

## THE INDIVIDUAL AT CAROLINA IS GIVEN EVERY ATTENTION

NEW MEN ARE NOW INTRODUCED TO UNIVERSITY THROUGH SYSTEMATIC ATTENTION—STUDENTS EARLY ORIENTED TO CAMPUS—FACULTY AND UPPERCLASSMEN ASSIST NEW MEN IN GETTING ACQUAINTED

By H. W. CHASE  
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In a recent publication by the University of Minnesota there occurs this statement: "An outstanding accomplishment of the past 20 years has been the rediscovery of the individual in the mass. Time was when nearly any group was relatively small and each person, however slender his accomplishments, stood out as something of an entity. He drew attention by the mere fact of his being there."

"As men massed in greater and greater masses to accomplish the things which the world required, the individual became less and less conspicuous. And as so often happens, this situation brought its own cure, for society decided that it must pay purposeful and intentional heed to its individual if it was to fit him into the niche that would best serve public ends. As a result of this awakening the individual in the mass seems destined soon to be better off than the individual in the smaller group, for in the larger group his case will be taken up and given individual attention, whereas in the smaller group he may be assumed to be well enough off by virtue of his position and may receive little personal consideration or none."

### Develops the Individual

The University of North Carolina is committed to a program of seeking to develop and assist the individual student. An institution of the size of the University naturally offers many stimulating contacts. Men of many types of mind and interest gather on its campus from this and other states. There is a variety and broadening influence about its life that arises naturally out of the many things that go on, the many lines of activity on the part of its faculty and student body.

It is the faith of the University that to such advantages there can be added, through proper organization and forethought, provision for the individual which is of distinctive quality; that far from being lost in the mass, the individual student can secure attention which is systematic and intelligent precisely because it does bring to bear the resources of a large and complex institution on the task. Of the form which that work is assuming it is my purpose to say something here.

### Each College Has Dean

In the first place, the student who registers in the University enrolls in a particular college or school. It may be the College of Liberal Arts, the School of Commerce, or Engineering, or Applied Science, or Education, or Pharmacy, or, later in his course, Law or Medicine or the School of Public Welfare or the Graduate School. Now he will find that in whatever school he registers, he comes at once under the supervision of its dean, whose business it is to keep in contact with him and his work. Thus at once his immediate group is reduced from twenty-five hundred to one of a few hundred students with which a responsible University official is constantly in touch.

### Dean of Students

Again, the University maintains an office, headed by a full-time Dean of Students, whose concern it is to deal with the individual and his problems, and the student life on the campus. The Dean of Students is not an official concerned with discipline. He is rather a counselor with whom individuals can, and do, enter into its frankest and most confidential relationships. Just because this office does such a great variety of things for individuals, it is difficult to describe its works in a systematic way. Here enters the administration of student loan funds, and so discussion of individual financial problems. Under this office, for example, have been organized this Spring Quarter groups totalling about 300 Freshmen, for discussion of the opportunities and the training required for different professions and occupations. From this office is administered the work in intramural athletics that centers about the purpose of giving every individual who is interested opportunity to compete in healthful athletic sports, with regular schedules of games between the dormitory and fraternity house units. The basketball season, for example, has seen forty-two teams taking regular part in this year's program. These are simple illustrations. Very much of the work cannot be classified here. It will suffice to say that any student can find in this office at any time sympathetic counsel on any problem, no matter how personal, that may be in his mind.

### Department of Psychology

Then there is the work of the Department of Psychology, which conducts tests of mental alertness for all entering students, and maintains an examination service for all who desire a more thorough form of mental examination. There is the Y. M. C. A., in charge of individual opportunities for self-help and whose contribution to the development of student leadership in the moral and religious life of the University is very great. There is the deep personal interest in students, their life and problems, manifest in the pastors of the various churches, some of which have added student pastors especially for personal work with students.

### Reception of New Students

The attitude of the University is well illustrated by its procedure in the reception of new students. These men are now asked to come to the University two days before the other students. They meet together for a general introductory talk or two, and then they are divided into sections of some thirty men, each with its faculty advisor and some upper classman who has volunteered for the purpose. This makes it possible for every man to get individual attention from the start; the advisors are numerous enough to look after individual difficulties. Then these same small sections are taken by the student officials opens here in less than three weeks from for talks about self-government, the men are given individual physical examinations, mental tests, shown how to use the library, and in general introduced to the University.

