

The Chowanian

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



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The Chowanian was much pleased to hear from a number of its readers recently, stating that they had failed to get more than one paper during the month. Due to uncontrollable circumstances, it has been necessary to make the paper a monthly edition instead of bi-monthly, for a while, at least. While it is extremely regrettable that the paper does not reach its readers more often than once a month, it is flattering to the staff to have information from many that they really missed the paper. Such news is especially gratifying because it implies that the Chowanian has been filling a place worthy of recognition in the days of its readers.

THE TEACHER'S BIG OPPORTUNITY—

Let others, then choose the law, or theology, or medicine, or commerce—all of them useful and necessary employments—but for me, give me the profession of the teacher; give me his power for good; give me his pleasures; above all, give me his material to work upon, mind—more precious than marble or brass, or anything of the material universe. The teacher, accomplished for his work, may touch springs of action, and stir motive powers which will be felt in all the movements of society. He has a power next to that of creation itself. He is the mind-builder—the architect of character! What a responsibility! The formers of men!—the molders of society! Such are we in our profession as educators. Let us be true and faithful; let us be wise and skillful in the work to which God in his providence has called us.—Daniel Reed.

DEMOCRACY ENTERS INTO EDUCATION—

The democratic ideal in education is taking new forms of practice. Democracy in getting in the very vitals of education. The relations between faculty and students are getting more and more democratic. It is a far cry from the ancient method of the use of rod and rule for discipline and drill for instruction.

An unmistakable sign of the practice of democracy in methods of education is student self government. In practically all the higher institutions of learning the duties of discipline have been relegated to the students themselves. Student government is well established in practice and sanction.

Other problems besides discipline of conduct are being shared by the faculty with students. The recognition given to students in many places shows that they are not considered in the light of subjects to sovereigns, or as slaves to taskmasters. Plato defined a slave as one who accepts from another the purposes which control his conduct. The increasing participation of students in their own education shows that they are demonstrating their capacity to help formulate the purposes which control their conduct, and thus fit themselves for independent and individual lives.

An example of student partici-

pation in education is the action of Bowdoin College in referring to a delegation of 13 seniors the study of drawing up the undergraduate conception of an ideal program for the college for the next 10 years. The "New Student," issue of March 17, published the report that has just been completed and submitted to President K. C. Sills to be considered along with similar studies by the faculty and alumni.

"What shall Bowdoin of the future be like?" the 13 asked themselves. Then they passed the query to the freshmen, to sophomores, juniors and the other seniors, in a questionnaire. They analyzed the questionnaire, deliberated, and composed a document of 55 typewritten pages.

In the next 10 years, the report directs, Bowdoin should:

1. Not add any "practical" courses, designed to facilitate earning a living; that is for the graduate schools, not the liberal college.

2. Appoint teachers who are not comma hounds, "learned pundits," not parroting pedagogues, but live men of intellect, men of attractive personality, men who have demonstrated their ability to teach.

3. Have as requirement for freshmen, an introductory course in evolution, a course in Biblical literature.

4. Stiffen major requirements.

5. Continue present policy of faculty coaches.

6. Abolish certificate system and require the passage of entrance examinations.

7. Limit enrollment to 500.

8. Give student council more power and duties, delegate to it sole power to recommend to faculty all disciplinary action to be taken on a student.

The voice of the student reverberates in an individual tone thru the medium of college papers. The first college paper west of the Mississippi to print a student critique of course that is the distinction claimed by the "University of Washington Daily." The "Daily" has also coined a name for these course surveys, "Critiques." The idea was well received by all the professors except one, states the New Student. "The comments are interesting and true," remarked George Lindberg, instructor of the sociology course criticized, "whether the students are competent to judge the courses in the university should not matter. They are the

opinions are worth a lot to the faculty."

This "backing of the reins on the students" faculty does not preclude anything like a diminution of the dependence of students upon instruction. Youth must always look to those superior by age, experience, and knowledge for instruction and guidance. While seeking the guidance of those of greater knowledge and broader perspective, students will develop with more depth and individuality if allowed a voice in their conduct and study that will mean added responsibilities for them.

SPRING FEVER IS WITH US AGAIN—

In his dream of the perfect state, H. G. Wells sees the extermination of all such evils as war, pestilence, indigestion, restraints, poverty, quarrels and misunderstanding, but he makes no mention whatsoever of one most pernicious infection which occurs perennially. It is familiar to all, at least all who may have the faintest recollection of an adolescent experience of a drowsy lazy feeling in spring. It is familiar in the name and nature as spring fever.

This disease is a drag in the road of progress. It is the death blow to many a dream of achievement. Spring fever adds unbelievable weight to shoe soles. Lithe and springy steps change to heavy elephant-like plodding. A toxin is secreted and spread over the entire body, deadening and numbing the senses to any ambition or urge that might possibly move one to action. Oh, what's the use of living anyway? Just so we exist, eat, drink and sleep, but how willing we would be sometimes to fall asleep and rest in oblivion the remainder of our lives. Just while going through such attitudes as these there is something still alive in the body which voices the necessity to be up and doing. The few live atoms respond to the law that keeps all things in motion, and there, right there is the lock between the forces, one wanting to rest and the other wanting to go on. This clashing of the urge to action and inclination to inertia set up a feeling that is not salve to the mind of a self-respecting human being. It is misery and torture and anguish.

