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TIME CHART	RECORDING ONE DIRECTION			RECORDING BOTH DIRECTIONS		
	Monophonic 1 Track	Stereophonic 2 Tracks		Monophonic 2 Tracks	Stereophonic 4 Tracks*	
	1 7/8 ips	3 3/4 ips	7 1/2 ips	1 7/8 ips	3 3/4 ips	7 1/2 ips
600 Ft.	1 hr.	30 min.	15 min.	2 hrs.	1 hr.	30 min.
900 Ft.	1 1/2 hrs.	45 min.	23 min.	3 hrs.	1 1/2 hrs.	45 min.
1200 Ft.	2 hrs.	1 hr.	30 min.	4 hrs.	2 hrs.	1 hr.

\*Double these times for 4-track monophonic recording.

THIS TAPE IS RECORDED:

AT  1 7/8  3 3/4  7 1/2

MONOPHONIC (TRACKS)

STEREOPHONIC (TRACKS)

*Role Playing*  
*"R. 3"*

*Hypothetical Community Meeting on  
Educational Problems in Our Community  
- A Role Playing Session, Social Problems  
Class, Lenoir Rhyne College, Summer 1963*

*Students of Melvin J. Williams  
Melvin J. Williams Moderator  
UA68.01.27*

~~65.01.09.22~~

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The purpose of this meeting, ~~this is~~ ~~in~~ understand it, is for us to determine, in so far as possible, just what are the significant ~~problems~~ ~~which~~ EDUCATIONAL PROBLEMS AND CONFLICTS in your community.

I want to thank your steering committee for the opportunity to be with you and to participate in this type of discussion and study group. ~~I~~  
~~XXXXXXXX~~

As most of you know, my research interests in the field of sociology have centered around the problems and needs of our youth for some years now, and every time a ~~community~~ group of community leaders like you get together to air your views and study a question as vital as that of the education of future citizens, I am selfish enough to want to be there to see and hear what is going on.

The committee, in several ways, suggested that I was not supposed to make a talk nor give out any questionnaires or draw up any ready-made plan to solve your problems. As I understand the wishes of the committee I am to guide the discussion ~~xxxxxxx~~ ~~xxxxxxx~~ ~~xxxxxxx~~ and try to give everybody an opportunity to speak and thereby stimulate free exchange of ideas in the hope that when we have finished we will all have a better insight into the nature of our educational problems here in the community and be challenged to want to do something to minimize these problems and strengthen the many phases of <sup>your present</sup> the educational program. ~~xxx~~

To begin our discussion, perhaps we might ~~xxxxxxx~~ ~~xxxxxxx~~ ~~xxxxxxx~~ simply state what you feel is wrong with education ~~in~~ here in your community. But in the outset, I would like to remind you that these views are not those of Lencir Rhyne College or any representative of our fine institution. The views expressed here are those of ~~the~~ person giving them.

Now as you speak, we would appreciate it if you would announce your name and your position or the group you are representing.

Some questions:

1. Why is it we can't get enough good teachers for our schools?
2. What do you think about the continued emphasis upon federal aid to education?
3. Are we putting too much emphasis upon interscholastic athletics?
4. What do you think about groups and influential persons putting undue pressures upon our school principals and teachers to do this or that or to work for this or that official or policy, etc.
5. What are the main questions involved in this thing we call academic freedom?
6. Should our schools and colleges accept free pictures, books, pamphlets, and teaching materials from large corporations, labor organizations, trade associations and other groups with an axe to grind?
7. What do you think about the curriculum that we have in our high school or in our elementary schools or even in our Junior Hi Schools?
8. Who do you think should be educated in your community?
9. Are our students really class conscious, and how does this present a problem in our different schools?
10. I wish someone would explain to us what the newspaper was saying last week when it came out with a lot of questions about academic freedom and tenure in our public schools.
11. Teacher shortage: do we have it, what are we doing about it?
12. What are the problems as your young people see them? By the way we should have some of our students represented here from various grade levels
13. Are we bothered with drop outs?
14. What about going steady in our schools, where does it begin and what are its problems and what can we do about it?
15. What about all the secret societies and and group conflicts in our schools?
16. What do you think about vocational education at all levels?

NEXT MEETING, we will summarize these problems and ask for solutions!

*When will we get  
money enough to meet  
all the need demands  
here today?*

*Pressure from  
Parents on teachers*

*X*

*??*

*Separate schools or  
integrated in program*

## Role Playing

- ① ✓ Mr. Speck - High School Principal  
 1. Ind. attention 2. What he is taught 3. How to teach
- ⑥ ✓ Miss Garret - Mother of Elementary School Child
- ⑦ Mr. Sellers - Father of High School Child
- ⑤ Miss Williams - Public Health Nurse  
 1. Role of reporter 2. Ed. is a comm. task 3. build attitudes + public opinion  
 1. Lack of Co-operation with home in health ed.
- ⑧ Miss Wyatt - Newspaper woman  
 1. Legal orientation + 2. crime + education
- ⑩ Mr. Hale - Lawyer  
 1. Discipline + 2. Study enough 3. sport over academic
- ⑦ ✓ Mrs. Caldwell - High School Teacher  
 1. Miss Fox - Elementary School Teacher } attendee  
 2. Miss Washer - Social Worker } individualization in problem  
 3. } Role; finding problem
- X Miss Setzer - Guidance Counselor
- ⑪ Miss Wainwright - Social Club Woman
- ⑫ Miss Lackey - Politician  
 1. Finances + 2. general improvement  
 3. Law + exp. need guidance counselor
- ④ Miss Merrill - Youth Director  
 Miss Flowers - Girl Scout Executive  
 Miss Sloan - Recreation Director  
 Miss Eysenbach - Sunday School Teacher
- ③ Miss Ridgeway - School psychologist  
 Miss Hunsfutt - Physician  
 Miss Peterson - Mother of High School Child  
 Miss Able - Minister  
 Miss Messer - Health Organizational Leader  
 Miss McKee - Representative of Juvenile Court  
 Mrs. Brown - Psychiatrist
- ⑨ Miss Ridg - School Board Representative  
 Miss Stevens -

Special Education

Handwritten notes on the right side of the page, including circled numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50) and 'X' marks.