### Teaches Self-Reliance

In just the same way, the University's theory of discipline is personal. It is that, instead of attempting to hedge students around with voluminous rules and regulations as to their conduct, every individual is expected to feel a sense of responsibility for his own conduct, and his share of the responsibility for what goes on in the campus community.

Very different is all this from the idea that some men may have, that the individual student at Carolina is simply a cog in a machine. Just how much room for the individual there is here no one can appreciate until he becomes a part of the University life. To develop and strengthen this fine tradition of Carolina is one of the purposes that the University tries to keep constantly in view.

Forever something between us and what we deem our happiness.  
—Byron.

## LARGE INCREASE IN COUNTY CLUBS

First Groups Were Organized in 1904.

### HOLD REGULAR MEETINGS

Purpose Is to Promote Spirit of Friendship and Cooperation.

By J. N. ROMANS

It has now been nearly a quarter of a century since the "great era of county clubs," as some one has aptly called it, began at Carolina. In 1904, groups of students from Buncombe, Wake, Mecklenburg, and Forsyth organized themselves into compact groups with more or less regular meeting dates, rules and by-laws and recognizing the county as the unit of membership. There was some attempt made to prepare regular programs for the meetings and the county club idea received instant favor from the students.

The fad swept over the campus like a whirlwind. The clubs that had already been installed met with gratifying success, and many others were formed. Soon the students from larger towns and from other states began forming town and state clubs outside the county club, and the report stated that they "were still coming."

When the Raleigh Club made its appearance on the campus known by the flaring streamers worn by its members, the Tar Heel seemed to think that the limit had about been reached and was led to deliver itself of the following sarcastic remark: "The formation of this society has suggested other similar organizations, and it is said that ribbons will soon appear for clubs representing University Station and other large corporations."

The clubs have continued to increase in numbers and in membership. Practically every county in the state is now represented by a club at the University. Many of the larger towns are still represented and most of the other states that send students here. It has been estimated that there are now at least 150 organizations of the county club type on the campus and that nearly every student is a member of one of these clubs.

The early clubs were very different from those of today. In spite of the best efforts of the officers, the organization was loose and the meetings sporadic, to say the least. No regular program was carried out after the first few meetings, and these gatherings which were usually held in some dormitory room often turned into regular matador sessions.

These clubs today are run on a business like basis. Regular weekly, bi-weekly or monthly meetings are held. Their purpose is to promote a better spirit of friendship and cooperation among students from the same counties. Graduate students and prominent men from out in the state and often from other states are invited to lecture at the meetings. When there is no regular speaker for the meeting, many of the clubs require the members to prepare speeches them-  
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## UNIVERSITY BUILT IN A WILDERNESS

Built Here Because Citizens Willingly Donated Land.

### NORTH STATE WAS POOR

Chapel Hill Was At Juncture of Two Heavily Travelled Highways.

Until the establishment of the oldest state university, the University of North Carolina, in 1795, Chapel Hill, situated at the junction of the heavily travelled north and south and east and west pike roads, could boast of only a tavern and a small church of England, from which the town derives its name. The latest census figures place the population of the town at 2,146, exclusive of the student body.

The two pike roads ran from Pittsboro to Petersburg, and from Newburn to Hillsboro. The most important one was that from Pittsboro. From this town the highway extended to Fayetteville, the social center of the state and the market town of the commonwealth. The crops and slaves were hauled to buyers in the Cumberland capital and the town of Fayetteville ranked with Philadelphia and Charleston as the most important centers of trade and industry in the nation.

