

OKLAHOMA STATE UNIVERSITY *in Ethiopia*



A
DECADE
OF
PROGRESS...
1952-1962

Ten years ago, and eight thousand miles from Stillwater, a small group of Oklahomans found themselves looking at a jungle of weeds and bushes which choked the compound of an Italian-built installation in Jimma, a town of southwestern Ethiopia. They set to work with a will, clearing the yard, repairing the buildings and making plans to open school in a few short weeks.

School *did* open in October of 1952, and the cooperative program between Oklahoma State University (then Oklahoma Agricultural and Mechanical College) and the government of Ethiopia was underway, with a staff of seven instructors and 80 students, all on the secondary level. At the same time, another group of Oklahomans of about the same number, was busy in Addis Ababa helping Ethiopian officials make plans for the establishment of an agricultural college.

This was the start. Today, a busy decade later, the Jimma Agricultural Technical School with an enrollment limited to approximately 200 in grades nine through twelve, is outstanding among the secondary schools of the nation. Today, at Alemaya in eastern Ethiopia, the Imperial Ethiopian College of Agricultural and Mechanical Arts is a well established center of higher education, functioning as an important component of Haile Selassie I University. It has an international student body of 195 students, has already contributed through research to basic knowledge concerning Ethiopian agriculture, and occupies a key position in all plans for the future training of Ethiopian youth. Today, for the first time in the long history of Ethiopia, trained men are among the farmers of the nation to help and to instruct, for now, in eleven of the nation's thirteen provinces, there are agricultural extension agents.



His Imperial Majesty, Haile Selassie I, and Dr. Henry G. Bennett. This photograph was made during Dr. Bennett's visit to Ethiopia in 1950.



His Excellency, Lij Kassa Wolde Mariam, President, Haile Selassie I University, being welcomed by the president of the student body of the Imperial Ethiopian College.



Ato Wubishet Dilnessahu, Secretary of Board of Governors, Haile Selassie I University, examining plans for the new library of the Imperial Ethiopian College. The library, just completed, will be in use during the 1962-63 academic year.



United States Ambassador to Ethiopia, Arthur L. Richards, and Dr. Oliver S. Willham, President of Oklahoma State University, during Dr. Willham's recent visit to Ethiopia.

Deep Roots

Facts, figures, numbers could be offered in great detail, but these fail to tell the story of the mutual relationship between Oklahoma State University and the people of Ethiopia. From the start, in this as in the other programs of A.I.D. (the Agency for International Development, the official designation of the "Point IV" program), the relationship between the United States and Ethiopia has been reciprocal. The United States has paid the cost of providing American personnel and has assisted in expenditures for construction and equipment. Ethiopia has provided land, Ethiopian personnel, student costs, most operational costs, and the bulk of the expenditures for construction. With the passing of time, the Ethiopian government is assuming a larger proportion of the total costs. Thus, at every step, the planning has considered both the needs of Ethiopia and her carrying capacity.

This realistic planning is a major reason explaining why this undertaking has repeatedly been cited as one of the most successful of American aid programs abroad. In one decade, agricultural instruction, research and extension have come to be an intrinsic part of the Ethiopian setting.

Two examples, of many which could be offered, will suffice to show how the program has become a part of Ethiopia. In the freshman (ninth grade) class at the Jimma Agricultural Technical School, there are fifty admissions per year—last September from every province, every corner, of the Empire there were 1,200 applicants!

Originally, the establishment of a new extension post involved considerable persuasion. Both the officials and the farmers of the locality had to be convinced that there were no strings or hidden obligations attached to the assistance which the agent sought to give. Within the decade, however, word

has spread the length of the land, and today, even from distant areas, local leaders plead that an extension post be established in their districts.

The program has indeed taken root, and the roots are growing deep in the native soil of Ethiopia.

Why Oklahoma State? Why Ethiopia?

Behind the arrival in Ethiopia of the men of August 1952 lay a chain of events which connected a particular land-grant institution in the midlands of America and the ancient kingdom of Ethiopia.

When at the end of World War II His Imperial Majesty, Haile Selassie I, Emperor of Ethiopia, surveyed his homeland, despoiled by war and occupation, he was convinced that no need was more pressing than the need of his people for education. A larger proportion of the national budget was allocated for education than in any other nation on earth. In addition, the Emperor personally contributed—as he still contributes—from his own resources to build schools and provide scholarships.

