

THE COST OF EDUCATION

College Officials Examine Tuition



Forrest L. Abbott



Miss Jean Palmer

Tuition problems will be discussed by President Millicent C. McIntosh, General Secretary Jean Palmer, and Comptroller Forrest Abbott at an open meeting of Representative Assembly tomorrow at 1 p.m. in Minor Latham Playhouse.

The meeting is required for all members of the Assembly; all members of the student body are invited to attend.

A closed meeting of Represent-

tative Assembly to be followed by the opening meeting was cancelled at the request of the administrators before the Thanksgiving vacation. Incomplete information and unforeseen difficulties were cited as the reason for the cancellation. Particular problems in the areas of faculty salaries and retention of qualified teachers were mentioned by Undergraduate President Ruth Segal '60 as some of Barnard's tuition questions.

Psychoanalyst Ponders Neurosis, Science, Art

"Creativity is not a noun but a dynamic process with requisite qualities — courage, fluidity, flexibility, originality, being free to go against the need for approval and a belief in one's message." Dr. Ruth Berenda, psychoanalyst, explained "Creativity and Neurosis" at last Thursday's noon meeting.

Citing Erich Fromm and Harry S. Sullivan as authorities, Dr. Berenda defined neurosis by saying, "Neurotic symptoms are mechanisms for survival."

In her own work with artists she has found that the "discomforts" of neurosis "may or may not affect their own work." Dr. Berenda pointed out two directions which the affect may take, either everything a person does is a result of the whole person, or work is a substitute for living.

Dependence on Mother

Tracing the development of neurosis Dr. Berenda emphasized the mother-child relationship from which the child acquires "attitudes and distortions which will affect his whole life," especially in his "human relationships."

"The child must have unconditional love—which is a myth and an ideal," Dr. Berenda explained. "If a child had unconditional love, such a child could grow up at peace with the world . . . knowing what responsibilities are his and what are others."

However, neurosis develops when "in the process of trying to survive one develops a whole scheme and superstructure to make the unbearable bearable, the unreasonable reasonable" and then tries to apply these principles of childhood to adult situations.

By illustrations drawn from her

own experience Dr. Berenda differentiated the various effects and neurosis upon creativity. By using their work as a substitute for living or separating it completely from their lives, artists in some

(See NOON MEETING Page 4)

Education Colloquium

Professor Bove Describes Italian Education System

Professor Maristella Bove of the Barnard Italian Department described the Italian educational system at last Thursday's Education Colloquium.

Professor Bove, who taught in the classical school in Rome, discussed four main points concerning education. She stated that education is something for all people and emphasized that it should deal with both ideas and ideals.

Scientific Technique

The professor feels that it is important that education use scientific methods as a means to an end, that education should shape the mind of the student. The Italian professor emphasized that educators should be supported by a full, thoroughly proven curriculum, coming from the tradition of the country.

Professor Bove, who believes in a "vertical" curriculum, spoke of Giovanni Gentile, an Italian who reformed the Italian curriculum in 1922, and identified education with philosophy.

According to the professor, the classical school derived from the

Barnard



Bulletin

VOL. LXIV — No. 19

MONDAY, DECEMBER 7, 1959

By Subscription

Organizations Sponsor 'Challenge,' Speakers

Barnard Joins Yale Program

Susan "Cricket" Rennie '61 has been delegated to organize a Challenge Program at Barnard. Working with a skeleton committee, she has drawn up plans to sponsor a colloquium discussing Academic Freedom, to be held in the Spring semester.

The plan, originated at Yale University and already in operation at Smith College, is part of a movement to alert students to international problems prevalent today.

Barnard Representatives

Miss Rennie and Ruth Schwartz '61 were elected official Barnard representatives to the mass colloquium on Nuclear Disarmament held at Yale last week end. Senator Hubert Humphrey (Dem., Minnesota) was one of the guest speakers. The Barnard delegation studied methods and organization which may be applied to Challenge programs which will be held



Susan "Cricket" Rennie

here next semester. The representatives were sponsored and financed by Student Council.

The Challenge Program is a series of open discussions on topics considered important to the young adults. The object is not action but awareness. Invited speakers will be asked to relate current events with the students' interests and activities.

Senator Speaks To Democrats

New Jersey Senator Harrison Williams, who will speak on "Is Big Government a Danger to American Democracy?" at the Lexington Democratic Club at 1 p.m. next Saturday, will be the third politically oriented speaker addressing Columbia University students within the past two weeks.

The other two speakers were Mrs. Margaret Schipherd, Associate Director of Morningside Heights, Inc., who discussed Title I last Thursday before Political Council, and the Honorable Stuyvesant Wainwright, who addressed the newly organized Young Republican Club last Wednesday in Harkness Theater.

In giving the legislative background of Title I, Mrs. Schipherd mentioned that the original 1937 Act aimed principally at low income housing whereas the amended 1949 Act was passed as a result of pressure for middle income housing facilities. Morningside Heights, Inc., of which Barnard's President Millicent C. McIntosh is Secretary, arose because the institutions in the community felt that lack of adequate housing facilities for faculty and married students impeded their operation.

