

ST. ANDREW'S SCHOOL

Middletown, Delaware



1970

ST. ANDREW'S SCHOOL

MIDDLETOWN, DELAWARE

FOUNDED 1929

BY

THE EPISCOPAL CHURCH SCHOOL FOUNDATION, INC.



1970

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Sacred Studies</i> |
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St. Andrew's School, Princeton University,
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History</i> |
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Episcopal High School, Pennsylvania State
University, Columbia University | <i>Director of Admissions</i> |
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Newtown High School,
Trinity College, Columbia University | <i>Senior Master
Registrar, College Advisor
Mathematics</i> |
| WILLIAM H. AMOS, M.A. (<i>on leave 1969-70</i>)
American School, Toyko; Rutgers University,
University of Delaware | <i>Chairman, Science</i> |
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Lanier Senior High School for Boys,
Emory College, Emory University | <i>Mathematics</i> |
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St. Andrew's School, Haverford College,
Harvard University | <i>Chairman, English</i> |
| CHRISTOPHER G. BOYLE, M.Ed.
Thatcher School, Amherst College,
Harvard University | <i>English</i> |
| DONALD A. COLBURN, B.S.
Noble and Greenough School,
Amherst College | <i>English</i> |
| ROBERT M. COLBURN, M.S.
Wellesley High School, Haverford College,
University of Delaware | <i>Acting Chairman, Science</i> |

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THE REVEREND EDWARD B. GAMMONS, JR., B.D. Groton School, Harvard University, Episcopal Theological School	<i>History</i> <i>Sacred Studies</i> <i>Associate Chaplain</i>
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HARRY ELWELL LABOUR Berwick High School, Philadelphia Museum and School of Industrial Arts, Millersville State Teacher's College	<i>Industrial Arts</i>
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JOHN W. MOSES, A.B. Kingswood School, Princeton University	<i>English</i> <i>Latin</i>
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FACULTY—*Continued*

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| <p>WEBSTER C. REYNER, M.Ed. (<i>on leave 1969-70</i>)
 Lower Merion High School,
 West Chester State Teachers College,
 Pennsylvania State University</p> | <p><i>Athletic Director</i>
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 Faculté des Lettres, Paris</p> | <p><i>Modern Languages</i></p> |
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 Princeton High School, Princeton University,
 Middlebury College, University of Paris</p> | <p><i>Chairman, Modern Languages</i></p> |
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 Bronxville School,
 Haverford College</p> | <p><i>Mathematics</i></p> |
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 Woodberry Forest School,
 Princeton University,
 Middlebury College</p> | <p><i>Modern Languages</i></p> |
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 University of the South</p> | <p><i>History</i>
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 Louvain University, University of Paris</p> | <p><i>Chairman, Classics</i></p> |
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 Norview High School, Peabody Conservatory</p> | <p><i>Director of Music</i></p> |
| <p>DAVIS ALEXANDER WASHBURN, A.B.
 St. Andrew's School,
 University of Pennsylvania,
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MRS. H. V. WHITLOCK	<i>Secretary, Business Office</i>
MR. KENNETH C. WINDLE	<i>Superintendent, Buildings and Grounds</i>

PURPOSE

As stated by the Founder, the late Alexis Felix du Pont, the purpose of St. Andrew's School is to provide secondary education of a definitely Christian character at the minimum cost consistent with modern equipment and the highest standards. The teaching and conduct of the School are based on the Christian religion. All boys are expected to take part in the School's worship and religious education, which are in accordance with the practice and principles of the Protestant Episcopal Church; but membership in another religious body will not exclude an applicant from admission.

THE motto of St. Andrew's School, "Faith and Learning," expresses the conviction shared by the School and its Founders that both faith and learning are essential to the full development of Christian personality; that learning apart from faith is incomplete, and that faith needs to be informed by learning. The School seeks to encourage an inquiring mind and a maturing faith by presenting its students with a view of reality that includes nature, man and God, and by providing a context for education in which the worship of God is practiced along with the cultivation of the intellect.

In common with all Church boarding schools, St. Andrew's offers a unique opportunity to translate this ideal into fact. As a Church school it has behind it the great tradition and power of the Church. As a school relatively isolated from the multiple distractions which beset the boy of today it is in a position to weigh and arrange hours of recreation and hours of study so that discrimination and self-reliance grow as the boy grows and are not thrust upon him at an age when he is unprepared to exercise either fully for himself. As a boarding school it affords the boy an opportunity to mature as a social being—to work and play as a member of a group, as well as to be an individual with aspirations and interests of his own.

While preparation for college is a goal of a St. Andrew's education, it can be overemphasized, particularly when applied to particular colleges. The education fostered by the School includes

academic, religious, social, physical and moral aims. Such an education, representing the best of the Western humanistic tradition, is an end in itself and the School's efforts are aimed at helping the student discover himself and the many aspects of his environment. College preparation follows on this goal, and the choice of colleges necessarily awaits the cumulative result of his school career and financial considerations.

CHAPEL

A BOY entering the School becomes a member of a community living according to the general pattern of a Christian family. Its ideal of conduct is mutual trust and love, simplicity of life, and the sharing of responsibilities and opportunities. This idea is expressed and nurtured by the School's religious life, which centers in the Chapel, located in the center of the main building. Any boy who attends St. Andrew's should be willing to support this way of life.

There is a short service in the Chapel each Monday, Wednesday and Friday evening. Holy Communion is celebrated for the whole School on the first and third Sunday of each month. On second and fourth Sundays, there is morning prayer and sermon. The School clergy, the Headmaster, and on occasion visiting clergy preach at these services.

A Student Vestry, composed of representatives elected from all Forms, bears something of the same relationship to the Chapel that a parish vestry bears to a parish. The analogy is not exact, but at its meetings the Vestry considers matters of concern to the religious life of the School, particularly chapel attendance, the conduct of services, the upkeep of the Chapel, the receiving and disbursing of student offerings, and inter-school religious relationships.

In addition there are a student Choir, Sacristans' Guild, and Acolytes' Guild. Members of the Sixth Form serve as lectors at all services.

Sacred Studies courses form an integral part of the curriculum. Their aim is to increase knowledge of the Bible and the Church and to stimulate understanding of the Christian faith in relation to

contemporary problems. Special instruction for Confirmation is given to those desiring it. The Bishop of Delaware visits the School in the winter for Confirmation, but boys expecting to be confirmed in their home churches will gladly be given preparation at School if their parents and rectors so request.

BUILDINGS AND GROUNDS

THE School buildings are located on a point overlooking Noxontown Pond, two miles from the center of Middletown, twenty-five miles south of Wilmington, and sixty miles from Philadelphia.

The property comprises 1450 acres. About 100 acres are occupied by the campus and the rest is cultivated by tenant farmers. On one edge the property is bounded by Noxontown Pond, which is two miles long, and on another by Silver Lake, three-quarters of a mile in length.

The normal enrollment of the School is 176 boys. The main building, a modern fireproof unit, provides complete accommodations for 152 boys, including living quarters, classrooms, an art studio, well equipped dark rooms, a language laboratory, a computer facility, a study hall, an auditorium, common rooms, a chapel and a dining hall. The younger boys sleep in cubicles in open dormitories, most of the older boys in double rooms. The Irene du Pont Library holds approximately 14,000 volumes and has alcoves for study and leisurely reading. The new dormitory adjacent to the main building contains rooms for 24 boys, a faculty apartment and a faculty house. The new science building provides modern facilities for general science, biology, chemistry and physics. In addition to separate laboratories and project rooms for each science, there is a library and lecture hall seating 70.

The gymnasium contains two basketball courts, three wrestling rooms, four squash courts, a physical fitness training room, and an all-purpose recreation room. There are also an indoor rifle range and the facilities of the Music Department, which includes five individual practice rooms, a teaching studio, and a rehearsal hall.

On the School grounds are six football fields, three soccer fields, two baseball diamonds, and nine tennis courts. The School has its own boat house, piers and a picnic ground on Noxontown Pond, where rowing has been an organized sport since 1932. The Pond is also used for swimming, sailing, boating, and canoeing.

HEALTH

On the third floor of the main building are a large Infirmary, an office, and the quarters for the resident nurse. Ordinarily there is no Infirmary charge, but each boy will be charged an actual cost fee for materials or medicines used.

It is imperative that each boy present a School Medical Certificate filled out by his private physician in conjunction with his parents or guardian before beginning his first or subsequent sessions. The visiting physicians in charge are Drs. H. L. Hoch and M. M. Katalan of Middletown. Wilmington hospitals and specialists are accessible if needed. The Head Nurse with her assistants attempts to keep all boys as healthy as possible. To this end a vigilant watch is kept on the health of each boy, the object being prevention of illness. The Head Nurse or her assistant is on call 24 hours each day and at all times works under the direction of the physician in charge. *However, under no circumstances should a boy who is ill be brought or returned to school.*

Dr. C. I. Hoch, D.D.S., of Middletown is available for emergency dental work, *but each boy is expected to have routine dental work attended to during vacations or before coming to school.*

DAILY SCHEDULE

7:00 Rising Bell	8:15 Classes Begin
7:15 Breakfast	10:25 - 10:40 Recess
7:45 Room and Alcove Inspection	10:40 Classes
8:00 Job Inspection	1:00 Lunch

1:50 Classes Resume
 2:30 Tutorial Period
 3:40 Athletics
 6:25 Dinner
 7:00 Chapel*

7:15 - 8:00 Activities Period
 8:05 - 9:40 Study
 10:00 Bedtime, II-III Forms
 10:30 Bedtime, IV-V Forms

*On Tuesdays all classes are shortened five minutes, the eighth period is omitted, and classes end at 1:00. Classes end Saturday at 10:25 A.M. *Chapel: Mon., Wed., Fri.*

SUNDAY SCHEDULE

8:15 Rising Bell
 8:30 Breakfast
 9:15 Room Inspection
 9:30 Sunday Service*
 10:45 Job Inspection
 1:00 Dinner
 6:30 Supper

7:30 Study
 9:00 Activities Period
 Form Meetings
 Club Meetings
 9:30 Bedtime, II-III Forms
 10:00 Bedtime, IV-VI Forms

**See Page 9, "Chapel", ¶ 2.*

CURRICULUM

As a Church school preparing its boys for college, St. Andrew's believes that each student should be equipped intellectually, morally, and spiritually to meet the challenge of higher education successfully and profitably, and while emphasis is necessarily directed to mastery of basic subjects, the curriculum is designed to stimulate and broaden as well.

The course of study is a five-year college preparatory course beginning with the Second Form, which corresponds roughly to the eighth grade.

To graduate, a boy must earn fifteen units—three in English, three in mathematics, two in a foreign language, and one each in American history and a laboratory science. The remaining five units are elective.

A student normally submits his selection of courses for the following year shortly after spring vacation. Prior to this, each boy is thoroughly briefed on the courses open to him, and he is urged to consult his advisor, the college advisor and other members of the faculty, as well as his parents. When submitted in early April, each boy's entire schedule is reviewed by the Academic Committee, which is composed of the Headmaster and the heads of all departments. Once approved, a boy's schedule will not be altered again for the following year, although choices in subsequent years can be changed later.

Courses are listed by form, but boys may take classes out of form when previous preparation, college requirements, or personal preference makes it desirable. *Beginning with Third Form the School offers four years each of Latin, French, and Spanish. Two years of one language are required for graduation, but students are urged to take at least three years of one. A language may be started in Third, Fourth or Fifth Form. Latin may be started in Form Two.* The School reserves the right to place a boy forward or back as his best interests require. A conscientious student with a 4th Group background or better is urged to consider five majors in his Fourth Form year, and possibly his Fifth Form year. Elective minors are available to those boys who do not feel able to take a full "five major" curriculum in any one year. An outline of the course of study follows:

THE SECOND FORM COURSE INCLUDES:

Sacred Studies	Earth Science
English	Art
Latin	Music
Arithmetic and Algebra	Manual Training

THE THIRD FORM COURSE INCLUDES:

Sacred Studies	Elementary Algebra (1 credit)
English	Ancient History (elective, 1 credit)
*Language: French, Latin, Spanish (elective)	Biology (elective, 1 credit)

THE FOURTH FORM COURSE INCLUDES:

Sacred Studies	English History (elective, 1 credit)
English (1 credit)	Biology (elective, 1 credit)

*Language: French, Latin,
Spanish
Plane Geometry (1 credit)

Plant Ecology (69/70 only)
Zoölogy (elective, 1 credit
—not given 69/70)

THE FIFTH FORM COURSE INCLUDES:

Sacred Studies	Plant Ecology (69/70 only: elective, 1 credit)
English (1 credit)	Zoölogy (elective, 1 credit —not given 69/70)
*Language: French, Latin, Spanish, Russian I	Chemistry (elective, 1 credit)
Intermediate Algebra (1 credit)	Physics (elective, 1 credit)
American History (elective, 1 credit)	
European History (elective, 1 credit)	

**No credit is given for completion of the first year of a language. Two credits are given for completion of the second year and one credit for each additional year thereafter.*

THE SIXTH FORM COURSE INCLUDES:

Sacred Studies	Area Studies in History (1 credit)
English (1 credit)	Physics (elective, 1 credit)
*Language: French, Latin, Spanish (elective), Russian II	Chemistry (elective, 1 credit)
Advanced Mathematics (elective, 1 credit)	Plant Ecology (69/70 only)
American History (1 credit)	Zoölogy (elective, 1 credit —not given 69/70)

Minor courses may be elected for half credit by qualified students in the following subjects: Art (III Form), Chemistry II, Greek, History of Art, History of Music, Probability and Statistics, Twentieth Century History, and Computer Programming.

**No credit is given for completion of the first year of a language. Two credits are given for completion of the second year and one credit for each additional year thereafter.
Russian: please see p. 21*

A detailed description of each course is given on pages 16-25.

With classes averaging about thirteen boys, individual attention is assured. Any boy in temporary academic difficulties may receive special help, though this help may not be extended to become prolonged tutoring.

All scheduled study periods are ordinarily supervised by a master, but because the School believes that every boy must learn to study effectively on his own, older boys and those who maintain certain academic standards are permitted to study without supervision.

Reports are sent home six times a year. Grades are reported in percentages, with eighty or above representing honors work, sixty-five passing, and below sixty-five failing.

Such organizations as the School Publications, Criss Cross Club (dramatics), Debate Club, Stamp Club, Rifle Club, Camera Club, Press Club, Yacht Club, Electronics Club, Science Club, the School Band, the Choir, Glee Club and Art Club afford every boy recreational and creative outlets.

The Library plays an important part in the intellectual and recreational activities of the School. Open at all times except during Chapel services, it is supervised by a trained librarian with the assistance of a volunteer staff of boys selected from all forms.

The Library houses a well-balanced collection of more than 14,000 volumes, including an adequate reference section. It also provides about 35 selected periodicals and seven daily newspapers. Phonograph records, pictures, and other essential audio-visual materials are maintained and circulated. New books and other material are constantly being added. The School regards familiarity with library methods as an indispensable part of a college preparatory education, and to this end the library itself and the conduct of its business are modeled upon standard patterns. In addition every effort is made through display, book sales, and open stacks to stimulate an interest in books and reading.

Every boy has the benefit of counseling. His principal counselor is his advisor, but the Headmaster, the College Advisor and all the boy's teachers help him in making decisions that affect his social and academic life and anticipate his college career.

St. Andrew's School is accredited by the Middle States Association of Colleges and Secondary Schools. All students are required to take both the aptitude and achievement tests of the College Entrance Examination Board, and in 1969, 27 boys sat for 33 advanced placement examinations. The classes of 1968 and 1969 went to the following colleges: 5, North Carolina, Princeton, Swarthmore; 3, Boston, Case Western Reserve, Maryland, Virginia; 2, Haverford, Lehigh, Rice, Rollins; and one each to Alabama, Brown, Carnegie-Mellon, Chicago, Columbia, Cornell, Davidson, Delaware, Denver, Dickinson, Duke, Emory, Franklin & Marshall, Georgetown, Har-

vard, Johns-Hopkins, Lafayette, Lake Forest, Michigan, Northwestern, Oberlin, Ohio, Pennsylvania, Pittsburgh, Richmond, Rochester, Rutgers, Southern Alabama, Syracuse, Tufts, Union, Vanderbilt, Wesleyan, Western Maryland, Williams, Wisconsin and Yale. One member of the Class of '68 spent an academic year in Spain; one member of the Class of '69 will attend Clifton College, Bristol, England; two by choice will enter the military service.

