

Solebury School

A Parent Guide

General Information | Curriculum | Faculty | Fees

2007-2008

Statement of Philosophy & Objectives



Solebury School's Mission

Solebury School's mission is to create an environment of educational excellence that prepares students for success in college and beyond. In the Solebury community, we strongly value academic and intellectual challenge, creative and independent thinking, mutual respect between students and teachers, deep respect for each individual, and diversity.

Challenging and Innovative Academics

We believe that all young people love to learn, and we view it as our responsibility to develop a challenging and creative curriculum that makes this curiosity a lifelong trait. We push students to investigate, to question, and to make connections between disciplines. Our academically demanding curriculum, high expectations, and the dedicated, personal involvement of our teachers ensure that every student is prepared for higher learning.

Students and Teachers—A Partnership in Learning

Since our founding in 1925, relationships between students and teachers have been central to the Solebury School experience. By remaining small and disposing of some of the formalities that traditionally separate students and faculty, we create a culture of mutual respect. At Solebury, learning truly becomes a joint venture. Energized by the close, working relationships they form with teachers, students perform at their highest level in the classroom and the art room, on the stage and the athletic field. Mentored by faculty, students learn to take responsibility for their own learning and lives and so prove successful in college and adulthood.

Profound Respect for the Individual

We are guided by a profound respect for the individual, as we recognize the need to balance individual freedom with responsibility to the whole. Solebury students do not have to fit a mold. All are valued for the talents and traits they bring to the community; all are encouraged to explore their passions and to make the school stronger through their performance.

The Importance of Diversity

At Solebury, there is a basic, inherent respect for differences, and we are dedicated to embracing diversity in an expansive way. The diversity of our student body and staff enriches our school and helps students see beyond stereotypes. This appreciation of differences is crucial in a world that increasingly demands that people live and work with those unlike themselves.

A Relevant Education

During their years here, Solebury students develop habits of reflection and critical thinking that are crucial to an understanding of self and society. Because we understand that individual success is intertwined with the larger world, we actively encourage students to become engaged in improving their community. Solebury School delivers an academic program relevant to the lives of students and to the social, economic, political, and environmental issues of the day. A Solebury education is a solid foundation for broad and long lasting success in academics and in life.



Welcome to the Solebury School Parent Guide.

If you've looked at "The Road to Solebury School," you'll have gotten a good introduction to our school, its challenging academics, and its distinctive learning environment. This Parent Guide takes up where the student "map" leaves off, providing information and perspectives especially for parents. In the back, you'll find general school information, curricular and extracurricular listings, a faculty and staff roster, school and admissions calendars, and tuition and fees. No maps to unfold. Just straightforward information. Additional details can be found at www.solebury.org.

Of course, no matter how much information is provided here, there's no substitute for visiting the school with your child and getting a feel for Solebury in person. We encourage you to attend an open house (see the calendar for dates) and to make an appointment for a campus visit with the Admission Office. Like Solebury School itself, the admissions process can provide a wonderful opportunity for students, along with their families, to consider their goals and interests, assess what helps them grow and learn, and start down the road to realizing their full potential. That road may lead to Solebury.

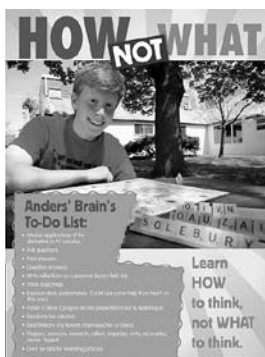
"The faculty fosters creativity and rewards individuality. Solebury is demanding, it's rigorous, and it's challenging."

"My son is often asked to think of a new way to approach a problem. At the end of the day there may be a correct answer, but how you get there is part of the whole experience."

"I heard a show on NPR about American education. The model that they described of what works for the 21st century—the creativity, communication, writing, teamwork, motivation of the individual, and experiential learning—is Solebury School."

Here's a typical schedule for a junior taking honors courses:

- **American Studies (AmStud):**
A two-period course that combines Honors American Literature with AP U.S. History
- **Honors French IV or Honors Spanish IV**
- **AP Calculus BC**
(Calculus I and II)
- **Honors Biology**
- **Art elective**



Challenging Students to Think

Forecasts about our fast-changing world and the skills today's youth must develop in order to succeed are everywhere in the news:

"Strong skills in English, mathematics, technology, and science, as well as literature, history, and the arts will be essential for many; beyond this, candidates will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well organized, able to learn very quickly and work well as a member of a team and have the flexibility to adapt quickly..."

— National Center on Education and the Economy
(from "Tough Choices or Tough Times")

"The constant ability to learn how to learn will be the only security you have."

— Thomas Friedman (author of *The World Is Flat*)

Since 1925, Solebury School has provided the kind of progressive education that today's educational pundits consider vital in the 21st century. While public schools are relying more and more on testing to assess student accomplishment, and spending more classroom time teaching to those tests, Solebury remains committed not simply to dispensing fact-based knowledge but to having a curriculum that fosters creative thinking and continuing challenge. Solebury, indeed, teaches students how to think, not what to think, helping students consider alternate ways to solve problems.

From forming hypotheses in a science experiment to analyzing bias in a documentary film, students learn to question and to keep questioning. They are taught to synthesize information and to communicate it clearly, through both their writing and speaking. They are guided to learn independently and to collaborate, to think outside the box and to design a bigger and better one. In addition to getting a strong foundation in each academic subject, students are encouraged to make connections across disciplines, to broaden themselves through a variety of elective courses, and to challenge themselves in a range of advanced-level courses (honors and Advanced Placement).

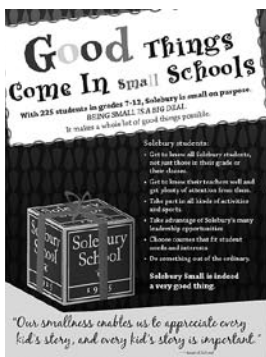
After completing hard courses such as these and others, graduates regularly report that their Solebury education prepared them perfectly for the rigors of college and for a future they couldn't imagine when they started at the school.



The Student-Faculty Partnership

Solebury students thrive thanks to the collaborative and collegial nature of student-faculty interaction. By developing close, respectful relationships with faculty and being treated as partners in the learning process, students develop a greater stake in their own education. When teachers are enthusiastic about a subject, students share their enthusiasm. When teachers show confidence in students' abilities,

students live up to those expectations. Our students grow very comfortable with adults, easily able to ask them for help when it's needed or to approach and work with them on a project or activity. Faculty members give students their time and energy, care and concern, and students respond by becoming more dedicated, more confident, more excited about learning, and more prepared for adulthood.



The Benefits of a Small School

Small class sizes and low student-teacher ratios have long been indicators of a high-quality education, but recent research suggests that small total school size also contributes significantly to academic excellence. According to Pat Bassett, President of the National Association of Independent Schools, "Smaller learning environments translate into stronger academic achievement."

A typical Solebury class averages less than 11. As you might expect, small classes enable students to receive individualized attention from teachers and keep students from getting lost or overlooked. Solebury's small overall size (total enrollment: 225) provides added benefits. Before long, students become known not only by their own teachers, but by the entire school. As a result, young people don't slide through unnoticed outside class either.

The key to success at Solebury School is involvement, and here, too, Solebury's size is an advantage. Opportunities to participate are actually greater than at larger schools. Teams, clubs, musical ensembles, and plays all need participants, and students are encouraged to try new experiences and improve their talents.

Solebury's small size also enables it to stay flexible. If a student wishes to take a class that Solebury doesn't offer, for example, the school is often able to find a solution. And in such a close but diverse community, members both watch out for one another and learn how to get along with one another. Some of the most important lessons about succeeding in the world at large are taught at small schools.

PARENT to PARENT on The Faculty

Solebury teachers...

"...are encouraging, yet full of expectations."
 "...inspire these kids to want to learn, to enjoy life."
 "...are amazingly available and approachable for help outside of class time."
 "...are demanding and yet forgiving. And they're incredibly devoted to these students."
 "...go beyond what's expected to expose kids to a way of thinking, to life, to what's outside these four walls."
 "...have a passion for teaching."

PARENT to PARENT on Small School Size

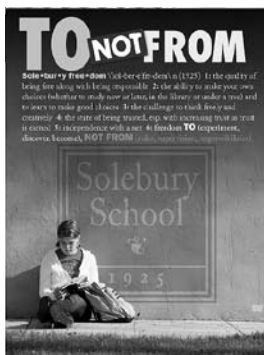
"Our son feels connected and part of the community here, and he didn't have that experience in large public schools."

"Before she came to Solebury, my daughter was a middle-of-the-roader, someone who did what she had to do to get by. When she came here, she couldn't hide anymore, and she actually became interested in academics. She really cares about achieving here, partly because her friends care and partly because people know who she is. It's challenged her."

"Freedom at Solebury does not mean being able to just do what you want. It comes with consequences, and kids are well aware of it. The freedom here is educational freedom, creative freedom, with a strong, friendly arm around your shoulder."

"Students are given opportunities to make choices and exercise their independence under a watchful eye (or two!)."

"Economics don't matter here. Kids get to meet other kids from all over the world, from inner cities and the suburbs. They're all in here together. My daughter would never have had that experience anywhere else."



Freedom and Responsibility

Young people learn best by doing things for themselves. They learn to make good decisions by making decisions. They learn to manage their time by managing their time. They learn how to be a leader by taking on leadership roles, and they learn what they are capable of achieving by trying hard and succeeding as well as by making some missteps and learning from them.

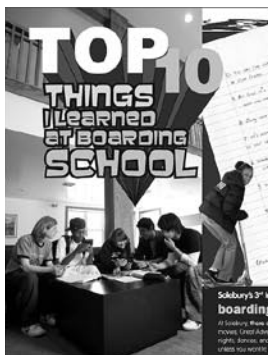
Solebury believes in the benefits of giving students freedom, as long as that freedom is tempered by a sense of responsibility and is supervised by the school's faculty and staff. The school provides a safe place for students to test their wings. As one teacher says, "I would rather have kids learn their independence here, where there are people who care about them and what happens to them." Allowing students freedom pays off. Students do learn to make good decisions, to manage their time, to be leaders, and to set their sights high. A recent grad, now at the University of Pennsylvania, sums it up: "Solebury instructed me in the art of balancing such independence with the responsibility it takes to fulfill all my obligations. And to be honest, I'm not sure what I would have done without that preparation."



Diversity at Solebury

Diversity at Solebury is the natural result of the school's respect for the individual. When asked to describe "a Solebury type of student," students typically respond that there is "no type." Solebury students are who they are: a composite of their heritage, experiences, and interests. The result is a rich environment in which young people are exposed to other young people

very different from themselves and to a world beyond the one they know. The school's underlying emphasis on acceptance of and appreciation for differences assures that if any friction or cultural misunderstandings arise, students learn to resolve them respectfully, a skill useful both in college and in life. This makes the school environment not only rich, but safe. Intolerance of any kind (including bullying or teasing) is simply not tolerated, by staff and students. At Solebury, students truly are both different and equal.



Boarding Life

What better place to be “on your own” for the first time than a place where you are never truly on your own! Boarding students at Solebury learn what it takes to be independent with the help and guidance of the Dean of Students, student proctors, and dorm parents who are also teachers. (Two faculty members live in the girls’ dorm, four live in the boys’ dorm, and over half of the faculty lives on campus.) They serve as a surrogate family and as a safety net.

Boarders develop self-discipline and learn to manage their time, live in a community, and be independent, preparing them for the college experience. According to a study conducted by The Association of Boarding Schools (TABS), students at boarding schools report spending less time watching TV and more time on their homework, in extracurricular activities, and with their teachers than their public school and private day school counterparts. In addition, more boarding school students report feeling well prepared for the academic and non-academic aspects of college.

Because Solebury School has few “closed” weekends, local boarders can opt to go home or remain on campus, where weekends bring plenty of fun—from trips to New York or New Hope to bike rides or canoe trips along the Delaware to an excursion to a mall or movie. (Day students are also invited to take part in weekend activities.) Boarders are often invited to the homes of their day student friends on weekends and over breaks, and many reciprocate by inviting their local friends to stay with them during vacations. These interactions and home visits are particularly enriching for U.S. and international students. American students and their families provide not only a window on American culture but also a slice of home for young people far from their own. U.S. students learn a lot from their international friends, and many Americans get an insider’s look at a foreign country by visiting a fellow Solebury student at home. Boarding life is indeed full and rich, a benefit to boarders and day students alike.



International Students

One glance at the flags hanging in the dining hall (representing countries Solebury students have come from) should give you an idea of the impact of international students on campus. Representing 15% of the student body, international students hail from every continent (barring Antarctica) and add their own mix of customs, foods, perspectives, and languages to the Solebury community.

In addition to English as a Second Language classes (see separate brochure for specific information on the ESL program), non-English speakers take regular classes with American students and participate in community life. American students serving as Conversation Partners meet with international students weekly to watch a movie, read a book, or talk, with both groups benefiting. By their junior or senior year, most international students transition full-time into Solebury’s regular classes, and they go on to achieve success in U.S. colleges.

BOARDER to PARENT on Boarding

“Dorm parents became my second parents. No matter what kind of dilemma you faced, they were always there to support you and provide nurturing guidance.”

“Every day you do something new and you have different experiences.”

