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THE UNIVERSITY of DAYTON EXPONENT

Mr. Victor Emanuel '15, Benefactor

By Edgar B. Meyer

January-February, 1927

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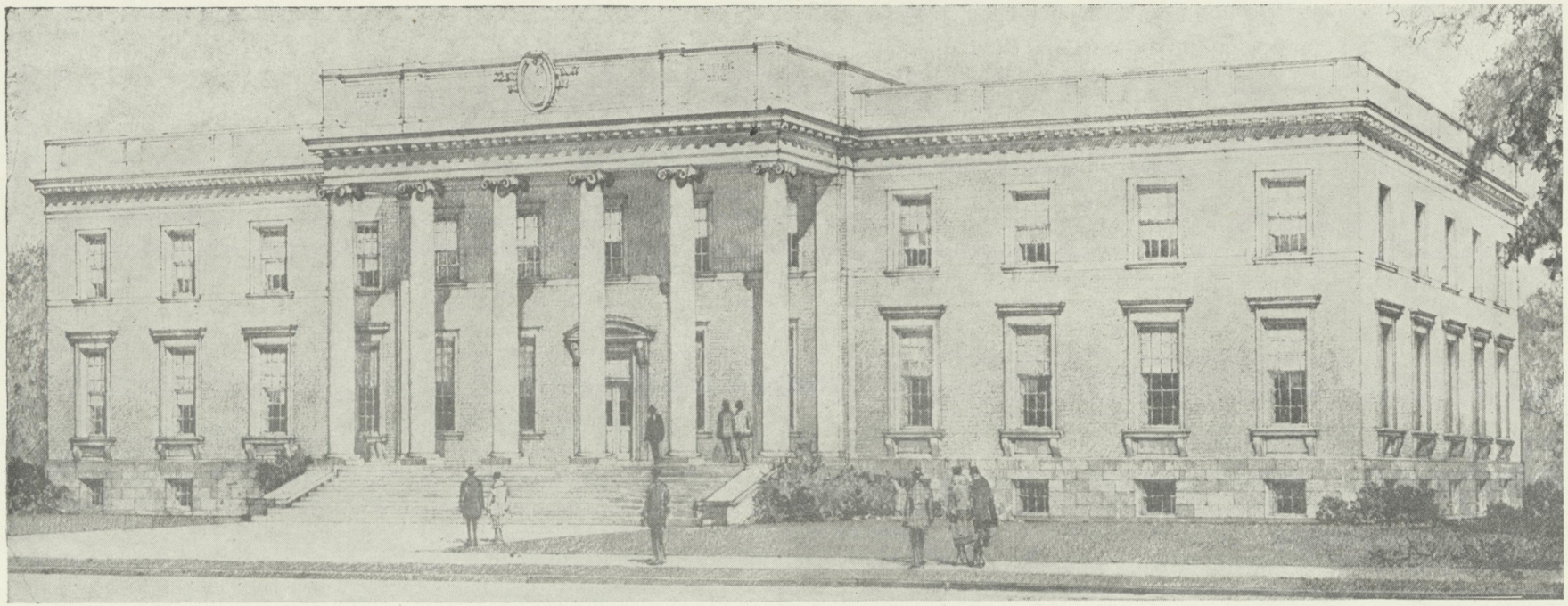
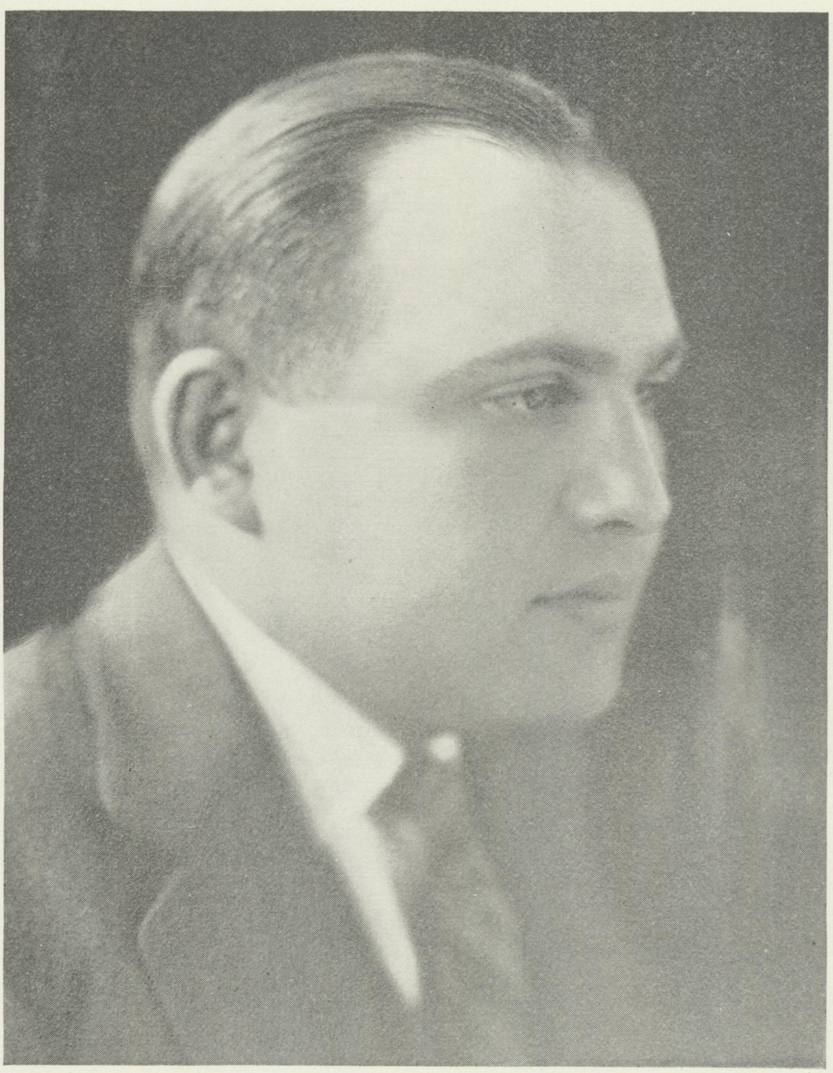


THE PROPOSED ALBERT EMANUEL LIBRARY
AT
THE UNIVERSITY OF DAYTON

The University of Dayton Exponent

Vol. XXV JANUARY-FEBRUARY, 1927 No. 1



MR. VICTOR EMANUEL, '15, BENEFACTOR

Mr. Victor Emanuel, '15, Benefactor

By Edgar B. Meyer

VICTOR EMANUEL, donor of the new Albert Emanuel library to the University of Dayton, a former Daytonian, was born on January 31, 1898. At the time of his birth his parents resided on Sycamore Street. His career is one of which we can say much and one which we can use as a shining example for alumni and students of the University of Dayton.

His primary education was given him at Longfellow school. During Prep days he attended the University of Dayton, then known as St. Mary's College. He completed this course in 1915. During the time spent at the University of Dayton Victor Emanuel was known as a model student. To quote one of his former teachers: "Eager and alert, observant and of a bouyant disposition, always obedient to his parents and constantly showing deference to his elders. As to his personality, he possessed a charm and genuineness which was captivating."

After graduating from the University of Dayton, he attended Cornell University. He matriculated at the age of seventeen, and he graduated and was claimed an alumnus of the class of 1919. He studied in the college of Arts and Sciences. He was also well versed in Economics, having taken Accounting and Corporation Law.

At the time of the World War, he was interested in R. O. T. C. work and as soon as the United States declared war, he endeavored to enlist in the aviation corps. At this time the aviation corps consisted almost entirely of Yale and Cornell students.

Being handicapped because of defective hearing in one ear, Emanuel was not immediately accepted. However, after having undergone an operation to correct his hearing, he was accepted and during his term of enlistment, he became a Chief Quartermaster of Aviation in the United States, Naval Air Service. His ground school work was completed at Commonwealth Pier in Boston and the Massachusetts Institute of Technology at Cambridge, Mass. Having completed this course he was made a student officer for heavier than air craft at the United States Naval Air Station at Miami, Florida. Upon the completion of his course in flying, the Armistice was signed and his father being ill he returned to New York. Certain business conditions caused the family to move to New York in 1916.

Victor wished to return to Cornell, but because of his father's illness he was forced to enter Columbia. Here he remained for one term after which he had to give up his education and manage his father's business. During his entire educational career, his father had kept him well informed of every phase of his business. Victor has proven himself to be a very apt manager of his father's affairs.

This princely gift of Victor Emanuel is the second that he has given here. In 1923 he announced his desire to establish in perpetuity, yearly prizes in the form of gold medals, as a special inducement to Junior and Senior students of Chemical Engineering. These medals were given in honor of his mother. At the same time he said that he was greatly interested in the University of Dayton and that he hoped that he would be able to do more for it in the future. The copious measure of his interest in his Alma Mater was made plain when he gave to the University such a priceless gift as the Albert Emanuel library.

The donation of the library constitutes the third unit in the extension program for a greater University of Dayton. The other two which are now completed are Alumni Hall and the Stadium. Plans for the new library are being completed by Howard Germann, and the committee hopes to be able to break ground early in the spring. It is contemplated on having it ready for use by the opening of the fall term in 1927.

The library will be modern in every sense of the word. Every facility possible will be placed at the disposal of the students. It is to be made of brick in conformity with the other buildings on the campus, two stories in height, with a colonade entrance.

The new Library Building will be named the Albert Emanuel library in accordance with the wishes of the donor, who desires to erect this memorial in honor of his father. Although Albert Emanuel was denied the fruits and advantages of a collegiate training, it was his earnest desire that his son should receive all the educational advantages possible. Since there is so much interest manifested by the elder Emanuel in the value of higher education, it is indeed fitting that such a memorial as the Albert Emanuel library be erected as a permanent monument to the undying interest of a stalwart supporter of collegiate training.

