

Secondary Education in British Columbia¹

It is the aim of the Kindergarten to Grade 12 programme that all students graduate with a sound education that is relevant to their lives. The goals set for schools are defined by standards that provide meaningful measures of students' progress. These standards are realistic expectations of what students should know and be able to do as they progress through 13 years of schooling. The provincial curriculum expresses these standards as expected "learning outcomes" for each subject or course and grade. These learning outcomes reflect patterns of student development and actual standards of achievement within the province. In the primary years, standards are based on expectations for children in their age range. In Grades 4 to 12 standards are based on expected learning outcomes for each grade or course.

Meaning of Specific Terms

Secondary education in British Columbia includes two levels:

Junior Secondary Grades: Grades 8, 9 and 10

Senior Secondary Grades: Grades 11 and 12

Career programmes: There are three types of career programmes at the high school level: secondary school apprenticeship, co-op education, and career preparation. Secondary school apprenticeship programmes and co-op education programmes are made up of workplace-based training. Career preparation programmes consist of six courses at the Grade 11 and 12 level. These courses may either be Ministry-authorized or career preparation courses. The Ministry recognizes all career programmes that have been approved by the school district and registered with the Ministry.

Dogwood Diploma: This is the British Columbia Certificate of Graduation for the province's secondary school programme. A student who meets the secondary school graduation requirements is entitled to receive a Dogwood Diploma. Dogwood Diplomas have a red Ministry seal.

External Courses: Organized sets of learning activities offered outside the British Columbia school system and set out in Schedule 4 of the *Graduation Requirements Order*. Students receive graduation credit for successfully completing an external course.

Integrated Resource Package (IRP): combines four key elements of learning to form a functional curriculum overview document. IRPs provide the basic information that teachers will require in order to implement curriculum.

Locally-developed Courses: Subject matter from a particular field of knowledge and skill set selected and organized by a particular school. These courses must be approved by the school's governing body.

Ministry-authorized Course: All courses included in the Graduation Requirements Order

¹ Adapted 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>

with the exception of External courses, (see below) have curriculum guides or Integrated Resource Packages (IRPs) listed in the Education Guide Order.

Academic Calendar

The instructional year usually extends from the first Tuesday after Labour Day until June 30. The minimum number of days of instruction may vary from 184 to 188 days. At the Junior and Senior High levels, schools must offer not fewer than 25 hours 45 minutes of instruction in each week. Examinations may be set during instructional time. However, only a maximum of 7 examination days may be scheduled during hours of instruction.

Curriculum Organization

The curriculum is organized to provide for three years of study at the Junior High level and two years of study at the Senior High level.

Each level of the education programme has particular emphases that reflect the range of knowledge, skills and attitudes that students develop during these years. All levels of the programme are developed around a common core of learning intended to ensure that students learn to read, write, and do basic mathematics, solve problems, and use computer-based technology. These basic skills are emphasized through studies in English, Mathematics, Science, Social Studies, Fine Arts, and applied skills from Kindergarten to Grade 12.

Credit Requirements

In Grades 4 to 10, minimum time allotments, expressed as percentages, are recommended for each required area of study. It is up to each school to design a timetable appropriate for all students. Variation in the recommended times are encouraged to address the learning needs of individual students and the particular needs of communities.

In the credit system for the graduation years, the length and scope of courses are reflected in the credit value awarded to them. For example, courses may have a value of one, two, three, or four credits. One credit is equivalent to approximately 30 hours of instruction. Most courses in Grades 11-12 are worth 4 credits.

Requirements for Graduation

Junior Secondary grades

Required courses for each grade include: English Language Arts, Social Studies, Languages, Mathematics, Science, Physical Education, Fine Arts and Applied Skills and Personal Planning.

Senior High

During their graduation years (Grades 11 and 12), students must complete at least 52 credits of course work and 30 hours of work experience (no credits associated with this requirement) to satisfy the minimum requirements for graduation.

Under this credit-based system, students must earn a minimum of 52 credits, including Foundation Studies (minimum 28 credits) and Selected Studies (minimum 24 credits). Foundation Studies include the following subject areas: Language Arts (11,12), Social Studies (11), Mathematics (11), Science (11), Fine Arts (11), Applied Skills (11), Career and Personal Planning (11, 12).

Examinations and Grading Practices

For Grades 4 to 12, students will receive letter grades describing what they are able to do in relation to expected learning outcomes. Letter grades, with written comments when required, will be provided in student reports for Grades 8 to 10. For student in Grades 11 or 12, letter grades will be accompanied by percentage marks and written comments when required. The successful completion of a course numbered 11 or 12 requires a minimum grade of C- and 50%.

The following are percentages for use at grades 11 and 12: A, 86-100%; B, 73-85%; C+, 67-72%; C, 60-66%; C-, 50-59%; F, 0- 49%.

Note: Province-wide examinations are required in about 20 of the Grade 12 academic subjects. Scores in these exams form 40 per cent of the final grade awarded.

For Further Information

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Bodwell High School
"The Emerging Student"

Address: 2026 W., 12th Ave. Vancouver, BC, V6J 2G2
Telephone: (604) 737-8221; Fax: (604) 737-8213
WWW: <http://www.bodwell.edu/HighHome.htm>
E-mail: office@bodwell.edu
Type of School: Coeducational general education and university preparatory
Religious Affiliation: Nondenominational
Grades: Junior Secondary, 8-10
Senior Secondary, 11-12
Boarding Grades: 8-12
Application Deadline: Two months before semesters starting September, January and May
Scholarship Deadline: Four months before semesters start

Location

Bodwell High School (BHS) is conveniently located in a prestigious and quiet residential area in the west side of the Vancouver (population 514,008), the province's largest city which features such popular attractions as Stanley Park, Chinatown, Grouse Mountain and the Capilano Suspension Bridge. Vancouver is also the home of two universities (Simon Fraser and the University of British Columbia) as well as three professional sports teams, the Vancouver Canucks (hockey), the Vancouver Grizzlies (NBA Basketball) and the BC Lions (football).

History

Bodwell High School 1991 was founded by a group of experienced educators and social workers who perceived that the west coast was attracting many immigrants, and friends and relatives of these immigrants, from the Pacific Rim who were having trouble adjusting both to the language and culture of Canada. It became the School's goal to facilitate the transition of such students into Canadian society.

When it opened, the School took up two storeys in its present location, but soon expanded into an adjacent building. Currently, BHS has the capacity to handle 250 students.

Today, the School is governed by an independent board of directors and it is going to be a member of the British Columbia Federation of Independent Schools.

The School is inspected annually by the Ministry of Education of British Columbia and students who fulfill the Grade 12 graduation requirements are granted the B.C. Secondary School Dogwood Diploma, and may apply for admission at any post-secondary institution.

Philosophy

BHS strives to develop the potential of students by satisfying their thirst for knowledge and their need for creativity. The School wishes and encourages students to become active learners. It also emphasizes hard work and tries to set a good example for students to model. It expects well-balanced development in young people, values respect and kindness towards others, and

promotes cross-cultural sensitivity and global thinking.

Campus

The two adjacent buildings provide floor space of about 30,000 sq.ft. of air-conditioned, bright and clean classroom space. As well as 20 classrooms, the buildings contain a library, a science lab, an art room, a music room, and a fitness room. The School also utilizes the sport facilities of two nearby community centres which have gymnasiums, an ice-rink, an indoor swimming pool and a fitness centre as well as outdoor playing fields. Students commute to these facilities by school bus or on foot.

Boarding Facilities

The High School operates a residence, about eight minutes away on foot, which accommodates 30 students, about 15 boys and 15 girls. While the residence is open to all students, by policy, if it is over-booked, younger students are given priority. For older students who could benefit from living with Canadian families, the School has established, and carefully monitors, a homestay programme.

Due to limited space and shared living, no extra furniture or pets are allowed in residence and no private computers, telephones, fax machines or TVs are allowed either. Students have the use of telephones per unit of two bedrooms, two TV rooms, and a computer room in the common areas.

Students in residence are not allowed to bring their cars to school.

A warm and personal atmosphere is created for the dormitory which is supervised 24 hours by a residential couple, assisted by a team of relief supervisors, evening tutors and housekeepers.

In residence, students are required to keep their room clean, wash their bedding and clothing on the assigned day. Monday is clean-up day and supervisors check the room thoroughly.

Each Sunday night at 9:30 there are dormitory meetings in which supervisors answer any questions, discuss problems and listen to suggestions. All students must attend these meetings.

Upon request, international students are picked up by the School at the airport.

Before the start of a new semester, all new students are expected to attend an orientation session in both English and the mother language of the students. Topics include curriculum planning, school policies, living in Vancouver, safety considerations, public transportation, medical insurance, and managing personal finances.

According to the specific needs of students, counsellors conduct regular meetings with individual students in English, supplemented by their mother languages, to help them adapt to their new environment. When needed, counsellors may refer private tutors, doctors and other professionals to help the student. All counsellors are multilingual and among them can speak English, Spanish, Cantonese, Mandarin and Korean on a first language basis when required.

The residence provides three meals daily.

Health and Safety

While there is no school nurse or doctor, all staff at BHS are trained in first aid and are able to refer students to any one of a number of clinics and hospitals near the School.

Administration and Faculty

Since 1997, the Principal of BHS has been Ms. Susie Gerken, M.A. For the previous six years, Ms. Gerken was the School's senior English teacher and Vice-Principal and before that, had over 20 years experience teaching not only in England, her home-land, but in a various other countries around the world including Israel and Africa.

In 1998/99, the faculty consisted of 18 persons, 9 men and 9 women. All teachers are professionally trained and held BC Teacher Certification; 1 held a Master's, 1 a Ph.D. The multicultural make-up of the student body is reflected in the School's staff. The diversity of backgrounds enriches the school experience for staff and students alike and helps make Bodwell High School a vibrant place to be. They are patient, caring, committed and learned teachers.

Student Body and Student Dress

In 1998/99, there were students 240 enrolled in the School: 162 day students, 50 students in the homestay programme; 28 in residence. Of the total enrollment, 148 were boys, 92 girls. Students came from over a dozen countries as well as Northern British Columbia and Ontario.

There is no school uniform.

Academic Calendar and Programme

The college adopts a tri-semester in which a student may start in either September, January or May. A student may complete one-and-a-half academic years in 12 months.

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

7:00 a.m.	Wake-up
7:30 a.m.	Breakfast, pick up lunches
8:10 a.m.	Leave for school
8:30 a.m.-9:20 a.m.	Period 1
9:22 a.m.-10:12 a.m.	Period 2
10:12 a.m.-10:24 a.m.	Recess
10:24 a.m.-11:14 a.m.	Period 3
11:16 a.m.-12:06 p.m.	Period 4
10:06 p.m.-12:57 p.m.	Lunch
12:57 p.m.-1:47 p.m.	Period 5
1:49 p.m.-2:39 p.m.	Period 6
2:51 p.m.-3:41 p.m.	Period 7
3:43 p.m.-4:33 p.m.	Period 8
4:35 p.m.-6:00 p.m.	Return to residence / free time

6:00 p.m.	Dinner—all students must attend
7:30 p.m.-9:00 p.m.	Study time
9:30 p.m.	Daily helper jobs
10:00 p.m.	Curfew—students in rooms
10:30 p.m.	Quiet time (no laundry, phone or talking)

Junior Secondary

In Grades 8-10 the curriculum includes: English; Art, Drama, Music; Social Studies; Mathematics; Data Processing, Keyboarding; Science; Career & Personal Planning; Business Education; Physical Education.

Senior Secondary

In Grades 11 and 12 the curriculum includes: Communications, Composition, English; Mandarin, Japanese; Art, Band, Choral Singing, Fine Arts, Visual Art, Visual Art–Media; Social Studies, Geography; Mathematics, Accounting; Computer Science, Information Technology, Keyboarding; Biology, Chemistry, Earth Sciences, Physics; Career & Personal Planning; Physical Education; Business Management and Community Service.

Students who recently arrive in Canada who lack sufficient English to start regular academic classes are placed in Academic Preparation classes. All such classes are further subdivided into different language levels, of beginners, intermediate and advanced. High school subject content, such as Mathematics, Science, Social Studies, English Literature etc. is combined with the language teaching. Students in Academic preparation classes receive 300 hours of instruction per semester and also take courses in Art, Music and Physical Education.

Class size in academic classes averages less than 25 students and in English as A Second Language, less than 18.

All students are encouraged to have high academic aspirations, to learn effective study skills and to manage time effectively. Students are expected to work hard individually and cooperate well in groups.

Each teacher personally mentors about 15 students and through the use of student journals, acts as a supportive presence for students who wish to discuss everything from personal goals to life experiences

Once a year, each class participates in a multi-day educational trip. Normally tours are three days in duration and are designed to allow students to see more of British Columbia. Some courses, such as Fine Arts and Geography also offer subject-specific educational tours lasting from a day to a week which take in not only the sites of BC but places such as Banff, Toronto, Ottawa and Montreal.

The School sends parents report cards twice every semester and a newsletter, with appropriate translations, once a semester. Counsellors often contact parents by fax or phone and the Principal and counsellors also periodically visit different countries to meet with parents.

The School has a counsellor who specializes in assisting students with goal setting, university selection and application procedures

Information Technology

BHS has a Pentium computer lab that runs on Windows NT and is equipped with the latest software packages to assist students in their learning process. All computers are networked so that students may have access to the Internet and personal e-mail.

Bodwell College also operates a Multi-media School in downtown Vancouver where students work on top of the line hardware to learn the latest software. Grade 11 and 12 students may take courses such as Visual Art-Media at the Multimedia School and earn credits towards graduation.

Student Activities and Student Conduct

Students are encouraged to play a variety of sports such as basketball, soccer, baseball, hockey, badminton, table-tennis, bowling, skating and skiing. School teams often join inter-school tournaments. Other extra curricular activities include camping, hiking, roller-blading, choral singing, vocal jazz club, art club, drama club, social club, and computer club.

Regular sports and club activities are held on Tuesday and Thursday afternoons and on Saturday mornings.

From time to time, school-wide events such as picnics, multicultural days, karaoke singing, concerts, neighbourhood clean-up, safe driving days, etc., are held. Every year, the School's dragon boat team competes in the Vancouver International Dragon Boat races and has a very good showing.

On Fridays, the School usually plans an indoor activity for residents such as bowling, ice skating or shooting pool. On Saturdays, weather permitting, the School plans an outdoor activity such as hiking or bike riding in Stanley park

At the School students are encouraged to be respectful towards each other, join activities, maintain a healthy lifestyle (no smoking in the dorms), and work hard at school

Admission and Costs

Bodwell High School seeks students who could benefit from its programmes to qualify them for admission to an English-speaking post-secondary institution.

Applicants must submit an application form signed by both them and their parents, complete transcripts of the past three years schooling, plus two recent photographs.

There is a registration fee of \$150.00

After reviewing the application, BHS will inform the applicant of the programme into which he or she is accepted.

For 1999/00, fees for tuition for two semesters are: \$5,040 (for local students), \$8,400 for overseas students. Residence is an additional \$800 per month, or \$6,400 for two semesters. For students under 16, there is also a supervision fee of \$150.00 per month, or \$1,200 for two semesters. All residents must pay a (refundable) damage deposit of \$200.00. For those opting for airport pick-up the fee is \$70.00.

Medical insurance is \$350.00. This includes three months of private insurance and 6

months of the BC Medical Services plan. Other incidentals include \$90.00 for a physical education uniform.

Some scholarships are available

For Further Information

Contact: Ms. Cathy Lee, Registrar

Brentwood College School

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Phone: (250) 743-5521; Fax: (250) 743-2911
WWW: <http://www.brentwood.bc.ca>
E-mail: allpress@brentwood.bc.ca
Type of School: Independent coeducational university preparatory
Religious Affiliation: Nondenominational
Grades: Junior School, 8-10
Senior School, 11-12 plus AP¹
Boarding Grades: Boys, 8-12 plus AP
Girls, 10-12 plus AP
Application Deadline: Open
Scholarship Deadline: Early March and April

Location

Brentwood College School is set on a 67 acre campus overlooking the ocean in the village of Mill Bay on Vancouver Island. The campus is 30 miles (48 kms) north of Victoria, the provincial capital (population 73,504) and 10 miles (16 kms) south of Duncan (population 4,583). The campus, though sheltered and secluded, is only a short distance from the Island Highway and less than an hour's drive from four major ferry terminals and Victoria International Airport. The school's oceanfront location which includes more than four thousand feet of waterline offering magnificent views of the Saanich Inlet, the Saanich Peninsular, the Gulf Islands, and Mount Baker, and surrounding countryside afford opportunities for a variety of aquatic sports and outdoor activities. Proximity to Victoria provides access to music, theatre, art galleries, the Museum, the University and other cultural opportunities.

The West Coast Marine Climate is unique in Canada. With an average yearly amount of sunshine of six hours per day, the location is recognized as being particularly healthy and ideal for the broad range of programmes offered by the School.

History

Brentwood College was founded in 1923 by a group of Victoria business and professional men, and the school quickly earned a reputation for its academic and athletic prowess. The College's main building was destroyed by fire in 1947 and in 1948, the original school closed. Twelve years later, in 1960, a group of Old Boys formed a new Brentwood College Association with the express purpose of reviving the school. A new site was chosen at Mill Bay, across from Brentwood Bay, and the present school opened in 1961.

In September 1972, the school became co-educational and today with a capacity for four

¹See Appendix V.

hundred students and a staff of more than fifty, Brentwood College has grown tenfold since the early days and has now reached its optimal size. The school does not intend to grow into a large, impersonal school, but rather to continue to nurture within its community the close personal relationships which are made possible, given its present enrolment and favourable faculty to student ratio.

For many years, the College has been operated as a non-profit association, run by a 24 member Board of Governors representing alumni, parents and friends of the school. The school is a member of the Canadian Association of Independent Schools², the Independent Schools Association of British Columbia and the Headmasters' Conference. Its academic programme is accredited by the provincial Ministry of Education and graduates proceed to all major Canadian universities, to American universities including Harvard, Princeton and Yale plus the University of California and the University of Washington as well as prestigious institutes of higher learning in Europe.

Philosophy

Brentwood's philosophy reflects its belief in the primary importance of verbal and mathematical literacy but denies any narrow definition of education by placing a high value on the development of those personal resources which underlie creative artistic endeavour and vigorous physical pursuits. These philosophical goals are met through challenging academic, artistic and athletic programmes, offered in an orderly residential community stressing full personal commitment, good conduct, humour, tolerance and consideration for others.

Residential schools are entrusted with a unique responsibility: to create an environment and a range of incentives that will challenge every student, while recognizing and responding to the personal needs of maturing young adults. As educators in a residential setting, faculty members choose to cast themselves in a role that is multi-dimensional and highlights their concern for the unique perceptions and attitudes of each individual, not merely those who are gifted or self-motivated. Whatever else it may be, the true value of a Brentwood education ultimately lies in the positive and enduring experiences which result from the stimulating involvement and interaction of staff and students.

Campus

The main school buildings, the residences, a sports complex, a heated indoor swimming pool, tennis courts, and sports and recreation fields are located on a campus combining eminent suitability with great natural beauty. The school's docking facilities afford opportunities for a variety of water-based activities, including rowing, sailing, kayaking, scuba diving, and sea rescue, and also provide access for visiting boats and float planes.

