 another: (Half-credit course)

Public Speaking: Communication

This course focuses on the fundamentals of speaking in public, including emphasis, pace, pitch, tone, volume and clarity. Assignments will include experimenting with famous speeches, conducting interviews, preparing persuasive advertising and making impromptu speeches. The course will also explore techniques for calming and masking the nervous habits often provoked by public performance. (Half-credit, one-semester course; one semester of Public Speaking is required for IV Form)

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
- 2007 Randall Calvert
Washington University

Crump Physics Lecture

- 2002 Russell Hulse
Nobel Laureate, Princeton University
- 2003 Maria Spiropulu
Conseil Européen pour la Recherche Nucléaire
- 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
- 2008 Susan Marie Frontczak
Storyteller

Headmaster's Forum

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

Schism in the Episcopal Church: An exploration of the controversy surrounding the ordination of gay priests and a discussion of the career of Bishop Robinson of New Hampshire, the first openly gay bishop in the United States.

The Presidential Candidates and the Environment: A discussion of the policies and views of the major presidential candidates on climate change and the environment.

9/11—Six years later: A discussion of the "war on terror," the ongoing conflict in the Middle East, and the controversy surrounding the treatment and alleged torture of detainees in Guantanamo and elsewhere.

Wal-Mart in Middletown: An exploration of the economic and environmental impact of commercial development in the greater MOT area, with a focus on the planned opening of a Wal-Mart store.

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
- Peter Heller
Author of The Whale Warriors

Public Speaking: Dramatic Expression

This course will enhance students' ability to use effective and engaging vocal dynamics and, though not an acting class, should appeal to those with a theatrical sense. Assignments will include theatrical monologues, storytelling and recitation, both individually and in groups. (Half-credit, one-semester course; one semester of Public Speaking is required for IV Form)

Acting

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. (Half-credit course, open to V and VI Forms)

Art and Biology

This course better acquaints the artist and the scientist with the natural world. It trains students to make detailed and accurate visual descriptions of organisms from the five kingdoms of life in both the field and laboratory. Some trapping of birds, small mammals, insects and other organisms allows for closer observation. Drawings are collected into publishable work representing natural life as found around St. Andrew's School. Students discuss the importance of observation, light, texture, shape, general composition and natural history, particularly as they visit local natural areas on campus and at Bombay Hook National Wildlife Refuge, Blackbird State Park and Cape Henlopen State Park. Text: Leslie, *Natural Drawing: A Tool for Learning*. Prerequisites: Introduction to the Arts, Biology and departmental approval. (Half-credit course, open to V and VI Forms)

Ceramics I

Students learn basic skills for working with ceramic materials, from developing their initial concepts to completing and exhibiting pieces in the Warner Gallery. In order to generate a variety of successful forms, they learn a broad range of design-based technical skills. Assignments cover conceptual sculpture and design. Slide presentations expose students to contemporary and historical trends in pottery-ceramics. Demonstrations, critiques and ongoing discussion of student work



supplement studio work. (Half-credit course, open to IV, V and VI Forms)

Ceramics 2

In this course, students explore advanced techniques in ceramics as an expressive medium, specifically in clay manipulation, surface decoration and functional usage. Students begin wheel throwing and explore varieties of the vessel form. Demonstrations, slide presentations, critiques and ongoing discussion of student work continue to supplement studio work. Prerequisite: Ceramics I. (Half-credit course, open to V and VI Forms)

Drawing I

Students in this course work with a variety of media to create a visual language for describing natural form. Using charcoal, conte and pastel, students render still lifes, landscapes and portraits with the goal of creating strong representational images. (Half-credit course, open to IV, V and VI Forms)

Drawing 2

Students continue their exploration of natural form in a variety of media as they work on more advanced projects. Prerequisite: Drawing I. (Half-credit course, open to V and VI Forms)

Painting I

In working on still lifes, landscapes and portraits, students in this course learn how to use color as a means for describing light and form. Prerequisites: Introduction to the Arts or Drawing I. (Half-credit course, open to IV, V and VI Forms)

Painting 2

Students continue their exploration of color and composition as they work on more advanced projects. Prerequisite: Painting I. (Half-credit course, open to V and VI Forms)

Film Studies I

Film Studies I introduces students to the basic elements of the film medium. Students examine both classic and



contemporary films and analyze cinematography, plot, thematic and sound elements. In conjunction with the critical component of the course, students also explore the film production process. Students shoot and edit their own productions for the class, and, during the latter part of the course, develop and produce individual projects. (Half-credit course, open to V and VI Forms)

Photography I

This course encourages students to explore the expressive qualities of black-and-white photography while learning the fundamentals of image-making with a 35mm manual camera and the functions of a black-and-white wet darkroom. Students hone their photographic voice in an open critique setting and face the challenge of editing their work in compiling a comprehensive final portfolio. They are introduced to medium format film and given the opportunity to experiment with a Holga camera. A study of historical and contemporary 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. (Half-credit course, open to IV, V and VI Forms)

Photography 2

Students in the second-year photography course continue to explore and refine the techniques and aesthetic possibilities of black-and-white photography. A series of assignments helps students to clarify their individual photographic voice, as they conduct research, complete project proposals and work within set parameters, while exploring the possibilities of their ideas. Each project allows students to make important editing, sequencing, format and size decisions. An examination of historical and contemporary photography complements the development of each project and overall personal vision. At the completion of each project, students clarify their vision with an

artist's statement and play an important role in the preparation for student exhibitions. Prerequisite: Photography I. (Half-credit course, open to V and VI Forms)

Advanced Study in Art History

Surveying art from prehistory to the modern era, this course attempts to create in students an acute intellectual awareness of the role of the creative process with 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*. (V and VI Forms)

Advanced Study in Studio Art

This course is an intensive studio class 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 among visual art disciplines as in an advanced fine arts seminar. Prerequisites: two courses in any one visual art medium or permission of the instructors. (VI Form)

Music Appreciation

In this course students will learn the tools necessary to listen to music intelligently. Students will 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 will also learn some basic music theory (forms, musical terms, etc.). Readings will be assigned that provide historical and cultural context to the works being studied. (Half-credit course, open to IV, V and VI Forms)

Orchestral Methods

This course is intended for all orchestral instrumentalists, from beginning to advanced levels, who wish to participate in the School orchestra. Offered in separate meetings for the strings, winds and percussion sections, this course develops and practices techniques specific to the instrumental musician. In addition to scales, technique and sight-reading, the

course focuses on the development of solid technique through rehearsal of the orchestra repertoire. Open to all forms, this course may be repeated. (Half-credit course, open to all forms)

Chamber Music

This course allows advanced instrumental musicians to grow musically through deliberate preparation of appropriately challenging repertoire. Students develop their artistry through small ensemble rehearsals and regular performances in student recitals. All students in this course are also members of the orchestra and are required to audition for the Delaware All State Orchestra and the Solo and Ensemble festival. Open to all forms, this course may be repeated. Admission is by audition and/or permission of the instructor. (Half-credit course, open to all forms)

Jazz Improvisation

Devoted to the study of jazz improvisation, this course offers students the opportunity to develop informed stylistic practice through rehearsal and performance in small jazz combos. Students develop their jazz literacy by reading arranged compositions from a wide array of jazz styles and through careful study of chord/scale relationships in their improvisations. All students in this course are also members of the jazz ensemble. (Half-credit course, open to 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 and/or permission of the instructor. (Half-credit course, open to all forms)

Music Composition

Students study various methods of composition and work in various styles: jazz, classical, rock, etc. This course also introduces students to the digital composition studio and allows them to work with multimedia (music for TV and film, etc.). Students complete their projects using computer programs including Sibelius, Finale and Logic Pro. Prerequisite: Advanced Study in Music Theory. (Half-credit course, open to V and VI Forms)

Advanced Study in Music Theory

This course is designed to enhance students' understanding and appreciation of music through listening, research and analysis. During the year, students study musical notation, intervals, scales and keys, chords,

metrical organization and rhythmic patterns. They also learn to compose a bass line for a given melody and to compose above a figured bass. Throughout the course, students 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 have the opportunity to take the Advanced Placement 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. (Open to IV, V and VI Forms)

Advanced Topics Tutorial in Music History

Following the successful completion of Advanced Study in Music Theory, this individualized course allows dedicated students to pursue their interest in music by focusing on specific areas of interest. Possible topics include the Latin music of William Byrd, the development of the concerto under Vivaldi and Bach, Mozart's operas, the Beethoven symphonies, Romantic lieder and directions in twentieth century music. In each case, the topic is studied analytically and with respect to the historical context in which the music was composed.

Advanced Topics Tutorial in Music Composition

Students in this course study many aspects of music composition and production, working in various musical genres and forms, including classical, jazz, modern, Latin and contemporary styles. They investigate the process of recording, mixing and producing music as well as writing scores for film; additionally, they explore the influence of technology on this process by using various computer programs such as Sibelius, Logic Pro and Pro Tools. Students are expected to be able to do substantial independent work both in the studio and outside of class. Prerequisite: Advanced Study in Music Theory. (Full-credit course, open to VI Form only)

Private Music Lessons

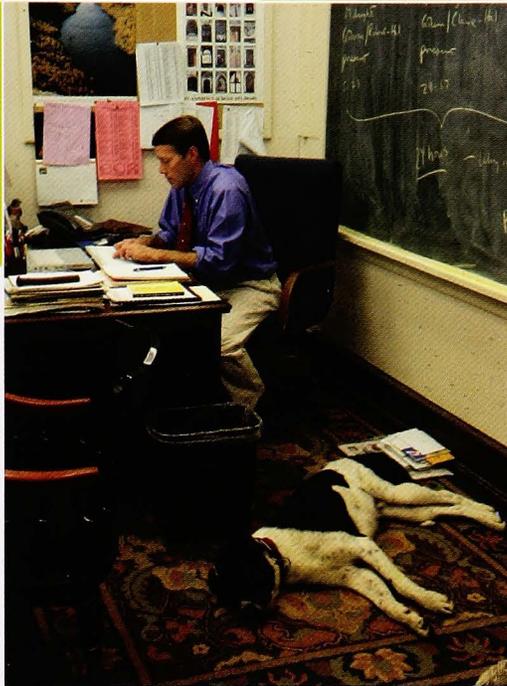
Private instruction is available for piano, voice and all orchestral instruments. Lessons are scheduled by the Music Department after students' academic schedules are determined. Priority in scheduling weekly lessons is given to returning students who have already studied the instrument at the School.

