The Board of Trustees of Wellesley College has voted to continue to award degrees only to women students. In making the action, the Trustees overruled a decision at Wellesley that they had set up last year.

The announcement of Wellesley's intent to retain for women only was made by Nelson L. Darling, Jr., chairman of the Board of Trustees.

Darling said that the trustees, after lengthy deliberation among themselves and with students and members of the faculty, had decided to uphold "the primary purpose for which Wellesley was founded - that of providing women with an excellent liberal arts education."

The trustees took the action they did, Darling said, in response to the recommendations of the commission on Wellesley education. The commission had recommended that the Board of Trustees of Wellesley College allow degrees to be awarded to men. It asked for a target enrollment for Wellesley of 1700 women and 500 men, with the men being present in such small numbers on a trial basis, after which time it was to be decided whether Wellesley should become fully coed, or return to its status as an all-women's school.

The President of Wellesley College, Miss Ruth Adams, has disavowed from the commission report, asking that Wellesley not become coeducational with the trend toward coeducation, thus losing sight of its original goal.

The trustees decided to uphold Miss Adams' views.

Of course, some male students are now enrolled at Wellesley, but they are only cross-registered and are not degree candidates. Wellesley partici- pates in both the MIT Wellesley exchange and the Twelve-college exchange with eleven other New England universities. (Wellesley does not include MIT). The Board of Trustees affirmed its support for the continued existence of these exchanges.

Several Wellesley girls who thought they of the Board's decision. It was ex- pected that the girls would oppose it, for the commission seemed, at the time it made its report, to reflect the views of a majority of the community. Despite this, however, a majority of the girls spoken to favored the trustees' decision.

Some girls said that there were very few high quality all-women institutions left, and that if Wellesley were to become coeducational, it would be even harder for a girl who wanted to go to an all-girls' school to get a first rate education. Of these girls, one was a graduate of Wellesley and another was a high school student who had been to Wellesley. They felt that Wellesley should be coeducational as it would be easier for high school girls to get into Wellesley, and they felt that Wellesley's reputation would be enhanced.

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The trustees decided to uphold Miss Adams' views.
By Paul Schindler

It's already at the Smithsonian-
ian Washington, as one big draw at the Boston Museum of
Science. It's not exactly artifi-
dtat it makes music, up to 14 billion different combinations. It is an electronic
music composer-player created by two MIT professors, Edward Fredkin and Marvin Minsky.

"It" is the Muse - without
question the first commercial
computer designed for the
consumer market. Its cre-
ation and marketing is the
work of two MIT professors, Edward
Fredkin and Marvin Minsky.

Fredkin described the inven-
tion process a bit differently to
his class in "Understanding and Solving Problems" (formerly called Artificial Intelligence). He noted that, until one reaches a
high level of sophistication, the
first tunes people play on the Muse are the
Muse predecessor, a black box of
invention of the Muse was not a
business venture before, the
Institute (he received his
appointment this last June) who
does not hold any degree.

Fredkin and Minsky hit upon
the idea of combining a clock
with the building blocks of digi-
tal logic (and, or, not, and
counter circuits, in the IC for-
mat) to create a device which
undergoes guidance and
perform music. This way, the
student gets a result he can
actually see and control. It fulfills the creative desire, and
gives a more tangible goal to
early work with digital logic.

For at least the first term
6,804 class, the idea seemed
to be a roaring success. Fredkin
took the class through the
total problem solving until
early the end of the term. Then he intro-
duced them to digital logic,
conjunction with a digital
logic board, which enabled
all the members of the class to
build a primitive Muse. Fredkin
helped by the accelerated
learning which took place.

The basic idea of the Muse is
fairly simple. Two clocks are
used to create on-off (square
wave) pulses. This is the same
type of wave forming generally
used by the Moog synthesizer,
which results in the so-called
waves by which the Muse creates. These
pulses are then divided into
musical tones (on the basis of
certain fairly exact mathematical
relationships), using a
binary counter as the guide.

The binary counter serves as
a kind of clock, such that when a
"one" is counted, the division
circuits are set to play a "C
major" (the latter varies the main
pitch and the rhythm). A second
clock is used to control the rhythm. Add
volume control and a pitch con-
trol (the latter varies the main
pitch), and you have a
Muse. But it's no use trying to
build your own: separate pur-
chase of the IC's and counters
would cost much more than
buying an already-assembled
Muse.

