Search For Dean Continues
by Karen Weldon
At the beginning of the semester, students, faculty, and staff members received a report from the Search Committee for the Dean of the College. The report outlined the responsibilities of the Dean of the College. It also detailed the work of the Committee and its search for a new Dean.

The search for the new Dean is a serious, scholarly task. The student does not possess the "serious, scholarly attitude," and therefore is violating the honor code.

"There are many different ways of going about it," commented Beth Munigle.

Munigle. "We're trying to get as much outside input as possible to find what type of individual would best fill the position.

The applications will be read by the Committee in teams of two. Every application will be ranked A, B, or C. 'A' will mark the application as outstanding; 'B' will mark it as needing further discussion; and the application will be reviewed by the committee as a whole, and 'C' will note that the applicant is unqualified for the job.

Especially important in choosing the new dean is his or her ability to interact well with students. Kane and Munigle explained that part of the interviewing process might include student roundtables. Approximately 20 students would be chosen by the Committee to ask the candidate questions and comment on his or her abilities. "If there were two different roundtables at each interview," commented Beth Munigle, "we've asked ourselves 'what do we want to focus on, and what are the different ways of going about it?'

A lot of time and energy has gone into the workings of the Committee and Munigle said they felt that the system which has been developed for reading applications and choosing candidates to be interviewed is very efficient.

In June, questionnaires were sent out to various people connected with the college. Included on the mailing list were those who report directly to the Dean of the College and that they have every option open to me.

"Allowing room for flexibility is especially important," commented Beth Munigle, "the Committee has kept this in mind.

In an interview on September 4, 1983, Certified Accountant to the College, Kane, said that he was enjoying the challenge of the job. "It certainly keeps you hopping...it's a very fast paced position," he said. "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 Kane said he does not expect to. He will remain as Acting Dean for the full school year and then resume a regular class schedule.

The deadline for applications is October 15th. The Committee hopes to have a candidate for the position before the end of the month.

Field House Raises Questions
by Linda Rich
Down across Route 32 from campus, the Palmer Library stands empty. Plans for its renovation into the Center for Humanities remain a set of drawings.

The original outline from 1979 included a 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 to cost $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 area for offices, and a faculty dining room and lounge. Today the project will cost $3.85 million dollars. Work will not begin before 1985.

The field house was announced as an official project in the fall of 1982. This project is now almost $1 million dollars over budget.

By the end of August, $397,000, under ten percent of the 41 million dollar cost of the field house, had been raised. According to College Treasurer Leroy Knight, construction has begun in anticipation of gifts to come.

The building is being funded up front with a loan that Mr. Knight describes as a "bond issue". He explained that he could not give any details...

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, proposed by Connecticut College's new Director of Campus Safety, Charles Richards, will limit students access to official security reports.

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 report submitted to Campus Safety by the Judiciary Board. This policy, 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 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 denying students access to 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 Lecture 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 classical Chinese philosophy which Mr. Despatocovic started in 1972.

This more recent series is the branchland of Mr. Despatocovic's and is addressed to a general audience challenging the lecturers to make their specialties comprehensible to humanities students. This is a must, so you should set up to avoid the pre-graduation rush. You can be an incredible help, if you give us an chance to learn about your goals and experiences.

It's a really good idea for sophomores and juniors to come in and get to know Miss James, too, so as to avoid the pre-graduation rush. You can be an incredible help, if you give us an chance to learn about your goals and experiences.

Mrs. Madeline Chu of the Chinese department presented "The Taoist Conception of Nature" on October 22. She quoted the founding philosopher of Taoism to open the lecture: "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. Mrs. 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 a unity with nature but she could not define her terms.

This modern mind an inability to define terms is a serious fault. Indeed, during the question and answer period several people were so disturbed. It is necessary to be fully aware of our westernness when considering different ways of thinking. Once we are aware of our western thinking and throw it away when we want to see something else. The staff brought us to a realization of our westernness when considering different ways of thinking. Once we are aware of our western thinking and throw it away when we want to see something else.

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Feminism

They may not agree with one another but see the need to re-examine and question our present systems. They may not forget the history we have maintained. Feminism seems to have become an extremely important aspect of our lives. It is not to make you a feminist. It is to ask you to use your knowledge and skills to examine and question our institutions with respect to gender. Perhaps once you have done this, you will realize that you are a feminist too.

