

Secondary Education in Ontario¹

In September 1999, important changes to the high school programme and diploma requirements in Ontario were introduced. The new programme began to be implemented in Grade 9 in September 1999 and will be phased in over the following three years in the higher grades. This **new four-year high school programme** will build on the new Grade 1 to 8 curriculum which started in 1997. Some new directions include: streamed courses in Grade 9, a high school diploma requirement for 30 credits of 110 hours each, new provincial high school literacy examination, and full disclosure on student transcripts of all Grade 11 and 12 results.

Students who began Grade 9 before the 1999–2000 school year will have the opportunity to complete their diploma requirements under the previous system. This option provides students with a temporary opportunity that will no longer exist after the new system and its corresponding curriculum policy documents have been completely implemented in all grades (2002-2003).

Meaning of specific terms

Annual Education Plan (AEP): A plan that students in Grades 7–12 will develop every year to identify their goals and their course choices.

Course Codes: Each course has a five-character identification code in which the first three characters refer to the subject, the fourth character refers to the grade or level, and the fifth character refers to the type of course. (Some schools may add a sixth character.) Course codes will be given in the school course calendar for all courses offered by the school.

Credit: A credit is granted when a course of at least 110 hours (that is, a regular full-year or full-semester course) is completed successfully. A partial credit may be granted for a shorter course.

Ontario Academic Course (OAC): a prescriptive, provincially designed university-entrance course which will be phased out of the Ontario secondary school programme by June 2003.

Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs) (OSIS): Secondary school programme in place in Ontario between 1984 and 1999. OSIS diploma requirements continue to apply to students who began Grade 9 between September 1984 and the beginning of the 1999–2000 school year.

Ontario Student Record (OSR): Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*.

Ontario Secondary School Programme (OSS): Ontario's new four-year high school programme which will be phased in between September 1999 and June 2003.

Ontario Student Transcript (OST): The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates.

Prerequisite Courses: These are courses that students are required to take before they can

¹Adapted from *Secondary Education in Canada: A Student Transfer Guide*. 7th ed. Toronto: Council of Ministers of Education, Canada, 1998. Available: <http://www.cmec.ca/tguide/1998/english/index.stm>

enrol in certain courses in Grades 11 and 12. Prerequisite courses are identified in school course calendars. When choosing courses in Grades 10 and 11, students should be careful to select the prerequisites that will allow them to pursue the courses they want to take in the higher grades.

School Course Calendar: Every high school in Ontario distributes an annual course calendar, which describes the courses offered by the school in the coming year. The calendar also provides information on school policies; sets out expectations about students' responsibilities, achievement, and attendance; and outlines the school's code of student behaviour.

Semestered and Non-semestered Schools: Semestered schools are schools that offer courses on a half-year basis. Students normally earn four credits in the first semester, from September to January, and another four credits in the second semester, from February to June.

Non-semestered schools are schools that offer courses on a full-year basis. Students normally earn eight credits during the school year, from September to June.

Academic Calendar

The school year extends from the first week in September to the last week in June. A minimum of 190 instructional days is required. The scheduling of a March break of one or two weeks is determined by the local school board. For most secondary schools, the courses offered are semestered or for the full school year. No more than 10 examination days may be scheduled in the school year.

Curriculum Organization

The admission of students to secondary school in Ontario normally takes place after eight years of study at the elementary school level.

OAC System:

Secondary schools offer programmes from Grade 9 through to Grade 12, as well as Ontario Academic Courses (OACs). To receive an Ontario Secondary School Diploma, students need to complete at least thirty credits in secondary school (one credit is normally one course). Students planning to attend university can include the required six Ontario Academic Courses in these thirty credits.

New Four-year System:

Most Grade 9 students will take 8 subjects for 8 credits. In Grades 9 and 10, there are three types of courses: academic, applied, and open. In Grades 11 and 12, there are five types of courses: university preparation, university/college preparation, college preparation, workplace preparation, and open.

The academic and applied versions of each course will cover similar core subject content, but will challenge students differently. Academic courses will focus more on theory and abstract concepts and explore related concepts. Applied courses will look more at how the course content relates to daily life.

If students decide to change streams, they may have to take transfer courses to prepare them for the Grade 11 and 12 courses they prefer. In Grades 11 and 12, students will still have the opportunity to change their course focus, but at this more advanced level they may have to invest additional study time and effort in order to switch streams, because of the more specialized nature of

the curriculum.

Credit Requirements

A credit is granted in recognition of the successful completion of a course for which a minimum of one hundred and ten (110) hours has been scheduled.

Requirements for Graduation

OAC System

A minimum of 30 credits is required (one for every 110-hour course successfully completed) for the Ontario Secondary School Diploma (OSSD), distributed as follows: 16 compulsory credits: English or Français (5, including at least two from the Senior Division), French or Anglais (1), Canadian History (1), Canadian Geography (1), Mathematics (2), Science (2), plus 1 additional credit in the Social Sciences (Senior Division), 1 credit in the Arts, 1 credit in Physical and Health Education and 1 credit in Business Studies or Technological Studies. There are 14 optional credits.

Students wishing to proceed to university need six Ontario Academic Courses. These may be taken after successful completion of the OSSD or they may be counted as credit toward the OSSD.

New Four-year System

Under the new system, students must again earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma. However, the number of compulsory credits has risen from 16 to 18; the remaining 12 credits are optional.

The 18 compulsory credits include the following: 4 credits in English or Français (1 credit per grade); 1 credit in French or English as a Second Language; 3 credits in Mathematics (at least 1 credit in Grade 11 or 12); 2 credits in Science; 1 credit in Canadian History; 1 credit in Canadian Geography; 1 credit in the Arts (Music, Art, Drama, or Dance) ; 1 credit in Health and Physical Education; ½ credit in Civics and ½ credit in Career Studies. In addition, students must also earn 1 credit in English, or a third language, or a Social Science, or Canadian and World Studies, 1 credit in Health and Physical Education, or Business Studies, or the Arts (Music, Art, Drama, or Dance) and 1 credit in Science (Grade 11 or 12) or Technological Education (Grades 9–12). the remaining 12 credits are optional.

In addition to the 30 credits needed for a high school diploma, students must pass the Ontario Secondary School Literacy Test, which is taken in Grade 10 and complete a minimum of 40 hours of unpaid community involvement activities before graduating. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school.

Examinations and Grading Practices

OAC System

Under this programme, the Ministry of Education does not set examinations. Student achievement is assessed locally, usually within a school, and is based on the teacher's professional judgment of the student's level of attainment. This judgment involves observation and assessment of a number of

factors, including tests and examinations. Student achievement is normally recorded in terms of letter or numerical percentage grades. Schools are required to maintain records of assessment for each student in the Ontario School Record.

New Four-year System

In Grade 10, all students must take the Ontario Secondary School Literacy Test which evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. Students must pass the test in order to graduate, and their result is recorded on their student transcript. Students who do not complete the test successfully will receive remedial help to prepare them for retesting. All other assessment is done locally, usually within a school.

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card will provide a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and the areas in which improvement is needed.

Assessment and evaluation will be based on the provincial curriculum expectations as outlined in the policy document established by the Ministry of Education. A standard province-wide achievement chart will be used outlining the following grading scheme:

80–100% (Level 4 - a very high to outstanding level of achievement. Achievement is above the provincial standard.)

70–79% (Level 3 - a high level of achievement. Achievement is at the provincial standard.)

60–69% (Level 2 - a moderate level of achievement. Achievement is below, but approaching, the provincial standard.)

50–59% (Level 1 - a passable level of achievement. Achievement is below the provincial standard.)

Below 50% Insufficient achievement of curriculum expectations. A credit will not be granted.

For Further Information

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Académie Ste. Cécile International School
“Seeking Truth, Justice, Love and Peace”

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WWW: <http://www.uwindsor.ca/Ste.Cecile/>
E-mail: stececil@uwindsor.ca
Type of School: Coeducational university preparatory
Religion Affiliation: Interfaith school founded on principles of the Roman Catholic Church
Grades: SK-OAC/12 plus International Baccalaureate (IB)¹
Boarding Grades: 9-OAC/12 plus IB
Application Deadline: April 15 preferred but open
Scholarship Deadline: N/A

Location

Académie Ste. Cécile International School (ASCIS) is located on a 25 acre parklike setting in Windsor, Ontario (population 197, 694), approximately 2.5 miles (4 kms) from the University of Windsor and the Ambassador Bridge to Detroit, USA.

History

The origins of the Académie go back to 1979 when Thérèse Gadoury established Académie Ste. Cécile Academy of Music Inc. in Tecumseh, Ontario. In the fall of 1984, a branch of the school was opened in South Windsor. A Dance Studio joined the Academy in July 1991. Currently the Fine Arts section of the Academy has a teaching staff of over 85 instructors and offers lessons in piano, voice, strings, woodwinds, brass, music theory and music therapy, ballet and jazz, as well as pre-school classes that include Orff and Suzuki training. Currently, there are approximately 1,000 students enrolled.

In September 1993, Mlle. Gadoury founded the Académie Ste. Cécile Private School in Tecumseh, Ontario and a year later, she negotiated with the Congregation of the Most Holy Redeemer in order to purchase the former Holy Redeemer College. On January 3 1995, Friends of the Académie Ste. Cécile, a corporation without share capital, became the legal owners of the property and Académie Ste. Cécile Private School was relocated there.

In 1997, following the affiliation with the International Baccalaureate (IB) Organization and the association with the University of Windsor, Mlle. Gadoury received authorization to rename the corporation and the school Académie Ste. Cécile International School.

The School is recognized by the Ontario Ministry of Education as able to offer the Ontario Secondary School Diploma and graduates from the OSSD and IB programmes have been

¹See Appendix VI.

welcomed and accepted as students to the University of Windsor.

Philosophy

To provide students with an excellent academic programme within an artistic and cultural atmosphere; to promote dignity, self-esteem and self-respect of all its students; to build life-long learning and study skills; to foster an attitude of consideration and respect for others.

Campus

The campus includes a baseball diamond, a soccer field, a walking trail and an outdoor basketball court. The main building, formerly Holy Redeemer College, now houses bright classrooms, a computer centre, a science laboratory, a gymnasium/auditorium, chapel, a dining hall and a boarding wing. The association with the University of Windsor allows students to access and use university library resources, laboratories and computer services.

Boarding Facilities

At ASCIS, the residence can accommodate 160 students – 80 girls and 80 boys on two separate floors. There is a third floor which could accommodate an additional 80 persons but has hitherto been used for conferences and retreats.

In residence, two students normally share a room to promote/encourage linguistic/cultural interaction.

A staff of caring and compassionate individuals consider it a duty and a privilege to assume a parental role for boarders. The staff strives to impress upon students the importance of proper behaviour not only at school but at all times.

Laundry services are provided free and the dining hall serves nutritious, well-balanced meals. Those who have special dietary requirements can be accommodated.

Health and Safety

While there is no nurse or doctor on staff, doctors, many of whom are parents of local Academy students are on call and Windsor Regional Hospital is only 10 minutes away. And while there is no security firm patrolling the grounds at night, staff are on duty 24 hours a day, seven days a week. An alarm system on each floor provides additional security.

Administration and Faculty

The Directrice and Foundress of the Académie is Thérèse H. Gadoury, A. Mus., B.A. (Hons. Mus.), Art.Dip.Mus., LL.B., J.D. Mlle. Gadoury holds an Associate Diploma (Gold Medalist) and a B.A. in Honours Music from the University of Western Ontario and an Artist Diploma from the University of Toronto. She also holds an LL.B. from the University of Windsor and a J.D. from the University of Detroit. She became a member of the Law Society of Upper Canada in 1992. In addition to her administrative duties as Directrice of Académie Ste. Cécile Academy

of Music Inc. and of Académie Ste. Cécile International School, Mlle Gadoury has taught at the Academy and currently serves as music director, organist and soloist in various churches in the Diocese of London. Having taken her vows under Most Reverend Bishop John Michael Sherlock in June 1996, she is a “consecrated woman, living n the world”.

In 1998/99, the Académie had a teaching staff of 12 full-time members, and 11 part-time.

Student Body and Student Dress

In 1998/99, 124 students were enrolled in the Académie. Of these 77 were in the elementary section, 47 in the high school section. Of that 47, 10 were in residence, 3 girls and 7 boys. One resident came from Ontario, the rest from such places as Hong Kong, Mexico, Singapore, and Taiwan.

There is a formal school uniform which must be worn Wednesdays and on other occasions as announced. The uniform includes a white long-or short-sleeved Oxford button-down collared shirt with school monogram, Black watch plaid tie, navy V-necked sweater with school monogram, pleated, navy dress pants with black belt for boys, and for girls, the Black watch plaid kilt. Boys also wear black or navy socks, girls, navy tights or nylons and all students must wear black dress shoes. Classroom dress is slightly less formal. Occasionally, there are “Out-of-Uniform” days in which students may dress as they choose providing they do not arrive in tights, cycling pants, bathing attire, halter tops, T-shirts or sweat shirts with offensive or inappropriate messages.

Academic Calendar and Programme

At the Académie, the school year mainly a full year programme, with a few semestered classes as needed. running from September through June. There are two two-week breaks at Christmas and March, and an extended six-day break at Easter. During the four weeks the School is closed, students may stay in residence, but they are encouraged either to return home or to visit other students in the School.

During the school week, residents normally observe the following schedule:

	Rise
8:00 a.m.–8:30 a.m.	Breakfast
8:40 a.m.	Classes start (each 40 minutes in length)
10:00 a.m-10:25 a.m.	School Assembly and break
10:25 a.m.–11:50 a.m.	Classes
11:50 a.m.–12:35 p.m.	Lunch
12:35 p.m.-3:30 p.m.	Classes
3:30 p.m.-4:00 p.m.	Free time
4:00 p.m.-5:00 p.m.	Sports
5:00 p.m.-6:00 p.m.	Free time
6:00 p.m. -6:30 p.m.	Dinner
7:00 p.m.–9:00 p.m.	Supervised study
9:00 p.m.-10:00 p.m.	Free time

10:00 p.m. In rooms
11:00 p.m. Lights out

At the Académie, the curriculum includes: English; French, German; Music, Philosophy, Religious Education, World Religions; Economics, Geography, History; Mathematics, Algebra, Calculus, Finite, Geometry; Computer Science, Information Processing; Science, Biology, Chemistry, Physics; Healthy Active Living Education, Business, Civics and Career Studies.

Courses in English as a Second Language are also available.

All students baptized into the Roman Catholic faith are required to take religion classes which have been approved by the Bishop of the Diocese of London. Non-Catholic children are exempted from these classes but may elect to participate in them.

At the Académie, the emphasis is on language, mathematics and sciences all within an artistic and cultural atmosphere. Normally, courses are taught at the advanced level.

While students are encouraged to follow the International Baccalaureate programme, it is not a requirement.

To achieve excellence, the Académie aims to develop sound learning and study habits in its students. A low faculty student ration helps meet this goal.

There are two sets of formal exams at the end of each semester. Report cards are sent home after each of these formal examination periods. Prior to these, there are two mid-term evaluation periods (Progress reports).

In addition to reporting to parents with report cards, the Académie aims to communicate by sending home memos each second and fourth Thursday of the month. School personnel are also available at any time for parent-teacher interviews.

Information Technology

There are two computer labs in the School. Also several computers are hooked up to the Internet via the University of Windsor. Students who intend to make heavy use of a computer are encouraged to bring their own laptop computer.

Student Activities and Student Conduct

Roman Catholic students are required to attend chapel daily and celebrate Mass on Sunday

Residents must also participate in occasional week-end excursions to cultural, historical and recreational centres such as Niagara Falls, Ottawa and Montreal.

At the Académie, there are no other compulsory student activities.

At the Académie, it is expected that both staff and students will comport themselves at all times with mutual courtesy and respect forbearing whatever may impede the harmonious interaction of people of diverse faiths.

Admission and Costs

While the Académie is based on the principles of the Roman Catholic Church, it is committed to

the ecumenical movement and therefore welcomes students regardless of religion or race.

Applicants must include the candidate's most recent report card as well as the report for the previous year, and a confidential reference form filled out by a teacher or principal.

There is a non-refundable application fee of \$350.

The fees for the school year 1999/00 are \$25,000, plus \$750 for lab and activity fees (including field trips), plus \$650 for Health insurance premiums, plus \$750 for the contingency fund, for a total of \$27,150. The contingency fund is used to pay for the student's textbooks etc. Parents will be notified when the balance of the fund is low. At the end of the school year, any credit balance will be refunded to parents.

All fees must be pre-paid.

Private music lessons and dance classes are available at an additional cost to students.

For Further Information

Contact: Mlle. Thérèse H. Gadoury, Directrice

Albert College
"We Favour Peace and the Arts of Peace"

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Toll Free: 1-800-952-5237
WWW: <http://www.albertc.on.ca>
E-mail: hkidd@albertc.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Nondenominational
Grades: Junior School, 1-6
Senior School, 7-12/OAC plus AP¹
Boarding Grades: 7-OAC/12 plus AP
Application Deadline: Rolling, but as soon as possible after the new year
Scholarship Deadline: February

Location

Albert College, is located in Belleville, Ontario (population 40,000), on a beautiful 25 acre campus overlooking the shores of the Bay of Quinte. The College is conveniently linked by road and rail to Montreal, Ottawa, Toronto and the facilities of Queen's University in Kingston, only 50 minutes away.

The students of the College benefit from its proximity to conservation areas and waterways for sailing, kayaking, day hikes and other outdoor activities, while still being able to take advantage of visits to the theatre, museums and concerts in major urban centres.

History

Founded in 1857 as the Belleville Seminary, but later renamed after Prince Albert, the consort to Queen Victoria, Albert College is Canada's oldest co-educational independent boarding school. Between 1866 and 1884, the College possessed university status and awarded degrees in the Arts, Engineering, Theology and Music. Concurrently, women were afforded the rare opportunity to advance beyond the level of high school studies and were awarded degrees of MML and MLA (Mistress in Modern Literature and Mistress in Liberal Arts). In fact, the first woman in Canada to graduate with a university degree came from Albert College. Since 1884, Albert has been a university preparatory school only, but still retains its seat on the Senate of Victoria College at the University of Toronto.

The original school, located on College Street in Belleville, was partially destroyed by fire in 1917. Construction on the present site began in 1923 and the new school was opened in 1926. The architect of this neo-Gothic building that forms the nucleus of the school today was

¹See Appendix V.

Alfred Chapman, whose other accomplishments include the Rosedale Presbyterian Church, Knox College (University of Toronto), Havergal College and the Royal Ontario Museum. The Neo-Gothic architecture of the new College provides Belleville with one of its most historic landmarks.

In September 1997, Albert College opened a Junior day school at Victoria Manor for Grades one through six. Under the leadership of Ric Anderson, the school has grown from 16 students to 60 and will expand again to six individual grades of 16 students by 2001. Physical changes to the building, afforded by the College's upcoming capital campaign, will be required in the immediate future to accommodate the overwhelming interest in the school.

Albert College is a member of the Canadian Association of Independent Schools², an affiliate of the National Association of Independent Schools, a member of the Secondary School Admissions Testing Board and the Headmasters Conference in Great Britain. Albert College is a founding member of the Canadian Education Standards Institute and is accredited by CESI.³ It is also inspected annually by the Ontario Ministry of Education and issues the Ontario Secondary School Diploma. In most years 100% of Albert graduates are accepted to the universities and colleges of their choice.

Philosophy

Albert College inspires academic excellence, self-confidence, and sound moral values in a family environment.

As a small, international school, the College recognizes and supports its students' individual needs in a structured, academic environment as they prepare for university or college. It is a mandate of the school to inculcate sound moral values and to develop a spirit of co-operation and understanding. The College therefore embraces these core values:

- *Individuality.* The College respects all students for their unique talents and is flexible in offering challenging programmes to develop their abilities.
- *Academic Excellence.* The College's commitment to the teaching of critical thinking and problem solving, enhanced by technological applications, equips students for future learning.
- *Participation.* The inclusion of all students in school programmes fosters leadership, school spirit, and the development of the whole person.
- *Caring Community.* By listening to and supporting one another, the College ensures an active, healthy and safe community.
- *Moral and Spiritual Values.* The College believes in the importance of love, truth, honesty, and service to others in enhancing spiritual growth.

²See Appendix III.

³See Appendix IV.

- *International Understanding.* Living and learning with students from around the world promotes international understanding, co-operation, and peace.

Campus

Upon entering the grounds, visitors are struck by the beauty and unique character of the campus. Gothic and modern-style buildings blend easily amongst 25 acres of magnificent grounds, overlooking the shores of the Bay of Quinte. The campus features gardens, three large playing fields and tennis courts. The main school building includes classrooms, six fully-equipped science labs, a chapel, double gymnasium with fitness centre, indoor swimming pool, resource centre, a greenhouse for environmental studies, music and art rooms, photography dark room, administrative offices and a dining hall (Ackerman Hall). Other facilities include the Headmaster's residence, four staff houses, other staff apartments and three student residences. Albert offers a waterfront programme of canoeing, kayaking and sailing at Morch Marina, a ten-minute walk from the school. Rowing is also an option at the Quinte Rowing Club.

Boarding Facilities

At Albert, the residences can accommodate 150 students, 80 boys and 70 girls. There are three residences at Albert, each with its own House Director (a teacher and his or her family), Assistant House Director and two residential dons - recent university graduates who help with supervised study, coaching and extra-curricular activities. In addition, selected senior students act as 'flat seniors,' providing leadership and helping fellow students with the day-to-day aspects of residence life.

The male residences are located on the main campus. Graham Hall is home to 50 boys and Baker House holds 30 boys. Both residences were renovated in 1998.

Victoria Manor, the female residence, is located a short four minute walk from the main campus and is situated on its own three acre site at 28 Highland Avenue. The residence is divided into the "Old Wing" and "New Wing," each with its own Residence Staff. This beautiful building is a modern structure with spacious areas for social interaction and recreation. The Manor can accommodate 70 students.

In residence, students are permitted to have desk lamps, clock radios and sound systems. Headphones for individual listening should be obtained. Most students share a double room, which can be tastefully decorated as at home. Televisions and telephones are not permitted.

All residences have common rooms with TV and lounge furniture, laundry facilities and storage areas. Some are equipped with music practice rooms, ping-pong tables, VCRs, recreational resources and facilities for making light snacks. All rooms are wired for computer access to the Internet.

Meals are served in Ackerman Hall, in an atmosphere which encourages the enjoyment of good food and conversation. Most gatherings are informal buffets, with the exception of monthly formal family-style banquet dinners. Every meal provides a selection of nutritious foods

to accommodate student tastes and diets. Students play an active role in maintaining the quality of meals through an active food-service committee.

Health and Safety

The College's health centre is located in the main school building and is accessible to both male and female students. Also, for female students, there are additional infirmary facilities located in Victoria Manor. These health centres are fully equipped with hospital beds and examination facilities. A registered nurse is available on a 24 hour basis. The school doctor visits three times a week and has access to the Belleville General Hospital and to hospitals in Kingston and Toronto. The College arranges referrals to specialists, dentists, orthodontists or counseling services when necessary. Appointments and transportation are arranged by the school medical staff.

Administration and Faculty

Headmaster Mr. Tam Matthews, B.A. (Hons.), Cert. Lang., was appointed in 1997. Mr. Matthews was born in Peterborough and raised in Lakefield Ontario and in Victoria, British Columbia. He graduated from Lakefield College as an Ontario scholar and completed his B.A. at Trinity College, University of Toronto. He also studied French at the University of Nice and the University of Poitiers.

After university, Mr. Matthews worked in international banking with the CIBC in Toronto and San Francisco for four years. In 1984, he began his educational career at Upper Canada College where he taught History and French, as well as acting as Associate Director of Guidance. In 1989 Mr. Matthews and his wife Jan moved to Lakefield College to be houseparents in the school's first female residence. Mr. Matthews worked as Director of Admissions in addition to teaching Economics, houseparenting, and coaching.

Mr. Matthews is an avid sailor and has represented Canada on three Olympic sailing teams in 1980, 1984 and 1996. He is currently a Director of the Canadian Olympic Association and Chairs the Audit Committee. Tam, his wife Jan, son Geoff, age 13 and daughter Alison, age 11 are avid skiers, cyclists and outdoor enthusiasts,

Albert College has a dynamic Management team - Patrick Peotto, Assistant Head-Academics; Bernadette Watson, Dean of Students; Jennifer Kimball, Director of Finance and Administration and Andy Rodford, Director of Advancement and Admissions.

In 1998/99, the College had a full-time teaching staff of 30 and 7 residential dons and part-time staff. All faculty hold baccalaureate degrees, and many have or are working towards post graduate degrees. About 40% of the faculty live on campus. Each faculty member draws on individual experience and education in order to teach students the importance of learning for themselves. Together, Albert faculty delivers a dynamic curriculum. They work as a team to ensure active learning experiences in all areas of life at Albert. They foster the essential, creative thinking which prepares our students to meet the diverse challenges of today and tomorrow.

Student Body and Student Dress

In 1998/99, the student body comprised 292 young people in Grades 1 to OAC (Grade 13). In the Junior School, there were 52 day students; in the Senior School, 240 were enrolled, of which 100 were day students and 140 boarders. Of those in residence, 55% were boys, 45% girls. Although 75% of students come from Canadian families, mostly from Ontario and Quebec, the remaining were international students from 24 countries.

There is a school uniform. The formal dress, worn on Wednesdays and when representing the school, consists of a blue blazer with school crest, white shirt, school tie, gray dress trousers, dark socks and black dress shoes for boys and for girls, blue blazer with crest, white blouse, school tie, black watch tartan kilt, dark blue knee socks and black dress shoes. A number of other more casual choices of uniform are available, such as: a golf shirt, turtle-neck, fleece pull-over, blue dress trousers, gray trousers for girls and a vest. This allows for some choice and comfort in the classroom, while retaining the benefits of the uniform.

Academic Calendar and Programme

The academic year which runs from September through June is divided into three terms with major breaks at Christmas and March and three mid-term breaks of three or four days. The college kitchen and residences are closed during these breaks. There is a “welcome a boarder” programme to assist international students during short breaks.

During the school week, students typically observe the following routine:

7:45 a.m.-8:15 a.m.	Breakfast
8:30 a.m.-8:45 a.m.	Chapel / Meet with advisors (Thursday)
8:45 a.m.-9:35 a.m.	Period 1
9:35 a.m.-10:15 a.m.	Arts Period
10:15 a.m.-10:30 a.m.	Break (Mail Distribution in Common Room)
10:30 a.m.-11:20 a.m.	Period 3
11:20 a.m.-12:10 p.m.	Period 4
12:10 p.m.-1:00 p.m.	Lunch
1:00 p.m.-1:50 p.m.	Period 5
1:50 p.m.-2:40 p.m.	Period 6
2:40 p.m.-3:30 p.m.	Period 7
3:30 p.m.-4:00 p.m.	Extra Help/Enrichment
4:15 p.m.	Sports and Activities
6:00 p.m.-6:45 p.m.	Dinner
7:00 p.m.-7:30 p.m.	On Flat Preparing for Study
7:30 p.m.-9:30 p.m.	Evening Study Period
10:30 p.m.-11:30 p.m.	Lights Out According to Grade level

On Wednesdays, the routine varies slightly because of a longer Chapel service in the

morning and because sports are scheduled for the afternoon.

Senior School

Albert College is respected for its demanding and inspiring academic programme. The College is known for providing students with the superior knowledge and skills they need to gain admission to distinguished universities and colleges. It is also noted for instilling a passion for discovery.

In Grades 7-OAC/12, the following courses are available: English; French; Art, Music; Economics, Families in Canadian Society, Geography, History, Law, Life Skills, Mathematics, Algebra, Calculus, Finite Mathematics; Computer Science, Keyboarding; Science, Biology, Chemistry, Environmental Science, Physics, Science in Society; and Physical Education; Entrepreneurial Studies

Albert College offers Advanced Placement courses in Calculus, English, Chemistry, Art French and Music to selected students.

English as a Second Language is available for students in Grades 7 and above.

Albert consistently exceeds the expectations of the new Ontario curriculum. Due to a small, inclusive classroom environment, teachers are able to appreciate the differences of each student and develop personalized programmes to challenge each individual's intellectual progress. Socratic-style discussions, peer learning, individual study units, use of technology, field study, class trips and public speaking are some of the vehicles used in engaging curriculum.

The College has also developed the Personal Opportunities With Educational Results (P.O.W.E.R.) Programme which integrates the presentation of traditional academic subjects with a number of special activities and trips throughout the school year for students in Grades 7, 8 and 9. For example, students on a canoe trip to Algonquin Park would be asked to keep a daily journal and perform tasks such as the following: calculate the volume of water in a lake; collect specimens of flora and fauna; paint a picture; research the history of the area and write an essay.

The purpose of this unique programme is: To encourage students to use their theoretical knowledge in practical ways; to demonstrate what they learn in class is useful in real life; to place students in environments that stimulate creative thinking; to develop self-esteem, confidence and motivation through challenging activities; to emphasize the importance of teamwork in achieving results. Students enter this programme from Grade 6 and, after successfully completing Phase Two, graduate to Grade 10. The path to "P.O.W.E.R." learning is hands-on, focusing on the disciplines of Mathematics, Science, Language and Technology.

In all grades, class sizes average 15. The student - teacher ratio is 8:1 and as a result, students have ample opportunity for extra help and attention.

The importance of good study habits is recognized by the College as integral skills necessary for the students' academic success. Students in the P.O.W.E.R. Programme are taught these skills during their guidance classes and the concepts of good study habits are reinforced by the classroom teachers. For students in Grades 10 through OAC these skills are presented in a workshop format. Each workshop focuses on a particular skill or subject area. Attendance at these workshops is optional and students may sign up for those workshops they feel are

beneficial to them. Topics include: Note-taking; Study and Memory Techniques; Preparing For and Writing Formal Examinations; Time Management and Scheduling.

The College also offers two specialized programmes, which are credit courses, Equestrian Studies and Outdoor Education.

The Equestrian Programme is available through the Owlstone Equestrian Centre which is owned and operated by Carolyn Keir, and located on the outskirts of scenic Stirling (a fifteen minute drive from the College campus). The Centre provides: a large indoor arena for all year training; three outdoor sand schooling rings, cross-country jumping course, and trails; a comfortable heated viewing lounge; classroom washrooms and kitchenette; 15 stalls in a separate area for boarded horses; 28 school horses suitable for all levels of riders.

The Equestrian Studies Programme is designed to provide a solid foundation in the care and management of horses. Emphasis is placed on the importance of safety while mounted and in the barn. The course will address the individual needs of the students in mounted instruction.

The College, together with Outward Bound Canada, has designed the Outdoor Education programme to compliment the school's existing curriculum, providing a significant opportunity for individual growth and development, and enhance relationships between students. It reflects Outward Bound's existing, Ministry-approved Personal Life Management curriculum and includes the areas of decision making, care and respect for self and others, and interpersonal relations.

Several hands-on, field experiences and certification programmes take place over four weekends during the year. Outdoor course components include canoeing, kayaking, wilderness first-aid, rock climbing, group initiatives, high ropes course activities, dog sledding, cross country skiing, fall and winter camping. Throughout the programme, the various activities are briefed and debriefed in order to enhance the learning and transference inherent in the experiences.

Every faculty member acts as academic advisor for up to 10 students. As well, the staff are widely available to provide counseling after regular class hours. Academic counseling usually begins with the subject teacher. The key figure, however, is the assigned academic advisor. Advisors and teachers meet on a regular basis. The teacher then monitors the student's progress and co-ordinates any action which may result from academic concerns. New students are usually advised by a staff member who teaches them, so that daily contact is made. The advisor is also the prime academic liaison with parents.

Another source of academic counseling is the Guidance Officer, who provides referrals and advice on many areas concerning a student's future. Grades 7, 8 and 9 receive 20 hours per term of counseling within their curriculum.

Scholastic Aptitude Tests (SAT) and Teaching of English as a Foreign Language (TOEFL) tests are arranged with suitable preparation to fulfil university entrance requirements in Canada, the United States and overseas. The Guidance Office is also equipped with the latest computer software and directories to assist students to explore and learn more about possible career choices. The graduating class is also assisted with the university application process.

The tutorial operation is supervised by the Director of Guidance, who works closely with the tutors and the guidance office, meets with students and consults with parents and tutors. The Director also ensures that each student is following a course of study appropriate to his or

her interests, abilities and future plans.

A reasonable amount of daily homework is assigned and checked regularly in class. Students are exposed to rigorous demands and good standards of literacy are required by all. Examinations are written in December and June.

Reports are mailed to parents four times during the year. At the end of October a report containing letter grades gives a preliminary indication of a student's progress. Other reports are issued in December, March and June. These reports are anecdotal and contain numerical percentages.

Each month effort grades are issued, which reflect a student's participation in class, completion of homework, healthy attitude toward learning and general demeanor. This information is sent to parents monthly.

The College's commitment to a vigorous academic programme is strongly endorsed by its graduates, who report they are well prepared for their post-secondary studies.

Information Technology

Albert College is committed to technology integration, both in the classroom and as a study tool. Information technology touches everyone through the College's campus-wide plan. Facilities (including residence rooms) have been wired with fiber-optic cable, allowing students to communicate with teachers on-line, to access research materials, the Internet and the latest, standard software applications. In addition to two computer labs with 40 Pentium computers, CD-ROM, online services, Internet and e-mail access is now available through a full T1 line in all classrooms and residence rooms. All students receive an e-mail account and have access to the Internet for research, communication and exploration. The College utilizes a 'fire-wall' screening system to prohibit access to undesirable sites. Day students may log onto the network with their laptop, or from any of the 80 terminals around the school, or from home.

In 1998 the resource centre was redesigned and modernized with new study spaces, computer stations and on-line access to various encyclopedias, electronic online databases, including SuperTOM, DISCovering and CPI-Q, and connections with the Queen's University and Loyalist College Libraries. New work tables in the resource centre were fitted with network ports for laptop use. A multi-media area was established and in the fall of 1999 Albert College put a number of 'Smart' classrooms into service. Information literacy through the resource centre is an integral component of all classes.

Student Activities and Student Conduct

Each day, chapel is compulsory. Normally, it is a 15 minute service which may include an address by the Chaplain, Headmaster, faculty member, or guest and on certain days is followed by announcements relating to school events. Students often give their own presentations. Each Wednesday there is a more formal Chapel Service of about 25 minutes duration. Formal services are also conducted in November (Remembrance Day), at Christmas, Easter, and at graduation.

Although chapel worship is Christian in nature, great care is taken to respect and celebrate all religious traditions. A knowledge of these traditions is shared with the entire school

community in the chapel setting.

At Albert College, physical and interest activities are also compulsory, emphasizing participation, fitness and fun. In the fall, boys are offered soccer and volleyball; and basketball and field hockey for girls, with tennis, fitness, squash, martial arts, badminton, a waterfront programme and cross-country running for both. In the winter, there is hockey and basketball for boys, volleyball for girls and alpine skiing, co-ed swimming, squash and fitness for both. In the spring, the boys enjoy rugby and the girls compete in lacrosse, rugby and soccer. Tennis, track and field, golf and sailing are available to both.

Over the years, Albert College has been proud to produce a series of championship teams and individual athletes. The College continues to compete successfully with other Ontario independent schools in league play and with local schools in exhibition matches. Highly qualified coaches are drawn primarily from the members of the College's full-time teaching staff and residential dons.

Intramural sports and activities are organized into four house league teams, with over 50 years of traditional rivalry. Friendly competition is encouraged and house league points are accumulated, not only in sports activities but in academics and the arts as well. Every house elects house captains and sports captains each term, thus providing excellent opportunities for developing student leadership skills.

Albert's proximity to the Bay of Quinte and many inland lakes and rivers means that students have a variety of waterfront experiences from which to choose. The College owns a number of canoes, kayaks, and small sailboats (primarily lasers) for students to enjoy. Canoeing forms a part of most camping and wilderness field trips at all grade levels. Before any trip, students are given hands-on instruction in the safe operation of canoes in the College swimming pool (for example, how to right a canoe that has tipped over and how to get back in should you find yourself in the water). Sailing instruction is provided by staff in co-operation with the staff at Morch Marine, Belleville.

Albert College also emphasizes programmes in drama, fine arts, and music (especially choral). In most years, students interested in these activities have a chance to put on a public performance of their work, as well as take school trips to places of interest.

Also available to students at the College are chances to participate in the Duke of Edinburgh's Programme⁴, the computer club, debating, public speaking, the science club, the school yearbook, the environmental club and other clubs of students' interests. Community service is also a significant part of the Albert College programme and many opportunities exist for students to give back to the community.

Albert College also has a unique programme of social activities which include parties, ski days, a play, movies, talent night, bowling, international night, informal dances, casino night, coffee houses and a formal dance each term. Six residential dons, all university graduates, are in place to focus on balancing weekend programmes. These activities require student leadership and many organizational and social skills can be developed to reflect student interest.

The College does not have a long list of rules and regulations. Rather, it expects students

⁴See Appendix VII.

to work hard, maintain high standards of honesty and truthfulness, act responsibly towards each other and towards the school, and abide by the general requirements of the school. There is a school standards committee of four students and four teachers who make recommendations to the Assistant Head on all serious discipline issues. Albert prides itself on its human rights and harassment policies.

Admission and Costs

Albert College welcomes qualified students to its campus regardless of religion, race or colour. Applicants must indicate their aims and objectives in attending the College, enclose copies of past school records, a teacher's evaluation, and indicate any special extra-curricular interests they might have. In applying, they must also agree to abide by the rules and regulations of the College.

There is an entrance test, but students may take the Secondary School Admissions Test (SSAT) as an alternative. As a family school, Albert places emphasis on the individual, so all students are interviewed by the Headmaster or by the Director of Admissions. Applicants are welcome throughout the year, as places are filled on an ongoing basis.

Students applying for admission to Grades 11 to OAC whose first language is not English should submit a TOEFL (Test of English as a Foreign language) score in order to assist the School in determining their level of English proficiency. Those interested should contact their local school to find the nearest TOEFL testing centre.

A non-refundable application fee of \$50 (Canadian Applicants) or \$100 (International Applicants) must accompany the application form. As well, a personal interview or telephone interview is required to complete the admissions process.

The 1999/00 schedule of fees as set by the Board of Governors are: for Grades 7-9, \$13,100 (Day students) and \$24,400 (Boarding students); for Grades 10-OAC, \$13,600 (Day) and \$25,300 (Boarding). Fees for boarders are the same for both Canadians and International students. The College fee includes tuition, board, athletics, recreation, tuition insurance, a yearbook, school photograph, and most required travel for athletics and/or recreation. Possible extra charges could include \$425 for the POWER Programme (Grades 7-9), OHIP replacement insurance (if applicable) and \$3,500 for ESL instruction. Private tutoring for most subjects and music lessons are available to students on an individual or group basis at an extra cost.

Parents are requested to deposit, in addition to the fees, an amount of \$1,000 to the student's expense account at the beginning of the school year. Books, uniform and other authorized personal expenses are charged to this account. A statement is rendered monthly and due upon receipt. At the end of the student's stay at Albert College, any credit is refunded.

Total fees and surcharges paid in advance may be reduced by \$750 (boarders) \$450 (day students). For additional children attending the Senior School, school fees may be reduced by \$2,000 (boarders) or \$1,000 (day students) and by \$3,000 (boarders) or \$1,500 (day students) for a third child. For additional children attending both the Junior and Senior School, the second and third child reduction will be at the lesser rate of the two schools.

The College offers a number of bursaries, based on need and scholarships based on merit

and assessment. The scholarship exams are written each year in February and the bursaries are awarded in mid April after all families have submitted their applications to Apple Financial Service. Albert College offers financial support to one in five students. Please contact the Admissions Office for all admissions material.

For Further Information

Contact: Ms. Heather L. Kidd, Director of Admissions

Appleby College
"A Great Place to Learn"

Address: 540 Lakeshore Road West, Oakville, ON, L6K 3P1
Telephone: (905) 845-4681; Fax (905) 845-9505
WWW: <http://www.appleby.on.ca/>
E-mail: enrol@appleby.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Anglican Church of Canada orientation
Grades: 7-OAC/12
Boarding Grades: 7-OAC/12
Application Deadline: Open
Scholarship Deadline: January

Location

Appleby's suburban 59-acre campus is located in Oakville on Lake Ontario, just 25 miles (40 kms) west of Toronto (population 3,000,000), almost mid-way between the provincial capital and Hamilton. From their base in Oakville (population 128,405), students take regular trips to see the Stratford Festival, the Canadian Opera Company, the National Ballet, the Royal Ontario Museum and the Toronto Symphony.

The School also has an 11-acre "Northern Campus" on Rabbitnose Island, on Lake Temagami, where the School runs its famous Northward Bound Programme. This secluded campus, surrounded by pine and birch trees, can accommodate 40 students winter or summer and is about 310 miles (500 kms) north of the College's main campus.

History

Appleby College was founded in 1911 and began with one building on a 32-acre parcel of land in Oakville and it has grown up where it was born, but the acquisition of more than 20 acres and the construction of numerous buildings have filled out the campus to its present state. The School was founded by Sir Edmund Walker, a prominent Canadian businessman and a patron of the arts whose son-in-law, John Guest, was Head of Prep at Upper Canada College, but dreamed of establishing a school "in the country". Sir Edmund was eager to help him realize this dream and when the School opened, Guest was Appleby's first Headmaster.

Today, the memory of these two men live on at Appleby. The Walker House residence and John Guest Dining Hall were named after the co-founders. Colley House, built in 1911, originally housed the entire school, residence, classrooms, and refectory, and was simply called the School House. It was renamed Colley House in 1949 following the death of T.B. Colley, its housemaster and an Appleby teacher for 35 years. Today, it is a boys' residence.

Appleby's campus has evolved steadily over the decades. Powell's House, another boys' residence, named after a faculty member who served in the First World War and received the Military Cross, was built in 1918 and was replaced by a new Powell's House in 1998. The John

Bell Chapel was begun in 1919 and completed in 1929. As Headmaster, Bell oversaw the construction of the Memorial Classroom Building (1949), the old gymnasium (1956), the John Guest Dining Hall (1961), Walker House (1961) and several faculty residences.

Since then, Appleby has continued to update, expand and improve its facilities, adding an indoor swimming pool, the Raymond Massey Library, a science wing, the Nicholas Arts Centre, Baillie House (girls' residence), the J.S. Gairdner Arena, and the Athletic Therapy Centre and Health Centre.

Appleby has grown significantly over the years, but the campus looks very much like it did more than 85 years ago, and Appleby still retains the calm atmosphere of John Guest's school "in the country". The School also retains the spirit with which Guest founded Appleby. As first Headmaster, Guest wanted to create an atmosphere where challenge and achievement were encouraged and where participation in academics, activities and athletics were part of the Appleby experience. Classes were kept small so students received plenty of attention. These philosophies still hold true.

Appleby is led by its rich and colourful tradition, but not bound by it. The School has undergone significant change over the years. For instance, in 1973, Appleby established the Northward Bound Programme on Rabbitnose Island on Lake Temagami; in 1987, it became one of the first schools in Ontario to adopt a streamlined curriculum, allowing students to attain their OAC high school diploma in four years rather than five; in 1991, the School became co-educational after decades of being boys-only; and in 1998, it initiated an innovative laptop computer programme for its students called the *e.school@appleby* programme.

Appleby College is a member of Secondary School Admission Test Board, the Conference of Independent Schools, the Canadian Association of Independent Schools¹, the Association of Boarding Schools and an affiliate member of the National Association of Independent Schools. Its academic programme is inspected and approved by the provincial Ministry of Education and the School is accredited by the Canadian Education Standards Institute². In their final year, students who meet school requirements receive the provincial diploma. Most of its graduates proceed to such universities as Queen's, Toronto or Western; and in the United States, to Harvard, M. I. T., Princeton, and similar institutions.

Philosophy

The purpose of Appleby is to educate and equip students to become major contributors to, leaders in, and valued representatives of their Canadian and international communities. In particular, Appleby emphasizes the development of students to their maximum potential, in

¹See Appendix III.

²See Appendix IV.

terms of intellectual, ethical, physical, and cultural qualities. Fundamental attitudes such as integrity, respect, and tolerance for others are inculcated while maintaining the central context of global awareness. The standard of academic achievement is high. Students are required to participate in both athletic and extracurricular activities, which, together with their studies, earn credits toward the Appleby College Diploma.

Campus

The campus includes three squash courts, five tennis courts and eight playing fields, including an all-weather field, for football, field hockey, rugby and soccer. In addition, the campus houses an indoor ice rink and the John Bell Chapel. Student activity is centred on the Memorial Classroom Building which comprises 22 classrooms, 4 science laboratories, a computer science laboratory, art, music, drama and dance studios, and a conference room. Integrated into the complex are the gymnasium, indoor swimming pool, athletic therapy centre and health centre, school offices, the John Guest dining hall, and the Raymond Massey library. In addition, the campus has residences for both for faculty and students.

Boarding Facilities

Appleby College has four residences to accommodate 215 students: Colley House (1911, renovated 1979), and Powell's House (1918, enlarged 1929 and re-built 1998) are home to 115 boys whilst Walker House (1961, enlarged 1976) and Baillie House accommodate 100 girls.

The residences are open to all students. All Grade 11 and 12 (OAC) students are required to board. Returning students in Grade 11 must also board unless written permission is received from the Headmaster. This compulsory boarding programme takes students a step farther towards maturity and self-reliance required for living in a university environment.

Normally, students are housed two to a room. Rooms are simply furnished, and students are allowed to bring whatever they need to feel more at home, including radios and CD players. All rooms are connected to the school intranet.

Students are not allowed to have cars on campus.

Coin-operated washers and dryers are available in each residence.

Students eat in the John Guest Dining Hall.

Health and Safety

The College's well-equipped Health Centre includes an examining room, dispensary, accommodation for 10 inpatients. Three registered nurses provide round-the-clock supervision, and a general practitioner is also on the infirmary staff. In medical emergencies, the College's facilities are supported by the full resources of a local general hospital less than two miles away. Appleby also possesses a state of the art Athletic Therapy Centre.

At night, the campus is patrolled by a security service.

Administration and Faculty

Mr. Guy S. McLean was appointed as Appleby's sixth Headmaster in 1987. He joined the Appleby staff in 1971 teaching Latin, English and Math in the Junior School. Prior to being appointed Headmaster, he held a number of leadership positions: Head of English, Director of Athletics for the Junior School, Assistant Director of the Junior School and Director of Studies.

Mr. McLean is an Old Boy of Sedbergh School in Montebello, Quebec, where he won the Governor General's Medal and served as Head Boy. He is also a graduate of Atlantic College in Wales and holds a B.A. in English from Swarthmore College in Pennsylvania. He received his Master's Degree in English Literature from the University of Wisconsin in 1971.

In 1998/99, the teaching staff numbered 67. There were 32 men (all full-time), 35 women (all full-time); 22 had master's; 2 had doctorates; 25 resided on campus.

Student Body and Student Dress

In 1998/99, Appleby had a total enrollment of 567, 352 day students and 215 boarders in Grades 7-OAC. On campus 57% of students were boys, 43% girls. In residence, there were 115 boys and 100 girls. Most boarding students come from Ontario. Other boarders come from Asia, Africa, The United States, the Caribbean, Europe, as well as other Canadian provinces.

There is a school uniform which consists of a navy blue blazer, school tie, white shirt, and for boys, grey flannel pants or for girls, blue kilt/grey flannel pants, plus black oxfords.

Academic Calendar and Programme

At Appleby, the school year is divided into three terms. The Autumn term begins in the middle of September, the Winter term in January, and the Spring Term after Spring vacation. That term concludes in the middle of June. At Christmas there is a three week holiday; Spring vacation has a two week duration. There are also long weekend half-term holidays in November, February and May. Students who are unable to return home during holiday periods must stay with a local guardian.

During the school week, (Monday to Saturday) residents typically observe the following routine:

7:00 a.m. - 7:50 a.m.	Breakfast
8:00 a.m.-9:15 a.m.	Period 1
9:15 a.m.-10:15 a.m.	Period 2
10:15 a.m.-10:30 a.m.	Recess
10:30 a.m.-11:30 a.m.	Period 3
11:30 a.m.-12:30 p.m.	Period 4
12:30 p.m.- 1:30 p.m.	Period 5 (Lunch)
1:30 p.m.-2:30 p.m.	Period 6

2:30 p.m.-3:30 p.m.	Period 7
3:45 p.m.-5:45 p.m.	Activity Period
5:00 p.m.-7:00 p.m.	Supper
7:30 p.m.-9:30 p.m.	Study period (shortened for younger student)
9:30 a.m.-11:00 p.m.	Free Time
11:00 p.m.	Lights out

At Appleby, the curriculum includes: English; French, German, Spanish, Latin and Chinese (Mandarin) ; Art, Dance, Drama, Media Studies, Music; Philosophy, Religion ; Economics, Geography, History, Law, Political Science; Mathematics, Calculus; Computer Science, Computer Programming; Science, Biology, Ecology, Chemistry, Physics; Physical Education, Outdoor Education; Life Management and Guidance; Accounting.

In 1987, when Appleby became one of the first schools in Ontario to move to a four-year high school programme its students were able to complete high school in four years because of continuous streaming of the curriculum beginning in Grade 7 (Middle One). Appleby's distinctive grade structure is as follows:

- Middle One-Grade 7
- Middle Two-Grade 8
- Upper One-Grades 9/10
- Upper Two-Grades 10/11
- Senior One-Grades 11/12
- Senior Two-OAC

During Senior One Year, the School offers the following interdisciplinary half-credit courses that reach beyond academic knowledge and into areas of cultural, artistic and environmental concerns: The Arts in Life; Data Processing Concepts; Geology; International Film Studies; Mythology; Public Speaking; Themes in U.S. History; World Religions; Business and Consumer Math; Environmental Science; Social Challenge and Change: Gender Studies; Mathematics and Computer Applications.

Those who are interested in expanding the Northward Bound experience can join the Junior and Senior Outdoor Leader Programmes. This programme is a full-credit course which also involves classroom activities, learning first aid and C.P.R., and preparing lesson plans for younger students, as well as honing their leadership styles, canoeing, backpacking and wilderness skills.

Throughout their academic programmes, student are urged to set goals and to achieve them. The development of successful study habits is stressed, and excellence of research and presentation is encouraged. Students become skilled in the use of language, adept at meeting deadlines, and reach familiarity with learning tools such as reference systems and computers. Every student has a faculty advisor who tries to ensure that all paths, academic as well as athletic and extracurricular lead to success. Drop in sessions are regularly scheduled for those who need extra help and five teachers are on duty every weeknight to offer help.

At Appleby, classes are small and attention is individual. One test or one essay does not determine the year's final mark; formal, informal, written and oral evaluations at regular intervals allow students parents and teachers to monitor progress and work towards success.

Reports are sent to parents in late October, December, March, and June. The October report gives an early indication of students' academic progress. Formal reports at the end of each term include students' marks relative to the course median. The teacher also indicates the strengths and weaknesses of the student and may give some suggestions for improving performance. Parents also receive reports about other aspects of students' involvement at the School, including athletics and extracurricular pursuits.

Information Technology

In September 1998, Appleby launched its *e.school@appleby* programme to take its students to the next step in the evolution of learning through the integration of laptop computers into the classroom. The laptop is a tool that allows students to be in constant communication with teachers and other students-inside and outside of the classroom, even into the residences.

Hooked up to ACNet (the Appleby Network) the laptop becomes a window to a world of educational information. Some of the benefits of the new *e.school* programme at Appleby include:

- *Equality*: Every student has access to the same technology;
- *Technology Skills*: Learning essential skills that will be useful in both university and around the workplace;
- *Access to Information*: Being connected to educational resources all around the world;
- *Competitive Advantage*: Appleby is one of the only schools in Canada with a laptop programme;
- *Flexibility and Change*: Students learn to be flexible and adapt to new ideas;
- *Communication Skills*: Enhances communication skills using technology;
- *Higher Order Thinking*: Enhances higher order thinking through problem solving, presentation skills and access to information.

For the 1998/99 academic year, Grades 9 to 11 were equipped with the laptops, using them across the curriculum. The laptops were optional for Grades 12 and OAC students; however, such students had to have a computer in their residence rooms. In September 1999, the programme is required for all students, from Grades 7 to OAC.

As part of the *e.school@appleby* programme, in 1999 Appleby became the first school in North America to outfit each of its classroom with electronic whiteboards, a piece of equipment that looks like a cross between a chalkboard and a movie screen. Classrooms also contained computer projectors trained on the whiteboards. Using their own laptops teachers are able to communicate in a variety of multi-media formats-and students are able to make their own presentations using the same equipment.

Student Activities and Student Conduct

At Appleby, students are required to attend chapel on a daily basis. Morning services, while Anglican based, are non-denominational.

Students are also required to take part the College's Northward Bound Programme as well as in one sport and one activity per term.

The Northward Bound experience begins in Middle One, when students participate in a three- or four-day trip to an outdoor centre in Bolton, Ont., not far from the Oakville campus. They learn basic wilderness skills and environmental activities, such shelter construction and fire building and safety. They are also given the opportunity to interact and solve problems in a group setting. This trip prepares them for their first excursion to Rabbitnose Island in the fall of their Middle Two year. Students get involved in canoeing, map and compass reading and group activities. This is a chance for students to get to know themselves and their peers, and to begin to recognize their own potential. Upper One students take the "pre-north" programme, which prepares them for their six-day winter expedition the following year. Off the bus and onto snowshoes, a hike across Lake Temagami to the campus is the week's first order of business. A week full of activity culminates in a three-day, two-night camp-out where the students work together to prepare meals, determine routes and carry supplies. These nights are spent snuggled up in thermal sleeping bags inside "quinces", snow structures that students build for shelter.

The School's extensive athletic programme, includes individual and team sports appropriate to all seasons of the year. On a regular basis, school teams travel throughout southwestern Ontario to play matches. Students also have the opportunity to compete at the provincial and national levels. At times, teams travel on international tours. A calendar of sports fixtures is issued at the beginning of each term. A total of 63 sports teams are available, including football, soccer, volleyball, basketball, intramurals, cross-country, tennis, squash, field hockey, hockey, swimming, skiing, rugby, softball, badminton, golf, cycling, running, and outdoor pursuits. Appleby's First Soccer team made history in 1992 by becoming the first team to win the Independent Schools' Athletic Association Championship three years running. Many Appleby students have gone on to careers in the sporting world.

