Fiftieth Anniversary Program Brings Outstanding Speakers

A varied program bringing well-known speakers and artists to the campus has been planned for the fiftieth anniversary celebration of the founding of the college, Friday, October 20, and Saturday, October 21.

Featured on the two-day program will be a dance recital by Joseph Limon and Company, Friday evening, and an address by Dr. Hannah Arendt, renowned philosopher, Saturday morning.

The celebration will get underway Friday with a dinner for Faculty, Alumnae members of Phi Beta Kappa and Winthrop Scholars at W.M.I. at 6 p.m. Of special interest to students will be a concert by the Coast Guard Academy Band on the roof of Crozier-Williams at 6:30 p.m. The 30-minute program will include vintage pieces.

Friday evening at 8:30 p.m. in Palmer Auditorium Joseph Limon and Company will present a dance recital. Their program includes Toccata, The Moor's Pavane, both of which were performed for the first time at Connecticut College; and the Troubadour which was commissioned by Connecticut College. Students may apply for tickets for this performance in the Information Office.

Saturday morning's program opens with the Fiftieth Anniversary Convocation in Palmer Auditorium at 11 a.m. Again, tickets are required for this event, and students interested in attending should apply through the Information Office.

The Convocation will begin with an academic procession of faculty, trustees, and outside guests. President Rosemary Park will preside. As part of the program, the Connecticut College Choir, under the direction of Arthur Quimby, will sing a choral work: "A Prayer for My Daughter," composed in honor of the Fiftieth Anniversary by Professor Martha Alter. The text for the piece comes from a poem by William Butler Yeats. Ellalou Dimmock, class of 1950, will be soprano soloist.

A highlight of the morning's program will be the address by Dr. Hannah Arendt on "Freedom and Revolution." Dr. Arendt has spoken previously at the college.

Convocation will be followed by the trustees Reception and Luncheon in Crozier-Williams at 12:30 p.m. It is open to students by invitation only, due to the limitation of space. The luncheon speeches, however, will be broadcast to the auditorium beginning at 12:30 p.m., and all are invited to gather there at that time.

Miss Park will serve as Toastmistress for the luncheon program. Bringing greetings to the college will be Governor John Dempsey, representing the state; U.S. Senator Prescott Bush, representing the national point of view; President William Park of Simmons College, representing the New England liberal arts colleges; Dr. Thomas Goddard Berlin, Sterling Professor of Romance Languages and Master of Timothy Dwight College, representing the neighboring institutions; Yale; Dean Gertrude Neyes, representing the faculty; Sarah Pithouse Becker, President of the Alumnae Association, representing the alumnae; and Sandy Loving, President of the Student Government Association, representing the students.

Following the luncheon will be a Cornerstone Ceremony for the North Dormitory Complex at 3:30 p.m. at Morrison House. All are invited.

The program will conclude with a voice recital by Soloist Helen Boatwright at 4 p.m. in Lyman Allyn Museum.

Wig and Candle is holding tryouts for Bertolt Brecht's The Good Woman of Setzuan. Ten females and seven males are needed. All upperclassmen may tryout. They are being held Thursday, October 12, beginning at 7 p.m., in Room 202, Palmer Auditorium.

Opening the Second Annual Chamber Music Series will be the New York String Sextet, Tuesday, October 17, at 8:30 p.m., in Palmer Auditorium.

The following is scheduled for the concert program: Sextet in F Major, Opus 24, No. 5 by Beethoven; Quintet in C Major, Opus 29 by Beethoven; and Verklärte Nacht (Transferred Night) by Schoenberg.

International Musicians

The sextet is composed of two violins, two violas, and two cellos. The musicians are natives of Italy, Holland, Austria, Hungary, and the United States.

The New York Sextet made its widely acclaimed debut in Carnegie Hall, March 6, 1960.

A review of a concert played in Dallas says: "The group seemed more often like six virtuosos who just happened to be playing in unison."

Famed Theologian, Rev. H. R. Niebuhr To Speak Sunday

Sunday, October 15, the Rev. H. Richard Niebuhr, Sterling Professor of Theology and Christian Ethics at Yale Divinity School, will be the guest speaker at the weekly Vesper service.

One of the foremost authorities on theological ethics and the history of the Church in America, Dr. Niebuhr has been engaged under the auspices of the Carnegie Corporation, in directing an exhaustive survey of Protestant theological education in the United States and Canada.

The results of this work, in which he was assisted by two other theologians, has been published in two volumes: "The Purpose of the Church and Its Ministry," and recently in "The Advancement of Theological Education," as well as in a series of bulletins distributed to American seminaries.

