



St. Andrew's

*An educational opportunity open to all,
regardless of means*



St. Andrew's School

MIDDLETOWN, DELAWARE

19709

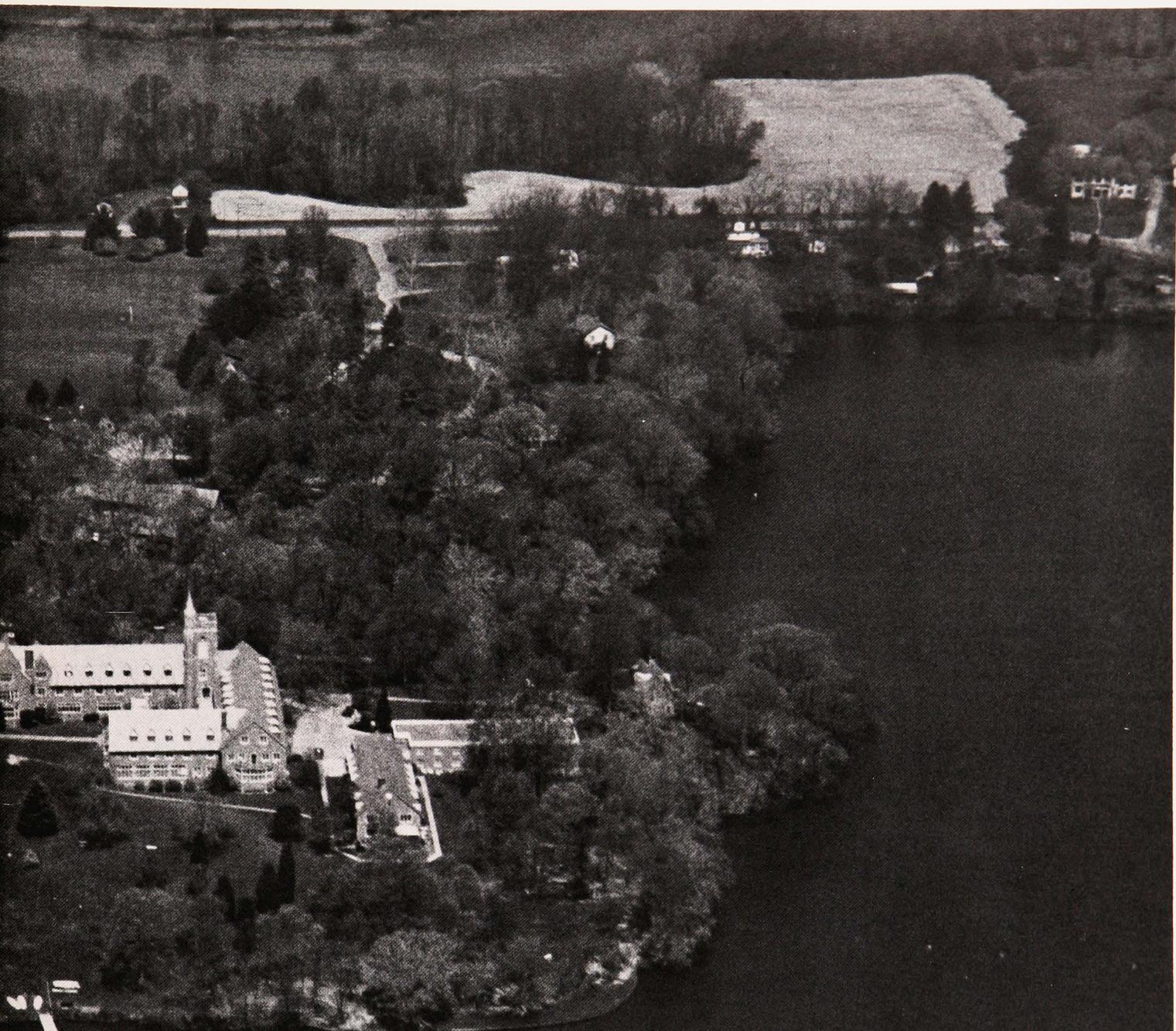
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CATALOGUE 1984-1985



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





Founded by Mr. A. Felix duPont in 1927 and liberally endowed by Mr. duPont and his sister, Mrs. Irene duPont, St. Andrew's opened for its first session in September, 1930, with 35 boys. Mr. duPont had the enthusiastic encouragement of the Bishop of the Episcopal Diocese of Delaware, the Rt. Reverend Phillip Cook, first President of the Board of Trustees, and the active support of several friends who eventually constituted the School's Board of Trustees.

The purpose of the School was explicitly put by Mr. duPont: St. Andrew's School is to provide "secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards."

In 1973 St. Andrew's became a boarding school for both boys and girls. Today St. Andrew's enrolls 240 students, approximately 40 percent of whom are girls.

To Prospective St. Andrew's Students and Their Parents:

I am delighted that you have expressed interest in St. Andrew's. Hopefully, this catalogue will answer many of your questions and prompt you to visit us.

In the brief space of this letter, it is impossible to discuss the many things I would like you to know about St. Andrew's. Consequently, I have restricted myself to three observations about the School which I think prospective students and their parents may find especially important.

First, it was the intent of the School's Founder that St. Andrew's be made accessible not only to those of means, but to those of modest means or no means at all. Our unusual capacity to provide financial assistance enables us to offer admission to an uncommonly diverse and talented group of applicants, approximately half of whom receive some form of scholarship aid based on need. We believe such diversity of background and talent strengthens and enriches the fabric of our community and adds a very special dimension to a St. Andrew's education.

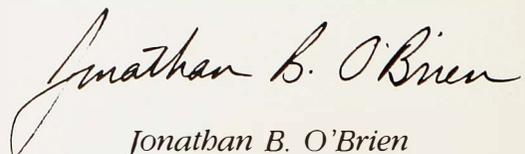
Second, we believe St. Andrew's size, structure and philosophy work together to produce a cohesiveness and coherence which is rare in schools today and very helpful to our students. Our relatively small size (240) fosters a sense of belonging and a sense of community among our students. Unlike many "boarding" schools, all of our students board and every faculty member resides on our campus. As a result, our community does not unravel at the end of each day or on weekends with the departure of day students and non-resident faculty, nor are our students confused by the two sets of standards which inevitably apply to such split communities. Further, St. Andrew's is an Episcopal church school. This

does not mean that the School is religiously exclusive, for students need not be committed Episcopalians or even Christians. What it does mean is that the School takes the Christian faith seriously. Perhaps more than any other single factor, our regular services of worship together give focus and meaning to our community and weave together the many unique strands within it.

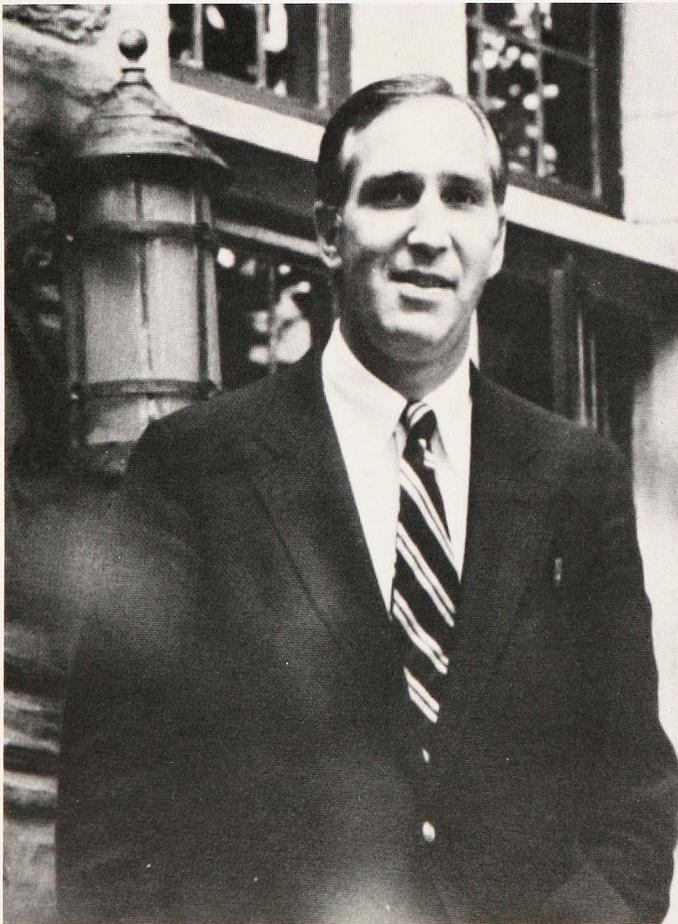
Third, although St. Andrew's has been blessed with a beautiful campus and an exceptional physical plant, we consider our faculty our richest resource. It consists of dedicated men and women who possess the highest personal and professional standards. Their collective goal is to help each student realize, to the fullest extent possible, his or her academic, athletic, artistic and, most important of all, personal potential.

If what you read and see in this catalogue appeals to you, please write or call us for an interview. We want to meet you and give you the opportunity to see our campus and talk with our students and teachers.

Sincerely,



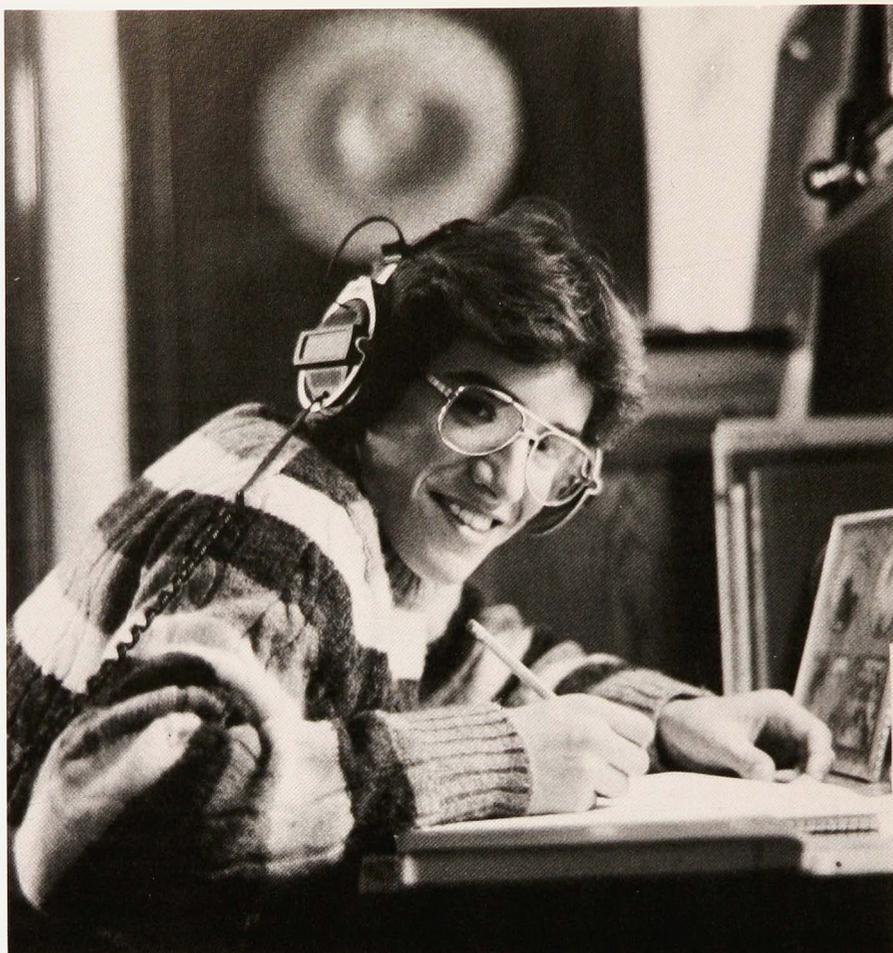
Jonathan B. O'Brien
Headmaster





There is no doubt about it. At St. Andrew's academic pursuits occupy by far the largest portion of our time. To successfully meet the academic challenge, students must accept this reality and be willing to devote the time and effort required to meet it.

But the educational process at St. Andrew's is not limited to our core curriculum, and our daily lives include moments of relaxation and fun. The following sections of our catalogue will give you a glimpse of life at St. Andrew's beyond academics.



LIVING AT ST. ANDREW'S

THE MID-ATLANTIC COASTAL PLAIN

The physical location of any school matters. Perhaps this is especially true of a boarding school.

St. Andrew's is located in lower New Castle County, Delaware, 25 miles south of Wilmington and approximately three miles south-east of Middletown.

The countryside is typical of the rural Atlantic Coastal Plain, rich in farmland and historic associations with Colonial Delaware and Revolutionary times. One is never far from water. Tidal streams meander west to Chesapeake Bay and east to Delaware Bay. Lakes, of which there are many, were originally mill ponds. Silver Lake and Appoquinimink Creek border our campus to the north and east, while two-mile-long Noxontown Pond borders our southern flank.

Between these bodies of water the School owns 1,450 acres, partially wooded, but mostly under cultivation.

Wildlife is everywhere evident. Deer, fox, hawks, owls, quail and innumerable songbirds inhabit the central campus. Noxontown Pond and Appoquinimink Creek are homes for ducks, herons, egrets, osprey and an occasional eagle, not to mention bass which can exceed six pounds. From September through February thousands of Canada geese, snow geese and swans descend upon the campus, feeding in the corn fields and rafting at night on the safety of the water. Our Life Science Department takes full advantage of these natural resources, and students and faculty who enjoy hunting and fishing have opportunities to pursue their interests, though

hunting is not permitted on School property, which is a wild-life sanctuary.

The weather is also typical of the region. Fall stays late and spring comes early. Most consider these seasons to be the most beautiful times of the year. Certainly they are the most active. Swimming, sailing, canoeing and fishing on Noxontown Pond highlight most weekends. Although winters are usually short, they can be cold. We normally count on at least a week or two of ice skating and occasional blizzards to add excitement and outdoor activity to our normal routine.

Though St. Andrew's is located in a rural setting of great beauty, it also lies within easy driving distance of some of our nation's most interesting cultural and historic urban areas. Trips to museums, theaters, historical sites and areas of cultural interest in Washington, D.C., Baltimore, Wilmington, Philadelphia and New York, as well as to lectures and performances at area universities, occur throughout the year.

HOME AWAY FROM HOME

It is difficult to exaggerate the importance of residential life at a boarding school. Many of the most valuable "lessons" our students learn are taught through the interaction they have with their peers and faculty during unscheduled moments on the corridors.

The social structure of corridor life is pyramidal. At the top is the corridor master. This faculty member has overall responsibility for the students who live under his or her care. If married, the spouse of the corridor master usually plays an equally important role. These men and women have chosen careers in a boarding school precisely because they want the kind of close contact with teenagers that such a job offers. They take their "in loco parentis" roles seriously. Their apartments are open to students, and they frequently spend as much time listening and counseling as they do teaching or coaching in the more traditional sense. They help their students interpret the occasionally confusing and

anxious moments which all teenagers experience.

Next come VI Form students who act as prefects and proctors on all corridors. These students assist the corridor master in all areas. For example, one is always on corridor during study periods to assure quiet. More importantly, they perform the vital function of being an older brother or sister to our younger students. They, too, help interpret experience. Not infrequently, they are the ones who are in the best position to help a younger schoolmate. Exercising real responsibility and being in a position to help others are among the two most important aspects of a VI Former's education at St. Andrew's. We believe that we are "our brother's keeper," and through the structure of our prefect/proctor system, we try to instill this philosophy in our students.

Finally, the foundation of the pyramid is the form which resides on the corridor. Although they surely learn much of life from their corridor masters and their VI



Form prefects and proctors, perhaps they learn most about themselves and others from living with roommates and sharing a "home" with students who have a wide variety of backgrounds and experiences. If they have not learned about compromise, restraint and respect for others before coming to St. Andrew's, they will have ample opportunity to learn. They will find that tolerance, good will and concern for the feelings of others are the touchstones against which their conduct will be measured. They will also have a great deal of fun.

