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Welcome to St. Albans School

The knowledge and academic skills you acquire at St. Albans School will be critical throughout your life. Many of the friendships you form here will be long lasting. Most important, the values and attitudes toward life that you develop at this School will do much to shape the sort of person you become.

Being a student at St. Albans will offer you many opportunities. Two deserve particular mention. First, St. Albans provides a highly demanding academic program that prepares students for the most competitive of colleges. This program is supplemented by a broad range of extracurricular, artistic, and athletic activities. Second, St. Albans is a Cathedral school. We seek to be a caring community in which we all strive to fulfill our highest calling.

Throughout the years ahead, we encourage you to enjoy the beauty of our setting, to learn as much as you can here, and to interact freely with the many fine adults and students who make up St. Albans School.

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.

The Honor Code
Recognizing that honesty is of primary importance in an educational institution, St. Albans requires its students to observe an Honor Code in all aspects of school life. Lying, cheating, and stealing, including plagiarism, are violations of the Code; violations of the Code may subject a student to discipline, including expulsion. Any student who has violated the Code is expected to report his offense to a member of the Student Council or the faculty. Any student who has knowledge of a violation should speak to the offender and ask him to report himself as soon as possible. If the offender fails to do so, the student is urged to report him to a member of the Student Council, the dean of students, or a member of the faculty.

Governance
St. Albans School is one of three schools located on the grounds of Washington National Cathedral in Northwest Washington, D.C. Established by the Protestant Episcopal Cathedral Foundation of the District of Columbia in 1907 and opened to students in 1909, the School is controlled by a Governing Board whose members include alumni, present and past parents, faculty, and representatives of the community. Two members of the board are also trustees of the Cathedral Chapter, which serves as the board of trustees for the Foundation.

The St. Albans Governing Board has general authority over the operation of the School, but it delegates to the Headmaster and other administrative personnel responsibility for curriculum, faculty, student discipline, and various administrative functions.

Diversity Statement
Credo
At St. Albans, diversity means valuing an individual's race, color, gender, creed, ethnicity, cultural background, economic circumstance, human capacity, expression of thought, and sexual orientation to create an educational environment that fosters understanding and cooperation. Such diversity is essential to a vital community of learning and growth. In nurturing the hearts, minds, and bodies of its students, St. Albans prepares young men for lives of responsibility, leadership, and service. St. Albans does not discriminate on the basis of race, color, creed, ethnicity, cultural background, economic circumstance, human capacity, or sexual orientation in the administration of its educational policies, admissions policies, financial aid and loan programs, and athletic or other School-administered programs. St. Albans also does not discriminate on the basis of race, color, gender, creed, ethnicity, cultural background, economic circumstance, human capacity, or sexual orientation in the hiring of faculty and staff.

Mission
St. Albans School, an Episcopal day and boarding college-preparatory school affiliated with the Protestant Episcopal Cathedral Foundation and Washington National Cathedral, has long been committed to building a caring community from a diverse group of students, alumni, parents, faculty, and staff. Through its intellectual, spiritual, artistic, and athletic life, St. Albans endeavors to nurture in each student a moral and social conscience, which will be carried into the greater community and world in service to all people. In this mission, the School benefits from the guidance and direction of the St. Albans Governing Board’s Diversity Committee, the Faculty Diversity Committee, and the Student Cultural Awareness Organization, as well as the collective efforts of the entire school family.
The Lower School Program

Academic Overview

St. Albans School is divided into a Lower School consisting of Forms C, B, A, I, and II (Grades 4–8), and an Upper School consisting of Forms III through VI (Grades 9–12).

LOWER SCHOOL

Form C = Grade 4
Form B = Grade 5
Form A = Grade 6
Form I = Grade 7
Form II = Grade 8

UPPER SCHOOL

Form III = Grade 9
Form IV = Grade 10
Form V = Grade 11
Form VI = Grade 12

The Lower School is a combined elementary and middle school. In its academic program, the elementary level emphasizes essential skills in reading, writing, and mathematics with an eye toward developing orderly, logical thinking and powers of critical observation and expression. The students in the middle-school grades, Forms I and II, having gained confidence and ability in the elementary program, prepare for Upper School through a departmentalized secondary-level experience.

In each successive grade, we encourage students to take increasing responsibility for their own learning. We hope that along the way they gain a deeper understanding of themselves and others, learn to work independently and cooperatively, and use their growing knowledge and ability for their own sake and for their communities.

While the overall academic experience is traditional, a variety of teaching and learning flourishes here: discussion, discovery, cooperative groups, lectures, coaching, projects, and laboratory experimentation. Common to all approaches, however, is a central concern for the growth of the individual—as a student and as a person—within the community. Small class sizes, ranging from twelve to twenty students, enable teachers and students to act on that concern. Mindful that such growth can occur only when the student’s home and school are working together, St. Albans arranges parent–teacher conferences for all forms at the end of the first marking period and encourages ongoing communication throughout the year.

About forty boys arrive at St. Albans in Form C (Grade 4), the entry level of the Lower School. This form uses team-teaching in an open-space setting, an approach that allows for flexible groupings and takes advantage of each teacher’s strengths to make the students’ initiation into the rigorous academic atmosphere of St. Albans a rewarding experience. In addition to classes in English (reading literature, writing, studying vocabulary, and spelling), mathematics, and geography taught by the three classroom teachers, the boys take Spanish, science, religion, art, and music with specialists in those areas.

The Form B (Grade 5) year continues and reinforces the skill-building of Form C. The boys move from an open-space, team-taught classroom to three self-contained homeroom sections. Although an ancient history course takes the place of world geography, teachers continue to rely on geography as a way of understanding human experience. In addition to instruction in English and mathematics, the study of Spanish, science, religion, art, and music continues.

In Form A (Grade 6), five to eight new boys join the group as students continue in three self-contained homeroom sections. In history, students pick up the thread introduced in Form B, proceeding through the Renaissance and beyond. The science class, now with a focus on engineering and technology, meets three times a week. Spanish, religion, art, and music studies continue. For the first time, students have a choice of athletic activity in each of three seasons.

Form I (Grade 7), in which thirteen to sixteen new boys join the class, is the first year of full departmentalization according to academic disciplines. English, foreign language, American history, pre-algebra, and science provide the core of the curriculum. Form I students also take religion, decisions, art, and drama for a portion of the year. Because at least one-third of the students are new to St. Albans, teachers are careful to make the newcomers’ entry into St. Albans enjoyable and productive.

