# The Daily Tar Heel

*In its seventieth year of editorial freedom, unhampered by restrictions from either the University administration or the student body.*

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## Win, Win, Win . . .
## And Costs Be Damned

Big time athletics often seem to breed their own particular rules and morality, and it is almost a rule that successful direction of this business comes only through the autocratic direction of a mind of single purpose. Such was "Big Jim" Tatum, such is Frank Howard, and such is the possibly now tarnished Bear Bryant.

But sooner or later the autocrat oversteps his power. Sooner or later he commits some act which even the most blustering alumnus cannot overlook. There comes a time, in short, when the autocrat becomes too big, his mistakes become too many, and his person becomes expendable.

Chuck Erickson is such a man, and it is time he was expended.

The firing of freshman tennis coach Tom Crais was not the first of Erickson's mistakes. There have been many others. But this particular action cuts through the shield of halftone rationalizations usually made in defense of big time teams and leaves the underlying philosophies of the Tatums and the Ericksons as bare as a buzzard-picked skeleton. This philosophy is Erickson's greatest mistake, and it is time the rattling skeleton in the closet of his mind be put to rest under the same clover that should soon be blooming in the pasture of his retirement.

Erickson's philosophy, as Crais well stated, is that of win and the costs be damned. Win, and let the Tom Crais's be silent or unemployed. Win, and deny that a coach is also a teacher with the right, or more the duty to criticize where criticism is due. Win, so that new stadiums will be built while lacrosse players search vainly for money for facilities and equipment. Win, and let the Lennie Rosenbluths be forced to return to school on their own to get the education they missed under the pressure of passing at all costs to perform for Erickson the godhead.

Win, in short, not for Carolina, but for the glory of an athletic director seeking to elevate his department above the rules governing the ordinary academic community.

If it could be argued that Erickson's efforts have been intended for the benefit of the Carolina student body, there might be a case for his continued existence, as a well-meaning person of misdirected motives. Unfortunately for Erickson, however, and more unfortunately for the student body, this is not the case.

1. During the State football game, there was inadequate seating for students, with 1500 being forced to sit in the end zone, and many not being seated until the end of the first half.

2. The Duke football game was scheduled for Thanksgiving vacation, a time when over half of the student body was not able to return in time for the game. It should also be noted here that this year there was not even the excuse of a lucrative television contract to justify this scheduling.

3. The Duke basketball game was scheduled for semester break, giving many students no chance to compete for the inadequate number of tickets. It also took the action of a Daily Tar Heel reporter and editor to allow students to attend the game before they had registered for second semester and picked up their new athletic passes.

By these actions THIS YEAR ALONE Erickson has shown where his heart lies. It is not with the students, the coaches, the players, the alumni or the school. It lies squarely within the breast of C. P. Erickson, sitting astride the athletic department, the blazing white steed of his imagination.

Perhaps Erickson's disregard for students could be ignored — it often has in the past. But when this man's ego grows so large, or the threats against his position become so strong, that he will widen this disregard to include the academic freedom of those who work for him, it must be crushed before it engulfs other areas of the school.

It might be argued that Tom Crais' letter was indiscreet. But indiscretion of this type is not grounds for dismissal nor was it the major reason for his dismissal, and no perceptive reader should believe as Erickson has stated that Crais' "particular philosophy regarding the handling of athletic teams was not a factor" in his dismissal.

Therefore, to those who believe as we do that academic freedom and students' rights still have some importance, we submit the request that a new athletic director be found for UNC.

And to those still endorsing big time athletics, we submit the same. A check of Carolina's records against big time opposition shows that Erickson's big time efforts have produced nothing but big time failures.

Only the box office has profited from this man's career, and it too is in decline. The pasture is green and the gate is open. It is time to use the final whip.

—B.W.

## Pinkos – Campus Style

The campus political reaction to the "Apartment Rule" controversy is an interesting psychological phenomenon. It somewhat resembles the national political reaction to Communism.