The current Muse exhibit at
the Museum is not visitor-
operable. Apparently there are
fears of damage to the device.
Right now, it is playing a piece
that will not repeat itself for
years to come. The exhibit also
features a Muse accessory, the
"Light Show" which, unlike
many music-to-light accessories,
is actually related to the notes
being played at the time by
the Muse. It makes a rather
spectacular display.

In addition to the exhibit, the
Muse has now been appended to
a Museum program of educa-
tional demonstrations for young
students, on the topic of music.
The Muse wraps up the program,
to the delight of many grade-
schoolers in attendance.

Under Director Rod Manafiaf,
the Muse will demonstrate "a
practical application of a binary
counter system in the syn-
thesis of musical sequences" as
Museum publicity puts it. The
lights will probably turn on a
lot of fun.

Muse Director Bradford Washburn expressed delight at
the Muse's presence in the
museum. A firm believer in
"tauling up people while they are
young," Washburn stands con-
vinced that unless you capture
a child's imagination and inspire
his creativity by the time he is
eight, it will be lost forever.

At least one eight-year-old
showed imagination and flair
during the press demonstration.
That was Michael Fredkin, the
Professor's engaging son, who
composed his first piece of
music for the Muse, now known
as Michael's Tune, described by
his proud father as "the best
piece of music music written so
far." Michael composed it on a
Muse predecessor, a black box of
his father's which was left
around the house. Fredkin heard
the tune and liked it. It is now
the first tune most people play
on their Muse since it is immor-
talized in the instruction book.

The exhibition was donated to
the museum by Tridex, Inc.,
and Selene Design Associates of
Newton. Fredkin is Chairman
and Chief Scientist of the XYZ
Corporation, while Minsky is
director of Tridex. (XYZ is the
parent company of Tridex).
Although Fredkin has been in
business ventures before, the
invention of the Muse was not a
case of businessman and scientist
co-operating. The pair are both
outstanding in the field of artificial
intelligence. Of special note is
the fact that Fredkin is one of
the few full professors at the
Institute (he received his
appointment this last June) who
do not hold any degree.

The actual product design of
the Muse, as well as the design of
the corporate symbol for
Tridex, fell to Joseph Selene
and W.Grant Hodsdon of Selene
Design. The corporate symbol, a
graphic interpretation of a
robot's head, is incorporated into
the exhibit and conveys the
relationship between human
reasoning and the
computer process.

PAGE 2 TUESDAY, APRIL 27, 1971

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Henry Gibbons, Asst. Director

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this week for openings on key
...tonight and Thursday night of
gram will be re-broadcast this
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Award for excellence in news
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6.48). In teaching students to
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wanted to put "the highest form
artificial intelligence. The pair
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by two MIT professors, Edward
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music, up to 14 billion different
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big draw at the Boston Museum
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IN
By Lee Gigante

Even in the drizzling rain the line stretched across to the next street. Young couples and middle-aged ladies in their fur jackets queued up to pay their dollar for the inaugural Patriot’s Day session of the Boston Flea Market.

Proclaimed the first flea market in a major New England city, the event drew a wide variety of people to view virtually anything from $2.25 antique music boxes to penny candy. Unless they happened to be wealthy (or hard-core antique collectors), most of the visitors did more looking than buying, and only a few of those leaving that afternoon went off bearing purchases.

Many of the merchants displayed their wares upon tables set under the eaves of the Quincy Market Building, directly across from Faneuil Hall. Some of the less fortunate found themselves caught in the rain, trapped in booths set up in a fenced-off section of the street. The afternoon was low-key, except for Your Father’s Moustache, no one bore the drudgery of the crowd. The vendors stood beside their tables, but no one shouted to the people shuffling by to tout his wares. The people who had thronged to the afternoon market remained restrained as they moved past the booths, glancing at the merchant and occasionally handing it. Only when the hand was lowered, did the low murmur of crowd response, was the low hum that filled the street disturbed. Even the Christmas rush downtown is more raucous.

The stall-keepers for the most part conveyed the impression of antique dealers who were used to dealing with their customers in a more refined atmosphere. Only a pizza seller, established on a small table, gave the market any “European” flavor. The sellers seemed to be continually agitated, arguing among themselves over the handling of each new tray of pizza. In one half-hour period, the law of supply and demand had led the enterprising money-handler for the group to raise his price five cents.

But they were the exceptions, as were the two young girls selling penny candy at another table.

The visiting crowd was equal to the market. Many, it seemed, must have come merely to look, for only a few did more than walk slowly past the merchants’ displays, and even fewer could be seen leaving the market with a purchase.