“I’ve grown up since I’ve been here because I have more responsibility and do more things for myself.”

PARENT to PARENT on Cross-Cultural Experiences

“Solebury really brought out the best in my daughter. Because of the international culture here, talking to her is like talking to an intellectual young adult who has seen parts of the world.”

— U.S. parent

“I thank the teachers and staff members of Solebury School for their hard work in teaching and guiding our students, and the parents of American students for taking care of international students just like your own children.”

— International parent

"The Middle School program is like putting a big toe into high school, without the pressure."

"It's wonderful how middle schoolers have the opportunity to take electives or honors/advanced classes with upper schoolers. It helps develop their maturity and reasoning skills. The clubs and after-school activities are also integrated and offer good role models for the younger kids."

"The kids are in a small protected enclave in the middle of a larger vibrant program. They are well supervised, but they get to see and get a taste of the responsibilities and privileges that the older kids enjoy."



Middle School

For Day Students, Grades 7 and 8

Solebury's Middle School is a school within a school. It combines a small, safe environment with room to explore, a strong academic and social foundation for high school with an early taste of the high school experience.

These are crucial years for students academically. Middle School is a bridge between the fact-based world of elementary school and the idea-based world of high school. Solebury's

Middle School classes push students to make that jump. Projects that require them to do research, develop their own ideas, and express them clearly are a major part of the curriculum, and special attention is paid to the development of proper study and work skills. Helping students meet these challenges is a support system that includes faculty members who are experienced with and committed to this age-group, advisors, the Middle School director, and peer tutors. Because Middle School faculty members also teach in Upper School, the Middle School curriculum is developed with an eye to preparing students for the rigors of high school. Students are also able to get a leg up on their secondary education. Almost every Middle School student takes a year of high school math and the equivalent of a first year of high school foreign language, and some go beyond that. Many students take an Upper School art, computer, or music class, and by the time they enter ninth grade, many have discovered subjects that will excite them for years to come.

These are also crucial years socially and emotionally. The array of changes students undergo can be overwhelming. Here, too, the Middle School support system, communication between teachers and parents, and the activities available help ensure consistent progress and development. Because the division is small and close-knit—often compared to an extended family whose members watch out for one another—students receive plenty of attention. There is neither room to hide nor cracks to fall through. The program stresses kindness, compassion, and teamwork, and students must get involved to get the most out of their experience. Some students opt for the Middle School Activity (an after-school program just for seventh and eighth graders). Others choose to take part in all-school activities: the theater program, various sports teams, the school newspaper or yearbook, the rock-climbing program, or campus clubs. The Upper School leaders of these programs welcome middle schoolers and serve as mentors and role models, and middle schoolers gain the confidence and skills they need to take on leadership roles when it is their turn.

Thanks to the rigorous academic program, the range of opportunities provided, and students' familiarity with the school community, Solebury's Middle School graduates are particularly well prepared for ninth grade, and the transition is a smooth one. Middle School provides the challenge, support, and opportunity crucial to this age-group. It is a great time to come to Solebury.



Learning Skills

Within Solebury's college-prep curriculum, the Learning Skills Program supports students with diagnosed learning differences.

Many students with learning differences have felt stigmatized at some point in their school career. That doesn't happen at Solebury. The school understands that some very bright and creative students have learning differences that prevent them from doing as well as they can academically without extra support.

Solebury's Learning Skills Program provides that support—both the specialized language-based instruction and the structure these students need to succeed. The small program accepts a limited number of students each year (the total enrollment is 23).

The learning skills department designs programs based on individual student needs, employing multisensory Orton and Wilson techniques (for phonological processing) and such state-of-the-art technology as scan/read and voice-recognition software, as appropriate. The program also helps students with organization, study skills, and oral communication. Other than their LS English course, students take the same math, science, social studies, and arts courses as other Solebury students and are fully integrated into the school community. Upon graduation, they attend and succeed in college.

For more specifics on Solebury's Learning Skills Program, see www.solebury.org.

PARENT to PARENT on Learning Skills

"My son is dyslexic. He came out of public school and was struggling terribly. He hated school, absolutely hated school. [Enrolling him in Solebury's Learning Skills Program] was without a doubt the best thing we could have done for our son."



Sports

Solebury School is committed to providing an athletic program that offers something for everyone. Of Solebury's 13 competitive sports, several teams have recently won league championships. In particular, the boys' basketball team, which plays an impressive independent schedule against regionally and nationally ranked teams, has met with considerable success, and many alumni have gone on to play in college. But even athletes not dreaming of Division I scholarships

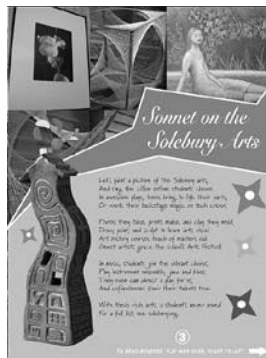
enjoy playing on Solebury teams, and every student, regardless of ability, can find a team to play on. All team members benefit from the camaraderie, skill development, exercise, and life lessons that team sports provide. In addition, Solebury offers 10 noncompetitive sports and fitness-oriented activities that help teens develop healthy, lifelong habits, skills, and interests.

In fall 2007, Solebury sports enter a new era with the opening of an Athletic Center containing a 21,500-square-foot gymnasium, a multipurpose room for wrestling and dance, and a fitness center, along with a new six-lane running track. Thanks to these new facilities, Solebury will now host track and field events and will have the room it needs for an even greater variety of athletic activities.

PARENT to PARENT on Sports

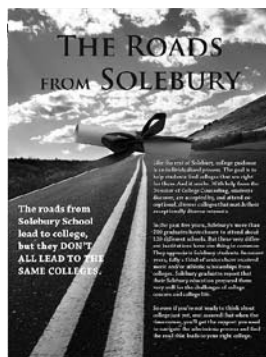
"Solebury basketball is known across the state. I have a client in Lancaster who, when I mentioned where my daughter went to school, knew it as a basketball powerhouse. It was really neat to hear."

"The performing arts program and the artwork that's on display show what an incredible strength the arts are at Solebury."



going strong since the 1960s, is a weeklong celebration of the arts that brings visiting lecturers, workshops by visiting artists (including alumni), a host of art-themed field trips, and plenty of student work.

Today the arts are still integral to student life, and six credits in the visual arts, music, theater, or art history are required for graduation. To make it easy for students to take part in music, the school sets aside a period during the regular class day called M&M (for Music and Meetings), enabling students to sing in the chorus or play in ensemble without it conflicting with after-school sports or theater. Three productions—dramas in spring and fall and a musical in the winter—are produced annually, and auditions are competitive. Students can get involved not only by acting but also in technical design and lighting, and the spring play is often student-written and student-directed. The Middle School stages its own production in spring, too. Those interested in seeing the professional arts may avail themselves of informal trips to museums and performances in Bucks County, Philadelphia, and New York City. Whether their goal is to become arts professionals or enthusiasts, Solebury students find plenty to stimulate their aesthetic sense.



The Arts

Since Solebury's founding in 1925 in an area of Bucks County known for its community of artists, the arts have been an important part of the school's history. Many among Solebury's art faculty have also been professional artists, and countless Solebury graduates have gone on to art schools and to careers in theater, film, TV, the fine arts, music, and arts education. Each spring's Arts Festival,

College Bound

Thanks to Solebury's college-counseling process, seniors are quite successful at gaining admission to a wide variety of colleges, including the most competitive. College guidance, which begins in the sophomore year, is designed to help students navigate the admissions process so that they can find, apply to, gain acceptance to, and choose among institutions that are the right fit for them. Solebury helps students

develop and narrow their list of colleges, prepare for standardized tests, complete applications, and write essays, but the goal of the admissions process is also to help students make wise decisions about where they can best learn, continue their interests and passions, and thrive.

College Enrollment

Over the past five years, Solebury's 200 graduates have enrolled at approximately 130 colleges and universities:

Albright College	Hofstra University	Sarah Lawrence College
Arcadia University	Hood College	Savannah College of Art and Design
Babson College	Hussian School of Art	School of the Art Institute of Chicago
Bard College	Immaculata University	Seton Hall University
Beloit College	Indiana University (Bloomington)	Simmons College
Boston College	Indiana University of Pennsylvania	Skidmore College
Boston University	Iowa State University	Smith College
Brandeis University	Ithaca College	Stony Brook University
Bridgewater College	Johnson & Wales University	Susquehanna University
Bryn Mawr College	Juniata College	Syracuse University
Bucks County Community College	Keene State College	Temple University
California Polytechnic State University	Kettering University	The College of New Jersey
Carnegie Mellon University	Lafayette College	Trinity College (CT)
Centenary College	Lehigh University	University of Delaware
Clarkson University	Lynn University	University of Hartford
Colby-Sawyer College	Manhattan School of Music	University of Illinois
College of Charleston	Manhattanville College	University of Kentucky
College of Santa Fe	Maryland Institute College of Art	University of Massachusetts Amherst
College of Wooster	Marymount Manhattan College	University of New Hampshire
Cornell University	Marymount University	University of North Carolina at Greensboro
Culinary Institute of America	McDaniel College	University of Pennsylvania
Delaware State University	Moore College of Art & Design	University of Pittsburgh
Delaware Valley College	Moravian College	University of Redlands
Dickinson College	Mount Holyoke College	University of Rhode Island
Dickinson State University	Muhlenberg College	University of Southern California
Drexel University	New York University	University of Tampa
Duke University	North Carolina School of the Arts	University of the Arts
Earlham College	North Carolina State University	University of Wisconsin
Elizabethtown College	Northeastern University	Ursinus College
Emory University	Northern Illinois University	Vanderbilt University
Emory University, Oxford College	Northwestern University	Vassar College
Eugene Lang College	Otis College of Art and Design	Washington College
Evergreen State College	Pace University	Washington State University
Fairleigh Dickinson University	Pennsylvania Academy of the Fine Arts	Washington University in St. Louis
Florida Atlantic University	Pennsylvania State University	Wells College
Franklin & Marshall College	Philadelphia University	Wesley College
George Washington University	Purdue University	West Chester University
Gettysburg College	Rhode Island School of Design	West Virginia Wesleyan College
Goucher College	Richard Stockton College of New Jersey	Wheaton College (IL)
Green Mountain College	Rider University	Wheaton College (MA)
Greensboro College	Rochester Institute of Technology	Wilkes University
Guilford College	Rowan University	
Hampshire College	Rutgers University	
Hartwick College	Saint Francis University	
Haverford College		



Don't Take Our Word for It

Solebury grads, who have finished college and moved on to career or graduate school, reflect thoughtfully on their Solebury experience:

"When I was attending Solebury, I was lucky enough to have a few very special teachers who never outright said, 'No, you can't do that,' but subtly issued a challenge—a challenge to prove their skepticism wrong, and to achieve more than

seemed possible. This is the community where I learned that differences should be valued, and no path is a better one to take than your own."

—Emily, doctoral candidate, Cummings School of Veterinary Medicine at Tufts University

"More than anything else, Solebury allowed me the freedom to find my own voice. My teachers accepted me for who I was, encouraged me to explore my passions, and challenged my ideas about things large and small."

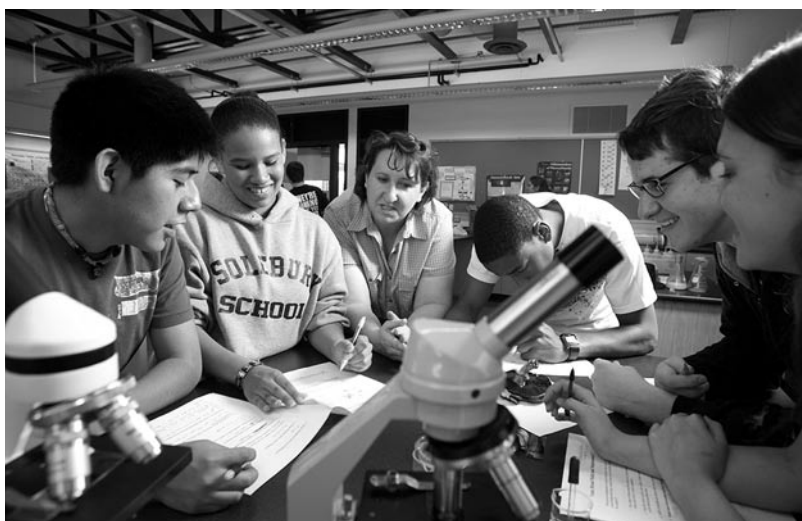
—Bill, entrepreneur and social activist

"Probably not a week goes by when I don't think of Solebury, and how it shaped what was to become my livelihood. I discovered the joy of reading and writing at Solebury—on my own timetable."

—John, Wall Street Journal columnist

"At Solebury, students are given the opportunity to find their passion, and the perfect mix of independence and guidance, which allows them to create the academic and life path that's right for them. Students aren't pushed to have the same post-graduation plans, study the same subjects, or become one set type of person. Instead, they are given the freedom to grow and figure out what's right for them in life."

—Katie, actor



A Parent Guide to Solebury School 2007-2008

For more complete information, please see Solebury School's website: www.solebury.org
or call the admission office: 215.862.5261

Accreditation & Memberships

Solebury School is accredited by the Middle States Association of Colleges and Schools, and is a member of the National Association of Independent Schools (NAIS), the Pennsylvania Association of Independent Schools (PAIS), the Association of Delaware Valley Independent Schools (ADVIS), the Secondary School Admission Test Board (SSATB), The Association of Boarding Schools (TABS), the National Association of Foreign Student Advisors (NAFSA) and CASE (Council for Advancement and Support of Education).

