

# CRIMSON AND WHITE

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

FEBRUARY 4, 1972

## Seniors to Turn Freshmen

by Marta Rockwood

An important meeting was held for all eleventh grade students and their parents last January 24th, concerning the newly proposed Three-Year Baccalaureate Program. Under the program, eleventh graders would go directly to their freshman year in college, as opposed to going on as a senior in September. Conducting the meeting were Dr. Phillip Sirotkin, Vice President of Student Affairs at S.U.N.Y., and Dr. Seth Spellman, Principal Acting Director of the program.

Dr. Sirotkin and Dr. Spellman both felt that many seniors are bored and unchallenged in their last year of high school. To eliminate this, the student would end his eleventh grade academic year, and enter S.U.N.Y. as a freshman. The student, in his freshman year would then complete his remaining high school courses, plus the required college courses to accumulate thirty full credits. Dr. Spellman stressed that a student should not apply to the three-year program if he has more than two high school courses to complete, as this would be a terribly heavy load to carry.

In this Three-Year Baccalaureate Program there is a great concentration on the Social Sciences and Humanities, including Economy and Government. Those students interested in majoring in History would find the program quite beneficial. Other areas offered include Communications, Family Education, and Religion.

Both Drs. Sirotkin and Spellman pointed out that the name "Three-Year College Program" is being misused and misinterpreted. The student who enters this college program attends college for four years, not three years as its name implies, but receives his baccalaureate a year earlier than students not in the program. The student pays full college tuition for four years.

Drs. Sirotkin and Spellman seemed enthused with the entire program, and though it is a pilot program, and it may seem confusing, the fifty students who enter the program in September will be on their way to making educational history.

## Innovate!

**Inside Education**, a monthly magazine available at the library, often has articles that tell of the innovations in curriculum which other schools have developed. What follows is a sampling of exciting school programs taken from the magazine.

Mini-courses need not be limited to a three-week term. At the Utica Catholic Academy, Fridays are set aside for mini-courses in fifty subjects ranging from psychology to French cooking to auto mechanics. Each student takes three "minis," and the day begins with an hour and a half open period for assemblies and special cultural events.

At Comack High School, a "total immersion" language program has been conducted for the past four years. Now it incorporates a full-range study of the humanities in the foreign language sequence in Spanish and French. Students who choose the total immersion approach take a core-humanities program in that language, including mini-courses in cooking, art and music appreciation, French or Spanish life, human dynamics and great ideas of Western civilization. Lunch hours are devoted to informal conversation in the language, and once a week there are audio-visual presentations.

The rationale is to give students language efficiency and offer a completely humanistic education in the language they choose.

—Merle Bachman

## No New 7th Graders

Everybody has heard that eventually Milne will be a senior high school only, but few know more than this. The following information was taken from an interview of Dr. Fossieck, which took place Friday, January twenty-eighth.

The decision to cut grades seven and eight was made by the Office of the President of S.U.N.Y.A. This action is being taken because through continued operation of grades nine-through-twelve only, the University Center's mission of preparing high school teachers and of developing new methods and materials of instruction can be supported. Also, the new program which will enable a student to take college freshman-level courses in his senior year will require support of the kind that a University-administered high school is in a favorable position to provide.

As for how this will change the administration of the Milne test, there simply will be no test for the seventh grade this year. A test for applicants in grades eight through twelve will be given on Saturday, April twenty-second.

No faculty members will be fired on account of the elimination of seventh and eighth grades.

—Margaret Ray

## WINTER SPORTS

by Ann Greenbaum

The Ski Club has planned several more trips, starting January thirtieth to Brodie Mountain, followed by a trip every other week to Gore Mt., Haystack, and Mt. Snow. The places may change depending on the snow conditions. Milne students have first choice, but guests are allowed. Watch for Ski Club fundraising activities and try to get full buses, to help lower the transportation costs to the different areas.

The anxiously awaited girls' basketball season has finally arrived. All ninth through twelfth grade girls are urged to try out for the freshman, junior varsity and varsity teams. The team practices will be every Tuesday and Friday. An anticipated ten-game schedule against such rivals as V.I., St. Agnes, Albany High, Albany Academy and Troy is presently being set up.

