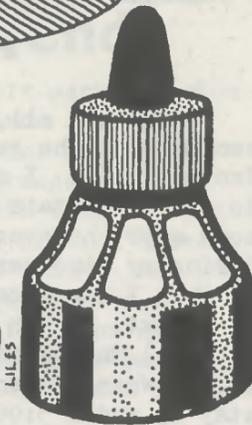


The Stentorian



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Stentorian Interview

by Cathy Moses

Following a January 8th Board of Trustees meeting, new trustee George Watts Hill, grandson of George Washington Hill and Valinda Beall Watts, founders of Watts Hospital, was interviewed by the Stentorian concerning his position as a new trustee. One question you may wonder about is "What exactly does a trustee do?" A trustee sets the policy for the school, paying careful attention not to interfere with the day-to-day administration of the school and the students. The trustees are diversified people as illustrated by this one interview, and many curiosities can be satisfied by "talking with a trustee."

Stentorian: What interest did your grandparents have in founding the hospital?

Mr. Hill: My grandmother was very frail, and people went to, in those days, Johns Hopkins in Baltimore. Both my grandfather and grandmother on my mother's side came from Baltimore. She was at Johns Hopkins quite a number of times, and that's the reason the Watts Hospital was built on what they called the "Pavilion Plan." We had the administration building, the 1908, and the Ward Building. There was no airconditioning; we put window units originally so that the patients would have air and sunlight. That's why we built porches at the ends of the pavilions. My grandfather was in the tobacco business and came down here in 1876. He was the only college graduate in the tobacco business in those days. He became interested in the church and the general population. They had no hospital. He built a little hospital where McPhersons Hospital is on mainstreet now. They had a men's pavilion, a woman's pavilion and a central building in 1896, and he moved out here and started building this in 1909.

Stentorian: Do you think in establishing this school that we have lost any historical significance of the Old Watts Hospital?

Mr. Hill: No, I don't think so... The buildings are very sound and it would be a shame to destroy them; you'd lose so much. And the people of the community are interested in the old buildings being properly used instead of abandoned as they were for two or three years.

Stentorian: How do you think the fact that this school is residential affects the school and the students?

Mr. Hill: I think it's very good. I went to Prep school in Connecticut. And you have an atmosphere that is of advantage to students. You're here to learn. You have your own athletics; you have clubs and school organizations. You're not distracted by the town influence, parents' influence, and it's oriented toward the academics, and all that goes with it. Schooling is not just academics. Schooling is growing up in all kinds of ways, a chance for development, thorough development.

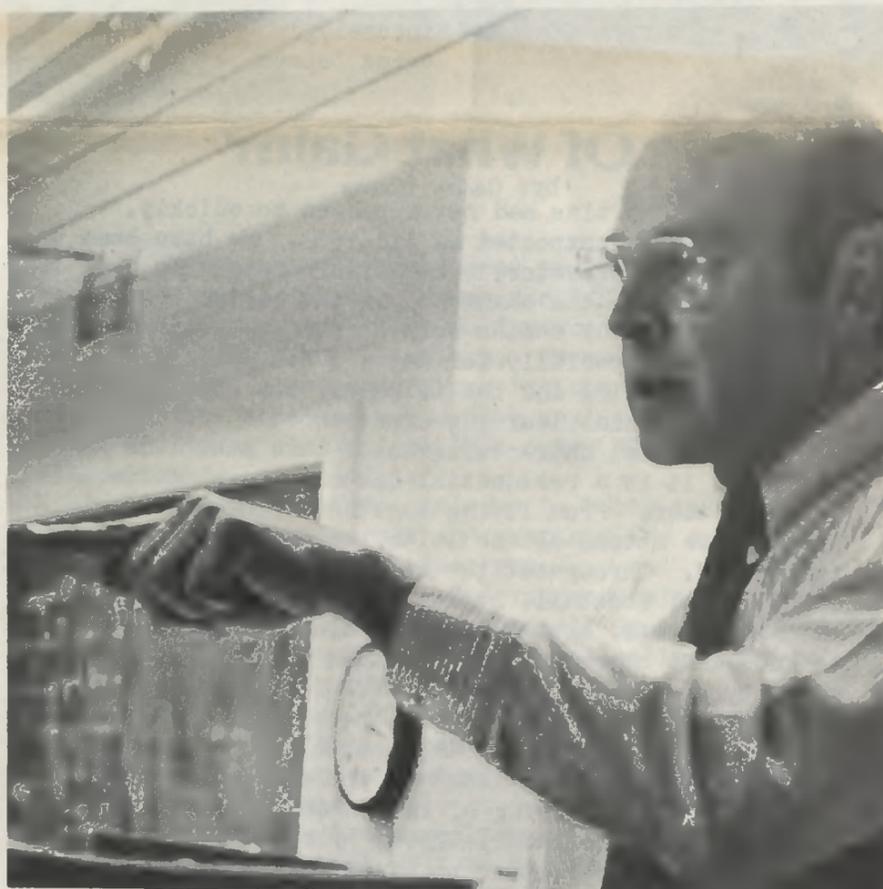
Stentorian: You are active in many research organizations. What interest do you have in research?

Mr. Hill: I'm a trustee and member of Board of Governors at the University of Chapel Hill from 1972 on. I was Chairman of the Health Committee of the Board of Trustees of Chapel Hill for twelve years, and I was one of the three men (who donated money). I raised \$75,000 back in 1947-48. With the other men, we hired five or six people to put on a program known as the "Good Health Movement" in North Carolina, and we were able to persuade the legislature by 100% vote to uphold and appropriate money for the third and fourth years of medicine at Chapel Hill, for the School of Public Health, for the school of Nursing, and for the dental school. And I followed through with that, kept a tremendous interest in it.

Math Colloquium

The NCSSM Math Department has arranged a unique lecture program on various topics in mathematics. Scheduled for each Tuesday, the program features speakers from Duke, East Carolina, N. C. State, and UNC-Chapel Hill. In conjunction with the talks, students may select the Mathematics Colloquium as a second semester course and acquire course credit for their participation. The course will be graded on a satisfactory/unsatisfactory basis. The guidelines set for a student to receive a satisfactory grade and course credit are as follows:

- 1) attendance of at least 80% of the lectures
- 2) independent study of a topic selected by the student and his/her math teacher
- 3) preparation of a paper on the approved topic
- 4) presentation of the paper to students of the Mathematics Colloquium at the end of the semester



Melissa McDonald

Richard Hodel, Duke University

Stentor revisited

Mrs. Oates, our registrar and Latin instructor here at NCSSM, has informed the Stentorian that our story in the first issue, entitled "The Stentorian Journey," had quoted history incorrectly. Mrs. Oates states that Stentor was actually a person and not a job or function someone performed. "Stentor only appears once in Homer's Iliad and that's when he calls the troops in a very loud voice."

So as the Odyssey is named for Odysseus, the Stentorian is named for Stentor, the person. "It's inappropriate to say 'the stentor.' He was a person like George Washington," she says. "The title of the newspaper is fine. It's just that reference to the stentor as a function, instead of to a specific person."

So in the same manner that Stentor is remembered, we would like to say the Stentorian is named for Stentor, the person.