

A HANDBOOK
OF
Argumentation and
Debating

BY

GERTRUDE BUCK, Ph. D.
Associate Professor of English in Vassar College

AND

KRISTINE MANN, A. M.
Formerly Instructor in English in Vassar College

1906

COPYRIGHT 1906 BY
GERTRUDE BUCK AND KRISTINE MANN.



A HANDBOOK
OF
Argumentation and
Debating

BY

GERTRUDE BUCK, Ph. D.
Associate Professor of English in Vassar College

AND

KRISTINE MANN, A. M.
Formerly Instructor in English in Vassar College

1906



COPYRIGHT 1906 BY
GERTRUDE BUCK AND KRISTINE MANN.

PE1431
.B76

LIBRARY OF CONGRESS
Two Copies Received
SEP 24 1906
Copyright Entry
Aug 28, 1906
CLASS *H* Xxc., No.
154199.
COPY B.

37
~~5420~~

THE ORANGE CHRONICLE COMPANY
PRINTERS
ORANGE, NEW JERSEY



268995*

ASSIGNMENTS.

I.

(a.) Write an argument on any subject upon which you have convictions to prove to the class the truth of those convictions.

or

(b.) Be prepared to present orally an argument on any subject on which you have convictions to prove to the class the truth of those convictions.

2.

1. Trace as exactly as possible the process by which you arrived at the conviction which you maintained in the first assignment.

2. To what extent did this conviction arise from your own first-hand knowledge or experience?

3. How far would this personal knowledge or experience carry weight with other people?

3.

Be prepared to answer the following questions:

1. How far are statements of one's personal experience effective in argument?

2. If you were proving the effectiveness of the elective system, whose experience would you consider of greater value—that of the professor or of the student? If you were proving the effectiveness of student government?

3. What general conclusion does the writer of the following selection intend to establish? How far do the evidences of first-hand knowledge given tend to convince the reader of the truth of the conclusion implied?

He went carefully through the catalogues of Tuskegee Institute, and made a note of every man and woman who had received from that Institute an academic diploma or industrial certificate, whose residence was in the city of Montgomery. He also made a note of many others who have received neither certificate nor diploma, but who have pursued their education at that Institute. He found that there were residing in the city

of Montgomery thirty-eight ex-students of Tuskegee, graduates and others. He personally investigated the present condition of each one of these ex-students, and he has sent to us his report concerning them. From his report we take at haphazard his account of the conditions of a dozen of these ex-students. The other accounts are equally creditable:

J. W. P., class of 1889, is farming. He controls 150 acres, owns five head of cattle, and teaches school six months in the year.

J. T. learned sewing and dressmaking at Tuskegee. She lives with her brother on South Ripley Street, working at her trade, and has all the work she can do.

Mrs. W. T. is the wife of a man employed in J. P. Adam's store. They have a good home, the attractiveness of which attests her good qualities as a housekeeper.

W. L. has been employed for the last two or three years by the Montgomery Carriage Company, one of the largest firms of Montgomery.

A. C. P. has an excellent reputation as a carpenter and contractor in Montgomery. I found him at work on the inside of a fine house on South Perry Street, and at another time I found him overseeing a contract on a large house at Highland Park, a fashionable suburb of Montgomery. He has a good home on Jeff Davis Avenue, and owns considerable other property.

P. M. is at work as drug clerk in the drug store of Dr. A. C. Dungee. He graduated from Tuskegee in 1902. While at the school he worked in the hospital, and much of the time had charge of the drug-room. He is studying medicine, and has already spent a session at Meharry College, Nashville, Tennessee.

R. C. I found hard at work in a shoemaking shop, to which he had come directly from the Tuskegee school shop four months before. He is the fourth man this employer has had from Tuskegee. Two of these men are now back at the school, at work in the shop, and the other has a shop of his own at Camp Hill, Alabama. When I asked the proprietor in regard to C.'s character, he said, "He is as steady as a clock."

Mrs. B. N. C. graduated in the class of 1887, and her home has been in Montgomery most of the time since then, although her work at times takes her away from the city. She is a trained nurse of excellent reputation and wide experience, and has been frequently employed at Hill's Infirmary. When I inquired for her, she was taking care of a private case. She owns two good houses on Union Street and on High Street, both of which I saw. She also owns a vacant lot.

F. S. T. is a rural mail carrier from the Montgomery post-office. He received his appointment about a year ago. He owns his home.

I. M. A. graduated in the class of 1889, and since then has taught continuously in the city schools of Montgomery, being at present employed in the Day Street school. I visited her school, and am satisfied that she is an unusually competent teacher.

Mrs. I. S. W. graduated in the class of 1893. Her husband is a prosperous pharmacist, and they have an unusually good home on South Jackson Street. One has only to go into this house to see that Mrs. W. is a model housekeeper.

S. T. I found in charge of Mr. M. C. Scott's dairy. This establishment was milking 164 cows when I was there, with 96 more dry and heifers in pasture. Mr. Scott has had several men from the Tuskegee dairy school before this one. When I asked if they had given satisfaction, he said: "Every man that the Tuskegee school has recommended to me has been thoroughly satisfactory." In my presence at the time of the

I
cti
gro
de
ilu
ERE
TH

visit, he gave an order for two more men from the school as soon as the approaching vacation would set them at liberty.

O. L. C. is working and earning \$5 a week. He owns a home worth \$1,000, two vacant lots, and a horse and buggy, cows, hogs, etc. He has worked as a printer at the State Normal School. He is a barber.

Not one of these ex-students but is earning his living by his industry, if it be allowed that a wife and mother who is taking care of her home and her children earns her living. Nearly all of them are financially independent and laying up money. Many of them have accumulated property. To consider such lives as are here recorded failures appears to us a very great compliment to the negro race.—*The Outlook*, July 18, 1903.

NOTE:—This investigation was made shortly after serious accusations against the work of Tuskegee Institute had been published in a Southern paper.

4. What qualities would make a man a good authority on any subject?

5. When is strong personal feeling effective in argument?

6. Suggest arguments which you have read or heard in which personal feeling made the argument ineffective.

7. Point out the indications of strong personal feeling in the following passage. What effect has this feeling upon the reader?

K

“No. The dangerously clear logic of the negro's position will more and more loudly assert itself in that day when increasing wealth and more intricate social organization preclude the South from being, as it so largely is, simply an armed camp for intimidating black folk. Such waste of energy cannot be spared if the South is to catch up with civilization. And as the black third of the land grows in thrift and skill, unless skillfully guided in its larger philosophy, it must more and more brood over the red past and the creeping, crooked present, until it grasps a gospel of revolt and revenge and throws its new-found energies athwart the current of advance. Even to-day the masses of the negroes see all too clearly the anomalies of their position and the moral crookedness of yours. You may marshal strong indictments against them, but their counter cries, lacking though they be in formal logic, have burning truths within them which you may not wholly ignore. O Southern gentlemen! If you deplore their presence here, they ask, who brought us?
. And finally when you fasten crime upon this race as its peculiar trait, they answer that slavery was the arch-crime, and lynching and lawlessness its twin abortion; that color and race are not crimes, and yet they it is which in this land receive most unceasing condemnation, North, East, South and West.

Indu

“I will not say that such arguments are wholly justified. I will not insist that there is no other side to the shield; but I do say that of the nine millions of negroes in this nation, there is scarcely one out of the cradle to whom these arguments do not daily present themselves in the guise of terrible truth. I insist that the question of the future is how to keep these millions from brooding over the wrongs of the past and the difficulties of the present, so that all their energies may be bent toward a cheerful striving and coöperation with their white neighbors toward a larger, juster and fuller future. That one wise method of doing this lies in the closer knitting of the negro to the great industrial possibilities of

the South is a great truth. And this the common schools and the manual training and trade schools are working to accomplish. But these alone are not enough. The foundations of knowledge in this race, as in others, must be sunk deep in the college and university if we would build a solid, permanent structure. Internal problems of social advance must inevitably come—problems of work and wages, of families and homes, of morals and the true valuing of the things of life; and all these and other inevitable problems of civilization the Negro must meet and solve largely for himself by reason of his isolation; and can there be any possible solution other than by study and thought and an appeal to the rich experience of the past? Is there not, with such a group and in such a crisis, infinitely more danger to be apprehended from half-trained minds and shallow thinking than from over-education and over-refinement? Surely we have wit enough to found a Negro college so manned and equipped as to steer successfully between the dilettante and the fool. . .

“Herein the longing of black men must have respect; the rich and bitter depth of their experience, the unknown treasures of their inner life, the strange renderings of nature they have seen, may give the world new points of view and make their loving, living and doing precious to all human hearts. And to themselves in these the days that try their souls the chance to soar in the dim blue air above the smoke is to their finer spirits boon and guerdon for what they lose on earth by being black.”
—W. E. Burghardt Du Bois, *Of the Training of Black Men*, *Atlantic Monthly*, Vol. 90, p. 289.

4.

(a). Write an argument to convince the class of the truth of one of the following statements:

1. The education of the negro should be industrial rather than liberal.
2. The education of the negro should be liberal rather than industrial.
3. All children should have kindergarten training.
4. Children brought up in refined families do not need kindergarten training.
5. Courses in industrial training should form a larger * part of our public school curriculum.
6. Courses in industrial training should not form a larger part of our public school curriculum.
7. The game of football should be abolished from our American colleges.
8. The game of football should not be abolished from our American colleges.

or

(b). Be prepared to discuss in class the truth of one of these statements.

*The student should specify for himself the exact amount of increase he is advocating.

Directions: Develop the subject on both the theoretic and practical sides. Gather facts pertaining to the actual effect on the negro of an industrial education; the actual effect on children of kindergarten training; the actual effect on the high school curriculum of the introduction of industrial courses.

REFERENCES:

The Education of the Negro:

From Servitude to Service.—Being the Old South lectures on the History and Work of Southern Institutions for the Education of the Negro.

Solving the Race Problem.—Lecture by Booker T. Washington in The Liberal Club. Published by The Matthew-Northrup Co., Buffalo, N. Y.

The Negro Problem.—Articles by Booker T. Washington, W. E. Burghardt Du Bois, and others.

Education of the Negro.—Booker T. Washington. An address published in Vol. II., *Education in the United States*. Edited by N. M. Butler.