## COLLEGE OFFERS UNIQUE APPROACH

The Empire State College is a new, non-residential college which was developed by the State University. The College recognizes the need for a more open, liberal approach to education. It revolves around the belief that the basis for learning comes from the individual student's needs and what each wants to achieve. Thus, a student's individuality is heavily stressed. Each differs in the areas he needs to develop and in the ways he can successfully achieve in these areas.

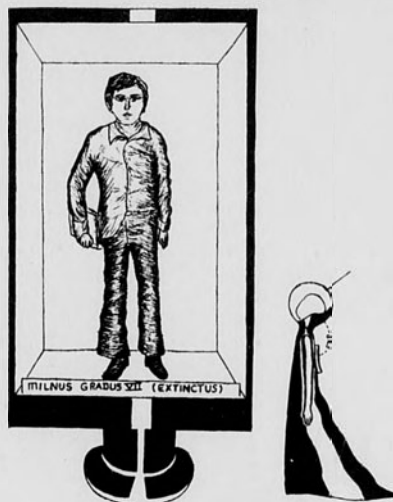
The College will open learning centers throughout New York State. Each center will serve about 400 students and is staffed with full and part time faculty. The first six centers recently opened in Rochester, Syracuse, Westchester, Rockland, Nassau counties, and Albany.

The College offers Associate of Arts and Bachelor of Arts degrees in many fields including Anthropology, English, the Fine Arts, Physics, and Psychology. It is open to high school graduates, working men and women, veterans, and just about anyone who has had the prior education necessary to fulfill the College's requirements.

After enrolling in the College, each student meets with an advisor in order to devise a suitable study plan. The plan, or "Learning Contract," states what the student will be doing, where he will be doing it, and how much time it will take, usually three or four months. Thus, the student has the opportunity to plan his own program. This program combines comprehensive study with direct experiences such as visits to museums, libraries, industries and cultural events. In the plan for study, the contract also states when the student and his advisor will meet for discussions, and how the student will be evaluated as to his achievement. When the "contract period" is up, further work can be planned, or another advisor may be sought depending on the student's purposes.

Obviously, the Empire State College is offering a unique learning opportunity. Any interested persons may request information from the Director of Admissions, Empire State College, State University of New York, Saratoga Springs, New York.

—Nina Feltman



## Art Bits

If you're an avid movie goer and don't feel like shelling out \$3.00 every time you go to the theater, the Harmanus Bleecker Library has just the thing for you. A free film series, "Great Movies of the 30's," presented by the Friends of the Albany Public Library will be shown on the third Thursday of every month at 8:00 p.m. Such classics as "Lost Horizon" with Ronald Coleman and Jane Wyatt as well as the Marx Brothers "Room Service" are just a few of the movies that will be shown.

For more information, pick up a schedule of films from any Albany Public Library.

—J. L. Lapidus

The Performing Arts Center at SUNY will be presenting a series of concerts from January to May. Among these there will be a new series of informal concerts called "The Free Music Store." They will present unusual music—choral, instrumental, and electronic. These concerts will be given on the second and fourth Fridays of each month at various theaters of the campus.

All concerts are free with the exception of those sponsored by the SUNY Music Council. The starting time is at eight-thirty in the evening. A University bus leaving Milne every twenty minutes may be used free of charge. The bus leaves the Washington Avenue entrance of Draper Hall and returns after the concert to the same place.

—G. Constantino

## Black Creativity

A creative expression contest on the theme of "The Black Man" will be sponsored by the Friends of the Albany Public Library in observance of Negro History Week February 13 through 19.

Entries may be submitted in the form of an essay, a short story, a poem, a play, sculpture, poster, painting, photography, music, dance, or any other art form.

While previous contests have been limited to writing, "Black Creativity" has been chosen as the over-all theme for the week-long observance. Its purpose is to promote knowledge and understanding of the Black man and his contribution to society.

The contest is open to any student who goes to school in the city of Albany, in grades 7-12. All entries are to be submitted by March 20 to the Friends of the Library at Harmanus Bleecker Library, 15 Dove Street, Albany.

All prizes will be Savings Bonds. First prize is a \$50 bond awarded to the participant submitting the most outstanding entry; and a \$25 bond for the best entry in each of the individual categories.