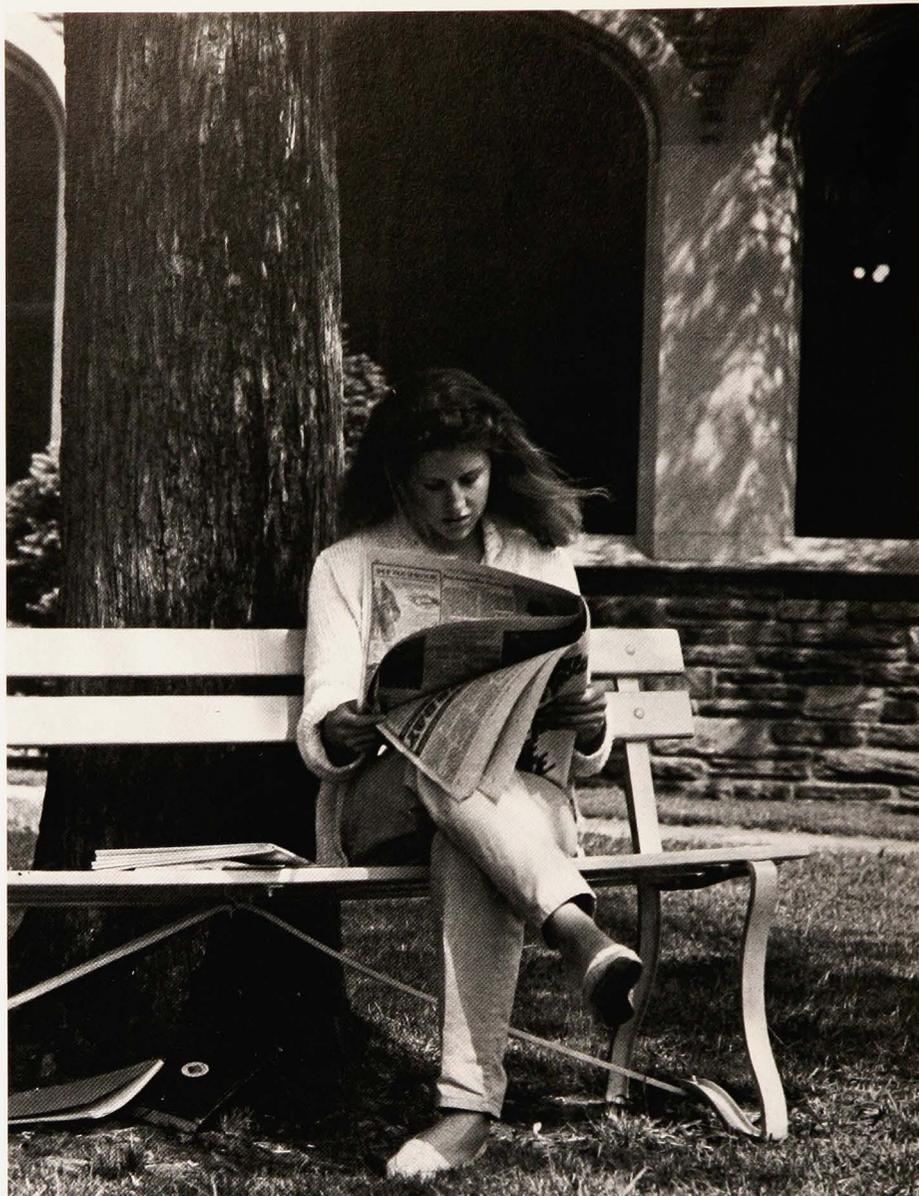
Although we have a few single and triple rooms, most of our students live with one roommate. Our female students live in four different buildings located near Founders' Hall. All our male students live on the second and third floors of Founders' Hall. Most of our corridors have common rooms equipped with television sets and cooking facilities.

UNSCHEDULED TIME

Perhaps the worst that can be said about unscheduled time at St. Andrew's is that the demands of our academic, athletic, creative arts and extracurricular programs keep us so busy that there is simply not enough of it. Many students choose to pursue their more formal extracurricular activities during their unscheduled intervals of time. For example, during Sunday afternoons or after dinner in the evenings, one will always find some students jamming in the music room, others shooting baskets in the gym, others working in the shop or art studio, others glued to the computer and others interviewing someone for the School newspaper.

But a change of pace in the form of rest, relaxation or more boisterous fun is important, and we encourage our students to find such moments each day and to find larger periods of time on weekends.

The hub of social life at St. Andrew's is the Student Center. Managed by the Student Activities



Committee and equipped with a grill, lounge and games, this facility draws students together for conversation and informal fun over cheeseburgers and cokes. It is open seven days per week and is most heavily used at the end of the day.

Weekends provide the best chance for a break in routine and the Social Activities Committee schedules programs for Saturday nights and Sundays. Movies, dances and trips to malls occur routinely, but weekends also include such other offerings as overnight camping trips and informal athletic competition. One third of our faculty is on duty every weekend to assist in the activities and provide assistance to our Social Activities Committee.

Happily, many students choose moments of unscheduled time to take advantage of our rural setting. Some fish, others use our small fleet of sailboats and canoes, others take bike trips and still others hike the many trails through our woodland and fields. Rarely does a Sunday afternoon or weekday evening go by during the fall and spring when frisbees are not flying over the main lawn.

To summarize, while the academic and more formal extracurricular demands placed upon our students inevitably limit the amount of unscheduled time available to them, such time does exist, and there are myriad choices of things to do with such time. Being bored is one complaint we seldom hear voiced by our students.

SAMPLE ACTIVITIES CALENDAR 1983-1984

SEPTEMBER

- 4 Sports teams return for early practice
- 11 School opens—Reception at Headmaster's home
- 12 New student orientation
Dinner at advisor's home
Film—*Tootsie*
- 13 Classes begin
- 17 III Form overnight camping trip
Film—*African Queen*
Dance, dining room
- 19 Reunion du cercle français
- 20 Table française in dining room
- 24 Alumni Day
Ice cream social, dining room
- 25 Picnic lunch
Volleyball tournament, front lawn
Film—*The Great Train Robbery*
Club meetings—rifle, art, yacht, chess
- 27 Mesa española in dining room
- 28 Birthday dinner



OCTOBER

- 1 Film—*Elephant Man*
Dance, dining room
Trip to Philadelphia Orchestra
- 2 Film—*Poltergeist*
- 8 Long weekend begins
Film—*Das Boot*
- 9 Trip to Baltimore's Inner Harbor
- 10 Trip to Christiana Mall
- 15 Dance, dining room
Film—*Monty Python and the Holy Grail*
- 16 Film—*A Man for All Seasons*
Open house, faculty home
- 18 Table française
- 22 Parents Weekend
Student Theater Production—*Seven Keys to Baldpate*
- 23 Stageband and choir concert
- 25 Mesa española
"The Bard"—Frank F. Fowle III
- 26 Birthday dinner
- 27 Zoology and fresh water biology students to Philadelphia Zoo
- 29 Halloween costume dinner
Trip to Philadelphia Orchestra
Dance, dining room
Film—*Murder by Death*
- 30 Pumpkin carving contest, dining room

NOVEMBER

- 2 Birthday dinner
- 5 Long weekend begins
Volleyball tournament
Film—*Monty Python at the Hollywood Bowl*
- 6 Trip to downtown Philadelphia
Open house, faculty home
Trip to Bombay Hook, nature reserve
Film—*Fast Break*
- 7 Trip to Baltimore
- 12 Pottery Club, woodworking
"Newly-Roommate" Game
- 13 Trip to Christiana Mall
Film—*Casino Royale*
Open house, faculty home
- 16 Birthday dinner
- 19 Animal Rights Club auction
Film—*Electric Horseman*
- 20 Sports Banquet
- 21 Organ Recital
- 22 Thanksgiving vacation

DECEMBER

- 1 Independent Project Art
Exhibition opening
- 3 Concert Choir to Delmar
Trip to Philadelphia Orchestra
Opera Club to Wilmington
Film—*Rocky II*
Dance, dining room
- 4 Basketball tournament
Van to Christmas in Odessa
Trip to Christiana Mall
Film—*Heaven Can Wait*
- 5 Model OAS group to Washington, DC
VI Form to Baltimore, *Master Harold... and the boys*
- 8 Pottery trip to University of Delaware exhibit
- 10 Tree lighting, front lawn
Christmas party, main common room
Film—*Oliver*
- 11 Trip to Christiana Mall
Service of Lessons and Carols
- 14 Birthday dinner
- 15 SAS Basketball Tournament
Caroling by Spanish and French clubs
- 16 Christmas vacation begins



JANUARY

- 3 Students return
- 5 Film—*Ipbigenia*
- 7 Pottery Club
Film—*Victor, Victoria*
Ice cream social, dining room
- 8 Baking group, faculty home
Film—*Day of the Jackal*
- 10 Table française
- 13 *A Midsummer Night's Dream*.
National Shakespeare Players
- 14 Trip to Philadelphia Orchestra
Form parties
- 15 Trip to Afro-American Museum in Philadelphia
- 17 Mesa española
- 21 Opera Club to Wilmington
Dance, dining room
Film—*A Raisin in the Sun*
- 25 Science trip to Washington, DC museums
- 28 Long weekend begins
Film—*Witness for the Prosecution*
Ice cream social, dining room
- 29 Baking group, faculty home
Film—*Man with the Golden Gun*
- 30 Special Program: An Evening with Maya Angelou

FEBRUARY

- 4 Trip to Philadelphia Orchestra
"Hamburger Festival"
- 5 Freedom from Chemical
Dependency Program begins
- 7 Table française
- 11 SAS Invitational Wrestling
Tournament
Film—*Who is Killing the Great Chefs of Europe?*
Opera Club—*La Bobeme*
- 12 Baking group, faculty home
- 14 Mesa española
- 16 Model U.N. group to Washington, DC
- 18 Long weekend begins
Film—*High Anxiety*
- 19 Ice cream social, dining room
Ski trip to Pocono Mountains
- 20 Trip to Philadelphia
- 22 Harvey Chase Singers
- 24 Student Theater Production—*Guys and Dolls*
- 25 Pottery Club
Trip to Philadelphia Orchestra
Student Theater Production—*Guys and Dolls*
- 26 Sports Banquet

MARCH

- 1 Presentation of Independent
Projects
- 2 Spring vacation begins
- 20 Students return
- 23 Dr. Barbara Dambach—Eating and
Good Health
- 24 Dance, dining room
- 25 Film—*Tommy*
Trip to Christiana Mall
- 26 Birthday dinner
- 31 Trip to Delaware Art Museum
Film—*Gandhi*



APRIL

- 1 Open house, faculty home
- 2 Trip to concert at University of Delaware
- 7 Trip to Philadelphia Orchestra
Dance, dining room
Film—*Octopussy*
- 8 Trip to organ recital, Longwood Gardens
- 10 Table française
- 14 Long weekend begins
Film—*Danton* in Newark
Trip to Philadelphia Orchestra
- 15 Trip to Brandywine River Museum
- 17 Musical cast party
- 21 Film—*The Sting*
Ice cream social, dining room
- 22 Easter egg toss
Kite flying
- 23 Film—*Othello*
- 25 Birthday dinner
- 27 Prom weekend
- 28 Prom dinner and dance
Breakfast at Headmaster's home
- 29 Picnic at Rodney Point

MAY

- 3 Latin students to University of Delaware
VI Form/Alumni Dinner
- 5 Long weekend begins
Opera Club to Wilmington
Film—*The Spy Who Loved Me*
- 6 Film—*Raiders of the Lost Ark*
Trip to Point to Point Races at Winterthur
- 7 Trip to Longwood Gardens
- 8 Table française
- 9 Arbor Day—VI Form
- 12 Arts Weekend
Student Theater Production—*Othello*
- 13 Student recital, choral concert,
concert and stage bands
- 15 Mesa española
- 16 Birthday dinner
- 18 Stotesbury Regatta, Philadelphia
School seminar
- 19 Dance, crew dock
Film—*Tom Jones*
- 20 Club picnics
- 23 VI Form vs. Faculty softball game
Prize Night
- 24 Commencement
- 25 Interscholastic Rowing Regatta
- 26 Film—*Never Say Never Again*
- 27 Trip to Phillies' game
Watermelon festival

JUNE

- 1 Students depart

LIVING AT ST. ANDREW'S

ADVISORS

The scale of the St. Andrew's community provides for a system of counseling which enhances the individual student's development and a sense of community within the School.

Advisors typically have from five to ten student advisees whose full academic, social and extracurricular development is kept in focus by the advisor. Frequent formal conferences and informal chats with advisees keep the advisor abreast of his or her advisee's endeavors. The size of the School keeps the lines of communication between teachers, coaches, corridor masters and the advisor quite short. The students benefit from knowing that a member of the faculty whom they have chosen is available at any time to help with daily matters at School. Typically, the advisor's home is a home to his or her advisees. Dinners, desserts and casual visits augment more formal conferences between advisor and student and help to create the family-like atmosphere at the School.



DINING AND DAILY CHORES

Although man may not live by bread alone, he cannot live without it. At St. Andrew's meals are a time not only for nourishment, but also for companionship. Breakfasts are cafeteria-style and informal. Lunch is also a cafeteria-style meal which features a complete salad bar. In the evenings we gather 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 hard to slow the pace of our lives and catch up with each other. At the end of such meals, the President of the Student Body announces items of community interest.

If food is an essential component of our daily lives, so, too, is the time we devote to cleaning up. However, in all honesty, we cannot claim that our students relish this aspect of our routine as much as they do eating. Be that as it may, each student is expected to have his or her room in good shape before classes begin each day. In addition, we are a community which expects all its members to share responsibility for the appearance of our buildings and grounds. Each student cleans a certain area of the School following breakfast. Each job takes no more than fifteen minutes and all are rotated every three weeks.

COMMUNITY EXPECTATIONS

Experience tells us that the life and well-being of any community, large or small, rest on the mutual trust, respect and understanding which exist among its members. At St. Andrew's, stealing, lying or any form of dishonesty is simply unacceptable, as is the use or possession of alcohol or other illegal or harmful drugs. There is no visitation in dormitory rooms by students of the opposite sex. The School's expectations of a student's personal conduct are high, yet no higher than common sense, maturity and intelligence would dictate.

St. Andrew's operates under an honor code, as well as a code of discipline. An apparent violation of the honor code or of a major school rule would convene the Honor or Disciplinary Committee, each composed of students and teachers. Students sit in judgment of their peers, making recommendations to the Headmaster for disciplinary action if it is warranted.

HEALTH CARE

A full-time resident nurse lives in an apartment adjacent to our infirmary and dispensary in Founders' Hall. She or her assistant is available 24 hours a day.

The nurses work under the direction of the School physician who visits the School and is on call at other times. Mild illnesses can be managed in the infirmary, but more serious problems or the attention of a specialist may require moving the student to one of the Wilmington hospitals, all of which can be reached in 25 minutes in an emergency.

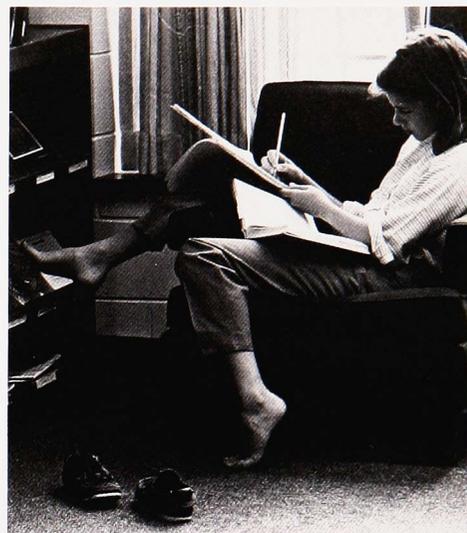
The School expects parents to attend to routine dental work during vacation periods. However, for emergency dental care, students are referred to dentists in Middletown and, given sufficient notice, the School can make arrangements to have routine orthodontic adjustments done in Wilmington.

The School operates a counseling center where a few faculty

members with training and experience are available to talk with students.

DRESS

Dress requirements, which apply to both boys and girls, are very simple. In general, a student is expected to be neat, clean, orderly and presentable to others at all times. "Formal" situations, such as classes and meals (excepting breakfast), require coat and tie of boys, skirt and blouse or pants suit of girls. Prior to the opening of School each year, the Decorum Committee supplies specific information about the dress code.



BEYOND ACADEMICS

DEVELOPING TALENT

One of the greatest advantages of attending a boarding school is the dramatic increase in time students and faculty can devote to athletics and the creative arts. Our day does not end after classes, and our week extends beyond Friday afternoon. At St. Andrew's sports and the creative arts are not really "extra." We consider exposure to both areas a necessary component of a St. Andrew's education.

While some of our students are more athletically inclined, and others more artistically inclined, no division exists between athletes and artists. It is virtually impossible to spend even one year at St. Andrew's without full exposure to both areas. With exposure comes understanding, and with understanding comes appreciation. The result is a community which supports the efforts of others, whether these be the efforts of our youngest and least experienced soccer player or those of our most talented instrumentalist.



