

SHOWLIGHT '89 in Holland In May

The third international SHOWLIGHT conference will be held in Amsterdam, May 15-17.

Lectures and discussions will take place at the television studios of NOB at Hilversum, 30 minutes by train from Amsterdam. The main topics are:

- * Performances
- * Controlling Light
- * Light Sources
- * Moving Lighting
- * Special Rigs
- * Special Effects

For further information on the International Television, Theatre and Film Lighting Colloquium contact Tom C. Nutt at CBC Engineering, 7925 Cote St-Luc Road, Montreal, Quebec H4W 1R5, phone (514) 485-5441 or FAX (514) 485-5501.

The Evaluation Process

The most challenging part of the whole process for me was determining a mark, in this case a grade point average. The process of determining a mark for each of the students who I had worked so closely with seemed like a daunting task at first, until the full-time instructor broke the marking scheme down into its constituent parts. This process was not unlike the one I use every day to solve lighting problems.

At the beginning of the term the students were given a comprehensive document that outlined the entire process up to and including the means by which a mark would be determined. So we used this document as our guide. A significant part of the project was the completion of paperwork -- production reports, schedules, etc.

In addition to this, each director had to offer a constructive critique of the members of his/her crew for inclusion in the evaluation process. This is a particularly valid tool as it encourages the students to think not strictly in terms of their work, but of the contribution of each discrete unit as part of the production team. After all, television is teamwork. Surprisingly, this is a fact that many people who work in the business don't realize. Much to their detriment and their colleagues.

In the end I feel that everyone received a fair evaluation of their contribution to the project and their own individual performance. But I must

say that assigning a mark was one of the most difficult tasks that I have ever tackled. The reasons are manifold, but perhaps the most significant is the fact that, as in the every day practice of the craft of creating television programs everyone makes their own particular contribution to any project. Some do so with more technical or artistic skill than others. Nonetheless, that does not minimize the impact of the contribution that each individual makes large or small.

At the end of the term the students were generous enough with their limited time to stage a premier screening of their finished work in one of the lecture theatres. That was the first chance that we, as instructors, got to see the fruits of their labors.

It is my sincere hope that I am not being too immodest in saying that my participation in the RTA program made a difference to the students as they approached this very challenging project. To keep things in perspective though, it is significant to note that after they were fully immersed into the project, the best aid to them in the realization of their goal was support and re-assurance.

I think that in many cases the students exceeded even their own expectations. A large measure of this is due to the fact that they possess fertile imaginations. And after all it is imagination, the desire to go beyond that which is known to be possible, to embark upon an unknown path where truly the sky is the limit if only you allow yourself to dream that it is possible. In this

respect I was grateful to have been afforded the opportunity to participate in helping them to realize their dreams. If I were asked to participate again I would gladly do so.

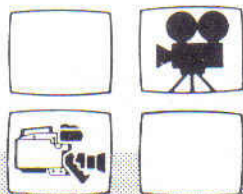
For me working with the students was a continuation of the growth experience. It allowed me to replenish some of the energy that I have taken out of the business in the pursuit of my craft. This experience also gave me a fresh perspective on not only my craft but on the business of making television as a whole. Hopefully this will manifest itself in improved personal and professional attitudes to the way I approach life.

If any learning institute ever offers you, as a working professional, the opportunity to work with students, to pass on some of your knowledge and some of your insight, don't pass it up. You will never regret the chance to work with people who have fresh ideas, enthusiasm and a desire to learn.

In this business we often become jaded by the politics of the workplace. An educational institute, although not without its own academic politics, is fresh territory to explore. And maybe, no probably, both you and the students will come away enriched for having had the opportunity to share some of your respective talents.

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