The Arts and Service activities available to Appleby students are equally diverse. They include:

- *Arts Activities:* Argus, Literary Magazine, Photography, Graphic Arts, Band, Vocal Jazz, Model Building, Orchestra, AVN, Debating, Exhibition Programme, Math Foundation, ReSource, Brass Quintet, Archives, Choir, and Drama.
- *Service Activities:* Coaching, Arts Council, Amnesty International, Recycling, AC Challenge Team, Camp ViSTa, Duke of Edinburgh-Leader Group, Duke of Edinburgh-Mentor³, Student Council, Music/Arts/Dance Monitors, Christian Fellowship, Special Events, Computer Help Desk, Round Square⁴, Service Council, Tutoring, School Tour, Service Placements, Peer Counselling, and Cadets.

³See Appendix VII.

⁴See Appendix VIII.

At the school, many leadership opportunities exist for students to contribute to its operation. Students can seek out responsibilities within their residence and organize house events or fundraising drives, help with grade-oriented social activities, serve as a grade representative, run an extracurricular activity, serve as a cadet officer, or be selected for the School's Northward Bound instructor programme. Prefectship is regarded as the most challenging form of student leadership, as it combines disciplinary responsibilities and leading one's peers, as well as discussion of policy and orchestrating schoolwide activities. Each year, the Headmaster, in consultation with faculty members and students, appoints a body of prefects from the senior-year class. Prefects have assigned responsibilities that include Head of House, Day Student Prefect, Activity Prefect, Grade Prefects, Student Life Prefect, Chapel Prefect and Head Prefect.

A long-weekend leave (three and a half days) is given at Thanksgiving and in the middle of each term. On normal weekends, students may stay on campus, or must either stay with their own parents, with parents of another Appleby student or with people cleared by the student's parents either by letter or phone to the student's housemaster.

Appleby assumes that students enter the School with a serious purpose and that good sense, personal responsibility, and a concern for others are the best guides to behaviour. Appleby endeavours to be guided by these principles rather than by a mass of rules and penalties

Admission and Costs

Students choose Appleby because they want to be involved. The atmosphere at Appleby College is vibrant, demanding and fun. The School is therefore looking for students regardless of race, creed or colour who: are enthusiastic, creative and inquisitive; wish to take full advantage of the academic, athletic and extracurricular programmes, and are likely to be a positive influence on their peers.

Candidate's parents must submit an application form, together with the confidential school report from their child's current principal or guidance counsellor, a copy of their child's latest report card and the final report card from the previous year.

A TOEFL score is required for students applying for Senior One and Senior Two years whose first language is not English.

There is an application fee of \$100 for Canadian students, and \$200 for international students. An international student is a boy or girl whose parents' principle residence is outside Canada.

All applicants are required to take the SSAT entrance test. The School holds tests in November and January. Normally, tests are written at the School but if this is not possible, candidates are asked to submit SSAT scores from tests written elsewhere.

In 1999/00, fees for boarders are \$28,000. Fees include required curriculum related outings/trips including transportation and meals, standard examination fees, rental of athletic equipment, tuition refund and accident insurance, class photos, the Argus yearbook and Parents' Association fees.

A \$2,800 fee is due upon enrolment when a family accepts the offer of admission and chooses to reserve a place for the students. Of the \$2,800 fee, an enrolment deposit of \$1,500 is held in trust while the student is registered. The deposit can be returned upon graduation, or if the

School is notified in writing before the date indicated on the form that the student will not be returning the following year. \$300 is held in trust while the student is registered. In event of damages caused by the student, the deposit will be charged and must be replenished. The deposit is applied to the student's account upon the student leaving. The remaining \$1,000 is applied against the July 1st payment.

Fees do not include the school uniform, all course related items (textbooks and course materials), the equipment required for the *e.school@appleby* programme (laptop lease or purchase), purchases from the College Shop, charges associated with certain teams/activities, optional trips, all personal discretionary charges (long distance calls, laundry, taxis, etc.), school bus service, private lessons/tutoring, and the English Skills course. Extras are billed monthly. Payment is due within 30 days. Credit card payments can be arranged with the Business Office.

Any student whose parents' principle residence is outside of Canada is considered an international student. In their first year at Appleby, these students are required to attend the Summer Orientation Programme. Participation in the International Students Weekend and Evening Programme is a requirement for the first year.

All international students must purchase health insurance through Appleby College. Since some insurance programmes do not cover certain emergency services at Canadian hospitals, the School has secured an affordable and comprehensive group policy that covers all health needs for international students living in Canada.

Students needing assistance with the development of English skills are required to take a course in English Skill Development (ESD). This class is usually scheduled when local students are studying French. Some students will also register for a weekly English skills activity to help them develop stronger oral skills.

In order that good students may enjoy the advantages of a residential education, whatever their parents' resources might be, the College has set aside certain sums of money for scholarships and bursaries. About one in eight students receive such aid.

For Further Information

Contact: Director of Admissions.

Ashbury College

Address: 362 Mariposa Ave., Ottawa, ON, K1M 0T3
Telephone: (613)749-5954; Fax (613) 749-9724
WWW: <http://www.ashbury.on.ca/>
E-mail: info@ashbury.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Anglican Church of Canada orientation
Grades: Junior School, (Boys) 4-8
Senior School, (Co-ed) 9-OAC/12 plus International Baccalaureate (IB)¹
Boarding Grades: Boys, 9-OAC/12 plus IB
Girls, 9-OAC/12 plus IB
Application Deadline: March 31 for following September as spaces permit
Scholarship Deadline: January 31

Location

Ashbury College is located on a beautiful 12 acre campus in the Village of Rockcliffe, a quiet residential community less than ten minutes drive from the centre of Ottawa (population 323,340). As the seat of the Federal Government, Ottawa is richly endowed with historical and cultural resources. Its galleries, museums, historic monuments, libraries and other national institutions reflect not only the contribution of Canada's two founding cultures, but also serve as a unique source of reference in the educational programme of the School.

Ottawa is also synonymous with outdoor recreation and offers unparalleled opportunities to experience and explore the natural environment in all seasons. Skiing, both alpine and cross-country, canoeing, sailing, hiking, bicycling, may all be enjoyed within a ten mile (16 kms) radius of town.

History

Ashbury College was founded in 1891 as a boys' school by Canon George Penrose Woollcombe, B. A., M. A., LL. D., an ambitious young Oxford University graduate, and a new Canadian, who opened his three-room school on Wellington Street. Woollcombe soon moved the School to bigger quarters on Wellington Street, then to Argyle Street in 1900, near the present Museum of Nature. The School -now called Ashbury College after Woollcombe's English home- neared 100 boys. In 1910, with the support of Ottawa benefactors, a fine new building rose on ten acres in the village of Rockcliffe Park. There were 115 boys now, 48 of whom were boarders.

Ashbury College flourished until 1929 when the Great Depression struck. Canon Woollcombe, who had been headmaster for 42 years, retired in 1933. By World War II, Ashbury's student population was down to 70 and the School was about to close. In 1940,

¹See Appendix VI.

however, the School's continued existence was assured when 75 wartime evacuees from Abinger Hill, an English prep school enrolled. After the war, numbers gradually increased and in 1953, the School was incorporated as a non-profit educational institution with an appointed Board of Governors.

Argyle Hall, built between 1958 and 1967, honored the 31 Ashburians who had given their lives in World War II. More additions to the School in 1972 enabled the number of students to rise to more than 300. A new gymnasium was added in 1985, followed by the completion of a new wing in 1994 containing a library, computer lab, science and economics rooms, and several other classrooms. Later that year a performing arts theater was completed offering an excellent practice and performance facility.

Girls were enrolled for the first time in 1982 and now, young George Woollcombe's 1891 dream of a creating a leading independent school in Canada's capital is richly fulfilled.

Today, the School is a member of the Canadian Association of Independent Schools² and an affiliate of the National Association of Independent Schools. Its education programme is approved by the Canadian Education Standards Institute³, the Ontario Ministry of Education, as well as by the International Baccalaureate Office in Geneva. Normally, about 97% of Ashbury graduates go on to such universities as Carleton, McGill or Toronto, as well as those in the United States and the United Kingdom. Former graduates have included some of the best known names in the country--former Conservative leader Robert L. Stanfield, and former Prime Minister John Turner being but two examples.

Philosophy

Ashbury focuses on academic excellence and individual development. Within an atmosphere of structure and support, the School challenges each of its students to attain high standards in a broad range of programmes and opportunities.

Campus

The campus includes a soccer field, a football field and three tennis courts, as well as a single Main Building complex containing a chapel, science laboratories, music department, two gymnasias, an art studio, a performing arts theatre, classrooms (Junior and Senior), computer laboratories, a library, and residences.

Boarding Facilities

²See Appendix III.

³See Appendix IV.

At Ashbury, the residences accommodates about 50 boys and 40 girls.

The boys in residence are housed on the upper floors of the Main Building; girls are accommodated in three staff houses on campus as well as in three separate residences a one minute walk from the Main Building. One of the girl's residences, erected in 1999, can accommodate 30.

In residence, students either have a single room or share a room with one other. Everyone has a bed, desk, a chair and storage space for clothes and other personal belongings.

In residence, musical instruments such as guitars and drums are also allowed and students can also bring their own radios and computers, preferably laptops, although all boarders have access to the School's computer laboratories. Televisions are not allowed, although the School provides TVs in its common rooms. Residents are also not allowed to bring their cars to campus.

The care and welfare of resident students is the responsibility of Ashbury's dedicated in-house teachers.

All boarders are members of Woolcombe house and in order to promote a sense of community among boarders, the School organizes several "get togethers" and special events throughout the year. Barbecues, outings, festive celebrations and the occasional "in house" weekends bring students together with faculty.

Students eat in the common dining room. Food is varied and there is a wide selection of breakfast foods. Lunch and dinner are set meals with a vegetarian and low fat option in most cases.

Health and Safety

There is a well-equipped infirmary supervised by registered nurses on duty around the clock. The School also retains the services of a doctor who visits the School once a week. There is also an on-site physiotherapy clinic run by a trained professional. Emergencies are handled by city hospitals located in close proximity to the School.

At night, the grounds are patrolled by a security firm.

Administration and Faculty

Since 1986, the College's Headmaster has been Robert (Roy) B. Napier, B.Sc. Honours, Queen's University, Belfast (1964), Dip. Ed., Bishop's University (1970), M.Ed., Bishop's University (1974). Born in Belfast, Northern Ireland and now a Canadian citizen, Mr. Napier also has an Ontario Teaching Certificate (1976) and the Ontario Principal's Certificates, Part I and II (1982).

Prior to becoming Headmaster at Ashbury, Mr. Napier was Headmaster at Albert College (1981-1986) and earlier in his career taught Mathematics and Sciences in a variety of public and independent schools. Married with three children, Mr. Napier has been active in numerous professional organizations. He was a founding member and still is an active participant in the Canadian Education Standards Institute, and has also served as President of the Canadian Association of Independent Schools. In 1990, Cornell University presented him with its Outstanding Educator Award and in 1992, he won a Canadian Commemoration Medal for Outstanding Service to Education.

In 1998/99 there were 68 on faculty. In Senior School: 32 men (all full-time), 23 women

(18 full-time, 5 part-time); 8 had master's; 2 had doctorates. As 11 faculty live in staff accommodation on campus or in the vicinity of the School, they maintain a close relationship with the students and are always available for counselling and support. A number of the teachers have taught in school systems in other countries and their multi-cultural experience adds immeasurably to the School's commitment to international understanding.

Student Body and Student Dress

In 1998/99, Ashbury College enrolled 610 students, 150 in the Junior School, 460 in Senior School. Of the total numbers, 380 were day, and 80 residential. The majority of residents originated in Ontario, but a significant number represented the international community, coming from such diverse locations as Ghana, Hong Kong, Malaysia, Mexico, Venezuela and West Germany. (Even among day students, a significant number are the offspring of foreign delegations located in Ottawa). Result: in their exposure to many cultures, students at Ashbury have an unusual opportunity to develop a broader awareness and understanding of the world in which they live.

On formal occasions and in class on Mondays, all students must wear the school uniform, known as No. 1 dress. For boys, this consists of navy blazer with school crest, white dress shirt, school tie, grey dress trousers, grey dress socks and polished black leather shoes. For girls, the uniform consists of the navy school blazer with crest, white plain shirt, school tie, grey dress skirt or dress trousers, knee-high navy socks or navy tights, polished black leather dress shoes.

Regular classroom wear, No. 2 dress, is less formal. Boys require a blazer or sports jacket of conservative style and colour, or crested Ashbury sweater, dress shirt of conservative style and colour, the school tie, or house tie or a tie of conservative style and colour, grey dress trousers, classic cut (not cords, gabardine or cotton), dress socks, shoes (penny loafers, clean desert boots or semi-dress style shoes). For girls, the no. 2 uniform is made up of a blazer of conservative style and colour, or crested Ashbury sweater, dress shirt of conservative style and colour, school tie, house tie or other suitable tie, dress skirt of conservative style and colour, navy socks (knee length) or tights, shoes (penny loafers, leather shoes, topsiders or pumps).

Neither boys nor girls may wear sneakers, running shoes, canvas casuals or sandals.

For boys, hair must be clean and tidy and students must be clean shaven. Obvious hair colouring, ear studs or earrings are not permitted. For girls, jewellery may be worn in modest amounts and while make-up is permitted it must be reasonable and discrete amounts.

Academic Calendar and Programme

At Ashbury, the academic year from early September until the first week of June, is divided into three terms, with Christmas and spring vacations.

During the school week, residents typically observe the following routine:

7:15 a.m.	Rising bell
8:00 a.m.-8:30 a.m.	Breakfast
8:30 a.m.-8:45 a.m.	Chapel
8:45 a.m.	Room inspection
9:00 a.m.-9:50 a.m.	Period 1

9:50 a.m.-10:40 a.m.	Period 2
10:40 a.m.-10:55 a.m.	Break
10:55 a.m.-11:45 a.m.	Period 3
11:45 a.m.-12:40 p.m.	Period 4
12:40 p.m.-1:40 p.m.	Lunch
1:40 p.m.-2:40 p.m.	Period 5 (1 hour)
2:40 p.m.-3:30 p.m.	Period 6
3:30 p.m.	Start of sports programme
6:15 p.m.-6:45 p.m.	Dinner
7:00 p.m.-9:00 p.m.	Prep (Supervised study)
10:15 p.m.	In Rooms and thereafter, lights out according to grade

In Grades 9-OAC/12, the curriculum includes: English; French, German, Spanish; Art, Drama, Music, Philosophy; Economics, Geography, History, Sociology; Mathematics, Algebra, Calculus, Geometry; Computer Applications, Information Technology; Science, Biology, Chemistry, Physics; Physical Education and Health; Business Accounts and Management Studies.

In addition to provincial requirements, all students must complete a course in World History or Geography

It is hoped that from Grades 11-12 or OAC, students will elect to prepare for the International Baccalaureate as well as the Provincial Diploma.

In Senior School, classes average 15, with groups not exceeding 20 in number.

Because of the substantial number of international students enrolled, the School offers a special programme in English as a Second Language for an extra charge.

The School's academic programme at both levels is neither narrowly specialized nor incoherently diverse, but does concentrate on the basic disciplines in substantial depth. It emphasizes knowledge as a basic unity and not as a fragmented mosaic of distinct and unrelated learning experiences.

Ashbury's evaluation of student performance is based on a combination of continuous assessment of term work, class tests, and formal examinations in both December and June. For most subjects, achievement is based on a total of 500 marks, with 100 provided for each of the three terms and the two examinations. Full reports, with percentage marks and with comments are sent to parents.

Information Technology

Computers are available for student use in computer centre, classrooms and the library. Computer resources include CD-ROM, Internet access. All Grade 9 students are required to take the course in Information Technology.

Student Activities and Student Conduct

The quest for physical fitness is an integral part of the Ashbury education. All students, including those in OAC, are required to participate in the sports programme. Activities vary from team

sports at several levels to individual and life sports at the competitive and recreational levels, as follows: Fall term: football, boys' soccer, cross-country running, aerobics, tennis, rowing, boys' volleyball, girls' basketball. Winter term: hockey, downhill and cross country skiing, curling, aerobics, boys' basketball, squash, weight training, Taekwon-do, girls' volleyball. Spring term: track and field, tennis, softball, girls' soccer, aerobics, cycling, rowing, boys' and girls' rugby.

In addition to the college's athletic programme, Ashbury students are required to participate in other curricular activities and undertake at least 40 hours of community service.

The School offers students opportunities for participation in art, chess, debating and public speaking, drama, and music (choirs, concert band, jazz bands, quartets and trios). Many musical groups tour.

Community service may include donating at a Blood donor clinic or collecting for Daffodil Day. At Ashbury students may also work on the Duke of Edinburgh's Award Programme.⁴

During the week, residents can leave campus with permission; on week-ends, again with permission, they may travel farther afield to visit friends and family.

Traditional events include student dances, the November Antique Fair, parents pre-Christmas Dinner/Dance, the Fall Weekend and other reunions for alumni and a variety of theatrical and music productions.

At the School, emphasis is placed on self-discipline.

Admission and Costs

The School requires that every applicant for admission have a positive attitude towards the School and its philosophy as well as meeting certain minimum academic requirements. Applications must be accompanied by last year's report card, as well as the current year's report card. References to be completed by the Principal, Guidance Counsellor, or a teacher who knows the student well, are also required.

Applications must be accompanied by a non-refundable processing fee of \$100.00 (Cdn.) payable to Ashbury College.

For entry into the School, candidates applying for Grades 4 through 10, who live in the Ottawa area are required to write an Entrance Examination. Parents of applicants will be advised of the date of the examination upon submission of an application. Students who live outside the Ottawa area are not required to write an Entrance Examination.

Students are encouraged to visit the School.

In 1999/00, fees for residential students are \$23,370. Sports fees (\$135 for Juniors, \$220 for Seniors) are not included in this schedule.

There is a surcharge of \$2,000 for students who require instruction in English as a Second Language although students who may be required to take more than one ESL course will only be charged the single ESL fee. Those who intend to take this option must submit a TOEFL score at entrance.

⁴See Appendix VII.

Boarders must also deposit \$300 in a personal service account to cover such expenses as pocket money, postage etc.

The College has a number of bursaries and scholarships available.

For Further Information

Contact: Mr. Stuart K.C. Grainger, B.A., B.Ed., M.Ed., Director of Admissions

The Bethany Hills School
" *Latiores Fines Petimus*"¹

Address: P.O. Box 10, 727 Bethany Hills Road, Bethany, ON, L0A 1A0
Telephone (705) 277-2866; Fax (705) 277-1279
WWW: <http://www.bethanyhills.on.ca/index.htm>
E-mail: info@bethanyhills.on.ca
Type of School: Independent girls university preparatory
Religion Affiliation: Anglican Church of Canada
Grades: Coed, 3-6
Girls, 7-OAC/12 plus AP²
Boarding Grades: 7-OAC/12 plus AP
Application Deadline: Open
Scholarship Deadline: Open

Location

The Bethany Hills School (BHS) is situated in a rural setting on a 12 acre campus surrounded by rolling hills, pasture land, and forests. The campus is just north of the village of Bethany, off Victoria County Road 38. Bethany is east of Highway 35, 18 miles (30 kms) north of highway 401, on highway 7A. The School is located less than five minutes from alpine ski hills, and offers lanes and trails ideal for cycling, cross-country running and other outdoor recreational pursuits. The location of the School also fosters an appreciation of the environment and its setting provides opportunities for geological and wetland studies, bird watching and survival skill-building.

Only fifteen minutes from the city of Peterborough (population 69,535) and an hour's drive from Toronto, and, the School has the advantages of its peaceful surroundings and all that nature provides, as well as accessible cultural and business facilities for enrichment opportunities.

History

Led by Jan Smith, the owner of a local riding stable, The Bethany Hills School was founded in 1981 by a group of parents who were looking for a small boarding school that would cater to the individual needs of their daughters, that would allow them to receive a quality education, and have all the advantages of country life they wanted their daughters to be able to ride and ski after

¹ "We Seek Wider Horizons"

² See Appendix V.

school, and live and work in a caring, supportive school community. The location for the School was chosen because of the short one-hour drive east of Toronto and the close proximity of two major ski resorts and established equestrian centres..

From its humble beginnings of three portable classrooms, a converted camp kitchen and twenty four students, the School has become a respected educational facility, able to stand proudly among the older, renowned independent schools. While the original focus of its operations was secondary education, in 1992, it expanded to include a junior school.

Today, BHS is supported by a very committed Board of Directors and an active School Council and Parents Association and it belongs to the Canadian Association of Independent Schools.³ Bethany's academic programme is accredited by the provincial Ministry of Education which allows it to award provincial diplomas. The School is also accredited by the Canadian Education Standards Institute.⁴ Since its inception, the School has developed a strong academic reputation and 96% of its graduates have made their way into most major universities of Ontario as well as in American universities.

Philosophy

The Bethany Hills School believes in the dignity and worth of each individual, and strives to educate the student in mind, body and spirit in an atmosphere of encouragement and support.

It also strives to create a family environment because it believes that the atmosphere of the extended family is an ideal environment for girls to develop intellectually, physically socially and emotionally: small enough for attention to the individual's needs, and large enough to provide a stimulating interaction of diverse backgrounds and varied interests.

The Bethany Hills School is also committed to its role as a single-sex girls' school. The School seeks to provide an environment where young women attain leadership positions and have strong female role models. Students become questioners, challengers and risk takers, free to express and validate their own experiences, develop autonomy and build confidence.

Campus

The Bethany Hills School resembles a small village, with modern, well equipped buildings and homes clustered around spacious lawns. A track and two athletic fields are located on campus; minutes away are an ice rink and nordic ski trails. The Main Classroom Building includes the computer lab and the school dining room. There is also a separate building which houses the Junior School and the School's science labs, a third building which is the Art Studio, a fourth which is the chapel. Also on campus are the residences.

³See Appendix III.

⁴See Appendix IV.

Boarding Facilities

AT BHS, the residences can accommodate 50 students.

Residents live in two modern homes on campus. The first, NewRez, built in 1983 is home to students in Grades 7-9 who live two to a room. The second, Cara House, built in 1985, houses girls in Grades 10-OAC. In their senior year, students have private rooms.

Because this is a time of transition, Bethany involves Grade 7 and 8 students in a Big Sister programme, twinning each girl with a senior student in order to foster friendship and a sense of belonging. Grades 7 and 8 are fully integrated into the School and participate in sports, spiritual activities and special events

In residence students may bring their own posters, decorations, lamps and musical instruments. But they are not allowed to have TVs or VCRs since these are available in the common rooms of each building.

Senior students may bring their own cars to campus, but these are used under strict supervision of school personnel.

Students buy sundries at the campus store, including cold drinks kept in a small refrigerator.

All girls eat in the school dining room which has a full-time chef on staff able to accommodate special diets

Health and Safety

Every morning, the school nurse is on duty, and because she lives close by, she is available for emergencies. Medical care of other kinds is available in Peterborough.

Administration and Faculty

Since 1996 the Head of School has been Ms. Trish Doney. B.P.H.E (U. of T), Originally trained in England, Ms. Doney taught at The Bishop Strachan School for 25 years before her appointment at BHS, specializing in physical education. Between 1993 and 1996, she was also that School's Dean of Residence. Ms Doney was attracted to BHS not only because of its special emphasis on sports, but also because of its academics and commitment to boarding students.

In 1998/99, the full-time faculty numbered 14 (12 women and 2 men). All were qualified in the subjects they taught and all were committed to academic excellence and professional growth.

Student Body and Student Dress

In 1998/99, 75 students were enrolled at BHS. Of these, 45 were in residence. About half were from Ontario-none from out of province. The other half were from out of country from such places as the Caribbean, Mexico, China, Hong Kong, Korea and Taiwan. Previously, some students have also come from Japan.

The following clothing regulations provide a clean, neat form of dress which will fit into our outdoor concept and be warm and easy to care for.

Number One Dress worn on school trips and all special in-school activities (i.e. Opening & Closing Ceremonies, Parents' Days, Special Chapel Services and some field trips) includes: Navy School blazer, MacDonald plaid skirt, White Equestrian Shirt, collar & stock pin or crested collar, crested navy v-neck vest, navy knee socks or navy tights and black/navy penny loafers or oxford shoes (low-cut "DOCS" are permitted).

Classroom Dress, worn daily during school hours, for morning Chapel, and in the dining hall consists of a choice of: MacDonald plaid skirt, crested navy tunic, navy dress pants, plus white button-down oxford shirt with school tie or white turtleneck and crested navy sweater or vest, and navy knee socks or navy tights topped of with black/navy penny loafers or oxford shoes (low-cut "DOCS" are permitted)

Academic Calendar and Programme

At Bethany, the school year runs from September to June and is divided into two academic, non- semestered, terms, currently known as Term One and Term Two. There are major breaks at Christmas and March, with shorter five 4-day long week-ends in each term during which time the residences are closed.

During the school week, boarders normally observe the following schedule:

7:30 a.m.-8:15 a.m.	Breakfast
8:30 a.m.	Classes start
5:30 p.m.-6:00 p.m.	Dinner
7:00 p.m.-8:30 p.m.	Study Hall
Free Time	

Intermediate Level (Grades 7-9)

9:30 p.m.	In Residence
10:00 p.m.	Lights Out

Senior Level

10:00 p.m.	In Residence
11:00 p.m.	Lights Out

Intermediate Level

In Grades 7-9, the curriculum includes: English; French; Art, Drama, Music; History, Geography; Mathematics; Computer Studies, Keyboarding; Science; Physical and Health Education; Business Studies and Guidance.

Each course is compulsory but not all courses are offered each year.

Senior Level

In Grades 10-OAC, the curriculum includes: English; French; Art, Dance, Drama, Music, Photography, Visual Arts,; Canadian Family, Economics, Geography, History, Law, Media Studies, World Religions ; Mathematics, Algebra, Calculus, Finite,

Geometry; Computer Studies; Science, Biology, Chemistry, Environmental Science-Outdoor Education, Physics; Physical and Health Education, Equestrian Studies; Business, Technology.

Advanced Placement courses are available in English and Calculus.

The Bethany Hills School offers a strong academic programme with advanced level courses leading to university and college entrance. Students may take a maximum of eight full courses per year. At the secondary level, students develop critical thinking skills and advanced research techniques, supported and challenged by a caring, able faculty.

Courses in English as a Second Language are available for those who require them.

The School offers a number of enrichment courses. An Integrated Arts Programme, introduced at the Grade 9 level, brings together Drama, Dance, Visual Arts and English in a thematic approach. In the area Environmental Science-Outdoor education, students are involved in activities which range from winter camping to a white water canoe experience, and from pond studies and soil sampling to environmental advocacy in the surrounding community.

Every student at Bethany learns basic computer skills, with additional opportunities in programming, research through CD ROM technology, and communication through the Internet.

Classroom instruction is supplemented by field trips, theatre, gallery, museum and science centre visits, guest speakers and other events.

Class size averages approximately 12 students, allowing faculty to take a personal interest in the development of each girl and to provide more individual attention. Each student meets regularly with her faculty advisor to discuss academic, social or personal matters.

The School evaluates students' work through tests, quizzes, essays, group work, reports, projects, presentations and class participation.

Monthly progress reports are issued at the end of September, October, February and April. Formal examinations are written in December before Christmas vacation and in June. Formal term reports are issued in December, March and June. In the final report, work in Term One counts 40%, work in Term Two, 60%.

As much as sixty-five percent of the student population achieves honour roll status.

Information Technology

There are ten computers set up for the Grade 7/8 keyboarding class. Seven are on-line in the School's computer lab. Everyone at the School has an e-mail address which is used. The School is currently planning to network all academic buildings, the resource centre and the residences so that all students would have access to the server resources in almost every room of the School.

Student Activities and Student Conduct

At the School, chapel is compulsory twice a week (8:30 – 8:50 am). Sometimes the service is taken by a local Anglican clergyman, more often by the Head, or groups of students or members of the staff. In all instances, the service respects the various faiths represented in

the student body.

Each school year starts off with a school orientation/camping trip.

The Bethany Hills School also offers many opportunities for athletic, creative, and intellectual pursuits.

Participation in the athletics programme scheduled three afternoons each week is required by every student.

In the fall term students may participate in field hockey, harrier/cross country running, ice skating, riding, ski training, volleyball and yoga. In the Winter term, available sports include: aerobics, alpine skiing, nordic skiing and riding. In Spring, golf, riding, soccer and track and field.

The School's size allows for all interested students to become part of a team, with field hockey and soccer the most popular. All students participate in the sports programme whose emphasis is on striving for realistic goals and sportsmanship.

The Drama Department mounts a major production each spring involving the majority of the School's students and staff, either on stage or in the wings. Students are also active in the school choir and band. Music students compete annually in the Peterborough Kiwanis Festival with excellent results. The Bethany Hills School choir also sings in the Independent Schools Music Festival held each year at Roy Thomson Hall in Toronto. Visual Art is submitted to juried shows, and various works have won awards

Public speaking is fostered through the annual Junior and Senior Oratory Competitions.

Special events include The Great Race, Cabaret Night, and other activities that tap the imaginative resources of every student.

Interest in world issues is addressed in a number of ways, for example the sponsorship of a disadvantaged child and involvement in social justice organizations.

The School has an active Duke of Edinburgh's Awards Programme⁵ which requires students to undertake community service projects in addition to other challenges. The School is particularly active in recycling and composting, and advocates environmental awareness through involvement in community clean-up projects and tree-planting.

At Bethany, young women are encouraged to pursue non-traditional activities. A number of students have been involved in the refitting and maintenance of a stock car which they have raced at a local track.

Every second Wednesday an hour is set aside for students to participate in such activities as: yearbook, simple car maintenance, computer, web page, guitar lessons and knitting. The activities reflect the interests and enthusiasms of staff members who act as resource persons.

Visits to the theatre and to galleries as well as tours of businesses and technological institutes enrich the experience of the classroom, and link learning to real life situations. The School takes advantage of both local cultural and business experiences and opportunities offered in Toronto. An annual Career day allows students a chance to learn first-hand about a wide range of professions.

The rural location of The Bethany Hills School makes the organization of social events particularly important. Dances, field days and a variety of extra-curricular activities with other independent schools take place throughout the year.

Since The Bethany Hills School is located between the cities of Peterborough and Lindsay, and close to a number of rural communities, it takes full advantage of the

⁵See Appendix VII.

many opportunities for community involvement such as parades and Remembrance Day ceremonies. At annual Science Fairs in Peterborough, Bethany is well represented, and students are recipients of numerous awards and ribbons. Bethany has also participate at the Ontario and National Science Fairs. The School also provides regular outings for the boarding students to the nearby cities of Peterborough and Lindsay for shopping, movies and socializing.

Special events to which parents are included include: the Fall Open House, Parents Day (Winter), Founders Day in early May and Closing Day in June

Young women at The Bethany Hills School are provided with many opportunities to develop leadership skills. An active Student Council promotes participation from all grade levels. Students themselves are involved in developing the quality of school life, and have significant input regarding school rules, school values and codes of conduct. The Student Council also organizes through Sports, Spirit and Social Committees many of the events that enrich the experience of each school year. Delegates participate in Leadership seminars held regionally and provincially, and speakers, seminars and workshops are arranged throughout the year. Both the School Yearbook and newsletters are produced by student committees. Prefects are selected each year by faculty and students to assist in the daily administration of the School in the areas of discipline, residence responsibilities, tutoring and liaison between staff and students. The School is organized into four Houses, named for Bethany's first graduates. The House system brings students together in the spirit of fun to participate in athletic, academic and extra-curricular activities. Each house has a junior and senior leader, elected by the students.

Admission and Costs

The Bethany Hills School seeks girls who love sports particularly riding, skiing, and snowboarding, and the country setting. They must also possess a desire a quality education based on traditional Independent school values that will prepare them for university and beyond. While the School attracts those with high academics, it is also open to capable students who would benefit from small classes and individual attention to reach their goals.

The application must include some information about the candidate's health and extra-curricular interests, as well as a letter authorizing the candidate's school to release academic records, testing results and other information to the School.

There is a non-refundable application fee of \$50.

In 1999/00, there are four categories of boarding fees. The fee for students in Grades 7-8 is 19,500 for those in Grades 9-OAC, \$23,000. International students pay \$20,300 if in Grades 7-8, \$23,800 if in Grades 9-OAC.

Upon acceptance of the place, parents must deposit \$500.

ESL students are tested during the first week of classes, and those which require extra instruction or tutoring are charged an additional \$3000.

The fall orientation/camping trip is \$45. Those who wish to use a school horse are charged \$12.50 a day to a maximum of \$700 per year; students who board their own horses are charged \$260 per month plus GST (Blacksmith, veterinarian and special care needs not included).

There are also extra charges for those interested in lessons in skating, skiing / snowboarding.

For Further Information

Contact: Patricia H. Doney, Head

The Bishop Strachan School
“Bridging Tradition with the New Millennium”

Address: 298 Lonsdale Road, Toronto, ON, M4V 1X2
Telephone: (416) 483-4325; Fax (416) 481-5632
WWW: <http://www.bss.on.ca>
E-mail: mforte@bss.on.ca
Type of School: Independent girls university preparatory
Religious Affiliation: Anglican Church of Canada
Grades: Coed: JK-Grade 2
Girls: JK-OAC/12 plus AP¹
Boarding Grades: 7-OAC/12
Application Deadline: Open
Scholarship Deadline: January

Location

The school is set on more than seven acres of property in residential Forest Hill in central Toronto (population 3,000,000). There is easy access to public transportation, and museums, theatres and other cultural facilities are only a short bus or subway trip away.

History

The Bishop Strachan School, one of the oldest Canadian independent school for girls, was founded in 1867 by a group of Anglican clergy and laymen out of the conviction that girls as well as boys should have the opportunity for a first-class education. Named after the first Anglican Bishop of Toronto, the school moved several times within the city, finally coming to its present location in 1915. In the early years, the emphasis gradually moved from finishing courses and fine arts to stenography, bookkeeping, and finally to university preparation. When Trinity University opened its doors to women in 1894, several Bishop Strachan graduates were among the first to be admitted.

¹See Appendix V.

Today, the affairs of the school are directed by a Board of Governors elected by members of the school family. The school is a member of the Canadian Association of Independent Schools² and the Conference of Independent Schools of Ontario, The Association of Boarding Schools, the National Association of Independent Schools and The Coalition of Girls Schools. It is also a member of the Secondary School Admission Test Board. Inspected by the Ontario Ministry of Education, the school meets the standards required to issue provincial diplomas. The school is also accredited by the Canadian Education Standards Institute³.

In 1998, 100% of its graduates attended post-secondary institutions. In recent years, BSS graduates have been accepted at Queen's, McGill, Western, Toronto and UBC in Canada; Brown, Princeton, Cornell, Wellesley, Vassar, Albany Medical College, MIT and Dartmouth in the US; and overseas at the London School of Economics, Edinburgh and the China Medical School.

Philosophy

BSS provides its diverse student body with a challenging, exceptional education, instilling in them a love of learning, the ability to think independently, follow their dreams, and pursue their goals with confidence. The school understands that a complete experience at BSS translates to teaching the "whole child". It strives to nurture the growth and development of all aspects of its students: academic, social, physical, emotional and spiritual.

Campus

The school's distinguished greystone facade is a city landmark. Behind it, playing fields, tennis courts and gardens offer superb recreational facilities, as well as providing an air of tranquility. The School Building contains a beautiful chapel built in 1922, modern classrooms and state-of-the-art science labs. Also available to senior students are a library, computer labs, art studio, music room, gymnasium, and swimming pool. A separate Junior School wing houses its own classrooms, art studio, applied science lab, computer lab and French room, library, and playground for younger children. Also in the Building is the student residence.

Boarding Facilities

The residence has a capacity for 98 girls, although some beds are set aside for the short-term boarding programme which provides accommodation to students when parents travel or have other needs and for the School's exchange students. There is also an evening programme within residence for day girls.

Girls live in comfortable single, double or triple rooms on each floor, where there is also a sitting room with television.

²See Appendix III.

³See Appendix IV.

The atmosphere is one of shared responsibility, nurtured self-reliance, and an unparalleled experience in growing together. Young, energetic residence dons offer friendly guidance, and as in a family, older girls look after younger boarding students.

The Dean of Residence, along with residence staff members, is responsible for the day-to-day needs of each child. While safety is always a primary consideration, BSS believes that students need freedom to learn to take responsibility for themselves. Over the years, boarding students have assisted in developing residence rules and regulations which balance these concerns.

Boarding students take pride in decorating their rooms so they feel like home-away-from-home. Girls are free to return to their room during the day.

Because parking is at a premium on campus, boarders who bring cars to the city must park them off-site.

With help from residence dons who act as guardians and confidants, students quickly learn to balance fun and study and to manage their own time.

Boarders have a well-organized and active Residence Council with elected representatives from each grade level. The council organizes residence activities and discusses various community issues.

Nutritious, buffet-style meals provide variety and always include a popular vegetarian alternative. Special diets, including allergy restrictions and religious observance, can be accommodated.

Health and Safety

The residence contains a modern health centre and there is a registered nurse on duty 24 hours a day. The school doctor visits the school twice a week, and is always available for consultation and referral. Toronto is well known for its excellent medical facilities.

BSS has an excellent security system which features video and surveillance cameras on major doors, and all-night guards on duty 6:00 p.m. until 6:00 a.m.

Administration and Faculty

Since 1995, the Head of School has been Natalie Little, B.A., M.Ed. (U. of T.) Prior to joining BSS, Ms. Little was Principal of Earl Haig Secondary School and the Claude Watson School for the Arts, and most recently Assistant to the Associate Director of the North York Board of Education. Strongly committed to education and community, Ms. Little's achievements have been recognized with awards from North York School Administrators and the Federal government. She has authored textbooks and presented at provincial and national educational conferences.

In 1998/99 there were 76 faculty members. In upper school, there were 11 men (8 full-time, 3 part-time), and 65 women (55 full-time, 10 part-time). Twenty-eight had master's degrees; 1 had a doctorate. Moreover, several teachers are professionally active in the arts in Ontario. Teachers at the school are chosen for their teaching skills, their academic background and their genuine interest in helping students in the classroom and in many other facets of school

life. Two resided on campus.

Student Body and Student Dress

In 1998/99, Bishop Strachan enrolled 814 students, of whom 242 were in the Junior School and 572 in the Senior School. At the upper level, 479 were day students, 93 boarders. Residents came not only from Ontario but from Newfoundland, New Brunswick, Quebec, Alberta and overseas, mainly from the Caribbean, Hong Kong and Saudi Arabia.

There is a school uniform consisting of a maroon blazer with school crest (optional), a white shirt with two burgundy stripes on the collar, a school tie with alternating burgundy and grey stripes, a grey skirt, grey socks and black, polished shoes; grey pants are also a relatively new addition to the uniform between November and March.

Academic Calendar and Programme

The school year, which is divided into two terms, Michaelmas and Hilary, runs from September to June with holiday periods at Christmas and in March. During long week-ends, the residence and dining room remain open.

During the school week, residents normally observe the following schedule:

7:10 a.m.	Rising Bell
7:30 a.m.-8:15 a.m.	Breakfast (If required, early breakfast is available at 7:00 a.m)
8:30 a.m.	Report to Day School House
8:45 a.m.	Chapel/Assembly
9:10 a.m.-10:10 a.m.	Period 1
10:10 a.m.-11:30 p.m.	Period 2
11:30 a.m.-11:40 a.m.	Recess
11:40 a.m.-12:40 p.m.	Period 3
12:40 p.m.-1:30 p.m.	Lunch
1:30 p.m.-2:30 p.m.	Period 4
2:30 p.m.-3:30 p.m.	Period 4
3:30 p.m.-5:25 p.m.	Free Time
5:30 p.m.	Dinner
6:00 p.m.-6:55 p.m.	Open Gym / Pool (optional)
6:55 p.m.	Study Bell
7:00 p.m.-9:00 p.m.	Study (with break between 7:55 p.m. and 8:05 p.m.)
9:00 p.m.-9:30 p.m.	Tuck Shop (optional)
9:00 p.m.-10:00 p.m.	Free time (Open Gym / Pool if not attended after Dinner)
10:00 p.m.-Midnight	Bedtime depending on Grade

At The Bishop Strachan School, the curriculum for Grades 9-OAC/12 includes: Religious Knowledge; English; French, German, Latin, Mandarin, Spanish; Art, Drama, Music, Philosophy; Economics, Geography, History, Law, Multi-media; Mathematics, Algebra,

Calculus, Finite, Geometry; Computer Studies; Science, Biology, Chemistry, Physics; Physical and Health Education, Outdoor and Experiential Education; Accounting.

All courses offered in Grades 9-OAC/12 are at the advanced level only.

The school also offers Advanced Placement courses in: Calculus, Computer Science, Micro/macro Economics, English Literature, French, German, U.S. History, Latin, Mathematics, Music, Spanish, and Statistics.

Bishop Strachan places heavy emphasis on English language and literature at all levels.

In the Junior School, faculty-student ratio is 1:10; in Senior School, the average class size is 17.

To ensure that every student is provided with a support network, BSS has set up a Teacher-Adviser (Mentorship) Programme between students and teachers that extends beyond the classroom. Mentors motivate, facilitate and listen.

Internally examining is in late December (before Christmas Break) and June. AP's are taken externally in May. Parents receive anecdotal and quantitative reports in December and June and anecdotal reports only in March. Interim reports are sent to new students in October. Faculty and Guidance report to parents on a relatively continuous basis, when necessary.

In all grades, the academic programme is enriched by field trips, guest speakers, foreign travel and other events. In Grade 8, all girls attend a compulsory Outward Bound Trip. In Grades 9, and 10 the entire class attends a week long interdisciplinary trip to Algonquin Park in late September. Students are also given opportunities to study through an Exchange Programme which has included travel to British Columbia, Quebec, Australia, France, Japan, Mexico, and South Africa.

Information Technology

Students will be computer literate when they graduate. Instruction takes place through formal classes and through computer use within the curriculum. Computers are regularly used in Art, Economics, English, Foreign Language classes, Geography, Mathematics, Music, and Science classes. In September 1999, the School programme provided integrated laptop technology for all Grade 9 and several OAC subjects and Grade 9 students were required to supply their own laptops. Computers are also available for student use in computer labs and the library. Computer network features include campus e-mail, on-campus library services, CD-ROM, Internet access and a school-wide television broadcasting system.

Student Activities and Student Conduct

The school's motto, "*In cruce vinco*" ("In the cross, I conquer"), reflects its Christian heritage and the strong emphasis the school places on students' spiritual life. Thus, the one compulsory activity is attendance at Chapel service each morning. In the service, the BSS community gathers to share thoughts, fellowship and prayer, and to celebrate achievements, hear announcements, and perform skits. Chapel life provides an opportunity for focused reflection at the start of each day.

On Sundays, residents attend services at nearby churches. Students may also belong to

the Chapel Guild which assists the school chaplain in planning chapel services and other events which take place in that location.

Each student is encouraged to become involved in co- and extra-curricular activities since such participation assists the individual to develop her own abilities as well as to work with others.

Girls in Grades 7 to OAC belong to one of eight Day Houses named for people who have made a significant contribution to the school. Each House elects its own head, a senior co-ordinator, a sports co-ordinator and a junior sports co-ordinator. The House Heads, together with the Head Girl, Games Captain and Boarder Captain constitute the prefect body, the central leadership group in the school.

The sports programme is an important part of the co- and extra-curricular programme. In the Senior School, school teams compete in: badminton, baseball, basketball, cross-country running, field hockey, gymnastics, ice hockey, rowing, skiing (downhill), soccer, softball, swimming, tennis, track and field, volleyball.

Clubs include: Ambassador (tour guide), Amnesty, Art, Business Affairs, Chapel Guild, Classics, Climbing, Computer, Current Affairs, Drama, Duke of Edinburgh's Awards Programme⁴, Environmental, Fitness, Junior Achievement, Kaleidoscope, Math, Osaid (Ontario Students Against Impaired Driving), Outers (outdoor education), Photography, Prism (Yearbook), Radio, Roots (Multicultural Issues), Science, Spanish, Speakers' Union, *Spectrum* (Newspaper) and Third Wave (Women's Issues).

Music and ballet lessons are available as optional extras.

The Bishop Strachan Choir, a long-standing tradition at the school, performs internally at major school functions and also enjoys a fine reputation outside. It has performed with the Festival Singers of Canada, and in such places as Bermuda and the United Kingdom.

Students at the school are encouraged to take an active role in community and welfare work. Of particular note is the Interact Club, sponsored by Rotary International, which organizes fund-raising projects for disabled children and adults. United Way Week, climaxed by the annual United Way Dance, involves a variety of fund raising activities; the annual Christmas giving provides assistance to disadvantaged families. As well, the girls arrange a special nativity service and party for senior citizens and support various social and cultural activities within the community.

A school dance is held once a term for the older girls, and students are frequently invited to dances and parties at boys' schools. Students in Grades 7 to 9 have a prefect and staff adviser to help them plan social activities of interest to younger students.

Weekends offer a range of activities. Trips to places such as Niagara Falls and The Stratford Theatre Festival, as well as overnight camping and ski trips are planned for each weekend. Movies, barbecues, and sports with the boys from nearby Upper Canada College are regular events. Every weekend senior students are available to take younger boarders to movies, restaurants, and the many other activities which Toronto has to offer. In addition, the gymnasium, pool, and tennis court facilities are open for student use.

The school year as BSS is highlighted by a wide range of traditional events and

⁴See Appendix VII.

occasions. Crazy Sports Day, The Bishop Strachan Family Eucharist at Grace Church-on-the-Hill, Christmas Giving and the beautiful Nativity Service in the Chapel occur in the fall. In the winter term, Spirit Week, confirmation, and the Father/Daughter dinner-dance are traditional events. The spring term is marked by Commemoration Day, to celebrate the founding of the school, Sports Day, the Sports Award banquet, the Leaving Girls' Tea, Prize Day and the Leaving Girls' Service in the Chapel.

Upon their arrival at the school, students are informed of the conduct expected of them.

Admission and Costs

Bishop Strachan welcomes students of all races, nationalities and faiths who are prepared to meet its rigorous challenges.

Applications must include current and past reports as well as a confidential report from the candidate's current school. Applicants in Grades 7-11 are required to take the Secondary School Admission Test; those in Grades 12-OAC take an entrance exam which includes Math and English comprehension. Students whose first language is not English and who are applying to Grades 12 and OAC must take the TOEFL.

Academic competence, while an important criteria, is not the exclusive criteria for admission, since the school is not only interested in the student's chance for success in its programme but also what contributions the student might make to school life. Thus a personal interview is also required.

There is a non-refundable \$100 application fee, \$150 for international students

Fees for the 1999/00 school year are \$14,000 for day students and \$27,000 for boarders, regardless of country of origin.

Upon acceptance, a new BSS student entering Grades 5-12/OAC is charged a one-time non-returnable fee of \$1,000. All new students are also required to deposit \$500 with the school which will be refunded, or applied against outstanding indebtedness when the student leaves. There are also extra costs for the school uniform, textbooks and field trips.

Entrance merit scholarships are available for students entering Grades 7 and 9. An Arts scholarship is available for students entering Grade 7 or 9 who excel in fine arts, music or drama. (Students must provide a portfolio.) The deadline for both the Arts and Grade 7 Merit Scholarships is in late January. Students applying for the Grade 9 Merit Scholarship must take an exam in late January. Selected candidates may be interviewed for all scholarships. Financial aid is also available.

For Further Information

Contact: Maria Forte, Admissions Secretary.

Bond International College

"Quality * Opportunity * Excellence * Achievement"

Address: 5 Queenslea Ave. Toronto, ON M9N 3X9
Telephone: (416)248-8191; Fax: (416)248-8980
WWW: N/A
E-mail: bondcollege@sprint.ca
Type of School: Coeducational university preparatory
Religion Affiliation: Nondenominational
Grades: 7-OAC/12
Application Deadline: Three to five months before the start of classes
Scholarship Deadline: N/A

Location

Bond International College (Bond) is located in northwest Toronto (population 3,000,000) just south of Highway 401 and slightly west of Highway 400. The provincial capital is home to immigrants from most nations of the world and it offers a clean, safe, comfortable living environment for students to pursue their educational goals. The city also boasts a huge array of cultural amenities from art galleries and museums to theatres and professional sports. Bond is just minutes by car from York University.

History

Founded in 1978, Bond International College has become a leader in education for students throughout the world. In 1998, the School moved from its previous location near Ryerson University to improved facilities at the north of the city. The new school building sits adjacent to the Humber River Hospital and was designed by the same architect who conceived the Eaton Centre.

Whether students wish to receive Ontario Secondary School Diploma (OSSD) through completing their high school academic credits, or to improve their English through Bond's English as a Second Language Programme (ESL), Bond students are guaranteed the highest level of commitment and education. Bond International College is registered with and inspected by the Ontario Ministry of Education and Training and all of its graduates have proceeded to the post-secondary level.

Philosophy

It is the mission of Bond International College to ensure academic and personal success for students by integrating care with a challenging educational programme.

Campus

The School has one building which encompasses teaching, residential and recreational facilities. The academic section consists of 15 instructional areas including classrooms, labs and a lecture theatre. Nearby, off school grounds, are playing fields open to students.

Boarding Facilities

The 10-storey air-conditioned residence can accommodate 300 students.

In residence, each student lives in his/her own single room with a bed, a desk, a chair, lamps, a closet and basin.

There is also a common room on each floor with a colour TV, a refrigerator, a microwave oven and a laundry room with coin-operated washers and dryers.

The building is cleaned on a regular basis to ensure that it remains in good condition.

The residence is under the supervision of dons who live on each floor and are responsible for supervising, guiding and teaching students in residence.

The School provides new students with various personal services. These include: airport pickup, application for social insurance numbers (SIN), opening up a bank account; purchasing health insurance, applying for a student transportation card and assistance in student visa renewal.

Healthy and nutritious meals are provided at Bond by an experienced food services company. The menu has been customized to provide a variety of foods that meet all the nutritional requirements of the Canada Food Guide. Meals are served 19 times a week: breakfast, lunch and dinner Monday through Friday, and brunch and dinner weekends and holidays.

Health and Safety

While there is no infirmary in the School, its location adjacent to a major city hospital means students with medical problems will be attended to by highly qualified specialists. Bond has security supervision to ensure safe and caring environment by on-site staff 24 hours a day.

Administration and Faculty

Since 1998, the Principal of Bond has been Mr. Derek Patrick. Mr. Patrick has a B.A. (York), a M.Ed. (OISE) and a DLC (Nottingham University, England). Prior to assuming his current position, Mr. Patrick had 15 years experience as a principal in Ontario, and the school he headed immediately before arriving at Bond, Humber Summit Middle School, won a national award for educational excellence after being assessed by the National Quality Institute. Mr. Patrick has also coordinated courses for those intending to be principals at York University for eight years.

Since 1998/99, in addition to Mr. Patrick, Bond has 13 faculty members, 6 men and 7 women. Three have a master's degree, another a doctorate. The faculty are specialists in their respective academic fields and exhibit a real joy in working with young people.

Student Body and Student Dress

In the 1999 spring semester, there were 200 students enrolled in Bond, of which 132 were boys and 68 girls. Of the total, 80 were day students and 120 were in residence. Those in residence came primarily from such countries in the far east as China, Hong Kong, Korea, Malaysia and Taiwan.

During the school day and while on school sponsored functions, all students are expected to wear clothing that clearly identifies them as student of Bond International College. Sweaters or polo shirts with school crests are available at the school at cost. All clothing must be in solid colours, neat, clean and in good condition. Footwear must be neat and in good condition dress shoes, loafers and deck shoes only. Clothing with racist, sexist or rude words or messages is not allowed at any time.

Academic Calendar and Programme

Bond International College operates on a semester system with three semesters in each year, Fall (September), Winter (January), and Summer (May) which means that students can study year-round or enter the programme at one of six entry dates. The residence and cafeteria are open 365 days of the year.

During the week, residents normally observe the following schedule:

8:00 a.m. - 8:45 a.m.	Breakfast
9:00 a.m. - 12:00 p.m.	Classes
12:00 p.m. - 1:00 p.m.	Lunch
1:00 p.m. - 4:00 p.m.	Classes
4:00 p.m. - 4:30 p.m.	Personal time
4:30 p.m. - 5:30 p.m.	Extra-curricular activities
5:30 p.m. - 6:00 p.m.	Personal time
6:00 p.m. - 7:00 p.m.	Dinner
7:00 p.m. - 7:30 p.m.	Personal time
7:30 p.m. - 9:00 p.m.	Study
9:00 p.m. - 11:00 p.m.	Personal time
11:00 p.m.	Light outs

At Bond, the curriculum includes: English; History; Geography; Science, Biology, Chemistry, Physics; Mathematics, Algebra, Calculus, Geometry; Computer Science.

The School also has an extensive programme in English as Second Language in addition to preparation courses for the Test of English as a Foreign Language (TOEFL).

Each semester is fifteen weeks long and students may study three or four courses during each one. Exceptional students could acquire 12 credits in one calendar year.

Students pursue a study plan, which they develop with assistance from an academic counsellor according to their individual academic interests. The School also has a staff advisor

system in which teachers act as mentors. The staff advisor helps students understand a teacher's analysis and suggested improvements to work, and also assists in resolving issues. In addition, advisors communicate with parents regularly and often and follow up on any issues that parents are concerned about.

To assist those in need of help with their writing, the School has established a clinic which helps students write an essay, prepare a report, using appropriate structure and vocabulary.

The School also assists students by providing university/college information and assistance in application to these institutions.

During the semester, each student receives a mid-term report and final mark. The midterm report includes a percentage mark based on the work done. At the end of the semester, the final report includes a final percentage mark for the student in each course, and indicates the number of credits gained in the semester. Each student has an Ontario Student Record (OSR) folder in which copies of report cards are kept. Parents or student over 18 may see the OSR report upon request to the principal.

Information Technology

The School has a modern computer studies lab which uses the latest software and equipment to provide students with the technology to learn computer skills they will need in the future. Internet access is available through the lab allowing students to research projects through the Internet.

