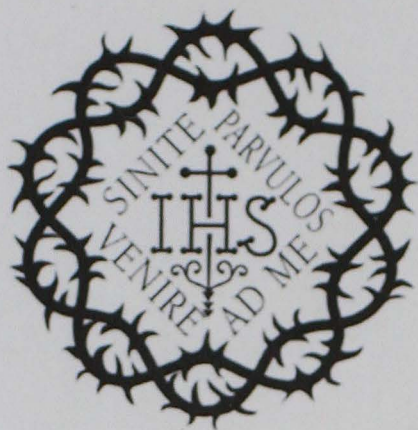


The
Viatorian

AUGUST '26





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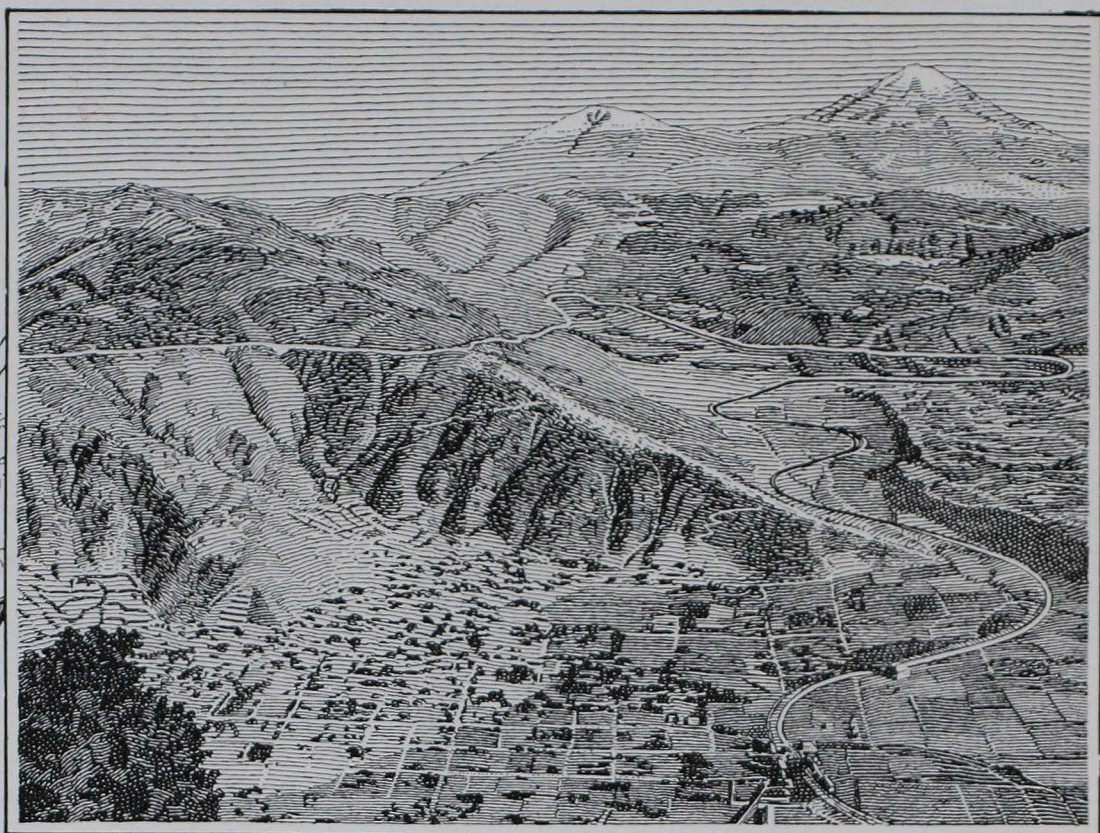
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The Viatorian

FAC ET SPERA

Volume 43

Number 6

Table of Contents

Dedication	3
Graduates of 1926	4
Rev. Thomas J. Lynch A. M.	5
History of the Movement Toward State Monopoly of Education, Vincent J. Pfeffer B. S. '26	6
The Rights of the State in Education, Soran W. Leahy A. B. '26	10
Rights of Parents and Church in Education, William J. Neville A. B. '26	14
Valedictory	19
Program of Commencement Day Exercises	30
Program of Graduation Exercises	29
The End of the Rainbow, Leo F. Dee B. S. '26	23
College and Graduation, Lawrence P. St. Amant A. B. '26	25
A Junior's Expectations, Lyle Boultinghouse '27	27
Conferring of Degrees and Awarding of Diplomas	31
College Honors	32
Debating Team	33
Resumption of Debating is marked with Great Success	34
First Affirmative, John J. Toohill '27	35
Second Affirmative, Lawrence P. St. Amant '26	38
Third Affirmative, Julian M. Lambert '28	42
Memorial Day Address, Sarto G. Legris '26	51
Medal Oration, J. Allen Nolan '29	47
Golden Jubilee of Father Charlebois, E. M. Walsh '28	55
Editorials	57
Exchanges	60
Inter Alia	70
Alumni	65
Athletics	75

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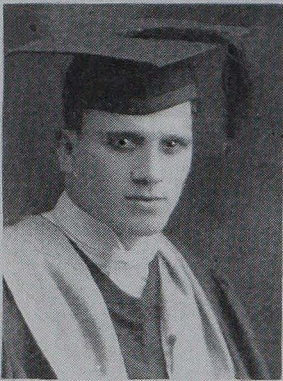
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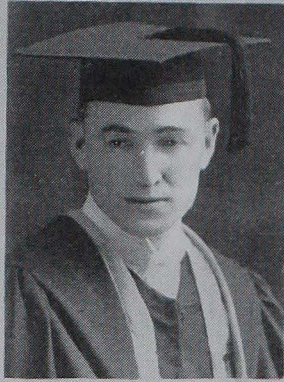
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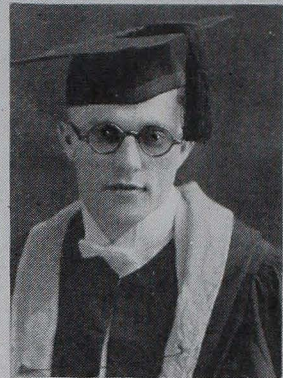
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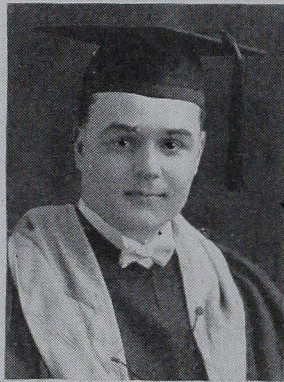
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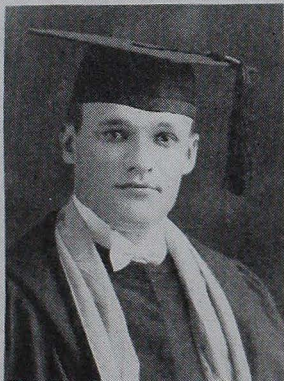
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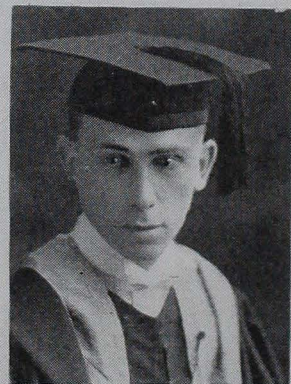
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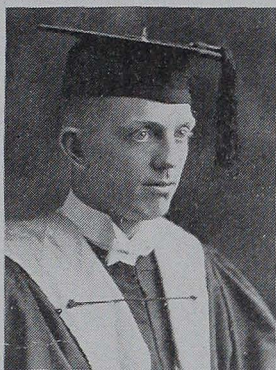


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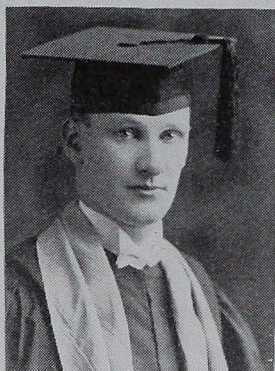


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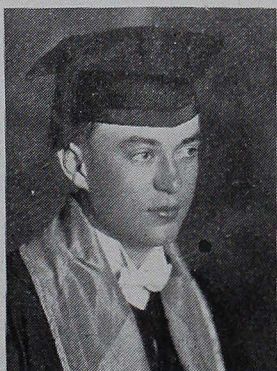
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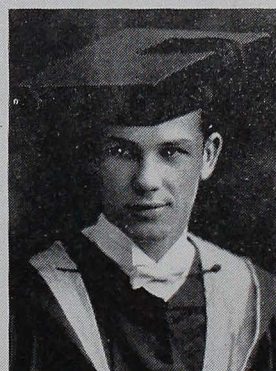
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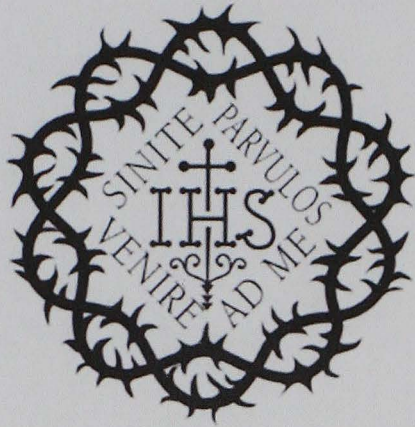
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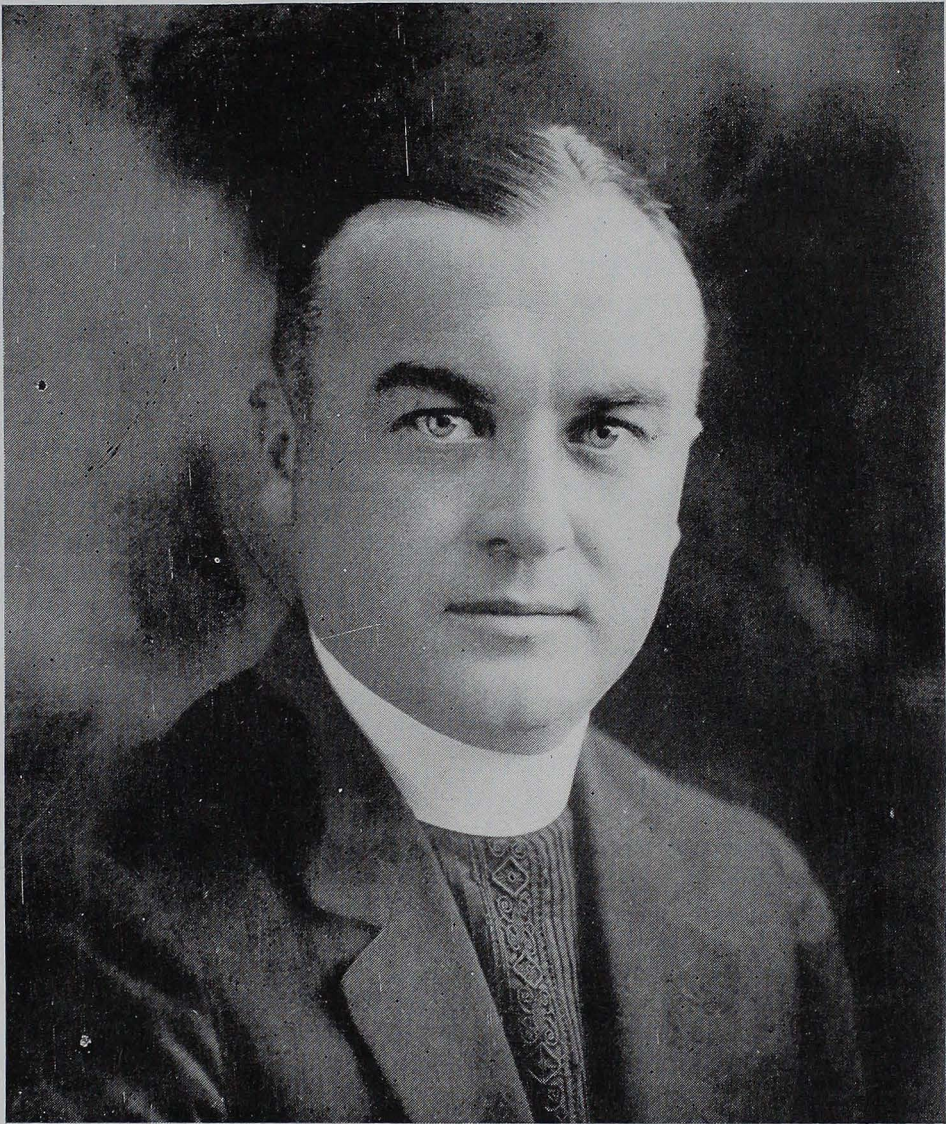


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REVEREND THOMAS J. LYNCH, A. M.

Moderator of the Class of '26

BACHELOR ORATIONS

"State Monoply in Education"

THE HISTORY OF THE MOVEMENT

Vincent J. Pfeffer, B. S. '26

Every individual ought to hold and cherish certain ideals which should stand as symbols of emancipation from the drudgery of daily life. Every nation must have and does have its own social and political ideals. Political history reveals an assiduous struggle to maintain these national principles. The instrument by which nations hope to realize their ideals is education. But the different nations, because they have different ideals, have necessarily different systems of education. In Europe, society has developed in strata, and the classes in control of the destinies of the various nations believe in the maintenance of these class distinctions. As an individual is born into a class of society, his education is organized chiefly to fit him for the various vocations of that class. This system of education, however, is not entirely due to the caste arrangement of society. The stability of European population is the predominating influence. Most Europeans live in the same community that reared their forebears and their posterity generally continues the vocation of their parents. The remarkable success of the industrial education movement in Germany is attributed largely to these two factors. In fact these elements are so powerful that neither differences in political creed nor the age of a national system of control seems to effect this attitude toward public instruction. Prussia with its autocratic conception of government and its century-old system of education is but little more representative of this type of education than England, which is organized politically as a democracy and which developed a system of education but a generation ago.

In the United States education is organized upon a theory that is the direct opposite of that which underlies the European system. In the first place, there are no castes in American society, and furthermore, few parents in this country are content to see their children remain in the same "station" into which they themselves were born. The American system of education represents, for the first time in history, an attempt made to realize the educational ideal as portrayed by Plato in his "Republic," when he insisted that every individual should be doing that in life for which he is the best fitted; that education should be so organized as to discover for what the individual is the best adapted; and then to provide him with the proper and necessary

training. It must be admitted that this is done in our system only haltingly and crudely, but the American democracy is practically the only great state in which there exists an educational ladder reaching from the kindergarten to the university, in which all parts, elementary, secondary, and higher, are so articulated that an individual may freely pass from one to the other. In the European system only elementary education is free. It does not harmonize with secondary education. The elementary school carries the child until he is 12 or 14 years of age, giving him, it is true, a well-rounded elementary training. But the secondary school begins with children nine years of age and teaches such subjects as mathematics and foreign languages. The result is that when a child of the masses completes the elementary school he is unprepared to enter the secondary school and consequently he is forced to enter one of the vocational schools for training in some trade or industry. But under the European industrial education system, this is exactly what is expected of an individual so unfortunate as to be born a child of the masses. Now our American democracy, we must admit, is by no means perfect, being harassed in some of its aspects by unsolved weaknesses and blighted in others by unremedied evils. But in so far as education can accomplish it, American democracy endeavors to give every individual the opportunity to make the most of his native abilities and to assume the place in society that his abilities and ambition justify. As America has become the synonym for opportunity and the development of the human spirit, public education has absorbed this spirit and emphasized a system of instruction which encourages individual initiative and independence of thought. This policy toward education is in perfect harmony with the sentiment displayed by the framers of the constitution when they denied to the Federal government the right of regulating education, delegating that prerogative to the states instead. For 150 years a liberal attitude toward education has been one of America's cherished ideals, and America has attained her present position among the nations because, remaining true to her national ideals, she has ever respected the liberty of the individual.

Then came the World War; that awful cataclysm that has left its effects upon every aspect of our national life. To satisfy the exigencies of war, autocratic powers were granted temporarily to the government and for the time being genuine American ideals had to be suspended. It was expected that with the return of peace, democratic policies would be resumed with ease. But, sad to relate, many of our American people have lost the fundamental spirit of democracy. They no longer possess that priceless heritage of their forefathers—that appreciation of liberty which caused the fathers of the constitution to safeguard personal rights so zealously.

Hence, today we witness the spectacle of two opposing philosophies of education. There is first, the traditional American philosophy which insists upon that variety, flexibility and freedom in education that tends to develop the initiative and individuality of each child. It is absolutely opposed to a system that would cast all children into a uniform educational mould and make the child solely a creature of the state. It contends for the rights of the parent, rather than the state, to determine the character of the child's education. It maintains, furthermore, that so long as he is taught the common branches and sound Americanism as effectively as he would be in the public schools, to deny the right of choice of school is the very negation of liberty. Such control would be a form of tyranny and oppression that storms the bulwarks of true Americanism.

Since the end of the war, a new philosophy of education has vaulted the bounds of academic discussion and entered the arena of active politics. This system would institute a narrow nationalistic attitude toward education. It would provide for a uniform type of federalized education emanating from a government bureau that would reduce every child to a form moulded in Washington. A proponent of this doctrine has said, "My child is a national child. He belongs to the nation even before he belongs to himself—his education is first national, and after that personal." Certainly this is an abrogation of the dignity of the individual and of personal liberty that cannot but alarm the vast body of Americans to whom such terms as "national school" and "national child" are still anathema. However, the nationalistic system of education has a very active body of supporters and they seem imbued with a dangerous amount of energy. In 1918 they acquired enough momentum to cause Congress to consider seriously the adoption of their theories when they presented the Smith-Towner bill. But eminent educators and sincere legislators immediately saw the evils of the bill and forestalled its adoption by portraying its unconstitutional nature. This failure, however, has not discouraged the enthusiasts of federal-controlled education for they have been constantly active. Apparently the Smith-Towner bill had only been scotched. It has been presented in amended and re-amended form, until finally the Curtis-Reed bill of last year was submitted. But since this last bill is so evidently a fraudulent imitation of the original Smith-Towner scheme, it is not regarded as a serious menace.

American education has been attacked by a new danger within very recent years. Since the efforts toward federal monopoly have been thwarted, the storm has changed its direction. But it has increased in magnitude, and drawing into its vortex all the elements of bigotry, it has swept into the states. The hurricane broke first in the states of Oregon and Michigan. This

last form of educational agitation is essentially a dastardly attack upon the parochial schools, especially Catholic schools. These institutions are being assailed upon the grounds that they are foreign to the spirit of democracy and true Americanism, or in other words, that they are not patriotic. But anyone sufficiently interested in education to advocate new systems cannot but be aware that all the schools of the Thirteen Colonies were religious schools, and that religious schools were the only schools in America for many years after the adoption of the constitution. Hence, it would seem that "patriotism" continues still to be the "last resort of a scoundrel."

The movement to destroy the parochial schools of Michigan failed, but in Oregon, laws were successfully enacted which compelled all children to attend the public schools. However, the case was appealed to the Supreme Court and there declared unconstitutional in a verdict that said in part, "The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional duties."

Unhappily the decision of the Supreme Court has not warranted the security of the Catholic schools. Activity similar to that in Oregon and Michigan has been in progress in Nebraska, Iowa and other states. Obviously, we cannot rely upon the Supreme Court for protection, because if sufficient agitation is aroused there is nothing to prevent an amendment to the constitution that would banish all parochial and private schools. We must first of all adopt as our slogan the axiom, "Eternal vigilance is the price of liberty." Then we must practice that motto by proving to the masses of our fellow-citizens that our schools are not un-American and that we do not oppose the public schools, bearing in mind all the while that there are many Americans who still believe that if you give to the government the nation's children, you might just as well give it everything else.

