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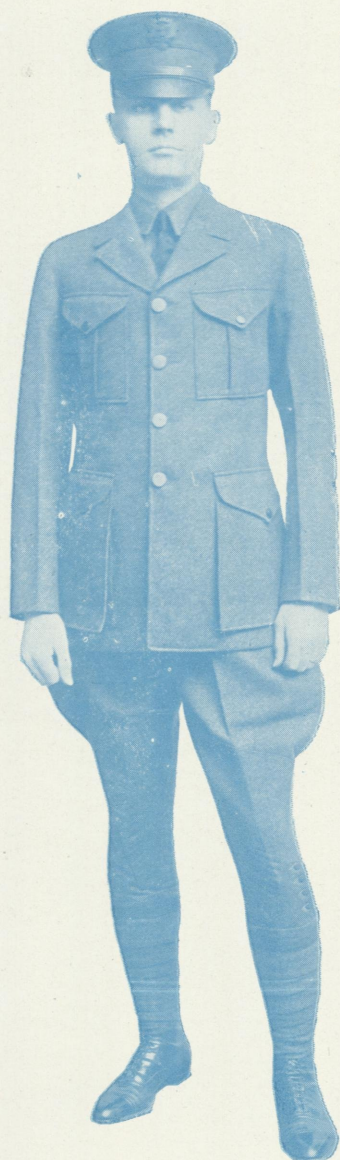
The seal of the University of Dayton is a circular emblem with a red border. Inside, it features a shield with a cross, a book, and a gear. The text "UNIVERSITAS DAYTONENSIS" is written around the top, and "1850" is at the bottom. The seal is partially obscured by the title text.

THE UNIVERSITY of DAYTON EXPONENT

*COMMENCEMENT
NUMBER*

July, 1923

R O T C



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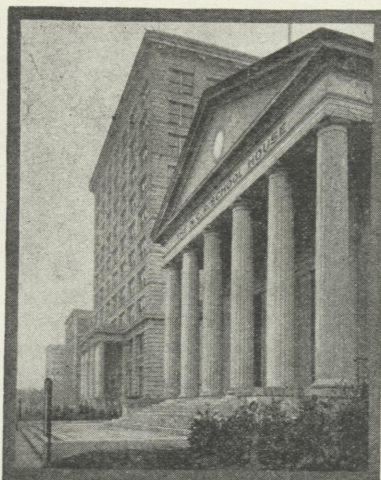
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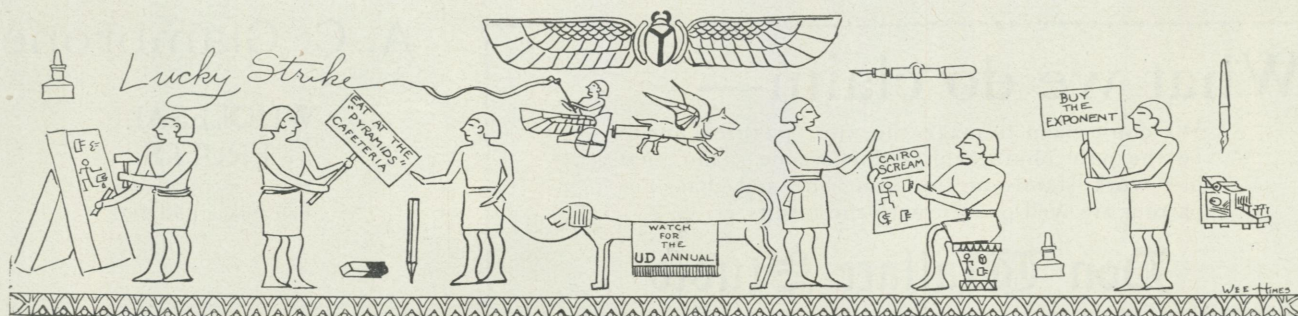
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The University of Dayton Exponent

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No. 7

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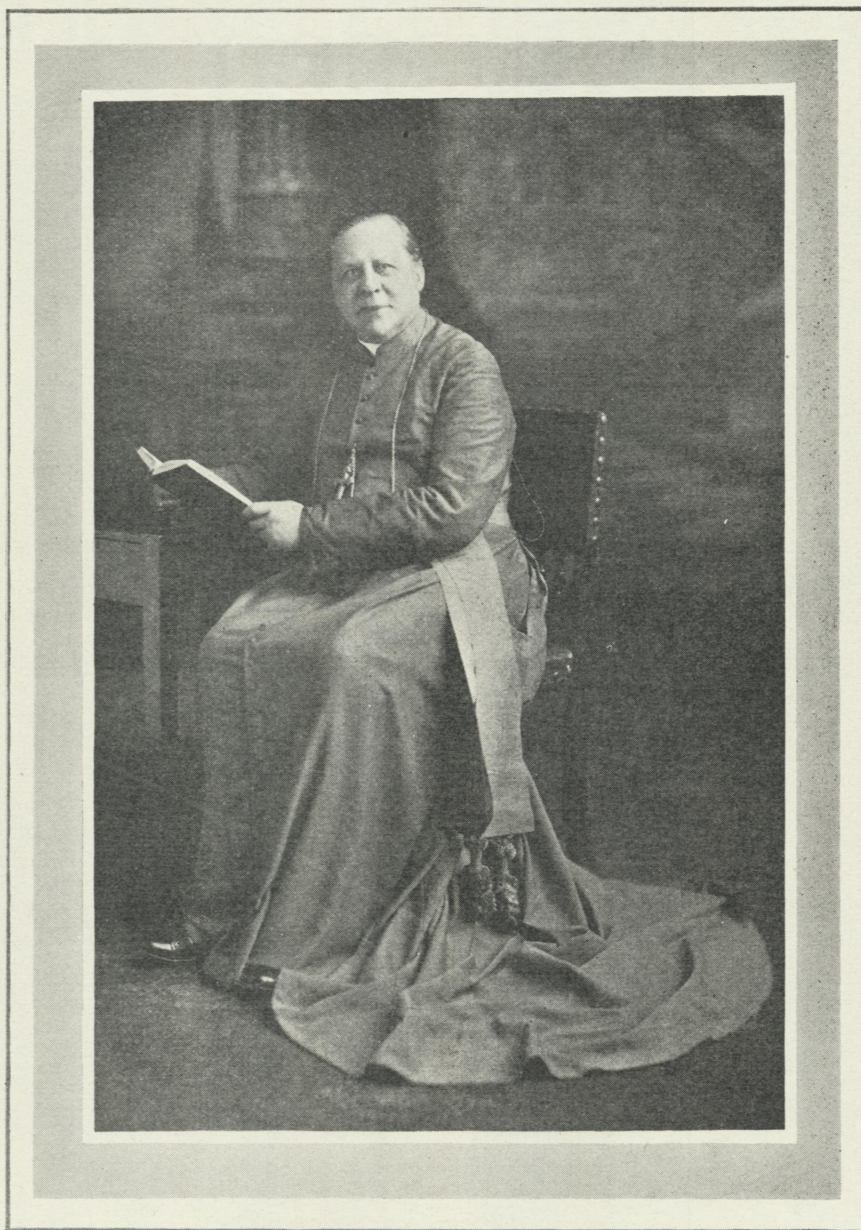
College Graduates of 1923
R. O. T. C. Graduates of 1923
High School Graduates of 1923

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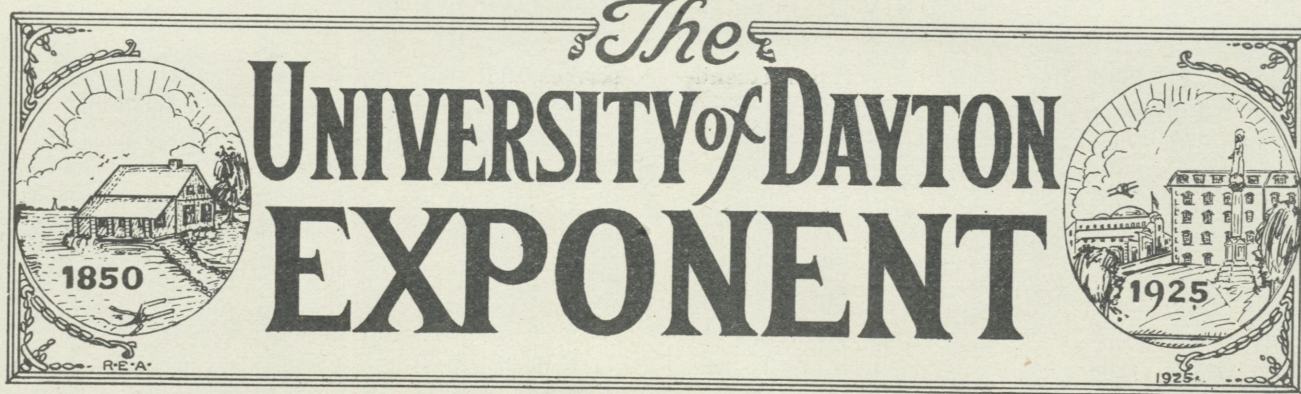
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MOST REVEREND HENRY MOELLER, D. D.



Vol. XXI

JULY, 1923

No. 7

Baccalaureate Address

Delivered by His Grace, Most Rev. Henry Moeller, D. D.

Rev. Fathers, Beloved Students and Dear Friends:

IT affords us genuine pleasure to add by our presence and by our words to the happiness of the students who today will receive their well-earned laurels. There surely can be no doubt that a strong delight fills the hearts of the young men today upon whom will be bestowed the highest honors which the progressive Dayton University under the steady and safe guidance of the Society of Mary has the power of conferring. When after a long, strenuous and persistent effort we reach a much-coveted goal our very countenance will reveal the just satisfaction and the exuberant joy which fill our heart. Such is the happy case with the graduates whom we have gathered here to honor and to congratulate.

With their reasonable joy is coupled a deep sense of gratitude to their Alma Mater for having imparted to them a thorough education which from a secular, but especially from a religious point of view, is deserving of unstinted praise. It cannot be justly gainsaid that the only true and complete education is that in which religion holds not merely a coordinate but a principal part. It is on such an education that the Brothers of Mary insist. And herein they are acting in full accord with the Church, whose faithful and loyal sons they are, and from whom they receive their inspiration in this important matter. We feel that a fitting subject for discussing on this happy occasion is the true attitude of the Church in regard to education. The points to which we desire to direct your attention are:

a) That the Church from the day of her birth up to the present has ever been the fostering Mother of education;

b) That she has never failed to insist that education and religion must go hand in hand;

c) That her wisdom in this matter is evident from the blessed results of her unfaltering contention. How often are we not annoyingly told that the Catholic Church is opposed to a liberal education, that a purely secular system is the only ideal education, and that it is the only healing panacea for the ever-growing and menacing moral and social evils. This is an additional reason why on this auspicious and public occasion we may be permitted in all justice to re-state in strong and telling terms the true position of the Church on the important and far-reaching subject of education.

First then—I honestly contend that the Catholic Church has proved beyond all reasonable doubt that she has ever been the staunch advocate of education throughout the nineteen centuries of her existence. This fact becomes very plain when we review the venerable institutions of learning that have sprung into existence under her heavenly inspiration and prudent guidance. These time-honored institutions of learning are her best and strongest arguments against unfair misrepresentations.

Catechetical Schools:

Go back as far as the middle of the second century and there loom before us her efficient Catechetical schools. They were opened to counteract the debasing pagan philosophy of the day and to save the children of the Church from its baneful influence. In these schools the truths of Christianity were properly emphasized and the higher as well as the elementary branches of secular knowledge taught.

Monastic Schools:

In the beginning of Christianity religious instruction in a great measure was imparted at home. But

paganism gradually began to re-assert its ascendancy not only on the public but also on the private and domestic life of many Christians. It was this deplorable condition that in the fourth century caused the eloquent St. John Chrysostom bitterly to complain of the gradual decline of religious fervor in the Christian family, and to contend that it was no longer possible for children to obtain proper religious and moral training in their homes. The Church ever vigilant strove to meet this sad situation. It cannot be denied that the credit of accomplishing this is to be given generously to the great Monastic schools, where were taught not only the necessary rudiments of religion, but also grammar, rhetoric, dialectics, arithmetic, geometry, astronomy and the theory of music. The learned monks also gave instructions in the art of healing, in agriculture, in architecture and in the various decorative arts. These religious teachers, so unreasonably belittled by those ignoring the true facts of history were industrious, scholarly and learned men. They were truly virtuous and well fitted to have charge of the education of youth, for they taught by example as well as by precept.

