

# Seventy-fourth Year Begins

By a C & W Staff Writer

Milne's seventy-fourth year promises to be an interesting one, for many changes, large and small, have been made. One of the greatest changes in Milne is the fact that we have a foreign exchange student with us this year, Reinhardt Rack. After a few years of raising money for Reinhardt's transportation, the Senior Student Council finally succeeded in arranging for an AFS student from Austria. Reinhardt, now a member of the senior class, will spend the entire school year at

Milne. We know that we will learn a great deal about Reinhardt and his country, and that, at the same time, he will learn about America and its people.

We are honored to welcome this year a few new faculty members and a whole new seventh grade class, the class of 1969. Mr. Ahr, Industrial Arts; Mr. Cohen, Business Education; Mrs. Davidson, Social Studies; Mr. Graber, Latin; Mrs. McGinnis, English; Mrs. Moore, Language; Mrs. Morgan, Library; Miss Stafford, Business Education,

and Mrs. Weiss, Girl's Physical Education, all join the other members of Milne's faculty this year. Also, in each class, we welcome new students who have come from other schools to Milne.

And how many of you have noticed our newly painted sign, which proudly displays "The Milne School" in bold, black letters? Our new seventh graders may not be aware of exactly how big an achievement this actually is. However, students attending Milne last year know that several school or-

ganizations had worked either to clean the old sign or to present Milne with a new one. We can all be proud of our new, freshly painted sign.

As school begins and classes get underway, the older students undoubtedly will find many more changes than are mentioned here. Students new to Milne this year will see everything for the first time, so that, for them, everything is a change. However, changed or not, we can all look forward to a new and different school year.

## CRIMSON AND WHITE

Vol. XXVII, No. 1

THE MILNE SCHOOL, ALBANY, N. Y.

SEPTEMBER 23, 1963

### ASSEMBLY SEATING

Grade	H.R.	Section	Rows
7	320	Right	B-D 1-7
	321	Right	D9-23-F13
8	127	Art Right	F15-H-19
	128	Left	B-D-24
	129	Left	D2-F10-22 F28-H-20
9	123	Center	B-D
	329	Center	D-F
	324	Center	G-H
10	126	Right	I-K
	227	Right	L-N
	224	Right	O-Q
11	233	Left	I-K
	327	Left	L-N
	333	Left	O-Q
12	All	Center	I-N
		Vacant	Center O-Q

#### Program:

National Anthem  
Pledge of Allegiance  
Welcome to Junior High  
John Margolis, Council President  
Welcome to Senior High  
Larry Pellish, President  
Introduction of New Faculty  
Announcements  
"Alma Mater"  
Hail, Alma Mater true,  
Our thoughts reach out to you.  
Pledges of love renew  
Endlessly revered.  
Knowledge of truth and right  
Guide us in paths of light  
We shall be joined in heart  
Never be far apart  
On altered trails embark  
Each to each endeared.

### Red Cross Conducts Life Saving Course

The Albany Area Chapter of the American Red Cross is planning to conduct a Junior and Senior Life Saving course this fall beginning Saturday, September 21. Although the course has already started, these ten free classes are still open to boys and girls who are able to swim at least two hundred yards. The course for boys will be held at Philip Livingston Junior High School, and the girls' course will be taught at Hackett Junior High School. Classes will be conducted on ten consecutive Saturdays, beginning September 21, from 10 a.m. until 12 noon. Any questions concerning the program can be directed to the American Red Cross headquarters, Tel. 465-7301.

### English Department Tries Team Teaching

Since Milne plays an experimental role in the teaching of many courses, an experimental change in the teaching of English 12 will be introduced this year. Known as team teaching and popularized by J. Lloyd Trump, this method will combine the efforts of Dr. Cochrane, Mr. Kraus, Mr. Andrews, Mrs. McGinnis, and three student teachers in bringing a fuller, more profitable course of study to the senior class.

This experiment will seek to explore the possibility of designing and executing an individual program successfully for each senior and to compare the efficiency of live lectures, television lectures, and television panels at the high school level. The new program will also attempt to analyze the reactions of teachers and students to the team approach.

Consisting of twenty-three lectures and twenty-three seminars a semester, the course will also include fifteen to twenty periods of individual study. Work will be organized around a number of themes for units which have proven both popular and profitable in the past.

