

THE INTERNATIONAL DIMENSION
OF THE
DEPARTMENT OF AGRICULTURAL ECONOMICS
MICHIGAN STATE UNIVERSITY

History, Challenges and Guidelines
for 1965-70

The Revised Condensed Report of the
Subcommittee on International Program
Involvements of the Program Planning
Committee

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The Revised Condensed Report

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I. SUMMARY

An unfolding revolution in history is challenging Departments of Agricultural Economics, such as ours, to make a major contribution. In the past the profession has focused primarily on development problems in the more advanced nations. We are now challenged to give major attention to the gigantic problems of transforming agriculture in the less-developed two-thirds of the world.

One faculty member in discussing this report said that our Department in responding to this challenge has sort of edged into international work. To be efficient and more effective in our international work we must now face the challenge seriously. This report has attempted to do so. One of our major decisions is whether we aim to develop a high quality instructional program in international work - a program which will match the reputation of our domestic graduate program. To do so will require changes and a great deal of effort. The committee believes that the inclusion of the program elements recommended in this report will go a long way toward reaching the objective of a significant response to the major international challenge which faces us.

The limited resources of the department force critical choices in what we should attempt so as to achieve a balanced departmental program in relation to the challenge. In essence this report recommends the following four major program elements for the 1965-70 planning period.

- 1) A top quality graduate program in international agriculture. This will require considerable increase in instructional effort focused on the problems of developing countries. To make this effort efficient, minimum enrollment objectives are suggested.

- 2) In coordination with International Programs the Department should consider focusing its effort more on a few selected geographic areas, such as West Africa. Selected geographic emphasis makes possible much deeper study of problems over a longer time period and greatly eases the development of faculty competence and leadership in these areas. It should also consider the desirability of long-term research programs on a limited number of international agricultural problems, such as agricultural trade, marketing and agricultural development, food problems, and agricultural sector planning.

- 3) Strong emphasis should be placed on combining research, technical assistance and instructional work in the same geographic and sub-discipline areas. By so doing each phase of the effort reinforces the other. The combination of advisory work, training and research is the international counterpart of the extension, teaching, and research package which we have found so productive in the United States. Connected with this, a sequence or small number of graduate students should be sought from certain areas. By making sure these students will be able to carry out their Doctorate research in their own country, much more valuable research results and experience will be obtained. In all, these proposals imply increasing significantly the amount of faculty time on international work from the present level of about 12 percent.

4) In instructional work on campus different types of terminal Masters' programs need exploring to meet the demand by domestic and international students who will be primarily involved in the operation of agricultural programs both in government departments and in international organizations.

II. INTRODUCTION

This is the final report of the International Program Involvements Subcommittee of the Department of Agricultural Economics.^{1/} The subcommittee was asked to do three things; consider the changing environment within which the department operates, review changes in the international work of the department, and propose program emphases for 1966-70. Rationale for the proposed programs was requested, including consideration of goals or objectives, desirable activities, coordination problems, resource needs, and personnel requirements.

This report will consider first the world setting of change and challenge to the profession, then review the response of this department during recent years. Major goals for the international dimension of the department are proposed, followed by detailed recommendations in three areas - support of College and University programs, faculty research and technical assistance in international agriculture, and instructional programs in international agriculture. The report concludes with a series of specific recommendations on items needing action or further discussion.

The World Setting of Change and Challenge to the Profession

Agricultural economists are faced with an unparalleled and gigantic international challenge of leadership. The governments and leaders in more than 50 nations with a total population of more than a billion people are trying to transform traditional agriculture in the short period of a generation or two. This challenge is of such magnitude that it must be considered along side the major challenge of reaching the moon by 1970.

^{1/} The Subcommittee was set up by the Program Planning Steering Committee of the department which was charged with leadership in the development of a 5-year plan. To accomplish its task the Steering Committee set in motion a number of activities including the appointing of planning subcommittees. Some of the subcommittees focused on discipline specialities such as farm management, marketing, extension, and marketing research, etc., while three other subcommittees dealt with international program involvements, the graduate program, and internal operations and external services provided to the department. The International Program Involvements Subcommittee was assigned seven persons by the Steering Committee, five were added later.

In carrying out its assignment this subcommittee included the following activities: four committee meetings, individual reviews of drafts of the first working paper, a meeting with international graduate and domestic graduate students interested in international work, and individual reviews of the condensed report. This revised condensed report attempts to reflect the concensus of the committee at this time.

In relation to the size of the task before the profession, the number of agricultural economists now involved is very small. Nichols said in 1961 "with less than 10 doctorates a year being awarded to agricultural economics students from the underdeveloped countries our profession is yet hardly more than scratching the surface in making our own contribution to the world's vital training needs."^{2/} At the time of the Mexico meetings, the International Association of Agricultural Economists had about 350 members from developing countries. If this number is doubled to take account of nonmembers and 100 more are added to take account of economists from developed countries who are working on the problems of less developed countries, it appears that perhaps 800 professionally prepared agricultural economists are now working on development problems. Typically this means from 5 to 10 agricultural economists in each country. In the larger countries, such as India, there are more, but in relation to the population engaged in agriculture, the number is exceedingly small.

Our department and the profession are thus at the beginning of a high international expansion of personnel and activities. Today agricultural economists in the United States and Europe dominate the profession. By the end of the century we will probably be a minority. What is our department's role in this period of revolutionary expansion and change?

Turning to the demand for international activities by agricultural economists, due to the rapid expansion in work, there are a great number of employment opportunities open. Some estimates indicate thirty or more openings which cannot be filled in international organizations and on various national assignments. One explanation for the shortage of U. S. agricultural economists available for international work was pointed out by Bachman last summer in his presidential address. He found that during the last five years only about 15 of the 550 U. S. Ph.D. theses were focused on international or foreign subjects by students with U. S. undergraduate degrees. The production of only three U. S. agricultural economists per year, who have primary interest in international work, suggests a weak response as yet by the profession to the international challenge.^{3/}

The Department's Response to the Growing International Challenge

The history of this department's activities shows a growing response to the international challenge. During the 1950s the response was primarily on an individual basis in technical assistance assignments and in research. During the last 5 years Foundation, Federal Government, and Experiment Station funds have made possible the mounting of major technical assistance programs, such as those in Colombia and Nigeria and the carrying out of important research projects on specific problems such as P.L. 480 programs, Food For Peace, and the impact of the Common Market on U. S. Agricultural Trade. The department has also slowly increased the amount of international material in its courses, including the development of a number of courses devoted to international agricultural problems.

^{2/} Journal of Farm Economics, Vol. 42, No. 5, December 1960, p. 1988.

^{3/} Bachman, Kenneth L., Presidential Address, "Agricultural Economics and Technical Aid in Foreign Development," Journal of Farm Economics, Vol. 47, Dec. 1965, p. 1088.

This instructional program has developed in response to the growing demand of domestic students and to the increasing number of international students particularly from the developing countries (Tables 1 and 2). The response so far of the department to the international challenge can perhaps be characterized as strongest on the research and technical assistance side. Details about the department's international activities are given in the subcommittee's working paper and its appendix.

Goals for the Department in International Work

Before taking up consideration of goals, it is well to keep in clear focus the different groups for which the departmental activities are developed. There are essentially three groups: Michigan and U. S. students with general need for knowledge of international agriculture, U. S. students with specialized and career interests in international agriculture, and international students. In order to be well-informed today, citizens of Michigan and the United States require some knowledge of international agricultural problems. Also, Michigan students require an international dimension to their studies in preparing for their life's work. This need is based on two roles the students may take in later life. "These two roles - possible involvement in international activities, and possible leadership in forming public opinion - provide a basis for the early use for the international dimension by many of our students."^{4/}

There are a growing number of U. S. students who desire special instruction in agriculture to prepare them for international work. This group is very varied. It includes undergraduates who are thinking of peace corps type of overseas work, graduate students who hope to work in operations programs overseas and a few students who seek to contribute professionally to the solution of international agricultural problems through work in U. S. colleges and other organizations.

International students appeared early in the department's history; in 1948 a few were already present. Since then the number of these students has increased considerably, particularly in recent years. The needs of these students, particularly those from developing countries, are very diverse, requiring maximum flexibility in graduate programs. To summarize, the international dimension of the department has a varied clientele which ranges over U. S. undergraduates, international graduate students, and U. S. graduate students who intend to work in the international area professionally. A major focus of this review is to see what is now being done for each of these groups and to search for programs which will better meet their requirements.

Turning to the long-run general objectives of the department in international work, they may perhaps be stated as follows; to contribute in a major way to the solution of the agricultural development problems facing the world. This includes research on the problems of transition from traditional agriculture in less-developed countries and study of many aspects of the world supply in demand situation for agricultural products. More specifically, two important departmental goals are; first, to develop an outstanding graduate program in international agriculture which prepares students for effective research, administrative, advisory, and extension work on agricultural problems in other countries or on problems of world scope, and second, to combine as much as possible our research, technical

Table 1

AVERAGE NUMBER OF INTERNATIONAL STUDENTS IN AGRICULTURAL ECONOMICS
COMMENCING GRADUATE WORK DURING 3 PERIODS, 1946-64
(Based on student files)

	1946-54	1955-59	1960-64
<u>International Students, Total</u>	3.4	9.0	16.8
Masters		5.2	8.2
Ph.D.		2.0	5.4
Special		1.8	3.2
<u>Students from Less Developed Countries</u>	2.0	4.0	10.2
Masters	1.2	2.0	5.2
Ph.D.	.6	.6	3.6
Special	.2	1.4	1.4
<u>Students from Developed Countries</u>	1.4	5.0	6.6*
Masters	.7	3.2	3.0
Ph.D.	.7	1.4	1.8
Special	.1	.4	1.8*

* Excluding 19 special students in the European Productivity Group

Table 2

THE NUMBER OF GRADUATE STUDENTS ENROLLED AND DEGREES GRANTED PER YEAR, 1955-1965

Type of Student	ENROLLMENT				DEGREES GRANTED PER YR.		
	Fall 1955- 1958	Fall 1959- 1963	Fall 1964	Fall 1965	1955-59 ^{2/}	1960-64 ^{2/}	1964-65
	Ave/yr.	Ave/yr.			Ave/yr.	Ave/yr.	
<u>International Students (Total)</u>			34	37	3.4	5.2	
Less-Developed Countries			22	26	1.2	2.6	
M.S. & Special			8	8	.8	2.0	?
Ph.D.			14	18	.4	.6	1
Developed Countries ^{1/}			12	11	2.2	2.6	
M.S. & Special			9	6	1.8	1.2	?
Ph.D.			3	5	.4	1.4	2
<u>Domestic Students</u>			47	49	12.8	14.8	
M.S. & Special			15	20	9.4	7.6	?
Ph.D.			32	29	3.4	7.2	9
<u>All Students</u> ^{3/}	65.8	78.2	81	86	16.2	20.0	26
Masters					12.0	10.8	14
Ph.D.					4.2	9.2	12

^{1/} Including Canada^{2/} From Table 6 of the Working Paper^{3/} From Table 5 of the Working Paper

assistance and instructional work in international agriculture for greater effectiveness and feedback. As much as possible the international work of the department overseas will be integrated with international activities on campus and with related United States rural development problems.

In the perspective of these major goals and the great challenge to our profession, we must remember that the resources of this department are limited. Thus, careful choices are forced to those international activities through which we can make the greatest contribution. For example, the international demand for research by members of the department is great and the amount undertaken could be doubled if we had the professional and other resources. In making these choices, the provisions of the proposed McGovern Bill which is under consideration in Congress should be kept in mind. This bill seeks to strengthen international work on university campuses by adding a fourth, international dimension, partly supported by federal funds. Also, this department should remember that it is one of the major departments in the profession, our actions therefor will have considerable influence on others. Our position and responsibilities require that we seek aggressively to meet the international challenge.

General consideration of the two important goals mentioned above is undertaken here as they have general implications for the size and organization of the department. Turning to the first goal, a top quality graduate program in international agriculture, this goal is related to the major expansion of the profession expected in the decades to come. This need to increase numbers significantly places primary emphasis on the need for more graduate instruction of high quality both in the U. S. and by American faculty members at overseas sites. Over the long-run, the production of a new member for the profession is equal to many research projects. Thus, the task is to provide top quality training to as many graduate students with international interests, as we can without harming our strong training programs focused on problems of Michigan and the United States. The challenge is to further develop graduate programs in international agricultural studies which will enjoy as high a reputation as the department now enjoys for its graduate program focused on commercial agriculture in highly developed countries.

