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1911
made minor changes closed articles

BULLETIN

OF THE

UNIVERSITY OF MONTANA

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OCTOBER, 1911



MONTANA HIGH SCHOOL DEBATING LEAGUE

Entered August 24, 1901, at Missoula, Montana, as Second Class Matter,
under Act of Congress, July 16, 1894.

MONTANA HIGH SCHOOL DEBATING LEAGUE

ANNOUNCEMENT FOR THE YEAR
1911-1912



ISSUED BY THE UNIVERSITY OF MONTANA

PRESS OF
THE DAILY MISSOULIAN
MISSOULA, MONTANA



MONTANA HIGH SCHOOL DEBATING LEAGUE

OFFICERS FOR THE YEAR 1911-1912

G. F. REYNOLDS, President	Missoula
J. A. BURGER, Director, Eastern District	Miles City
B. E. TOAN, Director, Northern District	Chouteau
E. J. PARKIN, Director, Southern District	Bozeman
A. J. ROBERTS, Director, Western District	Helena

ACCREDITED STATE HIGH SCHOOLS

EASTERN DISTRICT.

Schools—	Principals
Billings	W. H. McCall
Columbus	Ellsworth Sherman
Forsyth	H. MacKenzie
Glendive, Dawson County	R. L. Hunt
Lewistown, Fergus County.....	H. L. Sackett
Miles City, Custer County	W. H. Vogel
Red Lodge, Carbon County.....	A. C. Carlson

NORTHERN DISTRICT.

Belt	S. A. Remington
Chinook	G. H. Willman
Chouteau, Teton County	B. E. Toan
Fort Benton	J. W. Lenning
Glasgow	D. S. Williams
Great Falls	Arthur D. Wiggin
Havre	T. J. Troy
Kalispell, Flathead County	B. E. Whittaker

SOUTHERN DISTRICT.

Big Timber, Sweet Grass County	C. V. Brown
Bozeman, Gallatin County	E. J. Parkin
Butte	Spencer D. Kelley
Dillon, Beaverhead County.....	L. R. Foote
Livingston, Park County	Lewis Terwilliger
Virginia City	Charles B. Drake

WESTERN DISTRICT.

Anaconda	Stanford Stoner
Boulder, Jefferson County	H. E. Harry
Deer Lodge, Powell County	A. W. Clark
Hamilton	Henry Schwarm
Helena	A. J. Roberts
Missoula, Missoula County	F. A. Stejer
Phillipsburg, Granite County	G. T. Bramble
Stevensville	Mark D. Fitzgarrald
Townsend, Broadwater County	J. M. Kay

THE MONTANA HIGH SCHOOL DEBATING LEAGUE

HISTORY.

The League was organized at the University of Montana with Prof. J. S. Snoddy as its first president, May 17, 1905. December 21, 1905, the first interscholastic debate in Montana had been held at Red Lodge between the Carbon County High School and the Columbus High School on the question, "Resolved, that Greece has contributed as much to civilization as has Rome," but the first series of High School debates under the formally adopted constitution took place 1906-7. The questions debated, the district champion teams, (the team receiving honorable mention is named second) and the members of the state champion team are as follows:

1906-1907. All railroads in the United States should be owned and operated by the federal government.

District champions—Hamilton, Kalispell, Billings, Livingston.

State champion, Hamilton—Grace Laws, Monica Shannon, Annabell Robertson.

1907-1908. Boards of arbitration with compulsory power should be established to settle disputes between labor and capital.

District champions—Missoula, Townsend, Columbus, Livingston.

State champion, Missoula—George Stone, Florence Matthews, Edward Barker.

1908-1909. The United States should maintain an offensive as well as a defensive navy.

District champions—Forsyth, Helena, Butte, Boulder.

State champion, Forsyth—Newton Gilliland, Mildred Eckles, Geneva Montford.

1909-1910. United States senators should be elected by a direct vote of the people.

District Champions—Boulder, Butte, Choteau, Lewistown.

State champion, Boulder—Lulu Tuttle, Walter Wilson, Mildred Bines.

CONSTITUTION AND BY-LAWS

(Amendments made May 10, 1911, affected Articles IV., VI., VII.)

PREAMBLE.

The object of this league is improvement in debate among the students in the high schools of the state of Montana.

ARTICLE I. NAME.

This organization shall be known as the Montana High School Debating League.

ARTICLE II. DEBATING DISTRICTS.

For convenience the state shall be divided into four debating districts, viz:

Eastern District: Billings, Columbus, Forsyth, Glendive, Lewistown, Miles City, Red Lodge.

Northern District: Chinook, Chouteau, Fort Benton, Glasgow, Great Falls, Kalispell, Havre, Belt.

Southern District: Big Timber, Bozeman, Butte, Dillon, Livingston, Virginia City.

Western District:—Anaconda, Boulder, Deer Lodge, Helena, Missoula, Philipsburg, Townsend, Hamilton, Stevensville.

ARTICLE III. MEMBERSHIP.

SECTION 1. Any high school in Montana which has been accredited by the University of Montana may become a member of this league by applying to the president of the league, or to the director of the district in which the school is situated.

SEC. 2. All schools seeking admission for any particular year must join at least ten days before the first contest in the first series in their respective district.

