Field House Raises Questions
by Linda Rich
Down across Route 32 the new Connecticut College field house is under construction. A more central location on campus, the Palmer Library stands empty. Plans for renovation into the Center for Humanities remain a set of drawings.

The original outline from 1979 included new classrooms, 44 faculty offices, new seminar rooms, a new language lab, a faculty lounge, and a spacious central lobby area. The full project was estimated at $2.5 million dollars. Although enough money was raised in order to win the Dana Foundation's challenge grant for $500,000 in 1980, the total funding was never attained.

The plans have been redrawn. The revised set of drawings, (on display in the new library), include space for the Writing Center, a Common Room for informal meeting areas for offices, a faculty dining room and lounge. Today the project will cost $3.6 million dollars. Work will not begin before 1985.

especially important in choosing the new dean is his or her ability to interact with students. Kane and Munigle explained that part of the interviewing process might include student roundtables. Approximately 12 students would be chosen by the Committee to ask the candidate questions and comment on his or her performance during different roundtables at each interview.

Kane and Munigle stressed the Committee’s concern that there be as much student participation as possible. Kane said, "I have felt like a full member of this committee and that I have every option open to me."

The day to day focus is advising, careers, graduate school, etc. There are a lot of administrative-type responsibilities and many immediate, practical issues that need to be addressed. When asked if he planned to apply for the position, Dean King said he does not expect to. He will remain as Acting Dean for the full school year and then resume a regular position. He will remain as Acting Dean for the full school year and then resume a regular position.

The deadline for applications is October 15th. The Committee hopes to make a decision before Thanksgiving, selected applicants will be called for individual interviews. The Committee hopes to recommend a candidate to President Ames by December 1st.

The field house was announced as an official project in the fall of 1982. This project is scheduled to be completed in 1985.

New J-Board Policy Instated
by Dan Collins
Judiciary Board has put into action a new policy that will attempt to curb honor code infractions by students. "Turned in" by Campus Safety. The policy was proposed by Connecticut College's new Director of Campus Safety, Charles Richards, will limit students access to official records. The policy denies students, who are accused by an officer of a violation of the honor code, access to the arresting officer's comments until after the student has written his or her own comments.

"Students can read the charges against them, and who is involved, but cannot read the officer's narrative until he or she writes his own version of what happened," Richards said.

Under the former policy students were allowed to read the officer's reports in 1984. The change, according to Judiciary Board Chairman Hal Sizer, created problems.

"With the past policy, a guilty person could manipulate the officer's report to make it sound erroneous, or change his own story to make it sound better," Sizer said.

The policy has not gone unchallenged, however. Byron White, a dormitory president, stated that in the section of the college handbook dealing with matriculation, it says, "The student is responsible for a serious, scholarly attitude."

White argued that by demanding an open hearing in the officer's comments at any time, Campus Safety is assuming that the student does not possess that 'serious, scholarly attitude,' and therefore is itself violating the honor code.
De Natura Series: Provocative

The De Natura lecture series occurs every Thursday evening at 7:30 in the Haines Room. The last one of this year’s series will be October 13. The lectures are sponsored by the philosophy department every autumn and are an attempt to bring the sciences and the humanities together. This program was inspired by the Institute of Philosophy which Mr. Despatelovic started in 1972.

This more recent series is the branchchild of Ms. Chu’s 1973 book, “The Tao and the Conception of Nature” on October 22. She quoted the founding philosopher of Taoism, Lao-tzu, who said, “Those who know do not speak; those who speak do not know.” Taoism transcends language and therefore cannot be defined or understood with words. Since it transcends language it follows that it also transcends consciousness since language is the objectification of consciousness. This makes Taoism a very difficult thing about which to lecture. Ms. Chu discussed Taoism without giving any definitions and without any precise statements, for she could not possibly have done otherwise. She spoke about such things as unity with nature but she could not define her terms.

To a modern mind an inability to define terms is a serious fault. Indeed, during the question and answer period several people were quite distressed by the lack of definitions. Other members of the audience pointed out that the western mind could not comprehend the eastern way of thinking but in spite of it we have come to understand western thought. We cannot simply take our western thinking and throw it away when we want to transcend it and attempt to understand eastern thought through that transcendence. The most valuable aspect of the lecture was that it brought us to a realization of our westernness and thus set the stage for a better understanding of all concepts foreign to our culture.

by Diane Hemloek

For those of you who are not quite sure about the functions and services provided at our Career Counseling Center... relax. This article, written with the somewhat confused and apprehensive student in mind, should answer any questions you may have about the Center. Although Career Counseling was closely with seniors during their last year at Conn, a few visits to the new Center at 1 North Ridge Road will prove to be really helpful for students in any class. Just a quick chat with Mary Neilen, the Secretary and Recruiting Coordinator, or any other member of the staff, and you will feel right at ease among the offices and checking out the new facility. To get there, follow the road that runs along the Complex, pass Dean Johnson’s house, for a few hundred yards and it will be a white house on the right (with a small parking lot across the street). The main entrance is on the far side of the building.