A varied throng moved through the market. In the rain, middle-aged men could be seen carrying umbrellas to shield their wares, or perhaps their wives’ attire. The clothing of the shop-keepers was a marked contrast to the setting of the market. Many of them were very well turned out, in fashionable fur jackets and stylish suits. Mixed with these was a younger group, less well-dressed, and mingled with them all were their youngsters. A pamphlet prepared by the market’s organizers pointed out that the prices on displayed items were flexible, that dealers would often accept any reasonable offer. But little of this bagging seemed to be taking place.

The rain may have been responsible for diminishing both the enthusiasm and the numbers of the shoppers.

Social concern to guide Institute’s proxy voting

(Continued from page 1) add “additional members” and “consultants” at the discretion of the chairmen. Thorn noted that plans have already been made for faculty committees to aid the subcommittee, although there have been no “specific proposals for student interaction.” He stated that these would be faculty and student representatives on the committees.

Wade commented that he personally felt that time factors rule out mass input for this year. However, he noted that “there may be some issues where this is important.” If “it wouldn’t be practical,” he stated, “to have public hearings on the majority of issues.” Rather, he was concerned with having it evident to the community that “we are using our best judgment.”

Thorn admitted that the committee would hear more from people who are already interested in these issues, and revealed that he knew of no sure way to attract large-scale response. One problem, he felt, was that many people would not feel informed enough to comment.

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THE TECH TUESDAY, APRIL 27, 1971 PAGE 3

Hassles missing at Boston Flea Market

The rain may have been responsible for diminishing both the enthusiasm and the numbers of the shoppers.

Social concern to guide Institute’s proxy voting

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The Chemical Engineer's interest in general Institute requirements, such as the chemistry requirement for the humanities department, is overdue, and if implemented for the entire class of 1975 will relieve future students of some of the fretting about fulfilling requirements that is currently in excess.

While calling for this change, however, we must spell out our belief in departmental requirements, and feel certain that most departmental courses can simply add the majority of the Institute requirements to the list of courses required for graduation with a degree in their department.

Consequently, little net change will result, but at least what change there will be will be very important. What change would be desired? First, with each department setting the requirements it desires, the existing departmental setting the requirement becomes irrelevant. The department, who have a keener understanding of that specific discipline than anyone else, should be able both to gear the requirements to the needs of their own student body, and to make more easily the change requirements for a degree if this should be necessary.

Thus, the result would be a more flexible, department-oriented system, each department setting the total courses required by their students, and the Architecture of Economics department setting the requirements for their students, who have a keener understanding of the specific discipline than anyone else. The result would be able both to gear the requirements to the needs of their own student body, and to make more easily the change requirements for a degree if this should be necessary.

But the change there is very important. What change would be desired? First, with each department setting the requirements it desires, the existing departmental setting the requirement becomes irrelevant. The department, who have a keener understanding of that specific discipline than anyone else, should be able both to gear the requirements to the needs of their own student body, and to make more easily the change requirements for a degree if this should be necessary.

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By John Katzenjian

In the American tradition of "Gemmy Ray" on Man-in-the-Moon Monologs opened at the New theater (the Hasty Pudding Club) in Harvard Square, and it definitely lived up to its reputation. Monologs by Paul Zindel (also author of . . . And More) (Groovy! Little, now on Broadway) and is a most effective piece of ironic comedy which demonstrates, indeed, your deepest emotions of sympathy.

Eileen Heckert is brilliant in the role of the mouse, the sadly unfilled mother of two daughters, each of a completely different character. She takes on elder borders whose families are gone. The first, selective, indeed, is blessed with the emergence of Janis Joplin, who built up a tremendous reputation without seeing the record. The only decent songs that you've got to see in the second, the embellishments are gone. The third ball consists only of lines and the fourth one it is reduced to bare essentials: no more than three words to a line. Nevertheless, everything is still there to see in that fourth drawing.

So it is with Robert Benson's film Au Hasard Balthazar. In a condemned, selective, indeed, severe, manner, Bresson covers ground several times as quickly as other filmmakers. This is literally, a film from the point of view of a donkey named Balthazar — what happens to the animal, who his masters are, and what their fate is to be in a temporary rural France. In line with the narrative perspective is the visual one. Bresson constantly licks ground and feet — the way the donkey would often eat.