ARTICLE IV. CONTESTS.

SECTION 1. *District Contests.* The district contests, held by teams representing the several high schools within each district, shall occur between the first of October and the fifteenth of February. The team winning in the last series of these contests shall be the *district champion team.*

SEC. 2. *Inter-district contests.* The inter-district contests held by the several district champion teams, shall occur between the fifteenth of February and the fifteenth of April. The two teams winning in these contests shall be the two *inter-district champion teams.*

SEC. 3. *Final Contest.* The final contest, held by the two inter-district champion teams, shall occur between the fifteenth of April and the date set for the interscholastic meet, at the University of Montana (or at some other place in Missoula, selected by the president of the league.)

SEC. 4. Any school not ready to debate at the time specified in the constitution shall forfeit the debate, unless by mutual consent the time be extended one week.

ARTICLE V. OFFICERS.

SECTION 1. The officers of the league shall be a president and four district directors.

SEC. 2. There shall be in each district one director, who shall be the principal (or other representative) of one of the league high schools in that district.

It shall be the duty of the director—

(a) To preside at the call meetings of the principals (or other representatives) of the league high schools in his district.

(b) To find out by November 1, which of the schools assigned to his district are to enter the debates during the year. He shall then pair them on the basis of convenience and expense, and report this arrangement to the president of the league and to the principal of each high school concerned, not later than November 15. If, in the pairing of these teams for the inter-district contests, the principals of any two schools should not agree upon the place of meeting within one week after their schools have been paired, the president shall appoint some one to determine the place of meeting by casting lots.

(c) To furnish the president all necessary information with regard to all the workings of the league within his district, and to report from time to time to the *Inter-Mountain Educator* any news items that may be of interest to the league.

SEC. 3. The president shall be a member of the faculty of the University of Montana.

It shall be the duty of the president—

(a) To preside at the annual meeting, and at the final contest, and, when necessary, to call meetings of the directors.

(b) To co-operate with the principals of the four schools represented by the district champion teams in pairing these teams, and in making other arrangements for the inter-district contests, on the basis of convenience and expense. If, in the pairing of these teams for the inter-district contests, the principals of any two schools should not agree upon the place of meeting within one week after their schools have been paired, the president shall appoint some one to determine the place of meeting by casting lots.

(c) To co-operate with the principals of the two schools that are to be represented in the final contest in making arrangements for that contest. If the principals of these two schools should not agree upon

sides within one week after the last inter-district contest, the president shall appoint some one to determine sides by casting lots.

(d) To prepare and have printed each year, before October 1st, (at the expense of the University) a bulletin containing the latest revision of the constitution and by-laws, the names and addresses of the officers, the list of names of the high schools belonging to the league, and such other matter as, in his judgment, may be helpful to the members of the league.

ARTICLE VI. THE DEBATERS.

SECTION 1. The debaters shall be undergraduate students of the schools which they represent, and shall have passing grades to date in at least three full subjects (i. e., subjects that require at least four recitations a week) that they are taking at the time of the contest.

SEC. 2. The team that shall represent any league high school shall be selected by that school in any manner agreed upon by the principals, teachers and students of that school.

SEC. 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

SEC. 4. At all contests the time and order of the speeches shall be as follows:

1st speaker, affirmative, 10 minutes (introduction and direct argument).

1st speaker, negative, 10 minutes (direct argument and refutation).

2d speaker, affirmative, 10 minutes (direct argument and refutation).

2d speaker, negative, 10 minutes (direct argument and refutation).

3rd speaker, affirmative, 10 minutes (direct argument and refutation).

3rd speaker, negative, 10 minutes (direct argument and refutation).

1st speaker, negative, 3 minutes (rebuttal).

1st speaker, affirmative, 3 minutes (rebuttal).

2d speaker, negative, 3 minutes (rebuttal).

2d speaker, affirmative, 3 minutes (rebuttal).

3rd speaker, negative, 5 minutes (rebuttal and summary).

3rd speaker, affirmative, 5 minutes (rebuttal and summary).

No new argument allowed in the last six speeches.

The order of speakers on either side in rebuttal may differ from that in the direct speeches.

SEC. 5. The visiting team shall have the choice of sides.

ARTICLE VII. THE JUDGES.

SECTION 1. At each contest there shall be judges, who shall be selected on the basis of capability and impartiality.

SEC. 2. Selection of judges—

(a) *District and Inter-District Contests.* After any two schools shall have been paired, the principals of the two schools shall, at their earliest convenience, agree which school is to entertain. The principal representing the visiting team shall immediately submit to the principal of the entertaining school a list of ten names of people whom he recommends as judges. The principal who is to entertain shall, within three days after receiving the list, if he accepts any of the

names, arrange the names accepted, in the order of his choice, and send them to the principal of the visiting school. If the principal who is to entertain does not accept as many as six names he shall, in turn, at the time he sends the names that he accepts, submit a new list of ten names to the principal of the visiting school, who shall, if he accepts any of them, arrange the accepted names, in the order of his choice, as additional names to those already agreed upon. This shall be kept up until six names shall have been selected; three for judges and three for alternates.

