

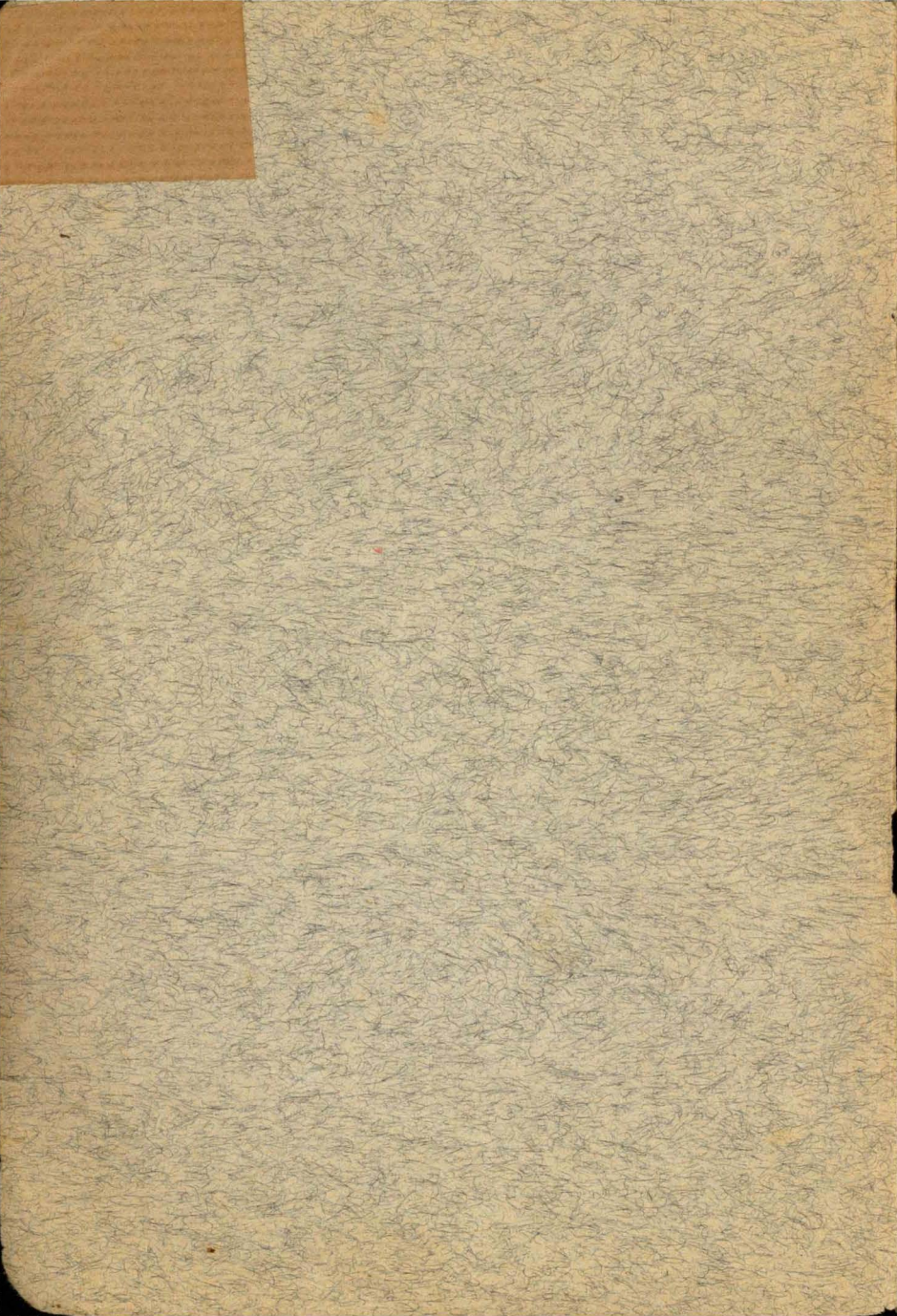
# THE ART OF DEBATING

## 40 Subjects Suitable for Debate with Detailed Arguments Pro. and Con.

A complete concise guide to the Art of Debating. Debating Clubs, their organization and conduct. Hints for Debaters on speech delivery, gesture, etc. How to prepare and state a case. Hints for Adjudicators. How to run a Debate and a Debating Teams Contest. Together with a list of 50 additional subjects suitable for debate.



PRICE 1/6



THE ART OF DEBATING



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BY

J. BAGGERIDGE  
AND P. MASEL



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## INTRODUCTION.

**B**EFORE any remarks on debating can be pertinent or of any real value we must first understand what is really meant by the term "debating." Many people think that debating is confined to public discussion on any subject of local, national, or international importance. This definition is most incomplete, and is apt to create an erroneous impression. Public discussion is certainly one aspect of debating, but by no means the only one. A debate is, in essence, a frank discussion on any subject by two or more individuals, and is not necessarily confined to the public platform.

Unconsciously we are debating every day of our lives, and many times a day, from earliest childhood to our closing hours. The mother reasoning with her child and endeavouring to satisfy its insatiable curiosity, the schoolboy arguing with his class-mate, the teacher reasoning with his pupil, the man discussing current topics with his neighbour, the lawyer pleading before the judge, are all debating. They are making statements and endeavouring to substantiate their remarks with logical reasoning. This, in essence, is debating.

Seeing, then, that debating is universal, and that no progress can be made or knowledge gained without it, we can appreciate its true significance and the universality of its application. Debating is as old as speech itself, and equally indispensable; in fact, it is as old as thought, because one often debates a question in one's mind before giving expression to it. Curiosity excites and reason satisfies, and that reason is supplied by thought, word of mouth, or per medium of literature or textbook. A textbook is practically invariably a debate in written form. A certain statement is made or assumed, and its truth and correctness are arrived at by a process of logical reasoning, based on known axioms, and carried to a logical conclusion.

Just as debating unconsciously indulged in by every mentally stable individual is the basis of education and knowledge, so debating consciously indulged in by those who embrace it as a hobby, and by those who find it an integral part of their vocation, is the course of most practical benefit contained in the curriculum of that University of Life in which we are all undergraduates. It is prompted by curiosity, consolidated by research, expanded by reason, and adorned by oratory and eloquence.

Debating, besides being of inestimable value as an educational factor, also broadens our perspective and is an antidote for partiality, bias and intolerance. It develops the analytical

faculty, sharpens the wits, and inspires the feeling of confidence and self-reliance that is so essential a part of the make-up of the successful man. The fact that one is often asked to debate contrary to one's views compels a thorough and impartial investigation of the other side of the question, often resulting in the revelation that one's seemingly infallible views are not only fallible but also quite erroneous.

Debating compels us to study many subjects with which we, in our particular walk of life, have nothing in common and which we would otherwise never investigate. It teaches us to marshal our facts, condense our remarks, be clear and lucid in expression, and deliver our case with that conviction born of confidence. It improves our diction and vocabulary, and enables us to think on our feet—a valuable acquisition to the public speaker.

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## CHAPTER 1.

### PREPARING AND PRESENTING THE CASE.

THE success or failure of any debate, apart from any personal brilliance on the part of the debaters, is directly dependent upon two main factors:

- (1) Preparation of the case.
- (2) Presentation of the case.

#### 1. Technique of Preparation of Case.

(a) **Analyse the Question.** The debater, like the candidate at an examination, must first and foremost read and analyse the question to ascertain its proper meaning. Too much stress cannot be laid upon this first essential in preparing the case. Many capable and experienced debaters often commit the fatal error of not clearly understanding the meaning of the title. As a result they fail to do it and themselves full justice by thus neglecting to treat it from its broadest aspect. In some cases the actual point of the debate is missed by the omission to pay due regard to this fundamental principle.

(b) **Master the Subject.** Due deliberation having been given to the subject in order to ascertain its scope and application, the debater should then seek all available information and endeavour to master the facts as completely as the time at his disposal will permit. This, besides furnishing him with the required information, data, statistics, etc., will fortify him with the requisite degree of confidence. Having collected all available information, the debater should carefully sift it, using only the major points. One has to bear in mind that debates are governed by a time limit which is usually all too short for the presentation of the important issues, let alone the minor arguments to the case.

(c) **Arrangement of Subject.** All available information having been thus examined, it should be divided into sections, and arranged in logical sequence. If a team is debating, the leader should allot to each speaker that section which he can most capably present.

(d) **Investigate Contra-arguments.** The debater should not be content with preparing his own case but should also investigate the subject from the opposite angle to ascertain in advance the points likely to be raised by the opposition. If possible, these arguments should be anticipated, thereby cutting the ground from beneath opponents' feet and dealing

their case a shattering blow. Carrying the war into the enemies' camp is regarded as an excellent feature of debating tactics, for simultaneously one is consolidating one's own case and weakening that of the opposition. Arguments should always be constructive as well as destructive.

## 2. Technique of Presentation of Case.

(a) **Define Terms.** The first step in presenting the case to the audience is to define terms, thus confining one's self and the opposition to a definite plan of campaign. This prevents teams from arguing at cross purposes without actually coming to grips. It is also of vital importance because debaters are prone to take too much for granted, thereby failing to limit the debate to the actual question at issue.

(b) **Outline Team-work.** The next step is for the leader to outline the team-work, i.e., to acquaint the audience of the sections to be dealt with by himself and his colleagues. The speakers must then confine themselves to the sections thus allotted.

(c) **Method of Attack.** Following these preliminaries the leader should revert to his own particular section of the debate, and from here all remarks are pertinent to each member of the team. Each speaker should outline his method of attack, stating how he proposes to expand and develop the particular section with which he is dealing. If the debate is confined to one speaker on each side, the debater would be well advised to adhere to the above three points in their correct sequence.

(d) **Logical Application.** Many excellent points are often raised in debate which lose their potency because the speaker has omitted to link up in logical fashion the arguments he has adduced with the subject about which he is debating. It is true that the analogy is clear in his own mind, but neither the adjudicator nor the audience can be regarded as mind-readers, and so the relationship of all arguments to the matter under discussion must be logically shown.

(e) **Balance and Perspective.** It is essential that a correct valuation be placed on each group of arguments submitted by the one speaker. This means that the debater must not spend the greater part of his speech on comparatively unimportant aspects of the question, and then try to compress into the short time left at his disposal arguments which are a good deal more important than those which have been elaborated at such length. Often a speaker enters the last thirty seconds of his speech with the words: "Now I come to the most important argument of all." In other words, the debater must observe balance and perspective in planning the amount of time he will devote to each particular phase of his speech.

(f) **Combative Element.** Very often a member of the opposition, having priority in the order of speaking, anticipates the remarks which the debater is to present. That is, the previous speaker has taken the same aspect of the case, treating it of course from the opposite point of view. The combative element must then be introduced, the debater using his points in rebuttal of the evidence thus produced by the opposition. Ability in this direction stamps the speaker as the true debater; inability, or worse, failure to attempt to grapple with contrary arguments, makes his own case inconsequential.

(g) **Summing-up and Peroration.** Having presented his case the debater should spend a very brief time in an epitome of the points he has stressed, and then conclude with a fitting peroration. The summing-up is valuable, as it reminds the adjudicator and the audience of the principal arguments used, and allows them to assimilate the import of the case.

The peroration is very important, as a convincing conclusion will often make amends for weaknesses in the body of the speech. It should not be too long or too involved, and anti-climaxes are studiously to be avoided. It should have the effect of rousing the audience, winning their support, and leaving them, if not enraptured, at least in a simmer of excitement. It is wise to commit to memory the few sentences that comprise the peroration.

## CHAPTER 2.

### DELIVERY.

**A**SSUMING that there are two adjacent stores stocking goods of equal value and demand, and that one has its windows attractively dressed, but that the other has its goods arrayed without any attempt at display, which store will receive the greater patronage? Obviously the former, because it has the better presentation. What applies to the two stores applies to two debaters. Delivery is the oral presentation of one's arguments, and the success to be gained from it is governed by the following:—

- (a) Stance or Deportment.
- (b) Voice Inflexion, Articulation, Enunciation, and Pronunciation.
- (c) Gesture.
- (d) Vocabulary, Diction and Grammar.
- (e) Use of Notes.
- (f) Nervousness.

(a) **Stance or Deportment.** Care should be taken of deportment on the public platform as it must be remembered that one's appearance is the first thing brought before the audience. Any slovenly or slouching stance, or uneasiness of deportment, will be immediately noted and mentally recorded, and so one's bearing considerably assists or detracts from the merit of a speech. Do not be stiff or rigid, but be more or less at ease without adopting any attitude bordering on the careless. One's style should be free but not conversational, as the fundamental principle of debating is to convince, and deportment, general approach and presentation of the case should be in conformity with this objective. Deportment must convey self-confidence, and every gesture and voice inflexion should help to create and maintain this atmosphere. Hands should be kept out of pockets, as this attitude hampers one's style, and prevents free use of gesture. Also hands should not be kept too long in the one position, as this gives the impression of awkwardness. If by their use, force can be given to an argument or conviction to a point submitted, there should be no hesitation about their use. (See **Gesture**.) The speaker should come out to the front of the stage, face his audience squarely, avoid leaning on chairs, tables, etc., and present his case with confidence and conviction.

(b) **Voice Inflexion.** With voice inflexion is grouped articulation, enunciation and pronunciation. The debater should guard against carelessness in articulation and enuncia-

tion. The voice should be used so as to be heard by those farthest away. When speaking in a room or very small hall, the voice must be adapted to suit these surroundings. Voice inflexion is a powerful weapon if properly utilized, and its potency must be fully exploited. Correct use of the voice can produce any desired effect, and success is assured the debater skilled in this phase of debating. Great care should be taken with pronunciation; any mistakes in this direction will be severely penalized. Avoid using words if uncertain of their correct pronunciation. Quick speaking and slurring or "running in" of words and phrases have a detrimental effect, making it difficult for the audience to follow the speaker. The rate of speaking should not be too rapid, nor yet too slow and melodramatic. The debater apt to race can correct this fault by speaking at a rate which seems to him just a little too slow. Above all, strive for clarity and resonance.

(c) **Gesture.** Correct and significant gesture can make or mar a speech; in fact, it not only assists the speaker to illustrate a point, but also helps the audience in the reception and appreciation of it. Gestures should be appropriate and not overdone, and should be used to give added effect to an argument. The speaker should employ not only his tongue but also his whole body. Eyes and facial expression, if correctly used, give great effect, and a galvanic speaker can arouse his audience and win support far quicker than a more subdued one. Gesture, expression and voice inflexion should be adapted to suit the nature of the argument being used. If the point being made suggests that the speaker control his emotions, he must restrain himself accordingly. If, on the other hand, freedom of action is essential, and it is necessary to rouse the audience as in a peroration, complete freedom of gesture is imperative, with the speaker using all his galvanic force, at the same time being especially careful not to verge into the ludicrous, thereby producing an anti-climax. One final word of advice concerning gesture. The naturally quiet type of speaker usually finds that gestures are foreign to him, and in most cases the movements of his hands are so weak and indecisive that they defeat their object. Forceful gesticulations must be used only as an accompaniment to forceful speaking, and until such time as the restrained speaker has learned to let himself go in impassioned moments, he is advised to use a minimum of gesticulation.

(d) **Vocabulary, Diction and Grammar.** Except when delivering an oration, one's vocabulary should be simple, yet extensive. Clear, lucid arguments, expressively presented in simple language, carry more weight than abstruse logic embellished with ornate diction. Never use words if doubtful

of their correct meaning or right usage. Be particularly careful to avoid grammatical errors. Failure to comply with these injunctions will be severely penalized by adjudicators. Slang should never be used, as it is regarded as a serious debating offence. Guard against using mixed metaphors, and do not introduce catch phrases or uncommon words more than once in the one speech. Quotations must be accurate and relevant, and no speech should be overburdened with a mass of figures and statistics, too many of which will perplex rather than help the audience.

(e) **Use of Notes.** Notes should be brief and to the point—just headings to various phases of the speech. Small cards are much better than voluminous sheets of paper. Constant reference to notes handicaps one's freedom, and often destroys the sequence of arguments and the continuity of the speech. When referring to notes, do not bury your head in them. Hold them well up in front of you, never have them on a table or desk, as reading down to notes prevents the voice from carrying to the back of the hall.

(f) **Nervousness.** Most debaters and public speakers suffer from "nerves," and experience considerable difficulty in controlling them. These attacks of "nerves" are largely due to lack of confidence, and become less frequent and intense as the speaker gains experience and confidence.

"Nerves" can be more readily kept under control if the speaker makes himself master of his subject, or masters it as well as the time for preparation permits. This creates confidence, which will be enhanced if thought has been devoted to an analysis of the contra-arguments likely to be used by the opposition. "Nerves" can be readily controlled if the speaker, before commencing his address, takes several deep breaths. This rapidly oxygenates the blood, purifying it, and brings more air to the lungs, causing a deeper, more normal, and less superficial breathing. Deep breathing is a natural nerve tonic and many speakers have overcome initial nervousness in this manner. Speakers often remark that if they could overcome the first attack of "nerves" experienced when rising to speak, they would have no fears, as once they "warm up" to their subject, all traces of nervousness seems to vanish. Actually this is due to their breathing becoming deeper and more normal, which in its turn has a sedative action on the nerves. Nerves properly controlled are a great driving force, assuring alertness, and setting the speaker on the "qui vive," enabling him to give of his best.

(g) **Final Advice.** Debaters should be careful not to exceed the time limit, and on the other hand not to speak less than the time allotted to them. Transgression in either direction is penalized by adjudicators. The idea of restricting debates

to a time limit is to instruct participants to consolidate their arguments, and to impress upon them the necessity of eliminating all irrelevant matter and padding.

The speech must be concluded on a firm note, and the speaker should not turn to regain his seat until the final syllable of the last word has been properly enunciated.

## CHAPTER 3.

# TEAM-WORK, LEADER'S REPLY AND ADJUDICATION.

### Team-work.

IN every department of sport a well-balanced team of average ability which works in harmony and unison is usually able to defeat a team in which individual brilliance is more in evidence but in which concerted action and co-operation are lacking. In debating, also, team-work is an important factor in the fight for supremacy. In debating, as in sport, training is a vital feature. Athletes congregate on the training field, and endeavour by close attention to detail to produce their best form when in action, and to develop that concerted team-work so essential to success.

Debaters should collaborate several times before their debate. At the first meeting the subject should be thoroughly discussed from every aspect, and all points of importance noted. Each speaker should then be detailed to collect information and data pertaining to a certain section. At the next meeting all available information should be examined and only important and relevant matter retained. The leader should then divide the subject into sections and allot a particular section or sections to each speaker, who must confine himself to that aspect only. Team-work should be divided so that, while each speaker presents a different side of the case, all speeches when combined comprise one continuous speech with definite relationship between them all. At the next meeting the various speeches should then be in skeleton, and each speaker should note the arguments which his colleagues intend to use. This will eliminate any overlapping or useless repetition and will also ensure that remarks of one debater will support instead of conflict with the arguments of his colleagues. The final meeting should be devoted to a general discussion of the subject and a close study of the contra-question so as to be prepared for arguments likely to be submitted by the opposition. When debating, the leader, in his opening remarks, should outline the team-work or the plan of campaign adopted by his team. It is then the duty of each speaker to adhere to the section allotted to him. It is also good policy for each succeeding speaker to state what section he intends to discuss before proceeding with his case. This recalls to the audience the leader's opening announcement of team-work, and makes the

composite debate easy to follow. It also strengthens the link between each speech and leaves no doubt as to the continuity of all the arguments adduced.

