

Media Man or Why Succeeding In Show Business Is Really Trying

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A glance at most media journals subscribed to by school media directors reveals an ever increasing interest by manufacturers, teachers, "mediatricians", and kids in super Super 8.

"How-to-do-it" guides abound in Super 8 filmmaking and suggestions in the literature are often confusing, bamboozling, frightening, or ridiculous.

Let's suppose that you have some interest in filmmaking in your school, and that you've covertly bought a director's chair, sunglasses, and a beret. The stage is set; yet a few essential ingredients are needed. First, somewhere among NDEA, ESEA, 624, 626.6, 662.3, 683.1, and 007 you've got to get the bread. Everyone, must find his own answer to that question, but book

sales, chicken roasts, pig-pickings, PTA's and patting the principal repeatedly on the back (while in your shades and beret, of course) should not be ruled out.

Secondly, you've got to find a responsive teacher who has responsible students who stay up after one o'clock on Sunday mornings to watch dusty Bogart movies.

Assuming that said teacher has not already insisted that you buy equipment for him already, do so.

One of our Communications teachers at Pender High School strolled by the media center one day to show me his Hasselblads, color portrait work, darkroom equipment, previously made Super 8 film, Nikons, Protons,

Neutrons, and electrons. I had a strange feeling that I had found a person mildly interested in Super 8 filmmaking. W. D. Carney, our resident Kubrick, "shuttered" with enthusiasm when we decided to proceed with the next logical step in filmmaking — having a banana-split at the local drug store.

After dessert, we promptly ordered a Eumig S-802 Super 8 projector and a Bauer C5XL Super 8 camera. We considered buying a lion to growl during the credits, but after weeks of looking in the swamp lands of Pender County we dropped the idea. (Perhaps a tabby cat named Herman who belongs to —)

"What would be a phenomenal idea for a film?" I asked. "Something original, something with clout, something that will make money to cover expenses?"

Quick to the field, W. D. blurted out, "How about a Frankenstein movie — er, Frank N. Stein?"

"Oh great," I retorted limply.

The die, to coin a phrase, was cast.

Everyone in the school participated with the exception of two kids who went home sick after hearing the idea. Principals, assistant principals, teachers, and myriad students fell prey to the paramount wonderlust. A "stir" was born.

Our star, a student with gauze-bound head and hands, sporting a Redskins T-shirt, was created in the biology lab. He terrorized the school and was only overcome by Media Man — a bit part, alas. Slain by a Media Gun (a 16mm projector) as the crowd cheered, the monster died and the film ended.

The film has been viewed favorably by students, parents, faculty, and administration throughout the county, and sufficient revenues have been collected

to more than cover the costs of film and processing. Our fledgling film crew is moving forward and documentaries and instructional films are in the offing.

Support of Super 8mm film programs by school media personnel pays handsome dividends. Our students have had hands-on experience with film. The project has had high visibility and has improved our image in the county; and the production of an entertainment film has led to an interest by faculty and administration in the use of in-house productions to support the curricula.

One twenty-minute film production, although costly in time and money, has done more to "plug" our program than years of recommendation writing, user surveys, and efficient media purchase and distribution.

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