Index

18th century higher education in US 53
1960s academia 116
academia
  as benefit to society 116
  business world and 82, 91–5, 125–6
  capitalism and 62–77, 123
  marketplace and 13
  sophism and 62, 121–32
  academic administration 83, 86, 87
acquisition
  arts of 23, 24, 25
  unnatural 84, 92
advertising, Eliot on 85
agricultural studies 54, 66
American Association of Collegiate
  Business Schools 107
Aquinas, St. Thomas, Summa Theologica 33
Aristotle 2, 12, 14, 57, 122
  Adam Smith on 31
  on economics of moderation 23–6,
    33
  on natural acquisition 24, 37, 85
  on unnatural needs 80
  Veblen on 92
Aristotle’s Lyceum 28
Athens dispute 12
Bentham, Jeremy 49–53
  educational experience 51
  utilitarianism 12, 44
business 54, 99–102
  as core of academia 132
  liberal arts and 102
  as moneymaking 104
  as profession 114–15
  as social institution in US 81, 95
  sophism and 95
business administration for universities 86, 87, 93, 94
businessmen as trustees of University 93, 94
business program 107, 118–19, 124
  failure of 112
business research 108
business schools 12
  endowment model and 113, 119
  undergraduate 99–101
  virtue and 105–10
business values in academia 78–96, 97, 98
Cambridge, endowed faculty position 35, 36
capitalism 13, 93, 94
  competition and 122, 123
  for-profit institutions and 129, 130
Charlemagne, and school reform 32
‘Chrestomathia’, Bentham on 51, 52
Christianity 31, 32, 42, 55, 76, 123
  education in US and 44, 48
  endowment model and 122
  ideas of the Greeks and 33
  versus business 131, 132
  virtue and 114
classical education, and Yale 55
colleges founded in early US 45–6
collegiate business schools 97–120
commerce 17, 36, 66
  as individual gain 105
  virtue and 38–9, 48
commercialization of education 1–2, 122
  competition 1–13, 38, 41, 95, 119, 123
  for better teachers 71, 72, 83
  for change 69–74
  among colleges 54–5, 58, 59
  economic theory of 79
  and fees 19, 20
  of public universities 65
  for students 62
  in trade 38
  competitive model of economics 73
  competitive teaching 60
Index

conspicuous consumption 125, 130
Aristotle on 24
consumers 10, 79, 82
Cooke, Morris L. 86–91
Cornell University, 66, 67
corporate capitalism 78–96
cost/benefit methods 17, 80, 88
courses, non-demanding 76
courses, required 74, 75
curricular reform in US 53, 55, 76
curriculum 49
antiquated 40
to encourage students 9
of Greek education 15
debating and decision-making 16
Democritus, on economics 14
dialogue for knowledge 27
‘dilettanti courses’ 74
diplomacy, careers in 103
disciplines for future high earnings 10
donations to Harvard College 45
donors and capitalism 68
ecclesiastical power in universities 34
economic development in US 62
economic gains for society 82
economic incentives for education 122, 123
economics 3, 31, 80
Aquinas on 33–4
education and 49–53, 63–5, 84
exclusion of 52
Greeks and 14, 17, 33
of moderation 23–6
of sophism 56–60
and virtue 48
education 5, 15, 54, 58–60, 81
effective consumers 64
for efficiency 90–91
expansion of 111–12
fees and 2, 12, 20, 30
in the fine arts (virtue) 57
education, higher 1–13
of value to society 10, 78, 81
for income 56
Plato’s Republic on 26
for the poor 39, 43
quality of 71, 94
for service to church 32
virtue and 28, 82
without culture 112
education marketplace 41, 94
efficiency measure in universities 88, 89, 90
elective courses 70, 71, 72, 73–6
Eliot, Charles W. 69–74
on academia as business 82–6, 102–3
on education for efficiency 90
on university income 84
on virtue over sophism 85
University Administration 83
edowed universities versus fee-based schools 41
endowment model of education 10, 30, 27–8, 42–3, 82
Bentham on 52
for business schools 100, 115–17
for colleges in US 57, 62
decline of 124–6
and excellence in teaching 64
at Oxford 34–6
or practical courses 67
private 68–9
Smith on 31–43
Veblen on 95
endowment of King’s College, New York 46
endowments
from the crown 35
ecclesiastical 34
for Harvard 45
engineering 1
Enlightenment, the 36, 43
enrolment targets 7
ethics in business schools 106
faculty members, and on-line course work 128
Federal University, US 47, 48, 49
fee-based incentive system 42
fees
for education 17, 20, 32, 33
gifts and 28
Isocrates on 19
sophists’ view on 29
feudalism 31, 36
financial knowledge 86, 87
financial support for universities 53