As team teaching and this newly designed course are introduced in Milne, Humanities and Psychology will be eliminated as courses in themselves. However, some of the best of each of these courses will be retained in the new one.

### FHA Plans Program

The Future Homemakers of America expect to have a successful year with a new program for 1963-1964. To start the year off, a picnic for all old members is planned for September 27 at the Six Mile Waterworks. Monthly bake sales are being planned for the entire year to benefit the treasury of the organization. The newly elected officers in charge of this year's program are Linda Garibaldi, president; JoAnn Bradshaw, vice-president; Carol Hagadorn, secretary; Joan Proctor, treasurer, and Chris Cassiano, song-leader.

### New Teachers Join Faculty

As has been the case in recent years, several new faculty faces will appear this year, with a former teacher returning after a leave of absence. Returning to Milne after a two-year leave is Mr. William Reynolds of



Mr. Reynolds

the Science department. At Ohio State University Mr. Reynolds was on a National Science Foundation fellowship and during the second year taught Physics at the University. He was also a research associate on the Board of Educational Research and Service there.

The new Girls' Physical Education teacher is Mrs. Alice Weiss. Mrs. Weiss received her B.S. as a Modern Dance major at Ohio State University. She did graduate work at Connecticut College School for the Dance in New London. Before coming to Milne, the new gym teacher taught at State. Outside of teaching, Mrs. Weiss takes classes in modern dance, enjoys travelling, reading, and does a lot of embroidering.

Mr. Ahr comes to head our Industrial Arts department having received his B.S. in Art Education at Buffalo State. From Buffalo State he went to the School for American Craftsmen at the Rochester Institute of Technology.

New this year to the Latin department is Mr. Charles Graber. At Siena College, Mr. Graber earned his B.A. in Classical Languages, his M.S. in Education, and did graduate work in English. Mr. Graber also



Mr. Ahr

studied Latin on the graduate level at State College. He taught Latin and History at Heatley High School, Latin at Shaker High School, and English and Latin at Water-vleit High School. Mr. Graber's main interest is advanced work in the field of Latin. He has also coached cross-country and tennis teams.

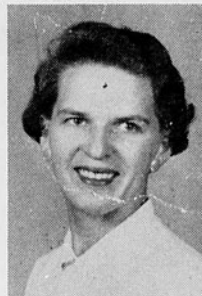
Mrs. Cecelia McGinnis, who will teach eleventh grade English, is not unfamiliar with Milne. She previously was a supervisor and received her B.A. and M.A. at State



Mrs. McGinnis

College. She did graduate work in Literature at Cornell, and in Journalism at Syracuse. She taught English 11 and 12 at Schalmont High School. Outside of school Mrs. McGinnis has a wide range of interests that include bridge, golf, tennis, and horseback riding. The Business Education department has two new faculty members. Mr. Louis Cohen was awarded his B.A. and M.A., in Accounting and Education respectively, from Siena College. Mr. Cohen taught Business Education and was a guidance counselor at Heatley High School. He has done off-campus work at State in Business Education.

Miss Helen Safford, also of the Commerce department, received her B.A. and M.S. at State, taught Business Education at Colonie Central, and has had experience in the field of Public Accounting.



Miss Safford

Mrs. Sally Davidson will be with the Social Studies department. Mrs. Davidson received her B.A. and M.A. at the University of Chicago. She taught Ancient and Medieval History at Hyde Park High School in Chicago. Mrs. Davidson has spent a year in Europe doing pre-doctoral work at the London School of Economics, part of the University of London.

Mrs. Moore, who will teach French and Spanish at Milne and off-

(Cont. on Page 3)