Negro Education.—H. B. Frissell, *Outlook*, 74; 937.

The Training of Black Men.—W. E. Burghardt Du Bois, *Atlantic Monthly*, Vol. 90:289.

✧ *Kindergarten Training:*

Kindergarten Education.—Susan E. Blow, in Vol. I. *Education in the United States*. Ed. by N. M. Butler.

The History of the Kindergarten in the United States.—Susan E. Blow, *Outlook* 55:932.

The Kindergarten and Higher Education.—Nina C. Vanderwalker, *Ed. Rev.* 16:342.

Some Defects of the Kindergarten in America.—G. Stanley Hall. *Forum* 28:579.

Some Criticisms of the Kindergarten Education.—N. M. Butler, *Ed. Rev.* 18:285.

The Kindergarten Child—After the Kindergarten.—Marion H. Carter in *Atlantic Monthly*. 83:358.

The Free Kindergarten.—Hamilton W. Mabie. *Harper's Magazine*, 111:649.

Industrial Education:

Technical Education.—T. H. Huxley in *Essays on Science and Education*.

Art and Industrial Education.—Isaac Edwards Clarke. Vol. II. of *Education in the United States*. Ed. by N. M. Butler.

The Argument for Manual Training.—N. M. Butler. Pamphlet published by E. L. Kellogg & Co., N. Y.

Technical Instruction vs. Apprenticeship.—Carl Schurz. Pamphlet published by Philip Crowen, N. Y.

A Plea for the Training of the Hand.—D. C. Gilman. Monograph of the Indus. Ed. Assoc. Vol. I. Ed. by N. M. Butler.

- Manual Training and the Public School.*—H. H. Belfield. Monograph. Vol. II.
- The Co-education of Mind and Hand.*—Charles H. Ham. Monograph. Vol. III.
- The Humanizing Tendency of Industrial Education.*—J. Addams. Chautauquan, 39:266.
- Industrial and Technical Training in Popular Education.*—Henry S. Pritchett. Ed. Rev. 23:281.
- Industrial Education as a Social Force.*—Herbert W. Stebbens. Ed. Rev. 23:462.

5.

Be prepared to answer the following questions:

1. Do you hold upon any subject convictions which differ radically from those of your associates?
2. Trace the development of any one of these convictions in your mind. Did you have your conviction or theory first, and was it merely confirmed by some fact of experience? or did the facts of experience give rise to your conviction? Was the conviction, once formed, modified in any way by your further experience? Give details.
3. In presenting your principles and facts with a view to convincing others, have you found it in general more effective to begin with principles or with facts?

6.

Discuss the following questions in connection with the selections from William Lloyd Garrison and John C. Calhoun, given below:

1. What is Calhoun's main line of argument in this brief selection?
2. With what facts does he support his argument? What principles lie back of his argument?
3. What are the facts and principles implied and expressed in Garrison's argument?
4. In what points are these two arguments in strong contrast?

"I am sorry that there are Englishmen disposed to apologize for these American Christians who keep bloodhounds! They say they are under a great mistake—they are in error, but you must call such Christians no hard or bad names. But I say the American people are excluded from apology. They hold the Declaration in their hand that all men are equal; then they enslave their brother, and whip him, and hunt him with bloodhounds, and profess the gospel of Christ. Now, no man can be excused for enslaving another, whether he be savage or civilized. (Great applause). God has put a witness in every man's breast which protests

against man holding a man in bondage. I never debate the question as to whether man may hold property in man. I never degrade myself by debating the question, 'Is slavery a sin?' It is a self-evident truth, which God hath engraven on our very nature. Where I see the holder of a slave, I charge the sin upon him, and I denounce him. . . .

"Now, what have we American abolitionists a right to ask of you Englishmen? You ought not to receive slaveholders as honest Christian men. You ought not to invite them to your pulpits, to your communion tables. Will you see to it that they never ascend your pulpits? If you will, then the slave will bless you, and thanks from the American abolitionists will come over in thunder tones for your decision, and you will give a blow to slavery from which it will not recover."—Speech made before an English audience on his third English mission by William Lloyd Garrison. Printed in *The Story of the Life of William Lloyd Garrison*. Vol. III., pp. 162-163.

"We of the South will not, cannot surrender our institutions. To maintain the existing relations between the two races, inhabiting that section of the Union, is indispensable to the peace and happiness of both. It cannot be subverted without drenching the country in blood and extirpating one or the other of the races. Be it good or bad, it has grown up with our society and institutions, and is so interwoven with them that to destroy it would be to destroy us as a people. But let me not be understood as admitting, even by implication, that the existing relations between the two races in the slaveholding States is an evil—far otherwise; I hold it to be a good, as it has thus far proved itself to be to both, and will continue to prove so if not disturbed by the fell spirit of abolition. I appeal to facts. Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually. It came among us in a low, degraded and savage condition, and in the course of a few generations it has grown up under the fostering care of our institutions, reviled as they have been, to its present comparatively civilized condition. This, with the rapid increase of numbers, is conclusive proof of the general happiness of the race, in spite of all the exaggerated tales to the contrary.

"In the meantime, the white or European race has not degenerated. It has kept pace with its brethren in other sections of the Union where slavery does not exist. It is odious to make comparisons; but I appeal to all sides whether the South is not equal in virtue, intelligence, patriotism, courage, disinterestedness, and all the high qualities which adorn our nature. . . .

"But I take a higher ground. I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good—a positive good. I feel myself called upon to speak freely upon the subject where the honor and interests of those I represent are involved. I hold, then, that there never has yet existed a wealthy and civilized society in which one portion of the community did not, in point of fact, live on the labor of the other. Broad and general as is this assertion, it is fully borne out by history. This is not the proper occasion, but if it were, it would not be difficult to trace the various devices by which the wealth of all civilized communities has been so unequally divided, and to show by what means so small a share has been allotted to those by whose labor it was produced, and so large a share given to the non-producing classes. The devices are almost innumerable,

from the brute force and gross superstition of ancient times, to the subtle and artful fiscal contrivances of modern. I might well challenge a comparison between them and the more direct, simple and patriarchal mode by which the labor of the African race is, among us, commanded by the European. I may say with truth, that in few countries so much is left to the share of the laborer, and so little exacted from him, or where there is more kind attention paid to him in sickness or infirmities of age. Compare his condition with the tenants of the poorhouses in the more civilized portions of Europe—look at the sick, and the old and infirm slave, on the one hand, in the midst of his family and friends, under the kind, superintending care of his master and mistress, and compare it with the forlorn and wretched condition of the pauper in the poorhouse. But I will not dwell on this aspect of the question; I turn to the political; and here I fearlessly assert that the existing relation between the two races in the South, against which these blind fanatics are waging war, forms the most solid and durable foundation on which to rear free and stable political institutions. It is useless to disguise the fact. There is and always has been in an advanced stage of wealth and civilization, a conflict between labor and capital. The condition of society in the South exempts us from the disorders and dangers resulting from this conflict; and which explains why it is that the political condition of the slaveholding States has been so much more stable and quiet than that of the North. . . . Be assured that emancipation itself would not satisfy these fanatics—that gained, the next step would be to raise the negroes to a social and political equal with the whites; and that being effected, we would soon find the present condition of the two races reversed. They and their Northern allies would be the masters, and we the slaves; the condition of the white race in the British West India Islands, bad as it is, would be happiness to ours.”—Taken from speech delivered in the Senate by John C. Calhoun, February 6, 1837, on the reception of Abolition Petitions. Vol. II. *The Works of Calhoun*.

7.

Write an argument to prove that:

1. Animals reason.
2. Strikes aid the cause of labor.
3. The men characters in novels by women are not true to life.
4. The women characters in novels by men are not true to life.
5. English hymns reach a low standard of literary art.

Directions. Test your theme by the following questions:

1. Have you given enough examples to prove your point?
2. Are the examples given satisfactory in the following ways:
 - (a). Is each demonstrably true? If not demonstrably true, is each true to the best of your knowledge and belief?
 - (b). Is each in point, that is, in subject 1, are you sure that every instance given is a case of reasoning?

REFERENCES:

The Reasoning of Animals:

Animal Intelligence. Edward L. Thorndike.

Animal Life and Intelligence. C. Lloyd Morgan.

Animal Intelligence. G. J. Romanes.

Experimental Studies in the Mental Life of Animals. By N. Vaschile and P. Rosseau. In annual report of Smithsonian Institute, 1903.

Women in Fiction:

Men's Women in Fiction. Westm. Rev. 149: 570.

Women of Fiction. Ella S. Mapes, Bkman. 11: 560.

The Point of View. Agnes Repplier, in *Compromises.*

8

(a). Develop in detail one example tending to prove that:

1. Unions are advantageous to the working man.
2. The open shop does not destroy the union.

or

(b). Develop in detail one example tending to prove any of the conclusions stated in exercise 7.

9.

Adduce specific instances to support either of the views set forth in the following selections:

"If there be any weight in the consideration above set forth, then, no matter how seemingly inexpedient, dangerous, injurious even, may be the course which morality points out as abstractedly right, the highest wisdom is in perfect and fearless submission."—Herbert Spencer.

"Now the idea of a right as a mysterious and reverend abstraction, to be worshipped in a state of naked divorce from expediency and convenience was one that Burke's political judgment found preposterous and unendurable."—Morley: *Burke.*

10.

Write a three-minute speech to persuade:

1. An east-side audience in New York to vote for a candidate running in opposition to Tammany.
2. Laboring men who are bent on striking to try arbitration first.
3. College students to give up some favorite institution, such as hazing, inter-class contests, dramatic societies or field-day exercises.
4. The women of some fashionable club to adopt dress reform or not to wear birds on their hats.

5. Women who believe in suffrage, that the suffrage would not be a good thing for women.

6. The members of a working girls' club to read the newspaper every day.

II.

Read Beecher's Liverpool speech (page 154, in Baker's *Specimens of Argumentation*) and answer the following questions:

1. What points of agreement are there at the outset between Beecher and his audience? What points of disagreement? What does Beecher do with the points of disagreement? What with the points of agreement?

2. Where does Beecher's real argument begin? In what way does the opening paragraph of his argument show adjustment to the hostility of his audience?

3. If Beecher had been addressing a less hostile and better educated audience, what arguments would he probably have advanced?

