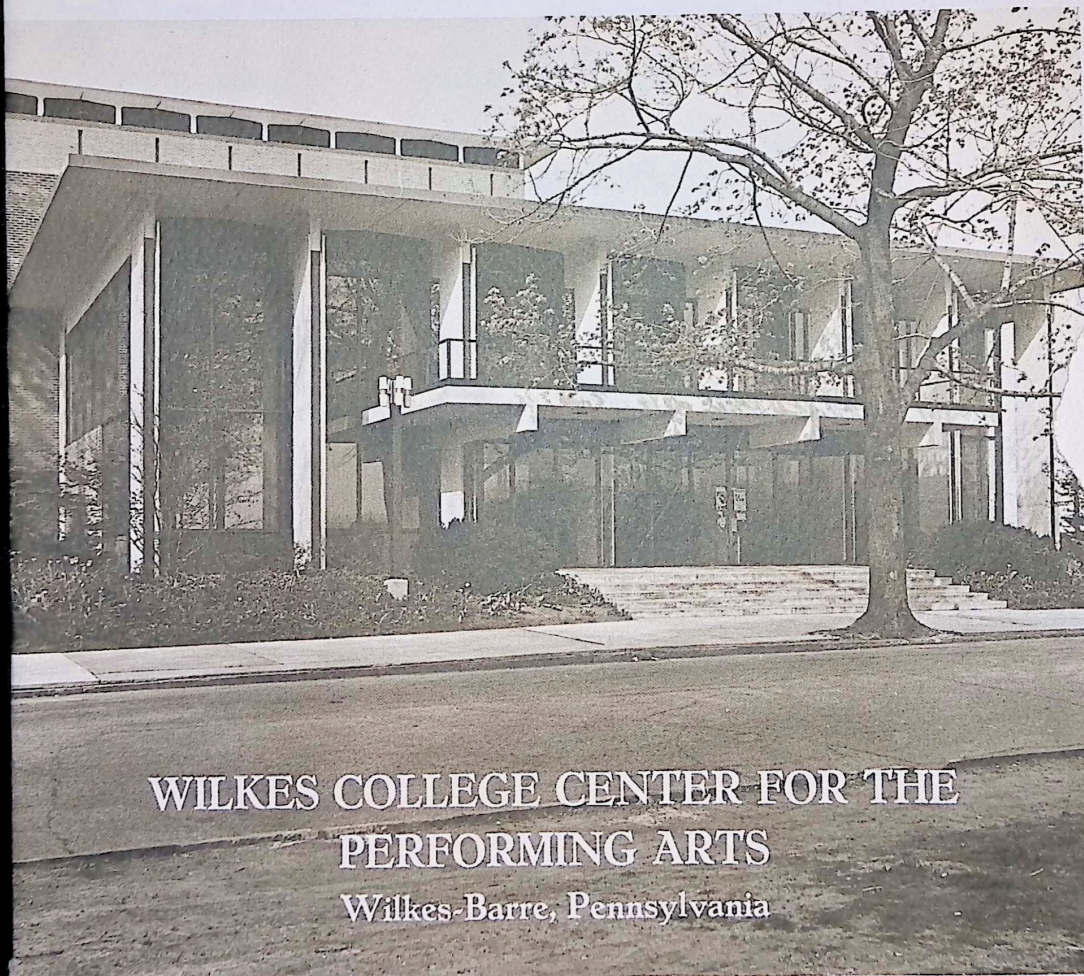




WILKES COLLEGE CENTER FOR THE
PERFORMING ARTS
Wilkes-Barre, Pennsylvania

WILKES COLLEGE SUMMER THEATER WORKSHOP

PRESENTS

SCENES

FROM

LEWIS CARROLL'S

ALICE IN WONDERLAND

Adapted For The Stage

by

Eva Le Gallienne

AT THE

WILKES COLLEGE

CENTER FOR THE PERFORMING ARTS

THURSDAY, JULY 9, 1970 - CURTAIN 8:00 P. M.

ALICE IN WONDERLAND

CAST

ALICE	Shari Garber, Wilkes-Barre
RABBIT	Karol Namutka, West Pittston
DUCHESS	Carcy Brown, Hickory, Penna.
COOK	Gloria Maksimik, Wilkes-Barre
CHESHIRE CAT	Beverly Harman, Canton, Penna.
MARCH HARE	Carl Anderson, West Wyoming
MAD HATTER	Michael Libenson, Wilkes-Barre
DOORMOUSE	Debbie Pool, Kingston
QUEEN OF HEARTS	Charlene Bryant, Boothwyn, Penna.
KING OF HEARTS	Gary Kessler, Kingston
KNAVE OF HEARTS	Chris Peterson, Exeter
HUMPTY-DUMPTY	Deborah Baum, Allentown, Penna.
GUARDS	Maria Csala, Wilkes-Barre
	Jeannie Engel, Wilkes-Barre
	Sharon Stanek, Ashley, Penna.
	Kitty Vernon, Trucksville

ALICE IN WONDERLAND

DIRECTED BY	Alfred S. Groh, Workshop Director Jean McClay Myvanwy Williams
TECHNICAL DIRECTOR	David Frey
SCENE DESIGN	Richard Fox
LIGHTING & SOUND	Michael Gallagher
STAGE MANAGER	Joel Fischman
PRODUCTION CONSULTANT	Klaus Holm
COSTUME DESIGN	Murray Popky
PROPS & MAKEUP	Kathy Rifkin
WARDROBE MISTRESS	Mary Ellen Neiman
PROGRAM	Barbara P. Fritz

