

The Chowanian

A college newspaper published fortnightly by the students of Chowan College, Murfreesboro, N. C.



Subscription \$1.00 a year

Entered as second class matter January 17, 1924 at the Post Office at Murfreesboro, North Carolina, under Act of March 3, 1879

STAFF

MARGARET AMAN Editor-in-Chief
BUSINESS STAFF
BERYL SOUTER Business Manager
THELMA DRAPER Advertising Manager
FLORA MAE HOOD Circulation Manager
ARLES ISENHOWER Assistant Circulation Manager

ASSOCIATE EDITORS

MARY LOU JONES Intercollegiate Editor
WILLIE BLOUNT Departmental Editor
LOUISE McDANIEL Religious Editor
MARY RAYNOR Sports Editor
ELSIE G. SEWELL Local Editor
INEZ MATTHEWS Alumnae Editor
DOROTHY LONG Joke Editor
HAZEL GRIFFIN Social Editor

PLAYMAKERS FILL A NEEDED PLACE—

To be able to see the roman in everyday things is to live above the slavery of the commonplace. The childish joy of wonder is too often a lost quantity in this material age. The heroism shown in small acts that take place everyday about us is unseen by most people. We do not have to hark back to the days when knights rode in flower in some remote land and find material that appeals to the eye of fancy and grips the imagination. The lives of the people that struggle and strive here are of nature and furnish dramatic interest to those who can discern it.

Dr. Frederick Koch has displayed remarkable genius and insight in building up the interest that is now centered around the work of the Carolina Playmakers. This group of people have found native folk lore of North Carolina to contain rich material for drama. They have shown the dramatic interests that exist in the life of North Carolina, as surely as in the life of Troy, or Camelot, or in any fabled city of the Golden Age. Such work as that being done by the Playmakers is a strong and direct influence toward interesting North Carolinians in themselves and in the life around them. The man whose eyes are opened to the strange and dramatic things that are going on all around him, to the comedy and tragedy, to the heroism and the absurdity, to the sweetness and sadness of life in his own village, can hardly sink again into the animal sluggishness that only acts of brutality can stir to excitement and interest.

True, we ought to be able to find these things for ourselves; but the point is, we rarely do. Therefore any agency that succeeds in pointing them out to us is far more important than is a mere pastime—it is an active force for the development of North Carolina to the level of civilization at which our level of barbarism will become an impossibility. The plays produced by the Carolina Playmakers are written by North Carolinians from North Carolina material; its costumes and scenery are painted by North Carolinians to represent North Carolina settings; altogether it places the life of North Carolina in artistic form, before North Carolinians and in doing so it is developing the State's consciousness of itself, which is ever indicative of an advance in civilization.

CAN A SNOB THRIVE IN COLLEGE?

Snobs may exist in the ranks of college students, but they have a poor chance to live and thrive here. Snobishness is a contemptible weed that is crowded out of the garden which is cultivated to enrich the plants of wisdom, culture and learning. At college, and in other institutions of learning, as perhaps no other phase of life, snobs find that the soil is not conducive to their growth and multiplication. This is because there

intellectual attainments and scholarship are at the highest premium. An order of intelligence rules which perceives the stupidity of being a snob. Honor is heaped upon the students with brilliant and industrious minds those who demonstrate initiative and leadership, rather than upon those that wear the most costly clothes and whose family tree is decked with aristocratic branches.

The love of approval, that universally human instinct with such potent driving force, is satisfied by striving toward honors in those things that pertain to culture and wisdom instead of to wealth and other material things.

In a small institution there is indeed still less chance for snobishness to keep its roots in the ground and bloom. In a college for girls where the enrollment is small, the odds are practically all against the snob. Withal there is some division of classes. Some are looked upon with a degree of approval above others; some are looked up to, some are looked upon as average, and a few are looked upon as below the average. No form of society can exist without this stratification. In college the order is sometimes turned in a different way from that of the outside social world. When a girl enters college among the group and carries herself with an air of superiority because she is blessed with more of the world's goods than some others, she soon finds that it does not pay. It gets her nothing. Sooner or later she is brought to see that the eminence craved does not always accrue to the possessor of greatest material goods. The body of nobles comes from the rank of students who climb the steps with diligence and skill of brain and hand. The slogan of business policy: "He profits most who serves best," fits well, especially in a small Christian college. This is a very heartening feature of the life of Chowan College. The girls all mingle freely and friendly with each other. It seems to be the girl who does things and is unselfish with her time that gets the most from college. Again, we have verification of the much quoted maxim that one gets from life in proportion to what he puts into it.

