







TEACHERS' GUIDE TO GOOD PLAYS (By Mrs. James Moll)

The Miser by Moliere. Adapted by Walter F. Kerr. Dramatic Publishing Co., Non-roy., 8m6w, comedy, 75c, 3-act.

Little Women by Kristin Laurence (from L. M. Alcott's book). Dramatic Publishing Co., Non-roy., 9w, comedy-drama, 50c, 3-act.

This is well written for a non-royalty play of its type. This version confines itself to the first half of the book, and dramatizes the familiar episodes with a great deal of human interest.

You're the Doctor by Katharine Kavanaugh. Dramatic Publishing Co., Non-roy., 8m6w, farce, 50c, 3-act.

We have here a farce with a fair chance for various characterization developments. Several of the characters could be cut. Only one set is required—the reception room and lounge of a sanitarium.

Busy as a Beaver by Russell Drake. French, Non-roy., 4m9w, farce-comedy, 60c, 3-act.

This farce-comedy goes to rather extreme lengths to get its laughs, and the author adds complication upon complication to his plot. An irate father, an interfering aunt, and the struggles of the daughter of the house and her fiancé, form the basis of the play.

Thelma by Virginia Mitchell. French, Non-roy., 5m6w, comedy-drama, 60c, 3-act.

The tale of the beautiful girl from Norway, Thelma Guldmarr, and her romance with the titled Englishman, Sir Philip Errington. Set against the background of old Norway, in the quaint cottage of the Guldmarrs, the customs and manners of the simple Norwegian folk make this an interesting play.

Young Man of Today by Aurania Rouverol. French, Roy., on application, 10m6w, comedy-drama, 75c, 3-act.

This time the author of Growing Pains and Young April gives us a very modern play. Kenneth Jason goes through a terrific struggle when, as a pacifist, he has to become accustomed to World War II.

Sally Sallies Forth by Hope Bristow. French, Non-roy., 4m6w, comedy, 60c, 3-act.

Sally Sales, aged 20, sets forth to get a job on a newspaper in an Eastern city. While en route, the bus breaks down and she meets a reporter from the city to which she is going.

War Bond Plays. Women's Section, War Finance Division, Treasury Department, Washington, D.C. This is a book of short plays and other dramatic material for use in connection with the sale of War Bonds.

DEBATE FORUM

By Edd Miller

IN RECENT columns, our attention has been centered on developing and presenting the debate case and the rebuttal speeches with specific application to this year's debate proposition.

Delivery First, to consider briefly the matter of delivery of the debate speech. It goes without saying that the debate speech should be given in an extemporaneous way.

Courtesy Another matter of importance which may seem insignificant at first glance, is the matter of courtesy in a debate. Of course, courtesy is expected in a debate as in all dealings between educated people.

Strategy But to get down to the matter of strategy in debate. Some aspects of debating lend themselves very well to strategic use. One place where strategy may be employed is in the construction of the affirmative case.

Summaries Not only good strategy, but good debating, calls for frequent, complete summaries in a debate. Each speech in the debate should have a complete summary at the end, and internal summary during the speech will improve the speech a great deal.

Questions A technique adapted very well to the negative side (but which can also be used by the affirmative) is to play the opposition with a great many questions.

In closing, let me take this opportunity to hope that each of you has had a successful debating season. Let me thank you, too, for participating in such a worthwhile activity, and in helping to keep it alive under conditions which are somewhat adverse.

And we have just received the following plays: The Army Play by Play series of one-act plays: Where E'er We Go, 12m, comedy. First Cousins, 6m, drama. Mail Call, 6m, drama. Pack Up Your Troubles, 7m, farce.

Button Your Lip, 15m, farce. These plays are published by Samuel French and require a \$5.00 royalty each. The price is 35c per copy. All were written by members of the armed forces.

Debater of 1940 Wins High Honors

After Distinguished College Career, Now Heads Speech Department

ONE OF THE interesting questions concerning any extracurricular activity is whether or not it carries through. Does the skill acquired, the information gained and the interest aroused persist and function in the life of the individual after school and college days are over?



Jewell McMeans

This is what the extracurricular texts call "the carry-over value" of a given activity. Some activities have a high carry-over value, some not so much, some not at all. The LEAGUER has been carrying on an extensive correspondence with individuals who at one time or another have distinguished themselves in Interscholastic League activities for the purpose of finding out this very thing.