Cathedral Schools:

Coexistent with the Monastic Schools were the so-called Cathedral Schools. These existed as far back as the middle of the eighth century. The clergy of the Cathedral under the supervision of the Bishop were given control of these schools, and hence they were designated Cathedral Schools. In cities and towns in which there was no Cathedral the canons of the Church were obliged in the same manner as the clergy of the Cathedral to unite and to organize for the praiseworthy purpose of educating the children. In these schools were taught not only the elementary branches but also the high school studies and even the liberal arts. The Church emphatically decreed that these schools be accessible to the children of the poor as well as of the rich. Legislating for the maintenance of the Cathedral and city schools, the Third Council of Lateran held in 1179, issued the following important decree: "That every Cathedral Church shall have a teacher, who is to teach poor children and others, and that no one receive a fee for permission to teach."

Particular and General Councils of the Church:

Not only the schools of which we have made mention but also the Councils of the Church, General and Particular, prove that the Church instead of tolerating, much less encouraging ignorance, has been on the contrary from the very beginning of its existence, most active in promoting true, genuine education. The Council of Cloveshoe, held by St. Cuthbert, Archbishop of Canterbury, in 749 pre-

scribes, that the Abbesses as well as the Abbots provide for the education of all their households. And a Carlovingian capitulary of 802 enjoins: "That every one should send his son to study letters, and the child should remain at school with all diligence until it becomes well instructed in learning." The Council of Rome held in 853, directs the Bishops of the Universal Church to establish in every Episcopal residence, and in all places where there is such need "masters and teachers to teach literary studies and the seven liberal arts."

Activity of the Church in regard to Universities:

The Church has not only established and encouraged catechetical schools, monastic schools, cathedral schools, colleges and academies but also has been active in founding universities that have become famous, such as the universities of Paris, of Bologna, of Oxford. Hers is the glory of having started and conducted the first university on this side of the Atlantic. There is no denying the fact that the foundations on which our modern universities are built, were laid by those in charge of the Catholic universities in the twelfth and thirteenth centuries,—those very ages which our enemies will still persist in calling the Dark Ages. I had the pleasure some years ago of listening to a very erudite lecture by Professor G. Stanley Hall, a very fair-minded non-catholic, who frankly gave the Church full credit for what she has done in this great matter of education. He contended that many of the methods and practices in vogue in the universities of today, were first adopted by the universities established and fostered by the popes of the Middle Ages.

The medieval universities, under the care of the Church, are called by Rashdoll "the great achievement of the Middle Ages." Their beneficial influence is described by Professor Hall in the following succinct words: "Their effect on the progress of Europe can probably never be paralleled again. Theology, Scholastic Philosophy, law, civil and canon, the dawn of modern science and the renaissance of the twelfth century were essentially their work. Although the number of students that flocked to the largest of them has been exaggerated, nowhere probably exceeding eight or nine thousand, and although there were always dreamers, drawlers and sometimes rogues found among them, the outburst of intellectual ardor, which they represent, was also on the whole without precedent. Their vital relations with the Church gave to learning an element of consecration it had never known before, so that their lessons should be known and laid to heart by all concerned with either the technique or the philosophy of higher education of the day." Is there any wonder that we grow indignant when the

Church of Rome is traduced as the mother of ignorance and the ignoble stepmother of knowledge. She has labored untiringly, generously and unselfishly to foster and to promote education in every field of knowledge during all the ages of her marvelous existence.

* * *

The second point to which we desire to call your attention is that religion and secular education should go hand in hand. The Church has received from her Divine Founder this universal commission. "Go preach the Gospel to every creature, teaching them to observe all things whatsoever I have commanded you." The main purpose of this apostolic commission was to instill authoritatively the sublime dogmatic and the elevating moral truths, which were taught in their completeness by Jesus Christ. Hence her divinely given commission is to conduct man on that road which leads to the heavenly kingdom; and for this purpose to enlighten him with the truth and to imbue him with the morals prescribed by the Divine Master, by Him Who is the Way, the Truth and the Life." But never has she spurned secular learning, nor did she forbid her children to pursue it; on the contrary she has never failed to encourage it. She has, however, unfailingly and consistently demanded that the imparting of secular knowledge must never imperil the eternal salvation of souls, but must promote it. Hence, when she fully realizes that her children are frequenting schools and institutions of learning hostile to their faith and morals, she like a prudent and far-seeing and loving mother, prohibits them from the frequentation of such, even if in consequence they may suffer temporal loss; for they must endure this hardship rather than expose themselves to spiritual ruin. Imperatively she calls to their minds the solemn words of the Divine Master: "What doth it profit a man, if he gain the whole world and lose his soul?"

Even under normal conditions she holds that, as the chief purpose of man's life is the salvation of his soul, education should aid him to attain this end; and hence that education and religion should go hand in hand. In this she has acted most prudently, for true, comprehensive education cannot be divorced from religion or its guiding and salutary influences. Such an unnatural separation of religion from secular education will be detrimental to the children's spiritual welfare. They will naturally argue that they are taught in school the essential things they ought to know. That religion is not important, for otherwise it would have been included in their curriculum of studies. Moreover, that which is taught daily and systematically will impress the young mind as the complete embodiment of all that is important in life. If religion is

merely supplementary and optional, the chance is that religion itself will be so regarded. In a word, the idea that you can put in a separate compartment those truths which will act upon the religious convictions of a child, and the branches of learning which will make it acquainted with the things of the world, of art, of literature and of science, into another, is to lose sight of the all-important fact that only one thing is necessary, the salvation of the immortal soul; and that all the forces of education should work together and be subordinate to this supreme end.

In the third place I desire simply to indicate some of the beneficial results of Religious education.

Sound reason and wide experience convince any fair-minded man that religious education promotes the temporal and the eternal welfare of the child, that it constitutes the foundation of a model family, that it guarantees life and stability to nations, and that it is a great power for preserving and propagating the faith.

a) It promotes the temporal and eternal interests of the pupils by imbuing them with religious principles and moral truths. Lacking these, they will be without those guiding motives that will sustain them amid the trials of life, without safe motives that will make them act for conscience sake and cause them to have regard for the rights of others. Without religion they will fall into vices and excesses of various kinds, which mar their happiness, and deprive them of peace of heart. Without religion they will fail to love and to serve God, to make war upon their sinful inclinations and consequently they will incur the danger of being hereafter excluded forever from the sight of Him, Who should be their reward exceeding great.

b) Religious education lays a solid foundation for the happiness of families. Will father, mother and children conscientiously and perseveringly fulfill their respective duties, so necessary for the peace of the home, without the aid of religion? When the hour of trial comes, what will make husband and wife patiently endure it; when dissension arises, what will make them quell it? Will mere human motives and means accomplish this? No! Supernatural motives and the grace of God are needed. Religion must come to the rescue. When the members of the family are guided by religion, by religious principles, neither father, nor mother, nor children will be wanting in their duties; and they will bear their trials with Christian fortitude, regarding them as so many stepping stones to heaven.

c) It would be difficult to stress fittingly the excellent service rendered to our Country by Religious education. What is it that gives dignity and permanence to the State? What will save it from internal dissensions or open rebellion, that may menace

its existence? Will wealth, or learning or power exercised through a large and well disciplined army? The wrecks that mark the highways of time teach the striking lesson that a nation may not depend on riches, culture or power alone and hope to live. Religion, the truths of God, the unchangeable principles of morality are the soul of every government, inspire it with noble and lofty ideas, and insure its permanency. Recall the history of the enlightened Egyptians, of the wise Greeks and the renowned Romans, and you will be convinced that neither wealth nor learning nor power can save Nations from ruin. Righteousness and morality are necessary to insure good citizenship. A citizen thoroughly religious acts for conscience sake and not through fear of the lash, or of prison, and he can be depended upon, for he will not fail in the duties and obligations incumbent upon him. The man who is guided by religion believes that God knows and sees all things; that to Him he must render an account of his thoughts, of his words and of his actions; that God loves justice and hates iniquity; that He requires of us that we love our neighbors as ourselves; that those in authority are his representatives, whom we must revere and obey; and such principles, made part and parcel of man's life, must influence him to do what is right and proper. No doubt therefor, that by insisting on religious education we are rendering a great service to the Nation and laying a deep and solid foundation for our country's welfare.

d) That Religious education contributes much to the preservation and the extension of faith is so evident that we deem it unnecessary to say aught about this blessing.

Wherefore, Beloved Graduates, bear in mind that the Church, under whose auspices you have received your solid education, has never failed to show a deep interest in this matter; that she has unfailingly insisted that a true and complete education must have religion for its vivifying soul. And that in her unvaried insistence on this she has manifested her most commendable wisdom, for such an education is productive of most salutary and far-reaching results.

You have in the Dayton University received this much coveted Religious Education. Does not common gratitude alone force you to make proper use of it? A mechanic who is furnished with tools for doing a certain work will be justly censured if he refuses to make use of them. And you will rightly merit condemnation if you neglect to make use of your treasure, Catholic education. It is a light which you must not hide under a bushel but which must shed its beneficent rays in many directions. It is a power which you must use for good and not for evil. If you live and

act in accordance with your Christian education, then you will be dutiful sons at home, who will ever respect the Fourth Commandment of the Decalogue, who will show your grateful appreciation to your parents and who will be a sweet joy and not a distressing annoyance to them. Again you will not be among the supine sons of the Church who refuse to promote according to their ability her interest and to foster her God-given mission. You will keep her laws and faithfully live up to her teaching. And then you will deserve the splendid commendation which St. Paul bestowed upon his most beloved Thessalonians. He openly affirms: "From you was spread abroad the word of the Lord not only in Macedonia and Achaia; but also in every place your faith, which is toward God is gone forth so that we need not speak anything." These words mean that the fame of the Gospel preached by St. Paul to the Thessalonians had through their labors become well known in the neighboring parts of Macedonia and in Achaia, or Greece, and had spread everywhere; not only had their conversion become known in all the adjacent countries, but their faith, illustrated by the holiness of their lives had so thoroughly diffused among them, that in a sense they exercised a sort of apostolic ministry. May you deserve a like encomium by living up to the truths and principles instilled into your hearts and principles of Catholic education.

Lastly by this same commendable conduct you will be citizens of whom your country will have reason to be proud; citizens that will promote its prosperity and stability. The truths and principles inculcated by the Church will never give birth to a treacherous Benedict Arnold, to a Trotsky or a Lenine. As educated men you will be able to exercise a marked influence on the community. Use it for your country's welfare and not to its detriment. Use your brains and form intelligent opinions on the current political questions of the day, maintain them fearlessly until you see good reasons for modifying or changing them. Do not allow yourselves to be guided or driven by mere partisan views; above all do not basely sell the privilege of your citizenship for money or material considerations. Stick to your opinions conscientiously formed, defend them at the polls and before the courts. Neither create or excite dissension; but on the contrary by word and by example be a pacificator; as far as depends on you, of the violent, and the friends of toleration and peace. Cease not to be lambs, till with hour of danger, your country needs defenders, then become lions and fight to conquer or to die. All this you will do if you put in practice the divine truths and the solid principles, that are the strong foundation of every nation, and which was part and parcel of your Catholic education.

You have then every well grounded reason to feel exceedingly grateful to the Brothers of Mary for the splendid and comprehensive religious education they have given you and which will be prolific in such vital and far-reaching results. It is in very truth such an education which Milton declares in

the following majestic words as alone worthy of the name, "I call therefore a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, of peace and of war."

Salutatory

W. J. Krantz, '23

A heartfelt and most cordial welcome I extend to you in the name of the class of 1923. Today we bring to a close a period of our lives that has been filled with pleasant memories. It has also been occupied by study and preparation, for our future participation in the life of the world. On this day our ideals and our dreams are realized; we have completed the preparatory stage and you friends of the University have come here to cheer us for the journey ahead. We are glad to have you here, to share our joy and we bid you a sincere welcome.

We are highly honored this afternoon in having as speaker of the day, an alumnus, one who has so distinguished himself in the service of his country and whose presence on this day adds greater significance to this commencement. The presentation of commissions in his presence to students who have completed the prescribed government course for lieutenants makes this occasion more impressive still. General Joseph T. Dickman, honored guest, we extend to you our sincerest welcome. We feel that you have an important message to convey of devotedness to Alma Mater and love of God and country, and we await your counsels with keen anticipation.