The gratitude of Father O'Reilly is boundless and his enthusiasm is manifest in the project by the following few words on the subject: "I certainly cannot be to grateful to Victor Emanuel for the priceless gift which he has made to our institution. The

need of adequate library facilities has been keenly felt for quite some time, but the board has been unable to see its way clear to finance the project. Mr. Emanuel has given us a most needed and inestimable gift which will brighten the future for all of us. In the name of the University, Faculty, Alumni and Friends, I give my heartfelt gratitude and most sincere appreciation to Mr. Emanuel for the wonderfully beautiful gift he has bestowed upon us. In the heart of Mr. Emanuel is an ardent devotion to his Alma Mater which has so generously manifested itself in the gift of the Albert Emanuel library." * * *

The Library Management

By Martin Haag

"SPEAK out freely on matters of library management; and especially, in these days, on matters of library construction." The content of this saying might well be kept in mind by students, faculty and friends of the University of Dayton; for has not one of our fondest hopes been realized—that of an adequate college Library? A fact which calls forth the utmost enthusiasm.

The college library has long played an indispensable part in higher education. The richest and largest in the country today, Harvard, holds also the distinction of having been the first one. It was founded in 1638 and at present has over 800,000 volumes. We might also be interested to know that the modern system of the library is an outgrowth of the University of Virginia's plan which Thomas Jefferson worked out and in which he rightly foresaw the importance of the library in the scheme of the College or University.

This system on which the library is run is being constantly changed by up-to-date librarians both to meet the needs of the school and to make use of the newer and more efficient methods of successful librarians recognized by the American Library Association. At a recent conference of librarians of the Middle West the following twelve major points in the administration of a college library were brought out. Out of a report of 60 college libraries 53 had their library as an independent department. That is, they were free from supervision; co-equal with other departments of the University or College. Such was not the case at all in the early history of the school library.

The number of books per student varied from fifteen to eight hundred. However, in a discussion that followed, the librarians emphasized, that quality rather than quantity should be the goal, and also that quantity is no indication of merit.

Concerning the Budget it was found that money appropriated for the college library at least equals and in not a few colleges it exceeds that of other departments. The A. L. A. approves of a minimum charge per student of $5.00 as a library fee; one college charges $9.00; and some others $6.00.

As to salary thirty-nine (of the sixty) were on a twelve-months basis, one on a nine-months basis. The salary was determined in each case on the preparation and experience of the Librarian. It was also discovered that one college gives a Doctor of Philosophy degree for graduate bibliographical and research work—like the library schools give.

The vacation of the librarian generally is as long as the professors. But in not a few instances librarians were required to work extra which should be compensated by extra pay.

Education and Status of the librarian fell short compared with the teaching staff. But in one college, it was brought out, the head librarian and the three assistants had the B. A. degree with the previous library training in schools. It must be understood that the status of the librarian is raised by "continued study, efficient service and experience."

The seventh point made was that the librarians, almost without exception, took part in conferences either National, State or District, but few assistants took part in these conferences. Nevertheless when the head librarian cannot attend, provisions should be made of sending one or two assistants. The time and money needed for expenses will be well repaid in the way of information received and the participation in the work at the attendance of the conference.

Only the Administrative officers were allowed full expenses, but the good derived will more than compensate the expense defrayed by the college. It was stressed that librarians should by all means attend such conferences.

As to the trustee and faculty meetings of a school the following was brought to light. Trustees take as much interest in the library as in any other department of the college. In only a few instances does the librarian sit at trustee meetings, but he is included in the faculty library committee and as a rule, is the chairman at the meetings. Such committees are lacking in some colleges. And what is the function of such a committee? It should be the aid and in every way the backing of the library and in discussions aim for the improvement of it.

The idea which most of the librarians wholeheartedly supported was the "Library Course in the Curriculum." So many students of college age are totally incapable of using the library efficiently. Through such a course they would become better research workers and know how to look for books. This course would consequently add to the dignity of the college. It is already included in the curriculum of some colleges and universities.

A few colleges were pointed out as especially successful because of their marked accomplishment and achievement in library work. None were found without considerable room for improvement but the following were praised because as was said of their accomplishment: Berea, Ky., Oberlin, Leland Stanford, Hamilton, N. Y., Amherst and Bradley Polytechnic which spends forty dollars per capita with six trained librarians who are graduates of library schools. It was suggested that at least two of these should come from the colleges' own school.

The Library problem should certainly be a live issue around the U. of D. Campus "in these days," for isn't our new library coming? We expect it to be the very best, so that it will stand as a monument both to our school as a ranking institution of higher learning and as a monument to the man who so generously donated the means for its erection.

The American College—IV

THE PURPOSE OF THE COLLEGE

By Edgar B. Meyer

THE purpose of the College! In that one sentence there is much fruit for thought. How many of us know just what the purpose, or the purposes, of the College may be? Have we ever given any consideration to the idea of the purpose of the college we attend? What in general is the purpose of the college?

There have been many definitions given, but the answer thus far has always been far from satisfactory. Every College President has his reasons in regards to the purpose of his college. He sets these ideas before the public to justify his institution in removing the youth from the rabble and the bustle of the business world, and in giving the youth the advantage of the four years' training to make him fit to combat the storms in the world outside the college.

The beacon light that is the ever present guiding principle in the purpose of the college is, intellectual training. Intellectual training is its mainstay and it is never lost sight of although the college may have many other purposes. However, all other purposes, some perhaps of a seemingly primary nature, are only subsidiary and indirect factors for the main purpose of the college. The college must do other things than merely train the intellect.

To sum up those things that the college has for a purpose, we can say: "The aim may therefore be stated as the stimulation and development of those gifts of intellect with which nature has endowed the student, so that he becomes, first, a better companion to himself through life, and, second, a more efficient force in his contacts with his fellow men."

Should a student go to college for the realization of a definite aim, for a severe training of his faculties, or should he go for relaxation, for the release and exercise of his social powers? Should he seek for a general awakening and a general discipline of his faculties, or should be specially and definitely prepare for the work he expects to do after he leaves college?

Out of these questions we can hardly deduce an answer without asking another question. That question is resolved into this; should the college primarily have for its purpose, mental discipline and general experience, or should it be a drill in a particular vocation?

These questions strike into the very heart of the problem. They present to us the purpose of the college as it exists today. The answer to these questions is by no means a simple matter, but it depends almost entirely on, the Individual, the College and the Environment.

Why the purpose of the college should be to give a general awakening and a general discipline of the faculties is shown by the almost unfathomable complex nature of the world today. Today is the Twentieth Century. The Twentieth Century is the century of speed. There are constantly new processes, new changes. Industry is constantly in the uproar of instant revolution, and the man who knows and who understands only the one, single process; the one, single piece of work that he has been given to do, is helpless at anything else and consequently, since industry changes so rapidly, he is likely to be deprived of the chance of doing that which he is accustomed to do.

The man who knows only about one thing is bound to pass out of date for there are always new inventions and discoveries that change the nature of their labors.

"The man of special skill may be changed into an unskilled laborer over night."

We see this very adequately depicted in the words of President Woodrow Wilson: "The merely skilled man is always a servant, with a chance through change of method that his services will not be needed. What the world needs at the top is not a few but many men with the power to organize and to guide. The college is meant to stimulate in a considerable number of men what would be stimulated in only a few if we were to depend entirely upon nature and circumstances."

Hence we have that the true Ideal is the Liberal College. The Liberal College has for its purpose the general awakening and the general discipline of the faculties. It has for its purpose the training of men who are fit to aptly cope with every problem that is presented to them. And the advice to a student of such educational writers as Mr. Birdseye, "Take up no study without some utility in it that you can see, understand and value," would destroy the very spirit of the liberal college. The liberal college has for its purpose to make the student "a master adventurer in the field of modern opportunity."

The college has for its purpose the training of men who are to rise above the ranks. The college must subject its students to a general intellectual training, which will not be narrowed to any one particular point of view, nor to any one vocation or calling. The latter is the purpose of professional schools and technical institutions. They are the ones who submit the student to a rigorous training in one special field.

Lest the reader may misunderstand my meaning of general training and general culture, I wish to state that I do not mean a mere touching on many matters and a thorough digestion of none. There is no longer any single highway of learning. The general training that I mean the college should have for its purpose is a general mental discipline, in philosophy, in one of the major sciences, in one of the great languages, in history, in literature and perhaps in politics; and this will bring him up in a world of thought, to live in a world of educated men.

And in conclusion, we find that the Ideal College, the Liberal College has for its purpose and aim the training of the student in intellectual discipline and moral enlightenment. It has not for its purpose a mere course of study, but that fundamental course which consists in the vital assimilation of knowledge, the most important course in the life of every college student.

NEW BIBLIOGRAPHY

The American Arts College .....Kelly
College and the Future ..... Rice
College Life, Conditions and Problems.....Fulton
Other bibliography same as before.

The Rebel

By Silvia Margolis*

I am only an unknown rebel,
And I hail from Times-to-Come;
Forever subjected to libel,
Because I speak for the dumb.

My citadel is up in the Heavens,
There where the asphodel grows—
Where flowers of vision abound
And merciful justice flows.

Brief is my leave in this clime,
And deep the hurt to be healed;
The bitterest wrong to be righted,
Ere my mission's fulfilled.

For the Lord of Life has sent me
To break and blazon a path
Thru the hearts that are lapped in deathness,
Unto those who glory in death.

O I come to oppose false prophets,
Who've muzzled the spirits of man,
And ensoul the mournful masses
To the light of the sheltering plan.

I am only a nameless Rebel,
Hailing from Somewhere-to-Come,
And tho I am subject to libel,
Yet will I sing to the dumb.

Like a bird I'll trill each dawn,
And my wings shall beat on their brain,
And my tears shall plead and call them—
And they will wake again.

(*With permission of the author.)

The Causes Underlying the Revolutionary War

By Thomas M. Ryan

"WELL, John, what do you think of the Navigation and Repressive Acts?"

"They are all out of order, Tom, and so are the writs of assistance and Stamp and Sugar Acts."

