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## The Ursinus Weekly, January 5, 1931

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## ELEVENTH DEBATE MEETING HELD IN BOMBERGER HALL

One Hundred Sixty League Members  
Hear Discussions and Pick  
Advertising Question

### NEW DECADE WELL BEGUN

With this year's Debating Conference the Ursinus League, which is now composed of about fifty schools, large and small, in nearly all the counties of eastern Pennsylvania, began the second decade of its work. In all, there were thirty schools present, some of them for the first time; others have attended every conference from the beginning, eleven years ago. One hundred and sixty-five delegates partook of the College luncheon in the new dining room. All this proves the stability and the growth of our League. We are a "going" and a growing organization.

"Resolved, that modern advertising is detrimental to the best interests of society" is the question adopted by the Conference, after mature deliberation in committee and on the floor. It was the first choice of a large majority of the schools, and shows good judgment on their part. It is timely, well-balanced, interesting to local communities, within reach of high school debaters, and sufficiently in the public eye to provide a wealth of material. Of course, as the League members know, they are not obliged to use this question if their group can agree upon some other. However, with such a good question at hand, this hardly seems worth the effort. Those schools that wish to do "free-lance" debating with schools outside of their own group will find it easier to get debates if they stick to the official question.

The Conference was held on Saturday, November 8, in Bomberger Hall, at Ursinus College, as usual. It was called to order a few minutes after 10.30 A. M., by the President, M. W. (Continued on page 2)

## A PARTIAL READING LIST ON MODERN ADVERTISING

For the benefit of those schools that may not have easy access to the "Readers' Guide to Periodical Literature" we present herewith a transcript of most of the magazine articles listed since January, 1929. These articles will give you a start. In some of them you will find references to other material, which you should look up. The "Readers' Guide Supplement" and similar works will supply other references. For book lists go to the "Cumulative Book Index" and the "Book Review Index," kept in any good library.

One of the first things you should do is to write to the Librarian of Congress, Division of Bibliographies, at Washington, D. C., stating the question for debate and asking for a bibliography on it. Explain that your School is a member of the Ursinus Debating League, which numbers about fifty schools, most of whom are debating the same question. Give the name of your nearest public library, too. If the Librarian has a reference list on this subject he will send a copy either to your School or else to the library you mention. These bibliographies are very complete and valuable.

But you must know how to use a bibliography so as to save time and find the best material. Not all references here given apply to your question. Always pick out the most recent articles first, because their information is up to date. Let us take a definite reference, the eighth one listed below: "Dump-cart Era Passes, F. S. Clark, II, Rev. of Revs., 81:44-48, Je., '30." First comes the title, then the name of the author, then the name of the magazine containing the article. The figure 81 is the volume number, and 44-48 means that the article begins on page 44 and ends on page 48 of the issue for June, 1930. This is recent, you see, and five pages long. From the page numbers you can always tell the length of the article. Pick out the longer ones first; they are usually the most important.

Sometimes the title will tell you on which side the article is, or whether it applies to your question, but frequently you must examine it to find out if it will help you. You can often judge the value of an article by the

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DEBATERS WITH "LITERARY BACKGROUND"—CONFERENCE DELEGATES ON LIBRARY STEPS

## THOUGHTS ON DEBATING

By Herman L. Bishop, Principal  
Lansdale High School

### A CONFERENCE ADDRESS

The dean of a well-known law school wrote not long since, "Some of my students go down to the football field, and for a brief time the papers are filled with accounts of their achievements. Then they graduate and go away. Scarcely ever again do I hear or see public mention of them. Other of my students enter the field of debate. For the time being it seems as if their rewards were less than those of the athlete. Then they, too, graduate and go away. But as the years pass, I continually hear public mention of them. Some are guiding the work of towns and cities in which they live. Others are occupying judicial positions of honor and responsibility. Still others are in the political arena. I read of them urging reforms in state legislatures. Their voices resound in the halls of Congress. As Governors of states they are holding in their hands the destinies of many people. It is the high school and university debaters who in after years take an active part in the work of the world."

The late Chief Justice William Howard Taft, a man whose wisdom and common sense was respected generally, declared not long before his death, "The emphasis in college life is wrong. Scholarship has been pushed aside and dwarfed by a super-importance that has been given to athletics. The stadium overshadows the classroom."

A former president of Amherst College, in trying to single out the group of his former students who stand out as intellectually the best and of greatest promise for the future, said: "Much as I would like to do so, I cannot draw the line around my favorite students in philosophy, nor the leaders in mathematics, nor those successful in biology; nor could I fairly award the palm to the Phi Beta Kappa men who have excelled in all their subjects. It seems to me that stronger than any group, tougher in intellectual fibre, keener in intellectual interest, better equipped to battle with coming problems, are the college debaters—boys who, apart from their regular studies, band themselves together for intellectual controversy with each other and with their friends from other colleges."

Statements such as these indicate two things: (1) that debating is exceedingly worthwhile and (2) that it is one way of helping to balance the frequent top-heavy athletic program.

In my limited experience as a coach of debating I have found that the three important factors in successful forensics are: (1) the coach, (2) the team, and (3) the method. I place the coach first not because he is the most important factor but because he naturally figures first in the debating program. He must create an interest and a love for debating in his school; he must be able to survey the situation in his particular school and encourage the most likely students to

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## POEM FOR DEBATERS

"Do not look for wrong or evil;  
You will find them if you do.  
As you measure for your neighbor  
He will measure back to you.

"Look for goodness, look for gladness;  
You will meet them all the while.  
If you bring a smiling visage  
To the glass, you meet a smile."

## LEAGUE TREASURER'S REPORT

CASH BALANCE, Sept. 1, 1929 (3) \$151.91

RECEIPTS:  
Dues, 47 High Schools \$490. (1)  
Loan, Ursinus College 75.  
Total Receipts 565.00  
Total Credit ..... \$716.91

EXPENDITURES:  
M. W. Witmer, Expense Acct.,  
Postage ..... \$38.23  
Office Supplies 8.40  
Typing (ex. help) 1.20  
Trav. Exp. (rail) 4.34  
Telephone ..... 2.20

Jennings Hood, 6 Plaques .. 307.50  
Collegeville Flag Co.  
12 banners (2) ..... 162.92  
F. E. Klingaman, Auto mileage, etc. .... 54.75  
Bussa Studio, Photos ..... 9.00  
Ursinus College, Telegrams refunded ..... 3.73  
Total Expenditures ..... 592.27

CASH BALANCE, Sept. 1, '30 (3) \$124.64

Additional Expenditures met by Ursinus College:  
"Ursinus Weekly" special issue \$69.25  
Conference Luncheon ..... 64.00  
Clerical assistance ..... 61.00  
Printing & Stationery ..... 18.28

TOTAL ..... \$212.53  
(Signed) JAMES R. RUE, Treas.  
Nov. 6, 1930.

Editor's Notes:  
(1) The receipts should be \$470 from 47 schools, but two checks from last year were overlooked and not cashed until this year. On the other hand, there were 49 member schools, but two failed to pay.

(2) Normally there should have been only 7 banners. The other 5 were banners for the previous season delivered late.

(3) These balances are misleading. There would be deficits if the League reimbursed the College Treasury. The above report is strictly accurate from a bookkeeper's point of view, but not quite clear, inasmuch as it does not show clearly how the College, by payments and a loan, converted a League deficit into a slight cash balance. Next year Mr. Rue plans to have one account instead of two, when it will appear just how much the College contributes to our support. The chief points to note are that the League is economically managed and that it is not yet self-supporting.

## DEBATING AND CURRICULUM

By Lambert Greenawalt, Asst. Prin.  
Wm. Penn High School, York, Pa.

