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State University of Montana (Missoula, Mont.). Interscholastic Committee

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UNIVERSITY OF MONTANA BULLETIN

Circular No. 65; Whole No. 126

**MONTANA
HIGH SCHOOL
DEBATING
LEAGUE**

**Missoula, Montana
July, 1916**

Entered at Missoula, Montana, as second-class matter, under Act of Congress, August 24, 1912

MISSOULIAN JOB ROOMS, MISSOULA, MONTANA.

The University of Montana

The University of Montana is constituted under the provisions of Chapter 92 of the Laws of the Thirteenth Legislative Assembly, March 14, 1913 (effective July 1, 1913).

The general control and supervision of the University is vested in the State Board of Education. The Chancellor of the University is the chief executive officer. For each of the component institutions there is a local executive board.

MONTANA STATE BOARD OF EDUCATION

S. V. STEWART, Governor	- - - - -	Ex-officio, President
J. B. POINDEXTER, Attorney General	- - - - -	Ex-officio
H. A. DAVEE, Supt. of Pub. Instruction	- - - - -	Ex-officio, Secretary
S. D. LARGENT	(1916)	J. BRUCE KREMER (1918)
W. S. HARTMAN	(1916)	C. H. HALL (1918)
JOHN DIETRICH	(1917)	LEO FAUST (1919)
A. L. STONE	(1917)	W. H. NYE (1919)

EDWARD C. ELLIOTT, Chancellor of the University

The University comprises the following institutions, schools and departments:

THE STATE UNIVERSITY at Missoula.

Established February 17, 1893, and consisting of:

- The College of Arts and Sciences,
- The School of Law,
- The School of Pharmacy,
- The School of Forestry,
- The School of Journalism,
- The School of Music,
- The Summer Session,
- The Biological Station, (Flathead Lake)
- The Extension Service,
- The Graduate Department.

FREDERICK C. SCHEUCH, Acting President.

THE STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS at Bozeman.

Established February 16, 1893, and consisting of:

- The College of Agriculture,
- The College of Engineering,
- The College of Applied Science,
- The College of Industrial Arts,
- The School of Home Economics,
- The School of Mechanic Arts,
- The School of Agriculture,
- The School of Art,
- The Secretarial Course,
- The School of Music,
- The Summer Session,
- The Agricultural Experiment Station,
- The Agricultural Extension Service.

JAMES M. HAMILTON, President.

THE STATE SCHOOL OF MINES at Butte.

Established February 17, 1893.

CHARLES H. BOWMAN, President.

THE STATE NORMAL COLLEGE at Dillon.

Established February 23, 1893, and consisting of:

- The Two-year Elementary Course,
- The Three-year Course,
- The Four-year Course,
- The Graduate Course.

JOSEPH E. MONROE, President.

STATE UNIVERSITY EXECUTIVE BOARD

J. H. T. Ryman

Frederick C. Scheuch

J. M. Keith

Montana High School Debating League

PRESIDENT
GEORGE R. COFFMAN

UNIVERSITY COMMITTEE ON DEBATE
TO BE APPOINTED

COMMITTEE OF HIGH SCHOOL PRINCIPALS
G. A. KETCHAM, Missoula
F. J. PARKIN, Bozeman
C. W. GRANDEY, Terry

THE ANNUAL MEETING

At its regular, annual meeting, May 11, the League agreed to continue for next year with some minor changes the plan of last year. This plan with the changes and with the other essential facts regarding the May meeting is summarized in what follows.

There shall be only one series of state high school debates, provided, however, that in case so many schools enter as to make it impossible for all winners in the local contests to be represented in the finals, the executive committee be authorized to district the state. For the local or district debates the schools shall be paired on the basis of convenience and expense. The debates in this series shall occur between the first of November and the first of March. Each winning high school in the local or district contests will be entitled to select one of its team to send as its debating representative (at the expense of the University) to the Interscholastic Meet of the University in May. This school is left to its own discretion as to how it will select its representatives from the team, but it is suggested as desirable that the selection be deferred until a few weeks before the Interscholastic Meet. Under the plan just summarized, the University will not provide, at its expense, any of the judges.

II. For next year also there will be two questions for debate. The first will be used in the series mentioned above, and the second at the State contest in May.

(The two questions for next year were chosen by ballot. A list of nine questions was sent to the high schools which were members of the league last year or had been the year before. The principals were requested to indicate on an addressed card and to return to the president their preferences of the questions suggested for the local and the state contests. At the business meeting a committee was appointed to redraft the question for the local contests. The question as it now stands in the bulletin was reported by them.)

III. At the final contest there will be no decision given on the question itself; the judgment will be based purely on individual merit.

and the contestants will be ranked first, second, etc., as in other interscholastic exhibitions.

IV. At the contest the following is the plan of procedure as agreed upon for next year.

1. The contestants will not know when they come to Missoula upon which side of the question they are to present their arguments. At 1:30 on the day of the contest the representatives will be called together, and will be paired off by lot in groups of two, one-half on the affirmative and one-half on the negative. The slip which the contestant draws will indicate the point on which he and his opponent are to argue. Immediately after the pairing off the contestants will report to the library, where they will be assigned reserved tables to work during the afternoon. A recitation room also in the Library building will be reserved for the use of the contestants. They are not to confer with their coaches after the pairing off.

