

Inquiring Reporter

GLORIA J. BROWN

Question: "What is your evaluation of the social life here at Bennett?"

Printed below are answers given by several Bennett girls:

Millie Ann Adams, senior: "The social life at Bennett is well-rounded and geared to acquaint the young ladies with the highest form of social activities."

Burdell Knight, senior: "I feel that Bennett's social activities are somewhat limited, and that the few activities that we have are not varied enough."

"Some girls on the campus are not particularly interested in dancing, but they attend the dances simply because there is nothing else to do."

"I feel that this condition prevails because of a lack of initiative on the part of the girls and also because of a lack of understanding on the part of the administration. I feel that more cooperation between the two groups, students and administration, will create varied and better social activities if there is enough effort put forth."

Judith A. Thompson, junior: "I feel that the social activities are limited here at Bennett in that we are not permitted to take part in activities that would bring the student body closer together and which would boost the morale of the students — such activities as bonfires, barbecues, hay rides, picnics, and competitive sports with other schools"

"The predominant activity on campus is social dancing, and this sometimes gets to be confining and monotonous. Then, too, it does not appeal to all of the girls on campus."

Carole Watson, sophomore:

"Bennett provides quite a number of activities to meet the basic recreational and cultural needs, yet there is evidence of the prevalence of certain social activities."

Linda Brown, sophomore: "The social life which Bennett affords is sufficient for my recreational needs, but I would enjoy having more young men attend our functions."

Venita Jenkins, freshman: "I am anticipating the Thanksgiving formal, off-campus movies, and the college party because I have begun to envy the upperclassmen"

Social News

Miss Lola McAdoo, class of '58, visited some of her friends in Merner Hall a few days ago. Miss McAdoo is on the faculty of the Washington Street Elementary School.

The girls from Sumter, South Carolina attending Bennett College were surprised by a visit from one of their former teachers, Mrs. E. C. Jones, and her husband. A very hardy welcome was given Mr. and Mrs. Jones by Sandra and Yvonne McBride, Charlotte Pickering, and Lila Blanding. Mrs. Jones, a Bennett graduate, is at present on the faculty of Lincoln High School in Sumter, South Carolina.

The first social event of the fall season was the upperclassmen social held in the David D. Jones Student Union. The girls and their guests engaged in a variety of games during the early part of the evening. Dancing was enjoyed later in the dance area of the Student Union.



Shown here, left to right, are Mildred Graves, Theresa Keyes, Elsie Porter, and LaFraigia Ware, discussing the freshman talent show, in which they participated.

Favorite Fashions

Campus attire this year is definitely casual. Every college girl's wardrobe should include sneakers, desert boots, leotards, blanket plaid skirts, mohair shetlands in the new longer length, of course, and as a cover-all, the classic trench coat.

The secret of this season's sweater look, that is, sweater plus sweater, is the under-sweater — its appearance at the neckline, cuff, and sleeve is what's newsy about double sweaters. According to *Glamour*, to wear sweater plus sweater you've got to get the whole picture of the look—from shoe to hairdo. First, the under sweater is usually the finer textured (cashmere is one, for instance) often the lighter color. Its neckline is usually high— polo shirt, mock turtle-necks, for example. The over-sweater is the heavier, shaggier one — and this year many of them contain mohair and fur. There's no special rule concerning the color — — but two shades in the same color range make fashion, e. g., Oxford and charcoal gray, persimmon and nutmeg orange, or cranberry and bright red.

This year's college shoe — — the brushed leather cuffed boot — — goes well with double sweater and skirts, also pants. Shoes and stockings (leotard, textured knits, tall socks) must be outstanding to make the most of your legs, and to prevent a top-heavy look. As for accessories, look for crested coin pins, bangles and beads, medallions, and golden pins with an antique look.

Pay special attention to the texture of sweaters you wear with a slim skirt. Too much bulk on top of a skinny skirt can give you a "quarterback" shape. Shoes with some heel are always acceptable to give a graceful air to the narrow skirt.

The sports skirts are definitely shorter, and to add balance to this fashion picture, the bulky sweater is pulled down to the hipline level.

The tailored look prevails in more dressy occasions, also. For example:

A trapeze in three parts: the top—a loose, fluffy affair in shocking orange souffle; the pleated wool skirt, a misty rust and orange plaid; the blouse, an off-white, nearly cream.

A beige mohair chemise featuring a draw-string empire bodice, three-quarter length sleeves, and a polo collar.

As an added note, may we be reminded that even the brightest fashion star needs a good supporting cast.

I Am Music

DIAMIA CROSLIN

Servant and master: servant of those dead and master of those living.

Through me spirits immortal speak the message that makes the world weep, laugh, wonder, and worship.

I tell the story of love, the story of hate; the story that saves and the story that damns.

I am the smoke which palls over the field of battle where men lie dying with me on their lips.

I am close to the marriage altar; and when the grave opens I stand nearby.

I call the wanderer home, I rescue the soul from the depths, I open the lips of lovers, and through me the dead whisper to the living.

One I serve as I serve all; and the kind I make my slave.

I speak through the birds of the air; the insects of the field; the crash of waters on rock-ribbed shores; the sighing of wind in the trees;

And I am even heard by the soul that knows me in the clatter of wheels on city streets.

I know no brother; yet all are my brothers.

I am the father of the best that is in me;

I am of them, and they are of me. For I am the instrument of God. I AM MUSIC!

Alumna Receives Fellowship

Barbara Brown Tazewell, 1956 graduate of Bennett College and former Fulbright Fellow at the University of Bordeaux in France, has entered Western Reserve to study French as a Woodrow Wilson Fellow.

