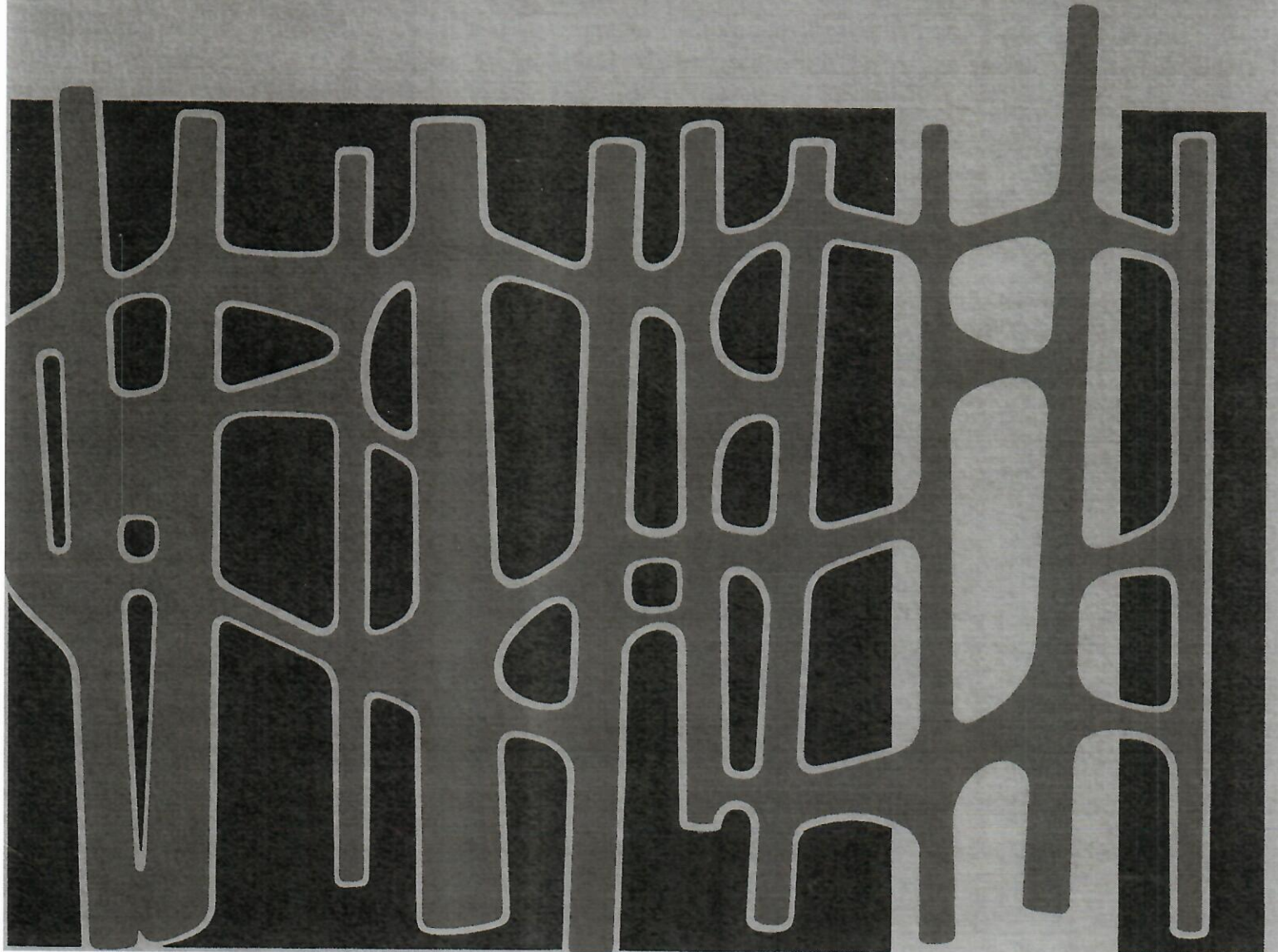


The Strathcona·Tweedsmuir Co·ordinate School



School can be more than the imparting of enough knowledge to pass certain exams and gain entrance to a career. School can be the development of self confidence . . . of initiative . . . of ethical standards . . . of a seeking for knowledge . . . of an ability to think . . . of a balanced mental-physical-social-economic perception and behaviour . . . of sportsmanship . . . of consideration for others . . . of leadership qualities . . . of a knowledge of oneself.

The purpose and value of Strathcona and Tweedsmuir Independent Schools is in the continuous development of young people—to intensify and broaden the capacities of their students so they may enter the larger world with trained minds and heightened awareness of their responsibility to society.