2. Each affirmative speaker in the series of pairs will have seven minutes in which to present his direct argument. Then he will have four minutes for rebuttal, which will be given after his opponent leaves the floor. Each negative speaker in the series of pairs will have eleven minutes for rebuttal and direct argument.

In case of an odd number of contestants, there shall be three contestants in one of the series, one on the affirmative and two on the negative. The second negative speaker shall not hear the first negative. The order of the two negative speakers shall be determined by lot.

3. No set of speakers shall hear those who precede them.

4. Speakers after their topics are assigned are at liberty to secure further information, but are pledged upon their honor not to secure help in the organization, arrangement, or delivery of their material.

The president and committee suggest that if high schools wish more debating, they may arrange further independent local or district contests. The president will be glad to co-operate with such schools in this matter.

The annual fee for current expenses is still one dollar.

Other changes will be noticed by reading the constitution as printed in the bulletin.

GEORGE R. COFFMAN, President.

The last few pages of this bulletin are given over to announcements concerning the high school essay, plays, and declamations. It is hoped that the high schools will find these helpful in connection with the activities indicated. The university will be glad to co-operate wherever it can do so.

Results of Debates

QUESTIONS—1915-16.

For Local State Contests:

The Legislative Assembly of Montana should be superseded by a non-partisan elective commission of not more than eleven members. (It is understood that the acts of this commission are subject to initiative and referendum.)

For Final State Contest:

The United States should own and operate all interstate railroads.

Local State Contests

Billings defeated Miles City.

Broadwater County defeated Belgrade.

Butte defeated Missoula County.

Fergus County defeated Roundup.

Flathead County defeated Havre.

Gallatin County won by default from Livingston.

Hysham defeated Terry.

Polson defeated Eureka.

Final State Contest

State Champion—Butte, Tom Brockway

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 was 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 in 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 Mathews, Edward Barker.

1908-1909—The United States should maintain an offensive as well as 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—Dennis O'Brien, Leslie Finck, Bernice Wise.

1911-1912—The movement of organized labor for a closed shop should receive the support of public opinion.

District Champions—Fergus County, Broadwater County, Flathead County, Gallatin County.

State Champion—Gallatin County—Llewellyn Luce, Edna Mathew, Sallie Clark.

1912-1913—The government should own and operate the telegraph.

District Champions—Forsyth, Billings, Gallatin, Missoula.

State Champion—Gallatin—Llewellyn Luce, Lee Park, Don Langhor.

1913-1914—(For inter-district and final debate.) The American government should take immediate steps toward granting independence to the Philippines, such independence to become a fact by 1920, and to be guaranteed by the United States for a period of ten years thereafter.

District Champions—Missoula, Butte, Custer, Columbus, Gallatin.

State Champion—Gallatin—James Stotesbury, Lee Park, Llewellyn Luce.

1914-1915—(For second series and final debate.) Immigration to the United States should be further restricted by an educational test according to the terms of the Burnett bill, vetoed by President Wilson.

First Series Champions—Park, Roundup, Flathead, Missoula.

State Champion, Flathead—Melinda Alexander, Daniel Korn, Elsie Price.

1915-1916—(For final state contest.) The United States should own and operate all interstate railroads.

Winners in the Local State Contests—Billings, Broadwater County, Butte, Fergus County, Flathead County, Gallatin County, Hysham, Polson.

State Champion—Butte—Tom Brockway.

AWARDS OF PRIZES—1915-1916

To the Butte High School, the University Cup for the individual champion state debater.

To Tom Brockway, Butte, as best individual debater, the Dixon gold medal.

To Arthur Jacobson, Missoula, the University gold medal for the best essay.

To John Jacobs, Billings, Zales Ecton, Gallatin County, and Frances Isaac, Hysham, the Knowles book prizes awarded to the winners of the second, third and fourth places respectively in the Final State Contest.

To Zelda Schreiner, Broadwater County, the Keith Scholarship, awarded by the President of the University to one of the debaters in the Final Contest.

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 the best interests of the contesting high schools of the state they shall be grouped on the basis of convenience and expense. The grouping for any year shall be by the President and the Committee of High School Principals. This grouping shall be final and shall be announced to the several schools prior to November 1.

(Note—In accordance with the action of the State Debate League at its business meeting, May 11, 1916, the President and Committee of High School Principals are authorized to limit the number of contestants in the final debate by districting the state and permitting only the winning team in each district to send a representative to the final state contest).

ARTICLE III.

Membership.

Section 1. Any high school in Montana which has been accredited by the State University 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 15 of that year.

ARTICLE IV.

Contests

Section 1. **Local State or District Contests.** For the local or district contests, the teams representing the high schools shall be paired by the President of the Debating League. The debates for the local state or district contests shall occur between the first of November and the first of March.

Sec. 2. **Local or District Representative to the State Contest.** The time and method of selecting the local representative from the winning high school shall be left to the local high school.

Sec. 3. **Final Contest.** The final contest held among representatives of the teams winning in the state local contests shall occur between the fifteenth of April and the Wednesday of Interscholastic week at the State University (or at some 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.

