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OFFICERS

Executive Secretary - Lorra Hines

COVER:

On the cover is a photographic representation of the Kingston City Hall, recently restored for the city's three-hundredth birthday 1673 - 1973.

Photography - Jerry Baumgaertel
Layout - Frank Cerisano

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The Media Message is published jointly by the Educational Media Association of Canada and the Educational Television and Radio Association of Canada for members of the two associations. All correspondence concerning this publication should be addressed to: EMAC/ETRAC Office, Duncan McArthur Hall, Queen's University, Kingston, Ontario.

a word from the editor

1974 will be a critical year for our organizations as several important decisions must be made. This mailing will acquaint you with the issues!

You will readily note that the "Media Message" has been greatly enlarged to approach a magazine format. Since the sale of "Educational Media" by Seccombe House to McLean-Hunter, EMAC has made do with a newsletter which has come out sporadically - each issue due largely to the efforts of individual members. Similarly, ETRAC came out during 1972-73 with regional editions of a newsletter, each of which was also the effort of a fanatical follower. Our profession urgently requires a regular publication and I hope this issue will mark a return for a Media-Technology publication. Yet to be decided are a new name, publication dates, an advisory board, an editor, financial arrangements, issue themes....and so on. Many of you will be asked to serve - BE PREPARED!

While not included in the newsletter, but accompanying it is a copy of a constitution for a new organization - the Association for Media and Technology in Education in Canada. Accompanying that is a ballot. You are being asked to read the new constitution and either approve or reject it. There are probably things wrong with the constitution, but we can work out the weaknesses next year and the year after. It is a workable constitution which has a number of features our organizations have badly needed - a strong Board of Directors, a representative Council which advises and recommends, a provision for interest groups within the general membership (T.V. and Radio, Graphic Artists, Media Specialists, Film Producers, Instructional Development Specialists, Research and Development, etc.), as well as a provision for affiliate organizations (provincial and otherwise). Many of you might wish to debate the constitution in the general session of the Annual Conference - but time is not on our side.

Principles of the constitution were debated by a constitutional committee; the constitution was drafted and revised in that committee and then presented to a constitutional review committee composed of the majority of the members of the Boards of Directors of EMAC and ETRAC; and finally, the constitution was criticized by a legal counsellor. A 2/3 affirmative vote of all returned ballots is needed to approve the constitution. Mail your ballots in to-day. Register your approval of the actions of our representatives by voting "yes"!

As indicated on the back cover, the site for the 1974 Educational Communications Conference is the Niagara Media Community at St. Catharines, Ontario. Hoping to see you all there!

And finally, may you all have a restful, merry, and warm Christmas. Joyeux Noël!

more words . . from the secretary

Hi! Fred asked me to write the report from the office; however, I've just read the Editorial, and it seems that he stole a lot of my thunder, especially about the constitution. But contrary to all appearances, the constitution is not all we've worked on since August.

Before proceeding further, I want to welcome four Regional Representatives to the EMAC Board and the five new members of the ETRAC Board of Directors. You will have already noticed their names on the Contents page, but I am including their addresses for you information:

EMAC - Regional Reps

the Maritimes

Mr. Finn Damtoft
A-V Services
Life Sciences, Rm. 2860
Dalhousie University
Halifax, Nova Scotia

Saskatchewan

Mr. Gordon Jackson
Manager, A-V Services
Regina Campus
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Vancouver,
British Columbia

ETRAC - Board of Directors

Mrs. Sally Lawrence
Deputy Director (Operations)
Dept. of Communications Media
University of Calgary
Calgary, Alberta

Mr. Wayne Blair
A-V Dept.
Douglas College
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New Westminster,
British Columbia

Mr. Elwy Yost
Superintendent of
Regional and Instructional Liaison
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Toronto, Ontario M4S 2C1

Mr. Art Knowles
217 Three Valleys Dr.
Don Mills, Ontario

Mr. Rick Crothers
8½ Bond Street
St. Catharines, Ontario

You have probably already seen the membership list we enclosed with this issue. That was a big project - and I've promised myself never to "volunteer" for anything like that again! However, if you do find an error in your address, if it's the wrong one, or if your name is spelled wrong, please write to me and I'll see that the corrections are sent out with the next issue of the "Media Message". I have included only the names of those members who were paid by November 23. If you have sent your cheque in since then, I will add your name next time around.

I am sure that some of you are concerned that I'm so late in depositing your cheques and sending your membership cards. This is because I usually leave one morning at the end of the month to do all the banking, cards, and etc's. I do apologize for the delays, and am promising myself and you that one of my New Year's resolutions will be to be more prompt in sending your cards and answering your letters.

Last Saturday (December 1), Fred and I drove to St. Catharines and met with several members of both Boards of Directors and members of the Niagara Media Community. We spent the whole day "brainstorming" - talking about plans for the 1974 Educational Communications Conference. I am very impressed with the enthusiasm of the Niagara group - and the beauty of the Brock University Campus. While no really definite programme ideas were decided upon, we got a lot of ideas out into the open; and I am sure that under the chairmanship of Mal Binks, the Niagara Community will put on a great, informative conference. I am looking forward to meeting all of you at the Conference!

To all - my best wishes for a Happy New Year-----Bonne Annee!

Love

*Merry
Christmas
to All Joyeux
Noël*

*from the Enae + Etac
Board Members*

on the national film board of canada

GIL FERRABEE
Co-ordinator of Learning Resources
Frontenac County Board of Education
Kingston, Ontario

"And enterprises of great pith and moment..."

A letter to a colleague.

I suppose most of us who have been around a while have been caught up by a "cause", given it our faith and such support as we could muster, and then seen it wither and decay. Possibly this has happened more than once. We may even have had to endure the comment from our spouse, or valet de chambre, or whoever we happen to live with, "For God's sake Gil (or Tom, Dick, or Harry), don't join another-one! You know it is the kiss of death!

Now let's take the National Film Board, for example. (Well, you asked me, didn't you?)

Long ago, well before your time, soon after World War II, the National Film Board was a young, pioneer venture in Canadian life. It was something to be proud of, having an auspicious beginning, and a promising future. (That last phrase was stolen from Kingston's Tercentenary slogan. Sorry.) And it was hotly denied that two or three NFB producers sat down and said, "Well, let's makd a film. Now, what'll it be about?" We all knew that the terms of its charter said something like, "interpreting Canada to Canadians, and the World", or vice versa.

So, Fred, fired with youthful enthusiasm and camaraderie, members of the staff of the Regional Office of the NFB (one of them, I think, was the present chairman of the Canadian Radio and Television Commission), with the executive of the local film council, sat down, week after week, in the hallowed precincts of the Montreal Forum, to plan strategies to persuade city film users to view NFB films, and to learn how to conduct a film programme. It was a worthwhile cause; we on the film council found our NFB cohorts eager to help, and they seemed to value our support. It was an enterprise, quite pithy, and certainly of the moment. At about the same time that these co-operative ventures were being undertaken within the NFB office in Montreal, the higher administration if the National Film Board became aware that a large and potentially valuable audience existed in the schools of Canada. With the good offices of the Canadian Education Association, an Advisory Committee to the NFB on school fiom production was established.

The meetings of the Advisory Committee to the National Film Board were really something precious, Fred. Can you imagine retrepresentatives of the audio-visual branches of each of the provinces of Canada, the national body of Home and School Associations, and the Canadian Teachers' Federation, gathered together for three days each year in the National Film Board head office to tell the NFB producers how to make films acceptable to schools? It was something like Jack Webb of Dragnet fame telling Michelangelo, about to paint

the Cistine Chapel, "give us the facts, man, just the facts!" But even so, as usually happens, the educators learned from the film creators, and the film makers from the teachers.

Then, in 1967, the CEA-NFB Advisory Committee to the National Film Board was "phased out". It seemed that an era had ended, with the NFB's spectacular LABYRINTH closing its doors at the end of EXPO 67. After the demise of the CEA-NFB Committee, relations between the school users and the NFB regional Office in Montreal continued to be cordial, depending for the degree of active interest on the of active cooperation upon the interest of the current "NFB Rep" in matters educational. The Greater Montreal School Board continued to purchase more NFB films than any other library in the Province of Quebec, and the NFB supplied some additional prints "on extended loan". An attempt to charge a rental fee for NFB films borrowed from the Regional Office Libraries was defeated, as you know, by loud and long outcries from across Canada. Subsequently, the NFB Montreal Office refused to lend to schools individually, but made films available through the School Board's Film Library. This arrangement worked reasonably well, although schools located near to the NFB Office, accustomed to borrowing "over the counter", objected to the restriction. It should be noted that the area served was a large metropolitan city with no school more than ten miles from the source of films in the Board Library, and scheduled truck deliveries weekly.

Fred, there's no doubt whatever in my mind that when a regular and recognized avenue of communication is closed, those at both ends suffer loss of confidence. Especially is this so when the contact has been between "workers in the vineyard" (e.g., NFB producers and other personnel, and teachers - people like you and me). Even if the demands of the educators did violence to the artistic qualities of film production, and the use of background music to excess annoyed the classroom teacher concerned more with the visual than the sound, both parties were expressing honest beliefs. And the gap was reduced, over the years. When communication was lost, the enterprise lost some of the action.

Now, my friend, the scene changes to the linchpin of a large area of eastern Ontario, Kingston.

Here in this city of "historic past" (again, acknowledgment to Kinston's tercentennial slogan), the natives are hungry for NFB films. For some years past, schools were able to borrow directly from the local NFB Office. This was greatly appreciated by the nearby schools, just as it had been in Montreal by schools within a short distance of the Regional MFB Film Library there. Outlying schools, too far away to pick up and return films by hand, borrowed by mail from Kingston, and sometimes from Toronto or Ottawa. During this period, the Frontenac County Board of Education acquired NFB films for its Media Lending Library, adding approximately 20% of its total holdings in new NFB titles. Then, a year ago, direct loans of NFB films to schools were discontinued. Reason given: inability to finance staff and additional prints required to continue the service. (The decision was apparently made by the higher administration of Canada's National Film Board.)

