

## Curtain Up On Albee Plays; Jesters Set Thurs. Opening

OCT. 23 - The Jesters are presenting two plays by Edward Albee, '50, a former Jester and member of the Trinity Review, this coming Thursday, Friday, Saturday, Monday and Tuesday evenings, November 1-3, 5 and 6, at 8:15 in Alumni Hall.

"The Zoo Story," Albee's first play, will feature Donato Strammiello as Jerry, the man who has "been to the zoo," and Bruce Jay as Peter, the man he accosts in Central Park.

In "The American Dream," Albee's fourth play, Nick Childs, who played the title role in last year's presentation of "The Apollo of Bellac," will be playing "Daddy" opposite Millie Silvestri, the

## Cuban Crisis Topic Of SANE'S Dr. Jack

OCT. 29 - The Executive Director of the National Comm. for Sane Nuclear Policy, Dr. Homer A. Jack, will deliver a lecture "Lessons of the Cuban Crisis" Thursday, Nov. 8, at the U. of Hartford.

Sponsored by the Central Connecticut Comm. for SANE, he will speak in Auerbach Hall on the campus at 8 p.m. in observance of International Demand Disarmament Day.

Dr. Jack was a founder of the National Comm. for SANE, established in 1957 as a non-government organization to sway American public opinion in favor of a ban on nuclear weapons and for universal disarmament under inspection.

A Unitarian clergyman, Dr. Jack has written for *The Saturday Review* and the *New York Times Magazine*. He has visited many countries to seek support in his mission.

"Mommy" of the show. Millie, from the public relations office, has appeared in many Jesters' productions, among them "Hamlet," "The Chairs," and "The Skin of Our Teeth".

Also in "Dream" are Pat Powers, who played Lady Bountiful in "The Beaux' Stratagem" last year and appeared with the Jesters in "The Skin of Our Teeth"; Olive Corbin, a "new" Jester from New Britain; and David Lloyd, a freshman appearing in his first Jester production as "The Dream".

"THE ZOO STORY" was first produced in Germany, where it was quite a success", George Nichols, Jester advisor and director of the two plays, explained. It was presented in America for the first time in January, 1960, when it opened off-Broadway in New York. "The American Dream" opened a year later.

"It's a reflection of Albee's integrity as an artist and his skill as a craftsman," Nichols suggested, "that he had already made quite a formidable reputation for himself with but four short plays when his 'Who's Afraid of Virginia Woolf?' made such a smash on Broadway just two weeks ago."

"The Zoo Story," Nichols explained, "concerns two men, two human beings, at opposite ends of the social scale. Each is cut off from the other- and even from understanding himself- by his inability to communicate. At the end, however, one of the men, by an act of stunning violence, achieves a genuine act of charity by forcing the other man to acknowledge his own humanness. It is a paradox of extreme dimensions."

"The play," he continued, "has been classified with the school of writing known as 'Theatre of the Ab-

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## CODE, NSM to Solicit City Voters for SNCC

OCT. 29 - CODE President Stone Coxhead announced today that the organization will cooperate with the Northern Student Movement (NSM) and three other organizations in a nationwide demonstration on election day (Nov. 6) in support of the Student Non-violent Coordinating Committee's (SNCC) voter registration program in the south.

NSM had called on all Northern student civil rights groups to place units near each polling place, distribute information regarding SNCC's work and receive contributions from voters.

Coxhead explained that groups from the University of Hartford, Hartford College, University of Connecticut, Hartt College of Music and the Hartford Seminary in addition to Trinity, will canvass the 45 polling areas of Hartford.

He said that two students will be at each area in shifts from the opening of the polls at 6 a. m. till their closing at 7 p. m.

## IFC Considers Resolutions On Frat Pledging Practices

OCT. 29 - The IFC tonight examined a set of resolutions dealing with fraternity treatment of pledges.

Committee chairman Mike Tousey presented the resolutions suggested by his group on pledge harassment, physical hazing, pledge tasks, and scholarship.

He stressed that all fraternities had been consulted in an effort to incorporate the best features of each house's practices. On the question of time-consuming pledge tasks, the committee recommended that no pledges should undertake such duties unless they are assisted in these jobs by brothers

## Senate Seeks Room Selection Changes

OCT. 29 - The Senate tonight requested Administration clarification and expansion of present dormitory selection regulations in an attempt to reduce the problem of illegal room switching.

Presenting the motion for the Executive Committee, Senator James Tozer recommended that a fine of \$25 and disciplinary action by Dean Lacy be directed against such room switchers. "In the past there has been no clear, firm statement of the college's position on this issue," Tozer declared. "This motion will fix the responsibility on a permanent body."

Tozer's motion was the successful portion of a two part measure concerning room selection. The Senate rejected a related Executive Committee bid to place dormitory priorities on an academic basis.

Secretary Tozer said that such a reorganization would provide added scholarship incentive. Senators Marcuss and Miller disagreed, however, being supported by Sen. Harvey Thomas's suggestion that freshmen dining hall line positions and entrance to college mixers might likewise be conducted on such an academic position. "Either suggestion is comparably inane," Thomas remarked.

The Senate defeated the second half of Tozer's motion 3-22.

IN OTHER BUSINESS Senator Peter Langlykke moved that the Senate recommend Administrative adoption of a four point program to facilitate student summer furniture storage--1) specific storage areas be designated, 2) a student staff be in charge of input and outgo of stored items, 3) a minimal service fee be levied and 4) student violators be disciplined. "In that students would have to pick up their furniture at specific hours there would be some inconvenience," Langlykke declared. "The added security however would more than compensate for student discomfort."

The resolution was approved 24-1.

Professor Edwin Nye, director of the Advisory Board in charge of Civil Defense at Trinity, informed the Senate of his group's progress and plans for protecting the college from the effects of nuclear attack.

Radiation detection equipment has been purchased for installation in Mather Hall, he said. Also a study of the college reveals that adequate fallout protection might be obtained by sealing off window openings with cement blocks. Dr. Nye informed the Senate that installation of such blocks at sites close to windows is planned.

An adequate warning device for the campus is lacking, however, Professor Nye admitted in reply to an inquiry. Dean Lacy felt that the campus could be alerted with the minimal sacrifice of one brave carillonist playing "The Children's Marching Song."

## Government Class Poll Predicts Victory For Democrats In Connecticut Elections

By TOM JONES

A heavy turnout of voters in the November state elections will result in a Democratic victory, said Instructor Leon Salomon, who led a team of fifteen students which polled Rocky Hill during mid-October.

The one-day poll, which included approximately 25 percent of that town's registered voters, indicated that Republican Gubernatorial Candidate John Alsop and Senate hopeful Horace Seeley-Brown are currently leading in numbers of assured votes. Indications are that those who remain undecided will heavily favor Democrats John Dempsey and Abraham Ribicoff.

ROCKY HILL was picked for the poll because of its close analogy in recent elections with the state voting pattern. In 1960 the Rocky Hill results were only 1/2 percent off the state results. The town is not, however, ethnically analogous with the state population, Salomon pointed out.

Most of the pollsters were members of Saloman's American Parties and Politics class. One of the students was Tai Kyong Kim, a government attorney from Korea, who is studying at Trinity while preparing to aid in the formation of an election system in his country.

Of the 443 voters interviewed, 174 said they would vote for Alsop, 141 said they would vote for Dempsey and 128 were undecided. For the Senate seat, 183 favored Seeley-Brown, 140 favored Ribicoff, and 120 were undecided.

Those whose parents or who themselves came from southern European countries tend to favor the Democratic candidates while those coming from the Northern European nations, the Republicans.

Those in the lower-middle income level will tend to vote for Dempsey and Ribicoff while the higher-middle income group seem to on the majority favor Alsop and Seeley-Brown.

IF 60 PERCENT of these pres-

ently undecided go to the polls in November, Salomon forecast, Dempsey will win. He will probably receive three times the number of undecided votes that Alsop does.

For the Senate, Ribicoff, who is running further behind Seely-Brown than Dempsey is behind Alsop, will need a heavier turnout of voters in order to win. If there is a coat-tail effect, it will be Dempsey who aids Ribicoff, Salomon said.



Instructor Leon Salomon studies the results from the poll he directed in Rocky Hill. A heavy turnout of voters at the November elections, he forecasts, will result in victories for Democrats John Dempsey and Abraham Ribicoff.

## Five Professors Granted Sabbatical Leaves For '63

The Board of Trustees has voted sabbatical leaves for five Trinity professors.

Dr. Robert P. Waterman will leave for about six months, to return for the Christmas term of 1963. He will spend one-half of his time in Paris, and the other half in the French provinces examining churches and attending religious festivals in order to obtain material for his forthcoming book on the history of the Medieval theatre.

