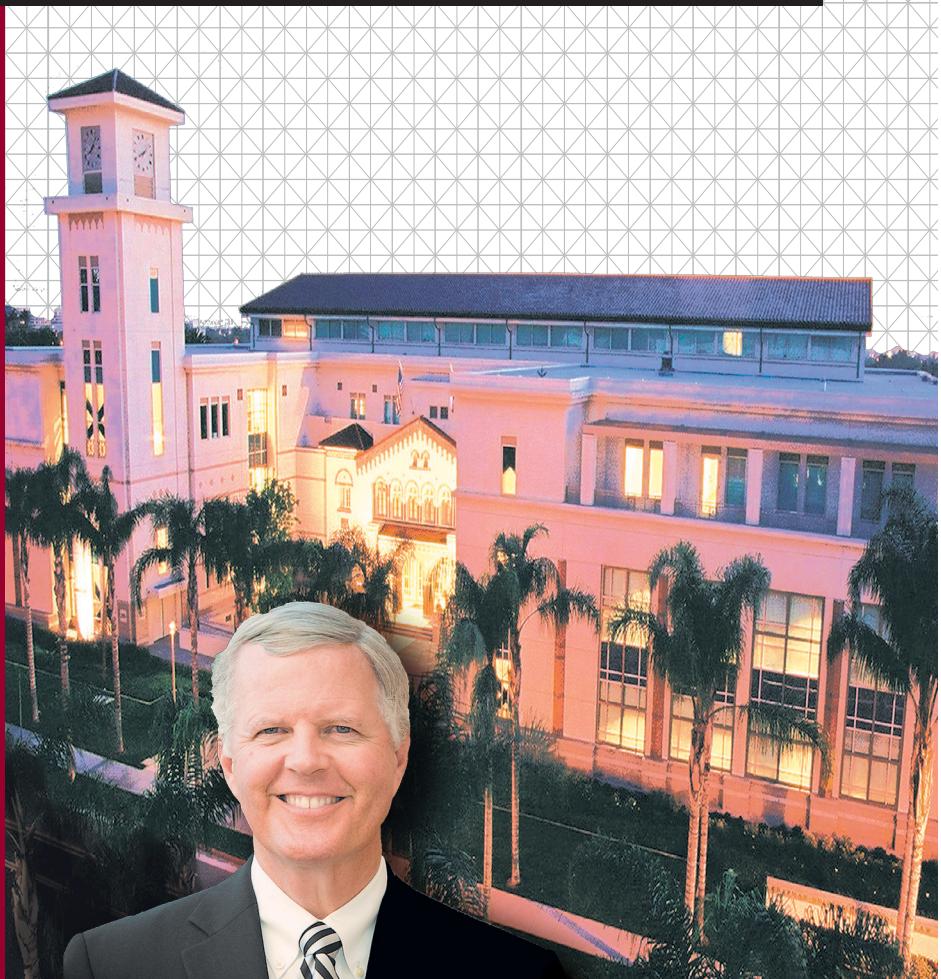


Aims of Education XX

Three Aims of Education: A Personal View



Tom Campbell, J.D., Ph.D.

Dean of the Chapman University School of Law

Donald P. Kennedy Chair in Law, Professor of Economics



CHAPMAN UNIVERSITY



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Foreword by Jim Doti, Ph.D.
President of Chapman University

As we mark the 20th anniversary of Chapman University's annual Aims of Education address, in which one of our distinguished faculty members is invited to address the incoming freshman class and their families at the university's Opening Convocation, I can't help but look back on the previous two decades' worth of wise and wonderful words that have been delivered on this occasion. We have heard from poets and physicists, economists and communications experts, scientists and law professors, historians, sociologists, university administrators and many others. Twenty memorable speeches showing the diversity of thought, opinion, background and field of study that make a university truly great; twenty inspiring addresses that have sent our freshmen off to their adventure in higher education with a heightened sense of curiosity, inquiry, enthusiasm, and knowledge of what a university is all about.