As an alternative, a "back-up" service was offered, requiring schools to request NFB films through the Board's Media Services Centre. The MSC in turn would forward the requests to the Kingston NFB Office. If films are available, they are collected by a School Board truck, taken to the Media Services Centre, sorted and delivered to the schools who requested them, and, a week

later, picked up and returned the same way. (This procedure generally takes a period of two to three weeks, during which each film can only be used in one school. Even in the city of Kingston, where delivery and pick-up are possible for some schools several times a week, delays in returns from schools increase the turn-around time.)

A further "incentive" offered by the National Film Board, as you know, Fred, is a discount for quantity purchases of NFB films. This ranges from 5% for small orders to 30% for a single purchase of 1-1 films or more, chosen from a list selected by the National Film Board. It is hard to imagine any school board film library, unless it were starting from scratch, being either able, or willing, to buy 100 or more titles from one producer, even one as prestigious as the National Film Board.

Now, here comes the cruncher. A public library may enter into an agreement with the National Film Board enabling it to buy NFB films at 50% discount, no quantity stipulated. No one would suggest that public libraries should be deprived of this incentive to buy films. But, Fred, how can a public service be crass enough to claim that this substantial discount is due the libraries because they distribute more NFB films than schools? Granted that motherhood as a symbol of a state of life that no one questions is somewhat open to doubt, surely we still subscribe to the vital importance of childhood and youth as a period when all forms of information and communication should be as widely available as possible. And films continue to provide information, understanding, and experience to school pupils in a concise and flexible format that is indispensable to efficient teaching and learning. Does the National Film Board really believe that it can justify its existence as a public service by the number of times its films are borrowed from a public library, and the number of prints its sales run to, each year?

It is time to come back to the underlying thesis of this writing. The recent behaviour of the National Film Board in its relations with schools and education, generally, is one example of what might be called "the great stone face of public service".

Time was when the National Film Board was evidently pleased to have the support and interest of people who spent their working lives trying to make the media serve a useful purpose in teaching and learning. The Film Board, for a dozen years or more, brought professional workers in educational media from every province in Canada to meet, person-to-person, with its production and distribution staff. They know each other as first-name colleagues, and liaison was continued between some of them throughout the year between meetings. There was the opportunity to discuss and advise on major changes in policy, as they affected school use of film and other NFB learning materials. There was action, and inter-action. Public servants in one field, that of producing films for the public weal, listened to other public servants, from the field of public education, talk about the needs of the people who depended on them, in schools across the country. The "great stone face" seldom appeared. If it did, it came into view as often from the ministries of education, faced by teacher-opinion on what kind of films schools wanted, as from the NFB producers defending their right to determine the artistic elements of film-making.

Well, Fred, I suppose what we are dealing with is a widespread malaise brought on by arbitrary, unilateral decisions made by various governmental agencies without sufficient reference to those who are vitally affected.

We are tired to death of listening to Big Brother, in his various guises, We don't really believe that "father knows best". We want more solid human relations, and fewer governmental and institutional decisions announced by "great stone faces".

After all, some human faces are very pleasant to look at, even when you don't agree with what they say. And we all know what happened to OZYMANDIAS!

Best regards!

the o.l.r.a.

DOUG MacDOUGALL
Editor O.L.R.A.
Publications

The Ontario Learning Resources Association came into being in March of 1971 when two sections of the Ontario Education Association amalgamated. This union of the Educational Media and School Library sections brought together the people interested in the utilization of all forms of media as learning resources.

The aims of O.L.R.A. include promotion of learning resources, improving the learning resource services in the schools of Ontario, raising the standards of learning resource teachers and representing the views of learning resource teachers. In 1971, O.L.R.A. sponsored workshops in North Bay, Port Hope, and Orillia, the theme of which was the practical application of print and non-print media in the schools.

During the summer of 1972, the O.L.R.A. executive conducted an intense appraisal of the 1971-2 workshops. The general consensus was, that the panel discussion format while so successfully implemented, was in danger of becoming time-worn. The executive evolved an imaginative seminar-oriented structure which would facilitate effective dialogue between speaker and audience. This entailed the movement of seminar groups from speaker to speaker throughout the course of the programme. The activities would be further enriched by blending the talents of our commercial members and professional speakers. This successful workshop programme centred upon Hamilton, Barrie, Ottawa, and Toronto.

A further successful innovation implemented by the 1972-3 O.L.R.A. executive was the creation of an industrial-commercial membership. These members have the privilege of participating in regional workshops and of forwarding literature to our general membership through the O.L.R.A. organization.

Our newsletter, which we recognize as the nerve centre of O.L.R.A., has grown from a single newsletter (1971-2) to a bi-monthly journal, entitled "Sight'N' Sound". "Sight'N'Sound" features editorials, resource reviews, announcements, and workshop reports.

O.L.R.A., based upon the combined strengths of classroom teachers, resource personnel, and commercial media services, has seen its membership more than double, has seen its workshops evolve into smooth, well-executed operations, and has seen the emergence of a highly-intelligent, capable, and aggressive executive.

The 1973-74 executive are:

Herb Letsche - President
5 Hurlington Cres.
Don Mills, Ontario

Lloyd Williams - Vice-President
19 Coverdale St.
Cobourg, Ontario

Norm Todd - Treasurer
61 Highland Ave.
Newmarket, Ontario

Pauline G. Weber - Secretary
5286 Cindy Lane
Burlington, Ontario

Dave MacDougall - Editor of Publications
28 Munson Cres.
Scarborough, Ontario

Ministry of Education Liaisons

George White
77 Christopher Drive
Galt, Ontario

Howard Adams
40 Eglinton Ave.
Toronto, Ontario

Buon Natale

media and music . .

a music specialist looks at media

DIANA THOMPSON
Music Resource Teacher
Frontenac, Lennox & Addington
County R.C.S.S. Board
Kingston, Ontario

In these days of the "budget squeeze" which seems to affect all of us in education, one of the greatest boons to help us get the job done is the multitude of media available in most systems. As a music resource person my job is to help classroom teachers from Kindergarten to Grade Eight carry out their own music programmes more efficiently and effectively. The use of media is one of my major aids.

Such obvious media as disc recordings, radio, television and 16 mm films are being used by many music teachers, and probably have been in use in music programmes for years. Some other types of media, however, may not be used as often - or perhaps their full versatility may not be realized.

The overhead projector is one medium which I have used a great deal in the past several years. Since, like many music teachers, I often travel from room to room, staying to teach only one lesson, finding adequate blackboard space is always a problem - especially in primary classrooms. Transparencies and the overhead projector are an easy solution. The diazo process is ideal for preparing a "permanent" staff, and coloured marking pens can be used to write whatever notation is needed for the lesson. At the end of the period, the notes can be washed off and the staff will remain on the transparency ready to be used again. In our system, teachers working with the Kodaly approach in the primary grades use these diazo staves with little transparent discs of various colours - red for soh, blue for me, yellow for lah, etc. As each new tone of the scale is learned the children take turns "writing" their own melodies by placing these discs in various combinations on the correct lines and spaces. Even the kindergarten children enjoy sight singing their own compositions (though they might be using only the notes soh and me), and several lines can be "written" by simply re-arranging the discs - without the rather messy job of washing off the transparencies later. Teachers in the higher grades have found the overhead projector invaluable for rhythm drills as well. By using overlays in different colours, it is a simple matter to have one group clap the red rhythm pattern while a second group taps a different rhythm pattern printed in black. Transparencies showing the different instruments of the orchestra may be used for identification by pupils and testing and drill is made simple by having rhythm patterns to tap, melodies to sing or play, or themes to identify all on transparencies rather than on duplicated sheets.

A more expensive medium but one which is becoming available more and more is the V.T.R. A picture is indeed worth a thousand words, and this became clear to the members of a three hundred-voice choir from our system last year when one of our rehearsals was taped. After weeks of hearing the conductor warn of singers not opening their mouths and not watching the conductor, without much effect, - one showing of our rehearsal tape convinced the group that such careless behaviour really was noticeable even in such a large ensemble! Problems of posture and faulty embouchure also can quickly be pointed out if an instrumental music class is filmed during rehearsal. Of course, using the

V.T.R. to record television programmes to be used at a more suitable time, and to record demonstration lessons for workshops are two other most important uses of the V.T.R. In our system a presentation for Board members on the music pr In our system a presentation about the music classes in the system was requested for Board members. Though it was a relatively simple matter to bring junior and intermediate children to demonstrate what they were learning for the Trustees, an 8:00 p.m. Board meeting was too late for primary children. So, we simply videotaped a music lesson in a Kindergarten and a Grade Two. The Board members were fascinated, and since the children had quickly forgotten about the camera during filming, the whole presentation was far less artificial than if we had attempted to bring the children to the late meeting.

Audio tape recorders are yet another valuable aid for the music teacher. Taped drills on identifying the sounds of instruments in the orchestra are far more convenient than trying to find the right band on a disc recording. Excerpts from many records may be played one after the other for identification of metre, themes, etc. Teachers in the junior division have used the tape recorder to great advantage when first introducing part singing. Instead of dodging frantically back and forth trying to help first the altos and then the sopranos as they falter in their early attempts at harmony, the teacher can tape the soprano part and let the sopranos sing with the tape recorder, while she sings with the altos. A quick lesson on how to use a tape splicer will help intermediate pupils to do a much more professional job in their attempts to create their own music, whether using pre-recorded electronic sounds, or producing their own.