STUDENT PRODUCTION CREW

PROPS

Gloria Maksimik
Midge Brisk
Sharon Stanek

Holly Phillips
Kitty Vernon
Maria Csala

MAKEUP

Gloria Maksimik
Midge Brisk
Sharon Stanek
Ann Mermelstein

Holly Phillips
Kitty Vernon
Maria Csala
Carcy Brown

COSTUMES

Ann Mermelstein
Carcy Brown
Jeannie Engel

Lee Nemchek
Nancy Karp
Debbie Baum

LIGHTING & SOUND

Maggie Trotzky

Judy Panzini

STAGE CREW

Lee Nemchek
Douglas Arbetman
Martin Boylan
Grace Perkins
Judy Panzini

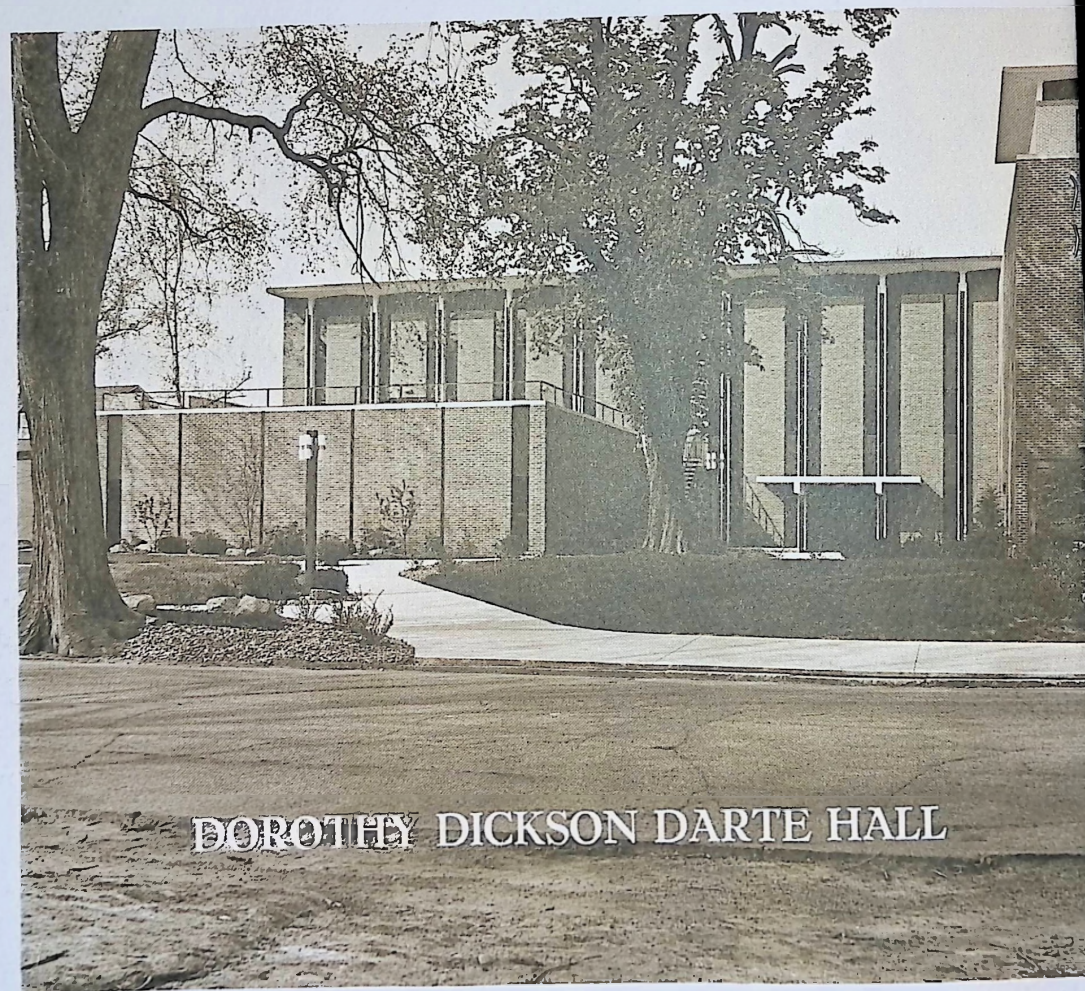
Ann Mermelstein
Anne Richey
Elliot Rosenbaum
Anthony Nardella
Nancy Karp

SET CONSTRUCTION & PAINTING

Entire Workshop Company

ON THURSDAY EVENING, JULY 23,
THE STUDENTS WILL PRESENT SCENES FROM
FUMED OAK, YEARS AGO, ROMEO AND JULIET,
AND MACBETH.

YOU AND YOUR FRIENDS ARE MOST
CORDIALLY INVITED TO ATTEND THIS PER-
FORMANCE AT THE CENTER FOR THE
PERFORMING ARTS AT 8:00 P. M.



DOROTHY DICKSON DARTE HALL



LEHIGH
UNIVERSITY

WILKES
COLLEGE

1968

SUMMER THEATER WORKSHOP

for high school juniors and seniors

drama teachers and coaches

June 19 - July 24

at

WILKES COLLEGE

Wilkes-Barre, Pennsylvania 18703

.....

WILKES COLLEGE SUMMER THEATER WORKSHOP

High School Applicants

Any high school boy or girl who will be a junior or senior in the Fall of 1968 may apply. Previous theater experience is helpful but is not required. Advance registration forms have been sent to your school. If none are available, write to the Summer Theater Workshop, Center for the Performing Arts, Wilkes College, Wilkes-Barre, Pennsylvania 18703.

The number of high school students enrolled in the Workshop will be limited. Advance registration does not necessarily guarantee admission to the course. All expenses, including room and board, are covered by a grant.

Final registration will be held in the Wilkes College Center for the Performing Arts on Sunday, June 23, 1968, from 2 p.m. to 5 p.m. Further information will be sent to you upon receipt of your advance registration form.

