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# 2015–16 Academic Calendar

## FALL TERM

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<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31, Monday</td>
<td>Lower and Upper School registration</td>
</tr>
<tr>
<td>September 1, Tuesday</td>
<td>Fall term classes begin, 7:00 a.m. bookstore opens</td>
</tr>
<tr>
<td>September 1, Tuesday</td>
<td>7:45 a.m. boys process to Cathedral</td>
</tr>
<tr>
<td>September 1, Tuesday</td>
<td>8:00 a.m. Cathedral service (parents welcome)</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>October 9, Friday</td>
<td>No classes—Faculty Professional Day</td>
</tr>
<tr>
<td>October 12, Monday</td>
<td>Columbus Day Holiday</td>
</tr>
<tr>
<td>October 30, Friday</td>
<td>Last day of first marking period</td>
</tr>
<tr>
<td>November 6, Friday</td>
<td>No classes—Faculty meetings</td>
</tr>
<tr>
<td>November 24, Tuesday</td>
<td>2:45 p.m. dismissal for Thanksgiving break</td>
</tr>
<tr>
<td>November 30, Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>December 18, Friday</td>
<td>2:45 p.m. dismissal for winter break</td>
</tr>
<tr>
<td>January 4, Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>January 8, Friday</td>
<td>Last day of classes, fall semester</td>
</tr>
<tr>
<td>January 11–15, Monday–Friday</td>
<td>Upper School midyear exams</td>
</tr>
<tr>
<td>January 18, Monday</td>
<td>Martin Luther King Jr. Holiday</td>
</tr>
<tr>
<td>January 19, Tuesday</td>
<td>No classes—Faculty meetings</td>
</tr>
</tbody>
</table>

## SPRING TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20, Wednesday</td>
<td>Spring term classes begin</td>
</tr>
<tr>
<td>February 12, Friday</td>
<td>No classes—Faculty professional day</td>
</tr>
<tr>
<td>February 15, Monday</td>
<td>Presidents’ Day Holiday</td>
</tr>
<tr>
<td>March 18, Friday</td>
<td>Last day of third marking period</td>
</tr>
<tr>
<td>May 20, Friday</td>
<td>Last day of classes, spring semester</td>
</tr>
<tr>
<td>May 23–27, Monday–Friday</td>
<td>Upper School final exams</td>
</tr>
<tr>
<td>May 30, Monday</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 2, Thursday</td>
<td>Headmaster’s Dinner for Form VI students</td>
</tr>
<tr>
<td>June 3, Friday</td>
<td>Holy Communion and Breakfast for graduating class and parents</td>
</tr>
<tr>
<td>June 4, Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td></td>
<td>Lower School Prize Day</td>
</tr>
<tr>
<td></td>
<td>Upper School Prize Day</td>
</tr>
</tbody>
</table>
St. Albans School Philosophy

From the top of Mount St. Alban, St. Albans School looks up to the Washington National Cathedral and out to the United States Capitol. Our location serves as an embodiment and constant reminder of the School’s motto: Pro Ecclesia et Pro Patria, for Church and Country. Since the School was established in 1909 by the Protestant Episcopal Cathedral Foundation, our mission has been to prepare boys to develop and use their spiritual, intellectual, artistic, and physical gifts not for themselves alone, but in service of the greater community. As an Episcopal School, we welcome and embrace boys of all faiths and backgrounds to this caring community that learns, prays, plays, sings, and eats together. We are committed to a diversity among students, faculty, and staff that shapes and enriches our shared experiences. We know and value each boy and over the past century have helped boys to grow into public servants, leaders in all fields, and citizens who live the community ideal long after they have left the School.

We set high standards for our boys in all that we ask of them. We believe that classes should be small enough to promote vigorous inquiry, critical thinking, and spirited discourse; that our core curriculum of arts, sciences, and humanities, along with our extracurricular offerings and opportunities for international experience, develops an aesthetic appreciation for and understanding of the world, teaching boys to express themselves clearly, independently, and confidently; that our coordinate classes with National Cathedral School for Girls enhance opportunities and growth for both schools; that required sports teach teamwork, discipline, and lifelong habits of physical fitness; and that a rigorous college-preparatory curriculum paired with a creative and inspiring faculty can challenge every boy to realize his potential.

We believe that learning extends beyond the classroom, to the chapel, the athletic field, the stage, and the refectory. Essential to this belief is the community of faculty and staff, alumni and parents that challenges and supports our boys to lead lives of honor and commitment. Through precept and example, they learn that good character comes from kindness, from an open heart and mind, and from embodying what has become a touchstone of ethical behavior in the School: choosing the hard right over the easy wrong. We rejoice as graduating seniors, so nurtured by our School, charge forth from the Cathedral at Commencement, eager and equipped for worthy and sustaining lives of achievement, leadership, and service.

St. Albans School Prayer

Vouchsafe thy blessing, we beseech thee, O Lord, upon this School and upon all other works undertaken in thy fear and for thy glory; and grant that all who serve thee here, whether as teachers or learners, may set thy holy will ever before them, and seek always to do such things as are pleasing in thy sight; that so both the Church and the Commonwealth of this land may benefit by their labors, and they themselves may attain unto everlasting life; through Jesus Christ our Lord. Amen.
Academic Regulations

Requirements for the St. Albans School Diploma. The Diploma is awarded at Commencement to qualified students upon recommendation of the faculty and approval of the Headmaster and the Bishop. To qualify for the Diploma, a student must satisfy the following requirements:

- Acquire a minimum of seventeen (17.0) credits from courses elected in the Upper School. Upon successful completion of a semester course, a student earns half (.5) a credit. Upon successful completion of a yearlong course, a student earns one (1.0) credit. In certain cases, subject to the approval of the appropriate Department Chair and the Head of Upper School, credit for equivalent course work completed elsewhere may be counted toward satisfaction of these requirements.
- Fulfill the minimum distributive requirements described in the chart at right.
- Complete satisfactorily a minimum of two (2) semesters in an Arts course or the equivalent in a performance-based activity. Offerings that may serve in satisfaction of the Arts requirement are identified as such in this Courses of Study.
- Complete satisfactorily a minimum of eleven (11) seasons of Athletics (three each in Forms III, IV, and V, and two in Form VI).
- Complete satisfactorily sixty (60) hours of face-to-face community service, with the majority of hours at one agency, before the beginning of Form VI (see page 33 for more information).

Course Placement. Course placement in mathematics and foreign language is determined in part by the successful completion of First-Year Algebra and foreign language courses in St. Albans’ Lower School. For students new to St. Albans, the results of placement tests may be used in determining course assignments.

Course Load and Attendance. Students are required to carry a minimum of four academic courses each semester. Attendance is required at all scheduled classes. Excused absences are granted by the respective Form Dean. Form VI students in good academic standing are allowed one academic “cut” per course in each semester.

Grading System. Letter grades are assigned in all academic courses at the end of each of four marking periods, and a letter grade with a numerical equivalent is given at the end of each semester. The semester grade represents the average of the two included marking periods and the semester examination. The following grades, with corresponding number ranges, are given: A+ (95–99), A (90–94), B+ (85–89), B (80–84), C+ (75–79), C (70–74), D+ (65–69), D (60–64), and F (59 or below). The minimum passing grade is C (70).

Examinations. Semester examinations are given in the middle of January for the fall term and at the end of May for the spring term.

The Honor Code. Fundamental to the well being of the school community is the Honor System; each student is expected to uphold the highest standards of integrity in his academic work and personal conduct. Infractions of the Honor System are dealt with by an Honor Council.

Academic Honors. At the end of each marking period, students with grades of B or better in all course work are placed on the Headmaster’s List. At the end of the school year, individual departments award special recognition at Prize Day to students whose work has been particularly distinguished. The valedictorian and the salutatorian are chosen by vote of the faculty from among the highest-ranking members of the graduating class.

Honor Societies. The Cum Laude Society, founded in 1906 for the purpose of recognizing outstanding scholarship at the secondary school level, has a chapter at St. Albans School. Membership is determined by vote of the chapter.
### Typical Courses of Study

Please note that there are many possible courses of study over four years in the Upper School and some college programs require particular coursework in high school.

<table>
<thead>
<tr>
<th>Form III</th>
<th>Form IV</th>
<th>Form V</th>
<th>Form VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>American Literary Traditions in one semester and elective course in the other.</td>
<td>Elective course in the fall and spring</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>Honors Precalculus</td>
<td>Honors AP Calculus BC</td>
<td>Honors Linear Algebra &amp; Vector Calculus</td>
</tr>
<tr>
<td>Geometry</td>
<td>Second-Year Algebra</td>
<td>Honors Precalculus</td>
<td>Honors AP Calculus BC</td>
</tr>
<tr>
<td>Level II of a language, subject to placement</td>
<td>Level III of a language</td>
<td>Level IV of a language is strongly recommended</td>
<td>AP level course, subject to placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Level V of a language</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry or Honors Chemistry</td>
<td>A year of science is recommended; Physics, or an AP level course (subject to placement), or semester electives</td>
<td>AP level course (subject to placement), or a semester elective</td>
</tr>
<tr>
<td>Cities and Civilizations in fall or spring</td>
<td>Elective course in fall and/or spring</td>
<td>United States History</td>
<td>AP European History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Making of the Modern World</td>
</tr>
<tr>
<td>The Bible in fall or spring</td>
<td>Ethics in fall or spring, elective option in spring</td>
<td>Elective course in fall and/or spring</td>
<td>Encountering God in fall or spring; elective in fall or spring</td>
</tr>
<tr>
<td>Elective course options ordinarily in the spring</td>
<td>Elective course in fall and/or spring</td>
<td>Elective course in fall and/or spring</td>
<td>Elective course in the fall and/or spring</td>
</tr>
<tr>
<td>Three seasons</td>
<td>Three seasons</td>
<td>Three seasons</td>
<td>At least two seasons</td>
</tr>
</tbody>
</table>

Completion of a least 60 hours before registration for Form VI
General Information about Academic Courses

Meeting Times. The meeting times for the courses listed herein are posted at the beginning of each semester.

Prerequisites. Students may not take a course without the appropriate prerequisite(s). Exceptions to the prerequisite(s) for a course require approval of the appropriate Department Chair.

Cancellation. The School reserves the right to cancel a course because of insufficient enrollment.

Changes in Course Schedule. During the first week of either semester, a student may initiate a course schedule change by talking with his advisor, who will then take further steps if the requested change is deemed appropriate. A student may not add or drop courses without the permission of the respective Department Chairs and the approval of his Form Dean and the Scheduler. Under normal circumstances, students will not be permitted to drop yearlong courses at the end of the first semester.

The manner in which a change in course schedule is reflected on a student’s transcript depends on the length of time spent in the course. When a course is dropped in the first week of the semester, no annotation is made. If a student discontinues a course in which he has been enrolled past the middle of the first or third quarter, the course title appears on the transcript and an annotation of the withdrawal is recorded. If a student has completed all or almost all of the course work for a particular quarter, the grade earned is recorded, even if the student subsequently withdraws from the course.

Advanced Placement Courses. All departments offer one or more Advanced Placement (AP) courses or preparation for the Advanced Placement examination in their disciplines. Students enrolled in AP sections are expected to write the subject-area AP examination at the end of the school year.

Independent Study. Independent Study Projects are intensive, semester-long studies in a particular area of a student’s curricular interest. A project may be approved in any academic area, but the School’s Curriculum Committee approves only those projects that have significant academic and scholarly merit. A student engaged in such a project works with a faculty member who directs the student in his research and work. Upon completion, an approved project receives a full semester accreditation (.5 credit).
PROGRAMS OF STUDY

Art

Faculty. D. Tharp, Chair; S. Rueckert, D. Sturtevant

Studio Art
FALL, SPRING
Students in this course will develop the fundamental skills for creating and understanding art. Through observational and conceptual exercises, students will use a wide range of media, processes, and techniques for expressing their ideas in drawing and painting; students will be encouraged to work with increasing independence and build confidence with perception and creative problem solving. Classroom discussions will integrate examples from art history and contemporary art and allow students to expand their ability to engage in visual analysis of artwork.
- Open to all students.
- Offered at St. Albans School with limited enrollment.
- This course serves in satisfaction of the Arts requirement.

Studio Art: Advanced Painting and Drawing
FALL, SPRING
This course is designed for highly motivated students who are committed to the study and creation of visual art. Studio assignments will be less structured, allowing students to become more self-directed and independent in the development of their objectives and intent. Students will be expected to produce a high-quality body of work and consider the factors in presentation and display of their materials. Optional portfolio development will be supported through ongoing assessment and peer-group critiques.
- Prerequisite: two semester-long courses in visual art or permission of the instructor.
- Offered at St. Albans School with limited enrollment.
- This course serves in satisfaction of the Arts requirement.

Sculpture
FALL, SPRING
This course will focus on the development of a personal style in a variety of three-dimensional media. Students will take their idea from concept to finished product, with an emphasis on the creative process, invention, and discovery. We will explore both figurative and abstract artistic traditions, and will use a variety of materials, including metal, wood, plaster, and clay.
- Open to all students.
- Offered at St. Albans School with limited enrollment.
- This course serves in satisfaction of the Arts requirement.

Inspiration 101: Art and Design
FALL, SPRING
This class will provide an opportunity to find the “artist within you” as well as the architect, inventor, and designer. The art you create in this class will be inspired by your own interests and ideas. To help you better express your ideas, this class will focus on teaching you how to draw what you see, as well as skills in perspective, architectural drafting, and drawing from the human figure. Our nature lab will also provide many beautiful and fascinating objects for drawing from life. We will use both traditional and nontraditional media, collage, and computer-aided programs. A weekly art history presentation and student-led discussion will also be woven into the class. Inspiration 101 will provide a perfect foundation for painting and sculpture.
- Open to all students.
- Offered at St. Albans School with limited enrollment.
- This course serves in satisfaction of the Arts requirement.

Figure Drawing
FALL, SPRING
This course is designed for students who have already taken an art class in the Upper School. If you like to draw and would like to improve your drawing, this class is for you. We will be drawing from observation, working from the human figure. We will study proportion, light and shade, anatomy, gesture drawing, figure drawing, portraiture, caricature, and cartooning. Students will explore working in color as well as in black and white, using a variety of media, traditional and nontraditional.
- Open to students who have completed at least one semester in visual art (Drawing, Painting, or Inspiration 101) or by permission of the instructor based on portfolio review.
- Offered at St. Albans School with limited enrollment.
- This course serves in satisfaction of the Arts requirement.