Tom Campbell was a natural choice to serve as our twentieth Aims of Education speaker. His vast erudition, tempered by a friendly and approachable delivery, will be apparent to anyone who has ever heard him speak, or who reads this address. When Tom first came to Chapman in 2009, as a Distinguished Presidential Fellow, we knew we were adding someone very special to our academic spectrum. His long and respected career as an elected official, serving the people as a member of the United States Congress and California State Senate. His eminent vocation as an educator, including six years as dean of the school of business at UC Berkeley. His deep knowledge of economics and their application to the field of education. And, perhaps most near and dear to his heart, the volunteer work carried out by Tom and his wife, Susanne, in Africa, teaching eager and deserving students in Eritrea, Ghana and Rwanda.

Changing lives – that is, at its heart, what higher education does, and that is what keeps our work a sincerely rewarding and exhilarating profession. I hope that Tom's words from our twentieth Aims of Education address inspire you as much as they have our students and me.

A handwritten signature in black ink, appearing to read "J. Doti".

James L. Doti



Aims of Education XX

Three Aims of Education: A Personal View

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It is a tremendous honor to address you today, on your first day as Chapman students. Welcome to your university.

This speech is traditionally devoted to the topic “the aims of education.” I will offer three: the advancement of humankind as knowledge is exchanged between teacher and student; the benefit educators can have upon public policy, and the creation of original research at a great university. I offer a personal accounting of each of these three, as I’ve seen them develop in the context of my own life. I do so to be the most genuine I can be, and because I believe the greatest value I can bring to the subject is not from a distillation of others’ writings, but from a little introspection into my own life, and what education has meant in it.

Many years ago, as a new lawyer working in Chicago, I volunteered to teach on weekends at the law school of Loyola University. My father had received his law degree going to night school at Loyola. My mother did not have the chance to be a college graduate. The two of them raised their eight children to respect the value of education as a way to better our own lives, and thereby to be of help to others. They put each of their eight children through college, and five of us through graduate school, all without having to take out a loan ourselves. To young parents starting out life together during the Great Depression, security of livelihood was everything. Education provided that security. It was clearer then than even it is now, the difference between those with an education and those without. The percentage of Americans aged 25 or older with a college degree was 4.6% at the start of World War II, at the start of the new millennium, 12 years ago, it was 24.4%. [1] While one quarter of the population is much greater than one twentieth, you, students who will in four years have a college degree, and a great college degree, are still remarkably special. Your college degree will separate you from three quarters of Americans without that degree, for the rest of your life.

In a way statistics cannot, the detail of what it meant to have a college degree as the Great Depression wore on into its 11th year was even more clear by stories, and this is the story my parents told me. Teenagers and young adults from throughout the Midwest were arriving in Chicago’s railroad yards, riding on boxcars, coming from farms devastated by the Dust Bowl, hoping to find work that was no longer to be found in their homes in Iowa, Illinois, Wisconsin, Indiana, Kentucky, and the Great Plains states. Those who had some education had some chance. Those without became the prey of organized crime, political



machines and other social predators. That difference was impressed forever on those of my parents' generation: those of the generation so aptly labeled "The Greatest Generation" by Tom Brokaw.

The role of education in saving an individual life was paramount in my decision so many years later to volunteer my time as a teacher. It was the least I could do.

Once I started teaching, I found I enjoyed it immensely, and, several years later, gave up the practice of law to become a full-time teacher of law and of economics. Since then, I have had the privilege to be a faculty member at three great universities, including my current home of three years, Chapman University. I have also been privileged to teach for two-week periods on seven different occasions, as a visiting professor at different African universities, including the University of Asmara, Eritrea; the Kigali Institute of Science and Technology in Rwanda; the School of Banking and Finance in Rwanda and Ashesi University in Accra, Ghana. Different as each university has been, the strong common element has been that function of education that led me to volunteer the first time I taught: that providing others an education gave them a chance for a better life, and that nothing else I could conceive of doing would ever have that direct an effect for good in a specific case, for a student I could see and hear. The gift of education is not only the means to material welfare, but, by achieving the satisfaction of basic human needs, the opportunity for even greater fulfillment of the spiritual side of a human, freed from minimal demands of survival to contemplate the infinite.