Overlooking the water, the Academic Centre is a modern, three-storey facility of 62,000 square feet, completed in 1988, and housing well-furnished classrooms, an art gallery and

²See Appendix III.

exhibition spaces, administrative and counselling offices, and a library resource centre equipped with audio-video playback facilities and computers for access to the Internet. The classrooms have been specifically designed to form distinct teaching areas. They include six fully-appointed science laboratories, two computer systems instruction centres, and an audio-visual language laboratory. A raked Lecture Theatre-Studio is equipped for mixed-media presentation and serves as a Rehearsal Room and Recital Facility. The School Auditorium provides seating for full school assemblies, public performances, and houses facilities for instrumental music, dance, and dramatic training.

Located beneath the paved promenade deck of the Academic Centre, and with immediate access to the waterfront, are storage and repair areas for rowing shells and marine equipment, as well as an indoor rowing simulation tank.

A modern Sports Complex, tennis courts, swimming pool, 15 acres of playing fields, its own waterfront, and the nearby ice arena all combine to provide excellent recreational and games facilities. The Sports Centre accommodates several activities under one roof: a well-planned, fully-equipped gymnasium provides for basketball, volleyball, badminton, and gymnastics; there are three squash courts, a weight training-fitness centre, changing rooms, and reception facilities.

There is also accommodation for faculty and student residences.

Boarding Facilities

At the College, six residences accommodate 330 students: 206 boys and 124 girls.

There are four houses for boys, Ellis, Privett, Rogers and Whittall, each designed to accommodate two or three students per room. The two houses for girls, Alexandra and Mackenzie, normally accommodate two students per unit. .

Individual rooms may be tastefully decorated with posters, pennants, photos, and appropriate personal memorabilia brought from home. The residences provide a common room and recreation areas with television and VCR, snack kitchen facilities, and storage space for luggage and bicycles.

The houses are administered by a resident Housemaster or Housemistress who is supported by one resident Assistant and at least three non-resident members of faculty. Day students are attached to these residences

Students from all houses meet as a school community to take daily cafeteria meals in a pleasant, modern dining room.

Health and Safety

The health of students is in the care of the school's doctor and a staff of registered nurses. A Health center and Surgery are available for day to day treatment and the school doctor is on call for injury or emergencies. Specialized hospital, medical and dental services in Mill Bay, Duncan and Victoria are called upon whenever necessary by arrangement with medical staff.

Administration and Faculty

William T. Ross, a graduate of the University of British Columbia (B. A. Dip. Ed., 1961), was appointed Headmaster in 1976. Prior to his appointment, he served as Head of the Mathematics Department and Dean of Studies at the School.

In 1998/99, the full-time faculty consisted of 36 teachers (24 men and 12 women), 14 of whom lived on campus. They held thirty baccalaureate degrees, fourteen master's degrees, and one doctorate representing study at major universities in Canada, England, Ireland, and Scotland. Fourteen part-time instructors teach visual and performing arts and additional part-time instructors assist in coaching major sports.

Student Body and Student Dress

In 1998/99 the total enrollment was 416, made up of 86 day students (52 boys and 34 girls) plus 330 boarders (206 boys and 124 girls). Boarders came primarily from British Columbia and Alberta, although other Canadian provinces were represented, as well as the United States and many other countries. The student body typically represents more than 20 nationalities.

There is a school uniform and dress code for which the underlying philosophy is “appropriate concern for the occasion”. On formal designated occasions, boys wear the school blazer with crest, matching school tie, white dress shirt, grey trousers and black leather dress shoes. Otherwise, for daily morning dress, boys will need a V-neck sweater, sports shirt in a subdued colour, crease-holding trousers, (other than jeans or cords), and shoes.

On formal occasions, the girls wear the school blazer with crest, long sleeved white blouse, Mackenzie Tartan kilt, navy-blue knee socks, and dark leather shoes. For daily morning dress, acceptable wear for girls includes modest combinations of skirts and blouses, jumpers with skirts or sweaters, or smart dresses, as well as knee socks or panty-hose and flat, low-heeled plain shoes.

Academic Calendar and Programme

The academic year which commences in early September and runs through to the last week of June, is divided into three terms with Christmas (three weeks) and spring (two weeks) vacations. In addition, there are three mid-term breaks of five days apiece.

During the school week, Monday to Friday, residents typically observe the following schedule:

6:30 a.m.-7:00 a.m.	Rise
7:00 a.m.-7:50 a.m.	Breakfast
8:15 a.m.	Classes start (5 at 50 minutes)
11:00 a.m.-11:30 a.m.	Break
1:15 p.m.	Classes end
1:15 p.m.-2:00 p.m.	Lunch
2:00 p.m.-6:00 p.m.	Visual Arts / Sports alternate
5:00 p.m.-6:30 p.m.	Supper

6:45 p.m.-8:45 p.m.	Evening Prep (Study)
8:50 p.m.-9:35 p.m.	Break
9:35 p.m.	Back in Residence
9:45 p.m.-11:00 p.m.	Lights out depending on Grade (Senior students who need to work later may do so)

Classes are held Monday to Saturday. Sports and fine arts are offered on alternate afternoons. The fine arts in hour long periods to which a student is expected to make at least a two hour commitment. There are no academic classes in the afternoon, other than electives in Modern Languages (Spanish and Mandarin) and Computer Studies which are offered alongside Fine Arts on three afternoons. During Evening Prep, a silent, study session monitored in the residences Monday to Friday, the School Library and the Computer Centres are open to students.

The course of studies below Grade 12 is designed to prepare students for their senior programme; thus, all students at all grade levels are required to take English, foreign language studies, mathematics, the three sciences, history, and geography. The academic programme for Grades 8 and 9 gives emphasis to these core academic disciplines and is usually fully prescribed.

At these early stages, the importance of quality preparation and the development of sound study habits can not be over-emphasized. At all grade levels, however, emphasis is placed upon the development of skills that will sharpen the process of analytical thought and intellectual reasoning.

Grade 10 students choose one elective in addition to their core programme. Because of the wide range of university pre-requisites, the school makes every effort to create a timetable to suit the individual needs of students in the senior grades. Programming for Grades 11 and 12 is handled on an individual basis through the Director of Academic Counselling, his Assistant, and the Advisors.

Grade 11 and 12 students choose up to six courses from the following list, their choices depending upon the particular universities and faculties to which they are apply for postsecondary study: English (grammar, composition, and literature), Mathematics (Algebra, Geometry, and Calculus), Computer Science, History, Geography, French, Spanish, Chemistry, Physics, Biology, Economics, and Law.

Senior students who register in enriched courses may also choose to participate in the Advanced Placement (AP) Programme, administered by The College Board in Princeton, New Jersey, The AP Programme provides students with the opportunity to gain first year standing at university while still at high school.

Instructional groups range from 16 to 24 students per class.

Every student is allocated to an Advisor, a member of the teaching staff who is attached to the student's residence. The Director of Academic Counselling, his Assistant, and the Advisors meet individually and in groups with students in Grades 10, 11 and 12 to discuss post-secondary plans and appropriate courses of study. The Director of Academic Counselling also communicates with parents of senior students and supervises all aspects of applying for university entrance, individual registration for S.A.T.'s or the application for university scholarships. The advisors meet regularly with all students to monitor their academic progress and the suitability of their programmes, and to ensure the preservation of academic priorities in the context of each student's total commitment.

At regular intervals throughout the year, accumulated marks, effort ratings and attitudinal comments for each student are collected and reviewed in meetings attended by all members of the Faculty. This process alerts both staff and individual students to any academic problems and also allows the School to recognize, through public commendation, those students whose efforts are clearly superior.

All students write formal examinations in December and June. Comprehensive reports, including percentage scores and full, written comments, are sent to parents at the end of every term.

The Fine Arts Programme

Brentwood's emphasis on Fine Arts is a school distinctive. The major aims of the programme are cultural enrichment, skills development, and creative self expression. Through studio work, classes, and special arts events, students are exposed as artists and as spectators to both the visual and performing arts with a view to personal fulfilment and enhanced appreciation. Special performing arts events to which the whole school and the public are cordially invited are held every term. Changing displays of student artwork are showcased throughout the School, particularly in the Gallery and the Academic Centre.

The arts programme operates three afternoons a week on Monday, Wednesday, and Friday, with water sports and activities schedules alongside arts programmes to avoid conflicts with field and gym sports.

Students in Grades 8 to 11 register in at least one Arts course each year, and in either a second Arts Course or a water-based sport or activity, selecting from the range of programmes available. Although Grade 12 students typically register in two programmes, the extent of a Grade 12 student's school commitment, as a whole, is carefully weighed in determining an individual fine arts programme at the senior level.

Each student programme will likely involve a minimum of six hours each week. These attractive programmes often lead to requests for additional registrations and many students have proved themselves capable of handling twelve hours each week with considerable success. Such requests are considered in the light of the individual student's total commitment and ability to participate in an enriched programme.

The following fine arts, communication arts, and information technology programmes are subject to change, but are usually offered each year: Junior and Intermediate Drama, Acting, Instrumental Music for beginning, developing, and experienced musicians, Choir, Concert Band, Jazz Ensemble, Creative Dance, Foundation Art, Drawing and Painting, Ceramics (Pottery), Sculpture, Photography, Drafting and Design, Business Management, Computer Graphics, Web Page Design, Yearbook, Spanish, Mandarin, Tai Chi, and Creative Science.

All courses run for one full year and most are open to all grade levels.

Private music lessons for piano, voice, and other instruments are available by arrangement, on an individual schedule, and at extra cost.

Information Technology

Brentwood has three computer labs with 20 terminals in each one; there are also 16 terminals in the library and Internet / e-mail access is available at each one. There is also a computer network and several classrooms and all science labs are hooked into it. Each residence has 3 or 4 computers accessible to students that are also hooked into the campus network. Most residents also have their own computers.

Student Activities and Student Conduct

Athletics

While Physical Education is included in the Grade 8 curriculum, all students are required to register in one sport each unless there is a valid medical reason for their not being able to do so. Each sport involves an average of six hours each week. The development of personal and team fitness, the promotion of true sportsmanlike attitudes, and the pursuit of athletic excellence are the key aims of all athletic programmes at Brentwood..

Each sport produces several representative teams at both school and house levels for inter-school and inter-house competition. It is hoped that every student will be able to represent the School and the House in at least one sport, at some level, over the course of the year.

The athletic programme operates on six afternoons a week, with field and gym sports dominating on Tuesday, Thursday, and Saturday, and water sports on Monday, Wednesday, and Friday, alongside the Fine Arts programmes.

Students make their choices from the following selection which is subject to change: rugby, soccer field hockey, cross country running, basketball, volleyball, squash, tennis, rowing, sailing, swimming, ice hockey, mountain biking, triathlon, golf, and aerobics. Outdoor Education includes rigorous training in outdoor survival, rock and mountain climbing, kayaking, canoeing, camping and hiking. Each sport involves an average of six hours each week. Students may also take advantage of local or community programmes which offer coast guard-sea rescue, lifesaving, skiing, skating, and scuba diving.

Many sports include a weight training component for building strength and endurance. After an orientation session to ensure their safe and effective use of equipment, students may train regularly in the Weight Room in the Sports Complex, either as individuals or as part of their sports group,

All students in the School are given a swimming test consisting of a timed 400 metre swim and a demonstration of basic survival techniques. Any student who wishes to enrol in a water-based activity, such as sailing, rowing, kayaking, must pass this test before being allowed on the water.

In addition to the regular sport groups which produce competitive school teams, the four competitive houses compete in many sports. All female students are allocated to one of the four boys' houses for competitive purposes. Inter-House competitions encourage maximum involvement and enjoyment and feature prominently in Brentwood's campus life.

Each year, Brentwood hosts a number of tournaments and visiting international teams on

campus. In addition, the school's major sports coordinate to offer the chance for its athletes to travel to various parts of Canada and to countries throughout the world. Recent tours for students involved in rugby, rowing, field hockey, and volleyball have included Alberta, Saskatchewan, Ontario, Quebec, England, Scotland, France, Spain, Belgium, Holland, New Zealand, U.S.A., Barbados, Australia, Fiji, Hawaii, Bermuda, Chile, and Argentina.

Student Community Life

Although the school maintains a full residential flavour seven days a week, there is adequate provision for leave. Local village leave may for example, be taken in the afternoons, Saturdays and Sundays, after a student has fulfilled his or her programme obligations. Several weekend leaves may be taken each year. For Sunday and weekend leave, special parental permission is required.

There is a student activities committee which, with staff, plans concerts, social events and student involvement in community activities. Dances, concerts and similar entertainments are scheduled weekly and students frequently participate in school-sponsored trips to Victoria. For those who choose to remain on campus when others are on leave, the school provides numerous recreational activities.

The school tries to accommodate spiritual needs through an intervarsity Christian Fellowship, provision for worship at local churches, or to assist with special arrangements to meet the needs of students of other faiths.

Generally, the school expects of all its students the self-discipline, mutual respect and consideration for others vital to an orderly, wholesome daily life in a school community. The Senior grades work on the honour system. Selected Grade 12 students act as prefects who provide leadership to younger students.

Admission and Costs

Brentwood College School seeks students regardless of religion, race or colour, who are capable of succeeding in a university preparatory programme as well as in the fine arts and athletic sections of the school's programme. Thus, admission is based not only on the student's academic potential but also on his or her character and willingness to adapt to the school's requirements. Candidates must submit two passport-size photographs, previous school reports and a letter of recommendation from their principal together with the application forms.

There is an entrance examination and candidates are interviewed at the school. Brentwood will make arrangements for the entrance test to be taken at the candidate's home location should distance make a campus visit impractical.

In 1999/00, applications had to be accompanied by \$1000, of which \$500 was a registration fee, and \$500 was to be applied towards fees payable, providing the students were accepted by the school. If not, the \$1000 was returned.

For 1999/00, fees for Canadians in or out of the country are \$21,000 for tuition room and board; plus \$800 which defrays the cost of transportation and incidentals, personal laundry, haircuts, school uniform and a copy of the school yearbook. Canadians domiciled in Canada pay \$600 in tuition insurance (although if the school receives payment of full annual fees in advance,

the premium is waived even though coverage under the plan is included). Residents of other countries pay \$24,800 in annual fees.

Merit scholarships and bursaries are available. In 1998/99, 15% of Senior School students received financial aid and close to \$90,000 in scholarships was awarded.

For Further Information

Contact: Mr. John Allpress, Director of Admissions

Lester B. Pearson College of the Pacific

Address: 650 Pearson College Drive, Victoria, BC, V9C 4H7
Telephone: (250) 391-2411; Fax: (250) 391-2412
WWW: <http://www.pearson-college.uwc.ca>
E-mail: admin@pearson-college.uwc.ca
Type of School: International school with goals of academic success and promoting intercultural understanding between individuals
Religious Affiliation: Nondenominational
Grades: International Baccalaureate¹
Boarding Grades: Last two years of high school
Application Deadline: February 15 for following September
Scholarship Deadline: Same

Location

Lester B. Pearson College of the Pacific is located on Vancouver Island, on the shores of Pedder Bay, about 18 miles (29 kms) from Victoria, (population 73,504) the capital city of mountainous British Columbia. The location on Pedder Bay provides unique opportunities for water oriented outdoor activity, and the proximity to the coast mountains means that students have excellent opportunities for backpacking, camping, climbing, diving, kayaking, sailing and skiing.

History

After Lester B. Pearson retired as Prime Minister in 1968, he became very interested in the United World Colleges project. At the time, there was only one such college, the College of the Atlantic in Wales.

He visited Atlantic College, met the students and faculty, and came away convinced that there must be more such colleges around the world, and in particular, one on Canada's west coast. Shortly thereafter, he became Honorary Chairman of a committee to build what was to be known as the College of the Pacific. He worked hard to get things started, but he died in September of 1972 before that project had hardly begun.

Soon after his death, it was decided that such a college, built in Pearson's name, would be a most appropriate living memorial to the former Nobel Peace Prize winner. A Board of Trustees was formed with the Hon. John Nichol as Chairman, and a major volunteer effort began. Many people from all parts of Canada, and from around the world, gave generously of their time and money to get the project underway.

Jack Matthews, formerly of Lakefield College School, became the first Director, and he recruited a faculty of men and women from many nations. On September 25, 1973, the first bulldozer began to cut through the two miles of timber to the College site; on September 25,

¹See Appendix VI.

1974, the first students arrived.

Today, the College continues to be operated by a prestigious Board of Trustees, and not only offers but has played a major part in developing, the International Baccalaureate Programme. Pearson graduates are now working in many different professions and jobs around the world, and are applying in their lives the ideas encouraged at the College.

Philosophy

The aim of the College is to demonstrate that education can be a force to unite rather than divide nations. The College promotes international understanding by creating an environment in which students from many countries are brought together in study, recreation, and in service to the community. More specifically, the College aims:

- To provide an education, in the total sense, which will produce involved, active, educated citizens, whose attitudes of understanding and service will be a force against bigotry and hatred between peoples.
- To provide a practical demonstration that international education works and that it can build bridges of understanding between peoples.

Campus

Pearson's attractive campus, set amongst the tall fir trees and designed to produce the friendly feeling of a small community, contains outdoor basketball, tennis and volleyball courts. On campus are nineteen buildings constructed from the native woods of Canada's west coast. Although the academic curriculum adheres to the formal disciplines of the International Baccalaureate, there are few formal classrooms. This reflects the College's philosophy that education is a dynamic and continuous process which should not be restricted either to the narrow confines of a traditional academic classroom, or to an overly rigid timetable.

There is a centrally located academic building with science facilities, seminar rooms and a small lecture theatre. The physics and chemistry laboratories are equipped to allow students to pursue experiments at a first year university level. In addition, there is a well equipped seafront Biology Lab. The Max Bell Hall contains the 300 seat McConnell Theatre which is used for lectures, forums, debates, movies, concerts and dramatic performances. This building also contains classrooms and a music practice room, as well as the Sony Language Laboratory. The

language laboratory provides private carrels and computer consoles which will accommodate a small class working in a single language, or twelve individual students working in different languages. Other facilities include a large dining hall, the Woodward Health Centre, the Ondaatje Art Centre, the Molson Pool, the Observatory, an administration building and the residences.

Boarding Facilities

At Pearson, the residences accommodate 200 students.

Students live in five two-storey residences four students to a room, women on the second

floor and men on the ground. Typically, each room is occupied by one Canadian student, plus three from other countries.

The rooms are furnished with beds, desks, study lamps, bookshelves, and with cupboard and drawer space. Residences also contain student day rooms and laundry rooms. Each residence has a common room which is used by all students. There is also the centrally-located Alcan Seafront Student Common Room which provides a meeting place for students and which houses the student store where stationery supplies and snacks are available.

Students cannot have cars on campus.

A faculty member and his or her family occupy an apartment in each residence.

The cafeteria accommodates vegetarian diets; food allergies; and dietary restrictions for religious reasons.

Health and Safety

At the College, this is an infirmary staffed by a resident nurse. A doctor is also on call 24 hours, and if necessary, specialized health services are available in Victoria. Campus security is provided by the live-in staff and faculty members who serve as house fellows in the residences and in private residences on campus.

