

1912

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BULLETIN

OF THE

UNIVERSITY OF MONTANA

Issued Bi-Monthly. Missoula, Montana

(Whole No. 80. Circular Series No. 27)

AUGUST, 1912



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
1912-1913

ISSUED BY THE UNIVERSITY OF MONTANA

PRESS OF
MISSOULIAN PUBLISHING CO.
MISSOULA, MONTANA



MONTANA HIGH SCHOOL DEBATING LEAGUE

OFFICERS FOR THE YEAR 1912-1913

G. M. PALMER, 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
M. J. ELROD, University Committee	Missoula
J. P. ROWE, University Committee	Missoula

THE ANNUAL MEETING

At the annual meeting of the league, May 9, 1912, at Missoula, in which 16 schools were represented, besides the regular business three important changes were made in the plan of organization and procedure. These changes necessitated several amendments to the Constitution; the constitution so revised was by the direction of the League, reformulated by the secretary of the meeting, Prin. H. L. Sackett, and is published in this bulletin as arranged by him. These three important changes were as follows:

(1) The present district lines were abolished and the state will be redistributed each year by the university committee with the approval of the directors, immediately after the schools have indicated their desire to participate.

(2) Judges will be selected for each debate by the university committee from a list approved by the league.

(3) The speeches in rebuttal are each to be five minutes in length.

Detailed statement of the new plan of operation will be found in the appropriate articles of the constitution.

At the time of the meeting it was not certain whether Mr. G. M. Palmer, instructor in debate and argumentation in the University would remain or not. The work of the League naturally concerns his subjects and when he decided to continue in his present position, I resigned from the Presidency of the League to take effect at the publication of this bulletin, and he has been appointed to fill the vacancy until the regular election in May, 1913. This bulletin is issued under his direction.

G. F. REYNOLDS,
President.

RESULTS OF THE DEBATES, 1911-12

QUESTION

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

DISTRICT DEBATES

Northern District—

Flathead County.

Eastern District—

Columbus (affirmative) defeated Billings, February 6, at Columbus.
Fergus County (negative) defeated Forsyth February 2, at Forsyth.
Fergus County (negative) defeated Columbus, February 22, at Lewistown.
Fergus County champion for Eastern District.

Western District—

Broadwater County (affirmative) defeated Helena January 26, at Townsend.
Missoula County (negative) defeated Anaconda February 9, at Anaconda.
Broadwater County (affirmative) defeated Missoula County March 1, at Townsend.
Broadwater County champion of Western District.

Southern District—

Gallatin County (negative) defeated Butte, February 16, at Butte.

INTER-DISTRICT DEBATES

Gallatin County (negative) defeated Broadwater County, March 29, at Bozeman.

Fergus County (negative) defeated Flathead County, April 13, at Kalispell.

FINAL DEBATE

Gallatin County (negative) won over Fergus County, May 7, at the University of Montana.

SPECIAL DEBATES

Anaconda (affirmative) defeated Helena, March 26, at Anaconda.
Stevensville defeated Victor, March 8, in a dual debate on Reciprocity.
Miles City defeated Forsyth, April 19, at Miles City.
Missoula County defeated Hamilton, April 19, in a special debate.
Red Lodge and Fergus County have held four or more intra-school debates to determine school champions.

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, Flathead County, Billings, Park County.

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 County, Broadwater County, Columbus, Park County.

State champion, Missoula County—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, Jefferson County.

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—Jefferson County, Butte, Choteau, Fergus County.

State champion, Jefferson County—Lulu Tuttle, Walter Wilson, Mildred Bines.

1910-1911. American cities should adopt the commission plan of city government.

District champions—Forsyth, Powell County, Flathead County, Gallatin County.

State champion, Forsyth—Denis O'Brien, Leslie Finck, Bernese Wise.

