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The Ursinus Weekly, January 4, 1932

E. Earle Stibitz

George Leslie Omwake

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VOLUME 30

MONDAY, JANUARY 4, 1932

TWELFTH LEAGUE GATHERING SETS CONFERENCE RECORD

Two Hundred Sixty Hear Debate, Choose Topic for Discussion, and Get Acquainted

MEMBERS CATCH ENTHUSIASM

"Resolved, that Pennsylvania enact a compulsory unemployment insurance law"-this is the question that some fifty first-class high schools of eastern Pennsylvania will debate within the next few months, as a result of the decision reached at the Twelfth Annual Conference of the Ursinus Debating League.

The Conference was held in Bomberger Hall on Saturday, November 7, and in point of numbers, enthusiasm, and helpfulness eclipsed all its predecessors. All told, there were two hundred sixty delegates present, about one hundred more than ever before. The rapid growth of these conferences can be explained only by the fact that the member schools get new ideas, form social contacts, and catch enthusiasm for one of the oldest and most useful forms of intellectual training.

The Conference opened at 10:30, with Pres. Witmer in the chair. Unfortunately Dr. George L. Omwake, President of the College, was unable to be present to welcome the Conferas he has done almost every ence, year since the League began; but he was represented by his Assistant, Mr. F. I. Sheeder, Professor of Religious Education. Mr. Sheeder, himself a college debater and now a member of our Debating Council, made everybody feel at home in a short talk full

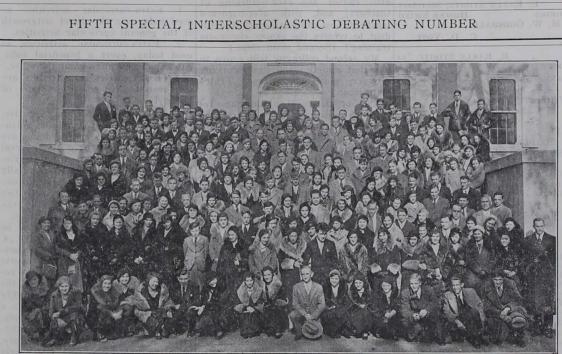
of humor and wise counsel. To sound the League's "note of harmony" the President had engaged the Boys' Chorus of the Norristown Senior High School, composed of Paul Everson, Stephen Jump, William Shannon, John Keas, Mitchell Fennimore. Donald Wilson, Robert Brown, Donald Krieble, and William Rehere, who sang these two numbers: "Sleepy Hollow Tune," Richard Kautz

"Kentucky Babe" Adam Geibel These selections revealed good voices and careful training, and were greatly appreciated.

After welcoming new schools and delegates and explaining briefly how the League works, the President appointed the following Committee on an analysis of the situation and why Question: Miss Mabel E. Mulock, the decision should have to go in one Head of English Department, Allen-town Senior High School, Chairlady; direction, rather than in the other. These two teams represent the a Mr. A. M. Dixon, Supv. Prin., Spring City, Pa.; Mr. Allen C. Harmon, Coach of Debating, Upper Moreland High School; Miss Elizabeth W. Crouse, Coach, Cornwall; Dr. C. B. Heinly, Principal, William Penn High School, York; Mr. H. A. Lachat, Coach, Doylestown; and Mr. R. H. Eby, Coach, Derry Township High School, Hershey, Pa. The schools then submitted their questions and the ence, will merely give us pleasant (Continued on page 4)

READER'S FIRST AID LIST ON UNEMPLOYMENT INSURANCE

space enough to go farther back than the 1930 "Guide" for these references, though excellent earlier articles may be had. The stars before some of the entries indicate that they are exceptionally promising and should be consulted first. For our book references we are indebted to the standard encyclopedias and the Cumulative Book Index., If further references are needed con-sult the "Guide" and the "Index" for yourselves. By writing to the Librarian of Congress, Department of Bibliography, explaining your member-ship in the League and stating that you would like to have a bibliography of our question for your School library, you will probably get a full one by return mail.



DIATETICS BETWEEN DIALECTICS 1931 DELEGATES, AFTER LUNCH, POSING AND REPOSING IN THE ARMS OF "OLD FREELAND"

READING=YORK WORK PRAISED BY PENN DEBATE MENTOR

Talk Slowly; Add Interest to Logic, Says Mr. Strickler, in Comment

This is one of the most difficult decisions I ever tried to render. When the debate was about one-half over I thought it was going to be one of the easiest. I thought surely I should have to give a decision in favor of the Affirmative.

I find it doubly difficult, in view of the last remark made by a member of the Reading team and also by our Chairman, regarding the short time for preparation. Of course, that was the same for both sides. I suppose debating should not monopolize one's regular class-room interests. It would LEAGUE TREASURER'S REPORT be interesting to note whether in the case of the York team the amount of work they have evidently done has interfered with their scholarship.

I shall have to give the decision, however, in favor of the Negative. Of course, the decision, I think the Chairman has suggested, is relatively unimportant. The thing that you are E interested in is not the decision but

These two teams represent the advantages of the new system of debating and its disadvantages. The old system tended to sacrifice interest to logic; the new system tends to be persuasive at the expense of logic. I do not know whether debating is solely a matter of winning the audi-ence. To a certain extent I think that is true; but the danger is that a team, in attempting to influence an audispeeches which entertain us, but do not influence us by means of sound reasoning and dependable evidence.

periment this afternoon, because I be- report that may need explanation: lieve the Negative did excel in refutanever heard of such a rule. It seems er. constructive speeches. If you do not (Continued on page 4) were not paid until after the begin-ning of the new fiscal year.,

SMILING THROUGH

SMILING THROUGH Perhaps you have angled from morning till night, And caught not a fish, felt not even a bite; Or worse, lost the "big one" already in sight. Were you blue? Not you! For the laughter of waters had lightened your pains, And the tan on your face was the best of all gains. Like a sport, you smiled through; There was nothing to rue.

- Perhaps you'll debate, with skill, vigor, and zest, Yet lose all the judges, in spite of your best— Even find your opponents unfair in the test. But you? Don't be blue! For the keenness of conflict will strengthen your mind; And your failure means future successes, you'll find. Be a sport and smile through It's the making of you.

through;

SEPTEMBER 1, 1931

ues, 50	High	School	ls	\$500.00
It. Penn toward		s. Icheon		5.00

Total Receipts

505.00

Total Credit	\$629
XPENDITURES:	4000
M .W. Witmer, Exp. Acct.,	
Postage \$25.24	
Clerical assistance 14.25	
Office Supplies 1.70	
Telephone	
Traveling Expenses 2.51	
44.40	
Collegeville Flag Co.,	
12' banners 162.13	
F. E. Klingaman,	
Auto mileage, etc 18.50	
Bussa Studio, Photos 5.00	
"Ursinus Weekly"	
special issue 68.39	
Conference Luncheon,	
Dining Hall 84.25	
Clerical Assistance 76.27	
Printing:	
Bd. Christian Ed \$ 6.25	
Norristown Register 27.00	
\$33.25	
Total Expenditures	492
i otar inspenditures	102

CASH BALANCE, Sept. 1, 1931 \$137.45 (SIGNED) JAMES R. RUE, Treas.