Form II (Grade 8) is the senior class of the Lower School. The students prepare for a future in the Upper School by learning to work independently and to handle their time responsibly. Form II students take English, twentieth-century American history, algebra, environmental studies, a foreign language, drama, and art. Programs such as a week-long camping trip teach the boys more about themselves as individuals and as members of their class.

Because students in Forms I and II no longer have homeroom teachers, they meet instead with faculty advisors. The advisory groups meet weekly to discuss important issues in the academic and social life of the students or to organize special projects. In addition, some students seek out their advisors privately. The advisor oversees in a broad way a student’s progress from quarter to quarter and writes a summary comment on each report card.

The Thomas Parrott Library

The Thomas Parrott Library serves as a classroom, a reading room, a library, and an online research area. It is furnished with numerous laptop computers for student use, large tables to gather around, and cozy reading spaces for individual readers or for classroom read-alouds with the librarians. Forms C, B, and A have scheduled times to use the library; Forms I and II utilize it on a flexible schedule. The library has a rich collection of books and audio books, and a multitude of excellent databases. Reading lists are updated annually and can be found on the School website. All library instruction is coordinated with curriculum needs and the national standards set forth by
the American Association of School Librarians. The library hours are Monday through Thursday 7:30 a.m. to 5:15 p.m., and Fridays 7:30 a.m. to 2:45 p.m.

**The School Day**

Lower School boys arrive by 7:50 a.m. each weekday morning. The School does not provide transportation; boys arrive at School by carpools, by Metro, by bicycle, or on foot if they live within a reasonable distance of the School.

Forms C and B follow a traditional weekly schedule, with classes beginning at 8:00 a.m. and ending at 3:30 p.m. on Monday through Thursday. On Fridays, classes extend from 8:00 a.m. to 2:00 p.m, and students are dismissed at 2:45 p.m., after assembly or (in the winter) clubs.

Form A follows a hybrid schedule that allows for both curricular departmentalization and a homeroom experience. Form A is a bridge-year for our boys emerging from Forms C and B, an important transition year in all ways. The Form A boys will still have a homeroom base, and a homeroom teacher who closely oversees their performance and well-being throughout the year. The remainder of the school day will have them traversing to all of their academic periods, with math, history, and English blocked at a constant time every day. They will similarly traverse to science, foreign language, and art as per usual in Forms C and B. Additionally, the boys have homeroom periods scheduled into their days several times per week; these homeroom periods give boys time to connect with their homeroom teacher, focus on study skills, social curriculum, and other important educational endeavors.

In Forms I and II, students transition to a rotating, seven-day schedule similar to that adopted by the Upper School. Days are lettered A through G, with the first full day of school labeled Day A, the second day Day B, etc. Form I and II classes meet five days out of seven. Class meeting times rotate throughout the cycle. For example, Period 1 is at 8:00 on Day A, 9:05 on Day B, and 1:00 on Day C. Each day, classes meet from 8:00 a.m. to 2:00 p.m. Sports follow from 2:00 p.m. to 3:30 p.m Monday through Thursday. On Friday afternoons, Forms I and II attend assembly or (in the winter) participate in clubs and are dismissed at 2:45.

The boys usually attend chapel two days a week. Most days the students have a short mid-morning break. Each day the entire Lower School, teachers and students together, has lunch in the School’s refectory. Boys are assigned to tables with a teacher in charge. The head of the table serves the students a lunch provided by the School. Table assignments change monthly so boys from different forms get to know each other. At the end of lunch, teachers and students make announcements about events and concerns of the Lower School.

The School Day differs for younger and older students. The emphasis in Forms C and B is on fitness, skill development, participation, and sportsmanship. Each season, boys rotate through a series of programs involving them in activities such as throwing and catching, running, and swimming. They also engage in various team sports. Each activity combines drills with games to make the activities challenging and enjoyable, to help the boys develop physically, and to promote good conditioning.

In Forms A, I, and II, students participate in a variety of intramural and interscholastic sports. In the fall season, boys participate in football, soccer, intramural tennis, or cross-country; Voyageur, which offers instruction in outdoor skills and awareness, is also a fall option for Form I and II students. In the winter season, boys in Forms A, I, and II participate in basketball, wrestling, soccer, swimming, or hockey; winter track is another option for Forms I and II. In the spring, the choices for Forms A, I and II are baseball, tennis, track, and lacrosse; Voyageur is again an option for Forms I and II. At the conclusion of each sports period, the boys return to their lockers in the Activities Building.

The Friday schedule differs from this pattern because boys do not have sports that day. Instead, during the fall and spring, the school day concludes with an assembly or an extended advisory period, while in the winter, club activities replace the assembly program. Friday dismissal is at 2:45 p.m.
Form C (Grade 4)

- English
- Mathematics
- World Geography
- Spanish
- Religion: Hebrew Scriptures

Each continent study unit includes an in-depth focus on many facets of the continent, including but not limited to culture, physical geography, political geography, economy, history, and government. Activities encourage students to think globally and make connections using the recurring themes of location, place, human/environment interaction, movement, and regions as they explore the diverse places and peoples of our planet.

Spanish
This course introduces Spanish phonetics, basic vocabulary, and many grammatical structures such as verb conjugation and the agreement of adjectives and nouns. Though emphasis is on oral and aural development, the course includes writing and reading components as well. Students learn and reinforce vocabulary through a variety of activities, including games, songs, skits, and videos. In addition, students study and acquire greater understanding of the cultures of the Spanish-speaking world.

Religion: Hebrew Scriptures
Students read and discuss the great stories of the Old Testament/Hebrew Scriptures to learn about the formative events and individuals in the history of the Hebrew people. While the course pays attention to the entire canon of Holy Scripture with its depiction of the unfolding of the covenantal relationship between God and God's people, we focus on the creation and salvation stories found in the books of Genesis and Exodus. Students learn through readings, discussions, quizzes, puzzles, skits, and artistic projects based on Biblical material. The class meets twice a week for one semester.

Science
The goal of the Form C science course is to introduce students to a variety of scientific concepts through hands-on experimentation and application of the scientific method. Topics include measurement, graphing, sound, light and color, and electricity and magnetism. Each student keeps a science binder with his lab observations and conclusions for each activity. In the spring, students are invited to enter independent projects in the Lower School Science Fair. Form C students attend science twice a week throughout the year. Science class is also complemented by a life-skills program. This multisession component—taught by various Lower School teachers—addresses responsible decision-making, healthful living, and the dangers of tobacco use.

