

## Arts, the Core of Sustainable Food and Agriculture: Brain Fruition

Akbar Nikkhah\*

Faculty of Agricultural Sciences, University of Zanjan, National Elite Foundation, Iran

### Synopsis

This policy article develops a global pragmatic theory of the central dependence of advancements in global agricultural sciences on arts education. Efficient natural resources utilization in the postmodern animal agriculture requires arts involvement in both scientific and industrial states of human endeavours for advancement. A most prominent expression of arts in agricultural developments lies in its international nature of education.

**Keywords:** Art; Agriculture; Brain evolution; Education

### Theory Development of Pragmatism

Global interactions in advancing the current state of agricultural sciences, especially in very populated regions exposed to a variety of environmental pollutants, must get through artistic education [1,2]. Taking innovative ideas and perspectives beyond borders will greatly benefit both national and global agriculture-led and non-agriculture-driven economies. Fundamentally, advancements in science and technology can be persistently achieved only should cooperations outshine competitions. This is the pragmatic core of the theory being developed in this policy article.

Wisely helping other nations grow in all determinants of life quality and satisfaction measures by richer and more industrialized countries stabilize more than before the advanced nature of the leading sources. In addition, minimizing poverty, idleness, inefficiency, environmental pollutants, serious emerging diseases, and other measures of inferior life quality worldwide, creates a more dynamic, healthy and economy-strengthening place for all mankind. The latter is central to the sustainability of global agriculture through which non-agriculture industries can effectively expand.

The crucial situations in many parts of the world especially in slowly-growing regions in terms of science education, medicine, nutrition, food and agriculture, and economy necessitates developing a global theory to enhance global life quality through effective arts involvement in the current state-of-the-arts agricultural sciences [3-

6]. A most outstanding angle of such a theory describes international education as an economical peace-and-prosperity-establishing entity [7]. International cooperation must embrace unwise mere competitions for the entire globe to experience stability and sustainability in food safety and security [2-5]. One cannot in any ways benefit from scientific and industrial developments when others suffer. In a nutshell, all must contribute and benefit for ever-lasting improvements in global life quality.

### Implication

This policy article establishes a global theory that describes arts involvement in agricultural sciences development from an international perspective. Education for sustainable developments in agriculture and food safety and security must influence beyond borders for the global to not suffer from compromised natural integrity and unsturdy human health and welfare.

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**\*Corresponding author:** Akbar Nikkhah, Chief Highly Distinguished Professor, Department of Animal Sciences, Faculty of Agricultural Sciences, University of Zanjan, National Elite Foundation, Iran, Tel: +98-24-35052801; Fax: +98-24-35053202; E-mail: [anikkha@yahoo.com](mailto:anikkha@yahoo.com)

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