I do not mean to say that there was not some good reasoning on the Af-firmative. I mean this: The Affirma-is highly gratifying. For the first twelve different counties. Ten silk As usual, we submit herewith a partial bibliography on our official question, for the benefit of those who may not have easy access to the Durdent Cuide. We have not have partial bibliography on our official guestional speeches. I feel sure that is, they gave interesting, persuasive, direct, converse to the durd cuide. We have not have been self-supporting that ever before, and be-Readers' Guide. We have not had that is the thing you are striving to- cause our expenditures, owing to a southeastern Pennsylvania that do ward. In fact, high school debating, combination of circumstances, were not have one or more of these beautiat least in Pennsylvania, has some- about one hundred dollars less. It ful trophies to show for their debattimes come to mean bombast, loud happened, for instance, that no pla-tones that do not mean very much. ques had to be purchased; and the dreds of high school graduates are But in achieving a more interesting President did not find it necessary to going out into life better equipped to and persuasive style the Affirmative make any long automobile trips. Per- assume positions of leadership. and persuasive style the Alfirmative make any long automobile trips. Per-did freqently sacrifice logical think-ing. Now, not only were the members of the Negative more logical, but I think I am safe in saying that the Negative won the debate, especially in view of the ex-common this of the ex-marked any long automobile trips. Per-sonal visits always strengthen the League, but mileage runs up. You will not wish us to be "penny wise and the Negative won the debate, especially in view of the ex-common this of the negative here were the members of the ex-the negative won the debate, especially in view of the exever, that, like good chiropractors, we (1) The item "clerical assistance" were able to "make an adjustment" tion. Even in their constructive apears twice. Under the name of M. which was acceptable to all con-speeches they showed their ability W. Witmer is means money that he cerned. We are therefore still able to do not receive credit toward graduato "think on their feet" and refute the paid to students for addressing and boast that we have never lost a school opposing arguments. I heard someone say the other day that that was against the rule. I have i mailing papers, circular letters, etc. Under "Expenditures" it means mon-ey paid to the President's stenograph-back that was against the rule. I have i mailing papers, circular letters, etc. Council decision. This is certainly a high tribute to the sportsmanship of to you that extra-curricular activities are over-stressed in Pennsylvania our member schools. to me that it is difficult to do, but that the use of refutation in the construc-the use of refutation in the use of refutation in the construction in the use of refutation in the use words, you hear a member of the Af- means that two of the banners should schools to prevent misunderstandings curriculum. I will also prove to you firmative give certain statements and have been in last year's account. They by practicing the Golden Rule than that the expense involved by them challenges two or three times in the were made later than the others, and it is for us to adjust them. and falling upon the student is very

MEMBERSHIP MORE THAN 50 IN LEAGUE'S BIGGEST YEAR Several New Groups Organized, 16 Trophies Given

Nothing gives the head of an organization greater pleasure than to marily an experiment in high school report its progress from time to time. debating technique and not a contest For ten years now, ever since we have been in charge of the Debating than his verdict that the debaters and League, it has been our duty, as the new year approached, to take account of stock; and each year that duty has become a pleasure as we were able to report some new goal attained, some coveted wish realized. This year we are able to say for the first time that our membership has passed the halfcentury mark; we had fifty-one members last year.

This membership represents all the old groups and two new ones. The to the Editor, for it came almost unsolicited from his native county of Lancaster. Five schools banded together, called themselves the "Garden Spot Group," and applied for League membership. These schools are East Lampeter, Maytown, Paradise, Roths-ville, and Upper Leacock. The Editor public speaking in one of the schools of the "garden spot," and is delighted ed as memorized speeches. to know that he can be of some use in stimulating forensic ambition among his successors of today. Long live the "Garden Spot Group."

at the last moment one of them felt obliged to withdraw for the time being, which left Mt. Penn and Hamburg alone. However, these schools debated and a banner was awarded. This, of course, cannot be a pemanent arrangement, and we hope to enlarge the group this year.

NEW DEMONSTRATION DEBATE

A TRUMP CONFERENCE CARD

Reading and York High Students Discuss School Activities; Little Help, Less Rote

CRITIC-JUDGE GIVES ADVICE

At the request of a number of schools, some of whom could not be represented at the Conference, we take pleasure in printing here a stenographic report of the demonstration debate between the Reading Senior High School and the William Penn Senior High School, of York, on the proposition: "Resolved, that extracurricular activities are over-stressed in Pennsylvania high schools."

As stated elsewhere, this question was submitted only three weeks before the debate, and both schools agreed not to use memorized speeches and not to do more coaching than would be given to a class-room project of equal importance. These limitations should be kept in mind by the reader.

To help the assembled debaters and coaches to get the full benefits of the experiment the League secured the services of Mr. D. W. Strickler, who is in charge of argumentation and debating at the University of Pennsylvania, to act as critic-judge. It was agreed by both schools that little or no stress should be laid upon his decision, because the discussion was pridebating technique and not a contest for victory. It was his criticism more the audience wanted.

Inasmuch as there were no manuscript copies of the debates, the League employed two stenographers to record the speeches and criticism. They did very well, and are to be commended on their speed, though it must be confessed that their report is not always verbatim, and seems occasionally to have missed some items.

The Editor, who presided at the debate, has taken the liberty of insert-\$124.64 first of these is especially gratifying ing a few remarks within marks of parenthesis for the guidance of his readers who are interested in the art of debate.

Please remember that this is not offered as a model debate. In the first place, as we have said, the stenographic copy is not always complete and accurate. Besides, a debate prereceived his own early training in pared under the limitations mentioned cannot be as coherent and polish-But it requires more thinking on the feet, and is a better preparation for the discussions in after life. We offer it, therefore, as a first step in the right Another new group should have direction; and we hope that you stu-been composed of three schools; but dents in other schools, after having direction; and we hope that you stustudied both the debate and the criticism, will learn to rely more and more upon your own initiative and thus relieve your coach of all work except a broad general oversight.

THE DEBATE

RESOLVED: THAT EXTRA-CUR-RICULAR ACTIVITIES ARE OVER-STRESSED IN PENN-SYLVANIA HIGH SCHOOLS

Miss Robin Jean Reigner Chairman Honorable Judge

LIST OF PERIODICALS

From a modern Samaritan; reply to What is a dole? J. Myers, Christ. Cent. 48:1283, Oct. 14, '31. Gov't. bill for compulsory unemployment ins, in Norway. Mont. Labor Rev. 33: 805-6, Oct. '31. If we had the dole. J. J. Leary, Jr., 11. Am. Mag. 112:11-13, Dec. '31. Labor on relief and ins. L. Stark, Survey 67:186-7, No. 15, '31. Mr. Swope's ins. plan. New Repub. 68: 220-1, Oct. 14, '31. (Continued on page 4)

(Continued on page 4)

(Continued on page 4)

Worthy Opponents, Ladies and Gentlemen: Good afternoon. This afternoon we are confronted with a very important problem and one to be debated:

> Resolved, that extra-curricular activities are over-stressed in Pennsylvania High Schools.

It was not so many years ago-not more than fifteen-that classroom exercises were the only means of edu-cation, but gradually there has been an entrance into the educational system of more and more extra-curricular activities, and by this we mean all subjects not included under the list of academic subjects and which tion. (Definition of "extra-curricular

From these general remarks we great. (First main issue.)

(Continued on page 4)

(Continued on page 2)

The Ursinus Weekly

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MONDAY, JANUARY 4, 1932

FIFTH SPECIAL INTERSCHOLASTIC DEBATING NUMBER Edited by M. W. Witmer, Pres. of U. I. D. League

The Editor's Easy Chair

IN THANKFUL MOOD

We wish here, on behalf of the League, to thank the Principals, coaches, and debaters of the Reading Senior High School and the William Penn Senior High School of York for making possible our first demonstration debate. It was undoubtedly the chief drawing card of the Conference. That it was a success was proved not only by the critic's comments, but also by the close attention of the audience. We hope it will be a big step towards making debating what it should be, a carefully planned but flexible presentation of playing hockey than being in Fren sound reasoning based on reliable evidence. "Canned" speeches, like canned plays and taking Geometry tests." vegetables, lose much of their freshness.

We wish likewise to thank Mr. Strickler for his kind, constructive criticism. His comments abound in helpful suggestions, and we hope our budding debaters, and their coaches too, will study his remarks in connection with the debate itself.

It goes without saying that we are also deeply grateful to the Norristown High School for providing the Conference music. The delegates expressed their appreciation in their hearty applause, and we but echo their and musical after musical, and whatwish when we say "Thank you" to the Principal, teachers, and students who ever else you have. made this treat possible.

