

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

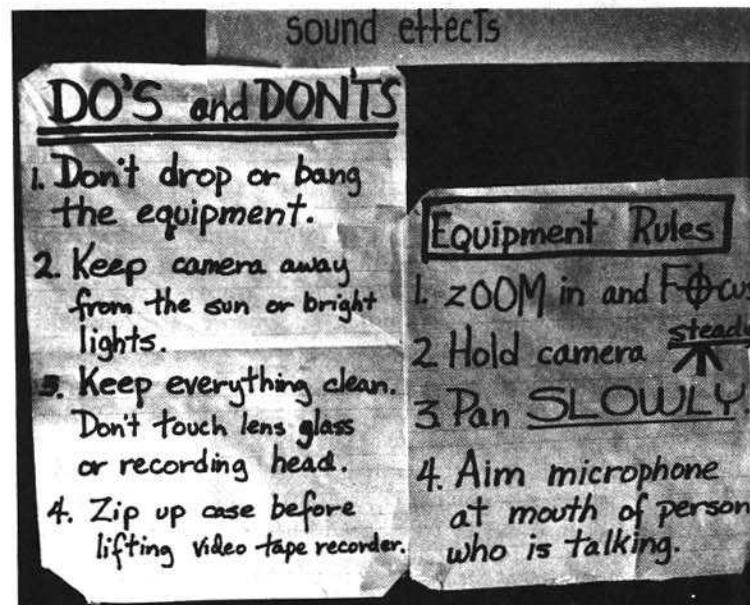
This summary is too brief to include all the complexities each project faced.

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-

deo skills and knowledge. Citizens have produced programs exceeding 300 hours of recorded materials. Individual programs of local events and issues have had 250 separate public viewings. Approximately 10,000 people have seen these programs. Tapes reflect the citizens-producers interest.

Areas of Intensive Community Video Utilization

As this completely volunteer program has developed, video users have been working in self-selected interest areas. Although there are others, these areas predominately fall into the following categories: Town of North Hempstead Planning Board; Port Washington Senior Citizens; Sands Point Nursing Home; Educationally Concerned Parents and Teachers; and the Recording of Local History through Events and Personalities. To date, these interest areas are producing discernable results.

These interest areas and results also illustrate the various ways in which video exploration has taken place. They include:

- 1) Video demythification – Video is a tool with which many people can become adept, not only a selected few.
- 2) Catalytic agent – Video has been effectively used to engender, to inform discussion and action on local events and issues.
- 3) Self-image – Video has helped individuals and groups to better understand each other as they are.
- 4) Personal expression – Video has been the source and means of personal expression.
- 5) Archival use – Video is providing an on-going oral-visual history of local events, issues, and personalities.
- 6) Video amplification – Video has presented people without distortion in their natural activities and conversation.

The following two areas of video tape involvement clearly illustrate how citizen production has used video to achieve some of the above video results, as well as community awareness and dialogue use. (These two areas are representative of the dozens that the Port Washington Video Program are involved with. - eds.)

