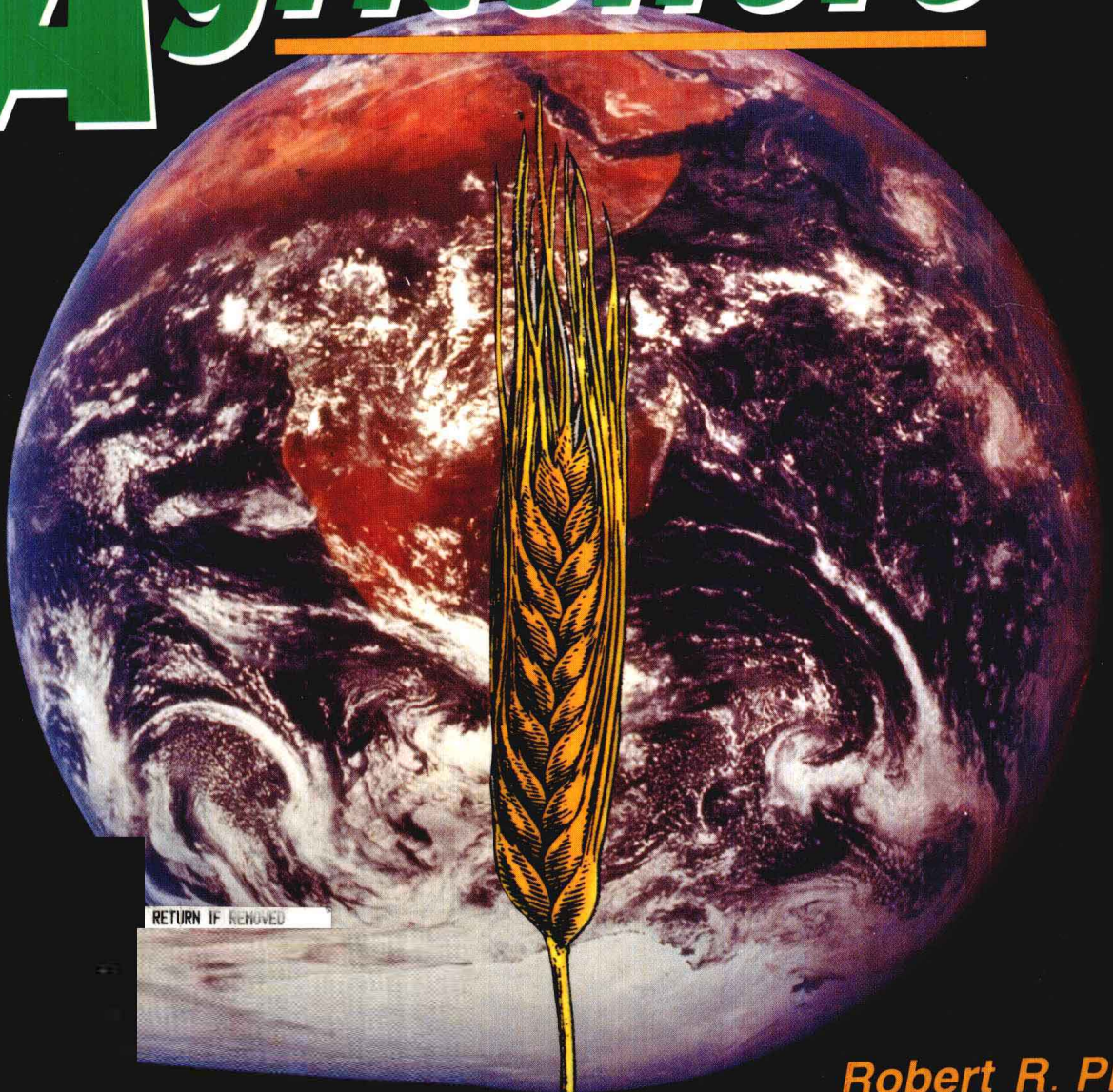


# ***International*** ***Agriculture***



***Robert R. Price***

# **INTERNATIONAL AGRICULTURE**

**Dr. Eddy Finley**

**Dr. Robert Price**



**I(T)P™**

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# Preface

The United States is a member of an increasingly interdependent world community. Today, nations are linked by sophisticated communications, international financial and commodity markets, efficient and low-cost international transport systems, and both traditional and more innovative agricultural production systems. In many nations, such changes encourage development of highly skilled scientific institutions. Consequently, international concerns are everyone's concern—from the heartland of America, to big coastal cities such as Los Angeles and New York. Many employment opportunities will have an international dimension requiring one to three years in a foreign branch or subsidiary, or at least occasional overseas travel. An increasing proportion of U.S. students will either work abroad, work for a company that has vital interests abroad, or work for a company that experiences significant competition from abroad. Most importantly, all students will become citizens in a society which must find its way in an increasingly competitive and complex international environment.