Nor must we forget our gratitude to the College authorities for letting to know our English language and to us use Bomberger Hall; to Mrs. Webb, the dietician, and her staff of helpers, use it as best possible. It seems too for a substantial luncheon; to Tau Kappa Alpha for providing ushers, and to obvious and evident to mention this, all others who in any way contributed to the success of the Conference. It but it has been embedded so far back is a pleasure to arrange meetings in which all concerned work together whole-heartedly. To one and all, a prosperous and happy New Year! that we have lost sight of its import-ance. You know that, although threeheartedly. To one and all, a prosperous and happy New Year!

GOOD SPORTSMANSHIP

One thought leads to another here in the "easy chair." Let us stop a moment at good sportsmanship. Perhaps we should leave the "good" off, for sportsmanship that is not good is not sportsmanship. Let us apply this for a moment to debating practice.

Every year rumors reach us of how one school is trying to "put something over" on another. These are not official protests; they are only private complaints. Perhaps they are unfounded, showing only the suspicious nature of the complainer. But sometimes there is also fire behind the smoke.

Some of the unfair practices condemned are acts like these: coaches give their students more help than the spirit of th By-laws permits; school authorities try to get judges friendly to their schools; the guest school runs up needless expense for the host school; debaters misquote their authorities or garble the meaning by tearing quotations from their contexts; they use or garble the meaning by tearing quotations from their control of the charges go take Latin. sarcasm and ridicule instead of logic and evidence. And so the charges go of the 223 belonging to athletic

Now let us be frank. If such accusations are not well founded they reveal petty, suspicious natures. If they are well founded they reveal practices that are highly reprehensible. Often there is wrong on both sides. A slight indiscretion is committed by one side and magnified by the other. When opponents are too eager to win they are apt to have "chips on their shoulders."

In this respect we adults are often more to blame than our students. The young people really want to be "good sports" if we will let them and show them the way. When disappointments come, therefore, we elders must not side hastily with hasty youth in denouncing opponents or judges, but must pour oil upon the troubled waters, and try to strengthen the confidence of our students in human nature. In this way we shall be rendering them an even greater service than by making good debaters of them. Let us make our chief debating rule for 1932 the Golden Rule.

LIBRARY PRIVILEGES

(Continued from page 1) My first colleague will prove to you that the over-burdening of students also causes the over-burdening of teachers; and, with over-burdened teachers, how can one expect the student to receive the proper classroom training? (Second main issue.)

My second colleague will prove to you that athletics and social dancing

Two of the most unfortunate results of over-stressing are: first, the neglect of these academic subjects; and second, the gradual elimination of these subjects from the curriculum. You know extra-curriculum activities require time, and they demand more than their allotted time; in fact, they take that time from the rest of our subjects.

Just the other day, coming up from School in a trolley car crowded with students, I could not help overhearing their conversation: "Oh dear!" said one girl, "I was

ill the other day and now I have about fifty things to do after school. I must take a History test, a Geometry test, and an English test, and, in addition, practice for our French play."

"Golly!" said the other girl, "how are you going to get them all in?" "I will rush the English and History tests and drop in for a while and see how they are getting along with the need for an extra-curricular prothe French play and then I will play hockey."

"But how about the Geometry test?" said the other girl.

"I will let that go for a while; that isn't so very important," said the first girl. "There is more excitement in playing hockey than being in French

But after all, the fundamental purpose of school is education, is it not? My second colleague will prove the cost of one year of our non-educational pleasure. This age demands a vigorous mind, and a vigorous mind will not be supplied by dance after dance

We ought to learn Another thing. fifths of our English language is derived from the Latin, the number of students who take Latin and those who take extra-curricular activities approaches a contrast rather than a percentage. I have here a chart then we contend that it would be alwhich shows a recent survey of the Reading Senior High School: Of the 1300 taking clubs, 220 take

Latin. Of the 603 who attend school

dances, 140 take Latin. Of the 39 belonging to the orches-

tra, 9 take Latin. Of the 172 included in the orchestra

teams, 46 take Latin.

These facts are rather astounding. English, History, Geometry, Trigonometry, Problems of Democracy, Physics, and Botany have all been shoved down in the school curriculum out the speech well, though it is a bit because of the great competition provided by extra-curricular activities. (Note: Charts are permissible, sometimes highly desirable; but be sure you show them to your opponents as well as to the audience.)

During this time of financial deschool is \$10.00 per semester. Here they are: Club dues\$2.50 Basketball 3.00 Football 1.00 Dances 1.25 "Red and Black" (School paper)50 School Magazine .. 1.00 making a total of \$10.00. However, if one is a senior, one has these additional expenses: \$5.00 Class Dinner 1.50 making a total for the senior of \$19.50; plus \$10.00 for ordinary expenses, giving one a grand total of \$29.50. (How were the averages obtained? The source should be given

NEW DEMONSTRATION DEBATE our worthy opponents. The question is the group that is over-worked. A TRUMP CONFERENCE CARD for debate is, "Resolved, that extra-(Continued from page 1) for debate is, "Resolved, that extra-curricular activities are over-stressed a semester. Let me give you a few in Pennsylvania high schools. The examples of what I mean by over-Negative will prove three main is- burdened leaders. sues:

> 1. Extra-curricular activities as used today are the direct outgrowth of the general curricular activities.

2. Extra-curricular activities, as used today, exert a beneficial influence upon education; and therefore, 3. Extra-curricular activities are not over-stressed in the State of Pennsylvania.

As first speaker for the Negative, I will prove the first issue, that extracurricular activities as used today are the direct outgrowth of the general curriculum. Extra-curricular activities in Pennsylvania are essentially grounded on the basic curriculum. Therefore ,extra-curricular activities in Pennsylvania aid directly in the fulfillment of the educational aims.

These three subjects will now be considered in order. Bulletin No. 4. issued by the Pennsylvania Department of Public Instruction, reports extra-curricular activities must be recognized as an integral part of the program of studies. It is readily seen that the school newspaper is a practical application of English work as well as authorized literary assistance. Before the Twentieth Century, scientific knowledge was not nearly so complex as now, thus eliminating gram, but we are living in a diversified age in which the ideals have changed; hence, the necessity for a supplementary program.

Secondly, the basic curriculum embodies the means for fulfilling the fundamentals of education. If the regular curriculum does not embody the means of promoting the general program, then the trouble in Pennsylvania high schools is still no proof of the over-emphasis of extra-curricular activities.

Lastly, extra-curricular activities aid directly in the fulfillment of the educational aims. Surely, ladies and gentlemen, if the principles of education, if such there be, have been generally accepted throughout the country, and if such principles are available, they should also be a standard for Pennsylvania. (If the Editor remembers correctly, Mr. Shelley here mentioned seven of the recognized "educational aims," which the stenographers missed.)

If extra-curricular activities closely and accurately supplement the regular curriculum work in the state of Pennsylvania or in any other state, most impossible for our worthy opponents to prove that extra-curricular activities could be over-emphasized in Pennsylvania. The convention of the extra-curricular work is the practical application of the theoretical knowledge gained through the curriculum. I have proved that extra-curricular activities are a direct outgrowth of the general curriculum primarily because they aid directly in the fulfillment of the educational aims. My colleagues will next prove that extracurricular activities as used today exert a beneficial influence upon education in the State of Pennsylvania. (This summarizing paragraph rounds too formal.)

Second Affirmative Speaker, Mr. James Stoudt

Mr. Chairman, Honorable Judge,

Worthy Opponents, Ladies and Gen- Pennsylvania. The Negative has not tlemen: This afternoon, in debating used pression, economy is the watchword. the subject of over-stressing extra- School of York, and will not through-Extravagance is not in order. The curricular activities in Pennsylvania out this debate. (Apt refutation.) charge for the average course of the high schools, I am going to show you My colleague has proved the first chiefly two evils that exist wherever issue of the Negative case—that ex extra-curricular activities are over- tra-curricular activities as used today stressed. The first of these is the over-burdening of students. The sec-eral curriculum. ond is the overburdening of teachers. I will continue to prove that extra-I have here a chart, taking condi-curricular activities are not overtions as they exist in Reading High stressed in the State of Pennsylvania School, which has an enrollment of by our second issue; namely, extra-2300. I have selected one of the large curricular activities as practiced toand modern schools, which can be day exert a beneficial influence on the taken as a fair example. When the results of this chart are compared with the results of a survey made by ment are: Dr. Wiles, they compare favorably. (We should be told who Dr. Wiles is, As is shown, 69.9% of the pupils in activities would be unfavorable to the Reading High School participate in school system.

