



Class of 1958-59

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FOREWORD

As the years passed it became more imperative that we should preserve the astonishing antics of Waldron High School Speech 201. We could not stand "idly by" and allow those "immortal words" of the Joes and Johns, the Marys and Marthas, or the Davids and Dianas to fade into the shadows of oblivion. So the time-worn teacher decided to select as many quotations as possible from the speeches, class plays, and "adventures" of the approximately 900 remarkable young adults who "took" speech between the years 1947-1977. (He also included some reminiscences from his other language classes because they had their share of oral communication starting in 1938.)

Consequently it should be apparent that no other oral similar organization can quite match Speech 201 in colorful dialogue, vigorous variety, emotional excitement, or just pure enjoyment. So this volume is meant to be a tribute to the best speakers in the "entire system."

Therefore, to these endeavors we invoke the assistance of the Spirit of Oral Communication that he may inspire us to remember with pleasure and nostalgia the maturing times that we shared in Room 201.

INTRODUCTION

"You may say anything you wish as long as it is the truth as you see it and as long as it is socially acceptable, but remember - everyone else has the same right so he, too, will be heard, and we must listen respectfully; moreover, each one of us must assume responsibility for our words and actions; whatever we say, if we so desire, will not be repeated beyond these classroom doors." With this philosophy each speech class session began. Our classes stressed work and punctuality - open and free participation as well as open and free listening (excepting the times of hilarious and friendly pandemonium) - and even that seemed to be constructive. We tried to have no social levels - we endeavored to treat each person as one of God's equal creatures in order to develop him or her into the best possible individual - and to a noticeable extent we succeeded. Even the teacher received his share of sincere criticism, growth, and hard work.

At times the following statement appeared on our class play programs: "Speech Class policy for years has insisted that all Seniors who choose may be and should be included in at least one stage play in contrast to the very prevalent high school practice of choosing only the few and only the "best" after try-outs. At Waldron, for the past years, there have been no try-outs and no "best" prospects. Here we write our own play trying to create parts for each class member. So, if a cast of 47 seems unwieldy and the story appears to be

"wayout" and the comedy somewhat "hammy", just remember that our PRIMARY purpose then is to create a training experience for ALL - not just the elite. Our secondary purpose then is to entertain. Past years have proved our policy; likewise, we hope this year's performance will be rewarding and entertaining. Although our acoustics, seating, lighting, stage equipment, amplification, dressing rooms, rehearsal opportunities, and general conditions are unsatisfactory, we do appreciate working with the "best" teenagers and playing before the "best" audiences. So thanks for your interest and encouragement."

During and following public performances, parents and friends frequently commented - "I didn't know she (or he) could act or perform like that!" The answer - "Until now perhaps they never had the opportunity to develop their skills and abilities."

We remember with a full spectrum of emotion the smiles - laughter - pathos - ecstasy - anger - sympathy - pride - sportsmanship - love - tears - astonishment that emitted from the podium. We would estimate that in this time space Room 201 echoed with approximately 21,650 speeches in the "you-name-it" categories. The speech class membership included some 900 individuals averaging about 26 per year; the largest class was 52 in 1969 and the smallest 12 in 1974 after the administration and school board instituted policies that weakened the school curriculum, but improvements overcame the handicap and again the enrollment reached 29 in 1976 and 38 in 1977.

In this book we are relating primarily the story of the Waldron High School class plays including casts of characters, excerpts from some of the plays and related references; also we have included quotations from some of the actual speeches. We regret that we could not include all the interesting words that we have kept through the years, but that would have meant copying a file of typed pages over three feet thick - a real, live encyclopedia!

The Speech Appraisal, used in each assignment, rated the speaker on a scale of 0 - 9 in each of the following categories: introduction, clarity of purpose, choice of words, bodily action and gestures and posture, eye contact and facial expression, vocal expression, desire to be understood, poise and self control, adapting material to audience, organization of material, and conclusion.

Each speech required an outline which included the following: Construct a neat, complete sentence outline on this sheet and hand it to your instructor when you rise to speak. He may wish to write criticism. Type of speech - Number of words in outline - Name - Date - Purpose of this speech - TITLE - INTRODUCTION - BODY - CONCLUSION - Write sources of information on the back of sheet.