Our own dear Parents! We welcome you here with throbbing hearts and desire that you share this great occasion with us. How could we ever have climbed to this goal without your ever-generous and loving sacrifice for us. You, mother and father, how can we ever hope to repay you; how can we ever show all our gratitude for the zeal and never-failing interest you have shown? In welcoming

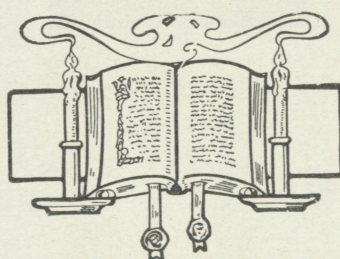
you here today, we hope we have begun in a small measure to show our appreciation.

Reverend President and Esteemed Professors! We are ever grateful for your presence here and fail in our endeavors to express our appreciation to you for your constant attention to our training and vigilance over us. It was through you, consecrated to God, that we have attained to this memorable day. That our education has ever been guided by a true conception of the Eternal Values is entirely a work of your hands. We have garnered the fruits of your sacrifice. We welcome you as never before and hope that your presence is a benediction and a blessing to us as we go from your loving care, cherishing always our associations with you.

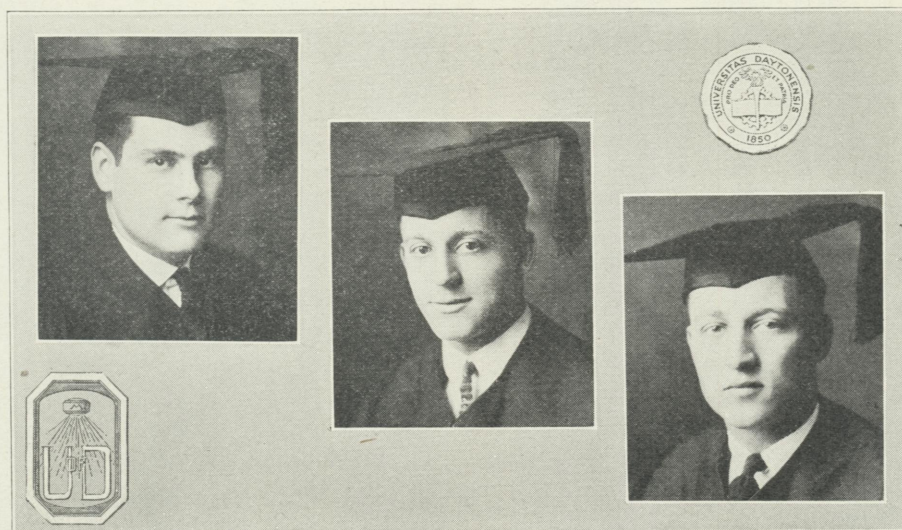
Dear Friends! You have come here today to join in the happy occasion. We are glad of your generous response to our invitations, and we bid you a hearty welcome.

Fellow-Students! How could an event of this nature pass without your company, you whose companionship we have enjoyed and whose friendship we shall ever cherish. We are very happy to have you here sharing our joys and happiness just as in the past you have shared our sorrows and trials. We have arrived at the goal whither you are still bound and our every good wish goes with you for your success. In a few short years may we be able to accept your kindly welcome as you accept ours today.

In the name of the class of 1923, I extend the sincerest welcome to you, Reverend President, Honorable Guest, Faculty, dear Parents, Friends and Fellow-Students.



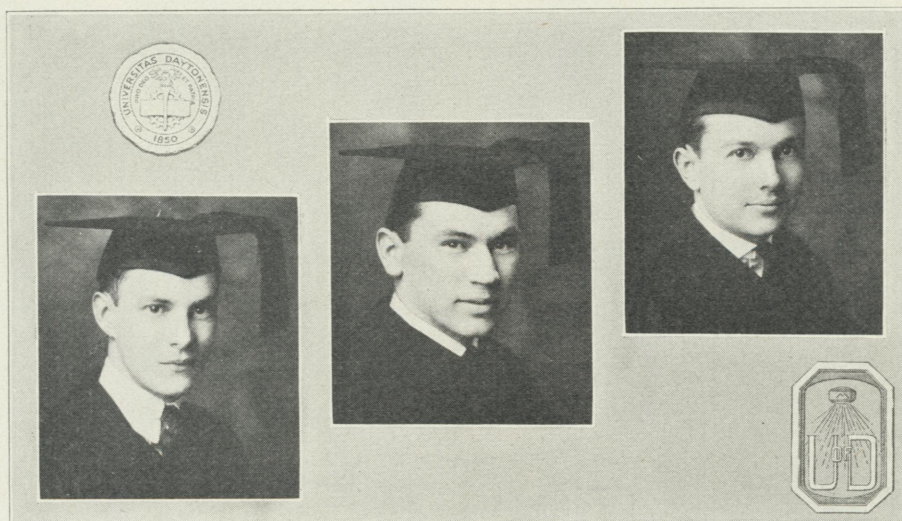
COLLEGE GRADUATES 1923



ADES C. CHOLLEY
"Chollie"
Arts and Letters
Wooster, Ohio

PAUL, DROBKIEWICZ
"Droppie"
Electrical Engineering
Hamilton, Ohio

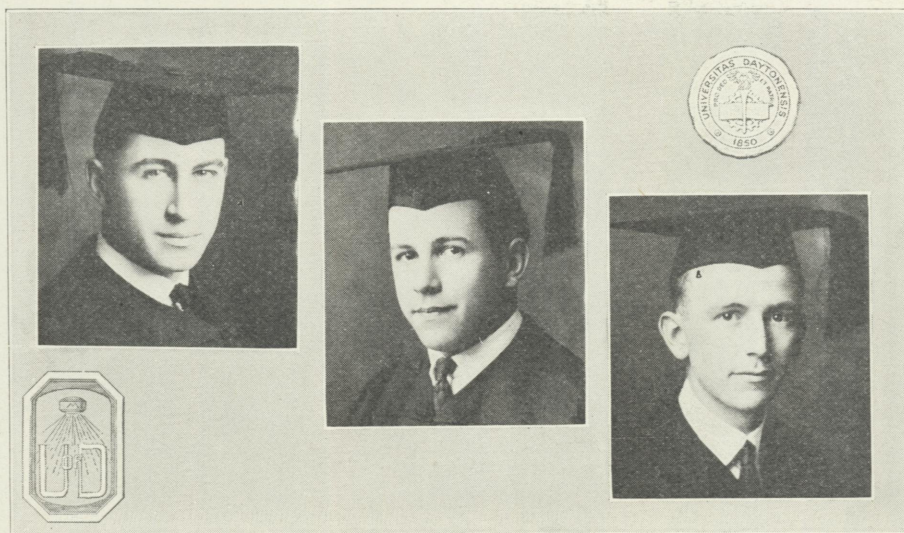
STEPHEN J. EMERICK
"Steve"
Arts and Letters
Wilkes-Barre, Pa.



QUINTON GUENTHER
"Quin"
Electrical Engineering
Glenmont, Ohio

HERBERT HANNEGAN
"Herb"
Chemical Engineering
Marion, Ohio

LINUS HOSFELD
"Shorty"—"Frenchy"
Electrical Engineering
Fredericksburg, Ohio



WALTER J. KRANTZ
"Walt"
Chemical Engineering
Cleveland, Ohio

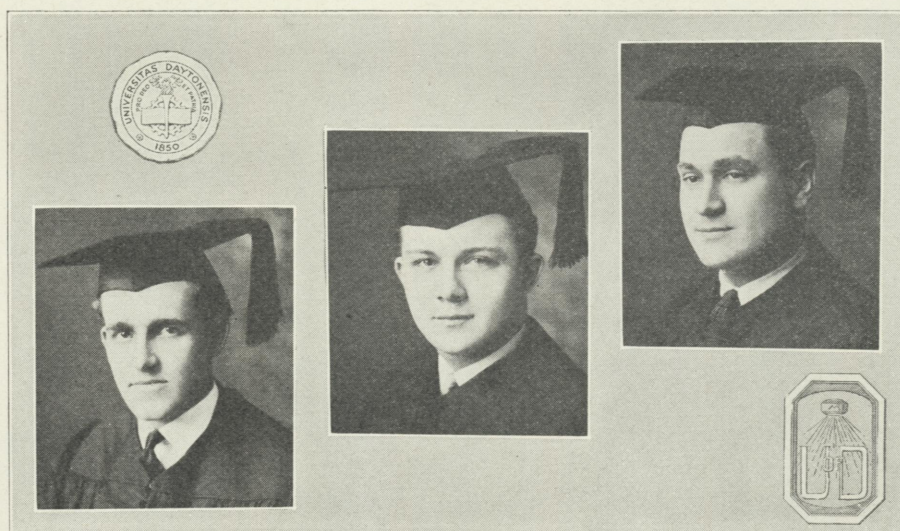
JOHN HEALY
"Tim"
Electrical Engineering
Newark, Ohio

EDMUND KLASS
"Ed"
Arts and Letters
Dayton, Ohio

FRANK KRONAUGE
Civil Engineering
Dayton, Ohio

ANTHONY McCARTHY
"Tony"—"Mac"
Arts and Letters
Dayton, Ohio

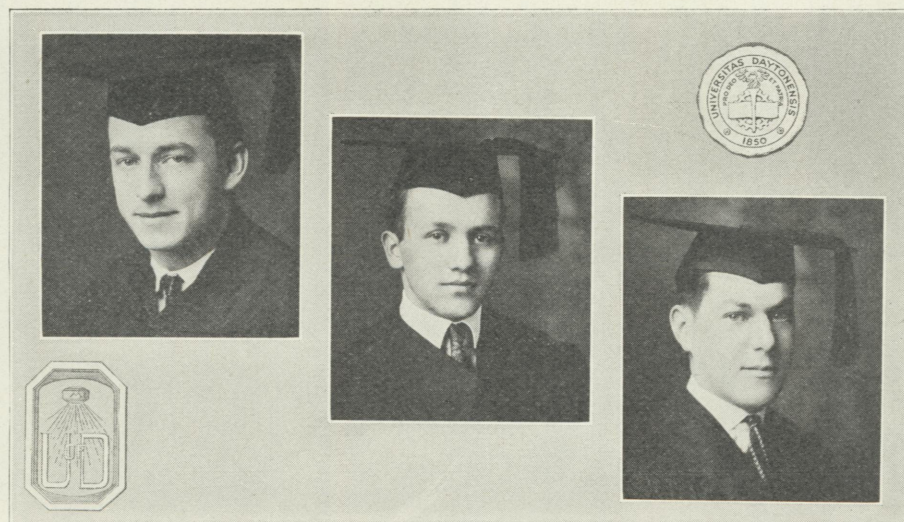
FRED MILLER
"Pop"
Electrical Engineering
Lima, Ohio



MICHAEL O'SHEA
Arts and Letters
"Mike"
Beatty, Pa.

CLARENCE PAULUS
"Duke"
Electrical Engineering
New Milford, Ohio

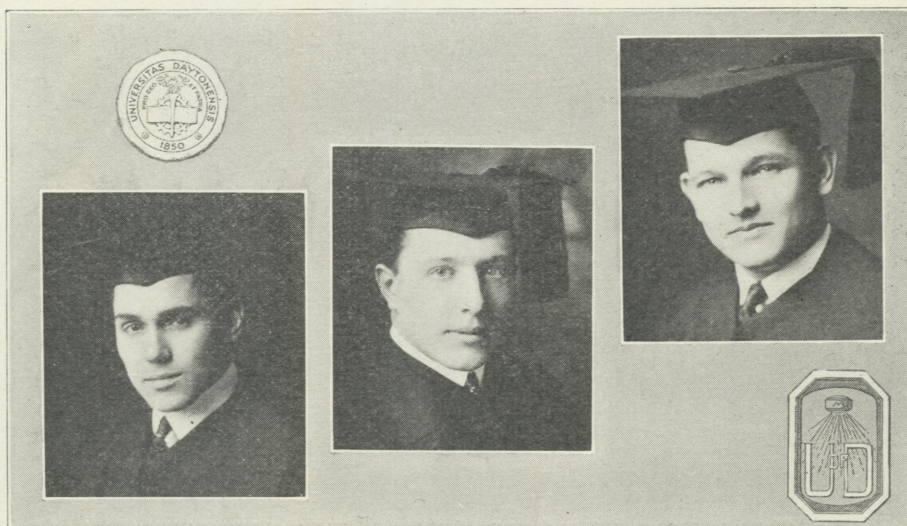
FREDERICK PFARRER
"Pete"
Dayton, Ohio



ALFRED J. POLIQUIN
 "Polly"—"Al"
 Electrical Engineering
 Dayton, Ohio

ALVIN RABE
 "Baldy"
 Electrical Engineering
 Dayton, Ohio

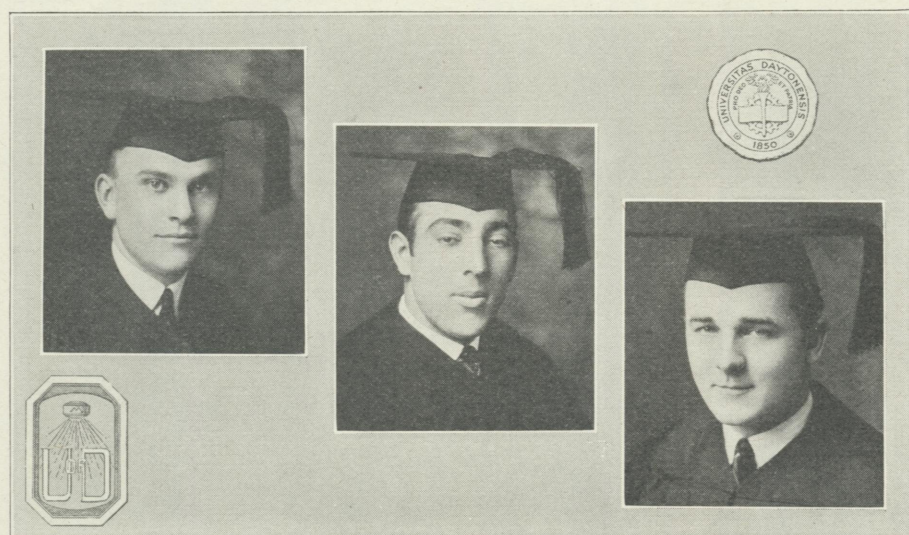
JOHN SCHOMAKER
 "Jack"
 Chemical Engineering
 Carlisle, Ill.



