

PERCEPTIONS AND ATTITUDES OF DECISION MAKERS  
CONCERNING EDUCATIONAL AND AGRICULTURAL  
DEVELOPMENT AMONG THE RURAL  
POPULATION OF HAITI

By

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## DEDICATION

With all my heart, this thesis is dedicated to:

My seventy-six year old dad Nestor Pierre (Tortor for friends)

My dear mom nee Jeanne Marguerite Bosquet

My wife Immacula

Dr. Bob Price, my adviser, and Mrs. Price

Rev. Ken McIntosh and Mrs. McIntosh

My dear daughters Muriel and Wanie-Joe

My wonderful son Jones wod (Woody for friends)

My brothers and sisters Boileau, Aronce, Andremelle, late Rosette,

Immacula, Christiane, and Jean-Baptiste

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Charles Wells, and Marco Depestre

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All my former classmates at the Faculty of Agronomy of Haiti

from 1967 through 1971

All of the Haitian Agronomists

All the participants of this present study

My special friends Brave and Femme Lilie



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## CHAPTER I

### THE RESEARCH PROBLEM

#### Introduction

This study was designed as somewhat of a continuation of a master's thesis previously completed by the researcher. The master's thesis was submitted to the Faculty of the Graduate College of the Oklahoma State University and accepted in December 1978. The master's research emphases were directed toward determining the status of education and agricultural practices among the small rural farmers of Haiti. Data sources primarily constituted 59 items on an interview schedule administered to 150 rural farmers selected from different regions of Haiti. After interpretation and analysis of data, resultant conclusions, statements, and recommendations were established which would contribute toward attempts to alleviate the lot of the poor majorities of Haiti. The present research study constitutes an effort to determine perceptions and attitudes of selected professional decision makers with regard to the statements and recommendations developed and established in the master's thesis.

#### Statement of the Problem

Many social scientists and observers seek various ways to explain the specious phenomenon of new gas wasting cars and relatively

expensive modern construction occurring particularly in the wealthiest residential zones and the commercial places of the capital city, Port-au-Prince, while urban and rural slums with their accompanying miseries keep on growing at a higher and higher rate. Many native and international experts have elaborated extensively regarding developmental policies for Haiti. Both indigenous and foreign field technicians have designed a plethora of projects they faithfully believe to be practical. More than fifty major development projects are being implemented in Haiti, involving millions of dollars. One must ask then why so many citizens continue to be worse off than ever before? A genuine response to this searching question seems to be of utmost importance to the very survival of many Haitian poor. In other words, the Haitian nation would appear greatly to need studies and efforts directed toward the objectives of: (1) discovering and explaining the root impediments to effective social and economical achievements in Haiti, (2) presenting sufficient practical alternatives to solving the problems to the advantage of all social strata of the nation, and (3) permitting such investigators to launch practical experiment or to implement some of these alternatives developed through the studies. Then, in spite of such alleged limitation as, the lack of time, accurate data, money, perhaps actual progress can be made. This present study is an attempt to constitute, to some degree, such an approach.

#### Purpose of the Study

As previously stated, this study was designed to be a continuation of the researcher's master's thesis in which attempts were made to determine the status of selected educational and agricultural practices

among the rural population of Haiti. In this effort, conclusions resulting from a rather exhaustive review of literature and analysis of collected data then provided for the development of a comprehensive set of statements and recommendations directed toward improvement of the lot of the poor majorities of Haiti. The present research effort constitutes an attempt to determine how these statements are perceived and judged by stratified groups of both Haitians and non-Haitians, currently employed in Haiti. The majority of these individuals did have direct or indirect relationships with the educational and agricultural development of the country. A related purpose was to determine present status and to describe present efforts being made in Haiti in the planning and implementation of educational and agricultural development programs. Attempts were finally made to develop some guidelines for the use of recommendations for further implementation of educational and agricultural programs of development.

#### Objectives of the Study

As related to the accomplishment of the stated purposes, objectives were identified as follows:

1. Determine the perceptions and attitudes of selected groups of professional decision-makers to statements and recommendations designed to support better educational and agricultural development programs in Haiti.
2. Determine through existing documents (books, recent official reports, and journals) the perceptions of professional academicians and officials directly or indirectly involved in development efforts in Haiti.

3. Through analysis of both (1) and (2) above, draw conclusions that might permit modification, restructuring and reinforcement of the initial recommendations and statements. This will then hopefully lead to the achievement of more revolutionary and successful development measures.

#### Limitations

1. This study was designed to include only professional decision makers presently operating in Haiti regardless of the respective administrative position of the participant. It was difficult to determine the total number of professionals who might eventually influence either directly or indirectly developmental policies in Haiti. According to data provided in 1975 by the "Institut Haitien de Statistique" (17), the number of relatively high level professionals was in 1970 estimated at about 21,000 people, which is, nearly 1.26 percent of the possible active population of the country. The active population was defined as comprising all individuals of age 14 and older. The sample for this study can roughly be estimated at only 0.75 percent of the population of identified decision makers. However, opinions reported in this study can be judged as valuable since the sampling did include a number of influential professionals presently operating in Haiti. The majority of them did serve in an important administrative capacity in their respective services.

2. The list of specific professions having direct or indirect relationships with educational and agricultural development in Haiti is not exhausted in this study, neither are they presented in exact proportions as to subprofessional status. For example, the group of

educators could have been subdivided into college professors, high school teachers, primary school teachers, vocational-technical school instructors, urban school teachers, rural school teachers, and others. Limited time has been a major impediment in this issue. However the professional fields selected in this study do constitute most of the major occupations presently given credit in the nation's development efforts.

3. It was impossible to confer with many key officials because one month imposed a curtailment on the number of interviews which could be held. The researcher acknowledges that few of the officials were automatically passed by because they had previously indicated that they chose not to cooperate.

4. It is admitted that educational and agricultural programs are not isolated or independent issues of the overall socioeconomic development efforts. Efforts in education and agriculture are interrelated to efforts in other aspects of community life. Consequently, this study could not be confined to only educational and agricultural issues. But, it is also to be noted that other aspects of overall socioeconomic development were referred to only to the extent that they were judged necessary to enhance the understanding, reliability, validity, and practicality of issues concerning the two major aspects of the study, that is, education and agriculture.

#### Definitions of Terms

For better understanding of facts and inferences of the study, the following terms were defined:



1. Perception. This is a process of observing, selecting, and organizing stimuli constantly being received, and then making interpretations. Perception, as a concept, may be defined as (a) the procedure of making sense out of experience or ascribing meaning to experience, (b) an immediate response to either a set of external conditions or a set of internal body conditions in which the intervening tissue is a sense organ, (c) an awareness that a living being has of its environment, or (d) the process by which people select, organize, and define sensory stimulation into a meaningful and coherent image of the world.

2. Attitudes. While perception implies understanding, that is, awareness or observation, identification, and interpretation; attitude involves intention and position on the part of the observer. Attitude determines how a person interprets information and may be formed (a) through objective reasoning -- rational thought process, (b) by social strata -- class, ethnic status, place of residence, age, sex, (c) from the early influence of a family, (d) by group membership -- peers, or (e) by self-interest. The amount and nature of education a person has also will play a significant role in collecting ideas on certain matters. Once our attitudes are formed, they tend to become programs that allow us to think and act in certain ways without reevaluation or study. Consequently, attitudes and beliefs do provide a basic function for individuals, psychologically.

3. Decision Maker. The making of a decision primarily involves determining what is to be done by either the person making a decision himself and/or through his performance in people management. In general, everyone is, to some extent, a decision maker. In this study,

however, the expression "decision maker" purposely refers to a population of professionals who do possess the authority to systematically decide on the basis of both their field of knowledge and administrative position. Therefore, in the limits of the study, decision making prescribes what action must be taken to bring performance back into control, adjust expectations to reflect changing conditions, or exploit opportunity. In sum, this is decision making within and/or among organizations.

4. Development. For purposes of this study, development refers to a continuous process of change and growth in human and natural resources directed toward the accomplishment of welfare and quality of life to be attained by citizens of community. In this study, human growth implies an increase in the capability of the Haitian population in their affective, cognitive, and psychomotor domains, so that community members be more effective in solving both individual and community problems.

5. Agriculture. Considering the influence of both French culture and American technology in Haiti, the researcher referred to both French and American terminologies to define agriculture. In the most popular French dictionary in Haiti, Larousse, agriculture was defined as "cares provided to the soil to make it produce;" that seems to merely mean "agricultural practices." In most of the American dictionaries such as Webster's New Collegiate Dictionary and the American Heritage Dictionary, agriculture was referred to as a "mother science," that is the basic science from which scores of agricultural disciplines have been developed. Some of these secondary related disciplines being agronomy, agricultural economic, agricultural engineering, agricultural

education, animal science, and many others. According to the French dictionary Larousse, "agronomy" would be the term which corresponds to "agriculture" as the latter is understood in current American terminology. It is to be noted that the Americans refer to "agronomy" to mean "soil management and crop production." In Haiti, some confusion may be reflected by the fact that the major governmental institution of agriculture is called "The Department of Agriculture, Natural Resources, and Rural Development," while the highest institution providing agricultural education is referred to as the Faculty of Agronomy and Veterinary Medicine (FAVM)." Furthermore, the most important agricultural technical school, annexed to the FAVM, is called "Ecole Moyenne d'Agriculture" or "Secondary School of Agriculture." In this study, the researcher refers to agriculture as a general discipline which embraces all farm and non-farm, educational, social, and economic activities regarding plant and animal production, storage and distribution (by marketing and/or other relevant means). Within the context of this study, the expression "educational and agricultural development" is viewed as a whole. There cannot be agricultural development, that is change and growth in agriculture, without educational development.

6. Educational Development. Refers to an on-going process of judiciously combining the three educational aspects -- research, formal instruction, and educational extension -- at both formal and informal levels. This combination will allow all community members to be continuously provided with relevant knowledge and experiences that will help them to more adequately meet their daily and long range individual, family, and community needs.

## CHAPTER II

### PRESENTATION OF BACKGROUND AND LITERATURE REVIEW

#### Introduction

Perhaps there is no place in the world where the term development is not a familiar one. However, even when the overall goal of developmental efforts -- the happiness of people making up human communities -- is the same everywhere, theories, policies, and means to attain this goal may differ among and within both developed and third world nations. In Haiti, scores of documents with numerous approaches have been developed by both scholars voluntarily presenting their works and by top professionals operating in regular public developmental administrations. The purpose of this chapter was to (1) present a review of some of the most remarkable of these works, (2) discuss where they conflict or complement each other, (3) discuss some of their possible failures, (4) draw conclusions that can highlight this present study as a contributing effort.

#### Background Information

In order to more adequately understand both the setting and the associated factors which function to shape and determine the design and implementation of the study, it was felt desirable to briefly present

certain historical and demographic data.

### Geography and History

The Republic of Haiti with an area of about 11,000 square miles constitutes the western third of Hispaniola, the only island of the Caribbean being shared by two sovereignties. The Dominican Republic occupies the island's eastern two-thirds. Hispaniola lies about 600 miles southeast of Miami, Florida; 50 miles southeast of Cuba, 110 miles east of the island of Jamaica; and 55 miles west of the island of Puerto-Rico (Figure 1). In the language of the native Indians, "haiti" meant highland, an apt designation in view of the fact that three-quarters of the country is rough, mountainous terrain, a higher proportion than even Switzerland. It has been estimated that less than a quarter of the surface is cultivable. However, it is a country rich in color and natural beauty, with sweeping plains, azure seascapes and flowering vegetation.

All parts of Haiti have a warm and even temperature, with an annual mean of 66<sup>0</sup>F in the mountains and about 81<sup>0</sup> at sea level. The relative humidity is a bit high but quite tolerable, ranging from 50 to 80<sup>0</sup> in the capital.

For administrative purposes, the country is divided into five "departements." The departements are further divided to form a total of 27 "arrondissements" these, in turn, form 107 "communes," and finally 555 "sections rurales." A "section rurale" is controlled by a "chef de police rurale" or "sherif." The constitution of 1957 and subsequent legislation call for the internal division of the country into nine departments instead of five, but the boundaries of these

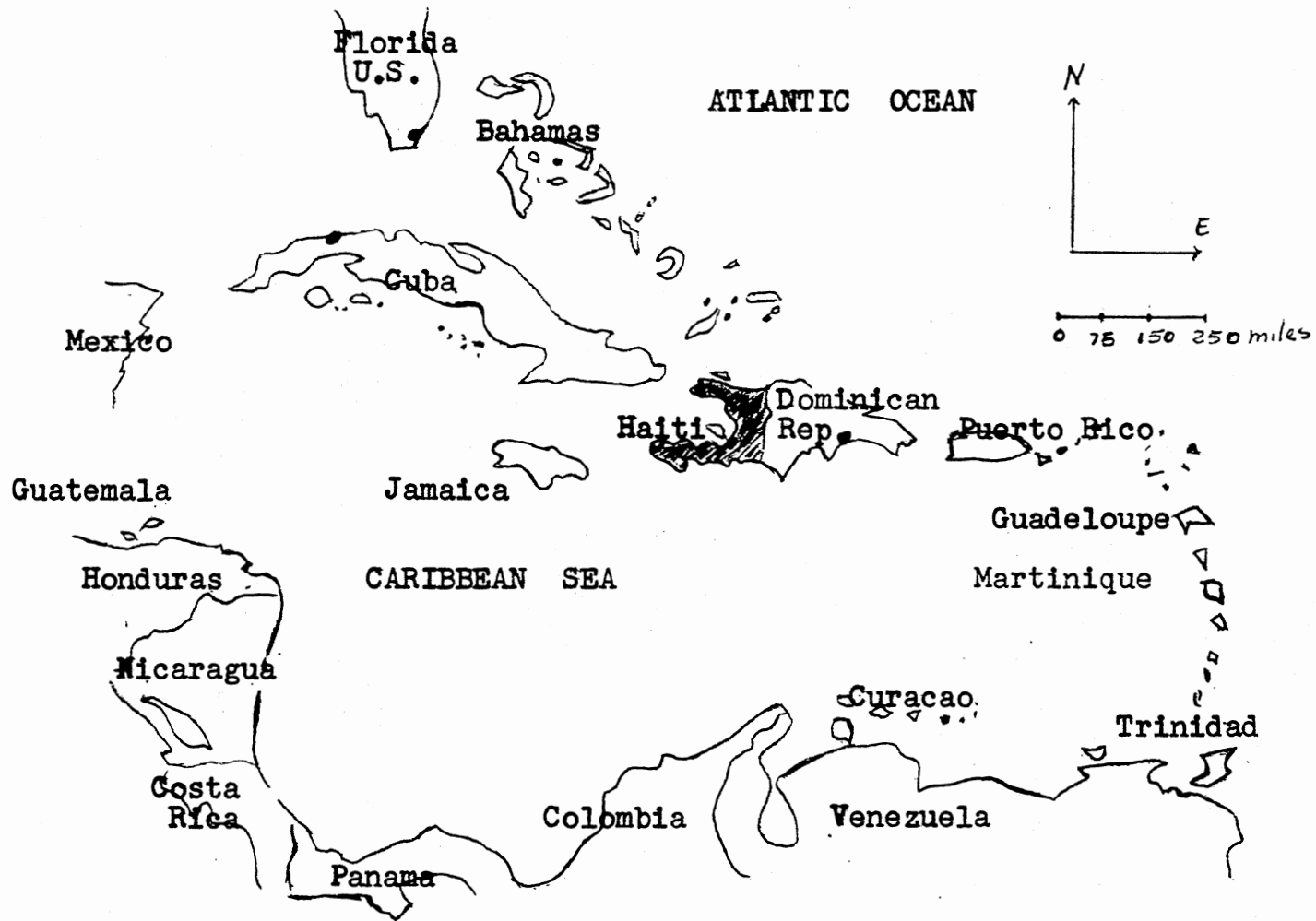


Figure 1. Haiti in the Caribbean

departments are still to be determined.

