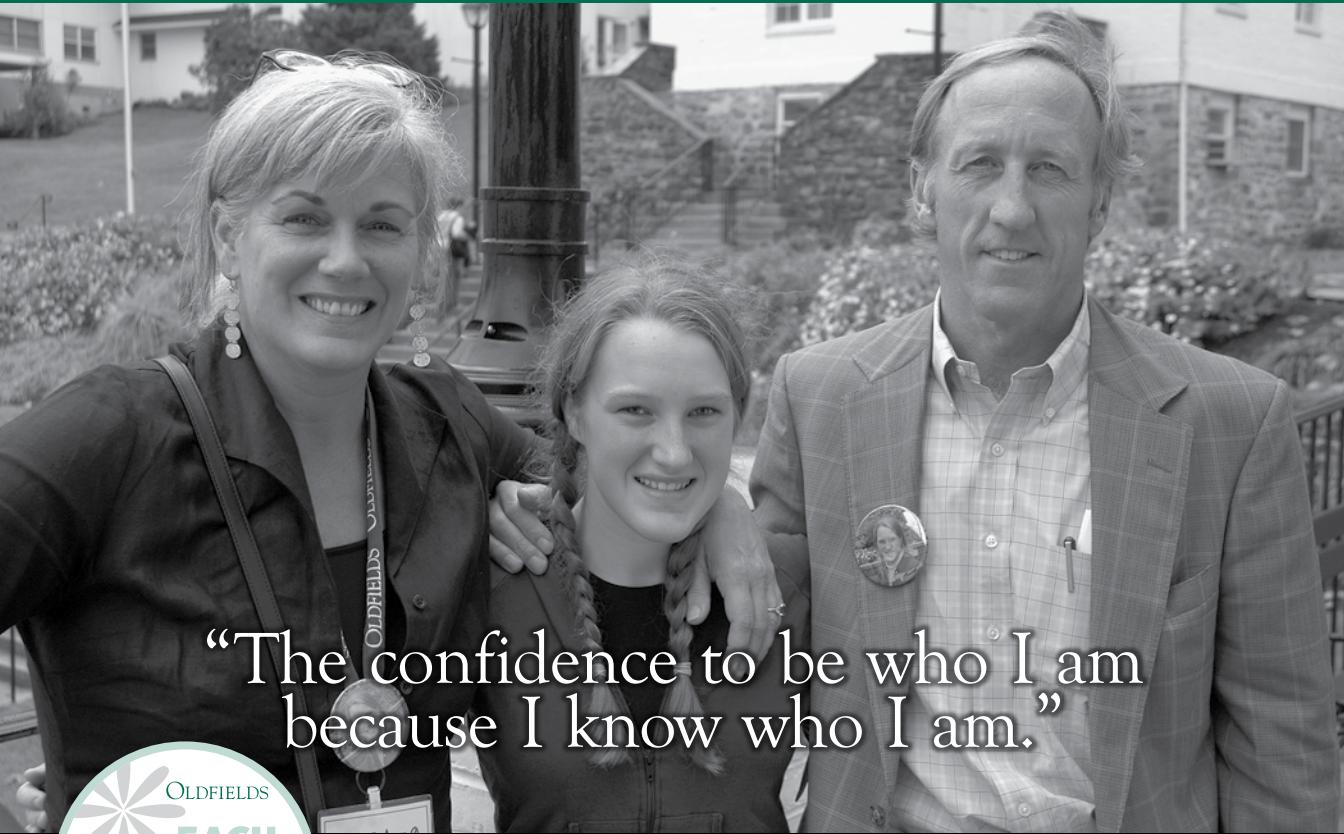


Established 1867

OLDFIELDS

S C H O O L



“The confidence to be who I am
because I know who I am.”



Is Oldfields the right school for your daughter?

Oldfields Girls engage in a tailored college preparatory program, excel without pressure, risk to learn, and become confident. With its small size and big diversity, all is possible at Oldfields School, where generosity of spirit flourishes. We focus on what matters most ...
Each Girl's Success.