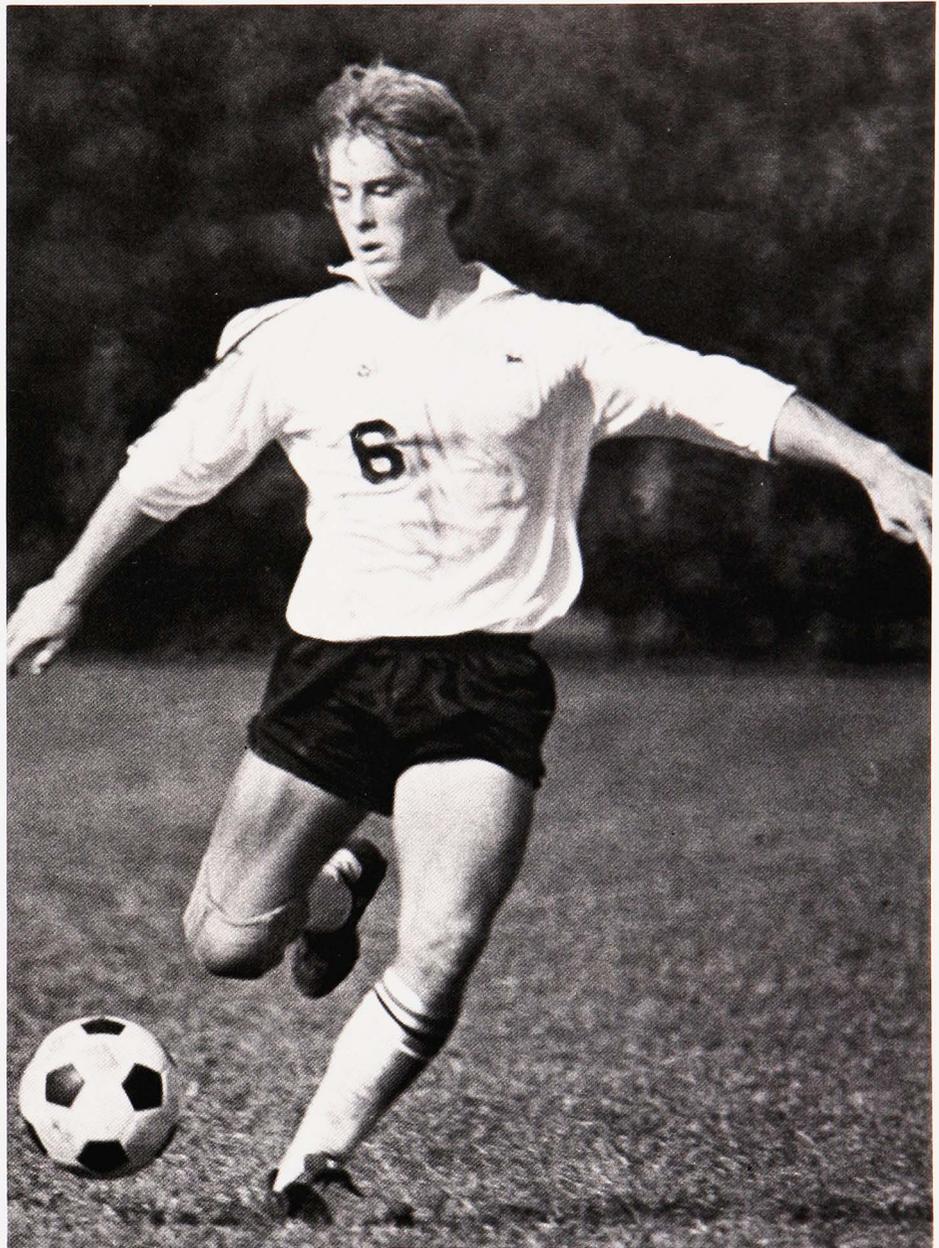
SPORTS

Although some students are excused from our formal athletic program each season to pursue independent study projects or to concentrate in an area of the creative arts, the vast majority of our students participate in a sport each weekday afternoon for approximately one and one half hours. Our sports program reflects our belief that all students, not just varsity caliber players, gain from participating in interscholastic sports which test their skills and knowledge of the game. Thus, we normally have three teams in each sport. Our daily practices develop coordination and conditioning and provide a necessary break from academic pursuits. Frequent games with other schools test teamwork and sportsmanship and foster a sense of pride in everyone.

While we welcome students who like athletics, we do not recruit athletes and do not admit postgraduate students. Our many fine varsity caliber players usually develop within our own program, coming up through the ranks.

St. Andrew's is a member of the Delaware Independent School Conference, which includes five other area schools. The winner of a Conference title in most sports is eligible to participate in a State tournament at the end of a season. In addition, our teams compete against schools in the vicinity of Washington, D.C., and from Pennsylvania, Maryland and New Jersey. Normally our varsity basketball and wrestling teams compete in pre-Christmas vacation tournaments. While our crews frequently travel to neighboring states and occasionally abroad, schools from as far away as Canada and Florida come to row against us on Noxontown Pond, one of the finest crew courses in the East.

Thus, sports at St. Andrew's are challenging, but we must emphasize that they are, first and foremost, fun. Our coaches, who are the same people who teach in our classrooms and who live in our dormitories, fully understand and support this philosophy.



Sports available are:

	Men	Women
Fall	Cross-Country Football Soccer	Fall Cross-Country Field Hockey Volleyball
Winter	Basketball Squash Wrestling	Winter Basketball Squash
Spring	Baseball Crew Tennis	Spring Crew Lacrosse Tennis

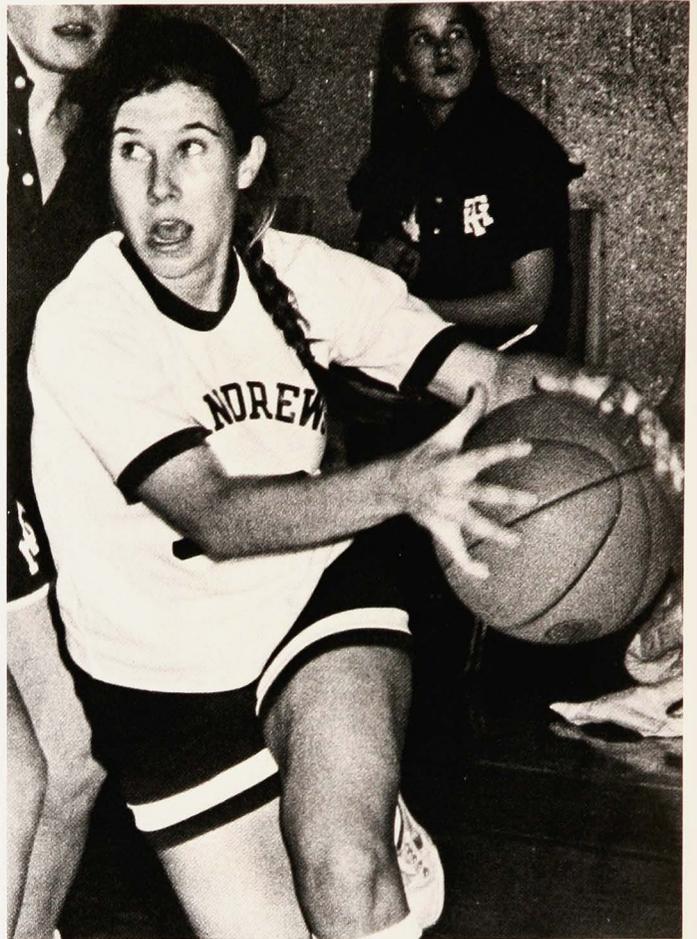
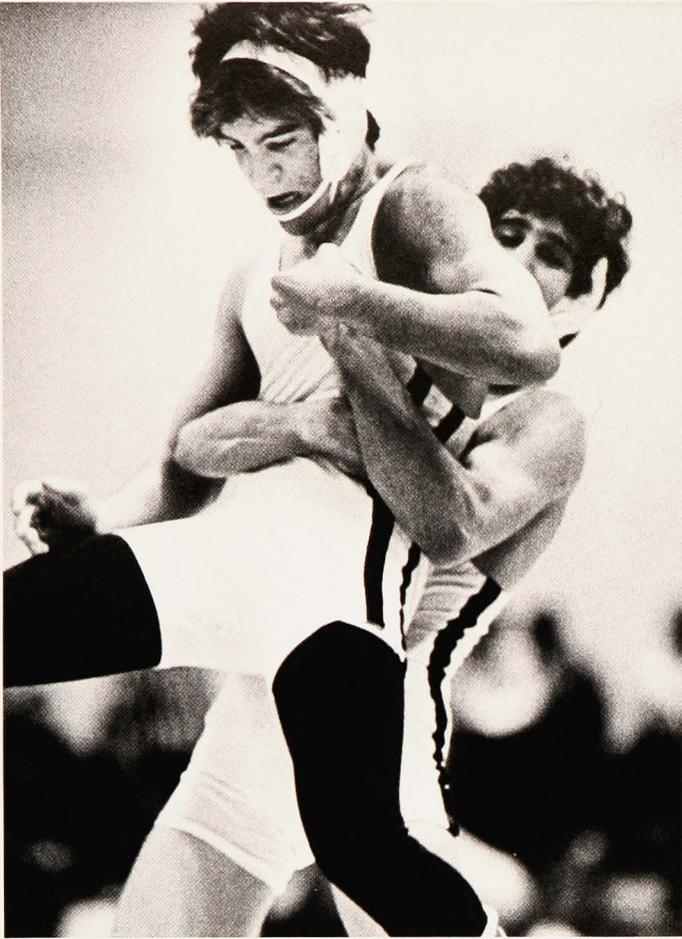
Our indoor athletic facilities include:

Two basketball courts
Two wrestling rooms
Four squash courts

One small, all-purpose gymnasium
One exercise/weight training room featuring a "universal gym"
Locker room facilities for boys and girls
A boathouse which contains fourteen shells
A rifle range

Our outdoor athletic facilities include:

Nine all-weather tennis courts
Seven fields for football, soccer, field hockey and lacrosse
Two baseball diamonds
A 2.4 mile cross-country course
Two paddle tennis courts
The use of Noxontown Pond for the crew program and informal sailing, boating and swimming





THE CREATIVE ARTS

The creative arts program at St. Andrew's is difficult to define because music, drama, studio art, dance, writing, photography, pottery, woodworking and other endeavors are all so interwoven with the total life of the School. Our creative arts program complements the arts courses offered by the Art Department. Though obviously tied to classroom disciplines, the programs discussed below are extracurricular.

Year in and year out, music has been among the most popular activities pursued by St. Andrew's students. Normally over one quarter of our student body joins our choir, and a smaller number from this group comprises our concert choir, which recently went to France on a Spring concert tour. An even larger group of students is engaged as members of the concert band and the stage band, the latter having performed last spring at St. Peter's Church in

New York City. Smaller informal groups, varying in composition, form jazz, folk and rock ensembles. The vitality of our music program is due not only to the talent and interest of the students, but also to the fact that two members of the faculty devote their entire time to teaching and directing. Additionally, the School furnishes any student with an instrument if one is not owned. Our music facilities include two teaching studios, seven practice rooms and a rehearsal hall.

The School has made a similar commitment to drama. Two members of the faculty join with our students to stage three major productions each year. Typically, in a given year, nearly one half of the student body has been involved at one point or another either as directors, actors or as members of the stage crew. The School has a well-equipped stage accommodating both straight drama and musicals of a larger scale.

The theatrical high point of the year is the production of our Winter Term musical. This event pulls together the vocal, instrumental, artistic and acting talents of our students. Recent productions have been *Man of La Mancha*, *Pirates of Penzance*, *Hello Dolly*, and *Guys and Dolls*.

Our painting, drawing, print-making and pottery studios are housed under one roof in a building completed in 1984. Beyond the many hours of work in formal art classes, which are available to all, students may spend unscheduled time in these studios with our resident professional artists. Similarly, many students gravitate to our well-equipped woodworking shop, where two trained members of our faculty are available for instruction and supervision. In addition, two dark-rooms are available to students belonging to our Camera Club.





BEYOND ACADEMICS

DEVELOPING INTEREST & LEADERSHIP



EXTRACURRICULAR ACTIVITIES

Opportunities to pursue personal interests and hobbies are almost unlimited at a school like St. Andrew's. Formal and informal organizations and clubs composed of like-minded people abound. As interest ebbs and flows, the titles change, but the number of active "clubs" usually numbers between 20 and 30.

A few deserve special comment. Students from all forms are engaged in publishing the School newspaper, *The Cardinal*, and the School literary magazine, *The Andean*. In addition, the VI Form publishes the *Yearbook*. These three publications rely heavily upon the Camera Club for photographs. This organization, advised by faculty camera buffs, has a fully equipped darkroom for developing, enlarging and printing in black and white. Recently the History Club, which, among other things, runs weekly current events quiz shows, has become one of our most popular organizations.

The following list of clubs represents most of the formal activities currently pursued by our students.

The Andean

- Art Club
- Astronomy Club
- Band (Concert and Stage)
- Camera Club

The Cardinal

- Chapel organizations
- Choir (Full and Concert)
- Chess Club
- French Club
- Historical Society
- Model United Nations
- Opera Club
- Outing Club
- Pottery Club
- Pro Musica (Chamber Music)
- Rifle Club
- St. Andrew's Players
- School Service Organizations
(Guides for Visitors, Library Squad, Projection Squad, Store, Tutoring Service)

- Shop (Woodworking)

- Spanish Club

- Yacht Club

- Yearbook*





STUDENT GOVERNMENT

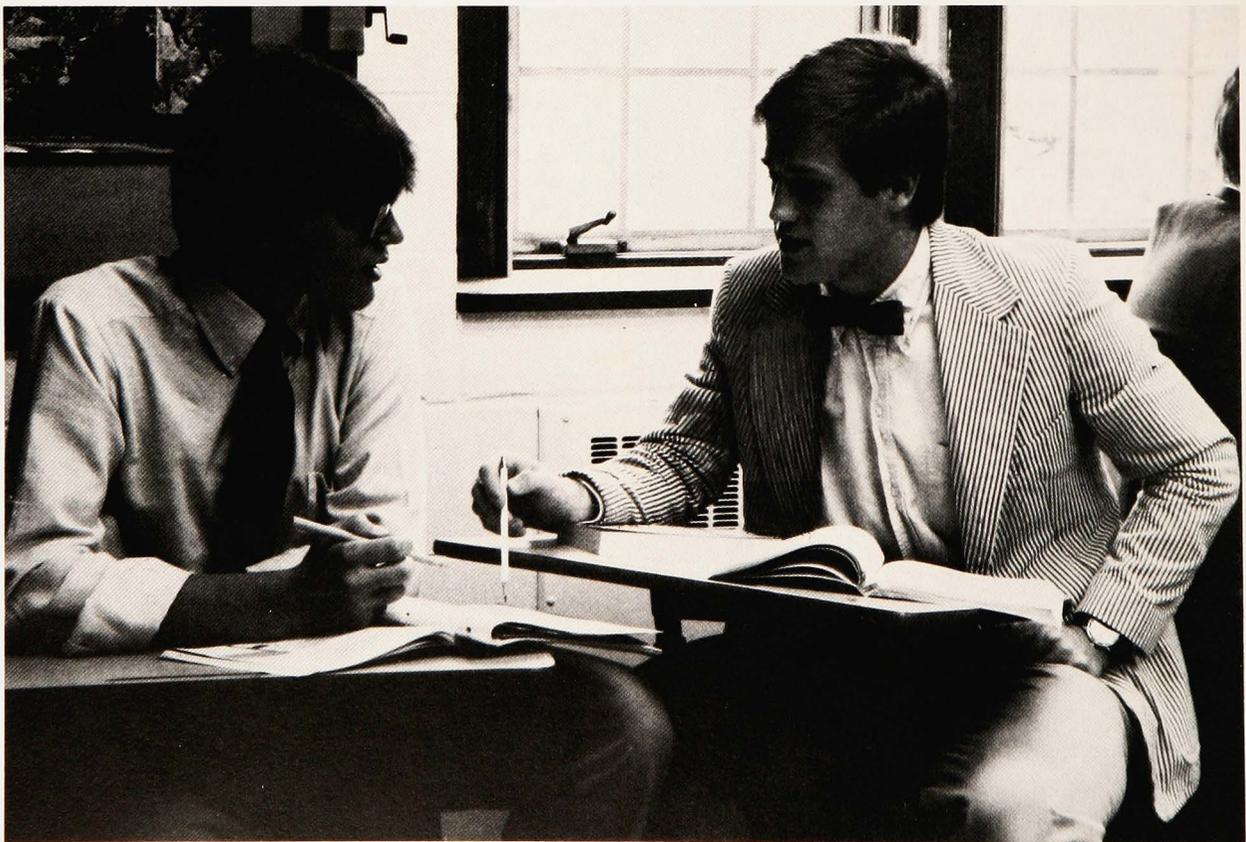
At St. Andrew's students have an unusually broad opportunity and responsibility to participate in the decisionmaking process of the School. Their involvement falls roughly into four categories: (1) quasi-legislative/judicial responsibilities involving School rules and expectations; (2) planning and implementing responsibilities for social and recreational activities; (3) advisory responsibilities on matters affecting School policies; and (4) supervisory responsibilities. Most of these responsibilities are performed through the structure of joint student/faculty committees. These include: *The Decorum Committee*, which establishes standards of dress and decorum; *The Discipline Committee*, which (a) reviews and evaluates the School's disciplinary procedures and practices, and (b) investigates major violations of School rules, determines guilt where guilt can be found, counsels offenders and

recommends appropriate penalties to the Headmaster; *The Honor Committee*, which has as its function the preservation of the St. Andrew's Honor Code; *The Social Activities Committee*, which is responsible for supervising the Student Center and planning and implementing weekend activities; *The Visiting Speakers and Performers Committee*, which selects and invites representatives from government, industry and all branches of the creative arts to the School for lectures and entertainment; *The Form Officers' Group*, which reviews School policies and expectations concerning the daily routine of student life; *The Athletic Committee*, which reviews athletic policy and discusses matters pertaining to our athletic program; *The Residential Council*, which regularly reviews all dormitory rules and monitors the quality of life in the dormitories; *The Vestry*, which is concerned with the welfare of the

School's religious life and consults with the clergy on such matters as student planning of services and their participation in conducting them, the allocation of weekly offerings to charitable causes and the relation of School life to chapel worship.