Art
Art education in Form C helps students cultivate their ability to create original art with an emphasis on process over product. Students learn about line, color, pattern, space and form and use a variety or art materials and techniques to produce art works while developing artistic behaviors. Some of the materials used in the hands-on program are: chalk and oil pastel, colored pencil, watercolor, tempera paint, papier mâché, and clay. All along the way the students are called on to observe the national environment, explore imaginative ideas and reflect on their personal experiences. Lessons structured around appreciation of the visual arts and crafts in a global setting support their studies in geography, science, math, music and literature. Form C art meets twice weekly.
Music
Students learn the fundamentals of music through singing, movement, and playing Orff instruments. Students explore sounds and rhythms, mainly using the pentatonic scale. They begin to develop a knowledge of the language of music and musical notation while learning the music and dances of other cultures. The class meets twice a week throughout the year.

Athletics
Monday through Thursday, Form C students have sports from 12:45 p.m. to 1:45 p.m. The emphasis is on fitness, skill development, participation, and sportsmanship. Boys rotate through several groups each season. The fall rotation includes soccer, basketball, touch football, and swimming. In the winter, boys participate in floor hockey, lacrosse, touch football, and relay races. Baseball, lacrosse, soccer, and swimming make up the spring season.

ELECTIVES

Instrumental and Choral Ensembles
Two performance ensembles are available to boys in Forms C, B, and A: the orchestra and the C-B-A Chorus. In each, boys learn the basics of good ensemble participation: intonation, rhythmic accuracy, dynamic expressiveness, articulation, phrasing, teamwork, and commitment. The orchestra, for boys in Forms C, B, and A and girls in Grades 4 through 6 at National Cathedral School, should be supplemented with private instrument instruction. The C-B-A Chorus is for boys only; no previous experience in choral singing is required. Each ensemble rehearses once weekly after school from 3:45 p.m. to 4:45 p.m. and has performance opportunities during the year in concerts, chapel services, and occasional engagements on or off the Close.
Form B (Grade 5)

- English
- Mathematics
- Ancient History
- Science
- Spanish

Religion: Christian Scriptures
- Art
- Music
- Athletics
- Library

Electives
- Instrumental and Choral Ensembles

English
The English program focuses on independent reading, literature, written and oral expression, grammar, vocabulary development, and spelling. Reading instruction is literature based focused on elements of a story. Several novels and shorter works allow students to make connections across the various areas of study within the curriculum. In addition to exploring the elements of fiction, students respond and interact within each text. In grammar, students study parts of speech, usage, diagramming, and punctuation and use these developing skills in varied writing activities. The English program stresses clear written and oral communication of information.

Mathematics
Math mainly concentrates on comprehension of division in its several written forms including long and short division algorithms and expression of remainders, fractions, ratios, proportions, percents, and graphs. Students review addition, subtraction, and multiplication as these operations are required in solving a variety of problems. Students express problems in equation form to introduce elementary manipulation of mathematical expressions and sentences. The study of the characteristics of numbers and operations permits the visualization and comprehension of equations. The basic properties and characteristics of two- and three-dimensional geometric figures are reviewed and expanded upon.

Ancient History
The history course surveys the origins of prehistoric people and their descendants as they developed the earliest civilizations in river valleys throughout the ancient world. Studies begin in the Middle East with Mesopotamian settlements and include samples of early Asian, African, and European communities. Students focus in depth on Greek and Roman contributions to the modern world. The history curriculum is paired closely with the literature selections. Threads of history, geography, mythology, and epic tales are incorporated into other curriculum areas. Periodic projects and field trips allow students to study these cultures in greater depth.

Science
The Form B science course focuses on life science with students engaging in a variety of lab activities to present a broad view of life on Earth and the methods of biology. After introducing the concept of the classification of living things, the course studies the animal, plant, and protist kingdoms. To better understand the similarities and differences between animal species, students dissect a variety of specimens ranging from the earthworm to the frog. Each student keeps a science binder with his lab observations and conclusions for each activity. In the spring each student must do an independent project, which he may enter in the Lower School Science Fair. Science meets twice a week throughout the year. Science class is also complemented by a life-skills program. This multisession continuation of the Form C component—taught by various Lower School teachers—addresses responsible decision-making, healthful living, and the dangers of tobacco use.

Spanish
In this course, students expand their ability to express themselves through additional thematic units of study which include varied vocabulary and grammatical concepts. Although there is an emphasis on oral and aural development, the students are expected to develop their reading and writing ability as well. The use of games, songs, skits, and videos encourages the learning of these aspects of the language as well as a better understanding of the culture of the Spanish-speaking world.

Religion: Christian Scriptures
The Form B religion class focuses on the life, ministry, and teachings of Jesus as recorded in the Gospels of the New Testament. Students read and discuss assigned passages from the Four Gospels and Acts and focus particularly on the Gospel of Luke. To gain a better picture of the roots and formation of the early Christian Church, the course gives students opportunities to examine the historical and political culture of first-century Palestine and the theological message Jesus brought to a people living in troubled times. The course meets twice a week for a semester.

Art
Building on the skills learned in Form C art, Form B art advances in the use of tools and the ways in which the students learn to recognize the importance of art in a cultural context. Recent art explorations included experiences drawing with charcoal and pastels, painting with water based media, weaving, crafts and clay. Students gain an understanding of Early Art in the Americas, Africa, Asia and Europe while engaging in the art-making process. Individual expression is emphasized in their continuing development as they advance in their artistic attitudes. Form B art meets twice weekly.
Music
Form B students continue to develop their knowledge and experience of music by incorporating more complicated melodies and harmonies and expanding to the hexatonic scale. They learn songs and dances from time periods studied in their history class. Through the exploration of melody, rhythm, and speech patterns, students are led to compose original music to settings of poetry. The class meets twice a week throughout the year.

Athletics
Monday through Thursday, Form B students have sports from 10:15 a.m. to 11:15 a.m. The emphasis is on fitness, skill development, participation, and sportsmanship. Boys rotate through several groups each season. The fall rotation includes soccer, basketball, touch football, and swimming. In the winter, boys participate in floor hockey, lacrosse, touch football, and relay races. Baseball, lacrosse, soccer, and swimming make up the spring season.