Student Activities and Student Conduct

At Bond, there are no compulsory extra-curricular activities.

Some that are available provide extra support to the curricular programme. There is, for example, a Math Club which explores problem-solving techniques, complex mathematical concepts and generally extends learning beyond the regular curriculum.

For those interested in athletics, the College sponsors sports and games with teams from other colleges.

It also organizes one-day trips to Toronto's CN Tower as well as to the City Zoo, art galleries, museums, and theatres in the city.

Occasionally trips are organized to out-of-town attractions such as Niagara Falls and even farther afield in eastern Canada.

Students are informed about the conduct expected of them upon their arrival to the School.

Admissions and Costs

Those interested in enrolling in Bond must submit an application form and attach six passport-sized photographs, certified copies of secondary school transcripts for the last three years, and for international students a bank draft for tuition, room and board plus an application fee made payable to Bond International College.

Bond has Admissions Offices in Beijing, Shenzhen, Hong Kong, Kuala Lumpur, Singapore and Taipei and representatives in other major cities around the world.

There is a \$100 application fee, \$200 for international students.

In 1999/00, tuition for two semesters for Canadian students is \$6,200 with room and board and an additional \$5,700. International students are on the 12 month plan with tuition at \$8,900 and room and board an additional \$8,400.

For international students, fees are not refundable or transferable unless the student is refused entry to Canada.

Because of the relatively low fees, there are no scholarships or grants available at the this time.

For Further Information

Contact: Ms. Kristine Wang, Admissions Officer

Branksome Hall

“We Challenge. We Care. She Succeeds”

Address: 10 Elm Ave., Toronto, ON, M4W 1N4
Telephone: (416) 920-9741; Fax (416) 920-5390
WWW: <http://www.branksome.on.ca/>
E-mail: admit@branksome.on.ca
Type of School: Independent girls university preparatory
Religious Affiliation: Nondenominational
Grades: Junior School, JK-6
Middle Division, 7-8
Senior School, 9-OAC/12
Boarding Grades: 9-OAC/12
Application Deadline: Open
Scholarship Deadline: Open

Location

Branksome Hall is set on an 13 acre campus in the beautiful residential neighborhood of Rosedale, just north of Bloor Street off Mount Pleasant Road, in the heart of Toronto (population 3,000,000). Visits to nearby museums, art galleries, libraries and theatres are woven into the curriculum.

History

Branksome Hall was founded in 1903 by Miss Margaret T. Scott who had been principal of the Girls' Model School in Toronto. The School was named by the founder, after Branxholme Tower in Scotland, the scene of Sir Walter Scott's "Lay of the Last Minstrel." The School's motto, "Keep Well the Road", is taken from the words carved over the doorway of the old Branxholme, and a replica of this lintel, the gift of the Duke of Buccleuch, is at the School's main entrance.

In 1912, under the leadership of Miss Edith M. Read, the School moved to its present location. During the next years, the property was extended and enrollment increased. In 1931, the clan system was introduced, and in 1940, the Stewart Tartan, now the official school uniform.

Recent years have seen the restoration of Branksome's main building. The School's facilities have been enlarged and completely modernized while the original exterior of the Main house has been retained.

Today, Branksome Hall is a non-profit institution, held as an educational trust and governed by a Board of Governors. It is a member of the Canadian Association of Independent Schools¹, an affiliate member of the National Association of Independent Schools and member of Secondary School Admission Test Board. It is inspected by the Ontario Ministry of Education

¹See Appendix III.

and is able to offer provincial diplomas. It is also accredited by the Canadian Education Standards Institute². Each year, nearly 100% of the School's graduates enroll in such universities as Queen's, Toronto or McGill in Canada, or Harvard, Princeton or Yale in the United States. Graduates have included actors, philanthropists and such well-known media personalities as Linda McQuaig and Ann Rohmer.

Philosophy

Branksome Hall is committed to excellence and breadth in education. While the School prepares young women for university, its goal is to develop individuals of integrity, with the knowledge and skills necessary to succeed in an ever-changing, complex world.

Campus

The campus, which today is bisected by Mount Pleasant Road, includes basketball and tennis courts, playing fields, and on its west side, a Kindergarten Building, a Junior School, and a Junior Gymnasium. The east campus, connected to the west campus by an overpass, is dominated by The Main School Building. Attached to it is the Margaret R. Sime Wing containing classrooms, the library and administrative offices. A second wing houses the pool and performing arts centre; a third wing, includes Music, Geography and Computer rooms; and a fourth, four Science labs. There is a separate building for the Middle Division, as well as the residences and a Health Centre.

Boarding Facilities

At Branksome, up to 55 young women can be accommodated in the School's two residences, MacNeill and Ainslie House, both located on the west campus.

In residence, students live two or three to a room. All necessary furnishings for the bedrooms, including linens, towels and blankets are provided by the School. If they wish, girls may bring personal possessions, such as a radio or CD player to their rooms.

In each residence, girls have the use of a kitchen, a common room, computers, as well as washing machines and dryers.

Students who are learning English as their second language are provided ongoing mentoring and support to make certain they experience a smooth transition both linguistically and culturally.

The Dean of Students and Residence Dons live on campus and supervise all aspects of residential living, including students' academic progress, involvement in co-curricular activities and personal growth, focusing on each student's unique needs and strengths

All students eat lunch in the School cafeteria, whilst residents eat lunch and dinner together at McNeill House. Meals are prepared under the watchful eye of the School's dietician. Wednesday nights are "visitor nights" which give the girls a chance to have dinner off campus

²See Appendix IV.

with family and friends from outside the residence.

Health and Safety

Branksome has a well-staffed health centre and the school doctor, an expert on women's health issues, is readily available for consultation. In emergencies, students have access to the city medical facilities.

The campus is kept safe by a security patrol which is on duty each day between 4:30 p.m and 6:00 a.m. and on weekends.

Administration and Faculty

Since 1998, the Principal of Branksome Hall has been Mrs. Karen Murton, B.Ed. (University of Western Ontario), M.Ed.(University of British Columbia). Previously Mrs. Murton was Vice-Principal of Victoria Park Secondary School and Lawrence Heights Middle School. Prior to holding these administrative positions, she was a teacher at Havergal College.

In 1998/99, the faculty numbered 91. At Branksome, teachers are hired because they are passionate about their profession, and are committed to building a relationship with each student. Many of the faculty have graduate degrees in their teaching areas.

Student Body and Student Dress

In 1998/99, the student body numbered 850 of which 250 were enrolled in the Junior School, 160 in the Middle Division and 440 in Senior School. Residents totaled 52. The majority of boarders were international students representing countries in Asia, the Caribbean, Europe and the Americas.

All students are required to wear the school uniform. Its most distinctive feature is the Hunting Stewart tartan kilt which is used in two variations, the dark green Hunting Stewart for the school as a whole, and the scarlet Dress Stewart for the Head Girl and the prefects. A matching tie fastened with the school crest-pin is worn with a beige blouse. A green school blazer is worn on the Number 1 dress day once a week, and on special occasions; on other days, girls may substitute a plain dark green cardigan or V-necked pullover sweater. Dark green knee socks and flat-heeled black polished oxfords complete the uniform.

Academic Calendar and Programme

At Branksome, the school year, which is not semestered, runs through two terms from September to June, with major breaks in December and in March, during which times, the residences are closed.

During the school week, residents normally observe the following routine:

7:30 a.m.	Rise and tidy room
8:00 a.m.	Breakfast
8:40 a.m.-9:40 a.m.	Period 1

9:40 a.m.-10:35 a.m.	Period 2
10:35 a.m.-11:00 a.m.	Assembly / Advisor Meetings / Clan / Grade Meetings
11:00 a.m.-11:55 a.m.	Period 3
11:55 p.m.-12:45 p.m.	Lunch (Cafeteria style)
12:45 p.m.-1:40 p.m.	Period 4
1:40 p.m.-2:35 p.m.	Period 5
2:35 p.m.-3:30 p.m.	Period 6
3:30 p.m.-5:00 p.m.	Extra-curricular activities and extra help
5:00 p.m.-6:00 p.m.	Study
6:00 p.m. -7:00 p.m.	Supper (sit-down meal, girls wait on tables)
7:00 p.m.-9:30 p.m.	Study time
	Free time
	In Residence
	Lights Out (depending on age of student)

Senior School

In Grades 9-Graduating Year, the curriculum includes: English; French, Latin, Spanish; Art, Drama/Theatre, Music (instrumental, strings, and vocal); Economics, Geography, History; Mathematics, Algebra, Calculus; Computer Science ; Biology, Chemistry, Environmental Science, Physics; Physical Education and Health; Accounting.

English as a Second Language classes are available for international students seeking higher proficiency in English.

At Branksome, English is a compulsory subject in every year; Physical and Health Education is also compulsory to Grade 11; French is strongly recommended through Senior School and is compulsory in Grades 9 and 10. Branksome strongly recommends that students include a language, a social science, mathematics and science in their programme throughout high school.

Branksome offers an Extended French Programme for qualified students beginning in Grade 6 and extending to Graduating Year. In it, qualified applicants take an enriched course in French and study either Geography or History in that language. Branksome is the only girls' Independent school in Ontario to offer this programme.

Students may complete their secondary school education in four years. Guidance Counsellors help each girl make academic and university decisions.

All courses are taught at the advanced or enriched level.

Branksome's academic curriculum fosters critical and creative thinking and clear communication. As students perform experiments, assess data and write analytical essays, they develop the reasoning and problem solving skills that will serve them well in university.

Examinations are held twice yearly in late January and June for all students from Grades 7 to Graduating Year. The weighing of examinations against other forms of evaluation is established by individual departments, subject to Ministry of Education requirements, and varies with grade. The examination mark counts for approximately 20% in grade 7. The weight increases in senior grades. Students who need help will find that each teacher is available after

school at least once a week, and additional tutoring is available at extra charge.

Branksome students distinguish themselves in national scholastic competitions and graduate to the universities of their choice. Their success in Science, the Arts, Business and the professions is testimony to the strength of a Branksome education.

Information Technology

Students must be computer literate to graduate. Instruction takes place through computer use within the regular curriculum. Computers are regularly used in Economics, Geography Mathematics and Science classes. Computers are available for student use in the computer labs, classrooms and the library. Computer network features include campus e-mail, on-campus library services, CD-ROM, and Internet access. The library is equipped with a wireless LAN and numerous laptops are available for students.

Student Activities and Student Conduct

In keeping with Branksome's Scottish heritage, all students belong to a clan. There are eight in Junior School and eight in Senior School. Friendship and fun are foremost as girls from all grades join in clan activities. Morning assembly reinforces the sense of community as students share news of school events.

At Branksome, five hours of community service work per year are required of each student in Grade 9 through Graduating Year. Students in the Middle Division (7-9) have grade activities scheduled once per term. Community service activities include: Daily Bread Food Bank, Red Ribbon Campaign for AIDS, Multiple Sclerosis Society Read-A-Thon, Sr. Jamestown Toy Library, Terry Fox Run for Cancer Research, UNICEF, Kids' Help Phone Line, Breast Cancer Awareness Project, Hospital for Sick Children and the World Wildlife Fund.

The School also sponsors the Duke of Edinburgh's Award Programme³.

Other than community service work, there are no compulsory activities at the School. Even so, Branksome has a large co-curricular programme designed to enhance and extend its curriculum. Activities in the arts and athletics as well as clubs become springboards to new interests, encouraging each girl to discover her own individual talents.

Through a rich and varied arts programme, students give voice to their creativity and imagination. The choices available to them include: Dramatic and musical productions, concert band, wind ensemble, Intermediate and senior stage bands, string orchestra, symphony orchestra, choirs, chamber choir, film appreciation, photography, open studio for ceramics, sculpture and painting. Private music lessons may be arranged at extra cost.

To reinforce its programme, the School regularly sponsors a number of field trips to such events as the Independent Schools Music Festival, the Kiwanis Music Festival, and to local theatre productions.

There are also opportunities to publish creative writing in *The Perennial*, the student

³See Appendix VII.

literary magazine, or write for *The Kilt Press*, the school newspaper, or *Slogan*, the school yearbook. Visiting authors have included Mavis Gallant, Timothy Findlay and Wayson Choy.

Branksome's energy and exuberance are also evident on the playing fields. Students are active in a varied sports programme that offers opportunities for all - from those wanting physical fitness to those seeking serious competition. Every girl can find an activity that she will enjoy. Branksome fields over 40 school teams in sport that include badminton, baseball, basketball, cross-country running, field hockey, ice hockey, rowing, rugby, skiing (downhill), soccer, softball, swimming, tennis, track and field, volleyball. Many Branksome girls have won top awards in district and provincial championships. Several have represented their country in international competitions.

Those interested in recreation may choose from a wide variety of sports clubs that offer both individual and team activities. In the fall, aerobics, basketball, jazz dance, field hockey, rowing, running swimming, soccer and tennis are available; in winter, alpine skiing, badminton, ice hockey, rowing, swimming, and volleyball; in spring, baseball, rowing, soccer, tennis and track and field. Clan events organized by students provide friendly competition.

At every level, coaches help each girl to strengthen her skills and confidence. They promote fitness, teamwork and active living. Students give each other strong support and are always there to cheer at school games. Branksome girls are good sports, enthusiastic fans and superb athletes.

In the area of clubs and other activities, students may choose among: Art Open studio, Beta Kappa (social), Classics, Computer, Debating, Gaia (Environmental Affairs), Junior Achievement, Math Enrichment, Multicultural Affairs, Public Affairs, and Women's Issues. For many students, these activities are the start of lifelong interests. For all, these activities are an opportunity to strengthen skills and feel the pride of accomplishment.

Prefects, clan chieftains, senior students, activity heads and a student council provide school leadership. Their spirit and enthusiasm are contagious. They reach out to every student and involve her in the life of the School.

Traditional ceremonies, such as the Installation of Prefects, Prize Giving and Graduation, create a sense of community that encompasses four generations of students.

At Branksome, rules are few and are designed to ensure a pleasant and orderly atmosphere.

Admission and Costs

Branksome welcomes an ethnically diverse population. As a university preparatory school, Branksome cannot accommodate students with severe learning difficulties.

Applicants must provide the names of two references, the past two years' school reports, and when applying for residence, a certificate of good health, a copy of the student's birth certificate and passport. International students under 18 must also supply a notarized declaration stating guardianship arrangements. Students must also supply a personal profile including why they are interested in attending the School.

There is an application fee of \$100.

All students write an entrance test and girls entering Grades 7 to 11 must write the

Secondary School Admission Test. In addition, there is an on-campus interview for all prospective day students and for resident students who live reasonably near Toronto.

In 1999/00, tuition fees are \$13,250 with boarders paying an additional \$14,200. There is no differential between Canadian and International students.

Upon acceptance, an initial registration fee of \$750 for day students, \$1,000 for those in residence, is due and non-refundable.

Tuition fees cover instruction and the student's participation in the basic school programme. Additional charges may be incurred from time to time with respect to participation in special events, field trips, transportation costs, health-related expenses (prescription drugs, doctors' fees, nurses), uniforms and any other items where purchases are made or services rendered specifically to an individual student.

Tutoring, music and other private lessons may be arranged at the request of a parent or guardian.

Tuition refund insurance is available on an optional basis at the rate of 2% of tuition and residence fees plus provincial sales tax.

Entrance scholarship are awarded to two Grade 7 students and three Grade 9 students each year. Other financial assistance is available.

For Further Information

Contact: Adam de Pencier, Director of Admissions and University Relations.

Bronte College of Canada
"Learning to Understand"

Address: 88 Bronte College Court, Mississauga, ON, L5B 1M9
Telephone: (905) 270-7788; Fax (905) 270-7828
WWW: <http://www.brontecollege.com>
E-mail: bronte@titam.tcn.net
Type of School: Coeducational general education and university preparatory
Religion Affiliation: Nondenominational
Grades: 9-OAC/12
Boarding Grades: 9-OAC/12
Application Deadline: Eight weeks before start of semester
Scholarship Deadline: Open

Location

Bronte College is centrally located on a five acre campus off Hurontario Street (Highway 10), Mississauga, only minutes away from major highways, trains, the airport, shopping centres, theatres, libraries, and art galleries. Mississauga, a thriving city (population 544,382) has approximately 12 miles (20 kms) of shoreline along Lake Ontario adjacent to Toronto (population 3,000,000). Toronto is the cultural and financial centre of Canada and the nation's largest city. It offers a world-class selection of recreational and cultural opportunities and thousands of restaurants of every style and international flavour.

History

Founded in 1991, Bronte College is located on a quiet campus conducive to learning, and is secluded within a large urban metropolis.

Today, the college is incorporated with its own board of directors and it is inspected by the provincial Ministry of Education which allows it to award provincial diplomas. Students who successfully complete an OSSD with six credits at the OAC level are eligible for admission to most universities or colleges in Canada, Australia, New Zealand, the US and the UK. To date, every Bronte OAC graduate has successfully gained admission to College or University, giving the school a 100% success rate.

Philosophy

Bronte College of Canada (Bronte College) is committed to providing a scholastic environment that emphasizes academic excellence and individual growth.

Campus

The main school building is a modern ten-storey complex. On the first two floors may be found

the administration offices as well as classrooms, lecture halls, a science lab, a modern computer lab, a gymnasium, library and a small cafeteria soon to be expanded. The residences are on the upper floors.

Boarding Facilities

The residence, located on the third to tenth floors of the main school building contains over 300 rooms.

Students live mainly in single rooms, although some double rooms are available.

Male and female students live on separate floors.

Each room in the residence comes complete with a bed, a pillow, blinds, bulletin board, closet and drawers, desk, chair, and lamps, sink and vanity, storage space, telephone jack and bookshelves. No pets are allowed.

There is also a residence kitchen equipped with a fridge, microwave oven, stove and many storage cabinets.

Students are responsible for the cleanliness of their rooms, including linens and once a month, rooms are inspected by the Student Residence Coordinator or designated staff member.

In residence, students are responsible for their own breakfasts, but between Monday and Friday, nutritious lunches and suppers are available in the cafeteria downstairs. On week-ends, they have the choice either of cooking in the residence or of dining in one of the many restaurants in the area.

Health and Safety

Bronte College has a doctor on call who visits the School one or two hours daily by appointment. The residence is closely monitored and supervised 24 hours a day

Administration and Faculty

Since 1999, the Principal of Bronte, has been Mr. John Rennie. Before assuming this position, Mr. Rennie worked for many years as a superintendent of private schools for the Ontario government.

In 1998/99, there were six full-time faculty, three of whom had Ph.D's. There were also 9 part-time faculty. The male female ratio on faculty is 50:50.

Student Body and Student Dress

In 1998/99, there were 150 students enrolled at Bronte. Of these, 23 were day students and 127 were boarders. Of this total 17 were from Canada and 110 from overseas. Most boarders originated from the Far East (68) with the remainder coming from various countries around the world including Argentina, Columbia and Mexico.

At Bronte, there is no school uniform. Students are, however, expected to dress in an academically appropriate manner.

Academic Calendar and Programme

Bronte College operates on a tri-semester system; studies run from September to December, from January to April, and from May to July. Students are able to stay in residence rooms 365 days of the year, but must always eat out on weekends.

During the school week, residents observe the following schedule:

Rise / Breakfast (On their own)

8:30 a.m.	Classes begin
11:30 a.m.-12:10 p.m.	Lunch
12:10 p.m.-4:50 p.m.	Classes
4:50 p.m.-5:30 p.m.	Free Time
5:30 p.m.-6:30 p.m.	Dinner
6:30 p.m.-7:00 p.m.	Free Time
7:00 p.m.-9:00 p.m.	Compulsory study in library
10:00 p.m.	Grades 9 and 10 in rooms
11:30 p.m.	Grades 11-12 or OAC in rooms

At Bronte, the curriculum includes: English; French; Art, Dramatic Arts, Music, Visual Art; Economics, Geography, History, Law; Mathematics, Algebra Calculus, Finite, Geometry,; Computer Science, Keyboarding; Science, Biology, Chemistry, Physics, Science in Society; Physical and Health Education; Business, Accounting, Administrative Studies, and Personal Time Management

Students entering Grade 9 attend a full-day streamed (university bound) programme from 8:30 a.m to 4:50 p.m., 5 days a week. Up to 8 courses maybe taken in two semesters (September to December and January to April). Students who elect to take four subjects in each semester have a total of 6 hours of classroom instruction per day. Classes run for 90 minutes in each period. Although the School's classes are longer than those in the public system, the added time allows for guided in-class practice.

In the summer semester (May to July), students can choose to take one or two additional Grade 9 courses or can begin the Grade 10 programme. By taking 10 courses per year, students can accelerate their study programmes, complete the required 30 credits, and graduate in 3 years. Such graduates are then eligible to enter a community college or university.

The School also offers an English as a Second Language immersion programme, for students or professionals (mature persons) with a limited background in English.

The four-level English programme (ESL 1, 2, 3 & 4) enables students to acquire effective communication skills in both oral and written English. Students will be awarded a certificate by Bronte College and ESLI upon completion of this programme.

Students who intend to continue their high school studies with Bronte College can enter the appropriate English course based on their level of English proficiency.

Normally, the College holds mid-term as well as final exams each semester, with reports that follow.

Information Technology

The School has a computer lab reserved for those studying Computer Science. Other computers may be found in the library, and these may be used not only for word processing but to access e-mail.

Student Activities and Student Conduct

After school, students can attend supervised Mathematics and English tutorial workshops or participate in organized sports and extracurricular activities. These include daily gym activities after school hours such as basketball, soccer, aerobics, dance.

The School also arranges field trips to points of interest throughout the year, and ski trips in winter.

No smoking or alcohol is permitted. Students must also abide by other rules which ensure their success as students. Abusive or discriminatory behaviour or language, mischievous malicious or violent behaviour, inappropriate aggressiveness, theft or dishonesty are not tolerated.

Mixing with the opposite sex in one's room is also prohibited.

Admission and Costs

Canadian citizens must complete the admission application and residence application and submit these to the College along with four passport-sized photos and an official transcript of previous academic studies.

International students must follow a similar procedure, although six passport photos are required and academic transcripts for the previous two years are required. Students who have completed the CGE, SPM, KCSE, HKCEE, UEC or IGSE should submit these certificates as well.

Since Bronte is a boarding school students are required to stay in residence unless parents have made previous arrangements for their children to reside with a guardian.

In 1999/00 tuition in Grade 9 to 10 full day programme over two semesters (8 courses) is \$8,000 for students in Grade 11 to OAC - 8 months to 1 year (6 courses) \$6,000. Each additional course is \$1,000.

For the Intensive English Language Programme (ELSI) (8 courses) the fee is \$8,800.

For a single room the fee for (8 months) is \$2,800; those in a double room (shared) pay \$2,200. Lunch/dinner is \$4.50 per meal or \$1,440 for these meals over an 8 month period, Mondays through Fridays.

There are some extra charges over the eight months period for: Book deposit, \$200; Bedding, \$50; Room key deposit, \$50 refundable; Mini-refrigerator, \$80; Phone Service, \$260-\$600 refundable.

International students must also pay one year's health insurance. \$576.

Upon acceptance, tuition and residence fee for the first semester are payable immediately. Some financial assistance is available.

For Further Information

Contact: Mr. John Rennie, Principal.

Columbia International College of Canada
"Total Care Education"®

Address: 1033 Main St. West, Hamilton, ON, L8S 1B7
Phone: (905) 572-7883; Fax: (905) 572-9332
Toll Free: 1-800-567-0234
WWW: <http://www.cic-TotalCare.com>
E-mail: columbia@cic-TotalCare.com
Type of School: Coeducational university preparatory
Religion Affiliation: Nondenominational
Grades: 9-OAC/12 plus AP¹
Boarding Grades: 9-OAC/12 plus AP
Application Deadline: 5 admission cycles per year (January, March, June, September, October) and for high school and pre-university, 3 admission cycles per year (January, June, August)

Location

Columbia International College of Canada (CICC) is set on three acres in Hamilton, Ontario, near McMaster University and across town from Mohawk College of Applied Arts and Technology. With a population of 322,352, the city is large enough to offer a full range of urban services, yet small enough to provide a sense of community. Nicknamed the 'Steel City', Hamilton has in fact more parkland per capita than most other communities in the country and includes the Royal Botanical Gardens and the Pier 4 Waterfront Park. The city also boasts world-class entertainment facilities like Copps Coliseum and Hamilton Place with well-known arts, sports, and entertainment events.

Hamilton is home to people from all over the world and English is its main language, providing opportunities to practice that language outside the classroom while enjoying social activities in Hamilton and the surrounding area.

Hamilton is also the gateway to North America. Located in southwestern Ontario, Hamilton is less than an hour's drive from Upper New York State, Niagara Falls (one of the seven wonders of the world) and Toronto, Canada's largest city and home to the CN Tower, Royal Ontario Museum, Ontario Science Center ... not to mention great shopping and entertainment.

History

The largest boarding school in Canada had a modest start. The School's first campus opened under the name Columbia Secondary School with a six-room building, nine students from one country taught by less than six staff members. By the following year, the School had grown to almost 100 students, and the year after that, the academic

¹See Appendix V.

programme was moved to a new campus. The first campus was retained as an ESL facility. By 1981, over 150 students from more than 10 countries were enrolled. By 1988, enrollment has grown to over 300 and the School moved to even larger quarters at Westdale of Hamilton, where it is still located.

Until the end of the 1980s, the School had used "home stay" as a means of accommodating international students, but it found that such arrangements did not reinforce its vision of providing "Total Care"® to all students.

In 1990, the campus expanded to include a six-floor residence with 107 rooms to accommodate 200. The necessity of more boarding rooms for new students led to the opening of a second residence in 1995. Located 10 minutes by public bus from the main campus, the new residence was nine floors high and accommodates 300. With a total of 500 spaces available for students, Columbia International College immediately became the largest boarding school in Canada.

In 1990, Columbia became the first Ontario school to open a campus in Tokyo, Japan. In 1999, Columbia also became the first Ontario school to operate an approved Ontario Secondary School in the People's Republic of China.

In 1991, Columbia Secondary School changed its name to Columbia International College.

In 1995, Columbia introduced a successful ESL co-op programme, the first of its kind in a private school for international students. The objective of the ESL co-op programme was to give students an experience at a Canadian business in order to help them evaluate career choices, practice English skills, and gain credits towards graduation.

In 1996, Columbia joined McMaster University and Mohawk College of Applied Arts & Technology to form *Education Alliance @Hamilton*. The purpose of this initiative was to work together to facilitate the admission of international students who have different needs and different levels of educational achievement.

In 1997, the School opened additional facilities at Bark Lake. Located in the heart of the spectacular Haliburton Highlands, it has over 700 acres of private lake front property. This campus is used for leadership training and outdoor education which is an important part of healthy growth and learning.

In 1998, the School formed University Partners ® with five Canadian universities; Acadia, Brock, Calgary, McMaster, Waterloo and the State University of New York in Buffalo. These universities establish several entrance scholarships to recognize outstanding OAC graduates of Columbia International College. In addition, they provide conditional letters of acceptance for students admitted into Columbia's Pre-University programme. TOEFL requirements are waived by many of the partners.

Since 1993/94, 100% of the School's graduates have been admitted to universities. 90% of these students were admitted into eight of the most prestigious universities in Canada and the US: McGill, McMaster, Queen's, and the Universities of Toronto, Waterloo, Western Ontario, British Columbia and in New York, Columbia University.

Philosophy

Columbia's Total Care Education™ isn't just a slogan at Columbia but a way of life. Total Care® involves teachers, student services officers, administrators and support staff who are committed to direction, guidance, training, and knowledge. Individual departments direct the day to day activities, while the executive management team meets regularly to discuss and direct the policies and procedures of Columbia International College. The Total Care team ensures that the students adjust smoothly and comfortably to their new academic, social and emotional environment.

Total Care® Education offers young people from around the world the unique experience of living and learning in an environment dedicated to the highest levels of academic and personal achievement. Total Care® ensures success for students and peace of mind for parents.

Since its establishment, Columbia has been a place of equal opportunity for female and male students, a place where ethno-cultural acceptance and education are the norm. The School has developed an "ethno-cultural and anti-racism policy" that is designed to serve as a foundation for the course curriculum, extracurricular activities and guidance.

Campus

Columbia International College of Canada is housed in a 35,000 square foot facility that includes classrooms, plus chemistry, physics, computer and language labs. The boys' residence is steps away from the main academic building. The girls' residence is also close by the main campus.

Boarding Facilities

All international students are expected to live in residence. The College ensures that students can focus on their academic work as opposed to household chores. At Columbia, boys and girls live in two completely separate air-conditioned residences, the boys' residence accommodating 200, the girls' 300.

Residence rooms are furnished with a bed, mattress, desk, chair, lamp, mirror, laundry basket, dust bin, clothes closet, and mailbox. In addition, a comforter, comforter cover, bed sheet, pillow and pillowcase are supplied. There are individual climate controls in each room. Fresh linens are supplied to students and are changed every two weeks and rooms are vacuumed once a week.

Students are also supplied with individual telephone and computerized voice mail with unlimited local calls, and an account code for long-distance calls.

Residence facilities include coin-operated washing machines, dryers and coin-operated vending machines. In addition there is a kitchenette on every floor of the residences equipped with a microwave and a refrigerator. There are also two squash courts, a games room and a fitness room in the boys residence to provide daily recreations. Both residences also have free access to the modern and well-equipped YMCA fitness centre, where they have access to the gyms, pool, running track, basketball courts, weight rooms, etc.

New students are greeted by a Welcome Committee of senior students, residence and school staff who speak the same languages as the newly arrived students and help them to settle and become acquainted to their new school. They also help the students acquire a bank account and a library card. To help the new students get familiar with their environment, the staff will arrange tours of surrounding regions which are important to the Canadian experience, like Niagara Falls and Toronto.

The student's new school-family isn't just thrust on the new arrival, however; to "break the ice" for new students, the school sponsors a "Meet the Teacher" lunch on registration day.

Residences are supervised by live-in hallmasters and residence prefects who assist students in their daily living.

Residence staff organizes many social and recreational activities such as movies, parties etc.

Between 7:00 p.m. and 10:00 p.m. Monday through Thursday, free tutorial assistance is provided by qualified teachers right in the residences.

Students enjoy nutritious meals in the dining area of each residence. The meals are managed professionally by Marriott Food Services, and available four times daily. To prepare for the students, chefs select from an array of eighty different types of main entrees and desserts from seven countries on the basis of menus carefully designed by a professional dietitian. On site preparation ensures fresh meals everyday. All seven dinners and two brunches are served in an all-you-can-eat style. The residences and cafeteria are open 365 days and students are looked after during both public and school holidays.

Health and Safety

There is a school doctor who comes to school each Wednesday and Friday and also provides 24 hours on-call service. In emergencies, the McMaster University Hospital is a five-minute walk from school. Students are also required to have health insurance which will cover their all their healthcare needs, including medication. Computerized security equipment ensures student safety 24 hours a day. The front doors and elevators are controlled by high-tech access cards. The school's excellent security system gives everyone peace of mind - the Medico Key, a computerized security system, and surveillance cameras are used by Columbia in the residences. Just like at home, curfews are enforced, and room checks are performed.

Administration and Faculty

Columbia International College of Canada was founded in 1979 by its current President and Executive Director, Mr. Clement Chan. Mr. Chan graduated with a B.A. in Economics from the University of British Columbia and before starting the School, worked as a research assistant in the Political Science Department of McMaster University between 1977 and 1979. At the age of 18, when Mr. Chan arrived in Canada from Hong Kong, he was immediately faced with culture shock, language difficulties, loneliness and confusion. This experience was a vital force in

7:30 a.m.-8:30 a.m.	Breakfast
9:00 a.m.-12:00 p.m.	Classes
12:00 p.m.-1:00 p.m.	Lunch
1:00 p.m.-3:35 p.m.	Classes
3:35 p.m.-4:05 p.m.	After Class Tutorial
4:00 p.m.-6:00 p.m.	After School Activities
5:30 p.m.-6:45 p.m.	Dinner
7:00 p.m.-9:45 p.m.	Study / Tutorial in Residence
9:45 p.m.-10:30 p.m.	Night snack
1:00 a.m.	Lights out

The curriculum includes: English; Chinese, French, Spanish, ESL; Dramatic Arts; Canadian Studies, Economics, Family Studies, History, Geography, Law; Mathematics, Algebra, Calculus, Finite, Geometry; Computer Science, Keyboarding; Science, Biology, Chemistry, Environmental Science, Physics, Science in Society; Physical Education, Accounting, Business English, and Society: Challenge and Change.

Advanced Placement courses are available in: Biology, Calculus, Chemistry, Computer Science, Economics, Mathematics, and Physics.

When students first arrive at the School, the university placement counselor advises on a study plan that best meets their academic objectives. Students are placed in courses depending on their previous schooling, qualifications and levels of proficiency in English and Mathematics.

Students may obtain 3 or 4 credits during in the Fall or Spring semesters, 2 over the summer.

The student teacher ratio is 20:1, which is lower than that of the public schools.

ESL Services

One third of students start their education at Columbia with an ESL programme. ESL classes are very small in size, 8-15 students, allowing the teachers to give personal attention to each student. The ESL programme consists of three levels: basic, intermediate and advanced. Students work in a well-equipped language lab every day. Free pronunciation and conversation classes are available to all of the students.

The School communicates regularly with parents by telephone, fax, email and mail. Almost all the main languages of the world are spoken by members of the Columbia staff. Parents can therefore deal with the college in their own language, should they so wish. School reports are sent at least six times a year. The reports include student's progress report, mid-term and final examination results.

Counsellors help students with visa and passport renewals, and with applications to university and college.

Information Technology

English is not the only subject integrated across the curriculum. Computers are used in studying courses such as Mathematics, Accounting, and English. The School's Windows

NT networked computer lab is accessible to all students during the day and after school hours. For research and university guidance, students can use CD-ROM equipped computers in the resource room. In residence all students have access to the Internet. In the boys residence, access is free using the School's Internet server and an Ethernet adaptor is required. In the girls' residence, students rent high-speed WAVE Internet service by cable.

Student Activities and Student Conduct

Columbia's extra-curricular programme is based on four areas of programming:

The After 4 Activity Programme

Compulsory for students 17 and younger, this programme is designed to fill the need for physical activity and leisure time. The programme includes: sports and fitness, squash instruction, swimming instruction, soccer, volleyball, basketball, table-tennis, karate, Tae-Kwon-Do, the squash club and hiking club activities.

The Regular Sports and Recreational Activity Programme

This programme runs year-round and uses the facilities of the Main Residence as well as the nearby Hamilton YMCA and community playing fields. At the "Y", participants choose from aerobics, swimming, fitness, basketball, volleyball, and badminton and in residence, from fitness, squash, basketball, table tennis, Tae-Kwan Do, and more.

Special Events and Social Functions

This programme is designed to increase social interaction and satisfy the basic needs of belonging and provide an opportunity for self-expression. Overall, they are represented in two forms a) Competitive sports tournaments such as the Columbia-Marriott 4X4 basketball tournament, the in-house soccer, table tennis, volleyball and squash tournaments and recreation events such as Columbia Games Day, snowboarding and skiing, outings, residence games etc.

Students social functions are under the direction of an active student council. Staff advisers arrange social gatherings such as dances, marathons, outdoor activities, money-raising campaigns, food-preparation festivals, ethnic costume parades, dancing and sign-language programmes. A cross-cultural theme is predominant in all activities to ensure that each student feels welcome and among friends.

Leadership, Enrichment and Development Programme (LEAD)

To foster whole person development and assist students in better preparing themselves for university and life in general, Columbia sponsors a Leadership, Enrichment and Development (LEAD) programme part of which takes place at the School's new Bark Lake Campus. In the programme, emphasis is placed on developing skills in leadership, self-

esteem, cultural awareness, oral proficiency, career-building, independent research projects, and civic responsibility. Students take part in a wide variety of activities that teach and reinforce skills in each of these areas.

At Columbia International College, education goes beyond classrooms and textbooks. That's why Columbia puts such strong emphasis on a leadership programme. With clubs, prefect squads, culture and heritage days, career fairs, workshops and trips within Canada, Columbia has been turning out successful graduates for twenty years. Between first-aid classes and volunteering in the community, students have many opportunities to become an integrated part of the Canadian society. Graduates are confident young people enthusiastic to pursue higher education in the real world.

Participation and achievement in LEAD activities is recorded in school computer files and individual student portfolios. A well-rounded portfolio shows dedication to developing as a whole person and achieving balance and breadth in education. Thanks to the addition of the L.E.A.D. Programme to Total Care Education, graduates leave Columbia with a sound academic record and a portfolio, which illustrates growth in many areas. Universities, colleges and employers are sure to be impressed by the students' accomplishments inside and outside the classroom. Columbia prepares students to be the leaders of tomorrow.

Columbia's discipline policies are designed to create an environment in which all students can develop a sense of security, purpose, and personal competence. A student may be suspended from school for a period of 3-5 days for any offense deemed serious enough by the principal to warrant suspension, or after three warning letters.

Columbia International College reserves the right to deny re-admission to any registered student who fails the same course for three consecutive semesters.

Admission and Costs

Those interested in attending Columbia International College must submit an application form, along with seven recent passport-sized photos, certified copies of transcripts and examination results, and health history information.

Current principals or counsellors must also fill out a confidential assessment of candidates.

There is an application fee of \$200.

In 1999/00, tuition fees for Canadian students in Grades 9-12 plus ESL are \$6,400 for a normal academic programme with 8 courses running 2 semesters; \$4,800 at the OAC level over the two semesters for 6 courses. The comparable fees for Visa students are: \$9,600 and \$7,200.

Over that same period of time, room and board for both semesters totals \$9,000 for both Canadian and Visa students. Visa students are also required to purchase medical insurance and for 10 months or a year the cost is \$525. All boarders must also place \$500 as a damage deposit (refundable), plus \$150 for their key and access card (also refundable).

Tuition fees for families with two or more children studying full-time with visas during the same semester will be reduced to 75% after the first child.

The College can manage a student's pocket money and phone expenses should the parents choose to set up such accounts for their child to draw upon. The College recommends \$100-250 per month be set aside for pocket money and \$50-\$100 for phone.

For Further Information

Contact: Mr. Robert Jones, B.A., B.Ed., Director of Admissions

Glencairn Academy
“Aspire, Achieve, Advance”

Address: P.O. Box 459, 61 Talbot Road East, Cayuga, ON, N0A 1E0
Telephone: (905) 772-6060; Fax (905) 772-6161
WWW: www.glencairnacademy.com
E-mail: aspire@glencairnacademy.com
Type of School: Coeducational university preparatory
Religion Affiliation: Nondenominational
Grades: 7-12 or OAC
Boarding Grades: 7-12 or OAC
Application Deadline: Open
Scholarship Deadline: N/A

Location

Glencairn Academy is set on two acres in the picturesque little town of Cayuga, now part of Haldimand Norfolk (population 22,128). The school is less than 10 minutes from the fabled Grand River and about an hour each from Buffalo and Toronto.

History

Glencairn Academy opened in September 1998 under the leadership of the current headmaster, Mr. Mackness, and it offers a complete academic programme geared for students of average or above average ability who are experiencing challenges in the public school system.

The school is a member of the Association for Children and Adults with Attention Disorders, the Attention Deficit Disorder of Ontario Foundation, the Canadian Dyslexic Association, the Learning Disabilities Association of Ontario, the Ontario School Counsellors Association, and the Tourette’s Syndrome Foundation of Canada.

All courses are ministry inspected, and developed according to the requirements of the Ontario Ministry of Education and it is authorized to award provincial diplomas.

Philosophy

Glencairn Academy offers academic, social and recreational programming designed to establish student self-esteem, self-confidence and an internalized desire for life-long learning. All programming is delivered in the context of a Behavior Code specifically designed to encourage and establish internalized morals and values in each of our students.

Campus

The Main Academic Building is a former branch office of the Ontario Ministry of Agriculture, newly built in the early 90s, but closed after government downsizing. It now houses the

administrative office, three classrooms and residential facilities. Nearby, about five minutes by school bus, the Taquanyah Nature Centre, situated in the Taquanyah Conservation Area is the site of the Academy's remaining classrooms. The site is also used for the school's outdoor education programme.

Boarding Facilities

At Glencairn the residence can accommodate 22 boys. Girls reside in a separate residential apartment under the supervision of school staff.

In residence, students are not allowed to have cigarettes, lighters or matches, candles, alcohol, rugs, knives, weapons, aerosols (such as deodorants, hair spray), or more than one week's issue of tuck food.

There is a student lounge in which students may watch TV, read, chat or play table games.

Professionals in their own right, Glencairn's seven residential staff contribute significantly to the Academy life. In addition to providing 24 hour supervision, care and counselling, they bring an added dimension to school programmes with their skills in coaching, recreational activities, outdoor education and adventure training.

Students eat daily in the school cafeteria. All meals are prepared by professional personnel under the direction of a restaurateur. The menus are carefully designed to ensure a wide variety of enjoyable and nutritious meals. Dietary considerations for health or religious reasons are respected by alternative selections.

Health and Safety

At the school, a nurse comes in daily and a doctor is on call two blocks away. Serious medical problems may be attended to at the West Haldimand Hospital, about ten minutes by car from the school. Other professional services such as dentists and optometrists are available in the area.

Administration and Faculty

Since 1998, Mr. Wayne C. Mackness has been Headmaster at Glencairn. Mr. Mackness has a B.A. and M.A. from McMaster University and came to his position with more than 20 years experience as a teacher and educator. Prior to becoming headmaster, he served as Executive Director of H. Coles and Associates Counselling Service. Married with two children, he is a member of the Canadian Legion and the Chamber of Commerce and in his spare time coaches youth sports programmes.

In 1998/99, the full-time faculty consisted of 5 (4 men and 1 woman); there was also 1 female part-time teacher. The strength of Glencairn Academy is founded on its faculty. Chosen for their expertise and dedication, each member is a highly qualified, experienced specialist. All are certified by the Ontario College of Teachers. Each faculty member is a mentor to a small group of students. As mentors, they oversee academic progress, problem resolution, guide and motivate each student towards his or her fullest potential. The mentoring process insures

dialogue and supportive feedback on a regular basis. Mentors guide the development of social growth, problem solving skills and self worth.

Student Body and Student Dress

In 1998/99, there were 12 students enrolled at Glencairn all boys of which 8 were in residence.

There is a school dress code. During the week, males are required to wear white Glencairn golf shirt with optional white undershirt, blue dress pants, brown or black belt, dark socks, and black or brown leather dress shoes. Females are to be dressed the same except that they may wear dark hosiery in place of dark socks, and their shoes may not have heels of more than one inch.

Academic Calendar and Programme

At Glencairn, the school year, which runs between September and June is divided into two semesters with major breaks at Christmas and March. There are also shorter breaks at Thanksgiving, in February, over Easter and in May.

During the school day, residents normally observe the following schedule:

6:30 a.m.	Wake up
6:30 a.m.-7:15 a.m.	Personal Hygiene, Make Beds etc.
7:15 a.m.-7:45 a.m.	Inspection of Rooms
7:45 a.m.-8:30 a.m.	Breakfast
8:30 a.m.-8:50 a.m.	Prepare for Academic Day
8:50 a.m.- 11:25 a.m.	Classes
11:25 a.m.- 12:25 p.m.	Lunch.
12:25 p.m.- 3:15 p.m.	Classes
3:15 p.m.-4:00 p.m.	Tutorial Period (Compulsory)
4:00 p.m.-6:00 p.m.	Sports, Games and Activities
6:00 p.m.- 7:00 p.m.	Evening Meal.
7:00 p.m.-8:30 p.m.	Study Hall (Supervised and Mandatory)
8:30 p.m.- 9:00 p.m.	Study Hall (optional seniors)
8:30 p.m.- 10:00 p.m.	Unstructured Time/Prep for next day (Juniors)
9:00 p.m.- 11:00 p.m.	Unstructured Time/Prep for next day (Seniors)
10:00 p.m.	Junior Lights Out.
11:00 p.m.	Senior Lights Out.

At Glencairn, the curriculum includes: English; French; Art, Drama, Music; Geography, History, Law, Modern Civilization; Mathematics, Calculus, Finite; Computer Studies; Science, Biology, Chemistry, Environmental Studies; Physical and Health Education, Business; Entrepreneurial studies, Administrative Studies, Accounting

International students whose first language is not English may be required to enroll in English as a Second Language tutorials or in the English Skills Development tutorials. That decision will be made by the English Department based on the results of formal testing of the

student's levels of competence in reading, writing and conversational skills (listening and speaking). The test will be administered during the second day of Orientation week. The results of the test will be used to determine student placement into: the Mainstream Programme, English as a Second Language Immersion Programme or an integrated combination. English skills Development tutorials may be recommended as a supplement to the Mainstream Programme.

All Grade 9 students share a Ministry of Education-prescribed academic programme.

All courses offered by Glencairn Academy from Grades 10 through OAC (13) are offered at the advanced level of difficulty. Advanced Level courses focus on the development of academic skills and prepare students for entry to university or to certain programmes of the colleges of applied arts and technology. Such courses are designed to assist students to understand the theoretical principles, practical applications, and substantive content of a subject. Communication skills, citizenship preparation, aesthetic awareness, and personal skills of various kinds are essential components of most advanced level courses, but the focus of these course must be on academic preparation.

At Glencairn, a strong emphasis is placed on developing the fundamental skills of: organization, time management, research skills and study techniques. These foundation skills are combined with effective computer use, current technology and a utilization of learning styles to provide a solid base for academic development.

Glencairn limits all core curriculum classes to ten or fewer students. Small class sizes, in combination with mandatory, supervised study halls, provide an exemplary learning environment.

Final examinations occur in early February and in late June. Six sets of report cards are forwarded to parents throughout the year.

Information Technology

The school's computer lab has six computers all hooked to the Internet.

Student Activities and Student Conduct

In school, two designated students per day on a one week rotation are responsible for meal set-up and clean-up.

Students also have other chores to perform on a daily or weekly basis to ensure the school is tidy and attractive.

Because the school believes that physical activity must become part of every student's routine and way of life, athletics and sports form an integral part of Glencairn's programme. Each student is encouraged to participate in at least one interscholastic or intramural activity each term. Monday and Wednesday physical activity periods are mandatory for all residential students.

Students compete against public and independent schools in cross country, wrestling, tennis, badminton, golf, track and field, and skiing.

Glencairn also offers a wide range of recreational activities and intramural sports including: soccer, slo-pitch, hockey, volleyball, fitness and weight-lifting.

In addition, students may participate in outdoor adventure activities such as canoeing, rock climbing and rappelling, snowshoeing, scuba diving and fall, winter and spring camping exercises. All sports and recreational activities are conducted under the supervision of qualified staff.

Student-centered clubs such as: Chess, Computers, Model Building, Yearbook, Debating and Choir are available for interested students.

Glencairn's students are also eligible for the Duke of Edinburgh Award programme¹.

There is a Student Council which represents the student body. The Council organizes a bi-weekly meeting to handle issues that arise within the school community-these include residential issues, suggestions concerning the behaviour code, planning student activities, and fund-raising.

Over the course of the school year, there are a number of times that students are able to earn the privilege of going off-campus whether for an evening, weekend or long week-end. All leaves must be approved by a teacher, a member of the residential staff and over the week-end, a leave must have parent 's / guardian's approval as well.

The School's Behaviour Code is carefully balanced to offer a complete array of measurable performance expectations and consequences, both positive and negative. Discipline is firm but not autocratic. Glencairn expects all members -- students, faculty and staff -- to contribute to a safe, orderly and productive atmosphere where the rights of others are well-respected and where learning and growth will flourish.

Admission and Costs

Glencairn Academy welcomes young men and women experiencing difficulties in a traditional learning environment.

Those interested in applying to the school must:

- Call Glencairn Academy to arrange a parental information session and a student interview with the Headmaster. International students or students who live at too great a distance from Glencairn may make arrangements with the Admissions Secretary to have an alternative form of interview.
- Submit the Confidential School Report Forms (together with the return envelope) to the student's present school Principal or Guidance Counsellor. The form will be sent by the student's present school directly to Glencairn.
- Complete and submit the following documents prior to or upon attending the information/interview session: a completed Application and Information form; a release of information form; copies of all reports for the current year and the final report for the previous year; a completed health information form

The Ontario Ministry of Education requires confirmation of date of birth for students entering the school system for the first time and for students from outside of Ontario. Parents

¹See Appendix VII.

must also provide a copy of the student's Birth Certificate, a current photo of their son or daughter plus a completed immunization card

There is an application fee of \$200.00

In 1999/00 the fees are \$21,800 for both Canadian and International students.

Fees include tuition, room and board during academic terms, tutoring programme, school uniform (first issue), athletic uniform (first issue), text books and course materials, academic supplies (first issue), curriculum related trips, personal laundry charges, student accident insurance, expenses as part of a school athletic team, and the Glencairn Yearbook.

Fees do not include: Transport to and from the Academy for school holidays, end of semester and start of semester, second and subsequent issues of a school uniform, athletic uniform or academic supplies, optional Academy excursions, all personal discretionary charges (long distance calls, purchases from the Academy Tuck shop, etc.), dry cleaning, laundry, haircuts, school photographs, ESL and ESD instruction. Extra charges are billed monthly and deducted from the student's Tuck Account.

Tuck account statements are mailed monthly to the parents. A deposit of \$700 is required upon acceptance. Thereafter, the account must be maintained at a minimum of \$200.

The fee for either ESL or ESD instruction is \$800.

In place of Ontario Health Insurance coverage, International students are also required to carry medical insurance available through the school.

No portion of fees, paid or outstanding, will be refunded or canceled in the event of a student's absence, withdrawal or dismissal from Glencairn. Parents are encouraged to purchase tuition insurance available through the Academy to protect against the loss of 50% to 100% of the unused fees for the academic year. The form will be enclosed with the acceptance letter sent to successful candidates.

For Further Information

Contact: Marianne Tinney, Admissions

Great Lakes Christian College
"Benefits Lasting Into Eternity"

Address: 4875 King St., Beamsville, Ont., LOR 1B6
Telephone: (905) 563-5374; Fax (905) 563-0818
WWW: <http://www.glcc.on.ca>
E-mail: artford@vaxxine.com
Type of School: Coeducational general academic and university preparatory
Religious Affiliation: Church of Christ
Grades: JK, 9-OAC/12
Boarding Grades: 9-OAC/12
Application Deadline: August 1 for following September; December 15 for following January.
Scholarship Deadline: May 30

Location

Great Lakes Christian College is located on a 13 acre campus in the community of Beamsville, now part of Lincoln (population 18,801), in the heart of the beautiful Niagara Peninsula, the "Garden of Canada." The college is accessible to students throughout the Peninsula being 20 miles (32 kms) from Hamilton, Niagara Falls and Welland, to the west, east and south respectively.

The College is in a region which richly supplies educational interests, whether historical, geological or botanical. It is in a part of the country known as "the birth place of Ontario", since it is where early United Empire Loyalists chose to carve their future out of wilderness; today, the area is renowned for its remarkable fruitland, Great Lakes itself having a "cherry blossom campus."

History

The Great Lakes Christian College Corporation was formed in 1950 and almost immediately purchased a property which had been the home of the late Senator Gibson to house the soon-to-be established school. The College opened in 1952 as a two-year high school. In those days a residential high school was "a college." By 1954, two more grades had been added, and by 1956, Grade 13.

In 1964 the first stage of a new educational building was opened. Subsequent additions have brought a cafeteria and gymnasium. The campus now has seven buildings that house the school and provide some staff housing.

A post high school Bible programme was started in 1959 and in 1987 the College was granted a Charter by the Province of Ontario empowering it to offer Bachelor degrees in Theology and in Religious Education in the newly formed Great Lakes Bible College. The Bible College initially shared a portion of the Beamsville campus, but has subsequently moved to new quarters in Waterloo, Ontario.

In 1996 the school began a Nursery school and JK programme for families living in the

area.

Today, Great Lakes is still owned and operated by the Great Lakes Christian College Corporation. It is "an inspected private school" meaning that it satisfactorily maintains the curriculum of the Ontario Ministry of Education, and awards diplomas to students which are issued by this authority.

Philosophy

The goal of Great Lakes Christian College is to conduct an educational programme centred in the person and principles of Jesus Christ. The school seeks to nurture an intelligent faith, and to uphold those influences which encourage the development of Christian character. The product of a true education includes intellectual growth, social development, physical improvement and spiritual enlargement, culminating in the willingness to serve God and man.

Campus

The campus contains an athletic field, plus seven buildings: Ellis Hall, containing administrative offices, food services, classrooms, a large auditorium/gymnasium, and the library; McPhee Hall, containing the preschool; a cottage; two houses; a quonset hut; and two student residences.

Boarding Facilities

At Great Lakes, the student residences can accommodate 70–35 boys and 35 girls. The boys live in Huron Hall; girls in Perry Hall.

Students will usually share a room with at least one other person.

Dormitory rooms have a bed, a dresser, and a study desk for each student and a closet to share. Students need to bring a pillow, sheets and blankets for their personal use plus their own personal items and clothing. Suggested additional items are: reading lamp, alarm clock, radio, small rugs, shoe rack, and a waste paper can. Students may not have TVs or any cooking equipment in their rooms.

They also need to bring an appropriate amount of writing materials, paper, binders and other stationary. Text books will be supplied to the students at no additional charge. Students should also bring a modern language translation of the Bible for their own use.

Students may have motor vehicles on campus if they can show a definite need for them. Permission to have motor vehicles on campus must be obtained from the Principal.

The school will meet and pick up students arriving by air for a modest charge.

Students are responsible for keeping their rooms neat and clean. Rooms are inspected on a daily basis.

Coin operated laundry facilities are available to all residents.

The Cove is operated for the students' convenience, providing snack foods, etc. on campus in the evenings and at noon hours. Supervision is maintained for students at all times.

An adult supervisor lives in each dormitory.

During the week, students dine in the school cafeteria. Meals are served three times daily except Saturday in which only brunch and dinner are provided. The food services staff can accommodate special dietary needs.

Health and Safety

The Beamsville Medical Centre is just a few minutes walk from campus. Students may make an appointment to see a doctor there, or receive emergency treatment at the West Lincoln Memorial Hospital, just a short drive from campus in Grimsby. Information from the student medical form is made available to residential supervisor, athletic instructors and to the health care givers.

