1. HOW LONG HAS SCIENCE FAIR BEEN IN EXISTENCE

2. Who participates and

3. How many students entered

4. How did Science Fair originate in this area

5. Who determines winners and how are they chosen

* 6. What are criteria for judging

7. What are categories

8. What are the prizes

~~9. Is there competition between schools~~

* 10. Can the students go further with their projects

* 11. When do they start to prepare their project

12. What assistance given by teachers

13. What recognition given to school that gains largest number of winners

A MAN, IF HE IS TAUGHT FROM YOUTH,

DEVOTES HIS LIFE TO SEEKING TRUTH,

SO UNEXPLAINABLE, SO IMMENSE,

SO AWESOME IN ITS INNOCENCE.

AND WHY IT IS I CANNOT SAY,

OR WHAT IT IS MAKES IT THAT WAY:

A SOMETHING PRESENT AT HIS BIRTH

THAT MAKES HIM LORD OF ALL THE EARTH,

THAT GUARDS HIM IN HIS COMING IN

AND GOING OUT, CLEANSED PURE OF SIN,

A COVENANT HE MUST FULFILL

WITH ALL HIS HEART AND MIND AND WILL---

THAT, IF HE'S TAUGHT WHAT HE MUST DO,

HE DEDICATES HIS WHOLE LIFE TO.

AND NOW BEFORE WE MEET THE GRAND CHAMPION AND THE OTHER PRIZE WINNERS HERE IN THE STUDIO, LET'S SEE A PORTION OF FILM TAKEN AT THE SCIENCE FAIR. FRED, WILL YOU COMMENT BRIEFLY?

RUN FILM
OPENING
SEGMENT

Questions from TV program on Industrial Development. WNEP with D. Farley, D. Jule Agresciro 1956 - A Cook moderator

1. History of Industrial Development.

   a. Why did Industrial Development Program start in Greater Wilkes-Barre?

   b. How old is the Program?

   c. What is the relationship between the Chamber and its Industrial Arms: Committee of 100, Inc., Greater Wilkes Barre Industrial Fund, Inc.; and Area Industrial Development Corp.?

   d. Is the Greater Wilkes Barre area economically sound?

2. Current Industrial Fund Campaign.

   a. What is the goal?

   b. How is the Fund Drive progressing?

   c. How broad is the appeal?

   d. Why is an Industrial Fund Drive necessary?

3. How a Prospect is Developed.

   a. Can you tell us something of how RCA was attracted here?

   b. Where do you get your prospects.

   c. What kind of Industry are you looking for?

   d. In view of subsidence problems, where do Industrial fund leaders plan to put heavy and semi-heavy industry?

e. In case of new industry, who owns the ground? who owns the buildings? what about room for expansion?

can be available after be converted?

4. How Our Industry Is Financed.

a. What is P.I.D.A.? Industrial Funding Authority

b. Just how is our industry financed?

Local Banks	50%
PIDA	30%
Local money	20%

How important is the 20% provided by community

c. If our $1,500,000 is successful, how much in new building value do you get?

d. Is local money given to the new industry?

e. We've heard something about a revolving Industrial Fund. Explain this to us.

5. Flood Douglas Bill.

a. Won't this make new drives for Industrial Development money unnecessary?

6. Advantages of Greater Wilkes-Barre Area.

a. What advantages does Wilkes Barre area offer?

b. Tell us about our Labor-Citizens-Management Committee.

c. Will new highways affect our area?

d. What do you think of an area Research Center, such as Wilkes College proposes?

e. What is area doing to beautify the area and make it more attractive?

f. Did loss of Lehigh Valley Railroad passenger service affect Industrial Development work?

7. Chamber Activities.

a. What Chamber activities are geared to help Industrial Development work?

Last - quickly
How is the drive progressing?

3'58" July 25, 1961 8:25 A.M. TODAY

A MAN'S MIND SERVES HIM MOST AND OTHERS BEST, WHEN, LIKE AN OPEN PALM, IT IS READY TO ~~GIVE~~ receive AS WELL AS TO ~~RECEIVE~~. give

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. LIVINGSTON CLEWELL, REGULARLY HEARD AT THIS TIME, IS ON VACATION.

PRESIDENT KENNEDY IN HIS INAUGURAL ADDRESS SPOKE OF THE SERIOUS WORLD PROBLEMS FACING US AS A PEOPLE AND REQUESTED THAT WE GIVE THE FULLEST MEASURE OF OUR DEVOTION TO OUR COUNTRY'S NEEDS. HOW ARE WE MEETING THAT CHALLENGE IN EDUCATING OUR YOUNG PEOPLE?

IF YOU BELIEVE THAT EDUCATION IS A PROCESS OF STUFFING THE MIND, YOU STIFLE A CHILD'S NATURAL ~~IMPETUS~~ TO SEE FOR ITSELF AND TO ACT FOR ITSELF. IF YOU BELIEVE, AS I DO, THAT THE MIND MUST BE AIRED, IDEAS OPEN TO DISCUSSION, THEN YOU CREATE TOUGH MEN WHOSE DESTINY IS FREEDOM. ONE OF THE GREATEST JOYS I EXPERIENCED WAS VISITING LAST SPRING THE SCIENCE FAIR AT COUGHLIN HIGH SCHOOL, AND SEEING YOUNG PEOPLE MAKING THEIR OWN INQUIRY INTO THE NATURE OF IDEAS, RATHER THAN MAKING PAT ANSWERS BASED ON SOMEONE ~~EESE~~'S INVESTIGATIONS.

A CHILD MUST BE DISCIPLINED TO STUDY, BUT MUST HAVE FREEDOM TO PURSUE AN IDEA WHEREVER IT MAY LEAD.

IN A FREE SOCIETY TEACHING STIMULATES A VOLUNTARY RESPONSE. IN A CONTROLLED SOCIETY THE STATE INVOKES A COMPULSORY RESPONSE AND DOES NOT TOLERATE DIFFERENCES OF OPINION.