The language master was of special use to us in the primary grades. Many teachers wanted to set up activity centres involving music, and we found that the very young children had great difficulty finding the right place when using the ordinary cassette or reel-to-reel tape recorders. Another problem we met was that often the children inadvertently erased the teacher's voice when they attempted to record an answer. With the language master no such problems arose. Even kindergarten children were able to record their attempts at matching the teacher's tone calls, and the blank cards on which teachers could write a rhythm pattern for children to tap, or two melodies for children to choose from on hearing the teacher's voice singing one, were a great asset. Many teachers simply played through the cards later in the day when they had time to see whether the pupils had recorded the correct answers. (Ear phones ensured that the music centre would not disturb children working at other activities, of course.)

All these types of media, plus others more complex and expensive, as well as those as simple as the felt board or magnetic board are great aids to the music teacher. Even the simple counting frame, or abacus, may be used to write rhythm patterns (one bead represents a quarter note, two beads--two eighths, and so on). As well as helping the teacher put across her message more effectively, the use of media adds interest and variety to the music programme. To paraphrase "Gigi" and Lerner and Lowe, "Thank heavens for media, for little problems (in teaching) get bigger every day".

Prettige Kerstdagen

media and chemistry . . keeping our priorities right

GRAHAM ORPWOOD
Teaching Master
St. Lawrence College of
Applied Arts & Technology
Kingston, Ontario

The reasons for the production of self-study, individualized, self-paced, modular, call-them-what-you-will courses are as manifold as there are teachers, administrators, media men (and women, ed. note) and students. I cannot deny my own bias as a teacher, but I make no apology for stating my firm beliefs concerning the approaches that have been tried at this College. Some have been successful and, let us be honest, some have not.

My chief work has been with 1st-year General Chemistry at this post-secondary institution. I need not rehearse in detail the particular problems that accompany any 1st-year course: variable background, variable motivation, change of environment, and so forth. The problem is - as always - to try to do a more effective job at teaching the largest proportion of the students whatever has to be learned.

As one looks into his own background as a student and searches for the teacher from whom he has learned the most, a situation is frequently found wherein the teacher made the time to get alongside the student and helped, advised, cautioned, challenged, and encouraged on a personal, individual level. Here then was the problem. I was expected to 'teach' (lecture) a group of 30 or so for some 6 hours a week, at the end of which time, both they and I dispersed to other commitments. Mental arithmetic concerning 30 students each spending 10 minutes with the teacher once a week, out of class time, staggers the mind.

And so, the thoughts returned to the class time. How was it spent? How did the way it was spent compare to the great teachers of the past? Was the encounter between the teacher and student the rather exhilarating mental experience where both learned? Or was it for one, a rehearsal of old lecture notes and for the other a recording session of information to be worked over later? I need not develop this further. Any teacher has known both experiences. I desperately needed to return to the basics of teaching the individual.

Thus, after a fair amount of time and trouble, not to mention financial backing by the College (to a surprisingly small extent), our individualized course was developed.

As it now stands, the course is made up of 20 units, each with its own set of stated objectives. Each unit has a videotape with a duplicate audiotape and a handout for take-home study. The student has a student manual with reading references and assignments. Classes take place in the College

Resource area in the Independent Learning Centre which is equipped with V.T.R. play-back units in listening stations which enable up to 4 students to view the tape at one time. The teacher is present for the normal class hours to give tutorial help. When the students feel ready to write a test on a given unit, this test is administered in a neighboring testing centre. On completion of the unit the student may progress to the next unit and, thus, progress at his own pace through the course.

The pilot project has now been in operation since September 1973, and the teacher's and students' attitudes are the same. Neither wish a return to the lecture format. The key, in my opinion, is simple. After 2 weeks in this class I know more of the students personally than I sometimes can in a term of traditional teaching. The weaker students were coming forward more quickly for help. The relationship between teacher and student was developing rapidly and fruitfully during classtime. Learning chemistry was even becoming fun!

Technically our videotapes are far from perfect. Mechanical troubles with video-tape recorders have been a problem, and there have been many difficulties of a minor technical nature.

However, the classroom meetings have become, for this class, a true learning experience with the great satisfaction for the teacher of partaking in a correspondingly true teaching experience. I see the videotapes as a means to free my time for my real job, the tutoring and counselling of individual students, the job no hardware or software can accomplish. The consequences of this are obvious. No teacher or administrator can use this technique as a means to 'save' on teachers; and if this is the motivation behind such a programme, it should be forgotten at the start. So long as the priorities are right the rewards are innumerable.

ALBERTA AWARD

Congratulations to the Alberta School Broadcasts for receiving an honorable mention in the international educational program contest, the Japan Prize, for the program, "What You've Always Wanted to Know About the Establishment", which was produced in co-operation with CBXT, Edmonton. The Alberta program is the only Canadian entry to have been recognized among the eight major winners, and the three honorable mentions. In the program students are encouraged to discuss the meaning of the Establishment, and theories about its growth and development in Canada are illustrated by film animation, dramatic sequences, and graphics.

"What You've Always Wanted to Know About the Establishment" (or Dial 9 to Get Out) was produced at CBC under the direction of Keith Newman. The script was written by Warren Graves, with program co-ordination by Mary Lyseng and Ellen Watt of Alberta School Broadcasts. Art work was produced by Les Bernath-Audio Visual Services Branch, Dan Evans-Television South, Calgary, Ann Shaw and Lubica Bargar of Edmonton, and David Hill, Rika Ugar, and Bill Campbell of Calgary. For further information, contact Ellen Watt, Assistant Co-ordinator, School Broadcasts, Executive Building, 10105-109 Street, Edmonton, Alberta T5J 2V2.

e.m.a.c. , e.t.r.a.c. & a.m.t.e.c. where did we come from, where will we go ?

*CECIL E. WILKINSON
Media Consultant, Toronto
and
L. ALLAN ROBERTSON
Department of Communications Media
University of Calgary*

CAVA to EMAC

Previous to 1957 there was no Canadian National media Association. Those Canadians who were keenly interested in media (then more commonly known as audiovisual materials) were faithful attenders at the annual conventions of DAVI, the Department of Audiovisual Instruction (now AECT, the Association for Educational Communications and Technology), of the National Educationa Association of the United States. These conferencew were our focal point for meeting our Canadian Colleagues and for discussing Canadian national services and problems.

In 1957, when I sent my ballot to Mr. Floyd Brooker, Executive Secretary of DAVI, I appended a question: "Why is there not a Canadian on the Board of Directors of DAVI?" Mr. Brooker replied, making the suggestion that a Canadian association of twenty-five or more members be formed and affiliated with DAVI.

Floyd Brooker's proposal prompted me to write to the sixteen Canadians who were at that time paid up members of DAVI, asking each one if he would be interested in and would support a Canadian audiovisual association. All but one answered in the affirmative.

At the 1957 DAVI convention in Washington, D.C., I was invited to be a guest at the meeting of the Board of Directors. I attended the meeting accompanied by Fred Branscombe. The Board of Directors agreed to chage the constitution of DAVI so as to make it an international organization which would permit a Canadian audiovisual association to affiliate.

By this time, there were twenty Canadians who were paid members of DAVI; and a ballot form was sent to these persons listing all of their names as potential officers. Each was asked to vote by writing beside one name 'Secretary'; and by another name 'President'. Twenty ballots were returned which indicated the choice of the late Bruce Adams as Secretary, and Cecil Wilkinson as President. Two vembers were added to the Executive: Gordon Martin - Membership Convenor; and Neil Nelson - Editor of the CAVA Bulletin. Thus, the Canadian Audiovisual Association (CAVA) came into being; and within a short space of time, there were over fifty members.

As President of the Canadian affiliate, I was a member of the DAVI Board of Directors. I attended a meeting of this Board in Philadelphia in June, 1957,

and another in Minneapolis in March, 1958. In the summer of the same year, I represented the Canadian Audiovisual Association at the Okoboji Conference in Iowa.

At the CAVA membership meeting during the 1958 DAVI convention in Minneapolis, Mr. Fred Holliday of Saskatchewan was elected President; Ernie McKenzie of Saskatchewan, Secretary; Gordon Kilpartick of British Columbia, Membership Convenor; and Gordon Martin of North York, Editor of the CAVA Bulletin. Under Fred Holliday's leadership CAVA flourished, and came close to reaching a membership of one hundred.

But now some of the difficulties of a functioning Canadian national organization began to show up. According to our constitution, the Executive for the following year should have gone to still another province, but there was no enthusiasm in other provinces, and it came back to Ontario. Reg Hackett of York Township was elected President; Em Freestone of Toronto, Secretary-Treasurer; Gordon Martin of North York, Editor of the CAVA bulletin; and Cecil Wilkinson of Scarborough, Membership Convenor. This Executive remained in office until the 1963 DAVI convention in Denver. Mark Slade of the National Film Board became the new President, and he tried hard to stir up Canada-wide interest. He was succeeded in 1964 by Vic Dobson of Encyclopedia Britannica, who was instrumental in persuading Seccombe House to undertake the publication of the Canadian Audio-Visual Review. Members of CAVA paid \$5.00 dues which included a subscription to the magazine.

In 1969, the association name was changed to the Educational Media Association of Canada (EMAC), and the magazine became the Educational Media. For the first time, the organization was in the black. During Gordon Jarrell's term as Membership Convenor, we passed the six hundred mark in our membership.

We were all saddened at the demise of our excellent publication which resulted from the sale in the spring of 1971 of Seccombe House to Southam Publications, and, in turn, the sale of the educational magazines to the McLean-Hunter Company. It seemed impractical for this company to publish Educational Media as well as their established magazines, School Progress and University and College.

For two years both of the McLean-Hunter magazines carried articles concerning media; and, in addition, School Progress carried media reviews and a Media Forum. However, the the summer of 1973 both of these magazines ceased publication.

Fortunately, in April, 1973, Dick Guerrier of Chesswood House started publication of a new magazine, Learning Resources, which is entirely devoted to media, with emphasis on how-to-do-it.

A Short History of ETRAC

It is always difficult to define beginnings. This is especially so in the context of educational broadcasting to which so many individual Canadians have contributed their ideas and enthusiasm. I have chosen June, 1966, and the release of the White Paper on Broadcasting as my datum because, to me, it signifies the Federal Government's recognition of the growing interest in educational broadcasting and a response to mounting pressure from educational and other sources.

