

CRIMSON AND WHITE

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Year-Round Schools

by Linda Cohen

In the opinion of many experts, in ten to fifteen years schools all over the country will be open the whole year. The reason for this trend is basically to save the taxpayers money by keeping the schools open through the summer instead of shutting them down in June.

The magazine *U.S. News and World Report* stated that four-quarter programs are under way in a number of American cities. So far students and parents participating in the program are well pleased, mainly because the new system allows students to pick the season in which they take their vacation, resulting in more space available, as one third to one fourth of the students are out at different times.

However, many people are opposed to the all year school program. They argue that it often costs more money, especially in the beginning year. There are also fears that the extra quarter may put more academic pressures on the pupils.

The extended school year's future depends on the programs now under way in 27 school systems across the country. They will help decide whether year-round school is a practical and worthwhile solution to the problems of rising costs and overcrowding in our schools.

The Newer Math

by Margaret Ray

St. Patrick's School has instituted a new and innovative system for teaching arithmetic and reading. Under it, each child takes a test in the beginning of the year to determine his level and is then placed accordingly. For example, if a student is placed in level 8-1, this means he is at the level equivalent to the first month of eighth grade. For children very advanced or very far behind there are tutors to teach on a one-to-one basis.

The school uses advanced equipment such as audio-visuals, math and reading kits, tape recorders, etc. It has special teachers that coordinate testing and placement, and tutors for all subjects.

A child at St. Patrick's may progress at his own rate. He never gets far behind his class and lost or far ahead and held back by waiting for everyone else to catch up. The program has worked out "very well" so far, according to one teacher.

Right to Write

There seems to have been some confusion of late as to who has the right to write for the *C&W*. As was made evident at the recent budget assembly, this is your newspaper, supported by your tax money. It is intended as a sounding board for all Milne students and faculty. You do not have to be a member of the *C&W* staff to write for it. If you have an idea or opinion about anything going on inside or outside the school, you are welcome to write a Letter to the Editor and submit it to any member of the Editorial Board or staff.

GOODNIGHT! CHET..

by Joe Lapidus

Television, a media which some say is the greatest idea of the twentieth century and which others say will eventually destroy our minds, is presently being explored by a group of Milne students. The group, which is under the direction of Mr. Richard Weeks, is open to all students although most members of the group are juniors.

With the use of the State University T.V. equipment in Richardson, the group is now Videotaping weekly half hour news shows to learn the basic concepts of television broadcasting. The format of the show is basically that of the school newspaper since the material used is divided into feature and news articles relevant to the Milne community. The articles gathered range from basic news stories about happenings at Milne to musical events in and around the Albany area.

The broadcasts are open to every one and will be shown in the TV room every Thursday after school.

After the group becomes more familiar with the in's and out's of TV broadcasting, Mr. Weeks hopes they can extend their skills into other forms of television art.

Word Orgy

Starting soon there will be a mini-mester "word orgy" taught by the Latin department during sixth period. The course will cover prefixes, suffixes, and roots of English words derived from Latin and Greek. It will help you on the SAT's and other College Boards in the vocabulary department. You need not have any prior knowledge of Latin to take part. Just sign up. It's for four weeks. Watch for a beginning date.

SUNY Shows Films

SUNY is once again this year offering a series of Friday night films open to the public at Lecture Center 18. The films are shown at 7:15 p.m. and 9:15 p.m. on scheduled evenings. They come from all the major film companies in the world.

A schedule of the series can be obtained from the Campus Center Information Desk at the University. The admission fee is minimal. Why not take advantage of this convenient and worthwhile source of entertainment?

SOPHS' ENGLISH INDIVIDUALIZED

by Nina Feltman

Relevance is a word often heard around schools today. How are my subjects related to my life, and how will the things I learn in school help me after the 2:30 bell rings? English supervisor Mr. Richard Lewis is trying to help his tenth graders to answer these questions.

