

MEDIA NEWS

About this issue

This final issue of volume 12 focuses upon educational technology and Canadian Studies. Prof. Kenneth Osborne, Coordinator of Canadian Studies at the University of Manitoba is our guest editor. As you will see, he has collected a cross section of papers dealing with Canadian Studies of particular interest to educational technologists.

The journal opens with Professor Osborne's own in-depth examination of Canadian Studies, stressing the role of media and technology within that domain. Dr. T.R. Morrison, assistant deputy minister for the Province of Manitoba provides a thoughtful and challenging piece relating Canadian Studies to technological change. Then, Robert Anderson, director of the Canada Studies Foundation discusses TEACHING CANADA FOR THE NINETIES. To conclude our papers, Jean Claude Mahé discusses a program which integrated Canadian Studies with media at the University of Alberta, and Inger Smith examines the problem of media selection for ESL classes.

In addition, we have our usual columns. All in all, we hope you will find this issue useful, provocative, and an exciting overview of Canadian Studies. Special thanks go to Professor Osborne for his diligent and methodical work in selecting and editing the papers for this issue.

We have an index!

For the first time CJEC provides an annual index summarizing what we have done in Volume 12. Prepared under the careful scrutiny of David Thirlwall, the index is as good a barometer as any of what this journal has achieved over the past year. And, as always, this is a good time to remind members that CJEC needs wider distribution. If you know a library which does not subscribe; if you have a friend who should be a member; tell them about CJEC and AMTEC.

Coming soon

Volume 13 of CJEC is in the planning stages, and you will be informed in the next issue of exciting new developments, upcoming theme issues, and more news, more columns, and more information. Our goal is to make CJEC the voice of educational technology in Canada.

Educational Technology in India

India is using the "new" electronic technology to deliver education and instruction to its population even as it looks to other countries for ideas on how to use the technology, a Canadian delegation to that country found out earlier this year. The eight Canadian scholars included Dr. William Winn (chairman), and Dr. Barry Ellis from the University of Calgary; Dr. Iain Taylor, Athabasca University; Dr. Glenn Cartwright, McGill; Ms. Judy

Roberts from the Royal Ontario College of Physicians and Surgeons; Dr. Michel Cartier, Quebec; Dr. Geoff Potter, University of Victoria, and CJEC editor Dr. Denis Hlynka, University of Manitoba.

The workshop/seminars were sponsored by the Shastri Indo-Canadian Institute and the Indian University Grants Commission to coincide with the World Communication Day and the recent launching of India's second communication satellite INSAT 1B.

The Canadian team worked primarily in New Delhi. A highlight of the Delhi visit was a 45 minute audience with Prime Minister Indira Ghandi concerning the future of educational technology in India. The prime minister expressed an awareness of the value of educational technology, but pointed out the uniqueness of the Indian situation, particularly the more significant informational needs such as dissemination of weather information.

The visit with Mrs. Ghandi was indicative of the high profile given the Canadian visit. Sessions were inaugurated by the Minister of Education and the Chairman of the University Grants Commission there. Many other senior officials were involved in the workshop as well.

Following the Delhi workshop/seminar, the Canadian visitors met with Indian television authorities and visited the

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Canadian educational technologists in India. Left to right: Potter, Hlynka, Taylor, Prime Minister Ghandi, Ghosh (Shastri Institute), Cartwright, Winn, and Roberts. Standing, left to right: Malik (Shastri Institute), unidentified, Ellis, and Cartier.

COMPUTER NEWS

This column is intended to be mainly a vehicle for informing members of current happenings on the Canadian and international educational computing scene. If you have news items you would like to submit, please forward them to:

Rick Kenny
Media Services Group
Calgary Board of Education
3610 - 9th Street S.E.
Calgary, Alberta
T2G 3C5

Alberta's Computer Technology Project (Update)

It was reported in the Winter (Vol. 12 No. 2) edition of CJEC that Alberta Education has established a Clearinghouse to evaluate software and courseware. In April, the Clearinghouse published its first set of evaluations, having reviewed over 200 titles in the areas of Mathematics, Special Education, High School Biology and Business Education. Educational resources which receive the blessing of Alberta's Department of Education are given a designation — supplementary, recommended — or prescribed — and are made available to schools through the School Book Branch. Material which is designated "recommended" is supplied at a 15% discount (of negotiated price) while "prescribed" material receives a 40% discount. Of the courseware evaluated, only nine packages, all in the area of mathematics, were considered of sufficient quality to receive designations. Of these, seven were recommended and two were supplementary. While no Business Education courseware had reached the final stage of evaluation, a variety of Biology and Special Education packages had, and were judged as unsuitable for provincial needs.

