Mid-Year Exams Upon Us Once More

Following the traditional procedure at Milne, the first semester ends this year with an examination in every subject. Under the new marking system, a student's first semester average is determined by three marks (two marking periods and one examination) instead of the four marks used previously (three marking periods and one examination). The faculty voted to weight each marking period as two-fifths in determining the semester average, the exam only one-fifth of this average.

As a guide to students the following is the first semester examination schedule for the 1963-64 school year:

**Friday, January 31**
- **Social Studies** 7—324-327-329
- **Math 8**—129-129
- **Elem. Algebra 9**—D349
- **Math 10**—Library
- **Math 10 SMSC**—126
- **Math 11**—D349
- **Inter. Algebra 11**—Little Theater
- **Math 12**—Little Theater
- **Adv. Placement Math**—126

10:30-12:25

- **French III**—126-127
- **Latin III**—130
- **Business Arith**—233
- **Spanish II**—224
- **Shorthand I**—233
- **Personal Typing**—235

**Monday, February 3**
- **Math 7**—128-129-128
- **English 8**—220-227-228
- **Science 9**—320-321-324
- **Social Studies 10**—D349
- **Physics 11**—327-329
- **French IV**—127
- **Latin IV**—130
- **Spanish IV**—224
- **Business Management**—233

State Band Entertains

The State University Band gave a performance for the entire school during fifth and sixth periods on Friday, January 17. The band, under the direction of Professor Wil- lard Hudson, was assisted by Milne students and by Eastview High School's Gail Morris and Andre Desmarais. The band played the "Star Spangled Banner," by Sousa. The assembly began with the song "Star Spangled Banner." The program included "Valdres," a Norwegian march by Johannes Hanssen; "Chester," by William Schuman; selections from "West Side Story," by Leonard Bernstein; and the "George Washington Bicentennial," a march by Sousa. The band's arrangement of Gershwin's "Rhapsody in Blue" included two piano solos, played by Nickolas Argyros and Paul Cochrane. Students at the College. The audience called for an encore, for which the band played the "Star and Stripes Forever," by Sousa. The assembly was concluded with the playing of the Milne Alma Mater.

**Fond Milnites, faculty and parents say au revoir 'til next April.**
Cheers for the Faculty

Congratulations to the faculty on its decision to make mid-year and final exams count as only one fifth of each semester average. This is one of the few cases in which faculty action on a matter so important to so many students has been so prompt, unanimous, and concurrent with student opinion.

We believe an exam, while comprehensive, should not be overestimated or overused as a standard for judging a student's achievement in a course. There are too many factors which can determine one's performance on an exam to make it an accurate and fair test, in all cases, of a student's knowledge. Where an exam is one third of the final grade it is given undue importance.

The measure taken prevents this. Instead of the 25% given the exam under the old marking system it now rates as only 20% of the final grade. A student is now even more sure of a "solid" letter-grade average before taking the exam than he had been before the new system was instituted. The exam cannot sway this grade easily; a student's test grade for keeping school open on the day after the exam is one third of the final grade it is given undue importance.

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Let It Snow!

We heartily commend the administration for keeping school open on the day after the "Blizzard of '64". While the decision really came as no surprise, it at first was greeted by most with dismay. Milne apparently was one of two local schools in session that day.

Those who managed to show up—two thirds of the student body—will agree that as much was learned on that day as on any other. There really was no reason not to be in school.

We can be proud that Milne was not on the list of school closings broadcast throughout the area that day, and that so many of her students were in attendance.

Excerpts From Two Letters

Received by Miss Murray from Barbara Allen, 11th grade, now in Singapore, Malaysia.

"I am enjoying my first year at the Singapore American School very much. Since it is an American school I have found it easy to adjust to the system. It is generally the same as a public school in New York State.

"The subjects I am taking here are: World History, Algebra II, French II, English II and Biology. On the whole my teachers are excellent.

"School activities here are much the same as in Milne. I am happy to be able to continue my role as a cheerleader here, although out here in the warm climate I will probably be hearing for softball games instead of basketball games in January."

"Our Christmas here in Indonesia was very much different. It was the first time in my life that I haven't seen snow and ice. As a matter of fact, Dad and I played tennis with some friends on Christmas Day! There was a very nice Christmas service here for the American Community."
VARSITY LOSES 5 IN A ROW

SPORTSTALK

The Milne Varsity is in the midst of a five game losing streak and the outlook for any kind of reversal of the first half of the season (2-7) is dismal. The last four games are reviewed in this paper and we will devote some comments to these games. The first two, Hudson and Lansingburgh, can be discussed briefly in a few words. Hudson, the league leader, who will undoubtedly retain their position for the remainder of the season, is in an entirely different class of basketball. Milne played with "a lot of spirit," but this was not enough. Nevertheless, the team should be given credit for managing 57 points. The story was much the same against Burgh and for the second game in a row Milne lost by 27 points. The fact that Burgh shot a phenomenal 56% (35% is about average) was a definite factor in their scoring 90 points.