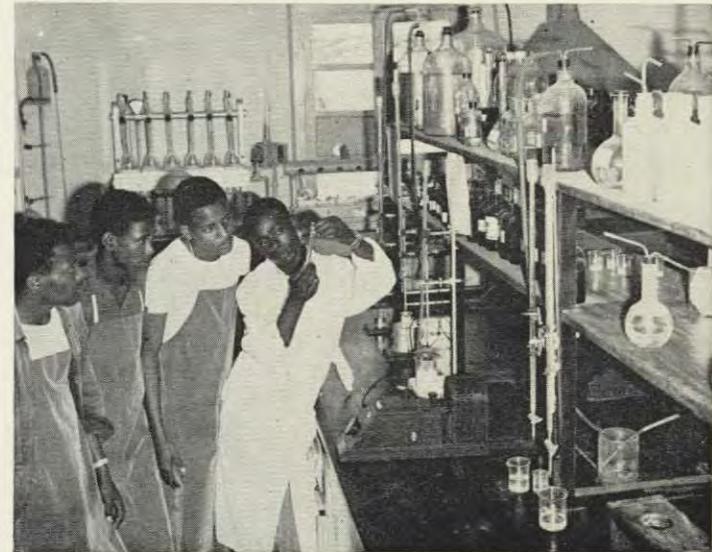
His Imperial Majesty, who is widely recognized as one of the most perceptive statesmen of modern times, determined that, since Ethiopia is an agrarian country, education should serve the agricultural basis of the society. With this in mind, he invited an internationally recognized educator, Dr. Henry G. Bennett, president of Oklahoma Agricultural and Mechanical College, to survey the educational challenge of Ethiopia. In 1950 Dr. Bennett went to Ethiopia, was greatly impressed with the potentialities of the country and consulted with the Emperor and his assistants concerning the needs for agricultural education.

When, the next year, President Truman's Point IV program was enacted into law he appointed Dr. Bennett to become



The classroom building at Jimma Agricultural Technical School.

The soils laboratory at Jimma. The instructor, a graduate of Jimma, the Imperial Ethiopian College, and O.S.U., has replaced an American staff member.



Dormitory at the Imperial Ethiopian College.



Dr. Willham, President of O.S.U., and the director of the Jimma Agricultural Technical School, visits with a Jimma graduate on his farm in Kaffa province. From this farm, coffee, pineapples, vegetables, and citrus are marketed.

the first director of the program. Dr. Bennett perceived that the dream of Ethiopian development could become reality. His nation, his college and his favorite overseas land could make it so.

Although Dr. Bennett was killed while on a Point IV mission in Iran before this program was underway, the initial contract which provided that Oklahoma A. & M. College assume certain responsibilities in establishing in Ethiopia a system of agricultural instruction, research and extension was signed on May 16, 1952. Three months later, the first Oklahomans arrived in Ethiopia and went to work.

A Land Rich in Tradition, Rich in Opportunity

Ethiopia, which to many Americans is a remote and little-known land, is an ancient country, akin to the world of the ancient Jews. Its civilization is directly descended from the Semitic civilizations of ancient Arabia. Christianity took root in Ethiopia early in the Christian era, but for a thousand years after the rise of Islam, the nation was almost entirely cut off from the rest of Christendom. The Ethiopians are the proud inheritors of ancient and enduring traditions; they treasure their antiquity and their independence. During the centuries of isolation, however, changes in knowledge and technology which were gradually occurring in other portions of the world passed Ethiopia by, so that the manner of living and the ways of farming still current today resemble those of the past.

Ethiopia offers great developmental potentialities. Like all tropical lands of widely varying elevation, it includes climatic zones ranging from equatorial heat to eternal chill. Possessing magnificent scenery, it nonetheless also contains vast areas of deep, dark loam located in the temperate highlands, providing Ethiopia with extensive areas of potentially high productivity.

At First, Jimma

In the spring of 1953 the first class of 19 high school seniors graduated from the Jimma Agricultural Technical School. For several years, the Jimma school functioned as both high school and college.