The reason why small numbers of titles received designation had to do with the age of the material according to a letter accompanying the report. Apparently, the courseware evaluated to date is fairly old (1979 - 1981) and represents material produced in response to original demand. It is the judgement of Clearinghouse staff that such courseware was produced in a vacuum and without proper development time. They noted that major companies are now investing the time and energy to produce quality materials and, indeed, have included educators on their design teams. They feel the quality is improving and that the number of designations will increase.

Reports from the Clearinghouse are to be published every three to four months

and will be circulated to Alberta schools and school district offices. Copies may be obtained by contacting Mr. Dave Wighton, Clearinghouse Manager, Computer Technology Project, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

ANSI Basic Draft Standard:

The Draft Standard for ANSI (American National Standard Institute) BASIC was made available for public comment during the period of March 15 to July 15, 1983. It is a version of BASIC which has been developed to answer the concerns of educators that the language was in need of greater structure and capability and, consequently, incorporates a variety of new features.

A copy of the draft standard can be obtained by sending \$20.00 U.S. for duplication and requesting document X3J2/82-17 from:

X3 Secretariat
Computer Business Equipment Mfrs.
Assn.
311 First Street, N.W.
Washington, D.C. 20001

Apple Launches Its New Model

Apple Corporation has released the Apple IIe (for enhanced) at a price lower than a comparably configured Apple II Plus. The new machine has a variety of new features to recommend it including a standard 64K memory (expandable to 125 K), an 80 column display card, upper and lower case, and an expanded, full ASCII Keyboard.

A complete "Starter System" will be available for \$1995.00 U.S. and will include the Apple IIe computer with 64K of memory, the Disk II floppy disk drive with controller card, a 12" monitor with standard, and the 80 column card. Apple will, apparently, continue to support owners of older systems with service and parts and the new systems will retain the full capabilities and software library of the Apple II.

International versions of the Apple IIe are to have special power supplies and logic boards as well as local-language keyboards and manuals. Apple IIe's destined for Germany, France and the U.K. use the International Standards Organization (ISO) on the same keys and can be changed by means of an easily accessible switch. Other "foreign language" keyboards include French—Canadian and the Owner's Manual, Apple Writer II and Quick File II are available in French.

ERIC Searches on Microcomputer

The ERIC Clearinghouse on Information Resources has developed a program for Apple II which allows ERIC users to search portions of the ERIC database. The program is called MICROsearch and can be used to search specially prepared diskettes containing subject-related segments of the database. Each diskette contains 200 to 300 bibliographic records selected from RESOURCES IN EDUCATION (RIE) or CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). Each record includes an accession number, author, title, journal citation, and indexing terms, but omits abstracts because of limited storage. It uses a formatted screen to guide the user through the process of the search and the aids on the screen are supplemented by a 29 page manual.

Software for other brands will be made available in the future as well as an editor that will allow users to create data-base diskettes of their own material which can also be searched using MICROsearch.

The current software is written for the Apple II with 48K RAM, APPLE DOS 3.3 operating system, and at least one disk drive. A demonstration package is available for \$10.00 U.S. from Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, N.Y. 13210. The package contains the MICROsearch software, the manual, and a demonstration diskette containing 208 records from CIJE (Jan. to Sept. 1981) on educational technology.

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those developing curricula and programmes of study.

What Are Canadian Studies?

It is generally agreed that the call for Canadian Studies is not simply a call for more Canadian content in the curriculum. The lack of such content was a problem in the 1960's and early 1970's and remains a problem in a few topic-areas, but by and large it has been overcome.

There are those who differentiate between Canadian Studies and the study of Canada. The latter includes anything and everything dealing with things Canadian, be it history, literature, geography, botany or whatever. It therefore includes all approaches based upon a single discipline. The former term Canadian Studies, on the other hand, is reserved, in this view, for an interdisciplinary, integrated attempt to see Canada whole. It is an attempt to come to terms with the totality of the Canadian experience, arguing that reality is multi-faceted and complex and that no single academic discipline can do more than present one slice of it. There is, in reality, no one royal road. The goal is that the curriculum, at all levels of education, should "help Canadians in some way to understand the physical and social environment that they live and work in, that affects so profoundly their daily lives, and that in turn is affected by their actions."²⁶ Given this goal, there are obviously many ways of attaining it.