The development of a top quality graduate program in international agriculture has certain implications with regard to the number of graduate students enrolled. To attain efficiency in the study of the problems of developing nations, a certain number of students are required in order to sustain small seminars focused on these problems. It is important also that proper balance be maintained with respect to international as compared with domestic students. The graduate student-faculty ratio must also be considered. In order to view more clearly the implications for the department of these relationships, three alternative plans for graduate student enrollment were considered (Table 3). These three enrollment plans were developed after careful review of current enrollment and the resources of the department in relation to the challenge presented to the profession. Plan I was based on the fall 1964 enrollment. The fall 1965 enrollment is given in parentheses. Plan II envisaged a moderate increase of 10 students from Plan I for a total of 90 students, Plan III shows an enrollment of about 100 graduate students. The purpose of these plans is to see how the department could within its limited resources make a major contribution, particularly in the developing countries by producing an increased number of

Table 3

Three Alternative Plans for Graduate Student Enrollment and Implications for Degrees Granted

Type of Student	Fall Term Enrollment			Degrees Granter Per Year ^{1/}		
	Plan I Based on 1964-65 Enrollment ^{3/}	Plan II Moderate Increase	Plan III Enlarged Program	Plan I Based on 1964-65 Enrollment	Plan II Moderate Increase	Plan III Enlarged Program
<u>International Students Total</u>	33 (37)	42	50			
Less-Developed Countries	18 (26)	27	35	7	12	15
M.S. & Special	6 (8)	9	9	3	5	5
Ph.D.	12 (18)	18	26	4	7	10
Developed Countries ^{4/}	15 (11)	15	15	9	10	10
M.S. & Special	8 (6)	7	7	6	6	6
Ph.D.	7 (5)	8	8	3	4	4
<u>Domestic Students</u>	47 (49)	48	50	18	19	20
<u>All Graduate Students</u>	80 (86)	90	100	(34) 27 2/	(41) 33 2/	(45) 36 2/

1/ Based on the number of students enrolled and estimates of the average time needed.

2/ This estimate of total degrees awarded assumes a 20% attrition (see Table 2 for comparative data).

3/ Figures in parentheses are for enrollment Fall, 1965.

4/ Including Canada

masters and doctors of agricultural economics. Plans II and III increase domestic student enrollment a little, from about 47 to 50, while enrollment from developed countries was projected at about the present level of 15. These plans thus make possible considerable increase in the enrollment of students from developing countries from about 20 to 35 per year. It appears that these plans would produce the following results using the resource specified.

Plan I - Based on 1964 fall enrollment. Total enrollment 80 with enrollment of students from the developing countries at 18, 6 for Masters and special work, and 12 for the Doctorate. This implies an average per year of about 3 M.S. degrees and 4 Ph.D.'s for students from developing countries. With its present resources the department can carry out this plan. However, the output of 4 Ph.D.'s per year for developing countries is an unsatisfactory response to the major challenge that confronts us.

Plan II - A moderate increase in enrollment. Total enrollment 90, with enrollment of students from the developing countries at 27, 9 for Masters and 18 for the Doctorate. These numbers would produce about 5 Masters and 7 Ph.D.'s per year for students from these countries. With its present resources, the department could carry out this plan. The major resource need would be in graduate committee work and in thesis supervision by the faculty. There appear to be enough faculty willing to take on the additional international students to cover this requirement.

Plan III - An enlarged program. Total enrollment 100 students, with enrollment of students from developing countries at 35, 9 for the Masters, and 26 for the Doctorate. These numbers would produce about 5 Masters and 10 Ph.D.'s per year among these students. Student numbers in this plan would probably require an increase of one or two faculty members and associated resources, or some shift in the balance of effort. One hundred well-trained Ph.D.'s applying themselves to the immense problems of the sixty or more developing nations would be a decade of achievement this department could be proud of.

Since these plans were made, the enrollment figures for the fall of 1965 have become available. These new enrollment numbers show the number of graduate students from less developed countries increased over the previous year from 18 to 26 approaching the numbers in Plan II. Students from developed countries including Canada were at a somewhat lower level, 11 instead of 15. There is some concern here that more effort should be spent to see if the number of students from developed countries can be kept at about 15. The domestic student total also increased in the fall of 1965. Thus, it appears to the committee that graduate student numbers will soon reach the Plan II level. The department should therefore consider what adjustments should be made in order to operate effectively at this level. In general, considering recent trends and the world wide setting of the profession, it appears likely that departmental graduate student numbers under present policies will reach the level of Plan III by 1970. Thus, serious consideration needs to be given as to whether this is the right objective

for the department and if so the extent to which further adjustments in plans should be made to effectively operate with these increased student numbers.

The second general goal mentioned above is to combine as much as possible our research, technical assistance and instructional work in international agriculture. This implies focusing more research in areas where we are involved in technical assistance work. A great advantage of such a focus is the increasing availability in these areas of overseas research bases with supporting services. This goal suggests that we should increase the proportion of our international graduate students from these areas. Financing graduate students from overseas areas where MSU is working is also less difficult. Care, however, should be taken to prevent too high a proportion of students coming from any area to Michigan State. In connection with this goal consideration should be given to the selection of a few geographic and subdiscipline areas in which major long-term work would be pursued by the department. Such decisions as this should probably be considered in consultation with other members of the Midwest Consortium of Universities (Wisconsin, Indiana University and the University of Illinois). This approach should assist the faculty to devote an increased amount of research time to help solve the gigantic problems of the rapid economic transformation of many agricultural economies.

In the following part of this report important program elements are proposed for 1966-70. They are organized under the following headings; support of college and university programs, faculty research and technical assistance in international agriculture, and instructional programs in international agriculture. The final pages of the report list items which should be considered for action and issues which need further discussion.

III. SUPPORT OF COLLEGE AND UNIVERSITY PROGRAMS

1. Major changes in program over the last five years.
Over the last five years the department has become more involved in university technical assistance projects overseas. This demand for our expertise will continue at a high level. During the same period on campus the department's support of university programs was illustrated by the two chapters Witt and Eicher wrote for the M.S.U. textbooks, Readings in Social Science. Support of the university international dimension in the state was in the form of a somewhat increased quantity of extension material on international topics.
2. Proposed Program Elements for 1965-70.
 - a) Seek ways to better offer our knowledge of agricultural development overseas to the rest of the university community.
 - b) To coordinate and assure useful extension of international agricultural material, select one extension staff member who will lead in this area, as was the case when Foster was here. More coordination with the Continuing Education Service in this work should be sought.
 - c) Be prepared to provide full support to the AID training program if it materializes. This training program is likely to have considerable feedback and usefulness to the department over the long run. Particularly if debriefing is included, it will help the faculty on campus keep current and relevant in their work.

d) In order to see if improvements could be made in the difficult selection process of international graduate students, an ad hoc sub-committee of the admissions committee should be formed. It should consider ways to develop improved institutional arrangements with faculties overseas and find ways to get better independent judgment about the ability and purposes of overseas applicants.

e) In view of the expected size of college and university programs, the department must plan to have 2 to 4 staff members assigned full-time for these programs, either on campus or overseas during the 1960-70 period.

f) Some overseas assignments, particularly in developing countries, may require considerable preparation to do effective work. For this kind of task, members need to be assigned to projects at an early pre-departure stage in order to make the necessary preparations. Budget and workload adjustments will be needed for this. Good preparation, however, will make it possible for a staff member to arrive on post ready to contribute effectively in the early weeks of his relatively brief and costly assignment. Preparation costs may be reduced if certain members spend most of their time on similar development work. This suggests the value of a small pool of faculty spending most of their time on international work. Such a pool, however, should in no way imply limitation on the participation of other faculty members in international work. Some international tasks require little special preparation and in these cases the transition between domestic and international work is easy.

g) In the 6 months, after a two-year overseas assignment first call on a faculty members time should be followup, postmortums, and the writing up of research results. This will maximize returns on the overseas experience of the faculty member. A faculty member who has had a two-year assignment should be able to have 10 percent of his time assigned to international work for further followup and for contribution to international work on campus.

IV. FACULTY RESEARCH AND TECHNICAL ASSISTANCE IN INTERNATIONAL AGRICULTURE

1. Major changes in program over the last five years.

A number of major research contracts and grants were received during this period. They include: research on supply projections and on P.L. 480 impact in Colombia, research on the effect of the Common Market on agricultural trade, the creation of the Consortium for the Study of Nigeria Rural Development, research on Food For Peace, and marketing research in Latin America. Two experiment station projects in international agriculture were approved, one on the role of agriculture in economic development and the other on the impact of foreign agricultural policies upon the market for U. S. farm products. In technical assistance work during this period, an average of more than two faculty members have been overseas each year.

An estimate of the approximate amount of faculty involvement in international research and technical assistance was obtained from department budget figures and an estimate of man-years of faculty time assigned to different tasks. In the 1964-65 academic year about \$300,000, all from

nonstate sources, came to the department for support of international research and technical assistance (Table 4). This represents about 20% of the total department budget of \$1,500,000. In terms of faculty time, as of September, 1965, about 6.4 man-years of faculty time per year was being spent on international work. This represents 12% of the total time of the 53 faculty members.

2. Proposed program elements for 1965-70.
 - a) A major research objective is to give priority to combining more research with university technical assistance assignments. Such an objective will make effective use of the overseas research bases to be established by the Consortium of 4 Midwestern Universities. The returns to this research are likely to be very high as it can be used in the technical assistance work and in graduate programs. Such a combination is the international form of the productive marriage of research, extension, and teaching we endorse in the United States.
 - b) Careful consideration should be given by the department to a ten or more year emphasis on important selected geographic areas and on a number of major research areas in international agriculture. "Geographical and functional concentration of efforts seem wise in training students in international agricultural economics."^{5/} At present the geographical areas receiving emphasis include West African agriculture and some areas of Latin America and Asia. The major subdiscipline areas in which the department is already involved include: the effect of price policy, commodity agreements, common markets, and other factors on U. S. and international trade in agricultural products; marketing and agricultural development; the process of agricultural development with associated implications for agricultural sector and project planning; and international food problems particularly in relation to P.L. 480 and Food For Peace.
 - c) In view of the immense size and great challenge international work presents to the profession at this time, a total of 15 to 20 percent of faculty time should be devoted to this work, both on campus and overseas, including a probable average of 4 faculty members on development advisory assignments overseas each year.

V. INSTRUCTIONAL PROGRAMS

1. Undergraduate.
 - a. Major changes in program over the last five years.
The major changes in undergraduate instruction have been the inclusion of some additional materials on international agriculture in regular courses and the addition of one course Agr. 468 - U. S. Agriculture for Overseas Students. More interest in international agriculture on the undergraduate level has developed due particularly to opportunities for Peace Corps and similar types of assignments.

^{5/} Hardin, Journal of Farm Economics, Vol. 45, No. 5, Dec. 1963, p. 950.

Table 4

Funds for International Work in the Department of Agricultural
Economics, Academic Year 1964-65^{1/}

Eicher, salary and other expenses	\$ 20,000
McBride, Stevens, and Wheeler, salary (from International Programs)	47,975
National Defense Education Act funds	60,000
AID Research Map for Food For Peace	80,000
CSNRD (Nigerian Consortium) Phase A - MSU funds	66,000
Hathaway, Rockefeller grant and William Miller - Economic Development Institute, Nigeria from the Agricultural Development Council	10,800
Agricultural Development Institute	<u>15,000</u>
Total funds for international work	298,775
Total departmental budget	\$1,500,000

^{1/} In addition to the funds listed in the table there are some 25 international graduate students financially supported by various sources outside the department at an average of about \$3,000 per student per year, for a total of \$75,000. In the academic year 1965-66, research funds will further increase. The MSU portion of the CSNRD funds will rise to about \$133,000. The USDA - Common Market research project costs \$97,000. The department's share of the AID-Latin American Marketing study comes to about \$100,000.

b. Proposed program elements for 1965-70.

1) Specific mention be made in the M.S.U. catalogue description of international agriculture as an option in the agricultural economics major in the department either as part of the agricultural service and administration option or as a separate option. Such specific mention would assure students interested in international work that they need not go elsewhere. It would also help these students plan their programs.

2) To fulfill the objective of a rounded education in this international age and fulfill general M.S.U. educational objectives, the introduction of more international agricultural material into regular undergraduate courses in the department should be encouraged.

3) Consider carefully new courses which might have wide appeal among undergraduates in the different colleges; such as world food and agriculture, and the development of our rural resources.

2. Master of Science and Special Programs.

a. Major changes in program over the last five years.