Art History I
FALL
Taught concurrently with AP Art History, the curriculum includes a chronological survey of architecture, painting, and sculpture from the Prehistoric through Late Gothic period. The class takes field trips to major museums in the Washington area.
- Open to Form IV, Form V, and Form VI.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Art History II
SPRING
Taught concurrently with AP Art History, the curriculum includes a chronological survey of the architecture, painting, and sculpture from the Early Renaissance through Modern period.
- Open to Form IV, Form V, and Form VI.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

AP Art History
FULL YEAR
This college-level survey course that concentrates on the major masterpieces of architecture, painting, and sculpture from prehistory to the art of the 21st century. Although the majority of art works studied are from the Western tradition, students will also examine the arts of the Islamic, Buddhist, Hindu, and African traditions.
Students are expected to sit for the AP Art History examination in May.
- Open to Form IV, Form V, and Form VI.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Art Portfolios
Many students who take art are highly motivated and complete an impressive collection of projects over two to four years. The Art Department encourages these students to continue to take studio art in college. It also encourages them to prepare a slide portfolio of their art work and an artist’s statement about their work to augment and give distinction to their college applications. Students interested in scheduling a portfolio photo shoot should make an appointment for a consultation with the Art Department staff in September of their senior year.

Fundamentals of Drawing
FALL, SPRING
This course emphasizes the development and understanding of basic drawing skills and techniques. Fundamentals such as line, value, sighting, and negative space, and basic principles of composition will be incorporated into each drawing project. A variety of media—graphite, charcoal, ink, and colored pencil—are also explored. Students will participate in frequent group critiques of their work and will also receive individual critiques from the teacher. Sketchbook assignments are given on a weekly basis and checked biweekly.
- Open to all students.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Intermediate/Advanced Drawing
FALL, SPRING
Students further develop their drawing skills and techniques using an expanded selection of artists’ materials. Projects may be tailored to the individual student’s needs and goals. Sketchbook assignments are given on a weekly basis and checked biweekly.
- Prerequisite: Fundamentals of Drawing.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Introduction to Ceramics
FALL, SPRING
Students investigate how potters throughout time have shaped and fired clay. While exploring the basic ceramic-forming techniques (pinch, coil, slab, and wheel), students will strive for quality in technique and craftsmanship as they study ceramic masterpieces from other cultures. They use clay to give visual form to ideas while they investigate how artists think creatively, problem solve, and take risks. Students engage in experiences that encompass art history, art appreciation, art criticism, aesthetics, and production.
- Open to all students.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Intermediate/Advanced Ceramics
FALL, SPRING
Students are presented with a variety of both hand-built and wheel-thrown projects. They develop greater mastery of materials and techniques as they become more capable of expressing a personal vision. Advanced students create more complex works that reflect the maturity of their creative problem-solving skills.
- Prerequisite: Introduction to Ceramics.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Intermediate Photography
FALL, SPRING
Building on the technical and artistic experience of the introductory course, students experiment with different photographic materials and techniques in the chemical darkroom and digital lab. Students complete three or four major projects during the semester and develop a small portfolio of prints. Throughout the course, students look at and discuss their own photographs, as well as the work of historical and contemporary photographers.
- Prerequisite: Introduction to Photography or permission of the instructor.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Advanced Photography
FALL, SPRING
The prerequisite for this course is Intermediate Photography. Working in the darkroom and the digital lab, students continue to develop their own style by focusing on the production of a body of work. Advanced students produce two short projects as well as one extended project of

Requirements for All Photography Courses
To take photography courses, each student must have continuous access to a camera. Introductory, Intermediate, and Advanced students must have a 35mm manual camera with a 50mm lens and a fresh battery; Intermediate students also must have access to a digital camera with 3.2 or more megapixels. A limited number of film and digital cameras are available for loan from the Art Department. Parents considering buying cameras for their children to use in photography courses may contact the photography instructor in the Art Department at 202-537-6363. All other equipment, chemicals, film, photo paper, and printer paper are provided.

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their own design. The culmination of the extended project is a portfolio of at least 10 presentation-ready photographs with an artist statement. Students work independently during class time but often meet to critique the progress of their own work and the work of their peers. Throughout the course, Advanced Photography students look at and discuss the work of historical and contemporary photographers.

- Prerequisite: Intermediate Photography or permission of the instructor.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

**Painting**

**FALL, SPRING**

This course emphasizes the development and understanding of the principles, materials, and techniques of painting. Students are encouraged to take this course for more than one semester. Beginning students typically work on projects that involve traditional subject matter and paint with oils, acrylics, and/or watercolors. At the intermediate/advanced level, projects are tailored to the individual student’s needs. Students are encouraged to create work that reflects a personal and experimental approach to the medium.

- Prerequisite: Fundamentals of Drawing.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.
Athletics


St. Albans School’s goals for physical development are approached through a required athletic program that is an integral part of the curriculum. Participation in athletics and the development of physical potential require not only physical strength, but also intellectual discipline, and serve to heighten a boy’s self-awareness and confidence. Games provide insights into individual character different from those found in the classroom and, thus, provide an important learning tool for adulthood. In addition, physical skills are visible and objective, offering the individual a unique opportunity for increased self-confidence and achievement, while promoting self-discipline. Finally, athletics provide opportunities for students to relate to one another in ways that their academic programs may not afford, thereby strengthening friendships and mutual respect.

Requirements. All students are required to participate in athletics in each of three seasons (fall, winter, spring) during each academic year. A Form V or Form VI student may be excused from athletics for one season upon application and evidence of participation in another school-related extracurricular activity requiring a significant commitment of time and effort. In an exceptional case, a boy may petition the Director of Athletics to arrange a special program in a sport not offered by the School. Form VI students are permitted to take a sports “cut” for one season. Satisfactory completion of the athletic requirement depends on regular attendance, effort, cooperation, and improvement of skills. In most cases, students are able to participate in the activity of their choice; however, limitations in the facilities occasionally require a student to select an alternative.

Fall. Cross-country; varsity football; freshman-sophomore football; varsity soccer; junior varsity soccer; junior soccer; tennis; Voyageur; conditioning; intramurals; student manager; student trainer.

Winter. Varsity basketball; junior varsity basketball; freshman basketball; ice hockey; winter track and field; swimming; Voyageur; wrestling; dance; intramurals; conditioning; student manager; student trainer.

Spring. Varsity baseball; junior varsity baseball; crew; intramural games; golf; varsity lacrosse; junior varsity lacrosse; varsity tennis; junior varsity tennis; swimming conditioning; track and field; Voyageur; student manager; student trainer.

Interscholastic Athletics. The program of interscholastic athletics is governed by the St. Albans School Athletic Council. The council is composed of representatives from the administration, faculty, and student body. St. Albans School is a member of the Interstate Athletic Conference (IAC), composed of six independent schools in the Washington, D.C., metropolitan area with similar educational objectives and academic standards. St. Albans is represented at the interscholastic level by teams in football, cross-country, soccer, basketball, wrestling, aquatics, ice hockey, baseball, lacrosse, golf, track and field, tennis, Voyageur, and crew.

Intramural Athletics. The intramural program, open to the entire student body, provides noncompetitive recreational opportunities designed to encourage a spirit of participation, friendliness, physical fitness, and sportsmanship consistent with the aims of the School’s educational program. Available activities include basketball, softball, table tennis, ultimate Frisbee, running, conditioning exercises, and weight training.
**Programs of Study**

**Computer Science**

**Faculty.** E.M. Hansen

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**Introduction to Programming Languages**

**SPRING**

This course introduces the Java programming language among others. It provides a gentle introduction to computer science using object-oriented programming concepts and skills and is designed to meet the needs of students who want to learn programming for general knowledge, as well as those who will continue their study of more advanced topics in subsequent semesters.

- Open to all students.

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**AP Computer Science A**

**FULL YEAR**

This rigorous, full-year course is intended to prepare students to take the AP Computer Science A exam in the spring. Students are expected to have prior programming experience or to be prepared and motivated to match the rigorous pace the material demands. Students learn the guiding principles of programming, including object-oriented software design. They will apply concepts such as abstraction, encapsulation, inheritance, and polymorphism to solve problems. Topics include algorithm design, writing classes, programming principles, recursion, analysis of algorithms, searching, sorting, advanced data structures, class hierarchy, inheritance, and interfaces. Students should have regular use of a computer at home.

- Prerequisite: Introduction to Programming Languages or permission of the instructor.
- Offered at National Cathedral School.

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**Coding for Cybersecurity**

**FALL**

The ideal student for this course is curious about the technological vulnerabilities of modern computers and networks. Prior experience with C, C++, or Java is assumed, since topics will be explored with code written and modified for the class. Selected technical topics in cybersecurity include buffer overflow attacks, rainbow tables, DDoS attacks, hash-passing, ping of death, SQL injection, cross-site scripting, and other topics of interest to the students. Although specific hacking exploits will be studied in depth, the focus is on using such knowledge for the common good and thwarting attacks by would-be hackers. The semester capstone project couples a student-simulated attack with a corresponding defense strategy.

- Prerequisite: Introduction to Programming Languages or permission of the instructor.
PROGRAMS OF STUDY

English


Requirements. An English course is required each semester in all four years of the Upper School. Students are required to take in their junior year the one-semester course American Literary Traditions. Of the remaining three electives for juniors and seniors, one must be a writing course. Juniors and seniors may enroll in only one writing course per year.

Requirements by Form

English I (Required of Form III)
FULL YEAR
This course gives particular emphasis to the principles of clear and correct writing, to the study of various literary genres, to detailed analyses of literary texts, and to a study of vocabulary and spelling.

English II (Required of Form IV)
FULL YEAR
This course gives special emphasis to the study of grammar and to the principles of clear and correct writing. Selected works of British literature will be studied, from the Anglo-Saxon to the Victorian period.

American Literary Traditions
(Required of Form V)
FALL, SPRING
With an emphasis on the mid-19th and early 20th centuries, this course examines American writers from the last stages of the American Renaissance through the periods of Realism, Regionalism, Naturalism, and the Jazz Age. Drawing upon the rich and varied literature of these periods, instructors will offer for study texts—novels, short stories, drama, and poetry—according to thematic design.

Expository Writing
FALL, SPRING
This class emphasizes the skills needed to write clear, correct, and reasonably graceful English. The course format will include prose models, consultations with the instructor, and lectures. Students will be expected to write weekly essays of no more than three pages. Course texts will include Writing Prose, The Practical Stylist, The Elements of Style, and The Harbrace College Handbook, 15th edition.

Creative Writing: Poetry and Prose
FALL
This one-semester course is designed to further the student’s understanding, practice, and enjoyment of both analytical and creative modes of composition. The class format includes the study and discussion of assigned readings, writing-in-progress seminars, and student critique sessions. Students use model essays to guide their study of writing. The course provides the opportunity to practice an effective writing process and gain confidence in a clear, engaging writing style.

Writing Seminar
FALL
This course offers a student the opportunity to develop his writing talents under the guidance of the School’s writer-in-residence. The focus of the course—poetry or prose or both—is left to the direction and interest of the instructor.

Creative Writing: Poetry and Prose
SPRING

Creative Nonfiction
SPRING
This course introduces students to the wide and varied genre of creative nonfiction, looking specifically at memoir, the essay, and literary journalism. Through daily reading, writing, and revising, students will become apprentice practitioners, honing their craft. Students will read such writers as Joan Didion, David Foster Wallace, E.B. White, John McPhee, and Susan Orlean, who will serve as models for their own writing projects. Students will write original work weekly and produce a final portfolio of revised, polished prose at the end of the semester.

Writing Politics
SPRING
This course helps students learn to write rationally and persuasively about their political beliefs. The course also places those beliefs in the context of the philosophical debates at the heart of the political and economic systems in the United States. Students write a series of essays modeled after newspaper op-ed pieces. In addition, students learn about philosophical arguments that support and challenge the existence of the state, democracy, and the market economy by reading about the
work of Emmanuel Kant, John Locke, John Stuart Mill, Robert Nozick, and John Rawls, among others.

- Open to Form V and Form VI.
- Offered at National Cathedral School.

Science Writing: Interpreting Environmental, Medical, and Technological Issues

SPRING

This course aims to expand students’ writing repertoire to include the discipline of science writing. Students will study the formal expectations of writing on scientific topics and will develop their skills as reviewers and writers of scientific articles. Technology of the 21st-century writer will be explored as students develop on-line editing skills and follow “The 50 Best Female Science Bloggers.” Through guest and supplementary reading, students will be introduced to a broad range of science writers, such as Natalie Angier, Michael Lemonick, John McPhee, Margaret Mead, and Rebecca Skloot.

- Open to Form V and Form VI.
- Offered at National Cathedral School.

SURVEY COURSES

Comparative Literature I

FALL

Based on the assumption that literature reflects the scientific discoveries, historical events, and philosophical views of the period in which it was written, this course examines several works authored between 1600 and 1900 not only as major artistic achievements, but also as expressions of the Renaissance, Neo-Classical, and Romantic worldviews. Authors studied will include Shakespeare, Racine, Voltaire, Goethe, Blake, and Dostoevsky, among others. The reading material will be supplemented by relevant music and art samples.

- Open to Form V and Form VI.

Contemporary American Literature

SPRING

This course focuses on American literature since World War II. Prose writers will be chosen from among Malamud, Salinger, Barth, Ellison, O’Connor, Miller, and Baldwin. The poetry of Lowell, Berryman, and Roethke, among others, will be included for study, as well.

- Open to Form V and Form VI.

SPECIAL STUDY – FALL SEMESTER

Crossroads in American Identity

FALL

The course focuses on the following questions: How do American writers of differing ethnic origins negotiate cultural difference? In short, is writing a quest for ethnic voice or a quest for unity? How do writers intersect? The term “crossroads” evokes important questions for contemporary writers: In what way do these writers contest the American identity, and to what extent can the term “double-consciousness” be extended to these writers? The selected texts have a broad interrelationship, and the course will explore the inter-dialogue between the “American” side of experience and the rich cultural roots from which each writer emerged. Some of the writers and works include Lost in the City, Edward P. Jones (African American); Brown Girl, Brownstones, Paule Marshall (Caribbean American); Interpreter of Maladies, Jhumpa Lahiri (East Indian American); and selected stories and poetry of Chinese American, Korean American, and Chicano authors.

- Open to Form V and Form VI.

Dante’s Eternal Vision

FALL

The Divine Comedy of Dante Alighieri (1265-1321) is among the sublime works of literature, transcending its medieval imagery of the soul’s destiny to disclose universal truths and aspirations of the human spirit. Students will read and study the Inferno, Purgatory, and Paradise both as reflections of Dante’s own times and as a testament of profound faith and literary imagination.

- Open to Form V and Form VI.

Narratives of Race and Freedom: Literatures of the Caribbean and the United States

FALL

Drawing on the rich literary traditions from the Caribbean and the United States, this course illustrates how narratives of race and freedom are constructed and charted in the works of North American writers. Students will examine various themes that frame these hemispheric literary productions, including slavery, colonial and post-colonial identity, and culture, to name only a few. In locating these thematic concerns, each text under consideration will be placed in its historical and cultural contexts. Although there will be lectures, the class will be primarily discussion-based, with students developing their analytical skills through both informal and formal writing assignments. Authors may include Olaudah Equiano, Herman Melville, James Weldon Johnson, Claude McKay, Jean Rhys, V.S. Naipaul, Derek Walcott, and Jamaica Kincaid, among others.