The particular difficulty is to do justice to all facets of the Canadian environment in a reasonably comprehensive way, while at the same time striking a reasonable balance between the regional and the national. In regard to the former, there are still gaps. Symons not long ago pointed to important areas that remain inadequately studied.²⁷ They included the north ("an academic desert"); broadcasting, especially its historical records ("obscured by decades of inertia and neglect"); science and technology ("Canadians have little knowledge of their notable engineering heritage and of the considerable contributions which have been made by our engineers to science and technology"); and education ("the most neglected Canadian Study.") In addition, in areas which have long paid a good deal of attention to Canadian concerns, new methodologies are being applied and new discoveries made.

As for the regional-national balance, the Canada Studies Foundation has made distinction between Canada Studies and Canadian Studies. The former are defined as those which are of national ("pan-Canadian" is the Foundation's term) application and import; the latter deal only with local or regional concerns. Since the priority is that Canadians see their country whole, in all its diversity, and in its in-

ternational setting, the emphasis, argues the Foundation, must be placed on Canada Studies.

Educational Technology

In all of this, educational technology obviously has an important part to play. One of the fundamental goals of Canada, or Canadian Studies, after all is to explain Canadians to one another and this is no easy task in a country which is so large and so diverse. It is a commonplace that Canada is a country of regions and that these regions are not well-informed about each other. In any given place in Canada, for example, the flow of news is usually national, in the sense that it deals with federal politics, and local, in the sense that it deals with events of immediate interest in that particular place. What is lacking is any sustained account of other regions and their particular concerns and outlooks. This can be demonstrated by an elementary analysis of almost any newspaper, radio or television programme despite the commitment to "national unity" described in the National Broadcasting Act. Educational technology can play a major role in remedying this state of affairs. Educational television, satellite communications, locally produced programmes made available for national distribution, films, radio hook-ups — the possibilities are endless. Beyond these more or less commonplace technologies lie the mind-boggling possibilities of the communications revolution. If the Canadian Studies movement is to achieve its full potential of informing Canadians about themselves and each other in order to produce a richer and more rewarding sense of community, then the potential of educational technology cannot be ignored, as the articles in this special issue of *Canadian Journal of Educational Communication* all in their different ways suggest.

NOTES

- 1 J. Levitt. *A Vision Beyond Reach: A Century of Images of Canadian Destiny*. Ottawa: Deneau, 1983, p. i.
- 2 H.J. Hanham. "Canadian History in the 1970s," *Canadian Historical Review*, LVIII (1), 1977, p. 22.
- 3 A.B. Hodgetts. *What Culture? What Heritage?* Toronto: O.I.S.E., 1968, p. 116.
- 4 T.H.B. Symons. *To Know Ourselves*. Ottawa: Association of Universities and Colleges, 1975, p. 13.
- 5 *ibid.*
- 6 *ibid.*, p. 12.
- 7 A.B. Hodgetts and P. Gallagher. *Teaching Canada for the '80s*. Toronto: O.I.S.E., 1978, p. 11.
- 8 Science Council of Canada. *Science in a Canadian Context*. Ottawa, 1979, p. 10.

- 9 R. Cook. "La Survivance: English Canadian Style" in *idem.*, *The Maple Leaf Forever*, Toronto, 1971.
- 10 C.N. Cochrane and W.S. Wallace. *This Canada or Ours*. Ottawa: National Council of Education, 1926, p. 11.
- 11 House of Commons Debates, 8 October, 1971.
- 12 P. Dunae. *Gentlemen Emigrants*. Vancouver: Douglas and MacIntyre, 1981, p. 30.
- 13 National Broadcasting Act, 1968.
- 14 M. Atwood. *Survival*. Toronto: Anansi, 1972, p. 19.
- 15 *ibid.*
- 16 C. Harris. "The Emotional Structure of Canadian Regionalism," *Walter L. Gordon Lectures*, p. 15, 1980-81. Toronto: Canada Studies Foundation, 1981, pp. 9-30.
- 17 T.H.B. Symons, *op. cit.*, p. 12.
- 18 *ibid.*
- 19 L. Armour. *The Idea of Canada and the Crisis of Community*. Ottawa: Steel Rail, 1981.
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- 21 N. Frye. *The Bush Garden: Essays on the Canadian Imagination*. Intro.
- 22 J.M.S. Careless. "Limited Identities in Canada," *Canadian Historical Review*, L (1), March 1969, pp. 1-10.
- 23 C. Harris, *op. cit.*
- 24 W.L. Morton. *The Canadian Identity*. Toronto: University of Toronto Press, 1972.
- 25 V. Nelles and A. Rotstein (eds.), *Nationalism or Local Control: Responses to George Woodcock*. Toronto: New Press, 1973, pp. 1-11.
- 26 T.H.B. Symons, *op. cit.*, p. 35.
- 27 T.H.B. Symons. "To Redress the Balance," *Association for Canadian Studies, Occasional Paper*, No. 1, Sept. 1980.