On the campus the politicos vie with each other to prove who is "strongest" in favor of "student autonomy" and against "administrative abridgement of student rights"; who is strongest against administration, and in unbending, unwavering support of whatever the students do. It would be political suicide for any politician to say, "It is **conceivable** that the Dean of Women **might** have a reasonable point . . .", or "Maybe the difference can be worked out without a major confrontation between students and administration" . . .

On the national level the sentiment is "Hard line on Communism"—politically smart candidates will never be accused of "Betting soft on communism." On campus no politician worth his salt will ever be guilty of "Being soft on the administration". . . . (JC)

**"Look At It This Way, Fellows — Do We Know Of A Better Model Secretary Of Defense?"**

*Letters To The Editors*

# Orientation - - A Few Suggestions

### Advisor Role Re-Defined

To the Editors:

In the last several years, freshman orientation has begun to become in practice what it has always been in principle: an informative and educative beginning for university careers. Such improvements have been due mainly to judicious re-evaluation of the topics presented and to the development of increased emphasis on the scholastic role of the student in the University community.

In order to continue and accelerate this improvement, the Academic Affairs committee of Student Government has published a comprehensive report of suggestions offered by interested faculty and students, further enlightened by the programs of other schools.

The following are suggestions which the student body might find interesting:

During the period before students accepted for admission actually reach the University, two programs should be carried out — a pre-admission list of books to be read should be sent to each student, with the understanding that seminars will be conducted on topics related to these works during orientation; and the program for Merit scholarship Semi-Finalists should be continued by all means.

Orientation itself should be student-run and controlled but organized by an administration-faculty-student committee. Several suggestions as to detail are that:

a) The pre-registration mathematics and English placement tests often place students inaccurately, for the English test requires no prose composition and the mathematics is too elementary to truly test the better high school mathematics students, especially with regard to the calculus. The research currently in progress regarding the replacement or supplementation of these tests should be hastened.

b) In order to improve communication between General College advisors and their advisees, their role should be clearly defined (or re-defined) for all concerned, and the student should feel more personal responsibility for his academic career from the beginning. An informal "on-the-lawn" first meeting during orientation week, in addition to regularly scheduled meetings between students and advisors, is strongly recommended.

c) Entering freshmen should attend several days of classes prior to the official first day of classes for upperclassmen. Also, the introductory course in each department should devote the first day of class to explaining the possibilities for advanced study in that area, in an effort to assist the student in making a more enlightened choice of major.

d) Descriptions of courses offered, as described in the "Undergraduate Bulletin" should be made more complete, and all new students should become acquainted with it as the reference text of the University.

e) Efforts to create a more favorable attitude toward the Honor **System should be increased and re-**directed, or the System should be considered for abandonment. A faculty-student discussion might help.

f) Fraternity and dormitory discussions (pro and con) should be conducted on an optional basis prior to rush, or as the need arises; an individual counselor should not be expected to present an objective analysis of student social life, as this is hardly possible.

g) Various academics-related programs offered by the University should be acclaimed: the Speed-reading course, the advantages of A-section classes, the Educational Testing Service in Peabody Hall, and others. The library tour should be mandatory, but the quiz should be discontinued.

In that a student is not really oriented to the University until second semester, he should continue contact with his counselor and advisors as much as possible during this period. In addition, it has been suggested that a system of upper-college seniors or graduate students as advisors might be established to provide information to interested lowerclassmen in regard to choosing their courses in that particular field.

As can be easily seen, the above is intended to place increased em-UNC. Criticisms of and additions phasis on the academic aspects of to these items should be directed to the orientation committee, headed by Archie Davis. As much as anything else, the orientation program needs more people devoting more time and thought and action to it than ever before.

**—Fred Wedler**
**Doug Fambrough**
**Academic Affairs Committee**

### Bombs Have Last Laugh

To the Editors,

Those who feel that any attempt to lessen tensions between the West and the East is a foolhardy one — doomed to failure and perhaps against the best interests of the United States — should note that a number of high ranking U. S. officials disagree. In an Associated Press release datelined Washington, March 11, Secretary of State Dean Rusk made the following comments on the test-ban negotiations now in progress at Geneva.

