

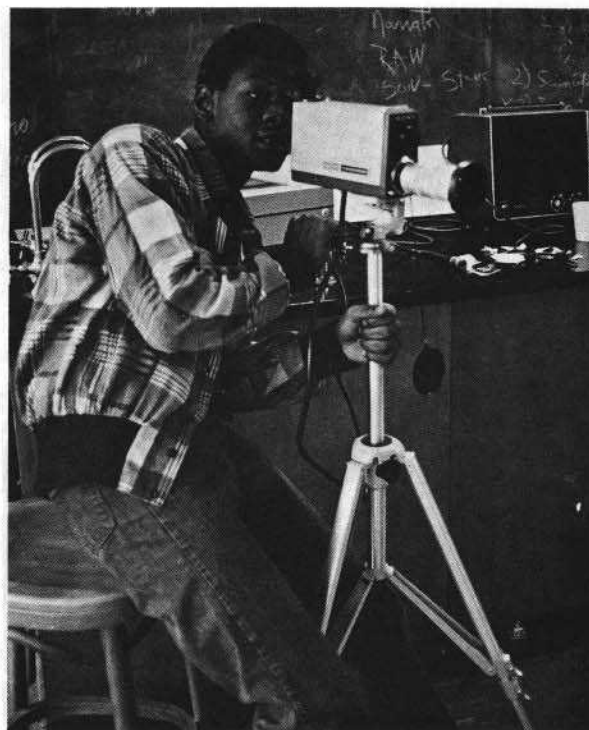
Therapy

It is hard to distinguish between the educational and therapeutic value of videotape, particularly in a Holy Cross classroom. However, the value of videotape, in a strictly therapeutic sense is easy to see in both individual and group therapy sessions. The therapist or group leader can play back a recorded session and stop the action at important points for illustration or discussion.

This past summer I was involved in an experimental group designed to orient new kids to the program. The staff psychiatrist, the head of Social Services and I acted as group leaders and tried to get the kids to examine their own behavior and the circumstances which brought them to Holy Cross. The technique was videotape recording. They acted out situations they share in common - from encounters with the courts to family scenes. This "psychodrama" was then played back, frozen at various points and discussed, focusing on the relationship a particular role has had on the life of the participant. For example, if someone is to play a parole officer in a courtroom scene or a grandmother in a family scene, he must begin to understand the perspective of that person. When a kid begins to do this, he begins to examine his own role in the proper perspective. And it becomes easier for him to understand how his behavior resulted in his present placement.

Staff Training

For any staff member who deals directly with kids, supervised role-play followed by group discussion is valuable training. A teachers' workshop can choose common problem situations to role-play and record. On playback the group can decide on the best technique for handling a classroom fight, for example. The role-playing participant will adapt these techniques to his own personality, thereby helping him be more effective in his job



Bruce Cost

and establishing a more consistent approach to dealing with the kids. Sessions such as these allow the staff participants to support each other as well as share experiences and ideas. And it is valuable to break roles and look at situations from a different vantage point.

Videotape is having an impact on the program at Holy Cross which I hope is indicated in this much abridged look at our use of this tool. It seems to be one of the few known quantities that positively affects the adolescent population we deal with, in both a behavioral and educational sense. Videotape seems to have been specifically designed for use in our environment.

A New Approach in Higher Education

JANE GARMEY and JEFF BUSH

The Thematic Studies Program (TSP) was started at the John Jay College of Criminal Justice (CUNY) in September 1972, with the help of a grant from the National Endowment for the Humanities. The program is designed to make college learning a more personal, relevant and immediate experience for the student, who instead of taking a number of unrelated courses, concentrates on a specific theme and during the course of the school year discovers how a number of different disciplines contribute to an understanding of this theme. One of the program's assumptions is that learning goes on in many

ways both inside and outside the classroom, through large group meetings, small seminars, independent research, field trips and learning based in the community. Students are also given the opportunity to design and carry out individual projects which range tremendously in scope and design.

From the beginning, the use of video has been seen as an important part of TSP and we have struggled to come to grips with the problem of how to use it effectively and how to best integrate it into the