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We devote our editorial columns this week to the publication of the talks made at the mass-meeting in Chapel, Friday, June 6th.

Dr. Chase's Address

We stand tonight practically at the end of a year that has been without parallel in the history of the University. It is possible to think of this year in many ways; for my part, I find myself more and more thinking of it as a year of victory. It has been a year of victory in that it has seen the triumph of the forces of democracy over the powers that set reliance on armed force. This is important here, just because, if the war had not been won, and won decisively, college education as we know it would have ceased to exist. It would necessarily have been replaced by some sort of modified S. A. T. C., by some system of higher education that stressed, not the full development of the individual in an atmosphere of democracy, but the production of the efficient officer.

But this has been our year of victory in a more personal and intimate way. And that it has been a year of victory in this sense is due to you men who are here. Thanks to you we have come through—through the tragedy and heart-break—through our black night into a new dawn. You made up your minds that Carolina should come back. And I tell you tonight that Carolina has come back. The spirit of this place—the Carolina spirit—is strong and free and sound once more. Men of Carolina, it has been well done.

But we cannot stop with this. It is one thing to win a victory, it is another to use it after it is won. You have made the University safe. Will you be content if her future holds anything second-rate—anything for which you must apologize? I do not believe for a minute that you will. I wonder if you realize the rapidity with which the institution is developing. I take one illustration, because it is an obvious one. Six years ago we were receiving from the State \$87,000 a year. Today the State is giving us \$215,000, and our revenue from other sources has so increased that we are receiving altogether more than three times as much money as we were six years ago.

This increase in our resources means again, that from the educational point of view, as from the material point of view, Carolina's future seems sure. The next ten years are going to be years in which every educational institution will be tried as by fire. The University must adjust itself to the great new currents of thought that are sweeping through the world—it must focus and interpret the new life of the world, or it must stagnate. You, as well as the faculty, have felt the stir and drive of new educational ideals.

But we cannot stop here. A keen man of affairs recently said about us that if he wanted to know what North Carolina was going to be thinking about ten years from now, all he needed to do was to come to this campus and find out what you men were thinking about today. This is a splendid tribute, but it brings home afresh the responsibility on all of us to think and talk about and do the right things here. This State is in the early stages, I am convinced, of one of the most remarkable transformations in history. Its material resources have doubled and trebled in the last four years. Its latent sources of power are destined to a remarkable development. Its business and industrial life is every year absorbing more of the best brains and energy of the state. You men must be fitted to play your part in this amazing material revolution.

But this sort of adjustment is not our only problem—not even our most important problem. It is true that we are destined here in the South to a tremendous material development, and that you must be fitted to play your part in it. The fundamental question is this: Is this material development to be carried on at the expense of the spirit? As we gain the things of the world, are we to lose our splendid soul? North Carolina has been rich in ideals while she has

been poor in goods. Now that fruitful years lie ahead of us is there danger that we shall lose this fine sense of spiritual values? It is increasingly in my thought that right here in the South, in this State, there is the promise and the potency of a new democratic civilization such as the world has not yet seen—a civilization that shall blend the material and the spiritual as no culture has yet done. And where is the promise of it higher than just here on this campus, with its fine democracy and its keen sense of spiritual values? Right here in Chapel Hill—on the campus of this University—the elements exist which I believe are destined to make this institution a leader not only in education but in the moulding of this new civilization. This is not exaggeration. We cannot think of the future of this University in any meaner terms.

Great as has been the past of Carolina, her future is destined to be incomparably greater. Men of Carolina, you are the standard-bearers of her destiny. Her material future is assured. You and you alone can make sure her spiritual future. I summon you tonight to consecrate yourselves to this high task. In the same spirit in which you have gone forward during this difficult year that is now at its close, you must go forward during the years to come. Nothing but the best—the highest—in all that we are and do must content you.

Just as surely as the life on this campus is democratic, and deeply spiritual, and of high ideals, will the life of North Carolina be free, and full, and rich. How you men think about this University, the dreams you dream for her, the hopes you cherish for her, will shape not only her future, but the future of this State. I call upon you in all confidence to dedicate yourselves to her service, and through her to your State and your Country. Carolina is in your hands. What will you do with her?

