

THE BENNETT BANNER

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Another Chance

An old Chinese proverb reads "the glory is not in never failing, but in rising every time we fail." This is a very good statement for us to consider anytime but especially during this time of year as we end one semester's work and begin another.

As progress reports are received many of us will find that we did not do as well as we thought we would or should have done. Some of us have low grades because we have not disciplined ourselves to the point of studying and socializing so that the latter does not overshadow the former. Others have done the very best that they could and should have a sense of self-satisfaction.

Many times we hear from those older than we that college years are the best and that we should make the most of them and too often we shrug these words off as meaningless. The world in which we live is becoming smaller and more competitive each day. We are fast reaching the day when a good formal education will be a necessity for many and not a luxury of the few.

Many of us plan to pursue careers in which we will aid in the formation of young minds. What a responsibility this entails! The young people of the next decades will be more perceptive and offer a greater challenge than ever before. In order to meet this challenge we must prepare now.

In the second semester is offered another chance for us to progress toward those goals which we have set. We can't erase the past semester but we can't waste time brooding over it either. Also we should remember that grades are one way of measuring progress but the real test is the one that life will offer. If you fail, at least be sure that you can have the satisfaction of failing honestly and honorably. A clear conscience is to be valued as much as a brilliant mind. The glory is not in never failing but in rising every time we fail.

—SHEILA C. BRINKLEY

Rolling Ball Gathers

Seniors don't care. They're concentrating on getting out of this place. Juniors grumble, then are silent. Later, they proceed without any resistance. Sophomores and freshmen complain. They're getting tired. Each year the freshmen complain more loudly and get more infuriated because they do not know what to do about it. Yet, those who know the channels, the upperclassmen, that is, become more and more complacent. Some gain enough strength or courage to reply "why run up against a stone-wall?"

What is everybody grumbling about? They're tired. They're tired of having so much work to do. They're tired of having no power, of being spied upon, of being treated as if their home training is of no value. They're tired of being told what's good, of being reported if their eye make-up is a little too heavy. Why can't they enjoy a dance without worrying about the "correctness" of their cha-cha step? They're tired of having to consult the "authority" for every detail of life at Bennett.

What's wrong with Bennett? Why aren't the students and faculty satisfied? Why complain when you are told you can't enjoy life? Why does dissatisfaction run so high when there is a constant heckling of students? Why worry when one runs up against stone walls? Why worry when old dead rules and regulations or newly created ones are pulled out of a hat to fit any situation which might be satisfactory to students?

Seniors don't care. Juniors don't resist. But, other classes won't do either of these things. They are fighting. The ball is rolling and gathering more speed. This is the ball which will smash the existing gap between ideal and real and, then, grievances will be no more.

—BARBARA A. WHITFIELD

THE INQUIRING REPORTER

QUESTION: What was your most trying experience during your student teaching experience?

Gloria E. Black, English, Charlotte. "The most trying experience of my student teaching occurred during my sixth week at Dudley High School.

"My critic teacher was absent because of illness. As a result, I was asked to take over the full teaching load, which was five classes per day.

"Heretofore, I had taught only three of the five classes and the thought of taking over completely was a little frightening to me.

"Being untold, before hand, of what was to take place, there I was with no lesson plans for the other two classes and no idea of what I would do with them during the fifty minute class period.

"Somehow, I managed to keep the students busy learning new material, throughout the day. They were very co-operative, helpful and understanding.

"The next day, I learned that my teacher would not be back for several days and I would be responsible for carrying out all of her duties, until she returned.

"Instead of becoming upset, nervous or frightened, beyond repair, I decided to look upon the situation as a chance to practice further the theories and methods learned in my education classes at Bennett and to prove myself a worthy candidate for a "teacher of tomorrow."

"For eight days, I was "the teacher" in two eleventh grade and three twelfth grade classes. I must confess, I enjoyed my new "independence."

"Thus, the experience that had seemed trying to me, in the beginning, became a rich, rewarding and enjoyable one, in the final analysis."

Bettye Davis, English, Waynesboro, Georgia. "My most trying experience while at Dudley occurred during three class periods in one day. I was teaching a unit to a group of sophomores entitled "The use of the Dictionary." Everything had gone well for a few days, when suddenly I reached the portion of the unit which dealt with the alphabetizing of words.

"I asked the class, what are the two major methods of alphabetizing words. There wasn't any response. I wrote the two methods on the board — letter by letter and word by word. Before I could give an explanation on the methods, the students stated that they knew that.