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sophisticated space research applications center at Ahmedabad. They also visited the community science center which provides laboratory facilities and experiments in elementary science to young students in a model similar to Canada's Ontario Science Center. The tour concluded with visits to the Department of Communication at Poona and a brief wrap-up in Bombay.

AMTEC Media Festival Awards

The results of the 1983 Media Festival Awards were not available for publication at press time for this issue. AMTEC members should be interested to know

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"Canadian Eh!" Technological Change and Canadian Studies

By T.R. Morrison

We are currently living in a world in which the products of our own human genius are simultaneously the source of both our most pressing problems and enlivening opportunities. The world we have created, and particularly the maps we have drawn to guide us through the resultant maze, has now become the obsession of our lives. To an extent heretofore rare in history, the ways in which the human mind *invents* reality, *acts upon* this invention and analyses the relation between each, is the central problematique of society. We have not only become conscious, but conscious of our consciousness. Indeed, the new science of artificial intelligence is founded on efforts to "model" this awareness.¹ The result is a world of increasing complexity, much of it human-generated.

Let me provide you with a "concrete abstraction" of what I am talking about. Today, the most dominant focus in social discourse concerns the deplorable state of the economy. Undoubtedly, this is a disturbing situation, one filled with human tragedy. That being said, what can this discourse reveal to us. How does it relate to the theme of human-generated complexity?

When we discuss the economy today, a number of patterns can be noticed. Firstly, we talk of the "economy" as if it existed apart from the invention of man. The economy can be anything we want it to be. Within it, for example, we can raise GNP, by conventional counting methods, by adding and valuing the work in the so-called informal economy, particularly the household.² Secondly, when we discuss our economic problems, we do so within abstract models, that is, intellectual inventions of them. We talk of inflation rates, price, interest rates, demand, consumer confidence through the use of models we have created. We also reify these models. We invent them, forget that they are not reality but representations of it, and discuss economic reality as if the models were reality.

Our problems today, economic or what have you, have increasingly less to do with reality, than with our minds' representation of them. This is exacer-

T.R. Morrison is Assistant Deputy Minister of Education for the Province of Manitoba. He was previously the Dean of Continuing Education at the University of Manitoba and is the author of a number of monographs on Canadian social and educational history.

bated by the fact that the time gap between representation of an image of reality and having others share and think through it, has narrowed immensely. This has been brought about primarily by the rapid impact of "communications technology" (CT) in our society.³

The word communications may strike one as rather strange. Let me briefly elaborate upon its meaning and significance. The concept deals essentially with a fundamental process currently at work in society: the merging of hard and soft technologies. Throughout the nineteenth and up to the mid-twentieth century, communication could be divided, roughly, into two distinct realms. One was mail, newspapers, books and magazines, printed on paper and delivered by physical transport or stored in libraries. The other realm was the telephone, radio telegraph and television. Coded message image or voice sent by radio signals or through cables from person to person.

Technology, which once made for separate industries, is now erasing these distinctions, so that a variety of new alternatives are now available to information users. Consider the following:

1. The meshing of telephone and computer systems, of telecommunications and teleprocessing, into a single mode.
2. The substitution of electronic media for paper processing. This includes such developments as electronic banking, electronic mail, facsimile delivery of newspapers and magazines.
3. The expansion of television through cable systems, to allow for multiple channels and specialized services and the linkage to home terminals to direct response to customer or home from local or central stations.
4. The reorganization of information storage and retrieval systems based on the computer to allow for interactive network communication in team research and direct retrieval from data bank to home or library terminals.
5. The expansion of computer-managed and mediated instruction.