ELMER F. STEGER
 Electrical Engineering
 Dyersville, Ohio

CARL A. THEURING
 Civil Engineering
 Remington, Ohio

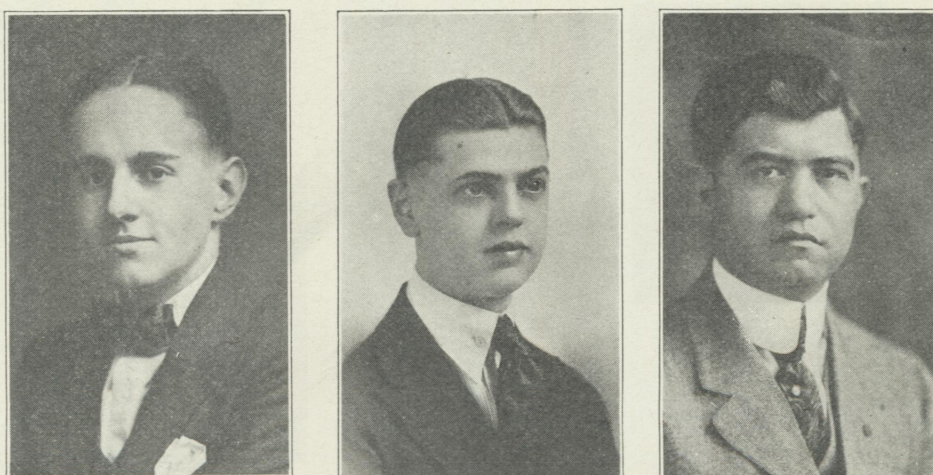
JOSEPH WAGNER
 "Dode"
 Science



VICTOR C. LAUGHLIN
 Medical
 Dayton, Ohio

WALTER ROEHL
 Medical
 Cincinnati, Ohio

JOHN PANOS
 Medical
 Morea, Greece



Valedictory

Anthony A. McCarthy, '23

FRIENDS! At last the day of graduation in all its magnificent splendor and glory smiles upon us. How our hearts leap with joy, our breasts throb at the thought of graduation. The day of all days, the day of dreams, dawns with all the grandeur and brilliancy of the rising of the morning's golden sun, flooding our hearts and minds with the joyful spirit that crowns all festive days. The day we hoped for since our entrance into college is now a reality, true, already its sun is slowly sinking into the dead stillness of night, carrying with it the dearest and sweetest memories of college days, while the ever light fantastic breezes of time faintly whisper back to us the fond words "goodbye" and "farewell."

Was e'er a day that surpassed the most roseate dreams of youth, the fondest hopes of our college careers? Yes, Commencement Day, the day on which we the Class of '23 receive the indelible stamp of manhood, and the most precious jewel, the diamond of character; the day on which we the Class of '23 receive the crown of our scholastic labors on the highway of life; the reward for the four years that have been added to our lives, four years from the strength of our youth—four years that will never return whether we have used or misused them.

Today we stand on the threshold of manhood, supported and strengthened by a character built upon true Christian principles and morals; a character moulded by an education of enlightenment; a character fructified by loyalty and perseverance; a character guided by the ruby light of true Christian ideals which our beloved professors and teachers have imparted to us.

Was there ever a need in the past dark ages of the world as there is today, for men of pervading spirit and courage, who falter not in the face of difficulty, trial, tribulation and despair. The world at present is undergoing the greatest reform since the time of creation. The sunlight of Christianity is gradually being darkened by the low-sailing clouds of Materialism; the fogs of Socialism and Bolshevism hang heavy over the universe; the rain of Spiritualism has flooded the earth. To counteract this certain decadence, the world calls for men of commanding intellect, men of sound moral training, leaders possessing ideals, who will calm the fears of its people during the absence of sunlight,

guide them safely through the treacherous fogs, and protect them from the storm. And so we today must answer the call of leadership, we who have received a true Christian education at the very Shrine of our patroness, the Virgin Mother of God.

Beloved Professors, you, who have been our steadfast friends, tried and true, undoubtedly share with us the joys and honors of this, our graduation day. All through the ages we read of the victories of the heroes of old, but the glory of their victories when compared to your triumph of safely guiding the Class of '23 to manhood, disappears as the dew before the morning's radiant sun. You have shown by your example, by your love of higher things and your unswerving loyalty to your sacred vows the very essence of Christian ideals in a Christ-like manner. Thus you have fundamentally affected our lives, so that our faithful pursuit will ever be to keep luminously shining forth from our very souls, the diamond of character, the ruby of ideals and the sapphire of loyalty.

Friends may come, and friends may go, but the nearest and dearest of all friends seated in this auditorium this afternoon are our own dear mothers and fathers, sisters and brothers. It was only through your unselfish and untiring devotion that this honor and glory could ever be achieved by us, and may God grant that we ne'er seek to defame the trust. Ever watchful "a cloud by day and a pillar of fire by night" you have guided us safely through the bogs of difficulties; you have enabled us to scale the giant peaks and massive crags in our march to victory. Fear, now fills our hearts when travelling alone, lest we do not see the dangerous turns and treacherous pitfalls that lurk along the highway of life and the by-roads of civilization. Gladly would we withhold our departure, but the harvest is ripe and stern duty calls us forth to reap the benefits of our labors.

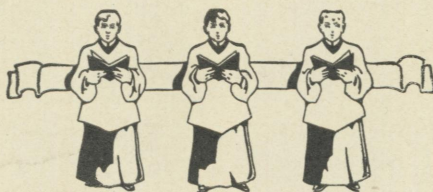
Fellow-Students, you are not numbered among the graduating Class of '23, because the end of your scholastic journey is yet to be reached. Follow in the footsteps of those who have gone before and return to your studies, for time alone is measured by its waste. Your opportunity is a golden one, heed the call and carry safely the traditions of Alma Mater. Follow in the footsteps of your beloved professors, receive their words of wisdom with open hearts, and in a day to come yours will be the

joys and honors which we through their wholehearted efforts have been the recipient.

Classmates, Commencement Day is drawing to a close; the golden sun is slowly sinking in the western sky; the chimes from distant spires will soon toll out the Angelus. Yes, but a few moments and our class will disband. Soon we will bid Alma Mater farewell. Aided by the torch of reason, and

guided by the starlit cross of faith, we have reached our goal, graduation. Destiny hurries us onward into the unknown, but for us chartered seas, where we shall have only the bright colored lights of past memories to light the way on our journey. But 'ere we leave let us pause for a moment, and forever pledge our sincere loyalty and undying devotion to Alma Mater and,

In years to come when life is waning fast,
When graduation is a dreamy past;
Our pledge of trust will e'er return anon,
Our loyalty will grow as years roll on.
Let "Character, not fame" our motto be,
A beacon on our life's path blazing bright;
A beacon Alma Mater, that your light
Has kindled to distinguish wrong from right.
Still once again our loyalty we plight,
Accept we pray, our pledge of loyalty
That comes from faithful sons of '23.



GRADUATES

Reserve Officers Training Corps

1923

Jos. C. Amersbach
2nd Lieutenant,
Infantry, O. R. C.

Francis J. Hagan
2nd Lieutenant,
Infantry, O. R. C.

Wilbur A. Kramer
2nd Lieutenant,
Infantry, O. R. C.

Joseph T. Maloney
2nd Lieutenant,
Infantry, O. R. C.

Harold G. Melia
2nd Lieutenant,
Infantry, O. R. C.

Clarence Paulus
2nd Lieutenant,
Infantry, O. R. C.



Edwin C. Rohr
2nd Lieutenant,
Infantry, O. R. C.

Cyril C. Scharf
2nd Lieutenant,
Infantry, O. R. C.

Louis M. Sherer
2nd Lieutenant,
Infantry, O. R. C.

Alphonse Stelzer
2nd Lieutenant,
Infantry, O. R. C.

John A. Supensky
2nd Lieutenant,
Infantry, O. R. C.

Patrick J. H. Wong
2nd Lieutenant,
Infantry, O. R. C.

Varley P. Young
2nd Lieutenant,
Infantry, O. R. C.

Commencement Address

Delivered by Maj.-Gen. Joseph T. Dickman, '71, U. S. A.

"IT is a genuine pleasure, as well as a great honor, to be granted an opportunity to address this intelligent and representative assembly; doubly so in my case as this is the scene where the Brothers laid the foundation of my education, more than half a century ago. After the vicissitudes of so many years my recollection still is clear, and always has been pleasant, of the campus, the forest and the class-room. These memories are tinged with sadness, for all those who in this institution guided my early steps along the path of life, have crossed the Great Divide and have been gathered to their fathers.

"It is most gratifying to observe the growth and broadening of this university beyond the most sanguine aspirations of its founders, and at the same time to realize that the same precision and thoroughness which characterized instruction in the elementary branches in the early days, continue to be regarded as cardinal principles of the curriculum, in spite of the tendency towards superficiality so prevalent in the present rapid age.

"A large part of the interest of the United States government in the University of Dayton depends on its connection with the Reserve Officers' Training Corps, and as the Commencement exercises are partly a military function it will not be out of place, as a preliminary, to take a rapid glance at the military and strategical situation of the United States and its relation to international politics. In considering these questions we should be guided by the solid truth, and not by the camouflage of propaganda; by cold fact and common sense, rather than by the hot air of idealism, or misguided sympathy. My language will be plain so as to leave no doubt to my opinions, based on a long period of observation and some experience.

"At the foot of Lake Champlain, with its history of 300 years, and at the point where it begins to pour its limpid waters into the Richelieu river, there is an old fortification, called Fort Montgomery. Beautifully constructed of cut stone, completed, and with many of its cannon mounted more than 50 years ago, this fort was intended to guard the waterway which was then the principal means of communication between Albany and Montreal. It has never been garrisoned, the guns have been dismounted and taken away, and the works have been allowed to fall into decay. Herds of cattle graze on the reservation and there is no more quiet place on earth than this secluded corner, practically unknown

to our people. Yet it is full of significance, for it may be regarded as a monument marking the peaceful, and I may say cordial, relations which have existed between the two great English speaking nations for over a century. When the last stone of the foundations shall have been crumbled by the hand of time, may that peace still be unbroken!

"The question of security on our 3000 miles of northern land frontier we therefore dismiss from our minds. The southern border also gives us little concern, for even with the assistance of an ally, using that region as a base, the enemy would have to go a long distance before reaching a strategical objective of importance, such as San Francisco, Denver, Kansas City, St. Louis or New Orleans. On the seas also we shall be reasonably secure as long as we maintain a navy decidedly superior to all but that of Britain. The air service is not sufficiently developed so that airships can dispense with bases near our shores for refilling of gasoline tanks. The outlook for national security against attacks from without was never better than it is at the present time.

"There would be no excuse to put in a word here about the League of Nations were it not for the fact that we have with us all the time European propaganda and missionaries who are trying to convince us that it would be a good thing for us to join the league, whereas they only confirm our belief that they want us to continue being a good thing for Europe.