The New Curriculum

There is in these days no more significant movement in education than that movement which seeks to adopt programs of study to the intelligent desires and real vital needs of the students. The changes which have been made in the present curriculum and which are to become effective next fall, I interpret as the results of a genuine effort at simplification, liberalization, and expansion of the present curriculum in order that the new curriculum may conform more nearly to what those who are now students at the University, and those who later will be students here, really want and need.

Simplification of the curriculum is, of course, a minor consideration, and yet I believe it will have considerable value, as those of us who have puzzled over the catalog in the past can best appreciate. The effort to simplify the curriculum has resulted so far mainly in the substitution of a course system of requirements and credits for the present honor system. Hereafter a student working for an A. B. degree will be required to take, instead of sixty, sixty-one, or sixty-two hours of work, a total of thirty-six courses; a course being defined as five hours' work a week for one quarter. This simply means nine courses each year, or three courses each quarter; this being the equivalent under the present system of fifteen hours per week. The requirements as to amount of work is thus practically the same, but the new plan has this advantage that instead of our having to calculate how much credit we shall get, say, for nineteen hours one term, sixteen another, and twenty another, we shall simply have to count courses. For example, under the new plan, if a man has completed nine courses in his freshman year and ten courses in his sophomore year, he has credit for nineteen courses, and has thirty-six minus nineteen, seventeen courses to make up in his junior and senior years.

Perhaps of more interest and certainly of more value to us than this effort to simplify the curriculum is the effort that has been made to liberalize it; that is, to make it more flexible by decreasing the number of required subjects and increasing the number of electives.

The requirements as to major and minor in the junior and senior years will remain practically the same. In these two years from six to ten courses must be taken in the major department and from four to six in each of the minors. But a considerable and significant change has been made in the course of study for the freshman and sophomore years.

The three groups of studies, known as A. B. 1, A. B. 2, and A. B. 3, prescribed for freshmen and sophomores, have been abolished and there has been substituted for them one single A. B. course which will place all students in the college of liberal arts on the same footing.

It might seem that the effect of this change would be to make the new course more rigid than any of the old courses; as a matter of fact, the new course is much more liberal than any of the three it has displaced. Dr. Daggett, speaking a few days ago about the courses in his department, said that it had once been thought necessary for a student to take a good bit of preliminary work in physics and mathematics before he could begin the study of electrical engineering, but that experience had proved this unnecessary, and that hereafter students would be allowed to begin electrical engineering in the freshman

year. It has been thought necessary in the school of liberal arts for freshmen and sophomores to study a number of specified subjects before they were equipped to do the work of the junior and senior years. You remember that most of the subjects for freshmen and sophomores were prescribed specifically. But the faculty has come to believe that such inflexible courses are not adopted to a great many students; and the new course has, consequently, been made so liberal that, with the exception of a new one-hour course for both freshmen and sophomores, only three subjects—English, Mathematics, and history, are required of freshmen, and only one subject—English—of sophomores. And in some of these prescribed subjects the amount of required work has been reduced.

Perhaps it is worth while to read the course to you.

Freshman Year	
Eng. 1	1 quarter
Math. 1-2	2 quarters
History 1-2	2 quarters
History 1-2	2 quarters
Select 2	
Greek 1-2	2 quarters
Latin 1-2	2 quarters
German 1-2	2 quarters
French 1-2	2 quarters
Spanish 1-2	2 quarters
General 1 hour course	3 quarters
Any one of these courses except English and the one-hour course may be postponed until the sophomore year and a science—botany, chemistry, or zoology—taken in its place.	
Sophomore Year	
Eng. 3-4	2 quarters
Select 1	
Botany 1-2	2 quarters
Chemistry 1-2	2 quarters
Physics 1-2	2 quarters
Zoology 1-2	2 quarters
Continue 2 languages chosen in freshman year	
Greek 3	1 quarter
Latin 3	1 quarter
German 3	1 quarter
French 3	1 quarter
Spanish 3	1 quarter
Elective	3 quarters
General 1 hour course	3 quarters

What the changes amount to will be easier to understand if we consider the subject separately. English will be required of freshmen only one quarter provided a grade of not less than "3" is made, and of sophomores only two quarters. Mathematics will be required for only two quarters in the freshman year, and after that no A. B. student need take it. Likewise with history. Only one of the four sciences—botany, chemistry, physics, and Zoology,—need be studied and that one for only two quarters. Probably most significant of all is the fact that all of the foreign languages have been put on the same basis. No student, no matter what A. B. course he is taking, will be required to take Greek, Latin, or German. Any two foreign languages—French and Spanish if desired—may be taken in fulfillment of all foreign language requirements.