In addition to these joint student/faculty committees, the School calls upon the VI Form to help supervise the Job Program, corridors, study hall, the library and dining room tables in the absence of faculty at family-style meals.

Thus, students at St. Andrew's have extensive opportunities to express their views about all aspects of School life and to participate in both planning and supervising School affairs. These opportunities and responsibilities call for good judgment, fairness, courtesy, conscientiousness, tact, willingness to use the procedures established for changing rules and, above all, intelligent, concerned and mature leadership.



BEYOND ACADEMICS

THE RELIGIOUS PERSPECTIVE



Perhaps more than any other single factor, our regular services of worship together give focus and meaning to our community and weave together the many unique strands within it. Sometimes such moments at Chapel are simply welcome shelters from the whirlwind of daily life. The peace and tranquility of the place and the beauty of music and song soothes and restores. At other times Chapel enables us to look inward, focusing our attention on what we have done and left undone. Always Chapel affords us the chance to think of loved ones and those in sickness, sorrow or need. Most important of all, it forces us to return to the bedrock of life by bringing to our attention the great, eternal questions and mysteries of

life itself and, for the consideration of all, the answers presented by the Christian Faith.

Our place of worship is a large crypt chapel in the basement of the middle wing of Founders' Hall. It is a colorful and quiet place. Along the side aisles of the nave hang state and national flags given by the students who have come from the states and countries represented, while a plain oak altar surmounted by a hand-carved reredos serves to center attention on the sanctuary.

Services for the whole School, at which attendance is required, are held on Wednesdays at 7 p.m. and on Sundays at 11 a.m. On Monday evenings, voluntary services are conducted by special interest groups within the School,

and on Friday evenings there is a service, also voluntary, related to individual needs. Holy Communion is celebrated for the whole School on first and third Sundays. On second and fourth Sundays, the service is morning prayer and sermon. The School clergy, the Headmaster, faculty and, on occasion, visiting clergy preach at the service. Students take an active part in all these services.

The evening chapel services last about fifteen minutes. Sunday services last about an hour. Roman Catholic students may attend services at St. Joseph's Church, Middletown, on Sundays. Jewish students may be excused for their high holidays.

THE ACADEMIC PROGRAM





The St. Andrew's academic program reflects the School's commitment to the value of a liberal education. Proper preparation for further study is a primary goal, but the encouragement of learning as an end in itself is an important part of the St. Andrew's emphasis.

It is St. Andrew's objective to help students: to learn to think clearly, analytically and effectively and to develop the writing skills necessary to communicate these qualities with precision; to gain a sense of the nature of man and to study the human condition as it is conveyed through literature, history and the arts; to achieve increased awareness of their place as Americans within the Judeo-Christian tradition; to develop a firm foundation in computational skills and quantitative analysis and an appreciation of the language of mathematics; to learn how to use the scientific method of analyzing biological and physical phenomena and to be introduced to the applications of this approach in the study of man and society; to acquire competence skills in at least one foreign language, knowledge of other cultures and a global awareness; and to learn to be sensitive to ethical and moral problems and to make judgments systematically and with discrimination.

We encourage students to achieve these academic goals in an atmosphere that supports and fosters the pursuit of intellectual curiosity, individual creativity and the joy of learning for its own sake.

THE ACADEMIC PROGRAM

ENGLISH

The English department believes that the ability to think and write clearly, logically, and articulately is necessary not only for a St. Andrew's diploma, but also as a foundation for a successful career in college and in life. To this end we root our classes in the training of perceptive reading, and the exercise of concise writing, fostering in the student an appreciation for great and powerful literature, and for his or her own written and spoken expression.

We also believe, however, in the words of a modern French scholar, that the "art of thinking about old texts is a creative activity, which produces new thoughts, new values, new art forms... it forces us to rethink our notion of the common humanity." An English course at St. Andrew's will not just instruct reading and writing: it will be an experience in, of, and about the human condition; it will be an opportunity to reflect upon what living is. The situations, confrontations, and struggles within *My Antonia*, *Huckleberry Finn*, "*Master Harold*"... and the boys, and *Hamlet* allow the student to evaluate his or her own concept of the "common humanity." We believe very strongly that the literature studied should reflect the broad, cultural diversity of our society and of our students: therefore, each class reads works of and by both men and women, blacks and whites, Americans and non-Americans. The process of learning becomes the action of each class—learning about paragraph development, about diction within a poem or an essay, about the questions and visions and values of other human beings.

The program of writing and reading gradually builds from the lower forms to the senior year. In III Form the emphasis is placed on small, concise writing assignments, in IV English, the student concentrates on multiple-paragraph, short essays; in V and VI English, students work on longer and more analytical papers. In the lower forms, a great deal of time is spent in class on writing, gram-

mar, vocabulary, and style; in the upper forms, the student is expected to work on his or her own. The overall aim is to promote focused and lucid thought, and to have it conveyed through organized and effective prose.

Similarly, the literature explored grows more demanding through the forms. Using the works themselves as "textbooks" for vocabulary building, the student examines a variety of themes through a diversity of genres: all forms read at least one Shakespeare play; all study the novel, short stories, poetry, and drama. In English III, the literature centers around the idea of the leader in society; in English IV, the student reads about adolescence; in V Form, the nature of good versus evil is discussed; and during VI Form, students examine the world of the Twentieth Century. During the VI Form spring term, the department offers an elective program of seminars to help prepare students for college English courses; classes meet once a week for two or three hours; reading assignments are longer; there is increased independent study; the class itself is both lecture and discussion.

The English department also has an extensive collection of literary records, tapes, and films of plays, short stories, novels, and poems. They are readily available and employed in the classroom as teaching models. There are also trips to Washington, Baltimore, Wilmington, Philadelphia, and New York for dramatic productions: recently, classes have gone to see *Othello*, *Hamlet*, *Long Day's Journey Into Night*, *The Three Sisters*, *K2*, and "*Master Harold*"... and the boys. The School brings a live Shakespeare play to campus once a year.

Since English is the one required course throughout all forms, the department challenges each student with rigorous standards and high expectations. Through his or her interaction with teacher, text, and classmates, the student should develop not only into a literate and articulate individual, but also into a sensitive, reflective, understanding, and perceptive human being.

ENGLISH III

Grammar, punctuation, sentence structure, vocabulary, and spelling are studied so that students can improve the correctness, economy, and authority of their writing. Students write once or twice a week, based on what they are reading, or upon their own experiences. Texts: Warriner and Griffith, *English Grammar and Composition, Fourth Course*; Killgallon, *Sentence Composing 11 and 12*.

The literature explored looks at the idea of the leader: all classes read *The Odyssey*, *Julius Caesar*, and T.H. White's *The Once and Future King*; other selections include Cather's *My Antonia*, Orwell's *Animal Farm*, Hemingway's *The Old Man and the Sea*, Buck's *The Good Earth*, Crane's *The Red Badge of Courage*, Wouk's *The Caine Mutiny*, Hansberry's *A Raisin in the Sun*, and an anthology of poems.

ENGLISH IV

The basic elements of writing are studied in greater depth in English IV: rhetoric and patterns of effective sentences; paragraph development and coherence; grammatical usage; vocabulary building. Frequent compositions are assigned to practice and master these techniques; essays are longer than in English III, and students are expected to work on more mature sentence structures and styles. Texts: Warriner and Griffith, *English Grammar and Composition, Fourth Course* as review; Kinsella, *The Techniques of Writing*; Diederich and Carlton, *Vocabulary for College A and Vocabulary for College B*.

The literature explored centers on genre and adolescence. Short stories and poetry are studied extensively, through Perrine's *Story and Structure* and *Sound and Sense*. Other selections include Twain's *Huckleberry Finn*, Salinger's *Catcher in the Rye*, Shakespeare's *Henry IV, Part I* and *Romeo and Juliet*, Wharton's *Ethan Frome*, Orwell's *1984*, Wright's *Native Son*, Faulkner's *The Reivers*, Steinbeck's *The Grapes of Wrath*, and Yeziarska's *The Bread Givers*.

ENGLISH V

English V is a rigorous college preparatory course organized to explore the theme of good and evil in the genres of poetry, drama, short story, novel and the essay. Students read extensively and write five to seven-page analytical essays every two weeks on the works they study. Class time is devoted to the discussion of literature and the refinement of writing skills. Texts: Kinsella, *The Techniques of Writing*; Orgel, *Building an Enriched Vocabulary*; *The Norton Anthology of Poetry*; Shakespeare, *Othello*, *Macbeth* and *Richard III*; Austen, *Emma* and *Pride and Prejudice*; Brontë, *Wuthering Heights*; Melville, *Billy Budd* and *Bartleby*; Conrad, *Victory* and *Heart of Darkness*; Dickens, *Great Expectations*; Hardy, *Jude the Obscure*; Woolf, *Mrs. Dalloway*; Faulkner, *As I Lay Dying* and *Light in August*; Flannery O'Connor, *A Good Man is Hard to Find* and *Other Stories*; Orwell, *Collected Essays*; Fuller, *A Soldier's Play*; Morrison, *The Bluest Eye*.

ACCELERATED SECTIONS

Accelerated sections exist in English V and VI for those whose writing and reading skills are clearly exceptional. Students in these sections read and write more extensively and independently, covering more of the same reading material and spending less time on the rudiments of writing.

ENGLISH VI

English VI is primarily a college freshman English course. While reading assignments are not necessarily that much longer than those in English V, students are expected to work more independently, especially with their essays. Papers are analytical examinations that ask the student to look, for example, at a short passage from a text, or a particular image or relationship or scene within the text, and then relate it to the entire work. Time is also spent preparing for the College Board tests, with Kinsella's *The Techniques of Writing*, and previous Achievement tests.

In addition to Shakespeare's *Hamlet* and *King Lear*, the literary works in English VI focus on the Twentieth Century, and its themes of isolation, fragmentation, disillusionment, uncertainty and heroic questioning. During

the past few years, individual teachers have taught Joyce's *Dubliners* and *Portrait of the Artist as a Young Man*, Faulkner's *The Sound and the Fury* and *Go Down, Moses*, Woolf's *To the Lighthouse*, Beckett's *Waiting for Godot*, Fitzgerald's *The Great Gatsby*, Stoppard's *Rosencrantz and Guildenstern Are Dead*, O'Neill's *Long Day's Journey Into Night*, Miller's *Death of a Salesman*, Williams' *A Streetcar Named Desire*, Fugard's *Bosman and Lena* and *Statements*, William Carlos Williams' *Selected Poems*, Emily Dickinson's *The Final Harvest*, Walker's *The Color Purple* and Fugard's "Master Harold"... and the boys.

In the spring term, students choose an elective seminar from a group of five or six offered by departmental faculty. Recent topics include: The Heroine in 19th Century Literature, Faulkner, World War I Poetry, The Comedies of Shakespeare, Fitzgerald-Hemingway, Black-White Relations in America, Contemporary Drama, Three Feminist Novels, and The Explorer in Literature.

INTERDEPARTMENTAL STUDIES

THE TWENTIETH CENTURY: AN INTERDISCIPLINARY STUDY

This is a program in which students take an English and history course and in some cases, a French course, that are coordinated with each other. The focus is on some of the main literary, intellectual and historical developments of the Twentieth Century. While they are studying World War I in history, for example, they are reading literature in their English and French classes that is related to this event.

Students who sign up are enrolled in a special section of English VI, The World of the Twentieth Century, a full-year history major, and in some cases, French V.

The program is limited to VI Formers. Preference is given to students who are taking French V and/or students who have taken Western Civilization.



THE ACADEMIC PROGRAM

HISTORY

The St. Andrew's history program leads the students into a serious study of the fabric of civilization and cultivates a perspective that allows them to examine themselves as individuals with opportunities and responsibilities in a modern, post-industrial world. Our concerns range from having the students gain a particular knowledge of their own immediate culture through the study of United States History to initiating the study of the human condition in the broadest sense of the term. As students study history, it is hoped that they will learn to use and evaluate evidence, to make qualified generalizations and to use other analytical tools that will be of value in their future education and later life. Our emphasis on the historical approach does not exclude introducing the students to selected perspectives from the social sciences as well as the study of the past for its own sake. Ultimately, this program is committed to the notion that the study of history is an integral component in the general humanizing process of a liberal education.

The United States History survey is required for graduation. This requirement may be fulfilled in any form and students are urged to take this course early in their careers. Students entering in the Fifth and Sixth Forms may gain an exemption from this requirement if they have had a comparable course before they enroll at St. Andrew's.

The other offerings are carefully tailored to provide the students with enough choice to satisfy their interests but not so many options that their experience is a fragmented one. The School is committed to the enduring value of the courses that are taught and to the concern that each student's choices have a coherent relationship to his general education.

UNITED STATES HISTORY SURVEY

Students trace the constitutional, political, economic, social and cultural development of America from the Colonial Period to the present. There is an emphasis on ideas, trends and the process of historical change as well as on facts and dates. In the first part of the year, students write short essays that require them to marshal evidence in the analysis of specific historical problems and issues. They write a formal research paper in the second part. The course provides preparation for IV and V Formers who intend to take the College Board American History Achievement Test in May. Text: Garraty, *The American Nation: A History of the United States*. Note: All American History courses are supplemented by library reserve readings from VerSteeg and Hofstadter, *Great Issues in American History*; Rothman and Rothman, *Sources of the American Social Traditions*; Meyers, et. al., *Sources of the American Republic*; and Coe, et. al., *Images of America*.

ADVANCED AMERICAN HISTORY

Open to students who have completed the United States History Survey course, Advanced American History provides the opportunity for deeper and more detailed study of selected periods, issues, personalities and ideas from the nation's past. The course places a strong emphasis on historical analysis, criticism and independent research. Using biography, comparative history and primary sources, the students investigate such topics as the roots of the American Revolution, the role of the Constitution and Supreme Court in our society, the nature of political leadership, the use of "Big Business" and "Big Government" and the role of the United States in the post-World War II world. This course prepares students for the Advanced Placement Examination in American History. Texts: Morgan, *The Birth of the Republic, 1763-89*; Cunliffe, *The Nation Takes Shape, 1789-1837*; Stamp, *The Era of Reconstruction, 1865-1877*; Hofstadter, *The Age of Reform*; Leuchtenberg, *Franklin D. Roosevelt and the New Deal: 1932-1940*; Goldman, *The Crucial Decade—and After: America, 1945-1960*; White, *The Making of the President, 1960*; Tocqueville, *Democracy in America*; Reeves, *American Journey*.

WESTERN CIVILIZATION

This is a course intended to provide the student with a better understanding of the ongoing tradition of the Western World. A primary emphasis is placed on modern western civilization in juxtaposition to the traditional society from which it grew. Critical periods in the story of mankind from the discovery of agriculture and the origins of the city to the modern Industrial Revolution and its global consequences receive special emphasis. While the course is tied together by the thread of history, the disciplines of anthropology, economics, sociology and philosophy are drawn upon when appropriate. Much attention is paid to structures and processes, concepts and ideas. How are political, social and economic structures created? How and why do these structures change or remain continuous from one generation to the next? How does the way man views himself in his relationship to nature affect these structures and the course of history?

Though the emphasis of the course is on the West, the story is not separated from the universal concerns of human civilization and connections are made with parallel developments in China, India and the Moslem world. The text, McNeil's *The Ecumene: Story of Humanity*, is supplemented by selections from many sources. Among these are: Arendt, *On Revolution*, Cervantes, *Don Quixote*, Creel, *The Birth of China*, Hadas, *Imperial Rome*, Heilbroner, *The World Philosophers*, Kitto, *The Greeks*, Kramer, *The Sumerians*, Lewis (ed.), *Islam and the Modern World*, Machiavelli, *The Prince*, Mumford, *The City in History*, Plato, *The Republic*, Schulberg, *Historic India*. Videotapes of Bronowski's *Ascent of Man* and Clark's *Civilization* are also used.