Administration and Faculty

Since 1996 the President of the College has been Mr. Art Ford B.Sc. (Harding University), B.Ed. (Queen's University). Prior to assuming that position, Mr. Ford was on administrative staff for six years, and before that, directed a Bible school in Papua New Guinea.

Since 1994, the principal has been Mr. Brian Boden, Associate of Arts (Michigan Christian College), B.A. (Wayne State University), M.A.T. (Niagara University), B.Ed. (Lakehead University), M.Ed. (Lakehead University), M.A. (McMaster University). Mr. Boden who has also done additional work toward at M.R.E. at McMaster has taught at the College since 1970. In his private life he has been active in the Coaching Association of Canada and the National Coaching Certification Programme not only in developing a curriculum for hockey coaches and players but in certifying instructors and coaches as well as developing players and coaches in clinics and workshops. Married and the father of three Mr. Boden also preaches part-time in area churches.

In 1998/99, there were 8 full-time and 2 part-time faculty. All are qualified in the subjects they teach--and 3 had master's degrees. Staff and faculty are members of the Church of Christ

Student Body and Student Dress

In 1998/99, the total student enrollment in Grades 9-12 or OAC was 124. Resident students numbered 49, (38 boys and 11 girls). Whilst most came from Ontario, 14 arrived from overseas from such places as the British Virgin Islands, Hong Kong and Japan. Residents unable to return home are expected to stay with parent-appointed guardians.

During the school day, students are expected to wear the approved school uniform available locally. The uniform consists of a Unisex white shirt with a GL logo available in oxford, golf and turtle neck style, casual or dress navy blue pants and gray dress pants (for men and women) (A kilt and a navy skirt are options for the women, to be worn with solid colour tights). A navy walking short may be purchased for wear in fall and spring; sweaters with the Great Lakes logo may be worn. Running shoes or dress shoes with non-marking soles should be worn.

Male hairstyles are to exhibit moderation, i.e. they should not be excessively short (sides

or entire head shaven) or excessively long (extending over the collar toward the shoulder in length or worn in a ponytail). Students who elect to dye or bleach their hair should exhibit moderation and modesty (i.e. use of natural colours and avoid drawing undue attention to themselves). Only females are permitted to wear earrings. Earrings should be worn in moderation. Earrings should be removed during Physical Education and athletic activity for reasons of personal safety.

Academic Calendar and Programme

At Great Lakes Christian College, the school year is divided into two semesters of approximately 18 weeks apiece, and extends from the first week of September until mid June, with major breaks over Christmas and in March. Residences are closed at these times as well as for long weekends over Thanksgiving, in mid-November, in mid-January, in mid-April and over the Victoria long weekend.

During the school week, residents typically observe the following routine:

7:00 a.m.	Rise
7:15 a.m.-8:00 a.m.	Breakfast
8:00 am – 3:15 p.m.	Classes (4 @ 80 minutes long plus Bible/Chapel)
12:00 p.m.-12:50 p.m.	Lunch
3:15 p.m.-3:45 p.m.	Student work / extra help
3:45 p.m.-5:30 p.m.	Extra-curricular activities
5:30 p.m.-6:00 p.m.	Supper
6:00 p.m.-7:30 p.m.	Free Time, some activities, chorus practice
7:30 p.m.-9:00 p.m.	Compulsory study Monday, Tuesday, Thursday evenings and Sunday afternoons
9:00 p.m.-9:45 p.m.	Free Time
9:45 p.m.	Back in dorms
10:30 p.m.-11:00 p.m.	Lights out depending on Grade level

At Great Lakes the curriculum includes Bible, English; French; Arts, Dramatic Arts, Music, Music and Computers; Economics, Family Studies, Geography, History; Mathematics, Algebra, Calculus, Finite, Geometry; Computer Studies, Keyboarding; Science, Biology, Chemistry, Physics; Physical Education and Health, Business Studies, Guidance and Co-operative Education.

Courses in English as a Second Language are available.

In addition to provincial requirements, all students at Great Lakes enroll in a Bible class each semester. Students are challenged to consider Jesus as the Son of God. The specific offerings will vary from year to year, but will fit into the following pattern. At each grade level students will study some aspect of the life and person of Jesus through textual studies (ie. the Gospels) or by a topical approach. As well students will study a portion of the Old Testament; and one of the letters sent to early churches each year. At various times studies in Christian Evidences, Ethical Living, Growing in devotional life, and topics of interest to teens are available.

Examinations are written at mid-term and at the end of the semester. Formal report cards

are sent to parents and guardians near the beginning of each semester and after each set of exams.

For those in need of extra assistance, teachers are available prior to school, during lunch hour and after the school day. In addition, teachers are often on campus during evening study times to help those in residence.

Information Technology

The school's computer lab has 25 computers operating with *Windows 95*, *Corel Suite*, *Microsoft Publisher*, and music programming. Internet and E-mail software are all available on the local area network.

Student Activities and Student Conduct

At the College, the two compulsory activities include daily attendance at chapel, and weekly attendance at the regular Beamsville or area Churches of Christ. Arrangements to attend alternate churches may be made with the Principal by parents in writing.

Activities that give opportunity for spiritual growth and involvement in community service are available.

Special programmes are scheduled each year with benefit to both student body and the Christian community. Included are the Christian Emphasis Week in September, the Bible Lectureship in November, and the Youth Rally in April.

Great Lakes encourages participation in a vigorous programme of athletics. Intramural competition is available in: badminton, cross country, football, hockey, soccer, tennis and track and field; intercollegiate competition is enjoyed with area schools basketball, cross country, hockey, soccer, and volleyball. Home hockey games are played in the Beamsville Arena.

The College sponsors a large campus chorus that travels off campus for concerts, a campus newspaper and school yearbook, *HEMSO*.

Students may also participate in a drama troupe, dramatic productions, speech arts festival, and other student activities.

There is also a student government set up to provide leadership in the school's spiritual goals, promote the best possible campus life, and serve as an expression of student opinion.

Bowling, class parties, Saturday excursions, hiking, and skating also provide fun and fellowship throughout the year. Field trips, intramural activities and a variety of outdoor and indoor sports activities add to the students' experiences.

Each year the school offers two formal banquets for staff and students. The Winter Banquet marks the beginning of the Christmas vacation, and the Spring Banquet is the school's year-end awards night.

All-school picnics in the fall and spring, the Winter Carnival, parties at Halloween, Christmas and Valentines and class parties, add to a rich and varied social life. Day trips are also scheduled periodically for 7-day students to visit some of the local attractions on Friday evenings and Saturdays.

The regulations of the school reflect its commitment to Christian principles. Each student

is expected to recognize that the following infractions may result in suspension or expulsion from the school: use of alcohol, tobacco or illicit drugs; unauthorized departure from dormitories or campus after lights out; unlawful use of fire escape or fire alarms, or the forced entry to locked rooms, lockers or buildings, possession of firearms, firecrackers, or weapons of any kind on campus, lying, cheating, stealing, obscenity, or the possession of pornographic material.

Admission and Costs

Prospective students should be attracted to Great Lakes College because of its academic programme, variety of student activities, and Christian environment. The school welcomes students of all faiths so long as they are prepared to participate willingly in the school's programme.

Applicants must indicate a willingness to abide by school regulations, supply two personal references, recent transcripts and a medical evaluation.

While ESL classes are available to assist students whose first language is not English, an intermediate proficiency in English is required to ensure academic success.

There is an application fee of \$100.

Total fees for room and board and tuition for 1999-2000 follow: Students requiring a Student Authorization Visa pay \$15,350 (also includes mandatory health insurance plan); Permanent Canadian Residents who reside overseas pay \$12,490 while domestic students pay \$10,240. A reduction of \$1,200 is available for students who stay with a guardian or return to their homes each weekend.

This all inclusive fee covers everything except the school uniform (\$200 and up depending on student choices) and refundable deposits on keys that are issued to the student.

Scholarships and bursaries are available.

For Further Information

Contact: Dwayne Williams, Admissions Counsellor.

Grenville Christian College

"One of the Best Kept Secrets in Canadian Education"

Address: PO Box 610, Highway 2 East, Brockville, ON, K6V 5V8
Telephone: (613) 345-5521; Fax (613) 345-3826
Toll Free: 1-800-463-6422
WAW: <http://www.grenvillecc.ca>
E-mail: dfarnsworth@grenvillecc.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Anglican Church of Canada
Grades: Junior School, JK-6
Middle School, 7-8
Senior School, 9-OAC/12 plus AP¹
Boarding Grades: 7-OAC/12 plus AP
Application Deadline: Open
Scholarship Deadline: Open

Location

Grenville Christian College is situated on 250 acres of rich lawns and woodland three miles (5 kms) east of Brockville (population 21,752), and about 200 miles (321 kms) east of Toronto. With the St. Lawrence River at its door, the Adirondack Mountains to the south, the Thousand Islands to the west and the Rideau Lakes to the north, the School is ideally located to provide opportunities for a variety of outdoor activities.

History

The College was established in 1969 by the Reverend J. Alastair Haig and the Reverend Charles R. Farnsworth as a school where the Christian principles of life and faith could go hand in hand with a strong academic programme.

Over the years the School has continued to expand. One of its building programmes ensured that most teachers and staff are housed on campus. This enhances the family spirit of the school, allowing students and staff to be closely involved in Family Night Activities.

In 1984 the College lost the services of one of its founding members, the Reverend J. Alastair Haig, who retired as headmaster. The Reverend Charles R. Farnsworth served as headmaster from 1984 until 1998. During that period the School realized remarkable growth in enrollment and facilities.

In 1996, GCC became one of the first schools in North America to fully integrate laptop computers into the conventional school curriculum because the School believed that the Internet had exploded as a source of information and further, that educational software was available that

¹See Appendix V.

eclipsed the capabilities of the School's desk-top computer labs. Effective the fall of 1997, all high school students had to lease an IBM Thinkpad as part of the School's "SmartSchool" programme.

Today, the School is incorporated under the laws of Ontario as a non-profit religious educational institution and it is a member of the Secondary School Admission Test Board as well as an affiliate of the National Association of Independent Schools. Grenville is also inspected annually by the Ontario Ministry of Education, and awards the Ontario Secondary School Diploma. In recent years 99% of the School's graduates have gone directly to leading universities or colleges in Canada, England, and the United States.

Philosophy

Grenville Christian College aims:

- to provide a rigorous preparation for university. To do this, Grenville shuns academic frills to concentrate on the basics;
- to foster an appreciation of art, music, and drama;
- to promote physical fitness and participation in sports;
- to help teenagers acquire self-discipline;
- to help children grow into mature, well-balanced young adults;
- to foster sound values.

Campus

At Grenville, the waterfront along the St. Lawrence is especially inviting in the fall and late spring when students can participate in supervised swimming. Students may also fish in the river. Spacious lawns with lovely flower gardens in spring and fall and picturesque snow drifts in winter furnish ample space for walks and games. Criss-crossing the property is a network of marked cross-country ski trails, 18 miles (29 kms) of them, beginning behind the School and extending far beyond the campus. The grounds also contain playing fields, an eight-lane rubberized asphalt track and field facility, an outdoor skating area, three lighted tennis courts, an obstacle course and a heated outdoor swimming pool open from early May until mid October.

The Main School Building, constructed of limestone from local quarries includes offices, the health centre, classrooms, library, student lounge, music and art rooms, and science and computer laboratories. Flanking this building is MacDonnell Hall where Junior School classrooms are located, and the athletics complex which includes two gymnasias. Adjacent is the Chapel of the Good Shepherd erected in 1994 with a seating capacity of over 400. Behind, is the dining room/kitchen complex dedicated by the then Lieutenant Governor, the Honourable Pauline McGibbon in 1979. Also on campus are the residences.

Boarding Facilities

At Grenville, the residences can accommodate 180 boarding students: 100 boys and 80 girls.

Boys are housed in the Frank Case Memorial Residence erected in 1988; girls in Murray

Hall, which flanks the Main Building.

In the boys' dorm, up to four to five boys are housed together in a room; in the girls', two or three share a room.

The dormitories are well supervised by live-in teaching staff who take responsibility for the well-being of each student. Each resident is given personal care and the opportunity to talk regularly about all of his or her concerns.

Students and staff gather together for all their meals in the School's dining room. Students not only practise the art of conversation and proper table manners, but they also learn to serve graciously. In the dining room, boys stand when a girl comes to the table. All students stand while a faculty member is seated. Several banquets throughout the year are special times for members of the Grenville family as they dress in more formal attire and dine by candlelight. On these occasions, students help decorate the dining room, serve the formal meals and provide live dinner music.

Health and Safety

The College dedicated a new twelve-bed health centre in January 1984. The health centre holds regular morning and evening hours, with a registered nurse on call 24 hours a day to take care of minor illnesses. Cases requiring a doctor's attention are handled by a Brockville physician. For more serious cases, two fine hospitals are within a few minutes' drive. Orthodontal and dental appointments can be arranged through the School.

Each night, a watchman ensures that the campus is safe and secure.

Administration and Faculty

In 1998, Mr. Robert Phelan, B.A. (Queen's) became the headmaster. Mr. Phelan, a mathematics, economics and drama teacher and former Director of Studies at the School has been on staff since 1973.

In 1998/99, the faculty totalled: 48 of which 14 men (9 full-time, 5 part-time), 22 women (16 full-time, 6 part-time) taught in upper school. Of these 7 had a master's; 1 a doctorate. Because the School believes that full academic potential can best be accomplished where faculty leadership is strong, discipline is firm but fair, and moral and spiritual values are emphasized within a loving, caring, family atmosphere, most faculty members live on campus and have their meals with students in the school dining room. Teachers also carry responsibilities in extra-curricular activities--coaching sports and debating teams, for example.

Student Body and Student Dress

In 1998/99, Grenville Christian College enrolled 313 students, of which 108 were day students in JK-Grade 6 (55 girls and 53 boys) In Middle School, there were 32 (17 Boys- 13 Day, 4 Boarding), and 15 Girls (13 Day, 2 Boarding). In High School there were 173 (92 Boys --23 Day, and 69 Boarding), 81 Girls (32 Day and 49 Boarding) Of the 124 in residence (73 boys and 51 girls) the majority of residents come from Ontario and other parts of Canada, but 65 originated

from the Bahamas, Bermuda, the Dominican Republic, Hong Kong, Kenya, Malaysia, Mexico, Singapore, the United States and the West Indies.

The GCC school uniform is worn during the school week, off campus, and on class trips. For girls, it is a kilt in the Dress Gordon tartan, white blouse, and navy blue blazer, sweater, or vest; for boys, grey slacks, white shirt, tie in the Dress Gordon tartan, and navy blue blazer, sweater, or vest. Gym uniforms are also required. Students dress up for the Sunday morning worship service. Sloppy clothing is unacceptable. Boys' and girls' hair must be kept neat and trimmed, commensurate with College standards. The School's standards of dress are designed to foster self-respect and boost school morale.

Academic Calendar and Programme

At Grenville, the school year which is divided into three terms, begins just after Labour Day and extends until mid-June, with major breaks at Christmas and in March during which time students are required to be off campus. There are also shorter breaks every four to six weeks which permit students to return home or visit parent-approved off-campus destinations. Special permission must be obtained in advance for students to be off-campus other than at the regular times.

During the school week, residents typically observe the following routine:

6:40 a.m.	Rise
7:40 a.m.-8:10 a.m.	Breakfast
8:15 a.m.-12:00 p.m.	Morning Classes (55 minutes)
12:00 p.m.-1:00 p.m.	Lunch
1:00 p.m.-4:00 p.m.	Afternoon classes
4:00 p.m.	Sports and activities
5:30 p.m.	Supper
7:10 p.m.-8:40 p.m.	Study Hall (Junior School)
-9:10 p.m.	Study Hall (Senior School)
9:00 p.m.	Lights out (Junior School)
9:10 p.m.	Compline in the chapel (Senior School)
9:30 p.m.	Students report to residences or study areas

Middle School (Grades 7 and 8)

In Middle School, the curriculum includes: English; French; Art, Music(introduction to a band instrument); Geography, History; Mathematics; Computer Keyboarding; Science; Physical Education.

English French, Music and Mathematics are taught daily throughout the year.

Each grade has its own classroom where students meet in relatively small classes (no more than 20) for most academic subjects.

Senior School (Grades 9-OAC or 12)

In the Senior School, the curriculum includes: English; French; Art, Drama, Music; Geography, History; Mathematics; Computer Science, Internet Technology; Science, Biology, Chemistry, Physics; Physical Education and Health.

Advanced Placement courses are available in Calculus, Chemistry, English and Physics. and upon request and if numbers warrant in other disciplines.

Students may take six to eight courses per year, earning one credit for each course successfully completed.

General

Grenville stresses basic skills—English, Modern Languages, Mathematics and Computer Literacy—as the foundation stone of every well-educated person.

The College offers an English as a Second Language Programme.

Students are taught good study techniques and pressed to work faithfully and well.

Students are required to study each evening in designated areas. Teachers are generally available to give assistance and encouragement to students as needs arise.

In Senior School the average class size is 18 - 20 and the faculty-student ratio: 1:7

Compulsory exams (2 - 3 hours) are given in each academic subject. Parents receive three progress reports, with marks, class averages, and teachers' comments, in the Fall, Winter and Spring terms. Special reports may be sent at other times if teachers are concerned about a student's progress, or if parents so request. Parent-teacher conferences are held in the fall.

Teachers are available for tutorial help on either a class or individual basis.

Information Technology

Students must be computer literate to graduate. Instruction takes place through formal classes, computer use within regular curriculum, clubs. Computers are regularly used in all classes. Students must lease or own a laptop computer. Computers are also available for student use in computer centre, classrooms, library, study hall rooms but not in the residences. The computer network features include campus e-mail, CD-ROM, Internet access.

Student Activities and Student Conduct

Students are required to attend regular chapel service.

In the evening two days a week, senior students gather for the ten-minute service of Compline. In the candle-lit chapel, it is easy to lay down the burdens of the day and thank God for His blessings. Sunday worship is also compulsory.

Students are also required to spend several hours a week assisting staff in the cleaning and maintenance of Grenville's buildings and grounds.

During the school year students are given the opportunity for community service at local hospitals, nursing homes and on campus.

In addition to compulsory classes in Physical Education from Grades 7-12, students are

expected to participate in the College's programme of recreational or competitive sports. The School is active and successful in eastern Ontario team competitions, fielding both boys and girls field teams in badminton, basketball, cross-country running, Nordic skiing, soccer, tennis, track and field, and volleyball.

Grenville also offers opportunities for outdoor education. Without ever leaving campus, students can swim, hike, or fish. In the immediate vicinity of the School, there are exciting opportunities to explore mountains, hike, camp, or back-pack. About one hour northwest of the campus, the School owns two modern cottages and a five acre camping site with shelters on Whitefish Lake, part of the Rideau Canal system. These provide a readily available camping site for trips. A variety of water activities, including sailing, swimming, canoeing, and skiing, can also

be enjoyed there. Students are urged to bring their backpacks, hiking boots, sleeping bags, and alpine and cross-country ski equipment. An alpine skiing programme takes advantage of the School's closeness to major ski areas. Ski outings have brought together Faculty and students on the ski slopes of Ontario, Quebec, and northern New York. As many as 90 young people and adults at a time have attended these trips.

Finally, Grenville places great emphasis on the oral expression of ideas, on drama and on music.

At the School, students learn to speak clearly, using the English language without slang. In English classes, students memorize and recite classic poems or write and present persuasive speeches. The best of such efforts are recited to the entire student body. GCC is a member of the Fulford Debating League of twenty-one independent schools in Southern Ontario. The Debating Club presents lively public debates for the student body and excels in interscholastic competition locally and in the Ottawa, Montreal, and Toronto regions in French and English.

Drama is an important part of life at Grenville Christian College. The annual Senior School production, whether it be *Sullivan and Gilbert* (1997), *I Remember Mama* (1998) or *The Music Man* (1999), is a highlight of the year. Such presentations involve students on stage, in the orchestra, and performing such off-stage duties as set design and construction, designing and sewing costumes, lighting and make-up. The junior classes and the elementary school also stage a musical production each year.

Perhaps more than anything else, however, music expresses the spirit of the Grenville family. Practice is diligent, and performances are full of joy and enthusiasm. All students have an excellent opportunity to experience and perform outstanding music. Private music lessons in piano, voice, strings, and band instruments are available from qualified instructors. Aside from providing music for worship services and special events, School Choirs and the Band are asked to perform at churches, civic functions, local nursing homes, and various holiday celebrations.

On weekends, the School continues to hum with activity. Friday night is "family night." These evenings are informal get-togethers, in staff and faculty homes, for activities such as games, sports, birthday celebrations, and movies. Students may "sleep in" on Saturday mornings, with breakfast served in the dormitory common rooms. Saturday afternoons are given to sports, to various extra-curricular activities like art, photography, and computers, to hikes, as well as to shopping excursions to one of Brockville's shopping plazas.

A time of fun is always planned for Saturday evening — a talent show or variety night, a scavenger hunt, a good movie, campfire and marshmallow roast, square dancing, or night-time skating under the lights of our outdoor rink in the winter.

Sunday mornings, after Holy Communion in the Chapel, brunch is served in the Dining Room. Afternoons are free. On sunny days, outdoor activities beckon, and the gymnasiums and student lounges are also available.

The College uses the prefect system to set a good example in maintaining school spirit and discipline. Students are not allowed to smoke, drink, or take illicit drugs. Limits are placed on the types of music and television available to students. Special emphasis is placed on respect for adults and for peers at all times.

Admission and Costs

Grenville Christian College welcomes students regardless of religion, race or nationality to its programmes.

Applications must include a recent photograph, reference from the candidate's present principal or headmaster, a record of the student's marks, and an indication from the student that he or she is prepared to uphold the philosophy and spirit of the School. A medical certificate is also required as well as a profile of the prospective student.

The School administers entrance tests, and an on-campus interview is required.

Applications must be accompanied by a \$50 fee (non-refundable).

In 1999/00, North American students in Grades 7 and 8 pay \$19,000, students in 9-12 or OAC, \$20,200. For international students, the fees are: \$21,500 for those in Grades 7 and 8 and \$22,700 for those in 9-12 or OAC. The fees include tuition, room board, plus the fee for leasing an IBM Thinkpad and software for the school year, as well as a textbook fee.

There is an ESL surcharge of \$2,500.

All boarders must pay a refundable deposit of varying amount on or before mid July.

These include an \$800 deposit for a personal expense deposit and a \$10 weekly allowance.

Fees which apply to particular categories of students include a transportation deposit, to Toronto - \$650 to Ottawa - \$250 to Montreal - \$300; Health insurance, (for non-Ontario residents).

There may be extra expenses incurred for the school uniform, and such optional items as private music lessons.

The College offers a 10% reduction in fees for additional children from the same family. Limited scholarships and bursaries are available.

For Further Information

Contact: Mr. Donald G. Farnsworth, Director of Admissions.

Havergal College

"Preparing Young Women to Make a Difference Since 1894"

Address: 1451 Avenue Road, Toronto, ON, M5N 2H9
Telephone: (416) 483-3519; Fax (416) 483-6796
WWW: <http://www.havergal.on.ca/>
E-mail: Gail_Herder@havergal.on.ca
Type of School: Independent girls university preparatory
Religious Affiliation: Anglican Church of Canada orientation
Grades: Junior School, JK-6
Upper School, (Middle School, 7-8) plus (Senior School,9-OAC/12) plus AP¹
Boarding Grades: 8-OAC/12 plus AP
Application Deadline: Early fall in year prior to entry recommended²
Scholarship Deadline: January

Location

Havergal College occupies a 22 acre campus at Avenue Road and Lawrence, in the heart of the country's largest city (population 3,000,000). The College is on bus routes and close to the subway system. It is also well situated from the airport.

History

Havergal was founded in 1894 by a group of individuals who had great faith in the future of Canada and wanted to provide a sound academic training for their daughters. The School is named the School after Frances Ridley Havergal, a well-known churchwoman of the early Victorian era and a writer of many hymns and religious books.

Under Miss Ellen Knox, its first principal who led the School for 30 years, Havergal flourished and soon moved into new quarters in what was the CBC Building on Jarvis Street. Here it remained for many years until 1926 when it relocated to the present site.

In 1917 Havergal College was incorporated as a non-profit organization under the laws of Ontario, and continued to thrive. In the 1960s, it deliberately determined to restrict enrollment to 600 girls, but modified this policy in the late 1970s when a successful fund-raising campaign enabled the School to expand its facilities to accommodate about 150 more students. Today, it enrolls nearly 900 students.

¹See Appendix V.

² Most applications are received from October to February.

Havergal is a member of the Conference of Independent Schools (Ontario), the Canadian Association of Independent Schools³ and an affiliate of the National Association of Independent Schools. Its academic programme is inspected annually by the Ontario Ministry of Education, and it is authorized to issue provincial diplomas. It is also accredited by the Canadian Educational Standards Institute⁴. Nearly 100% of its graduates proceed to the such well-known universities as Toronto or Queen's in Canada, and Harvard or Princeton in the United States. In recent years, the largest percentage of graduates have entered maths, sciences, engineering and business at the post-secondary level. Many win prestigious entrance scholarships.

Philosophy

Havergal aims at preparing young women to make a difference in their chosen pursuits by enabling each girl to develop her full intellectual, creative, spiritual and physical potential.

The hallmarks of a Havergal education are: enriched, broad-based, educational programmes and rigorous academic standards; a stimulating and supportive learning environment; and a strong community that fosters the qualities of leadership, good citizenship and integrity. These hallmarks of excellence prepare its graduates to take their place as leaders of the future, and have positioned Havergal at the forefront of women's education for over one hundred years.

In the 21st century -- an age of instant and global communication -- young women must think critically and creatively, make thoughtful and logical decisions, facilitate change, and solve problems. They must be willing to stand by their own decisions and stand up for others. They must have strong personal values. They must be innovative and persistent, respect differences, and explore opportunities for learning at every stage of life. Havergal's mission is to prepare young women not only to succeed in the 21st century, but to make a difference.

Campus

Havergal students enjoy lush playing fields, tennis courts, landscaped quads, woodland paths, and ample space to walk, run, think and talk. The new Lower School, opened in the fall of 1999, features state of the art facilities. The Upper School Building includes classrooms; an assembly hall; a well-equipped gymnasium; a swimming pool; art, computer science and keyboarding rooms; a cafeteria. A wing, completed in 1977, houses three science laboratories, a learning resource centre and additional classrooms. The College also has Art/Physical and Health Centres and in 1999 opened a new arts and science wing with a theatre and lecture hall.

³See Appendix III.

⁴See Appendix IV.

Boarding Facilities

Havergal can accommodate up to 90 girls in the residence which occupies the third and fourth floors of the Upper School Building.

Comfortable accommodation is provided in the Boarding residence, which contains bright, airy rooms overlooking gardens and sports areas. Rooms are well-furnished and attractive. Boarders also have access to a large, sunny commonroom which is a favourite gathering place, and is furnished with easy chairs, couches, ping-pong tables and a colour T.V. which may be used on weekends.

Each boarder belongs to a family of girls from Grades 8-OAC. These families are headed by Dons, dedicated and collegial women who exemplify the high standards of the School and who identify with the concerns of their teenage "family" members. Dons are in daily contact with the girls in their care, helping them with homework, being available to talk, or supervising weekend activities. Havergal's "Family System" is set up to help boarders deal with the special challenges of living away from home.

During long weekends, when the boarding school is closed, trips to other parts of Ontario and Quebec are offered to those who will not be going home or staying with friends.

Boarders' well-being is supported by an excellent food service whose Director works with a student committee to receive feedback. The staff willingly accommodates special dietary requirements and is attentive to the tastes of the diverse boarding community.

Health and Safety

Havergal also has an infirmary staffed by a registered nurse at all times. In emergencies, students have access to the city's medical facilities, considered by many to be the finest in the country.

Staff are on duty around the clock in the boarding school and a security service is available 7 days a week, 24 hours a day.

Administration and Faculty

In June 1997, Dr. Susan J. Ditchburn became the ninth Principal of Havergal College. In addition to her B.A. in English from Monash University (Australia) Dr. Ditchburn, holds a B.Ed. in Elementary Education (1973), an M.A. in Curriculum and Instruction (1978) and a Ph.D. in Educational Policy and Administrative Studies from the University of Calgary (1985). She has won numerous scholarly awards including the Izaak Walton Killam Memorial Scholarship. When Dr. Ditchburn was growing up in Australia, she attended the Fintona Girl's School in Melbourne and in later life, her husband served 14 years as Head of Strathcona Tweedsmuir School in Okotoks Alberta. During that time, Dr. Ditchburn held increasingly more responsible positions with the University of Calgary as well as the Calgary Board of Education. Prior to assuming her position at Havergal, she was Director with supervisory responsibilities for 29 Calgary schools, grades K-12. At Havergal, Dr. Ditchburn has particular interests in promoting

learning in young women, developing cohesive curricula from K-12, staff development for the enhancing of teaching and learning, and community relationships.

In 1998/99, the faculty numbered 113, of which 79 taught in the Upper School. Teachers are carefully selected for their academic qualifications, educational experience, understanding of the learning environment that best suits girls and dedication to their particular fields of interest.

Student Body and Student Dress

In 1998/99, 863 students were enrolled in Havergal, of which 799 were day, and 64 boarders.

At the time, there were 18 countries represented in the boarding school. Many of Havergal's boarders come from other Canadian provinces, the Caribbean, Asia, South America and the United States.

There is a school uniform consisting of a white blouse with green tie, green blazer with school crest, matching kilt or tunic, knee socks, and black oxfords. The school captain and prefects wear a white blazer with crest and gold belt.

Academic Calendar and Programme

At Havergal, the school year extends from early September until mid-June with major breaks at Christmas and in the Spring during which times the residences are closed.

During the school week, boarders normally observe the following routine:⁵

7:30 a.m.	Wake up. Breakfast, clean-up room
8:25 a.m.	School

⁵ On Wednesday the routine varies slightly

7:30 a.m.	Wake up. Breakfast, clean-up room
8:30 a.m.	School
12:25 p.m.	Lunch
1:15 p.m.	Afternoon classes begin
2:30 p.m.	Extra-curricular activities, games, clubs, snack, freetime, change out of uniform
5:30 p.m.	Dinner
6:30 p.m.-8:30 p.m.	Study (Monday to Thursday); optional after 8:30
8:30 p.m. to Lights out:	Option fitness activities including aerobics, fitness training and swimming
10:00 p.m.	Overhead lights out and in room (Grades 8 -12)
10:00 p.m.	Lights out (Grades 8 and 9)
10:15 p.m.	Lights out (Grade 10)
10:30 p.m.	Lights out (Grade 11)
10:45 p.m.	Lights out (Grade 12)

12:00 p.m.	Lunch
12:50 p.m.	Afternoon classes begin
3:30 p.m.	Extra-curricular activities, games, clubs, snack, freetime, change out of uniform
5:30 p.m.	Dinner
6:30 p.m.-8:30 p.m.	Study (Monday to Thursday); optional after 8:30 p.m.
8:30 p.m. to Lights out	Option fitness activities including aerobics,fitness training and swimming
10:00 p.m.	Overhead lights out and in your room (Grades 8 -12
10:00 p.m.	Lights out (Grades 8 and 9)
10:15 p.m.	Lights out (Grade10)
10:30 p.m.	Lights out (Grade 11)
10:45 p.m.	Lights out (Grade 12)

Middle School (Grades 7 and 8)

In the Middle School, the curriculum includes: English; French; Art, Drama, Music: (vocal and instrumental, Religious Studies; Social Science; Mathematics; Science and Technology; Physical and Health Education.

Guidance classes meet regularly to help students organize homework, budget their time, and establish good study habits.

To enrich the classroom teaching and to broaden student's interests and experiences, expeditions are taken to such places as the Royal Ontario Museum, the Science Centre, Young People's Theatre, the Ballet, McMichael Collection, the Metro Zoo and nearby conservation areas.

Senior School (Grades 9-OAC/12)

In Senior School, the curriculum includes: Religious Education; English, French, German, Latin, Spanish, Art, Drama, Music; Economics, Environmental Studies, Geography, History, Law, Politics; Mathematics, Computer Studies; Biology, Chemistry, Physics; Physical and Health Education.

Advanced Placement courses are available in: Calculus, French and Spanish.

Girls entering Grade 9 in 1999 will work towards their OSSD in 4 years, as Ontario has adopted a 4-year high school programme. Presently, Girls in Grades 9 through 11 take a full schedule of eight courses per year. Grade 12 students take at least six and many take seven or eight; OAC students take a minimum of six courses.

All courses are at the advanced level.

In addition to Ministry requirements, Havergal requires students to take French to the end of Grade 10 and skills are enriched through field trips to Quebec. In addition students are required to take Physical Education until the end of Grade 12 (although both requirements are modified in Grade 11 for those intending to fast-track into OAC).

Evaluation is part of the learning process and takes place through daily assessment, as well as through projects, essays, seminars, tests and exams.

Interim reports are sent out in October, December, and March. Final reports are sent in June, following final exams.

Class sizes range from 8 to 24 with most having 19 or 20 students. At least one day a week after school, each member of faculty is available for extra help.

Havergal also offers educational exchanges with schools in Australia, England, France, Germany, Japan and Mexico.

Information Technology

Today's world is heavily based on information technology. The educators at Havergal recognize their responsibility to ensure that girls are equipped with the skills and knowledge to effectively use current technologies and to learn new technologies as they develop. Innovative learning approaches and an ongoing investment in new technologies are invaluable to the educational experience at Havergal.

Currently, there are more than 170 computers for student use throughout the School, including 3 dedicated computer labs, a laptop science lab, and several computer workstations within individual classrooms. As part of the curriculum in Computer Studies and courses such as English, Science, Math and Art, girls work with educational software and industry-standard software to complete word processing, spreadsheet, database, and multimedia projects. Students also complete projects involving web authoring, digital video, robotics and online publications.

Student Activities and Student Conduct

Students are required to attend assemblies which reinforce spiritual values and are respectful of cultural diversities within the student body. Arrangements are made for boarding students to attend church on Sundays.

No other co-curricular activities are required.

Upon entering the College, each student is assigned to one of eight houses. Girls who have a family affiliation with the School join the same house as their mothers and grandmothers to carry on the family tradition.

In sports, the college sponsors intra-mural competition in the following areas: baseball, basketball, fencing, field hockey, gymnastics, jogging, cross country running, soccer, softball, swimming, tennis, track and field and volleyball. Some 44 inter-school teams are formed each year to compete against other schools in such areas as: alpine skiing, badminton, basketball, cycling, hockey (field and ice), golf, gymnastics (Grades 7 and 8 only), karate, rowing, cross-country running, sailing, soccer, softball, swimming (competitive and synchronized), tennis, track and field and volleyball.

Red Cross and Royal Lifesaving classes are also available. In six of the last eight years, Havergal has been awarded the Royal Life Saving Society's William Henry Memorial Cup which recognizes the School in Ontario with the largest life-saving programme.

Interests beyond the classroom, gym and playing field include the various clubs and a

music programme. The clubs include: animal rights, art, computer, dance, debating, drama, environment, folk, Havergal youth theatre, Interact (community service), math, public affairs, science and youth fellowship.

The music programme includes the string orchestra, the chamber orchestra, the concert band, the symphonic band, the wind ensemble, the stage band, and two choirs.

Students may also participate in the Duke of Edinburgh's Award Programme⁶ or try for the Havergal Achievement Awards. They may also write for the school newspaper, *Behind the Ivy*, the yearbook, *Ludemus*, the annual literary magazine, *The Bluestocking* or *Quantum*, the newspaper of the public affairs club.

To provide opportunities for girls to learn in a co-educational setting, projects, classes and club activities are arranged each year with boys from local independent schools.

Students are informed of the School's rules upon their arrival.

Admission and Costs

Havergal College seeks young women who share many qualities: an enthusiasm for acquiring an excellent education, an openness to new situations, and an aptitude for hard work and good fun. Young women graduate from Havergal equipped with the academic credentials and the intellectual curiosity to both succeed in the university environment and pursue a lifetime of learning.

Applications must include two references, report cards, and a confidential school report.

Following receipt of an application, parents are contacted to arrange an interview and tour of the School. Interviews and tours begin in mid-October.

The College requires the Secondary School Admissions Test (SSAT) as part of the application for students interested in enrolling in Grades 7 - 12. SSAT testing is held at several test centres throughout Toronto in November, December, January and February. International centres are available for boarders. Inquiries may be made directly to the SSAT office in New Jersey, USA at (609) 683-4440.

Havergal requires a \$100 application fee (\$150 for International students).

In 1999/00, day students pay \$13,545 while boarding students pay a fee of \$27,245 which covers tuition, room and board.

Upon acceptance of a place, parents are required to deposit 10% of the year's fees plus \$1,500 as a Working Capital Deposit which is held as long as the student is registered.

In addition to fee charges, parents should note that additional amounts are required for uniforms, books and sports equipment. Provisions are made for Grade 9 and 10 boarders to receive spending money, and senior boarders are responsible for their own spending money.

Through donations to the Havergal College Foundation, the School offers financial help to students in Grades 7-13.

For Further Information

⁶See Appendix VII.

Read: Byers, Mary. *Havergal: Celebrating a Century*. (Toronto: Published by Havergal by Boston Mills Press, 1994)

Contact: Ms. Gail Herder, Assistant to the Director of Admissions.

Kingsway College
"Service not Fame"

Address: 1200 Leland Road, Oshawa, ON, L1K 2H4
Telephone: (905) 433-1144; Fax (905) 433-1156
Toll Free: 1-800-298-1903
WWW: kingswaycollege.on.ca
E-mail: kingswaycollege@kingswaycollege.on.ca
Type of School: Coeducational general academic and university preparatory
Religious Affiliation: Seventh-day Adventist
Grades: 9-OAC/12
Boarding Grades: 9-OAC/12
Application Deadline: July 30 for following September preferred
Scholarship Deadline: Open

Location

Kingsway College occupies a 104 acre campus 30 miles (48 kms) east of Toronto (population 3,000,000) in Oshawa (population 134,364) a town best known for its General Motors plant.

History

The School was founded in 1903 as Lornedale Academy at Lorne Park, fifteen miles (24 kms) west of Toronto. Until that time, Canadian Seventh-day Adventists wishing a denominational education had to attend Battle Creek College, Michigan, and many did not return to Canada.

In 1912, in order to get away from the growing metropolis, and yet not be too far away from convenient transportation facilities, the School moved to its Oshawa location. At the same time, it was renamed Buena Vista Academy for the view it had of the surrounding countryside and Lake Ontario.

In 1916, the School was renamed again--this time as the Eastern Canadian Missionary Seminary--in part because in 1914 it became administered by the Eastern Canadian Union Conference of the Church, in part because in 1915 it began training denominational workers.

In 1920, the School became Oshawa Missionary College, and in 1963, Kingsway College.

Today, the College is owned and operated by the Seventh-day Adventist Church in Canada and its programme is accredited by the Board of Regents of the General Conference of Seventh-day Adventists. Its academic programme is also inspected by the Ontario Ministry of Education and is authorized to award the Ontario Secondary School Diploma.

Philosophy

Kingsway College High School aims to reflect Jesus Christ in a Seventh-day Adventist environment that encourages personal spiritual commitment and that fosters academic

excellence, physical fitness, sensitive service, and growth in employment and social skills.

Campus

The campus includes several buildings not directly connected with the College, such as the Canadian Union Conference Office, College Park Church, Maracle Press, College Park Elementary School, Adventist Development and Relief Agency, Christian Record Services, Adventist Book Centre, Stair Factory and the Kingsway Greenhouse. Also on campus are buildings housing enterprises which provide work for students-- College Woodwork, and the campus maintenance building. There is a separate administration building, a classroom building (Leland Hall), a family studies building and the A.E. King Memorial Physical Fitness Complex which contains basketball courts, volleyball and badminton courts, a squash court, a racquetball court, floor hockey and a weights and exercise room. Finally, there are houses for faculty and staff and two student residences.

Boarding Facilities

At Kingsway, separate boys and girls residences accommodate 236 students-90 boys and 146 girls (double occupancy).

All single students whose parents or guardians do not reside in the immediate vicinity are required to live in residence.

Rooms are provided with beds, mattresses, chests, mirrors, desks, carpets and electrical outlets. Curtains are provided in both dormitories.

Pictures, bedding, lamps etc. are furnished by the student. In addition, students may wish to bring: a study lamp, a flashlight, drinking glasses, soap dish, shower thongs, an alarm clock, shoe racks, sewing kit, and bathrobe. They may also bring microwave ovens, minifridges, and computers for study purposes.

Radios, CD players and tape decks are also permitted but must be used so as not to disturb others. TV sets are not permitted in the rooms. Neither are pets. Because of fire regulations, students may also not use electrical appliances such as irons, popcorn poppers, hot plates, or toasters in their rooms. (Irons can be used in laundry rooms; the other items in the kitchenette).

A laundry fee is included in the room charge so no coins are necessary to operate the machines.

Residences are under 24 hour supervision by deans.

Students may park their own cars on campus, but these may only be used with permission and according to school guidelines which ensure the safety of all. Residence Hall students must deposit the keys to their cars with the residence hall dean.

Students are expected to keep their rooms neat and orderly; rooms are inspected and records kept of their condition.

Vegetarian meals are served in the cafeteria three times a day except Sundays when two meals, brunch and supper are served. Cafeteria staff reserve the right to limit the number of extra items, especially desserts, that may be taken by each student.

Health and Safety

Kingsway College does not have an infirmary--students who are ill are expected to recuperate in their own beds. There is a school nurse on call during the school day. In emergencies students may use the facilities of the city hospital.

Administration and Faculty

The Principal of Kingsway College, appointed in July 1997 is Mr. David Branum. Mr. Branum has a Bachelor of Science degree in Accounting and a Master's in Educational Administration. He has been teaching for 10 years. Mr. Branum and his wife Teresina have two children, Tiffany, 10 and Sammy, 3.

In 1998/99, the faculty numbered 14 full-time teachers, all of whom were qualified in the subjects they taught, 5 with master's degrees and 1 with a doctorate.

Student Body and Student Dress

In 1998/99, student enrollment at Kingway College totalled 191; of this figure 83 were day students from Ontario and 108 were in residence--62 boys and 46 girls. Of those in residence, most came from Ontario, but a significant number came from Quebec with a smaller representation from Alberta, New Brunswick, and British Columbia. From outside the country, 6 came from the USA, 3 each from Hong Kong and Taiwan, and 1 each from Finland, Korea, Macau, Japan, and St. Lucia. Of the total student body about 20% were classified by the School as non-Adventists.

There is no school uniform. Nonetheless there is a dress code based on the principles of cleanliness, modesty, and appropriateness. The dress code at the School excludes the use of jewellery, and insists that make-up, including nail polish be as natural as possible. While natural hair colour is preferred, those who wish to dye their hair may only use natural hair colours. Multi-colour hair and unusual cuts are not acceptable.

Academic Calendar and Programme

At Kingsway, the school year is broken into two semesters and extends from the first week of September until the third week in June, with major breaks at Christmas and at Spring break during which times the residences are closed. Students who remain in the city must make their own arrangements for accommodation during these times.

During the school week, residents normally observe the following schedule:

6:30 a.m. Breakfast

7:00 a.m.	Work appointments start Grades 9 and 11
7:45 a.m.	Classes start Grades 10, 12 and OAC
10:15 a.m.	Classes start Grades 9 and 11
12:00 p.m.-1:00 p.m.	Lunch
1:15 p.m.	Work appointments start for Grades 10, 12 and OAC
5:10 p.m.	Classes and work appointments over for the day
5:00 p.m.-5:30p.m	Supper
5:30p.m.-7:30 p.m.	Intra-mural sports
7:30 p.m.-7:45p.m.	Evening worship
7:45 p.m.-8:00p.m.	Free time
8:00 p.m.-9:45 p.m.	Study hall (Monday through Thursday)
9:45 p.m.-10:00 p.m.	Free time
10:00 p.m.	In rooms
11:00 p.m.	Lights out more strictly enforced in younger grades

At Kingsway, the curriculum includes: Religion; English, French; Visual Arts, Ceramics, Music (Band, Choir), Photography; Economics, Families in Society, Geography, History, Law; Mathematics, Algebra, Calculus, Geometry; Computer Studies, Data Processing Keyboarding; Science, Biology, Chemistry, Environmental Science, Physics; Physical and Health Education, Outdoor Education; Business, Accounting, Marketing; Career Planning

A course in English as a Second Language is also available.

The Administration reserves the right to cancel courses for which an insufficient number of students have enrolled.

In addition to provincial requirements, students are expected to take a course in Religion each year in attendance.

Courses are available both at the general and advanced levels in the core subject areas.

Final exams are scheduled in two and one half hour blocks during the last week of each semester.

Information Technology

There is a computer lab available to students for school work as well as personal activities during regular hours when computer classes are not in session. All academic areas and offices are fully networked.

Student Activities and Student Conduct

Morning worships are conducted in the classrooms and in the appointed work places. Evening worships are held in each residence hall and attendance is required of all students.

In harmony with Seventh-day Adventist beliefs, the College observes the seventh day of the week as the Sabbath (from sundown Friday to sundown Saturday). All students are required to attend Friday vespers, Sabbath School, Church services, and Sabbath evening vespers.

Twice each year, a week is set aside to focus on spiritual growth. In the fall, guest

speakers are brought in, and encouragement is given for soul searching and advancement in the things of God. In the spring, the student pastors, under the direction of the campus chaplain, select student speakers. All students are expected to attend these meetings.

All students are encouraged to participate in the College's intramural sports programme each day after supper, Monday through Thursday. The intramural programme includes: football, volleyball, basketball, floor hockey and softball. Normally, the College does not take part in inter-collegiate athletics.

All, except Visa students, are also encouraged to participate in the College's work programme, for a minimum of six hours a week, a maximum of sixteen. Available opportunities include: College Woodwork (a furniture factory which employs students 15 or older), campus maintenance, residence halls monitors and assistants, the cafeteria, gymnasium, music department, business office, records office, and as readers for individual teachers. For their work, students earn a scholarship offsetting some of the tuition cost.

Kingsway has an active music department, and students may join the Kingsway Concert Band or the Symphonic Choir. Both of these groups are involved with touring and putting on shows throughout Canada and the US.

The Kingsway Aerials is an acro-sport team which provides opportunity for acrobatic/gymnastic development, also going on tours across North America.

The Out Door Club is available to those students who enjoy activities like camping, back-packing, and canoeing. The Drama Club develops skits and drama programmes and performs at churches and schools.

Social activities on campus, many of which are planned by the Student Association, Boys Club and Girls Club, include banquets, supper clubs, ice and roller skating, musical programmes, and annual activities like a corn roast, school picnic, and a giant treasure hunt.

Home leave weekends take place at least six times a year. Students may leave most weekends, at the direction of their parents or guardians.

Kingsway expects its students to live by the high moral and ethical standards of the Seventh-day Adventist Church. Kingsway adopts three basic rules of behaviour for students:

1. *Respect for Self* (Students will maintain healthful living physically, mentally, socially, and spiritually; not use or have illegal drugs, narcotics, alcohol, or tobacco or supply them to others; stay away from the occult and occult paraphernalia, such as Ouija boards and Dungeons and Dragons)
2. *Respect for Others* (Students will avoid swearing, indecent language; not go to the dormitory room of a person of the opposite sex; be honest in classwork and life, refusing to participate in theft, plagiarism, cheating or wilful deception; avoid improper sexual conduct with persons of either sex; not participate in embarrassing others or initiations or any act that injures or degrades a fellow student or faculty member; avoid the possession or use of weapons including guns, knives, explosives or firecrackers; not be insubordinate to a faculty member or tamper with his/her personal property; refuse to cover up for any student involved in breaking rules).
3. *Respect for the School*. (Students will refuse to promote ideas or display attitudes

that undermine the philosophy, ideals and objectives of the School; avoid the wearing or displaying of anything or anyone that promotes violence or a philosophy contrary to Christian principles; not damage or destroy school property; refuse to tamper with building wiring, fire alarms or fire fighting equipment; not possess sell or duplicate unauthorized keys; enter or leave buildings through doors and not through windows or in any other manner).

Admission and Costs

Kingsway College welcomes students regardless of race colour, national or ethnic origin. While it has been established primarily for the youth of the Seventh-day Adventist Church, students who come from a non Seventh-day Adventist background may be accepted if space is available and if they pledge to live by the standards of the School and comply with its regulations. Kingsway is not equipped to meet the needs of students with serious behavioural or academic problems.

Applications are considered complete when the student has included a transcript of past marks, two references, a photocopy of birth certificate, a medical certificate and a photocopy of immunization record. For those intending to work, a Social Insurance number is also required.

There is no admission test, but students are advised to visit the campus before making a final decision. International students whose mother tongue is not English are required to submit a TOEFL (Test of English as a Foreign Language) score of 400 or better.

In 1999/00, Kingsway fees total \$9,950 for Canadian students and who are members of the Seventh-day Adventist Church (tuition, \$5,330, room, \$1,570, cafeteria, \$2,600, general fee, \$300 and textbooks, \$150). For non-members, the fees total \$11,620 (tuition \$7,000, room, \$1,570, cafeteria, \$2,600, general fee, \$300 and textbooks, \$150). For International students fees total \$14,725 made up of tuition, \$9,000 room, \$1,625 cafeteria, \$3,000 general fee, \$350 textbooks, \$150 and medical insurance, \$600.

The general fee pays Student Association dues, one *Cedar Trails* yearbook, one Whozit mugbook, one set of school pictures, the student paper *Cedar Sentinel*, girls' and boys' club dues, class organization fee, student accident insurance, Saturday night entertainment, library use fee, school use service, a King Fitness Complex user fee, computer room use, campus ministries activities and a registration fee.

Normally, the College also charges extra fees depending on services required. Aerials, band, choir and outdoor club fees are in addition to other school fees.

Tuition fees only will be reduced 5% when total school year fees are paid in cash by registration day.

Kingsway offers a family discount of 5% on *tuition* charges for the second student from the same family-25% for the third, 100% for the fourth.

A student recruitment bonus of \$200 is available for each name of a new prospective student submitted to the Director of Kingsway Advancement provided both the recommending student and the new student are still enrolled at the end of the first and second semesters of the new school year. This must be a name that the recruiter does not have on file and must not be the student's sibling.

Total fees payable can also be reduced depending on participation in the student work programme.

A programme of scholarships and bursaries is available.

For Further Information

Contact: Director of Public Relations and Development

Lakefield College School
"Mens Sana in Corpore Sano"¹

Address: 4391 County Road 29, Lakefield, ON, K0L 2H0
Telephone: (705) 652-3324; Fax (705) 652-6320
WWW: <http://www.lakefieldcs.on.ca/>
E-mail: admissions@lakefieldcs.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Anglican Church of Canada
Grades: Junior School, 7-8
Senior School, 9-OAC/12 plus AP²
Boarding Grades: 9-OAC/12 plus AP
Application Deadline: Open

Location

Lakefield College School, affectionately known as "The Grove", occupies a wooded 155 acre campus about 100 miles (161 km) north-east of Toronto. Lakefield (population 2,444) is on County Road 29 about 12 miles (19 km) north of Peterborough (population 69,535) in the heart of the Kawartha Lakes District. This rural location fosters the extensive outdoor programme for which the School has become famous.

History

The School was founded in 1879 by Sparham Sheldrake for the simple purpose of educating 15 to 20 local boys, mostly sons of retired British army officers who had settled in the area. When Sheldrake's health failed some years later, the task of running the School fell to 25-year old Anglican clergyman, Alexander Mackenzie.

What young Alick Mackenzie lacked in experience, he more than made up for in loving concern for Lakefield's students. It was he who gave the School its most enduring tradition of developing each student in mind, body and spirit, an approach to education aptly expressed in the School's motto: "A sound mind in a sound body." Mackenzie also sought to instill in each Lakefield student a love and respect for the land, a tradition that has likewise endured in the hearts and minds of Lakefield students throughout the School's history.

Mackenzie was to serve Lakefield from 1894 until 1938. During his tenure he expanded the School's original 15 acres by buying farmland. He also added classrooms, a dining room, and

¹“ A Sound Mind in a Sound Body”.

² See Appendix V.

dormitories to accommodate 40 students.

Shortly after Mackenzie's death, Lakefield became an incorporated non-profit institution. With each successive head--the School has had only seven--the growth continued.

In 1987, under the leadership of the current Head of School, Mr. David Hadden, Lakefield became co-educational. He also spear-headed a building programme which allowed the School to raise the number of students it could accommodate.

Over the years, two of the School's faculty have gone on as founding heads at other Canadian independent boarding schools: Thomas J. Wood established Sedbergh in Quebec in 1939 and Jack Matthews left in 1971 to set up Lester B. Pearson College of the Pacific.

Today, Lakefield College School is a member of the Round Square Conference, an international association of schools spanning four continents³; the Canadian Association of Independent Schools⁴; and an affiliate of the National Association of Independent Schools. Its academic programme is inspected annually by the officials of the Ontario Ministry of Education, and the School is permitted to award the Ontario Secondary School Diploma. LCS is also accredited by the Canadian Education Standards Institute.⁵ Recently, 100% of its graduates have gone on to further education at such Canadian universities as Toronto, McGill or Queen's, and to such American universities as Harvard, Princeton or Yale; 80% gain admission to their first choice of university; 40% earn scholarships.

Philosophy

Lakefield believes in combining a rigorous academic curriculum with a full and enriching co-curricular programme of outdoor education, service to others, leadership training and student activity.

Campus

The large campus includes two islands, half a mile of waterfront on Lake Katchewanooka, three playing fields, four tennis courts, three outdoor basketball courts and a fully developed sailing centre. In keeping with the School's emphasis on the outdoors, Lakefield has no indoor athletic facilities(with the exception of a weight room/fitness centre). For activities that require a gymnasium, students are bussed to a local high school or Trent University.

The original buildings, dating from before Mackenzie's time, still lie at the heart of the School, with renovated century homes in use alongside newer ones. Campus buildings include boathouses, a 280 seat theatre, classrooms, labs, art and pottery studios, two dark rooms and a library containing over 20,000 volumes and almost 50 periodical subscriptions. In 1998, Lakefield opened up a new classroom building with six fully-networked classes and a

³See Appendix VIII.

