

THE BENNETT BANNER

Published Monthly by the Students of Bennett College
Greensboro, North Carolina



Ten Cents A Copy \$1.00 Per Subscription

EDITOR-IN-CHIEF
Frances Campbell
ASSOCIATE EDITOR
Gail Hickerson

ADVERTISING.....Regina Carpenter
Bernardine Harris

CIRCULATION.....Frances Kelly
Penny Walker

COLUMNISTS.....Liza Abram, Phyllis Tuck,
Andrea Mast, Lillie Madison, Patricia Murray

EXCHANGES.....Edna Smith

TYPISTS.....Shirley Smedley, Sonja Hazard,
Business Education Club, Penny Walker,
Margie Cumbo, Paula Lewis.

REPORTERS.....Nellie Campbell, Rita Ruff,
LaRue Hodges

DO WE NEED A CAMPUS-WIDE REVIVAL?

One of the ideals which is held in high esteem at this institution is religion. We are a Methodist college, we emphasize such aspects as smallness so that there is a feeling of closeness and togetherness among the students.

Then one must ask herself if it is the students who do not appreciate this religious heritage, and we must seek to discover if our students are really rebelling against the whole matter.

Students are constantly being reprimanded because of the disorder and disrespect present within the confines of the sacred structure. Even if not reminded of the fact, it is such an obvious indication that inattention is the most prevalent characteristic of the attenders.

When propositions are made to blot out this whole idea of required attendance at religious service, they are rejected without explanation.

Then we wonder if our students are irreligious; if they are trying to rebuff this whole institutionalism so sacred to our forefathers.

The answer lies in that fact more and more through lectures, seminars, youth's own demonstrative efforts, they, today's students, do not accept their religion without question. They are skeptical because it is difficult to make traditional beliefs and the old "lean to", of acceptance on faith, operate for them. Today's students are trying to apply a religious attitude that suits their needs. They dislike the idea of their worship being forced upon them.

The structure, the chapel, has come to be looked upon with abuse because it is the tangible object of the idea of dictated and forced religion. The services receive a similar abuse and indifference for the same reason.

One can make an analogy between chapel services through the week days and Sunday and Wednesday night vesper (a voluntary program). There is more of the feeling of "the Lord in His holy temple" in the voluntarily attended service. Why? Because it is really worth noting the quality of the service on the part of both participants and attenders when those who are such, are such of their own choice.

Interested students look into the possibilities of establishing meaningful religious organizations on campus and recognize with regret that as long as required attendance exists such efforts are in vain.

We must all question ourselves. We just must re-evaluate this practice on campus and we must suggest ways in which we can revive the whole religious spirit at Bennett. If we cannot stop religious requirements, then why not try to make the religious services more meaningful for all? It is our responsibility.
—FRANCES CAMPBELL

THE COMING OF SPRING

Trees blooming,, flowers budding, grass sprouting, birds singing — all of these are indications of the "Coming of Spring." Now, between the falling snow flakes and the rain drops, the Bennett Belle hopefully awaits the time when she can finally shed that old shaggy winter coat and "fall out" in new spring frocks. With the on coming warmer weather, there is a tendency for all of us to relax and relapse into a melancholic state. We tend to think of the coming months when none of us will have any home work, outside reading, term papers, abstracts, and tests to prepare for. We eagerly think of the summer jobs, summer fun and all of the pleasures that accompany the joyous summertime.

This, of course, is premature. We tend to forget all of the responsibilities of the latter part of the second semester. Nonetheless, the atmosphere of unrest in school work prevails on our campus as well as many other institutions. Oftentimes, averages drop and many obtain a nonchalant attitude which is harmful rather than helpful for the students. The library becomes empty and the campus is filled with happy-go-lucky promenders.

Of course, all of us deserve some type of pleasure in the academic atmosphere. Springtime seems to connote the time when all of us desire to come out and enjoy the glories of "nature." This naturally is not wrong or erroneous. No one expects us to study, study, study all the time — a break is deserved.

However, we should all stop and consider where we place our values and what we are looking for while here at Dear Ole B. C. Maybe if we set up a somewhat flexible schedule to allow time for study and pleasure, too, we could possibly get more done. And a place where we could meditate and think aloud, is not a bad thought.

This means that all of us will have to concentrate more — we will have to try to let our minds remain in the classroom rather than wander outside. We will have to try a lot harder to pay attention. Although we should have been doing this all along, we will have to be more persistent in our efforts. Let's not become too lackadaisical. Let's all try not to drag our feet with the "Coming of Spring."

GAIL HICKERSON

Letters to the Editor

Dear Editor,
Is it true that Bennett is becoming more authoritarian rather than democratic? What is the difference between saying that one is compelled to go to a program or the administration advises that one should go? What if no one goes, will there be a penalty on the student body for supposedly non-compulsory programs? Besides the students have already four required programs to attend. Should they not feel free to do what they wish to do on additional programs?

Lillie Madison

Dear Editor,
Many things are done around the campus which no one knows about until it is all over. In light of this, is there any way that you can inform me concerning the criteria of getting in "Who's Who in American Colleges". I saw this when I glanced in the paper about a month ago. Maybe there are underclassmen who would like to strive to attain this status.

Curious

THE TIN DRUM By Andrea Mast

It seems that the most talk on campus is concerned with idea of the amount of "concern" versus "apathy" that exists in the Bennett Atmosphere.

Let's be honest. Eighty percent of the Bennett populace is APATHETIC.