THE WORLD OF THE TWENTIETH CENTURY

Some of the most significant events and ideas of the Twentieth Century are studied in this course. Among the concerns of the course are the modern phenomena of total war and cold war, the consequences of technological and scientific developments, totalitarianism, modern economic structures and policies, the emergence of the Third World and selected cultural developments. The course is primarily historical, but it draws upon disciplines from the social sciences as well. Texts (read either in their entirety or in part): Britain, *Chronicle of Youth*; Freud, *Civilization and Its Discontents*; Fussell, *The Great War and Modern Memory*; Gochberg (ed.), *Classics of Western Thought: The Twentieth Century*; Golding, *Lord of the Flies*; Hughes, *Contemporary Europe: A History*; Snow, *Science and Government*; Thurow, *The Zero Sum Society*; Ward, *Five Ideas That Change The World*.

NOTE: There are two sections of this course. Students in Section I (20I) are enrolled in the Interdisciplinary Study described on page 15 of the Catalog. Section R (20R) is a regular history course open to VI Formers and any underformer who has taken Western Civilization.

MODERN EUROPEAN HISTORY I AND II

This course is an intensive study of the history of Modern Europe from the pre-Renaissance to the present day. Tradition and change in European political, social and cultural life are the principles around which the course is organized. Considerable reading and writing are required, and students who are willing to do extra work will be qualified for the Advanced Placement Examination in European History. Modern European History I begins with the pre-Renaissance and ends with the French Revolution in 1789. Modern European History II, taught in the second half of the year, proceeds from 1789 to the present. Students may take either half of the course, but it is recommended that they enroll for the full year. Texts: Palmer, *A History of the Modern World* and Hirschfield (ed.), *Classics of Western Thought*.

COLONIAL AMERICA

A study of American history from the voyages of discovery to the Revolution, this course emphasizes the social history, cultural trends and intellectual milieu of the Colonial Period. One of the primary goals of the course is to utilize the tangible colonial heritage of the local area. Field trips to colonial sites in Delaware and the plantations on the Eastern Shore of Maryland are an integral part of the course. Texts: Boorstin, *The Americans: The Colonial Experience*; VerSteeg, *The Formative Years, 1607-1763*; Greene, *Settlements to Society 1607-1763. A Documentary History of Colonial America*. (2nd semester)

ENGLISH HISTORY I AND II

The study of the history of England from Stonehenge to the present emphasizes the development of representative parliamentary government, the English origins of American institutions, the growth of the British Empire, the transition to the Commonwealth, and Britain today. Extensive

use is made of documents and videotapes; students learn to use and evaluate primary source materials. Though the course breaks in the middle, it is strongly recommended that students take the course for the entire year. Texts: Hall, Allston and Pope, *A History of England and The Empire-Commonwealth*; 4 volumes of documents: *They Saw It Happen. 55 B.C.-1940 A.D.*

INTRODUCTION TO CHINESE CIVILIZATION: THE HISTORY AND CULTURE OF IMPERIAL CHINA

This course is a study of the traditional Chinese system of government, politics and thought within its economic and social structure through the 18th century, concentrating on the Ch'ing Dynasty. The problem of China in the 19th century—modernization, trade and international relations, war and peasant rebellion—are also included in this study. Text: Fairbank and Reischauer, *China, Tradition and Transformation*. (1st semester)



THE ACADEMIC PROGRAM



RELIGIOUS STUDIES

Since we recognize that students come to St. Andrew's from a number of different backgrounds and traditions, our Religious Studies curriculum aims to examine the Christian religion from both an historical and academic point of view. While the courses themselves do not require commitment to any one set of beliefs, our concern is that personal decisions in matters of faith should be informed choices, based on careful thought and an intelligent understanding of what Christian commitment involves.

Thus the course at the IV Form level covers the major parts of the Bible, the life and teachings of Jesus, the nature of man and his world, and the understanding of Christianity as a religion in which revelation occurs through historical events and persons. Some attention is also given to the moral implications of Christian commitment for contemporary life. The VI Form courses examine various aspects of the Christian faith and life in the light of philosophy, psychology and social dynamics. The aim here is to introduce students to some of the many varied ideas and theologies they will encounter in college, and to provide an intellectual structure for Christian belief. An attempt is made during this year to help the students formulate their own value systems through discussions and essays and to expose them to some of the important writers and thinkers of western Judeo-Christian culture.

STUDY OF THE OLD AND NEW TESTAMENTS

The content of this course covers the major portions of the Bible. Selections from the Old Testament writings and interpretive texts trace the history of the people of Israel and their developing understanding of the nature of their God and their relationship (covenant) with Him. The New Testament material contains selections from the Gospels, the Epistles of St. Paul and the Acts of the Apostles. Texts: *The New English Bible*; Link, *These Stones Will Shout*; Link, *The Seventh Trumpet*. (IV Form)

SELF-ESTEEM AND HUMAN POTENTIAL

This course, which meets twice per week for half the school year, focuses on self-esteem, communications skills, values clarification and decision making. Discussions include several critical areas aimed to give students a better understanding of themselves, people and the changing world in which they live. Role-playing and journal writing are used to explore such issues as alcohol, drugs, sexuality and parenting. Texts: Comfort and Comfort, *The Facts of Love*; Elkins, *Glad to Be Me*. (IV Form)

PHILOSOPHY AND ETHICS

This course is devoted to a unit on Christian belief covering the basic areas of nature, man, and God, and includes readings from various scientists, philosophers and theologians. (VI Form, Fall Term)

For the Winter and Spring Terms, VI Form students choose one of the three elective courses described below.

PATTERNS OF HUMAN BEHAVIOR

The student is encouraged to think about the dynamics of human behavior and to consider various classical and contemporary views of human personality. The course concentrates, in particular, on the following issues: religious, philosophical and psychological explanations of the body/mind nexus; instinctivist, behaviorist and psychoanalytic views of human behavior; the nature/nurture discussions; the normal psychological development process; ancient and modern views of psychological illness; and guilt and aggression. Students are encouraged to observe patterns of human behavior and are given ample opportunity for discussion in class where they can share one another's insights. Texts:

Fromm, *The Anatomy of Human Destructiveness*; Berne, *Games People Play*; Allison, *Guilt, Anger and God*. There are also some readings in developmental psychology. (VI Form—Winter and Spring Terms)

HE IS PLAYING MASCULINE. SHE IS PLAYING FEMININE. DO WE CALL OFF THE GAME?

This course presents an historical, psychological, sociological, and theological analysis of the feminine and masculine dimensions in western culture and society. The students examine and explore both the traditional and contemporary views of what our society says is masculine and feminine in human behavior, and the ethical and moral implications underlying such behavior.

The course introduces the students to contemporary scholars and authors such as Rosemary Ruether, Theodore and Betty Roszack, Claude Steiner, Marilyn French, John Updike, Herb Goldberg, and Susan Brownmiller. It is expected that when the students complete the course, they will have a clearer understanding of the masculine and feminine dimension within themselves and other people. (VI Form—Winter and Spring Terms)

THE COMPARATIVE STUDY OF RELIGION

The Christian tradition represents one important dimension of human religious life. This course examines other ways in which women and men have been and are religious. Religious traditions that are considered include the Jewish, Buddhist, Hindu, Islamic, Chinese traditions. There are readings from primary texts for each of the traditions studied (e.g. the *Bhagavad-gita*, the *Koran*), with Huston Smith's *The Religions of Man* used as a secondary text (VI Form—Winter and Spring Terms)

THE QUEST FOR COMMUNITY

This course looks at some of the forms that the search for community has taken in the western world; it examines some utopian schemes springing from dissatisfaction with existing conditions and some groups which have been established to put into practice particular ideals of community. Readings include parts of Plato's *Republic*; *The Acts of the Apostles*; *The Rule of St. Benedict*; More, *Utopia*; Skinner, *Walden Two*; Houriet, *Getting Back Together*; Kanter, *Commitment and Community*; Kinkade, *A Walden Two Experiment*. (VI Form—Winter and Spring Terms)

CLASSICAL LANGUAGES

We study Latin because without it we cannot know our history and our heritage, and without that knowledge, we cannot know ourselves. Nosce teipsum. If one cannot read that, one can—in one's life—begin to do that. The link between Latin and our lives is deep and abiding.

We also study Latin to enrich our understanding of our language. . . . Knowing Latin teaches English. We learn what English words meant and mean still when we learn their Latin roots. We also learn grammar, an ancient art and science that tells us how to put together our thoughts, and hence our lives, with clarity, dignity and gravity. Claritas, dignitas, gravitas.

A. Bartlett Giamatti

*President of Yale University
Professor of English and
Comparative Literature*

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. Students entering the School may either begin the study of Latin or, if they have taken the language elsewhere, are urged to continue its study.

Two years of Latin seem to be a reasonable minimum, but students 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. Honors students in Latin IV who have the endorsement of the instructor should consider taking the Advanced Placement Examination of the College Board.

Regular performances of Plautus' plays are a St. Andrew's tradition.

LATIN I

The course begins with simple Latin texts which gradually increase in difficulty. Text: Jenney, Scudder and Baade, *First Year Latin*.

LATIN II

This course continues the study of the grammar and structure of Latin and introduces the student to more extensive reading of Latin prose. Text: Jenney, Scudder and Baade, *Second Year Latin*.

LATIN III

Emphasis on the facile handling of Latin prose and poetry is the aim of third year Latin with a limited survey of Roman civilization of the period. Texts: *Cambridge Latin Course, Unit IV*; Gillingham and Baade, *An Ovid Reader*.

LATIN IV

Students read Latin poets of the Augustan age and some Silver Latin prose. A limited survey of the historical, social and political background of the period is followed by individual projects done in the spring term. Texts: Vergil, *The Aeneid*; Tacitus, *The Annals*.

GREEK

This minor course in classical Greek is tailored to the abilities and interests of the students in the course. (*Elective minor*)



THE ACADEMIC PROGRAM

MODERN LANGUAGES

Electric circuitry has overthrown the regime of 'time' and 'space' and pours upon us instantly and continuously the concerns of all other men. It has reconstituted dialogue on a global scale.

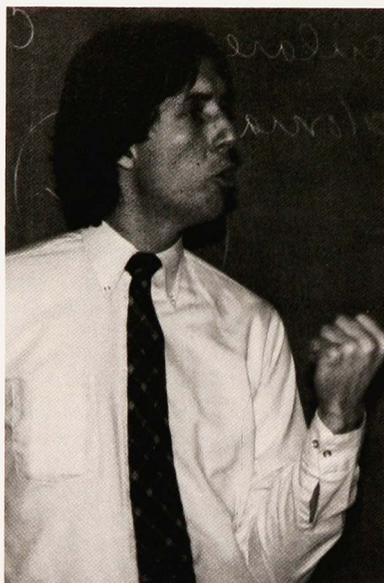
Marshall McLuhan

St. Andrew's believes that an educated person can be neither monolingual nor monocultural. Furthermore, we know that no deep understanding of another culture or global perspective can be obtained without sustained study of a foreign language and its cultural expressions. It is in school that one must begin such complex, sequential learning in order to achieve meaningful competency. A smattering of any tongue is always frustrating, sometimes silly, and hardly better than none. Our goal is to teach living tongues, in meaningful contexts to a threshold of hope where one might venture to say something important and expect to be understood.

All the ingredients for a successful foreign language experience are available at the School: (a) an experienced, professional staff with authority in the language based on study and life in the foreign country; (b) a dynamic sequence of courses developing *all* the skills, especially communicative competency; (c) small classes of able, motivated students; (d) current pedagogical strategies and (e) technical resources such as cassette recorders and integrated tape programs for individual use, a short-wave radio, and video equipment.

It is recommended that students pursue their study of French and Spanish through at least the third year. Interested, able students at the fourth and fifth year levels are encouraged to prepare for the Advanced Placement Examinations.

Finally, the St. Andrew's community, including alumni, parents, and faculty are very supportive of foreign language study. Many have appreciated the value of their language experience, including a better understanding of their own



way of speaking. Some have lived abroad and known the joy of a transcultural experience in depth. Contacts with students and faculty who have mastered other languages are a source of models and encouragement.

To further student interest in other languages and cultures, visits are organized to foreign language performances in the area at Washington College, the University of Delaware, Wilmington, and Philadelphia. Some language students participate in the Model United Nations Program in Washington, D.C. On campus, students may participate in foreign language club activities such as language tables, cooking sessions, Christmas caroling and a French or Spanish Chapel service.

Faculty advising is available to encourage travel and study abroad as part of a student's intellectual development. Students are able to meet and talk with representatives of study abroad programs such as the School Year Abroad and the Experiment in International Living.

We believe that it is our sacred trust as educators to see that our students are brought fully to life, alive to themselves, in their enormous potential, and to the concerns of all other peoples.

FRENCH I

French I is an introduction to the basic sounds, vocabulary, structures, and grammatical elements including the tenses of the indicative mood. Short readings on French culture are assigned regularly. Particular stress is given to the active use of the language. Classroom work in the language is supplemented by an integrated tape program available to individual students on cassettes. Text: Lutz, Leffler et al., *Nos Amis*, Harcourt, Brace, Jovanovich.

FRENCH II

This course strengthens and develops the skills acquired in French I, emphasizing the building of vocabulary and the application of grammatical concepts. A review of the indicative forms and uses is followed by an introduction to the subjunctive. Readings include various expressions of francophone culture as well as literary selections in prose and poetry. Students are expected to develop and demonstrate their oral proficiency by vigorous participation in the classroom and regular individual use of the integrated tape program on cassettes. Text: Lutz, Leffler et al., *Le Monde des Jeunes*, Harcourt, Brace, Jovanovich.

FRENCH CIVILIZATION

This course emphasizes the historical, artistic and other cultural aspects of French civilization. There is also systematic language study to develop comprehension, writing and speaking skills, including a taped speaking and listening program integrated with the textbook. Text: Valdman, Mellerski and Heine, *Promenades et Perspectives*, Scott, Foresman and Co. (Prerequisite: French II or the equivalent)

FRENCH III

In French III students read and discuss short stories and novels. There is a review of grammar units as needed to develop comprehension, speaking, and writing skills. The systematic study of new vocabulary and idiomatic structures continues throughout the sequence. All activities are conducted in French. Texts: A literary anthology and a reference grammar.

FRENCH IV

Conducted in French, this course focuses on the literary richness of French through study and discussion of different genres and periods. The students also work on developing analytic skills and oral and written expression, reviewing grammar principles as needed. Texts: Selected literary texts and a reference grammar.

FRENCH V— CONTEMPORARY FRENCH

Given sufficient interest, advanced students may choose from (a) *Study of Current Issues in French Society*—In this course readings from the French Press are followed by discussions and written reports; (b) *Recent French Fiction*—Students read and discuss the work of current authors such as Tournier, Gracq and Le Clezio; (c) *Readings in French Literature*—A close study of texts on the Advanced Placement Reading List is the focus of this course. In the past, the program has included: plays and novels by Balzac, Beaumarchais, Chateaubriand, Duras, Flaubert, Mauriac, Moliere, Racine, Sartre and Voltaire; poetry by Apollinaire, Baudelaire, Cesaire, Hugo, La Fontaine and Rimbaud.

FRENCH VI—ADVANCED SPOKEN FRENCH

The course emphasizes the systematic development of listening and speaking skills in a variety of situations. Listening and speaking exercises using short-wave radio broadcasts are included. Students analyze native French oral interviews with attention to cultural contexts. They participate in role playing and video critiques. (*Prerequisite: French IV or with permission of the instructor*)

SPANISH I

This course provides an introduction to the basic vocabulary and grammatical structures of the Spanish language. It prepares a foundation in the four basic language skills, speaking, writing, reading and listening for comprehension. Emphasis is given to the active use of Spanish. An integrated cassette tape program reinforces classroom practice as well as providing a method for identifying and correcting individual pronunciation difficulties. Text: Da Silva, *Persona a Persona 1*.

SPANISH II

Spanish II reviews and builds upon the concepts presented in the introductory course. The student continues to develop mastery of Spanish grammar, to acquire vocabulary and to improve the form and content of active language skills. Readings appropriate to this level bring the student into contact with various aspects of Spanish and Spanish-American life and culture. Individual practice with an integrated cassette tape program supplements classroom activities. Texts: *Persona a Persona 2* and a reader.

SPANISH III

In Spanish III, readings, a review grammar and oral and written expression comprise the primary means to the acquisition of vocabulary and practice in the language. The student is exposed to articles on culture, as well as to masters of Hispanic literature. Emphases are placed on a systematic review of Spanish grammar, on comprehension, speaking and writing skills. Reading, composition and oral reports assist the ongoing process of language acquisition. All activities are conducted in Spanish. Texts: Selected cultural readings, literary readings from such authors as Federico García Lorca and Ana María Matute, and a reference grammar.

SPANISH IV

At this level, the student strives to attain a lucid and fluent expression in Spanish by practicing literary analysis of contemporary works. Classroom discussion and composition assignments provide ample opportunity to polish and enhance language skills while investigating Hispanic history and culture as these are depicted in its literature. A review of grammar principles is undertaken as needed. Texts: A reference grammar and selected literary texts from authors such as Miguel de Unamuno, Jorge Luis Borges, Pablo Neruda, Jorge and Gabriel García Márquez.