What emerges is an agonizing vision of man's lunacy: a father with so much pride that he will ruin his family needlessly; de- city, a unhappy youngman full of brut- ality and violence without compas- sion; the corruption of an in- nocent and good natured young daughter's love for science, an unattainable attitude toward her sisters one day when she comes home from school. And how proud she is of her sister's taking first place in the science fair? Eileen Heckert is ideal, with her rushing, sarcastic voice, and creates a powerful impression of that. She has a great feel for the feeling in a Williams play like this. Also, an incredibly good performance is in Ethel Wodfried in the role of Nanny, the patheti- cally speechless elder sister. All considered, Marigolds is a power- ful experience and not to be missed.

By Lee Giguere

Anarchy

By Eugene

Anarchist Order, Essays in Pol- itics, by Robert Read (Beacon Press, $2.95)

"Anarchism means literally a society without an arch, that is, to say, without a ruler. It does not mean a society without law, and therefore it does not mean a society without order. The an-archist means to destroy the con- tact, but he interprets that contact in a particular way, which the believer in the way most justified by reason." In some ways, Read's defini- tion of anarchy makes it a very conservative political doctrine, and it is an essen- tial poli- tical life is not the govern- ment should be eliminated, but that govern- ment should be limited. Read holds that people are the key to anarchism, and that the case without the enormous structures that have been raised by modern industrial society.

Well-aware of the argument that an an-archist society would collapse without a strong central government to maintain order, he asserts that this sort of society can be maintained by much smaller groups on the basis of mutual cooperation. The an-archist does not mean a society without law, but a society without a government that people cannot govern themselves well. Read's anarcho-socialism is the most striking, particularly when viewed in the light of American his- tory. American government began with the New Eng- land town meeting, a form which has become mythicised in America. The one most striking features of this type of government are that it is small and that it involves the whole of the governed in the operation of the government. To this cause, that over one hundred years ago, Alexite de Tocqueville attributed the vitality of the American democracy. And it is Read's anarchism which leads him to say that "real poli- tics are local politics. If we can make politics local, we can make them real."

In his lucid and well-written cases, Read again and again for the decentralization of the government, a cause es- pecial appeal to the most radical as well as the most conservative elements of our society. The decentraliza- tion of each man in the government on a personal level is the one way, he asserts, to make a democracy visible.

At the same time, Read ar- gues in an essay included in the book, that in a divided nation, the group could do a better job — the harmonies are much more likely to be preserved, and the local community, at least with what is still left of it, might get on better with less mutual suspicion. The anarcho-socialist is a good response to the idea of the American community, that government on a local level is the key to a better society.

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Week of protest ends in rally on Mall

(Continued from page 1) and social. The talk of war atrocities and administration cover-ups, which characterized previous rallies, lost out to welfare problems, unemployment, inflation, and the rapid decay of both the natural environment and the man-made one, America's cities.

There was little violence at the Saturday march and about two dozen arrests. PLF-SDS did try to organize a 3 pm breakaway rally at the Employment Security Building, but did not succeed, mainly because the area in front of the building was still packed with people marching to the Capitol.

An attempt by approximately 1,000 people to take over Dupont Circle, as was done in November, 1969, failed when the demonstrators found the Washington Police had gotten there first.

Many observers and newspaper columnists agreed that the Friday and Saturday actions represented a blow to the Nixon administration. The New York Times editorialized that "the massive numbers of anti-war demonstrators who gathered both in San Francisco and the nation's capital over the weekend, which included citations and honorable discharges as well as numerous Purple Hearts, Silver Stars, and air medals..."

American troops are out of Vietnam. VVAW medals VVAW rallied a week of anti-war activity Friday when approximately 1500 veterans of the Vietnam conflict turned in their medals. Many had statements to make as they turned in their awards, which included citations and honorable discharges as well as numerous Purple Hearts, Silver Stars, and air medals.

One soldier, wearing a suit, came marching home to kick ass," while another chimed in "Nixon's going to burn in hell for this war," to accompanying cries of "right on."

The medals were thrown over a small fence constructed to close off the speakers' area for the rally Saturday. By the end, the pile of medals and associated paper was about ten feet long, four feet wide, and an inch or so deep.

"Good conduct" One soldier from Massachusetts seemed to sum up the feelings of all the veterans present that morning when he threw over his good conduct medal and remarked, "like my fellow Massachusetts resident Thoreau, all I regret is my good conduct."

That afternoon Senator George McGovern held public hearing "to allow the members of the House and Senate to hear members of the VVAW who are here this week to testify about their experiences in Indo-China." McGovern added that the group had shown "the highest kind of patriotism," that they had "reflected great glory on themselves and their country."

Eight witnesses testified that afternoon. Not all of them had something new to say; there were several common themes. A major sentiment was that the army did its best to indoctrinate the thought that Vietnam, North and South alike, were little more than sub-human animals, so there was no need to show compassion for mere "gooks, slants, and slopes."

