Pursuing Excellence in Teaching

John R. Campbell*

"The relevant question is not what we shall do tomorrow, but what shall we do today to prepare for tomorrow."

Peter Drucker

It is a distinct pleasure to share in this teaching program, the primary purpose of which is to sharpen our teaching skills and to revitalize our commitment to excellence in the teaching and counseling of students. It has been my privilege to work shoulder to shoulder with several members of this organization. I have always been favorably impressed with the attitude, enthusiasm, and professionalism you and your teaching colleagues bring to bear on your important scientific disciplines.

I commend and congratulate those who planned this teaching program, and thank you for inviting me to participate. I salute you on your contributions of the past 25 years, and challenge you to contribute even more during the next 25. Today, I stand before you in a three-fold role: paying homage to the master teachers of this great organization, and to their achievements of the past; acknowledging the many teaching challenges of the present; and most importantly, anticipating our considerable opportunities to serve students and our profession in the years ahead.

"Let us willingly accept both the opportunities and the ever-increasing obligations which come our way and concentrate on the golden road ahead."

D. Howard Doane

Education is not a task to be fulfilled, but rather an incremental, lifelong process. It is marked by a series of major transitions, but always characterized by growth in knowledge, in individual experience, and in the all-important ability to use one's mental and physical capacities in increasingly meaningful ways. Indeed, education is as gradual as a sunrise and as beautiful as a sunset.

Education is priceless. It can be neither depreciated nor taken away. It gives us a feeling of accomplishment – a sense of creativity and a knowledge of higher purpose as citizens in a democratic society. It demands our fullest possible intellectual development, including an awareness and an acceptance of our personal responsibilities in life. How well we discharge those obligations depends, in large part, on our attitude.

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One of my favorite anecdotes about attitude has to do with two salespersons sent into the hills of Kentucky to sell shoes. One wrote the home office at the end of the first week requesting a transfer. "I can't sell shoes down here. They all go barefooted," he said. But the second one wrote the company headquarters, thanking them profusely for sending her to such a fine territory. "The opportunity here is tremendous," she reported. "None of these people have shoes." This story not only points out the contrast between positive and negative attitudes, but also emphasizes the importance of a positive attitude in achieving success.

We have unlimited opportunities to seek excellence in teaching, to strive for expression of the very best in the classroom and laboratory, and to seek the best uses of our knowledge and learning on behalf of humanity. To borrow a simple, yet eloquent, thought from the great American poet, Robert Frost: it is an opportunity to fix our vision on higher goals, to "choose something like a star." To achieve all that is possible, we must attempt the seemingly impossible. To be as much as we can be, we must dream of being more. Yet, it is not what we intend, but rather what we do, that makes us useful to ourselves and to our fellow human beings.

Throughout the ages, countless individuals of both great and modest talents have exerted their energies, their knowledge, and their abiding faith in the ideals, to strive for fulfillment of a vision – to attain their personal "stars." Some 5000 years ago, an obscure Sumerian seeking a means of fulfilling his dream of a better way found one. He invented the wheel – perhaps the world's greatest single technological achievement and contribution to humanity.

In the course of history, millions of individuals – some celebrated, others not – some by design, others by sheer accident – have also found a better way.

- Thomas Edison found a better way – the incandescent lamp, a major technological achievement we frequently take for granted;
- Alexander Graham Bell found a better way – the telephone, a forerunner to the unprecedented world-wide communications system we enjoy today;
- Cyrus McCormick found a better way – the mechanical reaper that altered the course of agriculture and civilization throughout the world;
- Henry Ford found a better way – mass production of the automobile, a system used in the production of thousands of consumer goods today;
- Edward Jenner found a better way – a small-pox vaccine that led to the elimination of that dreaded disease worldwide, along with the development of a principle that has led to hundreds of life-saving vaccines and drugs;