ELECTIVES
Instrumental and Choral Ensembles
Two performance ensembles are available to boys in Forms C, B, and A: the orchestra and the C-B-A Chorus. In each, boys learn the basics of good ensemble participation: intonation, rhythmic accuracy, dynamic expressiveness, articulation, phrasing, teamwork, and commitment. The orchestra, for boys in Forms C, B, and A and girls in Grades 4 through 6 at National Cathedral School, should be supplemented with private instrument instruction. The C-B-A Chorus is for boys only; no previous experience in choral singing is required. Each ensemble rehearses once weekly after school from 3:45 p.m. to 4:45 p.m. and has performance opportunities during the year in concerts, chapel services, and occasional engagements on or off the Close.
Form A (Grade 6)

- English
- Mathematics
- World History: The Middle Ages
- Science
- Spanish

Electives
- Instrumental and Choral Ensembles

English
Form A English emphasizes literature, writing, grammar, vocabulary, and oral expression. The poems, short stories, and novels students read invite discussions of setting, character, conflict, point of view, and theme, not merely as literary terms but as issues with relevance to the readers’ own lives. The course explicitly introduces more abstract thought processes, first by asking students to infer characterization and then to analyze symbolism toward the end of the year. When writing about literature, students learn to use topic sentences and textual evidence to support their ideas. Regular compositions, including creative writing, give students a chance to practice the various modes of writing, and conferences with peers or the teacher, revisions, and sharing offer students opportunities to improve their writing. Since clear, precise writing is essential in most subjects, teachers encourage students to focus on sentence fluency, word choice, voice, as well as mechanics with the goal of articulating their ideas in a logical and concise manner. Finally, through oral settings and public speaking assignments, students gain confidence and skill in addressing a group.

Mathematics
Boys will continue their study of addition, subtraction, multiplication, division of whole numbers, decimals, fractions, comparing and ordering whole numbers, decimals, fractions, measurement, with an introduction to geometry by work with perimeter, area, volume. Boys begin work with pre-algebra while they explore solving equations. Math covers a number of central topics—fractions, decimals, percents, negative integers, and ratios—but places them in the context of problem-solving and working with data. Hands-on projects hone skills and allow students to work with meaningful numbers that they have measured, discovered, or researched themselves. This approach alongside work with word problems further develops real world critical thinking skills. The goal is an understanding of math and its uses as well as precision in computation.

World History: The Middle Ages
Through the study of medieval and early modern times Form A students develop a broad-perspective worldview understanding of this period of history. The students examine the interactions between cultures as well as compare philosophies and belief systems from various parts of the world. Highlighting such topics as: the fall of Rome and rise of the Eastern and Western Churches, the exchange of goods and ideas between Europe and the Far East along the Silk Roads, the causes and effects of the crusades on the Middle East and Europe, the empires of the Abbasids of the middle east and the Umayyads of Spain, and the early explorers of the New World. By studying the political, economic, social, intellectual, and artistic aspects of medieval world, students will place themselves in the shoes of dynamic leaders, thinkers, and explorers allowing them to analyze their lives and decisions. Research projects allow students to refine library skills, improve organizational skills, and practice creating written and oral presentations of what they have learned through their own research.

Science
The Form A science course focuses on engineering and technology with students discovering and understanding the application of basic/foundational/pure scientific principles to contemporary innovations and industries. Projects that students will be engaged in throughout the year will be LEGO NXT Mindstorm Robotics, Physics of Cell Phones, SeaPerch Underwater ROVs, and StratoStar high-altitude weather balloons. LEGO Robotics is a program that enables individuals without formal training in engineering and computer programming to design, build, and program small-scale robots. Physics of Cell Phones is a curriculum designed for students to understand the underlying principles about how a cell phone works. Students will also participate in various activities which reinforce traditional physics topics, including vibrations and waves, sound, light, electricity and magnetism, and also introduce key concepts in communications and information theory. The SeaPerch program will give students meaningful hands-on experience in building and designing robots and applying that experience to the scientific field of underwater exploration. The building of the SeaPerch ROVs will be the capstone project of the underwater explorer unit. For the StratoStar high-altitude weather balloon unit, students design experiments that will be put into capsules and flown into near space. Students go on a field trip to launch the balloons at Gettysburg College as well as a few students from each homeroom ride in chase cars to track and recover the balloons. Data from the launch is then analyzed back in the classroom. Each student will keep a weekly blog to track their learning and growth throughout the
year. In the spring each student must do an independent science project, which he may enter in the Lower School Science Fair. Form A Science meets three times a week for the entire year. Science class is also complemented by a life-skills program. This multisession continuation of the Form C and B component—taught by various Lower School teachers—addresses responsible decision-making, healthful living, human sexuality, and the dangers of tobacco and alcohol use.

**Spanish**

Students build on two previous years of language study through meaningful, contextual review and usage. The four skills—reading, writing, listening, and speaking—are addressed as new vocabulary and more complex grammatical forms are studied. Students learn about Hispanic culture through videos, music, internet searches, special guests, games, and skits.

**Art**

Applying the skills and concepts learned in the early years, Form A art lessons encourage the students to realize the significance of art in their daily lives, and to recognize the power of visual art in communicating messages integral to human culture. To achieve this goal, students explore the relationships between art and design and their academic studies of religion, history, science, math and music. Part of the course focuses on the art and architecture of the Washington National Cathedral with art lessons inspired by the elegant examples viewed on site. With an emphasis on imagination and innovation, students further develop their technical skills in a variety of drawing, painting, crafts and sculpture hands-on lessons. Form A art meets twice weekly.

**Music**

In the Form A music program, students continue to develop ear training, and proper vocal technique, with an emphasis on sight singing. This knowledge of pitch enforces accuracy in singing in 2-3 part harmony. From modes to the full diatonic scale students learn to build simple chord accompaniments, identify key signatures and transpose a simple melody. In addition, multicultural songs and dances as well as the lives of classical, jazz and blues composers are studied. They prepare for two concerts during the year. This class meets twice a week.

**Athletics**

Sports activities meet from 2:00 p.m. until about 3:30 p.m. on Monday through Thursday. Interscholastic games may alter dismissal times for boys on teams; boys know about these games in advance and should inform their parents and carpoolers. Scheduled games also appear in the calendar on the School’s website, www.stalbansschool.org.