Administration and Faculty

Since 1995 when he was appointed President, Peter Bavinton and his wife Barbara became a part of the Pearson College community. Both come from Australia where Mr. Bavinton began his career as an educator before coming to Canada in 1972. He obtained his teaching certificate at Bendigo Teachers College in Australia and a Bachelor of Education from the University of Victoria in British Columbia. He subsequently studied immersion French at the University of Victoria and in 1990 completed a Masters Degree in Educational Administration, International Program at San Diego State University in the United States. Before coming to Pearson College, Mr. Bavinton was Principal of the Harwood School in Vernon, British Columbia. He has also served as School District #22 District Coordinator of the Performing Arts in Vernon and as Principal of a French Immersion School. He has strong interests in literature, art, hiking and global issues. Mr. Bavinton and his wife live on campus with their two daughters.

In 1998/99, the faculty at Pearson consisted of 22 full-time teachers, 16 men and 6 women (as well as 5 women who taught part-time or ran the library). Of the full-time faculty, 11 had Master's degrees, 2 PhD.'s, and one of the PhD's was a former Rhodes scholar.

In addition to academic qualifications, members of the faculty of Pearson College are chosen for their dedication to the students and to the ideals of the College. These men and women come from many countries and contribute a wide spectrum of experiences to College life.

Special talents, skills and academic abilities are necessary for these teachers, most of whom live near the students while teaching.

Student Body and Student Dress

Each year, the student body at Pearson totals 200 students, of which approximately 50 are Canadian. Since the programme they follow has a duration of two years, 100 are admitted annually, of which 25 are Canadian. The selection process ensures that all students are academically proficient, have a wide range of interests, an ability to mix with others, and a tolerance of fundamentally different opinions and attitudes.

There is no school uniform or dress code. Normal, everyday dress is casual--slacks or cords, with sports shirts or blouse or sweater. Ceremonial national dress is worn on special occasions or celebrations.

Academic Calendar and Programme

The first term of the College year commences during the first week of September and ends in mid-December. In late October, the students leave campus for five days to pursue individual projects. All students leave the campus for a three week Winter holiday, and classes resume in early January. The second term (January-May) is interrupted only by a week in late February, and a long weekend in April. The year ends in late May following the International Baccalaureate examinations. When students are unable to return home or stay with Canadian friends, the College will assist in placing students in private homes.

At Pearson College, the day is more comparable to a university schedule students although meal-times are fixed:

7:00 a.m.-8:00 a.m.	Breakfast
8:00 a.m.	Classes Begin
12:00 p.m.-1:00 p.m.	Lunch
1:00 p.m.-3:00 p.m.	Classes
5:00 p.m.-6:00 p.m.	Supper

Some classes run in the evening and there is no compulsory study; lights out time varies.

At Pearson, students follow the two year International Baccalaureate Programme.

At the College, the major language of instruction is English, and courses are offered in English as a Second language for those who are not native speakers. A few courses, including Physics and Mathematics are offered in French, and English-speaking students are encouraged to take at least one of these so they will have a first-hand experience of French as a working language, and will understand the difficulties facing students with other mother-tongues who have to study English. Canadian students are expected to achieve and /or demonstrate a level of proficiency in both official languages.

In addition to the six subject courses, students at Pearson must take, they also take a course entitled the Theory of Knowledge. As well, each student must write an "Extended Essay" of about 4,000 words on a topic of his/her choosing dealing with some aspect of a subject currently being studied.

During their two years at Pearson College, all students are encouraged to follow a programme in international affairs. The International Affairs programme is not part of the International Baccalaureate but it plays an essential role in the context of the philosophy of

Pearson College.

The aims of this programme are four-fold:

- i) to increase the general level of knowledge and awareness of contemporary international affairs, with stress on the complexities of conflicting values and ideologies in today's world;
- ii) to analyze the nature of peace, conflict, and conflict-resolution within and between individuals and societies;
- iii) to develop amongst students the ability both to sift and weigh conflicting evidence and to construct, defend, and modify their views in the light of criticism and discussion;
- iv) to develop an awareness of the power of ideas and individuals in changing the course of international affairs.

The course presentation involves student presentations, staff speakers, visiting lecturers, films, simulation games, and debates.

Pearson College holds internal examinations at the end of a student's first year and tests are held from time to time. They provide the student with a measure of his or her own progress. The final measure of achievement is the International Baccalaureate examinations, prepared and marked by an international group of examiners coordinated by the International Baccalaureate Curriculum and Assessment Centre in Cardiff, Wales. In most subjects, approximately eighty percent of the grade is awarded for the performance in the examinations at the end of the student's second year, the rest being based on continuous internal assessment.

Teachers' reports on students' progress, both in academics and activities are forwarded to parents and students twice a year.

Information Technology

A computer centre with Internet access as well as an audio-visual room are housed within the Norman McKee Lang Library.

Student Activities and Student Conduct

Pearson College believes that international understanding cannot be achieved in the classroom alone. Beyond the academic programme, the College offers a wide and varied programme of service and activities. By working together students learn that there are no national or cultural barriers to the building of friendship and mutual respect both within and without the College community.

Although individual programmes will vary, each student is expected to leave the College with experience in the following areas:

- i. Service to the Inside Community: for example, Library volunteer work, Web Page work)
- ii Service to the Outside Community: for example, home visiting, work with the elderly, or people with special challenges, theatre with the deaf, teens on the town, forestry and outdoor community service.
- iii. Physical Activities: for example, coastwatch, diving, kayaking, sailing, wilderness

programme.

- iv. Creative Activities: for example, astronomy, ceramics, cinematography, drama, dance, knitting, choir, the Pearson College singers
- v. Environment: for example, composting, recycling, salmon enhancement
- vi. Initiatives: (student devised projects) for example, work for Amnesty International, speaking in schools about contemporary issues.

Each year, usually in February, students leave campus during Project Week to pursue an interest they may have in a particular area of study or a hobby.

On a regular basis, the College comes together to enjoy some aspect of the Fine Arts. College faculty and visitors and sometimes students themselves make up the list of participants in this programme. Amongst those who have given presentations at the College over the past three

years have been composers, poets, fibre artists, the artistic director of the Pacific Opera, the University of Western Ontario Choir, the Western Brass, the University of Victoria Orchestra, a jazz pianist, a classical Indian dancer, a music critic, a weaver and a painter.

At Pearson, students are from a diversity of religious beliefs. Students are encouraged to deepen their sense of spiritual values through inter-faith occasions, special programmes on the different religions of the world and opportunities to worship in the surrounding communities. Students are also urged to find quiet times and time to be alone in the midst of their busy community life, with the hope that they will look closely and continuously at some of the ultimate questions of life.

Despite the extensive programme of studies, services and activities, there is free time so that students may simply relax and enjoy the College and their friends.

To protect the health of students, staff and faculty, smoking is prohibited on campus. Pearson College is a smoke-free campus. British Columbia law and College policy prohibit students from possessing or using alcohol or illicit drugs. Upon their arrival, students are informed of the other rules and regulations of the College.

Admission and Costs

Mr. Pearson had this to say: "Students will be welcomed without regard to race, religion or politics and we intend to establish scholarships so that the students who attend the College will be from all levels of society and will be genuine representatives of their own peoples".

Application is made in the student's Grade 11 year (Secondary V in Quebec) in either English or French.

Preferably, students should also be between 16 and 17 years of age. First term marks should accompany applications, in addition to transcripts from two previous grades. (Students are occasionally selected from Grade 12--usually when they are a grade ahead of their age group. These applicants should note that during their first year at the College, they will be doing some work already covered in Grade 12 and that they are accepted only for the full two year programme.)

In addition to marks, applications must be accompanied by two 300 word essays, the first explaining why the candidate is interested in attending a United World College, what he or she

might contribute and gain from the College, and the second, describing which of the candidate's experiences have been of most importance to him or her.

Recommendations are also required from a candidate's principal and teachers.

An application to Lester B. College of the Pacific can automatically include an application to the other world colleges. These include: United World College of the Atlantic (Wales), United World College of the Adriatic (Trieste, Italy), Armand Hammer United World College of the American West (Montezuma, New Mexico), Li Po Chun United World College of Hong Kong, Mahindra United World College of India (Naharashtra), Red Cross Nordic United World College (Flajer, Norway), Simon Bolivar United World College of Agriculture (Caracas, Venezuela), United World College of South East Asia (Singapore), Waterford-KaMhlaba United World College of Southern Africa (Mbabane, Swaziland).

Entry in the College is by competition. In Canada, students are recommended for attendance by selection committees in every province and territory, based on a candidate's academic potential, personal qualities and commitment to the aims of United World Colleges. Canadian students temporarily residing outside their home province or abroad are eligible to apply, but must enter into competition with the students from their home province. Finalists must be interviewed and recommended by their appropriate selection committee before final acceptance can be confirmed.

In 1999/00, the value of an education at Pearson is \$25,000. In Canada, successful students, representing all provinces and territories attend the College on full scholarships which cover all expenses other than travel, clothing, pocket money, private music lessons and about \$100 which must be spent during Project Week.

Parents may be asked to contribute to the College scholarship fund in the future.

For Further Information

Contact: Admissions Office

Maxwell International Bahá'í School

“To Carry Forward an Ever-Advancing Civilization”

Address: 2371 East Shawinigan Lake Rd., Postal Bag 1000, Shawnigan Lake, BC,
VOR 2W0
Telephone: (250) 743-7144; Fax: (250) 743-3522
WWW: <http://www.maxwell.bc.ca/>
E-mail: admit@maxwell.bc.ca
Type of School: Coeducational university preparatory
Religion Affiliation: Bahá'í
Grades: Middle School, 7-9
Upper School 10-12 plus AP¹
Boarding Grades: 7-12 plus AP
Application Deadline: June 20 for following September
Scholarship Deadline: May 15 (bursaries)

Location

Maxwell International Bahá'í School is set on a 23 acre, landscaped campus on the shores of Shawnigan Lake, in the heart of the Cowichan Valley, an area renowned for its stunning scenery and abundant wildlife, cedar and fir forests, mountains and lakes, and both rugged and placid Pacific coasts. The facility is just 25 miles (40 kms) north of Victoria (population 73,504), the capital city of British Columbia.

History

Maxwell International Bahá'í School was established in 1988 by the National Spiritual Assembly of the Bahá'ís of Canada and operates under the auspices of the Maxwell International Bahá'í School Society.

Today the School is governed by a nine-member volunteer board composed of parents and community leaders. The School is fully accredited and certified by the province of British Columbia through the Independent Schools Branch of the Ministry of Education, which has called Maxwell "one of the best independent schools in the province." Its course offerings enable students to meet the required learning outcomes of the British Columbia Ministry of Education for each of the grade levels, leading to graduation with the British Columbia Dogwood Certificate. Most graduates go on to post-secondary education, and the School has a full-time academic placement officer to assist.

Philosophy

¹See Appendix V.

The teachings and principles of the Bahá'í Faith provide the foundation of the Maxwell programme and guide the curriculum. These principles include the oneness of the human family, the essential harmony of science and religion, the value of independent investigation of truth, the equality of men and women, the common spiritual heritage of people of all faiths, the need for the elimination of prejudice of all kinds, and the expression of faith in action.

Maxwell School is a dynamic learning community committed to scholarship, to the development of spiritual ideals, to achieving excellence in moral and ethical behaviour, and to the enhancement of personal character through service to humanity.

Campus

The waterfront campus includes a dock and boat house as well as school playing fields and tennis courts. The main academic building houses classrooms, the library and multimedia centre, academic offices, art, ceramic, and photo studios, a music studio/classroom, a dance studio/classroom and two science labs. There is also a multipurpose building which contains the kitchen and dining room, student and staff lounges, classrooms, a stage and administrative offices.

Boarding Facilities

Each of the four dormitories (two for males and two for females) has a balance of students from various grade levels. Each dormitory can hold 40 students

Most dorm rooms are 4-person rooms with a lake-view and a balcony; shared bathroom facilities are on each floor.

In residence, students are responsible for basic housekeeping. The School provides laundry service at no extra charge

Each dormitory has a common room where students may meet informally for social activities. Some are equipped with pianos, televisions, and video players. Each also has a kitchen area suitable for the preparation of snacks. The dormitory family meets nightly for devotional and social activities as well as consultation on dorm issues.

Residents may not park their cars on campus.

Each dorm is managed by a resident Dorm supervisor couple and a dorm assistant.

The dorm supervisors assist students in acquiring basic life skills - such as caring for one's physical environment, taking care of one's clothing, mediating conflict, celebrating and honouring

one's successes and those of others, handling the tests and challenges that provide an opportunity for students to learn and develop, and applying virtuous behaviour as they pass through the different stages of development.

Students eat in the campus dining room and the staff can accommodate special dietary needs of the School's multicultural population.

Health and Safety

There is an eight-bed Health centre staffed by one full-time nurse, two part-time nurses, and a consulting physician who is on 24 hour call and visits twice weekly. Medical emergencies are referred to a local clinic and nearby hospital.

The School is monitored on a 24 hour basis by a security firm.

Administration and Faculty

Since 1996, the Principal of the School has been Mrs. Arini Beaumaris, who holds a B.Ed and an M.Ed. in Human Resource Studies from the University of South Australia. Mrs. Beaumaris has had vast experience in secondary and vocational education and fifteen years as senior educational administration, which included five years as Principal of the Riverland College of Technical and Further Education. She has also served as Manager of Recreation, Culture, Libraries and Tourism in local government in Australia.

In 1998/99, the faculty numbered 25, 16 men and 9 women. Eight held master's degrees. Maxwell's commitment to ethnic, cultural and religious diversity is reflected in the staff members who come from dozens of different cultures, nations and religious backgrounds. Most have extensive cross-cultural and overseas experience.

Student Body and Student Dress

In 1998/99, 190 students were enrolled at Maxwell. Of these, 97 were day students and 93 were boarders. In residence, there were 47 boys and 46 girls. About 50% of students come from Canada, 22% from the United States, and 28% from overseas. With over 30 countries represented, the School's international community provides a living framework for exploring human diversity.

A simple uniform is worn by all students during the day to make it easier to interact without emphasizing differences. The formal uniform consists of a navy blazer with an eagle emblem, white shirt or blouse, maroon tie, grey trousers or skirt and polished leather shoes. In class students may dress more informally with a navy sweat shirt

Academic Calendar and Program

At Maxwell, the academic year is divided into four quarters and runs between early September through June with three-week vacations in December and March. There are also several three-day weekends and two four-day midterm breaks (in February and March). Students not going home for winter or spring breaks will be placed with a host family upon request.

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

6:30 a.m.	Wake-up, exercise, dorm duties
7:00 a.m.-7:45 a.m.	Breakfast
8:00 a.m.	Morning Assembly
8:30 a.m.-12:00 p.m.	Classes
12:00 p.m.-1:00 p.m.	Lunch

1:00 p.m.-3:15 p.m.	Classes
3:15 p.m.-4:30 p.m.	AP classes and advanced labs / Sports, Arts
5:30 p.m.-6:30 p.m.	Dinner
6:45 p.m.-8:45 p.m.	Evening study
9:00 p.m.	Devotions
10:00 p.m.-10:30 p.m.	Lights out depending on grade

Three interweaving components of the Maxwell curriculum are in place to provide the kind of experiences young people need to thrive and succeed.

The first is a rigorous academic programme in a broad range of subjects. These include Religious Studies; English, Communications, French, Spanish, Japanese; Art, Band, Choral Music, Drama, Dance, Video Production; Social Studies, BC First Nations, Comparative Civilizations, History,; Mathematics, Calculus; Computer Science; Science, Biology, Chemistry, Physics; Physical Education, Health, Business Management, Career and Personal Planning.

Advanced Placement courses are available in: Calculus, Computer Science, English Literature and Physics.

A comprehensive ESL program is offered, with most participants coming from Japanese-, Chinese-, Spanish-, and French-speaking families.

The School regularly welcomes visiting scholars and artists to the campus.

While character development is usually an 'add-on' for most schools, Maxwell has integrated it into the regular program of studies for all. Its World Citizenship Program provides a framework for students and staff to recognize, assess and document personal development in four areas which combine to meet (and exceed) BC Provincial Ministry of Education requirements, and which develop complex personal capabilities. These capabilities organize and integrate the various components of good character and provide a means - and an encouragement - for youth to grow.

The four learning areas are:

- Service-Learning and Scholarship (academic classes, service and concepts)
- Moral Development (Religious Studies, self-awareness & virtues acquisition)
- Life Skills Development (CAPP classes, skills & expeditions)
- Health and Physical Development (PE, Healthy lifestyle, attitudes)

In this programme, students progress along four, ascending, but inclusive levels: Copper, Bronze, Silver & Gold. At each level, students work to accomplish their normal grade-level educational objectives, but also strive to develop specific concepts, skills, attitudes and virtues that promote the development of three complex capabilities in the following areas:

- Copper: taking responsibility for oneself - in full participation
- Bronze: relating effectively with others in the school community involvement in research and analysis
- Silver: making an effective contribution to the School and to the surrounding community
- Gold: making an effective contribution to the regional, national, and/or international community, as well as engagement in teaching and mentoring

Students are encouraged to understand how they learn best and what additional support will be needed to maximize their learning, including time management and study skills. All students are given the Structure of Intellect (SOI) assessment, which provides information on the students learning strengths and areas needing assistance. This information is shared with the students, parents, and teachers, for the purpose of greater understanding the students abilities. A tailored learning support program may be necessary and is available through our Learning Support Specialist.

Maxwell facilitates, supports, and assesses its students' progress closely, using 'Family Groupings' of 10 students to 2 or 3 adults. These groups meet three times per week to develop positive, encouragement-based relationships, to perform service, and to facilitate progress in academics, along with the relevant concepts, skills, attitudes, and virtues of the World Citizenship Program.

Classes are small, rarely larger than 20 students.

Every quarter, (September-November), (November-February), (February-May), (May-June) students write exams with reports to follow.

Information Technology

The School has the state-of-the art computer / multimedia language lab with fifteen stations; nine are equipped with interactive computer, audio video and CD-ROM applications. The library is automated and has a UMI-CD-ROM computer system that provides access to more than 14 periodicals and to the Internet. Students must be computer literate to graduate. Instruction takes place through formal classes. Computers are regularly used in foreign language, science classes.

Student Activities and Student Conduct

As a balance to the rigors of academic study and as part of the weekly programme, the whole school community is divided into family groups. These are comprised of students and staff of different ages. Members are encouraged to design their own programmes of physical activities, entertainment and service. Mentoring relationships are fostered and greater unity established

All students participate in a weekly afternoon sports activity; they are also encouraged to participate in extracurricular and weekend recreational programmes. The School has interscholastic teams for both junior and senior volleyball, and basketball for both boys and girls and students may also participate in bowling, canoeing, hiking, sailing, squash, swimming or water-skiing. Certification programmes exist for lifeguarding and for scuba diving at extra cost to the student.

Annual productions integrate the mediums of the arts, dance, drama, and music, giving expression to a thought-provoking and entertaining presentations. Creativity is enhanced throughout the campus as students experience unity, beauty, and truth, using the arts as a vehicle for inner reflection and growth. These programs are enhanced by dynamic whole-school activities, including United Nations Day, Human Rights Day, World Religion Day, Remembrance Day and International Day of Women celebrations, as well as speech exhibitions, arts festivals, theatrical presentations and honouring ceremonies. Students may also choose to

participate in the Maxwell Dance Workshop which performs at schools throughout the Pacific Northwest, using dance and drama to address issues such as sexism, racism, substance abuse, the extremes of wealth and poverty.