One vet defended the war, speaking of the good conduct medal, saying "this country has to the people of South Vietnam."

INTERACTIVE LECTURES

COSMOLOGY by Prof. Philip Morrison, MIT

IMPLICATIONS OF THE APOLLO 11 LUNAR MATERIAL by Dr. John A. Wood, Smithsonian Observatory

SYMBIOTIC THEORY OF THE ORIGIN OF HIGHER CELLS by Prof. Lynn Margulis, Boston University

EXPERIMENTS ON THE ORIGIN OF LIFE by Prof. Carl Sagan, Cornell

LEAF INSECTS, BIRDS, AND HUMAN COLOR VISION by Prof. Jerome Letwin, MIT

Students who are curious about the topics above are invited to use an experimental system containing these interactive lectures, which were recorded specifically for individual listening. The lectures are unique in that they include a great many recorded answers to interesting questions. The answers extend and deepen the discussion, and can be quickly and conveniently accessed.

If you would like to try the system, please call 864-6000, ext. 2800, or write a short note to Stewart Wilson, Polaroid, 730 Main St., Cambridge (near MIT), mentioning when you might be free and how you can be reached.

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Jason-Meda

By Harvey Baker

Once we were young. And we had aspirations and ambitions and we were going to carve ourselves out a place in the world. Like Jason and the Argonauts, we were after the Golden Fleece. And then we grew up and in our age and wisdom, we smiled knowingly at our foolish youthful exuberance.

Jason-Meda at the Caravan Theatre is an expression of its playwright's smiles of age. While cloaked in the tale of the mythological search for the Golden Fleece, the play really is poking fun at the conventions of people, particularly the young and ambitious, whether in the time of ancient, mythological Greece or in Twentieth Century America.

It is clear that Jason-Meda is from the people who brought you How to Make a Woman. That play was such a success that the playwrights of Jason-Juan could not resist hitting some of the same themes. The idea of sex and egoistic self-interest, that characterization is repeatable.

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By Bradley Billdeaux

For the second time this sea- son, MIT's lightweight crew swept their regatta, this time retaining the Ginger Cup, the annual competition between Tech, Cornell and Columbus in memory of a former coach of the club, John S. W. Corson.

Veteran coach Jack Fralley's 1st and 2nd varsities were never headed from the first stroke off the boat seats. The 3rd varsity won with a classic MIT sprint, having rowed dead even with Cornell until the final 100 meters of the 2000 meter race.

The varsity, after a furious start, lost just slightly in the middle, then leaped to a one length lead. Rowing at 34, they remained ahead of the fray, as Cornell and Columbia battled it out down the course. In the last 500 meters, Columbia pulled ahead of Cornell, but couldn't outdo the Engineer's lead. Struggling against a headwind, the Tech eight was tiring at the 1800 meter mark, the 1st varsity winning by eight seconds. "We expected to win by that much," explained Rap Newman, the skipper.

Never satisfied, Coach Fralley later remarked "We rowed two seconds on Cornell after the first 1000 meters, but only twelve seconds were needed to beat them." Fralley and his smooth sprinting victory were the work of Bill Mage- man, 3-Novak; 4-Brady; 5-Webb; 6-Maloney; 7-Smith; stroke: Bill Mage; cox: Doug Tungate, working toward their next race against Penn and Navy.

The big question in freshman lightweight action was, can an error be beneficial to a crew in an intercollegiate competition? Evi- dently one paid off for the MIT lightweight frosh Saturday when 5-man Bill Lambert caught a crab crew coming into the line of control (of his oar) after 1300 meters of a close struggle with Cornell. Lambert said, "I thought I'd blow it; I pulled a lot harder afterwards, and I think everyone else did too." Fourman Don Jones added, "Psychologically it was a good thing, I pulled harder afterwards."

In last place after the start, the frosh gained the lead at Harvard Bridge. Then came the crab, costing them 1/2 length. Amidst the "Go Tech go" cheers from the bocathouse, they took ten hard strokes, which com- pletely restored their lead. This so demoralized the Cornell eight that the high-stroking Tech frosh just continued moving ahead, winning by two lengths at 6:45.

The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5. The 1st frosh, coached by Fraser Walsh, are: bow-Hartman; 2-Robertson; 3-Hendrickson; 4:44.1. The 2nd frosh, coached by Skip Whyte of Rhode Is- land. Sandy Warriclk '72 finished third to nine entries, just barely winning by two lengths at 6:49.5.