Some of the salient events leading to the formation of ETRAC are worth listing:

June, 1966	White Paper on Broadcasting
October, 1966	Public Hearing held by the Board of Broadcast Governors
April, 1967	National Seminar on Educational Television (organized by the Canadian Adult Education Association)
November, 1967	DAVI Conference, Denver, Colorado (Canadian registrants meet to discuss formation of Canadian organization)
January, 1968	"Founding Meeting" of ETRAC, Ryerson Polytechnic Toronto
March, 1968	Broadcasting Act (establishing the Canadian Radio and Television Commission)
August, 1968	ETRAC Inaugural Conference, Banff, Alberta

Each of the above events will have varying significance for different people. For example, those attending the seminar organized by the CAEA in April, 1967, heard a recording of a speech given by the Hon. Miss Judy Lamarsh in Sherbrooke, Quebec, which outlined the details of Bill C-163 (later withdrawn) proposing the establishment of a Canadian Educational Broadcasting Authority. The speech also indicated that educational broadcasting would be restricted to UHR frequencies.

Following the Inaugural Conference, the Association held a series of annual Conferences:

<u>Year</u>	<u>Locale</u>	<u>President</u>
1969	Laval University, Quebec	Alan Robertson
1970	York University, Toronto	John O'Brien
1971	Hotel MacDonald, Edmonton (1st Annual CEME Conference)	Neil McLean
1972	Skyline Hotel, Toronto (2nd. Annual CEMC Conference)	Henry Memet
1973	University of British Columbia (3rd Annual CEMC Conference)	Duane Starcher

This brings us to the present. Under the joint leadership of Gaetan Laflamme, ETRAC President, and Fred Johnston, EMAC President, the merging of the two organizations to form the new AMTEC (Association for Media and Technology in Education in Canada) presents us all with a new challenge and the need for renewed effort.

See you at Brock in 1974?

The CANADIAN EDUCATION MEDIA COUNCIL

In 1971, the Canadian Education Media Council was formed. EMAC, ETRAC, CSFA, the Canadian Science Film Association, and CEA, the Canadian Education Association, were the founding members: the latter providing the unifying force, and also the office space for a secretary. The Council got off to a good start under the leadership of Dr. Freeman Sterwart of CEA; and during its second year, had excellent guidance form Dr. Fred Rainsberry of OISE, the Ontario Institute for Studies in Education. This palnning and working together made possible three very successful Canadian Education Communications Confernces - in Edmonton, Toronto, and Vancouver.

AMTEC--The ASSOCIATION FOR MEDIA AND TECHNOLOGY IN EDUCATION IN CANADA

The Canadian Education Association carried out its agreement to provide active support to our media associations for two years. That time was up in June, 1973. So, at the Vancouver Conference in June, 1973, the memberships of EMAC and ETRAC voted to establish a joint office for a year - with a view towards a possible union. CSFA decided not to participate. The Executives of EMAC and ETRAC have done a great deal of work during the summer and fall of 1973, and have come up with a proposed constitution for a unified association, and the suggested name of the Association for Media and Technology in Education in Canada, which very neatly shortens to AMTEC. Approval through the mail from members of both associations will be sought and, if given, will mean a go-ahead for the union. It was my privilege to sit in on some of the joint EMAC-ETRAC deliberations. There was harmony, ready cooperation, and agreement on all major matters. I am confident that we are on our way to bigger and better things for all media-minded educators in Canada.

Felix Navidad

are you ready for microfilm ?

R. HARRY CREIGHTON
Program Consultant in Library and Media
Region 9, Eastern Ontario,
Ministry of Education.

By way of introduction, a review of formats may be in order. Roll film has long been used, in 16 or 35 mm. widths, for the storage of microfilmed materials in correct, unalterable sequence. Ease of access to a page in a specific issue of Time magazine may be poor because that issue may well be locked away in a roll containing 51 other issues of that magazine. Possible damage to film may be minimized by loading film into cartridges, and access speeded by the use of motorized readers, which usually are equipped to allow the user to skim, by controlling the speed at which the film goes by the viewing screen. At this point in time, 35 mm. roll film seems the most practical format for handling microfilmed newspapers.

Microfilm may also be acquired in a third standard width, 105 mm., that is, in sheets which approximate 4 inches by 6 inches. Its name, microfiche, is derived from the French word, fiche, or "index card". Fiche may be produced, commercially, by a "step and repeat" camera, which captures a series of images on one sheet of 105 mm. film. More practically, from our standpoint, is a method which utilized microfilm "jackets". A jacket consists of strips of mylar, 16 or 35 mm. wide, bonded to a sheet of clear film, and into which appropriate lengths of film may be threaded. A roll of 16 mm. black and white film, containing 2500-3000 images, costs approximately \$5.95 processed, and same-day processing is often given. Utilizing a "jacket-loader", the returned film is inserted in jackets and this master may then be used to generate diazo duplicates at a cost of 7 or 8¢ for 60 pages of information. A package, consisting of camera, loader and reader costs about \$3,000, and a microfiche duplicator between \$1200 and \$3,000.

Fiche have the advantage of being a "unit document": that is, one fiche, containing up to 98 pages, may represent one magazine issue, one report, or often one book. The advantages of simultaneously giving a number of students access to different issues of a journal may be partially offset by the lack of file integrity and possible retrieval problems.

Black and white film may be obtained in either negative or positive versions - each has advantages and disadvantages. Negative film is far easier on the eyes during prolonged periods of reading, but illustrations are hard to interpret. Positive film is grand for pictorial material, but allows a great deal of light to pass through the screen. Some reader-printers will operate from either format to produce a positive hard-copy - this may be a consideration.

Reader-printers still tend to be extremely expensive items - understandable, perhaps, when one considers that the machine is really both a good quality reader married to a photo-or electrostatic-copier, neither one of which tends to be inexpensive. For school library operation, a coin-operated machine which could be user operated would seem to be preferred.

Many new lightweight, portable, \$100 readers are coming onto the market -- hopefully leading the way to the ultimate marketing of a machine which can be loaned to students for home use. Just announced is a prototype reader about the size of a desk dictionary, developed by the Stevens Institute of Technology (Hoboken, New Jersey, 07030) which has an estimated unit cost in mass production of \$5.00! That's not a misprint! A hard copy attachment is in the works, estimated to cost another \$10.00 to \$15.00. for a total cost of less than \$20.00!

While most periodical material of use to schools is available on microfiche as well as on roll film, newspapers are not; and if backfiles of these are to be maintained in microfilm, a roll-film reader must be available. I'm not convinced that any one reader can handle all formats; and often, the cost of the necessary adaptors will cover the cost of a second reader.

So far, we've talked of hardware; let's look now at utilization. Nearby Hastings County has, at this point, 70 COM 200 readers - one for each elementary school, several for each secondary - 3 cameras and jacket-loaders, and one fiche duplicator. All students' records (records must be stored for 70 years here in Ontario) have been microfilmed and loaded into jackets. Duplication of this file, of up to 60 documents, costs between 8-10¢. Jackets may be thought of as a miniaturized file folder, a file which may be quickly updated at any time. A somewhat similar format, this time in the shape of a punch card - but with windows or apertures - can be utilized when a machine sort is required for quick retrieval of specific information.

Peterborough County has microfilmed a vast collection of pamphlet and clipping material existing in 60 side file drawers in the Lakefield District High School. Their file on "Indian Studies" is so good that students from Trent University come up to see it. On demand, any school in the county should be able to obtain fiche copies of vertical file materials on any subject from one source, without going to the expense of creating their own.

Centennial Secondary School in Belleville and its feeder schools are currently creating resource packages on fiche on specific topics, film clippings, articles, etc. These may be duplicated inexpensively. Maclean-Hunter (1) sells vertical file materials on subjects of current interest, as do several other micro-publishers Bell & Howell (2) and Commonwealth Microfilm (3).

Rather than give copies of a bibliography on "School Library Design" to my summer course students, I filmed photocopies of the periodical articles on the list, jacketed 171 pages of material and gave each student, in effect, a 171 page book on library design for a cost of about 50¢.

Several developments in commercial publishing should be noted. The University of Toronto Press now publishes all of its materials in both formats - cloth or paperbound books, and microfiche. The volume, City Lib, published by A.M. Hakkert Ltd. of Toronto may have started something by including microfiched copies of the source material used by the author, Stephen Clarkson, in writing the work. In this way it is felt that the serious student may confirm the author's judgments, and, perhaps, explore the topic in more detail than is possible in the text. Xerox University Microfilms (4) make available a collection of about 2000 titles at the elementary level in black and white or colour microfiche, ranging in cost from one to four dollars.

One nearly elementary school in Mallorytown is finding that some youngsters who have previously shown little interest in reading, are suddenly "turned on" by viewing a projected page on the screen. Research seems to indicate that some children learn to read better from a projected image than from a book.

After finding that film from the new "pocket series" of cameras, like the new Kodak Pocket Instamatic, may readily be threaded into 16 mm. jackets if left uncut and unmounted, I am wondering how to adapt such a camera to a copy stand. Slides of filmstrips protected this way may be keyed to a "beeped" signal on an audio tape, and may be projected in a darkened room, if your fiche reader is one with a screen which can be easily removed for projection.

As a source of professional development materials, the ERIC system set up in the early 1960's by the U.S. Office of Education is hard to beat. With some 76,000 documents on microfiche, access to the one thousand or so titles added each month is given in the publication Research in Education (5). Documents are indexed by author and subject, and resumes are given for each. Most items can be purchased on microfiche (unlimited number of pages), for 65¢ or in hardcopy for \$3.29 per 100 pages. As practically none of the material is copyright, centres which have purchased the complete collection, such as have the Queen's University Faculty of Education Library, and the Ontario Institute for Studies in Education, could easily and quickly respond to telephone requests for duplicate copies, billing the School Board concerned, if they had the equipment for fiche duplication. Key to the success of this service, of course, must be ready teacher-access to copies of RIE. One of the 18 clearinghouses, incidentally offers a free descriptive fiche, and a checklist for evaluating microfiche readers(6).