Faculty

The Summer Workshop will be under the direction of Professor Alfred S. Groh, Director of Theater at Wilkes College. Other staff members will include qualified teachers in educational theater in colleges and high schools. Students will also work with high school drama coaches participating in the Summer Workshop program.

Dress

Casual wear (including bermudas) will be appropriate for classes. Boys will need a suit or sport coat and girls will need dress clothing for receptions and theater parties.

.....

.....

Teacher Participation

The Workshop offers teachers an opportunity to extend their background in theater, to receive further instruction and training in techniques of production and directing, and to broaden their understanding of the student's ability to illuminate an experience. Teachers may earn 3 to 6 credits toward the Master of Arts degree in Education through the cooperative arrangement between Wilkes College and Lehigh University. Teachers will begin their phase of the workshop on Wednesday, June 19, 1968.

Course of Instruction

The Summer Theater Workshop offers six weeks of intensive theater training. The purpose of the program is to provide a comprehensive learning experience in theater. Experimental productions will be presented, with critical evaluation by the Faculty of the student's individual and class work. Field trips are planned to various summer theaters.

Sponsorship

The Summer Workshop is sponsored by the Luzerne County School District through a grant from the U. S. Department of Education under Title III of the Elementary and Secondary Education Act of 1965. The program is administered through the Pennsylvania Department of Public Instruction.

.....

Wilkes College
717 - 824-4651

.....

Typical Daily Schedule — Sunday through Friday

- 6:30 - 9:00 p.m. — Casting
- 9:15 - 11:30 a.m. — Instructional period
- 11:30 - 1:00 p.m. — Lunch
- 1:15 - 3:30 p.m. — Workshop
- 3:30 - 9:30 p.m. — Rehearsal period
- 8:00 - 9:30 p.m. — Lab production when scheduled
(Thursday only)

Center for the Performing Arts

- 500-seat proscenium theater
- forestage hydraulically operated
- excellent workshop facilities
- ample dressing room and rehearsal space
- 10-scene preset, control console and patch panel
designed by Century Lighting
- totally air-conditioned



Students Apply:

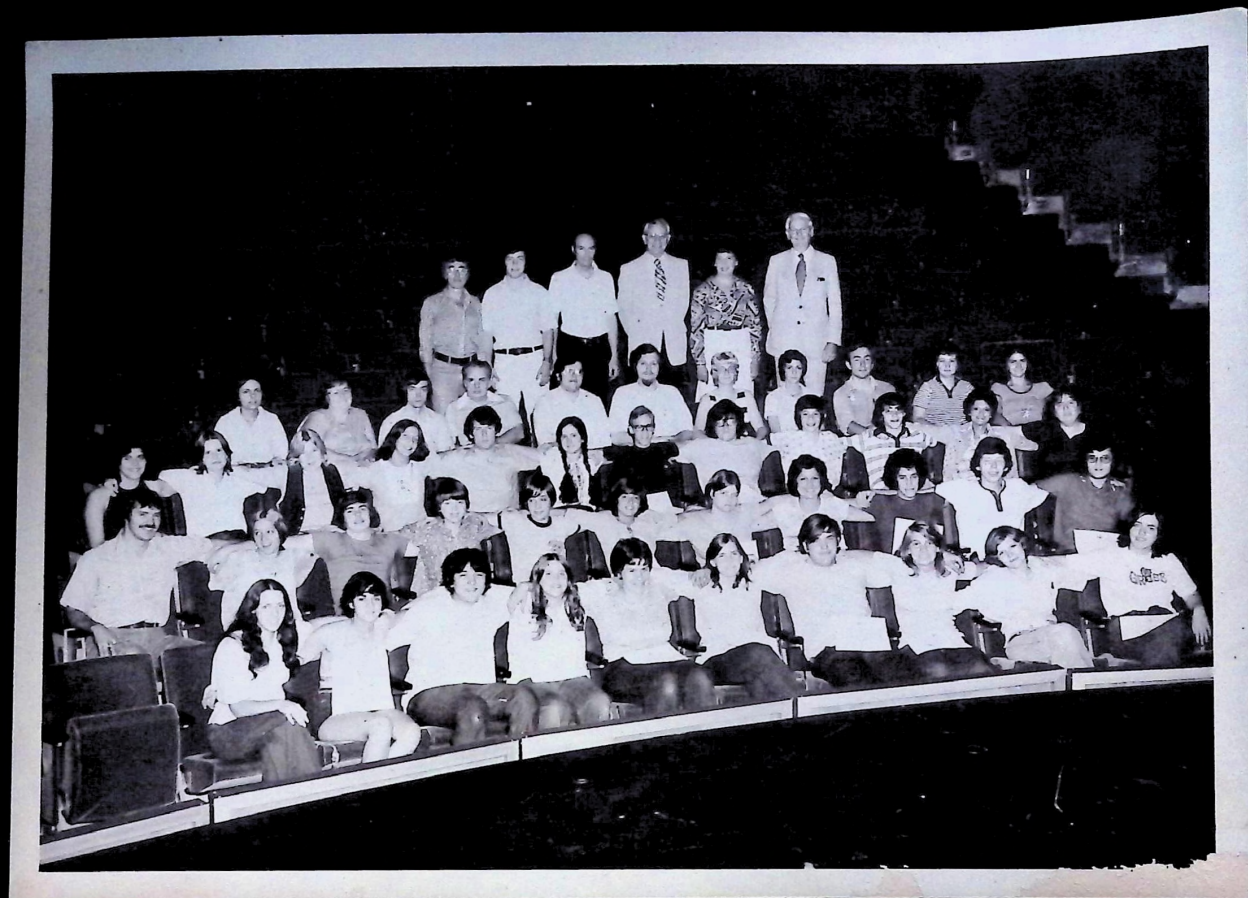
Mr. John Chwalek
Project Director
Summer Theater Workshop
Wilkes College
Wilkes-Barre, Pa. 18703

Teachers Apply:

Dr. Ralph Rozelle
Director of Graduate Studies
Wilkes College
Wilkes-Barre, Pa. 18703

.....