Example No. 1: President of Student Council, Member of debating team, club officer, and in addition, carrying five studies.

Example No. 2: President of senior class, chairman of athletic committee, Student Council representative, member of two clubs ,and in addition, car-

rying five studies. Example No. 3: Vice President of Student Council, club member, member of Executive Committee, dramatics, and carrying five studies.

These are only a few examples of over-worked leaders. You ask, "But don't these students ever object?" The answer is, "No." There are several reason for this answer. In the first place it is a certain honor and prestige, and a student will not object to holding three to five offices. Some students consider it better to hold five or six than one or two.

Occasionally we find some poor students who are not capable, getting into these offices and not being competent to hold them. I have in mind a president of one of the clubs, prominent in athletics, with a pleasing personality, but not a leader. He managed with the help of some of the teachers to struggle through the graduation exercises, but not with any honor to himself.

You might say, "Is not the point system a remedy for this?" The answer again is, "No." There are comparatively few schools in Pennsylvania who have a point system.

The courses usually offered in most Pennsylvania high schools are generally technical, commercial, and college preparatory. The technical course offers from two to three studies per evening; the college preparatory four to five per evening. You can easily see that any student who takes a technical course can carry quite a few more extra-curricular activities than a student who carries a college preparatory course.

A few schools do provide a period a week for extra-curricular activities, but that period is not sufficient to take care of the great amount of work that is done in debating clubs, sports, etc. The smallest schools in Pennsylvania could not afford to spend that time in extra work.

As is the case with students, we find that some of the teachers do most of the work, while a few of them are content to carry the regular load and not do any of the extra-curricular activities. These teachers are not compensated for all the extra work time they put on this extra work, which must be taken care of on their own precious time after school. Another thing, teachers are not always asked, but are drafted into doing these whether they like it or not. (The stenographers here evidently failed to get some examples of "overburdened" teachers. This speaker and his colleagues show commendable research in their own School. But they must also show that their School is typical of most Pennsylvania schools.)

Second Negative Speaker, Miss Phyllis Snyder

Mr. Chairman, Honorable Judge, Worthy Opponents, Ladies and Gen-tlemen: The statistics of the Affirmative are well prepared. But, worthy opponents, Reading High School cannot be accepted as typical throughout William Penn Senior High

My colleague has proved the first

We have again written to the public libraries that have co-operated with average student in the average high the League in the past, asking for their continued assistance. These are Allentown, Lancaster, Reading, and the State Library at Harrisburg. Unfortunately we did not make enough allowance for the congested Christmas mail, hence we have not yet received replies. However, these libraries have always placed their facilities and services at our disposal so cheerfully, that we venture the assertion they will do so again.

If such be the case, we urge you to make the fullest possible use of their material. Books and magazines will doubtless be placed on reference shelves for use in the library, instead of being allowed to circulate. If so, drop a card in advance to the librarian stating how many of you are coming, and when. In this way you will get the promptest and best service.

Librarians tell us that the debaters of former years have not abused the privileges so kindly given, and we are sure you will live up to their clean record. Remember that others want to use the books and magazines after you are through with them. Therefore do not in any way mark up or mutilate this public property; and if you are permitted to take some material out for a short time be sure that you return it promptly, and in as good condition as when you got it. The spirit of sportsmanship shows itself here as well as in actual debating. Noblesse oblige.

COME TO THE CONFERENCES

* *

In spite of our growth, it must be admitted that occasionally we lose a few schools for no apparent reason. These "back-sliders" are, almost without to make them really convincing.) exception, schools that have seldom or never attended our annual Conferences. Now, these meetings are the heart of the League, the source of its influence and inspiration. The large delegations that come here go back "pepped up' for debating; the League means something to them. Sometimes you can "keep the home fires burning" only by kindling them at an outside altar. Come to these Conferences and you will never begrudge the Ten Dollars which help to make them possible.

First Negative Speaker,

Worthy Opponents, Ladies and Gen-tlemen: We are indeed glad to en-gage in facts on this occasion with we call over-burdened leaders. This tive states that the extra-curricular (Continued on page 3)

some form of extra-curricular activities—members of clubs, officer of home room group, etc.—showing 30.4% of the students who do not activities are not compulso

school system of Pennsylvania. The three main points of my argu-

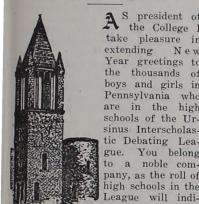
1. Extra-curricular activities practiced today are flexible to the

2. A decrease in extra-curricular

3. Extra-curricular activities as

I will prove that extra-curricular 30.4% of the students who do not activities are not compulsory, for participate at all. This is a very oblig- when they cease to be beneficial, they ing group who let the rest of the become a part of the regular school pupils do all the work. 17.5% who participate in these activities are of- ber of these activities are existing in Mr. Eugene Shelley Chairman, Honorable Judge, that they hold some important office. every high school without forcing the student to participate. If the Affirma-Then of this group I want to show tive states that the extra-curricular

The Tower Mindow



You are to cate. be congratulated on the wonderful opportunities which you enjoy as pupils in these schools. The American high school is one of the greatest institutions of human society down through the ages. At no time in the history of the world have all young people enjoyed advantages so great as are yours today.

Since your High Schol is active in enjoyed by others. Interscholastic debating as conducted under the rules of the Ursinus League provides fair and have used as one of their main issue free opportunities for winning honors not only among yourselves as individuals but also for your Schools. It will be no small distinction for your School if it shall capture one of the will be a trophy worth working for. Then, too, it may be your lot to benefit from the discipline involved in being a good loser. In either case, to that extra-curricular activities as em have done your best will be a satis- ployed today aid in scholarship. (This faction that will last through life.

I hope many candidates will enter the trials in all the schools connected with the League. Debating as a scholastic exercise possesses great merit in itself. Regardless of any honors that may come from winning in a contest, whole-hearted, earnest par- the State of Pennsylvania. ticipation in a debate is worth to the individual in educational training far more than the cost in time and energy. As far back in history as there have been schools, debating has been a popular mode of developing power of thought and skill in expression. mediaeval times, scholars went far to engage with rivals in disputations as they called them, journeying afoot from one university town to another to defend some question against attack, or to break down the position of one whose thesis presented a challenge to argument. When noted scholars would thus meet, great crowds of eoger listeners would gather to enjoy the contest and profit there-Even far back in Ancient Greece debating, or "dialectic," was a prominent school exercise, constituting with grammar and rhetoric, the "triv ium," or high school curriculum.

You boys and girls of today who engage in debating, therefore, stand in line with the youth of other times, even back into the far-distant past. It ought to inspire and encourage you to know that practically all great persons in the public life of past ages received their training in part through participation in debate.

I urge you, therefore, just for the benefit you will derive from doing so, to study hard on your subject. Try to master all the facts involved, look at both sides of the question, become familiar with the authorities that should be consulted, and having taken a position on one side or the other, arrange your arguments in logical order and practice yourself in stating them in simple, direct style. Remember that the most powerful weapon in

public speech is the simple sentence.

A S president of fifty investigated have taken definite theory of the assembly is this: the College I steps to limit extra-curricular activ- assembly should be instructive, intertake pleasure in ities.