He hopes to find some vestiges of the Medieval culture still present in the modern-day events he will see while in the field. Dr. Waterman has recently done research in Southern Italy, working on the traces of Norman culture in early theater.

PROFESSOR JOHN DANDO'S leave will run from September of 1963 to January of 1964. He plans to work on his current series of programs on Shakespeare for the CBS network, and to ready them for publication.

Also, Dando will work for the State Department, which now has 92 scripts of his on contemporary American writing, which he will

put into the proper form for publication.

Professor Dando hopes to lecture abroad during his leave in connection with his Voice of America programs, but his main concern will be in a film he will make in Italy in conjunction with Professor Campo on Dante and the Divine Comedy. Dando, a photography hobbyist, will be in charge of the camera work.

PROFESSOR CLARENCE WATERS will travel to France for the first term in 1963 to collect material for two books. The first will be a biography of Marcel DuPree, world-famous organist, who spent a year in Paris with Waters a few years ago.

His second book will deal with improvisation in the American church, and will be based on DuPree's treatise on improvisation. Upon return to this country, Waters will write up the information he collected, and he hopes to have time to spend on original composition.

Dr. Philip Bankwitz will leave in February of 1964 for France to do research for a social and political history of the resistance and col-

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# Trinity Tripod

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## Sabbatical . . .

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laborative movements in Alsace under the German occupation of 1940 - 1945.

DOCTOR STEPHEN HOFFMAN will take his leave next year to complete two books; one on advanced calculus, and the other on real variables, the first drafts of which he plans to finish by the end of this year. Hoffman may also work on a project for the Program to Learning, a system of learning by machine.

Dr. Michael Campo will travel to Italy Trinity term of next year to do research on the "resistance movement" in Italian literature. He also plans smaller, more specific work-

on the "Teatro degli Indici," or the theater of the 1100's, an advance-guard movement in the Italian theater of the 1920's.

While in Italy, Campo will try to establish closer contact with Italian writers and scholars in connection with the Cesare Barbieri Courier, the literary journal publication of the Barbieri Center.

Dr. Kenneth Cameron will also take a leave of absence, but he was unavailable for comments as to plans.

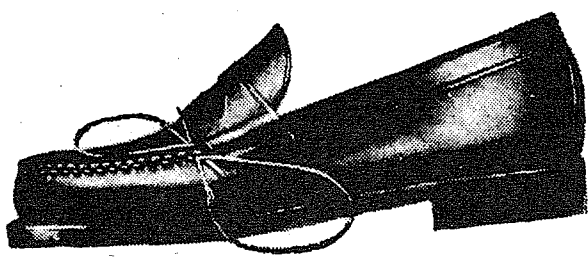
The Board of Trustees also named Bern Budd as Trustee Emeritus, after his resignation, October 20, Budd, who received his B.A. at Trinity in 1908, and his LL.D. at New York Law School in 1910, was an Alumni Trustee from 1933 to 1937, and a life Trustee since 1937.

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## Dumped By Chapel

# Kudos Greet Ex-Trin Man For First Broadway Try

On Saturday evening, October 13, the first "full-length" play of a writer called by many "the new Eugene O'Neill" made its debut at the Billy Rose Theater on Broadway.

"Who's Afraid of Virginia Woolf?" marks the "ascent" of Edward Albee, '50, to Broadway from Off-Broadway productions, to a three-and-one-half-hour play from four one-act plays, and it marks, according to noted New York Times drama critic Howard Taubman "a further gain by a young writer becoming a major figure of our stage."

Two of Albee's Off Broadway plays, "The American Dream" and "The Death of Bessie Smith" were named best plays of the 1960-61 season by the Foreign Press Association. According to the Times, "Virginia Woolf" will be a strong contender when the best-play awards are presented next spring.

ALTHOUGH ALBEE WROTE of a college environment in the new work he spent only a year and a half at Trinity, before being thrown out for cutting classes and failing to attend Chapel. He entered Trinity after graduating from Choate.

Albee was born in 1928 and spent his formative years in Manhattan and Larchmont, N. Y. He was adopted by a wealthy New York family at the age of two weeks, but has been estranged from them since 1950, when he left home to attempt a writing career against his mother's wishes.

His father, Reed A. Albee, son of the vaudeville-house tycoon, E. F. Albee, died last year.

"Who's Afraid of Virginia Woolf?" is possessed by raging demons," said Taubman in the Times' review of the play. "It is punctuated by comedy, and its laughter is shot through with savage irony. At its core is a bitter, keening lament over man's incapacity to arrange his environment or private life so as to inhibit his self-destructive compulsions," he continued.

"With the instincts of a born dramatist and the shrewdness of one whose gifts have been tempered in the theater, he (Albee) knows how to fill the stage with vitality and excitement."

THE PLAY WHICH CAUSED such a stir is "Virginia Woolf," the story of two couples set in a socially-conscious college environment.

The elder couple, George and Martha, are entertaining a younger married couple new to the campus, Nick and his childlike wife, Honey.

George is a history professor, a failure as a husband, ineffectual in life, but never tiring of mind-to-mind combat with his wife. Martha, the daughter of the college's president, cannot forgive George's failure to succeed like her father.

"WHETHER THEY ADMIRE or detest the play," wrote Taubman, "theatergoers cannot see it and shrug it off. They burn with an urge to approve or differ. They hail the play's electricity and con-

demn it as obscene. They point out relationships to Strindberg, O'Neill and, curiously, Henry James. They probe into the recesses of Mr. Albee's psyche--and mine, for that matter, because I recommended it."

Edward Albee is 34 years old. He is lean, dark, with short black hair which gives no evidence of receding. He completed his comedy-dramas last spring at Fire Island, N. Y., in a cottage located in an isolated section which had no electricity. Albee had his

food sent out twice a week from Long Island.

Writers, directors and musicians comprise the playwright's small, carefully chosen circle of friends, but one associate said "I don't think anyone is really a close friend."

According to the Times, Albee does not attend nightclubs or engage in the artificial atmosphere of Broadway. He does not seek publicity, and his new work towers over the common run of contemporary plays.

## Campo Reflects On Albee; Recalls Acting With Jesters

by JERRY LIEBOWITZ

OCT. 29--"Albee felt about Trinity the same way most any sophisticated, intelligent, sensitive student would feel about his school if his school were provincial," Professor Michael Campo, '48, a former friend of Edward Albee, told the TRIPOD today. "And let's face it," Dr. Campo said, "Trinity was extremely unsophisticated, extremely provincial in those days."

Dr. Campo was a junior at Trinity when he first met Albee. They were both in the Jesters, and Campo acted with Albee in three Jester productions.

"I'll never forget that first one," Campo reminisced. "It was Clifford Odette's 'Golden Boy' and Albee played a gangster in it. He wore a fedora and a black moustache. He was a little stout then, and he still had his baby fat--he looked somewhat cherubic. He looked rather silly, as a matter of fact--a little boy in that gangster getup!"

The two of them also appeared in "Jacobowski and the Colenel" and Maxwell Anderson's "The Mask of Kings." "Ed had a leading role in the Anderson play," Dr. Campo recalled. "As a matter of fact, it was Albee who inveigled the Jesters into putting on the play. It was very Shakespearean, you know, and Albee was crazy about Shakespeare. . . I remember when we used to get together for a party or some such thing and Ed would get up in the middle of the room and reel off some speech from Shakespeare. He was quite good, too. He had a very mellow, well-modulated stage voice."

In addition to being in the Jesters, Albee and Campo pledged for Sigma Nu together and deplored together. "We found it very frivolous, superficial, and not at all rewarding. Ed wanted something more, I know. He felt that fraternity life placed too much of an emphasis on diversions, pastimes, and material gratifications."

"But we did have fun," Dr. Campo noted. "We'd get together at the house in the evenings and listen to opera all night, comparing different opera singers' interpretations of various parts. Albee had a fantastic record collection," Dr. Campo remembered. "He was full of keen literary and cultural interests. I remember he liked Mozart

particularly, and I think he had every Mozart symphony that had been recorded at the time."

Albee wrote a great deal while he was here at Trinity, "but I knew nothing of his talents as a playwright," Dr. Campo admitted. "He wrote a number of poems, and he was working on a novel at the time. I don't know what ever became of it, but I'd sure like to know -- I was supposed to be in it!"

Dr. Campo got to know Albee quite well during the year and a half he was at Trinity. "But he was a very silent type," he explained, "quite a contrast to me in those days!" Dr. Campo spent Christmas, 1947, with Albee at the dramatist's home -- "we took in a good deal of theatre together" -- and was quite impressed with the different type of family life he witnessed there. "Let's just say that I was green at the time and hadn't seen much," Campo said, "but now when I read his plays, I see his family all over."