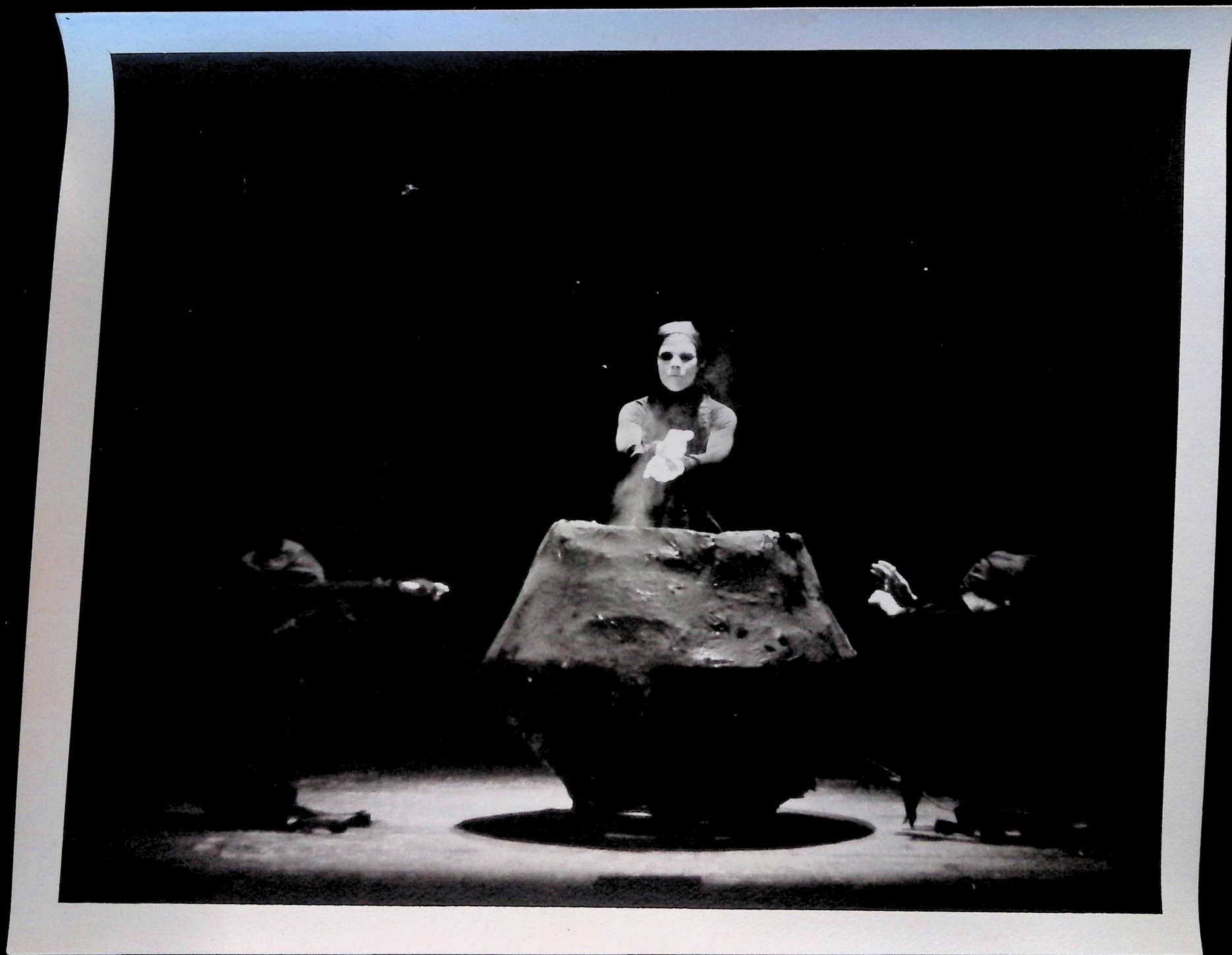




Wilkes Summer Theater Workshop

0000073













Willie's Feather Workshop

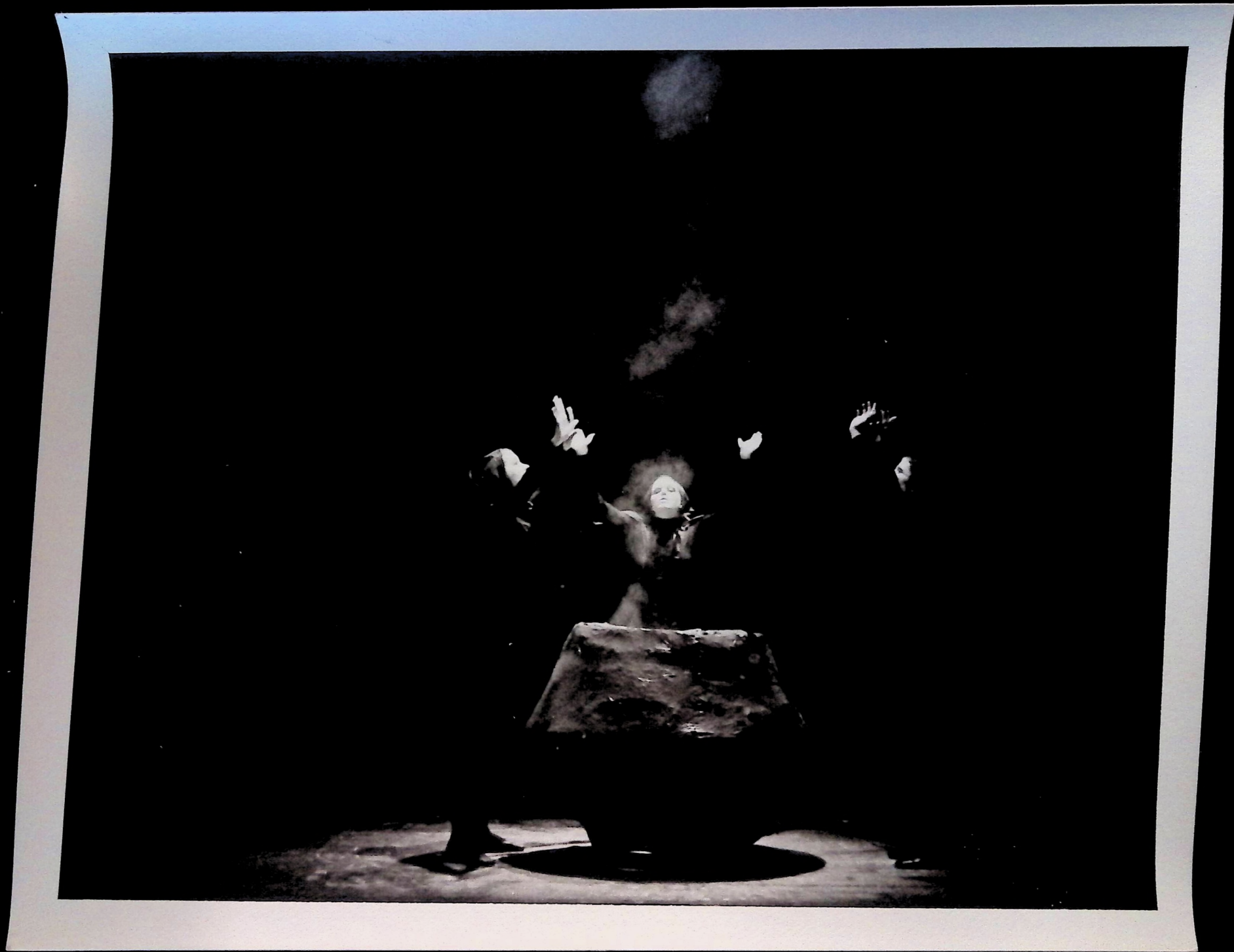
(2nd)

