

the marriage of education and technology. His questions are tough: Who does TV work best for? What is its relation to learning? Are its economics viable? With high self-honesty, George Gordon looks at the phenomenon of visual cultism and the mystique of video; he addresses the proposition of education as entertainment; he reflects on the double-edge of change.

"Fed and spread by merchants of mass culture and pop fashion, (film and video) will inevitably die in the schoolhouse. I have over the years watched countless 'brave, innovative, forward-looking' programs of televised education die in countless schools and colleges. . ."

CONCERN: Interdisciplinary Curricula

Implications of the New Television for the Open Classroom

John Le Baron

John Le Baron is concerned with educational structures and, more specially, with the full integration of video making into the learning environment. In his article, John lists the commonly held goals of "open education" and then describes a project that meets these goals and clearly places video within an interdisciplinary and multi-skill context. As part of his doctoral work at the University of Massachusetts's School of Education, John directed a program called Children's Video Theater in which elementary school students made tapes that were cable cast in the towns of Amherst and Holyoke, Massachusetts.

"Educators, as representatives of formal institutions, have not seen the potential of video for curriculum development. . . (The classroom teacher) has for too long been unaware of how video can be used to achieve learning goals, especially those which characterize the open classroom."

CONCERN: Building Community

The Great Plastic Weekly Video Magazine

Chuck Anderson

Using video to create community is a theme that runs throughout Chuck Anderson's writings and his work with kids. The Great Plastic Weekly Video Magazine, Chuck's piece that follows, is excerpted from his book, *The Electric Journalist*. The subject of the article is the need to extend the forum in which kids work with video. The style supports this concern; *The Electric Journalist* was primarily written for kids to read, although, as you will see, it is filled with good ideas for teachers. We feel you should know that the specific chapter from which this article was lifted also contained information and schematics on editing, a collection of maintenance tips and a description about "video animation." Chuck is currently working on another book called *Video Power*. It will be about using video to effect social change in both schools and communities.

"An important payoff in making your own video programs comes in their presentation to others in your school. . . We broadcast at different times of day, to get a wider audience and to avoid being repetitious with the same crowd."

CONCERN: Development of Creativity

The Tactics of the Truth

Irving Falk

Irving Falk's article begins on an aesthetic level and ends on a pedagogic one. Through anecdote he lays bare the objectivity myth and the mystic that video somehow, has a special handle on the truth. He warns us that while the tools of video may be new, the revelations they bring won't be. We should not expect truths, we should not want them. Irving Falk's concern is that video be used as means for developing creativity and not an end in itself.

"What the student comes up with will be a face of the truth calculated to turn his experience in upon himself for a calculated and inspirational expression of that face of the truth. For in the final analysis, the tactics of the truth lie in searching oneself with honesty and discovering the commonality of thoughts and feelings with humanity as it was and is and portends to be."



Bette Korman

CONCERN: Self-Realization

Video in a Psychiatric Context

Bob Behr

In many classrooms, video is being used to help kids achieve a measure of self-reflection and, continuing from that, of self-actualization. In his work in a psychiatric hospital with high school aged students, Bob Behr centers upon this concern. His article, rich in details and understatement, talks about the values of video production in providing team-work experiences and self-expression outlets for kids with severe psychiatric problems.

"Each student's idea for taping is an expression of the self deep inside wanting to come to the surface in some form and wanting to be accepted. . . Kids feel closer to their friends in class after having expressed ideas that might in other forms appear