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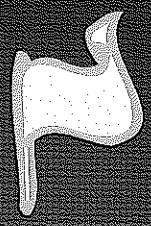
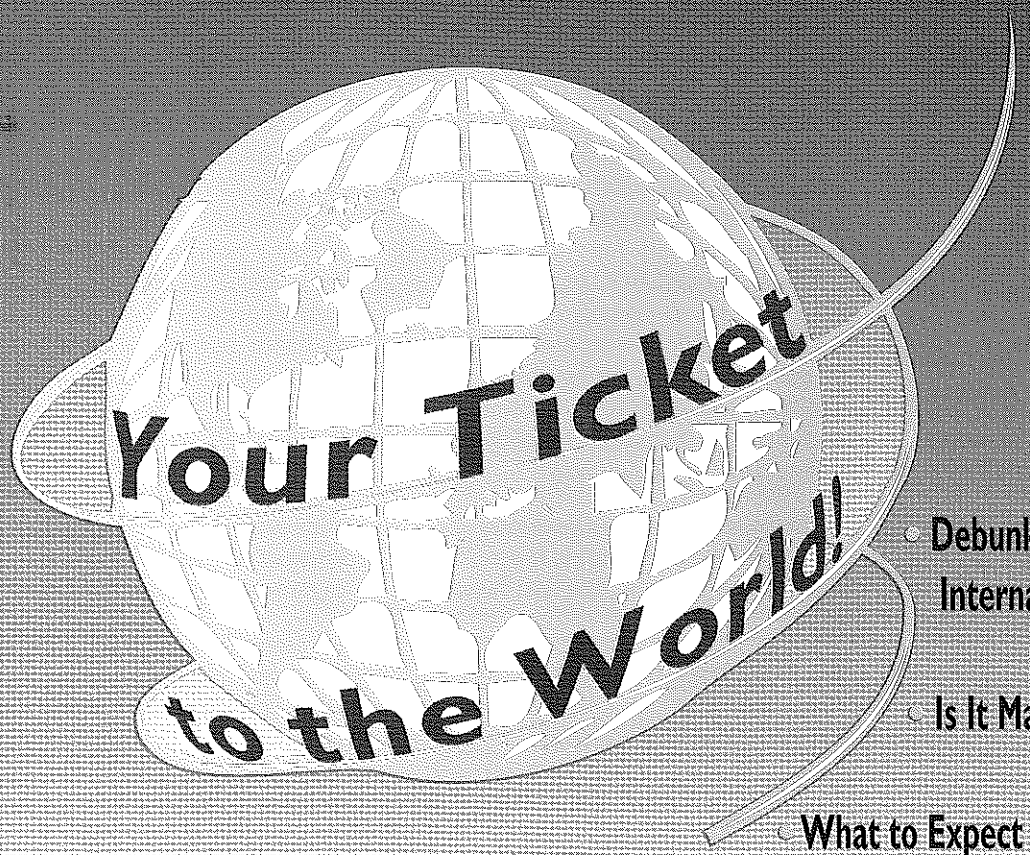


Agricultural Education . . .



- Debunking the Myths Regarding Internationalization
- Is It Marriage or Just a Big Date?
- What to Expect From an International Exchange
- Guidelines for Success in International Agriculture Assignments

Editor's Comments

Going Global - Experience That Counts

Editor's Note: This issue focuses on the international challenges and opportunities sought out by agricultural educators to benefit our students. My guest commentator is Carol B. Riesenberg, director of the Washington State University Small Business Development Center. In addition to operating 23 business service centers in Washington State, the Washington State SBDC has five international centers, creating valuable opportunities for students and faculty. Ms. Riesenberg holds an MBA and a Juris Doctor. She is a member of the Idaho Bar Association.

By Carol B. Riesenberg

A well designed and implemented international experience can fundamentally change the lives of students and faculty. In addition to our 23 business outreach centers in Washington State, the Washington State University Small Business Development Center (SBDC) operates five international centers—four in Romania and one in Russia. Semester-long student internships are an integral part of the program. But before I tell you about our program, let me digress a moment and tell you about my Christmas eve of 1989.

It was a Christmas card evening in northern Idaho. A gentle snow was falling. A few family members and close friends were gathered in our home. A fire was crackling in the fireplace. There were two fat beagles snoring away next to me on the sofa. After several hours of good conversation and good food and drink, we were content to sit back and await the midnight hour and Christmas day. We switched on the television. CNN was broadcasting pictures from the Romanian revolution that had ignited in Timisoara and was quickly spreading throughout the country. The beautiful old buildings of Bucharest were being hit by shell fire; the national library was burning. Students, religious leaders and other citizens were being shot and killed in the streets as they asserted their will for political, religious and economic reform. On Christmas day, the Romanian dictators were executed and Romanians began the long and difficult struggle to rebuild their society.

Little did I know during Christmas of 1989 when the Romanian revolution so captured my attention, that within the next 18 months I would be on the ground in Bucharest completing the initial assessment which would set the tone for a seven-year adventure. In conjunction with four universities in Romania, our SBDC began a program to adapt the highly successful U.S. model of delivering assistance to small businesses through higher education to emerging economies. Students have been an integral part of that effort since day one.

The benefits to those students, and to our society at large, are enormous. Of course, the first benefit that typically comes to mind is the increased understanding of the similarities and differences in cultures by our students and those with whom we work internationally. Personal growth comes with being tested. Perhaps the areas in which our students experience the most growth are in flexibility, the ability to respond calmly and appropriately with a sense of humor to unpredictable circumstances.

> *"International experiences tend to enhance student creativity and encourage innovative thinking. They see that challenges can be overcome with less than optimal resources."*

Unexpected events will occur on almost a daily basis in international work. I recall the day the schedule arranged by our Romanian colleagues had listed a visit to a potato processing factory as the day's activity. We prepared and dressed accordingly. It wasn't until our driver pulled into the parking lot of a large building downtown that we learned of a schedule change. We were to deliver a presentation to members of the chamber of commerce. We weren't dressed as our Romanian audience, but we did all right.

International experience pushes the envelope on students' comfort zones and personal boundaries. But, well-designed programs offered with proper supervision result in a sense of accomplishment and an eagerness for more challenges.

International experiences tend to enhance student creativity and encourage innovative thinking. They see that challenges can be overcome with less than optimal resources. Farmers and other business operators, as well as educators, face enormous barriers that must be met with creative thinking and problem solving. The day Dr. Lou Riesenberg, University of Idaho College of Agriculture, and I spent with an agriculture teacher in a secondary school in Courta de

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THEME ARTICLES

SUBSCRIPTIONS

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Theme Editor's Comments

Debunking the Myths Regarding Internationalization

By Robert A. Martin

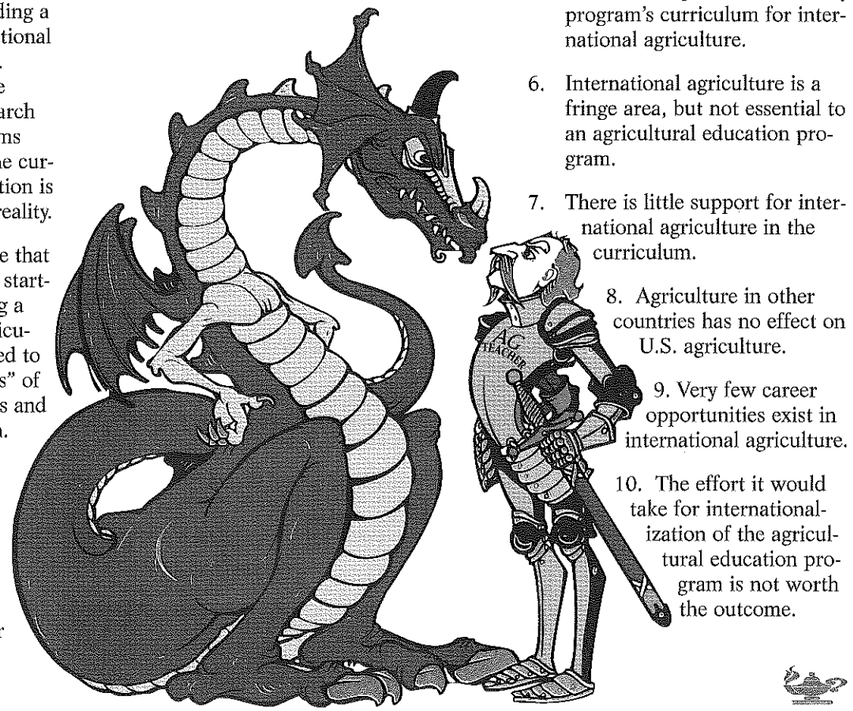
Dr. Martin is a professor of agricultural education and studies at Iowa State University, Ames.

During a recent and continuing review of the national study of agricultural education (often referred to as the green book), it became clear that one of the areas the committee found lacking was that of adding a global perspective for international agriculture to the curriculum. Unfortunately, a review of the recent literature and the research conducted in this area confirms that internationalization of the curriculum in agricultural education is still more of a dream than a reality.

There are those who believe that much of the reluctance to get started with the business of adding a global perspective to the curriculum can be attributed to a need to first address the "bigger issues" of adding more science, life skills and career skills to the curriculum. However, there is evidence to suggest that the real culprits are the "Ten Myths of Internationalization." These "myths" represent real stumbling blocks to the profession's movement to a higher level of education for all students.

Please review this list of "myths," then read the articles in this issue of *The Magazine.* Compare what these authors are saying to what the myths say and draw your own conclusions. These first-hand accounts by students, teachers and other professionals give testimony to the fact that any barriers or stumbling blocks regarding adding a global perspective to the study of agriculture are purely created in one's mind and are not based on fact.

Internationalization of the curriculum opens new opportunities for education. This movement can revitalize the curriculum in agriculture and expand career opportunities for students. Let us all try to debunk the myths regarding internationalization of the agricultural education program.



Ten Myths of Internationalization

1. Internationalization of the curriculum is difficult.
2. It is too complicated and expensive to have students involved in a trip to another country or have visitors from other countries participate in agricultural education and FFA programs.
3. Teachers who haven't traveled to another country can't properly introduce international agriculture into the curriculum.
4. Students are not interested in international agriculture and cultures.
5. There is no space or time in my program's curriculum for international agriculture.
6. International agriculture is a fringe area, but not essential to an agricultural education program.
7. There is little support for international agriculture in the curriculum.
8. Agriculture in other countries has no effect on U.S. agriculture.
9. Very few career opportunities exist in international agriculture.
10. The effort it would take for internationalization of the agricultural education program is not worth the outcome.