⁴See Appendix III.

⁵See Appendix IV.

presentation theatre. As well, there are the dormitories.

Boarding Facilities

Lakefield College School accommodates 215 boarding students in 11 residences. Each house accommodates no more than 24 boarders, in rooms housing from one to four, the majority being two person rooms. Students may bring stereo equipment from home. Televisions are not allowed in rooms since each residence has a common room with TV. Pay telephones are available in each residence but not in individual student rooms.

Each residence is under the care of a faculty member who is assisted by a residential don.

Health and Safety

Lakefield employs several nurses, and there is a nurse on duty in the Health Centre 24 hours a day, while school is in session. School doctors pay daily visits and emergencies are attended to at the hospital in Peterborough.

There is a security guard on campus duty from 11 p.m. - 7 a.m. daily.

Administration and Faculty

Since 1985, Mr. David Hadden, B. A., B.Ed., has been Lakefield's Head. Prior to assuming this position, Mr. Hadden was on staff at Upper Canada College where he taught history and served as a housemaster.

In 1998/99, including Mr. Hadden, the full-time faculty consists of 30 men and women; there are three part-time. Of the former, 11 have a master's degrees, and five hold a doctorate.

About 70% of faculty live on the campus with their families. They are readily accessible to students for academic help, or just to talk. Their day-to-day informal involvement with the students in the community they share greatly enhances their ability to teach "the whole person."

Student Body and Student Dress

In 1998/99, Lakefield enrolled 335 students, 120 day and in 215 boarders and in each category there was an almost equal number of boys and girls. Most boarders came from Ontario, with the others originating from every part of Canada and from about 25 countries such as Australia, Great Britain, Germany, Mexico, Saudi Arabia, Spain, and the United States.

Those who have chosen to study at Lakefield in the past have included England's Prince Andrew, who attended in 1977/78 and Spain's Prince Felipe, enrolled in 1984/85. As a member of the Round Square Conference, Lakefield not only receives foreign students, but sends a number of outstanding students in Grade 11 on exchange to schools in seven countries.

There is an informal school uniform, designed for comfort and practicality in the country setting. There is also a "number one" uniform, which includes jackets and ties, tartan skirts for the girls, grey flannel pants for the boys, is worn on official school functions, at special occasions

throughout the year, and at Closing Ceremonies.

Academic Calendar and Programme

Lakefield is not semestered. School opens in early September and runs through to the second Saturday in June. The year is split into three terms, separated by major holidays at Christmas and in March during which times the residences are closed.

During the school week, which runs from Monday - Saturday residents normally observe the following routine:

Rise

7:00 a.m.- 8:00 a.m.	Cafeteria breakfast
8:10 a.m.-8:40 a.m.	Chapel
8:40 a.m.-10:20 a.m.	Classes
10:20 a.m.-10:40 a.m.	Break
10:40 a.m.-11:30 a.m.	Class
11:30 a.m.-12:10 p.m.	Lunch for Gr. 7 - 10, Class for Gr. 11 - 13
12:10 p.m - 12:50 p.m.	Lunch for Gr. 11 - 13, Class for Gr. 7 - 10
12:50 p.m.- 2:30 p.m.	Classes
2:30 p.m.- 3:00 p.m.	Extra help sessions
3:00 p.m.- 5:00 p.m.	Sports (Tuesday - Friday) or Community Service (Mondays only)
5:30 p.m.- 6:45 p.m.	Dinner
7:30 p.m.- 9:30 p.m.	Study time
10:00 p.m.-11:00 p.m.	Lights out, depending on grade

Saturday Schedule

8:00 a.m.- 9:00 a.m.	Breakfast
9:15 a.m.- 9:45 a.m.	Morning Assembly
9:45 a.m.- 11:45 a.m.	Classes
11:45 a.m.-1:00 p.m.	Lunch
1:15 p.m. - 3:45 p.m.	Sports
5:30 p.m.- 6:30 p.m.	Dinner

Curfews vary from 11:00 p.m. - 12:30 a.m., depending on grade.

Senior School (Grades 9-OAC/12)

At the School, the available courses include: English; French, Spanish; Art, Drama, Music; Economics, Geography, History, Politics, Sociology, Western Civilization, World Issues; Mathematics; Computer Studies; Biology, Chemistry, Environmental Science, Physics; Outdoor Education and Health.

All courses are taught at the advanced level and in keeping with the School's philosophy of providing students with as broadly based an education as possible they take a total of 30 credits, as required by the Ontario Ministry of Education, for a high school diploma. 12 of these credits are elective. English and Mathematics are compulsory in Grades 9-12.

Lakefield also offers several first-year university courses, through the College Board Advanced Placement Programme. Students who enroll in an Advanced Placement course do so in conjunction with the corresponding OAC course. Advanced Placement courses are currently offered in Chemistry, English, French, German, Spanish, Computer Science, Music and European History. Other offerings are being considered and will be developed according to student interests

The teaching of Study Skills, based on a programme developed at Harvard University, has been integrated into all courses at Lakefield. The inventory of skills regularly reinforced includes: listening, note taking, surveying, vocabulary building, asking the right question, learning from reading, improving memory, time management, exam preparation and problem solving. The acquisition of these skills is a common goal for the School's teachers across the curriculum.

Each course has periodic tests and/essays which form a part of the evaluation. There is one set of exams in June for everyone. Parents are sent reports in November, December, March and June. Students receiving good grades and effort ratings but have an average lower than 80%, are placed on the "Commendation roll." Students who earn 80%, and all A or B "effort ratings" are placed on the "Scholar roll." Students receiving 85% or higher, with all A or B effort ratings are placed on the "Scholar with Distinction" roll.

Staff student ratio is 7:1; class size averages 16 students. All students are assigned an adviser who is responsible for academic progress. There is a period set aside every afternoon for tutorial help. In the evenings, study is mandatory from two hours each night in residences and students can get help from masters living on campus, or from older students.

Information Technology

In recent years Lakefield has put information technology at the centre of its curriculum. A new Global Information and Resource centre integrated 160 computer terminals, a desk-top video centre, a video presentation and conference room, a desk-top publishing centre, a carefully selected book collection as well as an Internet and other on-line access to information beyond the School. All students have full access to the Internet from their rooms. And beginning in 1998/99, all Grade 10 and 11 students were required to use a computer notebook for their classes. Among the required courses is Computer Applications which introduces students to the full range of computer assisted learning resources available at the School. Through this course, students learn the skills of electronic mail, word processing, spreadsheet calculation, database management, and Internet access. Students are expected to use these skills in a wide variety of situations in many courses.

Student Activities and Student Conduct

Lakefield College School was founded on the premise that a student's education should extend beyond the classroom and into the out-of-doors. The outdoor environment provides a setting in which individuals can discover their strengths and limitations while learning a variety of life skills. The school year begins with a four-day canoe and camping trip in Algonquin Park which involves students from Grade 11 through graduating year. In addition, students may

participate in a three day dog-sled winter camping or a brigantine expedition on a 20 meter square-rigged tallship. Lakefield is also fortunate to be able to offer summer expeditions for senior students to remote regions of Canada and the world. The expedition groups are small, and positions on the expedition are earned through a competitive selection process.

Lakefield's belief that students should be actively involved in, and concerned with, life in the School itself and in the community at large is reinforced by compulsory daily chapel services. Volunteers are encouraged to help in various service projects in the Lakefield and Peterborough areas. These include the Special Olympics, the United Way, the Red Cross, and the Humane Society. Students may also work to earn their Duke of Edinburgh's Award.⁶

At Lakefield, students also learn to accept responsibility for the management of school affairs. The scope of the responsibilities students are expected to assume at the School broadens in each grade. Each student in the graduating class is expected to assume authority for the operation of one aspect of the School's programme through the senior leadership system, for example, being head of a house, or chair of an academic committee.

Activities including visual arts, theatre, debating, music and hobbies also play a central role in a Lakefield education. In the eyes of both students and faculty, high standards of performance in various student activities are as important as scholarly success or achievement in athletics.

Within that context, both boys and girls benefit from one of the unique features of Lakefield's co-curricular programme - the emphasis upon life sports. Life sports are those athletic activities which may be carried on into later life providing ongoing recreation and enjoyment.

Activities such as sailing, skiing, tennis, squash, cycling and golf are likely to provide recreational outlets for people throughout their lives. Team sports are also an important part of the athletics programme at Lakefield College School. The School has a long tradition of competition in soccer, hockey and rugby and has already established a reputation in field hockey and volleyball. Those less competitively inclined may participate in various intramural sports. On an organized level, there is a winter hockey programme known as "Slash," a recreational ski programme, and a spring softball league. Students may also participate in athletic activities outside the School provided they maintain good academic standing.

Upon their arrival, students are informed about the conduct expected of them as outlined in their school planner and according to the "Grove Commitment" they sign upon acceptance to the School.

Admission and Costs

Lakefield encourages applications from students regardless of race, creed or colour or financial status. The key entry levels are Grade 7 for day students and Grade 9 for boarders, but the School accepts students at all grades. About 100 new students are accepted each year.

⁶See Appendix VII.

The parents of candidates for admission must include some personal information about the student and themselves, and complete an application form. Candidates themselves must also complete a short questionnaire indicating why they would like to study at Lakefield. All applications must include one reference from a teacher and a copy of the student's most recent school report card.

Regardless of the grade for which they are applying, candidates must pass the School's entrance exam or the Secondary School Admissions test (SSAT), and normally, an on-campus tour and personal interview are required.

Applications must be accompanied by a non-refundable \$150 fee.

In 1999/00, fees for tuition, room and board total \$26,560. Day students pay \$15,560, except those in Grade 7-8 who pay \$12,530.

Upon acceptance of an application, a deposit of \$500 is required. This deposit remains with the School until the student graduates, and then it is returned, without interest to his/her parents.

About 25% of the School's students receive support from the generous financial aid programme. In 1998/99, the School gave out over \$480,000 in financial aid to 29% of its students.

For Further Information

Contact: Ms. Susan Hazell, Director of Admissions.

Nancy Campbell Collegiate Institute
"Unity in Diversity"

Address: 45 Waterloo St. S., Stratford, ON, N5A 4A8
Telephone: (519) 273-6435; Fax (519) 273-1973
Toll Free: 1-888-714-3666
WWW: <http://www.ncci.stratford.on.ca/>
E-mail: ncci@orc.ca
Type of School: Coeducational university preparatory
Religion Affiliation: Nondenominational
Grades: 7-OAC/12
Boarding Grades: 7-OAC/12
Application Deadline: Open but June 1 preferred
Scholarship Deadline: March 30

Location

Nancy Campbell Collegiate Institute (NCCI) is set in a residential neighborhood of Stratford (population 28,987), a mere five minute walking radius from shopping, sports facilities, theatres, and Queens Park, which is a focal point of leisure and cultural activity in the city. Stratford itself is the site of the world famous Shakespearean festival and is the perfect venue for a school which places emphasis on the fine and performing arts, complementing academic excellence and moral capability which are the foundation of the NCCI experience.

Nestled within a cluster of farming communities, the city includes over 800 acres of groomed parkland, dozens of warmly tended floral "islands", and many distinctive historical sights. In 1997, the city won an international competition for Cities in Bloom in the category of cities with under 50,000 population.

Stratford is less than a one and a half hour drive from the Toronto airport and an equal distance from the Canadian /American borders. It is situated within commuting distance of London and Kitchener, two of Ontario's major centres. Transport is facilitated by daily bus and train departures, and an efficient bus service within the city.

Community life reflects a genuine respect for the arts and a keen interest in the promotion of culture and creativity. With its small population, Stratford provides a safe and friendly environment for its residents.

History

Nancy Campbell Collegiate opened its doors in September 1994 fulfilling the vision of its founder, Mr. Gordon Naylor. He wanted to create a school which emphasized world citizenship, moral leadership, and academic excellence. Stratford was chosen because he also wanted the School to take advantage of that city's renowned cultural strengths and today attending festival plays is an integral part of the School's activities. In the summer of 1999, the School also began a partnership with the Stratford Festival to establish a summer theatre school taught by festival

personnel and set on school premises. That year also saw the purchase of the former Board of Education Building near the Shakespearian Festival.

Mr. Naylor believes that the most optimal learning environment can be achieved using a Micro School Model with a maximum of 200 students. The small population enables everyone at the School to know each other in classes with a low student/teacher ratio. It also creates a more natural workplace and community environment and ensures quality education as well as excellence in the development of each student's potential. When school enrollments look as though they will exceed the ideal number, Mr. Naylor does not intend to expand, but rather to found a second and possibly other facilities.

The name of the School as chosen by the founder to honour the memory of Miss Nancy Campbell, known personally by the School's founder. Miss Campbell was an accomplished ballet performer who tirelessly promoted the ideal of the oneness of humanity. Serving on a variety of international organizations, Miss Campbell helped to strengthen the bonds of friendship and co-operation between people of diverse cultures and backgrounds. Ms. Campbell's example was an inspiration to all who aspire to be "world citizens" in the most creative sense.

Today, the School is inspected annually by the Ontario Ministry of Education which authorizes it to award provincial diplomas.

Philosophy

Nancy Campbell Collegiate Institute is committed to the development of scholarly attainment, moral leadership and global citizenship. In a world endless in its possibilities and challenging in its changes, NCCI offers an educational experience in which creativity, compassion and initiative are given equal opportunity, and provide the context for students to rise to their full potential.

Campus

The School is housed in a newly renovated three-storey brick building (formerly the Y.W.C.A.) built in 1926, which now boasts hardwood floors, meeting rooms, classrooms, a friendly lounge/dining area, and an indoor gym as well as the residences. Athletic activities take place in nearby city-owned playing fields, tennis courts, rinks and pools.

The School also owns a 70-bed facility on 85 acres of rolling woods, meadows and wetlands in Wyevalle, located two hours northeast of Stratford (or about one and a half hours north of Toronto). The site is used for school leadership and outdoor education classes including an annual ski trip and is also rented occasionally to other schools for similar purposes.

Boarding Facilities

In 1998/99, the School residence could accommodate 120 students, 60 boys and 60 girls.

The male and female dormitories are of fine quality and accommodate two to four students per room although single rooms may be available.

Residents must supply an alarm clock., twin-size sheets, bedspread or comforter, their own clothing and toiletries, and laundry supplies. If they plan to go on the ski trip, they must

bring along ski clothing.

Students may bring a tape recorder with earphones, camera equipment, sports equipment (such as ice skates, rollerblades, badminton or tennis racket, football, soccer ball, softball mit, fishing gear, skateboards etc.). Bicycles are also permitted since storage room is available.

The dormitories are supervised by dorm "parents" who available to students at all times after school hours.

Student dine daily in the school eating area which serves nutritious meals. Menus can be modified to accommodate special dietary needs.

Health and Safety

While there is no infirmary, the School does have two sick rooms and all students have easy access to local medical practitioners and facilities.

Administration and Faculty

Mr. Gordon Naylor is both the founder of the School, and between its opening in 1994 and 1999, its principal. Effective 1999, he became its executive director. Mr. Naylor has a B.A. (McMaster) and an M.Ed. in Educational Administration from the University of Toronto. In addition to his involvement with the School, Mr. Naylor operates a network of social service agencies in the Hamilton area. Married, he is the father of four girls and one son.

In 1999, Mrs. Cora McNamara was appointed principal. Mrs. McNamara has a B.A., B.Ed., Diploma of Advanced Undergraduate Study in Curriculum and Instruction, and an M.Ed. in Educational Administration, all from the University of New Brunswick. In addition she has a certificate in Asian studies from Korea University. Before being appointed principal, Mrs. McNamara taught over 25 years in the public system in New Brunswick as well as for a year at NCCI. In private life she is married and has six children.

In 1998/99, there were 8 full-time faculty members, 5 women and 3 men. In addition to their educational qualifications, one had a D.E.A. and an LL.B, and another a M.Ed. No faculty member lived on the premises; all resided near the School.

Student Body and Student Dress

In 1998/99, there were 80 students enrolled in the School, 40 day students and 40 boarders. Of the boarders, 25 were girls, 15 boys. Boarders came primarily from Quebec and the Maritimes, but a number also arrived from Ghana, Guyana, Hong Kong, Japan, and Mexico. To date, the School has had students who from varied spiritual backgrounds.

There is a school uniform which includes a hunter green school blazer which may be worn with black dress pants, black crew neck t-shirt, black turtleneck or white shirt and Campbell tartan tie. Students have the option of wearing the Campbell Dress Tartan kilt. Black dress shoes and socks complete the uniform.

Academic Calendar and Programme

At NCCI, the school year runs from September to June with school breaks only in December and in March and while most boarders return home during these times, arrangements can be made for those who are unable to do so.

During the school week, residents normally observe the following schedule:

7:30 a.m.-8:30 a.m.	Breakfast
8:30 a.m.-8:40 a.m.	Inspiration
8:40 a.m.-9:47 a.m.	Period 1
9:50 a.m.-11:02 a.m.	Period 2
11:15 a.m.-12:27 p.m.	Period 3
12:27 p.m.-12:37 p.m.	Assembly
12:40 p.m.-1:33 p.m.	Lunch
1:33 p.m.-2:45 p.m.	Period 4
2:41 p.m.-4:00 p.m.	Period 5
4:10 p.m.-5:40 p.m.	Sports and Artistic activities
5:40 p.m.-6:30 p.m.	Dinner
6:30 p.m.-9:00 p.m.	Study / Personal Prep
9:15 p.m.-9:35 p.m.	Devotions and announcements
11:00 p.m.	Lights out

At NCCI, the curriculum includes: English; French; Art, Fine Arts, Performing Arts (Drama / Dance / Music), Visual Arts; Geography, History, Law; Mathematics, Algebra, Calculus, Finite, Geometry; Computer Studies; Science, Biology, Chemistry, Physics; Physical Education; World Citizenship, and Communication Technology.

For students coming to Canada whose native language is not English, NCCI offers up to five high school credits in its English as a Second Language Programme.

Senior students take four classes per day, with one preparation period.

The diverse opinions and perspectives of the students are taken into account in programme design and implementation. Students sit in consultation with their teachers at the beginning of each course to offer input on preference for learning strategies, and particular areas of concentrated interest within the framework of the established curriculum. This enables Nancy Campbell students to become active agents in their own learning.

Classes at Nancy Campbell are conducted with enthusiasm and discipline. A low teacher / student ratio provides a feeling of intimacy and a motivated learning environment.

At the heart of the educational experience at NCCI is its commitment to nurture and inspire qualities of the spirit. Courses engage the students in exploring and clarifying the values that underlie their responses to both personal and social issues. The overall programme stresses the formation of a positive world view and the need for the development of strong moral capabilities. This not only enhances the students' learning, but enriches their lives as well.

NCCI offers an innovative "core" programme in World Citizenship, in which all students participate. The programme consists of three separate one credit World Citizenship Courses; the NCCI Workshop and the Mentorship Programme.

The Citizenship Courses

This component consists of three courses designed to assist students in developing an understanding of their role as world citizens. The courses are taught consecutively in a three-year rotation to all students in Grades 10-OAC. They provide an additional opportunity for students of all ages to work together, fostering unity and breaking down barriers that may exist. The workshop brings students together in a consultation/service programme and this constitutes the outreach component of the World Citizenship Curriculum.

The first course, Personal Transformation, is designed to assist students to develop their art of judgement. The exploration of positive role models, the learning and practice of consultative skills and application of ideas and skills to the school environment enhance theories discussed.

The second course, World Issues, is designed to expose students to the various interpretations of the emerging global order. In this course, the student is challenged to identify and analyze issues and trends from an international perspective.

In the third course, World Religions, students explore the world's diverse belief systems in order to gain a deeper understanding and appreciation of their neighbors in a global community.

The NCCI Workshop

The School's focus on the fine and performing arts is reflected in the NCCI workshop which presents a creative platform for the students through the dramatic arts. It also provides students with a rare opportunity to be part of a "performance ensemble". Throughout the course of the year, they repeatedly create, stage, produce, and perform as a company for audiences in and out of the School.

The NCCI Workshop is a "work-in-progress". It begins as students and their teachers identify critical social issues of particular concern to youth. After becoming more knowledgeable about them, they then select appropriate artistic media that express both their understanding and possible solutions to the issues at hand.

The Mentorship Programme

The third component of the World Citizenship Curriculum is the teacher Mentorship Programme.

This programme is aimed at assisting students to set high goals for their academic, spiritual and moral development through consultations between mentor teachers and students. Every two weeks the teacher meets with the student to set goals, to ensure they become active agents in their own learning. The mentor serves as a consultant to the student in the setting of goals for his or her development, thus facilitating the release of each student's potential.

Mentors work to equip students with high order thinking skills. They cultivate the art of judgement and courage to act, preparing them to take their places as responsible world citizens. With excellent staff and appropriate structures in place for their guidance and growth, students

develop the capabilities needed to succeed in a variety of environments—cultural, intellectual, vocational and social.

Information Technology

The School has up-to-date computer hardware and software. Each computer in the lab has access to the Internet; all students may obtain e-mail accounts for communication with their families and friends. Additional computers, not hooked to the main network, have been placed in the library and in student dormitories for word-processing.

Student Activities and Student Conduct

NCCI believes that the spiritual life of its students is an important element of their overall development. At the same time, the School strongly upholds the principle of the right of the individual to practice whatever religion his/her own conscience dictates. Thus each day begins with a 10 minute assembly in which readings and prayers from various faiths or of an inspirational nature are chosen and read by students and staff. This is also an opportunity for artistic expression through the presentation of music (instrumental or vocal) and dance.

Each evening, there is a 20-minute meeting, similar in manner to the morning assembly held specifically for resident students. Devotions and discussions regarding the development of a positive outlook on life are facilitated by Dorm parents. As part of the residential programme the School observes religious and cultural celebrations from around the world to increase students' understanding and appreciation of other members of the global family.

The energy level rises after school hours. Students may choose to play tennis, canoe down the river, go on ski trips, or participate in a lively game of basketball. They also attend the theatre, perform for local and national audiences, and take part in community development projects, making after class hours a meaningful part of their daily lives. Enthusiasm, anticipation, initiative and a spirit of friendship is what defines NCCI's approach to extra-curricular activities.

Each year, the whole school has the opportunity of going on a ski trip at the Wyevale campus.

At the School, the conduct expected of students is a function of their spiritual life. So, rather than a long list of do's and don'ts students regularly evaluate their spiritual progress with their mentors according to their capability to:

- evaluate one's own strengths and weaknesses without involving ego
- oppose one's lower passions by focussing on higher purposes and capabilities
- manage one's affairs and responsibilities with rectitude of conduct based on moral and ethical principles
- learn from systematic reflection upon action within a consistent and evolving framework
- perceive and interpret the significance of current events and trends in light of an appropriate historical perspective
- think systematically and strategically in search for solutions
- form a common vision of a desirable future based on shared values and principles,

- and to articulate this in a way that inspires others to work towards its realization
- imbue one's thoughts and actions with love
- encourage others and bring happiness to their hearts
- take initiative in a creative and disciplined way
- sustain effort, persevere and to overcome obstacles
- participate effectively in consultation
- build unity in diversity
- commit oneself to empowering educational activities as a student and teacher
- understand relationships of domination and contribute to their transformation into relationships based on interconnectedness, reciprocity and service
- contribute to the establishment of justice
- serve in societal institutions so as to facilitate the expression of the talents of others who are affected by these institutions
- be a responsible and loving family member as a child, spouse or parent
- cultivate and create a sense of beauty in every endeavour.

In reviewing their strengths and weaknesses, students rate not only themselves but how they may be perceived by others.

Admission and Costs

In applying for the School, candidates and their parents must complete an application form, and supply a recent photograph of the applicant, a copy of the applicant's birth certificate and of his or her most recent report card. Applicants must also supply some basic personal information about themselves, as well as basic medical and dietary information. Parents must also sign a medical release form authorizing school officials to act on their behalf in emergencies.

There is an application fee of \$100.

In 1999/00, fees for tuition room and board are \$16,725 in Canadian dollars for North American students and in US dollars for International students. This fee includes one airport pick up and delivery.

In addition parents must deposit \$900 in an education expense account. This amount covers textbooks and course materials, the school blazer, six to ten theatrical performances at the Stratford festival, the annual ski trip, and other school activities.

Items not included in the Annual Fee or Education Expense Account include: personal pocket money, personal toiletries, other parts of the school uniform, additional tutoring, and medical expenses.

All visa students are automatically enrolled in the school health insurance plan at a cost of \$650.

During the two-week school break in December and the break in March, students are required to pay \$350 per week of each break if they remain in residence.

Upon assessment of the application, the School requires a personal interview with the student. The final decision is then conveyed.

Upon acceptance, students are required to deposit \$1000 to be applied towards school

fees.

For Further Information

Contact: Registrar

National Ballet School / L'École nationale de ballet

"If Dance is Your Dream...This Is Your School"

Address: 105 Maitland St., Toronto, ON, M4Y 1E4
Telephone: (416)964-3780; Fax (416) 964-5133
WWW: <http://www.nbs-enb.on.ca>
E-mail: gbishop@nbs-enb.on.ca
Type of School: Professional Ballet / Coeducational general academic
Religious Affiliation: Nondenominational
Grades: 5-12
Boarding Grades: 5-12
Application Deadline: Winter of the preceding year, by audition only

Location

The National Ballet School is located on two historic blocks in downtown Toronto, the capital of Ontario and the largest city in the country (population 3,000,000).

History

Founded in 1959 by Canadian ballet pioneers Celia Franca and Betty Oliphant, the School first opened its doors to 27 students in a former Quaker meeting house in downtown Toronto.

Forty years later, the School is considered one of the top ballet academies in the world, and is under the artistic directorship of one of its own graduates---Mavis Staines.

Not only have its students won medals and distinctions in international competitions, but its graduates dance in over 50 major companies throughout North America, Europe, and Asia. Alumni include such notables as Karen Kain, James Kudelka, Veronica Tennant, Frank Augustyn, Jaimie Tapper, Rex Harrington, Martine Van Hamel, and Mavis Staines.

Despite its similarity in name to The National Ballet of Canada, the National Ballet School is a separate and independent institution, registered as a charitable not-for-profit corporation and accountable to the public through an elected Board of Directors. As an independent school offering an academic programme, the National Ballet School is inspected regularly by the Ministry of Education and Training of the Province of Ontario and as a result, the School has been authorized to award provincial diplomas. Following graduation, many students spend a further non-academic year at the School concentrating on intensive ballet training before accepting their first contract with a professional dance company.

Today, the School runs three full-time programmes concurrently, the Ballet /Academic Programme, an Intensive Dance Programme, and a Teacher Training Programme. It also offers a Summer School each July which is mandatory for all auditioning and returning students except Grade 5. Entrance to all programmes is by audition only.

The Intensive Dance Programme is a post-secondary programme which offers an additional year or two of advanced training to students who have completed NBS Professional Ballet/Academic Programme (or its equivalent) before they commence their professional career. Those trained in other schools are assessed during Summer School to determine the suitability of NBS programme to meet their professional needs. The emphasis of the curriculum is strongly career oriented. The school year extends from September to June, and Summer School attendance in July is mandatory unless excused by the Artistic Director.

The three-year Teacher Training Programme provides a broad range of courses, including ballet, music, anatomy, pedagogy, and the opportunity to watch and assist regular NBS classes. Graduates receive teaching credentials from either the Cecchetti Society or the Royal Academy of Dancing (RAD) as well as the NBS diploma, and are recognized by the use of TTP (dip) - NBS after their names. Graduates are sought after across Canada, and NBS receives more job offers than graduates can fill.

Philosophy

The National Ballet School believes in the holistic development of its students. In ballet, the School believes that the key to preparing dancers is to develop their potential slowly and carefully to the point where technique becomes second nature without affectations or mannerisms, thus allowing the students to cope with different choreographic styles. In addition to encouraging this artistic flexibility, the National Ballet School trains students in the knowledge of their own bodies and the prevention of injury. The School addresses the academic and intellectual needs of students with the same concern as their artistic needs. The small classes and enriched curriculum are designed to ensure a first rate education in an atmosphere of warmth and comradery.

Campus

NBS has seven buildings housing studios, classrooms, administrative offices, and residence facilities. There are nine fully-equipped ballet studios in constant use. Each has a sprung floor, surfaced in unfinished pine or linoleum and custom built with specifications for dance. Dressing rooms, showers, and locker space are convenient to all studios.

Hidden behind the facades of two nineteenth century mansions on Jarvis Street is the Betty Oliphant Theatre, a professional stage training facility used by all students. Weekdays, the 15-metre by 15-metre stage is used as a regular studio for dance classes and rehearsals; in the evenings and on weekends, the 297-seat theatre serves as a performance space for both NBS and outside professional productions. Attached to the theatre are dressing rooms with 56 make-up stations and a wardrobe department, and contained within the same building is an indoor pool, physiotherapy centre, studio, classrooms, offices, and the School's retail store, The Shoe Room, where students can buy dance supplies.

Academic facilities include eight academic classrooms, a science laboratory, film laboratory, audio-visual room, art room, music room, library, computer room, and resource centre.

Boarding Facilities

The residence provides accommodation for approximately 100 students from outside the Toronto area. Only students in the Professional Ballet /Academic programme are eligible for a place in residence.

Students are supervised by a staff of houseparents who work one to each residence floor overnight and weekends. In addition to having adult counsellors, the younger students are each assigned a big brother or big sister from the older student population.

Nutritious meals are provided in the school cafeteria under the supervision of a nutritionist and experienced chef.

Health and Safety

Committed to the development of the whole person, the National Ballet School is a pioneer in working with health professionals in the preparation of dance artists. For general physical care, two family practitioners are on call to the School and are consulted as needed. Eight consulting psychiatrists/psychologists meet with students in a class setting on a regular basis and are available to individual students on request.

Students are given preventative educational lectures on nutrition, substance abuse and stress management, with an emphasis on avoiding eating disorders. Both a nutritionist and eating disorder specialist meet with the students on a regular basis and are on call as needed.

There is a separate physiotherapy department whose goal is injury prevention, and there are two full-time registered therapists with post-graduate qualification in orthopaedics/sports medicine on staff. Located in the theatre building, the department is equipped with two treatment rooms, and fitted with adjustable mobilization beds and equipment for administering ultrasound, interferential current, and heat and ice treatments. Two consulting orthopaedic physicians meet with the physiotherapists on a weekly basis to back up treatment consultations. A consulting podiatrist is also on hand.

Administration and Faculty

The National Ballet School is headed by two co-directors, Mr. Robert Sirman, Administrative Director and Ms. Mavis Staines, Artistic Director. They report to a 40-person board of directors and oversee a staff of 100 regular employees and an even larger number of casual and short-term staff. The annual budget of the School is \$7.8 million, of which 43% comes from government grants and the remainder from fees and private fundraising.

Mr. Robert Sirman was born in Toronto and has an Honours BA and MA (Sociology) from the University of Toronto. Before joining the National Ballet School as Administrative Director in January 1991, Mr. Sirman spent 10 years as Director of Operations at the Ontario Arts Council. Mr. Sirman is recognized as a senior arts manager in Canada and brings to NBS a high standard of administrative practice. Among his achievements are the introduction of formal human resources practices to the School and the stabilization of its funding base after several years of deficits. NBS now operates with no accumulated deficit, a working capital reserve of \$1.2 million, and endowed funds exceeding \$4 million.

Academic

Since 1984, the Academic Principal of the School has been Mora I. Oxley, M.A., B.Ed. A graduate of Mt. Allison University, Sackville, N.B., Mrs. Oxley was awarded a Lord Beaverbrook Overseas Scholarship to do post-graduate studies in English Literature at the University of London, England. The teaching assignments which followed ranged from Junior Kindergarten to Grade 12. After studies in Special Education at Dalhousie University, Mrs. Oxley pioneered the classes for intellectually gifted students in Halifax, N.S. This experience contributed to her appointment as Academic Principal at the National Ballet School. Based on her experience, Mrs. Oxley rates the National Ballet School students "among the most talented and intellectually gifted students" encountered in her teaching career. She has continued her studies in Special Education at the University of Toronto and has Principal's qualifications for the province of Ontario from York University.

In 1998/99, the School had 12 full-time teachers, 3 part-time teachers, a librarian, and an Academic Secretary. The School uses specialists in such areas as nutrition, anatomy, and sex education.

Ballet

The Artistic Director and Ballet Principal is Mavis Staines. A native of Cowansville, Que. who was raised in Vancouver, Ms. Staines got her training as a dancer at the School she now directs. She entered the corps of the National Ballet of Canada in 1973 and was promoted to first soloist before taking a position with the Dutch National Ballet under Rudi van Dantzig. After teacher training, Ms. Staines joined the staff of the Ballet School in 1982. Hand-picked by NBS co-founder Betty Oliphant, Ms. Staines took over artistic leadership of the School in 1989. Two-time head of the jury of the Prix de Lausanne, Ms. Staines' dedication to the proper nurturing of young dancers to ensure longer, healthier careers has brought her international attention in the dance world.

In 1998/99, there were 10 full-time and 5 part-time faculty. Visiting teachers of world renown are brought in to give guest classes on a regular basis.

Student Body and Student Dress

In 1998/99, there were 150 students enrolled in the combined ballet and academic programme for Grades 5 - 12. Of these, 100 lived in residence. Each year the proportion of males to females varies according to students' success in their auditions. While most come from Canada, a significant number also arrive from the United States, whilst fewer come from other countries such as Israel, Japan, Korea, China, Sweden, and the Ukraine.

In 1998/99, a further 15 students were enrolled in the Intensive Dance Programme whilst there were 28 full-time students in the three-year Teacher Training Programme. As with ratio of boys to girls in the academic programme, the numbers in the Intensive Dance and Teacher Training programmes also vary according to those who succeed in their auditions.

There is a school uniform. For boys, this consists of a white shirt or turtleneck, grey flannels, green sweater, grey socks, and black or brown oxfords; for girls, white blouse or turtleneck, green Tartan skirt, green knee socks or tights, and black or brown oxfords. There is also a ballet uniform for wear in the studio which varies according to class level. Dancewear is available for purchase through the School's retail store, The Shoe Room. Each full-time student in Grades 8 to 12 is also required to own a theatrical make-up kit which is also available from the School.

Academic Calendar and Programme

The academic year extends from the Monday following the September Labour Day holiday until mid-June, with major breaks in December/January and March/April.

The NBS school day begins at 8:30 a.m. and often extends beyond 6:00 p.m. to include at least four hours of dance and body conditioning, and four to five hours of academic classes. Core curriculum includes the study of English/ESL, French/français, science, and technology, mathematics, geography, history, and civics. Music, art, and the history of art and ballet are also compulsory at the National Ballet School. In Grades 11 and 12 students may choose from among elective subjects to develop specialized interests and aptitudes. Students require sixteen compulsory credits and a minimum of fourteen elective credits to graduate with an Ontario Secondary School Diploma (OSSD).

NBS introduced the new secondary four year model in 1999/00 when Grade 9 students proceed to graduate from Grade 12 with the new Ontario High School Diploma (OHSD). These OHSD requirements include eighteen compulsory credits and at least twelve elective credits, a Grade 10 literacy test, and forty hours of community service in order to graduate. The National Ballet School will offer all core subjects at the "academic" level in Grades 9 and 10, and "university preparation courses" in Grades 11 and 12. All courses offered at the National Ballet School have been based on the guidelines for Ontario and the School is inspected by the Ministry of Education and Training which approves the granting of credits for an Ontario Secondary School Diploma and an Ontario High School Diploma.

Each grade has a “homeroom” teacher. In Grades 5 and 6, all core subjects are taught by the “homeroom” teacher, and specialists teach French/français, English as a Second Language, Special Education, history of art, history of ballet, art, and music. At the intermediate and senior levels, teachers rotate according to their subject specialization. English as a Second Language (ESL) students generally take support level courses for two or three years.

Most of the School’s students demonstrate that they are capable of the highest achievement in areas of specific academic aptitude and general intellectual ability. Therefore, the National Ballet School is committed to preparing students for life-long learning and post-secondary education after a career in dance, and demands the highest commitment to teaching and learning from the students, the parents, and the teachers. All students are evaluated annually before being re-accepted.

Information Technology

There is a school computer lab used for classes in Information Technology.

Student Activities and Student Conduct

Ballet

The ballet curriculum is designed to be covered in eight years. This time span encompasses the academic Grades 5 through 12 and may be followed by a year of intensive dance training, free from the pressures of academic study. The number of hours of daily training increases from three in Grades 5 and 6, to six or seven hours in the final year.

The students receive instruction in classical ballet as well as national and character dance. Modern and Spanish dance augment the student's awareness of body movement and rhythm, while theatre arts aid in his or her personal expression. Thus, the National Ballet School goes beyond rigorous training in technique alone.

Advanced students at the School move from basic technique to study classical and contemporary repertoire, solo variations and pas de deux.

Over the years, the School has evolved a specialized and comprehensive fitness programme so that students can better meet the rigours of their profession. Twice-yearly fitness tests lead to the development of individualized programmes featuring regular gym training and pool work, classes in anatomy and nutrition, and Pilates work for senior students. Gym facilities in the Windborne Studio not only feature a sprung floor but weights, pulley systems, bicycle and rowing machines as well.

Students perform in the NBS annual Spring Showcase in the School's own theatre, appear as guest artists with schools in Canada, and perform in National Ballet of Canada productions in Canada, and on tour. Over 100 students perform annually in the National Ballet's The Nutcracker.

Other

The School also has a well-developed cultural enrichment programme which includes attendance at ballet, theatre, and music performances, including opera.

Because the School believes that leisure time is as important as time spent in classes, it promotes regular social activities. The students' council arranges dances and other student events throughout the year, including an annual Remembrance Day programme attended by all staff and students. Local playgrounds and the School's indoor swimming pool provide recreational outlets.

Weekends are filled with a combination of planned and independent activity, and depending on individual schedules and given the permission of parents and the appropriate staff, students may go home for weekends.

The School, though non-denominational, takes responsibility for the maintenance of religious observance for its students.

Upon their arrival, students are explained the rules and regulations of the School. Meantime, all parents are given copies of a 65-page parents' handbook which documents the School's policies in all areas involving their child (e.g., academic, dance training, residence, health services, finance, etc.).

Admission and Costs

Admission to the School is by audition only in 20 cities across Canada. Most auditions are held in November with auditions in Toronto and surrounding regions in February. Overseas students or those unable to attend one of the scheduled auditions can audition by video, and should contact the Registrar's Office for further details.

The initial audition for the Professional Ballet / Academic and Intensive Dance programmes takes place in front of an NBS assessment team. The audition takes the form of a dance class given by an NBS staff member, and no previous training is required of applicants 12 and under. During the class, students are assessed for physical suitability, coordination, flexibility, musicality, and expression. No special preparation is required for the audition.

The audition process is designed to be a positive experience for applicants. At every step, students are encouraged to maintain their love of dancing and to recognize the many training options available to them beside NBS.

Approximately 160 of the auditioning students are invited, together with full-time students, to attend a four-week summer school in Toronto during July. At the end of this phase, approximately 50 students are invited to join returning students for the full-time programme. Those not accepted may be encouraged to audition again another year, depending on their age, interest and potential.

The National Ballet School is a publicly subsidized professional training institution. The School charges tuition fees which represent only a portion of the real costs - overall, roughly one quarter of the operating budget of the School.

The fees - for both tuition and residence - are based on the number of weeks of study. The full-time academic year for the Professional Ballet/Academic Programme

(September to June) is calculated on a 35-week basis for Grades 5 to 12. A similar formula is used for all other programmes, with Summer School fees based on four weeks of training. Consistent with the practice of other publicly subsidized bodies, a separate fee schedule is used for Canadian or landed immigrant students and visa students. This distinction reflects the fact that only Canadian or landed immigrant families pay Canadian taxes which in turn subsidize the School.

Fees for the 1999/00 school year for the Ballet / Academic Programme are:

	Canadian	All Other / Visa
Tuition: Grades 5-8	\$4,200	\$9,540
Grades 9-12	\$4,725	\$11,375
Residence: Grades 5-12	\$5,180	\$9,100

Fees for the Summer School are:

	Canadian	All Other / Visa
Tuition: Auditioning	\$960	\$2,000
Returning	\$480	\$1,000
Residence: Auditioning	\$960	\$1,000
Returning	\$590	\$ 960

An additional fee of from \$225 to \$375 depending on grade is assessed towards dance, theatre, and music tickets throughout the year. School uniforms, student accident insurance, external dance exams, and dancewear (including slippers and pointe shoes) are extra.

Financial assistance is available to talented students in the full-time Professional Ballet/Academic Programme based on financial need. Although as a national training institution priority for funding assistance is given to Canadian students, limited assistance is also available to non-Canadian students based on talent and financial need. Approximately half of the students in the Professional Ballet/Academic Programme receive some form of bursary assistance. Other forms of assistance may also be available to students from their home provinces (e.g., the Governments of British Columbia and Alberta) or from other sources. Every effort is made to ensure that no Canadian student is denied access to the School because of financial circumstances.

For Further Information

Contact: Gillian Bishop, Registrar.

Niagara Christian Collegiate

“Established in 1932 ... Moving Confidently in the 21st Century”

Address: 2619 Niagara Parkway, Fort Erie, ON, L2A 5M4
Telephone: (905)871-6980; Fax (905) 871-9260
WWW: <http://www.niagaracc.com>
Email: ncc@niagaracc.com
Type of School: Coeducational university preparatory
Religious Affiliation: Brethren in Christ Church
Grades: 7-OAC/12
Boarding Grades: 9-OAC/12
Application Deadline: June 30 for following September
Scholarship Deadline: June 1

Location

Niagara Christian Collegiate (NCC) is located on 122 acres in a rural setting along the scenic Niagara River, approximately four miles (6 kms) north of Fort Erie (population 27,183) and less than 15 miles (24 kms) above Niagara Falls. The School's location provides an attractive setting for walks, hikes and bicycle riding. Generally, students bank and shop in Fort Erie, which has a Chinese community of about 200—and 12 Chinese restaurants.

History

The Collegiate was founded (as the Ontario Bible School) in Springvale, Ontario in 1932. In 1934, it moved to Markham, and in 1938 to its present location under the name Niagara Christian College. In 1984/85, the College began offering a new day school programme for students in Grades 7 and 8 and in 1996, the College became Niagara Christian Collegiate in order to ensure it could not be mistaken for a post-secondary institution.

The Collegiate is owned and largely supported by the Canadian Conference of the Brethren of Christ Church, a denomination now recognized in seven countries. This church originated in the 1770s as a result of the merging of two concerns: one was for the personal experience of the believers expressed in the New Birth, and the second was a desire for a visible body of believers who would follow Christ in all aspects of life. A third emphasis was added at the turn of the present century when the Wesleyan emphasis on holy living became a part of church doctrine.

Today, the Collegiate is affiliated with the Association of Christian Schools International. Its secondary school programme is inspected by the Ontario Ministry of Education, and upon recommendation by the inspector, graduates receive high school diplomas from the Ministry. Each year, nearly 100% of NCC graduates go on to attend college and university across Canada and the United States. In the past, NCC graduates have won Rhodes Scholarships, fellowships from Harvard, international medical awards in Asia, served the needy all over the world and strengthened their own communities from continent to continent.

Philosophy

In a family-like, international setting, NCC aims to educate young people, equip them to live the Christian lifestyle and empower them to make a difference in the world.

Campus

Campus facilities include playing fields, an outdoor rink, a gymnasium, a new science laboratory, and computer laboratories, classrooms, administration building, snack bar, library and dormitories.

Boarding Facilities

Traditionally, the Collegiate had residence facilities for 80 students 45 boys and 35 girls. In 1999, the capacity was expanded to house 66 boys and plans were in place to erect a new girls' residence.

In residence, rooms are occupied by one or two, depending upon the size of the room on a five or seven day basis.

While students are allowed to have radios and CD players in their rooms, these must be played at a reasonable level.

Students are responsible for the supply and laundering of their bedding as well as personal clothing. Each residence unit is equipped with coin-operated laundry equipment and kitchen facilities.

TVs are also not allowed in rooms--those in the student lounges may not be watched during class time or study hours.

All students who wish to use personal or family vehicles on campus must register them with the office at the beginning of semester. It is NCC's policy to provide bus transportation to school functions. Only in usual circumstances will a student be allowed to drive other students and then only with the permission of an administrator.

There is a co-ed lounge and games room for greater interaction.

While English is the language of instruction at the College, students whose second language is English may speak their primary language in residence. Courtesy requires that if another student whose language is only English is present that English be spoken. The Collegiate's goal is not to change one's culture or to cause individuals to lose their first language but to provide each student with the best means of learning a new language.

A Residence Director supervises each dorm and is available to help provide counsel and direction for students.

Three nutritious meals are provided during the school day as well as on weekends and students may purchase additional food from the tuck shop.

Health and Safety

Although the Collegiate is visited on a regular basis by a public health nurse, there is no

infirmary or resident nurse. Arrangements are made with local physicians for those in need of medical attention. Fort Erie has several Chinese medical doctors, and a Chinese pharmacist and dentist.

Administration and Faculty

The Collegiate is also co-managed by Mr. Steve Sider, B.A., M.Ed. appointed in 1995 and Mr. Kent Warkentin, B.A., M.A., also appointed in 1995. Both men are graduates of the School. The Academic Dean (Principal), appointed in 1983 is Mr. Clare Lebold. Mr. Lebold has a B. Sc. (University of Waterloo, 1973), and was a teacher in the Collegiate before his appointment.

In 1998/99, including the three administrators, the full-time faculty numbered 12, and the part-time, 7. Of the total number, 12 were female and 7 male, 2 with a Master's degree. Teachers at the Collegiate are not only well-qualified in their field of study but are also active Christians of various denominations. This plus factor reveals itself both in the classroom and outside.

Student Body and Student Dress

In 1998/99, 200 students were enrolled in Niagara Christian Collegiate, of which 120 were day students from the Niagara Region whilst 80 were in residence. Of the resident students, most come from Ontario, while international students come from such places as Cayman Islands, Hong Kong, Germany, Japan, Korea, Mexico, Taiwan, Thailand, the USA and Zambia. Only one third of student body is a Brethren in Christ student.

At NCC all students are required to be in uniform. From the waist up, students must choose from the following uniform options: golf shirt (with NCC emblem), crew neck sweat shirt (with NCC emblem), zip-up sweat shirt (with NCC emblem), sleeveless cardigan (with NCC emblem), full cardigan (with NCC emblem), rugby shirt (with NCC emblem), white turtleneck shirt, white oxford shirt (long sleeve, button-down collar).

From the waist down students have the option of cotton pants or cotton walking shorts, girls the further option of a kilt.

Further, students must groom conservatively and avoid inappropriate jewellery.

Academic Calendar and Programme

At Niagara Christian Collegiate, the school year is divided into two semesters, with classes beginning the first week of September and ending in mid-June.

During the school week, residents typically observe the following routine:

6:45 a.m.	Rising Bell
7:30 a.m.	Breakfast
8:25 a.m.	Warning bell for first class
8:30 a.m.	Classes begin
11:55 a.m.	Lunch
3:25 p.m.	Classes end
5:30 p.m.	Supper

7:30 p.m.-9:00 p.m. Supervised study
10:00 p.m. Prepare for bed
10:30 p.m. Lights out

At Niagara, the curriculum includes: English; French; Art, Drama, Music; Economics, Family Studies, Geography, History, Politics, World Issues; Mathematics, Algebra, Calculus, Finite ; Computer Science; Science, Biology, Chemistry, Physics; Physical and Health Education; Business, Entrepreneurship, Accounting; Drafting; Guidance, Society, Challenge and Change, and World Religions and Co-op Education and Peer Helping

In addition, NCC offers courses in English as a Second Language.

In addition to provincial requirements, each student must enrol in a Christian Lifestyle course for his/her grade. Each high school student receives 0.5 credit for each course passed. To graduate from NCC, a student must have passed a Christian Lifestyle course for each year in attendance.

Courses taught at Niagara Christian Collegiate are primarily at the advanced level. In most courses, students are frequently challenged to analyse their knowledge and thinking in terms of their beliefs and knowledge of scripture.

Class sizes average approximately 20

Each semester ends with an examination period.

Reports are sent to parents six times per year. For the first semester, they go out in early October, early November and late January. For the second semester, in early March, early April and mid-June.

Information Technology

The School has two modern, well-equipped computer labs. One lab, for general classroom use, has 25 computers and is Internet accessible. The other lab is an ESL lab.

Student Activities and Student Conduct

All students must participate actively in the Wednesday chapel service.

Resident students must attend worship services on campus each Sunday. If transportation can be arranged, they may choose a local church, but then are expected to attend that church regularly.

To encourage vitality in their Christian life, students are encouraged to include a period of private devotions in their daily schedule. Prayer and sharing groups also provide a source of spiritual nourishment for Christians. In addition, the Spiritual Adventure Week in each semester is a source of spiritual development in the lives of many students.

In addition to participation in the spiritual life of the Collegiate, students are also encouraged to participate in at least one of the activities which make up the Collegiate's extra-curricular programme. Activities fall within five major categories:

a) *Sports*. Interschool competition: basketball, volleyball, hockey, badminton, soccer, softball and track and field. The School competes in the Southern Ontario Secondary School Association. Students also have the opportunity of participating in other athletic activities such

as golf, tennis, racquetball, squash, biking, rollerblading, snow skiing, canoeing and swimming

b) *Music*: Those with musical talents are picked through audition to join the Collegiate's musical ministry teams, such as "Impact" and the "Chapel Worship Team" These groups travel extensively doing promotional work. The band and choir are open to all students who qualify for participation.

c) *Drama*. The "Centre Stage Players: on major productions and competes with other clubs

d) *Clubs*: Students may join the Internet club, work on the school yearbook, *The Torch*, or join the Ski Club, Canoe Club, Christian Lifestyles Committee, Bridge the Gap Committee, World Affairs and Social Concerns Committee.

e) *Student Government*. The Student Council, The Chinese Christian Fellowship group.

Throughout the year, highlights include: a canoe trip (September), a trip to the Stratford Festival (October), Homecoming weekend (November), Christmas Festival Week and the Christmas Banquet, a Valentine event, a February ski trip, Open House (April), the Awards Assembly (June) and Graduation.

In addition special opportunities are given to residence students to experience the surrounding Niagara region and evening and weekend excursions are regularly planned.

At the School, students are expected to act within the "rules of the family. These include prohibitions against: possession, involvement in, distribution and use of tobacco, illegal drugs, or alcohol; possession, use of/threat of illegal weapons (knives, any kind of gun, martial arts weapons etc.); acts of violence (fights, threats, gang activities etc.); sexual assault (threats, physical abuse etc.); possession, distribution, use of sexual, racist, occultic or vulgar reading/visual material (magazines, books, videos, Internet material); inappropriate, intimate male/female relationships; theft; destruction/harming of private or school property; poor attitude / behaviour; lateness / uniform violations; unexcused absences.

Admission and Costs

Niagara Christian Collegiate seeks earnest, ambitious students of any culture or creed who are willing to work hard, and observe high standards of conduct.

Before applying students must indicate that they are comfortable with the following statement of beliefs:

- A personal faith in Jesus Christ is the foundation for spiritual, intellectual and social growth
- An education for life must include spiritual, intellectual and social development
- The Bible contains principles which when applied to life develop the maximum potential of the individual. An important aspect of faith and education is community or family. All who attend NCC are expected to develop and promote a sense of community. NCC is a large family and operates as such.
- The Christian lifestyle is developed in part by obedience to whose whom god has placed in authority over an individual. At NCC this would include adherence to the code of conduct as outlined in the Student Handbook.

In addition to indicating that they are willing to accept this statement, applicants

are also requested to indicate why they want to attend NCC, whether there is anything about NCC that would concern them, to describe their view of God, their family, and their favourite hobby. Finally, they are asked to indicate what they would like to have accomplished by the time they reach 30. Applications must be accompanied by a statement from parents and the name of a reference as well as a transcript of past marks.

There is no formal admission test, but students must visit the campus for an interview before a final decision on admission can be made.

There is no application fee for North American students. For International students, the application fee is \$35.

In 1999/00, tuition for North-American students in Grades 7 and 8 is \$3,414, Grades 9-12 or OAC, \$4,340. International students are charged \$8,420.

Room and board is \$5,600 over five days, \$7,700 for seven days, \$9,900 including holidays. The \$9,900 charge also applies to International students.

Extra charges include a student assembly fee (\$50), textbooks (c\$150-\$300), and damage deposit (\$25). Foreign students are charged more, and rates are available from the School.

Fee discounts are available for two or more children from one family.

A number of on-campus jobs are available as work bursaries--students are paid the minimum hourly wage (Ontario).

A large number of scholarships and bursaries are also available. Scholarships are awarded primarily on academic performance and bursaries on a financial need basis.

For Further Information

Contact: Mr. Clare Lebold, Academic Dean.

Pickering College
“Education with a Heart”

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Telephone: 905-895-1700; Fax: 905-895-9076
WWW: <http://www.pickeringcollege.on.ca/>
E-mail: admissions@pickeringcollege.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Nondenominational with Quaker heritage
Grades: Junior School, JK-8
Senior School, 9-OAC/12
Boarding Grades: 7-OAC/12
Application Deadline: March 1 for following September (recommended)
Scholarship Deadline: March 1 for following September

Location

Pickering College occupies a 42 acre campus overlooking the Town of Newmarket (population 57,125). The town is the centre of the Regional Municipality of York, and provides the students access to library, medical and municipal services. Newmarket is also about 35 miles (56kms) north of Toronto (population 3,000,000) and the students are given many opportunities to participate in the cultural and educational services available in a large metropolitan community. A trip by car or bus takes about half an hour on provincial highways.

History

Pickering College was founded in 1842 by the Religious Society of Friends (Quakers) at the suggestion of Joseph John Gurney, a brother of the English Quaker philanthropist and reformer, Elizabeth Fry. The School was first located at West Lake in Prince Edward County and was co-educational. In 1878, the College moved to improved facilities in the Village of Pickering, just east of Toronto. A fire during the Christmas vacation of 1905 prompted the move to the School's present site. In 1917, at the request of the Quakers, the provincial government, transferred the property, assets and endowments of the College to an independent non-profit Corporation.