It may interest our opponents to It may interest our opponents to know that these schools have point These "socials", or rather, I should New Year greetings to systems, and have found them to be the thousands of included in the program of the Penn-sylvania State Educational Associaboys and girls in Pennsylvania who tion and fully approved. The program are in the high then admits that these activities must schools of the Urbe encouraged by further developsinus Interscholastic Debating Lea- ments of training. Can activities which the Pennsylvania State Educague. You belong to a noble comtional Association desires to have promoted be over-stressed in the pany, as the roll of high schools in the State?

Finally, the Carnegie Foundation for the Advancement of Teaching, in a pamphlet issued just this week, prints a communication from the Association of College Presidents of Pennsylvania which specifically states that more adjustment of the program and wider range of activities is desired.

In some parts of the United States and also in Pennsylvania, we hear it said that extra-curricular activities this League you have advantages not must detract from the scholarship ability of the student. The Affirmative has also made this error. They that academic subjects are neglected. The regular studies have been shoved aside, as the Affirmative claims. But the students who participate in extracurricular activities have a higher avhandsome bronze plaques or beautiful erage than those who do not partici-silk banners for the coming year. It pate. In their survey only students pate. In their survey only students who could qualify for extra-curricular activities were included. Our statement also proves my third issueployed today aid in scholarship. (This paragraph contains some apt refutatation, which is always desirable in first speeches. There are similar examples in other speeches.)

have proved that extra-curricular activities, as empolyed today, exert a beneficial influence on education in the general currculum.

The third speaker will conclude the negative case by proving that extra-curricular activities are not overstressed in the State of Pennsylvania.

Third Affirmative Speaker,

Mr. Irvin Shaffer

Mr. Chairman, Honorable Judge, Worthy Opponents, Ladies and Gen-Continuing tlemen: the arguments of the Affirmative. I shall prove that extra-curricular activities are overstressed in the high schools of Pennsylvania because too much time, energy, and money are expended on these activities, with, in some instances, positively detrimental results. I shall take, for example, dramatics, athletics, and social dancing. It is hard to estimate the cost of athletics in school. For instance, football equipment and the outfits of basketball men, baseball men, and track men. Continual practice is required during the season of the sport. In many parts of the State, school is dismissed early so that the student body may attend a game or celebrate a victory. Time is taken for "pep' assemblies, which time is ordinarily devoted to studies. Mr. Keith, former State Superintendent of Schools, stated it was illegal to dismiss school in that manner. When athletic spirit is high, scholastic spirit runs low.

Girls have interscholastic sports. It makes them coarse and crude and is cheapening to the spectators. The state cannot forbid this procedure, but it does frown upon it.

Athletic teams have become very popular in the last few years. Many schools have high salaried coaches be- be even worse. cause some business men outside of maining, then, for our opponents has the school want their city to be ren already been discussed of the the

speak, Mr. Oscar Gallagher, proves we had twenty-eight assemblies, ten that only four high schools out of of which were dramatic. But the by the extra-curricular program. An esting, and inspirational. Out of fif- ulum.

> say clubs, deteriorate into socials where love-sick boys and girls of high school age go to have a good time. Now social dancing! We offered a social dancing club at Reading High

School. Over three hundred turned out for the club. We did not have it. In Johnstown they have a lounging room for the students, where many of them go during their lunch hour

and dance. There is a library right across the hall from this room, but it is practically deserted. Does not this anticipation of dancing with Mary or John help to detract from the attention of the student in class recitation?

Now athletics! What are the results of all this work, all these endeavors? Look at the number of so bad that the Associated Press absolutely refuses to carry any injuries unless they are deaths or serious injuries to some noted star. Otherwise, they are not open for material of this You all remember Richard the general curriculum. kind. Sheridan, who ws killed in the Army-Yale game. "It was a shame!" suppose that is how you will brand it.

As a result of all this, in the words of Woodrow Wilson, we have a side show with the main issue in the background; or, as we will put, the tail analogy.)

Third Negative Speaker,

Mr. William Williams

Mr. Chairman, Honorable Judge, Worthy Opponents, Ladies and Gentlemen: My colleagues have proved wo main issues; namely:

Extra-curricular activities as 1. used today are a direct outgrowth of

2. Extra-curricular activities as used today exert a beneficial influence on the Pennsylvania High Schools. will now prove our third issue; namely, extra-curricular activities are

not, therefore, over-stressed in the State of Pennsylvania. Being unwilling to leave any doubt

in the minds of the judge, I, as the third speaker, will prove the following two issues

1. No definite harm is traceable to extra-curricular activities.

2. No satisfactory substitutes may be offered which would be consistent with the Affirmative case.

It is increasingly difficult for extra-curricular activities to be overemphasized in the State of Pennsylvania. Before our opponents are able thoroughly to prove their case, they must show the harm done to high schools at the present time.

Now, ladies and gentlemen. though we cannot prove the results of our researches in a definite form, we challenge our worthy opponents to show the deliberate harm inflicted on our high schools. Furthermore, we must insist that this particular question be limited to the State of Pennsylvania, and we must above all remember that the question refers to Pennsylvania and not the Reading Senior High School of Pennsylvania.

no satisfactory substitute may be ofthe Affirmative - requires further proof. Our case thus far has fully shown you that a decrease in extracurricular activities would be detrimental. Certainly abolishment would be even worse. The only course re-

4. To show a definite harm done pathos is the necessary element. To prove that extra-curricular 5. activities detract from a basic curric- participation of students in so-called

The negative claims that extra-curriclum activities are not over-stressed in the State of Pennsylvania for two main reasons; namely:

1. As used today they are a direct outgrowth of the general curriculum. 2. As used today they exert a beneficial influence on education.

REBUTTAL First Negative Speaker,

Mr. Eugene Shelley

Mr. Chairman: Our opponents have said that youth desires social activities; and no program, whatsoever it may be, can suppress that desire. The question then is, shall these social activities be taken outside of the school or brought inside. Is it more advisable outside than inside?

We have already proved to you that these extra-curricular activities boys who are injured. It has become grow out of the regular curriculum and are based on it, and therefore cannot be detrimental unless the curriculum itself is also detrimental.

Our case is to prove that extracurricular activities help to further

Our opponents have been guilty of a contradiction upon their own part. They have said that in time past youths were sea captains at the age of twenty-two. We do not agree, and believe that they have received superficial information. (Contradiction not wagging the dog. (An apt closing clear. Probably a stenographic oversight.)

I wish to ask the Affirmative just how we can expect to build strong bodies if not by an athletic program.

Throughout the debate the Affirmative have followed the practice of the high schools in Reading, but have continued to neglect to take into consideration the high schools which have an enrollment of less than 500.

First Affirmative Speaker

Miss Robin Jean Reigner

Mr. Chairman: I am sorry, worthy opponents, that you could not see these reports before. I will give them to you to look at.

Our worthy opponents did not like it very much that we have used Reading Senior High School in our debate. We did so only because we have found Third Negative Speaker, out that Reading High School ranks very high and can well be used as an example Schools.

tainly, that extra-curricular activities ful are not caused by extra-curricular develop home membership and worthy activities. The enrollment of Pennuse of leisure; that is, when they are properly regulated. But such condi- has overwhelmingly increased, forcing tions exist that a student indulges in public attention upon all its complex so many extra-curricular activities systems and methods. that he does not have even enough

eight hours of sleep a day, and this are responsible for these deficiencies. would be impossible for such a stu- We are asked to believe that extradent.

some authorities on the information agree. We have already shown that we obtained. with me a little package in which general curriculum. are questionnaires that were given to are questionnaires that were given to the home rooms of Reading School. sized athletics. We have anticipated In tabulating those results I neglected this. In almost every debate on exto do my French and my Latin and tra-curricular activities, this question The second issue of my case-that all of my History for the next day, is brought up. The extra-curricular and I had tests in those subjects. Yet program does include athletics, and fered which would be consistent with I felt justified in doing so that I certainly development and upbuilding might offer a worthy argument. This of the body is as important as the deis not an isolated example, but, by the velopment of the mind. The Pennway, an example of five or six sub-sylvania Interscholastic Association jects and extra-curricular activities has recognized definite limitations to besides.

fer that the students concentrate upon up to par. Their marks must be above

have anticipated their argument. We have the authority of Swanson that extra-curricular activities does not decrease scholarship.