Let me now address a second aim of education. I had the great benefit of studying economics at what has become known as the Chicago School. As a student, I was supervised by, or had classes with, Milton Friedman, Gary Becker, George Stigler, James Heckman and Robert Fogel, all to become winners of the Nobel Prize in economics; and with many other professors, like H. Greg Lewis and D. Gale Johnson, equally deserving of the Nobel Prize. Upon entering the graduate school, I was assigned Milton Friedman as my faculty advisor – whose bronze bust is among those along the corridor of great thinkers just a few yards from here at Chapman. This one event introduced to me a new goal of education, the second end of education about which I wish to speak today, one with which I had had only passing familiarity theretofore. It was the role of education, of great educators and great centers of education, to advise and to help form public policy. The Chicago School was not simply a world-class collection of mathematically gifted, data-driven economists; it was, at its core, also an engine for a social policy view. That view is easy to state, whether it compels your agreement or not. It is this:

The greatest good for mankind comes from the greatest amount of freedom allowable within civilization. All claims for the collective



good justifying the suppression of individual liberty should be rigorously scrutinized, and doubted. All arguments based on envy, or sense of class entitlement, were deemed intellectually inferior.

Some of the most revered lessons from my growing up in a New Deal Democratic household were immediately put to challenge. And not with hostility or with partisan desire, but with a neutral appeal to historic fact and data. I remember Milton Friedman defending New York City's sweatshops, where his mother worked as a seamstress, because it allowed her to make something, eventually to save, and to help her son get to college and beyond. I learned that Herbert Hoover did not cause the Great Depression, but government tight monetary policy and high tariff barriers did. Maybe the growth of big government programs in the 1930s nevertheless prolonged the Great Depression to the longest in history by crowding out private enterprise. Other recessions we had endured up to that point were in some cases deeper, but in all cases shorter. Maybe outlawing drugs caused drug selling to become extremely lucrative, and created an incentive for the drug pusher comparable to that of the bootlegger in the days of Prohibition. The Chicago School of Economics taught me that education had a huge role in choosing the right social policy for our country, and that to ignore what the social sciences had to teach was as treacherous to a nation's well-being as it would be to ignore the scientific evidence produced by the schools of medicine on a question of public health.

So, this second reason for education grew clearer in my mind. The great universities, their students and their faculties, lived in the world, not apart from it, and would be a failure if they did not use their position of partisan neutrality and absence of bias to test and challenge the public policy positions of our country. Please note that partisan neutrality and absence of bias are crucial to this function. The greatest fear I have at present about public universities is their underfunding; the second greatest fear I have for them is a conformity enforced by a self-proclaimed, self-replicating elite. The public policy informing function of education only works if it is not slave to predetermined policy goals of any one political party, if it honestly seeks and publishes conclusions without regard to partisan impact. I single out as one striking example the academic work of the Democratic U.S. Senator Daniel Patrick Moynihan, who pointed out that well-meaning social programs adopted by overwhelming majorities might, in the case of the welfare state, actually have done much more harm than good by creating a culture of dependency. It was not until many years had passed before his academic, data-driven conclusions were allowed to be seen in any light other than betrayal of the principles of his party.

As a Member of Congress, I was often privileged to hear testimony from some of the most distinguished academics in our country. That was a unique vantage point, and I want to share with you a unique observation – one that



surprised and disappointed me. Among hundreds of academic witnesses, who testified over the nine years I served on the joint economic committee, the international relations committee, the judiciary committee, the financial services committee, and the special task force on international financial institutions, virtually none said anything surprising. I knew what the testimony would be the moment I knew which side, Democratic or Republican, had called the witness to testify. That dogged adherence to a point of view persisted beyond the prepared testimony given at the opening of a hearing, and stayed fixed into the question-and-answer period. Professors who, in academic seminars, would grant a point to the other side in discussion, were uncompromising in refusing to do so before Congress. What was happening, I came to believe, was a self-selection process. Instead of informing learned discussion, academic experts were being summoned as debaters' evidence cards; and they would not be invited a second time if they strayed from their expected function. This was a sad twisting of the noble second goal of education. Academics had become too fond of the attraction of the mass media that affiliation with a political point of view could give, and the price for receiving that attention was that they be "a team player," or be silent.

