

American Journal of Economics and Sociology, Inc.

Private Enterprise in Education

Author(s): Bryn J. Hovde

Source: *American Journal of Economics and Sociology*, Vol. 8, No. 4 (Jul., 1949), p. 336

Published by: [American Journal of Economics and Sociology, Inc.](#)

Stable URL: <http://www.jstor.org/stable/3483511>

Accessed: 24/10/2011 19:16

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at <http://www.jstor.org/page/info/about/policies/terms.jsp>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.



American Journal of Economics and Sociology, Inc. is collaborating with JSTOR to digitize, preserve and extend access to *American Journal of Economics and Sociology*.

<http://www.jstor.org>

Private Enterprise in Education

THE PRIVATE INSTITUTIONS of higher education in the United States and the business men who have traditionally supported them are more than a little concerned over the tendency of the State to assume progressively greater responsibility in the area which they have themselves until recently dominated. They are particularly alarmed at the recommendations of the President's Commission on Higher Education that federal and state funds be made available to provide for a great increase of the number of students by 1960. They are worried, too, that if our private institutions accept public funds the State will impose controls upon them which will jeopardize the proud and hard-won and necessary freedom of inquiry that private institutions are alleged to enjoy to a greater degree than public ones.

It must be obvious that society has the right to the kind and amount of higher education that is necessary to its standards of civilization. For its progressively more varied production and service and for its ever richer cultural life American society demands more education. It is obvious also that in a democratic society like ours the economic, racial and religious barriers to equal educational opportunity for American youth must be removed. To the extent that this expansion of higher education can be provided by private gifts, we Americans naturally prefer private institutions. But the needs of society and of American youth are paramount; hence, when the limit of private support is reached, we shall have to resort to public support.

This, too, seems evident—that freedom of inquiry for teachers and students does not depend primarily upon the source of educational funds. It depends, in both public and private institutions upon the degree to which public opinion is convinced of its necessity. If the average citizen believes in freedom to learn, our faculties and students will be safe in its practice.

Perhaps that which more than anything else justifies the private schools is the same as that which justifies private ownership and management in business, namely, ENTERPRISE. Private schools are more free than public schools in the use of venture capital, more free to experiment and to insist on quality instead of a dead level of quantity, to invent new ways, to try new ideas.

BRYN J. HOVDE