Some of the speeches were Personal Experience, Pet Peeve, Reading Aloud, Bodily Action, Pantomime, Speech to Inform, Stimulate or Arouse, Entertainment, Speech to Gain Woodwill, Drama, Eulogy, Heckling, Sales Talk, Emotional, Anniversary, Speech to Convince, Charades, Original Skits, Final Exam.

1958 - 1959

SPEECH 12	Class of 1959	Period V
Ash, Sue		Neeb, Jan
Brandt, Kenneth		Pollard, Charles
Davis, Duane		Scholl, Marcia
Fox, Mary Ann		Scott, Myrna
Gilles, Gerald		Smith, Sue
Gregory, Charlene		Stafford, John
Habig, Jerry		Swails, Anita
Heuer, Pete		Thoman, Rudy
Laird, Carl		Weaver, Richard
Miller, Lorna		Wisker, Carolyn
Mitchell, Mary Ellen		Yeager, Bob
Moore, Robert		

This class produced the usual number of speeches including the heckling and oral reading. -a class of varying abilities but with a definite interest in the work, and it too had its share of the "characters." The teacher enjoyed their "spice of life." Grade 89%.

ENGLISH 12 Class of 1959

The enrollment was the same as Speech excepting Vanscoy, Priscilla - who did not take the second semester course. Average final grade 83.

English 11 Period III had 29 enrolled

English 11 Period VI had 37 enrolled

These classes produced 10 written themes, spelling, grammar and composition, oral communication, vocabulary, book reviews, and a survey of American Literature. Average grades 84%.

A short remedial reading course was conducted 1958 for the 13 boys and 1 girl enrolled.

SENIOR CLASS PLAY 1959

MR. MERGENTHWIRKER'S LOBBLIES

A Fantastic Comedy in Three Acts by N. Bond

Produced by special arrangement with Samuel French

Thursday, March 19 Cast 1; Friday, March 20 Cast 2

Story of the Play

Shy, inoffensive Mr. Mergenthwirker was the soul of propriety - in all save one respect. He claimed to have two companions named Henry and Japheth, visible only to himself, with the uncanny ability to foretell the future. Newsman Len Hawley scoffed until the Lobblies' prediction of a robbery came true. Then he began to realize the Lobblies might be able to solve the mystery of a murder for which his fiancée's father was being held. Things looked bright until the killer kidnapped Mr. Mergenthwirker and it devolved upon Hawley to discover the murderer's identity. How he did so (with the Lobblies' help) and at the same time solved the problem of his own divided love interest provides two hours of excitement and hilarity.

ACT ONE - The office of Assistant Managing Editor Len Hawley, just off the City Room of the "Daily Blade." An afternoon in autumn.

ACT TWO - Mike's Bar & Grill, just around the corner from the newspaper office. One hour later. Scene II: Same. Ten minutes later.

ACT THREE - Len Hawley's office. Ten minutes later.

Time: The present.

MR. MERGENTHWIRKER'S LOBLIES continued 1959

Cast of Characters

Sherry Maguire - girl reporter - young, alert - and secretly in love with Len Hawley.
Wilden - staff photographer - lean, bitter man with the acid cynicism of a jaded newshound.
Henry Mergenthwirker - wistful little man, meek, self-effacing manner yet charming.
Len Hawley - assistant editor of "Daily Blade." Good looking young man, genial, nervous.
Foster - Len's managing editor, middle-aged, bustling, self-important.
Lois and Grace - two women reporters, old hands at news game, dowdy, somewhat eccentric.
Alicia Burton - Len's fiancée, fashionable, proud of her beauty and social position.
Mike - bartender-proprietor of second-rate bar and grill, burly man, slow reaction.
Drunk - a barfly, seedy little man, some day hoping to hit the jackpot in coin machine.
Jill - secretary on the "Daily Blade."
Four police officers who double as patrons in bar.

Bridgit Barlow - "Ask me another" column writer - sophisticated and cold spinster.
Cleaning lady - typical custodial character.
Henry - Lobby himself.
Japheth - Lobby himself.