"No, Tom, we can afford to be a little relenting on this question, and perhaps pass over the Boston Port Bill by regarding it as an accident, but, we can never forgive England for the Boston Massacre.

Could we have been near Thomas Jefferson and John Adams, a week or more in advance of the meeting of Correspondence Committees at Boston in November, 1772, we could, in all probability have heard the above conversation or something similar to it, going on between two of the greatest men in the Revolutionary War.

In the study of history, we find that Revolutions, particularly of the Latin and Spanish bloods, are caused by economic and religious grievances; but, not so much the Anglo-Saxon blood. The American Revolution grew out of discontent, at first distinct, that finally led up to a connection,—the Union. Until the Stamp Act was imposed, the North and the South had little in common; it required ten years of interference on the part of Great Britain to bring them, through correspondence, into combination and warlike union.

The foundation of the Causes of the Revolutionary War, could be traced back not only to the days of King Alfred the Great, but also to the ancient Greek and Latin quarrels; but for the sake of convenience we generally accept the years between 1625 and 1628 as the childhood of the boy Independence. It was during this time that King James I,—prompted by the hope of finding a gold mine in the New World commissioned a London Company by giving them a grant of land for the purpose of development and enlarging the power of the crown, and was somewhat disappointed by the return of one of these vessels sometime later, ladened not with the coveted gold, but with some peculiar weed, about which, there was nothing known, until the English sailors showed the people how to use it as a smoking herb. When the King saw how the English people took to the fad of smoking this new herb, and how anxious they were to export tea for the purchasing of it, he sought some means of devising a revenue for the reimbursement of the English Treasury. The means was soon devised by placing a tax on the tea exported and the tobacco imported, thus causing the first great indirect attack against the principle "no taxation without representation."

The colonists of America knew that this principle of taxation was the one for which their forefathers had fought for in England against the Tudors and Durants, and a principle which was the foundation of every free government, the principle upon which the noble edifice of English liberty had been raised and consolidated since that grand struggle. The direct attack upon this principle was not made until 1750 when the American colonies made it known to English authorities, "that the people of these colonies are not, and from their local circumstances, cannot be, represented in the House of Commons in Great Britain, and that the only representatives of the people of these colonies are men chosen, therein, by themselves; and that no taxes ever have been or ever will be imposed on them, but by their respective legislatures."

The American Revolution has often been referred to as the unanimous uprising of a down-trodden people against a tyrannical attack on their liberties. These people brought over with them charters that gave them "the same liberties, franchises and immunities—as if they had been abiding and were born in the realm of England or any other of our said domains." These liberties were traditional and had always been respected as traditional laws by all the nations of Europe, but which were regarded with contempt by the English authorities in and out of America. These liberties were the same for which their ancestors had fought for, for five hundred years and they consisted in the right and protection of life, and property, a fair trial and judgment by one's peers, participation in self-government, privilege through the representatives of the people to grant the King the money needed for the support of the state.

The renewing of the Navigation Acts caused the first uprising against England. At the bottom of the misunderstandings between England and the colonies was, first, the growth of the mercantile theory of trade, and second, the growing power of the English Parliament. The very first enforcement of the Navigation Acts in 1700, caused the nations to regard the colonies as a source of revenue. And in 1733 with the renewal and addition of the Stamp and Sugar Acts, a striking example of the harm done to colonial trade by these restrictions became very apparent. In the middle of the

eighteenth century colonial governors and high English officials wanted to see Parliamentary rule established in America without a doubt. But Walpole and Pitt two peace-loving and ardent patriots, held the reins of government in England, preventing the establishment of this domineering power. The renewal and addition made to the Navigation Acts, extended the old commercial policy of the home country, and restricted and in some localities forbade the manufacture of certain articles. In 1732, with the prohibition of the exportation of hats, it became evident that England was deliberately violating a law of tradition,—"freedom of franchise and freedom in business dealings."

Such absurd and tyrannical laws had begun to be enacted in the reign of Charles II that by 1750 not less than twenty-nine of these acts had been passed in this hostile tone.

The next transgression on the liberties of the colonists was the enactment of the "Sugar Act" of 1733. This act aimed at stopping the exportation by the colonists of sugar and molasses from the French West Indies.

It is a well known fact in World affairs, that when a king violates the chartered rights of his people he immediately releases all claim of allegiance from them. In 1660 and 1680 through the many wars Charles I and Charles II forgot that Virginia and New York had "free charters" granting them freedom of worship, speech and freedom in government, taking this freedom away from them, placing over them governors who were dependent on the crown for their position and who were despotic enough to sit at the governors desk, signing warrants for the arrest and conviction of some of the most respected citizens because these same citizens dared to voice an opinion against the atrocities heaped upon them by a "mother country." In the panorama there passed before them a procession of robbers, thieves and butchers calling themselves rulers. These grandsons and grand-daughters of the 18th century were compelled to suffer many hardships for the disappointments of some king.

In order to carry out their ideas of requiring the royal approval and appointment of the governor; of placing militia over the colonies; of setting up admiralty courts, without juries; freeing royal proprietary governors from dependence upon colonial assemblies, the English government took a new policy,—to attempt closer control in charter and proprietary colonies.

The governor of the colonies had often hesitated about trying to enforce certain things on the colonists,—not because he did not think they were justifiable on the part of Great Britain, but because he was dependent on the colonies for his salary. Finally the English government, through the medium of Burnet moved the Assembly to grant 1700 pounds for one year as the salary for the governor. But Massachusetts won,—the Treasurer was appointed by the governor, **but elected by the Assembly.**

These colonists who fought for our Independence were again stirred to action when they recalled how Lord William Russell and Colonel Alernon Sidney, murdered innocent citizens, by their iniquitous sentences. They had not forgotten the bloody assizes of 1685.

Did the French Wars cause the Revolutionary War? Probably not in a direct or indirect way, but they caused the English government to levy a tax on the American colonists, thus preparing the colonists for the great union and removing from them the need of English military protection.

The common danger during the long wars, had done much to bring the colonists together; between 1689 and 1754, the various incidents that occurred in colonial circles, all tended toward the unification of the colonists for the time when they would burst forth, appealing in one universal voice for Independence.

The Intercolonial Wars led England to give the first great shock that might tend to jar the two halves of the empire apart. The first of these was the "writs of assistance" which were used by England to enforce laws; and, finally, the two new acts,—the Sugar Act of 1763 and the Stamp Act of 1765.

The "writs of assistance" had they been used in a lawful manner, would have been justifiable on the part of England, but under the present status they were illegal because they permitted any British official, in any part of the colonies at any time to seize any piece of property.

In 1760 George III ascended the throne and withdrawing the old "writs of assistance" issued new writs. These new writs as stated above were quite illegal and unjust and were not in any way to be compared to the old writs which enabled the officer to confiscate only suspected property or goods. It was here at the issuance of these writs that the child Independence was born, when James Otis left the office of Advocate General and turned to the defense of the colonists against Great Britain, and her system of new writs declaring that they were "the worst instrument of arbitrary power, the most destructive of English liberty and of the fundamental principles of war, that ever was found in an English Law Book."

In 1763 things became somewhat quieted as the result of the signing of the treaty of peace, and the Americans for a time forgot their grievances, until after a few months when the new English ministry under the direction of George III and his "faith-

ful" servant Greenville took care of managing affairs in the colonies. Greenville was determined to place a tax on the colonists. He did not intend that the colonists should pay any part of England's war debt but he wanted them to share in the payment of the maintenance for their own defense.

The evidence to show the need of such a garrison, as was then stationed in America, was easy to find. For six months they were the only troops in the field. But the colonists had many times made it plain that their assemblies would give no money for the support of such a garrison, and so Greenville decided to procure the money for the support of this garrison by taxing the colonists through Parliament. He first made the Navigation Acts a source of revenue and issued an order for their strict enforcement and passed the Sugar Acts of 1764, which prohibited the colonial trade with the French West Indies. In 1765 a similar tax was passed,—the Stamp Act, which placed a tax on all legal papers.

According to the customary business dealings, when two parties are trading they must receive equal values in the trade or the party receiving the bogus end of the trade is allowed to discontinue business transactions with the other. Again England violated a universally adopted policy when she made laws that managed to give the colonists the short end of every transaction.

The commercial colonies became alarmed because they knew that the enforcement of these laws would mean a loss of the French trade. But the New Act did not affect the southern colonies and so the seed of the union was not sown until the enactment of the Stamp Act in 1765.

The end of the French War had caused the Government of England an enormous amount of money and in 1764 George Greenville announced raising revenue. In the meantime things had happened in America which had irritated the colonists and at the announcement of Greenville they were ready to resist anything that looked like an encroachment of their liberties. They fought against this act but it was passed in Parliament in 1765. As a result of its enactment, there were many riots in America among the most disgraceful of which was the burning of Chief Justice Hutchinson's house in Boston. As a result of these demonstrations the Greenville ministry met disillusionment in July, 1765, and the new ministry with Lord Rockingham at its head saw to the repealing of the Stamp Act at the end of March, 1766.

Within a few months after the repealing of the Stamp Act the English ministry was again changed. Pitt was the head of the new government, and, excepting Townsend, all its members were "friends of America." But ill-health soon forced Pitt to give up the active management of affairs, and the "brilliant and unscrupulous Townsend," backed by the king, seized the leadership. "From this time," says Lecky, "the conduct of the English government toward the colonists was little more than a series of deplorable blunders."

Townsend as he ascended the new office turned readily to the matter of colonial taxation and not content with burdening the colonists with a tax on glass, red and white lead, paper, painter's colors and tea, imported into the colonies from England, he succeeded in having laws passed that "trials for attempting to avoid this tax, were to take place before admiralty courts, **without juries**; and the revenue for these courts was appropriated to the payment of the colonists so as to give the crown complete authority over them.