Resistance Given

According to Mrs. Schipherd, residents of Morningside resented being dispossessed, especially for a middle income project in which they could not afford to live, while they preferred having low income projects built elsewhere so that they would not have to endure even temporary displacement. This resistance crystallized into the Save-Our-Homes Committee. Mrs. Schipherd believed that the leaders of the committee were more interested in fermenting class war than in saving homes.

Petrified Forest

Petrified Forest, the third presentation of the motion picture series sponsored by the Undergraduate Association, will be shown tonight at 7 and 9 p.m. in Minor Latham Playhouse. Stars of the feature include Humphrey Bogart, Leslie Howard, and Bette Davis. The title of the Undergraduate Association Series is "The Film As Art," and is concerned with "Great Stars of The Thirties."



Professor Maristella Bove

Renaissance tradition, and advocated the study of liberal arts and classical works for the purpose of freeing the mind. The original schools taught children Latin and Greek first, in order that they be able to appreciate literature in the languages.

Lyceum Curriculum

The curriculum of the classic

lyceum as described by Professor Bove includes five years of Italian and Latin and two years of Greek, in addition to studies in medieval history, modern Italian history, mathematics, science, political history, five years of modern foreign language, two years in the history of philosophy, study in the Italian history of art, and Latin and Greek literature.

Every professor teaches 18 hours a week, while each student attends 30 hours of school. The school sponsors no extra-curricular activities.

Examinations are usually oral. The "maturity" exam for college entrance was described by the professor as including a written part consisting of Italian, and translations of Greek and Latin. The oral portion of the exam is given in humanities and science.

The classical schools were described by Professor Bove as declining because of the lack of enough technical schools, which forces the classical school to admit many students who are not qualified.

Barnard Bulletin

Published semi-weekly throughout the college year, except during vacation and examination periods by the students at Barnard College, in the interests of the Barnard Community.

"Entered as second class matter Oct. 19, 1928, at the Post Office at New York, N. Y., under the Act of March 3, 1879."
Subscription rate \$4.00 per year.

EDITOR-IN-CHIEF — Andree L. Abecassis

Business Manager — Judy Deutsch

MANAGING BOARD

MANAGING EDITOR Myrna Neuringer
EDITORIAL EDITOR Paula Eisenstein
NEWS EDITOR Jean Rosenberg

ASSOCIATE EDITORS

Elsa Adelman
Susan Greenfield
Janet Gregory
Mary Varney

FEATURE EDITORS

Phyllis Bonfield
Barbara Clarke
MANAGING ASSISTANT
Wendy Kupsick
OFFICE MANAGER
Rochelle Stoller
CIRCULATION MANAGER
Natalie Chaliff

ADVERTISING MANAGER

Carol Van Buskirk

DESK EDITORS OF THE DAY Mary Varney, Elsa Adelman.

FEATURE EDITOR OF THE DAY Barbara Clarke

NEWSBOARD Lania Usadca, Eleanor Frause, Joy Feisher

PROBATIONARY STAFF Roselle Kurland, Connie Brown, Pat Michaels, Jeannie Chinitz, Jane Ruben, Eleanor Weber

Education for the Elite?

It has been apparent from the recent mass of literature on the subject, that American higher education is passing through a crisis. As private citizens we are made aware of this crisis through reports in newspapers, magazines and periodicals. As students in a university it has been even harder to escape being aware of it.

In the past we have had an academic interest in the various problems confronting higher education. We have been aware, as Professor Charles Frankel put it, of the problem of "moral and financial support for American scholarship that will permit it to maintain its freedom and standards."

But we can no longer afford to have a passive interest. A phase of the crisis is about to smack Barnard between the eyes. We are about to face a situation in which education for the financial elite seems to be the order of the day.

Academic qualifications have previously been more important than financial ability, when applying to a college. But with increased cost of education, we fear that financial ability will assume greater importance.

Around the country tuition costs are going up. Who is going to be affected? More and more financial aid (in the forms of awards, jobs and loans) is going to the sons and daughters of middle income families, according to a recent College Scholarship Service report. But increasingly, continues the report, the actual scholarship grant is being reserved for the lower income groups. Thus we can see the problem as it faces the college.

Increased desire for college admission is providing qualified applicants from all financial levels of society. But we begin to see an unfortunate kind of collegiate segregation. What is to happen to the qualified student who comes from the middle of the group? How do you draw the line between the needy and the non-needy applicants? What happens to the scholarship applicant whose parent looks too rich on paper?

A growing trend in the selection of college students seems to be apparent. The private institution will be able to afford to accept only the "financially sound" students and the extremely bright, extremely poor ones. Left out will be the able but not brilliant student who is neither rich enough to pay her own way through college, nor poor enough to qualify for financial aid.