During this period one course was added in international agriculture, AEC 462 - World Agriculture and Economic Development. AEC 862 - Agriculture in Economic Development was taught more often and considerable international material was added to the course now labeled AEC 960 - Agricultural Policy in Developed Economies. The recently organized Masters in Agricultural Development and Administration is undergoing testing. Perhaps most important has been the increased interest in work in international agriculture at the Master's level by persons who have returned from overseas assignments and want further study. There has also been a doubling of the number of M.S. candidates from the developing countries.

b. Proposed program elements for 1965-70.

1) Explore, with various departments in the College, the potential for a special combined M.S. in technical agriculture and agricultural economics. This M.S. program would be focused on problems of developing countries, perhaps particularly in tropical areas. Many domestic and international students in technical fields, when they get overseas, soon find themselves being asked to advise on all kinds of agricultural development problems. Also many international students who receive technical training here will have positions much of their life in state and national agricultural departments where they will be concerned much of the time with general agricultural development problems rather than with the technical questions in their specialty. Three or four courses in economics and social science would not only give these students much greater perspective on the development process through which their country is passing, but would also aid them to understand better the issues and arguments economists and other social scientists present to them.

2) A minimum enrollment of 26 to 30 students from developing countries should be sought during the next few years.

3) Twelve to fifteen students from Canada and developed countries should be sought during the period 1966-70.

4) A way should be found to increase the amount of counselling for international students, particularly during their first year. One way would be to have more group meetings with international students. International students can lose much in their graduate work if they do not have sufficient counselling.

5) The department should explore how a study trip course in American agricultural development for international students could be led and financed. It is quite likely that this kind of course which Ulrey led once, was of equal or greater value than any of the other experiences these students had while at M.S.U. The course was organized around an intensive study trip. If it included a paper, it could probably have a value of 3 credits.

3. Ph.D. programs.

a. Major changes in program over the last five years.

There has been a great increase in the number of candidates from developing countries enrolling for a Ph.D. in the last few years. Before 1960 the average was less than one such student enrolled each year. During the last five years this average has increased to more than three per year. The enrollment of Ph.D. candidates from developed countries has been at between one and two per year over the last ten years. During the last planning period graduate course instruction in international agriculture was increased as mentioned above. A major change has been the increase in domestic students writing theses on international agricultural problems, six were written during the last five years. Three students, Ansel, Miller and Welsch, did their theses overseas in the academic year 1964-65. Others are now underway in Europe and Nigeria.

b. Proposed program elements for 1965-70.

1) By 1970 enrollment each fall can be expected under present policies to reach about 26 Ph.D. candidates from developing countries and 8 from developed countries, including Canada.

2) Effort should be made to encourage enrollment of a sequence or small number of students from certain specified areas or countries in which the university has technical assistance and other programs. Some assurance about a number of students from an area would make it possible to plan longer range and more effective theses and other research in the area.

3) Seek to assure that all able international students have an opportunity to conduct their thesis research in their own countries if they desire to do so and that domestic students interested in international problems have an opportunity to undertake their thesis research overseas.

4) To assure that all Ph.D.'s have an international dimension in their training, encourage the addition of more international material in the regular graduate courses of the department. It is probable that more than half of our Ph.D.s will be involved sooner or later in some international work. It would be ironic if U. S. agricultural economists trained at M.S.U. made a poor showing in their international work.

5) Some further effort is probably desirable to better inform the rest of the profession about the nature of our graduate training in international agriculture. The wide distribution of this information would help support our programs and encourage the kinds of students we are seeking.

6) Development of the NDEA program of the Economic and Agricultural Development Institute in Resource Mobilization and Technological Transference in Economic Development should be pursued.

VI. SPECIFIC RECOMMENDATIONS

Items which should be considered for action.

- a. The setting up of an ad hoc sub-committee of the admissions committee to advise on possible improvements in admissions procedures for international students.
- b. A meeting once each quarter of persons concerned with the international dimension of the work of the department.
- c. Seek financial and other arrangements so that a goal of twenty percent of the department's faculty time can be used for international work.
- d. The catalog description of the MSU undergraduate agricultural economics program major changed so as to include international agriculture as an option.
- e. Explore with other departments of the College of Agriculture how our knowledge and instruction may be made more useful and available to them.
- f. Decide about how improved counselling for international students may be undertaken.
- g. Explore with Dr. Lawton, the coordinator of foreign agricultural programs, about the proposed study trip in American agricultural development for international students. Also consider with him arrangements for farm practice experience for international students.

Issues Needing Further Discussion

First priority

- a. Consideration of improvements in courses and curriculum for international graduate students particularly those from developing countries.
- b. Evaluate what undergraduate courses in international agriculture might be offered.
- c. Discuss how to reduce the national scatter of graduate students and thus increase the possible effectiveness of thesis supervision in certain countries. Consideration should be given of informal arrangements with other members of the Midwest Consortium.
- d. Review of the development of the NDEA program of the Economic and Agricultural Development Institute on Resource Mobilization and Technical Transference in Economic Development.
- e. Discuss and set specific objectives for numbers of international graduate students from developing and developed countries, including consideration of priorities for different nationalities.

Second priority

- a. Consideration of how the department can best make its knowledge of rural development overseas available to the rest of the university community. (Undergraduate courses, special masters' programs, etc.)
- b. Consideration of the desirability in department research of more geographic and subdiscipline selectivity and emphasis.
- c. Discussion of how more international agricultural material may be appropriately introduced into regular agricultural economic courses.
- d. Review the implications for staffing and space of the projected graduate student numbers.
- e. Discussion of suggested guidelines to assure that all MSU Ph.D.s from agricultural economics have an international dimension in their program.
- f. Discussion of how to inform the profession about the nature of our department's international dimension.

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II. Committee Working Paper-History, Current Challenges and Proposals

A. INTRODUCTION

Since the establishment of the Department of Agricultural Economics in its present form in 1948, international activities have expanded gradually. Now the Department has a major international dimension. Three staff members (Eicher, Sorenson and McBride) are presently on overseas assignment. Also, a considerable amount of research and teaching is presently being conducted on international problems. The essential question for this review is how the Department may meet more effectively the challenges of the international dimension of the profession during the next five years and beyond.

Clientele. Clear focus on the clientele for whom activities are developed will help to better orient the international work of the Department. Historically the clientele of the Department have been the residents of Michigan in their roles as citizens and in their roles as students at U.S.U. Today in order to be well informed, Michigan citizens throughout the state require some knowledge of international agricultural problems. On campus, a certain proportion of Michigan students require an international dimension to their studies in preparing for their life's work. This need is based on two roles the students may take in later life. "These two roles - possible involvement in international activities, and possible leadership in forming public opinion - provide a basis for the early use of an international dimension by many of our students." (Witt, 1962, p. 1352) 1962

Early in its history the Department undertook research on national economic problems in agriculture as part of its responsibility to the profession and the nation. Thus, for a long time we have been serving the national clientele of U.S. citizens. After the second World War U.S. citizens as represented by the U.S. government became much more deeply immersed in international problems. Under the leadership of President Hannah and others, the Universities and our Department responded, in a similar way, to this challenge in international affairs. International activities were thus undertaken as a part of our responsibility to the citizens of Michigan and the U.S.

Another type of clientele appeared early in the Department's history. In 1948 a few international students were already present. Since then the number of international students has increased considerably, particularly in recent years.

A third type of clientele consists of a growing number of U.S. students who desire special instruction in international agriculture to prepare them for international work. This clientele is varied. It includes undergraduates who are thinking of Peace Corps type of work overseas, graduate students who hope to work in operations programs overseas, and a few who seek to contribute to the profession in colleges, U.S. government agencies or international agencies concerned with the solution of international agricultural problems.

In summary, the international dimension of the Department has a varied clientele which ranges from the citizens and students of Michigan and the U.S., to international graduate students, and to U.S. graduate students who intend to work in the international area professionally. A major purpose of this review is to see what is now being done for each of these groups and to search for programs which will better meet their needs.

College and University Plans and Programs. In order to place the challenges to the Department of Agricultural Economics in the perspective of the total commitment of M.S.U. to international work, a brief review is made here of the international programs and plans of the University and the College of Agriculture.

It is estimated that five years from now the University will have about the same total amount of involvement in overseas programs, however, a higher proportion of this involvement will be through the Consortium of Four Mid-western Universities (Wisconsin, Illinois, Indiana University and M.S.U.). During this five-year period more emphasis will be placed on international research both within and outside of the overseas advisory projects. It is also expected that there will be more on-campus and overseas training programs including M.S., Ph.D. and special programs. The McGovern Bill now under consideration in Congress and other bills are expected to provide support for some of this work. It is foreseen that there will be a continuing shortage of staff for the international work of the University.

In terms of geographical areas it is expected that there will be one overseas research base in West Africa, one in Latin America and one in Asia. Consideration is also being given to a European research and teaching base. An additional major overseas advisory program is expected probably in Latin America. Also some kind of continuing relationship with the universities in Taiwan is planned.

On campus during the coming five years it is expected that the three area centers (Latin America, African and Asian) will continue, as will the Agricultural and Economic Development Institute.

Turning to the College of Agriculture it is expected that the International Institute of Agriculture and Nutrition will get under way and generate much more involvement of the various departments of the college in international work, particularly the departments of agricultural engineering, horticulture and soils. The College of Agriculture programs in Nigeria and Argentina and two other probable projects will require on the order of a total of three or four agricultural economists every year until 1970 and probably beyond.

The programs and plans of the University and the College of Agriculture in international work thus imply that there will be continued and somewhat expanded demands on the Department of Agricultural Economics. It appears, at least one or two more staff members will be needed full-time in international work by 1970 for College and University

programs. This suggests, among other things, the need for screening all new faculty members from the point of view of their possible participation in international work. Thus, consideration of College and University programs and plans alone indicates a need for expansion in international work in the Department of Agricultural Economics. What additional programs the Department, itself, might undertake are considered below.

Challenges. Some of the challenges which have stood out during this review include: the extent to which the Department should emphasize area specialization and/or sub-discipline specialization in international work; how should the department be prepared for the McGovern Bill; should the Department have certain objectives in terms of numbers of international students of different kinds which should be actively sought - including the implications for admissions' policies and policies on financial support for students; is the Department giving as full support as desirable to college and university activities in international agriculture; and would it be desirable to make our international dimension better known to the profession.

Long-run objectives. General long-run goals of the department in international work are to contribute in a major way to the solution of agricultural development problems facing the world. This includes research on the problems of transition from traditional agriculture in less developed countries and study of many aspects of the world supply and demand situation for agricultural products. The department aims to have outstanding instructional programs which prepare students for effective ^{advisory, research} advisory, research and extension work in other countries, and for work in national and international organizations concerned with world agricultural problems. As much as possible the international work of the department will be integrated with activities on campus and with associated national problems.

B. INTERNATIONAL ACTIVITIES OF THE FACULTY

1. General and Technical Assistance. Many international contributions of the faculty have not been focused on research, they include operations, institution building and other advisory tasks. The first international activity of this kind recorded in the annual reports of the Department as presently organized is for the year 1951-52. In that year Witt became an Agricultural consultant to FAO and Wright became an advisor in England to the Economic Cooperation Administration of the U.S. Government. The following year Michigan State was host to the International Conference of Agricultural Economists. Since that time a large number of faculty members have participated in international programs and projects. More than fourteen staff members have had major overseas experience. (Appendix III) Preliminary data from a report being prepared by Ulrey and Hill on the foreign educational experiences and services of members of the department indicate that all foreign educational and service experiences add up to 41 man-years, which comes to about 6 percent of total staff time. Three quarters of the foreign experience of the department involved technical assistance and advisory activities and one fifth of the time was on research. At present three staff members are on overseas assignment.

International activities of faculty members have also included work on campus, such as Witt's activity as Director of Studies for International Programs, and in the State of Michigan, work on extension activities. National activities have involved consultation with various U.S. government agencies in Washington and participation with colleagues from other universities in conferences on international problems and in national extension and teaching projects.

Overseas activities of the faculty have been in two categories, activities which are part of University programs and other activities. Early participation in international projects of the University included Kyle's work in Colombia and Wright's work in Okinawa. Since then the following persons have been involved in MSU projects overseas: Boger, Wood, Riley, Wheeler, Eicher, Johnson, McBride, Witt and Stevens. Other international activities of staff members have included work by some of those listed above and Ulrey, Barlowe, Høglund, Greig, Hathaway and Sorenson.