The coast of present-day Haiti was sighted by Christopher Columbus on his first voyage to America on December 5, 1492. He took possession in the name of the King of Spain, calling the island "la Isla Espanola," which later was anglicized to "Hispaniola," its present name. It is estimated that there were close to a million friendly Arawak Indians on the island of Hispaniola when Columbus arrived. Within a few years, these were all murdered by the Spaniards, who enslaved them, forced them to search for gold and killed them off as inferior beasts.

Later sugarcane was introduced, and blacks were imported from Africa to replace the near-extinct Arawaks. But Hispaniola never prospered under the Spaniards. Only small quantities of gold and other precious metals were found. The island became a springboard for sallies further to the west (Peru and Mexico, for example) when it was learned that rich mines had been discovered there by Cortes and Pizarro. The number of Spaniards at any one time was never large and commerce with Spain was limited almost exclusively to sugar and hides.

French influence came in 1625 when buccaneers, preying on Spanish commerce in the Caribbean, established themselves on the tiny island of La Tortue (Tortuga), off the northwest coast. Subsequently they occupied the western part of Hispaniola. Spain, weakened in Europe, was in no position to resist, and the area now known as Haiti was ceded by Spain to France in 1697.

In the 18th century, under the control of France, Saint-Domingue, as the French called their new possession, became one of the richest colonies of the New World. Works of art and literature were produced which were second only to that of the cultural centers of Europe. But

this prosperity was exacted at the price of tremendous human sacrifice. Slaves were brought from Africa and worked under conditions so hard as to require constant replacement. Toward the end of the century, it was estimated that nearly half a million slaves were being supervised by some 60,000 whites and freedmen.<sup>1</sup> an average of about eight slaves to every master.

The situation was ripe for explosion, and the spark came on the winds of the French Revolution, with its ideas of liberty, equality, and fraternity. In 1790, the French National Assembly permitted the colonies to submit plans for self-government. The white colonists of Saint Domingue were intent on denying further societal participation to freedmen and also on preserving the institutions of slavery. French-educated mulattoes<sup>2</sup> who had been exposed to Jacobin<sup>3</sup> thought led the first insurrection, but were easily crushed. Nevertheless, the incident incited further discontent among freedmen, who forced the colonists to agree in advance to any legislation the French National Assembly might make to improve their status.

It was obvious to the Negro slaves that the mulattoes and freedmen were concerned only with their own fate and not with that of the slaves.

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<sup>1</sup>Freedman (Affranchi). Blacks and mulattoes who were able to obtain their freedom in Colonial Saint-Domingue. They formed the intermediary class between the colonists on the one hand and the slaves on the other. At the time of the French Revolution (1789), liberal professions were barred to them, and they were forbidden from learning any trade. They could not become Army officers, and they were forced to wear clothes of material different from that worn by the whites.

<sup>2</sup>Mulatto. Offspring of white and black who looks more like a white than a black; also descendants of mulattoes with strong white features.

<sup>3</sup>Jacobin. A member of an extremist or radical political group engaging in terrorist activities during the French Revolution of 1789.



So the slaves acted on their own behalf. To the beat of voodoo drums, they devastated the plantations and murdered their white owners. In a desperate effort to prevent further bloodshed, French commissioners, particularly Leger Felicite Sonthonax, announced the abolition of slavery in August 1793. However this only served to anger the white planters and reinforce the zeal of the rebels.

The French planters appealed to the British for help, since at that time the British and French were at war. The British responded in the hope of securing control of one of France's prized territorial possessions. This led to a five-year occupation by the British. During this period the French Government proclaimed the end of slavery in all French Colonies in an effort to stimulate rebellion against the British.

This tactic proved successful in Saint-Domingue as Toussaint Louverture, a former slave who rose to the rank of general in the Spanish Army in Santo Domingo, returned to his native land and led a slave rebellion which forced the British to evacuate. Toussaint not only took control of Saint-Domingue but of Santo Domingo (the Spanish part) as well.

The situation had also changed in France. Napoleon had come to power with a pledge to restore France's prestige. He dispatched a fleet to Haiti took Toussaint prisoner to France (where he died in chains on April 7, 1803) and sought to reinstitute slavery. The Haitians rose as one, and with the aid of a fortuitous, yellow fever epidemic, which took thousands of French lives (including that of General Charles Victor Emmanuel Leclerc, Napoleon's brother-in-law who headed the French expedition), and belated assistance from the British, finally gained independence in 1804. The first Negro republic

in the world and the first nation in the Western Hemisphere, after the United States, became free.

But Haiti was a ravaged nation whose economic base had been destroyed, whose white population had been killed or had fled, whose remaining population was almost completely illiterate and inexperienced in self-government, and whose society was riven with internal class dissension. For over a century anarchy ruled and Haiti was isolated from the world.

Finally, in 1915, fearful of French or German intervention to collect debts owed them by Haiti, the United States intervened. The U.S. occupation was not welcome in Haiti. However, it lasted until 1934 and was instrumental in helping to modernize the country and in balancing revenues.

The U.S. withdrawal was followed by another period of instability until Francois Duvalier, a country doctor, took power in 1957. He ruled until his death in 1971. He was succeeded by his son, Jean-Calude, who, like his father, bears the constitutional title of President-for-Life.

#### Present Conditions and Socio-Economic Crises

"La Perle des Antilles d'hier n'est au jourd'-hui qu'une pelletee des Antilles" (The yesterday's West Indies Pearl is today but a West Indies shovelfull), a Haitian professor<sup>4</sup> in a classroom of the University of State of Haiti cried humorously. However, a few years

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<sup>4</sup>This irony was actually uttered by one of the researcher's professors, Agronomist Joseph Rainwright, at the College of Agronomy, in 1970.

later, while forewording the Historical Dictionary of Haiti by Roland I. Perusse (24), Dr. A. Curtis Wilgus (32), Emeritus Director at the School of Inter American Studies of the University of Florida, wrote that Haiti, throughout its recorded, often violent history, has remained "picturesque" in every meaning of that word. Judgements of these kinds have been voiced by many observers from different nationalities and from all along the social and economic history of the Republic of Haiti. They are innumerable and only a few of the most remarkable can be reported in this study.

The late novelist Jacques Romain (28), describing a rural Haitian scene in his Masters of the Dew, wrote that if the living Christians found nothing to eat, what about the dogs! Romain's statement was uttered in the late thirties or early forties, since this Haitian writer died in 1943 at the age of 36. In his book, Le Paysan Haitien, Paul Moral (21) explained that involved in 1959 in a crisis of the utmost gravity -- at the greatest of which, 1956/1957, many even viewed the disaggregation of the nation -- Haiti presents a very sad balance: (1) natural riches damaged by an anarchist use of the soil and faulty governmental behavior, (2) alarmist increment of the population, (3) general misery and its train of calamities, (4) precarious situation of an elite culture isolated at the core of an illiterate mass. Commenting more especially about hunger, Moral wrote that there is no year without the usual sneaking of the hunger spectrum in some region, without the communities of the dry areas being reduced in looking for food through the rest of the wild vegetation, in harvesting grass and roots. The author further added that one must be fully optimistic to not realize that the majority of the rural population is scantily fed and this, at

the limit of chronic hunger. He affirmed that people are still starving to death in the rural Haiti.

But the drama does not occur only in the countryside, it is also in the towns. It was in the forties, fifties, and sixties. It is now with the seventies. Hubert DeRonceray (8), cabinet minister of Social Affairs in Haiti, in his book Sociologie du Fait Haitien published only in 1979, affirmed that the corridors of Bel-Air, slummy area of Port-au-Prince, constitute the stage of an economic and social drama absolutely unthinkable. DeRonceray (8) also reported that "La Fossette," the well known slum of the city of Cap-Haitien, presents itself to the simple visitor as to the specialist in developmental problems, as an anomaly; a chronic and dirty wound, a social injustice. He further added that the poverty, the misery, the diseases, and the unhealthy environment which overwhelm the population constitute an insult to the dignity of the human species.

Moreover, the scandal involving the poor majorities of Haiti often goes beyond the Haitian borders. Many are undoubtedly aware of the massacre of 20,000 Haitian peasant cane cutters in the western provinces of the Dominican Republic in 1937. It was then reported that the Haitian Government received U.S. \$10.00 per dead peasant. Now, 'Le Petit Samedi Soir.'<sup>5</sup> (18) of August 25, 1979, affirmed that according to the Antislavery Society of London, about 12,000 illegal Haitian aliens would be sold every year in the Dominican Republic at \$11.00 a man. The Minister of Foreign Affairs of the Dominican Republic, Mr. Ramon Emilio Jimenes (18, p. 11), strongly protested what he called "the

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<sup>5</sup>Le Petit Samedi Soir (Little Saturday Evening): weekly journal in Haiti.

statements of the Antislavery Society of London." But the editor (18, p. 11) further commented, "The actuality is perplexing. One would barely believe it. This modern slavery does actually exist. There is a plain evidence of it." According to some observers who have closely monitored the Haitian-Dominican relationships, this trade has been implemented with the entire complicity of the Dominican border guards. No further comments are needed to establish the link between this modern slavery and the poverty in Haiti.

Perhaps a few government officials view the problems from a different standpoint. For example, Mr. L. Max Fouchard (14) stated in an introductory speech that his purpose would rather be a simple testimony designed to emphasize the noticeable achievements of the Department of Social Affairs parallel to the spectacular earnings of the more economically oriented departments. A second example, it was reported in the Plan Annuel et Budget de Development released in August 1977 by The National Council for Development and Planning or CONADEP (7) that there was an improvement of the standard of living of the Haitian population.

But Le Petit Samedi Soir of August 25, 1979 (18) explained that since the congressional election of February 1979, Haiti has been experiencing a remarkable crisis which is felt at different levels of the national activity. It is felt by both craftsmen and professional officials of the middle class. It consequently worsens the already worrisome situation of the lower class residents. Our country, the editor reported, has been experiencing such a downfall of the standard of living that it is everyone's right to be concerned now while interrogating the future. Crisis over crisis and crisis under crisis,

he continued, it is as if the sequences of the film present no interruption. The Haitian economy is progressing through crisis, with crisis, on crisis, with familiarity, friendship, quietness, without interruption in behalf of the policy makers. This economy is naturally disaggregating, creating new problems while worsening the old unsolved ones. The reporter of the *Petit Samedi Soir* (18) concluded that if things do not change, one will continue to hear foreign organizations reporting about Haitian castaways in the waters of Miami, sales of Haitians at \$11.00 apiece in the Dominican sugarcane fields, manhunts of illegal Haitian aliens in the large foreign towns, and the country will continue to live consciousless and unconcerned, because it has always been taught to youngsters and adults, that Haiti's destiny is that suffering.

Indeed, the perspective is sad. It is as if one will never finish with testimonies about the Haitian crises. In a report by Carlo Desinor (9, p. 1) on August 25, 1979, there were responses of interviewed street people such as "Well, I do what I can. I can't buy anything to eat this morning. I give five cents to the kids. They will buy what they can." What can the kids buy with five cents? Perhaps two small biscuits and plain water. Perhaps, few people have described in a few words the overall Haitian drama as has Professor Perusse (24):

Perhaps no people have had such a tragic, turbulent yet utterly fascinating history as the people who have inhabited the small corner of the world presently known as Haiti. This area has been populated by three principal races (Indians, whites, and blacks) and governed by three sovereignties (Spain, France, and the Republic of Haiti). The people who have lived there have been victims of droughts, hurricanes, ignorance, disease, oppression, superstition, invasion, war, revolution, massacres, genocide, slavery, forced labor, exploitation, discrimination, corruption, cruelty, treachery, injustice,

hypocrisy, dishonesty, intervention, and neglect. The Haitian example of man's inhumanity to man has seldom been surpassed anywhere in the world. The first Latin American nation to achieve independence, it is now the last on the scale of social and economic development.

Yet Haiti was once the wealthiest colony on the globe. Its pomp and nobility rivaled that of the courts of Europe. Its history is also replete with acts of bravery, heroism, kindness and sacrifice. Its achievements in art, music, dance and literature are truly phenomenal, especially in the context of extremely adverse conditions. Its culture is a vivacious mix of African and Gallic that permeates all aspects of daily life-speech, worship, customs, artistic expression, etc. Amid poverty there is an abundance of color and creativity (p. ix).

Indeed, amid poverty there is an abundance of color and creativity! How then can the Haitian nation use its natural creativity to heal its social and economic plagues? There evidently is no lack of consciousness and awareness among the Haitian elites. For example, in *Le Petit Samedi Soir* of August 4, 1979, Allrich Nicolas (22) discussed the problems of a country which is ranked at the bottom of the list of the underdeveloped countries in the Western Hemisphere. One editor of '*Le Petit Samedi Soir*' (18) of August 25-31, 1979, reported that the President-for-Life of Haiti, Mr. Jean-Claude Duvalier,<sup>6</sup> emphasized the beginning of his rule with an economic orientation. The editor commented that this economic orientation was mandatory, not by heritage, but because the president's father did not do it. Mr. Jean-Claude Duvalier should then do it in order to prevent the violent asphyxia of the country, the death of a nation.

In fact, the new regime of Mr. Jean Claude Duvalier was inaugurated in 1971 with a 1971/1976 Quinquennial<sup>7</sup> plan followed in 1976 by a second

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<sup>6</sup>Francois Duvalier ruled Haiti from 1957 through 1971. When he died in 1971 his son Jean-Claude replaced him as President-for-Life.

<sup>7</sup>Quinquennial Plan or Five-Year Plan.

1976/1981 quinquennial plan. Both plans were devoted to the social and economic development of the nation. Official reports have been rather optimistic about the achievements resulting from these plans. The first plan predicted a growth rate of four percent of the Haitian gross national product (GNP). According to a report released by CONADEP (7) on August 18, 1977, a growth rate of 3.7 percent was achieved during the period covered by the first plan. Concerning the second quinquennial plan, Dr. Raoul Berret (3), Secretary of State for the Department of Plan,<sup>8</sup> in a speech addressed to the Fifth Conference of the Mixed Commission in Washington, D.C., reported that from 1976 through 1979, the Haitian Economy has experienced a sustained growth. According to Dr. Berret, from 1976 through 1979, the Haitian GNP has increased with an annual rate of 4.5 percent or from U.S. \$423,000,000 to \$464,000,000. A rate of nine percent was predicted. The Minister then attributed the negative five percent balance to unexpected and uncontrollable internal and external events. According to Dr. Berret (3), the worldwide inflation and increased cost of energy were the most important external impediments, while the 1977 drought in Haiti was cited as the most serious internal curb.

However, as already illustrated in this study by current Haitian papers, lay observers' opinions differ. The *Petit Samedi-Soir* (18, p. 11) of August 25, 1979 reported that 61 percent<sup>9</sup> of Haitians

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<sup>8</sup>In 1979, the National Council for Development and Planning (CONADEP) was promoted to the rank of Secretariat of State of Plan.

<sup>9</sup>The editor did not report the total number of interviewees, but based on previous observations, the researcher believes it was over one hundred.



interviewed affirmed that there will never be any improvement of the situation in Haiti, what the editor qualified as a "clinical collective case" or a "general lack of confidence." In the same study, a hopeless citizen went as far as to state "Why doesn't a mad scientist come and try a new atomic bomb on this country?" what the editor called "La Mort dans l'ame" or "the death in the soul" (a feeling of frustration and discouragement).

The overall contrast is rather perplexing in Haiti. On the one hand, high level officials are claiming to be satisfied with their achievements, while on the other hand, urban and rural masses are evidently suffering. Many are even hopeless. What is really happening in Haiti? Of course there is no unquestionable response to such a question. Perhaps the Haitian Economist Gerard Pierre Charles (12) is among the few observers who have so far attempted to provide an acceptable explanation concerning the Haitian Crisis.