ARTICLE V.

Officers.

Section 1. The officers of the League shall be a president, a League Committee of three high school principals, and a University Committee on Debate.

Sec. 2. There shall be selected by the President a committee of three principals from the league high schools to co-operate with him in matters relative to the work of the League.

Sec. 3. The President shall be a member of the faculty of the State University.

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 Committee of High School Principals.

(b.) To act as chairman of the University Committee on Debate.

(c.) To pair the contesting high school teams on the basis of convenience and expense. If in the pairing of these teams 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 schools that are to be represented in the final contest in making arrangements for that contest.

(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, 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 chosen by the President.

It shall be the duty of the committee to co-operate with the President in matching the schools of the League in series, upon the basis of convenience and expense whenever called upon to do so.

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 take part in a League contest who has already debated for four years in the League contests of the state.

Sec. 3. No student shall be eligible to debate in any League contest who was more than twenty-one years of age at the beginning of the semester in which the debate occurs. Two weeks before the first debate the principals of the high schools in the League shall certify to the President as to the eligibility of their debaters.

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. 6a. At the local state or district 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.)

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

2nd 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).

2nd speaker, negative, 5 minutes, (rebuttal).

2nd 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 the speakers on either side in rebuttal may differ from that in the direct speeches.

Sec. 6b. Debaters shall not read their speeches in either the direct or rebuttal speeches; they may, however, use notes set down on sheets not larger than three by five inches in size.

Sec. 7. In case any two teams shall fail to agree on choice of sides within one week after notification by the Director, they shall report to the President of the League, who shall immediately determine choice of sides by lot, and advise the two principals. In the matter of entertainment, alternation shall be the rule.

Sec. 8. Immediately preceding each debate the Instructions to Judges shall be read by the chairman to the judges and the audience.

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.) **Local, State or District Contests.** Each principal shall send to the President a list of judges. These in turn with those added by the President shall be submitted to the principals for approval. The approved list shall constitute the official judges for the year.

The principals of the schools in the local state contests shall agree on judges from the approved list.

The principal of the school at which the debating is to be held shall notify the 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.** The judges shall be selected by the University Committee on Debate.

Sec. 3. Instructions.

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

(b.) They shall base their decisions on the merits of the individual debaters, not on the merits of the question.

(c.) Each judge, at the conclusion of the contest, without consultation with any other judge, shall rank the speakers. The grading of the speakers by the judges shall fall between 50% and 100%. The judges shall seal their decisions in envelopes and deliver them to the collecting officer.

ARTICLE VIII

Meetings and Elections.

Section 1. The annual meeting shall be held at the University, at the time of the Interscholastic Meet. At this meeting, the President shall be elected to serve for a period of one year, or until his successor is elected. Each League High School shall be entitled to one vote.

ARTICLE IX

Expenses

Section 1. At the local or district state 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 (chaperon 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 contestants.

(c.) The railway mileage of the contestants; 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. Unless the questions shall have been determined at the annual meeting of the State Debating League, the President shall submit to the high school principals, before the publication of the bulletin, a list of six questions for debate. The two receiving the highest and the next highest number of votes shall constitute the questions for the ensuing year. These two questions, with bibliographies, shall be printed in the bulletin.

2. For the local state or district contests the statement of the questions for debate may be changed with the consent of the teams concerned. But the team desiring the change must restate the question and secure the consent of the other team.

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, to train them in effective delivery and to assist them in the organization of material.

6. Each high school in the League shall pay an annual fee of one dollar for current expenses.

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 parenthesis.

VI. 5. 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).

6a. No new argument is allowed in any of the six last 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.

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

3b. 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).

3c. 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

(To be read before each debate)

The purpose of these suggestions is to make clear to both judges and debaters what is expected from them, and thus to assist the judges 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 a clear and logical thought upon the platform with opponent. 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 be so rated.

A. ARGUMENT.

The matter of these pages is largely taken from the bulletin of the University of Wisconsin, "How to Judge a Debate." These pages have not been officially adopted by the Debating League, and schools are free to modify them as they please.

1. Each member of the teams should show general knowledge of both sides of the question.
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 attempted to arrive at the real issues, would give to the question. Far-fetched, 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 clear thinking; these may even overbalance roughness, awkwardness, and inexperience.
7. Debate is a contest, and the preference should be given to the team who actually meet the arguments of the opponents, who handle their notes with familiarity and command, who show, in short, that their rebuttal is a matter of present thought and not of memorizing.

PRIZES

The following prizes were offered in the year 1915-16 and similar ones may be expected for 1916-17:

1. By the University of Montana, a souvenir cup to the representa-

tive who wins first at the final contest. The high school winning the cup should hold it until the time set for the next regular final contest, at which time the cup should 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 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 representatives who win second, third, and fourth places at the final contest.

4. By the University, a gold medal for the best essay written by any member of the graduating class of the accredited state high schools.

5. By John M. Keith, a scholarship in the State University amounting to fifty dollars, to one of the high school debaters, chosen by the President of the University from the representatives in the final contest of the High School Debating League. The scholarship will be paid to the student 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.

