

1961

"Civil Rights ... or Wrongs"

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"CIVIL RIGHTS . . . OR WRONGS?"

by

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(B.B.A., University of Notre Dame, 1960)

A CREATIVE PROJECT

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS
DIVISION OF COMMUNICATION ARTS

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Personal Objectives

My interest in Communications, and the desire to know more about it, was awakened by an instructor I had during my third and fourth years of undergraduate school. He felt that Communications was the key to many contemporary problems, from the cold war, to blatant advertising. People do not understand each other, for they could not convey their thoughts and attitudes adequately--this was his thesis. I had other courses in the field prior to his, but he proved to be a great incentive, and encouraged me to do graduate work. The program at Boston University was particularly appealing, and I was fortunate in being awarded a WGBH-TV scholarship.

The Master's degree program affords me both the adequate preparation, and the additional degree, to pursue a career in Communications.

My feeling has been that television is the most forceful and dynamic of the media, and this has been reinforced by my contact with WGBH-TV. The opportunity to produce a television series in partial fulfillment of the degree requirements struck me as unique, and much more practical and interesting than a written thesis.

Upon completion of the program at Boston University, I hope to combine television and advertising, through an administrative position with a large consumer goods manufacturer doing a large amount of product promotion through television, as General Electric, or Proctor & Gamble. I desire a position as production coordinator, or liaison between the company and the station or agency contracting for the commercials.

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However, the appeal of television itself is strong enough for me to seriously consider any producing or directing opportunities that might present themselves. Even in an administrative position, these opportunities are sometimes found. It is my responsibility to find them.

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CHAPTER I

PROGRAM MATERIAL

Part 1: Objectives

Although the writer's future plans are aimed at commercial, as opposed to educational, television, he is aware of television's great potential as a teacher and informer, and not just as a medium of entertainment. Hence, the series planned will be informative, discussing a contemporary subject of which it is felt, too many are uninformed. The evidence of this can be seen every day in newspaper and magazine articles as well as radio and television programs which purport to discuss slum clearance, school segregation, and right to work laws. The mass media have discussed these areas but they have failed in large part to analyze fully these issues, for they have overlooked the human values involved. It is this failure on the part of the media that has motivated the preparation of a series of programs which delve into the human side of social problems. No attempt has been made to reveal the existence of individuals here, persons with feelings and emotions, who never get into the papers or on television to present their side of the issues involved.

The objective of the series is to examine these human problems: air them, discuss them, criticize them, and try to motivate some attempts to solve or improve them.

The series is intended for a general audience; no particular social or income class or racial group would view the presentation. However, public-spirited citizens, persons who have been involved in these areas or who have witnessed others being wronged, and those seeking to be better informed will react to the program.

Those persons who are interested will, it is hoped, call or write to the station presenting the program, or to the producer, the program participants, or to the social and civic agencies concerned with these areas. These problems affect the great majority of us, but not all are interested enough to do anything about them. This type of specific participation would be a measure of the success of the program. It will reveal, whether it be agreeable, or disagreeable, to the program's point of view, the degree by which the program content has acted as a catalyst in moving persons and communities to remedy civil problems.

The importance of the civil rights issue can be attested to by the volume of writings about it. President Kennedy has discussed the issue in most of his news conferences. President Harold Case of Boston University is a member of the President's Commission on Civil Rights, as are many other eminent men. Most of the current cases before the Supreme Court are concerned with specific areas of civil rights.

To the writer, the violation of civil rights is the most dangerous abuse of law in this country. Our legal structure is founded on the Constitution. To insure this foundation, we must halt any abuse of it.

Part 2: Development

The primary idea for a series on civil rights is a direct result of a course taken first semester 1960-61 under Professor Richard Dellheim. The course was entitled "Problems of Civil Rights." Professor Dellheim brought to light many problems that are generally taken for granted, demonstrating the incongruity of some of them, and offering solutions to others. The choice of a subject, and the feeling of its importance, are both direct results of this course.

Readings assigned provided the beginnings of the research for the program series. The lectures provided the impetus to learn more about these specific areas, and the books and other materials read supplemented the class lectures and notes. Research also included the personal interview with such people as Commissioner Walter Carrington and Mrs. Louise Eckert of the Massachusetts Commission Against Discrimination, Messrs. Kane Simonian, Executive Director, and William Johnson, Assistant Executive Director, of the Boston Redevelopment Authority, Reverend Robert Drinan, Dean of the Boston College Law School, Messrs. Isadore Zack and David Goldstein of the Anti-Defamation League of B'nai B'rith, Mrs. Butler of the Audio Visual Department of the Boston Public Library, and several persons at the United Community Services office. Law books were consulted to review recent legal cases and decisions in these areas. Periodical magazines, such as The Nation, Time, Atlantic Monthly, and Commonweal have aided the writer in keeping up with present developments in these areas. Several television programs, including "Open Mind" and "Meet the Professor" have proved to be excellent thought provoking stimuli, as well as a film

entitled Main Street which was produced for National Educational Television and was concerned with redevelopment of Boston's West End. Literature provided by the United Community Services, Boston Redevelopment Authority and the Massachusetts Commission Against Discrimination has proved to be a great source of factual material and case histories.

Part 3: Content

Section a)

The series is concerned with civil rights and their relation to the individual. Civil rights are the non-political privileges of human beings as guaranteed under the Constitution. Although non-political, they include the right of franchise or voting. The content of each program, as listed below, indicates the timeliness and pertinence of the areas to be discussed. It is the writer's belief that each individual needs to be made more cognizant of his rights as a citizen and of the protections afforded him against the abuse of these rights. A program series of the type proposed should be an excellent beginning.

Section b)

The title selected for the entire series is "Civil Rights . . . or Wrongs?" It implies both the nature of the programs and the controversy inherent in the content.

Section c)

A concise listing of the programs, with titles, follows:

1. "Closed on Sundays," a program on blue laws, discussing the possible discrimination in Sunday closing laws.
2. "The Candidate of Your Choice," a program on the Electoral College, analyzing our method of electing a president.
3. "The Privilege of Franchise," a program on the right to vote, reviewing our Constitutional privilege to choose holders of elective office.

4. "I Refuse to Testify . . . ," a program on the Fifth Amendment, depicting the use of the self-incrimination clause in hearings.

5. "Equally Protected," a program on the Fourteenth Amendment, investigating the rights of the individual against the possible oppressions of the state.

6. "You Are Summoned to Appear . . . ," a program on public welfare and police power, examining the power of municipal officials to regulate the actions of individuals in the interest of the public welfare.

7. "Plaintiff v. Defendant," a program on trial by jury, analyzing the American judicial process.

8. "Dollars for Schools," a program on federal aid to education, discussing the dangers of federal control of education through financial aid.

9. "No School Wednesday Afternoon," a program on religion in the public schools, reviewing the released time procedure of religious instruction.

10. "Why Only Whites," a program on the segregation of minority groups, reviewing the problems of racial and religious prejudice particularly in employment, transportation, and housing.

11. "The Human Aspect of Urban Renewal," a program on public housing and slum clearance, analyzing the problem of relocating slum dwellers.

12. "Are You a Member of Local 100?" a program on the right to work legislation, dealing with the question of whether or not union shop agreements should be legally prohibited.

13. "The Said Injury of Employee," a program on employment compensation procedures, examining the legislation and remedies covering injured employees.

Section d)

Program #1. Blue Laws

I. Title: "Closed on Sundays"

II. Definition:

Blue laws are civil regulations requiring business enterprises to close on Sundays.

III. Content Description:

Are Sunday closing laws a means of compelling religious observance? They are now sustained as a valid exercise of the state's police power in safeguarding health and preserving morals and the good order of society. The state's objective is to ensure the physical, intellectual, and moral welfare of its citizens by providing one day of rest in seven from the strain of uninterrupted labor. Limitations on Sunday labor are construed to be civil regulations to achieve uniformity in the day of rest. The fact that it coincides with a day celebrated by a particular church does not detract from its character as a civil regulation under the police power. Using this rationale, many recent cases have resulted in the decision that Sunday laws do not encroach upon the religious liberty either of Christians who might desire to work on Sunday or of religious groups which hold a day other than Sunday as sacred. It is arguable whether a shopkeeper who suspends his business on a certain day in keeping with his religious convictions, and is also required by civil law to close his shop on Sunday, is confronted with the choice of suffering economic hardship or compromising his religious practices. The freedom to practice one's religion under the competitive handicap of having two days of

enforced leisure each week becomes a question of financial circumstance.

IV. Discussion:

The discussion will center around the controversial question of whether blue laws legislate a day of rest, or religious observance. If the latter, they are discriminatory, for not all entrepreneurs practice religious worship, and of those that do so practice, not all worship on Sundays. The recent Supreme Court decision upholding the laws in Massachusetts will be brought into the analysis.

Questions to be discussed:

1. Do blue laws legislate a day of rest, or observance of the Sabbath?
2. Do they not discriminate against religions observing a day other than the Sabbath?
3. What are the inconsistencies here?
4. What is the "rule of necessity" which permits some enterprises, such as pharmacies, to remain open?
5. Should blue laws be upheld or repealed?
6. What of the recent Supreme Court decision involving the Springfield, Massachusetts case?

V. Participants:

Commissioner Robert Capeless, Corporation and Tax Department,
Commonwealth of Massachusetts.

Carl Ritchie, Acting Executive Director, Civic Unity Commission
of Cambridge.

The participants chosen represent both sides of the issue, for Mr. Capeless, representing the state, will uphold the laws. Mr. Ritchie,

representing the business owners of Cambridge, and their customers, of all faiths, favors the abolition of the laws.

VI. Presentation:

Opening comments will be made by the moderator as to the objective of the entire series, with a brief explanation of what civil rights are. This would serve as an exposition of the series theme.

The program itself will begin with a film clip, showing a store proprietor hanging out a sign "Closed Saturday & Sunday," while an announcer reveals his religion which calls for Saturday observance and the existence of legislation requiring him to close on Sunday.

Film clips of a baseball game, and customers in a drug store will be used in the body of the discussion as the rule of necessity is examined. Camera cards of newspaper headlines of the Supreme Court's decision will also be used as this is discussed.

VII. Sources:

Participants, also court decisions in:

Grabuiski v. State of Washington 33 Wash. 603 (1949)

Rogers v. State (Georgia) 60 Ga. App. 722 (1939)

Program #2. Electoral College

I. Title: "The Candidate of Your Choice"

II. Definition:

"Each state shall appoint, in such manner as the Legislature thereof may direct, a Number of Electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress."¹

III. Content Description:

The American electoral system, the meeting of whose members came to be called a college to distinguish it from other American political institutions, deprives both Congress and the voters of total power over the election of a President.

Electors should be elected. Under our system, the candidates make the issues and the electors are merely tools chosen to elect these candidates. This statute of Presidential electors was partly confirmed by the Supreme Court in the case of Ray v. Blair in which the court held that if local party organization requires an oath from candidates that they will support the national nominee, the Constitution does not require the local party to allow candidates who refuse to take the oath to run in a primary on the party ticket. In other words, candidates refusing to take the oath may be barred from the party ticket and they have no Constitutional recourse.

The function which the Presidential electors were intended to perform has been terminated. They do not presently exercise an independent

¹U.S. Constitution.

judgment. Change will no doubt take place since the possibility of receiving the popular vote majority, and losing the electoral vote majority, almost became a reality in our recent Presidential election.

IV. Discussion:

The central thought of this analysis will be the obsolescence and falsity of the electoral college. It is obsolete because present political pressures do not allow for choice by qualification only, and it is false because the electors choose the President, the popular vote does not.

Questions to be discussed:

1. What is the method of member selection?
2. What qualifications are imposed?
3. What is the length of term of office, schedule of meetings, replacement procedures, etc.?
4. Is not revision or abolition necessary?
5. Why not choice by popular vote only?

V. Participants:

Bernard Rubin, Professor of Government, Boston University

Kevin White, Secretary of the Commonwealth

Bernard Rubin favors the abolition of the electoral college. To him, no major revision would serve the purpose, the popular vote should elect the President.

Kevin White, as Secretary of the Commonwealth, favors retaining the present system. The Election division of the state government is under the jurisdiction of the Secretary's office.

VI. Presentation:

The program will open with filmed scenes of the national nominating conventions, depicting their excitement.

Following this, the participants will define the electoral college, its qualifications, and its procedures after candidates have been nominated.

Film clips of voters entering the booths, and the President voting will then be shown, after which the participants will examine the popular vote, how the electoral vote can overcome the popular vote, and whether this should be allowed to continue.

Charts showing a breakdown of both popular and electoral votes in the 1960 Presidential elections will be integrated as camera cards.

VII. Sources:

Participants, Roger Lee McBride, author.

Program #3. Right to Vote

I. Title: "The Privilege of Franchise"

II. Definition:

The right to vote is the citizen's privilege to choose a candidate for public office by selecting the candidate's name by ballot.

III. Content Description:

The United States Constitution nowhere explicitly recognizes a right to form political organizations. It is generally accepted that the rights in the First Amendment to freedom of the press, speech, and assembly, and to petition the government for redress of grievances, taken in combination, establish a broader guarantee to the right of political associations. The legal issues have revolved around the extent to which the state can regulate or restrict such organizations and the position of individuals who wish to participate in their activities.

Present forms of infringement include lack of fair apportionment among voting districts, corrupt practices of various kinds, and excessive obstacles placed in the way of new or minority parties. Curtailment of political activity by government employees likewise restricts the right of franchise of a rapidly growing portion of our population (The Hatch Act). Closely connected with these positive restrictions upon voting is the failure of many voters to cast a ballot even though qualified to do so. The legal question must be considered in the context of this broader problem of political apathy. Under the Constitution, no qualifications may be imposed by the state.

IV. Discussion:

The main point to be examined is the present method of preventing some citizens from voting because of race, color or creed. Obstruction to the formation of new political parties will also be covered here.

Questions to be discussed:

1. What are the reasons for discrimination in voting?
2. A brief history of the franchise privilege.
3. What are some methods of discrimination?
4. How widely are these now practiced?
5. How might they be prevented?

V. Participants:

Edward McCormack, Attorney General, Commonwealth of Massachusetts

Bernard Rubin, Professor of Government, Boston University

Edward McCormack will know of instances of discrimination and how these might best be prevented. Bernard Rubin will have some suppositions for the discriminatory actions.

VI. Presentation:

Opening scene, on film, will show voters entering and leaving the voting booth as a narrator gives examples of other methods of choosing holders of office, as opposed to the privilege of voting in a democracy.

When the discussion reaches literacy tests as a qualification to vote, a short dramatic scene, in studio, will be depicted. In this, a Negro will be shown at the voting registration booth, and the registration clerk will ask him to recite the Constitution before allowing the Negro to register as a voter.

VII. Sources:

Participants, plus court decisions:

Snowden v. Hughes, S. Ct. 397 (1944).

Brown v. Baskin 78 F. Supp. 933 (1948).

Davis v. Schnell 69 S. Ct. 749 (1949).