(b) *Final Contest.* Immediately after the two inter-district championships shall have been won, the committee representing the University shall submit to each of the principals of the two schools, a list of thirty names. Each principal shall be allowed to cross out as many as ten names, and shall, within three days, return the list to the committee. The committee shall then select from the names remaining on the list, three to serve as judges in the contest for the cup. The remaining names shall be alternates.

SEC. 3. Instructions—

(a) During the debate the judges shall sit apart from one another.

(b) They shall base their decision on the merits of the debate, not on the merits of the question.

(c) Each judge, at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelope in sight of the two leaders and then announce to the audience the decision.

ARTICLE VIII. MEETINGS AND ELECTIONS.

SECTION 1. The directors in the several districts shall, at any time they deem necessary, call meetings of the principals (or other representatives) of the league high schools in their respective districts.

SEC. 2. The annual meeting shall be held at the university, at the time of the interscholastic meet. At this meeting the president and directors shall be elected, each for a period of one year. Each league high school shall be entitled to only one vote. In the election of the directors each school shall vote for only one director—a director for its own district. In case no director for any particular district should be elected at this meeting, the president shall appoint one.

ARTICLE IX. EXPENSES.

SECTION 1. At the district and inter-district contests the entertaining high school shall pay—

(a) The expenses of the judges.

(b) The hotel bills and railway mileage of the visiting teams (the three debaters), and one other person (chaperone or coach.)

If, however, the two teams taking part in the contest, should find it more convenient or less expensive to meet at some half-way

point, the two schools which are represented by these teams shall share proportionally the expense, or make some special arrangements for defraying the expenses for that particular debate.

SEC. 2. At the final contest the university shall pay—

- (a) The expenses of the judges.
- (b) The hotel bills of the two teams.
- (c) The railway mileage of the two teams; provided that a sufficient amount of the entertainment fund of the final contest should remain after paying the expenses of the entertainment, and the incidental expenses incurred by the president during the year.

ARTICLE X. PRIZES.

The following prizes were offered in the year 1910-11, and similar ones may be expected for 1911-1912.

1. By the University of Montana, a souvenir cup to the high school whose team wins at the final contest. The high school winning the cup shall hold it until the time set for the next regular final contest, at which time the cup shall be returned to the university, so that it can be given to the high school that next wins the state championship. Any school winning the cup three times, or twice in succession, shall become the permanent owner of it.

2. By Senator Joseph M. Dixon, a gold medal to the best debater at the final contest.

3. By Judge Hiram Knowles, a set of books to each of the three debaters of the winning team at the final contest. This prize is to be continued in memory of Judge Knowles by Mrs. Mary Curtis Knowles.

4. By H. T. Wilkinson, a set of books to each of the three debaters of the winning team at the *special final contest* (the contest for honorable mention.)

6. By Senator Thomas H. Carter, a gold medal for the best essay written by any member of the graduating classes of the accredited state high schools.

7. By E. C. Mulroney, a scholarship (including matriculation and athletic fees and course deposits) in the University of Montana for the year 1910, to the student who won the Carter essay medal for the year 1909.

8. By John M. Keith, a scholarship in the University of Montana, amounting to fifty dollars, to one of the high school debaters, chosen by the president of the university, from the twelve members of the four district champion teams of the high school debating league. The income of the scholarship will be paid to the student for one year, in two installments; one at the beginning of the first semester; the other, at the beginning of the second semester of the first year of his or her enrollment in the university.

Applications for the scholarship must be made to the president of the university at the earliest practicable date before June 1 of each year. Each application should be accompanied by credentials

showing the amount and quality of high school work done by the student, and by recommendations showing applicant's promise of future usefulness. Only members of the graduating classes will be eligible.

For the year 1911-1912 the University offers the following special prizes:

Pennants. To every school winning, before April 1, a "University of Montana Interscholastic Debate," i. e., a debate conducted under the rules as outlined below, the University offers a distinctive debate pennant bearing one star. For every additional debate won before April 1, a star will be added.

The purpose in this offer is to encourage the largest possible number of debates, and continued work even by defeated teams. It also affords recognition of work on the part of schools not wishing to compete for the cup.

Pennants are offered to *schools*, not to teams; a school may be represented by any number of teams, the victories of all being recorded on the one pennant.

To allow the largest possible liberty, debates for pennants may be held on any question.

Pennants will be awarded at the Interscholastic Meet to schools there represented, or will be sent out immediately thereafter.

Medals. (1) To every member of a winning team in a University of Montana Interscholastic Debate held before April 1, the University offers a debate medal.

(2) To every member of a championship team in a high school holding, before April 1, a series of debates between at least four different teams within its membership, the University offers a special debate medal.

Since the University wishes to encourage rather the participation of a large number of students, than the continued training of a few, only one medal of Class 1 will be awarded to a single student.

Reports on Medals for Class 2 must be made to the University before April 1.

Medals will be awarded like the pennants at the Interscholastic Meet or forwarded to the high schools immediately thereafter.

RULES FOR UNIVERSITY OF MONTANA INTERSCHOLASTIC PENNANT DEBATES.

1. Any accredited high school may be a contestant.
2. Judges shall be selected and the debate conducted under the rules of the Debating League.
3. The challenging team shall submit the question and be the hosts for the debate, the visiting team having the choice of sides.