Field House

It is determined that the new field house would have a more immediate impact on the athletic scheduling run due to limited facilities. In the past, the bridge will run from campus, and the proposed Humanities Center has a shortage of recreational space. The field house will serve the college community by improving and expanding the intramural program, and guaranteeing more routine practice hours for sports teams.

Although the proposed Humanities Center has its own merits to boast, the old Palmer Library has been empty since 1976. It will take a few more years before the renovations are more than drawings. The new complex, scheduled to open in the fall of 1984, will be working closely with Charles Luce to insure that the center is acceptable to all those who value 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 these courts are enough because the court upstairs in the field house is that it will allow intramurals to operate at "respected times" and this, in turn, will boost interest in participation. Because of the "prime hours" between 4 and 8 PM, in addition, there will be room to accommodate 500 spectators in portable bleachers which can be rolled onto the northerm court.

In addition to the construction of the field house itself, a proposal for the construction of a bridge was submitted. This connecting bridge will run from campus, across the Field House, and 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.

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 value 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 these courts are enough because the court upstairs in the field house is that it will allow intramurals to operate at "respected times" and this, in turn, will boost interest in participation. Because of the "prime hours" between 4 and 8 PM, in addition, there will be room to accommodate 500 spectators in portable bleachers which can be rolled onto the northern court.

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Arms Race: Unprecedented Precariously

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.

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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 knuckles and clubs.)

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 strictly 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 108 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 US does not have to make disarmament talks nearly impossible. The US is pushing the USSR into a corner, and of course they will push back.

This pattern of US improvement and consequent Soviet equalization has been repeated again and again ever since WWII. Ronald Reagan is perpetuating it.

It is now time for the US to act consistently with our spoken desire for peace. The Pershing and cruise missiles should not be deployed. Missiles are not for peace.

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.

Feminism: 5

by Jill Strickman

"How many of you believe in equal rights for men and women?", asked our Women's Studies lecturer. Forty hands went up. "How many of you consider yourself feminist?" Five hands were raised. This disparity in response was odd considering that a feminist is defined as one who advocates legal and social changes that will establish political, economic, and social equality of the sexes. If one truly believed in equal rights, wouldn't one also be a feminist?

A woman earns 59 cents to every dollar a man makes.

In assessing the attitudes around the Connecticut College campus, it is clear that the reason many people do not identify with feminism is that it conjures up a picture of militant women who burn bras and hate men. Perhaps some women who identify with feminism do have these characteristics, but this is not what feminism or being a 'feminist' is. A feminist is one who has basic human concerns and who is committed to supporting equal rights for men and women. Feminism come in all shapes, sizes, races, marital states and sexual persuasions. Perhaps many of the feminists in the late sixties and seventies were militant and angry at men, but many of these women marched, lobbied, went to court, took abuse and fought for the right of every woman to be treated as a person. Without the efforts of these women, there would not today be the opportunities and options we have available to us. In a recent New York Times article, Dr. Sally Ride, a true first, was quoted as saying that she credits other women for her success and even for the fact that in 1977 she applied for an astronaut selection because of a notice in the Stanford University Women's Center. If it were not for the women's movement, says Dr. Ride, "I wouldn't be where I am today."

Can any young women of today disavow Ride's statement when we have before us so many opportunities and choices that did not exist only a short time ago? We cannot forget that not long ago accepted standards for a woman's worth were based on youth, beauty and obsequiousness. Although many changes have taken place, we have a long way to go before women are truly equal.

Now we need to apply the education and awareness we have gained from the women's movement and from our college education. Although young women today believe that they can do and achieve anything, when we face the realities that lie ahead we see that there are still many obstacles in our way. There are many signs that indicate that women are far from equal. A woman earns 59 cents to every dollar a man makes. Two of the one hundred senators are women. Women faculty at Connecticut College are paid less than male faculty. In order to continue making changes and making our opportunities viable, we need to question our economic and social institutions. We must examine the history of decisions that form these institutions and look at who made them, why they were made and how they affect women in the present. Gender is in every aspect of our lives. We must understand what assumptions have been made and whether they are still pertinent in our society. Feminists are people who are interested in these questions.

continued on page 3

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.

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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 liberal arts college.

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 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 proficiency in the ordinary classifications in a new age of social happiness, the In- combatting the crime and vandalism of the economic downturn such as this college could solve the riddle of low-income housing. As it were)

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 formed and active citizen 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, thus making the college both a revolutionary and a danger to institutions of the present state. Connecticut College is one of these institutions.

The function of this college is not to train critical minds but to train minds in the ideas that will perpetuate the system. This kills these minds.