In other words—to prepare their graduates for life and living, to accept their roles in society as well adjusted, mature and ‘compleat’ citizens.

This presentation is prepared for you and other friends of Strathcona and Tweedsmuir Schools. It acquaints you with a bold and exciting co-ordinate plan, and why and how it has been received with such enthusiasm.

How the concept developed

Calgary has had independent schools for both boys and girls since its earliest years. Strathcona School for Boys and Tweedsmuir Girls' School both have rich traditions as educational and character-building institutions.

Strathcona began in 1929 when it was established as an independent day school for boys, providing academic, citizenship and athletic education from grades one to nine. Until recently it functioned as a day and boarding school. Today, it has an enrolment of approximately 90 day students.

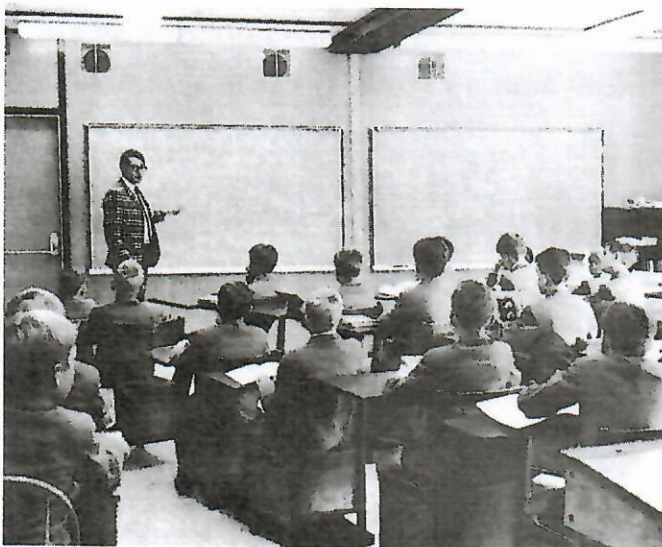
Tweedsmuir first opened its doors as a day school for girls in 1959. It provides academic, citizenship and athletic education for over 100 students in grades one to 12. Tweedsmuir was preceded by St. Hilda's School for Girls which operated from 1905 to 1949 as both a day and boarding school.

Although the schools have been completely autonomous entities, they have followed a number of common philosophies through the years. These have included an emphasis on academic diligence and the building of character through extra-curricular activities and athletics. Each has held the philosophy of educating the student as an individual, of a close teacher-student relationship and of providing special attention to the particular problems, strengths and weaknesses of every student.

It is perhaps something of a coincidence that brought Strathcona and Tweedsmuir together to plan a co-ordinate venture of independent education.

Both face an increasing demand from families wanting an independent school education. Both are concerned with an increasing number of requests for the provision of facilities for residential or boarding students. Both have reached a stage at which it is necessary to abandon their present facilities, and are therefore seeking a new location and buildings.

The two schools have agreed to join together in a co-ordinate system—an ideal solution for the future of both. This will allow Strathcona and Tweedsmuir to continue operating on an independent basis; yet it will also provide joint participation in areas in which it is deemed appropriate, in the interests of both better education and financial economies. The concept is coming closer to reality. A substantial bequest, plus a donation of land have already been made. It is planned that within the next two years the schools will be operating at their new locations.



A belief in the value of independent schools

Strathcona and Tweedsmuir share a common belief in the value of an independent school education. They follow a number of important educational practices which are inherent in the independent school philosophy. These benefits are seldom available in today's large public schools.

The student as an individual

The consideration of each student and his or her education is on an individual basis.

Classes are small. The average teacher-pupil ratio at Strathcona and Tweedsmuir is approximately one to fifteen, with many classes that are even smaller.

The schools have comparatively few students. This is a factor which will not be compromised beyond an eventual 250 each. The reason is that both the headmaster and headmistress should know each student as an individual.

Developing the whole person

In addition to academic pursuits, the independent school is geared to a balanced program of athletic and extra-curricular activities. The amount of emphasis on these activities varies with the sexes, but it is wholeheartedly agreed that they provide enormous benefits to young people, when balanced with the scholastic side.

Extra-curricular activities teach citizenship, leadership, government, the ability to get along with others, and the meaning of a balanced life. They also have practical values in the development of hobbies, facility with languages, and cultural appreciation.

Provision is made in the daily schedule for instruction in religious knowledge. Athletics teach the value and techniques of maintaining a healthy body. They also teach sportsmanship and teamwork.