The girl who wears a "Big I and Little You" air must discover that she is losing by it. She is in a world where the sterling worth of accomplishment is prized most highly. That kind of cloak, therefore, only sheds a chill that benumbs the genial souls of her associates instead of dazzling their mortal eyes to worship. Any person of normal intelligence in college realizes more than one in any other corner of society the value of being a snob. When the sword of wisdom is unsheathed, the spirit snob slinks away, muttering to itself, "There is no place for me."

EXAMINATIONS SHOULD BECOME STUDENT ASSET

The question of examinations is a much debated one in colleges and universities now. Some student opinions are loud in their protests against them, averring that they constitute an unnecessary evil in the educational career. The chief ground upon which the objection is raised is that examinations are a failure in their purpose. They are not a fair test of the students' knowledge, and incur a great waste of time in drilling for examinations. The student sometimes loses the broader perspective in education by centering his attention more on acquiring facts to be handed back to the teacher on examinations than in improving his mind.

If students had their way about it examinations would certainly be eliminated from the college course. They are the greatest dread in the college life. Stark and terrible shadows are cast across the minds of every self-respecting student as the time approaches for the ordeal. The glands excited by these terrifying emotions work overtime and secrete poisonous substance that fills the whole system. Awful! How awfully bitter it makes any sweet young thing!

Examinations make a problem that calls for serious attention. It is time for educators to realize that anything that stirs up these unpleasant emotions in a student is a barrier to the progress of the mind. The old order of stoicism is passing in other businesses of life, and it is time for institutions of learning to adopt newer and more pleasant methods. In medicine, for instance, many of the bitter pills have lost their bad taste by being sugar coated. If the matter of examination were referred to students, possibly such measures as injecting a little blase humor occasionally to subtract from the gloom of the occasion would be suggested, or that some entertaining plan similar to crossword puzzles be used.

After all things are considered it would be robbing the student of a phase of preparation that she will need later if she is neglected in the practice of taking examinations. Everything has its examinations. Even so conventional a

thing as getting married can not be accomplished without taking examinations.

Examinations in college, however, should be analyzed with a view to make them an asset to the student instead of a drudgery.

SOCIETY DAY WILL FILL A NEED—

The plan to institute in Chowan College an annual "Society Day," conceived and presented by Dean Edwards to the members of the two literary societies, will perhaps serve as a much-needed means of stirring up interest, which has been sadly lagging. Probably the literary societies have not been stressed enough as an essential part of college training. This annual event will cause them to receive a place of more prominence.

The perfunctory attention given by a large number of students is evidence that the societies are not recognized in the correct light. To be put on the program, or to become active in other ways seems for the most part to be an unwelcome duty. Such an attitude is very regrettable because it tells how far the societies are falling below their aim to cultivate a taste for literature and willing skill in expression. The culture which these organizations aim to give can not be forced upon the members if they do not seem inclined to receive it. The members must take it upon themselves. This requires that they go into it with zeal with more than just a passive interest. Where is a more striking application of the truism that one gains from anything in proportion to what he puts into it?

The listless regard shown by the majority of the members is likely due to the fact that they fail to visualize and appreciate the returns that will come to them if they enter into the work with an animated spirit.

To become really educated a student must do more than acquire a mass of knowledge. She, or he, must assimilate the information in a way that she or he may react toward it—in other words, make the knowledge obtained a part of oneself so that it can be drawn upon when occasion demands. This involves more than a mere receptive interest. It requires that one rise up in response and be able to give expression to his thoughts. Skill in expression and logical thought is after all the goal of true education. An opportunity for this kind of development is afforded in the literary societies.

Learn to speak with ease and fluency before the public except by practice. Every college girl is expected to be able to assume leadership chairs on certain occasions when they go out. The ability to stand up before others and conduct the affairs with poise comes only with much practice. Sometimes in meetings that they attend thoughts will arise which would not only be creditable and give prestige to the person, but they would also contribute immeasurably perhaps to the good of the others if such thoughts are not barred from speech by timidity resulting from earlier neglect to develop those powers. The new age for women calls for oratorical development. Some may aspire to become lawyers, and they should be eager to serve on debates in order to develop their powers in logical thought and speech in argument.

Aside from these more utilitarian considerations, there is much to be derived from the societies in the way of entertainment from the presentations of compositions of the best in literature. Surely the possibilities of training and culture offered in this phase of college should receive no meager consideration. The value of being admitted as a member of one of these organizations needs to be prized more highly. The proposed annual "Society Day" is a highly commendable step toward bringing this about. It will in all probability greatly enhance the importance of the work carried on in the societies. Also, the awards offered on that occasion to those displaying highest proficiency, gives an incentive to strive toward something definite.

CHARLESTON CRAZE PASSES UP CHOWAN—

The Charleston craze seems to be creating grave problems for a great many girls' colleges. Although Chowan itself is immune from the fads in dancing, it is interested in knowing how other colleges react to such attacks.