F. Row - Muddy Brook, Metuchen, N.J. (Metuchen);
Rudy Cravatta, W-B, (Bishop Toban); Frank McShady,
Lafayette (Coughlin); & Linda Papky, Ringston,
(Wyoming Valley West).

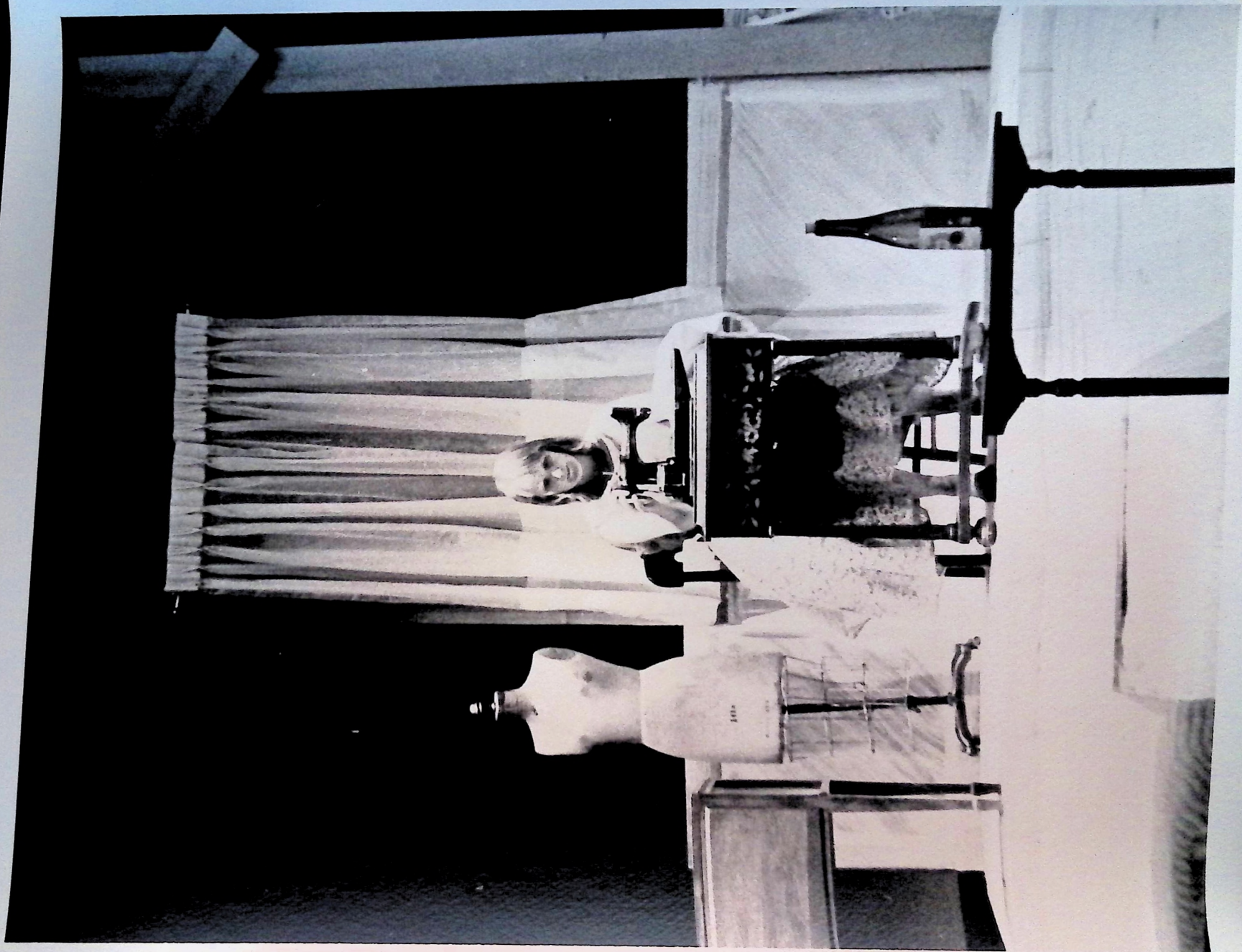
(2nd)