Before we can discuss adequately the tuition problem facing Barnard we call upon the Administration to clarify its educational philosophy. Will the college's policy of "equal opportunity for all" be modified to read "equal opportunity for those who are financially solvent"? In other words, will the college population, in five or ten years exclude those students who fall in the middle both academically and financially and who today make up the bulk of the enrollment?

Will our daughters be able to come to Barnard?

Bergman, The Magician, Triumphs With the Magnificent 'Seventh Seal'

by Jeannie Chinitz

Ingmar Bergman is more than a magician. He is a sorcerer, with many different spells up his sleeve. At his worst, one feels that the spell might have failed, because the sorcerer misused or lost the right combination of symbols, but at his best, when the combination clicks, we are in grave danger of remaining permanently enchanted. There can be little doubt as to his artistry; Mr. Bergman has used his great genius to bring a series of new and brooding images to the screen. A lofty peak of art is reached when his vision and his artistry blend into a unified and magnificent whole, as they do in *The Seventh Seal*. It is worth revisiting again.

In *Wild Strawberries*, we see the professor realize, through his painfully lovely memories of the past, what is missing in his life. He shares fear of death with the other Bergman characters and finds that what really matters is what is lacking, a sense of human compassion, warmth, and love. We find *The Magician* most compassionate, most moving as a human being, when he is disguised and mute, a sham. We find the same sceptic, in the form of the coldly scientific doctor, and the same terror of death, perhaps in this case also of the unknown. There is the same white-horse ending as in the *Threepenny Opera*; perhaps again, as in the case of the Hollywood hero riding off into the sunset with his girl, Bergman is saying that we have demanded it.

As we find many of the same themes, we see many of the same faces. The Knight is the Magician, the squire is the disbelieving doctor, and so on. This gives the Bergman players the added aspect almost of a repertory company.

Yet it is *The Seventh Seal* which triumphs over all the other pictures. The knight plays chess with death and by doing so, he saves Joseph and Mary. In their

innocence, warmth, and great peace, Bergman has transcended himself and reached a new vision of beauty and joy. The Knight is overcome by their beauty and simplicity. He tells Mary that he will not soon forget his hour of peace spent with them and the child; nor will we.

Yet the picture does not live solely because of Joseph and Mary. It lives for and because of every person in it, and they are all very much alive. The Knight must search in the darkness for his answers; he does not and cannot live in the light as Joseph

does. He is a heroic man whose search for God is not stopped by the figure of Death himself. He cannot ever be sure of God or man with the natural belief of Joseph or Mary, and so he remains an anguished spirit, tormented and agonized by an intellect and spirit that demands knowledge and receives none. One of the most powerful scenes in the picture occurs when the Knight, in Confessional, expresses his anguished, yearning soul to the Priest, who once again turns out to be none other than (See BERGMAN Page 4)

African Art Depicts Faith and Beauty

Mr. Vincent Kofi, of Ghana, presently with the Anthropology Department of Columbia University was the guest speaker at the African Studies Society gathering on November 24th. Mr. Kofi, a sculptor, spoke on African Art.

In Favor of Aesthetics

In becoming a sculptor, Mr. Kofi claimed he had sought to escape the wrangling of politics in favor of aesthetics, but had soon found the two firmly and inseparably fused. In Africa, he pointed out, the union is an especially critical one, where the expression of cultural growth is intimately entwined with the struggle toward political maturity. "We must live in our own times — the old is not good enough," expresses the artist's desire to enrich the expression of his culture's traditions through new materials and techniques.

Mr. Kofi spoke of the introduction of new media as the "marrying of our tradition — our thought — to Western technique." He emphasized the value of reciprocity in ideas and methods between Africa and the West, but expressed a hope that such exchanges would not become one-sided and deprive Africa of her

own already highly-developed personality.

Ancestor Worship, embedded over centuries and retained from generation to generation in the fundamental pattern of African culture is a tradition which her artists desire most to keep alive. In art, this gives rise to a concept of beauty unlike our own. In contrast to Western idealization of youth, the African finds special beauty in the wrinkles of a woman's neck, acquired only through hard work and diligence of motherhood. An artist in the African tradition must possess both a religious and aesthetic faith seeking to discover the poetry inherent in his subject and medium. Mr. Kofi illustrated his statements with slides of his own work.

Mother and Child

The artist's favorite subject — mother and child — was seen rendered in all the new media available, as well as a variety of unusual and exciting woods native to Africa. Mr. Kofi uses the inherent characteristics of the medium to stir his creativity; rather than impose a previously conceived design on it "I pick it up and let it suggest something to me."