Thus this law began a wholly new phase in the struggle with England. While we might have excused those other laws by saying that they were made by a mother for the good and protection of her children, the Townsend acts were a wanton attempt to demonstrate supremacy, with no pretense of protecting America.

But Townsend's reign was short. His policies, however, were carried on for three more years by Lord North, his successor. The colonists tried at first to maintain their rights by legal means but failing at this they resorted to mob violence and openly landed goods that had paid no tax, and sometimes tarred and feathered the customs officials when those same officials would oppose them in the landing of these goods.

It is plain to be seen that the Townsend Acts failed, because they put the colonists on the edge of rebellion and each penny that had been collected under them cost England a shilling. On the day following the Boston Massacre, Lord North repealed the tax, but left the "insignificant" tax on the tea, at the king's insistence, to mark the principle of parliamentary supremacy.

England again violated an ancient law when in desperation to check the resistance of the law, provided, "that a colonist, accused of treason might be brought to England for trial "while the old English custom was "trail by jury of one's immediate neighborhood."

The Assemblies now unanimously adopted resolutions denouncing both Townsend law and the recent attack on the "trail without jury" as being unconstitutional and tyrannical and declared that the new law was "fraught with worse evils than the Stamp Act, by as much as life is more precious than property, and that the law is one upon which one ought not to hesitate to take up arms against."

Not content with this malicious plundering of colonial life and property, England heaped more

coals on the fire by quartering two regiments of English soldiers in Boston in time of peace, and not for the purpose of protection but for intimidation. The town officials at first quarreled with the royal officials and the townspeople and soldiers engaged in fisticuffs in the streets. The troops as well as the people were subject to insults hurled at them by opposing officials and on March 5, 1770, came the long delayed collision between the soldiers and the townspeople in which five were killed and six injured. The Boston Massacre, the first direct cause of the Revolutionary War.

In the middle of the eighteenth century the colonists were keenly observant of each other. It is well to remember this fact because without it there would doubtless have been rebellions and revolutions of the colonists, but there would not have been one great revolution ending in one great American Union. The colonists needed these correspondence committees because they wanted to treat England in a unified manner for the similarity in the atrocities heaped upon them by that country.

In November, 1772, at the motion of John Adams, a Boston meeting appointed a committee of twenty-one members as a correspondence committee between Massachusetts and the other colonies to discuss the action to be taken by the colonies against the latest infringements by Great Britain on the rights of the colonists.

The first chance the committee had proving its worth as an instrument for uniting the colonies, was on the occasion of the burning of the "Gaspee," a revenue schooner, off the Rhode Island coast, when the commander had become "extremely obnoxious to the colonists. England ordered that the offenders be caught and brought to England for trial, but the majority of the offenders were prominent men in colonial circles and when the English representatives came to America to capture the culprits they could find no trace of them.

During these disorders America learned to organize itself in a semi-revolutionary manner. Committees of correspondence here and there had been a familiar feature of agitation but now standing committees were appointed in their places.

"Leave the child to play in its own way and it will not be led into error by curiosity from a prewarning of the forbidden." England did not believe in this policy. The king by the advice of Parliament decided to "try the question" of taxation and reduce the American colonists to submission. They tried but failed; the results proving disastrous for England when in 1773 tea ships stationed in the harbors of Philadelphia, New York and Boston were destroyed.

In the New York and Philadelphia harbors the tea was first taken from the ships and placed in store houses until seized by the British in the War, while in Boston the colonists dressed as Indians boarded the ships and poured the tea into the sea and then destroyed the ships.

As a result of the Boston Tea Party, the short-sightedness of the English Government compelled those officials to issue a number of "repressive acts" that were of a very vivacious nature and which worked the colonists to a higher pitch of agitation than they had ever before known. These "repressive acts" consisted in the prohibition of town meetings and in making all colonial courts dependent upon the English crown. To these was added the Boston Port Bill, one of the most direct causes of the War because it impeded the colonial Navigation, by restricting the colonists to dealing only with Great Britain merchants.

By 1769 a movement began to have Americans sent to England for trial, which became so great that the appointment of a standing committee for intercolonial correspondence became necessary and by July 2, 1773, the machinery of revolution was complete.

The next step toward solidifying the Revolutionary Government was to develop a Provincial Congress from the local committees. This fact was not realized until 1774, but its realization resulted in three events of vital importance,—(1) the attempt of the ministry to force taxed tea on the colonists; (2) the answer of the Boston Tea Party; (3) the punishment of Boston by the enactment of the Boston Port Bill.

At last the state of Virginia's representatives met at the Fourth Virginia Convention, May 6, 1776, and turned to the discussion of the questions of Independence and the forming of a Constitution. They sent word to their representatives in Congress to move immediately for a general Declaration of Independence there; and it appointed a committee at once to draw up a constitution for Virginia, herself, as a state.

The "Bill of Rights" was reported on May 27 and adopted on June 12. The frame of the government was adopted on June 29.

The "Bill of Rights" emphasized the facts "that all power is derived from the people" and "that the government is and ought to be instituted for the common good of the people."

June 7, all the colonies were declared united and "free and independent States." On July 1, the Constitution and Declaration of Independence were voted upon, the vote was divided, but on July 2, the vote was carried by twelve states and the Declaration was formally adopted July 4, 1776.

In this declaration were enumerated the things that the colonists as a civilized nation were entitled to It enumerated those atrocities that were

the cause of the Revolution and told what things must be recognized by the world showing that the American Republic is not and never was intended to be a domain; but showing that in it is embodied liberty regulated by law; it is law resting organized institutions through which society and civilization may blossom forth into their fullest and fairest flowers. This is the doctrine contained in the Declaration of Independence.

Therefore, after having delved into the matter concerning the historical causes of the Revolution let us stop to consider the philosophical reasoning of the causes ..... assertions on the writings of St. Thomas in his "Treatise on Law."

Among the very first principles laid down in his treatise St. Thomas tells us that "the volition of what is commanded by the ruler may have the nature of law, it needs to be in accord with some rule of reason"; therefore, why should the government of England because of the mere whim of some petty official as Greenville, permit the levying of an extra tax on the colonists for the support of a garrison in the colonies that was not stationed there for the purpose of protection but for the purpose of intimidations?

A little farther on we read "laws are enacted for no private profit, but for the common benefit of the citizens"; where were the colonies benefitting from the Navigation, Sugar and Repressive Acts? We all know that the Navigation Acts were enforced in order that the British crown and British merchants might load their excess supply of tea, and painters' supplies on the colonists. One of the most important recourses in the New England colonies was the manufacture of hats, and yet the English government forbade this enterprise.

"A law is an ordinance of the people whereby something is sanctioned by the Elders together with the community." In 1764 and '65 did Greenville stop to ask the people of the colonies for their opinions about the Navigation and Sugar Acts? No, he went right ahead and forced the colonists to the acceptance of these laws and still further by enacting a law that forbade them to have justice administered in the proper way.

So, we could go on through the enumeration of the theories laid down in this treatise of St. Thomas and stating instances and examples of how these theories would contrast with the English laws enacted, and we would find that none of them hold up to St. Thomas' definition, when he says that "laws shall be virtuous, just, possible to nature, according to the custom of the country, suitable to the place, time, necessary, useful, clearly expressed, framed for no private benefit, but for the common good of the people." The laws enacted were not of this nature; they were irrational, unjust, illegal and tended toward the development of economical as well as political and social unrest.

To My Father

By Silvia Margolis*

O, I shall say to my orphaned heart:—consign.
And to my sorrowful soul I'll cry:—resign.
—Nor will I lament and yearn you back to me
From the Certain Sovereignty of your destiny.
O, deep in the lap of towering time I will toss
My bleeding and appalling sense of loss.
And by and by ....
Like a well gone dry—
I shall cease to cry ....
For my frail and finite thoughts, now dulled with woe,
Shall rise above their fleeting spheres—and know
What my eternal selfhood knows: you did not die—
And then ... no power, no reason will dare deny.
Living, your immaterial self, the Mercy that is you
Each day supplied all want of proof anew
By nurturing all doubt, all wonderment with trust
Despite the vestment of your dear, dear, delicate dust.

Now, even Death, from his dark cavern, sings praise
Of all your severed and imperishable ways,—
For the anxious care you gave eternal themes
Has ripened them in solitude to lovely dreams
That march in our bleak midst like a Vanguard of Light—
(Aerial Witness of your fond, unfading might)—
And guides our groping hearts beyond the maze of pain
To a flaming code of nobler life again.
* * * * * * * * *
So when I weep—it is from unrequited awe;
To think that which the Lord concealed in Holy Law
I was so blest in your own living eyes to see:
The rare, pure pattern of Immortality.

(*With permission of the author.)

That Man—Washington

By Simon Burick

NUMEROUS books and articles have been published within very recent times concerning the father of our country, George Washington. Many of these have been derogatory to his character. Others have lifted him to an angelic unrealistic plane.

This article will attempt to present George Washington first of all as a real man, an honest-to-goodness he-man—the kind of a man who could laugh and cry, who could fight and be extremely gentle, the kind of a man who loved his horses and his fields and his pleasures. That is the picture I have of George Washington.

Nothing can express the attitude that rightfully should be taken by all Americans towards Washington more than the simple words of the only man whose figure in American history can compare with that of the founder of our nation. That man is Abraham Lincoln, who was inspired to write and say of Washington: "Washington's is the greatest name on earth—long since mightiest in the cause of civil liberty. On that name no eulogy is expected. It cannot be. To add brightness to the sun, or glory to the name of Washington is alike impossible. Let no one attempt it. In solemn awe pronounce his name and in its naked deathless splendor leave it shining on."

Abraham Lincoln uttered those words in utmost sincerity. And he lived in and died for the principles of Washington.

Why can not all men look upon Washington in that light? Why must there be this everlasting attempt to de-humanize great figures in history? The name of Washington has suffered in this furore for breaking down great names, which carries with it the weapon that breaks down at the same time traditions and ideals. We have too few traditions and too few ideals as it is, in this country.

