

sions on any conflict of topics, evaluation, procedures, publicity, and any other questions that arise. This group meets regularly and gets the chance to bring up feelings, suggestions, and questions which have emerged from the group they represent. Since we're dealing with six groups and many team members, this representative committee has been very effective in keeping information channels open. For example, at the most recent meeting the need for a big publicity campaign was discussed and we are all proceeding with the suggestions and ideas brought up.

Financially, we're running on a VERY tight budget. Film is out! There are simply no funds for equipment or processing. Many of the schools do have portapak equipment that they can use for on

location inserts.

The main thing we are encouraging is creativity - figuring out ways to get the effect without fantastic technical capabilities. The three teams we've seen so far are exceeding our expectations. When I asked one group about their scenery needs they told me that they felt if their show was good enough, it would speak for itself. FANTASTIC! With attitudes like that, we feel the series can't miss. Speaking for Duffy and myself, the opportunity to work on this project becomes more and more meaningful every day. Perhaps other groups will look to Northern Virginia as an example where audiences are getting the chance to determine and create their own viewing preferences.

Video for Migrant Children

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The nomadic tribes of migrants that stream into New Jersey annually are deprived - educationally, socially, and even physically. The most disenfranchised group of people in our nation, the migrant parent faces exploitation, the child, discrimination. Family incomes are often less than welfare provides, and the future is sadly predictable. The children, when located, normally attend antiquated rural schools, only to be ostracized and placed in the back of the room with a package of crayons or a book they cannot read.

In order to provide a meaningful educational program for the migrant child, the New Jersey Office of Migrant Education, Division of Curriculum and Instruction, operating on ESEA Title I funds, has developed Pilot V. Using public and commercial broadcast television and closed circuit classroom video, Pilot V undertakes the task of educating migrant children in the basic communication/language arts and math skills through professionally developed curricula tapes. This program also aims at enlightening the public about the plight of the migrant worker through programming via commercial and/or public broadcast stations. Because self-image enhancement is accepted as a necessary precursor to skill development by Pilot V, classroom video productions and exercises comprise the third video approach used in the project.

Televised Curriculum and Classroom Feedback

The primary goal of Pilot V is curriculum development and production of educational materials (with color video tape lessons as a base) to instruct migrant children in the rudimentary reading and math skills. These tapes are designed to supplement

regular classroom instruction and they are employed at the discretion of the teacher. The first series of bi-lingual tapes on beginning consonant sounds is nearing completion. A subsequent series on elementary math concepts is ready for production.

These tapes are the culmination of a curriculum effort conducted by a team, comprised of teachers hired from migrant communities and a director, that was conceived by a comprehensive needs assessment. The specific needs of migrant children are translated into lesson plans and objectives, scripted by professional writers and produced in an in-house production studio on 1-inch color VTR's. After editing, the tapes are transferred to ½ inch tape and distributed, along with teacher's guides and supportive media materials developed by the curriculum team, to the six participating school districts. The lessons are conducted on an individual or small-group basis by district teachers, supervised by the Pilot V teacher from the curriculum staff.

Each school is equipped with a color monitor and ½ inch VTR with a black and white camera. This camera provides the basis for the video feedback stage where peer-production occurs. The students are engaged in video activities designed to ameliorate the deficient self-concept of the migrant child. Implicit in this phase of the program is the belief that through confronting one's self in the monitor during classroom video productions and activities, the child is capable of developing an objective, unclouded self-image which can then be applied to developing the necessary educational skills.