Pierre Charles (12) in fact wrote that at the end of the sixties, after a long period of economic stagnation, or even economic decrement, there has been a new tendency in the evolution of Haiti. This evolution is characterized by a larger development of capitalism, linked by tighter dependence bounds with USA which has triggered a process of modernization, monetary movement, and a certain growth. These phenomena have engendered a perceptive increment in export and a liveliness of the "World of Business." But the resultant dynamism is rather sectorial. So, according to Pierre-Charles, the process of modernization and developmentism<sup>10</sup> is, in Haiti, associated with

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<sup>10</sup>Developmentism (or French developpementisme). This word was probably coined by Gerard Pierre Charles himself. It seems to express

an emphasis on social disequilibrium, a scandalous enrichment of the dominant minority, a consumption fever of some wealthy middle-class groups, and the impoverishment and miseries of the populace. We seem to be, then, close to scoring and recording a failure.

Opinions and Judgments of Selected Independent  
Scholars as to Certain Aspects  
of Development

Schiller Nicolas (23), Haitian Agricultural Engineer, authored in 1946 a booklet entitled Bases Essentielles d'un Redressement Economique,<sup>11</sup> and more recently,<sup>12</sup> another booklet that he has called La Terre Donne la Loi Economique et Morale Universelle.<sup>13</sup> Both works project certain distinct stressing misuse and mismanagement of the Haitian agricultural lands. Nicolas' study can also be interpreted as a charge against neocolonialism in Haiti. He stated that we must break down this "gang" that has made of us a population of three to four million with a meager decadent layer that we call elite and a massive core, the pillar and the basis of the nation to which we barely filter the privilege of a bush life. He then explained the basic principles of the socialization

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a pessimistic idea such as: Policy makers in Haiti, far to be making effective and sound development efforts, rather use the term "development" in daily political speeches to insure and protect their own interest. This practice would then become a sort of doctrine: This is the "Developmentism."

<sup>11</sup>'Bases Essentielles d'un Redressement Economique' or 'Essential Bases for an Economical Reform.'

<sup>12</sup>Probably in the mid-seventies, but the date was not indicated.

<sup>13</sup>In English: The Land Provides the Economic and Moral Universal Law.

of the rent according to the economic philosophy of Henry Georges in Progress and Poverty and of Gaston Haxo in The Philosophy of Freedom. Nicolas claimed no originality. He said that the gross income of any economic enterprise is the result of three basic elements: the land which provides the rent, (2) the operating capital which produces the interests, and (3) the work which engenders the salary. The rent increases with the value of the land, and the value of the land constitutes a direct result of the social and economic development of the community. Abandoned to the well-off community landowners, the rent then constitutes a money wrongly earned by these landowners at the expense of the poor majorities. In these conditions, the rent engenders an ever raising land speculation, causing the idleness of large arable areas and the disturbance of non-arable sites while the populace is starving. The author concluded that the government should receive the rent through law enforcement taxes and return the money to the community as public services and socioeconomic supports. He further added that to promote production, interests of working capital and salary of working force should not be taxed. Nicolas' theses were then designed to weaken and eventually eliminate land speculators whose primary purpose has not been farming or the enterprising of any judicious economical activity. Nicolas finally presented the liberation of rural and urban lands in Haiti as the most important asset or basis of socioeconomic development.

A publication, authored by Paul Moral (21), first edited in 1961 in Paris, and in 1978 in Port-au-Prince, is entitled Le Paysan Haitien.<sup>14</sup>

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<sup>14</sup>'Le Paysan Haitien' or 'The Haitian Peasant.'

This has become one of the most popular books ever written by any Haitian scholar. In 1978, Moral was awarded a citation as Honorary Dean of the Faculty of Human Arts of Dakar, Senegal, West Africa. As explained in the subtitle, the Paysan Haitien is a study of the rural life in Haiti. The writer, as do most of the Haitian and international authors, registered a complaint against social injustice in Haiti which, he believed, is mostly sustained by the ancestral isolation of the Haitian countryside.

Discussing the agricultural system of Haiti, Moral (21) pointed out that the agriculture of subsistence or "grapillage"<sup>15</sup> cannot support community and national life in Haiti. Rural overpopulation, he explained, exists in Haiti in only the areas under culture where there are about 1,152 inhabitants per square mile. This, in part, clarifies the extreme mediocrity in the use of the soil. Such is the most important problem. The grappillage cannot master the natural conditions, to conquer and efficiently use cultivable areas. It appears as a critical limitation to today's small familial communities' capability to clear properly new grounds for economical farming. Although it is difficult to present accurate figures, the area a peasant can work is not larger than four acres. Viewed at a regional scale, the lack of efficiency of the familial grappillage and its weak progressive power largely explain the relatively large areas of Haiti still barely used for any kind of effective farming. Moreover, primitive agricultural efforts yet reduce the chance for future population growth. In fact, the peasant of one of the scattered

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<sup>15</sup> Grapillage: Primitive agricultural practices, basically of subsistence. Also "primitive farm."

grappillages of the Haitian mountains, unable to put under culture many acres of land in one farming unit, creates around his small living place a sort of farm on which appropriate agricultural practices can hardly be thought of. Thus, around every caille,<sup>16</sup> is an extended broad natural picking area, a sort of inaccurate fallow, enlarging the limits of the property according to the pressure of the primary needs. Brush fires, which damage entire slopes, are used to establish a meager field. The need for kitchen fire wood and for the operation of an oven for making lime result in the devastation of miles around. The flocks of wandering goats destroy every sprouting shoot. For a few square feet to cultivate plants, many acres are submitted to a devastating "human erosion." This is the grappillage which is in cause with its primitive techniques and destructive tendencies.

While he did not diminish the value of formal education per se, Moral (21), contrarily to many Haitian authorities, did not believe that the lack of education is the most important impediment to socio-economic development in Haiti. In fact, he wrote, rural education practices in a scattered and scratch manner, cannot produce, all by themselves, a sensitive evolution of the status of the rural communities. This educational system lets isolation persist and -- in the cramped framework of production and trade of the grappillage -- only brings about a less miserable standard of living. The most emphasized socioeconomic goal of Moral's work is the breakdown of the traditional isolation of the Haitian countryside. "The rural Haiti," he stated, "must be open to modern life" (p. 344). The Construction and

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<sup>16</sup>Caille: thatched cottage of the Haitian peasant.

maintenance of a network of practical roads throughout the country is, according to the author, among the most important objectives to be achieved soon. Not very decisive as to whether or not Haiti should return to the large farm system,<sup>17</sup> Moral, however, advocated the full participation of the Haitian peasants in national activity as the sine qua non-condition of Haiti's salvation. But yet, the author was not very conclusive as on how this full integration of the peasants has to be set into effect.

Dr. Edouard Francisque (15), a graduate of the Faculty of Agronomy of Haiti, believed that economic development supposes first and foremost, social change at local, regional, national, and international level. In order for development to occur, there must be the creation of a society where caste and political privileges are eliminated. Both rural and urban people must share equal responsibility and benefit from equal opportunities in the socioeconomic battle. Francisque, however, doubted achievements on the part of any national capitalism, if the international capitalism -- more precisely the capitalism of the developed world -- does not moderate their bargaining power. In other words, the author did not believe in socioeconomic development in poor countries without genuine international cooperation and support.

Jean Jacques Honorat (16), in turn, posed the process of production as a result of a judicious combination of natural resources, capital, and labor. From Honorat's standpoint, there only is one of two

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<sup>17</sup>Agriculture throughout the colonial period and during the first days of the Haitian Independence was mostly practiced on relatively large size farms.

alternatives: produce or perish. Everything else is second. However, he explained that the problem of production cannot be considered without a good understanding of both the social structure of production and the economic institutions. According to Honorat, the process of production should be strong enough to overcome a bulk of "historico-socio-economic" conflicts of a whole era. The author consequently formulated the idea of a cultural evolution. He squarely stated that socioeconomic development primarily presupposes a radical cultural revolution. He further underlined the responsibility of the government in both social and economic achievements. He said that in spite of the long tradition of its negative experience, the Haitian Government is the only institution which, in its role of central public power, meets the necessary requirements to open the way to progress. It is difficult to conclude if Honorat (16), was thinking about modifying the government by including more well educated and skillful citizens with more ability sincerely to care for the nation as a whole. Dr. Rony Durand (13), graduate from the Faculty of Law and Economic Sciences of Paris, presented in February 1979 Penser le Developpement<sup>18</sup> in which he changed perspective as compared to his doctoral thesis: Political Conditions of the Economic Development of Haiti, 1959. Durand first attempted to define underdevelopment. From an internal standpoint, an underdeveloped country is characterized by (1) an aberrant, deformed, and dissymetric economic structure, (2) an anachronic and backward social structure, and (3) an insane, fetishized mental structure. He also believed that the underdevelopment is a specific product of the capitalism. He then

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<sup>18</sup>Literally: Thinking the Development.

explained the historic formation of the economic underdevelopment of Haiti. After its independence, the young Haitian nation, poor in human and technical capital could but sink into economic stagnation in the XIXth century. Economic policies were overbalanced by political dreams. There could not be appropriate agricultural policies; in addition, black and Mulatto Generals were mutually tearing themselves to death for political domination. At the end of the nineteenth century, Haiti, still shaken by its internal class struggles, had to pay 150 million of francs<sup>19</sup> to France for the acknowledgment of its independence from the former European master. The nineteenth century was in Haiti a period of civil wars, financial crises, agricultural disaggregation, and French dominant capital. The author added that instruction was given little, if any, attention. He then concluded that the Haitian economic retrogression of the nineteenth century resided in the political priority at the expenses of economics. The dominant chapter of Durand's work is perhaps the one dealing with cultural revolution and development. The author stated that the cultural revolution is the sine qua non-condition of social and economic development in Haiti. This is the cultural revolution, he said, which first reviews our conception of culture including not only the values but also the institutions and behaviors. The culture comprises both economic and political structures. In summary, Durand advocated a broad understanding of man, society, and culture at the basis of all Haitian social and economic endeavor.

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<sup>19</sup>Franc. French money. In 1959, France released a new franc (N.F.) which values 100 old francs. One U.S. dollar is the equivalent of about 4.50 N.F.



Dr. Hubert de Ronceray (8), in the Sociologie du Fait Haitien<sup>20</sup> perhaps inaugurated a new era in the approach to the study of Haitian problems by Haitian Scholars. De Ronceray, Secretary of State of the Department of Social Affairs in 1979, is also the Director of the Haitian Center of Investigation in Social Sciences (CHISS). De Ronceray's book (8) is the result of survey and research efforts accomplished during the ten year period of 1966-76, by about 60 persons, Haitian and non-Haitians, operating either as field surveyors, more advanced researchers, or professional advisors. This author wrote that with his book, the Haitian University left its academic isolation and entered the framework of the Caribbean, the American, and the European Universities. In fact, according to the author, the realization of the Sociologie du Fait Haitien, was substantially supported by non-Haitian academic institutions such as the Yale University of New Haven, Connecticut, the Institute of the Caribbean Studies of the University of Puerto-Rico, the Virginia Polytechnic Institute, and others. He explained that the two most important topics discussed in his work are the last profound changes which have happened within the Haitian social structures, and the constraints which are threatening the equilibrium of the Haitian nation and its future. As a descriptive Haitian sociology, de Ronceray's work (8) appealed for urgent solutions to such problems as demographic pressure, migration of countrymen to urban areas with its subsequent consequences on urban welfare, housing, education, health, hunger, and others. As de Ronceray himself acknowledged it, his book is far from exhaustive. He in fact

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<sup>20</sup>Literally: Sociology of the Haitian Fact.

confessed "we have approached in a very limited manner some of the problems concerning family, education, urban and rural life in Haiti" (p. 265). The book, however, does contain a large set of data, making much more understandable both social economic problems in both rural and urban areas of Haiti.

The researcher of the current study has, so far, been considering eminent authors of books, but numerous and not less remarkable are the daily and weekly papers and journals where Haitians of different backgrounds express their concerns and judgements with regard to the social and economic problems of their nation. One noticeable example was this note of Professor Rosny Desroches (10) entitled "Quelques Considerations sur le sous developpement haitien."<sup>21</sup> Desroches started his thesis by analyzing some of the most important causes of the underdevelopment in Haiti. He briefly mentioned some external factors such as the deterioration of the terms of exchange with the industrially developed nations. According to the author, in 1950, for example, a Haitian farmer needed 1,000 sacks of coffee<sup>22</sup> to buy one tractor. Twenty years later, the Haitian farmers needs 3,000 sacks of coffee to buy the same type of tractor. He also acknowledged the incidence on the Haitian economy of such natural cataclysms as hurricanes and drought which have often stricken the country. But the author primarily emphasized the causes that are liable to be controlled by Haitian citizens themselves, and more particularly, the decision makers. He

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<sup>21</sup>Literally: A few considerations about the Haitian underdevelopment. Professor Rosny Desroches is now the Director of the College Bird in Port-au-Prince. The College Bird is an outstanding private (primary and secondary) school owned by the Methodist Church of Haiti.

<sup>22</sup>One sack of coffee weighs approximately 60 kilos or 132 pounds.

said that there is in the Haitian society a parasitic economic phenomenon evidenced by a structure of exploitation. In fact, pursued Desroches (10), rural farmers produce about 80 percent of the goods for export while they barely consume 20 percent of the imported items. Coffee counts for about 40 percent of the value of the exported Haitian products, but coffee producers hardly receive 20 percent of the export value of this coffee. Haitian peasants are being exploited by tradesmen, exporters, retail merchants, brokers, and finally privileged townspeople. The Haitian government is also greatly responsible for the maintenance of this structure of exploitation. In 1970-71 for example, the government received 32 percent of the value of the exported coffee, while only 13 percent of the value of the exported beauxite was received the same year. Moreover, added Desroches (10), effective technical assistance to solve problems of production, storage, and commercialization effectively is only provided to a very small percentage of these small farmers who have rather been abandoned to the mercy of all kinds of unscrupulous speculators. It is then understandable, explained the author, that the small Haitian farmers produce little while being squeezed by an economy of subsistence, an agriculture of grappillage; they progressively replace cash crops by food crops in a natural effort to survive. Commenting about the Haitian history, he said that if 1804, the official date of the Haitian Independence, marked the end of a slavery and inhuman system, it did not necessarily mean the birth of a nation. The existence of too many misunderstandings and too many broad gaps between various interests could not properly foster the creation of a nation. Resentment was remarkably deep between old freedmen and new military officers following

the independence war. While these two elites were fighting each other for political domination, a third group, the masses, proceeded to break down the large plantations of their former masters into subsistence plots. Desroches (10) then supported Paul Moral's belief (21) in pointing out that the first Haitian heroes were greatly responsible for the original basic socioeconomic problems of the young Haitian nation. He in fact said that Moral (21) invited us to give up the epic reading of the prowesses of 1804 for a sounder reading so that we can understand that our heroes were also men who imposed the agrarian corporalism,<sup>23</sup> and dreamed of domination, empire, and noblesse. The author explained that a real nation is the result of four basic elements: a territory, a common history, a common culture, and some common aspirations. The last element, the common aspirations, refers to the willingness and the desire to support the nation, to work hard for the achievement of its prosperity. But, the author concluded that Haitian communities are unfortunately short of these common aspirations. The ancestral tendency to domination, the centralized individual or familial interests, hypocrisy and egoism still continue to undermine the Haitian economy. Still numerous are the Haitians who cannot behave themselves as responsible citizens. They systematically avoid participating in politics which they view as a dangerous game. In Haiti, only a few political professionals accept and apply the inexorable rules of politics. These are negative

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<sup>23</sup>Agrarian Corporalism: Severe agricultural system in the Colony of St. Domingue and the early Haiti where the farms were mostly owned and/or supervised by Army officers. It was basically a system of human exploitation.

attitudes that Haitians should change if they really care about the social and economical growth of their nation. Haitians of any economical and social background should share the management of the country's resources on a democratic basis. He stated that the time has come when Haitians are obliged to make a decision. He cites two points which support his belief: first, under the present farm management systems and agricultural practices, the Haitian territories are no longer able to feed the population properly; second, many upper-class Haitians who tried to live abroad have come back to the country after they have realized the extent to which they were strongly bound to their Haitian culture and soil. It is consequently time to develop a formula that can permit Haitians of different standards to work happily and live together. Haitians need a Haitian society which is not a mass of illiterate poors enslaved by a parasitic elite. The constitution of such a society, pursued Desroches (10), greatly depends on the structure of the Haitian political machine. Like Moral (21), he believed that illiteracy is not the most critical impediment, for, he argued, an illiterate person is not an uncultured individual; he further supported the thought that people's genuine involvement in social and political programs will engender the need for education. He finally said that Haitians should not let themselves be confused by the four percent rate growth recorded in the Haitian economy from 1971 through 1977. The Haitian people are in fact still living on a very unfair income distribution and a great dependence on foreign funds as loans or donations. The Haitians still lack a very important factor that he called an "internal dynamism." Nevertheless, Haitians have now the great merit to establish peace. But, this peace should not be the expression of an

indifference to the policy concerning the administration of the country human and natural resources.