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 get to know their students than they would through the classroom alone.

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.

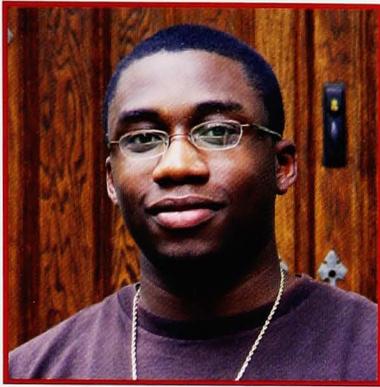
Will Speers

Will Speers

Dean of the Faculty

St. Andrew's is a place where students and teachers join together in pursuit of sustained reflection, discussion and debate. It's a place that defies the culture of the soundbite and that generates those defining moments when we are transformed by a book, an idea, by an alternate vision of the world. It's a place that encourages nuanced and complex thinking, and the joys of focused and genuine intellectual engagement. Here, our students discover new interests, new passions and new sensibilities. Our goals are nothing less than to experience rigorous thinking and exploration as a form of play, as a deep and fulfilling pleasure and as a way of life.





Eduardo A. Alleyne

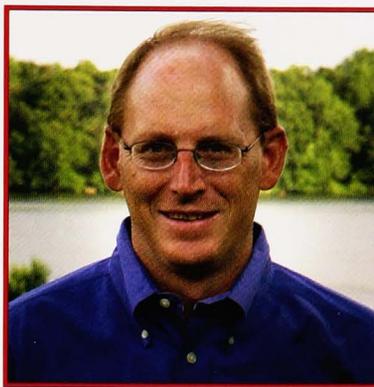
Assistant Director of Admission
Basketball
B.A., Wesleyan University
Appointed 2007

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. in 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 places 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 coaching 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, is a corridor parent and coaches. He lives with his wife, Annalisa, and daughter, Laila-Toren, 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

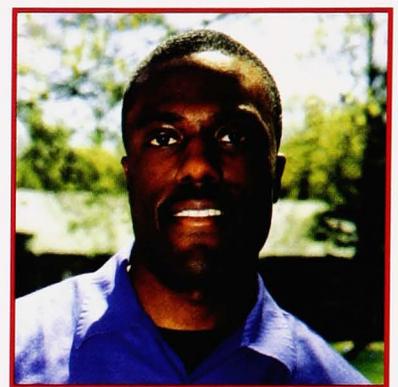
A 1983 magna cum laude graduate of St. Andrew's, John returned to campus following his years at Williams College to teach English, coach soccer and serve as a dorm parent.

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 in the human figure.

Demond is a Life Member of Alpha Phi Alpha Fraternity, Inc., and a member of Stone Square Lodge #22, PHA. He earned an athletic scholarship at Truman and received the Derringer Cade Inspiration Award in football. He was selected to the National All-Star Football Game in Minnesota (1996).

Demond has worked in administrative education as well as a teacher in art. He values being an active artist and exhibits art locally.

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



Laura E. Bender

Spanish
Cross-country, 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, she 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 founder and 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 the National Science Foundation research program at Oklahoma State University studying foreign accent loss.

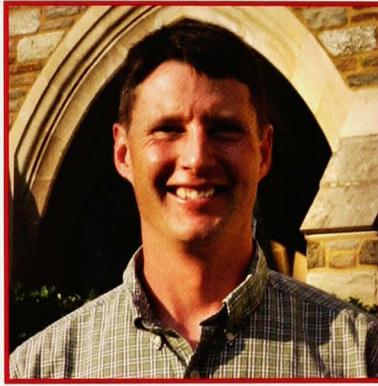
At Bucknell, Laura enjoyed working in the International Student office and being an International Orientation assistant. She also had much fun as chair of the Late Night Music Series, a program that brought live music to the campus café every weekend.

Outside of her studies, Laura also has been a teacher assistant for English for Speakers of Other Languages, a volunteer for the Red Cross and a crew member for the Weis Center for the Performing Arts.

In the summer of 2007, Laura was a student at the University of Salamanca in Spain and also was a chaperone for the Sustainable Harvest International trip to Honduras. In the summer of 2008, Laura participated in the Klingenstein Summer Institute through Columbia University Teachers College.

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

Laura lives in Founders Hall.



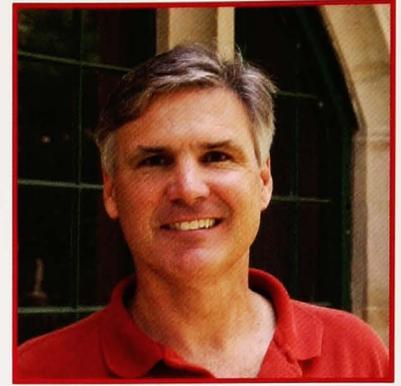
G. Lindsay Brown

Chair, History Department
Crew
B.A., Williams College
M.A.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 varsity crew. He lives with his wife, Louise Howlett, and sons, Forrest '11 and Malcolm, dog, Cedar, 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., and Mount Rushmore National Memorial in Rapid City, S.D. He also spent 11 years as a development consultant for numerous educational, health and social service institutions.

As a student at St. Andrew's, Gordon served in student government and was a member of the crew and soccer teams. He 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 silver medal 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, rowing 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 VI Former.



Pamela U. Brownlee

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

Before joining the St. Andrew's community as a counselor, Pam 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, 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

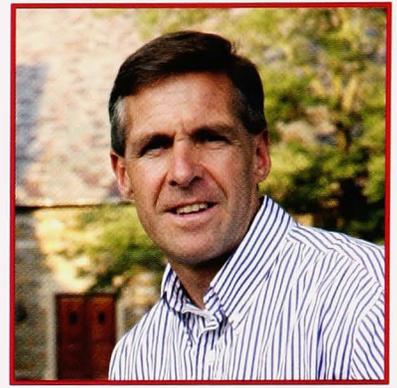
*English
Soccer
B.A., Brown University
Ed.M., Harvard University
Appointed 1991*

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.

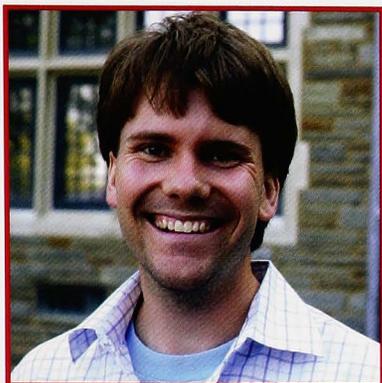
Peter has taught cello and chamber music at the Putney School, and he serves on the board of trustees of the Yellow Barn Music Festival. He has competed in the U.S. national cross-country ski championships and pre-Olympic races.

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

Eric Finch
Mathematics



As a new faculty member, my impressions of St. Andrew's were formed long before I taught my first class. Prior to our arrival on campus, my family and I were invited to dinner at the home of our residential leader, an incoming senior. In the days before classes began, students dropped by our apartment "just to meet the new math teacher," introduce themselves and play with our children. Every night that my wife and I are on corridor, students welcome our company as they unwind after study hall. The great joy and privilege of teaching at St. Andrew's is being a part of a culture in which students and adults are meaningfully engaged with one another.



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

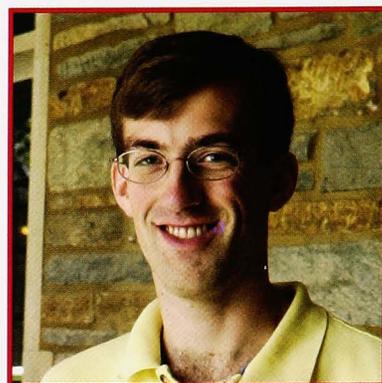
Chinese
B.A., Soochow University
M.A., Eastern Michigan University
M.A., San Jose State University
Appointed 2006

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 was 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 one of the authors of "Flying with Chinese," a set of Chinese textbooks for K-6 graders.

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



Nathaniel G. Costa

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

Science
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, Eden and Gianna, live in the School farmhouse.



Sarah J. Demers

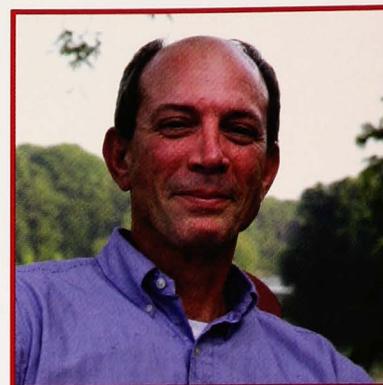
English
Soccer, Swimming, Lacrosse
B.A., Brown University
Appointed 2007

Sarah graduated cum laude 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 where she 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.