OLDFIELDS

OLDFIELDS

Dear Prospective Parents,

For over 140 years, Oldfields School has focused on what matters most...each girl's success. While our teaching strategies and methods have certainly changed over the years, our fundamental essence has remained the same. This is a community in which each individual girl's growth and development are our primary concern. We seek to prepare each girl not only for college, but also for life.

The primary challenge of adolescence is discovering who one truly is and what one truly wants to do. Oldfields is a place where this discovery happens without the pressure found in many other schools. Our tailored college preparatory curriculum helps each girl develop her own intellectual capabilities while our artistic offerings expand her creative and imaginative talents. And, whether on the basketball court, soccer field, or in the riding ring, we also offer many opportunities to improve her physical fitness and skills. Our residential program promotes her social growth as well. By the time I watch each girl process down Graduation Hill to receive her diploma, she has discovered a direction for and a passion about her future.

All of this development occurs within a small but highly diverse community that is rooted in our motto of *Courage, Humility, and Largeness of Heart*,

as well as our guiding principles of respect, integrity, responsibility, commitment, and health and safety. These cornerstones support the moral and ethical growth of each girl and ultimately provide a compass that guides her toward success here and in the future.

We seek girls who want to be involved and to contribute to our community. By learning and living together we provide an environment where each girl may flourish in her own way. As our alumnae continually remark, Oldfields is the place that “gave me the confidence to be who I am because I know who I am.”

Over the course of my life I have attended and worked in many independent schools with a variety of mission statements and educational philosophies. Although their assertions about education may be different, in practice many are very similar in their daily operations. At Oldfields, however, each day I observe us living our mission and our motto of *Courage, Humility, and Largeness of Heart*. Oldfields is truly a “mission-driven” school.

I invite you to visit our campus and explore the wonderful opportunities that Oldfields can provide your daughter. I look forward to welcoming you and your family.

George S. Swope, Jr.
Head of School



What Makes Oldfields Special?

At first glance everything about Oldfields School – a small, girls’ boarding and day school founded in 1867 about 20 minutes from Baltimore – says “traditional.” But if you talk to students, teachers, parents, and alumnae you will soon understand why in parent surveys Oldfields is described as “innovative.” We’ve thought a lot about why both descriptions are true and trace what makes Oldfields so special:

A Visionary Founder

Oldfields’ innovation begins in the School’s history. As Maryland’s oldest girl’s boarding school, Oldfields was founded by the pioneering and gifted teacher, Anna Austen McCulloch. Mrs. McCulloch made Oldfields the first girls school south of the Mason-Dixon line to emphasize traditionally “male” activities such as athletics and science. Under her leadership, Oldfields began teaching chemistry in 1871, the first girls school in Maryland to do so. Mrs. McCulloch’s friends describe her as a woman of “large humanity with the curiosity to know, an appreciation for excellence, sympathy with goodness, and charity for error.” These traits set the course early on for our philosophy of education: curiosity with charity for error along with an appreciation of excellence. Translation: It is safe to be curious and to take risks to learn at Oldfields. When a girl feels comfortable with teachers and peers who set high standards but don’t pressure her when she makes a mistake – mistakes are part of learning, after all – she can excel at her own pace. Such excellence leads to remarkable self-confidence.

Tailored College Preparatory Education

Oldfields doesn’t just talk the talk about a student’s potential, the School walks the walk. In addition to tailoring each girl’s academic options, we give her the tools and the connections to teachers, to other students, and to alumnae so she can envision her own path and take the steps to get there. In the process students learn to be effective self-advocates and to make good decisions, including discerning college choices. As one teacher said, “When we talk about girls blossoming through a tailor-made education, we don’t just mean the girl who needs to be brought along. There are girls here who need accelerated enrichment because that is how they thrive. It’s a very diverse community in that way.” Tailored options and opportunities encompass courses, independent studies, May Program, and extracurriculars. The variety of options and girls pursuing them make us a vibrant, energetic community.