It is well known that physical education is vital to health. Are girls to be deprived of this health? Tennis has been a game played by both men and women. It promotes grace and poise. Are not these two things associated with girls? Hockey and other so-called crude games furnish this grace and poise, and if they were crude people would not attend these games and the girls would not participate in them.

Second Affirmative Speaker,

Mr. Irvin Shaffer

I am sorry that our opponents object to our using Reading High School. We are not holding up this particular school as a model, but just as an example.

Coming down to the question, this is the kind of posters you see on the bulletin boards:

Girl Reserves' Dance from 9 to 12 at the Y. W. C. A., Friday, the 13th. Do not fail to attend.

Benefit Dance-Two orchestras for the price of one. See, they even go in for bargains.

Then again, we have assembly exercises twice a week. In many instances they run over time, maybe an hour and a half instead of forty-five minutes or an hour. This causes a change in schedule. And when this happens, everybody rushes to the bulletin board to see this change. reads something like this:

"Because of the length of time of assembly, the following schedule will be observed this morning."

Then our opponents said: "How can we strengthen our bodies if we do not go out for sports?" Do you Do you realize that by doing this, boys use up all their vital energy, which cannot be replaced by food. This is why we see so many men at the age of 20 or 25 who look old-old because they used up that energy when they were young; and when a certain crisis arises, what can they do? They call that superficial. I think that is going pretty deep. The Greeks believed that moderation was the greatest virtue.

Mr. William Williams

The Negative is indeed shocked. It of Pennsylvania High is almost taken aback. We must remember that many of the conditions We agree with our opponents, cer- of high schools today that are harmsylvania High Schools in recent years

Now, our opponents have pointed time to sleep. It is a well recognized out many deficiencies in the high fact that a student about sixteen schools, but have neglected to prove years of age should have at least that the extra-curricular activities curricular activities interfere with the Our opponents wish us to give them curriculum. With this we do not I happened to bring they are a direct outgrowth of the

all students taking part in athletics. We, the Affirmative side, would pre- They must have their school studies

	the school want then city to be rep-		fundamental subjects which will give	the danger line.
	resented as winning. High salaried		them the basic knowledge of life in-	Our opponents have stated that
bating League.	coaches must now be had for football		stead of the many fads, frills, and	Reading is a High School of high
GEORGE L. OMWAKE.	elevens, for the production of school	ation. Ask your teacher. Very ef-		
	plays, or managing the school news-	fective if the elimination is complete.	(This seems to be the substitute for	it may be different in many ways
NEW DEMONSTRATION DEBATE	paper.	13 0113.)	which the Negative asked)	from other schools. We have used
A TRUMP CONFERENCE CARD	At one time boys of high school age	We will now prove that it is in-		authorities whose influence is appar-
	were performing some big unings in			ent throughout Pennsylvania, and we
(Continued from page 2)	life, managing newspapers of their		i miss i nyms bnyder	atill insist that 1 11 in it is
certainly imply that they should be	own and becoming sea-captains at the	Pennsylvania high schools at the	I the Amrmative has labored long	can be presented
used less extensively than at present.	age of twenty-two. This we say, that	present time. All over the United	and hard under a singular illusion.	W. Couther state : 2 .
In this they stand almost alone.	extra-curricular activities are really	States systems have sprung up which	It is apparent that they think the	
Major educational decisions in a	suppressing a desire on the part of	have prevented the participation of		
survey covering all parts of the Uni-	the student to express ms own opinion	a large number of students from too	extra-curricular activities are over-	instance of an engagele.
ted States including Pennsylvania.	and to break away and do something	many activities so as not to over-bur-	stressed in Reading" and they have	motanee, as an example.
agreed that the entire national school	on his own initiative. Many schools	den themselves with too much work.	made many attempts to justify their	source
system first should encourage extra-	nave sensed something wrong, and as	Extra-curricular activities are gradu-	attitude.	O The area and the other of the state
curricular activities, and second they	a result have tried the point system,	ally but surely included in the general	Permit me to inform our wandering	2. They must cover a sufficiently
implied by listing the facts of the	which does not have a very great ef-	curriculum.	opponents that the real question for	0 1711
allied activities that they have be-	fect.	Finally, based on the information	debate is: "Resolved that extra-cur-	of they must extend over a period
come part of the regular school pro-	Now dramatics! There is a great	which we have presented so far, we	ricular activities are over-stressed in	
gram.	cost involved in dramatics because	list the following five challenges to	the high schools of Pennsylvania"	in conclusion we want to remind
In the single Veen Deals of the De	students are not satisfied with high	our worthy opponents:	The Affirmative alaims that I atin is	our audience that our opponents have failed to answer our challenges, with-
partment of Public Instruction, there	school productions, but want Broad-	1. To prove that extra-curricular		
is a list of authorities who support	way blows, buch as deorge white s	activities are not a arecet cathront	activities. They themselves neglect-	prove their case.
extra-curricular activities on the same		of the general curriculum.	ed to study that for one of the many	prove their case.
basis as the Negative. We challenge	Show," and others that will stand	2. To prove that extra-curricular	allied activities of high school.	Third Affirmative Speaker,
the Affirmative to produce a similar	out and make people take notice. We	activities do not help to fulfill the sev-	Our opponents have emphasized the	
list of authorities who do not support	have teachers who select a caste and	en cardinals of education.	fact that the allied activities are	Our ennoute and a state of
extra-curricular activities. (A good	state when rehearsals will be held. It	3. To present a satisfactory sub-	hard on the poor student, but he	somewhat to this affect. I to
example of argument from authority.)	is no longer a student activity.	stitute, of to prove that no substi-	finally joins them. They must real-	ricular activities are not over-stressed
One of the authorities of whom we	Last year at Reading High School	tution is necessary.	ize that truthful proof and not	
Since of the manufactories of machine its			and the particular state strand and	(Continued on page 4)

TWELFTH LEAGUE GATHERING

SETS CONFERENCE RECORD

(Continued from Jage 1) Committee retired.

Noon having arrived, the Conference adjourned to the new College Dining Hall, to partake of one of Mrs. Webb's appetizing luncheons. Later an opportunity was given to view the College buildings and cisions in its favor. Hummelstown grounds under the direction of ushers was next with three. The "Chocolateprovided by Tau Kappa Alpha, an towners" are therefore rejoicing in honorary college forensic fraternity, the possession of a silk banner. of which Ursinus is a member.

At 1:15 the Conference setlled down to its afternoon session. Frank Steh- now associated with three new League man ,boy soprano from the Norristown Senior High School, sang two solos: "Angels, Ever Bright and Fair," from Theodora, by Handel; and all six of her contests, and with them "All Through the Night," an old Welsh air. Both were delightfully with three victories. rendered and secured hearty applause.

School, was chosen. Perhaps the dele- they call themselves. East Lampeter gates remembered Mr. Bishop's excel- won six contests and a banner; Paralent address of last year.

Miss Mulock, chairlady of the Committee on Question, now reported the Quakertown Group, Lansdale contin-

1. Resolved, that Pennsylvania enact a compulsory unemployment insurance law.

2. Resolved, that exta-curricular and Quakertown's eight. activities are over-stressed in Pennsylvania high schools.

States take immediate steps toward the recognition of Soviet Russia.

On motion, the second of these was eliminated, as it was the topic of the sonnel. Last year it was cut down to audience. You have been talking all demonstration debate. On ballot, the Bensalem Twp. and Newtown. By first proposition above was then chosen as the League question.

dispatched, the decks were now clear the other a banner. This year Morfor the big event of the day, the risville won the plaque permanently demonstration debate.