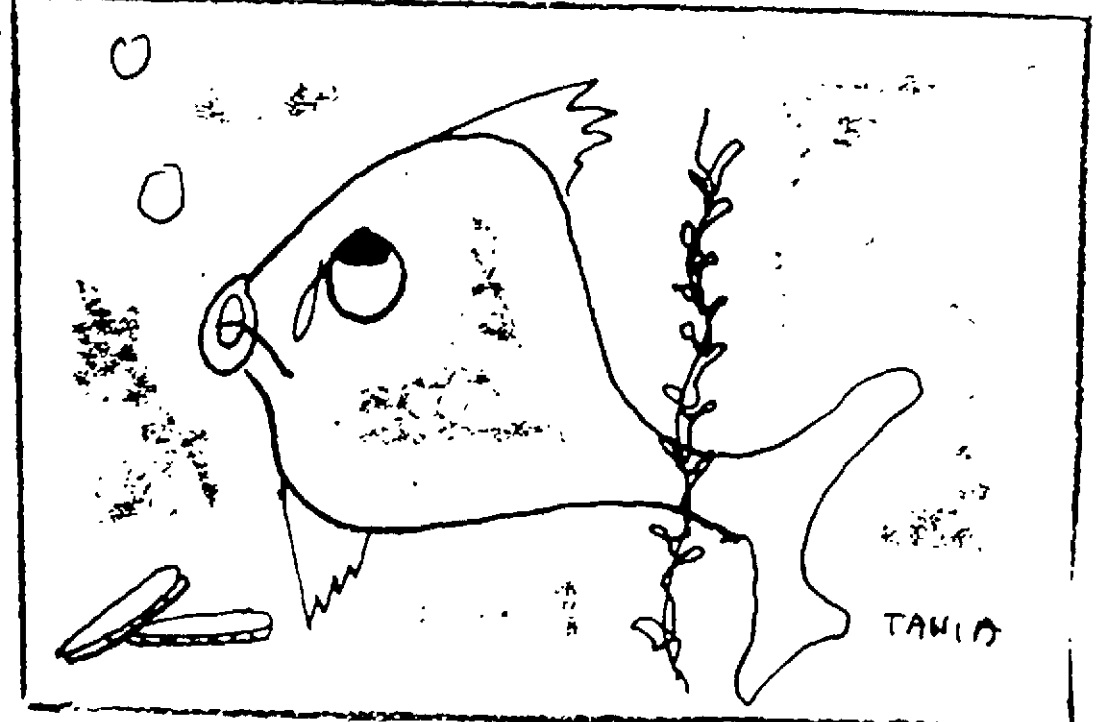
Fish Fade Fast; Survival Is Slim

by Eleanor Weber

Barnard College — urban institution of learning. So urban, in fact, that the last vestiges of nature on Barnard's Campus are fighting hard and fighting in vain to remain in existence. Increasing enrollment has heightened the need for a new dorm, which will probably remove a large part of Barnard Lawn. The Jungle has already been halved by the beautiful Lehman Hall. But when the last little Garden of Paradise wastes away through lack of care, it is time to protest!

Pitifully few weeks ago, two goldfish, full of life and beauty, enrolled in Barnard's Aquatic Department. They chased each other joyously and spiritedly around their new home in Lehman Hall, not noticing that the banks were made of stone, the lake bottom of tile, and all the plants were potted. They were happy.

Because of the lack of water circulation, the little lake in Lehman Hall has become stagnant. One day water spurted out of a bean-head (?) fountain, but the pressure was so great that it nearly spurted the fish out of existence. The pool has again become quiet. The quiet is fine for algae,



but the fish aren't doing so well.

In addition to the lack of fresh water, the poor Pisces are suffering from the toxic effects of the copper from the pennies thrown into the pond by inconsiderate, superstitious "well-wishers, too cheap to toss dimes. (Silver has a more beneficial constitutional effect on fish.)

This deplorable state of affairs has affected the fish drastically. They no longer nuzzle each other affectionately, nor chase each other excitedly around their "idyllic Arcadia," they just lie

there, oblivious even to the tender smiles of passers-by.

Even the most elementary do-it-yourself psychologist knows that without TLC, living things just cannot exist. But even if we haven't the time nor the interest to lavish affection on the fish, we at least owe them the courtesy of a comfortable habitat. Fie upon those who have committed the dastardly deed of neglect! Arise, ye members of the S.P.C.F., and inquire in baleful tone, "Can't we get the water circulating again — or something?"

Education Costs: How to Face Them

Salaries, Maintenance, and Expansion Costs Necessitate Immediate Budget Reevaluation

Proper administration of a college or university is in a way similar to bailing out a leaking boat. It is never completed. Administration must be continually subject to scrutiny, particularly in its financial aspects.

Of the many factors which make it necessary continually to re-evaluate the finances of an institution such as Barnard, some are constant and predictable, others are recent and specific.

Higher Costs & Tuitions

General administration and expenses for privately controlled institutions average over 18% higher than those for public institutions. Students expect to contribute more to their education, and they do. Tuitions are approximately three times higher.

Private colleges in the United States average 43% of their income from student fees, a higher percentage by far than the 12% of public colleges and universities.

Inflationary economy is particularly telling in schools without state or national aid. An urban campus such as Barnard is subject even to minute variations in the general economy.

Faculty Salaries

Increasing competition for faculty between universities reflects

a crucial problem in education today and provides a particularly significant impetus for continual financial alertness.