- John Deere found a better way – the steel plow that broke the precious prairie sod of this and other great nations, setting the stage for future-breakthroughs in farming and industrialization;
- Jonathan Baldwin Turner found a better way – the land-grant model for education and research, a coordinated system that has enabled our nation's agriculture to become the envy and the hope of a hungry world;
- William Henry Hatch found a better way – a means of assuring a productive agriculture through the world-respected agricultural experiment station network of the United States;
- Seaman Knapp found a better way – the Cooperative Extension Service that takes agricultural research findings to user groups throughout our states and nation, including concepts that many of you are applying as you serve the meat industry;
- Jonas Edward Salk found a better way – the development of the first widely used anti-polio vaccine, and more recently, new research directed toward the realization of an anti-AIDS vaccine; and
- Nobel laureate Norman Borlaug, an agronomist from Iowa, found a better way – through his spawning of the "Green Revolution," which has aided immensely in averting mass starvation throughout many developing nations of the world.

Some inventions and new programs have led to fun and pleasure, while others have led to fundamental facts that provided the basis for scientific advancements to follow. But no invention or improvement for the good of humanity would have been possible, had it not been for individuals committed to finding a better way.

You, too, will help find a better way – because you will use your God-given talents to apply the knowledge you have acquired and experiences you gave gained to move the level of your teaching excellence forward a few notches. We have not exhausted our agenda for teaching progress and, for the most part, we set our own boundaries.

Fifteen years ago, a distinguished graduate of the University of Missouri, U.S. Congressman Jerry Litton, told the 1974 College of Agriculture graduating class how a guest speaker had performed a rather simple, but effective, demonstration before a high school assembly. The speaker held a glass plate out at full arm's length and then dropped it. Of course, it shattered. Congressman Litton then observed that the plate broke, not because of something the speaker had done but rather because of something he had not done – his failure to hold the plate securely.

If we fail to use and develop our teaching talents fully, we *and* our students will both lose. This will happen not because of something we do, but rather because of something we do not do. This will not be an easy task, but then few, if any, things of great worth and lasting consequence are achieved without dedication and hard work. Stated in poetic terms, we can liken human strivings toward self-realization to those evident in nature:

The tree that never had to fight
For sun and sky and air and light,
Then stood out in the open plain
And always got its share of rain,
Never became a forest king
But instead lived and died a scrubby thing.

The man who never had to toil
By hand or mind mid life's turmoil
Who never had to win his share
Of sun and sky and light and air,
Never became a manly man,
But, instead lived and died as he began.

Good timber does not grow in ease,
The stronger the wind, the tougher the trees,
The farther the sky, the greater the length,
The rougher the storm, the greater the strength,
By sun and cold, by rain and snows,
In tree or in man good timber grows.

Where thickest stands the forest growth
We find the patriarchs of both,
And they hold converse with the stars
Whose broken branches show the scars
Of many winds and much of strife,
This is the common law of life.

Symbolically, these lines speak eloquently to the value of human perseverence and constant striving to achieve excellence. Three other virtues play major roles in the lives of those who succeed as master teachers: (1) honesty, (2) self-motivation and self-reliance, and (3) belief in one's calling.

First, honesty – a special kind of honesty. Missourian James Cash Penney emphasized hard work and giving of one's best in his book – *A Man with A Thousand Partners*. Mr. Penney wrote: "I believe in honesty. Of course there is the kind of honesty that keeps a man or woman from taking something that belongs to someone else. But there is also that finer honesty that will not permit a person to give less than his or her best, that which makes one count not hours, but rather duties and opportunities – that which constantly urges one to enlarge his or her information to increase their usefulness and contributions to society."

Second, self-motivation and self-reliance is that all-important driving force or pressure from within. The story is told of the grandfather clock that had been passed down from generation to generation in a century-farm family. When the fourth-generation owner inherited the steady old clock, he took special note of three heavy weights suspended on brass chains. He decided to ease the pressure on the aging clock by disconnecting the weights, whereupon the clock stopped abruptly. "Why," asked the clock, "did you do that?" "To lighten your load," came the reply. "You are an old clock – and you shouldn't be asked to endure such stress. I want to make life easier for you." "No," replied the steady old clock, "put the weights back. That's what keeps me ticking."