The work has been widely hailed as "the major survey of the aims of theological education in a democracy of modern times." From it emerges a re-evaluation of the roles of the church in American life, a fresh concept of the ministry, and a restatement of the idea of a theological school.

Roverned Literary Figure

The Importance of Being

"Put me in a System and you negate me—I am not a mathematical symbol—I AM."—Kierkegaard.

The ability to lose oneself in a System comes very easily to most of us. The ability to excuse oneself for getting lost is even easier, for modern youth was born into a regimentalized world. The philosophers, psychologists and sociologists of today have labeled this generation as one of unidentifiable masses and assembly-line personalities. Model suburban homes, box-like apartments, "the Great American School System," and the organization man can carry a man from birth till death without having him make one important decision for himself.

Connecticut College does not escape the phenomena of the twentieth century. It fits very neatly into the pattern of the System, and in this way is not a "white tower," but just an isolated segment of the society. In fact, college life, in this respect, is a magnified example of what we can expect in later life.

The possibility of a girl going through four years here, without being recognized, and without recognizing her abilities herself, is very real indeed. She can be moved from dorm to dorm with her small group of friends, placed on one list and then another, visit the deans once a year with no particular problems, and then graduate anonymously.

The biggest tragedy of being trapped by the System is the failure of the individual to recognize the power inherent within herself to be Someone. The individual must realize that it is not enough to run around in circles, never touching the essential issues of "being alive," but that in order "to be," one must make herself the focal point. From the center, one can radiate and the organization man can carry a man from birth till death without having him make one important decision for himself.

The seminar will examine the Connecticut Tradition in the areas of Painting, Architecture, Furniture, and Minor Arts. The lectures are to be illustrated and will consider various facets of these arts to 1825.

Eminent Curators

Mr. Charles E. Buckley, Director of the Currier Gallery of Art in Manchester, N. H., on "The Character of Connecticut Furniture;" Mr. Samuel M. Green, Director of the Davison Art Center at Wesleyan, on "Connecticut's Minor Arts."
Summer Session’s Disciplined Dance Demands Vitality

The dancer moves. Gesture evolves, springs forth into a life of its own. The dancer is seized by his own emotion, swallowed by it, regurgitated by it into a new form, a form autonomous, moving, relating to its own universe in its own dimensions of time and space. The dance is an organic totality, the dancer a projector of vitality.

Vitality in its most profound sense is the key to the Dancer’s World. Vitality in all senses constitutes the most characteristic aspect of the Dancer’s world existing as a temporal fact. This World at the Summer School involves a program of intensity, and a faculty of quality, which combine to make exciting demands on the individual as yet undisciplined creative powers.

Discipline Required

Discipline begins with the hours of technique, the simple fact of movement. Yet discipline must not stop here but must complete itself in unity. There can be no disparate elements in a dancer’s existence. He is the unique situation of the artist whose medium is his own self. The dancer cannot for a moment discard or neglect his body. Instead, he must, perpetually confronted with the challenge of his medium, the struggle to affirm the self in gesture which defines dance as inherently existential, discipline, by necessity, commands each moment, extending beyond the physical to permeate the emotional and the intellectual.

Dancer as Creator

Hours of pure technique demand completion in classes where the dancer learns, with his whole self and through his body, “What is Expression.” The individual determines what other elements of performance must be learned in order to fulfill his experience in movement. He extends his study through music or mime, rhythm or timing, so choosing to find his most individual means of expression. The dancer may live in a world apart, but, as a creating individual, he is intimately bound up in that world. The experience of the summer student is an intensely personal one. There is no one “studying under Mr. Limon;” only one dancing with it. This bond, however, does not link dancer to dancer but rather each dancer to his art. For the electricity in the summer air is discipline’s result of a self-contained and directed vitality. W. F., ’64