# Think About It

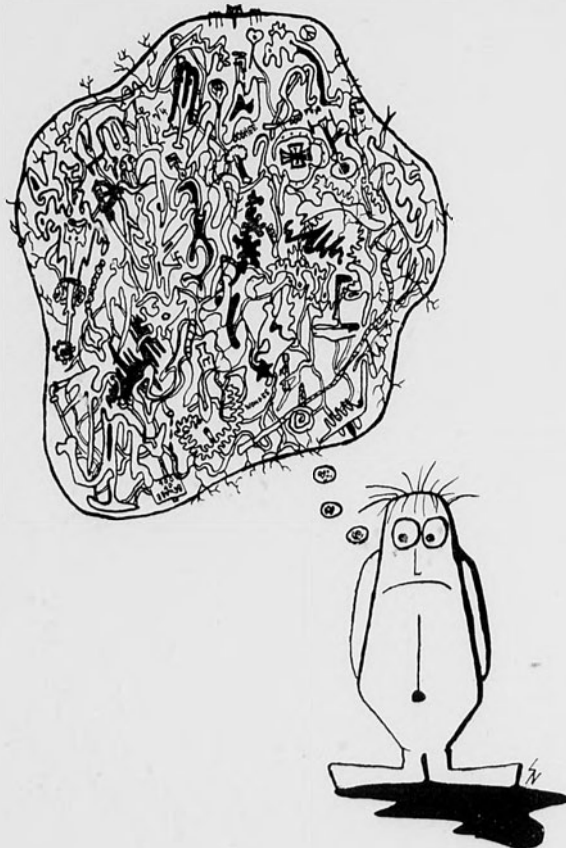
This is the first year that we can remember when the **C.&W.** has come out on the first (well, almost) day of school. Besides being somewhat of an achievement, this gives us the rare opportunity of commenting on what goes on during these first momentous days.

The most important thing, we believe, is the election of homeroom representatives to the Student Councils, Junior and Senior. Ideally, the choice should be made, especially for the seventh graders, after new students have had a chance to make themselves known. But it appears unavoidable that the elections be held immediately—the Councils have many matters to take up right away.

Other improvements in the usual procedure can and should be made. The first, most difficult, yet most important step is for each student to realize the potential power of the Student Councils and his own power in influencing their actions. Milne's Councils are unusually influential in the school's affairs, even to the extent of controlling distribution of funds to all student-run organizations.

The Councils should be doing more than they have, though, and the force needed to end the present state of inertia is simply a push by the student body. A push in the form of intelligent selection of Council representatives—those who aren't already involved in many other organizations and will devote much time and effort to the Council's activities, especially where the homeroom is involved.

Don't wait until your homeroom teacher decides to take a vote next week. Study the situation this week, evaluate your homeroom, don't eliminate people just because they don't happen to be recognized leaders already, and make your own, uninfluenced choice. And most important—stick by it.



# Back To School...

By **MARTHA LOWDER**

So school has finally begun again! It was a long wait, too, spent in doing everything from playing tennis to shopping, taking road tests to grabbing last minute vacations. Oh yes—and having physicals. But no matter what the activity, the question was always the same. "So how come you aren't in school?" The answers to this question are many and varied, producing anything from sympathy to shock on the part of the inquirer. However, a simple "I go to Milne" will always elicit a knowing look and an "Oh . . ." (or "What's that???", a question we pretend not to have heard.)

We're back to school now, though—tanner, taller, richer, wiser, or whatever the case may be—older, at least. Was the first day expected to be rougher than usual? We had a four-day weekend to recuperate from it.

What's new this year? A foreign student, shorter health blanks . . . of course there are always the seventh graders. It is rumored that in past years conniving upper classmen have seduced innocent seventh graders into buying elevator tickets. Watch out, kids! Not only does Milne not have an elevator—the escalator is absolutely free of charge and can be found just inside the door to the left at the end of the first floor hall.

And so we're back in school. We sure are . . . I have to go and do my homework now!

## NEW STUDENTS

**Eighth Grade**—Reid Golden, Faye Abrams, Richard Nelson, Marilyn Reiner, Stephen Gasorowski, Harry Raab.

**Ninth Grade**—Susan Bloomfield, Mary Retz, Charles Morrissey, Carol Dillon, Dawn Brenner, Patricia Gabel.

**Tenth Grade**—Theresa Hoffman, Charles Hyde, Elliot Leberman, Rosalie Bischoff, Ellen Sinclair, Barbara Davis.

**Eleventh Grade**—William Fitzgerald, Margaret Hardmeyer, Robert Liuzzi, Frosine Karlaftis, Robyn Miller, Kathleen Sinclair, Robert Edwards.

**Twelfth Grade**—Rochelle Zima, Richard Algozzine, William Peterson, Reinhardt Rack.

THE  
**C. & W. STAFF**  
JOINS THE  
**MILNE FACULTY**  
IN WELCOMING  
**ALL STUDENTS**  
TO MILNE FOR THE  
**1963-64 SCHOOL YEAR**



This summer was a very exciting one for many Milnites. Some spent their fun-filled vacations away from home while others stayed home and enjoyed themselves.

