

APPENDIX I

Other Canadian Boarding Schools

Following is a list of seven Canadian boarding schools in Alberta, Saskatchewan, and Ontario from whom we have not been able to obtain sufficient information to allow us to profile them in the *Handbook*.

The list also includes most Quebec boarding schools and these have not been profiled for a different reason. In that province, residences of these schools are open Sunday to Thursday nights, it being expected that on week-ends, boarders will return to their homes nearby or possibly, stay with local families¹.

This list does not include overseas schools offering Canadian qualifications.

Alberta

Banff Mountain Academy
Box 369,
Banff, AB,
T0L 0C0
Telephone: (403) 762-4101; Fax: (403) 762-8585
Type: Coed, Alpine Skiing

Saskatchewan

Rivier Academy
1405-5th Avenue West,
Prince Albert, SK,
S6V 5J1
Telephone: (306) 764-6289; Fax: (306) 736-1442
Type: Girls, Roman Catholic

Ontario²

¹ E-mail to Ashley Thomson from Jacques Pelletier, Director Responsible for the Admission of Foreign Students to Collège Bourget (Rigaud, Quebec) dated: January 26, 1999.

² These listings were derived from an Ontario Government document entitled: *Private Elementary and Secondary Schools* available at the following web address:
<http://www.edu.gov.on.ca/eng/general/elemsec/privsch/index.html>.

Bnei Akiva Schools
59 Almore Ave.,
Downsview, ON
M3H 2H9
Telephone: (416)630-6772; Fax: (416)398-5711
Type: Boys, Jewish

Great Lakes College of Toronto
323 Keele St.,
Toronto, ON,
M6P 2K6
Telephone: (416)763-4121; Fax (416) 763-5225
Type: Coed, International

Imperial College of Toronto
20 Queen Elizabeth Blvd.,
Etobicoke, ON
M8Z 1L8
Telephone: (416)251-4970; Fax: (416)251-0259
Type: Coed, International

Ner Israel Yeshiva College
8950 Bathurst St.,
Thornhill, ON,
L4J 8A7
Telephone: (905) 731-1224; Fax: (905)731-2104
Type: Boys, Jewish

Ottawa Torah Institute
1495 Heron Rd., Ottawa, K1V 6A6
Telephone: (613)789-5658; Fax: (613)789-4593
Type: Boys, Jewish

Québec³

Académie Laurentienne (1986)
1200, 14e Avenue
Val Morin, QC

³ These school listings were derived from a Government of Quebec document entitled: *Établissements privés* (1998) which is available on its web site: <http://www.meq.gouv.qc.ca>

JOT 2R0

Telephone: (819) 322-2913; Fax: (819) 322-2722

Type: Coed

Académie Sainte-Thérèse

Campus: Rosemère
562, Chemin Grand-Côte
Rosemère, QC,
J7A 1M7
Telephone: (450) 621-0523; Fax: (450) 621-8631
Type: Coed, Primary

Campus: Ste-Thérèse,
425, rue Blainville Est,
Sainte-Thérèse, QC,
J7E 1N7
Telephone: (450) 434-1130; Fax: (450) 434-0010
Type: Coed, Secondary

Collège Bourget,
65, rue Saint-Pierre,
Rigaud, QC,
JOP 1P0
Telephone: (450) 451-0815; Fax: (450) 451-04171
Type: Coed

Collège Champagneur,
3713, rue Queen,
C.P. 40,
Rawdon, QC,
JOK 1S0.
Telephone: (514) 824-5401; Fax: (514) 834-6500
Type: Coed (Boys residence only)

Collège Clarétain de Victoriaville,
663, Boulevard Gamache,
Victoriaville, QC,
G6P 3T5.
Telephone: (819) 752-4571; Fax: (819) 752-4572
Type: Coed (Boys residence only)

Collège d'Arthabaska (S.C.),

905, boulevard Bois-Francis sud,
Arthabaska, QC,
G6P 5W1.
Telephone: (819) 357-8215; Fax: (819) 357-8218
Type: Coed (Boys residence only)
Collège de Sainte-Anne-de-la- Pocatière,
100, Quatrième ave.,
La Pocatière, QC,
GOR 1Z0.
Telephone: (418) 856-3012; Fax: (418) 856-5611
Type: Coed

Collège Dina-Bélanger,
1, rue Saint-Georges,
Saint-Michel, QC,
GOR 3S0
Telephone: (418) 884-2360; Fax: (418) 884-8274
Type: Coed (Girls residence only)

Collège du Mont-Saint-Anne,
2100, Chemin Ste-Catherine,
Rock Forest, QC,
J1N 3V5
Telephone: (819) 323-3003; Fax: (819) 569-9636
Type: Boys only

Collège Esther-Blondin,
110, rue Sainte-Anne,
Saint-Jacques, QC,
JOK 2R0.
Telephone: (450) 839-3672; Fax: (450) 839-3951
Type: Coed (Girls residence only)

Collège Français Primaire inc.
185, avenue Fairmont Ouest,
Montréal, QC,
H2T 2M6.
Telephone: (514) 495-2581; Fax: (514) 279-5131
Type: Coed, Primary

Collège François-Delaplace,
365, Compton Est,
Waterville, QC,

JOB 3H0

Telephone: (819) 837-2882; Fax: (819) 837-2916

Type: Girls only

Collège Jésus-Marie de Sillery,

2047, chemin Saint-Louis,

Sillery, QC,

G1T 1P3.

Telephone: (418) 687-9250; Fax: (418) 687-9847

Type: Girls only

Collège Marie-de-l'Incarnation,

725, rue Hart,

Trois-Rivières, QC,

G9A 4R9.

Telephone: (819) 379-3223; Fax: (819) 379-3226

Type: Girls only

Collège Notre-Dame des Servites,

470, rue Main,

Ayer's Cliff, QC,

JOB 1C0.

Telephone: (819) 838-4221; Fax: (819) 838-4222

Type: Coed (Boys only residence)

Collège Notre-Dame du Sacré-Coeur,

3791, chemin Queen Mary,

Montréal, QC,

H3V 1A8

Telephone: (514) 739-3321; Fax: (514) 739-4833

Type: Coed

Collège Notre-Dame-de l'Assumption,

251, rue Saint-Jean-de-Baptiste,

Nicolet, QC,

JOG 1E0.

Telephone: (819) 293-2011; Fax: (819) 293-2099

Type: Girls only

Collège Rivier

343, rue St-Jacques nord,

Coaticook, QC,

J1A 2R2

Telephone: (819) 849-4833; Fax: (819) 849-3621

Type: Coed (Girls only residence)

Collège Saint-Bernard,
25, avenue des Frères,
Drummondville, QC,
J2B 6A2.
Telephone: (819) 478-3330; Fax: (819) 478-2582

Collège Saint-Augustin,
4950 rue Lionel-Groulx,
Saint-Augustin, QC,
G3A 1V2
Telephone: (418) 872-0954; (418) 872-8249
Type: Coed

Collège Saint-Bernard
25, avenue des Frères,
Drummondville, QC,
J2B 6A2
Telephone: (819) 478-3330; Fax: (819) 478-2582
Type: Coed (Boys only residence)

Collège Saint-Maurice
630, rue Girouard Ouest
Saint-Hyacinthe, QC,
J2S 2Y3
Telephone: (514) 773-7478; Fax: (514) 773-1413
Type: Girls only

École Jésus-Marie de Beauceville,
670, 9e avenue de Léry,
Beauceville, QC,
G0S 1A0.
Telephone: (418) 774-3243; Fax: (418) 774-3775
Type: Coed (Girls only residence)

École Marie Anne
4567, rue du Mont-Pontbriand,
Rawdon, QC,
J0K 1S0
Telephone: (514) 834-4668; Fax: (514) 834-2800
Type: Coed, Primary

École Marie-Clarac,
3530, boulevard Gouin Est,
Montréal-Nord, QC,
H1H 1B7.
Telephone: (514) 322-1161; Fax: (514) 322-4364
Type: Coed (Girls only residence)

École Marie-Clarac (Harmonie-Nature)
959, rue Principale,
Saint-Donat, QC
JOY 2CO
Telephone: (819) 424-2261; Fax: (514) 322-4364
Type: Coed, Primary

École Présentation de Marie,
232, rue Principale,
Granby, QC,
J2G 2V8.
Telephone: (450) 372-2925; Fax: (450) 372-9642
Type: Girls only

École primaire des Arbrisseux,
250, route 147 Nord,
Compton, QC,
JOB 1LO
Telephone: (819) 835-9503; Fax: (819) 835-9506
Type: Coed, Primary

École Sainte-Famille (Fraternité St-Pie X) inc.
10425, boul. de la Rive-Sud,
Lévis, QC,
G6V &M5
Telephone: (418) 837-3028; Fax: (418) 837-7070
Type: Coed

École secondaire de Bromptonville,
125, rue du Frère-Théode,
Bromptonville, QC,
JOB 1H0.
Telephone: (819) 846-2738; Fax: (819) 846-4808
Type: Boys only

École secondaire Mont-Bénilde,

1325, avenue des Pensées,
Sainte-Angèle-de-Laval, QC,
GOX 2H0
Telephone: (819) 222-5601; Fax: (819) 222-5825
Type: Coed (Boys only residence)

Juvénat Saint-Jean, (F.I.C.),
200, boulevard Walberg,
Dolbeau-Mistassini, QC,
G8L 2R2.
Telephone: (418) 276-3340; Fax: (418) 276-1757
Type: Coed

Juvénat Saint-Louis-Marie,
96, rue Saint-Jean-Baptiste,
Saint-Guillaume, QC,
JOC 1L0.
Telephone: (819) 396-2076; fax: (819) 396-3331
Type: Coed

Pensionnat de Drummondville
235, rue Moisan,
Drummondville, QC,
J2C 1W9
Telephone: (819) 472-4389; Fax: (819) 472-3486
Type: Girls only

Pensionnat des Sacrés-Coeur,
1575, chemin des Vingt,

Saint-Bruno, QC,
J3V 4P6.
Telephone: (450) 653-3681; Fax: (450) 653-0816
Type: Coed, Primary

Pensionnat des Ursalines de Stanstead,
26, rue Dufferin,
Stanstead, QC,
JOB 3E0.
Telephone: (819) 876-2795; Fax: (819) 876-2797
Type: Coed (Girls only residence)

Pensionnat du Saint-Nom de-Marie,

658, chemin Côte-Ste-Catherine,
Outremont, QC,
H2V 2C5.
Telephone: (514) 735-5261; Fax: (514) 735-5266
Type: Girls only

Séminaire du Sacre-Coeur,
1042, route 48,
Pointe-aux-Chênes, QC,
JOV 1T0.
Telephone: (819) 242-0957; Fax: (819) 242-4089
Type: Coed (Boys only residence)

Séminaire Saint-Alphonse,
10026, avenue.Royale,
Sainte-Anne-de-Beaupré, QC,
GOA 3C0
Telephone: (418) 827-3744; Fax: (418) 827-2973
Type: Coed

Séminaire Saint-François,
4900, rue Saint-Félix,
Saint-Augustin, QC,
G3A 1X3.
Telephone: (418) 872-0611; Fax: (418) 872-5845
Type: Coed (Boys only residence)

Séminaire Saint-Joseph de Trois-Rivières,
858, boul. Laviolette,
Trois-Rivières, QC,
G9A 5S3.
Telephone: (819) 376-4459; Fax: (819) 378-0607
Type: Coed (Boys only residence)

Val Marie,
88, chemin du Passage,
Cap-de-la-Madeleine, QC,
G8T 2M3.
Telephone: (819) 379-8040; Fax: (819) 378-8559
Type: Coed, Primary.