### Leader's Reply.

Too much importance cannot be placed upon this aspect of a debate, as many debates are won and lost in the replies. The reply should be critical, analytical and impersonal. It is not permitted to introduce new matter in the course of the reply. As its name implies, it should be nothing more than an attack on the arguments submitted by the opposition, not on the speakers personally, and its concluding phases should be devoted to a brief summing-up, capped with a short peroration.

Best results are obtained if leaders attack the strong points of their opponents' case, and not trivial weaknesses. Whilst preparing the reply, the leader should devote time to a close analysis of the opposition's team-work, to make sure that it is applicable and appropriate, and also to note if any of the speakers submit arguments that conflict with those adduced by their colleagues. He should determine whether the opposition has confined itself to a clear, correct definition of the subject or whether it has missed the actual point of the debate. Very often it will be found that the question has been begged, or that many arguments have no direct bearing on the case at issue. To attack any such irregularities will be to deal a shattering blow at the opposition's most vulnerable and vital point. The leader should make sure that the notes he makes are perfectly clear in his own mind, so that when on his feet he will be able to recall in an instant the criticism that came to him when the original point was being made. It must be remembered that a debate is a fight, and in no part of the debate is the true fighting spirit needed more than in the leader's reply.

### Adjudication.

An adjudicator must realize fully the great importance of his task and must be alive to its manifold obligations. For this reason it is essential that right from the outset of the debate he purge his mind of all bias, prejudice and partiality towards either side of the subject. He must be prepared to judge the question at issue only on the merit or otherwise of the arguments submitted. All relevant matter, provided it is submitted in honest evidence, must be accepted; it is not for the adjudicator to discount a point if it has any direct bearing on the case. The onus falls on the opposition, and if a challenge or statement has not been accepted or refuted, the adjudicator must give it full credit. He must not assume the responsibility of a debater, and counter any arguments

submitted by either side. His criticism should be constructive and fearless. He must draw the attention of all speakers to errors, and expose their faults in order to prevent similar offences in the future. His adjudication should be comprehensive and complete, without being too lengthy. His remarks should be in conformity with the marks allotted to each speaker. An adjudicator is judged as incompetent if, after severely criticizing a speaker, he award him good points. A simple procedure to eliminate the risk of such inconsistency is to use the first speech as a standard of comparison, and mark subsequent speakers on this standard. Care should be taken that speakers do not exceed or fall short of the time limit.

It is advisable for adjudicators, prior to the commencement of the debate, to outline briefly their system of marking and the interpretation they place on the various aspects of debating.

## CHAPTER 4.

# DEBATING CLUBS—THEIR ORGANIZATION AND CONDUCT.

### Forming the Debating Club.

THE organization of a debating club offers no inaugural difficulties beyond obtaining the use of a suitable hall, or perhaps a large room. At the first meeting of those interested, a Chairman and a Secretary should be elected. It is wise to elect to the former position a person who is well versed in debating procedure, and one who is competent to keep perfect order during the progress of the debate. At the outset of each meeting the Chairman should call upon the Secretary to read the minutes of the previous meeting, which are then adopted. Correspondence is next dealt with, after which general business may be brought forward. The debate itself is then held.

The following suggestions will tend to enhance the success of the club:

(1) At least two weeks notice should be given speakers to enable them to devote the requisite attention to the preparation of the debate.

(2) Reciprocal visits should be arranged with outside clubs in order to stimulate the competitive element. In many States organized debating contests are held and, wherever possible, a team should be entered. The best speakers should be chosen for this team, and less experienced debaters should concentrate on debates for club members until they have improved the standard of their speaking.

(3) If it is possible to enlist the services of competent adjudicators, it will prove of the utmost benefit to debaters.

(4) An occasional lecture on an interesting subject, thrown open afterwards for general discussion, can be incorporated with success in the syllabus of activities.

### Rules for Debate.

A method of debate which has proved eminently successful is that practised by the Debating League of Western Australia. The following are the fundamental principles of this system:

(1) Teams comprise three aside. The affirmative speaker opens the proceedings, followed by the leader of the negative side, this sequence being followed by the other speakers. The leader of the negative team makes his reply immediately

after the speech of the third member of his own team, and the affirmative leader closes the debate. Time allowed: Leader, 10 minutes; Supporters, 10 minutes; Leader's Reply, 10 minutes. Maximum marks: Matter (including logic and arrangement) 15, Delivery (including enunciation and deportment) 10, Leader's Reply 15, Team-work 10, making a maximum total for each side of 100 marks.

(2) At the conclusion of each debate an official adjudicator announces his decision and makes pertinent observations on the various speeches. (Vide section on **Adjudication**.)

(3) As a matter of courtesy a vote of thanks, proposed by the leader of the winning team and seconded by the leader of the losing team, is accorded the adjudicator.

(4) The members of the audience are then invited to make any observations or comments on points raised by the speakers. Personal criticism of the speakers and the adjudicator is strictly forbidden.

**Note:** Under the above system the third speaker on each side is required to advance constructive arguments in support of his team's case. An alternative system, which is greatly favoured in many quarters, asks the third speakers to concentrate on breaking down the arguments established by the opposition. The weakness in this system seems to lie in the fact that the duties of the third speaker become almost identical with those of the leader in reply. Further, most worth-while subjects for debate require elaboration by a minimum of three speakers.

### **The Oregon System of Debate.**

An interesting form of debate, and one essentially suitable for Law Students' Debating Societies, is the Oregon system. Under this system teams are limited to two aside. The following procedure is followed:

(1) The first speaker on the affirmative side is given twenty minutes in which to outline the complete affirmative case.

(2) The first speaker on the negative side then expounds the case for his side.

(3) The second speaker on the affirmative side next cross-examines the opposition leader on the various points raised in his opening speech. Time, 10 minutes.

(4) The procedure is then reversed to permit the second speaker on the negative side to cross-examine the leader of the affirmative team.

(5) The second speaker on the affirmative side sums up. Time, 10 minutes.

(6) The second speaker on the negative side sums up.

**Note:** Times allotted each speaker may be varied to suit the individual needs of each particular society. This system could also be amplified by permitting a third speaker on each side to sum up the merits of the respective cases. Two speakers aside, however, give the best results, as the second speakers are offered better opportunities for developing their debating ability. It is advisable to appoint the Chairman as a Judge, and he can, on appeal, allow or over-rule any questions asked in the course of the cross-examination.

## CHAPTER 5.

# SUBJECTS FOR DEBATE, WITH SUMMARIZED ARGUMENTS

(Note: We have endeavoured to discuss the following subjects from the affirmative and negative viewpoints as comprehensibly as a summary of points will permit. Debaters will find it necessary to elaborate and amplify each suggested argument. Each debate has been divided into three sections, suitable for three speakers aside, i.e., a leader and two colleagues. Should it be necessary to debate with more or less than three speakers, or under the system whereby the third speaker is not expected to submit constructive arguments, only slight modification will be found necessary. Subjects have been made as diversified as possible, to cater for all tastes. Statistics have not been introduced, as these must be varied to suit the local application of arguments, but these are procurable from all public libraries, etc.)

### 1. "That the Creation of a Spirit of Internationalism is Essential to World Peace."

#### AFFIRMATIVE.

##### 1. Ethical.

(a) Define terms. "International spirit" is a spirit of tolerance and understanding amongst the nations and peoples of the world, irrespective of nationality, class, creed, or sex.

(b) Outline team-work.

(c) Show how ethically the spirit of internationalism is virtually the spirit of brotherhood—which is the basis of all true religions and the fundamental principle of organisations such as Toc H, Rotary, Legacy Clubs, etc.

(d) Such a spirit is the basis of all true justice, and as such must appeal to man's better self.

(e) Science, medicine, nursing and kindred professions are international. The principle should be extended so as to embrace internationalism in its broadest sense.

##### 2. Need for Such an Ideal.

(a) Review world unrest, lack of confidence, and discontent, and demonstrate from these conditions the need for the creation of a spirit of internationalism.

(b) Trace man's evolutionary progress, showing his conquest over matter. But this has not brought true happiness to humanity which lives in fear of war and all it means. Man has progressed materially but has made no real spiritual progress, due to lack of tolerance and appreciation of his neighbour's point of view. (Elaborate.)

### 3. Proof of Practicability.

(a) Internationalism is practicable if:

1. We have an international language to break down all language barriers behind which lurk national animosity and hatred.
2. We have an international currency, stabilising world exchange and commerce.
3. We revolutionise education. We must desist from teaching national history, e.g., the glorification of the admirals, generals and statesmen of the world, and of war. Instead we must teach international history—the glorification of the scientists, doctors, nurses, and social workers of the world who have given their lives for the benefit of humanity as a whole, and not for one section or nation.

(b) Summarize case.

### NEGATIVE.

#### 1. Fundamental Objections.

(a) Define terms and outline team-work.

(b) Stress the fact that an international spirit is an ideal. It must have an essence of practicability about it if the affirmative team is to give logical proof of its assertion.

(c) Internationalism is absurd because it does not take natural and climatic conditions into account. The various races are inherently and diametrically opposed to each other. An international people, which in the final analysis means an international spirit, would necessitate an international climate. (Stress the effect on national characteristics of climatic conditions.)

(d) Consequently the onus is on the affirmative team to make its proposal constructive by showing how it intends to alter the physical-geographical nature of the world.

#### 2. Evils of Racial Miscegenation.

(a) The spirit of internationalism must imply the breaking down of racial barriers.

(b) It would further imply the mixing in marriage of white, black and yellow races, and the consequent result of half-castes.

(c) Further to this point, mention the evils of racial miscegenation, in America as an instance, and the colour problems arising there as a result of encouraging (under a different name) this spirit of internationalism.

(d) Australia would be adversely affected by supporting this international spirit, because it would naturally be compelled to forego its White Australia Policy.

### 3. National.

(a) The creation of an international spirit means the abolition of national pride and sentiment.

(b) Nationalism is based on traditions that are centuries old. For example, the slogan "Be British" expresses the highest ideals of fair play and justice. To ask the British people to forego this national pride would be both impossible and harmful.

(c) What is wanted is the inculcation throughout the world not of an international spirit but of a national spirit based on traditions of justice and fair play, with each nation preserving and fostering national pride and individuality, but eradicating harmful jealousies.

(d) Summarize case by stressing the fact that we must be wary of, and not deceived by, high-sounding phrases and Utopian ideals that, in fact, are pregnant with dangers.

## 2. "That Banking Should Be Nationalized."

### AFFIRMATIVE.

#### 1. Need for Suggested Reform.

(a) Define terms and outline team-work.

(b) Review world conditions and show failure of our economic system, and the need for some drastic change.

(c) Enumerate reasons why nationalized banking would provide the necessary relief:

1. Social services such as defence, police, post and telegraphs, and the judiciary are nationalized. Why not banking?
2. Banking is a natural communal asset, as State banks are amongst the few State concerns that show a profit. As banking is a natural communal asset, it should be nationalized.
3. Nationalized banking is really a policy of amalgamation. As this is the policy of private banks (quote examples of such amalgamations), it should be extended for the public good by nationalizing all banking.

## 2. Its Practicability.

(a) Demonstrate fallacy of objections raised against policy, e.g., political corruption. If other forms of nationalized services quoted by previous speaker are not corrupt, there is no reason why nationalized banking should be.

(b) The expense of nationalized banking is virtually a myth. The Commonwealth Bank of Australia commenced operations with a capital of £10,000, on which it had no need to draw. If there was no need for real expense, why should the amalgamation of all banking under national jurisdiction be a public expense?

(c) Political interference is also a bogey. Other nationalized services are not subject to political interference. Their directors are men of proven ability. Just as the Post Office, for example, does not operate for the benefit of any one political party, so would nationalized banking be free from political interference.

## 3. Benefits of Nationalized Banking.

(a) More business stability would result. There would be less risk of recurrence of cycles of depression and boom caused by unguarded policies of deflation and inflation.

(b) Greater confidence would be created. There would be less chance of periodical flights of confidence precipitating "crashes," because the public would have more faith in a nationalized bank than in private institutions. Compare U.S.A. bank crashes of 1930-1933 with the comparative stability of English banks during the same period, demonstrating the security offered by the better-controlled English system. Nationalized banking would be even safer than the relatively stable English system.

(c) There would be no wild speculations. Directors of private banks are often interested in industry, which precipitates wild speculations on the Stock Exchange. There would be little such risk under the new system.

(d) Summarize case.

## NEGATIVE.

### 1. General and Political.

(a) Define banking, showing its spheres and purpose.

(b) The drastic change must be justified by the affirmative team:

1. By showing that present system has failed (to be refuted by speakers 1 and 2).
2. By satisfactorily proving that the nationalized system of banking would in its turn be certain of success (to be refuted by speaker 3).

(c) Our banks are financially sound. Ten Australian private trading banks have reserves of 31 million pounds, which policy of reserves saved the country in the recent crisis. Bank constitutions provide that shareholders shall be required to provide additional funds to a specified amount to meet liabilities.

(d) Our banks have not made excessive profits. Best years were between 1927-1929, when the average rate of dividends was slightly under 6%. Banking is a business, and as such is honourably and legitimately entitled to show profits.

## 2. National.

(a) Banks did not deflate during the recent crisis. "During recent years, particularly the last two years, there has been no undue contraction of credits by the banks. On the contrary between 1920 to 1930 percentages largely increased"—Chief Judge Dethridge in the Commonwealth Arbitration Court. This explodes a popular charge levelled against our private banks.

(b) Banks are helping the country by assisting national development, and by making resources available for soundly conducted industry.

(c) Show the extent and diversity of this assistance from tables supplied by most banks. This table will in all cases prove that advances are spread throughout the different phases of industry. Another strong point is the moderate average amount of these advances.

## 3. Objections to Nationalized Banking.

(a) Why are political parties anxious to gain control of banking? Extravagant borrowing and wasteful expenditure have led to huge deficits. Taxation has more than reached its limit. World conditions have crippled our export trade. Credit is ability to borrow. This has been fully exploited until all avenues are now closed. The savings of the people must not be exploited for political purposes.

(b) Compare careful and sound administration of private banks with the extravagance of parliaments.

(c) Political control would place in high positions men willing to lend money as required by the governments.

(d) Instance failure of State Savings Banks in N.S.W. and W.A.

(e) Governments have already exceeded their functions. Interference with private enterprise undermines financial solidity and discourages new capital from entering the country.

(f) Summarize case.

### 3. "That the Benefits of Talkies Outweigh Their Possible Evils."

#### AFFIRMATIVE.

##### 1. General.

(a) Define terms and outline team-work.

(b) Entertainment is a vital social and national necessity which is being better supplied by the talkies than by the former medium—the legitimate stage.

(c) Trace evolution of the talkies and demonstrate how they have displaced the legitimate stage with added benefit:

1. Better facilities for more natural production.
2. Productions on a wider and more comprehensive scale.
3. Natural scenes and environment as a background.

##### 2. Educational.

(a) Talkies (educational films) now being used in schools.

(b) Gazettes and Travel Films of great educational value, as they take one abroad and afford opportunities for observing strange peoples, lands and customs.

(c) All films are censored, and the broad benefits of talkies cannot be belittled by anything questionable. The stage and literature presented similar difficulties, yet no one can question the benefits bestowed by each.

(d) Talkies are universal, whereas formerly the scope of the stage was limited, due to the cost of transport. Only those in populous centres could have the opportunity of witnessing the best artists and musicians. In this point, the talkies are undoubtedly able to bestow added benefits.

##### 3. Industrial.

(a) The Talkies create employment for actors, actresses, musicians, artisans, machinists, etc.

(b) The Talkies by their universality and greater field of operation offer unlimited opportunities to authors and playwrights.

(c) The Talkie industry is one of the biggest in the world, and as such bestows benefits on millions.

(d) Summarize case.

#### NEGATIVE.

##### 1. Economic.

(a) The debate must be considered along the lines of what the talkies are, and not of what they might be. Outline team-work.

(b) The Talkies have seen the establishment of a few film colonies throughout the world, where a small number of highly-paid actors and actresses disseminate entertainment for all the world, which previously had provided employment for a far greater number of actors and actresses on the legitimate stage.

(c) Considerable unemployment has been caused by the lack of opportunities for employment of musicians, stage hands, theatre electricians, etc.

## 2. Moral.

(a) The Talkies have been continually condemned by the Commonwealth Censor Board for the depravity of a large percentage of films.

(b) Undoubtedly an evil influence has been created by:

1. Crime films glorifying "crooks."
2. Over-sexed films.
3. Films of the "thriller" type.

(c) This is particularly the case on account of the universal appeal of and widespread facilities for viewing the talkies.

(d) Many major and petty crimes have been directly traced back to impressions assimilated by weak minds from talkies they have seen.

## 3. Cultural.

(a) An important feature of the literature of any country is its plays. With the decline of the legitimate theatre has come a decrease in both the number and quality of the work of playwrights. The talkies will definitely preclude the opportunity of England ever having a second Shakespeare. There is now a very limited market for plays, and nobody writes plays not intended for presentation.

(b) Playwrights who once wrote plays with a cultural appeal are now not wanted; the demand is for scenario writers who can turn out the type of screen-play mentioned by the previous speaker.

(c) Bring the entire case to its logical conclusion by showing that whatever benefits the talkies have brought cannot compensate for economic losses involved and for the decline in moral and cultural standards.

## 4. "That Euthanasia Should be Made Legal."

### AFFIRMATIVE.

#### 1. Humanitarian Aspect.

(a) Define terms. "Euthanasia,"—an easy painless death. Actually, the right of a doctor to end life.

(b) Outline team-work.

(c) S.P.C.A. throughout the world exists to alleviate animal suffering and pain, and to destroy (humanely) all incurables. Why not extend a similar boon to incurable humanity?

(d) This boon would not only alleviate physical suffering but also mental torture and agony.

(e) Euthanasia would thus be a boon not only to the sufferers themselves but also to their loved ones.

## 2. Social.

(a) Incurable diseases are often the result of heredity, and if sufferers were peacefully removed, the danger of the perpetuation of such hereditary diseases (name some) would be considerably lessened.

(b) Incurable diseases are often contagious. Sufferers allowed to live are a constant menace to humanity.

(c) There would be no risk of euthanasia becoming a social menace. Due supervision and full proof would be obtained before the Government sanction any such action.

(d) Just as lynch law is forbidden, so euthanasia would not be practised until the consent of a legalized medical court had been obtained.

## 3. Economic.

(a) Huge cost of maintaining hospitals, asylums, homes and their staffs would be practically eliminated. (This point is not blind to the humanitarian value of such institutions, but the plain facts of the matter are that incurable inmates themselves would prefer a painless death to a living hell.)

(b) As a result there would be a consequent reduction in general taxation.

(c) Incurables are often a heavy financial drain on their relatives as well as on the State.

(d) National health would improve.

(e) Euthanasia (per lethal chamber) presents a solution to the question of capital punishment. At present the gruesome thought of the gallows or the electric chair prevents juries from rendering the just verdict, or Cabinet from enforcing the death penalty. Under a system of euthanasia, justice would take its course, and the State would not be compelled to bear the expense of supporting in gaol for many years criminals who have merited the extreme penalty.

