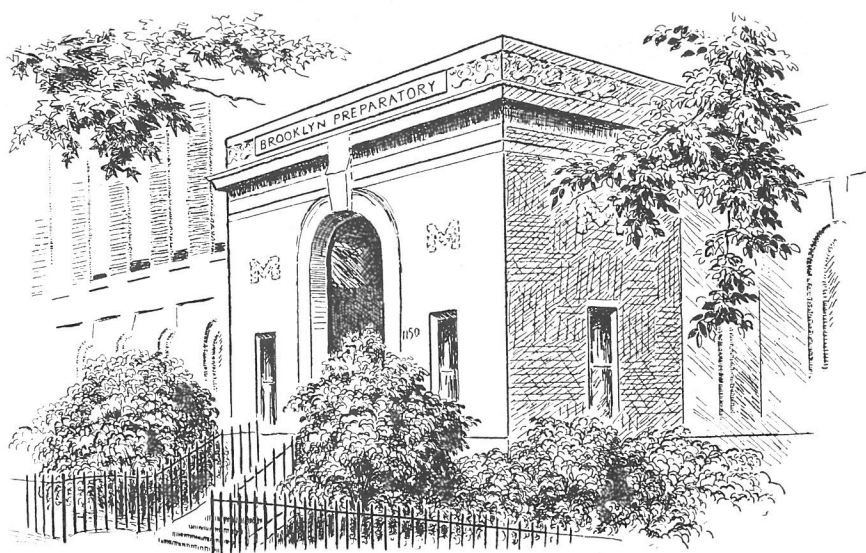


BROOKLYN PREPARATORY



THE JESUIT HIGH SCHOOL
IN BROOKLYN

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1967

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Mr. Raymond J. Sullivan, M.A. (New York University)	English
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Mr. Arthur J. Weyhrauch, S.J.	Social Studies, Music
Mr. Charles F. Winans, M.A. (Columbia)	Art Appreciation
	English, History
Mr. Richard A. Winchurch, A.B.	Biology, Driver Education

*Twenty or more years of devoted service on the Prep faculty.

Purpose of Brooklyn Preparatory School

I. *It is the hope and expectation of the faculty that the young man who graduates from Brooklyn Prep will be on his way to becoming a creative Christian in the growing, developing world of the future.*

II. *It is hoped and expected that he will understand that the future is still to be made, that it is his task in accordance with his own personality and vocation and with God's grace to help make that future.*

III. *He will believe that the creation under God of his own future and the future of man is to be achieved in and through and with Christ; that he will achieve his own selfhood and manhood in putting on Christ. He will also know that Christianity itself, that is, the future of Christ through His Church in the world is still to be achieved.*

IV. *He will be convinced that in order to act creatively he must continue to develop all his human capacities of body and soul, with his specifically human powers of imagination, emotion, intellect and will.*

V. *He will see his life, finally, to have full meaning only in the context of personal growth for the good of God's people.*

General Information

The “*Ratio Studiorum*,” the Jesuit plan of studies, is the source of the major part of the curriculum and of the methods and techniques used by the teachers. The Jesuit system of education recognizes a hierarchy of values in subject matter. Certain subjects have greater intrinsic value than others in contributing to the formation of the student. Regarded as most valuable are the languages, mathematics, and the sciences. The progressive mastery of these subjects constantly challenges the developing capacities of the adolescent student. The integrating element in this educational process is the formal study and practice of the Catholic religion.

System of Education

The traditional Jesuit program is a college entrance program. Within the scope of this program there are at present two courses, substantially alike, but each with special features.

Program of Studies

1. College Preparatory (Standard) includes the following units: four of English, four of Latin, three of mathematics, three of social studies, three of modern foreign language, two or more of science and two of Religion. In addition students are required to take the following subjects: public speaking, physical education, health, and library science. Electives are allowed in Art, Greek, mathematics and social studies.

N.B. In place of Latin III and IV, Classical Literature in Translation and Sociology may be substituted if the Headmaster so decides.