Many reasons have been assigned for selecting such a wilderness as Chapel Hill then was, for the site of the State's University. The most popular assumption has been that its location would be very conducive to scholarly study. Like most popular ideas, the isolation theory is fallacious. The State of North Carolina was very poor and the landowners of this section, possessing great tracts of virgin forests, willingly donated the land upon which this institution is built. Mrs. Cornelia P. Spenser says, "Chapel Hill was chosen for the site of the University because the farmers who owned the land all round gave more liberally of their lands to endow the institution than the men in other sections. They had nothing but land to give and they gave that freely." The surrounding land is made up of hundreds of low hills and mandocks most of which are glacial, submarine, or volcanic in origin. Much of the territory was once covered by the Triassic Sea. With an average annual temperature of 59½ degrees, the climate is a bracing one. Chapel Hill has the climatic features of Florence, Italy, according to Collier Cobb.

There has for a long time been a persistent impression afloat that when the University was established, there was a clause included in the charter prohibiting railways from running their lines to Chapel Hill. Stevenson did not invent his locomotive until twenty-seven years after the University arose in the primeval forest. After much agitation and litigation, the work was begun on the University railway in 1881. It was finished in the following year. Due to its limited schedule, students have now en-  
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## The Carolina Playmakers Of University Of North Carolina

The University of North Carolina, at Chapel Hill, the home of the Carolina Playmakers, is the oldest of all the state universities. It was founded in 1789 and has well been called "The Mother of State Universities."

The Carolina Playmakers were organized in 1918 by Frederick H. Koch, who had come to the University as professor of dramatic literature. Before this, Professor Koch had been doing pioneer work in North Dakota since 1905, long before the beginnings of the Little Theatre movement. There he founded the Dakota Playmakers at the University of North Dakota. Believing that "the locality if it be truly interpreted, is the only universal," Professor Koch has developed the writing of native plays in America as the Abbey Theatre group has done in Ireland. Of the two volumes of *Carolina Folk-Plays* published by Henry Holt and Company, Augustus Thomas writes: "I have read them and I consider them fully equal to any of the Irish folk-lore plays produced by the Abbey Company under Lady Gregory's direction." And the folk-dramas of Dakota and of Carolina have made a definite impress on the professional theatre. "No one can doubt," writes Arthur Hobson Quinn, "that the success of the Carolina Playmakers has turned the attention of the playwrights (of Broadway) to this field."

Anyone who is interested in writing, producing or acting in plays may become a Playmaker. The group includes students and members of the faculty from all departments of the University. Professor Koch is interested not only in the creation of a North Carolina drama but welcomes students from other sections of the country to write plays of their own locality, based upon their own observation and experience. (Last summer, at Columbia University, he gave a course in play-writing for a group representing widely different localities, ranging from Minnesota to Louisiana.) One of the most remarkable plays written and produced by the Playmakers at Chapel Hill was a Chinese folk-play, *The Thrice-Promised Bride*, written by Mr. Cheng-Chin Hsiung, of Nan Chang, China, who came to North Carolina for graduate work in the drama. The play has a naive humor and imagination. Its literary quality is evidenced by its publication in the *Theatre Arts Monthly* and *The Golden Book* and its inclusion in Frank Shay's volume of *International Plays*. So the Carolina Playmakers invite to their fellowship of playwrights and craftsmen, students from beyond the borders of their own state who are seriously interested in the making of an American folk-theatre.

The stated aims of the Playmakers are: (1) To promote and encourage dramatic art, especially by the publication and production of plays; (2) to serve as an experimental theatre for the development of plays representing the tradi-

tions and various phases of present-day life of the people; (3) to extend its influences in the establishment of a native theatre in other communities.

Their chief activities fulfilling these aims are threefold: (1) the production of original plays in the Playmakers Theatre at Chapel Hill; (2) the state tours which carry the plays back to the people they interpret; (3) the Bureau of Community Drama throughout the state.

Although formally listed in the University catalog as English 31, *Dramatic Composition*, there is a delightful informality about the play-writing group in which the Carolina folk-plays originate. Under Professor Koch's sympathetic guidance the rough ideas of the student-playwright gradually create their own forms. For this reason the plays and productions of the Carolina Playmakers have a freshness and vigor not often found in the non-professional theatre.

The best plays written in the course are read each quarter at an author's reading. From these the play committee makes the selection for the new production in the Playmakers Theatre. The Playmakers Theatre building on the campus is the first state theatre dedicated to native drama. It is a building of classic dignity and beauty. Going back to the days before the Civil War, this vine-clad home of the Playmakers is a place of historic memories.