### A CONFERENCE ADDRESS

Mr. President; members and friends of the Ursinus Debating League.—A good introduction for a speaker, like too much knowledge, is a dangerous thing. Dangerous on the standpoint of him who speaketh it and of him for whom it is spoken. Prof. Witmer will be held responsible by you for his glowing statements and promises; and when that time comes, I shall try to fold my tent like an Arab and silently steal away. Your president, however, and Ursinus College may well feel proud of sponsoring the Interscholastic Debating League, which has grown to the extent indicated by the large attendance here today.

In my poor opinion, Tuesday of this week [election day] saw the climax of a real debating season. I don't know of any tactics that were not used. Every appeal was made to the "honorable judges" throughout this noble Keystone State. One promise was that the waste places shall be made glad and the desert shall blossom as a rose. Material presented was not always based on facts in the debates that were stumped up and down the State for the past several weeks.

Now that the judges have rendered their decision, the losing teams will continue the debate unofficially, in an effort to explain how it all happened! Listen to the alibis of any losing team if you want to learn the best methods of debating. From the same source we often learn how unintelligent the judges were.

The first quadrangular debate was between Cain and a table. After some debate, he selected the heaviest of the four legs.

Solomon holds the record for hearing and judging more debates in a life-time than any one else in the world.

I'm approaching my topic in easy stages. Perhaps what I have already said indicates that there is scarcely any limit to the value and use of debating.

I like the wording of my topic. It contains the magic word curriculum. "Debating and the Curriculum." Sounds fine!

I even have a text that suggests my topic. It is quoted from the letter we all received from Prof. Witmer two or three weeks ago:

"These and many other benefits of organized debating are well known to every educator."

Maybe educators do know the value of debating. Many teachers do not.

Teachers must be convinced that there is a particularly close correlation between the various courses of study and all that goes into good debate work.

Let me state that text in another way:

The principles of scientific debating are recognized by all educators worthy of the name, and those principles have always operated in various

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## LAST SEASON BEST THUS FAR; 49 SCHOOLS, NO COMPLAINTS

A Few Losses, But Greater Gains,  
With More Schools Using  
Dual Team System

### INTER-GROUP DEBATES GROW

We sometimes smile when we hear an enthusiastic high school principal praise each graduating class as the biggest and best in the history of the school. Perhaps you are inclined to smile similarly as you see a like remark from year to year about our debating seasons. But since the facts are at hand to prove the assertion, the smile will be one, not of incredulity, but of satisfaction. During 1929-30 the number of groups, indeed, remained the same, but the membership increased from forty-four to forty-nine schools. A few old ones dropped out because of local conditions, but far more new ones entered. If the President had had time and money at his disposal to make more personal calls the number might easily have passed the fifty mark.

Equally gratifying with the numerical growth was the growth in loyalty and co-operation. There was no official complaint from any source that needed the attention of the Council. This is as it should be. Our high school public, principals, coaches, and students are showing a commendable spirit of sportsmanship in victory or defeat. They have come to realize that debating experience, not victories or trophies, is what counts. But they can't have debates and quarrels too, so they avoid the quarrels by practicing the Golden Rule.

Of course it would not be strictly true to say there have been no misunderstandings, and some of these reached our ears unofficially; but in every instance they were adjusted by the contestants themselves. Doubtless, like Tennyson's husband and wife, these schools will be the more friendly

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## HELPFUL SUGGESTIONS FOR BETTER PROGRAM SHEETS

For several years we have been waiting for an opportunity to suggest improvements in the program sheets of some of the schools. Now, with half a column of vacant space staring at us, our chance has come. If it were double column we should print a specimen program as an object lesson and make no comment. Lacking such space a brief explanation must suffice.

Practice seems to vary greatly. A few schools send in printed programs, most duplicate or mimeograph them, some write out a few copies by hand, and a few fail to enclose any, which seems to indicate that they use none. We believe that some form of inexpensive program should be used, and that it should be neat in appearance and contain certain essentials which we are about to name. Such programs add dignity to a public meeting, and show the students and the public that the school authorities are interested.

Now what should a program sheet contain. Obviously the day, the hour, and the place should be given, as well as the names of the contesting schools. The program before me also has the words "Ursinus College Interscholastic Debating League," which is a courteous acknowledgment, and then the names of the four schools in the group. Certainly the name of the chairman and his position should be given. Next the question should be stated accurately. The names of the debaters should follow, arranged in two columns—"Affirmative" and "Negative." The captain and the alternate of each team should be indicated. Next should come the names of the judges, with their positions or titles, and addresses.

Please note, however, that it is contrary to the By-laws to indicate which school is affirmative and which negative. This is done to keep the judges in the dark. They will prefer not to know which is the home and which the visiting team. But before mailing the programs and ballots to the President this information must be supplied, either on the programs or on the ballots themselves.

In some cases the items mentioned above are all that will be necessary. But the program before me, which is very full and good, goes on to indicate an intermission, an offering, a musical

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# The Ursinus Weekly

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MONDAY, JANUARY 5, 1931

FOURTH SPECIAL INTERSCHOLASTIC DEBATING NUMBER

Edited by M. W. Witmer, Pres. of U. I. D. League.

## Editorial Comment

### ONE DECADE COMPLETE, ANOTHER BEGUN

When an organization, like an individual, passes an important milestone in its journey it does well to pause for a moment of reflection and stock-taking. Such a milestone our Debating League is now passing, for last season we closed our first decade of service, and with this season we begin our second decade. During this period we have seen county leagues and smaller independent groups spring up, flourish for a time, and then, some of them at least, decay. During the same period we have seen debating itself gradually coming into its rightful place as a high school activity, sometimes even getting a place on the curriculum. Indeed, we who are members of the League may well pride ourselves for having had a considerable share in bringing this to pass.

Our organization began ten years ago with about a dozen schools clustered about Ursinus College. The writer was then associated with the work only in an advisory capacity. When he became President, seven or eight years ago, the realization was forced upon him that a reorganization was necessary if the League was to live and grow. At that time all the schools debated in one group, in a series of elimination contests, like a tennis match, and the final contest was held at Ursinus College. A committee of schoolmen, appointed to devise a better plan, hit upon the present scheme of putting four schools into a group and awarding a trophy to the winner of each. This has proved flexible and is capable of indefinite expansion. Under it we have grown to about fifty schools, large and small, scattered all over southeastern Pennsylvania.

But to sponsor such a large organization became costly. At first the annual membership fees were three dollars. When more trophies were needed they were raised to five dollars. Expansion required considerable typing, printing, and even travel by rail and automobile. The College Treasury was willing to bear a considerable part of this increased cost, but suggested that the schools themselves also assume a larger share by increasing the fees. The committee appointed to consider this matter saw the justice of the suggestion and recommended an annual fee of ten dollars. The schools were almost unanimous in approving the action, and the By-laws were amended to that effect. Even at that figure the League is far from self-sustaining, as the financial statement shows. We are very happy to state that schools have not been kept from joining by this nominal charge.

One reason why the League has prospered is that it has tried to render a real service. This annual publication is an evidence of that fact. So is the literature which is sent out to the member schools to help them get started or to keep up their enthusiasm. Ballots and printed instructions are furnished free of charge. Public libraries have gladly placed their resources at our disposal. Trophies are awarded as an incentive to the best efforts, and many a member school is now the proud possessor of a silk banner or a bronze plaque. Whenever possible, these trophies have been awarded by the President in person at a school assembly, thus helping to give prominence to debating teams. Above all, when misunderstandings have arisen, our neutral Debating Council has investigated the causes and rendered decisions which have in almost every case restored good will and preserved debating relations.

The schools have been quick to see the value of these services, and as a consequence our members have been well satisfied and extremely loyal. Many kind letters of appreciation from principals, coaches, and students have come to your President, and go far towards paying him for what has been purely a labor of love. Without your help and hearty co-operation we could never have grown to our present size and usefulness. Again and again a group in some remote field has been organized through the efforts of one or more schools, without even a visit from the President. For such loyal service the League is truly grateful.