Student leadership takes many forms, including an elected student council, class officers, and a group of student advisers appointed by the faculty

Students may participate in the Duke of Edinburgh's Award Programme².

On week-ends, a number of student engage in service projects such as teaching children's classes on native reserves, visiting or enjoying recreation with friends at the native Friendship centre and Gym, building trails, or removing broom in provincial parks, or visiting Bahá'í communities in the surrounding areas. Other go shopping in Duncan or Victoria.

Students' behaviour is guided by the following principles:

Obedience: (to the laws of God as established by his Manifestations; to those in positions of authority at Maxwell; to the rules laid out in the Maxwell Handbook; to the laws of British Columbia and Canada).

Respectfulness:(Mutual respect between staff and students; Respect for other's property, both school and fellow students; Respect for authority; Respect for peers; Respect for diversity; Respect for co-operation; Respect for the environment; Respect for oneself; Respect for punctuality)

Moderation: (in dress; in music; in makeup; in hair style; in action)

Purity: (of motive; of thought; of language; of action; chastity)

Sincerity: (in striving for excellence; in action; in tactfulness)

Commitment: (to one's studies; to personal growth; to unity; to world citizenship)

Integrity: (Keep commitments; work diligently on personal growth; be responsible for own actions; support school goals and activities)

Smoking, drugs and alcohol are not permitted on campus.

Admission and Costs

Maxwell welcomes admissions from students of all religious, ethnic, and national origins who share the goals and vision of the School, who are committed to high standards of personal behaviour, who have a demonstrated capacity to achieve satisfactory academic performance, and who are eager to be involved in a socially conscious, culturally diverse, service-oriented community.

Candidates must first complete the student application form and send it, along with an application fee of \$100.00, to the School.

Upon receipt, the Admissions Office will create a file and acknowledge receipt of application and fee. The Admissions Office will send additional documents which must be completed and returned: entrance questionnaire for both parents and student; medical report; confidential school report; letter of reference form. The School must also receive two passport or school sized photographs; the candidate's most recent report card; a copy of the candidate's birth certificate and/or proof of citizenship or immigration status.

²See Appendix VII.

If the applicant is a candidate of the English as a Second Language Programme then an English examination will be arranged.

A personal interview with the Admissions Director or designated representative is normally required. In some instances, the entrance questionnaire for the student may be sufficient or a telephone interview may be arranged.

Upon acceptance candidates and their families must return a \$500 deposit. This deposit will be applied towards the Annual Fees and will secure guaranteed placement for the student.

In 1999/00, annual fees vary according to grade level. For students in Grade 7: \$17,400; Grade 8: \$17,600; Grade 9, \$18,000; Grade 10, \$18,100; Grade 11 \$18,400; Grade 12: \$18,500. ESL fees are an additional \$4,800 to \$6,000 depending on level of placement.

There is a one-time non-refundable Entrance Fee (in addition to the \$500 deposit applied to tuition) \$250 for North American or \$500 for all other international students).

A 10% discount on fees will be given to a sibling in any year more than one child of a family attend the School. The discount applies to the student with the lower fee.

The average amount needed for personal expenses is between \$1,000 and \$3,000. This amount is needed to cover weekly allowance, clothing, personal supplies, books, extra curricular activities, field trips class trips etc.

The School's home stay programme costs \$125.00 per week, plus a \$50.00 administration fee

Scholarships and bursaries are available.

For Further Information

Contact: Ms. Sharon Jensen, MS.Ed, Director of Admissions

Queen Margaret's School
“Preparing for University and Beyond”

Address: 660 Brownsey Ave., Duncan, BC, V9L 1C2
Telephone: (250) 746-4185 Fax: (250) 746-4187
WWW: <http://www.qms.bc.ca>
E-mail: qms@qms.bc.ca
Type of School: Girls university preparatory
Religious Affiliation: Interdenominational with Anglican Heritage chapel on campus
Grades: Co-ed, K-7
Girls, 8-12 plus AP¹
Boarding Grades: Girls, 4-12 plus AP
Application Deadline: April 15
Scholarship Deadline: Open

Location

Queen Margaret's School occupies 27 country-like acres in Duncan, a small city (population 4,583) set in the heart of the Cowichan Valley on Vancouver Island. The School is minutes from Duncan's community theatre, sports complex, and city centre. B.C.'s moderate coastal climate makes outdoor activities possible virtually year 'round. The campus is also 37 miles (60 kms) north of Victoria, the provincial capital (population 73,504) which provides students access to a university as well as music, theatre, and other cultural events. Bus and dayliner transportation are available to Victoria.

History

Queen Margaret's School (QMS) was founded on April 21, 1921 by two women who shared a common interest in the Girl Guide movement, Miss Norah C. Denny and Miss Dorothy R. Geoghegan, both of whom retired in 1953. The School was registered as a "society" in that year, and it is now operated as a non-profit society by an appointed Board of Governors.

The School's involvement in riding came almost from the beginning when the School acquired three ponies, and Miss Denny's brother started giving riding lessons. The School's extensive riding programme is now one of its distinctives.

¹See Appendix V.

Today, the School is a member of the Canadian Association of Independent Schools² and Federation of Independent Schools Association, The Association of Boarding Schools, and Coalition of Girls' Boarding Schools, an affiliate of the National Association of Independent Schools. Its academic programme is accredited by the British Columbia Ministry of Education. While QMS' students are expected to prepare for post-secondary education, some of its graduates go directly to work, but most proceed to such universities as British Columbia, Simon Fraser, or Victoria as well as Alberta, Carleton, Queen's, Western etc. Well known graduates include CBC reporter Eve Savory ('65), Margaret Atwood biographer, Nathalie Cooke ('78) and internationally-acclaimed portrait artist, Susanna Blunt.

Philosophy

QMS wishes to prepare young people for the challenges of the 21st century and it believes that this requires clearly defined learning objectives for each child's academic and personal growth. Therefore QMS aims to:

- Give students who have the ability and desire to enter college or university a sound educational preparation;
- Focus on the keys to academic success: English, Math, Science, Computer Literacy, a Second or Third Language and Critical Thinking Skills;
- Foster both Music and Art which stimulate and enhance creativity;
- Encourage Drama, Debating and Public Speaking, because the ability to communicate effectively is invaluable;
- Promote fitness and physical well-being, through team and individual sports;
- Encourage responsibility and cooperation as well as competitive skills through a one-of-a-kind Equestrian Programme;
- Develop in each student a strong, purposeful self-confidence and, in particular, to empower young women to become leaders at all levels of society in the next century;
- Foster initiative and self-discipline that builds upon a student's willingness and motivation to work hard;
- Help young people develop a strong sense of right and wrong ~ a moral compass for life;
- Assist energetic, enthusiastic children grow into mature, responsible, well-balanced young adults.

Campus

On campus are a heated outdoor swimming pool, tennis courts, and a playing field. There is a separate playground for primary school students. Spurgin Hall, the academic building, contains classrooms, three science laboratories, and a computer room. Fine Arts buildings house drama,

²See Appendix III.

band, choir and private music lessons. The art room also features a photographic dark room and ceramics kiln. The auditorium, with a stage, is in the gymnasium building (named Founder's Hall, opened in 1971) which also includes an exercise room. Other facilities include Glide Hall (the dining hall and administration building), Heritage Chapel and the staff residences. The campus is also home to The Shirley Burr Equestrian Centre, one of Canada's foremost Equestrian Schools offering both the competitive and recreational rider training, horse boarding and competition facilities, including a 60' by 175' indoor riding arena (built in 1968) plus a 230' by 130' all weather hog fuel arena with a complete set of show jumps.

Boarding Facilities

At QMS, the two residences, Denny Hall and Geoghegan Hall can each accommodate 40 girls, for a total of 80 boarders. The residences offer double rooms for girls in Grades 4-11 and single rooms for Grade 12 students.

Boarding students bring their own casual wear, sleepware, a laundry bag, two bath towels, two face cloths, toiletries, an alarm clock, a padlock, a mug, and a shoe shining and polishing kit. Some choose to bring their own comforter, sheets, or pillow.

Candles, personal telephones (including cell phones), pagers, electric cooking equipment, televisions and large stereos are not permitted. Neither are pets.

Boarders are encouraged to bring a modest supply of wall decorations, and/or sports equipment. Computers and/or mini-stereos are optional.

If a senior student wishes to have a car on campus, she and her parents must first consult the Dean of Residence and the Deputy Head of School.

Housekeeping staff keeps the rooms of those in Grades 4-7 tidy and all common areas; otherwise boarders are expected to keep their own rooms neat and tidy.

There is a Dean of Residence, an Assistant Dean and six female residence staff. The School also selects residence prefects who assist with the general running of each house.

Boarders eat in Glide Hall, the dining hall and kitchens in each residence are stocked daily for after-school and evening snacks. Several times a year, boarders share their cultures and native cuisines at special international dinners.

Health and Safety

There is a sick bay supervised by a full-time school nurse; a panel of local doctors can be called on. The School is also adjacent to the regional hospital. Although a full range of health and dental services are available locally, boarders are asked to have regularly scheduled appointments with doctors, dentists and optometrists taken care of during school breaks.

School grounds are patrolled by a security service and sign in/sign out procedures are in effect at all times during the school year.

Administration and Faculty

Dr. Stephen M. Johnson, B.Sc.in Zoology (Iowa State), M.A., Ph.D in History (Manitoba) has

been Head of School since 1996. Dr. Johnson has had 23 years teaching Social Studies and History from Grade 4 through AP level at three independent schools. At St. John's-Ravenscourt, he also served as Assistant Dean of Residence and Head of History. Thereafter, he became Deputy Headmaster at Glenlyon School (Victoria) and worked on the team for amalgamation with Norfolk House. Subsequently, he acted as Deputy Head, Senior School and Director of the Junior Boys at Glenlyon-Norfolk School.

In 1998/99, there were 10 full-time and 5 part-time faculty in the Junior School. In Senior School, in addition to Dr. Johnson who taught Social Studies, there were 18 full-time faculty members, and 5 part-time, together with 5 riding instructors. Aside from Dr. Johnson, two staff faculty members had their Master's.

Student Body and Student Dress

In 1998/99, 260 students were enrolled at QMS, 180 day students and 80 boarders. Students came from all Canadian provinces and from the United States, Central America, Europe and the Far East. Many students spoke a second or third language. In comparison to some other schools, however, QMS has relatively few international students which means that those in the school improve their English quickly.

In Grades 4-11, the Girls Daily Uniform consists of a centennial kilt or green pleated skirt, long sleeve white shirt and house tie or QMS turtleneck, green crested vest or sweater, green knee socks, or tights and black shoes. Grey uniform slacks are permitted for girls in Grades 8-12 between Thanksgiving and April 30. In Grade 12, the uniform consists of maroon ties, sweaters, vests, socks or tights. Prefects wear white sweaters and a maroon with white striped tie.

On Fridays, as well as for school events and outings, the girls must wear a white, long sleeve shirt and house tie, crested vest or sweater, green crested blazer, kilt, green knee socks or tights and black shoes.

Academic Calendar and Programme

The academic year, from early September to late June is divided into three terms, Fall, Spring and Summer, with Christmas and Spring vacations and half-term holidays in each term. Since the residence is closed during these times, boarders are normally expected to return home. Those who cannot are encouraged to spend breaks with families of day students.

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

6:45 a.m.	Riders awaken and prepare for early morning stable at 7:00 a.m.
7:00 a.m.	All remaining boarders awake
7:00 a.m.-7:30 a.m.	Girls shower, dress, make beds etc.
7:30 a.m.-7:50 a.m.	Breakfast in Glide Hall
7:50 a.m.	Girls tidy rooms, take laundry to laundry room
8:05 a.m.	Room inspections
8:10 a.m.	Girls leave residence for School
8:15 a.m.-3:00 p.m.	School day
12:00 p.m-1:30 p.m.	Lunch (staggered by grade level)

3:00 p.m.	Return to boarding house
5:30 p.m.-6:00 p.m.	Supper
6:30 p.m.- 8:00 p.m.	Prep (Girls in Grades 4-5 end at 7:00 p.m.; Grades 6-7 at 7:30 p.m.)
8:00 p.m.	Free time to bedtime
8:45 p.m.	Bedtime (Grade 4-6); Lights out at 9:15 p.m.
9:30 p.m.	Bedtime (Grades 7-9); Lights out at 10:00 p.m.
10:00 p.m.	All students to be in room for quiet time

At QMS, the curriculum includes English; French, Japanese, Mandarin, Spanish ; Art, Band, Choral Music, Drama, Music, Visual Arts ; Social Studies Geography, History, Psychology; Mathematics, Calculus; Information Technology ; Science, Biology, Chemistry, Physics; Physical Education, Horsemanship, Journalism; Home Economics and Career and Personal Planning.

Advanced Placement courses are available in: English, Calculus, French and Physics.

QMS also offers a small, personalized programme in English as a Second Language in which approximately 10 students are enrolled each year. There is also a Transitional Academic Programme (TAP) available in Grades 7-10 which is designed to allow ESL students with intermediate English language skills to attend general programme classes and receive additional language support. The course uses subject matter from other academic courses such as Social Studies, Science and Mathematics as a vehicle for improved language skills.

The School's Equestrian programme is a distinctive, although not a compulsory. It is designed to accommodate riders at all levels from recreational to advanced and involve them in all aspects of horsemanship and stable management. Emphasis is on a "Basic Seat" position from which competitive riders can progress to any equestrian discipline be it Hunter/Jumper, Dressage or Combined Training. About 80 students each year are involved in the programme. Committed riders may receive academic credits for riding.

The School has sittings for the following tests: TOEFL (Test of English as a Foreign Language), SAT (Standard Academic Test), PASAT (Pre-Standard Academic test), LPI (Language Proficiency Index), AHME (American Highschool Math Exam), WMC (Waterloo Math Contest), AP (Advanced Placement).

Classes are small, approximately 18. Academic progress is discussed with each student weekly and there are two full sets of formal examinations for Grades 7-12 each year. One is at the end of the fall term in December and the other is in June at the end of the Summer term. Grade 12s write provincial exams in June only.

Formal report cards are issued four times a year. Tutors are available to provide additional learning support if required. All tutors are fully certified, and are provided with the approval of parents at an additional cost.

Information Technology

The School has a PC-based computer lab. Familiarity with computer systems, Internet and e-mail use are encouraged at all grade levels. Plans are underway to expand the School's computer network.

Student Activities and Student Conduct

Senior School students attend chapel service for 10 minutes each day. The service provides an opportunity for the school community to come together for reflection on a variety of spiritual, current event, and ethical issues. The Junior School attends chapel once a week.

Senior School assemblies are held every Monday, and special assemblies are held as required. In Junior School, assemblies are held once a month.

QMS has a three house system and every student and staff member belongs to a house: St. Michael's (Red), St. Gabriel's (Yellow) and St. Hugh's (Green). Each House has a staff coordinator, Head of House and House Captain who help in the organization of various activities.

Each student is "strongly encouraged" to take part in at least one activity each term. Students may choose from art, band, choir, debating, drama, photography, and public speaking among others.

Queen Margaret's School has the most extensive riding facilities offered by any school in Canada. Students may ride within their weekly school timetable and there is accommodation for a girl's own horse if she so desires.

Sports are an integral part of Queen Margaret's School programmes. Teams are organized at all age levels and students are expected to participate. Teams play with neighbouring public and private schools in such sports as badminton, basketball, field hockey, rugby, soccer and track and field. Residences compete in an intramural programme in many sports. Recreational badminton, canoeing, riding, sailing, swimming, and tennis are also available. Skiing weekends are regularly planned during the second term. The Duncan community ice arena provides facilities for curling and skating.

Opportunities are provided for those who wish to pursue individual interests or hobbies including private instrumental or voice lessons.

Dances, plays, movies and similar entertainment are scheduled weekly, often with local independent schools.

During the week, boarders may sign out of the school with permission assuming academic work is done. Except for grade 12 students, normally sign-outs must be done in pairs, with students in Grades 4-8 having a responsible student in Grades 11 or 12 with them. Grade 12 students may take day leaves to Victoria. Students are also required to sign-in upon their return to campus.

On week-ends, there is often a trip or an activity arranged. There are also options within the community for recreation. Some students attend the Cowichan Community Centre which has a recreation centre, library, swimming pool and theatre. Others, 16 and over, may join the "Ladies Only" Fitness centre. Boarders may leave any week-end except when there is an official school function.

Traditional events attended by parents and alumni are the Founder's Day (October), Christmas Bazaar (the proceeds of which are donated to School sponsored charities), the Fine Arts Salon (a School-wide celebration of the arts, inaugurated in 1998), the Strawberry Tea/Croquet Tournament (May), the Parent's Association Family BBQ (May) and Graduation (June).

Student exchange programmes are available in Grades 7-12 with other independent schools, especially those in Toronto and Montreal. Grade 12 graduates may also be placed in the GAP programme to work abroad for a year before they enter university.

The girls are expected to be courteous, respectful and considerate, to use appropriate language and behaviour, to care for their personal belongings, to show respect for other people's belongings and rights, to demonstrate care for the environment by keeping it neat and tidy and to acknowledge and assist visitors at all times. Smoking, alcohol or drug use and inappropriate behaviour are not tolerated.

Admission and Costs

QMS hopes to attract students who are eager to learn and willing to work hard toward their academic goals while trying new things. While QMS provides a challenging university - preparatory curriculum, the attitude of new students is as important as academic aptitude. Post-secondary preparation, a wide range of extra-curricular activities, and perhaps friends that continue into their adult years await students willing to throw themselves into school life.

To apply for enrollment, a completed application must be submitted to the Admissions Office with a \$50 non-refundable application and assessment fee, copies of the candidate's two most recent report cards, copies of the candidate's birth certificate or passport, and a recent photograph.

There is an admission test and where possible, it is preferred that each prospective student and her parents or guardian attend the School for a personal interview with the Director of Admissions.

The schedule of fees for boarders, for the school year 1999/00 as established by the Board of Governors varies according to residency. For those from BC, tuition, room and board in Grades 4-8 is: \$18,500; Grades 9-10, \$19,000; Grades 11-12, \$19,500. For Canadian residents outside BC as well as for US residents, the comparable fees are: Grades 4-8, \$20,500, Grades 9-10, \$21,000, Grades 11-12, \$21,500. For families living outside Canada or the United States, the fees are \$24,500 for Grades 4-10, and \$25,500 for Grades 11-12.

ESL may be up to an additional \$6,000 and the TAP programme, up to \$2,400.

Fees for students not permanently resident in Canada have to be paid on or before June 1. There is a registration fee of \$750 when an application was accepted and a place reserved; this covers a one-time only \$250 registration fee and a \$500 deposit towards tuition.

Unless they have prepaid, all parents must take out tuition refund insurance. For boarding students the cost is \$400 per year. Unless otherwise covered, boarding students must also participate in the School's medical plan costing about \$350 per annum.

Students may board their own horse at the School (\$4000) or lease one on campus.

All parents must contribute \$100 per year to the School's endowment fund which is directed towards scholarships and bursaries.

Boarding students must deposit \$3000 in advance for such expenses as school trips, spending money, clothing, art and personal supplies.

There are a number of extra charges for optional activities and excursions such as the equestrian programme, additional music lessons, ski trips etc. Parents should also anticipate a

cost of \$400-\$600 for new academic and physical education uniforms. The school shop also sells used uniforms on consignment.

There is a 5% discount off tuition fee for each student if two or more siblings are concurrently enrolled.