Washington possessed a great and many-sided personality. He was a **living human being.** He was a great vigorous, self-contained, self-controlled man, an athlete stripped for action and for whatever conflict may have presented itself to him, lithe, quick to act and with a great store of endurance. He was like all men of strong physique and mentality, warm in his friendships and feelings, though admonished by his position to be always just and if possible dignified. He was not, however, proud and severe, not cold and forbidding.

I mean to characterize Washington not as a demi-god, an idol or a saint. Such has been the fault of our historians. This article will merely try to show as was stated before that he was a man. In the process of canonization which some historians employ, more is lost than gained. The story or rather the legend of the cherry tree may serve as an excellent tonic for a small child but when it is attempted to record such an event as an actual historical fact, somehow or other it seems to want to go no further than the throat. It will not go down. With the greatest reverence to Washington, many of us can still agree with Mark Twain who said that he was a greater man than Washington for the founder of the country "couldn't tell a lie, while he could, but wouldn't." By giving little anecdotes of the life of Washington, this article means to portray him not as an idol but an eloquent example. And if the article presents Washington as the man rather than the historical figure, its purpose will have been fulfilled.

There are three historical records of events when Washington used violent language, swearing. He could swear but he never practiced it as an habitual characteristic. His opinion on the matter is recorded. It appeared under his "General Orders" to the officers' staff of the American Army:

" New York, August 3, 1776.

"The general is sorry to be informed that the foolish and wicked practice of profane swearing, a vice hitherto but little known in an American army, is growing into fashion.

"He hopes the officers will, by example as well as influence, endeavor to check it, and that both they and the men will reflect that we can have but little hope of the blessing of heaven in our arms if we insult it by our impiety and folly. Added to this, it is a vice so mean and low, without any temptation, that every man of sense and character detests and despies it."

Do not gather from this, then, that he was a man who did not practice what he professed. Washington never swore habitually any more than he used tobacco. He could not endure the sight of tobacco. He regarded smoking as a rather filthy custom. He even deplored the planting of tobacco, altogether, because it weakened the soil. When he made a treaty of peace with the Indians, however, his duty and position demanded that he smoke the calument and he did it. And the same holds true to the times when he used profanity. He was provoked to such an extent in the three records of his

profanity that something more than mere words was demanded and in these cases, it was profanity.

The first recorded case was at the battle of Monmouth, when he came upon General Charles Lee making a retreat that was unnecessary, there being no real danger. And Washington swore at Lee. It was the crisis of the Revolution.

Washington was sixty years old when the second recorded case of his swearing came to light. There was only one witness or rather listener. He was the faithful secretary of the first president, Tobias Lear. General Arthur St. Clair had permitted himself and army to become entrapped by the Indians in Ohio after being carefully warned of an attack. The army was butchered and when George Washington heard of the massacre, he locked himself in a room with Mr. Lear and for an hour, he rent the air with imprecations. When he had regained his composure he turned to Lear and said, "Not a word of this must ever pass from this room; the man shall have justice." And though St. Clair's error cost the American army severely, he did receive justice just as Washington said he would and he got kindness and mercy with it.

The third event of his swearing was in the case of Edmund Randolph, son of the president of the First Continental Congress, Peyton Randolph. The latter was one of Washington's most beloved friends and counsellors. Washington had started the junior Randolph in life when the latter was twenty-one. Randolph was appointed secretary of state in Washington's cabinet but he failed in the position. He was accused of certain financial misdealings with the corrupt French ambassador. He resigned without making any kind of struggle. After letting the matter drop for some time, however, he turned and wrote and published a long, hair-splitting pamphlet, which attacked the integrity of Washington and defended himself. Even Randolph's best friends admitted that it was not convincing in its slightest detail. After dinner, one evening, General Knox, Secretary of War, asked Washington if he had read the pamphlet. Washington turned and uttered twelve words that ended the conversation then and there. The words were, "Yes, and he is the G-d-est liar in the United States."

Washington in his long public career has held many titles. He had been President Washington and General Washington and many other things besides. Yet when he retired from public life, the title which he preferred was Farmer Washington. He delighted in hearing people call him by that name and it gave him infinite pleasure. He loved his fields and loved to roam in them and he loved to be classed as a farmer. A man visited Washington in 1785. He returned home and wrote "Washington's greatest pride is to be thought the first farmer in America. He is quite a Cincinnatus."

Some historians have written rather disparagingly of Washington's ability to make friends. They have said he was cold and forbidding and that no man ever attempted to live on familiar terms with him or even in proximity with him. And that "myth" has gained a great deal of credence. If historians would delve into and investigate his private life in its relation to his public life they would realize that he had friends and they were as firm, devoted and affectionate as the friends that any man ever had.

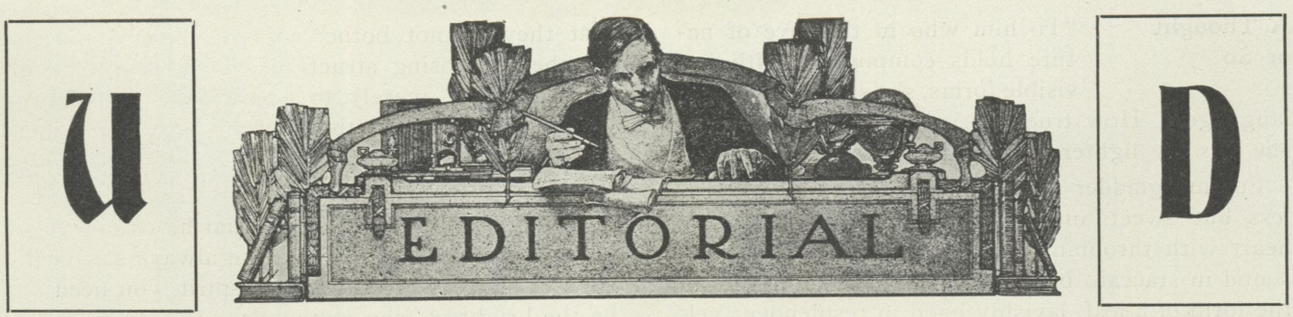
A few of his closest friends were the four Fairtaxes, President Reed, Tobias Lear, Patrick Henry, Alexander Hamilton, George Mason, Benjamin Harrison, Lafayette, John Laurens, Governeur Morris, Jonathan Trumbull, Robert Morris, George Clinton, David Humphreys, Henry Knox, and John Witherspoon. These are but a few of his close friends. They were his daily companions.

George Washington was a great social favorite. He loved dancing. In fact, it was not until he attained the age of 69 that he admitted that his days of dancing were ended forever. One of the greatest friendships of Washington's was that with Dr. Craik, his personal attendant and physician. His diary tells of a gift of 30 pounds to the son of the doctor for his education.

Washington never had any children but he dearly loved all children. The only record of his ever weeping was at the death of his adopted daughter, Patsy. And when his adopted son, Jack was killed in the battle of Yorktown, Washington adopted Jack's two children. And these two, Nellie and George Washington Custis were with him for eighteen years. They were with him when he died. From the time of his marriage until his demise, there were always under his care and dependent upon his direction young people.

There are numerous other tales of Washington's personal life, stories that portray his sentiments and his attachments, tales that show him as the man.

Eugene E. Prussing, an eminent historian, has said that Washington has left a twofold legacy to mankind. "First, the glorious memory of his life and character, and second, the great product of his vision, of his genius for enterprise, his spirit of self-sacrifice, and his determination to maintain the ancient liberties of his fellow-citizens inviolate, as well as to establish them in an indissoluble union, the United States of America."



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What About It?

June will find hundreds of College men graduate from their respective institutions. Many will go into business, others to the professions, and still others to the domains of art and literature. They are all going into a world overcrowded with "alleged" college graduates controlled by the law of supply and demand. When the supply of college graduates was limited, they were valued, like the diamond in the rough ready for cutting in the school of experience. Today the supply is "limitless" and they are valued as the dandelion on a beautiful lawn.

You can see them in all their dignity at any institution of learning. They are Seniors now but tomorrow they will be Freshmen, Freshmen in a different school where there are stern realities to replace intangible hopes and dreams. Not only will they meet the great supply of "college men" in every field of human endeavor but they will also experience a prejudice existing against him because of inefficiency.

You have no doubt read the denunciations of H. G. Wells, in his article on the ignorance and uselessness of the graduate. You may also have noted that a number of current magazines contain articles with titles such as this, "Why I Would Not Employ a College Graduate."

It is time for the consideration of this vital problem that faces every wide-awake college student.

Aside from the pleasure that is to be derived from a well developed mentality, what reason can a sound-minded individual give for forfeiting four years salary and paying out money for four years of education if he is to be looked upon as a burden upon society. This sounds radical, perhaps, and like an enlargement upon the truth but public sentiment stands with me as proof of this statement and the pages of our newspapers and magazines give forth enough evidence as to the feeling towards the college graduate.

There are three steps that might be taken to change and perhaps eliminate such conditions and they are under way in a number of our larger institutions. These steps are as follows:

First, the establishment of a vocational department in every college having over fifty graduates per scholastic year. This department could cooperate with industry, and business to find "the right man for the place." It could provide for summer work for the student to secure a firmer knowledge of his field of work.

It would help the college man to decide by his Junior year at the very latest what his vocation in life is supposed to be. Many college men are truck drivers today because they didn't know what they wanted to do when they graduated. When we watch the other type succeed we say "Nothing can stand in the way of the man who knows where he is going."

The second step would be the complete elimination of the "alleged college graduate." He has ruined the chances for a hundred that will follow him. He is in the wrong place and even if he was in the right place he would be totally ignorant of his duties. You know the type to which I refer, the man who can "fail with ease in anything."

The third step would be the use of "the greater sword, the pen, to overcome the prejudice against the college graduate and establish him in good faith among the rest of mankind."

The situation is food for thought, perhaps you are not hungry and that concerns the situation just discussed. YOU are the man on trial and about to be sentenced,—what about it?

Stember.

