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by SHULSON

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What Price, Education? Analysis Reveals Costs of MIT
by Carl Warren, '62

A reading of the MIT Treasurer's Report issued in September of 1960, and a conversation with Mr. Victor E. Niles, of the President's Office, and Mr. G. K. Kipper, Vice-Chancellor, disclosed information of interest to MIT students with regard to finances.

Of much interest, of course, is the question of tuition and the general pattern of increases in recent years. Tuition now covers 45 to 50 percent of the actual cost of a student's education. The remainder is paid for out of endowments, from gifts, and by bequests. The rise in tuition aimed to go into effect in September is designed to hold the percentages at the same level; the income from the rise will roughly balance the increased cost of about 50 thousand dollars a year.

It is expected that the Institute will hold the line at the fifteen hundred dollar a year level for at least two years. After that no guarantees can be made; forecasts are that costs will continue to increase. Despite talk by educators that the universities are holding their heads above water, the situation is becoming critical. The universities have every reason to believe that their students are being asked to pay exorbitant prices for their education. These prices are increasing at a rate of about 500 thousand dollars a year.

The percentage of undergraduates receiving scholarships is twenty-nine, and the average grant in nine hundred sixty dollars. Over nine thousand dollars in funds from the Technology Loan fund have been granted, and future estimates will be on the loan system rather than on scholarships.

A question generally asked by freshmen, whether it is easy to educate a freshman as a junior, was answered by Mr. Niles. He admitted that the readjustments to a student's life in his freshman year (not just education) were difficult to measure. He asserted that the educational value of such things as Kresge Auditorium, athletic facilities, and libraries was probably greater for underclassmen, and there was no way of determining the question of real cost.

Salaries paid to members of the faculty are in the top 6 or 7 in schools in this country; while not matching the highest, Harvard, in terms of cash, the administration believes there are other advantages to being an MIT faculty member which outweigh any salary.

There is no breakdown available on the amount of time the faculty spends concerned with education. It was emphasized that this varied from department to department and that it was difficult to separate education from research. There is no way of telling exactly how much time an individual instructor spends in preparation for his classes outside of actual faciliated classroom periods.

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