COURSES OF STUDY

Sacred Studies

SECOND FORM—An introduction to the School's religious life is made through a study of worship as conducted in the Chapel. This is followed by a detailed study of the life of Christ and an introduction to the history of the Church. Throughout the course a conscious effort is made to relate the teachings of Jesus and the Christian way of life to life in the world today. Texts: *The Book of Common Prayer*; Smith, *Men Called Him Master*, Philadelphia, Westminster Press, 1958; Bowie, *The Story of the Church*, New York, Abingdon, 1955; Bowie, *Men of Fire*, New York, Harper and Brothers, 1961; Gordon, *Through The Valley of the Kwai*, New York, Harper and Brothers, 1962; Northcott, *Livingstone in Africa*, New York, Association Press, 1957; Sayers, *The Man Born to Be King*, New York, Harpers, 1943; Harcourt, *Portraits of Destiny*, New York, Sheed and Ward, 1966.

THIRD FORM—A study of the Old Testament, the history of the Old Testament peoples, and their literature. Texts: Gale, *A Study of the Old Testament*, New York, Thomas Nelson, 1953; Kraeling, *Historical Atlas of the Holy Land*, Chicago, Rand McNally, 1959; Dentan, *The Holy Scriptures*, New York, Seabury Press, 1949.

FOURTH FORM—A study of the content and meaning of the Christian gospel as it appeared to the earliest Christians, and what its impact has been in selected periods from the first through the twentieth centuries. Texts: *The Gospel According to St. Matthew*; *The Epistles of St. Paul*; *The Acts of the Apostles*; Phillips, *When God Was Man*, New York, Abingdon Press, 1955; Bainton, *The Reformation of the Sixteenth Century*, Boston, The Beacon Press, 1956.

FIFTH FORM—A study of Christian doctrine and Christian ethics. The course will concentrate on the basic affirmations of the Christian faith about God, man, Jesus Christ, the Church, the sacraments, and the life after death. During the winter term, elective seminars on topics related to but not confined to the Christian faith are offered. The work of the spring term includes various issues in Christian ethics: the nature of right and wrong, love and law, the race problem, war, sex, and crime. These questions and various answers will be examined and discussed, and opportunity given for the students to develop their understanding of the issues and to express the results of their own thinking. Texts: Beach, *Conscience on Campus*, New York, Association Press, 1958; Robinson, *Christian Morals Today*, Philadelphia, Westminster Press,

1964; Robinson, *Liturgy Coming to Life*, Philadelphia, Westminster Press, 1963; Lewis, *Beyond Personality*, New York, MacMillan Co., 1943; Cullmann, *Immortality of the Soul or Resurrection of the Dead?* London, The Epworth Press, 1958; Trueblood, *The Company of the Committed*, New York, Harper & Brothers, 1961.

SIXTH FORM—Two courses are offered. The student chooses which he will take.

1. *Philosophy*: An introduction to the study of philosophy and a reconsideration of the Christian Faith in the light of it. Idealism, rationalism, romanticism, materialism, naturalism, and existentialism are studied through the writing of philosophers themselves. Texts: Cornford, *Before and After Socrates*, Cambridge, University Press, 1962; *Dialogues of Plato*, New York, Pocket Books, 1955; Descartes, *Discourse on Method*, Baltimore, Penguin Books, 1960; *The Emile of Jean Jacques Rousseau*, New York, Bureau of Publications, Teachers College, 1956; Burns, *What is Communism?*, New York, International Publishers, 1957; Marx, *The Communist Manifesto*, Chicago, Regnery, 1954; Hall, *A Primer of Freudian Psychology*, New York, World Publishing Co., 1954; Niebuhr, *Beyond Tragedy*, New York, Scribners, 1937.

2. *Contemporary Belief Systems*: This course will investigate some of the contemporary philosophies and/or theologies which make up the kaleidoscope of belief systems current today. These may include atheism, death-of-God, secularity, (social) science, humanism, existentialism, positivism, and something of the theology of revolt, as well as some new forms of theism.

Reading will often include both sides of the questions, and students may be asked to participate in dialogue teaching. Among the authors to be studied may be Horder, Casserley, Altizer, van Buren, Macquarrie, Fromm, Ogden, Robinson, and Cleaver. There will be tests and papers assigned but no examinations.

English

SECOND FORM—A course designed around a reading program that involves considerable outside reading of the student's own choice in addition to regular assignments in selected literary works. The writing program is designed to stimulate fluency of expression and mechanical accuracy, and is based largely upon the student's observation. The study of language itself is based upon modern linguistic findings. Texts: Burrell and Cerf, *Famous American Stories*, New York, Random House, 1936, supplemented by vocabulary work book and a language text.

THIRD FORM—A course that examines the English language within the framework of a generative-transformational grammar as presented by Paul Roberts in *The Roberts Linguistic Series, Complete Course*, New York, Harcourt, Brace & World, 1967. Studies in literature involve reading *The Illiad*, *The Odyssey*, Dickens' *David Copperfield* (Robert Graves' abridgement), Steinbeck's *The Pearl* and *The Red Pony*, and readings in Edith Hamilton's *Mythology*, New York, Mentor, The New American Library, 1964 as well as some reading of poetry selected by individual instructors. Composition involves writing at least once a week on topics drawn from literature, or readings concerning language found in Roberts' book, or from any other source of concern to the class.

FOURTH FORM—A course in composition embracing a study of narration, description, exposition, and grammar; and a course in literature divided into three parts:

Fall Term: A study of narrative fiction, especially the novel, as represented by readings in some Arthurian legends, *Gulliver's Travels*, *Great Expectations*, and a modern novel (*Catcher in the Rye* is frequently used).

Winter Term: A study of some aspects of English drama represented by *Everyman*, *Henry IV, Part 1* or *Romeo and Juliet*, *The School for Scandal*, *The Importance of Being Ernest*, and *Pygmalion*.

Spring Term: A study of selected English poetry which usually includes *Beowulf*, *The Canterbury Tales*, and the folk ballad, with particular emphasis on the Elizabethan lyric and various lyrics of the Romantic period.

Texts: Perrin, Porter, G., *Writer's Guide and Index to English, Third Edition*, Chicago, 1959, Scott, Foresman & Co.; Untermeyer, L. (ed.), *The Book of Living Verse*, New York, Harcourt, Brace & World, Inc., 1945.

FIFTH FORM—A course in composition centered about a weekly essay, which is generally concerned with the application of some generalization drawn from the reading material to the experience of the student. In conjunction with this program mechanical fundamentals are reviewed and certain aspects of rhetoric are studied. The readings include during the fall term Ruskin's *Crown of Wild Olive*, certain of Lamb's *Essays of Elia*, and selections from Combs (ed.), *A Book of the Essay*, Charles Scribner's Sons, New York, 1950; during the winter term *Macbeth* and *Othello*, selections from the *Book of Job*, and Coxe, Louis O. and Chapman, Robert, *Billy Budd*, Princeton University Press, 1951; and during the spring term various traditional English poems. Texts: Connolly, Francis, *A Rhetoric Case Book*, New York, Harcourt Brace & Co., 1959; Perrine, Laurence, *Sound and Sense, 2nd edition*, New York, Harcourt, Brace and World, Inc., 1963.

SIXTH FORM—A course in composition devoted to advanced exposition and argumentation, and a course in literature, during the fall term devoted to the study of modern poetry, during the winter term to the drama, and during the spring term to the novel. Texts: Brooks and Warren, *Modern Rhetoric*, New York, Harcourt, Brace & Co., 1949; Wood, *Senior English Review Exercise*, Cambridge, Mass., Manter Hall School, 1955.

Books used for the study of literature each term:

Fall Term: Untermeyer, L. (ed.), *Modern American Poetry — Modern British Poetry*, New York, Harcourt, Brace & World, Inc. 1950.

Winter Term: *Oedipus Rex*, *Hamlet*, and other representative plays, chiefly modern.

Spring Term: *The Scarlet Letter*, *The Rise of Silas Lapham*, *The Mayor of Casterbridge*, and other novels, chiefly modern.

History

THIRD FORM—An introduction to the study of Ancient History with special emphasis on Greece and Rome. Text: J. H. Breasted, *Ancient Times, A History of the Early World*, New York, Ginn & Co., 1944. Supplementary readings in mythology, biography, selected ancient authors.

FOURTH FORM—A detailed course emphasizing the constitutional, ecclesiastical, and imperial aspects of English History. The latter part of the course

is devoted to the study of England's role of world leadership and the development of the Commonwealth countries in Africa, Asia, and elsewhere. Texts: Cheyney, *A Short History of England*, New York, Ginn & Co., 1960; Hall, Albion, Pope, *A History of England and the Empire-Commonwealth*, New York, Ginn & Co., 1961. Supplementary texts and readings including selected English publications and periodicals.

FIFTH FORM—An extensive study of the history of Europe from the Renaissance to the present as a basis for an understanding of the international situation today. Text: Ferguson and Brunn, *A Survey of European Civilization, Since 1500*, New York, Houghton Mifflin, 1962. Supplementary texts and readings including Stearns, *Pageant of Europe, Sources and Selections from the Renaissance to the Present Day*, New York, Harcourt, Brace & World, Inc., 1961, and current periodicals.

SIXTH FORM—A course tracing the political, social, economic, and territorial development of our country, designed to arouse interest in present day problems and develop informed intelligent citizenship. Texts: Bailey, *The American Pageant*, Boston, D. C. Heath & Co., 1967; Morrison & Commager, *The Growth of the American Republic* (2 vols.), New York, Oxford University Press, 1962; *Encyclopedia of American History*, New York, Harpers, 1963; Commager, *Documents of American History*, New York, Appleton, Century Crofts, 1955; Kottmeyer, *Our Constitution*, St. Louis, Webster Publishing Co., 1949.

STUDIES IN THE 20TH CENTURY—A half credit course investigating the breakdown of the Balance of Power System in 1914; the Peace of Versailles, the resurgence of Nationalism with emphasis on the Communist, Fascist, and Nazi Revolutions; the Road to War, 1936-1939; the Attempt at Settlement, 1945; the Cold War to 1962; the Anti-Colonial Revolt; American Domestic problems since 1945. Readings: Quigley, *Tragedy and Hope*, New York, Mac-Millan, 1965, plus selections from many primary and secondary sources.

Note: This course is open only to those who wish to take it *in addition to and not in place* of the regular history courses which may be taken at V and VI Form level. Additional prerequisites are: permission of the department and specified outside reading to be completed before the opening of School in September.

CURRENT EVENTS—Class time is used in the Fifth and Sixth Forms for the study and discussion of current events.

SEMINAR IN SPECIAL AREAS OF HISTORICAL INTEREST—A half credit course designed to explore in greater depth some areas of special interest which are of necessity dealt with in a more summary manner in regular survey courses, such as African Colonialism, American Expansion, American Government, Asian History, British Imperialism, Civil War, Comparative Government, Hellenism, Industrialization, Nazism and Fascism, Political Parties, Reformation, Renaissance, Roman Empire, Russian History, Wiener Republic, etc. The topics to be pursued will be decided by the instructor and the students at the beginning of each term. The course will be open to students at V and VI Form levels who have completed one full year of history at St. Andrew's and who have the approval of the History Department.

Classics

The School recognizes the importance of Latin to a liberal education, both in the language training it affords and the introduction it gives to the roots of our civilization. Hence Latin is obligatory for all second formers. Boys enter-

ing the Third Form with a successful year of Latin behind them are urged to continue it. Two years of Latin seems to be a reasonable minimum, but boys who are able should continue with the third year of Latin, which provides a fluency in the reading of works integral to the Western cultural tradition. To the advanced student, the fourth year offers the opportunity to study in greater depth and perspective the more profound literary and philosophical works of the Ancient World.

LATIN I—Includes the simplest grammatical constructions, the declensions, and conjugations, vocabulary, and syntactical constructions, together with the reading of simple Latin prose. Text: Ch. Jenny, Jr., *First Year Latin*, Rockleigh, N. J., Allyn and Bacon, Inc., 1966.

LATIN II—Continues the study of the grammar and structure of Latin and introduces the student to more extensive reading of Latin prose and poetry. Texts: Ch. Jenney, Jr., *First Year Latin* (continued) and Ch. Jenney, Jr., *Second Year Latin*, Rockleigh, N. J., Allyn and Bacon, Inc., 1966.

LATIN III—Emphasis on the facile handling of Latin prose and poetry. Limited survey of Roman civilization of the period. Texts: Ch. Jenney, *Second Year Latin* (continued); Ch. Jenney, Jr. and Rogers V. Scudder, *Third Year Latin*, Rockleigh, N. J., Allyn and Bacon, Inc., 1964.

LATIN IV—Reading of Latin poets of the Augustan age and some Silver Latin prose. Limited survey of the historical, social and political background of the period. Texts: Ch. Jenney, Jr. and Rogers V. Scudder, *Fourth Year Latin*, Rockleigh, N. J., Allyn and Bacon, Inc., 1967; O.A.W. Dilke, *Horace: Epistles I*, London, Methuen & Co., 1961; Bond and Walpole, *The Phormio of Terence*, New York, St. Martin's Press, 1962; Furneaux and Pitman, *The Annals of Tacitus, XIII-XVI*, Oxford, Clarendon Press, 1962.

GREEK—A half-credit course introducing the study of ancient Greek literature related to the interests of the students including Homer, *The Tragedy*, Plato and the New Testament. Texts: adapted to the needs of the student.

Modern Language

For cultural and scientific reasons it is suggested that, if possible, the student take French. It is preferable that the student continue his language through Sixth Form year. Intensive use is made of tapes and records which supplement and are integrated with the texts. Students are required to make use of the language laboratory on a regular basis. French and Spanish are used exclusively in conducting second, third and fourth year classes.

French

FRENCH I—Class Texts: O'Brien, LaFrance, Brachfeld, Church, *French I*, Boston, Ginn & Co., 1965; Campbell-Bauer, *Contes Pour Débutants*, Boston, Houghton, Mifflin, 1965; collateral reading from Heath-Chicago *Alternate French Series*, Boston, D. C. Heath, 1945, and from *Oxford Rapid-Reading French Texts*, New York, Oxford University Press, N.D.; introduction to geography and history of France.

FRENCH II—Class Texts: O'Brien, LaFrance, *New Second-Year French*, New York, Ginn & Co., 1959; Leblanc, *Arsène Lupin*, Boston, Houghton Mifflin, 1965; About, *Les Jumeaux de l'Hôtel Corneille*—Abrégé, W. L. Fleming, New York, Odyssey Press, 1962. Collateral reading from *Oxford Rapid Reading French Texts*, New York, Oxford University Press, N. D. and the French Reserve Library.

FRENCH III—Class Texts: O'Brien, LaFrance, Brachfeld, *Advanced French*, Boston, Ginn, 1963; Gide, *La Symphonie Pastorale*, Paris, Gallimard, 1925; Bauer, *La France Actuelle*, Boston, Houghton Mifflin, 1963; Camus, *L'étranger*, Paris, Gallimard, Livre de Poche Université, 1957; Bauer, Campbell, *La Robe et le couteau*, Boston, Houghton Mifflin, 1966. Assigned readings of masterpieces of French literature with written and oral reports.

FRENCH IV—Continued study of the language and literature of France. Texts: Denoeu, *Sommets Littéraires Français*, Boston, Heath, Rev. Ed., 1967; Hoffman, *L'Essentiel de la Grammaire Française*, New York, Scribners, 1964. Readings are from the Advanced Placement Syllabus for which interested students are encouraged to prepare.