A few fortunate students found themselves in Europe during the vacation. Among them was **Dave Skinner**, who visited, among other countries, France, England, Denmark, Sweden and Germany (Did you really leave all those French girls behind, Dave?). Germany saw the return of **Doris Hafner**, and **Liz Eson** again visited Israel. **Barbara Berne** sent cards to many of her friends, telling of her adventures while touring Europe, as did **Anita Harris**, who visited France, Holland, England and Denmark. Travelling across the United States, **Dave Miller** also had a thrilling summer. **Karen Hoffman** also went cross-country when she went to Kansas to visit a former Milne student, **Barbara Leach**.

Closer to home, the waters of Lake George were frequented by many Milnites. **Ann Nelson**, **Nan Knox**, **Carol Lynch**, **Joan** and **Barb Proctor**, **Robin Morse**, **Judy Dexter**, **Dave Dugan** and **Chuck Peck** (practically a Milnite) were often seen on the lake in boats or on water skis.

Starting the summer off with a bang in a typical manner, **Amy Linter** gave a party for her friends. Among those present were **Jean Feigenbaum**, **Sue Barr**, **Ricky Gould**, **Judy Dexter**, **Lenny Mokhiber**, **Bruce Moran**, **Nancy Dorsman**, **Barb Proctor**, **Jack Bennett**, **Diane Jones** and **Bruce Korotkin**.

A few of our students spent the summer studying away from home. **Michael Benedict** went to Ithaca to learn German at Cornell. **Sue Tafler** did research in zoology at Syracuse University while **Larry Pellish** studied botany at the same place.

Our Austrian foreign exchange student, **Reinhardt Rack**, has been given a hearty welcome with two parties. One was given by **Dave Miller**, in whose home Reinhardt is living. Included in those who appeared to welcome Reinhardt were **Ann Nelson**, **Jim and Lance Nelson**, **Sherry Press**, **Craig Leslie**, **Jeff Rider**, **Martha Lowder**, **Pete Dreschler** and **Rhona Abrams**.

**Dick Blabey** also gave a welcoming party at his camp. Among those who he invited to meet Reinhardt were **Mary Hamilton**, **DeeDee Smith**, **Carol Hagadorn**, **Stan Lockwood**, **Peggy Crane**, **Nancy Button** and **Jeff Rider**.

Seen bicycling around the city this summer in a disguise of long hair was **Pete Slocum**, who seems to prefer this mode of transportation to his Volkswagen. Also taking full advantage of their bicycles were **Paul Korotkin**, **Ira Rosenblatt**, **Craig Leslie** and **Lance Nelson**.

Again on the social scene, **Sue Lurie** entertained several Milnites with a party this summer. **Steve Hutchins**, **JoAnn Bradshaw**, **Cindy Newman**, **Ted Brown**, **John Mellen**, **Joan Proctor**, **Joe Michelson**, **Paul Korotkin**, **Marilyn Shulman**, **Dave Dugan**, and **Ira Rosenblatt** were among those who put in an appearance at Sue's that night.

## CRIMSON AND WHITE

Vol. XXXVII Sept. 23, 1963 No. 1



Published by the Crimson and White Board, the Milne School, Albany, New York. Address exchanges to the Exchange Editor and other correspondence to the Editor.

Member  
Columbia Scholastic Press Assn.

### The Editorial Staff

Editor-in-Chief	Nancy Button, '64
Associate Editor	Sue Press, '64
Editorial Editor	Karen Hoffman, '64
Sports Editor	Michael Benedict, '64
Feature Editor	Joe Michelson, '65
Treasurer	Tom Oliphant, '66
Exchange Editor	Sue Krimsky, '66
Photographer	Mark Lewis, '64
Faculty Advisor	Mr. Theodore Andrews

### Contributors

Sue Lurie, Tom Oliphant, Sam Zimmerman, Robin Morse, Lance Nelson, Peter Slocum, Martha Lowder.

