

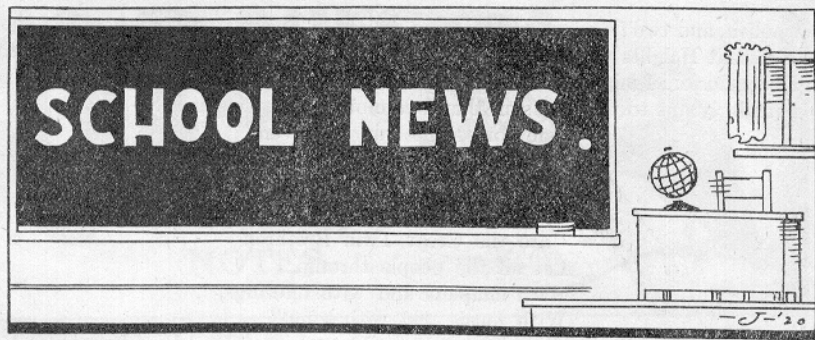
C.H.C.I. Debaters . . . Rutherford Cup



PROVINCIAL WINNERS, 1915-16

Back Row: Ethel Hopkins, Mr. W. Aberhart, Mabel Giles.

Front Row: James Davisson, Roger Hibbard, Tom Tidball.



THE RUTHERFORD DEBATING CUP

"It was a famous victory."

THERE are always ups and downs in every form of activity, and it would be impossible and undesirable that one school should be able to carry off every kind of triumph, year after year, without defeat. Perhaps we used to think C.H.C.I. was one of this ideal type, and doubtless we thought the Fates were decidedly unkind to deprive us of our long, unbroken record in the sport field. However, the theory of the silver lining to the cloud is ever true, and was certainly proved so in our case. If we had held our usual successes in other directions, the triumphant return of the Rutherford Debating Club from Edmonton would not have excited us the way it did. As it was, the silver lining quite eclipsed the cloud, or, to use a more concrete illustration, the debating cup filled the void in the cup case and made us practically forget the absence of the others.

The first debate of the series was held December 13th, the subject being the League of Nations, between C.H.C.I. and Medicine Hat. Willie Cassels and Evelyn Northfield went forth from our midst to quell the opposition in foreign territory, while Margaret McLean and Gladys Ekstrom remained on the defence. This debate ended in our first victory, gained by 3 points, and showed us that Crescent Heights was resolved to show her guns to the world this time.

The next debate, on January 23rd, was the semi-final, to determine the winners of the southern half of the province. Our adversary this time was Cardston, and the subject was the nationalization of railways. Willie Cassels and Barbara Villy, supported the affirmative at home, while James Campbell and John Cassels departed into the land of the Mormons to speak on the negative. After long manipulations of the long-distance telephone, which always seems to take a horrible delight in causing as much difficulty as possible on such occasions, it was discovered that this debate had resulted in a dual victory for C.H.C.I., gained by 10 points.

Now, nothing remained but the finals, the great finals, to indicate the future resting place of the trophy. On February 27th our two champions, John and Willie Cassels sallied forth to Edmonton to battle for the school, many of us at the time longing for the seven-league boots, to bear us over the 200 miles, in order that we might hear this last great fight of the series. The subject was once more the League of Nations, and our team was to speak on the negative. The final debate has been somewhat tersely though adequately described in the following lines:—

"John and Will went up the hill,
To fetch a cup of silver;
Will spoke first, the "League" then burst,
And John came thundering after."

Of course the boys won—that was only to be expected—and by 7 points! They returned, victorious, accompanied by the cup, all three shining brightly, one from

silver polish, and two from good humor and delight. The sons of the school had shown that Crescent Heights was worthy to hold the coveted trophy. Hurrah for C.H.C.I.!

In conclusion, I might say that I came across a quotation the other day which seems so particularly apt to this occasion that I cannot help putting it in:—

“Safe comes the ship to haven,
Through billows and through gales,
If once the Great Twin Brethren
Sit shining on the sails
Unto the Great Twin Brethren
Let all the people throng,
With chaplets and with offerings,
With music and with song!”

And so let us all say, in more modern phraseology, “Hip! Hip! Hurrah!”