This Week

This week all, or nearly all, of the ’61 graduates returned to make sure the school was still functioning despite their absence, and to relate their experiences encountered on the outside . . . We realized again the contributions they had made and became suddenly conscious of the process which is now up to us . . . And yet we felt too, that there is a very important difference between the positive and negative overtones of that progress . . . It’s too easy to slide backward, to abolish, to criticize, and it’s all the more wrong when you watch a dream patterning itself in someone’s eyes, someone to whom the course of progress was strangely significant or even inherent . . . We, the school, have certain rights, expressible through Student Government or through the officers of each class; technically, our privileges may range from eliminating, through working for this tradition . . . But it is a scary moment when we are on the brink of virtually wiping out a tradition . . . The power that is given us at that moment is frightening, the decision requires a little more thought, more consideration for those who were unquestionably interested in retaining, moreover, working for this tradition . . . At any rate, Senior Melodrama will live on, and it is up to these members of the class who feel it to be an integral part of Conn. traditions to give this dramatic production as much senior spirit as they can muster, so that in years to come the foundation of the event will be stronger and its wings not separated from its body . . . Which reminds us of Friday night’s tragedy—the amazingly durable snow sculpture between J. A. and Harniss was heartlessly shoveled on her face—a destructive act with no apparent purpose other than vulgar college kicks . . . Indeed hard to believe . . . and again, giving us an uneasy, queasy feeling in our stomachs (which even the combination of ingredients product couldn’t cure) that somehow this was understandable . . . perhaps the decline of the classic tradition, or of the appreciation for art which we assumed college members, male or female, would possess . . . Well, maybe we’re too quickly depressed, and maybe the next time we look, the statue will stand straight and tall, and head or no head, we’ll know that she’s getting good. We really meant to be cheerful this week, but on top of everything, the Reds lost . . . and then the aroma of espresso, the sound of strums, and that certain coolness lacking everywhere else but in the Pirandello faded into a mist of smoke-dreams and faltering creativity . . . where oh where has the last spark burning on that marshmallow gone . . . and if any sensitive soul has a good nose for 68 Federal Streets and the like, we’d kind of like to confer with her over a coke with the juke box playing in the background and a trite Modigliani reproduction on the wall . . . To repeat, we really intended on being happiness personified, but it seems the week was just plain a letdown . . . To be sure, the Mascot was found a day early, the weather was remissness of May, we went downtown to renew acquaintances in the various shops (who neither, glared just a wee bit when they recalled the bills they had sent us week after week after week . . .) and we felt a little transitional process . . . Still there are always the bad news days to contend with, and maybe the good news days are just around the corner hiding behind the facade of next week . . . B.C.

FLICK OUT

CAPITOL
Thursday, Oct. 12 thru Tuesday, Oct. 17
White Christmas
Serengeti

STARTING WED., Oct. 18
Seven Women from Hell
Pirates of Tortuga

GARDE
Thursday, Oct. 13 through Oct. 12
Greyfriars Bobby
(Walt Disney)
Hand in Hand

Sun., Oct. 15 and Monday, Oct. 16
Theif of Baghdad
Voyage to the Bottom of the Sea

TUES., Oct. 17
Frankenstein and Dracula

Stage Show

STARTING WED., Oct. 18
Splendor in the Grass
World by Night

College Student Seeks Position
In Her World

by Jehed Diamond ’64
Janet Sternburg ’64

As much a part of life at a women’s college as dungarees, going to the post office, and after-dinner coffee, is the continual questioning of one’s place in the life of the college. “Is this the right place for me? Is my vision of life at another college mirage or reality?” At the beginning of the school year, while we remain speculative and free from the emotional strain of winter rush, it is pertinent to re-examine the position of the female student.

We have heard and read much of the problem of human alienation, of man’s aloneness, and the concomitant idea of transcendence which, although intellectually understood, has no relevance unless applied to one’s life. The issue focuses on the relationship between the classroom and the world, between abstract reasoning and concrete response. Concern for humaneness and the complaint of a lack of activities of world import in which to participate. One senses a bafflement about the problem of “doing,” with the problem of isolation, and минутeness in relation to the world.

The moments of visions of missionary splendor become submerged in the habitual sigh of regret, of dissatisfaction and of a desire to have more.” The problem of position needs to concern the girl, and the girl alone, but especially the college girl, when she is faced with the question of her relationship to the world around her.

The most obvious question raised in this connection is that of the continuing significance of the woman’s college. Is there a fundamental difference between man and woman, and, if so, of what does this consist? Perhaps the answer lies in a synthesis of biological and societal roles. The issue is not merely the old-fashioned stigma of woman’s place in the home, but rather the needs of women combined with the duties imposed upon them. Knowing that her creative impulse can take expression in the building of family relationships, woman feels no absolute demand to relate herself to that world in order to survive, no imperative need to establish an inde- See “College Student”—Page 5.
Guineans Show Avid Interest In American Racial Problems

by JoAnn Patnode

At no time during the stay of my Crossroads group in Guinea were we permitted to forget the problem of racial discrimination in the United States. Constantly besieged with questions and accusations on this issue, we answered as frankly and truthfully as possible. Guineans have based their misconceptions of our race relations on information from many sources. Before their departure from Guinea the French, for political reasons, often presented a one-sided view of United States race relations over public news media. News and eyewitness reports of racial incidents have established further images of the conditions faced by Negro Americans. Accusations arising from these misconceptions are often impossible to deny.

