

sentences and W equals words.

This formula uses letters rather than syllables and correlates very highly with Fry. It does tend to grade somewhat higher than Fry but will also yield negative values for very easy material.

Schuyler (1982) points out that although all of these readability indices have a very high degree of correlation they may not be equally valid. A high degree of correlation among the scores should not be surprising as they are all using the same data and many of the same variables. However, it should be pointed out that the ARI index, closely followed by the Powers, consistently tend to score lower than the others while the Fog index tends to score consistently higher than the others.

A critical element in the evaluation of readability is sample size. There is some evidence (Coke and Rothkopf, 1970) to indicate that more than 10 per cent of the words in the material analyzed may have to be sampled in order to reduce the possibility of error to an acceptable level.

Limitations

This version of the program has certain limitations over the original Apple version. For instance, the Dale formula, which necessitates a 3,000 word list for comparisons, is not included. It simply overtaxed the memory of a 32k PET, although a means of modification are currently being considered.

Those who are interested in the Dale formula or the Apple version of the program should consult Schuyler (1982) for a complete program listing.

I will be happy to provide a PET version of the program to anyone who sends me a cassette audiotape (30).

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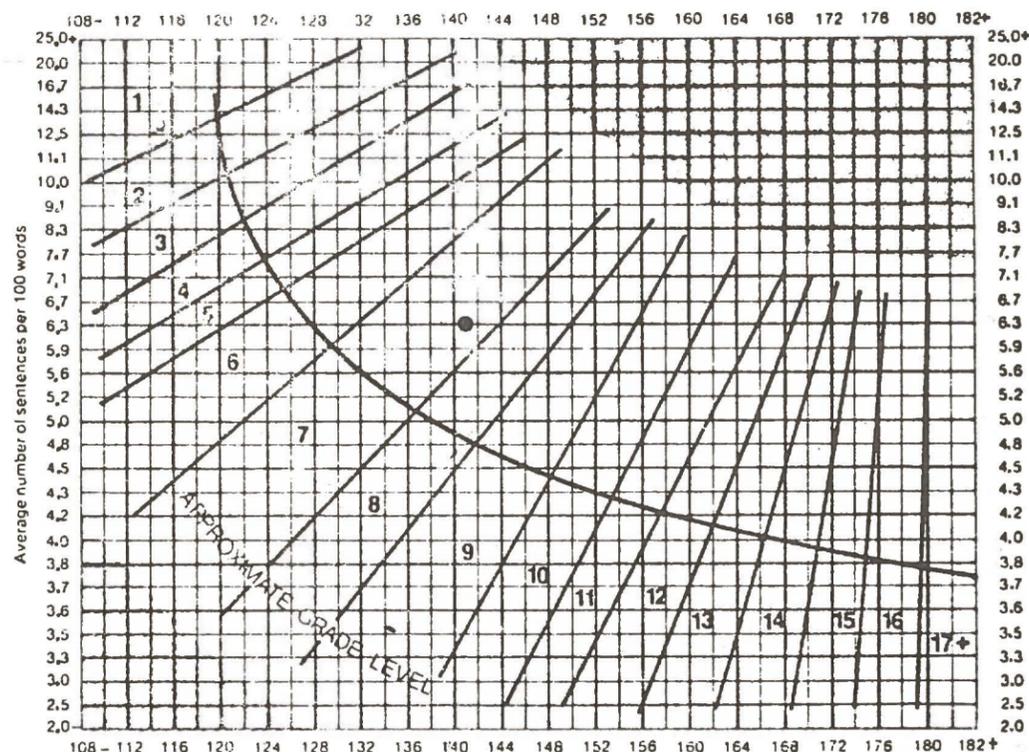
FIGURE 2
The Fry Readability Graph

Directions

Enter graph with average number of sentences per 100 words and average number of syllables per 100 words. Plot a dot where the two lines intersect. Area where dot is

plotted will give you the approximate grade level.

This graph is taken from an article by Fry (1977) in the *Journal of Reading*.



“...like the Arabs...”?

Denis Hlynka

The word is out. The information society is here. Those of us in AMTEC have, of course been expecting and even predicting this next stage in communications technology for some time. We always knew that our field would someday thrust itself to the forefront ever since Thomas Edison predicted for motion pictures a future ahead of its time:

Maybe I'm wrong, but I should say that in ten years textbooks as the principal medium of teaching will be as obsolete as the horses and carriages are now... Visual education, the imparting of exact information through the motion picture camera, will be a matter of course in all our schools.

(*Colliers*, Feb. 28, 1925, V 75, #8.)

Well, Edison was wrong. It didn't happen by 1935, nor for that matter by 1945, 1955, or 1965. It still hasn't happened. Similar predictions were made for other media which promised to revolutionize education: programmed instruction, television, games and simulations. Always the new media fell short of the promise.

And now the computer revolution is upon us, and somehow, this time, we have been caught standing on the corner, watching all the chips go by.