David P. DeSalvo

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

Dave begins his 30th year as a boarding school teacher. He began teaching English and mathematics, running boys' and girls' corridors, serving as assistant dean of students and coaching. At St. Andrew's, Dave has taught a number of different math subjects from Algebra I through AP Calculus and Statistics, and he has coached soccer, football and baseball. He has also advised the yearbook and Social Activities Committee, served on the Honor Committee and advised the St. Andrew's classes of 1991 and 1997. Dave served as a lay chaplain for 10 years and was ordained in the Episcopal Church in 2003. Since that time he has officiated services at St. Andrew's and led student service trips to Honduras and New Orleans.

Dave is a member of the National Council of Teachers of Mathematics, the National Association of Episcopal Schools and The National High School Baseball Coaches Association. He also serves on the Diocesan Council in the Diocese of Delaware.

Dave is interested in art, music, cooking and community service. He and his wife, Mary, a fourth-grade teacher at St. Anne's Episcopal School, live in a faculty home overlooking Noxontown Pond.



Gregory S. Doyle

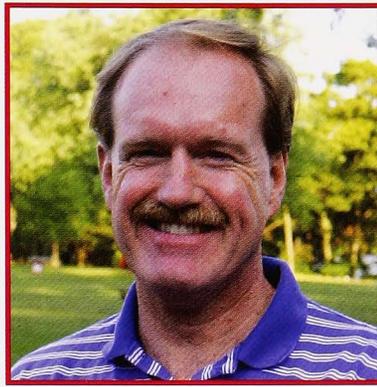
*Coordinator of Internal School Publications
Mathematics
Crew
B.S., Villanova University
Appointed 2001*

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 Youth National Championships.

At St. Andrew's, Greg teaches math and handles the School's internal publications. In the spring, Greg coaches the junior varsity boys' crew, and offers up his talents as 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.

*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. During the past five summers, Donald has taught Spanish to students at Wolfeboro Camp School in Wolfeboro, N.H., a school dedicated to teaching youngsters who have struggled academically how to "live the daily life of a successful student." Donald has viewed his experience at Wolfeboro as an annual professional development opportunity for him to further develop his assumptions about learning and continue to hone his teaching skills for the classroom at St. Andrew's.

Donald teaches the third-year Spanish course and the sixth-year literature course. After 25 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 the many Spanish-speaking cultures of the world.

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
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

*Assistant Director of College Counseling
History*

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

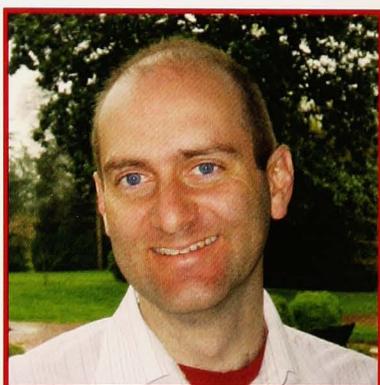
Wilson grew up in Camp Hill, Pa., and graduated from St. Andrew's in 1995. While at St. Andrew's, he was a Residential Leader on Hillier Corridor and an active participant in the School's chapel program. Wilson also competed in cross-country, swimming and crew. In his VI Form year, he was a captain of 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 20th Century History, serves as the Director of Boys' Residential Life and assistant college counselor and coaches girls' cross-country and crew. Wilson and his wife, Sarah, live on Hillier Corridor where he serves as the head of dorm for the III Form boys.



Eric W. Finch

*Mathematics
Squash, Community Service
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 Coloma, 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

*Associate Director of College Counseling
French
Lacrosse
B.A., Dartmouth College
M.A., Boston College
Appointed 2007*

Kassy was raised on the campuses of Noble and Greenough School (Mass.) and Salisbury School (Conn.); 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 was a Fulbright Teaching Fellow in Paris.

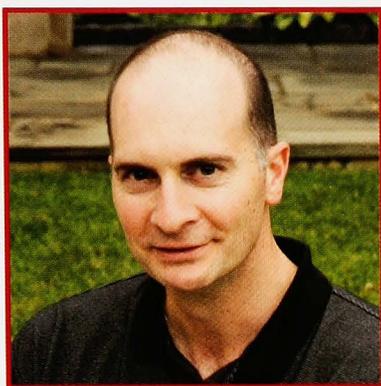
Since 1992, she has taught, coached and served in a variety of administrative positions at Groton School, Marymount School (N.Y.), Barnard College (N.Y.) and, most recently, The Taft School (Conn.).

At St. Andrew's, Kassy coaches, teaches French and works in the College Counseling Office. She and her husband, Tom, live in a house across the gully with their two children, John and Caroline. As a family, they enjoy time each summer in Jamestown, R.I.



A few years ago, in the middle of our production of *The Laramie Project*, we lost power. In that moment the cast and I were presented with a choice—to bail or to go on with the show.

Without my prompting, the students created the “sparkling lights of Laramie” on the back scrim with their flashlights and in the final moment of the play, lit the small area in the center of the stage we had kept clear—sacred—as if it was Matthew Shepherd’s place on the stage. The actors were creatively ignited; they knew the importance of the final image. And the audience was profoundly touched by what had taken place during those moments of slightly illumined darkness. That is the power of live theatre, and one of the many reasons I love my job.



Thomas J. Fritz

History
Football, 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 football and basketball. He lives with his wife, Kassy, and children, John and Caroline, in a house across the gully. As a family, they enjoy time every summer in Jamestown, R.I.



Jean B. Garnett

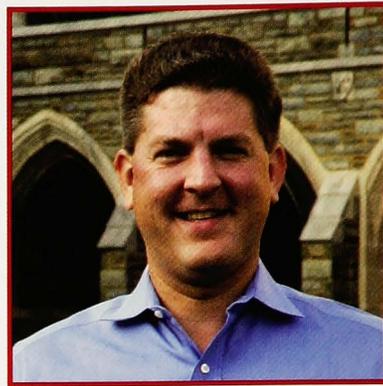
Assistant Director of Communications
English
B.A., Bard College
Appointed 2007

Born and raised in Brooklyn, NY, Jean graduated from St. Ann's School in 2001, and then spent a "gap year" in the south of France. There she completed a semester at the Université Aix-Marseille, worked on a goat farm in the Pyrenees and attended a film-making program in Paris through the New York Film Academy.

Jean returned to New York state to receive a B.A. in comparative literature from Bard College, where she worked as a peer writing tutor for the required Freshman Seminar course. In her sophomore year, Jean volunteered for the Bard Prison Initiative, traveling once a week to Beacon Correctional Facility for women to teach a poetry class for inmates with two fellow students. Her senior project was a 90-page essay on methods of introspection in *Hamlet*, *Mrs. Dalloway*, *Notes from the Underground* and *Rameau's Nephew*.

After graduating from Bard, Jean spent a year working as an artisan wood-finisher and restaurant hostess in New York City before coming to St. Andrew's. She lives on the third floor of Founders Hall and can be seen snapping pictures all over campus for the Web site.

Jean likes to paint, watch classic (and occasionally not-so-classic) films, write, read novels, draw faces on post-its, discuss art, books and culture with her parents and friends, eat yummy food prepared by other people, listen to beautiful things (i.e. Otis Redding and American folk music) and sing duets with her twin sister, Callie.



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.

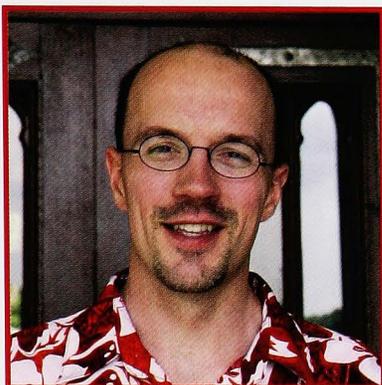
After a stint studying jazz in Paris and Copenhagen, he settled in New York City with his wife, Carla. After earning his master's in music and music education at Teachers College, he taught music at public schools in Manhattan and northern Vermont before coming to St. Andrew's.

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 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 is 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 attended St. Paul's School in New Hampshire and majored in religion at Amherst College, where he graduated magna cum laude and captained the crew.

A graduate of Harvard Divinity School, Terence has taught religious studies and history, chaired the Honor Committee and directed the residential life program at St. Andrew's. He has coached girls' varsity cross-country and boys' novice crew. Terence has also served as Associate Director of College Counseling at Middlesex School in Massachusetts.

Over the summers Terence is earning his master's degree in educational leadership from the Klingenstein Center at Teachers College, Columbia University.

Terence, his wife, Hilary, and their daughter, Hannah, live in Noxon House at the end of the pond.



Wesley H. Goldsberry

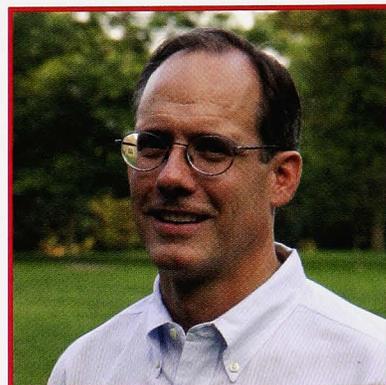
*Religious Studies
Music, Basketball
A.B., Davidson College
M.Div., Princeton Theological Seminary
Appointed 2004*

Born and raised in North Carolina, Wes is a graduate of William G. Enloe High School in Raleigh. He completed his undergraduate studies at Davidson College, obtaining 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 summers of 2006 and 2007, he served as a mentor at the Youth Theological Initiative Summer Academy at Emory University.

A musician of multifarious interests, Wes teaches violin and serves as the assistant director of instrumental music 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 and VI Form boys.



Mark S. Hammond

*Chair, Science Department
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 '12, in a house on Noxontown Road.



