

Crimson and White

VOL. XI, No. 8

THE MILNE SCHOOL, ALBANY, N. Y.

DECEMBER 5, 1941

Guidance Aids in Pupil Adjustment For Later Life

Plan Programs to Suit Each Student's Personal Tastes

The Guidance Department at Milne has been established to assist each student in selecting the course of study most useful and interesting to him while attending school and in preparation for a future career. It is desired that each boy or girl shall make an educational and social adjustment which shall prove most profitable to him. Since the Milne School has a limited enrollment, it is possible for the staff and the student body to become intimately acquainted. Each student is well known as an individual. Hence the director of guidance and the staff may plan carefully the educational program with each student in terms of his needs, abilities and potentialities.

Plan For Life Vocations

Students plan their educational and vocational careers on a long term basis in accordance with their desires and those of their parents, with some particular end in view—college, business or general preparation for life. These plans take into account the school's intimate acquaintance with the boy or girl and are supplemented by information from health records of the Medical Department and from intelligence, achievement, reading and eye tests supplied through the psychological testing facilities of the College. Adjustments in individual programs occur as plans change or as new goals are sought, for each person is expected to achieve success in accordance with his capabilities.

Curriculum

Through the enriched curriculum provided by courses in art, shop, music, homemaking and commerce, the student in the Milne School finds outlets for his interests and creative abilities. A college preparatory student may elect courses in these fields as a portion of or in addition to his regular schedule.

Director of Guidance

The director of guidance in individual interviews makes available to the student, information relating to the choice of a college or opportunities in the world of work. The vocational plans of the student are continually considered. Students encountering difficulty with academic work are interviewed in order that remedial steps may be undertaken.

The chief aim of the guidance service is to assist each boy or girl to make the most of his school opportunities.

New College Five Year Plan Will Benefit The Milne School

A View of Milne Building and Page Hall



A view of Milne and Page Hall which houses the auditorium and gymnasium. This shot was taken from the motion picture of life at Milne filmed last year, titled "For Youth and the State."

New Audio-Visual Department Contributes Classroom Aids

"One picture is worth a thousand words," so went the ancient Chinese proverb, but, it might be added, it must be a good picture and it must be properly used. This year there has been set up at Milne High School a department of Audio-Visual aids to assist the various departments in choosing and using pictures, records, radio, slides, and movies. Already Milne has employed a variety of these teaching aids in enlivening and vitalizing classes.

The mathematics classes have made extensive use of handsome

lantern slides to illustrate the variety of forms to be found in our environment. The social studies and commercial departments have also used student and teacher-made lantern slides to good effect. The seventh grade social studies classes in their study of Albany have assisted in building up a splendid collection of Kodachrome slides which show the beauty of our city in its natural colors. Practically all of the classes have made use of pictures either on their bulletin boards or projected before the entire class

(Continued on page 3)

Fifth Year Will Aid Students to Receive Masters Degrees

As this year's Milne campus teachers leave State College, the College Class of '43 becomes the first group to inaugurate the five year teacher training program.

After next year, Milne, as well as the public high schools of the State, stands to benefit greatly from the enriched and extended period of teacher training. Each teacher will come to us with added maturity and broader professional and cultural experience. In his fourth year of college work, he will have a minimum of at least six hours in methods and introductory campus teaching instead of the four hours method course which he now has. This additional observation and elementary campus teaching will enable the college student to adjust himself easily to the exacting Milne program in his fifth year.

Will Carry Light Programs

During the fifth year, the campus teacher will carry only six hours of college work in the semester of his Milne teaching. This will free him from college appointments for practically the entire "Milne day." He will probably teach several Milne classes instead of the present customary one. Thus, Milne students will receive a continuity of expert teaching from a corps of mature and expertly trained campus teachers.

To Receive Broad Training

In the non-teaching semester of the fifth year, the campus teachers will receive a minimum of fifteen hours of broad cultural training in their particular content fields, as well as advanced educational research and philosophy. This innovation will take them away from the State College campus and into the high schools of the State for short intensive periods of classroom teaching, observation and research. This concluding period of training thus guarantees to the local public high schools a teaching candidate superbly balanced in professional techniques and cultural background.