Russian

RUSSIAN—Russian I and Russian II will be offered to qualified upperformers in alternate years when there is sufficient demand. Prerequisite: successful completion of at least two credit years of a foreign language.

Spanish

SPANISH I—Text: Staubach-Walsh, *First Year Spanish*, Revised Edition, Boston, Ginn and Co., 1961. Readers: *Heath Chicago Spanish Series*, New York, D. C. Heath & Co., 1949, Books I-V; Pio Baroja, *Zalacáin el aventurero*, Cambridge, Massachusetts, Houghton Mifflin Company, 1954; John M. Pit-taro *Cuentos y más Cuentos*, Boston, D. C. Heath and Company, 1964.

SPANISH II—Text: Staubach-Eldon-Walsh, *Second-Year Spanish*, Revised Edition, Boston, Ginn & Co., 1962. Readers: Barlow & Steel, *Noche Oscura en Lima*, New York, F. S. Crofts & Co., 1945; Pattison, *La Fuente de Las Calaveras*, New York, F. S. Crofts & Co., 1947; B. Traven, *El tesoro de la Sierra Madre*, New York, Appleton, Century-Crofts, 1963.

SPANISH III—Goytorúa, (Ed.: Walsh), *Pensativa*, New York, Appleton-Century-Crofts, 1947; Amelia A. de Del Río, Angel Del Rio, *Del Solar Hispánico*, New York, Holt, Rinehart and Winston, Inc., 1962; Louis Cabat, Jacob D. Godin, *Achievement Tests—Spanish*, New York, Barron's Educational Series, Inc., 1960; Miguel de Cervantes Saavedra, *Don Quijote*, Boston, D. C. Heath and Company, 1908; Staff of the M. L. M. Development Center, *Spanish Level Three*, New York, Harcourt, Brace & World, Inc. 1964; collateral reading from Spanish Reserve Library.

SPANISH IV—E. Herman Hespelt, *An Anthology of Spanish American Literature*, New York, Appleton-Century-Crofts, 1946; Staff of the M. L. M. Development Center, *Spanish Level Four*, New York, Harcourt, Brace and World, 1966; Agnes Marie Brady, *Historia de la cultura hispanoamericana*, New York, The MacMillan Company, 1966. Students interested in literary appreciation are encouraged to prepare for the Advanced Placement examination.

Mathematics

SECOND FORM—A course integrating arithmetic with introductory algebraic and geometric topics, emphasizing the study of mathematical structure and concurrently improving computational skills. Text: Keedy, Jameson, Johnson, *Exploring Modern Mathematics*, Books 1 and 2, New York, Holt, Rinehart and Winston, Inc., 1964.

THIRD FORM—A first course in modern elementary algebra based upon structure properties of the real number system. Definitions and axioms are carefully formulated and there is work with simple proofs based upon an introduction to logic. Text: Peason, Allen, *Modern Algebra, A Logical Approach, Book One*, Boston, Ginn and Company, 1964.

ADVANCED PLACEMENT PROGRAM: Several topics in intermediate algebra are studied as well as covering the same text in greater depth.

FOURTH FORM—A course in demonstrative plane and solid geometry based on a modification of Birkhoff's axioms. Texts: E. E. Moise and F. L. Downs, Jr., *Geometry*, Reading, Massachusetts, Addison-Wesley Publishing Company, Inc., 1964. **ADVANCED PLACEMENT PROGRAMS:** The advanced sections cover the text and have supplementary material, mostly on solid geometry. Text: same.

FIFTH FORM—A course in algebra which in addition to the algebra of the real and complex numbers covers the analytic geometry of conic sections, systems of equations, and considerable study of functions: linear, constant, absolute value, polynomial, logarithmic, exponential, and trigonometric. Text: Pearson, Allen, *Modern Algebra, A Logical Approach, Book Two*, Boston, Ginn and Company, 1966.

ADVANCED PLACEMENT PROGRAM: The advanced placement sections study the above topics and have additional material on complex numbers, the trigonometric functions, sequences and series, and other topics, with more emphasis on proof and the organization of the ideas. Text: same.

SIXTH FORM—A course in modern mathematics attempting to consolidate previously acquired skills and areas of knowledge and to show what mathematics is, how mathematics has developed, what the mathematical approach to real problems can accomplish, and the extent to which mathematics has molded our civilization and our culture. The mathematical subject matter is taken from the fields of arithmetic, algebra, Euclidean geometry, trigonometry, projective geometry, analytic geometry, functions, the calculus, non-Euclidean geometry, probability, and statistics. The subject is shown to be intimately related to physical sciences, philosophy, logic, religion, literature; the social sciences, music, painting, and other arts. Texts: Dolciani, Beckenbach, Donnelly, Jurgensen, Wooten, *Modern Introductory Analysis*, Boston, Houghton Mifflin Company, 1964, Morris Kline, *Mathematics: A Cultural Approach*, Reading, Massachusetts, Addison-Wesley Publishing Company, Inc., 1962.

ADVANCED PLACEMENT PROGRAM—A college level course in the calculus and analytic geometry. Text: R. H. Crowell and W. E. Slesnick, *Calculus with Analytic Geometry*, New York, W. W. Norton & Company, Inc., 1968.

COMPUTER PROGRAMMING—An introductory course developing an understanding of the relationship between mathematics, the computer, and problem solving. Students will be taught to write programs and to run them on the computer. Text: Notes prepared by the instructor.

PROBABILITY AND STATISTICS—A half-credit course in elementary probability theory for finite sample spaces; introduction to random variables, their distribution, and the properties of their distributions; an intuitive introduction to continuous random variables and the normal distribution; the properties of the binomial distribution and the central limit theorem; and applications of classical statistical inference. Text: F. Mosteller, R. Rourke, and G. Thomas, *Probability: A First Course*, Reading, Mass., Addison-Wesley Publishing Company, Inc., 1961.

Science

SECOND FORM—Earth Science: An investigation of the planet earth. The properties of the earth and the laws which govern its behavior are investigated as are the earth's past history, the changes taking place on the earth, and the position of the earth in relation to the universe. Text and Lab Manual: Earth Science Curriculum Project, *Investigating the Earth*, Boston, Houghton Mifflin Company, 1967.

THIRD AND FOURTH FORM—Biology: A survey of the living world, with emphasis upon the steady state, the complementarity of the structure and function, evolution, and ecology. Texts: *High School Biology*, 2nd edition, BSCS Green Version, Chicago, Rand McNally, 1968; *Cell Biology*, St. Andrew's School, 1960.

FOURTH, FIFTH OR SIXTH FORM—Zoology: A systematic study of animal organisms through the orienting principle of the concept of levels of organization, from sub-atomic to living communities. Frequent detailed laboratory investigations touch upon a wide variety of subjects in life science. Extensive field work and a year-long research investigation are required. *May be elected with departmental approval only.* Texts: Moment, G. B., *General Zoology*, 2nd edition, Boston, Houghton Mifflin, 1966. Laboratory work is drawn from a number of sources. Not offered 1969-70; to be resumed 1970-71.

FOURTH, FIFTH OR SIXTH FORM—Plant Ecology: A study of the interactions between regional plants and the physical, chemical, and biotic features of the environment. Included are studies of population dynamics, succession patterns, and zonation. Extensive field work. Offered in 1969-70 only.

FIFTH AND SIXTH FORM (may be elected by Fourth Formers who have successfully passed Biology.)—**Chemistry:** A course in descriptive and theoretical general chemistry in light of modern theory. Classroom material is accompanied by laboratory work, movies, and chemistry periodicals. Emphasis is given to fundamental principles and relationships in accordance with the latest developments in the field. Sound technique is developed in all laboratory work. Prerequisites: Algebra I, Plane Geometry, Algebra II concurrently. Text: Quagliano & Vallarino, *Chemistry*, Englewood Cliffs, New Jersey, 1969, third edition. Laboratory experiments are drawn from a number of sources.

FIFTH AND SIXTH FORM—Physics: A course incorporating the six traditional divisions of physics to provide a contemporary view of the classical and modern concepts of physical phenomena. Films, laboratory projects and reference materials are employed to supplement and broaden the scope of regular class work. Text: Franklin Miller, Jr., *College Physics*, New York, Harcourt, Brace & World, Inc., 1967, second edition. Laboratory exercises are derived from a variety of sources.

MINOR COURSES—These courses are half-credit courses, meeting twice weekly, and are available as electives to fifth and sixth form students.

CHEMISTRY II—A course for students who have successfully completed the first year general chemistry course. The student investigates advanced topics not included in the first year course. These topics include structure of solids, phase diagrams of one or two component systems, advanced discussions of chemical equilibrium particularly those involving gas reactions, chemical kinetics, thermochemistry, and possibly some organic chemistry. Text: Samuel Glasstone, *Elements of Physical Chemistry*, D. Van Nostrand Company, Inc., Princeton, New Jersey.

OCEANOGRAPHY-LIMNOLOGY: A laboratory course in both marine and fresh water studies for students who have completed successfully one or more laboratory sciences. The student develops and pursues a research problem under the direction of the instructor. The problem may have a physical, chemical, geological, or biological orientation. A formal written report is required, as well as an oral presentation to students and faculty at the end of the year. Appropriate readings will be assigned. Not offered 1969-70; to be resumed 1970-71.

The Arts

Resident teachers of art and music provide individual and group instruction at no extra charge in painting, instrumental and choral music. Elective courses are also available.

Art

The History and Appreciation of Art (elective): A study of the development of painting, sculpture and architecture emphasizing the relationships of the outstanding periods to the history and culture of their times and to each other. The course begins with a study of the nature of art and with the Impressionists as a starting point, works back to the Renaissance, Greek and Roman periods; and from Roman expansion forward through France, Germany, Holland, Spain, to England, culminating with a survey of American art and finally the art of today. The art of the Far East and primitive art are included where they have influenced Western artists. Color slides and reproductions afford the visual material. Such source books as Jansen's *History of Art*, the works of Craven and Canady, and various current publications provide the reading and written material. Twice a week.

Art: required of the Second Form, elective in the Third Form. Creative work in drawing, watercolor and oil, and ceramic sculpture, two and one half hours per week.

Music

Instrumental Music (elective in all forms): During the fall term the band studies and performs marching band literature; during the winter and spring terms it functions as a concert band, studying and performing concert band literature and transcriptions. Regular in-school concerts are given.

Vocal Music (elective in all forms): The Choir leads the school in daily chapel singing and performs offertories and season anthems on Sundays and in special religious services. The Glee Club performs several times each year, covering the Broadway show repertoire as well as spirituals, folksongs and barbershop selections.

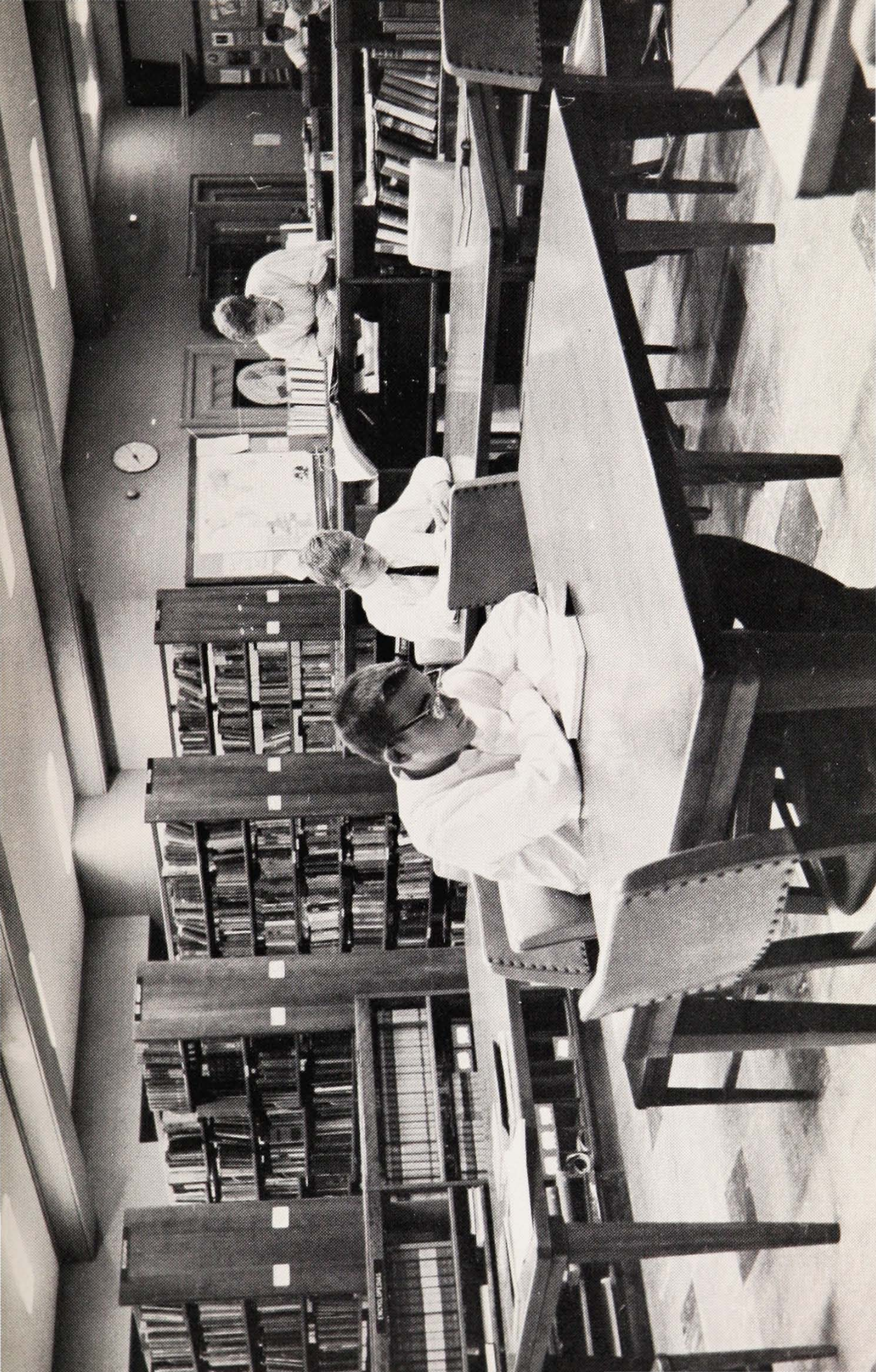
Private Instruction: Elective to any student whose course schedule permits one class period each week of individual or small group instruction on all band and orchestral instruments, voice, piano, and organ. There is no charge for this instruction but lessons will be discontinued if a student fails to practice. No instruction is offered on guitar nor to V or VI form pianists or organists who have had no previous experience.

