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**DEPARTMENT OF STATE**

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FROM - RIO DE JANEIRO

SUBJECT - End of Tour Report - Kenneth R. Marvin  
Agr. Extension Advisor (Information)

REFERENCE - 512-11-110-096 Ag Ext.

The attached End of Tour Report has been prepared by Kenneth R. Marvin Agr. Extension Advisor (Information) at the completion of his first tour of duty in Brazil.

Mr. Marvin arrived at post April 6, 1962 and departed for home leave and return to post on July 17, 1964.

Mr. Marvin has been effective in working with the national and state governments of Brazil and the various agricultural schools and agencies in the field of Agricultural Information. He has also been most effective in working with the Agricultural Division and its technicians in assisting with reports, news, and photo releases, exhibit material, etc.

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Att. End of Tour Report  
Kenneth R. Marvin

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## END OF TOUR REPORT

Kenneth R. Marvin  
Extension Advisor - Information

Period covered: April 6, 1962 to July 1, 1964

## A. OBJECTIVES

The responsibilities of this position were: 1) to assist the Brazilian extension service, agricultural colleges, research stations, the Ministry of Agriculture and state departments of agriculture in developing agricultural information staffs, facilities and more effective programs for communicating with rural people.

2) To serve the staffs of ARD and the Escritório Técnico de Agricultura, ETA, in the procurement and distribution of technical publications and other audio-visual aids, and in the preparation of manuscripts, translations, and the production of information material needed in their programs.

3) To assist agricultural education institutions in the development and procurement of more adequate libraries.

4) To provide liaison between ARD-ETA and various communications agencies including USIS, OMB, TAB, TCRD in Washington, RTAC in Mexico City and the Communications center in Turrialba, Costa Rica.

5) During the second year of the tour these duties were broadened to include the duties of chief of the Division of Agricultural Education, Extension and Training.

## B. PROBLEMS AND DIFFICULTIES

1. The majority of rural people are illiterate.

2. Lack of electricity in most rural areas limits radio or TV communications. Transistor radios are relieving this situation in some areas.

3. Brazil has no mail delivery to rural homes.

4. Brazil schools and colleges have offered no academic courses in agricultural communications. (In contrast, 17 U.S. agricultural colleges offer 4-year curricula in agricultural communications and 35 others offer some such courses) Until last year Brazilian agricultural colleges have been restricted by law to inflexible, highly technical curricula.

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5. The flow of agricultural information from the 22 agricultural and veterinary colleges and from the six federal and numerous state research institutes through the extension service has been negligible until very recently.

6. The information section of the Ministry of Agriculture has conceived its function as one of political promotion rather than as one of distributing technical information.

7. Frequent turnover of personnel delayed approval and implementing of plans e.g. Four ministers of agriculture were appointed in a period of about one year with the consequent change of many heads of department.

#### C. SUMMARY OF ACTIVITIES

1. Directed the publishing of issues of an ARD mimeographed house organ, Fact and activities to keep ARD and ETA staff, affiliated contract personnel and related agencies informed about the ARD objective and activities.

2. Directed the publishing or procurement and distribution of approximately 16 000 technical books, 8000 bulletins, 120,000 leaflets and periodicals.

3. Worked with the National Agricultural University of Brazil in developing a rental library of agricultural books. This is one of eight experimental rental libraries in USAID foreign service. Delays in selection of the books by the faculty have been disappointing but a great improvement of interest in the project is noted since a recent change in administration. About one fourth of the 3650 volume library has been selected, ordered and a shipment invoice received.

4. Assisted in equipping and improving information units in 15 state extension services two universities, one research institute and the information section of the Ministry of Agriculture.

In cooperation with ETA counterparts considerable progress has been made in reorienting the Information unit of the Ministry toward the production of more useful motion pictures and publications.

5. Served one year on the mission efficiency review panel.

6. Worked with the Association of Agricultural and Veterinary colleges and organized a study-tour for 5 agricultural college deans to a Latin American agricultural college seminar at Monterrey, Mexico. Four of them continued on to conferences at the Universities of Arizona and Purdue and a week in Washington.

Three of these participants are deans at institutions where USAID has university contracts.

7. Outlined a project for Ford Foundation sponsorship under which the staffs of Brazilian agricultural and veterinary colleges and research institutes will write technical agricultural texts and reference books. The Ford Foundation has given approval to proceed in implementing this project.

8. Served as contract representative for the Ohio State University team at the college of Agriculture, University of São Paulo at Piracicaba.

9. Assisted in writing periodical reports, project agreements and work plans, news and photo releases and providing exhibit material.

10. Served as agricultural representative on mission committee for the U.S. Department of Commerce Trade Exposition in Rio de Janeiro in July 1963.

11. Participated in state planning teams which worked with teams from the departments of agriculture, research and universities in drawing up agricultural development programs in the states of Rio Grande do Sul, Santa Catarina and Paraná.

