

*St. Andrew's School*  
2011-2012





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St. Andrew's School is accredited by the Middle States Association of Colleges and Schools and is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Board, the Secondary Schools Admission Test Board and the Association of Boarding Schools.

St. Andrew's School admits and offers financial aid to students of any race, gender, sexual orientation, religious affiliation and national or ethnic origin.



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

I have lived and worked at St. Andrew's for over 30 years as a teacher, advisor, dorm parent, coach, college counselor, dean, assistant headmaster and now headmaster. I believe in the School's mission, and I have seen the School's powerful and inspirational influence on its students and graduates. I believe in the skill, generosity and idealism of our teachers. And I love our students and deeply appreciate their embrace of the School's values.

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

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

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

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

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

Because we find the academic mission of the School so important, we are looking for students who love learning, who seek out educational challenges and opportunities in a determined and enthusiastic way. We are proud that St. Andrew's peer culture honors scholarship, academic honesty and integrity, creativity and hard work.

- ❖ St. Andrew's believes that students in high school should have the opportunity to participate meaningfully in the arts and athletics. At a time when many schools have locked out all but the most highly talented and specialized artists and athletes from their programs, St. Andrew's has developed great opportunities for all students. We encourage our students to participate widely in athletics and the arts, as they explore the variety of activities offered at the School. Because of our small size, the spots on our teams, drama groups and choirs are open. And each year, guided by this philosophy, our artistic groups and athletic teams achieve remarkable and exciting success.
- ❖ Finally, we know that much of St. Andrew's unique energy and spirit comes from being an all-residential school. All our students and faculty live on campus, and we have chosen never to admit day students. As a result, the School's program, culture and sense of community are consistent and coherent. Through living and working together, we learn more than we ever thought possible and, in the process, friendships develop among students and between students and faculty that last a lifetime.

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

**Daniel T. Roach, Jr.**  
*Headmaster*



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

—Tad Roach  
*Headmaster*





# THE CAMPUS

What strikes many visitors most powerfully as they arrive at St. Andrew's is the sheer physical beauty of the adjacent fields, woodlands and waterways, all teeming with wildlife. As Middletown and its environs grow in population and commerce, we appreciate this sanctuary even more. Our students, staff and faculty care for the buildings, campus, pond and farmlands of the School. We also strive to create in our students a deep and enduring sense of environmental awareness and stewardship while they are fully realizing the endless opportunities for outdoor recreation, such as hiking, biking, boating and swimming. Our campus is a living classroom.

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

The countryside in which we are situated is typical of the rural Atlantic Coastal Plain, with rich farmland meandering west to the Chesapeake Bay and east to the Delaware Bay. Silver Lake and Appoquinimink Creek frame our campus to the north and east, while two-mile-long Noxontown Pond defines our southern border. Between and around these bodies of water the School owns over 2,200 acres of woods and farmland.

Deer, foxes, raccoons, hawks, owls, quail and innumerable songbirds find homes in the woods, fields and marsh that surround the campus. Noxontown Pond and Appoquinimink Creek host herons, egrets and ospreys, along with their prey—dozens of species of fish, reptiles, crustaceans and amphibians. In recent years, bald eagles have nested in towering tulip poplars on the banks of these waterways. From

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

—Margaux  
*III Former*



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

—Peter McLean  
*biology & environmental science teacher*

September through February, thousands of Canada geese, snow geese and swans descend upon the area, feeding in the cornfields and rafting at night on the ponds.

Fall lingers and spring comes early in Delaware, and some consider these seasons the most beautiful times of the year here. Although winters are usually short, they can be cold. We hope for at least a week or two of ice-skating and occasional blizzards to enliven our winter days.

As a fully residential school, we live and work together at St. Andrew's, sharing and shaping the supportive atmosphere that this community enjoys. Our campus is an important part of the St. Andrew's experience. Surrounded by towering oak, beech and sycamore trees, our buildings provide great inspiration and opportunity for learning.

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

Newer buildings, including Sipprelle Field House, O'Brien Arts Center, Amos Hall, Kip duPont Boathouse, Genereaux Aquatic Center and girls' dormitories, complement the architecture of Founders Hall and provide exceptional facilities. They also enhance our sense of the primacy of human space on St. Andrew's campus, providing pedestrian comfort and developing natural areas that bring students and faculty together. The result is a campus that is beautiful, functional and accessible.

Inspired to protect our beautiful 2,200-acre campus from the development of surrounding areas, and recognizing that environmental issues are going to be the toughest challenges that today's students may face in their life as citizens, leaders and decision makers, St. Andrew's has embarked on a mission to teach, promote and actively seek greater sustainability on campus and beyond, far broader than the School's mission imagined many years ago.



St. Andrew's is committed to the sustainability and preservation of its land, water, and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

*From our Mission Statement*

## LIVING SUSTAINABILITY



**Environmental Stewards**—Dorm representatives meet weekly to discuss sustainable living, promote awareness of resources and recycling, and research new green initiatives happening around the world.

**Organic Garden**—Students cultivate and tend the crops in the School's organic garden providing fresh vegetables to the School's dining hall and local outreach programs.

**Environmental Matters**—Our periodic newsletter informs the community of the latest endeavors in campus planning and reports on the energy usage and environmental impact of campus operations.

**University of Delaware Agricultural Partnership**—Our faculty and students work with a University research team to evaluate land use practices with a distinct focus on the health of Noxontown Pond and our surrounding natural habitats.

**100-Mile Diet and Composting**—Lessons are learned in the dining hall as we are mindful of how much food we waste and how we can utilize the composting process. We are also becoming more aware of possibilities through our goal to have 50 percent of our food come from within 100 miles of our campus.



## STUDENT LIFE

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

—Ben Kennedy '97  
*Faculty 2002-2009*

The best education provides learning not only from books but also from relationships with friends and mentors in a community. Our students come to St. Andrew's from many racial, cultural, religious and socioeconomic backgrounds. They share a great enthusiasm and love for their school, a deep commitment to scholarship and a dynamic approach to their co-curricular activities. Living and working here is exciting, challenging and enriching.

Students and visitors immediately sense what we value most in our community. Our mission encourages us to be responsible for each other and ourselves, and to be accepting and kind to one another. We celebrate and nurture the qualities of goodwill, civility, empathy and humanity.

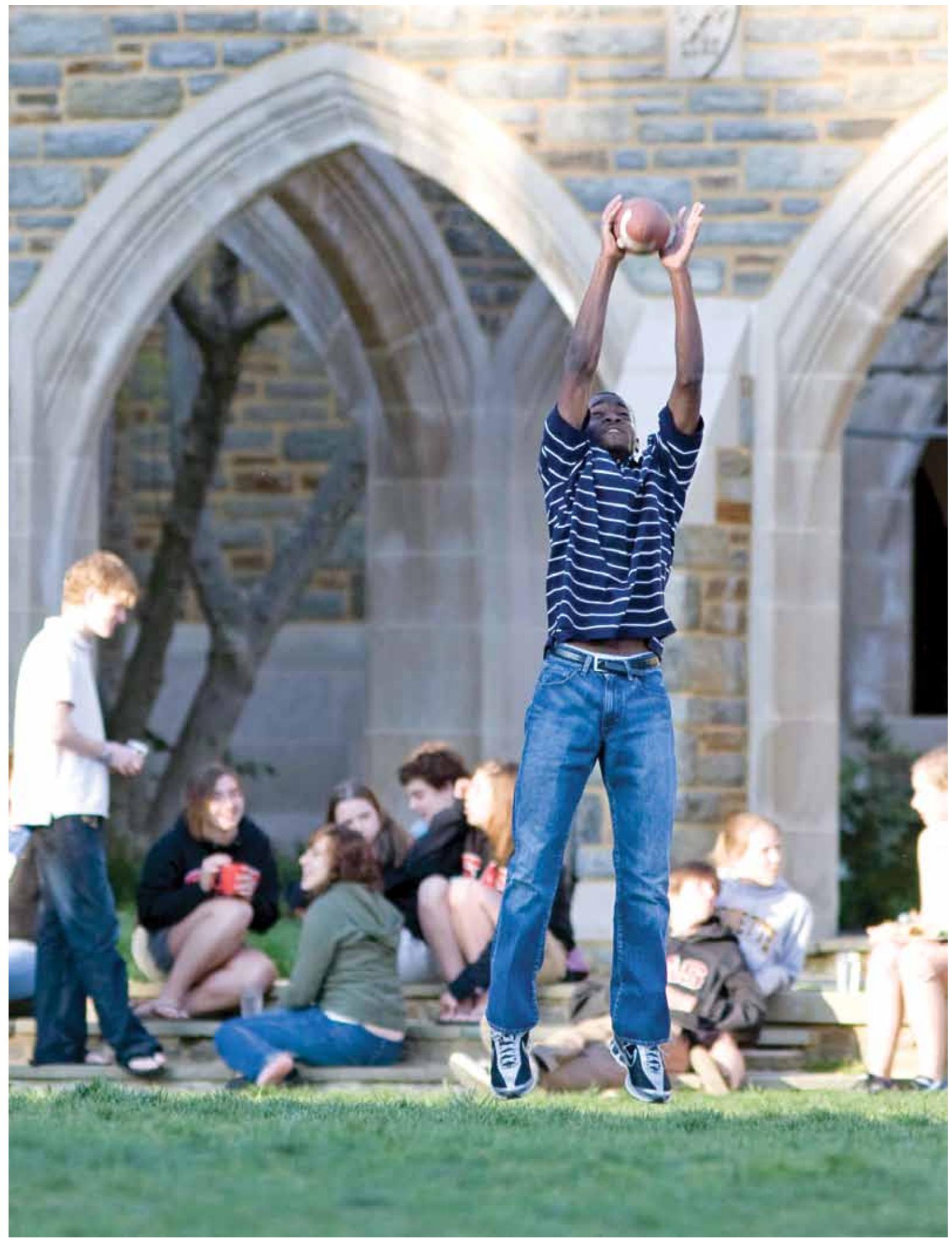
We support each other at concerts and performances in Engelhard Hall, dramatic productions in Forbes Theatre, and on the School's athletics fields. The appreciation and celebration of each other's efforts in every arena creates a genuine and dynamic school spirit.

### **DORM LIFE AND COMMUNITY EXPECTATIONS**

Life in the dormitories is essential to the School's educational mission. St. Andrew's is increasingly unique among boarding schools for our commitment to an all-residential student body and faculty. We live and work together in a community that is genuinely close and cohesive.

St. Andrew's presents students with new academic, artistic, athletic and personal challenges. Our residential life program is structured to support younger students in this process, providing them with faculty and student mentors to help them learn habits that will lead to success at St. Andrew's and beyond. Our students find that significant education takes place through informal conversations they have with their friends and with faculty in the dormitories, in the halls and on the fields.

Although all members of the faculty work in our dormitories, the corridor parents have overall responsibility for the students who live with them. Their homes in the dorms are open to students and these teachers are well prepared to help students interpret the confusing and anxious moments that all teenagers





occasionally experience. These men and women and their families enjoy the close contact with students that dormitory life provides. Faculty members living off dorm also open their homes to our students and they too are a key component to a student's experience at St. Andrew's.

Underformers live in dormitories by gender and by form. There are six boys' dorms and eight girls' dorms, each featuring a central common room, where students may study in groups or access the Internet, and gather for dorm meetings and celebrations. Students live primarily in double rooms, with a few single rooms and triple rooms.

VI Form students serve as residential leaders and mentors on all corridors and assist the corridor parents. Mentoring younger students is the most important responsibility of a senior at St. Andrew's. The seniors write letters of welcome to the students during the summer, help them move in on opening day, ensure a smooth adjustment during the first weeks away from home, and provide continued guidance and friendship throughout the year.

The health of any community, large or small, rests on the mutual trust, respect and understanding that exists among its members. At St. Andrew's, any form of harassment, hazing or intimidation is unacceptable. Stealing, lying or dishonesty of any kind violates the School's Honor Code and student use or possession of alcohol or illegal drugs is prohibited. The Honor and Discipline Committees, each composed of teachers and students, review violations of honor and discipline expectations and recommend disciplinary action to the headmaster.

Our students learn most about themselves and others by living with roommates and sharing a home

with students from a wide variety of backgrounds. Our dormitories are extended classrooms where students learn the importance of good communication, respect for others, friendship and trust.

#### **ADVISING**

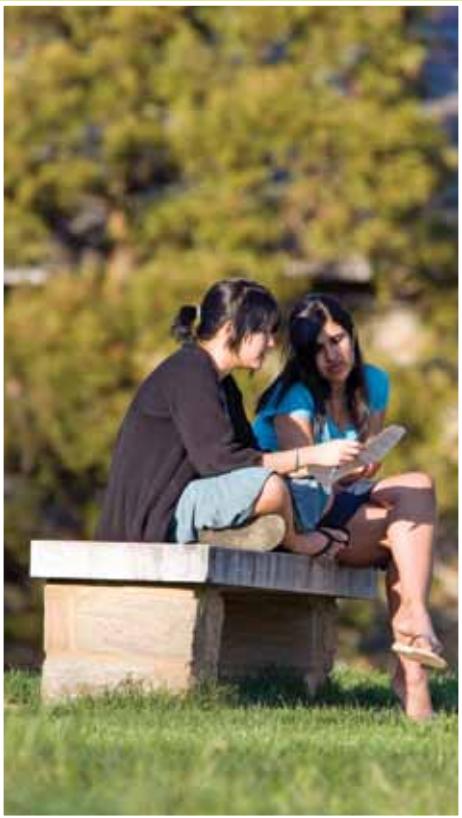
Because our teachers are versatile and committed to every aspect of student life, they naturally serve as informal mentors to all students they come to know well through teaching, dorm parenting and coaching. In addition, St. Andrew's assigns a formal advisor to each student.

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

Meeting students regularly in both formal and informal sessions, advisors work closely with their advisees by counseling them in all aspects of their life at the School. Each advisee group becomes a small family unit, often celebrating birthdays and having dinner together on and off campus. Advisors serve as the most important initial link between parents and the School, communicating through conferences, telephone calls and e-mail. St. Andrew's takes particular pride in an advisee program that guides each student with warmth and care.

#### **DINING TOGETHER**

At St. Andrew's, meals are a time not only for nourishment but also for companionship. At lunches, and on Wednesday evenings prior to Chapel, everyone gathers together for a family-style meal at which students take turns as waiters. Roughly eight



**Student Groups:**  
Cultural Exchange  
Gay Straight Alliance  
International House  
Onyx  
Sapphire  
Sista Space

**Conferences:**  
NAIS Student Diversity Leadership Conference  
NAIS Summer Diversity Institute  
People Of Color Conference

**Recent Speakers & Programs:**  
Diversity Leadership Workshops  
Traces of the Trade:  
Dane and Constance Perry  
Tim Wise  
Lani Guinier  
Ronald Takaki  
Steven Tejada  
Vusi Mahlasela



The ability to acknowledge another person's unique presence and contribution is essential to responsible citizenship and strong leadership. We live in a global society and in a global economy, and more than ever it is crucial for young people to learn how to relate and interact with people from a variety of cultures and backgrounds.

—Treava Milton  
Director of Diversity



## EMBRACING DIVERSITY



Sometimes we need other people to be our mirrors, to change and broaden the ways in which we see the world. Ultimately, I came to realize this: We experience miracles by interacting with different people, different cultures and by opening ourselves to new experiences.

—Rose  
V Former



students, mixed by form, sit at tables to dine with faculty and their families. It is a time when we slow the pace of our lives and catch up with each other. At the end of such meals, one of the co-presidents of the student body reads the daily announcements. Our other meals are relaxed, buffet-style meals that feature a variety of hot and cold options, vegetarian and vegan meals and a complete salad and dessert bar.

### **CAMPUS STEWARDSHIP**

The School expects each student to maintain his or her room in an orderly fashion, and corridor faculty inspect rooms each day. We are a community that expects all members to share responsibility for the appearance of our buildings, grounds and common spaces. Every student has a job in a certain area of the School (most are in the student's dorm) each day; each job takes five to ten minutes and all are rotated regularly. In addition, students and faculty gather several times each year for major campus cleaning projects.

### **HEALTH AND WELLNESS**

Our director of health and wellness at St. Andrew's oversees a staff of nurses and school counselors. Healthcare is available 24 hours a day in the Meg Miller Health Center. The director works in consultation with the School physician, whose office is in Middletown. Our counselors work with students in wellness orientation and health classes teaching life skills concerning sleep, nutrition, sexuality and drug and alcohol awareness throughout the year, and see students by individual appointment as needed. The School also has a long-standing relationship with a psychologist in Wilmington who visits St. Andrew's for regular appointments at least once each week.

### **DIVERSITY AND INCLUSIVITY**

St. Andrew's seeks diversity of all forms and strives to be a place of inclusivity that inspires compassion, understanding and empathy. We celebrate the many cultures and different backgrounds and experiences of our students, faculty and staff and honor the human dignity of each member of our community. Tolerance, understanding and respect for each person is paramount to the St. Andrew's experience. Throughout the year special programs, speakers, attendance at national conferences and our curriculum offer our students multiple opportunities to explore these complicated topics, and our residential life program gives ample opportunity to learn from one another.

### **CLUBS AND ACTIVITIES**

Opportunities to pursue personal passions are almost unlimited at St. Andrew's. Formal and informal organizations and clubs abound. As interest ebbs and flows, the titles change, but the number of active clubs is usually between 20 and 30. These student and faculty led clubs and activities deepen relationships between members of the community as old and new interests develop.

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

Club activity covers a range of interests and clubs play key roles in many areas of campus life. The Environmental Club organizes the School's recycling program and works with various groups on campus to ensure that St. Andrew's strives to be a sustainable school. Sista Space, the Gay-Straight Alliance and Cultural Exchange bring students together to discuss



issues of difference, understanding and acceptance. The Polar Bear Club takes a monthly plunge into Noxontown Pond at 7 a.m. In the Mock Trial Club, students assume the roles of prosecutors, defense attorneys, witnesses, defendants and plaintiffs in fictitious cases, rehearsing testimony and eventually participating in a statewide competition.

### **WEEKEND ACTIVITIES**

The Student Activities Committee (SAC), which is composed of student leaders from each form and a group of faculty, plans weekend activities for the entire school. SAC plans a wide range of activities on campus. These activities may include dances, film festivals, casino night, knitting or ceramics workshops, cooking classes or parties at faculty homes, coffee houses featuring student music and poetry performances. SAC also organizes events such as international dinners featuring foods prepared in the dining hall by faculty and students from various cultural backgrounds. In addition, SAC may offer a variety of cultural opportunities in nearby cities—professional or college sporting events, plays, concerts, museums, lectures and rallies in Philadelphia, Washington and Baltimore. When the weather is nice, relaxing on the front lawn, the T-dock and on Noxontown Pond is a favorite weekend activity.

### **TRADITIONS**

St. Andrew's has many traditions that reflect and enhance the culture of the School. The opening night square dance, the Frosty Run, "yay days", the Turkey Trot, the 3-on-3 basketball tournament, the Big Jig, the Washington, D.C. trip and Maui Wowie in the spring are some of the favorite events of the year. In our weekly school meeting students highlight the

upcoming special events with skits, videos, poems and clever announcements, enticing the participation of the full community. We also celebrate birthdays and musical talents shared by students, staff and faculty at these meetings. Our Headmaster adds his thoughts on issues of interest and importance to our community and the world at large, making our weekly meeting an event no one wants to miss out on.

### **LEADERSHIP**

St. Andrew's provides leadership opportunities for students in every aspect of school life. Students grow as leaders by serving on committees for academics, athletics, the arts, residential life and community service. Elected positions are held for both genders in all forms, giving equity and voice to all members of our community. Living with and emulating teachers and peers who demonstrate honesty, discipline, generosity and creativity, our students learn to assume responsibility with grace and integrity. Senior Co-Presidents are elected by their class and lead the school in daily announcements at lunch and at our weekly school meeting, and collaborate with other elected leaders, the faculty, the Headmaster and the trustees to create a school culture and tone that is dynamic, responsible and innovative. Each year we graduate young men and women who are well prepared to be leaders in college and in their adult communities.





## CHAPEL PROGRAM

Our students come from a wide variety of religious backgrounds. The community includes students of Episcopalian and other Protestant denominations, Catholic, Jewish and Muslim faiths, as well as students from no religious tradition at all. We gather twice weekly for services in the A. Felix duPont, Jr. Memorial Chapel. These moments provide welcome shelter from the whirlwind of daily life, offering time to look inward and to focus on what we have done and left undone. They encourage us to think of loved ones and those in need. Most important of all, they bring to our attention the great, eternal mysteries of life. Following dinner on Wednesday evenings, we come together for evening prayer and to hear a faculty, student or guest speaker give a "Chapel Talk" sharing a personal experience and challenging us to grow both emotionally and spiritually; our Sunday morning services follow the Episcopal Church liturgy. Special chapel services throughout the year lend variety to our moments of communal reflection. Among the most popular of these are the first and last services of the year held at nearby historic Old St. Anne's Church, the Christmas Service of Lessons and Carols, St. Francis Day Blessing of the Animals, outdoor Earth Day services and Easter celebrations. Catholic students are offered the opportunity to attend mass at St. Joseph's Catholic Church in nearby Middletown and on occasion our Jewish students attend services in Wilmington.

The St. Andrew's Student Vestry is one of the most active groups on campus, maintaining the Chapel, preparing for major festivals and services and serving as sacristans, acolytes, readers, Sunday school teachers and communion assistants in the twice-weekly chapel services. The Vestry also raises money for several projects each year, including St. Mark's School, our sister school in Jane Furse, South Africa, where many St. Andrew's students have gone on to teach for a year during or after college.

St. Andrew's is distinct because of the incredibly high moral values that we hold ourselves to. We are not sat down on our first day and told, 'You will be kind, accepting and honest or else.' We are encouraged to support these ideals for their own sake, and for the betterment of the culture of the School as a whole.

—Andrew  
VI Former



The health and vibrancy of the St. Andrew's community can be seen on any Tuesday afternoon when the students volunteer to work with disadvantaged families and tutor local students.

The community service program is where you can see students living the mission of the School most clearly.

—Jay Hutchinson  
*Head Chaplain*

The Bishop of Delaware is a member of St. Andrew's board of trustees and visits St. Andrew's for services about three times each year. Many students are confirmed in the Episcopal Church and the Roman Catholic Church each year in our Chapel.

When we are in the Chapel and at all other times, we seek to embody authentic Christian qualities of concern for and acceptance of others, compassion, generosity of spirit and empathy. Our community service program rises out of this point of view. In all we do, we try to instill in our students a reverence for humanity and a sense of personal responsibility to use their talents now and throughout their lives to serve others and the world in which we live.

#### **COMMUNITY SERVICE**

The Community Service Program at St. Andrew's lies at the center of the School's commitment to encouraging our students to reach out and care for others. We believe strongly that students should develop genuine experiences in service rather than fulfilling a requirement, so all outreach is on a voluntary basis. St. Andrew's identifies numerous opportunities for students to serve on the local, regional and global levels. Tutoring in the local elementary schools, mentoring at the Boys' and Girls' Club, visiting at an elder care facility and serving dinner at a homeless shelter in Wilmington are the most popular off-campus activities. Our students also assist local mentally and physically challenged children in our pool in an adaptive aquatics program and join regional fundraising events in nearby Wilmington and Philadelphia.

Many students make weekly commitments to service projects and participate in special service events such as the AIDS Walk or the Red Cross Blood Drive. Students also pursue service work at home or abroad in cultural exchange service trips during school vacations. Nearly all of our students are involved in some form of community service during the year.



#### **Recent Service Trips:**

South Africa

Nicaragua

Honduras

Costa Rica

New Orleans

#### **Ongoing Service Opportunities:**

Boys and Girls Club

Elementary School Tutors

Kindergarten Mentors

Homeless Shelters

Soup Kitchens

Code Purple

Road Clean-Up

Blood Drive

AIDS Walk

Adaptive Aquatics

Sunday School Teachers

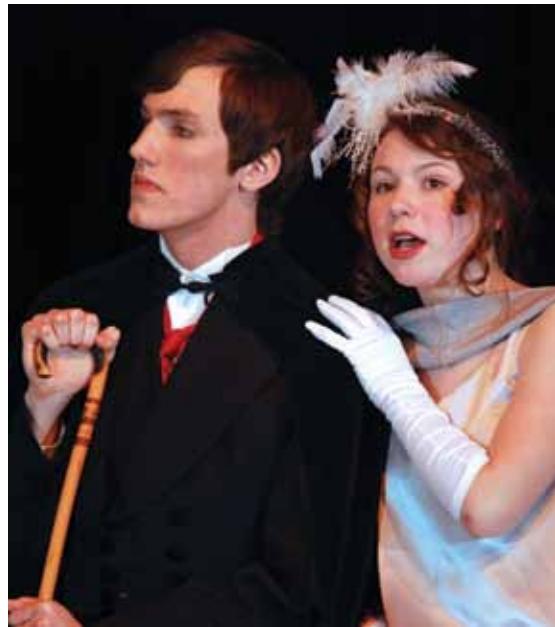
I thought life was on its way back to normal in New Orleans. I questioned myself on the way, "Why am I going on this trip?" Katrina happened a long time ago. Shouldn't the place be looking pretty good by now? Well, the answer turned out to be, "No."