A Thought or So

"To him who in the love of nature holds communion with her visible forms, she speaks a various language." How true this is—with what ecstacies she fills my lighter musings!

For my gladder moments she has a song, wordless but sweet, in its very essence, flooding my heart with throbbing melody. Her notes may resound in staccato brilliance which she interprets in the form of a leaf, lavishly hued in resplendent yellow; the sunbeams are her sound waves, the rustling wind, as it were, her pianist. A thickly wooded grove she places before my eyes as a bright painting hung against a watchful sky.

For my darker musings she has a sermon, shorn of all harshness and ever so mild and healing in its genuine simplicity. She tells me that death must come, and points out a creek, a silver ribbon, to show that I must ever go onward—onward to an inevitable goal, even as this creek is doing. Then again she brings forth a cloud and whispers that all is not dark—that beyond there is joy and gladness, even though it be latent.

In truth, Nature fills me with a patience of calm enduring—tells me that the joys and sorrows of this life go on, not "ad infinitum," but terminate in an end, glorious or lamentable, as we ourselves make it.

Francis J. Sauer.

Example—Emanuel

Self-made, successful men are still in the centre of the stage nowadays, full of scorn for any teacher but Experience. We humble worshippers at the shrine of Learning, often doubt the goodness of our choice. "Are we not wasting time?" We should be out carving places for ourselves in the world's granite halls!"

Let us turn to Victor Emanuel. He represents our side of the question—the college man taking his place among the self-made men as a success. Really, that was badly put; it is the self-made man who occasionally wins a place on the elevated plane where college men already sit. It is because these self-made men of attainments are so few that they gain their greatest publicity; most men that achieve success are men educated to take such a place in the world. Mr. Emanuel is an example, that should restore our faith in time of doubt and inspire us to similar successful efforts.

Some graduates of colleges and universities do not reach the goal because they are not real graduates; they are merely bearers of the title "Educated." They are the opposite extreme to the self-made extreme. They have so much trust in the ability of the college to educate them, so much confidence in the power of that word "Education," that they do not bother to build any foundation for their imposing structure. They pass through the university merely to acquire the power of a title, of a word, and then expect it to bring them success. Mr. Emanuel was a real graduate, not an empty title.

It is related by his teachers that he was so eager to acquire the real thing that he always sat on the edge of his seat. With such a spirit, you need not be the brightest man in the class to achieve a real education. Contrast this picture with our own lazy attendance—how many naps per week? You know it is a fact: just recall a day when you were alert and attentive in class and you will find yourself recalling at the same time, an unusual amount of knowledge gained that day. Yes, Victor Emanuel had the right idea.

He had the "right idea" in a good many other things, too, we find.

Concentration was one of them. It is a principle of psychology that the more you concentrate on a single goal, the farther you will advance. He concentrated in the class-room and learned something. He concentrated on his father's business; it was a real undertaking for a man of his youthful age to take over the management of millions of dollars, but that was what he had been aiming at; he kept a stiff upper lip and fixed his eyes on his goal and succeeded. His father's business is much larger now. He was nothing like those graduates who scratch their heads, look at their diplomas and then ask, "What will I do?" Let's pick out a goal that suits our abilities and then apply all our abilities toward reaching that goal.

He had the "right idea" about fundamentals too. Under the microscope we discover that "Fundamentals consist of salient points and knowledge of relative values. It is universe to worry over immensities for they consist only of a core and a large mass of details. When a project was presented to Emanuel, he was quick to perceive its chief points—its core—and then scrutinized the relative values. We should not let anything awe us. All things narrow down to fundamentals.

These fundamentals include for us, school duties, spiritual and moral duties, duties to authority and possibly a few more. Let us each one discover for himself what his own fundamentals are, as long as we adhere close to these essentials, there will not be much wrong with our lives. Victor Emanuel had a strong sense of these fundamentals in life. Let us learn our lesson from him.

There is one duty that he showed a particular respect for the duty of reverence for his elders. He was respectful to his parents, to his teachers, to his business superiors. We of a flippant generation can well afford to mark this down for emula-

tion. The old fashioned respect for authority in Victor Emanuel's case helped to win success.

Victor Emanuel is a university graduate—of such he is of interest to us. He is a success—how did he do it? By close observation, by concentration on a goal, by knowledge of fundamental things and adherence to them, by respect for his duties and by the good old-fashoined virtues of obedience, honesty and industry.

Would ye be as he?—
Then do as he.

John Will.

Exchanges

By Francis E. G. Moyer

TWO articles in the Anselman for Autumn, 1926, especially attracted my attention, "The Passing of Debs" is a sympathetic commentary on a much maligned and much misunderstood man. It demonstrates forcibly that one may admire the character of a man, while disapproving of his principles.

"The Play's the Thing" is from the texture, straight forward and lucid in its exposition. Two small criticisms might be made: the title is somewhat misleading; I expected a dissertation or dramatics. The following statement demands substantiation: "During the so-called Dark Ages, people sacrificed their bodily welfare for their spiritual good; and athletic activities were almost entirely abandoned." The article "Queen and Rabble," and the editorial "Future America," seemed to me very ill considered.

I like to find such articles as "Some Notes on Gothic Architecture," which appeared in the November Canisius Monthly, even though I cannot place that type of architecture first in my affections. The short story "In Cognito," is light and rapid; interesting, but I am not of those who believe fiction to be indispensible in college publications. "Gerard Hopkins" is an exceptional piece of literary appreciation. "The Erie Canal of 1825 and the New Erie Barge Canal of 1925" is a model composition. "Age," "Epitaph for a Gardener," and "Autumn Thoughts" are poems of real merit.

In the "Dial" (St. Mary's, Kansas) for December, 1926, I was pleasantly surprised to find translations in verse from two of Horace's Odes. Ode 38, Book I is translated in two versions; Ode 31, Book I is Englished once. The efforts are too good to be passed over without quotation. The ode beginning:

Quid dedicatum poscit Apollinem
Vates? quid orat de patera novum
Fundens liquorem?

is translated:

What asks the poet as he bows
In prayer before Apollo's fame,
What plea escapes his fervent lips
As pours he forth oblations' wine?

The "Ariston" for November last is noteworthy for the fiction fantasy "Rubies," the short story "A Day of New Thought," remarkable for its skillful handling of dialogue, and the poem "In a Cathedral."

In addition to the publications voted in the foregoing, I wish also gratefully to acknowledge receipt of the following:

Academia, Alvernia, Ambrosian, College Spokesman, Creighton Shadows, Duquesne Monthly, Five Hundred, Fleur de Lis, Green and White, Niagara Index, Oberlin Alumni Magazine, Purple and Gold, Rattler, Rosary College Eagle, St. Vincent College Journal, Spectator, Viatorian, Campionette, Cardinal and White, Catholic Union and Times, Cincinnati Bearcat, DePaula Cheer, Excelsior, Gonzaga Bulletin, Latineer, Morning Star, Mountain Echo, Northern Reviews, Progress, Quaker Quill, Record (St. John's), Scarlet and Gray, University News, Ursuline Quill, Xaverian News.

African Missions, Bengalese, Colored Harvest, Far East, Field Afar, Indian Sentinel, Lamp, L'Apotre de Marie, Salve Regina, Shield, Victorian.

The Little Flower Treasury, edited by Caryl Coleman. Net $0.65. Benziger Brothers.

A prayer book, which in addition to devotions found in other prayer books, contains a life of St. Teresa of the Child Jesus, and devotions of, and in honor of, the Saint; selections from her spiritual reflections. The prayer book has imprimatur of Cardinal Hayes.

University Chronicle

By Theodore H. Hoffman

CAMPUS CALENDAR

Mar. 1—Basketball: U. D. at Detroit University, Detroit.
Shrove Tuesday.
Christ Child Dance at Miami Hotel Ball Room.
Mar. 2—Ash Wednesday, the beginning of Lent.
Basketball: U. D. at Assumption, Windsor, Canada.
Mar. 5—Motion Picture: Lead Mining and Milling.
Mar. 7—The feast of St. Thomas Aquinas—The Angel of the Schools.
Mar. 9—Basketball: Wittenberg University at the Coliseum.
Mar. 10—Basketball: Alumni at the Coliseum.
Mar. 12—Motion Picture: The Heat Treatment of Steel.
Mar. 19—Commemoration of St. Joseph.
Mar. 25—Feast of the Annunciation.

The Faculty, members of the Student Body and The Exponent wishes to extend its most sincere sympathy to Mr. Lawrence H. Stember, whose father died recently; to Mr. Nahn, whose father died; and to Mr. Ray Jay Grdina, whose grandmother died recently.

Testimonial Dinner The 1926 Testimonial Banquet to the University of Dayton Football team, sponsored by the Dayton Alumni of the U. of D., was held at the Hotel Gibbons, on December 16, 1926. At this dinner "Jock" McGarry was elected as captain of the 1927 Flyers.

Hawaiian Quartet The Hawaiian Quartet of the University of Dayton went on the air for the first time on December 23, 1926, at Station WSMK, as a part of the Santa Claus program sponsored by the Welfare Department of the City of Dayton.

College Clubs Spanish-American Club Formed. On December 28, 1926, the Spanish-American Club was formed at the University of Dayton under the direction of its Moderator, Bro. John Perz. The following officers were elected: J. Sanchez Fuentes, president; Robert J. Babb, vice-president; Antonio Cobian, secretary; Fernando Torres, treasurer; and Charles Sanchez, High School Representative. The purpose of this club is to foster deeper friendship between the Spanish-American students at the University of Dayton and to create a closer union between the Americans and these students.

Classes Resume The classes in the Collegiate and Preparatory Departments of the University of Dayton opened at 8:00 a. m., January 5, 1927, with all the students being present.

Donation of the Library During the Christmas vacation, the students, faculty and fellow-citizens of the City of Dayton rejoiced at the gift of Mr. Victor Emanuel, a graduate of the Prep Class of 1915, in the form of a new Library dedicated to his father, Albert Emanuel.

