

CRIMSON AND WHITE

VOL. XLII, NO. 1

THE MILNE SCHOOL, S.U.N.Y., ALBANY, N. Y.

SEPTEMBER 17, 1971

Cross Country Begins

by J. L. Lapidus

Cross country, possibly one of the most difficult high school sports as far as endurance is concerned, is currently underway here at Milne.

The team, under the direction of Mr. Fred Lyon, will be looking forward to defending their Class D-E championship which they have held for the past nine years.

The varsity team will be made up of seniors Dave Slawsky and Wayne Elsworth, junior Tim Barker, and sophomore Paul Farmer. The rest of the team will be picked from the group of Irv Dunn, Scott O'Neill, John McAuley and Steve Krakower, with the remaining boys making up the J.V. squad. The freshman team will consist of Tom Malone, Ed Phelan, Hal Welch, Paul Dillelo, and Mark Smith.

One of the biggest problems facing Coach Lyon is a lack of runners going out for the team. Of course, graduation has taken its toll with the team losing five good runners, but there is also the problem of those who went out for the sport last year but didn't return. This, according to Mr. Lyon, will hurt the team quantitatively but not qualitatively. He added that the people who are running this year are doing a very good job. When asked if he had any predictions for the coming year, Mr. Lyon said he had none at the present time. He is hoping for a good year, but realizes that it is too early in the season to know how his runners will react to actual meet conditions.

The team's first meet will be the Milne Invite on Sept. 25, in Washington Park. It is hoped that there will be a good crowd on hand to encourage this team on.

Horse-Play

by Gerald Murray

At the first meeting of the Milne Student Council for the school year 1971-72, President Larry Fuld stated that "the biggest horse betting room in the school, outside the cafeteria, is in Page Auditorium." He also added, that the operation was "common knowledge," and further commented that bets are taken in the Industrial Arts shop, in the Guidance Office, and in Page Gym.

When questioned, President Fuld said that he didn't know exactly where the betting parlors were established, but replied, "They were there five years ago when I was a seventh-grader, and nothing much has changed." Larry also alleged that fifty to sixty percent of the gambling in the school occurs in administration offices, and in rooms under faculty supervision.

When asked why the student body hadn't acted to eliminate the gambling, the President said that the students had no authority to challenge actions of lunch-time supervisors, or to enter administration offices without the permission of the faculty members concerned.

As to his own jurisdiction, Larry said that he didn't know of anyone playing the horses in the Senior Room in the past twenty-five hours.

Rap Room Revived

by John Polydouris

The last issue of East Greenbush's Columbia High School paper "The Crossroads Gem" contained an article by its exchange editor entitled **Changes in Format**. In the article was mentioned the establishment of a "Rap Room" in the Milne School of Albany. The reasons for its creation were briefly outlined, emphasizing the need for a place designed to give a student the opportunity to talk about anything on his mind in an unstructured atmosphere.

The project started when Dr. Armlin was carrying on a conversation with former senior, Lance Kurland. Lance shortly thereafter introduced the general concept to the junior and senior classes during their homeroom periods. Other prime movers of this new form communication link were Ann Greenbaum and George Jeoney.

In the opinion of many, including Dr. Armlin, the project was very successful last year.

The Rap Room was not confined to the presentation of students' problems; it was also a place where a person could exchange any views, and hear other people's responses and reactions. The room was student-motivated, a place to reach out to others, to find ones' self, to leave friendly cliques, and join together.

All this still exists. The Rap Room will be continued this year, according to Dr. Armlin, provided of course there is support for it. Last year the room was operant the first period of every day. This year the room will emanate vibrations for an extra period, forming a schedule of operation of second and sixth periods. Dr. Armlin is on the lookout for some "student regulars" who would attend one of the periods on a regular basis.

If you feel like "getting together" and talking to some individuals who will honestly listen, the place to go is where students, teachers and administrators will be congregating: the Rap Room.

Join A Club!

by Margaret Ray

With the start of the new school year comes the start of some new and exciting clubs. The **Bicycle Club** is for you if you'd like to save money while keeping in shape; you may even learn to fix your own bike. For more information, see science supervisor, Mr. Pruden. (Mr. Pruden will also be running the **Fencing Club** again this year, which will meet once a week, usually on Thursdays.)