4. In what ways would this speech be changed, if Beecher were writing rather than speaking it?

5. What instances of particularly concrete treatment do you find? What is the effect?

6. Find instances of direct refutation. What is the effect?

7. What is the effect of Beecher's use of analogy? Indicate how two or more of the following propositions could be proved by analogy:

(a). A child should not be extremely restricted in its bringing up.

(b). Cramming is harmful to the mind.

(c). People who work hard must have nourishing food.

(d). Sensational newspapers should be excluded from the home.

(e). Constant flattery undermines the character of the recipient.

(f). A child should not be forced to learn what he does not understand.

(g). Mingling in a varied society gives polish to an individual.

12

Write the introduction to a speech or letter to persuade:

1. A board of trustees of a certain library or art gallery to open the library or art gallery on Sunday.

2. A factory owner to improve the conditions of his employees.

3. A principal of a school (as from the mother of one of the pupils in the school) to reduce the amount of work required from pupils; or to prohibit basketball.

Note: As an interesting example of adaptation to an audience, see Daniel Webster's *Remarks to the Ladies of Richmond*.

13

Choose one of the following subjects:

1. Write an argument to convince a resident of Chicago that his daughter should attend an Eastern women's college rather than one of the great universities of the West (or one of the Western universities rather than an Eastern college for women).

2. Write an argument to induce the directors of an art gallery to open it to the public on Sunday (or not to open it).

3. Write an argument to persuade a man of wealth to leave money to a worthy institution in his native town rather than to a missionary society (or to a missionary society rather than to the local institution).

4. Write an argument to induce some rich man or woman to give a certain sum of money for some cause or institution in which you are particularly interested.

5. Write an argument to induce the authorities of some school or college to allow certain privileges to the students.

14

Choose one of the following subjects:

1. A certain popular sophomore in college has been offered the opportunity of foreign travel for a year. There is no probability that a similar opportunity will be offered at graduation. Write an argument to persuade this sophomore either to accept the opportunity or to remain in college.

2. A certain architect has lucrative employment in a large office. Write an argument to persuade him to begin business for himself.

3. Write an argument to persuade a girl to borrow the sum necessary for entering upon her college course at once rather than first to earn by teaching the money required.

4. Write an argument to persuade a young teacher to accept

a poorly paid position to teach the one subject for which he has made especial preparation rather than a well-paid position in which he must teach many subjects.

5. Write an argument to persuade a particular boy or girl to go to college.

6. A young engineer just graduated has an offer of a position upon the staff of a technical journal at fifteen hundred dollars a year and one to begin at the bottom in the shops of a great railroad at a dollar a day. Write an argument persuading him to the decision which seems to you wise.

Directions: In all these cases the student must define for himself all the details of the situation.

15

I. Group under a few main heads the following arguments for the exclusion of Chinese laborers from the United States:

Chinese laborers should be excluded from America:

1. Because it is impossible for American laborers to compete with Chinese.
 2. Because the Chinese live in an unhealthy way.
 3. Because they are totally different from Americans.
 4. Because exclusion is constitutional.
 5. Because they will not become American citizens.
 6. Because they gamble.
 7. Because they carry on a secret system of slavery.
 8. Because they disregard American institutions.
 9. Because they are barbarous.
 10. Because exclusion will not affect our commercial relations with China.
 11. Because effective exclusion laws can be made.
2. How would the character of your audience affect the order of the main heads?

16

Group the following arguments under a few main heads:

NOTE: These arguments were drawn up by a committee of the Alumnae of Chicago University at the time when the question of the segregation of the sexes during the first two years of the college course was being discussed by the faculty.

I. Arguments against segregation:

1. Separation of sexes instead of relieving any of the supposed difficulties of coeducation would really aggravate them. It does not affect the problem where it is serious, namely: on the social side, but it does

withdraw its essential safeguard, intellectual association in the class-room.

2. It would be very expensive to administer, requiring a duplication or triplication of work. Even if large funds are available, they might better be put into an expansion of work already started.

3. The development of the professional schools, men's gymnasium, clubhouse, etc., will attract, relatively, larger numbers of men than of women, and will serve to obviate any danger of feminizing the institution. In any case, if there is danger of too many women it would better be got at directly, by limiting the number of per cent., instead of indirectly.

4. It is a violation of good faith with the public, who have understood this to be a distinctly coeducational institution and not one of the annex type. The situation is now very different from what it was originally. At the outset it was open to the University to adopt whatever policy it saw fit, but having adopted a fundamental policy, it is a pledge to the public which should not be withdrawn without more serious reasons than have as yet been presented.

5. It can only harm the University both within and without to raise the sex issue, quite apart from the merits of the question. The public is exceedingly sensitive on this point, as it is, for example, on the labor issue; and it can only antagonize and alienate people for the University needlessly to precipitate discussion of the sex question and discussion concerning the attitude of the University towards the rights of women.

6. There are very great difficulties of administration.

7. It will be impossible for women to get same grade of instruction when separated.

8. The arguments for it are vague and mutually contradictory, and there is no clear understanding of what is intended or expected. Originally it was proffered as a means of extending the elective system, in the way of permitting many women to choose the sort of section in which they prefer to recite. At present this elective feature has been withdrawn and the measure will, apparently, be coercive in character. The question of its limits is also indefinite. Certainly whatever arguments hold for this separation would hold also with renewed force in the Senior Colleges. The renewed force is on two accounts: The separation for two years will make it much less natural for the sexes to be together than coming right after the high school period, where nineteen-twentieths of them have recited together; the Senior College work is more specialized work, and if there is to be any differentiation of instruction it would be more appropriate here than during the earlier disciplinary and general culture period.

9. It will be interpreted everywhere, whether so intended or not, as a blow against coeducation, and as an evidence of its partial failure where it had been tried under favorable auspices. Only the most serious reasons could justify the University in doing anything which could be interpreted as a blow at the higher education of women.

10. It is an unjustified reflection upon the conduct of the young men and women in the colleges. This action will be taken by the public as an evidence that their conduct has been either so silly or so immoral as to require this drastic remedy. No facts exist to justify any such imputation, and yet this inference will inevitably be drawn.

2. Arguments for segregation:

1. Boys will not endure rivalry with girls, who always beat them, consequently many do not work at all.

2. Impossible to use sufficient severity with girls in class to produce best results.
3. Impossible to treat boys and girls in same way, regardless of mere question of severity, therefore great advantage to both in separation.
4. Tendency toward more crowding and physical contact in halls of Cobb. Asserted same result in any building for both sexes, coarsening social effect of present coeducational regime.
5. Monopolizing of corridors, stairs and grounds by girls.
6. Asserted preference of many boys and girls for separation.
7. Development of more intimate comradeship among men and women, respectively. Better type of social life.
8. Development thus of better college spirit.
9. Combination under proposed plan of all advantages of both men's and women's colleges.
10. Prevention of otherwise inevitable feminization of undergraduate body.
11. Increase of number of men under this stimulus.
12. Decrease in number of women under influence of this restraining action.
13. Increase in number of women for same reason, e. g., women who would otherwise go to women's colleges.
14. Practically a blow at coeducation. Influence slowly but surely in favor of return to old system of separate instruction.
15. Step in advance toward firm establishment of enlightened form of education. All the blessings and none of the vices.
16. No further development in junior college until proposed step is taken.
17. Large gifts available if measure is adopted.
18. Opportunity to do "conspicuous" thing in education.
19. Appeal to approval (financial and otherwise) of many persons hostile to unvarnished coeducation, especially persons of wealth, who want their girls treated from "society" point of view, and their boys from the fashionable Yale-Harvard standpoint, as they conceive this.

Directions: Formulate a title or proposition inclusive of these points and have your main heads read as reasons for the truth of that proposition.

17

Be prepared to answer the following questions:

1. Can you think of any further arguments for Chinese exclusion or for segregation of the sexes not mentioned in exercises 15 and 16? In other words, do the arguments cover the entire question?
2. Would the arguments for and against segregation apply just as well to any other co-educational institution? or, in changing the application, must some of these arguments be eliminated and others added?

3. Would the arguments for Chinese exclusion have applied as well to the conditions existing thirty years ago?

4. Would it always be necessary to discuss a question from both the theoretical and the practical points of view?

5. What determines the phases of the question to be included in the discussion?

6. Is the point at issue between the affirmative and the negative sides of the arguments on the segregation of the sexes one of theoretical or of practical desirability?

7. Would a person arguing on the affirmative side of the question and using the arguments here given be able to grant any point to his opponents? Would it be advisable for him to do so? Give reasons for your answers, naming the points of concession, if any.

18

Divide as if for debate both the affirmative and the negative sides of any three questions you may select. Be sure that you have indicated a complete chain of proof on each side.

19

Make an outline of either the affirmative or the negative side of one of the following subjects:

1. Resolved, That the average woman profits more by education in a woman's college than by education in a co-educational institution.

2. Resolved, That the system of student government, in which the only power of the faculty in all matters not academic is the President's veto, is the best system of government for women's colleges.

3. Resolved, That children should devote the equivalent of five hours a week for six years to the study of music.

4. Resolved, That people who have incurable diseases should, if they desire it, be put to death.

Directions: Group the arguments under a few principal heads, which should all read as reasons for the truth of your main proposition.

If you choose the negative side be sure to consider well the exact position you propose to maintain. For instance, in proving the negative of the first subject, that "the average woman does *not* profit more by education in a woman's college," consider whether your facts tend to prove merely that she does not profit *more* or whether they tend to prove further that she actually

profits less by education in a woman's college. Either position is allowable.

REFERENCES:

Co-education.

- "Education of Women." By M. Carey Thomas in "Education in the United States." Vol. I. Ed. by N. M. Butler.
- "Should the Higher Education of Women Differ from That of Men." M. Carey Thomas. Ed. Rev. 21:1.
- "Shall the Higher Education of Women be the Same as That of Men?" C. S. Parrish. Ed. Rev. 22:383.
- "Should Woman's Education Differ from Man's?" Charles F. Thwing. Forum, 30:728.
- "Co-education in the United States." A. S. Draper. Ed. Rev. 25:109.
- "Permanency of Co-education." Ida H. Harper. Indep. 55:603.
- "The Pros and Cons of Co-education." "R. O." in Nation 76:267.
- "Why Co-education Is Losing Ground." H. T. Finck. Indep. 55:301, 361.
- "Co-education from Another Standpoint." Prof. E. E. Slosson. Indep. 55:366.
- "The Social Life of the Co-educational College." Edward Parsons. Sch. Rev. 13:382.
- "Co-education." William R. Harper in "The Trend of Higher Education."
- "Co-education." G. S. Hall. Munsey 34:588.

