

site licenses but more of them are succumbing regularly. Recently Micropro and Multimate Corporations (word processing vendors) offered site licensing for their products. Lotus Corporation is still holding out, but in the July 9, 1985 issue of *PC Week* there was an article that indicated that they are reevaluating their "tough stance on site licensing." (11)

These licenses vary in many areas including documentation, number of allowable copies, support provided, home copies for employees, per copy charge, etc. They generally however offer substantial benefits to both vendors and organizations. Vendors receive large advance payments for their products and users substantial discounts plus having "the license to copy." Site licensing effects the choice of software in agricultural setting. Educators may choose Multiplan over Lotus because the Microsoft Corporation (Multiplan vendor) is more amendable to site licensing.

Site licensing does seem like the solution for many organizations but still does not satisfy some of the needs and perhaps "rights" of the single software product consumer. The need to have a backup and preview software will not disappear. The vendors must succumb to those needs just as the pirates must not copy software illegally.

Summary

In spite of all the efforts to combat piracy it is important to note that so far all of the legal battles over unauthorized copying has been confined to corporations. Lindsay Kiang, legal counsel for Lotus Corporation, says that they have "sued large corporations that tolerate or encourage copying. If (the copying) isn't blatant or organized, we often handle the matter through correspondence."⁸ To date Lotus has filed four suits none of which has gone to trial. They have all been settled out of court and the details of the settlements have been kept secret.

This does not indicate that we in agricultural education should fearlessly copy software or condone it. Instead, we should work together to lobby for site licenses for the software that best fits the needs of the agricultural community within our university and more realistic policies for providing backup copies and on-approval purchases for the single software product consumer.

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INTERNATIONAL AGRICULTURE

An Overview: Short-term Educational Consultants In International Agriculture

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Short-term consultant assignments can be operative, challenging, educational, and can have lasting impact when contracted agricultural professors who participate in international short-term assignments generally contribute to the overall educational programs at their respective institutions by being open-minded, tolerant, worldly, and humanitarian. Their reasoning, thinking, and dialectical views tends to be broader in scope as they advise students, teach classes, plan programs, serve research, and perform other important academic responsibilities. Involving agricultural professors in short-term consultant assignments offers many other opportunities to faculty. They can learn to appreciate and understand the characteristics of other cultures; learn to speak a foreign language; acquire financial remuneration for their affiliated institution; recruit international undergraduate and graduate students; enhance their institutional image; and advance the capability of institutions to participate in long-term projects abroad. Hence, short-term international assignments can have a two-way impact on the understanding of people and societies, both domestically and internationally. The words of the late Eleanor Roosevelt best summarizes this concept: "Understanding is a two-way street."

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Short-Term Consultants

The rationale for recruiting qualified short-term consultants is that developing nations need skilled technical personnel as a precondition to the long-term process of sustained agriculture education (Ngong-Massah, 1982). The impact of a short-term consultant on this process greatly depends on the consultant's qualifications and background relative to the goals of agricultural education projects.

For the purpose of clarity, the terms **consultant**, **short-term consultant**, and **agricultural education** should be explained. The United States Agency for International Development (USAID, 1981) defines consultant as "an especially well-qualified person who is employed on a temporary or intermittent basis and who is not an officer or employee of the contractor." USAID (1981) defines short-term consultant as "a contracted employee appointed to serve less than one year in the cooperating country." An all-embracing definition of agriculture education is offered by Anderson (1984) who wrote "it consists of any and all organized programs whose purpose is education or training in agriculture subjects." The content of this text will evolve around these definitions.

Qualifications

Agricultural professors who desire to be short-term consultants need to satisfy three basic criteria before considering overseas assignments. They must like people, have the ability to get along with all kinds of people, and want to do it (Diamond, 1983). Beyond these three criteria, the short-term consultant must possess three important virtues: patience, persistence, and perseverance. In addition, there are three broader qualifications that greatly enhance the effectiveness of short-term consultants: much practical experience and advanced academic training (Masters and/or Ph.D. degree) in the technical area as defined in the job description (Erickson, 1983); previous overseas experience in a developing nation (e.g., Peace Corps volunteer); and ability to speak fluently the host country's national language. Agricultural professors from nations who possess all of these credentials may generally be considered as qualified short-term consultants.