SPANISH V

Spanish V focuses on advanced training in one of three areas: language, literature or culture. The content of this course varies according to the needs and interests of the students. *Language*: Consisting of translation and composition exercises to be prepared outside of class with conversation and individual oral presentations in the classroom, Spanish V as a language

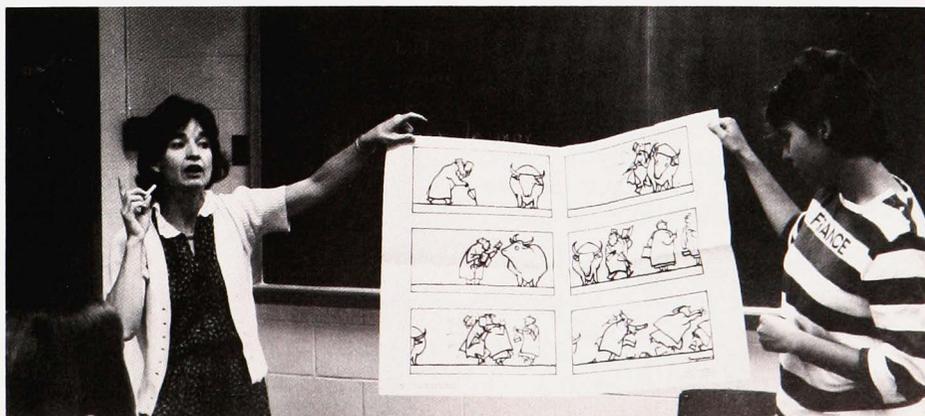
offering uses a grammar such as K.L.J. Mason's *Advanced Spanish Course* in conjunction with a reader. *Literature*: As a course in literature, Spanish V takes one of several forms: the analysis of additional works (not covered in Spanish III or IV) by authors from the Advanced Placement reading list; the reading of *Don Quijote*, in its entirety; the study of a single author, theme, idea, period or genre of Hispanic literature. The student demonstrates understanding and practices language skills through class discussion, composition and oral reports. *Culture*: Examples of a Spanish V culture course include: employing a text to pursue a guided study of the culture of Spain or Latin America; reading from Spanish language periodicals with the aim of examining current events in the Hispanic world. Reading, discussion, composition and oral reports constitute the course format.

CONVERSATIONAL SPANISH

Conversational Spanish is designed for advanced students who want systematic exercise in discussing everyday practical subjects. Role-playing and individual oral presentations are examples of classroom activities used to encourage active practice in spoken Spanish. (*Elective minor—Prerequisite: Spanish IV or concurrently with Spanish IV, or with departmental permission with Spanish III*)

OTHER LANGUAGES AND CIVILIZATIONS

Whenever possible, St. Andrew's tries to arrange for individual students to maintain and develop a foreign language interest, even though the language is not offered formally at the School. For example, tutorials may be arranged in German, Italian and Portuguese.



THE ACADEMIC PROGRAM



THE CREATIVE ARTS

The common aim of the diversified program offered by the arts department is to cultivate an understanding of the way man expresses himself artistically. Students spend much of their time pursuing this goal by learning the techniques of different artistic modes. Development of artistic skills is balanced by attention to the theoretical and cultural context so essential for a solid understanding of the arts. The result is a milieu that nurtures creativity, aesthetic awareness, curiosity, commitment and discrimination. At St. Andrew's, all students have easy access to these opportunities provided by the Arts Program.

The art facilities are located in a newly constructed art complex located on the north side of the campus. It is fully equipped for work in most studio arts. The studio is open to all, and an instructor is available for those who wish to work there in their free time. Consumable art materials are furnished at cost.

The music department includes seven individual practice rooms, six practice pianos, two teaching studios and a rehearsal hall. Band instruments are available to students who do not have their own. Stringed instruments may be rented. Student groups with electric guitars and other instruments are provided with practice and storage space. A drum set is available for use by percussion students. The department also has a bass guitar, a bass amplifier and a fender rhodes.

INTRODUCTION TO STUDIO ARTS

This major course, open only to III Formers, combines the study of drawing and pottery in the studio arts and an introduction to music. The drawing component includes basic drawing disciplines in various media and in pottery, the students are introduced to the basic techniques of pottery. In music, the students are introduced to music theory. Drawing classes meet two times per week and pottery classes also meet two times per week.

MATERIALS AND TECHNIQUES

The student examines the use of artists' materials and techniques to develop his or her awareness of unity between craft and vision. This course is considered essential to studio discipline and creative achievement. It is also a prerequisite for the Art Major course, the Studio Seminar. *Introduction to Art* is recommended as a prerequisite to *Materials and Techniques*, but not exclusively; if a student has had a strong art background before coming to St. Andrew's, he or she may enroll in this course. Though the course is directed toward the interests and abilities of students in the IV through VI Forms, a III Form student who demonstrates a willingness and sincere interest in art may enroll. (*Elective minor for III through VI Forms*)

HISTORY OF ART

This course explores the development of Western art since Giotto with particular concern for painting and sculpture. A basic vocabulary of terms relating to the visual and inspirational problems in art provides the foundation for course discussion and student initiated research and reports. (*Elective minor for IV through VI Forms*)

ART THEORY

The main objective of this course is to stress a working vocabulary of aesthetic principles which may then be applied to the study of the major artistic developments since the Renaissance. Use of slides and text prepare the student for seminar discussion of painting and sculpture. Field trips to museums and special exhibitions in New York, Washington, Philadelphia and Baltimore complement study with actual viewing experience of the concepts discussed. (*Elective minor for IV through VI Forms*)

DRAWING

Instruction in all drawing media and watercolor is offered. The class meets twice weekly and works from specific art problems. Group critiques are included to develop a student's critical sense about his/her own work and also to discuss the work of others. (*Elective minor. Prerequisites: Introduction to Art; Art Theory; Permission of Instructor*)

POTTERY

Exploring the possibilities of clay, pottery offers the student an avenue of artistic expression while creating sculptural pieces and useful objects. Basic techniques that are taught include wedging, pinchpot and coil construction, slabbuilding, wheel throwing, finishing, decorating, glazing, glaze making and firing.

Trips to contemporary and classical pottery exhibitions are part of the course. Visual aids help the student to see how man has made his pottery throughout history. (*Elective minor for III through VI Forms*)

ADVANCED POTTERY

The student explores more advanced techniques in hand-building as well as on the wheel, so he/she can develop a personal style.

PHOTOGRAPHY

After learning camera and darkroom fundamentals, students apply increasingly complex photographic techniques in completing weekly assignments. Students have opportunities to show their work in exhibits, group critiques and School publications. (*Elective minor*)

ART MAJOR: STUDIO SEMINAR

This course is devoted to various art projects in painting, printmaking, sculpture and design/drawing. This course sets out to develop each student's critical sense as well as his/her ability to express these ideas either in discussion or in written statements. Students are required to exhibit their work in a one-person show. It is hoped that certain students will elect to present a portfolio for advanced placement credit from the College Board. (*Elective in the V or VI Form; Prerequisites: Art Theory, Materials and Techniques*)

INTRODUCTION TO MUSIC

Students select an instrument and explore the effects of pitch, duration, timbre and intensity. Some elementary compositional techniques are also utilized. *(Required of all III Formers not enrolled in Introduction to Studio Art)*

HISTORY OF MUSIC

The development of music in western civilization from the Middle Ages to the present is traced by the group. The year's study is divided into three seminars (one each term) whose topics are selected from the following: Middle Ages/Renaissance, Baroque, Classical, Romantic, Post-Romantic/Early 20th Century, Contemporary/Modern. Among elements stressed is the evolution of forms and musical styles within the framework of cultural developments. Extensive listening experiences are integrated with the course material. *(Elective minor for IV through VI Forms; Prerequisite: the ability to read music)*

MUSIC THEORY I

To survey the elements of the theory of music including notation, rhythm, tonality, harmonic progression, species counterpoint, diatonic and altered harmony and basic forms is the intent of this course. *(Elective minor for III through VI Formers)*

MUSIC THEORY II

This course continues the study of the elements introduced in *Music Theory I*, but in more depth and detail. Advanced part-writing and analysis of complex forms are explored. *(Elective minor; Prerequisite: Music Theory I)*



MUSIC COMPOSITION

This course examines the compositional styles and techniques from 1450 to the present from the viewpoint of melody, harmony, counterpoint and structure and incorporation of these techniques into original composition with emphasis on 20th Century styles. *(Elective minor for III through VI Forms; Prerequisites: Music Theory or examination by the Department)*

MUSIC MAJOR: STUDIO SEMINAR

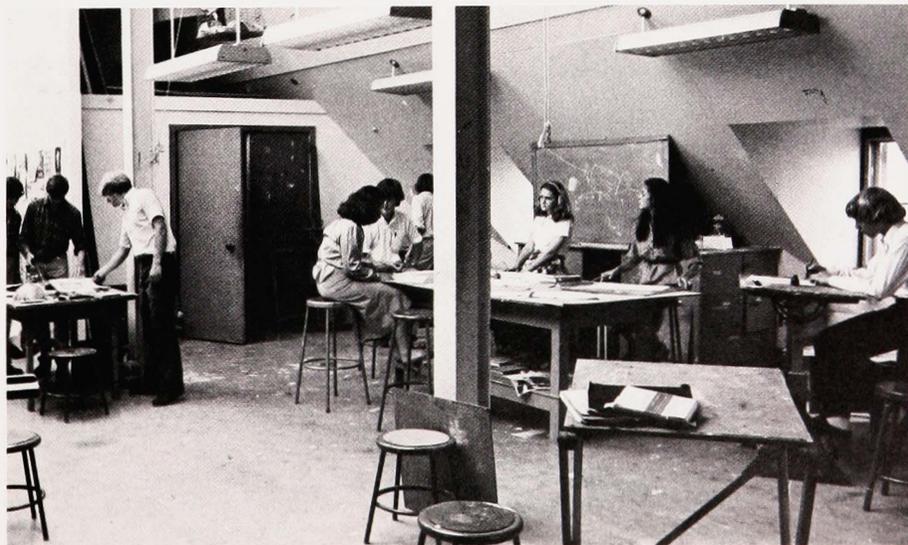
This seminar is a course of study that assists the student who plans to choose music as a major part of that student's college curriculum. In this course the student has the time to practice his or her discipline and prepare for the rigors of an audition. *(Elective in the V and VI Form; Prerequisites: Student must have taken two years of private study at St. Andrew's on the same instrument. The student must participate in a "Skills and Competencies" program which will be included in the music major program.)*

PRIVATE INSTRUMENTAL LESSONS

Lessons are available to any student who wishes weekly individual or small group instruction on any band or orchestral instrument, piano, harpsichord or organ and classical guitar. The music department is committed to providing instruction at a minimum cost; therefore, only a nominal fee is charged per term. Instruments may be borrowed from the department free of charge. *(Elective; non-credit)*

PRIVATE VOICE LESSONS

Weekly individual or small group instruction is given by the choral director. A nominal fee is charged per term. *(Elective; non-credit)*



THE ACADEMIC PROGRAM



SCIENCE

What is science? Twenty-three centuries ago, Aristotle explained, "The object of scientific knowledge is of necessity. Therefore, it is eternal; for things that are of necessity in the unqualified sense are all eternal; and things that are eternal are ungenerated and imperishable." Our purpose in the science department at St. Andrew's is to touch upon universal things that are, insofar as our imperfect knowledge tells us, eternal; therefore ungenerated of their own selves and imperishable. Because we do not intend our graduates to have an understanding of science only incidentally, they must learn how to acquire, evaluate, and practice scientific knowledge preparatory to its eventual application. For better or worse, science has shaped our world, ourselves, and now determines our future.

Essential to our concept of science education is the imparting of well-tested method, a perspective of the intrinsic worth of a scientific fact, intelligent skepticism, creativity, the compelling, exploratory search for truth, the Law of Parsimony as it applies to reality, and awe that we are able to contemplate and understand what we do. Brain matter is stuff of the common elements, a temporary fragment of the universe comprehending itself, ten billion cells with a functional capacity of 2.8×10^{21} bits of information. Not a bad computer at all.

We recognize science as one of the great modern humanities. While we do not turn out scientists at St. Andrew's, we are dedicated to producing scientifically literate young men and women who are trained in logic and discipline as well as method, and who are capable of taking the next step at the college level. Science is meaningless unless we understand its historical quality, the broad experience and tested knowledge from which it has grown, and its inevitable thrust forward despite arbitrary and temporary controls. Science must be examined, tried, weighed, directed, applied through emerging technology, and recognized as one more example of the creative surge generated within the human intellect. Despite modern trappings and advances, the questioning, searching nature of the scientific mind has changed little from Aristotle's day.

It is our belief one can no longer survive intelligently in an increasingly complex world without a background in scientific discipline of the sort available to our students through exacting and demanding courses of study. Infused throughout are applications, challenges, recognition of benefits and hazards, inspiration in the present and hope for the future.

BIOLOGY

As a first laboratory science, Biology is a thorough and stimulating introduction to the phenomenon of life in all its aspects and serves as a prerequisite to those who wish to elect any of the other life science major or minor courses we offer. Emphasis is placed on the basic biochemical and structural unity of all plants and animals, evolution of the diversity of life forms, human structure and function, plant structure and function and ecology. Extensive field and laboratory work, independent study and library research add to the course spectrum. Text: Schraer and Stolze, *Biology: The Study of Life*. (III or IV Form)

ZOOLOGY

Zoology is a systematic study of animal organisms through the orienting principle 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. Open to students who have passed a laboratory course in general biology and who have demonstrated a genuine interest in the life sciences. Texts: Hickman, Hickman, Hickman and Roberts, *Integrated Principles of Zoology*, 6th Edition; Hickman, *Laboratory Studies in Integrated Zoology*, 5th Edition. (IV, V or VI Form)

GENETICS

Some of the topics covered in this course are Mendelian genetics, discovery of DNA, human inheritance, recombinant DNA and genetic engineering and the social implications of genetic manipulations. There is emphasis on research, plant breeding, fruit fly experiments and other laboratory work. Text: *Human Genetics*. (Elective minor for IV, V and VI Forms; Prerequisite: Biology)

TOPICS IN FRESH WATER BIOLOGY

After a thorough introduction to limnological principles, detailed field and laboratory studies are carried out on Noxontown Pond and other local bodies of water. Each student conducts a research investigation of at least one aspect of fresh water biology during the year. Areas of investigation include zoo and phytoplankton, neuston, nekton, and benthic organisms of lentic and lotic habitats, ecological relationships, seasonal succession, and pollution factors. A compre-

hensive reference library is employed. Texts: Klots, *The New Field Book of Freshwater Life*; Needham and Needham, *A Guide to the Study of Freshwater Biology*. (Elective Minor—IV, V, VI Forms; Prerequisites: One or more life sciences.)

PLANT BIOLOGY

The objective of this course is a study of the Plant Kingdom with emphasis upon the local flora. The topics covered include plant structure, function, growth, reproduction, metabolism and diversity; all within the framework of an evolutionary perspective. Investigations in the greenhouse, laboratory and field are an integral part of our studies. This course, in conjunction with the Zoology major, should provide a student who is interested in the life sciences a broad and thorough knowledge of the organisms which coinhabit this earth with us. Taken together, the two courses provide an exceptional background for the Advanced Placement Examination. Text: Rost, et al. *Botany: A Brief Introduction to Plant Biology*. (Elective Minor—IV, V, VI Forms; Prerequisite: Biology.)

CHEMISTRY

The student studies 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. Text: Mortimer, *Chemistry—A Conceptual Approach, 5th Edition*. Laboratory experiments are drawn from a number of sources. (V and VI Form; Prerequisite:

sites: Algebra I, Plane Geometry, Algebra II concurrently. May be elected by IV Formers)

CHEMISTRY II

This is 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. Required of those intending to sit for the Advanced Placement Examination. Text: Glassstone and Lewis, *Elements of Physical Chemistry, 2nd Edition*. (Elective Minor)

PHYSICS

This class takes an interdisciplinary approach to the study of physics in order to give the student perspective about the historical development of physics and the role physics has played in man's attempts to learn about the natural world. Emphasis is also placed upon developing problem-solving techniques. Independent projects are encouraged in areas of student interest. Laboratory work is emphasized as an integral part of this course. Text: Rutherford, *Project Physics*. (Prerequisite: Algebra I and Plane Geometry)

HONORS PHYSICS

This course is directed towards the student who intends to pursue a study of science or engineering in college. We concentrate our study in the areas of classical mechanics, thermodynamics, electricity and magnetism and



modern physics. There is a great emphasis on mathematical techniques in problem-solving. Laboratory work is emphasized as an integral part of this course. Along with Waves, Light and Optics, this course helps prepare the student for the Advanced Placement Examination in Physics. Text: Halliday, Resnick, *Fundamentals of Physics*. (This course is taken concurrently with Calculus or with departmental permission.)