2. Faculty Research. Increasingly research has become a part of the international work of the faculty. During the last five years the following members of the Department were involved in research in international agriculture. Høglund studied agriculture in Europe; Riley and Wood made supply projections in Colombia; Wheeler and several grad students worked on a P.L. 480 research contract in Colombia; Greig worked in Brazil and Colombia; Witt consulted for the Economic Research Service, U.S.D.A. on overseas research contracts concerned with Food for Peace at the University of Ankara, Turkey and undertook Food for Peace research project for AID; Ulrey did work in Asia; Hathaway conducted

a study in Europe of the Common Market on a Rockefeller Foundation grant; Riley and Slater (College of Business) now have underway a major marketing study in Latin America for AID. In the last five years the staff has produced more than 14 professional articles on international agricultural problems. (Appendix IV) An important step was made in 1964 when the Agricultural and Economic Development Institute was formed. One of its main functions is to aid faculty members to obtain funds and conduct research on problems of developing countries. (See Appendix X) Overall research grants and contracts for international work in the department will continue and probably increase. At the present time there are two Experiment Station Projects which support work related to international agricultural problems; Project No. 666, The Role of Agriculture in Economic Development, L. Witt, Leader, and Project No. 949, The Impact of Foreign Agricultural Policies Upon the Market for U.S. Farm Products, D.E. Hathaway, Leader.

3. Current Challenges. Continued strong demand for faculty members to participate in international agricultural activities can be expected. Internationally there is a great shortage of agricultural economists and especially those who have overseas experience and are willing to take on other overseas assignments. Under these circumstances, overinvolvement in international agricultural activities is a possibility. Proper balance between international activities, national activities and activities in Michigan is required so as to insure that Michigan's agricultural economic problems are effectively covered. The challenge is what size and types of international activities are most productive for the Department. An aspect of international activities which has important professional implications is that staff members taking some international assignments require a considerable tooling up and reentry period. To reduce these costs it appears desirable for a certain group of the faculty to specialize in international agricultural activities. This specialization should not, however, limit in any way international activities by other members of the Department. Some international tasks require little special preparation and in these cases the transition between domestic and international work is easy.

4. Possible Objectives and Activities

a. Members of the Department in their international work should give priority to department, college, and university programs and the geographic areas involved. At the present time this would mean emphasis on Nigeria, Europe, certain countries of Latin America, Taiwan and Pakistan. The justification for geographical emphasis is that with limited resources much greater efficiency in technical assistance, research, and teaching activities is possible through deeper involvement in a few countries and areas.

b. Fifteen to twenty percent of total faculty time should be devoted to international agricultural problems. In relation to the great international demand for work in Agricultural Economics, the huge number of rural people involved and the number of agricultural development problems facing nations, the profession has hardly begun to respond to this challenge.

c. The Department should support in coordination with CSNRD (Consortium for the Study of Nigerian Rural Development) and the Institute of Agricultural and Economic Development, the full development on the MSU campus of a ten to fifteen year program of research and graduate instruction on Nigerian and West African Agricultural development.

d. Research in international agriculture should be focused on the following subdiscipline areas: Marketing and agricultural development, the role of price policy and commodity agreements, study in depth of the process of agricultural development.

e. Prepare for an average of 4 faculty members to be involved in development advisory work spending a major share of their time overseas.

C. UNDERGRADUATE INSTRUCTION IN AGRICULTURAL ECONOMICS

1. History and Current Challenges

a. Departmental Program. There are two groups to consider in discussing the international dimension in agriculture on the undergraduate level in the Department, Domestic students and international students. An increasing number of American students in the College of Agriculture will participate in the Peace Corps and other types of international agricultural programs. Also all undergraduates will be more involved than their parents were in leadership in the forming of public opinion on international problems. International students in agriculture are small in number at the undergraduate level and are expected to remain so. In 1962, 32 or less than 2 percent of the undergraduate students in agriculture were international.

For undergraduate students interested in international agriculture little instruction has been available in agricultural economics. In the fall of 1965 AEC 462, World Agriculture and Economic Development, will be offered for the first time. The special course which has been offered recently, Agriculture 468, United States Agriculture for Overseas Students, is useful for international undergraduates.

b. Current Challenges and Issues. The challenge is primarily to meet the increasing demand of domestic students for instruction in international agriculture at the undergraduate level. A special undergraduate program for international students is unrealistic beyond the present course about United States agriculture. Domestic and international students with an interest in international agricultural problems should be able to obtain some

insight into the nature of major international agricultural problems and their solution during undergraduate years. As part of their undergraduate training students need a broad understanding of the major problems of the world in which they will soon be actively taking a part. International problems in agriculture will remain significant for the remaining decades of this century. The alternatives in filling this need appear to be either a few special courses in international agriculture or the introduction of more international material into existing Agricultural Economics courses. The second alternative is the one recommended by the International Committee of the College of Agriculture.

2. Possible Objectives and Activities

- a. Specific mention in the MSU catalogue description of international agriculture as an undergraduate major either as part of the agricultural service and administration major or as a separate major. Such a specifically identified undergraduate major would be particularly appropriate for students planning to take Peace Corps or undertake similar overseas work.
- b. Encourage the introduction of more international material in regular undergraduate courses in Agricultural Economics.

D. GRADUATE INSTRUCTION AND RESEARCH

For the purpose of this report graduate students in the Department need to be separated into a number of groups. Some students are interested in U.S. Agriculture while others are primarily concerned with agriculture abroad. Because of the demand on Agricultural Economists for work overseas, more than half of the students in our department focusing their efforts on U.S. Agriculture will probably be involved during their professional career in international agricultural problems. Therefore all students in this group should have some exposure to international agricultural problems while in graduate school. Turning to students focusing on overseas agriculture there are terminal Masters degree students and the special students who contrast with those who are primarily intent on obtaining the Doctor's degree. Students interested in international agriculture may also be grouped into students interested in agricultural problems of more developed countries in contrast to those concerned with the developing countries.

A review of the number of international students who have studied in the Department provides prospective about future programs in international agriculture. The average number of the international students commencing graduate work each year for three periods since 1946 shows a considerable increase in international students particularly from the less developed countries in recent years. (Table 3) In the last five years approximately 10 students from less developed countries have commenced graduate work each year, a third of them for the Ph.D. and two thirds for Masters and special work. Students from the developed countries commencing work have averaged nearly 7 per year, about two of them seeking the Doctor's degree with the remaining students taking Masters and special programs. Thus, in recent years, some 17 international students have commenced graduate work in the department each year.

The number of international students present in the Department at any one time is related to the average length of stay. In the spring of 1965 there were 16 students from less developed countries enrolled in the Department, 4 on Masters programs and 12 on Ph.D. programs. There were 11 students from developed countries - 5 on Masters programs and 6 on Doctorate programs. There were also 4 special students of international origin, making a total of 31 international students in the Department. Domestic students totaled 44 for a spring term total of 75 students in the Department. (Table 4) Total fall term enrollment including both domestic and international students has averaged a little higher at close to 80 in the last few years. (Table 5)

International students during the last five years received approximately 5 degrees per year. (Table 6) Three of these were Masters and two Doctorates. Approximately half of these degrees were for students from less developed and half for students from developed countries. Domestic students in the last five years were awarded approximately 15 degrees per year - about half of them Masters degrees.

GEOGRAPHICAL ORIGIN OF GRADUATE STUDENTS ENROLLED IN
AGRICULTURAL ECONOMICS - Fall Term, 1965

<u>International Students</u>	Continuing	New	Total
<u>Developing Countries</u>			<u>26</u>
M.S.	<u>6</u>	<u>2</u>	<u>8</u>
Ph.D.	<u>11</u>	<u>7</u>	<u>18</u>
<u>Asia & Middle East-Par East</u>	6	7	13
M.S.		1	1
Ph.D.	6	6	12
<u>Africa</u>	4	1	5
M.S.	2	1	3
Ph.D.	2		2
<u>Latin America</u>	7	1	8
M.S.	4		4
Ph.D.	3	1	4
<u>Developed Countries</u>	5	3	<u>8</u>
<u>Europe, Australia, New Zealand, Israel</u>			
M.S.	3	1	4
Ph.D.	2	2	4
<u>U.S. & Canadian</u>	32	20	<u>52</u>
M.S.	9	13	22
Ph.D.	23	7	30
<u>Total</u>			
M.S.	18	16	34
Ph.D.	36	16	52
<u>Grand Total</u>	54	32	86

Table 3

AVERAGE NUMBER OF INTERNATIONAL STUDENTS IN AGRICULTURAL ECONOMICS
COMMENCING GRADUATE WORK DURING 3 PERIODS, 1946-64
(Based on student files)

	1946-54	1955-59	1960-64
<u>Students from Less Developed Countries</u>	2.0	4.0	10.2
Masters	1.2	2.0	5.2
Ph.D.	.6	.6	3.6
Special	.2	1.4	1.4
<u>Students from Developed Countries</u>	1.4	5.0	6.6*
Masters	.7	3.2	3.0
Ph.D.	.7	1.4	1.8
Special	.1	.4	1.3*
<u>Total International Students</u>	3.4	9.0	16.8
Masters		5.2	8.2
Ph.D.		2.0	5.4
Special		1.8	3.2

*Excluding 19 special students in the European Productivity Group

Table 4

NATIONAL ORIGIN AND DEGREE SOUGHT BY INTERNATIONAL GRADUATE STUDENTS
IN AGRICULTURAL ECONOMICS
Spring 1965 (Based on the student list)

	Number	Percent
Less Developed Countries	16	21
Masters	4	
Ph.D.	12	
Developed Countries	11	15
Masters	5	
Ph.D.	6	
Special	4	5
International Student Total	31	41
U.S. Student Total	<u>44</u>	<u>59</u>
Department Total	75	100

Thus, total degrees awarded have averaged about 20, half of them Ph.Ds. During the 1964-65 academic year this total rose to 26 degrees awarded.

Since the early fifties international student enrollment has increased considerably. We now have approximately four times as many international students as we had a decade ago. Of particular note is the fact that the number of international students from less developed countries has doubled during the last five years.

Before going on to professional matters it is important to stress that the extra-curricular experiences of international graduate students in Agricultural Economics can represent a major dimension to their experience while in the United States. Many in the profession and many international students after their return home have emphasized the importance of becoming familiar with U.S. agriculture and U.S. farms. (See various statements in Appendix II) Most feel that more informal contacts with faculty and U.S. citizens are desirable. Experience has also shown that additional supervisory and counseling effort is needed for international students during their stay in the United States. Many international graduate students have participated in farm visits and other activities which help orient them to the U.S. and its agriculture. A concern here is whether more care should be taken to insure that this exposure is deep and significant.

1. Masters and Special Programs. In considering training at this level it is important to recognize that a high proportion of the Masters' degrees recently by the Department to students from both less developed and developed countries have been terminal Masters degrees. (Appendix V) Of the ten Masters' degrees granted in the last five years to students from less developed countries eight were terminal and two were nonterminal. Students from developed countries received five terminal Masters' degrees and one nonterminal Masters degree. Some domestic students interested in international agriculture also desire terminal Masters degrees.

The question here is what kind of a job the Department is doing at the Masters level for students interested in international agriculture. Courses now given in the Department having major international content are the following: AEC 462 - World Agriculture and Economic Development; Agriculture 468 - U.S. Agriculture for Overseas Students; AEC 841 - Advanced Agricultural Marketing; AEC 861 - Agricultural Trade Policies; AEC 862 - Agriculture in Economic Development; and AEC 960 - Agricultural Policy in Developed Economies.

In considering Masters programs, students interested in international agriculture have been separated into two groups, those concerned with the problems of developed countries and those interested in the problems of the developing countries. This was done because students interested in the problems of developed countries can follow profitably most of the courses which have been designed for domestic students.

Table 5

FALL ENROLLMENT AND TOTAL ADVANCED DEGREES AWARDED PER YEAR
(Based on the annual reports of the Department
and other sources)

All Students	1955-56 - 1958-59	1959-60 - 1963-64	1964-65
Total Enrollment - Fall Term	65.8	78.2	80
Total Degrees Awarded (Averages for the Academic Years)	16.25	20.0	26
Masters	12.0	10.8	14
Ph.D.	4.25	9.2	12

Table 6

ADVANCED DEGREES AWARDED TO INTERNATIONAL STUDENTS
(Based on student files)

	5 Year Averages for the Calendar Year	
	1955-59	1960-64
Students from Less Developed Countries	1.2	2.6
Masters	.8	2.0
Ph.D.	.4	0.6
Students from Developed Countries	2.2	2.6
Masters	1.3	1.2
Ph.D.	.4	1.4
Total International Students	3.4	5.2
Masters	2.6	3.2
Ph.D.	.8	2.0

The needs of Masters' candidates interested in the problems of less developed countries are considerably different. The question here is what should a program of four to six terms contain. Work at the Masters' level is not intended to provide a student with a research degree. It, however, has the possibility of providing considerable understanding of the economics of the development process to international students who will be concerned with operations in the agricultural sector of a nation. Master students may in this way be prepared to play creative roles in carrying out development programs. U.S. students interested in the problems of less developed countries have similar needs. Ex-Peace Corps men, U.S. AID officials and others are demanding Masters' programs of study which permit careful consideration and review of the application of economic knowledge to the problems of less developed agricultural countries. At present no courses in the Department are focused primarily on the agricultural problems of less developed countries.