Speaking about Albee's plays, Dr. Campo told the TRIPOD that he sees Albee reflected in all of them. "He already had a vision of life when he was at Trinity," Dr. Campo recalled. "I believe he saw life as being rather vain and artificial -- full of second hand, hand-me-down values. He saw a good deal of sham in our life."

"He had a certain sardonic quality in him," Dr. Campo continued. "There was a fine current of cynicism running through his humor." It is this same quality in his plays that Dr. Campo feels makes them so characteristic of Albee and, at the same time, comprises their greatest flaw.

"The Theatre of the Absurd is something that's already passe. This criticism of our society, our conventions, our meaningless way of life -- it's all been done," observed Dr. Campo. "It's more like we're trying to catch up with the Europeans rather than forming our own literature. Pirandello, Sartre, Camus -- they've all criticized life already."

"I find it all very strident, too -- and shrill," Dr. Campo added. "I don't like noisy theatre just for the sake of noise," he explained. "The American Dream," Dr. Campo said, does not strike him as being "rich or complex enough." "But it does show promise," he added quickly. "It's good, and I have a lot of confidence in his ability."

"The Zoo Story," on the other hand, Dr. Campo feels is "artistically successful. It has richness, development, the qualities necessary for a great play. Here Albee deals with characters and their psychological make-up rather than focus on society in general and makes some sarcastic comment."

"Albee can be tops in a few years," Dr. Campo observed. "Now that he's hit Broadway, he shouldn't be rushed into producing for the commercial stage."

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## Student Viewpoint On Cuba

## Step Towards Hemispheric Solidarity?

by ROGER BERNSTEIN

Roger Bernstein '65 spent this past summer in Argentina with a pioneer group of the Experiment in International Living. He lived with an Argentine family for a month in Buenos Aires and spent a month traveling in the interior and north of the country with an 11 member group. Mr. Bernstein also spent a week in Chile and 2 weeks in Rio de Janeiro, Brazil.

To those of us in the US the importance of the present Cuban situation is obvious. If one tunes across the short wave frequencies as I have lately done, one begins to realize that the present situation is a source of concern to all Americans. We have been prone to call ourselves Americans to the exclusion of all those people who live in both North and South America. I am sure the Canadians have their own ways of referring to us. I know that the group we label "Latin Americans" label us most clearly as "norte americanos". The term "Americans" should refer to a united America; the use of it by any one area to the exclusion of the others only engenders ill feeling.

It is painfully obvious that the past policy of the US in Latin America has usually reaped ill-feeling. First, we started late. The first positive step taken by

## Jesters . . .

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surd". Albee himself defines this genre as reflecting "man's attempts to make sense for himself out of his senseless position in a world which makes no sense... because the moral, religious, political and social structures man has created to 'illusion' himself have collapsed".

Albee, himself, has said of the play that it "is an examination of the American Scene, an attack on the substitution of artificial for real values in our society, a condemnation of complacency, cruelty, emasculation and vacuity; it is a stand against the fiction that everything in this slipping land of ours is peachy-keen."

Tickets for the plays will be on sale this week from 11 a.m. to 1:15 p.m. in the main lobby of Mather Hall. They are \$1.50 but fifty-cents for students and faculty members with I.D. cards.

## PLACEMENT NOTES

Graduate School Representatives on Campus

Monday, November 5 - John C. Sawhill, Director of Admissions, Graduate School of Business Administration, New York University

Tuesday, November 6 - Robert Madgic, Stanford University, Teaching Internship Program

Wednesday, November 7 - Dean Karl A. Hill, Tuck School of Business Administration, Dartmouth College

Friday, November 9 - Dean James C. Hormel, The Law School, University of Chicago

Interested undergraduates should see Miss Mell in the Placement Office for appointments.

The United States was the sending of Dwight Morrow to the Mexican Conference in 1927. This was followed by Franklin Roosevelt's Good Neighbor Policy which is well remembered even though it did deal predominantly with the dictators then in power. However, this start was soon lost when World War II began and we turned our attention to Europe and the East. The war could have been a hemispheric solidifier but it wasn't. Brazil was one of the few countries which actively fought in the War on the Allied stand. Other countries took neutral or pro-Axis stands and did not enter the War until the outcome was clear.

AFTER WORLD WAR II there were several revolutions which overthrew the dictators who had maintained their power throughout the War. For the most part the revolutions resulted in weak governments. The revolution in Guatemala which actually started in 1944 is a prime example. It was led by students who dreamt of a democratic Guatemala. However the country was unequipped to govern itself democratically. The population was not sufficiently educated and the revolution was doomed without external aid. The US was involved in the War; later we turned our attention to Greece, Turkey, Berlin and the Cold War. The dictators returned to Guatemala and the US had missed its chance. We stepped in 10 years later to stop a Communist takeover which never would have started if we had originally supported the democratic forces. It could be argued that we were too involved elsewhere to take an interest in this area. Perhaps this was so. Now we are paying the price. What could have been done easily before will come hard now if it comes at all.

What we did do was to insure the continuation of the dictatorial governments by signing treaties in the early fifties with the rulers, then in power. We supplied these dictators with arms that were to be used for defense. They were used instead to suppress revolutions insuring the continuation of totalitarian rule. Thus the US acquired the reputation of an "ALLY" that would rather support a strong and often oppressive dictatorship whose support could be bought than a weak democratic government that needed more than monetary and military help to retain its power. Under the Eisenhower administration our policies involved us in situations which killed any good will which might have survived other blunders. We were supporting men like Batista in Cuba, Trujillo in the Dominican Republic, Somoza in Nicaragua, and Marcos Perez Jimenez in Venezuela. This support sometimes manifested itself in actions which were and still are damaging to the US reputation in free Latin America and other parts of the world.

EISENHOWER AWARDED Marcos Perez Jimenez the Legion of Merit, the highest honor the US can bestow on a foreigner. The citation read, "To COL. Marcos Perez Jimenez, who as President of the Republic of Venezuela, and also previously, has showed a spirit of friendliness and co-operation with the United States."

This action in Venezuela was compounded by that which the US took in Nicaragua. The Somoza family had been oppressing the country for many years. A cour-

ageous youth-attempted to assassinate Anastasio Somoza. He failed to kill Somoza and was put to death for the attempt. The Congress of Uruguay, considered the most democratic country in Latin America and live example of the success of democracy, voted a resolution to honor the youth. Did the Congress of the US follow in action? NO. We sent President Eisenhower's private plane and physician to take the wounded Somoza to a Canal Zone hospital. These actions, coupled with the recession at the end of the Eisenhower Administration which drove down the price of the staple export products, turned the Latin Americans anti-Nixon and Pro-Kennedy in the Presidential elections.

The Latin Americans were glad when Kennedy was elected. It seemed the optimism was going to be rewarded when Kennedy announced the Alliance for Progress on March 13, 1961. The most important political parties in the area hailed this as the natural extension of the Good Neighbor Policy. They were also heartened by the selection of men like Teodoro Moscoso and Arturo Morales Curria to serve responsible positions in the US government.

THE GOOD-WILL engendered by the new administration quickly vanished with the Bay of Pigs invasion of Cuba. It is the opinion of Mr. Harry Kantor in an article entitled "The Kennedy Administration and its Relations With Latin America", in the September, 1962 edition of the Spanish-language magazine "Cuadernos" that the reason for their disfavor was not entirely due to the US invasion of Cuban sovereignty. He feels the Latin-Americans were shocked that a country as strong as the US would send a force of 1,200 ill-armed men to subdue a country of 6 million. They began to wonder why the US was still supporting dictators like Somoza, Trujillo and Stroessner. They finally began to wonder if the Alliance was just a bunch of empty words.

It is of course too early to tell what the overall effect of the strong blockade that the US has imposed on Cuba will have on Latin American opinion. But the United States must be heartened by the support it has already received as manifested by the voting in the chambers in the Organization of American States. I am convinced that we should most quickly and gratefully accept the military support pledged by Argentina, Costa Rica and other countries.

To return to the short wave dials, it is most heartening to hear Spanish Language voice of America transmissions being beamed to Cuba not only by commercial stations in the US like WCKY in Cincinnati who have donated significant portions of their air time, but also by Latin American radio stations which are relaying the transmissions. There is a virtual network of private US coastal stations and their sister stations in Latin American Stations which are broadcasting the "American" version of the blockade to counter Radio Havana.

This is the answer to the question, "Is the Cuban situation an aid to hemispheric solidarity?" Not only is this crisis uniting our American nation, it is uniting our American continent.

## Faculty Hash Over Cuba On Local Radio, Conn. ETV

EDITOR'S NOTE: The two broadcasts reported below were taped for reproduction last Friday. Since then the rapid-fire action on the Cuban question has changed considerably.

