Canada, P.O. Box

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conclusion

video equipment does not create dynamics where none is latest; it does not create action or ideas; these depend on the people who use it. Used responsibly and creatively, it can accelerate understanding and therefore accelerate action.

The Committee des Jeunes de Saint-Jacques could have accomplished any of their aims without video equipment. We could not use it at any time it made the difference between success and failure. But it made good things better. and helped people to grow. It is a useful tool.

CABLE TELEVISION: THE RAW AND THE OVERCOOKED

by PAUL RYAN

...There are over 2000 cable systems operating in this country now. Roughly another 2000 franchises have been granted and another 2000 are on the drawing board, six thousand or more cable operators mean ten thousand or more separate information systems: the possible unification of communications in this country. For schools, cable offers a unique opportunity to function effectively in the information environment. But before discussing Cable TV and the educational system it seems useful to talk about the difference between television and the way in which a videotape recorder can be used.

There was no videotape recorder on board Apollo 11, only a television camera. Television, as the rest of the world has come to do with communication, was this far a quarter million miles from the moon. Videotape has to do with storing information, as in the kind of feedback that goes on in encounter groups. Working with encounter group leader, Dennis Walsh, I videotaped while a girl stood in the middle of the group with her eyes closed and described how she thought people were reacting to being in the group. The playback recorded were both exhilarating and encouraging for her. This was important information. What she and the group members did with it was her own and no one else's to decide.

In some ways, the difference between broadcast television and the videotape recorder is the difference between film and television. Television, as in the case of the video recorder, is the display component of the mass medium, while the videotape is a memory or storage system. Videotape is a quarter inch tape that can record what goes on, replay what has gone off, and erase what has gone on. Television extends people, as do film and tape. You can provide your own experience simply by setting down your script on audio and video tape and showing it front of a camera. Film is the packaging of information in advance. Videotape extends the broadcast back to the future. Film is a bite-sized help for the future. Videotape extends the broadcast back to the past. Film imports away from a situation for use elsewhere. Videotape can feedback into a given situation and enrich it for the future.

Videotape extends man as a spectator. Videotape extends man as a cybernator. Film imports perception. Film extends man as a spectator. Videotape extends man as a spectator. Film imports information. Videotape implodes indigenous data and work% with the raw, the uncooked data the "static" is derived from. Yippies have a sense of political realism, saw social change as the result of the disenfranchised groups speaking to one another. Yippie television is a tool for this purpose. Paul Ryan talks about the "static" in television and what it means for cable television.

From the side of the educator there are a number of difficulties with such an alliance of television and the educational system. The movie and broadcast television have implicit in their structures a perceptual imperialism. You watch what others want you to watch to a large extent in the way others want you to watch it. Others control what others want you to watch to a large extent in the way others want you to watch it. Others control perception. They have become a legal public service. If you have an inexpensive VTR that takes a frame a second for twelve hours and can be played back in a hall hour, you have many more than you have in the classroom. Structuring of unprocessed data develops the capacity to be your own information composer.

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Cable is never sent merely as a conduit to total information, but more importantly such a system can provide the skeletal of an information structure in which students can build up the indigeneous data for themselves. He offers a valuable distinction between cable television and Yippie television. Cable television is not the same as "live on tape." The old "static" has to be worked out for transfer of half to inch, and direct use of half inch. There is also a question of the quality of the image quality of half inch. Broadcast television systems are not the same as Yippie television systems. Few schools have the equipment to produce their own programs.

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A new media like cable TV means opportunity, not inevitability. The power gap opened up by this new media opportunities for citizens to participate in the formulation of their own programs and programs about themselves. The costs of getting a message on television for an honest man with little money is at least a few days in jail. That is the price that Yippies are willing to pay. More than a content approach. Part of this dialogue needs to be the critical discussion of the aims of the Committee.

As readers of Peter Drucker's Age of Information, many of us have understood the importance of information. Yet many are not really电缆 television will happen with television if those who were raised on it gain control of it.

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