

COMPOSITION 1.—1. Prove, using Brutus's argument and appeals, that Caesar's assassination was just. Or, 2. Refute this proposition, using Antony's argument and appeals.

COMPOSITION 2.—1. Reproduce at length and with force Portia's argument for the conviction of Shylock. Or, 2. Refute Portia's arguments to show that Shylock's conviction was bad law.

ADDITIONAL THEMES.

The following themes are suitable for debates. The class may take sides, and the best of the written exercises used by the writers in informal debate. The arguers on the negative side of a proposition may take three courses to oppose the proposition: (i) Refute all the arguments of the affirmative, (ii) Disprove the proposition itself, (iii) Prove a contrary proposition, which thereby overthrows the proposition. The burden of proof lies on the speakers for the affirmative; if they do not positively prove their proposition they lose their case.

DEBATE 1. That Country Life is more conducive to happiness than City Life. 2. That the Poet is a greater benefactor of humanity than the Legislator. 3. That the Pen is mightier than the Sword. 4. That the present Constitution of Canada is preferable to that of an Independent Republic. 5. That the Senate of Canada should be elective. 6. That Strikes are justifiable. 7. That Trade-Unions have benefited working-men. 8. That Capital Punishment should be abolished. 9. That Vivisection should be prohibited. 10. That the Abolition of Slavery in the United States was wise. 11. That the English have a keener sense of humour than the Americans. 12. That the Lady came out (see Mr. Stockton's story "The Lady or the Tiger"). 13. That Lady Macbeth was responsible for Macbeth's fall. 14. That Hamlet was mad. 15. That Wordsworth is a greater Poet than Tennyson. 16. That Walt Whitman is the Poet of America rather than Longfellow. 17. That Mr. Kipling, judged by the severest standards, is a notable poet.