Success Story

Local Program Success in Pennsylvania

By Marcia Paterson

Ms. Paterson is the director of agricultural and environmental education, Milton Hershey School, Hershey, PA.

- Learn easy strategies to help focus more on students and still accomplish all their required tasks.
- Build dynamic FFA chapters where all members share responsibilities.
- Create special experiences that teach students how to build a résumé, career and life.
- Find compelling classroom instructional materials that grab and keep students' attention.
- Re-energize themselves about making a difference in their students' lives.

The best part about the resource guide, and all the tools that will follow, is that it will help us focus on what we do best—making connections for students. Each of our programs and communities have special challenges, and we know what works best locally. And, we can decide which of the common sense strategies, ideas and resources will make our students and us even more successful.

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Spreading Success Stories

More than 60 percent of agriculture teachers surveyed at last year's national FFA convention said their main challenge was finding enough time to focus. Focus on their students, classes and community outreach—all important elements to a successful agricultural education program.

How do we as teachers balance this need with all the other demands on our time? How do we touch every single student sitting in the classroom and help each build a successful résumé, career and life?

Late last year, the National Council for Agricultural Education (The Council) and the U.S. Department of Education launched an initiative called Local Program Success to answer these questions and help teachers succeed. They assembled a group of agricultural education leaders to define what makes a local program successful and focused on six key factors:

- strong classroom and laboratory instruction;
- connections between the classroom and careers (supervised agricultural experience programs);
- leadership and personal development through FFA;
- community and school alliances;
- recruitment and program publicity; and
- professional and program development.

To determine what makes teachers successful in those areas, the task force assembled work groups of agriculture and education leaders, including 33 teachers and teacher educators from 18 states. Those groups collected lists of proven best practices used in the nation's most successful programs, and developed ideas for tools and resources to help teachers replicate success.

As a member of the work group that identified the best practices and tools needed for classroom and laboratory instruction, I know teachers across the country will appreciate Local Program Success. It lays out what is actually happening in successful schools today. The outcome of this initiative, which will be delivered to teachers in mid-1997, is comprehensive, well-rounded and covers all bases for teachers. It also offers teacher educators a powerful tool for preparing tomorrow's teachers.

Help for Daily Challenges

The Council and the U.S. Department of Education are assembling the work groups' ideas into a Local Program Success guide. It will be introduced to state representatives in February 1997, and delivered to all teachers later next year. Other tools and resources will follow as they are developed.

The guide provides ideas agriculture teachers can use immediately to improve their local programs, create a climate for teaching and learning, save time and make better use of their resources. Teachers will:

- Find out how to get more done in less time.
- Plan and prioritize activities and involve others, so they can move toward their program and personal goals.

Theme Article

International Agriculture:

Perspectives of an Agricultural Attaché

By James E. Patterson

Mr. Patterson is an agricultural attaché at the U. S. Embassy in Mexico City, Mexico.

As an agricultural attaché for the United States Department of Agriculture (USDA), educating international clients about the U.S. agricultural marketing system is a major part of my job. There are many times when a foreign client or government official will express some embarrassment about a lack of understanding concerning the complexities of U.S. agriculture and my response almost always includes a recent example demonstrating that even U.S. consumers, at times, are misinformed about their own marketing system. Thus, lack of information, or incomplete information, is an obstacle to effective customer service, especially with international clients. Skills and disciplines developed through my agricultural education training have served me well in effectively representing U.S. agriculture abroad.

Why International Agriculture?

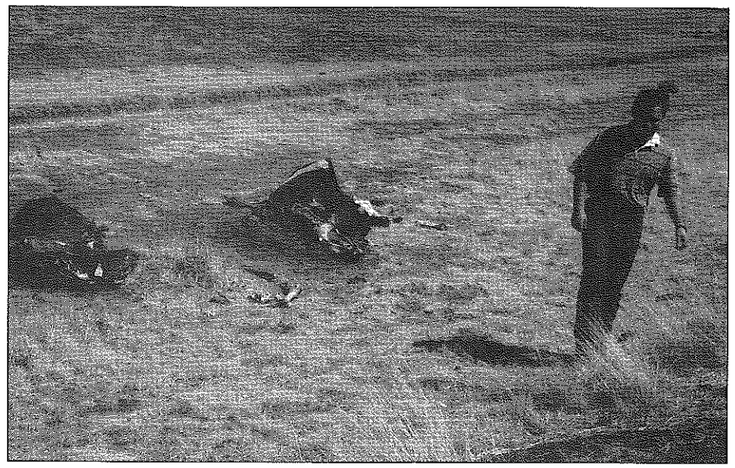
My agriculture teachers, 4-H coordinators and college professors helped stimulate my interest in international agriculture throughout my education. These agricultural education professionals helped me recognize the international implications of production and management decisions on my family's fruit and vegetable farm in Alabama, which sparked my interest in international competition in fruit and vegetable markets. Other experiences which helped me pursue a career in international agriculture included participation in international activities in church, community, high school and college. Collectively, these experiences helped me attain a global perspective of the U.S. role in international agriculture. As a result, I sought a career where I could help solve these problems.

Although I never considered the USDA as an employer, in 1976 I had the opportunity to meet former Secretary of Agriculture Earl Butz and, based on his comments about the benefits of international agricultural trade, I decided that I could make a difference at USDA. After earning my Master's degree in agricultural economics, which included some agricultural education electives, my first USDA assignment was with the Agricultural Marketing Service (AMS), an agency which administers standardization, grading, inspection, certification, market news, marketing orders, market research, promotion and regulatory programs.

My position was in market research and promotion, and I was the only person on my staff with a degree in agriculture as well as an agricultural background. Thus, I became sort of an "in-house" agricultural educator for my non-farm colleagues. Later, I developed a series of agricultural courses and seminars for USDA's Graduate School, an adult education program administered by USDA with authorization from the U.S. Congress. Thus, I had solidly assumed the role of an agricultural educator for USDA.

Becoming an Agricultural Attaché

Written and oral examinations are a requirement for admission into USDA's Foreign Service and, thanks to my years as an agricultural educator for USDA, I performed exceptionally well on these tests upon entering the Foreign Service. In fact, of all my professional experiences, my years as an agricultural educator were the best preparation I had for the Foreign Service. My experience as an educator has also paid other returns such as more effective communication, and more detailed understanding of agricultural marketing and trade systems, economics, communications and, of course, the learning process.



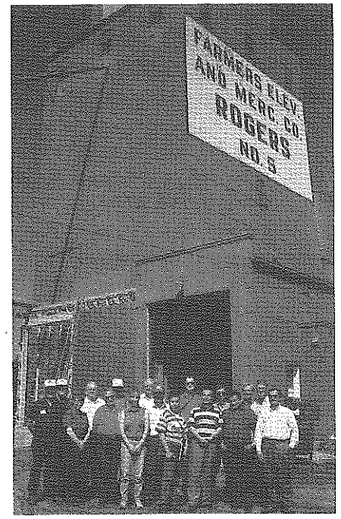
Observing the impact of the drought (la Seguia) in the Northern Mexican state of Chihuahua. (Photo courtesy of James E. Patterson.)

My agricultural education training and skills are also important attributes to my current position as agricultural attaché, where my responsibilities include: reporting on crop production, trade policies, prospects for trade, administering USDA export programs, and educating U.S. agricultural exporters and Mexican importers of U.S. products about their different agricultural marketing system. Kohls and Uhl (1990) define agricultural marketing as "...the performance of all business activities involved in the flow of food products and services from the point of initial agricultural production until they are in the hands of the consumer." With the increasing internationalization of U.S. agriculture and agribusiness, primarily due to increased global demand for high quality and economically priced U.S. agricultural products, opportunities for the agricultural educator/attaché are unlimited.

International Agricultural Education

The photograph accompanying this article depicts a program which I coordinated in cooperation with the U.S. Feed Grains Council and the North Dakota Barley Commission on U.S. barley marketing. Program participants were barley buyers and we focused on the efficiency of the U.S. marketing system and its reliability to supply them with high quality, economically priced barley. As a result of this trip, several of the members made substantial barley purchases for industry use in their respective countries.

As an agricultural attaché, I am also responsible for coordinating international meetings between U.S. agricultural producer associations and potential importers. For example, I worked with the U.S. Wheat Associates to coordinate a tour of the South American flour industry. This tour, which served to educate U.S. wheat farmers and South American flour millers, was important in increasing sales of U.S. wheat to several South American countries, including Brazil and Peru.



Program participants learned about the U.S. barley marketing system and its reliability. (Photo courtesy of James E. Patterson.)

The important educational role of agricultural attachés is further demonstrated by the Attaché Educational Program (AEP), administered by USDA's Foreign Agricultural Service. AEP enables U.S. farmers and exporters to benefit from the specialized knowledge of attachés. Under the program, attachés are available to make educational presentations and provide export counseling to international trade development centers; state, regional and national farm organizations; state and regional trade associations; food industry associations; state departments of agriculture; and universities.

Complexity is part of the nature of the U.S. agricultural marketing system. It challenges market participants (buyers and sellers), consumers and educators to comprehend its scope and its national and international interrelationships with agricultural and non-agricultural sectors. The future will only pose greater challenges for all involved as issues become more complex. For example, there are periodic reports in the Mexican press that U.S. yellow corn is animal feed and unfit for human consumption. Approximately 90 percent of Mexican production is white corn, preferred for production of tortillas, a popular food staple. In response to this corn complaint, as agricultural attaché and agricultural educator, I will explain that yellow corn is just as nutritious as white corn and that yellow corn is preferred by U.S. consumers.

Other, more complex questions are certain to arise in the future due to technological advances in U.S. agriculture. For example, given the commercialization of bioengineered corn and other crops, in the future I will have to educate foreign clients about the benefits of these new crops and that alteration of their genetic structure does not affect the nutritional value of the commodity, nor does it pose any health risk to livestock or consumers.

