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EDITORIALLY SPEAKING

A HINT TO THE WISE.

Hats off to the members of the Alpha Epsilon Society. Surely you have noticed the lovely federated keys which these girls are proudly displaying. However, they can tell you that this honor came from concerted, continuous effort.

You have just completed the first nine weeks of the semester. Are you proud of your efforts as you reflect? Or, can you see too much room for improvement?

There are a varied number of helpful activities in which one can engage in here on the campus. Volunteer work at the hospital, knitting for the Red Cross and planning special activities for the soldiers are just a few of them. Do your part but do not allow these activities to crowd out your scholastic achievements. In order to effect your share in the rehabilitation which will come when the war is won, you will need everything which the college has to offer. So do not let opportunity pass you by.

RESPONSIBILITY.

How do you react to responsibility? Can you be assigned to a task to perform with the assurance that it is going to be done? Do you have to be chased and cajoled into doing your part on the committee? Do you always plead more important business when approached for assistance?

Everyone likes to see her name in a position of responsibility but everyone is not willing to accept that responsibility. Consequently, duties given to one person fall on the shoulders of another equally as busy, programs are held up, activities have to be omitted, and one loses the respect and confidence of those with whom she associates.

Your opportunities to serve here are but stepping stones. If you do these well now, you will emerge with more strength and vigor for the days ahead. One only learns to do by doing.

Reader's Retreat

PARODY.

By PRECIOUS COPENING.

'Twas night before Xmas
 And all over B. C.
 Every creature was stirring
 As busy as a bee.
 Stockings were hung from the wall
 with care
 Hoping that roommate would
 Place something there.
 I, in pajamas, my roommate in a
 gown
 Had happily laid the last gift down.
 When suddenly there came a knock at
 the door,
 Just three loud knocks and then no
 more.
 My roommate looked at me and I
 looked away
 Neither of us had a word to say.
 The door suddenly opened and there
 in the hall
 Stood old Santa Claus, reindeer and
 all.
 There, in his hand, an empty sack, had
 he
 No lovely presents for roommate and
 me?
 He opened his mouth and began to say:
 "Did you send a gift to the family to-
 day?
 Did you send a card to a soldier you
 knew?
 Or send a gift to a dear friend too?"
 He looked at the gifts there on the
 beds,

He looked to see if we hung our heads.
 I was not guilty, my roommate? Not
 she!
 For all had done these things you see.
 Santa was pleased with the whole
 campus
 And promised to leave gifts for each
 of us.
 Then—with a big friendly slap
 He said, "Girls, save all your scrap
 So I will be able to come again next
 year
 And find B. C. in happiness and cheer."
 And with a great calamity of noise,
 my roommate shook with fright,
 He yelled as he left: "Merry Xmas to
 all
 And to all a good night."

BENNETT OBSERVES 70TH ANNIVERSARY

(Continued From Page One)

'38. Alumni President; Rev. S. A. Peeler, '89. Trustee Board, and Rev. J. E. Brower, '17. Pastor, St. Matthews Church—expressed the same, and pledged their loyalty to the future growth and welfare of Bennett.

Because of that spirit, we feel confident that "There Will Always Be a Bennett"—our Alma Mater to whom we shall always raise our voices in grateful praise.

OPINION

The Hill-Thomas Bill, a proposal to allot \$300,000,000 of federal funds for the various states to use in their respective school systems, was pigeon-holed indefinitely and sent back to the Committee on Education and Labor.

DO YOU FAVOR PASSING THE FEDERAL AID TO EDUCATION BILL?

YES!

By ROBERTA FAVORS, '45.

No Negro can have any doubt as to the benefits that were to be derived from the passing of the Federal Education Appropriation Bill of two months ago. We are clamoring now, more than ever before for equal opportunities and one of the first places to which we could look is our educational systems. Any aid at all to the schools of the south would provide better equipment, would set higher standards, attract better teachers for our schools. The bill provided for aid varying with the size and the condition of the existing school system of the state. There was then the assurance that the Southern states would have received the greatest benefit. The picture of the one-room school house with pupils from the first to the seventh grades is out-dated though still to be found in our Southern states. The bill was in favor of the Negro cause—a step toward equalization of opportunity. We, as a group, as well as education have suffered as a result of petty politics in Washington.

There is a definite need for federal aid. Throughout the country course curtailments, overcrowding are dominant problems which have arisen out of teacher shortages. Poor states such as Mississippi have not been able to raise their teaching standards and pay their teachers better salaries, consequently, would-be teachers seek other fields and former teachers seek more money. The school property of a pupil in Tennessee is valued at \$80.00 per year, on the other hand, the school property of a pupil in New York is valued at \$526.00. That is the NEED—this is where the student and the student and the teacher would have been benefitted. Then, too, not only the student and the teacher would have been benefitted by such an appropriation but also the entire population—for an increase in the amount of the poorer states for education would be a tremendous help in decreasing the high illiteracy rate in our country.

It is difficult to understand how anyone, white or Negro, living in the southern states, could object to a bill whose purposes were so obviously beneficial. Especially is this true, where the case is so plain that the South and the Negro would have been the chief beneficiary. And the repeated references to the discrepancy in ratios of expenditures for education in the South as being indicative of an attempt to cumulate already existing inequalities, are not founded on premise of fact.

Moreover, the NAACP, an organization with long years of experience in fighting the cause of the Negro with success, assisted in drafting the original bill. Could it be expected that this organization would have supported a bill which would omit the necessary safeguards against discriminatory apportionment of federal funds, on the basis of race? Hardly.