In Form A, students play a variety of intramural and interscholastic sports. In the fall season, the School offers cross-country, football, intramural tennis, and soccer. In the winter season, boys may participate in basketball, soccer, swimming, wrestling, or hockey. In the spring, the School offers baseball, lacrosse, tennis, and track.

**ELECTIVES**

**Instrumental and Choral Ensembles**

Two performance ensembles are available to boys in Forms C, B, and A: the orchestra and the C-B-A Chorus. In each, boys learn the basics of good ensemble participation: intonation, rhythmic accuracy, dynamic expressiveness, articulation, phrasing, teamwork, and commitment. The orchestra, for boys in Forms C, B, and A and girls in Grades 4 through 6 at National Cathedral School, should be supplemented with private instrument instruction. The C-B-A Chorus is for boys only; no previous experience in choral singing is required. Each ensemble rehearses once weekly after school from 3:45 p.m. to 4:45 p.m. and has performance opportunities during the year in concerts, chapel services, and occasional engagements on or off the Close.
Form I (Grade 7)

FULL-YEAR COURSES

**English**
The ability to express oneself forcefully, fairly, clearly, and with subtlety enhances a student’s self-confidence and allows him to make maximum use of his knowledge and talents. Form I English emphasizes literature, composition, grammar, and vocabulary. A study of grammar and vocabulary enables students to express themselves more clearly. The study of novels, short stories, and poems allows students to see how professional writers use various techniques to share with strength and beauty their views of the world around us. Student writing allows each student to explore his own feelings and his view of the world while providing a focus for the other skill areas of the course.

**Pre-Algebra**
The pre-algebra course combines a review of arithmetic with a study of the properties of numbers and the use of algebraic expressions and equations. The review of arithmetic includes operations with whole numbers, fractions, decimals, percents, exponents, and the use of ratios and proportions. The order of operations, the axioms of algebra, factoring, negative numbers, and square roots highlight our study of the properties of numbers. With a solid foundation in these departments, students work extensively with algebraic expressions, equations and inequalities in one and two variables, using geometric and other formulas to solve problems. Interpreting word problems is an important part of the pre-algebra course. Other topics include an introduction to geometry, basic probability, simple and compound interest, data analysis, and the rudiments of trigonometry.

**Honors Pre-Algebra**
The honors pre-algebra course covers all the topics of the regular course with the exception of percent and interest problems, but it moves at a much quicker pace and is focused mainly on theoretical mathematics. Algebra is studied from the perspective of set theory and group theory, and sets are then applied to the study of number theory, combinatorics, probability theory, Euclidean geometry, coordinate geometry, and functions. Other topics include polynomials and binomial expansions, higher roots and fractional exponents, trigonometry, quadratic functions, complex numbers, and the concept of infinity.

**American History: Foundations and the Making of the Modern World**
Form I students study American History beginning with pre-Columbian and European conditions through United States History at the turn of the 20th century. The central goal is to examine the political, economic, religious, and cultural forces that set the foundation for the country we live in today. Students examine particular events and the connections between them through developing critical thinking, reading, writing, research, speaking, and study skills. The course uses a variety of primary and secondary materials to foster a deeper connection to the past and help introduce a broad range of opinions and perspectives. Topics include First Americans, Christopher Columbus, Modern Europe and Colonization of the Americas, the American Revolution, the United States Constitution, The Early Republic, the United States Civil War, United States Imperialism, and emerging causes of World War I.

**Form I Science**
Students in this course discover the nature of matter by investigating its general physical and chemical properties and classifications. The course is designed to encourage teamwork and promote discovery, curiosity, and critical thinking; students are therefore encouraged to think independently but work together. Topics of study include density, atoms and chemical bonding, the periodic table, chemical reactions, Newtonian physics (force, motion, momentum, and acceleration), and renewable energies. Further, all students are expected to prepare a project for the spring Science Fair.

**Chinese IA**
This course offers students a basic understanding of Chinese language and culture. Students learn how to read and write 200 Chinese characters, as well as how to conduct daily conversations in Chinese Pinyin (Chinese phonological system). Strokes and radicals will be taught first, followed by topics such as self-introduction, family, dates and time, hobbies, asking directions, visiting friends, and shopping. Chinese culture and history will also be introduced as a supplementary part of this course.
French IA
In this introductory course, students begin to unwrap and explore the richness of the language and French culture. Students learn grammatical concepts, vocabulary, different verb tenses, and gain exposure to the Francophone world. Classes feature a diverse mix of activities designed to promote conversation and functionality. Students work in groups, create stories and presentations, and build their skills in the language. We use the Espaces series textbook, which includes an audio and video program, and a workbook for additional practice exercises.

Latin IA
We start the year using Ecce Romani, a text chosen for its interesting and informative reading passages as well as for its solid grammatical content. Videos and other instructional aids support our lessons. Latin I emphasizes both Latin and English vocabulary acquisition and strengthens grammatical foundations in general. Cultural and historical topics are also important components of the course.

Spanish IA
Spanish IA is a continuation of students’ study of Spanish that covers phonetics, builds vocabulary, and introduces a variety of new grammatical structures including reflexive verbs and the present tense. The course emphasizes all four essential skills: reading, writing, listening, and speaking. Students learn and reinforce vocabulary and grammar through a variety of activities, including games, songs, skits, projects, and videos. In addition, students study and acquire greater understanding of the cultures of the Spanish-speaking world.

In Form I, students play a variety of intramural and interscholastic sports. In the fall season, boys participate in cross-country, football, soccer, intramural tennis, and Voyageur. In the winter season, the School offers basketball, soccer, swimming, wrestling, hockey, and winter track. The spring sports offerings are baseball, lacrosse, tennis, track, and Voyageur.

SEMMESTER COURSES

Religions of the World
Students study the major world religions, concentrating on the Vedic and Abrahamic faiths. The boys compare how each religious tradition answers the important questions of human life: How should we live? Who is God? What is important in life? Time is also spent examining how the religion is practiced around the world today. Through class discussions, readings, field trips, and speakers, we examine the similarities and differences of the major faith traditions. This class meets two times in our seven-day cycle.

Decisions
The Decisions course presents basic information about sexuality and drugs and equips students to make reasoned decisions about these areas. The first half of the course uses case studies and class discussion to clarify students’ attitudes and to raise ethical questions about sexuality and drug use. The second half of the course deals with the physiological aspects of sexuality and drugs. Students learn about the changes that occur during puberty, the purposes of sex, the human reproductive system, childbirth, sexually transmitted diseases, and contraception. Students also study the effects of legal and illegal drugs and the potential for abuse. Decisions meets two times in our seven-day cycle.