Furthermore, the change in information delivery systems will also pose greater challenges and opportunities for agricultural attachés/educators. As U.S. government marketing strategies and global consumption information is exchanged over the Internet, we must ensure that information sources, often produced by non-agricultural program developers,

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Theme Article

What to Expect From an International Exchange

By Kitty-Sue Schlink

Ms. Schlink is an agricultural education teaching and research assistant at Texas A & M University, College Station.

Many diverse groups offer international exchange programs in the home country and in host countries. How does a prospective international exchange participant know what to expect, and what not to expect, from an international exchange? My experiences, with the International 4-H Youth Exchange as a representative to Australia, provides one example. A careful review of the sponsoring organization as well as a careful look at reasons for choosing to participate in an international exchange is important.

International 4-H Youth Exchange (IFYE)

The USA IFYE Alumni Association coordinates 4-H International Programs with support from the Cooperative Extension System's 4-H program. The IFYE representative program provides youth an opportunity to learn about and participate in 4-H or similar youth programs abroad. This participation develops individual study and career training, increases an individual's knowledge and global awareness, and provides an opportunity to share and apply what is learned upon returning home (CD International Program Services, 1994).

The IFYE representative program is open to 4-H alumni 19 to 30 years old. Countries in all parts of the world are visited from four to six months (CD International Program Services, 1994).

I began the application process in January 1994, was selected to attend in April 1994, and left for Australia in October 1994. I chose Australia because it is a modern country using advanced technology in agriculture with a growing concern toward understanding the relationships involved in maintaining a positive image. By living and working on farms and ranches throughout the country, I was seeking information about world agriculture, Australian programs and practices, and Australian perceptions of these practices. My host organizations were Young Farmers in Victoria, Australia, and Rural Youth in Western Australia.

Young Farmers

My host organization in Victoria was Victorian Young Farmers, Inc. This organization is affiliated with the National Rural Youth Organization and is for people 16 to 28 years old. The members' backgrounds and occupations are diverse and are not limited to persons in the farming community.

The Young Farmers organization provides a group with which to participate in local events and activities, and assists individuals in becoming involved in planning and running programs, supporting and helping others, and working together as a team. Young Farmers offers the opportunity to take part in a variety of activities as well as learn new skills. The program aims to provide a balance of cultural, agricultural and social activities for its members (Victorian Young Farmers Inc., 1994).

Apart from arranging their own activities, Young Farmers do a lot of community work. Many clubs donate activity profits to charities and provide human resources for worthy local projects (Victorian Young Farmers Inc., 1994).

Rural Youth

My host organization during the last half of my stay was the Western Australian Federation of Rural Youth (WAFRY). WAFRY is a federated organization composed of youth clubs from the rural and metropolitan areas of western Australia. "The Federation's structure is based on clubs and these in turn are represented, along with the State committees and State Office Bearers, on the state management body called State Executive. The supreme policy body is State Conference which has representation from each club as well as the members of State Executive," *(WAFRY Handbook,* 1994). The Federation's management body represents the members and clubs and responds to their needs and wishes. Membership is open to anyone ages 16-30. If you are older (30-32) and can't seem to leave, there is an associate membership available and a lifetime membership can also be awarded.

WAFRY hosts a minimum of nine exchangees each year who come from other states in Australia and other countries. While I was in western Australia, I met with exchangees from South Australia and Canada.

Meeting Expectations

When considering an organization to coordinate your trip, researching the association carefully is important. If possible, researching the host organization, or any organizations that your sponsor organization is affiliated within the host country, is also important. As the brief organization descriptions I was involved with indicate, age requirements, purpose or objectives of the organization, and individual responsibilities differ from organization to organization and, it should be assumed, from country to country.

Understanding completely the responsibilities of the exchanges is also critical. Many organizations will require periodic essays be sent home for publication or dispersal to sponsors. Speaking skills, a prepared presentation for diverse audiences, and other requirements may be essential for the exchange.

Therefore, if you want to do an international exchange, here is a checklist of things to consider when choosing a sponsor organization:

- duration of program
- personal expectations
- organization expectations
- degree of exchange environment "complexity"
- acceptance percentage
- cost of program, preparation and spending money allowance

Costs of an exchange can be deceiving. Although the initial cost to the sponsor organization could be one figure, oftentimes this amount does not include costs such as passport fees, long distance phone calls, physical examination and, in some cases, vaccinations. Funds can be generated for the exchange in many ways including scholarships, sponsor programs and grants, among others.

Characteristics of the organization and/or host country environment should also be sought. Some things to consider are:

- age
- education
- language
- gender
- compatibility regardless of cultural differences (this can be affected by personality)

Kitty-Sue meets one of the natives... a wallaby. (Photo courtesy of Kitty-Sue Schlink.)

Reflection

My host families were all wonderful! So many people went out of their way to make my exchange a memorable experience; driving me to the coast and mountains, joining me on tours and letting me join in the farm work. I have even seen wombats, koalas and kangaroos up close. My visit to the "land down under" was an educational and enjoyable experience. Although my journey is over, what I learned about myself and the country and culture of Australia during my six months in-country could not have been learned in a lifetime at home.

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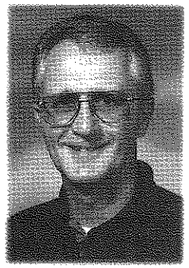
Theme Article

Participatory International Agricultural Education: Site-Based Learning



By Donald E. Evans & William C. Harshman

Dr. Evans is an associate professor of agricultural and extension education at Penn State University, University Park, and Mr. Harshman is an agriculture instructor at Tyrone Area School District, PA.

The World Is Our Campus!

That visionary statement clearly denotes a contemporary perspective of agricultural education today. As we prepare learners for the challenges and opportunities of a rapidly changing global agricultural industry, we must enrich our programs with international information and experiences. The future of our profession will be judged by our responsiveness to the integration of learner-specific international agricultural education, school-to-career instruction at the secondary level, and international professional development opportunities in teacher education.

It is an opportune time to integrate international agriculture components into our programs. With all the changes that are occurring throughout the world, teaching the implications of these social and economic changes in agriculture is important. How do the North American Free Trade Agreement (NAFTA) and the General Agreement on Trade and Tarriffs (GATT) impact U.S., North American and world agriculture? What is the European Union (EU) and the European Free Trade Agreement (EFTA)? What do they mean to American farmers and the U.S. food and fiber industry? Why should we be alert to the democratic transformation of totalitarian governments in Central and Eastern Europe as well as in the 15 Republics of the former Soviet Union?

How can students, teachers and administrators participate in international programs? These opportunities exist throughout the world. It is important that U.S. agricultural educators develop joint ventures with educators in other countries to provide site-based learning opportunities to enhance our programs.

Creating International Relationships

Since 1988, the Department of Agricultural and Extension Education at Penn State has had a very active working relationship with the Republic of Poland. Poland has made great progress since their new democracy was formed in 1990. During this post-cold war period, Poland has made a rapid transition from communism and central planning to a democracy and a market-driven agricultural economy. Zbigniew Brzezinski (1992) notes, "The transition from communism to a democracy is historically unprecedented and conceptually innovative."

At the end of World War II, America's land grant universities became major participants in international economic, social and political developments in Western Europe. In collaboration with U.S. government programs and agencies, as well as with international agencies and individual countries, America's land grant universities have demonstrated a wide range of abilities and achievements in international affairs. American land grant university faculty, staff and students have been major resources for international development throughout the world. Today, we can create new educational partnerships in Central and Eastern Europe as well as the 15 republics of the former Soviet Union. The Penn State-Polish Agricultural and Extension Education International Program is an example of this new era of international agricultural education.

A component of the Polish-Penn State Program is the exchange of students, teachers, administrators and teacher educators. Since 1988, 128 Polish agriculture and extension educators have studied in Pennsylvania and 125 Pennsylvania agriculture and extension educators have studied in Poland.

USIA Citizen Exchange

One United States Information Agency (USIA) funded project (1994) provided five local school districts in central Pennsylvania with the opportunity to conduct an international exchange with their counterparts in Poland. The Tyrone Area School District was the grant host school. William Harshman served as the project coordinator. With USIA funding, the five schools in central Pennsylvania (Bellwood-Antis, Juniata Valley, Spring-Cove, Tyrone Area and Williamsburg Community) were involved with an international exchange linking them with three agricultural-technical schools in central Poland.

For six months, six Pennsylvania agriculture students lived with host families and modeled the U.S. agricultural education/FFA programs in the classroom and communities at the three participating Polish agricultural-technical schools. The U.S. agriculture educational methods and the youth leadership FFA programming were well received by Polish students, teachers and administrators. At the same time, the six visiting Polish agricultural-technical students participated in Pennsylvania agricultural education/FFA educational activities at the local, state and national levels; i.e., land use management, parliamentary procedure, public speaking, farm management and mechanics competitions. The Polish students also conducted short-term SAE projects at their host families' farms.

Going Global

During the six-month period, four Pennsylvania agriculture teachers and a local school administrator traveled to Poland to present an in-service seminar for Polish teachers, administrators and extension agents at the Polish National Education Center at Brwinow. Likewise, three Polish agriculture administrators traveled to Pennsylvania to live and work with local agriculture teachers and school administrators. In addition, parents of participating Pennsylvania students traveled to Poland to learn about agricultural education in Poland. The initial student exchange became a family, school and community effort to learn about agricultural education in Poland.

Adding these international experiences to the agricultural curricula at the five participating central Pennsylvania schools provided youth and adult learners excellent contact with people from another culture. Professional friendships and relationships developed. Several other students caught the enthusiasm to travel and study abroad. International study has become a goal for many other students as a result of this specific project. Graduates of these local programs now attending Penn State are continuing their international interest through several collegiate, international activities.

Getting Started

Limited information can lead to frustration in starting international exchanges. You can find plenty of international funding opportunities for exchanges listed in the Federal Register. You can access this information via the Internet. There are vast possibilities on the "Net," but a few key areas to search will provide focus to your "surfing." As you develop your international exchange program, involve your students with searching the databases on the Internet.

Using an Internet "browser" such as Netscape Navigator, click on "net search." You'll be prompted to type in your search information. Enter a key word (example: "Poland"). Short abstracts of several Internet sites that possibly match your request will appear. Scan through these abstracts and choose the most likely site(s). Click on the highlighted or underlined words, and travel to a new site! Use the "back" button to return if you need to do so. "Search Help" can also be used. To minimize the time you spend on-line, download or print the relevant information your find. Here are some additional suggestions.