SUMMARY OF DEBATES, 1908-1912

Schools—	1908	1909	1910	1911	1912
Anaconda .....	.....	.....	.....	.....	1
Billings	1	x	x	x	x
Broadwater Co.....	2*	x	x	.....	2*
Butte .....	.....	1*	2*	x	x
Columbus	3*	.....	.....	.....	1
Fergus Co. ....	.....	.....	2*	1	3*
Flathead Co.	x	x	x	1*	x*
Forsyth'	x	4**	x	4**	x
Gallatin Co.	x	1	1	2*	3**
Granite Co.	x	x	x	.....	.....
Great Falls	1	.....	.....	.....	.....
Hamilton	x	.....	.....	1	.....
Helena	x	2*	x	x	x
Jefferson Co.	1	3*	5**	x	.....
Miles City .....	.....	x	1	x	1
Missoula Co.	4**	x	.....	.....	2
Park Co.	1*	x	x	.....	.....
Powell Co. ....	.....	.....	.....	3*	.....
Red Lodge	x	.....	.....	.....	.....
Stevensville .....	.....	.....	.....	2	2
Teton Co. ....	.....	.....	1*	x	.....
Victor .....	.....	.....	.....	x	x

The number of debates won by any school in each season is indicated by the Arabic numerals; if a school contested in the series but won no debates, it is marked with an x. If District Champion it is marked with one star; if State Champion, with two stars.

AWARD OF PRIZES, 1911-1912

To the Gallatin County High School, the University Cup and the State Championship.

To Joseph Cotton, Lewistown, as best individual debater, the Dixon Gold Medal.

To Helen Spain, Bozeman, the Carter Gold Medal for the best essay, and the Mulroney Scholarship.

To Llewellyn Luce, Sallie Clark and Edna Matthew, the Knowles' prize, awarded to the members of the State Champion team.

To Joseph Cotton, Elsie Anderson and Ruth Berry, the Wilkinson prize, awarded to the members of the team winning honorable mention.

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

*At the date of publication of this Bulletin, (August 1, 1912) this scholarship has not been awarded.

CONSTITUTION AND BY-LAWS

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. The division into such districts for any year shall be by a University Committee on Debate. This division shall be final when approved by the Board of Directors and shall be announced to the several schools of the state prior to October 15.

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.

SEC. 2. All schools seeking admission for any particular year must register statement of that fact with the President of the Debating League before October 1 of that year.

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, a Board of Directors, and a University Committee on Debate.

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

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 act as chairman of the University Committee on Debate.

(c) 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.

(d) 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.

(e) To prepare and have printed each year, before October 1, (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.

SEC. 4. The university committee on debate shall consist of the president of the debating league and two other members of the faculty to be elected as hereinafter provided.

It shall be the duty of the committee—

(a) To, each year, divide the state into districts which shall match the schools of the league upon the basis of convenience and expense.

(b) To select a board of judges for each district and inter-district debate—such judges to be chosen from an approved list of judges hereinafter provided for.

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. No student shall be eligible to debate in any league contest who has already debated for four years in the league contests of the state.

SEC. 3. No student shall be eligible to take part in a league debate who was more than twenty-one years of age at the beginning of the semester in which the debate occurs.

SEC. 4. 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. 5. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

SEC. 6. 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, 5 minutes (rebuttal.)
- 1st speaker, affirmative, 5 minutes (rebuttal.)
- 2d speaker, negative, 5 minutes (rebuttal.)
- 2d speaker, affirmative, 5 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. 7. The visiting team shall have the choice of sides.

ARTICLE VII. THE JUDGES

SECTION 1. At each contest there shall be a board of three judges, who shall be selected on the basis of capability and impartiality to the schools competing in such contest.

SEC. 2. Selection of judges—

(a) District and inter-district contests.

For each district and inter-district debate, the board of judges shall be chosen from a list of judges previously approved by the principals of the schools of the league. Names for this list may be submitted.

(1) By the principal or other school representative at the annual meeting of the debating league.

(2) By the principals of the several schools to the president of the debating league at any time thereafter, provided that no name shall be entered upon the approved list of names until such suggested names has been approved by the principal of every school in the league.

The board of judges for each district and inter-district debate shall include one member from the faculty of the University of Montana, who shall act as chairman of the board of judges. The chairman, conferring with the university committee on debate, shall select two associate judges from the approved list of judges, selecting not more than one judge from any one town or city unless emergency demand it. The chairman of each board of judges shall notify associate judges of their appointments and make all arrangements relative to their meeting at the place of debate except for provisions under Article IX of this constitution.

(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, directors, and members of the university committee shall be elected, each for a period of one year. Each league high school shall be entitled to only one vote. In case of non-election of any officer or officers named in this section the president shall appoint to fill such vacancy or vacancies.