Student Government.

- Government of Women Students in Colleges and Universities.* L. S. B. Saunders. Ed. Rev. 20:475.
- "The School City." Frank Parsons. The Century, Jan., 1906.
- "Self-Government in Schools." The Literary Digest, 27:159.
- Government in American Universities.* A. S. Draper. Ed. Rev. 28:228.
- College Discipline.* A. S. Draper. Ed. Rev. 13:412.
- An Instructive Experiment in College Government.* J. Bigham. Ed. Rev. 3:162.
- Student Co-operation in College Government.* E. D. Warfield. Ed. Rev. 8:442.

20

(a). Write a connected argument on any one of the subjects suggested in exercise 19.

Directions: If the argument is ineffective when your outline is followed, change the outline. The argument should be a test of the "working value" of the outline.

or

(b). Be prepared to take part in a joint debate with another

18

member of the class on either the affirmative or the negative side of one of the questions suggested in exercise 19.

Note: In a joint debate both sides are allowed an equal amount of time. The affirmative debater speaks first, taking about two-thirds of his allotted time, and is, after the presentation of the negative arguments, allowed the remaining one-third of his time for refutation. The debater on the negative side speaks only once, as he has opportunity in the same speech both to refute what has been said and to bring out the points in his own outline.

21

As a preparation for reading Macaulay's Speech on Copyright, find out what are the present national and international copyright laws and consider the following questions:

1. Are the present national copyright laws just to the author and just to the public?

2. Do you see any way of improving them?

Directions: Consider in this connection that portion of President Roosevelt's message to Congress, 1905, dealing with the copyright laws:

"Our copyright laws urgently need revision. They are imperfect in definition, confused and inconsistent in expression. . . . They impose hardships on the copyright proprietor which are not essential to the fair protection of the public."

REFERENCES:

A Dictionary of American Law.

Concerning Copyright. Mark Twain, *North American Rev.* Vol. 180:1.

The Copyright Law of the United States and Authors of the Continent, by George Haven Putnam, *Critic.* Vol. 44:60.

The Need of a New Copyright Law. George P. Brett, *Indep.* Vol. 56:612.

United States Copyright Law and International Relations. G. Herbert Thring. *North American Rev.* 181:69.

A Postscript. Mark Twain, *Harper's Weekly.* 49:220.

22

Make a brief outline of Macaulay's Speech on Copyright. See Baker's *Specimens of Argumentation*, p. 179.

Directions: A speech may usually be divided into:

I. An Introduction, in which the speaker establishes (1) sympathetic relations between himself and his audience, and (2) an open attitude on the part of the audience toward the subject.

II. An Argument, in which the speaker gives the reasons in support of his position.

III. A Conclusion, in which these reasons are summarized and the conclusion shown to follow from them.

23

Study Macaulay's speech carefully, and answer the following questions:

1. What evidences do you find of Macaulay's tactful adaptation to his audience? Does his effort at adaptation ever lead him into insincerity?

2. Find passages in which Macaulay refers directly to the arguments of his opponents. What relation have these parts of his speech to his own line of argument? Explain the position in the speech of each piece of refutation.

3. Is Macaulay's use of concrete examples on pages 194-199 convincing to you? Would these examples have served to convince his opponent, Mr. Talfourd?

4. What is the special value of the third sentence on page 188, beginning, "It is good" ? Of the first sentence on page 199, beginning, "But what I do" ? Of the first sentence on page 192, beginning, "But I think" ? And the first sentence on page 194, beginning, "I say, therefore" ?

5. What is the effect of Macaulay's use of humor, sarcasm and exaggeration? Find specific examples.

6. What is the principle of *reductio ad absurdum* made use of by Macaulay on page 187? Indicate how you would disprove by the method of *reductio ad absurdum* one of the following statements:

(a). Vivisection should be prohibited because it is painful to animals.

(b). College dramatic entertainments should be done away with because they do not further the intellectual aims of the students.

24

Outline fully the introduction, argument and conclusion of Macaulay's speech.

25

Write down, either from reading it or from hearing it read in class, the main points of Macaulay's second speech on copyright.

Note: This speech is to be found in Vol. VIII. of Macaulay's works, Longmans Green & Co., 1875.

20

(a). Make a brief outline of an argument on each side of one of the following questions. Bring the outline to class and be prepared to present from it orally either the affirmative or the negative side of the question:

1. Resolved, That the entirely elective system should be established in American colleges.
2. Resolved, That the freedom of the press should be restricted in America.
3. Resolved, That examinations should be abolished in secondary schools.
4. Resolved, That all students should be admitted to college by certificate.
5. Resolved, That Shakespearean plays are more effective when given without scenery in the Elizabethan manner.
6. Resolved, That secret societies are desirable in colleges (or in preparatory schools).
7. Resolved, That the honor system of conducting examinations is the most satisfactory system.

Directions: Make the outlines on small pieces of paper so that you can use them as notes to be consulted during the discussion. Be sure to have any quotation you may use to support your views copied exactly. State not only the name of the author quoted, but the position he occupies, if this would tend to make your audience accept his words as having greater authority. Have your facts also written down for easy reference.

or

(b). Prepare for a more formal debate on one of the subjects under (a).

Note: In the formal debate three members of the class are chosen to present each side of the question and the subject is so divided that each one will have approximately an equal share in the presentation.

The order in debate is usually as follows:

- 1st speaker on the affirmative side.
- 1st speaker on the negative side.
- 2nd speaker on the affirmative side.
- 2nd speaker on the negative side.
- 3rd speaker on the affirmative side.
- 3rd speaker on the negative side.

Refutation speeches:

- 1st speaker on the negative side.
- 1st speaker on the affirmative side.
- 2nd speaker on the negative side.

etc.

When one hour is allowed for the entire debate each speaker should have five minutes for his first and three minutes for his second speech.

If preferred, each of the first speeches may be lengthened and but one refutation introduced, to be given by the first speaker or leader on each side.

It is not necessary for the debaters in refuting to speak in the same order as in the first speeches.

or

(c). The members of the class who do not take part in the debate may prepare the assignment in one of the following three ways:

1. Make a full outline of one of the subjects on either the affirmative or negative side.

or

2. Make a brief outline as if for debate, and develop one point of the outline fully in connected or theme form.

or

3. Write an argument on the entire subject.

REFERENCES:

Freedom of the Press.

The Press: Its Liberty and License. Charles Emory Smith.
Indep. 55:1371.

Silencing the Press. Nation, 76:5.

The Elective System.

Two Contemporary Problems in Education. Paul H. Hanus.
Pop. Sc. Month. 58:585.

Elective Studies. Edwin P. Seaver. Ed. Rev. 23:483.

The Elective System Again. Nation. 77:47.

Elective Studies in High School. John Tetlow. Ed. Rev. 21:39.

Elective Work in the High School Courses. W. H. Smith.
School Rev. 7:232.

Examinations.

Universities—Actual and Ideal. Thomas Huxley. Essay in collection entitled "Science and Culture."

Competitive Examinations. I. Todhunter, essay in collection entitled "Competitive Examinations."

Grades and Credits. Prof. J. McKeen Cattell. Pop. Sc. Month. 66:366.

X *College Entrance Examinations.* Abraham Flexner. Pop. Sc. Month. 63:53.

Five Years of the College Entrance Examination Board. Wilson Farrand. Ed. Rev. 30:217.

The Admission of Students to College by Certificate. George E. MacLean. Science, 22:167.

Criticise the discussion under 26 in regard to the following points:

1. Did the outline on each side cover the question completely?
2. Could you follow the outline of each argument presented and could you relate the minor arguments to the main proposition?
3. Write in outline form several different ways of presenting one of the subjects debated, and be prepared to say which is the best and why.
4. What were some of the points on which both sides were agreed at the start?
5. What was the point at issue in the debate?
6. Was this point in regard to any principle or to the application of any principle?
7. What is the effect of granting a point to the opponent in debate?
8. Were the authorities mentioned of high standing? Compare the value of support by authority and support by fact.

Write an argument developing both sides of the question suggested in the two following selections, by means of a conversation or joint debate between two people holding opposite convictions.

"Wide reading is certainly, in my opinion, much more valuable than study of the text-book and practice in theme writing—in the proportion of ten to one more valuable. For by reading the student obtains a vocabulary, an array of phrases and idioms, and a notion of the qualities of style. Not one of these benefits, it strikes me, has ever been attained by the text-book and the required essay. Teaching English composition to a student who is unread is much like trying to make bricks without straw.

"I do not think there is any necessary connection between wide reading and good writing. I have myself known mature men, scholars of exceptionally wide reading of many languages who wrote in a style dull and difficult. Looked at theoretically the proposition that a pupil can learn to write good English by reading Shakespeare, with no practice in composition is as absurd as to maintain that one may become a good pianist by listening systematically to good piano playing; or that one may become a good skater or a good painter by watching the performances of those who excel in these arts."

Write a letter to the author of one of the following selections to bring before him the other side of the question:

"Think of a man going into business with three-fourths of his brain

cells filled with classical knowledge, dead languages and high sounding but unpractical ideas! I have been severely criticised for saying that I would not have a college-bred man in my office. Here is my reason: To become a successful merchant, banker or broker, one must begin young. Most college boys, when ready to enter an office are over twenty years of age. I have a son at college. . . . Can I ask him to undergo the training I deem necessary for every business man? Would he be willing to commence at the foot of the ladder? Why, that youth not only knows more, in every branch of knowledge, than all the office boys and clerks in this office; he knows more than his father, too.

"A collegian cannot, or perhaps will not, humble himself sufficiently to learn the rudiments of the business man's vocation. He rebels against the discipline necessarily imposed upon a subordinate. He has been used to regard himself as a brilliant young gentleman for several years; can you blame him for objecting to sit on the same bench with errand boys? And has he enough practical knowledge to deserve a place behind the desk?