Rutherford Cup - Provincial Debate Champions 1921-22



RAYMOND KLINCK



MISS FRANCIS SIMPSON



MISS MARGARET JACKSON



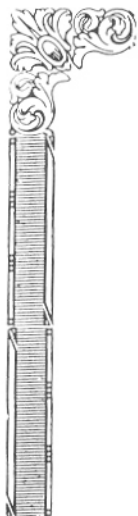
JAMES MAHAFFY



J.D. FERGUSON B.A.
Anchor in Orange



Wm. AMEHART B.A.
Principal



THE CHRONICLE OF THE OSBORNE CUP DEBATES.

Long had debate flourished in the High School on the North Hill. Wherefore it came to pass in the year 1922 that a certain form therein, to wit 10B by name, did feel this same spirit of debate waxing strong within it. In oral composition periods full many a Demosthenes was made known to his fellows. Talent of such nature was not "born to blush unseen, and waste its sweetness on the desert air." Hence it came that when a debating contest arose within the Upper School, four valiant debaters went forth and returned with the spoils of victory, the Silver Inter-Form Debating Cup which had lately been presented by that worthy aforetime chief of the Rotary Club, Mr. Fred Osborne, in the hope of giving a new impetus to the Art of Public Speaking.

Below follows the narration of the events of the conflict:

By dire and awful ballot were the Four chosen, Dunn, Niles, Henderson and Hill (the latter being the "Redoubtable Bob," true to his sobriquet still, in that he feared not, neither did he shun the female society into which he thus by ballot was thrust.) Next came long and careful preparation for the fray on the question of whether Motion Pictures were beneficial to the Community or No. The name of Brief was quite unknown, but with the immortal Shakespeare, they queried, "What's in a name?"

The first skirmish took place with 10C with an easy victory for 10B, since mischance had befallen 10C in the shape of illness among their debaters, and at the last moment, (that is to say, the night before), a new debater had hastily been thrust into the breach. Led on by their valiant captain, Leucks, 10C made a brave stand—but what were obstacles such as Wool, Birch (the aforesaid breach stopper), or even Ross rifles, to the valiant fury of 10B? Enough said!

That same week of the Ides of March, a hard-fought battle on the issue of Open Shop vs. Closed Shop ensued between XIA and XIB. Though 'tis said that XIA had a debater second to none in the person of Norman Kennedy, and that Bryan, Hobbs and Tuttle were an unusually strong combination, yet the honors of victory fell to XIB. But when it became known that the XIB champions were McCannell, Tattersall, Jones and Raethke, no longer was there any surprise.

In due time came the second stage of the campaign, which in technical language is termed the Semi-Finals. These were staged on a grander scale being held in the Assembly Hall whereas the Preliminaries had been held in the class-rooms during composition periods. The subjects of debate remained the same as in the Preliminaries, 10A and 12 having each drawn the "bye."

"T'were long to tell" how on March 24, 10A fought and fell; since Fate had frowned on them and sent "flu" to affect their ranks. The victory was not to them, but the honor of fighting valiantly against heavy odds assuaged their pain and they vowed that some future day, they would "rise and fight again." Perchance the fighting blood of Johnny Armstrong, the brave Border forayer, runs in the veins of these debaters of 10A.

On the unpropitious last day of the winter term, when holiday rather than debate was in the minds of most students, the second battle of the Semi-Finals was waged in the Assembly Hall between XIB and 12. Perchance



THE X-B DEBATERS, WHO BY DEFEATING XII IN THE FINAL OF THE INTER-ROOM DEBATES, WON THE F. E. OSBORNE CUP, 1922

Back Row (left to right)—Helen Niles, Miss Alford, M.A., Robert Hill, Mr. Aberhart, B.A., and Martha Henderson.
Front Row—Winnie Dunn and the Osborne Cup.

it was awe of their superiors, perchance it was too great assurance of easy victory—I know not why—suffice it to say that XIB met defeat at the hands of Salt, Clydesdale, Bowden and Evans of Grade 12. Nevertheless, the margin of defeat was so very narrow, that Jones and Raethke can be said to have “nearly” won.