From such a past and present we may look confidently to an even greater future. Debating will grow in favor as its usefulness is more and more fully appreciated. Organization will commend itself here, as in other activities. In union there is still strength and inspiration. Already the boys and girls who were trained in the early days of the League are taking prominent places in the ranks of life, and are testifying to value received. Their influence and example will cause others to follow, and our growth will be cumulative. We shall doubtless have to make changes as the needs arise. More and more we want you to feel that this is your League. We have already received most helpful suggestions, but we need more. By putting our heads together and preserving that harmony which has been our keynote we shall have not only a happy New Year, but a prosperous new decade. That this may also be true of each individual reader is the sincere wish of the Editor.

At the risk of closing this column with a seeming contradiction and an anti climax we wish to call attention to one condition that should be improved. Such friction as develops now and then is in most cases due to tactless correspondence between student managers—an awkwardly worded letter at one end and a hasty and unwarranted interpretation at the other. Now by all means let us have student managers; the training and experience they get will be valuable. But it must be directed and supervised by the debate coaches, just as debating itself is. Your managers will not get the training they are entitled to if you do not check up on their correspondence. Be sure to keep carbon copies of all letters. If friction develops, if the transmission gets "hot," part of a coach's duty is, not to side with his students, but to apply oil to the bearings. If necessary, take your principal into your confidence. Most school executives detest quarrels over trifles, and when they get together they usually settle them in a short time. But your rop of oil in time will prevent many a burnt-out bearing.

## ELEVENTH DEBATE MEETING HELD IN BOMBERGER HALL

(Continued from page 1)

Witmer, Professor of Rhetoric at Ursinus. The opening number on the program was a soprano solo, "At the Break o' Day," by Miss Evelyn Glazier, of Glenside, Pa., a junior in the College and a student in the music department. Another student, Mr. Alfred Alspach, of Lancaster, Pa., accompanied her on the piano.

Dr. George L. Omwake, the President of the College, in a short address of welcome to the delegates, expressed his pride in the organization, his satisfaction at seeing it grow from year to year, and his deep conviction of the value of debating as a preparation for useful citizenship. Dr. Omwake never misses an opportunity to be present at our meetings when he is at home.

Next came a vocal duet entitled "Come to the Fair," by Miss Glazier, soprano, and Miss Esther McClure, contralto, of Norristown, a sophomore and music student in the College. Mr. Alspach again played the accompaniment. Both musical numbers were greatly appreciated by the delegates, and the management wishes to express its thanks to these performers as well as to Miss Jeanette Douglass Hartenstine, in charge of vocal music at Ursinus, whose co-operation from year to year helps to make these numbers so enjoyable.

In the absence of the Secretary, Prof. F. I. Sheeder, of the College, the President appointed Miss Julia Shutaack, coach of debating at Mauch Chunk Twp. High School, Nesquehoning, Pa., as the Secretary pro tem. He then read the minutes of the tenth Conference, held Nov. 2, 1929, which were approved.

At this point, Prof. George R. Tyson, head of the College's Department of Education, favored the Conference with one of his characteristically "snappy" and helpful talks, in which he stressed the pedagogical importance of letting the students make their own preparation for debates, with no more help from a coach than such direction and encouragement as is needed in getting ready for other school projects. He also urged strongly that debaters avoid "canned speeches," but that instead they speak off-hand from notes, mingling refutation with their constructive speeches when needed.

In order to conform with the wishes of several delegations that had to leave early, the President called for a submission of questions for debate. On the Question Committee he appointed the following: Mr. Walter B. Henninger, Prin., Derry Twp. High School, Hershey; Miss Mary Carter, coach, Columbia; Miss Sara Bowman, coach, Lebanon; Mr. N. C. Brilliant, coach, Reading Senior High School; Mr. A. J. English, Supv. Prin., Royersford; Mr. Paul H. Grim, coach, Oxford; and Mr. Ralph C. Brown, coach, Catauqua. The Committee at once retired to wrestle with the large number of questions submitted.

While the Committee was out the President read the financial report of the League, as prepared by Mr. James R. Rue, the College bookkeeper, who was appointed Treasurer of the League to succeed Prof. F. I. Sheeder, because of the latter's absence from the College. The itemized statement will be found in another column of this issue. The President also made a report of the League's debating activities for the tenth season—that of 1929-30. This, too, is given in full elsewhere.

By this time noon had come, and the President announced that a group picture would be taken on the Library steps, after which luncheon would be served in the new dining room. He also stated that college students wearing ushers' tags would be on hand after luncheon to show the visitors through the buildings and about the campus, and urged the delegates to make use of this opportunity. The Conference then adjourned for the noon intermission.

At 1:30 the Conference was reconvened by the President, and opened with a tenor solo entitled, "One Fleeting Hour," by another one of Miss Hartenstine's students, Mr. Donald Ottinger, of Spring City, Pa., a junior in the College. He was accompanied by Miss Helen Green, a senior, of Chester, Pa. This number, like those of the morning, served to emphasize what the President called the "key-note" of debating; that is, "harmony."

The first address of the afternoon was given by Mr. Herman L. Bishop, Principal of the Lansdale High School and also coach of its debating teams. The President, in calling on him, pointed out that his teams had been unusually successful, having won permanent possession of a bronze plaque in three straight contests, and the "first leg" on a new plaque. The address, which was very practical and

thoughtful, was followed with the closest attention. Mr. Bishop has kindly written it out, and we take pleasure in giving it in full elsewhere in this number.

After the address Mr. Henninger, chairman of the Question Committee, submitted the report of that body. Three questions were recommended to the Conference, as follows:

1. Resolved, that modern advertising is detrimental to the best interests of society.

2. Resolved, that the present system of installment buying of consumptive goods is detrimental to the best interests of society.

3. Resolved, that compulsory automobile insurance should be adopted by the states.

The report was adopted as submitted, and the committee discharged with thanks. The Conference then proceeded to ballot, each school present having one vote. As tellers the President appointed Mr. Alvin E. Baum, coach, of West Hazleton; Mr. William Gebhard, coach, of Spring City; and Mr. Le Roy Moyer, coach, of Mount Penn. As already stated, the majority of ballots cast was in favor of the first question above, that about modern advertising, hence the President declared this the official League question for 1930-31.

The closing number of the program was an entertaining, yet thoughtful and inspiring address by Mr. Lambert Greenawalt, Assistant to the Principal, and head coach of debating in the William Penn High School, York, Pa. Mr. Greenawalt, who is an author as well as a teacher, believes in originality and interest. These qualities featured his address, and the delegates showed their appreciation by repeated rounds of laughter and applause. Mr. Greenawalt is Director of Curriculum in his School, and has made debating a class room exercise. Thanks to his kindness, we present his speech in full for the benefit of those who were absent from the meeting.

The hour of adjournment had now come, and with a few parting words the President closed what was undoubtedly the best session of the League in the eleven years of its existence. His thanks are here given to all who by their presence and participation helped thus auspiciously to usher in the second decade of its work.

## LAST SEASON BEST THUS FAR 49 SCHOOLS; NO COMPLAINTS

(Continued from page 1)

because of "the falling-out that all the more endears." They will be more careful than ever neither to give nor to take offense. When difficulties occur they are almost always in the newer groups; the older ones have learned their lesson. This is the best possible argument for sticking to the League.

Inasmuch as there was not enough time at the Conference to give a detailed report of last season by groups, we append it here:

### Dual Team Groups

Allentown - Easton - Norristown - Reading Group. Easton won the first round in a new plaque contest with a score of 5 victories, 14 judges, and 38 points. Reading was a close second with 5 victories, 12 judges, and 30 points.

Lancaster-Lebanon-York Group. A banner was awarded rather than a plaque because the group was incomplete. It was won by York, the score being 3 victories, 7 judges, and 20 points. Lancaster was second with 2 victories, 5 judges, and 14 points. William Penn, at Harrisburg, was not in the contest this year because of local conditions.