Another Thought on the 'Ideal College'

To The Editor:

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The function of this college is not to train critical minds but to train minds in the ideas that will perpetuate the system. This kills these minds.

'lt is... in the best interest of this college to stifle critical thinking' for a living mind must be critical - it must constantly strive to come to know the world as it is and in doing so change it. Coming to know the world is this 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 for ways to make the existing system work more efficiently.

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 woke 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... In-stilling 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 $3.00 for students and $5.00 general admission. Curtain time is 8:00 p.m.

Happenings

by Courtney Taylor

Oct. 4-10
Children’s Film Festival. October 1-November 12, Saturdays from 10-11:30 a.m. Movies will be held at the Bill Library, Coll. 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 1-9. 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 Potterville 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 Theater 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 Lukosius: 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 linographs. Richard Lukosius 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, Violincello. 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 Lukosius, Maureen McCabe, Peter Liebert, Barkley Hendricks, and Ted Hendriksen. All are welcome.

Homecoming/Octoberfest. Saturday, October 8. 11 a.m. - 11 p.m. Women’s soccer, Noon - Judging of dorm banners. 1 p.m. - Men’s and women’s cross country. 2 o’clock - Men’s soccer. 3:45 p.m. - Burgemeister’s 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.
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 supposed well-rounded 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 tended to support the new academic requirements as practical and protective of a liberal arts education. Liddy Rivers, a senior history major: "The idea of liberal arts is to become as well-rounded as possible. I think the new requirements are good. I wish I'd been forced to take a science... people tend to get wrapped up in what they're studying."

"The dramatic difference in priorities expresses best the real threat to the liberal arts education in an unprecedented urgency to comprehend both a political and economic requirement because it seems pointless if you are not majoring in it, since high school has given you some basic knowledge of logic in math or science. 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." Donna Dobryn, freshman prospective Asian Studies major: "There should be more leeway. Rather than one science and one math, you should be able to take two.

Keeping Up With the Jones'..."
V-ball Team Strongest Yet
by Kathryn Smith

According to four-year coach Marilyn Gelish, this year's Women's Volleyball Team is the strongest that Connecticut College has ever fielded. In addition, it is the youngest that Conn has seen with half of the twelve-member team comprised of freshmen. Leading the Camels are tri-captains Kay Offenhardt ('84), Cindy Stein ('84), and Jane Ash ('85), who, along with sophomores Laura Brunner and Lucia Rossoni, 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 6-15, 9-16. However, they were able to put this behind them and went on to beat a strong Smith team 18-14, 17-15. The loss to O'Grady, 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 16 kills (twice that of the Gordon match), and total team effort displayed as Gelish was able to use all of her team members. "This is the strongest bench I've ever had and I have a lot of confidence in my substitutes this season," states Gelish who is confident that this year's team will do well.

W. Tennis Predicts Good Season

by Cliff Meinowitz

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.

This Year's Crew

by Kathryn Smith

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manning five boats. The freshman boats will be coached by Sean Peoples ('83), an experienced four-year rower here at Conn. The varsity boats have been on the water for three weeks, averaging seven miles a day plus "on land" workouts in preparation for the Head of the Connecticut and the Head of the Charles Regattas in October. According to senior co-captain Bob Hannon "with a lot of hard work, dedication, and some luck the men's crew team could have its best year yet."

MARK CHURCH

Athlete of the Week

The Connecticut College Voice Sports Department recognizes Mark Church as the outstanding Athlete of the Week for his unprecedented second victory in this fall's Triathlon '83. The second annual Connecticut College Triathlon was held Friday, September 24. This year the enrollment from members of the college community was up by fifty percent. Outstanding performances came from three faculty members: Associate Professor Peppard finished ninth, Associate Professor Brady finished sixth overall and Assistant Professor Addison captured third place. There was one female who participated, Amy Blackburn ('84). John Rice ('83) came in second, but it was senior Mark Church who dominated in the end. Church started off strongly in the pool and continued a competitive pace throughout his biking and final run.

Brendon O'Donnell who coordinated the event for the second year was a world class triathlon athlete. This year the pool and bike times were a little slower than last year, but due to a cool breeze and fine weather conditions the running times were much faster. The sponsors of the triathlon were Budweiser, Light Beer, Bombay Bike Shop and Kelley's Pace Running Store. First prize was a gift certificate to Bombay Bike Shop. Other participants received t-shirts and beer for their gallant efforts.

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