Today, after ten years, nearly 300 students have graduated from the twelfth grade at the Jimma Agricultural Technical School. For approximately half of these the training at Jimma is terminal, while the other half continue their education, usually at Alemaya.

A study made a year ago of the graduates of the Jimma Agricultural Technical School indicated that at that time there were 80 Jimma graduates pursuing additional education toward the B.S. or equivalent degree and fifteen who were studying abroad for graduate degrees. The remainder were employed in a variety of positions, most of them of key significance to Ethiopian development. Many were engaged in instructional, research or extension work; many were employed directly by the Ethiopian government in agriculture, community development and commerce and industry. Of these, one group working on the Ethiopian Coffee Board was doing a particularly important job of upgrading the standards of production and processing of coffee—Ethiopia's most important export crop. Other graduates were employed in a variety of activities, including private farming.

And Then, Alemaya

The Imperial Ethiopian College of Agricultural and Mechanical Arts is located at Alemaya in Harar province of eastern Ethiopia between the cities of Dire Dawa and Harar. Located in the Chercher highlands and possessing one of the world's most delightful climates, the thousand-acre campus slopes downward to a lake, beyond which mountains rise.



His Imperial Majesty, Haile Selassie I, presenting diploma to a graduate of the Imperial Ethiopian College.



Plaque presented to the Imperial Ethiopian College by Oklahoma State University. The presentation was made to H.I.M., Haile Selassie I, on the occasion of his visit to Stillwater in 1954.

Jimma students picking coffee.



Long view of the Central Experiment Station at Debre Zeit (Bishoftu). Nearby, on a crater lake, is a resort popular with the residents of Addis Ababa.



By the fall of 1956 construction was sufficiently complete at the college site that upperclassmen were transferred there, and in the summer of 1957 the first eleven students received the B.S. degree from the Imperial Ethiopian College of Agricultural and Mechanical Arts. In 1958 all college work was transferred from Jimma.

The Bachelor of Science degree is offered in the following fields: general agriculture, agricultural economics and business, agricultural engineering technology, animal sciences and plant sciences. The total number of graduates is now 149. Of the 195 enrolled during 1961-62, thirteen were from other African nations.

At Alemaya, as at Jimma, the enthusiasm and strong motivation of the students have been gratifying. Academic standards and requirements for graduation resemble those of Oklahoma State University, but when they diverge, it is in the direction of requiring more, not less, of the students in Alemaya than is required of those in Stillwater. The excellence of the training is demonstrated by the successful records of the alumni recommended by the college for graduate study abroad.

Student life at Jimma and Alemaya is not all work. Well-rounded athletic programs, dramatic productions, hobby clubs, vocal instruction, student body offices, literary publications and similar extra-curricular activities supplement the academic instruction. Moral instruction in the tenets of the traditional faith is also offered the Christian students of the College by a priest of the Ethiopian Orthodox Church.

Witness to the sincerity with which the Ethiopian students regard education is borne by their concern over the lack of schooling for the Ethiopian children of the neighborhood. The students of the college, adding this to their other responsibilities, built with their own hands a school for the children of the



Children in the neighborhood school organized, on their own initiative, by the students of the Imperial Ethiopian College.

vicinity. Until an instructor, to be paid from their contributions, was located, the students divided instructional tasks among themselves. This story symbolizes the spirit of the students of the Imperial Ethiopian College.