Faculty Issue

This issue of the CRIMSON AND WHITE has been written by members of the Faculty, and edited in its entirety by the student Board, under the direction of Miss Katherine E. Wheeling, faculty adviser.

CRIMSON AND WHITE

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servatory.

The Faculty Takes Over

A few weeks ago, it was suggested that the Milne faculty take over the entire publication of the CRIMSON AND WHITE for one week's issue.

This plan was suggested with this purpose in mind:

To allow the members of the faculty to present to students and their parents a picture of the activities, aims, and programs of their respective academic departments, and to allow them to write this material in their own personal style.

Because of the fact that members of the senior class have been busy at work on the Book Fair this week, this time seemed to be ideal for the "All-Faculty" CRIMSON AND WHITE.

Dr. Frederick and Miss Wheeling, together with the entire faculty have done a fine piece of work in presenting this picture of the Milne School to its students and their parents.

The CRIMSON AND WHITE Board.

Milne's A Good School

Democracy is active in Milne. The best evidence is found in the conversations of small groups of students in the corridors, in the cafeteria, and on the way to and from school. The following remarks show an understanding of how democracy works in this school.

"Milne's a good school. You feel as if you have a right to say what you believe, even if the others don't agree with you. There were only about four of us in my class who voted for Roosevelt in the last election, but all the rest of them listened to us when we explained why we were going to vote that way. I remember the time some of the kids wanted to spend part of our tax money to buy a movie projector so we could have talkies in assembly. Some of the teachers said that it would be useful in classrooms if we bought one, but a few of us felt that that was equipment the school should buy, and it shouldn't come from student money. We talked to our council representatives about it, and got them to vote it down.

The Uniform Question

"And there was the time some of the girls got an idea that they wanted to wear uniforms. The boys voted on that, too, because they said they were going to have to be in the same classes with the girls and look at them and so they thought they had something to say about it. After the girls gave their arguments in assembly, there were a lot of articles in the school newspaper, and then it was voted down, but nobody got sore about it.

"I wish you could have seen the Christmas basket we sent last year to the family our homeroom adopted. The Community Chest told us how many people there were in the family and how old they were, and then the Home Economics girls helped us plan a good Christmas dinner for them. They planned it so that there would be a lot of food left over for after Christmas. We also gave them a lot of clothes and a year's subscription to *Life* magazine, because we wanted them to have something to remember Christmas by.

We Sent Golding to Washington

"We paid one of the fellow's expenses to visit the Capitol in Washington for a week and study the national government, and when he came back, he made a swell speech in assembly, and told us a lot of things we wanted to know. Speaking about the government, it's funny how much better an idea you get about America and patriotism and what it means after you've been over to Fort Cralo, where Yankee Doodle was written, and up to Saratoga where the Americans really won the Revolutionary War. You get a kind of thrill when you walk around that battlefield and listen to somebody who knows their stuff explain how the Americans licked the British.

Trips Round the Community.

"We make visits to a lot of factories to find out how things are made and what conditions people work under. We go over to Troy to see how they make shirts, and over to Schenectady to watch them make electrical equipment. Here in Albany we visit the packing plant, the telephone company, a newspaper, and many other places.

"I've heard some of the fellows from other schools talk about their student councils, and how they've got to get faculty permission before they can do anything. They seem to think I am kidding them when I tell them that what the Milne students decide on in their council really goes. Why, our faculty representative doesn't even have a vote. It's a great thing to go to a school where you feel like you are someone, and what you say really counts."

Greetings from "Jim"

The Milne School year 1941-1942 will be a momentous one for all students.

Supervisors in music, visual education, ceramics, and boys' physical director added to the present staff of Milne should make the students proud of attending one of the best directed schools.

I have noted an alertness and strict attention to all activities taking place in school.

I wish to extend to the faculty and students a very pleasant holiday vacation.

James J. Lockman, Custodian.

The Milne Spirit

Milne's way is a friendly way. Even the casual observer, entering our corridors for the first time, senses the atmosphere of amiability and good-fellowship which prevails everywhere among us. For wherever Milne students meet, they greet each other with a cheery smile and a hearty "Hello."