Mrs. Silvia Margolis We are happy to copy from the Dayton Daily News of January 10, 1927, the following article:

"The good that men do lives after them."

Truth of that adage was demonstrated anew Monday when certificate of membership in the International Writers' league was granted to Mrs. Silvia Margolis, local poet.

Conferring of that honor brought to Mrs. Margolis the added distinction of being the only Dayton writer ever to be admitted to that organization.

Apprised of the recognition accorded her, the poet disclaimed any credit for it.

"Any honor which has come to me is due directly to the encouragement and inspiration of my friend, the late George Burba," she declared.

"This is only one of the many evidences of good he accomplished during his comparatively brief and useful life."

Recognition of Mrs. Margolis' work came after almost a lifetime of writing, beginning when she was about 12 years of age.

Her first poem, she recalled, happened to fall into the hands of Mr. Burba, then editor of The Dayton Daily News and established as a writer and thinker of merit.

Mr. Burba saw in her early poetic contribution the traces of undeveloped genius of future promise.

A timid, half-frightened child, he encouraged the girl poet to continue her work, assuring her with the words:

"I have faith in you. If I did not, I would not ask you to write for me."

Spurred on with that kindness and sympathy characteristic of George Burba, she contributed

weekly poems to his editorial page, many of which can be found still among her later works.

Predictions of that editor were borne out in the announcement of her admission to the International Writers' league, signed by Harold Alexander Leon De Aryan, president.

He stated:

"Silvia Margolis is a born poet. There is music in her soul. There is song in her heart."

Since her first venture into the field of poetry at that early age Mrs. Margolis has written almost continually.

Some of her best work is being turned out now despite the cares of a household and the rearing of four young children.

Her great purpose in writing is to stimulate unity among men, among races and creeds. That thought is expressed forcibly in one of her latest poems, "The Rebel."

Mrs. Margolis is the wife of Oscar Margolis and resides at 1428 Grand Avenue.

She was educated at Steele High School, Ohio State University and the University of Dayton, taking special work at the latter institution under Rev. John Gunzelman, S. M.

Chemistry Dept. Under the auspices of the Chemistry Department of the University of Dayton, a series of Motion Pictures were shown. The pictures shown were "The Story of Sulphur" on January 28, "The Story of Asbestos" on February 13, and "The King of the Rails" on February 20, which showed the development of the electric motor. The first two films were obtained from the United States Bureau of Mines and the latter was secured from the General Electric Company.

General Assembly On Wednesday morning, January 19, there was a meeting of all the students of the University in the Gymnasium. The meeting was opened by the Vice President of the University, Father George Renneker, in which he explained the grading system for the marks received in the Mid-year examination. The principle speaker of the meeting, Father John Varley, Pastor of Sacred Heart Church, in the City of Dayton, was then introduced by the President of the University, Father Bernard P. O'Reilly. Father Varley addressed the students on the subject of the Holy Name Society. He made an appeal for a greater reverence for the Holy Name of Jesus.

On Wednesday morning, January 26, a general meeting of the Collegiate Students was held in the University Gymnasium. At this meeting, Father John Gunzelman, head of the Religious Activities at the University of Dayton informed the student body as to the nature of the Quarterly Report, requested by the Executive Board of the C. S. M. C. and appealed for co-operation in the preparation of this report.

Military Hop On January 20, 1927, the annual Military Hop given in honor of the regular officers of the University of Dayton, took place in the ballroom of the Miami Hotel. There were ten dances and each represented ten major battles in which the United States Army had been engaged, beginning with the battle of Bunker Hill and ending with the battle of the Meuse-Argonne. The dance was conducted in a strictly military manner. The grand march was called "Pass in Review"; the intermission, "Armistice"; the serving of refreshments, "Mess"; and the ending, "Taps and Peace". Charles Pfarrer was the chairman of the committees and he was assisted by Messrs. William Teasdale, William Carolan, Geo. Kramer and Thomas Durkin.

The Little Theatre On January 21 and 23, 1927, the University of Dayton Little Theatre Club produced, "The Bad Man," by Porter Everson. The leading male role was played by Mr. Thomas Gallagher and the leading female role was played by Miss Thelma Griefmeder. Other members of the cast were the Messrs. James Grace, John Carroll, Thomas Daugherty, Jack Bruck, Joseph Abel, Kenneth Henderson, James Schneider, John Henehan, Milton Roberts, Mrs. Joseph J. Abel, and Miss Anna Long.

Annual "D" Dance The third annual "D" dance was held at the Greystone, February 21, the price of admission being $1.99. The committee for the dance consisted of Herb Hart, chairman, Aubrey Strosnider, Koke Doyle, John Debesis and Jock McGarry.

Debating Teams Organized During the month of January, Father Preisinger organized a debating league composed of forty-seven students of the Arts and Commerce classes, in preparation for a Varsity Debating team next year. The subject of the debates will be, "Resolved, that the Federal Government Should Legalize the Manufacture and Sale of Light Wines and Beers."

Second European Tour Planned Dr. Eugene D'Andrassy, professor of Classical Languages and Literature at the University of Dayton, has announced that he will conduct a 59-day trip to Europe this summer. The tourists

will leave the United States July 2 and return August 29 and will visit the countries of Scotland, England, Germany, Holland, France, Italy and Switzerland.

Academia Club The following were elected to serve a second term as officers of the Academia: Louis Mahrt, president; Frank Belanich, vice-president; Herman Reboulet, secretary; Frank O'Brien, treasurer; and Lowell George, publicity.

IN MEMORIAM

John A. Payne, for many years a friend of the University of Dayton, departed this life on December 27, 1926, after a lingering illness. The Exponent extends its most sincere sympathy to the bereaved family and especially to Robert Payne, '18, and his brother John E. "Ned" '20.

Mrs. Elizabeth Tredtin, mother of Rev. Walter Tredtin, S. M., Superior at Mt. St. John, died Sunday, January 2, at St. Elizabeth Hospital. The Exponent extends its sympathy to Father Tredtin and to the other members of the family.

Alumni Notes

By William Patterson

REVEREND JAMES HENRY

The Cincinnati Post of December 16, 1926, on its editorial page, records the recent elevation of Father James Henry, one of the early students of this school, to the monsignorate, in the following human article:

THE RELIGION OF FATHER JIMMY

It Has to Do with the Same Kind of Work That His Master Did 2000 Years Ago When He Came from Nazareth

By Alfred Segal

The Pope Thursday made Rev. James Henry a prelate of the Church and conferred upon him the high title "Monsignor." But long ago the people of the old West-end endowed him with a title of affection, calling him Father "Jimmy" Henry.

The Pope calls him monsignor for the same reason that the people called him Father Jimmy.

We are not of Father Jimmy's religion, except in a certain sense. Father Jimmy's religion has to do with the same kind of work that His Master did 2000 years ago. His associates have been the poorest of the people among whom he has gone, serving, not as a social worker studying the poor thru a microscope, but as one of them.

May not Protestant and Jew feel kin to Father Jimmy's religion?

He was the priest of St. Patrick's many years. St. Patrick's was at Third and Mill Street, where people were poor and had many troubles, which they took to the priest.

His frail shoulders carried the woes of the parish; the people came to him when there was no work, when they hungered, when husbands were faithless, when children went in erring ways.

And those who hungered he fed; and those who were distressed he lifted up; and for those who grieved he gave healing to their wounds; and where there was strife he made peace.

The people said that God was wherever Father Jimmy was.

They called him Father Jimmy when they spoke of him, and when they met him on the street they lifted their hats to him, as to a saintly presence.

In time St. Patrick's was torn down to make way for railroad tracks, and Father Jimmy became the chaplain of St. Mary's Hospital on Betts Street. And now the priest of the poor serves as the priest of the sick. He is 74 years old, and in the day and in the night he is at the bedsides of his afflicted congregation. Himself a sufferer from physical ailment, he gives himself without stint to his fellow-sufferers in the hospital.

So the Pope made him a monsignor Thursday. There was quite a ceremony in the chapel of St. Mary's Hospital. Rev. Frank Reardon read the Pope's letter extolling the charity of Father Jimmy, and elevating him to the rank of monsignor. The archbishop, John T. McNicholas, Rev. John Hickey, Rev. Louis Tieman and Dr. William Wenning, on the staff of the hospital 55 years, made speeches singing his praises.

Then Monsignor Henry arose and disclaimed any personal merit, saying it was not him the Pope meant to honor, but St. Mary's Hospital for its charity work of the past 67 years—its physicians and nurses.

* * * * * * * * *

Such is Father Jimmy.

We learn with regret of the death of "Jack" Solimano, who died February 17. He was a prominent athlete and well known in Dayton. The services were conducted at St. John's Church and burial was made in Calvary Cemetery.

One of our well-known Alumni, Mr. M. J. Gibbons, Jr., has been the recipient of a great honor. He has been appointed a member of the State Board of Directors of the Ohio Chamber of Commerce.

Mr. A. J. Keenan, one of our oldest Alumni, died recently, He was the last surviving member of the original eight members of the first student body of the old St. Mary's Institute. He was connected with the Bradford & Keenan Oil Co., and also took part in other enterprises. This department joins with the many friends of the deceased in offering its sympathy.

Another member of the Alumni Association has been honored recently. Mr. Hugh E. Wall was re-elected treasurer of the Dayton Community Chest. Mr. M. J. Gibbons, Jr., was chosen third vice president. They together with F. J. McCormick were selected for the Board of Directors.

Athletic Notes

By Ray Jay Grdina

The basketball team under the leadership of Captain Sammy Hipa got off to a bad start dropping the first game of the season to the Cedarville College quintet by a 27-26 count, on the University gym court.

* * *

The game was packed with thrills throughout, keeping the crowd that mobbed the gym in a constant uproar.

* * *

The scoring honors of the opening tilt went to "Orange" Crush, who, after all was said and done, had 18 points to his credit.