Won University Scholarship Jewell was graduated from Brackenridge High School shortly after winning the debate contest. She attended college at the University of San Antonio on a scholarship awarded her on the basis of her debate record in high school.

B.A. Degree Jewell completed her Bachelor of Arts work in three years with a triple major—Speech, English, and History. She is now employed as the teacher of Speech and English at the Thomas A. Edison High School, San Antonio.

Her senior speech recital in college was a study in stylism, an original interpretation of Irwin Shaw's "Bury the Dead." She and Walter Starke, another graduating senior in Speech, played a total of eighteen parts in the one-hour production. It was acclaimed by local newspaper critics as an outstanding dramatic production.

Several of her students are participating in the Interscholastic League Declaration contests this spring. She is also directing a series of plays for Edison High School.

BESIDES carrying disease germs to man himself, insects cause an estimated two billion dollars worth of damage to crops every year. Development of facilities for travel, especially international air travel, vastly increases the danger of spreading crop pests and disease-carrying insects into new regions and countries.—Harold N. Moldenke.

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How Should Schools Control Contests, Meets, Festivals?

A Report of the National Committee of the National Association of Secondary-School Principals. Important Recommendations.

DO ORGANIZATIONS outside the school urge you to enter a contest? Do you have a school policy on the selection of the contest and the number of contests your school can profitably participate in each year?

Abstracts from the Report "A strong extracurriculum program is an asset to any secondary school. With such a program a school springs into life and provides perhaps the finest immediate connection with the community.

prizes to the winning student or students. We refer, for example, to the product growing out of the regular work of the art, science, or English department.

7. "A committee should be appointed by the National Association of Secondary-School Principals to determine evaluative criteria which may result in eliminating non-educative activities, and encouraging the establishment of new activities meeting proper educational standards.

8. "Member schools are urged to participate only in contests, festivals, and tournaments approved either by their state association or by the appropriate committee of the National Association of Secondary-School Principals.

Resolutions Adopted "The following resolutions were formulated by the National Contest Committee and adopted by the National Association of Secondary-School Principals:

1. "Essay and forensic contests sponsored by outside agencies: a. Firms, organizations, and institutions sponsoring contests involving participation of pupils as school representatives should have the contest and its objectives approved by a Contest Evaluating Committee appointed by the National Association of Secondary-School Principals.

2. "Meetings of groups of students from more than two high schools should not be sanctioned beyond state boundaries with the following exceptions: a. Those activities sponsored by the Federal Government.

3. "A corporation, board, or organization, or magazine of recognized merit and standing may sponsor, if approved by the National Contest Evaluating Committee, a project of assembling the regular or routine product of high-school students for the sake of comparing and determining the relative merit and excellence of the product. In turn such organization may award scholarships or

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assure themselves that the educational objectives are valid and that the schools would be able to have the participating high-school students under their jurisdiction throughout the entire progress of the activity.

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and organizations that annually propose contests, usually essay or forensic, in the public and parochial schools of the United States calling their attention to the appointment of a national contest committee and the rules and regulations since developed.

Every high-school principal throughout the United States can help develop and maintain a healthy situation by making it a point to inquire of each outside sponsor of a proposed activity if it has the sanction of his state or national contest committee.

Speech Training Given High Value

Extemp Winner, Now Law Student, Testifies From Personal Experience

AMONG the larger schools in Texas conspicuous for consistent winning League honors in speech, John H. Reagan of Houston must be placed along toward the head of any compiled list.

What year, the topics were drawn from the debate question, "Socialized Medicine." Shirley chose as



Shirley Purdum, 2nd Extemp. State Winner, 1940

his topic in the finals "Is the cost of Private Practice Adequately Distributed," and made a most effective presentation. This distinction came to him while he was still a junior in high school.

After his graduation from John H. Reagan, he entered The University of Texas and is now a student in the Law School. Upon a request from the LEAGUER, Shirley writes the following note on what he considers the value of speech training:

"Since I left high school I have found more and more extensive use for the speech training I received there. It has aided me greatly in deductive and inductive reasoning and logic, and it has served me well in making myself understood in my classes and with my associates.

"Altogether I owe much to the training in speech that I received in high school. Those things that I have accomplished, of which I am most proud, I attribute partially to my speech training; and I feel sure that this training will continue to serve me in the future."