Milne's heart is a happy heart. For who can be unhappy where understanding and camaraderie abound? Their sunny smiles and gay laughter reflect the zest and enthusiasm our students feel. In fact, at Milne there are so many things to do in addition to the regular work of the classroom that life just can't become monotonous! Music, athletics, clubs, assemblies, parties, excursions;—these are but a few of the many extra-curricular activities which enrich our program and make Milne a school where boys and girls actually enjoy spending their time.

Milne's Soul Has Strength

Milne's soul is an invincible soul. For deep beneath its outward exuberance and enthusiasm flows a steady current of solidarity and unity of purpose, which lends strength and permanence to our institution. Whatever the goal may be, Milne students join forces and cooperate 100% to insure the success of the undertaking and the welfare of their Alma Mater. Every true Milnite is possessed with a sense of pride at belonging to this institution, whose honor it is in part his responsibility to maintain. Indeed, our solidarity owes much to the fact that Milne is steeped in family tradition.

A Well Put Question

At this point we are reminded of the story of one of our seventh graders, who approached one of our (lady) faculty members and asked naively: "My grandmother went to Milne. Did you teach her?"

Perhaps not many of our number can boast grandparents who are former Milnites, but a survey made last year shows that one hundred and thirty-one students could name one hundred and seventy-one relatives, who were either attending Milne at that time or who had done so in years past. Twenty-four were sons or daughters of former Milne students, while eighty-six had sisters or brothers who had at some time gone to Milne School.

Part of a Glorious Tradition

And so, we at Milne are a part of a glorious tradition. It is this tradition which has made Milne what it is today—a place where young people learn to live and work and play together in a democratic society, each doing his part for the common good. It is this tradition which explains why so many people want to come to Milne every year. It is this same tradition which keeps alive the memory of Milne among our alumni, and brings them back to visit us in great numbers year after year. For to all her sons and daughters, Milne is more than just a school. Milne is an ideal, an ideal for which young people have striven in generations past, and for which we of the present are striving with all our might, proud of the part we are privileged to play.

Girls Benefit by Milne Physical, Health Education

Seasonal Sports Provide For Individual Participation

Every student of Milne is given a yearly medical examination by the school doctors. A report on discovered defects such as bad tonsils, impaired vision or hearing, teeth cavities, is sent to the child's parents. The physical education department works closely with the medical department to provide activity to suit each child's need.

Activities Divided By Seasons

The school year is divided into seasons with the following activity for each.

During the fall, outdoor play is highly stressed with the hope of building sufficient health to aid in keeping the youngster fit through the winter. The seventh and eighth year girls play soccer, while the ninth, tenth, eleventh, and twelfth year girls play field hockey. Detailed instruction and play occur during their class periods. An intramural tournament between classes comes after school, and an occasional Sport's Day with other schools, on Saturdays.

Girls Given Posture Tests

At the beginning of the winter season each girl has a posture examination. She is given a report of her particular defects and needs, with suggested exercises for daily practice at home. These exercises are first taught in gym class so that she will know how to do them correctly. An attempt is also made to make her conscious of correct carriage walking, sitting, how to carry her books with the least strain, and how to study.

Much time is also given to the teaching of folk, rhythmic and elementary modern dancing; and each class presents a dance at the annual gymnasium demonstration, given in March.

Extra-Curricular Sports

Besides this class work a girl may elect intramural basketball, during the winter season, and basketball Sport's Days with other schools afford an opportunity for the above average athletic girl to meet other girls in friendly competition.

The spring season includes tennis instruction for every girl, with the hope that she will learn the game well enough to play it outside of school. Softball techniques, scoring, and play are given in class, and an intramural tournament of games after school. Softball and tennis Sport's Days are given in the spring by schools of this area, affording friendly competition and social contacts. Golf is taught as an elective during the spring.

During the entire year, girls may elect horseback riding, swimming, and life-saving. An annual horse show is given by Milne every May. Red Cross swimming and life-saving tests are used by the Milne school.

1941-42 Inaugurates New Sports Program

A new program for boys' physical education has been inaugurated this year at Milne. The program may be divided into three phases, namely, physical education classes; intramural activities and sports; and interscholastic athletics.

Physical education classes consist of calisthenics, marching, games and sports, tumbling, boxing, and instruction in many fundamental athletic skills.

