

AMTEC 82 — Still Headed in the Right Direction

By John J. Chalmers

The AMTEC 82 conference in Winnipeg marked the first decade of the formation of the Association for Media and Technology in Education in Canada. For 10 years, with a membership still under 500, spread across 5,500 kilometres of country from Victoria to St. John's, this small organization has held together as the only organization of its kind in Canada.

While AMTEC itself is now 10 years old, the seeds were sown at the beginning of the 70's when educators scattered across the country felt that the time had come to get organized on a national scale. The need was seen at the first Canadian Educational Communications Conference in Edmonton in 1971. A second C.E.C.C. was held in '72 and by then the gestation period of two years was completed. AMTEC was delivered due to the mating of the Educational Media Association of Canada and the Educational Television and Radio Association of Canada.

Those were exciting times. Money seemed to be no problem, and the audio-visual field was growing in school boards

and post-secondary institutions throughout the land. Those of us in AMTEC were speaking enthusiastically about being on "the leading edge" of education. Indeed, we felt we were in on the beginning of something new, something important.

Today, that spirit still exists at the very root and heart of AMTEC. The organization has matured and solidified into a professional and collegial association still unique in the country. But times have changed! For one thing, those of us who were there at the start are all 10 years older, and how quickly the years have flown! But how has AMTEC changed?

As an organization, AMTEC has matured. It has moved from a concern about increasing the use of hardware and software in the teaching process to planning instructional design and implementation of policies and programs for the betterment of education. Yet neither AMTEC as an organization nor its members as individuals have lost the sense of youthful exuberance about their work which we all had 10 years ago.

The theme of the '82 conference, *Resources in Context*, was an indication of the

concern for the wise and planned use of all resources contributing to the effectiveness of education. No longer do we debate the merits of 16mm projectors vs. local television production, the advantages of audio cassettes vs. reel tape, marvel at the versatility of the overhead projector and wonder whether librarians and audio-visual people will share the same bed. Instead, we seem to be more concerned than ever, not with the physical aspects of A-V communication, but the human aspects of learning.

In serving as conference evaluator for AMTEC 82, I was motivated to look at the Winnipeg conference and to consider the growth and development of AMTEC itself over its first decade. Three areas which I had occasion to consider were *commitment, financing, and purpose*.

I have absolutely no doubt that a strong commitment to AMTEC has existed since the organization's earliest days. Without commitment, AMTEC would never have been formed and would never have survived. This spirit is seen particularly at the time of the annual conference, when a volunteer committee works for at least a

year to plan and stage the annual major production of AMTEC. In the early days, the conference was planned from one year to the next and a site for a conference was selected only a year in advance.

Today, conferences are planned at least two years in advance and scheduled even further than that. Committees are at work now for AMTEC 83 in Montreal and are already organized and planning for AMTEC 84 in Kelowna. At one time I would have been concerned that a smaller centre like Kelowna could successfully hold the conference, but having seen Truro hold a fine conference in '81, I know that AMTEC has reached the point where it could locate the event anywhere in the country and make a success of it.

Commitment to AMTEC is seen in at least three areas.

1. *Membership* — Each year, new names are added to the roster, and the number of long-time supporting members grows. However, if membership is to continue increasing, the benefits to members will have to be made clear. It isn't enough to sell membership. We must also sell a reason for belonging. With a reason to

belong, commitment will continue.

2. *Employers of the membership* — From the beginning, the employers of AMTEC members have freed their staff to attend meetings and conferences. Hidden costs of secretarial support, copying machines and mail rooms have also been picked up by educational institutions across the country. Because most AMTEC members earn their pay by working in the public sector, AMTEC probably wouldn't exist without employer support, so employers must be kept aware of AMTEC benefits to them.

3. *Commercial sector* — The generosity of the commercial sector which supports AMTEC had contributed largely to the success of annual conferences. This is seen particularly in the social aspects which are so vital to AMTEC conferences. In grants, fees and sponsorships, our colleagues in commerce have contributed greatly to AMTEC.

The combined commitment of membership, employers and business continues to make the AMTEC conference the best professional bargain in the country. In spite of tremendous inflation over the past

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Television and Children A Bibliography: 1975-1981

By Carmen Luke

The average child starts watching TV at three months old. At age 2, children are watching 4-5 hours daily. From 4 years on their daily ration includes adult entertainment programs. Once children start school, their daytime viewing stops, yet their overall viewing time drops only insignificantly. In other words, what they miss during the day is compensated by additional viewing at night. U.S. statistics show that 18 million children are still watching at 9 p.m. and 1 million are still watching at midnight.