The value of separation

It has been proven that a classroom composed entirely of one sex is more conducive to efficient learning. Students find concentration easier, and there is less tendency to show off or use other means of attracting attention.

In addition teachers have more freedom of expression and students have less inhibitions about speaking up.



Uniforms have a function

School uniforms reduce clothing costs, eliminate needless psychological pressures and place all students on the same level. In the case of girls the elimination of cosmetics enhances their appearance and reduces nonessential competition and anxiety.

Discipline and self discipline

Because teachers and students know each other better, discipline stems more from respect and understanding than from power.

Students are taught to recognize that regulations help the group function efficiently, and that the ultimate control of life is one of self-discipline.

Self-discipline is taught through a system of competing houses, where students regulate each other. The older students also gain a genuine understanding of the younger ones through this program.

Five year olds accepted

Many 5-year-olds are ready for school. Strathcona and Tweedsmuir provide these young people with the opportunity to start their schooling, rather than waiting another year.

Boarding schools in demand

The demand for boarding schools is increasing steadily, particularly in Alberta and Saskatchewan where consolidation of smaller schools is occurring. Both rural and urban parents often feel their children are better in an independent boarding school where their activities are regulated, their environment is controlled, and their associates are known.

The boarding school also enables students to take advantage of evening-guided study programs and to take part in extra-curricular activities.

Close understanding and communication between student and teacher leads to a more meaningful relationship, which in turn enhance character and personal development.

Parents who find it necessary to be away from home a lot are able to put children into boarding school. Where one parent is solely responsible for the children the boarding school can be a tremendous help. Still another situation occurs where a child wishes to study, but psychological pressures and distractions from classmates and neighbours prevent him from applying himself.



The co-ordinate school concept

The co-ordinate school concept is one which enables two schools to continue operating independently. At the same time it provides additional opportunities for co-operation not otherwise possible or practical. In short, it is a system which provides the best of both worlds.

These benefits are both educational and financial.

Academic benefits

It will be possible, with a larger enrolment, to continue to attract and pay teachers of the highest calibre. This will include specialists on a full time basis such as a librarian, a physical education specialist, music, art and drama specialists.

With the larger enrolment and thus a larger staff, the co-operative planning between members of the faculty will bring about greater interplay of ideas and better education. The capacity for experimentation and innovation will be increased, although they will always be used with caution.

It is possible that the school could be in operation for most of the year—perhaps with summer schools, seminars, exchanges with other schools in Canada and other parts of the world or educational enrichment programs for young people, culturally deprived because of economic backgrounds.

Because the talents of an enlarged total staff will be available to the students, it will be possible to offer a greater variety of subjects both academic and non-academic. It will be economically possible to continue subjects of low enrolment.

With a larger enrolment, visiting speakers and lecturers can more readily be persuaded to appear and the combined schools will be able to attract many events which they would otherwise not be able to afford.

Another consideration will be that the resources available to the students and the teachers will be considerably enhanced. The schools together will be able to equip a resource centre with visual aids, books, materials, etc. that they would not be able to supply individually.

Athletic benefits

With the availability of staff interchanges and better facilities and equipment, activities such as skiing, riding, dancing, tennis, badminton, archery, and shooting will be possible, in addition to regular field sports.

Extra-curricular benefits

The co-ordinate school will enhance many of the extra-curricular activities that may be undertaken. An obvious one is drama, where acting, directing and producing will be bettered by having both sexes participate. Similarly musical activities such as a glee club, a choir, an orchestra, musical shows cannot help but provide a richer and more meaningful education. These will certainly be improved by having boys and girls participate. Student government, debating and some clubs will operate with boys and girls and religion and ethics might be taught to co-educational classes.

Financial benefits

The cost of building a co-ordinate school will be lower than the cost of building two separate schools. A comprehensive feasibility study has been conducted. This proved that there will be substantial savings in capital costs by construction of a co-ordinate school.

Certain facilities such as resource centre, gymnasium and dining can be shared. Land can be more effectively used for a larger facility. Some equipment and furniture can also be shared.

In addition the cost of operating the schools will be substantially lower. Administration costs, maintenance, staffing and food service all demonstrate substantial savings when combined.

Ample precedent

Several co-ordinate schools are already operating on the continent. They include:

- Hillfield and Strathallan Colleges, Hamilton, Ontario.
- Denver Country Day School and Kent School, Englewood, Colorado.
- Englewood School and Dwight School, Englewood, New Jersey.
- Milton Academy, Milton, Massachusetts.
- University School, Milwaukee, Wisconsin.
- Choate School and Rosemary Hall, Wallingford, Conn. Alma mater of John F. Kennedy, Adlai Stevenson, Mrs. Laurence Rockefeller and Reeve Lindberg.