(f) Summarize case.

## NEGATIVE.

### 1. Moral.

(a) Define terms and outline team-work.

(b) Even extreme suffering does not give to any man or State the moral right to destroy human life. The assumption

of such a privilege would represent lack of confidence in the Divine will, and must therefore be contrary to the fundamental teachings of religion. (This point must be stressed.)

(c) What might apply beneficially to animals is not pertinent to humans. Life is a treasured possession even to the sickest person, and euthanasia must be abhorrent to relatives, who would always entertain the thought at the back of their minds that perhaps with patience a cure might have been effected.

## 2. Grave Dangers of Abuse.

(a) Euthanasia could easily play into the hands of the schemer or the murderer. It would provide a legal loop-hole for any person charged with murder by poison.

(b) Further, it would put strong temptation in the way of anybody seeing financial or other advantages accruing from the death of someone else.

(c) It places a responsibility on the doctor or group of doctors which is out of all proportion to the importance of the life involved.

(d) Even those cases which seem to present arguments in favour of euthanasia are only exceptional. It is wrong to pass legislation which would develop along general lines, to meet exceptional circumstances.

## 3. The Scientific Angle.

(a) Scientific experiments with some seemingly hopeless cases of illness have at times revolutionized medical knowledge. Quote examples.

(b) Illnesses that at one time were considered hopeless are a few years later possible of cure.

(c) Euthanasia, therefore, would tend to retard the advancement of medical and surgical knowledge.

(d) Summarize case.

## 5. "That Communism is Inevitable."

### AFFIRMATIVE.

#### 1. Evolutionary.

(a) Define terms. "Communism" is virtually communal control of commerce, industry, production and government for the communal benefit and gain, and is the highest and purest form of democracy.

(b) Outline team-work.

(c) Show from its evolution that democracy was inevitable, and prove that Communism, which is the highest form of democracy, is equally inevitable.

## 2. The Need for Communism.

(a) Review world conditions and the failure of democracy to achieve its objectives. It has failed because it is incomplete. Hence demonstrate the need for it in a more complete form—Communism.

(b) Outline the evils of Capitalism:

1. Exploitation of labour.
2. Unequal distribution of wealth and power. World granaries and warehouses are full to overflowing, yet millions of people are starving.
3. Periodical depressions and booms are the results of the present faulty economic system.
4. Power is vested in monopolies and combines which constitute a menace to humanity.

(c) The above evils demonstrate the failure of the present system, and the need for Communism.

## 3. Practicability of Communism.

(a) Communism is practicable and could be brought into universal operation but for the opposition of vested interests.

(b) The bloodshed in Russia and elsewhere is due not to the tyrannical imposition of Communism, but to the tyrannical suppression of and resistance to it by vested interests.

(c) Strong opposition to Communism demonstrates fear of its success. The fact that capitalism is fearful of the success of Communism is further proof of its practicability.

(d) In spite of propaganda to the contrary, in Russia to-day education is more universal and working conditions are improving. Russian progress and development has been hampered (1) by the illiteracy of the masses of the people, (2) by the concerted opposition of the outside world, which has hampered trade and commerce.

(e) Summarize case.

## NEGATIVE.

### 1. The Capitalistic Aspect.

(a) Define Communism. Stress the importance of the word "inevitable" in the title of the debate. Show that for anything to be inevitable, it must be of direct benefit to the greater portion of the people.

(b) Outline team-work which will stress the fact that communism is not wanted by the majority of the people.

(c) Communism actually dates back to ancient times. Its failure to survive is a reflection on its communal value. And

the same may occur in the future. Communism may again be introduced into some countries, but only as an experiment. Its permanent adoption cannot be inevitable.

(d) Vested interests and multi-millionaires comprise only one section of the capitalistic system.

(e) The people themselves are the biggest capitalists. Show by the figures of State Savings Banks, Insurance Companies, etc., that a greater portion of the working people of Australia are capitalists, because more than half of the workers in this and other countries have sums of varying amounts invested in banks, etc.

(f) Communism can therefore never be inevitable. The opposition from vested interests will be strong, but more important, it would rob the worker of the savings of a lifetime.

## 2. The Labour Aspect.

(a) If Communism is in the interests of the worker, why is it severely frowned upon by the Labour Party? This is proof that its introduction could not be desirable.

(b) Socialism, as advocated by the Labour Party, strives for Utopia, a better basis of co-operation between Capitalism and Labour. Communism, however, does not want Utopia, it wants revolution with the complete overthrow of capitalism.

(c) Communism has been described as "the noisy left wing of Socialism." There is nothing idealistic about the teachings of its leaders. In Europe it has become synonymous with anarchism.

(d) From the Labour viewpoint, Communism is a menace, a disturbing element.

## 3. Communism—a Practical Failure.

(a) Instance William Lane's abject failure to inaugurate a Communistic State in Paraguay. Put into practice, the theories of communism proved impossible.

(b) Instance the effect on Russia of the reign of Communism:

1. The unhappy condition of the working people.
2. A loss of national and mental stability, resulting in the overthrow of the sanctity of marriage, and the destruction of religion.

(c) As final proof that Communism can never be inevitable, Russia has now turned to a form of controlled capitalism. Vide the "New Economic Policy" of 1921. Expand this point.

(d) Summarize case.

## 6. "That Protection is in the Best Interests of Australia."

### AFFIRMATIVE.

#### 1. Historical and Political.

(a) Define terms. "Protection" means "the policy of protection," and not any maladministration of it.

(b) Outline team-work.

(c) Give a brief survey of introduction and development of protection in Australia, stressing the motives which prompted the adoption of the policy:

1. Maintenance of a high standard of living.

2. At the same time, to encourage the growth of secondary industries.

(d) Stress the dangers to the standard of living that would result from an attempt to compete with an influx of cheap foreign goods.

(e) Protection has become a national policy, embraced and sponsored by practically every shade of political opinion in Australia. (At the same time disassociate the affirmative case from "protection run riot.")

#### 2. Industrial and Economic.

(a) Give examples of major Australian industries that owe their growth and development to protection.

(b) Protection creates employment.

(c) Protection keeps money in Australia. Stress the fact that the economic crisis of recent years was due to the excess of imports over exports. A vigorous policy of protection averted national bankruptcy.

(d) Protection induces foreign manufacturers to invest their money in and create new Australian industries. Quote examples.

#### 3. National.

(a) Protection affords an excellent weapon for bargaining. Even England, that stalwart of Free Trade, has been forced to recognize the value of Protection.

(b) Protection maintains a high standard of living and is again a powerful weapon against foreign dumping and unfair competition.

(c) Protection stimulates immigration and national development.

(d) Secondary industries that have sprung up as a direct result of Protection provide an excellent market for our primary products. Protection therefore helps the great national objective of a self-supporting country.

(e) Summarize case.

## NEGATIVE.

**1. International and Political.**

- (a) Outline team-work.
- (b) Free Trade is a logical policy in step with natural laws. Each country concentrates on the production of those goods for which it is naturally and geographically best suited.
- (c) Protection, however, savours strongly of trying to fit the square peg in the round hole.
- (d) Protection increases animosity between the nations of the world and is directly opposed to modern tendencies to unite the different nations in an international unity.
- (e) Protection encourages bribery and corruption, because it lays itself open to encouraging politicians to protect certain industries in order to gain material benefits for themselves.

**2. Primary Production.**

- (a) Protection is a selfish policy, and suitable at its best only for a nation that is completely self-contained.
- (b) The policy of Protection directed against imported goods has created a spirit of retaliation against Australia, and many of our best customers now refuse to buy our Australian primary products.
- (c) The wealth of Australia is mainly dependent on its primary products and this retaliation is pregnant with grave consequences to the national stability.
- (d) The embargo on imported machinery, etc., has raised the cost of production for the primary producer, placing him in an unenviable position. He is forced to buy on the dearest markets and yet is asked to sell on the cheapest markets. Here lies the main reason for the serious plight of the Australian wheat-grower in recent years.

**3. Secondary Industries.**

- (a) Pursuant to points raised by the previous speaker, the manufacturer cannot hope for success until the real wealth of the country has been provided by the primary producer. Protection cripples the latter, and therefore indirectly the manufacturer.
- (b) Protection is only a artificial stimulant to industry. It encourages any person to start an industry without proper knowledge of his work. The consequent failure of these industries, or their establishment on the unsound principle of being "bolstered" up, places a millstone round the neck of the tax-payer.
- (c) Free Trade increases the efficiency of the secondary industrialist. With Protection he is apt to turn out goods of inferior standard because he does not fear outside opposition.
- (d) Summarize case.

## 7. "That Democracy Has Failed."

### AFFIRMATIVE.

#### 1. Democracy a Fallacy.

(a) Define terms. Democracy is "government of the people, for the people and by the people," and has as its objective "the greatest good for the greatest number." It is good as an ideal, but a practical failure.

(b) Outline team-work.

(c) Under democracy any mob psychologist with a genial manner, but possessing no other qualifications, can enter Parliament and assist in governing the country. Qualifications, e.g., ability to govern, or a knowledge of political science are not required. In the majority of cases politicians are devoid of these fundamentals.

(d) Government is a science, like law or medicine or similar professions, yet it is the only one in which credentials are not required. Quacks and charlatans are forbidden by law to practice, but their policial brothers are encouraged.

#### 2. Evils of Democracy.

(a) The cost of government is overburdened. There are too many politicians in power. Fewer men, better equipped mentally, would give more efficient and more economical service.

(b) Elaborate on the evils of the party machine, and the cost of elections.

(N.B.—These two points are very important, and should be stressed and elaborated at length.)

#### 3. The Franchise.

(a) The franchise has proved an evil and should be abolished. The public are like schoolchildren, and are not fitted to elect their rulers.

(b) The franchise gives unlimited power to those who are unfitted to wield this power judiciously.

(c) The remedy lies in establishing Schools of Political Science. These would be open to the general public. The minimum number required to govern would be ascertained and periodical examinations in all branches (practical and theoretical) would be held. Those capable to govern would be selected by merit. Examinations would be renewed periodically, at which sitting members would be required to represent themselves. This system would abolish Party politics and attendant evils.

(d) Summarize case.

## NEGATIVE.

## 1. "Of the People."

(a) Give Lincoln's famous definition of democracy: "Government of the people, for the people, by the people." Outline team-work along these lines.

(b) Mention the grave dangers of alternative systems—oligarchies and hierarchies.

(c) Show how the most undemocratic periods in history have brought the greatest trouble in their train:

1. Stuarts in England.
2. Louis XIV in France.
3. Tzarist regime in Russia.

(d) From these woeful periods democracy evolved.

## 2. "For the People."

(a) Tabulate the growth of democratic institutions and illustrate their value to the people:

1. Education.
2. The Press.
3. Free hospitals, etc., etc., etc.,

(b) Democracy has encouraged freedom of thought and expression.

(c) Democracy has rid the world of religious persecution, allowing any person to follow the dictates of his conscience in this matter. Stress this point.

(d) Democracy has created better standards of living by abolishing unfair factory laws, etc.

(e) Democracy has created Trades Unions to protect the workers, and Arbitration Courts to promote industrial harmony, etc.

## 3. "By the People."

(a) Parliamentarians, being at the mercy of electors, have had of necessity to serve the best interests of the State. Their failure to do so merits its own punishment.

(b) The franchise has encouraged the people to take a greater interest in national affairs.

(c) Democracy has created a feeling of responsibility in the minds of the people. It is their country—they are the masters of its destinies.

(d) Democracy has encouraged men of lowly birth to rise beyond hereditary conditions into spheres of wide national service. Instance Presidents and Prime Ministers of democratic countries.

(e) Summarize case.

## 8. "That the Influence of the Modern Newspaper is Pernicious."

### AFFIRMATIVE.

#### 1. Historical.

(a) Define terms.

(b) Outline team-work.

(c) Trace evolution of the newspaper, stressing motives promoting its inauguration, i.e., to recount news. Demonstrate how original beneficial motive has been abandoned for one of "policy."

(d) Sensational news of greater selling value receives greater prominence than more important but less sensational news. Give examples. Also of glaring and sensational head-lines.

#### 2. Power of the Press—a Menace.

(a) The Press is a monopoly, and as a monopoly it possesses great power, which it wields to suit its own ends.

(b) It takes advantage of its power and becomes careless and inaccurate. Give examples of Press carelessness and inaccuracies which are sometimes corrected.

(c) The Press is often slanderous and libelous, relying for this upon its wealth and power, as it is usually beyond an individual's power and means to sue the Press.

(d) Give examples of the power and the influence of the Press in elections and times of national crisis. It possesses the power of inflaming a populace and precipitating war. Give examples.

#### 3. Policy of the Press—Pernicious.

(a) The policy of the Press is guided by the policy of its advertisers.

(b) It permits in its columns no criticism of or attack on its leading articles.

(c) It has the power of publishing just those views of correspondents which suit its purpose and policy.

(d) Lack of censorship makes the "yellow press" a grave social menace. Mention the tremendous circulations of this section of the Press.

(e) The Press and reporters know no code of ethics. Anything of sales value is published regardless of its effect on any individual or group of individuals. Quote instances of public men being ruined by the sensational Press, sometimes being driven to suicide.

(f) Summarize case.

## NEGATIVE.

## 1. General.

(a) The affirmative team must not be allowed to base its case on the instance of the so-called "yellow press," which constitutes only a very small percentage of the newspapers of the world.

(b) Outline team-work.

(c) The modern newspaper has done incalculable service in creating an international spirit and stressing the need for world peace.

(d) The newspaper provides the world's finest forum for the expression of the pros and cons on all important public matters.

## 2. Economic.

(a) The Press does enormous service on behalf of trade and industry with:

1. Market reports.

2. Weather reports.

3. Shipping and mails intelligence.

4. Also by holding occasional competitions for improved methods of farming, etc., e.g., Lupin growing contest promoted by "West Australian" newspaper.

(b) The Press through its advertising columns stimulates business, thereby employment.

(c) The small advertisements sections are a boon to advertisers and purchasers alike.

(d) There is distinct economic benefit in the fact that thousands of persons find employment on newspaper staffs throughout the world, as well as many more engaged in the manufacture of paper, and in the many other ramifications of the newspaper industry.

(e) The Press stimulates philanthropy by encouraging and giving publicity to many appeals for worthy causes.

(f) Instance munificent prizes given by the English Press to stimulate aviation, etc.

## 3. Educational and Cultural.

(a) The newspaper keeps people in close touch with world and local happenings.

(b) The Press in many instances employs specialists to deal with different matters, which is in itself a wonderful educational boon.

(c) The Press improves public knowledge by the publication of articles on religious, scientific, literary, musical, etc., matters.

(d) The Press provides an outlet for the Muse of embryo essayists, poets, etc. In Australia newspapers like the "Bulletin" have done tremendous service in this direction.

(e) "Answers to Correspondents," and similar features, is a remarkable and diversified service on all matters that is made available to readers by the majority of papers.

(f) Summarize case.

## 9. "That Modern Civilization is a Failure.

### AFFIRMATIVE.

#### 1. Ethical and Moral.

(a) Define terms and outline team-work.

(b) Give brief survey of the evolution of modern civilization, illustrating man's conquest of nature and triumphs in science and industry—all material gains having no tangible gain and producing no real good.

(c) Enlarge on the decadence of modern religion and spiritual feeling.

(d) Mention decline in home life, sanctity of marriage, and the increase in the divorce rate.

#### 2. Cultural and Social.

(a) Modern lack of appreciation of music and literature, as illustrated by popularity of "canned" music, futuristic art, and literature of the "thriller" or "best-seller" type.

(b) Mechanized industry has killed appreciation of, and pleasure in, true craftsmanship and individual creative art.

(c) Social problems—town and city life leading to overcrowding and slums.

(d) Modern society craves for and seeks the sparkling tinsel, and not the deeper, more satisfying pleasure enjoyed by previous generations.

#### 3. International.

(a) The world is full of unrest, mistrust and lack of confidence. Practically every world conference has failed.

(b) Mention the failure of the League of Nations and Peace Treaties.

(c) The race for armaments and the manufacture of poison gas, etc., is a tragic commentary on modern standards of civilization.

(d) Enlarge on the collapse of world economic system.

(e) Summarize case.

## NEGATIVE.

## 1. General.

(a) Definition of "Civilization"—in essence, the reclamation of mankind from a savage state.

(b) Enlarge on the growth of a splendid spirit of service—of unselfishness and interest in others, as exemplified by Rotary, Legacy Clubs, Toc H, and many other similar organizations.

(c) Greater economic stability for the individual has been created by savings banks, insurance companies, etc.

## 2. The Democratic Ideal.

(a) Extension of the franchise has provided votes for everybody, enabling them to take a greater interest in national affairs, and has checked hierarchies, and oligarchies.

(b) Enlarge on the remarkable improvements in working and living conditions.

(c) Describe the benefits of free hospitals, educational facilities, etc.

## 3. Science and Health.

(a) Greater knowledge of medical science has effected cures where previously they were impossible. Quote examples.

(b) Describe improvements in sanitary conditions.

(c) Town planning is now on a scientific and hygienic basis.

(d) Scientific advances have given greater comfort, contentment of mind, and happiness, due to:

1. Mechanical devices such as wireless, gramophones, talkies, etc.

2. Electric light, gas, etc., etc., etc.

(e) Summarize case.

10. "That the Federation of Australian States  
Should be Dissolved."

## AFFIRMATIVE.

## 1. Historical.

(a) Define terms and outline team-work.

(b) Give concise historical survey of the Australian Federation, stressing the ideals and original intentions of the founders of the Commonwealth.

(c) Show how these ideals have not been realized.

## 2. Evils of Federation.

(a) Federation has resulted in an increase of power and wealth of the larger and more populous states, New South Wales, Victoria, and Queensland, but has impoverished the smaller and less populous states, Western Australia, South Australia, and Tasmania.

(b) Instance unfair and unjust Federal legislation, e.g., sugar bounty to Queensland, bounties to manufacturers in New South Wales and Victoria.

(c) Demonstrate the iniquity of the Navigation Act and the Federal Tariff.

(d) Show the colossal expense of the Federal machinery, e.g., Canberra, the overlapping of Federal and State services, duplication of taxation, etc.

## 3. Benefits from Dissolving Federation.

(a) The weaker States could expand and develop their own resources.

(b) Control of their own fiscal policy would enable these States to purchase on the best markets. They would not be compelled by any Federation to purchase from New South Wales and Victoria at increased costs.

(c) The taxpayer throughout the Commonwealth would receive considerable benefits.

(d) Local Governments understand local needs, whereas the Federal Government, with a majority of representatives from the powerful States, favours the interests of these particular sections.

(e) Summarize case.

## NEGATIVE.

### 1. The Need for Federation.

(a) Outline events leading to the formation of the Commonwealth:

1. Bismarck's annexation of New Guinea.
2. The need for the White Australia Policy.
3. The need for a trans-Australian railway, and the uniformity of railway gauges.
4. The need for a national defence policy.
5. The penal settlements established by the French Government in New Caledonia.

(b) Such, and other vital national problems still exist, and it is essential that the people of Australia exercise a united voice in these matters.