Part of the issue here revolves around the question of student numbers at the Masters' level interested in the agriculture of developing countries. If there are only a few of these students, special programs and courses will be too costly. Under such circumstances these students should perhaps be encouraged to go to other institutions who are able to develop such courses. The other alternative is the presence of a certain critical minimum number of Masters students interested in the agriculture of developing countries so that a strong program may be developed.

The success of the Masters program in "Agricultural Development and Administration" now being tested would contribute to strengthening work on problems of developing countries. The prospectus, for the program, which was sent out to AID Missions would bring the first group of students to campus in September, 1966. (See Appendix VI)

2. Possible Objectives and Activities for Masters and Special Programs
 - a. Programs for terminal Masters candidates interested in international agriculture should be sufficiently flexible so that all appropriate interdisciplinary courses outside the department may be included. Due to prerequisite requirements in other departments this may require in certain cases some adjustment of the departmental requirement that at least 23 credits must be in courses at the 800 or 900 level.
 - b. Further test the Masters program in Agricultural Development and Administration.
 - c. Consider further the implications of a proposed Masters degree in Rural Development written up by graduate student Croope (Ulrey has copies).

d. Explore cooperatively with other departments in the College of Agriculture the potential for special Masters level courses and a possible program which combines Rural Development and different Technical Agriculture disciplines.

e. The graduate admissions committee should set as an objective a minimum of 9 Masters candidates per year from less developed countries.

f. An improved system of counselling and assigning advisors to M.S. students from overseas upon their arrival should be established.

g. To improve International student orientation to American agricultural development serious consideration should be given to a study trip of the kind conducted once by Ulrey. An intensive well-prepared two-week trip could be of more value to many of these students than many other courses they take.

3. Doctorate Programs. Programs at the doctorate level are intended to prepare students to become researchers and productive leaders in the profession. The task is to provide the candidate with the tools and understanding necessary so that he can effectively lead in the analysis of the economic problems of his society.

Doctorate level work in international agriculture is also conveniently separated into work focused on agricultural problems in the developed countries and on agricultural problems in less developed countries. During the last five years, in addition to domestic students interested in international agriculture, nearly two students per year have commenced work for the doctorate from developed countries and nearly four students per year have commenced work for the doctorate from less developed countries. Presently six students are in residence seeking the Ph.D. degree from more developed countries and 12 from less developed countries.

Interest at the doctorate level in the problems of developed countries is shown by domestic student Graves' thesis on "Western European Demand for U.S. Foodgrains," and by the following theses written by international students from developed countries during the last five years: Alan Bird, (Australia) "Toward a Feasible Program to Alleviate the United States Surplus and Income Problem;" Wilfred Bryand, (Canada) "An Analysis of Inter-community Income Differentials in Agriculture in the U.S.;" William Cromarty, (Canada) "Economic Structure in American Agriculture;" Joachim Elterich, (Germany) "Labor Use of Michigan Agriculture 1959 with Projections for 1970-75;" S.H. Lok (Canada) "An Inquiry into the Relations between Changes in Overall Productivity and Real Net Return Per Farm and Between Changes in Total Output and Real Gross Return, Canadian Agriculture, 1926-1957;" Brian Perkins, (Great Britain) "Labor Mobility Between the Farm and the Non-farm Sector;" and Michel Petit, (France) "Econometric Analysis of the Feedgrain Livestock Economy."

Turning to students interested in the agriculture of less developed countries, in recent years five domestic students have written Ph.D. theses concerned with the agriculture in these nations as follows: Dale Adams, "Adjustment Possibilities on Colombian Farms Under Alternate Levels of P.L. 480 Imports;" Theodore Goering, "U.S. Agricultural Surplus Disposal in Colombia;" Martin Pond, "Increasing Agricultural Productivity and Industrialization;" Wayne Schutjer, "The Relationship Between P.L. 480 Title I Imports and Domestic Agricultural Production in Six Receiving Nations;" and Delane Welsch, "The Rice Industry in the Abakaliki Area of Western Nigeria." Other theses are in process. Since 1959 five Ph.D. theses have been written by students from less developed nations, they are: Asoka Andarawewa (Ceylon) "An Economic Analysis of Fertility Differentials Among Rural-Farm Communities in the United States in 1960;" Kenneth Cheng, (Republic of China) "Economic Development and Geographical Disparities in Farm Wage Rates in Michigan, 1940-1957;" Charles Kao, (Republic of China) "The Role of the Agricultural Sector in Taiwan's Economic Development;" John Lu (Republic of China) "Use of Queuing Theory in Determining Optimal Super Market Check-out;" Hsin Wang, (Republic of China) "Retail Food Price Index Based on M.S.U. Consumer Panel."

Only three of these Ph.D. theses written by foreign students from developed countries were concerned with the problems of their own nation, while only one of the theses written by students from less developed countries was concerned with home country problems.

The domestic students who have worked in international agriculture have been on the NDEA Fellowship program or have participated in research on overseas programs of Michigan State University.

The challenge to the profession and to the Department at the Doctorate level is the increasing numbers of students interested in international agriculture, both domestic and international. One can assume that the demand for doctorates by students from developed countries will continue at about the same level or gradually increase. It is very likely that the demand for doctorates by students from less developed countries will increase considerably during the next 10 to 20 years until these nations are able to develop strong graduate programs at home. There is also an increasing domestic student interest in doctorate work on international agricultural problems.

From the employment point of view, international demand for Agricultural economists who have competence in international agriculture is very strong and will remain so for a considerable period. AID, the U.S. Department of Agriculture, American Universities, consulting firms, FAO, the UN, the World Bank and other international organizations have many positions now open and are actively seeking qualified individuals. The governments of most developing nations are also short of Agricultural Economists.

Courses at the advanced level in the department for those interested in international agricultural problems have included: AEC 861 International policy in agriculture, AEC 862 Stimulating economic progress in underdeveloped agricultural areas, as well as the interdisciplinary seminar, AEC 879 Behavioral and Historical Approaches to Problems of Selected Foreign Areas. Course additions this year include AEC 960 Agricultural Policy in Developed Economies, an Expansion of the Treatment of the Role of Marketing in Economic Development in the Advanced Marketing Course (AEC 841), and a seminar on agricultural sector and project planning to be sponsored by the Agricultural and Economic Development Institute.

Courses available in the Economics Department include: EC 803 Seminar in Industrial Relations: Impact of Technological Change; EC 851 Economics of Secular Change: Models of Growth and the Quantitative Record; EC 852 Economic Policy in underdeveloped areas. Related courses in other departments include RD 801 Resource Development Policy, RD 805 Regional Resource Development. Courses of use to these students in Sociology and Anthropology include: SOC 865 Environment, Technology and Culture, SOC 868 Social Organization and Administration, ANP 870 Applied Anthropology.

At the doctorate level the Department is developing strong training for students interested in international agriculture. Although the process of development is a continuum and there are overlapping problems in developed and less developed countries, it is at the less developed end of the continuum where it is most difficult to provide high quality training. This is because the usual subject matter and problem orientation of U.S. courses is concerned with a set of issues such as controlling surpluses and the increasing size of commercial farms. These are very different problems from those facing most less developed nations. International students from the developed countries find similarity in the problems discussed in U.S. oriented courses and have less difficulty in absorbing the material in courses which are primarily concerned with U.S. agriculture. These students can fairly easily apply many of the topics discussed to their home situations. For these students the introduction of additional material from other developed countries into regular courses would further improve them.

The question of how to provide improved graduate course content with relevant rigorous training for students interested in the problems of less developed countries is much more difficult. There is little question that a core of courses in Economics and Agricultural Economics should continue to be required of all students. The question turns on what work these students might take in their special fields which would be of most value. At present there are few opportunities for students to study the types of problems which face less developed nations. Examples of materials which are not now included in depth include: analysis of ways of transforming traditional agriculture into commercial farming, detailed analysis of the process of transforming traditional agricultural markets, and patterns and methods of rural institutional development in illiterate societies.

Turning to research for the thesis, there is almost unanimous agreement in the profession that international students should if at all possible conduct their theses in their own countries on problems which they can benefit from most. (See statements in Appendix II) Domestic students preparing for careers in international agriculture should have the opportunity to conduct their thesis research overseas. In many cases the difficult question is how to make suitable arrangements so that these students may be sufficiently supervised during their research work. Great flexibility of arrangements is required. The most desirable arrangement is for an M.S.U. staff member to be present in the area where the student is conducting his research. Other arrangements might include supervision by other professionals located near the student plus an M.S.U. staff member who will be in continuous correspondence with the student.

Another major issue is whether the Department should consider geographical or sub-discipline specialization in its graduate work. Should we make a special effort to seek as many students as possible from Nigeria, for example, and other specified nations and discourage the application of students from other countries and regions? Should the Universities in the Midwest Consortium (Wisconsin, Illinois, MSU, Indiana) share specialization by country and/or area? Such specialization would permit much deeper study of development problems in individual countries and areas.

In order to increase support for work in the international area, two National Defense and Education Act (NDEA) graduate fellowship program applications were submitted in April, 1965 for University clearance. One proposed program was in the area of Agricultural Economics and Political Science for support of a new doctorate-level inter-department program. (See Appendix VII) For students concerned with public policy for agriculture in the developing countries the sequence of three courses in the Masters program in Agricultural Development and Administration would be complimentary. The other proposal is for support of an expansion of work in the area of "Resource Mobilization and Technological Transference in Economic Development" (See Appendix VIII). This program would help considerably in increasing the resources devoted to studying the problems of economic transformation in developing countries.

4. Possible Objectives and Activities for Doctoral Programs.

a. More material from other developed countries should be introduced into advanced graduate courses.

b. The Department should meet the challenge to train a significant number of students from developing countries. To fill this demand the department should seek to have enrolled a minimum of 27 well-qualified students from developing nations and develop an advanced course on the economics of transforming traditional agriculture. Such a course might focus on development problems in a few countries such as Nigeria, Taiwan, Pakistan, and a Latin America nation.

c. In connection with the previous objective the Department should consider ways of trying to bunch students from different countries perhaps in coordination with the four midwest consortium universities in order to make possible more thorough study of development in certain countries and provide greatly improved supervision of thesis work.

d. Explore more thoroughly the arrangements necessary to insure that all domestic and international students, who desire to do so, may conduct their doctorate research overseas in appropriate locations with effective supervision.

**E. SUPPORT OF COLLEGE AND UNIVERSITY PROGRAMS
ON CAMPUS AND IN THE UNITED STATES**

1. History and Current Challenges of Campus Programs. As much as possible the special international knowledge and experience of members of the Department should be available to and integrated with the international programs of the College of Agriculture and of the University. To date at the undergraduate level the Department is not much involved in support of College and University instruction programs on international problems. The major exception is the two articles by Witt and Eicher in Readings in Social Science, the undergraduate social science text. Effort is required to devise ways to offer more of this understanding and knowledge to students outside agriculture interested in international problems.

At the graduate level Department members have participated in lectures and seminar courses in different parts of the University. They have also participated as members of guidance committees for students from other departments interested in international problems. The challenge here is to evaluate to what extent the Department is participating appropriately in graduate training in international programs of the College and University. Have we knowledge and experience which is not being used?

A major challenge in the offing is to provide strong support to a training program for technical agricultural and rural development specialists of AID. (See Appendix IX) This 12 week training program would be given twice a year to a group of men on their way to overseas assignment beginning in the spring of 1966. It involves 30 hours of study of the basic concepts of economic growth and techniques of economic analysis in planning for agricultural growth and rural development. The Economics and Agricultural Economics Departments will be expected to carry out this part of the program. Such a training program will give the University an opportunity to offer the experience it has gained in international work. Particularly if coupled with a debriefing program, this work should make possible continuous feedback of problems and needs.

2. Possible Objectives and Activities in Campus Programs

a. Fuller utilization should be made on campus of the experience gained by members of the Department in overseas work. This can be attained through greater participation of the faculty in instructional programs on campus and through involvement in various types of training programs for persons on their way overseas such as the proposed AID training program.

b. A specific search might be made to identify the interest of other parts of the University in increased participation in instruction by members of this Department who have had overseas experience.