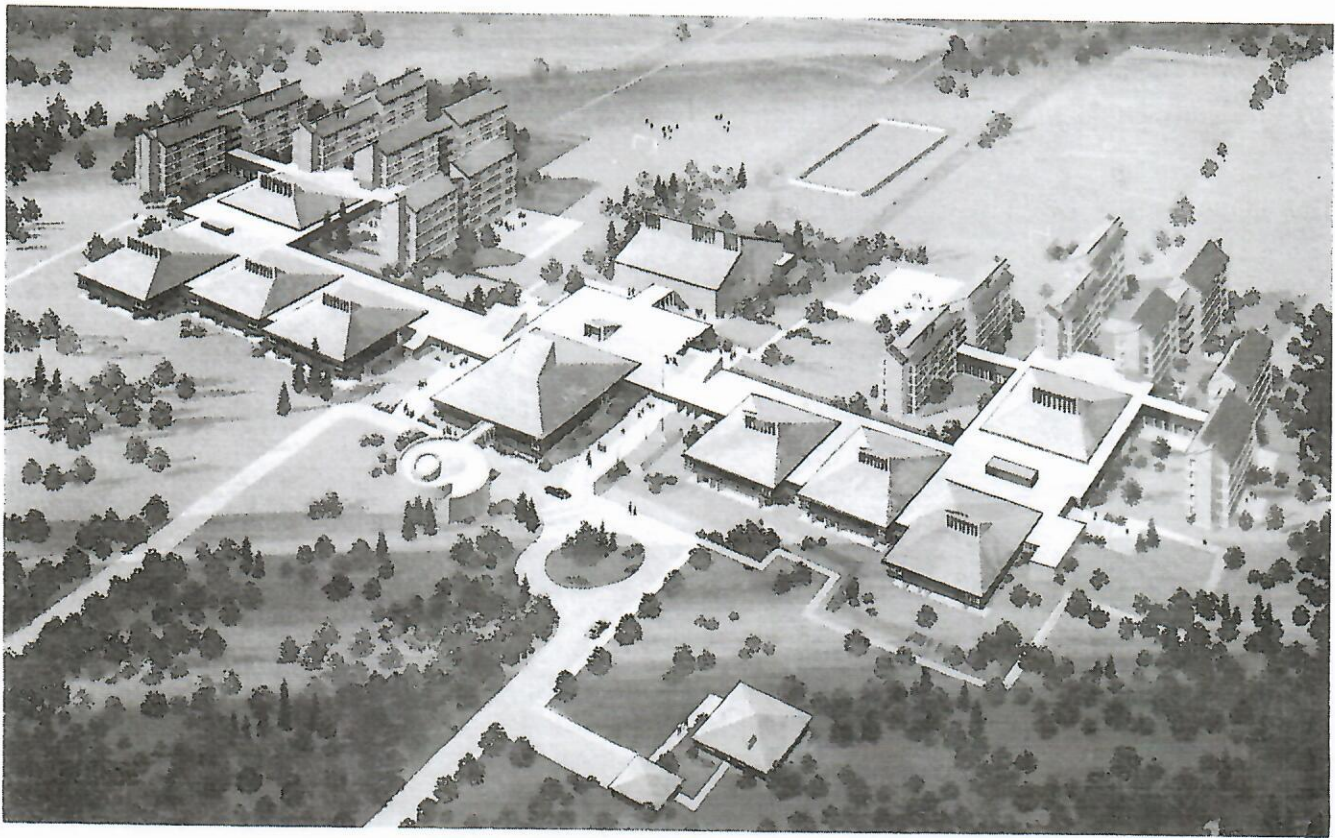
Site and description

Strathcona-Tweedsmuir Co-ordinate School will be located in the foothills a few miles southwest of Calgary. This will permit easy access to the city, while at the same time replacing the temptations of the city with the virtues of a natural setting.

The school will be built in stages. It will grow with Alberta to a point where each will accommodate 250 boarding students.

The first stage will be constructed for 100-150 students in each school.

The artist's concept shows how the school could eventually look. This concept will probably be modified now that a site has been chosen.



Forward Steps

The boards of the two schools are now cooperating closely in the preparation of detailed plans. As these develop you will be kept informed of progress. Meanwhile, your comments concerning our concept and plans as described here will be most welcomed, as will your enquiries about further progress.

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