

# THE BENNETT BANNER

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## THE LATE PRESIDENT EMERITUS D. D. JONES

The life lived by the late President Emeritus David D. Jones cannot be spoken of as anything other than a good and glorious one. In living such a life, he illustrated truths of unmeasured breadth and of unsounded depth, yet the practical principles of living were as simple as learning to walk.

In his work, immeasurable growth was wrought in thoughtful and conscientious work by the custom of setting side by side, as they were equally important, the demands which the world made upon the young women at Bennett on the one hand, and on the other hand, the personal views of their attitudes and acts. To work with the education of young women to Dr. Jones was plain duty and privilege.

His faith prompted him to choose his side and proceed to work for it. Faith was not a special process whereby he produced intellectual convictions without employing intellectual standards.

In respect to certainty and uncertainty his concept of education's function was the practical adjustment of life where evidence alone was an inadequate guide. To him the future was never purely hypothetical as not to be able by any rational considerations, pro or con, to be the determining factor in conduct. His faith was precisely identical with his hypothesis or hope which his life practically expressed: it was positive and religious. His influence and inspiration were far-reaching, and the world is a better place because he lived.

—Emily Montgomery, '56

## Within These Walls

In almost every college there are a few students whose exuberant spirits, after the completion of certain semester courses, may be compared to the relief of one who has received freedom after months of suffering in a gruesome dungeon. Then, there are those who complete their courses satisfied with their accomplishments; and the subjects that appear difficult to those energetic students are always tackled with new zest. Therefore, the last days of such courses represent the end of many challenging sessions.

Usually the grades issued in a course present a matter of interest either predominant or submerged in the thinking of instructors and students. Unfortunately, "mum" is the word for many concerning semester grades which have recently been mailed to the parents. This discussion reminds one of the imitative advice of Dr. Benjamin Mays in his message at the beginning of the year, when he urged students not to strive for marks as the "summum bonum" of education.

There is not point in denying the importance of grades and Dr. Mays was aware of this, but the true value in meeting requirements of the course, as the speaker clearly illustrated is to acquire knowledge of the material that will be useful many years after the final examination. Developing an excellent memory capable of reprinting the text on the examination is not the goal of education, although this talent may prove to be impressing to the instructor, for the student such a foundation is only to be washed away with the coming tide.

Since it is useless to construct false "pleasure domes," most people will agree that the masses are not in the "A" category. Being aware of this, many of us distort the facts and hastily announce such popular statements as, "After all, I realize I'm not a genius," or "A genius is born, not made." Such complacency toward alleged limitations often hampers the student's growth. Everybody knows one does not have to be a genius to do good work; but most of us are not willing to put forth the effort that will bring success.

Today there are opportunities before students that will establish the necessary foundation for a more challenging tomorrow, yet each minute hastens away. Will we use these minutes to establish a monument for the future, or will they only fade with the fleeting day?

—Julia McClain, '57

## EDUCATORS, MINISTERS DISCUSS WORLD AFFAIRS

Television viewers probably saw Dr. George Breathett and Rev. John Bryan take part in a stimulating panel discussions on two successive Sundays. If these television viewers had heard the panel discussion which took place at Bennett College in the Science Assembly, they perhaps would have garnered much. Although it was a rainy and dreary Saturday, there was a small but interested group from all over Greensboro including college students. The theme of the discussion centered around *The Moral and Spiritual Resources of the West*. Rabbi Klein discussed our moral and spiritual resources from a historical standpoint, stating how our moral resources have been inherited from Judeo-Christian thought and Greek thought. After this rather academic and scholarly analysis, the members of this interracial group, consisting of an English professor, a group of ministers from Greensboro, including Rev. Bryan, discussed further our moral resources. A sociologist, Dr. Lovejoy, directed the discussion, with Dr. Breathett serving as host to the group.

Although many worthwhile ideas were brought out in the discussion, a phase which was of interest to the group was concerning what resource can be utilized to foster a more healthy view rather than an emotionally distorted view concerning race relations and Negroes specifically. One of the group thought that it was merely the insecure economically white who wishes to oppress the Negro. The hen-pecking sequence was mentioned. As all students of social psychology know, hen-pecking follows a sequence with one hen-pecking on another in a sort of pattern. Thus, they analyzed the behavior of the lower class white group toward the Negroes a reaction set up by their circumstances with the Negro as scapegoat. This view came forth after Rev. Bryan's timely observation that it was not merely one class of the Negro group that was looked upon with distaste by many, both the Negro group as a whole, irregardless of individual capabilities and general acceptability.