4. At the conclusion of the debate a report made out by the principal or representative of the winning team and countersigned by the principal or representative of the other contesting team, shall be sent to the University. This shall specify the question, the date and the place of meeting, the names of the judges, the decision (whether unanimous or two to one) and the names of the contestants. Summaries shall be published in the Weekly Kaimin, and these shall constitute the official record.

ARTICLE XI. AMENDMENTS.

This constitution and by-laws may be amended at any annual meeting by a majority of the league high schools present. But no school shall have more than one vote.

1. Before the publication of the bulletin it shall be the duty of the directors to co-operate with the president in selecting a question for debate which shall be used at the inter-district contests and at the final contest for the ensuing year. The question, together with references and other suggestions that may be offered by the president, shall be printed in the bulletin.

2. After any series of debates is concluded, the statement of the question for debate may be changed with the consent of all teams concerned. But the team desiring the change must restate the question and secure the consent of the other teams.

3. It shall be considered dishonorable for one school to visit the debates of another school when these two schools are likely to meet on the same question.

4. It shall be considered dishonorable for any debater, in any manner to plagiarize his speech.

5. It shall be considered dishonorable for any teacher or principal to assist debaters in any way except to direct them in the search for material and to train them in effective delivery.

AWARD OF PRIZES

1910-1911

To the Forsyth High School, the University Cup and the State Championship.

To Edmond Toomey, Deer Lodge, as best individual debater, the Dixon Gold Medal.

To Helen Courtenay, Miles City, the Carter Gold Medal for the best essay, and the Mulronev Scholarship.

To Lisle Finch, Bernice Wise, and Denis O'Brien, the Knowles prize, awarded to the members of the State Champion team.

To Gladys Smith, Anna Beck and Edmond Toomey, the Wilkinson prize, awarded to the members of the team winning Honorable Mention.

To Edmond Toomey, Butte, the Keith Scholarship, awarded by the President of the University to one member of the district champion teams.

QUESTION FOR DEBATE

1911-1912

Resolved, That the movement of organized labor for the closed shop should receive the support of public opinion.

REFERENCES.

(Prepared by the Library Staff of the University of Montana.)

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- To Build Open or Closed Shop—Which? by Walter Drew.
- The Story of Duluth and the Open Shop, by Walter Drew.
- Open Shop: The Employer's Duty, A. C. Marshall, July, 1909.
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- The American Industries, the official organ of the National Association of Manufacturers, published at 170 Broadway, New York City, contains several articles.
- Apr 1915
May 11
What Does the Closed Shop Mean to You, John Kirby, Jr., May, 1910.
- The Open Door for American Workmen, John Kirby, August, 1910.

RESULTS OF THE DEBATES IN 1910-1911

NORTHERN DISTRICT.

Flathead County (Neg.) won over Teton County, March 10, at Kalispell.
Flathead County champion of the Northern District.

WESTERN DISTRICT.

Powell County (Neg.) won over Helena, January 27, at Deer Lodge.
Powell County (Neg.) won over Jefferson County, February 24, at Boulder.
Powell County champion of the Western District.

EASTERN DISTRICT.

Fergus County (Aff.) won over Billings, February 3, at Lewistown.
Forsyth (Neg.) won over Miles City, February 10, at Forsyth.
Forsyth (Neg.) won over Fergus County, March 10, at Forsyth.
Forsyth champion of the Eastern District.

SOUTHERN DISTRICT.

Gallatin County (Neg.) won over Park County, December 17, at Bozeman.
Gallatin County (Neg.) won over Butte, March 25, at Butte.
Gallatin County champion of the Southern District.

INTER-DISTRICT DEBATE.

Powell County (Neg.) won over Flathead County, April 25, at Kalispell.
Forsyth (Neg.) won over Gallatin County, April 29, at Bozeman.

FINAL DEBATE.

Forsyth (Aff.) won over Powell County, May 9, at the University of Montana.
Forsyth State Champion, and for the second time holder of University Cup.

Hamilton, Victor and Stevensville, on March 8, held a triangular series of debates under the University of Montana rules, on the question of Woman's Suffrage. In this series Hamilton won on the affirmative, and Stevensville on the affirmative and the negative.

INSTRUCTIONS TO JUDGES

The following sections from the constitution of the Montana High School Debating League sum up the important matters to which judges should attend. A few explanatory notes are added in parentheses.

VI. 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

(It is far easier to deliver a memorized speech than to talk "extemporaneously" from notes. High School debating is valuable largely to the degree that it teaches young people to think and to express their thoughts effectively. Debaters who do "speak from their feet" should be given precedence over those who have merely memorized declamations. "Extemporaneous" speaking does not preclude, of course, the most thorough preparation. Judges will do much toward raising the standards of debating if they will distinguish between declamation and speaking from the floor.)

4. —No new argument is allowed in any of the last six speeches.

(New evidence may well be introduced into these rebuttal speeches, but new arguments are forbidden.)

VII. 1. At each contest there shall be three judges who shall be selected on the basis of capability and impartiality.

3. (a) During the debate the judges shall sit apart from one another.

(b) They shall base their decision on the merits of the debate, not on the merits of the question.