Elizabethtown-Hershey-Hummels-town-Middletown. This group also preferred a banner this year, which was won by Hershey with 4 victories, 10 judges, and 27 points. Hummels-town was the runner-up with 3 victories, 9 judges, and 31 points. Elizabethtown was only 3 points behind Hummelstown. This group deserves special commendation for running off its debates on schedule time, and for sending in unusually attractive programs. Perhaps the secret of their success is that the principals get together early in the season and arrange all details. This plan is recommended, wherever practicable.

Columbia-Ephrata-Manor Twp.-West Lampeter Group. Columbia won the third round in a plaque contest with 6 victories, 16 judges, and 44 points. Ephrata came second with 4 victories, 12 judges, and 37 points. This was the third round in a plaque contest, and gives Columbia permanent possession, her score for the three years being 14 victories, as over against Ephrata's 11, Manor Twp's 8, and West Lampeter's 3.

Conshohocken-Phoenixville-Pottstown-Royersford Group. These schools represent a new alignment, some of

them debating together for the first time. The trophy, a bronze plaque for the first year, was won by Royersford, with 6 victories, 15 judges, and 40 points. Pottstown came second with 3 victories, 12 judges, and 33 points.

Catauqua - Emaus - Slatington Group. This is an old triangle that has come over into the League. One team debates at home and the other away from home. All the debates are held on the same evening. An expert judge is paid and comments on the debate. Catauqua won the third round of a plaque contest with 2 victories and 4 points. Emaus was second, with 1 victory and 4 points. Catauqua now has permanent possession of the plaque, with 5 victories to 4 of Emaus. These schools have probably debated with one another longer than any other group, and there is never any disagreement, because they understand one another thoroughly. This proves our argument for permanent relations.

Avon Grove - Coatesville - Oxford - Unionville Group. Oxford is one of our most loyal charter members, but the other schools debated in the League for the first time. Oxford made a clean sweep with 6 victories, 18 judges, and 47 points, one of the highest scores in the League, if not the highest. Unionville came second with 4 victories, 10 judges, and 29 points. The trophy was a bronze plaque for the first year.

Cornwall - Jonestown - Myerstown Group. Here is a brand new Lebanon County trio, looking for a fourth school. They staged a very close contest, each school winning 2 victories. The banner was awarded to Jonestown for 7 judges, against Myerstown's 6 and Cornwall's 5. In points Jonestown scored 22, Myerstown 16, and Cornwall 16. That's the way to arouse interest! Do it again.

Mauch Chunk Twp.-Mahanoy City-Shenandoah-Tamaqua Group. Mauch Chunk Twp. has been with us, in another group, for several years, and its Supervising Principal, Mr. Wotring, helped to organize our League when he was at East Greenville. The other schools made their debut with us this year. Tamaqua won the first round of a plaque contest with 5 victories, 15 judges, and 40 points. Shenandoah was a close second with 4 victories, 10 judges, and 31 points.

### Single Team Groups

Doylestown-Lansdale-Quakertown-Sellersville Group. Lansdale won the trophy in the first round of a new plaque contest. The score was 3 victories, 8 judges, and 19 points. Doylestown was a close second with 2 victories, 5 judges, and 16 points. We are all glad to see Quakertown back in this group after having been forced out for a year because of a building program.

Bristol - Langhorne - Morrisville; Bensalem-New Hope-Newton Group. This is a unique double group, consisting of two sections of three schools each. The winners of the two sections debate each other for the trophy. This arrangement was suggested by the schools themselves, and approved by our Council, to accommodate six schools. Morrisville won in its section with 2 victories, 5 judges, and 12 points. Newtown won in the other section with 2 victories, 5 judges, and 15 points. The final round was won by Morrisville, with 2 judges and 5 points vs. Newtown's 1 judge and 4 points.

Collegeville-North Wales-Spring City Group. The contest was a close one, each school winning once and losing once. In judges, North Wales had 4, Collegeville 3, and Spring City 2. In points North Wales had 13, Spring City 9, and Collegeville 7. North Wales therefore won the banner. These schools are charter members of the League, and deserve a full group. Who will fill the vacancy?

Hatboro - Lower Moreland - Upper Moreland Group. This is another triangle that wants a fourth school. Each school, by special agreement, uses only one team, but has that team debate both sides of the question; i. e., each school meets the others twice; the second time the teams change sides. The experiment seems to work well. Upper Moreland won the banner, the score being 3 victories, 8 judges, and 20 points. Hatboro was a close rival with 2 victories, 7 judges, and 20 points.

This report would not be complete without reference to the "free-lance" debates conducted by a number of schools with other League members outside of their own group. Some of these reports were sent to the President, who was glad to get them. Sometimes such debates are pre-season, sometimes post-season; in either case they give teams additional experience, and are especially recommended to the schools debating in incomplete groups. Our purpose is to foster debating, hence we welcome these extra-League activities.



The Tower Window



It is my privilege this week to extend greetings to the boys and girls who make up the Ursinus Interscholastic Debating League. As president of the institution which sponsors the League, I feel a deep interest in all its activities. From the time of its inception something like a decade ago, I have followed with satisfaction its steady growth and ever widening influence. It is a pleasure to hail the League today and to pay tribute to the fine service it is rendering in our high schools.

I wonder what the testimony would be if we could bring together the hundreds of young men and young women now in colleges and universities or perhaps already settled in life, who in past years while boys and girls in school, took part in the Ursinus League debates. I am sure they would with one accord bear witness to the value of debating as a school activity. It matters not what may be one's vocation in life, he is the better prepared for it if in his school and college days he accustomed himself to the high activities called into play in public debate.

How manifold are the benefits of debating! It yields skill in library research, in organizing materials, in the exercise of the reasoning powers, especially in the construction of argument, in the ability to foresee the attacks of the opposition and in ability to distinguish between sound and unsound reasoning—all this before the debater comes on the platform. In addition there are the benefits which come from coaching and drill, and finally the lasting profit to the individual which actual participation in a public disputation insures.

Debating is excellent mental discipline. Everybody knows from experience that we know a subject better after we have discussed it. Mental discharge serves to crystallize the contents of the mind and make them permanent. Debating limbers up the powers of expression, increases the vocabulary, and gives flexibility to speech. Especially valuable along this line are those parts of the debate, such as rebuttal, in which exact preparation cannot be made in advance. But coaches must not expect too much in this regard from beginners. Skill in thinking on one's feet and in extemporaneous speech comes only through much effort and after gross failures.

As we enter upon the debating season I would counsel all high school boys and girls to try for the debating teams, and if your school is not already in the Ursinus League take immediate steps to be enrolled. To all League debaters I tender best wishes for high grade work, honesty and fair play in all the contests.

And ever and always, may the best team win.  
G. L. O.

LIBRARY PRIVILEGES

The usual request for library privileges has been sent to half a dozen of the largest public libraries in the League's area. Thus far we have received favorable replies from the State Library, at Harrisburg, and from the Reading Public Library. Replies from the others were probably delayed by the Christmas rush. From their eagerness to co-operate in the past we feel safe in assuming that they will do so again. Needless to say, the Ursinus Library is still at the service of the schools within reach.

Miss Anna MacDonald, Extension Librarian of the State Library, says, "We are preparing a bibliography of the material we have, and will be glad to send a copy to each of your members who request it. Also, we will circulate what material we have to reach the greatest number of your teams which do not have a public library within reach." We hope the members needing such help will take advantage of these kind offers. Address Miss Anna MacDonald, Extension Librarian, State Library, Harrisburg, Pa., state the question, tell her your needs, and mention that you are a member of the Ursinus League.

In answer to our request for suggestions, Miss MacDonald writes: "There is one thing you could stress in your forthcoming publication—the prompt return of all the material sent them [the member schools] at the time indicated. Sometimes we have so little and the demand is so big that we have to limit the time to one month. But, where we can, we allow the material to stay until the debat-

ing is over. With each lot of material sent out there is a list which should be kept and checked when material is received, and checked again when material is returned." She adds that special care should be taken to return pamphlets, because they are often as important as books, and sometimes harder to get.