### Plans for Development

As we have seen above, Nicolas (23), Moral (21), Francisque (15), Honorat (16), Durand (13), De Ronceray (8), and Desroches (1) are among the most outstanding Haitian scholars who have so far approached in different manners the social and economical problems of Haiti. Their contribution to a broader understanding of development as a concept in Haiti is remarkable. But, except perhaps for Nicolas, Moral, and Deronceray, these authors and many others could be judged as having brought little in practical methods for development. Efforts to reach more tangible accomplishments have been identified by official institutions such as the former National Council for Development and Planning (CONADEP) and the Department of Agriculture, Natural Resources and Rural Development (DARNDR). In the last forty years attempts by the government have been made to implement many successive development plans in Haiti.

#### The Monfils Plan

The main objective of this 1934/1938 agricultural program were: (1) the increment of agricultural productions to meet both local consumption and commercial exports needs and (2) the achievement of a broader qualitative set of farming outcomes while maintaining the traditional agricultural practices or techniques of production.

### The Quinquennial National Plan of 1952/1956<sup>24</sup>

The major objective of this plan was the improvement of the agricultural equipment during those four years. There was also a biennial or two year plan in the late fifties, but according to Louis Blanchet (4 ), no effective attempt was made to implement this biennial plan while the two longer ones were to some extent being implemented. Blanchet, Haitian agronomist, former cabinet agricultural minister, and presently Dean of the Faculty of Agronomy of Haiti, reported that some of the weaknesses of these earlier plans were (1) inefficient use of dependable and basic statistical information, (2) inadequate definition of the objectives, due perhaps to inefficient diagnoses of the basic problems, (3) lack of coordination of different phases in the implementation process, and (4) ineffective integration with programs of other economic institutions.

### The "Plan d'Urgence"

Mostly based on experiences gained with the previous development plans, more effective and workable planning took place in the sixties. The most noticeable of them was the "Plan d'Urgence" of the late sixties whose the major objectives were: (1) expand and increase agriculture and livestock production, (2) replace traditional agricultural practices by more modern techniques in order to change the economy of subsistence into a more industrial and commercial economy. Some of the more specific objectives were, (1) produce enough raw

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<sup>24</sup>Quinquennial. This term which means "consisting of or lasting for five years" is very common in the official milieu of Haiti.

matter for local industries in an effort to cut down imports, (2) produce different export crops in order to decrease national dependence on coffee as the sole source of foreign money, (3) improve coffee production as a short term solution to the need of foreign money, (4) increase national industrial production to create more jobs and meet Haiti's needs, (5) improve the quality of some products in order to achieve both national and international acceptability standards, (6) reinforce the economic position and exchange power of rural Haitian farmers, (7) upgrade the social ethic of the rural milieu by guaranteeing full rural employment.

Criteria for selecting projects which should lead to the attainment of the above mentioned objectives were designed as follows: (1) ability to create jobs and facilitate outcome distributions, (2) ability to promote rural welfare, (3) ability to create and sustain programs for youth and adult education, (4) ability to promote skillful local labor, (5) ability to promote and sustain the development and growth of a market economy, (6) capability of motivating agricultural producers to find alternative solutions to the problems of their respective community.

#### Nature and Extent of Evaluation of Developmental Plans and Efforts

It is important to note that the criteria, listed above, seem to refer to the existence of a systematic program of evaluation. However, as far as the researcher was able to ascertain, there has never existed any functioning systematic program for evaluating development projects in Haiti. The term "evaluation" does exist in Haitian developmental



terminology, but one might seriously doubt its full effectiveness as an adequate tool applied to make development programs more accountable. To support this observation further, one may consider the National Council for Development and Planning or CONADEP. This initially was a government agency whose principle task was to monitor overall economic planning for the country. Created in 1963 as a result of assistance from the Organization of American States, the United Nations Economic Mission for Latin America and the Inter American Development Bank, it was headed by the President of the Republic and largely composed of secretaries of state. Although the Executive Director of CONADEP initially was ranked as a Secretary of State, the agency was not a department; it was a national Council; CONADEP was in 1979, finally advanced to the level of *Secrétairerie d'Etat du Plan* or Department of State Planning. This new ministry, as explained in a speech given August 1979 in Washington, D.C., by its present Secretary Raoul Berret (3, p. 7), does have "a mechanism of financial evaluation and of control for investment in development programs and projects." Dr. Berret further reported that "a course about identification, formulation, and evaluation was organized with the technical assistance of the Organization of American states." However, a careful look at developmental programs now functioning in Haiti reveals that the term "evaluation" does not frequently appear in plans and reports of what may be considered top developmental institutions. Even when the term does appear and is used as quoted above, there must be some question regarding the true effectiveness as compared to what might perhaps be accomplished through the continual functioning of an effective team of professional evaluators systematically enhancing development programs in the country.

### The Quinquennial Plan of 1971/1976

The major objectives of this plan was a four percent growth rate of gross national product or, in more detail, three percent for the primary sector,<sup>25</sup> six percent for the secondary sector, and 4.6 percent for the tertiary sector. According to a report of CONADEP (7), both the secondary and tertiary sectors were remarkably successful, scoring far beyond expectation: respectively 9.7 and 5.6 percent growth rates. However, the primary or agricultural sector -- the most important, with regard to the social and economic structure of Haiti -- is reported in the same document with an astoundingly meager achievement of 0.3 percent growth rate. The text of the CONADEP report (7) further sought to explain that the seeming success of the secondary sector, with its growth rate of 9.7 percent, was not necessarily an indicator of effective socioeconomic progress, since in the mean, it resulted from non-stable factories designed to take advantage of the cheap labor of Haiti. These factories are, to a large extent, manufacturing recreation goods, such as baseball items, to be exported to developed areas such as the United States. They seem to help in solving the unemployment problem of Haiti. But in a country where transport, food, medication, and other primary needs are much more expensive than in the developed areas such as the United States. They seem to help in solving the unemployment problem of Haiti. But in a country where transport, food, medication, and other primary needs are much more expensive than in the developed nations, one cannot help but feel more

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<sup>25</sup>The primary sector refers to agriculture and other raw products, the secondary sector to industry, and the tertiary sector to public administration and services and commerce.

and more concerned for these people who each receive less than two American dollars for an eight hour day's labor. The tertiary sector with its growth rate of 5.6 percent is mostly made up of Haitian and non-Haitian white collar workers. The question as to the extent to which white collar achievements could be really considered effective, when these achievements in one sense can be recognized as being attained at the expense of weaker agricultural, industrial, and commercial sectors, presents a problem of monumental proportions.

### Present and Future Plans for Development

#### The Quinquennial Plan of 1976/1981

The overall objective of this plan has been the attainment of an average annual growth rate of five percent. More specific objectives have been 3.2 percent in the primary sector, 8.2 percent in the secondary sector, and 5.4 percent in the tertiary sector. In this plan now in implementation, efforts have been made to more adequately combine and coordinate different administrative or institutional operating fields such as education, agriculture, mining, industry, energy, fresh water, tourism, transportation, communication, housing, health, social affairs, and others. The researcher has attempted to present only those portions of the plan which are directly related to agriculture and education.

#### Plans for Agricultural Development

Agricultural production constituted, in 1967, about 50.6 percent of the Haitian gross national product (GNP). Nine years later, the proportion was about 41.5 percent. The year 1976 corresponds to the

initiation of the 1976/81 quinquennial plan now in implementation. According to the report of CONADEP (7), the year 1977 was not a successful one as far as agriculture was concerned. For example, the production of rice, sorghum, and corn respectively decreased from five percent, 15 percent, and 20 percent. Among noted obstacles were: (1) absence of an efficient national policy for an effective management of natural resources such as forests, soils, and water, (2) lack of efficient and dedicated technicians and/or professionals, (3) lack of dependable agricultural statistics, (4) lack of coordination among different institutions, (5) lack of development funds, (6) weakness of farmer organizations, (7) inadequacy of agrarian structure characterized among others by the continuous breakdown of the already too small size farms, (8) low productivity of some of the arable lands, (9) continuous spoilage of the environment, (10) relative weakness of private investments, (11) high cost of agricultural production inputs, (12) ineffective commercial policy, (13) poverty of potential consumers, (14) primitiveness of agricultural equipment, (15) inefficiency of agronomic researchers, and many other obstacles in addition to unforeseen natural cataclysm such as drought and hurricanes. According to the CONADEP's report, problems and needs are critically complex at the level of the agricultural development process in Haiti. The objectives formulated for the current plan include:

Long Range Objectives. Contribute to an adequately balanced distribution of the expanding population of Haiti.

Moderate Range Objectives.

-- Increase the agricultural GNP of at least three percent per year.

- Raise the standard of income among the rural population.
- Increase export and decrease import of agricultural products in order to improve the commercial balance.
- Decrease unemployment and underemployment.
- Create a more stable internal market.
- Judiciously utilize all of the natural resources and protect the environment.

Short Term Objectives.

- Improve and extend the agricultural infrastructure, more particularly, the irrigation utilities; substantially increase crop and animal production.
- Reinforce the technical services designed to support the agricultural production; conserve and more judiciously utilize the natural resources.

In 1977/1978, the objectives were to produce 222,212,000 metric tons of plant products and 117,000 metric tons of animal products. The areas under culture should be broadened by 14 percent while the average yield per hectare should be increased by 12 percent to meet the national needs for basic foods, supply the industry with raw products, and satisfy export requirements to maintain and further enhance an adequate commercial balance. Other objectives included the restoration of 20 irrigation systems and the construction of 11 new ones. This program will permit irrigation of 15,000 more hectares.<sup>26</sup> (The total areas so far under irrigation were estimated at 70,000 hectares.)

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<sup>26</sup>1 Hectare = 2.471 acres.

### Present Programs and Projects

In 1977/1978, agricultural development efforts in Haiti were being implemented through 13 programs totaling 59 development projects. Funds necessary for operating these programs and projects were estimated at U.S. \$3,971,690.00. Thirty-two percent of this money was to be supplied by the Haitian government, while the remainder, 68 percent, would be provided by international organizations. Examples of identified programs included, (1) a program for the production of basic food crops known as "Programme d'Urgence," (2) a program for the production of industrial raw products and export crops, (3) a program for research about agricultural production, (4) a program for agricultural extension, (5) a program of rural cooperatives, (6) a program for agricultural production credits, and others. In the present study, particular attention was paid to the research program, the agricultural extension program, and the program for credits to small farmers.

### Present Research Programs

The Service of Agronomic Research pertains to the Division of Agriculture of DARNDR.<sup>27</sup> According to a report prepared by the head of this service, Agronomist Julio Barthelemy (2 ), the service now has two operating teams: the first team works in the central bureau of DARNDR in basic research, laboratory operations, and coordination for applying new technology through the Agricultural Extension Service; the other is

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<sup>27</sup>DARNDR: acronym for the Haitian Department of Agriculture, Natural Resources, and Rural Development.

operating country-wide to implement surveys, repeat trials, and monitor agricultural demonstrations and production. These teams have been presently assigned the implementation of four projects: (1) The "National Herbarium" project deals with identification and more advanced research of the entire flora of the country whether plant species and kinds are of economic importance or of only pure scientific interests; (2) the project for the protection of plants which is concerned with plant pests and other non-parasitic diseases that can affect agricultural crops. This second project also includes quarantine measures both in and outside of the country, (3) Phytotechny and soil: this project deals with problems of agricultural production associated with the complex of soil, plant, animal, climate, moisture and producer, (4) Documentation and information program. Officials assigned to this program are responsible for data collection and continuous professional upgrading of all the technicians of the service. Barthelemy (2) reported that efforts are being made to establish effective working relationships with all other services and institutions -- including the Agricultural Extension Service and the Faculty of Agronomy -- which are endeavoring to promote agricultural development and social growth in the country.

#### Agricultural Extension Program

Joint efforts of DARNDR and the FAO<sup>28</sup> of the United Nations have been organized to restructure the Agricultural Extension Service known

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<sup>28</sup>FAO: Food and Agriculture Organization.

in Haiti as the "Service de Vulgarisation Agricole." This program identified as PNUD<sup>29</sup>/FAO/HAI/<sup>30</sup>003 was inaugurated in May 1977. In June 1979, an outline of the policy relative to the undertaken restructurization was submitted to the top officials of the DARNDR as the "Publication Number One." Special efforts have been made to establish adequate working relationships between all the services of the Department of Agriculture and between other services and institutions, either autonomous or related to other State Departments. The most important of these services and institutions are (1) the Service for Agronomic Research, (2) the Faculty of Agronomy and the vocational-technical school of agriculture, (3) the projects for regional development.

Relationships Between the Agricultural  
Extension Service and the Faculty  
of Agronomy

Coordination between the Agricultural Extension Service and the Service for Agronomic Research was previously mentioned in the section concerning the Service for Agronomic Research. This research service is actually operating at the level of the Department of Agriculture. Obviously, there should be some agronomic research efforts at the level of the Faculty of Agronomy, but relationship between the Agricultural Extension Service and any research team of the Faculty of Agronomy has

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<sup>29</sup>PNUD: French acronym for the "United Nations Program for Development."

<sup>30</sup>HAI: Short for "Haiti."



not been mentioned. According to the report of the Agricultural Extension Service (27), the relationship between this service and the Faculty of Agronomy is only realized through the teaching of agricultural extension to the junior students of the Faculty of Agronomy and during only the second semester. Courses about extension methods and small enterprise management are also offered to the students of the agricultural technical school known as "Ecole Moyenne d'Agriculture." The curriculum being now used at the "Ecole Moyenne d'Agriculture" has not been available to the researcher. But in the curriculum now in operation at the Faculty of Agronomy, there is a total of 127 hours of theory which are combined with a total of 111 hours of laboratory and/or practices to form a total of 172 credit-hours for four years or eight semesters at the undergraduate level. There is no graduate program at the Faculty of Agronomy of the University of Haiti. Only four hours of theory corresponding to four credit-hours have been devoted to the teaching of agricultural extension. According to the curriculum, under the overall title of "Rural Development," courses are offered in sociology, communication, and agricultural extension. Although it is to be admitted that (1) there is no sharp line between an agronomy curriculum and an agricultural education and extension curriculum, and (2) many of the courses listed in the curriculum of the Faculty of Agronomy -- examples being agricultural practices, plant environment, statistics and research, rural engineering, and others -- are fundamentally related to agricultural education and extension, it is still somewhat difficult to discuss the relevance of the curriculum of the Faculty of Agronomy to the basic preparation of efficient extension workers. Perhaps one problem which must be overcome

is that only a few of the professors of the Faculty of Agronomy may have gained knowledge and experiences in methods and practices of educational agricultural extension which would help them to reach maximum effectiveness in this area of endeavor.