(This is necessary in the very nature of academic debating. Sides are often assigned by lot. The problem before the judges is not to decide which side is right, but rather which team has presented the truth on its side most effectively and persuasively. The "Suggestions to Judges," given below, are intended as further assistance in the application of this section.)

(c) Each judge at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelope in the sight of the two leaders and announce to the audience the decision.

SUGGESTIONS TO JUDGES.

The purpose of these suggestions is to make clear to both judges and debaters what is expected from them, and thus to assist the first in the performance of their task, often difficult and perplexing, and the debaters in their preparation and practice.

The distinction made between "argument" and "presentation" is purely academic, but it is necessary and important. "A debate is not a declamatory contest: neither is it a dry uninteresting statement of quotations, facts and figures. A good scholastic debate is a strong, effective presentation of clear and logical thought upon the platform with opponents who have equal opportunities. A judge should carefully weigh both excellence in thinking and excellence in speaking; he should award his decision to the team which shows the most effective combination of the two in vital give-and-take discussion." Of course, skilful thinking is more important than skilful speaking and should so be rated.

A. Argument.

1. Each member of the teams should show general knowledge of both sides of the question.

The matter of these two pages is largely taken from a bulletin of the University of Wisconsin, "How to Judge a Debate." Copies of these "Instructions" and "Suggestions," printed separately for use in the debates, may be obtained free of charge on application to the Registrar, University of Montana. These pages have not been officially adopted by the debating league, and schools are free to modify them as they please.

2. The debaters should confine themselves to a few main issues of the question, avoiding the unimportant, so that the debate falls into a few sharply marked divisions and is not a mere jumble of statements.

3. They should define a clear-cut, intelligent interpretation of the question early in the debate. If each side contends for a different interpretation of the question, the wise judge will agree with the side which upholds the **simple intended** meaning, the meaning which an intelligent man attempting to arrive at the real issues, would give to the question. Farfetched, technical, quibbling interpretations should be discouraged.

4. Rebuttal should be confined to the main issues and may well be scattered through the debate. A marked difference in the style of the rebuttal speeches and those of direct argument is a sign of poor preparation.

B. Presentation.

1. A vigorous, aggressive conversational style is best.

2. Grammar and diction should uniformly be good, but occasional slips, often indicative of extemporaneous speaking, should not be penalized.

3. Gestures should be simple and natural. It is better to have none than to be artificial.

4. Conceit, cockiness, lack of courtesy to audience or opponents should be severely penalized.

5. The signals to cease should be scrupulously attended to; every speaker should stop at once, even if in the middle of a sentence.

6. About the greatest confession of weakness is to run out of things to say and stop before the bell.

7. The greatest elements in effective presentation are earnestness and personality; these may even overbalance roughness, awkwardness and inexperience.

ESSAY MEDAL FOR 1911-1921

TO THE CONTESTANTS:

For the essay contest for 1911-12 the following papers are required:

- (1) Why I am glad I have taken a High School course.
- (2) Lessons from the life of.....(or Why.....succeeded.)
- (3) A descriptive theme on any subject drawn from the student's own experience or observation.

The medal will be awarded to the best *set* of papers submitted by one person. The aggregate length of all the papers must not exceed 3,000 words. This may be divided among the various subjects as each student pleases. Theme 3 is likely to be more effective if written in the third rather than in the first person. The following books are suggested—others may, of course, be used—as a basis for theme 2:

- Franklin, B.—Autobiography. Ginn. 40c. (Standard English classics.)
Irving, W.—Life of Goldsmith. Maynard. 50c. 1905.
Trevelyan—Life of Macaulay. Harper. \$2.00. 1909.
Macaulay—Lives of Addison or Johnson. Both, ed. by Lavell, Scribner. 25c. (English Classics.)
Riis, J.—Making of an American. Macmillan. \$1.50. 1904.
Hoar, Senator—Autobiography. 2 vols. Scribner. \$7.50. 1903.
Palmer, G. F.—Life of Alice Freeman Palmer. Houghton. \$1.50.
Addams, J.—Twenty years of Hull House. Macmillan. \$2.50.
White, A. D.—Autobiography. 2 vols. Century Co. \$7.50. 1905.
Brooks, J. G.—Life of William Baldwin. Houghton. \$1.50.
Schurz, C.—Reminiscences. v.3 with a sketch of life and public services from 1864 to 1906 by F. Bancroft and W. A. Dunning. McClure. \$3.00. 1908.
or Reminiscences. McClure. \$6.00. 1907.

RULES GOVERNING THE ESSAY CONTEST.

[Adopted at a meeting of high school principals, at Missoula, Dec. 27, '07.]
Amended May 16, 1908, and by correspondence, June, 1911.

1. All members of the graduating classes of the accredited high schools in the State of Montana, shall be eligible to compete for the medal.
2. The topic on which the essay shall be written, shall be selected by a committee of three consisting of the professor of English, the professor of literature, and the professor of history at the University. No essay shall exceed three thousand words.
3. Each high school may hold a preliminary contest, about April 1, for the purpose of selecting the best essay. The contest may be in charge of one of the teachers of English. The principal, the teacher in charge, and the student who writes the essay shall sign a statement that the essay is not plagiarized.
4. A typewritten copy of the best essay in each preliminary contest, marked on the first page with some motto or pseudonym, shall, on or before April 15, be sent to the chairman of the committee at the University. The signed statement with regard to plagiarism shall be sent with the essay. All essays received by the committee shall be submitted to three judges, who shall be appointed by the president of the University. The judges, without knowing the names of the students who wrote the essays, or what schools are

represented by them, shall rank and grade each essay, on the following basis: Correctness (paragraph and sentence structure, English usage, etc.) 40 per cent; originality, interest, general structure, 60 per cent. The essay having the highest rank shall be declared the winning essay. In case there should be a tie in the ranking, the one having the highest grade (percentage) shall be declared the winning essay.