2. The Honors Program offers the academically highly gifted student an opportunity to complete the regular high school courses in English, Latin, and Mathematics in three years. During his fourth year he follows the Advanced Placement Course of studies as prescribed by the College Entrance Examination Board. He is thus enabled to obtain college credit in three subjects upon satisfactory achievement in the Advanced Placement Examinations.

Christian education purposes to prepare the pupil not only to assume his position as a loyal and effective citizen of his community, but also to make him aware of his dignity and his responsibilities as a future citizen of the Kingdom of Heaven. The ideal proposed to him is the flawless personality of Jesus Christ. The reproduction of that divine personality is the objective of the moral program.

**Moral
Program**

An essential part of any educational system is the personal guidance of the students. The directors of the guidance program in our school are the four Student Counselors, Jesuit priests. Throughout the day they are available to students for conferences. They offer understanding counsel to students in a variety of problems. They guide the student in the development of his character and personality. They provide information about the various vocations and professions so that the student may intelligently prepare for his life career.

**Guidance
Program**

The Student Counselors receive conscientious support from other members of the staff. In this respect, the guidance program profits from two favorable conditions: first, the organization of instruction on the home-room teacher rather than the subject-teacher system, with the home-room teacher assuming particular responsibility for the general progress of the individual pupils in his class; and second, the friendly and highly personalized relationship which exists between members of the faculty and the students.

A carefully planned program of physical activities, designed to suit the needs and abilities of our students, plays an important part in our system of education. A faculty member supervises each of these enterprises. Classes are conducted in calisthenics and sports for all students twice each week. All students are taught the fundamentals of the popular sports and are encouraged to develop those desirable traits and skills which have a special carry-over value for later life. One large playground, a cinder track, gymnasium, swimming pool and basketball courts provide a suitable and enjoyable means of exercise for every student.

**Physical
Education
Program**

Since every boy should engage in some competitive sport, the intramural athletic program receives special emphasis. Throughout the year, homerooms compete with each other in football, basketball, volleyball, wrestling and softball. Ample opportunity is provided each boy to participate in some sport. The interscholastic athletic program includes football, basketball, baseball, track, swimming, tennis and golf.

To complement the curriculum and other phases of the students' educational formation, a wide selection of extracurricular activities is available, each of which has its own special purpose and function in the harmonious development of the human personality. The initiative for all these activities is student-centered, but each organization is moderated by a member of the faculty who is present at all meetings in the capacity of an advisor. Every student is encouraged to participate in at least one extra-class activity.

Discipline and Regulations

The members of the Faculty realize that they are the delegates of the parents undertaking those phases of education more effectively accomplished in school than at home.

Parental Cooperation The school aims to exercise over its students, while they are on school premises the same careful supervision which dutiful parents are expected to observe. It is presumed that parents realize that they are delegating part of their authority to the teachers when they send their children to school. The school expects cooperation from the parents just as the school tries to cooperate with the parents. Parents and guardians are expected to be familiar with the routine of the school and its regulations and to assist wholeheartedly in their fulfillment.

School regulations are intended to secure orderly and energetic pursuit of studies, to develop and strengthen character, and to promote gentlemanly behavior. Refinement of manners, habits of obedience and order, neatness in person and dress, and punctuality are required at all times.

School Discipline

Continued neglect of school work, continued disobedience or insubordination on the part of a student, reflecting thereby a marked unwillingness to meet the requirements of the school authorities or of his teachers concerning his conduct or his class work, will be considered grounds for dismissal. *No student whose conduct at any time reflects unfavorably on the reputation of the school or who is detrimental to the common good will be allowed to remain. In these cases the school authorities regard themselves as the more capable judges of what affects the best interests of the institution and of the student body.*

Since discipline in this school is somewhat demanding and rigorous, parents are urged to register their sons here only with the understanding that they will cooperate with the school authorities in the implementation of all regulations. Unless the parents are in sympathy with school policy and ally themselves with the school authorities, the program of character formation through discipline cannot succeed.

All students are required to report on the opening day and are under obligation to be present at all their scheduled classes throughout the year. If for any reason beyond his control the student is compelled to be absent from class, he must observe the following regulations. Upon his return to school he must report at the Office of the Prefect of Discipline and present a note signed by his parent explaining the absence.