Relationship Between the Agricultural  
Extension Service and the Projects  
for Regional Development

In the unpublished master's thesis of the researcher (26), it was strongly recommended that national and international rural development projects in Haiti be coordinated on both a consultative and, in some cases, a supervisory basis with the Agricultural Extension Service. It would seem gratifying that the PNUD/FAO/HAI/003 made the same recommendation in the program designed to reform the Agricultural Extension Service. In general, regional projects now operating in Haiti have reliable funds and good technical teams in direct contact with different groups of producers. Some of the most well known of these projects are (1) the Program for Small Coffee Producers (PPC) supported by the United States Agency for International Development (USAID), (2) the Organism for the Development of the North (ODN) supported by the Food and Agricultural Organization of the United Nations (FAO), (3) the Organism for the Development of the Artibonite Valley (ODVA) supported by the Organization of American States (OAS) and the FAO, (4) the Organism for the Development of the Plain of Gonaives (ODPG), supported by the Federal Republic of Germany and the FAO of the United Nations, and (5) the Project for Integrated Rural Development of Petit-Goave and Petit-Trou-de-Nippes (DRIPP) supported by the

Canadian Agency for International Development (CIDA). The Agricultural Extension Service has undertaken standardization of education and developmental methods among these different regional and national institutions. These methods include individual and community motivation, identification of needs, formulation of objectives, planning, implementation and evaluation of community projects, and others.

Program for Agricultural Credits to  
the Small Farmers of Haiti

The process of agricultural production involve the factors of land, labor, capital and management. All factors are equally necessary, none is either more or less important than the others. Poor, small farmers however have obviously little, if any, working capital. This constitutes a problem of the utmost importance in Haiti where most of the small farmers greatly depend on speculators or brokers for credit. According to Moral (21), the average annual expenses of a Haitian peasant family could be estimated at 300 to 400 dollars of which only four percent -- about 15 dollars -- is spent for inputs to production from two acres of land. Therefore, thousands of small farmers often depend on brokers who lend them some money at an interest rate of 25 percent or more for less than three months. Consequently many small farmers are often obliged to sell their crops at a very low price at the harvest time to pay back their debts. Another practice, not less common is contract the products for sale before harvesting them, essentially pawning them while they are still in field. It is evident that these credit practices can and often do lead to tragedy for individual farmers. Some even go to jail. On one hand, most farmers

sell their agricultural products at a price much lower than the current market price, and on the other hand the sharpest farmers often do business with more than one buyer, taking advance payment for their products at a higher profit than would be realized at harvest time.

According to a report released by the Bureau for Agricultural Credits (BCA) of the Department of Agriculture (6), from 1968 through 1976 a total of 616,874 dollars were lent to a total of 8,100 farmers. The total number of farmers in Haiti was estimated at 700,000 in 1978. Moral (21) stated that only 30 percent of the farmers of the North Department of Haiti are earning an income above the average estimated for all the farmers of Haiti. However, it is obvious that the action of the BCA is not strictly limited to the poorest farmers. Thus, up until 1976, when the total number of poor and needy farmers was considered, action of BCA must be judged relatively insufficient.

Another organism, the Institute for Agricultural and Industrial Development (IDAI), also provides funds to some farmers under a system of "supervised agricultural credits." In addition many regional projects such as the Project for the Integrated Regional Development of Petit-Goave and Petit-Trou-de-Nippes (DRIPP), the Organism for the Development of the Artibonite Valley (ODVA), and others, also lend some money to a few farmers. Data concerning loans by IDAI and these other institutions were not available. But because they restrict loans to farmers in certain geographic regions and because they set conditions for credit extension that hundreds of farmers cannot meet, it would seem that none of these institutions provide the financial help that are needed by so many needy farmers. The BCA reported in 1978 that plans were being made to increase by 20% over the 1976 period the number of farmers receiving agricultural credit.

It may be said in conclusion, that available agricultural credit in Haiti is insufficient, and more such credit is needed to develop the agricultural system to meet food and other needs of the nation.

### Plans for Further Development

#### in Education

In 1977, a total of 493,246 youngsters were attending primary schools in Haiti. This number represented 36.7 percent of the nation's age school children. Seventy-seven percent of the pupils were enrolled in urban schools while the remainder were in rural schools. In 1976, 52 percent of the primary school children were in the first grade. The dropout rate at the primary level was estimated at 32 percent in 1976. In the same year, a total of 54,326 youngsters were attending secondary schools. Technical schools in 1976 were being attended by 22.5 percent of the total number of students enrolled in secondary schools. During the same period, the primary teacher-student ratio was about 1:40; according to De Ronceray (8), 1:15 at the secondary level. In 1976, 36 percent of the primary school teachers and 45 percent of the secondary school teachers were graduates with degrees in Education.

According to the report of the National Council for Development and Planning (CONADEP) (7), officials in Haiti were well aware of the weaknesses of the Education system. In 1977, CONADEP (7) reported that 50 percent of the school buildings did not meet sanitary norms, 80 percent were not appropriate for the function of school and over 35 percent of them should be reconstructed. The teacher-pupils ratio was considered as detrimental to the effectiveness of education.

Teachers were judged as being too low on both a quantitative and qualitative basis. Textbooks numbers were far from being adequate while the few existing ones were judged as being irrelevant to the social and economic realities of the country. The dearth of technical facilities, the lack of cooperation and coordination between different components of the educational system, and the qualitative weakness of the administrative personnel, were all recognized as creating an impediment to adequate achievements in education. Concerning education in the rural Haiti, it was acknowledged that the teachers possessed insufficient knowledge and skills for Agricultural Education teaching. The shortage of scientists, libraries and laboratories seriously impeded the University in its missions of research and instruction. One serious consequence was that local industry could not progress mainly because of lack of well trained technicians in different fields.

The primary objective of the Quinquennial Plan 1976/1981 concerning education was to build up an educational system that would constitute a solid basis for social and economical development while helping Haitian individuals, families, and communities better adapt to their environment. More specific objectives were designed to meet the needs related to education. These objectives included different educational levels thrusts; primary, secondary, vocational, technical, higher education, adult education, and general education via mass media such as radio and television broadcasts.

It is now difficult to estimate the impact of recent measures in education on the welfare of the nation. An undeniable fact, however, is that both Haitian and non-Haitian experts are deeply conscious about problems in Haiti. This is attested to by the bulk of literature about

various social and economical problems and from such different stand-points as historical, political, religious, international, and others. The overall impression, if not belief, is that everything could be mobilized to make of Haiti a happy nation. In reality, however, it appears that the country is being crippled to a worse and worse degree. In other words, the communities seem to be experiencing worsening social discomfort and a generalized psychological pessimism; there appears to be a continuous depletion of natural resources while people are getting poorer and poorer.

It is incontestable that an imbalanced international market with its ever soaring inflation has had a very detrimental effect upon efforts being made in Haiti as in many other Third World nations; it is true that natural disasters such as droughts and hurricanes have taken their toll to Haiti. But the question now is how can Haitians overcome their own created and/or fostered evils while effectively directing the country to the way of progress? In the framework of the objectives of this present study, there may indeed be an infinite number of responses to the above question. The perceptions and attitudes of some decision makers, Haitians and non-Haitians, involved in this research study, will hopefully provide us with more enlightenment as to some of the problems and possible solutions.

#### Land Reform Problem

A law enacted on January 2, 1804, under the rule of Jean-Jacques Dessalines, made Haiti the first Latin American country to initiate a land reform program, and the first such reform program in the Western Hemisphere. But, except perhaps in the late nineteenth century under

President Lysius Salomon, a well democratically balanced land reform program has never really been implemented in Haiti. Dessalines' law was only one of the factors starting an ever lasting class struggle in the Haitian History. Dessalines' land redistribution policy would in fact eliminate some of the illegal property titles of the mulattoes at the advantage of the former Negro slaves. But this land reform program was perhaps the main cause of the assassination of Dessalines in October 1806 by the Haitian elite. The Mulatto Alexandre Petion, who succeeded Dessalines in the west of Haiti, passed in 1807 a law which explained that it was justice to turn back to their estates those (the mulattoes) who were arbitrarily stripped from their lands. After Dessalines' assassination, the North was ruled by the Negro Henry Christophe, while Petion led both the West and South. A somewhat land reform program was initiated in the Haitian northern feudal kingdom where large estates and Negro vassals were mostly distributed to the nobles of Christophe's court. Already under the rule of Petion and Christophe, the former Negro slaves, pressured by a new form of slavery of Haitians by Haitians and favored by ineffective law enforcement officers, began to colonize the lands on their own. They have progressively created the small-size-farm system which characterizes the present day Haiti. In 1882, President Lysius Felicite Salomon created a law granting three to six carreaux<sup>31</sup> of land to any Haitian desiring to grow such crops as coffee, sugarcane, cotton, cocoa, and tobacco. This was perhaps the only attempt that could be called a

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<sup>31</sup> 1 Carreau = 3 acres of land.



democratic land reform program in Haiti. In the 1940's and 1960's there were some faint considerations concerning the land reform problem under the respective government of Dumasais Estime and Francois Duvalier. In the Conference of Punta del Este, Uruguay, August 1961, the question of land reform was raised by the Organization of American States of which Haiti is an active member. However, up to these present day, nothing has really been done to find a solution to this problem which affects all development efforts in Haiti. A Sub-Commission of Land Reform for Development, led by Regnier Pierre-Louis (25), recommended the creation of an Institute of Land Reform in 1969. But the problem as to who does what in this Institute of Land Reform seems to have never been solved. One Haitian professional who has suggested a system which, if applied, would perhaps have had an impact on land tenure in Haiti is Agronomist Schiller Nicolas (23). He published two booklets, the first in 1946, and the second, in the sixties or the seventies.<sup>32</sup> The author, in both booklets, indicated that three great factors have to be combined in the production process: (1) the land which provides the rent, (2) the working capital which provide the interests, and (3) the labor which provides the salary. He then explained that the interests and salary belong to the entrepreneur, but the rent should belong to the community. Nicolas' opinion is based on the fact that the value of the land increases with both the size and achievements of the community. The author believed that the rent should be paid to the government as appropriate taxes which should then be returned to the community in the form of public

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<sup>32</sup>The date of publication was not indicated.

services or development programs. Nicolas explained that this system would permit the government to effect the cost of both agricultural and other purpose land (construction) which is now much too high for the average citizen to buy. The system would also go far toward the minimization of land speculation. In fact, while Haiti now has a serious problem of arable lands in the countryside and housing in the towns, many people own lands in all parts of the country which are not being used. These lands have been acquired and are kept for price speculation. Nicholas' system would tax land owners on the basis of rent, whether the land was being used or not. This would cause less land speculation, therefore land prices would more reflect the land's ability to pay for itself through its productivity. A piece of land would be worth acquiring and keeping only if there were a sound need for it, such as an economic enterprise or the establishment of a home.

#### Summary

Being the first Negro Republic in the world as well as the first independent state of Latin America, Haiti, in the Caribbean, is today one of the economically poorest places in the western hemisphere. Urban and rural masses, constituting about 80 percent of the country's 5,000,000 population, are mostly illiterate. In addition, they are experiencing the direst poverty with the inevitable malnutrition and hunger. Both Haitian and international observers are well aware of the many facets of this deplorable situation. Since the 1940's writers like Roumain (28) and Nicolas (23) have described Haiti's problems and proposed solutions and reform. From the thirties to the present day, many development projects have been planned and, most of them,

implemented at least in part. From a political vista, many professionals are often optimistic about the outcome of such projects. However, many well known journalists, historians and authors such as Perusse (24), Rotberg (29), Moral (21), Pierre Charles (12), Anglade (1), Desroches (10), De Ronceray (8), Desinor (9), Nicolas (22), Durand (13), and Honorat (16) express different opinions, as they report the endless miseries that are confronting both urban and rural masses. Many of these scholars have proposed solutions that probably have never been practically tested. Educational programs are continuously and, to a considerable extent, judged to be largely ineffective in promoting solutions to the country's nagging problems. That this nadir of agriculture program improvement is continuously experienced is reported by both professionals and semi-illiterate citizens. Aside from a land redistribution in 1882, under the rule of President Salomon and the published work of agronomist Nicolas (23), there appears to never have been any serious undertaking concerning land reform in the country. Yet, the present land tenure system is recognized as being detrimental to substantial achievement in development programs. A systematic evaluation process, often viewed as a tool to make developmental programs more accountable, can only be rated as relatively ineffective.

Recognizing that all social and economic segments of a society are indubitably intertwined and interacting, it is not surprising that a large number of developmental efforts are too often doomed to failure from the very inception. However, there is no doubt that the country still does possess tremendous human and natural resources and potentials that can be channeled into desirable social and economic achievements.

*It appears therefore evident that Haiti needs to identify and explore development theory and practice that can more effectively and efficiently liberate potential human and natural resources. This study was then undertaken as an attempt to make a maximum contribution toward such a goal.*

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter was to present the method used and the procedure followed in conducting this study dealing with educational and agricultural development in Haiti. In order to collect data which could provide information relative to the purposes and objectives of this program, the study population was determined and instruments were developed for data collection. A procedure was established for data collection and methods of data analyses were selected. Informative documents were also compiled and carefully studied.

#### Population of the Study

Initially, the study was designed to include a total of 250 decision makers divided into 10 groups corresponding to 10 professional fields of 25 individuals each. The professional disciplinary fields selected were agriculture, education, sociology, medicine, international development, business, law, engineering, religion, and military. Two hundred and fifty standardized questionnaires were then to be distributed to the professionals of these fields. However lack of time on the part of the researcher on one hand, and reluctance to cooperate on the part of the selected professionals on the other hand, made it difficult to implement the survey as originally planned. First after

a few somewhat unfruitful attempts to obtain completed survey forms from military officials, it was judged more reasonable to interview 15 military officers ranking from lieutenant to major in the Haitian Army. Second, after it was realized that many Haitian businessmen would not have even read the questionnaires, alleging that they were "too busy," the researcher sought to replace the originally selected "busymen" with randomly selected accountants. These individuals were found more receptive, and, for the most part, were more uniformly educated. Most of them were working in banks. Third, only four clergymen out of 25 returned completed questionnaires. Consequently, plans to use clergy as a distinct group were abandoned. Finally, a total of 137 usable questionnaires were secured from the eight groups of professional decision makers. Distribution among the groups is shown in Table I.

TABLE I  
DISTRIBUTION OF RESPONDENTS AMONG GROUPS

Professional Groups	Number
Agronomist	20
Educators	18
Sociologists	17
Medical Doctors	16
International Experts	16
Bookkeepers	17
Lawyers	17
Engineers	16
Total	137

Usable response forms returned were 68.5 percent of the number submitted. Respondents were randomly selected within each disciplinary field. Because all of the respondents are college graduates, either from foreign institutions, or the only university of Haiti located in the capital city Port-au-Prince, geographic factors as related to the population of this study were not given consideration. Information about age, family, and other personal backgrounds of participants was intentionally not systematically sought by the researcher, because it was recognized that use of a questionnaire was not a proper procedure for obtaining personal information from natives of Haiti, naturally reluctant to speak about their privacy. The researcher however estimated that the majority of respondents were older than 35, and none was younger than 25. The oldest was a senior agronomist, Schiller Nicolas, over 80, graduate (Master of Science) from Cornell University of New York, well known and respected all over Haiti. Nicolas' publications are intensively used and supported in this study. The researcher was able to spend time in interview with senior citizen Nicolas and has weighted his advice rather strongly in this study. The researcher also estimated that over three-fourths of the respondents were married and regularly live with their family. Five of the respondents, or 3.7 percent, were women. Each respondent was asked to identify his or her professional field. They were also given the option to indicate their names and administrative positions at the top of the questionnaire. Forty percent of them indicated occupying an administrative position. Although it was not intended that occupation of any identified administrative position by respondents become a factor in analysis of findings, it must be recognized that a selection

of individuals among selected professional and decision making groups will include a considerable number of administrators.