The symptoms of spring fever are especially noticeable among students in the afternoons while in classes. For the most part they rest calmly while the teachers are talking and sometimes are soothed away to dreamland, but when called upon to respond to some question of the lesson, a most uncomfortable sensation ensues. Yawning and drooping eyelids denote a case that is far gone in the

stages of the disease.

No one seems to have been smart enough to prescribe some remedy for this deadly infection. Some antidote for it must be found before there can come complete liberation of human capacity, which the English author, Mr. Wells, names as one of the requisites to precede the arrival of perfection visualized by him.

IS THE SUBCONSCIOUS MIND OF PRACTICAL VALUE—

(By Elsie Gordon Sewell)

Considering in their entirety the technical terms used in the science of psychology, possibly none covers so wide a scope as that of subconsciousness; nor does there seem to be a subject more slighted or more starved for want of experiments by psychologists. From the standpoint of etymology, possibly the seemingly contradictory meaning of the word has caused the science of subconsciousness to be so poverty stricken in the field of investigation. Sub, meaning under, naturally would lend to the meaning, under or below consciousness; whereas, subconsciousness is a part of consciousness, and one can assume that it is as mental as the latter.

It may be that on account of the broad meaning of the subject, and the fact that it is frequently used as a shield for certain inexplicable theories that it is often deprived of its broadest and worthiest meaning. Again, the fact that successful experiments in the laboratories have not been made in this field—because experiments would of necessity be conducted by introspection and subconsciousness is introspected, it becomes conscious—account for the fact that it has not yet been formulated into scientific psychology.

In stretching the meaning of the science of the subconscious into the realm of the mystical, McDougall connects it with the metaphysical.

Seashore says of the subject in this light:

"The idea of the subconscious has been a term to conjure with on the part of all kinds of mystery mongers in alleged psychology. In legitimate psychology, it has furnished satisfactory explanation of the strange, the weird, and the supernatural, as in hypnosis, alternating personality, and all forms of automatisms; and is, therefore, resorted to by the ignorant and untrained for anything which is mysterious. This makes it an easy victim of the semi-religious, pseudo-philosophical, and quasi-scientific."

Some people try to account for the Ouija Board and table rapping in the foregoing manner.

In the light of alternating personality, James cites the story of Pierre Janet in connection with Leonia B., who, under the influence of her true personality, was a simple, unassuming, naive peasant woman, and who while under the influence of her second personality, proved to be a woman of charm and one who enjoyed gaiety. While in her true state, she did not remember her actions in the second state; but in her second personality, she remembered the happenings of the first. While dwelling on the subject of dual personalities, as explained by some psychologists by the subconscious, the case of Dr. Jekyll and Mr. Hyde, Stevenson's ingenious character, is often cited. Dr. Jekyll is the face of the respectable character, known as a man worthy of the esteem of his fellow citizens. Mr. Hyde is the back of the same person, who longs for clandestine acts and atmospheres of dissipation, because he has been deprived of those things in his youth.

Admitting that there are a number of difficult phases concerning dual personalities, to my mind, dual personality should not be referred to in a mystic sense, for the other personality seems only a volcanic eruption of an accumulation of suppressed desires. In the case of hypnosis, it seems to me that the subject with the weaker will is dominated by and overshadowed by the hypnotist, who possesses the stronger will. While the presence of a dual personality may be unconscious or subconscious to the possessor, yet, because there are some phases of dual personality which can not be explained is not sufficient proof to place subconsciousness in the category of the mystic.

Dewey offers an interesting discussion on the subject of subconsciousness. He illustrates by two persons engaged in conversation. He says that it is not necessary to explain everything; to do so would be very boring. Much is taken for granted and is silently supplied. He says that some such rhythm of the unconscious and the conscious is involved in all fruitful thinking; that a person, in pursuing a consecutive train of thoughts, takes some system of ideas for granted which accordingly he leaves unexpressed on unconscious, as surely as he does in conversing with others.

Seashore defines subconsciousness as an extension consciousness. He says that the distinction between the two is that the latter is merely the term which we give to those mental processes

which we are aware of experiencing at the time of the experience, in the waking state; whereas, the latter is the term which we apply to all other mental phenomena—which, indeed, cover a large territory.

Argell's explanation seems to be the most understood of all. It is as follows:

"Consciousness does not terminate with sharp edges, which mark it off definitely and finally from the unconscious. On the contrary, there is a gradual fading out from a focal center of clearest consciousness toward a dimmer region of partial consciousness. To the activity of the subconscious, we are probably indebted for many unreasoned ideas, for certain of our unreflective movements, especially those of the habitual variety."