Children watch 30 hours of TV a week. That amounts to roughly 18,000 hours by the time children leave school at 18. By comparison, twelve years of schooling amount to 12,000 hours in the classroom. Undeniably, children spend more time in front of the screen than with teachers or textbooks. For generations of children, TV has become the parental surrogate, modeling codes of conduct and explaining the world.

Existing research tells us that amount of viewing, as well as 'quality' of the programs impact on children's attitudes and worldviews. Some studies report that heavy viewers perform less well at school than light viewers. Creativity and im-

agination of elementary school age children are said to be negatively effected by heavy viewing (Singer et al., 1980; Zuckerman et al., 1980). Heavy viewers of all age groups are more likely to believe that what is seen on TV is 'true'. Young children in particular show an inability to distinguish between "TV reality" and social reality. (Morison et al., 1979). Preschoolers are in the heaviest viewing group, along with non-working women, the elderly, and (U.S.) blacks.

Studies consistently suggest that, indeed, TV has become a form of universal enculturation, a more powerful agent of socialization than school, family or religion. In light of this evidence, the negative reaction of teachers and parents is not surprising. Many educators and researchers consider TV an important focus of research only insofar as television poses a threat to existing instruction and curriculum, and traditional family activities.

In the 1950's, as television sets proliferated in households, TV was seen initially as a way of uniting the family in shared activity, much as the radio had brought families together for an after dinner broadcast. Today, 98% of North American households own a TV, and approximately 50% of those households own two or

more sets. To researchers these statistics indicate the TV viewing is not the shared family activity that it used to be but, rather, that viewers watch in isolation (Moody, 1980). For the child audience, viewing has become a solitary and private activity, unmediated by parents. Many consider the privatization of social activity indicative of TV's depersonalizing effect on family relations and discourse.

Today, the quality of programs is viewed with increasing skepticism by the public in general, and parents and educators in particular, who deplore the increasing amount of TV violence. Yet few are aware that the greatest number of violent, aggressive acts occur during children's prime viewing time — the Saturday morning cartoons (Dominick et al., 1979), and commercials (Schuetz et al., 1979). Most parents do not watch Saturday cartoons with their children, nor restrict viewing time by less than four hours daily (Gadberry, 1980).

For the past two decades, educational and media researchers have tried to assess the cumulative effects of habitual TV viewing on children's attitudes, behaviours and social relations. More recently, in the period covered by this bibliography, researchers have examined the effects of unmediated and mediated

viewing. Studies have shown that when parents watch with their children, discussing content and demystifying TV reality, children do become more critical viewers (Singer and Singer 76; Dorr et al., 80). Repeatedly, parental attitudes to TV are shown to influence children's viewing habits — the quality and quantity of what is watched. Since children's viewing occurs primarily in the home, parents are in a more influential position than teachers to clarify, supervise or restrict viewing.

The inordinate amount of time children spend watching TV in 'isolation' has led some researchers to question whether the cumulative effects alter cognitive processes. Whereas some would argue that there is no conclusive and reliable evidence that TV is harmful to children, many claim that TV not only has reorganized family 'space' and family activities, but has effected the way individuals apprehend and process information (Salomon, 1979; Olson, 1981). Much like the advent of print in the 16th century, the audio-visual revolution is seen to effect our senses and information processing skills in a qualitatively and quantitatively different mode from the traditional print format. It is suggested that processing information from an audio-visual medium requires more

"shallow" processing skills than those required for decoding print (Salomon, 1979; Cohen and Salomon, 1979). Comprehending text requires that the reader transform print into meaningful images. TV, however, provides immediate meaning through the realism of pictorial images and speech. The kind of mental elaborations required for understanding information coded in speech and moving imagery are considered to be more shallow than those required for retrieving meaning from print.

There are obvious differences between the two media in coding information and in the different mental skills required for decoding that information. However, there is no conclusive evidence to support popular speculation that children's apparent decrease in reading and writing ability is related to increased and unmediated viewing. Whereas it would appear that children spend more time with TV than with text, again, researchers have not established proof of the 'displacement theory' which postulates that televiewing displaces reading. Morgan (1980) found that heavy viewers read as much, and in some instances more than light viewers; yet the quality of reading

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decade, it costs no more, even relatively less, to attend a conference now than 10 years ago.

