

necessary requirements for maintaining a progressive institution and without reliance on an uncertainty. This can only be secured by the allocation of costs with relation to the purpose and motives back of higher education and the building of a budget for many years ahead upon this cost schedule. The sources of income must then be sought in the channels that are parallel to the purposes for which higher education exists. The need of economy and of a more definite financial program in higher education is urgent if it is to receive the proper financial support.

### Philanthropic Sources in 1924-25

Taking the 1921-22 figures as shown in Tables 1 and 2, it may be seen that the income from property and productive funds of private institutions figured at four per cent. amounted to \$42,917,864. Allowing for a reasonable increase estimated at the rate of increase in the income for higher education during the past twenty years, the income from philanthropy should reach approximately \$50,000,000 in 1924-25. Adding to this an estimate of the gifts of philanthropy in 1924-25, amounting probably to \$150,000,000, it makes a total contribution of \$200,000,000 by philanthropy to higher education in 1924-25.

### Public Sources

The public sources of income for higher education made their appearance with the advent of the desire for training in better citizenship. If higher education served such a purpose, it was therefore imperative that the state contribute toward its support. Land grants were made to private institutions already in existence and land set aside for state institutions to be established. Support to both state and private institutions was also rendered through funds derived from taxation. Later, city institutions for higher learning were founded which means that there are now both city and state taxes levied for the support of higher learning together with certain funds coming from the Federal government.

### Incidence of Public Revenue for Higher Education

In discussing the public phase of support of higher education it is necessary to inquire into the equity of the incidence of such revenues. As economic conditions change, injustices are likely to arise and if they persist without remedy, the financial support of these state institutions of higher learning will be greatly hampered. It is necessary, therefore, that those who have the financial policies of such institutions in hand should study the social import of the sources of revenue and make an