"I am aware of the risks involved in an undetected Soviet violation of the treaty or its suprise abrogation. I am also aware," Rusk continued, "of the graver risk to our security and the security of the free world implicit in a future without any multilateral restraint on the development of nuclear weapons."

The same day, according to another AP release, Secretary of Defense Robert S. McNamara told the House Armed Service Committee that he doubts whether the Soviet Union would spare American cities and strike only at military targets in a nuclear attack on the United States. McNamara estimated that if a nuclear war does occur, combined East-West losses in the initial phase alone would total 300 million lives.

It would seem, then, that those who advocate a discontinuing of test-ban and disarmament efforts are, in fact, giving up all possibilities other than war. Opponents of test-ban negotiations are continually saying that the United States will, in some manner, lose ground to the Russians. If Mr. Rusk and Mr. Mcamara are to be believed, a discontinuing of test-ban negotiations and a general cessation of attempts to decrease tension between East and West means accepting the possibility of annihilating at least 300 million individuals. While some may laugh and say that this is an excellent way to solve the population explosion, it might be worthwhile to note that at least a few of these 300 million persons will be relatives and friends.

We must begin to realize that if there are alternatives other than the much quoted "red or dead" ones, they must be found. Unless a search for these alternatives is continued and enlarged, they will not be found. McNamara and Rusk, as well as many other experts on the subject, believe that if we do not find alternatives to the present international situation, the result may well be catastrophic.

In a nuclear war, only the bombs will have the last laugh.

**—W. N. Hicks III**

# *Parker Statement On NSA*

**Eds. Note: Due to unforeseen circumstances, this statement by Kellis Parker, SP candidate for NSA Congress could not be turned in on time to run Friday. In the future, any statements turned in late will not be run.)**

Student life is centered around challenges and responses. The national Student Association was formed in 1946 as a respouse to national and international issues confronting American students. It is an organization of students attempting to stimulate and improve democratic student government, to improve student cultural and social welfare, and to promote international understanding and fellowship. This can be achieved at UNC if students become more responsible in their selection of representatives to the National Student Congress, the legislative body of NSA.

As a possible delegate to this congress, there are four areas of which I am especially concerned and which constitute my four-point program. First, I would like to see a re-newed emphasis on education. The challenges to higher education are sometimes lost in our attempts to respond to political issues. Problems presented by the rising cost of education, mediocre educational standards, facilities and teaching methods, and the inaccessibility of education to some people for reasons of race, religion, political belief and economic circumstance should be examined.

Second, there should be a re-evaluation of the role of student government. Possible challenges to the popular concept of student autonomy have arisen at Pfeiffer College where the existence of student government has been threatened and at UNC where the administration has established a censureship committee. The relationship between the administration and student government need to be re-examined and defined.

Third, NSA should investigate ways and means of assimilating international students into normal campus life. Too often we have emphasized how to create opportunities for students to study in America without giving due consideration to the problems of adjustment.

Fourth, I shall make every effort to share conference experiences with the student body. One does not have to be in permanent residence at UNC to recognize that a preponderance of students know very little about NSA. This problem could be remedied if the delegates to the conference would return to the campus and make serious attempts to define the purpose and role of NSA.

NSA at UNC has compiled a record of which it can be proud; however, the activities of NSA at UNC should be focused more towards our own campus and students. Many students would be willing to participate in a year-round foreign student orientation program if there was such a program at UNC. Unfortunately, there is not. As a delegate to the conference, I would have the opportunity to mingle with other students and get their suggestions as to ways of improving our foreign student program. The other issues that I have outlined could also be pursued.

*Neill Clark*

# *'Garden': Shadow And Substance*

**REVIEW: Playmakers — "The Chalk Garden" by Enid Bagnold.**

The recent production of The Chalk Garden affords an excellent apportunity for the examination and evaluation of the state of drama at Carolina. The cast was studded with veteran performers: Marion Fitz-Simons, Louise Lamont, Josephine Pettis, seasoned student actors: Graham Pollick and Larry Randolph; and Junior Playmaker summer star, Mary Lindsay Spearman, appearing for the third time this season.