During her four years here at Bennett Mrs. Tazewell maintained a double major of French and English.

Elected to Who's Who Among American College and University Students for 1956, she wrote for the *Bennett Banner*, edited the literary magazine, was president of the Little Theatre Guild in her senior year, and was valedictorian of her graduating class.

Having taught at Winston-Salem Teachers College, Mrs. Tazewell intends to resume her teaching in a university or college after completing her advanced work. She is studying for a M. A. degree in French Literature with emphasis on French drama.

The niece of Dr. Willa B. Player, president of Bennett College, the winner of the Woodrow Wilson Fellowship has a sister, Miss Linda Brown, who is presently a member of the sophomore class at Bennett.

From The Exchange Files

What Is a Liberally Educated Man?

The liberally-educated man is articulate both in speech and writing. He has a respect for clarity and directness of expression, and a knowledge of some language other than his own. He is at home in the world of quantity, number and measurement. He thinks rationally, objectively, and knows the difference between fact and opinion. When the occasion demands, however, his thought is imaginative and creative rather than logical. He is perceptive, sensitive to form, and affected by beauty. His mind is flexible and adaptable, curious and independent. He knows a good deal about the world of nature, and the world of man, about the culture of which he is a part, but he is never merely well-informed. He can use what he knows with judgment and discrimination. Whether making a professional or a personal decision, he acts with maturity, balance, and perspective, which come ultimately from his knowledge of other persons, other problems, other times and places. His personal standards are high; nothing short of excellence will satisfy him. But service to his society or to his God is the purpose of his excelling. Above all, the liberally educated man is never a type. He is always a unique person, vivid in his distinction from other similarly educated persons, while sharing with them the traits we have mentioned. A liberal, wrote a Renaissance educator, "which are worthy of a free man." And, we might add today, of a free society.

—Harvard Alumni Bulletin

Understanding

By Glen Edwards

You may be a genius, you may be able to work the longest math problems, or to make the longest oratory, or you may be the most popular guy on the campus, but without understanding on what you are, or what you want to be, you are nobody.

You may make the honor roll each semester, always making A's and B's, but do you have an understanding of the subject materials? You may go to church every Sunday and pray every night, but do you have an understanding of God and His many wonders?

An understanding can go a long, long way. How many times have you sat down and thought critically about your understanding of life? Are you living just because you were born through no fault of your own? Are you trying to benefit yourself, your family, and mankind? Sometimes it takes a long time for understanding to come, but faith has mysterious ways of working its wonders.

I know of a college man who lost faith in humanity, who did not care whether he lived or died, who spent each day looking forward to the future and regretting living in the present. It took several sudden shocking events to make him realize and understand his position in his community and life. It had taken twenty-one years for him to get understanding of who he was, what he was, where he wanted to go, and why he was in his present predicament.

An understanding is essential to meaningful living. Not only is it necessary for a young man and a young woman to have an understanding during courtship, but it is also necessary for them to understand the understanding, and govern themselves accordingly.

"That teacher did not give me what I made. He does not like me because I do not belong to the same Greek organization as he." Did the

instructor really grade you unjustly, or was it that you did not understand what he expected from you in that particular course? Did you bother to ask him in the beginning how he was going to grade, and how final grade would be determined? An understanding is essential for living happily with your fellowmen.

Are you happy? If not, are you faulting someone else for your own misfortunes? You know that you have never failed until you start blaming someone for your own mistakes. Somebody said that "excuses are tools of incompetence that build monuments of nothing." Regardless of the seriousness of your problem, whether it is in college or in life, an understanding will open new exits and make life seem a little less complicated.

I am trying to say that with an understanding and a little faith, even though it may be as tiny as a grain of mustard seed, you can do tasks as large as mountains. Nothing shall be impossible. An understanding can go a long, long way.

—The Arkansawyer

Report From Ladies Home Journal

Recently a distinguished panel of men and women composed of a former college president (Dr. Lynn White, Jr., former president of Mills College), a U. S. cabinet minister (James P. Mitchell, Secretary of Labor), a U. S. Senator (Frank J. Lausche, Democrat, Ohio), a sociology professor (Dr. Mirra Komarovsky), and others met in a New York Workshop to discuss a problem of concern to college-trained women: Should Mothers of Young Children Work?

The *Banner* is reprinting portions of the findings of this panel that were sent to us by the *Ladies' Home Journal*.

The panelists are generally in agreement that ideally mothers of small children should be at home. Although industry will need more women workers by 1965, they believe these women workers should not be drawn from the mothers of young children.

"Our economy would suffer severely if women left the labor force," Secretary of Labor James P. Mitchell admits. "But it is my hope that the women workers we need will not be sought or encouraged to come from the group who are mothers."

But it was revealed in a nationwide poll of young mothers that half of them held jobs outside the home. Of these, 58 per cent actually preferred working to staying home and 42 per cent said they would rather be at home.

Why do they work? The poll shows that 62 per cent of the mothers work for additional income or money for extras. Among the panelists in the *Journal* forum are three mothers who work, and they explain their reasons.

One says, "If I didn't work, my husband would have to have two jobs. Isn't a father at home important, too?" Another adds, "If I didn't work to help pay the rent now and to save for a house of our own later, we'd have to live in one of those overcrowded, cramped places where there are gangs and profane language and no safe place for the kids to play. Isn't this important?"

How are children affected by mothers not being at home? Sixty-one per cent of the women who

(Continued on Page 4)