—Jeong-Hun  
V Former



# **S E R V I N G   O T H E R S**





## THE ARTS

The visual and performing arts are a vital aspect of a St. Andrew's education as well as our campus culture. The O'Brien Arts Center, built in 2004, is a testimony to our commitment to and passion for all facets of the arts at St. Andrew's.

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

Following this survey course, all students at St. Andrew's are encouraged to explore and develop their artistic talent in a number of different areas; not only does this foster creativity and skills of expression, but it also develops the focus and discipline that will serve them well in all aspects of their lives. We offer students the opportunity to study ceramics, drawing, dance, painting, art history, film studies, photography, acting, music history, theory and composition and digital music.

Frequent recitals, exhibitions and drama productions allow students to share their artistic talents and efforts with the entire St. Andrew's community. Such sharing takes place on a greater stage as well. Our music groups have performed throughout Delaware and the region, including at the White House. Our Choral Scholars bring their music to a number of churches and concert halls throughout the mid-Atlantic region, and every other year to cathedrals and villages in Europe. At the same time, we bring the larger art world to St. Andrew's through regular exhibitions of the work of professional artists in the Warner Gallery, concerts by internationally

We approach the arts as a language, a different way to see the world, a different way to listen to the world, learning how to express human experience in an entirely new way.

—John McGiff  
*Arts Faculty*



My favorite place on campus is the Arts Center. In this building the tensions from my day evaporate.

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

—Tyler  
*VI Former*

recognized musicians and ensembles in Engelhard Hall and lectures by art historians.

The O'Brien Arts Center accommodates all these programs beautifully, with the 380-seat Engelhard Hall and state-of-the-art, acoustically engineered rehearsal rooms for orchestra and small instrumental and vocal ensembles. The Arts Center provides bright and spacious painting and drawing studios, as well as the Warner Gallery, a breathtaking art gallery to exhibit student works and those of visiting artists. Students have access to ample and well-equipped labs for ceramics, dance, pottery, film, photography and graphic design.

In Founders Hall, the Forbes Theater offers student actors a superb, technologically sophisticated space in which to grow as performers and learn the artistic and technical aspects of dramatic production. A classical or contemporary play is performed in the fall and spring, one-act plays and a major musical with a live pit orchestra are produced each winter. Recent productions include *The Laramie Project*, *The Crucible*, *Shadow Hour*, *Oliver!*, *Annie Get Your Gun*, *The Boyfriend* and *Much Ado About Nothing*.

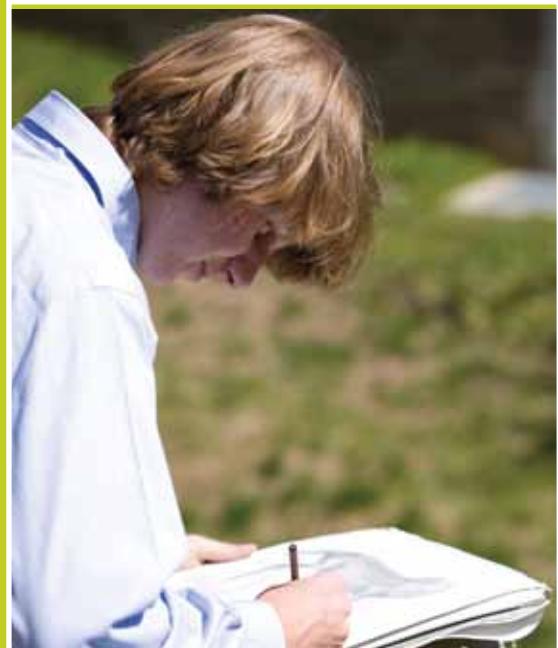
In the spring, Arts Weekend is the culmination of the year's artistic accomplishments. Parents and friends visit the campus to witness and celebrate the brilliance and energy of our students. The campus explodes with a diversity of exhibits and events—drawings, paintings, sculptures, photography, film presentations, orchestra and jazz concerts, bagpipes and drum parades, choral and a cappella performances, dramatic productions, and musical and dance recitals by individual students.



## CREATIVE VOICES

The unique part about the arts at St. Andrew's is that when you enter a performance there is such an overwhelming sense of support that one would imagine you were at a sporting event.

—Emily  
V Form



### Unique Opportunities:

Noxontones

Pipes and Drums

Choral Scholars

Salsa Dancing

International Film Festival

Open Mic Night

Coffee Houses

Poetry Slams

# ATHLETICS

The best thing about sports is that it has helped me become more confident in myself and it's helped me realize that I can do anything that I put my mind to.

—Nicole  
*VI Former*

Our program strives to cultivate teamwork, sportsmanship, poise, self-discipline and resilience. We believe that the competitive and collaborative atmosphere of team sports is an essential part of a liberal arts tradition, and that all students—not only varsity athletes—benefit from participation in sports. Our coaches reflect our belief in the teacher-coach model. These men and women bring the same heart and energy to the field that they exhibit in the classroom and on the dorm and in their roles as teachers and advisors.

We stress participation, growth and a commitment to excellence at every level. There are as many levels of competition as can be supported by numbers of athletes; all sports field varsity and junior varsity teams, and some a third level. Athletics at St. Andrew's are interscholastic, with 10 sports for girls and 11 for boys. Most students begin their careers on lower-level teams and work their way up to varsity.

St. Andrew's is a member of the Delaware Independent Schools Conference, which has league championships in all sports we offer except crew and squash. The five other conference schools—Sanford, Tatnall, Tower Hill, Westtown and Wilmington Friends—have athletic philosophies similar to ours and are located within an hour of St. Andrew's. Most games are played against teams from DISC schools, with additional contests held with teams from other independent schools and some public schools. St. Andrew's is also an associate member of the Delaware Interscholastic Athletic Association (DIAA), which governs athletic policies in Delaware.

Across all sports, St. Andrew's is competitive in league and state competition, having won state championships in boys' cross-country, girls' and boys' lacrosse, boys' soccer, girls' and boys' tennis and wrestling. Girls' and boys' crew have received regional, national and international recognition. The boys' crew has competed in the Henley Royal Regatta several times in the last 10 years and made it to the finals in 2011. The girls' crew has won the Stotesbury Regatta, the oldest and largest American high school regatta, more than any other team in the country and has







been to the Henley Women's Regatta four times, making the final three times and winning in 1997.

On six occasions, five St. Andrew's coaches have been named Delaware Coach of the Year in baseball, girls' and boys' tennis, boys' lacrosse and swimming. In 2004, Coach Bob Colburn and the St. Andrew's baseball team were honored for a decade of exemplary sportsmanship. In addition, statewide sportsmanship honors have been awarded on six occasions to our field hockey, boys' soccer, baseball and boys' tennis teams.

#### **ATHLETIC FACILITIES**

The Athletic Program is served by superb outdoor and indoor facilities that are accessible to the entire St. Andrew's community.

Our outdoor facilities include five soccer fields, two field hockey fields, practice and game football fields, two baseball diamonds, four lacrosse fields, 14 tennis courts, a five-kilometer cross-country course, and the Kip duPont Boathouse, which houses 20 shells and provides easy access to the 1,500-meter, six-lane crew course on Noxontown Pond. The pond is also used for recreational sailing, canoeing, kayaking and swimming.

Our indoor athletic facilities include the Genereaux Aquatic Center, a state-of-the-art six-lane swimming pool, the LEED Gold certified Sipprelle Field House, opened in the fall of 2011, and the Athletic Center renovated in stages between 2008 and 2011. The expanded Athletic Center and new Field House include: nine regulation international squash courts, four basketball courts, three volleyball courts, an indoor running track, a wrestling arena and practice room, a weight-training and cardiovascular fitness room, and locker room space for home and visiting teams. Our Athletic Center and Field House are managed by our Certified Trainer and Strength and Conditioning Specialist who resides on campus and is an essential part of our athletic program, helping all of our athletes with injury prevention, evaluation, rehabilitation, athletic performance enhancement and wellness education, and enabling them to excel as athletes and scholars.

All of our students participate in afternoon activities. While 90% of our students play a sport, students may also choose to be part of a major dramatic production, our dance program or community service project.



## COMPETITIVE DRIVE

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

—Tyler  
V Form



### Sports Offerings:

#### Fall

Cross-Country  
Field Hockey  
Football  
Soccer  
Volleyball

#### Winter

Basketball  
Squash  
Swimming  
Wrestling

#### Spring

Baseball  
Crew  
Lacrosse  
Tennis

## 4.2 Polynomials Functions

Polynomial is a sum of functions which are multiplied.

GENERAL FORM OF POLYNOMIAL

$a_n x^n + a_{n-1} x^{n-1} + \dots + a_1 x + a_0$

•  $a_n$  is called the degree of p.

•  $a_n$  is called the constant term,  $a_{n-1}$  is called the leading term,  $a_1$  is called the second term and  $a_0$  is called the zeroth term.

• Quadratic (n=2)  
Quartic (n=4)  
Quintic (n=5)

$\sim$

# ACADEMIC PROGRAM

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Our academic program, described in the pages that follow, reflects those qualities of the mind we value most: thoughtfulness, inquisitiveness, creativity and a respect for rigorous scientific inquiry. These values find expression in a sequence of requirements in the core subject areas of English, history, science, mathematics, classical and modern languages, religious studies and the arts; a commitment, particularly in the early years, to the teaching of writing, critical reasoning and scientific investigation, and a deep belief in the world's religious, philosophical and artistic traditions as a lasting source of wisdom and hope. Of course, what will be missing from any description of our program—and what only a visit to St. Andrew's can provide—is the extraordinary vitality of our academic culture. Here you will see classrooms, laboratories and art studios that are lively, playful and intellectually serious; assessments that are creative and challenging and that have been tested against the best practices of colleges and universities; and students who are motivated, curious and deeply engaged in their work. Indeed, it is this high level of academic engagement—a quality most educational research suggests is a precondition for success in college and professional life—that most distinguishes our graduates. At St. Andrew's students don't just "study" art, science and history; they work, under the careful guidance of our faculty, as apprentice artists and scholars. As they do, they discover the joys and pleasure of authentic inquiry—an experience, we hope, that will sustain them throughout their lives.

**Nathan Costa**  
*Academic Dean*



Our curriculum teaches students to think logically, critically and creatively, and to articulate their thoughts persuasively; to engage with ideas and worlds beyond their immediate experience through literature, history and the arts; to explore, quantify and analyze physical phenomena using rigorous scientific methods; to achieve increased awareness of their place in a world of diverse philosophical and religious traditions; to develop a firm foundation in computational skills and quantitative analysis; to acquire a global awareness through a knowledge of other cultures and a solid grounding in at least one foreign language; to become aware of ethical and moral issues and make judgments with sensitivity and courage; to use information technology for research, communication and experimentation.

The St. Andrew's Academic Program rests on a foundation of teaching practices that include small, seminar-style classes, collaborative work and tutorials modeled on the Oxford method. Small class sizes encourage our students to engage themselves fully in intellectual work and allow them to learn from a dynamic exchange of ideas with peers and teachers. Tutorials provide students with the focused questioning and response that allow them to grow as independent readers, writers and thinkers. Students also learn to defend their thoughts and arguments orally in exhibitions, discussions of their work before a panel of students and teachers.

## DIPLOMA REQUIREMENTS

The School requires the following yearlong course credits for graduation: four credits in English; four credits in mathematics; two credits in history, including one in United States history; three credits in a laboratory science; two credits or through the third level, whichever is more advanced, of the same classical or modern language (at least three consecutive year credits is strongly recommended). Students must also take a half-credit course in Health and Wellness in the IV Form year, religious studies courses in the IV and VI Forms, and must participate in a curricular or co-curricular aspect of the arts program before graduation.

The minimum course load for the various forms within the School is as follows:

III Form	five one-credit courses + Introduction to the Arts
IV Form	five one-credit courses, including History and Literature of Old and New Testaments + Health and Wellness
V Form	five one-credit courses
VI Form	four one-credit courses + Philosophy/Religious Studies elective

Petitions for exceptions to the above requirements may be made to the Academic Committee.

## CLASS SIZE

At St. Andrew's the student-teacher ratio is five to one. The average class size is 11 students: the actual size of individual classes depends on the subject and the level at which it is pursued.

## COURSE PLANNING AND PLACEMENT

In the early spring, a student and his or her advisor plan the course schedule for the next and succeeding school years. After consultation with parents, advisors, members of the faculty and a college counselor, students submit their class selections to a committee composed of the Academic Dean, the Director of College Counseling and the academic department heads for final review. Courses at the upper levels of each department throughout the academic program are labeled "Advanced Study" to denote the quality and rigor of college-level instruction.

"Advanced Topics Tutorials" are individualized and often student-directed courses allowing further advanced study in particular disciplines. St. Andrew's expects new students to take School placement tests in mathematics and languages. The Registrar sends such tests to any person or agency capable of administering them.

## EXAMINATIONS AND ASSESSMENTS

Students take examinations in their courses at the end of the first and second semesters. In addition, they take such standardized tests as the School requires to facilitate college guidance and placement. All IV Form students take the College Board PSAT, and all V Form students take the National Merit Scholarship Qualifying Test. In their V and VI Form years, students take the College Board SAT I and at least two SAT IIs. Students may take Advanced Placement examinations in various subjects. Some Advanced Study courses will prepare for these tests, but in most cases students will have to prepare some topics outside of general class instruction.

St. Andrew's is also the leading independent school in the country in the use of the College and Work Readiness Assessment (CWRA), an innovative written exam that eschews a traditional multiple-choice format. Developed by the Council for Aid to Education, this exam, a version of which is used at over 200 colleges and universities across the country, helps schools measure the quality of their instruction in writing, problem-solving, analysis and calculation; it assesses students' readiness to think critically, adjudicate between competing hypotheses, and present their conclusions in a clear and compelling way—skills crucial to college, work and civic life and

prominent in a St. Andrew's education. Students take this exam within the first month of school and near the end of their VI Form year.

### **REPORTS AND GRADING**

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

### **TECHNOLOGICAL RESOURCES**

The Academic Program makes effective use of modern information technology in all subject areas. The nearly 100 networked computers located in classrooms and laboratories across campus provide students and faculty with Internet access, e-mail accounts, internal campus messaging, file storage, printing services and specialized academic software. Science laboratories utilize computer-interfaced measuring probes and spreadsheet programs for data analysis. In mathematics classes, students work with mathematical modeling and statistical analysis programs, as well as programmable graphing calculators. Students hone their listening and speaking skills in modern languages by working with interactive audio and video clips accessible through the campus computer network.

### **LIBRARY**

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

Built in October 1956 and renovated in 2008, the Library features 10 individual study carrels, a computer lab, five group study rooms, a periodical and reference room, and a collection of approximately 35,000 volumes and 125 periodicals.

The print collection grows by about 700 books each year. Additionally, the Library has over 30 electronic reference sources and full-text article databases covering a wide variety of subject areas. The Library also loans cameras, iPods, video cameras, Kindles, iPads and videos (2,000 fiction and

nonfiction) for student and faculty use. In an attempt to reach out to patrons on campus and beyond, the Library maintains a presence on Facebook and Twitter to inform students, faculty and alumni on topics such as plagiarism, information literacy, research and the School archives. While the Library strives to provide the best technology and access to information in a secondary school setting, the Library itself remains a serene, casual and academic study environment.

With an ever-expanding library website, <http://libraryweb.standrews-de.org>, the Library facilitates student access to information and provides formal library instruction. This work, begun during orientation classes for new students and continuing in other academic classes throughout a St. Andrew's career, affords students the library research skills for the academic environment of this school and beyond. The library Web page is also an access point for the School archives, which offer numerous primary research opportunities for students, faculty and alumni. The website also provides access to numerous class syllabi, a compilation that allows for greater collaboration within the community and enables the librarians to support the curriculum and intellectual growth of our students, faculty and staff.

### **SENIOR TUTORIAL PROGRAM**

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



# COURSES OF STUDY

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## ENGLISH

The St. Andrew's English Department seeks to instill in students a lifelong passion for reading, writing, critical thinking and independent study while preparing them for the intellectual challenges of college and beyond. Through the reading of literature, frequent writing assignments, seminar discussions, tutorials and oral defenses, we help our students develop those skills and habits of mind necessary for continued independent work in the humanities and sciences.

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

At the center of our curriculum are the study of literature and the development of writing skills, two activities we believe to be interdependent. We regard writing as a creative and intellectually rigorous process in which the student, through composition and repeated revision, generates what he or she wants to say and then discovers increasingly effective and persuasive ways to say it.

For this reason, writing workshops, seminar discussions and individual tutorials are critical components of our students' education and a standard feature of all English classes. Students learn to write through regular practice and focused one-on-one coaching. By emphasizing class participation and various oral exercises, we hope to communicate to our students the value of responsible debate and scholarly collaboration.

The English Department believes strongly that the most effective method of teaching writing occurs in small groups;

exhibitions and tutorials serve, therefore, as the centerpieces of our writing curriculum. The process of learning does not stop when students hand in their essays. Throughout their careers at St. Andrew's, students discuss their written work in short orals and longer, more formal defenses known as exhibitions. Orals and exhibitions allow students to refine their speaking skills, demonstrate their mastery of a given text or subject and extend the arguments of their essays. Perhaps most important, they teach students to ask probing and incisive questions about literature, their own writing and the work of their peers.

The format of these orals varies. Students frequently meet informally with their teachers in individual tutorials to discuss essays and journals. They also discuss their work in more formal settings. At least three times a year, students write essays and discuss them in a 40-60 minute exhibition either one-on-one with their teacher or in groups of two or three. Students read and carefully evaluate one another's essays, discussing the effectiveness of each essay's argument and exploring ways to improve and refine it; they also critique their own essays and make suggestions on how to strengthen and develop their thinking and writing.

### ENGLISH LITERATURE 1

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



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

This III Form course explores in its literature themes and issues connected to American life, as III Form students concurrently take U.S. History. Students explore the meaning of the “American Dream”—how that dream has changed over the years and its still perpetual power. Students read books and plays that examine the particular American tension between the individual and the community. These works are studied for their rhetorical power, and they provide models for student writing. Texts studied include: E.L. Doctorow, *Ragtime*; F. Scott Fitzgerald, *The Great Gatsby*; James Baldwin, *Go Tell It On The Mountain*; Mark Twain, *Huckleberry Finn*; Zora Neale Hurston, *Their Eyes Were Watching God*; Tennessee Williams, *A Streetcar Named Desire*; Edward Albee, *The Zoo Story*; and short fiction, essays and poetry by Langston Hughes, Robert Frost, Emily Dickinson, Flannery O’Connor, Eudora Welty, Kate Chopin, Mary Oliver and Richard Wilbur.

## **ENGLISH LITERATURE 2**

This course for IV Form students explores how literature from a variety of traditions illuminates and gives meaning to the human experience. In reading a diverse group of texts, global literature, students consider ways these texts present perspectives on place and culture, identity and beliefs. Students focus, both in class discussions and in their writing, on the power of effective argument.

Building on the close textual analysis in the III Form, this course examines linguistic patterns and choices the author makes in a text and introduces students to the language of argument. Students pursue questions such as: What does

an argument look like? What is the difference between observation and a claim? What constitutes evidence? What makes certain arguments stronger than others? How do we adjudicate between positions or conflicting arguments presented in the text? How do we deal with ambiguity and do justice to the complexity of the text? Students also examine how a work of fiction, in and of itself, articulates an argument.

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

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

## **ADVANCED STUDY IN ENGLISH LITERATURE 3**

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

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

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

#### **ADVANCED STUDY IN ENGLISH LITERATURE 4**

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

Though the themes and texts vary from class to class, the centerpiece of every section is the Senior Exhibition. Each student chooses a work of literature from a short list of course-related texts provided by their instructor and develops an original thesis. The student then works to clarify, complicate and polish a sophisticated argument. Though the drafting process involves frequent meetings with the instructor, the project is essentially independent. This process culminates with a 45-minute oral exhibition in which the student discusses and defends his or her paper in a critique with at least two members of the English Department. The Senior Exhibition prepares students to think and work independently, to refine and explore sophisticated concepts, to revise and rework thoughts into polished prose and to self-assess in the interest of improvement. After the Senior Exhibition, some students read published articles and respond to scholarly criticism in light of their own argument; some students also revise their major papers of the year and create a portfolio of their best written work.

Listed below are several course descriptions: course descriptions will change from year to year, and students are assigned to these courses.

#### **Memory, Narrative and Identity**

This course will study narratives that explore issues of memory and identity. What is the relationship between memory and the formation of self? How is personal and collective identity formed, and what role do memory and narrative play in this process? Students will read Toni Morrison's *Beloved* and John Fowles' *The French Lieutenant's Woman*.

Exhibition texts and required summer reading for this course are *To the Lighthouse* by Virginia Woolf, *The Chaneyville*

*Incident* by David Bradley, and *The House of the Spirits* by Isabel Allende.

#### **Social Forces, Personal Choices**

This course will explore the decisions individuals make in the face of radical social change. Students will examine how these characters act as individuals in the face of national and global events; how they assert their values in a seemingly vast and unresponsive world; and how they navigate overlapping, changing identities. Course texts will include *Beloved* by Toni Morrison; *The Remains of the Day* by Kazuo Ishiguro; *Saturday* by Ian McEwan; and "Unaccustomed Earth" and other stories by Jhumpa Lahiri.

Exhibition texts and required summer reading for this course are *The House of the Spirits* by Isabel Allende, *Snow Falling on Cedars* by David Guterson, and *The Brief Wondrous Life of Oscar Wao* by Junot Diaz.

#### **Past and Present**

Toni Morrison wrote in 1987, "Forgetting is unacceptable. Remembering is unacceptable."

This course examines the relationship between the past and the present – how in some novels and plays the past continues to haunt, interfere, remind, and influence characters in the present. The past can take the form of a person, a memory, a symbol, or an action. Sometimes the past manifests itself as sins of a previous generation returning to punish the current generation. The challenge for the character in the present is to decide what his or her relationship with the past will be: will he/she be consumed by the past? Will they battle the past? Will there be a compromise that enables the character to forge a future through an acceptance of the past? In these books, how the characters navigate this quandary defines their humanity.

Exhibition texts and required summer reading for this course are *The Chaneyville Incident* by David Bradley, *To the Lighthouse* by Virginia Woolf and *The English Patient* by Michael Ondaatje.

Course texts will be drawn from the following: *Beloved* by Toni Morrison; *The Bear* by William Faulkner; *Oedipus the King* by Sophocles; *The Piano Lesson* by August Wilson; *Tracks* by Louise Erdrich; *In My Father's House* by Ernest Gaines; and *Ghosts* by Henrik Ibsen.

#### **Narrative Identity and Selfhood**

The Talmud says, "We do not see things as they are; we see things as we are," an important wisdom to remember as we try to bridge truth and human experience across the narration of these stories. Texts selected for this course offer distinctive challenges in the narration of the self. What role does language have in self-definition and identity? How do we understand Stephens if there is a gulf between the narrative truth and the

historical truth? How do we understand a character like the Kid if he does not talk and McCarthy never lets us in his mind? How do we understand a character like Bartleby if he will not reveal common identifiers, such as where he is from and what his full name is?

Students will discuss these questions in the context of the following possible texts: *Beloved* by Toni Morrison; *The Remains of the Day* by Kazuo Ishiguro; *Benito Cereno* and *Bartleby the Scrivener* by Herman Melville; *The Ballad of the Sad Café* by Carson McCullers; *Daisy Miller* by Henry James; and a range of short stories.

Exhibition texts and required summer reading for this course are *Billy Budd* by Herman Melville, *To The Lighthouse* by Virginia Woolf and *Blood Meridian* by Cormac McCarthy.

