Du Pont grants MIT $33,000 for advanced graduate research

MIT has been awarded a total of $33,000 by the du Pont Company for the advancement of research and graduate study in several fields. The awards will go to advanced graduate students who are interested in teaching chemistry, chemical engineering, physics, or chemical engineering on the college level. Award recipients will receive $1,000 each, with an additional $1,500 award to go to their respective departments. Each department may use the grant to support any work of its choosing. The awards are a part of the du Pont Company's annual program. Between 1950 and 1955, the du Pont has awarded a total of $1,500 to 214 colleges and universities for the advancement of research on the college level. Grants specifically for teaching totaled $650,000 in 1967.

Chilean president to speak here

President Eduardo Frei Montalva of the Republic of Chile has been selected to give the Taylor Compton Lecture Friday, Feb. 4. The theme of the 20th Annie E. Dwight Lecture on Economic Development and Social Progress is the title of President Frei's lecture, which will be presented at 8:30 p.m. in Kresge Auditorium.

Problems of South America

Among the problems to be discussed by President Frei are the problems of South America—specifically by the government of Chile—in achieving rapid economic growth without overlooking the social structure or weakening Chile's strong democratic tradition.

President Frei, who was elected in 1958 by a landslide majority, is the first leader of a program supported by AID to assist the Indian educational system, to bring American scientific aid to Latin American countries.

Endeavoring to invent a new joint oceanography degree

As professor of mechanical engineering on the college staff of Woods Hole Oceanographic Institution for the 1965-66 academic year, he was a member of a team that went to Woods Hole to develop new techniques. "The committee was almost completely formed and will be operative in the near future," Professor Shapiro said.

Joint oceanography degree

The interests of Dr. Norman C. Dahl, inventor of the shoe tree, are in developing new techniques and in developing new techniques for teaching chemical engineering at Kabul University, Afghanistan. Dahl spent some time during the summer of 1965 in Kabul, advising on the engineering program at the College of Petroleum and Minerals.

Woods Hole plan

The world's interests, he noted, also are to work with the idea of peaceful coexistence. "We are an attempt to make an issue public, and the subject of discussion by bringing it out in demonstrations, he said, is an important part of our society," and as such are part of the Bill of Rights.

Woods Hole, MIT plan joint oceanography degree

A new joint program for graduate students in oceanography is being developed by the Woods Hole Oceanographic Institution of Woods Hole, Massachusetts, and MIT.

Dr. Dahl has been given the responsibility of forming and leading a subcommittee on teaching of the Faculty Committee on Educational Policy. He states that "By and large, there is a lack of thought in the curriculum of the faculty which is so competitive in other fields. It is not employed in the context of the idea of the student as being the center of the educational system. The curriculum is almost completely formed and will be operative in the near future."}

Vol. 56, No. 56

By Paul Johnston

Professor A. H. Shapiro, Head of the MIT Mechanical Engineering Department, was the recipient of the Nobel Prize in Physics for 1959.Taylor Compton, former President of MIT, introduced Mr. Shapiro as the guest of honor. Mr. Shapiro was selected to give the Taylor Compton Lecture Friday, Feb. 4.

The lecture, entitled "The Role of Activism in Higher Education," will be presented at 8:30 p.m. in Kresge Auditorium.

"More informed are the new students than there is in their collective vote."

Discusses student protest

Professor Shapiro said that protests of a purely negative nature are an ailment of our society. He feels that the Berkeley protests were intended things to protest if they did not like the things which they do have and that is bad. He feels that it is good for students to be able to be critics of society, but he also wants them to use the technique of selective solutions, and to induce themselves to work out these solutions. In that way, he suggested, a better government could be brought about.

Woods Hole, MIT plan joint oceanography degree

A new joint program for graduate students in oceanography is being developed by the Woods Hole Oceanographic Institution of Woods Hole, Massachusetts, and MIT.

Professor Shapiro based his remarks on the premise that Democratic form of government is the most good, and that "political activism," meaning responsible participation of students in government, is also good.

The Role of Activism

Dr. Dahl has been given the responsibility of founding and leading a subcommittee on teaching of the Faculty Committee on Educational Policy. He states that "By and large, there is a lack of thought in the curriculum of the faculty which is so competitive in other fields. It is not employed in the context of the idea of the student as being the center of the educational system. The curriculum is almost completely formed and will be operative in the near future."

"More informed are the new students than there is in their collective vote."