APPENDIX II Name Changes

- Académie Ste. Cécile Private School
SEE Académie Ste. Cécile International School
- Alberta Industrial Academy
SEE Parkview Adventist Academy
- Belleville Seminary
SEE Albert College (Ontario)
- Bishop Ridley College
SEE Ridley College (Ontario)
- Buena Vista Academy
SEE Kingsway College (Ontario)
- Bugbee Business College
SEE Stanstead College (Quebec)
- Le Collège catholique de Gravelbourg
SEE Collège Mathieu (Saskatchewan)
- Columbia Secondary School
SEE Columbia International College (Ontario)
- Convent of Notre Dame
SEE Athol Murray College of Notre Dame (Saskatchewan)
- Eastern Canadian Missionary Seminary
SEE Kingsway College (Ontario)
- Eastern Township Conservatory of Music
SEE Stanstead College (Quebec)
- Edgehill Church School for Girls
SEE King's-Edgehill School (Nova Scotia)
- German-English Academy
SEE Rosthern Junior College (Saskatchewan)
- "The Grove" (still in use)

SEE Lakefield College School (Ontario)

Holmes Model School
SEE Stanstead College (Quebec)

King's College
SEE King's-Edgehill School (Nova Scotia)

King's Hall (Compton)
SEE Bishop's College School (Quebec)

Lornedale Academy
SEE Kingsway College (Ontario)

Luther Academy
SEE Luther College (Saskatchewan)

Lutheran Bible School
SEE Lutheran Collegiate Bible Institute (Saskatchewan)

Netherwood School for Girls
SEE RCS-Netherwood (New Brunswick)

Niagara Christian College
SEE Niagara Christian Collegiate (Ontario)

Notre Dame College
SEE Athol Murray College of Notre Dame (Saskatchewan)

Ontario Bible School
SEE Niagara Christian College (Ontario)

Ontario Ladies' College
SEE Trafalgar Castle School (Ontario)

Oshawa Missionary College
SEE Kingsway College (Ontario)

Outlook College
SEE Lutheran Collegiate Bible Institute (Saskatchewan)

Radville Christian College
SEE Western Christian College (Manitoba)

Ravenscourt School for Boys
SEE St. John's-Ravenscourt (Manitoba)

Redemptorist Fathers College
See St. Vladimir's College (Manitoba)

Riverbend School for Girls
SEE Balmoral Hall School (Manitoba)

Rosseau Lake School
SEE Rosseau Lake College (Ontario)

Rosthern Academy
SEE Rosthern Junior College (Saskatchewan)

Rothsay Collegiate School
SEE RCS-Netherwood (New Brunswick)

Royal Grammar School
SEE Upper Canada College (Ontario)

Rupert's Land School for Girls
SEE Balmoral Hall School (Manitoba)

Saskatchewan Lutheran Bible Institute
SEE Lutheran Collegiate Bible Institute

St. Angela's Convent
SEE St. Angela's Academy (Saskatchewan)

St. John's College School
SEE St. John's-Ravenscourt (Manitoba)

St. Michael's Preparatory School
SEE St. Michaels University School (British Columbia)

Sheila Morrison School
SEE Sheila Morrision College School

Stanstead Wesleyan College
SEE Stanstead College (Quebec)

University School

SEE St. Michaels University School (British Columbia)
Westlake Boarding School
SEE Pickering College (Ontario)

Whitby Ladies' College (unofficial)
SEE Trafalgar Castle School

APPENDIX III

Canadian Association of Independent Schools

High standards of character and behaviour and the promotion of excellence in all aspects of education represent key components in the CAIS community of schools. CAIS is an association serving 70 member schools, 69 within Canada and one international school. CAIS members represent a diverse variety of schools; each has a personality derived from its founding intention, its setting and the nature of its enrolment. Founding dates range from 1788 through to 1993. Some schools offer a residential programme while others are day schools. Some are for boys or girls only, others are coeducational. Student populations range from 100 to 1,200.

To qualify for CAIS membership, independent schools must meet certain standards established by the Association. Member schools must offer a curriculum that will prepare students for further studies at colleges and universities. This includes elementary schools which prepare students for entry to secondary schools offering a graduation diploma. Schools must not operate for gain and must have a board of governors, or similar body, that deals at arm's length with the administration of the school. Member schools are expected to practise ethically in all areas of employment, recruitment, admissions and fund raising and must give evidence of stable and viable operation over a period of five years before qualifying for full membership.

Each applicant school must undergo an inspection by CAIS before being recommended for membership. CAIS member schools are inspected by their provincial Ministries of Education according to the specific regional requirements. Many CAIS schools also undergo evaluation by the Canadian Educational Standards Institute (CESI) which offers an accreditation status¹.

Teachers employed by member schools are professionals who are committed to interacting with both students and parents on a personal level and who strive to educate students with a well-rounded approach that fosters intellectual, moral, physical and emotional growth.

The cost of private education varies greatly between day schools and boarding schools. As of July 1999, students paid between C\$3,100 and \$26,750 for a year's tuition, depending on what expenses were covered. Individual schools administer their own financial assistance programmes which may include scholarships, bursaries and/or loans. These substantial assistance programmes make an independent school education affordable for many families who might consider this educational alternative beyond their reach.

As an Association, CAIS offers member schools a range of services. Students can take advantage of an annual Scholar Competition, Leadership Conferences and opportunities for exchanges and competitions in academic, cultural and athletic activities. An annual conference brings the heads of CAIS schools together for several days of meetings and sessions on current topics in education. Business managers, development officers, assistant heads, admissions officers, and heads of junior schools have their own conferences and professionally supportive networks. CAIS is expanding its services to members and in the year 2000 will establish a Leadership Institute for teachers and administrators.

¹See Appendix IV.

CAIS Schools

British Columbia

Brentwood College School²

Collingwood School

Crofton House School

Glenlyon-Norfolk School

Meadowridge School

Mulgrave School

Queen Margaret's School

St. George's School

St. Margaret's School

St. Michaels University School

Shawnigan Lake School

York House School

Alberta

Concordia High School

Rundle College

Strathcona-Tweedsmuir School

Saskatchewan

Athol Murray College of Notre Dame

Luther College High School

Manitoba

Balmoral Hall School

St. John's-Ravenscourt School

Ontario

Albert College

Appleby College

Ashbury College

Bayview Glen

²Those schools marked in **bold** are boarding schools all profiles in this *Handbook*.

The Bethany Hills School

The Bishop Strachan School

Branksome Hall

The Country Day School

Crescent School

Elmwood School

Grey Gables School (Associate Member)

Havergal College

Hillfield-Strathallan College

Holy Trinity School

Kingsway College School (Associate Member)

Lakefield College School

Matthews Hall (Associate member)

Montcrest School (Associate Member)

Pickering College

Ridley College

Rosseau Lake College

Royal St. George's College

St. Andrew's College

St. Clement's School

St. John's-Kilmarnock School

St. Mildred's-Lightbourn School

The Sterling Hall School (Associate Member)

Toronto French School

Trafalgar Castle School

Trinity College School

Upper Canada College

The York School (Associate Member)

Quebec

Bishop's College School

Centennial Academy

Lower Canada College

Miss Edgar's and Miss Cramp's School

The Sacred Heart School of Montreal

St. George's School of Montreal

Sedbergh School

Selwyn House School

Stanstead College

The Study

Trafalgar School for Girls

Weston School Inc.

New Brunswick

RCS Netherwood

Nova Scotia

Ambrae Academy
Halifax Grammar School
King's-Edgehill School
Sacred Heart School of Halifax

Newfoundland

Lakecrest Independent School (Associate member)

Off Shore

Neuchâtel Junior College

For Further Information

Contact: Box 1502
 St. Catharines, ON
 Canada L2R 7J9
 Phone: 905-688-4866 Fax: 905-688-6778
 Email: admin@cais.ca website: www.cais.ca

APPENDIX IV

Canadian Educational Standards Institute (CESI)

History

CESI was founded in 1986 to develop and promote high educational standards for independent elementary and secondary schools in Canada and to foster compliance thereto, while recognizing the independence and integrity of its individual member schools.

Qualifications for Membership

CESI evaluates and accredits member schools which:

- i. are corporations with Boards that operate at arm's length from the administration of the school; and
- ii. maintain high educational and personal standards for their students while providing preparation for higher education.

Although particular programmes and emphases vary from one institution to another, in all Institute schools education is viewed in the broad sense as encompassing the intellectual, moral and emotional development of each student.

Organization

- i. Board

The work of the Institute is governed by a Board of sixteen Directors, of whom five are Heads of accredited schools, two are chairs of the Boards of CESI schools, and nine are independent members-at-large.

- ii. The CESI Standards Council

is responsible for maintaining and updating the Institute's Standards for Accreditation, and for developing appraisal criteria for use in evaluating Institute schools. The majority of members of this Council are professional educators from Institute schools.

- iii. The CESI Evaluation Council

is responsible for ensuring the development of appropriate procedures to evaluate schools seeking accreditation and for evaluation of Institute schools on a regular cycle. The majority of members of this Council are experienced educators independent of member schools. The Chair of the Evaluation Council is a member of the Institute's Board of Directors.

Summary of CESI Standards

- 1. Purposes and Objectives

The school has a clear statement of its purposes and objectives. This statement is understood and

accepted by all constituencies: board, faculty, staff, parents, and students. The Statement gives direction to planning (curricular, co-curricular, financial, organizational) such that no facet of school life exists in contradiction to this statement.

2. Values, Discipline and Extra-curriculum

The school helps students recognize and act upon their academic, emotional, physical and social potentials, within an ethical community.

3. Academic Programme

This standard applies to secondary schools, elementary schools and schools encompassing both levels. It is understood that students are prepared for admission to a post secondary institution. The school has clearly defined academic goals which support the mission of the school and clearly defined methods of assessing the achievement of those goals.

4. School Organization

The school has an overall administrative organization which is effective in carrying out and supporting the school's purposes and objectives.

5. Personnel

The members of staff (administrative, instructional and supporting) are sufficient in number and have training and experience appropriate to their responsibilities.

6. School and Community

The school has procedures for the effective involvement of parents and former students in ways appropriate to the achievement of the school's mission. As well, the school works to maintain harmonious relationships with the community in which it exists.

7. Admission Procedures

Admission to the school is open to students regardless of race, colour, creed or national origin, but only to those who are likely to benefit from the school's programme.

8. Governance

The governing body is so constituted, with regard to membership and forms of organization, as to assist the school with sound strategic planning and with direction and support in achieving the mission of the school.

9. Corporate Structure and Finance

The school is incorporated as a non-profit organization, and is audited annually by an independent professional.

10. Plant and Management

The school makes effective use of its current physical facilities.

11. Evaluation

The school has undergone a thorough process of self-evaluation in accordance with procedures agreed upon with the Institute.

Evaluation Process

Candidate Membership is granted by the Board upon the recommendation of two school heads with experience in the evaluation process, following their visit to the candidate school, that the school will be ready within three years to undergo the full evaluation and accreditation process.

The evaluation process has both an internal and an external component, following which Sustaining Membership may be granted by the Board.

The internal evaluation process encourages the school to examine all aspects of its operations, seeking to discover its strengths and opportunities for improvement, examining how well its programme fulfils its mission, and measuring itself against the Institute's Standards and Appraisal Criteria.

The evaluation by the Visiting Committee then provides objective comment on the school's own findings and the Committee's observations. Recommendations will be made to contribute to the ongoing growth of the school.

Schools which complete an evaluation invariably find, as an additional benefit, that a spirit of enquiry develops in the entire school community concerning its qualities, needs and plans for the future.

Schools Accredited by CESI

New Brunswick

RCS Netherwood, Rothesay¹

Quebec

Bishop's College School, Lennoxville

Centennial Academy, Montreal

Lower Canada College, Montreal

Sedbergh School, Montebello

Selwyn House School, Westmount

Trafalgar School for Girls, Montreal

Ontario

¹Those schools marked in **bold** are boarding schools.