I don't accuse any academic witness of testifying falsely. I just point out that not once, in the U.S. Congress, was an academic witness called to answer a simple and open-ended question: "What do you think about this?" Never was a question asked by the side that arranged for a witness to testify without the answer having been known by that side. After all, the elected official decided whether to call the witness or not; so if orthodoxy was not forthcoming, the witness would not be invited. All taxes were growth inhibitors, an economist would say, though the truth requires a much deeper contextual analysis of what was being taxed, and for what purpose the proceeds were used. All government contracts were more efficiently performed with union labor, another economist would say; putting to one side substantial economic evidence of diminished productivity and higher labor costs. Both economists knew better. In some cases, I had the actual scholarly article done by the academic witness in front of me. And the pain each witness would endure in attempting to square his prior words in print with his verbal testimony was matched only by the sense of surprise he showed that any Member of Congress had actually done any research on the topic, so as to catch the discrepancy.[2]

The last goal of education that I can identify is the creation of new knowledge. In great universities, this is explicitly required of a faculty member; a candidate for a faculty position must show the ability and desire to do original research or there is no appointment. In doing this research, the faculty member is assisted by graduate students, and the education process is often quite collaborative, dynamic and self-reinforcing.



There are other kinds of post-secondary education that do not follow this model. Consider the community colleges, for instance, and some professional schools, where the dominant model is to confer knowledge of specific skills, not to develop more substantive knowledge. I do not criticize schools of that nature in the slightest. Indeed, in the current economic situation, the role of our state's community colleges in retraining those without jobs so they can obtain jobs is, in my view, second to no other goal of our public higher education system. Even so, I believe that the creation of new knowledge happens. It has to. No one with any intellectual curiosity can teach a skill without developing thoughts about the process the skill illustrates. So, whether explicitly intended or not, the fact that thoughtful people are teaching something necessarily will mean new knowledge is being created.

Do we need universities to create this knowledge? In some areas, possibly not. Applied biochemistry research, I suspect, is being pursued by our great pharmaceutical companies, and would be vigorously so, without any university involvement. It is sometimes argued that one needs the protection from retaliation that tenure at a great university brings in order to get research that private industry will not provide. I think it's an overblown argument. Retaliation is almost vanishingly rare. The argument for research in an academically protected environment is a different one. Academic research allows for the outlier, the scientist who is willing to pursue a profoundly non-obvious line of inquiry, and such researchers bear too low a rate of return to expect them to find a place in industry. Economics calls this a public good: everyone benefits from it, but no one enough to pay for it.

Further, once we move beyond the hard sciences into the social sciences and humanities, there are clear deficits of marketable goods at all, so that research would not be done were it not for educational institutions. This raises the question of "should such research be done, and at what cost?" Literary criticism is frequently characterized as dispensable; but much of my own field of law is equally open to that comment. Neither the 243rd comparison of William Faulkner and Tennessee Williams, nor the 412th contrast between the jurisprudence of Justice Felix Frankfurter and Justice Oliver Wendell Holmes would, I believe, fetch enough money on the market to pay for the time of the author of either. The difficult question, then, is for a university to decide which to subsidize; at the alternative cost, always, of not creating one more faculty position in a field that has high market demand, like accounting.

My answer to that question is first economies of scale, and then economies of scope. A small college simply cannot afford such professorships, or at least, not enough to cover all the fields a larger university can. So a university has to be a certain minimum size before the question has relevance. That's economy of scale. Chapman University has achieved that size. When a university has sufficient



economies of scale, it should then consciously proceed in its expansion in a way that enables synergistic insight to occur. If you have a great physics department, it's obvious that a great mathematics department will reinforce and be reinforced by it. That should be the next step, therefore, rather than, say, medieval history. But if you have a great medieval history department, the next step to Renaissance history might be more obvious than further investment in mathematics.

The way to avoid duplicating original research that might be undertaken by the private sector is really quite simple: if private industry is willing to finance it, then analyze, don't deprecate, the work being offered. If there is an occasional overlap between the academic's research and that which industry is doing, it should not for that reason be devalued. This kind of joint research with industry might lead to more pragmatic applications for the professors' research, and when, as is now increasingly the case, there is no public money for the research, the research might not occur at all but for private industry's participation.