5. The name of the high school that wins the prize shall be announced at the time of the final school debate contest.

6. The prize essay with the name of the writer shall be printed in the annual bulletin of the high school debating league.

[Amendment adopted by correspondence between the chairman of the committee at the University and the principals of the high schools.]

7. Students who finish their work at the end of the first semester of any year will be required to write their essays before the last day of the first semester. This special privilege is given, with the understanding that any principal who receives essays on these conditions will, under no circumstances, allow any changes to be made in the essays after they have been submitted to him, but will keep them in his possession until the date set for his preliminary contest (about April 1.) At this time he will select from all the essays submitted by his students (both the January and the June graduates, the best essays which he will send to the University.

MY FAVORITE READING: POETRY

PRIZE ESSAY, 1910-1911.

HELEN COURTENAY, Miles City.

Some one has said, "Poetry is the soul of music." If that is true, it must be and, indeed it is, immortal. For all other musics die ere their last lingering echoes pass away, but poetry lives on forever; buried though it be in the tomb of a Prosaic Age, nevertheless, like the soul of man, it must have its resurrection. It must return unchanged. Customs, languages, races, the world itself, nay even the other arts change or decay, but poetry remains just as when first created. It can not and will not grow old. Consider how remarkable this longevity of poetry is; remarkable, chiefly, because in the world of letters it is always the first-born. It is always a nation's first literature, for the imagination is as active in the young nation as in the young child. The love of beauty, the buoyancy, the naturalness are alike keen in both, and so poetry must come before prose, for the nation's soul even as the soul of man finds in youth its most natural expression. And poetry must be its most natural expression for it is the music of the human soul and music only, can express the harmony of the soul with God and nature. It is because of this harmony with these two greatest Powers that poetry is able to wield so vast a power itself. And it is because of this power that I prefer poetry to all other literature.

The power most universally recognized is that of giving pleasure. By its unapproachable music, by its use of the choicest words to clothe the choicest thoughts, poetry is able to awaken a feeling of delight such as no prose can ever bring. Its beauty leads us to a veritable Elysian field, the height of pleasure. It is as Goethe has said:

"Who gives us to inherit
Olympus and the loved Elysian field?
The soul of Man sublimed,—man's soaring spirit,
Seen in the Poet, gloriously revealed."

Thus, you see, it is not only to the Elysian field that we are led, but to Olympus as well, that is, to the abode of the gods. And the poet has power to lead us there, for he has been given us, as it were, by a certain favor or gift of the gods. But that is not his only mission. He has likewise been given power to strengthen, encourage, aid, comfort and soothe, for

"the gift and ministry of Song
Have something in them so divinely sweet,
They can assuage the bitterness of wrong."

Are you heartsick or discouraged. Does the world seem sordid or useless? Come then with me and seek the healing magic of this power.

You will find it in the Poet's World, where Homer reigns supreme—Homer, the father of all poets, yet like to none. His personality like that of Shakespeare is so completely hidden behind his writings, that try as they may, no poet can ever imitate him. Nor has any poet as yet felt so great a fire of genius burn within him. Homer's poetry is all aflame with a fire as awful and divine as his gods. His words literally blaze forth and live, so that when you read the Iliad you feel a strange, new daring, a hope and zeal for greater achievements. His action is so rapid you cannot help but assimilate some of it. If you feel lazy read Homer! With Virgil, this fire, though felt in some degree, is less intense. Although Homer was the greater genius, Virgil was the greater artist and he never allows himself to be totally swept away by the fire of his ardor. There is a greater polish to his poetry, so that from him we may acquire a sort of majestic splendor and a calm grandeur.

Virgil seems more like the ordinary man in his thoughts than Homer. The gods whom the Greek invoked seem to have semi-deified him, but Virgil is thoroughly human.

It is rather curious to note that many of his thoughts are what the world of today is thinking. For instance, how applicable to American life are these words: "O sacra auri famis quid non mortalia vectora cogis!"

Close in the footsteps of his teacher, Virgil, we find in our Poetland, him who spoke

"Divine, melodious truth,
Philosophic numbers smooth,
Tales and golden histories,
Of heaven and its mysteries."

It is Dante, of the most lofty, most sublime soul. With eyes forever raised to Beatrice, he leads us with him, unresisting, unawares, up till we reach the greatest heights of goodness even unto perfection,—but alas! in our imagination only. Yet this very flight has awakened a new longing in our hearts, a new appreciation of good, and unconsciously perhaps, we are elevated and made better. There is a sublimity in Dante that no other poet has ever attained. His heaven is the heaven of God, not of man, like Milton's. Milton somehow seems to thrust himself into his pictures as the central figure of dominance. Dante is there in his, also, not as Dante the great man, but rather as a humble sinner like ourselves, reverent and awed before the Heavenly Powers. Do not think, however, that I mean to disparage Paradise Lost or any other work of Milton. His poetry is far too great for that. It is like organ-music, solemn and slow. It has the subdued glow of a calm and steady fire—a fire which will purify the base metal of your soul and uplift it if it has fallen or been overcome by that fatal power of wrong such as overcame the soul of Goethe's Faust.