The Charleston menace is now stalking the American colleges, according to news reports from all parts of the country. If these stories are credible the present rage will leave in its path a swathe of ruined buildings unequalled in extent in this country since Sherman's memorable march.

Here and there in colleges authorities have enacted restrictive legislation. At the University of Indiana the board of trustees prohibited the dance in the student building in order to forestall its collapse. An investigation is now under way to determine its effect

upon the men's gymnasium, where it is still permissible to execute the violent dance. Should this floor give away total and wholesale immersion of the heated dancers would follow in the swimming pool below.

"After all, reasoned the authorities at the college of William and Mary, "dance should emphasize grace and beauty, and as the latest fads preserves neither of those qualities it should hold no place on the program of college dancing. Consequently they place a ban on the dance, which, remarks the Wellesley College News, "May or may not be a case of sour grapes."

At Coe College the Charleston was banned in dance halls by city officials. The Daily Iliini, University of Illinois, fears for local fraternity and sorority. Students of Tulane University, La., who attended the annual Freshman-Sophomore dance were presented with little notes from the faculty, which read, "You are requested not to dance the Charleston tonight."

A mythology has already grown up about this cyclonic step, the girls at Smith College have discovered. Because record floor girls in a certain dormitory occasionally studied, the powers that be decreed that no third floor girls be permitted to Charleston in their rooms. The event was duly recorded in the press and the Smith girls read in the papers that the rule had passed in the nick of time in order to save the toppling building and also many lives.—New Student.

Tuition fees in the State secondary schools of Czechoslovakia are graded according to the incomes of the parents of pupils.

A Federal Bureau of Education, similar to the United States Bureau of Education, for the purpose of collecting and diffusing information respecting education generally, is urged for Australia by the Australian Teachers' Federation.

A 54-acre tract of ground is being developed by the park department of Buffalo, N. Y., for a recreational field. The tract adjoins one of Buffalo's new standardized schools, which is itself situated on a 5-acre tract.

A loan fund to amount to not less than \$10,000, for assisting students in four Class A normal schools in Alabama, has been approved by the Board of Education. The fund is to be administered by the presidents of these institutions.

Eighteen educational surveys in eight States—Kentucky, New York, Ohio, Oregon, Pennsylvania, Tennessee, Virginia and West Virginia—were made by the Interior Department, Bureau of Education, during the fiscal year 1924-1925.

The platoon, or work-study-play plan of organization, has been adopted by one or more public schools in 101 cities in 33 States. In addition, two private institutions, Carson and Girard Colleges in Pennsylvania, are operated on the platoon plan.

A students' residence, or hostel, was recently dedicated with impressive ceremonies in Montevideo, Uruguay. The hostel is sponsored by a group of intellectuals to furnish home influences for students and to offer a center for the intellectual life of the community.

An extensive school building campaign is in progress in a number of counties in Alabama. At present more than 100 buildings, many of them handsome structures of brick or stone, are in process of erection through aid granted by the State Department of Education.

'Eavens 'Elp Us!