These three ends of education appear to me to be all valid, and any one provides more than sufficient justification for the creation, and expansion, of our great university, Chapman. I wish to conclude by suggesting which of these three goals has been the most motivating for me. Working backwards, I look with great happiness on the role of education to create new knowledge, and my own small contributions as a writer of scholarly academic articles. Perhaps the most honest assessment of that role, however, can be gleaned from the fact that in all of my 14 election contests, primary and general, no opponent has ever found anything in any of my scholarly articles sufficiently quotable to use against me. This, of course, is a bit deflating, though I can't really claim surprise when I write articles with titles like: "Predation and Competition in Antitrust: The Case of Non-Fungible Goods."^[3]

As to the second end of education, the place of learning in influencing public policy, I have been blessed to have served in elected office while maintaining a position as a professor, and am proud of the occasional effect I've had from the overlap. But, as a topic for another lecture on another occasion, let me simply observe now that I have in recent years seen the dominant effect of money in politics, and especially personal wealth. As a result, I cannot predict that research conducted on matters of public policy will actually be able to break through 30-second attack ads, or overcome the appeal of a simplistic pledge a candidate might have felt forced to take. Even the weight of the excellent work of the Rand Institute, and the singular persuasiveness of the great Milton Friedman, never won a single national candidate to the cause of looking at our nation's drug problem as one of health and economics, rather than law enforcement.

The greatest end of education, as I have come to know in my own life, is the first: the gift that an education brings to a person to have opportunity, material and spiritual, for an entire life. I conclude with a story to illustrate that that



benefit is not, however, only from teacher to student. It is every bit as much from student to teacher.

I have never taught a class without learning something new from a student. One day, when I was teaching economics in Asmara, Eritrea, in East Africa, I presented an illustration of a supply-and-demand curve on the blackboard, and one student came to talk with me after class to ask to see the supply-and-demand curve one more time. I took out a sheet of paper, drew the graphs on it, explained the concept at issue, and the student said he understood. I said he could keep the piece of paper, and we went on to discuss a different subject. While we did, my student methodically, almost automatically, began to fold the paper back and forth about two-thirds of the way down, tore it along the crease, and handed me back the part on which nothing had been written.

There is only one university for the six million inhabitants of Eritrea. The average Eritrean has five years of schooling, and the GDP is \$700 [4] per capita. In Eritrea, a third of a piece of blank paper was precious.

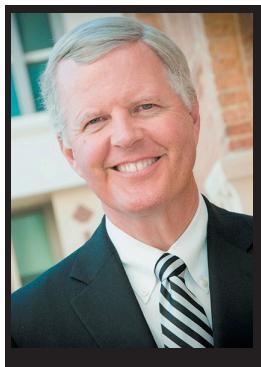
You, as students, and I, as a teacher, have been given a precious gift—the blessing of education. My sincerest good wishes for your using that gift to achieve tremendous happiness for yourselves, and those whose lives you touch, at our great university.

[1] www.census.gov/hhes/socdemo/education/data/census/half-century/files/table2.csv

[2] One notable exception to this pattern of behavior occurred when Republican members of the Judiciary Committee summoned former Reagan Administration Solicitor General (and Harvard Law professor) Charles Fried to testify that the U.S. Supreme Court had erred in saying the First Amendment protected those who burned flags in public protests. Professor Fried's prepared testimony said just that; but when he arrived, he said he'd been thinking more about it, and had to say the Supreme Court had decided the case correctly. I did not see Professor Fried ever called again to testify before that committee; though I cannot be conclusive that he never was. See T. Campbell, *Separation of Powers in Practice* (2004) 93.

[3] 87 Columbia L. Rev. 1625 (1987).

[4] CIA World Factbook: www.cia.gov/library/publications/the-world-factbook/geos/er.html



About the Speaker

Tom Campbell, J.D., Ph.D.

Dean of the Chapman University School of Law

Donald P. Kennedy Chair in Law, Professor of Economics

Dr. Tom Campbell was appointed dean of the Chapman University School of Law in February 2011. He first came to Chapman in January 2009 as a visiting Presidential Fellow and Fletcher Jones Distinguished Visiting Professor of Law. Prior to joining Chapman, he was the Bank of America Dean and professor of business from 2002 to 2008 at the Haas School of Business at the University of California, Berkeley, where, during his tenure, the business school's *Wall Street Journal* national ranking improved from 15th to 2nd.

