

# The Chowanian

A college newspaper published fortnightly by the Alathenian and Lucalian Literary Societies, supervised by the English Department 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 the act of March 3, 1879

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### THE MIND THAT PROPS

What kind of a mind does the average college student have today? Will it stand alone or does it require a prop? Do we say to our brains when we are being tested, "Sink or swim," or do we hold on to the rope of text-books, notes, etc.? These questions are of vital importance to every student.

What a miserable feeling it must be to know that we cannot trust ourselves in any task we undertake. There are students who "go to pieces" on any simple quiz if they do not have a certain book or notebook in sight to reassure them that they have heard of the subject matter of the quiz before. What a weakness!

### A PROTEST

It is necessary to have some important called meetings during the course of a school year, but is it fair to have so many that they tend to crowd out the organizations of long standing? The organizations that have stood for time immemorial have a worth and dignity which should be respected.

Literary societies, for instance, should not be made to give place to the organizations or group meetings of less dignity and importance. It is through them probably more than through anything else that a student receives training in speaking, reading, debating, and playing before an audience. It is essential for college students to have some of these requirements, for, when college days are over, they are likely to be called upon to appear before the public in one of these capacities.

Shall students, then, allow less important things to crowd out or limit the time of society meetings? The CHOWANIAN says no! Set a definite time for society meetings, and, when the time comes, by all means meet. There is no better way for one to show loyalty to her society than by being on time at every meeting, and performing her part on the program to the best of her ability.

### CHEATING

The problem of students cheating has recently been called to our attention. We fear this subject has been passed over too lightly by a number of shallow-thinking people. Certainly a great number of students do not realize the seriousness of this error.

Are students really scatter-brained? If they are, whose fault is it? It is generally conceded that a person who teaches is highly intelligent and has more or less experienced the things she teaches. Is she expecting the average student to take in and hold the subject matter which it has taken her years of preparation to gather and assimilate?

### ADVANTAGES OF A TEMPER

If certain virtues are their own reward, others are heavily penalized. It is questionable whether some people do not pay a high price for the upkeep of a good temper. Is not anyone who is conspicuously good natured sure to be taken advantage of? Just as a willing horse is over-driven, so a long-suffering friend is imposed upon. If we establish a reputation for a reliably good temper, we may be sure that we will be badly served, kept waiting for hours when we have appointments, and generally "made the goat" during all the course of our meek life.

What a dreadful fate and how easy to avoid! Two or three spectacular ebullitions of ire early in a given career will save any amount of trouble later. A well established reputation for explosiveness when things do not go right, will get three times as much work out of any domestic staff, make friends punctual, children obedient, the very tradesmen solicitous to please. Most of us will do a great deal to avoid a nasty flare-up.

When we were children, we dreaded anger for itself, quite apart from any possible consequences, and we have never outgrown this natural shrinking. So putting it at its lowest, a well advertised temper saves time and money.

When we see someone rise up in righteous indignation and deliver an ultimatum, we ever afterward treat him with respect, and step very, very softly in his presence.

### ARE STUDENTS SCATTER-BRAINED?

Are student of today more scatter-brained than they have been in the past? Is there a general tendency among students today to be careless and slipshod in their thinking? Are they really thinking as clearly or as deeply as they once did? Are students satisfied just to get a smattering of a subject—and then let that smattering escape them through carelessness or the lack of desire to retain it?

Are students grasping what is handed out to them on class? It would seem that they are not. Although the subject matter is presented to them in the most interesting and forceful manner by their teachers, they seem to be unable to take it in. Why is this true? Whose fault is it that they are not grasping the subject matter and retaining it?

Is it the fault of the teachers? Are they expecting too much of the students? Are students being given more to learn than they can assimilate? How much should be expected of a student? Are average students capable of grasping and assimilating the information required of them by their teach-

### VISUAL EDUCATION

It is very probable that the graded school teacher's load will soon be lightened by the use of films in teaching. The Eastman Kodak Company, acting with the National Educational Association, has just completed an experiment that seems to demonstrate conclusively the superiority of the new method over the old. In geography a 35 per cent gain was registered by the pupils taught by means of films, and a 15 per cent gain in general science. Approximately 5,500 children were taught with films and 5,500 more were taught the same material without the aid of motion pictures, in public schools scattered over 12 cities.