- Open to Form V and Form VI.

The Stream-of-Consciousness Novel

FALL

This course examines how stream-of-consciousness novels embody revolutionary ideas about reality, time, personality, language, and narrative technique. Included in the course will be Virginia Woolf’s To the Lighthouse, William Faulkner’s The Sound and the Fury, selections from James Joyce’s Ulysses, and other works.

- Open to Form V and Form VI.
- [Not offered 2015-2016]

Narrative Film: Genre, Theory, and Criticism

FALL

This course will introduce students to the analysis of film form and aesthetics as well as to the importance of genre in the film medium. Balancing the focus on technical elements with broader frameworks, this course will also ask students to read various critical, theoretical, ideological, and historical approaches to film studies while providing the tools necessary to write about film in critical, analytical ways. Movies under consideration will be drawn from world-wide traditions, though we will primarily focus on Hollywood narrative films.

- Open to Form V and Form VI.

African American Literature

FALL

This course examines the literary expression of African American authors in the 20th century. Beginning with a reading of W.E.B. Du Bois’ theory of “two-ness,” students will examine how African American authors have explored the rich and changing identities available to African Americans. The works read draw heavily on other African American history and artistic traditions, such as spirituals, blues, and sermons. Therefore, other forms of African American expression will supplement the study of literature. Students will read literature by Langston Hughes, James Baldwin, Nella Larson, and Toni Morrison, among others.

- Open to Form V and Form VI.
- Offered at National Cathedral School.
Literature of War in the 20th Century

FALL
This course investigates the specific use of literature as a means of recording and understanding the trauma of war in a way that cannot be otherwise expressed. Through the lenses of trauma theory and historical record, students will explore such themes as national identity, trauma, rejection of social systems, political power, alienation, dislocation, and communication in novels, essays, and poetry by acclaimed writers. Selected readings investigate different perspectives of major conflicts and invite students to recognize both universal and disparate elements of wartime experiences. In addition, the course seeks to explore the specific cultural effects that various wars have had on the populations who have fought them. Readings may include Erich Maria Remarque’s All Quiet on the Western Front, Ernest Hemingway’s A Farewell to Arms, T.S. Eliot’s The Wasteeland, Kurt Vonnegut’s Mother Night, Tim O’Brien’s The Things They Carried, Bao Ninh’s The Sorrow of War, and selected readings from Judith Herman’s Trauma and Recovery, Cathy Caruth’s Unclaimed Experience, Paul Fussell’s The Great War and Modern Memory, and selected poems and essays.
  - Open to Form V and Form VI.
  - Offered at National Cathedral School.

Global Perspectives

FALL
An investigation of 20th- and 21st-century literature by authors from a variety of national and cultural backgrounds, including African, Asian, European, Middle Eastern, and South and North American. Students explore such themes as national identity, gender perception, political power, alienation, dislocation, and communication through their reading of novels, short stories, memoirs, poetry, and essays by acclaimed women writers. The cultural milieu in which the literature is set, the traditions from which it arises, and the ways in which the questions of these texts remain relevant for contemporary discussions of social inequalities will be an important focus of class discussions and student presentations.
  - Open to Form V and Form VI.
  - Offered at National Cathedral School.

SPECIAL STUDY – SPRING SEMESTER

Shakespeare

SPRING
This course considers a representative selection of comedies, histories, tragedies, and problem plays. Students will read a minimum of seven plays, together with background material on the Elizabethan period. Class time will be devoted to both lectures and discussions, while writing in the course will focus on how Shakespeare both shaped and transcended the various dramatic genres in which he worked. The class will also make use of available performances, both theatrical and videotaped.
  - Open to Form V and Form VI.

21st-Century Literature

SPRING
The last decade or so has seen a rebirth and a reimagining of the novel as contemporary writers have been forced to navigate a world that seems immune to their efforts through the influence of mass and social media as well as a seemingly pervasive corporate culture. We will focus on how these writers “fight” these forces through intentionally blurring both the line between fiction and nonfiction (while explicitly calling our attention to their works’ validity as both real and imaginative) and the distinction between “high” and “low” culture. Texts will include Dave Eggers’ A Heartbreaking Work of Staggering Genius and Junot Diaz’s The Brief Wondrous Life of Oscar Wao, short stories similar to those of George Saunders and Alice Munro, and a number of other texts published since 2000.
  - Open to Form V and Form VI.

Edith Wharton

SPRING
This course will focus on major American author Edith Wharton (1862-1937), whose more than forty volumes ranged from books on interior design, war, and travel to novels, short stories, and poetry. A sharp social critic, Wharton explored issues of class and privilege with wit and irony. Through close reading of short stories and three of her most famous novels, The House of Mirth, The Custom of the Country, and The Age of Innocence, we will explore the glittering and opulent world of Wharton’s New York City at the turn of the 20th century.
  - Open to Form V and Form VI.
  - Not offered 2015-2016

African American Writers since 1970

SPRING
With the end of Jim Crow laws and the legal victories of the civil rights movement, many African American writers began to remap the literature. They turned both inward and outward, reshaping the landscapes of community, history, myth, and identity. In this course, we will explore how

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and why African American writers from the late 20th century to the present have re-imagined the literature. In achieving these goals, each text under consideration will be placed in its historical and cultural contexts. The class will be primarily discussion-based, with students developing their analytical skills through both formal and informal writing assignments. Authors may include Toni Morrison, Henry Dumas, August Wilson, Andre Lorde, Ntozake Shange, George C. Wolfe, Rita Dove, among others.

- Open to Form V and Form VI.
- [Not offered 2015-2016]

**Censored! Banned Books in the United States**

**SPRING**

How powerful can a book be? Why do governments ban or censor books? What is lost when governments restrict access to certain books and ideas? On the other hand, is restricting books always bad? Why wouldn’t ruling powers want to censor literature and govern access to ideas they deem dangerous or immoral? By reading and examining literature banned not by popes and ayatollahs, nor by communist or fascist regimes, but by governments in the United States, students in this course will attempt to answer these questions and others about censorship. Readings will include George Orwell’s _1984_, Thomas Paine’s _The Age of Reason_, and Vladimir Nabokov’s _Lolita_, among other challenged and challenging books.

- Open to Form V and Form VI.
- Offered at National Cathedral School.

**We Shall Overcome**

**SPRING**

Though segregation has been legally dismantled now for 50 years with the passing of the Civil Rights Act of 1964, the oppressive regime of a Jim Crow South, borne from the legacy of slavery, still has echoes in American society today. To understand our country now, we must look back and listen to the voices that documented African Americans’ long journey to freedom. While our focus is literature, we will enrich the literacy with an interdisciplinary study of relevant history, sociology, music, art, and film. This course will introduce you to early civil rights voices like Booker T. Washington and W.E.B Du Bois, who criticize the treatment of African Americans through essay form. We will analyze the music of Negro spirituals to see how these songs helped support a nonviolent civil rights movement. Richard Wright and Anne Moody’s memoirs capture the degradation of Jim Crow society, and argue for the need for a resistance movement. We will study Toni Morrison’s novel _Song of Solomon_, which integrates historical events from the civil rights movement into her otherwise fictional text, as well as James Baldwin’s play _Blues for Mr. Charlie_, which he wrote in response to racially motivated murders of blacks by whites, where justice for the murdered did not prevail. In addition to the mostly African American voices of the course, we will study white short story writers Eudora Welty and Flannery O’Connor, who tackled the problem of race in some of their stories by examining white racial attitudes during this racially charged time. This course will bring to life one of the ugliest and most triumphant periods of American history through the power of story.

- Open to Form V and Form VI.
- Offered at National Cathedral School.

**20th-Century British Writers**

**SPRING**

This course considers several innovative and distinctive British writers and pays particular attention to their expressive use of language. Readings include E.M. Forster’s _Howards End_, works by D.H. Lawrence, Virginia Woolf’s _Mrs. Dalloway_, and Ian McEwan’s _Atonement_. Students consider the elements of modernism and postmodernism in the authors’ works, while examining how these writers used elements of style in diverse personal and critical essays. The course develops students’ abilities to write clear, personal, vivid prose and to center analytical and personal essays on a thesis.

- Open to Form V and Form VI.
- Offered at National Cathedral School.

**Art and Religion in Literature**

**SPRING**

In the 1820s, William Hazlitt described his visit to the National Gallery of Art in London as a religious experience: “A visit to this sanctuary, this holy of holies, is like going on a pilgrimage—it is an act of devotion performed at the shrine of Art!” Using religious language to describe a nonreligious experience, Hazlitt implies that visiting an art museum is an act of worship. In this course, we will consider the ways in which literature and art of the British and postcolonial traditions in the 19th and 20th centuries represent religious and aesthetic experience as similar, and we will explore why some authors recommend art or literature as replacements for religion. We will evaluate how and why different authors are interested in issues such as belief, doubt, worship, reverence, and sacred space, even if they no longer believe in traditional religion. Students will read poems, short stories, essays, and novels by William Blake, Robert Browning, Alfred Lord Tennyson, W.B. Yeats, Evelyn Waugh, Somerset Maugham, Salman Rushdie, A.S. Byatt, and Arundhati Roy, among others. Alongside literary analysis, another component of the class will involve discussing how these issues remain relevant today by examining how religious and aesthetic experience come into conflict in various contemporary cultural contexts, such as in the art museum. The course will conclude with a field trip to a D.C. art museum and an interdisciplinary project in which students will analyze the construction of a museum exhibit by responding to theories about the ways in which aesthetic spaces are modeled on religious spaces.

- Open to Form V and Form VI.
- Offered at National Cathedral School.
Foreign Language

**Requirements.** The study of a single foreign language through Form IV and at least Level III is required for graduation. It is assumed, however, that students will continue their language study beyond three years with either Level IV, an Advanced Placement course, or a second foreign language.

**Ancient Greek I**
**FULL YEAR**
The primary objectives of this course, an introduction to the grammar and syntax of Ancient Greek, are the development of a student's ability to read the works of the classical authors and the broadening of his exposure to the classical world. The many parallels with the Latin language will reinforce and facilitate this study. Our text is Book I of the *Athenaze* series.
- Prerequisite: Latin II and permission of the instructor.
- Prerequisite: Ancient Greek I.

**Ancient Greek II**
**FULL YEAR**
In this course, students will continue their study of Ancient Greek grammar and syntax. Adaptations of classical authors such as Herodotus, Thucydides, and Aristophanes are introduced. Students wishing to continue studying Ancient Greek beyond this level may arrange an independent study course.
- Prerequisite: Ancient Greek I.

**Chinese I**
**FULL YEAR**
This course introduces students to Chinese language and culture. The class covers the Romanization system of Chinese characters (Pinyin), vocabulary, basic phrases, and elementary conversation. Basic writing skills are also introduced. All assessments will include oral, listening, and writing components. By the end of Chinese I, students will be able to read and write 500 Chinese characters and conduct daily conversations in Chinese. Chinese culture and history are also a supplementary part of this course. This course combines in one year the material covered in Chinese 1A and 1B (offered in Middle School).
- Prerequisite: Chinese II.
- Offered to Upper School students; coordinate with NCS.

**Chinese II**
**FULL YEAR**
This course builds on the skills mastered in Chinese I. Students focus on learning characters, speaking, listening, and reading. Emphasis is placed on conversation skills and reading comprehension. Writing skills are also taught. Chinese culture and history are introduced as a supplementary part of the course.
- Prerequisite: Chinese I.
- Offered to Upper School students; coordinate with NCS.

**Chinese III**
**FULL YEAR**
This is the first course of intermediate-level Chinese; it is taught primarily in Chinese. Students focus on developing more advanced language skills, including both oral expression and written skills. More topics and grammar rules are introduced in depth. In-class practice emphasizes the development of communication skills. Course readings are drawn from authentic materials. Students who are interested in taking the SAT II Chinese Exam will start their preparation by the beginning of second semester.
- Prerequisite: Chinese II.
- Offered to Upper School students; coordinate with NCS.

**Chinese IV**
**FULL YEAR**
An intermediate-level course conducted in Chinese. The course focuses primarily on the further development of reading, translating, and writing skills in Chinese. The reading component aims to enhance students' analytical skills and understanding of the structure of the text. The translation component requires students to recompose a work in English, using precise grammar rules and vocabularies while maintaining the work's original style. In the writing component, students strengthen their writing skills by composing more advanced essays. Materials are drawn from authentic novels, magazines, and modern literature. Some short stories and poems from classical Chinese literature will be introduced as supplementary readings. Oral expression and communication skills continue to be developed as well.
- Prerequisite: Chinese III.
- Offered to Upper School students; coordinate with NCS.

**Chinese V**
**FULL YEAR**
This advanced-level course focuses on the continued study of language skills in Mandarin. Students develop an intermediate to advanced level of reading skills by reading and analyzing authentic novels and plays in Chinese. Both contemporary and classical works are introduced. Students deepen their knowledge and understanding of the usage of grammatical constructions and vocabulary by composing creative essays and summaries of materials read in class. Students also watch two classic Chinese movies. Such experiences allow opportunities for students to analyze closely the dialogue in order to improve their own speaking and listening skills.
- Prerequisite: Chinese IV.
- Offered to Upper School students; coordinate with NCS.

**AP Chinese Language**
**FULL YEAR**
This AP course is designed for students to develop further an advanced level of language proficiency. Students focus on deepening their reading, writing, oral, and aural skills. Readings encompass both modern literature and classical works. Students will also broaden their knowledge about the history and culture of China by...
reading and exploring authentic Chinese artifacts. Students strengthen their command of Chinese vocabulary and refine their use of grammatical structures by writing short narrative and argumentative essays. Oral and auditory skills are reinforced by analyzing the scripts of classic movies and television shows. Students will also write and perform in skits in order to combine their interpretive skills with their Chinese language knowledge. Students are expected to sit for the AP Chinese Language examination in May.

Prerequisite: Chinese IV and permission of the instructor.

Offered to Upper School students; coordinate with NCS.

French I
FULL YEAR
The focus of this course is elementary French, with an emphasis on basic grammar and vocabulary, verb drills, and extensive oral work.

Prerequisite: French I.

Open to Form III, and to others by permission of the instructor.

French II
FULL YEAR
This course provides intensive study of all basic French grammar including idioms and subjunctive constructions, significant vocabulary building, and an introduction to the reading of French literature. Daily drills emphasize sentence writing. Weekly oral presentations are given in French. Classes will be conducted in English and French.

Prerequisite: French I.

French III
FULL YEAR
The focus of the course is intermediate French, including more advanced grammar, intensive drills on idioms, and an emphasis on oral presentations. Course work will include in-class and outside reading of novels in French. Classes will be conducted in French.

Prerequisite: French II.

French IV
FULL YEAR
This full-year course emphasizes the use of language for active communication and proper use of grammatical structures in composition. The course covers historical and current events and social and cultural topics from the Francophone world, such as education, immigration, language, and cultural identity. Relevant newspaper and magazine articles, films and videos, and related art forms are used. This advanced course serves as an introduction to AP French Language and Culture.

