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*"I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have. I must stand with anybody that stands rights stand with him while he is right and part with him when he goes wrong."*

—Abraham Lincoln

### Will Chapel Programs Be Improved?

To last year's freshmen, one of the more obvious changes at Chowan is the improved system of checking chapel attendance. Apparently the new method is quite effective in seeing that everyone is there. We are all advocates of this improvement naturally, but we cannot help believing that a similar improvement in chapel programs is quite in order, and, we understand, very much in demand.

Thus far the Chowan student body has been exposed to a steady stream of speakers who "lead us in our thinking." This pseudo-leadership is evidently ineffective. Look around some morning, if you are not asleep, and see how many students are eating a "reground sermon" or listening to a "my experience has taught me" lecture. Not many, assuredly.

Please don't think that we dislike all chapel programs. Certainly not. But since chapel is compulsory, why shouldn't an improvement in the programs be just as compulsory.

### Can You Measure A Man's Worth?

How can you measure the worth of a man? Is it determined by his height, his weight, his age, or his race? What are the deciding factors when we judge a man's worth?

Scientists tell us that the value of all the components of the human body is less than one dollar. But is this the worth of a man? We think not.

Shouldn't a man's worth rather be calculated by his ambitions and his desire to better himself? We read last week the account of two dozen German and foreign college students who built a tunnel to freedom under the Berlin Wall. We cheered when we learned that these students, many of them our age, had triumphed even though they had had to sacrifice a college semester and raise about \$3,750 for equipment.

Working in eight and twelve hour shifts, the students began work in the tunnel last May. It became the escape route and the chance for a better life beyond the Berlin Wall for 59 East Berlin refugees. For these individuals, as they struggled to find a better life for themselves, we all lauded.

In Oxford, Miss., a 29 year-old Army veteran sought a chance to better himself. He had attended Jackson State College, but had wished to transfer because he felt the school was "substandard." His attempt was met by resistance. He became the center of local, state, national, and international spotlights. His name was cursed, proclaimed, lauded, and jeered. The White House and the State House in Jackson vied for the final word. State police met U. S. Marshals, each accusing the other of breaking the law.

A group of students at the University of South Carolina sent a message to Oxford. Another telegram from over 400 students at the University of North Carolina carried another message, this time supporting Meredith.

On the Oxford campus Sunday night students rioted.



MR. "MAC"

## Chowanian Dedication

The October issue of THE CHOWANIAN is dedicated to the man at Chowan who is directly responsible for THE CHOWANIAN, Professor John McSweeney, chairman of the School of Graphic Arts. Mr. "Mac" has been the guiding light of the Roy Parker School of Printing since its founding in 1952.

Through his efforts and understanding some 200 students are now on the job in printing plants across the state.

A native of South Carolina, Mr. "Mac" was born in the executive mansion during his father's term of office as governor. His father, Miles B. McSweeney, purchased a weekly in Hampton, S. C. after leaving office. In the weekly newspaper shop, John McSweeney acquired general knowledge of printing and the occupational fever which accompanied it.

He graduated in journalism from Bissell College and has done graduate work at Temple University and the University of Pennsylvania. For 13 years he headed printing schools in Philadelphia and New York.

In 1952, when the printing school at Chowan College was born, Mr. "Mac" was assistant manager of Parker Brothers, Inc., Ahoskie publishing firm. He accepted the opportunity to teach a laboratory course in printing at Chowan.

The school was a success, and still is. Now a new building houses the Chowan College School of Printing.

At least two persons, one a foreign news correspondent, were killed and others were injured.

All of these—in Mississippi, South Carolina, North Carolina, and East Berlin—are college students. They are the potential leaders of tomorrow. But what a difference . . .

Through it all there still remained James Meredith, a Negro who wished to attend "Ole Miss" so that he might better himself.

As college students, we, more than any other group should realize the importance of a first-rate education. Yet none of us has ever faced the resistance Meredith has found. Each of us has been free to seek an education with no condemnation. On the contrary, we are constantly reminded that we are numbered in a select group. Are we then so select that we judge a man's worth and potential by his race?

Many of the same people who rejoiced in the Berlin students' triumph over Communism condemned Meredith's attempt to triumph over ignorance. Certainly a paradox.—The Pfeiffer News.

### Let's Add More Hours To The Library

Everyone at Chowan who uses the library is constantly reminded of this institution's dire need for a new one. There are roughly 800 students here, and at our crowded best we can accommodate only about 80. But a new library is not our point. Our suggestion here is to improve the one we have, simply by making it available more hours per week. The library is not being utilized fully. Cases in point: 1.) Each weekday the library closes at 5:00 and does not reopen until 7:00. That amounts to 2 hours lost for anyone who might have had research work to do in the library. 2.) Each week night the library closes at 10:00. Why couldn't it stay open until 11:00? This would be a valuable hour to many students. 3.) Saturday morning it is open from 9:00 to 12:00. Now isn't that a marvelous gesture—3 whole hours on Saturday morning. The rest of the day is gone as far as library assignments go. 4.) Usually the library is open on Sunday afternoon from 2:00 until 5:00, but this is never certain.

Our purpose here is not to demand a new library right away, but to make more use of the one we have.

We believe that many students would find these time periods advantageous to their needs.

## Assignment Makes Student Work Hard

Editor's Note: The following is an algebra theme written by Emily Mizell for Professor L. T. Reavis, in one of his 103 algebra classes. THE CHOWANIAN is always pleased to print any outstanding articles by students.

Why I Am Taking College Algebra

By EMILY MIZELL

My immediate reason for taking college algebra—which is indeed a shallow reason—is to add the three irreplaceable hours to my record which will make a teaching certificate acceptable in practically any state other than North Carolina.

After having asked myself "Why am I taking college algebra", and after having spent nothing short of hours trying to evoke impressive reasons why I or anyone should be enrolled in this class, I believe I have stumbled not only upon innumerable and quite impressive reasons, but also upon the goal my instructor must have pursued in asking this question. My own select reasons I shall offer later.

My instructor's purpose, which I at first thought to be merely an assignment, or perhaps a means to appear "tough", are much more purposeful. By asking "Why are you taking college algebra" he hopes to awaken in his passive students an awareness of value in his course—a value which students must associate with this course in order to accomplish their goals—goals based on their respective reasons for enrolling in Math 103.

#### Reasons

My own reasons for taking this course, other than to earn an acceptable degree, are I hope indicative of awareness of value and a resolution to do my best work.

First, I realize that today's explosive scientific advancements must be paralleled by an individual participation in the sciences. We must have a basis in mathematics and in the sciences in order to comprehend the giant strides to be made in our world.

Second, I appreciate the help my mother has been able to give me in my mathematical studies and I am grateful that she continued her studies although math was not her favorite course. I hope that someday I shall be able to help my own children as she has helped me.

Lastly, I tend to agree with the Humanistic trend that a thorough study of science and mathematics develops not only one's capacity in these fields, but develops the functions of one's mind as well. I believe the study of mathematics is not an end in itself, but is conducive to more orderly and deeper thought. Havelock Ellis expressed this belief in his "Dance of Life".

"The mathematician has reached the highest rung on the ladder of human thought."

Bertrand Arthur William Russell describes the perfection and fascination respectively of mathematics in the following lines from his "THE STUDY OF MATHEMATICS":

*"Mathematics possesses not only truth, but supreme beauty—a beauty cold and austere, like that of sculpture, without appeal to any part of our weaker nature, sublimely pure, and capable of a stern perfection such as only the greatest art can show."*

*"Mathematics takes us into the region of absolute necessity, to which not only the actual world, but every possible world, must conform."*