Here was a man, this Faust, whom Goethe took as a great antitype of man's weakness. And about him as a central figure, the poet spreads a charm of music irresistible, a mesh of German phantasy, characteristic in its witchery of weaving so delightfully the real into the unreal. Yet Goethe teaches even while he charms, and in this Faust we learn the futility of the pursuit of superhuman knowledge. We are shown how hideous and cruel sin is and how easily man becomes a prey to it. He is able to reveal all this because he possesses that great power of interpretation, that power which we find is even greater in Shakespeare, who holds up a vast mirror of philosophy and understanding to nature and man, and in it are reflected every frailty, every virtue mankind knows; every beauty, every terror nature holds. He is the wizard of Poetland. No one has, nor ever can imitate him, for who can hope to "parody creation with artifice?" His genius is not the expression of Shakespeare unexcelled but rather the expression of genius unexcelled. Coleridge is not too extravagant in calling him "the thousand-souled," for he moves in his poetry in every different character, unlike Milton, who is rather the mover of his poetic creations. No one can acquire a better understanding of man than from Shakespeare. And yet in Chaucer we find a power to detect the peculiarities and foibles of man almost as great as in Shakespeare. However, Shakespeare interprets the inner man—the heart and mind. He pierces the deepest crannies of the brain and puts those thoughts we think in silence into such wonderfully clear, philosophic and comprehensive language that he has come to be quoted more than any other poet. Chaucer, on the other hand, portrays the outer man—all his queer little idiosyncrasies and habits, his dress, appearance and talk. He is as equally true to life as Shakespeare, and though he usually tells of man's peculiarities, nevertheless they are perfectly harmless ones, as harmless as the fun he pokes at them. which, though piquant, has no real sting. His humorous touches in Canterbury Tales are perfectly delightful. He finds something amusing in each of the many characters and he describes these characterers so completely, we

know perfectly each type of man. It is a great pity Chaucer is not more widely read for his tenderness, geniality, humor free from stings, sympathy free from melancholy, cannot but permeate, to a greater or lesser degree, with warmth and sunshine into the hearts and lives of his readers.

These have been great and impressive figures in our Poetland and you have seemed to regard them with awe, but now we come to one whom you may love with all your heart for he is the poet of the heart, Alfred Tennyson. His are the

“Voices of melting tenderness that blend
With pure and gentle musings till the soul
Commingle with the melody is borne
Rapt and dissolved in ecstasy to heaven.”

He was infused with that spirit of poetry which bade him follow a pure and high ideal, namely to ennoble the world. And if purity, tenderness, sympathy, love, beauty and music are ennobling influences, surely then, Tennyson must ennoble all who read him. Moreover, he is the most pleasureable poet to read that I know, and if only the reading public would make an acquaintanceship with him, it would straightway develop into love, and Tennyson's noble aim would come so much the nearer reaching its goal. There is a sweetness in his poetry, utterly indescribable, “so sweet we know not we are listening to it”; a purity as of “the lily maid of Astolat”; a simplicity and clearness unapproached by his fellow poets. If the power to comfort, sweeten, purify and elevate makes a man great, certainly then Tennyson was not merely a great poet but a great man as well. The praises of Tennyson will never be adequately sung for his poetry is almost perfect in thought, expression, color, music and finish.

How different is Wordsworth! Of little imagination, color or music, his poetry nevertheless must be recognized because it breathes of truth and sincerity, calmness and peace. Whenever he lets imagination walk hand in hand with truth, then does his poetry possess a singular charm, a pleasing delicacy almost sprightliness, which is utterly ruined when he rejects the inspiration of the divine muse of fancy. At such times he descends to the plane of actual prose and becomes tedious and uninteresting. He never allows the flame of imagination to flicker long so that he is really only a “poet of passages.” Yet on the whole his poetry is restful and quieting, lacking in fire, but full of truth. How well he fits Mrs. Browning's idea of poets:

“The only truth-tellers now left to God,
The only speakers of essential truth—
The only teachers who instruct mankind.”

What a contrast is Byron—lacking in truth, but full of fire. Though ranked as a great poet, it is only this fire, only the music of his verse that are great. His thought is utterly bad; bad with the power of the Harpies and Furies, scornful, misanthropic, degrading, despondent. For the fascination of his music, for his passionate eloquence, Byron is most delightful to read, but, alas! it is only too true that “he refreshes us not with the divine fountain, but too often with the vulgar strong waters, stimulating indeed to the taste, but soon ending in dislike or even nausea.” And this is chiefly because he was never able to forget, never able to conceal the despair, the bitterness, the tempestuousness of the neglected and mistreated Lord Byron! He was not a great enough poet to hide as Robert Burns did, his own dark soul in the beautiful light of poetry. The individual life of Burns was just as corrupt and perverted, yet the very

“music of his song
Rises o'er all elate and strong;
Its master-chords
Are Manhood, Freedom, Brotherhood.”