Faculty Advisors

Each student has a faculty advisor who meets with them weekly about both academic and non-academic matters. Advisors are assigned for the first four weeks of school. Afterwards students may choose a staff member with whom they would like to work for the rest of the year. Often students develop strong relationships with their advisors, who become advocates, friends and mentors. Although advisors send formal written comments to parents three times a year, we encourage parents to call their child's advisor at any time if concerns arise. Open communication between students, faculty, and parents is the best way to assure that Solebury is meeting the needs of each individual.

Conference Periods

As a college preparatory school, Solebury trains its students to handle the rigors of a college education, which among other things, most certainly includes learning how to seek help when needed. Consequently, we have an all-school conference period on Tuesdays for half an hour, and every teacher has office hours at least two other days per week.

Student Health Service

Solebury's school nurse is an RN and pediatric nurse-practitioner. She oversees the student health services, provides minor medical care on campus, counsels students on health and personal issues, and is responsible for assuring that students receive proper care for any illnesses. The school uses the services of the Phillips Barber Health Center in Lambertville, New Jersey when students need to see a physician.

COMMUNITY LIFE & STUDENT LEADERSHIP

Students have many opportunities to become involved in leadership positions in the community. Although leadership is a quality that every member of the community can exert through individual effort and good example, certain elected and appointed positions carry a formal commitment to the school's well being.

Community Council

Community Council is an organization comprised of elected student representatives from each grade and a faculty member. A president and vice-president are also elected each year. The Council is the primary means for students to express their needs and concerns for the community and to see that action is taken.

Dormitory Proctors

The dormitory faculty selects dormitory proctors. Proctors assume responsibility for supporting the dormitory routine and procedures, act as role models for students, and provide an additional communication link between students and faculty.

Judiciary Committee Representatives

The judiciary committee is comprised of two faculty members and two students. The Judiciary Committee (JC) recommends consequences for serious rule infractions, although the Head of School has the final responsibility for all school discipline.

Academic Committee Representatives

The academic committee is comprised of the Director of Studies, two faculty members and two students. The committee reviews the status of students in academic difficulty and offers support and recommendations, including placing a student on academic probation, or recommending suspension or dismissal.

Peer Leading

A group of twenty students is selected to receive training to prepare them to be peer leaders. In addition to being available to provide support and encouragement to all students, this group will meet weekly with new 7th, 8th, 9th, and 10th grade students during the first trimester to discuss pertinent teenage issues.

Peer Tutoring

This is a voluntary program for both tutors and tutees. Tutors are recommended by a teacher because of their maturity and strong performance in a particular class. Tutees may be identified by their teachers, or they may be students who personally feel that they could benefit from some academic support.

Sherpa (Admission Tour Guides)

Sherpas represent Solebury School to prospective students and their parents. Students are selected to receive training to prepare them to be Sherpas. This involves campus tours, introducing visitors to students and teachers, assisting at Open Houses and School Fairs.

Daily Life

Students at Solebury have full days during the week. For most students, their academic day and required after-school activities run from 8:00 a.m. until 5 or 5:30 p.m. Monday – Friday. Both middle school and high school students are dismissed after assembly or 3:30 p.m. on Tuesdays unless they have a scheduled sport or activity.

Study Hall

Students who have free periods during the day are required to study in a supervised study hall or the library, unless they are on honors. During evening study hall, all boarding students are required to be either in a supervised study hall or the library unless they have earned room study.

Afternoon Assembly

Afternoon assemblies are held two days a week in the gym. This is a good time for making announcements, taking care of school business and wishing friends happy birthday. On Tuesdays, assembly is longer to allow for guest speakers, advisor meetings, or other group activities.

Work Jobs

All students assist in helping to keep the school in good working order. Each student is assigned to work job such as recycling, vacuuming, filing, or working in the student café. All students help with serving and cleaning up in the dining hall.

Weekend Activities

Both boarding and day students are welcome to participate in weekend activities, which are planned by the faculty members who are on duty and the students themselves. Trips to New York City and

Philadelphia, as well as to Great Adventure, take place a number of times during the year. The New Hope area is also full of many recreational opportunities; bicycling and hiking on the canal path and canoeing and tubing on the Delaware River are the most popular. Students often go into town or nearby malls to shop and to see movies. Boarding students who have parental permission may visit day students' homes on the weekends.

Senior Projects

Participating in a senior project is an experience that enhances growth as individuals and opens possible doors to the student's future. In mid-May, during the last three weeks of school, seniors and postgraduates in good academic and social standing are given the opportunity to explore an area of special interest to them as an apprentice or volunteer, conduct independent research, or pursue a creative project. Each student accepted to the program is responsible for designing and developing his or her project, for contacting a supervisor, for making living arrangements while off campus, and for creating a final presentation summarizing the project to the Solebury community and the Senior Projects Committee.

Community Service: A Graduation Requirement

Every individual possesses some quality which can help others. Community Service — time and skills given to an individual or organization in need — heightens one's understanding for different groups in society, and it lends a new perspective on one's own life. In recent years, as the world has become a more complicated and often harsh environment, the value of positive influence in one's community has become more and more apparent.

Students from grades nine through twelve will be expected to complete ten hours per year of approved community service. Up to half of these hours may be completed on campus. Middle school students will be required to complete five hours per year. Those entering Solebury after 7th grade will not be required to make up the lost hours from previous years; the requirement begins with the year of the student's enrollment. Any number of hours above the required ten hours per year will count toward the next year's requirement. Therefore, a student might conceivably satisfy his or her entire requirement in one summer.

SEVENTH & EIGHTH GRADE CURRICULUM (MIDDLE SCHOOL)

Although seventh and eighth graders are encouraged, when deemed appropriate, to take courses that earn high school credit, the following courses have been designed for their own needs. These courses do not earn high school credit, but are intended to prepare the student for high school work in the disciplines.

■ ■ ■ ENGLISH ■ ■ ■

English 7

As with all middle school classes, English 7 aims to enhance students' abilities to deal with increasingly complex material, and to develop their skills so that they can have as much success as possible.

English 8

In this course, students read three classic novels that deal with characters "coming of age," a relevant topic as they prepare for high school. Students also read a play, poetry, and basic mythology. Students will develop and increase writing and communication skills, close reading, critical thinking, and problem solving.

■ ■ ■ FOREIGN LANGUAGE ■ ■ ■

Spanish and French IA and IB

These courses follow the same curriculum as Spanish and French I, but move at a pace more appropriate for middle-school learners and allow more time for cultural projects. Allowing two years for this material in middle school will ensure stronger foundations in the language. After IB, students would move directly into level II.

■ ■ ■ MATHEMATICS ■ ■ ■

Pre-Algebra

This course studies the mathematical concepts that are essential prerequisites for Algebra I. Arithmetic operations using the rational number system are examined, with an emphasis placed on signed numbers. Students review and extend their knowledge of ratios, proportions, percents, exponents, basic geometry, probability, mental math, and the metric system. They learn to solve multi-step equations and inequalities, graph linear equations, and use scientific notation. Independent work as well as group work is used as a teaching tool to foster student

learning. Throughout the course an emphasis is placed on critical thinking skills using word problems and problem solving situations. To prepare for the demands of a high school mathematics course, study strategies, organization, and note taking techniques are underlying skills that Pre-algebra students develop and practice throughout the year. Many 8th grade students will take Algebra I for high school credit.

Algebra IB

This course thoroughly examines basic algebraic principles. Topics covered include simplifying expressions using the appropriate order of operations, solving first and second degree equations in one variable with both algebraic and graphical methods, solving absolute value equations and inequalities, and the concept of functions. Additionally, students will simplify and solve rational equations as well as examine the basic principles surrounding radical expressions. Students will explore linear and quadratic functions, as well as systems of equations in two variables.

Algebra IA

A faster-paced and more in-depth analysis of the topics in Algebra IB. Additionally topics in this course may include an introduction to right triangle trigonometry as well as basic principles of probability and statistical analysis.

■ ■ ■ SCIENCE ■ ■ ■

Earth and Life Science 7th Grade

The seventh grade science class is designed to give the young science students a chance to explore various topics. The course will be divided into three different sections. Section 1 will be a study of Earth Science. Section 2 will be a study of some aspects of physical science. Section 3 will be a study of basic classification of living things. In addition to the topics listed, there will be an emphasis on organization and study skills.

Physical Science 8th Grade

This is a hands-on, inquiry-based course. The central theme will be an empirical study of matter leading to the development of the atomic model. Through performing experiments, gathering data, drawing conclusions, and making presentations, students will gain an understanding of how science works and how to think like a scientist. Emphasis will be on learning through experimentation. Students will develop laboratory skills and, more importantly, realistic problem solving skills.

SEVENTH & EIGHTH GRADE CURRICULUM (MIDDLE SCHOOL) cont.

■ ■ ■ SOCIAL STUDIES ■ ■ ■

Current Events and Global Perspectives 7th Grade

Current events around the globe may spark class discussions, but the historical and geographical context behind those events is the real focus of this year-long course. Students learn about a wide range of topics and gather information on countries, cities, and people around the globe. Hopping from continent to continent and conflict to conflict, students begin in the 'now' and work backwards to the 'why.' In addition to learning about the physical world around them, students can see how people in other times and places have faced questions of truth and justice, and what they have judged to be worth fighting and often dying for.

Civics 8th Grade

This course will enhance students' understanding of the way the government, the economy, and different aspects of society (i.e., the media) shape the world around us. To do this, we will study several periods of American history to make the abstract "Civics" information more real and tangible. In addition, students will work on their writing abilities through many short papers and several longer projects.

■ ■ ■ ARTS ■ ■ ■

Introduction to the Arts

The Middle School arts program is a three-trimester sequence typically taken during the winter and spring terms of 7th grade and the fall of 8th grade. The goal of the sequence is to show students the various types of arts classes that are available to them throughout their years at Solebury with the hope that each finds one or several areas that they wish to continue in. Studio Arts projects expose students to 2 and 3-dimensional design, color theory, and art appreciation. Theater is an introductory theater class designed to develop students' abilities to take on a role, enhance their confidence in front of an audience, and work collaboratively to stage a performance. The course culminates with students

staging a selection of one-act plays written by the 8th graders in their English class. Music is an introduction to music history and appreciation.

■ ■ ■ HEALTH ■ ■ ■

This course is designed to help middle school students develop and maintain physical, mental, social, and emotional health. This will be achieved by covering a broad range of topics including role models, decision making, life dilemmas, peer pressure, preparation for change, alcohol, drugs, tobacco, and teen sexuality.

■ ■ ■ SPORTS/ACTIVITIES ■ ■ ■

Physical Education

All students who do not participate in an upper school physical activity must take this class which meets twice a week. Basketball, soccer, and other games make up the curriculum. [See Upper School Sports & Activities]

After-school Program

During the fall and winter trimesters, a faculty-monitored activity is offered for middle school students several days a week (4 days in the Fall trimester, 3 days in the Winter trimester). Participation is mandatory for any middle school students who stay on campus after 3:30 p.m. and do not participate in an upper school activity. A variety of activities are offered, including trips, games, library time, etc., which are designed to help the students get to know each other, become oriented to the school, and support them academically and socially. During these trimesters, any middle school students who wish may still go home at 3:30 p.m. During the spring trimester, all 8th grade students are required to participate in an upper school activity, as must any 7th graders who are on campus after 3:30 p.m.

Middle School Community Service

Middle School students are required to perform five hours a year of community service. While many complete this requirement on their own, the Middle School Director will help organize events for them. These may include a blood drive, collecting canned goods for the less fortunate, or a trip to a retirement community, among others.

HIGH SCHOOL – GRADES 9-12

Requirements

A minimum of 109 credits is required for graduation, distributed in the following manner:

Required	Recommended
24 English (required each trimester)	24 English
18 Mathematics *	24 Mathematics
18 Foreign Language **	18 Foreign Language
12 Science (Conceptual Physics & Biology required)	18 Science
12 Social Studies (US History required)	18 Social Studies
6 Arts	6 Arts
1 Computer I ***	1 Computer I
1 Health ***	1 Health
Electives to bring total credits to 109	Electives #
Three trimesters each year of a sport or activity	
Ten hours each year of community service	
* Algebra I, Geometry, and Algebra II & Trigonometry normally meet the mathematics requirement.	
** Three years of the same foreign language are required. In extraordinary circumstances, this requirement may be modified or waived. A grade of C- is required for a student to be promoted to the second or third year. A grade of B- is required for promotion beyond the third year of study.	
*** Required of all students who enter Solebury before eleventh grade. Only high school Health courses will be considered for transfer credit.	
# Students who apply to competitive colleges usually have 132 to 156 credits at graduation.	

Every student must carry a minimum of 27 credits each year or 9 each trimester. Most full-year and trimester courses earn 2 credits each trimester. Health, Computer I, Advanced Computer, Chorus, Studio Arts, and Theatre Arts classes earn 1 credit each trimester.