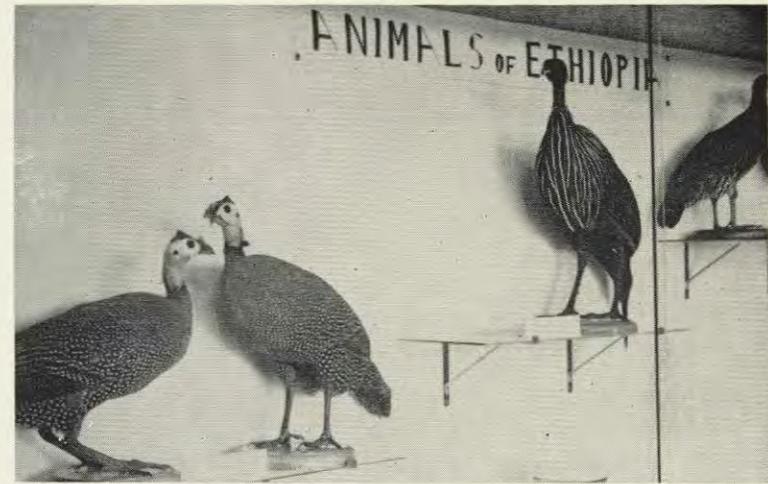
There Is Also Research

An essential and unique feature of the American land-grant system is the triad of instruction, research and extension. Each of the three functions is necessary to complete the operational unity of the system, and each of the three is essential to enable Ethiopia to achieve its potentialities.

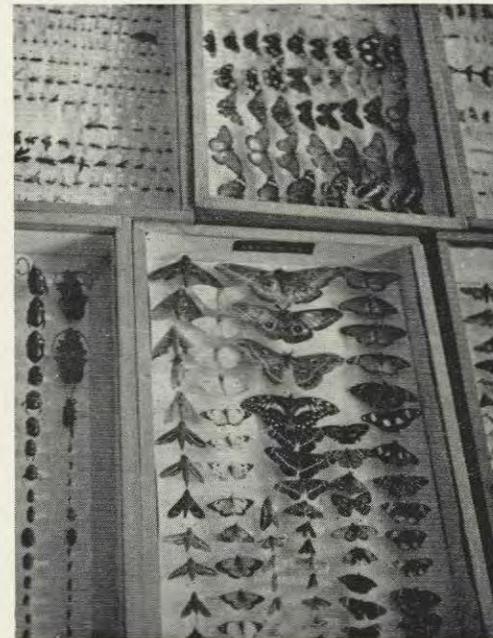
The necessity of research was recognized from the beginning, and a variety of research projects was started at Jimma during the first months of operations. One of these—research on coffee—has gained wide recognition and is particularly significant to Ethiopia. Now, a decade after the program was initiated, Ethiopia is beginning to reap the results of this research, for it takes several years for seedlings to bear and for results, which are affected both by weather variations and by the cyclic nature of coffee itself, to be interpreted.

With the establishment of the college in 1956, all research in the Ethiopian program was brought under the central direction of the college staff. In addition to the active research program at Alemaya, and continued research at Jimma, research is carried out at the Central Experiment Station at Debre Zeit (Bishoftu), near Addis Ababa and representative of conditions in the populous central highlands of Ethiopia.

Much of the research in Ethiopia has consisted of acquiring basic knowledge concerning the flora and fauna, the soils and the growth hazards of the country. At the college these undertakings have led to the development of an arboretum and of a museum collection of insects and birds which have brought many favorable comments.



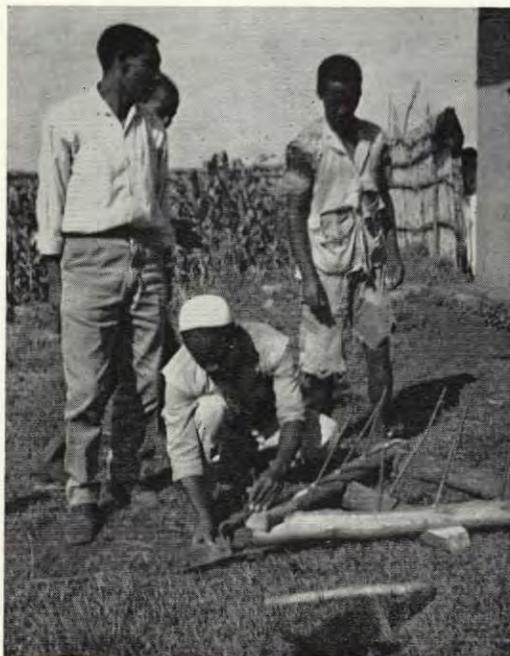
Birds in display cage at the Imperial Ethiopian College. Many specimens of Ethiopian wildlife are exhibited here.



Insect collection. The Imperial Ethiopian College has the world's most complete collection of the insects of the Ethiopian area.



Castor beans at Debre Zeit. Important among the oilseeds of Ethiopia, the castor plant, like coffee and sorghum, may have been first domesticated in the Ethiopian highlands.