Barnard wage standards for instructors and assistant professors approximate the national average; the wage for associate and full professors is only a small amount above the national average. Since Barnard is competing for competent professors with colleges and universities all across the nation, some of which are able to pay salaries up to \$18,000, it is essential to the academic standard that the salaries be high (Figures from Bereday & Lannerys, *Year Book of Education*, 1959.)

As a College in Columbia University, Barnard must be especially aware of maintaining salary standards at least roughly equivalent to those of the member schools.

Budget Evaluation

In actual fiscal terms, what is the condition of the Barnard budget?

- Educational income last year was approximately \$2,106,000 — of which about \$1,548,000, or about 70%, came from student fees
- Educational expenditures increased \$8,900 over last year.

• Educational income increased by about \$315,000 over 1957-58, of which amount the majority came from an increased enrollment.

What are some conclusions which might be seen implicit in this situation? The budget was balanced this year. Next year, with increasing costs, or with any alteration in any of the conditions enumerated above, the budget will not balance so easily. If expenditures increased almost \$9,000 last year, the college economy is obviously not going to stay at its present level.

Certainly the questions seem to arise:

With such a tight budget, how can the college afford to compete for a qualified faculty? At the same time, is the Barnard student paying too high a percentage of her education compared with national figures?

Idealized conceptions of the role of student fees in financing a private school, both on the national level and at Barnard, are apt to run aground on the reality of the question. How can we maintain a balanced budget without relying upon government or state aid, in an era of increasing costs and competition?

—M. V.

The purpose of this page is not to solve Barnard's tuition problems. Our prime purpose is to describe the relation of Barnard's financial situation to the student today, and to raise its implications for the future. We report on the current Barnard budget, the history of tuition increases at Barnard, and the scholarship and loan programs that are offered by the college.

As facts and figures were uncovered by the editors who prepared this page, some disturbing questions arose. (See editorial.) It is paradoxical to us that, at the very moment in our history when a college education is a prerequisite for success, the costs of that education seem to be placing it out of the reaches of many potential students. We hope that this study will serve as an aid to Barnard students as they listen to the Administration's presentation of the college's financial position tomorrow.

College Encourages Combination Of Scholarships, Loans, Work

Barnard students who need help to finance their educations are encouraged by the college to obtain it through a combination of work, loans, and scholarships. Because of recent tuition problems it has become important for individual students to understand the college's policies and resources of financial assistance.

The maximum scholarship granted by Barnard College is \$1395 for a resident student with a bill over \$1900, and \$700 for a day student. Miss Jean Palmer, general secretary of the college, has stated that this maximum would be raised to correspond with possible tuition increases, as it has been in the past. In this new plan, the college would give preference for scholarships and loans to members of the incoming senior class.

Although the amount of scholarship aid that Barnard contributes to the individual student has been increased, the proportion of the student body to benefit has decreased, according to a report, "Getting the Educational Dollar," in the November issue of the Barnard Alumnae Magazine. Each year, however, the number of applications made for scholarships increases.

Aid From Other Sources

Miss Palmer admitted that fewer scholarships of greater amounts are granted immediately after a tuition increase. She feels that this situation is relieved when new students enter Barnard expecting the higher tuition replacing those who were in Barnard when the raise was put into effect.

Miss Palmer pointed out that most students gain scholarship aid from sources outside the college. Dean Helen Bailey, chairman of the Barnard College Faculty-Alumnae Committee on Scholarships and Loans, has reported that the Committee as-

signed \$163,686 in scholarships and grants-in-aid to 277 students for the academic year 1959-60. This means that 19.3% of the students registered in the college received financial aid from the college.

Additional Sources

Outside sources such as scholarship funds for daughters of employees of business concerns, foundations, club funds, National Merit Scholarships, and New York State Regents scholarships provided a substantial part of the students' financial assistance. Sixteen students are presently receiving \$17,280 in the form of tuition exemption. The total amount received from sources other than the New York State Regents is \$55,779, and \$193,132 was received from the New York State Regents in 1959.

Miss Palmer believes that daughters of skilled workers tend to win scholarships from unions and industry. The individuals who suffer from a tuition increase are the children of parents who are employed by non-profit-making organizations, clergymen, teachers, and others whose salaries do not fluctuate with changing prices or inflation. She expressed the belief that college scholarship aid should and would be expanded to these people.

Scholarship Criteria

The factors which determine the assignment of financial aid are evidence of financial need, high academic standing, excellence of (See SCHOLARSHIPS, Page 4)

History of College Reveals Steadily Rising Tuition Spiral

Barnard's birthday can be given as April 1, 1889. At that time the Columbia Trustees accepted the establishment of a girls' college to be associated with Columbia University.

Barnard started in a little brownstone building at 343 Madison Avenue with little more than a building, thirteen anxious students, and a yearly income of \$5750 of which about \$3700 was from gifts. The remaining \$2000 came from the students' tuition which amounted to \$150 apiece.