#### **Fragmentation to Order**

This course will explore how individuals search for meaning amidst violence, chaos, crisis, and dislocation. As students investigate the fragmented lives and narratives of the characters in these novels, they will examine the way individuals connect with each other, understand the past, confront evil in themselves and in others, and attempt to create moments of coherence and order in the wake of tragedy and devastation. We will also explore the role of the author as agent of both chaos and resolution.

Possible course texts include *Beloved* by Toni Morrison, *King Lear* by William Shakespeare and *The Sound and the Fury* by William Faulkner.

Exhibition texts and required summer reading for this course are *The Chaneysville Incident* by David Bradley, *The House of the Spirits* by Isabelle Allende and *To the Lighthouse* by Virginia Woolf.

#### **ADVANCED STUDY IN ENGLISH 4: HISTORY, LITERATURE AND THE CONTESTED PAST**

This interdisciplinary VI Form course, taught jointly by members of the English and history departments, examines how novelists, poets and historians have wrestled with and made sense of the past, and their own relation to it. Structured around a series of case studies at the intersection of literature, history and memory, the course explores the relationship between the documented past (historical primary sources) and the imagined one (literature). Students study novels and poems deeply shaped by the social and cultural moments from which they emerged and consider how an understanding of the historical circumstances that produced a work of literature can inform their reading of it. They also examine how writers of fiction have used history as source, inspiration and charge. Can the imaginative work of literature actually help us more fully understand the "real" past? What responsibility does the novelist have to history? Students also consider how the

construction of a narrative—the storytelling—of a novelist differs from that of a historian. What might each learn from the other?

Case studies and related texts may include the following: slavery and its legacy, with Toni Morrison's *Beloved* or Edward Jones' *The Known World*; the American immigrant experience, with *The Brief Wondrous Life of Oscar Wao* by Junot Diaz; war and its effects, both social and personal, with Pat Barker's *Regeneration* or Tim O'Brien's *In the Lake of the Woods*; and Reagan-era political and cultural identities and the AIDS crisis with Tony Kushner's play *Angels in America*. (Double course; credit for Advanced Study in English 4 and an Advanced Study history course)

#### **SENIOR SPRING SEMINARS AND TUTORIALS**

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

Topics of recent English seminars have included the Victorian novel, Shakespearean tragedy, modern drama, American autobiography, modernist poetry, the gothic novel, the modern short story and American film. Students have also had the opportunity to take classes on creative writing, the expository essay and literary journalism (using *The New Yorker* and other literary magazines).

Recent tutorial titles include the following: U.S. Foreign Policy Toward Latin America: Cuba—A Case Study; "And justify the ways of God to men": A "First" Reading of Milton's *Paradise Lost*; Social Realism: Art and Film of the 20th Century; Eight Days That Changed Western Music; A Natural and Human History of the Upper Appoquinimink River, Delaware and Vicinity; Quantum Indeterminacy and Its Interpretations.

#### **ADVANCED TOPICS TUTORIAL IN ENGLISH LITERATURE**

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



### **CREATIVE WRITING 1**

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

### **CREATIVE WRITING 2**

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

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## **HISTORY**

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

By learning to evaluate and use evidence to make qualified generalizations, our students develop analytical skills that will serve them in college and beyond. All history courses require short, carefully structured papers that demand close analysis of

primary sources and longer term papers that require extensive research on a particular topic or issue.

Ultimately, we are committed to the notion that the study of history is an integral component in the general humanizing process of a liberal education. We encourage our students, as they study specific periods, cultures and historical themes, to develop the intellectual skepticism and analytical rigor to identify demagoguery, hagiography and the parochialisms of ethnicity and gender.

Students are required to take one course in United States history as well as one other full-credit history course. The U.S. History requirement may be fulfilled in any year, but with rare exception it is the first history course a student takes at St. Andrew's; incoming III Form students are required to take U.S. History. Students entering the V and VI Forms may gain an exemption from this requirement if they have taken a comparable course in high school before enrolling at St. Andrew's.

### **UNITED STATES HISTORY: RESEARCH CHALLENGES IN U.S. HISTORY**

The United States History course serves not only as an in-depth introduction to American history but also as an introduction to the field of history itself. Students in the III and IV Forms enroll in Research Challenges in U.S. History; V and VI Form students enroll in Interpretations of the Past. While the texts and the topics in the two courses are slightly different, they share the same objectives. Students answer authentic historical questions, using primary sources; these "research challenges" require written responses based on research and reading on the assigned topics. This method encourages students to think deeply about the past, ask questions and interpret evidence, develop cogent arguments, and collaborate with their peers. Prepared each class period with his or her own research and arguments, each student is actively invested in and responsible for the class discussion. By the end of the course, students will have an understanding



of American history, a well-developed curiosity for history in general and the ability to ask meaningful questions when presented with an unfamiliar document, newspaper, film or book. Course readings include a series of monographs and primary documents as well as selections from the following: Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*; Howard Zinn, *A People's History of the United States*; and John Parker, *His Promised Land*.

### **UNITED STATES HISTORY: INTERPRETATIONS OF THE PAST**

Please refer to description for United States History: Research Challenges in U.S. History.

### **GREAT HISTORY BOOKS**

In this half-credit course, students are introduced to a wide range of historical topics by reading entire books of historical scholarship. The course reflects the belief of Stanford Professor Sam Wineburg, which the department shares, that "the deep examination of the past should change the way we regard the present, and make us more reflective about what it means to be human. Reading a full-length book helps us see this; we need to enter into an author's world, to submit ourselves to an author's way of constructing the past." Students examine not only the content of any given book but also the way in which the author collects and uses evidence to create and sustain a historical argument. Students read four books during the year, each one taught by a different member of the History Department, and with many opportunities for interdisciplinary study. Possible books for study include the following: Drew Gilpin Faust, *The Republic of Suffering*; Jung Chang, *Wild Swans*; Christopher Browning, *Ordinary Men*; Nicholas Lemann, *The Big Test*; William Cronin, *Changes in the Land*; Doris Kearns Goodwin, *Team of Rivals*; John Dower, *Embracing Defeat*. (Half-credit course, priority to IV Form, open also to V and VI Form)

### **ADVANCED STUDY IN WESTERN CIVILIZATION**

Designed to provide students with a fundamental understanding of the ongoing tradition of the Western world, this course places strong emphasis on understanding the roots of modern Western civilization. Critical periods in the story of humanity from the discovery of agriculture and the origins of the city to the foundations of Western Civilization in ancient Greece and Rome receive special attention. The disciplines of anthropology, economics, philosophy, social history and art history are drawn upon when appropriate. 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 people view themselves in their relationship to nature affect these structures and the course of history? Throughout the course students ask these essential questions and then seek to understand how events from the past connect to their lives today and what lessons that the past holds for the contemporary world.

Emphasis is placed on developing reading, writing, speaking and analytical skills in a variety of formats. *Western Civilization: A Brief History, Volume I, to 1715* is the starting text, which is then supplemented extensively with various primary and secondary sources. Students write a scholarly research paper on a topic of their choosing.

### **ADVANCED STUDY IN MODERN EUROPEAN HISTORY**

This course explores the cultural, economic, political and social events and ideas that have shaped European history from 1450-1914. Students examine the rise of modern Europe, its impact throughout the world and its consequences at home and abroad via the following topics: Renaissance, Reformation, the Age of Discovery, Scientific Revolution and Enlightenment, absolutism, "Glorious Revolution," French Revolution, Napoleonic Wars, Industrial Revolution, Romanticism,

Ideological “-isms,” the rise of nation-states and the road to World War I. Students write analytical essays, conduct independent research and read from various primary and secondary sources.

### **ADVANCED STUDY IN 20TH CENTURY HISTORY**

The objectives of this course are similar to those of Western Civilization but with specific emphasis on the 20th century, intellectual history and the application of insights from psychology, economics and literature. Topics and events studied vary from year to year and encompass a breadth of 20th century perspectives and experience, including World War I, the rise and fall of the fascist states, the Russian revolution and the collapse of the Soviet Union, the Chinese revolution and American involvement in Vietnam. Certain organizing themes tie the course together, including the phenomenon of “total war,” the consequences of technological and scientific developments, the nature of power and authority and an understanding of modernity. Emphasis is placed on critical reading of primary and secondary sources and written work that requires careful analysis and independent thought. Texts include the following: Vera Brittain, *Chronicle of Youth*; Sigmund Freud, *Civilization and Its Discontents*; Paul Fussell, *The Great War and Modern Memory*; Donald Gochberg, ed., *Classics of Western Thought: The Twentieth Century*; William Golding, *Lord of the Flies*; R. Goldston, *The Rise of Red China*; George Herring, *America's Longest War*; James Wilkinson and H. Stuart Hughes, *Contemporary Europe: A History*.

### **ADVANCED STUDY IN THE HISTORY OF THE MIDDLE EAST**

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

The course begins with a review of the evolution of Judaism and its basic beliefs and with an introduction to Islam. It then examines the Crusades, the rise, peak and fall of the Ottoman Empire and the history of the Palestinian-Israeli crisis. The course ends with a look at the background to current issues in Iraq and Iran.

Students demonstrate their understanding through traditional assessments but also by position papers, journalistic writings, role-playing, presentations and mock trials, and a final research paper and mock peace conference. They examine a wide range of primary sources, from knights' journals to U.N.

resolutions to articles from *Foreign Affairs* and keep abreast of current events in the region by regularly reading the Middle East section of the *New York Times*. Texts also include the following: Peter Mansfield, *A History of the Middle East*; Ian J. Bickerton, *A Concise History of the Arab-Israeli Conflict*; Mark A. Tessler, *A History of the Israeli-Palestinian Conflict*; Amanda Roraback, *Israel-Palestine in a Nutshell*; Marjane Satrapi, *Persepolis*.

### **ADVANCED STUDY IN THE HISTORY OF EAST ASIA**

This course introduces students to the history of the two main East Asian cultures of China and Japan by examining their political and social institutions, philosophical and religious beliefs, and artistic and literary traditions. Using both scholarly interpretations and primary documents, students explore the traditional foundations of these cultures, how they have been historically redefined and what relevance they have for China and Japan today. The approach to these questions attempts to understand the world-views of East Asian cultures and their responses to worldly and spiritual challenges of the past. The fundamental goal of the course is thus to understand the histories of China and Japan from within, that is, from the historical perspectives of the Chinese and Japanese themselves rather than solely from a Western point of view.

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

### **ADVANCED STUDY IN THE HISTORY OF SOCIAL REFORM**

How is change achieved in American society and in societies around the world? What role can individuals play in social change? This course seeks to address these questions through historical study of movements that have created—or have attempted to create—that change. The first half of the course concentrates on social movements in the United States (internationalized, at times, by comparisons with movements with similar aims in other countries). Topics for the American portion of the class may include: abolition, women's suffrage, eugenics, the American Indian boarding school movement, the civil rights and black power movements, women's liberation, the conservative movement, and the environmental movement. The second half of the year looks beyond America, to consider issues of social reform in Europe, Latin America,

Asia and Africa. Topics for the international portion may include: Gandhi and Indian independence, Nazism, the anti-apartheid movement, the civil rights movement in Northern Ireland, and the movement against Pinochet's dictatorship in Chile.

The course approaches this history with extensive work in primary sources, including literature, film, art and music, immersing students in the ideas, arguments, tactics and challenges of these movements. In understanding how and why some efforts to create change in society have succeeded while others have failed, students may begin to see how they might work to achieve change in their own society. Articles and chapters from secondary scholarship supplement these readings, allowing students the opportunity to consider and respond to the arguments historians have made about the movements they study. Representative sources include the debates over the 15th Amendment from the American Equal Rights Association Convention; texts from advocates and opponents of the American Indian Boarding School Movement; Stokely Carmichael's position paper, "Basis of Black Power"; the New York Radical Women's protest against Miss America; Gandhi's writings on non-violent non-cooperation; Leni Riefenstahl's film, *Triumph of the Will*; the *arpillera* tapestries made to protest the Pinochet regime; and the songs of the Irish Republican movement.

#### **ADVANCED STUDY IN GLOBAL STUDIES**

What forces—cultural, economic and political—will shape the 21st century? And what are our obligations as citizens in this new globalized, interconnected, "flat" world? Drawing on a range of disciplines, including ethics, economics, geography, ecology and cultural and literary study, this course offers students an intellectual tool-kit for understanding some of the most pressing issues facing the world today—issues that will shape public debate, both here and abroad, for decades to come. Students first examine the duties and obligations of citizens in a global world and ways in which the media and popular culture shape—and misshape—our understanding of peoples and events beyond our national borders. Further topics include the scope and limits of American military power; the emergence of the international human rights movement; the problem of war crimes and the debate over the International Criminal Court; the continuing problem of genocide; the cultural and political impact of economic globalization; the commercialization or "Americanization" of global entertainment; the debate over climate change, overpopulation and environmental collapse. Each unit is framed around a series of readings that offer multiple perspectives on a single issue. Readings are drawn from articles in such publications as *The New York Review of Books*, *Atlantic Monthly*,

*The Weekly Standard*, *The Nation*, *Discover*, *Foreign Affairs*, *Slate.com*, *The Chronicle of Higher Education*, and *Harper's Magazine*, among others, as well as English versions of foreign newspapers, available through the Internet. (Open to VI Form)

#### **ADVANCED STUDY IN HISTORY: HISTORY, LITERATURE AND THE CONTESTED PAST**

This interdisciplinary VI Form course, taught jointly by members of the English and history departments, examines how novelists, poets and historians have wrestled with and made sense of the past, and their own relation to it. Structured around a series of case studies at the intersection of literature, history and memory, the course explores the relationship between the documented past (historical primary sources) and the imagined one (literature). Students study novels and poems deeply shaped by the social and cultural moments from which they emerged and consider how an understanding of the historical circumstances that produced a work of literature can inform their reading of it. They also examine how writers of fiction have used history as source, inspiration and charge. Can the imaginative work of literature actually help us more fully understand the "real" past? What responsibility does the novelist have to history? Students also consider how the construction of a narrative—the storytelling—of a novelist differs from that of a historian. What might each learn from the other?

Case studies and related texts may include the following: slavery and its legacy, with Toni Morrison's *Beloved* or Edward Jones' *The Known World*; the American immigrant experience, with *The Brief Wondrous Life of Oscar Wao* by Junot Diaz; war and its effects, both social and personal, with Pat Barker's *Regeneration* or Tim O'Brien's *In the Lake of the Woods*; and Reagan-era political and cultural identities and the AIDS crisis with Tony Kushner's play *Angels in America*. (Double course; credit for Advanced Study in English 4 and an Advanced Study history course)

#### **ADVANCED TOPICS TUTORIAL IN HISTORY**

This individualized course allows the advanced VI Form student to explore further topics and research in history outside of normal departmental curriculum. During the 2008-09 school year, students researched the role of the Episcopal Church in Delaware in slavery, both in its participation and opposition to slavery. Students studied the broad history of slavery in the mid-Atlantic region and then worked through extensive diocesan and individual church archives, contributing to an ongoing, contemporary history project. They experienced real-life deadlines for their written work and presented their papers and findings to the Diocesan Committee on Slavery in Delaware intermittently during the school year. Prerequisites:



Fulfillment of graduation requirement for History (two courses, including U.S. History) and departmental permission.

## MATHEMATICS

Through lectures, seminar-style classroom discussions, collaborative work and independent study, the St. Andrew's Mathematics Department aims to teach students to read, write and speak about mathematics with clarity and precision. Students learn to use and interpret mathematics graphically, numerically and algebraically in the context of skill development, practical problem-solving and formal proofs. Various technologies, including SMART Board, TI-SmartView software, graphing calculators, spreadsheets, The Geometer's Sketchpad and other computer software, help students develop multiple perspectives by introducing them to mathematical modeling and research. In addition to traditional forms of assessment, assignments, such as papers and journals, individual and group projects, oral presentations and defenses, and peer evaluations expose students to a wide variety of mathematical research and discourse. The ultimate goal of the mathematics faculty is to help students recognize and appreciate the utility of mathematics as well as its intrinsic beauty.

Students are required to earn four credits in mathematics for graduation and must complete Algebra 2 or Honors Algebra 2.

### ALGEBRA 1

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

### INTEGRATED PROBLEM SOLVING IN GEOMETRY AND ALGEBRA

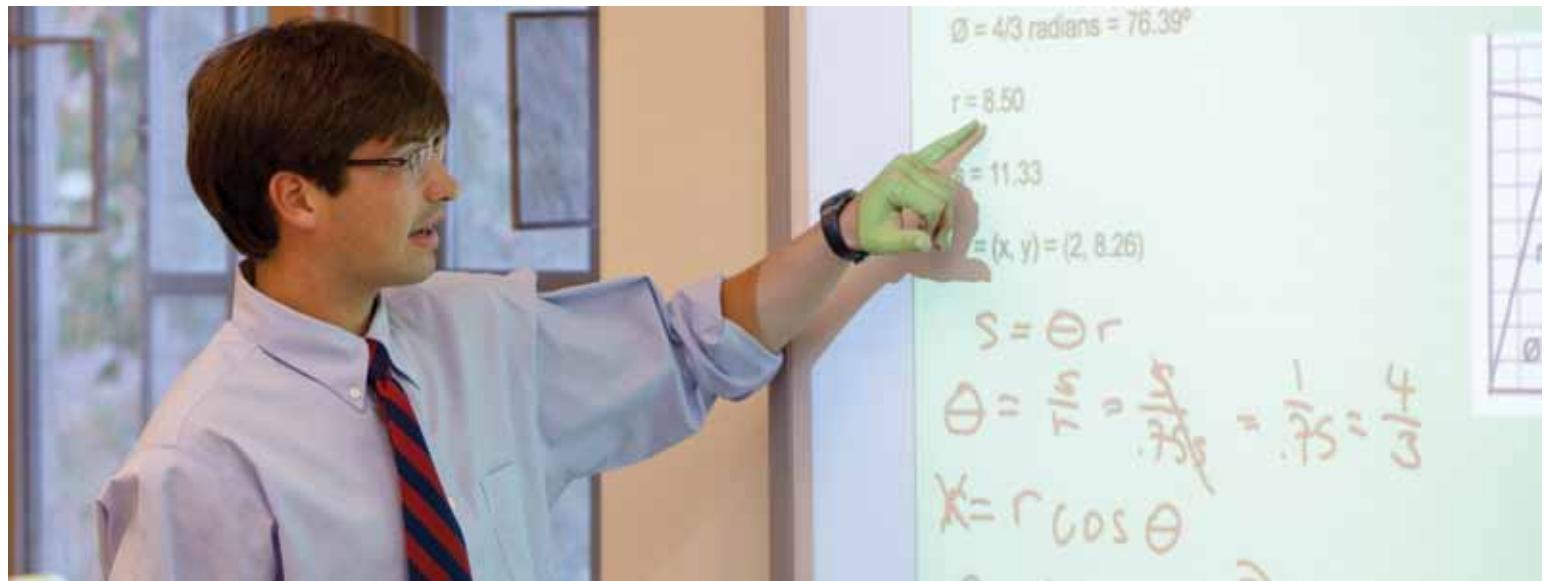
This course both introduces and reinforces the tools needed for success in more advanced mathematics courses at the high school level and at St. Andrew's in particular. Students move beyond the straightforward application of algorithms and are pushed to use creativity and abstract reasoning to solve problems they have not explicitly seen before. Students learn that good mathematicians do not immediately see the answer to every problem but enjoy experimenting with possible solutions. The relationships intrinsic to the study of geometry provide an excellent vehicle to practice the skills and discipline required for such an approach. Although students may enter the course with a variety of backgrounds in algebra and geometry, they are equally challenged by the requirement to apply and synthesize their knowledge. The topics of introductory algebra are used extensively, thus ensuring a smooth transition into one of the Algebra 2 courses.

### ALGEBRA 2

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

### HONORS ALGEBRA 2

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



## **PRECALCULUS**

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

## **HONORS PRECALCULUS**

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

## **CALCULUS**

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

## **ADVANCED STUDY IN CALCULUS AB**

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

## **ADVANCED STUDY IN CALCULUS BC**

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

## **ADVANCED STUDY IN STATISTICS**

This course is a non-calculus-based introduction to statistics that focuses on four major themes: exploring and analyzing data, planning studies and collecting data, mathematical modeling, and testing hypotheses through statistical inference. After completing this course, students may elect to review independently for and take the Advanced Placement Statistics examination. Prerequisites: Algebra 2 and departmental approval. Text: Bock, Velleman, DeVeau, *Stats: Modeling the World*.

## **ADVANCED STUDY IN MATHEMATICAL ECONOMICS**

A basic understanding of economics is fast becoming a requirement for effective citizenship in a modern democracy. This course aims to provide students the necessary tools to understand and participate in discussions of economic policy. In any authentic economics curriculum students study decision-making: they learn to recognize the myriad constraints in life—considering those of time and how to spend one's life at least as important as budget constraints and how to spend one's money—and then study how to maximize various goods in the face of those constraints. This is not a course in finance. Stocks and bonds are largely just an example of a particular marketplace. Their role in macroeconomic policy is important to understand, but the real focus of the course will be the study of scarcity in general. Heavy emphasis will be placed on the application of mathematical techniques drawn from algebra,

calculus and statistics. Some new techniques will be introduced, but much of the focus will be on the application of previously studied concepts. Corequisite: Introduction to Calculus, Advanced Study in Calculus AB or Advanced Study in Calculus BC. (Open to V and VI Forms)

### **ADVANCED STUDY IN MULTIVARIABLE CALCULUS**

This course extends the ideas of single-variable calculus to functions of two or more variables, vector-valued functions and vector fields. Numerous applications taken from the physical, life and social sciences motivate the development of each topic. Additional topics chosen from differential equations and linear algebra are covered as time permits. Prerequisites: Advanced Study in Calculus BC and a score of 5 on the AP Calculus BC exam. Text: Larson, et al., *Calculus*.

### **ADVANCED TOPICS TUTORIAL IN MATHEMATICS**

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

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## **CLASSICAL LANGUAGES**

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

Honors students often supplement their study of Latin with Greek, beginning with a half-credit introductory course in the IV or V Form year and continuing quickly toward advanced literary study. Students of modern languages or Western

Civilization who wish to pursue an interest in the ancient world or profit from the discipline of classical languages may also take courses in Greek.

The skills of close reading and writing carry over into other disciplines in the humanities: Latin certainly provides a strong foundation for learning Romance languages and, in fact, any language because of its attention to detail and structure. Care for language in general animates students' approach to studying all literature and cultivates similar precision in other disciplines. Classics faculty demonstrate the breadth of a classical education by teaching across the humanities curriculum, offering courses and tutorials in history, English, creative writing and music.

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

Students are required to complete two credits of the same foreign language or through the third level, whichever is more advanced. At least three consecutive years of the same foreign language is strongly recommended.

### **LATIN 1**

Latin 1 provides an introduction to the basic forms and syntax of Latin. Students learn an introductory history of the ancient Greco-Roman world through the middle stages of the Roman Republic. They read passages of historical and mythological interest and compose sentences in Latin. Text: Dewitt et al., *College Latin*.

### **LATIN 2**

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

### **LATIN 3**

This course trains students to read Latin prose through extensive study of the works of Caesar and Cicero. Students explore the dynamic structures of Caesar's historical narratives and of Ciceronian rhetoric and also begin to read Latin poetry, as time allows. They continue to compose sentences and longer passages in Latin, imitating more systematically the prosaic styles and vocabulary of Caesar and Cicero. Readings include selections from Caesar, *Commentaries on the Gallic War, Book II*; Cicero, *First Oration against Catiline, Second Oration against Verres*; Ovid, *Metamorphoses*.

**LATIN 4**

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

**ADVANCED STUDY IN LATIN 4: VERGIL**

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

**ADVANCED STUDY IN LATIN 5: CATULLUS AND HORACE**

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

**ADVANCED TOPICS TUTORIAL IN LATIN**

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

**GREEK 1**

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

**GREEK 2**

Continuing the grammatical study of Attic Greek, this course introduces students to the rhetoric of Lysias and the literature

and philosophy of Plato. Texts: Balme and Lawall, *Athenaze Book 1 and 2* or Hansen and Quinn, *Greek: An Intensive Course*; Scodel, ed., Lysias, *On the Murder of Eratosthenes*; Helm, ed., *Plato: Apology*.