To show what high school students can do at short notice, on a familiar left alone in 1931 as far as League question, with but little help and no memorizing, the two large high schools of Reading a 1 York, representing our two groups of large schools, were asked to debate under League members. In the hope of rethese conditions: (1) the coaching to be limited to such help as a conscientious teacher would give to a classroom project of similar importance; (2) the content of the speeches to be carefully prepared but the language hope that the other two schools will of the actual debate to be left to the spur of the moment, so as to admit of adaptation to the circumstances, especially by using refutation when needed in the first speeches; (3) the League to secure a critic-judge for the sake of helpful criticism, the decision to be of secondary importance.

The two schools enthusiastically fell in with the project, and three weeks before the time of the Conference the Editor submitted the proposition: "Resolved, that extra-curricular activities are over-stressed in Pennsylvania high schools." By the toss of a coin Reading won the Affirmative and York the Negative. As critic-judge we were fortunate enough to secure Mr. D. W. Strickler, of the English Department of the University of Pennsylvania, who has charge of argumentation and debating in that institution.

The debate itself, together with Mr. Strickler's constructive criticism, is found elsewhere in this issue. The Lebanon Coun much as possible.

The Conshohocken-Phoenixvillevictories.

In the Elizabethtown-Hershey-Hummelstown - Middletown Group Hershey came out on top with five de-

The Lancaster County schools present a new alignment. Columbia is members — Lititz, Manheim, and Mount Joy. Columbia, perhaps because of her years of experience, won a banner. Manheim was runner-up

The other Lancaster County group. by special arrangement, consists of An item of business was the elec-tion of a Vice President. Mr. H. L. Bishop, Principal, Lansdale High Leacock; the "Garden Spot Group" dise was a close second with five.

In the Doylestown - Lansdale following questions as the Commit-tee's choice from a large number of good ones submitted: ued its winning streak, but only by a narrow margin. This group used only single teams. Each school had one victory and three judges, but Lansdale came out first by virtue of having ten points to Doylestown's nine

In the Bucks County group of Bristol-Langhorne-Morrisville, Morris-3. Resolved, that the United ville came out on top with two victories and Bristol was second. There is another Bucks County group which has varied somewhat in size and perspecial agreement the winners of the two groups debated each other, With the business of the League the final winner getting a plaque and as the highest scorer for three years.

Bensalem Twp. and Newtown were membership was concerned. However, they were part of a larger group which also included New Hope and Yardley, the two last not being viving League interest in Bucks County we agreed to award a banner if either Bensalem or Newtown came out on top. Bensalem did, and now slowly. has a League trophy. We earnestly also join our organization for the new year.

Mahanoy City - Nesquehoning -Tamaqua is a triangle which will probably become a quadrangle this year. Tamaqua won the second "leg" of a plaque contest with three victories. Mahanoy City was second with two.

The Collegeville-North Wales-Spring City Group has been a patient triangle and is entitled to a fourth ative. member. We are trying now to make the necessary ararngement. North Wales won another banner, this time with two favorable decisions; Spring City came second.

In the old Emaus-Slatington-– Catasauqua trangle, Catasauqua banner. In this group one team trav-

Lebanon County is represented by and Cornwall five. Jonestown there- that the extra-curricular activities reer, a club that he has mentioned

permanent intellectual gains, the Pottstown-Royersford Group was al- moral victories over self in efforts to I will admit, had a tremendous task, so working on the second leg of a be fair and courteous, the triumphs in and in part, perhaps, succeeded, but plaque contest. Royersford won six sportsmanship when things went victories and now holds the trophy. wrong! Such a record would indeed Phoenixville was second, with four be interesting and useful. Although done to be repaired in so short a we canont chronicle these gains we know they exist. You who read these lines have doubtless won such trophies, and to you the whole League extends its congratulations no less heartily than to the fortunate winners of memorials in silk and bronze. "Not the winning, but the race; Not the quarry. but the chase."

____U___

READING-YORK WORK PRAISED BY PENN DEBATE MENTOR

(Continued from page 1)

pay any attention to them until the rebuttal, the audience is wondering whether or not you can answer them. I have not had time to organize my

criticism; but in that connection I believe the Affirmative was a little unfair, and perhaps that influenced my decision a little bit. In the first am just giving you my opinion, place, the last speaker presented certain information to the Negative after the Negative had no chance to come back. Now that would have made a good reply if it had been explained to the audience earlier.

In the same way, the first speaker on the Affirmative had a nice little bundle of information which she deposited on the opposite table, but did not explain to us very much. We formation. It also might have been given more graciously.

The Negative, on the other hand. should learn to get up their material in better form. I think there is no doubt about that. Adapt it to the afternoon about the "necessity of preparing yourselves for life. Extra-curricular activities do that. Debating does it, but it does it only inasmuch as you are learning to talk to an audience, not to hurl statistics into the air. The Chairman, at the beginning of find it as polished as some of your other more carefully prepared, mem- day. orized speeches. That is true, but extemporaneous speaking makes up NEW DEMONSTRATION DEBATE in interest whatever it lacks in polish. I will say this, however, that you could get considerably more polish and clearly and interestingly through a great amount of material. Of course, this is difficult to learn to candy. (Good analogy.) do.

been made and are being made cre-

The first speaker on the Affirmative made the statement that Reading High School ranks high and the other high schools in the State. curricular activities are being overonce more came out first and won a stressed in the high schools of Penn- program. sylvania; and it seems to me if you ing. A critic-judge has long been used there, when you get into the larger question, not merely is the fact im- vania. When a teacher files his appliportant that your High School rates cation for a position, he must now

The last speaker on the Affirmative, lecting our regular work. went only in part. The team had waited essential to any student, but athtoo long. Too much damage had been time.

The third rebuttal speaker on each side must be able to size up the debate as a whole, to refer us, as members of the audience, to the big issues. We are not interested in small points in reasoning. We are not interested in idle remarks or minor statements. We are interested in the big issues. We have been following th debate just as we follow a ball in football.

The Negative seemed to have a bit of bombast in their speeches. They spoke rather loudly and without showing much effort to win their audience by any bit of humor or by a conversational style, as did the Affirmative.

I should like to make this remark in conclusion. I may be wrong, but I

conclusion. I may be wrong, but I am just giving you my opinion. If P. H. Douglas, Survey 65:484-6, Feb. 1, '31.
better American way with unemployment. New Repub. 65:176-8, Dec. 31, '30.
frish dole rising to huge figures. Lit, Dig, 108:15, Mar. 7, '31.
'Mr. Chairman, Honorable Judge, Worthy Opponents, and Ladies and Gentlemen.''
It might be interesting to discuss it. Both teams seemed to do it. In University debating speakers confine their salutation merely to addressing the chairman and the audience. If you want to keep the old form, all right; but if you keep on doing it, do not get into the habit of making statements that do not ring true.
I have enjoved this debate greatly: were very much interested in this in- dressing the chairman and the audi-

I have enjoyed this debate greatly; it has proved to be a very interesting experiment, and, I think, a most decided success. These two teams should be congratulated on the excellent debate they have been able to prepare in so short a time and through their own efforts. I think that the originality and spontaneity this debate, said that you might not which this type of debating should develop are exactly what we need to-Thank you.

A TRUMP CONFERENCE CARD

(Continued from page 3)

better English into your extemporan-eous speeches if you would speak more beneficial to education. That is a slowly. Better take one-half the foolish statement. Did you ever amount of material and present it think of this?—Candy is good for than run you if taken moderately, but there is such a thing as taking too much

They also stated that extra-curric-We come now to the refutation. ular activities aid in scholarship. The Negative did a splendid job in First of all, extra-curricular activities Pr pushing the opposite team into the are not compulsory. They exclude need for actual evidence and for com- those deficent in scholarship and inprehensive statistics. They reviewed clude only the students who are eftheir own case and showed the fact ficient. The efficient, who are inthat extra-curricular activities have cluded, are the only ones in the school who do the work, in other words. The deficient do not get a chance to do anything.