- c. Provide full support to the AID training program on campus if it materializes.

3. **History and Current Challenges in Extension Activities.** In the early '50's the Department participated in extension meetings which discussed world trade in agricultural products. Some articles on International Agricultural problems have appeared from time to time in Michigan Farm Economics, the most recent are "What is the Foreign Trade Outlook," by Sorenson in January, 1964 and "The Trade Negotiations and Farm Exports" by Hathaway in January, 1965. A certain amount of International Agricultural material has been introduced into the Extension Program by the Department through the years. During the last year for example about 30 radio stations have broadcast 12, five-minute, tapes dealing with International Agricultural topics. A challenge to the Department is to help provide a continuous effective international dimension to Extension Programs. As stated in the International Committee report, the subject matter should relate to international situations and policies which have a bearing on the state's agriculture and its citizens. Topics would include those such as the following: the Common Market, commodity agreements, international trade and tariffs, economic development programs and an interpretation of MSU College of Agriculture International Programs. The Committee also recommends the expansion of international aspects of the Extension Program in public affairs' education.

The new Kellogg Farmers Study Program includes a major international dimension. In the third year of the program a group of some 25 young farmers with leadership potential will undertake an overseas study tour for several weeks.

4. Possible Extension Objectives and Activities

- a. The public affairs and continuing education phase of extension work should continue to include a major and effective international dimension in order that the public be better informed about the international problems facing the nation.
- b. In agricultural extension activities a continued flow of information about international events affecting Michigan agriculture such as tariffs and commodity agreements is desirable.
- c. In order for the Department and the University to continue their major programs in international development a considerable flow of information and the interpretation of the purposes and uses of the international work is required through extension activities.
- d. To help coordinate and assure that good State coverage is achieved in the three areas listed above, consideration should be given to assigning one of the members of the extension staff responsibility for leadership in the international dimension of extension as occurred earlier under Foster.

F. FACULTY DEVELOPMENT, ADMINISTRATIVE PROBLEMS, STRATEGY, AND OTHER MATTERS

1. History and Current Challenges. During the fifties international involvements of faculty members was largely on an individual basis. Since then with the help of Ford Foundation and other funds the Department and faculty members have succeeded in developing broader range, longer term, activities which have involved considerable research and graduate training as illustrated by the work in Colombia and the program now underway in Nigeria. The present challenge is to perfect arrangements so that the Department in cooperation with International Programs may have long-term professional activity of high quality focussed on certain countries and areas as well as on some subdiscipline areas in agricultural economies. In 1970 the Department should be recognized for its leadership and excellent training program in the agricultural development of Nigeria and West Africa and in the agricultural development of a country in Latin America and of a nation in Asia. Also the Department should be recognized for its work in international trade in agricultural products particularly in relation to the Common Market. At that time the testing of a program in agricultural sector and project planning should be complete. In order to accomplish these goals certain kinds of additional administrative effort may be needed.

Considering international graduate students from developing nations, the aim is to have a stream of well qualified mature students coming from relatively few developing countries for most effective instruction. In order to achieve this additional effort may be required to make special arrangements with persons and institutions here and abroad. Such arrangements could help moderate the selection and language problems. Once here, improved counselling can increase the effectiveness of instruction.

A continuing problem is the maintenance of a small pool of faculty primarily engaged in international agricultural work. Until a stable stream of funds for this activity is found such as that envisaged by the McGovern Bill problems of financial support remain.

2. Possible Objectives and Activities

- a. To help with the difficult selection process of international graduate students a subcommittee on Admissions be formed. This group might explore improved institutional arrangements in order to get better independent judgement as to an applicant's ability and aims. It could also help in carefully reviewing and checking on the student's English language ability.
- b. In order to assure that the Department continues over 10 to 15 years strong and effective leadership in agricultural development research on West African Agriculture, consider, some time in the future, the setting up of a position in the Agricultural and Economic Development Institute where oncampus and some of the West African research would be coordinated, supported and encouraged. The

importance of such a position depends upon the pressures and focus of the activities in the CSNRD office. If this office has enough time to encourage and carry on on-campus research and educational activities there would be less need for this position.

c. After a two-year assignment overseas, priority for six months of a faculty member's time should go to followup, postmortums, and the writing up of research. Also, to maximize the return on international work, a faculty member who has had an overseas assignment should be able to have 10 percent of his time assigned to international work if he so desires.

d. The importance and cost of good preparation for overseas assignments suggests the desirability of a small pool of faculty that spend most of their time on similar international work.

e. Because of the demands on the Department to contribute personnel for overseas projects, all potential faculty members should continue to be asked about their interest in occasional assignments overseas.

f. Once the nature of the International Program of the Department is fairly clear, it is probably desirable to inform the rest of the profession about our effort in some formal way. In this way we may support our work and encourage the kinds of students we are seeking.

Appendix II

Selected Comments from the Profession About Training International
Students in Agricultural Economics at the Graduate Level
(Arranged in chronological order)

"The near unanimous judgment of the recent Ph.D.'s in agricultural economics from whom I have had replies is that foreign students should prepare dissertations on the problems of their own countries or cultures." (Parsons 1957, 243)

Case stressed that special programs should be developed for foreign students in agricultural economics. He also urged that international students have a summer stay in a rural community. (Case 1957-)

"If the returnees had an opportunity to relive their time in the United States they would have made the following change: ...they would spend more time visiting U.S. farms; and they would write theses dealing with the problems of their own countries, not about the U.S. or out of the library.

"The major criticism of their U.S. educational experiences is that most U.S. courses are devoted to solving U.S. problems which are totally dissimilar from those of Asia." (Whanton, 1959, p. 13)

"These three ingredients describe a problem which is undoubtedly the most serious and fundamental difficulty faced by Asian students. Descriptive materials and the methodology used in American graduate training are peculiar to American institutions. This fact has a dual disadvantage. First, students from Asia find it difficult, if not impossible, to comprehend much of what they are taught here. Second, even if the Asian students eventually become acquainted with the American background, they are still left with the task of translating their American-based training into forms which will be useful after they return. Dr. Mosher of the Council once commented that,

The insight frequently expressed that it is necessary in Asia today to deal with the problems which the United States faced and solved thirty to one hundred years ago is helpful, but is a half-truth. It is a half-truth because the cultural setting of agriculture and rural life in much of Asia today is quite different from anything the United States has ever experienced. In some cases, therefore, students from Asia after their return are called upon to tackle problems for which the appropriate methodologies are those which the United States developed, used and abandoned long ago. In other cases, the problems they face on return are problems we never had in the United States. Among these latter, for example, are the problems of economic choices made on the basis of non-monetary values, the problem of facilitating the transition from a feudal economy to a market economy, and the problems of rigid religious and social traditions having a high degree of control over production problems.

"The course difficulties of Asian students seem to be almost directly related with the amount of institutional content. Those courses which involve the highest proportion of institutions and facts about the United States are those

with which the Asian students have the greatest difficulty. Certain returnees report that this particular problem was least serious at universities in the southern part of the United States where many of the crops, cropping patterns, farm organization and institutions are more similar to those of Asia.

"In taking account of these problems the prospective Asian student should realize three important facts:

"First, he is and will continue to be, a minority in any course in an American educational institution. While the courses may and should be broadened to include non-American materials, the American professor cannot be expected to forsake entirely his main goal of training agricultural economists who will work in the U.S. and serve American agriculture.

"Second, the prospective student should make every effort to prepare himself in all possible areas before his departure for the United States. Many bothersome facts about American agriculture can easily be learned from books and actual presence in the United States is not necessary.

"Third, the student should realize that a great deal of what he is learning will be useless when he returns. Admittedly, the typical American graduate student learns a great deal which he will never put to use upon the completion of his degree. The amount of such waste in the case of the Asian students is considerably greater. Instead of keeping his attention focused on dissimilar facts, he should look to the principles which may be applicable after necessary modification.

"Finally, the student should remember the eventual need to adapt what he is learning to the conditions of his own country. Many foreign students spend so much time learning American agriculture that they rarely get an opportunity to think through the application of the same principles in their home settings. If at regular stages during his study the Asian student tries to think through the relevance and applicability of what he is learning, he will find that he has gone a long way toward the solution of this problem. The Council on Economic and Cultural Affairs has been conducting special summer courses for Asian students of agricultural economics to meet this specific need. Although such an activity contributes toward the partial solution of the problem, the major burden of "translation" falls upon each individual student. Not only do the countries from which the students come differ socially and agriculturally, but the specific field and area of professional interest of students from the same country also differ. In each case, the student must recognize his own uniqueness." (Whanton, 1959, p. 25-26)

"The three important aspects of the inappropriateness of American courses have already been discussed in the previous chapter but bear repetition: First, the Asian student finds that courses are directed toward American agriculture and that substantive content is similarly oriented. Second, the Asian student must learn a wholly new set of facts about temperate agriculture, its institutions, and its theory; third, the Asian student must largely ignore nonwestern experience and concentrate his study thinking in research within the Western framework.

"The inappropriateness of courses in American Universities and Colleges for Asian conditions and problems is readily recognized by most American professors. This is especially true for those professors who have had some overseas experience in Asia, Africa, or Latin America. (Whanton, 1959, p. 39)

"Among the professors who believe that graduate training abroad is a temporary but necessary expedient, there were various opinions as to the form and substance which such advanced training in the United States should take. These professors tend to fall in three groups.

"One group maintains that the underdeveloped areas are not ready for the high specialization currently taught in the United States. This group strongly supports the view that foreign students be trained on a more general base offering courses of a wider scope with less specialization. Some think that even a Master's degree in agricultural economics is too specialized and that what is really needed is a Master's in "rural social science."

"A second group feels that we should accept the Asian students where we find them and do the best possible job without making too many changes in the existing courses and methods of instruction and without superimposing on the student Western judgments about proper and desirable training. The respondents in this group stressed that a good deal of good could come from having the Asian students spend more time seeing American agriculture and studying the history of agricultural economics in the United States, how it developed in response to a need and how the present pattern evolved.

The important thing is for us to acquaint them with our problems and how we solve them.

I realize that there are important differences between American agriculture and Asian agriculture, but I am not yet convinced that the underlying economic principles are different.

Several professors in this group admit that they no longer attempt to discourage the Asian students from taking the specialized courses since no matter what is said the students persist. Moreover, this group considers specialization an important method for introducing the Asian students to rigorous analysis and sound research methods. They argue that the students came to the United States expressly for the purpose of studying these more advanced techniques and the most which could be hoped for is the indoctrination of the student with some of the basic ingredients which have made for success in the United States.

"A third group believes that the only sound solution is a separate program of courses for foreign students.

Their problems are different. Their needs are different. And their ultimate goals are different. There is no use kidding ourselves.

If the number of foreign students continues to increase as at present, we will be forced to make very substantial modifications in our course content. This has already happened at a few universities which have very large proportions of foreign students.

(App. II continued)

They might object to being segregated but it is the only way that I know we can give them the training which they need without injuring our present system.