QUESTION FOR LOCAL OR DISTRICT CONTESTS

The incorporated cities and towns of Montana should own and operate their public utilities. (It is understood that the term public utilities includes only water, light and street railway systems.)

Debaters studying this question should consider conditions in Montana. They should secure data from such towns as Helena and Missoula in which the question of municipal ownership of waterworks has been up. As far as possible, they should make their arguments apply to their own localities.

A bibliography may be borrowed or obtained at a nominal price from the Library of Congress, and clippings may be had from the H. W. Wilson Co., White Plains, N. Y.

(Note by the President of the League: The League is indebted to Miss Gertrude Buckhous, the University Librarian, and her assistants for the following bibliographies.)

SELECT LIST OF REFERENCES.

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QUESTION FOR FINAL CONTEST.

The United States should adopt a policy of ship subsidy for developing our merchant marine.

As this bulletin goes to press, the question of merchant marine is before Congress. Debaters should consult the Congressional Record of July and August, 1916. And speeches upon the bill may be obtained by writing your state senators and representatives.

SHIP SUBSIDY.

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 Outlook. 66: 966-8. D. 22, '00. Ship Subsidy Bill.
 Outlook. 84: 815-7. D. 1, '06. Ship Subsidies.
 Outlook. 85: 300-1. F. 9, '07. Ship Subsidies and Special Privilege.
 Outlook. 85: 307-11. F. 9, '07. Ship Subsidies.
 Outlook. 88: 815-6. Ap. 11, '08. Ship Subsidies.
 Outlook. 88: 819-21. Ap. 11, '08. Revival of Ship Subsidies. Louis
 Windmuller.
 Outlook. 94: 108-9. Ja. 15, '10. Ship Subsidies.
 Political Science Quarterly. 20: 594-611. D. '05. Shipping Subsidies.
 R. Meeker.

University Essay Contest

Winner for 1915-16: Arthur Jacobson, Missoula County High School; subject, "Hell Gate Canyon."

Subject 1916-17: See following paragraph.
To the Contestants:

Of late years there has been a growing interest in the History of Montana. We are now fairly familiar with what its leading men and women have done, and all of us have read descriptions of great events in the History of the State. A step further would be to explain why our famous citizens are entitled to recognition and why celebrated events should be remembered. This year the contestants are to explain the significance of some character or event in Montana History. They are not merely to describe an event or character, but they must explain why the event or the character is important. The subject selected may be of state importance or it may be of some event or character important only to a small community. The contestants may explain the importance of such men as Manuel Lisa, Father DeSmet, Bishop Tuttle, Marcus Daly, and Jacob X. Biedler, or they may choose a character known only in a small community and explain why he is important to that community. They may write on such subjects as the importance in Montana History of the Coming of the Railroads, the Mullan Trail, the First Smelters in Montana, the Battle of the Big Hole, the Navigation of the Missouri River and the Fur Trade in Montana. Among the large number of books that will be found useful are Father DeSmet's Works, Bishop Tuttle's Reminiscences, Collections of the Montana Historical Society, and the Histories of the State. The contestants would do well also to talk to the pioneers of their community with whom they happen to be acquainted.

All communications concerning the Essay Contest should be addressed to Professor George R. Coffman, Chairman 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 first 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.

University Extension

Lectures.

Many high schools have made use of the Department of University Extension to enrich their work through the use of lectures and entertainments. Lists of available lectures may be obtained by writing the Department of University Extension, University of Montana.

Terms for these lectures are as follows:

When no admission is charged, the local authorities are simply requested to provide the place of meeting, adequate advertising, and the local entertainment of the lecturer.

When the local authorities wish to charge admission, a fee of \$10.00 payable to the extension fund is required in addition to the points mentioned above.

Owing to the small fund available for traveling expenses, it may not always be possible for the University to pay all of the traveling expenses to remote parts of the State.

For all musical numbers a fee of \$20.00 is required because of the greater expense in sending two persons.

Where no lantern is available the local authorities will pay the transportation charges on the stereopticon from the University and arrange for its electrical connection by some authorized person. When electricity is not available gas tanks must be shipped from the University.

PACKAGE LIBRARY SERVICE.

The University Library is forming, in a tentative way, a series of package libraries, to which, during the year, it will add new subjects as rapidly as possible. As at present made up, they consist mainly of clippings from metropolitan newspapers. Magazines containing related material are to be found in most city libraries, or, in some cases, the University can lend them. These libraries may be obtained by applying to the University Librarian with a deposit fee of fifty cents for each library desired. This fee will be refunded, less postage and fines for mutilation or delay in returning. Each library may be retained two

*Because of the space taken by the announcements concerning high school activities, the prize essay is not printed this year.

weeks; a fine of five cents a day will be imposed for each library kept overtime. Libraries are now ready on the following subjects:

Alaska Railroad	Government Ownership (Telegraph)
Balkans	Government Ownership & Control
Child Welfare	Immigration
City Managing	Income Tax
Civil Service	Industrial Commission
Commission Government	Latin America
City Improvement	Merchant Marine
Congress	Municipal Groceries and Markets
Conservation	National Defense
Drama	Opera
Employment Bureau (Federal)	Panama Canal
Foreign Relations	Parent-Teachers' Association
Foreign Trade	Prisons
Profit Sharing	Suffrage
Radium	Temperance
Railroads	Telephone (state ownership)
Rural Banks and Credits	Trade Commission
Ship Registry	Trusts
Single Tax	Ulster
Stock Exchange	Workmen's Compensation
Strikes	

TOWN AND COUNTY LIBRARIES.