Attendance and Punctuality

Except for emergencies, students will not be excused from class for dental and medical appointments. Neither will students be excused from class for reasons of prolonged vacations or weekends.

Students must be present in the classroom before the beginning of each period. Late-comers are required to report to the Prefect of Discipline in order to obtain a note of admission to class.

Demerits — Infraction of certain school rules is punishable by demerits. The accumulation of 25 demerits in one school year results in expulsion.

Penalties

Detention — Violation of school regulations are punishable by detention after school hours or on Saturday mornings.

Suspension — Any student guilty of serious infractions of school discipline renders himself liable to this penalty. It may also be imposed for a number of minor delinquencies where the student gives no evidence of improvement of his conduct. Suspension is penalized by five demerits for each day of suspension.

Any student who is suspended is thereafter on a probationary status while he remains at Brooklyn Preparatory School. Therefore, he and his parents must be especially concerned about his conduct and school work. If such a student incurs a second suspension in the same academic year, his parents will be asked to withdraw him from school.

All students are required to wear a suitcoat, dress shirt, tie properly
Personal adjusted and pressed trousers when attending school
Appearance or academic events conducted by the school.

Home study includes not only the written assignments, but also the
Home study and review of all subjects in which the student
Assignments will have class on the following day. Individual responsibility, power of concentration, personal grasp of subject matter can be significantly developed by faithfully devoting two to three hours to the home assignments before each school day. Home assignments offer an excellent opportunity for self-activity which is the basis of all true education.

Class standing is determined by recitations, homework, and by oral
and written tests. A record of each boy's progress
Report Cards is filed in the office of the Headmaster. A copy of this record is sent to the parents five times a year. Parents are expected to examine these reports carefully and compare the marks from month to month, so that any scholastic weakness or lessening of effort may be quickly detected and suitable remedies applied. Parents are invited to confer with the instructors regarding the progress of their sons.

A grade of 90 to 100% is considered excellent; 80 to 90% good; below
75% unsatisfactory; below 70% failure. Only students
Ratings who attain an average of 75% or better in each subject will be certified for admission to college.

First Honors are awarded at the end of each marking period to students who receive an average of 90%; Second Honors are presented to those who have maintained 85%.

A gold medal in each class is awarded to the student obtaining the highest average in his marks for the entire year; a silver medal to the next in merit. Students attaining a yearly average of 85% are entitled to "Honorable Mention."

Prizes

Major examinations are held at the end of each semester in January and June. The term average is determined by combining the average of the period marks which counts for three-quarters and the semester examination grade which counts for one-quarter.

Term Averages

Any pupil failing for the Fall semester in more than two subjects or for the Spring semester in more than one subject of the basic curriculum (Latin, English, Mathematics) or in more than two subjects for which he is registered must transfer from Brooklyn Prep.

Deficiencies

A pupil who fails a required summer-school course must also transfer.

Working after school hours must be restricted to reasonable limits if the student is to have adequate energy and enthusiasm for his studies. It is definitely incompatible with the requirements of this or any serious school for a student to be employed after six o'clock in the evening of a school day. The only exception is Friday night or the eve of a holiday.

Jobs

After School

Students wishing transcripts of academic records should make early and seasonable application for the same. No records are issued unless all tuition bills and laboratory fees have been paid.

Records

The President Street station of the Flatbush Avenue line of the Interborough Subway is one short block from the school; the Nostrand Avenue station of the New Lots line of the same system is but three short blocks from the school.

**Means of
Access**

The Botanic Garden station, at President Street and Franklin Avenue, reached by the shuttle from the Prospect Park station of the B.M.T. Subway and from the Franklin Avenue station of the Rockaway Avenue line of the Independent System, is but five minutes from the school. By using this means of access it is possible to reach the school over the B.M.T. and Independent lines by paying only one fare.

The Nostrand Avenue bus and Ocean-Rogers Avenue bus pass the school and from these lines connection can be made with all the important lines in Brooklyn.

The Nostrand Avenue station of the Long Island Railroad brings within easy reach of the school all points on the Long Island Railroad.