## Cross-Country Has New Coach

"Mr. Lewis has built up a very strong team and with continued hard work we should be able to alter the record book a bit." These words were spoken by Mr. Arthur Ahr, Milne's new cross-country coach and Industrial Arts teacher. Mr. Ahr taught at Berne-Knox two years ago, where he had a Class D Championship cross-country team, and at Hackett last year.

Practice started Tuesday, September third, and has continued on a Monday through Saturday basis since. A fairly stable group of 18 has attended. Five returning lettermen form the nucleus of the team. These are co-captains Randy Hatt and Dan Dugan along with Dick Blabey, Chuck Eson and Buddy Marshall.

Milne's first meet is scheduled for September 21st against C.B.A. On September 28 Milne will compete in the Proctor meet in Utica, which will probably be the largest one for Milne this year. The Grout meet is to be held on October 5th in Schenectady. It is another one of the major meets Milne will compete in on the week-ends.

### Runners Comment

Some of the leading runners' comments are as follows:

Dick Blabey: "Everyone is doing better than last year so I would say we will have as good or better a team than last year. Juniors more than fill the shoes of last year's seniors."

Dan Dugan: "I think we will have to be a good team this year and I think we have some good prospects for the Varsity in Ronnie Koven, Ronnie Reynolds, and Tom Oliphant. Last year's Varsity will have to fight to retain their positions."

Randy Hatt: "If everyone runs as well as they can, the team will be much better. There is no reason why we can't beat Maple Hill." (Maple Hill defeated Milne by 4 points in the Capital District Invitational Meet last year.

On the lighter side Dick Blabey, last year's number one runner, was disappointed when he couldn't break the course record after eight days of practice. Some other members think "Dick should join the fish in Washington Park lake." Incidentally Dick did finally manage to break his old school record on September 14th when he jogged around Washington Park in 12 minutes 24 seconds, 8 seconds faster than his previous time. Randy Hatt and Buddy Marshall are reported to have sworn vendettas, but they seem to be having trouble catching their quarry. Another of Dick's comments was that, "The new coach, Mr. Ahr, is very popular with the team because he gives many team members rides to and from school." (Dick is a member of this group, of course.) Randy gives a warning not to buy running shoes two sizes too small, as he did. Randy is now engaged in raising a fine crop of blisters.

The team's faith in miracles has been re-affirmed. Mr. Ahr, although he believes running in the rain is beneficial, does call off practice when water goes over the five foot level.

As usual, the team wants, needs, is dying for lack of spectators, especially of the opposite sex. How would you like to kill yourself running with no one around but a pair of coaches who say nothing but "faster, faster!?"

## SCHOOL DAYS

That grin is great! Whenever she says something important or asks something difficult she wears that crazy smile. I wish I could copy it.

"Leonardo, are you paying attention to your lessons? Or are you day-dreaming again? I'm fed up with this. You don't do your lessons and then you come to class and dream. Do you think I teach for my health? I teach so you people can become literate and intelligent. Some consideration I get from you people."

"Yes."  
"O. K., as I was saying, Pompey had become a hero. . . ."

I wish I could copy that grin. Boy, that smile really bothers me. It's such a hard expression to understand. I wish I knew what was going on in her petty little mind when she smiles like that. If I copy it down now I could try and paint it later when I get home, if papa doesn't bother me again tonight.

"Signor DaVinci, what are you doing now? Are you to be forever doodling and distracting me? This is the respect I deserve for laboring night after night trying to make my lesson plans interesting? Who is that? Who are you drawing? That is trash! You are always interrupting this class with your trash!"

Trash to represent trash.  
"What did you just mumble to yourself, young man?"

