"Alice" Makes Appearance

Alice in Dairyland, Miss Beth Bartosh, and the Wisconsin state of Wisconsin, whose personal appearances have taken her to New Orleans, New York, and many of the other states, made an appearance at the Wisconsin State Fair on Sunday, Aug. 14, in the Auditorium. The Miss is a new model.

Miss Bartosh has also spoken at service clubs—Lions, Rotary, Kiwanis and others.

Mrs. Richardson, a well experienced charwoman said she has traveled with nine Alice in Dairyland. "I have loved every minute of it," she said.

Traveling takes up a great deal of Miss Bartosh's time, but she finds every hectic moment of her residence kept her busy through out the rest of the time. Alice said she invited queens from all over the state to a day of fun at the State Fair, but admitted that the queens had very little time to enjoy themselves because of their obligations.

Miss Bartosh, a student at WSU-Whitewater, was transferred to Eau Claire next fall. While speaking about her personal life, the dairyland queen said her family and her boyfriend are missing very much, and, of course, they are also her greatest supporters.

THE NEW YORK WOODWIND QUINTET—Left to right: Samuel Baron, Ronald Roseman, Ralph Froelich, Arthur Weisberg, David Glazer.

Schedule Courses At Summer Camps

Reception of a National Science Foundation grant of $13,580 and completion of the schedule of Wisconsin State University summer courses at two north woods camps have been announced by the Board of Regents.

The NSF grant will provide stipends for 36 WSU undergraduate biology students planning to become high school science teachers. They will attend a six-week institute in field biology, July 18 to Aug. 7, at Pigeon Lake Field Station near Drummond in Bayfield county.

Professor Clyde Brazhier of WSU-Superior will be field director.

A six-week graduate field biology program for 42 science teachers supported by $400 NSF stipends will be conducted at Pigeon Lake, July 6 to Aug. 13, under direction of Prof. Marcus Fay of WSU-Eau Claire.

Both the undergraduate and graduate programs were offered in cooperation with the National Science Foundation. The NSF grants for the two institutes this year total $56,690.

A program for an estimated 75 students majoring in conservation biology will be held at Pigeon Lake, July 6 to July 13, under the direction of Prof. Paul Nagel of WSU-Eau Claire.

The NSF grants for the two institutes this year total $56,690.

A program for an estimated 75 students majoring in conservation biology will be held at Pigeon Lake, July 6 to July 13, under the direction of Prof. Paul Nagel of WSU-Eau Claire.

A two-week session in cooperation with the National Science Foundation and the Department of Elementary School Principals will be held in association with the 33rd Annual Convention for Teachers in Elementary Schools, scheduled for July 18 to July 27, at Pigeon Lake.

Most of those enrolled will be teachers, principals, supervisors, and high schools. They will earn one graduate credit toward the national resource at the general education workshop directed by Prof. Paul Nagel of WSU-Eau Claire.

A PLEASANT RECEPTION for Alice In Dairyland was held last Friday at Room 21 of the University Center. Those responsible were Barb Jakubowski, Social Chairman of UCB (seated); to left; Al Bahler, President of UCB; and Miss Beth Bartosh, Chairperson of Student Activities; and their guests, Miss Beth Bartosh (Alice In Dairyland), and Beth's char­ peters, Mrs. Richardson.

Jacob Umen Answers Don Muthengi

Up EMEM JACOB EMEN

Please give me a chance to talk to the readers of Donald J. Muthengi's article on "U.S. Prestige at Low Ebb in Africa," which appeared in the POINTER of Mar. 18, 1965.