OCT. 29 - Trinity Professors voiced support for the President's Cuban stand in two special news broadcasts yesterday over radio station WPOP and this evening over Connecticut ETV Channel 24.

History Professor D. G. Brinton Thompson who was part of the panel on WPOP's "Project 62-The Cuban Crisis", described recent events as a disease requiring a cure and the quarantine as an old remedy.

"Our best defense is a good offense," said A. F. Colonel Richard B. Olney, AFROTC commandant, as he and professors Gastmann, Neaverson, and Willey recorded the "Cuban Crisis" for E.T.V.'s "Contemporary Issues."

TO THE RUSSIAN analogy of U. S. bases in Great Britain, Italy, and Turkey, Thompson pointed out that Great Britain and Italy would have built bases on their own initiative, and Turkey's relations to the U.S.S.R. (unlike Cuba's to the U.S.) have long been poor. A better analogy, he believed, would be to an American missile site in Finland if one existed.

Clarifying the terms, "offensive weapon" and "defensive weapon," he said, "A missile pointed at my head is offensive and bad." "The one I use to protect myself is defensive and good."

Professor Gastmann contended that this quarantine is definitely not of the calibre the Soviets placed on Berlin in 1948 when all supplies were excluded.

To those who ask why the U.S. did not act sooner, Willey said that time was needed to establish definite proof to justify our action. "Now, the Russians cannot successfully deny the existence of their missile sites," he said.

No one believed in a possible exchange solution whereby Guantanamo would be relinquished in return for dismantling of missiles based in Cuba. However, Neaverson asked Olney what value Guantanamo served just ninety miles off the Florida coast.


"None," in nuclear war," he replied. "But in a crisis such as the one we're in today, it is useful as a post for troop supplies right inside the enemy's territory."

Emphasizing that all statements were his personal opinion and not Air Force policy, the Colonel said, "Cuba may not be the key issue; but what comes in ten or twenty days may be."

Referring to Mr. Gales's final question of "world opinion," Colonel Olney replied, "Popularity is not the question. We can be the most popular dead people."

## ENGINEERING SOCIETY

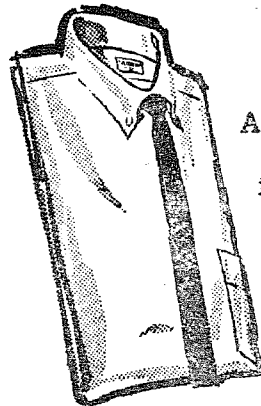
The first meeting of the Engineering Society will be held on Thursday, November 1, at 7:30 in the Hallden Engineering Laboratory.



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# Trinity Tripod

EDITORIAL SECTION

TUESDAY, OCTOBER 30, 1962

## Clarifying The Demands

Next fall, when the present sophomore class enters its junior year and takes four courses instead of five, the New Curriculum will have arrived. In the past, Trinity students have selected from a variety of courses. The New Curriculum by limiting the number of courses that a student takes implies that Trinity has more closely defined the direction of a Liberal Arts Education.

In the past, one of the areas where Trinity seems to have been negligent is in making clear what is expected from the student. The idealistic statement in the Trinity catalogue that the aim of a Trinity education is "to develop the intellectual and moral life of the individual through the appreciation and discipline of Liberal Arts" falls embarrassingly short of an incitement to liberal education.

Because the decision as to what a student will major in must be made sooner under the new curriculum and can not be made on a hit and miss basis, the college must make quite clear what is demanded of the student in each of the major areas and during his liberal arts experience. This is not to imply that some major areas will be less demanding than others; only that the college must guide and stimulate the student in the decision as to a field of study. Under the New Curriculum, there will apparently be no room for the floundering intellectual Nebish.

Although it is quite clear that the new curriculum will demand more of the student in his junior and senior years, will the concept of the New Curriculum apply to the freshman and sophomore years? How much more will be expected and how much more will be offered to the student in these years?

A recent article in the book *The American College* pointed out the importance of a demanding Freshman year. It said "... the major aim of the freshman year should be to win the student to the intellectual enterprise; with full recognition of the fact that for many it is now or never, every effort should be made

to capture the student's imagination to give him a sense of what it means to be deeply involved in a subject, to learn things that make a difference in his life to be a member of a community that is devoted to the pursuit of truth." Will the New Curriculum challenge the student to get involved or will the freshman year be an intellectual disappointment.

New York Times Education Editor Fred M. Hechinger recently pointed out in questioning whether the Liberal Arts College is becoming obsolete that liberal arts students are complaining of an unstimulating freshman year. The same writer last spring saw the Trinity College Evaluation as being noteworthy because of "hints of dissatisfaction which comes from a time lag between the new college generation and the old colleges." It is appropriate to question whether the "old college" can meet fully the demands of "new generations" of well-prepared freshmen who want to probe deeply into challenging areas, rather than waiting for junior and senior advanced study.

Undoubtedly there are and will be answers to all these questions. In the coming weeks, the various department heads will prepare trial comprehensive exams and make plans for the implementation of the New Curriculum. At that time we should have a better understanding of what students, and faculty, can expect from the new curriculum. The Tripod in the near future hopes to report in detail of the status of the new curriculum in each department.

Dr. Jacobs last spring made quite clear that Trinity will grow strongly in academic strength in the coming decade. At that time he announced a 19 million dollar development program, a sizeable portion of which will be used to gain and hold a "dedicated faculty". Perhaps in the faculty will lie the answer to how successful the New Curriculum will be. A college can have the educationally challenging curricula, but unless one has a strong faculty the curriculum will be only a curriculum on paper and not the springboard of educational excellence.

## Letters to the Editor

*Supports Kennedy, but . . .*

October 26, 1962

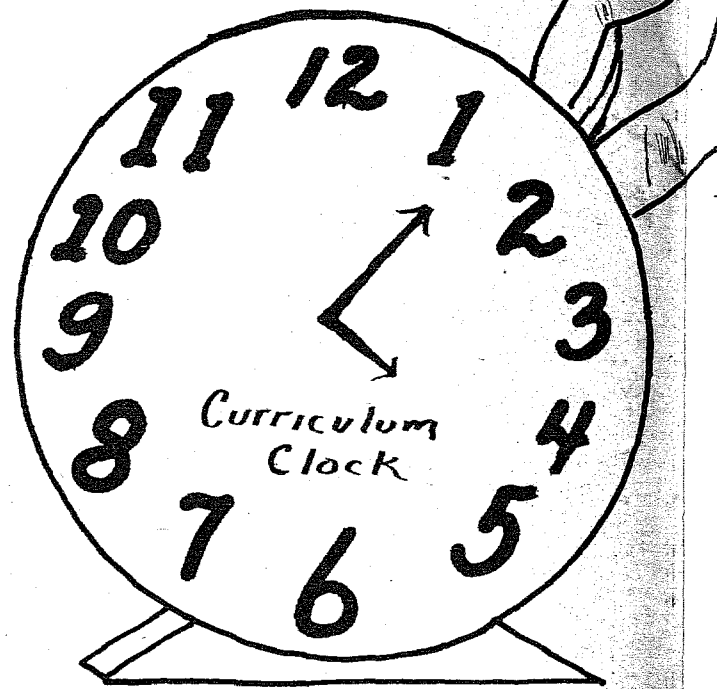
To the Editor:

It is indeed a grave crisis that now surrounds the fate of Cuba, and I wholeheartedly support the stand taken by President Kennedy. Yet, I think it may be interesting to note why he chose to speak when he did.

In actual fact, the offensive Soviet buildup was reported by a certain commentator as early as last August 4, and two senators, one Democratic and one Republican, reported on September 10 and August 31 respectively that "the situation in Cuba is even more grave than has yet been indicated to the American public."

One must remember that there would be no present crisis if President Kennedy had supplied sufficient air cover in the invasion of April, 1961. Though Mr. Kennedy is speaking for all Americans, why did he choose to speak and wait to speak until before the American elections? Are we to assume that he is more of a politician than a President? Again I say that we must all back our President in the time of national emergency, but one cannot overlook the fact that it is indeed a roundabout way of getting young Ted elected to the Senate from Massachusetts.

Sam Coale '65



## New Curriculum—White

by LEON SHILTON

OUT OF THE APPROXIMATELY 25,920 hours that a student will spend at Trinity for four nine-month academic years, between 2,924 to 4,388 or more hours off that time he will spend in class and at studies. A student will spend as much as thirty per cent of his time in the process of guided learning.

Are these hours being put to the best use?

Student utilization cannot be measured. Every effort, however, is made by the administration to see they have done everything possible to provide the student the opportunity and means to make the best use of his time.

Or has the administration done so?

