EDITORIAL

Hello. My Name is Denis.

Hello. My Name is Denis. If you are a regular reader of CJEC then you probably already know that I am your new editor. So this is my first editorial. Which I approach with some trepidation, but coupled with excitement and eagerness to take on this new challenge.

It would be a truism to begin by saying that educational media/technology is at a crossroads today. . .but nevertheless, it is a truism which needs restatement. Perhaps the most significant feature of our field right now in 1982 is the fact that a clear dichotomy has arisen between what Wilbur Schramm has called the "big media, little media" syndrome. Until now, educational technology has been primarily concerned with the "little media", that is, those hardware/software/process elements with obvious direct implication for the classroom teacher. These little media. . .films, slides, graphic media, audiotapes. . .could be understood, manipulated, produced and handled by Everyman (and almost, one is tempted to add parenthetically, by Everyteacher.)

But the "big media" are different. This term connotes the so called "high technology" and is usually spoken in conjunction with the concept of the "information society." Unlike as with the little media, the average educator is out of touch with this high technology. The manipulation, production, and understanding of high technology is no longer withi the reach of Everyman, who is being bombarded with too much, too soon. Future shock, in Toffler's apt phrase.

The implications run deep and strong, and at least one objective of CJEC over the next few years must be to attempt, on the one hand, to demystify and highlight appropriate eduational developments in high technology, and on the other hand, to maintain a clear perspective and balance with the role of the little media as well. Yet it is not a simple thing to talk chalkboards and videodiscs; posters and informatics all simultaneously, without losing a sense that they are all part of the same baseline.

And to seemingly complicate the issue further, we need to be reminded that mere software and hardware are not what educational technology is all about. A

"DENIS"
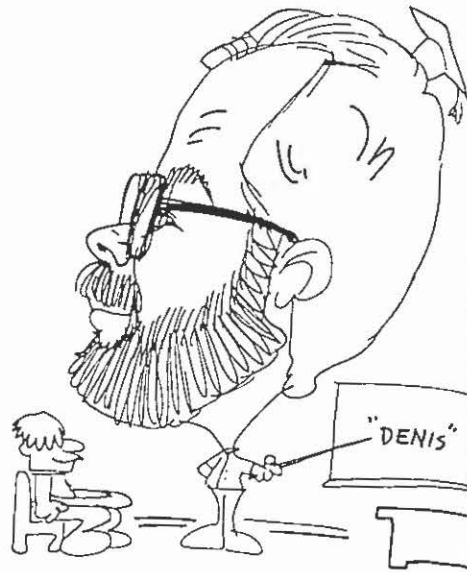
complete definition of educational technology needs to follow the line of thinking of Ivor Davies when he proposes three alternative views of our field, and of David Mitchell's philosophic analysis in the *Encyclopedia of Educational Communications Media and Technology*.

With the above in mind, I am eager to introduce you to our first issue. I say "our", not meaning "me", but to point out that indeed CJEC is developing a core of contributors, writers, and evaluators, some of whom are listed on the table of contents page. (We need more yet. Can you help?)

Our lead paper for this issue is a prose version of the conference evaluation speech presented at the conclusion of the AMTEC '82 conference in Winnipeg, by John Chalmers. Normally a conference wrap-up makes for pretty dull reading, but this one is an exception. Mr. Chalmers is something of a resident historian of AMTEC, having been actively involved in the organization for all of its ten years. His comments read, not as an evaluation of Winnipeg's conference, but as an overview of AMTEC's progress over a decade.

It is an important paper which should provide hope, inspiration, and direction for all AMTEC members.

Our second major paper comes from Simon Faser University. Carmen Luke provides a massive, yet selective annotated bibliography on the topic of children and television. And we must reiterate what was just said for Mr. Chalmers paper, namely, an annotated bibliography is not usually exciting reading. But again, the information has been so meticulously gathered and annotated, that I am sure you will agree that the paper will provide for many AMTEC readers an invaluable resource. Due to the length of this paper, we have determined to present the remainder of the bibliography in the next issue.

Our final paper is not really a paper, but it is an exciting addition to CJEC. Because it is precisely, to borrow from Humphrey Bogart, ". . .the stuff that dreams are made of. . ." This is a short story exploring the impact of media innovation within a small Newfoundland town in the early decades of this century. We thank McGraw-Hill Ryerson for permission to

reprint this classic Canadian story.

And in between, we have book reviews, film reviews, a news column, a computer news column, and a "Mediography" column.

A word about our advertisers. Advertising costs money, and advertisers need to put their visibility where they obtain evidence of some return. CJEC and AMTEC need this corporate support, so it is a two way street. Please support our advertisers, and tell them that you read about their products in CJEC! They need your feedback if we are to expect their continued support.

Finally, a few comments on the final "look" of this issue. I hope it continues in the tradition of excellence set by Richard Lewis. I hope it provides something for all AMTEC members. I hope it will be a journal not to be immediately shelved for posterity, but rather that it will be a journal to be referred to again and again for its news, its papers, for information.

And now, its time for you to read, to browse, and we hope, to enjoy. □

Notes for the Guidance of Authors

The Editor is always pleased to receive for consideration articles on aspects of educational technology, media use and research likely to be of interest to readers. Topics of interest include: computer assisted instruction, learning resources centres, communication, evaluation, instructional design, simulation, gaming, and other aspects of the use of technology in the learning process. Two primary forms of contributions are welcomed: refereed articles, and notes and non-refereed articles. It is important that contributions conform to the notes below.

Notes and Non-Refereed Articles

1. Contributions for this category are welcomed from all members. Writers are encouraged to use a familiar, casual style. Jargon should be avoided.
2. Contributors to this section surrender to the editor the responsibility of final copy edit. Articles will not be returned for author approval prior to publication.
3. Contributions to this section do not require additional notes or references. If

these are included they must adhere to the style guidelines for refereed articles.
4. Include your name, position, institution and mailing address.
5. Type contributions on 8 1/2 x 11 paper using a 60 stroke line, and double-spaced. Do not break words at the end of a line.
6. Non-referred articles should be from one to five pages in length. Notes of upcoming events or other news should be 1 paragraph in length.

Refereed Papers

1. Manuscripts should be 5-20 double spaced, typed pages.
2. Include an abstract of about 100 to 150 words.
3. The author's name, position, institution, and mailing address should be on a separate page.
4. Authors should send three copies.
5. Contributions are accepted on condition that the material is original and the copyright vests in the Association for Media and Technology in Education in Canada. Contributors must obtain all necessary permissions and pay any fees for the use of materials already suject to copyright.

6. Type contributions on 8 1/2 x 11 paper, using a 60-stroke line. Do not break words at the end of a line.
7. **Main Headings** should be centered and typed in upper case. Secondary headings should be typed at the left-hand margin, using upper and lower case underlined.
8. All tables, diagrams, figures, or photographs should be submitted in camera ready format. Diagrams, tables, and figures should be provided on separate sheets of paper. The position of each item in the text should be indicated as follows:

Table 1 about here.

9. References in the text should employ the author/date format (eg: Kowal, 1982). All references should be listed at the end of the paper in alphabetical order. The American Psychological Association Style Manual (2nd edition) should be referred to by all authors to ensure consistent reference style.
10. Spelling should conform to the Merriam-Webster **Third New International Dictionary.**