The recent relocation of this office has provided us with some much-needed space for expansion. We now have a spacious library that houses all the resource material, with large tables for spread out your research catalogues, and room enough to hold receptions for programs like alumni panel discussions. The shelves in this library are stocked with a plethora of informative references for those who have, as well as career-minded students. There are geographical indexes for organizations and businesses, specific occupational catalogues, and general career books to help you do such things as outline your resume or prepare for an interview. It also serves as an incentive for juniors getting anxious about on-campus interviews by setting up mock interviews with session videos with video equipment to help students assess their own performances, holding resume preparation workshops, and assisting with alumni panel preparation. The junior class has had both recently established their own committees on careers also.

So, as you can see, we have a potentially very helpful resource for career information in our new Center. The atmosphere there is friendly and comfortable - no need to be uneasy! The staff is really anxious to help you, and they’re looking forward to seeing everyone soon.

Career Counseling: Updated & Uplifted

The Career Counseling office is not only for undergraduates, but also serves alumni, assisting them in locating and beginning new careers. In return, alumni are an important resource for internship leads, panel discussions, and potential openings in their organizations.

With all the departmental changes and the recent relocation of the Center, there’s a new emphasis on careers at Connecticut College. Campus groups with a similar career orientation are forming all over. A Career Committee of student working directly with the office serves several functions: running mock interview sessions with video equipment to help students assess their performances, holding resume preparation workshops, and assisting with alumni panel preparation. The junior class has had both recently established their own committees on careers also.

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Feminism

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* FOUNTAINHEAD *
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What's With That
New Building, Anyway?

by Amy Blackburn

What’s down there? It’s the new athletic center, scheduled to open in the fall of 1984. The purpose of this center, according to Athletic Director Charles Luce, is to “improve intramural and recreational opportunities.” He feels that the center is important not only for student athletes but also for all those who use the athletics. Luce is aware of the uncertainty surrounding the new building. There are no plans for a new swimming pool in the new complex. The original plan did call for a track surrounding four playing courts; however, the number of courts was cut to three to save space. And the track? It narrowed to a three foot wide jogging lane. Luce feels that three courts are enough because the court upstairs in Cro will still be available. This court will be divided into two parts; the west side for gymnastics and gymnastic equipment and the east side for 100 percent unscheduled recreational activities. Anyone will be free to use the east side for any purpose except parties. The weight room, housing the old Palmer Gym and the free weights, will remain in Cro.

Due to increasing popularity of squash and racquetball there will be four squash courts and two raquetball courts. The transcription of this expansion in the infirmary, will be a major part of the new building. The new building will be larger than the present training room and will have the added feature of hot and cold whirlpools. Several locker rooms, team rooms and offices for coaches will also be located in the new building.

With the added features to the field house, there should be no scheduling problems due to limited facilities. In charge of the athletic and recreational indoor facilities is Marilyn Conklin. She will be working closely with Charles Luce to insure that the interaction between intercollegiate athletic scheduling and recreational athletic scheduling runs smoothly. Conklin thinks an important benefit of the field house is that it will allow intramurals to operate at “acceptable times” and this, in turn, will boost interest in participation. Because of the three main playing courts, several different activities can go on at once - even during the “prime hours” between 4 and 8 PM. In addition, there will be room to accommodate 800 spectators in portable bleachers which can be roled onto the northeast court.

In addition to the construction of the bridge itself, a proposal for the construction of a bridge would be submitted. This connecting bridge will run from campus, across the street, to the athletic center. The bridge is expected to be completed before the completion of the center. The campus is expanding and Charles Luce feels that everyone will take advantage of the new opportunities.
Arms Race: Unprecedented Precariousness

by Kent Matricardi

Ronald Reagan wants to put the military to work. This fact is thrown in our faces every day as increases in military spending push aside programs in education, the arts, and social programs.