The Rights of the State in Education

Soran W. Leahy, A. B. '26

Before we can pass a complete judgment upon the advantages and the disadvantages, upon the benefits and the evils of the threatening state monopoly in education, we must endeavor to understand the relationship existing between the parents and the state. Thus will we be able to set limitations and restrictions upon the rights of both. With a clear concept of the rights of the parents and of the state, we will be competent to judge the extent to which governmental interference in education is justifiable and desirable and the extent to which it may become an infringement upon the sacred, inviolable, and God ordained rights of parents. It is with the rights of the state in education that I shall be concerned principally; because the rights of the parents in education are more properly the consideration of my colleagues who will follow me, but the indissoluble connection that exists between state rights and parental rights in education decrees that one cannot adequately be discussed without some mention being made of the other.

At the very root of the question we are considering, there exists the fact that before the state came into being the individual existed; and before civil society was formed the individual united with individuals to constitute the family, the unit of society. By virtue of their nature, their divine origin and their eternal destiny, men, both as individuals and as members of domestic society, were in possession of God-given rights, which they realized could be completely and securely enjoyed, not by single-handed effort, but by the association and the co-operation of all. Their very nature as social beings led them to seek in society the fullest measure of existence. In civil society, whose formation was divinely instituted and inspired, their natural weakness prompted them to find in social action the supplement of their individual activity.

It was thus that the state originated; it had its birth in the union of families, seeking the protection of their rights and the promotion of their earthly well-being. Since the state was formed, fashioned, and created by the people, as a necessary expedient springing from their very nature as human beings, the state became the servant of the people; their earthly interests it was intended to further, and their rights it was created to safeguard, not to destroy or to absorb. Human rights, which are natural and inalienable, were not to be lost or sacrificed by the individual's entrance into civil society, but, on the contrary, human rights were to be fortified and sanctified.

The state, therefore, exists for the individual. It was created by the individual. To make the individual the slave of the state would consequently be to defeat the end for which the state was instituted, namely, to give the individual the fullest measure of happiness and existence. It would make the creature, which is the state, superior to its creator, which is the people. Let it be understood, then, that the claims of the state to the children of its citizens must be secondary to the rights of the parents. The theory of education that children were wards of the state, which was in vogue prior to the war, and which was an offshoot of Plato's pagan doctrine of the supremacy of the state, is illogical, pernicious, and can never be tolerated unless the citizens are willing to surrender their sacred rights to an institution which they founded for their preservation, but which has assumed the arbitrary powers of a juggernaut.

Education, in the wide sense of the term, consists in directing and furthering the development of the child's natural faculties; it is, in simple language, the development of the whole man, physically, intellectually, aesthetically, morally and religiously. The duty of parents to educate their children is not dependent upon the civil law; it belongs to the natural law and is the result of the very generation of offsprings. The relationship of father to son is not due to any civil institution nor to any civil law, so, too, the rights and the duties that arise from this mutual relationship are quite independent of the law. The obligation of parents to educate their children is precisely and exactly the same obligation which impels parents to feed and clothe their children. A parent can no more allow his child to run the streets under-nourished and in rags than he can permit him to grow up in ignorance. Mental food is scarcely less important than bodily food because without it the mind becomes stultified, and the faculties which God has so bounteously bestowed on each individual will be neglected and in the end will atrophy.

Education is, then, strictly speaking, a parental duty the same as the feeding and the clothing which parents owe their children. Essentially and primarily it lies outside the sphere of state influence since the natural law, upon which the obligation of parental education is founded, is anterior to, and takes precedence over the civil law, in like manner as the law of God takes priority over the laws of men.

However, since the state exists for the individuals that compose it and for their common interests and the prosperity of its members, it may and should interfere in education, if the parents neglect their duties and fail to afford the child the intellectual training that is due him; the same as the state would be compelled, and in fact does, intervene in behalf of the underfed and the improperly clothed children of its citizens.

The state, for the public good, can justly interfere in educa-

tional matters so far as it does not violate the rights of the parents, whose sacred interests the state must preserve and not destroy. Ever mindful of this general restriction that the parental rights in education must be safeguarded the state can, nay, it must, pursue a progressive educational policy. And why? Because the public welfare—the end of the state—demands it; for from education flow numerous practical intellectual and political benefits.

A little reflection on human life as it is found in the savage, in the barbarian, in civilized man fixes us more unalterably in our belief that the general welfare of the individual, and of the state, demands a high standard of education. The savage and the barbarian are hopelessly ignorant, and therefore weak and wretched, since ignorance is one of the chief sources of man's misery. "My people," says the prophet, "are destroyed for lack of knowledge." From ignorance rather than from depravity have sprung the most appalling crimes, the most despicable vices. In darkness of mind men have deified every cruel and carnal passion; have worshipped senseless material things; at the dictate of unenlightened conscience they have oppressed, laid waste and murdered; for lack of knowledge they have perished in the snows of winter and on the blistering sands of the desert. They have fallen victims to famine and pestilence, have been wasted by miasmatic air, and have bowed for centuries beneath the degrading yoke of a foreigner. Science is a ministering angel. The Jesuits by bringing quinine to the knowledge of civilized man have done more to relieve suffering than all the builders of hospitals; and the discovery of the germ by Louis Pasteur will save more lives than were sacrificed in the last war. Our greater knowledge has enabled us to lengthen human life; to extinguish some of the most virulent diseases; to perform surgical operations without pain; to increase the fertility of the soil, to make pestilential regions habitable; to illumine our cities and homes at night with the brilliancy of day. It has opened to our vision the limitless sidereal expanse, and revealed to us a heavenly glory which transcends the imagination of inspired poets. Before this new knowledge the earth has dwindled away and become an atom, as the stars hide when the great sun wheels upward from out the night. We have looked into the very heart of the sun itself, and know of what it is composed; we see the earth grow from a fire-ball to be the home of man; we know its geology; we read its history; and we behold races of animals which passed away ages before the eye of man looked upon the boundless mystery and saw the shadow of the presence of the infinite God.

Besides these practical and intellectual benefits, which are derived through understanding, there is another very important reason why the general welfare may demand the intervention of

the state in education. It is because in a government like ours—a democracy—the people wield a tremendous and vital power in all legislative questions. This is not said out of subtle irony. Though at times we may feel that the wishes of the people have been overridden by our government, it is a transitory condition and ultimately the will of the people is respected and obeyed. Examples of this are not difficult to find. Recall the influence that the voice of the people had when it rose and declared itself opposed to the League of Nations. Even now the influence of the public as a whole in determining legislation is very noticeable. The anti-World Court movement in this country augurs to sweep pro-court senators out of office after the manner of Senator McKinley, of Illinois. The sentiment of the people towards prohibition appears to be crystallizing and the newspapers of the country seem about united in maintaining that it was Senator Pepper's endorsement of the Eighteenth Amendment that ejected him from office in the recent Pennsylvania primaries and put in his seat Senator-elect Vare, a staunch advocate for the modification of the prohibition law. Again, the frantic efforts being made by Congress to compromise on some kind of farm relief legislation is actuated by a healthy respect for the coming November elections. I introduced these facts to support the proposition that the people of the United States do influence legislation in a very effective way, besides merely voting on the man who makes its laws. That the people elect capable men to office and exercise their influence in public affairs for their own welfare and the general welfare of mankind is another reason why the state must demand a high educational standard.

Especially, then, is education necessary in a democracy; in a monarchy it is not so essential, for it is one man or a small group of men, who direct its legislation. If they be learned and good men, the affairs of that country may be well guided, though the illiteracy of the people be very high. Not so in our land, because of the intimate connection all the people have with the government and because of the control the citizens exercise over legislation. If the citizens be ignorant, legislation cannot well be wise and efficient; but with a high standard of intelligence in the country there is no reason why the legislation of the country should not be intelligent and constructive.

To further these laudable ends the state should intervene in education. The individual parents cannot afford expensive libraries so necessary for higher education; but collectively the people of this commonwealth can. As long as the state does not arrogate to herself, or endanger the rights of the parents in education, it is perfectly within its just sphere of activity to promote and further education in every possible way.

Rights of Parents and Church in Education

William J. Neville, A. B. '26

History teaches us that the tendency of even the best intentioned government is always in the direction of encroachment upon the rights of the individual. The story of the nations makes clear the lesson that arbitrary power is apt to be used in an absolute way; that under its iron heel the hopes and interests of the individual are crushed; that for a time its machine-like rigidity may appear to give the maximum of strength and efficiency; nevertheless, the final results of such a power are decay and destruction. These are solemn reflections, but they are salutary. Here in America we cannot expect to escape the penalty which other nations have paid if, as they, we sacrifice the things we value most, liberty, individuality and religion, and by exaggerated organization and centralization we allow the government to become an instrument of tyranny in the hands of those who make our laws.

It is in the field of education that we are especially interested and it is just here that the most dangerous forces are at work; for the complete monopoly of education toward which we are moving, unless there is some vital reform, will become a reality and it will furnish the government with a most powerful means of crushing popular liberty and for tyrannizing over the people. That there is a decided movement in the direction of centralization over the educational agencies of the country cannot be denied. For some years now, it has been constantly increasing in power and widening in its scope so as to embrace activities for which the parent and the church were formerly considered responsible. We see this in the increasing volume of legislation directed towards greater uniformity in school standards and closer organization in school management; in the growing antipathy for private school systems; and in the cramping limitations placed upon the freedom of private educational institutions. Back of this can be detected the fallacious doctrine that the children belong to the nation before they belong to the parents; and the other false and undemocratic theory that the Federal government should be the only educator of the nation. The absurdity of such misleading and fatal propositions, aside from any moral aspect of the question, is aptly illustrated by the modern German nation.

The recent disaster which has befallen the German people may be attributed to the fact that they allowed themselves to be absorbed in the omnipotent state. They sacrificed their liberty

to pay for commercial and military efficiency; they allowed their self-reliant manhood to be legally suppressed and in the end they became mere puppets of the government, cogs in its complex machine. To the government they turned over the educational agencies of the country, admitting, in practice at least, that their children were not their own, but the property of the nation. The national monopoly that resulted became a powerful instrument for the people's enslavement. The government that controls the thought of its people has them completely at its mercy; and, whilst absorbing their intellect in the sovereign intellect of the nation it can do with them as it pleases. Apart, however, from this practical illustration, which is in itself a sufficient reason to view with alarm the trend of educational policies here in our own country—apart, I say, from such a vital consideration, there is the more serious and fundamental reflection that Federal control of education is, in this country, unconstitutional and is everywhere an arrogant usurpation by the government of parental and church rights. A proper understanding of the nature and functions of government will make this clear.

Since the previous speaker has so forcibly and eloquently touched upon this phase of the question, it is unnecessary for us to dwell further upon the subject. For our convenience we will take the broad general principle that government exists for the individual. This fundamental principle of government, the original statesmen of this country unmistakably express in their preamble to the Constitution: "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and posterity, do ordain and establish this Constitution of the United States of America." To further the common interests and the temporal prosperity of the community and to protect the private rights of the citizens—this was the purpose for which our republic was established; this is the mission which this and all other civil governments are expected in virtue of their nature and institution to fulfil. So, let us repeat—civil government is the servant, not the master, of the people, and far from creating or determining their rights, it finds them already existing.

Not only is the right of the parent to control the education of the child a constitutional right in this nation; it is also under God an inalienable and inviolable right. The child belongs to the parents primarily and before all others, as children are "flesh of their flesh and blood of their blood." In determining the responsibility for education and the limits of government activity in this matter, that fundamental law of nature must never be out of mind. No more false proposition could ever be enunciated than that which would vest in the nation the supreme ownership

and control of its subjects. The right of parental possession is a natural right with its foundation in the very fact of birth, and, as such, it is exempt from any undue restriction by positive law. To parents, above all others, falls the duty of being the protectors and educator of their children. This is not difficult to understand. Together they have been instrumental in bringing into existence a human being like themselves, possessing the same imprescriptible right to both life and perfection and yet incapable of providing for himself. To whom should such a one turn to obtain the assistance to which he has a right unless to those who are the authors of his being? To their instrumentality his life is due; by bringing him into being they have taken upon themselves the duty of providing the means for his preservation and his full development. Such is what right order would require. The education of a child follows naturally and logically from his procreation. As the parents were in fact responsible for the latter, they can not shirk the responsibility of the former. These duties involve the corresponding rights, and these no government can ignore. Any civil invasion of these rights or government interference with these duties is a violation of liberties that are not only God-given, but which are by us inherited from those who gave America national independence.

Viewed in another direction a Federal monopoly over education would abolish and deny the rights of one of America's strongest and surest safeguards of popular liberties, i. e., the Catholic school. Inspired by a divine admonishment, "Going, teach ye all nations," the Catholic teachers have always emphasized the divine origin of man and his immortal destiny; they have insisted upon the sacred and inalienable rights which man has received from his Creator and upon which no government can with justice infringe. They have taught the fundamental truth that all men before God are equal, that all are children of a common Father, and that all are, therefore, brothers. Why should we attempt to destroy a tremendous good like Catholic education when we know that such a movement will weaken the foundation of our democratic government?

Certainly, it is not because the church and government conflict in educational aims. From the very nature of the case they can never meet in the educational field on equal terms. They are neither competitors nor rivals in any strict sense of that word, but neither can they be indifferent to each other. Each has its vital interests in the child that must be safeguarded. The nation must see to it that the child is properly trained for citizenship, and the church must see to it that her children are adequately prepared for membership in the Kingdom of God. The ultimate aim of the church in education does not lie within the scope of the proposed Federal schools. If man's final end were confined to a brief, mortal existence upon this earth, there

would be little necessity for such an institution as the church. But man was given an immortal soul and was created for an end which in excellence surpasses every other end, inasmuch as it consists in the possession of the Absolute Good. This end implies the full and complete functioning of our highest faculties, and consequently our perfection; it implies the satisfaction of the deepest aspirations of our soul, and consequently our happiness. Since man is created for this state of perfection and happiness he must tend towards it during his life. Primarily, the church was instituted to aid man in the perfecting of his being, and to teach the truths which are necessary for his salvation, truths which are not of their nature spiritual, e. g., truths of science and of history—these do not belong intrinsically to the program of the church's teachings. Nevertheless, they enter into her work by force of circumstance, when, namely, the Christian youth cannot gain a knowledge of them without incurring grave danger to faith or morals. They enter into the church's task by reason of an educational principle she holds, that if the so-called branches of secular knowledge are being taught without any reference to religion, the church feels that a grave mistake is being made. Whenever there is positive and immediate danger of loss of faith or morals, the church, by reason of her divine foundation and mission, not only has the right but she also has the corresponding duty of supplying the defect. She cannot allow her children to run the risk of perversion. A Federal school would have no God-given nor constitutional authority to replace or abolish the rights of the church in such work, hence the proposed Federal schools created and maintained by the government could not be accepted by the church as competent to teach and educate her children.

The noble patriots who framed our Constitution and laid so firmly the foundations of our republic recognized man's exalted dignity and the fact that the personal freedom of the individual was something to be extended and protected. Religious-minded, God-fearing men they were, with a vision not confined to things of earth; and, thus, in making laws for the land, they provided for their countrymen the fullest freedom in the working out of their eternal destiny. They established in the New World a democracy, a government of the people, by the people, and for the people, and in immortal words they declared that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that amongst these are life, liberty and pursuit of happiness.

As fundamental principles these fathers of our country declared that the state exists for the individual; that the government is the servant of the people, based on their consent and answerable to them for its conduct; that its authority over the individual must be measured only by the demands of public wel-

fare, leaving every citizen the widest possible sphere for the free exercise of his personal initiative. Thus to every American citizen has come the blessed inheritance of civil, political and religious liberty safeguarded by the American Constitution—giving to every man “the right to his children and home; the right to go and come; the right to worship God according to the dictates of his conscience; the right to be exempt from the tyranny of one man or a few; the right so to live that no man or set of men shall work his or their will upon him against his consent.”

Such was the spirit in which the great democracy of America was born; the spirit that honors manhood, the spirit that favors freedom and frowns on despotism, and any spirit other than this is not the spirit that stands behind the traditions and laws of this land.



VALEDICTORY

John F. Ryan, A. B. '26

Today is the ending; today is the beginning. Today is the happiest of days; yet today is the saddest of days. It is the day of achievement; it is the day of hopes. It is the day that dreams come true; it is the day that other dreams are born. It is the best of days, and again it is the worst of days. In truth it is a day of vast and gripping significance, containing as it does the imprints of past days and foreshadowing the unchartered and unknowable days of future years. In all its aspects there is the dominant note of farewell; of a passing of the old order and of its replacement by a new. In this substitution of a new mode for that which has gone before there is created the paradox of ending and beginning, of achievement and hope, of joy and of sadness.

There is a joy at the completion of a task to which the years of youth and young manhood have been consecrated. There is sadness in the realization that those things which have constituted life—friends and familiar duties and labors—must be forsaken. It has been a long and an intimate association, this apprenticeship of the mind to the service of education. From the days of childhood, its golden thread binds our lives continuously and affectionately. Almost a score of years have glided into eternity, while unfaltering allegiance has been given to learning, almost a third of man's natural span on earth has been offered in sacrifice, that the intellect might achieve truth while the body gained health and the soul virtue.

At this juncture, then, in our life's journey, it is both profitable and salutary to reflect on the proper and fitting object of education. To the child of the grades, it is mainly a process of memory training. Throughout the early stages, facts are presented to his receptive faculties with which he stores his mind. He emerges from the lower grades with a large amount of information on a great variety of topics. He has opinions on every conceivable subject and youth is notorious for the zeal with which it sponsors these views. But they are those of his teachers, his parents or his acquaintances. They are by no means the products of his own mind, but they are the manufactured or second-hand products relayed to him by the accident of association. This store of knowledge, though finger-printed with the marks of others, is all-essential to the young mind, for it is on the foundation of information and facts that reliable thought can be based.

The importance of mere knowledge, however, is prone to grave exaggeration. In fact, the history of education demonstrates the tendency of mankind to enthrone information as the object of mental culture. There is an explanation of this fallacious procedure in the obvious truth that facts are easily producible and in the eyes of the multitude emphatically convincing. The pupil in command of facts is able to impress both teachers and fellow-students. He is equally able to win the applause of an audience, for though they may not comprehend the nature of the question, they are able to discern whether or not the correct answer has been given. We have the explanation, then, of the tendency of education to be confined to memory training in the two considerations, namely, that information is the indispensable basis of knowledge and that information is easily producible and, as a consequence, a means of earning distinction.

It is the first of these principles, that information is the condition necessary to expansion of the mind, that has led men too far and caused them to accept it as the whole truth. We see it in the curricula of universities and colleges where large numbers of subjects are offered indiscriminately by professors of every conceivable branch of knowledge. Yet mental culture must be something more than a superficial knowledge of the contents of a variety of sciences. Mere facts cannot constitute development of the intellect. If that were so, the sailor who has visited every port of the globe, who has at his command numberless strange and obscure facts would be entitled to veneration as an educated man. So also would the man who is familiar with a tremendous number of dates and historical names be worthy of classification as one of intellectual attainments. No, education consists in something far above and beyond this storing of the mind with facts.

Education, to deserve the name, must implant in the mind the power to think and to form into a comprehensive whole the countless facts that find entrance into the intellect through the senses. Education brings with it illumination, for it makes intelligible all the disorganized knowledge we possess. The correct relation between each fact, its bearing on other subjects and its importance viewed as a part of the whole is established by education. Without this expansion of the mind, no true education has been accomplished. Facts in themselves do not produce, nor does a capacious memory constitute enlargement of the mind. To illustrate with a concrete and striking example we might well press into use the time honored and ever valuable fable of the blind men and the elephant. These sightless men after visiting the elephant reported their conception of what an elephant was. He who had touched the elephant's trunk said an elephant was a snake; he who touched his tusk said he was a spear; he who had leaned against the mammoth beast said he

was a wall, and he who had touched his leg said he was a tree. Each of them had facts and had them correctly but there was no co-ordinating agency to assemble and organize these facts into their proper proportion.