"One of the arguments frequently advanced is that owing to the development of means of communication we are now in such proximity to Europe that we can no longer stand aloof; and another that for protection of our business interests we must take part in trans-Atlantic affairs. While it is true that distance has been annihilated by the cable, wireless and radio, are we any nearer to the Russia of today than we were 60 years ago when she was our friend? Are we closer to Germany than during the century preceding the World War? And if there is anything in the saying "If you want to lose a friend, lend him some money," are our relations likely to be more cordial with the nations who have borrowed huge sums from us and are making no effort to pay even their interest? The great difficulty recently experienced by our state department in securing promise of reimbursement for the expenses of our occupation of the Rhine provinces during the last four years I leave without comment, but it is observed that some countries which have

failed to pay us any interest are lending large sums to other countries at a higher rate.

"As for business, everybody knows it is never conducted on sympathy, generosity or gratitude, but always on lines of mutual advantage. If our idealists were to engage in practical business they would soon lose some of their ideals.

"The poor people of Europe no doubt are grateful for the assistance we have given, but they have no influence on the official and ruling class which controls affairs and in turn is dominated by very small groups of politicians.

"Without enlarging on this subject I only ask you to consider the question: Why should we want to sit with the cunning diplomats of Europe in a crooked game that we don't know how to play, in which we decline to win any part of the stakes, namely territory and indemnities, in which the best we could hope for would be to break even, and in which we would probably be an easy mark all the time, as we have been in the past four years. Moreover, what could one American judge do in a packed court composed, in its majority, of the political agents of the bankrupt and militaristic governments of continental Europe?

"We are not quite so optimistic about our internal situation. One of the European governments has spent millions in this country for communistic propaganda while its own subjects were starving. It shipped out great quantities of wheat while the American people were bringing in thousands of tons of food to save the lives of destitute children. Socialistic, pacifistic and so-called "No more war" societies have been encouraged and assisted by foreign propaganda and funds, the object being to undermine the patriotism of our people and the authority of our government. While not much headway has been made by these secret machinations, and the heart of the people is known to be sound, still the organization exists, and it requires only a touch of hard times, or a large industrial disturbance, to swell the ranks of the reds to formidable proportions. Several secret agencies of the government are watching these people and will make the necessary recommendations in due course of time; nevertheless, it behooves us to make timely preparation through education and training to meet their organized activities, for, while preaching equality and fraternity, they will resort to the most brutal violence at the first good opportunity.

"From the end of the Revolution to the War of 1812 there was a period of peace of about 30 years. From 1815 to the Mexican War is a period of 31 years. After the treaty of peace with Mexico, only 12 years elapsed before the outbreak of the Civil War. From 1865 to 1898, we had a long interval of 33 years to the Spanish War. This was followed

immediately by the Philippine War, in which we employed 70,000 soldiers and had more casualties than in the Spanish War; 16 years later we declared war on Germany. Without counting minor wars, such as the Black Hawk War, the Seminole War, the Sioux War, the Modoc War, the China relief expedition, and intervention in Mexico, we have had seven wars in the last 140 years, or on an average, one war every 20 years.

"I do not wish to spoil any illusions that some of you may be harboring as to everlasting peace, but under the law of average, even if we consider the World War as a double-header, most of the young men in this gathering will probably live to see another war.

"Many of the calamities which afflict the human race are preventable, or at least they can be greatly modified. The people of this city, at large expense, but very wisely, have made preparation for impounding flood waters, thus preventing disaster. Many other cities in the United States stand in need of the vision and courage to follow this example. I know of no better place in which to advocate preparation for national security than here in Dayton.

"I take this opportunity of expressing the conviction that if the government of this great country had expended as much money in 1915, 1916 and 1917 for national security as this community has spent for local security, we never would have been forced into the World War.

"War represents great economic waste. Before our grandchildren finish paying for the World War it will have cost \$100,000,000,000. There also is likely to be a considerable loss of life connected with a first-class war, though the casualties will seldom come up to the annual killings by automobiles in the United States.

"Apparently many people still believe that our army officers spend a large part of their time in getting up schemes and are eager for war which will take them away from their homes and families and expose them to hardships, disease and the projectiles of the enemy. These traditions are handed down from colonial times and the pre-Napoleonic era when the hireling armies were rewarded by the loot which they could pick up. Because the American soldier marches to the front cheerfully and faces the enemy with a smile, the pacifists think he is spoiling for a fight all the time. The spirit of adventure among our youth is not dead by any means, but when the war is over the American soldier is willing to stop hating for a while.

"When we are considering the subject of preparation, it is well to remember that on the day of the armistice, 19 months after the declaration of war, our rifles, machine guns, cannon and airplanes still were mostly of foreign manufacture. If we had not

had ample time to get ready and to draw our weapons from outside sources, we would have cut a sorry figure in the World War.

"The act of Congress of June 4, 1920, gives us a national army composed of the regular army, small in size, a larger National Guard, and the organized reserves, which in time of peace is merely a framework but is to be filled up to full strength in time of great emergency, beyond the power of the regular army and National Guard combined to handle. The reserve officers' training corps fits into the general plan as part of the organized reserve, and in time of peace is intended to assist in providing trained officers who will be immediately available on the outbreak of a great war.

"With all the parts of the national army expanded by volunteer and eventually by draft, we expect to have a force of 3,000,000 men, with 150,000 officers. Of these, the regular army is to furnish about one-sixth, the National Guard one-third, and the organized reserves one-half. We expect, moreover, to have the necessary machinery to keep those forces up to full strength, replacing the waste of campaign with trained contingents.

"The regular army now has 12,000 officers and there are 70,000 in the reserve. It is estimated that for a number of years to come we shall need an annual addition of 10,000 officers to the reserve to bring that force up to the strength contemplated by the act of Congress. The war department is very much interested in this proposition, as it is prescribed by the law, and it earnestly hopes that development of the reserve officers' training corps, both in the number of students and degree of instruction will provide the flow of officers so necessary for the success of the general plan.

"The young men qualifying in advance for active service in time of emergency are performing a patriotic duty which should receive the approbation of all loyal Americans.

"Making use of the limited appropriations by Congress, and of reserve supplies left over from the war, the war department is working industriously, and with a fair degree of success, on the problem of national preparation. You, my fellow citizens, can do a great deal to help along in the good cause. If, after considering the proposition, you believe it to be advantageous, both for the individual and the nation, you should give us encouragement in public discussion and private conversation. The public sentiment thus created will assist us in securing the absolutely indispensable funds, necessary to carry on the instruction.

"The strength of a nation depends upon the character of the individuals comprising it. If the

majority of its young men are strong and vigorous, intelligent and courageous, the nation, with some training, will be invincible; if, on the other hand, they be physically defective, illiterate and dispirited, its army will be worthless and the nation will go down in the first encounter.

"The statistics of the draft show that nearly one-half of our young men are physically unfit for full field duty, and that about one-fourth do not know how to read and write, half of the latter being of foreign birth. This information came as a great surprise, and it shows a large field in which the people themselves can work to improve the general health and intelligence, and thus add to the strength of the nation.

"Most of the physical defects can be removed by early treatment and systematic training. Illiteracy should disappear under enforcement of laws for obligatory primary instruction. General adoption of a system of physical examination of school children as to eyes, teeth, ears and muscular conformation, with prescription for treatment and exercise, would produce wonderful results, which should be most gratifying to parents. The teeth of the American soldier and the care he took of them were a revelation to the rural population of Europe.

"It may be contended that this would be encroaching on private affairs, but experience shows that many parents neglect their children through ignorance, carelessness or for financial reasons. The resulting conditions become a matter of public concern as they swell the number to be cared for in hospitals, asylums, prisons, and poor-houses.

"More forcibly than ever before the World War has demonstrated the tremendous influence of money and material resources in the decision of international struggles. You can add greatly to our national security by insisting on reduction of the national debt, thus building up a tower of reserve strength, beyond the reach of accidental crop failures, industrial disturbances, and temporary hard times, which the most powerful enemy would hesitate to attack. The resulting eventual reduction of taxes and of the high cost of living will also be appreciated by our people.

"In conclusion, I wish to congratulate the University of Dayton and these young reserve officers on the support they have given to the reserve officers' training corps, and to express the hope that their example will be followed by increasing numbers of upstanding young Americans who are ready to show their love of country even before trouble comes."

Parting

By Lawrence J. Tebbe

Pressed on by the ruthless hand of time
We launch upon life's sea;
For we are lowly gallions blown
By the winds of destiny.
The tossing foam is strewn with wrecks
And in our hearts is pain,
For the years we spent in our Mater's care
Shall ne'er return again.
But a Master's voice now bids us go
To weave our destiny,
And we whisper low "Thy will be done"
As we set out to sea.

God bless our Alma Mater now,
O'er her Thy blessings lave!
God bless her when at rest we lie
Forgotten in the grave!
Sweet flower of eternal youth,
Thy fragrance e'er bestow
To teach mankind the way of Truth
As fleeting ages go.
But Oh, for us the day is done;
Dim grows the fading knell,
And from the depth of grateful hearts—
"Dear Dayton U., farewell!"

Graduates of Preparatory Department 1923

Robert J. Babb
"Babb"
Hidalgo, Mexico

Joseph T. Back
"Joey"
Ft. Thomas, Ky.

Francis R. Barry
"Barry"
Sandusky, Ohio

Frederick Berner
"Fritz"
Dayton, Ohio

Erwin C. Boesch
"Irv"
Dayton, Ohio

William H. Bickford
"Doc"
Dayton, Ohio

Paul N. Bigler
"Jerk"
Middletown, Ohio

Fernando P. Bracho
"Bracho"
Durango, Mexico



Harry D. Breen
"Harry"
Crestline, Ohio

Herman W. Brunner
"Herm"
Pittsburgh, Pa.

Bering A. Busch
"B"
Cincinnati, Ohio

Louis M. Chaney
"Hooks"
Dayton, Ohio

Antonio M. Cobian
"George"
Mexico City, Mex.

Fernando A. Cobian
"Mike"
Mexico City, Mex.

Francis M. Comer
"Hick"
Maysville, Ky.

Thomas D. Drake,
U. S. A.
"Sarge"
Lumberport, W. Va.



Graduates of Senior Preparatory Department 1923

Francis C. Eggers
"Eggs"
Dayton, Ohio

Richard Eichenlaub
"Ike"
Erie, Pa.

John J. Galeese
"Jawn"
Middletown, Ohio

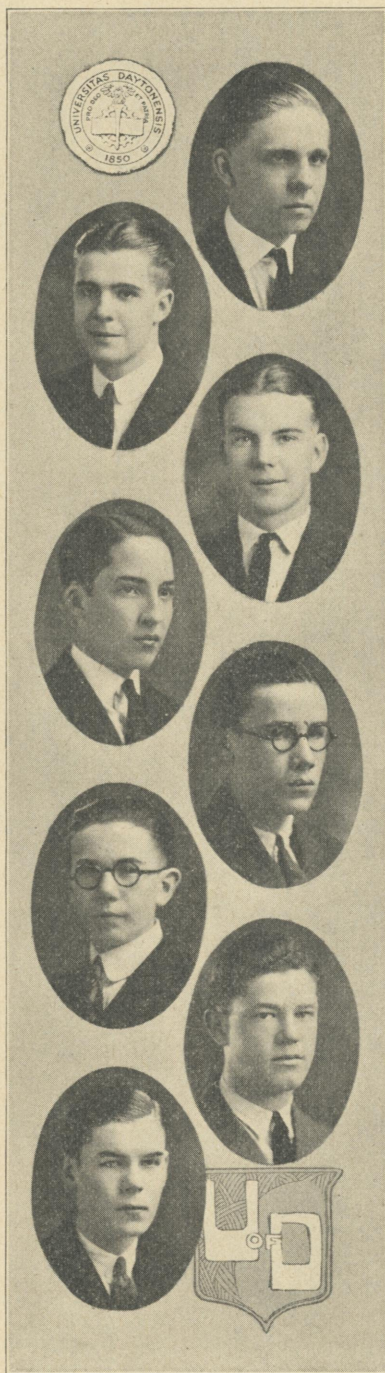
Manuel M. Garcia
"Garcia"
Mexico City, Mex.

Edward H. Gibbons
"Barney"
Cleveland, Ohio

Jerome H. Gibbons
"Eric"
Dayton, Ohio

John D. Gill
"J. D."
Toledo, Ohio

Joseph L. Goetz
"Leo"
Dayton, Ohio



Chester J. Graham
"Chet"
Dayton, Ohio

Eugene F. Guswiler
"Gus"
Mansfield, Ohio

William H. Himes
"Wee"
Dayton, Ohio

Oscar C. Hollenbach
"Oscar"
Chicago, Ill.