Some group members thought that ministers could do much to stem the tide of public opinion by injecting in their sermons comments to improve race relations.

Other ideas which fell in the realm of moral problems were discussed, such as the laxity of moral value existing at this time in this country.

Although the discussion was not very controversial, all who attended seemed to enjoy it immensely. We would like to have more seminars of this nature on our campus.

Ruby Grant, Reporter

## IT'S NOT WHAT YOU SAY . . . THE WAY YOU SAY IT

We admire the courage of a recent vesper speaker who chose "Love or Lust?" as the topic for his address, but we wonder whether his presentation produced the desired result in the right places.

It has been the aim of the vesper committee to bring to the campus persons who can inspire as well as teach and it has been traditional at least for such speakers to exercise extreme care in their choice of vocabulary and subject matter to establish a certain quality of tone.

There are some topics which we feel might be better discussed in a classroom or laboratory rather than in a chapel, but there may be those who will disagree with this view, saying that anything that can be discussed in one place could just as well be discussed in another.

The average student, we fear, gained little from the message because of the vocabulary used and because of its seemingly one-sided approach.

The speaker's courage in choosing to speak on such a topic to the college group is, however, much to be admired.

## For Release from Tension

*Thou wilt keep him in perfect peace, whose mind is stayed on thee; because he trusteth in thee.*  
—Isaiah 26:3.

Father, we know it is not right for so much of hope, joy, and peace to be stolen from us every day. Yet sometimes there seems to be no escape for us from the treadmill of our daily lives.

We ask Thee to help us, to guide us into a finer way of living. Check our impulse to spread ourselves so thin that we are exposed to fear and doubt, to the weariness and impatience that makes our tempers wear thin, that robs us of peace of mind, that makes skies gray when they should be blue, that stifles a song along the corridors of our hearts.

May we have:

The mercy of God to forgive us.

The strength of God to make us resolute to do His will.

The grace of God to be kind, tender, and affectionate one to another.

The patience of God to believe in the ultimate triumph of Thy kingdom on earth.

This we ask in His name in whom all peace resides. Amen.

—THE PRAYERS OF PETER MARSHALL  
Edited by Catherine Marshall

## LAUGHTER

Small boy, showing teacher's report card to his father: "They're not paying her enough, for one thing!"

Husband to wife: "What do you say we take this money we've been saving toward the new car and blow it on a movie?"

One woman to another: "Well, I'm surely glad I got my children raised before there was any such thing as adolescence."

Riding in a radio cab, we heard the dispatcher tell another driver to go to an address and pick up a passenger in Apartment Q. "Apartment Q," the dispatcher repeated, "Q, like in cucumber."

One co-ed to another: "I'm majoring in English, minoring in Art, and specializing on a handsome professor in Social Science."

After his teacher told me that my fourth-grade son had saved one of his classmates from drowning at the school picnic, I asked him why he hadn't said anything about it. "Ah, gee, Ma," he stammered sheepishly, "I had to save him; I pushed him in."

Dont's —

ETTA KETT



Don't refuse to dance with any fellow who cuts in.

### They Aim to Please

—The Covington (Ala.) Dispatch  
In case you find a mistake in this newspaper, please remember that it was put there for somebody's benefit. We try to please everybody, and some people are always looking for mistakes.

### PITTSBURGH, Pa. (I. P.) —

The most important change in the basic curriculum at newly-named Chatham College, formerly Pennsylvania College for Women, affects the freshman class. The science requirement, previously known under the course titles N. S. 1-2, and its alternate, N. S. 5-6, has been combined in a course known as Science B 1-2. The first semester of this course is divided into four units of practical (?)

### NORTHAMPTON, Mass. (I. P.)

—Results from the poll on the honor system at Smith College reveal that out of the 2059 students, 64% answered the questionnaire's first question, "Do you approve of the entire honor system as it now stands?" Of these, 83% approved the entire system, 14½% did not approve, and 2½% could not decide or felt unqualified to answer.