

Kennedy having lunch at Spago?

- #1:** Could be.
- #2:** And if we blow up that section of the photo, blur it a bit, superimpose some tablets on the table we...
- #1:** We've got a story.
- #2:** That's ridiculous!
- #1:** No more than the story we ran on the three-headed baby...or... Dan Quayle talking to Martians. *(Pause)* OK, maybe not Dan Quayle.
- #2:** But...
- #1:** No buts. Assume that these two did have lunch. What would they talk about?
- #2:** How easy it was for them to get a reservation.
- #1:** Possibly, but what else?
- #2:** I don't know, world peace...the state of the country...the necessity of carrying an umbrella.
- #1:** The point is, it's up to you. I want 600 words from you, by closing, about this lunch meeting.
- #2:** *(Starts to exit. He/she comes back to the desk.)* I'm not sure if you noticed, but Kennedy is picking up the check. Is that because he always had more money than Moses?
- #1:** You tell me.
- #2:** And what am I supposed to call this story? Last Lunch?
- #1:** "Last Lunch." I like that. It'll make a great slammer. You write this right and you'll have the headline. Now go and create some news. *(#2 exits. #1 gets on the phone.)* Yeah, change the headline to "Last Lunch." You'll have the story in a couple of hours. Also, call legal and tell them Tom Burgess will probably be calling in a couple of days. *(Pause)* Hey, it's not our fault that the guy likes goats...

27. The Teacher

(A teacher's lounge. #1 is pouring a cup of coffee. He/she then sits down, picks up a paper and starts to read. #2 comes running in and slams the door.)

- #2:** Please hide me! Don't let them get me! *(Dives behind the couch.)*
- #1:** *(Puts down his/her paper.)* That was a heck of an entrance. I can't wait to see how you exit.
- #2:** *(Pops up from behind the couch.)* I'm happy you find this amusing. You wouldn't be so glib if it were you they were after.
- #1:** Who is they?
- #2:** Who do you think! Those...horrors. Those...creatures, those...vermin, those...
- #1:** Children?
- #2:** You have the audacity to call them that?
- #1:** That's what they are. They're high school students. Nothing more.
- #2:** That's like saying a Great White shark is a fish and nothing more.
- #1:** Well, from some people's point of view, that's correct.
- #2:** Then you must have gotten the only "students" in the school. The rest of us seem to have gotten what was left over.
- #1:** You wanna tell me what brought all this on...today.
- #2:** The usual. Why do you think anything would be different?
- #1:** Because you usually don't run shrieking from your classroom.
- #2:** Not usually, but I think about it a lot. *(Pause)* OK, aside from the usual noise, back talk, loud music, smoking in the bathroom, et cetera, at one point today I found a sign taped to my back.

- #1:** So, they've been doing that since Socrates was teaching. What did it say? "Kick me"? (*#2 takes a piece of paper out of a pocket and hands it to #1. #1 unfolds it and reads it.*) "Kill me, suck the marrow from my bones and incinerate the rest." (*Pause*) Well, it's descriptive.
- #2:** Enough said?
- #1:** OK, but you've completely overlooked the bright side.
- #2:** There's a bright side to this?
- #1:** Yes. Whoever wrote this actually knows what bone marrow is and...even spelled incinerate right. See?
- #2:** My but you're just a regular "glass is half full" kind of guy/gal, aren't you?
- #1:** I'm just realistic. You're mistaking that for optimism.
- #2:** Look all I know is that when I was in college, studying to be a teacher, I was told that when I came into the classroom, the students would sit, listen, and learn.
- #1:** Where did you go to college? Laura Ingalls University? This is what I'm talking about. That's not a realistic expectation.
- #2:** Then what is?
- #1:** You go in, impart whatever knowledge you have and let whoever wants to suck it up, do so.
- #2:** (*Just stares at #1. Pause*) That's the most asinine thing I've ever heard. Don't you find that a slightly cavalier approach to teaching?
- #1:** Maybe, but most of my students seem to enjoy my class.
- #2:** You teach gym! Only the spastics don't like gym. You have no knowledge to impart, so you're home free. I'm a math teacher.
- #1:** Yeah, well, that does kind of start you off in the debit column.
- #2:** And you know what, that's not even the bad part. I know most kids hate math, but there are some who don't and it's great when they learn. My real problem seems to be that I've lost control of my classes. My kids are pretty unruly.

- #1:** Oh, that. That's a whole different story. That's a matter of attitude.
- #2:** I know. Their attitudes could use a lot work.
- #1:** Not their attitude, yours. Let's try a test. Stand over there and pretend you're teaching. I'll be one of your students who's standing in the back of the room, talking.
- #2:** (*Walks a few feet away.*) So, if you bisect the triangle at the base at a 90 degree angle, you get...
- #1:** (*Stands and turns like he/she is talking to someone.*) Anyway, Suzy and I are going to the mall tonight...
- #2:** (*Goes over to #1.*) Excuse me, I'm trying to teach a class here.
- #1:** So?
- #2:** So, I'd appreciate it if you'd stop talking and sit down.
- #1:** Yeah? Well, I'd appreciate if you'd shut up!
- #2:** I...I...you...
- #1:** See, I've got you stuttering already. Here, let's switch places and let me show you how to do it. (*The two switch places and start the experiment over.*) So, the sit-up first began in ancient Greece with Silius Uperus...
- #2:** Bob and I are going to the movies tonight...
- #1:** (*Walks over to #2.*) Excuse me, I'm trying to teach here.
- #2:** So?
- #1:** So, if you don't shut up and sit down in that chair, I'm going make you sorry your mother and father ever met each other. (*#2 drops into a chair, mouth agape, staring at #1.*) See. Now you're in your chair and quiet.
- #2:** Oh, please tell me that you don't really say that to your students.
- #1:** Why shouldn't I?
- #2:** Aside from the fact it's just a touch on the rude side?
- #1:** Well relax. I don't, but with my attitude, I may as well. See, it's in the eyes, the voice, the tone. Get it? Authority is all up here. (*Points to his/her head.*)
- #2:** So I have to make them think I'm tough.

- #1:** Exactly. These kids are terrified of me. They think I'm a psycho.
- #2:** And you think that's a good way for them to feel?
- #1:** I think it's the only way they should feel.
- #2:** How do they feel about me?
- #1:** They call you "welcome" behind your back.
- #2:** What's that mean?
- #1:** You know...welcome – as in door mat.
- #2:** Oh. That's not good. What should I do?
- #1:** Toughen up mentally. Make them think you'll rip their spleens out if they don't listen. Say it with your eyes, your voice.
- #2:** OK, how's this? (*Screws up his/her face trying to look tough and barks at #1.*) OK...you...you sit your buttocks in that chair or...or...you'll regret it! Deeply! And...I'm not kidding.
- (*A pause.*)
- #1:** Yeah, OK, well... it's a start. Are you free this period?
- #2:** Yes.
- #1:** You should go back to your room and practice. It makes perfect you know.
- #2:** I think I will. Thanks for all your help.
- #1:** No problem. That's what I'm here for.
- #2:** (*Starts to exit practicing.*) You sit down...sit down now, I'll...make you sorry if you don't... (*Turns to #1 and tries to be mean.*) I'm tough so don't fudge with me!
- #1:** Great. Just...great. Keep practicing. (*#2 exits while continuing to practice. #1 watches until he/she is gone.*) He'll/She'll be dead in two minutes. (*Pause*) Oh well, c'est la vie. (*Picks the paper back up and continues to read.*)

Section Two:

DRAMA