The play is as elegant and old-fashioned as Mrs. St. Maughn, the domineering grandmother who is determined to rear her grandchild with the artificial attitudes of another era. Marion Fitz-Simons struck these attitutdes with a style and a precision matched only by her impeccable diction. Louise Lamont as the worldly governess who tries to prod the child toward "Life" and the "real world" and Josephine Pettis as the mother who awaits to receive her both delivered their lines with the respect of English teachers, treating each simile and metaphor with lingering, loving care. Graham Pollick as the old judge shows the same deference to rhetoric, yet tints it with that wistful melancholy of the world weary patrician that seems to be his favorite characterization. Mary Lindsay Spearman, in her best performance to date, lacks the polish of her more experienced colleagues, but admirably kept pace with them by dint of sheer effort and enthusiasm. Larry Randolph as Maitland the houseservant was a refreshing contrast to the grand style of the other players with his underplayed almost flippant manner giving the delightful impression of a leprechaun at a wake.

In spite of the experienced performers I think this play was badly performed for one reason which I think characterizes not only this play but every play the Playmakers produce and this is that the whole is sacrificed for the glorification of its parts. This is the artistic sin of self-indulgence which is not the sole possession of the "method actor." Instead of wallowing in inarticulate self-pity as the worst of the method actors do, the playmakers glory in egotistical self-agrandizement. They are all virtuoso performers giving solo performances, and the concept of a play as an orchestral effort seems completely disregarded Louise Lamont as Miss Madrigal delivered a line that says it much better than I can: "They give us the shape and the shadow of truth but the accidentals and the essence has been removed." Miss Madrigal should have blushed, for that is just what she gave to us, the shape, the shadow, the outline the form the semblance without the substance, the words without the music.

Watching the Chalk Garden I couldn't figure out why it seemed so long for the cues were picked up immediately, there was never a gap between lines, the movements were direct and straightforward, in fact there seemed to be a real crispness about the transitions from scene to scene, highlight to highlight, point to point. Then I had the embarrassing realization that I didn't know what was going on. What was the play about? I realized that I had not been drawn to what they were doing, but how they were doing it. I couldn't hear the story for the words, words, words! Each speech was a declamation, an example of the well-delivered line, the rhetorically conceived expression, and I began to feel as if instead of a theatre I had wandered into a 19th century literary society that was discussing the correct usage and delivery of metaphor and simile. Shakespeare wrote beautiful words and Laurence Olivier speaks them beautifully but its not the words that make Shakespeare a great dramatist nor the voice that makes Olivier a great actor. It is something more and this is the prerequisite of all art, that it live. All the talk of Life on the playmaker stage had for me only the hollow echoes of a life long-since passed away.

The play had a double significance for me because I saw in it such a parallel with the Playmakers. The grandmother tries to give the grandchild the same sense of values which she has, but what is very becoming to the grandmother is not at all suited to the child. One man's palace can be another man's prison, and the palace of Mrs. Fitz-Simons style was a prison for Mary Lindsay Spearman. Appearing with actresses as strong as Mrs. Fitz-Simons and Mrs. Lamont a young girl must indeed have an abundance of youth and energy in order to make herself noticed. Unfortunately Miss Spearman tried to beat them at their own game but fortunately she lost. Her mistake was trying to play it in the first place, for whatever she didn't have, she did have an excitement about her that commanded attention.

It is this excitement that must discover its own style and not be forced into borrowing or emulating someone else's. The greatest danger for young actors is that they fall into the mannerisms of their elders in trying to understand their manner. This of course is the great danger of the external approach to acting and it is danger that not only Miss Spearman must avoid but what all the Playmakers must avoid. Unfortunately for them and for us, they seldom do. That is why we go to the Playmakers Theatre and see two hours of posing and posturing and declaiming and orating, with an occasional spark of life, when someone makes a mistake.

The fault of this must lie with the Drama Department for where else can it lie? Can it be that there just aren't that many interested or talented people in the department? Then why not? Doesn't the name of the Carolina Playmakers attract young people from all over the country? Then why were there only two students of the university in the cast? We are constantly confronted with the shadow of Prof. Koch and the glorious past and it's about the time someone showed us the substance.