Prerequisite: French III.

AP French V
FULL YEAR
Students study advanced grammar and syntax and are trained in aural, oral, and written exercises according to the AP French Language and Culture program. In addition, students continue to develop literary analysis skills by reading works by a variety of authors, including Camus (L’Etranger) and Sartre (Huis Clos), as well as selected poetry.

Prerequisite: French IV and permission of the instructor.

Cinéma et Francophonie
FULL YEAR
This is a course for students who wish to continue their study of the French language and its cultural context. It may be taken after French IV or after AP French V. In the first part of the year, an overview of the history of French cinema, the course focuses on the differences between French and American comedy and drama. Students then study the adaptation of literary works to the big screen. During the second part of the year, the emphasis is first on French history, especially colonialism and its impact on the francophone world, and then on francophone cinema.

Prerequisite: French IV (or equivalent) and permission of the instructor.

Course offering subject to sufficient enrollment.

AP Japanese V
FULL YEAR
This is a full-year course following the guidelines set by the College Board and designed to prepare students for the AP examination in Japanese language and culture. Students learn to read and write critically, to listen to and speak about topics relevant to Japanese life, and to become culturally competent to function in a Japanese community. The class is conducted entirely in Japanese.

Prerequisite: Japanese IV and permission of the instructor.

Latin I
FULL YEAR
Latin I is an Upper School course that provides a foundation in the fundamentals of Latin grammar, vocabulary, and syntax. The course is the equivalent of Latin IA and IB in the Lower School and introduces Latin nouns of five declensions, adjectives, and pronouns. In addition, the course covers the active voice and the indicative, imperative, and infinitive moods of verbs. We use the Ecce Romani text, which is a reading approach based on Latin stories, with drills and exercises to reinforce the forms and grammar. In addition, studying aspects of the daily life and culture of the Romans will bring the students into closer contact with the Latin language in its living context.

Latin II
FULL YEAR
Latin II introduces the students to more complex Latin grammar and syntax using the Ecce Romani II textbook. After a brief review of previous formations, our goal is to learn such important constructions as participles, infinitives, the subjunctive, and their uses. There is increased emphasis on developing the skills necessary for analyzing and comprehending Latin prose. Also, special attention is given to building a strong base of high-frequency Latin vocabulary. In addition to reading Latin texts and studying relevant grammar, the class will continue to consider aspects of Roman history and culture.

Prerequisite: Latin I.

Latin III
FULL YEAR
This course will finalize our study of Latin grammar and begin to look more closely at actual Latin texts in their historical and literary context. Three-quarters of the year will be devoted to prose selections from such authors as Caesar, Cicero, Sallust, and Pliny; the final quarter will be an introduction to Latin poetry through readings taken from Ovid’s Metamorphoses. Careful attention will be given to analyzing and construing Latin texts accurately and with grammatical understanding. An important feature of the course is to survey Roman Republican history in order better to understand and appreciate our authors’ works.

Prerequisite: Latin II.
Latin IV
FULL YEAR
Latin IV continues to emphasize skills of careful analysis and accurate comprehension by translating and interpreting important Latin authors in their cultural context. The course begins with prose selections from such authors as Livy and Petronius, with the necessary review of Latin grammar and syntax. However, three-quarters of the class will be devoted to studying the rich poetic tradition of Ancient Rome, considering the works of the poets Catullus, Ovid, and Vergil. Students are encouraged to take the SAT II in Latin after completion of the course.
Prerequisite: Latin III.

AP Latin: Caesar & Vergil
FULL YEAR
This course includes prose readings from Caesar’s Gallic War as well as passages from Vergil’s great epic poem, the Aeneid. The class will read all of the Advanced Placement-required portions (Latin and English) of Caesar and Vergil, studying these authors in their historical and literary context. In addition to developing skills of translation, literary analysis, and elucidation of Caesar’s and Vergil’s texts, the AP Latin course also expects students to improve their Latin skills through sight reading of such significant Roman authors as Cicero, Catullus, Livy, Ovid, and Pliny.
Prerequisite: Latin IV and the permission of the instructor.

Latin V: Readings in Roman Comedy
FALL
Plautus’s comedies provide the most extensive examples of Latin as it was spoken in the late Republic. Therefore, in-depth reading and frequent performance establish a climate for the students of Latin being spoken, heard, and, ultimately, understood. In addition to using the ancient scripts, the class will engage in conversational activities that will develop into holding discussions entirely in Latin. The discussions will explore topics both of Roman culture, e.g., the role of women as seen in the theater, as well as current experiences in our community and the world. Students may take either semester of Latin V or both.
Prerequisite: Latin IV or AP Latin.
Offered at National Cathedral School.

Latin V: Readings in Ovid
SPRING
Ovid’s Metamorphoses is a lengthy series of interconnected narratives with tales of divine and heroic action. “Far more than a mere handbook of classical mythology, this poem has been admired for its animated and animating, highly visual, and often cinematic narrations.” Therefore, an in-depth reading of selections from the Metamorphoses combined with a study of how these myths have been depicted in the visual arts will allow students to gain a greater understanding and appreciation of both Latin literature and art history. Students may take either semester of Latin V or both.
Prerequisite: Latin IV or AP Latin.
Offered at National Cathedral School.

Advanced Classics Seminar
FALL, SPRING
This seminar is offered on an arranged basis for seniors who have completed the Latin AP course and wish to investigate an aspect of classical antiquity in greater depth. Topics such as ancient Roman comedy, intensive Greek, and specific themes of classical history and culture have been undertaken in recent years. A one- or a two-semester course is possible.
Prerequisite: Latin AP course and permission of the instructor.

Spanish I
FULL YEAR
This course provides a thorough introduction to the fundamentals of Spanish grammar, verb conjugations, and basic vocabulary. Students will master regular and irregular verbs in present and past tenses with particular emphasis on stem-changing verbs and verbs with orthographic changes. During the second semester, oral comprehension and progressive reading exercises will reinforce the rules of grammar learned during the first half of the year.
Prerequisite: Spanish II and permission of the instructor.

Spanish II
FULL YEAR
This course covers Spanish simple and compound tenses including both the indicative and subjunctive moods. Through daily exercises and selected readings, the course also provides an extensive and practical vocabulary, including idioms and cognates. Students develop aural skills through regular listening comprehension exercises narrated by native speakers from Spain and Latin America. Representative literary and cultural readings and films complement related grammar and vocabulary studies.
Prerequisite: Spanish I.

Spanish II Honors
FULL YEAR
This intensive Spanish course reinforces intermediate grammar and vocabulary covered in Spanish II together with extensive practice in speaking and writing. The first semester is dedicated to intensive language study, while the second semester requires students to integrate grammar and vocabulary with advanced readings, oral presentations, and formal writing assignments. Class is conducted solely in Spanish.
Prerequisite: Spanish I and permission of the instructor.

Spanish III
FULL YEAR
This intermediate Spanish class provides advanced grammar analysis, intensive drills with idioms, and expansion of vocabulary. Cultural topics will be studied in depth, with an emphasis on current events in Spain and Latin America. Classes will be conducted in Spanish.
Prerequisite: Spanish II.

Spanish III Honors
FULL YEAR
This intensive intermediate Spanish course includes the grammatical and cultural topics covered in Spanish III, along with cultural readings and intensive oral/aural work. Each semester, the student will present an extensive oral presentation to the class. The presentation topics for the first semester will address 20th-century politics in Latin America, while topics for the second semester will cover the great artists of Spain. Classes will be conducted in Spanish.
Prerequisite: Spanish II and permission of the instructor.

Spanish IV
FULL YEAR
This course provides thorough review of Spanish grammar, vocabulary, and idioms. Particular emphasis is placed on the application of grammar rules to regular oral and written student presentations on a variety of subjects. A selection of films
from Spain and Latin America will complement the course syllabus.

- Prerequisite: Spanish III and permission of the instructor.

**Spanish IV Honors**

FULL YEAR

This course, an introduction to the AP program in Spanish, offers a study of vocabulary in specialized fields, an introduction to literary analysis, and extensive cultural study through videos and films. Grammar topics will be reviewed as necessary. Classes will be conducted entirely in Spanish.

- Prerequisite: Spanish III Honors and permission of the instructor.

**Spanish V: Latin American Culture and Civilization**

FALL

This one-semester course considers issues of contemporary Latin American society with emphasis on its time-honored customs as well as more recent events in the region. In addition to viewing film clips on Argentine gauchos, Brasilia’s architecture, and the wonder of the aerial Nazca line drawings, we will discuss emigration traditions such as the infamous annual tomato fight, La Tomatina, and the phantasmaric Las Fallas display in Valencia, we will also discuss Spain’s search to maintain national identity in the face of separatist movements; its recent economic meltdown; and the evolution of the Spanish film industry from Franco and beyond. To complement our discussion, we will watch film clips of bullfights, Pamplona’s running of the bulls, and La Tomatina, and Trish Ziff’s film *The Mexican Suitcase* about Spain’s post-war quest for historical memory. Guest speakers will round out the discussion. The course will be taught principally in Spanish.

- Prerequisite: Spanish IV or Spanish IV Honors.

**Spanish V: The Culture and Civilization of Spain**

SPRING

This one-semester course offers a focus on Spanish society with dual emphasis on its customs and traditions and the economic and separatist issues that Spain currently confronts. In addition to discussing the future of bullfighting and time-honored traditions such as the infamous annual tomato fight, La Tomatina, and the phantasmagoric Las Fallas display in Valencia, we will also discuss Spain’s search to maintain national identity in the face of separatist movements; its recent economic meltdown; and the evolution of the Spanish film industry from Franco and beyond. To complement our discussion, we will watch film clips of bullfights, Pamplona’s running of the bulls, and La Tomatina, and Trish Ziff’s film *The Mexican Suitcase* about Spain’s post-war quest for historical memory. Guest speakers will round out the discussion. The course will be taught principally in Spanish.

- Prerequisite: Spanish IV Honors and permission of the instructor.

**AP Spanish VI: Spanish Literature**

FULL YEAR

This course provides intensive study of literary movements and genres in Spanish. Students will learn Spanish poetic forms, reading poetry from the Middle Ages to the present. Three full-length plays, *El burilador de Sevilla, La casa de Bernarda Alba*, and *Historia del hombre que se convirtió en perro*; and numerous short stories will be read and analyzed. In addition, students will read widely from two Spanish classics, *La vida de Lazarrillo de Tormes* and *El ingenioso hidalgo don Quijote de la Mancha*. Students will continue to refine their ability to analyze literature and to make connections between the works through writing and active participation in class discussion. Classes are conducted entirely in Spanish.

- Prerequisite: AP Spanish V and permission of the instructor.

**Independent Study in Foreign Language**

FULL YEAR

Independent study is open to students who have completed study of a foreign language through the AP level prior to senior year. Working with a member of the faculty, the student would pick one or more topics of interest and identify supporting texts. Students will continue to refine their ability to analyze literature and to make connections between the works through writing and active participation in class discussion. Classes are conducted entirely in Spanish.

- Permission of the instructor is required.
**History**

Faculty. R. Shurmer, Chair; D. Baad, J. Campbell, T. Casertano, E. Eagles, B. Labaree, S. Schaffer, D. Shepard, S. Woods

**Requirements.** The semester course Cities and Civilizations is required by the end of Form III, United States History is required in Form V, and either Advanced Placement European History or the Making of the Modern World is required in Form VI.

**Requirements by Form**

**Cities and Civilizations**
(Required of Form III)
FALL, SPRING
Through concentrated study of cities that were centers of civilization between 3000 B.C.E. and 70 C.E., this course will introduce students to the historian’s craft. The course examines the history of cities including Babylon, Sparta, and Jerusalem using a variety of print and visual sources designed to encourage the development of critical-thinking skills. Topics of study include politics and governance, philosophy, religious life, and the arts.

**United States History**
(Required of Form V)
FULL YEAR
This course surveys United States history from European exploration and colonization through the Cold War. Using a generally chronological approach, the class will examine the major political, economic, and social developments that have shaped the United States and its people. Students will be encouraged to develop the skills of critical analysis of historical documents, reasoning based on evidence, and research methods.

Each student will be required to write a major research paper on a topic of his choice during the second semester. This course will prepare students to take the AP examination in United States history in May.

**The Making of the Modern World**
(Required of Form VI unless enrolled in AP European History)
FULL YEAR
This senior history course serves as an introduction to the major ideas, institutions, and events that have shaped the modern world since 1500 and introduces students to the major themes and debates of modernization and globalization. During the fall semester, study focuses primarily on the seminal intellectual, political, and social developments of Europe from the onset of the Renaissance to the era of the French Revolution. In the spring semester, students examine the historical processes of the 19th and 20th centuries, focusing particularly on the intersection of peoples and cultures in Asia, Africa, and the Middle East. Students will be asked to consider the big picture developments—political, social, and intellectual—during this era, and assess their impact on a global scale.

**AP European History** (Optional for Form VI with permission of the Department Chair)
FULL YEAR
This course traces the development of Europe from the 14th century to the mid-20th century. The class will explore the major developments in power, politics, economics, and culture, stressing grand movements and major trends rather than detailed national histories or postmodern idiiosyncrasies. This course will be taught at a university level and requires extensive reading and writing.

**ELECTIVE COURSES**

**Economics: Macro**
FALL, SPRING
This course provides an introduction to the American economy as a whole, based primarily on the macroeconomic sections of W. J. Baumol and A.S. Blinder’s Economics: Principles and Policy. Students in this class may choose to take the AP Macroeconomics examination in May.

Open to Form V and Form VI, and to Form IV by permission of the instructor.

**Arts, Sciences, and Technologies of the Romantic Age: 1771-1831**
FALL
From the 1771 return of Joseph Banks from his three-year voyage to the South Seas on the Endeavor with Captain Cook, to the 1831 departure of Charles Darwin for his five-year voyage on the Beagle, this period of extraordinary adventure and discovery has earned the name of the Romantic Age. Continental Europe, Britain, and America experienced in this age revolutions, not only the ones in politics that we are most familiar with, but also in the arts, sciences, and technologies—profund revolutions that still shape our lives today. In the arts, this was the time in which creative artists developed an exhilarating new relationship between the human mind and the natural world, as seen in the works of Goethe and Beethoven, Wordsworth and J.M.W. Turner. In the sciences, this was the magical time of electricity: Franklin’s kite-flying opened the way to understanding the Earth’s atmosphere, and Galvani brought electricity even into the muscles of the human body. In technologies, Davy’s electric lamp and Faraday’s electric motor changed the world forever. Humbolt in natural history and Herschel in astronomy likewise revolutionized our knowledge of, respectively, the biosphere and the cosmos. To capture the spirit of this “age of wonder” and its revolutions, we will examine journals and other texts of the times; we will look at the art and listen to the music; we will sample the crafts and the experiments—in a word, we will dig down into the cultural history of this exciting, formative 60-year period. And from time to time we will look at specific instances of how the revolutions of this time can be seen to manifest themselves in the world of today.