In the light of this fable, we can conceive of education as the unifying principle that serves to apportion to each separate phase of knowledge its correct sphere and its deserved importance to the whole.

This philosophic depth which education must confer, if it is rightfully to fulfill its aim, gives to the intellect of man a stability and exemption from unsound speculation that exalts and ennobles the faculty of reason. It is to mankind what the compass is to the mariner. As the compass guides and preserves the traveler in the barren wastes of the deep, so too does education remove man from the sphere of uncertainty by erecting definite and imperishable guides whereby reason may be directed in its search of truth. Again it may be likened to the lighthouse whose beams flash a never-failing warning of the reefs which threaten the careless seaman. But whatever may be its counterpart in the material world, education remains for mankind the great disciplining force that sorts the dense mass of facts, files them accurately and tabulates them with their proper label.

Were it not for this potent directing force, the mind of man would be the prey of every changing fancy and the world would abound with dazzling schemes founded on the deceptive inspiration of the moment and not on the safe groundwork of true principles. It is the lot of genius to act by intuition and instinct. But for the commonalty of men a sturdy, never-failing beacon must remain alight, else misfortune and catastrophe will engulf the most propitiously launched projects. Education is the conserving force that safeguards these enterprises. The cultivated intellect conserves the world from such disasters by using reason on the welter of phenomena that tends to overwhelm it. From its knowledge of history, it becomes capable of predicting the trend of events; from its reading of the human heart, it becomes cognizant of the yearnings and the secrets of mankind; from its wide and searching inquiry into the nature of man, it becomes broad and tolerant, charitable and optimistic. In the words of Cardinal Newman, the ideal of education consists in the creation of a "clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place and with its own characteristic upon it."

If we are to remain true to the dictates of our reason such must we deem to be the ideal of education. Co-operating with our reason in convincing us of the validity of this standard is our experience, for the Catholic education by which we have profited has ever adhered to the aim of education concisely voiced by Cardinal Newman. We who have had the good fortune to

be born within the bosom of Mother Church and have been subject to her wise precepts during the plastic period of youth, can at this stage in our life's journey feel a thankfulness that we have had the blessing of a Catholic education. It has been the dominant factor in our lives and our hopes are uniform that it will continue to exert its beneficial influence on the formation of our lives and the guidance of our deeds in days to come. So kind, so wise, so protecting has this guardianship of Catholic education been, that now as we pause for an instant on the threshold of a new life, our anticipation of the career to which years of preparation have been dedicated is less inviting by the regret that beats in our breast that today we must abandon the solicitous care that has been our constant shield. It has not been an enervating solicitude for our welfare and it is not due to timidity that hesitancy and sadness mark the final severance of our relations with the institution of learning that has been our teacher during college days. That which has taught us strength and implanted the principles that lead to the cultivation of the ideal intellect has rather endowed us with the stamina to encounter the hardships of life. No, our regret is inspired by the tenderness we feel toward those who have been so unselfish in their constant efforts to educate us in the highest truths. It is inspired by the recollections of the friends, the associations, the daily life of study and comradeship that make college existence the most memorable period of a man's career.

We cast one fond and final glance upon the home that has been our abode; our eyes encompass its buildings—symbols in stone of the sturdy self-sacrifice of holy and consecrated men—we see in memory the shaded walks of its campus, beautiful in the glory of nature, awakening to the soothing caress of spring; and outlined against this colorful background of blooming flowers and luxuriant foliage stands the somberly garbed religious poring over his office. In all is reflected sacrifice, beauty, truth and prayer, the lessons St. Viator College has taught us by word and example. To each of us is suggested a multitude of recollections which embody the drama, the comedy, the pathos of our college lives. Though they differ in detail these various experiences have in common the essential quality of being the happiest and the most satisfying memories that we possess. But the time is upon us when these days filled with profit and delight must be renounced. Yet, we linger hesitantly, ere we part forever. Valeté, dear teachers and friends, our time of leave-taking has arrived. With you we leave our undying gratitude and for your future days we fervently pray that prosperity and happiness and life everlasting be granted you by our Lord Jesus Christ.

Class Banquet Speeches

THE END OF THE RAINBOW

Leo Dee, B. S., '26

The rainbow shines in the distance, it assumes varied colors that lend to it an attractiveness to allure men. Men but wonder and admire the marvelous beauty that fills the heavens when the arched rainbow lifts its colors in the sky. The rainbow has the elusive beauty of a Mona Lisa, wherein men see the symbol of eternal hope and mystery, to whose subtle heart they are not permitted to penetrate. A smile comes to the face and a tear to the eye as man lifts his eyes to behold in rapt astonishment the grandeur and the dignity of such a simple thing. Within the rainbow there are gathered the fears and the joys that have held in a thrall the mystic seers of the world's past. No man has fully fathomed the secret charm of the rainbow. Yet in its significance there are enshrined the hopes that inspire men to great and memorable deeds.

Four years ago there flashed before our youthful vision a rainbow—beckoning us to walk towards a dim horizon filled for us with mystery, yet aureoled with the hope that glimmered from the rainbow's end. With the zeal of the novice and with the courage of youth towards that symbol we advanced, attempting to unravel the secret charm of the hope that led us. Yet between us and it there existed the broken hopes and the shattered dreams of great and noble men, who like us had seen the rainbow. Down to defeat they went because they blinded their eyes and shut their hearts to the noble image that the rainbow's gleam had mirrored in their heart. If we would attain the rainbow's end, we would have to hear the broken music of the great, we would have to see the artist's dream shattered, and we would have to hear the eternal yearning of the poet fade unto dust.

Across that land of shattered dreams and secret hopes we walked, into that unknown country of the future we stepped, yet up we looked to see the vision that would take us to the fragile land of dreams, which the rainbow spanned, at whose end today we sit, hearing the triumphant tones of music whisper in our ears, as we play with success at the rainbow's end. Today as we linger in this land of happiness and as in the midst of applause we swing the earth a trinket at our wrist, a deep voice born of discontent bids us pause to re-cross in imagination the country that we have travelled, to hear what lesson we may learn from its secret. When what was once a vision is now touched into real-

ity, it is but appropriate to call to mind the magicians who made our dreams come true. What touched into living fire the intellect and soul within us to pursue our dream? Who, shepherd-like, took us by the hand to lead us into the promised land of today? Often we were prone to sit by the river of idleness and wonder concerning life's futility. Often the pageantry of the world held us in its charms. The voice of pleasure sat often upon the high places of our world and called to us to join her merry-throng. Who became our Ariels keeping far off from us all things of shame and guilt, and who so touched our mind with the revelation and our souls with the inspiration to see the land which we have reached today?

Into our lives there came great and kingly men—men with the pontifical key with which to unlock the treasure-house of the world. They took the fortifications which were keeping us in the land of ignorance, and invited us to enter the shining land of knowledge. When our worlds were walled with brass and darkness, they gilded them with gold and encircled them with jewels constant with inspiration. When the conquest of knowledge was to us an inferno, they held out the promise that one day we would enter the paradise of the intellect, from whose flaming battlement we could see the land of absolute truth. They touched our minds and light was made; our souls and we heard the celestial music calling to us from alien lands which we could enter with them. Into the secret places of our souls they went, making them more completely in the image of God, so that they are part of our being and the light of our life. Towards the future they have turned our eyes filled with the power of truth, making of us a kind of second priesthood. They, our teachers, have brought us out of the land of Egypt to sit with Saint John on Patmos Isle, there to read the secret scripture of the world, which is truth. To us they have given the vision and the power to enter other worlds and to feel their joys and their beauties. Today as we stand at the rainbow's end we should kneel in reverence and in prayer for those men, who painted its mystic colors for us to enjoy. This, therefore, is our day and their day for both to enjoy. Yet in the words of Wordsworth:

The rainbow comes and goes
And lovely is the rose.
The moon doth with delight
Look round her when the heavens are bare.
Waters on a starry night
Are beautiful and fair.

From our lives this rainbow should never fade, we should but suspend it higher in our world, giving to our future, days of a glory that should never pass. It should be a glorious rainbow making more beautiful and more fair the sky of our future.

COLLEGE AND THE COLLEGE GRADUATE

Lawrence P. St. Amant, A. B., '26.

To many, the word college is but an empty name and a mere symbol, a name without a soul, a name to which there is attached no deep nor abiding significance. To the world, it is a place where happy youth haunts in blissful ease and where the care-free days of early manhood are spent in trivial things, in absolute nothings. To them it is a place to protect students from the irony of the world and from the biting and sordid reality of the age in which they live. Yet for the graduate it has a different meaning. It met him in the morning of his young life, and wrote into his hopes, the magic inspirations and the noble dreams which greatness alone can weave. Into his mind it entered and touched to living music his every thought. To him it gave the beautiful land of imagination wherein to build a sanctuary in which to worship the real greatness of all the ages, it touched his heart with the living power of great ideals, dedicating him to enter the world with the crown of true nobility. Argosies laden and burdened with the world of immortal thought sailed before his vision, bringing to him the hopes and the dreams, the failures and the triumphs, the joys and the ecstasies of master minds, so that the contemplation of a Plato, the inspiration and the intensity of a Dante, the divine brooding of a Shakespeare, and the trembling beauty and the matchless melody of a Shelley—all have flashed upon his mind giving to him the golden key with which to unlock the magic casements opening wide on the fairy land of eternal beauty. Her hand—the hand of a creator—touched the student now the graduate, and removed the veil from before his vision compelling him to look, during all his days, upon horizons where shine the suns of nobility and truth.

Of a man's devotion to his college it is hard to speak intimately, because it is loved too deeply. The mind may think, but the heart that has felt the beauty and the mystery of college life refuses to unburden its secret and its hopes. For this reason graduation is not a farewell, but rather a day of benediction, wherein we kneel at the shrine of our Alma Mater who will place upon us the seal of her elect, hallowing our future with her hopes and her ideals. Today the graduate re-dedicates himself to the noble service of his Alma Mater. We may speak of the misty days of the later on, we may use elaborate words of farewell and speak of the abiding friendships formed in the days of distant youth, but they are weak words, mere tinsil, spoken by the stammering lips of optimism, dowered by the grace of hope. Unless we have penetrated to the heart of our Alma Mater—our second mother—we have learned neither her charm nor her greatness. If in our lives there beats steadily the music of her great mind and soul, then in our lexicon today there can be no such a word

as farewell. The story is told that one time a graduate from our college was asked, "How long have you been away from St. Viators?" He looked with amazement upon his questioner and quietly replied, "I have never left St. Viator." So, too, we should never leave our college dip below the horizon of our lives; its power should become for us an illumination and a hope. In our hearts we should carry the spirit of our college out into the world and create a new St. Viator wherever we go, even in the heart of American cities. Deep in the marts of trade with the problems of great commercial institutions weighing heavily, there the gentle spirit of Viator should go infusing into the materialism of the world the light of her idealism. Whatever problems confront us, we should attend with ears attuned to the advice we received whilst in her halls. Everything that we do in the world should be informed with the vivifying touch of her inspiration.

Today more than ever before, the graduate cannot set idly by and sing the praise of his Alma Mater. He may revere her with an undying love and sing her praises in the public markets of the world; her sun may shine upon his days, giving to them a radiance and a divine splendor; but all to no avail. Today the graduate must become a co-operator and a builder of his Alma Mater, working hand in hand with those that guide her destiny. Into brick and stone he must substantially unite his dreams of her greatness. He must give her the key that will open wide her gates and doors that others thirsting for the fountain of inspiration and knowledge at which he drank may be replenished. To us is given the splendid opportunity of bringing divinity close to human lives and of making resplendent the journey of other men through life. We can, by co-operation, build a palace for them from whose windows there will shine a constant light making the world a heaven for the children of Viator.

A JUNIOR'S EXPECTATIONS

Lyle Boultinghouse, '27.

Standing on the threshold of seniordom, one has a fitting opportunity of viewing both the past and the future more advantageously than at any other time. I say the past, because when one realized what the past has been, he commences to understand how close all his scholastic activities have been to him. The days of school are days that pass with unnoticed rapidity. The sun of time wheels its course with such glory and the days become so golden that students live happily. The world of college life knows little of the past or future, but to the student the ever-living present becomes something holy, giving to his life a touch of unfading joy. But today when from our home there goes another class to join that turbulent mass living outside our college, we, the juniors, hasten to cast aside all fond reminiscences to look eagerly to that glorious year of seniordom, which for us will hold so many alluring and interesting attractions. In that vision of the future which unfolds before our eyes today we see as the first step in that transformation the assumption of those duties and prerogatives that these men in cap and gown have now reverently laid aside.

Surely today before they go from our midst, it is but meet and fitting that we, the seniors of next year, pause. No more will the merry laughter of their student days echo in our ears, bringing to our heart freedom. The friendly word of student greeting, the song of the carefree day will henceforth be but a memory to illumine the mind.

Their lecture hall and their rooms will be but fond recollection to light the life of those left behind. But our loss will be but the world's profit. To it they will go with a mark of distinction and high achievement upon them, touching into goodness everything with which they will come in contact. As they were with us scholarly, cultured, Catholic gentlemen, so will they be until "life's fitful fever is o'er." On the campus of our college two new buildings are rising towards the sun of greater achievements. The soul of our college is now expanding. Today our college is dreaming the dreams and seeing the vision of her fine mind. Wherever we turn a splendid renaissance meets us. With the courage of a youth and with the affection of a mother for us, today she is building a sanctuary within which we may lead lives dedicated to greatness. The light of living knowledge is within her, for which she is eager to build a lordly palace in order that she may house it worthily. In brick and mortar today she enshrines her hopes for us, so that we may be given the eyes of the eagle and the wings of a superfine imagination to become better men. To us, the seniors of next year, there will be given the great opportunity of proving worthy of our college. Destined

by fate to be the seniors in her year of expansion, we must build within us lordlier palaces for our souls in order to keep in harmony with our college.

Not alone in buildings is our college changing. New ideas are being adopted in the field of education that will fan to flame the light of knowledge. Today a devoted faculty is working hard to improve conditions in the lecture halls. The humanizing principles fecundating education today are practised at Viator; making education more completely in conformity with modern problems and more adaptable to the student's needs. She believes that education is not a thing of broken parts of information, but that the various fields of knowledge must be correlated into a living unity in order that the student may master his knowledge and not be a slave to it. The success of this movement is inevitable for the students in general and the juniors in particular are entering into it without the slightest sham or egotism.

I, the spokesman for the junior class, can assert that as a body they are ready and willing to accept the captaincy of the intellectual leadership in the new St. Viator of the coming year. If we may judge next year by the present one, there is every indication that it will be the most active in the history of the college. The graduates of 1926 are now ready for highways leading to life and the world. We are to take their place in the life of our college. With an aching heart, we bid them farewell, only to turn a new page in the college book that will make us seniors. We feel the responsibility, because today for us life moves upward to fulfillment and completion. To us is granted the privilege of being the leaders of our college, men in whom will be placed the confidence of the faculty and the student body. To us there will be entrusted the guardianship of those sacred traditions bequeathed to us by the past generation of Viator men, who have written their names in her loved masonry so that time can never efface, nor distance wither her memory. Today we are the heirs of a past renown that should be for us a light pointing to a more noble and a more glorious future, whose heralds have been the past classes of Viator. From now on, we must live within halls sacred to your memory, under the light of that triumph banner of the past we walk into the land of the future, the senior year, with the melody of your inspiration chanting a hymn of conquest in our ears. With hearts vibrating in tune to that music and feet marching in harmony to its strains, the seniors of '26 and '27 cannot fail. Rather from today all our strength and all our idealism will be bent to add even a greater lustre to our college, so that when the history of Viator will be written, the class of 1927 will be capable of writing into the pages the noble words, "Leadership and Loyalty to Viator."

GRADUATING EXERCISES

K. of C. Auditorium, Kankakee, Ill.

Thursday, June the Tenth

Three O'clock P. M.

Bachelor Orations

"State Monopoly in Education"

The History of the Movement.....Vincent J. Pfeffer, B S. '26

The Rights of the State in Education
Soran W. Leahy, A. B. '26

Rights of the Parent and the Church in Education
William J. Neville, A. B. '26

Valedictory.....John F. Ryan, A. B. '26

Class Motto: Vincit qui se vincit

Colors: Green and White

Conferring of Degrees

Granting of Diplomas

Awarding of Medals

Benedictory

Rt. Rev. Msgr. John F. Ryan

COMMENCEMENT DAY EXERCISES

Thursday, June the Tenth

Ten O'clock A. M.

Solemn Pontifical Mass

College Chapel

Celebrant.....Rt. Rev. Msgr. G. M. Legris, D. D. '78

Baccalaureate Sermon.....Rev. John J. Flanagan, '07

Class Banquet

K. of C. Auditorium, Kankakee, Ill.

Twelve-thirty O'clock P. M.

—Toasts—

John F. Ryan, A. B. '26, Toastmaster

The End of the Rainbow.....Leo F. Dee, A. B. '26

College and Graduate.....Laurence P. St. Amant, A. B. '26

A Junior's Expectations.....Lyle J. Boltinghouse, '27

FinisVery Rev. Terence J. Rice, C. S. V., M. A.
President of the College

Conferring of Degrees and Awarding of Diplomas

On the afternoon of June 10 immediately after the valedictory address the following degrees were conferred:

MASTER OF ARTS

In recognition of successful completion of two years of graduate studies and of the submission of a thesis approved and accepted by the Council on Studies, the degree of Master of Arts was conferred on:

Edward J. Manski.....Henry, Illinois
Subject of Thesis: "The Tendency to Government Monopoly in Education."

BACHELOR DEGREES

The following gentlemen, having completed the prescribed course of studies and submitted an acceptable thesis, were awarded the Bachelor's Degree:

Bachelor of Science, "Maxima cum laude," to Vincent J. Pfeffer, Urbana, Illinois.

Bachelor of Arts to Soran W. Leahy, Kankakee, Illinois.

Thesis: "The Philosophical Basis of Authority in Government."

Bachelor of Arts to Sarto G. Legris, Kankakee, Illinois.

Thesis: "The Methods and Errors of Scepticism."

Bachelor of Arts to William J. Neville, Bloomington, Illinois.

Thesis: "Henrik Ibsen, the Dramatist."

Bachelor of Science to Joseph A. Riley, Assumption, Illinois.

Thesis: "History and Operation of the Federal Reserve Act."

Bachelor of Science to James T. Peifer, Springfield, Illinois.

Thesis: "The Determinants of Wages."

Bachelor of Science to Joseph J. Sheahan, Rantoul, Illinois.

Thesis: "The Method of Determination of Railroad Rates."

Bachelor of Arts to James J. Slikas, Lithuania.

Thesis: "Rise of Neo-Scholasticism."

Bachelor of Science to Hugh H. Delaney, Wapella, Illinois.

Thesis: "Operation of Interstate Commerce Act and Subsequent Amendments."

Bachelor of Arts to John F. Ryan, Bloomington, Illinois.

Thesis: "The Poetry of Robert Browning."

Bachelor of Arts to Edward B. Murawski, Kankakee, Illinois.

Thesis: "Principles of Ethical Relations Between Capital and Labor."

Bachelor of Arts to Lawrence P. St. Amant, Bourbonnais, Illinois.

Thesis: "Critical Study of the Ethical Doctrines of Utilitarianism and Pragmatism."

Bachelor of Science to Leo F. Dee, Bloomington, Illinois.

Thesis: "Recent Theories Regarding Colloidal Gels."

COLLEGE HONORS

Class honors for the College Department were awarded as follows:

The Medal for Highest Scholarship—Presented by the Rev. Stephen N. Moore, Bloomington, Illinois, was awarded to Vincent J. Pfeffer, Urbana, Illinois.

Next in Merit: Soran W. Leahy, Kankakee, Illinois.

The Oratory Medal—Presented by the Rev. John T. Bennett, Chicago, Illinois, was awarded to J. Allan Nolan, Rockford, Illinois.