There are a number of bursaries and academic scholarships available. In 1998/99, 40 students received scholarships, 30 received financial aid, and 8 received Shirley Burr Equestrian Scholarships. Scholarships are considered as “continuing” through to Grade 12 contingent upon a student maintaining her academic or equestrian performance.

For Further Information

Contact: Mrs. Rebecca McKay

St. George's School
“Without Fear or Favour”

Address: Junior School, 3851 W. 29th Avenue, Vancouver, BC, V6S 1T6
Senior School, 4175 West 29th Avenue, Vancouver, BC, V6S 1V6

Telephone: Junior School, (604) 224-4361; Fax: (604) 224-3515
Senior School, (604) 224-1304; Fax: (604) 224-7066

WWW: <http://www.stgeorges.bc.ca>

E-mail: info@stgeorges.bc.ca

Type of School: Independent boys university preparatory

Religious Affiliation: Nondenominational

Grades: Junior School, Grades 1-7
Senior School, Grades 8-12 plus AP¹

Boarding Grades: 6-12 plus AP

Application Deadline: Open

Scholarship Deadline: Open

Location

St. George's School is situated in the Dunbar section of Vancouver, near the University of British Columbia, on two separate campuses totaling about 22 acres. The School is 80 miles (129 kms) from the provincial capital of Victoria and 120 miles (193 kms) north of Seattle. Vancouver (population 514,008), while not the provincial capital, is still the largest city in the province, and contains attractive cultural and social amenities. The mild climate of the city permits outdoor sports such as golf, to take place all year round, while adjacent mountains are available for cross-country and downhill skiing. Vancouver has developed a large number of world-class cultural facilities, including the Vancouver Opera, the Vancouver Symphony, a planetarium, an aquarium, and the Museum of Anthropology.

History

Founded in 1931 by Captain F.J. Danby-Hunter, St. George's really obtained its character from the man who succeeded him two years later--John "Johny" Harker. The new Headmaster was an enthusiastic, innovative individual whose quest for excellence both in academic and non-academic matters ensured the School's survival and growth in the midst of Depression. In 1948, St. Georges's was registered as a non-profit society and is now run by a 19 member Board of Directors which meets six times yearly. In 1979, the School purchased the former Convent of the Sacred Heart, which, after extensive renovations, became the site of the Junior School and

¹See Appendix III.

residences. By the fall of 1985, the Senior School had been completely renovated as well, and available academic space had been expanded by about 50% .

Today, St. George's School is accredited as a Group 2 funded school by the British Columbia Inspector of Independent Schools. It is a member of the Independent Schools Association of British Columbia, the Canadian Association of Independent Schools², the National Association of Independent Schools (U.S.A.) and the Association of Boarding Schools (U.S.)

In any given year 95-100% of graduates proceed to four-year universities not only in Canada and the United States but in England as well. Since its founding, eight St. George's graduates have obtained Rhodes scholarships.

Philosophy

St. George's is a community committed to the love of learning, the joy of living, and the healthy growth of body, mind, and spirit. It encourages the pursuit of excellence in all endeavours and the acceptance of responsibility for the betterment of society.

Campus

The Junior Campus occupies 9 acres, while the Senior Campus, about 450 yards (three blocks) away, contains 13 acres. The Pacific Spirit Park, about 500 acres in size, extends to the University of British Columbia is also open to the School and contains a number of nature trails and bridle paths. Also available are a city park and two soccer fields adjacent to the Junior School campus.

The Junior Campus itself includes a large grass playing field, outdoor basketball courts, and a primary school playground with multi-activity apparatus. The Junior School is in a magnificent five-storey, 75,000 square foot granite structure that underwent considerable seismic upgrading in 1995. The building features 17 large and spacious classrooms, a separate science lab, a computer/keyboard lab with Mac stations, an art room, a library with CD-ROM and Internet access, a choir and band room, a language lab, and two gymnasias, one of which has a stage. It also contains a chapel and a large dining room.

The Senior Campus has 4.5 grass playing fields, an outdoor basketball court and four plexi-pave tennis courts. In the main school, the 17 classrooms are on two levels. In 1985, these were newly-enlarged and carpeted throughout, giving rise to a quiet and effective teaching environment. In 1985, the School also opened a new library, a new dining hall seating 250, a new two-story science centre with seven modern labs. Now there are also four computer/keyboard labs with CD-ROM and Internet access. In the Fine Arts Centre is a large studio with north lighting, where drawing and painting, engraving, silk screening and batik work

²See Appendix III.

are among artistic skills developed. A separate ceramics room, two photo darkrooms and an applied design room are adjoining. For those interested in the performing arts, there are two music rooms with six music practice rooms and an adjoining library. These facilities adjoin the acoustically-excellent 420-seat Woodward Auditorium which is the centre for concerts, plays, debates, guest lectures and school assemblies. The industrial arts shop nearby facilitates set and prop construction, and some degree of manual training both in and out of the curriculum. The building also houses an indoor swimming pool (25 meters x 6 lanes) as well as two gymnasiums, with a modern weight room attached.

Boarding Facilities

At St. George's, the residence, newly built in 1993, accommodates 124 students.

In residence, the number of boys in a room varies from two to four.

The bedrooms are equipped with a study desk for each student and built-in storage, and each house has a large common room, with TV, VCR and fireplace, as well as a snack kitchen for evening use. There is also a games room.

While Grade 12 boarders may bring cars to school, they must park (at no charge) on city streets.

To the degree possible, boarding life is intended to provide a familial atmosphere, in which a young man may feel comfortable and at home, yet well directed both externally and by his own good judgement, in the company of others of like motivation. The atmosphere is relatively informal, although tidiness and cleanliness are vital to community living. Resident families, staff and duty masters live in or adjacent to the residence and supervise activities. Students, especially seniors are not restricted excessively.

The dining room which seats 180 provides excellent meals, cafeteria style and is managed by a professionally trained Director of Food Services

Health and Safety

There is an infirmary, housed in the residence located on the Junior Campus, staffed by two registered nurses. In addition, there is a registered nurse on duty at the Senior School daily. A pediatrician visits weekly and all home athletic events are attended by a nurse. Two city hospitals are within four minutes of the campus.

At night, a watchman attends to campus security.

Administration and Faculty

The current Headmaster, appointed in 1997 is Mr. Nigel R.L. Toy, M.A. (Hons.), Dip. Ed. Mr. Toy is a graduate of the University of Auckland in New Zealand and the University of Toronto. He has more than thirty years of experience teaching and served for fifteen years as Headmaster of Saint Kentigern College in New Zealand.

In 1998/99, his faculty consisted of 28 teachers in the Junior School and 62 in the Senior

School. Teachers are professionally certified and many have graduate degrees.

Student Body and Student Dress

In 1998/99 St. George's has an enrollment of 368 in the Junior School and has 626 students in the Senior School. Of the 994, 122 were boarders. Although the majority come from the Vancouver area, there were students from rural British Columbia, Western Canada, the United States, the Middle East, Europe, and Asia.

There is a school uniform consisting of a blue blazer, gray flannels, white long sleeved shirt, school tie, black shoes and socks. During summer term, students may wear short sleeved shirts. All clothes are purchased at the School store.

Academic Calendar and Programme

The academic year, from early September to late June, is divided into three terms, Term 1 (September - November), Term 2 (December-February) and Term 3 (March to June) and includes Thanksgiving (Canadian), Christmas, Easter and three half-term holidays.

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

7:00 a.m.	Rise
7:15a.m.-7:45 a.m.	Breakfast
7:45 a.m.-8:10 a.m.	Room cleanup
8:15 a.m.	Home room
8:30 a.m.	Assembly three times a week, followed by classes
1:00 p.m.-2:10 p.m.	Lunch
2:10 p.m.-3:15 p.m.	Classes
3:15 p.m-5:00 p.m.	Games and extracurricular activities
5:30 p.m.-6:30 p.m.	Supper (formal on Wednesdays)
6:30 p.m.-8:30 p.m.	Prep (Supervised Study)
8:30 p.m.-9:30 p.m	Free time
9:30 p.m.-11:30 p.m	In Rooms and Lights out depending on Grade

In Grades 8-12, the curriculum includes: English; French, Mandarin, Spanish; Social Studies; Mathematics; Science; Physical Education; Career and Personal Planning.

Even though most courses are offered for the full year, the School also makes one-term or half-year electives available. These include: Library Skills, Critical Thinking; Creative Writing, Journalism; German, Japanese, Latin; Acting, Architecture, Art, Art History, Film Studies, Music, Ceramics, Drama, Public Speaking, Stagecraft, Visual Art; Economics, Geography, History, Law, Politics (Comparative); Biology, Chemistry, Environmental Science, Physics; Algebra, Geometry; Computer Science, Information Technology, Keyboarding; Business Education, Consumer Education; Woodwork; Community Recreation.

Advanced Placement courses are available in: Art History, Calculus, Chemistry, Economics (Micro and Macro), English literature, French Language, Government/Politics (US and Comparative), Music Theory, Physics and Psychology. The School has one of the largest AP programmes in Canada, and many of its students win significant scholarships.

Generally, courses are taught at the advanced or enriched level. Streamed courses in English, Mathematics and French promote accelerated completion of the core curriculum. Many students thus obtain both 11 and 12 credits in their Grade 11 year or otherwise undertake provincially-examinable Grade 12 courses. Apart from a modest industrial arts programme, vocational training facilities for in depth development of trade skills are not available.

Class sizes range from 8 to 27 students, with an average of about 15 students in elective courses.

Students sit for formal exams in the final weeks of Terms 1 and 3. Mid-term assessments are also tabulated in Terms 1 and 3 and a mid-year evaluation (early February) for those applying to U.S. colleges. Students are also encouraged to write the PSAT and SAT I and SAT II examinations.

New students receive a report card in October. Formal school reports are mailed to parents three times a year, December, March and June. Parents are welcome to meet with teachers at any time.

Information Technology

St. George's boasts four computer centres with 70 networked computers. The residence is also networked and students with computers have full Internet access and e-mail.

Student Activities and Student Conduct

The School requires that all students be involved in the sports programme on at least two afternoons per week. Competitive excellence is stressed wherever possible, but the importance of overall physical fitness is promoted in a programme that aims to encourage a lifelong enjoyment of physical activity.

All major sports with the exception of baseball and football are played at St. George's. These include rugby, soccer, ice and field hockey, basketball, badminton, tennis, cricket, swimming, rowing, cross-country running, track and field, golf, and triathlon. Each student receives training in his selected sport regardless of proficiency or potential.

St. George's competes with public and independent schools in metropolitan Vancouver and on Vancouver Island. Games against the island schools usually take place on Saturdays. A highlight of any student athlete's career is the opportunity to travel with his team to test his abilities against students of his age from other countries. St. George's senior teams have competed in rugby, field hockey, cricket, basketball, badminton, tennis, swimming, and rowing in Europe, Southeast Asia, Australasia, and North America. Junior School soccer and basketball teams have also competed internationally in Europe and the United States. Many students have benefitted greatly from the touring experience and have gone on to higher levels of competition.

Tours are arranged to allow wide appreciation of cultural opportunities.

Students are encouraged to participate in the performing arts programme. The School has two junior choirs (grades 3-7), six concert bands, and two stage bands (grades 6-12). The bands frequently achieve high recognition in international music festivals. The Drama Department stages two major productions each year, and the debating club is very active in local, provincial, and national competitions. The vigorous fine arts programme mounts several exhibitions annually.

St. George's also sponsors more than 20 clubs such as: art, audiovisual technology, judo, photography, public service, robotics, United Nations and video. The graphic arts department offers print-making, silk screening, lino cuts, etching, airbrushing, and mechanical drawing.

Field trips involving camping, hiking, canoeing, and mountain climbing are well established activities.

Students may participate in the Duke of Edinburgh's Award Programme³ focusing on wilderness and service initiatives.

Traditional events are Parents' Night, Armistice Day Memorial Service, Prize Day, the Old Boys versus the School rugby games, the Old Boys Annual General Meeting and Banquet, and the Fall and Spring Dances.

Both Junior and Senior Schools have a student prefect system. The student government is responsible for organizing plays, dances and sports events and for assisting in maintaining discipline in the School and dormitories.

Weekend leave is granted boarders under the general intent that they will be treated as the wise, firm and understanding parents of day boys would treat their sons, and the School has established a tradition of responsibility, self-reliance and self-discipline among its boarders. That tradition is rarely broken. Students are able to go to the movies, the theatre, the Vancouver symphony and sports events. Many take part in organized activities such as ski lessons, ski trips (local and to Whistler/Blackcomb), hiking, camping, canoeing, sailing and rock-climbing. Boarders may also accept the invitations of relatives or parents or friends for week-end leaves providing they obtain the permission from their housemaster.

All students are expected to abide by the student code which prohibits cheating, stealing, lying, bullying, and disrespect for property and for others. Because the School has high academic standards, self-discipline is the general expectation. The School does not tolerate the use or possession of nonprescribed drugs, including alcohol.

Admission and Costs

St. George's has a fine tradition of leadership and learning. It is open to those who can be relied upon to show energy, self-discipline and responsibility in the direction of their lives. Situated in

³See Appendix VII.

a large city, where temptations cannot be avoided completely, the School relies upon the motivation and good judgement of its students. It does not provide a satisfactory environment for those with a record of behavioral difficulties, or those who are unprepared to respond willingly to academic challenge. The School is designed therefore, for those who intend to pursue further studies and who can enhance not only the School's academic reputation but its renown in athletics, fine arts and community service. Application is open to students of all ethnic backgrounds and religious affiliations.

Applications must include a photo, and a report of past academic work. In addition parents are asked to comment on their child, and applicants upon their reasons for choosing the School. For those applying for Grades 8-12, former teachers are asked to provide references attesting to the achievement, motivation and character of the applicant.

All applicants for admission must sit for entrance exams which are of a general nature and are intended to measure intellectual potential and the verbal and numerical skills of the applicant. The exams are written in the School in February (Grades 4-12), in April (Grades 2-3) and May (Grades 8-12) for those who are able to attend; in other cases, a special sitting will be provided.

Personal interviews are required if at all possible.

Each application must be accompanied by a (non-refundable) \$100 fee, \$400 for International students.

In 1999/00, tuition for day students ranges from \$11,500 to \$14,000 depending on the grade. The boarding fee is an additional \$12,000. Boys entering the School for the first time are charged a once-only fee of \$500. Fees are due on or before the first day of the current term.

For brothers, there is a tuition discount of 2%. Scholarships are awarded for academic excellence; bursaries are also granted on a confidential basis by the Headmaster to boys who would be otherwise forced to withdraw. Financial assistance amounts to approximately \$250,000 per year.

Candidates who wish to sit for scholarship exams must submit \$25 with their applications.

For Further Information

Contact: Mr. W.J. (Bill) McCracken, Director of Admissions and Boarding, or Ms. Mary Cameron, Assistant to the Director.

St. Margaret's School

“The Educational Experience Of a Lifetime...For a Lifetime”

Address: 1080 Lucas Ave., Victoria, BC, V8X 3P7
Phone: (250) 479-7171; Fax: (250) 479-8976
WWW: <http://www.islandnet.com/~stmarg/homepage.html>
E-mail: stmarg@islandnet.com
Type of School: Independent girls university preparatory
Religious Affiliation: Nondenominational
Grades: Junior School, K-6
Senior School, 7-12 including ESL and AP¹
Boarding Grades: 7-12 including ESL and AP
Application Deadline: Open
Scholarship Deadline: February 1

Location

St. Margaret's School occupies a 22 acre campus in a natural, park-like setting in Victoria's residential Lake Hill district. This location offers a combination of privacy and it is within minutes of the downtown. Victoria, the capital of British Columbia, boasts a university, a regional college, live theatre, museums, an art gallery and all the other amenities one would expect to find in a city of over 400,000.

History

St. Margaret's is the oldest, continuing girls' school on Vancouver Island. Founded in 1908 by two English sisters, Edith and Isobel Fenwick who were soon joined by their friend, Margaret Barton, the School started in a small house on Cook Street in Victoria. It grew very fast so that by 1911, two more houses on Cook Street were in use for the 80 students enrolled, and plans were underway for a new school and boarding house.

In 1911, tragedy struck when the Fenwick sisters were drowned after the ship, the *S.S. Iroquois* capsized en route to Saltspring Island. Margaret Barton, who was accompanying them, was saved when her hair became entangled in some wood, keeping her afloat. Parents of the School's students persuaded Miss Barton to take over the School as Principal once she had recovered from her ordeal. She accepted and took on the task of seeing to the construction of the new School at Fort and Fern Streets. The initial buildings were designed by Mr. Francis Rattenbury, the noted architect who also designed the Parliament Buildings in Victoria.

Many changes and developments took place over the years at the campus at Fort and Fern Streets including an amalgamation in 1928 with St. George's, a rival girls' school. By the

¹See Appendix V.

late 1960s, the School buildings had aged and required substantial repair so it was decided to sell the property and relocate the School to an area further from town where a larger piece of land could be afforded. The Lucas Avenue property was purchased and the new school opened in 1970. An apartment building called "St. Margaret's Apartments" now stands on the former site of the School.

The present Junior School building was the School's first residence. Junior classes were held in the two wings now housing administrative offices and the locker and art rooms in the Senior School. Subsequent early additions to the "new" school included the gymnasium and a "new wing".

Alexis Dining Hall and the School's four new residences were constructed and opened in 1989. (The Alexis family was associated for many years with St. Margaret's in the 1950s and 60s with five daughters attending the School.) The Barbara Grant Barratt Learning Resource Centre was constructed in 1995. Mrs. Barratt was a student at St. Margaret's in the 1920s. She returned to the School as a P.E. teacher and subsequently she served as a Board member for many years. In 1996, a major renovation of the Science Wing / Computer lab was also completed.

Currently, with the School's centenary on the horizon, a strategic plan, *Vision 2008*, is being formulated with an emphasis on the renewal and addition of facilities and programme enhancement.

Since 1947, St. Margaret's has been incorporated and today is a non-profit society operated by an elected 12 person Board of Governors. The School is a member of the Canadian Association of Independent Schools² and the British Columbia Association of Independent Schools and its academic programme is accredited by the provincial Ministry of Education.

In 1997 and 1998, the Fraser Institute rated the School as the best in the province when compared with 256 other private and public schools. The study was based on results of Grade 12 government exams written by students province-wide and it considered: average exam mark, percentage of exams passed, government exam result versus school mark difference, graduation rate, and number of exams taken per student. It included Math and Science results, subjects traditionally thought "difficult" for girls. In both years, St. Margaret's was the only school to achieve a perfect rating of "10".

Philosophy

St. Margaret's School, a nondenominational international school for girls, provides a challenging learning environment that leads young women to be self-directed. By providing small classes in a caring and supportive atmosphere, St. Margaret's promotes self-confidence and self-esteem. By fostering self-discipline and independent thought, the School prepares young women for leadership.

The St. Margaret's curriculum by means of high academic standards and high expectations of personal responsibility, prepares individuals for the challenges of university

²See Appendix III.

education in sciences or arts. In addition, the School provides opportunities for young women to study languages of the Pacific Rim. St. Margaret's provides a rich programme of aesthetic and athletic activities; students pursue excellence in the visual arts, the speech arts, drama and music as well as in recreational, intramural and team sports. Cultural exchanges and academic travel are important elements of a St. Margaret's education.