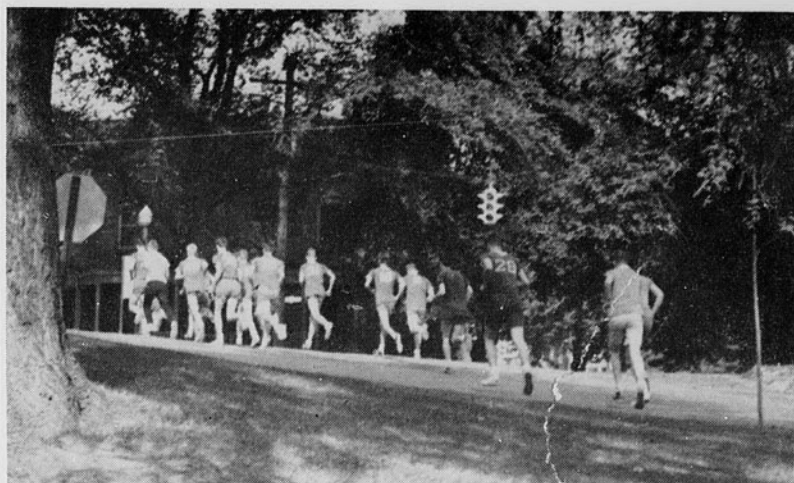
"Nothing."  
"Why did I have to get the slow group? Why? Signor Bocchio is so lucky to have the bright ones. They are interested in their work, they do what he tells them, and they never make trouble. He has the brilliant Ricco in his class. Ricco will grow up to be a successful merchant like his father. Ricco will be smart and rich. And class, do you think for one minute that Ricco will forget his teacher who gave him all his wisdom? No, Ricco will richly reward Signor Bocchio for that which he deserves. Do you think anyone will ever remember me? No. Why? Because you don't appreciate what I'm trying to do for you. Leonardo sits staring out the window or doodling or talking to one of you behind my back. No I have another one just like Leonardo in my younger class. Little Buonarroti Michelangelo is going to be the same way. Leonardo, why can't you just try a little? Leonardo, you will never amount to anything."

Maybe I could put all kinds of crazy stuff in the background. That would suit her personality.

"I can't take any more of this today. Class dismissed."

I have to get home to paint that grin. If only I can paint it exactly as she wears it. What a fantastic picture. If only the smile on the painting can hypnotize like hers.

\* \* \*  
"Leonardo, is that you?"  
"Yes."  
"Home kind of early aren't you?"  
"Yes papa."



Cross-Country runners try to beat the sun over the horizon.

### Book Review:

## Our Mother's House

(Ed. Comment: With this issue of the C&W, we are proud to present a new column which will appear in every issue. The purpose of the column will be to review books of current interest. The column is written by Peter Slocum.)

Just as the increasingly popular **Lord of the Flies**, **Our Mother's House** by Julian Gloag tells a tale of children. However, it is certainly a strange view of children that we get, for these children are examined in a situation where there are no adults. And in this situation they are maintaining their own small society which gradually, because of the fact that they are children, evolves into a mad and bizarre world.

Mr. Gloag's story is given its impetus by the death of the mother of seven children. Because of the lack of a father and a deathly fear of orphanages, the children, prompted by the oldest girl, determine to hide the death from the outside world, with which none of them has had much contact, and run their own lives. The children have different ideas as to what should be their guide, some promoting a mother worship, some the intervention of adults, and a vicious personal battle ensues. In these struggles they shed their traditional angelic robes of childhood and become wild fanatics.

Unlike **Lord of the Flies**, however, the children do not seem to revert to a primitive state to the extent that Golding's do. They behave adversely, but almost entirely by way of visible pressures exerted upon them in the complex situation Mr. Gloag places them in. Another quite interesting part of their behavior is their different personalities when adults are in the situation and when they are not. In this switch from someone else's care to their own and then back, some of the children seem permanently affected and others not at all.

In the children's first reaction to their mother's death appears the story's only faltering. For until the family situation is later unveiled, the probability of their trying to hide everything is low in the reader's estimation. Once absorbed in the story (a relatively rapid occurrence) the reader finds no time nor desire for skepticism and is captured by the children's struggle from the moment Mother is buried among the lilies until the outcome numerous, nervous pages later,

"Leonardo, go right to your studies and don't fool around."  
"Yes papa." That grin. That grin.

"Leonardo, what's making so much noise? Are you taking out your paints again? I told you to go right to your studies."

"Yes papa."  
"Leonardo, you aren't listening to me."

"Yes papa."  
"Leonardo, I'm coming into your room. It's about time that we talked. You and I have a lot to discuss. It is about time you took some responsibility toward your father."

"Yes papa."  
"If you wanted to, you could do well in school. It is very important. You, at this rate, will never become anything!"

"Yes papa."  
"First it was your painting and your sketches and designs. Then the cooler. And just last week another of those absurd flying machines. How do you expect me to get customers to come into my shop when they see you jumping off my roof with wooden wings and falling on your head. Do you want me to be thrown out of my guild? Is that what you want? Then we won't have any livelihood thanks to your actions!"