Next in Merit: Julian M. Lambert, Kankakee, Illinois.

The English Essay Medal—Presented by the Rev. P. C. Conway, Chicago, Illinois, was awarded to Thomas L. Sullivan, Bourbonnais, Illinois.

Next in Merit: Leslie J. Roch, Chicago, Illinois.

The Evidences of Religion Medal—Presented by the Rt. Rev. G. M. Legris, Bourbonnais, Illinois, was awarded to Zenis F. Lemma, Beaverville, Illinois.

Next in Merit: Harold J. Pfeffer, Urbana, Illinois.

The Latin Medal—Presented by the Very Rev. W. J. Surprenant, Bourbonnais, Illinois, was awarded to Gerald M. Lamarre, Bourbonnais, Illinois.

Next in Merit: William J. Seibert, Springfield, Illinois.

Debaters' Medals—Presented by the members of former debating teams of St. Viator College, were awarded to:

Julian M. Lambert.....	Kankakee, Illinois
John J. Toohill.....	Bloomington, Illinois
Lawrence P. St. Amant.....	Bourbonnais, Illinois
James T. Connor.....	Wilmington, Illinois



Resumption of Debating is Marked With Great Success

We frequently hear of athletic coaches being referred to as wonder men when they produce winning combinations from material that bodes only a modicum of success. But we doubt if any of these potentates of the manly sports ever so nearly wrought the miraculous as did Father Maguire this year when, with the assistance of Fathers Lynch and O'Mahoney, he produced a debating team that, in their first sally into the oratorical lists, almost toppled the St. Xavier team which had been undefeated, and then a few weeks later won a unanimous decision over the nationally-famed debators from the University of Wyoming. When we reflect that debating had not been resumed since the war, and that no students were registered in the college who were familiar with the etiquette of the rostrum, we can better appreciate the task that confronted Father Maguire when, with characteristic disregard for apparent obstacles, he, early in the fall, arranged a date with the Wyoming school.

Debating having been suspended for so long a period, the greatest problem that faced the coach was the matter of arousing sufficient interest to cause a sizable number of students to try out in the preliminaries. The question chosen for debate was: "Resolved, That the Child Labor Amendment should be ratified." When the final tryout was held John J. Toohill, Laurence P. St. Amant and Julian M. Lambert, with James Connors as alternate, were selected as the men most capable of representing the college in intercollegiate debates.

In the debates the Viatorians contended for the affirmative of the question. Toohill opened the contests with a speech that reflected the cool, deliberate workings of a logical mind, and confronted his opponents directly with several pointed questions which proved thorns in their sides during the remainder of the evening. He was followed by Laurence St. Amant, whose speech strengthened the argument of his colleagues, being based largely upon the axiom that attests to the infallibility of figures. By his discourse, the second speaker displayed himself a wizard in ferreting facts and figures. It seemed that the first two speakers must have almost exhausted the subject, but when Julian Lambert stepped out upon the stage he broke into a flow of oratory, characterized by its captivating fluency and a marvelous rapidity that astounded his audience and deluged his opponents. There was a quality of earnest sincerity in his voice that went straight to the heart of his hearers and when the sophomore resumed his

seat after giving his rebuttals he was roundly applauded for several minutes.

Toohill and Lambert will return to school next year as will James Connors, whose research work had an important bearing upon the record made by the team this year. With these three men of known ability in school and the possibility of discovering another "Demosthenes" the prospects for debating for next year are so encouraging that Father Maguire is negotiating for engagements with several eastern schools.

FIRST AFFIRMATIVE

John J. Toohill, '27

The question we are debating this evening is: Resolved, That the pending Child Labor Amendment should be ratified. The amendment reads as follows:

Section 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.

Sec. 2. The power of the several states is unimpaired by this article except that the operation of state laws shall be suspended to the extent necessary to give effect to legislation enacted by Congress.

At the outset of this discussion let it be clearly understood that in our love, respect and devotion to the Constitution of the United States we, of the affirmative, take second place to none, not even to our worthy opponents. We do not ask that this fundamental law of our land be changed, we merely ask that in accordance with the express provisions of the Constitution, power be given to Congress to protect the child life of this nation. We do not believe that it is the Constitution which is the enemy of the toil-worn, wage-earning children of this nation, but only a political theory, and a peculiar interpretation of the Constitution and therefore our worthy opponents cannot claim to be the only true defenders of the Constitution. We do not believe, however, that a mere political theory is more sacred than human rights or that the children of the nation should be sacrificed on the altar of a political creed.

Child labor is universally recognized as an abomination and a travesty on civilization, so we are not going to waste your time and ours proving that child labor is destructive of the welfare of individual children, unless the gentlemen of the negative choose to deny this manifest fact. Instead we shall proceed to prove that child labor is a national problem and, therefore, needs a national remedy, which can be supplied only through the ratification of this amendment.

Child labor is not limited to any one section of the country, or to a few states. It is a problem of national extent and importance, because child life is one of the greatest assets of our na-

tion. No matter how great the geographical, climatic or industrial differences are between various sections of our land it will invariably be found that children dwell everywhere. There is no city, town, or township in our nation that does boast of children. Whether they are inhabitants of the north or south, children do not differ essentially in their requirements for growth and health. Can it be stated that the children of one section of the country need nourishment, play-time and education, while those of another part do not? Is there any reason why the boys and girls of Massachusetts should be given the privileges of schooling and the youngsters of another state be forced to grow up illiterates? Where is the child, be he rich or poor, black or white, who does not desire play in some form or other? The necessity for food for a child in New York is not essentially less than that required by a similar youngster in San Francisco. Children are the same all over the country. Besides children may be inhabitants of a particular state today, but what assurance have we that they will not be living in some other state ten years from today? In the problem of child labor this uncertainty of location constitutes a problem for not one state alone, but the entire nation. Even if one state dealt with child labor perfectly under the present system of state regulation alone, it could not stem the tide of stunted, diseased and ignorant citizens—the aftermath of child labor, which other states might pour into it and the nation as a whole. Thus under state regulation alone, there is no protection for the future citizenship of either state or nation. Every year a larger number of young children enter the ranks of child laborers for the first time; and every year, something like two hundred thousand of the maimed and stunted bits of humanity—the products of this atrocious system—attain their majority and assume the privileges of citizenship. In this regard, can anyone deny this problem of child labor is a national one?

Again from the figures of the 1920 census we learn that not a single state is free of the devastating toll of child labor, and that in the nation as a whole there are over a million child laborers. These figures do not include children above 15 years of age or those under 10, yet investigations reveal that there are thousands of children between the tender years of six and ten constantly at work.

Furthermore, in its regulation child labor presents problems not merely local but truly national. The inadequate child labor regulations of many states have a wider than a local interest. They greatly, directly and unfavorably affect the people of other states. Inasmuch as the products of child labor are, to a considerable extent shipped out of the state in which they originated, they necessarily interfere with the welfare of other communities. If one state passes a good law and another state does not, the

manufacturers of the bad state have a financial advantage over the manufacturers of the good state because they can secure cheaper labor. Thus it can be understood that child labor is a national problem because it cannot be dealt with by one state without affecting the people of many states.

Now, ladies and gentlemen it is for these reasons that we, of the affirmative, contend that child labor is a national problem. And being a national problem what remedy is there but national action? What national action can we of this nation take save through the Congress of the United States? It is to enable Congress to take that action that this amendment is proposed.

The opponents of the measure, however, urge that the proposed amendment is a further infringement of State's Rights, and therefore, contrary to the constitutional system of American government. I have already pointed out that it is not the constitution but their pet political theory that is the foe of wage earning children, and that in reality they place the State's Rights above human rights. President Roosevelt, who was surely the American of Americans, punctured the fallacious plea for State's Rights in these pithy and forceful words: "State's Rights should be preserved when they mean peoples's rights, but not when they are invoked to prevent the abolition of child labor, not when they stand for wrong or oppression of any kind."

However, in this case the advocates of State's Rights are filled with groundless fears. Have they never read the amendment? It says plainly: "The power of the several states is unimpaired by this article except that the operation of state laws shall be suspended to the extent necessary to give effect to legislation enacted by Congress." The states still have the power and the right to pass child labor laws, and better ones than Congress if they so desire. If their laws do not measure up to the standards of laws passed by Congress then, it is true, they must give way to the authority of Federal law. Can this seriously be urged as a great surrender of sovereignty? We, of the affirmative, are also jealous of State's Rights. We admit it is unwise to delegate increased powers to the Federal government unless great and manifest advantages are thereby to be gained, but we are not so blind as not to see the evils of child labor and the tendency of modern industrial forces. The fathers of the Constitution wisely divided the powers of government between two sovereignties, those of the state and those of the nation. The powers of the Federal government were expressly delegated in the Constitution and all other powers reserved to the states. The development of the country, which could not possibly have been foreseen accurately and fully by these great statesmen, has rendered necessary from time to time the delegation of increased powers to the Federal government. To take a non-controversial instance: the signers of the Constitution could not possibly

have forseen the railroad development. At first the railroads were under state control, and in many cases built with state aid. Then came the Granger agitation for effective control of the railroads and the period of utterly ineffective state regulation. As a consequence agitation was started for Federal legislation, which resulted in the Inter-State Commerce Act of 1887, the constitutionality of which was upheld through a broad interpretation of the inter-state commerce clause of the Constitution. While many wise people then argued that this was a gross violation of State's Rights no one can be found today who will contend that Federal control of the railroads has not been much more beneficial than state regulation. The authors of the Constitution were too wise to put the young nation in the strait-jacket of an unchangeable Constitution, and therefore made express provision for contingencies they could not foresee. How could they foresee that the blacksmith shop of their day was to be replaced by the huge steel corporation? How could they realize that the spinning wheel was to be discarded in favor of large textile mills? Industry on a national scale, improvement in communications, the telephone, telegraph, radio, railroads, the growth of monopolies have all rendered imperative increased Federal action, and it is nothing short of folly to deny these facts.

The primary function of all government, and the value of all sovereignty consists in securing the greatest good to the greatest number of citizens. If in a given case the Federal government can secure a greater good to the people than the inconvenience of the corresponding partial loss of sovereignty to the various states, then common sense dictates that power to do this good should be granted to the Federal government. The effective protection of the child life of this nation is a far greater boon and blessing than any political theory. The rights of working children are more sacred than an imaginary or even an actual partial surrender of the rights of states, and, therefore, this amendment should be adopted.

In conclusion I want to ask my worthy opponents to answer in unequivocal terms this question: Do they deny that child labor is a national problem?

SECOND AFFIRMATIVE

Laurence P. St. Amant, '26

My colleague has shown that child labor is a national problem and therefore needs a national solution. There are only two ways in which this problem can possibly be solved, either by Federal or state legislation. It therefore remains for me to show that over a period of eighty years state legislation has lamentably failed and therefore the only remedy lies in ratifying the Child Labor Amendment.

A striking proof of the failure of state legislation to curb the crying needs of child labor is to be found in the fact that Congress in 1916 and 1919 found it necessary to pass two laws designed to lessen this menace of the nation's welfare despite the fact that state regulation of child labor had been in existence for eighty years. Congress thought it had the power to protect the child life of the nation, and because the states had manifestly failed to do so, proceeded to exercise this power. The Supreme Court, however, in 1919 and 1922, declared both these laws unconstitutional, and hence Congress passed this resolution for a constitutional amendment conferring on the national government a power every national government should possess and every other national government does possess, namely, the power to protect the child life of the nation. Had the states effectively regulated child labor, Congress would never have interfered. The next affirmative speaker will show how effective these two Federal laws were during their short existence.

That the several states have failed to regulate effectively child labor is proven from the fact that the vast majority of the state laws failed to meet the minimum standards determined by the Children's Bureau Conference on Child Welfare. This conference was called by the Secretary of Labor at the request of the President of the United States. Its purpose was to formulate and publish standards for the better protection of children. A preliminary conference was held in Washington May 5-8, 1919, attended by many of the best American authorities. It was advised by the representatives of Belgium, France, Great Britain, Italy, Japan and Serbia. The foreign delegates reported what their nations had learned concerning the better protection of children, especially during the war. These delegates represented the best experts in the world on child welfare. The results of the investigations of this body were submitted to regional conferences and to other interested groups throughout the country with the result that a set of minimum standards of child welfare was determined. I summarize just a few of the most important; an age minimum of 16 for all occupations except agriculture; an age minimum of 18 for workers in mines and quarries; prohibition of employment of minors in all dangerous, unhealthful or hazardous occupations or any work that may retard their proper physical, mental and moral development; physical standards required before a child be allowed to work; annual physical examination of all working children under 18; no minor shall be employed more than eight hours a day and night work prohibited; wages should be adequate to maintain a decent standard of living; employment certificates and evidence that child has completed the eighth grade or equivalent; factory inspection and physical examination regularly.

Now note well that only 13 out of the 48 states can measure

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up to these standards in every particular, and even some of these allow exceptions in particular cases. The Children's Bureau of the United States Department of Labor is authority for the statement that 27 states have no restrictions or very few restrictions extending to the age of 18 in occupations generally recognized as dangerous, and that eight additional states have practically no regulations for children in any age in dangerous occupations. Thirty-seven states allow children to go to work without a common school education, and 11 states allow children under 16 to work from nine to eleven hours a day while 19 states require no physical examinations.

From the census of 1920, we learn that there were over a million children between the ages of 10-15 gainfully employed and Professor Watkins, of the University of Illinois asserts that "more than one-eighth of the total population of the children between the ages of 10 and 15 are laboring in gainful occupations unregulated by state laws."

This vast army of children have, furthermore, under state regulation been exposed to numerous evils with disastrous social and national results. From an analysis of the accidents to working minors in the three states of Massachusetts, New Jersey and Wisconsin, the Children's Bureau of the Department of Labor shows that within twelve months in these three states 7,478 accidents, for which compensation was awarded, occurred to workers under 21 years of age, causing 38 deaths and partly disabling for life 921 of the injured. In the cotton mills of the South, the accidents rate for children is more than double that for the other employees.

Physical evils are not the only ones to which children are exposed by premature labour. It is a significant fact that those nations which surpass the United States in protecting children from the evils of child labor are the very nations which have lower rates of illiteracy than the United States. Germany, with an excellent national child labor law, leads the world with the lowest percentage of illiteracy, the German rate being two-tenths of one per cent, and the rate for the United States being six per cent. In fact we rank tenth among the nations of the world in illiteracy and our superiors in the scale are all nations with national child labor laws. It is more than a coincidence that the ten states which have the highest rates of illiteracy in the United States are included in the twelve states which have the highest percentage of child labor. Can our opponents deny the obvious fact that child labor is one of the most potent factors in producing illiteracy, and can they deny that in a democracy such as ours this is a serious national problem? How can illiterates be expected to vote intelligently and can our opponents deny that unintelligent voting is a menace to the safety of the nation? Can they find anything consoling in the fact that a vast total

of one million four hundred thousand children under fourteen years of age are not in school, many of them presumably being at work? In view of these tragic facts can the gentlemen of the negative seriously continue to advocate state laws to protect our children and preserve our national integrity? The fact is, for eighty years we have had state laws, and these conditions exist in spite of the state laws. The states, therefore, having evidently failed to regulate child labor effectively, the only remaining remedy is Federal regulation.

Federal regulation will, furthermore, have numerous beneficial results. My colleague has already pointed that state regulation results in unfair competition between the states, leading to reluctance on the part of state legislatures to pass adequate child labor laws for fear of adversely affecting the industries of their states. Federal legislation will obviate this and encourage better legislation on the part of the states as well as remove the present unfair competition between the states. It will also prevent the criminal transportation of children from a state with a good labor law to a state with a bad or indifferent one. Are you surprised that such things should happen, yet this is exactly what happened when Tennessee passed a good child labor law and enforced it. Senator Beveridge presented to the United States Senate this amazing affidavit of the Rev. A. J. McKelevy, one of the most reputable clergymen in the country, that he had personally seen shipments of children being made under a boss from Tennessee to South Carolina. Think of it! In these free United States, that young children should be shipped from state to state like so many cattle to labor in mills, mines and sweat shops! The only remedy for this is the uniform Federal law and the only way to secure such a law is to ratify this amendment. Under present conditions each state is waiting for its neighboring state to make the first move towards an improved child labor law, and while legislatures argue and vacillate, and captains of industry count their profits, the future citizens of this nation are being maimed in body, warped in soul, and stunted in mind by the monstrous system of child labor.

There is an old adage, "Show me your friends and I'll tell you what you are," which when applied to this amendment sheds a bright light on its real character. It has been endorsed by 63 Senators and 319 Congressmen. President Coolidge in unmistakable terms has approved of it. Here are his exact words: "For purposes of national uniformity, we ought to provide by constitutional amendment an appropriate legislation for a limitation of child labor. Our country cannot afford to let anyone live off the earnings of its youth of tender years. Their places are not in the factory, but in the school that the men and women of tomorrow may reach a higher state of existence, and the nation a higher standard of citizenship." President Wilson

signed the two child labor laws, and President Harding recommended this Constitutional amendment. It was a plank in the platform of both the great political parties and it has been sponsored by nearly all the American leaders of thought and the moral and religious leaders of the country. All humanitarian organizations are upholding it, and most professors of the social sciences in our recognized colleges and universities have approved it. Twelve state governors have pleaded the necessity of Federal legislation and the women's organizations of the country almost without exception have passed resolutions in its favor. The American Federation of Labor has given its unqualified and uniform support. The Congressional Record contains 17 pages of names and statements of the great men of our nation who support this amendment. We grant that there are some few men with unselfish interests of philanthropic disposition and eminent authority who have opposed it, but mark well that the army of the opposition is composed of factory owners, mill owners, manufacturers and their respective associations. Is not this alignment what we would have anticipated? These last are opposed to the amendment because they grow rich on the labor of the defenseless children and they do not wish to see the strong arm of Federal government thrown in protection around the children of the nation. No reasonable and unselfish citizen will have any difficulty in judging the real worth of the amendment from the characters of its friends and its enemies.

I have shown that state legislation has failed lamentably to protect children from the evils of child labor. I have demonstrated that many benefits will accrue from Federal regulation. It, therefore, follows by the iron force of logic that this amendment which gives power to Congress to regulate child labor should be adopted. In conclusion, I ask my worthy opponents to answer without equivocation this easy and simple question: Do they deny that the states have failed to regulate adequately child labor?

THIRD AFFIRMATIVE

Julian M. Lambert, '28

My colleagues have proved conclusively that the exploitation of children in industry is a national menace, that this proposed amendment is in accordance with the trend of national development and not opposed to the constitutional tradition of the nation and to the rights of the states, that state legislation has failed lamentably to afford any adequate protection to the child workers of the country, and therefore that power should be granted to Congress to pass child labor laws. It now becomes my duty to show by the actual facts in the case that Federal legislation is the only adequate remedy for the crying evils of

child labor. In doing this I shall not assume the mantle of a prophet, or indulge in any airy and glittering generalities about what will probably happen in the future of Federal legislation, but I shall prove from undeniable facts that Federal legislation has been tried and has succeeded. It has been tested and has met the test. I shall also show that child labor is of such vigorous growth and great extent as to warrant granting this increased accession of power to the Federal government.