Technologically, then, telecommunications and teleprocessing are merging into a new mode called "communications." The distinction between processing and communicating is becoming increasingly indistinguishable. This technological merging, moreover, is leading to the development of integrated human and social technologies: management information and strategic planning systems are prime examples.⁴ These integrative soft systems, as the communications technologies which underpin them, are

generic innovations, since they are intended to be used and applied at a system-wide level. Strategic planning systems, in other words, are applied to the corporate, voluntary and public sectors alike. The lesson is clear: the model is more important than that to which one applies it. This new era of the "triumph of the model" can, as will be discussed later, either liberate or entrap mankind. In any event, any serious discussion of Canadian Studies must, if it is to have any relevance, address the origins and consequences of this emerging "mind set" of a new society.⁵

A young baby today faces a world in which images of reality are rapidly created, codified, modelled, analyzed, acted upon, evaluated, altered, or dispensed with, and linked increasingly to other such images. And, this is an increasingly intentional and deliberate process. Moreover, we have emergent labels for the sciences which propel the process: systems analysis, information science, decision-theory, operations research, artificial intelligence and cognitive science.⁶ For educators, people who presumably are the most future-focused of all — that is, they help prepare people to understand, adapt to, and change the world they live in — a perennial question emerges anew: what is it that people should be encouraged to learn and how should that learning occur?

In approaching this question, a fundamental principle must be grasped: There is no meaning apart from context. One's hand has meaning in context of one's body. Education, and similarly schools, have no meaning apart from context. Grasp the context and the assignment of meaning of those things within it is a simple matter. In the following pages, an effort will be made to sketch briefly a particular context within which the meaning of education, and hence any approach to Canadian Studies, might be understood.

Of the various forces which are likely to alter the context of education in the future, two are of vital importance. These are, firstly, the social impacts to be generated by the application of increasing sophisticated innovational technology to the world around us and secondly the interpretation given by man to these processes and developments. Both factors are critical and integrative: technological change and man's interpretation of it each determine action if any. Education, it follows, must attend to both. Let me turn first to technological change.

Technological innovation proceeds in roughly three stages. Currently, we are

involved in the decisions surrounding the introduction of Telidon. The need for this involvement to be independent of the telephone carriers and industrial interests is self-evident.

As indicated earlier, it is the chronological juxtaposition of these technological developments which are creating an extremely accelerated rate of change. Elmes (1981) is representative of most writers in the field of "high technology" when he describes the resulting effects.

This (change), in turn, will impact on education not only in terms of methods of delivery but also in terms of the subjects taught, percentage of time spent in a physical plant; the degree of interpersonal reaction; thought processes; problem-solving processes; and so on. One of the most important skills to be acquired will be the ability to relate disparate pieces of information to one another, to draw linkages. Power will increasingly rest with individuals who know how to access information and to synthesize it. (p. 3).

If Elmes is correct, and I believe that he is, the participant at a recent Computer Aided Learning Workshop who stated "As far as I know, people never had so many debates on chalk education, but it worked for a long time" (Science Council of Canada, 1981, p. 32) has surely underestimated the potential impact of the new technologies. The new technologies represent alternative aids to teaching. However, these alternative aids are so unbelievably more complex than chalk that many debates are not only necessary, they are vital to the survival of the education system. It follows, therefore, that they were also crucial to the future of Canadian Studies.

Teaching Canada for the '80s argued that we must teach students the knowledge, skills and values that will enable them to compete in an ever increasing complex society. The pressure is infinitely greater as a result of the technological advances described above. All indications point to the fact that, by the 1990's, technological advances that we consider science fiction today will be commonplace. Canadian Studies educators must prepare students to cope with these technological advances. Hopefully, a Canadian Studies program that acknowledges the reality of the "quiet evolution" can utilize that knowledge to improve the program and its delivery. Students must be taught the skills necessary to use the potential of what has been referred to as a "wired society" for personal improvement. Obviously, many important subjects within Canadian Studies can be taught in this way.