TO EXIST, EDUCATION DOES NOT NEED FREEDOM: WITNESS THE CLIMATE FOR EDUCATION IN THE SOVIET UNION. THERE, STUDENTS AND TEACHERS ARE CONDITIONED TO THE TRUTH DETERMINED BY THE STATE. THERE, LEARNING LEADS NOT TO ENLIGHTENMENT, BUT TO SERVILITY. IF WE PERMIT OUR YOUNG PEOPLE ~~TO SPEAK ENGLISH INARTICULATELY,~~ TO BE INTOLERANT OF NEW IDEAS, TO VALUE MEANLY THE LIFE OF THE SPIRIT, WE BECOME ~~SERVANTS OF IGNORANCE~~ AND ELOQUENT IN ARROGANCE. ~~And servants of ignorance.~~

TO PRESERVE THE ORDER OF FREEDOM, WE NEED PEOPLE OF CHARACTER, WITH THE WILL AND ABILITY TO SERVE SOCIETY --- IN THE HOMES AND CLASSROOMS AND COMMUNITIES OF THE NATION.

I BELIEVE THAT EDUCATION IS A PRIVATE MATTER -- A SILENT COMMUNION -- BETWEEN A MAN AND HIS MIND. I BELIEVE TOO THAT EDUCATION IS A MATTER OF PUBLIC CONCERN AND PUBLIC EXAMINATION. TO REMAIN FREE, ITS TEACHING AND METHODS AND CLASSROOMS MUST ALWAYS BE OPEN TO INQUIRY.

EDUCATION IS THE SEARCHLIGHT THE MIND THROWS ON IDEAS, THEREBY ILLUMINATING MAN AND THE UNIVERSE. TO BE INTOLERANT OF NEW IDEAS, TO VALUE MEANLY THE LIFE OF THE SPIRIT, TO BE ELOQUENT IN ARROGANCE -- THESE ARE THE SINS THAT IGNORANCE, LIKE A PLAGUE, VISITS UPON US.

THE SCHOOLS CAN CURE a Condition of IGNORANCE -- OF ENGLISH, OF HISTORY, OF SCIENCE; BUT FOR THE SINS OF IGNORANCE -- the sins of INTOLERANCE, INDIFFERENCE, OR ARROGANCE -- EACH OF US MUST MAKE HIS OWN ATONEMENT. IT IS THE SOCIETY THAT IS JUDGED; BUT WE PERSONALLY PAY THE PRICE.

IT IS ALWAYS IN THE PUBLIC INTEREST TO EXAMINE THE FABRIC OF OUR SOCIETY WOVEN IN OUR SCHOOLS AND COLLEGES. IN A FREE SOCIETY LEARNING BECOMES A MATTER OF PUBLIC ENDOWMENT AND PRIVATE CONSCIENCE. In a free society EDUCATION PRESERVES THE ORDER OF FREEDOM. TO REMAIN FREE, ITS TEACHING AND METHODS AND CLASSROOMS MUST ALWAYS BE OPEN TO INQUIRY.

III
August 7, 1961
Today Sir

IT'S AN OLD SAYING THAT "THE MORE THE TEACHER TEACHES, THE LESS THE STUDENT LEARNS." WE LEARN BY DOING, NOT BY BEING TAUGHT. AND OF COURSE THE MOST IMPORTANT THINGS CAN NEVER BE TAUGHT. A TEACHER (LIKE A PARENT) CAN GIVE FACTS AND INFORMATION -- BUT UNDERSTANDING AND WISDOM MUST BE ACQUIRED.

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. LIVINGSTON CLEWELL RETURNS NEXT TUESDAY.

I'D LIKE TO READ ~~FOR YOUR SONS AND DAUGHTERS~~ you SOME LINES I WROTE SEVERAL YEARS AGO. I WROTE THEM BECAUSE I BELIEVE THAT A MAN INSPIRED BY A SENSE OF MISSION MUST BE GENUINE IN HIS DEDICATION TO HIGH IDEALS.

I 3'58
II 4'30
III 4'30

Preparation time 24 hours
Television time 12-'18"

Educ. for Responsibility
I EDUCATION FOR FREEDOM
II EDUCATION FOR INTEGRITY
III EDUCATION FOR UNDERSTANDING

as part of a series, "Educ. for Resp.",
presented ~~[illegible]~~ on WBRE-TV, w-3, Pa.,

The poems confirm the belief that a
man inspired by a ~~[illegible]~~
sense of mission must be
genuine in his
dedication to high ideals.

My Lord in all His mercy
Bestows His love on me.
And if I taste the pain of life,
It is His agony.

My Lord, in all thy Blessings
Be mindful still of me.
And if I bear the pain of life,
It is my love for Thee.

And if I taste the joy of life
It is my love for Thee
Thy me

And let me bear the pain of life
That is my love for Thee.

August 1, 1961
TODAY, 8:25AM.
4:30"

I HAVE SEEN A DREAM LIFT A MAN
TALLER THAN HE THINKS IT CAN.

I HAVE SEEN THE PRIDE IN A WOMAN'S EYES
WHEN HE ASSUMES A LARGER SIZE.

I HAVE SEEN A DREAM PLACED IN TRUST
AND BE FULFILLED, AS ALL DREAMS MUST.

I HAVE SEEN A DREAM THAT MADE MEN FREE:
THEIR HERITAGE -- ~~WAS~~ INTEGRITY.

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. LIVINGSTON CLEWELL, REGULARLY HEARD AT THIS TIME, IS ON VACATION.

"I HAVE SEEN A DREAM THAT MADE MEN FREE:
THEIR HERITAGE -- WAS INTEGRITY."

I WROTE THESE LINES ~~MANY~~ SEVERAL YEARS AGO FOR ONE OF THE UNITED NATIONALITIES PAGEANTS PRESENTED AT WILKES COLLEGE. I WROTE THEM BECAUSE I BELIEVE THAT A MAN INSPIRED BY A SENSE OF MISSION MUST BE GENUINE IN HIS DEDICATION TO HIGH IDEALS. IF HE HAS A TALENT, HE CANNOT WASTE IT. IF HE HAS AN ELOQUENCE, HE CANNOT USE IT TO THUNDER LIES.

To enjoy the freedom to search for answers we need to remember an open mind and an open society.