The inside of the building has been entirely remodeled. The auditorium contains 345 seats on a single inclined floor. Each seat affords a perfect view of the stage. The stage equipment and the lighting system—designed and installed by Mr. Monroe Pevear, of Boston—are flexible and well-adapted for experimental purposes. Here directors of outside groups may come for aid in working out their problems of stagecraft. In this way, the Playmakers Theatre is the radial center for dramatic art in North Carolina—and beyond.

Since their initial bill of original folk-plays on March 14, 1919, on a makeshift stage they built themselves in the Chapel Hill high school—there being no auditorium available on the campus—the Carolina Playmakers have produced 42 of their own native plays, in addition to a series of studio productions of standard and classic plays and a number of Shakespearean productions on the lovely out-of-door stage of their Forest Theatre. In these various productions over 475 players have participated and 94 North Carolina towns have been visited. Many of these had had no real dramatic production in years. Altogether, the Playmakers have played before more than 100,000 people.

Besides their home performances in Chapel Hill, they have taken their plays out over the state from coastal towns to mountain villages,—for their stage equipment is portable and may easily be adapted to any town hall or school auditorium. They travel in a big white automobile bus, the "Playmakers Special," with their scenery and lighting equipment in a Ford truck behind. Professor Koch believes that the touring of the players is an essential part of their training in bringing them into closer contact with the folk-life of their people. They have made ten tours of North Carolina and last season a most successful tour farther south. In such cities as Charleston, Atlanta, and Savannah, they were received with vast enthusiasm and the invitation to come back.

The touring of the Playmakers has aroused a new interest in the drama throughout the state. To meet this need the Bureau of Community Drama was organized in 1918 by Professor Koch. The work is efficiently carried out by Miss Ethel Rockwell, who serves as state representative of the Bureau. Miss Rockwell has had wide experience in pageantry and community drama and has done a remarkable work in organizing and directing dramatic groups all over North Carolina.

The Bureau has over 1,000 volumes of plays and books about the theatre, which are sent without charge beyond the postage to any person in the state. Besides this, pamphlets on play-production and suggested programs are published for distribution. Any one may write for suggestions and receive personal attention. Miss Rockwell and her assistants go to any community in the state to assist in organizing dramatic groups, to conduct rehearsals, and to give instruction in make-up, and in the designing and making of scenery and costumes.

An important outgrowth of this department is the Carolina Dramatic Association, organized to cultivate dramatic art in the schools and communities. The Association arranges a series of statewide contests of one-act plays. The win-  
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## UNIVERSITY OF NORTH CAROLINA GLEE CLUB



Members of the Club, reading from left to right: Seated—Ludwig Lauerhaus, president; Paul John Weaver, director; Ernest F. Young, business manager. First row—J. L. Cantwell, R. W. Wilkins, G. Y. Harris, R. Foltz, S. P. Vance, C. Cone, E. M. Hedgepeth, A. Laney, W. M. K. Bender, M. C. Berry, K. R. Jones, J. D. McConnell. Second row—P. N. Olive, C. C. Branch, D. M. Holshouser, C. T. Hawkins, E. H. Erwin, C. L. Breard, C. A. Lee, R. B. Gladstone, J. N. Neal, O. M. Smathers, C. U. Lawrence, P. S. Foster, R. H. Harris. Third row—M. E. Woodall, J. W. McClanrock, T. M. Whitener, C. Nance, W. J. Coker, Jr., R. M. Hardee, J. C. Adams, R. M. Cain, F. X. Myers, K. F. Seldon, C. F. McRae. Fourth row—J. B. DeJournatte, C. W. Robinson, D. D. Carroll, T. B. Smith, G. Toms, G. M. Stephens, M. S. Pond, J. S. Trotter, E. L. Curlee, J. Crowson, E. Latta. Fifth row—T. H. Mackie, L. Watson, H. W. White, C. H. Elmore, T. B. Ogburn, H. Kemp, L. Moore, J. R. Baker, J. F. Cleminger. Sixth row—J. R. Bobbitt, H. S. Hall, W. F. Shafer, H. Weil, H. H. Briggs, J. Starr, J. M. Parsley, H. K. McDowell, B. W. Williams.