

May-June - Video corners operated in classes A and B - kids working on their own - class C continues and finishes tape about the neighborhood - second concert is taped - Science Fair taped by girl and crew from class A - Mr. Peanut athletic context taped by crew from C - Field Day events taped by crews from A and B - A kids finish up commercials - School Art Show and art program at local community center taped by kids B and C - showed tapes produced during the year to each others' classes - wrote reports - stored equipment - considered following year.

Summarizing A Year

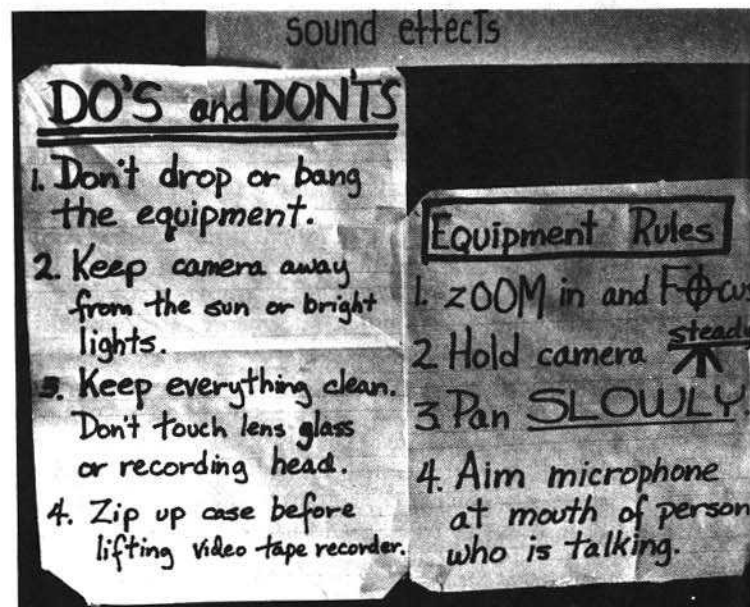
This summary is too brief to include all the complexities each project faced.

Groups working with video were kept small - usually four children - so each child would get a turn learning how to operate the equipment. When they came to use the equipment for a project, certain roles had to be established. These roles (camera person, etc.) were chosen by the children or designated by the adult, but they weren't fixed and could be changed to fit a new inspiration. This role structure helped the child focus his attentions and provided a measure of security, clearly defining what was expected of him.

This coming year we plan to continue in several directions: - classes A, B, and C (now fifth grades with the same teachers) reopen the video corners - B and C begin with hand puppet shows - A children make tape about improvement of the school playground - tapes shown of reading and math labs to parents on Open School night - will help guidance counselor make tape to explain counseling process - help art teachers edit tapes of last year's Art Show - two sixth grades begin projects using video - bi-lingual program make tapes to show parents how to make reading games to play with their children - begin a video club with new teachers and

kids - set up schedules for equipment to facilitate its movement around the school - use tape showings at lunchtime - help teachers use video to evaluate his/her performance in the classroom - begin cable television showings of tapes produced in the school - write guide to the various ways video has been used in the school - have evaluation done of entire program - train all interested teachers to use the equipment, so that after our two-year involvement in P.S. 145, they will become a faculty with video facility.

We are gradually working ourselves out of a job and that's fine! For video to be viable it must be used internally. It's hard to say where our work has led us. Our final evaluation will tell us that. What we do know is that there has been an impact on the school as indicated by an interest on everyone's part and our feelings of a job well done.



Jeff Strickler

Video and the Public Library

WALTER DALE

The creation of a citizen's video production access center was the Library's entrance into the world of video. The tools and skills of production and distribution were and are provided to the average citizen. Specifically, equipment and its utilization is available to all people of the community, and particularly to those predisposed to use the more traditional print-culture sources of information access.

The original and present thrust of the video program is an exploratory use of half-inch portable video as a tool for citizen information, expression,

and dialogue. It has initiated this through an extensive training program of concerned community volunteers. They have become practical users of video. Volunteers have been drawn from a cross-section of the community, ranging in age from 10 year olds to those in their 80's. In socio-economic terms, users have ranged from the less affluent to the very affluent.

In this operational time span, we have seen video become a citizen participatory medium. Over 500 community volunteers have gained "hands-on" vi-