Program #4. The Fifth Amendment

I. Title: "I Refuse to Testify . . ."

II: Definition:

"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the Militia. When in actual service or in time of war of public danger; nor shall any person be subject for the same offense twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use, without just compensation."²

III. Content Description:

An infamous crime is interpreted to be an offense punishable by imprisonment in a penitentiary, or involving hard labor. It now means an indictment in all capital cases, and for a term exceeding one year, or at hard labor, unless waived; otherwise a prosecution may be initiated.

The double jeopardy provision affords protection against a second trial for the same offense after acquittal, and against an increase in the punishment originally imposed. It does not prevent a trial when the defendant has obtained a reversal on appeal; nor does it prevent a prosecution under state law based on the same facts as a Federal prosecution.

²United States Constitution

The privilege against self incrimination applies also to coerced confessions and searches and seizures. The application is most significant at present in regard to labor and politics. The determination of when it may be invoked rests with the court.

IV. Discussion:

The self incrimination clause will be of primary interest here, and will be analyzed with reference to Congressional hearings on labor and racketeering.

Questions to be discussed:

1. When may the self incrimination clause be invoked?
2. How is its invocation determined?
3. Should it be abolished by Amendment?
4. What are the differences between state and Federal applications?
5. Reveal its importance to other areas of civil rights, such as trial by jury, and the public welfare.

V. Participants:

Judge Jacob Kaplan, former President, Boston Bar Association

Luther McNair, Executive Secretary, Civil Liberties Union of Massachusetts

Judge Kaplan will discuss situations where the Fifth Amendment is not applicable and cannot be invoked.

Mr. McNair feels it should be applicable whenever the reputation of the witness is jeopardized.

VI. Presentation:

Opening scene will be in the studio, and will be a reenactment

of a legislative hearing in which a witness invokes the Fifth Amendment when asked to testify.

Photographs of persons being tried for contempt of court for refusing to answer questions, such as Bernard Goldfine, will be made into slides to be used during the discussion.

Newsfilms depicting varied examples of the invocation of the Fifth Amendment will be utilized, with the comments of discussants.

VII. Sources:

Participants, court decisions:

Scalfron v. S. Ct. 237 (1948)

Program #5. The Fourteenth Amendment

I. Title: "Equally Protected"

II. Definition:

Section 1. "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the law."³

III. Content Description:

Section 2 delineates election of state representatives, and their number as per population of the state they represent.

The greatest application of the amendment is made under what is termed the Due Process Clause. This was a way of saying that every state must initiate prosecution through indictment by a grand jury, must have a trial by jury of twelve in criminal cases, and must have a trial by such a jury in common law suits when the amount exceeds twenty dollars. Its original purpose was to extend to all of the states the complete protection of the Bill of Rights. It did not alter the basic relations between the state and the Federal government. The Fourteenth Amendment protects the individual against state action, not against wrongs done by other

³United States Constitution.

individuals.

IV. Discussion:

The discussion will be centered on the "due process" clause, whereby an individual's rights cannot be abridged by the state.

Questions to be discussed:

1. Explanation of the equal protection clause, and the application of it.
2. Explanation of the due process clause and its application.
3. What are the limitations of the state's application of the Fourteenth Amendment?
4. How does it differ from the Fifth Amendment?

V. Participants:

Judge Jacob Kaplan, Former President, Boston Bar Association

Luther McNair, Executive Secretary, Civil Liberties Union of Massachusetts

Same as for The Fifth Amendment, the preceding program.

VI. Presentation:

The program will begin with a live reproduction of a citizen bringing court action against the state in which he resides.

Several legal documents, such as a summons, and a subpoena, will be shown on camera as they are discussed.

VII. Sources:

Participants, court decisions;

Shelley v. Kramer 334 U.S. 1. (1948)

Program #6. Public Welfare and Police Power

I. Title: "You Are Summoned to Appear . . ."

II. Definition:

The police power of municipal officials enables them to levy and enforce regulations concerning housing, health, sanitation, fire prevention, zoning, and disturbances of the peace.

III. Content Description:

Public officials have the power of eminent domain, whereby they may condemn private property, give the owner monetary compensation, and utilize the land for public use. Courts generally approve the means used by the police, faced with a crisis, in the exercise of their power and duty to preserve peace and order. This may be the breaking up of a meeting when rioting seems imminent or is actually occurring, the seizure of the speaker for his personal safety, disturbing the peace, and licensing. The sanitation regulations include littering, garbage disposal, and extermination. Health regulations include quarantines, food handling, and school immunization procedures. Zoning regulates the erection of business establishments in a residential neighborhood, minimum and maximum sizes of buildings, and the keeping of livestock.

IV. Discussion:

The major portion of the program will explain and examine what the various regulations are, including housing codes, fire prevention measures, and health and sanitation regulations.

Questions to be discussed:

Explanations of:

1. Health and sanitation regulations
2. Zoning ordinances
3. Housing codes
4. Fire prevention methods
5. Eminent domain

V. Participants:

Commissioner John Cauley, M.D., Health Department, Boston.

William O'Hare, Secretary, Board of Public Welfare, City of Boston.

Robert York, Chairman, City of Boston Building Department.

Dr. Cauley will explain the health and sanitation regulations authoritatively, including school immunization procedures.

Mr. O'Hare has a great deal of experience in fire prevention methods and sanitation methods.

Mr. York is qualified to discuss housing codes, zoning regulations and eminent domain.

VI. Presentation:

The opening scene is a filmed sequence showing police breaking up an unlawful public assembly, due to imminent rioting.

Filmed sequences of school children receiving inoculations, fire officials inspecting apartment houses and short filmed illustrations of many of the other regulations will be utilized.

A slide of a newspaper headline, "Landlord fined \$100 for violating health code" will be integrated with the discussion.

VII. Sources:

Participants, plus court cases:

**City of Richmond Heights v. Richmond Heights Memorial Post
Benevolent Association 358 (Mo.) 70 (1948).**

Program #7. Trial by Jury

I. Title: "Plaintiff v. Defendant"

II. Definition:

A trial by jury is a legal examination of a cause or issue by a defined number of persons impaneled to reach a decision following the examination.

III. Content Description:

The Federal Constitution provides in Article III, Section 2, that "the trial of all crimes, except in cases of impeachment, shall be by jury." The right to trial by jury may be waived. Congress has the power to provide for the trial of minor offenses without a jury. The Federal Constitutional provisions do not require a jury trial in the state courts. The Sixth Amendment guarantee of an "Impartial jury" requires that the jury represent a cross section of the community. Hence, exclusion from the jury panel of persons on account of race, economic status, or at least where women are qualified to serve, sex, would not conform to Constitutional requirements. The courts will not reject a system of jury selection because of the absence of members of an economic class without a strong showing of discrimination. The presence of government employees on a jury has been held not to infringe constitutional protections.

The equal protection clause of the Fourteenth Amendment imposes upon the State a similar requirement that the jury be selected without discrimination. The Supreme Court has consistently reversed convictions in state courts where a showing of systematic exclusion from jury service has been made. The court has refused to hold illegal the New York system

of blue ribbon juries on the ground that no sufficient showing of discrimination was made.

IV. Discussion:

The principal topic to be examined will be our judicial process, with emphasis on the rights and privileges of the accused.

Questions to be discussed:

1. Complete examination of the judicial process.
2. Definition of the "rights of the accused."
3. Comparisons with other systems.

V. Participants:

Elwood H. Hettrick, Dean of the School of Law, Boston University.

Judge Charles Wyzanski, Boston District.

Dean Hettrick will present the academic viewpoint of our jury system, while Judge Wyzanski will give its practical side and exemplify these.

VI. Presentation:

The opening scene will take place in the studio. A courtroom will be depicted with the defendant before the bench listening to the judge explain to him his rights, preceding the trial.

The entire discussion will then take place within the courtroom setting, with the participants moving about as if they were "arguing" a court case.

The United Nations film entitled "Of Human Rights" shows a Polish refugee telling an American newspaper reporter why our Bill of Rights cannot be taken for granted, and has great impact. (7 minutes)

Mounted photos of the Peter Zenger trial, from history texts, will be shown on camera during the historical section of the discussion.

VII. Sources:

Participants.

Program #8. Federal Aid to Education

I. Title: "Dollars for Schools"

II. Definition:

Federal aid takes place principally in the form of cash grants to educational institutions to improve their physical facilities and to raise salaries.

III. Content Description:

While the principal control over academic institutions is exercised at the state and local level, the influence of the Federal government is not without significance. Under its taxing and spending powers, the Federal government provides various forms of tax exemptions of benefit to educational institutions; has made various grants of funds to colleges and for school buildings, hot lunches, vocational and educational programs, scholarships, and others. The Office of Education conducts research programs and advises state and local governments, and public and private educational institutions. These powers carry with them the authority to make the receipt of government benefits conditional upon compliance with Federally imposed requirements that are reasonably related to the use of the original power.

Bills establishing a system of direct grants in and to the states for educational purposes have thus far failed to pass because of disagreement over conditions.

In addition, the Federal government particularly through the Defense Department and the Atomic Energy Commission, has been awarding educational institutions large sums under contract arrangements. It is not

unusual to find certain departments of universities largely dependent upon such contracts. The arrangement gives the Federal government potentially greater influence over personnel and methods of operation of educational institutions.

IV. Discussion:

The principal point here will be the problem of aid, or aid with control. Possible solutions to this problem will also be weighed.

Questions to be discussed:

1. Is Federal control of education a major possibility?
2. If so, how may it be prevented, without ending financial aid?
3. Should aid be used primarily for facilities, or for salaries?
4. How extensive is present Federal aid to education?
5. How might it be improved?
6. Is it possible to simply grant aid, with no stipulations?

V. Participants:

Lawrence Bresnahan, Regional Director, Department of Health, Education, and Welfare, Boston.

Denis Haley, Superintendent of the School Commission, Boston.

Lawrence Bresnahan will give the viewpoint of the bureaucrat, the government administrator, even though his position is in civic, as opposed to Federal, government.

Denis Haley will represent the school administration point of view, which includes an abhorrence of the word "control."

VI. Presentation:

The program will have a filmed opening, showing interiors of modern school buildings, some representing a waste of funds.

Films of poor facilities will be shown, to indicate the necessity of Federal aid.

Films of teachers holding extra jobs to supplement their incomes will also be used in the program.

VII. Sources:

Participants, plus court cases:

Steward Machine Co. v. Davis S. Ct. 883 (1937).

Helvering v. Davis S. Ct. 904 (1937).

Program #9. Religion in Public Schools

I. Title: "No School Wednesday Afternoon"

II. Definition:

Released time refers to time spent by public school children in receiving religious instruction in their various faiths within the school building.

III. Content Description:

Released time relates to the power of a state to utilize its tax supported school system in aid of religious instruction insofar as the power may be restricted by the First and Fourteenth Amendments.

Classes were conducted in the regular classrooms of the school building. Students not taking religious instruction were not released from public school duties; they were required to leave their classrooms and to go to some other place in the school building to study. Students who were released were required to be present at the religion classes. Reports of their presence or absence was made known to the regular class teachers.

This shows the use of tax supported property for religious instruction and the close cooperation between school authorities and religious councils on promoting religious education. The operation of the State's compulsory education system thus assists and is integrated with the program of religious instruction carried on by separate religious sects. Pupils compelled by law to go to school for secular education are released in part from their legal duty on the condition that they attend religion classes. This is beyond question a utilization of the tax supported and tax established public school system to aid religious groups to spread

their faith. It is banned by the First Amendment; and is, therefore, unconstitutional.

IV. Discussion:

The group will talk for the most part about the inherent discrimination in released time, after they have explained it fully.

Questions to be discussed:

1. Explain what is meant by released time.
2. Show why it is discriminatory.
3. Unfavorable consequences upon the children.
4. Unconstitutional use of public buildings for private instruction.

V. Participants:

Lawrence Bresnahan, Regional Director, Department of Health, Education, and Welfare, Boston.

Benjamin Shapiro, Secretary, Massachusetts Committee of Catholics, Protestants, and Jews.

Mr. Bresnahan will represent school officials, while Mr. Shapiro will represent various religious faiths.

VI. Presentation:

A live opening will take place in a classroom where the children have just been dismissed to attend religious instruction. Several atheist children are given extra assignments to keep them busy. (That they are atheists will be established by the teacher's remarks.)

Film sequences of children attending Sunday school will be inserted when this enters the discussion as an alternative to released time.

Films of prominent religious leaders giving their attitudes toward released time will also be used.

VII. Sources:

Participants, plus court decisions:

Everson v. Board of Education 330 U.S., 1 (1947).

McCullum v. Board of Education 333 U.S. 203 (1948).

Program #10. Segregation of Minority Groups

I. Title: "Why Only Whites?"

II. Definition:

Segregation is the isolation or exclusion of a particular group of persons.

III. Content Description:

Most of us upon hearing the word "segregation" immediately think of the crucial education problem of the South, forgetting that segregation and racial discrimination take place also in employment, housing, inter-group relations, public accommodations, and transportation; and affects others besides Negroes. This problem of prejudice is an age-old one, and will continue for generations. Even the Supreme Court's reluctance to enforce equality is a result of this. It fears the abrupt removal of the basic props of the Southern social system. A more decisive factor in the Court's "go slow" policy may be a fear of precipitating widespread social unrest and possible violence.

Besides the Federal order to integrate public schools, other forms of integration have recently occurred in the South, and despite occasional flareups, the transition has been peaceful. In some instances, the desegregation has occurred in activities where Southern resistance has been historically most adamant. In Washington, D.C., segregation in municipal swimming pools has been prohibited. Segregation has been eliminated in public parks, sporting events, theaters, and movies. President Truman ordered integration in the armed forces. Court orders have partially overcome white primaries, white juries, and segregated interstate travel.

The threatened civil strife and violence accompanying desegregation has occurred rarely in the overall view.

IV. Discussion:

The central theme will be the inequality and discrimination of segregation, and possible solutions to it.

Questions to be discussed:

1. The inequality of segregation under the Constitution.
2. The poorer conditions and duplicate facilities under segregation.
3. The 1954 Supreme Court decision ordering integration of public schools.
4. What can be done to achieve peaceful integration?

V. Participants:

Harold Braverman, Director, National Discrimination Department.

Charles Crawford, Congress of Racial Equality (CORE).

Mr. Braverman will give the viewpoint of a national government organization. Mr. Crawford, from his experiences, can ably give the Negro's feelings on the subject.

VI. Presentation:

The program will begin with a studio scene set in the employment office of a factory. A non-white is refused a job, although he is experienced and the company has displayed a "Help Wanted" sign.

Photographs and newsfilm sequences of the "Freedom Riders" will be shown during the discussion of various integration procedures.

Newsfilms of the picketing of Southern integrated schools, and of National Guardsmen escorting Negro children into classes will also be

used.

VII. Sources:

Participants, plus court decisions;

Morgan v. Virginia S. Ct. 1050 (1946).

McLaurin v. Oklahoma St. Regents 339 U.S. 637.