Our opponents, from the logic of their position, must argue that we should continue to allow the states to put an end to the infamy of child labor. How much more time do they desire? Is not eighty years a sufficiently long period to sacrifice childhood, while states experiment with inadequate and insufficient laws? Exactly the same argument was used in the case of lottery tickets, obscene literature, impure foods, diseased meat, inadequate railway service. The states did not stop these evils, because they could not, but Federal legislation stopped them at once, and we do not hear any more lamentation in these cases about the invasion of State's Rights. During all the eighty years that the several states have been experimenting with child labor legislation, child labor has increased with every census up to 1920. In 1870 there were 739,164 children between the ages of 10 to 15 inclusive who were reported as being gainfully employed. In 1880 there were 1,118,356, an increase of 59 per cent over 1870. The census of 1900 showed 1,750,178 children gainfully employed, an increase of 56 per cent over 1880. Then in 1910 there were 1,990,225, an increase of 250,000 over 1900, and so during all this time, when the states alone were attempting to regulate child labor they progressed backwards, yes backwards. Senator McCormick has pointed out that in 1920, while the population of the country showed an increase of 15 per cent and while the demand for manual labor was enormously increased by the exigencies of the world war, the number of children employed as actually shown by the figures of the Federal census was reduced one-half during the decade, despite the fact that the two Federal statutes were effective during only 17 months of that period. Thus the facts are that the only time child labor has ever shown a decline was when the Federal government supplemented the laws of the states with uniform minimum legislation, which reduced child labor 50 per cent during 17 months.

It is also historically significant that the only period in which the states were at all active in child labor legislation was between the years of 1916 and 1923, the time that the two Federal child labor laws were in force, and that that period was characterized by unusual activity on the part of the states. Everywhere the state officials co-operated with the Federal authorities, and the Federal law was enforced at an expense of only \$111,000.00,

or less than one cent per person in the country. It is also interesting to know that, as Miss Grace Abbott, head of the Children's Bureau of the United States Department of Labor, has pointed out in her report to the United States Senate, this activity on the part of the states to raise their standards and enforce their laws ceased abruptly when the second Federal child labor law was declared unconstitutional in 1922. This is supported by the statement to be found in the report of the Committee on the Judiciary to the House of Representatives that "No state having a child labor law which fell below the standards of the former Federal law (and there are 35 of them) has brought its child labor law up to the standards of the former Federal laws. It was hoped by many that with the protection of the Federal law removed the states would act promptly to give children the protection that they had enjoyed while the Federal laws were in operation." My colleagues have pointed out the reasons for this. When the Federal laws created a uniform minimum standard for child labor, the states were free to legislate without fear of losing their industries or having their children shipped over the border into other states where they could be put to work. It cannot be denied that this is very plain and emphatic proof that the states cannot and will not solve the problem of child labor without the necessary help and protection of Federal action.

Now let those who doubt whether Federal legislation will be more effective than state legislation, and who think that state legislation has been a failure, pay attention to these startling and surprising facts. Less than twenty-four hours after the second Federal law was declared unconstitutional the southern cotton mill owners, from previously prepared lists, sent notices into the homes for the little children to start work immediately alongside their older brothers and sisters. As soon as the Federal government was prevented from furnishing the states its necessary aid child labor assumed its activity. Of the 34 principal cities, spread over 19 states, which furnished the Children's Bureau with statistics of employment certificates issued in 1923, the first year after the second Federal child labor law was declared unconstitutional, 30 reported an increase in the number of children under 16 years of age entering regular employment for the first time as compared with 1922. In these 34 cities the average increase was 20 per cent, while in Birmingham, Louisville, Manchester, Mobile New Bedford, Pittsburgh, Waterbury and Yonkers, all in different states, the increase was over 50 per cent, and in half of these the increase was over 50 per cent, and in half of these the increase was over 100 per cent. I would call your attention to the fact that these figures refer only to the increase of legal employment of children, since these certificates are issued in accordance with the provisions of inade-

quate state laws. Mill owners have been known to declare that they are not afraid of state laws, but all of them have a healthy respect for Federal laws. The foremost authorities on industrial conditions estimate that the increase in child labor since the second Federal law was declared unconstitutional has been from 25 to 50 per cent.

From these facts it is evident that Federal legislation has been tried successfully. It resulted in reducing child labor, and since its cessation child labor has increased. It, therefore, follows by the irresistible force of logic that the only way to check this increasing tide of child labor is to return to Federal legislation, and the only way to do this is by ratification of this amendment to give Congress power to legislate.

I wish further to point out to our opponents that Federal legislation on child labor will go far to break down the constantly recurring cycle of industrial injustice. Children are caught in this vicious circle, poverty, child labor with resulting lack of education and training, low earning capacity, poverty, and then their children repeat the circle again. Children who are allowed to go to work at an early age are nearly always stunted in mind and body. Statistics show that the average earning capacity of child workers when they reach manhood's estate is only \$1,000 a year. Consequently, they are unable to give their children the proper advantages, so they follow in their father's footsteps. Thus we have a truly great number of American citizens today who are untrained and unfit, not through their own fault or incompetence, but through the fault of an industrial and political system which allows them to dwarf their minds and bodies at an early age. Furthermore child laborers offer serious competition in the wage market to adult laborers. Frequently we see the tragic spectacle of a father being replaced by his little boy, because the child's labor is cheaper than his father's. The social costs of such labor, however, are too great. In the long run the nation can not afford child labor, because it costs too much, not, it is true, in the actual outlay of money, but in ignorance, disease, crime, misery, death and tragedy. The only way to prevent this vicious circle of industrial injustice, to prevent the cruel competition between adults and small children for work is by giving Congress the power to legislate such travesties on civilization out of existence.

Allow me briefly to summarize the case we of the affirmative have made. We have proved that the proposed child labor amendment is not contrary to the constitutional traditions of the country nor an infringement of states' rights, except to a negligible degree. We have proved that child labor is a national menace and a national problem requiring a national remedy, and that the remedy proposed is in accord with the trend of the country's development. We have established conclusively that state

legislation has failed lamentably to check the evils of child labor effectively, and that Federal legislation on the contrary has succeeded. We have shown that child labor results in the national problems of illiteracy ignorance, poverty. We have shown who the friends of the amendment are, and we have exposed the selfish interests of its enemies. We have proved finally that the only effective remedy for the evils of child labor is Federal legislation, and as the only way to attain this is by the ratification of the child labor amendment, we move that this amendment should be ratified. As Representative Michener eloquently said in Congress: "America, the richest nation in the world can afford to give her children the best facilities for health and for education, indeed, she can not afford not to give her children these facilities. In the long run we live in and through our children. Because we believe in childhood because we believe in the future of the nation, we believe in the child labor amendment."

The World Court an Instrument of Peace

Medal Oration

J. Allen Nolan, '29

History teaches us the utter futility of following the mirage of greed, of conquest, of force, of power. As she unrolls her scroll we read of the labor of oppressed man to assert his God-given rights, of more extensive justice, of heartier amity, of far-reaching, glorious freedom; of a Magna Charta, of a Declaration of Independence, of the strivings of man to secure liberty throughout the universe. At last the whole world rebels against autocracy and slavery in an appalling war which drives them to the abysmal depths of the darkest jungles. America, that nation born after years of struggles, of privations, of sorrows, of sacrifices—a nation based upon the principles of justice and amity, a nation which originated with the idea of human equality, shouldered the burden of that world war. Such was the country that sent her loyal sons across a thousand leagues of ocean, such was that nation that sacrificed on the altar of freedom the blood of three hundred thousand American youths—such was her determination to uphold the doctrine promulgated by Washington, the Father of his Country. This doctrine was the cultivation and promotion of peace. Washington bade us substitute reason for prejudice, law for obduracy, justice for passion—not merely to praise and to preach, but actively to cultivate and promote peace. Desiring to follow this policy more closely, knowing that it would be a boon to mankind, realizing that each successive generation would further the task they had begun, our senators in the last session of Congress, voted us into the Permanent Court of International Justice. It is the purpose of this oration to throw light on the wisdom of the Senate's action.

The Permanent Court of International Justice, an institution to which the nations of the world may come for settlement of disputes, found its genesis in the Hague tribunal. Today the court is firmly established, and functions punctually, efficiently and successfully. Its composition is of the highest order, drawing membership from all nations whether large or small. Universally it is acclaimed the best, the freest, the most unselfish of world courts. It takes cognizance of only such cases as are submitted to it. It also renders advisory opinions concerning: first, the interpretation of a treaty; second, any question of interna-

tional law; third, the existence of any fact, which, if established, would constitute a breach of an international obligation; fourth, the nature or extent of reparation to be made for the breach of an international obligation; and, lastly, the interpretation of a judgment rendered by the court. Consider how valuable these decisions will be in the codification of international law. Remember, the judgment of the court is final and without appeal.

Through the initiative, the genius, the persistency and vision of our statesmen, this court came into prominence; the plan was urged, pressed, and advocated by distinguished Americans since the administration of Theodore Roosevelt; it has had the approval of our last five presidents; it was in harmony with both the Democratic and Republican platforms in the last presidential election; it may be safe to say that it is opposed only by men who are nationally known radicals, only by such states as Illinois, Michigan and Wisconsin, where all affairs concerning international relations find much ready opposition. No program has ever before won such approval either at home or abroad. Our leaders urge participation of the United States in a supreme world court of justice in fulfillment of our age-long aspirations, in conformity with our unbroken traditions.

War has become so destructive, so extensive, so inhuman, that there is in the world today a universal desire to prevent its recurrence—to obliterate the bitter recollections of a few short years ago—to destroy forever any thoughts of a repetition of the frightful experiences in the last war, which meant fifty thousand American graves in France, which meant fifty thousand American homes mourning for their unseen lost ones, to say nothing of the two hundred thousand crippled American soldiers, and an internal and external war debt amounting to billions of dollars.

Now, "war is largely occasioned," one senator says, "by contact with nations." This contact produces irritation, competition, and misunderstandings which too frequently prove incentives to the disturbance of passion, prejudice and hatred between states. The great improvements in the facilities of transportation and communication have far exceeded the faintest conceptions of our forefathers. All nations are closely related, all nations must come into contact with one another almost daily. How easily do misunderstandings and conflicts develop. Like a small flame, they burst forth, and, unless immediately smothered, will eat away the resources of the world. Never before has it been so imperative for the nations to devise a means whereby international differences might amicably be settled. And the children of the greatest, the freest of nations have given to the war-shackled land of the ancients the noblest institution of the age—the Permanent Court of International Justice. It is the shortest and most direct step in eliminating the causes of war; it is the

first milestone reached in the highway of justice and amity.

The strongest advocates of this court do not maintain that it will abolish all wars, but it will settle legal, not political, but legal differences which may develop into a boiling sea of intricate questions whose only solution would be the wholesale butchery of women and children, cloaked in the conventional garb of war. My friends, let us consider briefly why seventy-six out of ninety-three senators voted their beloved country into this court. America is not the isolated nation some of us would have it to be. From the signing of the Declaration of Independence we have had international relations. Our commerce ranks high, economically we are, by necessity, closely connected to other powers. For example—our exports are large; we produce ninety per cent of the automobiles of the world, our manufacturing is equal to, if not greater, than any nation; we have a foreign debt amounting to billions of dollars; we are the recognized creditors of the universe. Now do we wish to imitate the biblical Dives—to enjoy all the pleasures and honors attendant with great wealth without assuming a just share of the burdens and responsibilities of humanity? God gave us our wealth—let us alleviate, as far as possible, the pains and heartaches of the world. Does America, after reaching the acme of material strength and prosperity, wish now to remain at her own table and gorge herself with her opulence, rather than accept the moral leadership of nations?

Our country incurs no obligations on entering the court, nor does she receive any direct benefits. But she does perform a traditional duty, the demonstration of our will toward peace, of our readiness to subject our national claims to a test of the light of reason, rather than to the blindness of war. Our entrance into this court will give to the world an assurance that our influence as a nation will be exercised in behalf of universal peace. The prestige that our vast wealth and stupendous power exerts, the love of liberty, the wisdom of reason, the passion for freedom, and the faith in democracy, which is characteristic of our people, will sink deeply into the hearts of war-stricken Europe, will act as a bulwark against the raging flames of dissension and discord. Already this court has performed great service for the world and should, from its general composition, from the character and ability of its judges and the opinions and decisions rendered by it, command the respect, the confidence and the esteem of this tranquil, liberty-zealous nation. So much is sacrificed in war that Christian civilization stands today on a precipice of danger—peace, universal peace, is the only certain safeguard. Progress in this world must come about through high aspirations and lofty ideals, and our Senate has realized this more, perhaps, than any existing legislative body.

Let us, then, lend our moral support to the decision of an American President, of an American Senate, of America's ablest

statesmen. Throw off the yoke of prejudice, strip ourselves of petty faults and protestations, and assume the golden garments of charity, of goodwill, of universal brotherhood. There are fifty-two peoples, representing every continent, every race, every language and every culture, seeking satisfaction in this new approach of international relations. Do not quibble when such a great issue is at stake, but rather help this institution to flourish and attain its end. Then we shall have fulfilled our duties, then shall a modern Moses arise in our midst to lead the world out of the land of afflictions, out of the house of sorrows. And the future chiefs of our country—destined to uphold the doctrine of Washington, to guide us through a new era of true glory—shall universally be first in peace, first in the hearts of all men. Then we shall have exemplified a true Christian nation by our self-denial and self-renunciation, then and only then, we shall enliven and exalt the weary hours of life by inspiring a love of God, of the teachings of Jesus Christ, into the soul of man, which, after all, is the only road to universal peace.

Memorial Day Address

Sarto G. Legris, '26.

Note: It has long been a custom, strengthened by tradition at St. Viator, for an address to be given on Memorial Day in an open-air assembly on the campus. A college senior is always selected for this honor and when he concludes his speech those assembled sing the national anthem as the flag is run up.

We have assembled here today to commemorate the memory of those men who have so unselfishly made the supreme sacrifice of their lives for our country. In honoring them we add a note of distinction to our own lives, because the illumination of their noble deeds, the high valor of their actions and the lofty ideals that guided them should become for us the star of our days.

Only a few years have elapsed since that memorable year, 1917, when America almost overnight became a vast training camp after having called upon the flower of her manhood to put on the habiliments of war. They came in their teeming thousands from every condition and walk of life. With the fruition of life's hope still untasted, with life's bounding ambition still unrealized, with the shining goal of a distinguished achievement still unattained, the lawyer and the physician bade farewell to their peaceful vocations and buckled on the sword of deadly conflict. The clarion voice of war resounded through the halls of learning and filled the students' souls with the spirit of battle. The campus and the lecture hall knew their manly forms no more. They abandoned their eager quest of knowledge, they forsook those stirring athletic contests which meant so much in the student's life. On the altar of their country's service they offered the strength of their young manhood; at the sacred shrine of patriotism they sacrificed the vistaed hopes of future years, the glorious dreams of immortality which only the magic fancy of youth can weave. They had felt the trembling hand of the father resting upon their young heads in parting benediction, the hot tears of a loving mother fell upon their upturned faces, they said farewell to younger sisters and brothers, and marched away to join the ranks of those other thousands who were no more to rest a foot on their native soil, but were destined by the hand of fate to pay the full measure of a patriot's devotion.

And now let us heed the inspired words of our poet, who speaks thus:

“Disturb not thou their rest,
On some shell-tortured hill,

Within some battered trench,
Near some red-oozing rill;
Disturb not thou their rest
On some blood sodden plain
Amid some ghostly wood
Or battle-scarred terrain.

"It is not alien soil,
The soil wherein they lie,
But where our heroes sleep
Our standards float on high.
There Freedom's light shall shine
Above each freeman's tomb,
To guard his sacrificial dust,
Where chastened lilies bloom.

"O! let them slumber on,
Each in his warrior's cell;
For our high hearts enshrine
The places where they fell;
Disturb not thou their rest,
Their deeds the world entrance;
Their grandest sepulcher
The ransomed breast of France."

At Viator Decoration days had come and gone before 1917. To its peaceful walls and to its gentle campus, many a May had given a divine touch, here were harbored the young students made glorious by noble dreams of the future and enriched by the great heritage of America's past. Amidst this beauty traced by the hand of the living God, the young student of Viator saw the beauteous vision to which he dedicated his life. In the horizon of his future it hung suspended to allure him with its charms in the midst of flaming battle or to sing in his soul the merry song of peace. Here were moulded the souls to shine in the terrible and in the splendid ways of war. Viator gave them the inspiration of America's great hope, which cheered them into the jaws of battle and made the field of courage a sanctuary, so that today parts of European ground are parts of Viator's soul. Today her great mind goes forth to Europe to gather her fallen children to her soul.

Now that our country is enjoying the blessings of peace, we should bear in mind that patriotism is a virtue which must be displayed in peace as well as in war. It has been defined as "that love of country which leads the citizen to give to his country that which his country needs at the time his country needs it." In time of war the citizen may be called upon to die for his country; in time of peace, however, he must live for his country.

In time of war he may be called upon to give his body for a sacrifice as those men did whose memory we commemorate today. In time of peace his country demands his head and his heart, his intellect and his conscience. While our nation was at war, all were willing to make sacrifices. Millions were willing to lay down their lives to defend the honor of our country and responded to the cry of downtrodden humanity throughout the world in obedience to the voice of right and justice, which is the authentic voice of the eternal God. Let us fulfill our duties as citizens in the time of peace as well as in time of war, as those who have so unselfishly done their part and fulfilled their duties by giving up their lives in defense of the honor of our nation.

Today in honor America's and Viator's dead we are adding a beauty to our own lives. The light of their lives should become for us a vision splendid to attend us in our journey through life, calling to us to make the heart of America great and noble. From their ashes there should spring for us the ideals of justice and liberty for which they died, there should be a rebirth within us today wherein we should rededicate ourselves to the cause of universal liberty, which is the guiding star of America's destiny.



VERY REV. J. A. CHARLEBOIS C. S. V.,

Golden Jubilee of Father Charlebois C.S.V

The United States Province of the Viatorians feel a peculiar pride in extending to Father Charlebois its warmest congratulations on the fiftieth anniversary of his ordination to the priesthood. For this jubilarian dedicated to this province some of the best years of his life as provincial to the Viatorians in the United States. The wishes, therefore, which go out to him from this province are as genuine, and as heartfelt, and as natural as those of children toward their father. His paternal influence is still felt here, the counsels and guidance of this good superior are still as a lamp to our feet.

Though first and foremost a spiritual father, in the very best sense of the word, he was a capable, efficient, and progressive provincial. He came down to this province under the extreme handicap of not knowing its language, and yet within an amazingly short period he mastered English so well as not only to be able to meet his confreres in their own language but to give some of the finest conferences they have ever heard. He threw himself into his work wholeheartedly, he did not spare himself, he saw the needs of the province and supplied them.

Father Charlebois is an accomplished scholar, an educator and a musician. It was impossible to live with him and not feel his refining and educational influence. Above all this he is a simple and spiritual priest to know whom is to love him, and to know him is to grow spiritually.

We cannot speak or even think too kindly of this character of gentle grandeur. We only ask that Almighty God will continue to bestow His choicest blessings on him and will spare him yet many years to work in His earthly vineyard and to help him long in the great harvest of souls.

E. M. Walsh '28.



Leslie J. Roch
INTERALIA



Lyford Kern
BOOK REVIEWS
**Viatorian
Staff**



Loran W. Leahy
OUR BOOK SHELF



Joseph Q. Harrington
ATHLETICS



Vincent J. Pfeffer
EDITOR



Edward E. Callahue
BUSINESS MGR.



John J. Toohill
CIRCULATION

1925-26



Warren J. McClelland
VIATORIANA



Emmet M. Walsh
ALUMNI



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Vincent J. Pfeffer, '26.

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ExchangesE. M. Roy, '27	Viatoriana, Warren J.
Bus. Mgr., Edward E. Gallahue, '27	McClelland, '28
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In Pro- There frequently come times in a man's life when he
spective may be justified in pausing to enjoy laurels that he has won in the past. But not so with a college. Considered dispassionately, institutions of learning are special kinds of mills through which a constant stream of individuals pass, the function of the mill being to produce a cultural and intellectual effect upon every individual that subjects himself to its process. Because of this ever-moving stream of living humanity through these rifled channels that impart to those leaving qualities that determine the course that they follow during the remainder of their lives, colleges live ever in anticipation of the future.