—Elizabeth Freedman

## Who'll Chaperone The Chaperones?

by Joseph Lapidus

I have been fortunate enough to secure a copy of the vital document, "Chaperoning at a Basketball Game." This paper, which was issued to all supervisors, defined their mission: to root out the evils that might lurk at a basketball game, and to uphold the standards of the Milne School.

Upon examination of this document, I discovered that the average Milne student couldn't fully comprehend the strategy employed by the supervisors. In order to make it clearer for them, I will expound upon the document's game plan, point by point.

The article begins: "The woman chaperone is asked to sit in the Milne bleachers, which are on the right side of the gym as you face Washington Ave." If the supervisor still can't find it, perhaps she should go over to the Milne side and inquire of a Milne student as to where it is.

"Men chaperones are asked to station themselves under the balcony at the south end of the gymnasium." That seems to suggest that the supervisor bring along an official Boy Scout or Girl Scout to know precisely which end is south.

"Direct the spectators to take seats in the bleachers, so as to keep the space under the balcony clear for the players to take the ball out of bounds." This will also provide the supervisor an excellent place to sit while watching the game.

"Be of any assistance required by the ticket-takers at the door, and to answer questions which may come up." More times than not, such important questions as "Where is the men's room?" or "How do I get to O'Heaney's Tavern?" will pop up.

"Watch for students beating on the iron cases which cover the bleachers' rising equipment and direct such students to refrain." Supervisors should bring knives and chains to the game in order to discourage this riff-raff from such deplorable action.

"Direct smokers (adults) upstairs to the outer lobby of the Auditorium." If a minor should be caught smoking he should be reminded of what the Surgeon General had to say and his cigarettes should be confiscated, immediately.

The Chaperone Assignment document serves an important part in the education of supervisors in their expected duties. Despite the fact that all of them have masters in education and some even doctorates and professorships at the University, these sheets should come in handy to them in attempting to fulfill their obligation to The Milne School.

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## What Good are Grades?

by Margaret Anne Francella

Grades are not an essential part of the learning process; in fact, they are often a hindrance. They discourage people from continued effort. After one "D" on a report card, most people, if it is possible, would rather drop the subject instead of allow the possibility of getting another "D" or "C" the next quarter. Knowing that their improvement from such a grade level would probably be gradual, instead of damaging their transcript and average with such a semester mark, they prefer to abandon the project altogether. This is preferable to trying to understand, and to make up for their difficulty—with the possible mediocre reward of a "C" for their pains, a blemish upon perhaps an otherwise "B" average.

Therefore, I argue that "the grade" is not the reward to strive for as it is so often claimed. Far too frequently it is an impersonal punishment that alienates instead of motivates.

Neither are "grades" the great standard of scholarly accomplishment they are purported to be. Take the "A" students in "X" class. They no doubt are brilliant in that subject. The students in "Q" class had two tests last quarter in which the highest mark was 78%. The marks were curved, the grades reported, but those standards are valid only if a student of "X" class associates only with the twelve other people in the group.

Likewise the reverse situation occurs: student "G" has a low "B" average in science. The result is that student "G" is represented as only a little better than average. It happens however, that everyone is getting exceptionally good marks in this class; perhaps it is a new syllabus which includes material that the class had covered portions of the year before. To achieve the appropriate distribution of grades and to avoid appearing to be an easy marker, the standard is changed so that 97%-100% is an "A"—because no one got lower than 84%.

## No More Biased Elections

by Steven Montague

With another Student Council election over, I find it hard to refrain from commenting on the subject. Being a senior, I have witnessed six of these elections, and each year I have become more aware of how unfair they are to the student body.

As the upperclassmen know, elections are very biased, with groups of students voting for their friend, the candidate with the best poster, the one with qualifications (whether these have anything to do with the office or not), or the one with a brother or sister in the voter's grade.

I suggest that one way to overcome some of the problems is to form a central committee that would handle all pertinent information about candidates and then release it to the prospective voters. I also propose that a stricter set of regulations be established for the posting of campaign materials around school. These become nothing but litter after they have fallen and people have walked across them a few times.

High school is supposed to be a preparing process for the "grown-up" outside world and all the challenges that it offers. The kids in Milne today may be the Community leaders of tomorrow. If we try to set good examples and habits now, they may carry on into the future and possibly become factors in state or nationwide elections.