In the next two games, Watervliet and Averill Park, the offense, along with the rest of the team, sputtered badly. Basically the reasons for these losses are the same. The inability to get the ball up court effectively has been a decisive factor. Both opponents scored repeatedly on intercepted passes and fumbles. When the ball was brought up, it was not moved in enough to the big men underneath. Against Averills Park, Nelson hardly touched the ball, let alone get a shot off, in the second half, after hitting on 6-7 in the first. Furthermore, the Raiders have been beaten off the backboards all season. Only Shenendehowa, Van Rensselaer, and Hudson are decisively larger than we are and yet we are being out-rebounded repeatedly by large margins. For example, Milne managed only four offensive rebounds in the Watervliet-Averill Park game. In addition, injuries to Chuck Shoudy and Bill Day have hurt the team recently. If Watervliet and Averill Park are better than Milne, they are not as good as the scores would indicate. These games, if problems are corrected, should be a different story the next time around.

—M. C. B.

Intramurals A Success

Monday, Wednesday, Thursday, and Friday mornings the Page gym is filled with basketball players before school. The interest in the intramural program, recently put into effect, is definitely growing. After much discussion by the Senior Student Council, the Intramural Committee was formed. The Intramural program is completely student run, but the program is generally open to all boys in grades nine through twelve who do not play on Junior Varsity teams.

Future intra-mural plans include softball in the spring, flag football next fall, and the advertised volleyball program some time during the winter. It is hoped that the intramural program will help the physical education department by removing the task of administering intra-murals from its list of duties.

Jim Nelson rebounds for Milne.

Milne By 18

On January 17, 1964, a sloppy Milne five bowed to an alert Red Raiders squad by the score of 80-60. Cold shooting plagued the Raiders for the first 20 minutes and John Walko led Vliet to an 18-8 first quarter lead. The Milne team had little chance to score in the second half, for their repeated attempts were the ball to the Cannoners due to their many mistakes. Watervliet's shooting was effective, particularly that of John Dingley, and Dan Mellen and Dave Clark sank almost every basket they attempted. The Raiders' defense wasn't up to par, and the halftime result was Milne 24, Watervliet 27.

In the third quarter a balanced Milne attack, after a 15-9 third period lead, proved too much for the Red Raiders. Chuck Shoudy led the Raiders with 10 points, but their offense was spotty and they could never get even close to Milne. The final scores were Milne 51, Watervliet 37.

Burgh Scores, 90-63

The Milne varsity, after its defeat by pace-setting Hudson, received a tough game on January 11 to face the other team occupying first place, Lansingburgh. The Raiders' hot shooting and balanced attack was too much for Milne's limited offense. Chuck Shoudy and John Walko were in double figures with 11 each. In the first half, Milne could only match Hudson's 17 points, but Milne maintained its lead and ended up with a 15-9 lead. The second quarter was played by Milne's Jim Markman and Jim Nelson. Joe Holland, who led them with nine and eight points, respectively. Milne maintained its lead and enjoyed a seven point bulge as the teams went to the dressing room.

In the first half Nelson hit 6-7 from the floor and was the game's high scorer with 14 points. The second half was a different story as Averill Park went into a full court press, but the Raiders were unable to cope with Joe Holland and Jerry Chasser repeatedly intercepted passes. The Raiders turned them into quick hoops. At one point the ball was thrown away five times in five seconds. Averill Park could not reach half-court. As a result, Milne was able to attempt only four free shots, and the Raiders could reach half-court. As a result, Milne could not catch up, and the Raiders won the game by a 71-56 score.

Hudson Romps

Rarely do you find Milne playing its second strongest competition than the boys from Hudson, Friday, December 20 proved no exception. Against a team that showed up for the opening 5 minutes (4 min., 53 sec.) that besides having a good defense, they have a good offense, Milne scored 14 points, but had to withdraw after a few minutes of play because of his bad ankle. Dave Dugan filled in ably with 10 points.
BOOK REVIEW:

The Inheritors

William Golding seems to enjoy creating small, isolated societies in his books. In his most popular novel, Lord of the Flies, he has developed a society of young boys. In his second novel, Here, in The Inheritors, he has fictionalized the twilight of a Stone Age society.

The book concerns itself with the account of what Mr. Goldberg imagines to be the last days of the Neanderthal Man. It first deals with his discovery of his "in­­terest". After the discovery is made by this society of three men, four women and a baby, their defeat by the newer, more advanced group of men is portrayed. Being an early examiner of the weaknesses of societies, Golding not only describes their defeat from without, but also portrays the destruction from within. With the loss of their wise old leader, the Neanderthal group falls under the protection of their not so able younger generation. The primitives of the society is pointed out quite clearly yet subtly, through the examination of the Neanderthal's crude living relationships with one another.