Africans often thought all Negroes in the United States were confined to a certain section of the country—Harlem or the Deep South, for instance. Many believed segregation of schools and buses existed throughout the nation. Social contact between Negroes and whites was considered non-existent. The situation in the capital city was compared to the apartheid system in the Union of South Africa. Maltreatment of the Negro anywhere in this country was considered the normal situation. Many African students expressed a desire to study here but were afraid they would be physically harmed during their stay.

"All Americans are racists," was an accusation we often heard. This was brought out most strongly during a visit to Kankan, a city deep in the interior of Guinea. One of the most powerful members of Kankan's party committee was an outspoken young woman delegated as one of our guides. During a tour of the city with five of our group she picked a crowded store as the proper place for a long tirade on the racism of Americans. Many people having the same feelings as this young woman believed the United States federal government to their own, were unable to see how a problem could exist despite the opposition of the federal government. Most Africans could not understand the entrenched position of an interest in a state or the division of powers between the federal and state governments. However, even an understanding of this situation would not have reduced criticism.

There was general unwillingness to accept the argument that our federal government could not control the racial situation. Africans believed the rights guaranteed by the Constitution were not reconcilable with the treatment accorded the Negro by the states. If the United States government helps to perpetuate racial problems, the United States can do nothing to explain them. Guineans hailed the election of President Kennedy as the beginning of a new era in United States civil rights legislation. Enthusiasm for him is now waning due to lack of action on civil rights during the last session of Congress. Attorney General Robert Kennedy is greatly admired for his stands on racial issues. He is believed to be a lone warrior opposed by the rest of the government because of his views. Africans deplore the inadequate number of Negro officials and Cabinet members in the United States government.

Guineans had interesting suggestions for the solution of our racial problems. Most thought federal troops should be used to stop racial disturbances and enforce integration. Others, believing Negro-Americans to be a majority of the population, suggested they demand their national independence. Some felt courageous people should intern themselves. The suggestion most often heard was that Negro-Americans should move to Africa. Guinean co-workers at the construction project strongly urged one of our Negro students to do this. "If you stay," they promised, "you won't be sorry. In Guinea you can be a hero."

The reasons behind this suggestion reflect the distorted view held of Negro-Americans. Most Africans have no conception of how the Negro has contributed to America. Viewing the Negro-American as a militant person similar to himself, the Guinean cited this as one cause of his oppression.

The impact of race relations in the United States will be an important factor in determining the road followed by Guinea and other newly independent African nations. See "Guineans Show"—Page 7
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College Student
(Continued from Page Three)

education the answer? Is the
problem wholly rooted in the con-
cept of separate education of
male and female? If so, then why
the refusal to recognize what is
budding on one's own campus?
This question is related to the is-
sue raised in the beginning of
this article; the difficulty in re-
lating abstract theory to concrete
practice, and to the reasons for
this difficulty. A basic tenet of
education is the constant analysis
and criticism of all that one
learns. This attitude, fostered by
the isolation and contemplative
emphasis of a country campus,
soon becomes an inescapable part
of the student. One hears much
today of the fact that youth has
no standards, nothing upon which
to base its actions. Although this
idea has gained the familiarity of
a cliche, it is true that, indoctri-
nated in a method of living which
demands constant questioning,
the student has inherited no guide
to the formulation of a center of
inner stability. Perhaps, when is-
sues arise on campus, one reo
fuses to accept a cause enthusi-
astically and instead engages in
discussions of pros and cons, final
irresolution. Grounded in the
concept of a lack of absolutes,
the question is whether one can
take a definitive stand upon any
issue.

Perhaps it is at this stage that
the difference between the male
and the female becomes all-

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(Continued from Page Five)

important. Rather than being perplexed by problems of import, the female student in an effort to establish a false inner stability, retreats into her shell of skepticism, of apathy. And yet, here the problem of the relationship of the academic to life becomes crucial.