St. Margaret's sets realistic behaviour expectations that are intended to encourage personal responsibility and to foster respect for individual differences. Academically and socially students are encouraged to evaluate alternatives and to accept the consequences of their actions and decisions. As an important element of learning, and within the supportive environment at St. Margaret's, students are encouraged to take risks in order to foster and develop confidence in themselves and trust in others. The enriched St. Margaret's curriculum presents students with a variety of experiences and viewpoints that provide opportunities to develop skills needed for intelligent questioning and critical thinking.

St. Margaret's School graduates young women who have both the academic excellence and the personal confidence to succeed as professionals and leaders. The School expects that each St. Margaret's student will graduate confident of her value as an individual; secure in her ability to support her ideas as well as to accept the consequences of her decisions; conscious of her responsibility to be informed, to think, and to question; and cognizant of education as a life-long process that can be facilitated by others but can only be pursued from within.

Campus

The campus consists of the basketball/tennis courts, the Lienert-Tikal playing field, and wooded grounds. Facilities on campus also include the Junior School, Senior School, the Barbara Grant Barratt Learning Resource Learning, the Alexis Dining Hall, a health clinic and four music practice rooms. In addition, there are four student residences.

Boarding Facilities

The four residences, which accommodate 124 students, are designed to foster a home-like atmosphere and each is managed by a Residence Supervisor and three House staff.

Fenwick and Barton Houses are named after the founders of the School. French and Pearce House are named after outstanding former Headmistresses at St. Margaret's.

In residence, each student shares a room with another girl, and each room includes its own toilet, basin, and shower. Each residence house is also fully equipped with a television, VCR, refrigerator, microwave oven and other small appliances.

The girls eat in the Alexis Dining Hall where day girls may also obtain a hot lunch. Care is taken in providing healthy meals: plenty of fruit, salad and vegetables are on the menus.

Health and Safety

The School Nurse sees her role as not only assisting students when they are ill or hurt, but also undertaking initiatives to help students make "healthy lifestyle choices". This occurs when she

counsels students on an individual basis, and makes class presentations on this topic. She also arranges for guest speakers to talk with younger students on such topics as dental hygiene. With the older students, helping them to deal with stress effectively is a priority.

In addition to treating and counselling students on health matters, the School Nurse liaises with the School Counsellor and she is also the School's liaison with the public health nurse, and with medical practitioners and other health or medical treatment facilities in Victoria that students may utilize.

In keeping with the preventative health focus, the School's infirmary is now known as the "Health Clinic". Open from 8:00 a.m. to 4:00 p.m. on school days, the clinic includes four beds and the necessary medical supplies. Some toiletry and personal hygiene items are also available for students to purchase there as required.

Recently St. Margaret's installed a comprehensive electronic security system throughout the School.

Administration and Faculty

Since 1990, the Head of School has been Mr. S. Victor Clayton. Mr. Clayton has a B.A Hons. (History) from Carleton University, a B.Ed. (History and Geography) from Queen's University, and a M.Ed. (Curriculum) from the University of Toronto. To date, Mr. Clayton has 27 years of teaching / administrative experience (Grades 4 to 13). Eleven of these were at St. George's School in Toronto, and seven were at Holy Trinity School in Richmond Hill. At Holy Trinity, he also served as Assistant Headmaster, then Acting Headmaster.

Academically, Mr. Clayton is especially interested in Soviet and Chinese History and he was a founding member of the Independent Schools' History Association of Ontario.

In his private life, Mr. Clayton is married, and enjoys sports, particularly softball and curling. He has also coached curling as well as ice hockey, soccer, baseball, cross-country skiing, and running.

One of his major goals at St. Margaret's is to facilitate positive change and innovation within the School while recognizing the value of the School's history and traditions.

In 1998/99, there were 43 members of faculty of whom 30 were attached to the Senior School. In Senior School, all but 4 were women and all were academically qualified in the subjects for which they were responsible; 7 had master's degrees. At St. Margaret's each teacher is involved with extra-curricular activities and is seen as an important role model for students. Many have lived and worked in other countries.

Student Body and Student Dress

In 1998/99, 405 students, of whom 124 were boarders, were enrolled in St. Margaret's. The residence students gave St. Margaret's an international flavour, for the girls came not only from all Canadian provinces but from the following countries: Hong Kong (15), Japan (10), Korea (6), Mexico (22), Russia (1) Taiwan (35), and the United States (4).

A school uniform is required. For seniors, the uniform includes a red school blazer with matching school tie, white blouse (with long or short sleeves), Malcolm Tartan Kilt, navy blue

knee socks, and black oxfords (heels less than one inch). During evenings or on weekends, residents may wear their own informal clothes.

Academic Calendar and Programme

At St. Margaret's, the academic year, which is divided into two terms, extends from September to June with breaks at Christmas (December) and March. Many international students choose to participate in the School's group trip during the March break which usually includes visits to European countries.

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

7:15 a.m.	Wake-up
7:50 a.m.	Breakfast
8:30 a.m.-9:30 a.m.	Period 1 (Girls may not return to dorms until 3:00 p.m.)
9:32 a.m.-10:32 a.m.	Period 2
10:32 a.m.-10:37 a.m.	Home Room
10:37 a.m.-10:52 a.m.	Break
10:54 a.m.-11:54 a.m.	Period 3
11:54 a.m.-12:25 p.m.	First Lunch Break (Grades 4-9)
12:25 p.m.-12:54 p.m.	Second Lunch Break (Grades 10-12)
	Reversal at beginning of second term for Grades 7-12
	ESL with their age group
12:56 p.m.-1:56 p.m.	Period 4 plus attendance
1:58 p.m.-3:00 p.m.	Period 5
3:00 p.m.	Activities
5:15 p.m.	Dinner
6:00 p.m.-8:00 p.m.	Minimum two hour study, Sunday-Thursday

No compulsory prep on Friday or Saturday

9:30 p.m.-11:00 p.m. Graduated curfews

N.B. Friday and Saturday, T.V. and lights off one half hour later. On Sunday, boarders on weekend leave return at 5:00 p.m.

The curriculum in the Senior School includes English, Communication, Journalism, Writing; French, Japanese, Mandarin, Spanish; Art, Dance, Drama, Music (including Choral), Public Speaking, Visual Art; Social Studies, Civilization, Geography, History; Mathematics, Calculus; Information Technology; Science, Biology, Chemistry, Physics; Physical Education, Leadership; Study Skills, Library Skills, Career and Personal Planning

The School also offers Advanced Placement courses in the following subjects: English Language, English Literature, Calculus, French. Other courses such as History, Biology and Physics are offered according to demand.

The academic programme at St. Margaret's constantly challenges students to attain higher levels in thinking, analysing, problem-solving and communicating. It is also designed to prepare young women for entrance into and success in post-secondary institutions.

Girls' schools have been particularly effective in fostering student interest in Mathematics and in the Sciences. Students at St. Margaret's are encouraged to extend themselves in these subjects. Courses are presented creatively and practical applications are stressed. Its

students frequently participate and excel in science fairs and national mathematics competitions.

The School's English programme helps students to develop effective oral, written and comprehension skills and to apply these in creative ways. Critical thinking is a key element of the programme.

St. Margaret's is an international community striving to achieve a truly global perspective. The School believes it is important for its students to understand the world's affairs in general: how matters of mankind came to be (History), how we relate to the natural environment (Geography and Environmental studies) and how we relate to each other (Current Affairs). Students also need to be able to communicate across national boundaries. To this end courses in French, Spanish, Japanese, and Mandarin are offered.

St. Margaret's students are encouraged to develop the leadership and management skills necessary for success in their private lives, in post-secondary education and in future careers. As a result, courses in Information Technology and Leadership are actively promoted within the School. Students also participate in activities and presentations related to the Career and Personal Planning (CAPP Programme), designed to assist them with personal planning, personal development and career development. Each student develops personal goals in these areas as well as plans of action to realize them. Students are also required to gain experience in a work place related to their career goals.

The School's physical education programme fosters fitness for life and character development in students. Art, Drama, Dance and Music courses provide opportunities to develop artistic skills, to discover creative media for self-expression and to arouse a greater cultural appreciation of the arts.

The School has a Learning Assistance Specialist on staff to help individual students improve their learning skills and techniques.

In the senior Grades, the School has organized a Student Peer Tutoring programme so students can help each other.

Comprehensive examinations are written at end of each term, and provincial examinations are written by the Grade 12 class in June. Academic reports are given (grades and comments) four times a year. Counselling is provided for each student as necessary, and university counselling begins in Grade 10. Staff provide tutoring where necessary and much individual attention is given.

English as a Second Language

The School's English as a Second Language (ESL) Programme has gained an outstanding reputation, with students from many nations participating. Some students, ages 12-18 years, choose to attend the School's ESL Programme for one year only. This enables them to improve their level of English language proficiency and to experience living in Canada prior to returning to school in their own country.

Others, 12-16 years, use the ESL Programme at St. Margaret's to prepare them to enter the School's Regular Academic Programme. They can then graduate from St. Margaret's into university or college. Although their high school graduation is delayed at least one year while taking ESL courses, these students gain the English skills necessary to cope and even excel in

English-speaking universities and colleges.

Each ESL student in residence at St. Margaret's shares her room with a student of another nationality so that English is practiced with her. ESL students also have many other opportunities to make friends and to talk with the English-speaking students on campus.

Information Technology

Recently the School completed computer-network linking of all classrooms. It also has an updated Computer Lab which provides state-of-the art hardware, and software, and is linked to the Internet. Boarding students have access to this lab after hours.

Student Activities and Student Conduct

Each girl belongs to one of four houses, Canmore, Christian, Malcolm and Turgot. Sisters are assigned the same house; daughters and granddaughters are assigned the same house as their mother or grandmother. House competitions are encouraged not only academically but athletically.

There is no compulsory activity at the School although each September all Grades 7 to 12 and ESL plus senior staff journey up-island in September to Strathcona Park Lodge, the home base for their annual five-day Outdoor Education Programme. Activities include hiking, camping, caving, ocean or white water canoeing or kayaking, rock climbing, photography, painting, primitive skills, sailing or pottery.

Students interested in fine arts may join the School choir or dance club, participate in the School's ambitious drama productions, enter artwork in the local Independent Schools' Art Exhibition or participate in the Victoria Festival of the Arts.

Individual and team sports which foster fitness, leadership, sportsmanship and teamwork among students are promoted within the School including tennis, badminton, track and field, swimming, rowing, field hockey, volleyball, soccer and basketball.

In keeping with the School motto "Service With Love", St. Margaret's encourages students to work voluntarily in hospitals, in homes for the elderly or handicapped, in fund-raising campaigns for local charities and in environmental education programmes.

Students gain leadership skills serving on the Prefect Council, the Residence Council or in attending student leadership conferences. St. Margaret's often hosts the region's annual student Commonwealth Conference and participates in the Duke of Edinburgh's Award Programme³.

Many St. Margaret's students also take private lessons on campus in instrumental and vocal music and sports. Some of Victoria's finest recreational and equestrian facilities are located nearby providing additional opportunities for activities and lessons.

The Residence Council is responsible for organizing such activities as a Pumpkin Carving Contest for Hallowe'en, donut sales, and a house decorating contest and a "secret angel"

³See Appendix VII.

gift giving programme at Christmas.

Many weekend activities are organized for residents based on preferences expressed by the girls. Residence supervisors take them bowling, skating, hiking and running as well as to concerts, movies or theatres.

Girls may visit friends or relatives upon invitation whenever they like, unless a special school function prohibits this or their academic work or behaviour is unsatisfactory. Invitations must be approved by parents on a form supplied by the School and students follow specific leave procedures.

Recently the School created a Code of Conduct that it expects its students will follow.

Admission and Costs

Application does not automatically admit a candidate to St. Margaret's. Acceptance depends on academic endeavour and the good citizenship qualities of a student, as well, of course, on available space. The latest report must accompany each application form, as well as a list of references.

The School requires applicants to write placement tests in English and Mathematics as part of the admission process. It also requires each prospective student and her parents or guardians to visit the School for a personal interview (unless distance makes this impossible).

There is an application fee (non-refundable) of \$100.00.

In 1999/00, fees for boarders, including tuition, room and board are as follows: Grades 7 and 8: \$18,097; Grades 9 and 10: \$18,681, Grades 11 and 12: \$19,264. North American students who are not residents of British Columbia do not qualify for the provincial education grant and therefore are levied a \$1,950 non-resident surcharge. For International boarders, the fees, including surcharge, are \$26,316 for all grades.

For ESL students, the fee for the Bridge Programme (1-4 ESL courses) is \$2,100; for the full ESL Programme (5 or more ESL courses), \$4,100. New ESL students must participate in an orientation programme at a cost of \$1,500.

Grade 12 students are charged a Graduation Fee of \$175 of which \$100 is applied towards the Graduation Dinner and Dance; \$75 is donated to the Margaret Barton Scholarship Fund and entitles each graduate to a lifetime membership in the Old Girls' Association.

All students are covered by accident insurance at an approximate cost of \$5 for the year.

Upon acceptance into the School, a deposit equivalent to one month's fees is required for North American students. The deposit represents tuition and boarding fees for one month and is not refundable. For International students, a \$5,000 deposit is required.

A 5% reduction on *tuition* (not residence) fees is made for each child of the same family attending the School in the same year.

The School has a programme of bursaries and scholarships.

For Further Information

Contact: S. Victor Clayton, Head of School.

St. Michaels University School

"Outstanding Preparation for Higher Learning and For Life"

Address: Junior School: 820 Victoria Ave., Victoria, BC, V8S 4N2
Middle and Senior Schools: 3400 Richmond Rd., Victoria, BC, V8P 4P5
Telephone: Junior School: (250) 598-3922; Fax (250) 592-0783
Middle and Senior Schools: (250) 592-2411; Fax (250) 592-2812
Toll Free: 1-800-661-5199 (North America)
WWW: <http://www.smus.bc.ca/>
E-mail: admit@smus.bc.ca
Type of School: Independent coeducational university preparatory
Religion Affiliation: Anglican Church of Canada
Grades: Junior School, K-5
Middle School, 6-8
Senior School, 9 to 12 plus AP¹
Boarding Grades: 8-12 plus AP
Application Deadline: Open
Scholarship Deadline: Open

Location

St. Michaels University School is in Victoria (population 73,504), the provincial capital of British Columbia. The Junior School, set on two acres, is located in Oak Bay, in the south-eastern corner of the city. The Middle and Senior Schools about ten minutes away in Saanich, near Mount Tolmie, are set on about 15 acres and are two and a half miles (4 kms) from the centre of the city and one and a half miles (2.5 kms) from the University of Victoria. These schools face south across playing fields to a panoramic view of the snow-clad Olympic Mountains in Washington State. The location of both campuses makes Victoria's cultural, recreational, and other facilities readily accessible.

History

St. Michaels University School (SMUS) was created in 1971 by the merger of St. Michael's Preparatory School and University School.

The former, which now houses the Junior School, was founded in 1910 by Kyrle C. Symons, who with his sons Kyrle W. and Ned, ran the school as a family for over 60 years. In its day, the school earned a prestigious reputation for academic excellence supplemented by a diversity of extra curricular activities that included Cubs, drill, drama, sports, music, gymnastics and out-trips.

¹See Appendix V.

University School, which now houses the Senior and Middle Schools, was founded in 1906 by three exceptional teachers, James Barnacle, Reverend William Bolton, and Rupert Harvey, and so named in the expectation that the provincial government would soon establish a university in Victoria. Known as the University Military School from World War I years until 1923, the school grew rapidly, attracting students from all over the world and building an enviable reputation as a school with a strong academic and athletic programmes in a disciplined environment.

Seven years after the amalgamation, in 1978, St. Michaels University School began accepting girls in the three senior grades. In September 1985 the School became co-ed throughout. In 1988, the School began a major building expansion, and since then, seven major buildings have been constructed. These include three residences, a Field House, a new Middle School, a new double gym and a Science / Computer Laboratory building.

From its establishment, SMUS quickly gained an enviable reputation for its accomplishments. In recent provincial exams, 31% of its graduates had over 90%; in the Canadian National Mathematics League competition, SMUS was the top independent school in Canada; every year 60 high school students from across the province are chosen to form the British Columbia Honour Orchestra and recently 12 of those 60 came from SMUS; in the past 18 months, eight grade 12 students have achieved the highest mark in the province in individual exams; its athletes recently won Provincial Championships in badminton, rugby and field hockey.

Today, St. Michaels University School is a member of the Canadian Association of Independent Schools², the Pacific Northwest Association of Independent Schools, The National Independent Schools Association, The Canadian Educational Standards Institute³ and The Association of Boarding Schools. It is a non-profit organization accredited by the British Columbia Ministry of Education. Normally 98% percent of SMUS graduates pursue higher education, many in highly selective and competitive universities. In the last ten years, two SMUS graduates have become Rhodes scholars.

Philosophy

The School seeks the excellence in all of us, with passion and compassion. We are a community shaped by the pursuit of truth and goodness, providing outstanding preparation for higher learning and for life.

The School recognizes that academic success has its best chance in an environment where the character and the self also grow. Therefore, SMUS emphasizes the need to educate the "whole student". Students who develop a wide range of talents feel more confident, feel more committed to their school and develop a stronger sense of their future possibilities. To this end, the School has tried to create an environment which ensures an appropriate level of participation at all grade levels in athletics, music, art, debating, public speaking, drama, and outdoor

²See Appendix III.

³See Appendix IV. SMUS is currently a candidate for full accreditation.

education.

Campus

The Richmond Road Campus includes four full laying fields, a newly-constructed Middle School with superb music and art facilities, and the ivy-covered buildings of School House where French, art, drama and social studies are taught. The School has a new Science and Computer Building and a new double gymnasium with spectator seating for 1000. Classes in English, Japanese, Spanish, and Mathematics are taught in the Challoner building.

Boarding Facilities

There are six boarding houses in three modern residence buildings that can accommodate 215 students. Symons, Timmis and Winslow are home to 107 girls; Barnacle, Bolton, and Harvey house 108 boys. Once assigned, students stay in their houses until graduation.

In residence, students are housed two to a room, and each room has an ensuite bathroom, beds, desks and cupboards. A telephone line and links to the School's computer network, and the Internet, are available in every room.

There are laundry facilities in each house, plus a full laundry service. Each residence also has a common room equipped with television/VCR, pool or ping-pong tables and vending machines.

The goal of residential life is to help students become independent, well-balanced individuals. In residence, each person is in contact with individuals from different countries and cultures and students have many opportunities to learn the skills of patience and tolerance, tact and diplomacy. Strength of character, self-discipline and personal integrity are of prime importance.

Selected senior members of each house are elected to positions of prefect, and thus act as role models and mentors for the younger boys and girls.

Senior houseparents and their families live in each house and each is supported by an assistant who lives in the residence and two other assistants who live on or close to campus. The Houseparents and their house assistants are generally teachers in the School while other assistants are pursuing post graduate studies.

Throughout the week, boarding staff plan many activities: movie outings, house dinners, bowling tournaments, coffee houses and residence newsletters. There is also inter-house competition in a broad spectrum of activities: air band, improvisation theatre, dodge ball, ultimate frisbee. The joy of participation is emphasized rather than the results.