At length came the night of the Final Debate, May 5th. Before a packed hall the heroes, Dunn and Hill of 10B met in grim death struggle with the “gods that dwelt on High Olympus” meaning thereby the debaters Salt and Clydesdale of Grade 12. Spectators held their breaths as the battle waxed fast and furious, each champion showing true debating form. The subject was a knotty one, one that had often been debated on the floor of the House of Commons: “Resolved, that the Canadian Suffrage be Restricted by an Educational Test.” Nevertheless, the valiant ones faltered not; “Much was said on both sides.” In student parlance it was a “regular” debate. The august judges were Messrs. Samis, Mahaffy and Tory; and when the verdict was announced it was found that the youthful champions of 10B, Winnie Dunn and Bob Hill, had won, not only the Osborne Cup, but also undying fame in the halls of Crescent Heights for “’Twas averred

A finer debate had never there been heard.”

Thus endeth the Chronicle.



TENACIOUS XACIOUS

"What we have we hold. What we've not we're after."

To have and to hold—the F. E. Osborne Cup.

Hard fought for and **HARDLY EARNED** in 1923, was the F. E. Osborne Cup for inter-class debates.

XA entered on their meteoric career on Tuesday, March 13th, by defeating the teams from Grade XII both at home and in the enemy's country, and proved conclusively that Alberta should and should not adopt a system of Consolidated Schools.

Teams from XIA and XIB were victorious when debating this subject against XIC and XC respectively.

The next question to be settled was whether Alberta should or should not control her own natural resources. Once more both teams from XA proved their points to the satisfaction of the judges and the discomfiture of XB. The two surviving classes of XI debated the same subject, and XIA came forth to meet XA in the finals.

"To be or not to be—that is the question." Who should represent these two classes in the final debate? Should Helen Brown, Marjorie Winspear, Sosinsky or Keleman from XA come against Helen Niles and Eva Simpson from XIA?

XA rose in its might and the two boys, Sosinsky and Keleman, succeeded in proving that employees as such in each industrial corporation, should be allowed to select from their own ranks members of the boards of directors, all directors to have equal rights and powers.

Amid a breathless silence the judge announced the decision—XA had won, and now are the proud holders of the much-contested cup.

MARJORIE WINSPEAR.

ACADEMICS

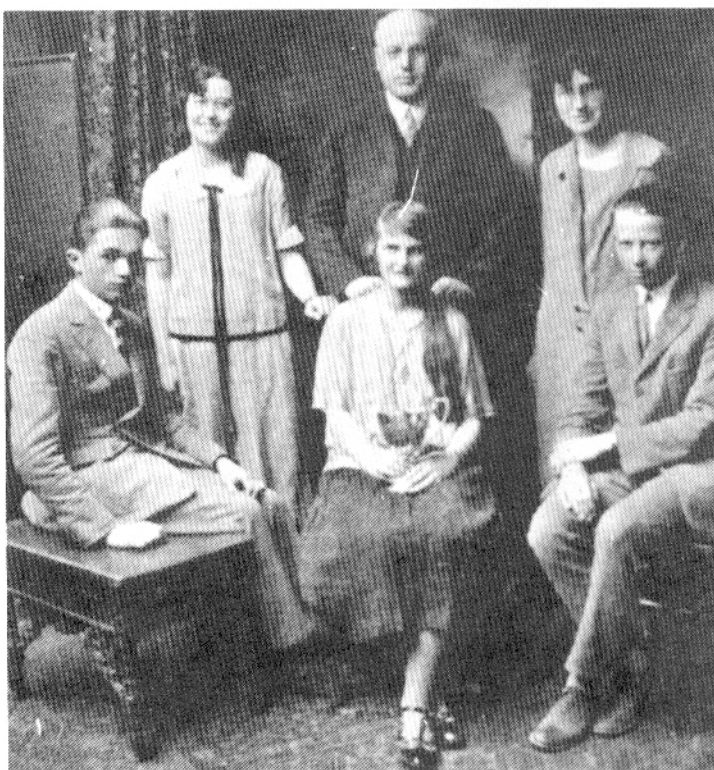
Crescent Heights was started as an Academic School in Calgary and to set the standard, the first year the Debating Team went on to win the Rutherford Cup. This was the beginning of many winning debate teams and other academic triumphs.