(c) It is imperative that we regard Australia as a nation, and not attempt to "Balkanize" it into a number of states with conflicting policies.

## 2. The Work of Federation.

(a) Economic strength rests in unity. For example, each of the separate States could not have gained at the Ottawa Conference the tangible benefits which were received in return for reciprocal treaties entered into on behalf of the whole of Australia.

(b) Australia as one united whole can arrange for loans and conversions of loans far more successfully than can each individual State.

(c) The Commonwealth acts as a brake on any State which, being governed by irresponsible politicians, might prejudice the welfare of Australia as a whole by its actions.

(d) Instance the excellent service rendered by Commonwealth departments, such as Health Department, etc.

## 3. The Patriotic Aspect.

(a) We in Australia are all one race, speaking the one language, with no racial differences of temperament.

(b) The tendency of the world to-day is "to get together." This spirit of co-operation alone can safeguard humanity. It would be tragic if the Australian States disintegrated.

(c) We should regard the Commonwealth as something in the nature of an experiment. We should endeavour to build up and repair rather than destroy the edifice which was erected only thirty years ago.

(d) A Convention of States should be held at regular intervals to discuss the Constitution to ensure that it might not be unduly prejudicing the interests of any one State.

(e) Summarize case.

# 11. "That Unification Would be Advantageous to Australia."

## AFFIRMATIVE.

### 1. Failures of Federation.

(a) Define terms and outline team-work.

(b) Demonstrate the failure of Federation with Western Australia, South Australia, and Tasmania, the chief sufferers:

1. Iniquity of Federal tariffs (operating for the benefit of sections only).
2. Unjust bounties to sugar, galvanized iron and other industries.
3. Navigation Act.
4. The swamping of New South Wales and Victorian goods in smaller States, to the detriment of local industries.
5. The extravagance of Federal Governments.

## 2. Unification only Remedy.

(a) Stress the evils of secession even if only one disgruntled State seceded:

1. Disruption of the national ideal.
2. Impairment of national credit overseas.
3. Weakening of national defence.
4. Potential danger to the White Australia Policy.  
(Vide debate on "Secession" for further points.)

(b) The establishment of smaller Federal units to remedy States' disabilities would be futile, because extra expense would be incurred, and the fundamental weaknesses of the Federal system would still be retained.

(c) Unification remains as the only remedy.

## 3. Benefits from Unification.

(a) Reduced expenditure would result from the abolition of eleven Houses of Parliament. To-day Australia has thirteen State and Federal Houses of Parliament; under Unification only two would be needed.

(b) There would be an elimination of waste (time and money) caused by the present overlapping of Federal and State services.

(c) Taxation relief would be an important gain. There would be only one form of taxation in place of present State and Federal taxation.

(d) The various States would be divided into smaller, more compact electorates or boroughs, which would be more easily controlled.

(e) Summarize case.

## NEGATIVE.

### 1. General.

(a) Define terms and outline team-work.

(b) Show how in many ways the present system of Federation has weakened the position of the smaller States. (Vide debate: "That the Australian Federation should be Dissolved.")

(c) Under unification the evils of the present system would be increased, because the protection provided at present by State Governments against Federal domination would be removed.

(d) Consequently unification can add no advantages to the present Federal system. It would retain all the disadvantages, plus serious ones of its own.

### 2. National Considerations.

(a) The duty of the present Federal Parliament is to legislate on national questions. Under unification, the entire

time of Parliament would be occupied with trivial matters of entirely local import introduced by State representatives, while broader national problems would, of necessity, be left in abeyance.

(b) The present discontent against the Federal system would be increased by the proposed step, and eventually we would have disruption instead of unification.

(c) In this respect, the problem facing the nation is to reform the Federal system by removing unfair domination of some of the States. Unification is tantamount to trying to cure a patient suffering from diabetes by giving him liberal doses of sugar.

### 3. State Considerations.

(a) Each State of the Commonwealth has its own particular problems, and it is imperative that legislation should be effected by a parliament thoroughly conversant with local conditions, sentiment and opinion.

(b) It would be impossible for a State such as Western Australia to be governed by a unified Parliament sitting thousands of miles away at Canberra.

(c) Enlarge on the question of the proposal for subdivision of the States into smaller states. This proposal is based upon the fact that certain districts in each State are being neglected by State governments. This weakness of political management would be intensified under unification.

(d) Summarize case.

## 12. "That the Censorship of Films and Books is Desirable."

### AFFIRMATIVE.

#### 1. Films.

(a) Define terms and outline team-work.

(b) Point out the widespread appeal of the talking film—how it is witnessed by millions of people, of all classes and ages, and how it is essentially a "family" entertainment.

(c) Show from this how imperative it is that nothing be screened which might adversely affect the morals of impressionable audiences, especially children.

(d) Stress the fact that a large proportion of juvenile and adult crime in this country has been traced back to the influence of the films. The need exists, therefore, for even more rigorous standards of censorship than have previously been utilized.

**2. Books.**

(a) Show that there are two types of books that require to be censored:

1. Pornographic "literature" deliberately written for certain type of reader. This kind of book sets out to capitalize prurient tastes, and its complete censorship would entail no loss.
2. Works of varying degrees of literary value, but centred round sordid sides of sex. It is usually claimed by their authors that this class of book deals with phases of life that are real, and therefore should be described. But there is a danger, and one that necessitates control by censorship, that these books (although not written as an example of pornography) are read by persons with pornographic minds, who miss artistic merits and see only the sexual side.

(b) Pandering to physical passions and the perverted moral tastes of this section of readers, even though it comprise only a minority, is a danger to the welfare of the general community.

**3. General.**

(a) Censorship of books need have no adverse effect on literary production or literary appreciation. The writer will of necessity turn to other themes where his ability can just as easily manifest itself.

(b) A similar position applies to films—the film industry will forsake "crime and sex" and substitute in their place more wholesome fare, with nobody any the worse off in consequence. At present the film industry produces films that demand censorship, not because it has a great moral lesson to teach and or a great social problem to expound, but simply because films of a risqué nature have proved box-office successes.

(c) Summarize case.

**NEGATIVE.****1. Psychological and Individual.**

(a) Define terms and outline team-work.

(b) Stress the fact that censorship is an infringement of the rights of the individual and of freedom of speech and thought. Consequently it should not be tolerated in a democratic country.

(c) Enlarge on the psychological effect of censorship which immediately creates a demand where previously no

demand existed. The result of censorship is that subterfuge is employed to secure a book which otherwise would never have been wanted.

(d) As proof of the psychological effect of censorship, instance the fact that the advertisement of a film as being suitable for adults only is sufficient to attract capacity "houses."

## 2. Moral.

(a) Passing judgment on what tends to pervert public taste must be left to the public itself. In this respect it is absurd for a group of men to proclaim that a certain book or film should not be read or seen by the majority of their fellow-citizens. The public, if left to its own devices, will see to it that public tastes are not insulted by obscene publications or productions.

(b) Similarly, it is the duty of parents and not of a political body to decide how and where their children should seek their recreations. If parents knew that the responsibility rested on their shoulders alone of ensuring that their children did not read books or see pictures of an objectionable nature, parental discipline and control would be increased.

(c) Censorship tends to surround sex with a loathsome ugliness. In communities and countries where sex is regarded as a beautiful property of nature, it is an admitted fact that immorality is at its lowest ebb.

## 3. Cultural.

(a) Censorship is invariably illogical, because otherwise the Bible would be branded as obscene, classical literature would be barred, Shakespeare's works would be ruthlessly cut, and translations from foreign (especially French) literature would be prohibited.

(b) Censorship has a disturbing effect on a nation's culture, because works that are banned on their initial appearance are often elevated to a pinnacle of greatness a few decades later.

(c) Censorship is always inconsistent. The censor's hand never seems to follow a recognized line, and the effect on writers is to stifle ambition and to smother artistic desires and aspirations.

(d) Summarize case.

### 13. "That the Modern Educational System is Desirable."

#### AFFIRMATIVE.

##### 1. Primary.

(a) Define terms and explain the three phases of our modern educational system—primary, secondary, and tertiary.

(b) Outline team-work.

(c) Briefly show how the simplest form of primary education, the kindergarten, has been evolved on scientific lines.

(d) In nearly all countries primary education is free, compulsory and secular—all desirable conditions.

(e) Primary education is purely fundamental, providing a groundwork of knowledge in many subjects (enumerate these), developing thereby the student's aptitude for any particular branch, and preparing him for the more specialized knowledge received during the secondary phase.

(f) The scholarship system is an important feature of primary education, and acts as an incentive to students.

##### 2. Secondary and Tertiary.

(a) Secondary education is a further progressive step. By this time the student is selecting his future career, and he may now select his own subjects in conformity with his ultimate ambitions. His work therefore becomes more interesting as well as more specialized.

(b) Important features of the secondary stage are the technical schools, agricultural colleges, evening continuation classes, etc., all of which tend to improve the standard of industry and trade in any community. Stress this point.

(c) Tertiary (University) training is the final link in the chain. Under this system, earlier discipline is removed and the University undergraduate is compelled to become his own task-master and to acquire self-reliance. Stress the general advantages of the University system in disseminating knowledge on specialized subjects, and in maintaining an efficient standard in law, medicine, and other professions.

(d) This latter phase is now being expanded and diplomas are being awarded in subjects such as journalism, education, etc.

##### 3. General Desirable Traits.

(a) Modern education is never stationary. New subjects are always being added to the curriculum, such as domestic science, public speaking and debating, etc.

(b) Modern education concentrates on character-building and on the inculcation of sound morals.

- (c) Hours of schooling are scientifically worked out so as to give the child plenty of leisure time.
- (d) The student is encouraged to participate in sport.
- (e) Summarize case.

## NEGATIVE.

### 1. General.

- (a) Define terms and outline team-work.
- (b) Show that the true aims of education should include far more than a superficial knowledge forced into rather than acquired by the student.
- (c) The educational system takes no cognizance of the fact that many types are collected in the one class-room, each **requiring to be developed along different lines.**
- (d) This system of "mass-production" prevents individual development.
- (e) The slower-witted boy who often delays the progress of the class (to the disadvantage of all concerned), has created in him an inferiority complex which he may never shake off.
- (f) Stress the fact that a system which is good is not necessarily desirable. The latter pertains only until something better is found. The negative team suggests that although our educational system is good in many ways, there are also many fundamental weaknesses, and some radical change is not only desirable but also essential.

### 2. Fundamental Failings.

- (a) Stress and enlarge on the inherent weakness of the examination system, mentioning its psychological evil effects, preparation for same to the detriment of general knowledge, etc.
- (b) Show that history is badly taught, warfare is encouraged and glorified, and racial hatred and narrow and insular patriotism is engendered.
- (c) Mention the mental dangers of home-work and corporal punishment.
- (d) In secondary schools especially, there is over and excessive glorification of sport and schoolboy athletes.

### 3. Necessary Reforms.

- (a) There should be an extension of the compulsory school leaving age. This has been suggested by many official committees which have investigated the matter.
- (b) There is great need for far more attention to vocational guidance, ensuring that the square peg is fitted into the square hole.

(c) Encouragement must be given to the student to use more initiative—to develop more creative impulses.

(d) Summarize case by showing that a system which possesses so many fundamental weaknesses and so many features demanding reform cannot by any stretch of imagination be deemed to be desirable.

## 14. "That the Sterilization of the Unfit is in the Best Interests of Humanity."

### AFFIRMATIVE.

#### 1. General.

(a) Define terms and outline team-work.

(b) Sterilization of the unfit prevents mentally and physically deficient persons from propagating the species to the detriment of the human race.

(c) Sterilization of the unfit is virtually the same principle that governs the scientific breeding of herds and flocks and the art of horticulture. This policy, which has produced superior development of cattle and flowers, should logically be extended to embrace humanity, the superior example of living creatures and things.

(d) Show that the advance of humanitarian methods and medical knowledge has interfered with the workings of the great law of Nature—natural selection, or the survival of the fittest. The alternatives are to renounce humanitarian acts of saving life, or to introduce a policy of the sterilization of the unfit, to safeguard mankind.

#### 2. Social.

(a) Give statistics to show that women of bad habits or low physical standards are the most prolific propagators of the species.

(b) Show that most criminals emanate from this source.

(c) The unfit not only propagate prolifically but also perpetuate hereditary diseases which ravage humanity.

(d) The fight to obtain better social conditions and a higher standard of living is hampered by the large proportion of socially unfit persons for whom nothing can be done.

#### 3. National and Economic.

(a) Mention the high cost of maintaining national and social services (prisons, hospitals, asylums, etc.), for persons who are worthless to themselves and the general community.

(b) There would be a consequent reduction in taxation following the sterilization of the unfit.

(c) National health would be improved and the general moral fibre of the nation would be strengthened.

(d) Fewer social outcasts and degenerates would result in a better feeling between the classes and would tend to eliminate class hatred.

(e) Summarize case.

## NEGATIVE.

### 1. Moral.

(a) Define terms and outline team-work.

(b) Policies such as eugenics and euthanasia are in direct opposition to Divine teachings, and represent lack of confidence in the Divine Will.

(c) To resort to such principles implies the overthrow of religious fundamentals and the worship of science as an alternative.

(d) Eugenics is an infringement of the rights of the individual and should not be tolerated in any democratic country.

(e) Compulsory sterilization of the unfit would result in the establishment of a section of humanity, embittered against their fellow-beings and a menace to communal peace and harmony.

### 2. Scientific.

(a) It would be impossible to limit the definition of the "mentally and physically unfit." Weak or sickly parents often bear healthy children.

(b) Science is making such wonderful discoveries that so-called hereditary diseases and ailments are now being treated and permanently cured.

(c) Mental unfitness is due more to environment than to hereditary causes. Sterilization of the unfit is a lazy excuse for refraining from improving conditions of environment. Naturally, if environment and not heredity is the cause of the presence in our midst of the unfit, eugenics will never check the problem, because it is the wrong solution.

### 3. Historical.

(a) Greece and Sparta both endeavoured to bring about the survival of the fittest by human instead of natural selection. Both countries immediately began to decline instead of to advance as a result of this policy.

(b) Give examples of persons whom the advocates of eugenics would pronounce unfit, and yet who were outstanding types of humanity:

1. Milton was blind.
2. Beethoven was deaf.
3. Nelson was of delicate physique.
4. Keats, Stevenson, Jane Austen, the Bronte sisters, and many others all suffered from tuberculosis.
5. Napoleon was physically weak.  
Etc., etc.

(c) Eugenics would prevent the birth of such persons. Stress the evil effects of such losses to humanity, and refer back to point (a) as further proof of the national disaster that would result.

(d) Summarize case.

## 15. "That Trial by Jury Should be Abolished."

### AFFIRMATIVE.

#### 1. Historical and General.

(a) Define terms and outline team-work.

(b) Show that the jury system was but one step further in the evolution of justice from primitive forms such as "Trial by Ordeal," etc.

(c) Under modern conditions, it has survived its usefulness and should now be abolished.

The most capable men in a community, e.g., doctors, lawyers, parliamentarians, etc., are debarred from jury service.

(e) Laymen cannot be conversant with the intricacies of the law.

#### 2. The Personal Element.

(a) The jury can be swayed too easily by the oratory of clever counsel.

(b) There is always a grave danger of corruption, or "jury-squaring."

(c) Men dragged from their businesses against their will cannot be expected to give their complete attention to the trial when their thoughts are often miles away from the court-house.

(d) Juries are often afraid to give just verdicts (especially in murder trials), out of mistaken pity for the accused.

#### 3. The Alternative System.

(a) Enumerate the advantages of the alternative system (trial by one or three judges):

1. Judges are thoroughly conversant with the law.
2. Judges, having graduated from the Bar, are not easily swayed by the tricks or mob appeal methods of counsel.
3. Judges would not be open to corruption.
4. This system would be an economic gain, because re-trials caused by jury disagreements would be obviated, and the consequent extra expense would be saved. This represents a gain to all parties, as well as to the State.

(b) Summarize case.

### NEGATIVE.

#### 1. Democratic.

(a) Define terms and outline team-work.

(b) The jury system is one of the most treasured possessions of democracy, because it ensures that the accused person shall be tried by his equals.

(c) The jury system is based upon the democratic principle that it is better for twenty guilty men to be acquitted than for one innocent person to be wrongly convicted.

(d) The fact that nearly every country in the world has adopted and continues to retain the jury system is sound proof that it is operating efficiently.

(e) The jury system interweaves the general public into its jurisprudence, which is, in the final analysis, the most important feature of communal life.

#### 2. Efficiency of Jury System.

(a) A convicted person in a criminal case or the losing party in a civil trial has the right of appeal to the High Court.

(b) The trial judge has the final word before the case goes to the jury, whom he advises on the general weight of the evidence adduced, on the legal points at issue, etc.

(c) Under the jury system the judge interprets the law (which is his particular vocation) and passes sentence if necessary, but the jury is responsible for maintaining the moral and ethical codes of the community, of which it is for the time being the representative and the custodian.

(d) The right of challenge prevents the jury from being comprised of members who may be guilty of bias or prejudice.

#### 3. General Advantages.

(a) A judge, on account of the secluded private life he is called upon to lead, is a far less competent judge of human character than is a member of a jury who comes into contact daily with all types and classes of humanity.

(b) Consequently the judge tries a case in strict conformity with the letter of the law, but the jury interprets the law with due appreciation of the exigencies of life, which is the soundest basis on which true justice can rest.

(c) It is true that the jury sometimes make mistakes, but mistakes of justice would also occur if juries were abolished. Instance on how many occasions the High Court of judges disagrees in its decisions, or differs from the verdict registered by the Supreme Court judge in a civil case.

(d) Summarize case.

## 16. "That the British Empire is Disintegrating."

### AFFIRMATIVE.

#### 1. General.

(a) Define terms and outline team-work.

(b) Show that the British Empire no longer exists—that it is now a Commonwealth of Nations, and virtually a group of nations united by scarcely anything better than treaty bonds. History has shown on innumerable occasions the impotence of treaties.

(c) Each unit of this Commonwealth of Nations is purely local in its outlook. Australia, for example, raises a tariff wall merely to satisfy local needs. Each unit has made commercial treaties with foreign nations to benefit its own industries, without considering Empire needs.

#### 2. The Dominions.

(a) Mention friction in Ireland, South Africa and India, where discontent with the ideals of the Empire is always in evidence.

(b) Australia now has a native-born Governor-General as a result of an insular instead of Empire outlook.

(c) The Ottawa Conference was purely a bargain counter, where commercial interests and factors predominated. No thought or consideration was given to the "bonds of Empire" or to Empire welfare as a whole.

#### 3. Decadence at Home.

(a) Britain's unfair and unjust treatment of Australia in the matter of war debts did not display an "Empire" sense, and was in marked contrast to her leniency to foreign debtors, such as France, Italy, etc.

(b) Britain's commercial policy is purely selfish. She

purchases goods outside the Empire which could easily be bought within, just to protect her vested interests. Stress this point.

(c) Britain, but not the British Empire, alone remains a major influence in world affairs.

(d) Summarize case.

## NEGATIVE.

### 1. England.

(a) Define terms and outline team-work.

(b) English patriotism has never declined, in spite of the disastrous effects of the Great War. Instance how recently all classes united to pay their taxes to help the country in an economic crisis.

