

# THE BENNETT BANNER

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## EDUCATION--American Style, Communist Style

Today, two ideologies are striving for world domination. To keep pace each must educate its youth in the manner in which it feels will best propagate its ideals. The students of today are the leaders of tomorrow.

As we observed National Education Week, November 10-16, it was interesting to look at the methods used by the two ideologies to educate their youth.

(The influence of propaganda—both American and Communist—is recognized; but an effort has been made to use, as far as possible, objective and reliable sources.) Which system is more effective is for you to decide after further examination. Any comments by readers to us will be printed in the next issue of the Banner.

### Communist Style

The curriculum in Russian schools lays heavy emphasis on science and related fields because they believe that the subjects contribute most directly to mastery and control of the material environment.

Those who have studied the Soviet system have stated that the students are subjected to a pressure which is considerably greater than that borne by western students. The amount of intensive training Soviet students receive in their early years is almost unprecedented—the thorough study of mathematics in the high schools, the variety of practical and theoretical studies in the natural sciences.

They are now insisting that all students spend a certain amount of time as laborers in the factories, mines, or workshops. They evidently believe that if students are brought into direct contact with the day laborer, they will retain the identity of their allegiance to the solidarity of all classes with the socialist state and prevent the development of a separate caste of intellectuals within the Soviet regime.

A study by the United States Office of Education of Russian education says that it is clear that Russian education is making an increasing contribution to the Soviet objectives, particularly in science and technology.

The report said that enrollments in Russian institutions of higher education rose from 169,000 in 1929 to 1,867,000 last year. (Enrollment in comparable institutions in America increased from 1,114,000 to 2,996,000 over the same span.)

A separate study showed that by the time Russian students have completed 10 years of primary and secondary schooling, they have received 1,353 hours of classroom and laboratory instruction in sciences.

A fair conclusion might be that Russian education is designed for the good of the state.

### American Style

The aim of western education is to teach individuals to think. (The extent to which this aim is accomplished is debatable.)

Universal education, America feels, is the foundation for the perpetuation of a democracy. A wide variety and freedom of choice are extended, its students in the selection of a field of study. It is believed that this method is in line with the democratic ideal, that students learn more when they have chosen what they are interested in.

The Americans aim toward a more fundamental generalized education, especially at the undergraduate level.

Education in America consists of more than classroom studies. Extra-curricular activities are deemed important in the development of the whole person.

The education system may suffer from discipline; but it is felt that the informality which prevails is more conducive to the reception of the variety, the richness, and knowledge of comparable values which the system imparts.

Does the Soviet education system produce results which make necessary revamping our system? For example, Russia has seen fit to lift from the students, as far as possible, personal economic problems. Are these selected youth put under too great a pressure or can we profit from giving aid to deserving students?

What are the most desirable goals? What, if any, features of Communist education should we include in our own system?

It must be remembered that a philosophy of education is determined by the ends that are sought.

## INQUIRING REPORTER

BY ESTHER ALEXANDER

All the girls are discussing it! In the dormitories, on the campus, in class meetings, and even at meals! This is the big question: "Should we take on an Honor System at Bennett?"

Here are some of the expressions I chanced to hear as I moved about the campus:



Miss Danlette Brooks, '61, of Monrovia, Liberia had this to say:

"I think the aims and objectives of an honor system should be discussed among the students; so that each individual will understand the real meaning of such a system. If we fully understand it, then we would be in a better position to decide whether we want one here or not."

Miss Robena Whitted, '59, of Hillsboro, North Carolina says:

"I think we should take on an honor system here at Bennett. I believe it would make the academic standings of the students much higher."

The following are the words of Miss Bharaty Christian, '59, of Bombay, India:

"It would be nice to have an honor system here at Bennett, as I believe it would do much to quicken our sense of responsibility. Being responsible is one of the characteristics of an intelligent, well-informed young lady; and is this not the reason why we are at Bennett?"