Schools or towns putting in new libraries or arranging old ones may secure the assistance of Miss Gertrude Buckhous, Librarian of the University. Miss Buckhous will be glad to correspond with any interested. In view of the recent passage of the County Library Law, she emphasizes especially that residents of communities interested in securing the establishment of library service in their counties correspond with her as to the best method of procedure.

SUGGESTIONS RELATIVE TO HIGH SCHOOL ACTIVITIES—PLAYS

The following articles and books are helpful to those interested in dramatics for the high school: **The Choice of Plays**, by Alec Drummond in *The Quarterly Journal of Public Speaking* for April 1916, (University of Chicago Press, \$0.60); **Practical Stage Directing for Amateurs**, by Emerson Taylor (New York, Walton & Co., \$1.00); **Costumes and Scenery for Amateurs** by Constance D'Arcy Mackay (Henry Holt, 34 W. 33rd St., New York, \$1.75); **How to Produce Children's Plays** by Mackay, (Holt, \$1.25). To these I add the following material quoted from Alec Drummond's article cited above: "Every director of amateur dramatics should have the following aids: the Drama League's **Plays for Amateur Acting**, **Plays for Amateurs** (1915), **Plays for Children** (1915), **List of Plays for High School and College Production** (1916), (\$0.25 each; address 736 Marquette Building, Chicago); **Plays for Amateurs**, arranged by R. J. Davis for the Drama League of Boston (address Room 705, 101 Tremont Street, Boston); "Fifty One-Act Plays," selected by A. M. Drummond, in the *Quarterly Journal of Public Speaking* (October, 1915). * * * * * **A Selected List of Plays for Amateurs**, by E. A. McFadden (address 113 Lakeview Avenue, Cambridge, Massachusetts) is very complete. Add, of course, catalogues of * * * * * Baker & Co. (5 Hamilton Place, Boston), French (28-30 West 38th Street, New York), Dramatic Publishing Co. (542 South Dearborn Street, Chicago)."

A CLASSIFIED LIST OF READINGS.

Arranged with Introductory Suggestions by Mrs. Alice Macleod,
Assistant Professor of Public Speaking.

The list of selections below has been arranged for publication in the hope that it may carry suggestions to those who are desirous of assist-

ance in their choice of readings for the annual Declamation Contest.—

There are probably three questions to be answered in connection with choosing a selection. First, what kind of a reading shall be chosen. The answer to this question should always be: "The type of selection which I can most thoroughly understand, provided, of course, that it has real value as literature or at least that it is wholesome and true in its relation to life."

In the beginning, one expecting to enter declamatory contests should understand distinctly that speaking and reading in public are not extraordinary performances requiring qualities of voice and gestures foreign to his own experiences or observation, but that they are perfectly natural actions, the communication of ideas to others. Unless he does realize that reading and speaking should always come as a result of actual knowledge and true emotional understanding, participation in any speaking contests will tend to do him more harm than good. The selections obviously best fitted to the occasion are stories and poems that can be chosen from the literature used in the high school; orations or narratives relating to the history that has been covered by the pupil; and selections particularly suited to his individual ability, mental and emotional. Each pupil entering the contest should be guided in his selection of a reading by an older person who realizes fully these important considerations and who knows the boy or girl.

The second question is: where can a good reading be found? The mistake a young person often makes is to look beyond the perfectly good material to be had in his books of literature and history, and narratives such as are told by his teachers, parents and grandparents, (oftentimes of their actual experiences) to the unusual—the story that is very novel and even tragic or melodramatic. The result is that he wastes half his time for preparation in searching for the selection, and often selects the declamation which is beyond his understanding. In this connection, many pupils write to me each year asking me to select declamations for them. They do not realize how impossible this is. It is just as difficult as it would be for a teacher of vocal music to suggest a song to some one whose voice she has never heard, or for a teacher of drawing and painting to suggest a sketch to be done by some one of whose skill she has no knowledge. In general, a pupil wishing to deliver an oration should select from those with which he is familiar or from those dealing with subjects in which his interest has been awakened. Most of the collections of orations that have appeared in book form are good. The teachers of English and History are familiar with these. The high school student who is interested in the live issues of the day will enjoy the study and delivery of modern speeches and furthermore will make his hearers enjoy them. He should watch the newspapers and current magazines and government bulletins (sending for the bulletins if necessary) for copies of speeches that are being made daily by the leading speakers of the day.

The third question is: where can a reading of ten minutes length be found. It is not nearly as difficult to abridge poems and stories as may be supposed by those who have not made the attempt. Furthermore, it is of much greater value to the pupil to make his own cutting. He should make an outline of the episodes in the story, get clearly in mind the "points" that are necessary in its progress and cut out the matter that is not necessary to the central idea. Of course much of the narration and description can be condensed. Some readings lend themselves to abridgment much more readily than others. I shall be glad to assist any who after careful effort are unable to make an abridgment. There are many short poems and stories that will not need any abridging. The declaimer who reads five minutes has as much chance to win as the one who reads nine or ten, provided he is equally alert to his thought and has the same degree of the communicative spirit.