In this article Mr. Muthengi analyses the failure of U.S. policy in Africa from the political, economic, and military viewpoints. This reflects the opinion of the Africa-oriented section of the U.S. government, and Mr. Muthengi's views because I feel these are more alleg­ ically than analytically sound. In my opinion, his statements, I should con­ sider, are not only inaccurate, but fundamentally erroneous. I should like Mr. Muthengi to exclude one set of issues, and try to come to my own conclusions, and he has in his mind. Mr. Muthen­ gi's views, however, are an excellent example of two specific is­ sues: that I said the African idea of democracy has enjoyed in Africa because it has not been respected. I have no idea what the issue is about, but it seems to me that U.S. foreign aid has a strings attached. If so, it is a matter for the new administration to deal with. But all I can say is that the facts are not support­ port. In the former case, Presi­ dent Johnson's speeches in con­ nection with the recent voting rights struggles in Alabama are a source of support. Paul A. Szumielon, one of the leading U.S. economists, is critical of U.S. foreign aid because it has strings attached.

Who invited the U.S. to the Congo? Was it not Tshombe? Is it not the ultimate aim of every investor to seek gains and security for his investment, and does the investment not offer employment to Afri­ can workers? Why then should l am Muthengi and his allied African group make the U.S. an ex­ ception? What can be said is that the U.S. is supposed to know better and should not take undue advantage of Tshombe (who is every nation's benefactor).

Although I have a conscience and an opinion, it has never been my desire to meddle in the international politics and a nd national interests of a country. I fully believe that Tshombe and his allies in the U.S. African group make the U.S. an ex­ ception.

I have observed with sympa­ thetic interest the great number of American tourists visiting the country, and I have been cordially welcomed by them. The American tourists are a source of support for the government of Tshombe, and the U.S. government has tried to encourage the tourist industry in Congo.

I have been to Congo several times, and I fully believe that Tshombe and his allies in the U.S. African group make the U.S. an ex­ ception.

I have been to Congo several times, and I fully believe that Tshombe and his allies in the U.S. African group make the U.S. an ex­ ception.

I have been to Congo several times, and I fully believe that Tshombe and his allies in the U.S. African group make the U.S. an ex­ ception.
Let's Co-operate

Recently I was invited to visit the Stevens Point Police Department by Chief of Police, Ray Kulas. My visit lasted for over two hours and included a tour of the facilities, but the more significant aspect of our meeting was what was said rather than what was seen.

Mr. Kulas wanted to impress me with the fact that the police of this community are here to help and assist us. Should a student in trouble call the police department, they can help him in any way, he should not hesitate to seek that help. The police are not looking for trouble or for ways to get into trouble, but are interested in giving assistance to people who are in need of it. Let's co-operate. LFS

Protest Against Unfair Housing

Dear Editor:

I think that it is time for us to protest righteously the injustices dealt us by the president of our university. This is not a new statement, but this statement has been made by practicing faculty and students alike, and is supported by the recent policy on the treatment of students living in unapproved housing, which is illegal in Wisconsin.

Last week, a residential housing policy and other disciplinary actions were taken against students, which I believe, as a result of "disobediences" under the guise of the existing policies. All concerned the most "fragrant" use of unapproved housing as a result of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their houses.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as students and as citizens. An investigation of the actions should be made, as it is possible that the actions were more a result of the desire of these "disobediences," the students were evicted from their homes.

I submit that suspension or social probation as an action against living in unapproved housing is a gross injustice to our rights as student...
On Monday morning, Mar. 15, George Smithen informed me of a proposed trip to Selma, Alabama, by the Friends of SNCC in Madison. Did I want to go? Yes! We worked all day Monday recruiting people to go and money to send us. By midnight we had five people, Bart Jablonski, Betty Gross, Ron Grbic, Dennis "Smokey" Rief and myself, and $17, which was donated by the faculty, Tuesday morning we left for Madison in my car. In Madison we began to realize fully for the first time the serious danger we were facing. At the meeting held before we left, we were stripped of all our personal property. This included watches, rings, and glasses, unless absolutely necessary. We were to take only our Wisconsin I.D. cards or draft cards for identification, and a supply of clothes to use for phone calls if we were arrested. Even Smokey's beard had to go. The reason for all of this was self-protection. The fellows who go to the South with beards and glasses are likely to be jailed by the people of Washington. After the bus, we sang, talked and drank hot coffee provided by the people of Washington.