Students must also understand the basic importance of agriculture to overall economic development, both in the U.S. and in other nations. Too often in the past, agriculture has been viewed as a tradition-bound sector with a sole mission of providing food and fiber. It is long overdue that agriculture be seen in a much broader context, and as the principal source from which overall development can rapidly and successfully emanate.

Agriculture in the U.S. cannot be readily understood unless there is a conscious effort to understand how it relates to those who are directly or indirectly associated with agriculture throughout the world. A study seeking to assist students to become knowledgeable of the relative significance of agriculture should have agricultural production worldwide as a central point of reference. However, most basic are the major aspects of processing, marketing, and distribution. It seems logical to include as a part of the study of international agriculture the particular influences that affect each of the aforementioned. For example, some of the influences include world population and the demand for food and fiber, energy and environment, appropriate technologies, social/cultural/political influences, world trade, financing of agricultural institutions, agencies providing supportive services, technology-transfer information, and literacy and resources for learning (as well as basic survival needs).

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In 1948 he was invited to join the faculty of Oklahoma State University as an Assistant Professor and Itinerant Teacher Trainer in Agricultural Education. During twenty-seven subsequent years of tenure at the university, he held rank as Associate Professor, Professor, and Department Head, and beginning with retirement in 1975, Professor and Department Head Emeritus. In the years since, he has continued to be involved in student advisement, teaching, and writing.

Long a supporter and advocate of adult education and of community education, Dr. Price received the first Honorary Degree granted by the Young Farmers Association of Oklahoma. He also received recognition at state and national levels, being a recipient of the Honorary American Farmer Degree and the Distinguished Service Award from the Future Farmers of America Organization. Other recognitions came through activities in Oklahoma Adult and Continuing Education Association, Oklahoma Community Education Association, American Vocational Association, Gamma Sigma Delta, Phi Sigma, Phi Delta Kappa, and Phi Kappa Phi. In 1986, Dr. Price was honored by the institution he has served so many years in by induction into the Oklahoma State University Alumni Hall of Fame. Three years later, a similar honor was conferred by the Oklahoma Vocational-Technical Foundation with designation as one of the Cornerstones of Vocational-Technical Education in Oklahoma.

Dedicated to a strong conviction that vocational and technical education should be recognized as a most desirable component of international education, Dr. Price initiated a program of studies at OSU for agricultural education and extension workers in developing countries. He takes great pride in telling that during a period extending over thirty years, in which a total of 1120 international students completed study programs, he has served as major advisor for 214 students from 32 developing countries completing Master's and Doctoral degrees. Also, he has made brief consultative tours for the purpose of evaluating development programs to Saudi Arabia, Haiti, Bangladesh, and Papua, New Guinea.

**Both authors** are active in teaching international agriculture courses at OSU. Dr. Price, at the request of the OSU Independent and Correspondence Study Department, developed a university course on World Hunger and Agricultural Development. He authored, and later revised, a text-syllabus, "Education to Feed the World's Hungry," which is used in teaching the course. Dr. Finley teaches the course "International Programs in Agricultural Education and Extension" and has done so every semester since 1983. Since the second time the course was taught, it has filled to capacity with students every semester. It is a popular course among agriculture majors as well as nonagriculture majors.

The experiences of the authors, as well as internationally related materials reviewed covering a 30-year period, have culminated in the content presented within this text.

Union. The approximately 284 million people in the eleven states are no longer Soviet citizens. They are citizens of their own independent states. Romania, Bulgaria, Czechoslovakia, Hungary, and Poland (collectively known as Eastern Europe) have assumed individual identities and are in the process of demanding democratic reform. Examples abound relative to the day-to-day changes in world events. It is essential that all students attempt to remain abreast of these events and the extent to which they are impacted by these events. Hopefully, this text reflects the current status of these evolving changes. It can be assured that "agriculture" will be a topic of study and discussion in every country and region of the world.