Open to Forms IV, V, and VI.

**The Global 1960s**
FALL
This course offers a comparative, transnational study of the dramatic social, scientific, political, and cultural transformations that occurred in the two decades following World War II, with particular attention to the 1960s. The course will cover topics including the Cold War, the Chinese
Revolution, decolonization in Africa, nationalism in Latin America and Asia, the global civil rights movement, and international student protest movements. This course attempts to question the very units of historical analysis: the global perspective and the 1960s. To what extent are the events of the 1960s transnational or global, and how much are they responses to particular national circumstances? Similarly, how useful is it to conceptualize historical periods in terms of decades? Does the idea of the 1960s as an historical epoch hold water, especially considering that much of the phenomena associated with the decade originated in the 1950s or even the 1940s? By covering a wide variety of primary sources across disciplines, students will analyze the intellectual sources of the major transformative events of the 1960s, develop an understanding of the historical circumstances under which they occurred, and assess their long-term effects. It is hoped that the interdisciplinary approach stimulates out-of-the-box critical thinking about the increasing interconnectedness of ideas, politics, economies, and cultures after 1945.

† Open to Form V and Form VI.
† [Not offered in 2015-2016]

Asian Cities and Civilizations

SPRING

This course focuses on the characteristics of Chinese and Japanese civilizations and traces the history of increased interaction among Europeans and Asians since the late 13th century. Special attention is given to the Ming and Qing Dynasties in China, the Sengoku and Tokugawa Period in Japan, the Chinese Revolution, and World War II. Coverage focuses primarily on the cities of Xi’an, Hangzhou, Beijing, Guangzhou, Nanjing, Shanghai, Osaka, Kyoto, Edo, Jakarta, Macao, Nagasaki, Manila, and Hong Kong. Students read a variety of primary texts (in translation) including Edward Snow’s Red Star over China and one historical novel, James Clavell’s Shogun. Students also evaluate the work of Akira Kurosawa (specifically the film Kage musha), Juzo Itami, and Bernardo Bertolucci. Assessments include formal essays, document-based essays, reading quizzes, participation in discussions, gaming, conventional unit tests, and a comprehensive final exam.
† Open to all Forms.
† Prerequisite: Cities and Civilizations.

Revolutions

FALL

This course examines the various sources of revolution in the 20th century through the lens of several revolutions around the globe. After an introductory unit on the nature of revolution, we compare three revolutions and their aftermath in the 20th century. Students trace and explore the political, social, and economic revolutionary impulses that propelled change at the time, and during the aftermath, of the Russian Revolution, the Mexican Revolution, and China’s Cultural Revolution. The semester concludes with a unit on a case study of 1968, a “year of revolution,” in which students compare specific revolutions that occurred in the Soviet Union and Eastern Europe, Mexico, and China under Mao.
† Open to Form V and Form VI.
† Offered at National Cathedral School.

The American West

FALL

This class will explore the significance of the West within greater American culture. Certain aspects of the region—cowboys and Indians, Mexican migration, and Las Vegas, for example—figure so prominently in the national consciousness that our understanding of the original places or events has become unmoored from historical reality. How has the mythology of the West evolved, and what do these shifts reveal about changing anxieties and aspirations? Our explorations of the West will rely on literature and film, fictions against which we will contrast historical and geographical studies. Readings may include Dee Brown’s The American West, Laura Ingalls Wilder’s Little House on the Prairie, Willa Cather’s Death Comes for the Archbishop, and Richard Vasquez’s Chicano. Films may include John Ford, The Searchers (1955); Robert Altman, Buffalo Bill and the Indians (1976); Chris Eyre, Smoke Signals (1998); Chris Weitz, A Better Life (2011).
† Open to Form V and Form VI.
† Offered at National Cathedral School.

American Social History Through Film: Race and Ethnicity

SPRING

This course will explore the ways in which popular films construct versions of the historical past and the ways that such films can be used as historical documents themselves. Films are significant cultural texts, and this course will study them as artifacts of a powerful communications entertainment industry with visions of the past and with narratives and arguments about what constituted the legitimate (and illegitimate) social, political, economic order throughout the 20th and 21st centuries. We will consider films as historical documents; as industrial products; as visions of popularly understood history and national mythology; as evidence for studying how conflicts in the political, social and cultural arenas were understood and depicted; and as evidence of how popular understanding and interpretations of the past have been revised from earlier eras to the present. We will think about these narratives as ideologically laden tools of both cultural and political orthodoxy and revisionism.
† Open to Form V and Form VI.
† Prerequisite: United States History or concurrent enrollment in United States History.
† Offered at National Cathedral School.

Politics in America

SPRING

This one-semester course is designed for students interested in modern political issues. The course looks at political events currently in the news and tries to analyze and interpret the motivation of people. Students conduct moot court hearings on current judicial cases and try to understand the arguments on both sides of the issue. In addition, students examine the Constitution and debate possible amendments to it, and they read analyses of modern political issues and debate their solutions.
† Open to Forms IV, V, and VI.
† Offered at National Cathedral School.

AP Human Geography

FULL YEAR

AP Human Geography presents fundamental concepts and methods of human geography and applies them to interpret real-world events and issues. Core topics include population, culture, politics, industrialization and economic development, agriculture and rural land use, and cities and urban land use. Geography is more a methodology than a discrete body of knowledge. Students practice research methods using both primary and secondary data, culminating in analysis that emphasizes independent observation and interpretation from a spatial perspective. Students are expected to sit for the AP Human Geography examination in May.
† Open to Form VI.
† Offered at National Cathedral School.
Mathematics

Faculty. C. Dunn, Chair; R.L. Andreoli Jr., T. Findler, E.M. Hansen, R. Henry, P.E. Kelley, J. Schofer

Requirements. The study of mathematics through Form V is required, including, at a minimum, Geometry, Second-Year Algebra, and Precalculus. With permission of the Department Chair, students may satisfy the Precalculus requirement by successful completion of the course Functions and Statistics. Students will ordinarily have completed a course in elementary algebra before they enter the Upper School. Assignments in upper-level courses are made using the student’s performance in prior courses as a guide. Students who are in doubt about their placement should consult the Department Chair.

Honors Program. Honors versions of courses at all levels are offered for students whose knowledge and ability enable them to study the material in more depth and who are willing to devote correspondingly more work to the subject. Emphasis is placed on mathematical rigor, and the subject matter is approached from a more theoretical point of view. Students with exceptional performance in the standard sequence may switch to the honors sequence with permission of the Department Chair. Honors students must maintain a cumulative B average or better in order to continue in the program.

*Elective that may be taken at any time
**STANDARD AND HONORS COURSE SEQUENCES**

**First-Year Algebra**
FULL YEAR
This elementary algebra course emphasizes developing a student’s facility in working with algebraic expressions. Topics will include properties of the real number system, linear equations and inequalities in one and two variables, verbal problems, graphing factoring, operations on polynomials and rational expressions, quadratics, operations on radicals, and an introduction to trigonometry.

- Prerequisite: Second-Year Algebra.
- Required of some transfer students, as determined by departmental examination.

**Geometry** (Required)
FULL YEAR
This course emphasizes deductive Euclidean geometry in two and three dimensions. Course topics will include logical systems, the nature of formal proof, distance and betweenness, lines and planes, angles and triangles, congruence, parallelism and perpendicularity, geometric inequalities, similarity, area, circles and spheres, coordinates, constructions using computers, solids, and volumes.

- Prerequisite: Department credit for a course in elementary algebra.

**Honors Geometry**
FULL YEAR

- Prerequisite: Permission of the Department Chair.

**Second-Year Algebra** (Required)
FULL YEAR
This course provides a review and extension of topics from elementary algebra, including inequalities, absolute value, exponents and radicals, systems of linear equations in two and three variables, functions and their graphs, quadratic and higher polynomial functions, logarithms, sequences, series, complex numbers, quadratic systems, trigonometry, permutations, combinations, and elementary probability. Graphing calculators will be used in the course.

- Prerequisite: Geometry.

**Honors Second-Year Algebra**
FULL YEAR

- Prerequisite: Honors Geometry, or Geometry and permission of the Department Chair.

**Precalculus** (Required, but see note above)
FULL YEAR
This class offers a detailed study of the elementary functions of a single variable, including polynomial, rational, exponential, logarithmic, and trigonometric functions; also reviewed are statistics, vectors, matrices, applications. Graphing calculators will be used throughout the course.

- Prerequisite: Second-Year Algebra.

**Honors Precalculus**
FULL YEAR

- Prerequisite: Honors Geometry. From the standard sequence, Geometry or Second-Year Algebra and permission of the Department Chair.

**Functions and Statistics**
FULL YEAR
This course will provide students an in-depth study of modeling and applying functions. Students will translate among graphic, algebraic, numeric, and verbal representations of relations and use logic and deductive reasoning to draw conclusions and solve problems. This course will also expose students to the essential ideas of an introductory statistics course. Students will explore data analysis, design of studies, probability, and inferential statistics, focusing on methods rather than theory.

- Prerequisite: Second-Year Algebra and permission of the Department Chair.

**Calculus I**
FULL YEAR
This course reviews the fundamental concepts and techniques of differential and integral calculus, with an emphasis on problem solving and applications. Graphing calculators will be used throughout the course.

- Prerequisite: Precalculus.

**AP Calculus AB**
FULL YEAR
This course provides a close study of the calculus of the elementary functions of a single variable. Class topics will include limits and continuity; differentiation and integration of algebraic and transcendental functions and applications and interpretations; the Fundamental Theorem of Calculus; numerical approximations; and elementary differential equations. Qualified students will be expected to take the AB Calculus AP examination in May.

- Prerequisite: Final course average of 85% or better in Precalculus.

**Mathematics of Digital Data**
FALL
Modern electronics—digital cell phones, computers, the Internet, DVDs, HDTV, MP3 players, and so on—would not be possible without the mathematics taught in this elective course. Students begin by learning the basics of digital logic, radix notation, Boolean algebra, digital circuit design, and “bits, bytes, hex, and Hertz.” The course emphasizes mathematics more than computer science in such topics as information theory, one-way functions, binary-coded decimal, digital cryptography, error-correcting codes, and data compression. Connections are made between the abstractions discussed and real-world implementations. Students will explore one area of their choice in greater depth and make a short presentation to the class. Visit www.tinyurl.com/moddinfo for more information.

- Prerequisite: Algebra II or permission of the Department Chair.

**Number Theory**
FALL
This course covers the basic topics in number theory, including induction, divisibility, prime numbers, factorization, congruences, and continued fractions. Students will learn about real-world applications such as check digits, the perpetual calendar, and cryptography.

- Prerequisite: Algebra II or permission of the Department Chair.

**Honors AP Calculus BC**
FULL YEAR
This course reviews topics in the calculus syllabus, as well as parametric functions and vector functions. Class topics will include improper integrals, more differential equations, sequences, series, and Taylor expansions. Students will be expected to take the BC Calculus AP examination in May.

- Prerequisite: Honors Precalculus or Precalculus and permission of the Department Chair.

**AP Statistics**
FULL YEAR
Statistics teaches students the concepts of and tools for collecting, analyzing, and drawing conclusions from data. Class topics will follow the four major statistical themes: exploratory analysis of data patterns, planning studies, probabilistic models, and statistical inference. Graphing calculators and computers will be used extensively. Qualified students will
be encouraged to take the AP examination in May.
◼ Prerequisite: Precalculus and permission of the Department Chair.

**Honors Linear Algebra and Vector Calculus**

**FULL YEAR**
The first half of this course provides an introduction to linear algebra, including the geometry of Euclidean spaces, abstract vector spaces, linear transformations and matrices, determinants, eigenvectors, and inner product spaces. The second half emphasizes the study of the calculus of functions of several variables, including vector functions, limits and continuity, the differential, partial derivatives, the chain rule, and maxima and minima.
◼ Prerequisite: Honors AP Calculus BC.

**Abstract Algebra**

**SPRING**
This course covers the fundamental topics in abstract algebra, including groups, homomorphisms, cosets, rings, integral domains, ideals, fields, geometric constructions, and isomorphism theorems. Students will also explore advanced topics such as Sylow theorems, Galois Theory, and the insolvability of the quintic.
◼ Prerequisite: Honors Linear Algebra and Vector Calculus (at least concurrent) or permission of the Department Chair.
◼ [Not offered 2015-2016]

**Independent Study in Mathematics**

**FULL YEAR**
Independent study is open to students who have completed the entire honors math sequence prior to senior year. Working with a member of the faculty, the student will pick one or more topics of interest and identify supporting texts. Past projects have included multivariable calculus, differential equations, number theory, and real analysis. Students are expected to spend from 10 to 12 hours per week on their work.
◼ Permission of the Department Chair is required.
Performing Arts: Music

Faculty. W.B. Hutto, Director; C. Bowers, S. Wood

Fundamentals of Music
FALL
This course provides the background and foundation for music listening or further music study, encompassing a survey of the major periods of Western music, major topics in contemporary and world music, and the basics of music theory, including scales, chords, and rhythm.
- Open to all students.
- This course serves in satisfaction of the Arts requirement.

Music Theory
SPRING
A course in musicianship encompassing ear training, harmonic and formal analysis, orchestration, and counterpoint. Students will be prepared to take the AP Music Theory examination, should they wish.
- Permission of the Instructor required.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

ENSEMBLE ELECTIVES
Any of the ensemble electives serves in satisfaction of the Arts requirement but is not included in calculating credits toward the 17 credit diploma requirement.

Chorale
FULL YEAR (ONE SEMESTER WITH PERMISSION OF THE DIRECTOR)
This musical group of more than 150 voices, the oldest coeducational organization on the Close, presents four major performances throughout the academic year: a fall concert, the Festival of Lessons and Carols, a winter concert, and a choral festival. Chorale also provides the main voices for the annual musical. In addition to concerts, services, and stage shows, there are performances at major events for both St. Albans and National Cathedral School, including graduations. There is an annual spring concert tour.
- Open to all students; coordinate with NCS.
- This activity serves in satisfaction of the Arts requirement.

Jazz Club Ensemble
FULL YEAR
The Jazz Club Ensemble meets on Friday afternoons after lunch to rehearse a range of jazz instrumental styles. Depending upon interest and instrumentation, the ensemble may form into two groups. Performances are held at school and community events throughout the year.
- Open to all students with permission of faculty advisor.
- This activity serves in satisfaction of the Arts requirement.

Private Music Lessons
FULL YEAR
Private instruction is available on the following instruments: piano, voice, flute, clarinet, saxophone, trumpet, trombone, violin, cello, guitar, and organ. The student learns technique and musicality by studying one-on-one with a professional musician. Once lessons are started, the student commits to the semester in its entirety. There are opportunities to perform during the year. A fee is required.
- Offered at National Cathedral School
- This activity may not be used in satisfaction of the Arts requirement.