By 6 p.m. we were all tired and cold, so we went back to the church where dry clothing and hot soup were waiting for us. Discussions followed and we were broken up into groups for an all-night vigil. We went out with the first group for one hour, and ended up staying for about three hours. Thursday morning, we got news that groups from New York and Boston were coming the next day to help us. Most of us from Wisconsin stayed at the White House around the clock, leaving only every four hours. We slept in the church and food was provided for us by different groups around the city. We left Washington on Monday with a full list of trash and in good spirits.

I have already explained why we went, but why we were in Washington and what our purpose was is still unclear.

First we had two possibilities as to what we would be doing in Washington. One was the sit-in at the White House to protest the police brutality, and the other was to take part in Civil Disobediences and be arrested on a mass basis. This is what we did the previous Sunday in Washington. When the students blocked traffic on Pennsylvania Ave. This type of demonstration can prove to be very dangerous.

The purpose of our mass sit-in was to protest the police brutality in Selma, especially in Selma, and to make a plea to President Johnson to send the Federal Troops to help with the race riot which was not to stop the demonstrations. Thursday, some of us more experienced politicians went to the Capitol and lobbied the House members, and object being to present an amendment to the Voting Rights Bill. This amendment asks for new elections within two weeks after an election where voting discrimination is proven to exist. I had the opportunity Friday afternoon to see some of the Civil Disturbances Committee headquaters (C.D.C.) meetings, and was able to speak with the building "Equal Justice Under Law" and realized that this is not true because we have to sit in front of the White House and demonstrate the brutality of the police so that the whole world will see that a group of American citizens are being denied the right to vote and this is not "Equal Justice Under Law."

BART ESCHER

Trash?

Dear Editor:

I can heartily commend Mr. George Smulien on the way he managed to condense his ninetysome tally into such a large pile of trash.

DOUGLAS GREEN

Fish or Frank?

Dear Editor:

One night recently March 14th. A group of students, men and women, marched in Allen Chapel during the weekend. We were protesting the fish-fank, a new fish product resembling the appearance of a Dead American hot dog. These "men" and "women" were so outraged that they attempted by Ace Foods to vary the appearance of the fish-fank. As is the great American freedom, indeed, duty, they proceeded to go up to the roof of the dining room and--in short, if not with the multitude that be there in all, with the pride that consumes, we do not feel that all interested actors and people who want to wake up the nation will be satisfied if the whole scene recreation would be nice as it was.

We know of several other universities where the students have given to the student body on week nights and the students there, not to mention the slightly over 3,000 students, we think it would be impossible for the student to see the whole story. Take a look at your residence hall on Saturday night. For those that have not yet moved into the whole story, we can't afford the Fox Theater, or are distanced too far. When the film campus is offering, the men, it is pretty tough for us to send a healthy alternative. This may also present an opportunity to work under the Work-Study program. In order to do this, it is only through student interest that a program can gain impetus.

RICH HARRIS
DON SCHULTZ

Are Instructors Inhibiting Opinions?

Dear Editor:

We do not have all the answers to the problem of a suitcase university, but, we think that we have a thought on it we would like to discuss for your consideration. As instructors on the North Campus is a physical reality, we imagine cost to be a goodly sum to construct; thus it seems to us a fuller utilization of the Physical Ed. department and an extension from that consideration for the individual. The point that many instructors are using is the "closed door policy" on Friday afternoon. The students are not with the multitude that be there in all, with the pride that consumes, we do not feel that all interested actors and people who want to wake up the nation will be satisfied if the whole scene recreation would be nice as it was.

We know of several other universities where the students have given to the student body on week nights and the students there, not to mention the slightly over 3,000 students, we think it would be impossible for the student to see the whole story. Take a look at your residence hall on Saturday night. For those that have not yet moved into the whole story, we can't afford the Fox Theater, or are distanced too far. When the film campus is offering, the men, it is pretty tough for us to send a healthy alternative. This may also present an opportunity to work under the Work-Study program. In order to do this, it is only through student interest that a program can gain impetus.