The Nostrand and Fulton station of the Independent Subway brings students from Queens within walking distance of the school. This station, as well as the Bedford and Nostrand station, is on the Nostrand Avenue bus line which passes the school.

Upon meeting eligibility requirements of the Board of Education, pupils who are city residents and travel more than one mile to school may obtain from the school at the beginning of the term School Eligibility Cards which entitle them to reduced fare privileges on city-owned transit lines. The principle of this program is that an eligible pupil is entitled to a round-trip fare between his home and the school he attends upon payment of a one-way fare.

**Reduced Fare
Program**



Student Organizations

THE SODALITY OF THE BLESSED VIRGIN MARY. This is by far the most important activity at a Jesuit High School. The *Principal Organizations* Sodalist are under the direction of experienced moderators who help them to grow in the ideals and practices of personal sanctity and service. Membership is restricted to those students who have successfully completed the probationary training period.

THE GUARD OF HONOR. One of the preeminent activities in all Jesuit schools, this organization has as its purpose devotion to the Blessed Sacrament. Members pledge themselves to receive Holy Communion three times a week.

STUDENT COUNCIL. Problems regarding school activities and social functions, projects and student conduct are brought before the Student Council for consideration and solution. It is composed of all the presidents of all classes in the school, as well as officers elected from the upper class by student vote.

The Athletic Council assists in the administration of the intramural *Other Activities* program and supervises the use of athletic equipment.

The Camera Club stimulates interest in photography and provides the school newspaper with pictures of school events.

The Cheerleaders are trained to direct group cheering and songs at athletic events.

The Debating Societies train the student in the theory and practice of public speaking. These Societies develop the ability to reason logically and to speak eloquently.

The Dramatics Society aims at developing the student's power of self expression and his poise, as well as teaching him to understand and sympathize with the lives and characters of other men.

The Concert Band represents the school on special occasions and supplies music at athletic events.

The Blue Jug, school newspaper, is the principal medium of information about school events and the students who make the news.

The Brooklyn Prep Magazine which has consistently won highest rating in national competition provides a challenge and inspiration for all students. It is an acknowledged distinction, within and without the school, to have one's story, article or art work published in the magazine.

The Library Club assists the librarian in the operation of the library.

The Press Club publicizes school activities both in school and in the city newspapers.

The Science Clubs offer young scientists further instruction and experimentation in their favorite science.

The Year Book Staff prepares and edits the School Annual.

THE BROOKLYN PREP ALUMNI ASSOCIATION is the organization of former students. Its purposes are to perpetuate the bonds of friendship initiated at the Prep and to strengthen the Prep through the continued support of an active and loyal alumni body.

Alumni Association

A unique and helpful adjunct of the school is the FATHERS' GUILD, composed of fathers and male guardians of Prep students. The sole purpose of the Guild is to bring the fathers together at regular intervals, to promote sociability amongst them, and to foster the cultivation of a more intimate relationship between them and the Prep. Every father or male guardian of a Prep boy is a member of the Guild.

Fathers' Guild

Tuition and Fees

Registration Fee (to be paid once)	\$ 15.00
Tuition	450.00
Activities Fee	40.00
Modern Language Fee (Including books, records, etc., 2nd, 3rd, and 4th years)	10.00
Science Laboratory Fees:	
Introductory Physical Science (1st year)	5.00
Biology, Chemistry, Physics	10.00
Late Examination	5.00
Retreat (3rd and 4th years)	26.00
Graduation Fee (4th year only — including yearbook)	30.00

(Scholarship students must pay all fees.)

No deduction will be made for absence from any part of a quarter nor will any deduction be made for the withdrawal of a student for any part of a quarter.

Students will be held responsible for breakage in Laboratories or other parts of the School.