Key Phrase: USIA

United States Information Agency funds exchange opportunities for teachers, cultural groups (dance, art, etc.) and students from high school to college levels. The information needed to apply for and coordinate a grant is easily understood. Programs include Fulbright Teacher Exchange, International Visitor Program, NIS (Newly Independent States) Secondary School Initiatives and Citizen Exchanges.

Key Phrase:

History AND Country desired; Language AND Country desired; Travel Advisories AND Country desired; or World Learning Inc.

Key Phrase:

Research the crops, industry, etc., of the country from which your ancestors came. The ideas are unlimited.

Using the "Open" button, type in an address such as: http://www.psu.edu. This is the Penn State "home page," and can lead you to other interesting sites. Exchange programs may be integrated with your own land grant university international program.

If you want to start by traveling with an organized group, try the

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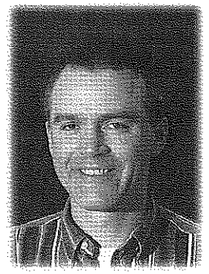
Theme Article

Guidelines for Success in International Agriculture Assignments



By Joey James Giustino III

Mr. Giustino is a graduate student in the Department of Agricultural Education at Texas A & M University, College Station.

Are you looking for some adventure and excitement? Would you like to travel overseas to live and work? Are you interested in working with people connected with agriculture? If so, perhaps an assignment as an agricultural advisor or consultant in a developing nation is for you. Before rushing out the door with your bags packed for your first tour abroad, what "Guidelines for Success" in an international development assignment should you consider?

Agricultural advisors and consultants are confronted with a wide array of challenges and obstacles while serving in developing nations. And yet, the United States Peace Corps advertises that an overseas assignment with them will be "the toughest job you'll ever love!" What will you get yourself into if you take on the challenge and serve overseas? Inevitably, that will vary from individual to individual, but clues in the form of consistent patterns and observable trends surface from each person's experience.

If it is true that the success of others leaves clues, what can we study in order to ensure our success as change agents, advisors, consultants or technical assistance experts? Here are some clues for "Guidelines for Success in an International Development Assignment." While not a comprehensive guide, they are an initial starting point in the search for such knowledge and success. In addition, a recommended reading list of related literature is provided.

Learn the Language

A review of the literature and interviews with individuals who have served overseas as advisors and Peace Corps volunteers reveal many similar observations. Chief among these are familiarizing yourself with the language. Better yet, master the language prior to going overseas. The development of language skills through preparation and training is critically important to your success overseas (Bell, 1996).

Challenge yourself to be fluent in your host country's native tongue. While overseas, avoid speaking or reading English. Instead, read the newspaper of the country you are in; attend lectures that pertain to your specialty and are given in the language you are attempting to master; attend local theater or watch non-English speaking television (Bell, 1996). In short, "Being able to communicate with the host country nationals will allow you to become a more successful development agent. You will be able to gain their trust more immediately if you learn their language," (Camacho, 1996). Take home message: do your best to become proficient as soon as possible in the language that you will be using on a daily basis in an overseas assignment.

Preparing Mentally

"Many people who work overseas 'succeed' not because of their technical expertise, but because of their ability to cope with situations that are beyond the tolerance levels of most individuals" (Duffy, 1996). Take home message: do not enter into an overseas assignment lightly. Factor into account your mental, physical and emotional preparedness prior to leaving.

Preparing Financially

Get your "financial house" in order prior to going overseas. Will you have any monthly payments to make while you're gone (i.e., mortgage, vehicles, student loans)? If so, have you found someone who will pay these bills in your absence? Have they been granted Power of Attorney over your personal and financial affairs? Some experts suggest arranging it so that you will not have any bills prior to your departure and if possible, selling off your material goods (Hamlett, 1996).

Warming Up

Don't go into the country of your new assignment "cold" (Bell, 1996). Do everything you can from within the United States to research and study the country in which you will be living and working. This may include trips to the library or searches on the Internet. Study your host country's history, customs, religions, politics and industries.

Developing a correspondence relationship with someone who is already in your host country is highly recommended. Ask about the current social, political and environmental climates. Find out what the professionals within your field of expertise are currently working on.

Visit with individuals who have recently returned from the country or region in which you will be working. What was their experience like? Ask them about the customs and taboos of that country's culture and society. In short, don't go in-country without having done your homework first. Contacts with professionals and counterparts overseas can be expedited with the use of electronic mail, faxes and telephone calls. You can benefit greatly by making use of this technology before going overseas (Bell, 1996).

Packing List

Try not to overlook the obvious. Did you remember to get all of your required immunizations? Have you packed the appropriate clothing for the corresponding climate/weather? Did you pack any required prescription medications? Medical supplies? Extra eyeglasses? Swiss army knife? Toilet paper? Laptop computer and associated files? Writing materials? (Hamlett, 1996). Take home message: prior to leaving the country, make certain to pack everything you will need. You may not be able to take along items that you want (i.e., "creature comforts"), but take everything you need to function effectively overseas.

Troubleshooting

Upon arrival in your host country, you can prepare for problems by anticipating them. If, for example, you take a computer, customs officers may seize it, lock it up and charge you a fee. After paying an "import tax" on it, you may be allowed to bring it into the country. Be prepared for this type of occurrence (Bell, 1996). One strategy for minimizing problems like this is to have your counterparts meet your arriving flight and help you get through the customs process. They typically "know the ropes" and are able to help you expedite the red tape and clear many of the potential hurdles (Bell, 1996).

Remember Murphy's Law: Whatever can go wrong, will. There may be a few problems that surface after you arrive overseas that could not have been predicted prior to leaving the United States. "Since everything in the new country is unique and 'foreign' to one, everything has the potential to be an unanticipated surprise. One can only do a certain amount of preparation before going overseas, but nothing ever really prepares you for what you actually experience" (Duffy, 1996).

Your First Six Weeks In-Country

You have safely arrived in your host country and have begun to settle into your new home. You have met several people, often including a professional counterpart, and are eager to start working on your new assignment. In addition, you wish to understand your new country and the culture in which you find yourself. Everything is so new and different to you. You find yourself asking, "What am I doing here? Will I be successful in making a positive contribution to this community?" But, pragmatically, you should ask yourself, "What can I do the first six weeks to increase the chances that I will have a successful tour of duty?

Look, Listen, Learn

One common activity among successful workers abroad can best be summarized as: "LISTEN, ask questions and 'lay low.' Wait until you understand the 'lay of the land' before you talk too much" (Duffy, 1996). Other advice includes, "Keep your mouth shut and your eyes and ears open. Take in your new surroundings and listen as much as possible. Get accustomed to the sights and sounds around you so that it's not a stressful environment. Be sure to learn the cultural norms, too" (Hamlett, 1996).

In addition, "To increase the chances of having a successful tour of duty, you should immerse yourself in the culture. Doing so will help build language skills and allow you to become a part of the community. In the long run, this will foster a better working relationship, complete with trust and mutual respect. Familiarize yourself with the customs and attitudes of your host country nationals," (Camacho, 1996).

Also, find out everything you can about the agency you're working for, your counterpart (preferably in a discrete manner) and the setting of your new assignment. Try to find out "who's who" as it relates to the hierarchical chain-of-command within the agency and community. Furthermore, "Identify the major players and cover all your political bases. You can't afford to stay completely away from politics. However, don't be a rumor monger and avoid gossip with unknown persons. You can compromise your position if you are not careful. Be friendly and diplomatic, but detach yourself from being unduly influenced" (Bell, 1996).

Then too, with respect to the location of your assigned setting, find out everything you can about it. Identify the target population(s) in your project(s). If farmers, do they own the land they work on or are they tenants? What developmental projects or programs have they been exposed to? Were they successful or failures? Look the whole place over. Try to determine what types of "problems" you inherited and develop potential solutions for them (Bell, 1996). This will stimulate your mental thought process and begin to help you prepare for a successful tour of duty. Finally, realize that you will soon suffer culture shock and take steps to minimize it.

Whoa! What About Culture Shock?

What is culture shock? It is a "term used to describe the more pronounced reactions to the psychological disorientation most people experience when they move for an

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Guidelines for Success in International Agriculture, continued from page 13

extended period of time into a culture markedly different from their own. It can cause intense discomfort, often accompanied by hyper-irritability, bitterness, resentment, homesickness and depression. In a sense, culture shock is the occupational hazard of overseas living through which one has to be willing to go in order to have the pleasures of experiencing other countries and cultures in depth," (Kohls, 1984, p. 63). If that is culture shock, how do you successfully deal with it?

Based on interviews with expatriates and a review of the literature, several coping techniques are available. One solution is to talk to others who have experienced it, while recognizing the fact that what you are going through is normal. "It has little to do with strength of character. The person who suffers the symptoms of culture shock is not weak or incapable" (Copeland & Griggs, 1985, p. 195).

Talk with someone you trust and with whom you feel comfortable. This may or may not be with one of your countrymen. "Do not seek the company of other Americans unless you know they are ones who have made a successful adaptation to the environment. Others may tend only to commiserate and drag you down further," Bell recommends (Bell, 1996).

In addition, "Don't succumb to the temptation to disparage the host culture. Resist making jokes and comments which are intended to illustrate the stupidity of the 'natives' and don't hang around the Americans who make them; they will only reinforce your unhappiness. Avoid these people like the plague! The sickness they are attempting to spread is far worse than any culture shock you will ever experience. Identify a host national (a neighbor, someone at work, a friendly acquaintance) who is sympathetic and understanding, and talk with that person about specific situations and about your feelings related to them.

Two American FFA members work with a Russian agriculture instructor. (Photo courtesy of James J. Connors.)

Talking with your countrymen can be helpful, but only to a limited extent. Your problem lies in your relationship to the host culture" (Kohls, 1984, p. 70).

During the initial stages of culture shock, you need to resist the temptation of talking about your new country and assignment negatively. It is during times like these that 'home' seems very ideal. It is better to write your feelings down than to discuss them with the host nationals and risk offending them (Hamlett, 1996). This practice is commonly referred to as "hot penning". If you have to talk about it, talk to a trusted confidant. Avoid writing or calling home about it, too. This may alarm or upset your family members to the point where they might encourage you to leave the country (Hamlett, 1996). This could in turn validate your reasons for coming home early rather than staying to complete your assignment.