#### D. COOPERATION WITH BRAZILIAN & INTERNATIONAL AGENCIES

USAID experienced difficulty in finding an agricultural university interested in negotiating the first contract with a U.S. land grant college five years ago when the Purdue-Viçosa agreement was developed. No less than seven Brazilian universities have applied for such contracts, in the last two years, since they have witnessed the progress at Viçosa.

2. A serious bottle neck in agricultural development is the lack of agricultural technicians. The 12 agricultural colleges have graduated about 8,000 in all the years they have operated and are graduating about 400 per year now. An idea of the seriousness of this shortage is indicated by a survey in one state last year, São Paulo. The surveyors found 5,000 unfilled positions for graduates in that state. With strict and difficult entrance tests, the universities have shown reluctance until the last two years to cooperate in meeting the demand. Their association last year passed a resolution unanimously to double the number of admissions. Some have already done so and have obtained corresponding increases in financial support.

3. Excellent cooperation from Brazilians in the Escritório Técnico de Agricultura and from the National and state extension services has been an essential ingredient of the progress made.

4. The interest and support of the Ford Foundation in making it possible to do something to correct the serious shortage of text and reference material

in agricultural and veterinary colleges and to improve teaching in these and secondary agricultural schools has given a stimulating boost in tackling a major problem.

5. Delay in selecting books for the rental library at the National Agricultural College has been unfortunate, but a new interest has been shown since the administration was changed at the time of the revolution.

Dr. Grossman, who earned his MS at Iowa State University, has been placed in charge of the library and the information department which ARD helped to develop and deadlines have been set for completion of the Rental Library list of books. The University also has announced the creation of a Language Department which will offer courses in English to be required for all freshmen. This will make the English books in the rental library more useful.

#### E. EVALUATION OF RESULTS

1. Agricultural development requires adoption of new practices. This requires mass education that must be achieved through mass communications if the gross national product is to be affected materially. Until two years ago USAID's allocation for agricultural development had been too small to make a marked impression on an area larger than continental U.S. with 75 million people, mostly rural. Nevertheless this limited U.S. program had made important progress by demonstrations in strategic areas and by local and participant training for key positions. This limited but sound beginning and the accelerated program of the last two years have helped foment a growing awareness of the importance of agriculture and its potentials. This is noticeable in the increased support for farm institutions, rural education, the 4-H movement, more practical research, the importation, manufacture and use of more fertilizer, pest control, farm credit and better marketing. Many of these activities are in the innovator or legitimizer stage, but many leaders are impatient to get the know how down to the grass roots. Mass education is not spectacular but agricultural progress is on the march in Brazil.

2. Participant training in the U.S. is a sound investment. Returned participants know how effective the Land Grant System has been. Few other leaders, educated under the European system, have a grasp of this concept. On college faculties most former U.S. participants are doing exemplary work. They are the ones most interested in coordinating teaching, research and extension, most interested in graduate programs, most concerned with helping the farmer help himself. Returned participants are training the leaders who train others in extension, 4-S work, communications, secondary agricultural schools, home economics and farm credit. Ranchers not only adopt the practices observed in the U.S. but many invite their neighbors to inspect results and supply them with improved

planting materials and sell them progeny from imported foundation animals and poultry.

#### F. RECOMMENDATIONS

1. The cost per student in Brazilian agricultural and veterinary colleges is probably several times as high as in the U.S. A consultant in university business administration could make a valuable contribution in this area. ~~Then USAID should invest in a university enterprise. It could get a lot more return on the investment by helping to improve the cost accounting, business management and administrative organization.~~

2. The agricultural and veterinary colleges need a strong national organization to function like the State University and Land Grant College Association. This association should be encouraged and assisted financially at the start in solving such problems.

- a. The importation of books and periodicals, now extremely costly and difficult to procure because of ~~bureaucratic~~ <sup>bureaucratic</sup> red tape and monetary exchange problems.
- b. Liberalizing curricula
- c. Developing criteria for establishing adequate library facilities.
- d. Assuming more interest in, and responsibility for, secondary agricultural schools and rural living in general. AID should send some participants to educational association meetings in the U. S. when they are there on tour or taking advanced work.
- e. Gaining support for these colleges and agricultural development.

3. It is important that USAID continue its efforts to develop teacher training courses for agriculture and communications courses. This is essential to adequate expansion of the colleges and to the great need for mass education of the rural population of all ages.

4. More emphasis, rather than less, on rural youth work can be justified, not only because it reaches those most responsive to education, but also because it is an effective way of reaching uneducated parents.

5. To get the maximum return out of the USAID <sup>assistance</sup> ~~investment~~ in agricultural education in Brazil, it is necessary to program a greater share of resources for the improvement of technical information published in Portuguese and based upon Brazilian climate, soils, plants, customs and other local conditions. In fact, such a shift in emphasis, which is now becoming more apparent in the planning stage, is essential to the whole development program. Satisfactory progress in solving Brazil's food problem depends on mass education of the producers and handlers. It will not be done fast enough without a continuing flow of dependable information based upon locally tested and proved practices.