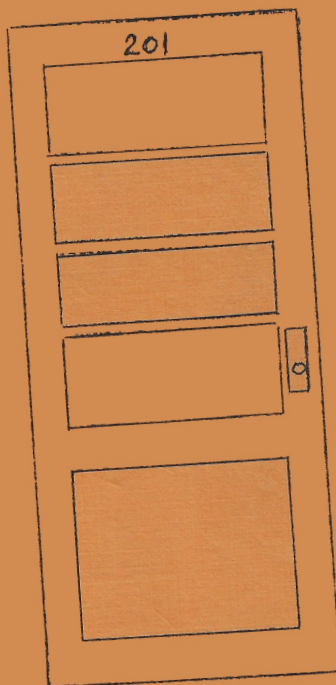


WALDRON HIGH SCHOOL
201 SPEECH ODYSSEY



IN REMINISCENCE:
THE CLASS PLAYS, SPEECHES,
MEMORIES OF SPEECH AND ENGLISH CLASSES
1977-1938

KENNETH D. SEVER, TEACHER
WALDRON, INDIANA
1985

Class of 1954-55

Pages 301-304

Kenneth W. Sever

201 SPEECH ODYSSEY

TABLE OF CONTENTS	Pages
Foreword and Introduction	
Class of 1976 - 1977	1 - 3
"OH BURY ME NOT"	4 - 12
Final Exam Speeches 1977.	13 - 20
"Professional Reactions"	21 - 22
Class of 1975 - 1976	23
"THE SPIRITS OF '76"	24 - 28
Final Exam Speeches '76	29 - 37
Advice to Class of 1977	38 - 43
Memorabilia 1976.	44
Class of 1975	45
"YOU WOULDN'T BELIEVE IT"	46 - 50
Final Exam Speeches 1975	51 - 55
Advice to Class of 1976.	56 - 58
Impressions 1974-1975	59
Class of 1973 - 1974	60
"LOVE ME OR LEAVE ME".	61 - 67
Final Exam Speeches 1974.	68 - 69
Advice to Class of 1975	72 - 74
Class of 1972 - 1973	75
"HOLY SMOKE".	76 - 82
Final Exam Speeches 1973.	83 - 86
Advice to Class of 1974	87 - 88
Class of 1971 - 1972.	98
Final Exam Speeches 1972	90 - 98
Advice to Class of 1973	99 - 102
Class of 1970 - 1971	103
"ONE BIG HAPPY FAMILY".	104 - 110
Final Exam Speeches 1971	111 - 120
Advice to Class of 1972	121 - 123
Comments from Teacher	124
Class of 1969 - 1970	125
"THOSE WERE THE DAYS"	126 - 138
Teacher's Comments	139
FINAL EXAM Speeches 1970	140 - 149
Class of 1968 - 1969	150
"FINDERS CREEPERS"	151 - 159
Final Exam Speeches 1969	160 - 166
Advice to Class of 1970.	166 - 171
Quotes from Teacher.	172 - 173
Class of 1967 - 1968	174
"HIP HIPPIE HERO"	175 - 186
Final Exam Speeches 1968	187 - 194
Class of 1966 - 1967.	195
"TIME WILL TELL"	196 - 204
Final Exam Speeches 1967.	205 - 208
Class of 1965 - 1966.	209
"GRIN AND BEAR IT".	210 - 215
Final Exam Speeches 1966	215 - 221
Class of 1964 - 1965	222
"MR. KATTE'S PAJAMAS".	223 - 227
Final Exam Speeches 1965	228 - 230
Class of 1963 - 1964	231

