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worth of hardware (purchased for teacher training or use by the football team.) Occasionally, teachers of media would even find the opened boxes languishing deep in the bowels of supply closets. With a little knowledge of video, they successfully liberated them. Visiting artists reacted to available VTR gear in the same way: even those with little intention of working in video found themselves unable to ignore tools in the face of limited resources.

Since the program began, well over 150 professional media artists have participated in it. And not only have these artists provided schools with worthwhile experiences, but the program has also developed a creative new way to supplement the artists' incomes. The Center is expanding its Artist-in-the-Schools activities with funds provided by the Manpower Development Training Act of the U.S. Office of Education which are being used, basically, to increase the earning capacity of independent film and video artists.

#### Graduate Media Studies

The training of both teachers and filmmakers has been carried out in conjunction with the Center's overall development of a graduate school for advanced training in media studies. The Center entered into an affiliation with Antioch College in 1972. In the fall of 1973, the Center for Understanding Media began offering a fully accredited program leading to a degree of Master of Arts in Media Studies. Of the 100 students presently registered almost half of these are actively involved in some area of video studies. The Center, through its graduate school, is able to provide students with access to 1/2 inch video recording and editing systems, both for course work, independent studies and projects which educators wish to develop in schools. In this way, the Center's role as catalyst

is multiplied by active participation among graduate students.

#### A Case Study

Within this cursory look at the Center's activities, it might be worthwhile to provide some details about one video program that has had significant impact upon both the kids and the community they live in.

Ms. Teri Mack is a video artist who has worked in the past as a video specialist for the young Filmmakers Foundation in their Lower East Side storefront facility. Teri's decision to work in New York City public schools was based on two factors: her desire to become more actively involved in the New York community in which she lives and her wish to develop a close working relationship in a school that has active community participation.

P.S. 75 in the heart of New York's multi-ethnic West Side, is one of the open corridor schools assisted by Lillian Weber and the City University of New York's Open Education Workshop. The bi-lingual facility has sought to involve as many aspects of community life as possible. One such group from the area, the Teachers and Writers Collaborative, has worked in the school for the past three years developing creative writing workshops. As part of this program, video was added two years ago as a means of dramatizing short plays and poems.

Teri's work is supported through the cooperative efforts of both the Teachers and Writers Collaborative and the Center for Understanding Media. Teri describes the program as follows:

"This is P.S. 75's third year with videotape, but its first with a full-fledged video special-