Robert J. Huesman
"Babe"
Dayton, Ohio

Harold J. Ims
"Nero"
Columbus, Ohio

Amado C. Irigoyen
"Petroleum"
El Paso, Texas

W. Harold Kappeler
"Harold"
Dayton, Ohio

Graduates
of
Preparatory Department
1923

Wm. D. Kavanaugh
"Bill"
Dayton, Ohio

Thomas P. Kearns
"Red Horse"
Dayton, Ohio

Norman R. Kelly
"Spike"
Dayton, Ohio

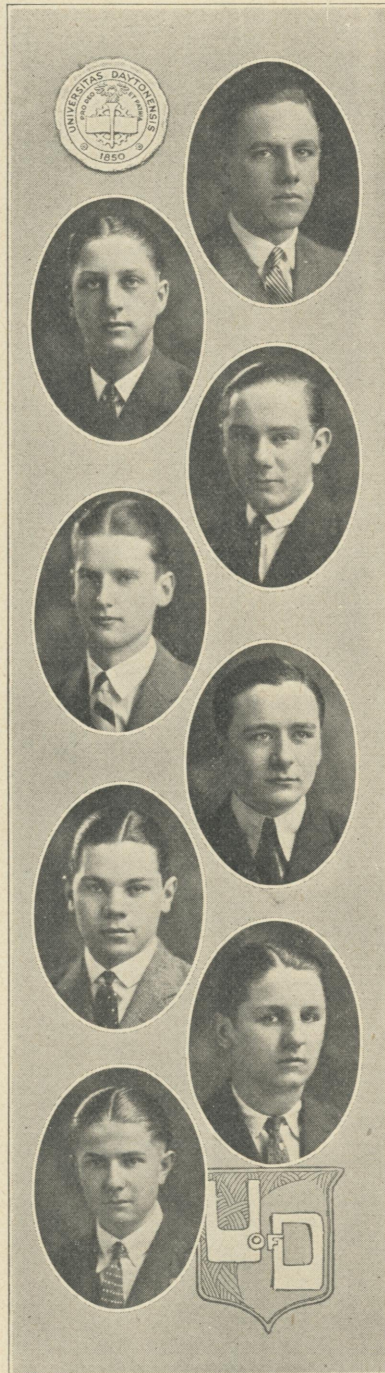
Joseph A. Keyes
"Joe"
Dayton, Ohio

Thomas M. Kirk
"Pat"
Dayton, Ohio

John H. Koors
"29"
Dayton, Ohio

Arthur L. Kugelman
"Kugie"
Piqua, Ohio

Raymond H. Leyes
"Farmer"
Dayton, Ohio



Louis W. Makley
"Louie"
Dayton, Ohio

Clarence A. Maley
"The Boss"
Dayton, Ohio

Howard J. Meyer
"Gwenn"
Dayton, Ohio

Eugene J. Nolan
"Irish"
Painesville, Ohio

William A. Nurn
"Pop"
Cleveland, Ohio

Robt. W. Oberlander
"Bud"
Woodlawn, Pa.

William C. Oldt
"Bill"
Dayton, Ohio

Walter J. Paul
"Paul"
Dayton, Ohio

Graduates
of
Preparatory Department
1923

Horace H. Peek
"Hod"
Chattanooga, Tenn.

Chas. E. Peterman
"Pete"
Dayton, Ohio

Alfred J. Pfeiffer
"Al"
Dayton, Ohio

Franklin E. Potts
"Frank"
Dayton, Ohio

Herman J. Reboulet
"Ribs"
Dayton, Ohio

Robert M. Renner
"Bob"
Dayton, Ohio

John A. Retter
"Johnny"
Dayton, Ohio

John P. Rigley
"Pat"
Owosso, Mich.



J. A. Sanchez
"Sancheese"
Mexico City, Mex.

Charles B. Schmidt
"Dutch"
Covington, Ky.

Edwin A. Schroer
"Eddie"
Cincinnati, Ohio

Louis J. Schulze
"Brute"
Dayton, Ohio

Joseph C. Scott
"Joe"
Dayton, Ohio

Lawr. H. Stember
"Tablets"
Corning, Ohio

Louis G. Stuhldreher
"Thane of
Wapakoneta"
Wapakoneta, Ohio

Harold F. Thomas
"Thomas"
Dayton, Ohio

Graduates
of
Preparatory Department
1923

Joseph M. Unger
"Joe"
Dayton, Ohio

Leo E. Van Lahr
"Van"
Cincinnati, Ohio

John B. Waluiszis
"Vesuvius"
Dayton, Ohio

Lloyd E. Webber
"Lloyd"
Toledo, Ohio

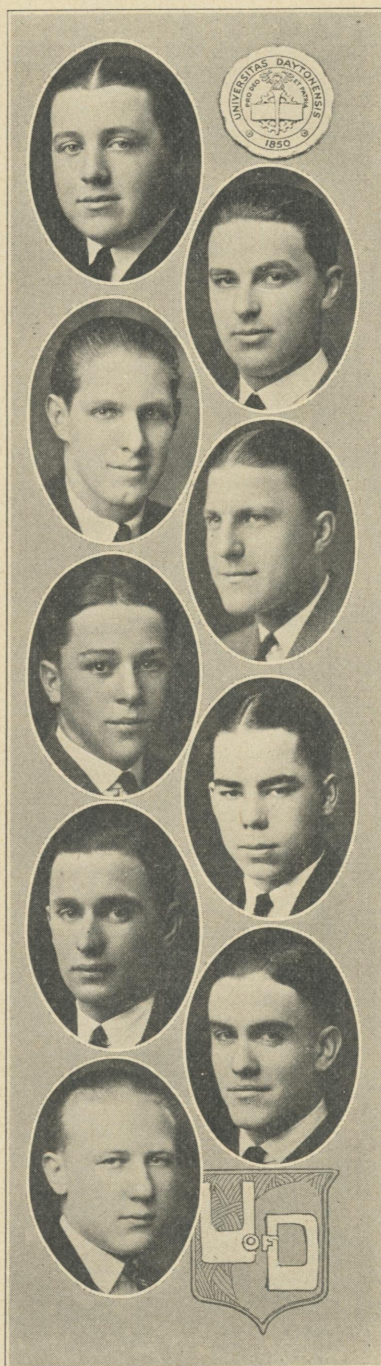
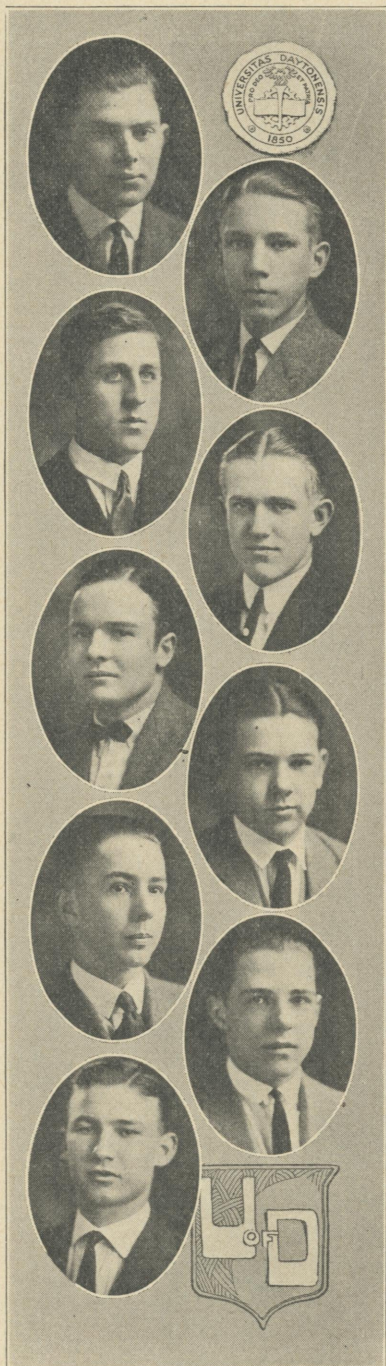
Hugh A. Welker
"Hugo"
New Lexington, O.

John R. Wilson
"Putty"
Dayton, Ohio

Robt. F. Wirsching
"Bob"
Dayton, Ohio

Elmer W. Ziehler
"Easy"
Dayton, Ohio

Jno. M. Zimmerman
"Dutch"
Dayton, Ohio



William Kissling
"Bill"

John Moran
"Mabel"

Raymond Michel
"Mike"

Robert Minnerup
"Fat"

Daniel Poliquin
"Polly"

Frederick Rost
"Freddy"

Clement V. Smedley
"Smed"

Richard Williams
"Doc"

Henry Wolf
"Heinie"

College Spirit

By Ades C. Cholley

THAT every college has a college atmosphere particular to itself, and that all attending the college have breathed this same atmosphere, we all agree. And we may all agree to call it college spirit. But just what this feeling is that is shared by all and, as to the best form this spirit should take, we are not so certain. No doubt the true college spirit should be one of comradeship and worthy ideals; the working together of men for good ends; good fellowship with one purpose from which grows a sort of patriotism. Hence we may speak of it as being, to a great extent, a question of loyalty. We should feel that we are a part of the school, and never be guilty of saying that the place is wrong, but "my college" is right; and when she is wrong I'll do everything to make her right. I believe in her. Loyalty, especially in college matters, is a strange virtue. It is one of the finest things in the world, but not always the easiest thing to arouse. If a man has it he will do his best, and if he has not got it, words are hopeless. The indifferent, the lukewarm are seldom found.

College spirit is a strong undercurrent flowing from the heart that lasts. After your Latin and mathematics have been dimmed by time, still very vivid and dear in your memories should remain your Alma Mater and college life. When you have achieved success in life, years later, then you will feel a deep-felt gratitude for those principles instilled in you during your college days. Professor Royce says, "Loyalty is the will to believe in something eternal, and to express that belief in the practical life of a human being." The student who is not loyal, either does not believe that his college is eternal, or is unable to express his belief in this special way.

What is the social life where spirit runs high? Genuine college spirit will have real harmony socially. There will be an understanding among the student body and faculty and students. The successful student is one who has learned the art of living and working with other people; one who has learned to share privileges and responsibilities. And to be able to see the other person's point of view; to give and take of things working both ways, and not only assume the air that "I'm as good as you are, but that you are as good as I am." College work cannot be made a succession of tasks, but should be mixed with diversions. This is a means of keeping everybody vitally interested, which surely is a requisite for spirit. The various clubs should be such a factor of interest. Here the students of

different organizations are presented with interests particular to each student. In this manner everybody knows what is going on, and feels that they have a part in it. Of course the social life should not be led to extremes. There are those who think from the time they are green freshmen to the time of the grave senior their chief purpose is to frivol away the four years by a grand series of dances, picnics and parties. It is evident to the sane-minded person that these sideshows should not grow at the expense of the main tent. If such dawdlers and butterflyes do not fall along the wayside by their very actions it would be helping college spirit to kick them to the edge of the campus and quickly drop them off. The privileges of college rightly belong to those who can use them. Those who do not want an education have no place in college. There can be no fellowship or spirit result from these weaklings. Without industry there is no sound spirit. Co-working can only come from working.

Athletics as all other student activities, have a real place in the curriculum. Nothing will arouse the students' enthusiasm and stir their Alma Mater spirit as much as a football game. It will arise from the football field and make its influence felt in other things. And in this way help to foster a genuine spirit and loyalty. It is school spirit that wins in athletics. It takes true blue spirit for a football player to rejoice when being carried off the field hurt, that he does not belong to the first team. Still, it is spirit of this nature that considers the good of the college and not the pleasure of the individual. The athletic tramp is not conducive to the well-being of the school, and should receive little welcome. The man who is in college for athletics is nothing more than a parasite, and disgrace to the college. He lowers the standard of ideals, and is keeping a possible good fellow out. This cannot instill a very high sense of respect and spirit in the fellow who plays beside him, who probably is a student as well as an athlete, and still does not get the recognition that the professional does.

Knocking is a very common thing that is opposed to college spirit. If you don't like things as they are, turn in and help to make them better, or go some place else. Complaint for the sake of complaining is too often the case. Hazing is not a manifestation of college spirit, but more often characteristic of mob rule, or animal spirit. This gives the fellow a chance to do things that he would be a coward to do as an individual. It adds little to a school's reputation to have hazing result in so seri-

ous consequences, as it often does. For instance, what kind of spirit existed at a certain college some years ago, when the upper classmen tied a freshman to the railroad track, and forgot to release him in time for the next train. A little class distinction may be profitable; for the upper classmen to have privileges that the lower classmen do not enjoy makes them feel their sphere and creates an incentive that is beneficial to college spirit. But the freshman can be taught his place without such actions. Never does such inhuman means have to be resorted to to show the freshman's inferiority.