"The agricultural economists in most universities realize the problems raised as the various educational institutions are forced to add an international dimension to their teaching function. Those who have had overseas experience assert that American agricultural economists are far too provincial and that agricultural economics in the United States is also too provincial. In their view American agriculture is not world agriculture and sooner or later American agricultural economists will be forced to recognize this reality. The presence of a growing number of foreign students will serve to heighten the deprovincialization of American agricultural economics. The modification of principles will result and the frontiers of knowledge in this area will be further extended. (Whanton, 1959, p. 41-42)

The criteria for training international students in the United States in agricultural economics should include the following: do the students learn to think; do they learn English; do they obtain help in studying the problems of their own nations; do they learn to respect their own common people; do they learn to be practical; do they learn administration; do they learn why they have had to travel hundreds of miles to find the education they wanted. (Lewis, 1959)

"In agricultural credit, cooperation and marketing, the technically less advanced countries face problems and are infected with ideas and opinions which have not been current here for 30 years at least. Issues which are generally ignored in our courses of instruction such as cooperative farming, the abolition of feudal land holding systems, and the possible operation by government of the whole apparatus of food distribution are the subjects of planning board decisions in various countries today. If such issues are not dealt with in courses attended by our foreign students, they will go home filled with the latest information on our problems but still in possession of all the basic misconceptions concerning their own problems with which so many have arrived so well equipped. (Lewis, 1959, p. 1368)

"In moving toward an international dimension in agricultural economics Witt stressed that desirable administrative responses should include (1) staffing overseas projects with personnel who are or will become staff members, (2) the development of positions that integrate campus and overseas activities and (3) a fuller research dimension to overseas activities. (Witt, 1959, p 215)

"A special training program could be established to follow the formal training period of students from other lands. This might consist of a summer session as has been done by the Council on Economic and Cultural Affairs. However, a summer session may be more frustrating than helpful unless staffed properly. Therefore, I would propose a full semester in which these students could work with a selected group of instructors in an attempt to apply the formal education they have obtained to conditions in their home countries. Such a program could be held at one particular institution or rotated among different institutions as were the special training schools sponsored by the Council. If the program were limited to a summer session during which time it would be easy to assemble a competent staff, a rotation program should be

(App. II continued)

satisfactory. If the training program were to be a full semester in length then it would be more appropriate to locate at a particular institution. (Darrah, 1959, p. 1390)

"With less than ten doctorates a year being awarded to agricultural economics students from the underdeveloped countries, our profession is yet hardly more than scratching the surface in making our own contribution to the world's vital training needs. (Nicholls, 1961, footnote, page 988) 1988

"I believe the recent experience at Vanderbilt University is worth citing in this connection. Our Department of Economics is now in the fourth year of graduate program in economic development, which offers a special curriculum leading to a M.A. degree in economics for some 25 students per year from underdeveloped countries. From the beginning the basic financial support for this program has come from ICA. By now, however, some half of our foreign students are financed from other outside sources permitting us to admit many worthy students who do not meet ICA specifications, particularly the one requiring status as a government employee in the home country. Furthermore, thanks to the Ford Foundation Grant, we can annually select and finance three to five of the most promising of our first-year foreign students for entrance into our regular Ph.D. program. In addition, we have five National Defense Education Act fellowships which will finance American students interested in economic development for three years including a third year in an underdeveloped country for dissertation research. Finally, under Rockefeller Foundation grant we have been able to overstaff to the extent of three economists and one political scientist, thereby freeing annually an equal number of our faculty on a rotating basis for teaching and research in selected universities in underdeveloped countries." (Nicholls, 1960, p. 989)

The report of the committee on the teaching of marketing proposed the following courses. The economics of market development, the collection and analysis of marketing data, and international trade in agricultural products. (Conference on the Training of Asian Graduate Students, CECA, 1961, p 43)

"These two roles (for U.S. students) - possible involvement in international activities and possible leadership in framing public opinion - provide a basis for the early use of an international dimension by many of our students." (Witt, 1962, p. 1352)

Areas of work proposed to be included in new courses in agricultural economics departments were: (1) History of United States' agricultural development, (2) Courses which enable students to see economic problems in another cultural context, (3) Courses which develop analytical competence in dealing with the growth process, (4) Courses which include focus on trade problems in agricultural products. (Witt, 1962, p. 1353)

Blackmore proposed that at the Master's level a university single out a country and find six students, bring them back to the United States for a year of training. They would then return to their nation with the professor and conduct a year of research in their own country. (Blackmore, 1963)

"Geographical and functional concentration of efforts seem wise in training students in international agricultural economics." (Hardin, 1963, p. 950)

The article by Mellon (1963) summarizes effectively the challenges to the profession.

"The first decision, that of acceptance of the students, has been tacitly approved. We are in fact taking them in increasing numbers. The second decision, that of how we educate them, is in a state of confusion. I would observe that we are still trying to force them into essentially the same mold used for domestic students but in so doing are plagued by irritating compromises and troubling thoughts about maintenance of respectable academic quality. The result, thus far, is a general dissatisfaction of both institution and student.

I am not so naive as to presume a major revolution will occur in American higher education, but I do believe it is now realistic to begin a collective re-examination of our ability and willingness to construct a philosophy and curriculum of high quality, consonant with the needs of these students from the emerging areas of the world. It will require that we educators think beyond or outside of the traditional trapezoid which encloses our concept of what constitutes education worthy of a college or university degree. It will require individualized academic advising to a degree we seldom achieve with our domestic students. It will require knowledge about foreign cultures, political and social aspirations of nations and regions of the world we know too little about. And it will require an admission of the fact that in spite of our desire to admit only those students who have had adequate academic preparation to enter either undergraduate or graduate school on a competitive basis with domestic students, this will not be possible in the near future even though steps are being taken to screen students more carefully before leaving their home countries. I suggest that we must be prepared to offer certain remedial or preparatory work for significant numbers of these students or be prepared to refuse admission. And on this last point, I do believe that institutions of higher education must seriously face the question on a case-by-case basis of whether we are the appropriate institution in the United States to provide education for certain students applying for admission." (Higbee, 1962)

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"The Report of International Committee for the College of Agriculture," Michigan State University, East Lansing, March '63 (Mimeo) p. 45.

Whanton, Clifton R., "The U.S. Graduate Training of Asian Agricultural Economists," Council on Economic and Cultural Affairs, New York, 1959, p. 57.

Witt, Lawrence, "Teaching as Related to Our Own International Responsibilities," JFE, Vol. XLIV, No. 5, Dec. '62, pp. 1350-60.

Witt, Lawrence, "Towards an International Dimension in Agricultural Economics," JFE, Vol. XLI, No. 2, May '59, pp. 211-20.

Appendix III

FACULTY MEMBERS CURRENTLY OR RECENTLY ENGAGED IN
RESEARCH ON PROBLEMS OF AGRICULTURAL DEVELOPMENT AND TRADE

STAFF MEMBER	AREAS OF OVERSEAS EXPERIENCE	CURRENT FOREIGN RESEARCH INTERESTS
EICHER (Returns Sept. '66)	Nigeria	Agricultural Development
GREIG	Brazil, Colombia	Feasibility Studies in Marketing & Processing
HATHAWAY	Europe	Agricultural Policies of Developed Countries
HENDRY	Vietnam, E. Pakistan	Agricultural Development
JOHNSON	Nigeria, W. Europe, Thailand	Production economics applied to those areas where applicable
MCBRIDE (Returns Jan. '66)	W. Pakistan	Marketing and Agricultural Development
RILEY	Colombia, Puerto Rico	Marketing Research in Latin America
SORENSEN (Returns Jan. '66)	Europe	U.S.-Common Market Agriculture and Trade Problems & Policies
STEVENS	E. Pakistan, Lebanon, Vietnam	Agricultural Development, Project Planning in Agriculture
STURT	W. Pakistan	Educational Administration as related to Rural Development
ULREY	India, Pakistan & Scandinavia	Rural Development & Cooperatives
WITT	Latin America, Turkey	International trade in agricultural products, Food and Agricultural Development, Food for Peace
WOOD	Colombia	Agricultural Development Patterns in Latin America
WRIGHT	Okinawa, Taiwan	Agricultural Development, Farm Manage- ment

Appendix IV

PUBLICATIONS AND ARTICLES IN PROFESSIONAL JOURNALS BY STAFF MEMBERS
ON INTERNATIONAL AGRICULTURAL ECONOMICS AS REPORTED IN
ANNUAL REPORT OF THE DEPT. OF AG. ECON.
Last 5 years (1959-60 - 1963-64)

- 1959-60 "International Market Instabilities with Particular Reference to Latin America" L.W. Witt. AFEA Meetings.
-
- 1960-61 "Trade and Agricultural Policy" L.W. Witt
Annals of the American Academy of Political & Social Science,
Sept. '60.
-
- 1961-62 "Food for Peace and Development" L.W. Witt
Farm Policy Forum, Ames, Iowa, 1962
- "Using Farm Products in Foreign Aid" L.W. Witt
Presented at 1962 National Farm Institute, Des Moines, Iowa,
Feb. '62.
-
- 1962-63 "U.S. Agricultural Surpluses in Colombia" J. Goering & L. Witt
-
- 1963-64 "A Review of Measures of Farm Income for International Use"
R.D. Stevens
Indian Journal of Agricultural Economics, Vol. XVIII, No. 4,
December 1963
- Agriculture in Economic Development Eicher and Witt (Eds.)
- "Comments on the Technological Revolution in World Agriculture"
Dale E. Hathaway
Presented at European-American Symposium on Agricultural Trade,
Amsterdam, Netherlands, 1963
- "Implications of Food Supply Problems" L.W. Witt and C.K. Eicher
pp. 47-70 in Problems of Change in Underdeveloped Areas, Michigan
State University Press, 1963
- "Emerging Agricultural Trade Problems and Opportunities" L.W. Witt
Presented at the European-American Symposium on Agricultural Trade,
Amsterdam, Netherlands, 1963
- "Role of Agriculture in Economic Development" L.W. Witt
Presented at Purdue University, 1964
-
- 1964-65 "Role of Agriculture in Economic Development - A Review" L.W. Witt
J.F.E., Vol. 47, No. 1, p. 120, Feb. 1965.
- "The Effects of U.S. Agricultural Surplus Disposal Programs on
Recipient Countries". L.W. Witt and Carl Eicher
Research Bul. 2, Agricultural Experiment Station, M.S.U., 1964
- Public Law 480 and Colombia's Economic Development D.W. Adams,
G.A. Guerra E., P.F. Warnken, R.G. Wheeler, L.W. Witt
Facultad de Agronomia e Instituto Forestal, Universidad Nacional
de Colombia, Medellin, Colombia, 1964

Appendix V Advanced Degrees Received by
International Students in Agricultural Economics by Year

	Calendar Year														Average							
	'47	'48	'49	'50	'51	'52	'53	'54	'55	'56	'57	'58	'59	'60	'61	'62	'63	'64	'54	'59	'64	
<u>Less Developed Countries</u>						1		1	1				1	1		2	3	2				
Masters: Terminal						1		1	1				1	1		2	3	2				
Masters: Non-Terminal											2						2					
Ph.D.	1			1				1					2	1					2	.4	.4	.6
<u>Developed Countries</u>																						
Masters: Terminal		1		1			1		2	3	2	2	2	1	2	1	1	1		.6	1.8	1.2
Masters: Non-Terminal	1					2								1								
Ph.D.				1				1	1	1				1	1	1	2	3		.2	.4	1.4
Total International Students																						
Masters	0	1	0	1	0	1	3	1	1	2	5	2	3	3	0	6	4	3	.9	2.6	3.2	
Ph.D.	0	1	0	2	0	0	0	2	1	1	0	2	2	2	1	0	2	5	.6	.8	2.0	
Grand Total	0	2	0	3	0	1	3	3	2	3	5	2	5	5	1	6	6	8	1.5	3.4	6.2	

Appendix VI

(Copy)

AGENCY FOR INTERNATIONAL DEVELOPMENT,
UNITED STATES DEPARTMENT OF AGRICULTURE AND
LAND-GRANT UNIVERSITIES, COOPERATING
Washington, D.C. 20250

-1966-

P R O S P E C T U S

-for-

"AGRICULTURAL DEVELOPMENT AND ADMINISTRATION" (109)
Michigan State University, East Lansing, Michigan

A participant with satisfactory background, academic attainment and ability to carry a full load of work (17 credits) each quarter may be able to proceed to the Masters degree during the one year period. Where degree requirements cannot be met but where academic attainment is satisfactory, a certificate will be awarded.

- A. DURATION AND STARTING DATE: One year, beginning in September only.
- B. PARTICIPATION: Those interested in agriculture and related fields from the point of view of public administration.
- C. QUALIFICATIONS OF PARTICIPANTS:
1. Language: An ability to read, write and speak English at an advanced level.
 2. Training and Experience: The equivalent of a Bachelors degree, preferably in some technical field in agriculture or the social sciences. The participant should also have had several years experience in an administrative post in agriculture in the public service.
- D. OBJECTIVES: To provide broad training in principles involved in the administrative process in agriculture with special emphasis on one of three fields - resource development, the economic processes or extension. This program aims:
1. To provide participants with a background and tools of analysis for an understanding of the economic, political and social framework in which agriculture operates in various environments.
 2. To enable the participant to learn the administrative process in terms of the formulation of specific programs, financial and other resource requirements and methods of problem solving at the administrative level.

(App. VI - Con't.)

E. PLAN OF STUDY: Participant will enroll in one of three departments in the College of Agriculture.

1. The Department of Agricultural Economics where the major interest may be in production, marketing, finance, international agriculture and economic development, policy or land economics and tenure.
2. The Department of Resource Development where the major interest may be in the administration, conservation, management or use of land and water resources.
3. The Institute for Extension Personnel Development where the major interest may be in extension education, including communication, extension administration and program formulation and community development.

Regardless of the department concerned, a certain core of courses and a minimum number of credits in particular disciplines will be required, as follows:

1. An interdisciplinary seminar (3 quarters)	9 credits
2. A research paper	5 credits
3. American Agriculture for Overseas Students	3 credits
4. Political Science and Public Administration	6 credits
5. Sociology	6 credits
Sub-Total	<u>29 credits</u>
6. Other courses	<u>22 credits</u>
TOTAL	<u>51 credits</u>

Fall Quarter: The global development of world agriculture will provide the background into which particular countries fit in their international dimension.