Meals are provided in Brown Hall and are served three times daily. On Saturday and Sunday, breakfast and lunch are replaced by a single extended brunch. The food service staff pride themselves on the quality of their meals. Both lunch and dinner are served with a salad bar and include both a vegetarian soup and entree. Ethnic nights give everyone a chance to share the foods and tastes of their home country. Students get together and help create party style

meals. Sometimes entertainment is provided as well. Brown Hall is a great spot for students to meet in the evenings.

Health and Safety

There is a medical staff consisting of a head nurse and two assistants, all of whom live on campus. Medical and dental business is handled by this group. In emergencies, a major hospital is five minutes' drive from the School. At nights, there is a 24-hour security service on duty.

Administration and Faculty

Since September 1995, Mr. Robert Snowden, B.A. (U. of T.) has been Headmaster. Mr. Snowden is an Appleby College Old Boy who has taught there and at Ridley College. Prior to assuming his current position, Mr. Snowden was assistant Head of Ridley, and, in 1994/95, Acting Head.

In 1998/99, there were 75 teachers at St. Michaels University School; 15 teachers in The Junior School, 20 in the Middle School and 45 in The Senior School. Teachers hold degrees from leading Canadian, American and British universities. SMUS places a significant emphasis on the quality of its teaching staff. Many are well-known in their subject fields and a number have won teaching awards.

Student Body and Student Dress

In 1998/99, the student body consisted of 850 students on the two campuses, 160 in the Junior School, 200 in the Middle School and 490 in the Senior School. Of the total, 200 were boarders-105 boys and 95 girls. These represented seven provinces and territories of Canada, six states of the U.S., and some twenty countries on four continents.

There is a school uniform consisting of navy blue blazer with crest (sweater optional), and for girls, white blouse, kilt, knee socks, and black shoes; for boys, white shirt, school tie (blue and maroon striped), grey flannels, dark socks, and black shoes.

Academic Calendar and Programme

At SMUS, the school year starts after Labour Day weekend in September and runs until late June, with major breaks at Christmas and in the spring, during which the residences are closed, and minor mid-term breaks in each of the three terms.

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

7:00 a.m.-8:00 a.m. Breakfast
8:10 a.m. Tutorial
8:30 a.m.-3:15 p.m. Classes (6 periods of 50 minutes)

12:30 p.m.-1:30 p.m. Lunch
3:15 p.m.-5:30 p.m. Extra curricular activities
5:00 p.m.-6:30 p.m. Supper
7:00 p.m.-9:00 p.m. Supervised Study
9:00 p.m.-9:30 p.m. Snacks in Brown Hall
Lights Out Depending on Grade

On Monday mornings (or Tuesdays after a break) there is a full school assembly, on Wednesday and Friday mornings, students attend chapel. First class begins at 8:40 a.m. on Monday, Wednesday and Friday and at 8:30 a.m. on Tuesday and Thursday.

Middle School

In Grade 8, the curriculum includes: English, Art, Drama, Social Studies, Science, Mathematics, Physical Education.

All Middle School students are equipped with a sound grasp of fundamentals in the major subject areas. The School offers added enrichment for gifted students, and a foreign language programme with French and an option in Japanese, both of which continue in the Senior School.

Overall, the Middle School curriculum challenges students to think critically, to express themselves creatively, and to manage their time effectively.

Senior School

In Grades 9-12, the curriculum includes: English,; French, German, Japanese, Mandarin, Spanish; Acting, Art, Band, Strings, Choir, Debating, Drama, Public Speaking, ; Economics, Geography, History; Mathematics, Calculus; Computer Science, Computer Programming, Information Technology; Science, Biology, Chemistry, Earth Science, Environmental Science, Physics; Physical Education, Outdoor Leadership; Career and Personal Planning.

In addition to provincial requirements, Physical Education is compulsory in each grade English as a Second Language instruction is available to a limited number of students in grades 8 - 10.

SMUS also offers Advanced Placement (A.P.) in 13 different courses: English Language, Calculus AB & BC, Biology, Chemistry, Computer Science A & AB, European History, French Language, German Language, Physics B, Spanish Language, Studio Art and Psychology

The academic programme at SMUS is based on five Guiding Academic Principles:

- *The Development of Character:* Students will succeed best in an environment where the character and self also grow, where they develop as whole people. School programmes foster such virtues as honesty, tolerance, integrity, cooperation, respect, self-discipline, leadership and social responsibility.
- *A Learner-Centred Approach:* Students have different learning styles and different strengths, different rates of growth and different experiences that colour the way they learn. The School wants students to be active in their own learning, and to develop a sense of their own voice and how to exercise it.

- *Excellence and Rigour*: Excellence resides in the full development of each student's potential and therefore each student should be measured in terms of that potential. In addition, performance on a personal, school-wide, provincial and national level must be measured regularly, using a variety of assessment procedures.
- *Critical Thinking*: Students should learn to seek and value truth, and to sift the relevant from the irrelevant. The School's curriculum and teaching methods lead students to see the connections between ideas, to think independently, and to work cooperatively.
- *A Love of Learning*: Students learn for the growth and enlightenment of themselves and others. The School's academic programme is founded on the pursuit of truth, open-minded enquiry, and intellectual honesty - attributes it wants its students to possess throughout their lives.

At the School, internal exams are normally written in January and June. At the Grade 12 level, provincial exams are written in November, January, April and June, depending on the course. For those enrolled in the AP Programme, final exams are written in May. Parents receive reports on student progress in December, March and June.

Information Technology

The School is equipped with state-of-the-art, networked Pentium labs. Teachers of all disciplines integrate technology into their courses and use these labs on a regular basis.

SMUS believes that information technology will influence significantly the way people control their lives, communication and information in the future, and its students need to be completely at ease with it. Because technology is already pervasive in education and in the world, the School believes it should be integrating applications thoroughly with regular academic subjects, and shift away from teaching applications in courses of their own. This recommendation requires teachers to become more versed in the use of technology, and also require those who currently teach computers to assist in the teaching of other courses, as their expertise is needed.

Student Activities and Student Conduct

"*Mens sano in corpore sano*" is the School Motto. Thus SMUS has a vigorous sports programme in which all students must take part. While the School recognizes that not everyone is equally gifted in sports, it believes that if students are fit, they will feel better and study more effectively. The School has a representative team for both boys and girls which play against not only Victoria schools but other Independent schools in such sports as: badminton, basketball, cricket, cross country, cycling, field hockey, golf, rugby, soccer, swimming, tennis track and field, volleyball.

There are frequent weekend ski trips between Christmas and Easter, as well as periodic camping and hiking excursions and trips to sea. As well, the School offers an Outdoor Education Programme of one week each year in which all pupils from Grade 6 to 11 take part. Sailing,

canoeing, rock climbing, scuba diving and leadership are some of the options offered in this programme.

At SMUS, community service is also expected - each year a large proportion of the student body donates time to teaching swimming to the disabled, reading with seniors, singing at nursing homes or working on the Duke of Edinburgh's Award Programme⁴.

The School also has a thriving debating / public speaking club which competes successfully at local, regional, provincial, national and international levels.

It also provides opportunities for extracurricular involvement in art, music and theatre. Performances which are often professionally staged at local theatres. Recent productions have included *The Taming of the Shrew*, *Oklahoma*, *Gondoliers*, and *Fiddler on the Roof*.

Each school year, SMUS holds a major alumni weekend in the spring. For Seniors, the school year climaxes with Graduation and Prize Day ceremonies, which all are expected to attend.

On weekends, once school commitments have been met, students set their own priorities. Senior students are permitted to go into Victoria to attend theatre productions, art galleries, concerts and movies. There are also opportunities for shopping, excursions and time to share a meal with friends at one of Victoria's local restaurants. Selected students in Grades 10, 11, and 12 are provided with opportunities to travel and study overseas, from England to Australia.

SMUS is not a school for those who need discipline or a long list of rules. Pupils are expected to care for themselves and others and to stand on the side of law and order. Bullying, hazing, or unkindness of any kind are regarded as serious offenses. Use of alcohol or other drugs is not acceptable and those students who treat others badly, who flout the law, or who prevent others from learning are warned, suspended, or asked to leave.

Admission and Costs

SMUS is looking for university-bound students with well-rounded abilities. While academic achievement is the most significant consideration, almost equally important is the applicant's desire to attend the School to take advantage of the multitude of opportunities it offers in athletics, music, art, drama and debating.

In applying, parents must fill out an application form and submit it with a recent photograph of the applicant, a copy of a recent school report and a \$20 application fee.

Because of the large number of applications, while previous school marks are taken into consideration, all candidates are asked to write entrance exams before coming for an in-depth visit and interview. Tests may be written at St. Michaels University School, or in the case of out-of-town applicants, at their present school under supervision. The tests measure a young person's present level of achievement in reading, verbal ability, and mathematics, and his or her academic potential. Results are given as percentile scores, which indicate where a candidate stands compared with any hundred other writing the tests.

A charge of \$74.90 is made for the entrance tests.

If test results are satisfactory and there is place in the grade the student has applied,

⁴See Appendix VII.

parents with son or daughter will be invited for a school visit.

For boarders, there is also a \$1000 registration fee (non-refundable) payable upon acceptance of a place in the School.

Boarder's fees for 1999/00 include tuition, board and lodging, general supervision, and when necessary the school nurse and use of the infirmary. They do not cover medical costs, hospitalization, or personal expenditures. For BC students, boarding fees range from: \$19,450 (Grade 8), \$20,335 (Grade 9), \$20,560 (Grade 10); \$20,665 (Grades 11 and 12). For North American students, the comparable fees are: \$21,155 (Grade 8); \$22,180 (Grade 9); \$22,400 (Grade 10); \$22,515 (Grades 11 and 12). For International students the fee is: \$26,990.

For those in ESL the fee is \$30,555 (British Columbia) or \$32,465 (elsewhere).

An extras advance of \$300 will be billed to parents, and extra charges will be made against the advance. At the end of each month, the extras for that month should be paid, thus returning the extras advance to \$300. Extras include pocket money, clothing (upper grades have uniform requirement), games equipment, and personal supplies. Pocket money will be issued to students weekly.

The School awards about \$250,000 worth of scholarships and bursaries annually.

For Further Information

Contact: Ms. Elizabeth Falco, Director of Admissions

Seminary of Christ the King Secondary School
"Moral Growth and Development through Catholic Thought and Life"

Address: General Delivery, Mission, BC, V2V 4J2
Telephone: (604) 826-8715 or (604) 826-8975; Fax: (604) 826-8725
WWW: <http://www.rcav.bc.ca/SCK/index.htm>
E-mail: a30085@mindlink.bc.ca
Type of School: Boys preparatory for religious life or priesthood
Religious Affiliation: Roman Catholic
Grades: 8-12
Boarding Grades: 8-12
Application Deadline: June 15 for following September
Scholarship Deadline: N/A

Location

The Seminary of Christ the King Secondary School occupies about 200 acres of land, nearly two miles northeast of downtown Mission. A somewhat rural community of 30,519 situated on the North side of the Fraser River, Missions is 45 miles (72 kms) east of Vancouver. The town is on the main line of the Canadian Pacific Railway. An eastbound Greyhound bus passes through Mission every morning while a westbound Greyhound goes through every night. Taxi service is available between downtown Mission and the Seminary.

History

The Seminary was founded in 1931 by Archbishop William M. Duke of Vancouver as a training school for Roman Catholic priests, and offered a secondary school curriculum from the beginning. University courses were added two years later. In 1939, the Benedictine Monks took over the school's direction and a year later transferred it from Ladner B.C. to Burnaby, B.C. The Seminary moved again in 1954 to its present location in Mission.

In 1951 the Seminary opened the Faculty of Theology and in 1953, the Monastery was raised to Abbatial Status in 1953 under the title, Westminster Abbey. In 1966, through its own University Charter, the Seminary was empowered to grant the Bachelor of Arts degree as well as degrees in theology.

Since its foundation the Seminary has trained over 170 priests and has educated more than 1000 others, many of whom are dedicated to the work of the Church.

Philosophy

In addition to providing students an education, the high school department of the Seminary exists to foster priestly and religious vocations, and train boys in a Christian community for the mission of the Roman Catholic church in the world, especially through the priesthood.

Campus

The Seminary, along with Westminster Abbey--which is the community of Benedictine Monks conducting the Seminary--occupies a 200 acre tract of land, half of which is campus, the other half of which is farm. The campus includes forested areas, three large athletic fields, as well as a gymnasium/auditorium built in 1976. The Seminary buildings are located on a 600 foot elevation above the Fraser and include classrooms, and a large well-organized library containing over 44,000 books as well as current periodicals. Students also have ready access to the holdings of the University College of the Fraser Valley and the of the Fraser Valley Regional Library.

Boarding Facilities

The High-school Seminary is a completely residential school which receives only boarders, accommodating about 60.

The dormitory houses four students to a bay.

Students are expected to keep their areas clean and neat, and stay away from other students' areas.

High school Students are not permitted to bring their cars to school.

TV is generally restricted to sports.

Refectory meals are well planned to produce a balanced diet of proteins, fats and carbohydrates.

Health and Safety

There are no specialized health care services on campus. Residents must seek care in Mission.

Administration and Faculty

Since 1996, Very Rev. Peter Nygren, osb has been Rector of the HighSchool Seminary. Father Nygren has a B.A., (Seminary of Christ the King, 1989); M.Div., (Seminary of Christ the King, 1991); M.A., Simon Fraser University, 1994). Before becoming Rector, Father Nygren taught at the Seminary whilst also completing a graduate degree in philosophy.

In 1998/99, the faculty numbered 18, and most were Benedictine monks; almost half had post-graduate degrees.

Student Body and Student Dress

In 1998/99, 52 students were enrolled in the Seminary, 26 in the post-secondary programme, 26 at the secondary level. Most students come from British Columbia.

At the seminary, while there is no school uniform students are expected to dress neatly and conservatively. The school believes that as seminarians, students' appearance should reflect

their sincere search for God and their willingness to be different for the sake of Christ. School wear requires shirt and tie. Blue jeans are not acceptable wear in the Seminary. Hair style must be neat.

Academic Calendar and Programme

At the secondary level, the academic year extends from the day after Labour Day until the second week of June, with a two-week break at Christmas, one at Easter, and a long weekend every month. Students are expected to vacate the premises for the Easter and Christmas holidays.

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

5:55 a.m.	Rise
6:10 a.m.	Meditation in Abbey church
6:30 a.m.	Community Mass
7:15 a.m.	Breakfast
8:00 a.m.	Study Hall
8:30 a.m.	Classes begin
11:40 a.m.	Midday Prayer
12:00 p.m.- 1:30 p.m.	Lunch
1:30 p.m.- 4:00 p.m.	Classes
4:45 p.m.-5:30 p.m.	Study Hall
5:30 p.m.-6:00 p.m.	Vespers
6:00 p.m.	Evening meal
6:30 p.m.-7:30 p.m.	Community Recreation / Activity Period
7:30 p.m.-8:45 p.m.	Evening study
8:45 p.m.-9:15 p.m.	Rosary
9:25 p.m.	Bedtime (adjusted upwards for senior students)

At the Seminary, the curriculum includes: Religious Knowledge; English; French, Latin; Choral Music, Drama; Social Studies; Mathematics; Science, Biology; Physical Education and Industrial Education.

At the secondary level, the Seminary offers a university entrance programme in the arts and science, including four years of Latin and five years of French. Each student must take an instrument to play in the seminary band (strings as well as band instruments are available).

Information Technology

The seminary has a computer room available to students in off hours.

Student Activities and Student Conduct

Spiritual and religious formation hold a primary place in the daily life of the seminarians who

participate in the Daily Mass and the Liturgy of the Hours. Students are also expected to go to Confession frequently, once every two weeks is recommended. High school students are also expected to choose one of the priests as spiritual director and make a practice of seeing him once or twice a month.

Students are also expected to engage in a certain amount of apostolic work such as visiting hospitals, senior citizens or shut-ins, or the teaching of catechism or youth work.

Students are assigned various daily and/or weekly chores to aid in the upkeep of the seminary premises.

A significant part of seminary life is the close community relationship and group activities generated in living together. Residents have intra-mural athletic teams and compete as well extra-murally. The school believes that sports give students many opportunities to work with and respect others. In addition, participation in sports helps each student to see his own faults and face them. Learning good sportsmanship is the greatest good that can be received from participating in sports activities. Sports include basketball, soccer, softball, tennis and volleyball.

Strong emphasis is also given to music, choral singing, and dramatics. As well, public speaking is stressed.

On their own, students may hike or engage in private hobbies.

While there are a number of specifics students may not do, for example, smoke or drink alcohol, the Seminary's code of conduct can be summed up in the one ideal of showing love and consideration: for God, for others (their rights, their property, their feelings), and for self.

Admission and Costs

The Seminary of Christ the King Secondary School seeks Roman Catholic boys in good health, with sufficient academic talent, who have a desire to study for the priesthood or religious life. They must also have sympathetic and co-operative understanding from their parents for such a vocation as a call from God.

The Seminary would prefer that all applicants visit the Rector before making a final decision.

Because the expenses of students are in part subsidized by Westminster Abbey, boarding and tuition are therefore, generally low when compared with other schools offering equivalent programmes. In 1999/00, tuition in the secondary school programme is \$960; board and lodging an additional \$2,190, for a total of \$3,150.

No serious student is refused for financial reasons.

For Further Information

Contact: Very Rev. Peter Nygren, osb

Shawnigan Lake School
"A Vision for Tomorrow"

Address: 1975 Renfrew Road, Shawnigan Lake, BC, VOR 2W0
Telephone: (250) 743-5516; Fax: (250) 743-6200
WWW: <http://www.sls.bc.ca/>
E-mail: rhl@sls.bc.ca
Type of School: Coeducational university preparatory
Religious Affiliation: Independent in affiliation with the Anglican Church of Canada
Grades: 8-12 plus AP¹
Boarding Grades: 8-12 plus AP
Application Deadline: Open
Scholarship Deadline: Scholarship exams are written in November

Location

Shawnigan Lake School occupies 190 acres of wooded property on the north side of Shawnigan Lake, Vancouver Island. The village of Shawnigan Lake (pop 900), is 12 miles (19 kms) south of Duncan (population 4,583), and 30 miles (48 kms) north of Victoria (population 300,000), the provincial capital. The School's location allows many opportunities for both outdoor and cultural activities.

History

The School was founded in 1916 by Christopher Windley Lonsdale, who served as Headmaster until 1952. At Shawnigan, Lonsdale instituted many of the traditions of his own Westminster School in England, and considered one of his principle jobs to be "training boys to be less obnoxious". The School continued to be boys-only until September 1988 when it became co-educational.

In 1928, Mr. Lonsdale deeded his sole interest in the School to a non-profit society for the explicit purpose of carrying on in perpetuity the work he had begun. Since its inception, the School has led students in the pursuit of personal excellence through the challenges of a well-rounded education. It does so within the framework of tradition, values, and a rich and diverse programme of academics, sports, and fine arts in a rural setting

Over the years the School has gained a reputation in many areas, not the least of which is rugby. With the completion of the new Derek Hyde-Lay Rugby Pavilion the School was able to secure a contractual agreement between itself and Rugby Canada, which provides access for young men and women, from right across the country, designated by their national federation, to train and compete at the School at certain times of the year. In this way, the Hyde-Lay Pavilion and grounds provide the environment for coaching, and cohesion, in Canada's national youth and

¹See Appendix V.

senior teams before they go abroad or play international matches at home.