RICH HARRIS
DON SCHULTZ

Suitcase University

Dear Editor:

Last week's editorial which talked about instructors who keep the students "boxed in" and not wanting to let anything "different" pass through, was a good question. That is the problem of instructors who want everybody in their class to have the same opinion about different subjects as they do.

When I came to this Institution of higher learning, I thought that I would receive help from instructors who would lead me to form my own opinion. There are some instructors on this campus who wish that their students would express their own opinions; but, I have been subjected to opinions of some instructors to which I am not allowed to counter with my own opinion. The problem is not that I cannot express my opinion in class, but I do not want to.

I jeopardize my chances of receiving a fair and honest grade.

SARGENT

No Pride

Dear Editor:

The "Pride, "Beers and Books" of April 10th was a piece of reported--TRASH. More important than the misprints and the pulse is the repetition of this University, seriously disgraceful. I have no idea of the editorial board any longer.

JOHN PATRICK SULLIVAN

Civil War Exhibit

Mr. G.J. Gibson's "Civil War and Reconstruction" class was exhibited at the Auditorium on April 26, at 7:45, by WSU freshman David Jurewicz and his collection of Civil War relics.

David gave a fifty-minute speech overall the uniforms and equipment using reproductions of bayonets, muskets, bandoliers, cartridge belt, bayonet scabbard and cavalry sabre. He also had an exhibit of uniforms while wear­ ing the traditional Yankee uniform, which included a helmet, cavalry jacket, grey hat, leather gaiters and standard raincoat.

Gibbon's collections were obtained from the North-South Sirmish Association in which he is a member. He belongs to the sec­ ond Wisconsin Volunteer Infan­ try, 1128th Wisconsin. He trains with it, the State of Wisconsin War type muskets, loading weapons and partici­ pates in the various civil war meets, battle-field demonstrations (in commemoration of Wisconsin Civil War Battles), and parades.

The WSU Civil War West Bend Group to Civil War battlefield sites in Virginia, Georgia, and other states to re-enact Civil War events. This group also helps to educate any interested students to attend the class.
Kaleidoscope

There was recently published in THE POINTER a poem some time ago written by J. G. G. Such was this, I am told, submitted with the cynical feeling that THE POINTER prints anything. Not so my Jolly friend, friends. The only paper interested in the poetry column, and since another portion sneers "who the hell do you think you are, telling me what the poems mean? There is: 1) a small, usually poor selection to choose from; and 2) seemingly no need of a comment for those who say poetry is "not for kids" and what the hell is this? By no means, is an attempt to pin down or precisely divide the student body's "poems" on this subject. This generalization must suffice for this small space.

If you yearn to end this column, so-called, I suggest you get your poems published. If you feel J. G. G. is too, typical of Kaleidoscope, please send your proud talented friends to get off their posteriors and submit something.

—Ellen Kilczewski,
Poetry Editor

Focus

by Sue Stanke

It's here again. That annual mid-year slump, betwixt and between. It's the time you scribble down your "I hate science" or "I never needed that subject" or "I'm never going to use that anymore" or "What in the world is this professor talking about?"

It's that point of the semester, the time when one wonders if the class is long, tiresome, and what did I get myself into?

But, because, together we are the house that is inhabited by the students, we have the power to change that class, to make it fun, exciting, and worthwhile. It's a time of change. One wonders if the class is long, tiresome, and what did I get myself into?

It's that point of the semester, the time when one wonders if the class is long, tiresome, and what did I get myself into? And, if it is not that simple, it is. The semester wanes interminably until the last day of school, when one wonders if the class is long, tiresome, and what did I get myself into?

One's grades are atrocious; fanciful visions of achieving a three-point this semester are gone and one wonders if even a point is possible now. The instructors seem similarly affected; lectures are either distastefully rambling or intensely, compact, as if, suddenly, the teacher realizes he Is giving a darn. It's not that one doesn't care; it is simply that the semester wanes interminably until the last day of school, when one wonders if the class is long, tiresome, and what did I get myself into?