### Instruments

In order to collect the information relative to the purposes and objectives of this research thesis, a rather comprehensive questionnaire was constructed. Since the research effort was designed largely to constitute a continuation of the researcher's master's study, the questionnaire was centered to a considerable extent upon conclusions and recommendations made in the researcher's master's thesis. Faculty members of the Departments of Agricultural Education, of Sociology, and of Psychology were consulted with regard to study objectives and related refinement of the questionnaire. Some French speaking professors and students were also consulted. Questions were first developed and submitted in English to the researcher's Committee Members as well as other selected professors, then translated into French, and finally printed. Included with the questionnaire were a few pages of explanation and photograph of the researcher. These were taken to Haiti by the researcher himself. Since the questionnaire was largely made of recommendations and statements resulting from the development of the researcher's master's thesis, and since the participants did not read a copy of the master's thesis, it was felt necessary to prepare a paper explaining (1) the purposes and objectives of the master's thesis, (2) the intended purposes and objectives of the doctoral research program, and (3) the basic philosophy of the researcher with regard to appropriate objectives and policy of development concerning Haiti. An English version of this questionnaire



introductory paper is included in Appendix B of this study. The questionnaire was constituted of a total of 107 recommendations and/or statements stratified into eight specific sets. The statements were generally complementary with regard to respective recommendations. The 107 recommendations and/or statements were constructed and distributed as shown in Table II.

### Procedure for Data Collection

#### Data Collection in Haiti

Thanks to Dr. Frank Baker, former Dean at the College of Agriculture, and also to the faculty members of the Agricultural Education Department of OSU, a grant to support research in Haiti permitted the researcher to make a round trip from Oklahoma State to the Republic of Haiti last August, 1979. This grant was provided by the United State Agency for International Development (USAID) through the International Program Department of OSU. The grant also provided for Dr. James P. Key, Professor at the Department of Agricultural Education of OSU and Committee member for the researcher, to spend a week in Haiti while the researcher was over there. The researcher was in Haiti from the 27th of July through the 27th of August, while Dr. Key visited Haiti from the 30th of July through the 8th of August. The primary purposes of Dr. Key's visit to Haiti were: (1) to assist the researcher in understanding some developmental programs being currently implemented in Haiti by interviewing different concerned people, (2) to provide the researcher's Committee Members with more detailed information concerning different aspects of the research effort. Dr. Key was the second member of the committee to visit Haiti.

TABLE II  
DISTRIBUTION OF STATEMENTS AND RELEVANT ITEMS

Specific Sets of Recommendations and/or Statements	Number of Items
I. Recommendations and/or statements for restructuring and improving the rural schools .	10
II. Recommendations and/or statements related to the improvement of communication skills for the need of development efforts in Haiti.	27
III. Recommendations and/or statements for implementing and improving adult education.	8
IV. Recommendations and/or statements for implementing and improvement of agricultural education in Haitian schools.	6
V. Recommendations and/or statements for improvement of agricultural education at higher level.	16
VI. Recommendations and/or statements for the organization and functioning of a "Cooperative of Extension Services."	11
VII. Recommendations and/or statements concerning the management and use of agricultural resources.	22
VIII. Goals of socioeconomic development programs	<u>7</u>
Total	107

Note: It was intended that each recommendation or statement was to be evaluated by the respondent on the basis of a Likert type scale. There were five criteria of evaluation as may be seen in Table III.

TABLE III  
CRITERIA OF EVALUATION

Questionnaire Criteria	Questionnaire Criteria Meaning and Points Assigned
Strongly Agree	If after having been read, a statement or recommendation was judged strongly correct by the respondent, if, in other words, the evaluator felt he/she would apply or approve the recommendation or statement without any hesitation, he/she had to give <u>5 points</u> to this recommendation or statement.
Agree	If the recommendation or statement was qualified as merely good after having been read, if, in other words, the evaluator felt he/she would perhaps try the recommendation or statement after some hesitation, he/she would then give <u>4 points</u> to this recommendation or statement.
Undecided	If after having read a recommendation or statement, the evaluator felt that he/she had no well defined position, that he/she could not clearly decide whether the recommendation or statement was to be adopted or rejected, he/she must then give <u>3 points</u> to this recommendation or statement.
Disagree	If after having read a recommendation or statement, the evaluator felt that he/she would not himself/herself apply or approve this recommendation or statement while he/she would however tolerate those who would be willing to apply or approve the same recommendation, he/she then had to give <u>2 points</u> to this recommendation or statement.
Strongly Disagree	If after having read a recommendation or statement the evaluator judged it absolutely incorrect, if not only he/she would not himself/herself approve it, he/she would, in addition, use every possible means to boycott the efforts of those who would be trying to adopt it, he/she must then give <u>1 point</u> to this recommendation or statement.

The Chairman, Professor Robert Price visited the country in 1977. A summary report made by Dr. Key regarding his Haitian visit is found in Appendix C.

The major purposes of the researcher's tour in Haiti were: (1) getting up-to-date highlights and collecting certain informative documents about the present socioeconomic status of Haiti, (2) selecting the participants of this study and making personal contacts with them in order to assure the highest possible rate of response. Dr. James Key and the researcher travelled through the geographic and territorial departments of West, Artibonite, North, and Southwest of Haiti. Both visitors were received by 21 professionals in various kinds of work related to agricultural and community development. A listing of these persons is found in Appendix C.

Insufficient time and the fact that many people were on summer vacation made it difficult for Dr. Key and the researcher to visit all important personalities desired, particularly those officials engaged in education. As scheduled, Dr. Key left Haiti on the 8th of August, 1979, while the researcher continued to meet Haitian and non-Haitian administrators, for collecting completed questionnaires and other relevant information. About 25 percent of the persons interviewed by both Professor Key and the researcher were also included among those returning questionnaires.

## Methods of Data Analysis

### Research Hypotheses

In order to satisfy the purposes and objectives of the study, two hypotheses were defined as follows:

First Hypothesis. Fifty percent or more of all respondents are supportive, indicating either "strongly agree," or "agree" for each considered recommendation or statement.

Second Hypothesis. There are no significant differences among attitudes of either supportive or non-supportive respondents collectively held by different professional groups for each considered recommendation or statement; the level of significance chosen being 10 percent.

In order to verify the first hypothesis for each recommendation or statement, both the absolute and relative frequencies concerning the 137 respondents were determined for each of the five criteria of evaluation. The analysis of variance was used to verify the second hypothesis.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This research effort was projected as an attempt to determine certain perceptions and attitudes held by selected indigenous and non-indigenous residents occupying positions and occupations which tend to classify them as decision makers. The attitudes and perceptions sought were with regard to the nature and extent of educational and agricultural development appropriate for Haiti. The purpose of this chapter is to analyze and interpret data collected in the implementation of this undertaking. Data analyzed and interpreted in this chapter involve a total of 137 Haitian and non-Haitian decision makers. These 137 individuals were further broken down into eight professional groups of 20 agronomists, 18 educators, 17 sociologists, 16 medical doctors, 16 experts in international development, 17 accountants, 17 lawyers, and 16 engineers.

A total of 107 recommendations and/or statements were submitted to these decision makers for evaluation. These respondents were asked to indicate their reactions to each recommendation or statement according to a five point Likert type scale. Subsequently the scale was given numerical weight: (a) strongly agree: 5 points, (b) agree: 4 points, (c) undecided: 3 points, (d) disagree: 2 points, and (e) strongly disagree: 1 point.

### Method of Presentation

The findings of the study survey are presented in the following manner.

- I. Recommendations and/or statements for restructuring and improving the rural schools.
- II. Recommendations and/or statements related to the improvement of communication skills for the need of development efforts in Haiti.
- III. Recommendations and/or statements for implementing and improving adult education.
- IV. Recommendations and/or statements for the implementation and improvement of agricultural education in Haitian schools.
- V. Recommendations and/or statements for the improvement of agricultural education at higher level.
- VI. Recommendations for the organization and functioning of a "Cooperative of Extension Services."
- VII. Recommendations and/or statements for the management and use of natural resources.
- VIII. Goals of socioeconomic development programs.

### Research Hypotheses

Two hypotheses were designed to facilitate achievement of the goals and objectives of the study and were constructed as follows:

#### Hypothesis Number One

Fifty percent or more of all the respondents are supportive for each considered recommendation or statement as either "strongly agree"

or "agree."

### Hypothesis Number Two

There are no significant differences among the attitudes of different professional groups for a considered recommendation or statement at the level of significance of 10 percent.

#### Tabular Presentation

Tables were designed to satisfy more effectively the purposes of this chapter. For each section studied, there is a table which includes both Roman numerals designating areas of the study and Arabic numbers indicating each specific recommendation. Tables IV, VI, VIII, IX, XI, XIII, XV, AND XVII present the overall distribution of responses, while Tables V, VII, X, XII, XIV and XVI present distribution of responses by groups. These second set of tables were designed for only recommendations or statements which, in responses, showed a significant difference between groups. This difference was made evident by a computed analysis of variance.

### Recommendations and/or Statements for Restructuring and Improving the Rural Schools

All the recommendations and/or statements listed in Table IV were supported by a majority of respondents, all indicated either "agree" or "strongly agree." The least favored, although not rejected on the basis of the first hypothesis, was the recommendation IV-3 with 30.7 percent of the respondents in the category strongly agree and 20.4



TABLE IV  
 RESPONSES OF DECISION MAKERS CONCERNING  
 STATEMENTS ABOUT RESTRUCTURING AND  
 IMPROVING RURAL SCHOOLS

Distribution of Respondents Per Category of Agreement						Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree				F Value	Level of Significance
N %	N %	N %	N %	N %			DF: 1/129		
1. The time to complete the primary requirements should be six years (including the kindergarten) instead of eight years as it currently is.									
0	0.0	2 1.5	37 7.0	25 18.2	73 53.3	71.5	4.23	0.93	0.48
2. The rural school should extend services three years beyond the Certificate of Primary Studies. This extension would permit the rural student to complete the grammar or elementary school (Brevet en Haiti).									
2	1.5	12 8.8	23 16.8	41 29.9	59 43.1	73.0	4.04	0.63	0.73
3. To achieve the above program, each rural school should have at least one director-administrator and a minimum of nine teachers.									
5	3.6	12 8.8	50 36.5	28 20.4	42 30.7	51.1	3.65	0.79	0.60
4. The Certificate of Elementary Studies or Brevet should permit every qualified pupil to continue secondary studies in an urban school or to enroll in a vocational school.									
8	5.8	2 1.5	21 15.3	28 20.4	78 56.9	77.3	4.21	1.60	0.14
5. Seminars providing on-the-job-training programs for teachers should continuously be planned, implemented and evaluated.									
0	0.0	0 0.0	0 0.0	6 4.4	131 95.6	100.0	4.96	0.69	0.68
6. Experts in planning and evaluation of education and rural development programs should regularly evaluate and review the education program in the rural areas for necessary adjustments.									
0	0.0	4 2.9	3 2.2	17 12.4	113 82.5	94.9	4.75	1.18	0.98
7. The widespread poverty with the inevitable accompanying hunger and malnutrition does, to a large extent, constitute a major cause of the high dropout and grade repeater rates in many Haitian schools.									
4	2.9	3 2.2	15 10.9	23 16.8	92 67.2	84.0	4.43	1.79**	0.09

\*The first hypothesis was rejected.

\*\*The second hypothesis was rejected.

TABLE IV (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree N %	Disagree N %	Undecided N %	Agree N %	Strongly Agree N %	F Value DF: 1/129	Level of Significance							
8. Considering the above (IV-7), financial aids to parents organized in community groups to improve pupil nutrition should be considered.													
13	9.5	10	7.3	34	24.8	26	19.0	54	39.4	58.4	3.72	1.90**	0.07
9. Where reasonably traversable roads are available, school buss should be provided for the use of pupils living more than 30 minutes walking distance from their school.													
11	8.0	15	10.9	21	15.3	27	19.7	63	46.0	65.7	3.35	2.34**	0.03
10. Where the process defined in the above (IV-9) is not possible, financial assistance to help those pupils to spend the week-days in the school area should be considered.													
9	6.6	12	8.8	24	17.5	29	21.2	63	46.0	67.2	3.91	2.05*	0.05

percent of them reported as agree. A number of voluntary comments were made with some objecting that Haiti cannot now have sufficient funds and teachers to achieve such objectives. Others however believed that Haiti should make an effort in this sense, since less than 30 percent of the rural age school children are now in attendance at rather ineffective rural primary schools. Recommendations (IV-5), advising implementation of on-the-job training programs for teachers, and (IV-6), suggesting regular evaluation and review of rural school curricula, were the most strongly favored. Recommendations (IV-5) and (IV-6) were respectively supported by 95.6 percent and 82.5 percent of the respondents in the category strongly agree. No respondents were noted as "strongly disagreeing." This is true for both recommendations. Few of them, only two to three percent, were found responding in the categories disagree and undecided for recommendation (IV-6). Recommending reduction of the Haitian primary education cycle from eight to six years was evidently a germane suggestion considering that the researcher, in fact, feared that proposing a shorter time would perhaps not be favored by the majority of the respondents. However, if not now being implemented, a plan to provide primary education on a five-years basis is now strongly being considered in Haiti. Concerning this issue, identified as (IV-1) in this research study, 53 percent of the respondents were categorized as strongly agree with 18 percent of them acting as agree. Twenty-seven percent of them were reported as undecided while the issue were moderately opposed by only 1.5 percent of the respondents in the category agree. None of them has declared strongly disagree.

Collations, presented in Table IV above, clearly show rejection of the second hypothesis, as significant differences exist among groups in

terms of attitudes for recommendations seven, eight, nine, and ten. It is however to be noted that the first hypothesis was verified for these recommendations; (IV-7) states that poverty and hunger constitute the major cause of high dropout and grade repeater rate in Haitian schools; (IV-8) suggests to consider provisions of financial aids to parents in order to improve pupil nutrition; according to (IV-9), busses should be provided to pupils living far from schools while (IV-10) advocates board and lodging facilities during weekdays and in the school area for those pupils living where traversable roads are not available. The agronomists and engineers were the least supportive for recommendations seven and eight. The sociologists were among the most supportive for all four recommendations. None of them was noted as either strongly disagree, disagree or undecided for statements nine and ten. The educators were the most remarkably reluctant to these last issues. Through voluntary comments, some of them indicated justifying their reluctance by stating that these recommendations cannot now be applicable to Haiti because of the poverty of the country. Asked what alternatives they would propose, some of them advised the construction of more school buildings in the rural areas. This seems to conflict with previous statements alleging that Haiti cannot now afford sufficient well trained teachers for the existing rural schools. The problem now is to economically compare the feasibility of relevant school buildings with sufficient number of well trained teachers to the alternatives proposed in both recommendations (IV-9) and (IV-10). It is also to take into account where small groups of age school children are scattered on a relatively wide area.