Making a harrow at home. Devising improved implements for the Ethiopian farmers, relying on materials which they can procure, is a challenge to ingenuity.

Research on field crops and livestock has been too complex to be summarized here. Both plant and animal projects have searched for varieties and breeds which best thrive under specific Ethiopian conditions. Some of this research has dealt with products important in the Ethiopian agricultural complex but virtually unknown to Americans, such as *tef*, *nug* and other oilseeds, and the false banana or *musa ensete*.

It is the ordinary Ethiopian farmer who must create the increased productivity of his homeland, and a constant search has been underway to help him do this. Thus, methods of cultivation which are feasible for local farmers have been tested, implements which can be fashioned from materials available to the villager have been made and demonstrated, methods of poultry housing and care which lie within the reach of the Ethiopian farmers have been devised. This kind of research yields no dramatic discoveries for the scientific journals of the West, but is directly instrumental in helping Ethiopia march toward progress.

A.I.D. operations in Ethiopia stress development on a local basis, for through enlisting an entire community in integrated developmental projects, the various needs of the people can be met more effectively than if each particular improvement is presented alone. As a result, research designed to contribute to such development has received increasing emphasis. Building materials to improve the usual Ethiopian *tukul*, a hand pump of local materials, a windmill which the Ethiopian farmers can construct themselves; these are a few examples of research which challenges the ingenuity of the most inventive mind.

To Reach the People: Extension

In Ethiopia where many farmers lack literacy, magazines, radio, the opportunity to travel and observe, agricultural

extension must play a crucial part in the development of the economy.

Both educational institutions provide many extension-type services in their vicinities. Particularly successful have been the field days at Jimma, Alemaya and Debre Zeit. Both schools sponsor other demonstrations for the farmers of the area, cooperative plantings by willing local farmers, the distribution of seed and poultry to nearby farmers, and village assistance in various projects.

Field operations in extension were inaugurated in 1954 when two carefully selected young Ethiopians, who had received special instruction for their new function, began work among the farmers. Since that time, the program has flourished. At the latest count, there were a total of 86 persons engaged in extension work in Ethiopia. Of these, 66 were agents in the field and fifteen were trainees; five specialists and supervisors completed the list.

Extension in Ethiopia involves work with farmers (in 1960, there were 19,578 farm visits carried out by the 46 agents then in the field) and with children in the schools through 4-H type clubs and related programs. Field days (attended by 65,391 farmers in 1960) and demonstrations have been particularly successful in engaging the interest of Ethiopian farmers. At the Central Experiment Station at Debre Zeit a small extension center has been constructed which provides facilities for meetings of agents for refresher instruction, for demonstrations to farmers, and similar activities.

Extension has become a part of rural Ethiopia; the farmer now has a helping hand.

In addition to helping Ethiopia develop a program modeled on the American land-grant system, the administrative and personnel services of Oklahoma State University were utilized during the earlier stages of Point IV operations in Ethiopia to assist in

Mr. Allan Loren, Director of United States A. I. D., Ethiopia, and the president of the Imperial Ethiopian College, at a field day on the college campus.



Village water well. These youngsters will enjoy the luxury of cool, pure water even in the midst of the dry season.





Bon Voyage. The most promising students enter graduate study abroad. Such students will comprise the staff of tomorrow at Jimma Agricultural Technical School and at Imperial Ethiopian College of Agricultural and Mechanical Arts.

Youth club members at garden plot. The 4-T Clubs are based on the 4-H model.



establishing several other programs. Included among these were: pest control and cattle vaccination projects, drilling water wells, setting up an agricultural machinery center, aiding in fairs and exhibits, preparing texts and materials for Ethiopian students, handicrafts training for girls, a water and sewage survey of Addis Ababa, expansion of boys' vocational schools in Addis Ababa and Asmara, aid to the government in statistical techniques and in estimating population, rural resettlement planning and geographical surveys. Some of these projects have been completed while others are now supervised directly by A. I.D. personnel in Ethiopia, so that Oklahoma State University is free to devote itself entirely to agricultural education. The university is proud, however, of the wide range of services which it was privileged to help establish.