This brotherhood extended not only to man but to bird, beast and flower as well. I think we have not a more sympathetic, a more loving or tender poet

than Burns. Except for that poetry written in his baser moments, the most of it is elevating and good because of its very simplicity, honesty, sincerity and love. He is so absolutely natural, too, so thoroughly Scotch! The power that his songs have exerted over his countrymen is utterly incomparable, wholly immeasurable.

But there is an Englishman whom England will some day worship as Scotland worships Burns. He is popular now, but posterity will, as always, give him his full and merited tribute. This man is Kipling, who, like Burns, has written much that is coarse and best left unprinted, yet on the whole his poetry is sure, some day, to have as close a hold upon the English heart as Burns' upon the Scottish. For putting aside the irresistible sway of his music and the uniqueness of his fancy, we feel he must hold a claim to greatness because he is at once reformer, philosopher, humorist and patriot. He strives to perfect his beloved England by showing her her errors. His philosophy is original and to the point, often cloaked in the most delightful and refreshing humor. His patriotism is lofty and inspiring, bound to strike an answering chord in the heart of every true Britisher. It has been said that Kipling is the only writer who has ever approached the Bible-style; the only writer whose language is strong enough and grand enough; who does not weaken or detract from the greatness of Bible-conceptions. Perhaps you will feel the truth of such an assertion if you will read merely the Hymn Before Action and The Recessional. It seems to me I have never read a more stirring poem than the former, nor a more reverent one than the latter. Kipling has given us a litany that it were well for us to know:

“From panic, pride and terror
Revenge that knows no rein,
Light haste and lawless error,
Protect us yet again.
Cloke Thou our undeserving,
Make firm the shuddering breath,
In silence and unswerving,
To taste Thy lesser death!”

If you take each line to pieces you will find that he has embodied practically all that is in the Ten Commandments! And to quote again from the same poem:

“For those who kneel beside us
At altars not Thine own,
Who lack the lights that guide us,
Lord, let their faith atone!
If wrong we did to call them,
By honor bound they came,
Let not Thy wrath befall them,
But deal to us the blame.”

What a magnanimity is shown there! What an expression of true Bible forgiveness and mercy for our enemies! I could cite instance after instance to show you Kipling's greatness and to show how he

“Paints the Thing as he sees It,
For the God of Things-as-They-Are.”

but we must leave this part of our Poetland and hold intercourse for a brief moment with the American poets.

We cannot find among them a poet to compare with England's greatest, nor have we a Homer, Dante or Goethe. We are too young a nation as yet to produce one. England's first-born Great did not come into the world until five hundred years after the Norman Conquest; we then should be glad if this twentieth century brings us one. Perfection can only be attained by long practice and America has had far too little of that. Our poets are men of song-ability, but they are not the children of song. They lack the imagination to carry them to the heights; they lack the fire to make them live; they lack color most of all, and the music to arouse, inspire and uplift.

Their music is too full of discords; it has never yet been combined in perfect harmony with thought and diction and that is why America has had, as yet, no great poet. They are rather poets of the heart which is human, than of the soul which is divine.

Longfellow is, of course, our greatest poet of the heart. His poetry is the simplest and plainest our literature holds, but yet

“Such songs have power to quiet
The restless pulse of care.
And come like a benediction
That follows after prayer.”

He has a greater hold upon the American heart than any other poet and undoubtedly it is because of his simplicity and delicate sweetness. Longfellow has been accused of being merely a rhymers, but he himself claims a greater purpose; the desire to impress the mind with history and moral truths at the same time he is touching and warming the heart.

We have another poet who combines teaching and comforting, also. This is Bryant, often called the nature-poet. His comforting thoughts on death are perhaps the most beautiful in any language. What a message of hope he brings when he tells us that

“There is a day of sunny rest
For every dark and troubled night;”

and again that

“Weary hours of woe and pain
Are promises of happier years.”

His Hymn to Death and his Forest Hymn as well, are replete with pure and noble thought. But his noblest work of all is *Thanatopsis*, the mere mention of which is enough—for who is there that has not heard or read it? We all are familiar with it, and indeed, we likewise are with the most of our American poetry, for there is so little that is really good, and what is good is so easily understood that we all know it tolerably well. And we need to, for it is the best stepping stone to the great poetry, to that poetry which will elevate our lives to the true nobility of living.

O, if you only realized the vast power of good poetry, how eagerly would you read it! Do you not know that the richest man is he whose riches are stored in his brain and that poetry is the gold among these riches? It visible sign of the inward spiritual loveliness in life. Its purpose is to please, instruct, comfort, soothe and satisfy; it bears a message of new hope and courage; it awakens high ideals and lures the soul nearer the goal of perfection. Can any other literature, can any other music save this music of the soul, boast of a purpose so divinely great? And even if they could, would they have the same power to effect that purpose? Goldsmith has summed up this power in poetry just as I would wish to, so let me say with him:

“And thou, sweet Poetry, thou loveliest maid,
Still first to fly where sensual joys invade.

* * * * *

Thou guide by which the nobler arts excel,
Thou nurse of every virtue, Fare thee well!”