However, the AMTEC executive and the membership itself face the challenge of having to reward membership with advantages that make the support continue. These benefits must be made clear to employers and the commercial sector in order to rely on their support as well.

Three sources, at least, also exist for financing of the organization

1. *Membership* — The basic source of annual fees and conference fees. Wise management by the executive has resulted in money in the bank, but is it enough? Should AMTEC operate on a break-even basis or try to accumulate funds for financing of worthwhile projects?

2. *Commercial sector* — It has always been there in terms of grants, sponsorships and display fees, but if dollars are tight in the 80's, that kind of support may decrease.

3. *Employers* — Possibly a source worth exploring in terms of grants from larger organizations and institutions who have supported AMTEC in terms of staff time.

The purpose and objectives of AMTEC are clearly spelled out in the constitution, but implementation of them will be dependent upon:

1. *Consistency* with the objectives of the constitution, and

2. *Ability* to carry them out.

Unlike other professional educational

organizations, AMTEC will never have 25,000 members, its own headquarters building and a large highly-paid staff. AMTEC is likely to remain a small organization with volunteer labor to carry out its work.

One function which is completely successful each year under those circumstances is the annual conference, which is the biggest and most visible activity that AMTEC undertakes. The conference is probably the most important thing AMTEC does all year and it serves a purpose consistent with the constitution in bringing the membership together to focus on the issues of the times.

In doing so, the conference continues to involve the local planning committee as the conference moves around the country from city to city, providing an opportunity to build membership in pockets across Canada. With the support of the AMTEC professional literature and publication of the *Canadian Journal of Educational Communication*, the work of AMTEC can be maintained year-long with the executive entrusted to keep things going.

For me personally, AMTEC has been my Number One Conference for 10 years. It is the most valuable one I attend and it provides an occasion to renew old contacts, make new ones, and keep up on developments in edmedia, with the added advantage of having friends throughout the land. The conference provides the opportunity to continue that friendship.

In looking at the AMTEC 82 conference,

I thought it might help to provide some perspective by considering also the 1971 Canadian Educational Communications Conference, which I had the opportunity to chair. Our keynote speaker for that conference was Dr. Charles Seipmann, professor emeritus at New York University, a man who had spent some 50 years in broadcasting, educational media and teaching, having begun his work in those areas with the BBC in his native England.

In 1971 Seipmann told the assembled future members of AMTEC, "We live in a world so new that it's hard to grasp; yet, unless we grasp it, the game is up. We're running a race against time and it's a question whether intelligence and moral insight can master the instruments of science that science has brought to play and into being in our time. And the media are perhaps the most decisive of the advances in science as they have introduced decisive changes into our time."

Seipmann's comment was appropriate for 1971. We were at the beginning of a new decade and felt that something exciting would happen. CTV had just aired a new television series, *Here Come The Seventies*, and producer of the series, Doug Leiterman, was another major speaker at that conference. We were beginning to realize the potential of media as a force in education.

As Seipmann said, in speaking of mass media, "They have forced us to a new perspective. A unique aspect of our time

is the pace of change. The world around us is literally changing under our eyes at a pace that is bewildering."

In 1982 at Winnipeg, Dr. Ivor Davies, associate dean and professor of education at Indiana University, indicated that educational technology is still in a state of change, but not just in terms of introduction of technological developments. The change now is in the management of people and the planning of learning, what he calls the Knowledge Revolution, which in terms of behavior is beyond anything as merely technical as the Industrial Revolution.

"To play the game well, a new set of skills is required," said Davies. As technology changes, people change, he says. The implications for AMTEC members working in the fast-changing field of educational technology are obvious: if we don't change, or haven't changed in the 10 years since the formation of AMTEC, we are behind the times. It isn't just hardware that gets outdated.

In the decade leading up to the formation of AMTEC, the field of educational technology had moved from conventional media — film, records, filmstrips, reel tape, and so on — to the "newer" media. They included closed circuit television, cable tv, various forms of information retrieval, audio cassettes and widespread popularity for overhead projectors.