ADVANCED PHYSICS

This course is a continuation of Honors Physics for highly interested and motivated students. Content of the course varies according to student need and topics not covered in Honors Physics. Emphasis is given to the use of Calculus as a mathematical tool. Part of the Spring Term is devoted to preparation for the Advanced Placement Examination. The course may be selected as a major or a minor. Elected as a minor, the student spends three hours a week in class; elected as a major, the student spends an additional three hours in the laboratory. (Elective Minor or Major—V, VI Forms; Prerequisite: Honors Physics, with departmental permission.)

WAVES, LIGHT AND OPTICS

This laboratory course includes the study of waves, light and optics. Certain aspects of sound and music are also a part of this study. Along with Honors Physics, this course helps prepare the student for the Advanced Placement Examination in Physics. (Minor—IV, V, VI Form; Prerequisites: Algebra I and Plane Geometry)



William H. Amos Science Building

THE ACADEMIC PROGRAM

MATHEMATICS

Let us begin with a very simple question—suppose you had a choice of the following two jobs:

Job 1: Starting with an annual salary of \$10,000 and a \$200 increase every year.

Job 2: Starting with a semiannual salary of \$5,000 and a \$50 increase every six months.

In all respects, the two jobs are alike. Which is the better offer (after the first year)?

Did you say Job 1 is the better offer? And did you reason as follows? Since Job 2 has an increase of \$50 every six months, it must have an annual increase of \$100 therefore, it is not as good as Job 1, which has an annual increase of \$200.

Well, you are wrong! Job 2 is, in fact, the better offer. See if you can figure out why.

*The Education of T. C. MITS
(The Celebrated Man In The Streets)
Lillian R. Lieber*

The major objective of the mathematics program at St. Andrew's is to provide each student with the mathematical proficiency he/she needs in the course of daily living or for the subsequent study of mathematics, science or related areas. Constant attention is given to skill-building, problem-solving, logical thinking, precision and to the understanding of concepts. Mathematics at St. Andrew's is also used as a tool to teach the art of generalization and abstraction—two powerful and important modes of thought. It is the goal of the mathematics department that upon completion of his/her study of mathematics at St. Andrew's, each student has learned the basic skills of mathematics, has begun to learn the art of thinking and has gained at least a small measure of appreciation for the application of mathematics to the real world.

In addition to the regular course of study, the mathematics department offers an honors course of study for those students who exhibit an exceptional talent and in-

terest in mathematics and a selection of elective courses (which varies from year to year and is dependent on student interest and available teaching time). The honors course of study covers more material, at an accelerated rate, in greater depth and with more expected from the student than does the regular course of study. Its final goal is to prepare the student to take the advanced placement test in calculus, level AB or level BC. Students are permitted to enter the honors course of study only on recommendation of the mathematics department.

The mathematics department maintains an unusually fine computer facility. In addition to a DEC PDP 11/34 with eight terminals available for student use, the department has two Apple IIe computers. This combination allows students to work with the more familiar personal computers as well as the more powerful and versatile mainframe computer. All students have ample opportunity to be trained in the use of computers, the programming languages of BASIC and PASCAL and the use of the text-editing features.

As a general rule, the mathematics department allows and, especially for the upper level courses, encourages the use of hand-held calculators. However, in the belief that students should not become totally dependent on calculators and that they should appreciate the power of a calculator, the use of calculators in all courses is allowed only after the students have demonstrated proficiency in the "old-fashioned" methods.

ALGEBRA I

Algebra I is required of all students. The student is introduced to modern elementary algebra covering such topics as the real number system, graphing, systems of equations and inequalities, factoring, rational expressions, radicals, linear and quadratic equations and word problems. Text: Dolciani, Wooton and Beckenbach, *Algebra I*.

PLANE GEOMETRY

Geometry is required of all students. The course investigates the classical topics of Euclidean geometry and introduces the concepts of three-dimensional, solid geometry. The course starts with a brief introduction to formal logic and relies heavily on deductive reasoning and rigorous proofs. Text: Rhoad, Milauskas and Whipple, *Geometry (For Enjoyment and Challenge)*.

ALGEBRA II

Algebra II is required of all students. The course continues the study begun in Algebra I and is extended to include quadratics, the complex number system, an introduction to functions, the conic sections and logarithms. The honors section includes the study of trigonometric functions. Text: Sobel and Lerner, *Algebra and Trigonometry: A Precalculus Approach*.

PRECALCULUS

Precalculus is an elective course for students who have completed two years of algebra and one year of plane geometry. Study is focused on the fundamental concepts of trigonometry, college algebra and a variety of topics including vectors, series and sequences, probability and polynomial functions. The course is designed to be a thorough preparation for college courses in algebra and calculus. With the exception of a very few students who have the permission of the mathematics department to proceed from Algebra II honors to calculus, this course is prerequisite for the study of calculus. Text: Munem and Yizze, *Precalculus, 3rd Edition*.

CALCULUS I

Calculus I is an elective course for students who have completed Precalculus or with permission of the mathematics department, have completed Algebra II honors. This is a college level course in calculus and analytic geometry which includes the study of limits and their applications, derivatives and their applications and integration and its applications. The course is designed to thoroughly prepare the student for the advanced placement exam in calculus, level AB. Text: Thomas and Finney, *Elements of Calculus and Analytic Geometry*.

CALCULUS II

Calculus II is an elective course for students who have completed Calculus I. This course starts with a quick review of topics covered in Calculus I and then moves into the study of techniques of integration, sequences and series, differential equations and the calculus of vectors and polar equations. The course is designed to thoroughly prepare the student for the advanced placement exam in calculus, level BC. Text: Thomas and Finney, *Elements of Calculus and Analytic Geometry*.

COMPUTER PROGRAMMING IN THE BASIC LANGUAGE

This course is an elective minor for students interested in being introduced to the computer and computer programming through the BASIC language. No prior knowledge of or experience with computers or the BASIC language is necessary nor does the student need a strong mathematical background. A certain amount of elementary mathematical knowledge, of course, is very helpful. Text: Presley, *A Guide to Programming in Basic-Plus*. (Elective minor)

COMPUTER PROGRAMMING IN THE PASCAL LANGUAGE

This course is an elective minor for students interested in being introduced to the computer and computer programming through the PASCAL language or for students who wish to extend their knowledge of computers, computer languages and computer programming beyond that of which they are already knowledgeable. No prior knowledge of or experience with

computers or the PASCAL language is necessary nor does the student need a strong mathematical background. It is fair to say that most students find the BASIC language easier to comprehend than the PASCAL language and therefore, study BASIC before studying PASCAL. This, however, is not necessary, and any student should feel free to study PASCAL without having studied BASIC. (Elective minor)

PROBABILITY AND STATISTICS

This course is an elective minor for students interested in the study of elementary probability theory and statistics inference. Topics include random variables, their distribution and the properties of their distribution, the normal distribution, the binomial distribution and hypothesis testing, among others. Text: Blakeslee and Chinn, *Introductory Statistics and Probability*. (Elective minor)

TOPICS IN MATHEMATICS

This course is an elective minor for students interested in reviewing and strengthening their knowledge of previously studied topics in mathematics. It is a good review for students in the VI Form who are not taking a mathematics course and are planning to take the college board examinations. The course is offered only in the fall term. (Elective minor)

INTRODUCTION TO NUMBER THEORY

In *Mathematics—Queen and Servant of Science*, E. T. Bell says, "The theory of numbers is the last great uncivilized continent of mathematics. It is split up into innumerable countries, fertile enough in themselves, but all more or less indifferent to one another's welfare and without a vestige of a central, intelligent government."

The intent of this course is to visit a number of the above-mentioned countries. Topics include, among others, different number bases, prime numbers, Fermat and Mersenne numbers, perfect numbers, diophantine analysis, algebraic numbers and transcendental numbers. Special attention is given to the rich and colorful history of the subject. Also emphasized are the profound effects of the computer upon number theory. Text: Richards, *A Number For Your Thoughts*. (Elective minor)

MATRIX ALGEBRA

This course is an elective minor for students interested in an introduction to matrix algebra. Topics include the arithmetic of matrices, linear transformations, determinants, vectors and inner products and others. The course also explores the use of matrices in simple economic models. Text: Davis, *The Mathematics of Matrices*. (Elective minor)



GENERAL INFORMATION

COURSE OFFERINGS BY FORM

THIRD FORM—five major courses

English (1 credit)

- *Language: French, Latin, Spanish (elective)
- **Elementary Algebra (1 credit)
- U.S. History Survey (elective, 1 credit)
- Biology (elective, 1 credit)
- Music I (¼ credit, required for new students not in Studio Art)
- Studio Art—Drawing, Pottery and Music
- Minors in Arts, Language and Mathematics (elective 2/wk., ½ credit)

FOURTH FORM—five major courses

English (1 credit)

- *Language: French, Latin, Spanish (elective)
- **Plane Geometry and Introduction to Computers (1 credit)
- U.S. History Survey or History electives (elective, 1 credit)
- Biology (elective, 1 credit)
- Zoology (elective, 1 credit)
- Religious Studies (1 credit)
- Minors in Arts, Language, Mathematics and Science (elective, ½ credit)
- Minor in Human Potential (¼ credit)

FIFTH FORM—four major courses

English (1 credit)

- *Language: French, Latin, Spanish (elective)
- **Intermediate Algebra (1 credit)
- U.S. History Survey or History electives (elective, 1 credit)
- Zoology (elective, 1 credit)
- Chemistry (elective, 1 credit)
- Physics (elective, 1 credit)
- Minors in Arts, Language, Mathematics and Science (elective, ½ credit)

SIXTH FORM—four major courses and Religious Studies

English (1 credit)

- *Language: French, Latin, Spanish (elective)
- **Advanced Mathematics including Calculus (elective, 1 credit)
- U.S. History Survey or History electives (elective, 1 credit)
- Zoology (elective, 1 credit)
- Chemistry (elective, 1 credit)
- Physics (elective, 1 credit)
- Religious Studies (½ credit)
- Creative Arts: Art, Music (elective, 1 credit)
- Minors in Arts, Language, Mathematics and Science (elective, ½ credit)

*No credit is given for the 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.

**Or the appropriate mathematics course as determined by placement testing.

COURSE PLANNING AND PLACEMENT

St. Andrew's takes great care to assure that the course of study the individual student pursues is commensurate with his or her abilities, needs and interests. Early in the Spring Term, a student and his or her advisor plan the course schedule for the next and succeeding school years. The student is urged to consult his or her parents, advisor, members of the faculty and the college counselor. Once planned, the projected schedule is reviewed by the Academic Committee, which is composed of the Headmaster, Academic Dean, College Advisor, Director of Studies and the heads of all academic departments.

New students will ordinarily be expected to take St. Andrew's substantiating and/or placement tests in English and mathematics, and if they want to continue a foreign language begun in another school, a St. Andrew's placement test in that language. These tests will be waived for a Third Form student when the Secondary School Admissions Test scores and other data show the student to be clearly qualified. These substantiating tests are not given at the School. They will be sent to any teacher, school or agency capable of administering them. All arrangements are made and costs borne by the parents.

DIPLOMA REQUIREMENTS

The diploma requirements reflect the School's commitment to liberal education and to preparing the students for admission to the most competitive colleges. To receive a diploma, 16 credits are required, but most students are encouraged to stretch themselves beyond this minimum. Of these 16 credits, four must be in English, three in mathematics, two in foreign language, one in American History and one in laboratory science. Credit in foreign language is not received until the student completes the second year of study at which time two credits are granted. While two years of a foreign language is the minimum

diploma requirement, students are urged to take three years of a foreign language. Students must take English in each year of residence and religious studies in the IV and VI Forms. A VI Former who has otherwise met the diploma requirements may substitute a combination of two minor courses for a major course and receive one full credit. If a VI Former fails more than one major course (including a minor which is being substituted for a major), he or she will not receive a St. Andrew's diploma regardless of the total number of credits amassed.

When promoting a student at the end of each school year, the School takes into account not only a student's academic performance but his or her conduct, personal standards and contribution to school life.

COURSE LOAD

Students in the Third and Fourth Forms carry five major courses, and those in the Fifth and Sixth Forms, four major courses. In addition, students in the Sixth Form carry a minor course in Religious Studies.

Students, particularly those in good academic standing, are encouraged to take more than the basic curriculum requirements.

Besides the Religious Studies requirement in the Fourth and Sixth Forms, there are minor course requirements for Third Formers in Music and Art, and for Third and Fourth Formers in Human Potential.

A brief outline of the course of study is presented. For a more complete course description, please see *Courses of Study*.

CLASS SIZE

At St. Andrew's the student-teacher ratio is 7 to 1. The average class size is 10 students, the actual size depending on the subject and the level at which it is pursued.

REPORTS: GRADING SYSTEM

Grades are reported in percentages; eighty-five or above represents honors work. Sixty is passing, below sixty failing. Reports are sent home in October, November, February, March, May and June. In October, February and May, progress reports are given. At term's end, in addition to teachers' comments, a complete review by the student's advisor is included. The Headmaster and the Director of Studies may also write comments in special instances. Inquiries or comments from parents are welcomed by advisors, the Headmaster and the Director of Studies.

EXAMINATIONS

Students take examinations in their courses at the end of the Fall and Spring Terms. In addition, they take such objective tests as the School requires to facilitate guidance and placement. All IV Formers take the Preliminary Scholastic Aptitude Tests of the College Board. In their V and VI Form years, all students take the College Board Scholastic Aptitude Tests and three Achievement Tests. All V Formers take the National Merit Scholarship Qualifying Test. St. Andrew's offers preparation for the Advanced Placement Examinations in the areas of American History, Art, Biology, Chemistry, English, European History, French, Latin, Mathematics, Physics and Spanish. Qualified V and VI Formers are encouraged to take these examinations.

SPECIALS

In addition to the courses offered for academic credit, arrangements can be made for a student to have a basic introduction to typing, to take a course in Driver Education (Delaware) and to enroll in a program of reading and study skills. These courses are given outside the student's regular class schedule and entail payment of additional fees.

ACADEMIC FACILITIES

The academic life of St. Andrew's is served by four buildings and the equipment each contains.

The Amos Science Building, built in 1967, is one of the most superbly designed and equipped science facilities to be found at the secondary level. It includes laboratories and classrooms for biology, zoology and allied life sciences, chemistry and physics, a lecture hall seating 70, a greenhouse, "mousehouse," aquarium, various instrument rooms and supply rooms, and a 2,500 volume library of books and periodicals necessary or useful for reference work in the life or physical sciences. Our well-equipped woodworking shop is located in the basement of the Amos Science Building.

Founders' Hall, by all odds the largest structure on our campus, was built in stages between 1929 and 1956. In addition to housing all classrooms except those for science, art and music, it is the home of the Irene duPont Library, which contains a collection of 20,000 volumes, nearly 200 selected periodicals and six daily newspapers. The collection grows at the rate of 500 volumes a year. Supplementing the volumes contained in the Irene duPont Library are collections of approximately 2,500 volumes in the English, history, mathematics and religious studies classrooms and an additional 3,000 volumes in the English reserve library. In addition to

these printed materials, our library also houses our audiovisual materials, including two videotape recorders, a library of video cassettes, records, tapes, microfilm, slides and filmstrips and a language lab.

The School has a Digital DEC PDP 11/34 computer. Chosen for its suitability for student instruction and its educational problem-solving ability, there are eight regular terminals, a graphics terminal and 2 line printers available to the students. The math department has use of two Apple computers, while in the Amos Science Building, six Apple II computers and 5 printers are available to the students for experiment simulations and problem-solving.

Finally, Founders' Hall also houses our 370-seat theater.

Our music facilities, which include two rehearsal rooms, four practice rooms and a large rehearsal hall, are located in a wing of Cameron Gym, while our studios for drawing, painting, printmaking and pottery are located under one roof in a new structure, completed in 1984.

ACCREDITATION

St. Andrew's is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of The National Association of Independent Schools as well as The Educational Records Bureau, The College Board and the College Scholarship Service.