Albert College, Belleville
Appleby College, Oakville
Ashbury College, Ottawa
 Bayview Glen School, Don Mills
The Bethany Hills School, Bethany
The Bishop Strachan School, Toronto
Branksome Hall, Toronto
 The Country Day School, King
 Crescent School, Willowdale
 Elmwood School, Ottawa
Havergal College, Toronto
 Hillfield-Strathallan College, Hamilton
 Holy Trinity School, Richmond Hill
 Kingsway College School, Etobicoke
Lakefield College School, Lakefield
 *MacLachlan College, Oakville
 Montcrest School, Toronto
Pickering College, Newmarket
Ridley College, St. Catharines
Rosseau Lake College, Muskoka
 Royal St. George's College, Toronto
St. Andrew's College, Aurora
 St. Clement's School, Toronto
 St. John's-Kilmarnock School, Breslau
 St. Mildred's-Lightbourn, Oakville
 The Sterling Hall School, Toronto
 The Toronto French School, Toronto
 *The Toronto Montessori Schools, Richmond Hill
Trafalgar Castle School, Whitby
Trinity College School, Port Hope
Upper Canada College, Toronto
 *The York School, Toronto

Manitoba

Balmoral Hall School, Winnipeg

Alberta

Strathcona-Tweedsmuir School, Okotoks

British Columbia

***St. Michaels University School, Victoria**

* Candidate member schools.

For Further Information:

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 Phone: (416) 964-2544; Fax: (416) 964-2543

APPENDIX V

Advanced Placement

AP gives students an opportunity to take college-level courses and exams while still in high school. There are a growing number of courses in over 18 subject areas, offered by approximately 14,000 high schools worldwide. Each year, more than a million exams are taken in May by about half a million students. Here's why: students enjoy the challenge of taking AP courses with enthusiastic classmates and teachers; high school faculty find that AP courses enhance their students' confidence and academic interest as well as their school's reputation; and college faculty report that AP students are far better prepared for serious academic work.

AP Courses are recognized by nearly 3,000 universities throughout the world which grant a credit, advanced placement, or both, to students who have performed satisfactorily on an AP Exam. Approximately 1,400 institutions will grant sophomore standing to students who have demonstrated their competence in three or more of these exams.

History

Back in the early 1950s, a number of people within the academic community expressed concern that the educational needs of able high-school students were not being met. Although some college and universities had programs for early admission and/or advanced standing for talented students, many educators felt that a large percentage of able students were not being sufficiently challenged when they advanced to college.

In 1951, the Ford Foundation's Fund For the Advancement of Education sponsored a study among three universities (Harvard, Princeton, and Yale) and three private high schools (Exeter, Andover and Lawrenceville), to examine what their students were being taught in the last two years of high school and the first two years of college. In 1952, the committee published the results of their study in a paper entitled *General Education in School and College*. They concluded that what was needed was a set of achievement exams which would enable colleges to give enterprising students advanced placement, and that an experiment should be conducted under the direction of the College Board.

Almost simultaneously, an experiment in advanced placement was being conducted under the aegis of Kenyon College. The President of Kenyon, Gordon Keith Chalmers, directed his faculty to develop descriptions of freshman level courses on which an advanced placement program would be based.

Again, the Fund for the Advancement of Education provided a grant that enabled President Chalmers to assemble representatives of 12 colleges and 12 secondary schools. This group, called the School and College Study of Admissions with Advanced Standing (SCSAAS), selected 11 subjects and appointed committees to write the course descriptions in English Composition, Literature, Physics, Chemistry, Biology, Math, Latin, French, German, Spanish, and History. Each subject's committee had five faculty members from colleges and two from secondary schools.

Some or all of these courses were offered by 18 secondary schools, and the experiment was deemed to be a success. The SCSAAS then turned to the Educational Testing Service for

help in developing the course examinations.

The SCSAAS decided to invite the College Board to assume responsibility for the program, and at their annual meeting in 1954, members of the Board voted in favor of the proposal. In the 1955-56 academic year, the Kenyon Plan officially became the Advanced Placement Program of the College Board.

The number of AP courses and exams offered is now almost triple the initial offering; there are currently 32 courses, and more are on the way! This growth is reflected in the number of students, schools, and colleges that now participate in the AP Program. In May 1998, AP reached a milestone; for the first time in the history of the program, more than one million APExams were administered!

Not only have participating students, schools, and colleges increased in number, but each of these groups has become more diverse. In the early years of the AP Program, participating students were largely from independent preparatory schools or suburban high schools in the Northeast, and the students from these schools tended to go on to attend highly selective northeastern liberal arts colleges. Now, urban and rural public schools in every state and in most provinces participate in the AP Program in large numbers. Further, the list of institutions receiving the largest number of AP candidates has broadened and includes public and private colleges and universities in all parts of the United States and Canada.

Courses Available

Date	Subject	Notes
1956	Biology	This was originally named American History.
1956	Chemistry	
1956	U.S. History	
1957	European History	
1969	Calculus AB & BC	Started as Mathematics in 1956. In 1995, added a calculator requirement. In 1998, there was a significant change in the philosophy and content, but the course and exam names did not change.
1969	Physics B & Physics C	There was just one Physics exam from 1956-1968. From 1959-64, the exam included a calculus option. In 1969, it split into two separate exams: Physics B and Physics C.
1971	French Language & Literature	From 1956-1970, there was an AP French

		Exam, which contained both a language and literature component
1972	Art History	
1973	Physics C - Electricity & Magnetism Physics C - Mechanics	In 1973, the Physics C exam split into two: Physics C - Electricity and Magnetism, and Physics C - Mechanics.
1977	Spanish Language & Literature	From 1956-1976, there was just one Spanish exam, with both a language and literature component.
1978	Music Theory	In 1972, a Music Listening and Literature exam was introduced. Then in 1978, Music Theory also came on board; it shared a common component with the Music Listening and Literature Exam. In 1992, the Music Listening & Literature course and exam were dropped from the Program (the last exam was administered in May, 1991).
1980	English Language & Comp., English Literature & Comp	From 1956-1979, there was an AP English Exam, which contained both a language and literature component
1980	Studio Art - Drawing, Studio Art - General	From 1972-1979, there was just one Studio Art portfolio.
1980	German Language	In 1956, a German exam containing both language and literature components was introduced. In 1980, it split into two separate exams - German Language and German Literature - but the latter was dropped altogether in 1983.
1984	Computer Science AB	
1987	U.S. Gov. & Politics, Comparative Gov. & Politics	
1988	Computer Science A	

1989	Latin – Vergil & Latin Literature	In 1956, there were two Latin exams, named IV (for fourth year Vergil) and V (for fifth year prose, comedy, and lyric.) In 1965, the lyric portion was made compulsory. In 1969, the Latin IV and V exams were separated into four discrete exams: Latin Vergil, Latin Lyric, Latin Prose, and Latin Comedy. Students could take one or two of these four exams. In 1973, the exams were renamed Classics, and only the Vergil and Lyric options remained, with a common multiple-choice section. In 1978, the Classics title was changed back to Latin, and the two exams became known as Latin – Catullus and Horace, and Latin - Vergil. In 1989, these exams became Latin – Vergil and Latin Literature, the latter based on works of Catullus, Ovid, Cicero, and Horace.
1989	Macroeconomics & Microeconomics	
1992	Psychology	
1997	Statistics	
1997	International English Language (APIEL)	
1998	Environmental Science	
2001	Human Geography	
2002	World History	

For Further Information:

<http://www.collegeboard.org/ap>

APPENDIX VI

The International Baccalaureate

WWW: <http://www.ibo.org/diploma.htm>

Introduction

The shrinking world of the last half of the twentieth century has created a demand in the world's major business and diplomatic centres for international educational institutions that help people adjust to strange environments and prepare them for further education. Teachers in these institutions have been faced with the monumental task of devising programs which will satisfy the increasingly diverse and stringent university entrance requirements of different national systems. The ambitions and frustrations of this situation gave birth to an exciting endeavour in Geneva in the early 1960s.

Voluntary work by a number of teachers under the auspices of the International Schools' Association, and at the suggestion of UNESCO, led to the creation of the International Schools' Examination Syndicate in 1964. By 1967, the International Baccalaureate Office was set up, and in 1970, the first full Baccalaureate exam was held.

In Canada, the first school to offer the IB was Lester B. Pearson College of the Pacific. Others soon followed. By now, the Diploma has also been recognized by most Canadian and American universities.

The IB Curriculum

Embracing the last two years of secondary education, the curriculum of the IB Diploma program incorporates standards that assume a high level of achievement during the prior years. The subjects that comprise the main part of the curriculum are typical of those studied in the 11th and 12th grades. The subjects are arranged according to six areas, and the IB Diploma candidate is required to choose one subject from each area. However, the students may choose as the sixth subject, a second from one of four of the other areas. This aspect of the curriculum scheme is typical of the distribution requirements to be found in liberal arts or general education programs.

Almost all the subjects offered in the program have syllabuses for two levels of achievement. The higher level syllabus encompasses material that typically requires two years of preparation for the examination, assuming five class hours or the equivalent per week. The subsidiary level syllabus requires about half as much preparation time, which may either be extended over two years (two or three class hours per week), or covered in one year (five class hours) in accordance with the school's decision.

In selecting the six subjects, the candidate must decide on three to be studied at the higher level and three on the subsidiary level. Examination in the higher level subjects will take place at the end of the final year; examination at the subsidiary level will depend on whether a course is offered over one or two years; if over one, the candidate typically enrolls in the final year.

The six areas and the subjects in which the IB program provides syllabuses and examinations are as follows:

1. Language A1: First language, including the study of selections from world literature
2. Language A2, B, *ab initio*: Second modern language
3. Individuals and Societies: History, Geography, Economics, Philosophy, Psychology, Social Anthropology, Business and Organization, Information Technology in a Global Society, History of the Islamic World.
4. Experimental Sciences: Biology, Chemistry, Physics, Environmental Systems, Design Technology.
5. Mathematics: Mathematics HL, Advanced Mathematics SL, Mathematical Studies, Mathematical Methods.
6. Arts and Electives: Art/design, Music, Theatre Arts, Latin, Classical Greek, Computer Science, a third modern language, a second subject from group 3 or group 4, Advanced mathematics SL, a school-based syllabus approved by the IBO

The Diploma candidate must also take a unique course created by IB, known as the Theory of Knowledge (TOK). This is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought through an analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, the Theory of Knowledge course seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Diploma candidates are required to undertake original research and write an Extended Essay of some 4000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written.

Finally, the Creativity, Action, Service programme, known by its acronym CAS is a fundamental part of the diploma curriculum. The CAS requirement emphasizes the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school programme. Participation in theatre productions, sports and community service encourage young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry is enhanced when students reach beyond themselves and their books.

Grading

The grade awarded by the IB examiner is based on a scale of 1-7, ranging from very poor (1), through satisfactory (4), to excellent (7), and with distinction (7E). The total of grade points received determines in major part the awarding of the Diploma. The candidate may also be awarded one additional grade point for superior performance in the Theory of Knowledge and one or two grade points for an exceptional Extended Essay; however, less than satisfactory work in either Theory of Knowledge or the Extended Essay will result in the deduction of one point in each case.

Written examinations are given according to a fixed schedule in the latter part of May. Beginning in early July, transcripts of the candidate's performance in the IB program are distributed to students and to universities chosen by students. The candidate's school is not restricted in any way from making its own determination of a student's performance and issuing its own certificate and transcript. This would not have the imprimatur of the International Baccalaureate but could refer to the student's enrollment as an IB candidate.

The IB Office in Geneva is responsible for the preparation and grading of all IB examinations. The chief examiner in each subject sets the examinations, usually in consultation with assistant examiners and after inviting the submission of suggested questions by IB teachers.

The language examinations require responses to printed multiple choice--for language B only--and essay questions, and oral responses to printed or oral questions with an examiner or through recording on a cassette. Examinations in other subjects may have both printed multiple choice and essay questions and include graphic material. The teacher is guided in preparing students for examination by published criteria of evaluation.