Tuition Fees, Payable Quarterly in Advance

First Quarter due (Freshman Students)	July 15
First Quarter due (Upperclassmen)	September 1
Second Quarter due	November 15
Third Quarter due	February 1
Fourth Quarter due	April 1

Tuition for each quarter must be paid in advance. Checks and Money Orders should be made payable to Brooklyn Preparatory School and should be addressed to

THE REVEREND TREASURER
BROOKLYN PREPARATORY SCHOOL
1150 Carroll Street, Brooklyn, N. Y. 11225

Program of Studies

Subjects required for four years:

Religion
English
Latin*
Physical Education

First Year

Mathematics I
World Geography & History
Introductory Physical Science
Minors: Health
Speech
Music Appreciation

Second Year

Mathematics II
Modern Language I:
French
German
Spanish
World History
Electives (restricted):
Biology
Greek I

Third Year

Mathematics III
U. S. History 1 and 2
Modern Language II
Electives (restricted):
Chemistry
Greek II

Fourth Year

U. S. History 3 (First Semester)
Social Studies elective (Second Semester)
Modern Language III
Electives (unrestricted):
Chemistry
Physics
Art Appreciation
Electives (restricted):
Greek III
Mathematics IV
Modern Language IV
American Government

ADVANCED PLACEMENT COURSES

(These courses begin in first year and continue through the fourth year, completing Freshman College course requirements.)

Latin
Mathematics
English

*Brooklyn Prep requires every academically qualified student to take four years of Latin. The Headmaster, however, may remove a student from Latin III or IV. Such a student will be required to take a course in Classical Literature in Translation (III Year) and Catholic Social Principles (IV Year).

Principal Courses of Instruction

CATECHESIS

(N.B. In the early Church, *Catechesis* was the technical term for instruction in the *Mystery of Christ*.)

First Year: through the study of biblical history God's love of and His plan of salvation for all men is seen to center around His Son, the Messiah, Jesus, who continues to save the world today through His Church.

Second Year: what man's response to his heavenly Father's love, as well as that of His Son should be, is concretized by worship and obedience. Hence, the course treats:

- (a) worship through the Old and New Testaments into modern times;
- (b) present day worship: the Mass and the Sacraments;
- (c) living the "covenant": keeping the Commandments.

Third Year: the course develops the theme: the Church *is* Christ living on. Hence, the study material is as follows:

- (a) the history, both early and late, of Christ's Church;
- (b) the developments in religious truth under the inspiration of the Holy Spirit;
- (c) the bearing of our Catholic Faith upon the world today and our personal role therein;

Fourth Year: with the overall groundwork re-laid for the student's mature, personal life-commitment in Faith,

- (a) in the first semester the student considers the lives of ordinary mortals like himself, who by God's grace came to a faith-commitment to Christ and lived as *witnesses* to Him before the world;
- (b) in the second semester the student engages himself with specific intellectual and psychological difficulties, experienced by the modern-age adult in his quest for the Ultimate.

ENGLISH

Since the humanistic aim of Jesuit education is *eloquentia perfecta* — the ability to think worthwhile thoughts and to express them effectively — the English course is divided into three sections: formal instruction in grammar and rhetoric, oral and written composition, and appreciative study of literary masterpieces. Because of the diverse talents of its students, the school maintains three basically similar curricula: (A) the Advanced Placement Course in which the student is prepared to do college level work in his senior year; (B) the Enriched English Course in which the student is given the opportunity to achieve a fuller development of his potentialities in the subject; (C) the College Preparatory Course in which the student is prepared to satisfy all the exacting demands established by college entrance boards and admission committees. Correlation between English and all the other subjects is a specific aim of the school. In all courses, emphasis is directed to correct writing and speaking. In addition to the regular five classes, a formal class in speech is held once a week so that all problems in faulty diction can be removed and greater oral effectiveness can be realized.

The objectives of the entire program are: a firm command of grammar and syntactical construction — a required discipline of all creditable English

programs; a steady progress in richness and accuracy of vocabulary, a feeling for the flavor of words — the basic tools of expression; an appreciation of the art and craft of writing, a mastery of a mature style; a deep understanding of literature.

GREEK

The course in Greek, which covers three years, is restricted to those students who have shown superior language aptitude in their first year of high school. The first three semesters of Greek consist in an intensive study of Attic Greek grammar, accompanied by a reading of an adapted text of Xenophon's *Anabasis*. The aim is a mastery of Greek grammar and a basic vocabulary and a familiarity with the Greek as Greek.