Of course, this does not mean that a student will not be allowed to take English or mathematics or Latin or Greek to his heart's content. It simply means that the curriculum will embody the idea that the demands of modern life are so varied that, in education, what is good for one man is not necessarily good for all men, and that, while a man should be allowed to take the old standard subjects if he wants to, he should not, for the most part, be required to take them if his talents and interests and needs do not lead him to take them voluntarily. The whole idea is to make more flexible, and thus to vitalize, the curriculum.

Liberalization of the curriculum, however, is not the only thing that has been done to vitalize it. In such times as these, needs for new kinds of training are constantly arising. And it is the ambition of the University to meet the needs as far as and as rapidly as its material resources permit.

North Carolina is rapidly becoming an industrial state. Its business interests are growing each year. And that rapid development of industry and business is creating a demand, stronger than ever before, for thoroughly-trained business men. That demand the University will attempt to answer by the establishment next fall of a school of commerce. This is not to be merely a new course, but a separate school, like the school of applied science, or the school of law, having its own instructors and giving its own degree of Bachelor of Science in Commerce. The economics department will give, in co-operation with the new school, courses dealing with vital industrial problems and theories of social reform; the aim of both of these branches of the University being to afford such scientific training in the fundamental principles of industry and commerce as will produce men able to handle intelligently those industrial and business problems which are even now becoming acute and upon the proper solution of which depends the unimpeded development of our industry and commerce.

The increasing complexity of modern life is making necessary even higher training of professional men. The University has in times past increased its requirements for graduation from the professional schools to meet this demand for better trained men; and, in line with this policy, it has decided to increase the requirements in the school of law from two to three years in order that the law department may turn out men more adequately trained to deal with the problems that are going to confront them as lawyers and as public officials.

The University has under advisement the establishment of a department of public health. Nothing definite has yet been decided about this, but the purpose of this department, if established, will probably be both to care for the health of University students and also, in co-operation with other departments, to give training that will fit men for public health work in the State.

The material, social, and physical necessities of the state are not the only ones, however, that need to be ministered to. There are cultural needs that are important as well. The University expects in the fall to supplement its present cultural courses with a department of music in charge of a competent director of music. The purpose of this department will be to offer, as electives, cultural courses in the history and appreciation of music and to enable musically-minded students to develop their talents. Besides this, the department, working through the bureau of extension will co-operate with existing agencies in vitalizing the study of music in the public schools of the State.

This does not pretend to be a comprehensive description of all the changes in the curriculum. A number of new courses in existing departments have been added to which I have not had time to refer; still other courses may be added to the curriculum before we return in the fall. I have simply tried to point out to you the most important changes in order that you may plan intelligently your work for next year and that you may go home knowing something of what the University is doing to meet your needs and the needs of the people of the State.

Not all has been done, to be sure, that the University would like to do; and yet, of what it has done, we may well be proud. I believe I express the sentiment of the campus when I say that every man of us can go home with increasing loyalty to the University because the University is carrying on the Carolina spirit and because it is broadening and intensifying its effort to express that spirit in the fullest possible way.

—Rob't F. Mosely.

The Creative Movement in Writing

Men are doing better writing on this campus than ever before in our university history. It is not the writer's purpose to analyze this movement, to find and state its causes.

The reason, we think, is fairly obvious. Ten, or even five year's ago, the general criticism against college writers and their writing, was not so much against its technique and style as against the content. The college men, in a rule, simply had nothing to write about.

But the college men of Carolina have passed through a great adventure and it is inconceivable that, after what they have seen and felt, they should still have nothing to write about. This is manifestly the reason for the new standard.

