

Cost of Building

Comparing the same curves as in Chart 3A with the cost of building, Chart 3B, we observe practically the same relationship. The only difference is that the cost of building reaches a higher peak, has a gradual rise after 1921, and keeps above all the tuition lines, except from 1921 to 1923, whereas the cost of living line falls below one of the tuition lines in 1921 and remains in that position up to the present.

Sources of Income versus Benefits

Keeping in mind that statistical information is very inadequate and unreliable, we may nevertheless formulate certain postulates. First, that the income from the student body has not risen proportionately to that of the income from other sources. This is a matter which needs serious consideration. Second, that the educational charges in the various schools within the institutions, both public and private, have not been apportioned with due consideration given to the differences in the economic value of the training to the student as among the various branches of learning. A few institutions have approached such an arrangement, but there is no reason to believe that this has been done in a calculated way. Third, that the financial policies of institutions have not been remodeled in accordance with the changing economic conditions and the new purposes for which higher education exists. Fourth, that the general argument or contention that higher education justifies large state appropriations from the subsequent value it renders to society, is equally applicable to any form of training, physical, moral, or for the trades. The bricklayer (on the average) is potentially as useful to society as the average writer, poet, artist, musician, or even lawyer or business man, as well as a large proportion of those engaged in the many forms of so-called scientific work. Not all college graduates contribute more to society than the average individual. It is only the exceptional man in the exceptional position who contributes more to society. Fifth, that an attempt should be made to allocate costs of higher education among the various sources of revenue in proportion to the benefits which institutions of higher learning have to offer to these different individuals, groups, and organizations which constitute the sources of income. In order to do this, it would be necessary to measure both the benefits of higher education which the different parties receive and also the cost to the institution to make these benefits available.