The bill was a victim of politics and politicians. Northern politicians made southern politicians believe that the bill was in the direction of federal control of education. To the average southerner federal control suggests social equality, a thing which threatens to disturb the "status quo" of the pattern of race relations in the South.

One might think that such an appropriation would mean federal control. Not necessarily. As it is today, federal aid amounts to \$500,000,000 yearly and there has been no more on the part of the federal government to control education or take away any rights of

NO!

MARY WAGSTAFF, '45.

No one can deny that benefits will be derived from a Federal Emergency appropriation for education. More can always be done with a supplementary sum of money regardless of its size. But there is room to doubt that the \$300,000,000 federal appropriation would alleviate greatly the conditions which exist today in the educational system of the United States and especially in the Southern States. This is particularly true because of the discrepancies in proportional amounts provided for Negro and white students. The past policy of the Southern States in the administration of Federal funds for Negroes and whites is too clear and too recent for any reasonable assumption that this policy will be different in the administration of federal funds for education.

The school systems of the southern states, by comparison, are poorer than those in many other sections of the country. Separate schools are maintained for white and Negro students at all times. More money is required to be spent to maintain a dual system of education when one school system would be adequate. A federal appropriation would contribute to the perpetuation of "Jim Crowism" in Southern schools and the maintenance of the needless "dual" school system on an unequal basis.

Can it be expected that a federal appropriation would mean the equalization of the existing white and Negro school systems of the South? HARDLY. In southern areas where the results in primary elections are tantamount to general election results and where Negro participation in primary elections is barred by laws upheld by the Supreme Court, will those persons charged with the responsibility of apportioning the amounts of funds for Negro and white education seek to equalize educational monetary expenditures for Negroes when they owe no political allegiance to the Negro voter?

In order to equalize the educational opportunities for white and Negro students in the South, a much larger percentage of the appropriation must of necessity be used for Negroes than for whites. For example, in Mississippi where the white school population is 315,000 or 50.2 per cent of the total and the Negro school population is 313,000 or 49.8 per cent of the total, the excess of salaries of white personnel over that of Negroes is 217 per cent. In South Carolina where the white population represents 51.5 per cent of the total and the Negro, 48.5%, the excess of salaries of white personnel over that of Negroes is 173%. Georgia, Louisiana, Arkansas, Texas, and North Carolina present similar discrepancies. How can we believe that Negroes will get a greater share of these particular funds than the whites

the states in this respect. Funds have been given to the states for the establishment of vocational courses in home economics, agriculture, etc., but no state has complained of undemocratic principles or moves which have arisen from such grants.

Therefore we can conclude that the Federal Educational Appropriation Bill would have greatly benefitted our educational systems throughout the country and that we have suffered because of its defeat. Equalization of educational opportunity is a step further in the direction of a democracy which we hear so much about. If we are to ever reach it, we must first make the steps.

Inquiring Reporter

"If I talked to one of the girls without knowing it before hand, I am almost sure that I could say definitely she is a Bennett girl. I have found that Bennett girls possess a nameless quality which often distinguishes them. I have seen this quality in the Bennett graduates I have met, as well as in the present students." Such high compliments were paid to us by Miss Thursa Davis, of the Chemistry and Physics Department.

Miss Davis comes to Bennett after having taught eight years at Spellman College, Atlanta, Ga. She is a graduate of Virginia State College, studied further at the University of Chicago, University of Michigan and at Columbia University, receiving her Master's degree from the latter. All her study has leaned to the field of the Natural Sciences, with Chemistry receiving the major interest.

Miss Davis firmly believes that women do have great opportunities in the fields of the natural sciences, in spite of the seeming hesitancy on the part of women to enter. The advent of War has made the world more conscious of women in scientific work. Women are qualifying and rapidly filling the places on the home front left vacant by the men. They are not only showing their ability in science but in all fields.

When asked what she thought of women doctors, Miss Davis replied that she feels that they are just as capable as any person of opposite sex, and there surely is a great need for them today (if only to handle the delicate women patients). Miss Davis comments on our science department and says that Bennett should be proud of its department for it is as well equipped as any in Negro Colleges. She enjoys working among us, and we enjoy having her. We thank her for letting us peer into her thoughts and extend to her a hearty welcome to the Bennett family.

THE AMBASSADORS RETURN AND REPORT

(Continued From Page One)

University, Virginia State College, Virginia Union, Morgan State College, Cheyney State Teachers College, Swarthmore, Bryn Mawr, Lincoln University and Bordentown Institute attest this fact.

So, it's orchids to our ambassadors of good-will—not because of silly conventional decorum, but in tribute to the fine job they did on the trip and the reports reflecting co-operative spirit and real ability. The students on the campuses visited were most co-operative. Perhaps they will visit us soon.

when the records of the past show that the greater amount has always gone to the white group regardless of the very low social and economic status of the Negro?

There is no guarantee that such an appropriation will remedy the so-called teacher shortage existing today. Teachers did not leave the profession purely for financial reasons and purely financial means will not lure them back. Furthermore, the increase in salaries is no guarantee for the increase in the quality of available teachers.

It might be fair in a democracy to expect the richer sections of the country to share the educational burden of the country as a whole. But before southern states can ask such a favor from their more prosperous northern neighbors they must equalize the distribution of their own present school funds, however small they may be. Any federal funds which may be made available for public education should be so distributed as to guarantee equality and correct the present inequalities in the distribution and use of school funds between the children and different races. In the light of the past, there is little reason to believe that Southern States will expend a federal appropriation for education any more wisely and more equitably than other funds entrusted to them in the past.