Student-Centered Mission

To our Oldfields community, we are synonymous with maximizing each girl's success. The School's leaders, teachers, students, parents, and alumnae are extraordinarily clear that this is the reason for the School's being. "Compared to other schools where I've taught, I think the faculty and staff here are much more willing as a group of adults to envision a girl's potential, than we are to say 'Oh, this is the way she is and will always be, and how are we going to manage it?'" says one longtime teacher. But it's not just the teachers who are doing all the work. Oldfields Girls have a drive and delight in coming into their own. Each year we ask graduating seniors to tell us what they appreciate most about Oldfields and virtually all of them say some version of the following student comment: "This community has supported me and helped me become the person I have always tried to become." That's the biggest difference in the ethos here, says another teacher, "everyone including the students embraces the mission."

A Diverse Comfort Zone

Great minds don't have to think alike here and this may be one of the most striking things about the Oldfields experience. This small school with its big diversity — diversity of thought, talents, learning styles, ethnicity, cultures, faiths, hometown geography, and socio-economic background — pushes students to be confident and comfortable with others who are different from themselves. The result is a community that is "comfortable," say students, and "so much fun" in which "you get closer faster." It's a mind-opening community in which your daughter could have a class of 12 whose hometowns are a global microcosm discussing an issue like the war in Iraq. Or, she may have extraordinary experiences like spending the summer with an Oldfields friend in the Jordanian palace or in an African embassy. In what our alumnae call a "safe,

but not sheltered" place that feels like home, they say they gained insight about the way the world works and the way people are that put them "light years ahead" of their peers in college.

Specializing in Things Girls Love

Oldfields students and alumnae say the freedom to blossom into their best selves has a lot to do with the opportunities Oldfields gives girls to pursue existing talents and discover new ones. While welcoming both the novice and the girl with an established talent, the School's tradition in girls' athletics, leadership, and service as well as its signature programs in the arts, riding, and hands-on learning (May Program) give the Oldfields experience a seriousness of purpose students relish and in which they flourish. Many Oldfields students gain self-defining expertise and experience from these programs. Experience and expertise they often leverage into collegiate, professional, and lifetime success.

Living Large

At Oldfields "living large" is not about material largess but a largeness of heart. *Fortezza, Umilitade, e Largo Core — Courage, Humility, and Largeness of Heart* — are the core values and beliefs that define Oldfields School. Just as the Oldfields experience makes room for a student's own excellence to grow and thrive, the experience makes room for a generosity of spirit to bloom as well. As one student said, "My heart opened to things I never would have experienced at any other school." Students learn to encourage and applaud each other without feeling diminished. They learn it first from their teachers who they say "cheer them on from day one" and then they learn it from each other. One mother describes the result this way: "There's no hierarchy — all the grade levels mix and there is a respect for one another that they thrive in. My daughter says she's happier than she's ever been."

How do I know if Oldfields is the right match for my daughter?

The best way to determine if your daughter would thrive at Oldfields is to visit us. Our students and current parents will tell you that they often knew as soon as they spent some time on campus that Oldfields was the right school for them. Having said that, we can tell you that Oldfields is a great match for girls who want high standards without a high pressure environment. It's a great match for girls whose passions are riding, art, music, theater, sports, and service. It's a great match for the girl who isn't quite sure what she loves but is eager to explore and find out.

Girls come to Oldfields with many talents and interests and once here, they continue to build on them while they explore new avenues.

We simply ask that our students come ready to make the most of their academic and personal potential, to work and play hard, and to contribute to a community where personal honesty, social responsibility, and intellectual curiosity are cornerstones. We ask that they come here prepared to live our motto – to have the courage to take risks and be involved, to have the humility to work together and support one another's efforts, and to have the largeness of heart to live within a community built on respect and kindness.

Our mission is to enroll able, enthusiastic students who are excited about ideas, are curious about their world, have sound

character, and want to make a positive contribution to our community.

Who would my daughter's friends be?

