

# A.R.U.C.C.

THE ASSOCIATION OF REGISTRARS OF THE UNIVERSITIES AND COLLEGES OF CANADA  
L'ASSOCIATION DES REGISTRAIRES DES UNIVERSITÉS ET COLLÈGES DU CANADA

## CONTACT

FEBRUARY

1983

FEVRIER

### 1. ASSOCIATION ACTIVITIES

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## 1.2 Advertisement Offer

Camera-ready advertisement copy will be accepted for publication in CONTACT at the rate of \$25 per quarter-page. Priority for available space will go first to members of ARUCC, next to educational institutions, and finally to commercial companies. For further information, contact CONTACT Editor, Diane Morris, c/o Registrar's Office, Mount St. Vincent University, Halifax, N.S. B3M 2J6.

## 1.3 Nominations to Honourary Membership

Members of ARUCC become eligible for Honourary Lifetime Membership upon retirement. Formal presentations of the Lifetime Membership Award are made at the first national conference following their retirement.

Your Executive would like to receive nominations of all members who will be eligible by June of 1984 as soon as possible so that awards can be selected and ample provision made for appropriate ceremonial presentations at the 1984 Conference in Halifax.

Nominations are to be sent to the ARUCC Secretariat and should include: name, date of retirement, position at time of retirement, brief biographical sketch, highlights of professional career within institution, and contribution to the profession of Registrars and Admissions Directors.

## 1.4 Services to Members

Are you taking full advantage of the services that come with ARUCC membership? For example:

1.4.1 Job Posting Service -- send your job posting to the ARUCC Secretariat for distribution immediately to all ARUCC members.

1.4.2 Fraudulent Document Alert Service -- if you discover a fraudulent document and wish to alert other institutions, ARUCC will distribute your notice free of charge to all member institutions. Please use the following memo format on your university letterhead and forward to the ARUCC Secretariat: TO: (admissions offices, graduate admissions, etc.); FROM: your university's name; DATE: of notice; RE: full name and birthdate of student; Message of memo: You may wish to contact me should you receive an application for admission from this student.; name and title.

## 1.5 Special Projects

The following are special studies underway by your 1982-84 Executive:

1.5.1 Task Force on Student Records -- To develop guidelines on confidentiality of records and record retention. Task Force Head: Ron Heath (ARUCC Vice-President), Associate Registrar, Programs & Records, University of Guelph, Guelph, Ont. N1G 2W1. Task Force Membership and terms of reference will be reported in next issue of CONTACT.

1.5.2 Professional Development and Training -- This project will involve the development of "travelling" resource training materials which will be made available. ARUCC will also cooperate with CAUBO (Canadian Association of University Business Officers) in participation with their University Management Course which is being held for the third year at Banff on June 12-18, 1983.

1.5.3 National Documentation Centre -- The concept of a facility which would compile and disseminate information on educational systems of various countries is being reviewed.

## 1.6 Subscription Availability

CONTACT subscriptions of \$10 per calendar year are now available to anyone not eligible for ARUCC membership. Pass the word along!

## 2. CONFERENCE CALENDAR

### 2.1 ARUCC 1984 Conference

It's not too soon to start your plans to attend the ARUCC National Conference, June 27-29, 1984 at Dalhousie University in Halifax.

Program Chair: Bernard Liengme (ARUCC President), Registrar, St. Francis Xavier University

Local Arrangements Chair: Arnold Tingley, Registrar, Dalhousie University

Entertainment Chair: Diane Morris (ARUCC Executive), Registrar, Mount Saint Vincent University.

Make your area of concern or special topic known to the Program Committee now to ensure that the '84 Conference piques your interest and meets your professional needs. In addition, specific sessions for our clerical and support staff are being planned, with a special "day attendance" registration fee that would encourage their participation. Your ideas on this (and the ideas of your staff members) would be greatly appreciated.

### 2.2 AACRAO Annual Conference

An American Association of Collegiate Registrars and Admissions Officers Canadian reception is to be scheduled during the Boston conference. Watch for "where and when". We all know "who" and "why"!!

ARUCC is planning to request reduced membership fees for Canadian members of AACRAO, since a large proportion of AACRAO activity focuses on uniquely American government concerns. Nonetheless, there are many benefits to Canadian members, especially World of Education Series, portion of College and University, conference programming and professional peer contacts. A lower Canadian membership fee could encourage greater Canadian participation.