Academic Theme

Solebury School's curriculum each year is highlighted by an academic theme intended to give students and teachers some common experiences to apply across the curriculum, and to promote interdisciplinary learning. This year, we have again chosen "War" as our theme for several reasons. First, as we found two years ago with Environment, a second year on the same concept allows school-wide conversations

to gain momentum and time for students and teachers to investigate issues from a multitude of perspectives. Second, as the country continues its wars in Iraq and Afghanistan, all citizens have a responsibility to think about the costs, benefits, and rationale behind these or any war. Third, war is a particularly powerful vehicle to discuss the individual and society. In a time of war, what are the rights, obligations, and duties of both citizens and state? By design, we have not limited the definition of the theme for the school and certainly implicit in War are the concepts of peace, rapprochement, negotiation, etc. Our goal is for the academic departments and even individual teachers to shape the theme to suit their coursework (and vice versa) and challenge their students' patterns of thinking. In addition to the topical issues that will be relatively specific to each course, we hope that general themes will emerge. To facilitate that process, we selected Khaled Hosseini's *The Kite Runner* (for Upper School) and *Anne Frank: the Diary of a Young Girl* (for Middle School) as our summer reading. Beyond our classes, we also integrate the theme into our assemblies, and develop inter-class and school-wide projects.

HIGH SCHOOL CURRICULUM

Interdisciplinary Courses

American Studies

This two-period course combines Honors American Literature with AP US History. An in-depth study of American history and the development of a distinct American literature, the course attempts to replicate an introductory college experience in terms of pace, volume, and complexity of the material.

Art History

The Art History series is a collection of six trimester courses offered over two years. "Roman to Romanesque" begins with prehistoric times, and the series ends with a course covering modern art around the world.

Ethics

Open to 9th or 10th grade students, this interdisciplinary honors course earns a Social Studies credit. Through an examination of history, philosophy and anthropology, this course helps students increase their understanding of the way we have lived, the way we have developed, and the future we are working towards on both a global and personal level.

English is required every trimester because it provides the foundation for success in all disciplines. In English courses, students master the ability to think critically and express their ideas effectively, both orally and in writing.

Full-Year Courses

English 9: An Introduction to Literary Genres

The primary goal of this class is to introduce students to several literary genres and provide them with the skills to draw meaning from that literature.

English 10: World Literature

Through poetry, short stories, novels, and oral literature, the class will explore writings often overlooked due to the gender, race, or ethnicity of the author. Topics such as colonialism, post-colonialism, and cultural identity will be examined through literatures from various continents.

English 11: American Literature

Exposing students to a variety of different authors and styles, the course will examine concepts like American identity, American Dream, race and gender issues, development of specific literary forms, etc.

American Studies (Honors American Literature)

This two-period course combines Honors American Literature with AP US History. By focusing on the social and political connections between the literature and the history, we integrate the two disciplines.

AP English

The pace and scope of this course is designed to approximate a freshman college English course and is open only to well-qualified seniors. Students earning a 3, 4 or 5 on the A.P. English Literature and Composition examination offered by the CEEB in May may be offered college credit and/or advanced placement by the colleges they attend.

Learning Skills English

Each student's program is tailored to his or her individual needs. (See Learning Skills Program for further information.)

Trimester Courses

Baseball: Story of America

This course will focus on how the sport of baseball has influenced American history and literature.

Creative Writing

In this course, students will experiment with writing in different genres, including short stories, poetry, personal essays, plays, and fantasy.

Gender and Society

Students will read literature and social science articles that examine gender roles in our society.

Historical Fiction: Is it true? Does it matter?

The past provides wonderful inspiration for writers, and readers flock to historical novels. In this class, we will examine whether historical writing should contain only truth or if a fiction writer has the right to play with reality to create a good read. Like detectives, we will tease out fact from fiction and discuss why writers make certain choices when writing historical stories. We will read some books together as a class but you will also have the opportunity to do some independent sleuth work on a book or two of your choice.

Literature of Food and Family at the Table: "Food of Love"

Much of life happens around the dinner table. Of course, real life includes the good, the bad, and the ugly. Sift through your memory and talk with your family about the special foods that you identify with home. Food is an essential ingredient of family and culture. As a class, we will interview family members, write about the special recipes, and tell our own stories of gathering around the table. Much fine writing and many good films are about food. We will read some of the writing of Calvin Trillin, a food critic for the New Yorker. *The Secrets of the Tsil Café* tells a son's story of his mother and father's rival restaurants. The novel *Chocolat* is as tasty as the recent film. We will read, write, cook, and digest the fruits of our labor together.

Literature of Gender Identity and Expression

Many of us feel safe and secure within the bodies that carried us into this world. But is gender identity and expression always perfectly matched with the biological equipment with which we came out of the womb? Pulitzer Prize-winning author Jeffrey Eugenides writes in his novel *Middlesex*, "I was born twice: first, as a baby girl, on a remarkably smogless Detroit day in January of 1960; and then again, as a teenage boy, in an emergency room near Petoskey, Michigan, in August of 1974." Finney Boylan opens the book *She's Not There* as the happily married parent of two and the co-chair of Colby College's English department; he shares the position with his best

friend Richard Russo, Pulitzer Prize-winning author of *The Empire Falls*. Not long afterwards taking this post, Boylan decides that he was meant to be a she. We will read, think, and write about the complex social messages connected with sexual identity. Writers uncover and explore a very sensitive topic with grace and style, opening the doors for us to become more aware and increasingly tolerant of the difficulties that a non-straight individual faces.

Memoir: The Language of Self

Everyone loves to hear a good story. The most powerful stories that we tell about our lives shed light for listeners on their own lives. They share with us the joyful, flat-out funny and horrifying events; more surprising is the meaning in these events that they discover in the act of writing. *Lost in Translation* chronicles Eva Hoffman's Polish teenage and young adult years, uprooted from Krakow to move to Vancouver and eventually to NYC. James McBride's *The Color of Water* tells about a black boy's relationship to his white mother. Jeannette Wall's *Glass Castle* begins with the riveting moment when she spies her homeless mother digging through trash on Upper East Side. In addition to reading and writing about these memoirs, students will compose a collection of essays that will be perhaps become the first chapters of their own memoir.

Modern American Youth Identity Literature: Parents Just Don't Understand

What does it mean to be a teenager in America today? What has it meant over the past 50 years? Through readings and plenty of class discussion we may get to the bottom of the fascinating life of the teenager. From *The Catcher in the Rye* and *The Bell Jar* to *The Color of Water* we will read about coming of age in the United States. We will listen to a lot of music, like Elvis, Madonna and 50 Cent (and of course DJ Jazzy Jeff & the Fresh Prince). Throw in some classic films like *Rebel Without a Cause* and *The Breakfast Club*, and we will be ready to explore youth identity in the modern era. While this all sounds like fun (and it will be) you will be expected to read every night and write often.

Perspectives of War

In keeping with the academic theme of war, this trimester elective will explore how wars have been depicted in literature throughout our history. We will read poems, short stories, and novels that attempt to capture and comment on the experience of war. We will also discuss the factors that influence the public

response to different wars and how our own feelings about war color our response to the literature of war.

Poetry Reading and Writing

The focus of this class will be on the different poetic devices poets use to convey meaning and evoke emotional response. These include form, imagery, figurative language, tone, rhyme, rhythm and meter, patterns, and allusion. Students will learn to recognize elements and identify how they affect their understanding of and response to poems. They will explore the different layers of poetry and the effects of surprise and ambiguity.

Public Speaking

This course will make students familiar with different types of public speaking. Students will read, watch, and listen to famous speeches in an attempt to understand the keys to successfully reaching an audience. Students will practice several types of speeches, including extemporaneous speeches, speeches to persuade, speeches to entertain, speeches to inform, and formal multimedia presentations using the computer.

Search for Enlightenment

This course explores the way readers use literature to search for wisdom or to construct a meaningful life. We will examine novels, short stories, non-fiction accounts, poems, and lyrics that feature characters who are searching for enlightenment — or texts that indirectly encourage a meditation on the meaning of life. Through journaling and through creative writing, students will be asked to reflect upon texts, to create their own texts, and to engage in a search for wisdom. Texts may be selected, in whole or part, from works by Hermann Hesse, Jack Kerouac, Tim Guest, Jon Krakauer, Henry Thoreau and others.

20th Century American Drama

The years between WWI and WWII and just afterwards represent a renaissance in American theater. Such literary greats as Tennessee Williams, Arthur Miller, Eugene O'Neill, and Edward Albee wrote and directed prolifically. Their plays capture American families trying to buy into the American dream. We will read these plays as mirrors of these tumultuous times. Some excellent stage-like films have been made of these plays, which are fun to watch and compare to the written texts. Marlon Brando's career is launched in *Streetcar Named Desire*. Miller personally resisted Senator Joe McCarthy and HUAC's attempt to rewrite *On the Waterfront* as a communist manifesto. Learning a bit about the lives of the playwrights, which are never dull, helps us see what inspired them to write.

The Foreign Language Department is composed of two modern languages — French and Spanish. Students are required to complete French or Spanish III (with a passing average) in order to satisfy the graduation requirement.

The goal of the Foreign Language Department is to prepare students to communicate in another language. Teachers stress active communication, and work to develop students' skills in listening, speaking, reading, writing, and cultural awareness. Classes are conducted in the target language; the use of English is kept to a minimum.

Full-Year Courses

■ ■ ■ **FRENCH** ■ ■ ■

Each year, we try to offer a trip to a different part of the French-speaking world. In 2007, we went to Paris, Normandy, and the Loire Valley. In 2006, we went to Quebec for their wonderful winter "Carnaval." In 2005, we traveled to southwestern France, and two years before that, we explored Provence and the French Riviera. We try to give our students every opportunity to use French in the real world.

The French Curriculum

The curriculum of French I, II, and III develops all four language skills (listening, speaking, reading, writing), combined with cultural awareness, in a cumulative way. In addition to the textbook series, we will learn language and culture through videos, newspapers, magazines, music, and literature. Most importantly, we will use each other; classes are very interactive. At the end of their first three years, students will have a strong linguistic and cultural foundation in French.

French I

French II

French III

Those who continue into French IV Honors, AP French Language, and AP French Literature will use the skills acquired in their three-year requirement as we delve more deeply into French language and culture.

French IV Honors

AP French Language

AP French Literature

The Spanish Curriculum

Spanish I

Spanish II

Spanish III

Spanish IV

Spanish IV Honors

At this level students are expected to read both fragments and full texts of poems, novels, and articles or essays, and to discuss them intellectually in class. Hispanic culture is explored more thoroughly through individual projects, news, movies, class projects, and even music videos. Student projects are used to fully integrate the reading, writing, listening, and speaking of Spanish that is necessary to advance. Much of this work is done according to the choices and needs of the students, and creativity is always honored. From colloquial conversation to formal essays, the scope of Spanish usage is extended considerably.

AP Spanish Language

In this class we dissect the details and problems of Spanish grammar and syntax in order to advance reading, writing, speaking and listening skills. Literature, journalism, speeches and essays are used for class discussions, written assignments, and language analysis. Movies, music videos, and art are also substantial sources for discussion and analysis, and support our ferocious acquisition of vocabulary. Exercises are offered throughout the year that prepare students for the AP Exam, and the Spring trimester is devoted more fully to the kinds of skills required specifically by the College Board for this exam.

■ ■ ■ **MATHEMATICS** ■ ■ ■

The primary goal of the Mathematics Department is to develop a curriculum sequence that meets the academic needs of all Solebury School students. Above all, students are encouraged to achieve his/her highest mathematical potential. Many students desire an aggressive math sequence that provides enriching, challenging opportunities, while other students look for a program that will build their confidence and comfort level with a discipline that is difficult for them. In developing a curriculum sequence, we recognize that students come from diverse backgrounds and therefore students are placed into courses that will best fit their individual needs.

Algebra IB

This course thoroughly examines basic algebraic principles. Topics covered include simplifying expressions using the appropriate order of operations, solving first and second degree equations in one variable with both algebraic and graphical methods, solving absolute value equations and inequalities, and the concept of functions. Additionally, students will simplify and solve rational equations as well as examine the basic principles surrounding radical expressions. Students will explore linear and quadratic functions, as well as systems of equations in two variables.

Algebra IA

This course is a faster-paced and more in-depth analysis of the topics in Algebra IB. Additionally topics in this course may include an introduction to right triangle trigonometry as well as basic principles of probability and statistical analysis.

Geometry

The purpose of the course is for students to discover the conjectures and definitions of geometry through hands-on investigations. Students will learn to apply deductive and inductive reasoning as they examine geometric proofs. Relationships and properties such as congruence, symmetry, similarity, parallelism, and perpendicularity will be examined in depth. Additionally, students will investigate the properties of circles, right triangle trigonometry, and formulas relating to plane and solid figures. Inherent in the course is the development of critical thinking skills, logic, and geometrical visualization.

Honors Geometry

A fast-paced honors version of Geometry, it is intended for students who plan to follow mathematics through Calculus. There will be more emphasis on critical thinking skills and proofs.

Algebra II and Trigonometry

This course is recommended for students who need a moderately paced approach. The subject matter includes first-degree, second-degree, and third-degree polynomials, and gives a thorough examination of exponential, logarithmic, and trigonometric functions. Attention is given to the relationship between simple polynomial functions and their graphs.