Dr. Campbell was a professor of law at Stanford University from 1987-2002; associate professor at Stanford, 1983-1987; a member of the United States Congress from 1989-1993 and 1995-2001; a member of the California State Senate from 1993-1995; and the director of the California Department of Finance from 2004-2005. He has a B.A., M.A., and Ph.D. in economics from the University of Chicago, and a JD, magna cum laude, from Harvard Law School, where he also served as a member of the board of editors of the *Harvard Law Review*.

He was a law clerk to United States Supreme Court Justice Byron White, and to U.S. Court of Appeals Judge George E. MacKinnon; a White House Fellow; executive assistant to the Deputy Attorney General, Department of Justice and director of the Bureau of Competition at the Federal Trade Commission.

Dr. Campbell's principal area of academic work is in the application of economics to legal questions. He has published articles in the *Harvard Law Review*, the *Columbia Law Review*, the *Stanford Law Review*, the *UCLA Law Review*, the *Texas Law Review*, the *Hastings Law Journal* and the *Antitrust Law Journal*, among others. He is the author of the book *Separation of Powers in Practice*, published by Stanford University Press (2004).

Since 2001, Tom Campbell and his wife, Susanne, have taught in Africa as volunteers, in Ghana, Eritrea and Rwanda, where they taught courses in fund raising (Susanne) and international financial institutions, business strategy and constitutional law (Tom), at the following universities: Ashesi University, Accra, Ghana; Kigali Institute of Science and Technology, Kigali, Rwanda; School of Banking and Finance, Kigali, Rwanda; and the University of Asmara, Asmara, Eritrea. In fall 2011, Tom became director of the new Business Law Emphasis Program at Chapman University. At Chapman University's School of Law, he has taught Antitrust, Legislation and Separation of Powers.



Aims of Education Addresses

- 1993: "Welcome to the Fish Pond"
James L. Doti, Ph. D., President
- 1994: "Follow the Yellow Brick Road"
W. G. Womack, Professor of Communications
- 1995: "Departures: Knowledge is the Ticket"
Marilyn Harran, Ph. D., Stern Chair in Holocaust Education
- 1996: "From Turbulence to Triumph: A Challenge to the Class of 2000"
Frank Frisch, Ph. D., Professor of Biological Sciences
- 1997: "Expeditions"
Parham Williams, LL. M., Dean, School of Law
- 1998: "Inventions"
Donald Booth, Ph.D., Professor of Economics
- 1999: "The Idea of a University in the 21st Century"
Paul Frizler, Ph. D., Professor of English
- 2000: "Riding the Teeter-Totter of Education"
Richard Doetkott, Professor of Oral Communications
- 2001: "Connections"
Pat See, Ph. D., Professor of Sociology
- 2002: "Education as Meeting of the Minds"
Susanna Kim, J. D., Professor of Law
- 2003: "Detours: Your Route to Success"
Anuradha Prakash, Ph. D., Associate Professor of Food Science and Nutrition
- 2004: "Past and Present"
Matthew Schneider, Ph. D., Associate Professor of English and Comparative Literature
- 2005: "The Aims of Education"
Harry Hamilton, Ph.D., Interim Provost and Executive Vice President
- 2006: "The Liberal Arts: A Conversation Across Time"
Daniele Struppa, Ph. D., Chancellor
- 2007: "The Power of Education"
Jennifer Keene, Ph. D., Chair, Department of History
- 2008: "Education: A Personal Perspective"
Vernon L. Smith, Ph. D., George L. Argyros Chair in Finance and Economics, Economic Science Institute; 2002 Nobel laureate in Economic Sciences
- 2009: "Answering the Big Questions"
Yahir Aharonov, Ph. D., James J. Farley Professor of Natural Philosophy and Professor of Theoretical Physics; 2010 National Medal of Science recipient
- 2010: "The Value of a College Education: Asking Big Questions"
Roberta Lessor, Ph.D., Professor of Sociology
- 2011: "To Find, to Create, to Remake"
Anna Leahy, Ph. D., Associate Professor of English
- 2012: "Three Aims of Education: A Personal View"
Tom Campbell, J.D., Ph.D., Dean of the School of Law

Tracing its legacy to 1861, Chapman University is one of California's oldest and most respected private universities. As an academically distinguished center of learning, Chapman University offers students a vibrant and stimulating intellectual community; a personalized academic experience; the opportunity to grow, learn and discover alongside world-class faculty; and preparation for a lifetime of personal achievement and career success in a global environment.



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