Back Row L-R: Helen Niles, Miss Alford, M.A., Robert Hill, Mr. Aberhart, B.A., and Martha Henderson.

Front Row: Winnie Dunn and the Osborne Cup.



Osborne Cup Debaters, 1922.



Osborne Cup Debaters, 1925.



OSBORNE CUP DEBATE.

1925



Standing (left to right) Mr. E. D. Campbell, Jean Henderson, H Grey,
T. V. J. Zibrick. Sitting: Jessica French, Mr. Wm. Aberhart.

THE OSBORNE CUP DEBATES

Once again the battle for the F. F. C.



THE OSBORNE CUP DEBATES



OSBORNE CUP DEBATES

RESOLVED THAT THE NEW SYSTEM OF EXAMINATIONS IS SUPERIOR TO THE OLD SYSTEM

AFFIRMATIVE

We, the students of Crescent Heights, are rapidly approaching the end of another term. This term is particularly notable in the life of the school not only because it is the first full term to be spent in the new school, but also because a new system of examinations has been introduced. Many people consider the new system of four sets of examinations to be superior to the old system of three sets; others do not. To quote figures, of the one hundred and twenty-five grade eleven students who wrote debates on the subject, ninety-five chose the affirmative, thirty the negative.

The new system of examinations is better for the parents of the students, the teachers and the students themselves than the old system of examinations. The new system enables the course to be divided up into smaller divisions which are easier to teach, to learn and to review than the former longer sections. The four sets of examinations afford the bright lights more opportunities to shine, and the dim candles a better chance to trim their wicks and brighten up.

The new system enables the student to gain a fuller experience of how to write examinations and at the same time makes him regard examinations as an every-day occurrence, thus doing away with the confusion and loss of time usually attendant upon examinations. The fuller experience gained is of inestimable value to the grade nine scholar for it enables him to combat, with greater self-confidence, that unknown arch-demon, the final examination.

The new system of examinations bringing in the one-hour examination is fairer to the individual student than the old system with its tedious three-hour trials. The student does not get time, in a one-hour examination to become tired and, even if he has three different examinations in one morning, a little variety is not harmful. The examinations are over in three days. That leaves only three nights to study. This short time to study makes the "crammer" take a back seat and enables the average student to step right up into the front rank.

In case of failure, in the first of the examinations, the three chances given at each makes it possible for the backward student and the non-worker to succeed. The three tries give him an opportunity to make a good mark in something and also make him study hard in an attempt to pass in the third examination. The compulsory "dropping" of a subject after three failures in it is of distinct value to the majority of the students for it enables them to proceed with their work at a normal

RESOLVED, THAT THIS YEAR'S SYSTEM OF
EXAMINATIONS IS BETTER THAN
LAST YEAR'S

NEGATIVE

Being a student of C.H.C.I., and having consequently suffered the tortures of this year's system of examinations, I am convinced that it is unfair to the student. This reveals itself in many ways. However, in this discussion, I shall limit my remarks to two main ways in which this is seen:

A. This year's system of examinations does not give an accurate determination of progress.

B. This year's system of examinations does not give the student a fair chance on the final examinations.

The examinations this year are unfair to the student because they do not give an accurate determination of his progress. There are five ways in which this defect makes itself evident.

In the first place, the student must study each subject just as much as for a paper lasting three hours. Moreover, with the one-hour system the student has so many examinations on the same day, that he cannot possibly take a last general review of his notes. This review, nevertheless, is very necessary, in order to get a subject well in mind.

Now let us look at the actual writing of the examination. Many of the students have found that they have hardly had time to become settled in a one-hour test before the bell rings to hand in the papers. This causes the students' poorest attempts to be taken as a guide to their progress, whereas, if those students were given a three-hour paper they would, in many cases, write, almost without trouble, for the remainder of the paper.

The fact that there are too many subjects written on the same day also has another effect. The average student finds that he cannot quickly change from one examination to another, and concentrate on the one now in hand. For example, two language tests in one morning do not work very well, but more often result in French verbs with Latin endings.