The jubilation and excitement of the graduation of 1926 have scarcely abated, yet already these satisfying recollections

are, perforce, almost ruthlessly it seems, thrust aside because of the exigencies of another year. But a few short summer months intervene before St. Viator's campus will again be abustle with the rush and expectations born anew incident to registration for the term of 1926-27. It behooves us then to devote a few moments to a contemplation of next year.

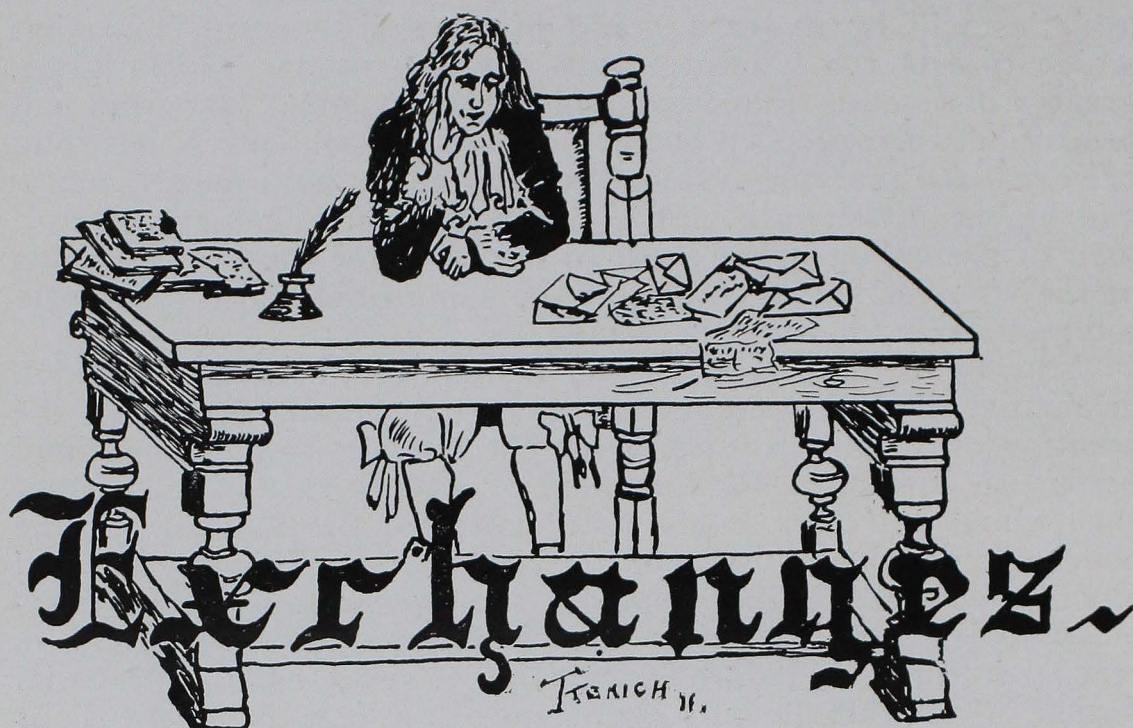
Naturally, the more material aspects will first command our attention. Students returning next September will probably make an unseemly and careless disposition of their baggage and proceed on a tour of inspection through the new dining hall and gymnasium before they inconvenience themselves in the matter of registration. The time until the mess hall is completed is being computed in days and hours. This artistic one-story structure represents a radical departure, not to mention an intensely inviting one, from the general custom observed by most institutions of feeding their students in some dark and inadequately ventilated basement. An up-to-date cafeteria system and tiled walls and floor are calculated to embarrass the Viatorians in the exercise of the boarding-school license to voice uncomplimentary sentiments pertaining to the school's method of supplying gastronomic replenishments.

While the gymnasium is not so far advanced in construction as the dining hall, no uneasiness is being felt over the event of its not being completed in time to house the 1926-27 football squad. The swimming pool and ground floor are already completed, while the walls are about ready to receive the structural steel that is to support the roof. With over two months remaining for the veritable army of men now employed to finish their work, Father O'Mahoney is even now beginning to smile with the prospect of having the pleasure of jingling the keys of the new building a few weeks before he must relinquish them to the coaches this fall. We would like to discourse at length upon the equipment, size and athletic facilities of this structure, which embodies the very latest of everything in its line, but space and propriety demand that we pass to things more scholastic.

The policy inaugurated during the last few years of making the high school, as far as possible, an autonomous group, distinct from the college department, is to be continued. The ideal arrangement of having the academy completely segregated cannot, of course, be realized until separate housing facilities and a separate classroom building are available. But it is the intention of the administration to create a greater degree of self-consciousness on the part of the high school department by making high school athletics more prominent and emphasizing other projects that are purely high school interests. As has been the custom in recent years, the academy will, of course, have its own coach in the major sports. But more than that, there is strong sentiment afoot which indicates that very likely high school

athletics will be under a board of control separate from that which directs the varsity teams. In the matter of discipline, greater distinction than that which was in effect last year will prevail between the two departments of the school. It has long been realized that one system of discipline for both the secondary and higher divisions is not a satisfactory arrangement, such a plan of prefecting being short of the ideal for the best interests of the younger students, and at the same time being frequently too restrictive for the college men.

In the college section, the commerce department, which graduated its first students this year, will be augmented by the addition of a new professor from the University of Illinois and otherwise developed, for the trend of recent years indicates that this school will very likely soon represent the majority of the college enrollment. Students contemplating the pursuance of any of the courses in philosophy at Viator next year will be interested to learn that a priest who had remarkable success as a teacher in this field before is returning to resume his professorial duties. Now, though fully cognizant of the fact that institutions invariably entertain a sanguine outlook for the approaching term, we feel, nevertheless, that the facts contained in this rather superficial survey, coupled with the volume of communications that have been flowing into the registrar's office from high school graduates, not to mention the number of old students who have applied for rooms, give reasonable grounds for an optimistic prospect for St. Viator College in 1926-27.—V. P., '26.



MYSELF AND I HAVE A LOOK AT OURSELVES IN OTHER MAGAZINES

"Oh, I have the endings of things! I cried with a little passion of sorrow in my voice as I turned away from the window that looked out over the deserted campus. The fresh, blowy loveliness of green and gold was faintly touched with the dreamy langour of June. But the beauty of the place was only a mock at its desolation. How terrible empty were the corridors of their voices and noise and laughter. How bare and forsaken the porches and lawns with no lazy males ambling and lounging about.

Myself gave me a grave surprised look as if I had spoken the very thing he was thinking. "Ah," he said, "that is the grief that sobs at the heart of beauty. That is the shadow that falls across her face. Life goes by like a proud parade full of movement and shine and glory, with banners afloat and brave music and gay voices. But the colors die into the distance, and the music and voices and happy tramping feet are things for echo to sigh over among her ghostly hills. All the color and splendour of life fades into memory—memory, the gray bird that flies in the dusk, mourning melodiously over the lonely places where life once pitched the camp of beauty."

Myself must have seen the drops of tears I knew were shining in my eyes for he broke off abruptly: "But we're talking like a couple of maudlin idiots. Look, did you see this?" he said, referring to the magazine he held in his hand. "It looks

as though I had at last found somebody who agrees with me. Listen!: 'The exchange department of this magazine is an especially welcome addition to those exchange departments which we consider of real value because of their criticisms and appreciations which show thought and originality. In this connection we want to thank the exchange editor of the Viatorian for so well expressing our own repressed opinions with regard to this matter of criticism. We have been a constant admirer of his department because of the originality of its method and it is with pleasure that we see him take a rap at those departments which begin with 'We gratefully acknowledge the following exchanges:' and in spirit at least also at those which review in terms of six adjectives, five of them superlatives, and in stereotyped form every magazine or article which comes to their attention; or still worse, are entirely eclectic in their 'criticisms' and turn out admirable 'potboilers' pieced together from other exchanges. As is so well expressed in the Viatorian, the only justification an exchange department can have for its existence is the benefit it can confer by constructive criticism and disinterested appreciation. If it makes no attempt at this, it should be dispensed with.' "There!" he concluded with an air of keen satisfaction, "You see there are some people who think I'm right."

"What magazine is it?" I asked.

"The Ambrosian—a magazine for which I've always had a good deal of admiration and respect."

"You say that because they praise you." I couldn't resist the jibe, though I knew it was untrue, because Myself had long ago singled this magazine out for approbation. "But listen to this," I rushed on anxious to avoid the argument I had brought upon myself, "here's a man who would like to imitate us, and imitation, you know, is the sincerest flattery":

'Roy is to be congratulated on his unique way of conducting the Exchange Department. We consider it so clever that we would like to try it ourselves sometime if we can do it without committing plagiarism. "A Student's Impression of the Gymnasium Fire" is a bit verbose, but still there is a vividness about it that makes it deserving of a word of praise. "Count Me Out" is indeed a clever little article.'

"Oh, the Blue and Gray—a high school magazine!" he scorned.

"High school magazine or not, you know you're flattered and there's no good in trying to pretend you're not. Besides it's an unusually good high school magazine."

He ignored the thrust and remarked: "Look, the University of Dayton shows a good deal of sense in liking our editor's article in reply to "Catholicism in Massachusetts": "The Viatorian" for the month of February is well worth commenting

upon. We wish to compliment the author on his reply to "Catholicism in Massachusetts," in which he very ably criticizes an article, the first section, entitled "The Investigation" and the second, "The Results" of a certain writer for the Form Magazine. The writer claimed to have made an impartial investigation of the Catholic Church in state politics, but our author not only proves the fallacy of her statements, but gives her some good food for thought."

"Yes," said I, "but in that January-February number they aren't so complimentary."

"Don't remember? Have you got it?"

"Yes,—somewhere." And I stared ruefully at the stacks of magazines, magazines, magazines, — everywhere, strewn over desk, floor and table. "If you'd only put away a few of the things you drag out and help keep this room——," I began petulantly, but he rudely interrupted with "Oh, bother the room! Find the magazine!"

After some little time I did. It was the last book at the bottom of the last pile. "There it is," I said, flinging it over to him with an ungracious air.

He calmly opened it. Suddenly he gave a little yelp of laughter.

"Well, you do find humor in the most unexpected places," I remarked sarcastically.

"Yes," he answered unperturbedly, "that's where it generally is. I was going to take our critic here seriously, but he spoilt it all with the ending. Listen! 'There is one fault we find with "The Viatorian" in its Fall number, and that is in its humor. Why publish such foolish jokes as: "How many days in October, Jake?". "Same number as there are nights." And again, all the jokes are either by the students or "cracked" upon the students. Why allow a poor Humor Department be a hindrance instead of a help? "Love and Beauty" is one of the outstanding articles. It concerns Shakespeare's "Romeo and Juliet." Although the article is not lengthy, it is well written. "The Art of Making Enemies" is another article which we feel is very ably written. The print is easily read and the paper is of a good grade. We find the advertising nicely distributed between the front and back portions. Both the contents and the general make-up of "The Viatorian" are very well compiled!"

"Well, what's the matter with it. I agree with him that that joke about the days and nights is certainly a poor one, though I don't——."

"What's the matter with it!" he interrupted, "Ye gods, you're as bad as he is! I ask you what can a man who, after attempting serious literary criticism, gravely remarks that 'the print is easily read and the paper is of a good grade' possibly know about Humor?"

"But you ought to consider the criticism itself. Is it justified or not?"

"That isn't for me to decide. It is a matter for discussion and opinion like anything else. All I can say is that this man's opinion in the matter is not of much worth. For humor lies largely in the recognition of the incongruities of life. And how can a man be competent to judge whether or not we have a poor Humor Department, when he cannot see the incongruity of mingling weighty literary judgments with comments on the grade of paper we use! It's almost as absurd as if Macaulay had concluded that blighting criticism of Robert Montgomery's poetry with a recommendation of the paper it was printed on! And I'm not even mentioning the illogicality of the man. He says: 'Why allow a poor Humor Department be a hindrance instead of a help?' It would be interesting to have him point out exactly how a poor Humor Department might be a help."

"All right. All right. We won't argue. What do you think of this from 'The Canisius Monthly': 'Are you mentally corpulent? If you are you will perhaps be more than indignant about what Thomas Sullivan has to say about such people in The Viatorian. But, by a fathead, this author does not mean what people ordinarily mean by that term. He means the so-called well-informed persons, who has no order in his knowledge and no practical application for the great knowledge he does have. Certainly this type of person is a great evil, but the continuous repetition of the same idea gives a very tiresome impression. And after all, suppose the person mentioned is a fathead, the essay does not indicate that anything follows.'

"That sounds like a just and intelligent criticism."

"The Canisius quotes one of our authors at some length in its February number."

"Let's hear it. 'The Conner's' opinion is usually worth while."

"Louis Roy writing in The Viatorian has an amusing way of making enemies. His rules are the following:

"'The process is not hard. Let it be known at once that sarcasm forms the framework of the process. Sarcasm of course does not manifest itself only in the spoken word. It may be superbly shown by that indescribable grin or by that strained note in the voice which you know so well.' He quotes quite a bit more and comments: 'So the lost art of satire is returning. This is really the first satire we have seen in college magazines in a long time. It is of course miles from Pope, but at any rate it is something.'

"I think there's a mention of that article in The Quarterly of New Rochelle. Yes, here it is": 'The Fall number of the Viatorian has a variety and balance and contains a number of clever articles, foremost among which are "The Olympic Games," and

"A Simple Process of Making Enemies." It goes on to say that: 'the plot of the story "Shauncey" was interesting until the rather improbable climax was reached. It is hard to imagine a young man mistaking the day on which he is to lose his claim to a fortune, when that date had been in his mind for years—but perhaps Betty was paramount in his thoughts at the time.'

"What are you looking for?" Myself asked.

"There's something in here I wanted to show you," I answered, flipping over the pages of the Saint Xavier's Journal. "Yes, this is it: 'Your periscope is unusual and wakens interest. The writer of the editorial section deserves praise for the mature excellence of its contents.'

"Yes, that's well deserved praise and true. Well," said Myself with a stretch of his arms and a great yawn, "you can pore over those musty old magazines if you want to. I'm going to pack. Think of it, we're going home, home, tomorrow."

"And we won't be squabbling together in this column for more than two months—and maybe—never."

"Never mind, Old Man, there's plenty of other places where we can squabble. Come on over here now and we'll squabble whether or not these books or clothes go in first."

I went over and rescued him.

ALUMNI

The distinguished sons of St. Viator, who by their piety and learning have merited to wear the purple of the bishops and monsignori, fittingly represented their Alma Mater at the Eucharistic Congress.

First and foremost we number the Rt. Rev. A. J. McGavick, D. D., '84, bishop of LaCrosse in Wisconsin. He was chosen also to deliver an address at the Coliseum, and as usual with Bishop McGavick he did full justice to his scholarly attainments.

* * *

From far away Texas St. Viator was represented in her alumni by the Rt. Rev. J. P. Lynch, D. D., Bishop, of Dallas. We were glad when opportunity permitted us to welcome the Bishop to our vicinity and we only regret that we do not see more of this distinguished son.

* * *

Our saintly and scholarly Monsignor Legris had been for a year the chairman of the music committee and was a vital factor in making the singing a success. We were glad to see Monsignor in the large delegation of Viatorian faculty and students that took place on Higher Education Day.

* * *

There was no name more frequently heard in and about the stadium and at Mundelein than that of Monsignor C. J. Quille, '98. And well might this be, for he was the General Secretary of the Congress. Upon his shoulders rested the responsibility of every movement, of every ceremony, of the handling of the vast crowds both in Chicago and in Mundelein. It is conceded that the Congress was a brilliant success from every point of view, and we of St. Viator's are proud of the part played by our loyal alumnus, Monsignor Quille.

* * *

The sight of the genial Monsignor B. I. Sheil '06, the Chancellor of the Archdiocese of Chicago, was gratifying to the faculty and students of St. Viator. We caught a glimpse of him only now and then, but we knew that he was extremely busy entertaining and looking after the comfort of the prelates who had come to Chicago from far and near. We feel that Monsignor Sheil has done much to advance Chicago's reputation as a host.

* * *

Wherever one turned in the crowded stadium one was sure to see some priest who had gone to St. Viator's. Among the

multitudes were recognized familiar faces from Chicago, Peoria, Rockford, Springfield, and Alton, from Kansas, South Dakota, Indiana, Wisconsin, Oregon, and Texas, in fact from almost every state in the Union. Many and many a friendship was renewed among the "old boys." Besides priests there were innumerable former students who were seen at some time or other at the great Eucharistic Congress.

* * *

Seven students of St. Viator have recently been elevated to the priesthood.

Edgar Smothers, '14, was ordained as a member of the Society of Jesus in St. Louis and sang his first Solemn High Mass in St. Ignatius Church, Chicago, Ill. The Rev. W. J. Bergin, c. s. v., preached the sermon.

Francis J. Casey, '22, was ordained from Kenrick Seminary in St. Louis and sang his first Solemn High Mass in Peoria, Ill.

Edmund J. Sweeney, '22, received Holy Orders at the same time and celebrated his first Solemn High Mass at Barnes, Ill.

Another one of the newly ordained priests is Rev. Francis Lawler, '22. He made his studies at St. Paul Seminary, from which he was ordained and sang his first Solemn High Mass in Quincy, Ill.

Victor L. Wasko, '21, celebrated his first Solemn High Mass at St. Constantia Church, Chicago, Ill. After a few weeks' vacation Father Wasko will take up his duties in Oregon.

Martin J. Doherty was also raised to the priesthood at St. Paul Seminary. Father Doherty celebrated his first Solemn High Mass at Our Lady of Grace Church, Chicago.

The Rev. John P. Lynch, c. s. v., Mr. Ronald French, Mr. Patrick F. Creel, and Mr. Michael Mroz received sub-deaconship during the month of June. Brother Lynch is vacationing at the college, and Ronald is spending the summer in Chicago. Mr. Mroz called on us a few days ago and Mr. Creel has promised to visit us some time during this summer recess. We're waiting, Pat.

* * *

The Rev. J. J. Flanagan, '05, delivered the Baccalaureate Sermon at the college on commencement day. Father Flanagan gave us a masterful oration expressed in that superb English of which he has long been master. Father Flanagan gave the graduates an address on character and we feel sure that the young men who listened to him will long remember his stirring words.

* * *

The Rev. Thomas J. Lynch, Dean of English at St. Viator College, is taking a holiday in Ireland, where he will visit his parents and relatives.

The Rev. Fulton J. Sheen, Ph. D., '17, has left for Louvain where he has gone to study the organization of a course in Apologetics. Father Sheen has recently been elected to direct this course at the Catholic University, in Washington, D. C.

* * *

We are glad to say that the Rev. Martin J. Breen, c. s. v., has fully recovered from his recent illness and has taken up his duties again in the Sunset state.

* * *

We had a pleasant visit from our old time friend, Harry Hurst, '23. Mr. Hurst is on the French staff at the University of Detroit. Call again, Harry.

* * *

Francis R. Ryan, '08, motored in the other day with his wife and child to see his old Alma Mater. Francis is at present the owner of a large garage on the northwest side of Chicago.

* * *

Quite accidentally an old student of away back in '08 was brought in touch with his college. During the Congress, those busy days, Father Munsch was vainly waiting for a street car when a large limousine rolled up to the curb. "Going this way, Father?" "Hop in." But a few moments were needed to identify Gustave Frankel. Gus is prosperous and the owner of the Mohawk Electric Plant on Diversey Boulevard.

* * *

Stanley J. Cregan, '23, writes in frequently to say that all is well in the region of Pikes Peak. Stanley is at the Denver Seminary and is fast climbing up the steep heights of Theology and we await the day when he shall reach the sacerdotal heights.

* * *

Mr. Joseph Sampson, accompanied by his father and some of the Canadian visitors to the Eucharistic Congress, stopped in at the college not long ago. Joe is an old time friend of several members of the community and besides he is a parishoner of St. Viator Church in Chicago, Ill. We enjoyed Joe's visit and he promises to come again when he can stay longer.