A 500-word report has just been completed by Dr. Ben. D. Wood, of Columbia, and Dr. Frank Freeman, of the University of Chicago, directors of the experiment.

"In this experiment," the report said, "we have studied the films not as a panacea to be substituted for present instrumentalities of the schools, nor as a means to revolutionize the aims of education, but as an addition to the present pedagogical devices of the schools which may help in the attainment of currently accepted goals." As one might expect, a majority of the teachers and school officials reported that the use of classroom films had been "more effective in arousing and sustaining the children's interest, in improving the quantity and quality of their reading, and in aiding them to correlate features of the lessons with personal experiences and community conditions."—The New Student.

### THOUGHTS

During A Poster-Making Orgy  
When Chowan's last poster is finished, and the ink is smeared and dried,  
When the pictures have all been pasted, and the letters cut and tried,  
We shall rest, and, sure, we shall need it—lie down for an hour or two;  
Then every last one of the teachers will set us to work anew.

Our room will once more be clear of scraps of paper and board. Our bed will not be loaded like the den with a miser's hoard. We shall find our books and papers with only a glance or two, and sure we shall need this badly, for we've had to struggle through.

How glad we shall be when no longer we must search in vain for our books,  
And can find our paper and pencils without scanning corners and nooks.  
Then joy will our lot once more be, with everything in its place;  
And apologies won't be in order when a visit shows her face.  
WILMA ELLINGTON, '29.

### SUNDAY SCHOOL LESSON

International Sunday School Lesson for November 18  
PAUL'S EXPERIENCES IN JERUSALEM  
Acts 21:37-22:1; 22-29  
Rev. Samuel D. Price, D. D.  
Action and plenty of it followed Paul's arrival at Jerusalem. James, the brother of Jesus, presided over the conference where

Paul made his report and turned over the offerings which had been gathered for the poor in Jerusalem during this third missionary journey, now concluding. When accounts was given of the way in which many Gentiles believed in the crucified and risen Lord "they glorified God." At the same time they told Paul that he was being spoken against by those who were sure that he had forsaken the laws and customs that dated back to the days of Moses. To win favor with such critics he was advised to assume the cost of vows recently made by four men and take the same Nazarite vow on himself for the remaining seven days. Paul was ready to make this concession, for he was steadfast as a Jew though he had added to his beliefs meanwhile.

Trouble began when some devout Jews from Asia declared that this man, already under suspicion, had brought Trophimus the Ephesian, a total alien, into the section of the Temple area whither only a Jew might go. The Chiel distinctly read that if another than a Jew passed beyond that point the death penalty would be inflicted. The uproar was fierce and the Temple guards shut the gates as soon as Paul could be dragged out. Seeing the confusion the Roman soldiers were rushed from the Castle of Antonio for the protection of the man against whom the cry was raised "Away with him."

To secure Paul's safety, for the Romans were responsible, the prisoner was taken within Antonio where the centurion was ordered to scourge the man and thus extort his confession. This was akin to what is called the "third degree" of modern days. At just the psychological moment, as the lash was about to fall on the bare back, Paul asked in a quiet question that changed everything suddenly. He said, "Is it lawful to scourge a man that is a Roman, and uncondemned?" They knew that Paul had not made any bluff as to his claim of Roman citizenship, else he would have been punished with death. The centurion called the chief captain, Claudius Lysias, who also was a citizen of Rome. When asked if his claim was true Paul said "Yes." Lysias was amazed for his citizenship had been obtained at great cost. Then Paul, with just pride in his ancestry, adds to the evaluation that is now being made of him, "But I am a Roman born." There were no further torments that day.

Next day Paul faced the Jewish Sanhedrin. When he saw that his case could not have a fair hearing there he threw that court into confusion by dividing the Pharisees and Sadducees as he mentioned the resurrection. Turmoil started afresh and the castle again became the place for safekeeping. When a fierce plot was discovered Paul was hastened northward to Caesarea under a strong guard. Meanwhile Paul had been encouraged by a night vision as "the Lord stood by him and said, 'Be of good cheer; for as thou hast testified concerning me at Jerusalem, so must thou bear witness also at Rome.'" That message was of wonderful consolation through the two years that followed while a prisoner and during the journey to Rome that ended in a shipwreck.