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 began his music career 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 his wife, Jo, a vocal music teacher at nearby St. Anne's Episcopal School, live in the Brinker House. They enjoy reading, going to their geodesic dome in the mountains of Pennsylvania and visiting with their two children, 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
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, Sophie and Claire, in the Naudain House.



Gretchen B. Hurtt

English
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.

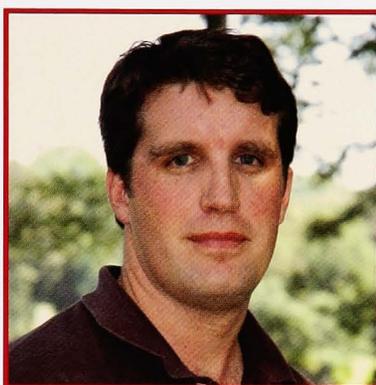
At Princeton, Gretchen majored in English, played field hockey and lacrosse, and was student manager of Tiger Pizza. During the summers, she taught at Salisbury Summer School in Connecticut and The Hill School Summer Program.

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

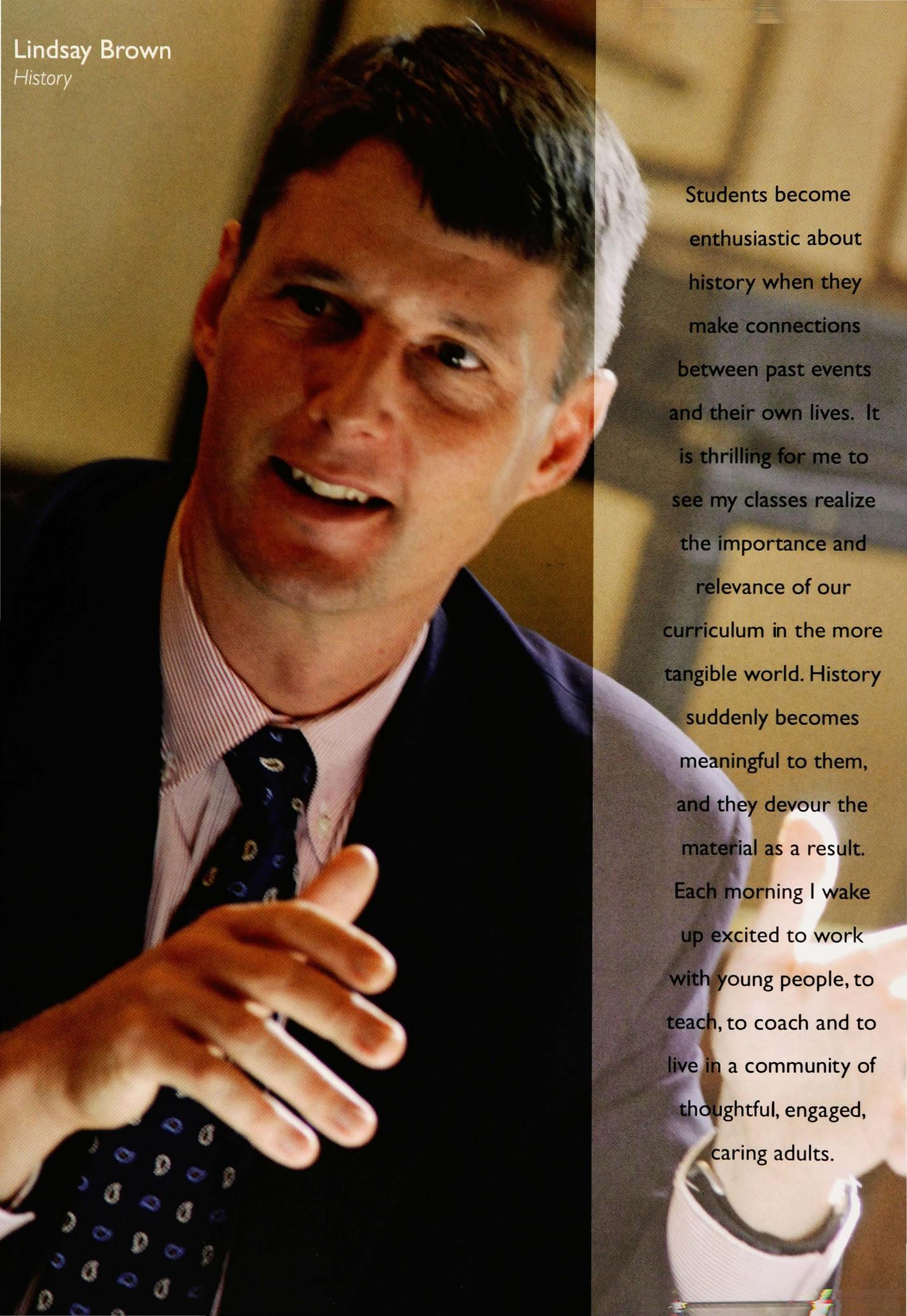
Whiz grew up in Wilton, Conn., and attended Amherst College where she majored in psychology and anthropology.

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.

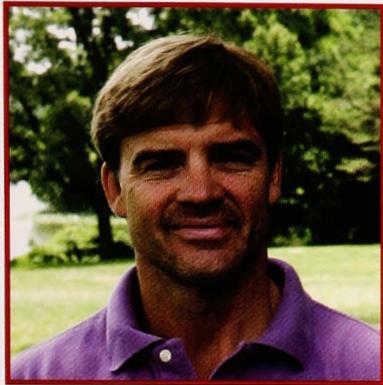
In 1996, Whiz and Jay moved to Saint Mark's School in Southborough, Mass., where Whiz was a teacher, dorm parent and dean of students.

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.



Lindsay Brown
History

Students become enthusiastic about history when they make connections between past events and their own lives. It is thrilling for me to see my classes realize the importance and relevance of our curriculum in the more tangible world. History suddenly becomes meaningful to them, and they devour the material as a result. Each morning I wake up excited to work with young people, to teach, to coach and to live in a community of thoughtful, engaged, caring adults.



John F. Hutchinson

*Associate Chaplain
Chair, Religious Studies Department
Chair, 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
Director of Testing
Certificate Diploma in Public Relations
Public Relations Institute
of Southern Africa
Appointed 1999*

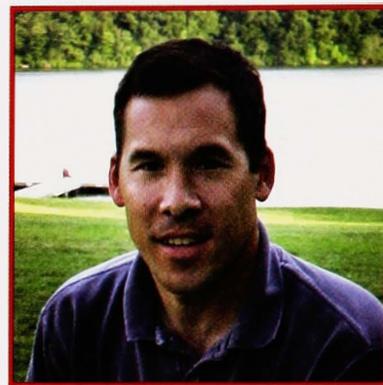
Joleen was born in Umtata, South Africa, the hometown of Nelson Mandela, and has full command of the three major languages of South Africa—English, Afrikaans and Xhosa.

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

In 2001 and 2004, Joleen took some faculty and students to visit South Africa. The 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 in a house near Mein Hall.



Michael W. Hyde

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

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

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

Mike is the director of the boys' athletic program and assistant director of admission. He teaches U. S. History, as well as a senior tutorial on Jacksonian America. Mike is also the head coach of 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 with daughter, Bridgett, and son, David, in a house near Mein Hall.



Diahann T. Johnson

*Chair, Modern Languages Department
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.

While on sabbatical during 2005-2006, Diahann worked part-time at St. Anne's Episcopal School as an educational consultant for diversity. In the summer of 2007, she was a translator for the mission team sponsored by the peninsula.

Diahann and her husband, Anthony, live with their two daughters in a home off-campus.



Eric L. Kemer

*Associate Academic Dean for Math and
Science*

Sc.B., Brown University

M.S., Northwestern University

Lehigh University

Appointed 1987

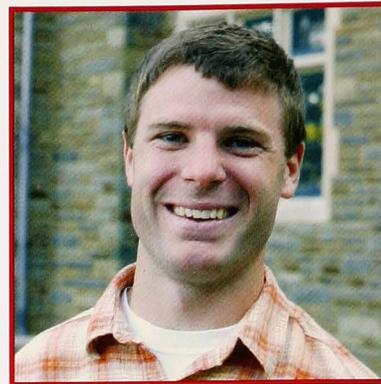
Eric graduated magna cum laude from Brown University in 1981 with a degree in materials engineering. After spending the following year at IBM in New York, he entered Northwestern University as Cabell Fellow, where he earned a master's degree in materials science in 1984. From Northwestern, Eric headed 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

Honor Committee Advisor

Dean of III Form Boys

History

Soccer, Basketball

B.A., Dartmouth College

M.A.L.S., 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 Pell with the III Form girls.



Christina F. Kennedy

*Chair, Mathematics Department
Dean of III Form Girls
Mathematics
Volleyball, Basketball
B.A., Bowdoin College
M.A.L.S., Wesleyan University
Appointed 2002*

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

After graduating from Bowdoin, Christina spent a year in China with the Princeton-in-Asia program, teaching English at the Dalian University of Technology. Before joining the St. Andrew's faculty, she taught at the Woodrow Wilson Middle School in Boston with Citizen Schools, an afterschool and summer enrichment program for students in 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 chairs the mathematics department and teaches courses in mathematics; she coaches varsity volleyball and basketball; and she works closely with the III Form as the Dean of III Form Girls. She lives with her husband, Ben, on Pell Dorm where they supervise III Form girls.