TABLE V  
DIFFERENCES AMONG GROUPS CONCERNING RESTRUCTURING  
AND IMPROVEMENT OF  
RURAL SCHOOLS

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
	IV-7										
Agronomists	2	10.0	1	5.0	4	20.0	3	15.0	10	50.0	3.90
Educators	0	0.0	0	0.0	1	5.6	2	11.1	15	83.3	4.78
Sociologists	0	0.0	0	0.0	1	5.9	4	23.5	12	70.6	4.65
Med. Doctors	0	0.0	0	0.0	1	6.3	3	18.8	12	75.0	4.68
Interntl Experts	0	0.0	0	0.0	3	18.8	2	12.5	11	68.8	4.50
Accountants	1	5.9	1	5.9	1	5.9	2	11.8	12	70.6	4.35
Lawyers	0	0.0	1	5.9	1	5.9	3	17.6	12	70.6	4.53
Engineers	1	6.3	0	0.0	3	18.6	4	25.0	8	50.0	4.13
	IV-8										
Agronomists	3	15.0	2	10.0	5	25.0	4	20.0	6	30.0	3.40
Educators	2	11.1	2	11.1	5	27.8	2	11.1	7	38.9	3.56
Sociologists	0	0.0	0	0.0	1	5.9	5	29.4	11	64.7	4.59
Med. Doctors	0	0.0	1	6.3	5	31.3	5	31.3	5	31.3	3.87
Interntl Experts	1	6.3	1	6.3	4	25.0	3	18.8	7	43.8	3.87
Accountants	2	11.8	1	5.9	3	17.6	5	29.4	6	35.3	3.71
Lawyers	1	5.9	2	11.8	6	35.3	1	5.9	7	41.2	3.65
Engineers	4	25.0	1	6.3	5	31.3	1	6.3	5	31.3	3.13
	IV-9										
Agronomists	2	10.0	0	0.0	3	15.0	7	35.0	8	40.0	3.95
Educators	2	11.1	5	27.8	3	16.7	2	11.1	6	33.3	3.28
Sociologists	0	0.0	0	0.0	0	0.0	2	11.8	15	88.2	4.88
Med. Doctors	1	6.3	2	12.5	3	18.8	3	18.8	7	43.8	3.81
Interntl Experts	1	6.3	2	12.5	2	12.5	4	25.0	7	43.8	3.88
Accountants	4	23.5	1	5.9	3	17.6	1	5.9	8	47.1	3.47
Lawyers	1	5.9	3	17.6	4	23.5	1	5.9	8	47.1	3.70
Engineers	0	0.0	2	12.5	3	18.8	7	43.8	4	25.0	3.81

TABLE V (Continued)

Prof. Groups	Categories of Agreement								Group Mean		
	Strongly Disagree		Disagree		Undecided		Agree			Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	
					IV-10						
Agronomists	2	10.0	1	5.0	1	5.0	5	25.0	11	55.0	4.10
Educators	2	11.1	5	27.8	3	16.7	2	11.1	6	33.3	3.28
Sociologists	0	0.0	0	0.0	0	0.0	5	29.4	12	70.6	4.71
Med. Doctors	1	6.3	1	6.3	4	25.0	4	25.0	6	37.5	3.81
Interntl Experts	1	6.3	1	6.3	1	6.3	5	31.3	8	50.0	4.12
Accountants	2	11.8	1	5.9	3	17.6	3	17.6	8	47.1	3.82
Lawyers	0	0.0	2	11.8	9	52.9	0	0.0	6	35.3	3.58
Engineers	1	6.3	1	6.3	3	18.8	5	31.3	6	37.5	3.88

Recommendations and/or Statements Related to  
the Improvement of Communication Skills for  
the Need of Development Efforts in Haiti

In this research effort, much time was given to the problem of communication skills in Haiti. This was based on the well established fact that development process necessarily implies change and growth. Effective change and growth cannot reasonably occur without learning. The process of learning implies in turn two-way communication at any level. Finally, effective two-way communication is impossible without utilizing the more effective communication skills. In Haiti, however, educators have to deal, on one hand, with learners who are mostly creole-speaking, and, on the other hand, with sources of advanced knowledge and experiences which are in other languages, more commonly French. But if in Haiti, English, Spanish, and others, may be labelled as "foreign languages," it is certainly difficult to perceive French as such. French, in fact, has basically originated the Haitian creole, and still constitute the language of education and administration. For many years, both advocates and opponents of the adoption of either French or Creole as a single predominante medium of communication, in the country, have been involved in a struggle which, in analysis, would perhaps reveal more fanaticism than rationality with regard to the welfare of the nation. Both French and Creole are, to some extent, limited in their ability to totally serve the interests of the Haitian people. The French is limited, on one hand, because it can be understood and used by only the literate minority of Haiti; the creole is limited, on the other hand, because it is still recognizably very limited in potential to become a language of intellectual and scientific

investigation and growth. The problem of developing communication skills in Haiti appears to be more basically one of effectively organizing education than a matter of pure bilingualism or "diglossie."<sup>1</sup> Most of the Haitian intellectuals were, as was the researcher, born creole speaking, and have been using both languages in appropriate circumstances since their very childhood. One fact is certain, both languages have to be considered as Haitian since both of them are strongly established in the country. Haiti has then to take advantage of both French and Creole as elements of its natural resources. And it is of note that the approach presented and discussed in this present study was undertaken only in an effort to enhance pedagogy or andragogy in teaching communication skills at the advantage of all community members. Table VI shows that recommendations (VI-4), (VI-12), and (VI-21) were among the least favored. These statements and/or recommendations sustain that (VI-4) the present Haitian creole with phonetic spelling cannot keep pace with more advanced knowledge and modern technology; (VI-12) the rural schools should continue to use French texts while accepting the use of Creole among the teachers and pupils of the first four years at the primary level, and (VI-21) the Haitian Creole should evolve according to the natural tendencies of the majority of the Haitian intellectuals. Seven percent of the respondents for (VI-4), eight percent for (VI-12), and 6.6 percent for (VI-21) strongly disagreed; 5.8 percent for (VI-4), 5.8 percent for (VI-12) and

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<sup>1</sup>The term "diglossie" has been used by some authors like Andre' Marcel d'Ans (20) to define the particular bilingualism of Haiti where both French and Creole are strongly interrelated and spoken by individuals of common cultures.



TABLE VI  
 RESPONSES OF DECISION MAKERS CONCERNING  
 STATEMENTS ABOUT THE IMPROVEMENT OF  
 COMMUNICATION SKILLS

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
1. A population with adequately educated citizens, whether they belong to elites or to urban mass and the rural mass of the plains and mountains, is of great importance if Haiti wants to effectively get out of its present and critical socioeconomic situation.													
0	0.0	0	0.0	9	6.6	23	16.8	105	76.6	93.4	4.70	0.58	0.77
2. Adequate communication skills considerably condition the eventual achievement of a Haitian nation properly educated.													
0	0.0	0	0.0	7	5.1	25	18.2	105	76.6	94.8	4.72	0.94	0.48
3. Effective communication skills first and foremost suppose the adoption of a language unanimously accepted by the nation, considerably flexible, and widely open on the rest of the world.													
3	2.2	1	0.7	11	8.0	41	29.9	81	59.1	89.0	4.43	0.24	0.97
4. Considering Haitian Creole, as it is now being written with phonetic spelling, it must be admitted that it is difficult, if not impossible, for this creole to properly keep pace with and accommodate the presently more advanced knowledge and modern technology.													
10	7.3	8	5.8	25	18.2	34	24.8	60	43.8	68.6	3.92	0.86	0.54
5. The Haitian Creole, as presently being written, may be judged as being unable to adequately satisfy the needs of the Haitian people for a medium which permits them to freely pursue and master academic, technologic, and scientific studies.													
5	3.6	8	5.8	32	23.4	29	21.2	63	46.0	67.2	4.00	1.01	0.42
6. One can affirm the existence of a Haitian French that any French speaking individual can easily understand.													
7	5.1	10	7.3	27	19.7	27	19.7	66	48.2	67.9	3.99	0.39	0.90
7. One can likewise affirm that the educated Haitian easily understands French, regardless where and by whom it is spoken or written.													
1	0.7	5	3.6	17	12.4	24	17.5	90	65.7	83.2	4.43	0.42	0.89

TABLE VI (Continued)

Strongly Disagree N %		Distribution of Respondents Per Category of Agreement				Strongly Agree N %		Percentage of Agreement	Mean of All Responses	ANOVA Among Groups			
		Disagree N %		Undecided N %						Agree N %		F Value DF: 1/129	Level of Significance
8. All Haitians in good physical, psychological, and moral health, can be educated Haitians whether they are living in towns, plains, or mountains.													
4	2.9	5	3.6	17	12.4	11	8.0	100	73.0	81.0	4.45	0.78	0.61
9. It may be more practical to motivate the Haitian masses to understand and use the Haitian French, or simply French, than to persuade a handful of Haitian intellectuals or scientists to write or even translate in creole highly academic, technologic, and scientific works.													
12	3.8	10	7.3	25	18.2	30	21.9	60	43.8	65.7	3.85	0.49	0.84
10. Any Haitian in good physical, psychological, and moral health can and should continuously learn in order to be a productive citizen.													
0	0.0	2	1.5	8	5.8	30	21.9	97	70.8	92.7	4.62	1.19	0.31
11. The libraries, bookstores and other similar educational facilities should effectively be used by the greatest possible number of citizens.													
0	0.0	1	0.7	10	7.3	14	10.2	112	81.8	92.0	4.73	0.73	0.65
12. The rural schools should continue to use French texts while accepting continuation of use of creole among the teachers and pupils of the first four years of the primary education.													
11	8.0	3	5.3	43	31.4	29	21.2	46	33.6	54.8	3.66	0.79	0.60
13. During the two last years of the primary studies, teachers should speak French with their pupils, while these pupils should only be encouraged, not coerced, to speak French in and out of classrooms. Written assignment of course should be in French.													
13	9.5	3	5.8	27	19.7	36	26.3	53	38.7	65.0	3.79	0.66	0.70
14. After the attainment of the Certificate of Primary Studies the use of French should be considered compulsory among teachers and pupils even though pupils will not be punished for eventual mistakes.													
6	4.4	16	11.7	15	10.9	36	26.3	64	46.7	73.0	3.99	0.53	0.81

TABLE VI (Continued)

Distribution of Respondents Per Category of Agreement										ANOVA Among Groups			
Strongly Disagree	Disagree		Undecided		Agree		Strongly Agree	Percentage of Agreement	Mean of All Responses	F Value DF: 1/129	Level of Significance		
N %	N %	N %	N %	N %	N %	N %	N %						
15. School teachers must have good knowledge in psychology and sociology as applied to education.													
1	0.7	1	0.7	2	1.5	22	16.1	111	81.0	97.1	4.76	1.07	0.39
16. Although understood by all Haitians, spoken creole does vary somewhat from one region to another in Haiti.													
7	1.5	7	1.5	9	6.6	35	25.5	79	57.7	83.2	4.26	0.46	0.86
17. In addition to regional differences, spoken creole also varies between the intellectual and the semi-illiterate in Haiti.													
5	3.6		5.1	7	5.1	28	20.4	90	65.7	86.1	4.39	1.30	0.25
18. Creole spoken by the educated Haitian, sometimes called "creole francisé" or Frenchified creole is but a Haitian language.													
9	6.6	9	6.6	18	13.1	39	28.5	62	45.3	73.8	3.99	1.05	0.40
19. Much of the creole spoken by Haitians having some education is, to a large extent, characterized by French terms and phrases which retain much of their original pronunciation and meaning.													
2	1.5	2	1.5	15	10.9	27	19.7	91	66.4	86.1	4.48	1.61	0.14
20. In other words, French terms and phrases used in the Haitian creole tend (1) to retain their original pronunciation and meaning with education and (2) to lose these original pronunciation and meaning with ignorance.													
7	5.1	7	5.1	28	20.4	26	19.0	69	50.4	69.4	4.04	1.31	0.25
21. The Haitian creole should evolve according to the natural tendencies of the majority of the Haitian intellectuals.													
9	6.6	11	8.0	45	32.8	25	18.2	47	34.3	52.5	3.66	1.44	0.19
22. If the creole spoken by the educated Haitian families were to be written, it would have easily kept the French spelling for most of the terms.													
3	2.2	4	5.8	26	19.0	33	24.1	67	48.9	73.0	4.12	2.15**	0.04

TABLE VI (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
23. The creole to be used in the development of educational materials and curriculums should logically be the creole spoken by the intellectual elites, since the members of this elite are normally the primary initiators, leaders, and managers of every educational and intellectual development effort of the nation.													
10	7.3	10	7.3	45	32.8	21	15.3	51	37.2	52.5	3.68	0.75	0.63
24. The adoption of the creole with the phonetic spelling has been rather arbitrary and not based on any anthropologic, psychologic, and sociologic research in agreement with the objectives of the socioeconomic development of the Haitian nation.													
9	6.6	16	11.7	42	30.7	19	13.9	51	37.2	51.1	3.64	1.09	0.37
25. It might be more advantageous to attempt to unify both French and creole as much as possible rather than to divide these languages.													
9	6.6	10	7.3	20	14.6	31	22.6	67	48.9	71.5	4.00	1.21	0.30
26. The Haitian nation as a whole necessarily needs a language considerably practical and open at both national and international levels.													
1	2.7	3	2.2	7	5.1	15	10.9	111	81.0	91.9	4.69	0.81	0.58
27. Such a language might greatly contribute in making the Haitian masses more progressive, more cooperative, and more productive.													
2	1.5	2	1.5	12	8.8	14	10.2	107	78.1	88.3	4.62	0.47	0.86

eight percent for (VI-21) moderately disagree. In the category undecided were 23.4 percent for (VI-4), 31.4 percent for (VI-12) and 32.8 percent for (VI-21). In spite of the evidence that these recommendations (VI-4), (VI-12), and (VI-21) were among the least supported, they were not rejected on the basis of the first hypothesis. They were supported by over 50 percent of the 137 respondents in both categories agree and strongly agree. There were even more strongly agrees than merely agrees for all three of them. On the basis of the second hypothesis, attitude among the respondents as professional groups were significantly different for the only recommendation (IV-22) stating that if the Creole spoken by educated Haitian families were to be written, it would have easily kept the French spelling for most of the terms. Findings presented in Table VII show the pattern of distribution for different professional groups of decision makers involved in this program.

The most widely divergent responses as made by groups with regard to number (VI-22) was given by the agronomists and medical doctors of whom 15 and 12.5 percent disagreed; the sociologists and engineers were also noticeable with 37.5 percent of either group reported as undecided. The range in the agree category varied from 12.5 percent of the engineers through 35 percent of the sociologists. Statement (VI-22) was approved to a great extent by both the accountants and lawyers whose either strongly agree response was given as 64.7. With an overall mean of 3.66, both statements 12 and 21 were the least supported among the 27 recommendations and/or statements related to the development of communication skills as defined in this study. The most favored recommendation and/or statements were those identified as

TABLE VII  
DIFFERENCES AMONG GROUPS CONCERNING IMPROVEMENT  
OF COMMUNICATION SKILLS

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
					VI-22						
Agronomists	0	0.0	3	15.0	3	15.0	5	25.0	9	45.0	4.00
Educators	0	0.0	1	5.6	2	11.1	5	27.8	10	55.6	4.33
Sociologists	0	0.0	0	0.0	2	11.8	6	35.3	9	52.9	4.41
Medical Doctors	1	6.3	2	12.5	4	25.0	3	18.8	6	37.5	3.69
Interntl Experts	1	6.3	1	6.3	6	37.5	4	25.0	4	25.0	3.56
Accountants	0	0.0	0	0.0	1	5.9	5	29.4	11	64.7	4.58
Lawyers	1	5.9	0	0.0	2	11.8	3	17.6	11	64.7	4.35
Engineers	0	0.0	1	6.3	6	37.5	2	12.5	7	43.8	3.94

(VI-1), (VI-2), (VI-11), and (VI-15) with 76 to 81 percent of the respondents in the respective category strongly agreeing. Also of note was their overall mean, higher than 4.70.

In sum, these recommendations and/or statements dealing with improvement and more effective use of communication skills were supported by the majority of the respondents. There were however significant differences among responses for recommendations (VI-22). Some respondents, for example, suggested through voluntary comments that phonetic spelling Creole should, at least, be used with individuals enrolled in basic adult education programs. The researcher, however, would inject in this analysis the universally held theorem that "learning is a continuous and progressive process." Therefore should not a very important question be asked? Is it not possible to progress from phonetically spelled Creole through a more French-based Creole, and finally through the standard French? Supportive of a rationale for an affirmative answer are the approximate 65 percent of total respondents who stated that they either strongly agreed or agreed that a medium other than Creole was needed to permit free pursuit of academic, technologic, and scientific studies. A similar percentage affirmed the desirability of cultivating the ability of Haitian masses to use the French tongue rather than put researchers and scientists in the difficult position of developing or translating their works into Creole.