Mr. Lewis has eliminated the traditional classroom structure in English 10. Work is done on an individual or small group basis. Each student decides on some aspect of English which he feels he needs to know. With this in mind, he then forms a learning objective, methods for obtaining this objective, and means for evaluating his progress.

For instance, a student might decide that he needs to be able to write more proficiently. A good start towards achieving this goal would be to learn how to compose good descriptive prose. The student therefore studies the works of various competent authors, evaluates their techniques, and tries to apply what he learns to his own written work.

Each group and individual receives personal attention from his teacher, supervisor, and/or methods students several times a week. The teacher helps to guide him; however, the progress each student makes is largely through his own efforts. The teacher functions not as instructor (or "indoctrinator") but as a facilitator.

Perhaps, depending upon the outcome of this new teaching method, other teachers will follow Mr. Lewis's example. As a result, more of us might have an opportunity to experience a relevant education.

State U. Regrouped

Starting in the fall of 1974, the State University will be divided into eight regions and four larger coordinating areas in order to make the system more efficient and less complicated. This regionalization plan is being put into effect to give students in the university better educational opportunities.

The university will guarantee that a junior or community college graduate would be admitted to a senior college in his region or coordinating area, provided his grades are high enough and there is available space. This is being done to help eliminate the problem of students criss-crossing the state, because keeping a student in his own region cuts down the cost of running the university and eliminates unnecessary dorm space.

Some of the benefits from this new program include a cooperation system with private colleges and universities in the same region or coordinating area, a pooling of the State University educational resources from the campuses within a region, and adult education programs and community service projects.

—L.C.



Victorious Cross-Country team, from left to right: Scott O'Neill, Wayne Elsworth, Pete Van deKerkhove, Paul Farmer, Tim Barker, Dave Slawsky, Frank Perlmutter. Big Brother is watching.

HARRIERS CAPTURE C.H.V.L. TITLE

The Milne Cross Country Team remained undefeated in all three of their dual meets this season as they squeaked past Waterford in October, 27-29. Milne had the 3rd, 4th, 5th and 6th men in the race, with Wayne Elsworth, Dave Slawsky, Paul Farmer and Tim Barker, while Scott O'Neill, Irv Dunn and Pete Van deKerkhove finished 9th, 10th, and 12th place respectively.

Although Waterford proved to be Milne's most formidable opponent in dual meets this year, things went the other way for them in the CHVL meet as they finished 4th and last behind Milne, who captured first place honors. Voorheesville, last year's CHVL champions, came in a weak third, while Catskill placed second. Wayne Elsworth and newcomer Frank Perlmutter both ran great races finishing 2nd and 3rd, while Dave Slawsky, Tim Barker, Paul Farmer, Pete Van deKerkhove

and Scott O'Neil finished 8th, 9th, 12th, 13th and 21st, running fine races.

A week earlier, Milne ran into stiff competition at the Bishop Gibbons meet finishing 16th out of 31 teams. Milne's one real bright spot in the meet was senior Frank Perlmutter who, in his first race ever, finished an excellent 34th, coming in first for Milne. The next two finishers for Milne were Dave Slawsky and Wayne Elsworth, who placed 81st and 82nd while Tim Barker, Paul Farmer, Pete Van deKerkhove and Scott O'Neil came in 112th, 118th, 163rd, and 182nd place.

Milne's J.V. squad found it even rougher going than the Varsity as they wound up 27th out of 27 teams. Hal Welch, finishing first for Milne, came in 109th, as George Henkin, Paul Smith, Paul DiLello, and Dave Stott placed 113th, 131st, 158th, and 167th, respectively. —J.L.

Start A Milne Mini-Term!

by Merle Bachman

Many colleges today are exploring the possibilities of the mini-term, usually set in the winter, between the major terms of the year. At that time, courses catering to the student's interests are offered and independent study is encouraged.