More than this, however, it is imperative to teach students about the com-

munications revolution, so that they understand it. To demonstrate this point at one ridiculous level, PAC MAN disease is now documented in medical journals and described in the public press. Computer technology has become a part of everyday life in Canada. Furthermore, the computer is common in the classroom; in few classrooms can pocket calculators or multi-function digital watches not be found. When one also considers interactive teaching machines in the home, video games, Speak and Spell toys, electronic arcades and Star Wars robots, it is clear that the electronic revolution is commonplace to today's children. More complex than even these developments is "telematics." Telematics, as described by Ryan (1981), is another illustration of the growing complexity of our society. Telematics — the transmission of information over a distance — is the logical result of the juxtaposition of all the technologies. According to Ryan, telematics signifies the merger of information, information technology and communications. It is a combination of subject matter, as expressed in language; of computers and computer technology; and of communication systems such as telephones, radios, television and telecommunications linkages. Telematics is here. It is its impact that is an issue. There are very obvious risks and benefits to Canada's national sovereignty, to privacy and access to information.

These issues have been resolved at the present time. That they should be, and quickly, can be illustrated by again presenting the most important of Canada's basic features as described by Hodgetts and Gallagher and then asking a series of questions that relate the basic features to the implementation of the new information technologies.

1. Canada is a northern, vast, and regionally divided country.
2. Canada has a broad natural resource base composed of both renewable and non-renewable resources.
3. Canada is an industrial, technological and urbanized society.
4. Canada is a culturally diverse, multi-ethnic country with two historically predominant linguistic and cultural groups.
5. Canada is exposed to a multitude of external economic, political and cultural influences.

Some questions that are now relevant are: How "northern, vast and regional divided" need we be given the potential of instant interaction between our home and anywhere in Canada?

Will our resources be better controlled given the increasingly more sophisticated power to predict as a result of our current computer technology?

Will our "industrial, technological and urbanized" society enable Canada to become a leader in the field of high technology?

Will our "culturally diverse, multi-ethnic country with two historically predominant linguistic and cultural groups" become more or less diverse as a result of the widespread use of telematic techniques?

Will the "multitude of external economic, political and cultural influences" that Canada is exposed to overwhelm us as a result of the impact of the new technologies, especially those based outside Canada's territorial borders?

These questions, linking Canada's basic features and the new technologies, illustrate the potential impact of telematics, both positive and negative, on Canadian society. They also illustrate how technology and its present and future impact can become an integral component of a Canadian studies course. It is possible to continue and design an entire curriculum around these questions, an exercise that likely would be worthwhile.

If "PAC MAN disease" and certain recent decisions concerning Canadian content on Pay TV are any indication, there is reason for pessimism concerning the "benefits" Canadian citizens will derive from current technological advances. Without considering the issue of the use of technology for Canadian Studies endeavours (although it is difficult to imagine teaching this topic without the use of examples), a strong case can be made to include the "new information technologies", "telematics", "the wired city", "the electronic highway", or any other phrase one wishes to utilize in any Canadian studies curriculum. Increased knowledge is vital. A long-standing assumption of the Canada Studies Foundation is that increased knowledge about Canada will bring about an increased understanding of our society and assist a person to positively and actively participate in it.

This positive and active participation implies more than simply coping in a complex technological society (although as has been stressed repeatedly that might be difficult enough), it implies the education of a person who is able to make reasoned and intelligent decisions vital to the very survival of our country as we know it. Canadian Studies should prepare for these tasks. As one of the authors of *Teaching Canada For the '80s* recently remarked: "It is not teaching Canada for the eighties that should be concerned with, but teaching Canada for the nineties."

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that our awards are gaining recognition as a sign of quality in Canadian educational media productions. In Winnipeg, the CBC-TV outlet presents a weekly series entitled "Manitoba Filmmakers". Films are chosen on several criteria, one of which is the AMTEC Media Festival Award. And in Toronto, the University of Toronto 1983-4 video film collection catalog makes specific mention of the AMTEC awards.

NFB Reorganizes Distribution Offices

The National Film Board announced today that it will close eight of its thirty distribution offices as part of an overall plan to reduce administrative costs. During the next two years the offices in Chicoutimi, Saskatoon, Trois-Rivières, Thunder Bay, Kingston, Corner Brook, Hamilton, and Sydney (Nova Scotia) will be closed, as well as NFB offices in Chicago and Sydney, Australia.

The funds saved will be channeled into the development of new communication systems such as video cassette and cable-tv distribution, and into ensuring the continued relevance and quality of NFB films.