* * *

Francis J. Donahue, '18, stopped off at the college to greet some of his old time pupils who are now members of the Clerics of St. Viator. Francis is now a very successful attorney at law at Sioux Falls in South Dakota.

* * *

On his way to the Eucharistic Congress, Al Donahue, '24, found time to drop in at the college to renew acquaintances with some of his old pals. Al is still a coal inspector in the southern part of Illinois. Come again, Al.

* * *

We were very happy to see the Rev. J. P. Suerth was able to attend the Congress in spite of his ill health. Father Suerth

has been compelled to retire from parish work and has been ordered to take a complete rest. We sincerely hope that he will regain his health once more.

* * *

Messrs. Emmet Murphy and Thomas Jordan came down from the north to say "hello" to their host of friends here. Both report a successful scholastic year, but are glad to enjoy a surcease from studies which the vacation affords.

* * *

Up from the land of sunshine and flowers came Neal McGinnis, bringing a message of good cheer to his many friends at St. Viator. Neal is at present in the employment of his father in Memphis, Tenn. Come again, Neal.

* * *

After six months at St. Paul's, Edmund O'Connor came back to tell us that he enjoyed seminary life immensely. Ed says that it was a little hard to get back to the books, but everything is running smoothly now.

* * *

The young and proserous Donald Kirley, '18, spent a pleasant day with us early in June. Don has a lucrative position in the Chicago stock yards, and whilst busy, yet he manages to get down to visit his old scholastic haunts occasionally.

* * *

The first Solemn High Mass of the Rev. James J. Rowan was celebrated at St. Anthony's Church, Artesian, S. D., and that of the Rev. Leo V. Husman was sung at St. Margaret's Church at Kimball in South Dakota. Although Fathers Rowan and Husman are not alumni of St. Viator's, yet they were educated by the Viatorian Fathers in Chamberlain, S. D. We wish them unbounded success and happiness in the vineyard of the Lord.

* * *

The Rev. John F. Fitzpatrick, '98, celebrated a dual anniversary at St. Patrick's Church, Merna, Ill. The occasion was the Golden Jubilee of the organization of the parish and the Silver Jubilee of its pastor. Father Fitzpatrick is an old favorite at the college and he is also an active member of the Extension Club.

* * *

To the alumni of the time of Mr. John Arthur Dougherty, '13, we take great pleasure in announcing his marriage on June sixteenth to Miss Helen Margaret McGivena. The Viatorian extends its congratulations to John and its best wishes for happiness to his bride.

* * *

We also wish to announce to the alumni the marriage of Mr. Edward Thomas O'Connor to Miss Josephine Dorothy

Grebe on Tuesday, June twenty-ninth. We extend to Ed our heartiest congratulations and to Mrs. O'Connor our best wishes for happiness.

* * *

The following priests and alumni of the college have been given new appointments recently:

Rev. Adhemar Savary is awarded the pastorate of St. George, Ill.

The Rev. Gerard C. Picard, assistant at St. Rose Church Kankakee, Ill., has been appointed as Assistant Prefect of Discipline at St. Mary's of the Lake Seminary.

The Rev. Joseph Lareau, appointed as assistant at St. Rose of Lima Church, transferred from St. Joseph's, Chicago, Ill.

The Rev. J. A. Rebedeau, appointed as assistant at St. Columban's Ch., transferred from St. Andrews Church.

The Rev. John McMullen has been changed from the pastorate at Gibson City and has been appointed as pastor in Rantoul, Ill.

* * *

The Viatorian wishes to extend its felicitations to Messrs. John O'Connor and Paul Clifford who have recently completed their courses at the Catholic University in Washington, D. C. The Former received his Ph. D., degree in Commerce and the latter received his Ph. D., degree in Chemistry. St. Viator is happy to number such men among her sons.

* * *

It is with regret that we chronicle the departure of Mother St. Cyrille as Superior of Notre Dame Convent. Her second term of office expired this year. Mother Cyrille returns to Montreal, Canada, where she awaits her appointment for next year.

During her term of office here she endeared herself to all those with whom she came in contact, and to all those who had the pleasure of knowing her. She has said her farewells to the Sisters of the convent who will always cherish the deepest love for their Superior; to the students who will long remember her kind, gentle and motherly ways; and to the faculty of the college who shall ever recall Mother Cyrille for her friendliness toward the college, her help when it was needed, especially during the stressful times, after the gymnasium burned down, and for the great personal kindness she manifested toward the Clerics of St. Viator.

INTER ALIA

Banquet Given For the first time since the Viatorian publica-
Viatorian Staff tion was established, the editorial staff mem-
bers were honored at the end of the year with an
informal banquet. Although the staff officers
were entertained several years ago at a dinner, nothing so elab-
orate or quite so pretentious as that offered June the first was
ever attempted. We feel that this year's banquet is only the
beginning of a series of annual affairs, which, as time goes on,
will become a tradition of the institution.

Aside from the establishment of a precedent, which, it is
hoped, will be continued in future years, the first annual ban-
quet was three-fold in scope. It brought together the staff of-
ficers and the faculty advisor with the deans of the English de-
partment, which afforded an opportunity for a general discussion
of the policy followed by the publication in the past, and the
possibilities of its literary expansion for the coming year. The
banquet also was a public expression of appreciation for the un-
tiring efforts and zeal which our worthy faculty advisor, Rev.
Leo Phillips, C. S. V., and our editor-in-chief, Vincent J. Pfeffer,
have continuously displayed throughout the year in the compila-
tion, editing and distribution of the Viatorian. And, lastly, the
affair was a propitious occasion for the official announcement of
the new editor, who has already been chosen for the year 1926-27.
Heretofore, it has been customary to appoint the editor at the
beginning of the school year, but this policy has proven disad-
vantageous both to the editor and the publication. In order to
facilitate the work of getting started and to assure an early is-
sue of the Viatorian in the fall, the president of the college,
Very Rev. T. J. Rice, C. S. V., this spring appointed John J.
Toohill, of the class of '27, to succeed Vincent J. Pfeffer, who suc-
cessfully guided the good ship "Viatorian" over its editorial
voyage during the past year.

Although after the banquet several of those present were
called upon to voice their opinion concerning the work done by
the Viatorian and to what extent its literary ideals should be car-
ried, none acquitted themselves quite so impressively as the
toastmaster, Warren J. McClelland. His ready wit and subtle
humor was so spontaneous and responsive that, in addition to
the other laurels which he has won in the oratorical field and as
a writer of exceptional ability, Mr. McClelland has demonstrated
himself to be also a genial host and an entertaining toastmaster.

**Junior Class
Play a Splen-
did Success**

The college comedy, "Cavalier vs. Caveman," a play written by E. M. Roy, of Kankakee, and presented by the class of 1927, of which the author is a member, will live long in the recollection of those who witnessed its presentation at the Knights of Columbus Hall on the evening of May 18th. From the opening of the first act, when Warren McClelland, the love-sick poet, tumbled down from his "double-deck" bed, until the happy reconciliation of the amorously inclined performers at the end, the audience was kept in a continual atmosphere of humor, which ranged from tittering laughter to howling hilarity. To single out any individual for special laudations would be a most difficult task. All of the members of the cast interpreted their parts with "savoir faire." The play was pronounced by members of the faculty as the best thing done in the long history of Viator student theatricals. With the abundance of talent both in Thespian art and that of playwriting which has been displayed by the Juniors, there is a promising outlook that bids fair for the addition next year of more such productions to the ever-increasing list of original college activities.

The plot of "Cavalier vs. Caveman" moved along rapidly. The action was sustained by lines which were scintillating with humor, and the situations were clever and fascinating. As a story, the play was built around "Sil" (Arthur Armbruster), a love-sick youth desperately fighting for the hand of "Helen" (Melba Mathieu). "Soc" (Warren McClelland), a poet with an imagination more lofty than practical, and "Sandy" (Alban Klaus), were the gratuitous advisers of the perplexed "Sil." The former advises the theory of adoration, while the other recommends the caveman treatment of mastering a woman as the shortest and surest way to Helen's heart and hand. The gullible "Sil" attempts both methods with equally disastrous results, while "Bill" (Lyle Boultinghouse), whose philosophy is that the game of love is subject to no code of rules, acts as a stakeholder for the bet of ten dollars between "Soc" and "Sandy" on the relative merits of their respective theories.

With a keen sense for situations and plot, the author divides the action between the college boys' room and the drawing room of Mabel's (Helen Marks) home, using Bill's mischievous artifice to develop a situation that is both embarrassing and bewildering. Mabel, incidentally, is more than just a friend to "Sandy," while "Soc" thinks he has a controlling interest in the heart of Ina (Maribelle Contois), a friend of the other two girls. As the play progresses "Sil" personifies confusion more confounded. He is as wretched a poet as he is feeble in his efforts to impersonate the caveman. Both theories failing, the sponsors, "Soc" and "Sandy," decide to advance their claims to superiority in the art of love-making by personally experimenting

upon Helen. But the subtle Bill exposes the scheme to Helen, who, with his suggestion, accepts both "Soc" and "Sandy," much to the consternation of their own sweethearts.

In the last scene, "Sil," "Soc," and "Sandy" each learn that the game of love is subject to, and respects, no arbitrary rules. Each, in turn, is reconciled to the "light of their lives" and forgiven for the foolish attempts to practice their theories as to the best method of winning the timid heart of "fair damsel," the quiet but constant Bill at last inducing Helen to murmur the all-important sentiment because he respected the theory, "just love."

During the intermissions the audience was entertained with selections by the "Plus One Quartet," composed of Messrs. Le-Beau, Beldon, Roy, Drolet and Vadeboncoeur. Miss Margaret Granger, accompanied by her sister, Mrs. Constance Granger Anderson, rendered several violin selections during the course of the evening. The Junior class in particular, as well as the college, is deeply indebted to those friends of the institution who devoted their talents to make "Cavalier vs. Caveman" a success. Especially to the young ladies, who enacted the feminine roles so pleasingly, is an expression of gratitude forthcoming. To display approval of the play, as well as to show appreciation for the time, effort and genius expended by the author, the audience urgently demanded the writer's appearance during the intermission preceding the last scene. The young playwright responded to the enthusiasm of the audience and came before the curtain to thank those in attendance and the actors for having made the presentation so successful.

* * *

James Corbett Wins Musical Contest

The third annual musical contest conducted by the piano students of the academy department was held the evening of May 21 in the auditorium of the Notre Dame Convent, Bourbonnais, Ill. These contests were instituted in St. Viator College in 1924 by Prof. Leslie J. Roch, director of the musical department of the college for the past three years. This year, James Corbett, a junior academic, was unanimously awarded the gold medal presented by the director. In meriting this distinguished honor, the winner played very talentedly and with self-possession, "The Nightingale" and "Liebestraume," by Liszt, and Sinding's "Rustle of the Spring."

Supplemented by two violin selections played by Clarence Dempsey and Paul Brule, the remainder of the program consisted of compositions from Kreisler, Chaminade, Rachmaninoff, Chapin, Leschetizky and Liszt rendered by Vincent Morrissey, Rudolpho Garza, Warren G. Salg and Leonard Kelley. Louis Valleley, winner of last year's contest, opened the program with Liszt's "Rigoletto Paraphrase" and rendered the "Twelfth Hun-

garian Rhapsody," by the same composer, as the concluding number.

Rev. J. B. Bradoc, C. S. V., presided at the contest as chairman. The judges were Mrs. D. P. Scott, president of the Kankakee Civic Music Association; Mrs. Constance Granger Anderson, past graduate of the Chicago Musical College, and Mr. Noel B. Dugan, graduate of the violin department of the Chicago Musical College.

* * *

College Dept. During the last two weeks of May considerable time was devoted to the business of politics.
Elections Held Contrary to the established custom, the College Club and all the individual classes convoked and decided to elect officers for the year 1926-27 this spring. This change was welcomed because it thereby gives an opportunity for a more intelligent vote, the present student body being acquainted and more capable of judging the abilities of the various candidates. This year's elections were marked by a good deal of electioneering between the time of the nominations and the elections proper. Signs were to be seen all over the campus, announcing the merits of the respective candidates, and it is alleged that a great amount of "pulling the wires," bribing, cigarette passing, etc., was afoot. The elections were held during the week preceeding the final exams, but charges that certain collegiate politicians promised illegitimate assistance in these periodic crises have not been substantiated. The following are the successful candidates and the Viatorian sincerely hopes that the best man won in each case.

College Club

President	James Dalrymple
Vice-President	Eugene Sammon
Secretary	Philip R. McGrath
Treasurer	Edward E. Gallahue

Senior Class

President	Joseph A. Harrington
Vice-President	Francis A. Bell
Secretary-Treasurer	Philip R. McGrath

Junior Class

President	Edward McCarthy
Vice-President	Eugene Sammon
Secretary-Treasurer	John T. Harrington

Sophomore Class

President	John Herbert
Vice-President	Harold Costigan
Secretary	Paul Leary
Treasurer	Floyd Stromberg

**Father Bergin
Honored**

The Alumni and friends of St. Viator were delighted to learn that Father Bergin was appointed to preside over the sectional meeting in the historic Coliseum in the Eucharistic Congress on Education Day. It is unnecessary to say that Fr. Bergin acquitted himself well, for his host of admirers know that he could not have done otherwise. The Viatorian takes special pride in uniting with the many friends of this zealous and distinguished Catholic educator in congratulating him upon the great distinction that is his.

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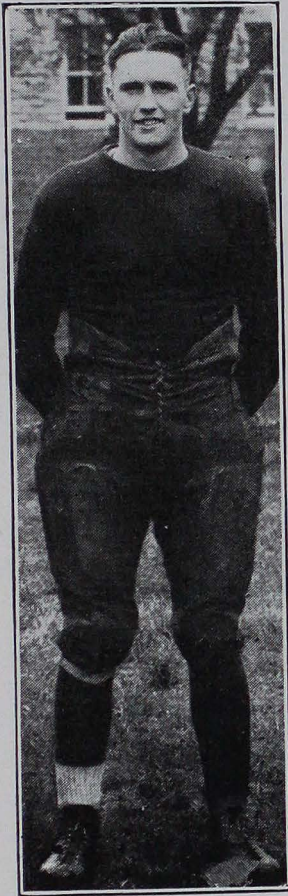
**Permanent Class
Secretary Appointed**

Something new in the way of meetings was called by Rev. J. J. O'Mahoney, C. S. V., before the scholastic year closed. The officers of the college classes were invited to the Treasurer's office for the purpose of discussing matters pertaining to the establishment of a closer and continuous relationship between the graduation classes, older alumni and the college. It was resolved at this meeting to appoint a permanent secretary from among the members of this year's graduating class, hoping thereby to create a precedent that will be observed by each succeeding Senior class. The duties of this appointee will be to keep in close communication with the members of his class, to retain in his files, as efficiently as possible, the correct address of each member, and to act as a kind of medium between the central alumni office at the college and the graduates of his class.

This appointment was conferred upon Vincent J. Pfeffer, who is the "cum laude" student of the class of '26. As in other things, Mr. Pfeffer can be relied upon to perform the duties attached to this new office in his usual efficient manner. It was further resolved at this meeting that in like manner each succeeding senior class will, before leaving the halls of Alma Mater, also appoint a permanent secretary from among their group who will discharge the above-mentioned duties.

ATHLETICS

McALLISTER IS PLACED AT HELM OF VARSITY SPORTS



The announcement made several weeks ago by the Board of Athletic Control, which named Sam McAllister, three-sport man and captain of last year's football team, the new Viator coach, has aroused widespread interest and was greeted instantaneously by an acclamation of popular approval. From the moment that this even-tempered, sandy complexioned gentleman trotted on the football field for practice one fall evening three years ago, he has commanded the admiration and respect of all at the Bourbonnais colony. So ably did the six-foot-plus giant disport himself at tackle that he has been not only a fixture at that position, but garnered for himself a position on the mythical all-state team each of the past three years. In addition to his ability as a linesman, Sam's knack of tossing fifty-yard passes with consummate ease has resulted in his being called to the backfield in a number of games, especially during the last season. Naturally, this varied experience will enhance his value as a coach.

McAllister's dexterous handling of the ball as a guard on the hardwood court and the discomfort that opposing batsmen have experienced while Sam was "smoking" them out in the role of moundsman further bespeak the athletic ability of the new coach and have attracted the attention of sport writers throughout the state. In discussing Viator's coaching selection, Fred Young, of the Bloomington Pantagraph, says, "McAllister is one of the finest all-around athletes that the state conference has ever produced."

Of course, great athletic ability in itself does not warrant success as a coach. It was Sam's work as a captain last fall in which he proved himself to be a natural-born leader, being cool-minded when sound judgment was essential, firm when the case demanded, and, above all, always in possession of the confidence of his men. Undoubtedly the youthful Chicagoan is faced with a stupendous task in succeeding the veteran Glaze, whose foot-

ball team hung up one of the best records in Viatorian history when but three games were dropped out of nine last fall in a very stiff schedule. The loss, by graduation, of almost the whole of last year's line certainly does not lighten the work of the new mentor. But to the writer and the other five departing men who have played beside McAllister for three years—those who know better than anyone else the real ability of the man, and who last year saw him at those times when everything seems to be going completely wrong steady the team by a few coolly spoken words and by his unruffled demeanor, to those—the task does not appear insuperable. To all who have seen Sam McAllister advance from player to all-state man, and from all-state man to captain in his last year, the election to coach seems a logical and justifiable procedure, and they are confident that the records that will be left by the teams of the coming year will comply with Viatorian standard.

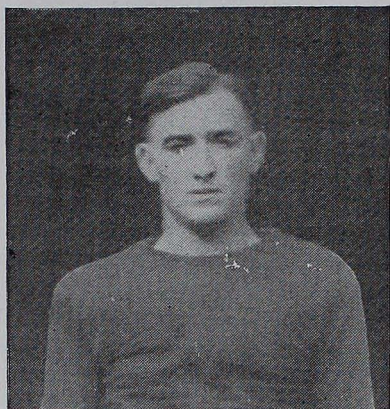
* * *

THEY WON'T BE BACK NEXT FALL

The close of this school year marked the graduation from the field of honor of four of the best that St. Viator has ever produced. Capt. Sam McAllister, who led the triumphant march of the moleskin warriors last fall, has been mentioned in another article in this issue. Suffice it to say here that we are happy in the thought that his sterling, unyielding principles will be instilled into Viator's athletes. With a leader of such notable attainments at the helm, the Viator ship of state is safe to venture upon the sea of athletic endeavor for at least another year.



St. Viator has produced many famous athletes in the long years of athletic history at the college, but it is doubtful if she has had a one-sport man more capable and more popular than our much-loved Joe "Buck" Riley. For four big years Joe has been on the firing line; he has seen action in the toughest campaigns; he has been with the team in triumph and in failure; sometimes barely able to stand up, sometimes just dogging it through; but at all times smiling, cheering, encouraging his companions to fight to the last whistle. He has won the title of Prince of Sportsmen from every Viator opponent in four long and hard years of football. Joe leaves his heart at St. Viator and, no matter where fortune may take him, we know that he will come back to Bergin Field to re-live the memories that will be happiest with him.