(c) Britain is still foremost by land, sea, and air. She holds the majority of such records. Her army, though not large, is highly mechanized and most efficient. The Navy is in a similarly strong condition.

(d) England is gradually regaining the markets captured by America during the recent war.

(e) England is still the leader in world affairs. The League of Nations and all international conferences are convened by England. The Bank of England is still the foremost institution of its kind in the world, and London is still the centre of finance.

(f) England set a fine example to the world in the matter of war debts.

(g) The Coalition Government in England is a noteworthy example of the spirit of co-operation in times of crisis.

(h) England still occupies a prominent position in world sport.

### 2. The Dominions.

(a) Despite the prognostications of the pessimists, the Dominions stood by the Mother Country in the Great War.

(b) The Dominions being given national status in 1926 led to a consolidation of the Empire. The preferential tariff extended to British and Dominions' goods demonstrates the "bonds of Empire."

(c) The members of the Commonwealth of British nations, although sufferers as a result of the world depression, are in a more secure and stable position than are foreign nations. The very fact that communism has not gained the same ground in the British Empire that it has secured elsewhere proves this.

(d) Elaborate the fact that there are fewer riots and uprisings in the Dominions than in foreign countries.

### 3. The Empire as a Whole.

(a) The British political and judicial system is the basis for Dominion politics and justice and constitutes another bond in addition to that of kinship.

(b) The British Empire as a whole is stronger though less arrogant than it has ever been. It is the greatest and wealthiest unit in the world. It owns one-fourth of the globe and possesses practically every raw material necessary for production and commerce.

(c) Stress the fact that the Empire remains loyal to the flag and the King, in a period when every other country has been driven to dictators, etc.

(d) The Empire is united in upholding the principles of religious and personal tolerance and the rights of minorities.

(e) Summarize case.

## 17. "That the League of Nations is a Failure."

### AFFIRMATIVE.

#### 1. Historical and General.

(a) Define terms. State exactly what the League set out to achieve—to restore world peace and to abolish drug and slave trafficking, etc.

(b) Outline team-work.

(c) Give brief account of formation of the League and its objectives.

(d) Prove that the League had to fail because it was really formed, not to restore world peace, but as a means of keeping Germany in suppression.

#### 2. Fallibility of the League (as an ideal).

(a) The failure of the League is inevitable because:

1. Of its cosmopolitan composition.
2. Of the intense nationalism of its component parts.
3. Of national jealousies.
4. Of the tendency of the stronger Powers to suppress the weaker.
5. Of the lack of collaboration in a crisis.

#### 3. Impotence of the League.

(a) Submit concrete evidence of the impotence of the League to combat the drug and slave traffic.

(b) Stress its impotence to maintain peace. Quote the Sino-Japanese conflict, Boliva-Paraguay Gran Chaco conflict, minorities question in Germany (1933), failures of disarmament conferences, etc.

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(c) The League must be impotent unless every nation of the world is a member. Far from achieving this, the Great Powers, one by one, are withdrawing from the League, which is a damning testimonial to its impotency.

(d) Summarize case.

### NEGATIVE.

#### 1. General.

(a) Define terms and outline team-work.

(b) Stress the fearful effects of the recent war, as a result of which the ideal of a League of Nations was conceived.

(c) Enlarge on the fact that international jealousies have been preserved and handed down through the centuries. It is not logical to assert that in the twinkling of an eye the League should completely change this unfortunate trait.

(d) It is only fair to the League, therefore, to give it a reasonable opportunity to justify itself. It cannot stand condemned on isolated incidents. Its work must be judged on broad and general lines, with ample allowance made for the fact that it is covering new ground in striving for international peace.

(e) Mention the fact that the League was seriously handicapped at the outset by the withdrawal of America, the country which had sponsored the idea.

#### 2. Peace Work.

(a) Mention some of the successful phases of the League's work in effecting reconciliations:

1. Between Sweden and Finland over the possession of the Aaland Islands.
2. Between the Allied Powers over the division of Upper Silesia between Germany and Poland.
3. Between Albania and Yugoslavia.
4. Between Great Britain and France over nationality decrees in Morocco and Tunis.
5. Between Greece and Italy over events following the murder of Italian officers in Greek territory.
6. Between the Allied Powers and Lithuania over the regime to be established in Memel.

(b) Stress the fact that any of these incidents might easily have led to war were it not for the intervention of the League.

(c) Six such important reconciliations in the short space of the League's history more than justify its existence.

#### 3. Economic, Social and Educational.

(a) The League successfully undertook the financial reconstruction of Austria and also of Hungary, averting the bankruptcy that threatened both countries.

(b) The League is doing effective work in checking the opium traffic and white slavery.

(c) Other branches of the League doing good work are:

1. The Special Commission on Slavery.
2. The Committee on Intellectual Co-operation which promotes and co-ordinates scientific and research work.
3. The Communications and Transit Committee, which deals with international communications, simplification of passports, conditions affecting road transport.
4. The Health organization of the League, which carries out investigation into malaria, standardizes antitoxic sera, investigates into cancer and tuberculosis, etc.

(d) Summarize case.

## 18. "That Disarmament is in the Best Interests of the Nations of the World."

### AFFIRMATIVE.

#### 1. Need for Disarmament.

(a) Define terms. Disarmament means both qualitative and quantitative. Advocate both.

(b) Outline team-work.

(c) Give brief survey of world conditions, showing from its troubled state that there is urgent need for the policy of disarmament.

(d) Show how every Power has violated the Covenant of the League of Nations by not disarming.

(e) The world is more heavily armed to-day than ever before. These armaments constitute a menace to the peace of the world.

#### 2. Economic.

(a) The world is socially unsettled, due to fear of an impending war, caused by excessive armaments.

(b) Armaments are a heavy burden on the taxpayer, and their use is absolutely non-productive.

(c) The money voted for the maintenance of armaments could be devoted to reorganizing industry and creating productive employment.

(d) If disarmament was adopted, unemployment resulting would be more than compensated for by the employment made available in productive industries, both primary and secondary.

### 3. International.

(a) Armaments lead to chaos and complete economic, social and industrial disorganization, culminating in depressions.

(b) Recall that the severest world depressions have followed in the wake of war, e.g., the depressions after the Napoleonic Wars and the recent Great War. The intensity of the depression varies with the magnitude of the war.

(c) Future wars will be of armageddon magnitude, and will spell the doom of civilization.

(d) Summarize case.

### NEGATIVE.

#### 1. Fundamental Absurdity of Disarmament.

(a) Define terms and outline team-work.

(b) Further analyse the subject by showing that the proposal virtually means an attempt to ensure world peace by removing weapons of warfare.

(c) Stress the absurdity of this idea. Show how man has been aggressive since earliest times, and that warring is his dominating characteristic.

(d) The removal of modern armaments is not necessarily a guarantee of world peace. Man would resort to primitive weapons until eventually a new store of armaments was evolved.

#### 2. Disarmament No Preventative Against War.

(a) Disarmament is further fallacious because the next world war will be fought by science (e.g., gases) and not by armaments which we intend or desire to scrap. Does the affirmative team suggest the destruction of laboratories and the banishment of scientists?

(b) Aeroplanes are also a form of armament which will figure conspicuously in future wars. Is aerial transport therefore to be abolished in the process of disarmament?

(c) It is therefore impossible to legislate to achieve disarmament because machines and instruments used during peace for commercial methods can easily be converted into weapons of aggression in war.

(d) The logical conclusion is that disarmament is "putting the cart before the horse." The only reliable form of disarmament to secure peace is a mental one, disarming man of his great fundamental weakness of wanting to fight. The removal of his weapons cannot achieve this.

#### 3. National.

(a) Complete disarmament is impossible because every nation must have armaments for internal use. The police force is a form of armament.

(b) Unless every nation in the world completely disarmed (which is absurd in view of preceding point), all nations would be entitled to retain a reasonable amount of armaments for defence (not offence) purposes.

(c) Although the negative term does not condone war, it realizes that a nation which is always prepared for foreign aggression is mentally alive and alert. Great Britain fought no battle between the Napoleonic and Crimean Wars, and as a consequence the effeminacy of the Englishman during that period was notorious.

(d) Military training is most beneficial to youth. It develops it physically and disciplines it mentally.

(e) Summarize case.

## 19. "That India Should be Granted Dominion Status."

### AFFIRMATIVE.

#### 1. Equity and Justice.

(a) Define terms and outline team-work.

(b) It is a recognized axiom of British policy to encourage and grant self-government to the Dominions. Australia, Canada, South Africa, New Zealand and even Newfoundland all enjoy dominion status. It is on the grounds of common justice that the same privileges be afforded India.

(c) Modern India is quite capable of undertaking self-government.

(d) Self-government would give India a sense of responsibility which it would accept willingly and discharge conscientiously. This would create internal harmony and contentment, in place of the present feeling of dissatisfaction with foreign rule.

#### 2. Evils of Present System.

(a) Demonstrate in detail the injustices of the system as it is at present administered, stressing lack of understanding of the native viewpoint.

(b) The system is absurd because we appoint a viceroy, and yet place over him a Home Minister with absolutely no knowledge of domestic happenings.

(c) Domination of India by Britain has resulted in a severe drain on India's resources, due to heavy taxation.

(d) Further to latter point, there should be no taxation without representation.

#### 3. Benefits from Dominion Status.

(a) Describe in detail the benefits that would accrue from dominion status:

1. Fiscal autonomy.
  2. Democratic legislative representation.
  3. Opportunities to develop natural industries and resources.
  4. Decreases in taxation by the abolition of the present costly administrative system.
- (b) Summarize case.

#### NEGATIVE.

#### 1. Justification of Present Administration.

- (a) Define terms and outline team-work.
- (b) Consideration has always been shown to the various castes, religious scruples, etc.
- (c) Show how India has prospered under Britain's sovereignty.
- (d) Standards of living, education, etc., have improved.
- (e) Engineering and irrigation schemes have checked floods and famine, to the direct benefit of the inhabitants.
- (f) Indians share in the administration right throughout the country.

#### 2. Objections to Proposal from Indian Angle.

- (a) There are too many castes and types in India for it to be able to extract the best results from Dominion status.
- (b) As soon as British military administration was removed, trouble would be bound to arise among these sects. In addition, the country would once again be over-run by hostile frontier thieves and tribes.
- (c) The people are, on the average, not sufficiently well educated as yet to be able to appreciate the advantages of such a democratic and idealistic move.
- (d) Consequently we should be on our guard against a change from a system which the previous speaker has proved to be very successful, to something which at best is doubtful of good results and which is almost certain to plunge the country into chaos and disorder.

#### 3. Objections from the International Angle.

- (a) India occupies a key geographical position. Any maladministration would seriously imperil the stability of Europe.
- (b) It is imperative, therefore, that Great Britain should safeguard the international position by continuing its present sound administration of India.
- (c) To grant dominion status to India would be a step not understood by the natives. They would regard it as a gesture of weakness on the part of the white races, which could easily precipitate a world-wide revolt of the coloured races against white administration.
- (d) Summarize case.

**20. "That the Principle of the Dole is Pernicious."****AFFIRMATIVE.****1. Ethical.**

- (a) Define terms and outline team-work.
- (b) Demonstrate that ethically the principle of the dole (i.e., giving something for nothing) is a menace.
- (c) The dole encourages sloth and kills ambition and the desire to work and produce. Stress this point.

**2. Social.**

- (a) The dole stimulates class hatred.
- (b) Trace its evil influence on the youth of the community and consequently on future generations.
- (c) Indolence created by the dole is a menace to the social structure of the community.
- (d) The dole centralizes population in the big cities, and discourages the unemployed from going into the country to seek work.

**3. Economic and Industrial.**

- (a) The dole is a heavy drain on the various forms of industry.
- (b) It is also a heavy burden round the neck of the taxpayer.
- (c) Industry and the productivity of a nation are menaced by indolence resulting from payment of the dole.
- (d) Summarize case.

**NEGATIVE.****1. Moral.**

- (a) Define terms and outline team-work.
- (b) Stress the fact that the payment of the dole is invariably associated with economic crises.
- (c) These economic crises are not brought about by the people—their solution rests with the government. Until such time as the solution is found, it is incumbent upon the State to provide some form of pittance for persons who, for no fault of their own, are unable to find employment.
- (d) The principle of the dole is based upon the great social law that every person in the world is morally entitled to some share of the world's goods. If by force of circumstances they are debarred from earning a living pittance, it must be given to them.

**2. National.**

- (a) Modern democratic structure accepts the national onus of providing pensions. Nobody claims that the principle of

paying pensions to the aged or infirm is pernicious. Yet the dole is nothing more than a variation of the pensions system.

(b) The dole virtually means charity under the aegis of the government. It tends to greater efficiency and is better able to guard against imposition and fraud than are private relief societies and committees.

(c) A large section of people without the barest necessities of life becomes a national menace, and is apt to breed anarchy. The dole destroys such a fatal germ which otherwise might infect the whole nation with fatal results.

### 3. Individual.

(a) It is wrong to assert that the dole creates laziness. The dole is an emergency payment, and invariably of such small proportions that only persons of the poorest calibre would be content to live all their lives on such a small weekly allowance.

(b) There is a psychological advantage accruing from the dole, in so much as the recipient feels that something is being done to help him.

(c) On the contrary, an unemployed man receiving no pittance is often compelled by stress of sheer necessity to engage in theft and other forms of crime.

(d) Summarize case.

## 21. "That Gambling Should be State Controlled."

### AFFIRMATIVE.

#### 1. Psychological.

(a) Define terms and outline team-work.

(b) Gambling, or the desire to take a chance, is an integral part of human nature. This is evidenced by children's games such as tops, marbles, etc., all played for a stake, with the gambling element strongly in evidence.

(c) As gambling is part of human nature, it is better that it should be properly controlled than to try to achieve the impossible—stifling and crushing it. Hence it is better that the passion for gambling should be satisfied in a moderate manner than for it to be indulged in behind closed doors where it becomes a grave menace.

#### 2. Individual.

(a) Gambling is a voluntary form of taxation. One willingly purchases a lottery ticket for 2/6, but grumbles about paying the same amount in taxation.

(b) Controlled gambling would bring it into the open. It could be regulated down to its least harmful form. The fact

that a person could indulge ad lib. would rob it of much of the secret pleasure attached to partaking of forbidden fruit.

(c) Legislation of to-day forbidding gambling is a farce, as gambling exists everywhere, especially, of course, on horse-racing. Where forbidden it is sought with greater eagerness, resulting in the wrong type of gambling being indulged in, and further bringing young men and youths into the wrong environment.

### 3. National.

(a) Proceeds from gambling could be devoted to charity, hospitals, education, and assistance to government obligations, thereby resulting in reduced taxation.

(b) Employment would be created by legalized gambling.

(c) Under state-controlled gambling, money remains in the country instead of being sent abroad to foreign lotteries.

(d) State revenue could be supplemented by taxing various gambling institutions.

(e) Summarize case.

## NEGATIVE.

### 1. Moral.

(a) Define terms. "State - controlled gambling" means gambling under governmental supervision and organization.

(b) Outline team-work.

(c) Gambling is one of the outstanding vices of humanity, and has been compared to the drug habit.

1. It inculcates avarice and sloth—the desire to get rich quickly by easy methods.

2. It has led to the ruin of many business men and has often resulted in crime.

3. It encourages individuals to get rich themselves by pandering to the gambling interests of the general public.

(d) There are grave moral objections, therefore, to any government legalizing and capitalizing such a deplorable trait.

### 2. Individual.

(a) Legalized gambling would create the urge in many people who at present do not indulge in it. Consequently it would have a debasing effect.

(b) It is suggested that proceeds from legalized gambling be devoted to the maintenance of hospitals, etc. It would be a sad commentary on the general public if it could not find by private donation the funds for such work.

(c) Further to the preceding point, legalized gambling to provide such funds would stifle philanthropy and charitable endeavours and substitute in place of such worthy attributes the pandering to man's baser instincts.

(d) Gambling on an open or legalized scale would result in public attention being focused on lotteries, creating a warped perspective.

### 3. National.

(a) Legalized gambling conducted by the Government would give private concerns a good excuse for demanding similar privileges for themselves. Many of these so-called private gambles for "charity" are virtually get-rich-quick schemes for their promoters.

(b) Although the Government might intend to conduct gambling on a small scale, there is no knowing how far it might develop.

(c) The remedy for illicit gambling is not to legalize it but for the government to take very stringent steps to eradicate it.

(d) As a substitute for gambling, the government should initiate premium bonds, or some such similar form of insurance. Illustrate the workings of the scheme, which is devoid of the gambling element, but which provides prizes for all participants.

(e) Summarize case.

## 22. "That the League of Nations Should be Established as a Super-Power."

### AFFIRMATIVE.

#### 1. Need for a Super-Power.

(a) Define terms and outline team-work.

(b) Stress the great importance of world peace and stability, and the need for ensuring same.

(c) From a survey of world unrest and from the failure of the League to fulfil its purpose as it is at present constituted and operating, demonstrate the need for its establishment as a super-power.

#### 2. Policy Practicable.

(a) The League as a super-power would be virtually an international police force. As a police force is necessary in civil life to protect life and property and to punish aggression, so it is necessary in international affairs.

(b) Illustrate the powers that the League as a super-authority would possess to enforce its decrees. As in civil

life the law must be vested with certain powers (police) which guarantee the enforcement of its decrees, so in international life the same would apply.

(c) From the preceding point, outline a scheme or definite plan for rendering the policy practicable by the establishment of an international police force.

(d) With this international force to ensure law and order, disarmament could be properly carried out, as all nations would have a protective body to safeguard their interests.

### 3. Benefits from Such a Policy.

(a) International peace would be guaranteed and there would be immunity from war.

(b) General confidence and trust would be restored.

(c) Economic conditions would improve with this restoration of confidence.

(d) General social conditions would be improved. Just as an example, the League as a super-power would be able to enforce its present activities with regard to the white slave traffic and drug trade and smuggling.

(e) Summarize case.

## NEGATIVE.

### 1. General.

(a) Define "Super-power"—a government controlling the affairs of every nation with the right of interference wherever it saw fit.

(b) Quote examples of the failure of the League in its present limited sphere. How could it succeed in a much more ambitious scheme?

(c) For the project to be successful it would first of all have to enjoy the complete co-operation of every nation. Yet many major powers have already withdrawn from the League. Would they return to participate in a policy for which they would have to sacrifice even more of their national individuality?

### 2. Fundamental Weaknesses.

(a) It would be necessary to form a heterogeneous army of a very mixed nature to police the scheme.

(b) There would be an impossible lack of uniformity in this army. Recall the Scriptural story of the Tower of Babel.

(c) Jealousy would naturally arise over appointments to key positions.

(d) The scheme is further impracticable because each nation would be compelled to be its own judge and gaoler.

### 3. National.

(a) The policy would rob each individual nation of its national pride.

(b) It would clash with carefully worked out and desirable ideals such as the White Australia policy.

(c) Representation on the Council would have to be on some such basis as population. This would tend to weaken the stability of smaller nations and minorities.

(d) The widely diversified characteristics of each individual nation would not permit a super-power to function to the best interests of each component part.

(e) Summarize case.