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. 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.

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, skillful thinking is more important than skillful 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. The signals to cease should be scrupulously attended to; every speaker should stop at once, even if in the middle of a sentence.
5. About the greatest confession of weakness is to run out of things to say and stop before the bell.
6. The greatest elements in effective presentation are earnestness and personality; these may even overbalance roughness, awkwardness and inexperience.

PRIZES

The following prizes were offered in the year 1911-12, and similar ones may be expected for 1912-13.

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 Mrs. Mary Curtis Knowles, in memory of Judge Hiram Knowles, a set of books to each of the three debaters of the winning team at the final contest.

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.)

5. By Mrs. Thomas H. Carter, a gold medal, in memory of

Senator Carter, for the best essay written by any member of the graduating classes of the accredited state high schools.

6. By E. C. Mulroney, a scholarship (including matriculation and athletic fees and course deposits) in the University of Montana for the year 1912-13 to the student who won the Carter essay medal for the year 1912.

7. 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 1912-1913 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.

QUESTION FOR DEBATE

Resolved, That the United States government should own and operate the telegraph.

REFERENCES

A select bibliography may be obtained from the Library of Congress, Washington, D. C. With the exception of a few less important references, this is practically reprinted in the list below. Other references, especially those on wireless telegraphy were prepared by Carrie C. Patton, of the University Library. More important articles are starred.

Many of these articles may be borrowed for a nominal price from the H. W. Wilson Co., Minneapolis, Minn. See their circular.

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WINNING THEMES

BY HELEN SPAIN, GALLATIN COUNTY, IN CARTER ESSAY CONTEST,
1911-12.

For the essay contest for 1911-12, the following papers were 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.

LESSONS FROM THE LIFE OF CHARLES LAMB

I have chosen Charles Lamb, the English essayist and critic, as the subject of this paper, not for any spectacular qualities that he displayed but for his indomitable courage, his great unselfishness, and his unobtrusive heroism. His life was simple and uneventful; he never held any great office, he created no stir or excitement, but he filled his own place in the world as well as any human being could.

I think Lamb's biography is the saddest one that I ever read. A taint of insanity ran through his whole family. His sister, in a fit of mental aberration, killed her mother and wounded her father. The father dying soon after, Charles and Mary were left to live alone. They had the deepest love for each other, but they were always depressed by the awful dread of the frequent attacks of insanity to which Mary was subject all her life.

We find constant reference in all Lamb's writings to a certain Miss Alice W——n. There are many tender sonnets addressed to the same young woman and there is abundant evidence that he cared deeply for her. But he gave up all hope of marrying her because he felt that his first duty was to his unfortunate sister.

Lamb's elder brother was a very selfish man who cared nothing for his family and gave them no assistance whatever. When Charles finished college he might have left home as his brother did and had the opportunity which he so much desired to succeed in a literary profession. There was no inducement whatever to remain with his family. And yet he chose to return home and help them in their struggles, trying to make a living for himself and his sister and to

make her comfortable and happy. His whole life was a great sacrifice for her. He never seemed to think of himself. He would have enjoyed having time to study and read and write, but instead he worked as a clerk in the East India House for thirty years until, when his freshest energies were wasted, and his best years gone, he had the opportunity at last to retire—too late.

In spite of the depression and the intense melancholy that must have constantly surrounded him, Lamb's courage never failed. And yet the terrible blight of insanity fastened itself upon him, also, in his early life. For a period of six weeks he was violently insane, and though he fully recovered and never had another attack, the dread of it must have rested like a pall over him. In the midst of these surroundings and the face of these conditions, one of England's greatest humorists kept the reading public laughing at his delicate wit and gentle satire. What bitter complaint, what passionate revolt would a Burns or a Byron have poured into the sympathetic ear of the world! But Lamb never uttered one word of lament. If we should judge his life from his work, we would say that it was all full of sunshine and happiness.

Such a life, it seems to me, requires more courage and more heroism than that of a Caesar or a Napoleon. I have come to the conclusion that it is easier to die gloriously, like Lord Byron, than to live courageously and to face a long, dreary future unflinchingly, like Charles Lamb. And of the two, I consider him by far the greater hero.