Are current AACRAO members of ARUCC interested in serving on AACRAO Committees? Inform ARUCC President, Bernard Liengme NOW.

### 2.3 AIR Conference

The 23rd annual Association for Institutional Research forum will be held in Toronto on May 23-26, 1983. INTEGRATING HUMAN RESOURCES AND TECHNOLOGY is the theme of the 1983 Forum which promises to blend new concepts, research findings, methodologies, policy issues, and strategies into a comprehensive program of interest to decision makers at the postsecondary education level throughout the world.

Further information can be obtained from the AIR Executive Office, 314 Stone Building, Florida State University, Tallahassee, FL 32306 USA or telephone (904) 644-4470.

### 2.4 Canadian Association for Co-Operative Education

CO-OPERATIVE EDUCATION: THE LAND OF REALISM will be the theme for the annual conference to be held in Toronto in April 1983. Further information can be obtained from James Wilson, Associate Director, Co-Ordination and Placement, University of Waterloo, Waterloo, Ont. N2L 3G1.

### 2.5 CSSHE 1983 Conference

The annual conference of the Canadian Society for the Study of Higher Education will be held at the time of the Learned Societies meetings at UBC in Vancouver, June 5-7, 1983. Special emphasis is being placed this year on telecommunication topics. There will be seminars on Management Information Technology and Institutional Technology; a demonstration of a lecture transmission at the Knowledge Network by satellite; and a hands-on session in a micro computer equipped classroom.

### 2.6 Occupational Outlook Conference

The federal department of Employment and Immigration organized a First National Occupational Outlook Conference on January 18-19. Included was a panel discussion on the possible uses of labour market projections as planning tools for colleges and universities. Feedback on the conference can be obtained from the ARUCC Secretariat.

## 3. GOVERNMENT RELATIONS

### 3.1 Canada Student Loans Program

A federal-provincial Implementation Task Force submitted a report to the federal cabinet in November 1982 which contained suggestions for implementing a new national student assistance program. It would appear now in light of the current restraints on government funding that the suggestions for the necessary significant increased funding will not be implemented, at least for 1983-84. Presumably allowances will be increased by no more than six per cent.

### 3.2 Extra Funding for Alberta Universities

Dick Johnston, Alberta Minister of Advanced Education, announced on December 21st that the Province will provide special funding for Alberta's post-secondary institutions in the amount of \$6.5 million early in the new year. The funds will be used to offset the costs which the post-secondary institutions have had to bear as a result of higher enrolments this fall.

### 3.3 Non-Certified Institutions Treatment

The Ontario government is cracking down on educational institutions that grant degrees but do not have a government charter. Bill 137 will impose up to \$25,000 fines on any institution that has not received permission from the legislature to grant degrees. Jamie McKay, an officer with the Ministry of University and College Affairs, said the bill will close a loophole allowing groups to get around the legislature's refusal to charter by patenting themselves as non-profit corporations and calling themselves "federal degree-granting institutions".

### 3.4 Special Aid for Multi-Media Courses

For a number of years, the Ontario Association of Student Financial Aid Administrators (OASFAA) has been lobbying the Student Awards Branch of the Ministry of Colleges and Universities to introduce changes to the Ontario Student Assistance Programme (OSAP) that would make the multi-media courses eligible for student aid under certain OSAP plans.

Until recently, students taking television or correspondence courses did not qualify for assistance. The ministry had informed the Financial Aid Administrators that consideration would be given for approval of these courses for the 1982 OSAP year, on the basis of written submission. Furthermore, eligibility would initially be restricted to the Canada Student Loans Plan and that under special circumstances, approval might be granted for the Ontario Special Bursary Plan, another component of OSAP, which provides non-repayable grants or bursaries to needy part-time students.

Laurentian University is pleased to announce that it has recently received approval under both plans.

3.5 <u>Statistics Canada Suggested Modifications to the University Student Information System (USIS)</u>	<u>Modifications proposées par Statistique Canada au système d'information statistique sur la clientèle universitaire (SISCU)</u>
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The following is a report recently received from Statistics Canada on USIS. Any feedback on these changes can be directed to Mongi Mouelhi, Senior Analyst, Postsecondary Education Section, Education, Science and Culture Division, Ottawa, Ont. K1A 0Z5 or telephone (613) 995-1105.