"In my opinion the average graduate does not even know enough of arithmetic and of calligraphy to earn upon his arrival in an office, a salary of five dollars a week. My legible hand secured me the first good position I ever held; the average college graduate writes a fearful scrawl, and is proud of it. I understand that none of our universities employs a teacher of calligraphy. This is a sad defect of which the collegian does not become aware, as a rule, until it is too late to remedy the evil.

"I have practically tested the problem whether a college education is desirable for a business man. Years ago I employed several college men, one after another; none of them succeeded in benefiting either my business or himself. So I got rid of them."—Henry Clews, in *Munsey's Magazine*.

"It is my opinion that dramatic representations by college students should not be allowed. The intellectual development of its students should, of course, be furthered by the college. But these plays have not educational influence on either those who take part or on those who witness them.

"The actors, indeed, may train their memories, but this is a small and, some think, an ignoble part of education—a mere waste of time, when we consider how the hours thus spent might be filled with interesting and profitable reading along the lines of class work.

"Then, also, the spectators (at most college dramatics) see performed no great classic work of art, but a cheap and flashy piece of modern stage-craft, not literature in any sense, and rather vulgarizing than morally ennobling. The very fact, too, that the primary object of most such performances, is for the amusement rather than the culture of the audience, leads us to the same conclusion—that they possess no educational value and hence should be done away with."

Directions: Remember that you are writing an argument to convince one person, and hence need introduce only those arguments that would appeal to him.

30

Write an argument to the readers of the newspaper in which the following selection appeared to convince them of the falsity of the view expressed:

"Between acting and oratory there is a wide and essential difference.

24

In the art of acting there is a field in which women's strongest accomplishments can find ample training and be useful in almost every line of effort that woman may come to occupy. . . . Are any of the things which go into the multifarious intercourse of life to be found in debate and are they not all to be found in a contest of recitation or of acting? If a woman is in any way to come in contact with the public, manner is the first thing that counts. The control of her voice . . . her ability to present a subject persuasively, all go to make her more efficient. But utility aside, such training as we have suggested would serve much better than debating to give poise, impressiveness of manner and ease of expression."—Editorial in The Indianapolis Journal, April, 1902.

Directions: Be sure to make your arguments clear and simple, keeping in mind that they are directed toward the general reading public.

31

In the following pair of arguments note the points at which the two meet. Balance the points made on each side and determine which argument is the stronger. If either side could be strengthened recast it to that end.

1. "Whether any useful knowledge can thus (by vivisection) be acquired or not is beside the question. Even if utility could be proved, man has no moral right to attempt to benefit himself at the cost of injury, pain or disease to the lower animals. The injury which the practice of vivisection causes to the moral sense of the individual and to humanity far outweighs any possible benefit that could be derived from it. Dr. Henry J. Bigelow, professor in the Medical School of Harvard University, declared that 'Vivisection deadens the humanity of the students.' Nothing which thus lowers morality can be a necessity to progress. * * Painless or painful, useless or useful, however severe or however slight, vivisection is, therefore, a practice so linked with cruelty, and so pernicious in tendency, that any reform is impossible, and it should be absolutely prohibited by law for any purpose."

2. "Cruelty is the intentional infliction of unnecessary pain. By far the greater number of vivisections cause no real suffering, because the animals employed are made insensible to pain. The occasional vivisections in which narcotics are not used because they temporarily suspend the functions to be studied are not cruel. The pain they inflict is necessary therefore to the better preservation of the lives of men and of domestic animals. Countless multitudes of animals are slaughtered daily, without narcotics, to furnish food. This is not thought cruel. Other animals are mercilessly hunted down because their furs keep off the cold. Even this is not thought cruel. Yet the professional scientist, carefully trained, laboring with small material reward for the advancement of learning and public good, is held up to public condemnation, because, in the pursuit of those truths which underlie the successful fight against disease, he finds it necessary to study the functions of unconscious animals and very, very rarely to perform operations in which suffering cannot wholly be avoided."

32

Be prepared to answer the following questions as to the judgment of a debate:

25

1. What are the difficulties in judging a debate?
2. Should a debate be decided on the merits of the question or of the debate?
3. Is it better to know well the subject of the debate you are judging?
4. How far should personal opinion enter into the judgment and how far can the judgment be a mere balancing of arguments?
5. Would it be possible to allow a certain number of points for method of handling the arguments in debate, a certain number for the actual value of the arguments advanced, and a certain number for the manner of delivery?
6. If so, what number of points out of a possible ten should be given for each?
7. Discuss in this connection the effect on debating if the following suggestions of Mr. Ralph Curtis Ringwalt were carried out:

"1. There should be professional judges. By professional judges, I mean those who have a technical knowledge of debating. Preferably, they should be men who have taught the subject and have studied it scientifically. At all events they should have had some actual experience in college debating as it is now carried on.

"2. Judges should be required to file in writing the reasons for their decisions. It is only in this way that any growth or any advance in debating can be had. Debaters have now no way of knowing what judges regard as excellent and what otherwise; why they have failed, and why their opponents have won. Not only will written decisions be accepted with better grace than the oral judgments, but their influence and effect on debating in general will be immeasurably more helpful.

"3. Judges should be paid. Debating is an important branch of intercollegiate sport. It is worth while in itself; and it is worth while still more because of the general interest in public speaking that it stimulates. After working six weeks or two months, debaters deserve to have their work judged by the best men to be found. But such men cannot be called on, at all events with any regularity, unless compensation is offered them. A whole evening at least, and sometimes a better part of two days, may be occupied in actual travel and attendance. No busy man can afford to give this often, even to so worthy an object, without some compensation."

The Princeton Debating Committee has proposed as a reform in intercollegiate debating the interchange of the briefs or outlines of the contending debaters some time before the debate. Write an argument for or against this plan, showing how such a scheme would probably have worked out in any one of the debates which you have heard or in which you have taken part.

Debate impromptu one of the following subjects:

1. Resolved, That money should not be expended on luxuries.
2. Resolved, That a college should be situated in the country rather than in the city.
3. Resolved, That the myth of Santa Claus should not be told to children.
4. Resolved, That all churches should be institutional.
5. Resolved, That every tramp ought to be sent to prison and put at hard labor.
6. Resolved, That alms should be given only through regular charitable organizations.
7. Resolved, That students should undertake some regular occupation during the summer.

Criticise the impromptu debate as to the value of the refutation.

1. Were the points taken up immediately for refutation?
2. Were they adequately met?
3. How many of the points made by one side were left unrefuted by the other?

Prepare for a formal debate on one of the following subjects:

1. Resolved, That the present college course leading to the degree of B. A. should be shortened from four to three years.
2. Resolved, That cities should own and operate the street railways within their limits.
3. Resolved, That a national theatre for the presentation of standard plays should be established in New York City.
4. Resolved, That the establishment of schools of journalism in connection with our universities would be of benefit to the universities and would greatly improve the condition of our newspapers.
5. Resolved, That courses in applied science should be introduced into the college curriculum as part of the required work.
6. Resolved, That rich women should not enter any occupation where they will compete with those who must be self-supporting.

7. Resolved, That the "cut system" is the best way of regulating the class attendance of college students.

8. Resolved, That the saloons should be allowed to remain open on Sunday in New York City.

Note: "I have arrived at the conclusion," says Professor Felix Adler in an address on the American Sabbath, "that the saloons should be open on Sunday; that is, part of the day. The hours of 1 P. M. to 10 or 11 P. M. have been suggested. This seems to me to be a reasonable proposition. And I have the strongest, yes, the strongest reasons to believe that if this be done the proprietors of saloons would see to it that the law was not violated during the hours when, under the law, saloons were to be closed. We would have this element with us instead of against us, as under a system of compulsion."

REFERENCES:

*City Ownership of Railways.**

Problems of To-day. R. T. Ely, pp. 120-146, 260-273.

Municipal Monopolies and Their Management. A. H. Sinclair.

Monopolies and the People. C. W. Baker, Ch. V.

Principles of Political Economy. J. S. Mill. Vol. II. Bk. V., Ch. XI. §11.

Municipal Ownership of Quasi-Public Works. A. R. Foote.

The State in Its Relation to Trade. T. H. Farrer.

Publications of American Economic Association. I. Nos. 2 and 3, p. 53; VI. Noc. 4 and 5, p. 295.

Political Science Quarterly. 3:572; 5:411.

Nation, 56:449; 8:285.

Public Opinion, 16:576.

Harper's Magazine, 81:99.

Century, 39:721.

Forum, 8:286.

North American Rev. 158:294.

Shortening the College Course.

The Elimination of the First Two College Years; a Protest. Julius Sachs. Ed. Rev. 30:488.

Length of the College Course. C. W. Eliot, A. F. West, W. R. Harper, N. M. Butler. Ed. Rev. 26:120.

Objections to a Shorter College Course. Edward J. Goodwin. Ed. Rev. 25:21.

Report of the Educational Conference of the Academies and High Schools affiliating with the University of Chicago. Sch. Rev. 12:15.

The Length of the College Course. William R. Harper in *The Trend of Higher Education.*

The School of Journalism.

The College of Journalism. Joseph Pulitzer. *North American Rev.* 173:641.

The School of Journalism. Horace White. *North American Rev.* 178:25.

*From Brookings and Ringwalt: "Briefs for Debate."

Take notes on the debate and consider the arguments with reference to the following points:

1. What points on the negative side directly refuted points on the affirmative? Which of these seemed to you to meet and refute particularly well the arguments on the opposite side?
2. Were there any points on either side not refuted by the other side. When, if ever, is it justifiable to neglect arguments brought out by the opponent?
3. At what points in the debate was refutation introduced? Were these points well chosen?
4. Did the two sides meet with apparent intention at many points? or were you left with the impression that the affirmative and negative sides were two treatments of the subject from opposite points of view, which happened to refute one another at several points?
5. Did you notice any place in the debate at which there might have been a closer relating of the two sides?
6. Can you lay down any rule as to how far one side should adapt its arguments to meet those of the other side?
7. Would the best general outline for either the affirmative or negative side necessarily be the outline that would bring the two sides most closely together; in other words, that would best unify the debate?