Percussion Ensemble
FULL YEAR
The Percussion Ensemble meets on Tuesday afternoons after lunch to rehearse a variety of percussion styles and instruments, including Latin American and African. The ensemble performs several times each year at school functions, at Flower Mart, in the community, and at an annual percussion recital in the spring.
- Open to all students with permission of faculty advisor.
- This activity serves in satisfaction of the Arts requirement.

Madrigal Singers
FULL YEAR
The Madrigal Singers, a select group of up to 28 voices from the Chorale, perform an exacting repertoire in concert, in the community, and on tour during the school year. Coordinate with NCS.
- Audition in the spring for the following year is required; auditions are limited to rising Form IV, V, and VI students.
- Open to all students with permission of faculty advisor.
- This activity serves in satisfaction of the Arts requirement.

Orchestra
FULL YEAR
A wide range of orchestral music is covered and presented in concert during the school year. All qualified Upper School student instrumentalists are invited to audition. Parents and faculty are also welcome. Students should also concurrently be taking private instrumental lessons, either through the School or independently.
- Open to all students with permission of faculty advisor.
- This activity serves in satisfaction of the Arts requirement.
Performing Arts: Theater

Faculty. M. Bishop, G. Lampasona, A. Liberman, C. Snipe

The goal of the Upper School Theater Program is to introduce students to the art and discipline of the theater as a means of individual and collaborative expression. Faculty members seek to inspire greater empathy and broaden each student’s perspective through the exploration of characters and concepts that expand our horizons and challenge our preconceptions. Student actors, directors, and designers have the opportunity for focused study through the program’s curricular offerings, as well as the option to participate in co-curricular (after school) theater productions.

Acting I: Foundations
FALL
This course explores the definition and process of realistic acting through exercises, readings, discussion, and performance of scenes and monologues. The goal of the course is to give each student a better knowledge of his or her own instrument—physically, emotionally, and intellectually—and explore the process by which the actor uses that instrument to act on behalf of a given character.
- Open to all students.
- This course serves in satisfaction of the Arts requirement.

Acting II: Special Topics in Acting
SPRING
Focusing on one of several genres of theater, Acting II explores such topics as Shakespeare, musical theater, acting for film, and characterization. The class will revolve around current dramatic productions on the Close and on student interest, changing focus every year.
- Prerequisite: Acting I or permission of the instructor.
- This course serves in satisfaction of the Arts requirement.

Acting Comedy
SPRING
This course uses concrete examples from the classics to pop culture to define, demystify, and deconstruct comedy into universal principles. Acting styles include physical, situational, dining room, dark, and absurd comedy.
- Open to all students.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Directing
SPRING
Directing teaches the advanced theater student script analysis and the development of the dramatic concept of work. The student learns the process of communicating with actors, designers, and support staff in the development of dramatic production. Students read a play, develop the concept, audition the actors, supervise the design of the set, and rehearse with actors, pulling everything together into a whole.
- This course serves in satisfaction of the Arts requirement.

Stagecraft
FALL, SPRING
Stagecraft introduces students to the key technical elements of theatrical production, including scenic construction, scene painting, stage lighting, and sound for the theater. The course will also explore technology used in the production process, including digital lighting control and sound reproduction and manipulation, and will provide an introduction to computer-aided drafting. Students will gain experience and understanding through both classroom exercises and work on drama program productions. With thorough instruction, students will become comfortable with the safe operation of the equipment used in the production process.
- Open to all students.
- This course serves in satisfaction of the Arts requirement.

Design for the Theater
FALL, SPRING
Design for the Theater will offer students the chance to further investigate the technical production process from the artistic, creative viewpoint. Designing for the theater offers many unique opportunities and challenges. This course will illuminate this process in the areas of scenic, light, and sound design. Theatrical design is a collaborative process, and students will be exposed to the methods employed in this process. The work in this class focuses on design projects of a theoretical nature. Starting with a close reading of a script, students will develop their design ideas in collaboration with each other. Perspective drawing, hand drafting, and computer-aided drafting will be explored in this class.
- Prerequisite: Stagecraft.
- This course serves in satisfaction of the Arts requirement.
Advanced Design: Practical Application  
**FALL, SPRING**

In this class, students who have completed Design for the Theater will have the opportunity to take their work from the theoretical realm to the practical, working on a Drama Department production as a member of the design team. While working on the production, students will be responsible for all appropriate research, drawing, and documentation as assigned. Students will have regularly scheduled class time as well as laboratory time working on the production.

- Prerequisite: Design for the Theater and permission of the instructor.
- This course serves in satisfaction of the Arts requirement.

Public Speaking  
**FALL, SPRING**

Public Speaking introduces students to the form and function of rhetoric. The course addresses the ideas of speech construction and analysis and delivery, using projects based on contemporary forms of public speaking. Students demonstrate their skills through persuasive extemporaneous speech.

- Open to all students.
- This course serves in satisfaction of the Arts requirement.

Digital Filmmaking I  
**FALL**

Students learn the fundamentals of digital filmmaking through exploration of visual language and the basic technical and aesthetic concepts underlying motion picture production. Students will discuss the processes and techniques for storyboarding, lighting, editing, and cinematography, and we will give emphasis to conceptual development and discuss how these techniques can be employed for desired effects. Students will produce a number of their own original video pieces.

- Open to Forms III through VI.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Digital Filmmaking II  
**SPRING**

Students further their knowledge in filmmaking and video editing, including screenwriting, synchronizing sound shooting techniques, visual effects, cinematography, and directing for motion picture film. Students practice cinematic techniques for storytelling in both group and individual projects. Students learn professional working practices. For the core assignment, each student is required to write, direct, and produce a short motion picture. In-class group exercises, readings, screenings, lectures, and critique sessions focus on skills needed for each student to script, plan, and shoot their short motion picture.

- Prerequisite: Digital Filmmaking I or permission of the instructor.
- Open to Forms III through VI.
- Offered at National Cathedral School.
- This course serves in satisfaction of the Arts requirement.

Independent Study in Theater  
**FALL, SPRING**

Students are encouraged to pursue further study, after exhausting departmental offerings, in the areas of acting, design, or directing. Students may pursue a major role in a campus production, design a set for a major production, or direct a production in Trapier Theater or an alternative space.

- Permission of the instructor required.
- This course serves in satisfaction of the Arts requirement.

Stage Productions  
**FALL, SPRING**

Three major productions—fall play, winter play, spring musical—are produced each academic year. Acting parts and singing parts (spring musical) are selected by audition. All students are invited to assist with the technical aspects of the productions.

- Open to all students.
- Participation in any of these productions serves in satisfaction of the Arts requirement.
- Each student’s participation will be evaluated as distinguished pass, pass, or fail.
**Programs of Study**

**Religion**

**Faculty.** The Rev. B. Hundley, Chair; J. Campbell, J. Ehrenhaft, R. Sam

**Requirements.** The Bible is required in Form III. Ethics is required in Form IV. Encountering God is required in Form VI.

**The Bible (Required)**

**FALL, SPRING**

A survey of both the Hebrew Scriptures and the New Testament, this course explores the contents of the Bible, as a sacred text with both historical and literary contributions, by studying major figures and events of the Biblical record. Students read and discuss stories to become more familiar with Biblical content and to see themselves as part of the human experience with the sacred. Genesis, Exodus, Joshua, Judges, 1 and 2 Samuel, and Micah are the primary books covered to help highlight the relationship between Judaism and Christianity. Additionally, first-century Jerusalem and the significance of Jesus’ life, death, and resurrection become a central focus through reading the Four Gospels, as well as portions of Acts, Paul’s Epistles, and the Book of Revelation.

- Required of Form III.

**An Introduction to Ethics (Required)**

**FALL, SPRING**

The objectives for this sophomore class are threefold: to introduce the student to a variety of perspectives on ethical thought, particularly those arising within the context of the world’s major religions; to train the student to think and write analytically and reflectively about moral questions; and to consider some of life’s enduring questions and moral dilemmas. Among the texts used: *Night, The Power and the Glory, The Ramayana, Approaching the Qur’an*, and short stories by Salman Rushdie and Tayeb Salih.

- Required of Form IV.

**Encountering God (Required)**

**FALL, SPRING**

The required senior class gives students an opportunity to explore their questions and beliefs about faith, God, spirituality, and organized religion. Students will read an array of essays, articles, and book excerpts that offer a variety of perspectives on central philosophical and theological questions. Class discussions, films, books, speakers, and other mediums are used to explore the relationship between God, religion, faith, and culture. Topics covered in class include ideas about the nature of God, suffering, prayer, morality, forgiveness, good and evil, and eschatology. Supplemental texts include C.S. Lewis’s *Mere Christianity*, John McQuiston’s *Always We Begin Again*, Christina Hoff Sommers’s ethics and philosophy reader *Ice and Virtue in Everyday Life*, *Buddhism: Plain and Simple* by Steve Hagen, and *The Sunflower* by Simon Wiesenthal.

- Required of Form VI.

**African American Religious History**

**FALL**

This course traces the rich history of African American religion from its beginnings as “hush harbors” on slave plantations to struggles for civil rights and equality. Through a variety of forms and institutions—African traditional religions, Christianity, Islam, Judaism, and Humanism—religion has informed and continues to inform how African Americans make sense of their historical and social reality. Special attention will be paid to the blending of African traditional religions and Christianity, the emergence of African American institutions, theological responses to the Great Migration, the Civil Rights Movement, African American sacred music, liberation theologies, megachurches and televangelism, and the growing number of African American humanists and atheists.

- Open to Form IV, Form V, and Form VI.

**Islam**

**SPRING**

This course will consider a range of topics within the Islamic tradition. Primary sources will provide the basis for an examination of Islamic ideals, concepts, history, and practice. Readings will include chapters from the *Qur’an*, selections from the Hadith—the literary chain of transmission recounting the stories and sayings of the Prophet Muhammad—and literature set in predominantly Muslim cultures. An additional course element will feature a rudimentary study of Arabic.

- Open to Form IV, Form V, and Form VI.

- [Not offered in 2015-2016]

**Mythology and Mysticism of the East**

**SPRING**

This course focuses on Hindu mythology, Islamic mysticism, and Zen as touchstones for considering central themes in Hinduism, Islam, and Buddhism. Primary sources provide the context for examining principles related to cosmogony, the nature of divinity, the relationship between god and man, and perspectives toward enlightenment. Texts will include the *Mahabharata*, the *Harivamsa*, and works by Ibn al-Arabi and Rumi.

- Open to Form IV, Form V, and Form VI.

**Living Religions of the World**

**FALL, SPRING**

Created in response to the wonders and problems of human existence, religions permeate all aspects of existence. We will discover the rituals, stories, beliefs, ethics, social structures, art, and experiences of five of the world’s great wisdom traditions. This multidimensional challenge can be met only by the force of a multidisciplinary approach. Students will get to engage philosophical, psychological, sociological, historical, and even neurological approaches to religion. This, along with the fact that religious studies requires us to encounter worldviews different from our own, makes this an invaluable course for acquiring the skills of life-long learning and living.

- Open to Form V and Form VI.

- Offered at National Cathedral School.
Global Ethics
SPRING
We live in a “globalized” world of intense interdependence. Individual and national choices made on one side of the world have significant impact on people and groups on the other side, as well as on the world as a whole. This course begins with an overview of the dynamics of globalization and its inherent ethical issues. It then considers two challenges facing this generation: alleviating extreme poverty and combating genocide. Realizing that we are “one world” forces us to contemplate current global issues through an ethical lens and necessitates new ways of thinking.
- Open to Form V and Form VI.
- Prerequisite: Living Religions of the World.
- Offered at National Cathedral School.

Psychology of Human Development
FALL
This elective introduces students to the stages of human development, with a focus on infancy, toddlerhood, and early childhood. Students will learn and apply the theories of child development experts through field-site observations at Beauvoir School. Students will become familiar with the work of theorists, focusing on Piaget, Erikson, and Vygotsky. Two major themes in human development, “nature versus nurture” and “the active child,” will underscore and inform each class topic. By the end of the semester, explorations of these themes will provide students with a foundation for further studies in psychology and work with children.
- Open to Form V and Form VI.
- Offered at National Cathedral School.

Good and Evil
FALL, SPRING
This course explores a constellation of themes surrounding one of the most central issues of human existence—suffering—and the concepts of good and evil that accompany it. Students embark on a multidimensional exploration of evil, which helps establish a framework for understanding events as diverse as the Holocaust, gang violence, school shootings, criminal behavior, and violence in the home. What is the relationship among victim, perpetrator, and bystander? What is the role of free will, society, and social structures? Finally, students address the question: “How should we respond?”
- Open to Form V and Form VI.
- Prerequisite: Living Religions of the World.
- Offered at National Cathedral School.
Science

Faculty. T.P. Carroll, Chair; D. Errett, L. George, K. O’Brien, F. Pinch, W. Segal, S. Wheeler

Requirements. Two years of laboratory science are required for the Diploma (most students take three years). Two of the three disciplines (biology, chemistry, physics) must be included. Students typically take Biology in Form III and Chemistry or Honors Chemistry in Form IV. Students may then elect Physics or, with approval, AP Biology, AP Chemistry, or AP Physics 1 in Form V. In Form VI, students may take Physics, AP Biology, AP Chemistry, AP Physics 1, or AP Physics C. In addition, students may choose a semester elective course or an independent study course.

Biology
FULL YEAR
This introductory biology course incorporates both lectures and laboratory work, and covers the topics of biochemistry, cytology, genetics, taxonomy, plant and animal anatomy, physiology, evolution, and ecology.
Prerequisite: Open to Form III and Form IV.

AP Biology
FULL YEAR
This course provides an intensive examination of biochemistry, cytology, energetics, taxonomy, classical and molecular genetics, embryology and development, physiology, anatomy, evolution, and ecology. Students will be expected to take the AP examination in May.
Prerequisite: High grades in Biology and Honors Chemistry or distinguished performance in Chemistry and permission of the Department Chair.

Chemistry
FULL YEAR
Designed to incorporate the laboratory as an integral part of the class, Chemistry reviews stoichiometry, gas laws, history of atomic theory, nuclear chemistry, periodic trends, chemical bonding, thermochemistry, equilibrium, and acid-base chemistry.
Prerequisite: Permission of the Department Chair.

Honors Chemistry
FULL YEAR
Recommended for students considering a career in science, this course in introductory chemistry emphasizes conceptual rigor, problem solving, and the use of technology in the laboratory. The course first provides a solid grounding in modern atomic theory, mass relationships (stoichiometry), gas laws, reactions in aquatic solutions and the gas phase, electronic structure, and covalent bonding. It then explores energetics (thermochemistry), reaction rates (kinetics), nuclear reactions, and equilibrium phenomena (gas phase, acids and bases, precipitation). Because of the conceptual and problem-solving emphasis of this class, prospective students must have demonstrated mathematical facility and scientific aptitude in previous courses. A significant amount of class time is spent on laboratory work.
Prerequisite: Second-Year Algebra (at least concurrently) and permission of the Department Chair.