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Debate team captures 1st, 2nd positions in 2 vacation tournaments

The MIT debate team was successful recently in two tournaments, the Harvard-MIT Debate Tournament, the Christmas Vacation. In the Christmas Vacation, the debaters defeated last year's national champions, Northwestern, and won the championship.

In the Harvard-MIT Tournament, the debaters placed second among 40 schools with victories over such colleges as Berkeley, and Loyola, before losing the final to the University of Miami. As a result of their fine showings in the two contests, MIT is now rated as one of the top five teams in the country.
Dear Mr. Galvin:

There are several points in your replies to my first letter which I feel deserve further examination. Writing about the attitude that business does not recognize the ability of young men, you said that, in any field of endeavor, a young man begins a career by immediately taking a command position, but by involving himself in a period of learning, exposure, training." You asked, "Why should such a 'learning' process be frowned on in business?" This is exactly my question to you. You say there are corporations which are both interested in attracting talented youth and alert to the abilities of their young executives. If this is so, why are there so few management training programs open to students before and after graduation is as much a responsibility of our society. Many students do not feel that they can choose an administrative career in a business community which tactfully coaxes its employees to accept jobs which erode their individual importance or which require that they participate in activities antithetical to their personal values and well-being (e.g. arms production, the creation of false consumer demand, planned obsolescence, etc.).

There were two attitudes noted in my previous letter to which you did not reply. First, many students hesitate to choose a career in business because of the apparent disorganization in predicting one's probable success. Secondly, business is viewed as having organizational mobility inherent to other professions. Let me expand upon your analogy of the "recently graduated lawyer or doctor." You stated that the young lawyer may spend the first few years after graduation doing research in the law firm's library. Today, however, many progressive firms recognize this practice as a waste of time and talent and have programs whereby law students act as clerks performing this basic library research during the summers between academic sessions. Through these summer programs, the law student acquires more readily the practical experience which he needs to become a valued and productive member of a law firm.

You mentioned the aspirant doctor who must undergo periods as an intern and resident before he can venture into private practice. I would like to point out, though, that this is comparable to the law student who clerks for a judge or a firm during the summer. In both instances, the student working toward his professional degree acquires the necessary practical experience prior to his formally entering the profession.

Business is becoming more professionalized; however, unlike other professions such as law or medicine, business seems to turn its back upon the student who will soon be graduated as a practitioner. Few corporations seem concerned about affording either undergraduates or graduate students with the opportunity of gaining the necessary practical experience prior to their graduation. Business demands as much practical experience for success as does any profession, yet it apparently provides the least opportunity for obtaining this experience. The existence of training programs both before and after graduation is as much a manifestation of corporate interest in the ability and desirability of youth as are campus recruiting programs and corporate promotional practices. If business is truly interested in attracting bright young men and is capable of recognizing and rewarding their abilities, why then does it not provide programs which assist the student in obtaining both a general business orientation and an idea of where his specific business talents reside? You say business demands a team effort. My point was not that business should consist of a group of highly autonomous individuals who would rationalize their disorganization on the grounds that autonomy breeds creativity. I was merely voicing a sentiment common among students who have reservations about business as a career. The goal of a college education is to impart a sense of individuality and creativity. The student does not want to enter a career which seems to represent the antithesis of his acquired values. Consequently, even though you say that business does not stifle personal identity and originality, the more interesting question to the student is, "What does business actively do to encourage individual, creative action?" I would like to bring up the issue which many students feel is one of the most outstanding questions of morality facing this generation. They look at today's largest corporations and note both their size and their diversity. A single corporation can be involved actively in such apparently heterogeneous activities as basic research, the manufacture and marketing of consumer products, and the development and production of defense armaments. Large firms are growing even larger through the acquisition of smaller, related firms. Students conclude that as a corporation grows larger and more diverse, the average employee of such an organization is involuntarily becoming a less meaningful individual.

This attitude is closely related to the view that business is generally regarded with disdain by the intellectually elite. Perhaps it is this question of morality which accounts for the apparent disenchantment voiced by certain influential sectors of our society. Many students do not feel that they can choose an administrative career in a business community which tacitly coaxes its employees to accept jobs which erode their individual importance or which require that they participate in activities antithetical to their personal values and well-being. These, then, are the issues I interpret as the questions today by Mr. Hill in subsequent issues of this paper.