And so it is in everyday life. We make the most progress and the greatest contributions when we are under pressure. And the finest achievements come most regularly when that pressure is self-imposed. Indeed, we should strive to live at the fringes of our self-imposed limits.

Thirdly, belief in the teaching profession as an honorable and rewarding career is important. A biographical anecdote in *Reader's Digest* concerning actor Jack Lemmon underscores the importance of such dedication. Lemmon's father was vice-president of a large baking company; and, as with many fathers, he hoped his son might pursue a similar career. But Jack Lemmon, who had performed in high school plays and in the summer theater, decided he wanted to become a professional actor. He went to his father and asked for $300 to finance a trip to New York City to take a crack at acting.

Lemmon's father said: "I take it you don't want to follow in my business?" Young Jack replied, "That's right: I want to become an actor." His father said, "Do you really like acting?" Jack replied, emphatically, "I do." So his father said, "I'm going to give you the $300. But I want to tell you this: The day I fail to find romance in a loaf of bread, I'll quit this baking business."

What Jack Lemmon's father was saying was that whatever one does in life, he or she should believe in it strongly and be certain it brings personal satisfaction and pride. To have a sense of accomplishment in any line of work, one must be dedicated to it and have a sincere belief in the intrinsic value of the endeavor. Those of us privileged to teach students have every reason to be proud of our chosen profession, as we prepare students to serve society and to enjoy meaningful, productive lives. We subscribe to the philosophy described so simply, yet so eloquently, by the late Christa McAuliffe, teacher and astronaut, when she said: "I touch tomorrow . . . I teach."

The spirit of our common faith in, and commitment to, education was clearly evident in the records of this emerging society. A frontier historian, reflecting more than a century ago on early pioneer families of the Illinois prairie, wrote of their almost religious faith in the inherent power of education. Listen to the following lines, as we relish together a sample of this rich heritage of which we are so proud:

> As the royal monogram on the clothing of the infant prince marks him as belonging to the royal family, so the rough schoolhouse in each settlement was the royal mark, telling that it belonged to the people foreordained by Almighty God to be the royal nation of the world. The bulk of the nation might be far away toward the eastern ocean, and the settlement might consist of but six scattered cabins – whose occupants were struggling for daily bread – yet the humble, log-ribbed schoolhouse was the rough-robed prophet of a future time – when on these shores – the grateful world shall see what it has never seen before – the national power of education.

Since the beginning of the human race, each generation has stood on the shoulders of the previous one. Thereby, each generation was able to obtain a broader view of society. I challenge you to build on the progress of the past – by providing timely leadership that will demonstrate that there are extraordinary potentials in ordinary people. In the memorable words of Abraham Lincoln: "It is for us the living to be dedicated here to the unfinished work remaining before us."

Kipling said: "The strength of the wolf is in the pack, and the strength of the pack is in the wolf." I like those lines. They imply that strength is derived from unity. Let's work together in our noble efforts to assure educational opportunities for our children and grandchildren – food for a hungry world – and the coveted freedoms that have made our country and its system of government the best in the world.

Over the mantle of the dining hall fireplace at Earlham College in Richmond, Indiana, are inscribed the following words: "They gathered the sticks, kindled the fire, and left it burning." With reference to this memorable moment, let me paraphrase those words: "They gathered the meat science teachers – those committed to the production, processing and marketing of healthy, life-sustaining meats – those committed to excellence in teaching – those committed to excellence in student advisement; they reviewed the opportunities and challenges at hand; and they worked together as they shared ideas and fostered a spirit of cooperation. And, for these commitments and contributions, they were remembered in history as teachers whose collective efforts resulted in a better and safer society for all."

Throughout this past month of May, it was my privilege to share thoughts with several groups of graduates. In each instance, I came away with a renewed sense that our young people represent a responsible, rich resource, dedicated to the overall betterment of society.

One graduating class addressed was Chisholm High School of Enid, Oklahoma. This group of outstanding young people thoughtfully selected a class motto that I especially like and want to share with you: "We cannot direct the wind, but we can adjust our sails."