In calculating the final grade in a subject, the IB examiner refers both to the student's performance in school and the marks awarded on the IB examination. The IB syllabuses prescribe various methods of internal assessment to be reported by the teacher, including guided course work, individual or cooperative projects, and the teacher's evaluation of the student's classroom performance.

Each teacher is required to submit, with the examination, a predicted grade for the student. If the examiner's final calculation of the student's grade in the subject is substantially lower than the teacher's prediction--experienced IB teachers are expected to come within one point of the final grade--the student's examination is submitted to a second examiner and the final grade may be adjusted as a result. In addition to the predicted grade, the teacher is also permitted to report any evidence that might reasonably be considered to adversely affect the student's performance on the examination: illness at the time of the examination, a traumatic experience during the school year, or other extraordinary circumstance. The chief examiner may take this evidence into consideration in determining the final grade.

Examinations may be submitted for grading to one of a number of assistant examiners, depending on the number of examinations taken in a subject. Every assistant examiner submits to the chief examiner, with the grade roster, samples of papers given low, medium and high grades. The chief examiner may then adjust the grades if the assistant examiner's evaluation does not conform to the standard set for the subject. The chief examiner, in turn, is a member of a Board of Chief Examiners which monitors the consistency of standards among all IB subjects.

Each year, nearly 30,000 students annually are assessed by the IBO. Each year approximately 80% of candidates succeed in earning the Diploma.

A student, unable or unwilling to fulfill the requirements of the Diploma, can receive upon graduation from the school a Certificate for each IB course and examination taken. When a school introduces the IB program, most or all of the students may be enrolled as Certificate candidates, at least for the first several years.

Implications of the IB for the Existing Curriculum

In complying with the requirements of the IB curriculum and achieving the rigorous standards set for the IB examinations, a school has considerable leeway in adapting its curriculum to accommodate the program. As epitomized by its Theory of Knowledge syllabus, the IB is concerned more with the philosophy of learning and learning skills than with knowledge and its perfunctory acquisition.

In evaluating the adaptability of the IB program to its present curriculum, a school chooses those subjects its teachers are best able to offer, although it must eventually offer one or two subjects in each of the five areas and the Theory of Knowledge course to accommodate Diploma candidates. Students preparing for IB examinations usually comprise only a portion of those enrolled in a course. IB candidates may require additional assignments and assistance, but otherwise the preparation is completely compatible with honours or enriched programs. As sets of objectives rather than teaching prescriptions, the IB syllabuses readily accommodate provincial requirements as well as a teacher's particular approach to the subject.

Adoption of the IB program will affect the school and the school system's lower grades. Because of the IB program's advanced level, 7th and 8th grade students will be motivated by the IB Diploma as an achievement goal and will begin to prepare for the IB in their selection of subjects. At the same time, the school's gradual expansion of the program--often only two of three subjects are offered for the first year--has a wide influence on teaching in all the secondary grades. In providing a comprehensive and cohesive framework for already existing honours courses, the IB provides added meaning in the context of a curriculum with both breadth and depth.

Authorization and Eligibility

Only schools authorized by the International Baccalaureate Organisation are eligible to teach the curriculum and to register candidates for examination. IB diploma candidates must be students in good standing at an authorized member school. The Diploma Programme is offered by some 750 schools in nearly 100 countries worldwide. Schools interested in joining the programme conduct a self-study and receive counselling through the appropriate regional office. The formal application includes an on-site inspection visit and the submission of written documentation to IBO headquarters in Switzerland. Only schools authorized by the IBO are entitled to use the organization's name, logo and Diploma Programme designations.

The Financial Implications

The financial implications of introducing the IB program are of two kinds. The application and annual fees, described below, can be easily estimated. What are more difficult to ascertain are curriculum development costs entailed in adapting a school's present courses to meet IB requirements. These depend on the level at which subjects considered for the IB are presently being taught and how closely they approximate IB requirements. This determines the extent to which visits to authorized schools will be needed and the amount of time that must be devoted to

in-service training. Some travel will undoubtedly be involved, and these costs will depend on the distance the prospective school is from a comparable authorized school, the number of teachers involved in travel, and possibly travel costs for consultants from authorized schools or the IB Office.

In 1999/00, the application fee for the IB is \$2,500 (US).

Once authorized by the IB Office, a school is eligible for an affiliation fee of about \$3,650. if it does not actually offer courses in which students actually prepare for IB exams.

If it does offer courses, the school must pay an annual participation fee of about \$10,220.

Each year, a school must also pay examination fees totalling \$91 for registration plus \$68 for each examination taken.

Finally, each year, participating schools are also subject to a per capita fee of about \$177 for each graduating Diploma candidate, and \$98 for each graduating Certificate Candidate.

Whether fees are paid out of a school's general revenues, or charged to individual students is a matter of school policy.

For Further Information

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APPENDIX VII
**The Duke of Edinburgh's Award
Young Canadians Challenge**

WWW: [http://www.dukeofed.org/~duke/ \(Canada\)](http://www.dukeofed.org/~duke/ (Canada))
WWW: <http://www.theaward.org/index/home.htm> (Great Britain)

Introduction

The Duke of Edinburgh's Award is a programme of leisure-time activities for all young people between the ages of 14-25 whether able-bodied or with special needs. Available in Canada since 1963, the programme gives an opportunity to experience challenge and adventure, acquire new skills and make new friends. Participation in the Award is voluntary. The programme fosters self-discipline, enterprise and perseverance. The starting point is marked by the payment of a small registration fee upon which each participant is given a Record Book which is used to record their progress through the Programme.

There are three levels of Award: Bronze, Silver and Gold, each has an increasing degree of commitment. To gain any one of these levels, each young entrant must complete four Sections: Expeditions; Skills; Physical Recreation and Service. For Gold, participants must also complete a Residential Project, away from home for at least five days. Around the globe, approximately 5,000 young people achieve a Gold Award each year. Approximately 138,500 Gold Awards have been gained since the Scheme started.

History

"In the summer of 1938, I found myself walking five miles, as fast as I could, along country roads in Morayshire. I had never done anything like it before and I fervently prayed I would never have to do anything like it again. It so happens that my prayer was answered because I was completing - successfully as it turned out - a section of the Moray Badge, a direct ancestor of what has become known as The Duke of Edinburgh's Award". (HRH The Duke of Edinburgh).

From the Moray Badge (1934) grew the County Badge Scheme (1941), a system of awards, devised by Kurt Hahn, the great German educationalist and Prince Philip's Headmaster at Gordonstoun. Prince Philip developed Kurt Hahn's ideas and philosophy and launched The Duke of Edinburgh's Award for Boys in 1956 under the Leadership of Sir John (now Lord) Hunt. By September 1957 over 7,000 boys had entered the Scheme and led to the establishment of The Duke of Edinburgh's Award for Girls in 1958. This broadened the educational base of the Award and provided a focus on the personal and social development of all young people. It was launched under the direction of Phyllis Gordon-Spencer who became its first Secretary. She later became Senior Deputy Director of the Award. The operation of the Scheme was delegated to

responsible bodies who were trusted to uphold the standards and conditions of the Award. As Prince Philip said, "I would rather scrap the Scheme altogether if I felt I could not trust the operators."

In 1960, the Award was established as a Charitable Trust with His Royal Highness The Duke of Edinburgh as Patron. There was a greater emphasis on training and leadership, particularly in adventurous activities, to ensure the safety and competence of participants. By 1961 the Scheme was seen as an extension of secondary education with 16 per cent of schools participating. During the next few years, the Award was heavily promoted in schools, voluntary youth organizations and industry. By 1966, the expansion of the Scheme led to its regionalisation in the United Kingdom. Parallel schemes were also developed internationally. In February 1969, at a press conference in Buckingham Palace, Prince Philip launched an integrated single Award for both young men and young women aged 14 to 21 (later extended to 25).

The Service, Expeditions and Interests Sections were available at all levels to everyone whilst at Bronze and Silver young women took Design for Living and young men Physical Activity. At Gold all were given the choice of either Section and in addition were required to complete a Residential Project.

Robert Heron headed up yet another major revision shortly after he took over as Director. In order to reflect changes in society and demand for total equality of opportunity, Award conditions were amalgamated into a single programme for both sexes. A simple four Section format was devised: Service; Expedition; Skills; Physical Recreation; - and the Residential Project at Gold was retained. The Sections have remained in this format since 1980 and the formula has proved to be increasingly successful with young people and Adult Helpers.

Requirements: Service

This section encourages young people to realize that, as members of a community, they have a responsibility to others and that their help is both needed and valued. The requirements of this section range from a minimum of 15 hours of service for Bronze to a minimum of 90 hours for Gold.

Choose one or more forms of service and undertake training and practical service to others. Examples: first aid, lifesaving, conservation projects; helping the elderly, sick, disabled or disadvantaged (in an organized setting or on an individual basis); assisting at the local library; teaching Sunday School; volunteering for non-profit organizations; being a youth leader and many others.

- Bronze: A minimum of 15 hours of service over a period of 6 months.
- Silver: A minimum of 30 hours of service over a period of 6 months for those who have earned their Bronze Award; 45 hours over 12 months for direct Silver entrants.
- Gold: A minimum of 60 hours of service over a period of 12 months for those who have earned their Silver Award; 90 hours over 18 months for direct Gold entrants.

Requirements: Expeditions and Explorations

Here participants take on the elements in a demanding team venture. It develops a spirit of adventure, project management skills, and a sense of achievement through shared responsibility. Participants plan expeditions ranging from relatively simple hikes in a Provincial Park, to retracing the routes of the voyageur, to major trips to Baffin Island.

- Bronze: Undertake basic training, carry out a practice journey, and then complete an Expedition. Minimum of two days out required including one night camping, and an average of 6 hours a day OR Exploration with emphasis on approved investigations or other specified activities.
- Silver: Undertake basic training, carry out a practice journey, and then complete an Expedition, minimum of three days out required including two nights camping, and an average of 7 hours a day OR Exploration with emphasis on approved investigations or other specified activities OR Adventurous Project.
- Gold: Undertake basic training, carry out a practice journey, and then complete an Expedition. For an Expedition, minimum of four days out required including three nights camping, and an average of 8 hours a day OR Exploration with emphasis on approved investigations or other specified activities OR Adventurous Project.

Requirements: Skills

Designed to enrich personal interests and broaden horizons. The idea is to choose an interest, and then develop and improve upon it.

Participants must develop their skill over a minimum of 6 months for Bronze and up to a minimum of 18 months for Gold. Examples: music, computer programming, crafts, graphic arts, life skills, collections and model building.

- Bronze: Follow a Skills programme for a minimum of 6 months. Activity may be changed once during this period.
- Silver: Follow a Skills programme for a minimum of 6 months for those who have earned their Bronze Award, 12 months for direct Silver entrants.
- Gold: Follow a Skills programme for a minimum of 12 months for those who have earned their Silver Award, 18 months for direct Gold entrants. Activity may be changed once during this period.

Requirements: Physical Fitness

This section involves participation in some form of sport or physical recreation and requires individual progress. It is intended to encourage participants to appreciate physical fitness as an important component of a healthy lifestyle.

Participants must pursue a particular activity for a minimum of 15 weeks for Bronze to a minimum of 25 weeks for Gold.

- Bronze: 30 hours. Take part in physical activities (games or sports, individual or team) and benefit from participation, effort and improvement.
- Silver: 40 hours. Take part in physical activities (games or sports, individual or

- team) and benefit from participation, effort and improvement.
- Gold: 50 hours. Take part in physical activities (games or sports, individual or team) and benefit from participation, effort and improvement.

Requirements: Residential Project (At Gold Level Only)

Undertake some shared activity, either through voluntary service or training away from home over a period of not less than 5 consecutive days (4 nights away). Examples: Youth leadership training courses; Outward bound & similar courses; voluntary help at homes, centres, or camps; work with disadvantaged children or the elderly; school exchanges, church courses etc.