While Oldfields is a small community, we are also a global one. Students come from as far away as Saudi Arabia and California and as close as across the street and Baltimore. Our students have varied interests and talents ranging from dog sledging to creative writing to speaking multiple languages to sailing in the America's Cup. Although representation varies from year to year, students come from as many as 24 states and 8 countries. Students of color constitute approximately one-quarter of the population.

To get a better sense of the student culture here we invite you to eavesdrop on what students themselves say: "What impresses me about Oldfields? This is a tough question," says Danielle C. "I have been impressed by so many things, like the fact that we have a small environment yet we remain close rather than competitive." "The thing that impresses me most about Oldfields is the people," says Julie R. Cheryl C. adds, "Oldfields is one of those rare schools that does not have cliques. Everybody interacts with each other." "I love being an Oldfields Girl," says Danielle C., "because I know that there is a sense of acceptance from the day we walk on to the campus to the day we graduate."

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"One of the most valuable things about Oldfields for our daughter, and actually for us, is the people that she's met. This past summer our daughter went to Africa to visit an Oldfields friend who lives there. They volunteered at a school and an orphanage. My daughter learned about the wildlife and nature there. These are fantastic, priceless experiences."

—Oldfields Parent

Who would my daughter's teachers be?

Oldfields teachers are trained in the latest pedagogies and technologies. They contribute articles to national educational publications. They are renowned artists. They speak frequently at national conferences on pedagogy, girls' education, and diversity. Over two-thirds of the Oldfields faculty live on campus, approximately half of them have advanced degrees in their fields and the student-to-teacher ratio is six to one. They are the kind of smart, gifted, inspiring teachers one would expect at a quality independent school. But there is something else that makes teachers here special. They are drawn to Oldfields' student-centered mission. When asked what "student-centered" means to them they describe it in these ways: "Every student here has a cheerleader in the faculty;" "We model mistake-making and gaining experience;" "We respect a student's thought process;" "We are fair, consistent, and create situations to foster success and praise;" "We encourage students' strengths and work to build their sense of self-worth;" "We accept that growth is measured in different ways;" "We encourage through setting goals and following through;" and "We demonstrate confidence by watching them in activities and celebrating their abilities."

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Oldfields has been educating young women for over 140 years. Typically, our faculty average 13 years of teaching experience and 49 percent have advanced degrees.

What is the Oldfields curriculum?

Oldfields offers a comprehensive college preparatory program that is personalized for each girl. While the graduation requirements ensure that each student is prepared for college admission, the program is designed to enhance the strengths and to support the challenges of each girl as an individual. Honors courses are offered to girls who demonstrate strong potential in a particular discipline of study. These students can elect to take the Advanced Placement exams in May. The Seminar Series designed specifically for each grade teaches organizational skills, financial literacy, and leadership. The Seminar for juniors focuses on the college admissions process. With a unique daily schedule and small class size, Oldfields' academic program allows for depth of study, frequent additional support, and a variety of learning experiences. To fulfill the requirements for graduation, a student must earn a minimum of 19 credits with the following distributions:

English: four years

Mathematics: three years, including Algebra I, Geometry, Algebra II

History/Social Studies: three years, including American history and one non-American history course

Foreign Language: three years, including two consecutive years of one language

Science: two years of laboratory science

Arts: one year (visual or performing arts courses may fulfill the requirement)

Athletics/Physical Education: four years

May Program: successful completion of one program each year

Seminar Series: successful completion of one seminar per year

While the minimum requirements are designed to ensure proper preparation for college, most students complete a course of study that far exceeds the basic requirements for graduation.

Oldfields talks about a “tailored” curriculum — why does that matter?

In the words of one alumna who attended another boarding school before she came to Oldfields, “I can almost guarantee I would have been just another kid at the other school. I never would have achieved what I did had I stayed where I was. At Oldfields I was completely mentored by all my teachers — even the head of school. Oldfields sees special areas in every student. The teachers do everything to help you with the things you’re not so good at, and they definitely help you flourish in the things that you are.”