The literary work of the students on this campus this year has not been sporadic—it has assumed well-defined proportions as a definite creative movement. Creative! That expresses it! Our men here are writing about that which they have experienced, and they are creating real stuff. The success of this new movement is more than gratifying.

Perhaps the most distinctive work that has been done in this line, is the work done under the auspices of the newly-formed Carolina Playmakers Association,—that most unique, but democratic organization which had its inception and is being directed by Prof. F. H. Koch, late of the University of North Dakota, where he directed a similar organization.

The purpose of the Playmakers Association is, briefly put, the production of original folk-dramas, dealing with the lives of Carolina folk. These plays are written by members of the new Dramatic Literature course, taught by Professor Koch; this course is a part of the Playmakers Organization.

Let us consider the tremendous possibilities of this dramatic movement. These plays depend on the folk lore and life traditions of North Carolina. Upon its richness depends much of the success of this movement. There is, obviously, no part of the county more widely endowed with diversified character types or with varied folk traditions than our own North State. A drama that draws its production from such a source must be real stuff; it comes directly from the hearts and lives of the people. When we consider that the folk-drama has been one of the most important influences in humanizing the world; when we see the tremendous influence it had over Greek civilization, we may get some idea of the importance of this new movement.

Perhaps that explains the almost amazing success of the playmakers Association this year. Given its birth at a time when the normal activity of our college life was wholly deranged by the S. A. T. C., it has produced in two short semesters, five separate one-act productions, and is preparing to repeat two of these productions this Commencement week. It is not the writer's purpose to comment upon the success of these plays. Suffice it to say that critical but favorable comments have appeared in two New York dailies, in the Baltimore Sun, which also carried cuts of

the productions along with a feature article, and, finally, that a comment and cuts of all the plays produced will be printed in the next current issue of the American Review of Reviews. In addition, practically all the leading state journals carried editorial comment.

The Playmakers Association is already more than a mere campus organization; it is already an organization of the community and, it is hoped its influence will shortly be felt and recognized throughout our state, and beyond.

It seems only fair to say that the Playmakers Association promises to be one of our most distinctive campus organizations. Plans have been made and are even now being favorably considered whereby a student will be given a gold "N. C." for excellent work done in dramatics, as he is now given the pin for making an intercollegiate debate. In any event, the Playmakers work is here to stay. Dramatics on an intensely organized scale have come to the Hill.

In other branches the work goes on. The class in English 21, which last quarter organized into a Peace Conference, and published their own Peace Treaty and Constitution of the League of Nations,—a document that received editorial comment of a favorable nature in the New York papers, the Nation, the New Republic, the Survey, and many others, have this past quarter devoted their efforts to the production of a novel dealing with the labor problem in a typical American community. Excellent work has been done in completing two books of this three-book novel. The course has a most unique plan mapped out for the next quarter; the writing will concern the development of our Carolina state.

Writing such as this has had an appreciable effect on the student literary publications; the magazine hastily organized after Christmas is declared to be equal, if not superior, to any that has ever been produced here. The movement is progressing; the encouraging fact is that greater things shall be done.

To you who read this, whether ye be Carolina students or prospects, let it have this significance: It may not be out of our lives here at Carolina, to take part in the more spectacular activities of our college life, in athletics. But if we are not naturally endowed with athletic requirements, if we may not go out on the football field and cover ourselves with mud and glory,—remember: They also serve who only sit and write.

This movement is, I think, but one part of our University's swift, new progress,—let us, all of us, attach ourselves to some activity and aid in that progress. "The old order changeth"—we are being carried forward in the deep, strong currents of our university's progress,—our new university which will add to the glory of the past the greater glory of the future.

Let us swim with the current.
—Thomas Wolfe.

UNIVERSITY MAKES RADICAL ADVANCE

(Continued from Page 1)

In addition to the present staff in the Departments of Economics and Rural Economics and Sociology. Attempts are now being made to secure these men, one of whom will be the Dean of the School. Each one of these men will specialize in a particular line; one in Business Organization and Management, one in Accounting, and one in Commerce and Finance. It is hoped that the Faculty will be able to announce the Dean of the School by Commencement, and the other professors will be secured during the summer.

See J. S. Massenburg about

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