UNDERGRAD'S SUPPER

"Chaos if no Science building in five years" says Principal

It is a pity that there are not more College functions like the Undergrad's Supper. This seems to be the one social event which will bring the science students creeping, bleary-eyed in droves from their laboratories.

Opinions differed as to whether or not it was surprising to see them, so near to wintertime, but the fact remains that the science gradumates—let's name the particular department—were prominent, both because of their numbers and because of their conduct. The arts gradumates—as befitting that group in the College which have slipped somewhat from the cup of culture—were relatively unimportant, except of course when some of the more well-known Arts and Law students rose to speak.

Not one science student was on the list of speakers—apparently science students never learn how to modulate their voices below a drinking-song tone.

President Dave Hornby opened the business section of the evening with the toast to the Queen. Mr. J. P. C. M., President of the Board, followed, and Mr. Patterson, you may remember, recently used the College Council for a sum of money, and it was felt that the result of the litigation having been considered—was that the student was entitled to a hearing by the governing body. He started by attempting to dispose of the President's speech in a scandalous fashion which we cannot repeat. He went on to say that some people referred to the President as a "Facebook Friend" of course, and that this was a serious accusation and no damnation. No the President Board was a body of men of high academic distinction and... The college however was made up of undergraduate, who gave money; of graduates, who had given money; and of the President Board who spent it. And there were other officials connected with the college from the inventory down to the student worker at the Undergraduate Board 83. In other words, there was a student Union building but he did not know which was the most important—the science or the students' building. Negotiations had been proceeding and it expected developments soon. The Principal culminated his few words to the graduates in which he wished success and happiness. Each degree was of such standard as to be a real mark of distinction—they were degrees of this sort. The graduates had to be made to think that the equal of many universities overseas and it could not be long before the college was in a place where the people of the city realized what they had had in their midst. Dr. Williams hoped that the graduates would help their college, both with pride and out of love, and he trusted that they would have the courage to do that.

DREADFUL SHAMBLES

The Principal, Dr. Williams, in reply, expressed the belief that the proposal would not have been approved, if at all. He spoke in support of the President's case, saying that the Undergrad provided the money to run the college. "Mr. Patterson," he said, "descended to live at Weiss House—a happy memory. Mr. Patterson had said that the President Board prevented the consumption of liquor—of which it proved. It prevented—it—the distinction was obvious. He wished he could tell his audience that night that some positive measures—improve student social facilities—had been made. The only student facilities existed under the common room and the gymnasium. /That, indeed, was a scandal. For social life in the undergraduate house was, much more than when the college had six hundred students. The only thing that was still the Little Theatre. One of the obstacles of the time was that the provisions of student facilities is what it is.

Dr. Williams referred in passing to the long history of the Undergrad's Supper and then remarked that if the college did not have the science building, or the students' building, there would be nothing. He was aware that the student union building but he did not know which was the most important—the science or the students' building. Negotiations had been proceeding and it expected developments soon. The Principal culminated his few words to the graduates in which he wished success and happiness. Each degree was of such standard as to be a real mark of distinction—they were degrees of this sort. The graduates had to be made to think that the equal of many universities overseas and it could not be long before the college was in a place where the people of the city realized what they had had in their midst. Dr. Williams hoped that the graduates would help their college, both with pride and out of love, and he trusted that they would have the courage to do that.

BACHELOR'S BEWARE

Eveline Patterson in reply was sure that when the graduates went out into the world and embarked back with full pockets they would not be backward in coming forward. She had recently been doing some reading during which she had discovered the disturbing point that radicals at college usually turned into conservatives in later life, and 65 per cent. of the presently an American college received—and 95 per cent. were not married. Although graduates were in the majority, they were sad news for matriculating students. Any appeal on behalf of the 65 per cent. for the President Board to make compulsory Domestic Science 1 or found a Diploma in Domestic Science Board.

Secretary F. W. Curtis, proposing the toast to the ladies wondered whether Mr. Patterson's Northern-Irish was related to his Indian origin. He proposed and supported by Mr. B. G. and X.X.G.S. and one lady married and single. Which were the names and he did not know. Various stories filled out the time until the next speaker.

Mrs. Betty Allen in reply found that the College had dinner and the "Ladies" made her very sorry. She did mention that when she arrived the female sex were called "girls," when they left school they became "women." The college's financial functions such as the Undergrad's Supper that money at the Undergrad's supper. Mr. Patterson had been undergoing a course of bed-lid holding under the guidance of the E. F. Family in preparation for the next session. Although now he has not the money, his original engagement were of residence on West Tones, he appears to be satisfied with this from what one reporter "found through an alcohol sheet at the supper.

FRIENDS

Mr. T. M. Miller, speaking on "Alumni Friends" remarked that after years of pursuing the ladies to the Executive Board, the Graduates, Ladies, and the Executive he was now dedicated to "Alumni Friends" which was in reality the most difficult task of them all to speak to. Had the college any friends to speak to?

A young man in New Zealand at all times extension he led Eleanor and she was "I am an" woman. (Continued on page 2.)
letters to the editor

Why U.I.C. Apathy?

This letter from S. H. Nagel asks again the question of apathy of UIC students and while I agree with him in some ways, I do not believe that this is the entire reason for the lack of student interest. I believe that there are several factors which contribute to this lack of interest, and that the lack of student interest is not solely due to the apathy of UIC students.