What would my daughter’s days be like?

Each week is divided into Green and White Days — the Oldfields colors — of three 80-minute class periods.

The entire School community developed our schedule with one goal in mind: the best learning and enjoyment of the Oldfields experience. The schedule makes room for classes that need more time, such as science labs. It allows day students not to miss out on clubs and activities. It brings the whole community together each morning and gives ample one-on-one time with teachers after classes. The schedule works so well that other schools have studied it.

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Our Oldfields Planner, which each student receives at the beginning of the year, has been copyrighted because so many schools around the country asked for copies to learn from it.

Advisory:

Students meet with advisor each morning

Morning Meeting:

School community shares spirit announcements and senior presentations

Assembly:

Each Monday has a multi-use assembly period

Snack:

A community snack is available mid-morning

Seminars:

Meet Tuesday through Friday

Extra Help:

All faculty available to give extra help

Club/Department Meetings:

Students meet with clubs; faculty have bi-monthly department meetings and regular faculty meetings

After School Activities:

Sports and Co-curricular activities meet

Homework:

Nightly homework depends on each student’s course load. On a normal school day, Oldfields students have two and a half to three hours of homework

How will my daughter be prepared for college?

By the time Oldfields Girls are seniors they know themselves and what they want in a college. The Oldfields college advising process is so successful at helping students attend the colleges they want – often more selective colleges than they first considered – that other schools contact our guidance officer to learn how we do it. We are pleased that a large percentage of our students are accepted to their first-choice college and few of our graduates transfer.

Oldfields emphasizes communication and appropriate college placement for each individual girl. Each student's needs and desires are evaluated in order to create a program of study and testing that will benefit the student in her college application process. An interactive involvement of student, parent, teachers, academic dean, and college advisor is essential for successful placement.

During the 11th grade year, all juniors take a year-long course to prepare for the college application process. This seminar class is designed to complement the

individual counseling process that occurs between the college advisor and each student. Seminar topics are covered in small groups that allow for discussion, questions, and feedback. Students learn interviewing techniques and how to use college catalogues, handbooks, and the Internet in their search. They take an Educational Interest Inventory, assess their transcript and recommendations, and view films on the decision-making process. The small groups allow for a less stressful and more personalized college search process. In addition to their research into colleges and visits they will make, students have the opportunity to learn about many, many colleges from college representatives who visit Oldfields each month.

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Our director of college counseling was named Maryland College Counselor of the Year.

Here are some of the colleges to which Oldfields Girls have recently been accepted:

Agnes Scott College
Amherst College
American University
Art Institute of Chicago
Bard College
Barnard College
Boston College
Bucknell University
Carnegie Mellon University
College of William & Mary
College of Wooster
Colgate University
Connecticut College
Cornell University
Dickinson College

Drew University
Elon University
Emory University
George Washington University
Georgetown University
Gettysburg College
Goucher College
Hollins College
Hood College
Howard University
Johns Hopkins University
McDaniel College
Miami University (OH)
Mount Holyoke College
Muhlenberg College

New York University
Parsons School of Design
Penn State University
Pratt Institute
Purdue University
Randolph-Macon College
Rhode Island School of Design
Roanoke College
Rochester Institute of Technology
Sarah Lawrence College
Skidmore College
Smith College
Spelman College
St. Lawrence University
SUNY

Swarthmore College
Temple University
Texas A & M University
Trinity College
Tulane University
University of Chicago
University of Michigan
University of Pennsylvania
University of Texas, Austin
University of Wisconsin, Madison
Wellesley College
Wesleyan University
Wheaton College (MA)

What extracurricular offerings does Oldfields have?

Hallmarks of an Oldfields education and experience have long been visual and performing arts, riding, May Program, and athletics.