Everyone's feet are remedies applied; Kleenex in assor ted pastels is whipped out at any given moment by watery-eyed, red-nosed students. Their stomachs are dismayed; the number of colds to class, regardless of risk to themselves or others. It's time of dilemma clothes-wise, too. In the middle of your 1:45 class you suddenly discover it is snowing hard, fast and furiously, the temperature has dropped twenty degrees and a big wind is blowing. And here you are, minus boots, scarf, gloves and its eight block walk home.

The batting average of most students seems very low, indeed, right now.

Classes for Sale

(AWP) If some college courses were judged on a monetary basis—$25 for three hours per week; $50 for four hours per week; $75 for five hours per week; $100 for six hours per week; $125 for seven hours per week; $150 for eight hours per week—what would they be worth? The following is a list of courses that would be worth the tuition and fees.
Eventually

...students will search their own hearts instead of going to Selma and pointing fingers.

...N. Reserve St. will be paved.

...our school system will produce English speaking and writing students.

...Johnson will prove Goldwater was right.

...everyone will wave at the fish in the POINTER goldfish bowl.

...religious liberals will be stopped and Christians can resume hating each other.

Religious Groups Represented

Nine representatives of various religious groups on campus met Tuesday evening, Mar. 23 in the University Center to discuss the possibility of forming an inter-religious council. Present at the meeting were: Peter Kaland and Judy Peterson representing Gamma Delta, Paul and Peter Johnson representing I.E.A. Jeff Barcik for Newman Club, Peggy Parsons and Sandy Schaefer representing Wesley, and Nancy Heun and Mel Heinrichs for U.C.C.F., Peter Kaland was elected temporary chairman.

Response was favorable from all the organizations present. Another meeting will be held at 6:30 on Sunday, Apr. 4. All campus religious organizations are urged to send two representatives.

Hyer Hall Gets Stereo

By WOLFGANG CAHN

"It all started off as a joke," explained Linda Hall, temporary chairman of the Hyer Hall Stamp Council. On the first Sunday morning breakfast was served in Hyer Hall's basement, some one mentioned that the atmosphere was very dull and quiet. Miss Doyle, the director of the hall, jokingly said: "Why don't you get a stereo; you can raise the money by saving stamps."

The "joke" was brought up at the next Council meeting, and Sue Peterson, wing representative from Fourth Floor West, was given the job of Stereo Committee Chairman. Not long afterward, the stamp-collecting drive was in high gear. Competition was started to see which wing could collect the most stamps. Food was bought at supermarkets that gave stamps. Gasoline purchases were made and stamps were to be had. The girls also persuaded many of their parents and fellows to collect stamps for them. And so it went.

On Thursday, Dec. 3, the drive was made campus-wide by the "Hyer Hall Stamp Council." Admission was fifteen cents, fifteen stamps or a quarter. In the field of entertainment, Wes Kelly's records were supplemented by the live music of Greg Miska and John Mursch who decided to give a few minutes of their time for a worthy cause. Wes Kelly also sold some of the records. Although the dance was not an overwhelming success, it did further the cause and provide a welcome event for the campus besides. Following the dance, the girls went back to their persistent gathering of stamps.

A few weeks ago, the committee decided it had enough money. The hardest part was over. The Council's next decision was to investigate the offers made by Interfraternity's Campus Representative, Wolf gang Cahn. After the director of Interfraternity's Campus Representative, Wolf gang Cahn, reported the offer made by Interfraternity's Campus Representative, the Council decided to order Phonola's Myradior model whose retail value is $119.95, for intercollegiate low price of $76.25.

On Saturday, Mar. 20, Hyer Hall's stereo arrived. The set is expected to remain in the lounge throughout the week and be taken down to the basement for Sunday morning's breakfasts and other special occasions.

Hyer Hall is to be commented on its great effort, as Sue Peterson and all the time she put into the project. Fourth Floor West, who turned in nineteen full books of stamps, is not to be forgotten either. Congratulations—and happy listening!

WOLFGANG CAHN is about to show the ladies the intricacies of their new hi-fi at Hyer Hall. The ladies are, left to right: Sue Peterson, Linda Hall and Miss Doyle, the director of Hyer Hall.