According to William Litwack, Director of Distribution, the reorganization will affect 20 employees "but we have been planning the consolidation of our services for the past year, and will be able to offer most of our staff comparable positions in other NFB offices. We will work closely with employees who are unable to relocate to ensure that they leave the Film Board under the fairest conditions possible."

NFB clients affected by the closings will be encouraged to receive films by mail from the nearest NFB office.

"These were difficult decisions," Litwack said "and we regret that a certain amount of personal contact with our film borrowers will be diminished, but we will do everything we can to maintain close contact with the public and to provide efficient service."

In connection with the foreign offices Litwack said, "the Chicago operations will be transferred to our offices in New York and Los Angeles and film distribution in Australia and the Far East will be handled by our head office in Montreal. This reorganization leaves us with 22

Ryan, M.C. *Telematics, teleconferencing and education. Telecommunications Policy.* December, 1981, 315-322.

Science Council of Canada. *Policy issues in computer-aided learning: Proceedings of a workshop sponsored by the Science Council of Canada*

distribution offices in Canada and 4 international offices, which will continue to serve our clients," Litwack said.

Office Date Closing Clients will be served from

Chicoutimi	August 1983	Quebec
Saskatoon	September 1983	Regina
Trois-Rivières	October 1983	Montreal
Thunder Bay	October 1983	Winnipeg
Kingston	March 1984	Ottawa
Corner Brook	August 1984	St. John's
Hamilton	November 1984	Toronto
Sydney, N.S.	January 1985	Halifax
Chicago	April 1984	New York and Los Angeles
Sydney, Australia	September 1983	Montreal

NFB Update

One of the priority items at the meeting of the National Film Board's Board of Trustees in Halifax, June 17 and 18, was to review the recent decision to close eight of the Film Board's Canadian distribution offices. The offices which were destined to close during the next two years are Chicoutimi, Corner Brook, Hamilton, Kingston, Saskatoon, Sydney, Thunder Bay and Trois-Rivières.

"Due to strong public reaction and the deep concern of the communities affected, we felt a review of the situation was called for," said Government Film Commissioner and Chairman of the Board James Domville. "During the past two months we have received hundreds of letters and thousands of signatures from users of our films and have met with various groups that sprung up to protest this decision after the closings were announced. This overwhelming support by our users clearly shows that the NFB is playing a crucial role in the cultural life of Canada's regions," he said.

In the light of the public response, the Board of Trustees directed the management of the NFB to modify implementation of the decision to close the eight offices. Mr. Domville is pleased to say that the Board directed that the offices remain open until such time as the NFB has been able to establish adequate alternative arrangements to serve the communities or until the new policy directions for the Film Board have been accepted by government and announced. In either case, the NFB will ensure that the specialized audiences in the community are adequately served by our films.

Committee on Computers and Communication. December, 1981. Proceedings P8116.

Smith, S.L. *Microelectronics today: The quiet revolution. Statement of the Chairman, Annual Review, 1982.* Ottawa: Science Council of Canada, 1982.

Conference on Instructional Technology

"Computer Technologies for Productive Learning" is the theme for the Fourth Canadian Symposium on Instructional Technology which will be held on October 19-21, 1983 at the Westin Hotel, Winnipeg, Manitoba.

This series of symposia is sponsored by the Associate Committee on Instructional Technology of the National Research Council of Canada for the purpose of informing the academic and business communities of recent advances in computer-aided learning technology and their applications.

This Fourth Symposium is designed for education and training professionals and others interested in computer-aided learning for the entire population — from the young child to the retired adult.

Topics of the current Symposium include:

- Computer-assisted training and retraining for business, industry and government.
- Within the educational context: learning with, from and about computers.
- Computer awareness and literacy in schools and society.
- Telecommunications: learning opportunities for the public.
- Productivity improvement methods.
- Productivity analysis.
- Systems technology.
- Equipment and language standards.

A circular containing a list of papers to be presented and registration information will be published in July 1983. Those interested in receiving this publication are requested to contact:

Ken Charbonneau
Conference Services Office
National Research Council of Canada
Ottawa, Ontario, Canada K1A 0R6
Telephone: (613) 993-9909 or 993-9628 Telex: 053-3145

Bell and Howell Draw

At the recent AMTEC conference in Montreal, Dr. Gary Boyd drew the lucky winner of the Bell and Howell draw.

The winner of the Bell and Howell 850 Ringmaster II was:
Steven Counter
Lakeshore School Board
Pointe Claire, P.Q.