**ADVANCED STUDY IN GREEK 3**

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

**MODERN LANGUAGES**

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

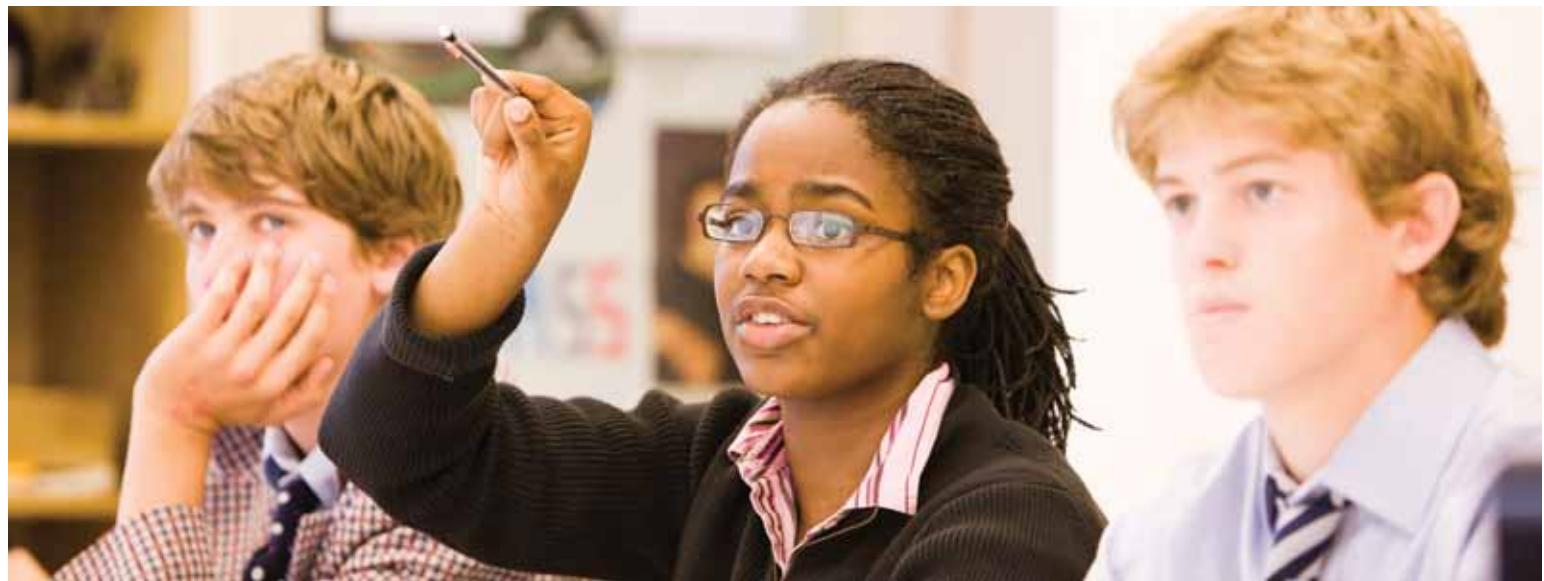
Small classes at all levels stress strong communication skills in speaking, listening comprehension, reading and writing and afford dynamic opportunities for students to express themselves in everyday situations and to learn to discuss literary and historical texts. Active learning in the classroom and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

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

Students are required to complete two credits of the same foreign language or through the third level, whichever is more advanced. At least three consecutive years of the same foreign language is strongly recommended. Students who complete this program become better-informed world citizens and are able to use their foreign language skills to explore and understand other cultures and people.

**CHINESE 1**

This course is an introduction to Chinese language and culture and thus develops Chinese listening and speaking skills in everyday situations. Students also work on building basic reading comprehension and writing skills. Chinese history,



art, calligraphy and cuisine are also integrated into the course. Students master a minimum of 300 characters, become familiar with basic sentence patterns and expressions, and are able to converse on such topics as family, hobbies, school life, shopping, weather and transportation. Text: Jennifer Li-chia Liu and Margaret Mian Yan, *Interaction I: A Cognitive Approach to Beginning Chinese*.

### **CHINESE 2**

This course builds on the skills mastered in Chinese I. Short plays, poems, songs and Internet resources supplement the textbook as students develop listening, speaking, reading and writing skills. Students learn approximately 300 characters, as well as more sophisticated sentence patterns. They write and converse on topics such as dining, travel, a doctor's appointment, renting an apartment and other basic survival subjects. Text: Jennifer Li-chia Liu and Margaret Mian Yan, *Interaction II: A Cognitive Approach to Beginning Chinese*.

### **CHINESE 3**

Conducted entirely in Chinese, this intermediate level course strengthens the four language skills of listening, speaking, reading and writing through comparative cultural and social studies. Students study the full complexity of Chinese society from the viewpoint of an American student living in China. Movies and articles from newspapers and magazines supplement readings in the text. Text: Jennifer Li-chia Liu, *Connection I: A Cognitive Approach to Intermediate Chinese*.

### **CHINESE 4**

Conducted entirely in Chinese, this course prepares students to participate in ongoing discussions of important Chinese social and political issues. It equips students with the necessary vocabulary and advanced sentence patterns to engage in discursive writing and oral presentation. Students discuss current issues such as China's economic reform, population policy and the relationship between mainland China and Taiwan. Movies, articles from Chinese newspapers and

magazines, Internet resources and television programs continue to supplement readings in the text. Text: Jennifer Li-chia Liu, *Connection II: A Cognitive Approach to Intermediate Chinese*.

### **ADVANCED STUDY IN CHINESE 5**

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

### **FRENCH 1**

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

### **FRENCH 2**

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



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

### **FRENCH 3**

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

### **FRENCH 4**

The advanced-intermediate course focuses on the study of the history of French and Francophone literature from the Middle Ages to the present. Students read and discuss excerpts from a variety of genres, in addition to exploring the major historical events of each period. They refine their knowledge of the language, undertaking an in-depth review of the major grammatical concepts. Text: *Moments Littéraires: An Anthology for Intermediate French*.

### **ADVANCED STUDY IN FRENCH 5**

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

Oyono, *Une vie de boy*; Schwartz-Bart, *Pluie et vent sur Telumeé Miracle*; and Tournier, *Vendredi ou des limbes du Pacifique*. Prerequisite: French 4.

### **ADVANCED TOPICS TUTORIAL IN FRENCH**

This college-level course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature from a variety of literary, historical and cultural perspectives. In this course students will continue to strengthen and deepen their skills as readers, writers and speakers of French. Students will devise a final project that will represent the culmination of their years of work in French program. Prerequisite: Advanced Study in French 5.

### **SPANISH 1**

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

### **SPANISH 2**

This course reviews and builds upon the concepts presented in the introductory course. Students continue to develop mastery of Spanish grammar, acquire vocabulary and improve the form and content of their active language skills. Readings appropriate to this level continue to expose students to various aspects of Spanish and Hispanic life and culture. Text: *Vistas: Introducción a la lengua española*, 3rd ed., and supplemental readings.

**SPANISH 3**

In this intermediate course, conducted entirely in the target language, students engage in a variety of activities that elicit frequent attempts to communicate in both oral and written Spanish. Short stories, poems, a short novel and two plays serve as the centerpiece for class discussion of Hispanic literature and culture. Seeded in the readings is grammar learned and reviewed within an authentic, communicative format. Throughout the year, students write frequent, short response papers and take frequent oral exams or interviews in Spanish. At the end of each semester, students give exhibitions in which they demonstrate the working knowledge and skills they have developed. Texts: Couch et al., *Una vez mas*; Samaniego et al., *Dime! Pasaporte al Mundo XXI*; and Schmitt, *Schaum's Outline of Spanish Grammar*.

**SPANISH 4**

Conducted in Spanish, this course offers a study of topics in the Hispanic world, using sources such as short stories, periodicals, essays, films and fine art from Latin America. This course also dedicates a substantial amount of time to a rigorous reinforcement of grammatical structures and correct usage of the language in its spoken and written forms. Grammatical study emphasizes the written and oral usage of all verb tenses, especially the subjunctive and the past tenses, and problematic prepositions. Texts: *Enfoques: Curso intermedio de lengua española*, and supplemental readings.

**ADVANCED STUDY IN SPANISH 5: HISPANIC WORLD VIEW**

Conducted in Spanish, this college-level course provides students with a larger context for the literature of Latin America which they have begun to read in their lower-level courses. While the course begins with a study of pre-Colombian civilizations, its primary focus is on the twentieth century and current events in Latin America. Topics include the political importance of the Mexican Muralism movement, the rise of dictatorships in Latin America, the role of women in resistance movements, particularly in Chile and Argentina, the involvement of the United States in Latin America, and the age of revolution in Latin America. The course ends with a major paper and oral presentation on a subject of the student's choice. In conjunction with the study of Latin America, students prepare for the Advanced Placement Spanish Language Exam by reviewing grammar and vocabulary interspersed throughout lessons, class discussions, readings and oral exams. Texts: Couch et al., *Una vez mas*; Gabriel Garcia Marquez, *Cinco Maestros* and *El coronel no tiene quien le escriba*. Films: *La Historia Oficial*; *Kiss of the Spider Woman*; *Missing*; *The Mission*; *Romero*; and *Salvador*. Prerequisite: Spanish 4 or Spanish 3 and departmental permission.

**ADVANCED TOPICS TUTORIAL IN SPANISH: HISPANIC AUTHORS OF THE 20TH AND 21ST CENTURIES**

This college-level course is the culmination of five years of the students' development of bilingualism in listening, speaking, reading and writing as well as their ability to understand Hispanic world view through the intensive study of Hispanic literature. Students read major literary works of Federico Garcia Lorca, Jorge Luis Borges, Ana Maria Matute, Miguel de Unamuno, Isabel Allende, Laura Esquivel and Gabriel Garcia Marquez. In addition to readings and numerous response papers, at the end of each semester students present a literary commentary on one of the major works they have studied. Prerequisite: Advanced Study in Spanish Language 5.

**RELIGIOUS STUDIES**

In keeping with Felix duPont's vision and purpose, St. Andrew's School has included religious studies in its academic curriculum since the School was founded. The core curriculum in religious studies that all students follow in the IV Form year and in the first half of their VI Form year provides an understanding of the major religious and philosophical traditions that have shaped Western civilization.

The religious studies curriculum at the IV Form level covers the major parts of the Bible, the life and teachings of Jesus, the nature of humankind and the world as understood in the Judeo-Christian tradition, and the importance of revelation in Christianity through historical events and persons. Some attention is also given to the moral implications of Christian commitment for contemporary life.

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

We aim to familiarize students with some of the many varied ideas and theologies they will encounter in college and beyond while encouraging them to formulate their own value systems through discussions and essays.

**HISTORY OF RELIGIOUS THOUGHT: THE ABRAHAMIC TRADITION**

In this course students rigorously examine the claims of great thinkers from Aquinas to Marx, Avicenna to Freud, Maimonides to Thomas Paine, St. Theresa of Avila to contemporary theologians and philosophers. In dialogue with these writings and with the Hebrew Bible, the Christian Bible and the Qur'an, students consider differing answers to central religious questions: Is there a divine? If so, how have people claimed to

know the nature of the divine? What is religious experience? What, if anything, happens after death? Why does suffering exist? How shall we act in the world as a result of our views on the divine? Visits by imams, rabbis, ministers and scholars, as well as trips to a local synagogue and the United States Holocaust Memorial Museum, inform our studies.

Students write frequent short analytical essays. In conjunction with their work in English Literature 2, they build their understanding of argument, evidence, the difference between an observation and a claim, and how to deal with ambiguity and complexity in an author's writings. To prepare students for their work in Advanced Study history courses and VI Form philosophy and religious studies electives, students examine their own positions in the context of the wider scope of human history and culture, strengthening their ability to identify a writer's rhetorical maneuvers and implicit assumptions. They write and deliver a 10-minute long talk exploring a religious or philosophical conundrum. For their capstone project, students use their shorter writings from the year as the backbone for a 10-12 page theological analysis that they then assess and critique in an oral defense with their teacher and a classmate.

Texts include selections from the Hebrew Bible, the Christian Bible, the Qur'an, the Nicene Creed, the Westminster Confession of Faith; works by Thomas Aquinas, Theresa of Avila, Reverend Forrest Church, Michael Coogan, John Esposito, Sigmund Freud, Rabbi Brad Hirschfeld, William James, Soren Kierkegaard, Maimonides, Martin Marty, Karl Marx, R. Albert Mohler, Sulayman Nyang, Thomas Paine, Robert Pape, Blaise Pascal, Stephen Prothero, Rumi, the Most Reverend Katharine Jefferts Schori, Huston Smith, Rabbi Berel Wein and Swami Vivekananda. (required for IV Form)

## **PHILOSOPHY**

What is the nature of reality? Am I a body and a mind? Am I free or determined? What grounds do I have for belief in God? On what principle do I judge things right or wrong? When can I say, "I know"? This course is organized around such questions—questions that have been central to philosophical inquiry. Using the pattern of one lecture and two discussion periods per week, the course raises and addresses classical philosophical questions in the fields of epistemology, ontology, metaphysics, theology, ethics and aesthetics. To stimulate discussion and broaden the scope of our philosophical inquiry, visiting lecturers share their expertise and wisdom with students. Students read short selections from philosophers in the major periods of Western thought—classical, modern and contemporary—whose positions have formed the bases for much subsequent discussion and debate.

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

## **APPLIED ETHICS**

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

## **EASTERN RELIGIOUS TRADITIONS**

As the African proverb says, "One who has never eaten outside of his house thinks his mother is the best cook." To understand the many cultures of the world, it is critical to understand their many languages of faith. What is the difference between "eastern" and "western" religions? What is the source of the religious fanaticism that prevails in many areas? In this course, we explore various religions in an effort to gain a greater understanding of "the other." Recognizing that religion is often both a source of conflict and reconciliation, bloodshed and renewal, beginning and ending, we seek to acquire a deeper understanding of its complexities and paradoxes. Through films such as *Ghandi* and *Ali*, readings and in-class presentations, students will begin to unwrap the mysteries of Hinduism, Buddhism, Confucianism, Taoism and Islam. (VI Form elective)

## **RELIGION AND VIOLENCE**

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

## **THEOLOGIES OF THE OPPRESSED**

This course examines the many theologies of liberation that have emerged as a result of social, economic and political oppression.



Throughout history, religion has often been used as a tool to oppress. Yet many who have been marginalized have also found religion to be an empowering force, a force which liberates from oppression. How have socially, economically and politically oppressed people used religion to make meaning in their lives? In what ways have different groups embraced scripture and religious tradition to inspire them to seek freedom?

Marginalized people from diverse contexts—poor people in Latin America, African Americans, women, LGBTQ (Lesbian, Gay, Bisexual, Transgendered and Questioning) identifying people, Muslims, Native Americans, among many others—have paired scripture and religious tradition with their lived experiences in order to find liberation from the particular struggles they face. Through theological readings, as well as poetry, film, song and visual arts, we will explore how these different peoples find religion to be a source for freedom from their experience of oppression. (VI Form elective)

## SCIENCE

Albert Einstein once described science as “the attempt of the human mind to find connections between the world of ideas and the world of phenomena.” The Science Department strives to bring Einstein’s definition of science to life in the minds and work of its students. Courses in biology, chemistry and physics expose students to the crucial observations and theories that constitute our fundamental understanding of the natural world. Equally important, students learn and experience the process by which scientists create, validate, revise and, in some cases, completely restructure this understanding.

Laboratory work is integral to all courses. As we guide our students through experiments that introduce them to new phenomena, demonstrate key concepts and challenge them to solve problems, we seek to demystify scientific inquiry by stimulating curiosity and enabling students to satisfy this

curiosity through discovery. Throughout our courses we strive to teach students how to think and act like scientists and to nurture in them an appreciation of the natural world and an inclination to use their abilities in science to solve problems and act responsibly in society.

Teacher-guided discussion forms the basis for our courses, emphasizing careful observation, hypothesizing, questioning and reasoning. Weekly laboratory double periods accompany every major course. Computer technology is integrated into the curriculum, primarily in the form of computer-interfaced measurement probes and data analysis programs. Biology classes make frequent use of Noxontown Pond and the extensive woodlands and marshlands that surround the campus. Field studies are also conducted at nearby natural sites such as the Bombay Hook National Wildlife Refuge.

Students are required to earn three credits in a laboratory science for graduation.

### BIOLOGY

As the first course in the departmental sequence, Biology is designed to equip students with scientific skills to draw upon throughout their education. Particular emphasis is placed upon systematic observation and the formation and testing of scientific hypotheses. Students learn to be skeptical and to construct scientific explanations that are detailed, logical and supported by evidence. The course also seeks to stimulate student appreciation and concern for the natural world. Areas of primary conceptual focus include energy transformation, genetics, evolution, ecology, human impacts on the environment, and the diversity and characteristics of species. Each spring, students journey to nearby Lewes, Del., to review research conducted at the University of Delaware’s College of Marine Studies and to tour dune, beach and forest ecosystems at Cape Henlopen State Park. Texts: Hoagland, Dodson and Hauck, *Exploring the Way Life Works: The Science of Biology*; Johnson and Raven, *Biology: Principles and Explorations*;



Jane Goodall, *Through a Window*; Farley Mowat, *Never Cry Wolf*. (III and IV Forms)

### **CHEMISTRY**

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

Prerequisite: Algebra I. (IV, V and VI Forms)

### **PHYSICS**

In Physics students discover the fundamental laws that govern nature through the process of guided inquiry—posing their own questions within an agreed-upon framework and conducting careful experiments to find their own answers. The class is taught using Modeling Instruction pedagogy, a research-based approach developed at Arizona State University. Students organize their knowledge according to a series of physical models which can be used to analyze and explain increasingly complex phenomena. This course also devotes significant time to helping students articulate the methods and results of their experiments to their peers in discussion, writing and in the models they create to explain the physical world. Text: Adapted from publicly available Modeling Instruction materials. Corequisite: Algebra 2 or departmental permission. (IV, V and VI Forms)

### **HONORS PHYSICS**

The Honors Physics curriculum is derived from a course developed by the Physical Science Study Committee (PSSC), a group first organized at the Massachusetts Institute of

Technology under the auspices of the National Science Foundation. This rigorous curriculum is coupled with the Modeling Instruction pedagogy developed at Arizona State University to create a unique and research-based approach to teaching physics. Its strength resides in its guidance of students through experiments and conceptual constructions that require authentic scientific thinking and practice. Not simply a catalogue of facts and equations, the course organizes knowledge into a series of physical models explaining and predicting the structure and interactions of matter. Each student is called on to develop his or her abilities to analyze, infer, evaluate, synthesize and reason quantitatively from the results of his or her experimental work. Extensive use of computer-interfaced instrumentation is used in the laboratory. Text: Teacher-authored text inspired by Haber-Schaim et al., *PSSC Physics*. Corequisites: Honors Algebra 2 and departmental permission. (IV and V Forms)

### **HONORS CHEMISTRY**

Honors Chemistry applies the foundation of concepts, computational techniques and laboratory practices students learn in Honors Physics to support their study of chemistry. The course begins with an introduction to descriptive and analytical chemistry through several weeks of laboratory work. Students here become familiar with important chemical properties and tools for uncovering patterns of chemical behavior and the laws that govern them. Laboratory work remains the central focus of the course as it recreates the empirical lines of evidence and creative reasoning from which modern chemical theory evolved during the 19th and 20th centuries. Students are challenged to construct their knowledge from their own experiments and collaborative discussions that utilize their prior knowledge of physics. Text: Brown et al., *Chemistry: The Central Science*, 10th ed. Prerequisites: Honors Physics, Honors Algebra 2 and departmental permission. (V and VI Forms)

## ADVANCED STUDY IN ENVIRONMENTAL SCIENCE

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

## ADVANCED STUDY IN BIOLOGY

The aim of this second-year biology course is to closely examine a range of topics in biology with emphasis on the unity of life and life's molecular basis. Many lab investigations are student-designed and involve long-term, open-ended inquiry. Several labs closely follow the College Board's Advanced Placement recommendations. Topics that reoccur throughout the year include evolution, the structure-function relationship, the importance of energy and the role of information. In addition to its factual content, the course stresses rigorous scientific analysis and reasoning. Text: Campbell, Reece and Mitchell, *Biology: Concepts and Connections*. Prerequisites: Biology, Chemistry and departmental permission. (V and VI Forms)

## ADVANCED STUDY IN CHEMISTRY

This course offers students an opportunity to continue their study of chemistry at an advanced level by further exploring topics in physical and organic chemistry. The course is laboratory-centered with structured experiments that extend the students' experience with analytical techniques and instrumentation followed by opened-ended projects to develop research skills. Text: Brown, et al., *Chemistry: The Central Science*, 10th ed. Prerequisite: Honors Chemistry or departmental permission. (VI Form)

## ADVANCED STUDY IN PHYSICS

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

## RESEARCH SCIENCE

This course provides students first-hand experience in designing and carrying out laboratory and field research. Research may involve topics related to environmental chemistry, focusing in particular on the impact of aforestation of St. Andrew's farmland on carbon sequestration and the impact of other land use practices on the chemistry of Noxonotown Pond. Prerequisite: Chemistry or Honors Chemistry. (Half-credit elective, open to V and VI Forms)

## COMPUTER SCIENCE 1

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

## COMPUTER SCIENCE 2

In this half-credit course students extend their knowledge of Java programming beginning with the important concepts of inheritance and polymorphism through the study of interfaces and abstract classes. Independent completion of all programming projects is encouraged and supported by student participation in the American Computer Science League. Among the other topics included in this course are recursion, analysis of algorithms, data structures and various case studies. Prerequisite: Computer Science 1. (Half-credit elective, open to V and VI Forms)

## **VISUAL & PERFORMING ARTS**

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

### **INTRODUCTION TO THE ARTS**

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

### **DRAWING 1**

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

### **DRAWING 2**

Students continue their exploration of natural form in a variety of media as they work on more advanced projects. Prerequisite: Drawing 1. (Half-credit course, open to V and VI Forms)

### **PAINTING 1**

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

### **PAINTING 2**

Students continue their exploration of color and composition as they work on more advanced projects. Prerequisite: Painting 1. (Half-credit course, open to V and VI Forms)

### **CERAMICS 1**

This course guides students through the historical use and creation of ceramics in various cultures. Fabricating their own

clay pieces inspired by ancient shapes and motifs, students learn both about other cultures as well as the many techniques for building and decorating clay vessels. They conduct four major projects on a type of historical ceramics, including the abstract motifs of Mimbres ceramics (Southwest New Mexico, 1000-1150); Pre-Colombian Zoomorphic tripod vessels as found in Costa Rica; ancient Greek coil vessels; and Japanese ceramics. The course concludes with an independent project. (Half-credit course, open to IV, V and VI Forms)

### **CERAMICS 2**

In this course students continue to explore their work with clay, developing more sophisticated techniques both in hand-building and on the wheel. Their initial projects again focus on historical and cultural techniques and practices from other countries, and in the second semester their work shifts to glazing techniques and glaze formulas. Students have greater freedom to create vessels and sculptures as they develop scientific methods of testing glaze formulas on tiles or small forms. Prerequisite: Ceramics 1. (Half credit course, open to V and VI Forms)

### **PHOTOGRAPHY 1**

This course encourages students to explore the expressive qualities of black-and-white photography while learning the fundamentals of image-making with a 35 mm manual camera and the functions of a black-and-white wet darkroom. Students hone their photographic voice in an open critique setting and face the challenge of editing their work in compiling a comprehensive final portfolio. They are introduced to medium format film and given the opportunity to experiment with a Holga camera. A study of historical and contemporary photography complements practical exercise and work in the darkroom. No prior experience is required, but access to a 35mm camera with manual exposure capability is necessary. (Half-credit course, open to IV, V and VI Forms)

### **PHOTOGRAPHY 2**

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



for student exhibitions. Prerequisite: Photography I. (Half-credit course, open to V and VI Forms)

### **ART HISTORY**

Surveying art from Egyptian civilization to late 20th century American culture, this course aims to create an intellectual foundation allowing students to become more aware of the role art and architecture have in the growth of human societies. By studying specific historical periods and analyzing cultural contexts, students develop an appreciation for how a community's buildings, sculptures, textiles and paintings reflect the values, beliefs and worldview of its people. In addition to this generally chronological overview of artistic creations in western culture, students also investigate non-western civilizations through the lens of cross-cultural contrasts: What, for example, does the Gothic Cathedral at Chartres (12th century France), have in common with the Great Stupa at Sanchi (1st century BCE India)? Categories ranging from themes of sacred architecture to images of power and authority and the role of narrative in art guide explorations. They write frequent, short analytical papers and keep an art journal for personal reflections and examples of art culled from various media. Text: Helen Gardner, *Art Through the Ages*. (Half-credit course, open to IV, V, and VI Forms)

### **FILM STUDIES 1**

Film Studies 1 introduces students to the basic elements of the film medium. Students examine both classic and contemporary films and analyze cinematography, plot, thematic and sound elements. In conjunction with the critical component of the course, students also explore the film production process. Students shoot and edit their own productions for the class, and, during the latter part of the course, develop and produce individual projects. (Half-credit course, open to V and VI Forms)

### **ADVANCED STUDY IN STUDIO ART**

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

### **LISTENING TO MUSIC: MUSIC HISTORY/MUSIC THEORY**

In this course students learn to listen to music from the Middle Ages through the present day, including jazz and rock music. They examine the historical context of music in each period and learn how to listen and describe the music intelligently. Students enrolled in the two tracks below take this portion of the course together and then divide into separate sections, according to their choices below. Prerequisite: Introduction to the Arts, or general proficiency in reading musical notation. (Half-credit course, open to IV, V, and VI Forms)

Music History track: Students who elect the History Track closely study the selections within their context of music history, focusing on how music changed from period to period, and how various music and composers influence other composers.