Another strategy for dealing with culture shock is to immerse yourself in the foreign culture by socializing with the native people. Nonetheless, maintain high standards of personal conduct and avoid falling into the "party crowd." A lot of fun and adventure can be had without the consumption of alcohol or use of drugs! By all means, "Avoid staying alone for extended periods in your hotel or other accommodations. Doing so provides too much time for ill-conceived introspection. If in an urban setting, attend concerts, lectures or other groups functions where you can meet new people. If working in the countryside, get out on the road and visit farms and just talk informally to people. Don't let your poor grasp of the language be an impediment; your conversational command of the language will increase rapidly if you expose yourself to hearing how expressions are formed and slang is used" (Bell, 1996).

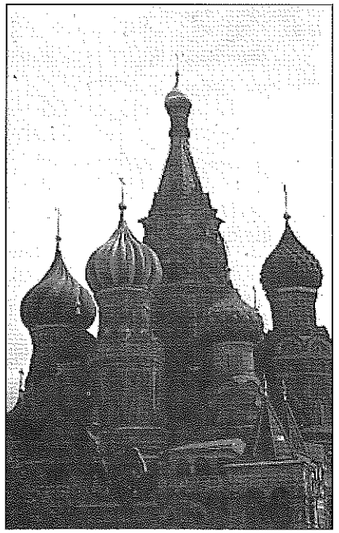
It is important to remember that "You will go through culture shock to some degree so be ready to acknowledge the symptoms when they arise" (Bell, 1996). Some of the solutions for dealing with it have been presented here. Countless others exist throughout the literature and with those individuals who have experienced culture shock and successfully dealt with it. However, one final strategy for managing it is faith. Have faith in your God and family, "In yourself, in the essential good will of your hosts and in the positive outcome of the experience" (Kohls, 1984, p. 70).

While culture shock may be widely known and understood, the same may not be said about re-entry shock. For some, the experience is worse than the initial culture shock (Hamlett, 1996). It appears that some people are "prepared for the worst" prior to going overseas. They do a better job of preparing themselves psychologically and emotionally when leaving home than they do in returning. It is often difficult for them to get out of their new "adopted culture" and back into their "old culture" (Hamlett, 1996). But re-entry shock or "reverse culture shock" is the subject of another article.

What If I Get Homesick?

Yes, while abroad, you probably will get homesick. It is quite natural to do so. The condition exists when an individual longs to be home rather than where he or she is. While it varies from person to person, missing family, friends and pets as well as birthdays and holidays can be very hard to deal with. It can be extremely lonely for a single person and especially hard for a woman (Hamlett, 1996). Homesickness can be cured, in part, "By building a network of host country nationals and expatriate friends in the host country environment upon which one can depend for support" (Duffy, 1996).

As one person said, "Separation from your familiar surroundings, family and friends may very well result in sadness and loneliness. Expect this! Expecting to experience homesickness may ease the intensity and duration of it. Be aware that homesickness can distort ones reaction to bad news from home or to the frustrations of living in an entirely new environment. Being isolated and working with host country nationals of different backgrounds can be overwhelming. Family and friends will continue to be very important. Letter writing, recording cassette tapes or planning a visit from someone back home are all helpful means of relieving homesickness" (Camacho, 1996).



St. Basil's Cathedral, Red Square, Moscow, Russia. (Photo courtesy of James J. Connors.)

However, there are some pitfalls to be avoided when coping with homesickness as well. "Don't call home! It can be very expensive, both financially and emotionally. Besides that, you don't need any additional reminders of home. Avoid drinking alcohol or using drugs. Avoid being alone. Keep your mind occupied by working on your language and social development skills" (Bell, 1996).

Establishing Rapport with Counterparts and Clientele

After having arrived in-country and working in your new assignment for a period of time, you may not feel accepted by your counterparts or the people there. In fact, you may actually feel or experience some resentment or hostility from them. In addition, you may be dealing with culture shock and homesickness, too. All of this can be very discouraging to the new advisor working overseas for the first time. For some, it is too much to overcome and, as a result, they return home unsuccessful in their assignment. And yet most people not only "survive," but flourish overseas. Their success as agricultural development advisors may be attributed to the types of relationships they nurtured with the people with whom they worked and lived. This does not happen overnight, nor by chance. It requires time and conscious effort to establish and maintain good working relationships and rapport between you, your counterparts and your clientele.

There is no one "best way" of establishing a healthy rapport with your counterparts and clientele. However, one guideline is repeatedly mentioned and can be summarized: "Your ability to adapt to the language and culture is important to the success of your stay. Also, a good sense of humor is very valuable" (Camacho, 1996). Furthermore, it is critical that you, "Listen to the people. They are not 'dummies'. Expect to learn something yourself. You can learn more from them than you can teach them (Hamlett, 1996).

Developing strong working relationships with your counterparts based on mutual trust and respect is important. Initiate the process by getting to know your counterparts, both professionally and personally. It is also important for them to get to know you. Do your best to not only be professional, but friendly and approachable, too. You can demonstrate this by being respectful, compassionate and a gracious guest in their country. However, some people won't like you because you are an American or because of your gender or race. This may be difficult to accept, but strive to maintain your composure and rise above any and all prejudice. Do your best to "help change their perceptions of you and other Americans by placing yourself in a more favorable light" (Camacho, 1996).

The relationships that develop between you and your counterparts is critically important to your success. Therefore, always remember that your counterparts are equal partners and must be regarded colleagues. The reverse of this is also true: as an advisor, "Don't allow yourself to be treated as an 'underling' by your counterpart," (Hamlett, 1996). In addition, "Get to know who they are and their impressions of their relationship to you. Anticipate difficulties over salary and living conditions and get ready to deal with them. Get to know where individuals stand in their organization, the problems they may have with their superiors, and the likelihood of them remaining your counterparts through your tenure period with the project. Get to know how you can be most supportive of your counterparts if they are in danger of being arbitrarily replaced and you are convinced they should stay in the position. You might also consider the most diplomatic way to unload the individual in case he or she becomes totally unworkable" (Bell, 1996).

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Theme Article

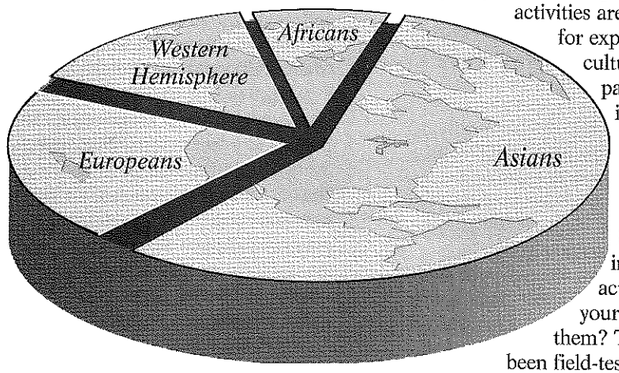
Is It Marriage or Just a Big Date?

By Robert A. Martin

Dr. Martin is a professor of agricultural education and studies at Iowa State University, Ames.

According to United Nations demographic data (*Alpha Tau Talk*, 1994), if we could at this moment shrink the earth's population to a village of precisely 100 people but all existing human ratios remained the same, there would be:

- 57 Asians,
- 21 Europeans,
- 14 Western Hemisphere people (North & South America), and
- 8 Africans.



Seventy of the 100 people would be non-white; 30 would be white. Seventy of the 100 people would be non-Christian; 30 would be Christian. Fifty percent of the world's wealth would be in the hands of only six people and all would be citizens of the United States. Seventy people would be unable to read; 50 would suffer from malnutrition; 80 would live in substandard housing and only one would have a university education (and would probably come from the USA).

When one considers our world from such an incredibly compressed perspective, the need for tolerance and understanding becomes glaringly apparent. If there ever was an opportunity for agricultural education, this data provides the basis for a whole host of activities that we, as agricultural educators, can use to assist students in develop an international perspective to the curriculum.

Student Activity

"Survey of the World's Cultures" (Belzer & Martin, 1993) is an activity designed to help students gain a better understanding of different cultures (see activity on the next page). The key to this activity is student involvement. The activity is actually a series of steps or subactivities that students can complete to break down cultural stereotypes they may have developed. These activities are appropriate for exploratory agriculture program participants or introductory high school agriculture students. Why not try implementing these activities or your version of them? They have been field-tested and have proved to be useful in helping students see a broader view of the world using agriculture as the context for the study of other cultures.

> *"We're now married to the world. But we keep acting like we are on a big date."*

Summary

It has become clear that all school subject areas must incorporate global perspective elements into the curriculum if we are to have any chance of broadening students' perspectives. It is as the Speaker of the U.S. House of Representatives, Newt Gingrich (1995), said when he recently reflected on U.S. foreign policy issues. "We're now married to the world. But we keep acting like we are on a big date."

One could ask, "Is there commitment or are we just dating?" Are we serious about long-term relationships and building partnerships for growth and development? And where does this search for knowledge, understanding and commitment start? If not at school, if not in agricultural education, where? If not in your agricultural education program, where will it happen? If you don't do it, who will? Think about it. Agricultural education has a vested interest in agricultural development. Without agriculture, no nation survives. Is it marriage or just a big date?

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Newt Gingrich, "Perspectives," *Newsweek* Magazine, 31 July 1995.

Survey of the World's Cultures

This activity is designed to help students gain a better understanding of cultures that are different from their own. The key to this activity is student involvement and participation. The following is a list of activities students will complete to break some cultural stereotypes they have developed. One week should be allocated for this project.

1. Students will begin this activity by making a poster depicting their perceptions of another culture (i.e., Japanese). Teams of students (3 or 4 per team) will each be assigned a different country and create a poster with various drawings representing their stereotypes of the respective culture, e.g. pictures of rice, cars and bicycles for Japan.
2. After the student teams complete their drawings, a representative from each group will present his/her group's poster. The student will describe what each picture represents and why they included it on their poster.
3. Upon completion of all student presentations, the teams will go to the school library and research their assigned countries. Students will search for information in the following areas:
   a. Location of the country
   b. Population
   c. major goods/items produced
   d. government structure
   e. educational system
   f. average annual income
   g. religions
   h. agriculture
      - land area
      - major crops produced
      - means of production (i.e. tractors, oxen, etc.)
      - livestock type and numbers
      - agricultural practices and traditions
      - agricultural products sold to other countries
      - agricultural products purchased from other countries
4. When the students finish their research, they should return to the classroom and develop a new poster using the information they found in the library.
5. After the students have completed their posters, they will again have a group representative present their poster to the class. The group will compare and contrast their original poster with the new poster they created.
6. Suggested countries from which to select include: China, Japan, Chad, India, Australia, Brazil and Russia. Emphasis should be placed on diversity.
7. Posters and presentations can be judged and scored by a panel of teachers and school administrators and later put on display.