One high school in our area has started its own mini-term. The St. Agnes school, as of January seventeenth, will embark on a three-week program of courses planned, in part, by the students themselves. Weaving, yoga, puppetry and harpsichord-building are just a few of the offerings; some off-campus course locations include The Arts Center at Maryrose Academy, the State Capitol—and southern France.

Milne should plan its own special mini-term. Nothing as lavish as a trip to France need be scheduled, though I'm sure that faculty and students alike would come up with some fascinating ideas. The term might take place in January, depending on our calendar. It would not be a time for mere fooling around, but a time to work in depth in areas of interest to the students. Perhaps some students with talent in certain areas might themselves teach courses; the possibilities are many.

I suggest that a steering committee be set up to channel ideas and begin investigating and planning for the Milne mini-term. I hate to sound the old complaint, but Milne is an experimental school, why do we so seldom lead the way towards exciting education?

Survival in A Cultural Desert

by Frank Perlmutter

Have you ever looked at the *Knickerbocker News*, then flung it to the floor with a cry of "God's bodkin! I'm befounded in a cultural desert!"?

For those who are sunk in despair and boredom, the *C&W* hopes to bring you news about coffee-houses, interesting stores, or any event that the staff feels will interest or benefit the Milne students. In order to do this, we will prowl through Albany's lesser-known streets and sift through leaflets and newspapers, and we will welcome any leads or information from anyone of a similar exploratory bent.

Intrepid explorers usually start their trek by painstakingly examining maps for unexpected mountains and to know what perils the region offers; I suggest that you follow the same procedure with a local newspaper's listing of the week's cultural events. After eliminating D.A.R. bake-offs and Duck Breeders' Annual Jubilees, you are left with a small number of exhibits, concerts and lectures.

Move on to the second step; get a college newspaper, which will usually list the films, lectures, and other available activities.

The *A.S.P.*, published by SUNYA is usually dependable when it covers SUNYA's major events (concerts, exhibits, etc.), while the *Campus Clipboard* lists movies, lectures, and other events in greater detail, with times, room numbers and prices.

The *Campus Clipboard* sometimes condescends to appear in supervisors' offices, and is sometimes even caught and pinned to a bulletin board.

Look for a single sheet of pink paper disguised as a clipboard! Other useful information can be found in the *Washington Park Spirit*, which is a fairly recent arrival to the Albany area. The *WPS* is a newspaper that concentrates on the needs of the area roughly located around Washington Park. It serves the community through straight-forward articles, opinions, an occasional poem, and a listing of services and amusements which are available to the Albany resident. I find that the *WPS* is an interesting paper and provides worthwhile reading. Get an issue, and see if you agree.

The *Five Star Bookstore* is an anonymous-looking cubicle on Central Avenue, directly opposite the "Puerto Rico" statue that brandishes its sword at Neba's. Once inside the bookstore, you'll find that it sells only paperbacks, but these paperbacks are selected for content and are arranged by topic—thus, to browse, you could start near the door with "Best Sellers," maybe make the circuit of the room "Ecology . . . Art . . . Poetry . . . Occult . . . Anthropology . . ." and end with "Indians," near the cash register. The least that you can do is visit it once—and you'll probably have difficulty leaving.

If you know of any small shops or organizations that you think others would like to know of, please contact any *C&W* staff members, and we'll try to do them justice. Hoping to hear from you!

On "God's Exam" — A Non-believer

07963 Levi C.D. That is my identification number, my own personal link with the great computer called College Entrance Examination Board. I am not alone in hoping for a wondrous act to be bestowed upon me by the great computer CEEB.

Everyone secretly wishes for "it" to happen—we all hear about these acts from friends in other parts of the country. Yes, these godly acts, believe it or not, come out of Princeton, N.J., and Berkely, California. They influence our lives starting before our junior years in high school, and continue until . . . well, the Great Computer knows when.