Let us strive for higher standards in the future elections in Milne so they might turn out more meaningful to the future candidates and to the voters that are affected by their actions.

## HE'S NOT NEW A Killer

by Libby Derrico

Now everybody knows who Don McLean is, the new "instant" success. Anybody who listens to the radio can tell you that he is the composer/singer of the "super hit" single, **American Pie**. Mr. McLean is currently in demand for concerts, and he is to appear at Carnegie Hall on February eighteenth to a sell-out crowd. Having seen Don McLean two summers ago at Cafe Lena in Saratoga, I cannot imagine a better concert.

To many people's surprise, **American Pie** is not Don McLean's first album nor is it his best. The album **Tapestry** contains some of the most beautiful folk songs I've heard in a long time. The album contains songs of bitterness about our ineptness in concerning ourselves genuinely with the poor. In "Orphans of Wealth," he sings "And they're treating them like tramps while we sell them food stamps/This thriving and prosperous nation." In the song "Respectable," the problems of the rich versus the poor as far as power is concerned is examined.

The songs are simple and beautiful portrayals of life. "And I Love You So" and "Castles in the Air" are versions of simple life and love. **Tapestry** is a beautiful and sad look at life, and it's worth much more than four dollars.

**American Pie** is an album of complex metaphors, which can be interpreted by the listener. "American Pie" is a song of the nostalgia of the lost generation. "Vincent" is an easy-listening love song.

Despite his fast-selling records and popular appeal, time will tell if Don McLean's success remains.

The following version of the twenty-third Psalm was found recently beside the body of a dead heroin addict in Reidsville, North Carolina. She was twenty-three years old and had committed suicide.

The words are not pleasant, but they are meaningful. They tell just what heroin is—a killer, and what it does—destroys.

Everyone should read this and think about it:

King Heroin is my shepherd,  
I shall always want.

He maketh me to lie down  
in the gutters.

He leadeth me beside the  
troubled waters.

He destroyeth my soul.

He leadeth me in the paths  
of wickedness.

Yea, I shall walk through  
the valley of poverty  
and will fear no evil  
for thou, Heroin are  
with me.

Thy needle and capsule  
comfort me.

Thou strippedst the table  
of groceries  
in the presence of  
my family.

Thou robbest my head  
of reason.

My cup of sorrow runneth  
over.

Surely heroin addiction  
shall talk me all the days  
of my life

and I will dwell in  
the House of the Damned  
forever.

—Contributed by Linda Cohen

good marks in this class; perhaps it is a new syllabus which includes material that the class had covered portions of the year before. To achieve the appropriate distribution of grades and to avoid appearing to be an easy marker, the standard is changed so that 97%-100% is an "A"—because no one got lower than 84%.

The fact that a student's grades have little correlation to how much he has learned or how basically clever he is, is illustrated by the startling rearrangement of the "A, B, and C" students and the top-achievers on the standardized college tests. The degree of deviation from the expected pattern is more than mere accident could account for.

Of course the argument may be offered that a major reason for this difference might be that in the latter evaluating circumstance the work is almost always exclusively one's own. However, in the former situation a good deal of group effort can assure said group with the difference between a "B" and an "A" of a "B" and a "C."

A lot of this disreputable activity would be eliminated if the pressure of squeezing into one grade level or another were removed and "A, B and C" became a "PASS" mark. And if a paper reward is still believed necessary for student motivation, the "Honors" could continue. At least this would be slightly less impersonal than the current solitary grade.

Furthermore, the subjective environment in which the grade is issued and the almost completely impersonalized situation in which it is interpreted by others, increases the inaccuracy and the unfairness of the "evaluation."

This particularly unfortunate state of affairs is summarized in an excerpt from a paper in which grading is discussed. Paul Dressel of Michigan State University described it thus: "... a grade (is) ... an inadequate report of an inaccurate judgement by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite amount of material."

Hence, I propose that the entire grade system should be suspended unless a student specifies a desire to be graded in a certain subject. And the "PASS-FAIL" system should be employed as a less categorizing manner of evaluation. This would remove some of the unnecessary pressure and irrelevancy of receiving marks.