Refute the following argument from Spencer, bringing out the reasons for continuing "representative government" in spite of its evident weaknesses:

"Town councils are not conspicuous for either intelligence or high character. On the contrary, they consist of a very large proportion of ciphers, interspersed with a few superior men. Indeed, there are competent judges who think that, on the average, their members are inferior to those of the old close corporations they superseded. As all the world knows, the choice turns mainly on political opinions. The first question respecting any candidate is, not whether he has great knowledge, judgment, or business faculty—not whether he has any special aptitude for the duty to be discharged; but whether he is Whig or Tory. Even supposing his politics to be approved, his nomination still does not depend chiefly on proved uprightness or capacity; but much more on his friendly relations with the dominant clique. A number of the corporation magnates habitually meeting probably at the chief hotel, and there held together as much by the brotherhood of conviviality as by that of opinion, discuss the merits of all whose names are before the public, and decide which are the most suitable. This gin-and-water caucus it is, which practically determines the selection of candidates, and, by consequence, the elections.

Those who will succumb to leadership—those who will merge their private opinions in the policy of their party, of course, have the preference. Men too independent for this—too far-seeing to join in the shibboleth of the hour, or too refined to mix with the ‘jolly good fellows’ who thus rule the town, are shelved; notwithstanding that they are, above all others, fitted for office. Partly from this underhand influence, and partly from the consequent disgust which leads them to decline standing, if asked, the best men are generally not in the governing body. It is notorious that in London, the most respectable merchants will have nothing to do with the local government. And in New York, ‘the exertions of its better citizens are still exhausted in private accumulation, while the duties of administration are left to other hands.’ It cannot then be asserted that in town government, the representative system succeeds in bringing the ablest and most honorable men to the top.”

* * * * *

“Representative government, then, cannot be called a success, in so far as the choice of men is concerned. Those it puts into power are the fittest neither in respect of their interests, their culture, nor their wisdom. And as a consequence, partly of this and partly of its complex and cumbersome nature, representative government is anything but efficient for administrative purposes. In these respects it is manifestly inferior to monarchical government. This has the advantage of simplicity; which is always conducive to efficiency. And it has the further advantage that the power is in the hands of one who is directly concerned in the good management of national affairs: seeing that the continued maintenance of his power—nay, often his very life—depends on this. For his own sake a monarch chooses the wisest councillors he can find regardless of class distinctions. His interest in getting the best help, is too great to allow of prejudices standing between him and a far-seeing man. We see this abundantly illustrated. Did not the Kings of France take Richelieu, and Mazarin, and Turgot to assist them? Had not Henry VIII. his Wolsey, Elizabeth her Burleigh, James his Bacon, Cromwell his Milton? . . . Besides choosing them for ministers and advisers, he seeks out the most competent men for other offices. Napoleon raised his marshals from the ranks; and owed his military success in great measure to the readiness with which he saw and availed himself of merit wherever found. . . . Everything goes to show that for administrative efficiency, autocratic power is the best.”—Herbert Spencer: *Representative Government—What Is It Good For?—“Essays, Scientific, Political and Speculative.”—Second Series.*

39

Read carefully one of the following articles. Summarize its arguments and write a brief but complete refutation of them:

1. *The Kindergarten Child—After the Kindergarten.* M. H. Carter, *Atlantic Monthly*, 83:358.
2. *A Study of Church Entertainments.* W. H. Hale, *Forum*, 20:570.
3. *The Actor of To-day.* Norman Hapgood, *Atlantic Monthly*, 83:119.
4. *The Overtaught Woman.* Harry Thurston Peck, *Cosmopolitan*, 26:329.

(a). Choose from the current magazines any article attempting to establish a conclusion which seems to you untenable. Analyze the argument carefully and write an article to overthrow it.

or

(b). Choose an editorial from some newspaper of the current week and proceed as in (a).

Be prepared to debate on one of the following questions:

1. Resolved, That it is the right and duty of the State to supervise and control primary and secondary education.
2. Resolved, That State prohibition is preferable to high license as a method of dealing with intemperance.
3. Resolved, That the naturalization laws should be made more stringent.
4. Resolved, That an educational test should be required of immigrants.
5. Resolved, That property belonging to colleges should be taxed.
6. Resolved, That sectarian institutions should not receive State aid.
7. Resolved, That religious teaching should be given in primary schools.
8. Resolved, That convicts should not be employed in productive labor.

Directions: While preparing for this debate hand in a good bibliography of the question selected.

Discuss the debate with reference to the refutation, considering the following points:

1. Were the points for refutation wisely chosen?
2. Was the refutation largely direct or indirect? Which was the more effective method in this case? Would it always be so?
3. Were the points taken up in the final refutation those which seemed to you the most important?

43

Write out the first speech on the negative side of the last debate occurring in the class, as you think it might have been given. Show what points actually made in the first affirmative speech might be met and refuted immediately in this first negative speech.

Directions: Try to weave the refutation in with your own arguments as closely as possible so there will be no sharp dividing line between refutation and constructive argument.

44

Write a good refutation for one argument made on either side which you felt was not adequately met during the debate by the opposing side.

45

Discuss the value of the following piece of refutation advanced against the argument for a free elective system:

"The argument is that, at the college age the student should be able to forecast his destined activities, should be able to judge of the subjects that will contribute to his effective performance of those responsibilities, and that the interest which leads him to aim for a certain vocation and to select the studies pertinent to that vocation will be the best guarantee of his faithful pursuit of those studies. Election places the responsibility where it belongs—say the colleges—the future is the youth's chief concern, and it is his business to define his future to himself and to find the safest road for attaining to its prizes.

"It is only an extension of this general argument—and the eloquent advocates of the system assure us that it is not only a natural, but absolutely the only logical, extension—that the same conditions apply to schools. Boys at school have already begun to show their aptitudes and tastes in a marked way, and they or their parents have already intentions or aspirations for the future service in the world of those boys. How unreasonable, then, is it to keep all those boys, with different plans and with conflicting interests, confined to the same routine, particularly a routine established many hundred years ago, when the interests and opportunities of human action were very few and involved so much less in the way of special preparation! In this busy age, when expertness of all sorts is refined to the most delicate demands, and when interests are so manifold, the selection of lines of progress is inevitable; and no general advance on the part of students predestined to separate into countless detachments is rational. Accordingly, even the schoolboy must begin to elect, and the school must be so constituted that he can freely elect."

46

Before reading the Lincoln-Douglas debates be prepared to answer the following questions:

1. What was the Missouri Compromise?
2. What was the Dred Scott decision?

32

3. What the Kansas-Nebraska Bill?
4. What was the Leecompton Constitution?

References: *Abraham Lincoln*, by Nicolay and Hay; or any good history of the United States.

47

Answer the following questions on the selections from the Lincoln-Douglas debates:

1. What is the main line of argument in Lincoln's first speech?
2. How does Douglas meet Lincoln's arguments?
3. What arguments does Douglas's reply contain besides his refutation of Lincoln's arguments?
4. In Lincoln's second speech separate those arguments which directly reply to Douglas from those which serve to enforce Lincoln's own reasoning.
5. Balance the arguments on both sides, judging the value of both the main lines of argument and the refutation.

48

Prepare for a formal debate on one of the following subjects:

1. Resolved, That a limited number of Chinese laborers should be admitted into the United States.
2. Resolved, That a closure rule should be introduced into the United States Senate.

Note: The following closure rule was made the subject of debate between Harvard and Princeton in 1903:

"The Senate may at any time when a bill is under consideration by a vote of two-thirds of the Senators present, taken without debate, adopt an order fixing the time when debate upon such bill shall cease and when a vote upon the same and all amendments pending or that may be then offered shall be taken without further debate; and in the order fixing the time for taking such vote, it may also limit the time which a Senator may occupy in debate between the operation of such order and the final vote upon such bill."

3. Resolved, That United States Senators should be elected by popular vote.
4. Resolved, That Presidential electors should be chosen by districts, instead of on a general ticket.
5. Resolved, That a commission be given power to fix railroad rates.
6. Resolved, That it is for the best interests of civilization that the integrity of the Chinese Empire should be preserved.

7. Resolved, That the second sentence of the second section of the Fourteenth Amendment to the Constitution should be repealed; that is, the provision that a State's representation shall be reduced in proportion as the suffrage is denied or abridged "except for the participation in rebellion or other crime."

Note: In connection with subject 7 consider the following statement made by Secretary Root:

"A momentous fact which almost every thinking man recognizes in the privacy of his own intelligence was stated with distinctness and courage by Secretary Root at the Union League Club's anniversary banquet. The experiment of uplifting the negro to the proper level of American citizenship by means of the ballot, after a trial covering more than the span of a generation, has failed to produce the results expected when the Fourteenth and Fifteenth amendments were added to the Constitution."

8. Resolved, That the President and Vice-President should be elected by direct vote of the people.

9. Resolved, That labor organizations should be incorporated under federal and state laws.

10. Resolved, That trade unions are not justified in the use of the boycott.

11. Resolved, That child life insurance should be prohibited.

12. Resolved, That cremation should take the place of burial.

REFERENCES:

*Chinese Immigration.**

The Chinese and the Chinese Question. J. A. Whitney.

Emigration and Immigration. Richmond Mayo-Smith.

Forum, 6:196; 14:85; 15:407.

North American Rev. 139:256; 157:59; 148:476; 154:596;
157:52.

Overland Monthly, 7:428; 7:414; 23:518.

Scribner's Monthly, 12:862; 13:687.

Nation, 56:358; 28:145; 34:222.

*Closure Rule.**

Histoire de la Discipline Parlementaire, II. 355-419. August Reynaert.

Rules and Procedures of Foreign Parliaments. Reginald Dickinson.

Cushing's Manual, §§ 220-222.

The American Commonwealth. James Bryce.

Rules and Procedure of the House of Commons. Charles Bradlaugh, pp. 52, 78-79.

Reform of Procedure in Parliament. W. M. Torrens, Ch. VI., VII., VIII.

Congressional Globe, 1841, pp. 183-185; pp. 203-205; 1861-1862, p. 1557.

*From Brookings & Ringwalt: "Briefs for Debate."