Art and Design
During each class period, the students will be divided up into two sections: “Imagineers” and “Draftsmen.” Their roles will rotate weekly to provide each student balance developing creativity, imagination and skill. “Imagineers,” as the name implies, will work on highly creative in-class assignments designed to empower the students to dream, invent and to create, with self-expression being at the heart of the matter. Our “Draftsmen” group will focus on improving drawing skills and composition, learning to draw what they see. Lessons are designed to help the student recognize proportions, line and shade and handle a variety of art materials. These foundational skills will help the students bring their imagination and creativity to life. In addition, art history presentations by the teacher and the students will be woven into each semester, bringing the “Imagineers” and the “Draftsmen” together to discuss art and design throughout art history to the present.

FULL-YEAR ELECTIVES

Middle School Chorus (Coed)
Any boy in Form I or II may join this group, which focuses on proficient singing technique for boys in vocal transition and teaches two- to four-part ensemble singing. The Coed Chorus will meet two days of the seven-day rotation from 12:00 noon to 12:55 p.m.

Middle School Orchestra (Coed)
The Middle School Orchestra now numbers over thirty players. All musicians must have prior instrumental experience, but a student may be able to reach proficiency in a short period of time and join even if the year is underway. The Coed Orchestra will meet two days of the seven-day rotation from 12:00 noon to 12:55 p.m.

Athletics
Sports activities meet from 2:00 p.m. until about 3:30 p.m., Monday through Thursday. Interscholastic games may alter dismissal times for boys on teams; boys know about these games in advance and should inform their parents and carpools. Scheduled games also appear on the calendar on the School’s website, www.stalbansschool.org.
COURSE OF STUDY

Form II (Grade 8)

Full-Year Courses
- English
- Algebra
- Environmental Science
- 20th-Century U.S. History
- Foreign Language (Chinese, French, Latin, or Spanish)
- Athletics

Semester Courses
- Drama
- Studio Art
- Ethics

Electives
- Middle School Chorus
- Middle School Orchestra

FULL-YEAR COURSES

English
This course concentrates on literature, composition, grammar, and vocabulary. Short stories, novels, plays, and poetry offer models of effective use of structure, grammar, and vocabulary to communicate ideas, and teachers encourage similar techniques in students' own work. Analysis and interpretation of this same literature help students formulate new ideas, which they can express both in class discussions and in their own writing. We hope students will come away from the course with a sense of discipline for further study, a certain economy of language, and a critical eye with which they can analyze emerging genres of literature and other art forms and gain a deeper understanding of themselves and their world.

Algebra I
The ability to manipulate abstractions and attack problems systematically is crucial to advanced education and provides the basis for an increasingly rich view of the world around us. Algebra I teaches students new skills and strategies for dealing with numerical problems. Topics include a review of positive and negative numbers, formulas, operations with polynomials including polynomial fractions, special products and factoring, coordinate graphing, equations and inequalities in one and two variables including systems of linear equations and fractional equations, radical expressions, and the quadratic formula. At each level, students learn strategies for applying their newly acquired skills to the solution of verbal problems of increasing sophistication.

Honors Algebra I
This course covers all the topics listed for regular first-year algebra plus statistics, probability, inductive reasoning, and quadratic functions. The faster pace and more theoretical approach make it a challenging course designed for students above average in ability and persistence. Successful completion of this course usually leads into the honors math program in the Upper School.

Environmental Science
This class introduces students to the complexity of the natural environment through the study and synthesis of many different disciplines, including ecology, earth science, chemistry, physics, and social sciences. Through lectures, labs, discussions, demonstrations, and fieldwork, students will acquire the foundation and skills to understand and address current environmental issues. Activities include the study of natural succession in the Olmstead Woods, the exploration of the biodiversity of the Cathedral Close, and debates on global environmental issues. In the spring, students will take part in a multi-day outdoor education program that promotes personal growth, group cooperation, and leadership skills through directed outdoor activities.

Twentieth Century: Our Place in the World
The eighth-grade history course addresses the historical developments of the twentieth century in a world context, with an increasing focus on the emerging U.S. and how it interacted with global developments of the time. This course will flow from New Imperialism of the late 19th and early 20th centuries to contemporary global relations in the 21st century. Major thematic elements may include: the Bolshevik Revolution, World Wars I and II, the Holocaust, Civil Rights Movements, independence movements in Africa, the Communist World and the collapse of the Soviet Empire, post-Cold War relations in the middle east, as well as an emerging China. Though there are several, an important aim of this course is to expand beyond the western- and U.S.-centered experiences of sixth and seventh grades toward a global perspective on the twentieth century. Relevant primary and secondary sources will expose students to a variety of opinions and perspectives.

Chinese IB
In this course, students continue to deepen their knowledge of Chinese writing, culture, and history. The class will also explore new topics, such as friends, home, shopping, campus life, environment, health, clothing, entertainment, media, and travel.

French IB
In second-year French, students build on the grammar, listening, reading, and writing skills learned in French I. New
vocabulary ranges from sports to delicious French treats, while new tenses range from the pluperfect to the past conditional. In addition, students continue to explore French culture and the Francophone world. In-class work stresses conversational and overall fluency, and activities include videos, songs, and newspaper articles from French websites. In the second semester, students read Antoine de Saint-Exupéry’s classic story *Le Petit Prince*.

**Latin IB**

Latin IB continues with an emphasis on acquiring and understanding the forms of a highly inflected language. Students learn all declensions of nouns and all four conjugations of the verb in the indicative, and they give careful attention to grammatical structure and vocabulary acquisition. In addition, students learn about Roman life and culture.

**Spanish IB**

Spanish IB is a continuation of the basic study of the Spanish language, specifically stressing the phonetics, verbal system and basic syntax of the language. Skits and listening activities supplement written exercises and nightly homework. The language is further studied for the cultural values it reflects. In addition to the two movies seen in class, *El Norte* and *Bajo la misma luna*, the students read their first book in the Easy Readers series, *Marcelino pan y vino*. The course gives equal attention to developing the four language skills of speaking, writing, reading and aural comprehension.