This is very generous and fair. Surely all who use this material, or that of any other library, will show their appreciation by returning it promptly and in good condition. If you, as coaches, plan to take your teams to some library you should write in advance and make an appointment, so that the material and staff may be ready for you.

A PARTIAL READING LIST ON MODERN ADVERTISING

(Continued from page 1)

importance of the magazine in which it appears. Naturally not all material is of equal value; some is worthless. Other things being equal, the order of importance, starting with the best, is likely to be books, monthlies, weeklies, and dailies. Signed articles in the newspapers are more dependable than unsigned ones.

You ought really to know something about an author whose facts or opinions you wish to use. Is he an expert in the subject he is discussing? Is he fair or prejudiced? If the magazine that publishes his work is dependable it usually contains, at the front or back, a short sketch of the author's fitness to write on that subject. Better still, go to "Who's Who in America"; if the writer is widely known you will probably find an account of his life and training. A little practice will give you skill in picking out the best from a mass of material. Remember that one dependable authority is worth more than a shelf full of superficial and unreliable material. A few of the most promising references below are indicated with a star.

List of Magazine Articles

Exercise for Business, R. W. Babson, Collier's, 86:10-11, Nov. 15, '30; Excerpts, Rev. of Revs., 82:77, Dec., '30.  
\*Violation of Newspaper Codes, H. Hart and others, New Repub., 64: 292-5, Oct. 29, '30.  
Sales Strategy Revealed in New Advertisements, Business Week, p 7, Sep. 17, '30.  
Women in Advertising, C. Oglesby, pors., Ladies' H. J., 47:22-3, Oct., '30  
Decision Threatens Ad Censorship, Publishers' Wkly., 118:254-5, Jl. 19, '30.  
Latest Billboard Decision, Indianapolis, A. S. Bard, Am. City, 43:113-14, Aug. '30.  
English Booktrade Proposes Co-operative Advertising, Publishers' Wkly., 118:676-80, Aug. 23, '30.  
\*Dump-cart Era Passes, F. S. Clark, il., Rev. of Revs., 81:44-8, Je., '30.  
Mail-order Romantic Realism, H. M. Robinson, Bookman, 71:396-9, Jl., '30.  
Calendar of Interpretation, Nat. Educa. Assn. J., 19:208, Oct., '30.  
Talkies Adopt Radio Methods in New Sponsored Programs, Business Wk., p 8, Jl. 30, '30.  
Higher Advertising (Verse): Skywriting, J. J. Montague, Am. City, 43: 135, Jl., '30.  
Advertising, G. J. Nathan, Am. Mercury, 18:496-7, Dec. '29.  
Advertising Appropriation, Publishers' Wkly., 117: 1330, Mar. 8, '30.  
Advertising as a Spur to Prosperity, Lit. Dig., 104:71, Mar. 15, '30.  
Advertising in Old Days, G. Lockwood, il., Natnl. Repub., 18:8-9, May, '30.  
Bankers Watch Advertising, Business Wk., p 34, May 14, '30.  
Bear Oil; Old Magic for New Times, F. J. Schlink, New Repub., 59:277-9, Jl. 31, '29.  
Believe and Buy, Commonweal, 9:670, Apr. 17, '29.  
Big Fellows are Going to Advertise, Business Wk., p 25-7, Dec. 4, '29.  
Bill-board Tutorship, Commonweal, 10:202, Je. 26, '29.  
\*Cigarettes vs. Candy; War Correspondence from a New Battle Front, P. Wagner, New Repub., 57: 343-5, Feb. 13, '29.  
\*Consumer Study of Hosiery Advertising, R. C. Cook, J. Home Econ., 21:905-8, Dec., '29.  
Crying Aloud from the Housetops, Photo-Era, 64:33, Jan., '30.  
Death to Propriety, R. Byron, New Repub., 57:161-2, Dec. 26, '28.  
\*Do Advertisements Educate the Consumer? E. Abell, J. Home Econ., 22:475-7, Je., '30.  
Dollar-a-year Graduate School; Part Advertising Plays as a Guide to Buying, S. Resor, il., Pict. Rev., 30:8, Je., '29.  
\*Eighteenth Century Advertisements, C. Romer, 19th Cent., 106:124-32, Jl., '29.  
Emancipation of the Housewife, E. E.

Calkins, il., Woman's Home Comp., 56:13-14, Feb., '29.  
Has the Advertiser Kept Faith? E. E. Calkins, Woman's Home Comp., 56:25-6, Apr., '29.  
If You Know What I Mean, W. Morton, Outlook, 151:144, Jan. 23, '29.  
Lucky or a Sweet, or Both, R. Wallace, Nation, 128:305-7, Mar. 13, '29.  
Magazine from America, J. B. Priestly, Living Age, 337:310-12, Nov. 1, '29.  
\*Million Dollar Campaign, etc., D. Hitchcock, il., Publishers' Wkly., 117:858-61, Feb. 15, '30.  
\*National Advertising; ed. by E. M. Phelps, bibliography, Univ. Debaters' Annual, 1928-29: 387-426.  
New American Advertisement, R. Jungblut, Living Age, 338:377-8, May 15, '30.  
Newer Competition, G. W. Hill, World's Work, 58:72-3, Je., '29.  
\*Now Is the Time to Advertise, E. E. Calkins, il., Rev. of Revs. 81:52-6, Mar., '30.  
\*Publicity Gone Mad, S. Lewis, Nation, 128:278-9, Mar. 6, '29.  
Selling the World; Advertising as a Career for Women, H. R. Cades, il., Woman's Home Comp., 56:39, Je., '29.  
\*Simple Life, and How! Advertising Will Sell Anything, C. W. Stokes, New Republic, 59:203-5, Jl. 10, '29.  
\*Wall Street Marries Broadway, T. Knight, Scribner's Mag., 86:164-8, Aug., '29.  
What Advertising Really Is, E. E. Calkins, il., Woman's Home Comp., 56:14, Mar., '29.  
What Makes You Buy? D. L. Teilhet, il., Outlook, 153:344-5, Oct. 30, '29.  
\*Will They Force Us to It? Inexcusable Cigaret Advertising, W. K. Anderson, Christian Cent., 46:156-7, Dec. 18, '29.  
State Regulation of Roadside Advertising, Am. City, 40:113, Mar., '29.  
\*American Legend: Emerson, the Mouse-trap, and Advertising, E. Corbett, Cent., 117:303-10, Jan., '29.  
\*Mass Psychologist, H. F. Pringle, Am. Mercury, 19:155-62, Feb., '30.  
Same Conditions, Rev. of Revs., 81: 157-8, Mar., '30.  
Cigarette Advertisers Promise to Stop Misleading Public, Christian Cent., 47: 165, Feb. 5, '30.  
Custom of the Country, C. Mertz, Outlook, 151:583-4, Apr. 10, '29.  
Do Paid Testimonials Pay? F. C. Kendall, Mag. of Business, 55:537-8, May, '29.  
From Peruna to Piffle, Nation, 128: 364, Mar. 27, '29.  
Paid Testimonial Ban Has Sweeping Implications, Business Wk., p 8, Feb. 5, '30.  
\*Testimonials, Mainly Medical, A. J. Cramp, Am. Mercury, 17:444-51, Aug., '29.  
Does Electrical Advertising Pay? F. A. Orth, il., Radio Broadcast, 15: 195-7, Aug., '29.  
When Advertising Goes Abroad It Must Go Native, il., Business Wk., p 30-2, Jan. 8, '30.  
Children's Food Must Be Pure, H. W. Wiley, il., Good Housek., 88:54, Jan. '29.  
\*Fake Advertisement, Rev. of Revs., 81:128-9, Feb., '30.  
Saving the Suckers, Sat. Eve. Post, 201:28, Je. 15, '29.  
Flying Electric Billboards and Talking Airplanes, P. D. Paddock, il., Popular Mech., 51:722-7, May, '29.  
Must We Come to This? Horizontal Signs, Am. City, 40:139, Jan., '29.  
Signs vs. Scenery, Survey, 64:90, Apr. 15, '30.  
Advertising What You Have to Sell, Radio Broadcast, 16:88-9, Dec., '29.  
Misleading Radio Advertising, Radio Broadcast, 16:316, Apr., '30.  
Radio's Advertising Budget, T. A. Phillips, il., Radio Broadcast, 16: 74-5, Dec., '29.