BEGINNING NEXT September, the first class, Class of 1965, will be taught under the new curriculum. When they graduate will they have made better use of their time than their counterparts in the Class of 1964 or ones before that? Will they be more learned because they have concentrated in their specialized fields? Or will they know less because they only took four courses instead of five each year and the courses were not altered for improvement?

Will they of the Class of 1965 be more contented with their future plans because they were made to select their majors earlier and proceeded to fling themselves into a field of study? Or will they be more discontented because they were ramrodded into a major because the deadline was approaching and subsequently they had less of a chance of changing it in their junior and senior years?

Will they be straightjacketed during their last two years into taking courses of only their related fields at the advanced level because the elementary courses of every department are not of equal value to the higher numbered courses? What will happen to the diversity of the student and among the students?

THE TRUSTEES approved the new curriculum January 16, 1960. The major technical difference is that for a degree eighteen courses instead of twenty are required. There is a reduction of one course during the junior and senior year each. Also provided for in the new curriculum is the full filling of six basic requirements which can be taken only twice for credit.

The dropping of two courses was not to make a college education easier, but to give each student more opportunity to concentrate in his field of study through tutorial work, theses, independent study and closer contact with the faculty.

One might counter that in the higher number courses the classes are small now and that there are tutorial courses. The main problem with the old curriculum seem-

ed to be of the numerous courses, the general looseness of the curriculum, and the subsequent strain on the faculty.

When the new curriculum was being considered, Dean Hughes wrote in 1959 in the Tripod:

"During the last ten years I have not been aware of any conscious attempt on our part to fertilize the Trinity curriculum, yet it has grown by a process of galloping parthenogeny to the point where many of us find ourselves in the predicament of the Sorcerer's Apprentice. Read pages 40b 48 and 62 to 93 of our last catalogue and perhaps you will agree with me. A student at Trinity takes five courses a year, a total of twenty courses, and we offer 321 different courses in order to make this possible. Our catalogue lists 215 semester courses and 106 full-year courses which we have authorized. It figures out that we provide more than ten times as many courses as any student can take in four years. Admittedly, there are some courses which are not offered every year, but last September each student had to select five courses for himself (with the assistance of his adviser and, one hopes, a Baedeker's guide to the catalogue) from 190 which were made available. The difference between 5 and 190 or even between 20 and 190 represents, I venture to assert, a most generous allowance to provide for the necessary concentration in the work of the several departments."

In part the new curriculum is a reaction to the growing diversity of the curriculum. Even now one professor weekly laments the lack of coordination among the various departments.

THE NEW CURRICULUM counteracts diversity among the courses by giving each student an opportunity to explore different areas of his major field under the guise of a professor who would help him and make sure that the student did not omit necessary information vital to that major.

With such a diversity of courses in the old curriculum and the possible threat of too much specialization the six basic requirements were implemented to counteract these effects. The requirements are designed so that each Trinity student should have "knowledge of sufficient breadth on which to base the last two years of concentrated study in a specific field", as the college bulletin reads.

It has been over two years since the curriculum was approved. What has happened in the meantime?

There has been little outward sign of change.



Administration  
and  
Faculty  
Hand

too  
fast-  
too  
slow  
?

either?

# Curriculum Changes Slowly Since Traditional Founding; World War Adds Impetus

by TOM JONES

Conservatism and a gradual trend towards a greater emphasis on the sciences and specialization have marked the history of the curriculum at Trinity. The major number of extensive changes have come during this century, an impetus having been given to "modernize" the curriculum after the first World War.

Before 1920 such changes occurred only gradually. The school was founded in 1823 on the traditional Classical-mathematical curriculum. The emphasis was then, and for the rest of the century, placed on the study of Greek and Latin in the freshman and sophomore years, on math in the junior year and on various electives during the senior year.

The principal theory upon which higher education operated was the creating of the student versed in the common body of knowledge which included the main achievements of humanity. Each student took similar subjects, with virtually none specializing in any particular field.

NOT UNTIL the 1850's did science begin to emerge as a separate field of endeavor, and until 1900 it remained only a two-and-a-half year course which partially replaced the heavy emphasis on Greek and Latin. But in the last half of the 19th century only a handful of Trinity students took the scientifically oriented program which was offered.

Finally around 1900 the science courses were expanded to a four-year program from which specialized majors in the sciences emerged two decades later.

## Professor Cooper Predicts Effects of New Curriculum

by LEON SHILTON

"The purpose of the new curriculum is not to educate for all time in four years. The new curriculum is a guide to subsequent self-education," Professor George B. Cooper asserted this week during an interview. Cooper was chairman of the faculty committee for the new curriculum.

The new curriculum will, he hopes, make every Trinity student "Jack of all trades, master of one."

Dr. Cooper stated: "America needs a first class managerial class." A student who is well versed in one field and has a general knowledge such as contained in the six basic requirements would most likely be an example of first class material for management, he said.

THERE SHOULD BE NO distinction in respect to obtaining an education between a boy going into business and one going into a profession, he added. "They both have the same obligation," Dr. Cooper stated.

He implied that the comprehensive examination will be a fundamental part of the new curriculum. "The comprehensive is a real addition," he said. "The comprehensive should be, Dr. Cooper remarked, 'It should be designed to test the student in his competence in his major.' He then added, 'If we don't have a comprehensive exam, then I think that our whole system of exams should be examined.'"

Asked what the comprehensive should be, Dr. Cooper remarked, "It should be designed to test the student in his competence in his major." He then added, "If we don't have a comprehensive exam, then I think that our whole system of exams should be examined." Discussing whether the student will make use of the independent study time afforded him under the new curriculum, Dr. Cooper said, "The comprehensive is designed to force the student to perfect himself in the field he has elected."

"THE DROPPING OF ONE COURSE in the junior and senior year each will not result in a student having a lighter load. The plan on the contrary was to increase the actual concentration in the major," Cooper declared.

But as more and more persons in the lower income groups were able to afford college, extensive changes became necessary. Many were faced with the necessity of earning a living immediately upon graduation. And the technical knowledge necessary for the increasing number of vocations was demanding more specialized as well as varied college curricula.

College officials at the turn of the century realized the need for differentiation and specialization. This trend developed slowly, however, and the present system of majors did not evolve until the early 1920's. After this, first Greek and then Latin, vestiges of the old order, were dropped as degree requirements.

DURING THE TWO World Wars the curriculum was partially altered, where necessary, to prepare men for the war effort.

In the mid-1920's a reading program was added as part of the degree requirement. Each student was required to read certain books from prepared book lists which covered all of the major subjects.

A decade later the curriculum again changed to divide the students into three groups. The General curriculum included those students without a specific major. The second group, the Major, constituted the largest group of students. The third, the Honor Division, was made up of those students doing outstanding work in their particular fields.

During the past twenty years no major changes had been made until the New Curriculum was approved in 1960.

CONCERNING THE INSTRUCTION in the junior and senior year courses, Cooper, a history professor, commented, "It is my own personal opinion and intention to make no distinction... between Majors and non-majors. They will be required to do the same amount of work."

If this plan were carried through-out all higher numbered courses, "the whole level of instruction would be raised," he said.

"Now suppose there are juniors and sophomores in one class. I will inquire as to who are juniors and who are sophomores. Perhaps the juniors will be required to do extra work such as term reports... little things like that," he explained.

As to the current stage or implementation of the new curriculum, Dr. Cooper stated, "I feel that as a larger percentage of the college goes on the new curriculum, the college is beginning to implement the new curriculum... It is very heartening to know that plans are being made by the administration... for getting the new curriculum under way."

He said meetings are planned between the administration and the departments about the comprehensive exams.

DISCUSSING THE FORMAT of the comprehensive exams, Cooper said that he would like to see the outside examiners system. This system involves students being tested by written and oral exams supervised by professors not from the college.

"Three members of the history department have participated in such a program at Swarthmore College. I'm sure all would attest to the value of the system," he commented.

"This system of examination would keep everybody on their toes--teacher and student alike," he declared. "I hope to see it here."

Dr. Cooper said, "It is hard to renovate a curriculum. The students have a real determination in this respect."

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On Campus

with  
Max Shulman

(Author of "I Was a Teen-age Dwarf," "The Many Loves of Dobie Gillis," etc.)

## EAT, SLEEP, AND MATRICULATE

The trouble with early morning classes is that you're too sleepy. At late morning classes you're too hungry. At early afternoon classes you're too logy. At late afternoon classes you're too hungry again. The fact is—and we might as well face it—there is no good time of day to take a class.

What shall we do then? Abandon our colleges to the ivy? I say no! I say America did not become the hope of mankind and the world's largest producer of butterfats and tallow by running away from a fight!

If you're always too hungry or too sleepy for class, then let's hold classes when you're not too hungry or sleepy: namely, when you're eating or sleeping.