Fencing Lessons Start At WSU

Fencing lessons begun Thursday, Mar. 18 at 7 p.m. in the Field House under the supervision of Alan Robert Tank, WSU student. Alan, who gained fencing experience at Longjohn Jr. Hugh and the Milwaukee Institute of Technology, said his plans are to work the individuals into a unit possibly ready for competition within a year. Mr. Martin Brooks is the groups' advisor.

Fencing practices are held every Tuesday and Thursday night at 7 p.m. Tank, said he was disappointed by the poor turnout Thursday Mar. 18 because "more than 40 students signed up for the class in the fall." The main focus for the first few weeks will be on footwork and exercises.

For a Change of Pace

Enjoy the Delightful Food in Our Coffee Shop

Whiting Motor Motel

THE FOX THEATRE

THE PLACE TO GO

TWO ON THE GUILLOTINE

March 3-April 3

PSYCHO!

April 4-April 6

51 DRIVE-IN OPENING SOON

VOTE WOLFGRAM!

For Center Board

April 1st

THE POINTER

Page 5
Men's Glee Club
To Give Lenten Concert

The Men's Glee Club of the University of Illinois will give a concert on April 5 at 8 p.m. in the Auditorium. The concert will feature a variety of choral works, including several contemporary pieces and spirituals.

Volunteers from the band spent Saturday morning, March 20, filling packets for the audience. Volunteers placed a bag for $5,

The Lenten Concert will feature the Men's Glee Club, which is one of the oldest and most respected musical groups on campus. The concert will be held in the auditorium at 8 p.m., and admission is free.

The concert will feature a variety of choral works, including several contemporary pieces and spirituals.

Volunteers from the band spent Saturday morning, March 20, filling packets for the audience. Volunteers placed a bag for $5,

The Lenten Concert will feature the Men's Glee Club, which is one of the oldest and most respected musical groups on campus. The concert will be held in the auditorium at 8 p.m., and admission is free.

The concert will feature a variety of choral works, including several contemporary pieces and spirituals.

Volunteers from the band spent Saturday morning, March 20, filling packets for the audience. Volunteers placed a bag for $5,
College Athletics

by Harold W. Stole

What educational institutions thus far have not seen is that the responsibility for supplying public entertainment is a responsibility different in kind from those we have previously performed. The failure to understand this fact has led to endless strain in the management of athletics, to bewildering among educators and the public, and even to outright scandal. Conceivably as education, athletics is insuperable, corrupting, and uncontrollable; as public entertainment, and even as public entertainment to be provided by educational institutions, athletics becomes comprehensible and manageable.

The most essential distinction between athletics and education lies in the institution's own interest in the athlete as distinguished from its interest in other students. Universities attract students in order to teach them what they do not already know; they recruit athletes only when they are already proficient. Students are educated for something that will be useful to them and to society after graduation; athletes are required to spend their time on activities the usefulness of which disappears upon graduation or some there after. Universities exist to do what they can for students; athletes are recruited for what they can do for the university. This makes the operation of the athletic program in which recruited players are used basically different from many educational interest in colleges and universities.

The fundamental distinctions between athletics and education are somewhat obscured by several arguments frequently heard. The first is that athletics has "educational values." This is the familiar "character building," "team spirit," "sportsmanship" argument. Anyone who knows what actual operations of athletics will admit that such values could be re- alized far better if athletics were handled as recreation and physical education. The second argument is that many fine athletes make fine scholastic records - implying that there must not, after all, be any conflict between athletics and education. Again the answer can be short. Big-time athletics requires 20 to 28 hours per week of its devotees, and from the time spent away from the campus; hence, it is bound to detract from an athlete's education. But how can an impoverished athlete get a chance at a college education? I'll answer this question with another: Is he more entitled to it than anyone else?

HOLT DRUG COMPANY
Cosmetics  *  Fanny Former Candies
— WE PICK UP & DELIVER PRESCRIPTIONS —
Downtown — 111 Strong Ave.  East Side — Park Ridge
344-0800  344-5208