Teachers can use several variations on this overall activity to extend the learning process. One enrichment activity might include gathering information about foods used in these countries and preparing these different foods/dishes for class in cooperation with a language class and/or a family and consumer science class. This approach can add an integrated curriculum effort to the experience and further broaden student perspectives.

Local Program Success in Pennsylvania, continued from page 5

Ideal for Current and Future Teachers

As director of agricultural and environmental education at Milton Hershey School, Hershey, Pennsylvania, I value having resources at my fingertips. It's essential with 14 agriculture facilitators to supervise and a program that covers kindergarten through high school.

As one of the educators who took part in this grassroots initiative, I'm excited about the educational potential for the Local Program Success effort. Undergraduate agricultural education students will have a virtual blueprint of success in their teaching arsenal as they set foot into their communities.

Each of the guide's chapters will contain a section to help new and existing teachers identify and meet the needs of their students, programs, schools and communities. And each chapter will include a list of suggested quick reference resources that make achieving success in each of the six key areas easier. All agriculture teachers are looking for things that work, and Local Program Success is an initiative that promises to help us all, especially beginning teachers.

Guidelines for Success in International Agriculture, continued from page 15

Communication linkages between you and your counterparts must be clearly established and remain intact. Always keep them well informed and avoid excluding them from making decisions or developing policy. In addition, it is crucial that these same communication linkages are firmly developed between you and your clientele. When working with your clientele, "Be truthful! Do your best to maintain your integrity. Keep your word but don't make promises. If you don't know the answer, don't make one up. Tell them, 'I don't know, but I'll look into it.' Then get back to them with the answer you found" (Hamlett, 1996). Be willing to listen to your counterparts' and clientele's problems and be ready to help them do something constructive.

Recognizing that you have expectations of your counterparts is important. After all, you will working with these people for an extended period. However, it is also important to recognize that your counterparts have expectations of you, too. You must figure out what you can do to meet their expectations and then behave in a manner that will benefit to your working relationship. Above all else, be enthusiastic! In addition, be realistic, understanding, patient and a teacher. Don't be afraid to admit mistakes. Be sincere and intellectually honest. Don't belittle the country, the people, the culture or the project. Find out what problems your counterparts have and what their responsibilities and priorities are. Proceed slowly at first; don't offer a lot of suggestions early on, but offer some (Christiansen, 1996).

The "ideal relationship" between advisor and counterpart must include a climate for mutual trust, acceptance and cooperation. This can be obtained by developing a spirit of openness between individuals and by sharing power. The advisor can facilitate this process by being more of an observer, asking more questions and making fewer decisions.

Where Can I Get More Information?

There are many excellent books and resources that offer additional information on the subject of living and working overseas. Some are listed in the references at the end of this article. Consult your local library, bookstore or even the World Wide Web for other options. Also, "Talk to people who have worked overseas; they are the most valuable resource," (Duffy, 1996). Watch for workshops and seminars that provide training programs for living and working overseas. One such example is the School for International Training in Brattleboro, Vermont (Duffy, 1996). Examine the listings of publishers, such as the Intercultural Press of Yarmouth, Maine, that concentrate on the issues and challenges of living and working abroad.

Conclusion

Living and working overseas has many challenges and rewards. You must do your research prior to making a committed decision to voluntarily leave the United States and serve as an agricultural advisor in a developing nation. Once overseas, you must work hard to overcome obstacles that may include culture shock, homesickness, developing worthwhile relationships with counterparts or clientele, and inhospitable living conditions, to name a few. It is also important to remember that you are an invited guest in a foreign country and a representative of the United States of America.

There are many "pitfalls" you must avoid while serving overseas. They include some of the following (Christiansen, 1996):

- Deciding what people should do (playing God).
- Being inflexible.
- Having too much pride.
- Showing how much you know.
- Telling people how to run their business.
- Being in a hurry and doing all the jobs yourself.
- Failing to find the real leadership among your clientele.
- Starting where you want to start, not where your people are.

In addition to the "pitfalls" listed above, you should never promise more than you can deliver (i.e., avoid over-committing yourself). Start "small" when attempting to introduce change. Make certain that your counterparts and clientele participate by involving them in the experimental designs, test plots or whatever you undertake. Do everything you can to minimize the risks for your potential adopters. Remember, you are doing more than securing technological change; you are changing the attitudes of your clientele, too. Work with the people, not over or through them. In the end, you may be able to say that the Peace Corps was right all along. It might prove to be "the toughest job you'll ever love." You will never know unless you try!

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Participatory International Agricultural Education: Site-Based Learning, continued from page 11

National FFA Organization. Exchanges like WEA (Work Experience Abroad), WASS (World Ag Science Study) and the many new opportunities for teachers and students through the National FFA are available. Contact the FFA for more details at 703-360-3600.

Summary

This USIA-funded project provided the initial support to start local school district, student, parent, teacher, administrator and teacher exchanges with Poland. The federal "start-up money" enabled the five participating schools to organize and develop a model for an international agricultural exchange. Today, this model is being supported with local school district and private sponsor funding. During the summer of 1996, several additional students and teachers traveled to Poland and several Polish agricultural educators traveled to Pennsylvania to continue pursuing the objectives which were established in 1994. The are:

Learners will:

- observe and participate in international agricultural education programs
- benefit from previous agricultural education efforts to build linkages between agricultural education programs
- appreciate and understand the culture in another country and become better global citizens
- share their knowledge with others when they return to their home countries
- develop an awareness and understanding of agriculture nationally and internationally

The Polish Ministry of Agriculture and Food Economy (MAFE) and the U. S. Department of Agriculture (USDA) co-sponsored two national studies of Polish agricultural schools in 1992. The USDA and the U.S. Department of Education (USDE) co-sponsored a national study of agricultural education in America in 1988. Both national studies encourage agriculture teachers and teacher educators to "internationalize" their programs.

If readers are to successfully participate in a global society, they need to understand the dynamics of the ever-changing facts in world agriculture. It is the world that becomes the best campus to teach international agriculture. Former President Dwight Eisenhower said, "I like to believe that people in the long run are going to do more to promote peace than are governments." International programs that support citizen exchanges will enable Eisenhower's comment to become a reality.

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Book Review

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Jasper S. Lee and Diane L. Turner, *Introduction to World Agriscience and Technology*, 2nd ed. (Danville, IL: Interstate Publishers, Inc., 1997).

By Christy Mecey-Smith

Ms. Mecey-Smith is a biotechnology instructor at Carl Hayden Community High School, Phoenix, AZ.

So, you say you need one textbook that supports your entire curriculum AND you need that text to relate directly to National Science Standards while still reflecting the competencies of agricultural education? Well, have I found a book for you!

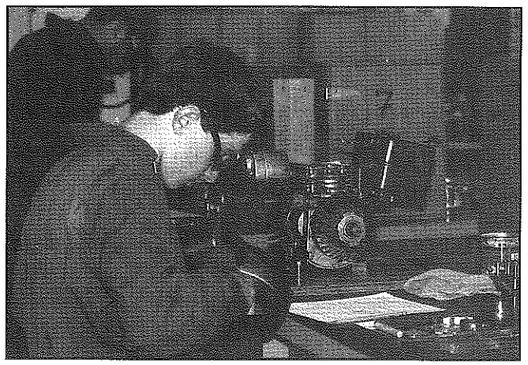
With this second edition of *Introduction to World Agriscience and Technology*, Jasper Lee and Diane Turner have written a nearly perfect reference for most Agriculture I - II programs. The text introduces students to a broad range of agricultural industries; including those based on natural resource management, biotechnology and applied agricultural physics (mechanics). It also supports the idea that American agriculture is competing in a global economy and has to continually re-evaluate the needs of the entire world, not just the population of the United States.

This edition stands far and away from the first in that many features have been implemented to make the text visually interesting. The authors have incorporated color extensively throughout the reference. This is exemplified by the use of current photographs and state-of-the-art computer graphics. This change breaks chapters into more interesting sub-sections, thus encouraging readers to continue in their quest for information.

On an educational level, the book includes clearly-stated objectives, relevant examples and adequate question sections for each unit. Personally, I would have liked to see more questions addressing development of higher order thinking skills utilized throughout the book. The workbook that accompanies the text does this adequately, but more of this style of question should have been incorporated into the text itself.

It is obvious that Lee and Turner were careful to continually consider application of math and science principles throughout their presentation. The first chapters of the book do this so well that it somewhat detracts from the agricultural value of the book. Truthfully, *Introduction to World Agriscience and Technology* could easily be used as an applied science reference book for an entire high school, displacing life science manuals.

As agricultural educators continue struggling to maintain the agricultural identity of their programs, I believe that we must attempt to maintain the scientific validity of our programs as well. *Introduction to World Agriscience and Technology* addresses both of these needs by showcasing the math and science principles applied by the agricultural industry.



Students are shown here applying the agricultural mechanics skills they have developed in the agriscience classroom at the Idaho State FFA Agricultural Career Development Event at the University of Idaho, Moscow. (Photo courtesy of John P. Mundt).

Physical Science Applications in Agriculture

Buriak, P. and Osborne, E. (1996).

Interstate Publishers, Inc.: Danville, IL. ISBN 0-8134-3013-5.

Book Review

Physical Science Applications in Agriculture is a textbook in the Interstate Agriscience and Technology Series. This book is designed around a principle of integrating agricultural applications (of science) with formalized study of scientific concepts which controls or explains that application (p. v). This systems approach to teaching physical science is followed throughout the text.

The content of the book is organized into seven major sections:

- Tools and Methods of Science;
- Natural Resource Systems;
- Production Systems;
- Structural Systems;
- Environmental Control Energy and Power Systems;
- Mechanics and Machine Systems; and
- Processing Systems.