"I thought the wings would work."  
"What a crazy boy! Don't you understand? What do you think everybody thinks of you, and me, when you jump off the roof?"

"Don't you think it would be great if we could fly?"

"Great. You could fly over to the DeMedicis! They take in people like you."

"Papa, if you don't mind, I would like to paint and you are in the way!"

"I don't know! It's a good thing my other sons aren't like you. At least our name will be remembered well through them."

—Feature Editor

## New Teachers

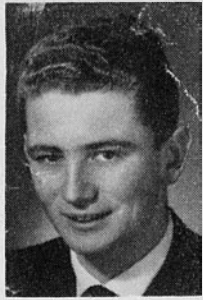
(Cont. from Page 1)

campus, received her B.A. at State and her M.A. at Middlebury College. She had taught both French and Spanish at Binghamton Central High School before coming to Milne.

Milne will have another librarian this year. Mrs. Morgan received her degree from Albany State, taught History at Valley Stream, Long Island, and at Homer Central School in Cortland.

## The Crimson and White Visits Reinhardt Rack

Reinhardt comes to us as a representative of Austria and as one of 850 foreign and American teenagers benefitting directly this year from the American Field Service's exchange student program. As the only envoy chosen from Graz, his home town, he is indeed a tribute to his fellow Austrians and exchange students.



Eighteen-year-old Reinhardt, already a high school graduate, comes from a family of four, including a sister, 23. He was picked from other eligible students in Graz, the second largest city in Austria, particularly on the basis of his ability in English. Reinhardt was notified of his selection just three weeks before he had to leave Graz to board the huge ocean liner which carried him, along with many other European exchange students, to their new homes for the coming year. After arriving in New York, he was directed to a Greyhound bus, along with other exchange students headed for upstate communities, and was met by the Millers in Albany on August 20.

As one might expect of an Austrian youth, Reinhardt is an avid skier. Also quite a basketball player, Reinhardt was disappointed to learn (not as much as we, though!) that because of his age, and graduate status, he cannot compete interscholastically on our team. Asked how American parties compare to those he knew in Austria, Reinhardt comments that they break up much earlier—he often went to parties which ended between three and four A.M. His more serious interests, which are pretty definite in his mind, are in the field of law. He hopes some day to join the Austrian diplomatic service.

As in other European countries, Austria's school system is geared for two groups of students; those interested in manual trades and those

intending to study at a university. High school begins at our fifth grade level for the latter group, of which Reinhardt was a member. Among other studies, including three years of Chemistry, Reinhardt has taken eight years of English, six of Latin, and four of French. He is quick to point out, however, that his four years of French aren't equivalent to ours, since he had only two classes a week and his marks didn't count.

Reinhardt reports that there isn't very much Communist activity in Austria, the propaganda forces being the most active. Communist newspapers are, of course, common in the area. Reinhardt disagrees that American racial tension is being exaggerated by the Soviet press, saying that they are afraid to do so because everyone in Eastern Europe is aware of similar racial strife which exists behind the Iron Curtain.

Reinhardt's only personal visit behind this barrier was at the time of President Kennedy's visit to Yugoslavia. He recalls marching for the Communists in a demonstration, waving a red flag, and being paid well. Afterwards, he laughs, he and his companions piled their flags in a corner and went to the other side to cheer Kennedy.

The Austrian is quite adamant about the feeling which he has noticed in America that life in Austria is drastically different than it is here. He is surprised at the "Do you have this in America?" questions, and says with emphasis, "Austria is not a backwoods area."

Other impressions of our country, though he is careful to reserve a final, overall judgment until next June, when he is scheduled to return to Austria, are quite interesting, though not surprising. He was quite annoyed by a New York cab driver who didn't offer to help carry the several pieces of luggage which he and his student companions had. On entering New York harbor and seeing the famous skyline: "It was beautiful and quite impressive." And when asked which historic sights he had visited with the Millers, Reinhardt said, "Oh, many historic sights, including Stuyvesant Plaza!"

## Admissions Procedure

### Colleges Urged To Consider Character As Well As Brains

EVANSTON, Ill. (SPE)—If you're neither brilliant nor stupid, neither an outstanding leader nor a sheep, you fall into what one educator calls the "gray area." And college admissions officers are concerned about you.