Chapters of the Canadian Micrographic Society (7) are blossoming across the country - memberships in this organization will provide you with many useful contacts in this field. An excellent new booklet for the National Microfilm Association (8), Introduction to Micrographics, is the first one to add to your own collection on this subject. Determining whether specific titles are available on microfilm will be greatly assisted by the publications Guide to Microforms in Print and Subject Guide to Microforms in Print (9). Finally, the recently published 1973-74 Microfilm Source Book (10), although expensive, may well be worth acquiring as well; its coverage is quite encyclopedic.

I feel that we are just beginning to scratch the surface of possible educational applications of microfilm, and that many readers of this article will be able to help us expand the possibilities. Why not write the Editor of this publication, or the author of this article, and help us share ideas on the subject?

FOOTNOTES

1. McLean-Hunter Microfilm Services
481 University Ave., Toronto
2. Bell & Howell Corp.
Old Mansfield Rd.
Wooster, Ohio, 44691
- also:
Bell & Howell (Canada) Ltd.
Microdata Division
45 Jutland Ave., Toronto 550
3. Commonwealth Microfilm Library Ltd.
558 West 8th Ave.
Vancouver 10, B.C.
4. Xerox-University Microfilms
Xerox Education Group, Canada
35 Mobile Drive, Toronto 375
5. Research in Education
United States Govt. Printing Office
Division of Public Documents
Washington, D.C. 20402 \$38/year
6. The ERIC Clearinghouse for
Educational Media and
Technology
Stanford University
Stanford, California
7. Administrative Secretary
Canadian Micrographic Society
1755 Woodward Drive
Ottawa
8. National Microfilm Association
Suite 1101, 8728 Colesville Rd.
Silver Springs, Maryland 20910
\$1.00
9. Microcard Editions
901 26 Street N.W.
Washington, D.C. 20037
\$6.00 each
10. Microfilm Publishing Inc.
P.O. Box 313
Wykagyl Station, New Rochelle, N.Y.
\$25.00 10804

FURTHER REFERENCES

2 free periodicals worth sending for:

Panorama
Business Systems Markets Division
Eastman Kodak Co.,
343 State St.
Rochester, N.Y.

The Micropublisher
Bell & Howell Corporation
Old Mansfield Rd.
Wooster, Ohio 44691

Some suppliers of Microfilm equipment for school libraries:

Mr. Don Donahue, Regional Manager
Bell & Howell,
Microdata Division
45 Jutland Rd.
Toronto 550, Ont.
(416) 259-4641

Mr. Hugh Marks, Branch Manager
Recordak of Canada Ltd.
15 Kern Rd.
Don Mills, Ont.
(416) 447-9101

Mr. Gar Chittick, President
Microquip Ltd.
7526 Bath Road
Malton, Ont.
(416) 677-5811

Mr. R. Corcelli
Data Retrieval Systems Division
3M Company of Canada Ltd.
155 Lesmill Rd.
Don Mills, Ont.
(416) 445-0020

Mr. Ty Preston
Preston Microfilming Services
2215 Queen St. East
Toronto 13, Ont.
(416) 699-7154

Mr. Jim Drummond
Xerox-University Microfilms
35 Mobile Dr.
Toronto 375, Ont.
(416) 759-4411

Mr. Jim Lor
Standard Microfilm Reproductions Ltd.
44 Crockford Blvd.
Scarborough, Ont. M1R 3C3

Microseal Corporation
2222 W. Main St.
Evanston, Illinois 60204

Microfilm Recording Co. Ltd.
102 Rivalda Road
Weston, Ont.

National Cash Register Corp.
901 Twenty-Sixth St., N.W.
Washington, D.C. 20037

Some suppliers of microfilm useful in school libraries:

Bell & Howell
Microdata Division
45 Jutland Rd.
Toronto 18, Ont.
(416) 259-4641

Preston Microfilming Services
2215 Queen Street East
Toronto 13, Ont.
(416) 699-7154

Canadian Library Association
63 Sparks Street
Ottawa, Ont.
(613) 232-9625

Recordak of Canada
15 Kern Rd.
Don Mills, Ont.
(416) 447-9101

ERIC Document Reproduction Service
4936 Fairmont Ave.
Bethesda, Maryland 20014

University Microfilms
Xerox Education Group
35 Mobile Drive
Toronto 375, Ont.
(416) 759-4411

Library Resources Inc.
201 East Ohio St.
Chicago, Illinois 60611

MacLean-Hunter Microfilm Services
481 University Ave.
Toronto 2, Ont.
(416) 362-5311

Microfilming Corporation of America
21 Harristown Rd.
Glen Rock, New Jersey 07452

Micromedia Ltd.
Box 34, Station S
Toronto, Ont. M5M 4L6

MCR Microcard Editions
901 Twenty-Sixth St., N.W.
Washington, D.C. 20037

(The) New York Times Library
Services and Information
Division
229 West 43rd St.
New York, New York 10036

Microfilm Recording Co. Ltd.
102 Rivalda Road
Weston, Ont.

Spelukkig Nieuw Jaar

this and that . . from here and there

3M BOOKLET

The 3M Company has put out an excellent booklet on audio recording. At a price of \$1.00, the booklet gives basic information on sound, the process of sound-recording, recording formats, the use of a tape recorder, various types of recording machines, splicing and editing, communications with tape, common sense maintenance, organizing a tape library, and, of course, selecting a tape. It appears to be a very useful book and is available from the Magnetic Products Division of the 3M Company, 3M Centre, Saint Paul, Minnesota 55101, USA.

SASKMEDIA

The Department of Continuing Education for the province of Saskatchewan has produced a report, "Toward the Development of an Integrated Educational Communications and Community College System". Following the thinking that has already taken place in Alberta and Ontario, Saskatchewan has come up with an "integrated educational communications system". Our readers might be interested in reading how Saskatchewan proposes to go about this integration. For copies, write: Department of Continuing Education, Saskatchewan Department of Education, Regina, Saskatchewan.

A.V.-LIBRARY MERGERS

The October publication of the Idaho Audio-Visual Association contained an interesting turn of events in that state. Evidently, the Idaho Audio-Visual Association and the School Librarians' Association are merging into a new organization to be called the Idaho Educational Media Association. Another Merger--the Michigan Association of School Librarians (MASL) and the Michigan Audio-Visual Association (MAVA) have voted to join forces. Could be a forecast of events which may take place in our own country.

"SNEAK PREVIEW"

A newsletter which we have just received is being published eight times a year by the National Educational Film Center Inc., Route 2, Finksbourg, Maryland 21048, USA. The approach in "Sneak Preview" tends to be multimedia and interdisciplinary and may be of interest to some of our readers.

CABLE T.V. NEWSLETTER

For people who are interested in Cable Television there is a newsletter published by the Canadian Cable Television Association, 130 Albert Street, Ottawa, Ontario, K1P 5G4. I believe this is available free of charge.

CLOUTIER'S L'ERE D'EMEREC

A significant book by Jean Cloutier has just been released in French by the University of Montreal Press. La Communication Audio-Scripto-Visuelle a l'Heure des Self-Media ou L'ere d'Emerec is mentally and visually a very stimulating book, and I draw your attention to it at this time. We hope to have a full review of the book for the next issue of "the Media Message".

MUNICH REPORT

A copy has been received of a summary report of a conference held in Munich on the topic "The Use of Satellites for Educational Television in Developing Countries". The report arises out of the 1972 Conference and copies may be obtained from Bayerischer Rundfunk, Anstalt des Offentlichen Rechts, 8 Munchen 2, Postfach, Fernsprech - Nr. 59001.

BRITISH PUBLICATION

We Canadian media people are always looking for information relating to our field, but we tend to forget the very useful publications which come out of Great Britain. Two publications were mentioned in the last issue of "the Media Message", and it occurred to me that some people might not be familiar with the publication of the National Committee for Audio Visual Aids in Education. An excellent monthly publication, "Visual Education" serves somewhat the same purpose as AECT's "Audio-Visual Instruction"; however, it appears to have much more practical information. In addition, NCAVAE publishes periodically small brochures on various matters of interest to the school system--overhead projectors, etc. An interesting title is "Tape Recorders for Education". All the publications are oriented to the needs of the classroom teacher and are very useful. For additional information on this periodical and the various publications put out by the National Committee for Audio Visual Aids in Education, write the headquarters at 33 Queen Anne St., London W1M 0AL, England.

PROJECT CANADA

An item from the Educational Exchange and Special Project Branch of the Ministry of Education offers a large bilingual brochure free to our readers. The 18" x 24" poster, entitled "I am proud to be a Canadian", contains poetic contributions by children all across Canada. Write Project Canada, 15th Floor, Mowat Block, Queen's Park, Toronto 182, Ontario.

THE TEACHER'S STORE

Teachers who visit the Toronto area might be interested in visiting the Teachers' Store which was opened recently by the Moyer Vico Company in the Newton Brook Plaza in North Toronto. The Teachers' Store has a 2400 square foot display area containing teaching aids for math, language arts, art, workbooks, supplies and crafts, etc. A very interesting idea--and teachers can only hope that stores of this sort which contain the instructional materials of many companies will be opened in various parts of the country.

"SWASTIKA"

Film Expo 1973, the Canadian and International Film Exposition organized by the Canadian Film Institute, took place in Ottawa in October. An interesting film viewed at the Expo was "Swastika", a British compilation of film put together by Philippe Mora which was screened at the Cannes Film Festival 1973. "Swastika" shows life in Germany during the build-up of the Second World War and also presents a particularly interesting view of Adolph Hitler. Mora first shows what the Nazi's wanted the world to see--superior people building a social utopia under the absolute rule of a super genius. He then goes on to show what the Germans wanted to see but never did, the private life of Hitler. Footage photographed by Eva Braun is included in the film. Mora concludes by showing what really happened in Germany--the German people becoming victims of themselves. Information on this film can be obtained from the Canadian Film Institute, 1762 Carling, Ottawa, Ontario, K2A 2H7.