The Arts

The fine arts curriculum comprises visual and performing arts. Oldfields supports the idea that each student is naturally creative. Our girls can explore their interests in theater, dance, music, sculpture, ceramics, and other various art media. Performing arts include two singing groups, three to four dramatic performances a year, a theater group, classes in acting, and music lessons in guitar, piano, and voice. Beginning to advanced level dancers can study a variety of different dance techniques. Our dance program includes opportunities for student performance and choreography. Girls often come to Oldfields for our specialty in the arts, which has led many of our alumnae to be accepted to the top art schools in the country.

Riding

For the girl who loves horses, Oldfields is heaven. Our riding program has had a tradition of excellence for more than 100 years, producing accomplished horsewomen including Olympians, top trainers, and breeders. Designed to create a well-rounded rider, Oldfields provides both mounted lessons and instruction in stable management. Depending on skill level, riders can show at the local level through “A” rated shows and USEA recognized events. In addition to regular horse showing, riders of all levels are encouraged to try out for the riding team. The riding team travels to shows representing Oldfields at Interschool competitions against such schools as Garrison Forest, Madeira, and Grier. Oldfields has a long-standing record of success against these competitors. Girls can bring their own horses or ride school horses. There are two sand rings, an indoor ring, and a cross country course.

May Program

Our May Program course was introduced at Oldfields 35 years ago as an experiential complement to the academic program. May Program takes students all over the world exploring topics ranging from painting to veterinary medicine to ancient civilizations to film and television. Programs are designed by Oldfields teachers with special expertise in the selected topic.

Athletics

Oldfields School was one of the first girls’ schools to pioneer an athletic program in 1878. All students participate in sports or an alternative activity after school. Two of the three seasons, students must play a sport or take classes in fitness, yoga, dance, or riding. They may opt to participate in activities such as community service, arts, or theatre during a third season. We have tryouts to play on the Varsity or Junior Varsity level. Squad III teams are offered to novice players interested in soccer, basketball, and lacrosse. The emphasis is on learning and refining the necessary skills for these sports, and competitions are intramural.

Teams	Plus:
Badminton (Varsity, JV)	Dance
Basketball (Varsity, JV, IIIs)	Fitness
Cross Country (Varsity, JV)	Riding
Field Hockey (Varsity, JV)	Yoga
Lacrosse (Varsity, JV, IIIs)	
Soccer (Fall and Winter —Varsity, JV, IIIs)	
Softball (Varsity)	
Tennis (Varsity, JV)	
Volleyball (Varsity, JV)	



What is the social life like?

Oldfields gives girls a cozy, homelike campus to call their own with fun traditions, dozens of clubs, and campus hangouts like Calorie Gallery and Gookie's for movies and fun. Our location just outside Baltimore and within quick driving distance of Philadelphia, New York City, and Washington, DC, enriches the Oldfields experience with outside speakers, field trips, and service projects, and allows us to provide students with a terrific schedule of weekend activities. We encourage students to start their own clubs and to join those in which they can really be involved. We're part of the Boarding School Social Activity Cooperative with several schools, which means we coordinate many mixers, fun trips, and athletic events throughout the year. Our many traditions tie generations of Oldfields girls together and make everyday life at Oldfields really special. For a lot more on student life please visit our website and make sure you have a copy of our calendar viewbook called "What Could Your Oldfields Days Mean to You?" The calendar speaks directly to students but we encourage parents to read it

too. The book is alive with all the academic, enrichment, and social opportunities available to Oldfields Girls.

If my daughter is a day student will she still feel like part of the community?

At Oldfields, being a day student can mean having the best of both worlds — all the resources of Oldfields at your fingertips and going home at night. Approximately 30 percent of the Oldfields student body is comprised of day students. In addition, a small number of our students board during the week and go home on the weekends. Day students are required to participate fully in their school experience, including athletics and co-curricular activities, and are also encouraged to partake in all of the evening and weekend events that take place on and off campus. Day students may arrange to stay in a dormitory during the week for evening commitments, and boarders often go home with their day student friends on the weekends. This interaction is an integral part of what makes the Oldfields community feel like a family. The beauty of Oldfields as a boarding community is that everyone is focused on the same thing: the time in life between girl and young woman and making the most of it.