## 23. "That the Accumulation of Wealth Denotes Success in Life."

### AFFIRMATIVE.

#### 1. Individual.

(a) Define terms. "Wealth" means riches, power, and influence. True success in its broadest sense is gauged by one's ability to render the maximum service to one's neighbours and State.

(b) Outline team-work.

(c) The accumulation of wealth is prompted by the desire to render one's self independent, and has as its basis—thrift. It stimulates ambition and the will to succeed, all worthy traits of character.

(d) The result of the practical application of thrift and ambition is to render service. When one renders service one creates opportunities for others, for it is the successful man who encourages thrift and ambition in others.

#### 2. Communal.

(a) The individual who has accumulated riches has achieved something or has created something that has been required by others, and has therefore benefited them.

(b) Communities benefit from its rich members, as they are the employers and captains of industry, creating employment and rendering service.

(c) Charity benefits from rich benefactors. Quote examples.

(d) Education (e.g., libraries, schools, scholarships, etc.) benefits similarly. Quote examples.

(e) Hospitals, orphanages, institutions, etc., are similarly assisted. Quote examples.

### 3. National.

(a) A thrifty, successful, and wealthy community means a powerful and influential nation, e.g., Great Britain and U.S.A., and as such plays a major part in world affairs.

(b) National thrift and the national desire to accumulate riches result in an economically sound and evenly balanced nation, spending judiciously and buying keenly. Works of State that are undertaken give maximum service and show the best results for money spent.

(c) National accumulation of wealth is really national thrift and as such is a very commendable national characteristic.

(d) Summarize case.

### NEGATIVE.

#### 1. Political and Commercial.

(a) Stress should be laid on the fact that the mere accumulation of wealth does not represent the purpose or objective of life itself.

(b) The grasping for wealth has tainted much of modern politics, bringing with it graft, corruption, bribery, etc.

(c) The huge wealth of business institutions has resulted in the formation of combines and trusts which have acted contrary to the best interests of the masses of the people.

(d) Show how combines have created monopolies, and subsequently have increased the cost of living.

#### 2. Individual.

(a) The real heroes and the real successes in life are the individuals who have sacrificed the pursuit of Mammon in order to advance the welfare of humanity:

1. Research students.
2. Doctors and nurses in slum quarters labouring with no prospect of adequate return for services rendered.
3. Explorers and pioneers risking their lives to increase the knowledge of the world.
4. Institutions like the Salvation Army.

(b) Contrast the above types with misers, sweaters of industry, and the like.

(c) Show how the desire to accumulate wealth has driven many men to crime.

#### 3. National.

(a) The arguments of the foregoing speakers are now applied to nations. Most wars have been trade wars. The lure of trade and commerce has brought devastation and ruthless massacre in its train. Quote examples.

(b) Another contributing factor towards war has been the desire of armament firms to present prosperous balance sheets.

(c) Summarize case.

## 24. "That Woman Should Receive Equal Rights With Man."

### AFFIRMATIVE.

#### 1. Ethical.

(a) Define terms. "Equal rights" really mean equal opportunities.

(b) Outline team-work.

(c) Justice demands facilities for equal opportunities. It does not necessarily follow that equal rights for woman will mean the displacement of man from his employment. It will create fair competition and result in the survival of the fittest.

(d) Woman in some spheres has equal opportunities with man, e.g., in music, art, literature, law, medicine, science, etc. She has done so well in these directions that she has proved her claim to enjoy equal privileges in every other sphere.

#### 2. Political and Social.

(a) Woman suffrage in some countries demonstrates the realization of the right of woman to enjoy equal privileges.

(b) Property, marriage and divorce laws in many countries give equity to both sexes, thus again demonstrating the realization of equal rights. The system has not produced any untoward disadvantages.

(c) Stress the unfairness of unwritten social laws. Actions and faults condoned in man are unpardonable in woman, often resulting in social ostracism. Is this not unfair?

(d) Political opportunities afforded woman in Britain, U.S.A., etc., have not been abused, and are a further point in support of the affirmative contention.

#### 3. Industrial.

(a) Demonstrate the equity of equal work receiving equal pay, as far as both sexes are concerned. Woman receives equal remuneration in science, law, medicine, pharmacy and similar professions. Why not also in industry?

(b) Equal pay for equal work would abolish the present unfair competition between the sexes. Each worker would be selected on personal merit, not on the cheapness of labour. This would result in the survival of the fittest.

(c) Equal pay for equal work would result in the abolition of the exploitation of cheap feminine labour, and would give greater opportunities to men. Increased employment would result in better facilities for matrimony, to the communal and national benefit.

(d) Summarize case.

## NEGATIVE.

### 1. General.

(a) Outline terms and define team-work.

(b) Mention the unhappy condition of woman in the Middle Ages, and the necessity for relief from same. This is now being taken too far. The negative team does not suggest a reversion to the old system, but to a policy half-way between, whereby woman receives justice, but is not permitted to interfere in spheres of activity that are the right of man.

(c) Woman is obviously not intended by Nature to perform similar work to man. The invasion of woman into spheres previously occupied only by man is an infringement of natural laws.

(d) No argument can be adduced to show that woman was intended to be a competitor in such spheres.

### 2. Political and Economic.

(a) Woman is not temperamentally suited to fill important political offices or to serve on juries.

(b) The average woman is more easily swayed by sentiment and rhetoric than is the average man, who possesses more of the inherent faculty for unimpassioned and logical reasoning.

(c) Interference of women in the industrial domains of man has created or added to unemployment.

(d) Numerous cases may be quoted of women studying for a profession, passing their final examinations, and then forsaking their vocation for matrimony. This represents economic wastage, and has perhaps marred the chances of a male student, by depriving him of a scholarship, etc.

### 3. Psychological.

(a) Man gains strength at the thought of being the protector. Sexes lose mutual admiration by mingling in each other's occupations.

(b) Further to the latter point, woman's claim to equal rights subconsciously results in man's loss of appreciation of chivalry towards the weaker sex. Expand and explain.

(c) The growing masculinity of woman caused by her interference in man's occupations has seen the reaction of effeminacy in man.

(d) The emancipation of woman has led to a decline in the standards of home life. Man should be the master; woman the mistress. But woman now seeks to become both master and mistress, with fatal results as far as domestic happiness is concerned.

(e) Summarize case.

## 25. "That All War Debts and Reparation Payments Should be Cancelled."

### AFFIRMATIVE.

#### 1. Equity and Justice.

(a) Define terms and outline team-work.

(b) War debts and reparations are unjust for the following reasons:

1. They are book debts, largely fictitious and debited against questionable services rendered, e.g., France charging Britain for rental of trenches, etc.
2. The debts are out of all proportion to tangible worldly wealth.
3. Reparation payments demanded from Germany are unjust and out of all proportion, making it impossible for Germany to pay.
4. International economics are so interwoven that the breakdown of the system in one particular country jeopardizes the whole system throughout the world.
5. War goods were sold at fabulous prices by U.S.A., who took advantage of the European plight.
6. The interest rate is far too high.

#### 2. Commercial and Industrial.

(a) The attempt to meet obligations has precipitated the world depression, strangling industry and production and creating unprecedented unemployment.

(b) World trade has been disorganized, and financial chaos has resulted, with England, U.S.A. and many other countries forced off the gold standard.

(c) Creditor nations are suffering as much as debtors. U.S.A., the world's largest creditor, is worse off than most of her debtors. Explain that the incidence of heavy payments increased production in the debtor countries, thereby interfering with America's export trade.

### 3. International.

(a) Misery and distress everywhere have been followed by crises in every country.

(b) The growth of communism, anarchism, and Hitlerism in Germany have resulted from the economic distress engendered by the crushing burden of war debts.

(c) Reparations have defeated their own purpose because the Gilbertian situation has arisen that Germany had to be financed by England and France in order to attempt to meet her obligations to them.

(d) World peace is prejudiced by continual attempts to extort unjust dues.

(e) Summarize case.

## NEGATIVE.

### 1. Moral.

(a) Define terms and outline team-work.

(b) Show that the cancellation of war debts is a form of repudiation of legally contracted debts.

(c) The effect of such a step would be to create a dangerous precedent and would encourage not only nations but also individuals to find excuses for not meeting their obligations.

(d) Cancellation, therefore, would betray the world's lack of appreciation of commercial morality and honesty.

### 2. Economic.

(a) The cancellation of war debts would create an intolerable burden on people least able to bear it. The war loans, it must be remembered, were financed not by the governments but by the people of the creditor nations.

(b) Cancellation, therefore, would ruin or at least severely affect small investors, insurance companies and their participants, etc., who listened to national appeals for funds.

(c) Further, it would prejudice public confidence in, and support afforded to, national loans, etc., in the future.

(d) The present economic crisis has been caused not by war debts but by the fallacies and lack of liquidity of our monetary system.

### 3. International.

(a) The present burden of war debts is a just warning of the evils of international war.

(b) To cancel war debts would be equivalent to presenting the nations with the money with which to commence a new and even more dreadful war.

- (c) In this respect, point out the troubled political situation throughout the world to-day, and show that it is only lack of funds which prevents the outbreak of hostilities.
- (d) Cancellation of war debts would be a gain to armament firms, but not to the League of Nations.
- (e) Summarize case.

## 26. "That Empire Free-Trade is in the Best Interests of the British Empire."

### AFFIRMATIVE.

#### 1. Great Britain.

- (a) Define terms. "Empire Free-Trade" is free trade within the Empire with tariffs against the outside world.
- (b) Outline team-work.
- (c) Empire Free-Trade enables Britain to purchase more goods from the Dominions and eliminates foreign dumping of goods.
- (d) It enables Britain to exploit the Dominions' markets to the mutual benefit of both. By this policy, Britain would virtually become the manufacturing centre of the Empire with the Dominions the primary producers.
- (e) Show that this policy would be in accordance with natural and geographical conditions.

#### 2. The Dominions.

- (a) The Dominions have always encouraged Protection to eliminate foreign dumping, and Empire Free-Trade is really an expansion of this policy of the Dominions.
- (b) Empire Free-Trade would guarantee and increase Home (i.e., English) markets for Dominions' products. By this increase in primary production, unnatural and burdensome secondary industries would be abandoned and handed over to Great Britain, where they could be more economically controlled.
- (c) The policy is logical and equitable because the Dominions offer huge markets for British goods and Great Britain offers the natural outlet for the raw materials produced in the Dominions.
- (d) The wealth of the Dominions is dependent in every case on primary production, which under present conditions is being stifled by the aforementioned unprofitable attempts to engage in secondary production.

#### 3. Empire as a Whole.

- (a) The total population of the Empire is over 370,000,000, providing ample markets for consumption of the Empire's goods.

(b) The Empire is practically self-contained, so that it would have little to fear from foreign reprisals.

(c) Empire Free-Trade would stabilize monetary problems throughout the Empire, improving exchange and currency difficulties at present being encountered.

(d) Point out the strong sentimental value of the policy, which would closely link together all sections of the Empire, doing away with present discontent and jealousy arising from preferences being afforded to foreign goods.

(e) Summarize case.

### NEGATIVE.

#### 1. Fallacies in the Policy.

(a) Define terms and outline team-work.

(b) The danger arising from any policy of free-trade is that cheap sweated labour in any one country has a devastating effect on production in all other countries.

(c) This danger would be encountered under a policy of Empire Free-Trade because such conditions pertain in India. Intensive manufacturing in that country would destroy secondary industries both in the Dominions and in England herself.

(d) If India is to be eliminated right from the outset, a dangerous precedent would be entailed.

(e) A breakdown of labour conditions in any of the other Dominions would result in the same unsatisfactory state of affairs as noted in (c).

#### 2. The Dominions.

(a) The policy has a sentimental appeal but no practical value. Every country has its own peculiar conditions and requirements, and each country must have its own secondary as well as primary industries.

(b) Use Australia as an example of the absurdity of the proposal:

1. Large numbers of persons at present engaged in secondary industries would have to emigrate to sections of the Empire where manufacturing is to be centralized.

2. Even if these people or some of these people could turn to primary production the change-over would present tremendous\* difficulties, particularly that of lack of knowledge of the requirements of their new vocations.

3. Chaos and unemployment would be a natural result.

(c) In the event of a world war and a blockade by enemy navies, the component parts of the Empire would be in dangerous straits, and the ambitious scheme would tumble down like a house built of cards.

### 3. International.

(a) The policy would arouse antagonism from the rest of the world which would naturally tend to refuse to purchase Dominion productions. (Show that England could not buy all the exports of the Dominions, especially as these would have to be increased to make up for the abolition of secondary industries.) The Dominions, therefore, would lose many of their best customers.

(b) The British Empire possesses no oil or petrol reservoirs of any dimensions. A boycott by the rest of the world would stop supplies of fuel and would make secondary production almost impossible.

(c) The policy is jingoistic, but lacks the international spirit, which is essential for world peace and stability to be ensured.

(d) Summarize case.

## 27. "That Complete Prohibition of Intoxicating Liquor Should be Introduced."

### AFFIRMATIVE.

#### 1. Moral.

(a) Define terms and outline team-work.

(b) Stress the fact that alcohol as a medicine or medicinal stimulant is sometimes necessary, but as a beverage it is a menace.

(c) Anything that drugs the senses and dulls one's sense of appreciation of good and evil, and of right and wrong, is a menace. Alcohol in the form of intoxicating liquor is one of the worst offenders in this direction.

(d) Quote medical authorities to show the evil effect of intoxicating drink on the human system and on posterity.

#### 2. Social.

(a) Outline social degradation and wrecking of home life that is often caused by strong drink.

(b) Mention the effect on growing children of seeing the evil effects of strong drink in the home.

(c) Juvenile crime is largely due to bad or lax home environment, which can usually be traced to one or both parents indulging excessively in drink.

(d) Youth, when at an impressionable age, and when open to influence, finds it well-nigh impossible to resist the temptation to drink. Especially so is this the case at dances and parties, where the drink question has developed into a serious social problem.

(e) There are more hotels than schools, and far more money is spent on drink than on education.

### 3. Economic.

(a) Drink represents an economic burden on the community which is in consequence required to find extra money, due to the evil effects of drink, for hospitals, asylums, homes etc.

(b) Drink encourages crime, and therefore necessitates extra police—more expense.

(c) Unemployment caused in the drink industry under prohibition would be more than compensated for by the increase in employment in more productive industries, such as the manufacture of foods, clothing, non-alcoholic beverages. Money now spent on drink would be devoted to purchasing such articles.

(d) Failure of prohibition in U.S.A. was due to the corruption of American judiciary and police. Had the crime waves been checked by those in "high places," prohibition there would have proved successful.

(e) Summarize case.

## NEGATIVE.

### 1. Individual.

(a) Define terms and outline team-work.

(b) Stress the fact that the prohibition of drink is an infringement of the rights of the individual.

(c) Prohibition in any direction, as a result of the vagaries of human nature, creates a strong and unhealthy desire for the prohibited article.

(d) Our present drink laws, when properly enforced, mean efficient control and promote moderation of consumption.

(e) Instead of prohibiting drink altogether, we should strive for the correct enforcement of legislation already introduced to safeguard the community from excesses.

### 2. Economic.

(a) The liquor trade is a vast employer of labour—raw materials, breweries, packers, carters, hotels, etc., etc.

(b) Prohibition would see a tremendous increase in unemployment. These men would have to find jobs and might easily be converted into law-breakers (as actually occurred in America) in an attempt to supply the public with what it is determined to have, prohibition or no prohibition.

(c) Excise duties form a considerable part of the revenue of most countries, particularly Australia.

(d) There would be an economic burden of having to establish an efficient and costly coastguard system to prevent smuggling.

### 3. Failure of Prohibition in America.

(a) Outline the history of prohibition in America, mentioning that it was introduced when the people were mentally unbalanced as a result of the war.

(b) Show the evolution of the "bootlegging" industry—one of the most powerful and dangerous forces the world has known.

(c) The introduction of poisonous substitutes for alcoholic drink threatened the health of America.

(d) Show the growth of crime in America, which was directly attributed to prohibition, a claim strengthened by point (b).

(e) America's repeal of its legislation prohibiting drink of an alcoholic nature is the final stage in the history of a tragic experiment.

(f) Summarize case.

## 28. "That the State Should Provide Free Secondary Education."

### AFFIRMATIVE.

#### 1. Moral Obligation.

(a) Define terms. Free secondary education should include free university training.

(b) Outline team-work.

(c) Free secondary education is a State obligation. If the State provides free primary education, as it generally does, it should extend the privilege to secondary education, because primary education in itself is incomplete.

(d) Secondary education is as vital a social service as defence, police, judiciary, etc., and as much an obligation on the State as these services are.

#### 2. Benefits to the Individual.

(a) Free secondary education gives equal opportunities to all, irrespective of fortune, birth or social status.

(b) It abolishes class hatred, as the mingling of all classes in State schools under proper discipline tends to create tolerance and broaden the student's perspective when he is at his most impressionable age.

(c) The modern era is the age of specialization. Opportunities should not be confined to those whose parents have the means to provide them. On the contrary, extra education is necessary for children whose lot in life, due to financial circumstances, will be a hard one.

(d) Free secondary education would obviate the untimely entrance of semi-educated youths into commerce and industry. It is not until the student has passed the primary stage of education that it is possible to assess correctly the vocation in life for which he is best suited.

### 3. Benefits to the State.

(a) Money spent on education is money most judiciously spent.

(b) Education is the basis of all culture and national advancement. The State has everything to gain by extending to its youth the benefits and privileges of free secondary education.

(c) Free secondary education enables those to continue their studies who would otherwise be compelled to relinquish them at the completion of their primary education, on account of lack of funds.

(d) Free secondary education results in a higher standard of general education, which is a distinct social benefit to the State.

(e) Summarize case.

## NEGATIVE.

### 1. General.

(a) Define terms. Explain "secondary education" as being distinct from "primary" and also "tertiary" (University) education.

(b) Outline team-work.

(c) The negative team does not oppose the principles of extended education, but believes that these principles must be developed on sound and economic lines. We must not confuse unattainable ideals with practicable ideas.

(d) Primary education is a necessity—secondary education is desirable but not imperative to our present social system.

(e) Free secondary education encourages parents who can afford to send their children to private colleges, to take advantage of the State's overdone generosity.

### 2. Economic.

(a) Stress the enormous cost of maintaining free primary education. In doing this, the State absolves itself of further obligations as far as free education is concerned. It has

many other duties to fulfil which create a heavy drain on the exchequer. An efficient system of primary education is as much as the State can afford to provide.

(b) To provide free secondary education would also entail free tertiary education, because the two are far more closely interlocked than are the primary and secondary stages. Every argument for free secondary education also pertains with equal force to free tertiary education, but such a proposal is fraught with grave economic disadvantages.

(c) Free secondary and tertiary education would tend to overcrowd professions (which already are glutted with students) to the detriment of equally worthy (but of less social standing) forms of personal endeavour. This loss of balance is uneconomic, and not in the interests of the nation or of students in particular.

### 3. Alternatives to Free Secondary Education.

(a) The private schools in England and Australia are excellent institutions and should be maintained. Were the State to introduce a free system it would prejudice the existence of such schools and colleges.

(b) Scholarships are awarded everywhere, which give poorer children the facilities for enjoying higher education, provided they are capable of making the most of it.