A Short List of Books

\*The American Encyclopedia, Vol. 1, pp. 166-171. Contains an account of the various types of advertising, their history and present status, and full bibliography of books on the subject. An excellent article to read first and get your bearings.  
\*The Encyclopedia Britannica, Vol. 1, pp. 195-205. Quite a full account of the history and current practice of advertising in both Great Britain and the United States. Illustrated. Another good article to read at the outset. Several book lists given.  
\*Sir C. F. Higham, Advertising: Its Use and Abuse, 1925.  
E. K. Strong, The Psychology of Selling and Advertising, 1925.  
S. R. Hall, Theory and Practice of Advertising, 1926.  
N. H. Borden, Problems in Advertising, Chicago, A. W. Shaw, \$5, 1927.  
I. P. Fox, One Thousand Ways and Schemes to Attract Trade, Boston, 1927.  
G. French, Twentieth Century Advertising, New York, 1926.  
A. C. M. Ozoy, Primer of Advertising, Harper, \$3, 1930.  
S. R. Hall, Advertising Handbook,

McGraw, \$5, 2d ed., 1930.  
F. U. Webster, Trends in Industrial Sales Promotion and Advertising, Am. Management Assn., paper, '30.  
J. S. Abbott, False Advertising, paper, gratis, Institute of Margarine Mfrs., 1049 Munsey Bldg., Washington, D. C.  
G. W. Buck, Cost of Confusion, Glen Buck Co., Pittsfield Tower, Chicago, gratis, 1929.  
E. E. Calkins, Advertising, Am. Lib. Assn., 520 N. Mich. Ave., Chicago, 50c, paper 35c, 1929.

THOUGHTS ON DEBATING

(Continued from page 1)

try out for the team. He must also know debating. I believe that the reason some schools have difficulty in arousing an interest in debating and in turning out successful teams is because the task of coaching is assigned to someone who just happens to be the English or History teacher or happens to have less work to do than someone else who has had debating experience. It is almost as absurd to ask someone to coach debating who has never debated as to ask someone to teach swimming who has never swum. The good coach must not only have had experience in debating itself but he must love to debate and love to train others in the same art.

The second factor in successful debating is a team whose personnel meets certain very definite qualifications. Sometimes I have seen schools represented by teams whose members seemed to have been chosen because they could not represent the school in anything else. There is no reason why the very best material in the school should not be represented on the debating team. At Lansdale we have had on our teams presidents and first honor students of senior classes, star athletes, presidents and members of the student council and leaders in other school activities. In debating, perhaps as in no other school activity, an individual's height is measured from the shoulders up. Mental alertness is the stuff that wins debates. Students are needed who can think on their feet but not with them. In addition to this quality, members of debating teams should be selected with special consideration to speaking voice, stage presence and appearance, and pleasing personality. Debate is formalized oral arguing; it is intellectual combat, a kind of mental contest. The twofold process of conviction and persuasion is vital in its application. The former is an appeal to the reasoning power, the latter an appeal to the emotions. Certainly debaters with the above-named qualifications can argue more convincingly and effectively than those who lack them. I have also found it essential to have a team in which the members are compatible and co-operative. Team-work is very important. A successful team works as one man but not at a one-man team.

I shall now speak briefly concerning the method of debating. After the question has been decided on at our annual Fall conference, we try to get the entire student body interested in gathering material. At Lansdale we have no course in public speaking or debating. For the last two years we have not even had auditorium facilities. Last year because of crowded conditions we could not even hold assemblies. We had to go to another building to hold our final "tryouts". However, we are fortunate in having tactful, helpful English teachers who do take about a week from the time ordinarily given to regular English work and devote it to argumentation. The subject for debate is introduced, each student is asked to write out arguments on one side of the question for the next day. When the class meets the following day certain members are called on to present their arguments. Then other students are asked to present their agreement or disagreement with what has already been offered. Soon there is considerable informal arguing. A debating atmosphere has been created and perhaps in another day or two a formal debate will be held in that class by those members who are most anxious and most capable. During the interval between the introduction of the subject and the formal debate instruction is given as to proper debating procedure. The students who showed up best in the class contests are then permitted to enter the final "tryouts". By this time a great deal of enthusiasm will have been aroused and considerable material in the form of newspaper clippings and magazine articles will have been collected by members of the English classes. Thus, the entire student body has a part, because everyone takes English, and a general school interest in debating is evident.

The team to represent our school in the inter-school debates is selected by

a committee of the faculty immediately after the "tryouts". From this time on the real work of the team and the coach begins. I usually like to have a "pep meeting" with the team before starting the actual work of gathering material. I consider this meeting very important. It is just as important for a debating coach to pep up his team as it is for a football coach to do so. Instruction must also be given with regard to abstracting and gathering material. The three primary rules for gathering material are: (1) Read, (2) Read more, and (3) Read still more. Webster used to say: "I first examine my own mind searchingly, to find out what I already know about the subject, and then I read to learn what I don't know about it." The reading must, of course, be done efficiently and wisely. Striking statements should be copied verbatim. Authoritative opinions should be looked for. Unsupported assertion is one of the most common faults in debating. Sound evidence from authority is expert evidence. Do not quote a banker on theology or a clergyman on finance. References should be unmistakable.

The reading done in preparation for the debate should be wide and resourceful. Both sides of the question must be studied. This cannot be done in the usual high school library. It is necessary to use and know the materials of a larger library, such as the state circulating one or that of a college. We usually spend a day at the University of Pennsylvania Library gathering material. In our school it so happens that our mid-year examinations come just before the debating season begins. Since our debaters are usually of the type who are exempt from these tests, it gives us an opportunity to visit this library during this time without interfering with other school work. Careful, systematic notes are kept of what the debaters find. My work at this time consists of aiding the four members of the team in getting the materials. They then read and take notes. Incidentally, this gives me an opportunity to do some reading of my own in the library. As an illustration of the type of work done during this visit, I may say that last year we secured enough material on both sides of the chain-store question to help us in all four of our debates. Two of these were on the affirmative side and two on the negative, and by good fortune our team was able to win all four.

After the material has been gathered, the next step is brief construction and the preparation of the presentation speeches. Here great care must be taken that nothing is left undone for the sake of unity, continuity and clarity. The entire debate should be as one congruent whole, not as three separate debates. Each speaker's debate must dovetail into that of the others. Certainly nothing is more fatal than to have one member contradict another. Yet, this sometimes happens. This shows lack of teamwork. The team should discuss the entire question together and exchange views before they divide the question. After the points and strategy to be used have been assigned to the members, each member of the team should be willing to give up in the interest of the team any good material he may have which is pertinent to the point another member is trying to establish. The debater who tries to "hog the evidence" in order to "shine" on the night of the debate is as dangerous to his team as are the opponents. Let me repeat, what we want is not a one-man team, but a team that works as one man. Each member should be quite familiar with the material in his teammate's speech. The alternate can be of considerable assistance in this respect as well as in offering suggestions on delivery and in trying to refute his teammate's arguments.

After the speeches have been prepared, I consider it essential that they be memorized in order that every word may count and that no time be lost in the presentation. Unlike football, there is no "time out" after the debate begins. The rebuttal, on the other hand, should be largely extemporaneous although, here too, high school debaters should have an idea as to how they are going to refute probable arguments to be presented by the opposition.