In the list given below, I have indicated where most of the selections can be found. Some, by well-known authors, will of course be found readily among that author's works. Where these were known to be in

one of the well-known collections of readings, I have made mention of it. If difficulty is experienced in finding any selection, I shall be glad to give any assistance I can. It will be seen that most of the readings given can be found in **The Speaker**.

The Speaker. (Numbers 1-32) paper, 40 cents each; cloth, 60 cents each. Publishers, Hinds, Noble & Eldredge, 31-35 W. 15th St., New York City.

The Humorous Speaker. (One volume). Publishers, Hinds, Noble & Eldredge, New York City.

Cumnock's Choice Readings. (One volume), \$1.50. McClurg's Publishing Co., 1218 Wabash Ave., Chicago.

Miss Frances Walker (furnishes typewritten copies of readings), 2020 Sherman Ave., Evanston, Ill.

The following collections of Orations are good:

Modern Eloquence. 10 volumes. John D. Morris, Philadelphia.

American Orations. Putnams, 226 W. 45th St., New York.

Best American Orations of Today. Blackstone. \$1.25, Hinds, Noble & Eldredge, New York City.

HUMOROUS.

Poetry.

Selection.	Author.	Can Be Obtained.
1. Almost Beyond Endurance (Child Dialect).....		Riley
2. Ballad of the Oysterman.....		Holmes
3. Cremation of Sam McGee.....		Service
4. The Courtin'.....		Lowell
5. De Cirque at Old Ste-Anne (French Canadian Dialect).....		Miss Walker
6. De Captain of de Marguerite (French Canadian Dialect).....		The Speaker
7. How the Old Horse Won the Bet (Holmes).....		
8. The One-Horse Shay (Holmes).....		
9. The White Squall (Macaulay).....		
10. The Cap That Fits (A. Dobson).....		The Speaker
11. Jane Jones (Ben F. King).....		The Speaker
12. The Man in the Moon (J. W. Riley).....		
13. Nini, Ninette, Ninon (Weatherby).....		The Speaker
14. Ol' Joshway and de Sun (J. C. Harris).....		Humorous Speaker
15. Mon Pierre (French Canadian Dialect) (Amsbary).....		Humorous Speaker
16. A Certain Young Lady (Washington Irving).....		Humorous Speaker
17. "Specially Jim" (Morgan).....		The Speaker

Prose.

1. Annexation of Cuba (Mrs. Wiggs of the Cabbage Patch).....	Miss Walker
2. Apollo Belvedere (Negro Dialect) (Stuart).....	The Speaker
3. By Telephone.....	Cumnock's Readings
4. A Critical Situation (Mark Twain).....	The Speaker
5. Day of Judgment (Eliz. Phelps).....	The Speaker
6. A Doorstep Dialogue (A. Southern).....	The Speaker
7. Emmey Lou Copying Digits (Martin).....	The Speaker
8. An Encounter With An Interviewer (Mark Twain).....	Cumnock's Readings
9. First Visit to the Butcher (Fisk).....	The Speaker
10. The Foxes Tails (Scotch Dialect).....	The Speaker
11. The Garden Plot.....	Miss Walker
12. Hare and Tortoise.....	The Speaker
13. How She Went into Business (Negro Dialect) (Harris).....	The Speaker
14. In Ole Virginia (Negro Dialect) (Thos. N. Page).....	Miss Walker
15. How the Whale Got His Throat (Kipling).....	Fulton & Trueblood, Standard Selections
16. How the Elephant Got His Trunk (Kipling).....	The Speaker
17. The Imaginary Invalid (J. K. Jerome).....	Fulton & Trueblood
18. Jim Fenton's Wedding.....	Miss Walker
19. The Lady Across the Aisle (Child Dialect).....	Miss Walker

20.	Lucy Dill's Wedding.....	Miss Walker
21.	Louis XV. Fan.....	Miss Walker
22.	Mandy's Organ.....	Miss Walker
23.	The Mind Cure of Brother Peter Paul (Darkey Dialect).....	Miss Walker
24.	Mr. Dooley on the Grippe.....	Miss Walker
25.	Mr. Dooley on Lawyers.....	The Speaker
26.	Mr. Dooley on Suffrage.....	The Speaker
27.	Mister Coon and Mister Rabbit (Negro Dialect) (J. C. Harris).....	The Speaker
28.	Our Guides in Genoa and Rome (Mark Twain).....	Cumnock's Readings
29.	Pickwick in the Wrong Bedroom (Dickens).....	Cumnock's Readings
30.	Sally Ann's Experience (E. C. Hall).....	Humorous Speaker
31.	Sonny's Christening (Stuart).....	The Speaker
32.	A Slow Race.....	Miss Walker
33.	Traver's First Ride.....	Miss Walker
34.	The Rivals, Act II, Scene 1. (Sheridan).....	Miss Walker
35.	A Visiting Peer.....	Miss Walker
36.	With Any Amazement (Kipling).....	The Speaker
37.	The Little God and the Machine (Eleanor Hoyt Brainard).....	
38.	Anne of Green Gables.....	The Speaker
39.	The New Baby at Rudder Grange (Stockton).....	The Speaker
40.	Via Courier (O. Henry).....	
41.	Penrod (pub. in book form. There are many complete stories) (B. Tarkington).....	
42.	A Man's Place.....	
43.	Poor Dear Mamma (Kipling).....	The Speaker
44.	The Courting of Dinah Shadd (Kipling).....	The Speaker
45.	Scene from Shaughraun (Irish Dialect) (Boucicourt).....	
46.	Mr. Bob Sawyer's Party (Dickens).....	Humorous Speaker
47.	Sounders McGlashan's Courtship (Scotch Dialect) (Kennedy).....	Humorous Speaker
48.	A Scotch Wooing (J. K. Jerome).....	Humorous Speaker
49.	Ringing the Changes (Bertha Moore).....	Humorous Speaker
50.	Misdemeanors of Nancy (Hoyt).....	The Speaker
51.	Housecleaning (From the Spinners in the Sun) (Reed).....	
52.	Making of a Sure Enough Lady (From the "Shepherd of the Hills") (Wright).....	