The arms control offers Mr. Reagan mentioned in his speech to the UN (Sept. 26) are merely a needle in the haystack of nuclear proliferation. He talks as though peace were a priority, but developments in US foreign policy and military power point directly to war.

... developments in US foreign policy and military power point directly to war.

Unfortunately Mr. Reagan doesn't see it this way. His response to the problem of nuclear proliferation is to be the bigger, better proliferator. (As though the way to convince a pair of boys not to fight was to give them brass gloves.)

The drive for military superiority is the essential impetus behind this administration's actions. The practical and philosophical inappropriateness of this course of action cannot be stated too strongly. The US and the USSR already possess the power to destroy the world hundreds of times over (if one is not enough). In this situation any thought of "winning" a war is strict delusion. The challenge is simply to avoid the war. This is a novel situation historically, and it requires that a whole new stance be taken by the governments of the world.

At the moment the US-USSR nuclear arms race is very nearly at a state of equilibrium. Thus it is the perfect time for a freeze on the production and deployment of nuclear weapons. Obviously neither side would agree to a freeze if it were to the other's advantage. Further, a freeze is the necessary first step on the road to nuclear disarmament. But the US is about to break this nuclear equity by deploying 106 Pershing 2 missiles and 464 ground-launched cruise missiles in Europe this December, we will past the Soviets (and thus ourselves and the world) in a situation of unprecedented precariousness. The Pershing 2 missiles have first-strike capabilities. They are not defensive weapons. Add to this the fact that they are to be placed five minutes (missile flight time) away from Moscow. This will not leave the Soviets any time to distinguish false alarms from real invasions, and the first mistake made by any radar operator or computer will leave them only one option: open fire. The third problem is that the Pershing and cruise missiles should not be deployed. Missiles are not for peace.

If you may not think there's anything you can do to help prevent nuclear war. If you sit around doing nothing about it, then guess what? You're right.

The Voice welcomes letters to the editor. Letters must be typed and, for legal reasons, the Voice must know the author's identity. Letters may be sent to PO box 1351, or to the Voice office, 2nd floor Cro.
The Role of Art
by Professor Eugene Tehennepe

"Art is a luxury, and should remain so," a faculty colleague once told me. "In times of economic downturn such as these," he said, "we must prepare people to make a living."

Well, when the choice is between food on the table or shoes for the kids, on the one hand, and art on the other, I accept it as a truism that art may have to be foregone. But it is a serious confusion to think that this truism also applies on the institutional level, in particular to the liberal arts college. On the contrary, I will suggest briefly why I consider art to be not a luxury but a necessity for the institution of liberal arts education.

To be worthy of the name, a liberal arts education must strive to 'liberate' by both encouraging and practicing the exploration and development of basic kinds of skills and sensibilities, and thus generating genuine alternatives and freedom to choose. There are obvious ways in which the arts contribute to this process, but which nonetheless might be considered intellectual, 'literary', and 'luxurious'. But from a very basic, if not easily recognized perspective, they become essential to this 'liberating' process. Let me explain.

Our usual ways of understanding and talking about our experience and our world become intertwined with the evolution of concepts and conventions - most prominently in our language. And precisely which practical interests, and bourgeoisie. However, rather than ushering in a new age of social happiness, the International Style has become, for many, the very embodiment of the bleakness and sterility of twentieth century life. The dreary apartment complexes that house our urban poor are perhaps the most tangible evidence of social illness to be found anywhere in this country. America's politicians are searching for new answers to familiar problems, and so are our architects. The success of both groups, however, has been mixed. While the conservative policies of the last few years have achieved some major economic victories, the ability of a building to improve and elevate communication. In brief, the artist achieved some major economic victories, but this college will perpetuate the existing status quo. The changes that will be needed are one of its failures for you and for the students of such a college will be ones that will aid in this perpetuation. The function of a liberal arts college may not be critical minds but to train minds in the ideas that will perpetuate the system. This kills these minds.