IN A FREE SOCIETY MORE IMPORTANT THAN ESTABLISHING ANSWERS IS PRESERVING THE CLIMATE OF FREEDOM. MORE IMPORTANT THAN THE LEARNING OF FACTS IS DISCOVERING AND REDISCOVERING THE MIND IN ALL ITS JOURNEYINGS FOR TRUTH.

(m o r e)

OPENING:

MEMBERSHIP IN A GREAT EDUCATIONAL INSTITUTION INSTILLS A SENSE OF ORDER.[1] THE STUDENT LEARNS THAT HUMAN LIVING IS A MATTER OF ORGANIZATION. HIS LIFE AND HIS WORK MUST BE PLANNED. IF HE HAS A TALENT, HE CANNOT WASTE IT. IF HE HAS AN ELOQUENCE, HE CANNOT USE IT TO THUNDER LIES. IF HE IS INSPIRED BY A SENSE OF MISSION, HE MUST BE GENUINE IN HIS DEDICATION TO HIGH IDEALS.

TO REALIZE THE INEVITABILITY OF ORDER IS TO KNOW WHAT TO PRESERVE, WHAT TO CHANGE. TO LIVE WITH PURPOSE AND BY DIRECTION. TO requires FORM A SENSE OF RESPONSIBILITY THAT INVOLVES THE ENTIRE PERSONALITY.

EDUCATION COMMUNICATES TECHNIQUES AND PROVIDES INFORMATION. IT MUST ALSO GIVE NOURISHMENT TO MIND AND CHARACTER. THAT IS THE PROMISE OF AMERICA THAT WALT WHITMAN HEARD WHEN HE WROTE, "I HEAR AMERICA SINGING, THE VARIED CAROLS I HEAR."

In a controlled society differences of opinion are dangerous

JUST AS THERE ARE CHALLENGES, IN FREEDOM THERE IS ROOM FOR ALL KINDS OF ANSWERS. BUT MORE IMPORTANT THAN ESTABLISHING ANSWERS, IS PRESERVING THE ORDER OF FREEDOM. AND FOR THAT WE NEED PEOPLE OF CHARACTER, WITH THE WILL AND ABILITY TO SERVE SOCIETY -- IN THE HOMES AND CLASSROOMS AND COMMUNITIES OF THE NATION.

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. WITH ME TO TALK ABOUT POLITICAL RESPONSIBILITIES OF PUBLIC OFFICIALS ARE THREE WILKES COLLEGE STUDENTS. LET'S MEET THEM.

2'30"

---

1 Gilbert Highet, The Art of Teaching, 137.

#1

THIS AFTERNOON WE'RE DIRECTING THE COLLEGE CHALLENGE TO MAYOR FRANK SLATTERY FOR A DISCUSSION OF ONE OF THE MOST CRITICAL AREAS IN OUR COMMUNITY.

WE HAVE BEEN LOSING ONE OF OUR MOST VALUABLE RESOURCES -- OUR YOUNG PEOPLE. WE WANT TO KNOW WHAT PLANS THE CITY HAS THAT WILL AFFECT THEIR FUTURE AND MAKE THE VALLEY A BETTER PLACE IN WHICH TO LIVE.

Pat
Ned
Mike
Steve
Jerry
Kelly

AND NOW I'D LIKE THE MEMBERS OF OUR WILKES COLLEGE STUDENT PANEL TO INTRODUCE THEMSELVES TO YOU.

Thank you, Mayor Slattery.

Now we'll return the floor to Mr. Thomas and he will discuss that proposal to work the mayor.

AND NOW WE'LL ASK MAYOR FRANK SLATTERY TO CHALLENGE US WITH HIS PROPOSALS FOR CITY PLANNING DURING THE 60'S.

(interrupt ... mayor Slattery to give a brief summary for us.)

NEXT WEEK THE COLLEGE CHALLENGE WILL BE DIRECTED TO AN EXAMINATION OF THE reputation of WYOMING VALLEY future its INDUSTRIAL FUND. OUR GUEST WILL BE MR. FRANK BURNSIDE. WE HOPE YOU'LL JOIN WITH US.

~~IN A FEW MOMENTS A PANEL OF WILKES COLLEGE STUDENTS WILL BE QUESTIONING MAYOR SLATTERY ABOUT THE CITY'S PLANS FOR THE 60'S.~~

THE WORLD OF THE 60'S PROMISES MUCH. ~~BUT~~ A BRAVE NEW WORLD ~~IS NOT BUILT ON PROMISES. IT~~ COMES FROM IDEAS TRANSLATED INTO ACTION. AND IDEAS ARE BORN IN THE MIND AND AIRED IN OPEN FORUM, SUCH AS THIS.

WHAT WE DO AS A PEOPLE DEPENDS LARGELY ON WHAT WE SAY AND THINK AS INDIVIDUALS. ~~THEY IS CHEAP. IT IS A CALL OR EXTENSIVE IF WE DON'T LISTEN TO IT.~~

~~THESE PROGRAMS ARE DESIGNED TO CHALLENGE OUR THINKING. WE MUST CONSTANTLY THINK AND ACT AS FREE MEN WHOSE PURPOSE IS TO PRESERVE AND STRENGTHEN A FREE SOCIETY.~~

WE HOPE THESE DISCUSSIONS WILL LEAD TO A BETTER AWARENESS AND UNDERSTANDING OF THE IDEAS AND EVENTS UNDERSCORING THE ACTIVITY IN OUR COMMUNITIES.

~~AND NOW I'D LIKE THE MEMBERS OF OUR STUDENT PANEL TO INTRODUCE THEMSELVES TO YOU.~~

~~AND NOW WE'LL ASK MAYOR FRANK SLATTERY TO C[illegible]NGE US WITH HIS PROPOSALS FOR CITY PLANNING DURING THE 60'S.~~

This opinion was stated by the Coll. Challenge & Mayor Frank Slattery in a discussion of one of the most critical areas in our community.

We have been losing one of our most valuable resources — our youth. We want to know what plans the city has that will affect their future — and make the Valley a better place in which to live.