A Look to the Future

The purpose of technical cooperation is to help other nations develop their own ability to maintain the services and activities which they need. In this specific instance the goal is to help Ethiopia establish a land-grant system which will be so important that it will continue to serve long after the last Oklahomans have departed from Addis Ababa, Jimma and Alemaya.

As more Ethiopians receive training at the college and receive graduate training abroad, they will return to staff more and more of the positions. It has never been the intention of Oklahoma State University to operate in Ethiopia indefinitely. This process of replacing American personnel, called "phasing out", is already underway, particularly at Jimma. Most of the Ethiopians who become qualified for "phasing in" will be drawn from the young men who themselves have received their training in this program. Already this is true, as former students return to Jimma and to Alemaya to assume staff positions.

The role of these former students may help make a hope of many of the Oklahomans come true—the hope that after the direct participation of Oklahoma State University has ended in Ethiopia, there may continue to be a strong link between O.S.U. and the Imperial Ethiopian College. Arrangements can be developed for the exchange of professors and students, for comparative research, for continuing cross-fertilization of ideas, so that the bond between the two institutions of higher education will endure.

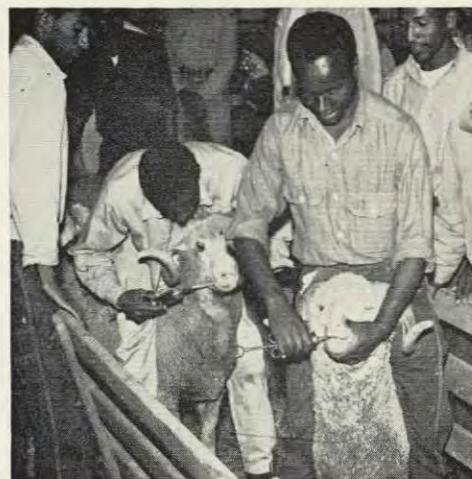
Ten years ago there was only a dream and a brush-filled tangle surrounding abandoned buildings. Today there is an excellent secondary school, a college with high standards, an imaginative research program related to the needs of the nation, and an expanding extension service which is reaching into the countryside. At the same time, Oklahoma State University personnel in Ethiopia look confidently ahead to the time when they will have worked themselves out of their jobs. The Oklahomans who have contributed to the progress of the past decade feel an understandable pride that their efforts are helping Ethiopia to realize her potentialities.

Cornucopia. A vegetable display at the Imperial Ethiopian College.

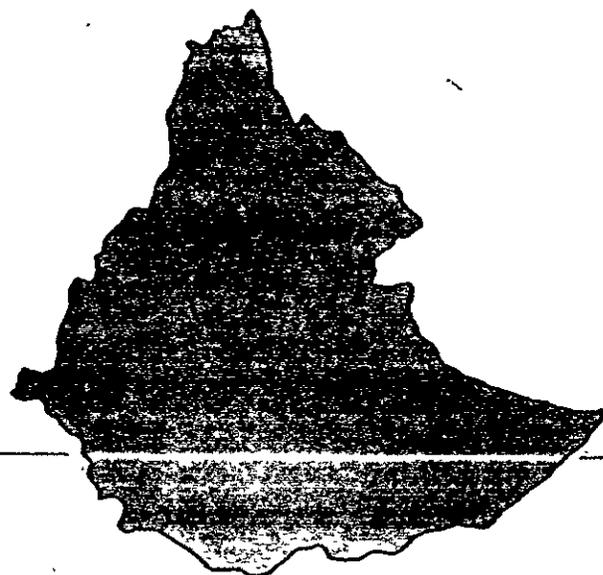


An extension agent, a farmer, and the farmer's son in a wheat field. Ethiopian wheat is distinctive in the amount of leafage on the plants.

Extension demonstrations with animals always catch the interest of Ethiopian farmers. There are millions of sheep in Ethiopia.



Experimental nug plantings. Nug, a plant virtually unknown to Americans, is the leading oilseed in Ethiopian production.



The aerial views on the cover of this booklet show two of the three major installations in Ethiopia — the Imperial Ethiopian College of Agricultural and Mechanical Arts, at Alemaya (left), and the Jimma Agricultural Technical School at Jimma. The third, the Central Experiment Station at Debre Zeit (Bishoftu), is pictured on the inside pages.