College men should have a sense of honor that they carry with them at all times. It is often assumed that by the mere fact that you are a college student gives you a different code of ethics. For the collegian to pilfer from the banquet table a dozen souvenir spoons is considered only a prank. Such actions and rowdyism in general is the wrong kind of spirit. It may be comradeship, but what de-

cent man wants to be the comrade of a bully? For a bunch to get together when out celebrating and raise a disturbance and especially make your college a party to it is anything but the right spirit. If you must disgrace yourself do it in the name of someone else. The student of the college fixes its reputation, and it may take years to outgrow a single act of imprudence.

Every student should prize the word truth. "Veritas" should be his motto. There must be a spirit of truth character and integrity for true spirit. An effort to strive at honor that you may be judged without question. As Cardinal Newman puts it: "The practical end of a University course is training good members of society." If we are only to realize this more fully and not mistake so often false ideas of manliness, false conceptions of what student life should be, true college spirit would flourish.

Wisdom

By Ades C. Cholley

He that strives with worldly aims,
And lives for Pleasure's gains,
Loves a blooming rosy cheek
And a Grecian nose doth seek.
Or tepid lips admires,
And eyes of star-like fires.
Master Time makes youth decay,
And fairness fades away.
Then in grief we here him say:
"In folly I've lived my day."

But gentle hearts so well combined
With a sense of Wisdom's mind,
Gives noble thought and calm desires
Arrayed in spiritual attire.
He has striven for higher aims,
And manifold has been his gains.



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Commencement Assuredly it is too late in the day to be really commencing any great, true or profitable business in the world. Those same formative processes Man is subject to on Earth, are life-long; any period or diversion of the years should find him consistently a partner in that relation. And the values by which are expressed the resultant of the process, be they Truth or Beauty, Knowledge or Activity, they are values for all time and at all periods of life.

The change from Youth to Maturity, from Maturity to Age, a change of which commencement is a certain mark, involves not changed values but changed method. It represents a new proceeding in an ancient quest, a new organism in an unchanged functioning, a new method in an old analysis. As such purely a human institution it resembles the processes of the Universe, in which though all is Change, all is Oneness too, in which through various forms outshines one plan, in many activities evolves one value, out of many attitudes derives consistency.

Commencement then is metamorphosis. It involves a changed organism of labor, a new attitude toward labor. And life in its essential elements remains the same. This process of Education has been formative, a recasting of organs, an organiza-

tion of the energies of Society within each of us. There has been passivity, assimilation and sleep. There has been uncertainty, doubt, the mysteries of adjustment. Now there shall be these things again, but in different form. Life continues, Change on Change. Its unity is not so obvious but is real just the same, we must believe.

J. H. H.

General Gouraud's Visit to Dayton The recent visit of the renowned Frenchman General Gouraud, to Dayton, recalled one of the really great military geniuses of the last war. As the battle chieftain of the American Rainbow Division, he is remembered as a great soldier and an ardent lover of France, his native country. The heroic general was the guest of Mr. Frederick Beck Patterson, President of the National Cash Register Company. At the dinner of honor given his guest, were present two fellow-students of General Gouraud, Bro. George N. Sauer, S. M., Superintendent of Instruction of the Society of Mary's American Schools and Bro. George Ley, S. M., Principal of the University of Dayton High School, two former students of the renowned College Stanislas of Paris, France. The general was happy to greet in America, two fellow-alumni of his Alma

Mater. In his speech, he told in a happy manner, his great pleasure to learn that two members of the dinner-party were fellow-students with him at the great Marianist College of France, and now, members of the International Educational Society of Mary, and members of the faculty of the University of Dayton.

It might be interesting to our readers to learn that the members of the Society of Mary have under their direction, besides the University of Dayton, colleges, high schools and parochial schools in the United States, Canada and Hawaii, some of the most important schools and colleges in Japan, Austria, Italy, Belgium, Switzerland, Spain, Algiers, Morocco, France.

Besides General Gouraud and several other prominent French leaders, the heroic ace Guynemer, the dramatist Edmund Rostand, and the author, Henri Bordeaux, all claim College Stanislas as their Alma Mater.

Several of the present faculty at the University of Dayton are alumni of the same world-renowned College of France.

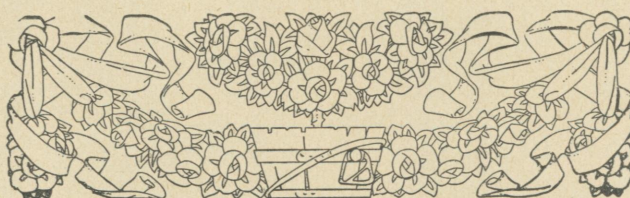
J. C. G.

Acknowledgment The faculty and student-body of the University of Dayton, wish to make public acknowledgment of the courteous service rendered by all the N. C. R. aides on Commencement Day.

Our grateful appreciation and thanks to Mr. Frederick B. Patterson for the use of the N. C. R. School House in which were conducted the Commencement exercises.

To the Dayton Daily News, the Dayton Journal and the Dayton Evening Herald, we extend a vote of thanks for the publicity given the visit of Major-General Dickman and the Commencement Exercises of 1923.

J. C. G.



Alumni Notes

By P. A. Kass and C. P. Murray

Alumni Banquet of 1923

The Thirtieth Alumni Reunion and Banquet of the University of Dayton, 1923, held at Miami Hotel, Dayton, Ohio, is referred to, by all present, as a distinct success. There was excellent and gratifying service, high spirits and very good speeches, three things essential to such an affair. Attendance crowded the hall, representative to a great degree of the varied membership of the Association.

In the absence of William Carroll, Harry Finke occupied the role of acting toastmaster. Among the speakers were Very Rev. Joseph Tetzlaff, President of the University; Mr. Lawrence Stember, Mr. Michael J. O'Shea, Mr. Harry C. Busch, Very Rev. Bernard P. O'Reilly, and Maj.-Gen. Joseph T. Dickman. Addresses were pleasantly interspersed with songs by Mr. Joseph Murphy.

The President recalled, in addressing the graduates, the tragic death of Alvin Kling who should have graduated with the class of '23. Following the President's address, Mr. Lawrence Stember and Mr. M. J. O'Shea represented the Preparatory and College graduates. The later especially drew much applause in a very successful typical after-dinner speech. Mr. Busch's address outlined the position and duties of the College man in the business world.

Drawing from his extensive military career a number of illuminating and interesting reminiscences, Major-General Dickman illustrated his scholarly bearing and wide experience in a particularly excellent retrospect.

The Provincial, Very Rev. B. P. O'Reilly, gave a complete account of the work of progress going on in the University and called particular attention to the Diamond Jubilee of 1925. Suggested that the second building be then started and on asking the opinion of the assembly as to which it should be, opinion was unanimous that it be the Gymnasium.

Major Hazlett and Rev. Marcellus Wagner were especially interesting in their impromptu remarks. Father Wagner claimed that the absence of many members from other cities was probably due to the

fact that they were not well posted on the work going on in Dayton. He suggested that in the future information be furnished such members concerning all the important doings at the University and in the Association.

As a whole the Banquet and Reunion were perhaps the most successful in the history of the Association. And judging from the remarks of those present and the high spirits of all concerned we are certain that "a good time was had by all."

Bro. Thomas Jones, S. M., and Bro. Frederick Paff, S. M., organized the conduct of the Banquet to the satisfaction of all present. The Student Orchestra under the direction of Bro. Louis Vogt, S. M., added to the evening's good cheer.

Mr. William Carroll, '04 Toastmaster
of Dayton, Ohio

Rev. Joseph Tetzlaff, '05 "Retrospect"
President of U. of D.

Mr. Joseph Murphy, '00 Songs

Mr. Lawrence Stember, '23. "Honor Before Honors"
of Corning, Ohio

Mr. William Keyes, '99 Songs

Mr. Michael J. O'Shea, '23. "Graduate Alumni"
of Everson, Pa.

Mr. Joseph Murphy, '00 Songs

Mr. Harry C. Busch, '96 Address

Mr. William Keyes, '99 Songs

Very Rev. Bernard P. O'Reilly. . "Our Alma Mater"
Provincial of the Society of Mary

Mr. Joseph Murphy, '00 Songs

Major General Dickman, U. S. A., '71. Address

Impromptu Remarks

Music furnished by University of Dayton Orchestra
Direction of Brother Louis, S. M.

BIOGRAPHICAL SKETCH OF MAJOR-GENERAL JOSEPH T. DICKMAN, '71, U. S. A.

MAJ.-GEN. JOSEPH T. DICKMAN, chief speaker at the Commencement exercises of 1923, was one of our leading generals during the World War, having command of the Third Army, U. S. Regulars, a division of which

scholarship for a West Point cadetship. He was then twenty years of age. It was while staying in his natal city of Dayton that General Dickman attended for a time the classes at old St. Mary's. His family moved later to Wapakoneta.



MAJOR-GENERAL JOSEPH T. DICKMAN, '71

Daytonian

Commencement orator of the Seventy-third Commencement—1923

Second in Command in the World War

Head of the Army of Occupation

won world-wide fame by its repulse of the Germans in their drive at the second battle of the Marne.

Lasting over a period of forty-five years, crowded with action, General Dickman's military career started properly speaking, at Lima, Ohio, in 1877, where, in a competitive examination, he won the

attended for a time the classes at old St. Mary's. His family moved later to Wapakoneta.

He graduated from West Point in 1881 and from the infantry and cavalry school in 1883. For a number of years following he served in various cavalry divisions. He rose from instructor of cavalry in 1893 to instructor of military art at Leavenworth

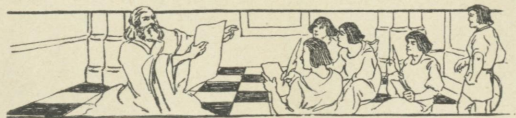
in 1893-1898. Saw service in the Philippines and in Cuba. Was detailed to China as observer of foreign armies there, then as chief of staff of the China relief expedition in 1900. Serving as instructor of military art and on other posts he graduated from the war college in 1905. The following years until 1914 he spent in cavalry divisions and on posts as inspector. In the former work he was highly successful and is accounted one of the chief developers of the United States Cavalry. In 1914 he visited all the chief European countries, studying their military especially that of Germany. The same year he was made colonel, then in 1917 brigadier general and in August, 1917, major general.

In the late war Major-General Dickman distinguished himself very highly. He and his division had much to say in the savage repulse of the German attack at the Marne. It was at this critical

stage of the war that Major-General Dickman is said to have sent the famous message to the French Commander refusing to retreat before the Germans.

When the Armistice was signed Dickman was made head of the Army of Occupation, which post he held until his retirement from the army on the occasion of his 64th birthday, October 6, 1921.

Some of the personal qualities that have contributed to his success are the General's sociability and "mixing" qualities, and besides a wide practical knowledge, a scholarly grasp of the military art. It is the last quality that placed him in such advantage in the War, he having been at all times a close student of the German art of war. In fact he has written considerably on military subjects and has translated many well-known works of interest to our military.



University Chronicle

By F. L. Canavan and Roy A. Hesse

Reception to Major-General Jos. T. Dickman, '71, U. S. A. Saturday morning, June 9th, a U. of D. old boy of '71, Major-General Joseph T. Dickman, and Mrs. Dickman, arrived from Washington, D. C., at 9:30 a. m.

Dayton time. He was accorded a warm reception by his native city in the person of Mayor Frank B. Hale, the American Legion, the civic societies and business men organizations, the Knights of Columbus, the Army, the Airmen, and the University of Dayton. Under the auspices of the American Legion, a luncheon-reception at the Hotel Miami was tendered the distinguished general. McCook Field and the Conservancy dams were in-

spected and earnest support of the movement to establish at Dayton the United States Air Academy, was expressed.

Mrs. R. Emmet Murphy of South June Street, a sister of General Dickman, was hostess to her brother during his stay in Dayton.

Commencement The Seventy-third Annual Commencement took place at the N. C. R. School House, on the afternoon of June 11. In the splendid setting of the up-to-date auditorium, the academic exercises were enacted.