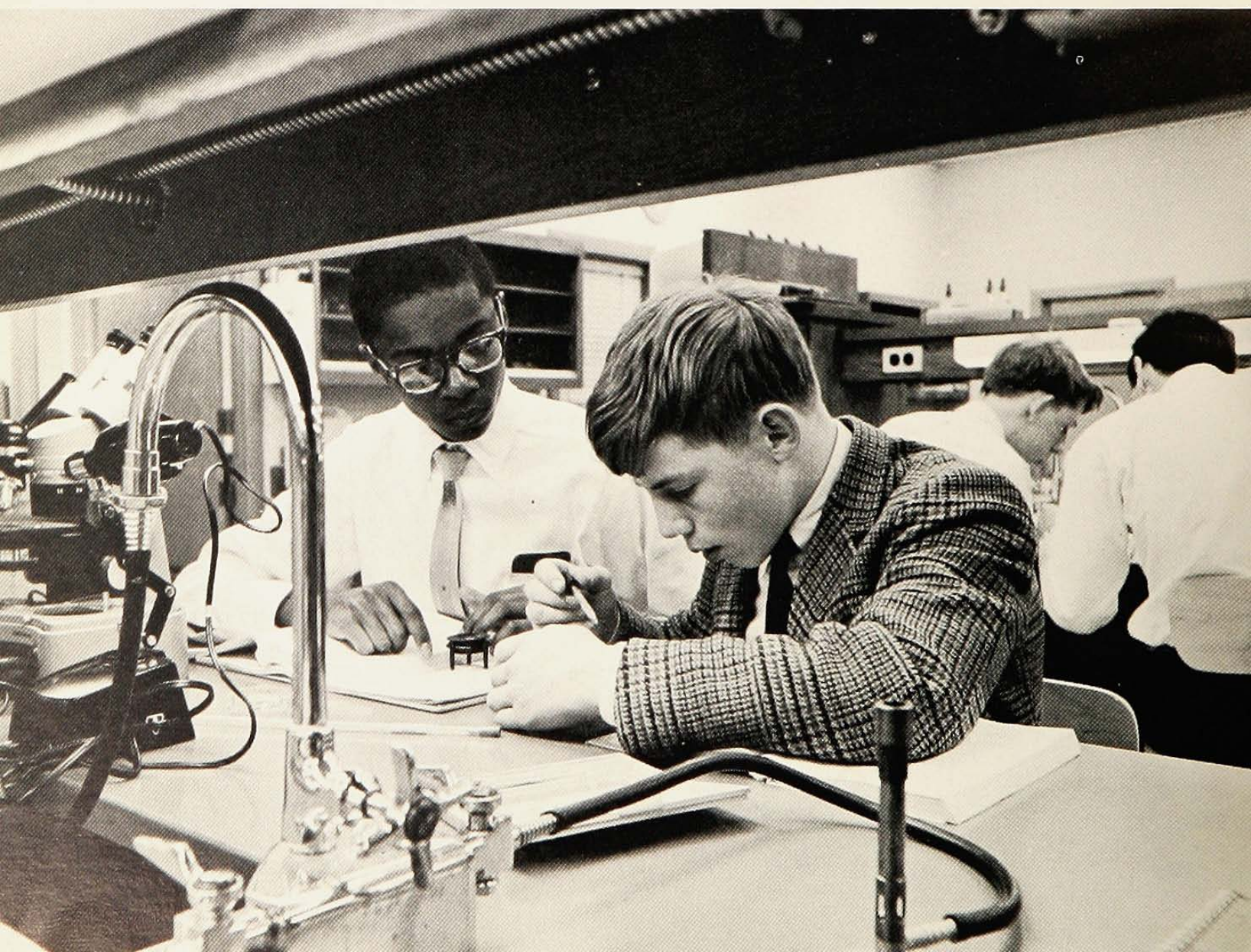
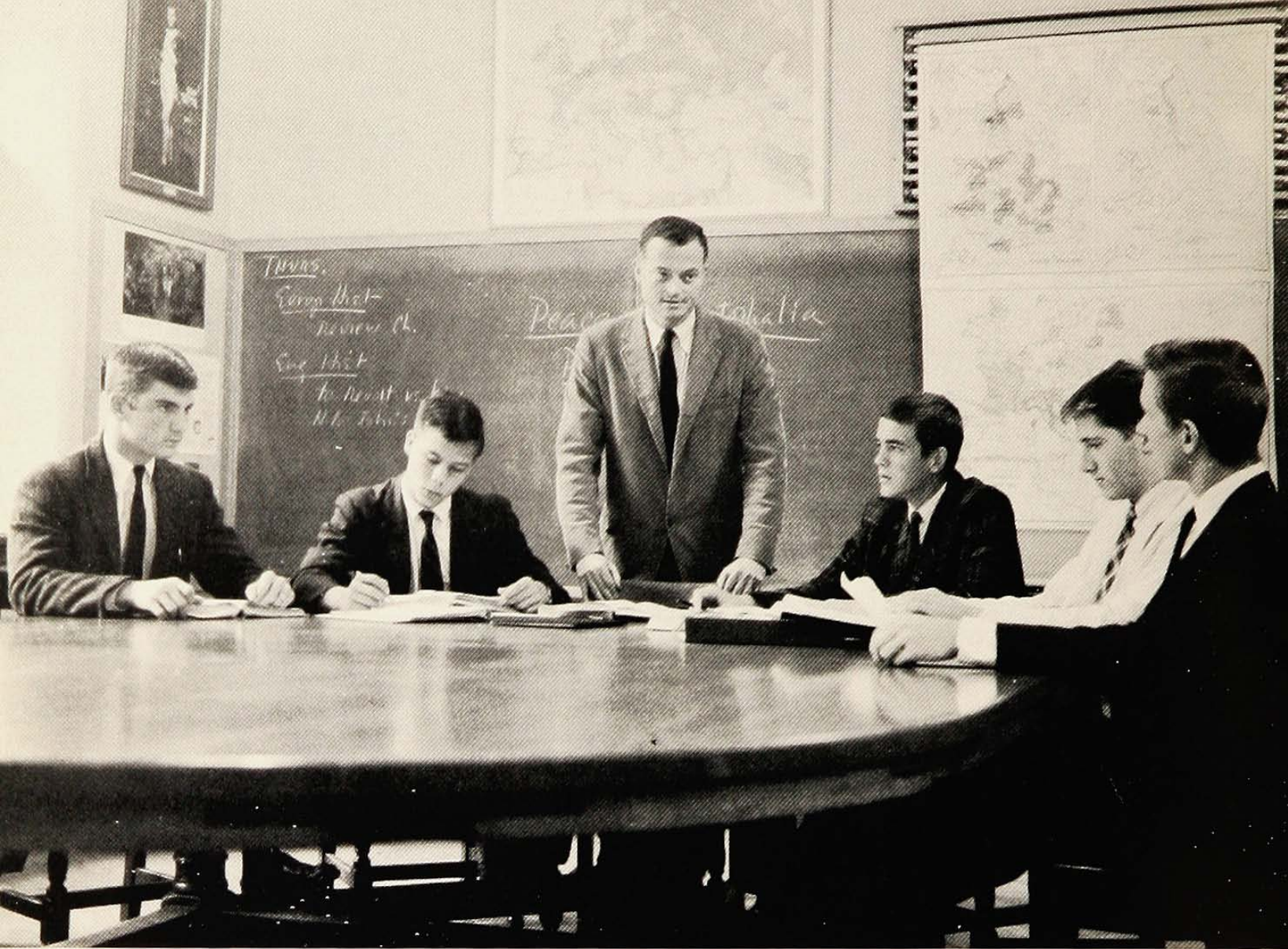
Composition (elective III through VI Forms, II Form by permission of Department): Briefly covers composition from 1600 to 1900 including form and technique. Major emphasis on 20th century styles. Students' compositions will be played and discussed in class. A reading knowledge of music is required. An instrumental background is preferred.

