

However, we may be sure that artists will continue to tackle the theme of frustration. Here is a good cue for the teacher in assigning the use of video technology to a student creator: let him express his view of ambition, of honesty, of frustration, of parental love – any and all the emotions common to any and all of God's children. 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. It is basic to the new structuralism so effectively espoused in child-learning by Piaget and Levi-

Strauss which in essence is finding relationships between separate phenomena, schematizing them in a communicable way, testing them with the tools of validity and reliability from the natural sciences, discovering the organizational pattern between the parts and the whole, and moving from a particular discipline to inter-disciplinary inquiry to discover their underlying principles. The videotape then and its new technology is simply another small step in trying to mobilize our energies in uncovering the tactics of the truth. Videotape is limited in its use by teachers and students not so much by its technological characteristics as it is by the creative, inspirational tactics of the teacher and the students.

In the end, the truth will out.

## Video in a Psychiatric Context

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I have been teaching in a high school in a psychiatric hospital for nearly four years. When I've had the chance to videotape, the results have been very exciting. My students clearly get a lot of benefits from videotape with its larger-than-life command of a classroom, its instant feedback, and its use of the human mind and body as a resource. But videotape has special importance for kids with severe psychiatric problems because of the lively and close relationships it creates among them.

The teenagers who come to my classes present a wide spectrum of personalities - some very frightened and withdrawn, some extremely active and impulsive, others out of touch with the "real" world, and still others who are quite secure in the classroom but have difficulties in other areas of their lives. What they have in common is uncertainty in knowing and accepting themselves and in dealing harmoniously with other people. I have learned that a group experience with videotape can lessen these uncertainties because of two opportunities videotape offers: 1) The chance, while producing a tape, as part of a team, to choose the task you are most comfortable in carrying out; and 2) The chance to express creatively one's ideas and to experience yourself and others as you "live" an idea on tape.

### The Role of the Team

When a group makes a tape, people need each other.

Once the students have decided to do a tape together and have a direction, a variety of needs arise. In my experience, I have tended to encourage my students to choose the task they can do best and in addition ask, (or occasionally require),

them to experiment with tasks they feel less confident with. As deadlines appear, scripts must be written, machinery operated, roles acted. When one person completes his part of the job, others feel the need to do theirs - otherwise, the activity will lose its meaning. When a kid has something to do that is his own, he sees himself and others in clear definition. He begins to understand his usefulness contribute to his developing esteem. In a group where there is some positive feeling (and the presence of videotape equipment often generates that!), students will try to cooperate with each other.

Even among students, who often feel incapable of achieving very much - both individually and especially as part of a team - there is usually something each student can do well. One boy who felt he had very little creative ability quickly learned to operate the equipment and do some repairs. He became invaluable to his class. A girl who was insecure about script-writing and absolutely terrified of being on camera agreed - when we needed her - to operate the camera. Students who can write, draw, act, do sound effects, or even watch the clock are all needed.

Kids can feel their effectiveness as soon as they begin. If you carefully avoid the "star" system, each student's contribution can be as valuable as the next and students learn to respect each other for this. In a sense the tape is the star.

### Group Expression

When given the opportunity to brainstorm, kids come up with ideas for tapes that reach out for assurance or contact with others. One boy would frequently take off his shirt to see his muscles and