For Further Information

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APPENDIX VIII
The Round Square Conference
What it is and what it does

History

Representatives of six schools whose philosophy and ideals were inspired by the late Dr. Kurt Hahn, the Founder of Salem (1920) and Gordonstoun (1934), met in Salem in 1966. The meeting, which celebrated Kurt Hahn's eightieth birthday, was chaired by His Majesty King Constantine, who was later Patron of the Conference.

The second meeting took place at Gordonstoun in a building called "The Round Square" and it was agreed to name the Conference after the building. In Scotland the administrative centre of an estate is often called "The Square". The Square at Gordonstoun is a beautiful and unique circular stone building built in the 17th century and the name "The Round Square" is derived from this.

Since 1966 international membership has increased, presenting opportunities for exchanges, projects abroad and international understanding.

Aims as They Were First Laid Down

The aims of the Conference which were laid down at its foundation continue to be upheld. They are:

- i. Education should be concerned with the development of the whole man or woman in the pursuit of truth. It should employ a wide range of activities in the training of the mind and person. These activities should encourage self-realization, self-discipline, self-confidence, the development of the imagination, the pursuit of academic excellence and positive health.
- ii. Whilst the young should be encouraged to develop their particular gifts to the full, they must be prepared to sacrifice a measure of freedom and self-interest to the community.
- iii. The young should be given special responsibilities of a demanding nature in recognition of the fact that school is a partnership between adults and young people in which mutual trust and understanding play an important part and in which active participation and involvement should be encouraged. Responsibilities should be graded according to maturity.
- iv. Importance is attached to providing opportunities for the young to serve others both inside and outside the school.
- v. Education should present a series of graded challenges, physical, mental and moral, and the young should be taught to face failure as well as success.
- vi. Every effort should be made to promote the mixing of boys and girls with dissimilar backgrounds as regards ability, religion, nationality and social background.
- vii. Whilst the Round Square Conference is an association of schools in different countries which encourages co-operation across national frontiers, each school

acknowledges local allegiance.

School Principles and Activities

Although one aim of the movement is to promote international understanding and fellowship appropriate educational aims and ideals are a prerequisite for membership and member schools are committed to providing a wide range of activities outside academic work.

Importance is attached to preparing pupils for life in a democracy and all schools are committed to public service, positive health, the development of creative skills and the challenge of outdoor pursuits.

i. Education for Democracy

The Parliamentary Democracies will not survive unless successor generations are aware of the meaning of democracy.

This involves:

- An understanding of the truth of concepts of Justice and Truth.
- An acceptance of the need for racial and religious understanding.
- The ability to defend the weak and to uphold unpopular causes even at personal risk.
- The defence of democratic ideals and principles in argument and by example.

Member Schools are committed to teach these values.

In practical terms, while pupils cannot run schools, their responsibilities are deemed to be part of the framework which is upheld by adults to an extent that the Schools would break down were pupils to fail to respond generally to their responsibilities. Training for democracy requires participation and that responsibility be given to pupils.

ii. Public Service

“Any nation is a slovenly guardian of its own interests if it does not do all it can to make the individual citizen discover his own powers; and further, the individual becomes a cripple from his or her own point of view if he is not qualified by education to serve the community.” (Dr. Kurt Hahn)

Pupils must undertake some form of public service to the Community outside the School.

Services among Schools include a School Fire Service, a Mountain Rescue Service, a Technical Service (building bridges, and so on), an Environmental Service, a coastguard Service, a Community Service, a Surf Rescue Service and others.

iii. Positive Health and Fitness

Men and women have a responsibility to themselves and to the community at large to maintain a high standard of health. Emphasis is therefore placed on physical fitness.

iv. Creative Skills

Every pupil is required to develop a skill or skills through a termly (or longer term) project. Projects included a wide range of activities designed to encourage pupils to become absorbed in creative work which should, if possible, lie outside the formal curriculum.

The aim is not only to prepare students for leisure but to encourage creativity, initiative and resourcefulness.

v. Outdoor Challenge

Schools present pupils with outdoor challenges aimed at developing stamina, initiative, endurance under stress, and ability to face hardship.

Further Comments

- i. *Intellectual excellence* is of course one of the foremost aims of all good schools and examination success is vital for entry into the professions and into universities. But men and women are not born with the same intellectual endowments and member schools see it as their task not only to help to develop intellectual talents but also the moral character and personality of their students.
- ii. *Self-discipline.* An individual who lacks self-discipline and self-control is powerless to develop as a person or to promote a healthy society. Emphasis is therefore placed on training pupils to accept personal responsibility for their own self-discipline.
- iii. *Compassion for others.* Member schools aim to train the young to develop their particular gifts to the full though never from purely selfish motives and they expect the young to be ready to sacrifice a measure of freedom and self-interest for others as well as for the community. They regard these aspects of training as inter-dependent.
- iv. *The need to rise above failure.* All too often young people are overwhelmed by failure, whether in examinations, or being overlooked for promotion or because of some personal fault. Equally some people become arrogant in success. Member schools hope to teach young people to accept success with humility and to learn how to accept failure with dignity and understanding.

Conference Activities

Every year Schools are invited to send a delegation to the member school chosen to be host for the annual conference. Delegations are chosen to represent governors, heads, staff and pupils providing a cross-section of the community. Each annual conference is planned by the director and head of the host staff working through a standing committee which meets in London and submits plans and suggestions to the conference. The annual conference not only provides a forum but enable representatives of schools to see a member school in action and learn from its special activities.

The Conference encourages co-operation and exchanges of staff, pupils and school leavers.

The Conference also:

- i. Promotes an inter-school athletic competition.
- ii. Offers the Kurt Hahn Prize annually to a pupil for outstanding public service.
- iii. Distributes *Echo*, a termly conference magazine with news from member schools.

Round Square International Service

The Round Square International Service (R.S.I.S) acts within the framework of the R.S.C. Voluntary service, is a basic aim of every member school and international voluntary service, and has become an important activity which will continue to grow.

In 1977, sixty students from R.S.C. schools spent six weeks during the summer holidays helping to clear French beaches of oil after the Amoco Cadiz accident. In 1977 and 1978 summer camps for deprived children were staffed by pupils of R.S.C. Box Hill and Salem (and more recently at St. Anne's.) Schools have combined to send lorry loads of food and clothing to Poland. In 1981, following the Italian earthquake disaster, sixty pupils worked for six weeks near Eboli under the direction of Salem's Technical Rescue Service.

Since 1980, when the Lawrence and Doon Schools in India became members of R.S.C., forty members of staff and sixteen or seventeen-year-old pupils have worked annually in villages in the Simla Hills. Students' appreciation of life in the developing countries has been broadened and some very useful work has been done. Since 1985 some interesting project work has been taking place among Naskapi Indians and underprivileged groups in North America under the direction of North American schools.

Charitable Status of the Round Square Conference

The R.S.I.S. was established as a Registered Charity in 1985 and the Round Square Conference as a Registered Charity in 1986, with the purpose of encouraging financial contributions.

Whilst R.S.I.S. works entirely within the framework of R.S.C. it was decided that the charities should be left separate for fund-raising purposes. In the first place the immediate aims are different and in the second Charitable Trusts are often so constituted that they can support one organization but not the other.

R.S.C. exists to promote education and requires funds for conferences, exchanges, innovation, disseminating information and sending representatives to school which seek

information and help. R.S.I.S., whilst it aims to promote understanding to developing countries and may thus be said to be educational, also exists to help the less privileged both at home and overseas.

Membership

The following schools are active members of the Round Square:

Abbotsholme School, England
 Aiglon College, Switzerland
Appleby College, Canada
 Athenian School, United States
 Ballarat College, Australia
 Billanook College, Australia
 Birklehof School, Germany
Bishop's College School, Canada
 Box Hill School, England
 Cobham Hall, England
 Doon School, India
 Gordonstoun School, Scotland
 Hellenic College, England
 Ivanhoe Grammar School, Australia
Lakefield College School, Canada
 Lawrence School (Lovedale), India
 Lawrence School (Sanawar), India
 Stiftung Louisenlund, Germany
 Mowbray College, Australia
 Rannoch School, Scotland
 St. Anne's School, England
 St. Philip's College, Australia
 Schule Schloss Salem, Germany
 Scindia School, India
Sedbergh School, Canada
 The Indian School, Oman
 The Southport School, Australia
 Starehe School, Kenya
 Welham Boys' School, India
 Wellington College, England
 Westfield College, England

APPENDIX IX

Arrangements by Province for Independent and Private School Education¹

by

Susan Massarella, M.L.I.S.

Laurentian University

In Canada responsibility for education at all levels is a provincial matter. There is no national, centralized department or ministry of education applying uniform standards across the country as is the case in many other countries. The reason for this is rooted in Canadian history. Under the *Canadian Constitution of 1867 (The British North America Act)*, responsibility for education was assigned to the provinces. This was done largely at the insistence of Quebec which refused to accept any control over its education by a central government dominated by an English-speaking, and potentially hostile majority. Because other provinces were also reluctant to surrender control over their education systems, provincial control over education became one of the basic terms of the Canadian Confederation. Originally, this meant elementary and possibly secondary education, but by now, it extends to all types and levels from pre-kindergarten to the post-doctoral level.

Today each province controls its own educational system through its department or ministry of education. There are ten such across the country. This in turn gives rise to a variety of different educational standards and procedures from one province to the next. It is hardly surprising, therefore, that the relationship between private schools and the various departments of education should differ markedly from one province to another with respect to government permits, funding, teacher certification, curricula, physical facilities, inspection, and regulations governing all these aspects. At present, only eight of the provinces have boarding schools. The arrangements for independent or private schools will be discussed for each of these provinces.

British Columbia

In 1977, the *School Support (Independent) Act* allowed for public funding of non-public schools. However, the Act did not quell debate over the idea of the provincial resources being used to support independent schools. On March 14, 1987, Barry M. Sullivan, Q.C. was appointed Commissioner of the Royal Commission on Education to examine the entire education system in British Columbia, including the issue of funding independent schools. Professional and other organizations closely associated with public schooling gave submissions to the Commission against the funding of non-public schools. These organizations included the British Columbia Teachers' Federation, the British Columbia School Trustees Association, and the Canadian Union on Public Employees. Submissions to the Commission in support of funding included parents who "...argued that a state monopoly of educational resources limits free choice and competition, inhibits efficient delivery of services, and brings about a qualitative decline in schooling" (*Legacy for Learners*, 1988, p. 3). The Commission's report, entitled *A Legacy for Learners : Report of the Royal Commission on Education*, recommended :

¹This Appendix is a complete revision of an appendix prepared by Andrew Preston which appeared in the *Directory of Canadian Private Residential Schools* (1986).

1. That provisions and regulations for the establishment, registration and operation of all non-public schools be specified in relevant sections of the School Act
2. That the Ministry of Education obtain from all non-public schools any statistical and other data necessary to gain a complete overview of schooling in British Columbia
3. That all non-public schools be required to meet certain basic curricular, assessment and inspection requirements established by the Ministry of Education and defined in the School Act
4. That the two categories of non-public schools established for funding consideration under the School Support (independent) Act be increased to four categories. (*ibid.*, p. 6)

In 1989, British Columbia introduced the *Independent School Act*, repealing the former *Act*. The new *Act* created five categories of independent schools, three of which were to receive public funding. The categories were later reduced to four as follows, two of which were to receive funding :

Group 1 schools offer programs consistent with the goals of the British Columbia curriculum, employ certified teachers, maintain adequate educational facilities, and meet municipal codes. They receive per student grants at 50% of the student costs of local public schools. They must be run by a non-profit authority. Furthermore, the school must have operated for one year before applying for the certificate of group classification.

Group 2 schools met the same requirements as Group 1 schools. They receive student grants at the 35% level, because their per student costs exceed those of the local public schools.

Group 3 schools must maintain adequate educational facilities and meet municipal codes. They do not receive provincial grants.