If you have a viewpoint which has not yet been brought up in this dialogue about business as a career or as a factor in society, write about it to Mr. Galvin at Motorola Inc., 9401 West Grand Avenue, Franklin Park, Illinois 60131.

JUST WHO IS JAMES HILL?

Mr. Hill is a Harvard senior who has been exchanging questions, answers, and opinions about business with Robert W. Galvin, Motorola Chairman, since last fall. Dialogues like this one appear in 28 other college newspapers. They will continue as long as there are points to be aired. Mr. Galvin will speak to the points raised today by Mr. Hill in subsequent issues of this paper.
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Letters to The Tech

Cockroaches

To the Editor:

Since 1958 (Kenneth R. Wadleigh, Dean of Student Affairs was then in that office), several of our Dorna Roys on his latest letter. I looked at some of them. I cheerfully noticed the section concerning cockroaches is not forbidden as pets. This is fortunate for me in this East Campus would have a difficult time giving up our pet cockroaches.

Tim Gill '67

No trip

To the Editor:

This is just to clear up any controversy which may have evolved concerning the article which appeared in last Tuesday's paper under the heading "Tech Report: Tom Abramo.

The article was written with a tongue in both cheeks, but due to the layout of the paper, it appeared to be a serious news item. It was not. The cast of "Lucky William" was nominated for the Pulitzer Prize but it was not. The members appeared to be a serious news item.

The Tech was one day - 1909 to 1914.

The staff who have written Volume 86 are listed at the left; we are proud to be your service.

It’s been fun

This issue brings the formal efforts of the staff of Volume 86 of The Tech to a close. We hope these efforts have resulted in a newspaper which has been useful and informative.

We have successfully published two editions a week for more than a full academic year. This encourages us in the hope that resumption of three editions per week may be feasible in the not so distant future. Daily publication remains our goal: The Tech was once a daily - 1909 to 1914.

The staff who have written Volume 86 is listed at the left; we are proud to have worked with them. The Board of Directors for Volume 86 will be elected shortly; they will serve you well.

Publishing a college newspaper isn’t the way to get rich, but it’s been fun.

SCEP Forum

Caltech pass-fail discussed

By Mark Spitzer

The following information was taken from a statement prepared by Foster Strong, Dean of Freshman and Associate Professor of Physics at the California Institute of Technology.

Caltech initiated an experiment with Pass-Fail grading for freshmen in the fall of 1964. The experiment was to last for two years, during which time all freshmen courses would be graded Pass/Fail. The purpose of the experiment was to attempt . . . to reduce the competitive aspect of student academic life and to encourage the new student to experiment with pace and depth and emphasis.

Encourage attitudes

It was hoped that this would encourage a noncompetitive attitude in which a student sees his academic life as a personal challenge rather than as a competitive grade-getter, and the development of a more personal attitude toward study, one that will stay with the student for the rest of his life. While . . . the "Pass" or "Fail" grade refers only to the final grade in a particular course, . . . assigned and evaluated, tests and examinations are given as before . . . and are graded numerically. The students are told the grade system to use for their use as information and for self-evaluation.

Benefits of pass/fail

The following are some of the reasons the proposal was made by the committee on Freshman Year.

A large majority of both freshmen and sophomores believed Pass-Fail had made their adjustment to Caltech much easier than they had anticipated.

The sophomore performance of the first Pass-Fail class of freshmen was better than that of previous sophomore classes.

The faculty reported that . . . was a significantly improved attitude toward learning for reasons other than grades. This same improvement carried over into the sophomore year.

Almost all the freshmen felt Pass-Fail significantly reduced competitive pressures a m o n g them.

A number of freshmen neglected laboratory work and gave little attention to the conceptual aspects of the courses. These courses are now being examined in results and are being given consideration of their curriculum.

After two years, a large majority of the undergraduates and faculty were in favor of Pass-Fail.

In May 1968, a new, less common one, confirmed Pass-Fail for freshmen as a permanent policy.

Inside Isscom

Delegate positions still open; pre-election events planned

By Frank March, UAP

A number of people have been interviewed to become delegates to intercollegiate conferences. The names of the delegates to these conferences will be released this weekend. There are still positions for delegates to the conference at Rodriques February 13-14 and the Student and Foreign Policy, at the conference to be assembled in April on Southeast Asia. People who are interested in these conferences are urged to have their names put in by the Student and Foreign Policy Committee.

All candidates may pick up petitions beginning February 21. The list of elected members and regulations will also be available at that time. All candidates must return the petition to the Isscom office by 5 p.m., Monday, February 28.