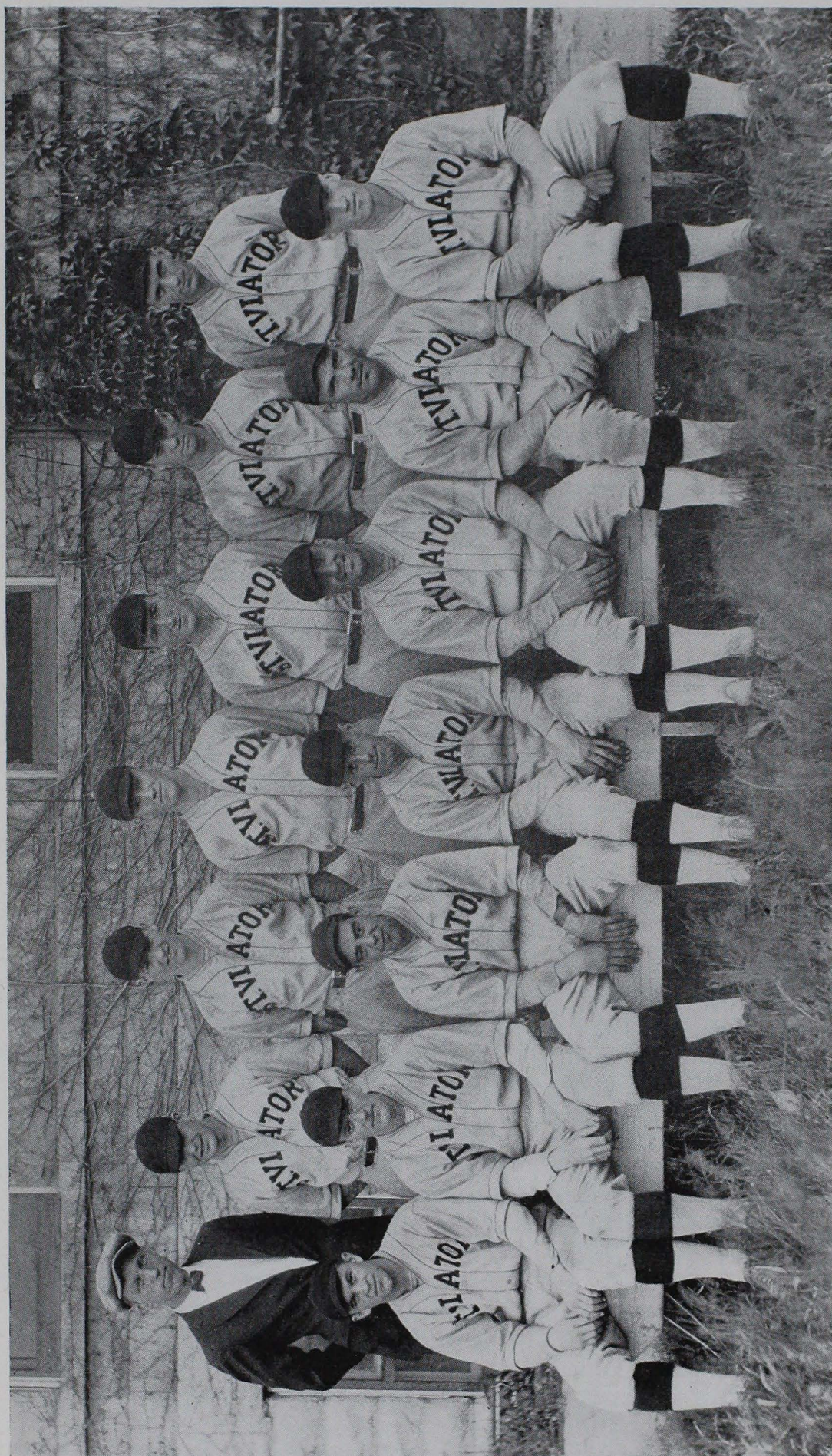
"Old Reliable" Vincent Pfeffer. Four years of football at center; three years of baseball on the mound; we say good-bye to "Old Peff" with the certain glad feeling that the world is winning a real man. Not alone did the "Big Boy" shine on the field of valor, but he has also topped the record made by any previous student in the line of meritorious scholastic work by turning in a grand total of honor points, $307\frac{1}{2}$. This is all the more remarkable in view of the fact

that he was not only engaged in two sports, but in addition was Editor-in-Chief of the present Viatorian, a position that is exacting both in time and thought. In an earlier issue of the Viatorian a tribute was paid to Old Reliable, as follows: "Jumping in at the first call for candidates in his freshman year, Old Vince made the squad from the very start. He had nothing to commend him but a remarkable physique, a quick calculating brain and a world of ambition to be a football player. His work this year is beyond the great achievements of other years. In the Wesleyan game he managed to outwit the forward passing of the Bloomingtonites by sensational defensive work far from his field of operations; in the Bradley game he consistently 'beat the ends' down under punts, and in the Columbia game his defensive work was the steadying influence that kept the boys unified." Farewell, Vince, we'll look for you at all Viator Home-Comings.



"Little" Bill Neville, the reckless Viator halfback whose deadly tackling of men twice his size was the sensation of all this year's games. For sheer nerve, for scoring ability and for Viator spirit "Gentleman Bill" is truly Viatorian. Eddie Anderson, who watched Billie working in a couple of games, made the following observation: "The hardest-hitting man for his size I have ever seen." Bill says he is going in for the dental game. We just don't know ex-

actly what Billie's address will be in September, but we don't expect he will be far removed from St. Paul, Minn. Oh, yes, care of the Dental College, of course. Good luck to Bill; a gentleman, a scholar and a real friend.



THE BASEBALL REVIEW

Perhaps it is safe to say that no Viator team, not even the great championship combination of 1921, looked so promising as did Captain Francis Bell's wagon tongue wielders in the closing days of March and early April. Dalrymple, McGrath, Benda, Bowe and Walsko, as well as Captain Bell, were survivalists from the great 1925 club that set up a collegiate baseball record of 136 runs in six consecutive games. It was this news that the United Press and the Associated Press flashed to all parts of the country, and gave to St. Viator its first real bit of country-wide publicity. Supplementing this tremendous batting power was a well-balanced pitching staff that would do credit to any great university. "Gus" Dundon, whose name will go down in baseball history, was in top form; Sam McAllister, who has flashed in all three sports in his three years at Viator, promised to have the biggest year of his career; "Old Reliable" Vince Pfeffer and young "Pete" John Harrington finished off a hurling staff that gave every indication of going through the schedule without defeat.

The miserable Spring this year together with the loss of our gymnasium in January impeded the progress of rounding the boys into shape. The day that didn't supply its full quota of rain rushed in a cold snap that made it exceedingly dangerous and almost impossible to get in a good day's workout. A southern trip was arranged and as quickly annulled. The Southerners could not arrange the necessary something or other and the Viatorians were stranded high and dry with a single game booked for St. Louis.

Vince Pfeffer opened the 1926 St. Viator College baseball season. In the first inning the Billikins, St. Louis University, touched the rather unprepared and certainly unseasoned Vince for three markers. In the fourth inning McGrath led off with a single followed by Laenhardt, a recruit first baseman, who plainly showed that the first basing job was cinched as far as the other candidates were concerned, and then came clean-up Benda with a scorching homer. Pfeffer got on and was helped along by Dalrymple to another marker. So far so good! Viator looked well in the rough, but it was clearly evident that they were not the smooth machine their individual talents forecasted. Vince went along well up to the sixth when he gave evidence of tiring. Young Harrington, who turned in two remarkable games the previous season, was rushed out to hold the Southerners and did pretty well up to the eighth when the old ball game was sewed up tightly with three scores that came in rapid succession. These three markers supplemented one in the eighth and the game ended seven to five, Benda helping the lost cause along in the eighth with a single, which was converted into a run

with some lusty mace wielding by Joe McCarthy, playing an outfield part, and a single by Sam McAllister, also in the outfield.

St. Viator	0	0	4	0	0	0	0	1	0—5
St. Louis	3	0	0	0	0	0	1	3	*—7
	*	*	*						

Notre Dame University was next on the schedule, but rain precipitated in tantalizing quantities just as the teams were taking the field. In Peoria the same experience was in store, save for the fact that the bus was hailed midway to the scene of action. April 29th was clear. The field was hard and sharp, and a goodly crowd was on hand to see the first home game of the local collegians. St. Louis University was the sacrificial offering, and they played their part well. "Old Reliable" Pfeffer went on the mound, and while he didn't completely subdue the invading Southerners, his teammates spotted him to a goodly advantage by scoring eight runs in the first four innings. In this game Father Kelley had pretty well decided on his permanent lineup. Dalrymple, ss; McGrath, 2b; O'Malley, rf; Walsko (alternating with Captain Bell) c; Benda, 3b; Laenhardt, 1b; Bowe, cf; Delaney, lf. The home talent crashed out fifteen safe bingles, and played a remarkable game afield. The windup, 13 to 9, does not entirely do justice to the great work of the team. Overconfident and cocky, they sort of let down in the last two innings and permitted the visitors to score three in the seventh and two in the ninth, but a sharp rebuke from the Reverend Director of Athletics and the game was stopped.

St. Louis	0	0	0	1	3	3	0	2	0—9
St. Viator	3	3	1	1	0	1	1	3	*—13
	*	*	*						

Indiana Dental College came with a reputation of having held the Indiana University team seven to five. The game after the first inning was a miserable exhibition. The initial bat of the Viatorians produced thirteen runs, and might have been stretched into ten times that number were not orders given to bunt the side out. The windup, in the seventh inning, showed the score to be nineteen to four; every player in uniform was given an opportunity to show his talents. Nothing of immediate ability was uncovered, however, and the game wound up as a first class bloomer.

Indiana Dental	1	0	0	0	0	1	2—4
St. Viator	13	0	0	2	2	2	*—19
	*	*	*				

Nothing on Viator's schedule is so rare as a contest with James Millikin University. The Bell organization came through with some terrific base whallops and had little difficulty setting the Decatur boys down to the tune of 14 to 6. St. Viator isn't so welcome around the circuit in baseball as it is in football.

It was clearly evident that the Milliken club was beaten before it left the club house. Nevertheless they put up a scrappy exhibition and as the game progressed their work in the field improved. In the second and fifth inning a barrage of base hits yielded six runs in each chukker; the windup showed the count to be 14 to 6.

St. Viator	1	6	0	1	6	0	0	0	0—14
Millikin	3	0	3	0	0	0	0	0	0—6
	*	*	*						

So far the Viatorians have been improving with each game. Their fielding is nothing short of sensational. Dalrymple is in mid-season form, and Bust 'em Benda at third is grabbing everything coming his way. The team as a unit is pounding the ball, and it is safe to suggest that nothing on the schedule can stop them. Notre Dame seems most promising as a stumbling block, but the memories of the 1924 and 1925 victories have dulled the edge of their sword. Word from the South Bend camp informs us that Viator is the most feared spot on their schedule. Dundon is in rare good shape; McAllister caught a cold on the St. Louis trip and is a loss except as an outfielder; but Pfeffer and Harrington are still in great shape. So, we take the field against DePaul University, heralded as a heavy hitting aggregation.

Dundon warmed up where the Chicago boys could hear the thundering report of his delivery crashing into Captain Bell's glove. Furtive glances were shot at the Viator Bull Pen. Dundon was DePaul's death knell—and the DePaul crowd knew it. The game was hot all the way through. DePaul had a splendid club, well balanced and possessed of plenty of power at bat. Dalrymple, the first man up for Viator, crashed out a triple on the first ball pitched and McGrath scored him with a double. Two more came in the second and a like number in the third. The fifth and sixth produced two each, and Dundon began to slow up. Up to the ninth inning the Viatorian fairly toyed with the Windy City boys allowing them two scratchy hits, on which they scored a run, and two errors by O'Malley and Laenhardt helped them to two more. In the ninth the Viatorians played listlessly; three errors in rapid succession helped along by a base on balls netted the visitors four runs before Dalrymple shut them down with a remarkable stop and throw for the last out. The windup, 9 to 7, hardly does justice to Dundon's work; he allowed DePaul six hits, two of which were rather scratchy.

DePaul	0	2	0	1	0	0	0	0	4—7
St. Viator	1	2	2	0	2	2	0	0	*—9

Bradley was much the same as Millikin. They were not, however, so much fearful of the Viatorian ball club as of St. Viator's ace, Dundon. Coach Robertson, of Bradley, made some sort of agreement or challenge to Father Kelly that the Viatorian could not trim his club without Dundon. Conditions did

not permit a switch in the battery that day, but a promise was given to trim Bradley with and without Dundon. One of the best college baseball games ever witnessed by either of the schools was put on that day, May 11th. There is no doubt but what Coach Robertson had one of the finest, brainiest and best balanced clubs in years. It took all that Dundon had to stop them, 3 to 1. Viator was in there with the club, but the miraculous stops made by the Bradley infield almost threw the Irish into fits of despair. Each team grabbed eight safe hits, and one fielding miscue was made by each side.

St. Viator	2	0	0	0	1	0	0	0	0—3
Bradley	0	1	0	0	0	0	0	0	0—1
	*	*	*						

It was a disappointment not to have the customary two games with Michigan State. However, half a loaf is better than none, and the privilege of having such a high calibre team as the Michiganders for competition offsets other disappointments. Here was a game that was flawless afield; one of the rare gems of college baseball. Dundon worked this game with Walsko receiving. It was a pitcher's duel all the way, with the winning runs on the bases with two outs. Sam McAllister out in the left field snagged a most difficult high fly, barely reaching the ball with the tips of his fingers, for the last out. On his catch depended whether or not Viator would win 3 to 2, or Michigan State 4 to 3. It was a breath-taking moment, and a joyful conclusion to a perfect game. Dundon allowed seven hits, while Wakefield permitted eight bingles, one a triple by Dalrymple in the fifth that was cut down from a homer by some remarkably fine relaying.

St. Viator	0	0	0	0	1	2	0	0	0—3
Michigan	0	0	0	1	0	1	0	0	0—2
	*	*	*						

So far it is six straight for St. Viator. The prospect of an unbeatable combination seems brighter. The dark spot on the record is the St. Louis Billikin game—the opening encounter, played when the men were rough hewn and not ready. But it stands as a defeat; the records admit of no explanatory footnotes; nor is it the writer's desire to submit one. The horizon is clear ahead, and the waters seem smooth and undisturbed; but it is such uncharted seas that the dangerous shoals are most generally encountered.

Valparaiso University has been given an unmerciful swamp-ing in football—32 to 0. It is the first time in the history of athletic relations between the two schools that such a score was rolled up. In five years we have been able to beat them only once—the decisive triumph was a most happy experience. In basketball St. Viator likewise rode triumphantly to victory; the scores were a sensational surprise, for St. Viator had not been

going so well on the hardwoods. That made three victories in as many engagements. Then came track at the invitation of Valpo. With a shattered team because of a conflicting date in baseball, St. Viator had enough to emerge victorious, notwithstanding their high point men were absent on a baseball trip. The story in baseball can be told in a few lines.

In both games St. Viator batted around the lineup in the opening inning. In the first game "Pete" Harrington led the Green to a 15 to 6 slaughter; and a few days later "Old Reliable" Vince Pfeffer uncorks a 24 to 3 game that had been aging on the Viatorian shelf for many seasons. This made five straight triumphs over Valparaiso, our worthy and ever traditional rival. It is now eight straight; newspapers are beginning to sit up and take notice. "That little college down in Bourbonnais is again stirring up trouble for all opposition."

Bradley is with us; Dundon is ready and anxious, but Father Kelly has given his word that Dundon would not pitch. McAllister, who has been nursing sore arm ligaments all season, warms up; the "Big Blonde" boy looks the part of a hero. There is zip to his fast one, and his curve seems working to his liking. Thompson, the lad who did such wonderful work in the earlier Bradley game, goes to the mound. Dundon greets him from the coaching lines. The game is on. Viator's claim to a championship is at stake—so are baseball relations with Bradley. In five years, or is it seven, Bradley has failed to win a game from St. Viator. They are tired of the dose and ask for a pill of another color. Sam McAllister seems in fine fettle, but the team is not playing up to its usual standard. Benda starts things off with one of the two errors of the season, a single, a fielder's choice, a base on balls, another single, a triple and an error put the game on the frozen square—five runs upset McAllister; and what was worse it upset the whole team. Bell misjudged one out in right field that was carried about twenty feet by the wind and dropped one foot inside the foul line. Again in the sixth Robinson's boys turned loose a clever assortment of bunts and singles that upset all the defense work of the home club, and before they were stopped had five more chalked up. Viator never lost heart, fighting every inch of the way. Two came in on a double by O'Malley, a pass to Bowe and a single by Dalrymple; Walsko got a double in the sixth and was scored by a triple of Delaney's, who replaced Bell in the outfield; O'Malley and Bowe singled, bringing the total for the inning up to three, the last of the Viator offensive. The game wound up, 10 to 6, and blew into nothingness the mythical claim to a championship and the great run of consecutive victories was at an end.

Bradley	5	0	0	0	0	5	0	0	0—10	:
Viator	0	2	0	0	0	1	0	3	0—6	:

The big game of the year was staged June 2 at Notre Dame, Ind. In the last three weeks the South Benders have been turning in some wonderful ball games. Ed Walsh, son of the famous spitball artist, was sent to the bull pen to warm up for the fray. The biggest and most enthusiastic gathering of fans was on hand to see St. Viator play. Everyone crowded over near the Viator batting practice to enjoy the lusty swatting of the Bourbonnais club; in infield practice the smaller school performed some remarkable fielding stunts. Former Viator students now prominently listed in the Notre Dame enrollment were unable to make a wager on their former Alma Mater. Even the press came out with an advance "apology" for the expected trimming: "Viator will most likely win because their players are permitted to play summer baseball." This statement had all the earmarks of a sharp rap, but Coach George Keogan assured the writer that it was not Notre Dame sentiment. In fact, the sporting world knows that such comment is not Notre Dame; the astounding feature of this incident is that the press, so close to the pulse beat of Notre Dame, should permit a comment of that nature to trickle through its editing staff.

Because of the high importance attached to the game, the writer will attempt to sketch the details, omitting all but the high points:

Dalrymple led off with a single, but died on O'Malley's fielder's choice. Benda got on through an error, then O'Malley died after he stole second. Notre Dame drew first blood. A base on balls to Sullivan, Benda's error on a misjudged roller by Smith, and Silver's hit. In this inning Dundon, who was on the mound for Viator, and who had taken Notre Dame both in 1924 and 19'5, struck out two men. St. Viator came back in the second with two; Costigan and Laenhardt got singles, Dundon walked and Dalrymple smacked home a single. The next two innings were uneventful for Notre Dame; Dundon was going great, striking out six men. In the third O'Malley punched one through the infield, Benda moved him along with a single; Wal-sko and Costigan helped the Viatorian cause with a sacrifice and a single in the order named, for two runs. Score at end of third, 3 to 1. The fourth was the big square for Notre Dame. Five runs trickled through. O'Boyle caught one of Dundon's fast ones after he had the counted 3 and 2; Wilson drew a base on balls, Pearson rapped out a single, scoring two; Walsh was an easy out to Benda. Sullivan drew his second base on balls, Crowley went out to Laenhardt, but Moore crashed a triple and scored a moment later on Smith's single.

Dalrymple started things moving for St. Viator with a snappy single, his third successive hit. McGrath doubled, but Dalrymple was held to third on some fine throwing by O'Boyle. O'Malley's fielder's choice killed Dalrymple coming into the

plate. Benda popped up to Sullivan, but Walsko got a life on Moore's misplay. With Costigan up, O'Malley on third and Walsko on first, the signal for a double steal was put into effect. O'Malley was tricked by Silver, the N. D. catcher, and killed the hopes for a Viator rally in the runup, in which seven men took part before they got the Rockford boy out. Thus ended St. Viator's rally. Dalrymple got another blow in the sixth, but his team mates were unable to help him across. Two in the sixth and one in the seventh practically killed the Viatorian chances and increased N. D's. total to 9.

One of the outstanding bits of news concerning the game was the withdrawal of Ed Walsh, considered the bulwark of the N. D. mound staff, in the third inning with the bases loaded. Ronay, cool and undisturbed by the dangerous situation, made short work of the Viatorians, striking out Laenhardt and Dundon in rapid succession. Another outstanding fact was that ten Viatorian batsmen were left on bases, the necessary stick work being noticeably absent. Dundon allowed but seven hits and struck out eight men in the first three innings, a notable effort in closing his athletic career at St. Viator.

St. Viator	0	2	1	1	0	0	0	0	0—4
Notre Dame	1	0	0	5	0	2	1	0	*—9

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