Anyone who has taken Latin may join the **Latin Club**. Meetings will be announced in the bulletin; the first one will take place sometime this month. Dues are twenty-five cents per month.

If you're interested in taking and developing your own pictures, stop in at the next meeting of the **Photography Club**. Dues are four dollars per year.

Hwa You Issa—What?

by Merle Bachman

A boy named Sue? Mr. Robert Ponzi met one—when he was studying in China! (To be fair, the boy's name is spelled "Siew.") Mr. Ponzi and Miss Patricia Hughes, both methods students for the Third World social studies course, studied together at Nan Yang University in Singapore; they talked with me about their experiences there.

"The girls' dorms were surrounded by barbed wire," remarked Miss Hughes. The dorms, called "hostels" (hostiles?) were made of concrete; in her room was a wooden bed with mosquito netting, a desk, and spiders and other creatures "like in the Bronx Zoo." In Mr. Ponzi's dorm, the toilets were Asian-style; i.e., a hole in the floor. After this somewhat grim description, both of them assured me that the dorms, once gotten used to, were no worse than the ones at Albany State! What they did find difficult was to adjust to everything at once—the new

country, their surroundings, the language, and so on.

Unlike the University of Singapore, where Chinese is a second language, Nan Yang is a totally Chinese University. (A small segment of the University population is from Malaysia.) Both students took an extensive course in Mandarin Chinese, the dialect that the government there is trying to make the most widely-used.

I asked them if the students at Nan Yang are vastly different from college students here, and got an emphatic "yes!" Chinese students there are very conservative. Respect for elders is very strong, and student-teacher relations are quite formal. The students never question the words of their teachers; they consider them to be much more learned than themselves. Not much mixing occurs between the sexes, unless a boy and a girl are engaged; there is little time for social life

(Cont. on Page 2)

PARENTS UNITE

by Jon Soffer

"Hey Ma . . . they're trying to close our school!" That clarion call, repeated in hundreds of homes, saw the beginning of the Milne Parents Association. This association, formed officially after the legislative session of 1971 which almost brought campus schools to a swift end, came about informally in response to the need to act with strength. MPA is pledged not only to provide an organization to fight for the continuance of Milne, but to aid in the further development of the school by the use of the school for innovative programs and research projects proposed by different departments of the state university.

Parents of students who formerly smiled at each other as they passed in the halls of Milne on Parents' Night, are now meeting to discuss Milne—their common interest, and much good can be expected from these discussions.

The Executive Committee of MPA met recently to report on a meeting with the President of SUNYA, where the willingness of the Association to cooperate with the University in expanding the role of Milne was expressed. He was also advised that the parents intend to continue their forceful stand to keep Milne in existence.

A meeting of the Association is scheduled for October 5. In most schools, students are urged to get their parents interested enough to attend. At Milne, students are asked to remind their parents of the meeting date . . . the parents have already shown their interest and their willingness to work for the best interests of the school. If they can, they'll be there.

COURSES DIFFER

by Libby Derrico

This year finds some new courses at Milne, and some new course directions. The third semester of the two-year **Models of Man** course is being taught for the first time; this semester concerns "Economic Man" and the remaining semester is about "Governmental Men."

Juniors taking **American Studies** have found it different from the traditional American History class. Instead of stressing general chronological dates, the course will investigate areas of significance such as "What Is an American?", "The History of American Political Parties" and "The History of American Foreign Policy."

Classical Heritage, taught by the Latin Department, will study the various aspects of Roman life in eight mini-semester. Those taking Latin at the upper levels are able to study an area of interest to them.

The eleventh grade **Health** course is being taught by Mrs. MacDowell, the school nurse, instead of Mrs. Peters as it was last year. The course will provide informational movies and guest lectures. The course grade a person receives will be based primarily on their investigation of an area Health Service. Knowing where to go could help people with their problems.

Master Plan

by John Polydouris

This is the time of year when clubs and classes are contemplating various measures for adding to their coffers. I also have been thinking of possible sources of revenue for my own very dear, beloved Senior Class. Here are some of them:

—Ask Mayor Corning to let us in on some info concerning the horse room at the Capitol. Better yet, since Milne is a state building we can bet while in school. What is the e to bet on, you ask? Take bets on when the South Mall will be completed!

—Have Coach sell Phillips' screwdrivers.