AUTUMN IN ONE OF THE FERTILE VALLEYS OF MONTANA

One calm afternoon in late autumn I stood and gazed in wonder across the broad valley before me.

The whole scene was full of the most brilliant and beautiful colors. Around the horizon the high range of mountains was clothed in filmy robes of purple haze, and on the hills at their base, the trees were changed by Nature's brush from bright green to great masses of yellow, red and gold.

The bright blue sky was flecked with soft, fleecy, white clouds that floated idly through the air. Broad fields of golden grain rippled and waved in the breeze like the surface of a lake. Broad patches of land had been prepared for the next year's crop, and the rich, black soil was black and fertile. Here and there the grain stood in great golden shocks, while the smoke from an engine and a cloud of yellow dust from a separator told that harvest time had come.

The drooping branches of the apple trees were almost breaking with their burden of red apples, and in the gardens the huge yellow pumpkins lay on the ground waiting to be gathered.

Everywhere the spiders had been very busy spinning a glittering film over the grass and trees. The wind shook the dry weeds and rattled the seeds in their pods, then hurried on through the forsaken garden where the yellow corn stalks stood, their long blades cracked and broken. The dead leaves fluttered in the breeze. Occasionally one, more brown and withered than the rest, was caught by the wind and carried far away. Clinging to their wires for support, the shrivelled sweet pea vines swayed idly back and forth with a mournful rustle. Red, pink and white asters, cheerful in spite of the death of their companions, turned their bright faces to the sun.

As I stood there the sun sank lower and lower behind the western mountains, and finally was hidden from view. The gloom grew deeper, the light faded from the sky, one little star twinkled through the darkness, and it was night.

WHY I AM GLAD I HAVE TAKEN A HIGH SCHOOL COURSE

I am glad I have taken a high school course for the actual knowledge I have gained of some fundamental studies.

In studying Botany, Physical Geography and Physics I have learned many things of practical value which I might never have received from any other source.

Very often in reading or listening to a speaker I have come upon references to people or to incidents which I could never have understood had it not been for my study of History.

But the subject in which I have taken the most interest and from which I have derived the most benefit, is English. In that most delightful course I have had practice in expressing my own ideas in an original way, have made some acquaintance with the greatest writers, and have learned to enjoy the best things in literature.

The second reason I am glad I have taken a high school course is that it has laid the foundation for my college training. Before I could understand more advanced work I had to learn the fundamental facts of such studies in high school. During the past four years I have had opportunity to decide what subjects I liked better than others, and in which ones I could best succeed, and therefore what course I should follow in college. I have discovered that I like English, history and languages much better than mathematics or science, and have decided to follow an English course in college.

The third reason I have for feeling glad that I have taken a high school course is because it has taught me the value of a higher education. So far I have studied only the beginnings of the various subjects. I have learned just enough to attract my attention and to make me want to know more about the things in which I have begun to be interested. I should like to take an extensive course in history and learn more about the facts which I feel have been barely touched upon. In the English course in particular I have the strongest desire to investigate the realms to which I have been introduced.

Because of these facts, the greatest incentives have been given me, not merely to take a college course but to get the most out of it that I possibly can.

In conclusion, I believe that my high school course has broadened my mind, raised my ideals and given me a desire to get the most out of life. Therefore, I am sincerely glad that I have taken it.

CARTER MEMORIAL MEDAL

OFFERED BY MRS. THOMAS H. CARTER, IN MEMORY OF HER HUSBAND,
SUBJECT FOR 1912-13—PIONEER TALES

TO THE CONTESTANTS:

Almost every town in Montana has had at some time in its history interesting events, or members among its citizens, men and women, the story of whose pioneer experiences will be of interest. Through compositions submitted this year we hope to secure a good number of these stories, especially those not previously put into print.

You had best pick out as your subject *one* incident; get all the facts on it you can, visit the locality in which it happened if that is possible, acquaint yourself thoroughly with the details, consult all possible sources of information.

Write the story as simply and directly as you can, making it as interesting as you are able to without changing the exact facts. If circumstances render it advisable you may change the proper names, but the compositions should be essentially historical.

The compositions may be 3,000 words in length but will probably be better if they are shorter than that.

All communications concerning the Essay Contest should be addressed to Prof. G. F. Reynolds, Head of the Department of English, Missoula, Montana.

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.