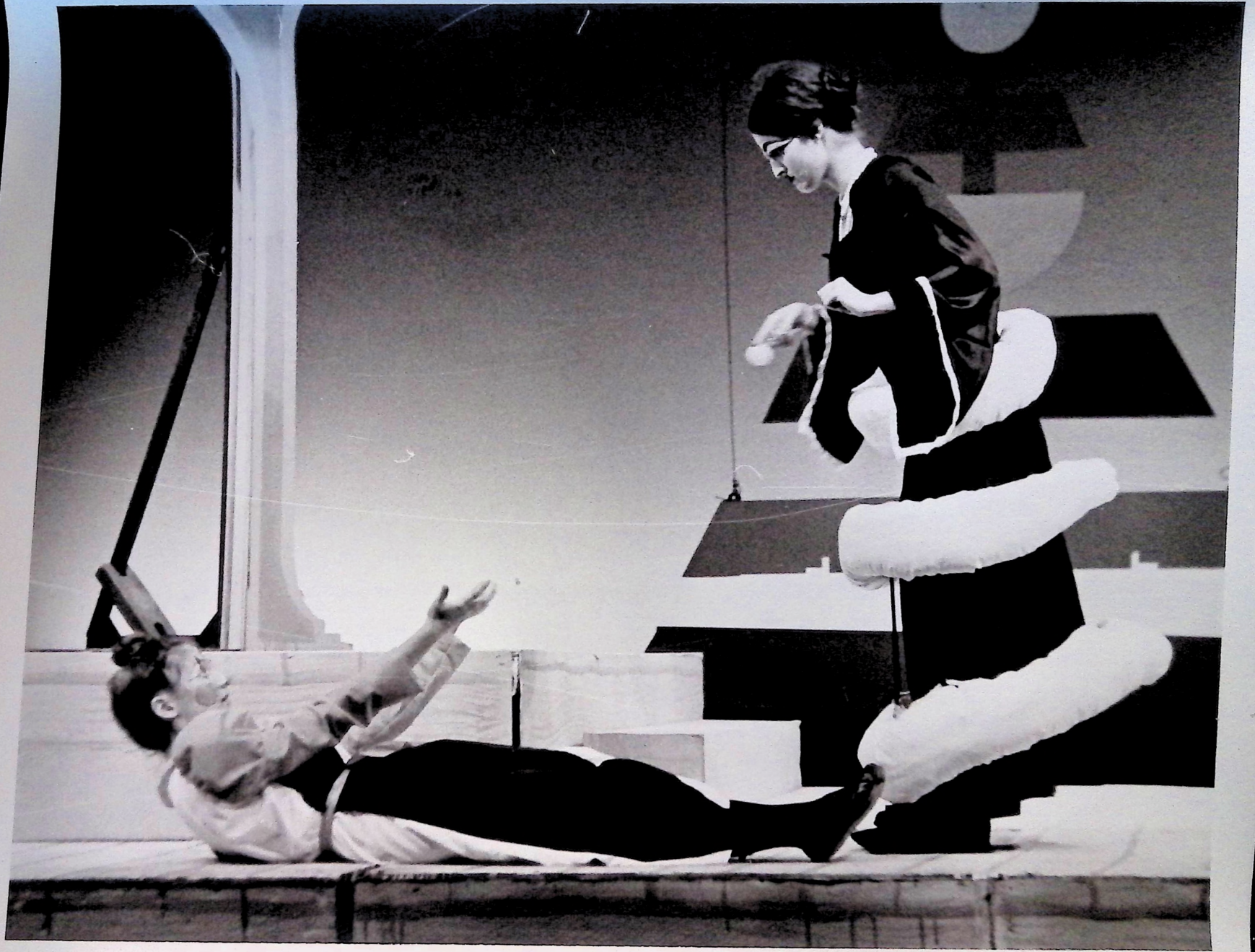
S. Row - Lynn McKelvey, Swarthmore.
(Swarthmore) etc