PACIFIC FILM FESTIVAL

The Pacific Association for Communications and Technology is organizing a film festival for students from kindergarten to college, using the 8mm film format. Winning films are to be shown in Hawaii and at the national AECT convention in Atlantic City. While entries are to be received by December 1st, information is being passed on to you in hopes that we can generate some interest in Canada to present a similar festival with the winning films to be shown at our Annual Education Communications Conference.

JOB SEEKING

We have a letter from Mr. Gil Gillespie who is presently involved in Ph.D. studies at the University of Kansas and who is seeking employment in Canada. For those interested, here is the information: ITV producer/director (5 years experience) seeks position in non-commercial television. Other experience includes 3 years half-time in the University Audio-Visual Centre. B.A. and M.A. degrees in radio and television broadcasting. Ph.D. in speech communication-human relations. Dissertation research was conducted in the area of community television. Write: 1800 Naismith Dr., # 902, Lawrence, Kansas 66044, USA.

COMING EVENTS

AECT Convention - March 17-21, 1974

The convention scene for this major United States convention--Instructional Technology: A People Process--is Atlantic City. I am sure that in this time of tight budgets, you should start saving your pennies now, if you are interested in attending this convention.

Fourth Annual Education Communications Conference, June 16-19 in St. Catharines, Ontario, at Brock University.

FROM EPIEGRAM: READING

This item is extracted from the October 15 issue of "Epiegram"--the educational consumers' Newsletter.

In 1969 James Allen, Nixon's first Commissioner of Education, developed the Right to Read program. The Washington Monthly, in an article by Wallace Roberts, gives a few details about the program's implementation:

"The National Reading Center was set up as a private non-profit organization and was supposed to find and train 10 million volunteer tutors. The Center set itself up in quarters far too large, outfitted itself with \$1,000 desks and \$75 trash cans, but never actually trained more than 2000 tutors. The executive director of the agency was hired a \$50,000 a year--which was \$10,000 above regulations. When the Office of Education found out and cut his salary, he resigned but was allowed to return for a 3-month consultation contract at a fee of \$10,000. In its first 2 years of operation, the Center spent \$4 million, but in 1971 only \$13,200 was spent on tutor training. The rest of the \$1.2 million budget went for overhead. By Spring 1972, auditors found that the Center had misspent a total of \$305,300. We don't know whether that includes the almost \$100,000 paid to pollster Lou Harris. His findings: There are still 18 million functional illiterates in the U.S.. "

EPIEGRAM AGAIN: ENVIRONMENTAL INFLUENCE

Studying the impact of environment on mental growth since 1970, Munich's Gesellschaft fur Rationelle Psychologie has reached some of the following conclusions:

"Testing children in "beautiful" rooms (painted light blue, yellow, yellow-green or orange) raised their IQs, while "ugly" colors (white, black, and brown) caused an instant drop of 14 points. Children playing in the "beautiful" rooms outstripped the control group by 15 points within 6 months, by 25 IQ points after 18 months. In an orange room positive social reactions of children increased 53%, negative reactions declined 12%. The size of the room also influences child development and the Gesellschaft has developed minimum play space requirements: it recommends 3.6 sq. yards for children under 2 years, 24 sq. yards for those between seven and nine. In smaller rooms their mental performance and social behavior deteriorate. It was also found that 18-month old children raised in transparent Plexiglas cribs were measurably more intelligent than 2-year olds confined to traditional cribs. Low ceilings--less than 7 feet high--is something else children like. They want to explore their environment, if possible touch it."

Fröhliche Weihnachten

EMAC Addenda

Mr. Michael Hetu
Regionale Louis-Frechette
30 Champagnat
Levis, P.Q.

Dr. G.M. Boyd
Centre for Instructional
Technology
Sir George Williams University
1435 Drummond Street
Montreal 25, P.Q.

John Philip Knox
Lindsay Place High School
111 Broadview
Pointe Claire, P.Q.

Mr. Don Cartilidge
4556 Royal Avenue
Montreal 261, P.Q.

George L. Morgan
5263 Saranac St., Apt. 1
Montreal 248, P.Q.

M. Jean Cloutier
Centre Audio-Visuel
C.P. 6128
Universite de Montreal
Montreal, P.Q.

Mr. K.E. Perkins
Service des Moyens
Techniques d'enseignement
255 Cremazie East
Montreal 354, P.Q.

Mrs. M.M. Costain
Extension Assistant
Extension Film Library
Extension Department
MacDonald College
Ste. Anne de Bellevue, P.Q.

M. Gilles Seguin
C.E.G.E.P. de Hull
289 Boulevard de Tache
Hull, P.Q.

Mr. John S. Daniel
Assistant Professor
Dept. of Metallurgical Engg.
Ecole Polytechnique
2500 Ave. Marie-Guyard
Montreal 250, P.Q.

M. Paul Simard
Payette Radio Limitee
730 St. Jacques
Montreal 101, P.Q.

M. Hector Frenette
Universite du Quebec
C.E.U. de Rimouski
300 Ave. des Ursulines
Rimouski, P.Q.

Mr. J.K. Szpakowska
Dept. of Library Science
Universite de Montreal
2801 Eduard-Montpetit, C.P. 6128
Montreal, P.Q.

Mr. E.C. Frohloff
Bell Canada
H Q Marketing
1050 Beaver Hall Hill
Room 600
Montreal, P.Q.

M. Giles Theriault
10310 Tolhurst
Apt. 2
Montreal, P.Q.

Mrs. E.H. Green
Instructional Media Service
Quebec Dept. of Education
255 Cremazie Blvd. East
Montreal 354, P.Q.

To: ETRAC and EMAC members

Re: A New Constitution...A New Organization

The demise of the CEMC in June 1973 and the resultant motions by the general assemblies of EMAC and ETRAC instructing their respective executives to jointly pursue a reorganization, led to the establishment of a Constitution Committee (F. Johnston, G. Laflamme, A. Moore, and G. Jarrell) which met in August and produced the first draft of the constitution. The Constitution was revised at a joint meeting of the EMAC and ETRAC Boards of Directors and finally reviewed by legal counsel. Enclosed the product of those meetings.

A strong, national organization, capable of growth is urgently needed. The form that it takes is important...but perhaps not as important as having it take form. Undoubtedly, we lack the time to debate the pros and cons of different constitutions. Your constitution committee feels this constitution will meet our needs. A review of the enclosed organizational chart provides an overview of the association's structure. Also drawn to your attention, are the following features:

1. It provides for a strong, national organization and the opportunity to co-operate with regional and national affiliated organizations whose interests are similar to ours.
2. Within a strong national organization, individuals can combine into various interest groups - Radio and Television, A-V Administration, Teacher Education, etc.

Those of you familiar with the AECT Constitution will readily note the many similarities between it and the proposed constitution.

Your Constitution Committee requests that you carefully review this constitution.

Fred Johnston, President
and the
Board of Directors of EMAC

Gaétan Laflamme, President
and the
Board of Directors of ETRAC

OFFICIAL BALLOT

Moved that the membership approve the name - Association for Media and Technology in Education in Canada/l'Association des Media et de la Technologie en Education au Canada - and the constitution as prepared by the Boards of Directors of EMAC and ETRAC.

Affirmative _____ Negative _____

Return ballot to: EMAC/ETRAC Office
Duncan McArthur Hall
Queen's University
Kingston, Ontario

PLEASE RETURN YOUR BALLOT BY FRIDAY, JANUARY 18, 1974.

ORGANIZATION OF A.M.T.E.C.

BOARD OF DIRECTORS
ELECTED OFFICERS
Past - Pres., Pres., Vice Pres & Sec - Treas.
4 Prov. Affiliate Reps from Council 3 Elected Members-at-Large 1 Aux. Affiliate Rep from Council

COUNCIL
Reps from: Divisions Prov. Aff. Aux. Aff.

MEMBERS		NON-MEMBERS
CORP	INDIV.	PROV. AFF. AUX. AFF.
	DIVISIONS	

Constitution and Bylaws of the
Association for Media and Technology in Education in Canada

These corporate bylaws shall consist of two parts, namely, the Constitution and the Bylaws. The provisions of each part constitute corporate bylaws for the regulation of the affairs of the Association and shall not conflict with the Letters Patent should the Association become incorporated. The provisions of the Constitution govern and control if there should be at any time any inconsistency between the Constitution and the Bylaws.

CONSTITUTION

- Section 1. Name. The corporation shall be known as the Association for Media and Technology in Education in Canada. (Sometimes hereinafter referred to as "the Association").
- Section 2. Head Office. The Board of Directors shall establish the Head Office of the Association in the place within Canada designated by the Letters Patent. The situation of the Head Office may be changed from time to time in accordance with Section 9 of the Constitution. Other offices may be established and maintained within Canada as the Board of Directors shall from time to time designate.
- Section 3. Purposes and Objectives. The general purpose and objectives of the Association for Media and Technology in Education in Canada shall be the improvement of education and public welfare through the use of educational media and educational technology.
- Section 4. Membership. Any person or organization interested in the purposes and objectives of the Association may apply for membership as provided for in the Bylaws.
- Section 5. Governance and Officers.
- (a) The determination of policy and the direction of Association affairs are the responsibility of a Board of Directors, elected and functioning as provided herein. A Council which is representative of members shall be established and shall have responsibilities as provided in the Bylaws.