The fourth, fifth and sixth semesters involve the reading of 2400 lines of Homer's *Odyssey*. This entails a thorough knowledge of the Greek and an appreciation of the *Odyssey* as a great work of literature. The third year of Greek also includes a study of Greek society and culture, giving an insight into the very beginnings of Western civilization.

During the third year of Greek, selected pupils begin a more intensive course, conducted on a seminar basis, involving a study of the entire *Odyssey* in Greek and a deeper study of the literature and culture of Greece.

LATIN

The course in Latin, which covers four years, introduces the student to the classical Latin of ancient Rome. Beginning with a systematic study of grammar and the acquiring of a basic vocabulary, it utilizes and refines these fundamental skills in the reading of Caesar, Sallust, Cicero, Ovid, and Vergil in succeeding years. The process begins with an emphasis on grammar, vocabulary and theme work as an intensive preparation for the study of these authors; the emphasis gradually shifts until, by fourth year, the situation is reversed, and the study of literature is the almost exclusive occupation of the student.

The study of Latin grammar and usage is directed, ultimately, to a better grasp of English and the concomitant ability to learn other languages with greater facility and understanding. The reading of Latin literature, on the other hand, and the study of Roman history and culture, provide first-hand contact with the thoughts and institutions that are the source and inspiration of Western culture and ideals. In both areas, an attempt is made to adapt the best features of the modern structural approach to Latin, while preserving the soundest elements of the traditional method, as the student makes orderly progress in the study of a language whose mastery has long been the hallmark of a truly liberal education.

Gifted students follow in Senior Year the Latin course prescribed by the Advanced Placement Program.

MATHEMATICS

Math I. — *SMSG Syllabus*

The course is based upon structure properties of the real number system. Definitions and properties are carefully formulated. The reading material, *which is an important part of the course*, is designed to help the student discover ideas. The number line and the simple language of sets are used to help express the ideas. Inequalities are treated along with equations. Sufficient time is given for the mastery of the fundamental operations: addition, multiplication, factoring, exponents, radicals, polynomials and graphs, quadratic polynomials and functions.

Math II. — SMSG Syllabus

A considerable amount of Solid Geometry is telescoped into the Plane Geometry. No artificial distinction is made between the two. Accuracy in the statement and use of postulates, definitions, and theorems is emphasized. The usual topics of Euclidean Geometry are covered: congruence, similarity, parallelism, perpendicularity, area, circles, and construction with straightedge and compass. Many practical and computational problems are given.

Math III. — SMSG Syllabus

Among the topics included are the following: An Introduction to Coordinate Geometry in the Plane; linear and quadratic functions; Complex number system; Logarithms and Exponents; Trigonometry; Sequences and series; Permutations, Combinations and the Binomial Theorem.

Math IV.

Among the topics studied are: Theory of equations beyond quadratics; solution of rational and irrational roots; Review of Permutations and combinations; Probability; Experimental probability; Introductory Calculus—derivatives and integrals of Polynomials with applications.

MATHEMATICS — ADVANCED PLACEMENT

Following the recommendation of the College Entrance Examination Board's Commission on Mathematics, Brooklyn Prep has made available for the ablest students an accelerated program in Mathematics. The acceleration is at such a rate that the student will complete the work of the advanced algebra syllabus by the end of the third year. In fourth year the student will take a college level course in calculus and analytic geometry such as the one set forth in the report of the Commission.

Math I. — SMSG Syllabus

Elementary and Intermediate Algebra

The topics include: Sets and the Number line; Open and English sentences; Properties of addition, multiplication, and order of real numbers; factoring; exponents and radicals; polynomials and rational expressions; truth sets of open sentences; graphs of open sentences in two variables. An introduction to coordinate geometry in the plane; the function concept; linear and quadratic functions and equations; equations of the first and second degree in two variables; logarithms.

Math II.

Intermediate Algebra (Cont'd) and Advanced Algebra

Topics: Complex number system; first degree equations in three variables; trigonometry; vectors; polar form of complex numbers; permutations, combinations, binomial theorem and probability; polynomial functions and equations; sequences and series.