Another Thought on the 'Ideal College'
by Tim Pratt

If modern architecture is in a quandary, so is the social philosophy that spawned it. The Marxist idealism that rescued European intellectuals from the disillusionment of World War I, and found physical expression in the International Style of Architecture, has been unable to provide workable solutions to the social problems of the late twentieth century. The International Style was largely a reaction against the indiscriminate uses of classical and medieval ornamentation which, it was felt, reflected the frivolous and "inauthentic" nature of the bourgeoisie. However, rather than ushering in a new age of social happiness, the International Style has become, for many, the very embodiment of the bleakness and sterility of twentieth century life. The dreary apartment complexes that house our urban poor are perhaps the most tangible evidence of social illness to be found anywhere in this country. America's politicians are searching for new answers to familiar problems, and so are our architects. The success of both groups, however, has been mixed. While the conservative policies of the last few years have achieved some major economic victories, the ability of a building to improve and elevate communication. In brief, the artist achieved some major economic victories, but this college will perpetuate the existing status quo. The changes that will be needed are one of its failures for you and for the students of such a college will be ones that will aid in this perpetuation. The function of a liberal arts college may not be critical minds but to train minds in the ideas that will perpetuate the system. This kills these minds.

To the Editor:
The truth is that the "ideal college" is one that trains its students in a tradition that will perpetuate the existing status quo. The changes that will be made by a student of such a college will be ones that will aid in this perpetuation.

Mr. Ames states that the liberal education is "valued as preparation for informed and active citizenship." A former student is one who looks for ways to make the existing system work more efficiently.

A critical thinker looks at the status quo, finds what is wrong with it and in doing so changes it thereby creating a new order. A critical thinker must constantly strive to create the world as it is and in doing so change it. Coming to know the world is thus revolutionary activity. Responsible citizenship does not demand, as Mr. Ames claims, that we think at all, for a "responsible citizen" could hardly be called a revolutionary.

The function of a liberal arts college is to train the students in the ideas of the ruling class (make them our future leaders, as it were) so that they can go into the world and perpetuate these ideas. The critical thinker is a mortal danger to the status quo and thus to this college. It is, therefore, in the best interest of this college to stifle critical thinking. But it has not been successful enough. You, Mr. Mahoney, are one of its failures for you have a critical mind and will look at the world rather than aid in the perpetuation of the status quo.

Norah Martin '84
Metamorphosis:
Kafka's Work Realised

by Ellen Bailey

On October 6, 7, and 8, the Connecticut College Theatre Department and Theatre One will present a workshop production of Metamorphosis, a story written by Franz Kafka and adapted by Charles Dizenzo.

Director Peter Feldman, a guest artist in the Theatre Department, explains that the play revolves around a situation created in the opening line of the play: "As Gregor Samsa awoke one morning from uneasy dreams, he found himself transformed into a gigantic cockroach." Feldman reveals, "I am struck by the combination of comedy and horror in the piece. I think it's a family play; that is, it is a story about a family but it has larger overtones as well. There's an element of nightmare in this story."

Feldman, who has directed more than twenty plays in Holland, England, Canada, and the United States, believes that "each experience is different, each play is different." In comparison with another of Kafka's works, The Trial, which he has also directed, Feldman believes that Metamorphosis is evolving into a far more realistic style play than he had originally planned. Because the cast is "green", Feldman explains that "it is a director's responsibility to stretch them a bit... instilling confidence is important, and pushing them to go beyond."

Along with the usual problems encountered in teaching and directing, Feldman discussed his feelings about being a guest artist at Conn. "Being a guest artist is a really neat situation. I'm responsible only for the integrity of myself and my classes, instead of other (teaching) situations where I also had a continuing responsibility for shaping the theatre program. It's a heavy pressure... a heavy teaching load is very draining. The real problem of the artist is the draining and crushing that makes it harder to use his imagination because it's over-used and overworked with the pressure. This is a problem colleges and universities haven't addressed yet. You go into teaching at colleges to, presumably, practice your art and teach at the same time... It's a con game, because an artist is being chewed up by the factors I mentioned. He loses a great deal of creative energy. That is why I'm very satisfied to be irresponsible, except to my classes and productions. There isn't much money, but there are other values involved.

Tickets for Metamorphosis may be obtained through the Palmer Box Office. Admission is $2.00 for students and $3.00 general admission. Curtain time is 8:00 p.m.

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Happenings
by Courtney Taylor

Children's Film Festival. October 1-November 12, Saturdays from 10-11:30 a.m. Movies will be held at the Bill Library, Col. Ledyard Hvy., Ledyard. This Saturday, October 8, Pippi Goes On Board will be shown. Pippi Longstocking involved in a mystery of finding gold. No admission charge.

Mystic River Crafts Festival. Saturday, October 8 from 10-8 and Sunday, October 9 from 1-8. The craft show will be held in the gym of the new Mystic Community Center, Mason's Island Rd., Mystic. There will be pottery (including work done by Peter Liebert, chairman of our Art Department), jewelry, baskets, and stained glass, among other interesting crafts. In addition, food and drinks will be served and there will be a raffle for a quilt. Admission is $1.00.