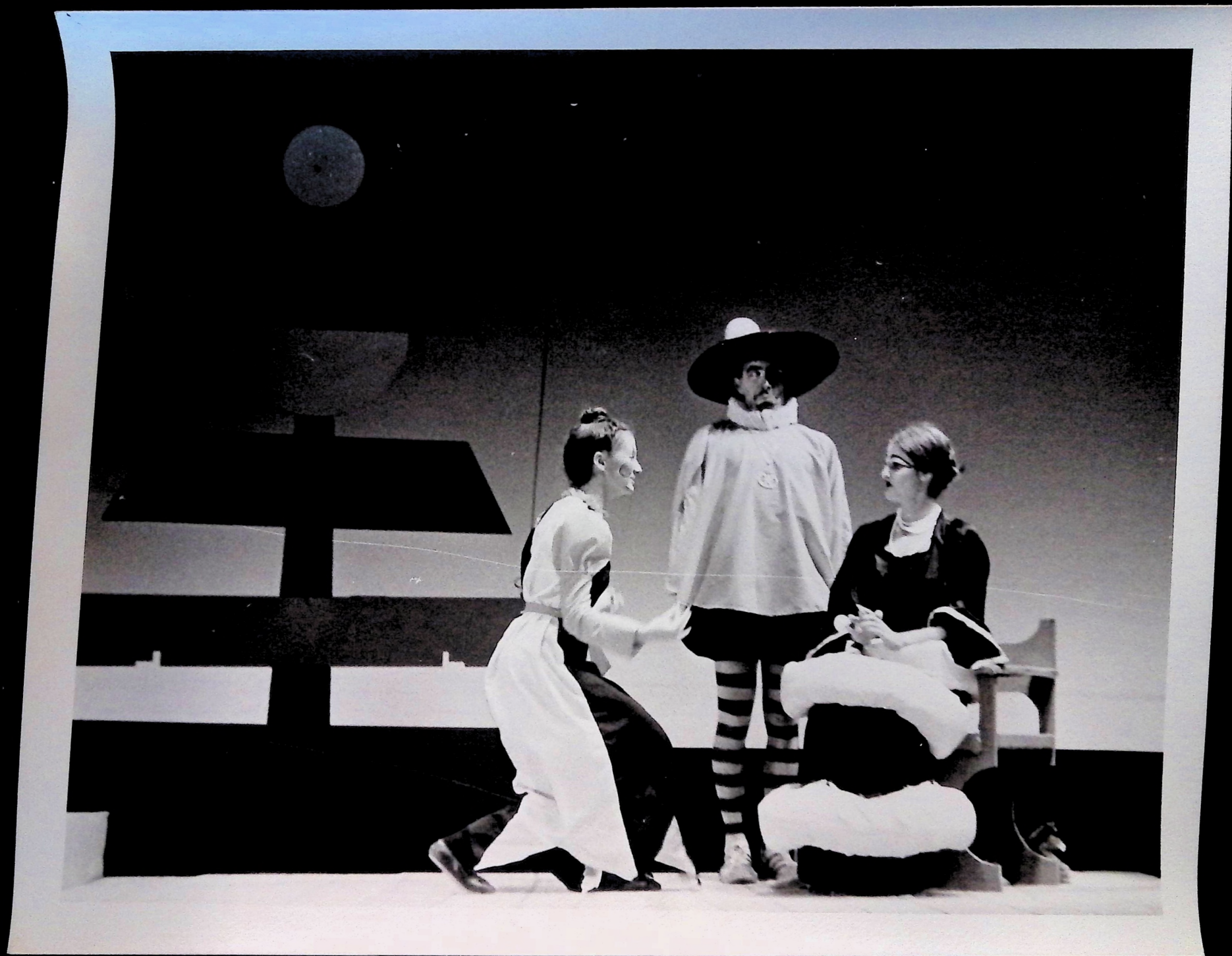








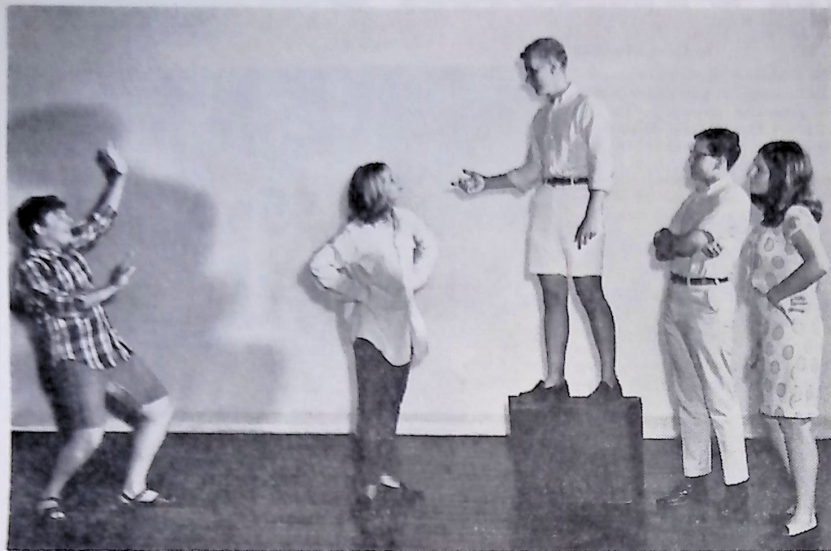








High Schoolers given aid by Wilkes Drama Grads



Some of the participants in the Theater Summer Workshop include (l. to r.): Stanley Yankunis, Leslie Schilin, David Glod, Michael Gallagher, Kathy Rifkin.

The Center for the Performing Arts was the setting this summer for a six-week program designed to give experience in the fundamentals of the theater to fifty-three high school students and fifteen graduate students who are planning to teach either grade or high school. John Chwalek, placement director, was the head of the program financed through a Title III Federal grant of \$35,000. The Luzerne County

School District managed the finances for the program. Alfred Groh acted as the director of theatrical activities; he was assisted by Miss Myvanvy Williams, Mrs. Roman Tymchyshyn, Stephen Cooney, and James Mitchell. Nine Wilkes undergraduates served as a student staff to assist the participants of the program.

The program included instruction in acting, stagecraft, lighting, and costumes. During the first week of the program before the graduate students arrived, the high school students staged a production of "The Red Velvet Goat." During each of the following weeks several scenes from plays, selected by the faculty, were performed as class projects in the theater. "Arsenic and Old Lace," "You Can't Take It With You," "Enemy of the People," "The Sandbox," "Stage-door," "The Torchbearer," "I Remember Mama," "Our Town," "The Loud

Red Patrick," "As You Like It," and "Years Ago" were among the plays from which scenes were selected. Also, "Recollection of Childhood" by Al Groh and a full-length musical, "By Hex," open to the public, were produced by participants of the program. On the days following the presentations of different scenes, seminars were held to evaluate the productions.

The high school students for the program were selected through the recommendation of their high school drama coaches. The selections were based upon the students' interests in the theater. The students served as actors for all the productions.

The program's graduate students received six credits towards their master of arts degrees from Lehigh University.