Music Theory track: Students who elect the Theory Track study the fundamentals of music theory, generally following this work with the compositions and periods being studied in the general section described above. Students who wish to do coursework in music composition should elect this track. At the completion of this course, students may take the Advanced Placement Music Theory exam.



## **MUSIC COMPOSITION**

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

## **ORCHESTRAL METHODS**

This course is intended for all orchestral instrumentalists, from beginning to advanced levels, who wish to participate in the School orchestra. Offered in separate meetings for the strings, winds and percussion sections, this course develops and practices techniques specific to the instrumental musician. In addition to scales, technique and sight-reading, the course focuses on the development of solid technique through rehearsal of the orchestra repertoire. Open to all forms, this course may be repeated. (Half-credit course, open to all forms)

## **CHAMBER MUSIC**

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

## **JAZZ IMPROVISATION**

Devoted to the study of jazz improvisation, this course allows students the opportunity to develop informed stylistic practice through rehearsal and performance in small jazz combos. Students develop their jazz literacy by reading

arranged compositions from a wide array of jazz styles and through careful study of chord/scale relationships in their improvisations. All students in this course are also members of the jazz ensemble. (Half-credit course, open to all Forms)

## **CHORAL SCHOLARS**

This course begins to develop the complete choral singer through instruction in vocal development, sight-reading, error recognition and choral style. Students in this course comprise members of the School's select choral ensemble. Open to all Forms, this course may be repeated. (Half-credit course, open to all Forms)

## **ADVANCED STUDY IN MUSIC HISTORY**

In this individualized course students select topics of special interest to them in music history and/or theory, under the guidance of the instructor, and engage in college-level research and study. Their work culminates in a polished research paper or project and an oral presentation. Each student works on three to five such topics during the year, spanning different times in music history to ensure balanced exposure and understanding of music. Prerequisite: Listening to Music or permission of the instructor. (Open to V and VI Forms)

## **ADVANCED STUDY IN MUSIC THEORY**

Intended for VI Form students who wish to dedicate themselves as fully as possible to the study of music, this course combines sustained work in music theory (ear-training and analysis) with a survey of music history through the method of creative inquiry known as Comprehensive Musicianship. Students learn to play and identify diatonic chord progressions, sing melodies with appropriate solfège syllables, and compose music in styles ranging from medieval organum through serial technique. Students take a listening exam and perform in a senior recital near the conclusion of this course. Texts: Paul Griffiths, *A Concise History of Western Music*; Stefan Kostka and Dorothy Payne, *Tonal Harmony*. Prerequisite: Listening to Music:

Music Theory or permission of the instructor. (Open to VI Form)

### **ADVANCED TOPICS TUTORIAL IN MUSIC COMPOSITION**

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

### **PUBLIC SPEAKING**

This course focuses on the fundamentals of speaking in public, including emphasis, pace, pitch, tone, volume and clarity and enhances students' ability to use effective and engaging vocal dynamics. Assignments include experimenting with famous speeches, conducting interviews, preparing persuasive advertising, storytelling, theatrical monologues and impromptu speaking. The course also explores techniques for calming and masking the nervous habits often provoked by public performance. (Half-credit, open to IV and V Forms)

### **ACTING 1**

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

### **ACTING 2**

Essentially a continuation of the Acting class, this course delves deeper into the techniques of acting, focusing on script and character analysis as well as directing and improvisation. The content of the class is also partly determined by the specific interests of the students taking the course. Prerequisite: Acting I or permission of the instructor. (Half-credit, open to V and VI Forms)

### **DANCE 1**

This course builds a basic foundation for the beginning dancer by focusing on the fundamental positions and movements of a variety of dance styles, including ballet, modern and jazz. Students learn proper dance technique while developing physical and artistic awareness. Addressing an overview of dance elements, such as line, form, body placement, movement quality, musicality, muscle control and artistic expression, this course is designed to inspire an appreciation for dance while preparing students for more advanced study of dance technique. No previous dance experience is necessary. (Half-credit course, open to all Forms)

### **DANCE 2: BALLET**

Building on the foundation of students' previous ballet experience, this course explores more advanced theories of classical ballet technique. Students increase their ballet vocabulary and perform more complex and advanced ballet combinations as they continue also to refine their use of core control, movement quality, body placement and aesthetic line. Increasing strength, agility, coordination, flexibility and stamina is emphasized, as this course develops the discipline to combine the physical demands of ballet with artistic freedom of expression. Prerequisite: Dance I or permission of the instructor. (Half-credit course, open to all Forms)

### **DANCE 2: MODERN DANCE**

Building on the foundation of students' previous modern dance experience, this course explores more advanced theories of modern dance. Movement and creativity are highlighted in this course with an emphasis on personal expression. Students practice floor exercises and center combinations designed to increase their core strength, flexibility, use of weight and momentum, body isolation, improvisation and freedom of movement. They develop their own personal style through self-expression, movement and choreography. Prerequisite: Dance I or permission of the instructor. (Half-credit course, open to all Forms)



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GATEWAYS TO EXCELLENCE



ST. ANDREW'S SCHOOL, DELAWARE

# THE FACULTY

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

Our faculty brings passion and remarkable commitment to every aspect of their calling as boarding school teachers. They are intelligent and committed scholars, innovative and dedicated teachers, and patient and inspiring coaches, directors, mentors and advisors. They possess the sensitivity, wisdom, humor and insight of great parents.

Family-style meals, trips to town, late night desserts, weekend activities, headmaster forums, games, performances, rehearsals, corridor duty, advisee gatherings, tutorials, committees—so much of the structure of the School creates student-teacher interaction, teaching moments, time for adults to gain insights to the adolescent world. Because St. Andrew's is an entirely residential school (with faculty apartments being added to dormitory space, and faculty homes built closer to the dormitories in recent years), faculty members have more chances to get to know their students than they would through the classroom alone.

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

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

**Will Speers**  
*Dean of Faculty*



## Eduardo A. Alleyne

Associate Director of Admission  
*Basketball*  
B.A., Wesleyan University  
M.A., Columbia University  
Appointed 2007

Tony returns to St. Andrew's after spending the 2009-10 school year completing his master's in the Klingenstein Center for Independent School Leadership at Columbia University. Originally from Brooklyn, N.Y., Tony graduated cum laude from St. Andrew's in 2001. Before St. Andrew's, Tony was a member of Prep 9 in New York City. While at St. Andrew's, Tony was a residential leader and played football, basketball and baseball. He was elected co-captain of the football team and received the Bob Colburn Award.

Tony attended Wesleyan University, earning a B.A. in sociology and African American History. He also joined Kappa Alpha Psi Fraternity Inc. and volunteered at numerous public schools. After Wesleyan, Tony joined Teach for America in Charlotte, N.C., and taught middle school math and science as well as coached track and field. In the spring of 2007, on the end-of-year test for sixth grade math, 78 percent of Tony's students were at or above grade level in math—compared to a sixth grade average of 38 percent. He continued to work with Teach for America as a Corp Member Advisor at the Philadelphia Institute during the summer and also with New Jersey Seeds.

Tony enjoys reading, anything athletic and mentoring youth. He works in admission, has taught history and coaches. He lives with his wife, Annalisa, and daughter, Laila-Toren, in the Ford House.



## G. Lindsay Brown

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

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

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

At St. Andrew's, Lindsay teaches history and coaches varsity crew. He lives with his wife, Louise Howlett, and sons, Forrest '11 and Malcolm '14, dog, Cedar, and cat, Huckleberry, in one of the houses on the main driveway.



## Gordon E. Brownlee

Director of Advancement  
B.A., Marietta College  
Appointed 2003

For 28 years Gordon directed institutional advancement for such notable institutions as Kennedy Krieger Institute and Mount Rushmore National Memorial, and served as a development consultant for numerous educational, health and social service institutions. In 2003, Gordon returned to his alma mater to encourage alumni, parents and friends to deepen their commitment to the mission of St. Andrew's School.

As a student at St. Andrew's, Gordon served in student government and was a member of the crew and soccer teams. He captained both sports his senior year while earning All-State and MVP honors in soccer and was the recipient of the Warwick Crew Prize.

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

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

Gordon is the faculty advisor and bagpipe instructor for St. Andrew's Pipes and Drums.

Gordon, his wife, Pam, and their three children, Lindsay '05, Peter '09 and Colin '14, live in a house on the Sassafras River in Galena, Md.



## Pamela U. Brownlee

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

Before joining the St. Andrew's community as a counselor, Pam began her professional career as a corporate sales manager with Procter & Gamble and Noxell Corporation. With the birth of her daughter, Lindsay, Pam decided to pursue her master's in counseling, and began her second career which has included counseling the homeless in Howard County, Md., to insure safe housing and more productive lifestyles; five years of private practice career counseling and business consulting in Rapid City, S.D.; and four years of development work for the Black Hills Pow-Wow Association.

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

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

Pam lives on the Sassafras River in Galena, Md., with her husband, Gordon, and their children, Lindsay '05, Peter '09 and Colin '14.



## Maya E. Cabot

Chemistry  
 Cross-country  
 B.A., Haverford College  
 Appointed 2011

Maya grew up in Charlottesville, Va., where she attended Crossroads Waldorf School and Tandem Friends School. She played tennis and was involved with the theatre program, including directing a play her senior year.

At Haverford College, Maya majored in comparative literature and minored in chemistry. A three-year member of the cross-country and track teams, Maya was named as a 2010 Ambler Scholar-Athlete and appeared on the Centennial Conference honor roll.

In her spare time, Maya enjoys running, cooking for her friends and family, and sitting on the couch with her dog, a cup of tea and a mystery novel.

At St. Andrew's, Maya teaches chemistry and is assistant coach for girls' cross-country. She lives in Founders Hall with her dog, Zola.



## Christopher J. Childers

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

Chris graduated Phi Beta Kappa from the University of North Carolina at Chapel Hill in 2005 with a B.A. in the Classics (combined Latin and Greek) and a minor in Creative Writing. His thesis of original poetry was granted Highest Honors by the English faculty, and he has received several translation and other prizes from the Classics department, including four Chancellor's Awards.

Over the summers, Chris has traveled overseas to study Latin, Greek, Greek and Roman archaeology, and poetry with the American Academy at Rome, the American School at Athens, the Athens Centre, the Hellenikon Eidyllion and Father Reginald Foster of the Vatican's Latin office. Most recently, he has taught Latin and Etymology at the Philips Academy at Andover Summer Session. Chris is also a regular participant at the West Chester University Poetry Conference, and he reads his own verse locally. In 2010 he was awarded an Individual Artist Fellowship from the Delaware Division of the Arts as an Established Artists in Poetry.

At St. Andrew's, Chris lives with IV Form boys on Schmolze corridor. When he's not intoning various dead languages, he enjoys playing and coaching tennis and squash and doodling away at verse translations of Latin poetry.



## ChiaChyi S. Chiu

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

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

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

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

In her free time, she enjoys gardening, reading and cooking. She lives with her husband, Pei, and their sons, Ryan '14 and Evan, in the School farmhouse.



## Nathaniel G. Costa

Academic Dean  
Chair, Classical Languages Department  
Basketball  
B.A., Yale University  
M.A., M.A., St. John's University (MN)  
Appointed 1999

Nathan graduated magna cum laude and Phi Beta Kappa with a degree in classics from Yale University in 1998, where he received several departmental translation prizes and also took courses in English literature and music. His particular scholarly interests include Homeric epic, Roman drama, Augustan literature and early Christianity. He has since pursued degrees in theology and liturgical music (organ) at St. John's University in Collegeville, Minn., during summers and the 2006-07 academic year.

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

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

Nathan has also studied at Harvard Divinity School and Westminster Choir College and received a fellowship from the National Endowment for the Humanities to study the music of Mozart in Vienna.

Nathan enjoys traveling, reading, playing the organ and listening to his record collection. He lives in the house adjacent to Mein Hall.



## Nathan A. Crimmins

Religious Studies  
Cross-country, Swimming  
B.A., Centre College  
M.A., Union Theological Seminary  
Appointed 2010

Nate hails from the lovely town of Greencastle, Indiana. After high school, Nate headed south to Centre College, located in beautiful, horse-country Kentucky, to study philosophy and government. While at Centre, Nate had the opportunity to travel to Spain and walk a pilgrimage, visit New Zealand to study volcanoes, and do multiple summers of research with the sociology department. While not in the classroom, Nate was either swimming and running or coaching high school track and mentoring local youth with Young Life.

After earning his B.A., Nate headed to Union Theological Seminary in the City of New York, where he completed an M.A. in theology and Christian social ethics. His work primarily focused on pairing theology with social theory to find more engaged religious responses to contemporary social, economic, and political crises. He is particularly drawn to neo-colonial criticism, empire-critical New Testament studies and religious responses to violence.

While in New York, Nate also served as coordinator of a non-profit that works with asylum seeking immigrants detained by I.C.E. in a converted warehouse outside the city. His work with the asylum-seeking population led him to saddle his bike in the summer of 2009 and ride 4,000-plus miles from New York City to San Francisco, Calif., speaking with folks along the way about immigration detention and the need for alternative solutions.

Nate enjoys cafe life, music, protests and long-distance travel. He has enjoyed working with both the faculty and students at St. Andrew's in his first year of teaching. At St. Andrew's, Nate lives on Voorhees Corridor and helps coach both cross-country and swimming.



## Sarah J. Demers

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

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

Sarah first found her love of teaching through working as an English teacher for middle school students in inner-city neighborhoods in a national program known as Summerbridge/The Breakthrough Collaborative. She has continued to teach in Boston inner-city classrooms and programs each summer.

Sarah attended high school at Phillips Academy in Andover where she was a tri-varsity athlete in soccer, swimming and lacrosse, played french horn in the school band and won the Yale Bowl for scholarship and athletics upon graduation.

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



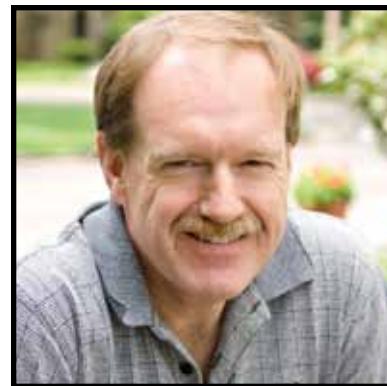
## David P. DeSalvo

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

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

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

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



## Donald H. Duffy, Jr.

Spanish  
Field Hockey, Wrestling  
B.A., George Washington University  
M.A.T., The School for International Training  
Appointed 1996

Before coming to St. Andrew's, Donald worked at three other boarding schools: Eaglebrook School in Deerfield, Mass., The Peddie School in Hightstown, N.J., and Episcopal High School in Alexandria, Va. During the past five summers, Donald has taught Spanish to students at Wolfeboro Camp School in Wolfeboro, N.H., a school dedicated to teaching youngsters who have struggled academically how to "live the daily life of a successful student." Donald has viewed his experience at Wolfeboro as an annual professional development opportunity for him to further develop his assumptions about learning and continue to hone his teaching skills for the classroom at St. Andrew's.

Donald teaches the third-year Spanish course and the sixth-year literature course. After 25 years in the classroom, he is still fascinated by the learning process. Recognizing that language is a reflection of the culture of its speakers, he enjoys the challenge of finding appropriate readings and designing activities that will enable his students to make discoveries about the many Spanish-speaking cultures of the world.

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

Donald and Susie, his wife, are the parents of three St. Andrew's alumni, Francesca '01, Donny '04 and Giancarlo '09. Donald and his family live in a house across the gully.



## Stacey W. Duprey

Associate Director of Admission  
Director of Girls' Residential Life  
Basketball  
University of Pennsylvania  
A.S., Bronx Community College  
Appointed 2003

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

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

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

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

Stacey lives with her husband, Wallace, their daughter, Devin '10, and son, Jaylin, in Gaul East.



## Wilson C. Everhart III

III Form Dean  
Director of Boys' Residential Life  
Assistant Director of College Counseling  
History  
Cross-country, Crew  
B.A., Colby College  
M.A.L.S., Wesleyan University  
Appointed 2005

Wilson grew up in Camp Hill, Pa., and graduated from St. Andrew's in 1995. While at St. Andrew's, he was a Residential Leader and an active participant in the School's chapel program. Wilson was also a captain of the cross-country and swimming teams and the recipient of the Warwick Crew Prize. At graduation, Wilson was awarded the Henry Prize for outstanding leadership in athletics.

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

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

In the summer of 2002, Wilson was awarded a fellowship to the Klingenstein Summer Institute. In 2005, he earned his MALS degree from Wesleyan University. Wilson completed the NOLS Instructor Course program in 2007 and has worked as a summer backpacking instructor for NOLS.

At St. Andrew's, Wilson teaches United States and 20th Century History. He also serves as the Director of Boys' Residential Life, an Assistant College Counselor, and one of the III Form deans. In the afternoons, he coaches girls' cross-country and crew; and lives on Hillier Corridor with his wife, Sarah, and their pug, Penny.



## Eric W. Finch

Chair, Mathematics Department  
Tennis  
B.A., College of William and Mary  
Appointed 2007

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

Eric's passions outside of teaching include leading the state champion math team, tennis, golf, skiing and spending time with his two sons, Alec and Will. Eric and his boys live in Gaul West.



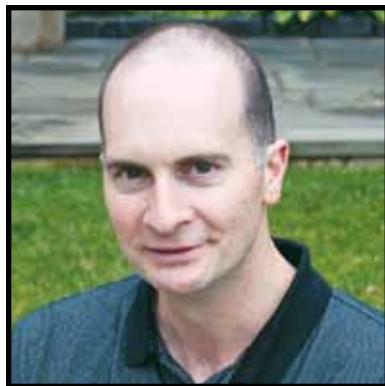
## Katherine B. Fritz

Director of College Counseling  
B.A., Dartmouth College  
M.A., Boston College  
Appointed 2007

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

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

At St. Andrew's, Kassy serves as Director of College Counseling. She and her husband, Tom, live in a house across the gully with their two children, John and Caroline and their dog, Crosby.



## Thomas J. Fritz

Dean of Faculty  
History  
Basketball  
A.B., Harvard University  
M.Ed., University of Virginia  
Appointed 2007

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

At St. Andrew's, Tom teaches history, coaches football and basketball, is the IV Form dean for boys and chairs the Honor Committee. He lives with his wife, Kassy, and children, John and Caroline, in a house across the gully. As a family, they enjoy time every summer in Jamestown, R.I.



## Frederick J. Geiersbach

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

Fred began his musical studies at the very late age of 6, training as a classical flutist. He was a first chair orchestral flutist throughout his high school and college career. He graduated from Williams College with a double degree in English literature and music, earning the Peter D. Kieran scholar award in his senior year. During his time at Williams Fred founded and performed frequently with jazz ensembles and classical chamber groups. He pursued advanced study in jazz improvisation at conservatories in Paris and in Copenhagen before settling in New York City.

Fred earned both his master's and doctoral degrees in music and music education from Columbia University's Teachers College, where he studied composition and conducting as well as teaching woodwinds. His dissertation studies the role of metacognition in the practice routines of experienced musicians. He began his teaching life in Manhattan's public schools while learning to play all of the wind and string instruments. He directed the music program in a seven-school rural Vermont district for three years before coming to St. Andrew's.

Upon coming to St. Andrew's Fred helped design the O'Brien Arts Center and founded the school's orchestra, which has grown from just seven players to a full-sized seventy-strong ensemble capable of performing advanced repertoire. Many of Fred's students have won All State honors. He has chaired the All State Orchestra festival for a number of years and currently chairs the Delaware Solo & Ensemble Festival, held each year at St. Andrew's.

Fred maintains a busy professional musical life, performing as a violist, flutist and violinist in both the Newark Symphony and the Dover Symphony and concertizing on all of his instruments in the chamber music scene. He also enjoys conducting state orchestra festival concerts.

Fred and his wife Carla live on the Carey horse farm with their children Xander and Guen. Their large family includes a pony, three horses, two dogs, and four cats.



## Terence F. Gilheany

Chair, Religious Studies Department  
Cross-Country, Crew  
B.A., Amherst College  
MTS, Harvard Divinity School  
Ed.M., Columbia University  
Appointed 1993  
On Sabbatical 2011-2012

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

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

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



## Avram Gold

Dance  
Dance Theater Seven (Fairfax, Calif)  
Houston Ballet Academy  
Appointed 2011

Avi began his dance training at the age of 8 in Marin County, Calif. His training focused on Classical Ballet and Pas de Deux, but he also studied Modern, Jazz, Contemporary, African and Folk. As a student he had the pleasure of working with principal dancers and choreographers from San Francisco Ballet.

At age 17, Avi joined the Houston Ballet as a member of the Corps de Ballet under the direction of Ben Stevenson. There he had the chance to work with some of the world's leading dancers and choreographer's including Carlos Acosta, Christopher Bruce, Nina Ananiashvili, Ivan Nagy and Lila York.

In 2002, Avi joined the Omaha Theater Ballet as the Principal Male Dancer. This is where he met his wife Carrie, a fellow dancer in the company. The Omaha World Herald lauded Mr. Gold's performance as the Cavalier in *The Nutcracker* as "notable both for its beauty and its sheer physicality."

In 2010 Avi joined the Minnesota Ballet as the Principal Male Dancer.

Avi's teaching career has run the gamut from middle school and high school classes to professional company classes as well as teaching at the college level with Creighton University. He continues to teach Master Classes throughout the country as well perform as a Principal Guest Artist. He is thrilled to create a dance program at St. Andrew's and impart his passion for dance.

Avi and his wife Carrie are elated to be joining the St. Andrew's community. They live in an apartment in Founder's Hall with their Boston Terrier, Boogie.



## Seraphine E. Hamilton

English  
Soccer, Basketball  
B.A., William Smith College  
M.A., Yale University  
Appointed 2010

Seraphine recently received her M.A. in African Studies from Yale University where she focused in South African literature. As an undergraduate she received her B.A. in English and Africana Studies from William Smith College in 2006 with honors. The years between earning her B.A. and M.A., Seraphine taught English and coached soccer and basketball at the Peddie School in Hightstown, N.J. While at Peddie, she developed the curriculum for two courses: "Unheard Voices" and "Africa Through the Novel".

Her love for African literature and history developed at an early age, but her desire to focus her life's work in these areas solidified during a six-month residency at the University of the Western Cape (UWC) in South Africa. During this time she came face to face with a new culture and a tremendously exciting and satisfying way of life.

Seraphine, a two-time NCAA Division III All-American and one-time Academic All-American soccer player, integrated herself naturally by playing on the University soccer team as well as a regional semi-professional team. During her time at UWC, she had the privilege of meeting and speaking with Archbishop Desmond Tutu, one of her personal heroes and role models. This experience showed that the Archbishop was authentic and real, unmarred by decades of fame and recognition. His messages of equal civil rights and a common education system resonate with her. His approach and commitment inspires her. While at Yale, she explored the impact of current and historical political events on educational systems in the Southern African nations. With that said, she is excited to be returning to her career as an educator with her loved and spoiled pug, Izzy.



## Mark S. Hammond

Chair, Science Department  
Swimming  
B.S., Davidson College  
M.A., Rice University  
Ph.D., Rice University  
Appointed 2002

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

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

Mark enjoys stargazing, hiking, cross-country skiing and reading. He lives with his wife, Noreen Tully, and their two children, Sadie '09 and Davis '12, in a house on Noxon-town Road.



## E. Gary Harney

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

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

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

Gary and his wife, Jo, a vocal music teacher at nearby St. Anne's Episcopal School, live in the Brinker House. They enjoy reading, going to their geodesic dome in the mountains of Pennsylvania and visiting with their two children, Michael '98 and Benjamin '01, and with their grandson, Noah.