In the decade since the formation of AMTEC, the changes have been more dramatic. These have included a move from 1" b/w television and several formats of 1/2" reel b/w television to standardization on one "new format" 1/2" reel video recorder, followed by the introduction of a standard color TV 3/4" cassette and two new incompatible 1/2" color cassette television formats. There is more satellite transmission of television broadcasting, more AM and FM radio stations, use of fibre optics and laser beams, more cable TV and micro computers. There are new uses for television ranging from video disc to video games and from video text to computer-generated graphics.

Along the way, we've seen some innovations fall by the roadside, although they seemed like good ideas at the time. Remember the 1/2" b/w television cartridge, EVR and Synchronex? Probably not! For some time the newsletter of the Alberta Society for Media in Education has been running a cartoon series on "101 uses for that 1/2" reel-to-reel video recorder". The applications range from ballast in your automobile trunk for winter driving to powering a dentist's drill!

Today we have Telidon, touted by its promoters as the best videotex system in the world. Not only have the 80's mel-

lowed, so have I, and I'm still waiting to be convinced. I have no question about its potential, but until it is in the hands of a significant number of users, I don't see it as a universal answer to information storage and retrieval. The library is still a bigger and more interesting source of information, and I can get more out of a newspaper — and faster!

Twelve years ago, Charles Seipmann told future members of AMTEC that, "television has fallen short of its potential and its genius in our exploitation of it". That was a fault of man, not the medium. But the AMTEC 82 conference made it clear that there are new uses of television and that the tv screen has a new look — including Telidon — which would indicate that the potential of the medium is still being discovered.

Two years before the formation of AMTEC, Seipmann warned that, "A problem of adjustment to the time scale and the pace of life is now not only a problem of education, but of human psychology. The question can be raised as to whether we can tolerate the intake that modern mass communications brings to us."

There is even more information compiled now than there was then. How do we store it, call it up when we need it? How do we learn about the management of knowledge?

Seipmann spoke of the overwhelming mass of information with which we are confronted when he said, "We are bombarded with messages to an extent that it is almost impossible to sort them out and make sense of them. So we've reached a paradox of living in communications' Golden Age and conceivably having to conclude that the age of mass communications at its peak has brought with it a problem that forces us to keep the messages away at arm's length for sheer protection and for sheer sanity."

At AMTEC 82, Ivor Davies told us that, "Educational technology is not concerned with hardware or software — it is best looked at not as a process or product, but as a set of criteria to be reached — a quality of human performance which reduces the probability of error."

Ten years ago our major concern was improving *teaching* and coping with the accumulation of information. Today the concern has shifted to improving *learning*. "We must align the organization structure with institutional goals in order to maximize instructional, faculty and personal resources," said Davies, "that is, put our resources in context."

The context of resources, he said, is management. Davies echoes Seipman's comments about acquiring a new set of skills when he says that if we are to continue in media, we must be better



Dr. Ivor K. Davies, AMTEC 82 keynote speaker.

managers.

The management of learning was also stressed by Lt. Col. Bill Watt, CO of 426 Training Squadron at CFB Trenton, in his theme address to AMTEC 82. He presented his views in what he called "Training Technology — A Tactical Scheme". The word tactical is perhaps a term that we might expect from someone in the military, but as Watt explained, by tactical he means "adroit planning". His presentation emphasized the importance of planning to learning, particularly in the field of training technology, which can often be fraught with confusion, he said.

"It is not enough just to believe in your idea; consider the options, because that is what will be asked," he told AMTEC, particularly at a time of budget planning when funds are being requested.

Or, as Ivor Davies said, "The critical importance of decision-making is that there is no one best way. Our profession demands educated and sensitive choices where technology and people are involved."

Davies warned us that, "We must distinguish between making judgments and decisions. We have to make decisions in context, with the least disadvantage and the most advantages. Two factors in decision-making, said Davies, are 1) tasks and objectives, and 2) people involved. Thus we must choose our resources in the context of these two considerations. But too often the teacher is left out of the decision-making, and educational technology changes peoples' roles — for the learner, the teacher, and colleagues.



Bell & Howell birthday cake at AMTEC 82. Left to right: AMTEC president Lou Wise, Don Thorne (B & H), Austin B. Delaney (President Bell & Howell, Canada), Sid Davey (Bell

& Howell), and AMTEC past presidents Ann Davidson, Gar Fizzard, Mel Binks, and Fred Johnson.