Intramural activities, which take place for the most part during the regular physical education classes, consist of team competition in sports during their season.

Tournaments will be held in various sports during the year in tennis, golf, fencing, shuffleboard, table tennis, and bowling. The purpose of the intramural program is to interest all boys in some healthful, active type of recreation that will give them an opportunity to learn skills that will carry over into later life as beneficial recreation.

Interscholastic athletics at Milne are important in the development of school spirit and loyalty. Milne is represented by teams in basketball, baseball, tennis, and bowling which compete with other schools. It is the aim of this department to include as many boys as possible in the inter-scholastic program. Physical education is education through physical activities, and as such its aims are those of education in general, including social, intellectual and physical objectives.

Audio-Visual Aids Added

(Continued from page 1)

The English classes have also found that recordings of plays and poetry have enhanced the students' appreciation of the creative works of great writers.

Recently Milne High School has acquired a splendid 16 mm, sound motion picture projector. Milne is a member of a cooperative film library and thus has available a large number of teaching films. In addition to being used in the classroom as an aid to the regular instructional program, motion pictures will be shown in assemblies, and at special programs before the entire student body. The senior class is planning a program of oldtime movies to which parents are to be invited. The Milne motion picture projecture is equipped with a microphone which can be used to narrate silent motion pictures and as an aid to dramatics and auditorium programs.

To assist the faculty in the use of Milne's audio-visual materials and to furnish valuable training to a select group of students, a corps of student operators has been set up.

The work with audio-visual aids conducted at Milne is designed to add to the effective reality of the learning which takes place. It is not just a fad or a frill, but an earnest attempt to make learning a bit more vital, to bring the world into the classroom, to take the classroom into the world, and perhaps, to make Milne school days happier, more interesting, and more exciting.

Milne Wins First Game; Beats Roeliff-Jansen Team

Basket—



Courtesy Times-Union
CAPTAIN WILSON scores again for Milne Varsity.

Alton Wilson Scores High In 29-14 Varsity Victory

By COACH BOYCHEFF

Milne's varsity cagers got off to a flying start last Friday night by downing Roeliff-Jansen from Hillsdale, 29-14.

Led by Captain Alton Wilson with 8 points, the Milnites took the lead from the start and held a comfortable lead throughout the game. The greater part of Milne's scoring came during two "hot" streaks, the first at the beginning of the game, the second in the last period.

Defensively, our boys appeared to advantage by holding their opponents to 14 points, no opponent scoring more than three points. However, as a result of their aggressiveness, Milne incurred several fouls, and it looked as if Milne would lose one or two of its starters via the personal foul route. Fortunately, this did not occur.

Particularly encouraging, was the fact that Milne did not have to depend on one man as a scoring threat, the scoring being quite evenly divided among Wilson, Poole, Clarke, and Game.

Box Score

Milne			
	FG	FP	TP
Game	3	0	6
Clarke	3	0	6
Jansing	0	1	1
Wilson	2	4	8
Poole	3	1	7
Detwiler	0	0	0
Leaning	0	1	1
Griggs	0	0	0
Hunting	0	0	0
Edick	0	0	0
Totals	11	7	29

Roeliff-Jansen

	FG	FP	TP
Proper, f.	1	1	3
Schultz, f.	1	1	3
Roosman, g.	0	1	1
Witbeck, c.	0	2	1
Testa, g.	0	3	3
Miller, g.	0	0	0
Kandrack, g.	1	1	3
Totals	3	8	14

Tall John Jansing had not found the hoop and missed many short shots, but with more practice he should add many points for Milne in future games. This would give Milne a balanced offensive in which all five men are scoring threats.

In the preliminary Junior Varsity game, Milne also led from start to finish, winding up on the long end of a 22-16 score. The work of Swartz, DeMoss, and Soper featured the play.

A large and enthusiastic crowd was on hand for the opener, which fact doubtless encouraged the boys to play the game they did. It was obvious to all that this was an early season contest, and both teams have much room for improvement. A new feature was the appearance of the Milne Band, which played several number under the direction of Mr. Roy York, instructor in music.

This Saturday, Milne again plays at home, meeting an experienced team from Kinderhook. It is expected that this week's encounter will be much closer than the Roeliff-Jansen contest.