- Congressional Record, 1873; Special Session of the Senate; pp. 114-117; 1890-1891, pp. 1667-1713.
- Election of Senators by Popular Vote*.*
- The American Commonwealth*. James Bryce, I. Ch. XII.
- Elliot's *Debates*. Vol. V. 166-170.
- Commentaries on the Constitution*. J. Story. §§ 703-705.
- Johns Hopkins University Studies*. XI. 547.
- Atlantic Monthly, 68:227.
- Arena, 10:453.
- Nation, 54:44.
- Congressional Record, 1891-1892, pp. 76-80; 1891-1892, pp. 1267-1271, 6060-6681, 3191-3204; 1893, pp. 101-110.
- Public Opinion, 12:500, 524; 14:391; 15:46.
- House Reports, 1891-1892, No. 368.
- Forum, 18:270.
- The Federalist, No. 62.
- Choice of Presidential Electors*.*
- The American Electoral System*. C. A. O'Neil, Chs. VIII., IX., XIX., I., II.
- The Electoral System of the United States*. D. A. McKnight.
- History of Presidential Elections*. Edward Stanwood, Ch. I.
- Practical Essays on American Government*. A. B. Hart, pp. 67-71.
- Lalor's Cyclopaedia*. II., 66-67.
- Thirty Years' View*. Thos. H. Benton, II., 628.
- The American Commonwealth*. James Bryce, I., 40.
- Commentaries on the Constitution*. J. Story, §§ 1453-1460.
- American Law Rev., 12:1.
- International Rev., 5:198.
- Forum, 12:702.
- Atlantic Monthly, 42:543.
- Nation, 52:421.
- North American Rev., 140:124.
- Century, 7:124.
- Regulation of Railroad Rates*.†
- Annual Reports of the Interstate Commerce Commission, 1887-1904*.
- Proceedings of the Annual Convention of State Railroad Commissioners (1889-1901)*.
- Report of the Committee on Transportation of the American Economic Association (1887)*.
- Interstate Commerce Reports (cases decided)*.
- Congressional Record, Feb. 7, 8, 16, 1905. (Testimony before the House Committee on Interstate Commerce.)
- ADAMS, CHARLES F. *Railroads, Their Origin and Problems*. G. P. Putnam's Sons. New York, 1878.

*From Brookings & Ringwalt: "Briefs for Debate."

†From *Both Sides* for May and June.

- ALEXANDER, E. P. *Railroad Practice*. "Questions of the Day Series." G. P. Putnam's Sons. New York, 1887.
- HADLEY, ARTHUR T. *Railroad Transportation*. G. P. Putnam's Sons, New York.
- JOHNSON, E. R. *American R. R. Transportation*. D. Appleton & Co. New York, 1903.
- KIRKMAN, M. M. *Railroad Problems*.
- LARRABEE, WM. *The Railroad Question Portfolio*. Chicago, 1893.
- MEYER, B. H. *Railway Regulation in the United States*. The Macmillan Co. New York, 1903.
- NEWCOMB, H. T. *Railway Rate Regulation*.
- DOS PASSES, J. R. *Analysis of the Interstate Commerce Act (1887)*. G. P. Putnam's Sons. New York, 1887.
- PRENTICE and EGAN. *Commerce Clauses of the Constitution*. Callaghan & Co. Chicago, 1898.
- STICKNEY, A. B. *Railroad Problem*. St. Paul, Minn., 1891. American Economic Association, 3rd Series, Vol. IV., p. 84. Arena. Vol. XXXI., p. 12. Atlantic Monthly. Vol. LXXXI, p. 433. Forum. Vol. XX., p. 59; Vol. XXIV., p. 92; Vol. XXV., p. 129; Vol. XXVII., p. 223, p. 551. Guntons. Vol. XVII., p. 347. Nation. Vol. LXVI., p. 219. North American Rev. Vol. CLXVI., p. 398; Vol. CLXVII., p. 543; Vol. CLXVIII., p. 62; Vol. CLXXVIII., p. 499; Vol. CLXXXVIII., p. 832. Outlook. Vol. LXIV., p. 626.
- Integrity of the Chinese Empire.**
- SMITH, A. H. *Chinese Characteristics*.
- SMITH, A. H. *Village Life in China*.
- SMITH, A. H. *China in Convulsion (2 vols.)*.
- DOUGLAS, R. K. *Society in China*.
- SELBY, T. G. *As the Chinese See Us*.
- ROCKLILL, W. W. *Special Report (Boxer Uprising)*.
- GHIROL. *Far Eastern Question*.
- KRAUSSE, ALEXIS. *China in Decay*.
- CHANG CHI TUNG. *China's Only Hope*.
- FOSTER, JOHN W. *American Diplomacy in the Orient*.
- BEAULIEU, P. T. *Awakening of the East*.
- BALL, DYER. *Things Chinese*.
- Consular Reports, 1904, Vol. LXXV.*
- HELDNMAN. *China's Open Door*.
- ARAKAWA, K. *Russo-Japanese Conflict*. Contemporary Review, Vol. LXXXIII.
- Negro Suffrage:**
- ABBOTT, E. H. *The South and the Negro*. Outlook 77 (1904).

*From *Both Sides* for May and June.

- America's Race Problems.* Am. Acad. Pol. and Soc. Sc. (1901).
- BLAINE. *Twenty Years of Congress.* II, chapters 22-23 (1886).
- BRANNON, HENRY. *The Fourteenth Amendment* (1901).
- BRYCE, JAMES. *Thoughts on the Negro Problem*, North American Rev., 153: 659 (1891).
- BURGESS, J. W. *Political Science and Comparative Constitutional Law I*, 225 (1896); *Reconstruction and the Constitution* (1902); on the basis of representation, Pol. Sc. II., December, 1904.
- COOLEY. *Principles of Constitutional Law.*
- CRUMPACKER, E. D. Speech in Congress, February, 1905.
- Discrimination. Senate discussion on Cong. Globe 33.
- DuBois, W. E. B. *Souls of Black Folk.*
- Education of the Negro in the South.* Reports of the United States Commissioner of Education, of the National Educational Association and of the Southern Educational Conference.
- ELIOT, CHARLES W. *Manhood Suffrage.* In *American Contributions to Civilization* (1896).
- Fifteenth Amendment. Report of the committee that formulated it. Cong. Globe, May 23, 1866.
- GARDINER, C. A. *A Constitutional and Educational Solution of the Negro Problem.* University of the State of New York, Forty-first Convocation.
- GUTHRIE, W. D. *The Fourteenth Amendment* (1898).
- HART, A. B. *Indep.*, March 25, 1905.
- Interpretation of a Law.* Austin's Jurisprudence (Campbell's ed.), II, 989; Broom's Legal Maxims, 650; Chief Justice Marshall, Gibbons vs. Ogden, 9 Wheat (U. S.), 188; Story on the Constitution (Bigelow's ed.) I, Section 397.
- Lodge Force Bill. Discussion on Cong. Record 21 (1890).
- MURPHY, EDGAR G. *Problems of the Present South* (1904); *Shall the Fourteenth Amendment be Enforced?* North American Rev., January, 1905.
- New York Age. (Symposium), January 26, February 2, 1905.
- Noted Men on the Solid South (1890).
- PAGE, THOMAS NELSON. *The Negro Problem* (1904).
- Reduction of Southern Representation. Harper's Weekly, January 28, 1905; *Indep.*, December 22, 1904; Outlook, January 7, 1905; New York Age, December, 1904, February, 1905; World's Work, 1905.
- SCHURZ, CARL. *Can the South Solve the Negro Problem?* McClure's 22: 209 (January, 1904).
- Society for the Promotion of the Study of Race Conditions and Problems in the South. Report, 1900.
- THORPE, T. N. *Constitutional History of the United States III*, 235-462 (1901).
- WASHINGTON, BOOKER T. *The Future of the American Negro* (1899); *Up from Slavery* (1904).

Judge the foregoing debate, considering not only the questions raised in regard to previous debates, but also the following:

1. Would the debate have been interesting to one who knew little of the subject? that is, were the explanations of the subject simple and concrete?
2. Which side had the better manner of presentation?
3. What do you regard as the essential qualities of a convincing manner?

Write out the last speech on the subject most recently debated as you think it ought to have been given, bringing the two sides together, but emphasizing particularly the strong points on either the affirmative or negative side.

Read parts of Webster's *Speech in Reply to Hayne* (pages 111-115 and 180 to end in the Riverside Literature Series). Make an outline of these sections of the speech, indicating in your outline the parts that constitute the direct refutation and the parts that constitute the constructive portion of Webster's argument.

Answer the following questions on Webster's *Speech in Reply to Hayne*:

1. What is the main point that Webster attempts to prove?
2. How does Webster's direct refutation support his main line of argument?
3. Why does Webster place the refutation at the beginning of his speech?
4. Find picturesque and imaginative passages. What is the effect in a speech of this sort?
5. What method of proof is illustrated at the close of the first paragraph on page 201? Write an argument proving by the method of dilemma or process of exclusion one of the following propositions:
 1. Delivery of orations by the students is the best form of commencement exercises in schools and colleges.
 2. Hanging is the only adequate penalty for the crime of murder.

3. Municipal ownership is the best solution of the street railway problem.

Examine the proposition made in the following letter and write an argument opposing it as strongly as possible. For the proposition thus overthrown substitute one which seems to you wholly feasible and desirable and write an argument in support of it.

"For their studies: first, they should begin with the chief and necessary rules of some good grammar, either that now used, or any better; and while this is doing, their speech is to be fashioned to a distinct and clear pronunciation, as near as may be to the Italian especially in the vowels. . . . Next, to make them expert in the usefulest points of grammar, and withal to season them and win them early to the love of virtue and true labor, ere any flattering seducement or vain principle seize them wandering, some easy and delightful book of education should be read to them, whereof the Greeks have store, as Cebes, Plutarch, and other Socratic discourses. . . . At the same time, some other hour of the day might be taught them the rules of arithmetic and, soon after, the elements of geometry. . . . After evening repast till bed-time their thoughts would be best taken up in the easy grounds of religion and the story of Scripture. The next step would be to the authors of agriculture, Cato, Varro, and Columella, for the matter is most easy; and if the language is difficult, so much the better; it is not a difficulty above their years. . . . They might then be able to read any compendious method of natural philosophy; and, at the same time, might be entering into the Greek tongue, after the same manner as was before prescribed for the Latin; whereby the difficulties of grammar being soon overcome, all the historical physiology of Aristotle and Theophrastus are open before them. . . . The like access will be to Vitruvius, to Seneca's "Natural Questions," to Mela, Celsus, Pliny, or Solinus. . . . And in natural philosophy they may proceed leisurely from the history of meteors, minerals, plants, and living creatures, as far as anatomy. . . . Then also those poets which are now counted most hard will be both facile and pleasant, Orpheus, Hesiod, Theocritus, Aratus, Nicander, Oppian, Dionysius; and in Latin, Lucretius, Manilius and the rural parts of Virgil.