- (b) The Officers of the Association shall be a President, Past President, Vice-President and a Secretary-Treasurer. The Vice-President and the Secretary-Treasurer shall be elected and shall hold office for a term of one year, as provided for in the Bylaws. The officers shall hold office until their successors are elected. The members may, by resolution passed by at least two-thirds of the votes cast at a general meeting of members, of which notice specifying intention to pass such resolution has been given, remove any Officer before the expiration of his term of office. The vacancy may be filled by a majority of the votes cast at that or any subsequent meeting of members of the Board of Directors.

- (c) An Executive Director may be appointed as required by the Board of Directors. The Board of Directors may terminate the services of the Executive Director upon giving four months notice. He/She shall be appointed for a term not to exceed three years and may be reappointed.

Section 6. Elections.

- (a) The President shall be the person elected as Vice-President by the membership the previous year. In the event that the President shall not serve out his/her full term, the Vice-President shall succeed to the unexpired remainder thereof and continue through his/her own term.

- (b) The Vice-President and the Secretary-Treasurer shall be elected by the membership. In the event that the Vice-President shall be unable to serve out his/her term both a President and a Vice-President shall be nominated and elected at the time of the next election. In the event that both President and Vice-President shall be unable to serve, the Board of Directors shall elect one of its members to serve as presiding officer of the Association.

Section 6. Elections.

(b) Cont'd.

In the event that the Secretary-Treasurer shall be unable to serve out his/her term, the Board of Directors shall elect one of its members to serve as Secretary-Treasurer.

- (c) The members of the Board of Directors who are not officers of the Association shall be selected as provided for in the Bylaws. A vacancy on the Board of Directors may be filled for the unexpired term by the Board of Directors. A member shall not be eligible for re-election or reappointment to the same office until one year after the expiration of his term.

Section 7. Association Policy Statements.

- (a) The Board of Directors shall determine official Association policy.
- (b) A conference for members and others interested in educational media and technology may adopt and publish resolutions. These resolutions shall be considered by the Board of Directors and may be adopted as official policy of the Association.

Section 8. Publication of Constitution and Bylaws. The Constitution and Bylaws shall be reviewed periodically by the Board of Directors, and published and distributed to the membership.

Section 9. Amendments to Constitution. The Constitution may be amended in the following ways:

- (a) Proposals for amending the Constitution may originate by resolution of the Board or by a petition submitted to the Board of 10% of the members as of the date of the amendment. The Board shall submit the proposed Constitutional change to the Council along with the Board's recommendation. When the proposed amendment has been approved by a majority vote of the Council, it shall be submitted to a vote by the membership.

Section 10. Amendments to Constitution.

- (b) In all cases the proposed amendment must be submitted in writing to the President at least four months prior to the mail ballot. At least two months prior to the mailing of the ballot, the membership must be informed of the amendment with an explanation of the reasons for its implementation.
- (c) Any amendment shall be approved by no less than two-thirds of the ballots of the members returned to and counted by the President or his designate. The date for counting ballots shall be not less than 30 days and not more than 60 days after the date of mailing thereof. Any such amendment shall not be enforced or acted upon until the approval of the Minister of Consumer and Corporate Affairs of Canada has been obtained.

BYLAWS

Section 1. Objectives. The general purpose and objectives of the Association for Media and Technology in Education in Canada (hereinafter referred to as the "Association") shall be the improvement of education and the public welfare through the use of educational media and technology. The specific purposes and objectives shall be:

- (a) To promote the application of educational media and technology as a means of improving education and the public welfare.
- (b) To foster cooperation and interaction among institutions, agencies, foundations and organizations concerned with educational media and technology.
- (c) To promote the study of ways to improve education through the use of educational media and technology.
- (d) To provide active leadership and organizational support to the development of interests of the Association.
- (e) To strive for the improvement of the qualifications and conditions for effective performance of those using educational media and technology.

Section 1. Objectives.

- (f) To increase and diffuse knowledge of educational media and technology through meetings, professional contacts, reports, papers, discussions and publications, etc.
- (g) To promote research, demonstrations, experimentation and improvement in the use of educational media and technology.
- (h) To identify and analyze critical issues, trends and developments in educational media and technology and seek to provide constructive solutions through the selection, organization and dissemination of valid and useful information.

Section 2. Duties of Officers. The President, Past President, Vice-President and Secretary-Treasurer shall perform the duties of their respective offices and such other duties as may be approved by the Board of Directors. The Vice-President shall serve the second year as President, the third year as Past President. The President shall report annually to the Council for the Board of Directors and the headquarter's staff. The President (or his/her designate) shall be in charge of headquarters and its personnel and shall carry out the activities provided for in the budget and other duties that may be assigned by the Board of Directors to his/her office.

- (a) The President of the Association shall be the executive head of the organization, shall preside at all business meetings, shall carry out the instructions of the Executive Committee and the Board of Directors and preside at Council meetings.
- (b) In the absence of the President, the Vice-President shall assume the duties of the President. Further delegations of authority shall be determined by the Board of Directors.
- (c) The specific duties of the Secretary-Treasurer shall be as prescribed by the Board of Directors.

Section 3. Nominations and Elections.

- (a) At the annual meeting of the Association, the outgoing President (hereinafter referred as the "Past President") shall assume the position of the Chairman of the Nominating Committee to be made up of five other members of the Association who are representative of geographical and professional interests, to the extent that this is possible and practical and shall assume responsibility for the nominations and the supervision of the election of the elected officials of the Association.
- (b) By December 1, the Nominating Committee shall prepare an official ballot listing three nominations for Vice-President, three nominations for Secretary-Treasurer, and three nominations for the member at large position. In addition, any five members may submit to the Nominating Committee by December 1 a nomination for inclusion on the ballot provided the nominee has indicated in writing his agreement to serve if elected.
- (c) The Nominating Committee shall determine the eligibility of nominees and ascertain that all nominees for any office are willing to serve if elected. Eligibility shall consist of individual membership in the Association.
- (d) No later than January 1 following, the Nominating Chairman shall send the official ballot with biographical sketches of the nominees to each member in good standing.
- (e) Forty-five days after mailing the ballot, the Nominating Chairman shall close the election and report the results to the Executive Committee of the Board of Directors.

Section 3. Nominations and Elections.

- (f) Tie votes shall be resolved by a vote of the Executive Committee.
- (g) The election results shall be reported to the membership by the Executive Board prior to the annual meeting of the Association.
- (h) A provincial Association duly constituted and affiliated with the Association for Media and Technology in Education in Canada shall have the right of naming its representative(s) to Council by December 1. If a province does not have an Association affiliation with the Association for Media and Technology in Education in Canada or if such as Association does not appoint a representative to Council, then it shall be the responsibility of the Nominating Committee to appoint a representative who is a member of the Association for Media and Technology in Education in Canada and who is a resident in the province to be represented.
- (i) The officers, members at large, and representatives from the Council shall take office at the annual meeting.

Section 4. Board of Directors.

- (a) The Board of Directors shall consist of:
 - the elected officers of the Association, including the Past President,
 - four (4) members elected by preferential ballot by and from Provincial Affiliate Council representatives for staggered terms of three (3) years,
 - three (3) members elected at large from the membership by preferential ballot for staggered terms of three years,
 - and one (1) member elected by and from the Auxillary Affiliate Council representatives for a term of three years.

The Chairman of the Council Steering Committee shall be an ex-officio member.

Section 4. Board of Directors.

- (b) Except as hereinafter provided, a vacancy in the elected membership of the Board of Directors shall be filled by appointment by the Board. The person so appointed shall serve until the following annual election. The members may, by resolution passed by at least two-thirds of the votes cast at a general meeting of members, of which noticespecifying the intention to pass such resolution has been given, remove any Director before the expiration of his term of office. The vacancy may be filled by a majority of the votes cast at that or any subsequent meeting of the votes members or the Board of Directors.
- (c) A Majority shall constitute a quorum at the meeting of the Board of Directors. All questions before the Board shall be decided upon by a majority of votes.
- (d) Regular meetings of the Board of Directors shall be held not less frequently than semi-annually at a time and place and/or by appropriate means to be specified by a vote of the Board of Directors. The Board of Directors shall have authority to take such actions as are necessary for the conduct of the Association's affairs in accordance with the Constitution and Bylaws and the expressed interests of the Council. If an emergency is declared by a majority of the Board of Directors, the Board shall have power to take action as though such action were taken by the Council.
- (e) The Board of Directors shall designate members of its group as an Executive Committee which shall have and exercise the authority of the Board of Directors in the intervals between the meetings of that body. The President of the Association shall serve as Chairman of the Executive Committee. The Executive Committee shall be composed of the President, two officers and one Board Director.

Section 5. Appointments. The Board of Directors shall appoint all other officers of the Association not provided for and shall fix the compensation of paid officers and employees.

Section 6. Calendar.

- (a) The fiscal year of the Association shall begin April 1.
- (b) The President and other elected officers, council members of the new Board of Directors of the Association, shall assume their responsibilities during the annual meeting. In the event the annual meeting is not held between April 1 and July 1 they shall assume their responsibilities on July 1.

Section 7. Meetings.

- (a) There shall be an announced annual meeting of the Association at such time and place as may be determined by the Board of Directors. Special meetings and joint meetings with related societies shall be subject to the approval of the Board of Directors.
- (b) Thirty (30) members shall constitute a quorum for meetings of the members. All members in good standing shall be entitled to vote and all questions before any meeting of members shall be decided by a majority of votes.

Section 8. Publications. The Association may publish an official organ. The Board of Directors shall establish a Publications Board or Boards as required. Journals, reports, proceedings, and other documents shall be published as authorized by the Board of Directors.

Section 9. Committees. Governance committees of the Association shall consist of a Nominating Committee and any other committees as may be established by the Board or the President. The President shall appoint membership of a committee if not provided for elsewhere in the Bylaws.

Section 10. Head Office. The Association shall maintain a Head Office for the promotion of the objectives of the Association. The President shall direct the activities of the Head Office. He shall report annually on the operations of the Head Office to the Board of Directors.

Section 11. Divisions.