But when are they affected? They are only affected when

the issue hits them. As long as you're out-spoken on this campus, you're all right in everybody's book. But only as long as your being out-spoken stays within the bounds of social liberty, social liberty is fine as long as it does not infringe on another individual's liberty, this is good!

But freedom of speech is another thing. Don't get me wrong. Everybody advocates it. That is as long as it does not infringe upon them. Say what you think! But don't say it against me.

Freshmen want to stay out past ten. Freshmen advocate it. The fastest way to lose a freshman friend is to say she should not. Last year's junior class (Let us say a portion) advocated cutting the senior vote. That was last year when they were Juniors. This is this year now that they are seniors. What a difference a day makes.

Is it right to be affected only when it bites me personally, or should I always be interested and should I find a side or start my own side and stick to it?

A wise Frenchman once said "I may not agree with what you say, but I will defend to the death your right to say it."

How many of the 80 percent are big enough to say when they are not affected, when all of them are!!

A CONTINUATION OF THE SERIES CATALYST ON CAMPUS

Vive La Difference!

In discussing the transition from hereditary privilege to

equality and competitive performance, John Gardner said:

But release from heredity stratification brought problems as well as opportunities for the individual. Sometimes it gave him only the freedom to be crushed by the new forces of industrial society. And while it offered him freedom to achieve, it placed a new burden of responsibility and pressure on him. Among the consequences were not only exhilaration but anxiety, not only self-discovery but fear. The stratified society had its own grim pressures, and produced frustration in many gifted and highly motivated people, but it was a source of security for many others.

This statement has relevance to the American woman who has won the battle for equal rights and must face the fact now that the implications of this victory are not all positive. Responsibility follows inevitably in the wake of opportunity. To the extent that we insist on equal opportunities for women and men, we are in danger of implying that women will bring to their work the same singleness of purpose, the same sustained effort and the same continuity in employment as men. If we submit to this implication we are "letting the best man win" for it precludes the role of wife and mother from the life of the woman who seizes the opportunities offered.

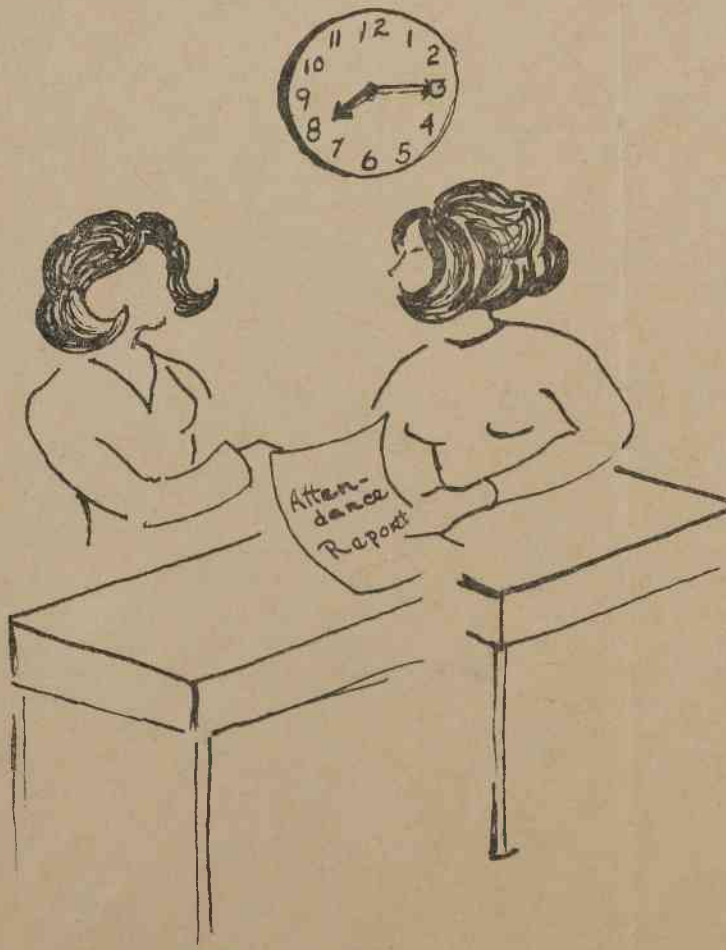
It is logical to assume that all persons should have equal opportunity to realize their potential; it is not logical to assume that all have the same goals or the same capacities. In our fervor to implement our democratic principles, it is excusable to occasionally push an individual beyond his limits — it is difficult to identify talent, and overexposure to opportunity is preferable to under exposure.

Our mistakes stem from good intention clouded by our inability to differentiate clearly between the gifted and those who have limited intellectual capacity.

But the differences between men and women are readily apparent. In all but the most extreme cases, we are able to differentiate between the sexes at a glance and yet, by virtue of our fervor for equal rights for all or, on the other hand, for an absolute sex differentiation, we are prevented from extrapolating these anatomical differences to their logical implications for life goals and satisfactions, for implicit strengths and weaknesses, for the presence or absence of specific experience. We are, in effect, unwilling to look squarely at the shape of a woman's life.

There are those who proclaim that a woman's place is in the home, that she is biologically fitted for this role and that she should derive therefrom her full measure of satisfaction. They consider it peculiar even for the intelligent educated woman to seek intellectual stimulation outside her home. To their minds it is unfeminine to grow restless with undirected activity and entertainment and to seek a constructive, stimulating role outside the home. To our mind, this group is mistaking a dif-

(Continued on Page 3)



"I don't see anything about teachers."