We, too, will benefit from adjusting our sails from time to time. For we recognize that the pursuit of teaching excellence is a lifelong quest – a quest that never ends. We also appreciate the fact that if we are content with the best we have already done, then, we will never do the best we are capabale of doing. Here, I like the words expressed by John Wooden: "Remember this your lifetime through – tomorrow, there will be more to do . . . and failure waits for all who stay, with some success made yesterday . . . tomorrow, you must try once more, and even harder than before."

I have always emphasized to students that how they use today will determine how tomorrow uses them. We, too, must utilize our opportunities fully today, in order to be more useful and productive to students and society tomorrow.

In his book, *Life on the Mississippi*, Mark Twain wrote about two kinds of riverboat captains: (1) those who memorize the river maps and depend on that knowledge to avoid the sandbars, snags, and hazards of the river; and (2) those who are students of the river and recognize it as a body of constant flux. Approaching a snag or shallows, the pilot makes judgments based on the memory of previous reality and a sense of how that reality has changed as result of the dynamic environmental influences to which the river is exposed.

Each decision brings the complex knowledge of the past to bear on the present circumstances. Previous information and experiences must be adjusted to new situations, analyzed, evaluated, criticized, and modified, as one navigates the river. Mr. Twain's account makes clear that a basic body

of knowledge is essential. But, it is of limited value without probing, analyzing, evaluating, and restructuring that knowledge to account for an uncertain future.

As teachers, we need to model our approach to teaching after the second type of riverboat captain. We must always recognize that much of the body of knowledge is provisional, rather than absolute; and recognize that, as teacher/pilots, we need more basic information and knowledge to draw and redraw the maps of our respective academic disciplines.

Now, let me turn to the topic that was assigned to me for this presentation: As many of you know, I believe so strongly in the importance of teachers being "in touch with their students" that I wrote a book on that and other topics closely related to excellence in teaching.

First, we ask the questions: "Why get in touch with students?" Let me offer three general reasons:

1. To maximize the student's ability. As teachers, we want to provide an opportunity for each student to maximize the use of his or her abilities. But, to do that, we must know their intellectual capabilities and limitations. Before football coaches train their players or band directors assemble and develop respected bands, they need to know the strengths and weaknesses of the participants. It is, of course, one of our major challenges as teachers to awaken in students something that is already present. Indeed, we want to reach down inside students and arouse their nobler instincts.

"College teaching is sometimes weak because we have teachers with so much knowledge about the subject matter which they teach, but frequently so little knowledge and so little understanding about the persons they are trying to teach."

F.E. Eldridge

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2. To improve student advisement. Each student is a unique individual, and we want to provide high-quality counseling services to all of them. This is best accomplished when we know and understand students. One of the more tragic events in the lives of students occurs when teachers depersonalize their teaching and counseling.

Separated from their families, most college students welcome the caring hand of teachers. Indeed, a non-caring attitude among teachers is one of the most dangerous multipliers of student drop-out and failure to succeed academically in college. With respect to our personal involvement and sensitivity towards others, Winston Churchill has aptly said: "We make a living by what we get, but we make a life by what we give."

3. To improve student-teacher relations. Students gain more inspiration and learn more from teachers they like. So, in the interest of maximizing learning, it is important to build strong student/teacher bonds and friendships – a building of good will.

As master teachers, you are professionals in terms of capturing the goodwill of others. And speaking of goodwill, let me share a quote of J.D. Snow: "The most precious thing that anyone can have is goodwill of others. It is sometimes as fragile as an orchid, and as beautiful. It is more precious than a gold nugget, and as hard to find. It is as powerful as a great machine, and as hard to build. It is as wonderful as youth, and as hard to keep. It is an intangible something, this goodwill of others, yet more to be desired than gold. It is the measure of a man's success, and it determines his usefulness in life."

Once this goodwill of students is achieved, as their teacher-friend, you become a professional role model for them. This, however, carries enormous personal responsibilities. This fact was noted in the following lines shared with me by the 1988 Heisman Trophy winner, Barry Sanders, of Oklahoma State University, who is a very active leader in the Fellowship of Christian Athletes:

> "A little fellow follows me,
> I dare not go astray.
> For which direction I shall take,
> He shall go the self-same way."