"Putting a list of words on the board and asking students to arrange them alphabetically, using both methods, I found they were not familiar with either method. Arranging them correctly, I used, first of all, the letter by letter method which is most commonly used. I explained this method thoroughly. Then I arranged them correctly word by word. Before explaining the order on the board, I gave them a rule to remember. This rule stated that nothing comes before something.

"Proceeding to explain the arrangement, I ran into difficulty trying to get the students to see that nothing, stated in the rule, is

the blank space between words. This they could not see and, as you can imagine adolescents, they tried very hard to get me to see how the two methods were the same.

"To me, this was quite amusing, because I can remember how we, during the adolescent stage, tried to get the teacher to see our point of view, when many times after the explanation, we saw our mistake, but refused to change that particular day.

"To rising seniors, strive for perfection and when there's a point to be cleared during the course of your teaching, always have some illustrations of what you are discussing. Practice teaching was a two fold experience — learning and teaching. This experience I shall never forget."

Mrs. S. Cecelia Ferguson Taylor, Elementary Education, Greensboro.

"My most trying experience was not as one might expect — with the pupils it was the day my supervisor from the college came.

"I was caught completely by surprise. I expected her to come sometime; however, the minute she came into the room, I became ill at ease.

"It seemed as if nothing I did was going right. My voice seemed as if it were someone else's; the lesson appeared slow and draggy and it really appeared to be the longest hour I have ever spent."

Elizabeth Riggs, History, Camden, New Jersey. "My most trying experience while student teaching occurred after a written test. Now let me explain — for one solid week we studied the Renaissance, its artists, writers, and scientists.

"Dante, because he has been referred to as the "Father of the Italian language" and wrote *The Divine Comedy*, was one of our points of emphasis. I tried my best to get students to know him.

"We read excerpts from *The Divine Comedy* and interpreted these excerpts. Hence, when I asked the class, as a whole, who wrote *The Divine Comedy*, everyone replied in unison the correct author.

"On a test, I included in a completion question the following:

_____ wrote *The Divine Comedy*. Two of my students filled in Charlemagne.

"It was then that I felt as though I had taught little or nothing. I felt like giving up student teaching."

Why is it that the students in science never gain desired credit? The lights in the labs in the evenings indicate that there must be some very hard workers in that department.

Will a nickel a letter

Make the service better?

—Greensboro Daily News

Man is not complete until he's married — then he's finished.

—Greensboro Daily News

WE WELCOME

REACTION

LET'S HAVE A TALK

For us, as students, this month theoretically begins a new year. We have new courses, new hours, and possibly, new instructors. This semester brings with it new hopes and aspirations and most of all, a new chance to improve on many things.

We find a new schedule of challenging courses before us. Courses that open new roads to adventure to our minds. Of course, we feel sometimes that our studies are unbearable and boring. But, if we try looking at our work as if it were a new and fascinating individual that we are given the privilege of taking apart piece by piece, turning over in our hands to feel for interesting new parts, then our studies in general will take on a different aspect. We will have before us, each day, another part of this interesting individual presented to us, to baffle us and charge us to new heights.

All in all, I'm trying to say, let's make an effort to make this semester better than the last. Let's improve our minds and our bodies — all our qualities in every manner possible.

—Emma Lauretta Watson

OPEN LETTER TO STUDENTS

Dear Fellow Students:

Conversation among us during intervals between daily class attendance, while waiting for dinner to be served in the dining hall, and during spare hours in the dormitory has revealed a common air of dissatisfaction about certain aspects of our college.

It is only normal, in any group or society for some of the members to go astray from the established rules of that society. However, when the majority of the members of a group do not adhere to these rules, there is evidently some defect in the rules.

You may say that it is the task of the officers and class leaders to confer with the administration and question them about our dissatisfaction with the rules and other limitations. What is it that we can do? It has been noted that the Student Senate Cabinet, the supposed governing body of the school, is limited to the arrangement of activities, such as the Thanksgiving Ball. Why is it that the student body has no more power when it is you upon whom the whole institution depends?

Why has the administration been able to overrule any suggestions that are presented to the Central Committee? They are able because the student body is not united, therefore there is no support to any of the suggestions. Do we really want these privileges? Are we really "behind" the suggestions made? If we are, then prove it. The administration has no substantial argument from the student operation. Bennett girls, we must body against their decisions, therefore under these conditions, ours is a useless effort.

My appeal to you is for co-operation. Bennett girls, we must elect officers who are interested in the betterment of the college and who are willing to make a sacrifice in its behalf, including setting the ideal example themselves. We need reliable officers too, not like those who call meetings of their particular group and then are not present themselves.

The officers cannot carry on these functions alone, they need the whole student body's support. GIVE IT TO THEM!!!

Sincerely yours,

Frances Campbell