Sometimes we sit at home trying to study so we can obtain one of its great acts, but the Great Computer (in His little booklet) tells us not to study. A few weeks later we take the exam, and begin the long, slow tedious wait. Finally, after five or six weeks, we receive word at school that the Great Computer has released his latest report, of who shall ascend the mountain of computer tape to the Lord and who shall stand in His holy place. Who, but he with high board scores, and the knowledge of 42-letter vocabulary words, in their most abstract form? The moment of truth is upon us again. With a most terrifying look upon our faces, we look at the small booklet printed in nice green, white, and black, and in a moment of weakness, with our heads pounding, stomach growling, and knees weak, we open it—only to discover we have sinned, the curse of Cain, low board scores. But there is a faint glimmer of hope and determination in the back of our minds. December is God's next S.A.T. exam.

The college aspirant may continue for almost two years until he gives up, runs out of time to take the test or other boards over again, or scores high enough after taking it again to get into a half-way decent school. I think that this is a most ridiculous way to find out if someone can or cannot succeed at college.

A person has many reasons why he or she did not score well on the S.A.T. One, which is really basic, is that he simply may not take tests well. There is a lot of pressure involved in taking the S.A.T.

The average student achieves in the fields of study that he or she likes best. The SAT does not show if a student is proficient in science or social studies. Also, if a student wants to obtain a vocational trade at a university and does not achieve well in high school or on the SAT, his chances of receiving a college degree are slim. A student wanting to enter pre-law or pre-med should be given a chance to prove if he is qualified for this type of study.

I feel that the SAT in its present form should be changed in these following ways: first, the SAT should be set up by college majors (pre-law, pre-med, liberal arts, language, etc.) to let a student show his "stuff" in his favorite field of study. The test could be made up by the separate schools or cities so that it might be more fair and encompass more of every student's courses. What about all those years of social studies, science, and foreign language? If the SAT does not change, then high schools must. A student should be drilled in vocabulary usage and mathematical usage only. Then he or she is prepared for the SAT. In college a student can then decide on what to major in. So high school should be only two major courses, Math and English, with no science, language, or social studies. Electives would be used to break up the day. Sound dull, boring, irrelevant? But you'd do fine on the SAT.

Well, I hope that this letter does not affect my standing with the Great and Almighty Computer, because like every good and God-fearing high school junior or senior knows, November is God's next SAT exam.

Sincerely,

079630 Levi CD (Charlie Levitz)

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FANTASTIQUE TIME

by Comique C.

All of us from Quebec had a *fantastique* time with our Milne friends. But, there were a few surprises! We arrived in a fog, for instance, and went out to some camp along some river, but never saw the river. The fog was like very thick pea soup, and it must have been from some kind of pollution other than smoking. Very few from Milne smoked. Imagine not having anyone around to offer you a cigarette in the halls or in class!

Some of the conversation had us in a fog, too. A few persons spoke French and others thought they were speaking French, which turned out to be as confusing as some of the Milne English. Everyone yelled "Reservoir" and waved hands violently towards you, with big smiles. Others said "Oh Rover," for short, I think. And there was this expression of "I do" everytime they left you or turned a corner. I found out that "Wanna dance?" means: "Get out on the floor and dance by yourself," but this Smiling "Hi" from the guys was cool-heat. No one used drugs, so I couldn't imagine what all the "high" was about.

Speaking of drugs, Milne has some kind of "connection" with a University that we saw. The tall, white marble buildings there have slender little windows that you couldn't jump out of, in case of fire. It's an odd set-up, really, with some of the Milne teachers "practicing" all the time. In Quebec, the students do all the practicing and homework.

The *Crimson and White* is a great thing. It told all about our coming, and we just wished we'd been told that much before we arrived! There was lots of great food, too, if you ever got into line in that darkened underground rendezvous. The kids all pushed each other and smiled. We ate more hamburgers and Francais fries than Milne, and we also sing more than they do, but they talk more.

Oh Rover now. Had a *fantastique* time with all of you. Come to Quebec and you'll be as surprised at some things as we were.