International and foreign students are reminded that officers and executive committee members for the International Students' Council will be elected February 28.

Planning Committee

The Planning Committee, headed by Pasha Feshman, is intended to make plans for the February 1 event. The committee is studying the use of the Isabella Center and Knopf, and is working with the Athletic Board to coordinate the two events.

The Report will include the scope of planning activities, present space needs, and plans for the future.

Isscom Meeting

Topics for discussion during this week's 2 pm Institute Committee meeting include the "procedure" of a Judicial Committee in a hearing, the Karl Taylor Compton Longfellow, in the Isscom Executive Committee representation, and the future of the Student Committee on Isscom.
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SUNDAY, JAN. 15, 1967 — 3:00 P.M. — KREBS AUDITORIUM
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8 Studies and a Fantasy for Woodwinds, String Quartet No. 2,
Sonata for Harpsichord, Flute, Oboe and Cello
THE LENOX STRING QUARTET
Members of the DORIAN WIND QUINTET
Paul Jacobs, Harpsichord
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CAMPUS INTERVIEWS
February 14 & 15

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Community Players

Amouilh play performed

The MIT Community Players will present "The Rehearsal" by Jean Amouilh tonight and tomorrow night, January 19, 20 and 21. The performance will take place in the Kresge Little Theatre at 8:30 pm. Tickets, at $1.50, are available in the lobby of building E10, or at the door. The play, which is a sophisticated and humorous satire of manners and morals, is set in France at the turn of the century.

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For more information, write our College Recruiting Department. Or better yet, schedule an appointment through your placement office to talk with our representative. He'll be on campus soon—looking for better people with better ideas.

The concert is in the William Abramsowitz Memorial Lecture Series, established at MIT in 1965 by William Abramsowitz, Jr., '35, in memory of his father's lectures in the Department of Humanities.

The program will consist of Mr. Carter's String Quartet No. 2, Eight Etudes and a Fantasy for Woodwinds, and the Sonata for Harpsichord, Flute, Oboe, and Cello.
'Yellow Submarine' uses ingenious sound effects

(Continued from Page 5) blowing bubbles through straws. When John repeats Ringo's words in the third verse, he is not speak-
ing through a bottle but rather through his guitar amplifier by means of an ingenious bit of en-

ingineering. "Snoopy vs the Red Baron," which with 'I'm a Believer' forms one of the strongest 1-2 punches in a long time (they have been 1-2 on Billboard's charts for three

weeks and don't seem in dan-
g rof being displaced). 'Snoopy' is of course patterned after the beloved Red Baron. "Attention: we sing together the story of the pig-headed dog and the

beloved Red Baron." The speaking is in German and says, "Achtung: wir singen zusammen die geschichte von des schwitz-

tigen hun und der liebe 'Red

Baron'." which translates into "Attention: we sing together the story of the pig-headed dog and the beloved Red Baron."

The Lecture Series Committee presents FRIDAY, JAN. 13

This is Morgan!

Call him what you like "A KOOK! ... A KUT!"

"AN ODD BALL!"

We guarantee party fun and fun and fun about this controversial Adan Welton Picker!

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Going to Europe this summer?

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By Tony Linz

Earlier this week it was announced that the men's varsity basketball team, which had been named to the All-American team, would play in the National Invitational Tournament. The team has compiled an impressive 28-2 record and is seeded at 4th in the tournament. The team will play the 8th seed in the first round.

At the half-way point of the winter sports season, the MIT wrestling team, led by Bruce Wadsworth, has achieved a remarkable 6-0 record. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The swimming team has also had a successful season, with a record of 20-0. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

In addition, the men's varsity basketball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity basketball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity boxing team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity boxing team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity fencing team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity fencing team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity track team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity track team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity soccer team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity soccer team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity lacrosse team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity lacrosse team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity tennis team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity tennis team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity golf team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity golf team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity cross-country team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity cross-country team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity baseball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity baseball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity softball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity softball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity volleyball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity volleyball team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity hockey team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity hockey team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity swimming team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The women's varsity swimming team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.

The men's varsity gymnastic team, which has compiled a perfect 28-0 record, has been named to the All-American team. The team has won both of their meets against the University of New Hampshire and the University of New Hampshire-Whitehall, with a combined score of 28-0.