Each of these major sections is divided into about four chapters, and each chapter contains two to three experiments or exercises related to the chapter content. Each chapter has clearly identified objectives and key vocabulary identified for students. This book represents a comprehensive approach to teaching applied physical sciences in agriculture.

In my view, this approach to content organization provides a versatile teaching resource. A teacher should easily be able to "pick and choose" appropriate units for study in their curriculum. This text can actually serve as a valuable instructional resource to several courses in an agricultural science-based high school program (e.g., food science, environmental science, and plant and soil science).

In examining the major components of each chapter, I find that, in general, the presentation of the agricultural application (which sets the context for the scientific study in the chapter) to be somewhat brief (usually one to three pages). The presentation of each experimental exercise is clearly and concisely written, followed by a presentation of text that explains the scientific concepts studied in the experiment exercises. A teacher would do well to have additional resources prepared to supplement this part of the text, as well as have other examples of the agricultural application prepared (perhaps through the use of extension bulletins or other technical literature).

Effectively using this text as a class resource will require the engaged involvement of the teacher. Many of the exercises assume a reasonable level of numerical literacy, and utilize many different formulas and calculations. The teacher will be challenged to ensure that students are adequately prepared to engage in these quantitative-based activities. Teachers who use this text (and these exercises) will need to be prepared to provide additional supplemental instruction in some of the basic quantitative competencies. In fact, Buriak and Osborne have created a two-part teacher's guide that supplements the activities in the text with another 60 activities which can contribute to student understanding (ISBN #s 0-8134-3037-2 and 0-9134-3038-0).

This text also demands high levels of technical competency on the part of students in terms of reading and interpreting diagrams. Teachers will have to follow the presentation of many tables and graphs with additional examples and student practice to reinforce the concepts presented to reinforce the text.

Reviewed by Donald D. Peasley

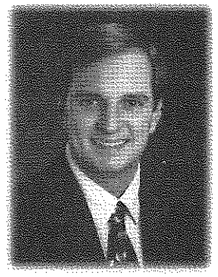
Dr. Peasley is a lecturer of agricultural, extension and adult education in the Department of Education, Cornell University, Ithaca, NY.

The text covers a broad array of agricultural applications of physical science principles, including a discussion of many applications (such as global positioning, thermal imaging and magnetic resonance imaging) that may be impractical for a high school laboratory. Teachers will need to supplement these high technology intensive sections with field trips, videos or other resources.

Summary

Buriak and Osborne do an excellent job of organizing a vast amount of scientific and technical information into a meaningful set of learning activities. This text can provide an outstanding resource for either a single course, or as a supplemental source of science-based exercises in several different classes. Teachers who utilize this resource should be prepared to provide additional teaching resources and efforts to supplement this text.

Agricultural Education in the Former Soviet Union



By James J. Connors & Jim Brousseau

Dr. Connors is an assistant professor of agricultural and extension education at the University of Idaho, Moscow, and Mr. Brousseau is the agriculture instructor at Milan High School, Milan, MI.

Former President Ronald Reagan once stated that the Soviet Union was, "The focus of evil in the modern world" (Columbia University Press, 1993). While this might have been his opinion about the government of the Soviet Union, it certainly does not describe the citizens of that region. As many have discovered, the citizens of Russia, Ukraine, Belarus, Lithuania and the other newly independent nations of the former Soviet Union are warm, generous people who have a deep abiding love for their countries and their land. Their love of the land is based on a foundation of traditional Eastern European agriculture. Part of this tradition includes educating their children about production agriculture, horticulture and natural resources.

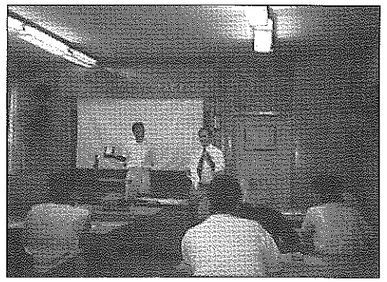
Russian Agricultural Education

For the past four years agriculture teachers, university teacher educators and FFA members have been traveling to Russia for short-term educational programs. Agriculture teachers and FFA members have traveled to sites from the capital city of Moscow in the west to the Siberian city of Irkutsk in the far east. While in Russia, students have worked on collective farms and stayed in Russian farm family homes. During the summers of 1993-1996, more than 150 FFA members have spent from three weeks to a month visiting and learning about the Russian agriculture and agricultural education system.

Agricultural education is alive in the former Soviet Union. Throughout Russia, agricultural technicums educate students for technical positions in animal husbandry, plant science and agricultural mechanization. Students who complete secondary education are recruited into the agricultural technicums and prepared for employment in production agriculture, usually at large former collective farms. These collective farms range from 1,000 to 10,000 hectares (2.5 acres per hectare) and employ hundreds of workers (Finley and Price, 1994).

However, even with the need for better agricultural production, there are problems in agricultural education throughout Russia. The new freedoms have caused drastic inflation resulting in skyrocketing prices. Agriculture teachers' salaries are roughly equal to $40 per month. With these problems have come a decline in enrollment in agricultural technicums. Administrators and teachers are struggling to recruit more students into agricultural courses offered at the schools.

Yet, even with the problems, the people of Russia love their country and open their homes and hearts to visitors from the United States. The land is primarily used for producing vegetables and livestock feed. Large greenhouses produce tomatoes, cucumbers and cabbage to feed the people through the long, harsh winters experienced in northern Europe. Man urban residents have no room for gardens in the city so they have small country homes called "dachas." These dachas usually have large productive gardens and greenhouses built of scrap lumber and covered with plastic to keep the plants from freezing during the cold spring nights.



Jim Connors speaks to a group of vocational teachers participating in the American Professional Partnership for Lithuanian Education workshop at the Alanta Agricultural School in Naujasodis, Lithuania. (Photo courtesy of James J. Connors.)

Farm workers prepare loose hay for winter storage on the Alanta Agricultural School's dairy farm in Naujasodis, Lithuania. Human labor is still used for many agricultural operations in the area. (Photo courtesy of James J. Connors.)

Environmental protection is also a high priority for Russians. Very few pesticides are used on agricultural plants. While collective farms have large Belarus blue tractors to work the fields, maintenance is always a problem and human labor is relied upon to weed and harvest most crops.

Upon their return to the United States, agriculture teachers and their FFA members hosted exchange students from the Russian schools they visited. The Russian students lived with agricultural families, attended high school and participated in local FFA activities. This reciprocal exchange allowed Russian students to learn about our culture and see modern agricultural production practices.

The opportunity to live and work in Russia, and to host Russian students in America, has been an invaluable experience for the agriculture teachers, teacher educators and FFA members involved. For a minimal cost, high school FFA members have traveled to Russia, learned about its culture and history, lived with Russian families and worked in agricultural jobs. These FFA members will forever be affected by their experience in Russia. All FFA members should continue to have the chance to experience this unique country through Russian agricultural exchange programs.

Lithuanian Agricultural Education

During the summer of 1996, a team of U.S. agricultural education professionals traveled to the Baltic country of Lithuania to work with secondary vocational agriculture teachers at a Lithuanian agriculture school. Having received a request by the Lithuanian Ministry of Agriculture, the American Professional Partnership for Lithuanian Education (APPLE) requested volunteers to spend two weeks in Lithuania working with Lithuanian agriculture teachers. Volunteers for the Agriculture Strand during the summer of 1996 included: Dr. O. Donald Meaders, Michigan State University, East Lansing; Jim Connors, University of Idaho, Moscow; Jim Brousseau, Milan High School, Milan, Michigan; and Rebecca Connors, Washington State University, Pullman. After an initial orientation in the capital of Vilnius, the group traveled north through the rural countryside to the town of Naujasodis and the Alanta Agriculture School.

The APPLE program at the Alanta Agriculture School contained specialized instructional units, called "strands," in elementary education, special education, substance abuse, English as a Second Language (ESL), school administration and agriculture. The Agriculture Strand met approximately five hours a day. Topics covered included methods of teaching agriculture, youth leadership development through the FFA, Supervised Agricultural Experience programs, program planning and evaluation. Special lectures, open to all Lithuanian teachers attending the APPLE seminar, covered areas such as agricultural education in Taiwan, American farm families, American educational system, and veterinary medicine in the United States.

Participants in the Agriculture Strand include approximately 30 vocational and general education teachers from Lithuanian agricultural schools. Agriculture, cooking, sewing, literature and language teachers participated in the workshop. To encourage interaction between agriculture teachers and general education teachers, integrating agriculture and academic concepts was discussed.

As in Russia, Lithuania has a strong agricultural education tradition. Roughly 40 agriculture schools are located throughout this Baltic country to prepare agricultural specialists. Lithuanian agricultural schools cover almost 20 specialties including: farmer, plant grower, cattle breeder, gardener, agricultural mechanic, home economist, horticulturist and aquaculturist (Stuikys & Ladyga, 1995).

Large agricultural machinery is used on collective farms throughout Russia. While machinery is available, spare parts must come directly from the factory, sometimes causing prolonged delays in field operations. (Photo courtesy of James J. Connors.)

One of the most difficult concepts for Lithuanian agriculture teachers to comprehend was supervised agricultural experience programs. Allowing students to own

...continued on page 25

Go to the Head of the Class

What Do You Know About the FFA Offices?

By Gary E. Moore

Dr. Moore is a professor of agricultural and extension education, North Carolina State University, Raleigh, and is the historian for the American Association for Agricultural Education.

Over the years, there have been some interesting facts about the FFA offices. How much do you know about the FFA offices? The answers will be included in the next issue of *The Agricultural Education Magazine*. GO TO THE HEAD OF THE CLASS if you know the answers.

1. During the FFA's first decade, there were only five constitutional offices listed in the *Official FFA Manual* for local chapters. Which office was missing?

   a. Advisor
   b. Reporter
   c. Treasurer
   d. Sentinel

2. Between 1940 and 1945, the *Official FFA Manual* included a sixth officer at the local level. This office was:

   a. Watchdog.
   b. Chaplain.
   c. Parliamentarian.
   d. Song Leader.

Before the FFA Supply Service was started, chapters were basically on their own to secure proper paraphernalia for the officer stations. Match the following officer station items with where they were obtained (each answer can be used more than once).

3. Picture of George Washington	a. DeKalb.
4. Ear of Corn	b. John Deere.
5. Plow	c. Swift and Company.
6. Owl	d. Locally.