Records kept over the past 10 years of University Enrolment and Degree data requests have proved the usefulness of USIS in providing timely information.	Les données recueillies sur les demandes d'information au sujet des inscriptions et des diplômes universitaires au cours des dix dernières années montrent que le SISCU peut fournir des données
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Users have included the university community, all levels of government, educational and professional associations and businesses and industries. The cooperation of registrar's offices across the country has been invaluable in ensuring the timeliness, completeness and reliability of the information provided.

In the fall of 1981 institutions who were still using questionnaires to submit enrolment data were contacted and asked to consider providing data in machine readable form. At the conclusion of reporting for the 1981-82 academic year, 98% of the enrolment data for the country was being reported on tape or code sheets (up from 88%). In addition, universities were asked to report degrees granted by individual student identification number to permit linkage to the USIS enrolment file. The percentage reporting in such a fashion for 1981 reached 50%, with many others adjusting their systems such that they can follow this procedure for 1982.

In the next few months, Statistics Canada is planning to approach registrars to review the data quality and to propose modifications to selected USIS elements. Any accepted changes would be implemented for the 1984-85 academic year. The elements and some of the changes registrars will be asked to consider are as follows:

1. Element 170: Current Enrolment Status and Activity Last Year -- This element is used to measure participation in postsecondary education and transition rates from other areas to university. Basic to the calculation of these measures is collection of data on first time

actuelles. Les demandes provenaient du milieu universitaire, de tous les paliers de l'administration publique, des associations du domaine de l'éducation et des professions libérales, des entreprises et des industries. La collaboration des bureaux des registraires de tous le pays nous a été précieuse pour assurer que l'information fournie soit actuelle, complète et fiable.

Pendant l'automne de 1981, nous avons communiqué avec les établissements qui se servaient encore de questionnaires pour transmettre les données sur les inscriptions, afin de leur demander d'envisager de nous fournir des données ordinolingues. A la fin de la période de déclaration concernant l'année universitaire 1981-82, 98% des données pour l'ensemble du pays ont été déclarées sur bande ou feuilles de codage, ce qui représente une hausse par rapport aux 88% antérieurs. Nous avons aussi demandé aux universités d'indiquer, selon les numéros d'identification des étudiants, les diplômes qu'elles ont délivrés, afin que nous puissions faire des rapprochements avec le fichier d'inscriptions du SISCO. Le pourcentage d'universités qui ont fait leur déclaration pour 1981 de cette manière a atteint 50%; bon nombre d'autre établissements adaptent leur système de manière à pouvoir employer cette méthode pour 1982.

A l'avenir proche, Statistiques Canada a l'intention d'inviter les registraires à étudier avec lui la qualité des données et divers projets de modifications à certains élément du SISCO. Tout changement accepté sera mis en application pour l'année universitaire 1984-85. Voici quelques-unes des modifications que nous proposerons aux registraires:

1. Elément 170: Situation actuelle des étudiants inscrits et activité de l'année dernière -- Cette composante sert à mesurer la participation aux études postsecondaires et les taux de passage d'autres secteurs à l'université. Pour effectuer ces

students at the institution. It will be proposed to replace element 170 with 3 separate elements.

a) Current status of student at institution (as for element 170 now: continuing, returning, new); b) primary activity last year; and c) previous educational level attained.

calculs, il faut recueillir des données sur les nouveaux étudiants inscrits à chaque établissement. La proposition consistera à remplacer la composante 170 par trois composantes distinctes: a) situation actuelle de l'étudiant dans l'établissement (comme pour la composante 170 actuelle: poursuite, retour, nouveau); b) activité principale l'an dernier; et c) niveau d'études atteint antérieurement.

2. Elements 120 and 130:

Immigration Status and Country of Citizenship -- Universities will be asked to record update schedules to identify validity of data.

2. Élément 120 et 130: Statut d'immigrant et citoyenneté -- L'on demandera aux universités de faire des mises à jour afin de vérifier la validité des données.

3. Element 190: Interns and Residents

-- Institutions do not report their interns and residents in a consistent manner. Registrars will be approached to establish some measure of consistency to increase the usefulness of data from this element.

3. Élément 190: Internes et résidents

-- Les établissements ne déclarent pas leurs internes et résidents d'une manière constante. Nous chercherons avec les registraires à établir plus de cohérence afin d'accroître l'utilité de ces données.