Program #11. Public Housing and Slum Clearance

I. Title: "The Human Aspect of Urban Renewal"

II. Definition:

This program will attempt to analyze the relocation problem facing families currently living in areas designated for redevelopment.

III. Content Description:

The housing programs of the Federal government fall into several broad categories.

One is a low rent public housing program administered by the Public Housing Administration. Federal funds are used to assist cities in building housing for low income groups. These projects are owned and operated by a local government agency.

Through the public housing program, many low income families have been provided with their first opportunities to live in decent homes. Minority groups received a large share of the benefits under the program.

The Federal government has established no standard for occupancy except that projects should conform to "community patterns and trends." Local housing authorities are given the responsibility for site selection, construction, tenant selection, and operation. The racial policies followed in these projects vary from community to community. Since most of the early low rent projects were built in slum areas, most local authorities avoided a decision on the local question simply by maintaining the racial composition of the neighborhood. As the program developed, and buildings were put up on vacant land, a policy had to be determined.

Three general patterns; segregated, checkerboard, and integrated, have evolved in public housing projects. Under a segregated policy, separate projects are provided for Negro and white tenants. A checkerboard project is one where Negro and white tenants are placed in separate sections or buildings of the same project. An integrated development is one where tenants are selected and allotted vacancies on the basis of objective criteria without regard to race or color.

None of the Federal housing statutes bar segregation, but the Public Housing Administration has attempted to insure equality of treatment. Two requirements must be met.

The number of housing units available to Negroes must be proportional to their needs.

Also, facilities afforded white and Negro tenants must be equal, not only in the physical aspects of the housing itself, but also in features such as proximity to schools, parks, etc.

In some instances, the Public Housing Authority closes its eyes to actual violations of the Federal housing laws brought about by segregation. The law sets up priorities for families eligible for federally aided low rent projects. Because of segregated patterns, families of one race may obtain apartments while families of another race, with higher priority, remain on the waiting list.

The problem of relocation is basic to any large scale building program. In times of general building scarcity, it is extremely difficult for families -- particularly those of minority racial, national, or ethnic groups -- to find new homes. Some experts oppose demolition for this reason. They suggest new projects be built on vacant land and the actual

slum clearance be postponed until the total housing supply is increased.

IV. Discussion:

The program will center on what the city does to ease the plight of people dislocated because of renewal.

Questions to be discussed:

1. A brief explanation of city policy on relocation.
2. The effects of relocation on the person.
3. The problem of minority groups, in relocating.
4. An explanation of compensation procedures to owner-residents.

V. Participants:

Commissioner Walter Carrington, Massachusetts Commission Against Discrimination.

Reverend Robert Drinan, S.J., Dean of the Law School, Boston College.

Mr. William Johnson, Assistant Executive Director, Boston Redevelopment Authority.

Commissioner Carrington, a Negro, has experience in dealing with the housing problems of minority groups. Father Drinan is nationally recognized as an authority on urban renewal. Mr. Johnson will give the view of the Boston Redevelopment Authority, the agency through which relocation is administered.

VI. Presentation:

The program will open with a studio scene in which a displaced tenant is complaining to Commissioner Carrington, in the latter's office, that he cannot find adequate housing for his family at a rent he can afford.

Slides will be made from Boston Redevelopment Authority photographs

of substandard interior and exterior conditions in the West End.

Film clips depicting the interior of a tenement, the demolition of buildings, and new low rent projects being built, will also be shown.

A rear screen will be used to illustrate a map of an area of the West End currently being redeveloped.

VII. Sources:

Participants, plus court decisions;

Dorsey v. Stuyvesant Town Corporation U.S. 981 (1950).

Program #12. Right to Work Legislation

I. Title: "Are You a Member of Local 100?"

II. Definition:

Right to work laws are passed by the state legislatures to forbid the operation of a union shop. A union shop requires that all employees become union members within a certain time period after being hired.

III. Content Description:

This type of legislation is far from a dead issue. Unions have been lobbying Congress to outlaw state laws forbidding the union shop. Unionists say the laws weaken discipline causing more wildcat strikes, many more grievances taken into arbitration, and the hampering of the organizing of weak unions. But union growth has not been hampered, and members of weak unions merely transfer to stronger ones, making them even stronger. Members have gotten around restrictions on the closed shop by means such as the "agency shop" in which nonunion members pay union dues.

Compulsory union membership is permitted under the Taft-Hartley Act, but only if the union leader can persuade or force an employer to sign a union shop contract. The same Federal act provides that employees may not be compelled to join a union in states having right to work laws. Utah, having one of the stricter laws, has not had an organizing strike or picket line in the last three years. (1958)

Those supporting voluntary unionism and right to work laws say that no one should be forced to join an organization against his will. Many workers are coerced by contracts requiring them to do so or lose their jobs.

Those opposed to right to work laws argue under Taft-Hartley that unions represent both union and non-union employees, and any benefits won by the union accrue to all; therefore, all should pay. They say that laws banning union shop contracts encourage free riders.

Perhaps the best solution, but one never employed is to submit the question of compulsory membership to a rank and file vote.

IV. Discussion:

The major point here will be a weighing of the advantages and disadvantages of right to work laws, resulting in some tentative solutions.

Questions to be discussed:

1. What are the pros and cons of right to work laws?
2. Is union versus non-union competition a major problem?
3. Are there existing wage differentials between the two?
4. Are they guardians of free choice?

V. Participants:

Julius Bernstein, Executive Secretary, Massachusetts Committee for Civil Rights, AFL-CIO.

Commissioner John Callahan, Board of Labor and Industries, Commonwealth of Massachusetts.

Cornelius Owens, Vice President, Personnel, New England Telephone and Telegraph Company.

Mr. Bernstein will represent the labor union's opinion on the legislation while Commissioner Callahan will represent the state's understanding of the problem, a "middle of the road" opinion. Mr. Owens will represent the opposite viewpoint from the two mentioned above.

VI. Presentation:

The opening scene on film will take place in the locker room of a factory where the workers, all union members, tell a new employee, not a union member, that he must join the union.

Filmed sequences of picketers outside a plant, of fistfights among picketers and non-pickers, and of cars being overturned will be shown to add impact to the discussion.

VII. Sources:

Participants, plus court decision;

H.A. Rider v. Teamster Local 912 California (1956).

Program #13. Employment Compensation Procedures

I. Title: "The Said Injury of Employee"

II. Definition:

The procedures include medical examination, appearance before the Workmen's Accident Board of Massachusetts, and satisfactory recovery from the insurance company.

III. Content Description:

Workmen's compensation is the oldest form of social security in the United States. Today it costs American employers about one and one half million dollars a year. It is a major source of support for families of 16,000 workers who are killed at work each year, and a large proportion of the two million who are injured. Workmen's compensation has nearly four hundred thousand beneficiaries each week.

The hazards of work affect a labor force of sixty two million. In the course of an average day's work, about 62 workers will die, 350 will suffer a type of permanent injury, and 7,600 will suffer injuries which will keep them from work for an average of eighteen days. These figures include occupational accidents and diseases.

There are three categories of benefits: cash, medical, and rehabilitation.

Employer's defenses to an action against him for personal injuries which were absolute and would bar any right of recovery by an employee:

1. Contributory negligence - if employee was partly at fault, no recovery.

2. Fellow servant rule - employee had burden of showing employer

had not used proper care in selecting a co-worker.

3. Contractual assumption of risk - by taking job, employee assumes ordinary risks incidental to employment.

Workmen's Compensation Act: Section 34 delineates payments for injuries.

Section 34A permanent and total incapacities.

Section 35 payments of difference between compensation and weekly salary, by insurer.

Section 35A payments to dependents upon death of breadwinner.

Section 36 payment of twenty dollars weekly for specified period, according to injury.

Section 29 stipulates when payments shall begin. Inconsistencies, small payments and politics are all involved here, especially concerning Workmen's Accident Board.

IV. Discussion:

The discussion will cover primarily how employment compensation is administered, why it is done this way, and how injuries are classified.

Questions to be discussed:

1. What are the functions of employment compensation?
2. How is employment compensation administered?
3. What are the various injury classifications?
4. How does the Workmen's Accident Board operate?

V. Participants:

Dewey Archambault, Director, Division of Employment Security.

Harold Burke, Executive Secretary, Labor Relations Commission, Boston

An abused worker

Mr. Archambault will give the details concerning administration of Employment Compensation. An abused worker treated unfairly by the Workmen's Accident Board will recount his experiences. Mr. Burke will give the administration's view on the subject.

VI. Presentation:

To open the program a widow will be depicted in the office of the Employment Security Office, asking for more compensation with which to support her family, following the death of her husband in an industrial accident. This will take place in the studio.

Film sequences and slides showing accident prevention techniques, and safety devices installed on industrial machinery will be used during the discussion.

VII. Sources:

Participants, plus court decisions;

Branconners v. Massachusetts 223 Mass., 273.

Part 4: Production

The staging approach remains similar throughout the series, with a dramatic scene opening the program, and an authoritative discussion following. Changes will occur when film replaces a studio dramatic scene. The dramatic scene or film helps to set the nature of the discussion content, and acts as an introduction to it. The scene also represents a change from most television discussion programs. These scenes will run from three to six minutes, and will be the opening of the program with no announcement or slides preceding. After the scene or film is completed, an announcer will introduce the program, as a "crawl" with program title and participants is run over an appropriate "thematic" visual. This may be film, a slide, or a studio still which depicts program content. We then move in on the discussion area, where the moderator addresses the camera, giving some introductory statements, and introducing the discussion participants.

The titles of films to be used, and descriptions of the opening dramatic scenes have been included in each of the program summaries preceding. In several of the programs, as the one on public housing, segregation, and unemployment compensation, actual photographs showing slum living conditions, prejudicial practices in employment, and violations of industrial safety regulations, will be made into slides to be incorporated in the body of the discussion segment. Many of the programs will utilize film footage to enforce discussion points. These films will be obtained from participating organizations and individuals, station film libraries, or shot specifically for a particular program. Studio artwork,

graphs, charts, enlarged photographs, and diagrams will also be incorporated.

The discussion area will consist of several arm chairs in front of dark toned flats, or in front of a rear projection screen. The words "Civil Rights . . . or Wrongs?" will be spelled out across the top of the flats in wooden letters about 8 to 12 inches high. Several small tables, for ashtrays, notes, water glasses etc., will be placed among the chairs. The objective is to keep the discussion area simple, in consideration of studio facilities and manpower, and to avoid possible distractions.

Part 5: Promotion

An independent producer must know the segment of the public to which his series will have definite appeal. If he is certain that this segment is large enough to merit the showing of the program (if not, why would he produce it?) he will then contact the programming manager of a station having the type of programming philosophy in which the series would integrate. On seeing him, the producer must first impress the program manager with its audience appeal and timeliness for broadcast. In the case of this particular series, its timeliness is attested to daily by all of the mass media. The primary selling point in this regard would be the degree to which the approach to the subject differs from these other approaches, for "Civil Rights . . . or Wrongs?" stresses the human side of these issues. If the program manager agrees with this, the producer will show him particular samples of program content, and names of the talent to be used. Staging and visual potential will follow this, and the producer shall have some examples of his film clips and slides. The manager's primary concern, after audience appeal, and program quality, will be time, facilities, and manpower. The producer will have definite plans and thoughts in these areas, being sure not to overtax his facilities or manpower. Perhaps the producer would even have a definite series in mind as a vehicle for the package. The next step will be a request on the part of the producer for an audition or run through for the benefit of station executives, to judge the merits of the package. All costs, exclusive of facilities and rehearsal, will be determined prior to the meeting with the program manager. These costs would include the producer's

fee, working production materials, participants, and talent. The station may then supply the costs for facilities and rehearsal time.

Continuity Promotion

60 seconds.

VIDEO

Film: showing families moving out of slum houses. No sound.

AUDIO

What you are seeing here is actually happening, and right here in Boston. The West End is being redeveloped as part of the City's urban renewal project. But what is being done for the families who are forced to leave their homes arbitrarily? Who is paying for their enforced relocation? What is the city's policy on relocation? What efforts have been made to help these families? Thursday night Commissioner Carrington of the Massachusetts Commission Against Discrimination, Reverend Drinan of the Boston College Law School, and William Johnson of the Boston Redevelopment Authority will discuss the problems of urban renewal and redevelopment, its advantages and disadvantages. That's Thursday night at eight o'clock for "Civil Rights . . . or Wrongs?", a new series on WBZ-TV. Watch for it Thursday night at eight on Channel Four.

Title slide:

"Civil Rights . . . or Wrongs?" on WBZ-TV, Channel 4.

20 seconds.

VIDEO

Title slide:
"Civil Rights . . .
or Wrongs?" on
WBZ-TV, Channel 4.

AUDIO

Do you know the city's policy on slum clearance? How might it affect you? Thursday night at eight o'clock, WBZ-TV's new series on the rights and privileges of the individual, "Civil Rights . . . or Wrongs?", will present the answers to these questions. Our first presentation will deal with Boston's problem of relocating slum dwellers. Thursday night, eight o'clock on Channel Four.

10 seconds.

VIDEO

Title slide: "Civil
Rights . . . or Wrongs?"
WBZ-TV, Channel 4.

AUDIO

The problem of family relocation is the
first one discussed on "Civil Rights . . .
or Wrongs?", WBZ-TV's new series, beginning
Thursday at eight on Channel Four.

Publicity Releases

Newspaper

Tonight at eight o'clock, WBZ-TV, Channel Four will present the first in a series of programs entitled "Civil Rights . . . or Wrongs?" This new series stresses the human side of various important civil rights issues facing us today. These include Federal aid to education and whether or not this aid implies Federal control; possible changes in the method of electing a President; Sunday closing laws; our judicial process; right to work legislation; segregation of minority groups; municipal police power, including fire and health regulations, and zoning ordinances; the Fifth Amendment and its major clauses; the Fourteenth Amendment; the privilege of voting; released time in schools for religious instruction; and employment compensation procedures.

Tonight's presentation will discuss "The Human Aspects of Urban Renewal," an analysis of family relocation in metropolitan Boston. Guests include Commissioner Walter Carrington of the Massachusetts Commission Against Discrimination; Reverend Robert Drinan, Dean of the Boston College Law School; and William Johnson, Assistant Executive Director of the Boston Redevelopment Authority. Moderator will be Donald Clark, who is also the producer of the series.

Trade Journal

Television's role as an educator and informer will again be exploited in a new series, "Civil Rights . . . or Wrongs?", carried by Boston's Channel Four, WBZ-TV. It is an attempt to present the individual's viewpoint concerning various current civil rights questions, including Federal aid to education, housing discrimination, public welfare, and religion in public schools. The discussion in each instance is initiated by a dramatic scene or filmed sequence, to heighten the force of the subsequent discussion. Authorities from civil and social agencies in and around Boston will exchange viewpoints. Donald Clark is the producer of the new series.