Educationally Concerned Parents and Teachers

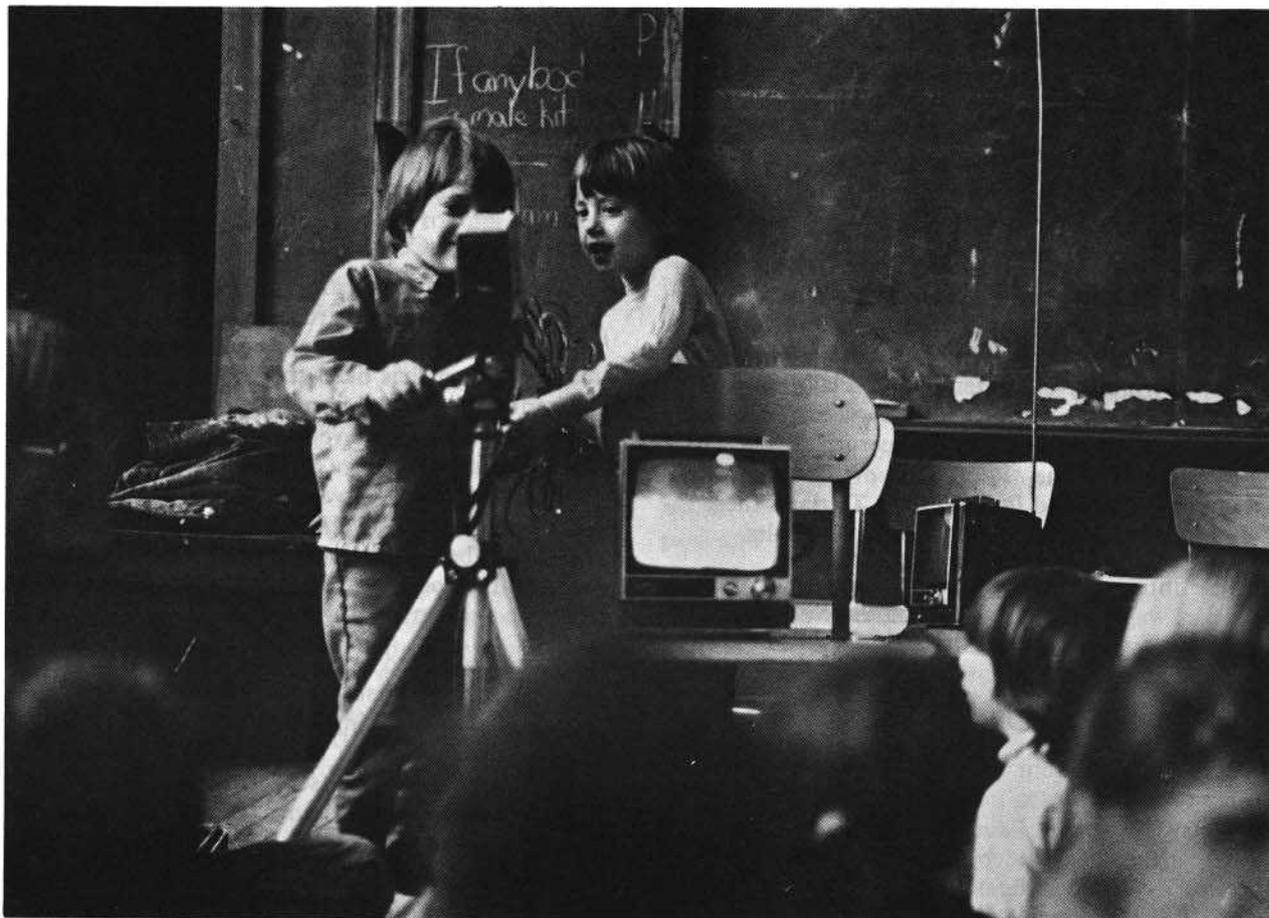
Individual housewives and members of various PTA groups have gained instruction in video and consequently become quite adept in its utilization. Their major concern has been the nature and quality of elementary school instruction. They have video taped classes, special events, and innovative instruction. These tapes were made available to parents. For many parents it was the first time they could be seated with their child beside them and see on the screen before them their children and others in a class situation as it happened. This is a novel, innovative and personal experience.

This type of video information has provided many people, for the first time, with a direct sense of what actually is taking place in the educative process of their children. Also, such tapes have provided secondary school students with a knowledge of educational change since their recent days in elementary school.

A major breakthrough in school and community understanding has taken place. With the consent of the individual classroom teacher, members of the community are entering the schools at will to make a record of the activities taking place within the schools. This is a major step in moving from third-hand gossip of what is occurring educationally to an informed understanding.



Ellie Bartow



Mary Sheridan

Recording of Local History Through Events and Personalities

The video program has initiated a series of videotaped interviews with residents of the Port Washington community. This series is known as Port Profiles. Volunteers have acted as interviewers and selected their subjects. Historical information, personal reminiscence, and individual profiles are the general areas of inquiry. These profiles have included long-time residents, newcomers, the well-known personality and the unknown. These tapes have engendered varied responses.

One young person, born and educated in the community, has commented: "After looking at a tape I saw another aspect of this man. He was more than just a local merchant I thought I knew. I saw him in a different light."

Videotaping of issues, events, and activities has been another diverse and rich source for community profiles. The informality of people dealing with ideas, and pursuing their activities has produced candid overviews of the community.

This is only the beginning of gathering a wealth of information for Library Archives. Such video tape probes have helped people to see and understand themselves and others better. Certainly, such an oral-visual history should prove fruitful in the not-so-distant future.

Citizens of the community are becoming increasingly aware of the medium of video tape and its community ramifications. An ever growing number of people are seeing video as a tool for local community utilization.

Video, used in an illuminatory manner can provide amplification of the views of the seemingly less articulate. Individuals in conversation, speaking of their local concerns, can be transported via video into a formal setting where normally their informal articulate quality would be lost.

We have seen video become a means in which local organizations could better understand themselves. It also has been the medium in which organizations can provide others with some indication of their purpose. Video has provided an informal excursion into the activities of many people, perhaps a greater understanding and respect for the difference and similarities among people of this diverse community.

Community groups have made extensive use of video as a catalyst. Individuals and organizations have found that informal video taping of people in relaxed situations which are then played back to a more formal group will elicit more open response. Such tapes become true discussion and action stimuli. Over 74 Port Washington organizations have utilized video as a source of information, as a catalyst, or as a means to provide others with knowledge of their activities and views.