What are the implications for the computer/telecommunications revolution upon AMTEC? It seems to me that AMTEC has three obvious but equally possible alternatives. First, it can adapt immediately to new developments, strengthen its goals and resolves, and come out as a major leader in educational technology in Canada. Alternatively, AMTEC can maintain its rather low profile, status quo approach. Or, third, AMTEC may find itself anachronistic and unnecessary in a world of media specialization, and in the words of the poet, should "...fold its tents like the Arabs And as silently steal away."

Many of us perhaps would immediately reject this latter option, but if we are serious in examining AMTEC's future, I believe that we must allow all three options to stand as very real and viable possibilities.

The fact is that the study of the information society, far from being a timid field seeking a home, has already been claimed and welcomed by more than one eager group of adherents from engineers to futurists, while by and large, educational technologists have been by-passed. And, the fact is that we are moving to more specialized interest groups... a challenge which may be beyond the scope of AMTEC. Why attend an AMTEC '82 conference in Winnipeg when more specific options are available: a distance education conference (ICCE); a children and television conference; a videotex conference; a vocational computer conference; or a teleconferencing conference?

And if AMTEC doesn't survive through the '80s? It is a difficult question, not to be answered glibly. Unless the AMTEC membership is prepared to support fully a

clearly defined set of objectives, we may indeed have no choice but to "fold our tents."

Parenthetically, it should be noted that the problems addressed here are not uniquely AMTEC's nor uniquely Canadian. Consistent rumors from the United States suggest that AECT, a much larger and healthier organization is likewise undergoing similar problems.

Which leads us to the major concern of this editorial... the future of the *Canadian Journal of Educational Communication*. Let us review what has been done so far.

First and most significant, Dr. Richard Lewis has taken our modest *Media Message* and given it a facelift coupled with a new name is a new philosophy. *Media Message* is now the *Canadian Journal of Educational Communication*. Its functions have expanded considerably. CJEC presents readers with profiles of educational media and communication technology happenings in Canada and elsewhere; it acts as the official organ of AMTEC; and it provides a channel for formal refereed professional and academic papers at the cutting edge of our field.

Second, under the editorship of Richard Lewis, the first four issues of CJEC have already appeared. Thus the first action steps have already been taken to give the journal a more significant role in AMTEC.

Third, a new editor of CJEC is about to take over. It is always difficult to predict precisely what impact a new editorial policy might have. Nevertheless, we think we can give you some glimpses into what you might expect from CJEC for the next two years: **Feature Articles.** An attempt will be made to continue the recent trend of providing a mechanism for formal refereed papers as the backbone of the journal. The trend will be towards fewer but longer contributions within this section.

Profile. A common request from AMTEC members is to obtain more information on media organizations across the country. We hope to be able to profile such organizations on a regular basis within this column.

Update. A summary of current events and happenings across the country is the goal for this column.

ERIC. A review of significant current documents from the Educational Resources Information Exchange document service will be a regular feature.

Bibliographies. This section will feature basic print and media bibliographies on subjects of interest to educational technologists.

Fiction. This section is only in the experimental stages. Most media journals tend to be cognitive in approach and content. The premise of including a fiction section in this journal is based upon the assumption that there is indeed a body of work from the entertainment domain which approaches truth as a unique slice of life, a frozen moment in time. Should the concept be workable, CJEC will begin modestly by

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reprinting selected works of fiction which deal with the themes of educational media. AMTEC News. Of course, the reader will be informed of developments within their own organization, through this regular column.

Another concept which deserves further exploration is that of "guest editor." The feasibility of inviting individuals with expertise in some aspect of educational technology; then allowing that person free reign to pull together a collection of papers highlighting that theme is currently being studied.

What does CJEC need in order to thrive and grow for the next two years? What can YOU do to make CJEC a viable and useful journal? First you can contribute by writing. A journal first and foremost needs papers. It should not be the exclusive job of the editor to seek out papers from his friends and acquaintances. Rather, the major source should be the membership itself. So, most important, if CJEC is to continue to operate through the '80s, each member needs to consider his or her potential contribution through writing.

Second, CJEC needs information. We need YOU to submit short news notes for the UPDATE column; we need book reviewers; we need individuals to take charge of the various proposed columns.

Third, CJEC must expand its subscription base. A survey of the AMTEC membership lists shows that very few Canadian libraries subscribe to our journal. Why? Can you help? Does YOUR library subscribe to CJEC? If each AMTEC member could add only one subscriber, we would (obviously) double our circulation.

Finally, tell us what you would like to see in CJEC, then help us.

AMTEC and CJEC are both at a significant crossroads. If CJEC is to represent the AMTEC membership accurately; and if CJEC is to become a significant journal representing the views of educational technologists in Canada, then the first major step is to obtain a commitment from all members to work towards this goal. Ladies and gentlemen of AMTEC, it is time to move.

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