

# Editorial

Robert M. Bernard

If you are reading this, you are aware by now that the odd-looking volume that appeared in your mailbox recently is not an unsolicited mail-order catalog or your most recent cookbook-of-the-month-club selection. It is, in fact, the *Canadian Journal of Educational Communication*. AMTEC members should also have received, as an insert to *CJEC*, a copy of *Media News*, a new publication which contains information on current events and other items of immediate interest to the membership. Together, these two publications include the same range of information and articles found previously only in the journal. We hope that, by separating AMTEC news and business from the more general issues of educational technology and communication addressed in the journal, we will attract a wider readership and encourage more library subscriptions.

Changes to *CJEC*, however, are not just skin deep. In addition to the new size and cover design, the interior format has been altered to emphasize the contributions of individual authors and to preserve the continuity of each article. You may also have noticed on the inside front cover of this issue that the number of reviewers has been increased substantially. This is because, as a matter of policy, each manuscript that is received for consideration is anonymously evaluated by three reviewers who have expertise in the topic. Some manuscripts will be published without changes and others will be judged to be unacceptable for publication, but the majority will be accepted pending either major or minor revision. As a case in point, each article that appears in this issue was reviewed and returned to its author for some form of modification. The purpose of this approach is not to make publishing in *CJEC* more difficult, but to improve articles through a process of formative evaluation and revision.

I know that in perusing this first issue it must appear to you that the articles were intentionally organized around a formative evaluation theme. This is essentially true, but the theme evolved out of necessity rather than conscious planning. In June of 1985 we began operation with no submissions. A few well-placed requests resulted in three of the four articles that you see before you. While we hope to offer you a more balanced selection of articles in future issues, our ability to do this depends in large part on the nature of the manuscripts that are received. As a matter of general policy, however, articles will be published in roughly the same order in which they are accepted for publication, although complementary articles will be grouped together whenever possible. This means, of course, that there are no longer deadlines for submitting manuscripts.

A few additional changes are worth noting. You have probably noticed that, with the exception of the abstract, text within articles is not right justified (right justification means aligning the righthand margin by adjusting the spacing within and between words and using arbitrary line breaks). Jim Hartley and others have found through experimentation that a

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"ragged " right margin in conjunction with wide margins (in this case a one-column format) produces the best readability. My own view is that this departure from standard typesetting convention results in an acceptably attractive page. We have also adopted a slightly different publication schedule, beginning with this issue. Number 1, on February 1st. Number 2 will be mailed about May 1st, Number 3 about August 1st and Number 4 will appear in your mailbox sometime shortly after the first of November. Copy intended for *Media News* must be received by the editor, Cheryl Amundsen, one month prior to the publication date (please see Information to Authors on page 72 of this issue for further details).

*CJEC* is one of the very few educational communication and technology journals that attempts to serve the entire range of persons working in the field: teachers, managers, instructional designers, media personnel, software designers, reseachers and theoreticians. All too often, however, the needs of these segments differ dramatically. An article one portion of the readership finds useful or enlightening may mean nothing to another group of readers. I suspect that it is the practitioner group who feels most under-represented, since those in business and industry and persons working in the K-12 sector are not rewarded for writing. We have attempted to meet the needs of these groups in a limited way by providing space for a media manager's column and by continuing *From the Media Periodicals*, *Mediography* and *Microware Review*. However, in order for us to publish articles that address issues of interest to practitioners, someone must write them. We are relying on your submissions and look forward to receiving your manuscripts. I would especially like to encourage those of you who have an interesting topic in mind, but are unsure of how to proceed with its development, to send a detailed outline or description of your ideas to me. Either I or one of our reviewers will attempt to provide you with guidance on how your ideas might be worked into a publishable piece.

Finally, I would like to thank my colleague and friend, Denis Hlynka, for three outstanding years as editor of *CJEC* . I am, only now, beginning to appreciate the magnitude of the task that he appeared to perform so effortlessly.