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"What impresses me about Oldfields? I love the whole thing. The people here are awesome. The art program is amazing. I never knew that I would love to paint before taking Studio Art. The dance program is so much fun. Our *Swan Lake* performance was cool."

—Oldfields Student

We're not sure about an all-girls school. Why should we think about it?

Talk to students and graduates of girls' schools and you will be struck by their quiet confidence and self-assurance. They just seem more comfortable in their own skin. Why? They say it themselves – they don't have to impress, defer to or second guess themselves in order to appeal to boys. For over four decades now, researchers have been studying single-sex education and several major reports have detailed the ways in which all-girl learning environments can be beneficial. Among the findings: Girls' schools help counter gender-stereotyping in subject choices; and girls in single-sex schools perform better than girls in co-ed schools, regardless of socio-economic and ability levels. In a girls' school opportunities for leadership roles, athletic excellence, and academic accomplishments are everyday occurrences. This is certainly true at Oldfields where girls fulfill every role on campus and are able to extend themselves to their full potential. To learn more about the value and impact of girls' schools, please visit the National Coalition of Girls Schools website at www.ncgs.org.

Boarding school is not anything our family has ever considered. Why should we think about it?

The benefits of boarding school are numerous and can sometimes surprise parents. Oldfields School took part in a recent comprehensive national study of boarding school, private day, and public high school graduates. Commissioned by The Association of Boarding Schools (TABS), the study contacted over 2,700 high school students and adults at different points in their lives, and interviewed them about their experiences in high school and their lives since. Because Oldfields is both a boarding and day school, our day students also receive many of the benefits of the boarding experience as well. The following TABS study results bear out what we know to be true at Oldfields:

High Quality

- ✧ 91% of current boarding school students report that their schools are academically challenging compared to 53% of all others
- ✧ 90% report having high quality teachers compared to 51% of public school students and 62% of private day students

“For me, it's hard to choose a favorite teacher because there is something about each them that I really, really like. At my old school my advisor walked right by me without even saying hello. But here, everyone knows you. Even if you don't have a teacher in a class they know you from a sport or a club. And they want you to succeed. They care about you so much that they go out of their way to help you out.”

—Oldfields Student

Motivated, Diverse Peers

- ✧ 59% of boarding school students describe their schools as having students from many races and ethnic groups as opposed to 19% of private day and 39% of public school students
- ✧ 75% of boarding school students report being surrounded by motivated peers, compared to 71% of private day and 49% of public school students

“I am always most impressed by how close our diverse community is. There are so many wonderful girls here from different backgrounds, cultures, and nationalities that you learn something new every day.”

—Oldfields Student

College Advantage

- ✧ 87% of boarding school graduates reported being very well prepared academically for college as opposed to 71% of private day and 39% of public school alumni



✧ 78% of boarding school graduates said that they were very well prepared for the non-academic aspects of college life such as independence, social life, and time management as opposed to 36% of private day and 23% of public school students

“We learned yesterday that [our daughter] Hannah had been accepted at her first choice college. We are all thrilled....Hannah arrived at Oldfields worried that school was something that she couldn’t do well. She will be leaving an independent and self confident young woman. While she has taken control of her own destiny in an admirable way, the many people at Oldfields with whom she interacted over the years all had a major part in this result. Oldfields is indeed a special place.”

—Oldfields Parent writing to Head of School George Swope

Independence, Self-Discipline, and Productivity

- ✧ Boarding students spend more time on extracurricular activities and homework, and less time watching television, than do their non-boarding school peers
- ✧ Boarding students attribute their independence, adventurousness, and love of learning for learning’s sake to their boarding school experience

“As I watched my daughter drive off to school this morning I was overwhelmed by feelings of pride and gratitude. I want you to know that much of what I am feeling is a result of our experience at Oldfields....Academics and sports are typically the areas we look to as measures of growth and achievement, but it is the core belief in the value of largeness of heart that holds the greatest meaning for me. After two weeks working on a service project in Kentucky my daughter returned with new layers of awareness that are only achieved through experience. This is just one example of the previously uncharted areas she has explored and succeeded in at Oldfields. As the school year winds down I watch with admiration the girls, the faculty, and the staff as they continue to move forward with endless energy and spirit. I am confident that this process results in young people who will make great contributions through leading meaningful lives.”