In 1927, Pickering became a boys' boarding school under the direction of Joseph McCulley as Head and Taylor Statten as Director of Character Education. Over the following two decades, Pickering experimentally employed the principles of Dewey's "progressive education", carefully marrying that approach to the traditional Friends' approach to education. As a result, an extremely successful philosophy and practice of education unique to Pickering College was evolved. That approach has continued to evolve to meet the challenges of succeeding generations of students under the leadership of School heads, E.K. Rourke (1947-53), and Harry M. Beer (1953-1978).

During the 1980s, under the leadership of Head Sheldon H. Clark, the physical fabric of

the School campus was renovated and rebuilt so that Pickering might continue to offer to the students in its care an education for living in the twenty-first century.

While Pickering is no longer a denominational school and is now non-sectarian, the educational programme continues to follow an approach that over time has earned it a distinctive place in the community of Canadian Independent Schools. The Quaker precept that "the object of education is to give every opportunity for the good principle in the soul to be heard" remains at the heart of the School's educational philosophy.

To celebrate Pickering's Sesquicentennial in 1992, the School again became coeducational and now accepts both male and female day students from Grades JK to OAC and boarding students from Grades 7 to 12/OAC.

Today, Pickering College is governed by a 35-member Corporation and its ten-member executive, the Board of Management. The College is inspected annually by officials of the provincial Ministry of Education (Ontario), York Region Department of Public Health, and the Newmarket Fire Department. The Canadian Educational Standards Institute¹ regularly evaluates and accredits Pickering as an independent school. Pickering is a member of the Canadian Association of Independent Schools² and of the National Association of Independent Schools (USA). It is also an associate member of the Friends Council of Education (USA) and an affiliate member of the Headmaster's Conference in Europe.

Generally, graduates of the College go on to such universities as Queen's, University of Toronto, Western or Waterloo and notable graduates have included: John Meisel ('43) distinguished professor of political science at Queen's University, Ward Cornell ('43) hockey broadcaster and civil servant, The Hon. Hugh Edighoffer ('47), former speaker of the Ontario Legislature and Peter Nigel Tinling Widdrington ('48), retired brewery and baseball executive.

Philosophy

Schooling at Pickering is rooted in the traditional Quaker belief that there is "that of God within everyone". The inner divine spark gives every human person infinite value and importance. The School aims to help students grow in a secure atmosphere where the divine in themselves and others is valued. As a result, mutual respect, tolerance and delight in human diversity are important to the Pickering College ethos. Service to others, non-violence and friendly persuasion in lieu of coercion are seen as ways of expressing this value.

Quakers believe that "God within" may be directly experienced by anyone at any time and in any place. As a result, Quakers value the Truth revealed by this "Teacher Within" above all else. In this context, Truth means universally recognized and valid principles of human goodness. Quakers define living as quest for this Truth. Education is seen in this light.

¹See Appendix IV.

²See Appendix III.

Pickering's student-centred approach to learning is structured on these principles. Trust between persons is seen as essential and fundamental. Breaking trust is unacceptable. Sound and trusting human relationships with teachers and with peers is the process that challenges all pupils to grow and to learn to seek Truth in their own ways and to live life in ways that reveal Truth to themselves and to others. The same spirit is evident in classrooms, on playing fields and in the residences.

Campus

The campus includes four playing fields, baseball diamond, lawns and woods. The campus core consists of: The Arena (1971) which is used from November through March for ice hockey and leisure skating, and in the early fall and spring for racquet sports ; The Gymnasium (1927), with weight room attached; Rogers House (built in 1908 and extensively renovated in 1983), which serves as the main school building, housing classrooms, laboratories, an auditorium with a well-equipped stage, offices, store areas and common rooms; Firth House (built in 1931 and renovated in 1988) which includes the female residence and has the Infirmary (1964) attached, New House (1982), the male residence. In addition, there is the Dining Hall (1967), as well as several faculty homes and apartments on campus.

Boarding Facilities

At Pickering, the residences can accommodate 156 students. Boys are assigned to New House which accommodates 114; girls to Firth House which houses 42. Students live in double bed-study rooms and each is provided with a bed, linen, a desk, a chair, a dresser and a closet. Each room has Internet access. Students in Firth House are asked to provide their own study lamps. All students have access to common rooms, television rooms, and laundromats (at no charge).

They may bring their own TVs and VCRs and other electronic equipment such as stereos, walkmans, cell phone and computers. Some restrictions are placed on usage. Boarders may also bring and park cars on campus.

Pets are not allowed.

The goal of residential life at Pickering is to be a model of the "beloved community", a place where the importance of every individual is recognized and respected in the context of a purposeful communal lifestyle.

In residence students are responsible for the good repair neatness and order of their rooms. Beds are to be made before classes and laundry to be put away in a bag. Floors are to be cleaned and desks tidied.

Each house is under the direct care and supervision of a resident dean who is assisted by student proctors.

A daily "sit-down" family-style hot lunch is served where the students polish their social skills and refine their manners. Every fourth week, boarders in Grades 7 to 12 are assigned as waiters.

Health and Safety

The school nurse, under the direction of the school physician is responsible for dispensing over-the-counter medications and also daily medications prescribed by the physician. The Health Unit is open during the day and the school nurse is on call at other times. The school physician is on campus Friday mornings at 8:30 a.m. Boarding students are seen by appointment.

A security service patrols the grounds round the clock each day.

Administration and Faculty

Since 1995, the Headmaster has been Peter C. Sturup B.A., M.A. (Wilfrid Laurier), B.Ed (University of Toronto). Mr. Sturup began his professional career teaching Geography and Environmental Studies at Pickering in 1986 and prior to his appointment, was Dean of Residence (from 1987) and Assistant Head (from 1994).

In 1998/99, the Pickering faculty consisted of 16 men and 10 women all of whom were graduates of universities and/or colleges of education. Many have taken post-graduate teacher education programmes and hold professional teacher certification from the Ontario Ministry of Education. A number hold graduate degrees as well. Some serve annually as Associates (in teacher training) of the Faculty of Education of Queen's.

Sixteen faculty live on campus. In addition to their academic qualifications, faculty members are selected for their interest in helping young people to grow, for their willingness to make some personal sacrifices in the interest of the common life of the school, and for the talents and past experiences beyond the classroom that they may offer to young people.

Student Body and Student Dress

In 1998/99, the student enrollment totalled 245 students, 85 in Junior School and 160 in Senior School. Boarders numbered 65—40 boys and 25 girls. Students originated from the local area, from Toronto, and from across Ontario and Canada. The United States, Western and Eastern Europe, Central and South America, the Caribbean, and Asia were also represented in the student body.

The school uniform, which is worn to all classes, daily meals, and school outings, consists of a navy blue blazer, a white dress shirt, a school tie, grey flannels or a pleated skirt, grey socks, and black leather Oxford style dress shoes. Hair length and grooming are monitored.

Academic Calendar and Programme

The academic year, from the second week of September to mid-June is not semestered and is divided into three terms, Fall, Winter and Spring, with Christmas and spring breaks. Students travel or stay with their local guardian during these times.

During the school week, residents typically observe the following routine:

7:15 a.m. Wake up Bell
7:30 a.m.-8:00 a.m. Breakfast

8:00 a.m.	Housekeeping Time
8:15 a.m.	Room Inspection
8:30 a.m.	Morning Meeting
8:45 a.m.	Period 1
9:45 a.m.	Period 2
10:45 a.m.	Recess
11:00 a.m.	Period 3
12:00 p.m.	Junior School lunch followed by classes / Senior School Period 4
1:15 p.m.	Period 4 (1:00 p.m. Senior School lunch)
2:15 p.m.	Period 5
3:15 p.m.-5:00 p.m.	Sports
5:45 p.m.	Dinner
7:00 p.m. -9:00 p.m.	Supervised study
9:00 p.m.-10:00 p.m.	Free time
10:00 p.m.	Bedtime
10:30 p.m.	Grades 7-9 Lights Out
11:00 p.m.	Grades 10 and 11 lights out
11:30 p.m.	Grade 12 lights out (OAC student may have extended study provided they do not disturb others)

On Thursdays, the Morning Meeting ends at 9:00 a.m. and the schedule is modified accordingly.

Junior School

In Grades 7-8, the curriculum includes: English; French; Drama, Instrumental and Vocal Music, Visual Art; Personal and Social Studies; Mathematics; Science and Technology; Physical and Health Education.

At Pickering, teachers in Grades 7 and 8 recognize the unique needs and characteristics of young adolescents. The School provides support for students during this time and tries to foster the development of social responsibility. Through discussions, role playing and journaling, students discover how conflicts escalate and how they can be resolved.

Senior School

In Grades 9-OAC, the curriculum includes English; French, Spanish; Art, Drama, Music, Philosophy, Photography, Visual Art; Economics, Family Studies, Geography, History, Law, Media Studies (Film), World Religions; Mathematics, Algebra, Calculus, Finite Mathematics, Geometry; Computer Studies, Keyboarding; Science, Biology, Chemistry, Physics, Science in Society; Physical and Health Education; Business Studies, Entrepreneurship.

English is compulsory each year. Creative writing and the actual process of writing (from idea to final draft) are stressed.

Each year, Pickering attempts to tailor ESL offerings to meet the special needs of

students for whom English is not the native tongue. All ESL courses, while stressing grammatical structures and speaking and reading competence, attempt to follow the regular English curriculum for the appropriate grade so far as is possible. This gives students a solid grounding for further studies in English literature: Shakespeare, poetry, short stories and essay writing. This is done to prepare students for the study of English at a Senior level. An acceptable level of English competence is now required for admission to the Pickering College regular academic programme. At all Canadian and most North American universities, students are refused admission if they are not able to pass some standardized test like TOEFL (Test of English as a Foreign Language).

Students are grouped at random by grade into classes of 15 to 18. In optional subjects in upper years, classes are usually smaller. The School maintains an overall 9:1 student-teacher ratio.

Students in the Senior School are graded in all subjects every eight-day cycle. Grades are indicated as A (80 percent and above), B (70-79 percent), C (60-69 percent), D (50-59 percent), E (40-49 percent), and F (under 40 percent). A mark below 50 percent is considered a noncredit failure.

A summary of each student's grades is mailed to parents once every four cycles. An anecdotal report is sent home in mid-October. In courses at the seventh to OAC grade level, formal examinations are held in December and June. Report cards that express grades as numerical percentages and include an anecdotal report are sent to parents in December, March, and June. As a university-preparatory school, Pickering College expects students to maintain an average grade above 60 percent.

Each student is assigned to a teacher who acts formally as an Advisor. Each Advisor exercises specific oversight in a student's growth, development and education. The Advisor acts as a liaison between the student and the School and the home and the School. Advisors report the results of cyclic grading to students, write letters and reports to the parent, assist in the development of time management and study skills, help with academic and career planning and review the Ontario student Record file of advisees. Advisors also oversee social growth and in every respect act as surrogate parents

To supplement the formal curriculum, Pickering often sponsors outings to exhibits like the Art Gallery of Ontario, the Royal Ontario Museum, and the Ontario Science Centre. Senior students frequently travel to Toronto to use city libraries, including those at York University and the University of Toronto. Often during the March break, the School offers escorted tours overseas to such destinations as South Africa.

Information Technology

The Carolyn Sifton Library, located on the second floor of Rogers House, houses 20,000 volumes in reference and circulating collections that are accessible by computer catalogue as well as other materials on microfilm, microfiche, and CD-ROM. The library has a new On-Line Research Centre, with computer stations for research through the World Wide Web and through CD-ROMs. The computer science lab contains a local network of eighteen personal computers, and the School has educational television recording and playback facilities. All rooms in

residence are equipped for Internet access for students with personal computers.

Student Activities and Student Conduct

All students are required to attend Morning Meetings before classes each day. These meetings are non sectarian, denominational or formally religious. The Quaker practice of silence is part of all school assemblies and meetings for worship. Waiting in silence gives the individual an opportunity to listen to the “still small voice” of the Teacher Within.

Every student is required to participate in the daily sports programme. Competitive fall sports include: running, soccer, volleyball; recreational sports include badminton, conditioning (fitness and weights), House league sports, table tennis. Competitive Winter sports include: basketball, ice hockey, swimming, and skiing; recreational sports include aerobics, basketball, conditioning and hockey. Competitive Spring sports include badminton, rugby, softball, tennis and track and field; recreational sports: badminton, conditioning, softball and table tennis. There is an annual Sports Day in the spring.

Students are also required to participate in Pickering’s Community Service and Work programme as a condition of graduation. A minimum of 15 hours per year of community service and 10 hours of work service are required. Service opportunities can include: canvassing for the Cancer Society, working at a local food bank or soup kitchen, or visiting seniors in nursing homes.

The School sponsors the Duke of Edinburgh’s Award programme³.

A clubs programme operates which has included chess, cooking, computers, environment, gardening, newspaper, riding, swimming, and yearbook.

In 1995, the School formed an Arts Council to promote drama, music and the visual arts. A committee also arranges dances and visits to other schools.

The development of leadership skills is an important aspect of the School's programme. The School Committee, elected by the student body, coordinates morale building and social life. Appointed duty proctors assist masters on duty; participating students have chances to gain supervisory experience in graduated steps. An appointed Athletic Council plans the intramural programme and assists the coaching staff in the sports programme. In these ways, students can share responsibility, participate in peer counselling sessions, practise speaking in front of groups, and participate in the planning of school activities.

During the week, students may leave campus under certain conditions.

On weekends, students who elect to remain on campus may shop or attend the cinema in Newmarket, or may obtain leave from their advisor to visit Newmarket or Toronto for a day. Duty masters also plan activities for boarders such as outings to the theatre, baseball games, local fairs and Niagara Falls.

The College's liberal approach to a student's freedom of choice means that Pickering is prepared to encounter adolescent errors in judgement more frequently than might be the case in a more confined atmosphere. In practice, students make very few mistakes of any consequence. The School believes that this is the positive result of the trust that is implicit in allowing latitude.

³See Appendix VII.

This liberal approach, does not however, mean that any mistaken action is tolerated without response from the School, for that is to confuse liberalism with permissiveness. Students who make mistakes are counselled by teachers, friends, or the School Committee. In cases of serious abuses of freedom, the Headmaster may become involved, and a student can be suspended or expelled. The School does not allow the use of alcohol, drugs, or tobacco and does not tolerate physical or verbal abuse, stealing, or repeated deliberate uncooperativeness.

Admission and Costs

Pickering College welcomes students without regard to religion, race or colour with ability and a willingness to undertake university preparatory work. Only under exceptional circumstances and with excellent academic qualifications, midyear applications will be considered from qualified candidates when space permits. Non-English-speaking applicants are reminded that specific TOEFL scores are required for admission.

An application must include names of references, a copy of applicant's birth certificate or passport, the current year's report card and the three previous years' final report cards. The College also requires that its own confidential reports be completed by the applicants' current school principal as well as English and Mathematics teachers.

Applicants whose first language is not English are required to submit results of TOEFL, or any other recognized English language test.

For boarders, there is a nonrefundable application fee of \$250.

Once all of these documents are received and reviewed by the Admissions Committee, the applicant is contacted to arrange for an interview.

Students must also write the SSAT admission test.

In 1999/00, tuition for boarding students is \$25,975 (Canadian) whether applicants be Canadians or International students. Fees include tuition room and board, travelling expenses as part of a school team or approved group, a copy of the yearbook, school photographs, student accident insurance and student committee activity fees.

Upon acceptance parents must deposit \$1000 as a personal service deposit which will be returned upon graduation of their son or daughter.

Health insurance is mandatory for those on student visa. Cost \$650.

Fees are reduced by \$1,000 for second and subsequent siblings attending the School in the same academic year

The tuition refund plan is available at 3.8% of annual fees plus 8% PST.

Some students receive scholarships or bursary assistance.

For Further Information

Contact: Jayne Fillman, Admissions Officer

Ridley College
"Preparing Young Men and Women
for the Challenges and Opportunities of the Next Millennium"

Address: P.O. Box 3013, 2 Ridley Road., St. Catharines, ON, L2R 7C3
Telephone: (905) 684-8193; Fax: (905) 684-8875
WWW: <http://www.ridley.on.ca>
E-mail: admission@ridley.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Anglican Church of Canada
Grades: Middle School, 5-8
Upper School, 9-12/OAC plus AP¹
Boarding Grades: Boys, 5-12/OAC
Girls, 5-12/OAC
Application Deadline: Open but end of January for following September encouraged
Scholarship Deadline: Merit-based scholarship deadline: January; Need-based financial aid
deadline: open, but end of February for early consideration

Location

Ridley College occupies a 90 acre campus in western St. Catharines (population 130,000). Known as "The Garden City", St. Catharines is surrounded by spectacular farmlands, orchards and vineyards. Blessed with one of the most temperate climates in Canada, Niagara grows and harvests close to 90% of Ontario's fresh tender fruit. It is also home to over a dozen wineries, many which have won international acclaim for their vintage products. Annual celebrations in the city which draw thousands of participants from Canada and the USA include the Niagara Grape and Wine Festival and the Royal Canadian Henley Regatta.

With Toronto little more than an hour's drive and Buffalo, New York an even shorter distance, cultural, educational, and professional sports attractions are never far away. Closer to home, the resources of Brock University are only minutes from Ridley, while professional theatre and music productions abound at the Shaw Theatre in Niagara-on-the-Lake, and at Artpark in Lewiston, New York. Niagara Falls and the beautiful Niagara Parkway are twenty minutes by car from St. Catharines.

Both the train station and bus depot are within walking distance of Ridley, and Niagara Airbus provides service to international airports in Toronto and Buffalo.

History

Ridley College was conceived in 1888 by a group of Anglican clergy and laymen eager to establish a school for boys in Ontario that emphasized strong academic and religious values. The

¹See Appendix V.

School was originally known as Bishop Ridley College, in tribute to Nicholas Ridley, a 16th century English churchman who was martyred during the Protestant Reformation for refusing to renounce his Anglican faith.

Operation commenced in the fall of 1889 with 48 boarders on the school roll; annual fees were \$267. The first facility was the stately and spacious Springbank Sanatorium; shortly thereafter, construction was begun across the old Welland Canal on a lower school for boys age 5 to 13 (the first boarding facility of its kind in Canada) on the present-day campus site.

St. Catharines' ready accessibility, both by rail and by lake steamer, plus its reasonable proximity to Toronto, Hamilton, and several American border cities, rendered it ideal from all points of view.

The Reverend Dr. John Ormsby Miller, a highly-regarded scholar and administrator, assumed duties as the first headmaster, and over his 30-year tenure established a strong foundation for the School. In 1903 when Springbank burned to the ground a new building, School House, was constructed on the main campus, thus uniting the Lower and Upper Schools.

In 1921, Dr. Harry Griffith, an Old Ridleian from the first class in 1889 and a noted football coach (his University of Toronto varsity team won the first Grey Cup), took the helm as headmaster. Dr. Griffith impressed upon his charges the importance of honour and sportsmanship, and served with distinction until his retirement in 1949. During his tenure, in 1924, Ridley's shareholders relinquished or redeemed their stock certificates, and the School became a non-profit corporation.

The Ridley campus grew dramatically during the 1920s, and new buildings and facilities were added in each of the following decades. The Memorial Chapel and Great Hall were built to commemorate Ridley's war dead (61 perished in WWI, and 80 paid the supreme sacrifice in WWII). Subsequent headmasters Dr. J.R. Hamilton (1949-61), Mr. Ted Pilgrim (1962-71), Mr. Richard Bradley (1971-81), Dr. Jeremy Packard (1981- 89), Mr. Douglas Campbell (1989-93), Mr. Bob Snowden (acting head 1993-95) and Rupert Lane (1995-present) continued in the tradition of bold leadership established by Drs. Miller and Hamilton, and expanded the School's record as a university preparatory school with an outstanding national and international reputation.

In 1973, the School became co-educational when just over a dozen girls enrolled; today almost half of Ridley's students are girls. Ridley has changed and adapted both out of desire and necessity over the years, yet the dedication of the teaching staff and the enthusiasm of the studentbody have remained constant.

Today, the College is a member of the Canadian Association of Independent Schools², the National Association of Independent Schools, the English Speaking Union, the Association of Boarding Schools, and the Secondary School Admission Test Board. Ridley is inspected annually by officials of the Ontario Ministry of Education, and is permitted to issue provincial

²See Appendix III.

graduation diplomas. It is also accredited by the Canadian Education Standards Institute³. The School annually matriculates almost its entire graduating class the universities and colleges in Canada and the United States.

Philosophy

Ridley is a Canadian, co-educational, independent school serving a diverse group of students. It seeks to provide the knowledge, skills, and values required to thrive in and help shape a rapidly changing world; to prepare students for post-secondary education; and to create life-long bonds among those who share the Ridley experience

Campus

The large campus includes ten playing fields, five tennis courts, two gymnasias, an ice hockey rink, a 25-yard swimming pool, a dance studio, three squash courts, and a well-equipped fitness centre.

The centre of activity in the Upper School is School House, the oldest major building at Ridley, built in 1904. This building represented the entire Upper School at the turn of the century and replaced the first Ridley building called Springbank (located just across the Twelve Mile Creek) which was destroyed by fire in 1903. Currently, School House and the adjoining McLaughlin Building host the Mathematics, Modern Languages, English, History, and Geography departments as well as the Matthews Library, the Campus Co-op, the Great Hall (dining room), and Archives Room. School House also contains most key offices at the School (Headmaster's Office, Assistant Heads offices, and Admission Office on the first floor; Academics and Guidance offices on the second floor; Development / Alumni Affairs and Business offices on the third floor).

Ridley Middle School, at the south end of the campus, has a self-contained plant which includes classrooms, library/computer resource centre, and a dining room (Williams Hall). The Middle School shares the Memorial Chapel and athletic facilities with the Upper School. The Second Century Building (1989) contains the 350-seat Mandeville Theatre, the Siebens Wing (sciences), the music department, and the Ashbaugh Wing (visual arts and computers)

Boarding Facilities

With a possible 375 students in residence, Ridley College is the third largest independent boarding school in the country.

In Middle School, the residences can accommodate 30 boarders. Boys live in Governors (22), girls in Burgoyne Jr. (8). In Upper School, the residences can accommodate 205 boys and 140 girls in ten residences. The names of the boy's houses are: Arthur Bishop West, Arthur Bishop East, Leonard House, Merritt North, Merritt South. The girl's houses are: Burgoyne, Deans, Gooderham East, Gooderham West, and Mandeville

³See Appendix IV.

Each boarder has a large lockable wardrobe, a comfortable bed, a desk with a shelf, and an jack to access the School's computer network. Each house has a laundry room which has a number of washers and dryers. Students generally live two to a room.

In residence, students must provide a desk lamp, and may bring clocks, radios or stereos. Televisions, heaters and fans are not permitted.

Residents students are expected to make their beds each day and assist in keeping both their rooms and the Houses in which they live neat and tidy.

All houses have a common room for socializing, with a television and VCR for student use.

Pool tables are available in a number of the residences. The School provides a student centre/tuck shop on the second floor of School House.

Students can bring vehicles on campus only with permission of the dean of students.

In Upper School, day students are closely integrated into the residential spirit of the school, sharing a room with two or more boarders in their House. A day student has a single locker and a desk with a shelf and network jack. Generally required to remain on campus until at least 9 p.m. two or three nights of the week, day students have as much access as boarders to the opportunities Ridley presents.

Each residence is run by a housemaster, who lives on-site with his/her family. House masters act as parental figures for the students, and work with faculty advisors/classroom teachers to best serve the student's interests.

Each housemaster heads a team of approximately five duty masters. Each duty master is in the house one evening a week to monitor study and student movement and to ensure that the house is quiet at bedtime. Duty masters also serve as academic advisors to students.

Throughout the Ridley campus, there are tuck shops where food and snacks can be purchased after study and occasional other times of the day. The proceeds go to a house fund which is used for various charitable causes, and sometimes to purchase furniture and equipment for the house.

Ridley has an exceptional food service. Students with hearty appetites will appreciate the School's "all you can eat" philosophy. Many "special occasion" meals are served throughout the school year: international nights, barbecues and special banquets add variety to the dining experience. The School's food service can accommodate special dietary requirements.

Health and Safety

The well-equipped Schmon Health Centre is staffed throughout the day; both a male and female doctor are available. Additional medical service is available at the Hotel Dieu Hospital and a walk-in clinic located five minutes from the School.

A security officer patrols the campus during the day and night, and security cameras at key exterior campus points add additional piece of mind.

Administration and Faculty

Rupert Lane became Ridley's eighth headmaster in January of 1995. He came to Ridley from the headship at Monmouth, a residential boys school in Wales, UK where he had been at the helm since 1982. Prior to that, he was a teacher and housemaster at Marlborough College, one of England's foremost independent schools. A graduate of Dean Close School in Cheltenham, Mr. Lane earned bachelors and masters degrees in science at Trinity College, Dublin and his teaching certificate at St. John's College, Cambridge. Mr. Lane is married to Judy, and they have three sons and a black Lab retriever named Maggie. Mr. Lane is an avid golfer and cricket fan.

In 1998/99, the total faculty at the School was: 70–4 in Middle School and 66 in Upper School. At that level there were 42 men (all full-time) and 26 women (all full-time) 20 had masters degrees; 3 held doctorates. Thirty-one resided on campus. Each faculty member acts as a student advisor to provide advice, consult with a student's teachers and housemaster, and give progress reports to parents on a regular basis.

Student Body and Student Dress

In 1998/99, Ridley enrolled 610 in Grades 5-OAC, of whom 115 were in Middle School and 495 in Upper School. Of the 610, there were 372 boys and 238 girls. Of the total, 260 were day students and 350 boarders. In Middle School, there were 25 boarders (18 boys and 7 girls); in Upper School, 325 (250 boys and 115 girls).

More than half the student body was from Ontario, and a few from other Canadian provinces. Two thirds of Ridley's students are Canadian and from the province of Ontario, but the remaining third include students from most of the provinces of the country and significant numbers from the Bahamas, Hong Kong, Korea, Mexico, Saudi Arabia, Singapore, Taiwan and the United States. The student body consisted of 129 foreign students on visa from 30 countries, representing 21% of the total enrollment.

There is a school uniform ("blues and greys") that must be worn for chapel on Fridays, and on other occasions when students are representing the School. For boys, this consists of a navy blue blazer with Ridley crest and buttons, white shirt, school or house tie, grey flannel trousers, dark socks and black shoes. For girls, the uniform consists of a navy blue blazer with crest and buttons, white blouse, school tie, grey kilt skirt, grey knee socks and black shoes.

Classroom dress is less formal, and for boys includes a shirt and tie with sports jacket or suit; for girls, modest blouses and skirts. Pants may only be worn by the girls if combined with a blazer. During the warm weather of early fall and late spring, students may wear shorts and golf shirts, with dress sandals.

Academic Calendar and Programme

At Ridley, the academic year is divided into three (non-semestered) terms: Michaelmas (September to December), Lent (January to March) and Trinity (April to June). The school year extends from the first week in September until the second week of the following June, with major breaks at Christmas and at Easter, as well as five long-weekend breaks throughout the year.

During the school week, residence students typically observe the following routine:

7:00 a.m.	Rise
7:15 a.m.-8:05 a.m.	Breakfast (Cafeteria style)
8:15 a.m.	Chapel (Monday through Thursday)
8:40 a.m.-3:15 p.m.	Classes (50 min. apiece)
11:50 a.m.-12:40 p.m.	Lunch (Grades 9 and 10)
12:40 p.m.-1:25 p.m.	Lunch (Grades 11, 12, and OAC)
1:35 p.m.-3:15 p.m.	Classes
3:15 p.m.-3:45 p.m.	Tutorial
4:00 p.m.-5:45 p.m.	Sports
5:45 p.m.-7:00 p.m.	Supper (Cafeteria style)
7:30 p.m. -9:30 p.m.	Study
10:00 p.m.	Lights Out (Middle School)
10:30-11:00 p.m.	Lights out depending on grade (Upper School)

Middle School

In Grades 5-8, the curriculum includes: English, French, Design Technology, Visual Arts, Drama, Music, Social Studies, Geography, History, Mathematics, Science, Physical Education, and Guidance.

A child-centred approach to education is emphasized.

Courses are thematic and interdisciplinary in approach. The goal is to build the necessary skills that invite critical thinking and encourage young learners to explore.

In most subjects, traditional class work is reinforced by computer applications. At all grade levels the curriculum is enriched by field trips, group work guest speakers, and exposure to the performing arts.

In Grades 6-8, a special programme, Self-Motivated Independent Learning Experience (S.M.I.L.E.) integrates specific subject areas into a research-based project. Students choose an area of interest and design their own research opportunity, creating a personal timetable and seeking out whatever resources are need to complete their project. Typically, textbooks, CD-ROMs, the Internet, and site visits are used in the preparation of a project report. A faculty adviser is available through the process to provide guidance. The work is published at the School,

very often accompanied by a scale model, and sent to an outside audience for adjudication.

Classes are small in Middle School (average 15 students). A master is in charge of each class or form, and it is his/her responsibility to oversee the academic progress of each student in that form. Regular staff meetings are held to discuss the progress of students. Tutorial sessions are available to all students who wish or need extra help in any subject.

Upper School

In Upper School, the curriculum includes: English; French, German, Latin, Spanish; Art, Drama, Music; Economics, Geography, History, Law, World Religions; Mathematics, Algebra,

Calculus, Finite, Geometry; Computer Studies; Science, Biology, Chemistry, Physics; Physical and Health Education, Kinesiology, and Information Technology.

In addition to provincial requirements, Ridley requires History in Grade 9, French in Grade 10 and 11, Math and Science in Grade 11, and Twentieth Century World History in Grade 12.

Advanced Placement (AP) courses are available in almost a dozen subjects including Calculus, Physics, Biology, Music, History, Psychology, Economics, English, and Spanish.

The School serves as a testing site for the Scholastic Aptitude Test (SAT), Test of English as a Foreign Language (TOEFL), and the Secondary School Admission Test (SSAT).

Class sizes are small (average 17, rarely over 20) and three afternoons a week, a tutorial period is set aside at the end of the class day for extra help.

In general, there is a full set of examinations twice a year, in December and in June. In most cases, the mark for the second term is based on term work, not exams. Reports are sent to parents at the end of each term, and an interim one is issued about November 1. At mid-term in February, a report is also sent for those students whom the housemasters feel would benefit, or for those whose parents request one.

Student exchange programmes are available through Ridley's connections with schools in the US, the UK and Europe.

Information Technology

Ridley College has a wide range of information technology resources to support its academic programmes. Its local area network, TigerNet, hosts an integrated collection of hardware, software, and network services. The entire campus is connected with a high speed fibre-optic backbone allowing access to all campus resources from offices, classrooms, libraries, residence common rooms, and individual dormitories. In fact, there is a network jack next to every desk in every Upper School dorm.

Over 100 PowerMacs and Pentium computers are available for student use in the Second Century Building. The Matthews library has six research workstations that access two CD-ROM towers containing full-text magazine articles, newspapers, and other reference works. These computers have Internet access as well. The complete card catalogue for print material in the Matthew's Library, the Middle School library, and the Archives is on-line for easy searching.

Ridley also has a large collection of software available to all students from word processors to graphic design to database programmes for both Macintosh and *Windows98* platforms. This software can be accessed from the labs, classrooms, and the student's own personal computer. It uses Sassafras Software's *KeyServer* system to ensure license compliance. *KeyServer* even allows students to copy software to their own computers -the programmes simply won't work away from TigerNet.

Two file servers provide personal storage, software distribution, and document sharing to the entire campus. Every student has an account on one of these servers. The School runs its own internal e-mail and conferencing system called *Pinnacle* that lets students, faculty, and staff keep in easy contact. Assignments are often distributed and collected by teachers using this system; many discussions take place on topics from world over-population to the latest television shows;

Internet mail is sent and received; and campus news and information is distributed throughout the day.

Ridley is connected to the global Internet by a high-speed, 24-hour a day ISDN link. The entire campus has the ability to use the resources of the World Wide Web at any time. Every member of *Pinnacle* has an Internet address so students can keep in touch with parents and friends outside the School. The Internet link is firewalled with the *Borderware* product which both protects the School from outside hackers and filters out material that does not conform to Ridley community standards, such as pornography and hate literature.

The School also runs its own Domain Name Server, and its World Wide Webserver based on *WebSTAR*.

In September 1999, students in Grade 9 were required to have their own Macintosh PowerBook G3 computer. The School is the only one in the country to use the Mac G3, which allows dual platform capability: both *Windows 98* and the Macoperating system are utilized by this laptop. At the same time, class sets of PowerBooks, owned by Ridley, were introduced in the Grade 7 classes of Middle School. In September 2000, laptops will be mandatory for Grades 9 through 11, and heavily used in Grades 6 through 8. In September 2001, the entire Upper School will be required to own or lease a laptop, and the entire Middle School will be utilizing them in the classroom extensively.

Student Activities and Student Conduct

At Ridley student are expected to participate in chapel, in the community service, in athletics, in the Cadet Corp and in various other student activities.

The chapel service occurs five days a week.

Ridley believes that the social responsibility and service to the larger community are important parts of its education, and therefore all students are required to participate in at least one term of a "Service Activity".

The Duke of Edinburgh's Award Programme⁴ is also available through the School.

All students are expected to participate in a sport each term. First term sports for boys are football, harriers (cross-country), soccer and ultimate frisbee; for girls, basketball, field hockey, harriers, recreational soccer, squash and CISAA swimming. Second term choices for boys include: badminton, basketball, hockey, rowing training, squash, CISAA swimming, and recreational volleyball; for girls, aerobic fitness, dance, badminton, gymnastics, hockey, rowing training, OFSAA swimming, volleyball. Third term sports for boys include cricket, cycling, golf, lacrosse, rowing, rugby, softball, tennis and track and field; for girls: cross country, cycling, rowing, soccer, softball, tennis and track and field.

Interscholastically, men's teams in soccer, hockey, rowing, lacrosse, squash, swimming and rugby have recently won multiple independent school championships at the provincial level.

The women's teams have done the same in field hockey, rowing, basketball, volleyball, soccer, swimming and gymnastics. Many Ridleians have gone on to notable success at university or even in the Olympics.

⁴See Appendix VII.

House sports are also important at Ridley College. Such sports provide houses the opportunity to compete in sports for points. All points are collected and the house with the most points wins overall for the year. The events that count for points are as follows: Cross-Country Run, Winter Carnival, Basketball, Soccer, Softball and Cricket. These events are spread evenly throughout the three terms.

Also compulsory at Ridley is membership in the No. 162 Ridley College Cadet Corps. The strictly military component of Corps life is, for most students, limited to the annual Cadet Inspection and Church Parade held each year in May, events which draw the entire school together in common endeavour.

All students are also required to participate in at least one extra-curricular activity each term. Some of the activities are hobbies or pastimes, while others - such as drama or debating - are more demanding. The following activities are just a few of many that Ridley offers its students.

- *Driver Training.* The School offers driver training courses through Young Drivers of Canada© in three different sessions with both in-class and in-car training.
- *School Reach.* School Reach is the equivalent of a public high school's 'Reach for the Top' team. The members compete on two separate levels; between the houses (dorms) and outside of the School (these members are a part of a master team). Ridley is quite proud of the master team which went on to compete in the Ontario finals in 1998.
- *Drama Productions.* Every year Ridley hosts many fine dramatic productions from the OAC and Grade 12 drama classes. Ridley also has one major play and musical production each year which involves many students and faculty, and gives everyone a chance to display their talents.

Other activities include: School Publications (*Voices, Hank, Tiger Tribune, Origin*), Peer Tutoring, Choir, Jazz Band, orchestral ensemble, *Acta Ridleiana* (yearbook), SCAPE (Students Concerned About Planet Earth), Equestrian Club, Film Appreciation Club, Bethlehem Place Babysitters, Dance, Debating, public speaking, Chapel Servers, Skeet shooting.

During the first week of November, all students participate in Fourth Dimension, an activity intended to expand the horizons of everyone in an out-of-class setting. Grade 13 students explore university opportunities. Grade 9 goes to an outdoor camp in Central Ontario. Grade 10 has an excursion integrated with the important themes of their year. Grades 11 and 12 have a special programme at the School.

During the school year, traditional activities include two dances: The Dean's Dance in February, where the girls must ask the boys, and the Cadet Ball in May. There are also other dances held throughout the year, such as "Lock-Up" (where students spend the entire night at a dance in the gym).

The Snake Dance is a ceremony where the prefects and the cheerleaders lead the School in a rally for the varsity football team.

The Cross-Country run is a five km run that everyone in the School participates in although not everyone makes it all the way around without stopping.

The Chimes Challenge is a relatively recent Ridley tradition, in which boys and girls sprint around the front oval of the School as the noon chimes commence.

The Canadian High School Rowing Regatta is the rowing event of the year. Students take busses down to the course, in scenic Port Dalhousie, to cheer on the School. Ridley crews generally fare very well in competition.

There is a Ski Day in January or February where the students go to Kissing Bridge, NY for a day of alpine skiing. Cross country is also offered in the Barrie, Ontario area.

The School offers a day of fun and excitement at Paramount Canada's Wonderland© just north of Toronto. Wonderland is an amusement park with rides, games, a waterpark and rollercoasters. Students take buses up to the park in the morning and come back for dinner at School. This day is a trip that many students look forward to.

A strong House and School prefect System at the top of a graduated programme of responsible jobs in House and School gives leadership training and considerable input for student leaders in the policy planning, administration and discipline of the School.

Students in good standing are free to sign-out to go off campus in non-class or study hours, and may take leaves until midnight on Saturdays, and overnight several weekends a term. Younger students who remain on campus have planned weekend activities; older students organize their own time.

The School Honour Code prohibits theft and the use of alcohol, and non-medical drugs. The Code also demands personal and intellectual honesty.

Admission and Costs

Ridley College, while Anglican in character, welcomes students of all religions, races and creeds who are prepared to live under the Honour Code and within the regulations and traditions of the School. The College cannot accommodate students with serious learning disabilities or those who are not fluent in English by Grade 11.

Admission is based on academic transcripts and confidential recommendations from a candidate's principal or guidance counsellor, plus in most cases, a personal interview and entrance test. Approximately 80% of those who apply are accepted; 75% of those who are formally accepted enroll at the School.

There is a \$100 domestic application fee (not refundable). International families pay a \$150 application fee.

In 1999/00, tuition, room and board is \$26,800. International and expatriate Canadian students pay an additional \$300 to cover additional administrative expenses.

Participation in the PowerBook leasing programme costs an additional \$120/month. Additional expenses for allowances, books and supplies, clothing, etc. average approximately \$1,500.

Fees will be reduced by approx. 5% for each additional child enrolled the School.

Upon acceptance, parents resident in Canada are required to forward a \$1,500 non-refundable tuition deposit, and post-dated cheques representing 20% of the year's fees. 40% is due before September registration, and the final 40% is due in January. A monthly payment plan is available to domestic families. International students must pay fees in full prior to registration.

Because Ridley is not an independent school existing only for the affluent, rather a school

that sees its responsibility to educate leaders for Canada and the world, it provides financial aid to talented and highly motivated students without regard to race, or ethnic or economic background. This aid includes bursaries up to and including full tuition as well as low-interest loans. In 1998, over \$1.2 million in need-based bursaries and merit-based scholarships was allocated; 26% of all Ridley students received funding.

For Further Information

Contact: Donald S. Rickers, Director of Admission

Robert Land Academy
“Building Good Citizens for the Future”

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WWW: <http://www.niagara.com/rla/>
E-mail: rla@niagara.com
Type of School: Boys general academic and university preparatory
Religious Affiliation: Nondenominational
Grades: 7-OAC/12
Boarding Grades: 7-OAC/12
Application Deadline: Open
Scholarship Deadline: N/A

Location

Robert Land Academy is set on 168 acres of Southern Ontario farm and woodland in the heart of the Niagara Peninsula, thirty miles (48 kms) southwest of St. Catharines (population 130,926), near the Village of Wellandport, in West Lincoln Township (population 11,513) The site provides for many challenging physical activities and the development of outdoor skills.

History

The Academy was founded by Major G. S. Bowman and began operation September 1978. The School was named after one of Major Bowman's forebearers, a United Empire Loyalist who had seen action with General Wolfe on the Plains of Abraham, and later, narrowly escaped death as a British spy during the American Revolution.

Since its establishment, the School has developed a reputation of taking in boys with talent and potential, wasted due to lack of motivation and commitment. For a young man, the cause of underachievement is more often than not a function of his academic and social environment rather than due to an innate inability to succeed. Robert Land Academy is a different way of life, a challenging, distraction-free environment where individual initiative and teamwork combine to open a boy to new horizons, new achievements, new responsibilities and new found respect.

The Academy is part of a registered non-profit organization called the Creative Centre for Learning and Development and it issues income tax receipts.

The School is inspected by the Ontario Ministry of Education, and offers Ontario diplomas and the vast majority of Robert Land graduates pursue post-secondary education. In 1998, 100% of the School's graduates were accepted by a Canadian or American college or university of their choice. The Academy takes an active role in guiding and assisting each boy to realize his ambitions.

Philosophy

The five qualities that Robert Land exhibited as a soldier and frontiersman---loyalty, labour, courage, commitment and honour-- believed to be as vital today as they were in Land's era, are the foundation of the Academy's aim to build the character of the "whole boy" academically, socially, spiritually and physically.

Discipline and structure at Robert Land provide the means and the support to keep a young man on track to realize his potential and achieve success. Boys are challenged to perform their utmost, both academically and physically, and are held responsible for their actions and performance within a military framework of promotion or demotion, reward or discipline. The result is a heightened sense of personal responsibility, pride, achievement and leadership.

Campus

Robert Land's main campus has been constructed as a facsimile of a British fort of the 1812 era. Its 11 buildings envelop the central parade square and are rustic and functional. This motif calls upon each boy to pursue the qualities outlined above, while providing an authentic environment to live in. Facilities include playing fields, classrooms, a fully-equipped gym and the residences.

Boarding Facilities

The Academy can accommodate 160 students in four barracks. The newest was completed in 1993.

All students are required to live in residence. Barracks are allocated according to age/grade.

In residence, boys are supplied with bedding, linens and full-matron laundry service.

Residences are under 24 hour supervision which is *not* designed to recreate a home-like environment. Robert Land Academy is not home! It does not pretend to take the place of parents. The Academy is that authentic experience that catalyzes a young man's many talents with a responsible attitude. Its young men come to appreciate their parents , their siblings and their home in a new light.

Each day, boys are provided with a well balanced meal plan, tailored for growing adolescent boys, ensuring strong bodies and strong minds. Careful attention is paid to providing whole food with as much natural organic content as possible.

Health and Safety

The School has an examining room Daily medical care is provided by the school nurse and the Academy's medical officer. In emergencies, the doctor is available 24 hours a day, and he is backed up by the staff and facilities of two local hospitals, the Haldimand-War Memorial Hospital in Dunnville, about 10 minutes away and the West-Lincoln Hospital in Grimsby, about half an hour from the Academy.

Administration and Faculty

Since 1978 Major G. Scott Bowman, B. A., KH, has been Headmaster; his assistant is Captain Craig Gibson.

In 1998/99, the faculty consisted of 15 full-time teachers, all of whom are qualified in their subjects, holding a minimum of a bachelor's degree and a B.Ed. In addition, there are 14 full-time residential / operational staff with military and / or recreational experience.

All faculty have residential responsibilities and are dedicated to enjoining their training and experience with the Academy's five values to provide boys with the motivation and structure necessary to fulfill their potential.

Student Body and Student Dress

In 1998/99, 151 students were enrolled in the Academy. By policy there are no day students. The majority came from Ontario (mostly Southern Ontario), and about 25% from out of province. A small number came from the United States and because the Academy offers no ESL programme, a fewer number from overseas.

The school uniform is military with full Scarlet tunic for #1 Dress occasions and a daily military pattern work dress for classes and activities. All uniforms are provided by the Academy.

Academic Calendar and Programme

The Academy operates with two distinct training phases roughly equivalent to the semester system. Students begin in the period from September to February and continue from February to June. The year includes Christmas and Spring Vacations, three mid-term holidays, and Thanksgiving and Victoria long weekends. During these times, the school closes and students must go home. Should this not prove feasible, the School will make arrangements for students to stay at the homes of their classmates.

During the school week, residents typically observe the following routine:

- 6:00 a.m. Rise and shine
- 7:00 a.m. Inspection of cadets and barracks
- 7:45 a.m. Breakfast in Cadet Mess Hall
- 8:30 a.m. Prayers followed by Flag raising Ceremony on Parade Square
- 9:00 a.m. Classes begin
- 11:55 a.m. Lunch in Cadet Mess Hall, Academy announcements and reports
- 1:00 p.m. Classes continue
- 4:00 p.m. End of Classes. Change for Activity Period
- 4:30 p.m. Sports, Clubs, Tutorials
- 5:45 p.m. Dinner in Cadet Mess Hall
- 6:30 p.m. Supervised Study Hall and tutorials
- 8:30 p.m. Ironing and cleaning: prepare for tomorrow
- 9:30 p.m. Lights out, Juniors and Intermediates
- 10:30 p.m. Lights out, Seniors

At Robert Land, the core curriculum includes: English, French; Geography, History;

Mathematics Algebra, Calculus, Finite, Geometry; Computer Studies; Science, Biology, Chemistry, Physics; Physical Education.

The academic programme at Robert Land Academy is intended to be as rigorous as the training and physical education components. In as much as it is possible, students are directed to courses that they need (rather than want) and which will maximize (rather than restrict) their future career options. Programmes at the Grade 7/8, 9 and 10 levels are standardized. Some choices are permitted in the Senior Division (11, 12, OAC) with fewer in Grade 11 and increasing at the OAC level. Students shall be encouraged to select their OAC credits from a restricted number intended to maximize the diversity and effectiveness of the post-secondary applications.

In the first training period, students begin and complete four academic credits, in the second, from February to June another four. In some special instances students may take more or less credits than the four per training phase. Senior division students are encouraged to take seven credits over the year, while OAC students are encouraged to take six.

Tutorial classes are assigned as a regular weekly event. In most instances, students will be able to take at least one tutorial each week for every subject in which they are registered.

Course outlines in all subjects are developed in accordance with the Ministry of Education

Curriculum Guidelines. All courses emphasize the development of basic study skills, reading and writing as an integral part of the curriculum. Students receive a great deal of instruction and help in taking notes, reading texts and developing other skills appropriate to the discipline.

Music, Art and other subjects are offered, but not always as part of the core curriculum.

The School's methods of instruction and guidance are intensely tutorial. Small class sizes averaging 12-15 students stimulate both group involvement in the subject and one-to-one help when required.

Academic standards are high in all grades and all subjects. Passing mark is 60% and Honours mark is 75% for all students. To achieve these marks, students must produce their best work consistently. Students are evaluated on the quality of their written and oral work, their participation and attitude, and the extent to which they master course material as reflected in exams written at the end of each term. No exemptions are allowed. Instruction in, and preparation for, writing of exams is given to all students prior to their first set.

Information Technology

The Academy has an IBM computer lab with 20-22 computers. . Internet access is available under supervision. By policy, the residences are not hooked up.

Student Activities and Student Conduct

Full participation is mandatory not only in the enriched academic curriculum but in extracurricular programmes. A full day's schedule of classes, clubs, sports and duties replaces television, malls, and "hanging out" as the main focus of the Robert Land student's existence.

All students belong to a closed Cadet Corps no. 2968 and the Corps is inspected annually

by Canadian Forces Base Toronto.

Compulsory activities include: adventure training, band, camping, canoeing, orienteering, rappelling, the rifle drill team, rock climbing, and RCAC and intramural sports.

The Academy's rich extra-curricular activity programme also requires each cadet to participate in a variety of intramural sports and clubs each term. The recreational and social skills gained by each student through full participation in these activities compliment the academic skills acquired through the academic programme.

Year-round clubs are offered in accordance with students' interests, some of them being archery, games, guitar, fitness, model building and photography.

Elective activities include: driver education, martial arts, sky diving and scuba diving.

Optional varsity sports include: badminton, basketball, hockey, rugby, cross country running, skiing, soccer, track and field, volleyball and wrestling. The School competes in both public and private leagues.

While students have many opportunities to keep active, the Academy enforces a strict, clear code of discipline, based as much as possible on the military model, but adapted to individual cadets. Accountability for one's actions, good manners, care for others and the internalization of a code of self discipline serve all of the Academy's students. It sees them mature from underachieving boys with low self esteem to confident decision makers in leadership roles.

Admission and Costs

Certain requirements must be completed before a student will be considered for admission: including a personal interview at Robert Land Academy with both parents (if possible; a completed Application Form with photograph, accompanied by the \$150 interview fee; copies of current report cards, and the last two years, should be present at the time of interview; copy of latest transcript of credits; any other pertinent documents (aptitude and achievement tests, psychological reports, probation reports, etc.); a copy of the applicant's birth certificate.

Depending upon individual circumstance, admission at times other than September and January may be permitted.

School fees include tuition, room and board, all uniforms, textbooks, initial issue of academic supplies, academic related field trips, sports and recreation programmes, personal laundry, sheets and bedding.

In 1999/00 the School's all-inclusive fee is \$25,700, the same for Canadians and International students. This fee covers all costs relative to the complete academic curriculum, regular and special tutorials, all text-books and initial issue of academic supplies and equipment, as well as daily supervised study halls and \$750 in tuck money.

There are no scholarships or bursaries available for new students; a limited number of scholarships and bursaries are available for returning students.

For Further Information

Contact: Mrs. Donna MacDonald, Admissions Officer

Rosseau Lake College

“The Opportunity of a Lifetime ... For a Lifetime.”

Address:	1967 Bright Street, Rosseau, ON, P0C 1J0
Telephone:	(705) 732-4351; Fax (705) 732-6319
Toll Free:	1-800-265-0569 (Ontario only)
WWW:	http://www.rosseaulakecollege.com
E-mail:	rlcadm@zeuter.com
Type of School:	Independent coeducational university preparatory
Religious Affiliation:	Nondenominational
Grades:	8-OAC/12
Boarding Grades:	8-OAC/12
Application Deadline:	Open
Scholarship Deadline:	Open

Location

Rosseau Lake College (RLC) is set on 60 acres of land on Lake Rosseau, one of Muskoka’s majestic lakes, an ideal location for the School’s successful outdoor education programme. The campus has ample space for games such as rugby, soccer, field hockey and because about 3,500 feet of frontage on the lake, students have splendid opportunities to sail, kayak and canoe. An arena is located ten miles (16 kms) from the College. Rosseau itself is a small village (population 500) 27 miles (44 kms) north of Bracebridge (population 13, 223) and about two and one half hours drive north of Toronto.

History

Rosseau Lake College was founded in 1967 by Mr. R.H. Perry, Headmaster Emeritus, on the former Eaton summer estate, with an enrollment in its first year of 36 boys. In September 1983, the School's name was changed from Rosseau Lake School to Rosseau Lake College, and at the same time, the College began admitting girls.

Beginning in 1998, entrepreneurial thinking and teaching became a core component of Rosseau Lake College programme development and implementation. Educated risk-taking, encouraging individuality and creative thinking are all ideals held high at RLC. Students are encouraged to “lead by example” and learn that “actions speak louder than words.” Local business co-op and community outreach programmes are also key components of the entrepreneurial focus.

The College is operated as a non-profit society by an appointed Board of Directors. Rosseau Lake College is a member of the Canadian Association of Independent Schools¹, the (Ontario) Conference of Independent Schools and is inspected by the Ontario Ministry of Education which has authorized the School to grant the Ontario Secondary School Diploma. The

¹See Appendix III.

School is also accredited by the Canadian Educational Standards Institute². Each year, 95% of graduates go on to such universities and colleges throughout North America.

Philosophy

Rosseau Lake College challenges every student to be "best of self" and seek the best from other individuals and situations. RLC students are encouraged to take meaningful risks in a supportive, nurturing environment and to develop attributes that engender both personal and team success in all that they do. Through the community experience of entrepreneurial living and learning, Rosseau Lake College prepares students to take charge of the rest of their lives.

Campus

The campus consists of the playing fields, boat and swim docks and tennis courts. Most of the buildings on campus have been constructed of cedar, glass and stone. They include the R.H. Perry Building (the main school building), which contains classrooms, a library, science and computer labs; and the Commons Building which houses the dining room, a small gymnasium and the staff lounge. Also on campus are the residences.

Boarding Facilities

Rosseau Lake College can accommodate 91 students in residence.

Students are housed, usually two to a room, in five houses--Brock, Clarkson, East, "The New Bricks", Moore and Westgate. In 1998, the former West and Middle Houses, which along with East House, were collectively known as "The Bricks", were completely reconstructed. Now known as "The New Bricks", the residences are wheel-chair accessible, and the bunk beds have been replaced with singles. The two houses are now joined to accommodate a spacious and well-equipped student lounge with an attractive raised fireplace, large eye-catching windows overlooking the main playing field and a staff apartment. The next phase of the project is to join Middle and East Houses.

Each residence is equipped with a microwave, refrigerator, T.V. and VCR. Students may bring their own computers and stereos. Students may also bring seasonal sports equipment but take the equipment home off-season to help with storage space.

Senior students (12, OAC) may have a vehicle on campus with permission.

The School supplies and washes all bedding. Personal laundry is also sent out Mondays and returned Thursdays and students are charged once a month on their personal account for the volume of laundry submitted.

Students are responsible for keeping rooms, residences and adjacent grounds tidy at all times. Each week, there is a general cleanup and Headmaster's inspection.

Houseparents are in overall charge of the residences and are responsible for the social

²See Appendix IV.

and academic guidance of students in their care as well as for the conduct, cleanliness and safety of the residence.

Meals are taken in the cafeteria and are compulsory; students who require a vegetarian or special diet will be accommodated.

Health and Safety

There is a school nurse at the College each day and full medical and hospital facilities available in Parry Sound.

Administration and Faculty

Since 1993, the Headmaster has been Mr. Greg Devenish (B. A., B. Ed.). Mr. Devenish is a graduate of the University of Toronto and the Ontario Teachers' College and is a former Assistant Headmaster and Director of Academics at the School as well as being an early graduate (1971). He has also had about six years' experience in the public system. The current Head of Academics, appointed in 1997, is Ms. Margaret Lech, H.B.P.H.E. (Laurentian), M.P.E. (Ottawa). Ms. Lech came with extensive experience teaching in independent schools.