Now, let's address a second question: "How can we get in touch with students?" Let me suggest several means of doing this, and you can add others:

1. Meet students. Caring teachers find numerous opportunities to meet students – both pre-college (for example, via scholarship interviews, career days, and science fairs) and as college students. All of you can cite additional examples here.

2. Be a friend of students. This tradition traces its roots to the time of classic Greek and Roman civilizations, but has continued relevance in today's educational and social environment. Hippocrates said: "For where there is the love of the art of teaching ... there is the love of students," and William H. Danforth, co-founder of the Ralston-Purina Company, said: "A millionaire in money is nothing compared with being a millionaire in friends, and everyone can be this, providing you keep friends as you make them." Students are very perceptive and readily detect sincere faculty friendship.

3. Use student/teacher conferences. While this practice is time-consuming, it is rewarding to both teacher and student. Although time does not permit, I could cite many examples of positive experiences and opportunities for service realized through individual conferences with students.

4. Speak to and advise student groups. The need and opportunity for faculty members to address student groups, and to serve as a faculty advisor to organized groups of students, far exceeds the number readily available and willing to do so. These opportunities provide an excellent means of receiving student feedback on courses and related teaching matters.

5. Invite students into your home. This practice affords teachers an excellent opportunity to exchange ideas and interests with students. Sunday evening barbeques and other informal meals with students build lasting friendships. And, of course, graduation day and various athletic and other post-graduation events provide excellent opportunities to "keep in touch" with graduates invited into your home as students.

6. Undergraduate research. This one-on-one opportunity is an excellent means of getting to know students, as well as providing graduate programs with experienced, motivated, and well-trained students.

7. Travel. Organized field trips and study courses are excellent means of getting to know students, as well as providing them with "hands on" exposure to career and educational opportunities.

Finally, we ask the question: "Why keep in touch with students?" It is important that we not "pull the shades" on our interest in students at graduation for various reasons. Let me mention eight.

1. To assist in adult education. Rapid advances in scientific knowledge and technological innovations, particularly within the past few decards, underline the fact that true education is a lifelong process.

2. To evaluate and improve teaching effectiveness. Those who invest in stocks and other securities follow their worth in the market place. Similarly, we should follow the performance and successes of our graduates to determine whether we prepared them properly.

The true value of teachers depends, in large measure, on the caliber of students they develop and graduate. We should not, for example, give students cut flowers, but rather teach them how to grow their own. In a broader sense, it is our responsibility to prepare students for their professional role – and to function as socially responsible individuals in a democratic society.

3. To be in touch with parents and taxpayers. Parents monitor the successes and frustrations of their sons or daughters closely and are in an excellent position to evaluate their career interests and intellectual capabilities. Moreover, as those who help underwrite the costs of public education, we need to keep in touch with their perceptions.

4. To better prepare and place our students. Just as physicians administer "periodic health checks," it is important for teachers to administer periodic "intellectual health and career progress checkups."

I hold the view that teachers should assist their students in finding internships and summer work experiences, as well as in finding meaningful employment upon graduation. Because education is truly a lifelong process, teachers also should aid students in expanding their intellectual and cultural horizons.

5. To write meaningful letters of reference. It is important for the master teacher or student advisor to know his or her graduates well enough to be able to add a personal touch to letters of reference. This enables them to avoid the following:

> Dear Personnel Placement Director:
>
> I am pleased to provide a statement in support of Joe/Jane College for the position applied for in your organization.
>
> When you come to know this young man/woman as I know him/her, you will come to appreciate him/her as I appreciate him/her.
>
> Please advise if I can provide additional information
>
> Sincerely
> Professor OUT OF TOUCH

6. To send letters of congratulations and encouragement. Congratulatory letters to graduates (and occasionally to their parents) are a welcomed gesture for the "in touch" teacher. People like to be remembered for their successes. For example, the fact that Babe Ruth hit a record 714 home runs is remembered far better than the fact he struck out a record 1330 times.