A schedule of the programs is included below:

Tonight at eight, on WBZ-TV, Channel Four, will be the premiere presentation of a new series entitled "Civil Rights . . . or Wrongs?", which will present the human side of civil rights issues facing us today. Tonight's program will discuss blue laws, and will be a candid expression of the discrimination inherent in them. Other programs planned for the series include: Thursday May 11th, "The Candidate of Your Choice," a presentation about the electoral college system in the United States; Thursday May 18th, "The Privilege of Franchise," which discusses our right to vote; Thursday May 25th, "I Refuse to Testify . . .," which analyzes the Fifth Amendment, especially the self incrimination protection; Thursday June 1st, "Equally Protected," a similar analysis of the Fourteenth Amendment, and its "due process clause;" Thursday June 8th, "You Are Summoned to Appear . . .," a reference to the public welfare and public powers, including health and sanitation regulations, zoning, fire prevention, and eminent

domain; Thursday June 15th, "Plaintiff v. Defendant," an appraisal of our judicial process and trial by jury; Thursday June 22nd, "Dollars for Schools," a discussion of Federal aid to education, including its advantages and disadvantages; Thursday June 29th, "No School Wednesday Afternoon," an indictment of the released time procedure, which utilizes school time to pursue religious instruction; Thursday July 6th, "Why Only Whites?" a view of segregation in employment, transportation, education, housing, and public accommodations; Thursday July 13th, "The Human Aspect of Urban Renewal," a presentation of the problem of relocation in slum clearance; Thursday July 20th, "Are You a Member of Local 100?", which candidly appraises right to work legislation, with the arguments for and against it; and Thursday July 27th, "The Said Injury of Employee," a discussion of workmen's compensation, its policies, payments, and procedures.

Boston Social Service Exchange

Now, WBZ-TV's new series can help you to aid communities in your area! Beginning this week, WBZ-TV is presenting a new series, "Civil Rights . . . or Wrongs?", which will attempt to point out the rights and privileges of the individual, and the remedies available to those who feel they have been mistreated in these areas. This information will be valuable to all the civil and social agencies of Boston and the surrounding area. Encourage your clients to watch "Civil Rights . . . or Wrongs?" on Thursday nights at eight on WBZ-TV, Channel Four. Any inquiries should be sent to Mr. Donald Clark, WBZ-TV, Soldiers Field Road, Boston 35.

Flyers

Flyers, similar to above copy, will be handed out at PTA meetings, Junior League, League of Women Voters, Masons, Shriners, various aid societies, and charitable institutions; also to be posted in low rent housing units, slum dwellings, schools, etc.

These flyers would stress that the programs are aimed at the human being, the individual, and that hopefully some practical remedies will be offered. Action from individuals and groups would be encouraged. It would read something like this:

"Help others to help you! Now in Boston, there is a television series aimed at exploiting the problems which your group has faced often. Coordinate the efforts of your group or club with that of this controversial series, to solve some of the wrongs in our communities. Watch WBZ-TV, Thursdays at eight, for "Civil Rights . . . or Wrongs?", a series which will discuss housing, voting, aid to education, segregation, employment compensation, right to work laws, and the public welfare. If you have been slighted in your rights as a citizen, or know others who have, watch Channel Four Thursdays at eight, and find out what you can do about it!"

Part 6: Analysis

The fact that this is a "creative" project has been before me continually since choosing to pursue it. This, to me, has meant creative in content, rather than creative in production and presentation. Some will call it a "panel show," or an "academic discussion," which from the calibre of most of these, is a severe indictment. However, from the great number of these programs on television, panel type programs discussing government, current events, politics, etc. and not entertainment panels as such; the programming people must feel there is a place for this type of program, whether from the standpoint of viewer interest, ratings, or sponsor's whims. I, too, feel there is a definite place for this type of programming from an educational standpoint, not ratings or sponsors, but I also feel that it has a definite responsibility to be of good quality, rationally set down, visually interesting, and presented in a dignified, yet enjoyable manner. It has these responsibilities for it foregoes strict entertainment, to present knowledge, or to educate. I feel that the strongest point of this series is its emphasis on the individual, and its attempts to right wrongs, and present some solutions for current problems. Other programs have had these or similar goals; some have succeeded, others have not. Whether or not "Civil Rights . . . or Wrongs?" will succeed cannot be answered here. If the key to a successful program is preparation and effort, then this program will succeed. The possibility of its becoming a mere "talkfest," or an opportunity to air personal biases is very salient. However, I hope to overcome this through several meetings with the talent, by the use of discussion outlines to insure that certain points are made, and by a strict

control of the discussion by the moderator. To me, a discussion program is the only way to present topics such as this, when specific points are to be made by several authorities simultaneously. The use of film, because of its visual interest, and fine pace, will be done whenever possible.

This series, planned as it was in Boston, will have a definite appeal for the Boston audience, for it will integrate definite examples from this area, and all personalities used will be from the Boston area. However, the entire series could well be adapted to a national audience, by using national personalities, and using different geographical examples within each program and throughout the series. The topics themselves definitely are of national interest and appeal.

The series has general appeal in that it presents everyday problems with which we are all faced. However, only a certain cross section of this general audience will respond to the programs with recommendations, or arguments. The program should be scheduled on a commercial station due to the audience desired. I doubt seriously whether many slum dwellers watch educational television. Granted that educational television might be a better source of the participating viewer in terms of phone calls or letters to the station or to the participants; still the individuals who most require some knowledge in these areas are not educational television viewers.

My first steps in this preparation were in the directions of the outline given for the information to be included in the prospectus. This included the personal and program objectives, program content, title, thirteen subject areas, continuity among areas, and production experience.

Program development and promotions rounded out this initial attempt to put together a series. Several agencies in Boston were contacted and they submitted listings of all social and civil agencies, with names of executive directors. These were narrowed down to qualified individuals, depending on the subject area. I selected the area, "The Human Aspect of Urban Renewal," for a sample program, and then contacted the three individuals selected from the agency lists to discuss this problem. In an appointment with them, I told them of the series, the sample production and what topics I hoped to discuss on it, and asked them to appear. Only in one instance, at the Boston Redevelopment Authority, did I encounter any difficulty concerning a definite commitment to appear. Mr. Kane Simonian, Executive Director of the Boston Redevelopment Authority was uncertain concerning an appearance. The bylaws of the Boston Redevelopment Authority require approval of the Board of Trustees concerning the television appearance of an employee. In addition, Mr. Simonian was undergoing jurisdictional legislation concerning his responsibilities in the Massachusetts Supreme Judicial Court. He named Mr. William Johnson, Assistant Executive Director of the Authority, to replace him. Mr. Johnson agreed to appear.

The next steps included library research, talking with responsible authorities in program areas, reviewing legal cases, and reading daily newspapers and watching television programs in these areas.

A second prospectus tended to clarify my thinking on what I really intended to accomplish. This proved beneficial for it gave me a new impetus to go on in the areas outlined.

Distressing periods were not as apparent as the shortage of time

within the period itself, so that adequate preparation could be made in all areas. I assume for graduate students that are not working part time this problem does not arise, but I felt the inadequacy of time to be a great barrier.

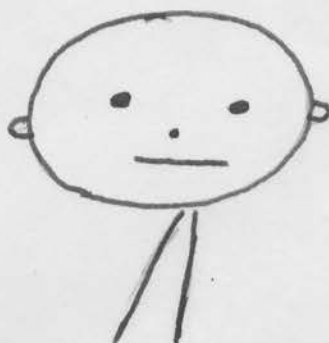
However, I am very satisfied with the amount of knowledge and experience gained in pursuing the creative thesis. No alternative thesis program can offer as much practical knowledge and experience.

CHAPTER II
FINAL PRODUCTION

Part 1: Planning

Section a) Storyboard

5.



MEDIUM SHOT, Carrington (est. shot)

CARRINGTON. Please be seated, Mr. Nico-
letti.

6.



MEDIUM 2 SHOT

NICOLETTI. Thanks. I live on Blossom St.

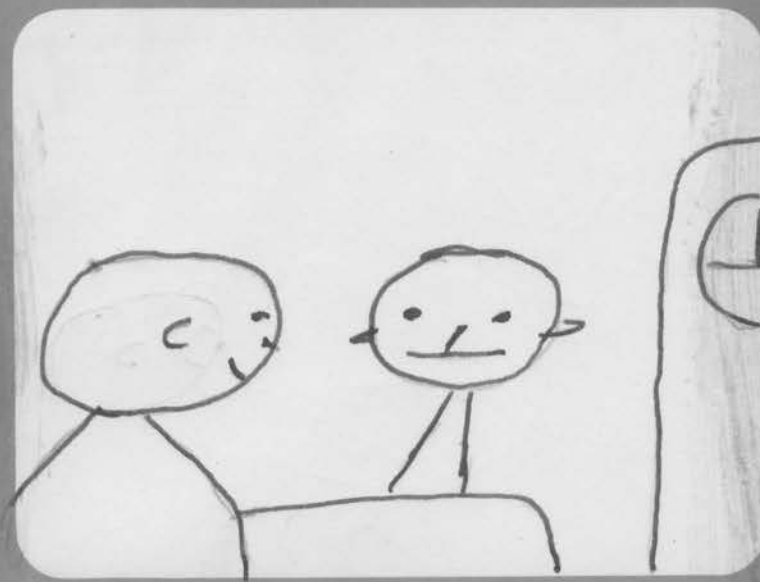
7.



CLOSEUP, Nicoletti

NICOLETTI. I pay them rent just like ...

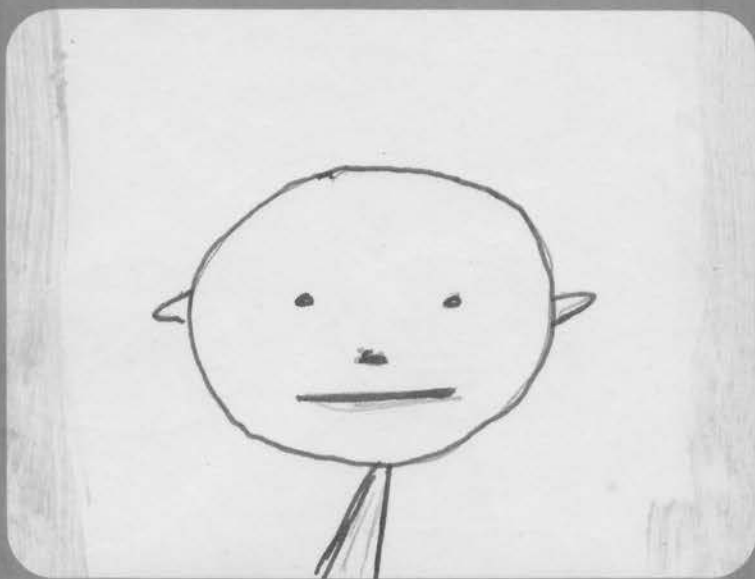
8.



MEDIUM CLOSE UP, Carrington over
Nicoletti's shoulder.

CARRINGTON. The Redevelopment Authority ...

9.



EXTREME CLOSE UP, Nicoletti

NICOLETTI. I'm a factory laborer with ...

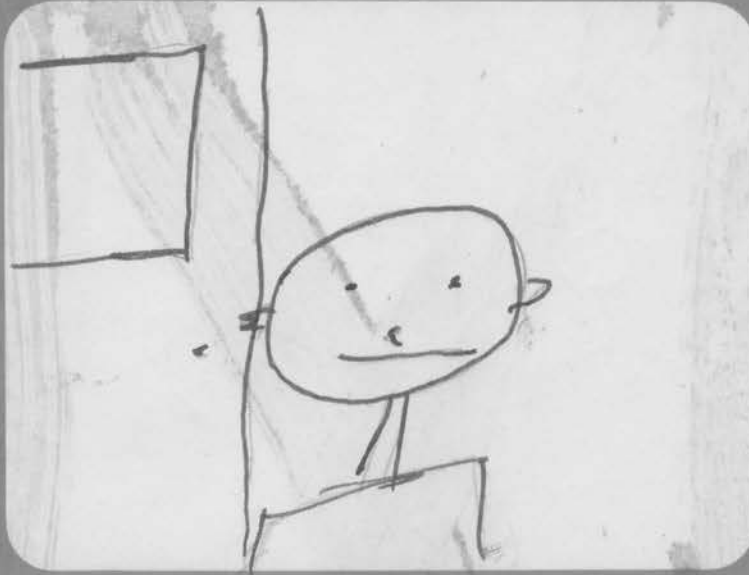
10.



MEDIUM 2 SHOT

CARRINGTON. I know of several decent

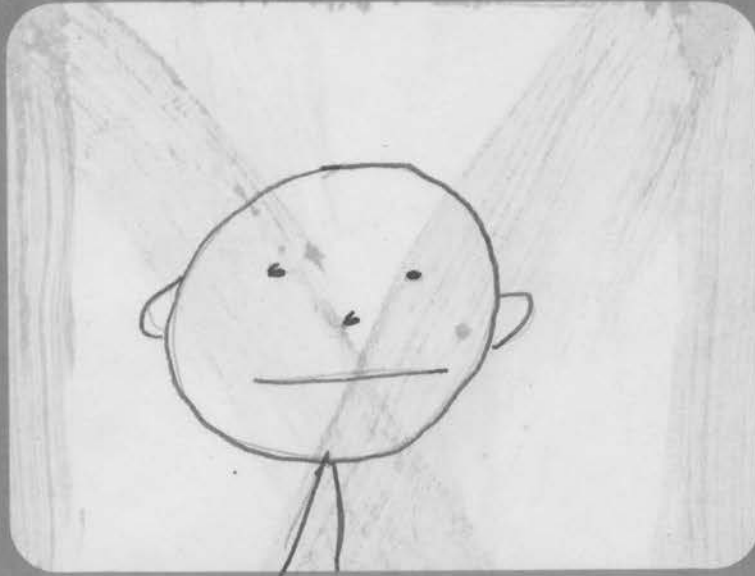
11.



MEDIUM CLOSE UP, Nicoletti

NICOLETTI. Yeah, but I can't afford any...

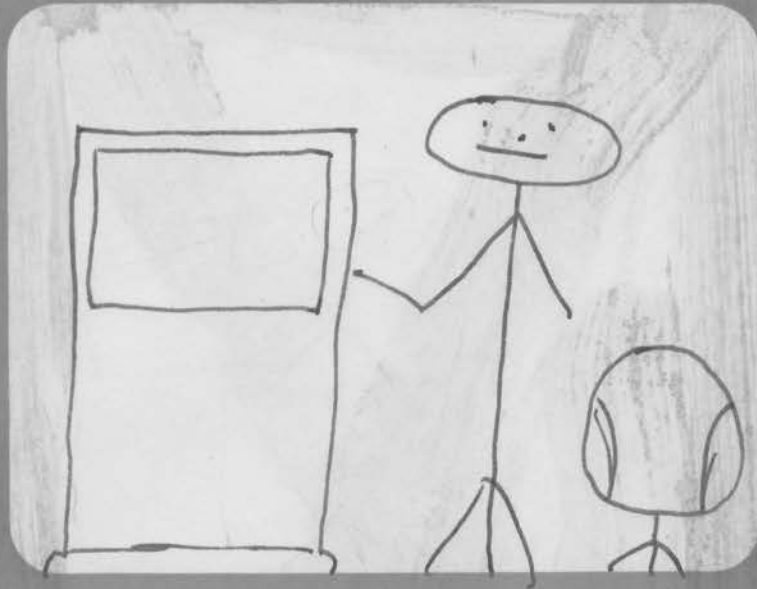
14.