AP Chemistry
FULL YEAR
AP Chemistry is designed to be the equivalent of a college general chemistry course. Topics covered in depth include atomic theory and structure, stoichiometry, chemical bonding, states of matter, kinetics, equilibrium, acid-base chemistry, thermodynamics, and electrochemistry. The laboratory component of the course will ensure that students become familiar with standard laboratory equipment and procedures. Laboratory work will include gravimetric analysis, calorimetry, titrations, molar mass determinations, and qualitative and quantitative analyses. Students will be expected to take the AP examination in May.
Prerequisite: B or better in Honors Chemistry or A or better in Chemistry; Precalculus (at least concurrently); and permission of the Department Chair.

Physics
FULL YEAR
This introductory class offers a broad survey of the fundamental laws on which all nature is based, including kinematics, Newton’s laws, astronomy, energy, momentum, electrostatics, circuits, waves, optics, and, time permitting, Einstein’s theory of special relativity. The study of the conceptual understanding of these topics will be emphasized using laboratory inquiry (including many computer-based experiments), mathematical analysis, and group problem-solving.
Prerequisite: Second-Year Algebra.

AP Physics 1
FULL YEAR
This course introduces many important topics in physics at a pace that allows inquiry-based concept introduction and a number of extensions into engineering. Roughly equivalent to a first-semester college course in algebra-based physics, it covers Newtonian mechanics, rotational motion, work, energy, power, mechanical waves, sound, and electric circuits. Students may have taken the Physics course previously, but most will not have. Students will be expected to take the AP Physics 1 exam in May. Some students who complete AP Physics 1 may continue to AP Physics C or, at National Cathedral School, AP Physics 2.
Prerequisite: B or better in Precalculus, or concurrent enrollment in Precalculus. Requires permission of the Department Chair.

AP Physics 2
FULL YEAR
This course gives a strong foundation in the core topics of geometric and physical optics, fluid statics and dynamics, thermal physics, electricity and magnetism and modern physics. The course will also emphasize core scientific practices and analytical strategies. Students are expected to sit for the AP Physics 2 examination in May.
Prerequisite: AP Physics 1 or Physics and permission of the Instructor. Requires permission of the Department Chair.
Offered at National Cathedral School.
AP Physics C
FULL YEAR
The culminating course of the St. Albans physics curriculum, this class uses the calculus in a mathematically sophisticated treatment of classical mechanics and classical electromagnetism, with an emphasis on problem solving and laboratory work. The viewpoint of modern physics will be qualitatively superimposed on the classical structure to provide students with a feel for current topics in physics. This course may be taken as either a first- or second-year class in physics. Students will be expected to write both sections of the AP Physics C examination in May.
Prerequisite: B+ or better in Physics, AP Physics 1, or Honors Chemistry; B+ in AP Calculus AB or Honors AP Calculus BC (highly qualified students may take a calculus course concurrently, with permission); and permission of the Department Chair.

AP Environmental Science
FULL YEAR
This course will provide students with a broad overview of major topics in environmental science while also providing an in-depth, interdisciplinary look at some of the most significant environmental issues facing the world today. Major topics include ecosystem dynamics, biogeochemical cycles, population and community ecology, land and water use, energy resources and consumption, pollution, and global change. Through laboratory work, field research, discussions, case studies, simulations, guest speakers, field trips, movies, technological resources, and independent discovery, students will come away with a more thorough understanding of the impact humans are having on the planet and what can be done to mitigate that impact. Students are expected to sit for the AP Environmental Science examination in May.
Prerequisite: Biology.
Open to Forms IV, V, and VI.
Offered at National Cathedral School.

Biotechnology: Techniques and Applications
FALL, SPRING
Biotechnology is a laboratory-based course designed to introduce and immerse students in the world of biotechnology. The course will start with a review of the structure and function of DNA, RNA, and protein. From there, students will explore the major techniques used to study these molecules. This exploration will include extraction of DNA and protein from animal and plant cells, amplification of DNA using polymerase chain reaction (PCR), electrophoresis of both DNA and protein, and a field trip to the J. Craig Venter Institute in Rockville, Md. In addition, students will discuss more sophisticated techniques such as DNA sequencing, real time PCR, microarrays, and single nucleotide polymorphism (SNP) detection. Throughout the course, students will become familiar with how biotechnology is used in the study of specific diseases (including cancer, AIDS, and addiction) and in forensics.
Open to Form V and Form VI.
Prerequisite: Biology or concurrent enrollment in Biology.

Vertebrate Zoology
FALL
This course focuses on the biology of vertebrate animals. The main objectives of the course are to explore vertebrate physiology, ecology, ethology, and evolution. In addition, students can expect such subtopics as physiological ecology, and population and community ecology. Vertebrate evolution and physiology will be studied in detail first, and then a study of ecological and ethological topics will commence. The course incorporates classroom lectures and discussion, in addition to both laboratory and outdoor learning activities.
Open to Forms IV, V, and VI.
Prerequisite: Biology or concurrent enrollment in Biology.

Organic Chemistry
SPRING
This course introduces students to the chemistry of carbon, which is fundamental to understanding fields such as medicine, environmental studies, plastics, oil and gas energy, and food science. Topics covered include organic nomenclature, structures, stereochemistry, functional groups, and synthesis. Laboratory investigations may include synthesis and analysis of aspirin, nylon, soap, and wintergreen.
Open to Forms IV, V, and VI.
Prerequisite: Chemistry or concurrent enrollment in Chemistry.

Anatomy and Physiology
FALL, SPRING
Students study the form and function of most bodily systems in detail. The emphasis is on macroscopic studies such as muscular mechanics and histological studies such as microscopic tissue examination. Through discussion and laboratory activities, students explore how the human body works. Animal dissection is an important feature of the course.
Open to Form V and Form VI.
Offered at National Cathedral School.

Engineering: An Integrated Approach to Problem Solving
SPRING
Recognizing engineering as a discipline distinct from science and math, students study the history of engineering as well as its current applications and future challenges. Course activities include research, design, and construction. Students will also interact with practicing engineers in a variety of fields. Team work is emphasized as students identify and interpret a problem, use a coordinated and iterative approach to construct a solution, and effectively communicate their results. In addition to hands-on construction, spatial reasoning and technical drawing will be explored as means of interpreting and relaying technical information.
Open to Form V and Form VI.
Prerequisite: Chemistry and Physics.
Offered at National Cathedral School.

Independent Study in the Sciences
FULL YEAR
Offered by all members of the Science Department, independent study provides the student with an opportunity to pursue studies in a field not covered by the normal curriculum. A student may propose his own idea or an instructor may suggest a project. A student may also develop a project in conjunction with a neighboring institution. Enrollment is open to Form V and Form VI students who have completed, or are in the process of completing, their science requirement. Students may undertake a project in a field in which they have not had prior formal class instruction. Form V students enrolling in this course may continue their research into the summer and the following semester (though without further academic credit). Students should expect to spend from 10 to 12 hours per week on their projects and will be required to make a presentation to the department at the conclusion of the semester.
Permission of the Department Chair is required.
Social Service Program

Faculty. R.L. Andreoli Jr., Director; R. Sam

Upper School students participate in the Social Service Program, designed to encourage in students a sense of concern and responsibility for the community in which they live, to help them mature personally through a better understanding of people with whom they share the world, and to foster a commitment to continued service.

Students receive an orientation to the Social Service Program as part of the Form III curriculum, partner with a service organization, complete a “Contract of Service” for an approved volunteer site, fulfill 60 hours of people-to-people service work (before the beginning of Form VI), submit a completed “Supervisor’s Evaluation” from the service organization, and attend a reflection group to discuss critically the entire service experience. St. Albans believes that service benefits students by increasing their understanding of problems facing our community, by developing their sensitivities to differences and their abilities to work through them, by enhancing their self-awareness and independence, and by exposing them to career opportunities.

Students volunteer at a variety of organizations in the Washington, D.C., area including soup kitchens, Head Start educational programs, nursing homes, therapeutic camps, and tutoring locations. Students are encouraged to satisfy their service requirement in the metropolitan area. Students have also traveled to other locations and immersed themselves in communities where there are people in need.

The Social Service Director works closely with students and numerous agencies in the metropolitan area to help students find service projects suited to their talents and interests and the agencies’ needs. The school website (under “Social Service”) includes a list of approved agencies where students can accrue hours towards the 60-hour requirement. Students are also encouraged to submit proposals for their own service projects to the Social Service Director. Alternative project proposals require a brief written description and formal approval from the School before the project begins. Further information is available on the School website, under “Social Service.”

Students who have a deep interest in service are encouraged to take on a more intensive volunteer experience with a local organization by using the Sports-Service Option in their junior year or the sports cut in their senior year. The Social Service Director can be of assistance in helping to create a relationship between the student and a local organization.

The following conditions must be satisfied for service hours to count toward the graduation requirement:

- Students are required to engage in projects that provide a distinctly different character and social climate than what they might encounter on the Cathedral Close.
- The service must be people-to-people service to help foster learning of oneself and others.
- The service should include work with a constituency that is underserved or at risk.
- “Contract of Service” forms must be submitted before work with an organization formally begins.
- Requests for alternative service projects must be submitted in writing for consideration before work with an organization begins. Proposals for alternative projects must be approved by the Social Service Director.
- After a student completes a service project, he must submit the completed “Supervisor’s Evaluation Form” to the Social Service Director.

Failure to satisfy any of these requirements may result in a project not qualifying for the School’s social service requirement.
# St. Albans Upper School Faculty

[Year] = first year of employment at St. Albans School

## ADMINISTRATORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Year</th>
<th>Education</th>
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<tbody>
<tr>
<td>Vance Wilson</td>
<td>Headmaster</td>
<td>1999</td>
<td>B.A. 1972 (Yale University)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Diploma 1973 (Trinity College, University of Dublin)</td>
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<td></td>
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<td>M.A. 1974 (University of Virginia)</td>
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<tr>
<td>David L. Baad ’83</td>
<td>Assistant Headmaster; Director of Auxiliary Programs; History; Athletics</td>
<td>1988</td>
<td>B.A. 1987 (Rollins College)</td>
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<td></td>
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<td>M.A. 2007 (Columbia University)</td>
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<tr>
<td>Michael Carline</td>
<td>Director of Capital Projects</td>
<td>2006</td>
<td>B.S. 1991 (Ohio State University)</td>
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<td></td>
<td></td>
<td></td>
<td>M.Ed. 1975 (American University)</td>
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<tr>
<td>Paul E. Herman</td>
<td>Head of Lower School</td>
<td>1972</td>
<td>B.S. 1972 (University of Maryland)</td>
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<td></td>
<td></td>
<td></td>
<td>M.Ed. 1975 (American University)</td>
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<tr>
<td>Brooks Hundley</td>
<td>Upper School Chaplain; Chair, Religion Department</td>
<td>2005</td>
<td>B.A. 1992 (Skidmore College)</td>
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<td></td>
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<td>M.Div. 2001 (Union Theological Seminary)</td>
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<td>M.A. 1989 (University of Wisconsin)</td>
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<td>Ph.D. 1996 (University of Wisconsin)</td>
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<tr>
<td>Gregory Parker</td>
<td>Business Manager</td>
<td>1997</td>
<td>B.B.A. 1982 (James Madison University)</td>
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<td></td>
<td>C.P.A. 1986 (Commonwealth of Virginia)</td>
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<tr>
<td>Sherry L. Rushe</td>
<td>Dean of Faculty; Spanish</td>
<td>1989</td>
<td>B.A. 1976 (Trinity University)</td>
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<td></td>
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<td></td>
<td>M.A. 1980 (University of Texas)</td>
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<tr>
<td>Samuel L. Schaffer</td>
<td>Assistant Dean of Faculty; History; Assistant Director of College Counseling; Athletics</td>
<td>2012</td>
<td>B.A. 1997 (University of North Carolina at Chapel Hill)</td>
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<td>B.A. 2007 (Yale University)</td>
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<td>M.A. 2013 (Columbia University)</td>
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## FACULTY

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Robert L. Andreoli Jr.</td>
<td>Mathematics; Athletics; Director of Social Service Program</td>
<td>1975</td>
<td>B.S. 1975 (American University)</td>
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<td></td>
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<td>Mireille Beuchard French; International Programs Coordinator [1991]</td>
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<td>B.A. 1982 (Université Catholique de l’Ouest)</td>
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<td>M.A.L.S. 2008 (Wesleyan University)</td>
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<tr>
<td>Douglas Boswell</td>
<td>Assistant Director of Athletics [1993]</td>
<td>1993</td>
<td>B.A. 1987 (Shepherd College)</td>
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<td>Charles Bowers Assistant to the Head of Performing Arts [2006]</td>
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<td>B.M. 1983 (Ashland University)</td>
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<tr>
<td>Colleen Kiernan Campbell</td>
<td>English; Athletics; Form IV Dean [2012]</td>
<td>2012</td>
<td>M.A. 2003 (University of St. Andrews)</td>
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<tr>
<td>Gene Campbell</td>
<td>English; Form VI Dean [2005]</td>
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<td>B.A. 2000 (Georgetown University)</td>
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<td>M.A. 2006 (Middlebury College)</td>
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<tr>
<td>John Campbell ’85</td>
<td>History [2006]</td>
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<td>B.A. 1989 (Yale University)</td>
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<td>M.S. 1991 (Oxford University)</td>
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<tr>
<td>Thomas P. Carroll</td>
<td>Chair, Science Department; Biology [1989]</td>
<td>1989</td>
<td>B.A. 1983 (State University of New York)</td>
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<tr>
<td>Tyler Casertano</td>
<td>Director of Admissions and Financial Aid; History; Athletics [2013]</td>
<td>2013</td>
<td>B.A. 2008 (Yale University)</td>
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<tr>
<td>Victoria Dawson</td>
<td>English [2010]</td>
<td>2010</td>
<td>B.A. 1984 (Catholic University of America)</td>
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<td>Donna E. M. Denizé Chair, English Department [1987]</td>
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<td>B.A. 1977 (Stonehill College)</td>
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<tr>
<td>Jay Driscoll</td>
<td>Facilities; Athletics; Dormitory Master [1991]</td>
<td>1991</td>
<td>B.S. 1988 (University of New Mexico)</td>
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<td>Colleen Dunn Chair, Mathematics Department [2008]</td>
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<td>B.A. 1993 (University of Texas-Austin)</td>
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<tr>
<td>Edward Eagles ’54</td>
<td>History; School of Public Service [1977]</td>
<td>1977</td>
<td>B.A. 1958 (Amherst College)</td>
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<td>M.A. 1960 (Princeton University)</td>
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<td>James Ehrenhaft ’83 Religion; Athletics [1987]</td>
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<td>B.A. 1987 (Haverford College)</td>
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<tr>
<td>Ted Findler</td>
<td>Mathematics; Athletics; Form V Dean; STAySmart Program [2007]</td>
<td>2007</td>
<td>B.S. 1997 (College of William &amp; Mary)</td>
</tr>
</tbody>
</table>
Leslie B. George  
Chemistry; Physics [1994]  
B.A. 1985 (Lehigh University)  
B.S. 1991 (University of Maryland)  

