

too frightening, too loving, or too ambitious. Seeing others act your ideas on tape legitimizes and lends reality to what was once secret."



Mary Sheridan

CONCERN: Aesthetics

Aesthetics of the Portapak
Phillip Lopate

Teaching children to be artists is, of course, shared by most of the contributors in this issue. But to some, this concern becomes a contentious issue. It is certainly that for Phillip Lopate, a poet working with elementary aged students at Manhattan's P S 75 through the auspices of the Teachers and Writers Collaborative. Phillip's interest in dramatic activities with his kids has drawn him to the use of portable VTR systems. His interest in film aesthetics clearly heightens and sharpens his sensibilities and concerns about how video is perceived and how it should be used.

"In portapak circles, the deferral of responsibility for artistic quality is subtler (than in television.) It goes under the name of videotape as a "process,"



Kit Laybourne

videotape as "behavioral feedback," videotape as "the People's Medium," or videotape as "experience." All Alibis. Just many rationalizations for mediocre tapes."

CONCERN: Learning Structures

Three Propositions, Two Frameworks and
an Indictment
Kit Laybourne

Another deep concern of many using video with kids involves changing the educational process. In his article, Kit Laybourne tries to systematically lay-out ways in which video and education interface. He looks at Video Studies as a new subject area and as a communications medium serving education. He describes an integrated curriculum that structures diversity and experimentation.

"We who teach media have a special thing going for us. The very discipline we are engaged in teaching provides important perceptions into how and what we should be teaching."

CONCERN: Teacher Training

Teacher and Reflecting
Joe Petner and Susan Sherwood

One of the first applications of portable VTR systems by schools was for teacher training and teacher evaluation. In North Dakota, Joe Petner and Susan Sherwood have followed this tradition. But their goals and their techniques are quite different from earlier work. They are concerned with using video in the process of helping a teacher refresh the classroom setting for himself and for the kids.

"We must begin to focus on ways of working with teachers that enables them as individuals to work through their concerns; ways that help teachers understand what is happening to children and themselves."

CONCERN: Research and Evaluation

An Attempt at Video Research
Mitch Ackerman

How well does video really work with kids? Are there better ways of teaching it? Can you prove it is valuable to administrators? Such questions distinguish a concern for evaluating video with kids. It is a concern shared by Mitch Ackerman. In his report on a research project he completed in conjunction with his Master's thesis at the University of Maryland, Mitch identifies both the goals and the difficulties many people have in attempting to measure how video affects kids.

"This study was designed to discover the differences in programs produced by structured and non-structured elementary school workshops. The results, hopefully, contribute to the systematic acquisition of information in the area of video studies and its role in our educational system."