EXTREME CLOSE UP, Clark

CLARK. What you have just seen is

19.

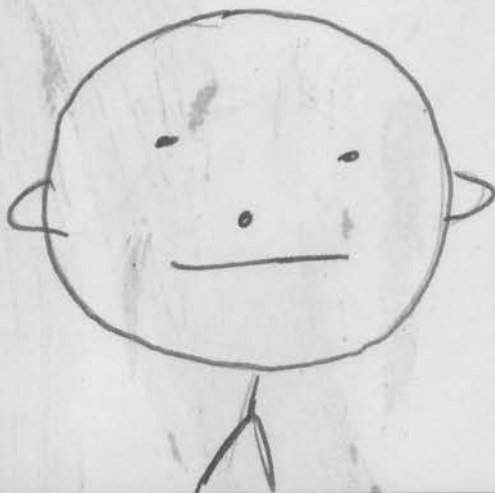


MEDIUM CLOSE UP, Johnson

Dolly out as Johnson moves to RP.
Zoom into map on RP. (Sl.#2).

JOHNSON. This map is typical of the

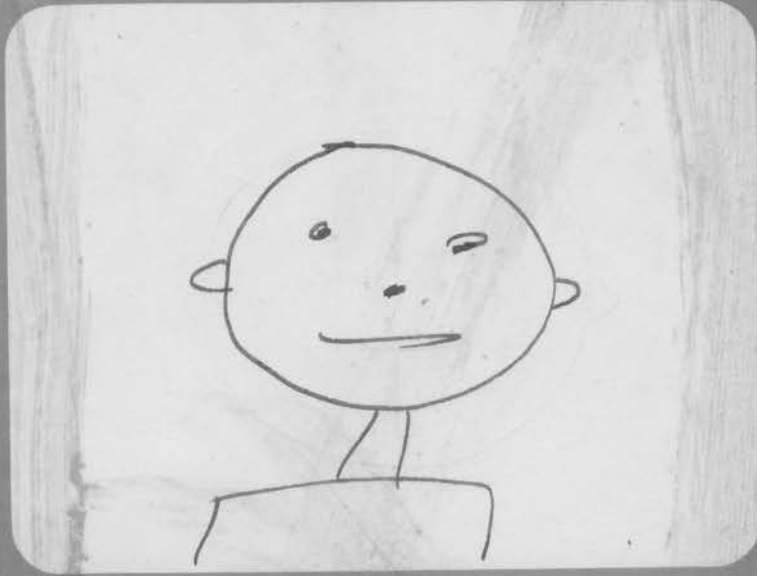
26.



EXTREME CLOSE UP, Clark

CLARK. We have some shots here to

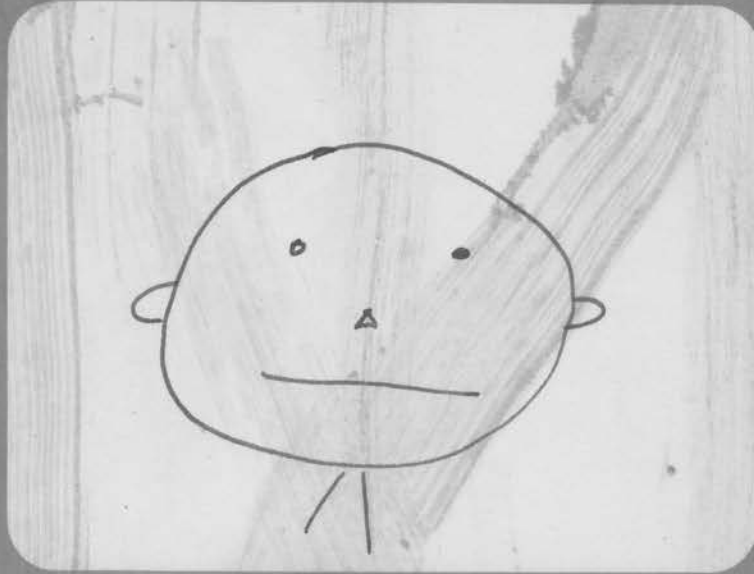
33.



MEDIUM CLOSE UP, Clark

CLARK. Father Drinan, perhaps you could give
....

43.

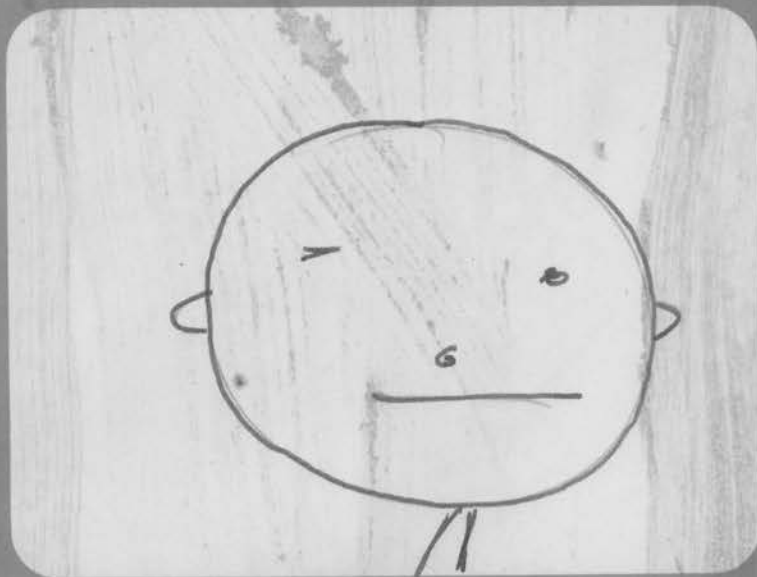


EXTREME CLOSE UP, Clark

CLARK. We have a film of the conditions

....

46.



EXTREME CLOSE UP, Clark
CLARK, Mr. Johnson, why do so few families
.....

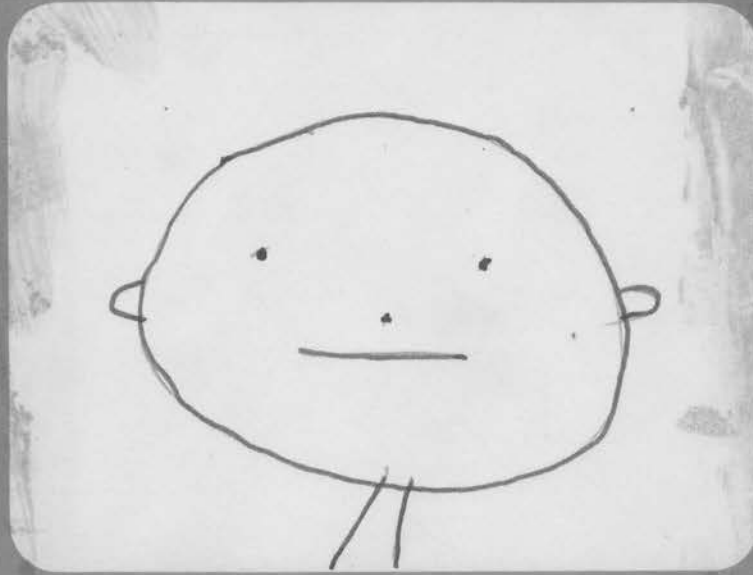
48.



EXTREME CLOSE UP, Clark

CLARK. We have another film, showing the
.....

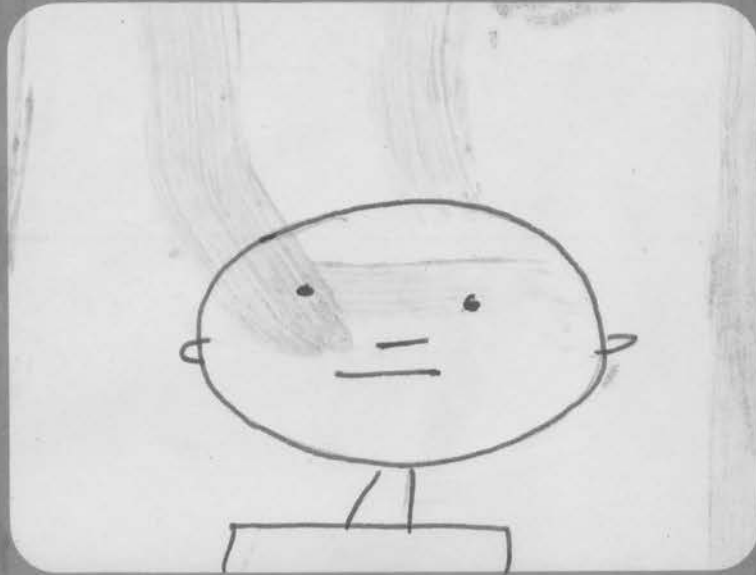
52.



EXTREME CLOSE UP, Clark

CLARK. I hope what we have discussed ...

56.

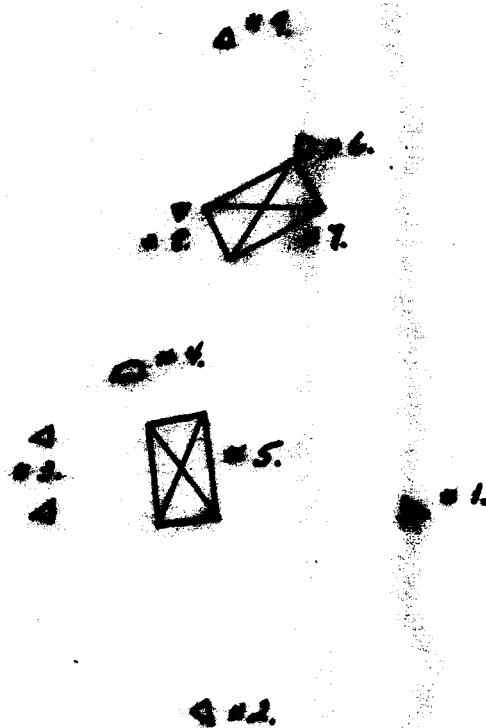


MEDIUM CLOSE UP, Clark

CLARK. Thank you.

Section b) Floor Plan

Section c) Lighting

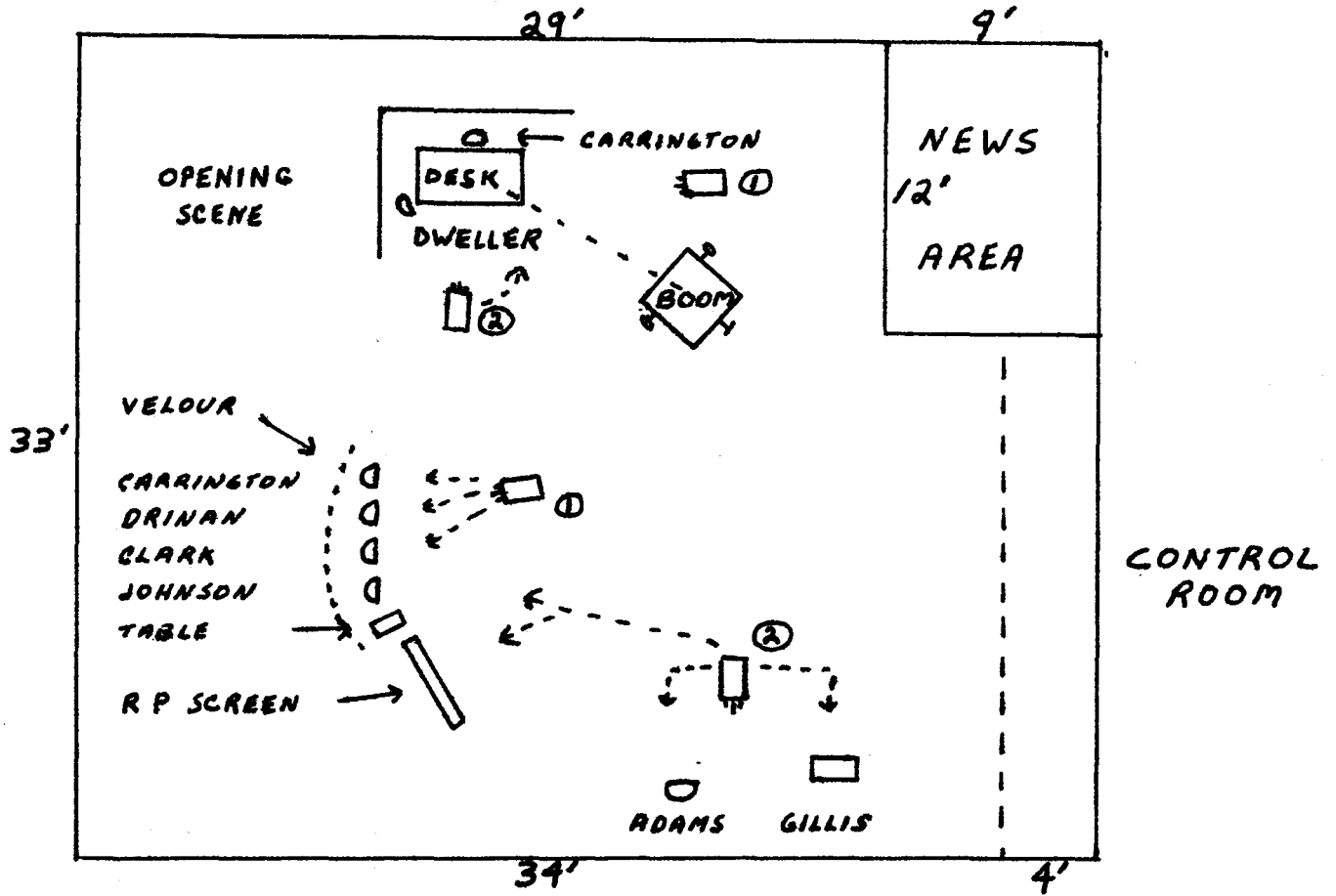


#1. KEY LIGHT - CLARK
 #2. FILL LIGHT - PANEL
 #3. BACKLIGHTS (2) - PANEL
 #4. SCOOP FILL LIGHT
 #5. PAR LIGHT GRID (16)