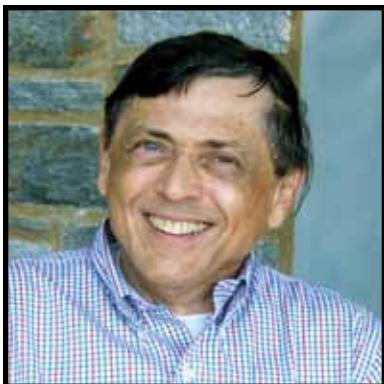
## Anna T. Hastings

English  
Academic Advisor to V Form Girls  
Associate Director of College Counseling  
Field Hockey, Lacrosse  
B.A., Middlebury College  
M.A., Bread Loaf School of English  
Ed.M., Teachers College, Columbia University  
Appointed 2010

The child of educators, Anna grew up on the campuses of Deerfield Academy and Pomfret School. A tri-varsity athlete and member of cum laude at Pomfret, Anna attended Middlebury College where she majored in English, minored in psychology, and played varsity field hockey and ice hockey.

Anna's teaching career began in 2002 at the Canterbury School in New Milford, Conn. At Canterbury, Anna taught English, coached field hockey, ice hockey, and lacrosse, worked in a dormitory and served as a faculty advisor to the diversity committee. In the fall of 2004, Anna began work at the Taft School; in addition to teaching, coaching and advising, she also served as a class dean, headed a dormitory and sat on the discipline committee. In 2007, Anna completed her M.A. in English at Middlebury's Bread Loaf School of English. More recently, in 2010, Anna took a year away from teaching to earn her Ed.M. in private school leadership from the Klingenstein Program at Teachers College, Columbia University.

Anna spends her summers gathering with her family on the coast of Maine. She enjoys running, reading, cooking, traveling and throwing tennis balls for her dog Leela.



## John A. Higgins

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

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

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

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



## Peter M. Hoopes

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

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

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

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

As the School's technology director, Peter has hosted several technology director conferences and is on the steering committee of the edAccess Conference. He is also the president of the Delaware Independent School's Computer Association. He has spoken numerous times on managing the Apple Mac OS X platform in schools.

In his spare time, Peter enjoys golf, basketball, tennis and continuing his music. Peter lives with his wife, Sarah, and their daughters, Ingrid, Sophie and Claire, in nearby Middletown.



## Gretchen B. Hurtt

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

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

At Princeton, Gretchen majored in English, played field hockey and lacrosse, and was student manager of Tiger Pizza. In 1998, she earned a master's degree at the Harvard Graduate School of Education.

Gretchen has taught English at Kent Denver School in Denver, Colo.; Harvard-Westlake School in Los Angeles, Calif.; Severn School in Annapolis, Md.; Salisbury Summer School in Conn.; and The Hill School Summer Program in Pa.

In her free time, she loves reading, spending time with family and enjoying the outdoors.

Gretchen, her husband, Callen '90, and their sons, Liam and Gibson, live on Pell Dorm.



## W. Callender Hurtt

Mathematics  
Soccer, Crew  
A.B., Harvard University  
B.S., University of Alabama  
Appointed 2004

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

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

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

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

Callen and his wife, Gretchen '90, live with their boys, Liam and Gibson, on Pell Dorm.



Dan O'Connell

science

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



## Elizabeth M. Hutchinson

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

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

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

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

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

In her free time, Whiz rescues and finds homes for stray cats. Her 11-year-old son, Jack, likes to help with the kitties. The Hutchinsons live in the Lewis farmhouse.



## John F. Hutchinson

Head Chaplain  
Chair, Religious Studies Department  
Chair, Community Service  
Soccer, Lacrosse  
B.A., Amherst College  
M.Div., Harvard University  
Appointed 2000

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

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

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

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

Jay and Whiz spend their summers at their home on Squam Lake in Holderness, N.H., with their son, Jack, and many animals. In the Diocese of New Hampshire, Jay enjoys serving as a supply priest as well as teaching water skiing to profoundly disabled children.



## Joleen M. Hyde

Director of Testing  
Chair of Student Activities  
Certificate Diploma in Public Relations  
Public Relations Institute  
of Southern Africa  
Appointed 1999

Joleen came to St. Andrew's after her marriage to Michael Hyde in 1999. Joleen played a part in the formation of the "Political Information and Monitoring Service (PIMS)," under the umbrella organization of the Institute for Democracy in South Africa. For four years, Joleen served as their public relations officer and personal assistant to the program director. PIMS aims to support democracy and promote good ethical governance in South Africa through building government and civic capacity for democracy, in particular through training and related activities.

At St. Andrew's, Joleen has served as the assistant dean of students, director of testing and faculty advisor to the student activities committee. In the past years, Joleen has organized many trips with faculty and students to South Africa. The trips include community service with abandoned and impoverished children, assisting with planting organic gardens in rural areas and experiencing the South African heritage. During their visits to South Africa, they help out with projects at St. Andrew's sister school, St. Mark's in Pietersburg. An ongoing project at St. Andrew's is the book and clothing drive for St. Mark's.

Joleen and her husband, Mike, enjoy travel and live with daughter, Bridgett, and son, David, in a house overlooking the farm and soccer fields.



## Michael W. Hyde

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

A Wilmington native, Mike is a 1987 graduate of Tower Hill School, where his father is retired from teaching and coaching.

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

Mike is the director of the boys' athletic program and associate director of admission. Mike is also the head coach of football and an assistant coach for varsity baseball.

In 2001, Mike completed his work toward his master's degree (M.A.L.S.) in American studies at Georgetown University.

Mike and his wife, Joleen, enjoy travel and live with daughter, Bridgett, and son, David, in a house overlooking the farm and soccer fields.



## Diahann T. Johnson

*Chair, Modern Languages Department  
French  
B.A., Oberlin College  
M.A., University of Delaware  
Appointed 1994*

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

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

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

While on sabbatical during 2005-2006, Diahann worked part-time at St. Anne's Episcopal School as an educational consultant for diversity. In the summer of 2007, she was a translator for a mission trip to the Democratic Republic of the Congo sponsored by the Peninsula Delaware Conference of the United Methodist Church.

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



## Harvey R. Johnson

*Mathematics, Science  
Soccer, Basketball  
B.ChE, University of Delaware,  
Ph.D., University of California, Berkeley  
Appointed 2010*

A 1997 magna cum laude graduate of St. Andrew's, Harvey returned to campus to teach, coach and continue his life-long pursuit of learning. While a student at St. Andrew's, Harvey received the Walter L. Harrison Prize for Mathematics and the William Day Scott Prize for Science. He enjoyed playing varsity soccer and basketball.

After graduation, Harvey joined the honor's program at the University of Delaware majoring in chemical engineering. He received the Amerada Hess award, the Charles B. Evans Prize, membership in Tau Beta Pi and a degree with distinction for his thesis on the rational design of crystallization conditions for model protein molecules. While at Delaware, Harvey was invited to conduct research in Hamburg, Germany, at the Deutsches Elektronen-Synchrotron, the University of Cape Town in South Africa and DuPont's Experimental Station in Wilmington.

Upon graduation, Harvey joined the University of California, Berkeley, where he majored in chemical engineering and minored in financial economics. He was a student instructor for the first undergraduate and last graduate chemical engineering courses students took.

Before returning to St. Andrew's, Harvey was variously employed by Credit Suisse as a Fixed Income Business Analyst and a Biotechnology Equity Research Analyst and by the University of Delaware as a postdoctoral researcher. Harvey has mentored many students during his research career; presented his work at national meetings and has published his research in peer reviewed scientific journals.

Harvey enjoys sports, math, movies, friends, and traveling. In his free time, he enjoys reading and writing nonfiction and is particularly interested in consciousness, artificial intelligence, neuroscience and Zen philosophy.

Harvey lives with his wife, Neelima Reddy, in the Annex.



## Jory B. Kahan

Mathematics  
Soccer, Squash  
B.A., Wesleyan University  
Appointed 2010

Jory graduated from Hanover High School in Hanover, New Hampshire. At Hanover, Jory was the captain of the soccer team and led Hanover to a state championship and was named 1st Team All-State. Jory was also the captain of the track team and was a four year letter winner in tennis.

At Wesleyan University, Jory majored in neuroscience and behavior and was a member of the men's soccer team. In his senior year, he captained the soccer team to its first undefeated season in 70 years and was named ESPN/CoSIDA Academic All-American.

Jory has been actively involved in Grass-root Soccer, an organization that raises money and HIV/AIDS awareness for at risk youth in Sub Sahara Africa.

At St. Andrew's, Jory lives in Founders Hall on Hillier Corridor.



## Mary H. Kelly

Classical Languages  
Swimming  
B.A., Bowdoin College  
Appointed 2010

Mary graduated cum laude and Phi Beta Kappa from Bowdoin College, where she majored in Classics and minored in German. As a junior Mary studied abroad at the Intercollegiate Center for Classical Studies in Rome and spent a semester immersed in an intensive study of Latin and Greek literature, as well as Roman archaeology and social history. During her senior year, Mary completed a thesis in Classics on the poetry of Horace and Ovid, for which she received highest honors. She was also the recipient of the Nathan Goold Prize for Latin and Greek.

While at Bowdoin Mary worked as a Latin tutor and a writing assistant for the Bowdoin College Writing Project. She taught swimming and lifeguarding to the Bowdoin and Brunswick, Maine community, and was a member of Bowdoin's dance program. She now serves as a member of BASIC, Bowdoin's network of alumni interviewers.

Mary is originally from the Bronx, N.Y., where she attended the Bronx High School of Science. She spent many summers with the Becket-Chimney Corners YMCA in Becket, Mass., working as a day camp counselor, aquatics director and then assistant program director. It was through camp that Mary discovered her love of mentoring and teaching children and adolescents, and she is grateful to have spent so many summers as part of such a wonderful community.

In her spare time, Mary enjoys reading books in different languages, dancing, exploring the outdoors and attempting to prolong the life of her beloved '82 Volvo. Mary lives in Founders Hall.



## Eric L. Kemer

Associate Academic Dean for Math and Science  
Cross-Country  
Sc.B., Brown University  
M.S., Northwestern University  
Lehigh University  
Appointed 1987

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

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

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

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

Eric and his wife, Susan, have three children, Benjamin '04, Laura '08 and Sarah '11, and live in a house on the eastern edge of campus.



## Elizabeth McGiff

Ceramics

B.F.A., State University of New York, Purchase  
Appointed 2010

Elizabeth has always cast her net wide to encompass all of her interests. While getting her B.F.A. from SUNY Purchase, she studied photography, bookbinding and printmaking. For her senior project she collaborated with two dancers from the Purchase dance department to create a performance, sewing kimonos for them with silkscreened photographs, fabricating shoji screens and designing the lighting.

After her B.F.A., her education took on an even non-linear root studying the healing art of shiatsu massage. From 1992-95 she was a certified Ohshiatu instructor and managed the Philadelphia branch of the school. Her 20 years of developing a healing touch has now led her back to the arts, this time in ceramics. "Clay is a material that is all about touch. Like shiatsu it is very physical and one must be sensitive to the entire piece, not just the surface."

Before coming to teach the ceramics program at St. Andrew's, Elizabeth taught the third grade art curriculum at St. Anne's Episcopal School. "I loved working in a interdisciplined way, tying in their virtual travels in social studies with art projects from that country!"

Elizabeth lives with her husband John at the Muller farm with four sheep, six chickens, and their black lab Alice. Their daughter Olivia is a SAS graduate ('10) and is now at Vassar. Their son Aidan will be a student at the Putney School in Vermont starting this year and was a choirboy at the St. Thomas Choir School in New York. Along with ceramics, Elizabeth loves to work with the wool from her sheep, spinning, dyeing and knitting or weaving her own yarn.



## John C. McGiff

Co-Chair, Arts Department

Art Gallery Director

Drawing, Painting, Art History

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

M.F.A., University of Pennsylvania

Appointed 1996

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

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

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

John has received two fellowships in painting from the Delaware Division of the Arts in painting as well as residency fellowships in Brittany, France, from Maryland Institute College of Art (MICA). He currently shows his work in galleries in Wilmington, Lewes and Rehoboth and has had exhibitions at The Delaware Center for Contemporary Art and The Delaware Agricultural Museum as well as various other Mid-Atlantic venues.

With his wife, Elizabeth, their dog, sheep and chickens, John lives in the Muller farmhouse on the other side of the pond.



## Jennifer E. McGowan

Mathematics

Soccer, Lacrosse

B.A., Hamilton College

Appointed 2008

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

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

Throughout high school and college Jenny was actively involved with Young Life, volunteering as a mentor for Hamilton High School students. Jenny's other passions are running, waterskiing and playing in the mountains of Vermont.

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



## Peter K. McLean

Science  
Environmental Coordinator  
Forestry and Wildlife, Outing Club  
B.A., University of Virginia  
M.A., College of William and Mary  
Ph.D., University of Tennessee  
Appointed 1989

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

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

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

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

Peter and his wife, Carol Ann Pala, an information specialist and Library Director, enjoy biking, photography, gardening, reading and beekeeping. They live in one of the farmhouses, one with geothermal heating and cooling, with their two children, Peter and Elsa, their cat, Monty, and two golden retrievers, Bella and Bear.



## Joshua R. Meier

Photography  
B.F.A., Rogers State University  
M.F.A., University of Tulsa  
Appointed 2011

Joshua grew up on the plains of western Oklahoma. After high school, he spent a year in The Netherlands where he attended both Stanilas College and Christelijk Lyceum Delft, studying art and language.

In 1999, Joshua attended Rocky Mountain School of Photography in Missoula, Montana. The following summer, he began instructing for the school and continued there until 2007. He received the Outstanding Graduate Award while completing his B.F.A. in studio art at Rogers State University and went on to earn his M.F.A. from the University of Tulsa, where he was granted a full teaching assistantship, two summer research grants and the Student Award of Excellence Fellowship from the Oklahoma Visual Arts Coalition.

Outside of education, Joshua continues his professional career as an artist, exhibiting widely across the country. His work has been shown in galleries in Montana, Oklahoma, Texas, Chicago, the University of North Dakota and Virginia, as well as the Wichita Falls Museum of Art. In 2010, he was invited to present a solo exhibition at the Missoula Art Museum in Missoula, Montana. In addition, Joshua's images have been published in two issues of *Creative Quarterly Journal* (Winter '08 and Spring '09), *Art Focus Oklahoma* (Sept/Oct '09 and Sept/Oct '10), and numerous music album covers.

Joshua, his wife, Melissa, and their two boys, Cyrus and Eli, along with their dog, Joey, live in Fleming. In his spare time, Joshua loves to hike, cycle, fish, play music, and roast his own coffee.



## David P. Miller

Co-Director of Diversity  
Spanish  
Baseball, Basketball  
B.A., Beloit College  
M.A., Tulane University  
Appointed 2000

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

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

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

David enjoys cooking and reading, and has recently resumed playing trumpet—often joining the School Orchestra and Jazz Ensemble. He lives with his wife, Ana, their son, Gabriel, and their dog, Clive, in a house overlooking Noxontown Pond.



## Treava Y. Milton

*Co-Director of Diversity  
English  
Volleyball  
B.A., University of Pennsylvania  
M.S., Nyack College, School of Business and Leadership  
Appointed 2007*

Treava graduated from St. Andrew's in 1983 and returned to campus from New York City following her career in administration.

As a student, Treava co-captained volleyball, performed in dance and theater and managed basketball. She also served as a residential leader and graduated winning the Spanish award.

Treava earned her B.A. in political science with a minor in Spanish at the University of Pennsylvania and was inducted into the Onyx Senior Honor Society. When she joined Alpha Kappa Alpha Sorority, she co-edited their newsletter, *The GE Journal* and discovered passions for teaching and volunteering.

From 1994-2006 Treava volunteered in food service and prison programs at Creston Avenue Baptist Church, serving in direct client care and administrative capacities. She later received her human behavior consulting certificate from the Uniquely You series and taught classes on leadership and healthy relationships. In 2004 Treava was ordained an Elder of the church; in 2005 she was cited an outstanding citizen by the Council of the City of New York.

Most recently Treava received an honors M.S. in organization leadership. Her thesis focused on the relationship between strategic planning and organization effectiveness. She tied for highest GPA while receiving the Best Thesis and Servant Leadership Spirit Awards.

At St. Andrew's, Treava She jointly directs diversity and inclusivity efforts, teaches III Form English and coaches volleyball.

For relaxation, Treava watches *Frasier*, dramas and movies set in the medieval period. She loves human behavior psychology, Bible study, sun bathing and water park slides.



## David W. Myers

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

A lifelong Delaware local, Dave grew up in Rehoboth Beach, graduating from St. Andrew's School in 1996.

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

Dave developed an interest in computers and computing technology at St. Andrew's, which was further developed at Wake Forest University. While in North Carolina, he was a member of the Computer Science ACM (Association of Computer Machinery) team for Wake Forest as well as the Mathematics Modeling Competition team. Dave also co-founded the Wake Forest Ultimate Frisbee club team.

After transferring to the University of Delaware, Dave began working part-time at his alma mater. After graduating from UD with a B.S. in computer science with a mathematics minor, Dave began work full-time at St. Andrew's as the associate director of technology.

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



## Terrell Myers

*Assistant Dean of Students  
Basketball  
B.A., St. Joseph's University  
Appointed 2010*

Terrell Myers graduated from James Hillhouse High School in New Haven, Conn., and completed a post-graduate year at St. Thomas More School in Oakdale, Conn. He went on to Saint Joseph's University in Philadelphia, Pa., where he was a member of the Varsity basketball team and graduated with a degree in Education.

After college, Terrell went on to a successful professional basketball career in Europe playing in the British Basketball League and in Spain. Terrell was a four-time All-Star and 1988-89 Player of the Year in the British Basketball League and earned a degree in Spanish at the University of Girona. While in Spain, he started a non-profit organization that provides Spanish speaking students with the opportunity to attend high school in the United States.

At St. Andrew's, Terrell works with the Dean's Office and coaches boys' basketball. Terrell lives off-campus in nearby Townsend.



## Joyce E. Nelson

Registrar  
Advanced Placement Coordinator  
Driver Education Coordinator  
Appointed 1999

After graduating from Middletown High School in 1964, Joyce worked for two years with the Corporation Trust Company in Wilmington, Del., and for two years in the Office of the Attorney General in Dover, Del.

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

Away from school, Joyce serves on the Pastor-Parish Relations Committee at St. Paul's Church in Odessa where she also sings in the Chancel Choir. She is involved in several community projects which support local organizations such as the Delaware Special Olympics and the American Cancer Society. She enjoys traveling to warm exotic places, cooking and reading. Joyce is also an avid teddy bear maker.

Joyce and her husband, Rich, live in Middletown.



## Daniel J. O'Connell

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

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

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

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



## Kelly C. O'Shea

Science  
Organizational Coach  
B.S., Washington University  
M.S., Washington University  
Appointed 2007

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

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

Kelly enjoys knitting, climbing and robots. She lives in an apartment in the Annex.



## Carol Ann Pala

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

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

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

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

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

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



## Sharon K. Phelan

Dean of Students  
English  
Field Hockey  
B.A., Wesleyan University  
M.A., Bread Loaf School of English,  
Middlebury College  
Appointed 2011

Sharon returns from teaching for School Year Abroad in Beijing, China to begin this new adventure as the Dean of Students, English teacher, and field hockey and lacrosse coach at St. Andrew's. In Beijing, Sharon taught English, served on the Discipline Committee, and supervised student travel to Inner Mongolia, Yunnan, Xi'an and Chengdu. Prior to her year in China, Sharon served as the Assistant Director of Residential Life at the Middlebury Monterrey Language Academy and taught English for six years at Taft School in Connecticut. She has taught at Packer Collegiate, Perkiomen School and St. Johnsbury Academy. In a temporary break from high school teaching, she coached field hockey and lacrosse at Vassar College for two years. In her second year at Vassar, she was a fellow in their English department and a senior thesis advisor.

Sharon graduated from Wesleyan University with a double major in English and American Studies in 1996. She completed her Master of Arts degree at Bread Loaf School of English where she received two named scholarship awards. In the summer of 2006, as the recipient of an NEH grant, Sharon travelled to Galway, Ireland to study Yeats with a group of 11 other U.S. teachers; she returned to Ireland in the summer of 2009 with 10 students and three teachers to participate in a Joyce seminar.

In addition to her more scholarly pursuits, Sharon considers herself a pop culture critic. She loves good movies and appreciates well-written TV. Sharon also loves running, cycling, hiking, traveling, cooking and gardening and looks forward to training and doing triathlons again after her return from the crowded and smoggy streets of Beijing.

Sharon lives in Founders Hall on Baum Corridor.



## William F. Porter

English  
Assistant Director of College Counseling  
Cross-country, Crew  
B.A., Cornell University  
M.A., Bread Loaf School of English,  
Middlebury College  
Appointed 2010

Will grew up in Bellefonte, Pa., and graduated from St. Andrew's in 1996. While at St. Andrew's, he was editor of the *Andean*, a residential leader, captain of the cross-country and rowing teams and a recipient of the Warwick Crew Prize. In 2000, he graduated cum laude from Cornell University with a major in English. While at Cornell, he was a four-year member of the rowing team.

Will began teaching English at The Hun School in Princeton, N.J., where he was also the head boys' cross-country coach and head girls' crew coach. At the Hun School, he also served as a faculty representative to the Honor Committee.

Most recently, Will taught at St. Mark's School in Southborough, Mass., where he also served as a faculty representative to the Discipline Committee, advisor to the class of 2008, dorm parent on a ninth and tenth grade boys' dorm, boys' J.V. cross-country coach and head boys' crew coach. In 2008, he earned his master's degree in English from The Bread Loaf School of English.

Will lives in Moss with his wife, Taylor '96, and their two daughters, Eliza and Beatrice. In his free time, he likes to search for bugs with Eliza, make pizza, ride his bike, talk about movies and write poetry.



## Emily L. Pressman

Chair, History Department  
Theater  
B.A., Yale University  
M.A., Yale University  
Appointed 2003

Emily grew up on the campus of The Hotchkiss School in Lakeville, Conn. As a student at Hotchkiss, Emily served as head of the community service organization, edited and wrote for a student magazine and was deeply involved in the drama program. In her senior year she served as a proctor in an underclass dorm.

After Hotchkiss, Emily went on to Yale University, graduating in 2002 summa cum laude and Phi Beta Kappa, with distinction in history. In her studies, she focused on American history, particularly Southern history and issues of race and slavery. During the summer of 2001, she worked as research assistant for a Yale historian and, supported by a Richter Fellowship, pursued her own research at UNC-Chapel Hill. Beyond academic pursuits, her college years found her directing a Sondheim musical as well as serving as a residential freshman counselor.

During the 2002-2003 academic year, Emily taught at Phillips Academy in Andover, Mass. As the Richard M. Lederer Teaching Fellow in history at Andover, she taught world history, lived in a dormitory as a house counselor and directed the ninth grade play. In summer 2004, Emily was awarded a fellowship to the Klingenstein Summer Institute through Columbia Teachers College. In more recent summers she has pursued study in England, Ireland and Northern Ireland.

Emily returned to Yale in fall 2008 for a master of arts degree in history. In addition to further work in 19th century American history and Southern history, her studies encompassed 20th century American conservatism, comparative genocide studies, and issues in historical memory. Her graduate research brought her back to our state archives, as part of her examination of massive resistance to school desegregation in Milford, Del., in 1954.

At St. Andrew's, Emily teaches history, works with the theater program and serves as the faculty advisor to the Gay-Straight Alliance. She enjoys cooking, reading, music of all kinds, tracking down quirky historical monuments, and going to the theater any chance she gets. Emily lives on Upper Mein Hall with V Form girls and her basset hound, Ellie.



## Franchesca M. Profaci

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

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

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

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

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



## Ana G. Ramírez

Assistant Headmaster for Student Life  
Spanish  
B.A., Kenyon College  
M.A., Georgetown University  
Appointed 1997

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

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

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

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

Ana lives with her husband, David Miller, and son, Gabriel, in a house overlooking Noxontown Pond.