~~Next week the College Challenge will be directed to an examination of the Wyoming Valley Industrial Fund. Our guest will be Mr. Frank Burnside.~~

#2

(OPENING)

THIS IS RUSSEL GARDNER, Vice Pres. Miners Nat'l Bank of W-B, and PRESIDENT OF THE GREATER W-B CHAMBER OF COMMERCE, AND J. MUIR CROSBY, Vice Pres. Northeastern Penna. Nat'l Bank and Trust Co. of W-B and CHAIRMAN OF THE SPEAKER'S BUREAU OF THE GREATER W-B INDUSTRIAL FUND CAMPAIGN...TODAY THEY FACE THE COLLEGE CHALLENGE.

WHAT WE ACCOMPLISH AS A PEOPLE, WE MUST FIRST WILL AS INDIVIDUALS. THIS AFTERNOON WE'RE GOING TO FIND OUT WHAT WE CAN DO AS A COMMUNITY AND WHAT YOU AND I MUST DO INDIVIDUALLY. A PANEL OF WILKES COLLEGE STUDENTS WILL BE QUESTIONING MR. GARDNER AND MR. CROSBY. THEY'RE GOING TO BE TALKING ABOUT PROBLEMS FACING ALL COMMUNITIES ENGAGED IN INDUSTRIAL DEVELOPMENT AND WHAT ONE COMMUNITY IS DOING TO RESOLVE ITS ECONOMIC PROBLEMS.

A CAMPAIGN THAT ASKS $1,500,000 IS A CHALLENGE TO ALL OF US AND DESERVES OUR ATTENTION. THE SUCCESS OF THIS CAMPAIGN DEPENDS ON THE RESOURCES OF THE AREA... BUT MORE IMPORTANT -- ON THE RESOURCEFULNESS OF ITS PEOPLE.

PRESIDENT KENNEDY IN HIS INAUGURAL ADDRESS SPOKE OF THE SERIOUS WORLD PROBLEMS FACING OUR COUNTRY AND REQUESTED THAT WE GIVE THE FULLEST MEASURE OF OUR DEVOTION TO OUR COUNTRY'S NEEDS. IS A COMMUNITY ANY THE LESS DESERVING OF OUR LOYALTY?

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. WITH ME ARE 2 STUDENTS, MICHAEL BIANCO AND JEROME KRASA. LET'S MEET THEM.

Mike, when do you graduate?...Jerry?...Would you tell us please what your course of study at Wilkes is? Do you know why an industrial fund campaign is necessary?

(STUDENT ANSWER, THEN GUEST)
would you gentlemen like to comment?

Do you know the relationship between...

What is the Flood Douglas Bill? ...

Call Adam Sewicki
WNEP

Air Research Center Project
List 1 skilled workers

(THANK MR. RUSSEL ARDNER AND J. MUIR CROSBY & STUDENTS)

CLOSE: WHAT WE DO AS A FREE PEOPLE DEPENDS LARGELY ON WHAT WE THINK AS INDIVIDUALS. These programs are designed to find out what people are thinking and doing. WE HOPE THESE DISCUSSIONS WILL LEAD TO A GREATER AWARENESS AND A BETTER UNDERSTANDING OF THE IDEAS AND EVENTS UNDERSCORING THE ACTIVITY IN YOUR COMMUNITY.

(25 sec)

#3

OPENING

THIS IS DR. SAMUEL ROSENBERG, CHAIRMAN OF THE DEPT. OF COMMERCE AND FINANCE AT WILKES COLLEGE, AND EXECUTIVE DIRECTOR OF THE LABOR MANAGEMENT CITIZENS COMMITTEE.

THIS IS JAMES KENNY, SECRETARY-TREASURER AMALGAMATED FOOD EMPLOYEES UNION. HE REPRESENTS ONE OF THE LABOR MEMBERS OF LMC.

THIS IS CHARLES NELSON, VICE-PRESIDENT OF NELSON & SONS, KINGSTON. HE REPRESENTS ONE OF THE MANAGEMENT MEMBERS OF LMC.

THIS IS REVEREND EDGAR SINGER, MINISTER OF FORTY FORT METHODIST CHURCH. HE IS CHAIRMAN OF LMC AND ~~REPRESENTS~~ one of THE PUBLIC members.

TODAY THESE MEN OF THE LABOR MANAGEMENT CITIZENS COMMITTEE ATTEND A COLLEGE NEWS CONFERENCE -- ON THE COLLEGE CHALLENGE.

IN A CONTROLLED SOCIETY DIFFERENCES OF OPINION ARE DANGEROUS. DIFFERENCES LEAD TO FEAR, FEAR TO HATRED, HATRED TO VIOLENCE, VIOLENCE TO DESTRUCTION OF PROPERTY AND OF MEN. IN A CONTROLLED SOCIETY THE STATE INVOKES A COMPULSORY RESPONSE.

IN A FREE SOCIETY THERE WILL ALWAYS BE DIFFERENCES OF OPINION. DIFFERENCES LEAD TO DISPUTES, DISPUTES TO MEDIATION, MEDIATION TO BARGAINING, BARGAINING TO CREATIVE CONSTRUCTIVE ACTION. IN A FREE SOCIETY LEADERSHIP EVOKES A VOLUNTARY RESPONSE. NOBODY WANTS TO BE TOLD WHAT TO DO.

IN A DISPUTE BOTH SIDES SPEAK THEIR MIND. VIGOROUSLY. OFTEN, HOWEVER, ANOTHER PARTY IS NEEDED TO FIND IT FOR THEM.

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPT. IN A MOMENT WE'RE GOING TO TALK WITH THAT OTHER PARTY-- THE MEDIATORS--BUT FIRST, MEET THE STUDENTS WHO WILL CHALLENGE THEM AND US.

Industrial Development
+ Manuf. Record
+ N.Y. Times

CLOSE

TIME IS UP, GENTLEMEN.

THANK YOU, DR. SAMUEL ROSENBERG, JAMES KENNY, CHARLES NELSON, AND REVEREND EDGAR SINGER OF THE LABOR MANAGEMENT CITIZENS COMMITTEE...AND MIKE BIANCO AND JERRY KRASA OF WILKES COLLEGE.