#6. SCOOP FILL
 #7. PAR LIGHT
 #8. SCOOP FILL
 #9. BACK LIGHT

LIGHTING CHART

WBZ - TV



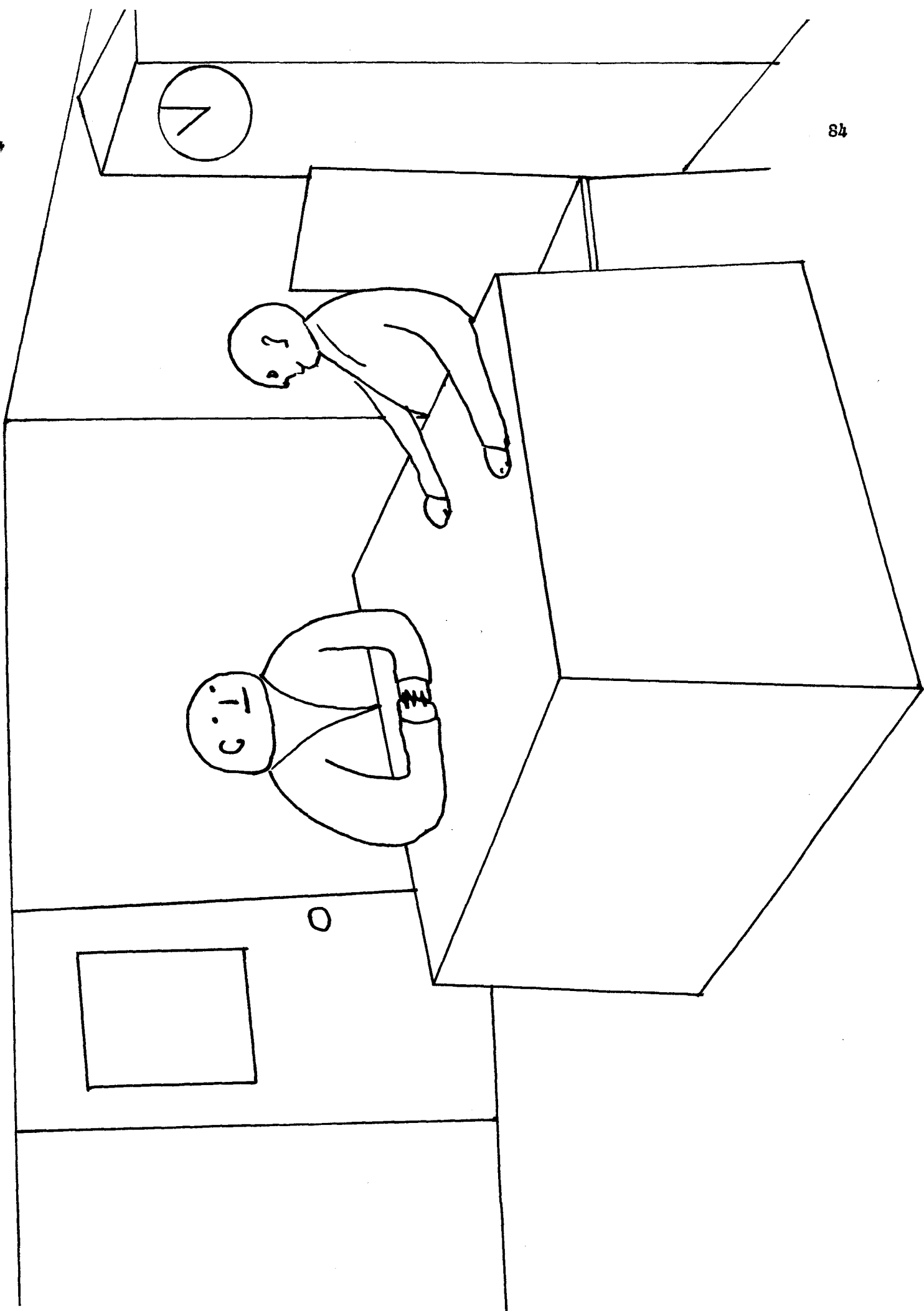
① = CAMERA # 1.

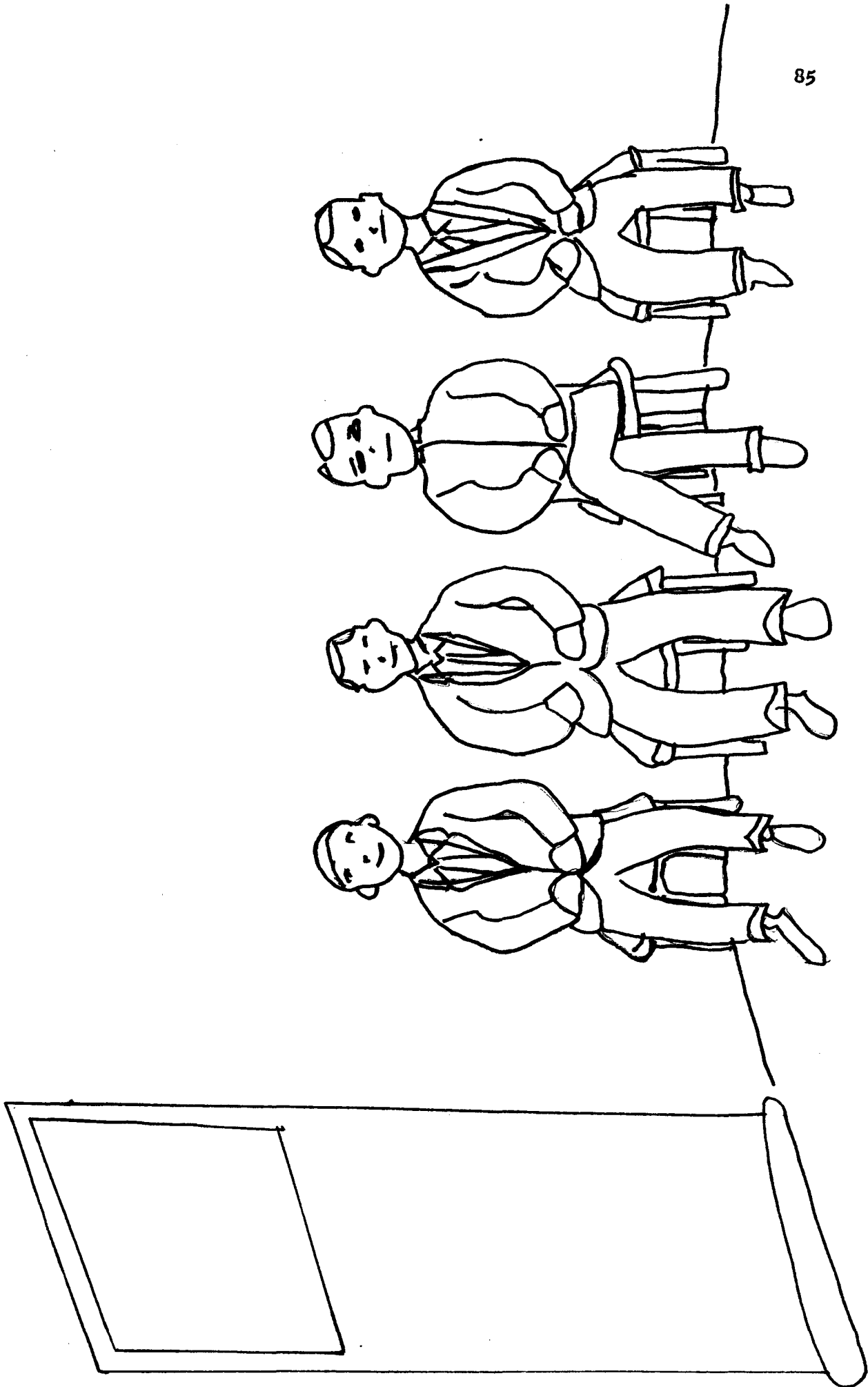
② = CAMERA # 2.

FLOOR PLAN
 STUDIO "T"
 WBZ - TV

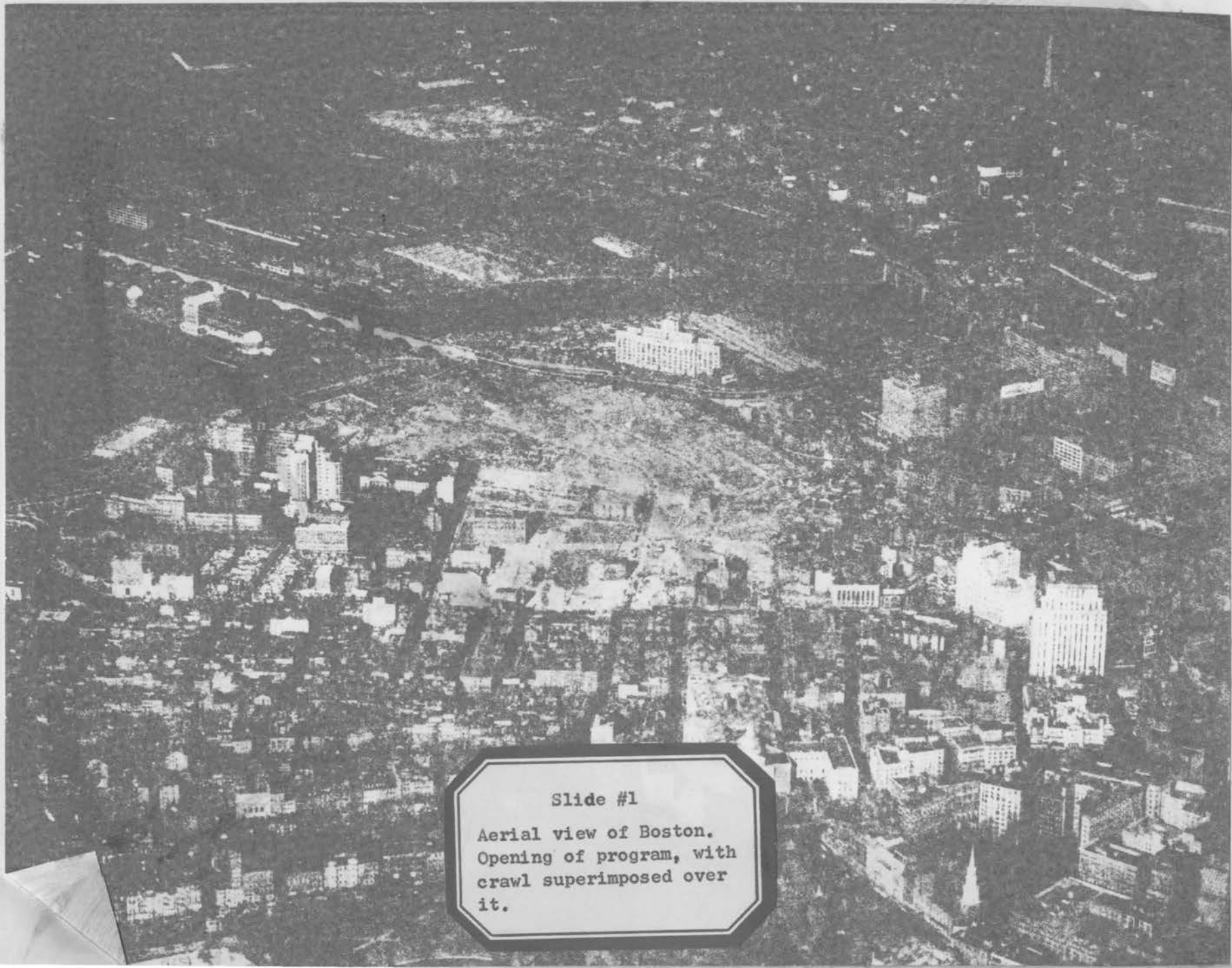
SCALE: 1/4" = 2'