Another view deals with the determination of progress on individual subjects. When several examinations are written in one morning the last is almost certain to be poorly done. This is due to one or both of two reasons:—(1) The student has become confused during a previous paper. He, therefore, remains nervous for the remainder of the morning. (2) His mind and body are both tired out from the strain of the previous papers.

rate without hindrance. This "dropping" is also of benefit to the student who is compelled to drop it for it enables him to concentrate his powers more completely on those subjects which he can do or likes to do.

The first examination, held so early in the year, shows the student, at a very early date, just where he stands in comparison to his fellows. It also shows him if harder work is necessary for success. If he decides to get down to work there is more time for him to accomplish his object than there was with the old examination system.

Considered from any point the new system of examinations is undeniably better for the student. It demands more work on his part, more individual effort. It thrusts more self-responsibility upon his shoulders. It makes him take his first independent strokes out into life's great river. He educates himself and it is for self-education that he comes to school, not merely to pass examinations. The new system adds to the present and ultimate happiness of the student are not afflicted with the "grousing" about examination by the students for as long a period as previously. The parents' attention is drawn, by the card idea, particularly to those units in which the student as indicated by the old reports

The teachers, too, like the new system better. The work due to its smaller divisions is easier to teach. The short examinations papers, averaging about four sheets, entail less work and time to correct than the old papers of twelve to fifteen sheets. True these are more sets of papers to correct but the work is spread over a greater extent of time thus lessening the strain on the teachers. The new system of examinations brings the student, who has difficulties in the work, into closer contact with the teacher. By this means the teacher is able to give help to such students, lightening the load of worries on both the student and teacher.

Keeping all these facts in mind, you can easily see that the new system of examinations is decidedly superior to the old for all concerned with the work of the school.

A. GODFREY—XIA.

AN ESSAY ON THE FROG

What a wonderful bird the frog are;
When he stand he sit, almost.
When he hop he fly, almost. ✓
He ain't got no sense, hardly,
He ain't got no tail, hardly, either.
When he sit, he sit on what he ain't got, hardly.

Finally, the one-hour system is a poor trial of a student's ability, because of its shortness, which prevents it adequately testing his knowledge of the course. This style of test cannot cover the detail efficiently, but is, instead, only a test of a mind full of facts. An examination of this kind is very much like a game of chance—marks are too easily lost or gained.

Turning to the second main defect of the one-hour system, we find that it does not give a student a fair chance in the final examinations.

Compare the one-hour examinations with the finals! There is a marked contrast, due to the difference in the length of time. But the student needs practice in writing examinations similar to the finals in order to acquire judgment in writing papers of this length and scope. If the term examinations are so vastly different from the finals, the student will not know how his work compares with what it must be in June. This is a fatal defect of the new system! There is also the danger that, due to the contrast, he might become flustered on the final examinations.

Many of the students already agree with me that last year's system of examinations is by far better than this year's, and I am confident that, after you have weighed these arguments carefully, you also will take this viewpoint.

T. GIBSON—XIA.



POEM

LES OISEAUX

Eh! Qu' habitez-vous petits oiseaux?
Et que faites-vous tous les jours?
Jouez-vous dans les eaux?
Ou chantez-vous dans les tours?

Nous chantons dans les tours;
Nous jouons dans les eaux;
Nous sautons tous les heures;
Avec les autres petites oiseaux.

—N. C. Gratter.

1934



ROOM 20 — WINNERS OSBORNE CUP

A. Johnson, T. James, H. G. Beacom, B.A., C. Mitchell, N. Lewin

OSBORNE CUP DEBATES

The first two rounds of the elimination debates were held on the topic: "Resolved that Calgary should adopt the city manager plan of government."

In the semi-finals Rooms 16 and 19 were eliminated by rooms 20 and 22 respectively. The latter two met in the finals on the same topic as in the previous round "Resolved that Canada should adopt the principles of the N.R.A." Room 20 represented by Alan Johnson and Clifford Mitchell defeated Agnes Mathison and Jack Bradley of room 22 in a closely contested debate of an exceptionally high standard.