Index

Flexner, Abraham
  on sophism 110–15
  on virtue in academia 111
Universities 110–11
for-profit college 126–32
France, ‘palace schools’ 32
Franklin, Benjamin
  aid to College of Philadelphia 46
  on commerce 49
  freedom of teaching 7
  free-market education 73
  funding 7
  from church and crown 36
  of higher education 39
  from patrons 123
Galbraith, John Kenneth
  on virtue 117–18
  The New Industrial State 117
Gay, Edwin F., business program 103
German universities, research in 68–9
Gorgias, sophist 18, 21, 22, 41
  government funds 10
  for public universities 65
  government regulation for education 64
  government service, training for 16
  graduate and undergraduate teaching 93
  graduate business education 101–4
  grammar-school education 81
Greek economics 14–30
Greek system of education 12, 15, 41
Harvard College 45, 69–75
  business program 102–3
  financial support 53
  scientific management at 90
Harvard Graduate School of Business
  Administration 103, 112–13
Hesiod, on scarcity 14
  higher education 11, 12
  as economic enterprise 56–60
  in Greece, mission of 30
  in US 65
Hippias, sophist 2, 14–18, 41, 93
  ‘hirelings’ or ‘thieves’ 21
  household management (oikonomia) 17,
    23, 24
  humanities 36, 69
  idle curiosity, Veblen on 91
  incentive system in universities 39
  independence of professors 35
  industry 81, 82, 86, 92
  influence of patron on education 6–7
  institutional economics, Veblen 91–2
  internet 128, 129, 130, 131
  intrinsic value (Wayland) 56, 57
  Isocrates
    and competition 20
    on fees 41
    on sophism 2, 14–16, 18, 106–7
    Against the Sophists 18–19
    Antidosis 19
Johns Hopkins University 69
King’s College, New York 46
  knowledge
    human need for 5
    pursuit of 29, 93, 130
  labour
    division of 39, 93
    productive, natural 24
  land-grant universities 65–9
  Latin, exclusion of 51
  law and commerce 46
  law as learned study 114
  law schools, US 67–8
  lectures, standard sets 89, 128
  Legatine Ordnance, 12, 14, 34, 124
  liberal arts courses 1, 101–2
    and business 116
  liberal education, Marshall’s definition
    81
  Litchfield Law School 67–8
  literature 53, 70
  logic, training in 16
  low-tuition colleges 84
management for academia 87
management, science of 98
marginalism 79, 82, 91
marginal utility 79, 80, 82
market and non-market approach to
  education 30
market conditions in Sparta 17, 18
marketplace 11, 23, 33–4, 38, 55
markets 1–13

Index 145

Downloaded from Elgar Online at 01/23/2019 05:14:45AM via free access
Index

market techniques for education 2, 14
Marshall, Alfred 12, 79, 80
Principles of Economics 79
mathematics 27, 51, 79
Mayo, Elton, research into human motivation 108
McCosh, James 74, 75
opponent of free market approach 76
mechanical studies 54, 66
medical family of Aristotle 28
medical schools, educational practices 110
medicine as learned study 114
mercantile studies 54
merchants in Athens 14
military education 15, 52
military model of management 87
Mill, John Stuart 12, 62–5, 71
Principles of Political Economy 63
monastic schools 32
monetary incentives 3, 25, 60
for teaching 12, 40
moneymaking 26, 28, 29, 85, 114
Aristotle on 91
attitudes to 21–2
for basic needs 25
and business schools 98
Plato on 91
of sophists 18, 21
training in 119
for wealth 25
Veblen on 96
moral leadership of Plato 27
moral training and ministry 66
Morrill Act, US 66
natural acquisition 129
natural and unnatural needs, Aristotle on 24, 80
needs of society, education for 118
on-line education 128, 129, 130
oratory, training in 16
Oxford University 34–6
Adam Smith, criticisms of 42
patronage for universities 6–7, 11, 117
pay incentive to teachers 9, 64
pecuniary approach on academia 92, 94
Pennsylvania, University of 46
persuasion, art of 21
‘Philistinism’ and sophism 88
philosophers, Plato on 22
philosophy 21, 32, 40
Phoenix, University of 127, 128, 129
physical education, Sparta 15
physics, Newtonian 79
Plato 2, 12, 14, 57
on competition of marketplace 20–23
on love of learning 21
on moneymaking 21
opponent of sophists 15–16
on philosophers 22
on Protagorus 17
on retail trade 22
and virtue 26–8, 122
wealthy lifestyle 23, 41
Hippias Major 17
Republic 26
Veblen on 94
Plato’s Academy 26–8
Plato’s dialogue, Sophist 22
pleasure/pain principle 50, 51, 63
politics 15, 52
practical courses, sophism 2–3, 66, 67
predation, Veblen on 91
prices, just and market 33–4
professions 57, 112
professors
moneymaking and, Eliot on 85
pay, and teaching ability 57–8
poor teaching and 40–41
promotion and marketing 127, 128
Protagoras, economic thinker and sophist 2, 14–16, 41
Plato on 21
public endowment 65–7
public funding for academia 41–2, 52–3
quadrivium (arithmetic, geometry, astronomy and music) 32
railroad science at Harvard 102
regulated market 74–5
relativism 16
of Protagoras 29
Republican education 48
Republic, The, Plato 26–27
research and teaching 126–7
Downloaded from Elgar Online at 01/23/2019 05:14:45AM via free access
retailers, Plato’s dislike of 22–3
retail trade, competitive methods 94
rhetoric 16, 21
Rush, Benjamin, on university
curriculum in US 47–9