For twenty-five years as the college expanded, changing its quarters to Morningside, building its dormitory Brooks Hall, increasing the size of its faculty, and increasing the size of its student body to 500 students, Barnard held on to its tuition promise. Barnard wanted to avoid making wealth rather than ability the ultimately deciding factor in admissions. In 1910 one half of the cost per capita for each student came from tuition fees. In 1914 the Barnard student was still paying a \$150 tuition fee.

First Raise

At this time Barnard College was still anxious not to bar gifted girls, but the discrepancy between tuition and costs was becoming too great to ignore. The first tuition rise was set with the incoming class of 1915 when the fee rose to \$200, a fee not unequal to that charged by Bryn Mawr and Radcliff institutions most like Barnard. While making this raise, the Board hoped that the newly instituted state scholarships and the great number of Barnard scholarships would allow



More and more students are applying to Barnard College. In the future will they be selected on financial or academic ability? Who will be able to come to Barnard?

the qualified student and not just the wealthy student to enter.

Another Raise

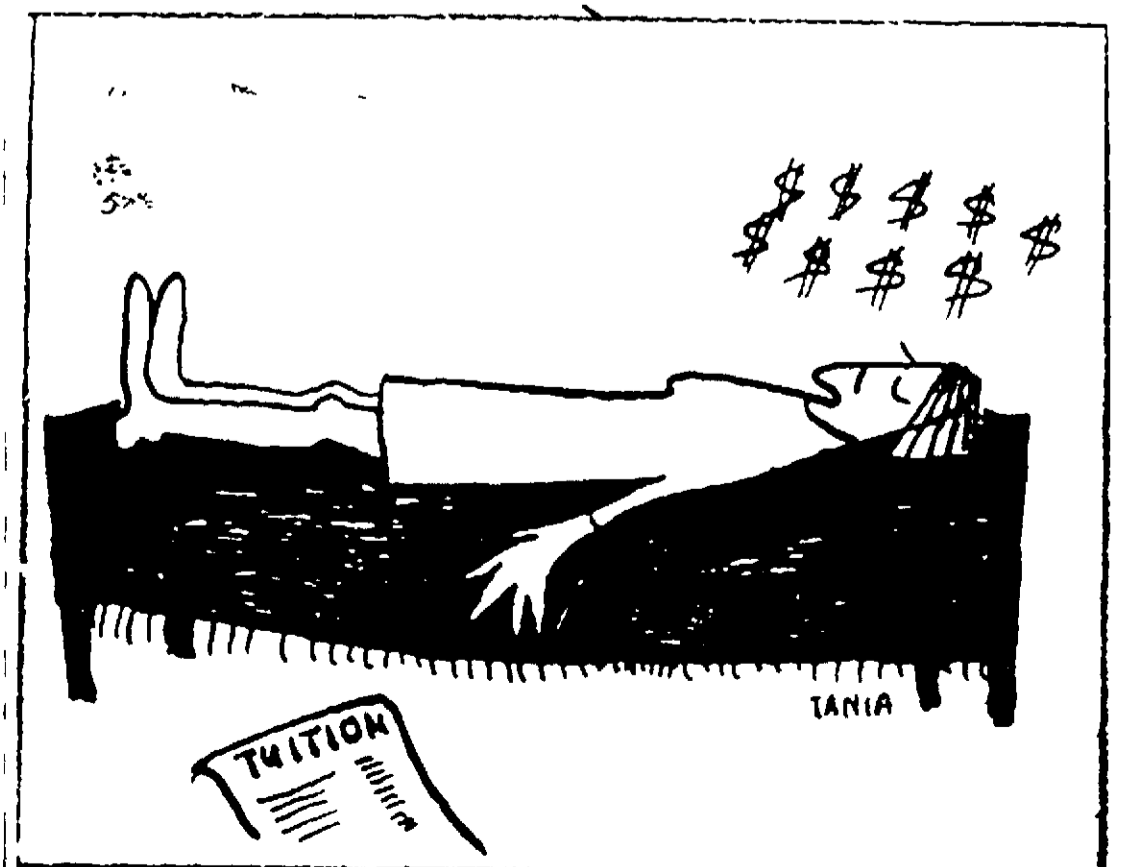
In the years following World War I demands again started to press on the college budget. The students needed added living space as Brooks Hall became too crowded. In 1920 students even started taking apartments in Fernald Hall and in John Jay. Landlords who had previously allowed the girls to have co-op apartment houses refused to renew their leases. Funds were needed for a new dormitory. In addition to this, the Trustees learned that their funds would be depleted by a salary raise.

The academic standing of the college was at stake and in 1919 when the Trustees learned that

the University was adopting a new salary schedule they had to follow suit. In this year too, a retirement allowance for college officers was started. Therefore, with the one-million dollar endowment recently received and many other gifts coming in all the time, Barnard was still obliged to request another tuition raise. In 1920 the tuition became \$250.