In 1998/99, in addition to Mr. Devenish and Ms. Lech, there were 14 full-time faculty members—10 men and 4 women. They all held degrees—5 had master's-- and most reside on campus making it possible for students needing extra assistance to receive it on off hours. All get to know each of their students—in the classroom, on the sports field, in clubs, or during the annual fall outtrip, outdoor excursions that would include canoeing, kayaking, backpacking and mountain biking.

Student Body and Student Dress

In 1998/99, Rosseau Lake College enrolled 102 students, including 18 day students, and 84 boarders. In College there were 78 boys (63 in residence) and 24 girls (21 in residence). Most boarders (about 54) came from Ontario, 23 came from offshore countries such as Germany, Iran, Japan, Mexico, Taiwan and Korea.

There is a No. 1 school uniform consisting solid-white shirt or blouse, school ties, single-breasted navy-blue blazers with school crest, medium grey flannels or knee-length skirts navy-blue or grey socks for boys, knee-highs for girls, and brown or black dress shoes. Classroom dress consists of a solid white shirt or school golf shirt, navy blue or grey cotton pants, clean footwear with the option of wearing a school sweater. Casual dress must be neat, clean and in good condition. The School also expects students to be well groomed and costumed conservatively. Attention seeking hairstyles, facial jewelry or tatoos are not condoned.

Academic Calendar and Programme

The academic year extends from early September to mid-June with Christmas and March breaks. During the school week, residents typically observe the following schedule:

7:15 a.m.	Rise
7:50 a.m.-8:15 a.m.	Breakfast
8:30 a.m.	Student return to houses (Room Inspection)
8:40 a.m.	Home Room
8:55 a.m.-9:40 a.m.	Period 1
9:40 a.m.-10:25 a.m.	Period 2
10:25 a.m.-11:15 a.m.	Period 3
11:15 a.m.-12 p.m.	Period 4
12:00 a.m.-1:00 p.m.	Lunch
1:00 p.m.-1:45 p.m.	Period 5
1:45 p.m.-2:40 p.m.	Period 6
2:40-3:30 p.m.	Tutorial Period
3:40 p.m.-5:00 p.m.	Sports Programme (Compulsory)
5:30 p.m.-6:10 p.m.	Supper (Cafeteria style)
6:15 p.m.-6:45 p.m.	Clubs Programme (Optional)
	Extended prep
7:00 p.m.-9:00 p.m.	Supervised study
9:00 p.m.	House meetings (Wednesdays)

Grades 9,10

10:00 p.m.	Return to residences
10:30 p.m.	Lights out

Grades 11-OAC/12

10:30 p.m.	Return to residences
11:00 p.m.	Lights out (Grades 11-12)
11:30 p.m.	Lights out (OAC)

Classes are also held Saturday mornings between 9:00 p.m. and 10:55.

In Grade 8 the curriculum includes: English, French; Art; Mathematics; Science; Keyboarding; Outdoor Physical Education and Entrepreneurship.

At the secondary level, the curriculum includes English; French; Art, Drama, Graphic Arts, Music; Economics, Geography, History, Law, Politics; Mathematics, Algebra, Calculus, Geometry; Computer Studies, Keyboarding ; Science, Biology, Chemistry, Physics; Physical Education, Outdoor Education; Business, Accounting, Entrepreneurship; Technology .

Courses are offered subject to enrollment.

At RLC, students may take courses through the School's Independent Learning Centre. Parents must assume the extra expense of these course.

Secondary subjects are taught at the advanced level, with general level mathematics offered only in Grades 11 and 12. Courses in English as a Second Language are also available.

Classes are small, approximately 10-14 students. This size allows teachers to have the time to provide enriched instruction that will stimulate or challenge students who are especially gifted, or give individual attention to those who are being challenged academically.

Some elements which require additional emphasis in order for students to achieve success are: study skills, time management and essay writing. These elements are taught as an integral part of the arts courses at all grade levels.

At RLC, to ensure that students receive personal attention, each is assigned a faculty advisor who monitors the student's progress and offers counsel. The mentor regularly confers with the student's teachers and house parent to gain an appreciation of the particular strengths and needs of the student.

Every three weeks the teaching faculty meet to review each student's progress. Mentors provide students with a copy of their marks after each of these assessment meetings. A preliminary evaluation is sent home in October. Three times a year, in December, March and June more detailed, anecdotal reports are provided for each subject along with sport, houseparent, mentor and headmaster reports.

Information Technology

The School's computer lab is equipped with Pentium computers, Microsoft Office and Windows 95. Students are encouraged to purchase compatible units to make access to school server easier. Because desk space is limited in residence, the School recommends laptops, which can also be taken into classes.

Student Activities and Student Conduct

At the beginning of each academic year, the entire school population participates in a five-day outtrip. In small groups, teachers and students leave the School to live outdoors. Some will travel by canoe to the wilderness of Algonquin Park, others go on hiking trips throughout Ontario, while some will participate in mountain bike clinics in central Ontario. These excursions give those involved a unique opportunity to know each other and lays the foundation for teamwork, builds self-confidence and promotes self-esteem. It also provides an opportunity to create leaders and leadership. In addition to the trips, students also have the opportunity of enrolling in an outdoor education programme.

At Rosseau Lake College, participation in the sports programme is also compulsory five days a week. Students may participate in an intramural or a varsity programme.

Intramurally, students may play and receive instruction in basketball, broomball, canoeing, curling, golf, sailing, squash, tennis and windsurfing. The varsity programme includes baseball, field hockey, ice hockey, kayaking, rugby, alpine or nordic skiing, soccer, swimming, and volleyball.

Students also participate in a full range of social activities including the drama club, photography club, yearbook, as well as social activities held on weekends. Recently the School has placed a strong emphasis on the importance of public speaking and has been promoting public speaking by sending its students to national competitions and host local competitions.

The School participates in the Duke of Edinburgh's Award programme.³

On weekends, the school sponsors a variety of activities such as 'movie buses' to local town, water-skiing, sailing, downhill and cross-country skiing and other intermural activities.

The College utilizes a system of progressive responsibility. As students progress through the School, they are given more responsibility each year until seniors assist in running many of the College's extra-curricular activities such as the intramural sports programme, the yearbook, social programmes and parent-teacher days. The system encourages students to develop their independence and strong inter-personal skills, as well as their full leadership potential.

In addition to the fall out-trip, highlights of the school year include a golf and family fun day, the Fall Colour/Homecoming, Family Photo Day, Winter Homecoming, Ski Day, the Hekkla (a running/biking marathon), and the Andrew Westlake Memorial Kayak Slalom.

As a non-denominational institution, RLC encourages student to pursue the spiritual beliefs of their families, and to respect the views of others. On Sundays, some students are able to worship in nearby Rosseau.

Upon their arrival, students are informed of the College rules and regulations. Among the most important is that students are expected to punctually attend all classes. Unauthorized drugs and dangerous chemicals are not allowed. Alcohol is also prohibited on school grounds although students of legal drinking age may, with House parents' permission visit the village pub on Saturdays. Smoking is not allowed on or off school property. The School also deems sexual intimacy or any form of harassment completely unacceptable

Admission and Costs

Rosseau Lake College welcomes students regardless of religion, race or colour to its programme.

Applicants are required to ensure that the School receives a confidential report from the candidate's current principal as well as copies of current and previous school reports.

The College uses an admissions evaluation to help establish a student's ability to succeed in the academic environment that Rosseau Lake College provides. It is general school policy to require all new students, together with their parents or guardians to visit the campus for an interview before a final decision is taken. During the interview, the applicants will be asked to complete a questionnaire indicating their strengths and weaknesses and take the admissions evaluation.

There is no application fee.

The fee for the 1999/00 academic year is \$24,525. This fee covers the cost of board, room and tuition. It does *not* cover incidental expenses such as personal athletic equipment, traveling expenses, books, stationery or medical. Accordingly, parents are advised that an additional \$2,000 to \$2,500 per year should be included in their financial planning.

For those who enrol on or before April 15 receive a reduction of fees.

No reduction or refund of fees will be made for absence, withdrawal or dismissal before the end of the academic year, except in the cases of very exceptional circumstances, in which

³See Appendix VII.

event the particular circumstances will be considered by the Board of Directors of the College. To offset any rebate of fees paid, each boarding student is charged \$350 per annum.

A security deposit of \$1000 (\$1,250 for families residing outside Canada) is required at the time an application for enrollment is accepted by the College.

Those requiring English as a Second Language Instruction will be charged an additional \$2,500.

Health insurance is also compulsory for non-Canadian students

Several bursaries and scholarships are available for students of the College.

For Further Information

Contact: Mr. Jamie T.M. Gougeon, Director of Admissions.

St. Andrew's College

"Dedicated to Developing the Complete Man, the All-Round Citizen"

Address: 15800 Yonge St., Aurora, ON, L4G 3H7
Telephone: (905) 727-3178; Fax (905) 841-6911
Toll Free: 1-877-378-1899
WWW: <http://www.sac.on.ca>
E-mail: st.andrew's@sac.on.ca
Type of School: Independent boys university preparatory
Religious Affiliation: Nondenominational
Grades: Middle School, 6-8
Upper School, 9-OAC/12 plus AP¹
Boarding Grades: 6-OAC/12
Application Deadline: Open, but October 31st for following September advisable
Scholarship Deadline: By calendar year-end for Day students; Open for Boarding students

Location

St. Andrew's College occupies 110 acres of land immediately north of Aurora, a town (population 34,857), 20 miles (32 kms) north of Toronto.

History

Founded in 1899, in the Rosedale area of the city of Toronto, St. Andrew's has drawn much of its character from the efforts of Reverend Donald Bruce Macdonald, its second Headmaster, appointed at age 26 in 1900. That same year, when a junior preparatory division was established, Macdonald hired one of the first women ever to teach in a boys' school and in 1905, he oversaw the establishment of the School's famous kilted cadet corps. In 1926, still the Headmaster, Macdonald supervised the School's move to its present location in Aurora. Throughout his headship, which lasted until 1935, Macdonald put great emphasis on academics as well as athletics, an emphasis that continues to this day.

In 1971, St. Andrew's became a public educational trust administered by a Board of Governors. In 1978, the College became the first Canadian independent school to have arms granted by an officer of the Crown when the Lord Lyon Kings of Arms' Warrant was given.

In 1999, the Board of Governors of St. Andrew's College approved a plan to create a Grade 6 class which started in September 1999. At the same time it established St. Andrew's College Middle School, composed of Grades 6 through 8. Although still part of S.A.C., the Middle School is virtually a school within the School. While students have access to all facilities, extra-curricular activities and sports programmes, they also have a very different academic environment geared specifically to boys aged 11 to 13.

¹See Appendix V.

Today, the College is a member of the Canadian Association of Independent Schools² and an affiliate of the Conference of Independent Schools, National Association of Independent Schools (USA), the Boys' School: An International Coalition (USA) and the Headmaster's Conference (England). The School is inspected annually by the Ontario Ministry of Education which has authorized it to issue provincial diplomas. St. Andrew's is also accredited by the Canadian Education Standards Institute³. As a university preparatory school, over 95% of its graduates enroll in leading Canadian and U.S. universities.

Philosophy

St. Andrew's College is dedicated to developing the complete man, the all-round citizen. All of the School's strengths and resources are directed toward the academic, athletic, cultural, moral and spiritual education and enrichment of each student's life. The School helps each student to aspire to leadership roles inside its community and, ultimately, for leadership in the world outside its gates. The School's motto, translated from the Greek reads "Quit ye like men, be strong."

Campus

The campus includes eight full-sized playing fields, six tennis courts, six squash courts, two gymnasias, and a fully equipped fitness centre which are in constant use. Nearby facilities are used by golf and skiing enthusiasts, and seven local hockey arenas are available for the School's use. The twenty-five metre pool built in 1990 is frequently the host venue for girls' and boys' meets.

Classroom activities take in a number of buildings. Other buildings include the chapel, the Health Centre, the dining hall and the residences.

Boarding Facilities

At St. Andrew's, the four residences accommodate 245 boys.

Middle School students live in Macdonald House, while Upper School students reside in Flavelle, Sifton or Memorial Houses. Each residence is supervised by a Housemaster and an Assistant Housemaster or a residence don.

In residence, students are supplied with a bed, desk, dresser, closet/armoire, bulletin board, and bedding. They are allowed to have small radios and stereos in their rooms, if permission has been granted by the Housemaster. Hot plates and cooking appliances are not allowed in rooms since kitchen facilities are available in each house.

²See Appendix III.

³See Appendix IV.

Boarders may park their cars on campus, but must follow School guidelines when using their vehicles.

Each term, 10-12 Grade 12 students are selected to live in the Junior House and assist the Housemaster.

Students dine daily in the Great Hall where tasty meals are prepared under the watchful eye of a chef able to accommodate various dietary needs. In 1998, the dining hall was awarded the York Region Lifestyle Approved Award for high standards in nutrition and food safety.

Health and Safety

The St. Andrew's College Health Centre has a well-equipped infirmary and nurses provide 24 hour coverage. The school doctor holds morning clinics three days a week and is on call at all times. The Health Centre embraces a modern approach to student health through early detection and assessment of problems and the health professionals counsel students on such topics

as nutrition, lifestyle, stress management and social issues. In consultation with the staff, students may also be referred to other health professionals in the area. Full hospital facilities are available in York County Hospital, Newmarket, approximately five miles from the School.

On evenings and week-ends, the school security service ensures that the campus is safe.

Administration and Faculty

The Headmaster, Edmund G. Staunton, B.A. (Hons. History, Trent), B.Ed. (U. of T.), M.Ed. (U. of T.) was appointed in 1997. Prior to his appointment, Mr. Staunton served as headmaster of Lower Canada College (1989-1997) where he led a successful campaign to transform LCC into a co-educational school. Between 1986 and 1989, he was headmaster at Balmoral Hall, the girls'-only school in Winnipeg, and for many years before that, was a history teacher and housemaster at Trinity College School (1973-1986). Mr. Staunton, a published author, is in private life married with three daughters and interested in travel, cycling, computers, squash, tennis and golf.

In 1998/99, the faculty numbered 50. Teaching in the Upper School there were 43 men (42 full-time, 1 part-time), 7 women (6 full-time, 1 part-time). Of the total, 6 had a master's degree; 1 a doctorate; 28 resided on campus.

Student Body and Student Dress

In 1998/99, enrollment totalled 467; of this, 230 were day students and 237 were boarders. Most residential students came from the Toronto area, although many Canadian provinces were also represented; 80 boys came from overseas from such places as Bahamas, Barbados, Belgium, Belize, Cayman Islands, Chile, Colombia, Dominican Republic, Germany, Hong Kong, Jamaica, Libya, Mexico, Pakistan, Saudi Arabia, Scotland, Syria, Trinidad, Venezuela and the United States.

The School recognizes three orders of dress.

"Number One Dress" consisting of a blue School blazer, white shirt, School tie, grey

flannel trousers, dark socks and black shoes is worn for special occasions and when a boy is representing the School; "Number Two Dress", consisting of a sports jacket, shirt and tie, trousers (but not jeans or cords), socks and dress shoes, is worn from chapel to the end of classes (including lunch on Wednesday and Saturday); "Summer Dress" to be worn on warm days, consists of an S.A.C. golf shirt and trousers from Number Two dress.

Academic Calendar and Programme

The academic year, which is divided into three terms, autumn, winter and spring, extends from the second week of September until the end of the second week of the following June, with major breaks at Christmas and in the spring during which times the residences are closed. In each term, a break is also provided over the week-end falling at half-term.

During the school week, residents typically observe the following schedule:

	Rise	
7:15 a.m.		Breakfast
8:15 a.m.	Chapel	
8:35 a.m.-10:20 a.m.		Classes
10:20 a.m.-10:40 a.m.		Break
10:40 a.m.- 12:25 p.m.		Classes
12:25 p.m.- 1:15 p.m.		Lunch
1:20 p.m.- 3:05 p.m.		Classes
3:10 p.m.- 3:30 p.m.		Extra help (as required)
3:45 p.m.- 5:45 p.m.	Sports etc.	
5:45 p.m.- 6:45 p.m.		Dinner
6:45 p.m.- 8:30 p.m.		Study (Grades 6-8)
7:30 p.m.- 9:30 p.m.		Study (Grades 9-12 or OAC)
	Lights out (according to Grade)	

Middle School

In Grades 6-8, the curriculum includes: English, French, Art, Music; Geography, History; Mathematics; Science; Physical Education and Health.

Upper School

In Grades 9-OAC/12, the curriculum includes: English; French, Spanish; Dramatic Arts, Visual Arts, Music⁴; Comparative Religions, Economics, Geography, History, Politics; Mathematics, Computer Science; Science, Biology, Chemistry, Environmental Studies, Physics; Physical Education; .Accounting,

St. Andrew's College is a university preparatory school, offering a challenging academic

⁴ In Grades 10, 11 and OAC, the instrumental portion of the Music course can be taken on the Great Highland Bagpipe at any level.

programme which exceeds provincial requirements. All courses are taught at the advanced level.

Advanced Placement courses are available in Art, Biology, Calculus, Chemistry, Economics, French Composition, Physics and Statistics.

Preparation classes are also available for the Scholastic Aptitude Test and the Test Of English as a Foreign Language..

In Upper School the average class size: 17 and the faculty-student ratio is 1:10.

General

In designing curriculum and in guiding each student's academic development, the College's goals are as follows: To encourage a love of learning ; To develop the self-confidence necessary for academic success; To challenge students to produce their best work; To set an ethical and moral background against which academic studies are pursued; To communicate effectively with parents and guardians regarding student achievement; To assist students to identify their academic strengths and weaknesses and to help them devise strategies that will assist them to fulfil their potential; To prepare students to be successful at the tertiary level of education.

Throughout the School, formal evaluations are held in December and June.

Parents receive academic reports four times a year, twice in term one and at the end of terms two and three. These contain detailed information about achievement in each subject. Also included are individualized comments from faculty members such as advisor, housemaster, athletics coach, club advisor, etc.

Each boy has a teacher-advisor, and in partnership, they work out any difficulties which may be encountered, not only academically, but socially and personally. In a uniquely Andean tradition, after the first year, the student selects his own advisor and hopefully selects one who counsels well, firmly and sensitively. While the advisor does not provide extensive remedial lessons in any one subject, he or she will, when necessary, initiate action for such help. The teacher-advisor is the primary contact between the home and the School.

Information Technology

At St. Andrew's information technology skills are highly valued. Instruction takes place through formal classes, with computer use in the regular curriculum. Students have full access to computers in subject-specific labs, as well as in drop-in labs and the library. Many students have personal computers at home or in their residences. Computer network features include campus e-mail, on-campus library services, CD-ROM, Internet access.

Students receive instruction in becoming responsible citizens of the Internet. The School is committed to continued growth and leadership in the use of computer technology in all aspects of its academic programme.

Student Activities and Student Conduct

In the interests of developing the "whole person", St. Andrew's requires each student to attend

chapel, to participate in sports, in the cadet corps, and to fulfill a community service requirement. Other extra-curricular activities are also available.

Though established through the efforts of leading Presbyterians and still influenced by Scottish traditions, the School has always been non-sectarian. Thus in chapel, the emphasis is not placed on the specifics of a particular religion, but on inner development. Under the direction of the Chaplain, the School offers guidance to students in a spirit that is contemporary and which speaks to the concerns of young people. In the latter half of the fall term the focus of the chapel service is on preparing for the Carol Service in which every Andean participates. The solemnity and beauty of this traditional event have made it a living symbol of fellowship.

Daily participation in sports at every skill level is a required activity, in keeping with the School's philosophy of having each boy reach his potential. More specifically, through participation in athletics and the pursuit of physical well-being, a student learns healthy patterns of daily exercise that will serve him well in future life. The School provides students with the opportunity to develop self confidence, a sense of co-operation and shared standards of excellence. Sports are treated as an extension of the classroom and fair play and sportsmanship are emphasized and celebrated.

In the fall, a student may choose football, soccer, volleyball, or long distance running. In the winter, basketball, fencing, hockey, skiing, squash, and swimming, are available. In spring, cricket, rugby, tennis, and track and field, are offered.

The School has a proud 100-year history of competition in the traditional team sports of football, soccer, hockey, basketball, rugby, cricket, and track and field. Over the years other sports such as volleyball, fencing, badminton, and lacrosse have been added to bring the total to fifty-three teams in nineteen different sports.

Experienced coaches, a physiotherapist, managers, and trainers add their expertise to the athletic programme.

All students are also required to be members of the School's cadet corps. This corps which includes a well trained pipe band, and a military band, is affiliated with the 48th Highlanders. The administration of the corps is student oriented. Drills and special training take place once a week in preparation for Spring Inspection. The corps' annual Church Parade in Toronto takes place at that time also.

Each student is also required to fulfill a community service obligation throughout the year. A student must acquire credit for a minimum of ten hours of community-oriented work either within the School or in the community at large.

In addition to compulsory activities, the School offers a wide range of optional activities. The most popular include:

- *Debating.* The College's debating team is very strong with boys participating in intramural, interschool and interprovincial debates.
- *Music.* The School has a renowned pipes and drum band, a jazz band, a concert band, a choir, and a wind ensemble.
- *Drama and Art.* The School stages a classical play in the fall term and a musical in the winter term. For three days in the spring, FOCUS on Arts spotlights the arts in a forum where students present their work alongside the work of professionals.
- *Writing.* The School's yearbook, *The Review*, is produced by the students under

the supervision of a staff member.

The School participates in the Duke of Edinburgh's Award Programme⁵.

Upon arrival, each student is assigned membership in a house and clan. Throughout the year, a student acquires merit points for himself and his clan by participating in individual and group activities. Annual clan awards honour group and individual achievement. This is one of the ways in which the Scottish traditions of St. Andrew's flourish.

There are various positions of responsibility and authority to which boys are appointed or elected at the School. Prefects provide leadership and direction to the entire student body. In general, they are responsible to the Headmaster, and act as a corporate liaison committee between the administration and the students. Another position of considerable importance is that of house captain. In accepting an appointment as a house captain, a senior student assumes responsibility for many of the day-to-day activities of the Middle School boarding residence.

The School offers a supervised weekend programme which is popular with boarders, day students, and girls from other independent schools. Students enjoy cultural, recreational, and sporting events in Toronto and throughout southern Ontario.

Upon their arrival at the School, students are informed of the conduct expected of them.

Admission and Costs

St. Andrew's welcomes students regardless of religion, race or colour who are capable of meeting its demanding requirements.

Along with the application form and a student questionnaire, the College requires a recommendation from a student's present school, together with his academic results. Applicants must take an entrance test, the SSAT and be interviewed. The entrance test can be taken at various times throughout the academic year, no later than April.

There is no application fee.

Fees for 1999/00 are \$26,019 for boarders, plus a personal service fee of \$950.

Non residents must pay the annual fee in advance of school opening. In addition, they are charged \$1,500 annually to cover increased administrative costs

There is a one-time non-refundable registration fee of \$700 charged to each new student at the time of acceptance.

Private music lessons are available at an extra charge. Private tutoring in academic subjects is charged at the rate of \$31 per 50 minute period.

A deposit of \$1,000 (\$2,000 for visa students) is payable in September and is used to offset miscellaneous charges throughout the year.

Entrance scholarships are awarded to students entering the School for the first time and are based on the results of competitive merit-based scholarship examinations. Bursaries are offered to families whose sons are appropriate candidates for the School but who require financial assistance in order to afford the School fees. Bursaries vary according to need, but cover a portion of the total costs for an academic year. It is expected that parents will contribute

⁵See Appendix VII.

to the cost of their son's education at the level to which they are able.

For Further Information

Read: Scouler, William. *Not An Ordinary Place: A St. Andrew's Century*. Aurora: Published for the College by the University of Toronto Press, 1999.

Contact: The Admission Office.

The Sheila Morrison College School

Address: R. R. No. 2, Utopia, Ont., LOM 1T0
Telephone: (705) 424-1110; Fax (705) 424-7068
WWW: N/A
E-mail: N/A
Type of School: Coeducational special education
Religious Affiliation: Nondenominational
Grades: Junior School, 1-8
Senior School, 9-OAC/12
Boarding Grades: 1-OAC/12
Application Deadline: Open
Scholarship Deadline: N/A

Location

The Sheila Morrison College School is set on 30 acres in Utopia, now part of Essa Township (population 16,363). Located in the heart of rural Ontario, the School is approximately ten miles (16 kms) south-west of Barrie (population 79,191). The campus is on the 8th line Essa, south from Highway 90, at the 25th concession.

History

Appalled at the lack of help for students with learning disabilities in the Canadian public school system, Sheila Morrison, a teacher for 35 years, opened the first Sheila Morrison School in September 1977. Seven teachers and three students moved into an old farmhouse in Alliston, Ontario.

Within a year, enrollment had so expanded that it became necessary to find additional accommodation to meet the need. At Christmas 1978, an unused school house in Lefroy Ontario, became the site of a junior campus for students up to 14 years of age.

At Christmas 1981, the main building of the senior campus burned to the ground, destroying classrooms, equipment and records. Nevertheless, the School continued to function and within three months moved to its present location in Utopia. In 1985, after it had become apparent that a two-campus operation was inefficient, the junior campus was closed, and the School's operations were consolidated in Utopia.

From its small, specialized beginnings, the School has expanded to meet the individual needs of a wide spectrum of youngsters from all walks of life and from many cities around the world. Graduates of the School have returned to regular classrooms and some have gone on to colleges and universities.

Today, the School is operated by Sheila Morrison Schools, a non-profit, non-sectarian, charitable organization and is annually inspected by the Ontario Ministry of Education. The School is fully accredited and is able to award credits to those students who have fulfilled the requirements of the Ministry leading to a graduation diploma. The vast majority of its students

who have left the School have gone on to, academic success in the public system, and at advanced learning institutions, community college and university.

Philosophy

The Sheila Morrison College School believes that each student has a unique and individual level of academic potential. Unfortunately, many bright, emotionally sound students have been labelled "unteachable" because their reading, writing and spelling skills, have not caught up with their thinking and problem solving capabilities. The Sheila Morrison College School strives to help these students of average or above average intellectual ability who have been inappropriately labelled as stupid, lazy, or more specifically, dyslexic, language disabled, or perceptually handicapped. It does *not* take behavioural cases or retarded students.

All the School's strengths and resources are directed toward preparing the student for a successful academic and social future. It achieves this by placing equal emphasis on the moral, spiritual, athletic and cultural aspects of each student's life. It also tries to structure an environment within which each student has the opportunity to be the "best" at something, whether it be academic, social, or athletic.

Campus

The campus has a large playing field used almost every day, and the School also has access to a rink in nearby Thornton. The School complex itself is made up of seven small buildings: offices and classrooms, a shop classroom, eating quarters, two staff dormitories and new one million dormitory for students opened in 1996.

Boarding Facilities

At the School, the dormitory can accommodate 50 (38 boys and 12 girls in separate quarters).

The Sheila Morrison College School prefers that all students enrolled live in residence. In the residences, the student's entire life is geared towards acquiring what he or she lacks--reading, spelling and math skills. All the students are in the same position and they understand and assist one another.

Each young person shares a room with one other student and every effort is made to ensure that junior and senior students are matched according to age and compatibility.

All rooms are provided with a bed (plus sheets), closet bureau, desk and chair for each student. Students are expected to supply three white cotton pillow cases, two blankets, one pillow, towels, facecloths, a basic sewing kit, as well as their own toiletries and stationery supplies. They are allowed to have radios and small stereos only in their rooms.

All residents are expected to make their own beds daily, keep their personal living area clean, and do their own laundry weekly.

All students are supervised on a 24 hour basis with at least one duty staff member per dormitory. Girls are supervised by a permanent "house mother" in addition to the regular staff duty.

Three nutritious and appetizing meals per day plus an evening snack are provided “family style” with attending supervisory staff. Attention is paid to good manners and social behaviours at the dinner table. “Snacking” is frowned upon and well-meaning parents and friends are asked to refrain from sending food packages to students. Food and drink in dormitories is not allowed, neither is gum, pop or other “junk” foods.

Health and Safety

There is no infirmary or resident nurse in the School. Students in need of medical attention find it in Barrie. Supplementary services such as counselling, therapy, etc. are also available to students for an additional fee. Parents are requested to arrange for regular physical and dental checkups during vacations or on weekends.

Administration and Faculty

Sheila Morrison is the Administrative Director of the School and her full biography may be found in the latest edition of *Who's Who of Canadian Women*; before starting the School, Mrs. Morrison had been a teacher for 35 years. At the School, Mr. Scott Morrison, been headmaster since 1984.

In 1998/99, there are 9 full-time and 1 part-time teachers. All held university degrees which include a B.Ed. One held a Ph.D. The number of faculty members each year is determined by the school population. The student teacher ratio is always kept at 3:1 or better to ensure the greatest degree of individual attention to each student. Because the faculty live on the same premises as the students, a very special camaraderie exists between them and the students. In addition to their academic duties, teaching staff are expected to provide supervision and care for the students. The majority reside at the School and the “family” atmosphere is enhanced by the special attention each student received.

Student Body and Student Dress

In 1998/99, 42 students were enrolled in the Sheila Morrison College School, 32 boys and 10 girls. Residents come almost entirely from Ontario, but a number came from the rest of Canada, Indonesia, Hong Kong, Taiwan, and the United States.

There is a school uniform which includes a wine blazer, white shirt, burgundy tie with silver/grey stripes, grey slacks/skirts, and black socks and shoes. Full school uniform, also known as the No. 1 dress, must be worn every day as well as for academic outings and when travelling to and from the school on weekends or on holidays. During the school day, all students may also wear the No. 2 dress which includes grey school cardigan, v-neck sweater or school blazer, solid white dress shirt, school tie, washable grey dress pants or skirt, grey socks and topsiders or loafers. Running shoes and boots are not permitted.

Boys' hair length should not be below collar level and for boys, only utilitarian jewellery such as wrist-watches may be worn. Girls may not wear earrings or decorative chains or see-through blouses.

Academic Calendar and Programme

At Sheila Morrison College School, the academic year extends from September to June, with major breaks at Christmas and in the Spring.

During the school week, residents typically observe the following schedule:

7:00 a.m.-7:45 a.m.	Wake-up / shower / brush teeth / get dressed
7:45 a.m.	Room check
8:00 a.m.	Breakfast
8:20 a.m.	Morning announcements
8:45 a.m.-9:00 a.m.	Classes begin - Penmanship
9:00 a.m.-9:40 a.m.	Period 1
9:40 a.m.-10:20 a.m.	Period 2
10:20 a.m.-11:00 a.m.	Period 3
11:00 a.m.-11:40 a.m.	Period 4
11:40 a.m.-12:00 p.m.	Kumon Math
12:00 p.m.-1:00 p.m.	Lunch
1:00 p.m.-1:40 p.m.	Period 5
1:40 p.m.-2:20 p.m.	Period 6
2:20 p.m.-3:00 p.m.	Period 7
3:00 p.m.-3:40 p.m.	Period 8
3:40 p.m.-4:20 p.m.	Physical Education
4:30 p.m.	After school chores
5:00 p.m.	Supper
6:00 p.m.	Room check
6:15 p.m.-6:45 p.m.	Homework make-up/Activity
6:45 p.m.	All students prepare for study hall
7:00 p.m.-9:30 p.m.	Study Hall
10:00 p.m.	Bedtime ¹

At Sheila Morrison the curriculum includes: English (Composition, Grammar, Reading and Spelling), Art, Dramatic Arts; Family Studies, History, Geography; Mathematics; Computer Science ; Science; Physical Education.

Based on a thorough analysis of the learning evaluation and other data, each student's individual strengths, abilities and learning style are determined. The School then prepares a "diagnostic prescriptive programme" tailored to the student's needs.

The student pursues specific objectives in a warm, secure and enjoyable atmosphere

¹. Junior students go to bed at 9:30 p.m., and end their study time at 9:00 p.m.

characterized by individual attention, one-on-one and small-group teaching, positive reinforcement, and success. In this way, each student's needs are met and reinforced throughout the school day. Whether it be in reading, composition, spelling, mathematics, art subjects and physical education, the special teaching techniques that work best for a child are utilized in various subject segments.

As each student progresses, the faculty re-evaluates and modifies the programme, adjusting it to fit the individual student's needs.

The greatest emphasis is placed on the development of language skills and basic mathematics. Composition, oral and written, reading, writing, spelling, penmanship and grammar are emphasized. Computational skills and problem solving in mathematics are covered in the curriculum as are credit courses in high school subjects

Parents receive report cards three times during the year: Christmas, March and June. The Christmas report is a classroom progress report. March and June reports in addition to classroom progress give comparative formal test results, grade levels, and in June, credits earned.

Information Technology

The School has a small computer lab which students use after reaching a certain level of basic skills.

Student Activities and Student Conduct

All students are expected to do one pre-determined chore each day (e.g. dishes, sweep floors, act as a waiter etc.) The student does the same chore for one week and then is rotated to another duty. Additional volunteer chores may be performed which earn a student extra points in the School's system of points awarded for extra efforts in areas of behaviour, contributions to school, society, and general helpfulness.

In addition, students are expected to participate in the physical education programme both in and out of class, as well as attend services which support spiritual beliefs.

The physical education programme extends to out of class swimming, baseball, weight-lifting, tennis, golf, running, and jogging, dance and department activities. Sports activities are dependent on weather conditions. They include hockey, soccer, volleyball and allied games.

The School supports the students' spiritual beliefs. Religious practices are observed and students must attend services as organized by the School, or attend with local congregations.

The Sheila Morrison College School also actively promotes interest and activities outside regular school requirements: Activities include: cadets at Camp Borden, field trips, community involvement, clubs, theatre and dance.

The School supports various student clubs, for example, ceramics, chess, computer, and oil painting.

Weekend entertainment includes selected video showings, as well as parties often arranged around holidays such as Hallowe'en or Christmas. As well, a graduation dance is held each year.

On a monthly basis, students are taken on trips to such places as the Ontario Science

Centre, the Royal Ontario Museum, and the Art Gallery of Ontario, all in Toronto, and the Stratford Festival in Stratford. In addition, they go to other theatre and to sporting events.

The School believes strongly in rewarding constructive behaviours in all areas thus building and reinforcing students estimates of their own self-worth and contributing to their growth as individuals. There are some basic rules and regulations which have evolved through protection of the individual student and the school community. The possession or use of *intoxicating liquor or drugs* will result in immediate expulsion; smoking is prohibited on school property and on organized school trips; no student may have a dangerous weapon in his or her possession at any time; students must adhere to the dress code; students may not leave campus without prior permission.

Admission and Costs

The Sheila Morrison College School seeks students who are intellectually capable and emotionally sound but are not able to function in regular school because they are underachievers or because of late or irregular development or perceptual motor functions. Such places as become available are open to girls and boys ages 10-18 years.

When an application is complete, the School will arrange for a personal interview between itself and the student and his or her parents.

If it is considered that the Sheila Morrison College School is not a suitable placement for an applicant, every effort will be made to help parents find a proper place in another school or facility.

A fee of \$100 (non-refundable) must accompany each application.

In 1999/00, the yearly fee at the Sheila Morrison College School is \$23,300, a figure which covers tuition, board, lodging and general supervision. Day students pay \$13,000. There is also a student account fee of \$350 to cover incidentals, including minor damage.

Upon acceptance, there is a non-refundable deposit of \$1,000. Fees are reduced if all are paid by September 1.

There are no scholarships or bursaries available, although fees may be deducted from income taxes under medical expenses.

For Further Information

Contact: Mr. Scott Morrison, Headmaster or
Sheila Morrison,
370 Elm Road,
Toronto, Ontario,
M5M 3V8.
Telephone: (416) 781-6923

Trafalgar Castle School
"We've Got It All!"

Address: 401 Reynolds St, Whitby, ON, L1N 3W9
Telephone: (905) 668-3358; Fax (905) 668-4136
WWW: <http://www.castle-ed.com>
E-mail: talenti@interlog.com
Type of School: Independent girls university preparatory
Religious Affiliation: Nondenominational
Grades: 6-OAC/12
Boarding Grades: 7-OAC/12
Application Deadline: Open but December for following September advisable.
Scholarship Deadline: April

Location

Trafalgar Castle School sits on 28 acres of wooded parkland in Whitby (population 73,794) and is within 30 miles (48 km) of Toronto (population 3,000,000). Thus, the School enjoys the advantages of a quiet, suburban environment with easy access to the largest city in the country.

History

The School was founded in 1874 as Ontario Ladies' College by a group of Methodist Churchmen who wished a school that would both educate and edify the young ladies who attended. Today, the School's ties with the Methodist (United Church) have been broken for several years and education is now paramount, edification somewhat less so.

The School is housed in an imposing baronial hall, complete with spacious rooms, long corridors and high vaulted ceilings, fifteen towers and a secret tunnel to Lake Ontario. The building, erected in 1859, reputedly at a cost of \$70,000, was the dream home of Nelson (hence Trafalgar) Gilbert Reynolds, an Upper Canada College Old Boy. Unfortunately, Reynolds, a local county sheriff, found that his salary was unable to sustain the Castle's upkeep and ultimately he was forced to sell the establishment to the Ladies' College for \$40,000.

In 1979, the School's Board of Governors determined that the School's original name had an antique ring about it that misrepresented the evolution into a rigorous university preparatory school for young women. Thus, the School was renamed after the building that housed it.

In 1998, the School began a partnership with Muskoka Woods Sports Resort and at the beginning of the school year, the whole student body spends a weekend camping. At camp, students are able to enjoy mountain biking, rollerblading and skateboarding, as well as trampoline, tennis and archery. The Resort is also the venue for a special computer programme the School began for its newly-established Grade 6 class which allows up to 20 students to spend four, one-week blocks of time at the camp improving their computer and research skills.

Today, Trafalgar Castle School is a member of the Canadian Association of Independent Schools¹, the Conference of Independent Schools (Ontario) and associate member of the National

¹See Appendix III.

Association of Independent Schools (USA). Its academic programme is annually inspected by the Ontario Ministry of Education, which authorizes the School to issue provincial diplomas. The School is also accredited by the Canadian Education Standards Institute². Ninety-five percent of its graduates go on to university where they pursue post-secondary education in Mathematics, Sciences, Business and the Arts

Philosophy

Trafalgar Castle wishes to provide challenging academic and extra-curricular programmes for young women in a small school environment leading to post-secondary education and a satisfying life of achievement and leadership in a contemporary global society.

It attempts to achieve this goal by offering a university preparatory education from Grades 6 through OAC (Ontario Academic Credit) in a superb facility which is characterized by a unique blend of old and new. With a student population capped at 200, the School is able to offer its students the individual attention they deserve to achieve their maximum potential. This is not to say that it shelters its students. Rather it allows them to take risks knowing that if they fall, they will land in a safe place.

Campus

The campus includes outdoor areas for jogging and cycling, two playing fields, three new tennis courts, a new soccer field, an indoor swimming pool, a modern gymnasium opened in 1996 and a recreation room. In the Main Academic Building, the central staircase remains in the memory of every student who attends Trafalgar. On the landing are the famous windows with the Emblems and Coat of Arms of the impecunious sheriff who first owned the premises. Above the arch is the school motto "Truth, Virtue, Loveliness". Also inside, accommodating 250, is Grace Chapel, completed in 1956. The main floor of the castle houses most classrooms, contains the library / resource centre, science facilities, music rooms, a computer lab, the concert hall and dining facilities. In 1985, the School added the Kamcke Wing, which includes a new science lab, two classrooms and a new art studio. The student residences are all contained in the castle.

Boarding Facilities

Trafalgar Castle can accommodate 75 students in residence. The residence is under the supervision of Resident Teachers, who report directly to the Vice Principal/School Life.

The residences are located in the Ryerson and Frances Wings, as well as on the upper floor of the original castle.

Normally, students double-up in rooms, although there are a few rooms for one or three girls. In residence, students have their own desks and dressers. The linen is also provided and the School takes care of the laundering of bedding and towels. For other laundry, coin operated washing machines and dryers are available for student use.

Students may bring radios, CD players and hair dryers into residence with them.

²See Appendix IV.

The girls have access to a large common room, complete with fireplace, blue Persian rugs, comfortable lounge chairs and a piano.

In residence, students are expected to keep their rooms neat and tidy.

Each hall is under the supervision of a Resident Teacher who inspects rooms daily.

Boarders may park their cars on campus but must leave their keys with the Resident Teacher.

Normally, they may not use their cars during the school week without permission.

During the school day, including at meals and in extra-curricular activities, students are expected to speak English in order to allow those unfamiliar with the language to learn it. In the residence and on week-ends some relaxation of this policy occurs at the discretion of the Vice-Principal/School Life.

Weekend activities are organized by the Resident Teachers.

To help younger students adjust to the new environment, since the 1970s the School has sponsored a Big Sister/Little Sister programme which pairs up older with younger students.

The dining room provides up-to-date facilities for the preparation and serving of meals. Each table is supervised by a senior student during meals which are prepared by a qualified dietician and capable, experienced cooks.

Health and Safety

There is a school health centre with a nurse in charge from Monday to Friday between 7:00 a.m and 4:00 p.m. These services are available to every resident. In the evenings, students with medical concerns are looked after by their Resident Teacher. A doctor is also associated with the School and a hospital is a short distance away.

Overnight and on week-ends, school grounds are patrolled by a professional security service.

Administration and Faculty

The Principal of the School, appointed in 1996, is George L. Briggs. Mr. Briggs holds a B.A. in Geography, M.Ed. in Education Administration and has taught for 29 years in public secondary schools as well as in member schools of the Canadian Association of Independent Schools and at the College of Education at Brock University.

Mr. Briggs is married to Catherine and has two daughters, Darby and Megan. Darby, is currently at Brock University and Megan is a student in Grade 10 at Trafalgar Castle School.

Mr. Briggs' education philosophy is that we must encourage our students to appreciate the value of and pursue excellence without becoming narrow or over-specialized. As John Locke has said "The business of education is not to make the young perfect in any one of the sciences, but so to open and dispose their minds as may best make them capable of any, when they shall apply themselves to it."

In administering the School, Mr. Briggs is assisted by two Vice-Principals, Mr. B. McClure, B.Ed., M.Sc. (Vice-Principal/Academics) and Mrs. J. Campbell, B.A., B.P.H.E., B.Ed. (Vice-Principal/School Life).

In 1998/99, excluding the administrators, Trafalgar's teaching faculty numbered 19, 3 men and 16 women. Five resided on campus.

Student Body and Student Dress

In 1998/99, Trafalgar enrolled 185 students, of which 115 were day students and 70 boarding students. Thirteen countries were represented by the student population: Canada, Mexico, Hong Kong, England, West Indies, Venezuela, Ghana, China, Singapore, Taiwan, Japan, Korea and Lithuania.

School uniform that must be worn during classes and on special occasions. It consists of a navy blue blazer or sweater with school crest, white blouse, navy blue tie, blue plaid kilt, navy blue knee socks and black leather Doc Martens shoes. Personal clothing may be worn at other times, including evening meals, but since the School encourages a high standard of neatness, the School expects its students to dress accordingly.

Academic Calendar and Programme

At Trafalgar Castle, the school year runs from the first week of September until the second week of June, with major breaks at Christmas and in the Spring, as well as statutory holidays, during which times the residences are closed.

During the school week, resident students typically observe the following schedule:

7:00 a.m.	Rise
7:15 a.m.	Breakfast and room inspection
8:05 a.m.	Chapel
8:20 a.m.-8:35 a.m.	Reading Period (Academic Advisor Group)
8:35 a.m.-9:25 a.m.	Period 1
9:25 a.m.-10:15 a.m.	Period 2
10:15 a.m.-10:30 a.m.	Break
10:30-11:20 a.m.	Period 3
11:20 a.m.-12:10 p.m.	Period 4
12:10 a.m.-1:00 p.m.	Lunch
1:00 p.m.-2:00 p.m.	Period 5
2:00 p.m.-3:00 p.m.	Period 6
3:00 p.m.-3:30 p.m.	Tutorial Period / Academic Advisor Group
3:30 p.m.-5:30 p.m.	Sports and extra-curricular activities
5:30 p.m.	Dinner
6:45 p.m.-8:45 p.m.	Evening study
8:45 p.m.	Snack and Free Time
10:00 p.m.	Lights out (Grade 7, 8 & 9)
10:30 p.m.	Lights out (Grades 10-11)
11:30 p.m.	Lights out (Grade 12 & OAC)

At Trafalgar Castle, the curriculum includes: English; French; Drama, Music, Visual Arts; Economics, Geography, History, Law; Mathematics, Algebra, Geometry, Calculus, Finite; Computer Science; Science, Physical and Chemical Science, Biology, Chemistry, Physics; Physical Education and Health, Entrepreneurship, Skills for Living and Guidance.

The School also offers courses in English as a Second Language

All courses are taught at the advanced level.

The School is especially committed to the educational basics, so each day begins with a

twenty-minute reading period.

Average class size is 13-15 and the faculty-student ratio: 1:8. Maximum class size is 20.

Student progress is evaluated continuously throughout each course using a variety of methods including classroom participation, essays, projects, tests, skill demonstrations and examinations. Formal examinations are written in December and June. Parents receive reports in October (Progress), December (First term), March (Progress) and June (Final).

Each student at Trafalgar Castle has an Academic Advisor, who stays with the student during her duration at the School. Each advisor is a member of the faculty and is available to offer advice and assistance on a daily basis. Regular contact is maintained with parents.

Information Technology

Trafalgar Castle School has adopted an aggressive stance toward information technology, which has led to the networking of the entire School and the implementation of information technology objectives into the curriculum. Instruction takes place through formal classes and computer use within regular curriculum in all subjects. Students in Grades 6, 7 and 8 were required to provide laptop computers in September 1999 and all students will be required to provide laptop computers in September 2000.

Computers are available for student use in computer centre, classrooms, library, dormitories. Computer network features include campus e-mail, CD-ROM, Internet access.

The School's approach is balanced however, as it realizes that information technology is a tool to advance critical thinking skills and it continues to offer a challenging curriculum which includes a firm commitment to traditional academic studies.

Student Activities and Student Conduct

Chapel is compulsory and starts each school day. The service is non-denominational and emphasizes universal values.

Students are also expected to be on a least one school team and be a member of at least one school organization each year.

The student body is divided into four houses--Carter, Farewell, Hare and Maxwell and the houses compete in such intra-mural sports as: badminton, baseball, basketball, cross-country, floor hockey, gymnastics, soccer, swimming, tennis, track and field, and volleyball.

Interscholastic competition is possible in baseball, basketball, cross-country running, field hockey, golf, gymnastics, soccer, swimming, tennis, track and field and volleyball. Riding is also available, although individually arranged, since the School surrendered its stables several years ago.

Numerous clubs are open to students, including the Student Council and the Student Fellowship. The latter organization hosts the annual Bazaar in the Fall, the proceeds of which help to support two foster children and many other worthy enterprises.

Students are also required to make a commitment to at least one community service activity per school year. Many students participate in the Thirty Hour Famine sponsored by World Vision.

The School participates in the Duke of Edinburgh's Award Programme³.

³See Appendix VII.

The School also provides opportunities for extra-curricular student participation in debating, drama and music and it regularly sponsors expeditions to Toronto so that students may attend cultural events.

Traditional events at the School include: Fall Camp, the Cross Country Run/Turkey trot/Pumpkin Pursuit, the Fall Bazaar, House Plays, Christmas Carol Service, Christmas Dinner, The Junior Science Olympics (for those in Grades 7-9), the Honour Society Luncheon, the Senior Dinner, the Grad Tea, and Trafalgar Day (known until 1991 as Commencement)

One of the highlights, celebrated since 1907, is May Day, a demonstration of gymnastics and dancing, culminating in the crowning of the May Queen.

On long weekends, students may go home or visit friends approved by parents. Students whose homes are reasonably close to the School may spend most weekends at home, returning on Sunday evening. For girls in residence on weekends, entertainment and activities are arranged which include dances, movies, field trips, etc.

The School has a clearly written set of guidelines for students which are published in the student agenda given to each student at the beginning of the year. A copy of our rules and regulations are sent to parents early in the school year.

The School also has tough policies on the use of alcohol and illegal drugs. While it frowns on smoking, it does provide an outdoor smoking area for those students with written parental permission and the area is only available at restricted times.

Admission and Costs

Trafalgar Castle welcomes students who can meet its academic and social demands.

Applications from overseas students must be accompanied by letters of reference from existing school authorities, plus academic reports for the previous two years. For those students within travelling distance, a personal interview is mandatory. A \$1,500 acceptance deposit must be paid upon confirmation of enrolment, of which \$500 is an application fee and \$1,000 will be deducted from the student's first account.

In 1999/00, tuition, room and board for Canadian boarders is \$22,100 (Grade 7), \$22,800 (Grade 8) and \$24,100 (Grades 9 to 12 or OAC). International students in all grades pay a set \$27,000.

School fees include tuition, room and board, and the student activity fee. This fee covers the cost of the yearbook, school pictures, special films, cultural activities (opera, drama, concerts) and a considerable amount of the cost of transportation to out-of-town events.

International students must enroll in the School's medical plan at a cost of approximately \$750 for the year.

Students are also advised to allow approximately \$1,500 for the purchase of books and the school uniform. Private lessons in drama and piano are also available at an additional cost.

The School has a programme of scholarships and bursaries.

For Further Information

Contact: Irene J. Talent, Admissions Officer

Trinity College School
“Not Just Another School. TCS is a World”

Address: Port Hope, ON, L1A 3W2
Telephone: (905) 885-3209; Fax: (905) 885-9690
WWW: <http://tcs.on.ca/index.htm>
E-mail: klavery@tcs.on.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Anglican Church of Canada
Grades: Junior School, 7-8
Senior School, 9-OAC/12 plus AP¹
Boarding Grades: 9-OAC/12 plus AP
Application Deadline: Open but March 1 for following September recommended
Scholarship Deadline: October 31

Location

Trinity College School, or TCS as it is commonly known, occupies a 100 acre campus in Port Hope (population 11,698), located 62 miles (109 kms) east of Toronto just off the Macdonald-Cartier Freeway (Highway 401). The campus, which overlooks an expansive school orchard and Lake Ontario provides an ideal outdoor environment, and yet the School is close enough to the provincial capital and other major centres to make convenient school visits.

History

In 1865, Trinity had its unpretentious start in the small village of Weston, now part of Toronto. William A. Johnson, the rector of St. Phillips had, for several years, been running what was known as the Weston School for his three sons and the sons of his friends. This school, founded at Johnson's expense, grew beyond his ability to cope with its ever increasing number of students. In 1864, Johnson applied to the Corporation of Trinity College, the Anglican university that had not yet federated with the University of Toronto, for its approval in establishing in Weston a preparatory school for boys to be called Trinity College School. At the beginning, it was Trinity College's function to hire the School's staff, conduct final examination and award prizes all with the expectation that students in the School would enrol at Trinity upon graduation. The School officially opened in “The Rectory”, the Johnson's home, on May 1, 1865 with nine students and a faculty of four. The Rev. C.H. Badgley was appointed the first headmaster.

The little school grew and flourished and in three year's time, larger quarters were needed. Sites were considered at Guelph, Thorold, Niagara and Whitby. However, leading citizens of Port Hope, anxious to have the School located in their town, offered to pay three year's rent on suitable premises. The offer was accepted and Trinity opened in Port Hope in September 1868.

¹See Appendix V.

The following thirty years were good ones for the School. During that time, under the direction of the second and subsequent headmasters, Trinity grew from the motley collection of wooden sheds and buildings which existed initially at the site of Port Hope into a prosperous, thriving academic community.

From its opening and for many years thereafter, by policy, the School was headed by Anglican priests who lived childless on campus. In 1932, the board amended the School's constitution and for the first time, a layman, Philip Ketchum who had a wife and six children, assumed responsibility for the School. In the 1930s, Ketchum oversaw the last of a series of major re-buildings necessitated by fires; in 1954, hosted the seminal Conference on Canadian Education; and by his retirement in 1962 solidified the School's reputation for high academic standards.

The last forty years of the School history read like a chronicle of successes and expansion. The School's physical plant has tripled in size, the student body has doubled and, after a change in school policy the preceding year, in the fall of 1991, the first female student was admitted to TCS.

Trinity continues to be on the leading edge of education in Canada, particularly in the use and promotion of computers in the curriculum. During the summer of 1997, the entire campus was cabled in order to make the School's computer network, and the Internet, universally accessible. In 1998, the School began a laptop programme.

Today, TCS is managed by a Board of Governors and is a member of the Canadian Association of Independent Schools², the Headmaster's Conference (USA), the Council for Advancement and Support of Education (USA), the Parents League of New York (USA) and the Secondary School Admission Test Board. It is also an affiliate of the National Association of Independent Schools (USA).

The School's academic programme is inspected annually by officials of the Ontario Ministry of Education which authorizes TCS to issue provincial diplomas. The School is also accredited by the Canadian Education Standards Institute³. Most graduates go on, not just to Trinity College, which since 1904 has been federated with the University of Toronto, but to such other Ontario universities as Queen's, and Western. Because they need not take the Quebec CEGEP programme, they also enroll directly in Concordia or McGill in that province, and in such American universities as Dartmouth, Harvard, M.I.T. and Princeton. To date, fifteen TCS graduates have won Rhodes Scholarships.

Philosophy

TCS aims to prepare young men and women to thrive in university and beyond and to do so in a

²See Appendix III.

³See Appendix IV.

caring, supportive environment.

Campus

The large campus includes a fitness trail, nine playing fields, six tennis courts and a harrier course. Other athletic facilities include an indoor hockey arena, and in the Main Academic Building, an indoor swimming pool, two gyms and four squash courts. Aside from the athletic areas, this building consists of an administrative area, the library with 20,000 volumes, plus classrooms, modern science laboratories, state-of-the art computer facilities, the school store, a gracious dining hall and a newly-appointed student centre.

Boulden House was built in 1924 for use as the Junior School but is now used for the fine arts and history. The music section occupies parts four floors, while art uses two floors and history has several classrooms and the history library on the ground floor. The basement is used for crafts such as canoe building. Dance facilities are located on the top floor.

The School also boasts a beautiful chapel seating over 400, the Lodge (where the Headmaster lives), a Health Centre and student residences.

Boarding Facilities

At TCS, the residences can accommodate 344 students.