I suppose one might speak indefinitely on this interesting subject of debating, but I do not wish to weary you with too lengthy a discourse. I have tried to give you some of my ideas on the subject and if they will help to make some team more successful in the ensuing year, or perhaps arouse enthusiasm for debating where there was little or none before, I shall be happy. Remember that the value of debating cannot be measured by the number of victories won but that the practical experience and training it affords to the one who engages in it is immeasurable.



## DEBATING AND CURRICULUM

(Continued from page 1)

courses of study and in life.

Honorable judges, I challenge those who think otherwise to show how those principles could be removed from life and school work even if it were desirable to do so.

What are the principles of scientific debating?

1. A careful selection of material. (SELECT)

2. Efficient and compact organization of material. (ORGANIZE)

3. Effective presentation of the organized material. (PRESENT)

What processes of thinking are involved?

1. Determining the relationship of factors and ideas. (Association)

2. Casting aside the irrelevant or lesser facts. (Elimination)

3. Determining the importance of each item desired. (Proportion)

4. Orderly placement of each item in a group in the whole plan. (Reflective Thinking)

5. Determining the formulas as vehicles for presentation. (Mathematics and Logic)

6. Planning for clear and effective presentation in language. (Self-expression)

Is there any problem in life,—is there any worthwhile course of study in our schools that does not involve all or nearly all of these fundamentals?

There is not.

The teaching values of good debating are therefore a part of the curriculum and life. If that be true, it isn't even necessary to try to show that debating correlates closely with various courses of study.

But some teachers think debating is worthless and beyond the pale.

Hear Dr. Harry C. McKown, of the University of Pittsburgh, to the contrary, in his new book, "Extra-curricular Activities."

"One of the most abused of high school activities is debating, though potentially one of the best; for it embraces in itself almost all of the advantages of both curricular and extra-curricular activities collectively, the development of intellectual capacities and interests, of good sportsmanship, self-reliance, confidence, and poise. It brings fluency of speech, clear logical thinking, and a greater capacity to appraise modern affairs. There are indeed few activities of the school which can offer as much as debating. In athletics the mental phase is somewhat neglected; in publications of strictly literary activity, speaking is little considered; in dramatics, logical thinking is subordinated. Debating requires all of these and more."

The history of education reveals three steps in the evolution of ideas pertaining to schools:

1. Get a lot of schooling. (Attendance)

2. Get an education. (Exposure for veneration)

3. LEARN! Learn how to live for the individual, and for social improvement. Learn to fit oneself into his environment. Explore to find the Self. Independence comes only with that discovery.

Not only to learn, but to learn by doing is the big aim of the schools today. The Seven Cardinal Principles of Secondary Education prove this. They point us toward health, skill in the fundamental processes, worthy home membership, preparation for vocation, good citizenship, worthy use of leisure, and ethical character.

Each teacher who fails to see that all class work and school activities play a part in developing these things is in a little airtight compartment all his own—and alone, unmourned and unsung.

Three major outcomes result from the development of traits and abilities suggested by those Cardinal Principles. They are

1. Attitudes—Understanding and appreciation. Real thinking.

2. Acquisitions—Special abilities. Assimilations, Knowledges.

3. Attainments—Skills.

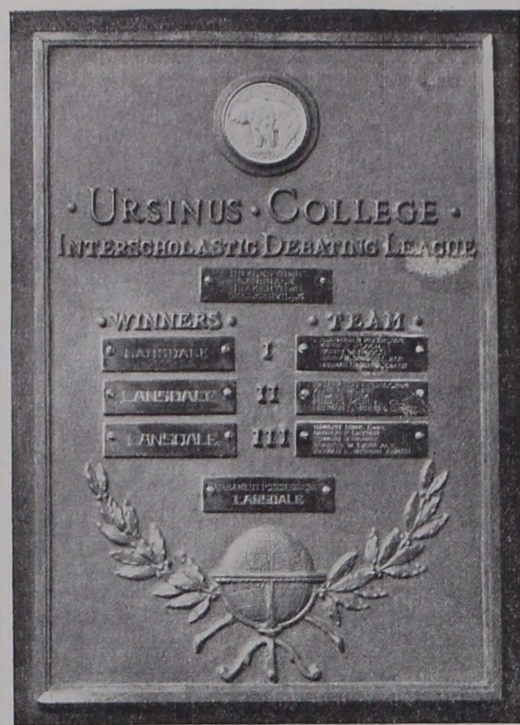
All of these merge into one vital necessity in human life:

Adaption or Adjustment

What does debating do for the three big "A's" we have just listed?

1. As to attitudes: the chief contribution of debating is to encourage open-mindedness on all important problems. This means definite reduction of narrowness and the tendency to jump at conclusions.

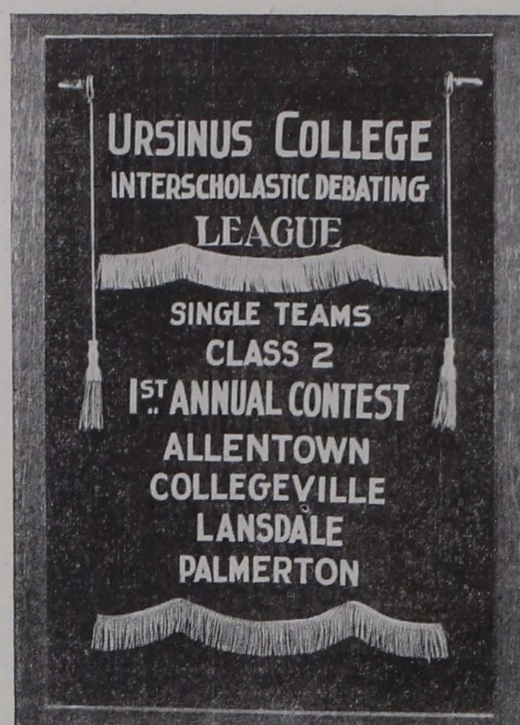
2. As to acquisitions: in scientific debating, the chief contribution is training and ability to organize and interpret facts and ideas in life, and the ability to



## NOT ENDS; ONLY INCENTIVES. TROPHIES AWARDED BY THE URSINUS LEAGUE

These trophies are familiar sights in many Pennsylvania high schools. The plaque (left) is a solid bronze casting about 8 by 12 inches in size, mounted on a mahogany base board ready to fasten to the wall. The brass plates provide a permanent record of the competing schools, the winners, and the individual debaters. This plaque, which costs fifty dollars, is awarded on a three-year basis.

The other trophy is a large silk banner in red, old gold, and black, containing the names of the competing schools in hand-painted lettering. It is suspended from a gilded staff, with gold-colored cord and pendant tassels. When framed or hung in a trophy case it makes a very rich appearance. This trophy is given outright each year to the victor in a group of schools that does not care to enter upon a three-year agreement. There were seven plaques and six banners awarded last year.



meet an opponent in the forensic art with a reasonable degree of confidence and success.

3. As to attainments: the fine points of the technique of scientific debating and public speaking are taught so that real precision and effectiveness can be attained. There is always the possibility that much of this type of training, at first difficult for the student, may become more and more subconscious or habitual in life contests.

How can all these aims or outcomes be brought about?

By not only correlating the various subjects, but by teaching students to see the related values in these subjects as never before.

Let me mention a few specific examples:

For various reasons, mathematics and scientific debating are one and the same. Each aids and weaves into the other. A syllogism itself is an algebraic formula. Consider the ancient syllogism:

(Major Premise) All men are mortal.

(Minor Premise) John is a man. (Conclusion) John is mortal.

Translating this into algebra we have the following equations:

A equals B

C equals A

C equals B.

For scientific debating we have proofs by elimination and substitution as in algebra and geometry. Mathematically also it is possible to establish a truth or a fact by proving its alternative false. The chain of reasoning in scientific debating, with all links justified and properly placed, is one-hundred per cent similar to the complete proof and solution of an hypothesis in geometry. You can carry these points further yourselves.