Math III.

Plane and Solid Geometry — Analytic Geometry

Topics: Sets; Real numbers and lines; planes and separation; angles and triangles; congruences; closer look at proof; geometric inequalities; perpendicularity and parallelism; area of polygonal regions; similarity circles and spheres; characterization of sets; constructions; areas of circles and sectors; volumes of solids; plane coordinate geometry, conic sections.

Math IV.

Differential and Integral Calculus

MODERN LANGUAGES

Three modern languages are offered for study: French, German, and Spanish. The objective of modern language program is to enable the student to learn a foreign tongue much as he learned his native language: fluency in speaking and oral-aural mastery precedes writing and reading. Consequently, the emphasis in Modern Language I and II is on oral comprehension and speaking, while Modern Language III and IV emphasize reading, writing and the elements of grammar.

Summer in Europe — Third and Fourth year students may take an additional year of French, German or Spanish through the Prep's summer program.

THE PHYSICAL SCIENCES

Introductory Physical Science

Introductory Physical Science is a laboratory orientated course with a dual purpose: to acquaint the student with the fundamental techniques of laboratory procedure and the concepts and principles fundamental to all the Physical Sciences.

Laboratory experience and classroom discussion are centered about such basic physical areas as states of matter and phases, homogeneous and heterogeneous systems, physical and chemical reactions and dynamics, potential and kinetic energy, mechanical, electrical, and magnetic facts and forces, the nature and properties of solutions, and atomic, molecular, and nuclear structures and models.

Biology

This course covers the characteristics of living things according to the Biological Sciences Curriculum Study. It embraces the metabolism, behavior, reproduction, growth and development of plants, animals, and microorganisms; the functioning and structure of the human body; the influence of insects, bacteria, and other forms of life upon man's welfare; the principles of evolution and heredity.

Chemistry

The Chemistry course is based on the Chemical Education Materials Study, known as CHEM Study.

Stress is placed upon the experimental approach, the importance of laboratory work, and a thorough understanding of unifying principles. Experiment is used to understand such major areas as thermodynamics, rates and mechanisms of reaction, dynamic equilibrium, redox and acid-base reactions, chemical bonding, structural types, and the systematics of Chemistry as realized from the periodic table. The interdependence of these areas is explored in terms of the mole concept, the kinetic theory, and the atomic-molecular concept of behavior in matter.

Physics

The Physics course is the course developed by the Physical Science Study Committee Curriculum known as the PSSC program.

The student is introduced to the physical notions of time, space, and the basic kinematics of matter with their specific laws and measurements. This is followed by a study of the nature of light in reference both to optics and wave-particle evidence. Then, in greater depth, he pursues the study of motion from a dynamic point of view. Finally, starting with the simplest phenomena of electricity and magnetism, he proceeds to the physical structure of the atom and its quantum system.

SOCIAL STUDIES

First Year

World Geography

World Geography — The course deals initially with a brief survey of geographical concepts, then an application of these concepts to the United States, Canada, and the Soviet Union. The main body of the course embraces cultural geography in the context of the physical geography of Sub-Saharan Africa and Southeast Asia.

World History — The beginnings of history and the ancient world.

Second Year

World History

World History — The story of world civilization is carried up to the present day.

Third Year

American History (1 and 2)

American History (1 and 2) — The study of American life and institutions, from the period of exploration to America's emergence as a world power. The material is developed through lectures, analysis of documentary sources, and outside readings.

Fourth Year

American History (3)

American History (3) — A study of Twentieth-century America.

Electives

Electives — 1) American Government — a close analysis of the Constitution, its historical evolution, with a stress on recent interpretations of the Bill of Rights.

2) Communism — a historical analysis of the origins, development, and contemporary posture of Communism.

3) Critical Periods in American History — An in-depth analysis of seven pivotal periods in our history.

4) Representative Thinkers — A consideration of the American experience based upon a close study of several major American thinkers.