TABLE OF CONTENTS continued

"THE MONSTER AND THE PLAYBOY"	232 - 236
Final Exam Speeches 1964	237 - 241
Class of 1962 - 1963	242
"MOUNTAIN DEW BALLET-HOO"	243 - 248
Final Exam Speeches 1963	249 - 253
Class of 1961 - 1962	254
"VIVE L'AMOUR"	255 - 258
Final Exam Speeches 1962	258 - 262
Class of 1960 - 1961	263
"ROCKET IN HIS POCKET"	263 - 265
Final Exam Speeches 1961	266 - 268
Class of 1959 - 1960	269
"SEE HOW THEY RUN"	270 - 273
Final Exam Speeches 1960	273 - 276
Class of 1958 - 1959	277
"MR. MERGENTHWERKER'S LOBBLIES"	277 - 279
Final Exam Speeches 1959	280 - 281
Class of 1957 - 1958	282
"GIRL CRAZY"	282 - 285
Final Exam Speeches 1958	286 - 287
"I Don't Know" Paddle	288
Class of 1956 - 1957	289
"THE PERFECT IDIOT"	289 - 292
Final Exam Speeches 1957	292 - 294
Teacher's Notes	295
Class of 1955 - 1956	296
"BUY JUPITER"	296 - 298
Final Exam Speeches 1956	298 - 300
Class of 1954 - 1955	301
"SEE HOW THEY RUN"	301 - 302
Final Exam Speeches	302 - 304
Teacher's Memory Book	304
"DOWN TO EARTH"	305 - 308
Quotations from Speeches 1954	309
Class of 1954; Classes of 1952 - 1953	310
"THE LITTLE DOG LAUGHED"	311 - 312
Teacher's Memory Book	313
Class of 1951 - 1952	314
"GREEN VALLEY"	314 - 315
Class of 1950 - 1951	316
"REST ASSURED"	316 - 319
Teacher's Memory Book	320
Class of 1949 - 1950 "PAPA SAYS NO"	321
Class of 1948 - 1949	322
"IN SPRING THE SAP"	322 - 323
Class of 1947 - 1948	324
"LOVE YOUR NEIGHBOR"	324 - 325
Teacher's Memory Book	326
Classes 1946 - 1947 "THE DAFFY DILLS"	326 - 327
Classes 1945 - 1946	327
PRE-201 Classes	328 - 330
After-Thoughts	331 - 333
Teacher's Memory Book	333
L'ENVOI	334

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 Goodwill, Drama, Eulogy, Heckling, Sales Talk, Emotional, Anniversary, Speech to Convince, Charades, Original Skits, Final Exam.

1954 - 1955

SPEECH Class of 1955

Period V

Branson, Shirley
Brown, Ruth Ann
Cassady, Charles
Claytor, Marjorie
Cox, Randy
Cuskaden, Mike
Hoban, Phyllis
Holloman, Jim
McGrew, Charles

Mohr, Max
Moore, Ralph
Mount, Dick
Myers, John
Ray, Marilyn
Spurling, Genevieve
Sebastian, Lewis
Shelton, Marilyn
Wright, Shirley

This class responded well to all speech assignments. However some of them had difficulty finding a pet peeve to talk about. The tone was rather subdued with a few strong exceptions. Since it was a relatively small class, they gave many speeches. Average 87%.

ENGLISH 12

A survey of English literature - 13 enrolled - average grade 86%
English 11 Period IV

Grammar & composition, spelling, American Literature- 9 themes -
Enrolled 43 - average grade 82%

English 11 Period VI
Enrolled 15 - average grade 79%

SEE HOW THEY RUN

A Farce in Three Acts
By Philip King

Presented by The Class of 1955, Waldron Gym, March 24 & 25
Produced by Special Arrangement with Samuel French Co.

Directed by Kenneth Sever

Synopsis of Scenes

The action takes place in the hall at the vicarage, Merton-Cum-Middlewick.

Act I. An afternoon in September

Act II. The same night

Act III. A few minutes later

CAST OF CHARACTERS

Ida(Maid) - single not by choice - Ruth Ann Brown, Marilyn Shelton

Miss Skillon - church busybody - Shirley Branson, Phyllis Hoban

Miss Howe - Echo of Skillon - Shirley Wright, Marjorie Claytor

Rev. Lionel Toop - The Vicar - Max Mohr, Randy Cox

Penelope Toop - His wife - Marilyn Ray, Genevieve Spurling

Cpl. Clive Winton - American soldier - Mike Cuskaden

The Intruder - A Russian prisoner - Charles Cassady

The Bishop of Lax - Penelope's uncle - John Myers

Rev. Arthur Humphrey - victim of circumstance - Ralph Moore

Sgt. Towers - British law officer - Jim Holloman, Dick Mount

Choirboy & officer - Lewis Sebastian, Charles McGrew

(First named - Thursday night.)