**Athletics**

Sports activities meet from 2:00 p.m. until about 3:30 p.m., Monday through Thursday. Interscholastic games may alter dismissal times for boys on teams; boys know about these games in advance and should inform their parents and carpools. Scheduled games also appear on the calendar on the School’s website, www.stalbansschool.org.

In Form II, students play a variety of intramural and interscholastic sports. In the fall season, boys may participate in cross-country, football, soccer, intramural tennis, or Voyageur. In the winter season, the School offers basketball, soccer, swimming, hockey, track, and wrestling. The spring sports offerings are baseball, lacrosse, tennis, track, and Voyageur.

**SEMESTER COURSES**

**Drama**

Drama concentrates on characterization, role-playing, and scene development and guides students toward independent work to encourage self-assessment and awareness of personal areas for improvement. The scene work is challenging and requires a serious desire to explore a great variety of situations.

**Art and Design**

Similar in structure to Form I art, Form II will also be divided into two groups that will rotate weekly. Group one, “Inventors,” will build on their creativity and imagination and be directed into slightly more practical forms of problem solving in contemporary art, design and culture. Form and function will be a leading component in addition to free form explorations designed to merge the practical and the artistic minds. Group two, “The Architects,” will focus on skill building. The word architecture is used loosely to describe architecture in nature, human anatomy and designing structures. In addition to drawing from life, these students will also be taught basic architectural drafting techniques and perspective and will be working in both two and three-dimensional media. Both groups, “Inventors” and “Architects” will gather together regularly for art history presentations and group discussions lead by the teacher and by the students.

**Topics in Ethics**

Topics in Ethics provides students with a situational ethics classroom experience guided by topics and situations prevalent in their culture and worldview. The course will cover such topics as technology and social media, athletics, the environment, politics, stereotypes in entertainment, and academia issues (plagiarism, honor and integrity, testing, religion and religious conversation, and the law). Class time will combine in-class guest speaker presentations (drawing on the Cathedral Close community) and online resources, as well as movie clips, local news stories, and guided small group discussions.

**FULL-YEAR ELECTIVES**

**Middle School Chorus** (Coed)

Any boy in Form I or II may join this group, which focuses on proficient singing technique for boys in vocal transition and teaches two- to four-part ensemble singing. The Coed Chorus will meet three days of the seven-day rotation from 12:00 noon to 12:55 p.m.

**Middle School Orchestra** (Coed)

The Middle School Orchestra now numbers over thirty players. All musicians must have prior instrumental experience, but a student may be able to reach proficiency in a short period of time and join even if the year is underway. The Coed Orchestra will meet three days of the seven-day rotation from 12:00 noon to 12:55 p.m.
General School Information

Coordination with National Cathedral School
Lower Schoolers have a number of opportunities to interact with girls from National Cathedral School (NCS). In addition to social events and social service projects planned by parents in the various grades, Lower Schoolers join students from NCS in the Wind and String Ensembles in Forms C through A, in the Form I-II & 7th-8th Grade Chorus, in the Form I-II & 7th-8th Grade Orchestra, and in the Form I and II Voyager sports program in the spring. Students in Forms I and II may also sign up to work on two jointly sponsored drama productions and may organize and attend dances with students from NCS. At the Upper School level, additional social, athletic, and academic coordination takes place.

Social Service
Service to the broader communities in which we live begins in the first year at St. Albans. Although the Lower School (unlike the Upper School) has no formal social service requirement, students become involved in a variety of activities that enhance their understanding of others and of themselves as individuals whose contributions can make a difference.

Social service takes a variety of forms in the Lower School: seasonal toy, food, and clothing drives; financial contributions to causes identified in chapel or by individual classes; and face-to-face interaction with individuals or groups the students might ordinarily not have an opportunity to spend time with, including the elderly, the poor, and the homeless. Ideas for social service projects may come from individual students, classes or advisory groups, teachers, and parent groups. We are particularly committed to activities that diminish the distance between the students and others, with face-to-face or side-by-side interaction representing the ideal situation, even when students may experience some awkwardness at first.

In recent years, students have participated in social service activities with Martha’s Table, St. Albans Parish Day Care Center, Washington Home, Northwest Settlement House, and the Spanish Education Development Center.

The Cathedral Choir
The Washington National Cathedral Choir of Boys and Men includes boys from the ages of ten to fourteen, all of them students at St. Albans. The School was founded to provide schooling for the choristers of Washington National Cathedral. The boys follow the regular academic program of the School in addition to approximately fifteen hours of weekly instruction from the Cathedral’s director of music and his associates. Candidates for choir membership must meet the vocal requirements of the Cathedral as well as the scholastic standards of the School. Boys seeking appointments to the choir should exhibit innate musical ability, a serious and responsible attitude toward their singing and school work, sociable behavior, and good manners.

Choristers reenact daily and sing at evensong two afternoons during the week. Every other Sunday, they sing morning and afternoon services. They sing for nearly one hundred services per year in the Cathedral, at numerous musical events in the Washington area, and for national services held at the Cathedral. Recordings and tours form a part of a chorister’s life.

The Novice Choristers form a training group through which boys gain admission to the Cathedral Choir. These boys come from third-grade applicants and need not attend St. Albans. Boys other than third graders may enter the choir; however, they will be expected to spend some time in the Novice Program. Entrance to the choir is gained by auditioning for the director of music. For the audition, boys are expected to sing a prepared piece of music, which can be very simple. They will be given an ear test and a simple assessment in musical theory.

St. Albans Upper School
Building upon the academic foundation of the Lower School, Form II students are welcomed into the Upper School, Forms III through VI, without further application. The class expands to admit fifteen to twenty new boys, including boarding students, and school life takes on a demanding and accelerated pace. Upper School students are assigned a form master for academic advising, and juniors and seniors are assigned a college advisor. Opportunities expand through honors and Advanced Placement courses, the foreign language consortium, and coordinate classes with National Cathedral School for Girls; through strong competitive sports participation in the IAC and other conferences; through music and drama productions; and through fellowship and travel opportunities and exchange-student programs with schools in Australia, France, the United Kingdom, the Czech Republic, and South Africa. Boarding students from around the United States and abroad enrich the diversity in culture and curriculum. Publications—such as the School newspaper, the yearbook, and the Gyre literary magazine—and clubs—such as CAO (the Cultural Awareness Organization), Government, Debate, Model UN, Wildlife Biology, and It’s Academic—provide leadership and community service experiences. One hundred percent of St. Albans graduates matriculate to college, placing in highly competitive universities in the United States and abroad. Strong school ties forged at St. Albans often result in lifelong friendships and professional associations as well as a dynamic alumni association.
Student Internet Access
St. Albans has its own Local Area Network and is part of a Closewide network that includes St. Albans, National Cathedral School, Beauvoir Elementary School, and Washington National Cathedral. St. Albans shares a 200MB connection to the Internet that provides electronic mail communication and Internet access. All classrooms and offices have data outlets and WiFi for network access, and all students have login access to the network and a school-provided email address. The Cathedral Closewide network provides filtering of inappropriate websites as well as protection from malware and viruses. Additionally, we rely on teachers’ supervision and students’ sense of responsibility to guide appropriate use of network resources. All who use the network must follow the Acceptable Use Statement, which appears below and is posted on the School’s website, www.stalbansschool.org/academics, under “Technology.”