FACULTY AND ADMINISTRATION

- EDWARD S. BUSHONG
B.A., University of Maryland
M.Div. Berkeley Divinity School,
Yale
M.A., Antioch University
*Associate Chaplain; Religious
Studies*
- DONALD P. CAMERON
B.A., Lake Forest College
M.A., Wesleyan University
University of Cincinnati
University of Delaware
*Chairman, Mathematics
Department*
- SUSAN S. CAMERON
A.B., Harvard College
Cornell University
Science, Mathematics
- WILLIAM S. CARPENTER
B.A., Colgate University
Haileybury College
English
- A. DEXTER CHAPIN
B.A., Stanford University
M.A., Ph.D., University of Maryland
Science
- MARC F. CHEBAN
B.M., West Chester State College
M.M., Eastman School of Music,
University of Rochester
Boys' Housemaster; Music
- ROBERT M. COLBURN
B.A., Haverford College;
M.S., University of Delaware
Director of Athletics; Science
- VIRGINIA DiGENNARO
R.N., Wilmington General School
of Nursing
Head Nurse
- DONALD A. DUNN
B.A., Pennsylvania State University
Mathematics
- MARY S. DUNN
B.S., Madison College
Librarian
- VIRGINIA L. GOLDER
A.B., Brown University
Mathematics
- MARK GREEN
B.F.A., Washington University
M.F.A., University of Delaware
Art
- CHESTER S. HALKA
A.B., Dartmouth College
M.A., Ph.D., Brown University
Modern Languages
- THOMAS A. HEISE
B.A., Dartmouth College
Admissions Officer; History
- JOHN A. HIGGINS
B.A., Towson State College
M.S., Louisiana Polytechnic Institute
Ph.D., New Mexico State University
Mathematics, Science
- LEE H. HIGGINS
B.S., University of Delaware
M.A., University of Colorado
Co-Director of Theater Program
- DEBORAH R. HUNTINGTON
B.A., Randolph-Macon Woman's
College
M.A., Brown University
Modern Languages
- BETH ELLEN K. KINNEY
B.A., Williams College
University of Massachusetts
Athletic Department
- WALTER L. LIEFELD
B.A., University of Delaware
M.L.S., Rutgers University
*Reference Librarian/Director of
Audio Visual Aids*
- BONLYN E. A. McBRIDE
A.B., Duke University
M. of Theology, Harvard
Religious Studies
- R. ELLIOTT McBRIDE
B.A., Duke University
M.B.A., Babson College
Business Manager
- NANCY MEIN
B.A., University of Illinois
Glasgow University
Cornell University
History, Religious Studies, Shop
- THE REVEREND P. SIMON MEIN
Kelham Theological College
B.A., M.A., Nottingham University
Chaplain; Religious Studies, Shop
- DYANN L. MILLER
B.A., M. of Counseling,
University of Delaware
Religious Studies, Study Skills
- JOHN M. NILES
B.A., University of North Carolina
M.A., Breadloaf School,
Middlebury College
*Director of Admissions and
Financial Aid; English*
- KIMBERLEY S. NILES
B.A., Smith College
Admissions Officer
- JOAN D. O'BRIEN
Smith College
Associate Director of Admissions
- JONATHAN B. O'BRIEN
B.A., Williams College
L.L.B., Columbia University
Headmaster; English
- THOMAS D. ODDEN
B.S., M.S., Purdue University
Science
- THE REVEREND
ALEXANDER OGILBY
B.A., Harvard College
B.D., Episcopal Theological School
*Associate Chaplain; Chairman,
Religious Studies Department*
- CHRISTINE A. RAUSHENBUSH
B.A., Kenyon College
English
- ASHTON W. RICHARDS
B.A., Syracuse University
History
- DANIEL T. ROACH, JR.
B.A., Williams College
M.A., Breadloaf School, Middlebury
College
Assistant College Counselor; English
- ELIZABETH M. ROACH
B.A., Mount Holyoke College
Breadloaf School, Middlebury
College
Girls' Housemaster; English
- ROBERT C. RORKE
B.A., Williams College
M.A., University of California at
Berkeley
*Chairman, Modern Languages
Department*
- ALICE M. RYAN
B.A., Wellesley College
M.A., Middlebury College
M.Ed., University of Delaware
*Director of Studies; Registrar;
Modern Languages*
- WILLIAM S. SPEERS
A.B., Princeton University
M.A., Breadloaf School, Middlebury
College
*Admissions Officer; Chairman,
English Department*
- CAROLYN B. STEGEMAN
B.B.A., University of Cincinnati
Director of Public Information
- ROBERT H. STEGEMAN, JR.
B.A., Williams College
M.A.T., Harvard University
Stanford University
*Academic Dean; Chairman,
History Department*
- HOOVER C. SUTTON
B.A., Hobart College
*College Counselor; Co-Director of
Theater Program; English*
- KARINNE TONG
B.A., Bowdoin College
*Assistant Director of Athletics;
History*
- EVERT VAN BUCHEM
Ph.Drs., Nymegen University
Louvain University
University of Paris
*Chairman, Classical Languages
Department*
- MARIJKE VAN BUCHEM
M.A., C.I.L.G., The Netherlands
Art
- LARRY L. WALKER
B.M., Peabody Conservatory
University of Florida
*Chairman, Creative Arts
Department; Music*
- DAVIS A. WASHBURN
A.B., University of Pennsylvania
Harvard College
Senior Master; Mathematics
- C. WEBSTER WHEELOCK
B.A., Princeton University
M.A., Columbia University
Ph.D., Princeton University
English
- KATHLEEN E. WHEELOCK
B.A., Wilson College
M.A., Middlebury College
Modern Languages
- JACOB E. ZEIGLER, JR.
B.S., Indiana University of PA
Dean of Students; Mathematics

COLLEGE COUNSELING

The college counselor and his staff work closely with students and their parents, and by the time students return for their final year, each will have had at least one and in some cases, two or three individual conferences with the college counselor. In addition, students attend group meetings during their V and VI Form years to go over important preliminary information and to have questions of a general nature answered. Each student is given an initial list of colleges to pursue, and parents receive personal letters with an assessment of their child's chances for admission at each college on his or her list.

The college counseling office maintains an extensive catalogue library. There is also ample interview space for the 75 to 80 college representatives who visit the School each year.

In the past two years, St. Andrew's has graduated 116 students who matriculated at 66 U.S. colleges and universities and one abroad. The mean SAT scores for these two classes were 552 verbal and 602 math. St. Andrew's takes pride in the fact that many students go to their first-choice college and recognizes that the college profile below reflects a wide range of college admissions office practices and student abilities. The following geographic list illustrates the college attendance record for the St. Andrew's graduates of 1983 and 1984.

MIDDLE ATLANTIC

Bryn Mawr
Dickinson
Goucher
Haverford
Johns Hopkins
Lehigh
Muhlenberg
Princeton
Swarthmore
Temple
University of Delaware
University of Maryland
University of Pennsylvania
Ursinus
Villanova
Washington College
Washington and Jefferson

NEW ENGLAND

Amherst
Berklee College of Music
Bowdoin
Brown
Colgate
Connecticut College
Cornell
Hamilton
Harvard
Hofstra
Ithaca
Middlebury
Mount Holyoke
St. John's University (New York)
Syracuse
Trinity
Tufts
University of Massachusetts
University of Rochester
Vassar
Wesleyan
Williams

MID-WEST

Denison
Kenyon
Northwestern
Oberlin
Wooster

SOUTH

Davidson
Duke
Florida Institute of Technology
Florida International University
Guilford
Newcomb College of Tulane University
Tulane
University of North Carolina (Chapel Hill)
University of North Carolina (Greensboro)
University of Richmond
University of South Carolina
University of Virginia
Wake Forest
Wofford

FAR WEST

Colorado College
Lewis and Clark
Stanford
United States Air Force Academy
University of Arizona
University of California (Berkeley)
University of Colorado (Boulder)

ABROAD

Interim Year Abroad
University of St. Andrew's (Scotland)



ADMISSIONS



The admissions process at St. Andrew's is designed to acquaint the prospective student and his/her family with as much of the School as possible. In turn, we hope to learn fully about our applicants, their talents, goals, strengths and hopes. St. Andrew's looks for past academic achievement and promise of future accomplishment in its candidates. We seek students of good character who possess enthusiasm and a willingness to contribute to the School's variety of programs. Though no two students are ever alike, we look for a common spark of personality which kindles a student's interest and involvement in extracurricular fields as well as scholastics. The majority of new students each year enter the Third and Fourth Forms (ninth and tenth grades), while Fifth Form (eleventh grade) places usually number fewer than 10.

Students come to St. Andrew's from many states and several foreign countries each year. Roughly two-thirds hail from within a three-hour driving radius which would include greater New York City, New Jersey, eastern Pennsylvania, Delaware, Maryland, Washington, D.C. and northern Virginia. In recent years an average of 26 states and 11 foreign countries has been represented in the studentry, with more and more interest from families living in Connecticut, Massachusetts, North Carolina, South Carolina, Georgia and Florida.

We invite all admissions candidates to the campus for an interview and tour of the School, with lunch to follow when time permits. If the School visit requirement cannot be fulfilled, we will seek to arrange an off-campus interview with a member of the Regional Admissions Committee which is comprised of parents and alumni. Appointments to visit the School are made for weekday and Saturday mornings while School is in session. Tours are conducted by our students for both the candidate and his or her family.

Application for admission is open to all students without regard to sex, race or religious affiliation. An application can be submitted at any time of year, but it is to your best advantage to apply before January 31 in the winter preceding the intended fall entrance.

The Secondary School Admission Test, administered several times during the year throughout the country and overseas, is a second requirement in the admissions process. Students should plan to take the December or January tests whenever possible. An inquiry to the School will result in our sending you the SSAT registration materials or you may obtain materials by writing directly to the Educational Testing Service, Box 922, Princeton, NJ 08540. If the SSAT cannot be taken, St. Andrew's will provide a series of entrance tests in lieu of the SSAT. Applicants who have taken the December or January SSAT will be notified of the admission committee's decision about the middle of March. Admissions decisions in all other instances usually follow within a few weeks of the time test data, transcripts and SSAT results have reached our office.

To begin the admission process, you should fill out the application form which accompanies the catalogue, sending along the application fee of \$25, a personal photograph, and a completed Preliminary Health Report.

TUITION AND EXPENSES

The tuition for the academic year 1984-85 is \$9,150. The tuition fee covers instruction, room, board, the full cost of game uniforms, some athletic equipment, all transportation for interscholastic sports, lectures and concerts held at the School.

Parents of students who have been accepted to the School can expect to incur extra fees during the School year. The nature and amount of these expenditures will vary from student to student, but the listing below attempts to include the more routine expenses beyond the tuition fee.

If a student uses reasonable care, \$700 to \$800 is a good estimate for yearly incidental expenditures.

1. Tuition refund insurance is required of students unless tuition fees are paid in full prior to the opening of School. \$250-275.

2. A nine-month accident insurance policy is strongly recommended to parents. \$12.

3. The cost of books for course work is estimated to be between \$125 and \$150.

4. Laundry can be done free of charge in School machines or sent out to be cleaned. \$160.

5. Lab fees, studio art fees, fees for private music lessons may also be incurred depending upon a student's choice of courses.

6. The weekly allowance, weekend travel expenses, stationery and so on are other "extras" for which no fixed fee can be set.

FINANCIAL AID

It was the intention of the Founder of St. Andrew's that his School offer an education of the highest standard at a minimum cost to parents. This goal could be accomplished only if the School's endowment were high and if its financial assistance were responsive to family needs.

St. Andrew's takes pride in its ability to extend financial aid to nearly half of its students. It is this very fact which brings variety and a special quality of life to campus. Students and faculty alike benefit from the diverse social, ethnic, economic and religious backgrounds represented in the student body.

In this light, we feel strongly that parents of an able and ambitious student should not be deterred by financial considerations from making application to the School. Though parents who are able are expected to pay the full tuition, St. Andrew's will always try to assist families who submit current 1040 income tax forms and complete the School Scholarship Service form, supplied on request. Decisions regarding financial aid are made at the time a student is accepted. It is to an applicant's best advantage to apply for aid before January 31.

Students receiving financial aid from St. Andrew's are not expect-

“We feel strongly that parents of an able and ambitious student should not be deterred by financial considerations from making application to the School.”

ed to perform any special tasks or jobs. The fact that a student is receiving financial assistance is confidential and, beyond the academic requirements stated below, this fact has no effect on the position or privileges the student has at School.

Financial assistance is awarded on a year-to-year basis and application for renewed financial aid is reviewed each spring. To be eligible for aid, we expect a student to be producing work commensurate with abilities. More specifically, students in their first year at St. Andrew's are expected to have a passing grade or better in all subjects and at least a 70 average overall. In subsequent years, the minimum grade expected in any subject is 70.

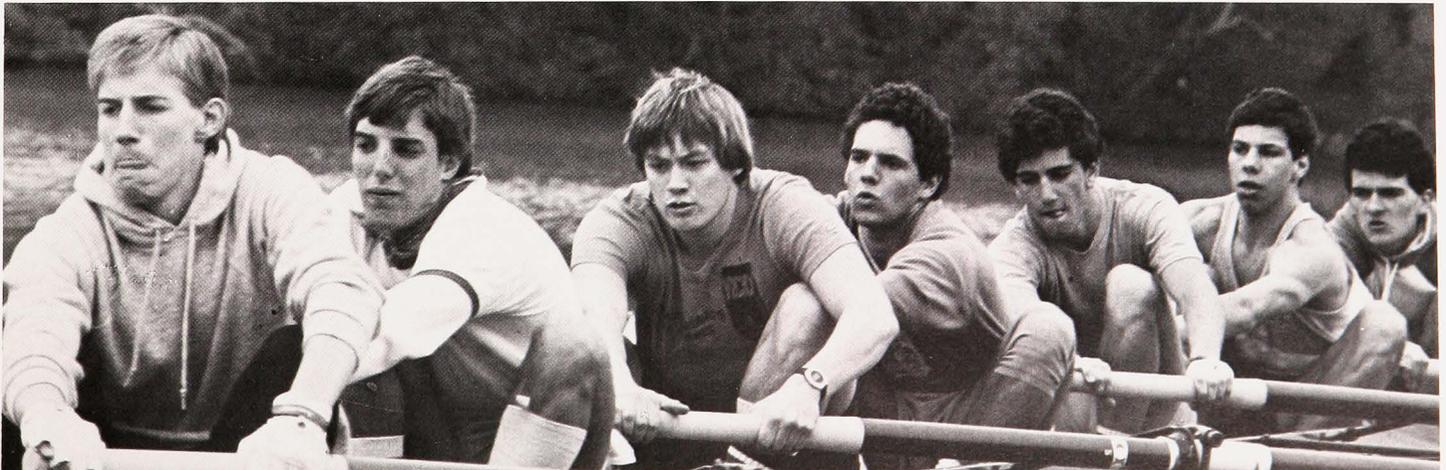
ENGLISH SPEAKING UNION & ALUMNI MEMORIAL SCHOLAR

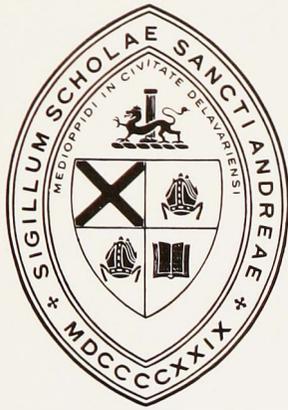
Under the auspices of the English Speaking Union, one British student joins the Sixth Form in January each year. A second student, the Alumni Memorial Scholar, funded by the Alumni, joins the Sixth Form in September for a full academic year. He or she has traditionally come from a European country.

Our association with the English Speaking Union also offers the opportunity to students in our Sixth Form to spend a year at an English public school between graduation from St. Andrew's and the first year of college.

REGIONAL ADMISSIONS REPRESENTATIVES

Should circumstances prohibit an on-campus visit, or should an applicant's family wish to speak with someone in their area about St. Andrew's, the admissions office can place the family in touch with a current parent or alumnus/a who may conduct a formal interview or simply answer questions the candidate may have. If you wish to explore this helpful admissions service, simply call the admissions office to find the name and number of a regional admissions representative from your area.





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The Rt. Rev. William H. Clark,
 Bishop of Delaware, *Chairman*
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 William Prickett, Jr., *Asst. Sect'y*
 Henry H. Silliman, Jr., *Treas.*
 Bulent Atalay, Ph.D. '58
 William H. Brownlee '44
 John M. Cogswell '57
 Arthur B. Dodge, Jr. '41
 Richard C. duPont, Jr. '55
 Katharine duP. Gahagan
 Raymond P. Genereaux
 Walter J. Laird, Jr.
 Edgar R. Miller, Jr., M.D. '47
 Annabel E. Moore
 Allen B. Morgan, Jr. '61
 Winthrop deV. Schwab '36
 Elizabeth T. Seabrook
 Richard W. Trapnell III '36
 William H. Whyte III '35

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 St. Andrew's School
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 New York, New York
 William B. Paul, Jr. '64
 Malvern, Pennsylvania
 Ashton W. Richards '78
 St. Andrew's School

CALENDAR

1984-1985

Sunday, September 9	Fall Term Begins
Tuesday, November 20	Thanksgiving Holiday Begins
Monday, November 26	Winter Term Begins
Saturday, December 15	Christmas Vacation Begins
Sunday, January 6	Winter Term Continues
Saturday, March 2	Spring Vacation Begins
Sunday, March 24	Spring Term Begins
Thursday, May 30	Commencement
Friday, June 7	Closing Day