### CONFERENCE ECHOES

The B. S. U. Conference owes a great deal of its success to the untiring efforts and executive ability of Mr. T. N. Tapscott, Baptist Student secretary of the University of North Carolina. Mr. Tapscott and Miss Cleo Mitchell, Baptist Student secretary of N. C. C. W., presided at the meetings of the conference. They kept things going! Mr. Tapscott, by his sincere devotion and consecration, gave a deeper meaning to the conference, and some of his enthusiasm for the work remains in the hearts of those who came in contact with him at this great meeting of young people.

North Carolina now has five Baptist Student secretaries in its schools and colleges. These are: Miss Cleo Mitchell, at N. C. C. W.; Miss Madeline Elliott, Meredith College; Miss Joy Beaman, Appalachian State Normal, Fruitland, Cullowhee, and Mars Hill; Mr. Yancy C. Elliott, State A. & E., and Mr. L. H. Tapscott, University of North Carolina. These young men and women are doing great work in directing the student religious organizations under a general executive body. They are opening new fields of work for those interested in doing definite service for God. They are examples of consecrated young Christian manhood and womanhood.

Mr. Yancy C. Elliott, Baptist Student secretary of State College, Raleigh, had charge of the registration of delegates at the B. S. U. Conference. He was assisted by Ann Downey and Ruby Daniel, of Chowan College. Mr. Elliott is a very efficient young



as America's leading folk dramatist and the registration progressed without a "hitch." His fine work is appreciated very much. He helped to make the conference a success.

A noteworthy fact about the conference is the fine spirit of cooperation and helpfulness of our own girls in doing all they could to make our guests comfortable and happy. Those who assisted in locating the delegates were: Margaret Lawrence, Bettie Walter Jenkins, Odessa Moss, Rosalie Liverman, Bertha Chitty, Agnes Harrell, Eva Kinlaw and Ann Downey. Those selling meal tickets were: Ruth Davenport and Addie Mae Cook, assisted by Odessa Moss, Catherine Turner, Callie Patrick, Hilma Ward, Mary Stanley, Virginia Stanley and Jessie H. Belch.

Miss Mary Lou Jones, chairman of the Poster Committee for the B. S. U. Poster Exhibit, did some fine work in posters. We have learned from Mr. Tapscott that possible failure of Chowan to win recognition was due to a misunderstanding as to the nature of the subjects for the posters. It was not understood until time for the awards to be given that the posters were to deal with religious subjects only.

The posters were excellent of their kind in originality, attractiveness, and workmanship. It is to be regretted that Chowan did not know of this regulation concerning the posters. Those who aided in making the posters should be proud of their work, because it was fine in all particulars.

### CAMPUS PERSONALS

Miss Caldwell and Mrs. E. B. Vaughan attended the West Chowan Association at Ashley's Grove Church on the afternoon of October 30.  
Miss McDowell, accompanied by Miss Carroll and Dr. Burrell, recently visited her brother in Sarah Leigh Hospital, Norfolk.  
Misses Poe and Webster took a trip to Richmond during the B. S. U. Conference, to give up their rooms to delegates.  
Miss Carroll recently spent the week-end at Seaboard with her college classmate, Mrs. Harris.  
During the B. S. U. Conference, Miss Banta took a trip to Louisburg College, where she taught last year.  
Miss Caldwell and Mrs. Sewell attended the State College Conference and registrars' meeting at

Durham on October 23 and 24. Nellie Boone, of Jackson, spent last week-end at the college with her sister, Maggie.

Several carloads of college girls and teachers attended the funeral of Elizabeth Chamblee, on November 1. A large number of sophomores went, since Elizabeth was a member of their class last year.

Eliza Blackstone was recently called away from the college on account of the illness and death of her uncle. She returned Sunday.  
Maidee Lee Wade and Kate Mackie attended the Gates Community Fair, where Miss Wade aided in attracting the crowd by singing, and Miss Mackie, by reading. Both served as judges in the baby contest.  
Baughan Grey went home November 1, to attend the marriage of her uncle.  
Elizabeth Cullipher and Lala Ashley spent the past week-end in Norfolk.

Once there was a girl who cried heartily after her young man had proposed.  
"Why are you crying, dear?" asked the young man, solicitously. "Have I offended you?"  
"No, dear," answered the girl. "That's not it. I am crying for pure joy. Mother always said that I was such an idiot that not even a donkey would propose to me, and now one has!"

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