Acceptable Use Statement for Network

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 that 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 Closewide 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 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. Vandalism is a major school offense.

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 the 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.
The Lower School Faculty

Note: Years in brackets (e.g., [since 1994]) indicate the first year of employment at St. Albans School.

Mark Bishop
Drama [since 2008]
B.A. 1984 (Trinity College)
M.A.L.S. 2008 (Wesleyan University)

Lisa Blanford
Spanish [since 2006]
B.S. 1998 (Georgetown University)
M.S. 2001 (Georgetown University)

Timothy E. Brockway
Form C [since 1986]
B.A. 1983 (Shepherd College)
M.S. 2001 (George Mason University)

Grant Brown
Form A [since 2012]
B.A. 2006 (Sewanee: University of the South)

Kelly L. Castellanos Evans
Dean of Student Affairs, Forms I and II Dean of Students, Spanish [since 1999]
B.A. 1996 (University of Notre Dame)
M.A. 1999 (University of Virginia)

Julie Crawford
Latin [since 2012]
B.A. 2006 (University of Georgia)
B.S. 2007 (University of Georgia)
M.A. 2011 (University of Georgia)

Anders Drewry
Academic Technology Coordinator, English [since 2011]
B.A. 1998 (University of North Carolina at Chapel Hill)
M.A. 2004 (North Carolina State University)

Kristin Elliott
Form C [since 2007]
B.A. 1997 (University of California at Berkeley)
M.Div. 2014 (Samuel DeWitt Proctor School of Theology, Virginia Union University)

Angelique Hess Errett
Math [since 2015]
B.S. 1993 (Millersville University)
M.S. 1995 (The Ohio State University)

Daniel Finer
Spanish [since 2013]
B.A. 2007 (University of Vermont)
M.A. 2011 (Middlebury College)

Julie Haas
Form B [since 1999]
B.A. 1993 (Concordia College)
M.Ed. 2002 (George Mason University)

Edward F. Haley
Administrator, Counselor [since 2001]
B.A. 1990 (Georgetown University)
M.Ed. 1993 (State University of New York)

Paul E. Herman
Head of Lower School [since 1972]
B.S. 1972 (University of Maryland)
M.Ed. 1975 (The American University)

William Erl Houston
STArtSmart, Form B [since 2001]
B.A. 1992 (Kenyon College)

Tina Hudak
Librarian [since 2005]
B.A. 1974 (Moravian College)
M.A. 1977 (George Washington University)
M.L.S. 1999 (University of Maryland)

William Benjamin Hutto III
Director of Performing Arts [since 1999]
B.A. 169 (Emory University)

Li Ji
Chinese [since 2015]
B.A. 2008 (Henan Normal University)
M.A. 2012 (Beijing Language and Culture University)
M.Ed. 2015 (University of Maryland)

Robert J. Johnsen
Form C [since 2006]
B.A. 2003 (University of Rochester)

Allan L. Johnson
English [since 2014]
B.S. 1983 (University of Texas at Austin)

Jack LeVner
Form A [since 2013]
B.A. 2000 (Tufts University)
M.A. 2006 (Teachers College, Columbia University)

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

Martin E. MacIntyre '05
History [since 2011]
B.A. 2009 (Colgate University)

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

Jodi Meunier
Mathematics, Form II [since 2014]
B.S. 1986 (University of New Hampshire)
M.Ed. 1989 (University of New Hampshire)

John Thomas Miller
Science [since 2012]
B.A. 2000 (Gettysburg College)
M.A.T. 2003 (Tufts University)

Shirley Taylor Moore
Music [since 2003]
B.A. 1966 (Hunter College)

Brian O'Malley
Science, Form II Master [since 2007]
B.A. 1995 (Connecticut College)
M.E.S. 1999 (Yale University)

Heather Patton-Graham
Chaplain, Form I Master [since 2011]
B.A. 1995 (University of Delaware)
M.Div. 2003 (General Theological Seminary)

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

Noël Schiller
History [since 2015]
B.A. 1998 (Mount Holyoke College)
M.A. 2000 (University of Michigan)
Ph.D. 2006 (University of Michigan)

Christopher G. Snipe
Drama [since 2003]
B.A. 1994 (University of Maine)
M.A. 1998 (University of Maine)

John Stephany
Form A [since 2012]
B.A. 1996 (University of Memphis)
M.Ed. 2009 (Christian Brothers University)

Deborah Tharp
Chair of Visual Arts [since 1994]
B.A. 1973 (University of Rhode Island)
M.A.E. 1980 (Rhode Island School of Design)

Joseph Viola
Academic Dean [since 2005]
B.A. 1999 (Georgetown University)
M.A. 2001 (Suffolk University)
Ph.D. 2004 (Suffolk University)

Jillian Wagner
Nurse [since 2015]
B.S. 2006 (University of Kansas)
M.S. 2009 (Pace University)

Robert Walsh
Math [since 2012]
B.A. 2007 (Lehigh University)

Mark D. Wilkerson
Form B [since 1994]
B.A. 1989 (West Virginia University)
M.Ed. 1994 (University of Maryland)

Robert Wolfe
Science, Forms C, B & A Dean of Students [since 2012]
B.A. 1994 (Colgate University)
M.Div. 2000 (Gordon-Conwell Theological Seminary)

Scott Wood
Music [since 1996]
B.S. 1987 (University of Illinois)
M.M. 1989 (University of Illinois)
Map of St. Albans School
Course of Study

2015 - 2016