(c) On the other hand, free secondary education has the psychological disadvantage of making higher education more accessible and therefore less desirable.

(d) In most countries evening continuation classes sponsored by universities give the seeker after knowledge the opportunity to satisfy his desires in that direction.

(e) Summarize case.

## 29. "That Piece-work is Preferable to Day Labour."

### AFFIRMATIVE.

#### 1. Ethical.

(a) Define terms and outline team-work.

(b) Demonstrate how the principle of piece-work (i.e., rendering service commensurate with the reward received) is more commendable than the principle of day labour, where in most cases service rendered is not commensurate with the reward received.

(c) Piece-work stimulates ambition and the desire for success. Day labour is the father of sloth and indolence.

**2. Industrial.**

- (a) Piece-work means efficiency, day labour inefficiency.
- (b) Piece work creates interest in the work being done, thereby resulting in better work.
- (c) The reward of piece-work is its own stimulus. The more work done, the greater the reward.

**3. Economic.**

- (a) Day labour is more costly to industry, hence it is economically unsound.
- (b) The excessive cost of day labour when undertaken in Governmental enterprises is a burden on the taxpayer.
- (c) Piece-work is more economical because it requires less supervision. Workers may be relied upon not to ease off because there is no advantage in so doing.
- (d) Summarize case.

**NEGATIVE.****1. Standard of Work.**

- (a) Define terms, clearly showing the difference between piece-work and day labour. Outline team-work.
- (b) Piece-work encourages hasty and careless production. The worker is striving for quantity instead of quality of work.
- (c) With day labour, overseers and foremen are always employed to guard against laziness. Consequently the worker is given the opportunity to turn out a good article in a reasonable space of time.
- (d) Piece-work plays into the hands of the "slave-driver" type of manufacturer. Day labour standardizes production and thereby stabilizes industrial trading.

**2. Individual.**

- (a) Any social or industrial reform must be based upon the principle of "the greatest good for the greatest number."
- (b) Piece-work is advantageous to a minority, the extra smart workers, but severely penalizes the far greater proportion of workers who are of average, or just slightly above or below average, standard.
- (c) With day labour the extra efficient worker is not penalized, because invariably his extra ability brings him to the fore, and he is the type who ultimately occupies executive positions.

**3. Physical Disadvantages of Piece-work.**

- (a) Piece-work makes heavy inroads into the health of the worker, who is seeking to do more work than his physical strength will stand.

(b) The amount of work required to be done under day labour is scientifically worked out on an average basis, and protects the health of the worker.

(c) In this respect, stress the advantages of the eight-hour day, basic wage, etc.

(d) Summarize case.

### 30. "That Luck Plays a Major Part in Shaping One's Destiny."

#### AFFIRMATIVE.

##### 1. Psychological.

(a) Define terms. "Luck" means either good luck or bad luck.

(b) Outline team-work.

(c) Proof that man acknowledges and admits the fact that luck plays a major part in shaping his destiny is exemplified by his readiness to insure against all contingencies. Substantiate this statement by mentioning the varied operations of all kinds of insurance and assurance companies.

(d) Man's readiness to gamble is further proof of his realization of the importance of luck. In fact, gambling, or the readiness to take a chance, can be regarded as an integral part of human nature.

##### 2. Individual.

(a) Accidents by land, sea and air, though sometimes the result of carelessness, are sheer bad luck, and play a big part in shaping the destinies of those on whom they fall. Quote a few incidents of people being maimed or crippled through accident, and show the consequent effect on their destiny.

(b) One's destiny is changed through winning prizes, especially major prizes, in sweepstakes.

(c) All forms of gambling, including the Stock Exchange, shape the destiny not only of those concerned but also of their associates and families.

##### 3. National.

(a) Luck has played a big part in moulding history; e.g., Columbus' discovery of America.

(b) Many wonderful scientific discoveries have had more than an element of luck about them. Instance the discovery of the principles of telephonic communication, or Archimedes investigations into the science of Hydrostatics.

- (c) Destinies of large numbers of people have been affected by national calamities such as droughts, floods, earthquakes, volcanic eruptions, tidal waves, epidemics, crop diseases, etc.
- (d) Summarize case.

### NEGATIVE.

#### 1. General.

- (a) Define terms and outline team-work.
- (b) The affirmative proposition makes life too haphazard, suggesting as it does a disordered condition of things and events.
- (c) It is far more logical and more natural to face life as something which is ordered and proportionate, and wherein all events lead to one great ultimate objective.
- (d) Events popularly described as "lucky" are not actually the case. "Luck" is only a temporary phase. The great fundamentals of **personal character** must inevitably step in to shape the ultimate destiny of the person concerned.

#### 2. "Luck"—a Careless Term.

- (a) "Luck" is a careless term, used only by those who regard superficialities and have not the inclination to probe a little further.
- (b) Discoveries carelessly described as lucky are not virtually so. They are always the result of long research, and mental ability to probe deeper into strange phenomena that sometimes confront the investigator.
- (c) Similarly with luck and sweepstakes and lotteries. In the latter 200,000 persons may collaborate to enrich one of their number. The winner experiences a certain amount of temporary luck. (See 1d.) But what of the other 199,999 subscribers? Is it logical to point to luck as the guiding force in one's destiny when it affects only a negligible or infinitesimal percentage of mankind?

#### 3. The Aspect of Heredity and Environment.

- (a) One's condition at birth is a matter of luck—whether one be born to rich parents or into a wealthy and happy environment. But these circumstances do not shape one's destiny. A man of strong character with worth-while capabilities will rise superior to his "luck" at birth, just as the man of inferior ability will soon sink below the level of a lucky environment. Quote examples.
- (b) Recent scientific discoveries with regard to the ductless glands prove that man's nature is pre-determined at birth. The evolution of his character, his physical build, his mental qualifications, his appreciation even of moral laws are all due to hereditary laws.

(c) In the face of this strong evidence of nature's influence over man, it is absurd to believe that any exceptional occurrence can re-shape his destiny.

(e) Summarize case.

### 31. "That a Nation's Culture is of Greater Value Than Its Commerce."

#### AFFIRMATIVE.

##### 1. General.

(a) Define terms. "Culture" in its broadest sense really means general enlightenment and education, while "Commerce" signifies all forms of trade, domestic and international.

(b) Outline team-work.

(c) Prove culture to be the foundation upon which successful commerce rests, i.e., that an appreciation of and a general subscription to culture are essential for successful trade and commerce.

(d) Growth of commerce has been directly due to the advancement made in culture, e.g., the boons of scientific inventions and their application to commerce.

(e) Commerce could never have attained its present importance had it not been for the benefits derived from culture.

##### 2. Social.

(a) Culture in the form of general education is a greater social asset than commerce. Indeed, it is the foundation on which commerce rests.

(b) Culture assures better social conditions and guarantees social advancement.

(c) Culture improves home-life and the extensive appreciation of hygiene and general health.

(d) Illustrate the boon of culture in modern social life and the betterment of social habitation, e.g., modern hygienically constructed cities and tenements, and the conquest of disease.

##### 3. International.

(a) An important evil offshoot of commerce is trade rivalry.

(b) Further international evils are tariffs, dumping, sweated labour, etc.

(c) Practically all wars have been trade wars.

(d) Commerce intensifies international jealousy, leading to hatred and strife.

(e) Summarize case.

## NEGATIVE.

**1. Commerce Breeds National Enterprise.**

(a) Define terms and outline team-work.

(b) Commerce strengthens the economic fibres of a nation, culture only its mind. The relative importance of commerce over culture is a variation of the Latin tag: "Mens sana in corpore sano."

(c) Further to (b) commerce follows the great law of Nature—the survival of the fittest.

(d) Commerce is a great incentive to national enterprise and extension. Illustrate by the discovery of America by Columbus and other famous explorations made to increase national trade.

**2. Culture Breeds National Stagnation.**

(a) History has proved time after time that a nation dependent upon its culture cannot survive.

(b) Periods of the greatest culture have brought in their train grave disaster:

1. Culture in Greece and Rome was a preliminary to the downfall of both nations.
2. Instance England under the Stuarts—all advocates and protagonists of culture and not commerce.
3. France under Louis XIV, the greatest period of culture in the history of that nation, precipitated the terrible French Revolution.

(c) Culture, then, is but a form of mental relaxation. It is a valuable antidote to commerce run riot, but it is not even a substitute for it, let alone of greater national value.

**3. Culture is the Off-shoot of Commerce.**

(a) Commercial men have established culture. Without commerce, culture would die. E.g.:

1. Munificent bequests to universities, libraries, etc.
2. Support for scientific research.
3. Commercial men are often patrons of art.  
Quote wealthy commercial men who, as above, have stimulated the pursuit of culture.

(b) Experiments with inventions for commercial gain have spread the seeds of culture. Witness the gramophone, wireless, etc., which bring music into every home. But their distribution is due to commerce.

(c) Summarize case.

## 32. "That Socialism is in the Best Interests of Humanity."

### AFFIRMATIVE.

#### 1. General.

- (a) Define terms and outline team-work.
- (b) Give brief historical survey of birth and growth and development of modern socialism.
- (c) Demonstrate moral equity and justice of Socialism.

#### 2. Need for Socialism.

(a) Give brief survey of modern world conditions and collapse of capitalism, thus demonstrating the need of a fairer system—Socialism.

##### (b) Evils of Capitalism:

1. Unequal distribution of wealth, i.e., not only of money but also of necessities of life.
2. Slums and poverty lead to class hatred.
3. Evils of combines, trusts, and monopolies.
4. Trade rivalries leading to war.
5. Evils of war.

#### 3. Benefits of Socialism.

(a) Fairer distribution of wealth, i.e., of food and necessities of life which are the birthright of everyone.

(b) Elimination of class hatred, and the growth of better social understanding.

(c) Elimination of monopolies, trusts and combines, and the placing of wealth and power in the hands of the State.

(d) Birth and growth of Internationalism as an antidote to war.

(e) Summarize case.

### NEGATIVE.

#### 1. Fundamental Weaknesses of the System.

(a) Define Socialism—"a theory or policy of social organization which aims at or advocates the ownership and control of the means of production, land, property, etc., by the community as a whole, and their administration or distribution in the interests of all."

(b) Socialism provides that the State, in addition to giving social services such as Post and Telegraphs, Railways, Education, etc., shall also dispossess private people of their land, companies, etc., and divide them up amongst the sum total of the members of the State.

(c) In the very definition of the objectives of Socialism we see, therefore, the possibility of strife, bitterness and resentment. Naturally private individuals will not willingly relinquish property which they have legally and honestly acquired. Socialism thus tends to create a different type of class hatred, with the erstwhile wealthy sections nursing a genuine grievance against other sections of the community. Hence Socialism is only a swing of the social pendulum.

(d) It is part of human nature that some persons should prosper at the expense of others. It is a fundamental weakness of Socialism that it disregards this proven trait of man's nature, and it would be impossible even under a socialistic regime to prevent a recurrence of this trait. Eventually human nature would decree that a form of capitalism arise out of socialism.

## 2. The Dangers of Political Control.

(a) State control of social services and works often means the placing in charge of a minister who has absolutely no specialized knowledge of the subject under his jurisdiction, e.g., a minister for railways often does not know the first thing about railway transport.

(b) In our limited acquaintance with social services we have seen the State handing over positions to ex-politicians, to influential persons, etc., merely as a "sop." This threatens the efficiency of the services rendered the public, and constitutes dangers which are not encountered under the regime of private control.

(c) Another danger arising from the political interference that must accompany public ownership is that too much of the Governmental policy would be dictated by the amount of votes liable to be swung its way on election day.

## 3. Individual.

(a) Socialism, by standardizing the reward for labour done, stifles ambition in the heart of the worker.

(b) Socialism represents the idea that the capacity for work and the ability of all men are equal. This is a fallacy. Quote examples of different types of men performing the same work with entirely different results.

(c) Summarize case by very briefly recapitulating the points that Socialism is fundamentally absurd, that from the practical viewpoint it is beset with dangers, and that from the individual aspect it can operate to the benefit only of the weakest types of humanity.

### 33. "That Australia Should Adhere to the White Australia Policy."

#### AFFIRMATIVE.

##### 1. Historical and Political.

(a) Define terms and outline team-work.

(b) Give brief survey of the events leading up to the adoption of the policy and the motives that prompted same.

(c) The White Australia policy has become the plank in the platform of every political party, which proves that the leaders of every section of political thought are agreed that the policy is in the best interests of Australia as a whole, and all its component sections.

##### 2. Social.

(a) The White Australia policy has saved Australia from having to face the colour problem worrying the U.S.A. with its twelve millions of coloured population.

(b) A decent standard of living has been maintained. An influx of cheap coloured labour would necessarily affect the basic wage.

(c) Superior general social conditions have resulted from the enforcement of the policy.

(d) The remarkable success of the sugar industry in Queensland conclusively proves that white people can do this type of work just as effectively as black labour.

##### 3. National.

(a) A coloured population is always a perplexing national problem and one that is apt to be a menace in a crisis.

(b) There would be a danger of peaceful penetration if once the policy was waived. Consider the peaceful penetration or virtual annexation of Mongolia by Russia, and of Manchuria by Japan.

(c) Eugenics deprecate mixing of white and coloured bloods, as must happen if the policy was not adhered to. This mixing results in an ultimate national decadence.

(d) Summarize case.

#### NEGATIVE.

##### 1. Political.

(a) As an introduction, state that we are now able to review the White Australia policy in the light of our experience of how it has worked out.

(b) Outline team-work.

(c) The negative team does not favour uncontrolled but a generously controlled immigration of the coloured peoples.

(d) The fact that Australia upholds its present attitude definitely prejudices her in the eyes of countries such as Japan and China, and is directly responsible for the "Yellow Peril."

(e) Pursuant to (d) there is a psychological aspect that the aforementioned countries must look enviously at Australia for the very reason that we have enforced the White Australia policy.

## 2. Economic.

(a) Enlarge on Australia's crying need for population.

(b) Coloured labour is the only practical method of opening up vast undeveloped tracts of land, especially in the Northern Territory.

(c) Coloured workers are efficient, energetic, and capable of achieving what white people cannot do.

(d) Economic benefits must accrue to Australia as a whole from the commencement of new industries in the semi-tropical areas especially.

## 3. Moral and Ethical.

(a) The exclusion of any class or people is a definite bar to present attempts to secure world peace by the creation of an international spirit.

(b) It seems incongruous for Australia to belong to the League of Nations and yet to enforce the White Australia policy.

(c) In a more particular sense the exclusion of inhabitants of India is a reflection on the ideals of "Bonds of the British Empire."

(d) The White Australia policy sows the seeds of racial hatred and class consciousness.

(e) By what moral right can we advocate "Australia for the White Man" when Australia originally and naturally belonged to a coloured people?

(f) Summarize case.

## 34. "That Trade Unionism in Australia Has Done More Harm than Good."

### AFFIRMATIVE.

#### 1. Political.

(a) Define terms and outline team-work.

(b) The growth of trade unionism has led to the development of the power of Caucus, which virtually dictates to and dominates the Labour Party in Australia.

(c) Caucus controls parliament and cabinet, militating against efficient operation.

(d) Continuous quarrels in A.L.P. and the various factions in existence point to the harm and evil caused by trade unionism.

## 2. Industrial.

(a) The Arbitration Court is an offspring of trade unionism, yet whenever its decrees are unpalatable it is openly flouted.

(b) Strikes, lock-outs, and stop-work meetings are due to trade unionism. Give statistics of money lost and general inconvenience to the community.

(c) Mention the evil influence of some trade union secretaries who often make no attempt to prevent strikes, even though they realize that demands may be unjust, and that the workers themselves will be penalized. They have nothing to lose because they receive their salary throughout the duration of a strike.

(d) Evils arise from picketing, which leads to clashes, riots, and general disorder.

## 3. National.

(a) Give statistics of Australia's national losses due to strikes. Mention the impotence of the Trades Halls to prevent them.

(b) The disorganization of national and vital services has brought heavy national losses. This is particularly the case on the waterfronts and in the coal-mines.

(c) Some of the evils of trade unionism may be demonstrated from the fact that many leading Trades Hall and Labour Party officials resign from the party rather than be dominated by Trades Hall and trades unionism generally. Quote examples.

(d) Summarize case.

## NEGATIVE.

### 1. General.

(a) Give brief outline of the history of trade unionism in Australia.

(b) Show the pernicious labour conditions which forced trade unionism into existence.

(c) Trace the gradual evolution of a correct perspective between labour and capital, with the Arbitration Court as an intermediary.

## 2. Some Benefits to the Worker.

- (a) A reasonable rate of pay for work done.
- (b) A reasonable number of hours to work each day.
- (c) A reasonable number of holidays received per year.
- (d) Decent working conditions, with the maximum of security and personal safety for the worker.
- (e) Lunch rooms, recreation quarters, etc.
- (f) A more contented worker renders more efficient work of greater economic national gain.

## 3. Benefits to Industry.

(a) Trade unionism ties the hands of the "sweater" of labour, thereby making trading and industry more even, and protecting the bulk of traders from the under-cutting efforts of such persons. It has been therefore a stabilizing force in industry.

(b) Trade unionism has brought about the existence of regulations in certain industries which have standardized production, thereby protecting the consumer.

(c) Trade unionism fought for and helped to achieve the White Australia Policy. This has safeguarded the owners of factories, etc., from those who might be willing to swamp the market with cheap, coloured labour.

(d) By establishing a decent standard of living and a minimum working wage, trade unionism has brought about a more even distribution of wealth, thereby assisting trade, because workers are now able to purchase necessities and smaller luxuries of life which in the days before the advent of trade unionism were out of the reach of their financial resources.

(e) Summarize case.

## 35. "That Sport Looms Too Largely in the Public Mind."

### AFFIRMATIVE.

#### 1. General.

(a) Define terms. "Sport" means not only games of recreation, e.g., amateur sport, but also professionalism and those sporting events such as horse-racing, trotting, tin-hare racing, etc., where betting becomes an evil.

(b) Outline team-work.

(c) Though sport in a limited sense is essential to health and for recreation, sport unrestrained as it is to-day constitutes a menace.

(d) Trace evolution of sport. Show how originally it was confined to games of skill and prowess but how it has now

degenerated into a business, and includes many games of chance, and is marred by excessive gambling.

## 2. Evils of Professionalism.

(a) To-day professionalism has entered the larger section of sport. Professionals often associate themselves with sporting houses in order to advertise certain lines of sporting material, thus casting a reflection on sport in its truest sense and using it for an ulterior motive.

(b) Stress the evil effect of betting in horse-racing, trotting, boxing, wrestling, etc. The money curse is crippling sport, often resulting in gigantic swindles in connection with all kinds of sporting events.

(c) The tendency in modern sport is for the public, not to participate in sport and derive health benefits therefrom, but to witness sporting events as a result of which they derive very little real benefit.

## 3. International Sport.

(a) International contests, e.g., olympiads, international tennis, cricket and football, etc., do not create the good feeling so often attributed to them. Quote the recent body-line dispute, also allegations of unfair decisions, etc., made by defeated teams on returning home.

(b) International sport often leads to international jealousy and rivalry. Contests are often not conducted in the true sporting spirit but are spoiled by the determination to win at all cost.