4. Element 110: Mother Tongue

-- This element is not well reported. With the increasing importance of minority group issues, more and more researchers and government officials are requesting reliable information based on responses to this element. As a result, we will be encouraging complete reporting.

4. Élément 110: Langue maternelle

-- Les déclarations à cet égard laissent à désirer. Comme les problèmes des groupes minoritaires prennent plus d'importance, de plus en plus de chercheurs et de fonctionnaires désirent obtenir des données fiables à ce sujet. Nous chercherons donc à obtenir des déclarations plus complètes.

3.6 Tax Deduction for Tuition Fees

The amendments to the Income Tax Act in December 1982 contain an increase from \$25 to \$100 in the threshold for deductible tuition fees under Section 60(f) of the Act. This amendment is applicable to the 1982 and subsequent taxation years.

3.7 University High School Transcripts to Return

As reported by the Ministry of Education in November 1982, the Ontario provincial government is bringing back a standard provincial form for recording the marks of high school graduates, reversing a policy introduced by Premier William Davis when he was education minister in the late 1960's.

Since the provincial government decentralized some control over education in the late 1960's, each school board - and in some areas each school - has prepared its own transcript for secondary school graduates. Businesses, university administrators and college officials have criticized the variety of transcripts, saying they had difficulty determining what students had achieved at school and comparing marks from different schools.

The Ministry of Education instructed school principals and directors of education, in November 1982, that the new form will be available next spring. Schools will not be required to use the new forms, however, until June 1986. The Ministry is also requiring a new uniform method for labelling all courses, which will indicate the level of difficulty of the course, grade, language of instruction and subject area.

The new forms will not mean standardized courses across the province. The content of the course work may be different but the basis for evaluation and level of achievement will be the same, a ministry official said.

#### 4. MEMBERSHIP NEWS

##### 4.1 ARUCC Membership Data

In the next few weeks an ARUCC DIRECTORY will be circulated which will list the membership by institution and by officer. It would be helpful from now on to provide updated information on new appointments, changes in titles, etc. to the Secretariat. Such changes can be listed in future editions of CONTACT and also useful for keeping the mailing list up to date.

##### 4.2 ACU Fellowship

Alex Waugh, Registrar of Woodsworth College, University of Toronto, was awarded an Association of Commonwealth Universities Travelling Fellowship for 1982, one of two awarded to senior university administrators in Canada. Alex is currently spending three months visiting universities in Australia, Sri Lanka, India, and the United Kingdom.

##### 4.3 John Piercy Dies

John O. Piercy, Associate Registrar at the University of British Columbia, died suddenly on October 31, 1982 at the age of 51. John was a native of British Columbia and joined UBC in 1975 as Assistant Registrar after a successful career in Canada's Armed Forces. He was appointed Associate Registrar in 1980, the position he occupied at the time of his death.

A Memorial Scholarship Fund has been established in John's name and donations may be made to it by making cheques payable to The University of British Columbia, c/o Department of Finance, Attention Mrs. P. Guy, 2075 Wesbrook Mall, Vancouver, B.C. V6T 1W5.



## 5. READING OR REFERENCE

### 5.1 Administrative Travelling Fellowships

As indicated under article 4.2, fellowships are offered each year by the Association of Commonwealth Universities with the help of grants from the Commonwealth Foundation, the Canadian International Development Agency, the Australian Development Assistance Bureau and now the Nuffield Foundation. The 12 to 20 awards provide complete or partial support for at least one senior university administrative officer from each region of the Commonwealth to study at first hand, for from one to three months, the administrative practices of university institutions in another Commonwealth country. Applications for fellowships tenable in 1983 are expected to be invited about the end of 1982.

Among subjects studied by recent fellows:

"Recent staffing developments in Canada and the U.K. particularly in the light of fund restrictions and the no-growth situation obtaining in both countries and the applicability of practices followed in these countries to the Australian scene". T.D. Daly, Bursar, University of New South Wales.

"The history of student unrest and how it was settled in universities in the U.K., Canada, Sri Lanka and the Philippines". Dr. E.O. Adetunji, Registrar, University of Ife.

"Academic decision-making in British and Canadian universities". Dr. D.J. Lawless, Vice-President (Academic), University of Manitoba.

"Planning, policy, management and administration in higher education, adult/continuing education and educational facilities for women in the U.K. and Canada". Mrs. K. Bhansali, Registrar, SNDT Women's University.