In Bill Watt's tactical scheme of adroit planning, good decision-making is basic to the process he outlined in media selection, defining problems, defining goals, consulting, innovating, and finally, selling ideas. One thing that apparently hasn't changed in the last 10 years is that those of us in the edtech field are still having to sell our ideas! However, we can be encouraged by Watt's comment that, "Selling is nothing more than a process of education." If we can use the principles of learning to educate, we should be able to use them to sell education.

One characteristic of Watt's use of media, which was perhaps unique at AMTEC 82 is that he uses high technology to teach high technology — in several military applications, including pilot training. In outlining what he called the Training Technology Spectrum, he identified eight steps or levels beginning at what he called conventional instruction (i.e. chalk and talk), and moved through computer assisted instruction and ended at "high fidelity full simulation!"

The terms aren't important here. What is significant is the underlying principle — recognizing the type of learning situation which is important to the circumstances, and then followed through to performance measurement.

Another point to be learned is that we in AMTEC still have much to gain from the experience of others, perhaps particularly the military, where objectives and performance criteria appear to be much better identified than in many other learning situations. It was obvious at AMTEC 82 that there is still a need and a willingness to discuss, and that the annual conference provides an opportunity and a setting for that to occur.

This need was obvious in many sessions, including one presented by AECT president Dr. Woody Miller, who reported on his results of a survey he conducted among past presidents of AECT to find out what they consider to be major concerns in the field of instructional technology. Somewhat surprisingly, they appeared to be also the concerns of a decade ago.

Some related to financing and indicated that budget control, accountability, and cost-efficiency are important to our field. Other past presidents still felt that problems of attitude, awareness, identity and parochialism have not left us. Others said that we need to embrace our strengths, focus on professional role, improve research and continue to work towards the improvement of instruction.

Miller's advice was that we re-examine our own professional role, work together, support our national organization, write and share our ideas. The AMTEC annual conference and the pages of the *Canadian*

Journal of Educational Communication can make those things happen. Like other speakers, Miller emphasized the importance of planning when he quoted a former AECT president who was fond of saying, "Any road will get you there if you're not sure where you're going".

The final theme speaker at AMTEC 82 was Dr. John Kennedy of University of Western Ontario's School of Business Administration. In speaking on "Creativity in Resource Planning" he outlined the importance of planning, and in so doing explained the political of educational technology, which is so often dependent on donor support. AMTEC people probably recognize "donors" by another name — politicians. Many of us work in the public sector where decisions are ultimately made by politicians, not necessarily for educationally sound reasons!

Kennedy identified planning as "systematic thinking about the past, present and future to focus resources" and explained some of the special problems we find in not-for-profit organizations. These characteristics include increased complexity, a short donor time horizon, and volatility in government donor support.

Kennedy made us realize the importance of political, social and technological trends in our field. He warned of the dangers of ignoring the importance of either our donors or our audiences. Likewise, he said that misreading complex relationships can be deadly. Or, as Bill Watt put it, "Beware of goal shifts".

However, Kennedy identified two bene-

fits of good planning and three things that even good planning can't do. Good planning 1) creates unity of purpose — which leads to more power in getting things done, and 2) gives better results better communicated to donors, which leads to better funding.

Three things that good planning can't do are 1) reduce rigidity, 2) reduce the need for creativity, and 3) it doesn't always lead to success, but it starts you in the right direction.

What is critical, concluded Kennedy, is that no matter what resources you have, it's what you do with them that really counts, or as the theme of AMTEC 82 indicated, putting your resources in the context of the learning situation.

There are four general conclusions which I reached at AMTEC 82. First, there is an underlying need for information sharing and contact that is basic to the purposes of AMTEC. It was there as a reason for forming AMTEC 10 years ago and is still important today. Members still support the organization and challenge themselves with the contributions that they can make to the field of educational technology and to education itself.

Second, AMTEC continues to have a broad appeal to teachers at all levels, to administrators, subject matter specialists, colleagues in the field, and related areas from government, public health, agriculture, adult education, the military and elsewhere. That would seem to indicate that if the executive wants to embark on a membership building campaign, the

possibilities are wide open to increase and strengthen numbers.

Third, we are more subject than ever to political influence, and therefore planning for programs and budgets is of continued importance. AMTEC people should be assertive, not subservient; leaders, not followers. We must be people managers, not just learning technologists, in order to stay on the leading edge of education. People on the leading edge are still often few in number, so we must keep our edges sharp in terms of competence, accountability and results, and that adds up to good planning.