TO GET GOOD MEN STIMULATE THE INTELLECTUAL CHALLENGE OF THE JOB. WHAT WE DO AS A FREE PEOPLE DEPENDS LARGELY ON WHAT WE THINK AS INDIVIDUALS. THESE PROGRAMS ARE DESIGNED TO FIND OUT WHAT PEOPLE ARE THINKING AND DOING. WE HOPE THESE DISCUSSIONS WILL LEAD TO A GREATER AWARENESS AND A BETTER UNDERSTANDING OF THE IDEAS AND EVENTS UNDERSCORING THE ACTIVITY IN YOUR COMMUNITY.

Feb. 12 #4

INTRO:

THIS IS MRS. ~~CROMWELL~~ Beryl THOMAS, PRINCIPAL OF THIRD AVENUE SCHOOL, KINGSTON, PENNSYLVANIA.

THIS IS CASIMIR TYBURSKI, OF THE ENGLISH FACULTY AT MEYERS HIGH SCHOOL, WILKES-BARRE.

THIS IS FRANCES SMITH, MEMBER OF THE EDUCATION DEPARTMENT, WILKES COLLEGE.

THESE THREE ATTRACTIVE yet charming WOMEN SPEAK FOR THE MEN AND WOMEN OF THE TEACHING PROFESSION ON...THE COLLEGE CHALLENGE.

Educ. may be a primary matter
but it is not now a historical ~~[illegible]~~ but it is teaching methods
~~[illegible]~~ ~~[illegible]~~ ~~[illegible]~~
~~[illegible]~~ always begin by
discussion.

CLOSE:

IT IS FITTING THAT ON LINCOLN'S BIRTHDAY WE EXAMINE THE FABRIC OF OUR SOCIETY WOVEN IN OUR SCHOOLS AND COLLEGES. WHAT WE DO AS A FREE PEOPLE DEPENDS LARGELY ON WHAT WE THINK AS INDIVIDUALS. THESE PROGRAMS ARE DESIGNED TO FIND OUT WHAT PEOPLE ARE THINKING AND DOING. WE HOPE THESE DISCUSSIONS WILL LEAD TO A GREATER AWARENESS AND UNDERSTANDING OF THE IDEAS AND EVENTS UNDERSCORING THE ACTIVITY IN YOUR COMMUNITY.

TO GET GOOD ~~MEN~~ teachers STIMULATE THE INTELLECTUAL CHALLENGE OF THE JOB.

Social work & teachers

Heterogeneous grouping

advanced grouping in Sci

#5

Sally Zupke

OPENING:

THIS IS HUGO V. MAILEY, CHAIRMAN OF THE DEPARTMENT OF POLITICAL SCIENCE AT WILKES COLLEGE, AND DIRECTOR OF THE INSTITUTE OF MUNICIPAL GOVERNMENT.

TODAY DR. MAILEY MEETS THE COLLEGE CHALLENGE. IN A MOMENT WE'LL MEET OUR THREE STUDENT PANELISTS.

Will WC ever train students professionally for city management?

mailing list for news letter?

place for colc. stud in doc.

OPENING:

TO EXIST, EDUCATION DOESN'T NEED FREEDOM. WITNESS THE CLIMATE FOR EDUCATION IN THE SOVIET UNION. IN A CONTROLLED SOCIETY STUDENTS ARE CONDITIONED TO THE TRUTH DETERMINED BY THE STATE. THERE, BEAUTY HAS ONLY ONE FACE, TRUTH ONE FORM ONLY, AND LEARNING LEADS TO SERVILITY. (and arrogance)

HERE, LEARNING LEADS TO ENLIGHTENMENT. THE FRONTIERS OF FEAR, OF HATRED, OF DISTRUST RECEDE IN THE SEARCH FOR TRUTH.

IN A FREE SOCIETY STUDENTS ARE ENCOURAGED TO FREELY INQUIRE INTO THE NATURE OF IDEAS. THE INDIVIDUAL MUST SACRIFICE HATE, INTOLERANCE, IGNORANCE, AND FALSEHOOD IN HIS SEARCH FOR TRUTH.

EDUCATION IS A PRIVATE MATTER -- A SILENT COMMUNION -- BETWEEN A MAN AND HIS MIND; AND THE MIND IN ITS JOURNEYINGS FINDS CONSTANT SURPRISE AND DELIGHT AT REDISCOVERING ITSELF.

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. WITH ME ARE FIVE MEMBERS OF THE WILKES COLLEGE STUDENT BODY. LET'S MEET THEM.

DR. HUGO MAILEY
FRANK RIDESKI
MIKE BIANCO
SALLY ZUPKA

CLOSE:

IT IS ALWAYS IN THE PUBLIC INTEREST TO EXAMINE THE FABRIC OF OUR SOCIETY WOVEN IN OUR SCHOOLS AND COLLEGES. EDUCATION IS A PRIVATE MATTER BETWEEN A MAN AND HIS MIND, BUT ITS TEACHING, ~~AND~~ to METHODS, AND CLASSROOMS — and its structures, must ALWAYS BE OPEN ~~FOR~~ to DISCUSSION. and used ideas.

THESE PROGRAMS ARE DESIGNED TO FIND OUT WHAT ~~PEOPLE~~ MEN & WOMEN ARE THINKING AND DOING, SINCE WHAT WE DO AS A FREE PEOPLE DEPENDS LARGELY ON WHAT WE THINK AS INDIVIDUALS. WE HOPE THESE DISCUSSIONS WILL LEAD TO A GREATER AWARENESS AND UNDERSTANDING OF THE IDEAS AND ~~ACTIVITY~~ EVENTS UNDERSCORING THE ACTIVITY IN YOUR COMMUNITY.

#6 Feb. 26, 1961

OPENING: (ON AL GROH)

TODAY THE COLLEGE CHALLENGE DIRECTS ITS ATTENTION TO THE TEACHING a study OF FOREIGN LANGUAGES. YOU ARE GOING TO SEE A SHORT ADAPTATION OF A PLAY PRESENTED IN GERMAN BY MEMBERS OF A GERMAN LANGUAGE CLASS. BUT FIRST LET'S MEET SOME OF The students who are TAKING COURSES IN MODERN FOREIGN LANGUAGES AT WILKES COLLEGE.