"The organisation and administration of counselling services in some Canadian universities". Mrs. I.M. Fleming-Boyd, University of Oxford Counselling Service.

"University administration in Malaysia and Singapore". M.A. Gafur, Secretary to the Vice-Chancellor, Jahangirnagar University.

"A Comparison of some aspects of university administration in Australia and New Zealand". L.S. Taiaroa, Deputy Secretary, New Zealand Vice-Chancellors' Committee.

"Financial management of universities in Zambia and Kenya". J.W.V.N. de Silva, Deputy Bursar, Open University of Sri Lanka.

The ACU also publishes a book entitled Grants For Study Visits by University Administrators. This 20-page guide provides information about 30 separate sources of financial aid for university administrators and librarians who wish to travel to another country for such purposes as training, taking part in discussions or workshops, or research. The

booklet is in three parts, the first lists grants tenable by staff from Commonwealth countries in another Commonwealth country, and the second lists grants for movement (either way) between Commonwealth and non-Commonwealth countries. The third section, new in this edition, lists courses and conferences offered in Commonwealth countries which, under specified conditions, may be attended by university administrators from other Commonwealth countries. The booklet is a companion to these ACU guides to awards; Awards for Commonwealth University Academic Staff (£5.55), Scholarships Guide for Commonwealth Postgraduate Students (£7.90) and Financial Aid for First Degree Study at Commonwealth Universities (£1.60).

May be ordered from ACU, John Foster House, 36 Gordon Square, London, England WC1H 0PF. The price is £2.00 post free (by surface overseas) or by printed paper airmail for £2.50.

## 5.2 The Chronicle of Higher Education Articles

As reported by The Chronicle in their December 8th issue, the federal government in the United States estimates that 20% of Americans are functionally illiterate - that is, unable to read or write at a practically useful level. Action by school boards as well as universities and colleges is advocated. One interesting initiative which is described is the creation of a new curriculum at the University of Texas for a "competency based" high school diploma program for adults. The curriculum is based on the results of the university's 10-year-old Adult Performance Level Project, which has identified the "competencies" - communications, computation, problem solving, and interpersonal relations - that adults should possess to cope with everyday life, and the areas - consumer economics, occupations, health, government and law, and community resources - in which they should be knowledgeable.

The December 1st edition includes a report on a \$25,000 grant that has been given to the Association for Media-Based Continuing Education for Engineers by the International Business Machines Corporation to study the feasibility of setting up a "National Technological University". The university would award engineering degrees to students who take courses via television or in other nontraditional settings.

## 5.3 Les étudiants à temps partiel des universités québécoises

A study undertaken by the Quebec Conseil des universités, of approximately 8,000 part-time undergraduate students in 1981, and released in December under the above title, provides a socio-cultural perspective of the students and an appraisal of the programming available to them. Findings include the following: a person's current social and professional position, rather than his socio-cultural origins, affects both the decision to opt for higher education and choice of programs; most part-time students come from professions related to education, health, social and public service sectors; francophone students tend to choose short-term certificate programs, while anglophones choose the baccalaureate stream; in the Montreal sample the majority of francophones chose programs directly related to their occupations, while anglophones appeared to be generalists. The study is available from the Conseil des universités, 2700, boul. Laurier, 8e étage, Ste-Foy, Québec G1V 2L8.

#### 5.4 Polls Show Public Support for Universities

A survey of public opinion of Quebec universities commissioned by FAPUQ and CREPUQ shows that a majority of the population (69%) think that universities fulfill their role in society. Most respondents (77%) perceived university professors as competent, and 85% thought that the efforts of the government to improve the universities over the past 10 years should be increased (37%) or maintained (48%). Respondents ranked universities third in importance for government spending after health care and protection of the environment, and ahead of public transit, social welfare, aid to private enterprise and day care. The report results from an analysis of 800 questionnaires; only 18% of the respondents had attended university. The report is available from either the Conference of Rectors and Principals of Quebec Universities, 2 Complexe Desjardins, Bureau 1817, Montreal H5B 1B3 (514 288-8524) or the Fédération des associations de professeurs des universités du Québec, 2715 chemin de la Côte Ste-Catherine, Montreal, P.Q. H3T 1B6 (514 735-3654).