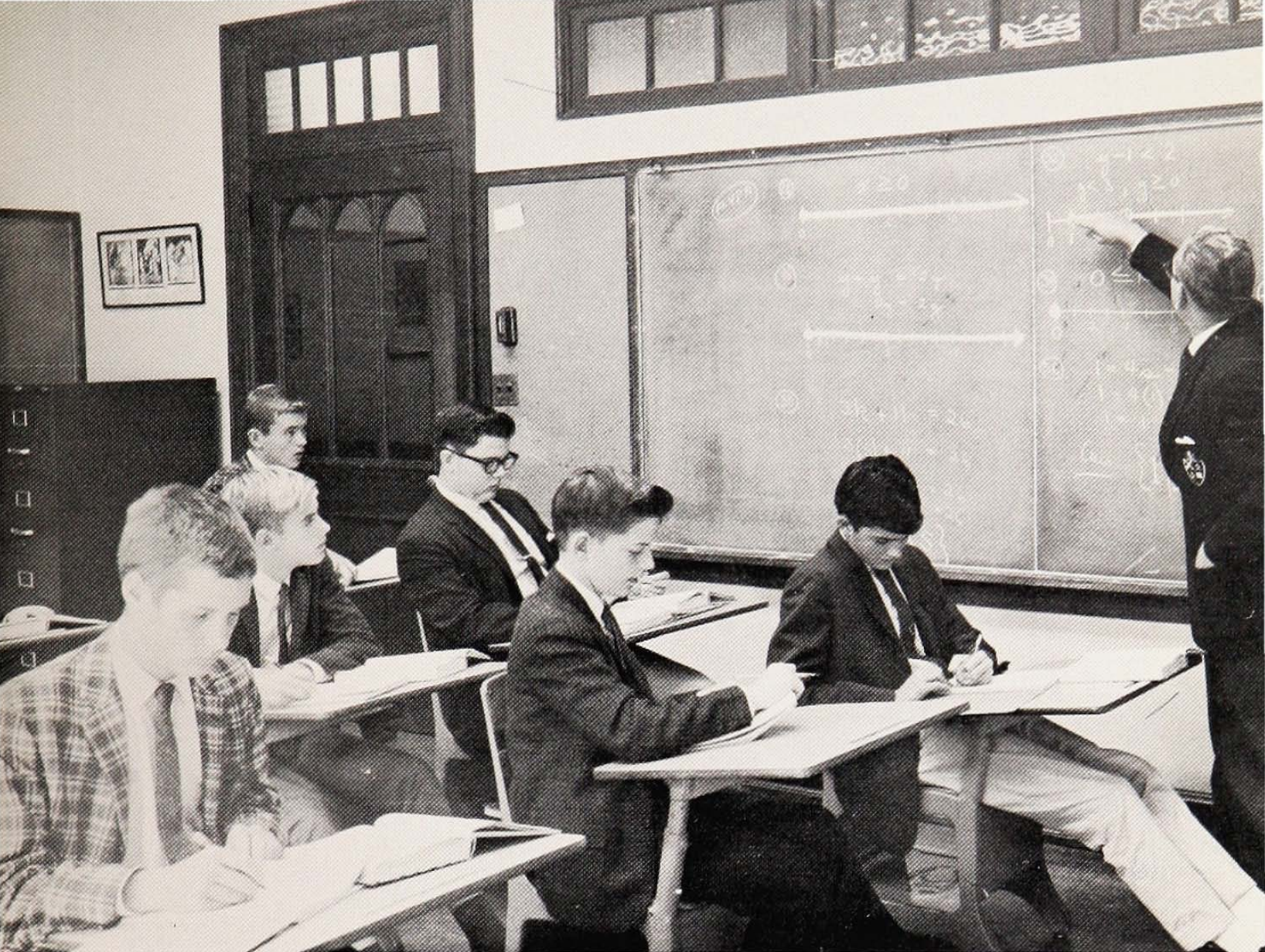


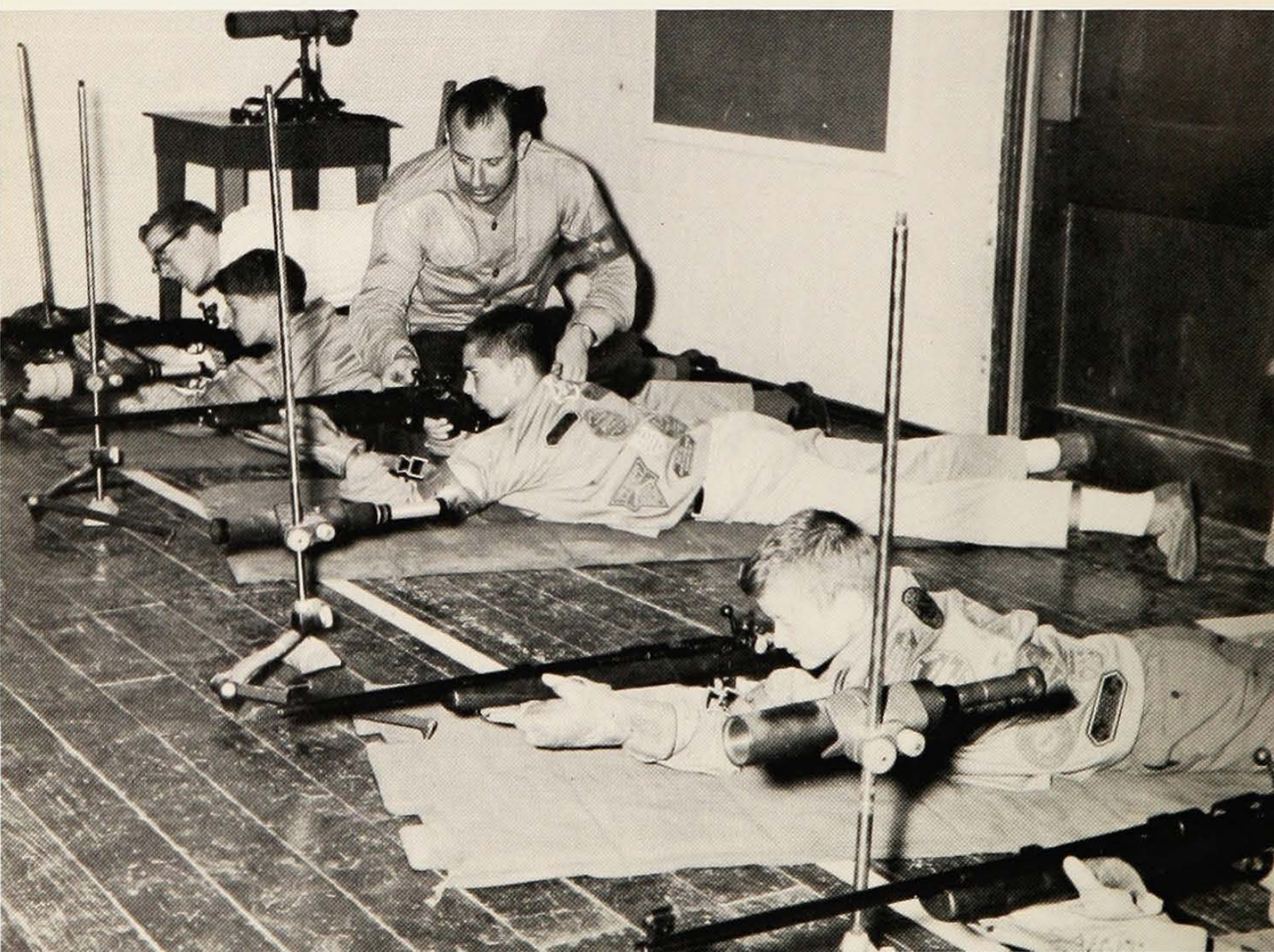
VIEWS OF THE SCHOOL

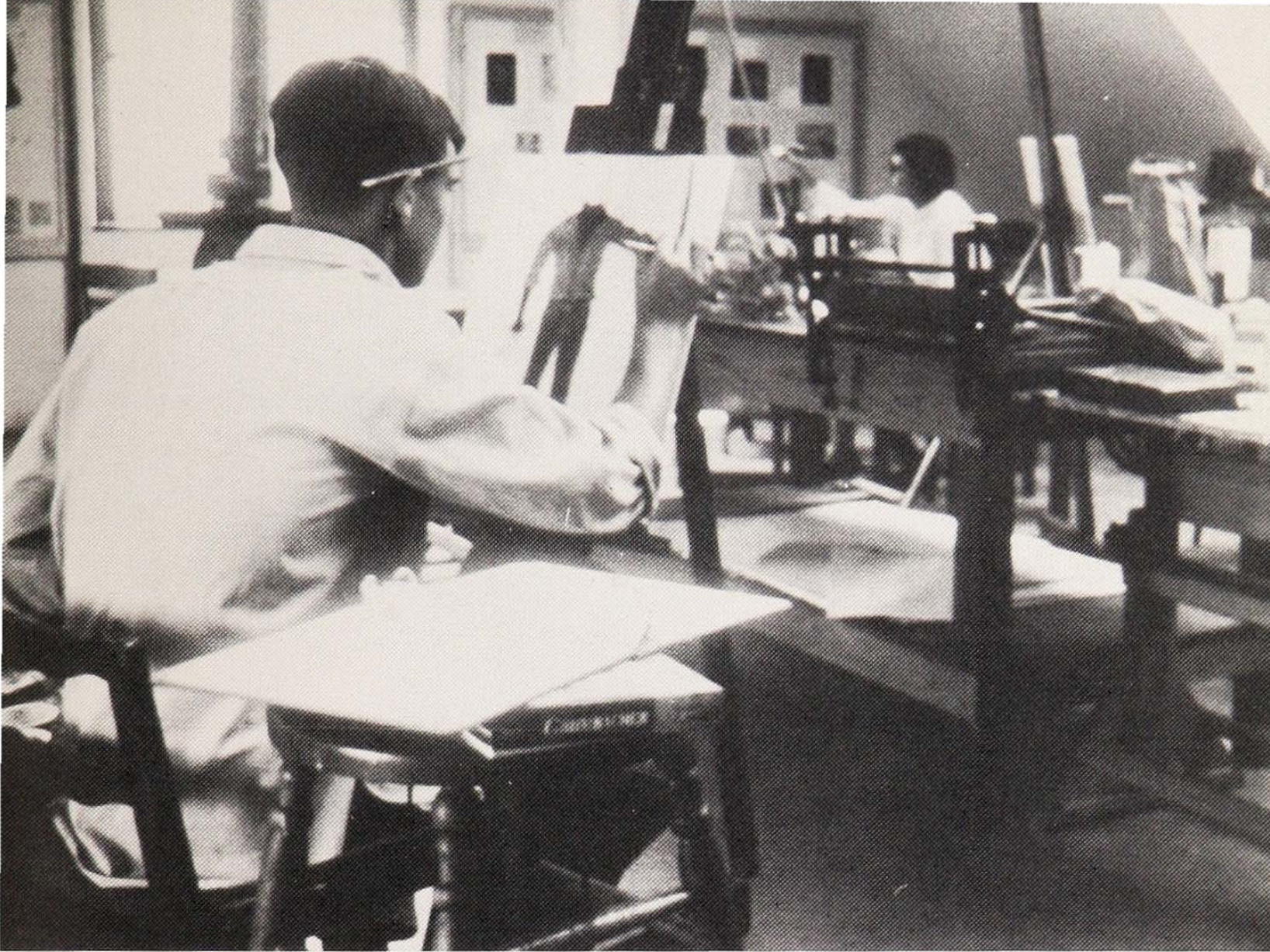


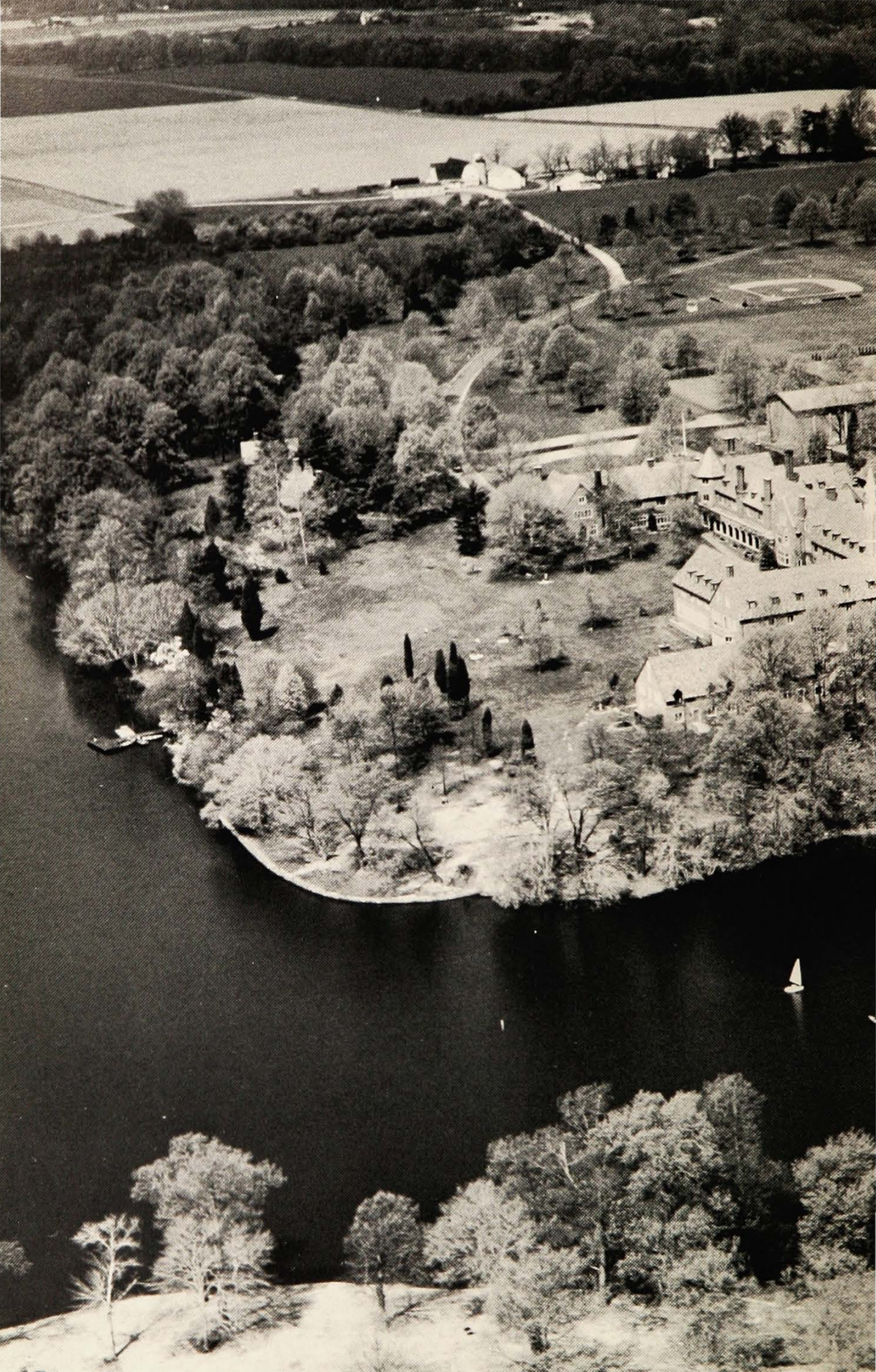










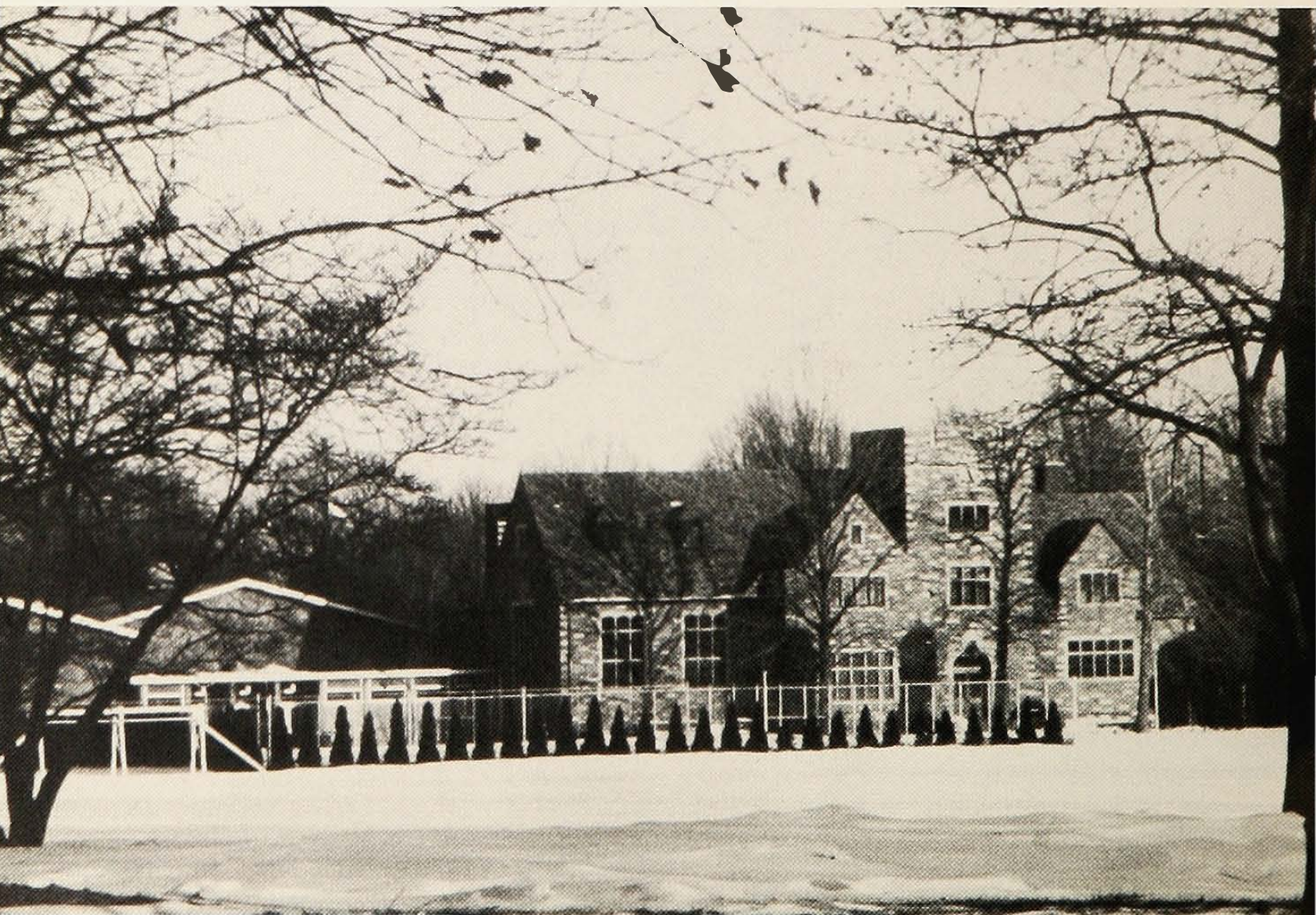


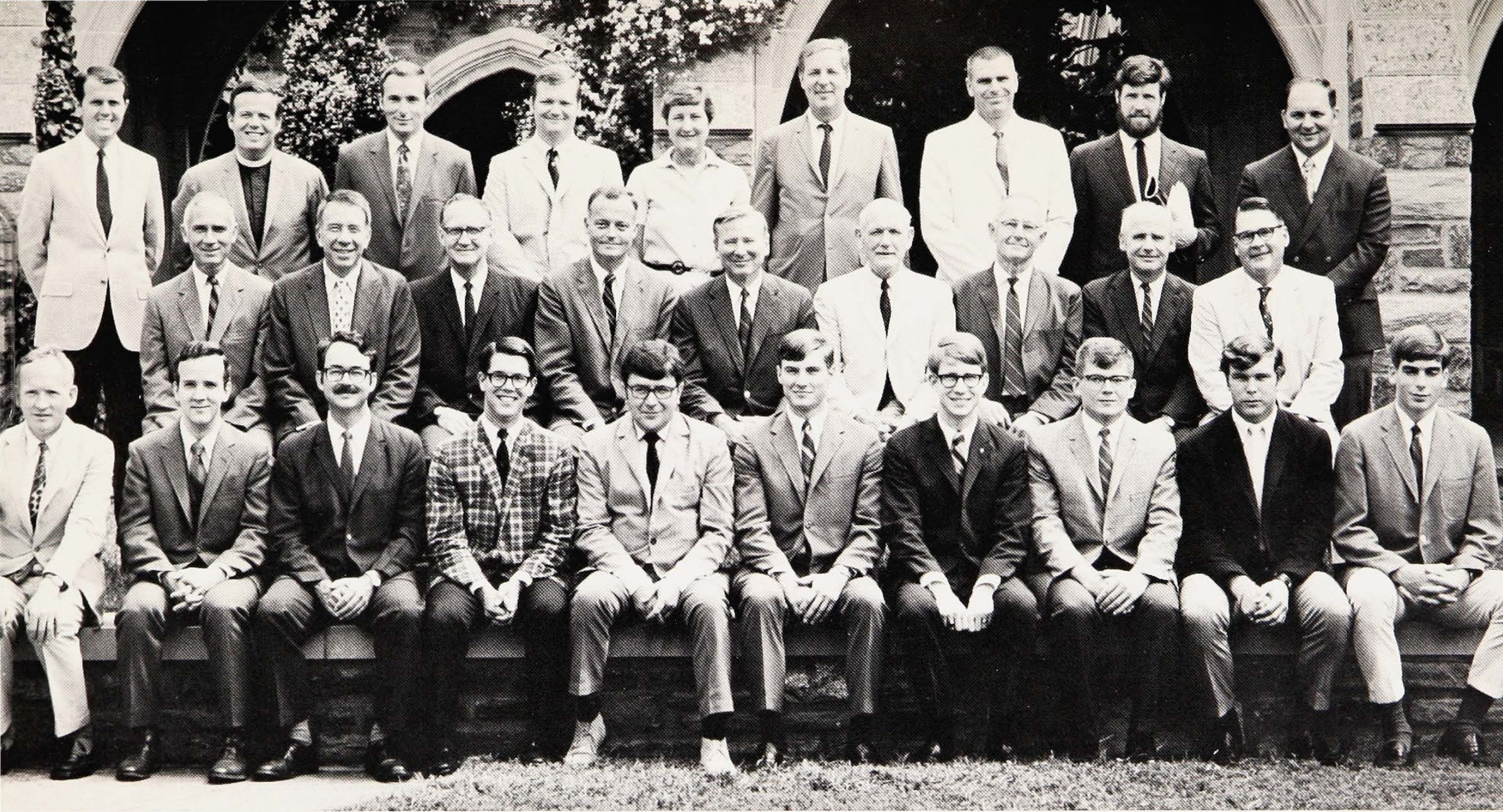




SCIENCE BUILDING

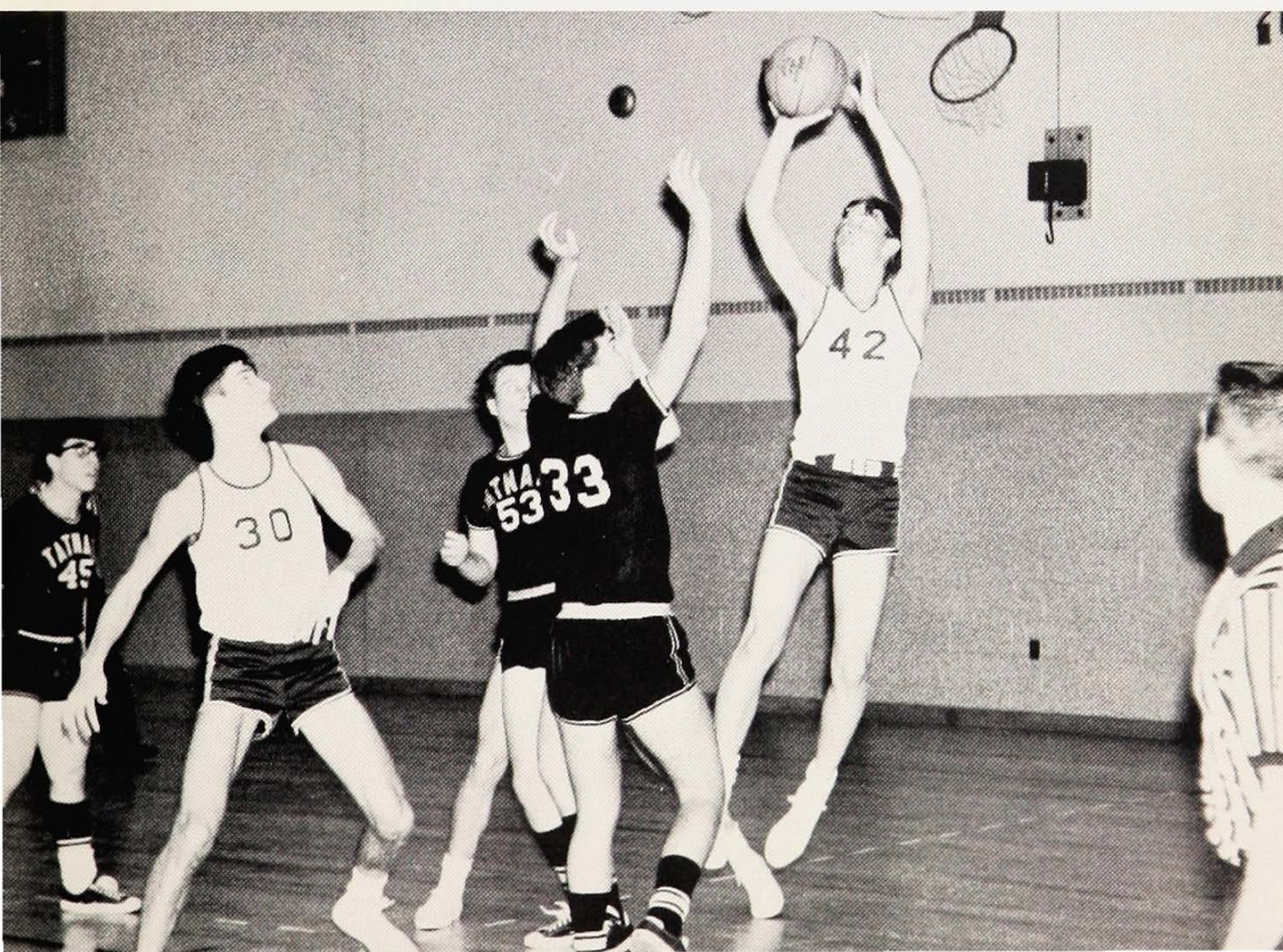
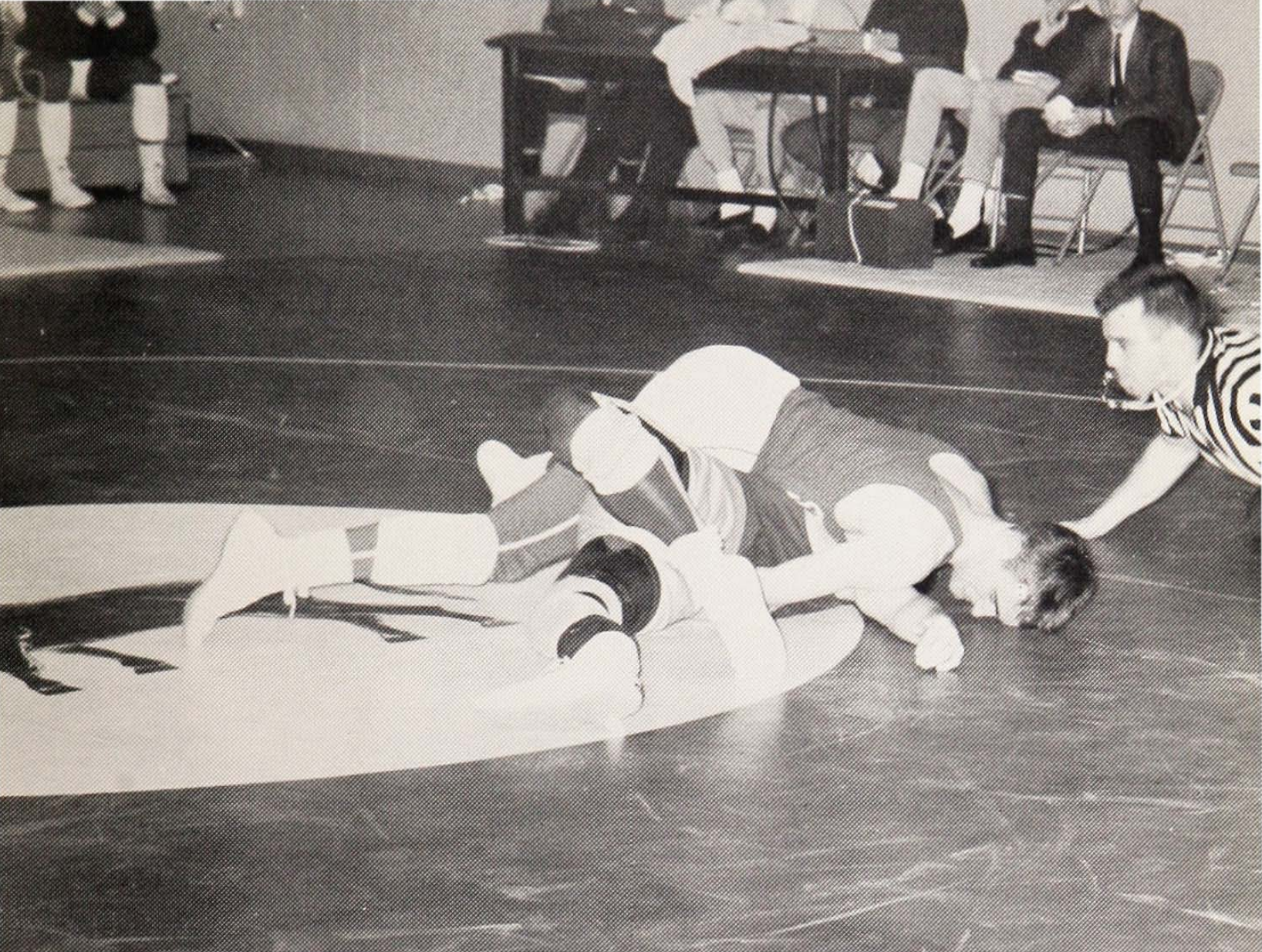
GYMNASIUM

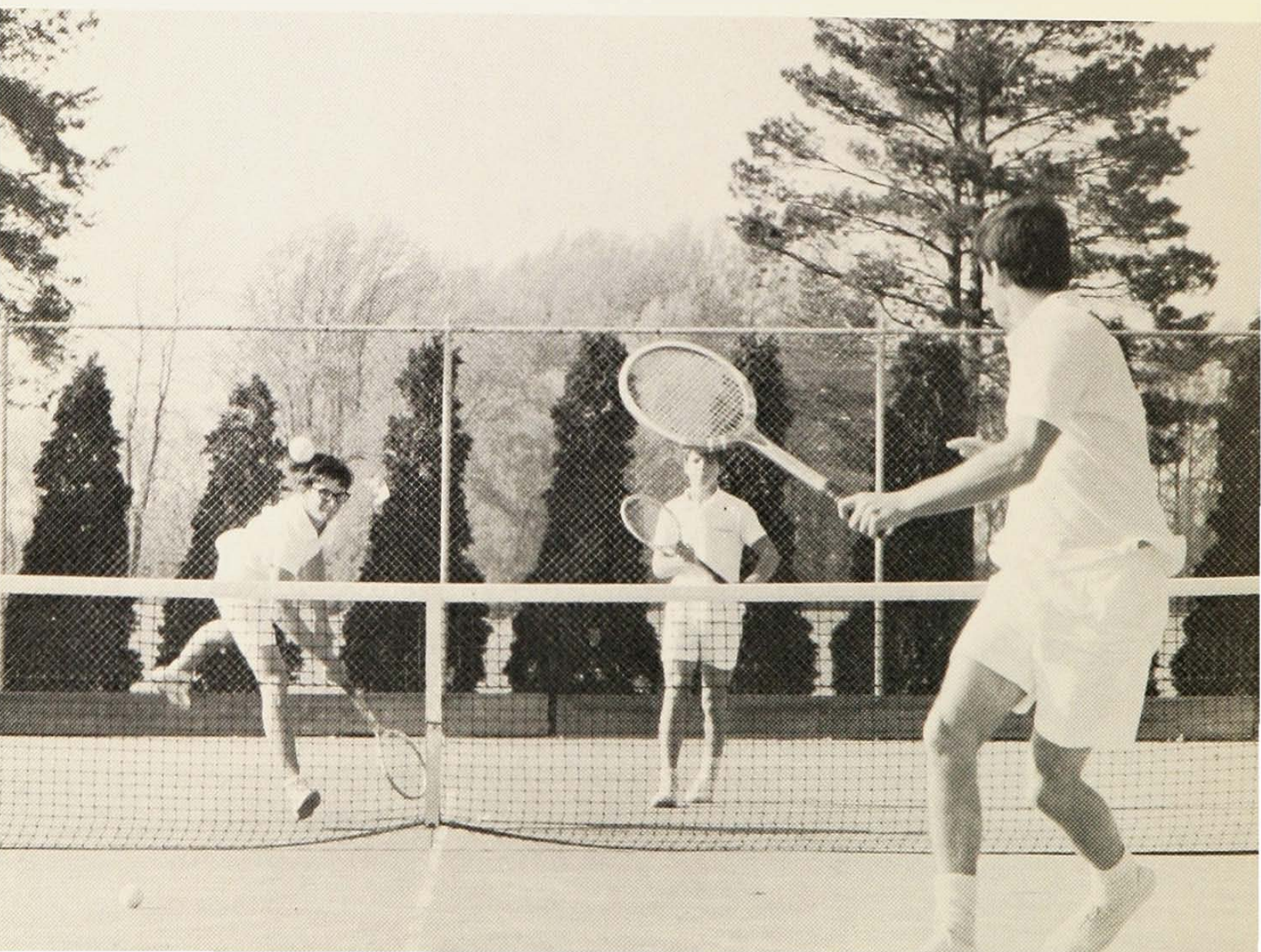
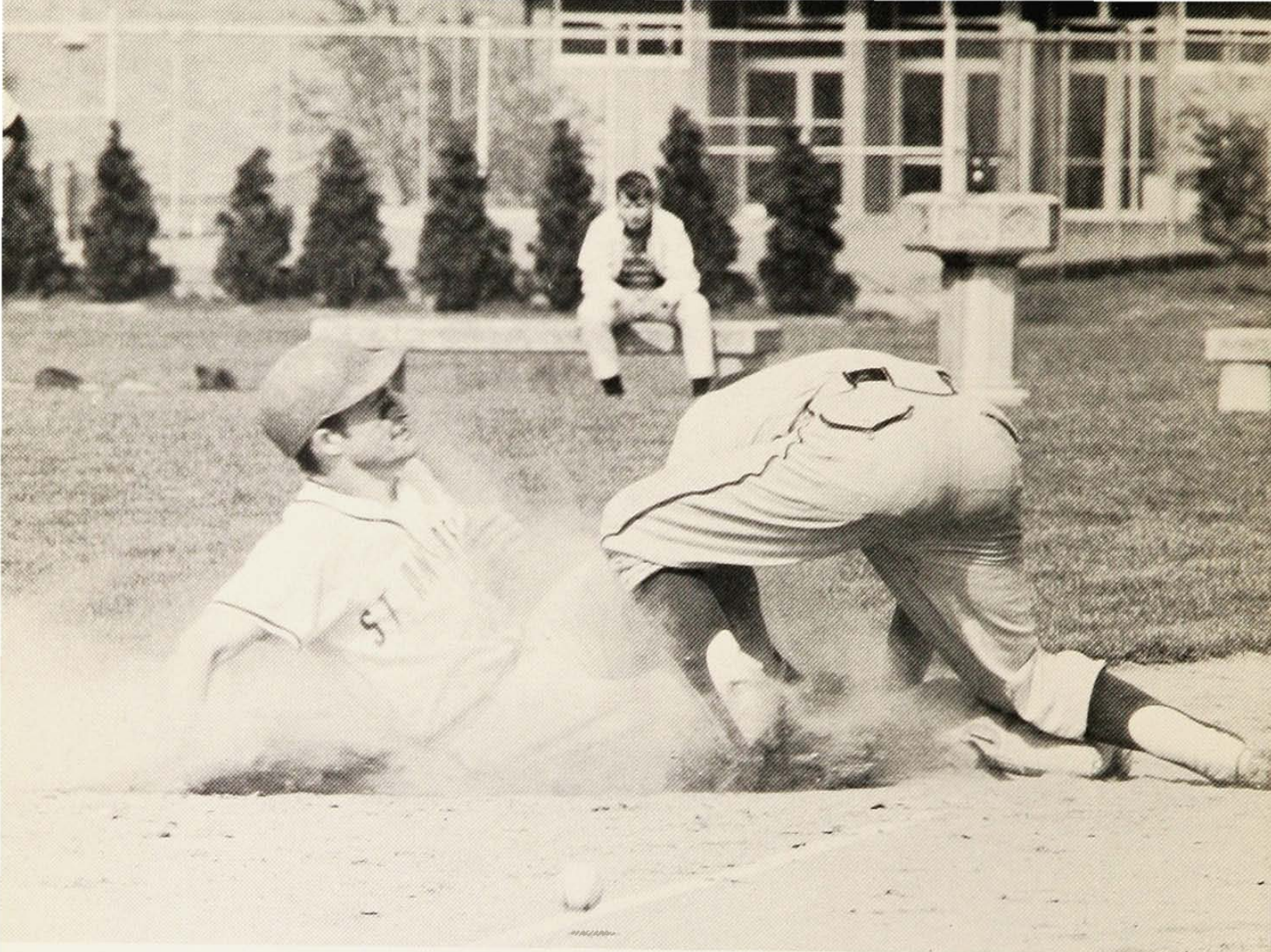


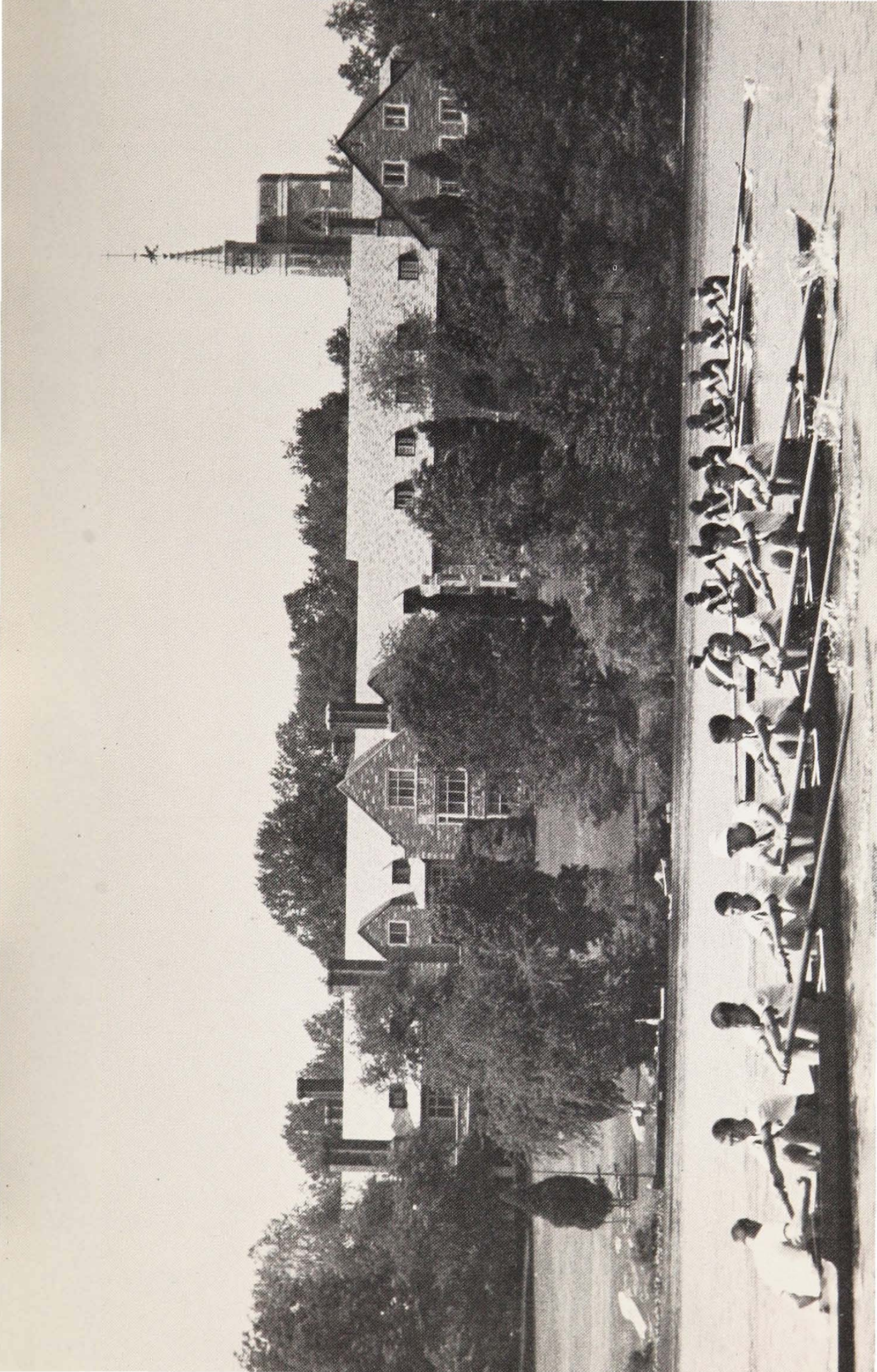


Top Row: Mr. MacDougall, Rev. E. B. Gammons, Messrs. R. Colburn, Snowden, Mrs. Seyffert, Messrs. Seyffert, Dunn, van Buchem, Walker
Second Row: Messrs. Washburn, Baum, Barron, Broadbent, Moss, Cameron, Hillier, Thornton, Rev. A. Ogilby
First Row: Messrs. Ryan, Ellis, Patterson, Moses, Roux, Jones, Baird, Honiss, Sargent, D. Colburn
Sabbatical leave: Messrs. Amos, Reyner, Schmolze. *Missing:* Mr. Boyle











The History of Music (elective): A study of the development of musical systems and forms, the evolution of instruments, the works and influence of major composers from the earliest times to the present, including other considerations, not necessarily musical, which have shaped the music of the twentieth century. Twice a week. Offered only to those students whose academic performance indicates ability to carry the additional course. Previous training in music is not required.