scholarly research 92
scholars
community of 26, 27, 28
itinerant 32
scholarships, and virtue in education 84
science 36, 40, 64, 87
art and 81
of business 103
education in 51, 53
engineering and 117–18
humanities and 76
scientific education 69, 70, 123
scientific management 88, 89, 90
scientific research, Veblen on 92
self-interest 38, 50, 63
for improved teaching 73
in study 72
Servicemen’s Readjustment Act, 1944
service productivity 89, 90
service to society, business programs 109
slavery 14, 23
slavery, natural, Aristotle 26
Smith, Adam 36–42
on competition 73, 82
influence of, on Rush 49
sophism and 12, 31–43, 122
and virtue 38–9
Theory of Moral Sentiment 38, 50
Wealth of Nations 31, 37, 44
’social capital’ 22
social coordination through markets 125
Socrates 12
on conversation 21
on Hippias 17–18
opponent of sophists 15–16
on politics and rhetoric 22
and virtue 122
soldiers, education for 116
sophism 2–3, 14, 50
of business ideas 78, 94
defence of 113–15
in early US 46, 59
economic incentives and 9, 56–60
English universities and 44
for-profit college and 126–32
Greek economics and 14–30
higher education and 39–42, 95
love of money 22, 29
market-approach 8
Rush and 47–9
Smith on 31, 42
virtue or 55, 97–123
sophistry, meanings of the term 2, 15–16
and competition 19–20
Sparta 18
physical education 15
teaching in 17
Spencer, Herbert 73
sports arenas and stadiums, expenses 9,
125
St. Frideswide’s Priory 35
St. Thomas Aquinas 33
economics of virtue 31–4
state funding in US 124–5
stock exchange, as unnatural acquisition
126
student choice 60, 62, 65, 70–72
disadvantages 74
student credit hours 88, 89, 90
student fees
dependence on 48
Harvard College 45
universities 34, 35
student motivations 11
student unrest, 1960s 116
students
rents, Oxford 34
right to education needed 59
study, prescribed courses 54
subject popularity 90
supply and demand, law of, in
universities 70–71, 82
taxpayers’ expense, funding 7
teachers, itinerant 16
teaching
for a fee 14, 18
as service to society 29
poor quality 40
technical education 81
technology of mass production 83
technostructure, J. K. Galbraith 117–18
tenure system 72
trade and retailing 345
Downloaded from Elgar Online at 01/23/2019 05:14:45AM
via free access
training for practical work 111
training with monetary reward (sophism) 57
trivium (grammar, rhetoric and logic) 32
Tuck School, for graduates 101–2
tuition discounting 17
tuition-driven model 3, 8–10, 30, 121, 125
approach of sophists 48
and Rush 60
undergraduate courses 4–5
United States Constitution, study of 47
universities
as a business 12, 78–96, 128
founded by Church 32
in medieval life 32
private 68–9
university trustees, role of 90
urban life in early US 44
utilitarianism 16, 18, 44, 49–53
Mill on 62–3
utilities, higher 63, 64
utility 78, 79
and education 28–9
value
of education 82
in exchange 37
of industrial work 92
marketplace and 82
value added concept 78, 82
Veblen, Thorstein 12
business schools as sophism 78, 91–5, 104–5
economics and 91, 92
on pecuniary work in academia 92–5
on Plato and Aristotle 91
The Higher Learning in America 92
The Theory of the Leisure Class 91
Vietnam War protestors 116
virtue 8, 26, 76, 114
and academia 44–61, 83, 109, 111
Aristotle on 25
in Greek education 28–30, 122
lifestyle of 29
as love of knowledge 29
moneymaking and 22
sophism and 27, 73
St. Thomas Aquinas and 31–4
The Yale Report of 1828 53–6
vocational fields of study 114
wage earning 22–3
want satisfaction, wealth as 80
war, art of 15, 32
Washington, George, and commerce 49
Wayland, Francis 56–60
The Elements of Political Economy 56, 70
wealth 37, 80
acquisition, unnatural 91
as corrupting influence 25
of Plato and Aristotle 27, 28
of sophists 19
wealthy benefactors for business schools 119
Wharton School of Finance and Economy 99
alumni, careers 109
and endowment 100
students, courses 110
Wharton, Joseph 99
work
and human behaviour 92
for pay 80
working classes, education for 81
workmanship, Veblen on 91
worldly success 23, 98, 105
Xenophon, on the market 14
Yale, government funds for 45, 68
Yale Report, The, virtue in education 59