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A national public opinion survey by Public Affairs International Ltd. and Decima Research Ltd. found that 70% of the public thinks that the federal government should increase funding to the provinces for post-secondary education. The survey of 1,500 Canadians aged 18 or over in September 1981 dealt with the economy, national unity and the Constitution, employment, energy, and government regulation and intervention. A similar survey in March 1982 showed the population to be divided on who should take responsibility for financing postsecondary education: federal government (28%), provincial government (42%); private sector (4%) or the individual (24%). Quarterly summary reports of the national surveys are under copyright to PAI Ltd., Suite 1134, 90 Sparks St., Ottawa, Ont. K1P 5B4 and Decima Research Ltd.

#### 5.5 Survey of University-Level Courses of Other Than Regular Educational Institutions

The Research and Analysis Division of AUCC has compiled an impressive list of university-level courses/programs offered mainly by national professional associations and a few private corporations. While the survey is but a first attempt (and appropriate caveats are noted), it does indicate the size and nature of the "competition" in professional education. The survey documents (in brief) the programs of 34 professional associations and 2 businesses. A list of the 55 associations contacted and an addendum about IBM's educational enterprise are also appended. Copy available from ARUCC Secretariat.

#### 5.6 The Future of the CA Profession in Danger in Quebec

The December 1982 edition of the Chartered Accountant Magazine contains an interesting article on a recent look by the Quebec government at professional organizations in la belle province. The provincial government is attempting to set their own admission standards which could have serious consequences for post graduate programs for the professions.

5.7 Trends in Canadian Education, 1961-62 to 1983-84

The following are interesting statistics published recently by the Education, Science and Culture Division of Statistics Canada:

	Chiffres définitifs/ Actual		Chiffres provisoires/ Prelim. Projections		
	1961-62	1971-72	1981-82	1983-84	
(en milliers/thousands)					
TOTAL DES EFFECTIFS À PLEIN TEMPS	4,591.8	6,298.7	5,698.4	5,594.1	TOTAL FULL-TIME ENROLMENT
Primaire-					Elementary-
secondaire	4,409.8	5,801.9	5,023.0	4,905.2	secondary
Maternelle	157.4	335.5	397.9	399.6	Kindergarten
1re à la 8e an.	3,357.4	3,759.7	3,042.5	3,014.4	Grades 1-8
9e année et plus	895.0	1,706.7	1,582.6	1,491.2	Grades 9 & up
Effectifs postsec. à plein temps	182.0	496.8	675.4	688.9	Full-time post- secondary
Collèges	53.4	173.8	273.9	276.9	College
Hommes	16.5	94.1	133.7	134.6	Male
Femmes	36.9	79.7	140.2	142.3	Female
Universités	128.6	323.0	401.5	411.9	University
Hommes	95.6	206.6	218.8	219.5	Male
Femmes	33.0	116.4	182.7	192.4	Female
1er cycle	121.3	287.1	354.6	363.6	Undergraduate
2e et 3e cycles	7.3	35.9	46.9	48.3	Graduate
TOTAL DES EFFECTIFS UNIV. À TEMPS PARTIEL (COURS AVEC CRÉDITS)	..	155.4	252.8	268.6	TOTAL PART-TIME UNIVERSITY (CREDIT COURSES)
Hommes	..	86.2	106.4	110.7	Male
Femmes	..	69.2	146.4	157.9	Female
1er cycle	..	137.4	220.6	235.0	Undergraduate
2e et 3e cycles	..	18.0	32.2	33.6	Graduate
DIPLÔMÉS			Estim.		GRADUATES
Secondaire	73.7	232.9	300.2	269.6	Secondary school
Postsecondaire					Postsecondary
Diplômes et cert. au niveau collégial	22.2	47.7	69.8	72.6	College diplomas & certificates
Hommes	5.0	21.8	30.4	31.5	Male
Femmes	17.2	25.9	39.4	41.1	Female
Baccalauréats et premiers grades professionnels	22.8	72.4	85.2	90.3	Bachelor's & first professional degrees
Hommes	16.5	43.9	42.2	44.8	Male
Femmes	6.3	28.5	43.0	45.5	Female
Maîtrises	2.4	10.3	13.0	13.4	Master's degrees
Hommes	2.0	7.7	7.8	7.9	Male
Femmes	.4	2.6	5.2	5.5	Female
Doctorats (non honorifiques)	.32	1.7	1.8	1.9	Doctorates (earned)
Hommes	.29	1.5	1.4	1.4	Male
Femmes	.03	.2	.4	.5	Female