Heritage Weekend. October 7-9 in downtown Mystic from 9 a.m. to 8 p.m. There will be cultural events including a tour of Portsmouth Academy, which is full of local artifacts. For the promotion of this event, shops of Mystic will have sales and discounts.

Theater Department Production. Sponsored by the Theater Department and Theatre One, Metamorphosis by Franz Kafka, will be performed under the direction of guest artist, Peter Feldman. Curtain time is at 8 p.m. October 6-8. Tickets are on sale at Palmer Box Office.

"Eleven Phases of Art" and Richard Lukosios: One Man Show. Two exhibits at the Lyman Allyn Museum opening October 9 and running through October 30. The first exhibit consists of 11 Connecticut artists displays of paintings, sculpture, etchings and lithographs. Richard Lukosios will have a display entitled "Works on Paper." The museum is open 1-5 Tuesday through Saturday, and 2-5 on Sundays. No admission charge.

Faculty Recital. Frank Church, Violinello. Curtain time is at 8 p.m. in Dana Hall, October 8.

Art Opening for Faculty Show. October 9, 3-5 p.m. Latest pieces by David Smalley, Time McDowell, Cynthia Rubin, Richard Lukosious, Maureen McCabe, Peter Liebert, Barkley Hendricks, and Ted Hendrikson. All are welcome.

Homecoming/Octoberfest. Saturday, October 8, 11 a.m. - Women's soccer, Noon - Judging of dorm banners. 1 o'clock - Men's and women's cross country. 2 o'clock - Men's soccer. 34 p.m. - Burgermeisters Orchestra, concessions, beer, cider.

If you know of a local event that you would like listed in Happenings, leave your suggestion in the Voice office in Cro, c/o Arts and Entertainment.

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Distribution Requirements Foster Mixed Opinions
by Carolyn Egan

Recent changes in the breadth of the academic distribution requirements which affect the Class of '87 primarily, but also the Class of '86, have provoked many students to re-evaluate the meaning of "liberal arts." Apart from the designated "areas" from which a sup-
p
ted curriculum may be chosen, the sophomore and freshman classes must also fulfill a language requirement in the form of either a year at an elementary level or a semester at a more advanced level. The Class of '87 and subsequent classes are obliged to take a math and science course as distinct from the previous single requirement of one or the other.

Following are the results of a student poll conducted last week. The question: What do you think about the added language and math-science distribution requirements imposed upon the freshman class?

Overall, upperclass students surveyed last week were not entirely satisfied. Of those questioned, a well-rounded curriculum is to become as well-known the new requirements are a step in the right direction. Today, there is such hype about computers and science...I would have loved to have taken a science and a language, but I was afraid of them. Had I been forced to take them, I might have developed an interest.

David Murphy, senior government major: "I wish there had been more stringent requirements when I was a freshman, particularly a language requirement. A government major needs languages. The world is smaller - knowledge of languages is pragmatic today, as opposed to the instruction of nations."

Kim Burgess, junior classics major: "If a college has standards at all, they may as well be diverse. Besides, you can't be entertaining at a cocktail party if all you can talk about is economics."

'You can't be entertaining at a cocktail party if all you can talk about is economics.'

Most underclassmen resented the new requirements as impediments to immediate specialization.

Mike Wetz, freshman prospective zoology major: 'The new requirements are time-consuming. They hinder you from getting into the area you're interested in and knowing as much as you can about it.'

Laura Maguire, sophomore psychology major: 'I don't agree with the language requirement because it seems pointless if you are not majoring in it, since high school has given you some basic knowledge of languages. There is more logic in math or science. They teach you to think. I don't think both should be required, though, because they are similar in meaning of "liberal arts."

Donna Dobyn, freshman prospective Asian Studies major: 'There should be more less-way. Rather than one science and one math, you should be able to take two sciences or two maths if you like one better than the other.'

Clare Mahon, sophomore art history major: 'As an art history major, I have little to no interest in math or science. High school math is very different from the math requirement, however, is important. Someone is more apt to use a language in everyday life.'

The dramatic difference in priorities expresses best the real threat to the liberal arts education in an unprecedented urgency to comply with what may be claimed as technological expediency: the pursuit of a highly specialized and hence, marketable bachelors degree.