PAN STUDENTS:

1. Price (Clay)
2. Wilk (Edward)
3. Dotter (William)
4. Schwartz (Stephen)
5. Koller (Richard)
6. Schonfeld (Rudolf)
7. Powell (Judith)
8. Krohle (Frederick)
9. Kobungo (Elinor)

OPENING CONTINUED (AL GROH)

memo

30809

The coll chal focuses attention today on the import. of for. lang.

Subject: conditions in world focus attention on for. languages

Need for study of foreign languages.

1. Position of U.S. as world power.
2. Maintain leadership in free world and in UN
3. Understanding of languages people speak helps bridge cultural gap that separates people.
4. US people cannot live isolated from rest of world and their problems. Emergence of other nations.
5. Can't always depend on translations to convey subtleties of language.

L and M

Llewellyn & McKane Inc.

57 North Main Street VA 2-8181 Wilkes-Barre, Penna.

6. We need teachers who are familiar with the language they teach.

7. Americans are a friendly people, but when they expect others to speak only English they give the impression that other people are inferior.

8. Our ambassadors establish friendly diplomatic relations with countries, but with so many of our people able to travel throughout the world, the Am. people can also serve as ambassadors of good will.

memo

To

Arthur Schnitzler
1862-1932
Austrian dramatist

Value of class presentation of play.

1. Hear the language spoken, not just read on a page.
2. Brings the lang. alive and stimulates interest in learning.
3. Recognition that other people in other countries are concerned with problems similar to our own.
4. Familiarity with literature of past. - lang, customs and dress of the people.

not actors - but students in a class.

OPENING (CONTINUED)

WE'LL HEAR FROM THEM A LITTLE LATER. I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT. A FEW WEEKS AGO THE STUDENTS OF WILKES COLLEGE WERE ATTRACTED TO THE THEATER TO SEE A UNIQUE AND UNUSUAL PRODUCTION.

DURING SEVERAL PERIODS OF THE DAY MEMBERS OF A GERMAN LANGUAGE CLASS PRESENTED AS A CLASS PROJECT A ONE-ACT PLAY BY ARTHUR SCHNITZLER, CALLED A QUESTION TO FATE. THEY WERE NOT ACTORS. THEY WERE STUDENTS IN A GERMAN CLASS. BUT I PERSUADED THEM TO APPEAR ON THE STAGE OF YOUR TELEVISION SCREEN.

ONE OF THE STUDENTS, ERHARD KOLLER, CONDENSED THE PLAY FOR PRESENTATION THIS AFTERNOON. THE PLAYERS -- AND THEY ~~WOULD BE THE FIRST TO REMIND ME~~ URGED ME TO EMPHASIZE THAT THEY ARE NOT ACTORS -- ARE JUDITH POWELL AS CORA, RUDOLF SCHONFELD AS ~~ANGEL~~ Anatole, AND FREDERICK KROHL AS MAX.

AS THE PLAY OPENS, ~~ANGEL~~ Anatole AND HIS FRIEND MAX ARE DISCUSSING THE FAITHFULNESS OF ~~ANGEL'S~~ Anatole's GIRL, CORA. IT IS SUGGESTED THAT THE TRUE FEELINGS OF A PERSON ARE REVEALED THROUGH HIS SUB-CONSCIOUS. MAX ASKS HIS FRIEND TO TEST THE LOVE OF CORA. HYPNOTIZE HER AND ASK HER QUESTIONS. UNDER HYPNOSIS SHE MUST TELL THE TRUTH. ~~ANGEL~~ Anatole AGREES. HE HYPNOTIZES CORA AND ASKS HER TO REVEAL WHETHER OR NOT SHE IS FAITHFUL TO HIM. SHE IS. But Anatole is unable to ask the important question about whether she is faithful to him. WHEN CORA AWAKENS, SHE IS ~~BELIEVED TO LEARN THAT~~ concerned about whether SHE ANSWERED ALL QUESTIONS TRUTHFULLY. AND NOW--

A GERMAN LANGUAGE CLASS PRESENTATION OF SCHNITZLER'S A QUESTION TO FATE.

CLOSE: (AL GROH)

THAT SAME LANGUAGE THAT PRODUCES A SHAKESPEARE, ~~OR~~ A MOLIERE, A GOETHE, A LIN YU TANG, A WALT WHITMAN, OR A BIBLE, ALSO ORDERS THE GROCERIES, INSTRUCTS THE CHILDREN, OR BUILDS BRIDGES. IT CAN LEAD TO FRICTION AND TO WAR, OR TO PEACE THROUGH UNDERSTANDING AND FREEDOM.

#7

CAMERA ON AL GROM

OPENING:

IN HIS BENEVOLENCE
THE LORD BESTOWS
UPON EVERY CHILD
ON THE FACE OF THE EARTH
ALL THE WEALTH OF HIS LOVE.
STRANGE,
That ~~BUT~~ THERE ARE ALWAYS THOSE
WHO TAKE IT UPON THEMSELVES
TO PARCEL OUT
THAT WHICH IS RIGHTFULLY ANOTHER'S
BY BIRTH.

DISSOLVE TO TITLE "THE COLLEGE CHALLENGE"

SUPER ATTY FLANNERY

TODAY THE COLLEGE CHALLENGE WELCOMES ATTORNEY J. HAROLD FLANNERY, JR. ATTORNEY FLANNERY IS A MEMBER OF THE VOTING & ELECTIONS SECTION, CIVIL RIGHTS DIVISION, UNITED STATES DEPARTMENT OF JUSTICE, WASHINGTON, D.C.

ON AL

AND NOW LET'S MEET OUR STUDENT PANEL, THREE MEMBERS OF THE POLITICAL SCIENCE DEPARTMENT AT WILKES COLLEGE.

ON PANEL

(INTRO SEPARATELY)

ON AL

WE'LL HEAR FROM THEM IN A MOMENT.