Today, the School is a member of the Canadian Association of Independent Schools² and The Association of Boarding Schools (TABS). Shawnigan's academic programme is accredited by the British Columbia Ministry of Education with 100% of its students graduating and 98% continuing onto universities such as British Columbia, and Victoria, or Queen's and Harvard.

Philosophy

Shawnigan Lake School leads young people in the pursuit of personal excellence through a well-rounded education. In order to achieve this mission, the School espouses the following values:

- *Diversity*-The School is by intention a school with students of diverse academic, economic, geographic and ethnic backgrounds.
- *Accountability*-The School believes its students must be accountable for their decisions and actions, and indeed for their non-decisions and non-actions.
- *Honesty*-Honesty is fundamental to every aspect of students' lives.
- *Mutual Respect*- The strength of the Shawnigan community derives from respect for individual worth.
- *Responsibility/Service to Community*- The School requires that students view service to the community, be it local or global, as an integral part of their responsibility as citizens.
- *Caring for Individuals*- This underlies everything the School tries to do. The supportiveness of a community is the ultimate measure of its strength.
- *Values Education*- In educating the whole person, the School emphasizes the development of moral values and fine citizenship.
- *Canadian Heritage*- Despite the internationalism of its student body, Shawnigan is a Canadian school and very proud of that heritage.
- *Spiritual Life*-The School's chapel, rooted in the Anglican tradition but ecumenical in outlook, prompts all students to reflect upon ethical and spiritual issues.

Campus

The campus includes extensive waterfront, dock and boat house, six playing fields and six tennis courts and the Derek Hyde-Lay Rugby Pavilion. The gymnasium contains basketball courts, four badminton and two squash courts and a well-equipped weight room and rock-climbing wall.

The Main Building houses two Computer Science rooms (24 computers each) classrooms, a library, cafeteria. An art room, photo club, the computer graphics lab are located in the new Hobbies Building. The Classroom Block contains 14 classrooms whilst the Craig Block Science

²See Appendix III.

Centre houses junior science laboratories, as well as a lecture theatre and offices. The new Shaw Science and Technology Centre is home to biology, chemistry and physics classes. Facilities for

industrial arts, and pottery are available in the Hobbies Building and the extensive music programme is housed in its own facility.

Boarding Facilities

At the School, there are separate houses for boys and girls which accommodate 381 students, 233 boys and 148 girls.

A boy entering Shawnigan is assigned to one of the five residential houses into which the School is divided. Lake's and Ripley's, completed in 1984 are located near the Classroom Building; Copeman's and Lonsdale's are individual residences erected in 1970. A new boys residence opened in September 1999.

Girls entering the School are assigned to one of four houses, Groves' House, Kaye's House, Renfrew House and School House

All residences have students from Grades 8-12 and students are usually roomed according to their grade level. Grade 8 and 9 normally are in a four-person room, Grades 10-12 usually a two person room.

Each House contains a common room equipped with games, sofas, TV sets which may be watched during free times on weekends or on other special occasions. All houses are under the care of resident house directors whose principal concern is the care and welfare of the students under their direction. Each house director is assisted by three house tutors and an assistant house director.

Meals are served buffet-style in the dining hall, located in the Main Building; snacks may be purchased at the "Ritz".

Health and Safety

There are five medical staff members including a head nurse and a school doctor. There is also a dispensary, a six bed sick bay and a two bed isolation ward. At night, there is a watchman who provides full security service on school grounds.

Administration and Faculty

Since 1990, the Head of School has been Simon C. Bruce-Lockhart, B.A. (Yale). Mr. Bruce-Lockhart, a graduate of Ridley College, had over 25 years experience in private education and previous to becoming Headmaster, was Headmaster of Albert College, Belleville. Prior to that, he was Director of Admissions at Lakefield College School. The School principal, Mr. David Robertson, M.A. (Hon.) Aberdeen, P.G.C.E. (Loughborough, Leics) has been on staff since 1993 and began his Shawnigan experience in 1997.

In 1998/99 Shawnigan had a full-time faculty of 43, 31 men (24 full-time, 7 part-time), 12 women (10 full-time, 2 part-time); 10 had master's; 26 resided on campus. At Shawnigan, teaching is not a job; it is a way of life-demanding, challenging and infinitely rewarding. Staff are

hired not only on the basis of their qualifications but on their willingness to become part of students' lives on many different levels: coaches, directors, advisors, and role models.

Student Body and Student Dress

In 1998/99, 381 students were enrolled at the School. Of that number, only 34 were day students. Of the 347 in residence, 216 were boys and 131 girls. Residents came from all Canadian provinces

except the Maritimes, the United States, Hong Kong, Mexico, the Philippines, Indonesia, the United Kingdom and other foreign countries.

There is a school uniform to be worn on formal occasions which includes a navy blue blazer with school crest, white, long-sleeved shirt, school or house tie, grey pants, dark grey socks, and black shoes. In class, students also wear a uniform although slightly more casual than the formal uniform.

Academic Calendar and Programme

The academic year at Shawnigan extends from September until late June, with Christmas and Spring vacations. The School does not follow the semester system. Rather, the academic year is divided into three terms--Fall, Winter and Spring, each of which is divided by a break, with half term short breaks scheduled in Fall and Spring. In the Winter Term, the whole School moves up to Manning Park for Ski Week.

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

	Rise	
7:00 a.m.-7:40 a.m.	Breakfast	
7:45 a.m.	Room Inspection	
7:55 a.m.	Chapel Service (Tuesday, Wednesday, Thursday)	
8:15 a.m.-10:20 a.m.	Classes	
10:20 a.m.-10:45 a.m.	Break	
10:45 a.m.-11:45 a.m.	Classes	
11:45 a.m.-12:45 p.m.	Lunch	
12:45 p.m.-2:45 p.m.	Classes	
2:45 p.m.-3:05 p.m.	Tutorials	
3:15 p.m.-5:30 p.m.	Sports/Fine Arts	
5:30 p.m.-6:30 p.m.	Supper	
7:00 p.m.-9:00 p.m.	Prep (Study Period)	
10:00 p.m.	Bed time (Grades 8-10)	
10:30 p.m.	Bed time (Grades 11-12)	

Academics

In Grades 8-10, the curriculum includes English; French, Spanish; Art, Drama, Music; History, Geography; Mathematics; Science; Physical Education.

In Grades 10-12, it includes English, French, Spanish Art, Great Ideas, Media Studies, Music; Comparative Civilization, Economics, Geography, History, Law; Mathematics, Calculus; Information Technology; Biology, Chemistry, Earth Science, Environmental Studies, Physics.

Advanced Placement courses are available in Art, Biology, Calculus, French, History, and Physics. The addition of other courses is subject to the interests of students and the subject teacher.

Shawnigan Lake is a Scholastic Aptitude Testing Centre. Students in Grades 10, 11 and 12 considering university in the United States write the P.S.A.T. so they have some exposure to the test before writing the S.A.T.

In the School the average class size is 16 and the faculty-student ratio is 1:9

General

Students are divided at each grade level, and to a great extent in each subject, according to their ability. There is an enriched set offer in each subject at each Grade level.

The School has an adviser programme through which each staff member is responsible for the academic well-being of no more than ten students. The adviser is in constant contact with the students and converses with parents a minimum of seven times a year to report progress. An academic assessment occurs approximately every five weeks, during which the entire staff discusses each student's individual performance.

Students receive not only an academic evaluation in each assessment period but also an effort grade. The effort grade system enables students to earn appropriate freedom from study structures. This provides an excellent opportunity for students to reach their full potential while growing independent within the structured environment of Shawnigan.

At the end of each term, parents receive complete and detailed reports on their child's progress.

Information Technology

At SLS, students must be computer literate to graduate. Instruction takes place through formal classes, tutorials, and computers are used within regular curriculum in such subjects as art, English, foreign language, history, mathematics, music, and science classes. Computers are available for student use in the computer labs, classrooms, library, Hobbies building. Computer resources include campus e-mail, on-campus library services, CD-ROM, on-line bibliographic services and Internet access.

Student Activities and Student Conduct

Shawnigan has a long-standing tradition of competitive and recreational sports and believes that this is an integral part of a student's development. Each student must participate in the sports programme throughout the year. Major sports include rugby, rowing, volleyball, field hockey, basketball, tennis, squash, soccer, and sailing. The School recognizes that students have different abilities and offers various levels of competition.

In addition to the athletic requirements, students must be involved in one Fine Art per term from the following: school musical, drama, speech arts, set design, dance, art, pottery, sculpture, band, jazz, instrumental ensembles, choir, fashion design, weaving, photography, library, yearbook, computer graphics, wood-working, stained glass, model building, environmental services, community service.

To encourage a sense of responsibility and develop leadership qualities, senior students are appointed prefects and assist in school life.

At the School, students are subject to serious penalties for smoking, bullying, drinking, using illegal drugs and theft.

Admission and Costs

Shawnigan Lake School welcomes students regardless of religion, race or colour who are academically qualified for a demanding programme, who are self-motivated and who wish to make a contribution to school life. Shawnigan Lake School seeks students who wish to achieve their personal best in all aspects of life.

Applicants must indicate something of themselves, supply a photo, a copy of the applicant's latest report card as well as the previous year's final report, and supply letters of reference from their current school as well as from someone in the community.

The candidate is then invited to attend a personal interview and to tour Shawnigan's campus. Entrance testing is conducted in English, Mathematics and General Knowledge. Admission decisions are made by the Director of Admissions. Class visits and overnight stays may be arranged.

Major entry years are Grades 8, 9 and 10; places in Grades 11 and 12 are rare and extremely competitive.

In 1999/00, an application for admission had to be accompanied by a fee of \$100.

For 1999/00, Tuition, Room and Board for British Columbia Residents is \$23,200; for Canadian Residents, \$25,200 and for International Residents, \$27,200. (Day students are charged \$13,920)

Upon acceptance parents must pay a \$ 2,750 registration deposit. In addition, unless they pay the full tuition fee by August 1st, they must participate in the School's Fee Refund plan, at a cost of \$600.

These figures cover tuition, lodging and board and personal services such as laundry, medical treatment given by the school nurse and transportation, meals and expenses for ordinary school outings such as games. Additional charges, known as Extras, are normally made for goods and services supplied in addition to those mentioned above. The most common extras are for clothing and personal items bought in the Commissary, a student's weekly allowance, music lessons, personal transportation, club fees, entertainment and the services of doctors, dentists or hospitals not covered by insurance. The School recommends that parents set aside \$1,000 for such extras.

A reduction of 5% is normally allowed in respect of annual fees for each younger brother or sister who has an elder sibling currently enrolled in the School.

Bursaries are given to applicants of good, but not necessarily exceptional, standing who

for financial reasons would not otherwise be able to attend the School Amounts vary according to need and bursaries are re-assessed every year.

For Further Information

Contact: Rayna C. Hyde-Lay, Associate Director of Admissions

Vancouver Formosa Academy
"Building Bridges to Success"

Address: 5621 Killarney St., Vancouver, BC, V5R 3W4
Telephone: (604) 436-2332; Fax: (604) 436-2331
WWW: <http://www.vfa.bc.ca>
E-mail: info@vfa.ca.ca
Type of School: Coeducational ESL and Senior High School Preparatory
Religion Affiliation: Nondenominational
Grades: Junior High, 8-10
Boarding Grades: 8-10
Application Deadline: Two months prior to the start of the semester (Sept, Jan, May or July)
Scholarship Deadline: Open

Location

Vancouver Formosa Academy (VFA) is located in a quiet neighbourhood on the east side of the city of Vancouver (population 514,008). The School is well situated between 41st Avenue and Kingsway, both of which are major streets in the city. Bus stops are just a few metres from the front door while the mass transit system, Skytrain, is only five minutes away by bus.

History

Vancouver Formosa Academy first opened its doors to students in 1989 and has welcomed students from Canada, Hong Kong, Japan, Korea, Malaysia, Mexico, Taiwan, Thailand, and Venezuela.

The Vancouver Formosa Academy (VFA) is a private secondary school offering a British Columbia (BC) Ministry of Education recognized Junior High School Programme to qualifying ESL students. Over the years, the School has seen its students go on to success in the public school system, enter prestigious independent schools, attend the finest universities in Canada, and graduate with degrees.

Philosophy

VFA has been established as a bridge between the students' education in their home countries and their senior high school education in Canada. Its aim is to prepare the students academically and culturally for success in this country. In its small classes, teachers give the students the individual attention that is necessary to help them fully understand content material in a second language. With an emphasis on language skills and personal study techniques, the School aims to produce competent and independent students. Through the introduction to a variety of new cultural activities, social activities and sports we help our students become well rounded and active members of Canadian society.

Campus

The School is a two level building consisting of 8 classrooms, a listening lab, a computer lab, a gymnasium, and a library. There is a small student lounge with microwave ovens, vending machines and telephone. In the rear of the School is a paved recreation area that includes a basketball hoop. Behind the School campus is a city park containing a soccer field and running track. Within a 10 minute walking distance are Collingwood Library (a branch of the Vancouver Public Library), and Killarney Community Centre, which has a skating rink and a swimming pool.

Boarding Facilities

While VFA promotes homestay as the preferred way of acclimatizing students to an English-speaking environment, it does offer them the option of living in the comfortable school residence under the care of responsible and caring residence supervisors. The residence is about 40 minutes by bus from the campus and accommodates 8 students.

In residence, students live in single or double rooms, and obtain full meals on site. A lounge and laundry facilities are also available.

For safety reasons, Vancouver Formosa Academy does not approve of students taking their driver's license test. Also, Junior High School students are not permitted to drive to School.

Health and Safety

The School has a doctor on call and hospitals and 10 to 15 minutes away by vehicle.

Administration and Faculty

Since 1997, the Principal of the School has been Ms. Julia McDonald Tajiri, B.Ed. (UBC). Prior to assuming this position, Ms. Tajiri was Acting Principal; She has also been on staff since 1990.

The 14 faculty members at VFA are certified by the British Columbia College of Teachers and have full training in English as a Second Language. All have travelled and taught all over the world. Most have lived in Asia and understand the Asian culture. This gives the instructors a valuable perspective for teaching students who come from outside of Canada.

Student Body and Student Dress

In 1998/99, 19 students were enrolled in VFA, 11 boys and 8 girls although the average student enrollment at VFA is 50 to 80 students. Normally students come from the Far East (Taiwan, Hong Kong, Korea and Japan) but in the past they have also arrived from Mexico, Russia, Poland, and Venezuela.

At school, boys are required to wear the school uniform consisting of white shirt, school tie, school pants, gray socks and black or dark blue leather shoes. The girls, the uniform consists

of white shirt, school skirt, navy blue knee socks or tights (Winter), white socks (Summer), black or dark blue leather shoes (heels must be less than 5 cm high). On "Full Uniform" days, the uniform includes the school blazer, and school tie. In addition, the Academy requires conservative haircuts only for boys and no hair colour is permitted. No jewellery is permitted either except stud earrings for girls with permission. In general students must look presentable at all times. Shirts must be tucked in. A detention can be given for wearing a messy uniform or having an untucked shirt.

Academic Calendar and Programme

At VFA, the school year runs from September to August with breaks at Christmas and Spring, as well as one-week breaks in each mid term. During these times, residents students are not obliged to return home. During the school week, students normally observe the following schedule:

Rise	
7:30 a.m.-8:00 a.m.	Breakfast
9:00 a.m.	Classes start
12:00 p.m.- 1:00 p.m.	Hot Lunch served at School
4:00 p.m.	Classes end
4:00 p.m-5:00 p.m.	Extra curricular activities
6:00 p.m.- 6:30 p.m.	Supper
7:00 p.m.- 9:00 p.m.	Supervised study
10:30 p.m.	Lights out

At VFA the curriculum includes: English as a Second Language; English; Art, Drama, Music; Social Studies; Mathematics; Computer Science, Keyboarding; Science; Career and Personal Planning.

In the ESL component, the focus is on Grammar, Writing Reading, Vocabulary, Conversation, Listening and Speaking

During the fall semester, students complete the full-time ESL programme which combines language training and academic preparation.

In January, students follow two streams until the following August: Transitional and Regular courses.

Transitional courses are available in the following subjects: English, 8, 9,10, Science 8, 9, 10 and Social Studies 8, 9, 10. Regular Math 8, 9, 10 is also offered. Transitional courses follow the same curriculum guidelines as regular Junior High School courses and also use textbooks authorized or recommended by the BC Ministry of Education. Transitional students are those ESL students who are almost ready to enter a regular programme but require some extra assistance in the areas of vocabulary and language development. It is possible for some students to move from the transitional to the regular programme during the school year.

In January, qualifying students may also enter the Regular Grades 8 to 10 programmes that continue until August. In these programmes, the core subjects of English, Social Studies,

Math and Science receive much more than the BC Ministry Minimum of Instructional hours so that the programme may proceed at slower pace more suitable for ESL students.

VFA's exceptionally low student-to-faculty ratio of 7 to 1 allows students to receive a high degree of individual attention. The close student/faculty relations help students master the language and cultural skills that are required to reach academic and extracurricular goals within the mainstream public and private senior secondary school systems in Canada.

At VFA, exams are written twice a term and the issues transcripts of scholastic record immediately afterwards (6 times per year). Students are graded on both their academic success and their effort. Parents are also kept informed through school newsletters and student-written newspapers.

Information Technology

In the School's computer lab, students may improving their English skills by using language software, word processing software, and programming activities.

Student Activities and Student Conduct

VFA. offers a wonderful educational experience. Along with classroom instruction that demands the best from students, there are many field trips and extracurricular activities to raise the awareness of, and to encourage participation in, Canadian society.

A typical field trip might be to visit the Museum of Anthropology, situated on the campus of the University of British Columbia where they would learn about Canadian Native culture. Others might include visits to the Vancouver Aquarium, the University of British Columbia, Science World, Stanley Park and Ecology Centres

In the area of sports, the following are available: Intramural Basketball, Badminton, and Table Tennis, Ice Skating, Rollerblading, Curling, Sports Day, Ski Trip, Staff, Student Sports Games and special recreational trips - e.g. Hiking, Cycling.

Special Activities include: Public Speaking Contest, Guest Speakers, Special Drama and Music Presentations and a Day Trip to Victoria.

Holiday Activities include: parties at Halloween, Christmas, and valentines Day as well as an Easter Egg Hunt.

In general, all students are expected to maintain acceptable behaviour at all times - in school, in the community and in one's homestay. Failure to do so will result in disciplinary measures up to and including dismissal from school.

Smoking is not permitted for students. Tobacco may not be brought into the School. No drugs or alcohol may be brought onto or consumed on the school premises or Academy residences. In addition the Academy seeks to create an environment of mutual respect between students and between students and teachers. This respect includes not only other persons, but the property of others as well. It is totally unacceptable to threaten or abuse another person physically, psychologically, emotionally, or intellectually.

Admission and Costs

VFA welcomes students who could benefit from its programme of bridging education in a foreign country to Senior High school in Canada.

Candidates must submit the application form along with: two recent passport photos, transcripts from previous schools, plus a \$100 Application Fee (non-refundable)

In 1999/00, tuition at the Academy is \$4,600 per term or \$9200 for two terms or up to ten months and academic residence and homestay are both \$750 per month. Students must pay one semester's fees 30 days prior to arrival.

In addition, students must obtain three months of medical coverage before receiving coverage from the BC health plan.

Some scholarships are available.

For Further Information

Contact: Angela Chang, Registrar