JESUIT HIGH SCHOOLS IN THE UNITED STATES

Bellarmino College Preparatory	Jesuit High School
San José, California	Shreveport, Louisiana
Bellarmino High School	Jesuit High School
Tacoma, Washington	Tampa, Florida
Bishop's Latin School	Loyola Academy
Pittsburgh, Pennsylvania	Wilmette Illinois
Boston College High School	Loyola High School
Boston, Massachusetts	Los Angeles, California
Brebeuf Preparatory	Loyola High School
Indianapolis, Indiana	Missoula, Montana
Brooklyn Preparatory School	Loyola High School
Brooklyn, New York	Towson, Maryland
Brophy College Preparatory	Loyola School
Phoenix, Arizona	New York, New York
Campion Jesuit High School	Marquette University High School
Prairie du Chien, Wisconsin	Milwaukee, Wisconsin
Canisius High School	McQuaid Jesuit High School
Buffalo, New York	Rochester, New York
Chaplain Kapaun Memorial High School	Regis High School
Wichita, Kansas	Denver, Colorado
Cheverus High School	Regis High School
Portland, Maine	New York, New York
Colegio San Ignacio De Loyola	Rockhurst High School
Rio Piedras, Puerto Rico	Kansas City, Missouri
Cranwell Preparatory School	St. Ignatius High School
Lenox, Massachusetts	Chicago, Illinois
Creighton Preparatory High School	St. Ignatius High School
Omaha, Nebraska	Cleveland ,Ohio
Fairfield College Preparatory School	St. Ignatius High School
Fairfield, Connecticut	San Francisco, California
Fordham Preparatory School	St. Joseph's Preparatory School
New York, New York	Philadelphia, Pennsylvania
Georgetown Preparatory School	St. Louis University High School
Garrett Park, Maryland	St. Louis, Missouri
Gonzaga High School	St. Peter's Preparatory School
Washington, District of Columbia	Jersey City, New Jersey
Gonzaga Preparatory School	St. Xavier High School
Spokane, Washington	Cincinnati, Ohio
Jesuit High School	Scranton Preparatory School
Dallas, Texas	Scranton, Pennsylvania
Jesuit High School	Seattle Preparatory School
El Paso, Texas	Seattle, Washington
Jesuit High School	University of Detroit High School
Houston, Texas	Detroit, Michigan
Jesuit High School	Xavier High School
New Orleans, Louisiana	Concord, Massachusetts
Jesuit High School	Xavier High School
Portland, Oregon	New York, New York
Jesuit High School	
Sacramento, California	

By way of summary . . .

Our objectives are varied because our obligations are varied. They are:

As a SECONDARY school:

- to impart knowledge in basic and worthy studies;
- to teach adolescent boys to think intelligently and wisely;
- to promote character (that is, personal integrity, self-reliance, and responsibility); good taste; perception of beauty; wholesome uses of leisure; worthy social attitudes and habits; and physical health.

As an AMERICAN school:

- to develop knowledge and appreciation of our American heritage of democracy, and to foster loyalty to American ideals;
- to base these, in the student, upon sound principles:
 - of the position of the individual in relation to society and government;
 - of the Divine Source of human rights;
 - of the true obligation to bear democratic burdens, to participate actively and conscientiously in voting or serving as officials;
- to make the student law-abiding, tolerant, and cooperative, as a matter of principle and duty;
- to inculcate a just and Christlike evaluation of all social groups.

As a CATHOLIC school:

- to provide an education permeated with Catholic doctrine;
- to cooperate with divine grace in forming the true and perfect Christian, in ideals, knowledge, habits, morality, and the supernatural love of one's neighbor.

As a JESUIT school:

- to form leaders in religious, intellectual, and social activity;
- to foster the humanistic habit of mind, respecting the significant contributions of the past, employing classical literature as an excellent means to this end;
- to form habits of orderly thinking through the medium of both analytic and synthetic study of languages;
- to develop an intelligent obedience to all duly constituted authority;
- to develop competence in the art of expression.

As a JESUIT HIGH SCHOOL IN BROOKLYN:

- to serve the educational needs of Catholic high-school boys of Long Island;
- to provide, in a private school, a system of training adapted to the development and needs of the adolescent boy;
- to achieve general academic foundation, and preparation for college.