IN THE CONSTITUTION OF THE UNITED STATES, THE FOUNDING FATHERS GAVE US A LESSON IN INDEPENDENCE. TO THIS DOCUMENT THEY PUT THEIR NAMES. THEY GUARANTEED THE INDIVIDUAL A BILL OF RIGHTS. THEY PLEDGED OUR NATION TO THE ALLEGIENCE OF FREEDOM. WE OWE TO THEM OUR LIVES, OUR FORTUNES, AND OUR SACRED HONOR. OUR FOREFATHERS BELIEVED THAT WE WOULD LIVE UP TO THEIR IDEALS OF FREEDOM. BECAUSE WE HAVE FAILED IN OUR MORAL OBLIGATIONS, THE GOVERNMENT HAS HAD TO REDEFINE OUR RIGHTS BY AMENDMENTS TO THE CONSTITUTION, BY SUPREME COURT RULINGS, AND BY PASSING LAWS.

I'M ALFRED GROH OF THE WILKES COLLEGE ENGLISH DEPARTMENT.

~~MR. KENNEDY~~ Nick, MAY I ASK THE FIRST QUESTION?
TWO AMENDMENTS -- THE 15th and the 19th -- EXTENDED SUFFRAGE TO ALL CITIZENS OF LEGAL AGE. WHY THEN FURTHER CIVIL RIGHTS LEGISLATION, THAT IS, WHY THE ACTS OF 1957 AND 1960?

1. WHAT IS THE CIVIL RIGHTS ~~SECTION~~ IN THE JUSTICE DEPT THAT WAS REACTIVATED FOUR YEARS AGO? Division

2. WHAT IS THE C.R. COMMISSION? a) MEMBERSHIP b) FUNCTION

3. DOES IT SUGGEST LEGISLATION TO CONGRESS? WHAT ARE ITS POWERS? CAN IT SUBBOENA WITNESSES?

4. SUPPOSE A NEGRO IS DEPRIVED OF RIGHT TO VOTE UNDER 15th AMENDMENT-- WHAT DOES ATTY GENL DO

5. DOES NEGRO TAKE ANY ACTION? DOES FED GOV REALLY REPLACE NEGRO IN TAKING ACTION? IF NEGRO COULD HAVE TAKEN ACTION, WHY DIDN'T HE? WAS COST ONLY REASON WHY NEGRO DID NOT TAKE ACTION? HOW MUCH WOULD THIS HAVE COST THE NEGRO?

6. DOES FED COURT THEN ISSUE INJUNCTION TO STAY OBSTRUCTING NEGRO IN VOTING?

7. WOULD OBSTRUCTIONIST BE CHARGED WITH CIVIL OR CRIMINAL CONTEMPT-- WHAT'S THE DIFFERENCE?

8. IF CONTEMPT TRIAL IS HELD, IS JURY USED? WHY DID SOUTHERNERS WANT JURY TRIAL PROVISION IN LAW, WHEN JURY IS HARDLY EVER USED IN CONTEMPT ACTION? MUST ACCUSED WHITE PERSON REQUEST JURY TRIAL? WHAT IS FINE OR JAIL SENTENCE?

9. DOES LAW SAY ANYTHING ABOUT WHO JURORS CAN BE?

10. HAS THERE BEEN ANY UPSURGE IN NEGRO VOTING IN SOUTH

11. AREN'T LITERACY TESTS, CONSTITUTIONAL SINCE THE 1890s, USED TO BAR NEGROES? DOES NOT SOUTHERN STATES LIKE ALABAMA STILL USE "CHARACTER" TESTS

12. IF COMPLETE REGISTRATION BOARD, ALL WHITE, RESIGNS, HOW CAN YOU PROVE NEGRO WAS OBSTRUCTED IN VOTING

13. WHO GAINED FROM BILL-- REP OR DEMS?

14. IF NEGRO DOES VOTE, AND THIS IS FOLLOWED BY ECONOMIC SANCTIONS, WHAT CAN BE DONE? SUPPOSE THE NEGRO IS EVICTED FROM TENANT FARM, CREDIT IS SHUT OFF, OR HE CAN'T PURCHASE AT WHITE STORES, BECAUSE THE NEGRO VOTED-- WHAT HAPPENS?

15. HOW CAN FED GOV PROVE INTENT ON THE PART OF WHITES IF ACTIONS IN #24 ARE USED?

16. ARE 1957 & 1960 ACTS CONSTITUTIONAL? WOULD ADMINISTRATION BILL OF '60 HAVE BEEN BETTER THAN THE BILL WHICH PASSED? ARE THERE REFEREES WHO FUNCTION? CAN FED COURTS ENTER STATE & LOCAL ELECTIONS? HOW DOES '60 LAW IMPROVE ON '57 LAW?

17. IN ORIGINAL ACT, VOTING RIGHTS WAS MADE PART OF COMPLETE CIVIL RIGHTS LAW FOR NEGROES INVOLVING INTEGRATION, JOBS, EDUCATION, TRANSPORTATION, ETC.

ON AL CDDSE:

IN HIS BENEVOLENCE
THE LORD BESTOWS
UPON EVERY CHILD
ON THE FACE OF THE EARTH
ALL THE WEALTH OF HIS LOVE.
STRANGE,
BUT THERE ARE ALWAYS THOSE
WHO TAKE IT UPON THEMSELVES
TO PARCEL OUT
THAT WHICH IS RIGHTFULLY ANOTHER'S
BY BIRTH.

1. Sicut Cervus - Palestrina
1:37

2. Ce moi de ma i - Jannequin
1:40-2

3. April Is In my mistress Face - morley
1:35

4. Rest Sweet nymphs - Pilkington
1:47

5. The Coolin - Barber
1:50

6. Turtle Dove - arr. Vaughan-Williams
1:51

#8

(1)

OPEN ON CHORUS — CHORUS SINGS ONE VERSE.

DURING SONG SUPER TITLE

[redacted] THIS AFTERNOON THE COLLEGE CHALLENGE WELCOMES RICHARD CHAPLINE, DIRECTOR, AND THE MADRIGAL SINGERS OF WILKES COLLEGE. WE'LL BE MEETING THEM AND HEARING MORE FROM THEM IN A MOMENT.