"Then will be required a special reinforcement of constant and sound indoctrinating to set them right and firm, instructing them more amply in the knowledge of virtue and the hatred of vice, while their young and pliant affections are led through all the moral works of Plato, Xenophon, Cicero, Plutarch, Laertius, and those Locrian remnants. . . . Being perfect in the knowledge of personal duty, they may begin the study of economics. And either now or before this they may have easily learned at any odd hour the Italian tongue. . . . The next remove must be to the study of politics. . . . After this they are to dive into the grounds of law and legal justice, delivered first and with best warrant by Moses, and, as far as human prudence can be trusted, in those extolled remains of Grecian lawgivers, Lycurgus, Solon, Zaleucus, Charondas; and thence to all the Roman edicts and tables with their Justinian. . . . ; and ere this time at a set hour the Hebrew tongue might have been gained, that the Scriptures may be now read in their own original; whereto it would be no impossibility to add the Chaldee and Syrian dialect. When all these employments are conquered, then will the choice histories,

heroic poems, and Attic tragedies of stateliest and most regal argument, with all the famous political orations offer themselves. And now, lastly, will be the time to read with them those organic arts which enable men to discourse and write perspicuously, elegantly, and according to the fitted style of lofty, mean or lowly. Logic, therefore, is to be referred to this due place To which poetry would be made subsequent, or, indeed, rather precedent, as being less subtle and fine, but more simple, sensuous and passionate. From hence will be the right season of forming them to be able writers and composers in every excellent matter, when they shall be thus fraught with an universal insight into things. These are the studies wherein our noble and our gentle youth ought to bestow their time in a disciplinary way from twelve to one-and-twenty, unless they rely more upon their ancestors dead than themselves living."—Extracts from Milton's *Letter to Samuel Hartlib*.

Read carefully the following selection and state in writing the conclusion which the author apparently means to establish. Criticise the argument in detail, pointing out the cause of its failure and suggesting means of making it more convincing.

"Once woman doubled our joys and halved our sorrows. She now halves our incomes and doubles those seeking employment. Declaiming against the injustice of paying her half what a man got in her blindness to the fact that the man got twice as much in order that he might give her half; she has succeeded in getting her rate of compensation raised somewhat, but his has descended to meet it. And so, some assert, result the unmarried and unhappy thousands of women and the unmarried and hardly less unhappy thousands of men, so the increase of the social evil, so the weakening of the national stamina that assails a nation where family life is passing.

"Blindly, unconsciously, rudely, unchivalrously, yet with a righteous purpose at bottom, though he know it not, the college man strikes at co-education. In the college he sees woman serving an apprenticeship for active life in the world. Every girl who stays at home tacitly admits that she hopes and expects to be a wife. Talk with a college woman. She will, just as a man, tell what she 'is going to do' when she graduates. There is no tacit admission that she expects or hopes to be a wife. She is preparing for a life of competition with the man. She is preparing herself to assist in a state of things which brings it about that neither she nor any other woman may be the wife of the boy she sits beside in class.

"Other women enter active life; not all college women do by any means. But you can nowhere else put your finger on a whole class who are likely to do so. The college boy does not object to the college girl because she is learned. If neither she nor any other woman were ever to be part of a system that prevents him from having a wife at all, or defers marriage until his head is bald, his joints stiff, and romance dead within him, he would rejoice in her attainments. But now he talks of the womanliness of the girls who stay at home. He prates of this. He harps upon it pitifully. 'They are different.' He finds a charm in them. Their dream of life is solely of him. The college woman may include him as a possibility in her dream, but he is only a part of it and not a probable or essential part. The college woman is not responsible for the present condition of affairs. She did not create it. Numerically, she is not a large factor. But she is a sure

factor, and the college man, obeying one of those strange psychological waves that sweep over a nation and make all blind, unconscious agents in a great change, a great reform, is trying to save her from herself. Cruelly, sometimes even dastardly; unseeing the end, unknowing what urges him, from Colby of Maine to Leland Stanford Junior of California, from Wesleyan of Connecticut to the University of Wisconsin, he is striking at the inversion of a natural order, at the destruction of what makes life most dear, striking the defenseless woman, too, doing things to make one weep, yet to save that woman."—W. A. Curtis in Outlook, Dec. 13, 1902.

55

(a). From the statistics given in the article, *The American College Girl's Ignorance of Literature* by Jeannette Marks, (*The Critic*, Vol. 47 :312), what conclusions might legitimately be drawn and what recommendations fairly made on this basis?

or

(b). From the facts and statistics given in the article entitled "*Three Decades of College Women*," by Frances H. Abbott, *Pop. Sc. Month*, 65 :350, what conclusions may be drawn? or what tendencies traced?

56

1. What general conclusion might be drawn from the following facts:

1. The Roman soldiers, who built such wonderful roads and carried a weight of armor that would crush the average farmhand, lived on coarse brown bread and sour wine.
2. The Spanish peasant works every day and dances half the night, yet eats only his black bread and onion and watermelon.
3. The Smyrna porter eats only a little fruit and some olives, yet he walks off with his load of 100 pounds.
4. The coolie fed on rice is one of the most active and enduring laborers in the world.

2. Is this conclusion fully established by the facts cited? 3. How could it be fully established?

57

What conclusion is the writer of the following selection trying to establish? How might his argument be refuted?

"Can you think of a single great humorist who had a merry face? Artemus Ward had the face of an undertaker. Mark Twain's face is a study in beetling brows, furrows, wrinkles and solemnity. Nasby, in

41

whose funny war sketches Abraham Lincoln used to find endless amusement, had a face as serious as a tombstone. And who to look at Lincoln's own pathetic features would believe that he was a man of infinite humor and jest?

"If you think of men of great intellect, how few of them have had faces that suggested it! Gibbon had a red, vulgar face. Dr. Johnson had one of the same type and his expression was one of extreme dullness. Voltaire's mighty intellect was masked behind a face that was almost repulsive. His nose and chin nearly met, his cheeks were hollow and wrinkled, and his eyes were curtained by a pair of beetling brows. Hume, the famous English historian, had a gross face that had in it no suggestion of his intellectual power. Charles Dickens' face gave no assurance of the splendid range of his power as a writer. And to turn from George Eliot's novels to a portrait of the author is to be not only disappointed, but shocked.

" . . . Very few murderers have had cruel faces. Many of them have had very agreeable ones, suggestive of amiability and tenderness—Carlyle Harris, for example.

"The most famous rogues and swindlers have usually had extremely pleasant faces, inviting the confidence of all who met them. But for that fact they could not have been successful swindlers."

58

Be prepared to prove that the writer of the following argument is making too sweeping a generalization from his facts:

"The literature of fiction is an enormous collection of tales of disease. Novels and plays in the highest forms have the same propensity as the newspapers; they devote themselves to the exceptions and exaggerations. . . . The ordinary peaceful crowds of human beings who are neither especially bad, who support themselves honestly and leave a will when they die, and upon whose busy life the sun shines all over the broad earth, these are not the human beings whom fiction portrays. Why is it that all fiction, the naturalistic as well as the rest, devotes itself exclusively to the portrayal of morbid or exceptional cases?"

59

Write a theme to convince the class of the truth of either the affirmative or the negative side of one of the following subjects:

1. Photography is a fine art.
2. Pope's *Rape of the Lock* is poetry.
3. Kipling is a great poet.
4. Robert E. Lee was a patriot.
5. Guy de Maupassant's story, *The Necklace*, is pathetic.

Directions: Make careful and exact definitions of the terms "fine art," "great poet," "patriot," etc., before writing your argument. If your definition is not likely to be accepted by the class, establish it convincingly before basing your argument upon it.

1. Show in the following subjects what principles are involved and what facts:
 1. Capital punishment should be abolished.
 2. The prisoner is guilty of murder.
2. What might be the point at issue in each subject?
3. On what different parts of the proof might the emphasis fall? What determines where it should be placed?
4. What fallacy results from misplaced emphasis?
5. Just how would the argument be changed if the subjects were worded as follows:
 1. Capital punishment is wrong.
 2. The prisoner should be put to death.

Read Erskine's *Speech in Defense of Gordon* (*Specimens of Argumentation*, page 86), and make an outline, putting it in the general form:

- I. Treason is, etc.
- II. This is not a case of treason, for:
 - 1.
 - 2.
 Etc.

Answer the following questions on Lord Erskine's speech:

1. Goodrich is quoted in the foot-note on page 94 as saying: "He (Erskine) shapes it (his speech) throughout with a distinct reference to the facts of the case, as they were afterwards to come out in evidence." Show how this is true.
2. Wherein lies Lord Erskine's peculiar power of appeal?
3. In the handling of evidence is Lord Erskine perfectly fair?
4. In what three ways is Mr. Hay's testimony proved false?
5. How is Lord Erskine to be justified for discussing his first witness's character at such length?
6. What evidences do you find of Lord Erskine's assuming the soundness of his argument before he has proved it? What is the effect of this attitude?
7. Compare Lord Erskine with Macaulay and Beecher in his

use of sarcasm, humor, argument from analogy and summarizing passages.

8. Note the smoothness of transition from paragraph to paragraph and determine how it is effected.

63

1. Write down the general principles underlying Erskine's speech for the prosecution in the trial of the printer and publisher of Thomas Paine's "*Age of Reason*."

Note: This speech may be read aloud in class.

2. Do you note any resemblance in method to Erskine's *Speech in Defense of Gordon*?

64

(a). Suggest five ways of wording a question for debate on the subject of co-education, showing where the emphasis of the proof would fall in each case,

or

(b). Suggest three ways of wording a question for debate on women's suffrage, showing the change of emphasis corresponding to the wording.

65

Copy out to hand in one example of misplaced emphasis. The example may be obtained from the newspapers or from any argument you may have read or heard.