Section d) Set Design

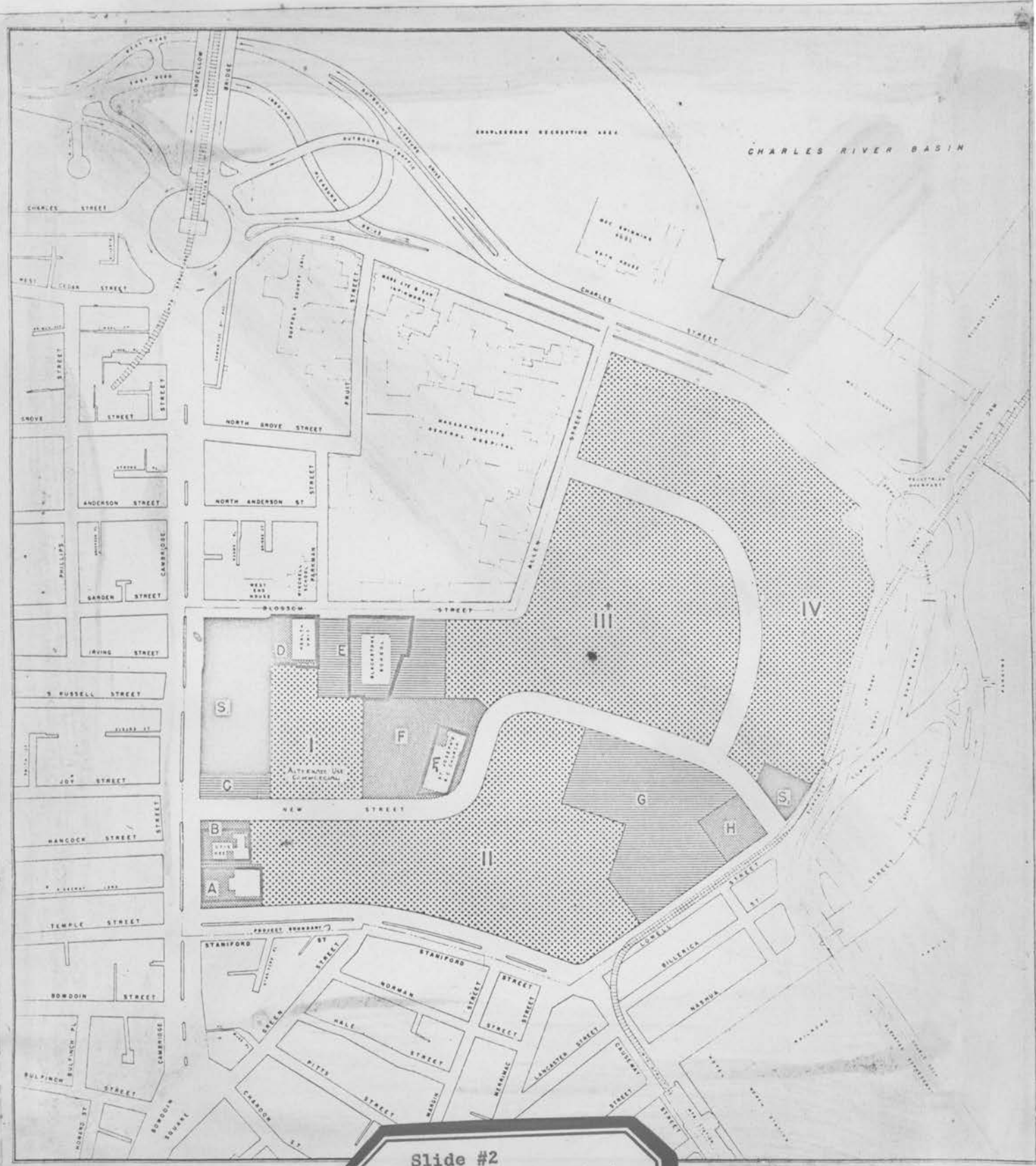




Section e) Visual Aids



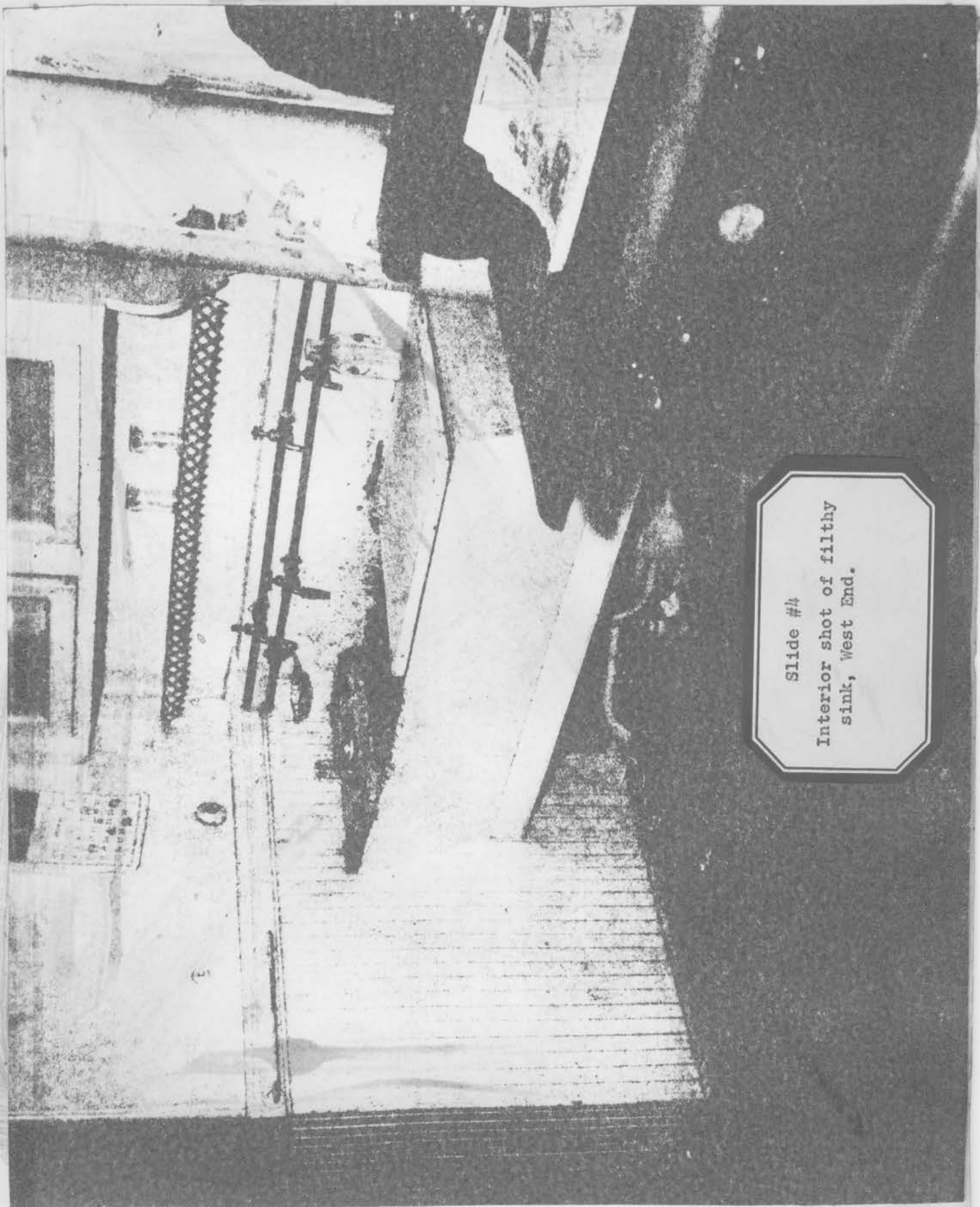
Slide #1
Aerial view of Boston.
Opening of program, with
crawl superimposed over
it.



Slide #2
 Map of land use in West
 End. Used in RP screen by
 Mr. Johnson, to point out
 the area.

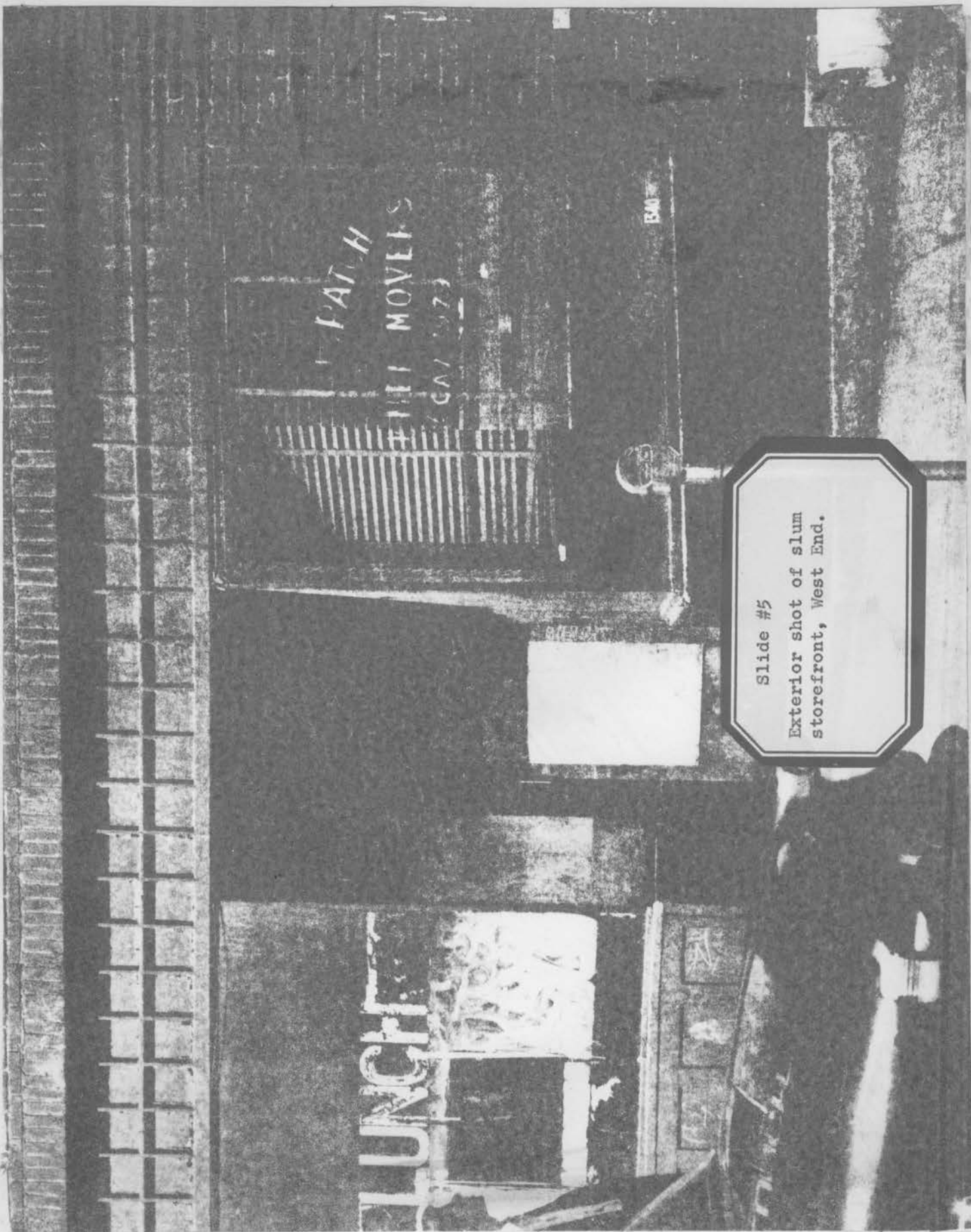


Slide #3
Exterior view of tenement,
West End.



Slide #4

Interior shot of filthy
sink, West End.

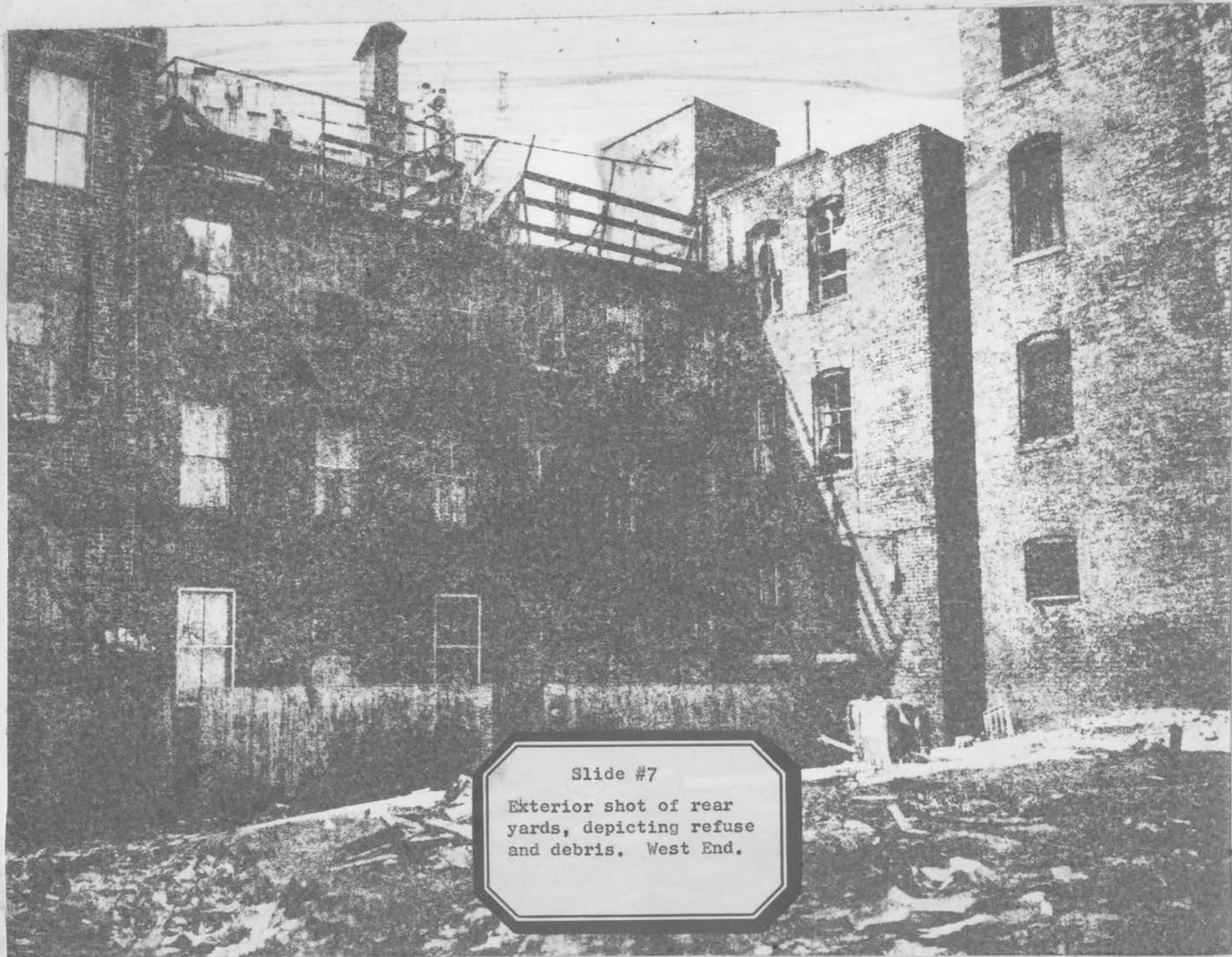


Slide #5
Exterior shot of slum
storefront, West End.



Slide #6

Interior shot of kitchen,
showing stove. West End.



Slide #7

Exterior shot of rear
yards, depicting refuse
and debris. West End.



4086

Slide #8
Interior shot of toilet,
West End.

*RCG
1/2/50*

Section f)

Authorization

The entire production of "The Human Aspect of Urban Renewal" entailed no clearance problems, for all elements used were in the public domain. All film was selected from the WBZ-TV Newsfilm Library; all slides, including the map used on the rear projection screen, were made from photographs taken by the Boston Redevelopment Authority; and the music was selected from WBZ-TV's Music Library. However, as a precautionary measure, I requested, and received, a letter of clearance from WBZ-TV for the use of their film and music. This letter is included in the folder of production planning materials.

The script for the opening scene was an original one, written by the producer for the program.

Part 2

SCRIPT**"The Human Aspect of Urban Renewal"**

Taping date: April 20th, 1961 from 10:45 A.M. to 11:35 A.M.

Air date: Sunday, May 7th, 1961, 9:30 A.M., on "Dimensions."

Producer: Clark

Total time (29:30)

Director: Haas

VIDEOAUDIO

1. "Dimensions" slide.

(00:20)

ET: Establish theme "Dimensions" under.
 BOOTH ANNCR. Presenting "Dimensions", a
 public service broadcast of WBZ-TV. And
 now, Betty Adams, to introduce today's
 program.

ET out.

2. MCU, Adams seated.

(1:00)

ADAMS. Good morning. We are happy to
 announce the beginning of a series of
 new programs on "Dimensions". In the
 next five weeks we will present a var-
 iety of programs in cooperation with
 the School of Public Relations and Com-
 munications of Boston University. Each
 program will be produced by a graduate
 student, seeking his Master's degree at
 the School of Public Relations and

VIDEO

AUDIO

Communications of Boston University. These programs are put together in every detail by the students, under the supervision and direction of our own "Dimensions" producer-director. These students have been selected on the basis of their ability and imagination. We are particularly excited about this series because it will allow young men and women who are seeking their future in this field an opportunity to actually produce a television program on their own. Needless to say they have all worked hard and long, and I am sure that you share with us an extreme interest in the culmination of this work that will be viewed on "Dimensions" for the next five weeks. Here now, speaking for Boston University, is the Chairman of the School of Public Relations and Communications, Dr. D. Hugh Gillis.

3. MCU, Gillis standing at podium.

(1:00)

GILLIS. In a few moments, you are going to see a television program that means a great deal to a student at Boston University's School of Public Relations and Com-

VIDEO

AUDIO

munications. For this is his program -- a program that he has thought out, planned, and carried through until it goes on the air this morning.

This will be the first of a series of programs by television students at Boston University. They are being shown through the courtesy of this station because the station felt that our venture was worthwhile. We think so too -- those of us who teach at the School of Public Relations and Communications. The need for bright and able young people in the television industry is great and continuing and the project which resulted in these programs is intended to help educate students to find a place in television and make a real contribution to it.

This project is an experiment in a way -- an experiment which challenges the student's imagination, and tests his ability to meet the problems that have to be met in putting together a television show.

We at the School are grateful to WBZ-TV

VIDEO

AUDIO

for making it possible to put these programs on. And we hope you enjoy them.