Group 4 schools cater to non-provincial students. They meet the same curricular requirements as Group 1, and 80% of their teachers must be certified. These schools must be bonded, and they are not eligible for grants. (School book, 1999, p. 59)

All school groups are entitled to receive provincial curriculum guides, and they have access to the films and videos of the Provincial Education Media Centre. Moreover, for all groups the inspector must be satisfied that no program would foster doctrines of racial or ethnic superiority or persecution, religious intolerance or persecution, social change through violent action, or sedition". (R.S.B.C. 1996, c. 216)

Groups 1, 2, and 4 have the right to use in their publications the phrase, "certified by the Province of British Columbia", to issue the British Columbia certificate of graduation, subject to the conditions specified by the inspector, and to receive provincial assessment and examination results. Group 4 schools may issue the British Columbia certificate of graduation only if all of their teachers are certified teachers².

The level of inspection for a given school varies directly with its group classification. Groups 1

²The phrase "certified teacher" does not necessarily require that the teacher have a certificate of qualification under the Teacher Profession Act. In independent schools, the phrase "certified teacher" can also refer to individuals who have been given a certificate of qualification by the inspector under the *Independent School Act*. (R.S.B.C. 1996, Ch. 216)

and 2 must undergo an initial evaluation, and then be inspected every 2 years, with an external evaluation every 4 years. Group 3 schools do not require an external evaluation, but do require an initial evaluation and follow-up inspection every 2 years. Group 4 schools only require an initial evaluation. All schools must provide statistics to the Ministry.

Alberta

Alberta's public education system fully funds public schools, separate schools, francophone schools, and charter schools. It also fully funds alternative programs, home education, and virtual programs. Private schools refer to any school outside of the public education system, and are eligible for some provincial funding. Alberta separates its private schools into two categories : registered and accredited.

Registered Private Schools are not obligated to offer the Alberta Programs of Study nor to employ teachers with teaching certificates. Thus, students from registered private schools do not earn high school credits toward an Alberta graduation diploma. Registered private schools must agree to regular monitoring and evaluation by the Minister. They do not receive funding.

Accredited Private Schools, on the other hand, follow the Alberta Program of Study and employ teachers with Alberta teaching certificates. Students write provincial achievement tests and diploma exams, and may earn the Alberta graduation diploma. An accredited private school must have seven or more students from two or more families. Furthermore, as in the case of registered private schools, accredited schools must agree to regular monitoring and evaluation by the Minister. These schools receive some public funding.³

The Private Schools Funding Task Force⁴, launched in 1997, had a mandate to :

1. Review the current level of funding for accredited and designated special education private schools ;
2. Review the tuition fees levied by private schools,
3. Review the right of private schools to select students,
4. Examine the differences in public accountability for public and private school operators,
5. Review the legislation governing private schools, and
6. Examine alternate funding formulas.

(News release, June 1997, <http://ednet.edc.gov.ab.ca/news>)

The Private Schools Funding Task Force came up with twenty-six recommendations, all of which were accepted by the provincial government.

Among the most significant results were that the funding level for accredited schools was

³The exact funding rates for accredited private schools up until the 2001-2002 school year can be found on Alberta's Department of Education web site at <http://ednet.edc.gov.ab.ca/funding/Private.html>

⁴*Setting a New Framework : The Report and Recommendations of the Private Schools Funding Task Force* is available on Alberta's Department of Education web site at: <http://ednet.edc.gov.ab.ca/funding>.

increased by 10 per cent to a total of 60 per cent of the per student basic instruction grant provided to public schools.⁵ Furthermore, there is now a direct relationship between funding provided to private schools and funding provided to public systems. Accredited private schools are now required to operate for a minimum of one year prior to being eligible for public funding. However, there is no limit on the setting of tuition fees.

Changes to the accountability of private schools also resulted from the recommendations of the Task Force. The government accepted the recommendations that private schools follow the same requirements for teaching the Alberta program of studies as public schools, establish parent councils where parents do not form a majority on the operating board of the school, designate a principal who has an approved teaching certificate, and provide for the education of students they expel. (*News Release* March 5, 1998). Finally, as in the case of British Columbia, private schools in Alberta must draft a specific policy which states “that all private schools must not offer programs that in theory or in practice will promote or foster doctrines of racial or ethnic superiority or persecution, religious intolerance or persecution, social change through violent action, or disobedience of laws” (*Ibid.*, p. 5).

Saskatchewan

The structure and administration of the education system in Saskatchewan is detailed in the *Education Act*.

In 1989 the *Act* was amended and the term “private schools” changed to “registered independent schools”. At that time laws, regulations, and policies were introduced concerning the governance of independent schools. Similar to the education systems of Alberta and Ontario, the Saskatchewan education system includes fully-funded public school divisions, separate school divisions, and francophone education areas. First Nations schools in Saskatchewan are supported by federal funding. Independent schools receive no provincial funding with the exception of a group of designated “historical high schools”, special needs independent schools, and religious-based independent schools that have negotiated an associate school agreement with a school division.

However, although they do not receive funding, independent schools must follow the requirements of the Minister of Education with respect to curriculum and teacher qualifications. The Minister of Education may also make provision for the registration and inspection of independent schools. Also, when requested, registered independent schools are required to provide the Minister with information concerning the pupils, teachers, curriculum, facilities and equipment of that school.

Manitoba

Schools in Manitoba are either public or independent (private). There is no publicly supported separate school system similar to those of Alberta, Saskatchewan and Ontario. Most independent schools in Manitoba have a religious affiliation. Independent schools are either funded or non-funded. The obligations and grants provided to independent schools are set out in the *Public School Act*, Manitoba regulations, and Department of Education policies.

Non-funded independent schools may, but are not required, to follow the Manitoba curriculum, nor are they required to use teachers who are certified by Manitoba Education and Training. However, non-funded independent schools are encouraged to administer the provincial standards tests for Grades 3, 6, Senior 1 (Grade 9), and Senior 4 (Grade 12). The schools must register with the province, and provide a curriculum and show that their students are receiving an education that is equivalent to that received by

students in public schools.

Funded independent schools are required to follow more stringent guidelines. In order to qualify for grants, funded independent schools are required to follow the same Manitoba Curriculum as that used in the public schools of the province. The core, compulsory, and optional curriculum, is outlined in government policy documents which each school must follow. They are also required to participate in the provincial standards testing program for Grades 3, 6, Senior 1, and Senior 4.

A school has to have operated successfully for three years prior to receiving government funding. Grants are paid directly to the funded independent schools at a rate that is equivalent to approximately 50% of public funding. In addition to base funding, the funded independent schools also receive the full grant of \$50 per student for curricular materials, in addition to extra funding for approved low incidence special needs students.

A special type of service available to funded independent schools are those available through “shared services agreements”. These agreements allow a funded independent school to partner with a school division to receive clinical support services and transportation services for their students. Both the school and the school division must agree to this shared services agreement.

There are Liaison Officers from the Office of Independent Schools for both funded and non-funded schools. The officers work in collaboration with the schools to assist the schools in implementing the Manitoba Curriculum in their schools. The liaison officer also oversees the adherence to government regulations and policies.

Ontario

Ontario’s public education system fully funds English and French-language public schools and English and French-language Roman Catholic schools. Its private schools receive no funding. However, although the private schools do not receive direct financial support, the Ministry of Education makes available at no extra charge or at nominal cost a number of its services such as free curriculum guidelines and resources materials, and free access to the Book Purchase Plan.

At present, private schools in Ontario are probably subjected to far less government regulation and control than anywhere else in the country. As a result, such schools are able to provide families of differing beliefs and traditions with appropriate programs. Under Section 16 of the *Education Act*, a private school may be established simply by filing a “Notice of Intention to Operate a Private School” with the Ministry of Education. Apart from being asked to provide “satisfactory instruction” (R.S.O. 1990, c.E.2, s.21(2)(a)), no other demands are made with respect to the education programs offered at private schools. Moreover, unlike most other provinces, Ontario does not require teachers working in private schools to hold teaching certification.

Under the *Education Quality and Accountability Office Act, 1996*, a private school is permitted to enter into agreements with the Minister about administering tests to pupils enrolled in the school, marking the tests, and reporting results of the test. The Minister may charge a fee to the school for this service (S.O. 1996, c.11, s.29(2)). There is no regular evaluation of private schools in Ontario, but a school is obligated, when requested, to provide the Ministry with statistical information regarding its enrollment, staff, and courses of study.

In September 1984, the provincial government set up a one-man commission to report on the role and financing of Ontario’s private schools. Dr. Bernard Shapiro, who was at that time the Director of the Ontario Institute for Studies in Education was appointed as Commissioner. The mandate of the Commission on Private Schools in Ontario was as follows :

1. To document and comment on the contribution of private schools in Ontario to elementary and secondary education in Ontario;

2. To identify possible alternative forms of governance for private schools and to make recommendations for change deemed to be appropriate;
 3. To assess whether public funding, and its attendant obligations, would be desirable or could be compatible with the nature of their independence;
- To identify and comment upon existing and possible relationships between private schools and publicly supported school boards (Commission on Private Schools in Ontario, 1985, p. 1-2).

Dr. Shapiro completed his report in the fall of 1985. The Commission had 61 recommendations in total.

Although he acknowledged that private schools served a purpose in the education system and needed to have their existence more explicitly recognized in provincial legislation, Dr. Shapiro did not believe that “such schools have a right to public funding in any way commensurate with that provided to the province’s public schools” (ibid., p. 51). Many of the Commission’s recommendations were in response to the fact that at the time of the Commission, Ontario did not fund the senior years of Roman Catholic separate schools. Roman Catholic separate schools are no longer considered to be private schools as they are now part of the fully-funded educational system.

Recommendations from the Commission addressed the areas of accountability of the schools, the use of qualified teachers⁶, and status of the schools in the Ontario education system. The Commission believed that the “Notice of Intent to Operate a Private School” should include evidence of health, safety, fire and zoning authorities, as well as a detailed outline of the education objectives, programme and staffing plans to ensure that the criteria of satisfactory instruction and the use of qualified teachers would be met. The Commission also believed that the term “private school” should be changed to “independent school” (ibid., p. 43), reflecting the fact that the schools have made a positive contribution to the educational system in Ontario rather than to just a few “private” interests.

In reflection of the importance of private schools, the Commission recommended that there be an Independent School Branch of the Ministry of Education which would approve and register schools, inspect independent schools for purposes of the Ontario Secondary School Diploma, coordinate evaluation programmes and provincial testing for the schools (ibid., p. 67). Further to a restructuring of the Ministry of Education, recommendations 21 to 32 discuss the creation of a special category of independent school, to be known as an “associate school”.

Associate schools would be independent schools which entered into an agreement with the local public school board to operate in association with that board. The associate school would be able to share programmes and services with local public schools as applicable. However, an associate school would be required to employ Ontario certified teachers, would not be allowed to charge tuition, and would need to operate as a non-profit institution. In return, the associate school would receive public funding. The model of an associate school was meant to address the problem of providing for the public funding of religious schools, such as a Hebrew academy.

The recommendations of the Commission would have given private schools in Ontario much the same status and accountability as their Western counterparts. The Shapiro commission was the last major examination of private schools in Ontario. The Royal Commission on Learning, created in 1993, only examined the issue of the public school system in Ontario. Although the legislation concerning private schools has not significantly changed since the Commission on Private Schools in Ontario, there continue to be court challenges to the lack of public funding to private schools. In 1994, two sets of parents who, by

⁶As with other provinces, the phrase “qualified teacher” refers to a teacher with a provincial teaching certificate, or who is deemed qualified by the Minister to teach at the private school for which he/she is a staff member (*Commission on Private Schools in Ontario*, 1985, p. 45)

reason of their religious beliefs, sent their children to independent religious-based schools, attacking the constitutionality of the lack of public funding for such schools. The court ruled against the parents, stating in part that :

“If the absence of public funding for private schools creates a distinction, it is not one based on religion. The public school system is solely secular and, because it is secular, it cannot found a claim of discrimination because it does not provide public funds for religious education under private auspices” (19 O.R. (3d), p. 2(e))

The courts stated that public funding of private schools would be a change to the education system to be decided by the legislature, not the courts. It remains to be seen if in the future Ontario will decide to alter existing legislation regarding private schools.