RÉPARTITION EN % DES BAC. ET PREMIERS GRADES PROFESSIONNELS, SELON LE DOMAINE D'ÉTUDES	Chiffres définitifs/ Estimations/ Actual Preliminary Projections			% DISTRIBUTION OF BACHELOR'S & 1st PROFESSIONAL DEGREES BY MAJOR FIELD OF STUDY
	1971	1981	1983	
	(pourcentage/percent)			
Sciences agricoles et biologiques	4.6	6.0	5.6	Agriculture & bio- logical sciences
Education	23.0	19.3	19.0	Education
Génie et sciences appliquées	6.6	8.4	8.6	Engineering & applied sciences
Beaux-arts et arts appliqués	1.7	3.2	3.2	Fine & applied arts
Professions de la santé	5.7	6.8	7.1	Health professions
Humanités	13.0	10.3	10.0	Humanities
Mathématiques et sciences physiques	5.8	5.0	5.1	Mathematics & physical sciences
Sciences sociales	19.3	20.8	20.0	Social sciences
Affaires, gestion et commerce	5.4	11.1	12.2	Business, manage- ment & commerce
Général (aucune spécialisation)	14.9	9.1	9.2	General (no specialization)
Total	100.0	100.0	100.0	Total
Total (nombre en milliers)	61.1	84.9	86.9	Total (number in thousands)

POPULATION D'ÂGE SCOLAIRE	Projections				POPULATION
	1961	1971	1981	1983	
	(en milliers/thousands)				
5 ans	429	411	350	359	5-year-olds
6 à 13 ans	3,168	3,703	2,905	2,881	6-13
14 à 17 ans	1,243	1,766	1,739	1,568	14-17
18 à 24 ans	1,713	2,689	3,331	3,333	18-24

RÉPARTITION EST. EN % DE LA POPULATION DE 15 ANS ET PLUS SELON LE NIVEAU D'INSTRUCTION	1961		1971		1981		ESTIMATED % DISTRIBUTION OF POPULATION 15 YRS & OVER, BY EDUCATIONAL ATTAINMENT
	H/M	F	H/M	F	H/M	F	
	(pourcentage/percent)						
8e année ou moins Etudes secondaires (partielles ou complètes)	47.0	41.4	34.8	32.2	22.9	22.0	Grade 8 or less High school (some or completed)
Etudes postsec. partielles	5.4	4.6	8.4	6.7	8.3	7.5	Some postsecondary
Diplômes ou cert. d'études postsec.	3.1	5.0	5.0	7.1	9.0	11.0	Postsec. certificate or diploma
Grades universitaires	4.0	1.7	6.2	2.9	10.5	6.5	University degree

5.8 You Know It's Going  
to be a Bad Day When:

- . You wake up face down on the pavement
- . You call suicide prevention and they put you on hold
- . You see a "60 Minutes" news team waiting in your office
- . Your birthday cake collapses from the weight of the candles
- . Your son tells you he wished Anita Bryant would mind her own business
- . You want to put on the clothes you wore home from last night's party  
- and there aren't any
- . You turn on the news and they're showing emergency routes out of the  
city
- . Your twin sister forgets your birthday
- . You wake up to discover that your waterbed broke and then realize you  
don't have a waterbed
- . Your horn goes off accidentally and remains stuck as you follow a group  
of Hell's Angels on the freeway
- . Your spouse wakes up feeling amorous and you have a headache

6. INSTITUTIONAL INTERCHANGE

6.1 Acceptance of Students From Cyprus

The Canadian Embassy in Tel Aviv, which is also the non-resident Canadian High Commission to Cyprus, has been contacted by The English School in Cyprus. The School has expressed some concerns about the admissions policies and procedures of Canadian universities.

The major problem is the requirement of some universities for final advance level G.C.E. grades before issuing letters of acceptance. Since these grades are generally not available until late in the summer, students are unable to get visas in time for September. Some universities are solving this problem by granting provisional acceptance on the

basis of 'O' level results and finalizing the acceptance upon receipt of 'A' level results directly from London University. Other universities are granting acceptance on the basis of 'O' level results and giving credit for 'A' level work.

The English School is a seven-year system. The Headmaster states that entrance is through a highly competitive examination. He compares this to the Gymnasium School in Cyprus which is a six-year system with automatic admission on completion of elementary school. Apparently, most Canadian universities will accept a Gymnasium graduate on the basis of the Apolyterion examination and TOEFL scores.