—Sponsor a Tanzanian type safari in Washington Park to hunt Lyons.

—Why not hold a turkey shoot for Thanksgiving? Let 500 turkeys loose on Page Courtyard and mount shooting galleries on the third floor in the Social Studies department. If turkeys were to run out, 7th graders could be gobbled up instead.

—Open up a topless restaurant in the cafeteria; away with all the frills—give only the bottom slice on the sandwiches.

—Try selling the C&W to unwary and innocent members of the class of '77. Sales would earn the Seniors a truly imaginary number. Really, it's hard to imagine that you could possibly pass this off to anybody for money.

It is of sufficient importance to note that if all the stated ventures fail, class officers would still not be forced to hijack a Mohawk airliner to Cuba. There are yet other alternatives, simple and easy to do, yet dignified and commonly used by our nation's giant corporations.

—“Fix” the books.

—Declare last year's projects' expenditures as all 500% cost overruns, admit bankruptcy and request a student government bailing out process.

The executive in the class could set the pace by introducing these new forms of enlightened capitalism. These actions are designed “to nurture and stimulate that competitive spirit” so needed in a class. They will help us revitalize that faith in ourselves, that “spirit of '72.”

In conclusion, after many of my suggestions become established institutions, why not try something radically different like a dance or a car wash?

Let Our People Go (Home)

School is not the only place where one can learn. This is pretty obvious to any student, but less so, I fear, to the administration. Some people would rather have a student remain in school for afternoon study halls than leave him to his own devices—although he might have something worthwhile to do in his free time.

I think that, for seniors at least, there should not be a certain number of courses he must take (provided he has enough credits to graduate, which is true of the majority of seniors). Then, if the student has all his subjects in the morning, there should be no question about his leaving school after his last class.

I realize that seniors are being allowed to leave if they have jobs. For those who can present an outline of out-of-school activities, the e is also hope (if the student is patient enough to wait till the decision is handed down from the administration.) However, I feel that seniors should be permitted to leave whether they work or not, and without having to explain what they will do with their time. I find it hard to believe that a student will learn more vegetating in the senior room than on his own, whether at home or somewhere else.

In addition, I think that senior privileges such as eating lunch off-campus should be automatic; that is seniors should not have to request them every year. Seniors should be allowed to demonstrate their maturity rather than be judged on the basis of past classes, who were possibly less mature.

Singapore . . .

(Cont. from Page 1)

any way. Miss Hughes noted that “I never saw a Chinese student without a book.” She went on to explain that science and technology are emphasized, and that the science texts are all written in English, making it doubly difficult for the students—who are determined to be the best in their fields.

Although the students that they knew were very serious about their work, they were also the most congenial people that the American students had ever met. Sincere and frank, they proved to be firm and invaluable friends. They were also very patient, helping Miss Hughes and Mr. Ponzi with Chinese, and taking time to answer their questions. If they couldn't come up with an immediate explanation, they discussed the question among themselves to be sure they could answer it well. They were pleased to know of the interest in their culture, and wanted the Americans to learn more about it.

Both Methods students were impressed with Singapore. Miss Hughes found it “amazingly efficient, clean and well-developed for a South Asian country.” There are fewer poor in Singapore than in other parts of Asia that they visited, due to the fairly even distribution of wealth. Once, in a class discussion of the Third World course, Miss Hughes noted that the “Chinese take care of their own;” if one is poor, one's family or social group is sure to help. If a Chinese is in some way stranded in a different part of his country, or even in a different country entirely, all he need do is look up someone with his surname—who is considered “family” and they will take care of him!

Though both Miss Hughes and Mr. Ponzi know enough Mandarin to be able to converse in it, it will probably take years before they know how to speak and write it fluently. They explained to me that there are different tones in the different dialects of Chinese; in Mandarin there are four: rising, falling, level and curved. A single syllable, spoken with four different tones, may have four different meanings. This is one reason why Chinese is so difficult to master. And to be able to read Chinese requires knowledge of at least ten thousand characters.

After talking with Miss Hughes and Mr. Ponzi, I am ready to conclude: “Hwa yu hen you—yissa”—Chinese is very interesting!

'Old' Quebec Far Ahead of U.S.

by Stephen Benko

The highlight and most relevant experience of my 6-week sojourn in Quebec City, Canada, during the summer was an insight into the most modern and innovative system of secondary education with which I have ever come into contact.

