

by little, however, the secular interests came to the forefront. Until the middle of the sixteenth century, the time of Martin Luther, it was the religious motive which controlled the situation and so no distinction can really be made between the financial support of education and that of religion. This religious motive remained the dominant one until the latter part of the eighteenth century and so religious denominations were the chief source of support.<sup>3</sup> New motives were gradually introduced. Higher education began to be looked upon as having a cultural value, an influence on citizenship, and finally an economic value. These new motives furnished an argument for new sources of support and so wealthy individuals left endowments for certain schools of learning; the states assumed educational responsibilities; and finally the student was asked to pay his share of higher education. The religious motive as the sole motive for higher education, was first challenged by Martin Luther.

#### Martin Luther and the New Motives

Martin Luther pointed out that:

—even though there were neither soul, heaven, nor hell, it would still be necessary to have schools for the sake of affairs here below, as the history of the Greeks and Romans plainly teaches. The world has need of educated men and women to the end that the men may govern the country properly, and that the women may properly bring up their children and direct the affairs of their households.<sup>4</sup>

Luther further pointed out and insisted in his teachings that:

—schooling was to be brought to all the people, noble and common, rich and poor; it was to include both boys and girls, and finally the state was to use compulsion if necessary.<sup>5</sup>

Martin Luther's doctrines formed the opening wedge for a program of state support for education in general and gradually for higher education.

#### Beginning of State Support

Luther, therefore, was in a large measure responsible for the propagation of the idea of a state system of secondary schools together with institutions of higher learning which developed in Germany. This was the first state support given to higher learning and it was brought about by a changed purpose in higher education. The next state to take interest in the support of higher education was France. In this country higher education was the first division of learning to be favored by state support, for in 1806 the University of France was established which included in itself, practically as a department of the National Govern-

<sup>3</sup> *Ibid.*, p. 729.

<sup>4</sup> Monroe—*Op. Cit.*, p. 410.

<sup>5</sup> *Ibid.*, p. 412.