We wish to thank the following for the use of equipment:

Home Telephone company, Fleming Furniture, Bryant-Roth company.
House Managers - Dorothy Crosby, Ruth Weintraut, Ira Hartwell, Bill Kessler. Stage Managers - Don Monroe, Maurice Kuntz, Bob Gahimer, Lewis Sebastian, Charles McGrew. Organ Music - Shirley Branson, Marilyn Shelton, Marilyn Ray.

Excerpts from SEE HOW THEY RUN 1955

(See page 270 for other excerpts from 1960 production.)

ACT II page 59

(The Bishop disappears.)

CLIVE: Cold? All right, I'll get a fire. I won't be a minute. . .

PENELOPE: What do you mean?

CLIVE: I'll keep the old man outside while you get your old man out of there.

PENELOPE: And then what?

CLIVE: Start praying.

(There is loud hammering at closet door.)

MISS SKILLON: Let me out ! Let me out ! Aah !

PENELOPE: Listen to that !

CLIVE: Let her out. Let them both out, or we shall have the Bishop thinking I'm murdering you. . . .

MISS SKILLON: Oh ! Oh ! In there. In there A man ! Oh, Mr. Toop !

PENELOPE: Miss Skillon, Please. Be quiet !

. . . . PENELOPE: (to Clive). Run, quickly. Run !

CLIVE: (Rushing to the window and opening it.) I'm running. (He leaps over Miss Skillon and runs off downL., followed by Lionel.)

(The Bishop enters through the window, leaps over Miss Skillon and rushes off after Clive and Lionel. Penelope starts to pick up Miss Skillon and Ida appears at the top of stairs as -)

The Curtain Falls

ACT III page 101

. . . . PENELOPE: Beast; brute; swine; DEVIL ! (She again lands out with a stinging blow. Again Miss Skillon gets it full in the face, and falls back into Ida's arms. Penelope and Clive fall away, leaving Miss Skillon and Ida C.) and that's how it all began.

Final Curtain

Quotations from final exam speeches 1955

LEAVES OF HAPPINESS by Ruth Ann Brown

. . . I remember some of the quotations that were quoted by various teachers - Mrs. Carl DeVore "Never put off until tomorrow that which you can do today." - Mrs. Gail Armstrong "If anything is worth doing at all it is worth doing well."

THE IMPORTANCE OF AN AMERICAN EDUCATION by Marjorie Claytor

"We are all blind until we see That in the human plan
Nothing is worth the making If it does not make a man.
Why build these cities glorious If man unbuilt goes?
In vain we build the world, unless The builder also grows."

THE SCHOOL TRAIN by John W. Myers

. . . If the engineer is lucky, then will come the time when he will receive the supreme reward of the 12 mile journey on a little piece of paper. This was the diploma for which he had longed for some time - "Live is like a mountain railroad, with an engineer that's brave; We must make the run successful from the cradle to the grave; Watch the curves, the fills, the tunnels; Never falter, never quail, Keep your hand upon the throttle; and your eye upon the rail."

Quotations from final exams continued 1955

LIFE by Charles Cassady

. . . Whatever you do - tell them to live and do things while they are young. You are on the world for only 65 or 70 years anyway so you better do things while you can. Some people never do anything, but work at their jobs and what an unhappy lot they are.

THE PIED PIPER OF HAMELIN by Mike Cuskaden

Today the peoples of the world are begging for a Pied Piper to rid it of wars; they say we need to have brotherhood of man and be friends with all peoples . . . they are begging for someone to develop some way to cure disease . . . they want someone to ease their everyday tasks and make a life a bed of roses . . . they sit and wait for the Pied Piper to do the job for them.

