

of free public education began to take root and gradually the leaders of America came face to face with the question of school support. The first moves toward state support of higher education came in the form of land grants and later taxation. This was in fact a duplicate of what took place in England, presumably due to English influences. These sources, however, were only a supplement to religious and private support and were at all times surpassed by the latter. This predominance of private support has persisted even to the present day (as the figures in the following chapter show), if we view higher education in the United States as a whole.

Early National Period—(1776-1825)

The close of the Colonial period and opening of the early National period in the United States, marks the beginning of the states taking a hand in the initiating and in the support of higher education. The break with England naturally cut off the sources of support from the mother country and caused the leaders in the United States to take the matter in their own hands. This was only in so far as financial support was concerned, for there was no special break in the main forces that had been building up colleges in the Colonies. The difference came in an expansion in the number of colleges and in the educational aim and type of studies.

The turmoil of the revolution and financial reconstruction of the new nation caused state support of higher education to slump and during the latter part of the eighteenth and early part of the nineteenth century the question of the state's function in higher education was much discussed. The doctrine that it was the duty of the state to advance knowledge through higher education and thus make better citizens spread and led to the establishment of several state universities and colleges supported by the appropriation of state funds.

The Present Period—(1865-1925)—And the New Purpose

After 1865 the United States entered upon a period of vast expansion both in state and private institutions of higher learning. Large fortunes had been accumulated by this time and many donated a large proportion of their wealth in the form of unconditional gifts or gifts for specific purposes to institutions of higher learning already in existence. New institutions, such as Johns Hopkins and Leland-Stanford Universities, were founded upon a single gift.

A new development appeared in higher education during this period. The student demanded an education not only to increase his intellectual powers and thereby gain social or political preferment, but also asked for