Classes while eating are a simple matter. Just have a lecturer lecture while the eaters eat. But watch out for noisy food. I mean who can hear a lecturer lecture when everybody is crunching celery or matzo or like that? Serve quiet stuff—like anchovy paste on a doughnut, or steaming bowls of lamb fat.

And kindly observe silence while lighting your post-prandial Marlboro Cigarette. Don't be striking kitchen matches on your



"But watch out for noisy food."

jeans. Instead carry an ember from the dormitory fireplace in your purse or pocket. Place the Marlboro against the ember. Light it quietly. Smoke it quietly. Oh, I know I ask a great deal! I know that one's natural instinct upon encountering Marlboro's fine flavor and filter is to throw back one's head and bellow great, rousing cries of joy. But you must not. You must contain your ecstasy, lest you disturb the lecturing lecturer. You can, if you like, permit yourself a few small shudders of pleasure as you smoke, but take care not to wear garments which will set up a clatter when you shudder—like taffeta, for example, or knee cymbals.

Let us turn now to the problem of learning while sleeping. First, can it be done?

Yes, it can. Psychologists have proved that the brain is definitely able to assimilate information during sleep. Take, for instance, a recent experiment conducted by a leading Eastern university (Stanford). A small tape recorder was placed under the pillow of the subject, a freshman named Glebe Sigafos. When Glebe was fast asleep, the recorder was turned on. Softly, all through the night, it repeated three statements in Glebe's slumbering ear:

1. Herbert Spencer lived to the age of 109 and is called "The Founder of English Eclectic Philosophy."

2. The banana plant is not a tree but a large perennial herb.

3. The Archduke Ferdinand was assassinated in 1914 at Sarajevo by a young nationalist named Mjilas Cvetnic, who has been called "The Trigger of World War I."

When Glebe awoke in the morning, the psychologists said to him, "Herbert Spencer lived to the age of 109. What is he called?"

Glebe promptly replied, "Perennial Herb."

Next they asked him, "What has Mjilas Cvetnic been called?"

Replied Glebe, "Perennial Serb."

Finally they said, "Is the banana plant a tree?"

But Glebe, exhausted from the long interrogation, had fallen back asleep, where he is to this day.

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Glebe sleeps, but you, we trust, are up and about. Why not improve each waking hour with our fine product—Marlboro Cigarettes? You get a lot to like—filter, flavor, pack or box.

*Assignment: build  
the "grease gun"  
into our cars*



**We went to the mountain to  
make 1963 Ford-built cars  
go 30,000 to 100,000  
miles between major  
chassis lubrications**

Quite a task faced Ford Motor Company engineers when they set out to eliminate the traditional trip to the grease rack every 1,000 miles.

Like Mohammed, they went to the mountain—Bartlett Mountain on the Continental Divide in Colorado. More molybdenite is mined there than in the rest of the world combined. And from molybdenite ore comes the amazing "moly" grease that helps extend the chassis lubrication intervals for Ford-built cars. This grease sticks tenaciously to metal, stands up under extreme pressures and resists moisture, pounding and squeezing. It is slicker than skates on ice!

New, improved seals were developed. Bushings, bearings and washers of many materials were investigated. Slippery synthetics, like nylon and teflon, were used a number of new ways.

The search for means to extend chassis lubrication also led to New Orleans—where experimental suspension ball joints tested in taxicabs in regular service went two years without relubrication.

It took time. And ingenuity. But the effort paid off when Ford-built cars were the first to build in chassis lubrication good for 30,000 miles or two years—whichever came first.

Another assignment completed—another "Ford First" and another example of how Ford Motor Company provides engineering leadership for the American Road.



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## Doerge, Seddon Lead Yearlings At Springfield

OCT. 26—The freshman soccer team remained undefeated by beating Springfield today 3-2. The game was played in a continuous down-pour of rain and snow, on the loser's field.

The Shultsmen got off to a good start. They dominated play in the first half, and held a 2-0 lead at the intermission. The Bantam goals were scored by wings Craig Doerge and Tom Seddon.

The second half started much the way the first half had ended—with Trinity dominating the action. It didn't last for long, however, because Springfield center-forward Jack Ryan scored on a pass from his right wing and the whole complexion of the game changed. The Maroons began to take the offensive and Trinity was pinned in its own half of the field.

Ryan scored again in the beginning of the fourth quarter on a break-away shot, and the game was all tied up. Play continued in a 2-2 dead-lock until Tom Seddon put the Trinity frosh booters ahead to stay with two minutes remaining in the game when he headed in a cross from Craig Doerge. The game was the fourth victory for the Shultsmen without a defeat. Their other victories came over Loomis, Brown, and Suffield.

In the weeks to come, the frosh booters will face the freshmen teams of the "Little Three". They will play Williams at home this Saturday at 12:30 P.M. Williams has a very good team and the game is expected to be close. Coach Robert Shults foresees that with some good hard work this week his squad will be ready for the Ephemen. The game will precede the varsity football game against the Coast Guard Academy.

## VARSITY SWIMMING

All students interested in varsity swimming should contact coach Bob Slaughter sometime this week. Experience is not a prerequisite for trials and anyone with interest is encouraged to attend. Coach Slaughter's team had a 7-3 record last year.

## BASKETBALL PRACTICE

Official varsity basketball practice will begin on Thursday November 1st at 3:30 p.m. in the upper gym of Alumni Hall. Any men interested in being assistant team managers are requested to contact Coach Jay McWilliams or Manager Harold Vickery as soon as possible.

F  
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GIL! DO THESE  
OLD EYES DECEIVE  
ME? I HAVEN'T  
SEEN YOU SINCE  
THE OLD "YOUTH  
FOR TOMORROW"  
DAYS THIRTY  
YEARS AGO!

WHAT A FACTIONALIST  
RAT RACE THAT WAS,  
EH, DAN BOY?



THAT WAS NOTHING!  
YOU SHOULD HAVE  
JOINED "STUDENTS  
FOR CHANGE" THAT  
FOLLOWED IT  
FIVE YEARS  
LATER—

OH, I JOINED! I  
JOINED! WAS THAT  
EVER A FACTIONALIST  
RAT RACE!



WELL, ONE GOOD  
THING CAME OUT  
OF IT—"BUDDIES  
FOR BETTERMENT".  
THEY, AT LEAST,  
HAD SOME  
UNITY—

UNTIL IT DETERIOR-  
ATED INTO A  
FACTIONALIST RAT  
RACE.



I JOINED ONE OF THE  
SPINTER GROUPS—  
"JUNIORS FOR  
JUSTICE". YOU  
WEREN'T ACTIVE IN  
THAT ONE, WERE  
YOU, GIL?

NO, I HAD TO TEMPORARILY  
DROP OUT OF THE YOUTH  
MOVEMENT. MY WIFE WAS  
HAVING HER FOURTH BABY.  
BUT I HEAR IT  
DEVELOPED INTO  
A FACTIONALIST  
RAT RACE.



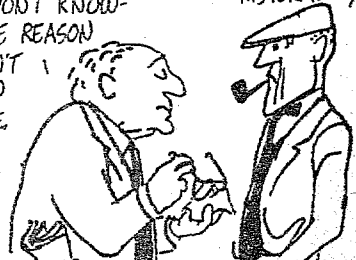
WELL, EVERYTHING FELL APART  
FOR AWHILE. A LOT OF THE  
YOUTH WE KNEW BEGAN  
RETIRING OR GOING ON  
PENSION. NEW FACES  
CAME IN. NEW  
YOUTH—  
INEXPERIENCED.  
DISRESPECTFUL.  
UNTHEORETICAL.

DIRECTION-  
LESS!



THEY NEED DIRECTION!  
I'VE BEEN TRYING TO  
GET MYSELF INTO  
"PROGENY FOR PEACE"  
BUT—I DON'T KNOW—  
FOR SOME REASON  
THEY DON'T  
SEEM TO  
WANT ME.

THAT'S THE  
TROUBLE WITH  
KIDS TODAY.  
NO SENSE OF  
HISTORY.





A Squeaker

# Dathmen Bow To Unbeaten Williams

WILLIAMSTOWN, OCT. 27-The Trinity soccer team lost to an undefeated Williams club here today in a tightly fought contest. It was strictly a game of breaks as Trinity had several fine scoring opportunities repulsed by Ephman goalie Gordie Prickett.

Williams concentrated on a short passing game which was often frustrated by the efforts of Trin backs Jim DeVoe, Dan Swander, and Dave Auchincloss. By contrast the Dathmen employed a wide-open style of play that frequently confused the host team. But the inspired efforts of center-halfback and Captain Tom O'Connell kept Bantam forwards Osman Sallah and Mark Josephson from scoring.