4. Fade to black, and up on opening scene.

5. MS, Carrington (est. shot) Office scene. Carrington seated behind desk. Dweller standing in front of desk.

CARRINGTON. (shaking hands, from behind desk.)

Please be seated, Mr. Nicoletti. What might I do for you?

6. M2S

NICOLETTI. (sitting in front of desk.)

Thanks. I live on Blossom Street, and two weeks ago I got a letter specially delivered. From what it said, I'm supposed to move out of my house. It was from the Boston Development Commission or somethin' like that, and it said that they planned to tear it down for new houses.

7. CU, Nicoletti

I pay them rent just like I did to the old landlord, but pretty soon I have to move out. They want to begin building before the cold weather so they'll start tearing down pretty soon. What I want to know is, can I do anything about it?

VIDEO

AUDIO

8. MCU, Carrington, over
Nicoletti's shoulder.

CARRINGTON. The Redevelopment Authority has the backing of the state to start this project in your area. The housing you now occupy will be replaced by safe, decent, and sanitary housing. There are many families in your area being relocated. Why are you in particular seeking relief?

9. ECU, Nicoletti.

NICOLETTI. I'm a factory laborer with a wife and four kids. I've worked at the same job for 17 years. I've looked around for another place in my neighborhood so I'd be close to work, but I can't find anything. From where I live now I can walk to work and it's a good thing too. There's no subway and I can't afford a car.

10. M2S.

CARRINGTON. I know of several decent apartment buildings in your vicinity. Have you tried them?

11. MCU, Nicoletti.

NICOLETTI. Yeah, but I can't afford any of them. They're all at least \$20. a month more than I pay now, and I can't pay that. Must I lose a job I like and have had for 17 years just because I can't find

VIDEO

AUDIO

a place to live near the factory? What
can I do?

(3:00)

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12. Fade in aerial view of
Boston (Slide #1)
super crawl,
"The Human Aspects of
Urban Renewal"
Walter Carrington | ET "Old House" under.
BOOTH ANNCR.
And now,
"The Human Aspects of Urban Renewal",
with
Commissioner Walter Carrington, of the
Massachusetts Commission Against Discrimination, |
| Reverend Robert Drinan, S.J. | Reverend Robert Drinan, S.J., Dean of
the Boston College Law School. |
| William Johnson | William Johnson, Assistant Executive
Director of the Boston Redevelopment Authority, and |
| Donald Clark | Donald Clark, moderator. |
| An Analysis of Family Relocation in Metropolitan Boston. | The program is an analysis of family relocation in metropolitan Boston. |
| 13. Super out. Aerial slide,
Boston (Slide #1) | ET Fade out. |

(00:30)

VIDEO

AUDIO

14. ECU, Clark. CLARK. What you have just seen is typical, I feel, of the concept most of us have concerning urban renewal. To help me dispel that notion, we have here today.....
15. ECU, Johnson. Mr. William Johnson, Assistant Executive Director of the Boston Redevelopment Authority,
16. ECU, Drinan. Reverend Robert Drinan, S.J., Dean of the Boston College Law School,
17. ECU, Carrington. Commissioner Walter Carrington, of the Massachusetts Commission Against Discrimination.
18. MCU, Clark. CLARK. Mr. Johnson, suppose you begin by giving us a brief description of city policy on relocation.
19. MCU, Johnson JOHNSON, on city policy.
- Dolly out as Johnson moves to RP. Zoom into map on RP. (Slide #2). JOHNSON. This map is typical of the city's slum areas etc.
20. MCU, Clark CLARK. Father Drinan, is the problem overrated?
(As Johnson returns to seat.)

VIDEO

AUDIO

-
21. MCU, Drinan. DRINAN. I would refer to what Mr. Johnson said about declining population.....
22. Dolly out to Clark and Drinan. CLARK. Mr. Carrington, what about the minority population problem here?
23. ECU, Carrington. CARRINGTON. It's not a very large problem due to the surplus of housing.....
24. MCU, Clark. CLARK. Mr. Johnson, is it really sub-standard housing?
25. ECU, Johnson. JOHNSON. No, not to those who have not known any better accommodations.....
26. ECU, Clark. CLARK. We have some shots here to depict the conditions prevalent in the West End.
-
27. Sl. #3. Exterior view of tenement. CLARK. Gives location of area.
28. Sl.#4. Interior shot of filthy sink. CLARK. Mr. Johnson, are these typical conditions?
29. Sl.#5. Exterior shot of slum storefront. JOHNSON: For the West End, yes.....
30. Sl.#6. Interior shot of kitchen, showing stove. CLARK. This is an interior shot of a building on Poplar St.

VIDEO

AUDIO

31. S1. #7. Exterior shot of backyard of tenements, showing refuse and debris. CLARK. I wonder how many parents watching would want their children playing in an area such as this?
32. S1.#8. Interior shot of toilet. CLARK. Here again, an interior view of conditions on Poplar St.
33. MCU, Clark. CLARK. Father Drinan, perhaps you could give us some of the effects relocation has on the person?
34. ECU, Drinan. DRINAN. Forces him to leave his people in the ghetto.....
35. MCU, Carrington. CARRINGTON. Also, Father, it takes him away from his place of work in some instances.
36. ECU, Clark. CLARK. Father, what problems do we face in educating the dweller that this is done for his own good?
37. ECU, Drinan. DRINAN. Preliminary information, aid from his church, civic groups.....
38. ECU, Clark. CLARK. Mr. Johnson, what about compensation given to dwellers?

VIDEO

AUDIO

39. ECU, Johnson

JOHNSON. Personally, I feel it to be inadequate. State law concerning it should be change.

40. ECU, Carrington

CARRINGTON. Open school enrollment would be a great help here

41. ECU, Drinan

DRINAN. Yes, yes, Mr. Carrington!!! That's a very good point. What's being done about it?

42. ECU, Carrington

CARRINGTON. Well, in Roxbury.....

43. ECU, Clark

CLARK. We have a film of the conditions prevalent in the demolished areas.....

44. Dissolve to 16 mm #1.

(00:29)

Pan up stairs of tenement, through dirty kitchen, showing condition of heating unit in kitchen; baby playing in crib, with plaster on wall behind it chipped and peeling, end with pan of occupants in room, wash hanging behind them.

CLARK (voice over)

Conditions such as these are common in the West End. It is usually better and cheaper to demolish them than to attempt to rehabilitate them.

VIDEO

AUDIO

45. Dissolve.

46. ECU, Clark

CLARK. Mr. Johnson, why do so few families leave metropolitan Boston even after being dislocated?

47. ECU, Johnson

JOHNSON. Their jobs, families, friends...

48. ECU, Clark

CLARK. We have another film, showing the new housing being put up.

49. Dissolve to 16 mm. #2.

CLARK. (voice over)

(00:17)

50. Demolition of dwellings
in the West End, Bull-
dozers and cranes smashing
buildings,

Here again you see the West End and the work being done there to improve it.

Several aerial shots of
redeveloped areas,
Tilting shot showing new
buildings.

Here are the new buildings for former
slum dwellers.

51. Dissolve to....

52. ECU, Clark

CLARK. I hope what we have discussed here today is helpful and informative to you.

VIDEO

AUDIO

53. Dolly out to 4S.

I would like to thank our guests; Mr. Johnson, Fr. Drinan, and Mr. Carrington.

54. Dolly in to MS, Clark.

If you have any comments on the program, whether they agree or disagree with its point of view please send them to me at

55. Slide: "WBZ-TV
Boston"

WBZ-TV, Boston.

56. MCU, Clark

Thank you.

57. Fade to black

(22:10) #s 14 to 57.

58. Slide: "Dimensions".

ET. Up briefly, then under BOOTH ANNCR. This has been "The Human Aspect of Urban Renewal", an analysis of family relocation in metropolitan Boston. Participants have been Commissioner Walter Carrington of the Massachusetts Commission Against Discrimination; Reverend Robert Drinan, S.J., Dean of the Boston College Law School; and William Johnson, Assistant Executive Director of the Boston Redevelopment Authority.

59. Slide: "Produced and moderated by Donald Clark"

The program was produced and moderated by Donald Clark, and

VIDEO

AUDIO

-
60. Slide: "Supervised and supervised and directed by Thomas Haas.
directed by Thomas Haas."
(00:30)
61. Public service announce-
ment tape to be deter-
mined. (00:20)
62. "Dimensions" close. "Dimensions" closing ET,
Slide. BOOTH ANNCR.
(00:40)

Part 3: Final Program and Production Analysis

Four weeks prior to the actual taping of the production on April 20th, 1961, the director, Thomas Haas, and myself began meeting once or twice weekly, at WBZ-TV. At these meetings we developed the staging, facilities requirements, and visual sequence of the program; and selected slides and film clips after screening these. I procured the film and slides to be screened, contacted the participants and talent as to rehearsal and air dates, wrote the script for the opening scene, plotted the staging on a floor plan, had the "crawl" for the opening of the program made up, and the film edited for air use.

Tom arranged rehearsal times and meetings at the station, requisitioned needed funds from the budget, and supervised the setting up of the two scenes.

During these meetings we worked very well together, and accomplished a great deal, for each one knew his responsibilities.

The opening scene was purposely made very brief, for two reasons. First, audience interest was acquired and we did not wish to lose this interest through a lengthy scene. Secondly, a short scene permitted more time to be given to the discussion segment.

The planned staging of this scene gave the director great versatility of camera shots and angles, but some of this was lost due to his failure to move cameras. With the exception of this failure, and the dweller's nervousness on camera, the scene was adequately done. Mr. Carrington made the dweller's stage fright less apparent by "throwing" him several lines. More time spent in rehearsal would have benefitted both the dweller and the director.

The discussion setting deviated somewhat from the planned staging. The floor plan given the director by the producer indicated the positioning of the chairs, and depicted the various camera angles available with this positioning. However, the setting of the chairs side by side in a straight line held camera movement and versatility to a minimum, and forced the participants to lean forward to see the person two or three seats away. This regrettable situation was due, in part, to the very limited set-up and rehearsal time afforded the program. The studio was set at 10:30, and taping was scheduled for 10:45. In so short a time it was impossible to modify the set. Some fault, however, lies with the director for not making certain that the actual set adhered to the floor plan. Perhaps some of this blame must go also to the producer for not rectifying the error, but he felt talent positions could best be determined by the director who knew, or should have known, the type of shot and movement he desired. More rehearsal here too, might have remedied the error.

The crew of cameramen, floor manager, and audio engineer were very cooperative and conscientious. The floor manager especially was very patient in answering the questions which some of the participants had, and he was an extremely capable liaison between the director and the talent.

The director, Thomas Haas, was very easy to work with, and capable in his program preparation, paperwork, and knowledge of requirements. He permitted me to take full responsibility for the entire production, and always asked my opinion first before giving one of his own, concerning some aspect of the production. I learned from him, not quite as much as I would have liked to, but I do not in any way regret the experience. Tom was not as conscientious concerning the program itself as he could have been, and

this was revealed in the final product. No determination of shots, apparently not looking at monitors, not shooting tightly enough, very little camera movement, and not cutting cameras as the discussion moved from speaker to speaker; all of these evidenced themselves in the production.

The participants were excellent. They kept the discussion moving at a rapid and lively pace, were certainly knowledgeable concerning the topic, made their major opinions and arguments convincingly, and were quite at ease on camera. Any deviations they made from the topic were helpful in pointing out particular points, added to the controversy, and led effectively to new points.

The moderator demonstrated some deficiencies in diction, and had a tendency to move from side to side while speaking. He had good control of the discussion, led into different points effectively, and accurately prevented any serious deviation from the topic.

The weakest point of any discussion program is that it is an ad-lib situation. While this has a great deal of spontaneity, it may also be boring and uninformative. This was not the case on "The Human Aspect of Urban Renewal." The topic was discussed for an hour and one half prior to taping and this preliminary discussion established rapport among the discussants so that they easily learned each other's point of view on relocation and its allied problems. Discussion topic outlines were provided each participant, showing the points to be covered by each guest, so that any duplication was avoided. This was achieved.

The sample was indicative of the series level from a content standpoint. Additional rehearsal time would insure a better effort from a production viewpoint.

To sum up, the entire production was satisfactory to me, and was a fine experience and source of knowledge. Audience appeal and interest were generated, and this was the goal. I feel it was achieved.

CHAPTER III

FINAL ANALYSIS

The requirement of a prospectus in the creative project is an excellent one, for it forces the student to set down his ideas for a program series and his intentions in approaching this idea. For myself, the prospectus achieved this; in fact a second one was necessary, for the first one was much too general, reflecting the confusion in my own mind. The second submission was a result of much additional thought, hence it contained thirteen programs of substance, each with a solid, controversial problem to be analyzed. My feeling here is that the due date for the prospectus should be earlier in the fall semester. December, with thoughts of holidays and final examinations, is not a month in which to set down the beginnings of a thesis. Following this, periodic progress reports would aid the student in his pursuits. April 7th approached very rapidly this year, especially when no submittals were required between December 5th and that date. For myself, it was a very arduous time. I had less than four weeks notice of my selection by WBZ-TV and resultant taping date of April 20th. Thus, I had to complete preparations on the production of "The Human Aspect of Urban Renewal," submit a final draft of Chapter I April 7th, and a draft of Chapter II three days following the taping, on April 23rd. It was impossible to do all three adequately. Enough preliminary preparation for the program had been done through interviews with the participants and research of the topics, so that only the particular details pursuant to the actual program had to be carried out. (These may be found in the Program Analysis included in Chapter II.) Meetings at WBZ-TV, film screenings, and rehearsals took up a great deal of

my time, so that I submitted only a rough draft of Chapter I on April 7th and the final draft one week later. The requirement that Chapter II be submitted three days following the taping date was impossible to keep, in fact, four drafts of the script were submitted before Professor Berlow gave his approval.

The oral examination provoked many thoughts on the proper role of a producer. I do not agree with some of the viewpoints expressed by members of the oral examining committee, however this is an integral part of the educational process.

The Broadcast Production Workshop was an invaluable and thoroughly enjoyable class for me. Valuable experience and knowledge were gained, particularly in areas such as audio operator, and projectionist, areas in which I had no previous experience. The helpful cooperation of the whole class was in evidence constantly, and the exchange of ideas, prolific.

Looking at the creative project in its entirety, I have only one criticism, one which is made of every attempt at a new and revolutionary project -- some lack of organization was present. If the faculty concerned will use this year as a guidepost for improving the program next year, the program will be excellent. Better scheduling of submittals, and integration of submittal dates with taping dates, will be two major steps in the right direction. A fuller listing of the mechanical requirements of the thesis, deviations from Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, and procedures for the organization of Chapter II will reduce the number of questions which the students this year had to overcome while still striving to fulfill all the degree requirements. To

sum up, better communication between faculty and student will achieve more gratifying results and benefits for all concerned.

The aim and goal of the project is excellent and meritorious, and with some minor improvements will be an immense source of satisfaction to teacher and student alike.

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