## Neelima B. Reddy

English  
Tennis  
B.S., New York University  
M.A., New York University  
Appointed 2010

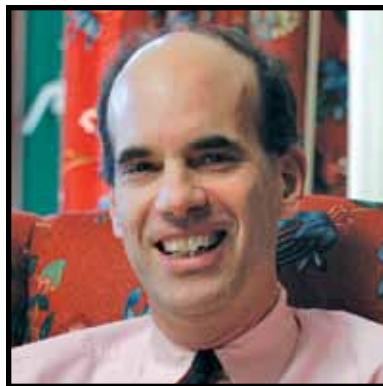
Born and raised in a quiet suburb outside of Chicago, Neelima left for New York City after graduating from high school. She graduated cum laude with a B.S. in communications and received an M.A. in English Education, both from New York University.

She initially used her degree in communications in the field of commercial advertising in New York and Chicago, representing large companies. However, she decided her true calling was teaching and left big business behind to pursue a career as an educator.

Before joining St. Andrew's, Neelima taught at North Shore Middle School in Long Island for the past five years. Prior to her work in Long Island, she taught in the New York City public school system at schools in the Bronx and Manhattan as a New York City Teaching Fellow. During her breaks, she participated in a fellowship for the National Writing Project and as a program scholar in the Japan Fulbright Memorial Fund Teacher Program. She has also studied Francesco Petrarch in the south of France through an award from the National Endowment for the Humanities.

In addition to teaching, Neelima has participated in creative writing workshops and has presented her original work at arts festivals on both coasts. Her writing has also been published in the book, *Imagining Ourselves: Global Voices from a New Generation of Women*. She also volunteered in India teaching English and creating "bridge courses" for former child laborers.

In her free time, Neelima enjoys reading, traveling abroad and eating delicious vegan meals made by her husband, Harvey Johnson. Neelima and Harvey live in the Annex.



## Daniel T. Roach, Jr.

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

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

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

Tad and his wife, Elizabeth, have four children—Matthew '04, Hadley '07, Zachary '13 and Anne.



## Elizabeth M. Roach

Chair, English Department  
Tennis  
B.A., Mount Holyoke College  
M.A., Bread Loaf School of English, Middlebury College  
Appointed 1981

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

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

At St. Andrew's, Elizabeth has served as director of girls' athletics, housemaster and chair of the English Department. As the girls' varsity tennis coach, she led her team to its first state championship in St. Andrew's history in 1987, and won the title again in 1988 and 1996. In 1991, she was selected as Delaware's Coach of the Year for girls' tennis. In 2004, Elizabeth was inducted into the Nichols School Athletic Hall of Fame.

With her husband, Tad, and their children—Matthew '04, Hadley '07, Zachary '13 and Anne—and black lab, Tallulah, Elizabeth lives in the headmaster's house.



## William B. Robinson

Director of Communications

History

Faculty Advisor to the Honor Committee

B.A., Colgate University

J.D., M.B.A., Temple University

Appointed 2010

Will is a 1997 graduate of St. Andrew's where he captained the lacrosse team, served as School co-president and won the William H. Cameron Award for outstanding service to the school.

In college, Will double-majored in English and Peace and Conflict studies at Colgate University, ran varsity cross-country and led Colgate's consortium of 22 volunteer groups. He was voted Tutor of the Year by the residents of a local youth group home and received the Dean's Award for Community Service at graduation.

After graduation he joined Teach For America and taught middle school special education for three years in rural Louisiana. Will started the school's baseball team and coached a travel soccer team of students that dominated the U12 tournament scene throughout the Gulf Coast. As a class, his eighth grade students achieved the district's highest passage rate (93 percent) on Louisiana's LEAP High-Stakes Test.

Will went on to earn his J.D./M.B.A. from Temple University where he was a member of the Rubin Public Interest Law Honor Society, worked in a small business development center and clerked for two federal judges. His career eventually took him from Philadelphia's City Hall to Ogilvy Public Relations Worldwide in Washington, D.C., where he most recently worked as a senior strategist in Ogilvy's 360 Digital Influence group.

Will and his wife, Lindsay '97, live with their two sons, Liam and Luke, in a Gaul Hall apartment.



## Candace W. Schuller

Senior Associate Director of College Counseling

Tennis

B.A., Bowdoin College

M.Ed., University of New Hampshire

Appointed 1998

Prior to coming to St. Andrew's, Candace worked at the University of New Hampshire and Mount Holyoke College in the area of career development collectively for 10 years. She guided college students through the self-assessment and career search processes and advised them on applying for graduate and professional schools. In 1996, she chaired the Small College Career Alliance Conference, comprised of 23 select liberal arts colleges.

Since arriving at St. Andrew's in 1998, Candace has served as an assistant director of admissions, the junior and senior girls' academic advisor, a member of the Honor Committee, and as a girls' junior varsity tennis coach. She currently is the Senior Associate Director of College Counseling where she helps juniors and seniors identify colleges and universities appropriate to their talents and interests, and then present themselves most effectively on paper and in person.

Candace graduated cum laude from Bowdoin College with a B.A. in English. She received her M.Ed. in counseling from the University of New Hampshire as well as further professional development at Wellesley College's HERS Management Institute for Women in Higher Education.

A mother of four daughters, Candace has guided her own daughters plus hundreds of St. Andreans through the college process. Her youngest daughter is class of 2012 at St. Andrew's. Candace and her family live in a home overlooking the playing fields, and spend their summers on Mount Desert Island in Maine.



## Michael C. Schuller

Director of Institutional Planning and Strategic

Initiatives

B.A., Yale University

Appointed 1998

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

A 1973 graduate of Yale University, where he majored in economics, Mike was actively involved in intramural athletics in college. Following Yale, he joined Maine National Bank and later became CEO of Bank Meridian, a community bank serving New Hampshire's seacoast region. In 1990, seeking to combine his educational roots and convictions with his interest and experience in finance and management, Mike became the business manager and CFO of The Williston Northampton School in Massachusetts. He served in a similar capacity at St. Andrew's for 11 years prior to assuming his current position in 2009.

Long active in community affairs, Mike has been involved in United Way leadership in four different states for more than 35 years. He continues to serve on various local and regional committees, including the Diocese of Delaware and independent school organizations. In 2010, he will begin a term on the board of the National Business Officers Association (NBOA).

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

Mike, his wife, Candace, and youngest daughter, Casey '12, live in a house at the edge of the athletic fields with their golden retriever, Riptide. They have four daughters; the younger two have attended St. Andrew's.



## Julia V. Smith

Spanish  
Crew, Cross-country  
B.A., Davidson College  
Appointed 2009

Julia was born and raised in West Hartford, Conn., but ventured south to Davidson College for her college experience. During her college career she spent a year in Granada, Spain, and graduated with a bachelor's degree in Spanish in 2007.

With a deep passion for Spanish, Julia began her teaching career at The Hotchkiss School in 2007. While at Hotchkiss Julia coached a variety of sports and had the opportunity to travel to Peru and Zambia on service trips with students as well as study abroad once again in Spain. Her time there allowed her to explore her teaching career and solidified her desire to pass along her love of Spanish to high school students.

At St. Andrew's, Julia lives in an apartment in Moss Annex with her dog, Nelson.



## William S. Speers

Dean of Faculty  
English  
Squash  
A.B., Princeton University  
M.A., Bread Loaf School of English, Middlebury College  
Appointed 1979  
On Sabbatical 2011-2012

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

A past trustee of the Princeton Blairstown Center and the Salisbury School (Md.), and a past director of the St. Anne's Episcopal School (Del.), Will received a fellowship from the National Endowment for the Humanities in 1991 to study Job. He was honored at a White House ceremony as a distinguished teacher in 1991, and in 1996 he was awarded a humanities fellowship by the Council for Basic Education. During his sabbatical in 1995-1996, Will taught at The Holderness School (N.H.). In 2004, Will was honored by the Trustees, parents, alumni and other supporters of St. Andrew's with the creation of the School's first endowed chair.

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

During the summer, when not in New Hampshire or Massachusetts, he has directed and taught at the Milton Boarding Conference, a program that introduced new teachers to residential schools.

Will lives in a home along the main drive with his wife, Heidi Rowe, and his three boys, Christopher '07, Joshua '09 and Carter '13.



## Ann M. Taylor

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

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

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

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

Professional directing credits since her sabbatical include *Sure Thing* and *The Philadelphia* by David Ives, *Amahl and the Night Visitors* and most recently, *The Dining Room* by A.R. Gurney.

Ann lives with her husband, Tolly, and their daughters, Cara and Margaret, in a house by Mein Hall.



## Jonathan C.F. Tower

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

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

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

An avid runner and cyclist, Jon enjoys spending his free time in the outdoors. He lives with his wife, Melinda, son, Will, and dog, Hardy, in the Noxon House at the end of Noxontown Pond.



## Melinda K. Tower

Associate Director of Admission and Financial Aid  
History  
Field Hockey  
B.A., Gettysburg College  
M.A., American University  
Appointed 2008

The daughter of a middle school English teacher and a college professor, Melinda has always had a fond appreciation for education. After earning her undergraduate degree from Gettysburg College and her graduate degree from American University, she wasn't at all surprised to find herself drawn to a career in education.

Melinda had the unique opportunity early in her career to return to her alma mater, Wyoming Seminary, and work both as a classroom teacher and as a member of the admission team. This reinforced her desire to serve the independent school community in a variety of roles. She went on to work at Annie Wright School in Washington and Lawrence Academy in Massachusetts.

Throughout her tenure she has served as director of admission, director of financial aid, history teacher, coach, advisor and dorm parent. Every role has taught her something new and continues to inspire her work. She has, perhaps, most deeply valued the relationships she built at the various institutions she has been lucky enough to serve. Melinda looks forward to continuing to do the same at St. Andrew's School.

Melinda and her family live in the Noxon House at the end of Noxontown Pond.



## William J. Wallace

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

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

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

His goal as a teacher and a coach is to bring students together, instill in them the desire to accept a challenge, to learn to work together and to achieve collectively what would have been impossible to achieve alone.

Bill teaches Chemistry and Environmental Science, coaches boys' thirds soccer, boys' and girls' swimming and girls' J.V. lacrosse. He is an advisor, waterfront director and co-director of the Genereaux Aquatic Center with his wife, Donna. They live with their daughters, Lyndsay '10 and Selena '12, and dogs, Jeb and Leap, in Colburn House. In their free time, they enjoy camping, gardening and vacations in Maine.



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



## Diane L. Winiarczyk

Chief Financial Officer  
Certified Public Accountant  
B.S., University of Delaware  
Appointed 2005

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

Before joining the faculty at St. Andrew's in 2005, Diane was the Manager of Accounting and Consulting Services at Belfint, Lyons & Shuman, PA, a Delaware accounting firm. For 11 years she specialized in auditing non-profits, including many independent schools. She also consulted with independent schools on their accounting software needs.

Diane was appointed Chief Financial Officer at St. Andrew's in 2009. She serves as trustee and member of the Finance Committee at St. Anne's Episcopal School (Del.). Diane is also a member of the Delaware Society of Certified Public Accounts and the America Institute of Certified Public Accountants.

Diane, her husband, Ben, and two sons, Connor '15 and Eric, live in Middletown. Diane and her family enjoy St. Andrew's unique energy, spirit and sense of community.



## Matthew E. Wolinski

Associate Director of Admission  
B.A., Georgetown University  
Villanova University  
Appointed 2011

Matt is a native of Middletown and a class of 2000 graduate from St. Andrew's School where he served as Co-President and member of the soccer and crew teams. He spent his freshman year in the University of Delaware Honors program before transferring to Georgetown University, where he graduated magna cum laude with a bachelor's degree in Government with minors in Music and Theology.

During his time in Washington, Matt was involved in student government and community relations at Georgetown. He later joined the alumni relations office at Sidwell Friends School.

In 2005, Matt returned to Middletown to teach middle school social studies at St. Anne's Episcopal School. He taught a variety of subject matter in U.S. and world history as well as religion to first, third, fifth and eighth graders. In 2007, he was selected as a fellow at the Klingenstein Summer Institute. He is currently pursuing a Master's degree in History at Villanova University.

Throughout the years, Matt has remained active as a St. Andrew's alumnus, rising to Vice-President of the Alumni Association and serving as class agent. In his spare time, Matt enjoys canoeing the Appoquinimink watershed, local trivia competitions and barbequing in his backyard. He also is active in local politics, having managed a successful state house campaign and served on the local democratic committee.

Matt lives in nearby Townsend with his wonderful wife, Michelle, who he met at St. Anne's, and their daughter, Julia.



## Albert T. Wood

Director of Sports Medicine  
Athletic Trainer  
Associate Athletic Director  
Strength and Conditioning Coach  
B.A., University of Delaware  
Appointed 1998

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

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

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

Al's hobbies are woodworking, graphic art, playing the guitar and exercising. Al lives at the Naudain House with his wife, Shara, and their triplets, Bryer, Tyler and Caden, and their youngest son, Chase.



## Lindsay J. Wright

Director of Girls' Athletics  
 French  
 Field Hockey, Tennis  
 B.S., Northwestern University  
 M.A.L.S., Dartmouth College  
 Appointed 2008

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

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

Prior to arriving at St. Andrew's, Lindsay spent five years teaching French and coaching various sports teams at a private day school in West Hartford, Conn.

At St. Andrew's, Lindsay is the director of girls' athletics, teaches French and coaches the varsity field hockey and varsity tennis teams. Lindsay lives in the School cottage on nearby Silver Lake.



## Shanshan Xu

Chinese  
 B.A., Mount Holyoke College  
 Appointed 2011

Shanshan graduated magna cum laude from Mount Holyoke College in 2011, where she majored in Asian Studies with a focus on East Asian histories and Chinese literature. While at Mount Holyoke, she served as the co-chair of a student organization, Love Across the Coast, and initiated its annual summer reading camp in rural China to improve educational resources among Chinese children. She also worked at the Language Resource Center as a student consultant and a Mandarin mentor.

A native Chinese speaker, Shanshan has been enjoying her experiences teaching elementary school students Chinese since high school in England. She also participated in a local after-school program tutoring children Chinese her first year in college.

Shanshan is also an avid language learner. After studying Japanese for two years in college, she spent a semester abroad in Nogoya, Japan, where she gained fluency in this third language she speaks. She would love to apply her language learning experiences to her teaching of Chinese.

Shanshan enjoys traveling and tasting various cuisines. Born and raised in Sichuan, China, she is particularly fond of spicy food and loves cooking for friends.



## Louisa H. Zendt

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

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

Pursuing her interest in art and education, Louisa undertook an internship at the Philadelphia Museum of Art during her college years, and after graduating from the University of Pennsylvania she taught art for 10 years at the Montgomery School in Pennsylvania. Moving with her family to the west coast in 1992, Louisa then served for five years as Director of Admission and Financial Aid at Oregon Episcopal School in Portland. In 1997, the Zendts were lured back to the east coast and to St. Andrew's.

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

Louisa has three children, Peter '09, Becca '05 and Christy and lives in a home along the main drive with her husband, Harvey.

# FACULTY & ADMINISTRATION

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## **Eduardo A. Alleyne**

Associate Director of Admission  
B.A., Wesleyan University  
M.A., Columbia University

## **G. Lindsay Brown**

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

## **Gordon E. Brownlee**

Director of Advancement  
B.A., Marietta College

## **Pamela U. Brownlee**

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

## **Maya E. Cabot**

Chemistry  
B.A., Haverford College

## **Christopher J. Childers**

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

## **ChiaChyi S. Chiu**

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

## **Nathaniel G. Costa**

Academic Dean  
Chair, Classical Languages Department  
B.A., Yale University  
M.A., M.A., St. John's University (MN)

## **Nathan A. Crimmins**

Religious Studies  
B.A., Centre College  
M.A., Union Theological Seminary

## **Sarah J. Demers**

English  
B.A., Brown University

## **David P. DeSalvo**

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

## **Donald H. Duffy, Jr.**

Spanish  
B.A., George Washington University  
M.A.T., The School for International Training

## **Stacey W. Duprey**

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

## **Wilson C. Everhart III**

III Form Dean  
Director of Boys' Residential Life  
Assistant Director of College Counseling  
History  
B.A., Colby College  
M.A.L.S., Wesleyan University

## **Eric W. Finch**

Chair, Mathematics Department  
B.A., College of William and Mary

## **Katherine B. Fritz**

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

## **Thomas J. Fritz**

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

## **Frederick J. Geiersbach**

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

## **Terence F. Gilheany**

Chair, Religious Studies Department  
B.A., Amherst College  
MTS, Harvard Divinity School  
Ed.M., Columbia University

## **Avram Gold**

Dance  
Dance Theater Seven (Fairfax, Calif.)  
Houston Ballet Academy

## **Seraphine E. Hamilton**

English  
B.A., William Smith College  
M.A., Yale University

## **Mark S. Hammond**

Chair, Science Department  
B.S., Davidson College  
M.A., Rice University  
Ph.D., Rice University

## **E. Gary Harney**

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

## **Anna T. Hastings**

Academic Advisor to V Form Girls  
Associate Director of College Counseling  
English  
B.A., Middlebury College  
M.A., Bread Loaf School of English  
Ed.M., Teachers College, Columbia University

## **John A. Higgins**

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

## **Peter M. Hoopes**

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

## **Gretchen B. Hurt**

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

## **W. Callender Hurt**

Mathematics  
A.B., Harvard University  
B.S., University of Alabama

## **Elizabeth M. Hutchinson**

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

## **John F. Hutchinson**

Head Chaplain  
Chair, Religious Studies Department  
Chair, Community Service  
B.A., Amherst College  
M.Div., Harvard University

## **Joleen M. Hyde**

Director of Testing  
Chair of Student Activities  
Certificate Diploma in Public Relations  
Public Relations Institute of Southern Africa

## **Michael W. Hyde**

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

## **Diahann T. Johnson**

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

## **Harvey R. Johnson**

Mathematics, Science  
B.C.H.E., University of Delaware  
Ph.D., University of California, Berkeley

## **Jory B. Kahan**

Mathematics  
B.A., Wesleyan University

## **Mary H. Kelly**

Classical Languages  
M.A., Bowdoin College

## **Eric L. Kemer**

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

## **Elizabeth McGiff**

Ceramics  
B.F.A., State University of New York, PurchaseHill

## **John C. McGiff**

Co-Chair, Arts Department  
Art Gallery Director  
Drawing, Painting, Art History  
B.F.A., State University of New York, Purchase  
M.F.A., University of Pennsylvania

**Jennifer E. McGowan**  
*Mathematics*  
B.A., Hamilton College

**Peter K. McLean**  
*Science*  
*Environmental Coordinator*  
*Forestry and Wildlife, Outing Club*  
B.A., University of Virginia  
M.A., College of William and Mary  
Ph.D., University of Tennessee

**Joshua R. Meier**  
*Photography*  
B.F.A., Rogers State University  
M.F.A., University of Tulsa

**David P. Miller**  
*Co-Director of Diversity*  
*Spanish*  
B.A., Beloit College  
M.A., Tulane University

**Treava Y. Milton**  
*Co-Director of Diversity*  
*English*  
B.A., University of Pennsylvania  
M.S., Nyack College, School of Business and Leadership  
Bread Loaf School of English, Middlebury College

**David W. Myers**  
*Associate Director of Technology*  
*Computer Science*  
B.S., University of Delaware

**Terrell Myers**  
*Assistant Dean of Students*  
B.A., St. Joseph's University

**Joyce E. Nelson**  
*Registrar*  
*Advanced Placement Coordinator*  
*Driver Education Coordinator*

**Daniel J. O'Connell**  
*Science*  
B.S., Haverford College  
M.A., University of Colorado, Boulder

**Kelly C. O'Shea**  
*Science*  
B.S., Washington University  
M.S., Washington University

**Carol Ann Pala**  
*Directory of Library*  
*Information Specialist*  
B.S., University of Delaware  
M.L.I.S., University of Tennessee

**Sharon K. Phelan**  
*Dean of Students*  
*English*  
B.A., Wesleyan University  
M.A., Bread Loaf School of English, Middlebury College

**William F. Porter**  
*Assistant Director of College Counseling*  
*English*  
B.A., Cornell University  
M.A., Bread Loaf School of English, Middlebury College

**Emily L. Pressman**  
*Chair, History Department*  
B.A., Yale University  
M.A., Yale University

**Franchesca M. Profaci**  
*Director of Alumni Relations*  
B.A., Smith College  
M.A., Washington College

**Ana G. Ramírez**  
*Assistant Headmaster for Student Life*  
*Dean of Students Spanish*  
B.A., Kenyon College  
M.A., Georgetown University

**Neelima B. Reddy**  
*English*  
B.S., New York University  
M.A., New York University

**Daniel T. Roach, Jr.**  
*Headmaster*  
*English, History*  
B.A., Williams College  
M.A., Bread Loaf School of English, Middlebury College

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

**William B. Robinson**  
*Director of Communications*  
*Faculty Advisor to the Honor Committee*  
*History*  
B.A., Colgate University  
J.D., M.B.A., Temple University

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

**Michael C. Schuller**  
*Director of Institutional Planning and Strategic Initiatives*  
B.A., Yale University

**Julia V. Smith**  
*Spanish*  
B.A., Davidson College

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

**Ann M. Taylor**  
*Co-Chair, Arts Department*  
*Director of the Theater Program*  
*Drama, Public Speaking*  
B.A., Bard College  
M.A., Roosevelt University

**Jonathan C.F. Tower**  
*Mathematics*  
B.S., University of Massachusetts  
M.S., Rensselaer Polytechnic Institute

**Melinda K. Tower**  
*Associate Director of Admission and Financial Aid*  
*History*  
B.A., Gettysburg College  
M.A., American University

**William J. Wallace**  
*Co-Director, Genereaux Aquatics Center*  
*Science*  
B.A., University of Maine  
M.A.S., University of Delaware

**Diane L. Winiarczyk**  
*Chief Financial Officer*  
*Certified Public Accountant*  
B.S., University of Delaware

**Matthew E. Wolinski**  
*Associate Director of Admission*  
B.A., Georgetown University  
Villanova University

**Albert T. Wood**  
*Director of Sports Medicine*  
*Athletic Trainer*  
*Associate Athletic Director*  
*Strength and Conditioning Coach*  
B.A., University of Delaware

**Lindsay J. Wright**  
*Director of Girls' Athletics*  
*French*  
B.S., Northwestern University  
M.A.S., Dartmouth College

**Shanshan Xu**  
*Chinese*  
B.A., Mount Holyoke College

**Louisa H. Zendt**  
*Director of Admission and Financial Aid*  
*III Form Dean*  
B.A., University of Pennsylvania



In addition, our robust community celebrates over 40 members of the facilities care staff, 15 members of the dining services staff, 39 faculty children, 20 dogs, 14 cats, 2 horses, 1 pony and numerous other small pets.

# COLLEGE COUNSELING

The principal goal of the college counseling program is to empower our students to have successful and fulfilling careers in a college appropriate to their individual strengths and interests. Toward this end, we help our students think deeply and carefully about their talents and aspirations, set reasonable and appropriate goals and present themselves in a manner that will maximize their strengths.

We encourage our incoming students to find and develop those strengths by sampling a wide range of academic and co-curricular opportunities. We have consistently found that the students best served by the college counseling program are those who have committed themselves most meaningfully to the life of the School. In addition, we urge students to develop a good sense of what kind of college environment will best suit them.

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

The headmaster, the director of college counseling and four college counselors also act as strong advocates for individual students and the School as a whole. We visit colleges and universities throughout the year to keep our understanding of the colleges fresh and to maintain the colleges' familiarity with the unique strengths and character of St. Andrew's. A small group of admission officers from a variety of colleges is invited each year to our "Experience St. Andrew's Program" which provides college officers the opportunity to spend a day attending our classes and to meet in small groups with students and faculty to become more familiar with the culture and curriculum of St. Andrew's.

College counselors also guide students in using the Internet and other resources to gain information about colleges, scholarships and financial aid, and SAT, AP and ACT testing. In the V Form year, students confer frequently with college counselors, both individually and in group sessions. As VI Formers, the students take primary responsibility for their application process, while we continue to support them with advice, advocacy and logistical support.