Robert J. Green  
Athletics [1981]  
B.S. 1986 (University of the District of Columbia)  

Joseph P. Griffin  
Athletics [1994]  
B.A. 1985 (Lehigh University)  
B.S. 1991 (University of Maryland)  

Carrie B. Grisham  
Upper School Counselor [2014]  
B.A. 2003 (University of the District of Columbia)  
M.Psych. 2012 (George Washington University)  
Psy. D. 2014 (George Washington University)  

Edward T. Haley  
Athletics [2001]  
B.A. 1990 (Georgetown University)  
M.Ed. 1993 (University of Illinois at Urbana-Champaign)  

E. Michael Hansen  
Chair, Computer Science; Mathematics [1998]  
B.A. 1983 (Brandeis University)  
M.S. 1986 (University of Illinois at Urbana-Champaign)  

Richard Henry  
Mathematics; Athletics [2011]  
B.S. 1994 (University of Southern Indiana)  
M.S. 2005 (Indiana University)  

André Hoyrd  
English [2008]  
B.A. 1983 (Towson University)  
M.A. 1995 (Howard University)  
Ph.D. 2005 (Howard University)  

William Benjamin Hutto III  
Director of Performing Arts [1999]  
B.A. 1968 (Emory University)  

Robert Johnsen  
Athletics [2006]  
B.A. 2003 (University of Rochester)  

Glennard O. (OJ) Johnson ‘97  
Director, Skip Grant Program;  
Assistant Director of Admissions,  
Lower School; Athletics [2011]  
B.S. 2002 (Georgetown University McDonough School of Business)  

Glenn Kantz  
Academic Technology Coordinator;  
Associate Librarian [2013]  
B.A. 2002 (University of North Carolina at Chapel Hill)  
M.A. 2013 (The Bread Loaf School of English, Middlebury College)  

Peter E. Kelley  
Academic Dean; Associate Director of  
College Counseling; Mathematics [1983]  
B.S.E. 1978 (Princeton University)  

Greg Lampasona  
Theater [2011]  
B.A. 2006 (Stony Brook University)  

Mark M. Lewis ’80  
Athletics [1990]  
B.A. 1986 (Columbia University)  

Monica Lewis  
English [2011]  
B.A. 1999 (Washington University)  
M.A. 2001 (Harvard University)  
Ph.D. 2006 (Harvard University)  

Anne Liberman  
Theater [2014]  
B.A. 2009 (Ramos College)  
M.F.A. 2012 (Rutgers University)  

Matthew Martone  
French [2014]  
B.A. 2009 (Bates College)  

Jonathan Miller  
Athletics [2008]  
B.S. 2004 (The Ohio State University)  

Nikki Magaziner Mills  
Director of College Advising; English [2005]  
B.A. 1994 (Washington and Lee University)  

Karim Najdi  
Director of Summer Programs;  
Athletics [1999]  
B.A. 1999 (Drury University)  
M.B.A. 2005 (Marymount University)  

Kerry A. O’Brien  
Science; Athletics [2009]  
B.S. 1996 (Cornell University)  
Ph.D. 2002 (Cornell University)  

Fred Pinch  
Science; Athletics [2004]  
B.A. 1999 (College of Wooster)  
M.S. 2001 (Miami University)  

Wallace B. Ragan III  
Chair, Foreign Language  
Department; Latin; Greek [1982]  
B.A. 1974 (Denny Baptist College)  
B.A. 1979 (University of Colorado at Boulder)  
M.A. 1981 (University of Colorado at Boulder)  

Clara Rivera  
Spanish [2002]  
B.A. 1988 (Hunter College)  
M.A. 1990 (New York University)  

Stephen Rueckert  
Art [2001]  
B.A. 1988 (Rhode Island School of Design)  
M.A. 1998 (Brooklyn College)  

Daniel J. Ryan  
Capital Projects Manager; Athletics [2005]  
B.A. 1991 (University of Michigan)  

Rachelle D. Sam  
Religion; Athletics; Form III Dean [2013]  
B.A. 2007 (Rice University)  
M.Div. 2010 (Harvard Divinity School)  

Dustin Sanderson  
Athletics; Dormitory Master [2011]  
B.A. 2004 (Stephen F. Austin State University)  
M.E.S. 2006 (Hardin-Simmons University)  

Gary R. Schnell  
Director of Athletics [2006]  
B.A. 1978 (Towson University)  

Jarad Schofer  
Mathematics; Director of Testing [2005]  
B.A. 1999 (University of Pennsylvania)  
Ph.D. 2005 (University of Maryland)  

William A. Segal ‘00  
Science; Athletics [2012]  
B.S. 2003 (Stanford University)  
M.S. 2008 (Stanford University)  

David A. Shepard  
Director of Individual Giving; History [2005]  
B.A. 2000 (Washington and Lee University)  
M.B.A. 2010 (George Washington University)  

Robert Shurmer  
Chair, History Department; Athletics [2000]  
B.A. 1988 (Notre Dame)  
M.Litt. 1990 (University of Aberdeen)  
M.A. 1994 (University of Virginia)  
Ph.D. 1998 (University of Virginia)
Jean-Marie Simon
Spanish [2006]
B.S. 1976 (Georgetown University)
J.D. 1991 (Harvard University)

Deanna Smith
Assistant Athletic Trainer [2014]
B.A. 2012 (Lynchburg College)
M.S. 2014 (Old Dominion University)

David Sturtevant ’92
Art [2014]
B.A. 1997 (Swarthmore College)

Emily B. Sturtevant
College Coordinator [1996]
B.A. 1963 (Vassar College)

Donald Swagart ’76
Athletics [1994]
B.A. 1980 (Washington & Lee University)

Deborah Tharp
Chair, Art Department [1994]
B.A. 1973 (University of Rhode Island)
M.A.E. 1980 (Rhode Island School of Design)

John Velosky
Athletics [2005]
B.A. 2002 (Dartmouth College)

Matthew Virtue
Head Athletic Trainer [2013]
B.S. 1997 (Pennsylvania State University)
M.S. 2000 (Georgia Southern University)

Arthur R. Walsh
Athletics [2012]
B.A. 2007 (Lehigh University)

Stephen Wheeler ’97
Science [2003]
B.A. 2000 (University of Chicago)
M.S. 2005 (George Mason University)

Scott Wood
Music [1996]
B.S. 1987 (University of Illinois)
M.M. 1989 (University of Illinois)

Suzanne Woods
History; School of Public Service [2006]
B.A. 1988 (Yale University)
J.D. 1993 (Stanford University)

Yumiko Yoshida
Japanese [2013]
B.A. 1998 (American University)
M.F.A. 2001 (American University)

Scott Wood
Music [1996]
B.S. 1987 (University of Illinois)
M.M. 1989 (University of Illinois)

Stephen Wheeler ’97
Science [2003]
B.A. 2000 (University of Chicago)
M.S. 2005 (George Mason University)
Network Use for St. Albans Students

Shared Resources. The St. Albans network and Internet connection are shared resources. We share these resources within St. Albans, and we share them with other institutions on the Cathedral Close. That means we have shared responsibility to keep the network secure and operating efficiently, and we need to use limited resources such as server disk space and network bandwidth in a considerate manner.

Unlike computer configurations students may use at home, the St. Albans network is owned by St. Albans and the Cathedral Foundation and is an essential business tool. This affects the way each of us uses the system. The School makes network resources available to students as an educational, rather than recreational, resource.

Connection. To assure that the St. Albans and Close networks remain viable, the System Administrators must approve all hardware and software that runs on the network. Hardware not provided by the School must be registered with the System Administrators. All machines (including those connected from home through VPN and privately owned dorm room computers) must at all times run an approved virus-protection program with up-to-date definitions. No one may add software to, remove software from, or change software on school machines without written permission from the Network Administrators.

Security. Security is an individual and collective responsibility of all users on the network. Anyone who can identify a security problem must notify a System Administrator immediately and not demonstrate the problem to anyone but a System Administrator. Users must protect the security of their passwords, must use passwords that cannot easily be deduced, and may not share them with others. Users should immediately notify a System Administrator if they suspect someone else may know their password. A user identified as a security risk or one who has a history of problems with CloseNet computer systems may be denied access to the system.

Publishing and Privacy. Like any other publishing medium, the Internet allows information to spread quickly. This can be a great asset, but since one cannot reclaim information once it is out, no student should reveal personal information about himself or about others in a public forum such as the web. The School, as a matter of policy, does not publish any part of a Lower School student’s name with an image of that student. Even image addresses may not identify students in the image. Students should also realize that supposedly confidential information sent in emails may (accidentally or otherwise) be forwarded to others.

Harassment, libel, copyright violation, and publication of threatening, profane, or sexually offensive material are violations of school policy and are in many cases illegal. Information stored or transmitted electronically, such as electronic mail, system access logs, and network records, may be considered public records and therefore be subject to disclosure or discovery in litigation. The School has recently prohibited students from accessing certain websites and social networking sites from school computers.

System Maintenance. To help our servers and email run efficiently, students must maintain their server folders and email folders to eliminate old work and messages. System administrators may set quotas on storage space and may remove messages and files from student folders not attended to by the user. The School may also delete student folders each summer to reclaim server space.

Vandalism is a major school offense. On a computer, vandalism consists not only of physical damage but also of software changes that affect the usability of the machine or the network.

Sanctions. As in all matters of discipline, the School relies first on students’ voluntary cooperation and consideration to govern their actions. Naturally, the School Honor Code and all other school rules, including those governing vandalism and behavior that bring discredit upon the School, apply to use of computers and the network. In addition, actions on the Internet may fall under the jurisdiction of federal, state, and local laws; St. Albans will assist authorities in the investigation, arrest, and conviction of lawbreakers. In addition, System Administrators may suspend or terminate a student’s email or network access for improper use of the network.

Disclaimers. The School may monitor use in a general way to promote network efficiency and more specifically in cases of suspected abuse. All school computers run remote-administration software to aid system maintenance. Since conditions change rapidly, especially on the Internet, school officials may modify these rules at any time should new situations arise to warrant such changes. Some resources on the Internet contain potentially offensive material. St. Albans does not prescreen such material and expects students to deal with it responsibly. Network services provided by St. Albans are provided on an “as is/as available” basis. The user specifically agrees to indemnify St. Albans School and the System Administrators for any losses, costs, or damages, including reasonable attorneys’ fees incurred by St. Albans and the System Administrators relating to or arising out of any breach of terms and conditions by the system user.
College Board Testing Program

THE EXAMINATIONS

**SAT I: Reasoning Test.** The three-hour SAT I includes a multiple-choice test of verbal and mathematical abilities and a student writing sample. Many colleges and universities require this examination as part of their admissions process.

**Preliminary Scholastic Aptitude Test (PSAT).** The PSAT is an abbreviated (two-hour) version of the SAT I. Scores are used to determine National Merit Scholars.

**SAT II: Subject Tests.** SAT subject tests measure knowledge or skills in a particular subject area and the ability to apply that knowledge. Often, colleges and universities require two SAT II tests; typically, one of these tests is in mathematics. Each subject test is one hour in length. Students may take up to three tests in one sitting. Students should take a subject test in the academic year during which they study the related subject material (e.g., the biology test at the end of Form III).

**Advanced Placement Examinations.** Advanced Placement (AP) examinations measure accomplishment in college level courses. AP examinations are not required in the college application process. Many colleges and universities, however, grant credit or placement based on AP examination performance. AP examinations are given each May; students should take an AP examination in the academic year during which they complete the related AP course. Students are registered and billed by the School for each examination that they take.

SAT TIMELINE

<table>
<thead>
<tr>
<th>FORM</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td></td>
<td></td>
<td>Students should talk to their Biology teacher about whether or not they should take the SAT II Subject Test in biology. Those who plan to take the test should register by May for the June test.</td>
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<tr>
<td>IV</td>
<td></td>
<td></td>
<td>If a teacher recommends it, students should take the SAT Subject Test in Math. Some Form IV students sit for the SAT in May or June. Strong test-takers who would like to take the exam should do so. Students do not have to take the SAT this year.</td>
</tr>
<tr>
<td>V</td>
<td>Students are required to take the PSAT in October. They will be automatically registered. Scores from this test will enter students in the National Merit Scholarship Competition but will not be sent to colleges. Students should use their detailed score report to help determine their SAT strengths and weaknesses.</td>
<td>Students should take the SAT in January, March, or May, or the ACT in February, April, or June. They should register online at <a href="http://www.collegeboard.com">www.collegeboard.com</a> or <a href="http://www.act.org">www.act.org</a>. Students should check their own school calendar to determine which dates make sense for them. Most students at STA take the SAT for the first time in March or May of Form V. Most students take the test at least twice.</td>
<td>Students planning to use SAT tests for their applications (as opposed to the ACT) should take at least two, maybe three, SAT Subject tests. Most colleges ask for two; a handful require three. Students who plan to study engineering in college must take either the Chemistry or Physics SAT Subject Test. All students should take their remaining Subject Tests in June of this year, the deadline for registration is in May. Tests are available in the following subjects: Math Level I, Math Level II (Precalculus and above), Biology, Physics, Chemistry, United States History, World History, Literature, Chinese, French, Spanish, German, Hebrew, Italian, Latin, Korean, and Japanese.</td>
</tr>
<tr>
<td>VI</td>
<td>Students should either retake the SAT and the SAT Subject Tests in October, November, or December or retake the ACT in September, October, or December. Early Action and Early Decision testing should be completed by October. SAT Language with Listening Subject Tests are available only in November. Colleges generally use students’ highest SAT Critical Reading, Math, and Writing scores, even if these are achieved on different test dates.</td>
<td>January test dates are the last dates available to students for Regular Decision college applications.</td>
<td></td>
</tr>
</tbody>
</table>
Map of St. Albans School

Since 1909, St. Albans School has fostered the spiritual, intellectual, and physical development of young men in grades 4-12.

Activities Building ........................................ 15  Marriott Hall ........................................ 10
Admissions Office ........................................ 5  Martin Gym ........................................ 14
Cafritz Refectory .......................................... 8  Parrott Library (Lower School) .............. 7
Ellison Library (Upper Level) .................... 11  Reception ........................................ 2
Gregory Courtyard ...................................... 4  Stuart Building ...................................... 12
Headmaster's Office .................................. 3  Summer Programs (Lower Level) ........ 17
Kellogg Room (Lower Level) ..................... 16  Trapier Theater (Lower Level) .......... 11
Lane-Johnston Building ............................... 1  Trophy Room (Upper Level) .......... 16
Lawrence Pool .......................................... 13  True-Lucas Building ................................ 6
Little Sanctuary .......................................... 9  Walking Route to Garage

Mount St. Alban, Washington, D.C. 20016  202-537-6435
Courses of Study

2015 – 2016