Honors Algebra II and Trigonometry

This course is recommended for students who plan to go on in mathematics, science, or related fields. Content is similar to the regular Algebra 2 and Trigonometry course, however, the pace is faster and the material is studied in greater depth.

Pre-Calculus

The first two trimesters of this course are designed to further the study of trigonometry and its applications. Topics will include the unit circle, the six trig functions, trig identities, the law of sines, the law of cosines, “real world” applications of these functions, and selected applications in physics. The third trimester will introduce functions and relations focusing on conic sections, exponential, logarithmic, and rational functions.

Honors Pre-Calculus

This honors course is for students who have a very strong background in Algebra II and Trigonometry. The first trimester covers a review of polynomial, exponential and logarithmic functions, as well as other advanced algebraic topics. The second trimester is a study of trigonometry. The third trimester covers linear systems, series and sequences, and an introduction to the Calculus itself.

AP Calculus AB (Calculus I)

This course is equivalent to a first semester college calculus course, covering differential and integral calculus. Students will study limits of functions, continuity, derivatives and applications of the derivative. As part of integral calculus, students will examine the definite integral as a limit of Riemann sums, the area under a curve, solving differential equations, and various applications to economics, biological, and physical situations.

AP Calculus BC (Calculus I & Calculus II)

This course is a full year calculus course that includes all of the topics covered in Calculus AB plus topics typically covered in a Calculus II course at the college level. Technology will be an important part of the class to reinforce work and to interpret results of various experiments and data.

AP Statistics

The Advanced Placement course in Statistics is equivalent to a one-semester introductory, non-calculus-based, college course in statistics. The AP Statistics course covers four broad themes which include exploring data, planning a study, anticipating patterns, and statistical inference.

Trimester Courses

Essential Computer Mathematics

This course is designed to equip students with the theoretical mathematics behind modern computer systems. The programming language Python will be taught and then used as a tool to investigate the theory of discrete number systems and their representation in a computer. Through Boolean logic, students will learn to read the theoretical designs which make up the electronic circuits of a computer. Finally, students will choose a guided individual study of one of the following topics: number systems, Boolean algebra, combinatorial analysis, or programming languages.

Mathematical Modeling on Computers

The course will use a graphical Java programming environment combined with various mathematical concepts to model a variety of realistic phenomena surrounding us in everyday life. The essentials of the Java language will be learned while applying various elements of geometry, trigonometry and algebra in programming simulations of the real world. In particular, after creating graphic art from the application of functions on the computer screen, probability and statistics around random events will be investigated through programming John Conway's "Game of Life." Finally, Boolean logic and decision trees will be used to in simple "intelligent" game playing programs.

Game Theory

John Nash, subject of "The Beautiful Mind," made Game Theory an accessible and important tool for many disciplines from economics to artificial intelligence, and biology to politics. We will only have time to scratch the surface with a look at some classic scenarios such as "The Prisoner's Dilemma" and replicate the options and strategies of several games and real life situations. After learning some theoretical constructs, there will be opportunity for guided individual investigations into some common popular games and also for some computer programming incorporating elements of artificial intelligence.



SCIENCE

The goals of the Science Department are to provide students with: 1) critical thinking skills through analysis, problem-solving, experimentation, and observation; 2) an educational foundation in the physical and life sciences; 3) a basic understanding

of our universe and technology so that they may make informed decisions about our society; and 4) a basic understanding of humans as physical and psychological beings so that they may make informed decisions about themselves. Lab courses, as well as Conceptual Physics and ESL Physics, emphasize computer-based collection and analysis of data.

Graduation requirements in the sciences are:

- 1) Conceptual Physics. Conceptual Physics is also a prerequisite for all other high school science courses.
- 2) Biology in 10th.
- 3) Health, if the student entered Solebury before eleventh grade. Students planning to apply to competitive colleges should take two or more laboratory sciences. Recommended sequence is below.

Full-Year Courses

Conceptual Physics 9th Grade

Conceptual Physics is a hands-on introduction to the basic concepts of matter and energy requiring no more than elementary algebra familiar to ninth graders. It will emphasize projects and group work

Biology 10th Grade

This course focuses on the living world. Topics include the chemistry of life, cell structure and function, genetics, basic ecology, physiology and human anatomy. Throughout the year, the course will focus on the theme of evolution and its relationship to the structures within living organisms. There is a weekly lab.

Honors Biology

This honors course will emphasize biological principles through investigative exercises and collaborative learning. Topics to be studied include: cell chemistry and structure, energy transformations, genetics, plant and animal physiology, populations, ecology, and behavior. One of the goals of this class is to prepare students for the SAT II Biology M test.

Chemistry 11th Grade

Chemistry exposes students to a variety of topics concerning matter. The behavior and structure of atoms, compounds, gases, liquids, and solids are studied. Other topics include chemical reactions, energy, acids, and solutions. A traditional lecture format is used in this class, but periodic demonstrations, group work, and discussions are also used. There is a weekly lab.

Honors Chemistry

This is the honors version of Chemistry (above) and is designed for students who have an interest in exploring

chemistry in more detail than the regular Chemistry will cover. It is intended for students who plan to take science courses in college. In addition to the topics listed for regular Chemistry, this class will explore such areas as chemical equilibrium, kinetics, thermodynamics, electrochemistry, and an introduction to more specific branches of chemistry, such as organic chemistry, biochemistry, and nuclear chemistry. This class will move at a rapid pace. There is a weekly lab.

Honors Physics

Physics is an upper level honors science course that analytically and conceptually covers the broad range of classical physics. Topics include: linear motion, force, vectors, circular motion, energy, work and simple machines, heat, sound, electricity, and light. The course emphasizes conceptual and analytical problem-solving skills. There is a weekly lab.

Human Anatomy and Physiology

This course will concentrate on the Anatomy and Physiology of the human organism. Topics will include basic vocabulary of anatomy, tissues, skeletal, muscle, nervous, and other systems. While there are no scheduled labs, several dissections of organs will be performed. There is a heavy emphasis upon vocabulary in this course and much rote information will be assigned to students with the expectation that they will learn much of it on their own.

AP Environmental Science

This course is intended to be the equivalent of an introductory college course in environmental science for science majors. Major topics will include Principles of Ecology, Population, Natural Resources, Energy, Pollution and other human impacts on the environment, Environmental Planning and Restoration.

Trimester Courses

Applied Science: Forensics

This course is intended to be an opportunity for students to apply various aspects of previous science classes to the collection and interpretation of physical evidence. The lectures and in-class labs will include a variety of methods of crime scene investigation including DNA fingerprinting, toxicology, entomology, hair and fiber analysis, fingerprint analysis and other relevant methods of evidence collection. Case studies will also be used to gain a greater appreciation of how forensic investigation is used in the solving of crimes.

Exercise and Nutrition Physiology

The goal of this course is to help students understand the relationship between food, activity, and the human body. Beginning with a review of basic anatomical structures, the course will then delve into areas such as the physiological needs of the human body, the way that foods, vitamins, enzymes, minerals, etc. are used, and the physiological changes that occur with in the muscular, circulatory and respiratory systems of the body.

Field Natural History

This course will be a study of the local flora and fauna with emphasis on identification and basic ecological principles such as adaptation and competition. Every effort will be made to observe the organisms and their native habitat. Field and laboratory studies provide opportunity to learn appropriate procedures for the collection, preservation, and identification of selected groups of local animals and plants.

Health

This course provides an opportunity for students to learn about human sexuality, nutrition, drug use and abuse, lifestyle choices, sexually transmitted diseases (including AIDS), environmental health issues, birth control, and other topics surrounding a person's physical and psychological well-being.

SOCIAL STUDIES

The most basic goal of the History and Social Studies Department is for students to demonstrate competency in the various courses we offer. "Competency" in this context means developing a knowledge base, but at least as important is the way that students understand the content.

Full-Year Courses

Ancient History 9th Grade (recommended)

This course will introduce students not just to Ancient History, but also to the work historians do. Small group work will be emphasized. Along with learning Ancient History, a primary goal of this course will be to improve students' abilities to express clearly their ideas in writing. A primary goal of this course will be to improve students' abilities to express clearly their ideas in writing.

World History 10th Grade

May be taken as full-year or as individual trimester courses. This course will enable students to deepen their knowledge and understanding of world history through

the study of selected topics from Europe, China, and Africa. It will portray a variety of perspectives on issues such as: What was life like in these areas of the world? Is aggression, in the form of war, imperialism, and slavery, an essential part of human nature; and why is it that so much of history has been concerned with these topics? What are the major historical events and political and economic philosophies that have shaped the current state of the world? The course will allow students to develop competency in historical skills, to acquire knowledge, and to empower them to look at other cultures from a global perspective.

Ethics 9th or 10th Grade

This interdisciplinary honors course earns a Social Studies credit and is open to ninth and tenth graders. The course has three different instructors (one each trimester), who will each approach the subject of ethics from a different perspective. By examining ethics as it applies to historical events, literature, and science, this course will help students increase their understanding of the way we have lived, the way we have developed, and the future we are working towards on both a global and personal level.

United States History 11th required or AmStudies

This course examines the social, economic, political, and cultural forces that have influenced the development of the United States. Particular attention is paid to historiographical questions about objectivity, reliability of evidence and sources, and the selection and interpretation of data. A further aim of the course is to build students' skills in research, argumentation, debate, and the presentation of information.

American Studies (AP US History)

This two-period course combines Honors American Literature with AP US History. By focusing on the social and political connections between the literature and the history, we integrate the two disciplines. Besides reading the major American writers, we read first-person accounts by Native Americans, African-Americans, and Europeans of first encounters, colonial times, and more recent history.

AP Government and Politics

Designed to give students an insight into the government and politics of the United States, this course will include both the study of general concepts and the analysis of specific examples. Topics examined will include the constitutional underpinnings of our government, its structures, the formation of public policy, and the development and practice of our party system.

Trimester Courses

Baseball: Story of America

This course will focus on how the sport of baseball has influenced American history and literature. In the process, students will see that the evolution of baseball has mirrored the growth of America itself, from the creation of the American identity to race relations and labor management. The first part of the course will focus on the history of baseball, from its origins up through the modern era. The second part revolves around the literature the sport has inspired, focusing on two themes: (1) baseball as a means for heroism, and (2) baseball as a source of redemption.

Civics for Democracy: Activism in Practice

As the world struggles with increasing environmental and socio-political issues, it is becoming more and more important for our students to have an understanding not just of American History, but how to apply that knowledge to make change. This course will take a look at important historical events such as civil rights and the labor and environmental movements, not through the roles that government and institutions played in them, but through the roles of individuals. We will analyze profiles of people who have acted for positive change, and we will practice starting that process ourselves.

Gender and Society

Students will read literature and social science articles that examine gender roles in our society. What are the messages that we are taught about masculinity and femininity? How have these messages been passed on through literature, institutions, and the media?

History Thesis

This class will provide students with the experience of researching and writing an extended paper. The topic chosen can be anything from history and should be a topic with which they are already familiar. Students will be supported through the process of choosing a topic, researching, development of a thesis, writing, and the final oral interview.

History of Race

This course will look at what began in the 17th century as an attempt to classify groups of people into smaller biological subspecies groups, and has become an overwhelming and volatile social construct. We will look at the factors that contributed the push toward defining the different races, and examine how this has led to segregation, bigotry, violence, and war. We will

see how the history of this country has shaped these issues differently than abroad. And finally, we will look at how race affects our own lives today.

Introduction to Criminal Justice

This course will be an examination of the criminal court system and its role within the criminal justice culture. Topics will include certain aspects of law, enforcement, diversion, due process, and corrections. There will be an exchange of personal observations, and curiosity-driven discussion will be encouraged in order to provide practical reality and texture in a framework of academic lecture.

Logic, Rhetoric, and Debate (Mock Trial)

This course will culminate with participation in the Bucks County Bar Association “Mock Trial” competition. In a mock trial, each team argues a legal case first for the plaintiff and then for the defendant based on documents provided by the Bar Association. In preparation for this interscholastic competition, students will learn and practice skills like argumentation, logic, rhetoric, and public speaking.

Media, Economics & Justice

This elective will explore the subtle and, sometimes, not so subtle ways that the economic system influences our lives as consumers, producers and citizens. In addition to traditional economic concepts (such as “scarcity”, “choice”, “efficiency” and “equilibrium”) some alternative theories will be analyzed. The role and influence of the media will be examined with “Justice” as the point of reference.

Modern Middle East

In this course we will better understand the politics and culture of the Middle East and North Africa in the 20th Century. We first will learn about the birth of the Islamic faith and the spread of Islamic empires in the Middle East and North Africa in the 7th and 8th centuries CE. After this, we move quickly forward in time and discuss European colonialism in this region. The remainder of the class will be spent examining the histories and cultures of modern Egypt, Palestine, Israel, Iran, and Iraq.

Principles of Criminal Practice and Law

This course is structured for the student who has successfully completed the “Introduction” course, possesses a developed interest and a fundamental understanding of the criminal justice process, and seeks to enhance his/her knowledge of methods, operations

and governing principles. Topics of study presented through lecture, text, hand-outs, and film include applicable constitutional amendments, statutory law, rules of criminal practice, court procedure, prosecution/defense strategies, and case studies.

Psychology I

This introductory course will cover the fundamentals of psychology, including a history of the study of psychology, a basic understanding of common terms, and an examination of selected psychologists and their schools of thought.