First of all, the facilities and activities available to the students are not as extensive as those available at other universities. The dormitories in which the students live are not as comfortable as those at other universities, and the classrooms are not as well-equipped as those at other universities. The fact that the classrooms are not as well-equipped may contribute to the lack of student interest, but it is not the only factor. The lack of student interest is also due to the lack of student involvement in the decision-making process.

Secondly, the students do not feel that their opinions are valued by the university administration. The students feel that they are not given a say in the decision-making process, and this lack of control over their lives may contribute to the lack of student interest.

Lastly, the students do not feel that they are being prepared for the real world. The courses offered at the university do not prepare the students for the real world, and this lack of preparation may contribute to the lack of student interest.

In conclusion, the lack of student interest is due to a combination of factors, and it is not solely due to the apathy of UIC students. The university administration needs to take steps to address these issues in order to increase student interest and involvement.
Drama Review.

"Dark of the Moon" Again

On the first night of "Dark of the Moon" I infiltrated myself cautiously between the fox furs and rabbit skins into an orchestral seat and delivered myself to the hazards of a Wellington Repertory production. As a play this is pure delight from beginning to end. The co-directors, Howard Richardson and William Berney, have taken the legend of Barbara Allen and written it in its American hillbillies setting with peculiar insight and understanding.

In the story Barbara Allen marries a "witch boy" called John who comes down from his mountain, known as "Old Baldy," wishing to become human because of his love for her. The words of the legend, however, stipulate that before John can become human Barbara Allen must remain faithful to him for three years. The climax of the play comes in the local revival church on the eve before the year is up, when, after a torrid season in which every lust of the local sinners are "washed in the blood of the lamb." Barbara is saved from hellfire and damnation by being unfaithful on the floor with Marvin Hughes, who had originally intended to marry Barbara and had been faithful throughout the last year. But now Barbara visits John and John loses his chance to have a soul and becomes a witch again, which in three hundred years is "only mad and fog on the mountainside." The supernatural atmosphere, the beautiful poetic diction and the charming old-time expressions go to make this both an amusing and bewitching play.

The best actor by far in the Repertory was Yolanda Hupp, who played John the Witch Boy. Perhaps the only fault in her performance is that she is not a funny actor. But unfortunately she is not a funny actress, and the character is a comical one rather than an imbible one. Her voice was clear and her accent was anything but foot. Her acting was both pleasing and interesting. Her chief weakness was her nose, which was either too big or too small, depending upon the scene. On the one hand she could not speak in a shape that suited the character, and on the other she could not make her nose stick out correctly. Her acting was the best of any of the actors in the play.

In a play of this kind the group is a whole, and much could have been expressed in the way it was played on the stage. The conflict of the situation could have been made more obvious by strategic placing of the actors. For instance, in no place throughout the play was the group lined up against John, the villain of the piece. As a result the situation was not expressed in the way it was played on the stage. This conflict might have been made more obvious by strategic placing of the actors. For instance, in no place throughout the play was the group lined up against John, the villain of the piece.
A REPORT ON PHYS. ED.

Here is the authoritative information on the work being done by Mr. W. H. Landreth, the recently-appointed Physical Education Officer.

THOMAS HUNLEY's begins his definition of a liberal education with these words: "That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his mind, and that all the world that, as a mechanism, it is capable of." How far does a university education gained at this College conform to this ideal? What provision has been made by the College authorities for an adequate physical education of students? When is physical education regarded as an undesirable goal—without these high academic barriers are hollow triumphs. We should not be content with physical fitness for our end, for "fitness" leads nowhere and a journey with no end soon develops into an aimless wandering in desert places. But if we make fitness our end but begin the beginning—

the beginning of a fully educated life for body, mind and soul: we can almost lose our way and tire of the road. Moral, intellectual and physical progress, the education of the whole man, is the concern of the university.

Recognition of its responsibility in this respect has led the college authorities to start what may become a vitally important aspect of university life. Steps have been taken to provide, in some aspect of physical education, opportunities for students to exploit their full physical capacities, develop innate skills and derive a more positive enjoyment from their college life. Physical education is no exception to the doctrine that education is a lifelong process. It is not merely a subject to be enjoyed or endured while at school; it is the P.T. period of the Army and it is the program of "health and beauty" movements. These have become and serve as a means of different groups, being part, though a limited part, of the whole process of physical education.

OPPORTUNITIES

What opportunities have been made available to students at Pennsylvania College? Realizing that the provision of a well-equipped gymnasium is only part of the story, that an adequate education service will be a priority in the future, the College has taken some time to install the immediate needs of students by appointing a Phys. Ed. officer and by making available a quantity of recreational equipment. No showers have been installed in the present gym, gymnastic equipment is on order and facilities for playing indoor and outdoor basketball are to be provided.

Granted that full use of such facilities would be only a modest beginning on an equal education service, but a start has been made. The development of the department lies with the students. It can succeed in providing better opportunities only if students make use of what is now offered.

Each week twenty-three classes are conducted by Mr. Landreth, the Physical Welfare Officer, mostly of a recreational nature. They provide appeal to all but Mr. Landreth can claim no small measure of success only if he be aware of the welfare of the other classes. The physical education teacher is not alone to those who want them. Read the address below of students concerning classes. If you have in the past felt qualified, uncom-