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|---------------------------|----------|-----------------------|
|                           | 1825.    | 1881.                 |
| Harvard . . . . .         | \$176.00 | \$484.00 to \$807.00. |
|                           | 1821.    | 1893.                 |
| Yale . . . . .            | \$175.00 | \$687.50.             |
|                           | 1822.    | 1892.                 |
| Dartmouth . . . . .       | \$101.00 | \$281.00.             |
|                           | 1830.    | 1893.                 |
| Waterville . . . . .      | \$84.00  | \$275.00.             |
| Hamilton.                 |          |                       |
| Amherst.                  |          |                       |
| Brown.                    |          |                       |
| University of Pa. . . . . | \$180.00 | \$335.00.             |

Letting such quotations as these go bail for the facts as to an increasing cost of collegiate education, what shall be said of their import? Can we not simply dismiss them with the plea that one rose does not make a summer, or that the doctrine of averages in the above is worked too one-sidedly? May we not in brief accept the facts, but fail to agree with the inferences drawn from them?

It is far from my thought to under-rate any problem affecting the relationship of dollars and education. The two certainly hold no fixed and invariable ratio to each other. Additional cost may or may not point to increased efficiency. Buildings and material equipment no more constitute the essentials of an education than do four walls a house. And it would be as useless to limit expenditure in one case as in the other. Here, as in all realms of spirit-growth, "many are called but few chosen," and the only cure for any real or supposed excess in academic liberty is more liberty.

But the question cannot be dismissed in this way, the importance of the material in reaching the spiritual makes the discussion of the nether ends of these processes essential. Four groups of facts, however, militate against the conclusions usually drawn from an admitted increase in cost of collegiate education.

First. Such increase is but in line with the general rise in cost of living. As the standard before an individual, family or nation rises, new elements not before classed as necessities become such. The amount of soap, sulphuric acid, books, pictures, etc., utilized by any people, are an index to their enlightenment as truly as churches and Bibles.

Second. The increase in average expenditure may or may not