DRAMATIC.

Poetry.

1.	Ballad of the East and West (Kipling).....	
2.	The Brothers (W. W. Gibson).....	
3.	Burial March of Dundee (Aytown).....	Cumnock's Readings
4.	Fitz James and Roderic Dhu. (Scott).....	Cumnock's Readings
5.	Miles Standish's Encounter with the Indians (Longfellow).....	
6.	The Revolutionary Rising (Read).....	The Speaker
7.	The Revenge (Tennyson).....	The Speaker
8.	A Royal Princess (Rossetti).....	The Speaker
9.	The Shooting of Dan McGrew (Service).....	Service's Poems
10.	The Vagabonds.....	Cumnock's Readings
11.	Virginia (Macaulay).....	Cumnock's Readings
12.	The Feet of the Young Men (Kipling).....	Kipling's Poems
13.	Gunga Din (Kipling).....	Kipling's Poems
14.	Danny Deever (Kipling).....	Kipling's Poems
15.	How They Brought the Good News (Browning).....	The Speaker
16.	Herve Riel (Browning).....	The Speaker
17.	Chiquita (Bret Harte).....	The Speaker
18.	Battle of Ivry (Macaulay).....	The Speaker
19.	Cassius on Honor (Shakespeare).....	The Speaker
20.	Jim Bludso (John Hay).....	The Speaker
21.	Spell of the Yukon (Service).....	

22. Wolsey's Speech from Henry VIII. (Shakespeare).....The Speaker
23. Quarrel Scene from Julius Caesar (Shakespeare).....The Speaker
24. Rhyme of the Duchess May (Eliz. Browning).....The Speaker
25. The Last Ride Together (Robt. Browning).....The Speaker
26. The Lost Duchess (Robt. Browning).....The Speaker
27. The Highwayman (Alfred Noyes).....Noyes' Ballads
28. Mark Antony's Speech (Shakespeare).....

Prose.

1. Bill Mason's Ride.....Cumnock's Readings
2. The Burgundians' Defiance (McCarthy).....The Speaker
3. The Call of the Wild (J. London).....The Speaker
4. The Courage of the Commonplace.....Miss Walker
5. Dear Old Yale.....Miss Walker
6. The Death of Arbaces (Lord Lytton).....
Fulton & Trueblood, Standard Selections
7. Drums of the Fore and Aft (Kipling).....The Speaker
8. If I Were King (McCarthy).....The Speaker
9. The Lost Word (Van Dyke).....The Speaker
10. Leper Scene from Ben Hur (L. Wallace).....Miss Walker
11. The Red Bird (From The Cardinal).....Miss Walker
12. Soldier of the Empire.....Miss Walker
13. Smike's Attempted Escape (From Nicolas Nickleby) (Dickens)
Dramatic Readings from Dickens
14. The Tell Tale Heart (Poe).....The Speaker
15. The Mallet's Masterpiece (Peple).....
16. The Necklace (De Maupassant).....The Odd Number
17. His Majesty the King (Kipling).....The Speaker
18. The Man Who Was (Kipling).....The Speaker
19. The Man With One Talent.....The Speaker

PATHETIC AND TENDER SENTIMENT.

Poetry.

1. The Return of Enoch Arden (Tennyson).....The Speaker
2. The Famine (Longfellow).....Cumnock's Readings
3. The Machine (Service).....Service's Poems
4. Incident of the French Camp (Browning).....The Speaker
5. Oh Captain, My Captain (Walt Whitman).....The Speaker
6. Lorraine (Chas. Kingsley).....Cumnock's Readings
7. In the Children's Hospital (Tennyson).....Miss Walker
8. The Cry of the Children (Browning).....The Speaker

Prose.