Excerpts from play Act I page 9

. . . (Door Center eases open, and Henry Mergenthwirker looks in. He is a fidgety little fellow with a meek, apologetic manner. His hands are constantly in motion. . . .)
MERGENTHWIRKER: (Calls softly.) Henry? Japheth?
SHERRY: (Starts; turns.) Hey! Who are you?
MERGENTHWIRKER: Oh, Hello. I'm Henry Mergenthwirker.
SHERRY: Henry which?
MERGENTHWIRKER: Mergenthwirker.
SHERRY: Gesundheit!
MERG.: Have you seen my lobbies?
SHERRY: Have I seen your whatsies?
MERG.: My lobbies.
SHERRY: (eyeing him up and down) No. Maybe you forgot to put them on?
MERG.: You don't understand. I'm looking for my lobbies - Henry and Japheth. They ran away from me a few minutes ago and - Oh! There you are . . . I thought you came in here! Come out from behind that filing cabinet, you bad, bad lobbies! . . . I do hope they haven't teased you?
SHERRY: (Gaping) Teased me?
MERG.: They have such a sense of humor, you know.

Excerpts from play continued 1959

. . . page 40 Act II . . .

MERG.: Yes, what's the matter?

HAWLEY: These - these glasses are empty !

MERG.: (Sighs) I know.

HAWLEY: But - but they were full a minute ago.

MERG.: Of course they were.

HAWLEY: Bu you didn't drink that. I didn't drink that.

MERG.: Why, no, Henry and Japheth did - and much too fast too. I told you boys not to gulp !

HAWLEY: Your - your lobbies drank that coke? (Merg. nods.)

Do they - do they drink much coke?

MERG.: Oh, barrels ! Both of them. But what can I do about it? If I don't buy it for them they make scenes. . . .

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MERG.: Oh, I've always had them. You see - (Listens to lobbies.) Excuse me a minute, Mr. Hawley? Yes, Japheth? Are you sure? Positive now? You know I don't approve of - Very well, then. If you're absolutely sure - (Reaches into pocket, hands coin to one of the lobbies. Watches Drunk, who a moment later turns away from slot machine and starts toward bar.)

HAWLEY: Always had them? Where did they - ?

MERG.: Shhh ! Just a moment, Mr. Hawley.

DRUNK: Gimme some more nickels, Mike.

BARTENDER: Listen, ain't you tired of playing that thing?

DRUNK: I tell you, that jackpot's gonna hit any -

(Cylinders of machine whirl. Mergenthwirker leaps up from table, snatches hat from head, and places it under coin chute just in time to catch flood of nickles pouring out. The machine rings in a wild clamor of bells.)

(Drunk screams, rushing at Mergenthwirker) Hey ! Hey - you - that's my money !

MERG.: Really, my good man - !

DRUNK: Gimme my money, before I -

MERG.: (Cries for help). Henry ! Japheth !

(Drunk, accosting Mergenthwirker, staggers back suddenly, fending off blows of invisible assailants.)

DRUNK: Ow ! Leggo ! Stop it ! Quit hittin' me !

MERGENTHWIRKER: Very well, Henry - Japheth. That will do . . .

(Returns to table, pcketing handfulls of silver. Drunk lurches, sobbing, to bar.)

DRUNK: (To Bartender.) Ganged up on me - all ten of 'em. You seen 'em. After I put eight and a half dollars in the machine. They stole my money, then assault and battered me - . . .

ACT III page 89 . . .

HAWLEY: What's the matter now, Mergy?

MERGENTHWIRKER: It's Henry and Japheth. They've run away again ! I can't find them anywhere.

HAWLEY: Maybe they went out to the City Room?

MERGENTHWIRKER: (Shaking head) No, I was watching that door. They didn't go that way. In fact, I don't know where they could have gone unless - unless - (An idea strikes him. He approaches the footlights, speaks directly to the audience.) You out there ! Have any of you seen my lobbies? FINAL CURTAIN.