We will not discuss in detail how science itself and good debating are linked together. The field is too broad. It would be enough to say that the methods of induction and deduction are required in both, constantly, to the extent of one-hundred per cent.

As to history or other social studies, the value of research can not be denied, along with the resulting wide view of the inter-relationship of society as a whole and its activities. Is there a more effective way of discussing citizenship or problems of democracy? Tabulate, if you will, the major debate questions over a period of ten years, and note what a small minority of them did not involve social problems.

But surely the foreign languages can not be discussed in this connection! No; not unless you recognize the languages as the Language Arts, and are willing to admit also that thinking, if nothing more, is required if they are to be mastered.

What shall we say of the commercial and industrial work? Are these courses also related closely to good debating? Study again the content involved in your debate questions over a period of years. Is advertising and salesmanship taught in the commercial courses? Name, if you will, any vital principles in advertising and salesmanship which are not also re-

quired in good debating. What important industries can possibly be omitted from the major economic and social problems frequently discussed by trained debaters?

To discuss English in its correlation with debating would of course be superfluous here.

Up to this point I have tried to show you that debating is father to many courses in our curriculum. It has also been born of the curriculum, for these reasons:

1. Before any course was ever put into the curriculum its values were debated.

2. After being placed on the school program each course had to justify its existence. Proof. Debate.

3. Opinion and evidence determine the content of each course. Debate.

4. Each course is constantly subject to revision. More opinion. Attitudes. Debates.

5. Methods of teaching each subject compete with each other. Get data. Discuss. Debate results.

6. Frequently, debating itself is employed as a method for classroom work. This is true because in most subjects are many problems that have no final answer.

7. If there is a real answer, it often happens that the teacher doesn't know it. Then he allows a debate to develop and tries to act the part of a wise and knowing judge.

8. More subjects are slipping out of the required list each year. Their appeal is too narrow, or they have not grown along with the times. They are losing the debate.

9. Debating itself, on the other hand, is a thriving, growing, vibrating work that is consistently gaining a stronger foothold in the schools for the very reason that it is first life, and second a science.

In conclusion I will quote from an article in the current issue of *The National Education Journal*. The article was written by Dr. Alexander Roberts, President of State Teachers' College, San Francisco.

"These activities have arrived. They are in every school in America. They have had an interesting past; they have a definite, perhaps boastful and obtrusive present; they seem destined to have an intriguing and useful future. Which trends that future may take may be judged in part by their origins and their present spread. Some of the extra-curricular activities sprang almost unchanged from the social life of Colonial rural America. The singing and writing schools, spelling and cyphering matches, debating societies, and the combining literary-social programs of isolated rural districts held in the church or school, have come directly and almost unchanged to modern schools. The European schools have contributed much, first by way of the English and American Academies, then as a part of the continental product by immigrant peoples, and lastly as a result of the study of European schools by American scholars during the last 100 years.

"Out of the extended school programs themselves, scores of extra-curricular activities constantly arise.

"These activities are an essential part of every school. It would be im-

possible to name the unit in which the most widespread and significant development has come or to list the growing activities. They tend to develop spontaneously out of a felt need of the school, the pupils, the community, or the faculty, or some combination of these, in the amazingly complex relationships that have grown up in modern schools.

"The new social philosophy of education vastly extended the needs, methods, purposes and outcomes of school work. Some activities spring up, flourish and justify their existence by the good work in a spirit of revolt against the narrow academic prescriptions of administrators and faculties of some narrow-minded schools. College administration machinery is giving more and more weight to the special abilities, interests, and talents that are fostered values which make the individual more worthwhile in life. A survey of the opinions of many principals throughout the country is summarized in the following terms in general: the program of expansion will result in participation by every pupil, better organization of activities, better advisors, a place in the school program, and the curricularizing of activities having educational value."

Life is social in all its important aspects, except for those people that are either hermits or corpses.

Some people are dead and know they are, other people are dead and don't know it.

## THE JUDGING PROBLEM AGAIN

The success of debating depends largely upon getting impartial, mutually satisfactory judges. The host school should be very careful in making up its list, and the guest school should not challenge any name without giving a good reason.

Just because a man holds a prominent position is no guarantee that he will be a competent judge. Men are needed who have open, unbiased minds, and who will judge a debate, not on their preconceived notions, but on the actual merits of the debaters. If you can get persons who understand the technique of debating, so much the better, though this is not always possible.

May we recommend again the method used by some groups, apparently with excellent results. The host school prepares, at the beginning of the season, a list of twenty-five or thirty names. This list is submitted to the other schools in the group for approval. From the names not protested by a given opponent the home school is then free to select its judges for that particular debate. This avoids the haste and confusion of preparing a separate short list for each debate, and prevents the embarrassment which sometimes arises when approved men can not serve, and unapproved ones have to be substituted at the last minute. Try this plan.

"Victor from vanquished issues at the last, and overthrower from being overthrown."

—Tennyson, "Gareth and Lynette".

## HELPFUL SUGGESTIONS FOR BETTER PROGRAM SHEETS

(Continued from page 1)

number and a reading, states that the rebuttal speeches will be given in reverse order, and specifies the time of each speaker. All this, symmetrically arranged and neatly typed, comfortably fills a sheet of typewriter paper and makes a very attractive appearance.

In preparing the program sheet, as well as in deciding on the contents of the program itself, there is a good opportunity for correlation. Most schools have commercial departments, which will be glad to type the stencil sheet or first copy. Almost every office has a duplicating pad or machine of some kind, and commercial students may get practice on it by running off the programs. The music department and dramatic club may be called on to provide several numbers while the debaters are preparing their rebuttal, and again while the judges are getting their decisions ready. Thus more students and their friends will have an interest and a part in the program.

May we ask the schools that have hitherto used no programs or only inadequate ones to try these suggestions. The schools that are now paying attention to these details are getting the best results. Increase your own interest and attendance by making of your debates dignified public meetings that will get newspaper write-ups and command community respect.

## A FEW LAST-MINUTE HINTS

## Matter

1. Know your question—both sides of it.
2. Judges want proof, not mere assertions.
3. Proof consists of dependable facts and sound reasoning.
4. A logical analysis or brief is half the debate.

## Form of Argument

5. Use simple, correct, and concrete English; a debate is not an oration.
6. Use sentences that are short, clear, and direct, especially in stating your points.
7. Have only two or three main points, and make them stand out prominently.
8. Show clearly how your points are related, and how your evidence tends to prove each point.

## Delivery

9. Speak slowly and distinctly; it is not how much you say but how much the audience grasps that counts.
10. Be natural; don't put on airs. Debating is not acting.
11. Cultivate poise of position and gesture. Poise means self-possession and good manners.
12. Forget about victories. Aim only to convince and persuade your hearers.

## Refutation

13. State your opponent's point clearly and fairly before you try to refute it.
14. Pick out for refutation the opposing points which seem most damaging to your case.
15. Avoid fragmentary refutation. Take two or three big points—no more—and hit them hard.
16. Real debaters, who do not use "canned speeches", introduce refutation into their constructive addresses. You are not too young to make an attempt at this.

## Sportsmanship

17. Avoid sarcasm; be courteous to your opponents at all times.
18. Never misquote an opponent or misrepresent his arguments.
19. Be calm in victory and smiling in defeat. In debating even the losers are winners because of the valuable training received, which is worth more than trophies.
20. Remember that the best rule of debating is the Golden Rule.

## HOW TO START DEBATING

There is no difficulty and no red tape about starting to debate in our League. Apply for membership. Get admitted into a group or help to form a new one. In this we will help you. Select an interested, competent faculty member as coach. Principal and coach should co-operate to create debating spirit. Platform talks and personal solicitation will do it. Have "try-outs" to select your team or teams and then go to work. Arrange with the other schools of your group for the time and place of the debates, the list of judges, the number of teams, and the kind of trophy. Read your Constitution and By-laws and observe them. Address your letters to Prof. M. W. Witmer, Ursinus College, Collegeville, Pa.