The college admissions people agree on just two kinds of applicants, according to a recent article by Leslie R. Severinghaus, headmaster of the Haverford (Pa.) School, in the *Journal of the Assn. of College Admissions Counselors*.

All colleges welcome the applicant "who has everything." This student has scored, very high in all tests, has honor grades, was a remarkable leader in high school, displayed a diversity of talents in extra curricular activities, and has good character.

And all colleges reject the applicant who has scored low on all tests, has a dismal scholastic record, has shown no leadership, has never participated in activities, and, Severinghaus says, "has required psychiatric therapy ever since he was caught stealing shaving cream for no explainable reason."

But most high school students fall between these two extremes. That's the vast "gray area." And college admissions officers widely disagree about how to evaluate "gray area" applicants.

Severinghaus strongly advises colleges to consider other qualities besides brains, such as social concern, leadership, integrity, the ability to communicate both ideas and friendship, spiritual eagerness, cooperation with others in good causes, graciousness, and decency.

Because competition for admission has become keener in some colleges and universities, superior I.Q. and high school grades are em-

phasized, he says, thereby ignoring hundreds of normal, intelligent teenagers who have these other qualities of excellence.

Severinghaus says the brilliant student who is aggressive, ambitious, and self-centered will not make as much contribution to our society as will the merely competent student who has these other qualities.

The headmaster seconds the colleges' general attitude that it is wise to admit "a goodly number of the intense, highly motivated, and brilliant students."

"But," he warns, "be wary of the highly intelligent, aggressive, personally ambitious, socially indifferent, and unconcerned egotist. He has little to offer either now or later. His contributions to society will come by accident, not by desire."

The student for whom Severinghaus is urging more careful consideration is the one who "has stood for the right things in his high school career, was a recognized leader for the right reasons, has achieved a highly commendable scholastic record on indicated average ability, and has worked during the summers rather than loafed."

## College Profiles

MT. HOLYOKE COLLEGE, South Hadley, Mass.—Independent women's liberal arts college. Enrollment, 1,450. The college's tradition of a rigorous liberal arts curriculum and high standards of scholarship prevails today. Coming from all sections of the country, Mt. Holyoke's students and its faculty of 150 distinguished scholars and teachers have varied backgrounds. Twenty relatively small residence halls and small classes, where discussion is the rule and not the exception, encourage the exchange of ideas. Yearly expenses, including tuition, board and room, \$2,500. Academic requirements for admittance: College Board Scholastic Aptitude Test and three Achievement Tests; 4 years English, 5 years foreign languages, preferably one ancient and one modern language; 3 years math;



Milne and Page Hall at the time of their completion in late 1928. Richardson Hall, not visible in this picture, had also just been finished.

## A PAGE IN MILNE'S HISTORY

Milne was first occupied in February, 1929, when the building was completed along with Page and Richardson Halls, but more space for student and teacher training was soon needed. In January, 1936, as part of a state relief bond issue under Governor Herbert Lehman, a new addition to Milne was provided for, plans were drawn up, and \$30,000 allotted to the project.

Just one wall, on the Washington Avenue side, was to be erected, to form the connecting wing between Milne and Page Hall. The wall facing Western Avenue had been included in the original plans, forming a courtyard between Page and Milne, and can be seen in the picture above.

### Students Number Same

The student body was the same

history; and a laboratory science. Variations of this suggested program are acceptable if a student's work has been of high quality. About one-fifth of all undergraduates receive scholarships, which range from \$200 to \$2,500 and aver-

size then as now—425 in six grades. Said Dr. R. A. Brubacher, president of the College at the time, "This (new addition) will make Milne High School the most modern school of its kind."

In the first plans for the new wing, drawn up in January, 1936, the shop was to be in the basement, the first floor was to hold the Little Theatre, the second the Home Economics room, and the Art room was to be on the third floor. By March of 1937, however, the plans showed Milne to be the way we now know it, and construction was begun that summer, school opening as usual in September with the new wing completed. There was only one difference—Milne had become, in 1937, the most modern school of its kind.

age \$1,200. Loans available to \$500 a year, \$2,000 total, repayable at 2% interest. About one-third of all students have part-time campus jobs. For further information write: Director of Admissions, Mt. Holyoke College, South Hadley, Mass.