7. In some areas where there are large numbers of Native Americans, the station for the advisor has been changed locally to the eagle. This is because many Native Americans believe:

   a. owls spread disease.
   b. owls kill lambs.
   c. owls are a symbol of death.
   d. owls are a religious icon.

8. The original station for the advisor was the:

   a. lamp of knowledge.
   b. book of wisdom.
   c. willow switch.
   d. owl's nest.

9. In 1936, delegates at the national FFA convention elected a national parliamentarian. The person elected to this position was:

   a. E. M. Tiffany.
   b. Henry Groseclose.
   c. W. F. Stewart.
   d. Leslie Applegate.

10. In the New Farmers of America, the secretary was stationed at the:

    a. Picture of Booker T. Washington.
    b. Ear of corn.
    c. Boll of cotton.
    d. Mail box.

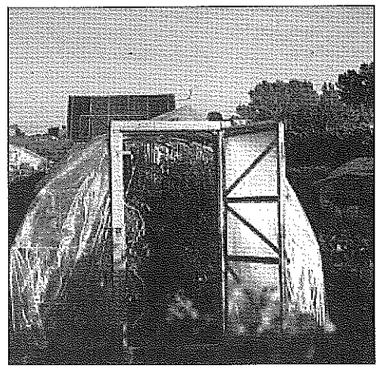
Here are the answers to the quiz published in the September/October 1996 issue of *The Agricultural Education Magazine*.

1. a. Home project plan.
2. b. In 1908 at Smith's Agricultural School in Northhampton, Massachusetts.
3. b. Rufus Stimson, State Supervisor of Agricultural Education in Massachusetts.
4. a. Pragmatism.
5. c. Smith-Hughes Act of 1917.
6. c. Vocational Education Act of 1963.
7. d. Placement.
8. c. Exploratory.
9. d. Supervised Occupational Experience Program.
10. a. School-to-Work Transition Programs.

Agricultual Education in the Former Soviet Union, continued from page 23

agricultural enterprises and make management decisions was a new idea for the teachers. Understandably, under Soviet rule, citizens were not allowed to own land, livestock or machinery. Large collective farms, owned and operated by the State, controlled the equipment and livestock, and employed the workers. Only top managers were allowed to make the day-to-day management decisions. Therefore, topics related to decision making and critical thinking processes were well-received by the Lithuanian teachers.

Today, more and more individual private farmers are starting agricultural enterprises. Most rural citizens own the livestock that provide them with milk and meat. The chief agricultural products of Lithuania include wheat, rye, barley and oats. Livestock fodder is also grown throughout the country to feed the increasing number of dairy and beef cattle. Hogs have always been, and continue to be, a favorite among Lithuanians. It is common to see horse-drawn equipment being used in one field and relatively modern equipment in the next. More farm tractors and machinery are also being used to improve agricultural mechanization throughout the country.



Many Russian citizens own small plots of land called "dachas." Most dachas have extensive gardens, cold-frames and greenhouses for growing vegetables in the cold, Northern European climate. (Photo courtesy of James J. Connors.)

Future Directions

In reviewing the first year of the APPLE Agriculture Strand, it was decided that more intensive educational programs would benefit Lithuanian agriculture teachers. The Lithuanian teachers requested additional seminars on the topics of entrepreneurship, supervised agricultural experience programs, and family and consumer sciences. Currently, proposals are being drafted between the Lithuanian Ministry of Agriculture, the Alanta Agriculture School, the APPLE organization, and the participating American institutions to continue the program next year. Two pilot schools will be selected to implement a program of entrepreneurship education in agriculture and encourage students attending the agriculture school to operate their own agricultural enterprises.

Major changes are foreseen for agricultural education in the newly independent countries of the former Soviet Union. As these countries continue to move toward free market economies, agriculture teachers will have to be prepared to educate their students in management principles that they were never concerned with before independence. These agriculture teachers will increasingly look toward American agricultural education professionals to assist them in their introduction to the world agricultural economy.

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International Agriculture: Perspectives of an Agricultural Attaché, continued from page 7

accomplish the educational objectives necessary to stimulate market interest.

Summary

There are several specific skills and abilities, obtained through my agricultural education experiences, that are important tools in my position as an agricultural attaché. These skills include analytical abilities, written and verbal communication skills, computer literacy with a wide variety of systems and applications programs, proficiency in other languages, and a commitment to lifelong education. Given the importance of agricultural education in my duties, perhaps my title should be changed to agricultural education attaché. The change would certainly be warranted.

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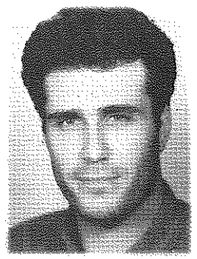
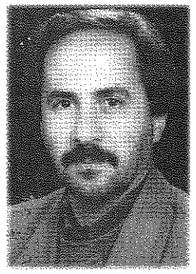
Theme Article

How Effective Are We Teaching at Razi University?





By Kiumars Zarafshani & Abdolhamid Papzan

Mr. Zarafshani is a lecturer of agricultural and extension education and Mr. Papzan is dean of the College of Agriculture, Razi University, Kermanshah, Iran.

If we accept that competence in teaching methods is positively correlated with effective teaching, then what are some strategies, techniques, or methods agriculture teachers may use to become more effective? Newcomb, McCracken and Warmbrod (1986) stated, "If students are to achieve optimum levels of competence, it is essential that the teacher direct the teaching/learning process because directed learning is more effective than undirected learning." What teaching methods or techniques can teachers use to ensure the attention and interest of students throughout the class? According to Luft and Thompson (1995), using a variety of teaching procedures contributed to the effectiveness of teachers as perceived by students enrolled in the agricultural education program.

Teacher Competence with Teaching Techniques

Knowledge of teaching techniques is the teacher's responsibility. For teachers, this means that to become competent in the use of various teaching techniques, they must practice and use them until they feel comfortable and competent in using each teaching technique. One of the problems experienced teachers must avoid is using only selected teaching techniques throughout the instructional year. So what is the best teaching technique? There is no definite answer to this question because it depends on your purpose. Robinson (1989) describes the worst teaching technique as the one that is used all the time, whatever it is! Variety is the spice of the learning situation.

A Case Study

A study was conducted at Razi University, College of Agriculture by the authors to determine which of the following teaching techniques used were most effective as perceived by students enrolled in the Agricultural Extension and Education program during Fall 1994. All 25 students were included in this study.

Teaching Techniques Used

Panel Discussion: A small group of students (usually four to five) discuss a given topic in the presence of all the students in the class. Students are given an opportunity to study in advance on a given topic. Often the entire class is permitted to enter the discussion once the panel has generated interest in the topic. The teacher directs student-to-panel interaction and will summarize the lesson at the end of the session.

Buzz Groups: Buzz groups are useful in allowing discussion in large groups. Students are divided into subgroups consisting of three to six students for a short period to discuss a topic or solve a problem. Each group needs a discussion leader and a definite assignment. The leader of each group reports the results of his or her group's discussion to the entire class. The instructor is free to float between groups to determine progress or assist as needed. The buzz group is most useful for situations which call for quick reaction to a simple assignment. This technique is much better for raising problems than for solving them.

Group Discussion: A technique to cooperatively collect knowledge, ideas, and opinions about a subject in order to learn new information or to solve a problem. For maximum participation, students are divided into groups of six. Similar to the buzz group, a leader is needed and he or she reports back to the main group, more in-depth response is expected and a longer period of time is generally required.

Results

As shown in Table 1, buzz group and group discussion was selected by 18 out of 23 students as their first choice. Fourteen students selected the panel discussion technique as their first choice. This study confirms that a combination of teaching techniques can be effectively combined in providing student-centered teaching. Therefore, instructors should use a variety of teaching techniques in their classroom. Teaching students using buzz and discussion group techniques develops problem-solving abilities and positive attitudes toward inquiry.

Our students at Razi University were enthusiastic about teaching techniques used in class because they showed interest in subject matter content and participated actively in the learning process. We recommend agriculture teachers use these techniques in their classes because they are sure to receive positive and immediate feedback.

If secondary and post-secondary agriculture teachers are concerned about what their students feel make them effective teachers, the results of this study should be considered. Students appreciate excellence in teaching, and will continue to seek out teachers who they feel are effective.

TABLE 1

Teaching Technique Preferences of Agricultural Extension and Education students (N=23).

Technique	First Choice	Second Choice	Third Choice
Panel Discussion	14	7	2
Buzz Groups	18	5	0
Group Discussion	18	2	3

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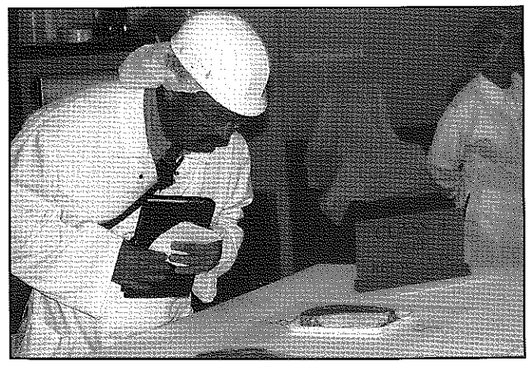
Going Global - Experience That Counts, continued from page 2

Arges, Romania, comes to mind. The instructor faced many of the same challenges that one-person agriculture programs face here in the U.S. The ingenuity he showed in accumulating the resources necessary for the hands-on planting, harvesting and marketing experiences he offered his students was impressive. His entrepreneurial approach to teaching was state of the art even though his technology was a generation or two old.

International programs also increase opportunities for trade. The "business" of my SBDC is to assist businesses in creating and realizing opportunities. Our program chose to go international based on the premise that people buy from people they know. Our long-term goal is to increase trade opportunities for United States businesses and for those in countries in which we work. Similarly, international exchanges in agriculture will result in increased opportunities for our agribusinesses whether in commodities, processed food, or farm equipment. Viewed from an educational or an economic perspective, international student programs are sound investments.



John Davis, Agriculture instructor at Vallivue High School, Caldwell, Idaho, is shown here assisting with the Idaho State Meats Career Development Event (CDE). Assisting, preparing and practicing at the state level CDE's assists instructors in preparing students for CDE's and preparing for classroom instruction. (Photo courtesy of John P. Mundt).

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