CROSSING AND BUILDING BRIDGES by Marilyn Shelton

. . . By the time I had gone halfway across the bridge I had not only added to my load of reading and writing, . . . but I had started my piano lessons. This seemed like a big bridge within itself, but now I see that it was only a footbridge that led to bigger things such as playing the organ. . .

WERE YOU A TEEN-AGER? by Marilyn Ann Ray

Forgive me if I sound like preaching, but I've been preached to so often, that the skill comes natural. Oh, and another thing, the next time election day rolls around why don't you go and vote even if it is 10 degrees below zero or 100 degrees in the shade. . . . We are going to need just a little more love and guidance, but Mom and Dad - you are going to have to believe in us. . .

YOUR POSSESSIONS by Genevieve Spurling

Many of you saw the movie, "The Titanic." This movie portrayed the sinking of The Titanic. After seeing this movie I wondered how many things a person has that are of no value . . . The only things a man possesses that have any real value are those that he holds within his heart and soul . . .

SETTING OUR GOALS by Dick Mount

. . . When you are having a hard time, just think there is always someone who is having a harder time than you. . . it is hard on our own selves when we lose our tempers. . .

METHODS OF KILLING AMERICAN WAYS OF LIFE by Lewis E. Sebastian

"God send us men whose aim 'twill be,
Not to defend some outworn creed,
But to live out the laws of Christ
In every thought and word and deed."

SUCCESS by Phyllis Hoban

Our success in life generally bears a direct proportion to the effort we make, and if we aim at nothing, we shall certainly achieve nothing.

THE SYMPHONY OF LIFE by Shirley Branson

The finale and yet the best part of a symphony is the ending; sometimes we think of this as the saddest part or the ending but really it is only the beginning. In a few days we will be leaving Waldron never to return. . . . We must never believe that it is the end, only the beginning. It is only the end for which the beginning was made. . . "Grow old along with me !" . . .

THANKS: by Shirley Ann Wright

. . . If it weren't for Mr. Gullion, I wouldn't be able to follow instructions . . . Anyone can tell you what to do, but you won't find very many like Mr. Gullion. . . Mrs. DeVore can show one the way it is done, but it is left up to oneself to get it done. . . . Through my typing course I got to work on the school paper. Mr. Sever has shown me the ways to plan a speech . . . The class play was a lot of fun producing, and I am happy to say I took part in it. . .

From the teacher's memory book 1955

I told them that their speech introductions, among other things, should attract their audience's attention. When Charlie Cassidy got up to give his speech on "Nature," he "attracted" our attention. He had a live sparrow in his coat pocket; he took it out saying he was going to demonstrate love of nature; he "accidentally" let it loose; it flew to the back of the room; he took a track pistol from his other pocket and "shot" the frightened bird; he got our Attention !

When the class was assigned their "Bodily Action" speech, Jim Holloman came the next day carrying a "gunny" sack containing his project. He asked me if he could put it into my coat closet and I agreed. He did not get to give his speech that day because the other talks took up the time. After class he said, "Mr. Sever, I just have to give my speech tomorrow!" I sensed that he was "sweating." So I indicated that we would try to work it in. Well, the next day was full-up so no speech for Jim that day. After class he came to me and said, "Mr. Sever, if I don't give my speech tomorrow it will be too late ! " I smelled a "mouse"? so I asked him what his speech was, and he replied, "I'm going to show them how to skin a cat!" He had his knife ready! (It must have good and "ripe" by this time ! TAKE THAT THING OUT OF HERE, JIM ! After that little affair, I was careful to ask what they planned to use in the demonstrations!

One of my "lectures" was the explaining how to control their nervousness - indicating that it was normal to be nervous and that we could use it for our benefit. John William Myers, coming forward like a "Bishop" or a battleship said, "I never get nervous." - and he never did !

A smooth sea never made a sailor.

Eternal sunshine creates deserts.