How to Become a Short-Term Consultant⁰

A myriad of avenues exist for agricultural professors to pursue short-term consultant assignments. Qualified professors who sincerely desire to be contracted for short-term assignments need to make known their desires, skills, and availability by writing to: educational institutions (e.g., land-grant universities); public and private volunteer agencies (e.g., Peace Corps, church missions); governmental agencies (e.g., World Bank, USAID); and private international development firms (e.g., Experience, Inc., Creative Associates, Inc.). A completed "Participants Biographical Data" form and updated resume should be filed with potential contracting sources. Biodata is

often stored in a computerized data bank. When a funded project needs the services of short-term consultants having specific credentials, contractors search the data bank for available candidates possessing the needed skills. Active involvement in professional associations having an international emphasis (e.g., Association for International Agriculture Education) can keep one on the "cutting edge" of international development trends and activities. Having articles with international topics published in professional journals such as *NACTA Journal* can help consultants establish a national reputation. Personal contact with private and public contractors can be catalyst leading to an offer for an international assignment.

Job Description

A contracted short-term consultant should thoroughly understand the job description as defined by the host nation or contractor. The consultant has the professional responsibility to accept the job description as it is defined and not attempt to amend it without first obtaining the full authorization of the contracting organization.

The clarity of the job description for both the consultant and the host country counterpart is essential. Counterparts should not be made to feel like bystanders. They need to be an integral part of the project and should have equal if not more responsibility than the consultant. Riggan (1972) once instructed a cadre of new Peace Corps volunteers: "Your mission here is to work yourself out of a job . . ." Perhaps that's the mission of short-term consultants as well — to work themselves out of a job.

Short-Term Consultant and Counterpart

In the 1970s, assigning national counterparts to work with foreign short-term consultants became an important component of international agricultural education efforts. Short-term consultants must be cognizant of the fact that counterparts generally know well the characteristics of the society within the sphere of the project. Short-term consultants must be prepared to share experiences, knowledge, and skills with the counterparts to adequately prepare them for carrying on the responsibilities after the short-term foreign consultant is phased out of the program. Short-term consultants who fail to fulfill this function can cause a well-conceived program to falter after they leave. Such failures may jeopardize the long-range goals of an overall agriculture education program. Hence, effective short-term consultants need to consult often with the counterparts regarding the values, mores, expectations, and involvement of the local people. Consultants must train counterparts to be competent in carrying on the program unassisted.

Communication

In his views of the consultant/counterpart relationship, Ascroft (1971) stated, "Courtesy requires that honored guests in African countries not be criticized; the result is a lack of communication,

between technical assistance personnel and local nationals, that can seriously hamper development projects." If Ascroft's views are true, the short-term consultant has the professional responsibility to initiate efforts to maintain meaningful communication with the assigned counterpart. Positive interaction and communication is essential to achieve the project goals described in the contract.

Responsible consultants are sensitive to the cultural background of the counterpart. Every effort to learn about the cultural characteristics of both the counterpart and local society can enhance the likelihood of a successful experience.

Disparities

Normally, there are many disparities between the consultant and the counterpart that can jeopardize their working relationship. The consultant who is sensitive to such differences can handle the issue more pragmatically. Disparities include marital status, sex, educational level, salaries, work experience, work ethics, superstitions, material wealth, and religious views, to name a few. Counterparts frequently perceive the short-term consultants as having access to tremendous material resources merely because the consultants come from a more affluent nation. This perception can be generally correct as compared with their economic standards, and consultants need to deal with this issue diplomatically so that the intent of the working relationship is not jeopardized.

Commitment

The consultant and counterpart must be sincerely committed to the goals of the sponsoring organization and project if a meaningful working relationship is to exist. Disparities in the commitment to established project goals can rapidly lead to a breakdown in communication and cooperation. Mutual dedication and commitment can be likened to a team of horses pulling together. Pulling together towards a common end can generate a positive interaction that conceivably could go far beyond the overall intent of the project.

Resources

Most professors from donor nations are accustomed to having access to appropriate resources for carrying out effective agriculture education programs. Such resources include salaries, equipment, classrooms, electricity, water, instructional materials, and others. However, the resources in some nations are often limited or nonexistent. Short-term consultants should appreciate such limitations and have the creative ability to cope with them. One often has to make the best of the available resources while still being charged with the responsibility of achieving the project objectives.

bring back to their college classrooms first hand experiences and knowledge that address severe food shortages, unrestrained livestock diseases, raging insect infestations, creeping desertification, unsparing deforestation, uncontrollable soil erosion, to name a few of the devastating issues that affect the well being of our fellow human beings. There are a multitude of international agricultural issues and opportunities that need to be addressed, and nations the world over are obliged to address such issues and opportunities. Now and then, some nations need a lending hand from agricultural professors as short-term consultants to help their societies help themselves to sustain and improve their quality of life. A famous Chinese sage best summarizes the conceivable outcomes of short-term international agricultural education consultants, "Give me a fish and I eat for a day, teach me to fish, and I eat for a lifetime."

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