TIGHT ON AL

"NO MAN IS AN ISLAND,"
NO RACE A WORLD ENTIRE,
NO NATION A UNIVERSE UNTO ITSELF,
DESPITE DESIRE.

NO MAN CAN LIVE WITH HATE
NOR DENY TO OTHERS SONG.
MAN CANNOT LIVE AND WITHHOLD LOVE
AND LIVE LONG.

DENY SONG, OR WITHHOLD LOVE,
AND A WORLD KEEPS HATE ALIVE,
FOR WITHOUT FAITH IN A FREE WORLD
NO DREAM CAN SURVIVE.

LISTEN TO THE SOUND OF SINGING,
FOR IT BELONGS TO THEE,
THROUGH CENTURIES AND CENTURIES,
INVIOLATE AND FREE.

(M O R E)

THIS IS THE DREAM OF AMERICA
THAT WE LEARN AND OUR CHILDREN TEACH --
LOST TO US, UNLESS IN TRUTH
MEN ARE BOUND EACH TO EACH.

AMERICA LIES BEFORE US
A PROMISE, A DREAM, A SONG,
PERPETUALLY REDISCOVERED
AS WE GO ALONG.

2 SHOT ON AL & DICK CHAPLINE

INTERVIEW: WITH ME IS RICHARD CHAPLINE, DIRECTOR... WHY MADRIGALS? ARE THEY OLD MUSIC ART FORM? HOW LONG DID THEY LAST? WHY SING THEM? VALUE TO SINGERS? WHO ARE MADRIGAL SINGERS? ARE THEY IN OTHER ACTIVITIES AT THE COLLEGE? HOW SINGERS SELECTED? WHY MADRIGALS ASSOCIATED WITH CHRISTMAS? ARE THEY SACRED AND SECULAR? PLANS FOR FUTURE PERFORMANCES OF MADRIGAL SINGERS?

TIGHT PAN CHORUS

AND NOW BEFORE WE HEAR THEM SING, LET'S MEET THE MEMBERS OF THE WILKES COLLEGE MADRIGAL SINGERS.

ON AL

THE FIRST SELECTION WILL BE...

ON DICK CHAPLINE & CHORUS

do we sing madrigals in other clubs or choruses?

how many singers in Eliz. period?

Instruments? Where performed?

(3)

Thank Rick Chapline & Madrigal Singers

ON AL CLOSE:

MY CHILD, YOU WERE GIVEN THE GIFT OF SONG,
FROM THE HOUSE OF THE LORD IT CAME.
SO PRECIOUS A GIFT IS THE GIFT OF SONG,
THAT OTHERS DESIRE THE SAME.

YOU WERE BORN, MY CHILD, WITH THE GIFT OF LOVE,
FROM THE THRONE OF GOD IT CAME.
SO PRECIOUS A GIFT IS THE GIFT OF LOVE,
THAT OTHERS PURLOIN THE NAME.

YOU WERE WILLED, MY CHILD, THE GIFT OF LIFE,
FROM THE KINGDOM OF GOD IT CAME.
SO PRECIOUS A GIFT IS THE GIFT OF LIFE,
THAT YOU MUST RETURN THE SAME.

MY CHILD, YOU WERE BORN WITH THREE GREAT GIFTS
THAT REPLENISH AS YOU GO ALONG:
BUT YOU MUST GIVE FREELY OF LOVE, GENEROUSLY OF LIFE,
LIBERALLY OF SONG.

ANNOUNCER ...THE MODERATOR OF TODAY'S PROGRAM WAS ALFRED GROH
OF THE WILKES COLLEGE ENGLISH DEPARTMENT. THE POEMS
READ AT THE OPENING AND CLOSE WERE WRITTEN BY MR. GROH.

#9

PAN STUDENTS

THESE ARE some of THE HIGH SCHOOL STUDENT WINNERS -- AND THEIR AWARD-WINNING PROJECTS -- OF THE WILKES-BARRE CITY SCHOOLS' SCIENCE FAIR HELD LAST WEEK AT COUGHLIN HIGH SCHOOL. WE'LL BE MEETING AND TALKING WITH THEM IN A MOMENT.

SUPER TITLE

PAN PANEL

TODAY THE COLLEGE CHALLENGE WELCOMES FRED SUPER, CHEMISTRY TEACHER AT COUGHLIN HIGH SCHOOL.

RAY CHESNEY, BIOLOGY TEACHER AT GAR HIGH SCHOOL.

HAROLD JORDAN, GENERAL SCIENCE TEACHER AT COUGHLIN H.S.

ON AL

I'M ALFRED GROH OF THE WILKES COLLEGE DEPARTMENT OF ENGLISH.

YOU GAIN A NEW PERSPECTIVE OF OUR COUNTRY WHEN YOU SEE HIGH SCHOOL STUDENTS ENGAGED IN PRODUCTIVE AND CREATIVE ACTIVITY. TOURING THE SCIENCE FAIR I SAW EVIDENCE THAT TEACHERS ARE ENCOURAGING STUDENTS TO FREELY INQUIRE INTO THE NATURE OF IDEAS...AND HELPING THEM TO FORM A SENSE OF RESPONSIBILITY THAT INVOLVES THE ENTIRE PERSONALITY.

TIGHT ON AL

AL & PANEL (QUESTIONS)

AND NOW LET'S MEET THE STUDENT WHOSE PROJECT

RUN FILM PALUCHOWSKI SEGUE TO EXHIBIT 1. EARNED HIM THE HIGHEST AWARD AT THE SCIENCE FAIR.

2. FRANK MOTOVIDLAK

3. MARVIN LIEBERMAN

4. JOHN DYBACK

5. ELAINE RAPCHINSKI

FILM ONLY 6. CAROL & BARBAR TARNOSKI

7. DAVID FRY

8. ROSE HALLET

9. STEPHEN KMETZ

AL FOR CLOSING I TAUGHT MY CHILDREN TRUE FROM FALSE,
BUT I WAS QUICK TO SEE
THAT ALL THE THINGS WHICH I TAUGHT THEM,
THEY HAD TAUGHT TO ME.

MAN STUDENTS