Fourth, AMTEC in its first decade has matured in many ways, and for 10 years has been moving in the right direction. We have moved from a concern about how to teach better to how to learn better, from how to store information to how to retrieve information, from how to use resources to how we can place them in context.

The maturity of AMTEC at its annual conference can be seen in other ways that indicate signs of growth. For example, the Media Festival is no longer just a competition, it is a showcase of fine educational productions. In Winnipeg this year, the Media Festival published a resource book of entries and the showcase aspect provided a forum for producers and purchasers to get together. It set a new standard and format for future Festivals.

The 10th year of AMTEC was also a remarkable and distinguished year for publishing. Accomplishments in this area include a revised constitution, a new name and a new thrust for the association journal in the field of professional literature, and most remarkable of all, advance publication of the conference proceedings.

So if you didn't get to the conference, a good part of AMTEC 82 can come to you! When registrants picked up their conference kits, they received a 284-page book, *RESOURCES IN CONTEXT*, containing papers, abstracts or descriptions of most sessions at the conference, 35 to be exact. They ranged from well-researched papers on learning theory to case studies in the use of media, from timely issues to descriptive accounts, and from what's new to how it works.

The lead article by keynoter Dr. Ivor Davies on educational technology and the Knowledge Revolution is alone worth the modest price of \$12.50 for the book. It's a worthy addition to your professional library and may be ordered from con-

ference chairman Gerry Brown, AMTEC 82, 1180 Notre Dame Avenue, Winnipeg, Manitoba R3E 0P2.

In preparing my comments as conference evaluator for AMTEC 82, I looked once again at the comments of Charles Seipmann, who spoke to us the first time we gathered. I wanted to see what statements he made that are still relevant today, and I was heartened by some of his concluding remarks. They were given at a time when AMTEC was not yet conceived, but when we knew that something exciting was about to happen.

He shared with us three lessons which he had learned in 50 years in education. I still find encouragement in his first two lessons:

1. *The world cannot be changed overnight by the skillful and imaginative use of mass communications. Don't break your heart because you can't change the world quickly, but over the long haul, your efforts will ultimately become fulfilled.*
2. *Be patient and be reconciled to patience or else you'll become desperately disillusioned. It takes a long time to educate a human being.*

We in AMTEC approach our joint interests with evangelistic zeal, but it occurs to me that missionaries before our time have been burned at the stake when others failed to share their beliefs. AMTEC 82 warned about coming up with the right answers to the wrong questions, and when we have been answering the question, "What should we be doing?", maybe the question that should receive our attention is, "What are the benefits?"

If the benefits are known, the purpose of AMTEC may become self-evident. Perhaps that is why I find Charles Seipmann's third lesson so comforting and so heartening:

3. *Stick at it. Stay on the cutting edge and don't be discouraged by those who don't go along with you. Get reconciled to being lonely — the crowd is behind us. But the consolation is the company and comradeship of fellow pioneers who share the beliefs you do in making the world a little better with the combined and fruitful partnership of educational technology.*

That was said in 1971 and still makes good sense today. But let's give the final quote to the '82 keynote speaker, Ivor Davies, from his lead article, "Educational Technology: A Context for Theory Building in the 1980's", as published in

the conference proceedings, *RESOURCES IN CONTEXT*.

"Educational technology has many meanings," he wrote, "but the one associated with machines must be abandoned." He stated:

A new revolution... is underway. The age of the Industrial Revolution is giving way to a Knowledge Revolution. This change has profound consequences not only for teaching and learning, work and leisure, but also for family and society... At such a time it is essential that we reaffirm the central place of the human intellect and spirit in all our professional activities.

After 10 years in AMTEC, the crowd is a little bigger, the company is a little stronger, life in educational technology is a little less lonely, and we can see not just where we have been, but know better where we are going. It all adds up to a lot of reasons to stay with an organization that can now look back with pride and forward with the confidence that for 10 years it has been moving in the right direction. □



William Norrie, Mayor of Winnipeg, signing proclamation for Manitoba Educational Media Communications and Technology Week. Standing: Lou Wise (AMTEC president), Gerald Brown (AMTEC 82 conference chairman), Tom Rich (AMTEC vice president).

If you missed AMTEC 82 in Winnipeg, here is your opportunity to read all major papers.

RESOURCES IN CONTEXT

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