

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

January 28-31, 1959, Washington, D.C.

Report of Workshop #I - 1: AGRICULTURAL SCIENCES

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The workshop agreed that basic to all programs of agricultural science exchange is the increasing need to improve the practices and techniques by which we in this country receive, orient, and adapt the expressed and interpreted needs into a productive and meaningful experience.

The first to be recognized was the need to construct and program activities which specifically apply to these needs. Such application might be termed "tailoring" programs to fit specific and individual needs. Such needs may be academic - leading to degrees in some instances, practical-leading to direct work and training experience, or vocational - suggesting perhaps areas of formal and informal work-training experience.

The second was the absolute necessity of applying the individual and expressed needs to the socio-economic needs of the countries involved. Questions here raised were:

How can levels of living in my country be raised?

Can I learn to analyze my own country's problems and concerns?

Can I translate my experience into real and practical situations?

Can I involve the processes of my government and people to achieve better living and working arrangements?

The third, what are the basic elements in the United States which have made it a "so-called" developed nation? Certainly the basic philosophical heritage and the concerns of government for the individual worth of human beings must be recognized.

The fourth was the recognition that programs which involve individuals do lead and should lead to the relationship which the individual has to his village, his community, and his nation. Exchange is an ever-widening influence which affects the individual first, his immediate relationships next, and

eventually the wider contacts of region and country.

The fifth, that individuals come to the United States motivated by both personal concerns which are primary and deep, and program concerns which he has accepted. No individual, or his program, may be understood until this complex pattern of personal and program concerns is recognized.

Sixth, that problems which arise in the field of agricultural exchange may grow out of misunderstood terms, the preparation or lack of preparation of the individual as related to the program, his reasons for coming into the program, or a conflict of personal and program objectives. Too frequently the challenge of personal gain transcends the possibility of what the individual might contribute upon his return home.

Seventh, that the whole range of exchange in agriculture - scientists, technicians, practitioners - is so varied in requirements that any highly structured program unless specifically and intelligently applied will create misunderstanding. Placement of applicants within a program becomes therefore extremely important.

Eighth, that the consummate test of the success of any program is how well it is applied upon the exchangee's return to his own country. Follow-up is essential if any permanent relationship and comprehension of effect is to be achieved.

Recommendations:

1. Technical training programs in this country are stop-gap measures which should be followed as rapidly as possible with the creation and development of institutions in the developing countries. Real benefits to American foreign policy are achieved to the degree that we help people get what they themselves want, be it vocational training, institutions, or facilities. It must be remembered that in nations in the process of developing there are only two avenues of progress - (1) leaders being persuaded to assist the democratic process and (2) the provision for an increasing level of general education.

2. With agriculture, the occupation of up to 75 or 80 per cent of the people in many countries in which our programs operate, the importance of the agricultural sciences must receive continuing attention.

3. There is an intense need for greater understanding, across the board, among all programs of exchange - technical, cultural, scientific, leadership, practical.

4. Trainees need specific and personal guidance - selection of institutions, selection of courses of study, orientation in training methods. Once returned there should be planned follow-up.