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## About the Authors

**Eddy Finley** spent his boyhood and adolescent years on a farm and ranch near Alanreed, in Donley County, Texas. He received his B.S. degree, with a major in Agricultural Education, from Texas Tech University in 1971, and his M.S. degree in Agricultural Education in 1976. In 1981, the Doctor of Education degree with a major in Agricultural Education was conferred by the Oklahoma State University.

While serving as agricultural instructor at Vernon Regional Junior College (Vernon, Texas), he was invited to join the faculty of Oklahoma State University in 1982 as an Assistant Professor and Coordinator of the Entry-Year Teacher Assistance Program. He currently serves in the capacity of Professor.

Dr. Finley was recognized by Alpha Zeta as the "Outstanding Professor" in the College of Agriculture in 1986 and in 1991 received the prestigious "Distinguished Teaching Award" awarded by Gamma Sigma Delta (the Honor Society of Agriculture). Also in 1991, Finley was recognized by OSU and the National Association of Colleges and Teachers of Agriculture for "Meritorious Teaching" in college. He is a recipient of the Honorary American Farmer Degree and has received the Distinguished Service Award from the National Vocational Agriculture Teachers Association. He has been named to *Who's Who in the South and Southwest*, *Who's Who in American Education*, and the *International Biographical Dictionary* (Cambridge, England). He is currently a member of the Board of Directors of the American Association of Agricultural Education (Southern Region), and has served as Theme Editor of The Agricultural Education Magazine. Finley is a member of Phi Kappa Phi Omicron Delta Kappa, Alpha Tau Alpha, Phi Delta Kappa, Gamma Sigma Delta, and Iota Lambda Sigma, as well as many other professional organizations.

He has sustained a strong interest in international agriculture, having served as academic advisor and instructor to undergraduate and graduate students from 26 other countries. Dr. Finley serves as a member of OSU's College of Agriculture International Programs Advisory Council. He also lived and worked in the Middle East for almost two years and has traveled extensively throughout the world.

**Robert R. Price** spent his boyhood and adolescent years on a farm near Oakwood, in Dewey County, Oklahoma. He received his B.S. degree, with a major in Horticulture, from Oklahoma State University in 1934, and his M.S. degree in Agricultural Education in 1946. In 1956, the Doctor of Education degree with a major in Agricultural Education was conferred by the Pennsylvania State University.

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Because internationalization of the agricultural curriculum represents a most recent initiative for secondary and post-secondary curricular modification, this text was developed with the intent of infusing essential concepts and ideas into the subject matter.

There is strong evidence that improved education results in the development and well-being of a modern agriculture, both in the U.S. and abroad. Better educated and skilled people readily adopt new technology. People make the land productive and the industry successful. Investments in both basic and technical skills will greatly improve the potential for increasing agricultural output and all goods and services in a nation's economy.

"A shrinking world and increasing global interdependence are bringing new challenges and opportunities to everyone involved in agriculture. Organizations involved with international agricultural development efforts are placing increased emphasis on technical assistance and training related to improved and appropriate methods for the transfer of technology. A marked shift has also occurred in recent years, with the result that training programs in many countries are becoming more people oriented. Consequently, teachers of agriculture, extensionists, and related human development specialists are now sought for overseas development assignments on a scale commensurate with that experienced by agricultural scientists and technicians in recent years.

During the past two decades, agricultural institutions in the U.S. have been increasingly called upon to expand their participation in international agriculture activities, especially in the developing countries."\* Therefore, portions of this text address some of the development activities in which various nations require assistance.

Ultimately, this text should serve to provide essential fundamental information as it pertains to agriculture internationally. Utilizing this text to enhance a student's awareness of the importance of international agriculture in general should bring about a greater appreciation of the role that agriculture plays in each nation's overall economy. It is hoped that upon completion of the text, the student will then be better prepared to begin studies within a particular international agricultural specialization, i.e., international agribusiness, agricultural finance, agricultural education, and many others.

Remaining abreast of world events is a difficult task because the one constant we have is change. For example, in March of 1990, Namibia won independence from South Africa. In May of that year, North Yemen and South Yemen united as one country. In July, Benin changed its flag. Currently, Croatia and Slovenia have seceded from Yugoslavia.

It should be further recognized that the Soviet Union accelerated movement toward "glasnost" (openness), thus, eleven of twelve former Soviet Republics proclaimed the birth of a democratic "Commonwealth of Independent States" and an end to the Soviet

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