The transcendence of which we have read so much is a transcendence of love of one's fellow man. Ultimately, the questions of nuclear disarmament, abolition of the House Un-American Activities Committee, the Berlin crisis, are not merely constitutional principles to be dissected by the analytically-trained mind; they are situations which call for a giving of oneself, and in the words of Kahlil Gibran, "Work is love made visible." Lost in an overly critical approach, how much easier it is for the student to live vitally on the academic plane, and to stagnate in the application of one's learning. Perhaps we are, after all, suffering from an illusion when we think that in transferring to the coed school we will find the ready-made intellectual stimulation for which we are searching. Questions are many; answers are few; how to separate analysis in the classroom from total dissection in life, and yet to apply the classroom to everyday problems. Realizing the relativity of the world in which we live, we seek not for ultimate answers, for we are aware that there are none. In order to approach vital problems with perception, women must have an ethical and aesthetic pattern for their lives upon which to build, one which would harmonize with their biological and creative role, which has previously provided the easy retreat to apathy.

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**BETWEEN CLASSES...**
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Guineans Show
(Continued from Page Four)

tions in the near future. A continued disenchantment with the American way of life may drive them into the communist camp. Another factor may be a new attitude gaining ground with young Guineans not ordinarily prone to racialism. We found evidence of this during our tour of the country. In one of the classrooms of the beautiful new lyce at Kindia were several piles of student notebooks. Before party members relieved us of them, we were able to copy the following composition, written by a fifteen or sixteen year old boy:

"The whites teach Negroes that all human beings are equal toward God. But they forget their speeches as soon as they find their interests in danger. How can we support these people who tell something and practice the contrary. I will never agree with these people. I hate them as I know they hate me or more. I will never more bend myself to pick-up the scrubs from their table. I am a man. I will have my rights."

Will the United States be able to overcome its present status in many black countries as an undemocratic nation? Or will the spectre of racialism cloud Africa's future?

WHERE DOES THE TIME GO?

Where does the time go? In the olden days—before TV and when people walked—folks had time on their hands, time in their pockets, and time they didn’t know what to do with. Because there was so much time, nobody bothered about clocks to keep track of it. They didn’t budget it. Time was everywhere, willy-nilly.

But then one day someone devised a curious thing called progress—curious because as progress started running rampart o’er the land, there suddenly became less and less time. So people invented washing machines and other time-savers, and started saving time like mad.

Today, as you know, there isn’t as much time to go around as there used to be. And because time to the college girl is at a premium, the New London Flying Service is delighted to offer you great big chunks of it—at special low rates for students—by flying you to any college town for any special weekend. (Williams is only an hour away, for instance.) With a friend or two, the rate is even less—quite a bit less, in fact.

So where does the time go? Why, very simply, it goes to you for a big whoopla at the big game. Simple as that. But please hurry and call for arrangements, because there isn’t much time left. (Just a few big chunks.)

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Bloodmobile Here: Red Cross Urges Students to Give

October 26, the American Red Cross Bloodmobile will make its annual visit to Connecticut College, between 10:45 a.m and 3:30 p.m. All students 18 and over are eligible to donate. Appointment lists are posted in all dorms, along with parental permission slips for those under 21.

Connecticut is the only state in the country that has a completely free blood program. Any person who undergoes surgery in Connecticut receives blood without charge and without having to replace it. No Connecticut hospital buys or sells blood. This free blood program has been in effect since 1950. The Red Cross has charge of obtaining blood for all hospitals in the state.

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Rev. H. R. Niebuhr
(Continued from Page One)

Born in Missouri, Dr. Niebuhr was graduated from Elmhurst College and the Eden Theological Seminary. He was ordained as a pastor of the Evangelical and Reformed Church and served as pastor in St. Louis for two years while working toward his M.A. at Washington U. He received his B.D. from the Yale Divinity School, and was one of the first four graduate students to receive a Ph.D. from Yale’s department of Religion. He also holds an honorary B.D. degree from Eden Theological Seminary.

Dr. Niebuhr taught at Eden Theological Seminary for seven years, and served as President of Elmhurst College for three years.

In 1930, he received a Sterling Research Fellowship from Yale to study relationships in religions at the Universities of Marburg and Berlin.

In 1957, a group of Prof. Niebuhr’s former students honored him with the publication of a book, “Faith and Ethics: The Theology of H. Richard Niebuhr.”

An informal discussion led by the Rev. A. Grant Noble, of the Virginia Theological Seminary, will take place, Monday, October 16, after supper in Freeman living room.

The discussion will center around the topic, “Vocation as Sense of Purpose and Direction.”

Dr. Noble was formerly Chaplain of Yale and Williams.

“Tareyton’s Dual Filter in duas partes divisa est!” says veteran coach Romulus (Uncle) Remus. “We have a saying over at the Coliseum—‘Tareyton separates the gladiators from the gladioli’. It’s a real magus smoke. Take it from me, Tareyton delivers de gustibus — and the Dual Filter does it!”

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