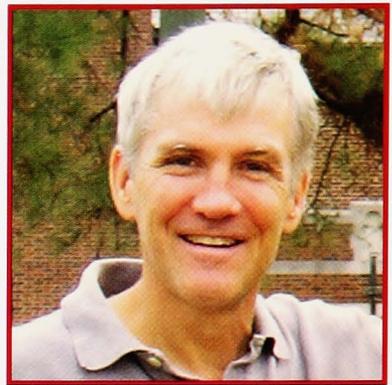
Kimberly A.T. Klecan

*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, Lyda and Juliet, and cat, Zilpah.



Max M. Mason

*Drawing, Painting
Soccer, Baseball
B.A., Vassar College
M.F.A., University of Pennsylvania*

Max Mason (III) grew up in Lincoln, Mass. After graduating from Vassar College with a degree in geology in 1975, he moved to Philadelphia to study at the University of Pennsylvania where he received his M.F.A. in 1984. He taught drawing, painting and design at Drexel University for 15 years.

Max is represented by the Gross McCleaf Gallery where he has shown his landscape, still life and baseball paintings since 1985.

Max has painted several murals for the Philadelphia Mural Arts Program, and recently completed a 10' x 160' mural, "Pennsylvania Agriculture," for the State Farm Show Complex in Harrisburg. A life-long baseball fan, he began painting baseball subjects at Penn and had a one-person show of baseball paintings at the Butler Institute of American Art in 1991. He was commissioned by the Phillies to paint three 10' x 30' murals of Philadelphia baseball stadiums for Citizens Bank Park.

At St. Andrew's, Max lives with his wife, Zee, in the Brinker Cottage on Silver Lake.



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
Sabbatical 2008-09

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 and two dogs, John lives in the School farmhouse.



Jennifer E. McGowan

Mathematics
Cross-country, Lacrosse
B.A., Hamilton College
Appointed 2008

Jenny grew up in Jericho, Vt., where she attended Mount Mansfield Union High School. After helping to lead her soccer, Nordic ski and lacrosse teams to state championships, Jenny was named Female Athlete of the Year her junior and senior years at MMU.

At Hamilton College, Jenny earned a bachelor's degree in mathematics and was a member of the women's cross-country and lacrosse teams. For the lacrosse team, she was a four-time Liberty League all-star, three time all-academic performer and as a senior captain led the team to the NCAA Division III final four.

Throughout high school and college Jenny has been actively involved with Young Life. For the past four years she has volunteered as a mentor for Hamilton High School students. Jenny's other passions are running, waterskiing and playing in the mountains of Vermont.

At St. Andrew's, Jennifer lives in Mein Hall.

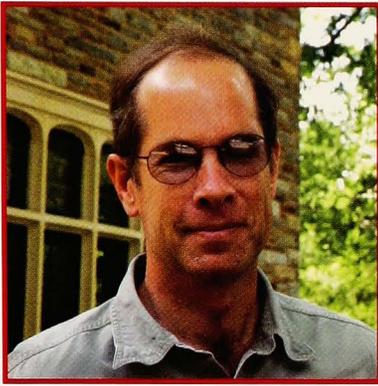


Stacey Duprey

Admissions

Residential life

There are so many things I love about my work at St. Andrew's, but the opportunity to develop life-long relationships with everyone in the community—students, their families, faculty and staff—is truly unusual. For the past 27 years I have experienced St. Andrew's from three different vantage points: first as a student, then as a parent and now as a faculty member. For me, every role at the School is about relationships. Living and learning with these remarkable students in this incredible community is an absolute blessing.



Peter K. McLean

Science
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

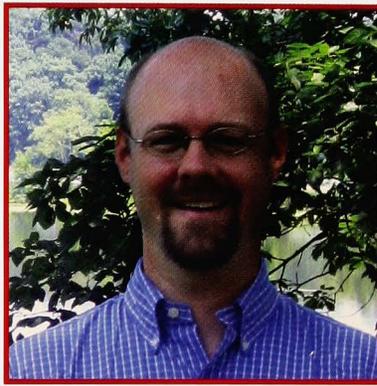
A native of Charlottesville, Va., and a graduate of Lane High School, Peter has experienced many different types of “living” classrooms. After earning his bachelor’s degree in environmental science from UVA, Peter spent three years teaching biology and history at Virginia Episcopal School in Lynchburg. 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, their cat, Monty, and two golden retrievers, Bella and Bear:



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, his son, Gabriel, and their dog, Clive, in the Lower 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

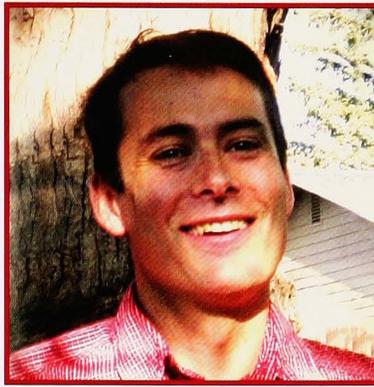
*Registrar
Advanced Placement Coordinator
Driver Education Coordinator
Appointed 1999*

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

*Science
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

*Art Gallery Director
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 Larabee 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

Science
Soccer, 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 an apartment in the Annex.



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 worked part time for three years as the systems librarian before she became the library director. As director, she upgraded the online catalog, added numerous research databases and information resources and created the library's first Web site, including one for the archives in response to the need for St. Andrew's to discover its own history. With these new resources, the library now reaches out to the entire school community to adequately supply it's research and information needs.

Carol Ann lives with her husband, Peter McLean, and children, Elsa and Peter, and their extraordinary animals, Bear, Bella and the notorious library cat, Monty. She enjoys gardening, yoga and meditation and is currently training to become a certified Svaroopa® yoga teacher.



Emily L. Pressman

History
Theater
B.A., Yale University
Appointed 2003
On Leave 2008-2009

Emily grew up on the campus of the Hotchkiss School in Lakeville, Conn. As a student at Hotchkiss, Emily served as head of the community service organization, wrote for and edited the magazine *The Whipping Post*, and was deeply involved in the drama program as an actor and director.

After Hotchkiss, Emily went on to Yale University, graduating in 2002 *summa cum laude* and Phi Beta Kappa, with distinction in history. In her studies, she focused on American history, particularly Southern history and issues of race and slavery. During the summer of 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.

In summer 2002, Emily worked as a teaching intern in history at Phillips Exeter Academy; the following academic year, she taught at Phillips Academy, Andover. As the Richard M. Lederer Teaching Fellow in History at Andover, she taught world history, lived in a dormitory as a house counselor, and directed the ninth grade play. In summer 2004, Emily was awarded a fellowship to the Klingenstein Summer Institute through Columbia Teachers College. More recently, she has pursued summer study in England, Ireland and Northern Ireland.

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 in Mein Hall with V Form girls and her basset hound, Ellie.

During the 2008-2009 school year, Emily will be back at Yale pursuing an M.A. in History. She will return to St. Andrew's in the fall of 2009.



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. Ramírez

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

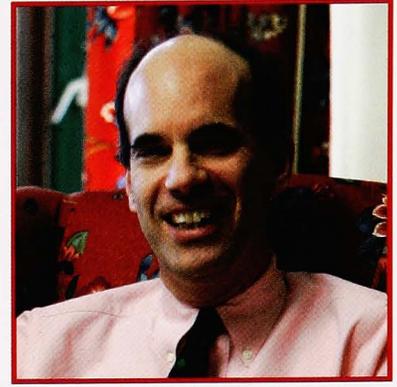
Ana was born in San José, Costa Rica, where she grew up, except for four years that she spent living with her family in Panama. Her study of the English language at an early age sparked Ana's fascination with languages and cultures. The desire to explore other worlds took her to Switzerland in 1991-92,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

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

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

At St. Andrew's, Ana enjoys teaching, dorm life and advising students.

Ana lives with her husband, David Miller, and son, Gabriel, in the Lower 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.



The enormous number of little facts that typically fill biology textbooks can make the subject tedious. I instead try to emphasize a small number of big biological truths and the process used to discover them. If, week after week, students experience curiosity, awe and discovery, they may come to view textbook facts differently—more the way a great chef views a well-stocked larder, with greedy, creative excitement. Nothing's better than seeing my students take control and start cooking up their own smart investigations.



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
B.A., Kenyon College
Appointed 2004*

A graduate of Kenyon College, where she earned a B.A. in English, Alix worked as an assistant director of admissions for Kenyon before joining the faculty at St. Andrew's. While in admissions at the college level, Alix recruited students (including St. Andrews) from across the country, read applications, conducted interviews 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 at St. Andrew's, Alix enjoys working in both the college counseling and admission offices, as well as teaching English to V Formers. She is the faculty coordinator for the organic gardening program and serves on the Honor Committee. In addition, Alix does dorm duty on Gaul East and West dormitories and is an advisor to five amazing advisees.

During the last few summers, Alix has kept busy teaching at Summer-Quest, attending the Independent School Diversity Seminar and participating in an organic gardening "conference" at Polyface Farm.

Alix and her husband, Evan Guthrie, a general surgery resident at Christiana Hospital, live in the Foley House with their two energetic English Setters, Henry and Cecil.



Elizabeth A. Ross

*Director of Girls' Athletics
Basketball, Volleyball
B.A., Gettysburg College
M.A., McDaniel College
Appointed 2007*

A native of Chestertown, Md., Elizabeth graduated from St. Andrew's School in 2001. While at St. Andrew's, she was a member of the volleyball, basketball and tennis teams. Elizabeth was the first female in school history to score over 1,000 points in basketball.

Elizabeth continued her basketball career at Gettysburg College, captaining the team her senior year and becoming the ninth player in Gettysburg women's basketball history to break the 1,000 point plateau. She graduated from Gettysburg in 2005 with a degree in health and physical education. After college, Elizabeth taught health and physical education and coached girls' basketball at high schools in the Gettysburg area. She continued her education at McDaniel College where she received a master's degree in athletic administration in 2008.