Manual Training

A shop period is a regular part of the Second Form course of study. The shop instructor is available in other periods to any student.

Additional Studies Not Covered by Tuition

Typing: A course in typing may be made available to those students who wish to enroll. This involves thirty sessions, Sundays, two to three p.m.

Driver Education: Thirty classroom hours and six driving hours extended over the winter and spring terms.

SCHOOL GOVERNMENT

"There cannot be too much of the kind of activity . . . [which] aids and stimulates individual exertion and development . . . The mischief begins when, instead of calling forth the activities and powers of individuals . . . [government] substitutes its own activities for theirs."

—JOHN STUART MILL, *"On Liberty"*

WHILE the system of school government is presently undergoing revision, the activities of students in areas peculiarly their own are directed by the School Meeting, which is conducted by three Senior student officers and is composed of all members of the School community, faculty and student alike. Any member is entitled to speak on any issue which may appear, but because all acts of the Meeting are subject to review by the Headmaster and Faculty, the Faculty by custom refrains from voting.

Through a group of executive committees on which masters as well as students serve, the will of the School Meeting is translated into action. The Steering Committee has as its business periodic review of all matters pertaining to school government as well as preparation of the agenda for the School Meeting; the Decorum Committee sets standards of dress and decorum; the Social Activities Committee plans informal dances and similar social events; the Recreation Committee assists in the arrangement of Saturday or Sunday night programs. The Disciplinary Committee has as its province matters of discipline, and the Honor Committee has as its function preservation of the St. Andrew's Honor Code.

In addition each form has its own elected officers and its own duties, such as preservng order in dormitories and corridors, nominating its members for positions on the various student committees, and in the case of the Fifth and Sixth Forms, managing the two formal dances given during the school year.

Seniors chosen by the School and the Headmaster serve as chairmen of the various committees, as student supervisors in dormitories and corridors, and as officers of the School Meeting.

Thus every boy is a part of the School, and as a part has a major responsibility to it.

The matter of running a school, however, cannot be left entirely to students. All acts of the School Meeting and its committees are subject to Faculty approval. It is to the credit of the student body and a matter of great satisfaction to the Faculty that the Faculty seldom has to withhold approval.

JOB SYSTEM

It is the aim of the School to instill a sense of pride in a task well done as well as to keep its life simple and economical. To this end boys assume much of the care of the buildings, care of their own rooms, and the service in the dining room.

The work is divided equally and jobs are changed every third week of term. The time thus consumed averages about thirty minutes daily. Supervision and inspection of jobs are carried on by the Sixth Form under the general direction of a faculty member.

ATHLETICS AND RECREATION

ALL boys are expected to take part in the organized sports in season and to be outdoors every afternoon except when the regular squads practice in the Gymnasium. The coaching is done entirely by the masters. Careful attention is given to the lower teams and to the less proficient players as well as to the varsity teams.

In the fall there are two major sports, football and soccer. However, all boys except fifth and sixth formers are expected to play football unless excused by the School authorities, in which case they may play soccer. The older boys play interscholastic games and the younger boys an intramural series.

In the winter there is interscholastic competition in basketball, wrestling, and squash. There is also a full program of intramural athletics in these sports plus gymnastics for the benefit of boys not on school teams.

In the spring there are varsity and junior squads in baseball, crew, and tennis. In addition an intramural program, which includes lacrosse, tennis, softball, sailing, junior and senior life saving, and swimming, offers training in fundamental skills to those who care or need to avail themselves of it.

The St. Andrew's School Yacht Club is a member of the Interscholastic Yacht Racing Association and participates in the annual regattas of that organization. Recreational sailing and practice races are held on Noxontown Pond throughout the spring, using five school-owned "Flippers" cared for by the Yacht Club.

In all athletics the emphasis is upon the development of sportsmanship and the enjoyment of the game as much as upon the acquisition of skill, strength, endurance, and competitive spirit.

ENTERTAINMENT

THE large auditorium in the basement of the new wing is used for entertainment and the School's visual education program. Illustrated lectures and recitals are given by visiting artists, and every Saturday evening there is a feature-length motion picture or other entertainment at the School. At times during the year entertain-

ments are given by the boys themselves. The Criss-Cross Club, the School dramatic society, presents at least one play and sponsors other plays and entertainments each year. In addition each form has a common room in which there are recreational facilities, among them television, the use of which is restricted to "off" periods.

Enjoyable features of the winter and spring terms are formal dances given by the upper forms and attended by the boys and their guests. Three times a year there are exchange dances with nearby girls' schools.

The Faculty entertain the boys in their homes from time to time.

GENERAL REGULATIONS

IN their association with each other and the older members of the School community, boys are expected to be guided by their highest sense of right and justice according to the general pattern of a Christian family. The School reserves the right to dismiss any boy whose scholarship, conduct, or cooperation is unsatisfactory. The School rules and regulations are fully listed in the **HANDBOOK**. A few major rules and principles are as follows:

St. Andrew's School operates under an honor code by which the student obligates himself to personal honesty in act and word and commits himself to report irregularities. The School is willing to accept only those students who feel they can endorse this code.

The possession or the use of alcohol or other harmful or illegal drugs by any student under the jurisdiction of the School is strictly forbidden and will result in summary dismissal. A student is considered under the jurisdiction of the School from the time he leaves home until the time he returns either to it or to its recognized equivalent.

Smoking, which the School considers a hazard to health, is permitted under certain circumstances only to boys sixteen or over who have their parents' permission.

Firearms, explosives, bicycles, knives, and pets are not allowed at the School, except as specifically permitted by School regulations.

Boys are permitted to ride in cars only when with parents, adult

friends or with a member of the Faculty or Staff on official School business. Hitchhiking is absolutely forbidden.

VISITORS

VISITORS are welcome at all times, especially after terms are a few weeks underway. Overnight accommodations can always be arranged in the vicinity of the School, and when space permits, parents and friends are welcome in the School dining room during term.

All students in good standing are permitted to leave the campus in the company of parents or adult family friends when no school engagement other than meals has to be met.

WEEK ENDS — VACATIONS

Every student in good standing is permitted one week-end leave per term and can earn two additional leaves if his academic record averages third group or better or if his conduct record is exceptionally good. Sixth Form students are permitted an additional week end, but no student may take more than three week-end leaves in any single term except in cases of absolute necessity. Parents are urgently requested to cooperate with the School and to make no requests for leaves beyond those to which students are normally entitled.

Every student is required to present the written permission of his parents to take week-end leave of the campus and if he is not going home, an invitation from his host or hostess.

Week-end leaves begin for students who have passed all subjects with a grade of 70 or better and have averaged third group or better, on Friday afternoon at 2:30 P.M. For all others week-end leaves begin at 10:25 A.M. Saturday. All week-end leaves end at 7:30 P.M. Sunday. Under certain conditions it is possible for a student not academically entitled to a Friday week end to swap two Saturday week-end leaves for a Friday one.

There are three vacation periods during the school year—Thanksgiving, Christmas, and Spring. For dates and duration see page 46.

Christmas and Spring Vacations officially begin one day after the last term examination ends, but boys with good conduct records may leave one hour after the last term examination ends. Boys with unsatisfactory conduct records may be detained for periods varying from twelve hours to four days.

Boys who are not going directly home must secure and present written permission from their parents and an invitation from their hosts.

All boys are expected to return on the day appointed for return at six-thirty P.M.

EQUIPMENT

DRESS requirements are very simple, but except in hot weather boys are expected to wear a coat and tie to all engagements and a full suit Sundays through dinner. To insure that his appearance will be neat, clean and orderly at all times, a boy should have at St. Andrew's about the same wardrobe that he has in his own well ordered home.

Extremes of teen-age fashion are not permitted.

As for haircuts, a student is responsible for his grooming and should see that he is always presentable to others. Hair should not cover the eyes, ears or shirt collar at any time; sideburns should not extend below the ear lobe and should be kept neatly trimmed. Beards, mustaches, and facial hair generally are not acceptable.

It is suggested that each boy bring at least the following articles:

- | | |
|--|--|
| 1 overcoat | 2 pairs of flannel slacks |
| 1 raincoat | 2 pairs of khaki slacks |
| 1 hat or cap | 1 light sweater |
| 1 dark suit for Sundays and
special occasions | 8 sets of underwear |
| 1 lightweight suit for
hot weather | 1 bathrobe |
| 1 tweed or corduroy jacket for
everyday wear | 8 long sleeved shirts
blue or white oxford cloth
or broadcloth |
| 1 lightweight jacket for
hot weather | 1 pair shoes for Sundays |
| | 1 pair of shoes for "everyday" |
| | 3 pairs of pajamas |

- | | |
|------------------------|--------------------------------|
| 1 dozen pairs of socks | 1 pair rubbers or galoshes |
| 1 dozen handkerchiefs | 1 pair heavy gloves or mittens |
| 1 pair slippers | 1 pair swimming trunks |

A modest rental charge, covered by the fixed “incidentals” fee, provides each boy with a heavy wool parka for knock-about wear in cold weather.

Each boy is expected to provide:

- | | |
|----------------------|------------------------------|
| 3 blankets | 3 pillow cases 36" x 42" |
| 2 large laundry bags | 6 bath towels, 4 wash cloths |
| 4 sheets 72" x 108" | |

If a boy wears glasses, he should bring two pairs to be prepared for an emergency. The prescription should be filed with the nurse.

All boys are expected to have a Bible.

The School colors are cardinal and white.

Each article must be conspicuously marked with a printed name tape (sewed on four sides) bearing the owner's name as it appears on his application. *Extra name tapes should be left with the laundry for use during the school year.*

The following marking locations are suggested:

On the inside of collar band at back of neck of shirt, coats, etc.

In the inside left front top edge of trousers and pants.

On the inside top, vertically, on socks.

On the right side of a corner of linen so that tape is visible when the article is folded.

All luggage must have a name tag, attached to the handle, and must be marked inside with the owner's name and address.

ELECTRICAL EQUIPMENT

Total power consumption in each room is limited to 600 watts. Occupants of rooms will need to plan accordingly what electrical equipment they will bring to School in September or acquire during the year.

EXPENSES

THE tuition fee for the academic year 1970-71 is \$2,800. The tuition includes instruction, room, board, laundry; first aid, as well as infirmary bed care by the School Nurse; music lessons and use of musical instruments; use of laboratories; the full cost of game uniforms, some athletic equipment and all transportation used in interscholastic sports; lectures and concerts held at the School.

The tuition fee is payable in equal installments, the first due on or before the opening day of the fall term and the second, on or before February 1. By making arrangements with the School Business Office prior to the opening of school, parents may elect an installment plan, for which there is a nominal carrying charge.

It was the desire of the Founder and it remains the desire of the Foundation to make the facilities of the School available to families of modest circumstances as well as to those more fortunate. Each year a substantial part of the income from endowment is devoted to tuition assistance. While the School cannot assist all who apply, the parents of an able and ambitious student should not be deterred by financial considerations from making application for a scholarship.

Those who wish to apply for a scholarship are asked to fill out the standard Parents' Financial Statement, which will be sent upon request. Ordinarily, these statements must be completed and returned to Princeton, N.J. by January 1. On the basis of the applicant's need, academic ability, character, and general promise the School will grant tuition assistance. However, it should be noted that the larger grants are awarded through straight academic competition.

Beyond the academic requirements stated below (*Renewal*) the tuition fee paid for each boy is confidential and has no effect on his position or privileges in the School.

RENEWAL

After the first year, *tuition reduced by reason of a grant* made by the School is subject to annual review and possible readjustment by the School. In February the School will send forms for the purpose

to all recipients of grants. *Full tuition*, however, is subject to re-consideration only upon request by parents or guardians. *Requests for review* should reach the School not later than February 1. Otherwise there will be change only if a general change in rates is considered necessary by the Board of Trustees. Notice of such change will be given well in advance.

To be eligible for aid the student holding a grant or applying for one should be producing work commensurate with his abilities. Specifically, first-year students are expected to have a passing grade (sixty-five) or better in all subjects and at least a seventy average over-all. In years subsequent to the first, the minimum grade expected in *any* subject is seventy.

TERMS OF WITHDRAWAL

In the case of a new boy a deposit amounting to twelve and one-half per cent of the tuition fee must be made upon acceptance of the School's terms of admission. The deposit will be credited against the first tuition payment. If notice of change of intention is given the School before July 1, half of the deposit will be returned, but after that date the deposit will be retained by the School.

Parents of old boys who intend to terminate connection may do so without obligation if the School is notified by July 1. After that date the School will release academic records only upon payment of a charge of twelve and one-half per cent of the tuition rate for the session concluded in June.

During term either the parent or the School may terminate connection *at will* with compensation to the parent as provided by the terms of the tuition refund insurance policy each parent is required to purchase.

EXTRA EXPENSES

THE cost of tuition refund insurance (approximately two per cent of the tuition fee) which is required of all students and affords compensation for prolonged absence from classes, withdrawal during term, or dismissal for any cause;

The cost of the nine month accident insurance policy, which is strongly recommended to parents;

The current fixed incidentals fee of \$45.00, which covers such expenses as a subscription to all student publications, the rental of texts from the School Reserve Library, gym "white" issues (socks, and other etcetera, laundered daily), and a parka;

Insurance fees and the fixed incidentals fee, which are due and payable with the first tuition payment.

Other "extras" include the weekly allowance, the rental of athletic equipment, the purchase of books, stationery and so on, for which no fixed fee can be set. To cover these expenses, parents are asked to deposit \$90 to their son's bank account on the opening day of school and to begin each term thereafter with a balance of \$50.

It is the School's policy to keep extra expenses to a minimum. Each boy pays these expenses from his School Bank account, and these transactions are approved by his Faculty advisor.

With the exercise of reasonable care, the total incidental expenditure, exclusive of travel, should not exceed \$250 a year and may well be less than that.

PARENTS ARE URGED NOT TO SEND THEIR SONS EXTRA SPENDING MONEY, AND BECAUSE BOYS ARE URGED TO HAVE IN HAND ONLY NOMINAL SUMS OF CASH, ALL MONEY FOR A BOY'S ACCOUNT SHOULD BE SENT DIRECTLY TO THE SCHOOL BANK, WHERE SUCH FUNDS WILL BE MADE READILY ACCESSIBLE.

ADMISSION

ORDINARILY boys are admitted only to the Second and Third Forms (eighth and ninth grades). While an application for the Fourth or Fifth Form will be given every consideration, the number of places available is so small that only a very able boy can be considered.

Application for admission should be made on the form included with this catalogue or obtainable from the School upon request. A fee of \$5.00 and a photograph must accompany each application, as

must the Preliminary Health Report. *Applications for tuition assistance* are sent only upon request. Space for request will be found on the application for admission.