Assuming that there were no subconscious matter, it would hardly be possible to imagine the drudgery to which the brain and the nervous system would be put by having to be conscious of all things, even of those things we do by habit; such as, walking, writing, reading and thousands of other daily habits. In using the typewriter, how awkward it would be if it were necessary that the typist should be conscious of correct fingering at all times. In the case of the pianist, how slow would be his progress if he must always be aware of all the technical details which an artist must master. When would a writer complete a book if his thoughts must be interrupted every time he uses a punctuation mark? What a burden it would be if we had to be conscious of the name of every person with whom we have come in contact, at all times! How could many of us do any constructive thinking if it were imperative to be conscious of all things that are going on about us at any one time?

Admitting, in conclusion, that disuse and abuse of the meaning of subconsciousness has caused it to be a matter to be handled with care, yet, without its existence and use, in the truest sense, the world could scarcely progress.

HOW THE HERTFORD COUNTY HERALD VIEWS THE AGITATION TO MOVE CHOWAN

Those who have watched the recent progress of Chowan College and have seen the renewed interest its friends have taken in it since the first year Dr. Chas. P. Wagoner, elected to the presidency, see in the new proposal to remove it to some other location just another way of telling the people of northeastern Carolina they must come to the financial aid of the college, or it will not survive.

The proposition to carry it away from its present environs and build a new Chowan College is, as the Herald views it, just that and nothing more. The college must have more money or it can not continue to function. It is as true as day that the people nearest to the college in its present location have done little to add to the wealth of the college in recent years. Those farthest away have, if anything, done more than we have, for Chowan College. An attitude of self-satisfaction and unconcern has been taken by the great body of people in this section, which has been benefitted above all sections, States, and countries by the presence of the college.

We need to be told of our cloths-fines straight from the shoulder and not by talking to us about taking the college away from our midst. Come to us and say so much money must be raised for the endowment of Chowan or it will have to cease functioning; then, tell the folks to get the money. The Herald believes the necessary funds can be secured from the territory surrounding Chowan College, that is, a sufficient amount of it to justify the Baptists and others interested in college education and training throughout North Carolina putting some of their money into Chowan College.

Chowan is a Baptist institution, to be sure, but its influence and work is not confined to the members of that denomination alone. It has made itself felt in every community hereabouts whether the Baptist denomination was in the ascendancy or whether some other denomination was the leading one in such community. What is to become of Chowan College is of interest to peoples of all Christian denominations because it is the only educational institution in our midst that takes the student above the high school stage, it is Eastern Carolina's only girls' college.

The trustees and friends of Chowan, we believe, need have no fear of that college dying for the lack of funds with which to assure its operation. It can survive in Murfreesboro and, the Herald makes bold to say, that it will survive in Murfreesboro. It is going to survive where it is because the people who have felt its influence all these years will rally to its financial support, and will give their dollars in sufficient quantities to assure its successful operation, even in this day of high priced (measured by dollars) education.

-SATURDAY "MOURNIN"

By A. B. CHAPIN



Come to this section of northeastern Carolina with the proposition that money must be forthcoming or the college will be no more, and see how quickly the people will bestir themselves. Make it plain and issue the appeal. Campaigns for endowment have saved other institutions of similar character, and there are few if any colleges that at one time or another have not found it necessary to frankly tell their constituents that they are in serious danger unless financial aid comes. That, the Herald thinks, is the means by which the necessary endowment will be secured.

Let us stop talking about moving the college, and start upon the campaign to save Chowan College by giving our dollars.—Hertford County Herald.

* "SAFETY VALVE" *

The irreverence manifested in the meetings of the religious organizations is a matter that needs more serious concern. I have noticed that during the chapel period girls read or write letters, memorize songs, or read magazine stories, even while the one conducting chapel is reading the word of God or talking to Him in prayer. Once at such a time I heard a girl whisper to the girl sitting next to her that she had received a scorching letter from Jack. At the same moment Dean Edwards was reading the beautiful pastoral, the 23rd Psalm. Such conduct shows a mentality of poor appreciation.

Such constant twittering and whispering "gets on the nerves" of those who are trying to hold a reverent attitude. These girls can not be on their way toward an education. It has been said that "the truly educated person is not only one that can get along with people, but one that people can get along with." It is impossible for me to ever get along peacefully with a person who has no respect for herself, her fellow-being, or her God.

There are times for all things. A true earmark of an intelligent and well educated person is the adaptation of himself to the moment. A person of real intelligence knows how to conduct himself with quiet and reverence in periods of worship and with hilarity and vivacity at a football game.

ETHEL BRETT.

NEW OFFICERS WILL TAKE OATH APRIL 1

On the morning of April 1 the newly elected officers of the Student Government Association will take the oath of office with appropriate exercise. Following are the officers to take the duties on April 1: President, Margaret Aman; vice president, Mildred Parker; secretary, Pauline Willis; treasurer, Virginia Martin.

These students are thoroughly capable of filling the responsible positions for which they have been chosen. The confidence placed in them is to the extent that they will be able to hold the work up to the high standard on which their predecessors have placed it. The retiring officers have acquitted themselves quite commendably. They are: President, Beryl Souter; vice president, Jessie Marie Parker; secretary, Lizzie Jones; and treasurer, Arles Isenhour.

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Leave Raleigh
8:00 A. M. 10:00 A. M.
10:30 A. M. 12:30 A. M.
2:00 P. M. 4:00 P. M.
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