Elizabeth enjoys playing basketball, cooking and napping. She lives across the gully in Mein Dorm.



Candace W. Schuller

Senior Associate Director of College
Counseling
B.A., Bowdoin College
M.Ed., University of New Hampshire
Appointed 1998
On Sabbatical 2008-09

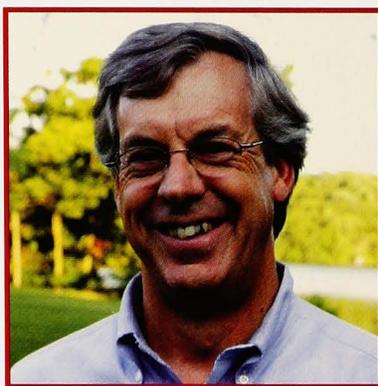
Candy worked in the Mount Holyoke College Career Development Center for eight years prior to coming to St. Andrew's. She has guided students through the self-assessment and career search processes and advised them on applying for graduate and professional school.

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. 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, Candy has guided three of her own children plus hundreds of St. Andrews through 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. He attended International College in Beirut, Lebanon, and subsequently graduated from 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 later 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, particularly golf, tennis, soccer and baseball, 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. They have three older daughters, the youngest of whom graduated from St. Andrew's in 2001.



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 eight 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 returned to the Grand Canyon to 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 on Schmolze Corridor. Morgan spends his free time either planning his next whitewater kayaking adventure or discussing the future of Villanova basketball.



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 Dodds award for "moral courage."

A past trustee of the Princeton Blairstown Center and the Salisbury School (Md.), and a past 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 or Massachusetts, 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 wife, Heidi Rowe, and his three boys, Christopher '07, Joshua '09 and Carter.



Ann M. Taylor

*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 eight 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 *Sure Thing* and *The Philadelphia* by David Ives, *Amahl and the Night Visitors* and most recently, *The Dining Room* by A.R. Gurney.

Ann lives with her daughter, Cara, and husband, Tally, in a house by Mein Hall.



Jonathan C.F. Tower

*Mathematics
Lacrosse
B.S., University of Massachusetts
M.S., Rensselaer Polytechnic Institute
Appointed 2008*

The son of an independent school teacher, Jon spent a great deal of his young life living on prep school campuses, including a three-year stint on the St. Andrew's campus in the mid-1970s. After graduating from Pomfret School, Jon headed to the University of Massachusetts where his interest in the study of mathematics was born.

Jon began his career as a math and physics teacher, lacrosse coach and dorm parent at Wyoming Seminary College Preparatory School in 1997. Most recently Jon has been a member of the math department at Lawrence Academy where he taught Honors geometry, pre-calculus and AP calculus. At Lawrence, Jon continued his love of coaching by serving as the coach of boys' cross-country and boys' lacrosse.

An avid runner and cyclist, Jon enjoys spending his free time in the outdoors. He lives with his wife, Melinda, son, Will, and dog, Hardy, in an apartment on Baum Corridor of Founders Hall.



Melinda K. Tower

*Assistant Director of Admission
History
Field Hockey, Swimming
B.A., Gettysburg College
M.A., American University
Appointed 2008*

Melinda Tower grew up on the campus of and attended Wyoming Seminary in Kingston, Pa.

She studied government at Gettysburg College and earned her master's in public policy from American University. Washington, D.C., provided the perfect backdrop for her to explore two of her passions: politics and education. She continued to be an active participant in and an observer of life and politics on the Hill; and in addition to her political pursuits, Melinda worked at the Norwood School in Bethesda, Md., upon completion of her degree. When she was offered a job at her alma mater, Wyoming Seminary, she willingly left politics to pursue a career in education on a full-time basis.

Returning to her roots provided her the opportunity to reconnect with boarding school life. She served as associate director of admission, director of financial aid, history teacher and dorm parent before she moved west to serve as director of admission for the Annie Wright School in Washington state. Most recently Melinda worked in the history department at Lawrence Academy where she taught U.S. history, honors history and a series of history electives. In addition, she served on the faculty Student Senate, advised Student Government, coached field hockey and basketball and served as a dorm parent to 43 upper-class young men.

Melinda, her husband, Jon, their son, Will, and their black lab, Hardy, live on Baum Corridor in Founders Hall.



Matthew R. Van Meter

*English
Drama
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 Quaker, he attended Philadelphia-area Friends schools for much of his life, graduating from Moorestown Friends School.

His academic interests include 19th Century Russian literature, modern American short stories, Vladimir Nabokov, post-Soviet culture, economics and contemporary drama.

A 2007 graduate of Middlebury College, Matt pursued a double-major in literary studies and Russian, spending 10 months studying Russian language, literature and politics at Irkutsk State University in Irkutsk, Russia. He was also a lighting intern at the Irkutsk Drama Theater: All this time, he sang in the College's Russian Choir.

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



Every day when I enter my classroom, I begin a journey with my students. As they learn from me, I learn through teaching them. This passionate and high-spirited dynamic is an inspiring and mutually beneficial process. We learn together to embrace both Western and Eastern perspectives and explore the language and culture of China. The idea of “Ying-Yang” is a great example of finding balance in one’s academic and personal life: as I raise my expectations a little higher every day, my students become more confident about realizing their full potential. I want to create an environment where my students feel secure and comfortable, for I myself feel as though St. Andrew’s is my home away from home.



William J. Wallace

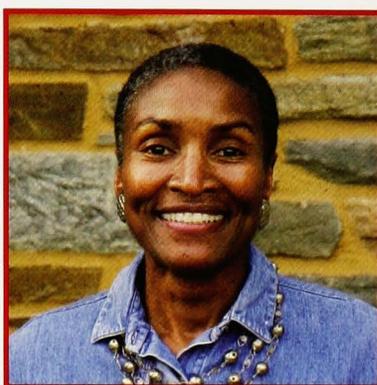
*Co-Director, Genereaux Aquatics Center
Science
Swimming
Waterfront Director
B.A., University of Maine
M.A.L.S., University of Delaware
Appointed 2000*

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 to enroll in the School of Forest Resources at the University of Maine. As a student at the University, Bill worked for Dr. Ken Reinecke on a U. S. Fish and Wildlife Service project that studied black duck habitat. Bill used aerial photographs to produce cover type maps, and he collected and classified aquatic invertebrates.

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 '12, their cat, Whispurr, and dogs, Jeb and Leap, in the Colburn House.

In their free time, they enjoy camping and gardening.



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 an apartment in Gaul Hall. Her two daughters, Kellye and Dana, live with their families in Maryland. She is the proud grandmother of Jordan, CJ and Justin.



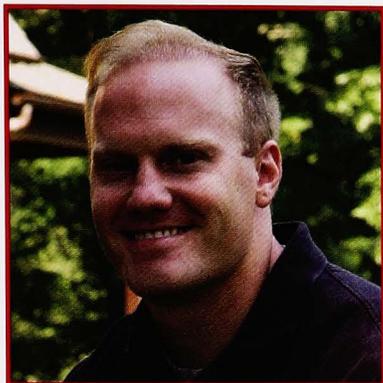
Diane L. Winiarczyk

*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.



Albert T. Wood

*Director of Sports Medicine
Athletic Trainer
Associate Athletic Director
Strength and Conditioning Coach
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 associate 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 their triplets, Bryer, Tyler and Caden, and their youngest son, Chase.



Lindsay J. Wright

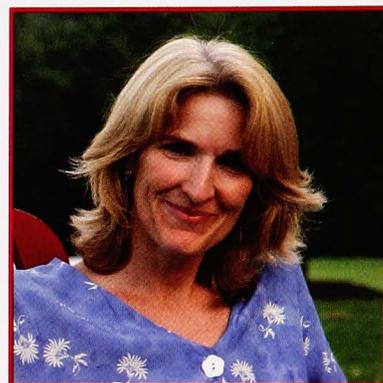
*French
Field Hockey, Tennis
B.A., Ridley College
M.A., Dartmouth College
Appointed 2008*

Born and raised in Canada, Lindsay attended Ridley College in St. Catharines, Ontario, where she competed in cross-country, ice hockey, field hockey, tennis and crew. She completed her undergraduate studies at Northwestern University where she was an All-Big Ten field hockey player and also a member of the tennis team. In 2001 she received a degree in secondary education with a concentration in French. She continued on to Dartmouth College, where she completed a master's degree while working as an assistant field hockey coach. Lindsay is also a certified tennis professional and teaches during the summer.

She also has a passion for travel, which was ignited when, at the age of 10, she moved with her family and went to school for a year in a small town near Grenoble in France. Since then, she has crossed the Atlantic numerous times and is always planning her next trip. During the summer of 2006, she taught at The American School in Switzerland.

She has just completed a five-year stint teaching French and coaching various sports teams at a private day school in West Hartford, Conn.

At St. Andrew's, Lindsay teaches French and coaches the varsity field hockey and JV tennis teams.



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.

Pursuing 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. Louisa has served on the Professional Development Committee for the Secondary School Admission Test Board (SSAT) and currently serves 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.

Faculty and Administration

Eduardo A. Alleyne

Assistant Director of Admission
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

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
B.A., Yale University
M.A., St. John's University (MN)

Jennifer S. Cottone

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

Sarah J. Demers

English
B.A., Brown University

David P. DeSalvo

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

Gregory S. Doyle

Coordinator of Internal Publications
Mathematics
B.S., Villanova University

Donald H. Duffy, Jr.