Applications for admission are welcome at any time of year, but it is to the applicant's advantage to file before December 1 of the year preceding the year of matriculation. By March 18 most of the incoming class will have been accepted; the vacancies remaining will be few.

A visit to the campus and an interview the School considers imperative in all instances where visiting is possible. The visit should be made before January 15 at a time when the School is in session. The School is not open during the Christmas vacation. Arrangements for visits and interviews should be made through the Director of Admissions.

The academic fitness of an applicant is determined by his academic record and by a series of entrance tests. The School can not seriously consider any candidate in the absence of either.

The applicant's academic record the School will obtain, but applicants are expected to register for and take the *December Secondary School Admission Tests*. These tests are given by the Educational Testing Service of Princeton at various centers throughout the country. The School will send full information about the tests well in advance of the test date. Those who complete the tests successfully will ordinarily be expected to take *St. Andrew's substantiating test* in English, mathematics, and a foreign language if the applicant wishes to pursue at St. Andrew's a foreign language begun elsewhere. Substantiating tests will be waived for second and third form candidates when the Secondary School Admission Tests scores and other data show the applicant clearly qualified.

While scores on post December administrations of the Secondary School Admission Tests (February 7, April 4, May 16, 1970) are certainly welcome, applicants are expected to take the December set unless there is a compelling reason — late application or illness, for instance — for delay.

St. Andrew's substantiating tests are not given at the School. They will be sent for administration to any teacher, school or agency capable of administering them. All arrangements are made and all costs are borne by the parents of the applicant. Tests must be re-

turned to the School within one week of the day on which the tests are received by the testing agent or agency.

All applicants who have not taken the Secondary School Admission Tests will take the full battery of St. Andrew's School entrance tests. These tests will be mailed for administration elsewhere, as outlined in the paragraph preceding.

Decision: For reasons it feels compelling, St. Andrew's School subscribes neither to the general school acceptance date (March 4th) nor the general parents' reply date (March 25), the first because we believe that parents are entitled to have our decision as soon as we can reach it; the second because we believe that by March 18 the parents of any boy who really wants to come to St. Andrew's School will have had more than enough time to weigh and consider.

Applicants who have taken the December SSAT and have applied before January 15 may normally expect a decision no earlier than January 25, no later than February 15. Decision in all other instances will usually follow within a few weeks of the time test data, transcripts and test results have reached the School.

Parents who receive acceptance on or before February 15 must reply on or before March 18. In all other instances the School will specify the reply date.

CALENDAR FOR ADMISSION SEPTEMBER 1970

1969

- 1) NOVEMBER 7: Foreign applications for the Secondary School Admission Tests due at the Educational Testing Service, Princeton, N. J.
- 2) NOVEMBER 21: Domestic applications for Secondary School Admission Tests due at the Educational Testing Service, Princeton, N. J.
- 3) DECEMBER 1: Application for Admission due at St. Andrew's School (whenever possible).
- 4) DECEMBER 13: Secondary School Admission Tests at centers established by the Educational Testing Service.

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- 5) JANUARY 1: Completed Parents' Financial Statement for tuition assistance due at Princeton.
- 6) JANUARY 15: Applications received after this date will be considered for vacancies remaining after applications received before January 15 have been evaluated.
- 7) JANUARY 15: Visit the School *before* this date, preferably *at a time when the School is in session*.
- 8) FEBRUARY 2-6: St. Andrew's substantiating tests will be made available to applicants who have taken the December S.S.A.T.'s in all instances in which the School believes the substantiating tests are needed.
- 9) FEBRUARY 7: Second administration Secondary Schools Admission Tests.
- 10) FEBRUARY 15: Decision, when the applicant has taken December S.S.A.T.'s and substantiating tests where required, and when applications have been received before January 15.
- 11) MARCH 18: Parents' reply date in all instances when notification of acceptance is sent on or before February 15.
- 12) MARCH 25: Reply date for late applicants who took the February Secondary School Admission Tests.

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LEWIS HERNDON WERTH, '52 *Vice President*
THEODORE LEWIS HILL, JR., '52 *Secretary-Treasurer*
DAVIS ALEXANDER WASHBURN, '44 *Executive Secretary*

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Term expires October, 1970

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MATTHEW JAMES McDERMOTT, JR., M.D., '51
WILLIAM LOWE WRIGHTSON, JR., '52
BRUCE BAHR, '54

Term expires October, 1971

OTIS WELLS FOSTER, '50
DONALD LAWRENCE STEINER, '58
THEODORE BURTON, IV, '66

Term expires October, 1972

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RICHARD DAVID COLEMAN *Chairman of the School Meeting*

TOBY RANDOLPH ROBERTS *Secretary of the School Meeting*

CHRISTOPHER GASKILL CLEGHORN

Parliamentarian of the School Meeting

ALEXANDER HOLIDAY HOON, JR.

Chairman of the Honor Committee

RICHARD DAVID COLEMAN *Student Ombudsman*

VESTRY — 1969-70

ALEXANDER HOLLIDAY HOON, JR., *Warden*

TOBY RANDOLPH ROBERTS, *Secretary*

THOMAS HARRISON HOOPER III, *Treasurer*

BRIAN WADE SCRIPTURE, *Assistant Treasurer*

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CHRISTOPHER LANGE LAMBERT

JOSEPH KERR PISTELL

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MICHAEL DEAN GOUGE

THE SCHOOL

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 RICHARD DAVID COLEMAN, *Vice President* Lancaster, Pa.
 CHRISTOPHER GASKILL CLEGHORN, *Secretary* Wyomissing, Pa.
 TOBY RANDOLPH ROBERTS, *Treasurer* Lexington, Ky.

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Timothy Graves Bobbitt	Charlottesville, Va.
William Rivington Brownfield	Arlington, Va.
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Walter Allen Chesney	Knoxville, Tenn.
Robert Clagett	Alexandria, Va.
Shepard Burritt Crim	Coatesville, Pa.
David Hammeken Davis	Newark, Del.
Brien William Deering	Middleburg, Va.
Derek Raymond Dewees	Philadelphia, Pa.
Leo Meginney Dulin, Jr.	Sudlersville, Md.
Richard Hastings Ellis, Jr.	McLean, Va.
Eric Raymond Groot	LaPaz, Bolivia
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Alexander Holliday Hoon, Jr.	Pittsburgh, Pa.
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James Laurence Hutton III	Asheville, N.C.
Richard Sperry Kane	Princeton, N.J.
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Mark Cartwright Leonard	Youngstown, Ohio
Arthur Madden Miller	Greenville, S.C.
Bruce McLane Moseley	Chevy Chase, Md.
Steven Woodward Naifeh	Lagos, Nigeria
David Andrew Olson	Seaford, Del.

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Scott Andrew Ross	Fort Lauderdale, Fla.
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Alan Campbell Sibert	Lima, Peru
Scott Andrew Skinner	Hollidaysburg, Pa.
Thomas Carl Stephens	Newark, Del.
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John Douglas Trimper	Ocean City, Md.
Michael Clay Vianest	Mendham, N.J.
James Beverley-Giddings von Brunn	Easton, Md.
Stephen Bradley Walker	Columbia, S.C.

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Douglas Helff Kiesewetter	Easton, Md.
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Mark Wilford Lewis	Oxford, Md.
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Geoffrey Lee Milner	San Salvador, El Salvador
James Hagen Obst	West Palm Beach, Fla.
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James Edward Sumler	Springfield, Mass.
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Andrew Henry Washburn	Middletown, Del.
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John William Wright	Oxford, Md.

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 Robert Christian Millar
 Richard Stewart Miller
 Bradford Alan Mills
 David Dorrance Mills
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 Thomas Odell Rayner
 Tyrone Emerson Rice

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 Wynnwood, Pa.
 Princeton, N.J.
 Newport, R.I.
 Centreville, Md.
 Joppa, Md.
 Atherton, Cal.
 Dover, Del.
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 White Marsh, Va.
 Kinnelon, N.J.
 Chevy Chase, Md.
 Long Branch, N.J.
 Wilmington, Del.
 New Orleans, La.
 Uxbridge, Mass.
 Tripoli, Libya
 Greenville, S.C.
 Princeton, N.J.
 Bogota, Colombia
 Hicksville, N.Y.
 North Garden, Va.
 Oviedo, Fla.
 Fort Bragg, N.C.
 Princeton, N.J.
 Baltimore, Md.

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William Bradford Stevens	Hollidaysburg, Pa.
Paul Olof Swanson	Bemidji, Minn.
Richard Reed Swenson	New Shrewsbury, N.J.
Bruce James Valliant	Centreville, Md.
Richard Mosher Wilson	Hillsborough, N.C.

Third Form

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Peter Alan Presby	Kensington, Md.
Henry Matthew Richards	Massey, Md.
Harry Pendleton Thompson Robertson	Upper Marlboro, Md.
Gerald Glenn Rue	Trappe, Md.
Philip Gerard Sczubelek	Newark, Del.
Robert James Thomas	Humboldt, Iowa
John Nicholas Wilson	Camden, S.C.

Second Form

William Bradford Bayard	Wilmington, Del.
Russell Edward Boyle	Middletown, Del.
Shelly Watkins Bynum, Jr.	Winston-Salem, N.C.
Robert Roland Dunn	Middletown, Del.
Jeffrey Holmes Harrison	Wilmington, Del.
Carl Melamet III	Rock Hall, Md.
Edgar Raymond Miller III	Kennett Square, Pa.
James William Ryan	Middletown, Del.
John Joseph Schreppler	Middletown, Del.
Ralph Martin Scott	Beverly, N.J.
Edwin Luther Sibert III	Irvington, N.Y.
Cotesworth Pinckney Simons	Charleston, S.C.
Matthew Drescher Tolley	Easton, Md.
Alexander Crane Wright	Centreville, Md.

CALENDAR

1969-1970

For admission September 1970, please see page 37

1969

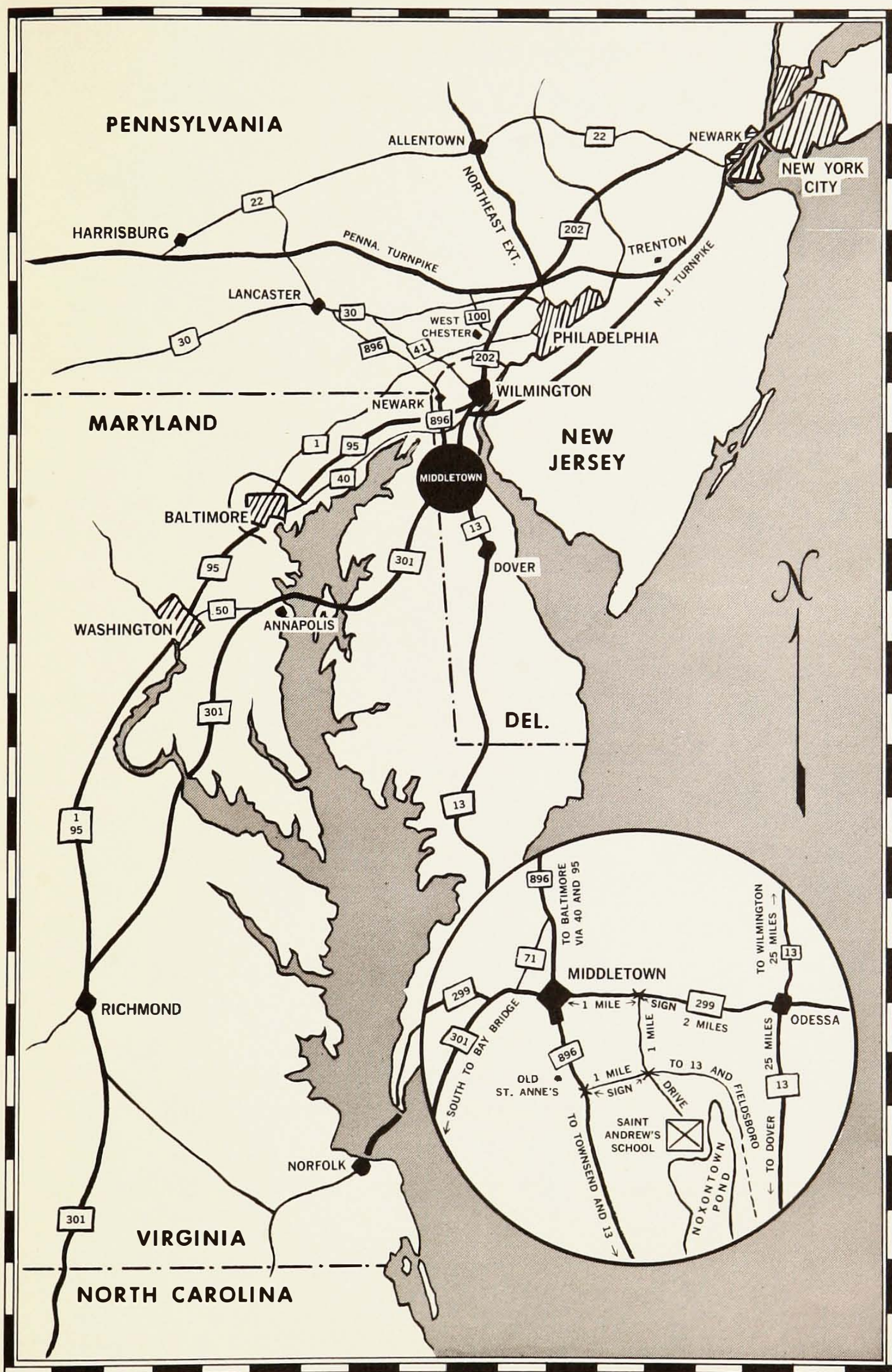
FALL TERM BEGAN	Tuesday, September 9
Thanksgiving Holiday	Wednesday-Sunday, November 26-30
Secondary School Admission Tests	Saturday, December 13
Christmas Vacation Begins	Saturday, December 13

1970

WINTER TERM BEGINS	Sunday, January 4
Spring Vacation Begins	Saturday, March 21
Easter	March 29
SPRING TERM BEGINS	Monday, April 6
Commencement	Saturday, June 13
FALL TERM BEGINS	Thursday, September 10
Thanksgiving Holiday	Wednesday-Sunday, November 25-29
Secondary School Admission Tests	Saturday, December 12
Christmas Vacation Begins	Wednesday, December 16

1971

WINTER TERM BEGINS	Monday, January 4
Spring Vacation Begins	Thursday, March 18
SPRING TERM BEGINS	Thursday, April 1
Easter	April 11
Commencement	Saturday, June 12



TELEPHONE DIRECTORY

The best time to call a boy: 6:30 P.M.-6:50 P.M.

(Area Code: 302) 378-9511

Administrative Offices: during Business Hours	378-9511
Weekdays 8:30 a. m.-4:30 p.m.	
Saturday 9:00 a.m.-12:00 noon	
Headmaster, Residence	378-9315
Assistant Headmaster, Residence	378-2372
Director of Admissions, Residence	378-2191
The Infirmary, Mrs. McLane	368-9300

In a dire emergency (and after business hours), please call the Headmaster's or Assistant Headmaster's residence or (between 9:45 p.m. - 10:30 p.m.) that Master in whose rooming area the student resides.

Corridor A, Mr. Ogilby	378-9388
Corridor B, Mr. Snowden	378-8533
Corridor C, Mr. MacDougall	378-8231
Corridor D, Mr. Baird	378-9160
Corridor E, Mr. Gammons	378-8521
Corridor F, Mr. Moses	378-2790
South & East Dormitories: Mr. Honiss	378-2687
Mr. Jones	378-2653

Normal procedure for reaching students by telephone:

Monday-Saturday	6:30 p.m.-6:50 p.m.	378-9511
	7:20 p.m.-8:00 p.m.	
Sunday	6:30 p.m.-7:30 pm.	

During the above hours always call a student person-to-person. Normally, a delay of at least five minutes is to be expected. At other times it is extremely difficult to bring boys to the telephone. The best the School can do is to post a notice asking the boy to return the call.

Boys may make outgoing calls only through pay phones provided for their use.