—Oldfields Parent writing to
Head of School George Swope

How can I learn more about the application process?

To begin the process of applying to Oldfields either complete an Inquiry Form (www.OldfieldsSchool.org/admissions) click “Applying to Oldfields”) or call our Admission Office at 1.410.472.4800. Once we receive your inquiry, we will mail you a viewbook, application instructions, and all the necessary application forms. Families may contact the Admission Office at anytime during the year to indicate interest in Oldfields.

Application Timeline

- September**
Families begin to visit campus for interviews
- February 1**
Completed applications are due
- February 1**
Completed financial aid applications are due
- March 1**
Day applicants having completed all required application materials by February 1 will receive notification on the March 1 decision date.
- March 10**
Boarding applicants having completed all required application materials by February 1 will receive notification on the March 10 decision date.
- April 1**
Reply date for accepted day students
- April 10**
Reply date for accepted boarding students

How can I learn more about the cost of attending Oldfields and financial aid?

Financing an independent education is a major investment in your daughter’s future. Oldfields is committed to providing a quality education for young

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The parents of our graduates are so pleased with the education that their daughters received that they continue to support Oldfields financially long after their daughters graduate. Our annual philanthropic giving rate of past parents is one of the highest in the nation.

women at an affordable price, and to maintaining a diverse community of individuals from all socio-economic, religious, and cultural backgrounds. From payment options to merit and need-based financial aid we offer a variety of strategies and resources to help make the net cost of this remarkable education and experience affordable. The Financial Aid process is separate from the application for admission process and applying for aid will not jeopardize a girl’s opportunity for admission. To get the most up-to-date information about costs and financial aid, please visit www.OldfieldsSchool.org and follow the links from “Admission” to “Affording Oldfields.”

I would like to know more. How can I get answers to my remaining questions about Oldfields?

You may want to begin with our very comprehensive website at www.OldfieldsSchool.org. You can also call our Admission Office at 1.410.472.4800 or e-mail us at Admissions@OldfieldsSchool.org. We would love to answer your questions.



How can I schedule a visit?

Visit Us

Office of Admission and Financial Aid
Oldfields School
1500 Glencoe Road
Glencoe, Maryland 21152-9321
USA

www.OldfieldsSchool.org

e-mail: Admissions@OldfieldsSchool.org

Telephone: 1.410.472.4800

Fax: 1.410.472.6839

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S C H O O L

We hope you enjoy this brief guide to Oldfields written especially to answer parents' questions. If your daughter has not already received her copy of our calendar viewbook designed especially for students (You can read it too!), please let us know. It's called **What could your Oldfields Days mean to you?** and it is filled with the answers to her questions about life at Oldfields. Here's a preview:

August: *An Adventure Begins*

September: *Each Girl's Success*

October: *The Beauty of Boarding School*

November: *Great Minds Don't Have to Think Alike*

December: *The Freedom to Uncover Hidden Talents*

January: *Teachers Who Set High Standards Without High Pressure*

February: *A Diverse Comfort Zone*

March: *Specializing in Things Girls Love (Part I: The Arts)*

April: *Specializing in Things Girls Love (Part II: Riding)*

May: *Specializing in Things Girls Love (Part III: May Program)*

June: *Green and White Story*

July: *A Compass to Confidence*

Request a copy by calling 1.410.472.4800,
e-mailing Admissions@OldfieldsSchool.org
or filling out our Inquiry Form at www.OldfieldsSchool.org.

Visit Us

Office of Admission and Financial Aid
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1500 Glencoe Road
Glencoe, Maryland 21152-9321
USA

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