7. To seek alumni support. As those of us in public institutions turn ever more to the reality of needing private monies to supplement public support in higher education, it becomes more and more important to keep in touch with alumni who can, and often will, lend a hand in assisting with development programs and activities. And, of course, the public relations aspects are vitally important in this regard, as well. Increasingly, it is our professional responsibility to communicate to others both our commitment to high-quality education and to emphasize the many opportunities to enhance learning when additional educational resources are available.

8. To assist in recruiting scholars. Colleges and universities are known for their graduates and, in today's competitive world, it is very important to have a corps of dedicated alums lending a hand in identifying and recruiting academically talented students. Indeed, recruiting well is not enough, we must recruit especially well.

Since moving to Oklahoma, I have heard many interesting anecdotes about Oklahomans. Let me share one in which an Indian chief – terminally ill – called his three sons together and handed an arrow to the eldest. "Break the arrow in half," he commanded. The son did so with great ease, for he was very strong. The chief then reached beside his bed for a bundle of 20 arrows tied together and commanded: "Now break these." The son tried, but could not do so. The chief then said: "Now remember this – strength comes in numbers and in unity. Always stay together, and you will win."

I appreciate that story's message. I sense that members of the American Meat Science Association (AMSA) family are united – and that you are prepared to work diligently and steadfastly in your collective quest for excellence in teaching. The future of the AMSA will be, in large part, what you, its family, believe it will be – and what you are committed to helping it become. So set your sights high and move forward with firm resolve.

A few years ago, I had the opportunity to attend a conference on "The Future of Agriculture" in Little Rock, Arkansas. The keynote speaker was Nobel laureate Norman Borlaug. The honor of introducing him went to the Governor of Arkansas, Bill Clinton, who said: "I have pages and pages of materials about Dr. Borlaug, but let me summarize them this way. Here is a man who has *made a difference* in the lives of millions of hungry people throughout the world."

I have thought about that simple, yet powerful and meaningful, introduction many times. Those of us privileged to teach the students of today can – if we continually and persistently pursue excellence in teaching and counseling students – also *make a difference* in the lives of a countless number of people. This admirable goal may be achieved through our most precious asset, the students we help educate.

In actively pursuing teaching excellence, we also reap the many intrinsic rewards and personal pleasures that are inherent in the teacher's role. Dr. W.L. Phelps, a master teacher at Yale University many years ago, aptly described teaching as an ennobling "art," a true "passion," and an "ideal" to be pursued with lifelong dedication and zeal:

> I do not know that I could make entirely clear to

an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life-work, a profession, an occupation, a struggle: It is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art – an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his or her limitations and mistakes, and his or her distance from the ideal.

Thank you for affording me the opportunity to participate in this teaching program. I commend and salute you for your caring and commitment to excellence in teaching, as well as the countless contributions you have made to enrich the learning experiences and lives of students. I wish the very best for all of you, and sincerely hope the best of your past will be the worst of your future.

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Discussion

N. Marriott: Sometimes it is difficult to give students attention in these very large classes. I would be interested in any comments you would give us on how we can stay in touch in these very large classes.

J. Campbell: It has been my privilege to have the opportunity to teach all size classes from one-on-one, all the way up to nearly 300. I really enjoyed large classes because I felt that the time spent preparing for those classes was better justified, and so I worked hard at trying to make those classes interesting, exciting, and tried to encourage those students to pursue advanced studies in particular areas.

I think that one of my former colleagues at the University of Missouri, Professor Keller, who some of you remember from the Geology Department, had a unique way of addressing large classes. He had what he called the "Big Eight." He had large classes, the size of this room or larger, and he had eight students that he reserved eight seats for in the front row. He posted, outside the lecture hall, the names of the eight students that would be invited to sit in what he called his "Big Eight" chairs for the day. But he didn't tell anyone ahead of time who they would be, they would be posted right before class, so it would encourage attendance because people didn't want to be absent when they were invited to sit down in front and be one-on-one with the teacher. He would ask them questions, he would dialogue back and forth with those eight students. Secondly, he didn't do it alphabetically, he did it at random so that you never could tell, you couldn't figure a pattern out, that caused them to come, and to produce bait.