Things to Come

- Fri., Dec. 5—**
8:15 Milne Plays - Page Hall.
- Sat., Dec. 6—**
7:00-11:00 Basketball—Milne vs. Kinderhook. Page Hall.
- Mon., Dec. 8—**
9:10 Faculty meeting.
12:00 Dr. Frederick speaks over W.G.Y.
- Tues., Dec. 9—**
3:30 Quin Rush. Lounge.
- Thurs., Dec. 11—**
10:10 Senior High Assembly.
1:00- 8:00 Pan American Conference at Hudson High School.
- Fri., Dec. 12—Basketball.**
Milne vs. Schuyler. Away.

The Milne School Offers Variety of Courses, Electives

The Milne School is a co-educational six-year secondary school including grades seven through twelve. The school serves as the laboratory campus school for the New York State College for Teachers. It offers regular junior and senior high school work preparing for entrance to all colleges, Annapolis and West Point. A commercial and general curriculum are also offered. Many electives are available in art, band, orchestra, chorus, printing, metal work, woodwork, ceramics, jewelry, metal craft, and home economics. Athletic activities of large variety are offered, including horseback riding, swimming, dancing, baseball and basketball, tennis, golf, bowling.

Entrance Regulations

Any boy or girl who has passed the sixth grade or attained the age of thirteen years is eligible for admission. Applications are dated as they are received, but the administration reserves the right to determine admission. Each grade is made up of thirty pupils, thirty boys and thirty girls. An attempt is made to maintain an equal number of boys and girls enrolled. Some places are made available each year for juniors (eleventh grade students) who want a diploma in commercial subjects.

Applications of those students who are not admitted at the time for which their applications are entered are placed on next year's list.

By April 15th of each year successful applicants are notified to appear at the school for placement tests. These tests are given as an aid in determining educational accomplishment and need. They do not determine entrance.

Tuition

The tuition is \$25.00 per year, payable \$12.50 during the first week of the first semester, and \$12.50 payable during the first week of the second semester.

Student Tax

All Milne students pay the student tax of \$6.00 per year. This activity fee provides for a great number of school activities, clubs, parties, dances, the annual excursion, student newspaper, which could not exist otherwise. A budget is drawn up by the Student Council and is presented to the student body for its approval.

Books and Supplies

Each student buys his own books and supplies necessary to carry on the work of the school. The approximate cost is \$10.00 per year. The cost of books and other supplies depends in part on the curriculum pursued.

The faculty of The Milne School is recruited from colleges and universities throughout the country. Practically every member of the faculty has a master's degree or better in his particular field of en-

Bricks and Ivy Receives Gift

Although I think the fact is quite unknown to most Milnites, our school was actually given something free, without coupons and such. Yes, with no strings attached, the Columbia Scholastic Press Association (C. S. P. A.) donated about a hundred yearbooks of various schools through out the country to the *Bricks and Ivy*. Each year the C. S. P. A. holds a contest for the best yearbook put out by the schools that are members of the association. The yearbooks given to Milne are copies that were entered in the competition of 1939. The purpose of the editors of the *Bricks and Ivy* is carefully to examine these books so that our own issues will be greatly improved from previous years. Miss Leila Sontz, one of the editors of the *Bricks and Ivy* states, "There are really some fine yearbooks among the ones we received and I think we should be able to get some fine ideas from them."

The demands on the members of The Milne staff are particularly heavy because of the multiplicity of duties and the large responsibilities. A large part of the success of the school must be attributed to the superior training as well as the devotion of the staff. During the last several years at least a dozen books have been produced by the faculty of The Milne School and a large number of articles in varying types of magazines. The faculty is called upon to lecture far and wide to clubs, teachers' organizations, Parent-Teacher Associations.

A Modern Building

The Milne School is housed in a modern building equipped to carry on a rich program of secondary education. The special service rooms include biological, chemical and physical laboratories, a sewing room for girls' home economics, also a foods laboratory, adequate and attractive library facilities. The library includes a very well equipped reference room. Music is housed in the Little Theatre. The Commerce Department has a typewriting and a bookkeeping room. The Art Studio is a large room provided with all the facilities necessary to carry on design, mechanical drawing and related art activities.