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

Assistant Director of College Counseling
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

Associate Director of College Counseling
French
B.A., Dartmouth College
M.A., Boston College

Thomas J. Fritz

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

Jean B. Garnett

Assistant Director of Communications
English
B.A., Bard College

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

Chair, Science Department
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
Mathematics
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
Chair, Community Service
B.A., Amherst College
M.Div., Harvard University

Joleen M. Hyde

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

Michael W. Hyde

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

Diahann T. Johnson

Chair, Modern Languages Department
French
B.A., Oberlin College
M.A., University of Delaware

Eric L. Kemer

Associate Academic Dean for Math and Science

Sc.B., Brown University
M.S., Northwestern University
Lehigh University

Benjamin G. Kennedy

Honor Committee Advisor

Dean of Ill Form Boys

History

B.A., Dartmouth College
M.A.L.S., Wesleyan University

Christina Kennedy

Chair, Mathematics Department

Dean of Ill Form Girls

Mathematics

B.A., Bowdoin College
M.A.L.S., Wesleyan University

Kimberly A.T. Klecan

Mathematics

B.A., University of Delaware

Max M. Mason

Drawing, Painting

B.A., Vassar College

M.F.A., University of Pennsylvania

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, Art History

B.F.A., State University of New York, Purchase

M.F.A., University of Pennsylvania

Jennifer E. McGowan

Mathematics

B.A., Hamilton College

Peter K. McLean

Science

Environmental Coordinator

B.A., University of Virginia

M.A., College of William and Mary

Ph.D., University of Tennessee

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

Science

B.S., Haverford College

MA., J.D., University of Colorado, Boulder

Jennifer R. O'Neill

Gallery Director

Photography

B.F.A., Bowling Green State University

B.F.A., Corcoran College of Art & Design

M.F.A., University of Delaware

Kelly C. O'Shea

Science

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

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. Ramirez

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

Elizabeth A. Ross

Director of Girls' Athletic Program

B.A., Gettysburg College

M.A., McDaniel 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

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

Ann M. Taylor

Chair, Arts Department

Director of Theater Program

Drama, Public Speaking

B.A., Bard College

M.A., Roosevelt University

Jonathan C.F. Tower

Mathematics

B.S., University of Massachusetts

M.S., Rensselaer Polytechnic Institute

Melinda K. Tower

Assistant Director of Admission

History

B.A., Gettysburg College

M.A., American University

Matthew R. Van Meter

English, Drama

B.A., Middlebury College

William J. Wallace

Co-Director, Genereaux Aquatics Center

Science

B.A., University of Maine

M.A.L.S., University of Delaware

Joy E. Walton

Chaplain, Religious Studies

B.A., U.S. International University

M.S., Old Dominion University

M.Div., The General Theological Seminary

Diane L. Winiarczyk, CPA

Business Manager

Certified Public Accountant

B.S., University of Delaware

Albert T. Wood

Director of Sports Medicine

Associate Athletic Director

Athletic Trainer

B.A., University of Delaware

Lindsay J. Wright

French

B.A., Ridley College

M.A., Dartmouth College

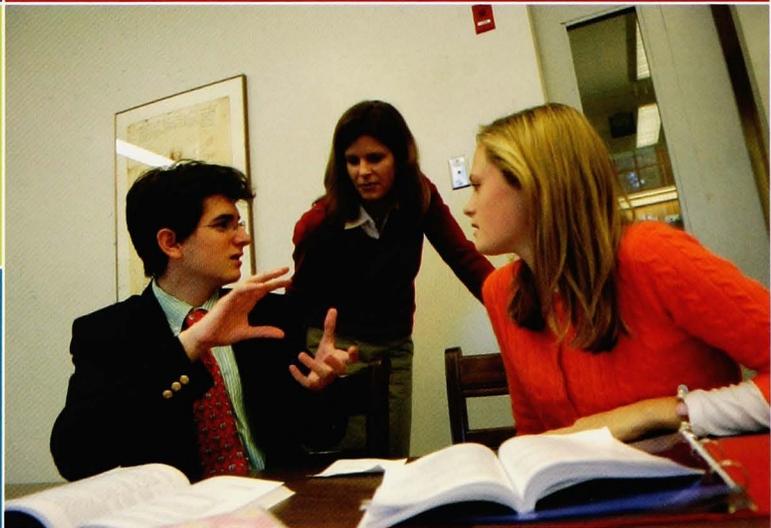
Louisa H. Zendt

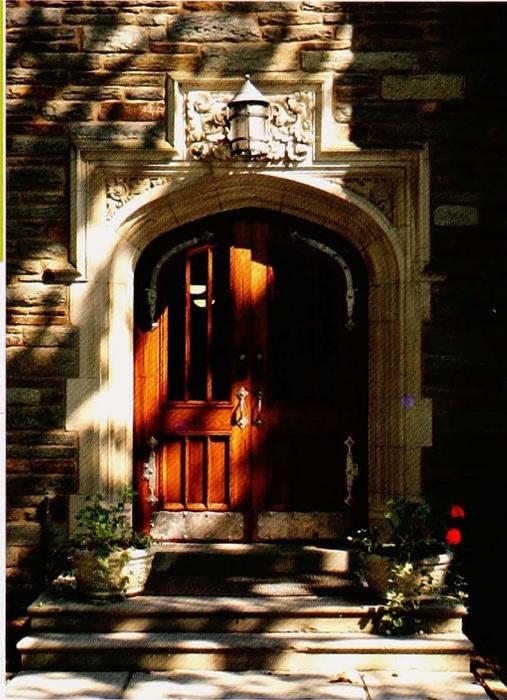
Director of Admission and Financial Aid

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

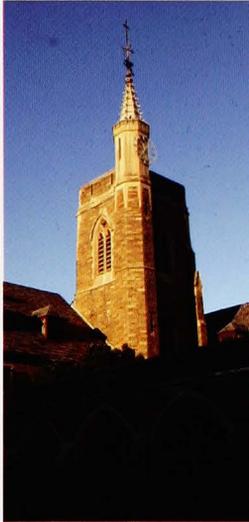
Louisa H. Zendt
Director of Admission and Financial Aid

WHY I CHOSE ST.ANDREW'S

Student Perspectives

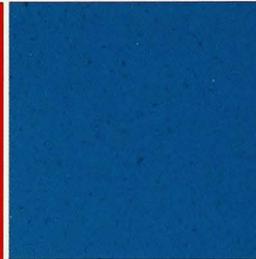
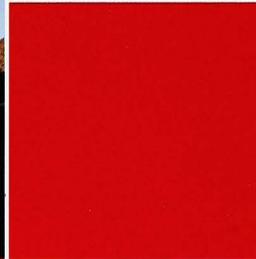
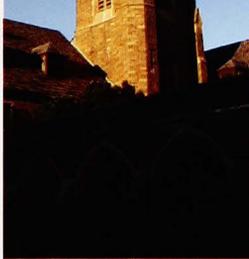
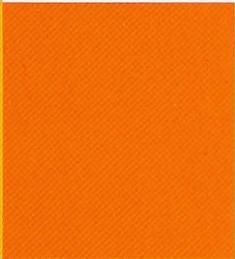
I chose to come to St. Andrew's because the community here is fundamentally different from that of a typical high school. The warmth I felt while visiting the School was like an incredible magnet that I could not help but be pulled to. Every member of the community participates in creating the most loving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

Sean '07



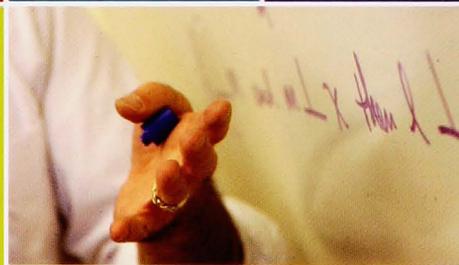
St. Andrew's students are athletes, musicians, bookworms, activists and friends. People do not try to appear to be something they are not, because nobody really cares if you do math problems in your spare time, or if you skip a school dance to go to a university lecture, or if you would rather read than 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



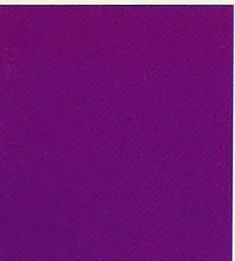
My initial thoughts on boarding school were all a bit negative. I did not like the idea of being far away from my family for extended periods of time and living with people that I did not even know. I was also a bit scared of leaving New York City and moving to Delaware. But upon visiting this School, 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



One of the many reasons that I chose to attend St. Andrew's is the overall work ethic and moral compass at St. Andrew's. Every student, faculty and staff member here is committed to working their absolute hardest, even if it sometimes seems difficult. This work ethic reflects in the classrooms and the hallways of the School as students and faculty engage in discussion of the work they did the previous night or early that morning.

Emma '09



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 2008-2009 school year is \$40,500. 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 \$3,746,250; the average grant is \$29,498.

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.

To apply for financial aid, please go to our School Web site and follow the directions under How to Apply for Aid.



■ DETAILS 2008-2009 ■

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

- Over 100 staff members—men and women who enjoy working in an educational community, a few who have given a lifetime of service to the School.
- 65 faculty children,
- 25 dogs,
- many, many cats,
- 2 horses,
- 1 pony,
- and a few birds, turtles and snakes.

At St. Andrew's, everyone counts.

