

RESIDENT TEACHING IN RELATION TO THE EXTENSION MEAT PROGRAM

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This talk is to be about teaching. I believe I can do no better than to begin by reading you a quotation from the late Dr. Glenn Frank. He called it, "Salesmen of Knowledge."

"The future of America is in the hands of two men, the investigator and the interpreter. We shall never lack for the administrator, the third man needed to complete this trinity of social servants. And we have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator between specialist and layman. The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. Science owes its effective ministry as much to the interpretative mind as to the creative mind. The knowledge of mankind is advanced by the investigator, but the investigator is not always the best interpreter of his discoveries. Rarely, in fact, do the genius for exploration and the genius for exposition meet in the same mind. The interpreter stands between the layman, whose knowledge of all things is indefinite, and the investigator, whose knowledge of one thing is authoritative. The investigator advances knowledge. The interpreter advances progress.

"History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the workers. Democracy of politics depends upon democracy of thought. 'When the interval between intellectual classes and the practical classes is too great,' says Buckle, 'the former will possess no influence, and the latter will reap no benefit.' A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street? I raise the recruiting trumpet for the interpreters."

By way of summarizing what Dr. Frank has said, may I repeat two of his sentences. "The investigator advances knowledge. The interpreter advances progress."

It was just after the close of the recent war. I was in Morgantown, West Virginia, talking to Charlie Wilson. Charlie, as many of you know, is part animal husbandry professor and part evangelist.

Charlie was bragging. He didn't know that he was bragging, but I could tell it from the tone of his voice and the sparkle in his eyes. He had just received a letter from one of his former students, who was still a member of the American Air Force in England. This boy had written that on one of his recent missions over Germany, his plane was in a tight spot when he remembered a bit of philosophy that Charlie Wilson had taught him. The boy

wrote, "I was in a tight spot when I recalled what you had taught us. It bucked me up and gave me courage to do my best." Charlie Wilson had experienced the greatest satisfaction that can come to any teacher.

After finishing my under-graduate work at the University of Nebraska, I went to the University of Minnesota to get my Master's. Andrew Boss, professor of agriculture at the University of Minnesota, had pioneered the teaching of meat work in the colleges. His USDA Farmers Bulletin No. 183, "Meat on the Farm," published in 1906, was the first effort along that line. Professor Boss had three illustrious students in his early meat courses. They were: Dan Gaumitz; our present chairman, W. H. Tomhave; and Thomas G. Paterson. Tomhave had moved to Pennsylvania when I reached Minnesota, but Tom Paterson was there and he taught me my meat work.

Tom's animal husbandry class that year was a mixture that varied from flunkers in the liberal arts college to boys who made straight A's. I was a member of neither extreme. Some were spoiled brats from over-indulgent families; others were boys working their way through school. Tom taught us to feed, judge, and show cattle. To shear sheep and slaughter hogs. He led us into the mysteries of genetics and nutrition and then proved how much more we needed to learn. Tom whipped us from a miscellaneous, aimless, lonesome bunch of individuals into a hard-working, purposeful, cohesive unit. Tom was the best teacher I ever had.

It was a real tragedy for the University of Minnesota and for Tom Paterson when they parted company. Tom was an institutional problem, of course. His scorn for stuffed shirts and put-on airs was so great that he went to the other extreme. Tom had the background, training, and understanding to fit into university life. He understood the handicap that his informalities created for him, but he chose not to change. It is still a tragedy that two generations of students, since those days, have missed contact with Tom Paterson.

This is not to be a eulogy of Charlie Wilson or of Tom Paterson. I used those two men to illustrate the kind of thing that makes an effective teacher either in the college or in the field. And right here suppose we give a definition of effective teaching--many people have tried their hand at this before. You probably will before you finish your activities at the college. I used this definition--partly because it is mine and partly because it describes, I think, the characteristics that make for effective teaching.

Teaching is the transfer of facts, skills, and attitudes. Emphasis is on the word, "transfer."

Effective teaching is the transfer of facts, skills, and attitudes so that they will be understood, learned, remembered, and used. Most of us have come up through subject matter and we are concerned with the accuracy of our facts. All teachers must remember, however, that the things we teach must not only be usable, but also used.

To stimulate people to learn and use the things we teach, one of the most important points is attitude. Having the right attitude toward new facts and skills and toward the situations in which people find themselves is essential for learning. We have heard this called the age of the common man. I believe that to be wrong--tragically wrong. If folks get the idea that a common man can do it, education will stall and progress stop. There is always

a quicker, easier, cheaper, safe, better way to do a job. That attitude has been the secret of the strength and progress of this country. Teach that to your boys in college and to your people in the field.

Seaman A. Knapp, the grandfather of extension work, used to say, "Ignorance, unthrift, and poverty go hand in hand."

By ignorance, Dr. Knapp meant, I am sure, failure to understand the basic law that a man can have only what he earns. That the first obligation of every citizen is to earn the things he needs.

Dr. Knapp said, "unthrift." Unthrift is not only failure to add to our savings account--important as that is--unthrift means failure to make use of our natural gifts of strength, ability, and time. Greed, hate, jealousy, intolerance, sponging on the other fellow, trying to get something for nothing, are wastes and unthrift plus ignorance leads to poverty, universal poverty.

This is the age of the trained man--the man who in attitude and skill is equipped to use modern tools in an efficient manner--the man who is willing and qualified to earn the things he needs.

Security, health, happiness cannot be given to us. They are all by-products--by-products of hard work. They are the rewards of those who learn and earn. Believe that. Try to live it. Transfer that idea to people so that they will understand, learn, remember, and use it. If you can do that, you will have made your contribution either in the classroom or in the county.

"I was in a tight spot when I recalled what you had taught us. It bucked me up and gave me courage to do my best."

I wish the same to all of you.

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CHAIRMAN TOMHAVE: Thank you, Ken. I am sure you have left a lot of good food for thought with this group.

I presume that most of you will recall that some time during the last six months you received a questionnaire asking for information regarding the meat instruction, equipment, etc., at your institutions. I am sure that Mr. McDonald will bear me out that the National Live Stock and Meat Board received wonderful cooperation from all the men engaged in meats instruction in the colleges of this country. The questionnaire furnished a vehicle to assemble and convey a great amount of valuable information, a summary of which I am sure you will be interested in receiving. Mr. McDonald spent considerable time to compile this data for you, and he is now going to present the summary of the college and university meat questionnaire.

Mr. McDonald.

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