The Ephmen were the first to score. Mid-way through the second quarter Williams' inside Bill Gates received a perfect pass from Ben Kofu and put the ball past Trin goalie Bob Bordogna. Meanwhile, fate was not smiling upon the Dathmen as Sallah's goal was nullified by a penalty and another shot hit the cross-bar and rebounded over the heads of the onrushing visiting linemen.

DURING THE THIRD QUARTER, play was hampered by falling snow. But with a few moments remaining before the period gun, the Gates-Kofu combination scored again. Gates fed a pass to his Ghanaian teammate and the speedster went through the Trin defense for

the second tally of the day.

In the waning moments of the contest the Trinmen got back into the game when Ed Lazzerini placed a nifty head into the Purple nets with one minute to go. But the desperate attempts of the Bantams went for nought as the Williams defense held firm till the final gun.

The loss evened the booters' record at 2-2 and with but four games remaining, they will have to win all of these to better last season's mark of 6-3. This Wednesday, the Dathmen travel to Albany where they will try to bounce back with a win over potentially-dangerous Union.

## Harriers Defeat Avon Old Farms

AVON, OCTOBER 23-The Trinity harriers raced to their third win of the cross country season this afternoon by defeating Avon Old Farms 21-35 on a 2.6 mile track here.

Captain Mal McGawn led the victors in 14:51.5. The results were:

1. Mal McGawn	(T)	14:51.5
2. Dave Bremer	(T)	15:22.8
3. Slaymaker	(A)	15:28.3
4. Fred Martin	(T)	15:56.6
5. Alden Gardner	(T)	16:00.3
6. Spencer	(A)	16:20.5
7. Flynn	(A)	16:51.7
8. Emmons	(A)	16:54.1
9. Jim Emmett	(A)	17:04.8
10. George Bois	(T)	17:07.2
11. Taliaferro	(A)	17:11.6
12. Charley Waddell	(T)	17:12.7

# Susquehanna Rolls Over Trinity, 20-16

by KEITH WATSON

OCTOBER 27--Undefeated Susquehanna used runs of 71, 50, and 33 yards to beat Trinity 20-16 here today for their 19th consecutive game without a loss, before a noisy but relatively small Parents' Day crowd of 4,000. The Selinsgrove denizens crossed the goal once in each of the first three quarters and then hung on as the never-say-die Bantams staged a late-game rally that wasn't enough to avert their third loss in five outings.

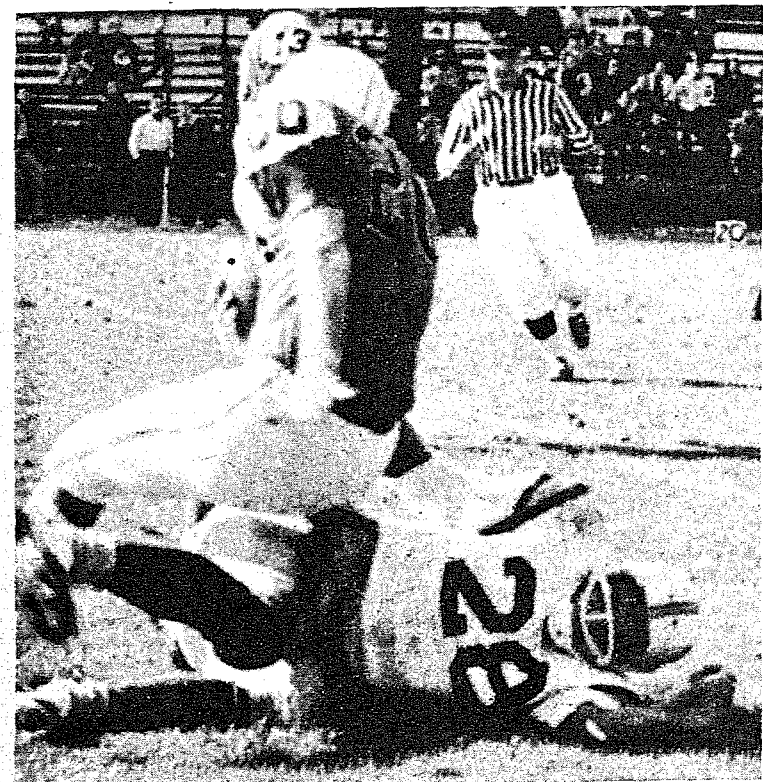
Coach Dan Jesse certainly had his team "up" for the Orange and Black clad Crusaders, who have already clinched their league's championship for the fourth straight year. Don Taylor completed 10 of his 22 passes against the highly-publicized defense of the visitors, and the offensive attack was good for 14 first downs. Crusader mentor Jim Garrett said Trinity was the stiffest challenge his squad has faced this season.

The vital factor was Susquehanna's running game which, led by halfback speedster, Larry Erdman, rolled up 355 yards on the ground. The 160 lb. Sophomore electrified the crowd as he raced 71 yards on a cross-buck for the initial score, then went three yards around end for the second, and set up the decisive tally with a 33 yard burst off tackle.

AFTER THE OPENING PERIOD run by Erdman, Susquehanna appeared as if their better-than-the-average-group cheerleaders would spend the entire game counting points as the Crusaders moved 92 yards in eight plays to take a 14-0 lead. The drive was highlighted by the 50 yard run of fullback John Vignone, who would have gone all the way if Tom Calabrese had not made one of his many fine saving tackles.

However, the Bantams were not to be counted out. With three min-

(continued on Page 8)



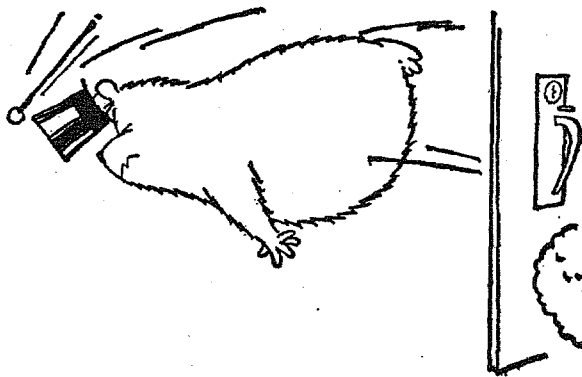
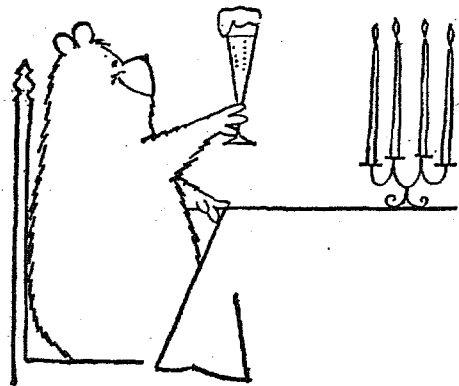
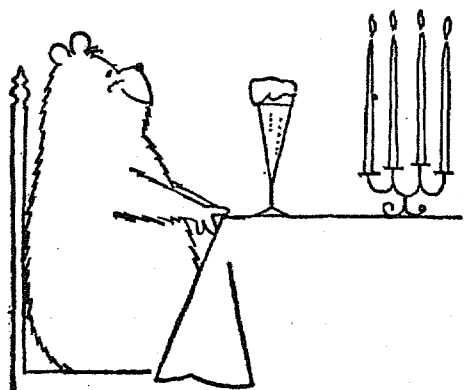
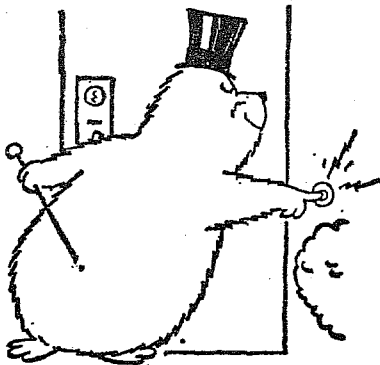
**THUD:** John Szumczyk wrestles Susquehanna's Larry Kerstetter to ground. Szumczyk excelled on defense, and scampered 36 yards, after taking a short pass from Don Taylor, for a Trinity score.

Of heartening news to Bantam fans was the fact that Captain John Pitcairn played nearly all of the game. It marked the first time since his

early-season leg injury that he had played a considerable length of time. However, the team is not in perfect health. Both Buzz Tomp-

kins and Josephson were forced to leave the game due to injuries. However they will be ready for the trip to Union.