Psychology II

A continuation of Psychology I.

Visual Histories: Telling the Stories with Documentary Film

As technology becomes more advanced, the historical essay is being challenged by visual representations of events and issues. This course will look at the evolution of documentary filmmaking, and students will be asked to use those techniques to document an important piece of history in their own short film. We will cover the entire process of making a film from picking a meaningful topic to writing the content and from choosing and capturing footage to editing the final product.

■ ■ ■ VISUAL AND PERFORMING ARTS ■ ■ ■

Art should challenge the intellectual, creative, and expressive powers of each student. The Arts program teaches a variety of creative skills to develop self-esteem through the successful completion and exhibition or performance of works of art. Six Art credits are required for graduation. Studio Art, Chorus, and Theatre courses earn one credit each trimester. Art History courses earn two credits each trimester. Unless otherwise noted, courses can be repeated for credit.

Trimester Courses

ART

Introduction to Painting and Drawing

Students in this class do not need to have any drawing experience prior to taking the class. The instructor will assume that they may have no idea how to draw even a simple shape. The class will proceed slowly, with each skill being broken down into small parts. Students will draw basic lines and shapes; they will

learn how to draw combinations of objects; they will learn how to make them feel three dimensional. The second half of the class will introduce basic color mixing. The students will learn how to use brushes. Throughout the class, the students will work both from observation of real things and from their imagination. Students with an interest in illustration, cartooning, and fashion design will find a place for their favorite subjects. The class will work with pencil, charcoal, pastel, watercolor, gouache, tempera, and acrylic paint.

Advanced Painting and Drawing

This class is open to more experienced students of painting and drawing. The students will continue to refine basic drawing techniques, such as contour, positive and negative space, composition, and value while working with more complex subjects. They will work with tempera, watercolor, gouache, and acrylic paint on both subjects from life and from their imagination. The class will introduce oil painting. The students will work toward developing a more personal style and sense of creative expression. They will be expected to participate in group critique.

Artists Studio

This class meets once a week on Tuesday afternoons from 2:00 to 5:30 p.m. at the Carversville, PA studio of professional artists James Feehan and Susan Roseman. Transportation is provided. Working closely with the two artists, students are encouraged to try a variety of media, as well as develop a personal style. Enrollment is limited and priority is given to more advanced artists.

Life Drawing

This class meets on Monday from 7-9 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will

emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media.

Ceramics

Students in this introductory course will explore three basic hand-building techniques: pinching (as in pinch pots), coil building, and slab construction. With these three techniques, an artist can create any object that can be imagined. Each skill helps to develop muscle memory and an understanding of the properties of the clay. Timing plays a big part in ceramic work; consequently, students will learn how to plan and prepare for every project. If time allows, students will be introduced to the wheel at the end of the trimester.

Advanced Ceramics

Advanced students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin (or continue) throwing on the wheel. In addition, they will have the opportunity to work with different clay bodies (types of clay), and have their work fired in a wood-fired kiln and experience a Raku firing. Students are expected to participate in all aspects of the running of the Ceramic Studio.

Illuminated Books

Book arts are finding a renewed acceptance in the fine arts world, and in this course we will learn how to construct a hand made book. In addition, students will write a story or reinterpret an existing story, learn calligraphy, and learn the art of illumination. calligraphy is the art of the written word and until the advent of type and now computers, calligraphers were highly regarded. In China, calligraphy is considered the highest form of art. Illuminations are the elaborate decorative pictures found in medieval manuscripts, often embellishing the first letter of a chapter or paragraph, and as illustrations. They were made from lavish rare inks, and gold and silver leaf. At the end of this course, students will have transcribed a story in a calligraphic font of their choice and incorporated illuminations into each of the pages of a book they constructed themselves.

Printmaking

This course will introduce students to various methods of printmaking, such as linoleum and woodcuts, plastic and metal plate etching, collograph, silkscreen, and monoprints.

Sculpture

Students will have the opportunity to work in a variety of materials: wood, wire, plaster, clay, and found objects. Working with both additive and subtractive techniques, students will explore how objects change when one adjusts the positive and negative spaces. We will stretch our understanding of what “sculpture” is, and how we perceive an object.

Two-Dimensional Design: Principles of Design

Two-dimensional design is the process of visually creating things in two dimensions. We design in two dimensions when creating art work: painting, drawing, photography, animation, illustration, and cartooning. This class will cover the principles of design: unity/variety, grouping, rhythm/pattern, connection, contrast, balance, placement, proportion, and meaning. Students will be exposed to images of artwork that reinforce these concepts. They will be encouraged to develop their “sense” of how visual elements work in their world. They will also learn to develop a critical sensibility as well as to develop a greater sense of how what is around them gets created, from shopping malls to fine art.

Two-Dimensional Design and Aesthetics: Elements of Design

Two-Dimensional design is the process of visually creating things in two dimensions. We design in two dimensions when creating art work: painting, drawing, photography, animation, illustration, and cartooning. This class will cover the elements of two dimensional design, including line, shape, texture, direction, space, gravity, picture plane, volume, positive and negative shape, repetition, symmetry, asymmetry, value, and color theory. Students will work on projects that use multiple materials, painting, drawing, and collage for example. Students will be exposed to images of artwork that reinforce these concepts. They will be encouraged to develop their “sense” of how visual elements work in their world. They will learn to develop a critical sensibility as well as to develop a greater sense of how what is around them gets created, from shopping malls to fine art.

Photography I

Photo I is an introductory black & white photography class with emphasis on learning the mechanics of a manual exposure camera and the shooting, processing, and printing of black & white negative film. No prerequisite is required but students should own or have access to a manual exposure camera. One of the department’s cameras may be available on a limited basis in some circumstances.

Photography II

In Photo II the students continue using and refining the shooting, processing, and printing skills learned in Photo I with more emphasis on composition, the effects of aperture and shutter speed, and obtaining good tonal range in the final print.

Photography III

In photo III students are guided in identifying and elaborating on a particular area of interest or subject matter, the goal being to produce a cohesive series of prints by term’s end.

Studio Photography

This class meets on Wednesday from 7-9 PM, and students will explore various techniques and applications of Studio Photography. The course will include an introduction to lighting for Studio Portraiture and how to photograph 2 and 3 dimensional objet d’art (flat art, sculpture, still life, etc.) for the purpose of fine art, documentation, as well as putting together a portfolio for presentation to prospective colleges.

Advanced Photography

This course will meet on Wednesday evenings from 7-9 PM. Studio lighting techniques are explored, as are different types of black and white film (low to high speed, infrared, etc.). Based on individual interest, color photography is introduced with the production of digital inkjet prints using Adobe Photoshop.

Art History: Art of Africa, the Americas, and Pacific Cultures

We will be all over the globe in this course studying indigenous peoples and their art. In the first half of this course we will study the art of the Americas, then on to Africa, particularly the areas of West Africa and the Great Zimbabwe region, and finally the Pacific cultures, all prior to the arrival of the Europeans. The second half of the course will address those same cultures after the arrival of the Europeans and examine how each area reacts to the influence of European art.

Art History: Gothic, Renaissance, and Baroque

Many students will be familiar with this Art History course because many of the great masters of European art are household names. Gothic is a period of enormous change, as conflicts between secular and spiritual authority appear. As we enter the Renaissance period in Europe, new ideas and concerns affect the arts. Humanism appears as a driving influence of the Renaissance, as the Renaissance develops simultaneously in several places over Europe. The Reformation alters Europe physically and religiously. By the end of the Renaissance, Europe is divided into religious camps, which exist to this day. As with many styles, the reaction to the stout Baroque is the highly decorative Rococo.

Art History: 18th, 19th, 20th Century

If you thought things changed fast during the Renaissance, the pace for change accelerates exponentially as we enter the 18th, 19th and 20th Centuries. We have the developments of modern science and industrialization. America fully assumes a role in the art world. Artists are looking forward and looking back, there are movements and counter movements: it is a tremendously exciting time. Although this class covers much material, students will feel very comfortable as most of the art will be very familiar.

THEATER

Acting

This introductory course will focus on basic acting techniques and working in different performance spaces through scene and monologue study. Class time largely will be dedicated to rehearsing and performing these scenes and monologues for the entire class.

Lighting Design

This course will explore all aspects of lighting in relation to theatre performance. We will study color theory and the use of filters as well as types of and mechanisms of stage lights. The students will become members of a crew and learn how to use the control systems, electrical requirements and be responsible to fit the lighting to the event

Theater Construction and Rigging Conventions

This course concentrates on the shape, architecture, and sightlines of theater spaces throughout history, and their suitability for various types of productions. Standard and historic production methods and mechanisms will be studied for how scenery is moved on and over the stage. Present day rigging and tracking

methods with standard components for conventional theaters, and also arenas, will be covered, as will basic strength of materials and safety aspects.

Theater Equipment: How Things Work

This course focuses on the workings, both actual and theoretical, of the electrical and mechanical equipment used in theatrical productions. Approaching the material primarily from a scientific perspective, topics may include: TV projection, air conditioning, electronic mechanisms of lighting dimmers, rigging systems and materials, building code aspects, paint types and applications, cement and plasters, fabrics and fire proofing, plastics and shaping methods, machine tools, wood construction, and hardware.

Theater History: Major 20th Century Playwrights

This course will examine the major 20th Century playwrights of the American and British theater. We will survey some of the century's most important plays as well as the major cultural, political, and historical issues that influenced and shaped the 20th Century Theater.

MUSIC

American Music History

This course will examine the American "genres" and explore their histories. It will require two short research papers, a final project/oral presentation, and listening to lots of great music.

Chorus

Chorus is a performance class utilizing group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing coordination, and rhythmic skills. The works will be prepared for performance at recitals and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including music theory, listenings, and history.

Classical Music

This course will explore Classical music as a modern medium and also in an historical European context. Students will develop a keener sense to distinguish classical music in its many different forms and contexts.

Instrumental Ensemble

This course will provide students who already read music and have a firm grasp of their instrument (violin, viola, cello, string bass, flute, or piano) with an opportunity to play with other musicians. Students will meet at least three times a week either with the combined strings/flute

ensemble or with a smaller group to practice duets and trios. Students will be expected to stretch themselves musically, and to develop sight-reading and ear training. Although we welcome students of varying ability levels, this course is not set up to provide instruction in any particular instrument, nor is it meant to take the place of private lessons.

Jazz and Blues Improvisation

This class offers a hands-on approach to the playing of jazz and blues music. Scales and rhythms are emphasized early in the course, and then we focus on the style and study of transcriptions of well-known works by soloists in the jazz and blues traditions. Students will perform in live concerts. Students taking this course should possess a supportive and encouraging attitude, willingness to experiment with spontaneous music, and at least a fair to moderate ability to read music and play an instrument.

Music Theory: That Universal Language

Drawing examples from Jazz, Classical, Folk, Rock, etc., this course will examine and explore the components that make up music (like rhythm, harmony, and instrumentation). The goal is for students to develop a deeper understanding of music as through the eyes of a trained musician.

Private Music Lessons

As a service to students, the music department has arranged for outside music teachers to come to Solebury School to provide private lessons to students. These lessons are at the students' expense and are scheduled during the students' free periods and after school. At the moment, we offer lessons in guitar, bass guitar, string bass, saxophone, and drums. We can also provide names of music teachers.

COMPUTER

The goal of the Computer Department is to develop computer literacy and skills that include basic research and information management, word processing, and the use of databases and spreadsheets. More advanced work includes programming and web design.

All students entering Solebury before their junior year are required to take Computer I.

Full-Year Courses

Visual Basic Computer Programming

This is a course in programming skills through the use of the computer language called Visual Basic. Students will learn how to build applications in a graphical

environment. Students will write code with step-by-step instructions and full-color screens showing the results of each step. Students will learn how to take external data and write applications that work with Access Database.

Trimester Courses

Computer I

Topics include introductory concepts and the techniques of using Word (word processing), Excel (spreadsheets), Access (database), Power Point (presentation graphics), Outlook (desktop information management), email, and the internet. This course will teach students to use these tools through an exercise-oriented approach.

Advanced Computer Design

In this course, students will learn the exciting world of computer graphical and webpage design! Through the use of programs like Photoshop 7, Macromedia Dreamweaver, and Macromedia Flash, students will learn the elements of computer design as well as how to design their own webpage and create the accompanying graphics using the tools today's professionals use. This course is open to all those interested in computer design, though a basic understanding of computer programs is recommended. Returning students will further their education of computer design by going deeper into the functions of Photoshop, Dreamweaver and Flash.

ENGLISH AS A SECOND LANGUAGE

Solebury offers two different ESL programs: a full-year program which runs from early September to early June, and a six-week summer program from mid-July to the end of August. Each program focuses on the intensive study of English in classes of about 6-8 students. It is expected that ESL students have already begun the study of English in their home countries. Proficiency testing in the form of a SLEP test or the TOEFL is required in assessing a student's ability and placement in any of the levels.

A limited number of places are available for international students who wish to master English. It is expected that ESL students have begun a study of English in their home countries. Beginning ESL students are assigned to ESL Basic Skills, ESL Communication Skills, ESL Geography, and ESL Introduction to Physical Science. Beginning students also earn credits in regular courses (not specially designed for ESL students) usually in mathematics and the arts.