Point System

In the early 1920's Barnard was the recipient of many large gifts. Many people desired to educate the citizens of this country which was beginning to show how important she was in world-wide affairs. In 1921 \$1 1/2 million was left by the General H. Carpenter will \$800,000 by Mrs. Russell (See TUITION, Page 4)



Bergman . . .

(Continued from Page 2)

Deal. Not many who have seen the picture will be able to look over their shoulders for quite some time without fearfully half-expecting to see that black-robed, sinuous figure lurking in the shadows.

Yet she is not allowed to forget the problem of man's inhumanity to man; it comes up again and again. The Knight asks the young girl, "soon to be burned, if she can introduce him to the Devil. When she asks why, he replies, "Perhaps he will know something of the Other one . . . I have looked everywhere else." Half-tormented by torture, she tells him to look into her eyes "I see only emptiness," he replies sorrowfully, mourning for her, for himself and for all human beings. And all that has gone before adds depth to the full realization of the meaning of the cup of wormwood at the end.

The poetic brooding is carried through in the treatment of light filtering in particles through the dark red forest, in the portrayal of the sea beating against the shore and in everything. Bergman illustrates his master-craftsmanship in every detail. **The Seventh Seal** is a picture to be seen over and over again. In its people in their hopes, fears, anguish, torment, innocence, and beauty, we can find a magnificent expression of what it means to be alive guided always by Bergman's enlarged vision and master's hand to achieve a peak that is art at its very highest.

Day, Dorm Classmates Tour Town

Freshman commuters are planning to take dorm students home to show them the less-well-known areas in and around New York. In some cases, to give the residents a long-awaited home-tour of their own. The object of this program is to consolidate the Class of '63 and to introduce more day and dorm students to each other.

The plan formulated by '63 social chairman Jane Riben with the aid of suggestions from other members of the class, has received a good preliminary response from the day students. The dorm students will be invited to visit the day students' homes in the next few days.

Day students will be invited to visit the dorm students' homes in the next few days. The plan is to have a tour of the city and surrounding areas. This will be a great opportunity for the two groups to get to know each other better.

The program will begin on Dec. 5 and will continue as long as anyone wants to go. New York City is a wonderful place to visit and it's a great opportunity to see the city from a different perspective.

Bulletin Board

205 seniors have not taken their medical examinations. All senior medical exams must be done by January 15, 1959. Seniors are asked to sign up in the medical office now.

Seixas-Menorah and the Jewish Graduate Societies will hold their annual Hannukah Dance in the ballroom of Temple Emanuel, Fifth Avenue and 65th Street on Saturday, December 12 at 9:00 p.m. Refreshments will be served. Music will be by the Charles Goldfarb Band. Invitations admitting one couple are available to members in Room 102, Earl Hall. No memberships will be sold at the door.

The last opportunity to attend Barnard Camp this semester will be the Christmas Weekend, December 19-20. Turkey and tree will be provided by the College. Ice skating and sledding are planned. Sign-up sheets will be posted on the Physical Education bulletin board. A signature means definite attendance.

The Philosophy Club will read and discuss a student paper, "Free Will," today, December 7, at 6:30 p.m. in Lehman Hall.

The Psychology Club will present a film, "High Wall," on Wednesday, December 9, at noon in 409 Barnard. The film deals with

Noon Meeting

(Continued from Page 1) areas such as dance and acting may be able to leave their art virtually undamaged by their neurotic problems.

But other areas of art, writing for instance, can seldom become a satisfactory substitute for living. If the artist is unable to separate himself sufficiently from his art it becomes a purely subjective expression and, therefore, a less valuable expression.

In some rare cases, such as that of Andie Gide, the artist is able to overcome his fear of being "different." He can communicate his subjective experience with such power and clarity as to transcend his neuroses and become a universal messenger.

Preview

Next week's meeting will feature a 2-man panel on "Psychiatrist vs. Judge?" sponsored by Hon. Board. The speakers will be Professor Phoebe Morrison, government, and Barbara Cannon, psychology departments.

We are very interested in the relation between psychiatry and law because questions on this are very lively here in our community," stated Dalene Shapiro, Hon. Board chairman.

Because the cases which come before the Hon. Board sometimes deal with psychiatric problems, it is a logical relation that the Board wants to hear the stand point of men in the profession.

It is vital for our times because we are getting the introduction of psychology into our courts. We are confronted by the question of who is responsible for the law and what can we do about our population. What is the concept of punishment in a psychological age? Miss Shapiro

minority problems. All are invited.

In addition to the compulsory majors meetings for juniors and seniors Thursday, December 10, there will be compulsory meetings for freshmen and sophomores. Freshmen will meet with Mrs. Kivette in the Old Library at 1:00 p.m. Sophomores will meet with Mrs. Baxter in the Old Library at 1:30 p.m.

Nehemiah Persoff, the star of "Only In America," will speak to the combined Seixas-Menorah meeting on Monday, December 7 at 4:00 p.m. in the Dodge Room, Earl Hall.