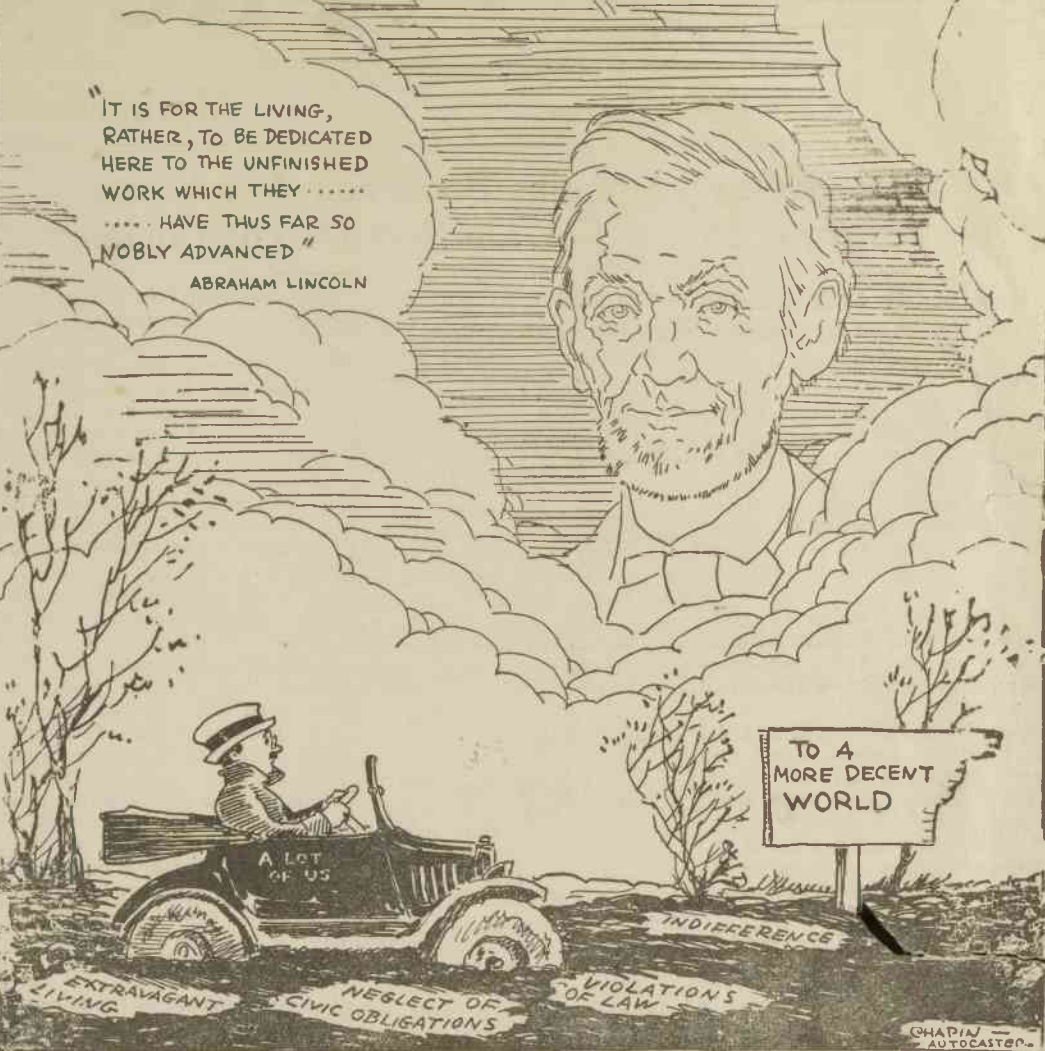


Well, it's here—beauty contests for men—and poor Alen F. Maybee, Columbia College Senior—had to go and win first prize as the 'Andstomest Man'. He was so embarrassed that he went into seclusion—and says he will succeed at law in spite of all this.

Subscribe to the Chowanian.

LET'S PAUSE A MOMENT

By A. P. CHAPIN



STOREY & UNDERWOOD
BARBER SHOP
Office
First National Bank
Murfreesboro, N. C.
Specialization in Ladies' Hair Cuts.

Phone B. S. Liverman
Murfreesboro, N. C.
TAXICAB

To Conway-----\$1.00
To Cofield-----\$3.00
To Boykins-----\$3.00
To Weldon-----\$5.00

Leave Wilson 8:00 A. M.
10:30 A. M.
2:00 P. M.
5:00 P. M.
Leave Raleigh 8:00 A. M.
10:30 A. M.
2:00 P. M.
5:00 P. M.
10:30 bus connects at Raleigh for Fayetteville, Greensboro, Goldsboro.

D. L. MYERS & CO.
JEWELERS

Watches, Clocks, Jewelry, Cut Glass, Silverware, Etc. Repairing a Specialty.

Good Food Well Cooked
Our Specialty
Marshall Lassiter - Cafe
Murfreesboro, N. C.

SEWELL GROCERY CO.
Murfreesboro, No. Car.
Telephone No. 30

Dealers in Groceries, Fresh Meats, Fruits and Confectioneries
We are ready to serve you at all times with materials of superior quality at the lowest price.

R. L. Fergusson
Tuner for Chowan College
Piano Tuner & Builder
Pipe Organ Work
Write me
Repair Factory
425 Cokey Road
Rocky Mount, N. C.
Phone 829 W

Subscribe to the CHOWANIAN.

T. R. BROWN
Plumber and Electrician
Electrical Work a Specialty
Murfreesboro, - - N. C.

E. T. VINSON
Motor Service
To all points in and out of Murfreesboro

TRANSIT CORPORATION OF NORFOLK
114 W. Brambleton Ave. Telephone 2428

SCHEDULE table with columns for LEAVE, Southbound, A. M., P. M., and destinations like Norfolk, Fairfax Hotel, Winton, etc.

SCHEDULE table with columns for LEAVE, NORTHBOUND, A. M., P. M., and destinations like Rocky Mount, Ricks Hotel, Whitakers, etc.

STUDENTS OF CHOWAN— You can buy the best Pure thread silk full fashioned Hose, a regular \$2.00 value Special to Chowan Students at \$1.75 at E. N. EVANS' CASH STORE MURFREESBORO, N. C.

The Hertford Mercantile Co. Incorporated "THE PEOPLES STORE" Head-to-Foot Outfitters for the Family Our Motto: Satisfaction Guaranteed Murfreesboro, N. C.