* * *

For the second fray, the Flyers journeyed to New Concord, to take on the powerful Muskingum outfit.

* * *

The hosts proved altogether too, tough and the Baujanites had to take their second successive defeat. This time the final verdict was 41-19.

* * *

Sammy Hippa was the local's big gun in this fray registering ten points.

* * *

By surviving a last minute rally the Dayton cage artists hung up their first win of the season at the next game, nosing out Bowling Green Normal College 27-26 in another thriller.

* * *

With but two minutes to go, the locals were leading 27-20, but two buckets and a brace of fouls ran the teacher's total up to 26 just before the gun ended the fracas.

* * *

For the next tilt, the Daytonians played hosts to the Bolenites of Wilmington College. "Cal" Zigler proved too much for the Dayton defense and his team went home with a 29-21 victory added to their list.

The team then took to the rails for a few days, playing two games away from home, St. John's at Toledo and Ohio Northern at Ada.

* * *

The Flyers kayoed the Saints by a 28 to 27 score and then on the following night dropped a tough one to the Conference Five by the same score.

* * *

The defeat at the hands of the Norsemen marked the first loss of the University in the Ohio Conference circles, since their admittance last September.

* * *

The Flyers returned home and entertained another Conference foe, Kenyon. The Kenyonites received ample revenge for the defeat meeted out to them in football here, by drubbing the Baujanites 39-27.

* * *

Revenge was taken for these two conference defeats when the team hooked up with Antioch in the next game. The local lads ra n wild and hung up a 53-11 win.

* * *

Revenge was still in order when the team journeyed to Wilmington, the boys returning with a decisive 37-24 win.

* * *

Here the team was again stopped when they played Muskingum at the Coliseum, for the second time of the season. The Conference leaders chalking up a 44-29 victory.

* * *

Then came Huntington College from the wilds of Indiana. The University's 29 points was just 17 too much for them.

* * *

The Flyers evened up another defeat on their books when they trimmed the fur off the Ohio Northern polar bears, 31-22.

Similarly as the defeat at the hands of the Northmen was the team's first in Conference circles, so was their present victory their first in Conference basketball.

* * *

Incidentally the victory brought to the season's record up to a 50-50 standing for the first time this year.

* * *

At this stage the quintet had won and lost six. **Springfield was the scene of the local's next tilt. Wittenberg entertaining them there. Another Conference defeat was chalked up against the aggregation when Wittenberg copped 45-25.**

* * *

Don't get the impression that the Varsity basketball team is hogging all the sportlight on the campus! Far be it from that, as the Intramural League sure has drawn its share of the students' attention.

* * *

The Seniors started out to burn up the league and had eight straight victories to their credit, before they dropped a fast one in three overtime periods to the Sophs from Zehler.

* * *

At this stage it sure did appear as if they had the league championship salted away. Probably that was what the trouble was all about—counting their chickens before they were hatched.

* * *

At any rate they dropped another right after that and fell into a tie with the Frosh from the Zehler apartments for the league lead.

* * *

At the present stage of the game, it looks as if they'll end the season that way, necessitating a playoff series to decide the crown.

* * *

Then the track team under Captain "Murphy" Cabrinha has gotten under way.

* * *

In the first meet of the season, an indoor one, the Bergman speed boys traveled to Cincy to participate in the Athletic Carnival held there under the auspices of the Cincy Y. M. C. A. Athletic Club.

* * *

The boys went hot that night, taking a first, second, two thirds and coming in fourth on two occasoins.

* * *

It was in the 50 yard novice that they went over big taking all three places. "Irish" Freitas taking first with a time of 5 4/5 seconds, while Lutz and Maxwell followed him in the order named.

The team's other third was garnered in the mile relay when Cabby led Maxwell, Hougtailing and Lutz into third place in the race.

* * *

Freitas and "Zip" Pettinger were responsible for the two fourths. Zip taking his in the mile run, while Freitas earned his in the 50 yard open event.

* * *

Both these lads ran wonderful races in these events, but the competition was a little too tough for them.

* * *

Now that the weather is getting warm, the track candidates are outside on the old cinder track.

* * *

Prospects for a winning club seem mighty bright, as most of last year's team is back and there is plenty of new material on hand, out of which Coach Bergman will undoubtedly develop some winners.

* * *

The track schedule is not as yet completed but several good matches are being contemplated.

* * *

In spring a young man's fancy turns to baseball, with the coming of the warmer weather, gloves, bats and balls were mysteriously being prpoduced all over the campus.

* * *

Yep, it won't be long now before Coach Harry Baujan will have his championship nine out on the field again.

* * *

Though it is a little early to make any predictions we want to wager that those fifteen straight victories of last year are going to be run up a little higher this year.

* * *

Speaking of baseball, I suppose that you've heard that Dick Snelling, star pitcher, infielder and outfielder of the Flyers' nine has put his Hancock to one of Stan Harris' contracts for the Washington Senators. Well, you can't keep a good man down, especially a good big man.

* * *

More and more sports are being added to the University's list, especially since Intramural athletics have been introduced into the University.

* * *

The new ones now are boxing and wrestling. This wrestling sport should go over big with the school shieks, as it will serve well as a good workout for the more strenuous sport of dieting.

* * *

Boxing won't be left behind either. Here will be a good chance for the Frosh to get some revenge for that hazing that was dished out to them at the beginning of the school year.

Bill Keating, didn't wait for that sport to be started at the University. He acquired for himself a manager, Matt Marzluft, and told him that he craved action inside of a squared circle.

* * *

Being an A-1 manager, Matt hustled out and lined his boy up to meet Eddie Fisher, in a four-round bout at the Eagle's Auditorium.

* * *

Bill lost the decision but made a big hit with the fans, and has been matched to fight there again at some date in the near future. Better luck next time, Bill.

* * *

I might remark too that Bill had quite a following of students when he climbed through the ropes, and what's more they were still behind him when he came out, despite the fact that he took a trimming at the hands of his more experienced opponent.

* * *

This warm weather sure does bring out the sport bugs. The clay court artists are getting their racquets restrung and dreaming of a successful year, while the golf addicts are giving their clubs the once over and wondering how they'll raise the price of a golf ball so they can get going early.

* * *

Ho! Hum! It's just too nice to stay inside, so I think I'll sign off and go out and grab myself some little exercising walking down to——? (Name it and you can have it.)

Frolicsome Folly

By John Hutton

Latest song hit: "It's Hard to Get a Match for a Smoke," by Harry Wills.

* * *

Student telegraphs to father: "No mon, no fun, your son."

Father answers: "So sad, too bad, your dad."

* * *

First Stude—Did you take a bath?

Second Stewed—No, is there one missing?

* * *

Boarding House Eggs

Omelets and one-eyed eggs;
Eggs with feathers, eyes and legs;
Eggs as tough as Brooklyn yeggs;
Defeat 'em.

Married eggs and eggs unwed;
Eggs whose mothers long are dead;
Colombo stood one on its head;
Delete 'em.

Some are round and some are long;
Some are weak and some are strong;
I'm satisfied, they're all quite wrong;
Deplete 'em.

Smiling eggs and eggs irate;
Eggs of spirit—eggs sedate;
Eggs that just won't sit up straight;
Secrete 'em.

Eggs incarnate, eggs supreme;
Eggs as thin as dairy cream;
Eggs—I see in every dream—
We eat 'em.

We were a tint bewildered recently to hear that a suburban printer was offering scarlet fever and diphtheria signs at $5, and measles announcements at the more reasonable figure of $2. Investigation brought out the fact that the placards have proved delightfully efficacious in warding off attacks of relatives, it being necessary only to see their approach a block away.

* * *

HOW TO MAKE A SPEECH

Have you ever been called upon to make a speech? You may some day—and you'll find this formula helpful:

Three long breaths.
Compliment the audience.
Outline what you are not going to talk about.
Points that you will touch on later.
Two familair quotations.
Outline of what you are going to say.
Points that you will not have time to touch on now.
Reference to what you said first.
Funny story.
Compliment the audience.
Ditto to city, state and country.
Applause.

* * *

Customer (on Sunday morning)—"Give me change for a dime, please."

Druggist—"Sure, and I hope you enjoy the sermon."

A minister, calling on a woman who had a large family of boys, remarked:

"What a pity one of them was not a girl!"

The youngest boy spoke up, indignantly:

"Well, who'da binner? John wouldn'er binner. George wouldn'er binner. Frank wouldn'er binner, and I wouldn'er binner. I'd like to know who'da binner?"

* * *

He—"Do you think we two could live on $12.00 weekly?"

She—"You said it. Weakly's the word, all right."

* * *

Mrs. Brown—"I wish to open an account here."

Teller—"Very well, madam. How much do you want to deposit?"

Mrs. Brown—"Why, nothing. I want to draw out forty dollars."

* * *

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That girl of mine
Is sure some pill,
She says: "Get me that
Or some other guy will."

* * *

A girl's hope chest might just as well be her tulle box.

* * *

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* * *

They say he's ultra-collegiate,
But that's just what I love;
I love the way his trousers bag,
I love each pigskin glove;
I love his overcoat so long,
I love each square-toed shoe,
I love his tie so bright and red,
I love his dancing, too;
I love the line he hands to me,
I love his light grey hat,
But do I like his other girls?
Say, I don't like that.

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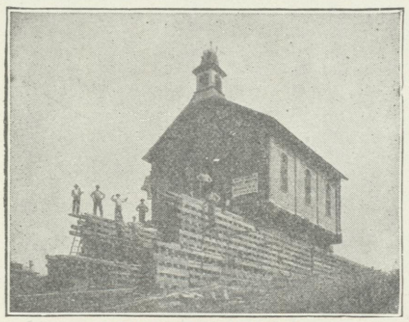

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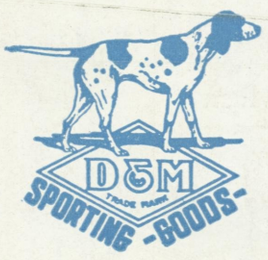

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