(c) The huge sums spent on the erection of sporting arenas and on the conduct of large scale sporting events could be put to better purpose in alleviating distress and in fostering productive industry, which is a national asset.

(d) Further to (c), in Australia when the test matches are being played, business is at a standstill for a week or more in the particular city in which the match is being played.

(e) Summarize case, stressing the fact that sport in a recreational sense is essential, but in the proportion to which it has developed to-day it has outgrown its usefulness.

## NEGATIVE.

### 1. General Importance of Sport.

(a) Define terms. Quote Duke of Wellington's famous dictum: "Waterloo was won on the playing fields of Eton." Outline team-work.

(b) Sport is an essential mental relaxation in the stress of modern life.

(c) It inculcates the spirit of "sportsmanship" which has a far greater meaning than the mere dictionary explanation of the term.

(d) Sport is a leveller of classes—truly democratic in spirit. Stress this point.

(e) In view of the importance of sport, therefore, in developing character, it cannot take too large a place in the public mind.

## 2. Physical Benefits Accruing From Sport.

(a) From the physical viewpoint there cannot be "too much sport." Sport safeguards the future welfare of a nation by improving the general health.

(b) The rigorous standards of modern sport have necessitated sportmen keeping perfect condition, and this has brought about a saner and healthier mode of living.

(c) There is something inspiring in the sight of thousands of young men and women thronging the playing-fields during the week-end. Stress the fact that there is no substitute for recreational hours to equal wholesome sport.

## 3. International Aspect.

(a) The test matches have welded closer together the component parts of the British Empire. Occasional regrettable incidents have eventually served to strengthen the realization that the game is greater than the prize.

(b) The Olympic Games have probably done as much as the League of Nations, if not more, to secure the international spirit that is now recognized as being essential to world peace.

(c) The preceding two points apply with equal strength to the Davis Cup tennis matches.

(d) The visits to Australia of the Japanese tennis players and the West Indies' cricketers helped to dissipate racial prejudices.

(e) Summarize case.

## 36. "That Industrial Arbitration in Australia Has Proved a Failure."

### AFFIRMATIVE.

#### 1. General.

(a) Define terms. ("Failure"—that it has not achieved its objective.)

(b) Outline team-work.

(c) Give brief survey of industrial conditions in Australia prior to the advent of the Arbitration Court. Prove by

statistics that industrial disputes, strikes, etc., were no more frequent, in fact that they were less frequent, than as against the period following the introduction of arbitration.

(d) The Arbitration Court possesses no power to enforce its decrees, and has not combated the strike menace.

## 2. Economic.

(a) Industrial arbitration has proved too costly and unwieldy for the results it has achieved.

(b) The overlapping and clashing of Federal and State awards has led to consequent industrial disorganization. Many anomalies have arisen from the Commonwealth overriding the States in decisions affecting awards, and these have led to extreme confusion, militating against, rather than assisting the industries affected. Quote examples.

(c) The arbitration courts with their legal ramifications and their splitting of straws over minor details have been slow, and by the time judgments have been announced, an entirely different set of labour conditions has often sprung up.

(d) Round table conferences are less costly and more expeditious, and have produced better results.

## 3. Industrial.

(a) Demonstrate the impotence of arbitration courts by comparing the number of disputes settled in this manner with the number settled by round-table conferences.

(b) Mention the burden of cost on the taxpayer caused by expensive arbitration machinery. Hence it becomes a burden on, instead of a help to, industry.

(c) Grave dangers have arisen from the political appointment of arbitration judges.

(d) Judges in making their awards have shown a woeful ignorance of the ordinary requirements of life of a working man's family.

## NEGATIVE.

### 1. General.

(a) It must be remembered that industrial arbitration has been pioneered by Australia and New Zealand. We must regard the first phases as purely experimental. It is not logical to ask that the system be 100 per cent. successful as soon as it was put into operation. If it is gradually being evolved into something worth while, then its history can still contain examples of failure and yet industrial arbitration itself can be reckoned a success.

(b) Outline team-work.

(c) Part of the failure of arbitration has been due to inefficient Government control. The human elements must be

taken into account, and the affirmative have the onus of proving the failure of the fundamental principles of arbitration.

(d) Arbitration cannot be expected to produce two gallons of wine from a one-gallon keg. The arbitration courts have received disapprobation and caused discontent where actually the blame belonged to the economic frailties of the industries themselves.

## 2. Benefits to Industry.

(a) Trade unionism's over-zealous efforts to dominate the industrial landscape have been checked by arbitration.

(b) Arbitration has created a variable basic wage to prevent sweated labour.

(c) Arbitration acts, therefore, as a half-way house where the extremes of capital and labour have been able to come together to settle their differences.

(d) Amongst other benefits, arbitration protects apprentices, thereby safeguarding the future welfare of specialized forms of industry.

(e) Mention the wide nature and comprehensiveness of the Australian arbitration system and its awards.

## 3. Lessons Derived from Arbitration.

(a) Arbitration has suffered not from its inherent and fundamental weaknesses but from a lack of appreciation on the part of the general public of the dangers of anti-social action.

(b) It has gradually forced home the truth that resistance to social legislation must be punished *within* the dissenting bodies, by depriving them of privileges that have been previously given.

(c) Summarize case along these lines: In the light of experience gained in the history of arbitration it can be claimed that arbitration has more than justified its growing pains and that it is now approaching the stage where it becomes the most vital factor in the quest for industrial peace and stability.

# 37. "That Transport Should be State Owned."

## AFFIRMATIVE.

### 1. Individual.

(a) Define terms. "Transport"—all forms, by land, sea, and air. "State owned" does not necessarily mean control by politicians lacking experience, but control by a body of experts politically chosen, along the same lines as the judiciary.

(b) Outline team-work.

(c) Enumerate benefits to the individual:

1. Cheaper service.
2. No risk of exploitation by monopolies or combines.
3. Control by experts would mean efficient and economic services, run at a profit to the State instead of to private companies. Result—less taxation.

## 2. Communal.

(a) Transport is as important a social service as defence, judiciary, post, etc., and consequently it is the right of the community that it should be state owned.

(b) State-owned transport operates for the benefit of the community by providing facilities for opening up and developing new country.

(c) Further to preceding point, private companies open new lines and routes only if assured of large profits. The state, however, would be prepared to run such lines at a loss in order to develop the country. And the development to the full of any country's natural resources is directly dependent upon a comprehensive network of transport routes.

## 3. National.

(a) In times of national crisis (for example, a foreign invasion), privately-owned transport under foreign control would constitute a grave danger.

(b) On such occasions, all transport is usually conscripted to the national service. If it is a national benefit that transport should be state owned in times of crisis, why should it not also be as great a benefit in normal times?

(c) State-owned transport eliminates the risk of foreign domination caused by the influx of outside capital. It also ensures that all profits stay in the country.

(d) Summarize case.

## NEGATIVE.

### 1. General.

(a) Define terms. Transport entails the widest definition of the word.

(b) Outline team-work.

(c) Investigation shows that privately-controlled transport succeeds where state owned has failed:

1. Compare efficient private transport in England and U.S.A. with inefficient service given by state-owned railways on the Continent.

2. In Australia, the only railway to be run at a profit and yet be efficiently governed is the small Midland line in W.A., privately owned, running through poor country, against strong governmental opposition, and with obsolete rolling stock.
3. While private shipping companies were amassing large profits, the Commonwealth Line of Bay steamers was a national liability, and was eventually disposed of at considerable loss.

## 2. Economic.

(a) Competition between private companies means more efficient service and cheaper fares.

(b) Private enterprise attracts new capital into a country.

(c) The present penury of the Australian Governments has curtailed the efficient working of the railways, preventing the best service to the public.

(d) Further to the preceding point, the Australian Governments have enormous sums locked up in an unproductive venture. If the railways were disposed of to private companies, the States would have money to invest in productive national schemes.

## 3. Political.

(a) Political control of transport means the placing in charge of these services of a politician who knows little or nothing about the subject.

(b) The opening up of new lines is often dictated by party politics, vote hunting, or political interference of some kind or another.

(c) Political control of transport means a limited sphere of thought and activity. Vide the poverty of imagination on the part of the Australian Government in announcing the terms of the Australian-England Air Mail.

(d) In air transport, pioneering is accompanied by grave personal dangers. No Government would feel safe in so risking the lives of its servants. Private companies must therefore provide the pioneering martyrs, after which the Government has no moral right to step in and take from the private companies the fruits accruing from such early foresight and organization.

(e) To bolster up the railways, Australian Governments have limited the operations of private motor companies, etc. This is not to the benefit of the community as whole, and does not result in the most efficient forms of transport surviving.

(f) Summarize case.

**38. "That the Pen is Mightier than the Tongue."**

## AFFIRMATIVE.

**1. Educational and Religious.**

(a) Define terms. "Pen" is the written or printed word, as opposed to the "Tongue," the spoken word.

(b) Outline team-work.

(c) Stress the permanency of the Pen, it being the medium for the preservation of all records.

(d) In education, the supremacy of the Pen over the Tongue is revealed by the indispensable need for textbooks, scientific data and formulæ, dictionaries, etc.

(e) Religion is equally dependent upon the Pen for its survival. Vide the Bible. Prayers and religious ritual must also be preserved in the written word.

**2. Commercial.**

(a) Commerce would be at a standstill without the following benefits given by the Pen:

1. Cheques, bank drafts, letters of credit, etc.
2. Leases and similar commercial documents.
3. The newspaper.
4. The typewriter, ledger, cash book, etc.

(b) Commerce could be conducted without a spoken word, but it cannot be visualized as being successful minus the Pen. Telephonic communications and verbal agreements, for example, must be verified in writing.

**3. Political and Legal.**

(a) In Parliament one might expect the Tongue to be supreme, yet Hansard lives on when the most brilliant display of oratory has been completely forgotten.

(b) Explain the importance of the Pen in the legal profession:

1. Laws, acts, statutes, etc.
2. Wills and bequests.
3. Agreements, partnerships, etc.

(c) Summarize case.

## NEGATIVE.

**1. General.**

(a) Define term. The debate is to decide the relative advantages of the written and spoken word.

(b) Outline team-work.

(c) The Pen is cold and emotionless—the Tongue vibrates personality and life.

(d) Seldom does the Pen provide inspiration to readers. The Tongue can galvanize an audience into activity.

## 2. Literature and Culture.

(a) The Stage, a form of the Tongue or spoken word, is the greatest entertainment the world has known.

(b) A play in printed form usually fails to appeal to readers. Produced on the stage, its power is enhanced ten-fold.

(c) The songster's voice is one of the most cherished gifts that Nature can give to any man or woman. No poet can approach the vocalist for the dissemination of sheer beauty. In fact, music and vocal expression re-create poetry.

(d) Similarly, the elocutionist can convert a poem from mere rhyming sequences of words into an artistic treat.

## 3. Civil.

(a) In education, the student requires oral elucidation of his textbooks by his teacher. Without that, his studies are impaired.

(b) The law courts and houses of Parliament would be cumbersome to the point of uselessness without the Tongue, and if dependent only on the Pen.

(c) The advantages of the telephone over the letter are proof of the economic power of the Tongue over the Pen.

(d) Summarize case.

## 39. "That Mechanized Farming (i.e., Tractors) is in the Best Interests of Australia."

### AFFIRMATIVE.

#### 1. Primary Producer's Aspect.

(a) Define terms and outline team-work.

(b) Mechanized farming accelerates production.

(c) It also cheapens the cost of production. There are no horses to feed, work is speedier and more efficient, and less labour is required.

(d) Money saved in reduced costs can be put back into the industry with consequent benefits.

#### 2. Industrial Aspect.

(a) Mechanized farming stimulates the manufacture of machines and accessories. Such machines now being used in Australia are made in Australia.

(b) This tends to create employment in secondary industries with resultant increase in purchasing power to the benefit of the farmer himself.

(c) All the requirements of mechanized farming are Australian made, with the exception of fuel.

(d) Quote statistics to prove the low running cost of farming machines.

### 3. National Aspect.

(a) Mechanized farming, by reducing costs and accelerating production, enables Australia to compete more successfully with countries where cheap labour is prevalent.

(b) Australia depends largely on primary production for the source of its national wealth, and she cannot afford to utilize old-fashioned methods in major industries.

(c) International debts are paid for with goods. Mechanized farming assures cheapness and efficiency, facilitating the payment of overseas debts.

(d) Increased efficiency leads to increased development and the opening up of new areas, both vital to a growing country such as Australia.

(e) Increased development means increased population and national wealth.

(f) Summarize case.

## NEGATIVE.

### 1. Economic.

(a) Define terms and outline team-work.

(b) Tractors, etc., represent a heavy initial outlay, their upkeep is large, the fuel bill is heavy, and constant repairs are necessary in order to keep the machines in efficient running order.

(c) Depreciation in the value of machinery is considerable, but most farmers do not make allowance for this until such time as they are called upon to replace the tractor with a new and more modern appliance, when they are once again burdened with a heavy outlay.

(d) It has been definitely proved that farmers in Australia have found the cost of tractor maintenance an unbearable burden in recent years, and many have gone back to the use of the horse, if they have not been driven to the Bankruptcy Court in the meantime.

### 2. National.

(a) The tractor creates unemployment by the replacement of man-power, which is a serious national disability.

(b) Similarly it tends to centralize population in the capital cities.

(c) The amount of money sent away per annum from the country to pay for fuel is a grave disadvantage from the national viewpoint.

(d) For this reason, there will always be national objections to mechanized farming unless Australia can provide her own fuel supplies.

(e) The abolition of tractors and the return to horses would mean a new primary industry—horse-breeding.

(f) Mention the big demand from India for remounts. Horse-breeding on an intensive scale in Australia would result in a valuable export trade as a side-line.

### 3. Primary Production.

(a) The abolition of tractor-farming would result in a small acreage under cultivation, but more intensive cultivation of these limited areas would result in an increase in the average yield.

(b) This would naturally tend to decrease the cost of production.

(c) Show that mechanized farming throughout the world has brought about glutted markets, until now the cry is "Grow Less Wheat." With glutted markets, the more wheat the farmer grows, the more money he loses. The abolition of tractor farming and the resultant consequence of less wheat to sell, produced at a lower cost, would set the industry on a profitable basis.

(d) Summarize case.

## 40. "That Government by Party Has Failed."

### AFFIRMATIVE.

#### 1. Inevitable Failure of System.

(a) Define terms and outline team-work.

(b) Show that government by party must inevitably fail because it is government of a whole by one particular section.

(c) Analyse the functions of a government in its domestic and foreign policies. Show how government by party naturally results in a prejudiced or sectional policy being adopted.

#### 2. Evils of Party Government.

(a) **Unstable government.** Periodical changes in the power of rival parties make for instability and adversely affect domestic and foreign policies.

(b) **Menace of party machine.** Demonstrate how Caucus and Party executives formulate and control policy. Their power is the dominating feature in party politics.

(c) **Packing of electorates.** Workers are often transferred to one electorate from another to make risky seats secure.

(d) **Government enterprise.** There is always the danger of government enterprise being subjected to personal gain for politicians in the construction of railways, tramways, etc., and the opening up of districts where politicians have interests.

### 3. Practical Remedy.

(a) Elaborate on and show advantages of a system of government similar to the Swiss, modelled on proportional representation and elective ministries.

(b) Illustrate utter failure of party government as evidenced by the formation of coalitions in national crises. Vide the British War Cabinet, Ramsay MacDonald's National Government (1932), and the U.A.P. Government in Australia (1932).

(c) Summarize case.

## NEGATIVE.

### 1. General.

(a) Define terms and outline team-work.

(b) Trace briefly the evolution of party politics with the growth of democracy and show the change for the better from the bad old days of oligarchies and hierarchies.

(c) Party politics do not necessarily mean the complete subservience of a party to any one section. If this were the case, there would always be a Labour Government in power, because the workers constitute the largest percentage of voters in any country.

(d) Obviously, then, party government as far as sectional interests are concerned is virtually a misnomer.

### 2. National.

(a) The party system tends to stabilize and crystallize parliamentary procedure. Explain and expand this argument.

(b) The party policy must be sound, otherwise it will bring its own punishment on election day.

(c) Party politics result in organized opposition, keeping the government in power up to the mark as far as its pre-election promises and general policy are concerned.

(d) In times of grave national crises coalition governments are usually formed to permit of concerted action. But these are exceptional cases, and in normal times such governments invariably fail.

### 3. Benefits to Electors.

(a) Under the party system electors have a clear conception of the exact policy of each candidate contesting the election.

(b) Party politics stimulate public interest in political matters.

(c) The party system discourages the advent into politics of cranks, fanatics and extremists.

(d) The system creates in the mind of electors a feeling that the government is well-disciplined.

(e) The party system does not and cannot prevent the entry into parliament of the really capable independent candidate.

(f) Summarize case.

## APPENDIX.

### Fifty Additional Subjects for Debate.

1. That Youth, Not Age, Should Lead the World.
2. That Environment is More Important than Heredity in Shaping Character.
3. That Fascism is a Menace.
4. That our Educational System Accentuates Class Warfare.
5. That Bulk-handling of Wheat is Desirable.
6. That Hitlerism is a Menace.
7. That Australia has Better Prospects than America.
8. That Second Chambers Should be Abolished.
9. That Religion is on the Decline.
10. That Birth Control is Essential.
11. That Culture is Decadent.
12. That a Monetary System, Based on the Gold Standard, is an Economic Menace.
13. That Convention is really Hypocrisy.
14. That America's Influence on the World is Pernicious.
15. That Spiritualism is a False Doctrine.
16. That the Talking Film is a Better Medium of Expression and Entertainment than the Legitimate Stage.
17. That Bounties are Not Economic.
18. That Charity Organizations Do More Harm Than Good.
19. That Modern Dress Should be Reformed.
20. That Freedom of Speech Has Been Abused.
21. That Patriotism is a Menace.
22. That the Douglas Credit System Should be Introduced in Australia.
23. That the Age of Chivalry has Passed.
24. That the World is Intolerant.
25. That Australia Should Select its Own State Governors.
26. That the World Has Grown Dishonest.
27. That the Principles of the Henry George League Should be Introduced to Australia.
28. That Modern Literature is Decadent.
29. That Divorce Should be Made Easier.
30. That the School-leaving Age Should be Raised.
31. That Sunday Sport Should be Permitted.
32. That Capital Punishment Should be Abolished.
33. That Bachelors Should be Taxed.
34. That the Penal System Should be Reformed.
35. That Characters of Dickens Lack Realism.
36. That Modern Architecture is Declining.
37. That a University Education is an Essential Training in Life.

38. That Compulsory Military Training in Australia is Desirable.
39. That Flat-life is Pernicious.
40. That Five-Year Parliaments Should be Introduced in Australia.
41. That "Records" Should No Longer be Kept.
42. That Science Has Become a Menace.
- 42a. That Polar Explorations Should be Discontinued.
43. That all History-books Should be Destroyed.
44. That Evolution is a False Theory.
45. That Classical Education is Unnecessary.
46. That an International Language is Desirable.
47. That Vegetarianism on Ethical Grounds Should be Practised.
48. That International Sport Does More Harm Than Good.
49. That a Fiduciary Issue of Notes Would Be in the Interests of Australia.
50. That Palestine Should Be Handed Over to the Jewish People.



