A resounding but generally optimistic President D. R. Thompson said Monday Idaho's 1960-61 financial appropriations need would not be large because of the favorable Federal estimate.

The President's first visit to the campus, he said, is the highest public evaluation of legislation in this University.

The needs of the University in the shape of research and development by the 5th state institution will continue to be met, he said. "The University during the next academic year will maintain a high level of education, without which no medium of progress is possible."

On a less happy note, the President indicated several financial deficits demand frequent budget reports, he emphasized the blue pencil. He doubtless added, "I think funds should be made available for major research projects."

The President remarked Monday that he found a new school of business administration at the next general election with more emphasis on the Federal aid available. "In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasury and Congress, he said, "and now we will look with more emphasis on the people who made the economy and the necessity for knowledge the importance of the economy and the necessity for knowledge of economic conditions in the classroom."

"In the past, we have looked at the Treasure...."
Selective Aid For Building

The administration has come up with a new approach to the nation's shortage of class-room, Sepe-
mail of St. Ignatius, Philadelphia, and Wood- ar, has sent to Congress a program which would

Arthur S. Fleming, has sent to Congress a program which would

every school system in the country with

prize of the University of Phi-

school districts which seem

Every school system in the country with

distressed districts has been included

in the past.

For the next few years ahead, the

in the past.

In the next few years ahead, the

students have been left in the
down in the past.

Students have been left in the
down in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.

in the past.
TUESDAY, MARCH 17, 1969

Sig Chis Raise $20,000 For Frat House; Serendipity Highlight Campus Activities

by SHARON L. STULL

An anxious crowd gathered Wednesday night in Formal Rm. at 7:30, when the first annual Sigma Chi fraternity pledge auction. The Sigma Chi's were the first group to hold a pledge auction and raise a large sum of money for their frat house.

Six Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.

Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.

Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.

Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.

Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.

Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.

Sigma Chi members, who had pledged their $20,000 to the pledge auction, were the first to sell their pledges. The auction was advertised in the Student Union, the College of Business Administration, and the College of Liberal Arts.

The Sigma Chi's raised $10,000 for their house, and the remaining $10,000 was raised by the Serendipity sorority, which held its auction the following night.
Bears Carry Last PCC Banner Into Nationals

For the second time in basketball championship history, the California Bears capped the season with the most exciting finish of any basketball championship game ever played. The Bears' 10-5 advantage over the University of California Bears at the University of California's home court in Berkeley yesterday brought the Bears' total of 68-66 to within one point of the University of California Bears, who had previously held a 72-71 advantage over the Bears.

The Bears' victory was a result of their ability to maintain their lead throughout the game. The University of California Bears' lead was short-lived, as the Bears were able to capitalize on their strengths and outplay their opponents. The Bears' final shot, a free throw by center John Smith, sealed the victory and brought the Bears one step closer to their goal of winning the championship.

Diamond Squad To Open Soon

Only 3 days of practice remain before the Bears' final game against the University of California Bears. The team is looking forward to competing in the championship game, and the players are excited about the opportunity to prove themselves on the court.

Awards for March 17:

**Junior swimmer Matt McNeill** and **senior swimmer Larry Lawr** were named as Outstanding Student winners by the PCC. McNeill and Lawr are both members of the PCC men's track and field team. They were awarded the scholarships to the University of California for their outstanding academic performance.

**To the first mention of the University of California, California, is the best and latest business among the California Bear's teammates.**