The program follows:

Program

March Organ
 "The Star-Spangled Banner" .. Audience and Organ
 Salutatory Walter Krantz
 Violin Solo—Waltz "Brindisi" Alard
 Violin: Francis Gabel
 Piano: Maurice Reichard
 Address.. Maj-Gen. Joseph T. Dickman, U. S. A., '71
 Selection Organ

Awarding of Medals

**Announcement of Winners in the University
 Scholarship Contest**

Presentation of Diplomas**Preparatory Department**

Selection Organ

Awarding of Medals

Presentation of Commissions by
 Colonel Edward Orton, Jr.

Conferring of Degrees**Collegiate Department**

Selection Organ
 Valedictory Anthony McCarthy
 U. of D. "Athletic March" .. Anthony McCarthy, '23

Major-General Joseph T. Dickman, U. S. A., of the class of '71, was the principal orator of the afternoon, his address centering about world conditions and on the military training projected by the University of Dayton.

In addition to the conferring of the Doctor's and Bachelor's degrees, a marked feature was the granting of second lieutenancies in the Reserve Officers' Corps of the United States to fourteen students of the University who have completed the military course.

Collegiate Department

COLLEGE DEGREES**College of Liberal Arts and Sciences**

The Degree of Doctor of Laws
 has been awarded to

Major General Joseph T. Dickman, '71, U. S. A.

A Gold Medal of Graduation and the Degree of
 Bachelor of Arts
 with the mention "Magna cum laude"
 awarded to
Ades C. Cholley, of Wooster, Ohio

A Gold Medal of Graduation and the Degree of
 Bachelor of Arts
 with the mention "Cum laude"
 awarded to
Stephen J. Emerick, of Wilkes-Barre, Pa.

A Gold Medal of Graduation and the Degree of
 Bachelor of Arts
 with the mention "Cum laude"
 awarded to
Edmund J. Klass, of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
 Bachelor of Arts
 with the mention "Cum laude"
 awarded to
Anthony A. McCarthy, of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
 Bachelor of Arts
 with the mention "Magna cum laude"
 awarded to
Michael J. O'Shea, of Everson, Pa.

A Gold Medal of Graduation and the Degree of
 Bachelor of Science
 with the mention "Cum laude"
 awarded to
Joseph G. Wagner, of Sidney, Ohio

College of Engineering

ELECTRICAL ENGINEERING

The Degree of Electrical Engineer
has been awarded to
Joseph W. Holters, '19, of Covington, Ky.

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

Paul J. Drobkiewicz, of Hamilton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

Quinton A. Guenther, of Glenmont, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

John A. Healy, of Newark, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

Linus V. Hosfeld, of Fredericksburg, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

Ferdinand F. Miller, of Lima, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

Clarence F. Paulus, of New Milford, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Magna cum laude"
awarded to

Alfred L. Poliquin, of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Summa cum laude"
awarded to

Alvin F. Rabe, of Covington, Ky.

A Gold Medal of Graduation and the Degree of
Bachelor in Electrical Engineering
with the mention "Summa cum laude"
awarded to

Elmer F. Steger, of Dyersville, Iowa

CHEMICAL ENGINEERING

A Gold Medal of Graduation and the Degree of
Bachelor of Chemical Engineering
with the mention "Magna cum laude"
awarded to

M. Herbert Hannegan, of Marion, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Chemical Engineering
with the mention "Magna cum laude"
awarded to

Walter J. Krantz, of Cleveland, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Chemical Engineering
with the mention "Magna cum laude"
awarded to

Frederick H. Pfarrer, Jr., of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Chemical Engineering
with the mention "Magna cum laude"
awarded to

John H. Schomaker, of Carlyle, Ill.

CIVIL ENGINEERING

A Gold Medal of Graduation and the Degree of
Bachelor in Civil Engineering
with the mention "Magna cum laude"
awarded to

Frank H. Kronauge, Jr., of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor in Civil Engineering
with the mention "Magna cum laude"
awarded to

Carl A. Theuring, of Blue Ash, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor of Science
awarded to
Victor C. Laughlin, of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor of Science
awarded to
John T. Panos, of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor of Science
awarded to
Walter H. Roehll, of Dayton, Ohio

A Gold Medal of Graduation and the Degree of
Bachelor of Science
awarded to
William L. Slagle, of Centerville, Ohio

COLLEGIATE DEPARTMENTS

HONORS AND AWARDS

The Gold Medal, in Memory of George A. Pflaum,
for Excellence in English Studies in the Freshman
Arts and Letters Class and the Freshman Com-
merce and Finance Class
awarded to
Joseph Wentker, of St. Louis, Mo.

Gold Medal for Excellence in Pre-Medic Studies in
the Freshman Pre-Medic Class
awarded to
V. Howard Mahan, of Dayton, Ohio

Gold Medal for Excellence in Chemistry and Math-
ematical Studies in the Freshman Engineering Class
awarded to
Peter A. Babb, of Pachuca, Hidalgo, Mexico

The Rt. Rev. Msgr. Daniel A. Buckley Gold Medal
for Excellence in Latin Studies in the
Sophomore Arts and Letters Class
awarded to
Merle Smith, of Dayton, Ohio

Gold Medal for Excellence in the
Sophomore Pre-Medic Class
awarded to
Robert Norris, of Greenville, Ohio

The following have completed the Two Years'
Pre-Medic Course:

Paul Fox, Carl Goulding, Richard Hochwalt, Leon-
ard Kleinhenz, Rollins McGriff, Robert Norris,
Vernon Rodden, Bernard Taylor.

The Thomas J. Coughlin Gold Medal for Excellence
in Mathematics and Physics in the
Sophomore Engineering Class
awarded to
John Alexander, of Dayton, Ohio

Gold Medal for Excellence in the Sophomore
Commerce and Finance Class
awarded to
Robert Bremer, of Dayton, Ohio

The Rev. Denis M. Halpin Gold Medal for Excel-
lence in History for three scholastic terms,
from 1920-1923, awarded to
John Holtvoigt, of Dayton, Ohio

Gold Medal for Excellence in the Junior Mechanical
Engineering Class
awarded to
Carl J. Crane, of San Antonio, Texas

Gold Medal for Excellence in the Junior Civil
Engineering Class
awarded to
**Matthew O'Boylan, of Kilnaleck, Co., Cavan,
Ireland**

Gold Medal for Excellence in the Junior Electrical
Engineering Class
awarded to
Frank Williams, of Dayton, Ohio

The Rev. Charles Polichek Gold Medal for Excel-
lence in the Junior Chemical Engineering Class
awarded to
Cyril C. Scharf, of Fostoria, Ohio

Gold Medal for Excellence in the Senior
Civil Engineering Class
awarded to
Carl Theuring, of Blue Ash, Ohio

The Martin Kuntz Gold Medal for Excellence in the
Senior Electrical Class
awarded to
Elmer Steger, of Dyersville, Iowa

The Rev. Charles Polichek Gold Medal for Excellence in the Senior Chemical Engineering Class
awarded to

M. Herbert Hannegan, of Marion, Ohio

If at the time of graduation from the Collegiate Department, a boarding student has been awarded honors for four years (95% for conduct), two of which immediately precede graduation, he is entitled to a gold medal for conduct. In accordance with this regulation, Gold Medals for Conduct have been awarded to the following Students of the Collegiate Department:

Ades Cholley, of Wooster, Ohio
Quinton Guenther, of Glenmont, Ohio
Linus Hosfeld, of Fredericksburg, Ohio.
Ferdinand Miller, of Lima, Ohio
Clarence Paulus, of New Milford, Ohio
John Schomaker, of Carlyle, Ill.
Elmer Steger, of Dyersville, Iowa
Carl Theuring, of Blue Ash, Ohio
Joseph G. Wagner, of Sidney, Ohio

Gold Medal for Excellence in service rendered in the University of Dayton Band
awarded to

Anthony A. McCarthy, of Dayton, Ohio

The William H. Holters Gold Medal for Excellence in Christian Doctrine
awarded to

Matthew O'Boylan, of Kilnaleck Co., Cavan, Ireland

The Rev. Charles Polichek Philosophy Prize of \$20.00 in Gold
awarded to

Ades Cholley, of Wooster, Ohio

The Doctor D. G. Reilly Oratory Prize of \$30.00 in Gold
awarded to

Lawrence Tebbe, of Anna, Ohio

The Doctor D. G. Reilly Oratory Prize of \$20.00 in Gold
awarded to

Michael Eikenbary, of Dayton, Ohio

The Doctor D. G. Reilly Oratory Prize of \$10.00 in Gold
awarded to

Leo Collins, of Adrian, Mich.

The Rev. Dr. Bernard F. Kuhlman Prize of \$15.00 for Essays in American History
awarded to

Lawrence Tebbe, of Anna, Ohio

The Rev. Dr. Bernard F. Kuhlman Prize of \$10.00 for Essays in American History
awarded to

Leonard Canavan, of Lima, Ohio

The Rev. Dr. Bernard F. Kuhlman Prize of \$5.00 for Essays in American History
awarded to

Paul Weber, of Fostoria, Ohio

The Alumni Diamond Pin for Excellence in Senior English and contributions to the University of Dayton Exponent, the University Magazine
awarded to

Ades Cholley, of Wooster, Ohio

Fobs for all the Medals were donated by F. G. Meyer, the Jeweler on West Fifth Street

The following students received commissions in the R. O. T. C.:

John A. Supensky
Clarence F. Paulus
Joseph C. Amersbach
Joseph T. Maloney
Harold G. Melia
Patrick J. W. Howe
Cyril C. Scharf

The following received certificates for commissions:

Francis J. Hagan
Wilbur A. Kramer
Edwin C. Rohr
Alphonse C. Stelzer
Varley P. Young

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 Fernando A. Cobian, Mexico City, Mex.
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1923 Registration Day, Tuesday, September 11.

The High School Departments open Wednesday, September 12, at 9:45 a. m.

The Colleges of Arts, Letters, Science, Commerce and Finance, Engineering and the Pre-Medical Department open Tuesday, September 18, at 8:45 a. m.

In the month of July a Catalog of Awards has been sent to the parents of students. This catalog will contain a detailed account of all academic honors awarded.

In all the classes of the High School Departments, a gold medal is awarded to the student who has the highest class average. This class average is determined by the general average of the monthly marks, competitions, January and June examinations.

It will be stated on the report cards giving the yearly averages whether a student has been promoted or not. To merit promotion, the student must have a yearly average of 70% and must have obtained at least four credits during the year. The subjects in which credits have been obtained are indicated on the report card.



The Fifth Japanese Scholarship

Cash on hand May 1, 1923.....\$2,129.03

Recent Contributions

St. Mary's School, Erie, Pa., per Very Rev. Mellitus, O. S. B., \$75.00; First High-A Class, Kenrick High School, St. Louis, Mo., per Bro. Theodore Kauss, \$20.00 (this contribution completes a \$60.00 Annual Scholarship by this Class); St. Xavier School, Cincinnati, Ohio, per Bro. Andrew Schratz, \$25.00; Second High-B Class, Kenrick High School, St. Louis, Mo., per Bro. John Dockter, \$60.00 (the amount of an Annual Scholarship); E. F. Wood, per Mrs. H. Gabel, Columbus, Ohio, \$10.00; St. Michael School, Pittsburgh, Pa., per Bro. James Yack, \$10.00; Sophomore Class, Holy Trinity High School, Brooklyn, N.

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Total Cash on hand, July 1, 1923.....\$2,567.54

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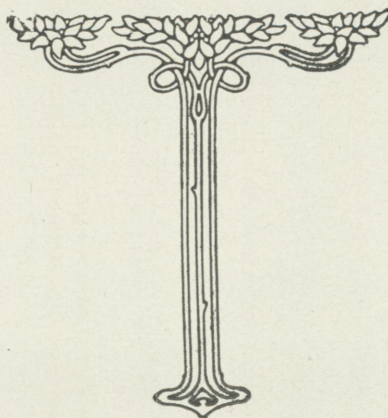
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St. Mary's School, Erie, Pa., per Very Rev. Mellitus, O. S. B., \$75.00; St. Xavier School, per Bro. Andrew Schratz, \$32.00; Elder High School, Cincinnati, Ohio, per

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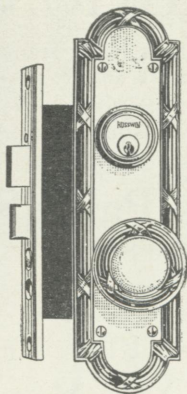
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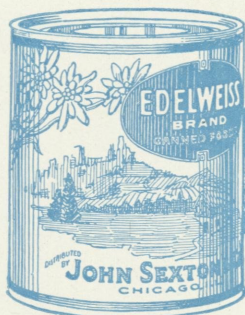
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