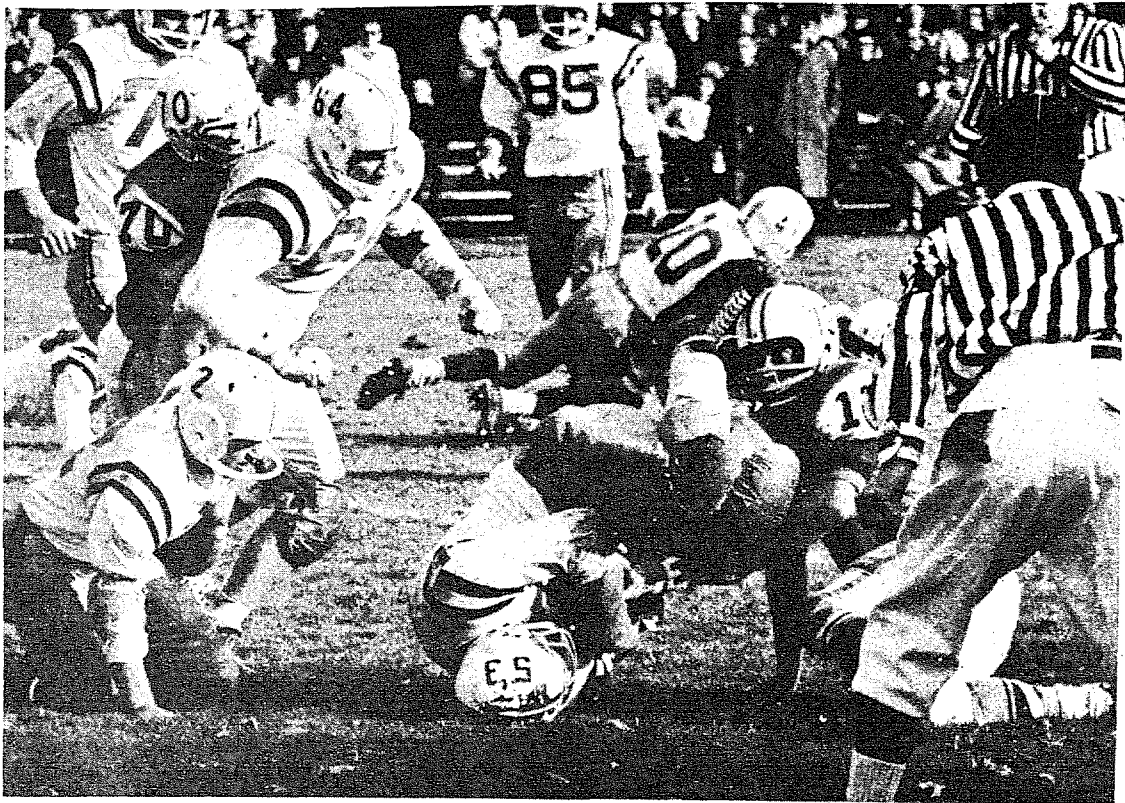
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**TRIN RECOVERS FUMBLE:** Center line-backer Bill Fox grabs loose ball during final period of Saturday's Parents' Day game. Bantams promptly drove 82 yards for their *Stretch Skein To 19*

second tally, which left them four points shy of visiting Susquehanna, 20-16. (Brigham photo)

# Crusaders Win Offensive Struggle

(continued from Page 7)

utes remaining in the half, Trinity moved into enemy territory when halfback John Szumczyk went off-guard for 12 yards and Susquehanna was guilty of a 15-yard clipping infraction. Taylor then began a passing barrage by tossing twice to Sam Winner for sixteen yards and a third time to John Fenrich at the 13.

With fifteen seconds remaining, Taylor again received the fine protection he was given through-out the game, and threw a perfect strike to Winner in the right corner of the end zone for the hosts' first score. Taylor passed again, this time to Calabrese, for the extra points to leave Trinity but a six-point deficit at the half.

After an exchange of punts in the

What Trinity Opponents Are Doing			
Opponent	Oct. 27	Record	Vs. Trin.
Williams	Tufts (0-8)	4-1	13-0
St. Lawrence	Open date	2-3	6-26
Tufts	Williams (8-0)	5-0	42-8
Colby	Bowdoin (12-13)	0-6	8-22
Coast Guard	W.P.I. (9-8)	3-2	Nov. 3
Amherst	Wesleyan (18-6)	5-0	Nov. 10
Wesleyan	Amherst (6-18)	2-3	Nov. 17

third quarter, Susquehanna began a 69 yard drive for their third and final score. The key play was a 33 yard run by Erdman who was finally caught by Calabrese at the 16. Four tries later, half-back Larry Kerstetter dove over from the one to make the score 20-8.

LATER, SUSQUEHANNA began moving for another score, but on the first play of the last quarter center Bill Fox fell on a Crusader fumble at the Trin's 18. At this point, the Bantams began playing inspired ball. On a key third down situation John Wardlaw took a statue-of-liberty hand-off and scampered 33 yards to mid-field. Line plunges by Calabrese and Taylor then picked up another first down. The attack stalled, but again on the critical third down Taylor tossed a short screen pass to Szumczyk who threaded his way behind effective interference for a 36-yard touchdown.

When quarterback Don Taylor sneaked over for the two extra points, an upset became conceivable. It was the first time a team had scored twice against Susquehanna this season, the visitors

having held opponents to an average 2.6 points-per-game for the last three years.

Things looked good for Trin when the Crusaders were forced into a punting situation on their own 40 with five minutes left. But captain John Lusco's boot fell dead on the two, and the Bantams could not move the ball in such cramped quarters. Fenrich failed to hold onto a low Taylor aerial at the 30 and Trin was forced to punt.

After another Crusader first down, the Bantam defense held again, and Lusco punted to the 18. With a minute remaining, Taylor completed two out of three short passes to Winner, and Calabrese moved the ball to mid-field with a 15-yard gallop. But on the next play, Taylor was snowed under by a host of burly Crusader linemen and that was the ball game.

The defeat was the Jessemen's third, each opponent being a Lambert Cup contender and now collectively sporting an impressive 17-1 record. With Amherst and Coast Guard still remaining, Coach Jesse's quip about being "over-scheduled" seems reasonably substantiated



**CALABRESE CARRIES:** Trinity halfback Tom Calabrese was invaluable against Susquehanna Crusaders. In addition to stopping two touchdown runs single-handed, he helped keep Trinity in the ball game with his shifty running (Brigham & Bloomstein Photos)

## Frosh Lose

OCT. 29 - A 67 yard touchdown run by halfback Bob Sussi on their first play from scrimmage gave Springfield College the momentum to drive to a 16-0 victory over the Trinity Frosh.

The Bantams took the opening kickoff, but couldn't move the ball. Sandy Weeks punted to the Springfield 33. Then Sussi galloped 67 yards around right end for the score. Tom Owen kicked the extra point for an early 7-0 lead.

Late in the second period, the Bantams started to move. After a short Springfield punt, Rick Carlson swung around left end for a four yard gain. Quarterback Mike Dawes hit Al Cooper with a 14 yard pass taking the Trin eleven to the Maroon 35 yard line, but on the next play the Bantams fumbled and Springfield recovered.

Early in the third period, Springfield tallied again. After an exchange of punts, the Maroons got the ball on their own 35. Quarterback Doug Myers fired a first down pass to end Scott Taylor, who was all alone on the Trinity 25. Taylor galloped the remaining 25 yards unmolested, George Andrews blocked the kick for the extra point but the score stood 13-0.

The Bantams again tried to come back but an interception killed the rally. Halfback Sandy Weeks took the kickoff 30 yards to the 46. Rich Rissel chucked a 19 yard aerial to Chris Dunham. Rissel took to the air again, but Fred Bufanio intercepted on the Springfield 20.

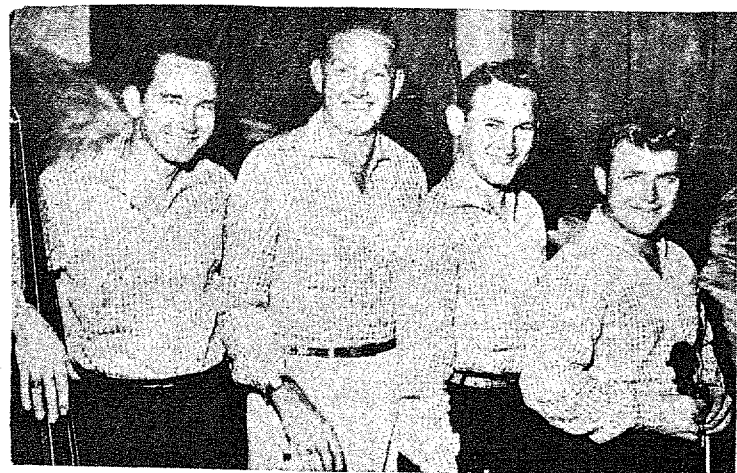
On the next series of downs, Trinity was forced to punt, but the Springfield line rushed in to drop Weeks on the Trin 27 before he could get the punt off. Springfield marched to the Bantam five yard line. On fourth down Owen booted a field goal to clinch the game for the Maroons.

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