Enrollment	287; 152 boys and 135 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	5:1
Grades Enrolled	III Form-VI Form (Grades 9-12)
Tuition for 2008-2009	40,500
Estimated Additional Expenses	\$1,000-\$1,500
Financial Aid Granted	\$3,746,250
Students Receiving Grants	46 percent
Average Grant	\$29,498
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 2008-2009 ■

FIRST SEMESTER

AUGUST

- 25 VI Form Leaders by Invitation (Mon.)
- 27 Football, Soccer, Cross-Country, Field Hockey, Volleyball Camps by Invitation (Wed.)
- 29 VI Form Arrives (Fri. by 5 p.m.)
- 31 All Other Students Arrive (Sun. 10 a.m. - 2 p.m.)
Parents meet with Headmaster (2 p.m.)

SEPTEMBER

- 20 Admission Open House (Sat.)
- 27 Alumni Day (Sat.)

OCTOBER

- 11 SSAT Testing (Sat.)
- 11-14 Long Weekend (Sat. noon - Tues. 6 p.m.)
- 15 School Testing Day (Wed.)
- 17-18 Trustee Weekend (Fri. - Sat.)
- 24-26 Parents Weekend (Fri. - Sun.)

NOVEMBER

- 8 SSAT Testing (Sat.)
- 8 Admission Open House (Sat.)
- 22 Thanksgiving Vacation Begins (Sat. at noon)

DECEMBER

- 1 Students Return (Mon. by 6 p.m.)
- 13 SSAT Testing (Sat.)
- 14 Service of Lessons & Carols (Sun. 2:30 & 5 p.m.)
- 18 Christmas Vacation Begins (Thurs. at noon)

JANUARY

- 2 Athletic Practices Begin (Fri. at 2 p.m.)
- 4 Students Return (Sun. by 6 p.m.)
- 10 SSAT Testing (Sat.)
- 16-21 First Semester Exams (Fri. - Wed.)
- 21-25 Long Weekend (Wed. noon - Sun. 6 p.m.)
- 25 Second Semester Begins (Sun. at 6 p.m.)

SECOND SEMESTER

FEBRUARY

- 7 SSAT Testing (Sat.)
- 20-21 Trustee Meetings (Fri. - Sat.)
Winter Theater Production (Fri. - Sat.)
- 28 Spring Break Begins (Sat. at noon)

MARCH

- 7 SSAT Testing (Sat.)
- 18 Spring Camps Return (Wed. by 2 p.m.)
- 22 Students Return (Sun. by 6 p.m.)
- 31 Visit Back Day (Tues.)

APRIL

- 7 Visit Back Day (Tues.)
- 18-21 Long Weekend (Sat. noon - Tues. 6 p.m.)
- 25-26 Dance Weekend (Sat. - Sun.)

MAY

- 4-15 Advanced Placement Exams (Mon. - Fri.)
- 8-9 Trustee Weekend (Fri. - Sat.)
Spring Theatre Production (Sat. - Sun.)
- 8-10 Arts Weekend (Fri. - Sun.)
- 23 Awards Night (Sat.)
- 24 Commencement (Sun.)
- 25-29 Final Examinations (Mon. - Fri.)
- 30 Second Semester Ends
Summer Vacation Begins (Sat. at 10 a.m.)

JUNE

- 3 Final Faculty Meeting (Wed.)
- 5-7 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 Mein 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

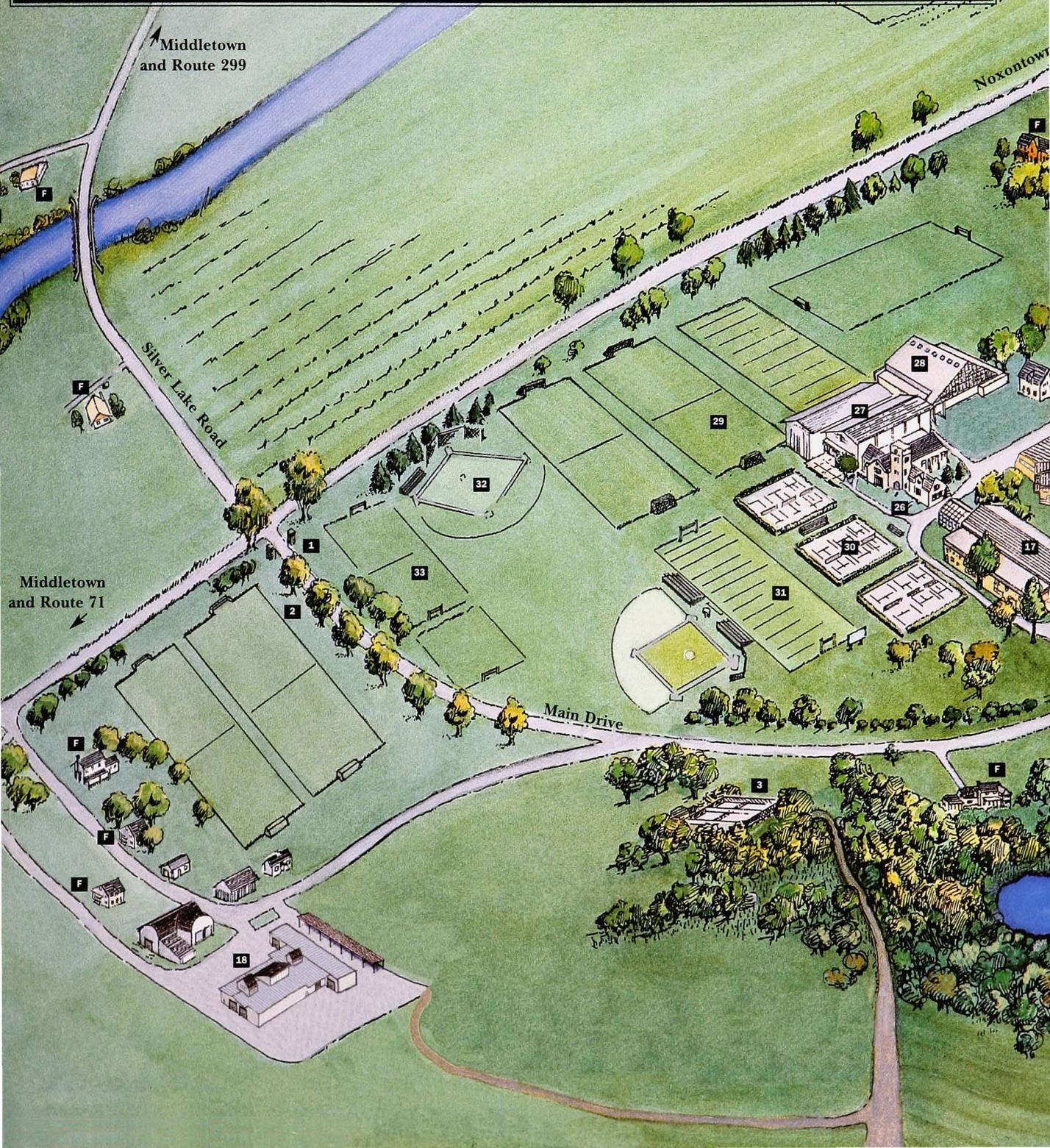
31 Varsity Football and Lacrosse
Fields

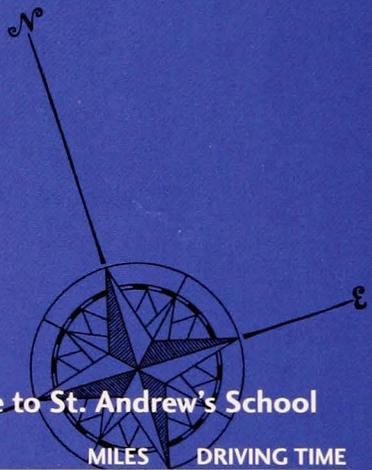
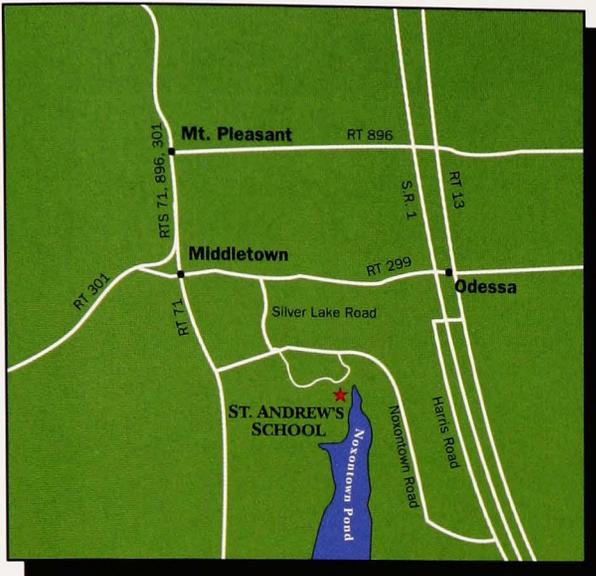
32 Varsity Baseball Field
(Colburn Field)

33 Varsity Field Hockey Field

ST. ANDREW'S SCHOOL

MIDDLETOWN, DELAWARE





Mileage to St. Andrew's School

CITY	MILES	DRIVING TIME
Annapolis	65	1 1/4 hrs.
Baltimore	59	1 1/2 hrs.
New York City	142	2 1/2 hrs.
Philadelphia	55	1 1/4 hrs.
Phila. Airport	50	50 min.
Rehoboth Beach	65	1 1/2 hrs.
Washington D.C.	97	2 hrs.
Wilmington	26	35 min.

ST. ANDREW'S SCHOOL
 350 Noxontown Road
 Middletown, Delaware 19709-1605
 Phone: 302-378-9511
 Fax: 302-378-7120
www.standrews-de.org

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350 Noxontown Road

Middletown, Delaware 19709-1605

(302) 285-4231

www.standrews-de.org