Quebec

Until the mid 1960s, Quebec did not have a Ministry or Department of Education similar to those of other provinces. Traditionally, the area of secondary education was left largely in the hands of private institutions run by various religious orders and other groups. However with the reforms of the 1960s, the classical colleges, normal schools and technical institutes were integrated into the new system, whether at the college or the secondary level. Preschool, elementary, secondary, college and professional education at private institutions is legislated under the *Loi de l'enseignement privé*, assented to in 1992. This Act replaced the *Quebec Private Education Act* (1977).

In order for a private school to operate, the school must hold a permit from the Ministère de l'Éducation. The Ministère issues the permit after consulting with the Commission consultative de l'enseignement privé. Private institutions that are subsidized must offer the same educational services and comply with the same basic school regulations as public schools, including standards of evaluation for programs. Government subsidies account for roughly 55% of a private school's budget. In addition, almost half of all private schools receive grants for students in primary or secondary schools, or who attend one of the schools designed to help special needs students (Les commission scolaires, 1999, p. 3.).

Quebec is unique among the provinces in having an institution which limits the discretionary power of the Education Minister.⁷ The Commission consultative de l'enseignement privé consists of nine members appointed by the government, on the recommendation of the Minister of Education. Each member serves a term of not more than three years. The Commission's purpose is to advise the Minister on all matters relating to administration of the *Loi de L'enseignement privé*.

New Brunswick

Private schools in New Brunswick do not receive assistance from the provincial government. Sponsoring groups and parents must completely finance and operate private schools on their own.

However, all schools in New Brunswick are inspected by Department of Education personnel. A report is prepared on a given school evaluation the teachers, the program offered, and the school. The report is then distributed to the school involved and to senior Department officials.

Nova Scotia

⁷Ontario. The Commission on Private Schools in Ontario. *The Report of the Commission on Private Schools in Ontario*. October 1985, p. 14

Like New Brunswick, Nova Scotia does not fund private schools. The costs of financing and operating such schools are borne entirely by the sponsoring groups and parents. Private schools may purchase authorized learning resources on the same basis as the province's public schools from the Nova Scotia School Book Bureau.

Under provincial school legislation, a student may attend any private school certified as acceptable to the Minister of Education. Under the *Education Act*, a private school is obligated to :

1. Meet local health, safety and building standards;
2. Provide statistical information with respect to the school, as required by the Minister; and
3. Where requested by the Minister, provide evidence that students are making reasonable education progress appropriate for their age and grade level based upon results of nationally or internationally recognized standardized achievement test.

Private schools are required to offer curriculum comparable to that provided by public schools, but it may be a religious-based curriculum.. Finally, if a private school wishes to grant a high school leaving certificate, it must apply to the Minister to ensure that the schools program of studies meets the necessary requirements.

Summary

In the past decade there have been significant educational reforms in the public school systems of the provinces. In turn, many of the provinces have revised legislation concerning their private schools. Recent changes to provincial legislation concerning private schools has emphasized their role in education and assured parents that recognized educational standards must be met in order for a private school to operate. At the same time, although most provincial governments maintain control to varying degrees over private schools through their education acts or through special private school legislation in the areas governing permits, funding, teacher certification, curricula, physical facilities, and inspection, the private schools still maintain a large degree of independence in their overall operations. This of course is one of the cardinal reasons for their very existence.

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Alphabetic by School

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Albert College (Ontario)
Appleby College (Ontario)
Ashbury College (Ontario)
Athol Murray College of Notre Dame (Saskatchewan)

-B-

Balmoral Hall School (Manitoba)
The Bethany Hills School (Ontario)
The Bishop Strachan School (Ontario)
Bishop's College School (Quebec)
Bodwell High School (British Columbia)
Bond International College (Ontario)
Branksome Hall (Ontario)
Brentwood College (British Columbia)
Bronte College of Canada (Ontario)

-C-

Canadian College (Italy)
Caronport High School (Saskatchewan)
Collège Jean-de-Brébeuf (Quebec)
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Columbia International College (Ontario)
Concordia High School (Alberta)

-D to H-

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Great Lakes Christian College (Ontario)
Grenville Christian College (Ontario)
Havergal College (Ontario)

-K-

Kingsway College (Ontario)
King's-Edgehill School (Nova Scotia)
Kingston Bible College Academy (Nova Scotia)

-L-

Lakefield College School (Ontario)
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-M to O-

Maxwell International Bahá'í School (British Columbia)
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Saint John's School of Alberta (Alberta)
Sedbergh School (Quebec)
Seminary of Christ the King Secondary School (British Columbia)
Shawnigan Lake School (British Columbia)
Sheila Morrison College (Ontario)
Stanstead College (Quebec)

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"Benefits Lasting Into Eternity"	Great Lakes Christian College
"Bridging Tradition with the New Millennium"	The Bishop Strachan School
"Building Bridges to Success"	Vancouver Formosa Academy
"Building Good Citizens for the Future"	Robert Land Academy
"Canada's First Independent School"	King's-Edgemoor School
"Celebrating a Century of Excellence"	Balmoral Hall School
"Dedicated to Developing the Complete Man, the All-Round Citizen"	St. Andrew's College
"Educating Christian Students to Think and Act Christianly, Constructively and Critically"	Prairie High School
"Education Plus"	Rosthern Junior College
"Education with a Heart"	Pickering College
"The Educational Experience Of a Lifetime...For a Lifetime"	St. Margaret's School
"The Emerging Student"	Bodwell High School
"Established in 1932 ... Moving Confidently in the 21 st Century"	Niagara Christian Collegiate
"Explore Your Future"	Luther College High School
"Great Beginnings"	St. John's-Ravenscourt School
"A Great Place to Learn"	Appleby College
"Health, Wisdom, Integrity"	Stanstead College
"If Dance is Your Dream...This Is Your School"	National Ballet School
"Initium Sapientiae Timor Domini" ¹	Concordia High School
<i>Latiores Fines Petimus</i> ²	The Bethany Hills School
"Learning to Understand"	Bronte College of Canada
"Let the Talent Soar"	Venta Preparatory School
"Living Where You Learn"	St. Angela's Academy
" <i>Mens Sana in Corpore Sano</i> " ³	Lakefield College School
"Minds on the Move"	Neuchâtel Junior College
"Moral Growth and Development through Catholic Thought and Life"	Seminary of Christ the King
"Not Just Another School. TCS is a World"	Trinity College School
"Offering Quality Christian Education"	Western Christian College
"One of the Best Kept Secrets in Canadian Education"	Grenville Christian College
"The Opportunity of a Lifetime ... For a Lifetime."	Rosseau Lake College
"Quality * Opportunity * Excellence * Achievement"	Bond International College
"Outstanding Preparation for Higher Learning and For Life"	St. Michaels University School

¹ "The Fear of the Lord is the Beginning of Wisdom."

² "We Seek Wider Horizons"

³ "A Sound Mind in a Sound Body"

"Palman Ferat Qui Merui" ⁴	Upper Canada College
"A Place to Explore, Discover and Achieve Excellence"	Mennonite Collegiate Institute
"A Place to Grow"	Bishop's College School
"Preparing for University and Beyond"	Queen Margaret's School
"Preparing Young Men and Women for the Challenges and Opportunities of the Next Millennium"	Ridley College
"Preparing Young Women to Make a Difference Since 1894"	Havergal College
"Preparing Youth With the Truth"	Kingston Bible College Academy
"Quest for Education"	Parkview Adventist Academy
"The Renaissance School"	Canadian College Italy
"Schola discere vitam" ⁵	Collège Mathieu
"Seeking Truth, Justice, Love and Peace"	Académie Ste. Cécile International School
"Service not Fame"	Kingsway College
"A Sound Mind in a Sound Body"	RCS Netherwood
"Struggle and Emerge"	Athol Murray College of Notre Dame
"Teaching Self Reliance"	Sedbergh School
"To Carry Forward an Ever-Advancing Civilization"	Maxwell International Bahá'í School
"Total Care Education"®	Columbia International College of Canada
"Truth Matters"	Caronport High School
"Unity in Diversity"	Nancy Campbell Collegiate Institute
"Viam Veritatis Elegi"	Collège Jean-de-Brébeuf
"A Vision for Tomorrow"	Shawnigan Lake School
"We Challenge. We Care. She Succeeds"	Branksome Hall
"We Favour Peace and the Arts of Peace"	Albert College
"We Would See Jesus"	Lutheran Collegiate Bible Institute
"We've Got It All!"	Trafalgar Castle School
"Without Fear or Favour"	St. George's School

4 "He Bears the Palm Who Merits It"

5 "School Teaches Life"

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St. Vladimir's College (Manitoba)
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Seminary of Christ the King Secondary School (British Columbia)
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Balmoral Hall School (Manitoba)
The Bethany Hills School (Ontario)
The Bishop Strachan School (Ontario)
Branksome Hall (Ontario)
Havergal College (Ontario)
Queen Margaret's School (British Columbia)
St. Angela's Academy (Saskatchewan)
St. Margaret's School (British Columbia)
Trafalgar Castle School (Ontario)

Coeducational

Académie Ste-Cécile (Ontario)
Albert College (Ontario)
Appleby College (Ontario)
Ashbury College (Ontario)
Athol Murray College of Notre Dame (Saskatchewan)
Bishop's College School (Quebec)
Bodwell High School (British Columbia)
Bond International College (Ontario)
Brentwood College School (British Columbia)
Bronte College of Canada (Ontario)
Canadian College (Italy)
Caronport High School (Alberta)
Collège Jean-de-Brébeuf (Quebec)
Collège Mathieu (Saskatchewan)
Columbia International College (Ontario)
Concordia High School (Alberta)
Glencairn Academy (Ontario)
Great Lakes Christian College (Ontario)

Grenville Christian College (Ontario)
Kingsway College (Ontario)
King's-Edgehill School (Nova Scotia)
Kingston Bible College Academy (Nova Scotia)
Lakefield College School (Ontario)
Lester B. Pearson College of the Pacific (British Columbia)
Luther College High School (Saskatchewan)
Lutheran Collegiate Bible Institute (Saskatchewan)
Maxwell International Bahá'í School (British Columbia)
Mennonite Collegiate Institute (Manitoba)
Nancy Campbell Collegiate (Ontario)
National Ballet School (Ontario)
Neuchâtel Junior College (Switzerland)
Niagara Christian Collegiate (Ontario)
Parkview Adventist Academy (Alberta)
Pickering College (Ontario)
Prairie High School (Alberta)
RCS Netherwood (New Brunswick)
Ridley College (Ontario)
Rosseau Lake College (Ontario)
Rosthern Junior College (Saskatchewan)
St. John's-Ravenscourt (Manitoba)
St. Michaels University School (British Columbia)
Sedbergh School (Quebec)
Shawnigan Lake School (British Columbia)
Sheila Morrision College School (Ontario)
Stanstead College (Quebec)
Trinity College School (Ontario)
Vancouver Formosa Academy (British Columbia)
Venta Preparatory School (Ontario)
Western Christian College (Manitoba)

INDEX IV
By Religious Affiliation

Anglican Church of Canada

1. Direct Affiliation

The Bishop Strachan School (Ontario)
Grenville Christian College
RCS Netherwood (New Brunswick)
Ridley College (Ontario)
St. Michaels University School (British Columbia)
Saint John's School of Alberta (Alberta)
Shawnigan Lake School (British Columbia)
Trinity College School (Ontario)

2. Orientation

Appleby College (Ontario)
Ashbury College (Ontario)
The Bethany Hills School (Ontario)
Bishop's College School (Quebec)
Havergal College (Ontario)
Lakefield College School (Ontario)
King's-Edgehill School (Nova Scotia)
Queen Margaret's School (British Columbia)

Bahá'í

Maxwell International Bahá'í School

Baptist

Kingston Bible College Academy (Nova Scotia)