The boys live in three separate residences which house 175 boys: Bethune, Bickle and Brent Houses and 169 girls can reside in Burns, Ketchum and Scott Houses.

Normally, students are housed in single or double rooms and are supplied with desks, chairs, a bulletin board, a bed and all linen. For snacks, students are advised to bring an inexpensive knife, fork, spoon and a cup or mug. They may also bring personal equipment such as computers, radios and stereos and even a small refrigerator.

Students may however not bring TVs, VCRs pets or other cooking apparatus.

Each house has a common room with TV facilities.

The School operates its own laundry on the premises.

Except for special circumstances, Trinity does not allow boarders to have vehicles on campus.

In residence, every student has specific daily duties, and much of the internal management of the School is by senior students working under the guidance of a Housemaster and an Assistant Housemaster who live in the house with their families

Students dine in Osler Hall were they find that at each “all you can eat” meal there is something for everyone. As well as the hot main course, hot soup, salad and deli are available. These can be accompanied by drinks, cereal, and dessert. Each meal is served with a vegetarian option. Over the past few years, TCS has been making a conscious effort to maintain the best quality of food possible. The dietician in charge of supplying the food is advised by The Trinity Food Council meets regularly to discuss possible improvements in the TCS menu. Students are free to make suggestions to be considered at these meetings.

Health and Safety

The Health Centre is a separate building on the campus which houses the school nurses' office, the school counsellor's office, a dispensary, medical examination facilities. The school physician visits the Health Centre when required, and is available daily at his office in the Port Hope Medical Centre, which is nearby. Other physicians, including female physicians if preferred, are available upon request. The school counsellor will work at the Health Centre three days a week, as well as being available for emergency consultations. The counsellor practices under the supervision of the chief psychologist of the Northumberland and Clarington Board of Education.

For major medical problems or emergencies, the Cobourg Hospital is a fully accredited hospital with an emergency room which is staffed with a physician on duty 24 hours a day. The Cobourg Hospital is a fifteen minute car ride from the School. In addition to the services of the Cobourg Hospital, the Port Hope Medical Centre is a well equipped medical clinic within walking distance of the School. This clinic provides the services of general practitioners, a general surgeon and dentists, as well as a number of other medical specialists. It also has an X-ray and ultrasound department and a physiotherapy department. All of these services can be accessed via the School

Health Centre or the school physician's office. Orthodontic services are available in Cobourg, and appointments are made through the School Health Centre.

Co-ordinated with the Health Centre is the Trinity Sports Injuries Clinic. It is located in the main school complex and is equipped with all the modern facilities available at a public physiotherapy clinic. Trinity has a qualified athletic therapist on staff and this service ensures prompt and comprehensive treatment of sports injuries.

Administration and Faculty

Since 1983, the Headmaster of TCS has been Roger C. N. Wright, (B. P. H. E., M. Ed., University of Toronto). Prior to his appointment, Mr. Wright taught physical education for nine years at Upper Canada College in Toronto. For six of those years, he was head of the Physical Education Department, and for five, Senior Resident Housemaster.

In 1998/99, the faculty numbered: 60, 39 men (36 full-time, 3 part-time), 21 women (18 full-time, 3 part-time); 17 had master's; 2 their doctorates. Twenty resided on campus. Each teacher is committed to the academic success of the student. This goes well beyond the classroom and teachers can often be found giving individual instruction during a study or offering extra help classes on the eve of tests and exams. Faculty members are also passionate about teaching and

learning. Teachers are actively engaged in updating courses, consulting with colleagues and developing professionally through conferences and additional qualifications. As well, each teacher gets to know students outside of the classroom coaching athletic teams, directing arts' activities, supervising community service and doing duty on a weekly basis in the School's residences. Most importantly, teachers are caring and supportive. Students are treated as individuals with different academic needs and learning styles. Teachers are regularly adjusting approaches and activities to maximize the potential for academic success. Entrusting a child to the care of another is a tremendous leap of faith. The faculty at TCS is committed to doing their utmost to provide an educational environment that is supportive and rewarding.

Student Body and Student Dress

In 1998/99, the full-time enrollment at TCS totaled 466 students, of which 91 were day boys and 59 days girls. In residence, there were 175 boys and 141 girls. Boarders came from every province of Canada, and from 28 foreign countries.

There is a school uniform consisting of the navy blue school blazer with crest, white shirt, school tie, dark grey flannels or TCS kilt, dark socks and black dress shoes. The uniform must be worn Mondays, Wednesdays and to Chapel on Sunday, for special events, and when representing the school off campus. Otherwise, and especially in class, the School has a dress code which requires sports jacket (or suit), dress shirt, the school tie, and dress trousers or skirts, solid colour socks and black or brown polished shoes. Cut and colour must not be provocative. In additions, students are expected to be groomed conservatively.

Academic Calendar and Programme

At TCS, the school year which is divided into three terms, Fall, Winter and Spring, begins in the second week of September and continues until the second week of the following June, with major breaks at Christmas and in March during which times the residences are closed. There are also shorter breaks of about a week in each term and students may elect to remain in residence at an extra charge.

During the school week, residents typically observe the following schedule, Mondays, Tuesdays⁴ and Thursdays⁵

Before 7:00 a.m.	Rise
7:15 a.m.- 7:45 a.m.	Breakfast
8:00 a.m.-8:20 a.m.	Chapel
8:30 a.m.-11:10 a.m.	Classes
11:10 a.m.-11:30 a.m.	Break
11:30 a.m.-12:20 p.m.	Period 4
12:25 p.m.-1:05 p.m.	Lunch I (or Period 5)
1:10 p.m.-1:50 p.m.	Lunch II (or Period 6)
1:55 p.m.-3:40 p.m.	Periods 7 or 8
4:00 p.m.-6:00 p.m.	Sports
5:15 p.m.- 6:30 p.m.	Supper
6:20 p.m.-7:20 p.m.	Arts (Choir / Band Practices)
7:30 p.m.- 9:30 p.m.	Study

⁴. On Wednesdays:

7:45 a.m.-8:15 a.m.	Breakfast
8:00 a.m.	Day house meeting
8:30 a.m.	Onwards like Monday, Tuesday and Thursday

⁵ On Fridays when there are classes on Saturday, schedule during day is the same as Monday, Tuesday and Thursday.

10:15 p.m. onwards

Quiet and Lights Out

At TCS, the curriculum includes: English; French, Latin, Spanish; Art, Music; Canadian Studies Economics, Geography, History, Law, Philosophy, Politics, World Issues; Mathematics Algebra, Calculus, Finite, Geometry; Computer Studies; Science, Biology, Chemistry, Environmental Science Physics, Technology; Physical and Health Education; Accounting; Guidance.

Advanced Placement courses are also available in: Art History, Biology, Calculus, Chemistry, English, French Language, French Literature, Mathematics, and Physics.

At TCS, great emphasis is placed on the Grade 9 programme referred to as The Foundation Year. All classes focus on the development of the skills necessary for lifelong learning (i.e. critical thinking, problem solving, organization, communication, research, time management). Acquiring knowledge and information continues to play an important role. The new curriculum, however, has shifted from the traditional focus on a content-dominated curriculum to one with a greater emphasis on learning how to learn. It encompasses the integration of several effective teaching and learning practices. A thematic approach to learning allows students the ability to see links between the different subject areas and apply the skills and knowledge to real-life situations. The themes stressed at various times throughout the year include Patterns, Revolutions, and Power and Authority. Team-teaching and discipline-specific development is also incorporated into the Grade 9 programme, with the ultimate goal being to ensure that TCS students continue to emerge from its educational programme with the necessary new skills and new ways to learn that will allow them to thrive in our ever-changing world.

Throughout its complete curriculum, TCS places particular emphasis on developing students' ability to express themselves with clarity and precision. The School teaches English by introducing students to challenging literature and by fostering extensive practice in writing, speaking and reading. A modern library, an active drama programme and a long tradition in debating serve to reinforce and stimulate the study of English.

For students already bilingual in French and English, the study of French is enhanced by advanced courses.

The high standard of teaching in Mathematics and Science is confirmed each year as TCS students distinguish themselves in provincial and national competitions.

Generally, all courses are taught at the advanced level.

At TCS, classes are small (average 12 to 20) and there is a student staff ratio of about one to eight permits an unusual amount of individual attention given to each student.

Each student is assigned an adviser, who will assist any student in difficulty. Moreover, students whose work is unsatisfactory are required to attend extra classes and study periods. On the other hand, good work is rewarded by special privileges.

Those who require private tutoring may receive it for an extra charge.

Examinations are given in December and June.

A mid-term report consisting of letter grades and comments is sent to parents in early November. At the end of first term (Christmas), a report consisting of term marks, exam marks and subject comments is sent home. At the end of the Winter Term (March), a further report with marks (term and cumulative) and comments is mailed home. The final report is sent in June after the completion of the year, which usually includes final exams as well as term and

cumulative marks.

There are plenty of opportunities for parents to visit or contact the School to discuss their child's progress with teachers and advisers.

Information Technology

Historically, the role of technology in education has been peripheral, with new technologies being used to enhance the traditional teacher-centered model of instruction. However, the computer, and particularly the networked computer, is helping to transform the classroom into a student-centered model. Although reasoning and critical thinking are still the bedrock of any education, the reality of electronic advances has motivated Trinity to seriously study the impact of computers on teaching and learning. The School believes that, in the hands of a trained teacher, software applications can enrich and invigorate a student's education. Access to the world's best libraries, and other resources, through the Internet, superior "mainstream" and course-specific software, electronic mail and news groups, for instance, can all be fabulous learning tools. However, the School has never and will never be fooled into thinking that the harvesting of information is the sole goal of the exercise. Clearly, what is done with the information is paramount, and that is where its teaching professionals come into the picture.

Trinity, tries to integrate the computer into the classroom in a meaningful manner; neither dazzled by its capabilities nor disrespectful of its power to shape behaviour and as a result, has made major changes to the School's operation. It has been impelled to re-vamp teaching methodologies, re-think communication vehicles, re-design parts of its physical plant and re-double fund raising activities.

The main features of IT at Trinity include:

- *Personnel.* The School has a Director of Information Technology who is responsible for the overall direction of Information Technology (IT) at Trinity College School. It has also established an Information Systems (IS) Department consisting of two highly qualified full-time employees. The School also has its own on-site Educational Technology Consultant who provides leadership to the faculty with respect to the integration of information technology into their classes.
- *The Network Infrastructure.* The ability to access the School's local area network (LAN), and the vast resources of the Internet, from anywhere on campus is integral to the School's technology mission. During the summer of 1997, the School undertook a major cabling project and it now has almost 800 "live" Ethernet data jacks and almost 400 "live" telephone jacks throughout its sprawling campus. The switched 10BaseT Ethernet solution that the School now have in place is second to none in secondary education in Canada. The network design allows the School to easily expand the network as needed and in no way restricts the deployment of future higher bandwidth technologies.
- *Telephones.* Everyone at the School now has her/his own telephone extension and voice mail box. Typically, there is one telephone in each student residence room and all students are, therefore, able to conveniently make internal, local and long distance phone calls.
- *Internet Access.* The School has a partial T1 line coming into the School affording

us a dedicated 196 kb/s connection to the Internet. The School's Internet solution involves a combination of Windows NT and Lotus Notes and is proving to be extremely reliable. Everyone at the School has his/her own email account and access to the World Wide Web. The School also has a screening system in place that negates access to undesirable Internet sites.

- *Computer Software.* The School has invested heavily in software applications and one would be hard pressed to find a school anywhere in the world with a more up-to-date suite of software. The School's LAN operates under the *Windows NT* platform, and all "client" computers use either *Windows 95* or *Windows NT* as their operating systems. The School has adopted *Microsoft Office '97* as its mainstream software suite. It now uses *Microsoft Word '97* as its word processor, *Microsoft Excel '97* as its spreadsheet, *Microsoft Publisher '97* as its desktop publisher and *Microsoft PowerPoint '97* as its presentation software. The School's database software is *Lotus Approach 97*, and it uses *Lotus Notes* for email. All of these applications are available to anyone connected to the School's Local Area Network. In addition the School has an impressive collection of course-specific software and resource materials available through the network.
- *Library.* The library, it seems, is starting to take over the School as more-and-more resource materials are accessible from anywhere on campus! The catalogue system and sign-out have been electronic for years. The School also has copious on-line reference materials, including *Encyclopedia Britannica* and "*ProQuest*" – a very diverse and current collection of over 600 periodicals and magazines. Well over one hundred CD-ROM titles are available in the library and there are a number of dedicated top-of-the-line computers available for running them. All library computers are fully networked, and the School is currently exploring the notion of having the card catalogue system accessible from anywhere on its LAN.
- *Computer Hardware.* Although there are 180 privately owned computers in the student residences TCS still maintains several high-end teaching labs. It now has a state-of-the-art Geographical Information Systems (GIS) facility with 15 Pentium-166 microprocessors, a colour laser printer and an impressive array of multimedia equipment. Its main Computer Science lab has 21 Pentium-133 computers, and its library also contains 14 such machines. It has another computer lab with 21 "486" machines for general use, and a 15 station lab exclusively for Tottenham House (Grades 7 and 8). Finally, in Boulden House, it has established a 12 station MIDI Music Lab to support a course in Music and Computers. As well, every TCS teacher has sole access to a PC in his or her primary workspace, and 20 of these computers are laptops that the teachers can use anywhere on, or off, the campus.
- *Mobile Computing.* The notebook computer is rapidly becoming the late twentieth century student's toolbox. These portable, yet powerful, computers can be connected to the School's LAN, and hence to the Internet, at any one of the 800 data terminals that now saturate the campus. As part of this direction, students who entered Trinity's Foundation Year (Grade 9) in 1998 leased a notebook

computer from the School. The 1999 Grade 9 class uses notebook computers directly in at least half of their classes, and indirectly in all of them.

Student Activities and Student Conduct

Chapel is compulsory for all students; while the tradition is Anglican, students of all denominations are welcome. On Sundays, Roman Catholic students may attend mass in Port Hope.

All boarders are also required to be involved in extra-curricular activities—OAC students for a minimum of 3 hours a week, others for a minimum of 5. Activities qualifying for these hours include: athletics, music, drama, clubs and community service

In the Fall Term, boys' teams compete in football, soccer and volleyball, girls' teams in basketball and field hockey and co-ed teams in equestrian, harriers, and rowing. In the Winter term, boys' teams compete in basketball and hockey, girls' teams hockey and volleyball and coed teams equestrian, skiing (alpine and nordic), squash and swimming. In the Spring Term, boys' teams compete in baseball, cricket, and rugby, girls' teams in soccer and softball, and co-ed teams in badminton, equestrian, golf, rowing, tennis and track and field. In recent years, the School has won championships in most sports.

A number of intramural sports are also available.

For musicians, three concert bands, two jazz ensembles, and vocal ensembles are comprised of students who are enrolled in music courses or who simply love to perform. TCS musicians appear regularly both at school functions and off campus at venues ranging from Roy Thompson Hall (Independent School Music Festival) to the UN (1996 New York Tour).

Trinity's Theater programme boasts an annual major production and a festival of one-act plays. At TCS, drama is one of the mainstays of extra-curricular life. The major winter production is cast and rehearsals begin in early fall. Dramatic productions alternate with Musicals on a yearly basis. The one-act play festival is adjudicated competition in which each House presents work entirely produced and directed by students. TCS students with a keen interest in theatre often appear in community productions at Cobourg's Victoria Hall.

Arts and variety nights, a recent innovation and also entirely student-produced, allow individuals to showcase their talents in the performing arts.

Trinity also offers a variety of societies and clubs for students to join. They range from debating, environmental concern, helping in chapel, to education about international issues and working on the School's yearbook, *The Record*.

Community Service continues to expand with a record number of students and teachers involved. Possibilities include: Big Brothers/Sisters, Brownies, Children's Visiting; Food Bank; Hospital Visiting; Humane Society; Peer Counsellors; Pool Programme; Senior's Visiting; and Tutoring students at a nearby public school.

The School participates in the Duke of Edinburgh's Award Programme⁶.

An Entertainment Committee, elected by the students, plans weekend activities, which include dances, theatre trips to Toronto and Stratford, canoe trips and ski weekends. Feature

⁶See Appendix VII.

films are also shown each week, and drama productions visit the School throughout the year.

Special events throughout the year to which parents and alumni are invited include: New Students Fun and Games, the Fall Fair, Thanksgiving Weekend, a Charity Word Day, the Oxford Cup Run and the Drama Society's Fall Production in November, Carol Service, in December, Winter Carnival and Parents Weekend in January, Arts Night, the Drama Society's Winter Production in March, Athletics Prize Giving and Speech Day in June.

The School also sponsors student exchanges with other school world-wide.

Rules at TCS are kept to the minimum required to maintain order and safety. All students are expected to be considerate and to extend respect to each other and to staff members. Alcoholic beverages and illegal drugs are strictly forbidden.

Admission and Costs

TCS welcomes students regardless of religion, race or colour to its campus: the School is particularly interested in maintaining the international character of its student body and for this reason, does not levy a surcharge on the fees of international students. Further, by policy it reserves 33% of its boarding spaces for such students.

Applications, which ask for relevant personal information about the applicant in his or her own hand must be accompanied by a photo, past academic records, references from a teacher as well as a person who knows the applicant

There are two aptitude tests test and visits to the campus are strongly encouraged.

There is an application fee of \$100.

In 1999/00, tuition, room and board for all students is \$26,510. This figure includes a personal service fee which covers transportation, weekend movies, athletic equipment etc.

In general the School advises that over and above basic fees, all extras should account for between \$2,500 and \$3,500 per year.

Tuition refund insurance is mandatory except for those prepaying fees. Cost is 1.4% less financial assistance awarded.

The School has a generous programme of scholarships and bursaries which in 1999/00 totaled \$890,000.

For Further Information

Contact: Mr. Brian D. Proctor, Director of Admissions.

Upper Canada College
Palman Ferat Qui Merui¹

Address: 200 Lonsdale Road, Toronto, ON, M4V 1W6
Telephone: (416) 488-1125; Fax (416) 484-8611
WWW: <http://www.ucc.on.ca>
E-mail: rbarter@ucc.on.ca
Type of School: Independent boys university preparatory
Religious Affiliation: Nondenominational
Grades: 1-8, Preparatory School
9-International Baccalaureate(IB)² graduation, Upper School
Boarding Grades: 9-International Baccalaureate Graduation
Application Deadline: End of February for September entry
Scholarship Deadline: End of December for applications

Location

Upper Canada College is situated on a 17-hectare (43-acre) campus in the heart of the City of Toronto (population 3,000,000). Located in a quiet residential neighbourhood north of the intersection of Avenue Road and St. Clair Avenue, the College is on local bus routes and is within walking distance of the subway; all major cultural, sports, shopping, and entertainment venues are within 15 to 20 minutes of the College. Airplane, train and bus services are easily accessible.

In addition, UCC has 181 hectares (450 acres) of rural property adjacent to a conservation area at Norval, 80 kilometres (50 miles) northwest of Toronto. This property provides the College with a natural area for outdoor education and environmental studies.

History

Upper Canada College, the oldest independent school in the Province of Ontario, was founded in 1829 by Sir John Colborne (later Lord Seaton), the Lieutenant-Governor of the British colony of Upper Canada. The College is an independent, non-denominational school for boys, incorporated under an Act of the Legislature of the Province of Ontario, and is administered by a seventeen-member Board of Governors as a public trust. UCC relied on public funding until 1900 when it became fully independent. UCC's official Visitor, HRH The Duke of Edinburgh, provides a traditional link with Britain.

¹"Let him who merits the palm, bear it"

² See Appendix VI.

In January of 1830 when the College opened, its new buildings were still under construction and temporary quarters were located in the block bounded by Church, Adelaide and Jarvis Streets.

The College's first permanent buildings stood on Russell Square, on land which is now bounded by King, Simcoe, Adelaide and John Streets in downtown Toronto. The first buildings constructed were the schoolhouse and dwellings for eight masters, all standing well back towards Adelaide Street. The first addition to the buildings was the "Main" Boarding House, a portion of which, though much altered, is still standing at the southwest corner of Adelaide and Duncan Streets. Built in 1832, the "Main" did duty without alteration until 1871 when it was enlarged.

During its first year of operation, January 1830 to January 1831, the College admitted 140 pupils and employed a Principal and eight masters. Today the College has approximately 1,060 students, and employs over 200 teachers and staff.

The fees in 1830-31 were Two Pounds per quarter for each boy in Upper School and One Pound Five Shillings in the Preparatory School. Each student was charged an additional Five Shillings per quarter to cover the costs of pens, ink, fuel, etc. For students taking drawing instruction, there was an extra charge of Ten Shillings per quarter. The College provided books at the expense of the students.

With industrial growth in the city, the Russell Square site became increasingly unsuitable as an educational institution, and in 1891 the provincial government provided the College with new buildings on its present site in Deer Park in exchange for the downtown property. At that time, the city did not stretch beyond Davenport Road, and the school was located in the country.

That same year an association was established to facilitate alumni (Old Boys) staying in touch with the College. Today, the UCC Association represents more than 8,500 Old Boys, parents of boys at the College, past parents, faculty, staff and friends of the College.

In 1902 it was considered timely and advisable to separate the younger and older boys and this led to the foundation of the Preparatory School. In 1917, a new house was built for the Principal, and the Parkin Building was added to the Preparatory School. In 1932, new residences were built at the Upper School to accommodate 116 boarders. In 1938 a gymnasium and pool were completed at the Upper School.

In 1913, the College purchased a 181 hectare (450-acre) property at Norval, which is now utilized for outdoor education and environmental studies.

In 1951 the Memorial Wing was built at the Upper School to commemorate the lives of Old Boys who lost their lives during World War II. Also during the 1950s, considerable building occurred at the Preparatory School to enable its enrolment to expand, and two open-air ice rinks were constructed at the north end of the campus. In March 1958, the main Upper School building was condemned as being structurally unsound. The following two and a half years saw the old Upper School demolished and the present main building planned and built, with three million dollars raised by Old Boys and friends of the College.

In 1971, the Patrick Johnson Arena, with indoor artificial ice, was constructed. In 1989, a major building campaign was undertaken, raising \$16.5 million to add an addition to the Preparatory School, a new double gymnasium, renovations to Upper School classrooms and new faculty residences.

In 1996, the College adopted the International Baccalaureate curriculum as its principal diploma undertaken by all students in their final two years at the School. In July 1998 the first UCC students to graduate with the IB diploma achieved an outstanding record of accomplishment.

In 1999 the College completed a five-storey addition to the centre of the Upper School. The Creativity Centre integrates the main building with new facilities to further develop Art, Drama, and Music. As well, the Centre provides students with spaces in which to socialize and perform, and resources to enhance the expression and presentation of their ideas.

Today, Upper Canada College is a member of the Conference of Independent Schools of Ontario, the Canadian Association of Independent Schools³, the Secondary School Admission Testing Board, The Association of Boarding Schools and an associate member of the National Association of Independent Schools, as well as the Headmasters' Conference of the United Kingdom.

Because the College's principal graduation diploma is the International Baccalaureate, UCC is accredited by the International Baccalaureate Organization. It is also accredited by the Canadian Education Standards Institute⁴. The College's academic programme is inspected annually by the Ontario Ministry of Education, allowing authority to also issue the provincial education diploma (Ontario Secondary School Diploma).

Each year, almost every graduate proceeds to university; however a few often take a year sabbatical to travel or work prior to starting a post-secondary education. Normally, graduates proceed to Ontario and Canadian universities, most frequently Queen's University at Kingston, the University of Western Ontario, the University of Toronto, McGill, King's College (Dalhousie), as well as selective universities and colleges in the United States and overseas: Yale, Harvard, Princeton, Duke, Stanford and Cambridge and Oxford. In 1998 the University of Toronto awarded a National Scholarship, the most distinguished undergraduate award in Canada, to a UCC graduate.

To date, 24 graduates of Upper Canada College have been awarded the Rhodes Scholarship. For 170 years, graduates of Upper Canada College have made vital contributions to Canada and are prominent members of all professions. Over the years, the school has enjoyed the support of those who, through their own achievements, are in a position to assist the College substantially in opening educational avenues and giving others the means of preparing themselves for a life of service and accomplishment.

Philosophy

The College recognizes the convergence of the legitimate self-interest of its boys with the need to

³See Appendix III.

⁴See Appendix IV.

make our world a better place. UCC's goal is to educate young men to be capable of both doing good and doing well. The College believes that formal education provides one of the best ways of preparing students to achieve success with this dual priority and prepares them to take on the commensurate responsibilities.

In the 21st century the College will continue to provide programmes to develop the students' creativity and insight, as well as their ability to establish a strong sense of personal identity, a broad knowledge base, clear values and goals, and the passion to learn. UCC will strive to educate young men from around the world, to be capable of both doing good and doing well as they live, work and play in a world that demands tolerance, flexibility, communication, personal resilience and expertise.

Just as important, UCC attempts to encourage students to become contributing members of the community in which they will live after their formal education is completed. Certainly, a student today must be prepared to meet the rapid changes in the social and economic structure of our society. The College believes that hard work through a challenging academic curriculum is important, and that an element of competition in academics and athletics acts as a positive spur to most students.

UCC seeks to respect and encourage the unique qualities of each student and values responsible behaviour, integrity, tolerance, and compassion for the individual. Competence in one or more academic, creative, athletic and community endeavours brings confidence, the keystone to a productive life. Consequently, the College tries to make available the widest possible variety of creative, athletic and community service opportunities at all levels. Lastly, the College endeavours to develop both a sense of responsibility and the characteristics of leadership.

Campus

The 17-hectare (43 acres) campus presents two schools, sports facilities and residential accommodations. Upper School-boarding students, the Principal, Headmaster and several staff and their families. Each school has its own science facility, computer centre, library, gymnasium, and music and art studios. The Foster and Bill Hewitt Athletic Centre includes an additional two gymnasiums and fitness room. The College property includes extensive playing fields, a year round hockey arena, tennis courts, an outdoor track, and an indoor swimming pool.

The Preparatory School, set in the southwest portion of the property, comprises the Eaton, Howard, and Parkin buildings and has facilities for 425 young boys from Grades 1-8. The John David Eaton building provides additional classrooms, a 350-seat performance hall, a dining room, two music rooms, a drama room, a photography lab and a carpentry shop. The Prep also has two science labs, a large art studio, a well-stocked library, a computer room, and a gymnasium.

The Upper School has facilities for over 650 boys in Grades 9 through graduation and two boarding residences. The Upper School building includes a lecture theatre, laboratories, and classrooms to accommodate 24 classes. The library contains 15,000 volumes and 80 periodical titles. The book catalogue is fully automated, using the same search software as the Toronto Public Library system. It is networked on the College's LAN, and is therefore available throughout the school, as well as in the library. The Prep School library collection forms part of

the total catalogue. The two collections are searchable separately, with the option of moving from one to the other and back again. This option, combined with reciprocal borrowing privileges, gives all students in both schools access to the approximately 30,000 text resources on the School's campus. The library also subscribes to over 100 periodicals in print form, plus three full-text periodical and newspaper databases in CD-ROM format. These databases are also networked on the College's LAN and are therefore available throughout the School. In addition to researching the UCC libraries, students can search the book catalogues of the Toronto Public Library System, the Metropolitan Toronto Reference Library, and the North York Public Library System. The libraries of the University of Toronto, York University and the Ontario Institute of Studies in Education also can be searched.

The Upper School also has an art room, a computer centre, music rooms, gym, dining room and kitchen, health centre, stage for dramatic and musical performances, dark room and sports shop. In 1999 a new Creativity Centre located in the centre of the Upper School opens and integrates Laidlaw Hall with new Music facilities, a 250-seat theatre, classrooms, design and production studios, and offices.

The 181-hectare (450-acre) outdoor education centre at Norval has facilities to accommodate students for extended periods of outdoor and environmental education. Students also visit the property on weekends for school-related projects or recreational purposes.

Boarding Facilities

The boarding student residences located in the Upper School can accommodate 110 boys. Each dormitory style residence or "house" contains ten single bedrooms, twelve doubles, and seven triples. Boys are assigned rooms by seniority, with senior boys being given more private accommodation. Each room contains a closet, chest of drawers, bed desk, and two trundle drawers for student's personal storage. As well, each student is assigned a full locker in the basement for athletic and recreational equipment. All rooms are wired to the College's computer network, which includes Internet service; many students choose to bring their own computer. A print station and additional computers are located in each of the boarding houses, and all boarders have ready access to the main computer labs nearby. All laundry, except drycleaning, is done by the College and the boys are expected to make their own beds each morning before assembly.

Faculty members, appointed by the Principal as Housemasters to the Boarding programme, are deeply involved in every aspect of school life. They strive to create a sense of family and to ensure a boarder's experience is happy and fulfilling. The Senior Housemaster, who lives with his family in adjoining accommodation, oversees the well-being of boarders and supervises the operation of the boarding house and related services. He also communicates closely and frequently with parents on every aspect of a boarder's progress at the College. Three Associate Housemasters who reside on College grounds, and one of who lives in the residence, assist the Senior Housemaster. Finally, there is a Residential Assistant who lives in the residence and is responsible for overseeing cleaning, maintenance and for student laundry.

The boarding students eat in the College dining room. Meals are prepared under the watchful eye of a professional chef who is advised by qualified dieticians. The School is able to accommodate those with special dietary needs.

Health and Safety

The College has a health centre staffed by two nurses, a sports injury clinic with two full-time therapists, and two professional counsellors. A doctor is on call and medical facilities are nearby. The Health Centre team operates on a 24-hour basis to provide medical care, assessment, emergency treatment, rehabilitation (particularly for sports-related injuries), and referral to medical or dental specialists, health teaching and personal counselling.

UCC is located in a very safe and secure area of Toronto and security services are provided seven days a week.

Administration and Faculty

The College's Board of Governors, elected and appointed from the community, alumni body, and parents, oversees strategic direction of the College and appoints the Principal who manages the annual operation of the school. An Executive Committee, chaired by the Principal, meets regularly and includes senior academic and management personnel (Vice-Principals, Headmaster-Preparatory School, Advancement, Finance, Communications, Facilities, and Human Resources). An Annual Report is published each year and distributed to 10,000 alumni, staff, parents, and friends of the College.

The Principal of Upper Canada College, appointed in 1991, is J. Douglas Blakey, a graduate of the University of Guelph and the University of Western Ontario. Prior to joining UCC in the fall of 1975, Mr. Blakey taught biology at Georgian Bay Secondary School and East Northumberland Secondary School. During his years at UCC, he has coached and supervised numerous extracurricular activities over and above his teaching. He has been Chair of the Science Department, Senior Boarding Housemaster, and Vice-Principal Academic.

Mr. Blakey is active on the Board of Directors of the Canadian Association of Independent Schools, the Canadian Education Standards Institute, and the International Coalition of Boys' Schools. In the International Baccalaureate Organization, he is on the Academic Affairs Board and on the IBNA (North America) Board.

In the 1999/00 school year, 91 faculty (75 men and 16 women) will teach the boys at UCC. Of these, 37 have masters degrees and 9 have doctorate degrees. Eleven reside on campus with their families. The faculty hold a total of 68 baccalaureate and 52 graduate degrees representing study at Brock, Carleton, Dalhousie, Lakehead, Laurentian, McGill, McMaster, Mount Allison, Queen's, Ryerson, Sir George Williams, Wilfrid Laurier, York, and the

Universities of British Columbia, Calgary, Guelph, Ottawa, Toronto, Victoria, Waterloo, Western Ontario, and Windsor in Canada; College of William and Mary, Eastman School of Music, Loyola, Middlebury, Niagara, Philadelphia College of Art, Rensselaer Polytechnic Institute, and the Universities of California (Berkeley) and Chicago in the United States; the Universities of Liverpool, London, and Sussex in England; the University of Wales; the Sorbonne in France; and the University of the West Indies. There are also 20 part-time faculty members. Faculty benefits include insurance, pension, and benefit plans and funds for professional development.

Student Body

In 1998/99, Upper Canada College had a total student enrollment of 1060, of which 370 were in Preparatory School and 690 in the Upper School. Of the total enrollment, boarders accounted for 110. Of these, the majority came from Ontario, with 20 from all regions of Canada, and 21 from over 15 countries including the United States, Hungary, Hong Kong, Japan, Saudi Arabia, and the West Indies.

The distribution of students is typically Grade 1 (new in '99)-18, Grade 2-18, Grade 3-20, Grade 4-20, Grade 5-47, Grade 6-47, Grade 7-96, Grade 8-115, Grade 9-124, Grade 10-145, Grade 11-137, IB1-137, and IB2 (graduation)-137.

Upper School

Central to the academic and personal programme for each student in the Upper School is the house system. Upon entering the Upper School, all boys are assigned to houses - Seaton's and Wedd's being the houses for boarders, Bremner's, Howard's, Jackson's, Martland's, McHugh's, Mowbray's, Orr's and Scadding's being the houses for day boys. Each house consists of roughly 70 boys representing a cross-section of all grades. This system helps foster friendships outside the classroom between boys of all ages. Members of the house who choose not to play on regular school teams can instead participate in the house sports system where they learn important lifelong values such as sportsmanship and fair play. Each year a leaving class member is elected by each house to represent them on the Board of Stewards. The Stewards act as a liaison between the students in the house and the administration of the school.

A faculty member, known as a Senior Housemaster, with the assistance of two or three colleagues who serve as Associate Housemasters, administers each house. All Housemasters are responsible for overseeing the academic, co-curricular and social development of each student in the house, and provide the main contact between the School and students' families. In this way the Housemaster is an academic advisor as well, especially in the earlier years. Students are encouraged to address any problems, scholastic or otherwise, to their Housemaster. As necessary, the Housemaster will draw the student's teachers and other staff - with specialized knowledge or skills - into the discussion.

The Upper School house system divides students into ten groups. The graduating members of each house assume the responsibility of school prefects, promotion of house and school spirit, and organize various activities.

The Board of Stewards, an elected and appointed group of 16 students from the graduating class, meet regularly with the school administration and serve on various school committees. Members organize and coordinate school activities, the inter-House sports programme, and social events.

Student Dress

The school dress code is conservative - in school, the boys wear blue school blazer or sportcoat, or a suit, conservative dress shirt, school tie, grey trousers, dark socks (blue, black or grey) and laced and polishable leather shoes. Periodically, guidelines are issued to parents and boys about acceptable standards of dress. In addition, students are to be clean-shaven, and hair must be neat, well-groomed and off the face.

Student Conduct

Students are expected to subscribe to the statement of *Our Shared Ideals*, a document developed by the Board of Stewards, which requires trust and honesty, respect for others, respect for property, self-respect and caring. The College prohibits alcohol and drug use and smoking is not permitted.

Academic Calendar and Programme

At the College, the school year extends from early September until mid-June, with breaks at Christmas and in the middle of March. The school year is divided into three terms - Autumn, Winter and Spring. There is a long weekend in each of the terms.

Classes meet five days a week in seven periods of 45 minutes starting after Morning Assembly at 8:30 a.m. Class size averages 18 students. Sports and club activities begin at 3:30 p.m. and end at 5:30 p.m. Faculty are available to provide extra help and to supervise study halls during school hours, and in the residences in the evening for boarders.

Preparatory School

Boys are assigned to forms, with an average size of about 23, each the special responsibility of a Form teacher. The curriculum includes English, French, Latin Arts and Crafts, Music, Geography, History, Mathematics and Science. All boys have one swimming period and one period of Physical Education each week.

Full reports on the boys' work and activities are sent to parents three times a year; marks are given for academic subjects. Tests and examinations, in the more senior grades, are set in December and June.

Upper School

The programme in the first two years at the Upper School prepares students for their IB years with a broad liberal curriculum. Its breadth responds clearly to the commitments of the College, while at the same time meeting the requirements of the Ministry of Education and Training for the Common Curriculum and Ontario Secondary School Diploma credits.

During 1996, the Ministry of Education and Training announced a programme of

secondary school reform to reassess requirements for high school graduation, and to put in place a new four-year secondary school graduation programme, leading to Grade 12 graduation. This was effective for students entering Grade 9 in 1998. To comply with provincial requirements, and to enable students to move as smoothly as possible between educational systems, the College is undertaking a parallel curriculum revision which will prepare students to undertake the IB Diploma programme at Upper Canada College in their Grade 11 and 12 years.

As the principal graduation diploma programme at UCC, the International Baccalaureate (IB) is undertaken by all students in their final two years at the Upper School. The College also retains the Ontario Secondary School Diploma (OSSD) and integrates its subjects, so that upon successful completion of the programme, a student is awarded both the IB Diploma and the OSSD.

For the IB Diploma, students are required to select one subject from each of the six subject groups listed below. Any three of the six subjects are taken at the Higher Level and three at the Standard Level.

Group 1 Subjects: Language A1

The language of instruction: English, French.

Group 2 Subjects: Language A2, B or ab initio

Language A2: English, French.

Language B: French, German or Spanish.

Ab initio: Spanish.

Group 3 Subjects: Individuals & Societies

Geography, History, Economics.

Group 4 Subjects: Experimental Sciences

Biology, Chemistry, Chemical and Physical Systems, Physics, Environmental Systems.

Group 5 Subjects: Mathematics

Mathematics, Mathematical Methods, Mathematical Studies.

Group 6 Subjects: The Arts and Electives

Art/Design, Music, a Classical Language, Computer Science, Theatre Arts, or another subject from Subject Group 1, 2, 3 or 4.

Additional Requirements:

Theory of Knowledge (ToK): ToK is an inter-disciplinary course, undertaken during the two years of the IB, designed to stimulate critical awareness of the bases of knowledge, experience and judgement in human thought and creativity.

Extended Essay (EE): Students research, write and submit, for external evaluation, a 4,000 word essay on a topic of interest from within the IB curriculum, usually one associated with the student's course of study.

Creativity, Action, Service (CAS): Students complete a minimum of 150 hours of

extracurricular involvement in creative, athletic and community service activities.

Assessment of student performance is a continuous process in all courses taught at UCC. Achievement in a course is based on allotment of marks, divided between term work (regular assignments, tests, essays, and term projects) and two examinations (written in December and June). IB2 students will write school examinations in a practice IB format in December and their IB finals in May.

Parents receive preliminary reports of their sons' work early in November and formal reports are sent to parents in December, March and June. These give a clear indication of cumulative academic progress.

Academic counselling is an important component of the educational programme at UCC, and students are encouraged to draw on a variety of resources for personal as well as for academic reasons. There are a variety of resources readily available to assist students in the decision-making for academic planning and course selection.

Information Technology

Instruction takes place through formal classes. Computer facilities are available for student use in the computer centre, the library, and the boarding houses. The computer network features include campus e-mail, on-campus library services, CD-ROM, on-line bibliographic services, and Internet access.

Student Activities

Upper Canada College has a long-standing emphasis on co-curricular activities and commitment to the growth of the whole person. These activities - a blend of arts, athletics, and community service (hence, Creativity - Action - Service) is broad enough to satisfy almost any interest.

In Grade 9 all students are enrolled in the Duke of Edinburgh Award Programme⁵ which involves a variety of physical fitness, expeditions, skills, and service. All students must complete a basic commitment of 150 hours, with an even balance among the three elements of CAS in order to receive the IB Diploma. Records of CAS involvement are sent to universities along with a transcript of student marks, and form an important part of a student's curriculum vitae.

This is a partial listing of Creativity, Action, and Service activities available at the College.

⁵ See Appendix VII.

Creativity

Animation, Arts, *Blazer* (School paper), *Blue Page* (Weekly paper), Business, Chess, Christian Fellowship, Classic Film, *College Times* (Yearbook), Computer Club, Creative Writing Club, Debating Society and Public Speaking, Environmental Affairs, *Fusion* (CD Yearbook), Guitar, Heroes, History, Junior Mathematics, The Mathematics Society, Media, Model United Nations, Ontario Model Parliament, Photography, Radio, Research (Experimental), Science Writer's Lab (Peer Tutoring), and World Affairs Conference.

In the area of Theatre: Little Theatre, Junior Theatre Workshop, Janus, and in the field of Music: Music Ensembles, Concert Band, Wind Ensemble, Stage Band, Jazz Ensemble, Singers, String Ensemble.

Action

Cycling Club (Mountain Biking), Outdoor Education Club, Health and Fitness Club, Cross Country, Senior Football, U-16 Football, Senior Football, Junior Football, U-16 Football, Senior Volleyball, Junior Volleyball, U-16 Volleyball, Rowing, Senior Hockey, Junior Hockey, U-16 Hockey, Senior Basketball, Junior Basketball, U-16 Basketball, Senior Swimming, Junior Swimming, Senior Squash, Junior Squash, Senior Cricket, Junior Cricket, U-16 Cricket, Senior Rugby, U-16 Rugby, Senior Tennis, U-16 Tennis, Track and Field, Senior Badminton, Senior Baseball, and Senior Lacrosse.

Interscholastic teams participate in competitions within Toronto area high schools, independent schools and the Ontario Federation of Secondary Schools.

The boys also have regular opportunities to play in intramural leagues with keen competition among the houses.

Service

Students may become involved with: the Board of Stewards, Boarding Responsibilities, Peer Tutoring (Math, Writer's Lab, Computer Assistant, Counselling), Musical Performance, and House Services Projects. In addition, they may serve numerous community service groups and organizations in the Greater Metropolitan Toronto area.

Admission and Costs

Upper Canada College welcomes students regardless of religion, race, or creed. The College is interested in ensuring that its student body reflects the nation's geographic, ethnic and socio-economic diversity.

Students are accepted on the basis of transcripts, recommendations, a standardized exam and a personal interview. For entry to Grade 7, 8, 9, 10, and 11, applicants must write the Secondary School Admission Test. Applications for admission should be made as early as possible in the year prior to desired entry.

Upon acceptance of admission to the College, parents or guardians must confirm

registration by forwarding to the College within 10 days a completed registration form and appropriate payment.

For 1999-2000, the following fees are in effect: Day Student (except IB) \$15,280; IB Day Student \$14,780; Boarding Student (except IB) \$27,180; IB Boarding Student \$28,680. A variety of payment plans are available.

To assist in offsetting the effect of tuition costs on families, and to attract promising boys whose parents could not afford to send them, the College sets aside substantial funds each year for financial aid in the form of scholarships (competed for by special examinations, normally written in December), and financial assistance (granted on the basis of need). In 1998-99, over \$1,200,000 was provided in tuition support and financial assistance.

The National Scholarship programme provides up to full financial assistance to potential Canadian boarding students of truly outstanding achievement, extracurricular activity and ambition. National Scholars are assigned a Mentor in a discipline, profession or activity of common interest drawn from the rich resources of the UCC and Toronto communities. Scholarships are also reserved for First Nations Scholars.

The UCC Foundation, incorporated under the laws of Ontario in 1962, is a charity registered with Revenue Canada, operated by a Board of Trustees. The Foundation has an endowment of approximately \$20 million.

For Further Information:

Preparatory School

Office of Admission: David Mumby, Director
Tel: (416) 488-1125 extension 4040
E-mail: dmumby@ucc.on.ca

Upper School (& Boarding)

Office of Admission: Reid Barter, Director
Tel: (416) 488-1125 extension 2220
E-mail: rbarter@ucc.on.ca

Venta Preparatory School
"Let the Talent Soar"

Address: 2013 Old Carp Road, Carp, ON, K0A 1L0
Telephone: (613) 839-2175; Fax (613) 839-1956
WWW: <http://www.igs.net/~venta/>
E-mail: venta45@hotmail.com
Type of School: Coeducational general academic
Religious Affiliation: Nondenominational
Grades: 1-10
Boarding Grades: 1-10
Application Deadline: Open
Scholarship Deadline: N/A

Location

Venta Preparatory School, set on 50 acres of natural woodland, is located 2 miles (3 kms) east of Carp, part of West-Carleton Township (population 16,541) about 18 miles (30 kms) west of Ottawa (population 323,340), the nation's capital.

History

The School was opened in 1981 by Dr. Agatha Sidlauskas upon her retirement after 30 years, from the University of Ottawa as Director of the Child Study Centre. In fact, the origins of the School go back to 1958 since Dr. Sidlauskas had been involved in operating a summer camp on the site prior to her departure from the University. Before the School opened, the camp facilities were extensively renovated; further renovations were again undertaken in 1988 when a new dormitory wing was added and in 1992, two additional classrooms completed the junior wing.

Since 1993-94, as part of the School's on-going efforts to enhance its programme, the decision was made to adopt the Cambridge University (England) General Certificate of Secondary Education curriculum, which leads to the "O Level" (G.C.S.E.)¹ examinations. This enriched

¹ A General Certificate of Education or GCSE is awarded to high school students in Britain who have attained a passing grade in a particular subject. This is determined by examinations and course work.

The GCSE Tutorial Service was set up for the benefit of British, Commonwealth and Canadian students who wish to maintain their standing in the British educational system while residing in Canada. The School offers courses to prepare for these examinations either in the evenings or Saturday mornings. Each course consists of two hours of teaching and discussion time with teachers who are experienced in teaching GCSE course work. Venta also

curriculum has been followed by all students since 1994-1995.

Today, the School is independent of the University and is a member of the Ontario Association of Alternative and Independent Schools. Its academic programme is inspected by the Ontario Ministry of Education, and the School able to offer credit courses towards provincial diplomas. Nearly all of its graduates return to regular classrooms, and by now, several have gone on to university.

Philosophy

Since its founding in 1981, Venta Preparatory School has assumed the role of an alternative to the large school classroom. Its goal is to provide a safe and orderly learning environment in which there is an emphasis on the acquisition of basic skills, an expectation of excellence in student achievement and a sense of commitment and responsibility in the attitude of the students which will provide a foundation for mental effort and creative thinking. The approach used in carrying out the School's goal is based on the following premises:

- learning requires the student's acceptance of adult/child relationships. Teachers must accommodate themselves to the student's level of thinking and emotional vulnerabilities; students must learn to accept guidance, to listen and to communicate.
- learning is strenuous activity. Through play activities children can accumulate some information, but the mastery of skills and the acquisition of strategies of thinking require conscious effort and application.
- learning requires responsibility and self-discipline which is acquired through the practice of a disciplined life in all sectors: established schedules and routines, and positive interaction in the group, both in and out of the classroom. With time, disciplined living, reinforced by rewards and consequences, becomes internalized as self knowledge.

Campus

At Venta the main building comprises the dormitory wing, the laundry, the kitchen and dining room, seven classrooms, the science laboratory and the library/computer lab. Administration offices are also housed in this building. The music classroom, practice area and art room are located in separate buildings. Outdoor facilities include a permanent play structure, a soccer field, a basketball court, a hockey rink, a swimming pool and a 200 metre running track. Also located on the grounds are four private homes which house members of the staff.

offers correspondence courses, although the examinations must be taken at the Examination Centre at Venta Preparatory School.

Courses offered include: English Language; English Literature; Geography; History; Mathematics; English as a Second Language. Venta is a registered GCSE Centre under the Midland Examining Group in Great Britain.

Boarding Facilities

The students are housed in a two-storey self-contained dormitory which can accommodate 40–26 boys and 14 girls. Boarders live 4-6 to a room and are supervised by live-in staff.

Most boarding students live in residence from Sunday evening until Friday afternoon. Local students return home for the weekend. However, because of the presence of out-of-town and overseas students, the School's residential programme operates seven days a week.

Dormitory life emulates family life, with students taking responsibility for maintaining a home-like atmosphere. Freedom to be oneself while maintaining respect and empathy for others are the ideals the School strives to attain.

In residence, children are assigned regular chores which include cleaning, helping with dishes and serving meals. Structure and stable routines are considered essential to the child's growth and scholastic achievement. From Monday to Friday the academic programme predominates. Distractions such as T.V. and popular music are strictly controlled. The week-end programme is more recreational in nature and includes movies and group outings.

All food served is natural and fresh and prepared on the premises by two full-time cooks. If a child requires an individual diet for a specific purpose, this can be arranged.

Health and Safety

A registered nurse is on staff and present 8:00 a.m.-6:00 p.m. Students in need of further medical attention may find it at the Huntley Medical Centre, about two minutes from the campus. Fire and intrusion security is maintained round-the-clock by Cableguard Security. Five members of the School's senior staff also reside on the campus.

Administration and Faculty

Since 1993 the Director of the School has been Marilyn C. Mansfield, M. Ed., the former Associate Director, with the School since its opening.

In 1998/99, including Miss Mansfield, the full-time teaching staff consisted of 11–six women and five men, all of whom hold degrees and two with Masters in progress. There were also two women who taught part-time.

Student Body and Student Dress

In 1998/99, 65 students were enrolled in Venta Preparatory School—45 boys and 20 girls. Of the 65, 23 were boarders (20 boys and three girls). The majority of these students came from Ontario but five came from Quebec, one from Saskatchewan, one from Hong Kong and four from the West Indies.

There is a school uniform which students are required to wear at all times. In Grades 9 and 10, classroom wear includes the school jacket and tie and trousers for boys, and the school jacket, tie and a kilt for girls. Students up to Grade 8 wear the same uniform with school sweaters rather than jackets.

Academic Calendar and Programme

At Venta, the academic year extends from September to August, including a summer session which is considered essential for assuring the continuity of the child's programme. At the end of the spring term a two week-holiday is given in June. After the summer session, the children are given five weeks of vacation before beginning a new school year.

During the school week, residents typically observe the following routine:

6:45 a.m.	Rise
7:30 a.m.	Breakfast
8:40 a.m.	Classes begin
10:00 a.m.-10:15 a.m.	Snack
12:00 p.m.	Lunch
1:15 p.m.	Classes
4:15 p.m.	Classes end, snack
4:30 p.m.-5:45 p.m.	Sports (Seniors); Study Period (Juniors)
5:45 p.m.-6:00 p.m.	Free time
6:00 p.m.	Dinner
7:00 p.m.-8:30 p.m.	Study
8:30 p.m.-10:15 p.m.	Bed-time depending on age

At the School, English, French, Art, Music; Geography, History; Mathematics, Science; and Physical Education are taught at all levels. Formal computer courses begin at Grade 8.

The curriculum covers the primary and elementary levels and the intermediate level to the end of Grade 10.

In Grades 9 and 10, all courses are taught at the advanced level. By the end of Grade 10, the Venta student will have completed 17 credits of the 30 credits required for the Ontario Secondary School Diploma. The remaining 13 credits can, under normal circumstances can be completed with two additional years of study at a senior secondary school.

The underlying philosophy of the classroom is a "back to basics" approach, wherein material must be understood and mastered by the student before she or he moves on to something new. Great stress is placed on the child's ability to take in new information and / or skills, and then to translate this new knowledge into written form. Emphasis is placed on good work habits, neatness and aesthetic presentation of written assignments and oral reading.

Music is an integral part of the academic programme at Venta. The programme begins with the Orff and Kodaly methods of tonal and rhythmic training which focus on the child's ability to listen, to match tones between instruments and to transpose a melody from one instrument to another. This programme requires that the child learn to play not as a soloist but as a member of the group, hence socialization. The programme is extremely beneficial in refining language skills. At the Grade 6 level the children begin playing brass and woodwind instruments. There is both a junior and a senior band as well as a school choir.

In Physical Education the School's philosophy is "healthy body - healthy mind". Its goal is to instill in the students a life-long habit of regular physical activity which will enhance their physical and mental well-being. Competence rather than competition is its approach in the classroom and on the playing field. All students, regardless of age or ability, are instructed in the team sports of soccer, basketball, baseball and volleyball. The students also participate in jogging, snowshoeing, skating and hockey. In all of these activities there is a three-fold aim of refining the body, teaching skills and instilling the habits of good sportsmanship.

At Venta, the normal class size is 8-10 students, with a maximum of 12, the child being taught in a tutorial fashion and according to his/her present level of functioning. The classes up to

Grade 6 are bi-level; Grades 3-4 and Grades 5-6. This allows teachers to enrich the curriculum for gifted students without removing them from an age-appropriate per group. Classrooms for Grades 7 to 10 accommodate only one grade.

In all courses, students are evaluated on the basis of their daily work, weekly tests, and term examinations. Three sets of formal examinations are written each year: in December, March and June. Progress reports are prepared in November and March, and the results of examinations are forwarded to parents in percentage form in January, April and June.

Information Technology

The School has a 12-student computer network, with CD-ROMs attached. Grade 10 students have access to a mini-computer network with three computers attached.

Student Activities and Student Conduct

From Monday to Friday, the School's academic programme predominates. The weekend programme is more recreational in nature but routines are maintained and all activities are supervised.

The School is divided into four houses for intramural sports.

In the summer session, afternoons and evenings consist of camp activities which include group sports, dance, swimming, arts and crafts, and music.

One long weekend in five allows all students a four-day break and gives out-of-town students the opportunity to make the trip home.

Whatever else students do, they are expected to be punctual and prepared for classes, and to show respect for authority, their peers and school property. They are also expected to be prepared for classes and be properly attired in the school uniform. Students who fail to observe these guidelines are assessed demerits and may be required to spend weekends at the School to do supervised study. More serious transgressions will be dealt with appropriately.

Admission and Costs

Venta Preparatory School welcomes students from diverse backgrounds who have average or very high intelligence that has not been fully developed; these children have no serious behaviour problems and are bright, articulate and sophisticated. Their parents desire more for them than "just passing" in School--hence the School motto "Let the Talent Soar".

The admission procedure usually begins with a personal interview with the applicant and his/her parents. If this is not possible, the parents are asked to prepare a written summary of their child's personal and school history. Ideally, the applicant is then enrolled in the annual summer session for a trial period of four weeks. Before or during this time a full assessment is undertaken and the parents are interviewed before a final decision about full-time enrollment is taken. Before being admitted to the School, each child must have a complete psychological and psychoeducational assessment. This is essential to know the child's level of academic achievement and how (s)he relates to his/her inner self and to the external environment.

Students may also be admitted in September and January. In such cases the child must spend a day at the School for the psychological assessment to be completed. Records from the child's previous schools must be submitted, and the parents must prepare a detailed personal history of the child.

Generally, Venta accepts students between the ages of 6 and 12.

There is no application fee.

In 1999/00, fees for the school year (September to August) are \$20,000 for 5-day boarders, \$21,500 for those who stay weekends. For day students, the fee for junior school is \$10,500; seniors are charged \$11,500.

There are no scholarships or bursaries available.

For Further Information

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