- (a) Divisions may be organized to represent major educational media and technology areas and professional interests that lie within the national or international scope of the Association.
- (b) Any member of the Association may apply for membership in one or more Divisions under the rules of eligibility and election established by the Division. Members shall not be required to maintain a divisional affiliation. All Division members must be members of the Association.
- (c) A Division shall be established whenever 25 members of the Association for Media and Technology in Education in Canada petition for it and the Board approves. A two-thirds majority approval of the Board is required for the establishment of a new Division. Divisions, when formed from existing societies or organized as new societies, may use the society name provided they append it to the phrase, "A Division of the Association for Media and Technology in Education in Canada". A Division may affiliate itself with any regional, provincial, or local groups interested in the concerns of the Division.
- (d) A Division may be dissolved by the Board when the Division votes to recommend dissolution. A Division may also be dissolved for good and sufficient reason, by a two-thirds majority vote of the Board.
- (e) A Division has freedom to pursue matters within its professional or academic area that are not reserved to the Association and the Board. It may determine the right to vote of its members on divisional matters; provided that a Division may engage in no activity which is, in the opinion of the Board, inconsistent with the purposes and objectives of the Association. The Board shall at least annually review the activities of each Division and shall at all times have the right to prohibit any activity not consistent with this subparagraph.

Section 11. Divisions.

- (f) A Division shall have a President and a Secretary and such other officers as it may desire.
- (g) A Division shall draw up its own Bylaws and rules of procedure which shall be consistent with those of the Association, and shall file them with the President of the Association. Committees proposed by the Division which are more properly committees of the Association may become a committee of the Association upon recommendation of the Board of Directors.
- (h) Each Division shall annually submit a budget to the Board reflecting its financial requirements for the following year. The Board may allocate Association funds as deemed appropriate for Division activities. Funds so allocated shall be expended by the Division strictly in accordance with the budget approved by the Board. A Division may, with Board approval, establish membership dues in addition to those payable to the Association. Such dues will be payable directly to the Association and reallocated to the Division in accordance with this subparagraph.
- (i) A Division shall own or operate a journal only with approval of the Board. The procedures for managing and editing of such journals shall be subject to approval of the Board.

Section 12. Affiliated Organizations.

- (a) Any active provincial, municipal, regional, or national organization whose interests and purposes are similar to those of the Association for Media and Technology in Education in Canada and whose Constitution and Bylaws are consistent with the Constitution and Bylaws of the Association, and whose membership includes the number of active members of the Association as stipulated below may, on request, and on approval of the Executive Committee, become affiliated with the Association for Media and Technology in Education in Canada, to work together more effectively in the achievement of their common

Section 12. Affiliated Organizations.

- (a) Cont'd.
goals. Each affiliated organization shall report annually to the Board of Directors the names and addresses of all members, the nature and extent of its program and any changes in its organization and purposes.
- (b) Provincial Affiliate. Each provincial educational media and technology association representing an entire province and maintaining a minimum of 25 members of the Association may affiliate with the Association as a Provincial Affiliate.
- (c) Auxiliary Affiliate. Other organizations concerned with educational media and technology, not eligible to become a Provincial Affiliate member or Division member, and maintaining a minimum of 15 members of the Association may affiliate with the Association as an Auxiliary Affiliate.
- (d) The Board shall determine what privileges of the Association may be granted to affiliates including Council Representation.
- (e) The Board may sever the affiliation of the organization with the Association when it is no longer in the best interests of the Association and after notification to its officers that termination has been voted by two-thirds of the Board.

Section 13. Council.

- (a) The Council of the Association for Media and Technology in Education in Canada shall represent the membership of the Association in Association matters.
- (b) It shall be the duty of the Council to identify common concerns of its constituents and when appropriate make recommendations to the Board of Directors.
- (c) Councilors shall be chosen as specified in Section 14 of the Bylaws.

Section 13. Council.

- (d) A meeting of the Council shall be held at the time and place of the annual meeting.
- (e) Eight (8) members of the Council shall constitute a quorum for meetings of the Council. All members of the Council in good standing shall be entitled to vote at meetings of the Council and all questions before the Council shall be decided by a majority of votes.
- (f) The Council Steering Committee shall be elected as follows:
 - 1. Provincial Affiliate Council representatives within each educational media and technology region shall elect from their members one person to serve on the Steering Committee.
 - 2. Division Council representatives shall elect from their members one member to serve on the Steering Committee.
 - 3. Other Affiliate Council representatives shall elect from their members one member to serve on the Steering Committee.
 - 4. The Council shall elect from within its group a Chairman, Vice Chairman and Recorder. The Chairman shall preside at Council meetings and shall serve as an ex-officio member of the Board of Directors of the Association.

Section 14. Composition of the Council.

- (a) The Council shall be composed of representatives of Divisions and of Affiliates and the Vice-President ex-officio. Designated alternates may participate in the absence of a delegate upon approval of the Council.
- (b) The number of Council representatives from one Division shall be determined annually on the basis of the proportion of that total number of members of the Association who are members of the Division. Division representation shall be determined by the formula:
 - under 100 members, 1 representative
 - 100 members and over, 2 representatives

Section 14. Composition of the Council.

- (c) Council representation from Affiliates shall be 1 representative by the formula in Section (b) except that each one shall have a minimum of one Council representative.
- (d) Each Council representative shall be a member of the Association and of the affiliated organization which he represents and be elected to the Council by the members of the said affiliated organizations under procedures and for a period of time to be determined by that organization.

Note: In case of the absence or inability of the Chairman to serve as indicated, the Vice Chairman shall serve in his stead.

Section 15. Membership.

- (a) The types and qualifications for memberships shall be determined by the Board to best achieve the objectives of the Association.
- (b) The Board shall determine the privileges associated with the types of memberships and the duration of such privileges.
- (c) The Board shall publish information on types of memberships, attendant privileges, dues and publications.

Section 16. Dues and Subscriptions.

- (a) The basic dues of the Association shall be determined by the Board and shall include subscriptions to such publications as may be determined by the Board.
- (b) The annual dues to be paid by Auxiliary Affiliates, and students, and the publications of the Association to which they shall be entitled, shall be determined by the Board.

Section 16. Dues and Subscriptions.

- (c) A Division may require additional dues of its own members. There shall be made available to each Division a fixed amount to be determined by the Board, from the dues paid by each member of the Association who is a member of that Division.
- (d) The Board may authorize special subscription rates to publications of the Association for special groups of subscribers.

Section 17. Appointment of Auditors and Audit of Accounts.

- (a) The Auditor of the Association shall be appointed by resolution of members at the annual meeting and shall hold office until the next annual meeting or until his successor is appointed. In the event that the members fail to make such appointment, the Board of Directors shall forthwith make such appointment.
- (b) It shall be the duty of the Auditor to make such examination as will enable him to report to the members as required under The Canada Corporations Act.
- (c) The Board of Directors shall cause proper books of account and an accounting record to be kept with respect to all financial and other transactions of the Association, in accordance with the Canada Corporations Act.

Section 18. Execution of Documents.

- (a) The President, Past President, Vice-President, Secretary-Treasurer and the Executive Director (or any two of them) shall have authority to sign and seal documents in the name of and on behalf of the Association, and such documents shall be binding upon the Association without any

Section 18. Execution of Documents.

(a) cont'd.

further authorization or formality. The Board of Directors shall have power from time to time by resolution to appoint any other officer or officers or any person or persons to sign or certify on behalf of the Association either documents generally or specific documents.

(b) The Association's Corporate Seal shall be of a form adopted by the Board of Directors. The Seal shall be affixed to all documents requiring execution under the Corporate Seal by the persons authorized from time to time by the Board. Unless the Board directs otherwise, the Seal shall remain in the custody of the Secretary-Treasurer. If authorized by resolution of the Board, the Association may have for use in any Province other than the Province where the Head Office is situated, or for use in any territory, district or place outside of Canada, an Official Seal, which shall be a facsimile of the Corporate Seal.

Section 19. Borrowing Powers. The Board of Directors may from time to time:

- (a) Borrow money upon the credit of the Association;
- (b) Limit or increase the amount to be borrowed;
- (c) Issue debentures or other securities of the Association;
- (d) Pledge or sell such debentures or other securities for such sums and at such prices as may be deemed expedient; and
- (e) Secure any such debentures, or other securities, or any other present or future borrowing or liability of the Association, by mortgage, hypothec, charge or pledge of all or any currently owned or subsequently acquired real and personal, movable and immovable, property of the Association, and the undertaking and rights of the Association.

Section 19. Borrowing Powers.

(e) cont'd.

The Board of Directors may from time to time by resolution delegate to the President, Past President, Vice-President, Secretary-Treasurer and Executive Director (or any two of them) any or all of the powers conferred on the Directors by the above paragraphs to the full extent thereof or such lesser extent as the Directors may in any such resolution provide.

The powers hereby conferred shall be deemed to be in supplement of and not in substitution for any power to borrow money for the purposes of the Association possessed by its Directors independently of this section.

Section 20. Amendments to Bylaws.

- (a) Proposals for amendment of the Bylaws may originate in the Board or in the Council. A proposed amendment to the Bylaws or a new Bylaw shall be ratified upon approval by two-thirds of the members of the Board present and voting at a meeting of the Board. Any such amendment to the Bylaws or a new Bylaw shall not be enforced or acted upon until the approval of the Minister of Consumer and Corporate Affairs of Canada has been obtained.
- (b) A proposal for amending the Bylaws may originate by a petition submitted to the Board by 10 members as of the date of submission of the petition. The proposed amendment shall be declared ratified upon approval by two-thirds of the Board members voting at a Board meeting. Any such amendment shall not be enforced or acted upon until the approval of the Minister of Consumer and Corporate Affairs of Canada has been obtained.

Section 21. Parliamentary Authority. Robert's Rules of Order Revised, in the latest edition, shall govern the Association in all cases to which it can be applied and in which it is not inconsistent with the Constitution, the Bylaws, or special rules of order of the Association.