Golding does toward the end of his novel, when only two Neanderthals are left, is to stop describing the story from the Neanderthal view and suddenly look at these red, hairy, ape-like creatures from a purely physical point of view. In doing this, he reveals to the reader con­­­sciousness of how these creatures are personalities, it is an extreme shock to look at the Neanderthals objectively from the one vantage point. This sudden leap from one vantage point to another opens a new area of study and perspective for the reader. Pre­­viously the struggle was the same as any other but with odd characters in the role of the hero. The novel had been involved solely with the characters. After this jump, however, the historical impact or importance of the whole struggle and defeat of the Neanderthal is brought home with great impact. The seemingly simple conflict throws off its disguise, and reveals its true nature.

Unlike his well-known work, Lord of the Flies, Golding, continues you with the magnitude of its story every inch of the way, this novel of Golding's lulls you into resigning your attentions to the less than consuming plot, and then hits you on the head with all the impact and historical significance of the book's conflict. His little trick at the end makes the book worthwhile.

Ode To A Referee or Song Of The Open Head

I think that I shall never see
A sight as funny as a referee.

With hands and feet raised aloft,
He marks and you'd know his head is soft.

No errors does this man make,
But every call is a large mistake.

One look and you'd know his head
Was satisfied.

Tina: "They liked our Apple Cobbler!"

Anonymous Disillusioned Physics Teacher: "They didn't understand the labs either."

The Accosted Inquiring Reporter

The recent visit of our Canadian friends was viewed with interest by several important people, and as a result, the Featured Staff was being waded through the onslaught of letters received. Below are some of the more juicy comments from the more noted and eloquent letter­­­writers—

F. H. Eisener: "...this is a good thing, and I can say without prejudices stemming from the uh, the Aroostook Affair, and the uh, um..."

It's important that I maintain wholeheartedly...

Sue Tafler

Sue Tafler is this year's editor in chief of the yearbook. In her effort to present a new, looking yearbook, she has tried to put in many new ideas, while leaving enough traditions to satisfy a majority of the book's readers.

The editorship is a time consuming job. Sue feels to be a member of Sigma, secretary of her NFTY youth group, and a Mariner for the local chapter of the National Honor Society. Along with about thirteen of her fellow students, Sue has applied for admission to Cornell University. She is also trying for the University of Rochester and, to be original, to Radcliffe. She would like to go into the field of biological research.

MARK LEWIS

And now, through the wonder of journalism, I bring you the biography of Mark Lewis, better known as "Doc". He is, of course, our literary editor of the B&I. In the vast world of publication, he also serves as photographer for the yearbook, and, strangely enough, writes a column called Senior Spotlight. His prominent position is that of editor of the Albany Liberal, that great independent newspaper which, as we all know, is a vital organ of the Millersburg community. Last year, Mr. Lewis appeared in the school play, and worked on the community of the yearbook. He is also serving his third year as a chartkeeper for the basketball team. From his front row seat at the games, he has been heard to shout everything short of obscenities, which he saves for bedtime.

Although he can't bear the thought of leaving Millins, Mark considers it wise to apply to college. Like everyone else on this page, he applied to Cornell. Not liking the offers he has received, he has also applied to Amherst, and has been accepted at Stony Brook.

Arguing With Parents

To win arguments with your parents, steal their thunder: act like an adult instead of a child. This is the advice for teen-agers from the November issue of Seventeen Magazine, which offers some guidance on how to discuss differences.

• Be willing to argue, even if you think you can't win. Arguments give you a chance to express your feelings and point of view. It's important to understand their positions.

• Bring real issues into the open. If you suspect that your parents are worried about something, you should tell them, not just about the actual privilege you want but about basic standards, handle the problem by confronting it directly.

• Let your parents learn with you. Some things have changed, and arguments can spring from simple misunderstandings about customs.

• Don't wait for an argument to bring your parents up to date. Tell them what you think, even if it's just aрап of yours in everyday conversation. But be careful not to take the position of "instructor".

• Balance your arguments against those of your whole family. When you want a record just like the one everybody has, explain your wishes. But if someone else needs something more than you do, you'll have to give way—or earn the money for the privilege.

• Watch your timing. It's common sense that you don't wait till after dinner, or for a later bedtime hour. Although disputes can flare up any time, if you find yourself constantly starting arguments at the least likely times, it might be a sign that these are arguments you aren't sure you want to win. Then think about what it is you really want.

• Make your point, but don't insist. If this seems too simple, you might want others not only to see what you mean but to agree with it. You might say, "Hey, that's it. I'm putting it down."

• Bring real issues into the open. If you hear a note of hysteria creeping into your voice, or that of one of your parents, it's time to drop the subject.

• Don't give your parents ammunition. Since a parent's "no" often stems from a fear about how grown up you are, you can turn some "noes" to "yeses" by increasing your own level of maturity. How? Read them parts of letters you receive; chat with them about school problems, what you did on a date; show responsibility, etc. If you know you're going to be late.

• Turn to an impartial judge. It sometimes helps to seek the opinion of another person—doctor, minister, guidance counselor. But don't undermine your parents' authority. Suggest that they test the other person together, or tell them if you want to go alone.

• Allow your parents' idiosyncrasies. If they have an unreasonable "sore spot," you just have to live with it.