

# New Athletics Director Seeks Improvement For Athletes

By Dave Snyder

Dr. James C. Crabbe stepped into the St. Andrews community on June 15, and has already attracted attention from students and administration alike. From the administration's viewpoint, Dr. Crabbe is the athletic director with the ambition to affect major positive change in St. Andrews' athletics. From the students' viewpoint, Dr. Crabbe is the man who has taken their racquetball racquets from them.

Dr. Crabbe's office in the physical education center proudly displays five diplomas and awards behind his desk, where papers are held down by a hand-made paperweight labeled, "Dad's papers." He appears very relaxed and confident, qualities necessary in the man whose task is to revitalize the athletic department. When asked how his philosophy of athletics blends well with St. Andrews' philosophy of liberal education, he calmly walks over to his desk and pulls out a college catalog. Reading the eloquent phrase about the goals of a liberal education, he explains how the athletics department pursues those same goals.

"We have the optimum classroom situation in athletics," he explains. "Highly qualified individuals come to a team and seek instruction from dedicated teachers who work with the players to improve his or her

skills and is willing to sacrifice time to make athletic participation a good educational experience. Especially in Division III. In four years, a singular coach has probably done more for the individual athlete than any combination of his professors."

He further elaborates on his concern for the individual, "all decisions made in this department are made with reference to the question, 'Is this right for the student?'"

The ambition which so pleases those who hired him is evident when he speaks of his plans for the future. He is always very careful, however, to be pragmatic and never to set goals too high. He thinks that himself and the administration budget committee see "eye-to-eye" concerning the rate which the athletic department can be brought up to date.

His first goal is the bringing to a high level of competitiveness all the athletic programs. St. Andrews supports 11 athletic teams and Dr. Crabbe's goal is to make them all successful.

"Success is not necessarily measured in the win-loss column, but in the effort the athletes put into the sport and the enjoyment which they get out of it," Dr. Crabbe explains, "Saying 'Win, Win, Win, . . . That's baloney!'"

For physical education majors, the facilities must be upgraded drastically. His first project is the weight room. The weight room is inadequate for "serious" weight training and Dr. Crabbe's goal is

to make the weight room a state-of-the-art facility.

He believes in doing things right the first time. Instead of saving money by putting in small improvements in the weight room that will need to be replaced after a short time anyway, he wishes to hold out a while until a "serious weight training facility" can be obtained.

He sees the improvement of the physical facilities as a major opportunity for an improved relationship with the citizens of the Laurinburg community.

His next big goal, one that can be accomplished immediately, is the renovation of the intramurals at St. Andrews. This, he feels, provides an opportunity for all St. Andrews' students to participate in athletics and exercise.

"I'm a firm believer that a person should set at least an hour of exercise every other day," Dr. Crabbe's academic expertise is the cardiovascular system.

He once taught a class on how to run a marathon, in which 24 of 28 students ran their marathon on the last day of class. A St. Andrews Calculus class doesn't have that kind of success.

As far as most St. Andrews' students are concerned, all this is overshadowed by Dr. Crabbe's policy decision to halt the issuing of equipment to St. Andrews students. No longer are basketballs, racquets and racquetballs available for the free use by St. Andrews' students. In keeping with the maxim, "Do it right or

don't do it," Dr. Crabbe knew the department couldn't afford to issue equipment right. Purchasing equipment to replace the stolen goods would cost too much.

Last year, the towel supply was depleted from over 250 towels to 40. Racquets were destroyed and racquetballs were lost and stolen. Also, according to Dr. Crabbe, the system was discriminatory in nature in that it doesn't issue tennis equipment to tennis players, baseball equipment to baseball players, etc. As far as students are concerned, the discriminatory aspect of the program could be retained if it were to be reinstated. The baseball players never before seemed to want to have equipment, while the racquets were obviously a well-used item. To reinstate the program, it would have to be operated in a way that assured equipment would not be stolen.

Dr. Crabbe replaces Julian Smith as athletic director, whose responsibilities include being director of the physical education program. He comes from Coe College in Cedar Rapids, Iowa. He graduated in 1960 from the United States Military Academy where he earned B.S. degree in engineering. His masters and doctorate in physical education were earned at the University of Iowa. Following his doctoral program he served on the faculties of California Polytechnic State University and of the University of Nebraska.

## SAGE 221—An Evaluation

By Dave Arnold

It is common knowledge to most students that the SAGE program was restructured last year. What the sophmores know now as SAGE 221 had been offered in the past as SAGE 104, to freshmen. It is this restructuring that has been a topic of conversation among SAGE students these past couple of weeks.

SAGE 221 is the study of world cultures and christianity, and the present topic of converstaion is the big bang theory and biological evolution. As far as this is concered the students seem not to have any qualms for the most part. They consider the course material intriguing, or at least interesting, the feeling is that by learning about the big bang and biological evolution once can come to a better understanding of the implications of what it means to be human.

The only problem has been a conflict between a religious tradition of creationism and, let us say, a Darwinist tradition of evolution. But this had only happened in a small number of people. Thus one would venture to say that as a class the sophmores are enjoying SAGE 221.

Class structure and presentation, on the other hand, is where many of the sophmores are finding fault with SAGE. The class is being taught by a team of eleven professors, each with a separate section. There are also the plenary sessions where the whole sophmore class meets together for lecture, it is with these separate sections and the plenarys that the students find fault. It seems that all the separate sections are expected to cover the same material at the same time in order for ther students to take the same standardized tests. The grievance has been that, in theory, this would be

fine. But in actually, we have this group of professors, all from different fields and interests, trying to teach the same thing in synch with each other.

The other grievance is with the plenary session. Many students feel that valuable time is being wasted or that the time could be spent more productively.

The only recommendation which has been voiced, though, is that the team should reassess its goals and review the methods by which they wish to achieve those goals.



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