1. Death of Mrs. Dombey (Dickens).....The Speaker
2. Death of Little Dombey (Dickens) (from Dombey and Son)
.....The Speaker
3. Death of Jim (Mrs. Wiggs).....The Speaker
4. End of the Task (Sweat Shop Story) (Lessing).....The Speaker
5. Little Nell (Dickens).....The Speaker
6. Tournch of the Heart.....Miss Walker
7. Nannie (Scene from the Little Minister) (Barrie).....The Speaker
8. The Slow Man (Poole).....The Speaker
9. A Christmas Present for a Lady (Kelly).....The Speaker
10. The Man Without a Country (E. E. Hale).....The Speaker
11. The Two Carpenters (Zona Gale).....Miss Walker
12. The Doctor's Last Journey (Maclaren).....The Speaker
13. Tiny Tim (Dickens).....The Speaker
14. The Happy Prince (Wilde).....E. S. Werner Co.

MISCELLANEOUS.

Poetry.

1. A Court Lady (Eliz. Browning).....Eliz. Browning's Poems

New South, The

2.	Christmas Story (Riley).....	
3.	Dora (Tennyson).....	Fulton & Trueblood, Standard Selection
4.	If (Kipling).....	The Speaker
5.	In an Atelier.....	Cumnock's Reading
6.	Knee-Deep in June (J. W. Riley).....	Cumnock's Reading
7.	Lady of Shalott (Tennyson).....	Cumnock's Reading
8.	Longing for Home (Jean Ingelow).....	Cumnock's Reading
9.	Little Brown Baby (Dunbar).....	The Speaker
10.	Mandalay (Kipling).....	Fulton & Trueblood, Standard Selections
11.	Mammy's Pickanin (Lucy Jenkins).....	The Speaker
12.	My Rights (Equal Suffrage).....	The Speaker
13.	Romance of a Swan's Nest, The (Eliz. Browning).....	The Speaker
14.	"When the Old Man Smokes (Dunbar).....	Miss Walker
15.	When the Corn Pone's Hot (Dunbar).....	Miss Walker
16.	When Malindy Sings (Dunbar).....	
	.....	Fulton & Trueblood, Standard Selections

Prose.

1.	Amy Robsart and Richard Varney (Scott).....	Cumnock's Readings
2.	Alice's Flag (from "Alice of Old Vincennes".....	
3.	At the Yorkshire School (from Nicholas Nickleby).....	
4.	Angels and the Shepherds (from Ben Hur) Lew Wallace.....	
	.....	The Speaker
5.	The Boy That Was Scaret o' Dyin' (Annie Slosson).....	The Speaker
6.	Boots at Holly-Tree Inn (Dickens).....	Cumnock's Readings
7.	The Child Wife (from David Copperfield) (Dickens).....	
	.....	Fulton & Trueblood, Standard Selections
8.	From a Far Country.....	The Speaker
9.	For the Love of a Man (London).....	The Speaker
10.	The Fir Tree (Hans Anderson).....	The Speaker
11.	Gavroche and the Elephant (Victor Hugo).....	The Speaker
12.	Hair-Cutting Scene (from Mill on the Floss) (Eliot).....	Miss Walker
13.	Mrs. Tree (Laura Richards).....	Fulton & Trueblood, Standard Selections
14.	Penelope's English Experience.....	Miss Walker
15.	Maggie's Visit to the Gypsies (Mill on the Floss).....	
16.	Twice Told Tales (Good Short Stories) (Hawthorne).....	
17.	Rip Van Winkle. Act 1, Scene 1. (Irving).....	
	.....	Fulton & Trueblood, Standard Selections
18.	Rip Van Winkle, Act 2, Scene 1 (Irving).....	
	.....	Fulton & Trueblood, Standard Selections
19.	Scene at Dr. Blimber's (from Dombey and Son) (Dickens).....	
	.....	Cumnock's Readings
20.	The Soldier's Reprieve (Robbins).....	
	.....	Fulton & Trueblood, Standard Selections
21.	School for Scandal. Act 2, Scene 1. (Sheridan).....	The Speaker
22.	The Swan Song (Catherine Brooks).....	Fulton & Trueblood
23.	Trial of Ben Thomas (Edwards).....	The Speaker
24.	The Far-Away Princess (Sudermann).....	E. S. Werner Co.

The English Council

The Montana State Council of the Teachers of English is an organization for all teachers or supervisors of English. It was organized in May, 1914, and holds two sessions yearly, one at the time of the State Teachers' Association, the other at Missoula during the Interscholastic Meet. The Council has already secured from the state board the passage of a regulation limiting the number of students to be assigned to English teachers in accredited high schools, and has prepared a detailed formulation of the points to be emphasized in the high school in the teaching of English grammar and composition. It is the hope that this outline may soon be issued as a joint bulletin by the state colleges. The next meeting of the Council will be in Missoula in November in con-

junction with the meeting of the State Teachers' Association. At that time the main topic for discussion will be literature (English and American) in the high school.

All teachers or supervisors of English are requested to become members. The annual fees are 50 cents; by payment of \$2.00 one may not only become a member of the council but receive for one year **The English Journal**, the official magazine of the National Council of English Teachers.

For further information write the departments of English at the State University, the State College, or the Normal School. The present officers are: W. F. Brewer, President, Bozeman; Carl Holliday, Vice-President, Missoula; George R. Coffman, Secretary-Treasurer, Missoula.

PUBLICATIONS

OF THE

UNIVERSITY OF MONTANA

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