I think that was very good sampling of this large class by eight different representatives each time, although once in a while he would go back and pick one from before so they would not stop coming too, you see. Now Bob Kauffman up in the Big 10 could have 10 down in front, "Big 10," you know. There are a number of ways you can do that, I did a lot of little things to get to know some students in the class. I would offer to take to lunch the student or students who made the biggest

improvement from exam 1 to exam 2. In other words, the students who made 100 or in the high 90's probably didn't have much chance to win that invitation to go to lunch at my expense, but there were a lot of others who did have. Quite frankly, many of them would tell me that they studied hard, they wanted free lunch with the teacher.

Incidentally, I meet these former students all over the country. I run into them at bankers' meetings and other meetings that I attend now and it's fun. They say, "Remember when you took me to lunch once." When I went to Illinois a student said, "Are you going to take students to lunch here." Well, I don't know," I replied; "I won't have any formal classes now," and he said, "well, we can arrange one." I know that Tom Carr and other people here know that one of the things I did in Ag 100 class, (there were 2 sections to that because it was a pretty large class), was to work with Warren Wessels and other people to let them draw from their lunch box a name of a student each week, from each section, that I would invite to go to lunch.

Let me take this one step farther, and tell you what can come of that. Many of you know that I was involved in helping orchestrate a major merit scholarship program in Illinois, and when you do that, you need money. One evening I was visiting with a group of alums in Starbrock, IL and that was really the first group I had outlined this program to. Of course, I didn't know what the response would be, but after it was over, here comes a couple who said, "Do you remember so and so?" I said "Yes, I took her to lunch, with a young man from Forestry who I remembered very well." And she said, "Well, she called us the night that you had taken her to lunch and thought that it was really fantastic that you would take time as an associate dean to have lunch with her. She said it came at a time when mid-semester exams were on, term papers were due and she was pretty down but it really cheered her up to think that an administrator would show that much interest."

Well, after I had outlined this scholarship program, her parents came up and introduced themselves and said, "We want to talk to you some more about this scholarship program you propose." We talked until past midnight, and to make a long story short, that was, I believe a Friday night, the following Thursday this fellow called and said that he wanted to talk to me. My secretary said, "He's busy until so and so time." So I called him back on Friday noon. He said, "So and so and I have been talking about your scholarship program, we are in the process of writing out a check for $10,000 to help you get it started." Since then, he has contributed well over $100,000 to the College of Agriculture at the University of Illinois. I don't know that he would have given that $10,000 or that he would have given more than $100,000, if I hadn't taken his daughter to lunch but I am pretty sure of one thing, it didn't hurt.

D. Kinsman: What is your philosophy and method of stimulating, recognizing and rewarding excellence in teaching?"

Campbell: I don't think there is any better way than to have one's peers and one's students involved in the process. I know that the people of Illinois know that one of the things that I did as Dean was institute, or encouraged to be instituted, a very expanded awards program. We put in place an awards program for teachers, for extension personnel as well as researchers at the junior and senior faculty levels and those were ways to encourage good teaching.

We also put in an outstanding advisor award. A fellow whose son had been befriended by one of the people on the faculty came to my office one day and said that he wanted to do something for this fellow who had been so good to his son. In my office, he wrote out a check for $250,000. This established the outstanding advisor award. I think there is money out there in the Big East and other areas as well, Don, that will help fund those kind of programs if you go out and take it to the people and tell them what you want to do and why you want to do it and then get them involved in the process. At Illinois, our outstanding advisor award and our outstanding faculty award, are junior and senior levels, (the junior level is less than 10 years after Ph.D and the senior is beyond that). A $1000 recurring stipend after the salary increases was made that particular year. Now, that gets the attention of people. They like that sort of thing; and in every case we required the department to give average or above increases so they couldn't use that $1000 as part of their increase so this came over and above what the department put on.