The requirement for final 'A' level results from graduates of The English School before letters of acceptance are issued compared to the manner in which we treat students from the Gymnasium seems unfair to the Headmaster.

The Embassy Counsellor has pointed out that with increased fees in British universities, students from Cyprus are looking elsewhere for their education. The presence for the past eight years of a battalion of Canadian troops with the U.N. peacekeeping force has given Canada a high profile.

Copies of the letter from the School together with information on the School and its grading system are available from B.V. Liengme, Registrar, St. Francis Xavier University, Antigonish, N.S. B2G 1C0

## 6.2 Distribution of Academic Calendars to Foreign Countries

As advised by Bernard Chabot, Information Officer in the Office of the Registrar at the University of Ottawa, a university or college can send their calendar to Canadian embassies and consultants abroad through the Department of External Affairs in Ottawa.

The following three options are available to take advantage of this postage free service:

- a) If it is one composite calendar, it can be sent in boxes as you received them, you then need about 115 copies to cover all (no envelope, no label needed).
- b) If it is a series, you can send it in one envelope and prepare 115 envelopes (no label).
- c) If you want a restricted mailing, use an envelope (for composite or series) and use the label of the Embassy you want it sent to.

The address of the contact person is: Attn. Ms. Donna Gross, Academic Relations Division, Department of External Affairs, 125 Sussex Drive, Tower C, 5th Floor, Ottawa, Ont. K1A 0G2 or telephone (613) 996-1014.

### 6.3 Grading System Change

The following is a report on the University of Saskatchewan's new grading system:-

A fair and consistent way of measuring a student's performance, no matter what college he is attending, is the main reason behind the U of S's switch this fall from the percentile system of grading to an eight-category system. Professor Blaine Holmhund, Vice-President of Special Projects, said the change in the grading system was prompted by concern about differences which existed in measuring achievement in the various disciplines offered at the University.

"In classes like math and others where individual performance is based on the number of right answers, a student can get quite high marks, whereas in the humanities (e.g. English, history) and even clinical medicine, performance is judged in a more qualitative way, so high marks are relatively more difficult to achieve. Therefore, a person who has a concentration of courses where high marks are less often given out, is placed at a disadvantage when being considered for scholarships", he said.

Brian MacDonald, a student representative on the committee set up in 1979 to examine alternatives to the percentile system, said there was "an across-the-board difference in averages achieved in the humanities and social sciences as compared to the pure sciences - the higher marks were in the pure sciences. There wasn't a standard across the University that could be applied to all colleges", he said.

Holmlund also pointed out that in the percentile system, an unsatisfactory performance is measured from 0 to 49. But although these grades mean the same thing, they affect a student's average in varying degrees. The average in turn has an effect on whether the student is allowed to go on, or must repeat the class, he said. The new category system has essentially eight divisions, ranging from exceptional, an eight, to failure, a zero, Holmlund explained. Each category has a general literal description of what type of performance is expected of the student to achieve that grade. But the system allows each college and its professors to describe to their students what specific requirements are expected of them to achieve a certain standing in a particular class, in keeping with the general descriptions set out by the university administration, he pointed out.

Chairman of the Changeover Committee, Professor Kevin Wilson, said the new system is more "student specific. We're trying to judge performance more fairly," and are trying to move away from the idea of a predictable number of students with average grades, which usually doesn't happen, except in very large classes, he said. Wilson also stated, "we're trying to keep professors away from a translation table." The main purpose of the category system would be undermined if the literal descriptions were translated to the former percentage system, he said.



With the new system going into effect this fall, with the beginning of the 1982-83 session, upper-year students will obviously have to make a transition. Students who already have some marks recorded in the percentile system will not have those marks changed to the new system, but all grades after this fall will be recorded in the new system, Wilson said.

MacDonald said some students in the pure sciences aren't happy with the idea of new system because they say the new grades will not reveal that they may have done a few points better than another student, something which they say is significant in job competitions. "I tell them that the interviewer will have to rely more on the person, if that's the case", he said.

#### 6.4 Letters to the Editor

News from our members such as appointments, suggestions on new systems, advice on ARUCC projects, etc. are most welcome, urged even!

Write to Diane Morris, Editor, CONTACT, Registrar, Mount Saint Vincent University, Halifax, N.S. B3m 2J6 or telephone (902) 433-4450.