Keeping Up With the Jones'

It is easy to live in the greenness of the Connecticut College campus without contemplating the surrounding community. The Coast Guard is across the street, and the Thames River is close by. Beyond the river in Groton, over 20,000 people work in the shipyard of Electric Boat.

Working for production, there are welders, pipefitters, electricians, painters, riggers, shipfitters, machinists, draftspersons, toolmakers, and patternmakers. One worker describes the work environment as hectic. "80 percent of the work is done on a crisis basis." Because of the constant rush, production workers often work 60 hours a week.

Electric Boat is a subsidiary of General Dynamics which ranks second among the top 100 "Defense" contractors in the United States. Seven different Tridents are now being manufactured by Electric Boat. Each Trident costs $1.8 million dollars. Each Trident submarine is 560 feet long and about four stories high. Each will carry up to fourteen 150-kiloton hydrogen bomb warheads, equivalent to the destructive power of 2,940 Hiroshima bombs. The Trident is being designed as a first strike weapon which would be used as Offense, not Defense.

On Saturday October 15, 1983, Electric Boat in Groton will celebrate the launching of the USS Jackson, the fifth Trident submarine. Michael Burlingame, faculty advisor of the Students for Global Peace, equates the celebration of the Trident to the celebration of the electric chair.

Connecticut College Students for Global Peace will participate in the Legal Vigil to protest the launch. To find out more about the Students for Global Peace (formerly the Peace Action Group), attend the Sunday meetings at 4 in Latrous living room, or contact Ann Searritt, Box 1212. Also, there is a calendar in Fanning updating events.

On Sunday, October 9, the Students for Global Peace will show a movie, "El Salvador: Another Vietnam." This has been arranged by the South East Connecticut People in Solidarity with Central America, and will be shown at 8 p.m. in the Chapel library.

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Financial Aid is Available to Qualified Students
This Year's Crew

by Cliff Meiwowitz

The Connecticut College men's crew team is coming off its finest season, in which it took a third place in the prestigious Dad Vail Regatta. Tom Boyer, in his second year as men's crew coach at Conn, is very pleased with the progress of his team, and this year's team looks especially promising. Only two oarsmen from last year's squad have not returned while eight experienced freshmen have joined. In addition, this is Conn's largest crew ever, consisting of 44 members.

W. Tennis Predicts Good Season

by Robin Canton

The women's tennis team boasts a record of 4-1 Monday Sept. 26, defeating Wesleyan. In contrast with last year's match (Camels 1-7), it came down to the last few shots to determine the victory, 6-3. Coach Sheryl Yeary said, "Wesleyan has been a much improved team. It was a close match last year even though it was 7-2. And this year was obviously a close match. Because they have always improved so much in the past years, we will always have a close match. It's one I'm always very happy to win."

In analyzing the teams' strengths and weaknesses, Ms. Yeary commented, "Our singles line up is the most experienced we've ever had. Our doubles, on the other hand, include many freshmen who are lacking in experience. I see improvement though.

In doubles play, the more experienced Cardinal women

Honda, are the only returning letter-winners. In their first outing of the season, the women got off to a rough start, losing to Gordon College 6-13, 9-15. However, they were able to put this behind them and went on to beat a strong Smith team 16-14, 17-15. The loss to O'00n, a team already playing its tenth match of the season, was primarily due to Conn's own troubles with receiving and ball-handling. But these problems were easily ironed out as the Camels gave Smith an exciting two-game set. The strength for Conn was in serving (with seven aces), hitting with great depth and consistency, "states Gelish who is confident that this year's team will do well.

This week's singles lineup proved, as the usual case, to be strong in depth. No. 1 singles, Mary-Ann Somers, won her match 6-3, 7-5. Joanne Knowlton at no. 2 had an easy time with her opponent, 6-1. Co-captain Cathy Leeming won 6-2, 6-3 while Chris Sieminski, the Camel's only undefeated player, won soundly 6-2, 6-3. The Camel's no. 5 player, Leslie Leeming, rebounded back after splitting sets, 7-5, 7-5, to win with ease in the final set, 6-3. The no. 6 singles, Liz Gottlieb, won in resounding form, 60, 60. Liz has proved to be a very reliable and inspiring teammate in the final singles position. She summed up her match by saying, "...I wasn't going to give up any points easily. I try to concentrate on each point. So far, the important thing for me is to stick to a strategy and really concentrate.

Summing up the match and the Camel future, Chris Sieminski comments, "Today we played well, but I think we are going to get stronger. If we work on our weaknesses, concentration and consistency, we have a good chance of going 10-1 this season.

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