

ment, all secondary and higher education. It is conspicuous that financial support was given to the state university and secondary education twenty-seven years before it was extended to elementary education in France.⁶ Here, as in Germany, it was the development of the feeling that it was to the advantage of the state to educate its citizens that brought about state support. It was part of the scheme of Nationalism.

England and Its Philanthropic-Religious Institutions

A different development is to be found in England. The close connection between church and state which is still to be found, implies that support for a large part of higher education is not yet entirely divorced from that of religion. It was this close connection which is found between state, church, and higher education that prompted a more liberal group to found the London School of Economics. By far the largest proportion of financial support for higher education in England, therefore, first came from philanthropic-religious organizations. Even those institutions not connected with the church of England were at first religious in character. Later, religious and philanthropic support was supplemented by forms of land grants to those institutions already in existence.⁷ This was the beginning of direct state support for higher education in England. Additional state help was given later but even at the present time no state institution for higher learning has been established as such.

The Early Colonial Period in America

In America as in European countries, the institutions of higher learning were philanthropic-religious. This was inevitable, due to European influence during the early development. The philanthropic sources, however, differed; mostly religious at first in a population where no great fortunes had as yet been amassed, the contributions were numerous and varied. There were a large number of small gifts and no small amount came from England, due for the most part, to the influence of religious organizations. This applies to the entire history of American college building and it was not until recently that large sums were given by one donor. Many of the gifts were for specific purposes such as libraries, professorships, scholarships, and buildings, but a relatively large per cent. of these were made to the colleges unconditionally.⁸

During these years America contributed little to theoretical discussions of higher education and its financial support. As time went on, the idea

⁶ Monroe—*Op. Cit.*, p. 732.

⁷ *Ibid.*, p. 733.

⁸ J. B. Sears—"Philanthropy in American Higher Education", *U. S. Bureau of Education Bulletin No. 26*, 1922, p. 105.