Canadian education has always been left almost completely in the hands of each individual one of the ten provinces, as I learned from talks with students and with an administrator in one school. The Province of Quebec lagged far behind what could be called a high quality school system until a number of years ago. There was an elitist group of doctors, lawyers and clergymen at one end, and masses of unskilled labor at the other, with a most nobody in between.

Then a new system was introduced wherein CEGEP (an acronym) came into being. CEGEP is an intermediary school between high school and the University which provides many options for a student who wants either to go to work with a valuable skill or who wants to continue on to the university.

A student in Quebec must decide at the end of 10th grade whether to enter into commercial, scientific, or general studies for the remainder of his high school career, which he can complete in another two or three years, depending on if he wants to take things with slightly less pressure or work hard and get through faster. He may then enter into CEGEP, again for two or three years. A person who goes for three years normally goes to learn a skill and go to work, meanwhile getting some good liberal arts background, while a student who enters for two years takes liberal arts and becomes well-prepared for the university.

The Quebecois realize that this educational process may turn into quite a long grind for students who want to go to the university and then possibly even into graduate work. They are therefore working on a plan to eliminate the 7th grade. Many of them see the primary education institutions in the United States and Canada as mere babysitting centers, and feel that the educational program could be made shorter with no ill effects.

Quebec has obviously made tremendous advances in the field of education. It is my opinion that the United States would do well and learn much in experimenting with a similar system. The elimination of 7th graders would be a fine place to start!

Student Leaves 'Part of Self' in Israel

by Marta Rockwood

When I first found out I was going to spend a summer in Israel, my homeland, I couldn't believe it.

I went on my Israel Pilgrimage with a group called United Synagogue Youth. We started our seven week tour in Jerusalem, the historical heart of Israel. For seven days we toured both the new and old parts of the city, spending a few hours by ourselves each day in order to experience the light of this holy place. We walked down roads and through churches where Jesus himself supposedly walked. Our group climbed a citadel that was built at the time of King David, and prayed at the Western or Wailing Wall. That first week in Israel was certainly a memorable one!

Next it was north to the Gallilee valley and the beautiful coastal port, Haifa. The Mediterranean is beautiful this time of year and a moonlight tour of the many caves and grottos of the area marked a highlight of our visit there. Haifa is also the home of Israel's only technical university as well as its own University of Haifa.

Tel-Aviv, Israel's most modern city, was the next stop on our tour. It was so much fun browsing through the huge department stores and eating a quick meal in a sidewalk cafe. Tel-Aviv holds many of Israel's best colleges and universities. Beautiful, picturesque campuses which are flooded every fall with students from all over the world.

Back in Jerusalem, we spent a few days preparing for a tiring, four day escapade in the Negev. While there, most of our hiking had to be done in

the very early hours of the morning because of the heat. Sunstroke was a common ailment. Our last day in the Negev began at 1:30 a.m. so that we could climb historic Mt. Massada where a small group of Jews once fought off an entire Roman legion for three years before being defeated. At the top of this fortress lie the ruins of the elegant castles built by none other than King Herod.

The rest of our visit included trips to the Kennedy Forest, King David's tomb, and the Israel Museum. One of our final excursions led us to the southern tip of the country and the city of Eilat. Here we took a ride on the Red Sea in a glass-bottomed boat before returning to Tel-Aviv to prepare for our final journey back to the United States. My trip sadly came to an end, an end filled with teary goodbyes to good friends and promises to write. As long as I live, I will never forget my summer in Israel. I left part of myself there and I shall always be caught between America and Israel, wondering where my real home lies.

CRIMSON AND WHITE

Vol. XLII Sept. 17, 1971 No. 1

Published by The Milne School, S.U.N.Y., Albany. Address correspondence to The Editor.

Member
Columbia Scholastic Press Assn.
Cooperative Student Press



Editors Merle Bachman,
Steve Benko
News Jon Soffer
Feature Nina Feltman
Editorials John Polydouris
Sports Joe Lapides,
Ann Greenblatt
Exchanges Elizabeth Freedman
Staff—Sara Boomsliker, Marta Rockwood,
Larry Clyman, Libby DeWitt
Advisor Mr. Richard Lewis