Winter Quarter: The normal administrative functions of government in agriculture, as related to resource development, regulatory activities, education, research and extension, will be stressed.

Spring Quarter: Planning for agricultural development to consider the relation of government to agricultural development as distinct from the normal governmental functions. The institutional background and the need for institutional change will be stressed.

The research paper topic will be chosen in consultation with the faculty adviser in relation to the participant's major objective.

Date Prepared: March 31, 1965 (New)

A PROGRAM OF POLICY DEVELOPMENT AND
ADMINISTRATION IN AGRICULTUREC. 3. Summary Statement of the Program

The governmental policies relating to the agricultural industry are among the most important policies affecting a nation's economic growth and international relations. This remains true in the United States and in the other developed countries. Indeed, it has been the agricultural policies that have been the key issues in the development of the European Common Market and in the relationship of the English-speaking countries to the Common Market. For underdeveloped countries the development of workable agricultural policies is, if possible, even more crucial inasmuch as their internal growth rates, international relations, and their political stability rest heavily upon their ability to adequately feed and clothe their population while shifting population to the production of nonfarm goods and services.

The discipline of Agricultural Economics has developed rapidly in the United States, and with it has come improved knowledge of the economic relationships within agriculture, and between agriculture and the rest of the economy. The discipline of Political Science also has developed extensively, although relatively little of its attention has been focused upon the particular problems of the political relationships which are of importance to, or are unique to, the agricultural industry. Political scientists who specialize in the analysis of particular aspects of public policy, such as agricultural policy, are in especially scarce supply, yet the demand for modern behavioral analysis of both the policy process and the content of policy is considerable. This proposal would strengthen Political Science offerings both at this University and at others where our graduates would be placed. Governmental policies relating to agriculture are a particular blend of politics and economics, and need to be approached as such in order to be fully understood and appreciated.

(App. VII - Con't.)

There is need for many more individuals who are adequately trained in this area. A very large proportion of the present and future graduate students in Economics and Agricultural Economics will at some time in their careers serve as teachers, advisors, or employees in one or more of the underdeveloped areas of the world and almost all of them will be working with graduate students from such countries, students who often are or will become important government officials in their countries. The same is true of political scientists. In these countries the role of agriculture in the economic and political scene is even greater than in the United States. The number of adequately trained teachers in United States' universities falls far short of meeting the present needs, and the gap will widen as interest in the area increases.

Thus, there is a clear need for expanding graduate training in agricultural policy in United States' colleges and universities in order to adequately deal with the growing number of persons who will need and want to understand this crucial area of economic policy in their university work. Few institutions are now providing an adequate graduate program to prepare teachers in this area. The number of individuals so trained needs to be expanded and it is to this end that this proposal is directed.

The particular need is not so much to expand either the number of persons taking graduate work in either Agricultural Economics or Political Science (although this may be desirable) but to expand the number of individuals adequately trained in both areas with particular emphasis upon the interrelationship between the two disciplines. This proposal would establish fellowships in agricultural policy and administration which would be available to graduate students seeking the Ph.D. degree in either Agricultural Economics or Political Science. The program would provide a field of study in agricultural policy for students in either discipline and would entail that their dissertation be on an agricultural policy problem involving both economic and political aspects.

(App. VII - Con't.)

In the proposed program additional course offerings would be made as follows:

First year - Develop a joint seminar or workshop between Political Science and Agricultural Economics on policy development and administration in Agriculture.

Second year - Offer a regular seminar in Agricultural Economics on aggregate statistical measures needed for policy formulation. This seminar has been offered on an ad hoc basis and has been well received but should be offered on a regular bi-annual basis.

Third year - Develop a seminar on the political-legal-economic problems of development of agricultural policy. This is conditional upon the addition of a staff member with legal training in the Department of Agricultural Economics.

Each year - Expand the assistance available to students working on research in agricultural policy under the courses A.E. 899 and 999 and P.S. 899 and 999.

Appendix VIII

C 3. Resource Mobilization and Technological Transference in Economic Development

An NDEA Program proposed by the Economic and Agricultural Development Institute

SUMMARY

The intense interest in the problems of economic development which has grown up in recent years reflects delayed awareness of a situation that has existed for a long period of time. At the present time few solutions are available for countries seeking sustained economic growth. Deep understanding of the process of growth will require concentrated study and increasing effort over many years to come. Since the problem of economic development is not a transient or temporary one, there will be a continuing need to prepare young people entering the teaching ranks of the colleges and universities for careers in this specialized field. As future faculty members they will be charged with responsibility for training the new technicians and others directly concerned with economic assistance efforts, for carrying out the research which will gradually bring new insights into the nature of the development problem, and for providing students with an informed view of the problem and reasons for support of constructive efforts to overcome it.

One of the most promising areas for further study is the contribution which agriculture must make to development. Too frequently agricultural problems are considered in isolation, and much of the work on underdeveloped areas has concentrated on industry and the social investment needed to support its growth. Resource mobilization tends to mean resources for urban and industrial growth, without reference to where these resources may be drawn from. Thus, agriculture often pays the price for these programs, without explanation of the consequences for the whole economy. Similarly, analysis of technological transference has often been confined to the absorption of advanced industrial techniques, rather than to the more complex and differing problems of transferring a range of appropriate technological improvements to all sectors of an economy at varying levels of development.

Appendix IX

Michigan State University
Office of the Dean of International Programs
July, 1965

PROPOSAL FOR TRAINING OF TECHNICAL AGRICULTURAL
AND RURAL DEVELOPMENT SPECIALISTS OF THE
AGENCY FOR INTERNATIONAL DEVELOPMENT

by

MICHIGAN STATE UNIVERSITY

Objectives

As part of a more inclusive program of training of technical agricultural and rural development specialists of the Agency for International Development, Michigan State University proposes the following intensive training program focused on the process of development and the role of the change agent in development. It is assumed that, in addition to the university training described in this proposal, the specialist trainees will complete a course of study concerned with operational skills, organization and administration of agricultural institutions, AID program orientation, area studies, and foreign language. The objectives of the university portion of the full training program are to concentrate on those aspects of preparation for rural development assignments for which the university has appropriate resources and relevant experience.

The University training is designed to:

- (1) Improve understanding of the process of institutional and behavioral change in rural societies of less developed countries.
- (2) Present the theoretical framework and applied techniques for communicating and diffusing new concepts and innovational practices affecting technical agriculture and rural institutions.
- (3) Provide an introduction to the current thinking with respect to the factors affecting economic growth and development, with special emphasis on the kinds of growth problems existing in the agricultural sector of less developed economies.
- (4) Emphasize awareness among the trainees of the special kinds of problems associated with living and working in a foreign environment.

Training Approach

(a) Since the training program will be fairly long, and the trainees will be motivated to acquire skills and knowledge relevant to their overseas tasks, special effort will be made to arouse their interest, retain it, and involve them in substantive work related to their anticipated assignments. One means to this end will be appointment of a full-time coordinator of the program who will be in constant touch with the trainees, able to answer questions and continue discussions of points raised during scheduled sessions, assist with problems, and generally serve as liaison between the training group and the faculty. The man selected for this position will have a background in one of the fields of agriculture and considerable experience abroad in one or more of the less developed areas.

The coordinator will be ultimately responsible for decisions on course content, length, faculty selection, scheduling for class sessions, evaluation, and other academic matters. It would be useful to have a careful advance study of the incoming trainees' backgrounds and technical specializations so that the training program can be tailored to fit their needs as much as possible. For these several reasons the coordinator's services would be needed on a relatively full-time basis for some months prior to the start of the training program itself.

(b) Training materials will consist of a syllabus of readings and case materials compiled specifically for the program. There will be substantial use of actual cases drawn from field experience as a device to have the students work through different types of problems that have been encountered in the past. If acceptable to AID, case materials from the reports and records of advisors and technicians employed by AID would be included. The preparation of the cases would require the part-time services of a person experienced in documentation for training purposes, and it would be desirable to spend a period of time with AID in Washington to collect the necessary materials. The University has reports and records from its own overseas projects (e.g., the Pakistan Academies for Rural Development at Comilla and Peshawar, Pakistan, the University of Nigeria and the Economic Development Institute in Nigeria, agricultural projects in Colombia and Argentina and the agriculture programs at National Taiwan University.)

Appendix X

THE ECONOMIC AND AGRICULTURAL DEVELOPMENT INSTITUTE

at

Michigan State University

The Economic and Agricultural Development Institute constitutes a new research facility available to the faculty and students at Michigan State University. Established in September of 1964, it is designed primarily to support and encourage research in the field of economic development by those associated with the Departments of Agricultural Economics and Economics. Its program, which is still in the formative stages, will nevertheless encompass a broad range of activities, for the ultimate aim is to assist in bringing into being a community of scholars interested in, and concerned with, the problems of economic development.

These activities will consist largely of providing opportunities to engage in research, to keep informed about the research of colleagues, to exchange points of view, new methods of approach, and new information, to make additions or modifications to the graduate and undergraduate course offerings where experience indicates these would strengthen the teaching program and to publish and disseminate the results of research.

Michigan State University has been extensively engaged in overseas projects for the past several years. These have included projects sponsored by both AID and private foundations, and have been located in Brazil, Pakistan, Taiwan, India, Viet Nam, Colombia, Nigeria, Guatemala, Okinawa, Mexico and Turkey. The University is a member of the Midwest Universities Consortium for International Activities, (together with the University of Indiana, University of Illinois

and University of Wisconsin), which has received a grant of \$3,500,000 from the Ford Foundation to support research and other activities related to the universities' projects abroad. The University has also accepted research contracts to study selected aspects of development problems, and finally, individual faculty members have worked abroad in research and advisory positions which were not connected with Michigan State University projects.

The result of this degree of involvement in international programs of various kinds has been that a substantial number of faculty members in the Departments of Agricultural Economics and Economics have had experience overseas which has shaped their research interests and enhanced their teaching capabilities in the development field.

It is the intention of the Institute to devote the resources at its disposal to research which builds on this past experience, allowing the widest possible expression of individual initiative in the pursuit of research objectives and the conduct of research activities, subject only to the limitation that this be related to problems of the underdeveloped economies of the world. It may be that over time research will tend to become concentrated in a few specific topics or methods of approach, but to the extent this occurs it will flow from continuing and close association of faculty and students with the Institute and its activities, rather than by imposition of a fixed research program at the outset.

In more specific terms, the Institute's activities will include the following:

RESEARCH

The Institute has research funds at its disposal from the Ford Foundation grant to the University which will be disbursed in support of individual projects

submitted by faculty members from the two Departments. The size and purpose of these grants will depend on the individual needs of each project, which may be interdisciplinary and include faculty from other departments, may require graduate student assistants, salary for released time from teaching, travel expenses, computer time, and/or publication subsidy, and may be supplementary to grants received from other sources.

The Institute also administers research contracts with outside agencies where the work to be undertaken fits the research interests and competency of faculty associated with the Institute. One such contract is already in operation-- a US AID assignment to develop a research design and identify the researchable problems for a major study of the US Food for Peace program--and a second, also with US AID, is currently under negotiation.

FINANCIAL ASSISTANCE

Graduate students in the Departments of Agricultural Economics and Economics will have opportunities to apply for various kinds of financial assistance which are available through the Institute or the Office of International Programs of the University.

These include:

- a) Graduate Assistantships in connection with faculty research projects supported by the Institute;
- b) International Programs Graduate Fellowships which are awarded on the basis of University-wide competition;
- c) Research Assistantships to work with university technical assistance projects located in several countries abroad;
- d) Pre-doctoral research grants from the Midwest Universities Consortium for International Activities for field work at the project sites of any of the four member universities;

e) Graduate Assistantships provided under Institute research contracts.

The foregoing are in addition to the forms of financial assistance normally available through the University and its major departments.

PUBLICATIONS

The Institute will from time to time make available background papers, article reprints and other documents which result from the work of those associated with the Institute. It will also provide financial assistance for the publication, through regular commercial channels, of books and monographs of scholarly merit which deal with the economic problems of underdeveloped areas.

FACULTY

The Institute has only a small central staff, and all others associated with it hold appointments in one of the regular departments of the University. Visiting scholars may be brought to the Institute in cases where their work complements that being done under Institute auspices. This would include appointments for some part, or all, of the academic year, as well as short visits to take part in working seminars. The Institute does not offer courses, but faculty associated with the Institute staff the courses on economic development which are included in the regular curriculum of the Departments of Agricultural Economics and Economics.