Scholarships and Loans



Dean Helen Bailey

(Continued from Page 3), character, and "promise of future achievement."

Barnard College applies the principle that seniors' scholarships should be reduced and that the upperclassmen should be asked to take loans for the balance of their awards, according to Dean Bailey's Scholarship and Loan Committee Report.

The maximum loan now granted by the College is \$500. Seventy-two loans were authorized this year from College and alumnae funds, and through the New York Higher Education Assistance Corporation plan. The total amount borrowed is \$14,410, an increase of \$485 compared to last year.

The rate of interest charged on loans varies with the period of time for repayment. New York State's rate is 6% after graduation and the National Defense Education Act sets a 3% interest rate. The present alumnae rate is 1%. Dean Bailey has indicated that the Alumnae Fund interest rate may be raised to conform with government notes.

NDEA Loans

Miss Palmer expressed the hope that adjustments would be made in the National Defense Education Act so that Barnard students could take advantage of its loan program. The NDEA was rejected by the Barnard faculty which objected to the loyalty and disclaimer clauses.

The attitude of students about accepting loans has changed during the past years, according to Miss Palmer. Students used to loathe accepting loans but now, perhaps because of the increase in "living on credit" and because of necessity, students are more willing to utilize them.

Loans go to seniors because they are nearest to graduating and are able to repay them. They are also established at Barnard, whereas many freshmen and

Tuition History . . .

(Continued from Page 3)

Sage and the Carnegie Corporation gave us another \$1,000,000. The support of these people was a vote of confidence for the work being done in this woman's college.

But the gifts dropped off in the mid-twenties as the country was emerging from the little depression of 1921, and the Trustees found that a tuition rise was again needed to balance the budget. Following the system used by Columbia College, Barnard instituted a point system of billing students. Instead of a flat fee of \$250 the fee became \$8.00 a point. This, the Trustees hoped, would bring in about \$20,000 more in revenue and would discourage the over-

loading of programs as practiced by some students.

At this time the Finance Committee laid down the future policy of living within the college income and expanding only when the funds allowed. Still the costs of running a college caught up with them and in 1925 a tuition rise to \$10.00 a point was granted. By this time the scholarship fund at Barnard was ample and needy students were not turned out.

Twenty Years Pass

It was in the years following the war that Dean Gildersleeve found the need for another tuition increase. These, said the Dean, were "perplexing years." In 1945 the college had a surplus of \$75,000 and at the close of the following year a deficit of \$13,000. The cost of foods and supplies had risen after the war and the wage increase had risen. In addition to this the retirement fund had been amended.

A \$100 raise was requested in tuition and that fee became \$550, a fee not out of line with that being charged by the other sister colleges. Dean Gildersleeve carefully pointed out that the tuition rate was not keeping qualified girls out for there were abundant scholarships available and the fact that they weren't being used proved that parents could shoulder the costs.

Dean McIntosh

In 1947 a new salary scale was established and again Barnard had to follow suit or suffer a lower educational standard. Under this new provision assistant professors and professors received an increase in salary. Thus, two successive increases made the tuition fee \$800 by 1952. In 1952 Mrs. McIntosh realized that a survey and program were needed to examine the "Barnard aims, what could be given, and what could be asked for." A development plan was drawn up and it became a committee of trustees, faculty, parents, alumnae and undergraduates.

Since Mrs. McIntosh has become Barnard's first president in 1952 and inaugurated this committee on development, Barnard has seen two additional tuition raises. One was for \$100 in 1956 and one was for \$200 in 1958.

—E. A.

—J. R.

"WHY SHOULD I BE MORAL?"

How much have unlimited power, prevailing prejudice, irrational attitudes and open hate fashioned our concepts? — Of righteousness? Social justice? Status? Ambition? Equality? The common good? Can scientific method point the way to a more adequate moral system? Where will protest, independence and reform lead us? WHAT DOES A HUMANISTIC, SCIENTIFIC APPROACH TO MORALITY HAVE TO SAY ABOUT — having pre-marital sex? Being a status seeker? Being non religious? Being a conformist? Being a soldier? Being prejudiced? Being a member of a minority group?

Speaker: PROFESSOR JOHN HOSPERS — Author, Meaning and Truth in the Arts; Introduction to Philosophical Analysis.

Time and Place: THURSDAY, DEC. 10, 7:30 p.m., 501 Butler Library
Sponsor: COLUMBIA U. HUMANIST ASSOCIATION. Address Inquiries c/o Committee on Student Organizations, Columbia Univ., N.Y. 27, N.Y.

FERRIS BOOTH BOARD OF MANAGERS PRESENTS

HOWARD KEEL and JANE POWELL

IN

MGM's SPARKLING MUSICAL

SEVEN BRIDES FOR SEVEN BROTHERS

"IN BLUSHING COLOR"

TOMORROW

McMillin Theatre
4:30 and 8:30 P.M.

116th St. and Broadway
45c and I. D. Card

Guests Welcome