They stated that students who participate in extra-curricular activities would be used as representative of all have a better standing in their school work than those who do not partici-Now the question reads that extra- pate. Naturally, for only the efficient

are included in their extra-curricular program. Our worthy opponents have also stated tht teachers are not compelled to take part in the extra-curricular program of the schools in Pennsylels and the other stays at home, and all debates are held on the same even-High School and what you know right program of the schools in Pennsyl-Editor agrees with Mr. Strickler that the contest was a close one, and also Group. In victories these schools were The second speaker on the Negative clubs which he would like to sponsor. that this more spontaneous type of argument should be developed as Jonestown won seven, Myerstown six, stressed this point and also the point If, at any time during the school ca-

We do agree with our opponents that the building of a sound body is letics emphasizes the building up of bodies of only a few boys. You take any high school team and you will find only the husky boys will participate. The weak ones are not allowed to. (For Mr. Strickler's criticism see separate article.)

_U-READER'S FIRST AID LIST ON UNEMPLOYMENT INSURANCE

(Continued from page 1)

*Plan for stabilization of industry. G. Swope, Month. Labor Rev., 33:1049-57, *Plan for stabilization of industry, G. Swope, Month. Labor Rev., 33:1049-57, Nov. '31.
Revision of expenditure on unenployment ins, in Gt. Brit. Month. Labor Rev. 33:1072-4, Nov. '31.
Security next. P. U. Kellogg, Survey, 67:237-40, Dec. 1, '31.
Unemployment ins., an American plan, etc. F. Perkins, Survey 67:117-9, Nov. 1, '31. Also Rev. of Revs. 84: 72-3, Dec. '31.
*Unemployment reserves. S. Hillman, Atl. Mo. 148:661-9, Nov. '31.
American plans of unemployment ins. P. H. Douglas, Survey 65:484-6, Feb. 1, '31.
Better American way with unemployment.

Joint Co. unemployment ins. plan. Monthly Labor Rev. 31:1366, Dec

Rev. of Revs. 55.53, Apr. 34.
Joint Co. unemployment ins. plan.
Monthly Labor Rev. 31:1366, Dec. '30.
No. of insured persons in employment in Gr. Brit., 1928-'30. Mo. Lab. Rev. 31: 47-9, Jl., '30.
No. of workers insured against unemploy-ment in foreign countries. Mo. Lab. Rev. 32:7596, Mar. '31.
*Out of the house of magic: Gen Elec. Co's new plan. B. Amidon, il. Survey 65:244-52, Dec, 1, '30.
*Partial stablization of worker's incomes through unemployment ins. P. H. Douglas, Annals Am. Acad. 154:30-103, Mar. '31.
Present status of Eng. unemployment ins. scheme. Mo. Lab. Rev. 31:907-10. Oct. '30
Progress of unemployment ins. Lit. Dig. 106:14-5, Sept. 6, '30.
Seven states study unemployment Ins. Bus. Wk. p.23, Feb. 4, '31.
Shall we stick to the American dole? H. Hall, Survey 65:547-8, Feb. 15, '31.
*Social duty to the unemployed. J. Billi-koff, An. Am. Acad. 154:65-72, Mar. '31.
*Some effects of Eng. unemployment ins. act., etc. H. L. Witmer, Quar. Jour. Econ. 45:262-88, Feb. '31.
*Some effects of Eng. unemployment ins. St. Eve. Post 203:20, Nov. 1, '30.
Unemployment ins. Sat. Eve. Post 203:20, Nov. 1, '30.
Unemployment ins. Conrist. Cent. 47:1553-4, Dec. 17, '30.

Unemployment Christ, Cent.

ins. 47:1553-4, Dec. 17, '30.

H. Apr *Unemployment ins. for Canada. E Cassidy, Queen's Quar., 38:306-34,

Unemployment ins. in America. New Repub. 64:194-5, Oct. 8, '30. New Repub. 64:134-5, Cet. 5, 35, Discussion of preceding. New Repub. 64:324-5, Nov. 5, '30. Unemployment ins. in Belgium. Month. Lab. Rev. 32:603-4, Mar. '31. *Unemployment ins. in foreign count Month. Lab. Rev. 31:892-907, Cet. '3 "Lawandacament ins. as a political i ountries.

At the conclusion of the critic's re-	fore has a banner to its credit. The	were an essential part of the school		Business Wk. p. 24-5, Oct. 1, '30.
marks the President thanked all	new season will probably find a fourth	preparation and good scholarship.	club whether he wants to or not.	Themployment ing quatern of Cr Brit
those who had a share in making the	achool in this aroun	The second sneaker on the Affirma-	They mentioned a list of five ques-	K. A. H. Egerton, Mont. Lab Rev. 32: 312-22, Feb. '31.
Conference a success, and declared	Upper Moreland kept up its win-	tive made the statement: "We will	tions that they would like us to an-	Why Britain bows to the dole. H. W. Har-
the meeting adjourned.	· · · · · · · · · · · · · · · · · · ·	show that Reading High School 18	Swer, but we are not stenographere,	TIS. WORLD'S WK. DU. SU. JE. SI.
	TT I I TT II I Channel	representative" and I thought. "Now,	and it was impossible to get the run	001 01 0 100 0 100 0 100
	ner for the trophy room at Willow	to it in his speech. There was a ten-	Recall the question my friends: "Re-	and Hance, K. G., paper \$1. Albion College debate service, box 105, Albion,
(Continued from page 1)	Grove. What school will be the	dency on the part of this speaker, an	solved, that extra-curricular activities	
proceed to a summarized report by	fourth for this combination?	for form and for winning the audi-	are over-stressed in the high schools	ler, E. C., compiler, '31. H. W. Wilson
groups:	Avon Grove, Kennett Square, and	once His remarks were very inter-	of Pennsylvania." We are not here to	Co., 950-72 University Ave., N. Y. 90c. 3. Unemployment ins. in Gr. Brit. Gilson,
In the Harrisburg (John Harris)-	Oxford constitute a Chester County group. Oxford had a close call this	esting and entertaining but his actual	offer substitutes. If our opponents	M. B. '31. \$5 Industrial Relations
Lancaster (Boys') - Lebanon - York	group. Oxford had a close call this	reasoning was rather fallacious.	would like a debate as to what would	Counselors, 165 Broadway, N. Y. 4. Unemployment ins. in Switzerland.
(Wm. Penn) Group John Harris won	year; her three victories were tied	mi dia di attilation mon	be a better substitute, we shall give	Spates, T. G. & Robinovitch, G. S. '31. \$3
a panner with nive victories out of a	by Avon Grove's three. In judges, however, Oxford got ten to Avon	brought up again and again, and the	it to them at some other time.	Same address as No. 3. 5. Compulsory unemployment ins. West-
mon me with three mistanias In this	Carriely sight Orford thoustons holds	I Negative showed that they had stud-	The did not nate many and and	ern Reserve U. (debate), '31, paper 75c
anone the honour hours been anite	I algorie for the gooond lon of twolyo	lied both sides of the duestion and had	our opponences say, and no are	I 6 Am plan for unemployment reserve
years.				7 Unemployment reserve funds '30 paper.
The Easter Nonistary Dooding		that not only could athletics be regu-	them, but we did not have maen the	British and a star
Course man handisenned this mean	The new incomplete Dealer County	lated but was only a small part of	to prepare for this debate; we had to	8 Guide to unemployment ins. acts.
tions, thought it best not to debate				
Deading Gunt	In within a such a wapant wa aan ra	while the Affirmative had the chance	write to five or six authorities on this	Natn'l Ass. Manufacturers of U. S. of Am. 50 Church St., N. Y.
-lass with form without and many	and and and monor and tranhlar man	Tor the last reputtal. He uld all CA.	Bubject, bo we merely and the	111 Unemployment ins 31. Graus, Metro-
Easton and Norristown were tie in	means of recording the secrifices	looked minor points and stressed the	ing a whole lot of work, without neg-	
victories.	made by coaches and students, the	main issues.	Ting a whole for or work, without heg-	DOORS.