Print Shop Available

The boys and girls have available a print shop equipped with a rotary press and a wood-working as well as metal craft division. The ceramics room is equipped with a very fine kiln and potter's wheel, work tables, a large humidified laboratory for the storage of work, instruments and tools to carry on art metal, leather craft and jewelry working activities.

A small gym with ample shower rooms for boys and girls is included in our own facilities. We share with the college the Page Hall Auditorium and the large gym. Our front campus is useful as a playfield for athletic activities in the autumn and spring.

School Library is Used For Training and Study

The purpose of the library in a school is to provide the necessary materials for carrying on the work of the institution and to train people to use books competently. An effort is made to divide the funds fairly between the senior and the junior school, to keep the requisite number of standard works on the shelves and to provide new books in all fields.

A library can function satisfactorily if there is co-operation between the library staff and the users of the library. It is assumed that Milne library belongs to the pupils who use it. Rules are as few as possible. Good manners and consideration for others are more important than rules. Since the book funds are limited pupils find it desirable to co-operate by returning materials as soon as they have finished with them. This makes it possible for more people to read the comparatively small number of books. To save pupils' time, the librarians make the borrowing and returning of books as simple as possible. Pupils get their own materials from shelves, files, or cupboards and return it to the assigned place when they have finished with it.

Alumni Scatters Far And Wide

What becomes of the graduates? Where do the boys and girls who walk across the platform to receive the long looked for award—a diploma—go?

As the members of the class of 1941 are the newest alumni, here are a few statistics about them. Out of sixty-six members, forty-two went to college or other higher institutions of learning; seven went to business schools; three entered hospital training; one joined the navy; two are at home; nine are working and two are taking post graduate work in high school.

In college, they edit year books, work on newspapers, are members of glee clubs, and participate in dramatic productions. They win scholarships and awards of many kinds.

They go forth from college as dentists, doctors, nurses, lawyers, ministers, librarians and teachers. They enter the field of engineering, business, politics and journalism. They defend their country by joining the army and navy. They marry, raise families and send their children to Milne.

Milne School Experiments With Marking System in Junior Grades

The Milne School is trying out a reporting device on the seventh and eighth-year levels which represents an attempt to break away from the traditional method of grading a child's work on a percentage basis. There is no way of knowing the real meaning of such a "mark" without talking with the person responsible and ascertaining what objectives, if any, he had in mind when he gave it. It might be based on the sole objective of knowledge of subject matter or it might be a composite grade representing the instructor's opinion of the student's progress in achieving many objectives.

Report Show Progress

The report card we have evolved is more definite in that a grade represents our judgment of the child's progress toward a specific goal. It was thought best to keep these goals or objectives few in number and to attempt to give greater care and consideration to the evaluation of these few than to have so many objectives that the complexity of the system would make it cumbersome.

Common Objectives

1. The ability to think clearly.— This objective includes within its scope the ability to realize and define problems, to formulate hypotheses, to gather data by reading, recall or experimentation, to differentiate between relevant and irrelevant data, to draw conclusions based only on relevant data, and to apply general principles to new mathematical situations.

2. The ability to live and work in a social group — This objective includes the ability to exercise

freedom without license, to respect the rights of others, to do one's full share of the work, to accept responsibility cheerfully, to respect the authority of those in charge, and to appreciate one's own value to the group.

Departmental Objectives

Art: Appreciation—expression.
Home Economics: practice of home activities—development of attitudes and habits.

Social Studies: basic study skills—the concern for the common good of all people.

Science: useful knowledge of environment—scientific attitude.

Social Language: mastery of basic language skills — knowledge of background and interest in application.

English: reading comprehension; correct usage; lucid expression of thought, both oral and written.

Industrial Arts: knowledge of industrial products and interest in avocational activities — problem solving, creative expression, manual ability through the medium of tools and materials.

Mathematics: skill in use of quantitative tools—appreciations of scope and worth of mathematics.

Evaluation of the Plan

There are only three grades given in any objective: "U" for unsatisfactory progress, "S" for satisfactory progress, and "C" for commendable progress. Each child is treated as an individual and his abilities are taken into consideration when grades are given. No child is asked to compete with his neighbor but he is definitely urged to compete with his own past record.