Chuck Robbins SPORTING GOODS

Ready to serve you
with a complete line of Sweaters,
Jackets, Emblems, Sporting Goods.
28 NORTH MAIN STREET

Two Off Campus Bookstores...

- Barnes & Nobel College Outline Series
- Full Line of School Supplies
- Cards and Gifts for All Occasions

Student Accounts Available

DEEMER'S

251 WYOMING AVENUE, KINGSTON — 6 WEST MARKET STREET, WILKES-BARRE

You Can Depend On POMEROY'S

FOR EVERYDAY LOW DISCOUNT PRICES

RECORDS BOOKS CLEANING AIDS CAMERAS FILMS & SUPPLIES
TOILETRIES TYPEWRITERS ELECTRICAL APPLIANCES TOYS CANDY

SHOP POMEROY'S FIRST — For First Class Service & Large Assortments

Charge It — First 30 Days — Service Charge Free

A Hazing Tale

by Bruce Fritzsche

There is darkness so thick that it can be felt and smelled; a thick, slimy darkness that must have been in existence before the earth was made and that would fill the void when the world came to its end. This is the kind of darkness that fills the corners and nooks of Conyngham Hall. Is it not logical that someone ignorant to the dangers of our College, one still uncorrupted by the malignant memory of (his name is even now spoken only in whispers) the Colonel, would choose this as a place to hide.

The Innocent One saw through the darkness the shape moving towards

him, yet he dare not make a move. Soon, he felt the warm, slightly gasped breath through his \$5.98 perspiration-soaked, powder blue, button-down shirt by Van Heusen. He tensed and waited for his fate. Relief surged through his body when he saw the identifying beanie on top of the shape's head; however, the darkness obscured any facial or bodily features, and it was impossible to even ascertain the sex (if any) of the shape.

The Innocent One decided to take a chance and speak to the darkened form, for at this point he felt that anything was better than the awful silence that he had endured for such a long time. "Ah, hello. I'm Don Trodden,



The end of a frosh.

typical lowly frosh (one still uncorrupted etc.). I see that you are also hiding from the omnipotent upperclassmen."

He was greeted with silence.

"Hey, I don't like being greeted with silence. After all, your a freshman just like me, aren't you? Well aren't you?"

This time the shape responded: "Heh, heh, heh."

"Y-you mean your not a fellow frosh? Ah, where did you get that beanie?"

"I got it from a frosh who no longer has any need for it, not where he is. Heh, heh, heh."

"Wait. That means that, oh my

God no, you must be an upperclassman."

"That's right victim. Comes now the fate worse than death: button frosh, do the class cheer, give me a match, and sing the drinking song."

"Alright, you win." Don buttons, does the class cheer, and gives the upperclassman a match. However, when the "upper" lights the match in order to apply it to his extra length True cigarette (Wilkes students are always searching for truth, even at the expense of their lungs), the frosh is so shaken by the blood stained fangs and look of animal cunning on the face of our typical upperclassman that he completely forgets the words to the drinking song.

"Well, let's hear the drinking song. You have completed the others fairly well, but I can't wait all day to hear our own dear drinking song."

"It seems that I can't, ah, remember the words, sir. Please don't be too angry with me."

"Angry?" spluttered the upperclassman. "Why should I be angry? So you forgot the words to the drinking song, so what? Do you have any idea how long it took us to convince the Liquor Control Board that the drinking song was just a tradition and that the campus was not a haven for underage drinking parties?"

"You mean you have actually been able to convince the LCB of anything that they didn't want to believe. Wow!"

"Tell you what I'm going to do. I'll give you thirty seconds to remember it. If you fail, it will not be a pretty sight. I can assure you of that."

The seconds seemed like hours to Trodden, but the stirring words to the drinking song came back to him. Just as the thirtieth second ticked off, he flew into song. His voice may have been a bit shaky in spots, but then Don was not a music major, for according to his placard he was majoring in basket weaving underwearer.

After Don finished singing the upperclassmen told him to get out of his hiding place, for it was the duty of every frosh to walk about the campus and be victimized by the upperclassmen. So, Don walked out into the morning air, ready to be victimized. His thoughts were not on the present; however, he was thinking about next year and his chance to terrify some frosh. A look of animal cunning crossed his face; he was no longer innocent.

In the evenings the time was devoted to individual study and group conversations with college students living in the dormitories. Several counselor-tutors were assigned to assist Upward Bound students in their study.

UPWARD BOUND CLASS ENDS SUMMER WORK

During the past summer the College sponsored a program designed to help fifty local students, who are considered college material but who have no definite plans for furthering their education. The students arrived on July 24 to begin a six-week course, the first phase of Project Upward Bound. The assistance of the federal government made this project possible.

Dr. Eugene L. Hammer, chairman of the education department, headed the program. He was assisted by Edwin Johnson, a member of the college's education department. The program staff was composed of Welton Parrar, Mrs. Louise Jennings, James Neddoff, George Siles, Mrs. Geraldine Wall, and Frank Wilczewski.

The students selected for the project lived in the dormitories where they

could observe college life. They remained on the campus from Monday morning to Friday evening. Each student received a weekly stipend of \$10.

During the weeks, mornings and early afternoons were devoted to academic work; late afternoons and evenings were used for recreational and individual study activity. The interests of the students dictated the subject matter that was emphasized in the seminars of study.

These seminars were composed of small groups of students. There were no lectures since an attempt was made to individualize the curricular content for the maximum benefit of each student. To introduce the student to independent study as a means of becoming aware of his own capabilities, the staff prepared study guides and reading lists. All students received instruction in reading, writing, and mathematics according to their individual needs. The interests of the students directed the study of literature and the sciences. To take advantage of the cultural and educational opportunities available in the local area, field trips were also planned.