# COLLEGE MATRICULATIONS

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## Classes of 2008, 2009, 2010 & 2011 – 293 Students

American University	2	The George Washington University	3	University of Richmond	5
Babson College	1	University of Georgia	1	University of Rochester	1
Bard College	1	Georgetown University	4	Salve Regina University	1
Barnard College	2	Gettysburg College	1	Santa Clara University	1
Bates College	3	Greensboro College	1	Savannah College of Art and Design	1
Berklee College of Music	1	Guilford College	1	Scripps College	2
Boston College	8	Hamilton College - NY	7	Sewanee: The University of the South	6
Boston University	2	Harvard University	5	Skidmore College	3
Bowdoin	1	Harvey Mudd College	1	University of Southern California	1
Brigham Young University	1	Haverford College	10	St. John's College	3
Brown University	5	Howard University	2	St. Lawrence University	1
Bryn Mawr College	3	James Madison University	1	St. Olaf College	1
University of California at Berkeley	1	Johns Hopkins University	2	St. University of St. Andrews (Scotland)	1
University of California at Santa Barbara	1	Juniata College	1	Stanford University	1
University of California at San Diego	1	Kenyon College	7	Swarthmore College	3
California Institute of Technology	1	Lafayette College	1	Syracuse University	1
Carnegie Mellon University	3	Lewis & Clark College	2	Temple University	1
Colby College	3	Marlboro College	1	University of Tennessee, Knoxville	1
College of Charleston	2	University of Maryland, College Park	4	Trinity College	6
College of the Holy Cross	2	University of Massachusetts, Amherst	1	Trinity University	1
College of William and Mary	3	Massachusetts Institute of Technology	1	Tulane University	1
Colorado College	3	University of Miami	1	United States Military Academy	2
Columbia University	4	University of Michigan	1	United States Naval Academy	2
Concord University	1	Middlebury College	4	Vanderbilt University	3
Connecticut College	2	Mount Holyoke College	2	Vassar College	7
Cornell University	4	College of New Jersey	1	University of Virginia	7
Dartmouth College	1	New York University	4	Virginia Polytechnic Institute	2
Davidson College	13	University of North Carolina–Chapel Hill	4	Wake Forest University	5
University of Delaware	7	North Carolina State University	2	Washington and Lee University	3
Dickinson College	3	Northeastern University	4	Washington College	2
Drexel University	1	Northwestern University	1	Wellesley College	1
Duke University	4	Occidental College	1	Wesleyan University	6
Elon University	1	University of Pennsylvania	3	Western Washington University	1
Emerson College	1	Pennsylvania State Univ., University Park	3	Williams College	9
Fairfield University	1	University of Pittsburgh	4	Yale University	4
Franklin and Marshall College	7	Princeton University	3		
Furman University	1	Rensselaer Polytech Institute	1		



# ADMISSION

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The admission process is designed to acquaint prospective families with as much of the school as possible. In turn, we hope to learn as much as we can about you; your academic interests, talents, hobbies, aspirations, as well as your interest in St. Andrew's.

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

## **STEPS TO TAKE TO APPLY FOR ADMISSION**

1. Come visit us! A campus visit includes a tour with a student and an interview with a member of the admission committee. Please call to schedule a visit; we see prospective families on weekdays and on Saturday mornings when classes are in session.
2. Submit your application by January 15; supporting documents by January 31. Application materials are available for downloading on the School website.
3. Take the SSAT in November, December or January. Our School code is 6280. International students for whom English is a second language should take both the SSAT and the TOEFL. Our school TOEFL code is 8146.
4. Visit our School website regularly for updated school news and photos and detailed program information.

Completed files are reviewed throughout January and February and admission decisions are mailed on March 10. Applications received after our due dates will be reviewed on a space available basis. Please contact us if we can be of any help in either the admission or financial aid process. We look forward to getting to know you and welcoming you to our campus and helping you get to know us. As we go through the process together, we hope to discover that you and St. Andrew's are a great match.



I hadn't planned on going to boarding school, but when I saw the interactions between faculty and students, which were so immediately apparent, I decided that this was the place where I wanted to go to high school.

—Katherine  
*VI Former*

## Frequently Asked Questions

**Does St. Andrew's offer merit scholarships?**

**No, we do not offer merit scholarships. All financial aid grants are based on financial need as determined by the financial aid committee.**

**Do returning students need to reapply for financial aid each year?**

**Yes, each year a family must reapply for financial aid for the following academic year. Unless their financial situation changes dramatically, a family can expect only a modest increase in tuition each year.**

**How many people will view a student's financial aid file?**

**Financial aid documentation is held in strict confidence. The financial aid committee of four reviews each application and, on occasion, may consult with the Headmaster.**

**Do the faculty and the students know which students receive financial aid?**

**Absolutely not. The notion of a "scholarship" student and a "full pay" student is foreign to the culture of the School.**

**Does St. Andrew's offer financial aid to international students?**

**Rarely. Due to the differences in currency, tax structures, and economic systems, the School's policy is generally not to offer financial aid to international students. Financial aid is awarded to international students only under very special circumstances.**

**If our tax documentation is not complete for the current year, may we still apply for financial aid?**

**Yes, we ask that copies of the past two years' tax returns be sent by February 15 and current tax year returns be provided as soon as possible thereafter. Estimates can be made on the SSS Parent Financial Statement.**

# TUITION &

Since its founding in 1929, one of the hallmarks of St. Andrew's School has been our deep commitment to providing an exemplary educational opportunity to all admitted students regardless of their financial means. At a time when many private day and boarding schools have become accessible only to the affluent in America, St. Andrew's historic commitment to need-blind admission and socioeconomic diversity enables us to develop a truly distinctive student body and School culture. If you are unsure about your family's ability to pay full tuition, we encourage you to apply for financial aid.

### TUITION AND PERSONAL EXPENSES

Tuition is a comprehensive charge covering educational programs, room and board, athletics, health center services, general technology support, regularly scheduled activities and entertainment including local transportation, school and student publications, and all other items common to all students. Financial aid lowers the tuition charge for qualifying families.

Additional expenses not covered by tuition are items such as textbooks, art course lab fees, school store purchases, private music lessons, prescriptions, medical and accident insurance, and travel and transportation costs. In some cases, students may qualify for additional financial aid to cover one or more of these costs.

2011-2012 TUITION	\$47,000
Textbooks/special course fees (SAS debit card activation)	\$500 (approx.)
Spending money	\$15/week
Transportation	varies
Medical/Accident Insurance (required for uninsured student)	\$995-\$1,500

Enrollment contracts are mailed home each year in the spring and a signed contract and deposit is required to confirm a student's place for the following school year.

Three payment plans are made available:

- a) payment of full tuition due on July 16;
- b) payment of 60% of tuition due on July 16 and 40% due on December 17; or
- c) ten monthly installments made by direct debit from the parents' bank account starting on July 16.

Tuition refund insurance is required if not paying full tuition on July 16.

# FINANCIAL AID

Admission decisions are made solely on the basis of an applicant's strength as demonstrated in the application process by the student's character, school performance, standardized testing, and extracurricular talents and interests. Financial aid is determined by consideration of the family's total financial resources.

The information used to determine an admitted student's financial aid grant includes the family's income, home equity, assets, liabilities, number of children enrolled in private schools and colleges and any other unusual expenses or resources. Financial aid files are not reviewed until after the admission committee determines which applicants will be offered admission. All information gathered in the financial aid file is held in strict confidence.

## HOW TO APPLY FOR FINANCIAL AID

Go to the the Tuition and Financial Aid page of our School website and follow the steps that guide you through the financial aid application.

- Step One: Download the Financial Aid Parent Questionnaire and send to St. Andrew's (*due by February 15*)
- Step Two: Complete the online SSS Parent Financial Statement, available online after November 1 (*due by February 15*)
- Step Three: Send copies of the past two years of federal tax returns and schedules to St. Andrew's (*due by February 15*)

## FINANCIAL AID DISTRIBUTION FOR 2011-2012

Total Income*	Range of Tuition Charged	# of Recipients
\$0-\$40,000	\$0-\$8,000	24
\$41,000-\$60,000	\$0-\$18,000	19
\$61,000-\$80,000	\$0-\$20,000	12
\$81,000-\$100,000	\$0-\$25,000	14
\$101,000-\$150,000	\$5,000-\$30,000	26
\$151,000-\$200,000	\$8,000-\$35,000	13
\$200,000+	\$12,000-\$40,000	16

\*AGI from the 2010 Federal tax return.

These grants vary due to factors such as assets, liabilities and family size, in addition to total income.

This does not include 11 faculty children receiving tuition remission.

Each year over 45% of our students receive financial aid grants. This year the average grant is \$36,509, or 77% of full tuition. Total funding for financial aid this year is \$4,965,350.

## Quick Facts 2011-2012 School Year

### Total Enrollment

297 Boarding Students (no day)

66	III Formers (9 <sup>th</sup> grade)
72	IV Formers (10 <sup>th</sup> grade)
76	V Formers (11 <sup>th</sup> grade)
83	VI Formers (12 <sup>th</sup> grade)

Student Teacher Ratio: 5:1

Average Class Size: 11

Faculty: 70 total

### Geographic Diversity

25 states, 14 countries

Mid-Atlantic	Other States
DC 4	AZ 2
DE 38	CA 3
MD 35	CO 3
NJ 26	CT 9
NY 34	IL 2
PA 19	MA 2
	ME 1
South Atlantic	MO 1
AL 2	MT 1
FL 5	NH 3
GA 7	TN 1
NC 24	TX 4
SC 5	VT 1
VA 23	

International 13%

Bermuda 2	Italy 2
China 3	Korea 18
Ghana 1	Saudi Arabia 2
Germany 1	South Africa 1
Honduras 1	Switzerland 1
Hong Kong 1	Thailand 1
India 3	Vietnam 2

Students of Color: 32%

### Financial Aid (including faculty children/tuition remission)

46%	of student body
\$4,965,350	total granted
\$36,509	average grant

### Tuition 2011-2012

\$47,000

### Admissions

Accept Rate	28%
Yield	61%
SSAT Median	83%

# SCHOOL CALENDAR 2011-2012

FIRST SEMESTER	SECOND SEMESTER
<b>AUGUST</b>	
25 Full Faculty Meeting (Thurs.) 29-31 VI Form Leaders by Invitation (Mon.-Wed.) 31 Athletic Camps by Invitation (Wed. 12-2 p.m.)	
<b>SEPTEMBER</b>	
2 VI Form Arrives/International Students (Fri. by 5 p.m.) 4 All Other Students Arrive (Sun. 10 a.m. - 2 p.m.) 9 School Convocation	
<b>OCTOBER</b>	
7-8 Trustee Weekend (Fri. - Sat.) 9-12 Long Weekend (Sun. noon - Wed. 6 p.m.) 15 School Testing Day (Sat.) SSAT Testing (Sat.) 21-23 Parents Weekend (Fri. - Sun.)	
<b>NOVEMBER</b>	
12 Alumni Day (Sat.) SSAT Testing (Sat.) 19 Thanksgiving Vacation Begins (Sat. at noon) 28 Students Return (Mon. by 6 p.m.)	
<b>DECEMBER</b>	
10 SSAT Testing (Sat.) 11 Service of Lessons & Carols (Sun. 2:30 & 5 p.m.) 15 Christmas Vacation Begins (Thurs. at noon)	
<b>JANUARY</b>	
3 Athletic Practices Begin (Tues. at 1 p.m.) 3 Students Return (Tues by 6 p.m.) 7 SSAT Testing (Sat.) 20-25 First Semester Exams (Fri. - Wed.) 25-29 Long Weekend (Wed. noon - Sun. 6 p.m.) 30 Second Semester Begins (Mon.)	<b>FEBRUARY</b> 4 SSAT Testing (Sat.) 17-18 Trustee Meetings (Fri. - Sat.) 24-25 Winter Theater Production (Fri. - Sat.)  <b>MARCH</b> 1 Spring Break Begins (Thurs. at noon) 3 SSAT Testing (Sat.) 15 Spring Camps Return (Thurs. by 2 p.m.) 20 Students Return (Tues. by 6 p.m.) 27 Visit Back Day (Tues.) 31 Grandparents Day (Sat.)  <b>APRIL</b> 3 Visit Back Day (Tues.) 21-24 Long Weekend (Sat. noon - Tues. 6 p.m.) 21 SSAT Testing (Sat.) 28-29 Dance Weekend (Sat.-Sun.)  <b>MAY</b> 4-5 Trustee Weekend (Fri. - Sat.) 11-13 Arts Weekend (Fri. - Sun.) 24 Awards Night (Thurs.) 25 Commencement (Fri.) 28-31 Final Examinations (Mon.-Thurs.)  <b>JUNE</b> 1 Final Examinations (Fri.) 2 Second Semester Ends Summer Vacation Begins (Sat. at 10 a.m.) 6 Final Faculty Meeting (Wed.) 8-10 Reunion Weekend (Fri. - Sun.)  <i>For updated calendars and detailed athletic schedules, go to our School website at <a href="http://www.standrews-de.org">http://www.standrews-de.org</a>.</i>

# SAMPLE SCHEDULES

## Sample VI Form (12th Grade) Class Schedule

A Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st Period		Calculus AB Room 8-Amos	Meeting Period	Spanish 4 Room 16-Founders	English 4 AS Room 17-Founders	AS 20 <sup>th</sup> Century Hist Room 10-Founders
2nd Period	AS Physics Room 4-Amos	Ethics Room 12-Founders	AS 20 <sup>th</sup> Century Hist Room 10-Founders	Ethics Room 12-Founders	Calculus AB Room 8-Amos	AS Physics Room 4-Amos
3rd Period	AS Physics Room 4-Amos				Calculus AB Room 8-Amos	Chamber Orchestra Room 105-Arts
Break	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>No Break</b>
4th Period	English 4 AS Room 17-Founders		Spanish 4 Room 16-Founders	AS 20 <sup>th</sup> Century Hist Room 10-Founders	Spanish 4 Room 16-Founders	Chamber Orchestra Room 105-Arts
5th Period	English 4 AS Room 17-Founders	Chamber Orchestra Room 105-Arts		AS 20 <sup>th</sup> Century Hist Room 10-Founders	Spanish 4 Room 16-Founders	
Lunch/Pd. 5B	<b>Lunch</b>	<b>Lunch</b>	AS Physics Room 4-Amos	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
6th Period	Calculus AB Room 8-Amos	<b>No Classes</b> <b>After Lunch</b> <b>On Tuesdays</b>		All School Meeting Engelhard Hall	Voluntary Chapel Chapel	
7th Period	Spanish 4 Room 16-Founders		English 4 AS Room 17-Founders	English 4 AS Room 17-Founders	Ethics Room 12-Founders	
8th Period	AS 20 <sup>th</sup> Century Hist Room 10-Founders		Calculus AB Room 8-Amos	AS Physics Room 4-Amos		
9th Period			Calculus AB Room 8-Amos	AS Physics Room 4-Amos		

## Sample III Form (9th Grade) Class Schedule

A Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st Period	U.S. History Room 13-Founders	Orientation Headmaster's Office	Meeting Period	Biology Bio Lab-Amos	English I Room 3-Amos	
2nd Period	Latin 2 Room 18-Founders	Integrated Geo/Alg Room 5-Amos		Integrated Geo/Alg Room 5-Amos	Intro to the Arts Room 105-Arts	Latin 2 Room 18-Founders
3rd Period	Latin 2 Room 18-Founders	Integrated Geo/Alg Room 5-Amos	Integrated Geo/Alg Room 5-Amos	U.S. History Room 13-Founders	Intro to the Arts Room 105-Arts	U.S. History Room 13-Founders
Break	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Brunch</b>
4th Period	English I Room 3-Amos	U.S. History Room 13-Founders	Biology Bio Lab-Amos	Jazz Improv Room 105-Arts	Biology Bio Lab-Amos	
5th Period	English I Room 3-Amos	U.S. History Room 13-Founders	Biology Bio Lab-Amos	Jazz Improv Room 105-Arts	Biology Bio Lab-Amos	
Lunch/Pd. 5B	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
6th Period		<b>No Classes</b> <b>After Lunch</b> <b>On Tuesdays</b>	Latin 2 Room 18-Founders	All School Meeting Engelhard Hall	Voluntary Chapel Chapel	
7th Period	Biology Bio Lab-Amos		English I Room 3-Amos	English I Room 3-Amos	Integrated Geo/Alg Room 5-Amos	
8th Period			Orientation Computer Lab-Amos	Latin 2 Room 18-Founders		
9th Period						

Courses labeled "Advanced Study" or "AS" denote the quality and rigor of college-level instruction.

# DIRECTIONS & ACCOMMODATIONS

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## DIRECTIONS TO OUR SCHOOL

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

### From Philadelphia and the North:

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

### From Washington, D.C.:

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

### From Baltimore and the South:

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

## ACCOMMODATIONS

### 5 Minutes Away—Odessa and Townsend, DE

Carol Coleman's B & B, Odessa, 302-378-4179  
Hampton Inn, Middletown, 302-378-5656

### 25 Minutes Away—Chesapeake City, MD

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

### 30 Minutes Away—Christiana, DE (Exit 4B off I-95)

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

### 30 Minutes Away—Dover, DE

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

### 35 Minutes Away—Wilmington, DE

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

## TRANSPORTATION

### Philadelphia International Airport (PHL)

60 minutes away - [www.phl.org](http://www.phl.org)  
Delaware Express: 1-800-648-5466  
Car Rentals: Budget, 1-800-527-0700  
Dollar, 1-800-800-4000  
Hertz, 1-800-654-3131  
National, 1-800-227-7368

### Baltimore Washington International Airport (BWI)

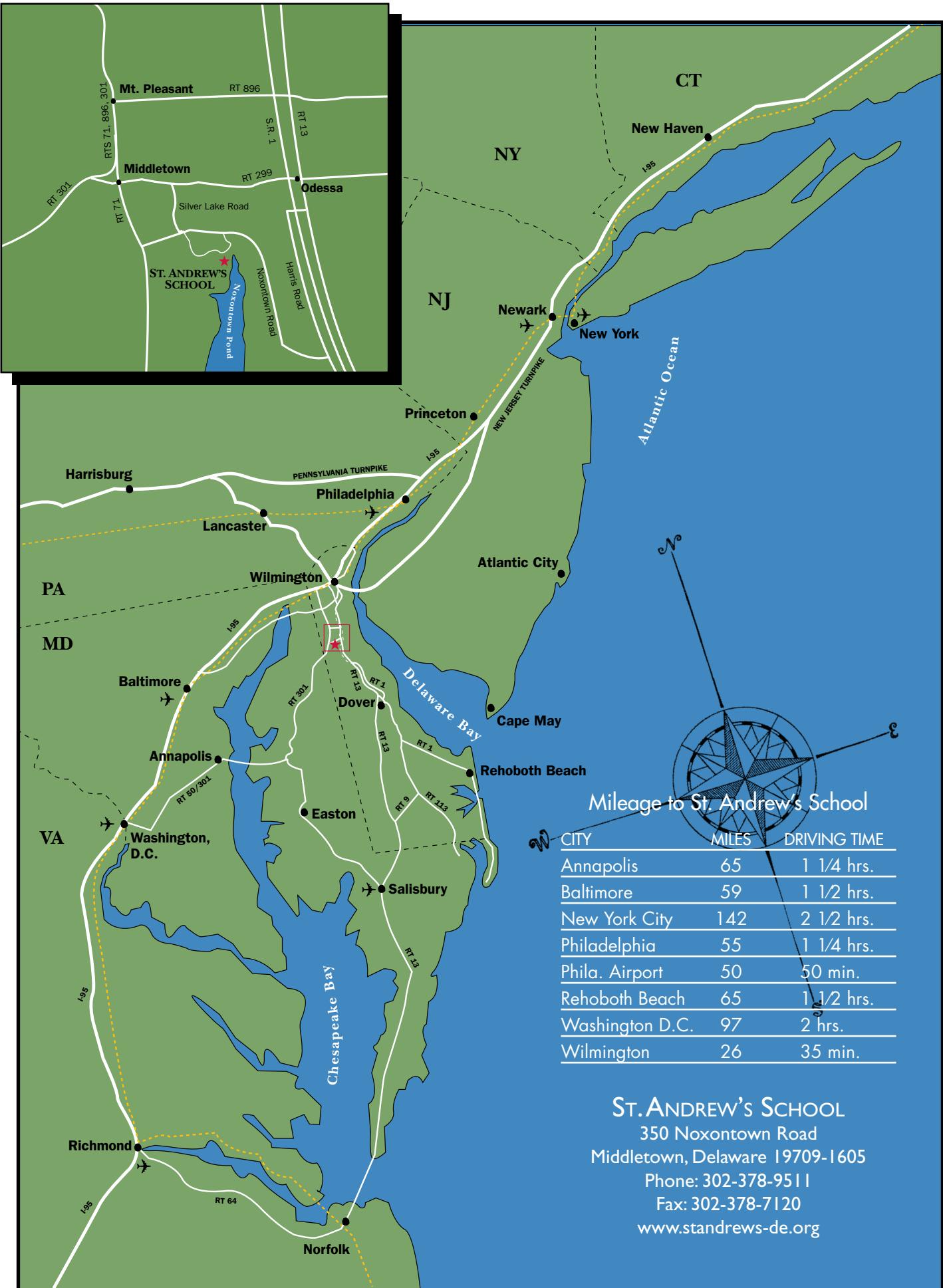
90 minutes away—[www.bwiairport.com](http://www.bwiairport.com)  
Car Rentals: Dollar, 1-800-800-4000  
Enterprise, 1-800-325-8007  
Hertz, 410-850-7400  
National, 410-859-8860

### Wilmington Train Station- AMTRAK

### Wilmington Bus Terminal (across from AMTRAK)

30 minutes away—  
Amtrak: [www.amtrak.com](http://www.amtrak.com)  
I-800-437-3417  
Greyhound: [www.greyhound.com](http://www.greyhound.com)  
I-800-229-9424  
Car Rentals: Hertz, 1-800-654-3131  
Budget, 1-800-527-0700

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



### Founders Hall

- 1 College Counseling, Registrar (ground floor)  
Reception, Headmaster, Admission (1st floor)  
Hillier Corridor (2nd floor)
- 2 School Store (ground floor)  
Business Office (1st floor)  
Hillier and Fleming Corridors (2nd floor)
- 3 Main Common Room, Dining Hall (1st floor)  
Sherwood Corridor (2nd floor)  
Schmolze Corridor (3rd floor)
- 4 A. Felix duPont Jr. Chapel (ground floor)  
Classical Languages, History, Religious Studies (1st floor)  
Sherwood Corridor (2nd floor)  
Schmolze Corridor (3rd floor)
- 5 Forbes Theater (ground floor)  
Modern Languages (1st floor)  
Baum Corridor (2nd floor)  
Voorhees Corridor (3rd floor)
- 6 Irene duPont Library

### Other Facilities

- 8 Pell Hall
- 9 Moss Hall
- 10 Moss Annex
- 11 Trapnell Alumni House
- 12 Edith Pell Student Center
- 14 Amos Hall:  
English, Science Labs, Amos Lecture Hall (1st floor)  
Science Labs, Math (2nd floor)
- 15 Miller Health Center
- 16 Mein Hall
- 17 Gaul East
- 18 Gaul West
- 19 O'Brien Arts Center:  
Engelhard Performance Hall, Warner Art Gallery, Photography Studios, Music Rehearsal Rooms, Tawes Music Library, Painting, Drawing, Ceramics and Dance Studios
- 24 Organic Garden
- 25 Facilities Services Building:  
Campus Plant Offices and Facilities Services, Deliveries
- 26 Rodney Point Pavilion

### Sports Facilities

- 7 T-Dock
- 13 Kip duPont Boat House
- 20 Athletic Center:  
International Squash Courts, Competition Basketball Court, Wrestling Arena, Cameron Room
- 21 Sipprelle Field House:  
Basketball Courts, Fitness Center, Trainer's Office, Locker Rooms
- 22 Genereaux Aquatic Center
- 23 Paddle Tennis Courts

### Residences

- F Faculty Houses  
H Headmaster's House



# ST. ANDREW'S SCHOOL MIDDLETOWN, DELAWARE



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In 1929, the School's Founder, A. Felix duPont, wrote:

*The purpose of 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.*

We continue to cultivate in our students a deep and lasting desire for learning; a willingness to ask questions and pursue skeptical, independent inquiry; and an appreciation of the liberal arts as a source of wisdom, perspective and hope. We encourage our students to model their own work on that of practicing scholars, artists and scientists and to develop those expressive and analytical skills necessary for meaningful lives as engaged citizens. We seek to inspire in them a commitment to justice and peace.

Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

As an Episcopal School, St. Andrew's is grounded in and upheld by our Episcopal identity, welcoming persons regardless of their religious background. We are called to help students explore their spirituality and faith as we nurture their understanding and appreciation of all world religions. We urge students to be actively involved in community service with the understanding that all members of the community share responsibility for improving the world in which we live.

St. Andrew's is committed to the sustainability and preservation of its land, water and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew's historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.

—*St. Andrew's School Mission Statement*



**St. Andrew's School  
350 Noxontown Road  
Middletown, Delaware 19709-1605  
(302) 285-4231  
[www.standrews-de.org](http://www.standrews-de.org)**