Second year students, usually at the intermediate level, take ESL Reading, ESL Writing, and ESL World History.

In addition, they are advised to continue in mathematics and, if possible, take Chemistry. In their spring trimester, second year students are required to begin ESL Advanced English Skills and TOEFL Preparation, which continues through the winter trimester of the following year.

Third year or advanced ESL students take ESL US History, Advanced Literature I and II, ESL Advanced English Skills and TOEFL Preparation, Biology (a diploma requirement), and Health, if they entered Solebury before eleventh grade.

For their fourth year, it is expected that ESL students will have exited the program and spend their senior year entirely in the regular college preparatory program, demonstrating to American colleges that they are ready to compete equally with native speakers. Because of our small class size and extra support from ESL staff, the ESL program requires an additional fee.

■ ■ ■ **LEARNING SKILLS PROGRAM** ■ ■ ■

Learning Skills is a special program for bright students with diagnosed learning differences. It is ideally suited for students who require specialized instruction to assist them in unlocking their potential. In a school environment which encourages independent, mature behavior, this program offers the structure some students need.

Highly trained instructors tailor each student's program to his or her individual needs. Classes use a variety of techniques, including multisensory Orton and Wilson models, to teach phonological processing. Students work on organization, study skills, and oral communication. The result is that all can expect to improve their reading, writing and language-related skills.

Learning Skills employs state-of-the-art technology. Kurzweil 3000 Scan/Read software is used to help students meet the reading requirements of the college preparatory academic program. Other software, such as Inspiration and Dragon Naturally Speaking (voice recognition), is also available for the Learning Skills student in need of organization assistance or an alternate means of written communication production.

Students in this program take the same college-preparatory classes in mathematics, science, history, and the arts as everyone else (a waiver of the foreign language requirement is offered), but take their English class one-on-one with a learning skills teacher. Students spend at least one additional period per day in the Learning Skills building. An on-site learning skills evaluation is required and supplements testing by a licensed psychologist from outside the school. Enrollment in this program is limited to 23, and there is an additional fee. Please call the admission office for further information.

Sports & Activities Program

Sports and activities are an integral part of the upper school day. We offer a wide range of choice and the opportunity for both individual and group experiences, as well as for the development of lifelong skills and interests. All students are required to participate in a supervised afternoon team sport or activity from 3:30 p.m. to 5:00-5:30 p.m., Monday, Wednesday and Thursday during the three trimesters each year. Participation in a physical activity is required during at least two of the three trimesters. Team sports meet 5 days a week and may require additional time for practice and games. Students select from a list of choices each term. Unless other wide noted, sports and activities are coed. Programs may be added or canceled according to student interest and availability of staff and facilities. Solebury belongs to the Penn-Jersey Athletic Conference. (Please see website for full descriptions of sports & activities.)

Competitive Sports

Baseball	Boys' Soccer
Boys' Basketball	Girls Soccer
Girls Basketball	Softball
Cross Country	Tennis
Field Hockey	Track and Field
Girls' Lacrosse	Wrestling
Boys' Lacrosse	

Activities

Biking	Rock Climbing
Horseback Riding	Ski club
Literary Magazine - <i>SLAM</i>	Theatre Performance and Theater Tech
Middle School Physical Education	Video club
Newspaper - <i>The Scribe</i>	Walking Club
Outdoor Club	Weight Training
Recreational Golf	Yearbook - <i>Enthymion</i>
Recreational Tennis	Yoga

Clubs and Organizations

Each year, depending on the student interest, there are clubs and organizations in which students can become involved. These include:

Amnesty International	Video club
AID's Awareness Group	SEAC - Solebury
Conversation partners	Environmental
Diversity Club	Action Core
Girl Power	Spanish Honor
Latino Club	Society
Peer leaders	Spectrum
Student council	Theatre tech club

2007-2008 Faculty & Staff

Solebury's faculty includes 50 full-and part-time faculty and administrators. Of these over half live on the campus in dormitories and faculty housing. Twenty-two hold advanced degrees. Most of the administrators have over 20 years of experience in independent school education. The faculty are both teachers and mentors to our students. All faculty teach one or more academic subjects, coach a sport or activity, act as advisor for a small number of students, and do evening and weekend duty on the campus, and serve on academic or community committees.

John D. Brown '67

B.A. Beloit College '71
M.S. Bank Street College '84
Head of School
Social Studies

Steve Ackerman

Head of Food Service

John Peter Aipel

Maintenance

Robin Aipel

Maintenance

Peter Ammirati '82

B.A., Trinity College '86
M.A., University of Wyoming '94
English, Social Studies
Girls Soccer, Newspaper

Suzanne Belmont

B.A., Hamilton College '07
Math
Dorm Parent, Girls Lacrosse
Middle School Activity

Steve Benoit

B.A., Pennsylvania State University '90
M.A., University of Texas '94
Head of Foreign Language Department
Chair, Academic Committee
Co-Coordinator, Community Service Program
French

Beverly Berkeley

B.A., Rutgers University '81
Director of Public Relations

Tyler Blair

Delaware Valley College
Wrestling Coach

Erika Bonner

B.A., Beloit College '87
Head of Art Department
Ceramics, Yearbook

Linda Brown

B.A., Beloit College '71
Director of Advancement

Steve Buteux

B.A., Hamilton College '90
Director of Studies
Social Studies

Charles Cameron

B.S., West Chester College '73
M.A., West Chester College '78
Math, Science
Dorm Parent, A.P. Coordinator
Weight Training, Outdoor Club

Cleve Christie

Coach, Boys Basketball

Bill Christy

B.A., Gettysburg College '93
Assistant Dean of Students
Spanish, Computers, Cross Country

Les Clifford

B.A., Bowdoin College '74
M.A., University of Harford '91
Math
Boys Soccer, Girls Basketball

Liz Clifford

B.A., Bowdoin College '74
M.A., Middlebury College '83
English
Student Newspaper

William Collier

A.B., Harvard University '75
B.S., University of Vermont '89
Head of Science Department
Science, Yearbook

Diane Dauer

B.S., University of Wisconsin at LaCrosse '86
M.S., Texas Woman's University '88
Learning Skills
Field Hockey, Girls Basketball,
Community Council

Denise DiFiglia

B.S., Gwynedd Mercy College '89
Director of Admission and Financial Aid
Dorm Parent

Carmen DiFoggio

Chef

Diane Downs

B.A., Rutgers University '77
English
Literary Magazine, Theatre

Thomas Duboski Jr.

B.A., Alliance College
Social Studies

Scott Eckstein

B.A., University of Pennsylvania '93
Director of Middle School
Director of Summer Day Camp
English, Social Studies, Softball

Rachel Eichem

B.A., Pennsylvania State University '97
Parent Relations and Auction Coordinator

Robert Eichem

B.A., DePaul University '98
M.A., Temple University '01
English, Social Studies
Boys' Basketball, Baseball
Co-Director, Summer ESL Program

Hanna Elliot

B.A., Wooster College '94
M.A., Temple University '00
Head of English Department
English
Director of Community Service

William Falabella

B.A., Thomas Edison College '87
Wilkes University
Academic Technology Director
Math, Computers, Video Club

Gretchen Faras

B.S., Muhlenberg College
Science, Walking Club, Boys Soccer

Emma Ferguson

B.A., Bard College '03
 M.A., New York University '06
Spanish, Dance

Jack Finn

Director of Buildings and Grounds

Patti Finn

A.S., Bucks County Community College '93
 Assistant Business Manager

Sarah S. Foulkrod

B.A., University of Kentucky '71
 M.L.S., University of Pittsburgh '72
 Librarian

David France

B.A., Moravian College '74
 M.A., University of Denver '77
 Director of College Counseling
 Director of Theatre

Susan France

B.A., York College
 Librarian Assistant
Theatre

Kirby Fredendall

B.A., Duke University '88
 M.S., Beaver College '92
Art

Jonathan Freer

B.S., SUNY Cortland '91
 M.A., SUNY Cortland '96
Math, Science
Dorm Parent, Rock Climbing, Golf, Girls Softball

Staci Freer

B.S. University of Texas '04
Girls Soccer Coach

Charles Gale '03

Delaware Valley College
 Network Administrator

Jason Gordon

B.A., Yale University '95
 Social Studies
Dorm Parent, Tae Kwon Do, Track
 Co-Director Senior Projects

Douglas E. Haigh '67

B.A. Tufts University '73
 M.B.A. Boston University '75
 Director of Finance

Alix Cole Hansen '51

A.S., Drexel University '54
 Administrative Assistant

Lisa Hazel

Receptionist

Lyle Hazel '85

B.A., Guilford College '89
 Director of Athletics
 Director of Activities and Work Program
Health, Middle School Physical Education
Baseball, Basketball, Girls Soccer

Carol Hey

B.S.N., Trenton State College '73
 C.P.N.P., Rutgers University '76
 School Nurse

Bert Johnson

B.A., Temple University '73
 Assistant Director of Admission

Scott Johnson

Maintenance

Joe Kienzle

Chef

Chris Langhart

Theater

Renee LaPorte

B.S., University of Phoenix '05
 Assistant Director of Development
Girls Basketball

Gregory Lipscomb

B.A., Shenandoah Conservatory of Music '90
 M.A., Peabody Institute of Music '95
Music

Pam Lyons

B.S., California State University '79
 Administrative Assistant –
 Development Office

Ben Marlow

B.S., Pennsylvania State University '07
 Maintenance

Richard McLaughlin

B.A. Beaver College '86
 M.Ed. Temple University '96
Learning Skills
Environmental Club

Robert McHugh

B.F.A., Academy of Art '93
Photography

Matt Mehler

B.A., Temple University '88
Tennis

Britta Milks

B.A., Pennsylvania State University '97
 M.S., Holy Family University '06
 Head of Math Department
Math, Academic Tutoring Program
Instructional Tennis

Annette Miller

B.S., Delaware Valley College '81
 Dean of Students
Field Hockey, Student Government, Theatre, Peer Tutoring Program

Irv Miller

B.S., East Stroudsburg State University '82
Weight Training

Cariann Nelson

B.A., Augustana College '95
 M.S., Northeastern University
Science, Middle School Activity

Christine Niederberger

B.A., St. Lawrence University '07
French, Spanish, ESL
Lacrosse, Rock Climbing

Peter S. Pearson

B.A. Ursinus College '69
 M.S. College of New Jersey '99
 Development Officer

Janice Poinsett

Mercer County Community College
 Associate Director of Admission

Anthony Porter

Dining Hall

Tom Rondeau

B.A., Windham College '79
 Ed.M., Temple University '80
 Director of Learning Skills Program
Learning Skills, Track

Jim Rowland

B.A., Muhlenberg College '85
Music

Phyllis Rubin-Arnold

B.M., Boston Conservatory of
Music '80
M.Ed., Arcadia University '06
Learning Skills, Music

Paul Vincent Scutt

B.A., Lancaster University '78
Math
Outdoor Program, Rock Climbing

Dell Sherk

B.A., West Virginia University '69
Learning Skills
Student Bank, Bookstore

Christina Sinclair

B.A., Hamilton College '00
M.A. Boston Language Institute '01
Co-coordinator Summer ESL Program

Martin Smith

B.A., University of Kent at
Canterbury '78
M.S., University of London '99
Head of Social Studies Department
Social Studies, Weight Training
Co-Director Senior Projects

Diane Sugden

B.A., University of Delaware '79
Administrative Assistant

Geoff Tilden

A.B., Trinity College '67
Assistant Head of School
Head of Math Department
Math

Matt Verber

B.A., Dickenson College '05
English as a Second Language, Spanish
Dorm Parent

Cinnie Wappel

B.S., Monmouth College '68
Director of English as a Second
Language Program
English as a Second Language

Jodi Woods

B.A., Franklin & Marshall College '95
M.S., Gwynedd Mercy College '00
Spanish
Cross Country

Board of Trustees

CHARLES J. ABBE '59,
Chairman

THOMAS MCC. HUNT '74
Vice Chairman

DAN COHEN '63
Treasurer

DIANE CARUGATI
Secretary

WILLIAM D. BERKELEY '49

JOHN R. CHAMBERS '92

CHRISTOPHER B. CHANDOR JR. '86

DAVID CHRISTIANSEN, M.D.

LOUIS CYKTOR

JONATHAN DOWNS '71

BARBARA HILLIER

MARY BETH KINEKE

MARGARET KORNBLUM

JOHN H. PETITO

HERMANN PLATT '54

GREGG RACKIN

TODD E. ROBINSON '91

PAMELA CRILLEY ROSS, D.O.

ALAN SHERIFF

MICHAEL A. SIENKIEWICZ '56

THOMAS S. STEVENSON, JR. '65

KARL WELSH

NAVARROW WRIGHT '88

Head of School

JOHN D. BROWN '67

Honorary Trustees

CHRISTOPHER B. CHANDOR '60

ALAN DONLEY '55

BETSY B. MEREDITH '54

RICHARD MOSS '48

ERIC SHAW '55

JEAN SHAW '53

CAROL VAN DUYN '52

ADMISSION PROCEDURE

Admission decisions are based on the candidate's potential for academic success at Solebury as well as contributions to the school community.

Admission to Solebury School is open to all qualified candidates without regard to race, color, national origin, religion, sex, or handicap.