Miss Carolyn Bennett, '61, of Miami, Florida, had this to add:

"I am in favor of the honor system because I feel that it would not only place each of us on our honor, but it would enhance the "Bennett Way Of Life" where truth and honesty prevails."

The Banner Staff  
Extends To All  
A  
Happy Thanksgiving

## Successful Living

A great adventure for us to begin! The Art of Successful Living. Why do we lack self-confidence? Why do we lack faith? Do we believe in ourselves and in others?

I pose these questions, because they present problems that keep us from successful living. As young college women, we must master the art of faith, if we are to be the unconquerable when we take our places in society to give of our services.

Successful living is grounded on the capacity to believe. In order to establish a firm belief in a power greater than ourselves, we must draw constantly on an inner source of strength, which is the will to believe. We must acquire and hold ever fresh in our hearts an abiding faith in a Higher Power—God.

It is no surprise, then, that we are provided the Wednesday Evening Students' Vespers for our expressions of faith, hope, and love. The student vespers are the results of our efforts, and each of us should share in each service in some way.

We can say that we have had some inspiring and unique presentations, thus far, and that is because our expressions are different. We are searching for the same thing—the Art of Successful Living. Without self-confidence, without faith, and without a will to believe, we are defenseless before the inevitable difficulties that each of us must face.

We, sometimes, complain that we have more than our share when it comes to responsibilities and academic requirements. We should just look about us at our neighboring colleges. Our college has no monopoly on academic requirements, traditions, and standards; however, we should think in terms of what makes up successful living on our campus. We are surrounded by unmatched potentialities and that is more the reason why we should have the capacity to believe.

We should stay healthy under what we call "pressure" and relax and enjoy our college experiences—I call it successful living.

To achieve self-fulfillment and master the art of successful living, we cannot say with Carl Sandburg, "I earn my living. I make enough to get by and it takes all my time. If I had more time I could do more for myself and maybe for others. I could read and study and talk things over and find out about things. It takes time. I wish I had the time."

Yes, I will agree, it takes time—time to do anything. When it comes to living a successful life, we must do more than merely "get by". We must achieve and especially in "successful living."

Your Mid-Week Vespers' Chairman,  
Mable Shirley Waters, '58.

## Wake Up and Read

BY W. G. ROGERS

Do you go to school or college, or does your child? Do you belong to a church? Do you listen to radio or look at TV? . . . Do you read magazines or newspapers? Do you frequent libraries and stores, or even look in store windows? . . .

If you do, then watch out! Through one of these groups, by one of these means of communication, the world is boobytrapped, it is laid out everywhere with mine snares and pitfalls triggered to make you read, read, and read. "People who read some can read more, people who don't read at all can read some."

That's straight from the direction of the National Library Week scheduled for next spring.

Director John S. Robling, a hard-reading young man himself, is in charge of the first united reading campaign ever instituted by the entire book industry, and it won't miss a trick in reaching for your attention through church, club, radio and the like.

This is to be a "really concerted effort to make the community book conscious," says Robling.

"Wake up and read!" is the theme of the campaign.

The sponsors point with shame to figures like these:

Sixty per cent of us grown-ups read no book, except the Bible, in 1955.

Half of us live within a mile of a public library but only a fifth of us visit.

The habit of reading, the warn, is losing ground to other leisure-time activities.

Do you want to get along in this world? Then read a book, they say. Do you want fun? Then read a book. Do want to make friends and influence people? Then read a book again.

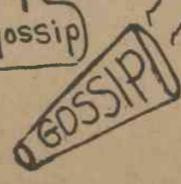
There are too many homes, and wealthy ones, too, in which there is hardly shelf space for the Bible and the cook book, let alone less specialized works, so the wake-up-and-read campaign is also aimed at decorators and architects. There should be a library for every room, and one in it too, and basic book lists will be made available for general and specific uses.

—Reprinted from the  
Greensboro Daily News

Etta Kett says:



Don't be a newscaster—Avoid any thing that remotely resembles rumor or gossip



Hear ye—well—