Brethren in Christ

Niagara Christian Collegiate (Ontario)

Christian, Evangelical

1. Orientation

Caronport High School (Saskatchewan)

Prairie High School (Alberta)

Church of Christ

Great Lakes Christian College (Ontario)

Western Christian College (Saskatchewan)

Evangelical Lutheran Church in Canada

Luther College High School (Saskatchewan)

Lutheran Collegiate Bible Institute (Saskatchewan)

Lutheran Church–Canada

Concordia High School (Alberta)

Mennonite

Mennonite Collegiate Institute (Manitoba)

Rosthern Junior College (Saskatchewan)

Quaker

1. Orientation

Pickering College (Ontario)

Roman Catholic

1. Direct Affiliation

Collège Jean-de-Brébeuf (Quebec)

Collège Mathieu (Saskatchewan)

Seminary of Christ the King Secondary School (British Columbia)

St. Angela's Academy (Saskatchewan)

2. Orientation

Académie Ste. Cécile (Ontario)
Athol Murray College of Notre Dame (Saskatchewan)

Seventh-day Adventist

Kingsway College (Ontario)
Parkview Adventist Academy (Alberta)

Ukrainian Catholic

St. Vladimir's College

Nondenominational

Albert College (Ontario)
Balmoral Hall School (Manitoba)
Bodwell High School (British Columbia)
Bond International School (Ontario)
Branksome Hall (Ontario)
Brentwood College School (British Columbia)
Bronte College of Canada (Ontario)
Canadian College Italy
Columbia International College (Ontario)
Glencairn Academy (Ontario)
Lester B. Pearson College of the Pacific (British Columbia)
Nancy Campbell Collegiate (Ontario)
National Ballet School (Ontario)
Neuchâtel Junior College (Switzerland)
Robert Land Academy (Ontario)
Rosseau Lake College (Ontario)
Sedbergh School (Quebec)
Sheila Morrison College (Ontario)
St. Andrew's College (Ontario)
St. George's School (British Columbia)
St. John's-Ravenscourt (Manitoba)
St. Margaret's School (British Columbia)
Stanstead College (Quebec)
Trafalgar Castle School (Ontario)
Upper Canada College (Ontario)
Vancouver Formosa Academy (British Columbia)
Venta Preparatory School (Ontario)

INDEX V

Residence Capacity

500 (300 girls, 200 boys)
 400 (300 boys, 100 girls)
 381 (233 boys, 148 girls)
 375 (227 boys; 148 girls)
 344 (175 boys, 169 girls)
 330 (206 boys; 124 girls)
 300 (mixed)
 300 (mixed)
 250 (100 boys, 150 girls)
 245 (boys)
 236 (90 boys, 146 girls)
 220 (130 boys, 90 girls)
 215 (115 boys, 100 girls)
 215 (108 boys, 107 girls)
 215 (108 boys, 107 girls)
 200 (mixed)
 180 (100 boys, 80 girls)
 175 (105 boys, 70 girls)
 165 (mixed)
 165 (100 boys, 65 girls)
 160 (80 boys, 80 girls)
 160 (80 boys, 80 girls)
 160 (boys)
 156 (114 boys, 42 girls)
 155 (92 boys, 62 girls)
 150 (80 boys, 70 girls)
 150 (mixed)
 150 (75 boys, 75 girls)
 136 (64 boys, 72 girls)
 126 (56 boys, 70 girls)
 124 (boys)
 124 (girls)
 120 (60 boys, 60 girls)
 120 (boys)
 116 (60 boys, 56 girls)
 110 (55 boys, 55 girls)
 110 (boys)
 100 (60 boys, 40 girls)
 100 (50 boys, 50 girls)
 100 (mixed)

Columbia International College
 Athol Murray College of Notre Dame
 Shawnigan Lake School
 Ridley College
 Trinity College School
 Brentwood College School
 Bond International College
 Bronte College of Canada
 Caronport High School
 St. Andrew's College
 Kingsway College
 Bishop's College School
 Appleby College
 Lakefield College School
 St. Michaels University School
 Lester B. Pearson College of the Pacific
 Grenville Christian College
 King's Edgemoor School
 Collège Jean-de-Brébeuf
 Prairie High School
 Académie Ste. Cécile International School
 Maxwell International Bahá'í School
 Robert Land Academy
 Pickering College
 Stanstead College
 Albert College
 Canadian College Italy
 Rosthern Junior College
 Lutheran Collegiate Bible Institute
 Mennonite Collegiate Institute
 St. George's School
 St. Margaret's School
 Nancy Campbell Collegiate Institute
 St. John's School of Alberta
 Concordia High School
 Parkview Adventist Academy
 Upper Canada College
 Collège Mathieu
 Luther College High School
 National Ballet School

100 (56 boys, 44 girls)
100 (60 boys, 40 girls)
98 (girls)
91 (mixed)
90 (50 boys, 40 girls)
90 (girls)
80 (45 boys, 35 girls)
80 (girls)
80 (girls)
80 (40 boys, 40 girls)
75 (50 boys, 25 girls)
75 (girls)
70 (35 boys, 35 girls)
60 (boys)
55 (girls)
50 (girls)
50 (38 boys, 12 girls)
48 (boys)
45 (girls)
40 (26 boys, 14 girls)
30 (15 boys; 15 girls)
22 (boys)
8 (mixed)
6 (mixed)

RCS Netherwood
Sedbergh School
The Bishop Strachan School
Rosseau Lake College
Ashbury College
Havergal College
Niagara Christian Collegiate
Queen Margaret's School
St. Angela's Academy
Western Christian College
St. John's-Ravenscourt School
Trafalgar Castle School
Great Lakes Christian College
Seminary of Christ the King
Branksome Hall
The Bethany Hills School
Sheila Morrison College School
St. Vladimir's College
Balmoral Hall School
Venta Preparatory School
Bodwell High School
Glencairn Academy
Vancouver Formosa Academy
Kingston Bible College Academy

Total: 9,561 (plus 90 at Neuchâtel Junior College)

INDEX VI

By Programme

Note: This information in this section may be incomplete. Since it is based on material supplied by the schools, it is possible that what may seem to us as important to be indexed may not have appeared that way to the schools.

1. Academic

Advanced Placement

Albert College (Ontario)
Athol Murray College of Notre Dame (Saskatchewan)
Balmoral Hall School (Manitoba)
The Bethany Hills School (Ontario)
The Bishop Strachan School (Ontario)
Bishop's College School (Quebec)
Brentwood College School (British Columbia)
Canadian College Italy
Grenville Christian College (Ontario)
Havergal College (Ontario)
Lakefield College School (Ontario)
Maxwell International Bahá'í School (British Columbia)
Mennonite Collegiate Institute
Neuchâtel Junior College (Switzerland)
Queen Margaret's School (British Columbia)
RCS Netherwood (New Brunswick)
Ridley College (Ontario)
St. Andrew's College (Ontario)
St. George's School (British Columbia)
St. John's-Ravenscourt School (Manitoba)
St. Margaret's School (British Columbia)
St. Michaels University School (British Columbia)
Shawnigan Lake School (British Columbia)
Stanstead College (Quebec)
Trinity College School (Ontario)

English as a Second Language¹

Bodwell High School (British Columbia)

¹Most schools offer ESL courses. Those listed specialize in this programme.

Bond International College (Ontario)
Bronte College of Canada (Ontario)
Columbia International College (Ontario)
St. Margaret's School (British Columbia)
Vancouver Formosa Academy (British Columbia)

Entrepreneurship

Rosseau Lake College (Ontario)

Equestrian

Albert College (off site) (Ontario)
The Bethany Hills School (Ontario)
Queen Margaret's School (British Columbia)

French Immersion

Collège Jean-de-Brébeuf (Quebec)
Collège Mathieu (Saskatchewan)

International Baccalaureate

Académie Ste. Cécile International School
Ashbury College (Ontario)
Collège Jean-de-Brébeuf (Quebec)
King's Edgehill School (Nova Scotia)
Lester B. Pearson College of the Pacific (B.C.)
Luther College High School (Saskatchewan)
Upper Canada College (Ontario)

Laptop/Notebook Computer²

Appleby College
Bishop Strachan School (Ontario)
Grenville Christian College (Ontario)
Lakefield College School
RCS Netherwood (New Brunswick)
Ridley College (Ontario)
Trafalgar Castle School

²

A required student lease or purchase.

Trinity College School (Ontario)

Religious Vocational

St. Vladimir's College (Manitoba)

Seminary of Christ the King Secondary School (British Columbia)

Special Education

Glencairn Academy (Ontario)

Robert Land Academy (Ontario)

Sheila Morrison College (Ontario)

Venta Preparatory

2. By Student Activity

Ballet

National Ballet School (Ontario)

Cadet Corps

Appleby College (Ontario)

Bishop's College School (Quebec)

King's Edgehill School (Nova Scotia)

RCS Netherwood (New Brunswick)

Ridley College (Ontario)

Robert Land Academy (Ontario)

St. Andrew's College (Ontario)

Duke of Edinburgh's Award Programme

Albert College (Ontario)

Appleby College (Ontario)

Ashbury College (Ontario)

Balmoral Hall School (Manitoba)

The Bethany Hills School (Ontario)

The Bishop Strachan School (Ontario)

Bishop's College School (Quebec)

Branksome Hall (Ontario)

Glencairn Academy (Ontario)

Havergal College (Ontario)

King's Edgehill School (Nova Scotia)
Lakefield College School (Ontario)
Maxwell International Bahá'í School (British Columbia)
Pickering College (Ontario)
RCS Netherwood (New Brunswick)
Ridley College (Ontario)
Rosseau Lake College (Ontario)
St. Andrew's College (Ontario)
St. George's School (British Columbia)
St. Margaret's School (British Columbia)
St. Michaels University School (British Columbia)
Trafalgar Castle School (Ontario)
Trinity College School (Ontario)
Upper Canada College (Ontario)

Round Square Conference

Appleby College (Ontario)
Bishop's College School (Quebec)
Lakefield College School (Ontario)
Sedbergh School (Quebec)

Student Work Programme

Caronport High School (Saskatchewan)
Glencairn Academy (Ontario)
Grenville Christian College (Ontario)
Kingsway College (Ontario)
Parkview Adventist Academy (Alberta)
Robert Land Academy (Ontario)
St. John's School of Alberta (Alberta)
St. Vladimir's College (Manitoba)
Sedbergh School (Quebec)
Sheila Morrision College School
Seminary of Christ the King Secondary School (British Columbia)

About the Authors

Ashley Thomson holds a B.Ed., (University of Toronto, 1970), M.A in History (McMaster University, 1969), and an M.L.S. (University of Toronto, 1972). Since 1975, Mr. Thomson has been a faculty member in the J.N. Desmarais Library at Laurentian University of Sudbury and is the author/editor of six books including the *Directory of Canadian Private Residential Schools* (1986), of which this is a major revision. Currently, he is an official bibliographer of the Margaret Atwood Society.

In his private life, Mr. Thomson is married and the father of teenage son, Marcus. Since 1986 he has been active on the boards of local children's services agencies, and has served as President of both the Children's Aid Society of the Districts of Sudbury and Manitoulin, and the Child and Family Centre, a children's mental health agency. Currently he is active in the establishment of Ontario's first Co-operative of Children's Services in the Districts of Sudbury and Manitoulin.

In 1998, Ontario Confederation of University Faculty Associations presented Mr. Thomson with its award for being the most outstanding academic librarian in Ontario.

Sylvie Lafortune holds a B.A. in Sociology (University of Ottawa, 1978) and an M.L.I.S. (McGill University, 1989) and has been a faculty member in the J.N. Desmarais Library at Laurentian University of Sudbury since 1992. Prior to joining the library, she was a Research Assistant for the Ontario Institute for the Studies in Education where she was involved in projects dealing with Franco-Ontarians and education in minority situations. Currently, Ms. Lafortune is on leave from the University working on her M.A. in Sociology.