Quotations from final exam speeches 1959

HUMAN RELATIONS by John Stafford

. . . Why are there so many young children running loose on the streets and getting into so much trouble? The answer is the lack of understanding and training - and love. If someone would just try to love and understand our children, there would not be so many bad children. . . .

PERSONALITY by Mary Ellen Mitchell

There are some traits in people which are good, and some which are bad. What are some of the good traits - hair, clothes beauty? No, These are physical attractions, which are "for the birds," as far as I'm concerned. I know a girl in this school who does not have pretty hair; she doesn't have a lot of nice clothes, but they are clean, and she does not have any physical attraction. Yet, she is well-liked. Why? Could it be because she has that certain something inside her which counts? Mental character . . .

SUCCESS FOR SALE by Gerald Gilles

. . . Each person is an individual - unlike any other individual - and his education should fit him. Finding the right education takes time and thought, but with radio and T. V. programs, educational movies and the apprenticeship opportunities open today, every boy and girl, man or woman can have the individualized training he needs to prepare him for life.

LIFE IN GENERAL by Pete Heuer

Life is a fortress - Someone has said.
Life is a stronghold Formidable and dread.
Youth - the foundation Built not on sand,
But built on true freedom, Bed rock of our land.
The gates are of iron In this fortress of life,
True doors to adulthood With troubles and strife.
The walls stand immobile Built full of strength,
As later life can be Its breadth and it's length.
And finally in age We erect a sure roof
That security and age Can make weather-proof.
So build you your fortress With walls and roof sure;
And life with its fervor Will surely endure.

EDUCATION FOR SUCCESS by Anita Swails

Let's take a tour through a chemistry laboratory, and as we go through it, I shall explain to you how an education may be a chemical in a test tube. I will also demonstrate with chemicals and other laboratory equipment in showing you how we are educated.

SACRIFICE by Sue Ash

. . . Do you ever stop to think what some parents sacrifice for their children? Well, they are willing to give up all they own even their own feelings for the future of their child. This is just a pin point compared to many other ways people have sacrificed. . . .

Quotations from final exams continued 1959

MY CATHEDRAL by Bob Yeager

. . . We have now the structure of a cathedral and the earth compared, but there is still two more things that I would like to compare. The first of these is the heavenly light, beauty around us, and calmness of night to the sermon of the preacher. In every sermon there must be a feeling of attachment to the earth because the things of the earth are the sermon of the greatest preacher ever, God. . .

THE CHAIN OF FRIENDSHIP by Charles Pollard

Friendship must consist of the four links - the understanding of people in our daily lives, learning not to hurt them by harmful talk, generosity, which is the difficult like to apply . . . The third link is sincerity. The fourth and last is personality.

JUVENILE DELINQUENCY by Myrna Scott

. . . The church, home, and school are restraining influences against delinquency. But as the delinquency is spreading to the better neighborhoods, it shows that our church, home, and school have lost their power to instill social and moral values. . . .

CONSERVATION by Carl Laird

Spring is the beginning of erosion; unless the ground is covered by cover crops, the soil will erode away. Gullies are caused erosion and as more water goes into the gullies, the gullies get bigger, and the water and soil go downstream until they go into a river and then into the ocean . . .

THE SEED OF FREEDOM by Rudy Thoman

. . . Undoubtedly the people are placing too much responsibility and confidence in the government. People feel that if the world is in a social crisis it is because of corrupt politicians. Maybe we had better wake up to the fact that we are the government. We are the soil - the seed of freedom grows within us. . .

TEACHER'S NOTES

The "famous" door knob for 201 could not be trusted; for about ten years it fell off, banged off, or just refused to "work." At times I took it off completely or propped the door open so that the class could enter; sometimes we were caught in the room until someone from the outside freed us. I coaxed, cajoled, tried to repair, and fumed to get a new knob, and the janitors on several occasions installed "used" knobs to appease me. No good! It still would not function. Oh, the stories and jokes we told and endured about the Room 201 door knob. Finally in 1976 I demanded a completely new doorlatch-unit, and I got it! And it worked! And we celebrated! SOMETIMES seniority is good for something. Through this door passed the best speech classes in the entire "nervous system," if they could only get in!