Students applying for September admission are required to:

- 1) **Take the Secondary School Admission Test (SSAT)**, administered by the SSAT Board in November, December or January and have the results forwarded to Solebury. The Solebury School code number for these tests is 7390. To register, please see their website: www.ssat.org
- 2) **Fill out and return all application materials from Solebury.** To be submitted by candidate: application & fee, personal statements, preliminary health report. To be submitted by others: Current transcript with courses, grades and standardized test scores, SSAT, school reports from the School Administrator or Guidance Counselor, English teacher, math teacher, and optional teacher or adult who knows you best.
- 3) **Schedule an interview and a visit to Solebury.** (International students who have completed the admission process should schedule a phone interview with the ESL Program Director when their file is complete.)

If applying to one of our special programs:

- 4) **Students applying to the Learning Skills Program** do not take the SSAT but need to send a copy of a comprehensive psycho-educational evaluation completed within the last two years. The evaluation should assess the student in the following areas: intellectual ability; information processing and learning styles, including visual, auditory, motor, memory, language, and attention levels; academic achievement, including reading decoding and comprehension, written expression, writing mechanics, and math computation; social and emotional adjustment. After this psycho-educational



evaluation is reviewed by the Director of the L.S. Program an Admission officer will call the family to arrange a date for a personal student evaluation with the Director of the L.S. Program. There is a \$150 fee for this evaluation, review and receipt of the written report.

- 5) **International students** do not have to take the SSAT (Secondary School Admission Test), but are required to submit the results of a SLEP (Secondary Level English Proficiency) test and TOEFL (Test of English as a Foreign Language). Students will also be tested for English ability upon arrival for class placement.

Candidates should send their complete application materials to Solebury by January 15 for day students and February 1 for boarding students. Applicants will be notified of our admission decision the week of March 10. After March, decisions are based on availability.

WRITE:

Director of Admission
Solebury School
6832 Phillips Mill Road
New Hope, PA 18938-9682

215.862.5261

FAX: 215.862.3366

E-MAIL: admissions@solebury.org

TUITION & FEES

2007-2008 Annual Tuition

Boarding Students (9-12 & PG).....	\$35,500
Day Students (9-12).....	\$23,650
Day Students (7&8).....	\$21,350
Application Fee (US)	\$50

Additional Fees

Learning Skills Program

Yearly Program Fee	\$9,450
L.S. Evaluation Fee.....	\$150

English As A Second Language

Yearly Program	\$8,950
SLEP Test Fee	\$100
Application Fee (International).....	\$100

2007 ESL Summer Program

Program & Trip Fee.....	\$7,350
Application Fee.....	\$100

FINANCIAL AID

Joining the Solebury School community requires a significant financial investment. The primary responsibility for financing a student's independent school education rests with his or her extended family first. Because Solebury School is committed to making the excellence of our program available to a diverse group of students regardless of family financial circumstances, grants are awarded based upon demonstrated financial need. Priority is given to returning students, children of alumni, academically successful students, and students who exhibit exceptional ability in some area of development.

Parents who wish to apply for aid must complete and submit the Parent's Financial Statement to the School Scholarship Service. Also, parents must send a copy of this completed Parent Financial Statement (PFS) and a copy of the most recent 1040 tax form and schedules to Solebury School at the same time. In case of divorced or separated parents, it is our policy to require the PFS and 1040 form from both natural parents. All forms are available through the Admission Office at Solebury. Financial Aid is limited. Deadline for financial aid application: February 1.

Trustees Merit Scholarship Awards

These awards will be based on the candidate's demonstrated academic achievement, leadership, and

service. Each candidate will be evaluated at his or her grade level. The scholarships will be renewed on a yearly basis throughout the student's career at Solebury, contingent upon the recipient's good standing.

Day Scholarship

New day students may apply for two merit-based Trustees' Scholarship Awards of \$10,000: one for students entering Middle School in 7th or 8th grade, and one for students entering the Upper School in 9th grade. The winners of the awards will be announced in March of each year. Students must register and apply for admission, complete the standard admission process by January 15, and be accepted prior to the date of the essay and math examination on February 23, 2008.

Boarding Scholarship

New boarding students entering Solebury's 9th or 10th grade may apply for a merit-based Trustees' Scholarship Award. One merit-based scholarship of \$9,000 will be awarded to a new boarding student in March of each year. This is available only to residents of the United States. Students must register and apply for admission, complete the standard admission process, sit for the SSAT in November or December and have scores forwarded directly to Solebury by Feb. 1, and complete an additional essay by February 18, 2008.

TRANSPORTATION

Day Students

The following school districts in Pennsylvania offer transportation for Solebury School day students: Central Bucks – East, West, and South; Council Rock; New Hope-Solebury; Palisades and Pennridge. Private transportation is offered for the New Jersey areas of Trenton, Pennington, Princeton, and in the Pennsylvania area of Yardley for an additional fee. (Depending on interest transportation may be offered to the Flemington, Ringoes, Pittstown, Frenchtown areas.)

Boarding Students

Solebury School offers weekend transportation to the Trenton Train Station on Fridays and Sundays. Services are also provided upon request to the Philadelphia Airport and the Newark Airport for scheduled school breaks. There is an additional fee for these train and airport services.

2007-2008 Solebury School Calendar and Admission Dates to Remember

(please see website for complete calendar)

SEPTEMBER '07

4-5	Tue-Wed	Registration for New and Returning Students
6	Thu	First Day of Classes Start at 8:00 a.m.
7-9	Fri-Sun	Closed Weekend for Boarding Students
17	Mon	All School Outing
19	Wed	New Parent Welcome Dinner at Headmaster's House at 6:30 p.m.

OCTOBER '07

6	Sat	SAT
7	Sun	Admissions OPEN HOUSE 2:00-4:00 p.m.
12	Fri	PARENTS DAY 8:00 a.m.-Noon, School & Dormitory closed
12-16	Fri-Tue	School Closed. Boarders return Tuesday at 6:00 p.m.
17	Wed	Classes Resume 8:00 a.m.
20	Sat	PSAT for All Juniors and Sophomores at 8:00 a.m.

NOVEMBER '07

1-3	Thu-Sat	Fall Drama Productions at 8:00 p.m.
3	Sat	SAT
4	Sun	Admissions OPEN HOUSE 2:00-4:00 p.m.
8	Thu	Fall Student Musical Concert at 7:00 p.m.
14-16	Wed-Fri	Fall Trimester Exams, School Closes for Thanksgiving at 3:30 p.m. on Friday
17-24	Sat-Sat	Thanksgiving Vacation
25	Sun	Boarders Return Between 6 p.m. and 9 p.m.
26	Mon	Second Trimester Begins, Classes Resume 8:00 a.m.

DECEMBER '07

1	Sat	SAT
13	Thu	Holiday Dessert and Music Ensemble and Chorus 7:00 p.m.
19	Wed	School Closes at 12:55 p.m., Winter Vacation!
12/20-1/5		Winter Vacation

JANUARY 2008

6	Sun	Boarders Return between 6 p.m. and 9 p.m.
7	Mon	Classes Resume 8:00 a.m.
8	Tue	Young Alumni Day
21	Mon	Martin Luther King, Jr. Day, School Closed, but dorms remain open
26	Sat	SAT



FEBRUARY '08

8–12	Fri–Tue	Mid-Winter Break Begins at 3:30 p.m., School & Dormitory Closed
13	Wed	Classes Resume 8:00 a.m.
21–24	Thu–Sun	Winter Musical 8:00 p.m. Thur, Fri & Sat, Sunday Matinee at 2:00 p.m.
23	Sat	Trustees Scholarship Exam 10:00 a.m.
27	Wed	Winter Student Musical Concert 7:00 p.m.

MARCH '08

5–7	Wed–Fri	Second Trimester Exams, School Closes on Friday at 3:30 p.m. for Spring Vacation
8–24		Spring Break
24	Mon	Boarders Return between 6 p.m. and 9 p.m.
25	Tue	Third Trimester Begins, Classes Resume 8:00 a.m.

APRIL '08

18–25	Fri–Fri	ARTS FESTIVAL
25	Fri	Parents Day 8:00 a.m.–Noon, No Classes, PROM at 7:00 p.m.–11:30 p.m.

MAY '08

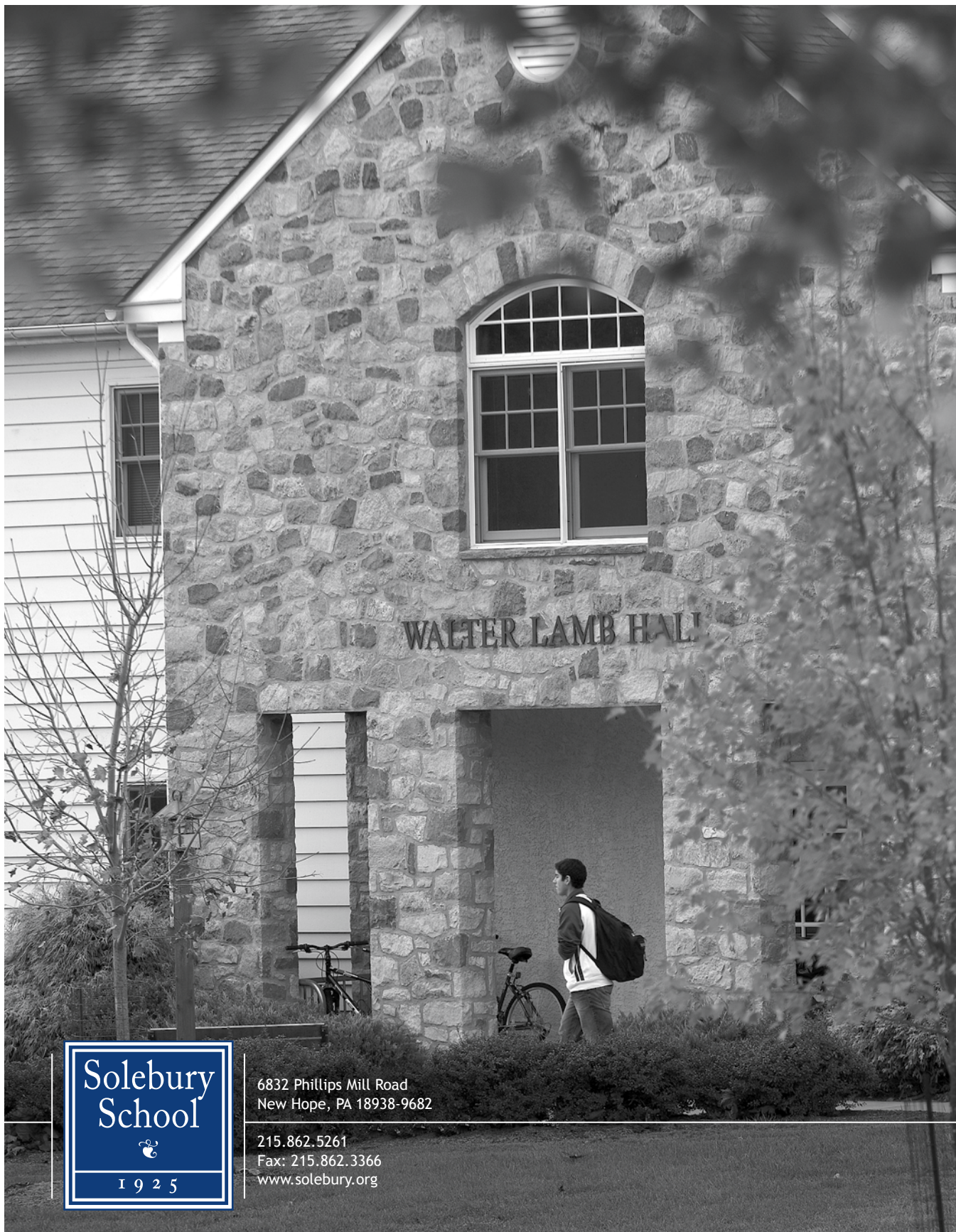
3	Sat	SAT, Annual Dinner Auction and Alumni Day
8–10	Thu–Sat	Spring Drama Production at 8:00 p.m.
12	Mon	Senior Projects Begin
22–23	Thu–Fri	Middle School Play at 7:00 p.m. on Thursday, 12:55 p.m. on Friday
23	Fri	Memorial Day Weekend Begins, School and Dorm close at 3:30 p.m.
24–26	Sat–Mon	School Closed, Boarders return between 6 p.m. and 9 p.m.
27	Tue	Classes Resume 8:00 a.m.
29	Thu	Spring Student Musical Concert 7:00 p.m.

JUNE '08

2	Mon	Prize Day
2–4	Mon–Wed	Senior Project Presentations: 7:00 p.m.–9:00 p.m.
3–5	Tue–Thu	Spring Trimester and Final Exams
5	Thu	Middle School Graduation and Dessert at Headmaster's House at 7:00 p.m.
6	Fri	Senior Dinner at Headmaster's House at 6:00 p.m.
7	Sat	SAT
7	Sat	Graduation

The school day begins at 8:00 a.m. for DAY STUDENTS and continues until the last scheduled commitment, which can be as late as 5:30 p.m.





Solebury
School



1925

6832 Phillips Mill Road
New Hope, PA 18938-9682

215.862.5261
Fax: 215.862.3366
www.solebury.org