Recommendations and/or Statements for  
Implementing and Improving Adult Education  
Programs

Analysis of data shown in Table VIII shows that all the

TABLE VIII  
 RESPONSES OF DECISION MAKERS CONCERNING STATEMENTS  
 ABOUT THE IMPLEMENTATION AND IMPROVEMENT  
 OF ADULT EDUCATION

Strongly Disagree		Distribution of Respondents Per Category of Agreement				Percentage of Agreement	Mean of All Responses	ANOVA Among Groups					
		Disagree		Undecided				Agree		Strongly Agree		F Value	Level of Significance
N	%	N	%	N	%	N	%	N	%	DF: 1/129			
1. Each literate citizen should be encouraged to tutor voluntarily a minimum of two of his illiterate relatives or acquaintances each year.													
6	4.4	4	2.9	29	21.2	37	27.0	61	44.5	71.5	4.04	1.47	0.18
2. The (VIII-1) above process should be planned and implemented with the full support of the "Office National d'Alphabetisation (literacy) et of Action Communautaire" or ONAAC.													
5	3.6	8	5.8	28	20.4	37	27.0	59	31.1	58.1	4.00	1.06	0.40
3. ONAAC could promote this movement by offering for example some rewards (money, honors, and others) to tutors and learners whenever learners achieve successfully on a comprehensive test whose norms should be defined by ONAAC.													
2	1.5	14	10.2	22	16.1	53	38.7	46	33.6	72.3	3.93	0.97	0.45
4. Special training programs could also be organized to improve tutor's knowledge and ability.													
0	0.0	8	5.8	20	14.6	31	22.6	78	56.9	79.5	4.31	1.24	0.29
5. Competitions among both tutors and among learners at both individual and group levels could act as an element of motivation contributing to the success of the program.													
2	1.5	11	8.0	30	21.9	39	28.5	55	40.1	68.6	3.98	1.38	0.22
6. These above mentioned competitions may be organized at the local, regional, or national level.													
2	1.5	8	5.8	26	19.0	29	21.2	72	52.6	73.8	4.18	1.16	0.33
7. ONAAC should have tight working relationships with other educational institutions (University, Cooperative of Extension Services, Projects for Regional Development, churches, and others) so that educational efforts be systematically coordinated to the advantage of both urban and rural masses.													
0	0.0	0	0.0	8	5.8	23	16.8	106	77.4	94.2	4.71	0.73	0.65



TABLE VIII (Continued)

Distribution of Respondents Per Category of Agreement					Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree N %	Disagree N %	Undecided N %	Agree N %	Strongly Agree N %			F Value DF: 1/129	Level of Significance
8. Considering that all community members, regardless of age, sex and other pertinent factors should be involved in educational activity throughout their whole life, ONAAC should have a more comprehensive educational program than a mere literacy program as its name indicates it.								
0 0.0	0 0.0	18 13.1	26 19.0	93 67.9	86.9	4.54	1.31	0.24

recommendations and/or statements concerning the implementation and improvement of adult education were supported by the majority of the respondents. Recommendation (VIII-3) was the most moderately supported. In fact, the 33.6 percent of the respondents in the category strongly agree for (VIII-3), was the lowest as compared to other percentages of this category, while 38.7 percent of the respondents for the same statement (VIII-3) was the highest in the agree category. Recommendation (VIII-3) also carried the highest percentage, 10.2 percent, in the disagree category, while for this statement, 16 percent of the respondents indicated they were undecided.

Analysis of findings shown in Table VIII indicates that there was in general little opposition to these recommendations concerning the implementation and improvement of adult education programs. The first hypothesis was not rejected for any recommendation or statement. By means of voluntary comments, several respondents pointed out that recommendation (VIII-8), which suggested implementation of more comprehensive educational programs by ONAAC, was already in the process of being implemented. Others, however, felt that ONAAC has not really shown desirable competency in implementing adult education programs. Through both voluntary comments and interview, critics were so sharp as to suggest that ONAAC should not be assigned the implementation of serious adult education programs. As allowable within this analysis, the principle that the apparent inadequacy of an institution does not necessarily imply the complete elimination of such institution is posited. Granted that certain Haitian decision makers do feel that ONAAC is not well qualified for rendering services for which it was intended many years ago, then efforts should be made to correct the

weaknesses of such an important institution. It must be remembered that only 36 percent of about two million age school youngsters are now attending formal school in Haiti, while the total rate of dropouts often attains 75 percent. The result is that the number of illiterate adults in the country remains at least constant, and even may be increasing from year to year. It finally appears that the success of educational campaigns in Haiti has to be everybody's business since ONAAC cannot judiciously be the only burden carrier as far as the inadequacy of the whole educational system of Haiti is concerned.

Recommendations and/or Statements Concerning  
the Implementation and Improvement of  
Agricultural Education in Haitian Schools

Examination of findings presented in Table IX reveal that the first hypothesis was rejected for none of the recommendations and statements related to Agricultural Education while the second hypothesis was rejected only for (IX-6). Although verified on the basis of the first hypothesis, recommendation (IX-4) was the least favored of the subgroup. In number (IX-4), suggestions were made to teach agricultural education in the urban secondary schools. This slight reluctance of respondents, 8.8 percent disagreed with one-fourth undecided, was perhaps due to a traditional misunderstanding. Since the teaching of agricultural education is unknown in Haiti's urban primary and secondary schools, many of the respondents might perhaps believe that agricultural education solely implies farming in which a practical teaching approach would be difficult in Port-au-Prince, the capital city, where the majority of the better Haitian schools are located. This would perhaps

TABLE IX

RESPONSES OF DECISION MAKERS CONCERNING STATEMENTS ABOUT  
THE IMPLEMENTATION AND IMPROVEMENT OF AGRICULTURAL  
EDUCATION IN HAITIAN SCHOOLS

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
1. Agricultural Education considered as a vital educational field for Haiti should, as a distinct matter, carry credit in primary rural school.													
0	0.0	0	0.0	4	2.9	23	16.8	110	80.3	97.1	4.77	0.74	0.64
2. When rural secondary schools are established, agriculture should be taught.													
0	0.0	2	1.5	10	7.3	23	16.8	102	74.5	91.3	4.64	0.32	0.94
3. The study of agriculture should carry credit in urban primary school.													
0	0.0	0	0.0	31	22.6	35	25.5	71	51.8	77.3	4.29	0.37	0.92
4. The study of agriculture as a distinct subject should carry credit in urban secondary school.													
0	0.0	12	8.8	34	24.8	40	29.2	51	37.2	66.4	3.95	1.22	0.29
5. Programs of Agricultural Education designated to primary and secondary, rural and urban schools should be planned, supervised, and evaluated by a Service including specialists from the Departments of National Education and Agriculture and also from the Faculty of Agriculture.													
0	0.0	0	0.0	12	8.8	32	23.4	93	67.9	91.3	4.59	1.65	0.13
6. ONAAC should introduce in its administration a Service of Agricultural Education whose the function should be to promote, in coordinating with other similar educational institutional institutions, a program of theoretical and practical agricultural education in the frame of the activities of ONAAC.													
0	0.0	7	5.1	5	3.6	28	20.4	97	70.8	91.2	4.57	1.85**	0.08

strongly suggest that efforts should be made to foster more awareness about the actual content and possible teaching methods pertinent to agricultural education as a discipline. Even though the capital city and other towns have few farms in their immediate neighborhoods, they do however have most of the agricultural business firms, processing and/or marketing food and other industrial products. Moreover, many senior citizens and/or present managers, having operated or presently operating these firms would feel perhaps honored to have sometimes to speak as resource persons in the nation's schools.

Recommendation (IX-6), although highly supported with the calculated high mean of 4.59 and with no responses expressed as disagree or strongly disagree, nevertheless yielded a very low probability ( $p = 0.08$ ) for having differences among groups by chance alone. Significant differences did exist among groups with regard to the statement that ONAAC should introduce a Service of Agricultural Education in its administration. Data shown in Table X bring more detail about the pattern of professional group distribution concerning recommendation (IX-6).

Analyses of findings shown in Table X demonstrate that differences of judgements found among respondents may be explained by the fact that one-half of the professionals, including the educators, the accountants, the sociologists, the medical doctors, and the lawyers were completely supportive, with all responses collated in either the agree or strongly agree categories. A second cluster of respondents comprising the agronomists, the international experts, and the engineers, although supportive to some extent, were much more moderate with 5 to 12 percent merely disagree or undecided and with notably no respondents in the

TABLE X  
DIFFERENCES AMONG PROFESSIONAL GROUPS WITH  
REGARD TO AGRICULTURAL EDUCATION

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
					IX-6						
Agronomists	0	0.0	2	10.0	1	5.0	6	30.0	11	55.0	4.30
Educators	0	0.0	0	0.0	0	0.0	3	16.7	15	83.3	4.83
Sociologists	0	0.0	0	0.0	1	5.9	3	17.6	13	76.5	4.70
Med. Doctors	0	0.0	0	0.0	0	0.0	3	18.8	13	81.3	4.81
Interntl Experts	0	0.0	2	12.5	1	6.3	1	6.3	12	75.0	4.44
Accountants	0	0.0	1	5.9	0	0.0	3	17.6	13	76.5	4.64
Lawyers	0	0.0	0	0.0	0	0.0	5	29.4	12	70.6	4.70
Engineers	0	0.0	2	12.5	2	12.5	4	25.0	8	50.0	4.13

category "strongly disagree." In general although some slight deviations were observed, the majority of the 137 respondents favored the six recommendations of this subgroup focusing on the teaching of agricultural education in the Haitian schools.

Recommendations and/or Statements for the  
Improvement of Agricultural Education at  
Higher Level

Data treatment of findings in Table XI show that in particular recommendations (XI-5), (XI-6), and (XI-7), the probabilities of having a common pattern of attitudes among professional groups were relatively high, respectively  $p = .81$  for (XI-5),  $p = .97$  for (XI-6), and  $p = .45$  for (XI-7). These recommendations dealt with aspects of the location of the military academy. But, the relatively low overall means, 3.26 for (XI-5), 3.12 for (XI-6), and 3.46 for (XI-7), highly suggest that these recommendations were not as strongly supported as were many other recommendations and/or statements constituting the basis of the study. In fact, recommendation (XI-7) was supported by 40 percent of the respondents in terms of strong agreement with 10 percent agreeing, that is a bare 50 percent supportive threshold. The first hypothesis was rejected for recommendations (XI-5) and (XI-6). Only 40 percent of the participants favored these recommendations with five to ten percent agree and 29 to 34 percent strongly agree. About one-fourth of them, 22 to 30 percent, were undecided. One-tenth of them were recorded in the category disagree, and finally 17 to 23 percent of respondents reported strong disagreement.

TABLE XI  
 RESPONSES OF DECISION MAKERS CONCERNING STATEMENTS  
 ABOUT THE IMPROVEMENT OF AGRICULTURAL  
 EDUCATION AT HIGHER LEVEL

Strongly Disagree		Distribution of Respondents Per Category of Agreement						Percentage of Agreement	Mean of All Responses	ANOVA Among Groups			
		Disagree		Undecided		Agree				Strongly Agree		F Value	Level of Significance
N	%	N	%	N	%	N	%	N	%	DF: 1/129			
		1. One of the results of an effective national development program focused on the comprehensive development of human resources, will be the admission of more candidates to the university.											
0	0.0	3	2.2	11	8.0	18	13.1	105	76.6	63.5	4.64	0.60	0.76
		2. In order to save both time and money while opening the Haitian university to more students, the junction or combination of different colleges or faculties of the University of State of Haiti on one common campus should be considered.											
0	0.0	3	2.2	11	8.0	20	14.6	103	75.2	89.8	4.62	0.69	0.68
		3. A combination of college faculties on one common campus will tend to greatly improve both the content and quality of higher education in Haiti.											
0	0.0	2	1.5	21	15.3	28	20.4	86	62.8	83.2	4.44	0.41	0.90
		4. This combination will in addition improve understanding and collaboration among both professors and students working in different fields.											
0	0.0	0	0.0	9	6.6	25	18.2	103	75.2	93.4	4.68	1.18	0.32
		5. It would be beneficial for the Military Academy of Haiti to also join with other Haitian faculties on a common campus.											
25	18.2	16	11.7	41	29.9	8	5.8	47	34.3	40.1*	3.26	0.53	0.81
		6. Locating Military Academy on a common campus with the other faculties would facilitate the formation of military specialists.											
31	22.6	16	11.7	36	26.3	14	10.2	40	29.2	39.4*	3.12	0.25	0.97
		7. Considering (1) that the welfare of the country largely depends on the willingness of the Haitians to coordinate their activities and cooperate in their efforts, and (2) that this willingness for coordination and cooperation is, in turn, contingent upon the existence of mutual respect and love among the Haitians. Such integration, consequently will reinforce development efforts by enhancing more comprehensive, more progressive, more human, and more fraternal relationships among both militaries and civilians in Haiti.											
23	16.8	15	10.4	30	21.9	14	10.2	55	40.1	50.3	3.46	0.97	0.45



TABLE XI (Continued)

Distribution of Respondents Per Category of Agreement					Percentage of Agreement	Mean of All Responses	ANOVA Among Groups		
Strongly Disagree	Disagree		Undecided				Agree		Strongly Agree
N %	N %	N %	N %	N %	N %	N %	N %	DF: 1/129	
	8. Considering (1) that the term B.S. or B.Sc. (Bachelor of Science) which denotes in most English and Spanish speaking countries satisfactory completion of four years of college or university studies, is not as precisely understood in French terminology, and (2) that there is rightfully a concern for giving assistance to Haitian students who plan to further their studies abroad, it is desirable that attention be given by Haitian academicians and higher education administrators to standardizing interpretation of studies completed in Haiti in terms of equivalent accomplishment in predominantly English and Spanish speaking countries' institutions of higher education.								
0	0.0	1 0.7	11 8.0	32 23.4	93 67.9	91.3	4.58	0.93	0.49
	9. The University of State of Haiti (UEH) should endeavor to establish and maintain a program of graduate studies at least through the level of Master of Science or its equivalent.								
0	0.0	2 1.5	8 5.8	31 22.6	96 70.1	92.7	4.61	1.64	0.13
	10. The establishment at the UEH of a program of graduate studies will provide Haiti with different field researchers so badly needed in Haiti.								
0	0.0	2 1.5	6 4.4	24 17.5	105 76.6	94.1	4.69	0.79	0.59
	11. After the reform of the University of State of Haiti (UEH), other universities will perhaps be opened in other regions of the country.								
0	0.0	2 1.5	9 6.6	23 16.8	103 75.2	92.0	4.66	0.96	0.46
	12. In order to enhance a more effective meeting of pressing social and economic needs, it is recommended that the present Faculty of Agronomy and Veterinary Medicine of UEH be replaced by a "Faculty of Agriculture" subdivided into the following departments: (a) a Department of General Agriculture, (b) a Department of Animal Science and Veterinary Medicine, and (c) a Department of Agricultural and Extension Education.								
3	2.2	9 6.6	35 25.3	27 19.7	63 46.0	65.7	4.01	1.41	0.21
	13. Considering the immediate preceding statement, graduates should then have either a diploma of "General Agriculture," a diploma of "Animal Science," a diploma of "Veterinary Medicine," or a diploma of "Agricultural and Extension Education."								
3	2.2	8 5.8	43 31.4	16 11.7	67 48.9	60.6	3.99	1.86**	0.08

TABLE XI (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree				F Value	Level of Significance
N	%	N	%	N	%	N	%	N	%	DF: 1/129			
14. Graduates of the Department of Agricultural Education and Extension should serve directly as resource person to reinforce the personnel teaching agriculture in the primary, secondary, Vo-Tech schools, higher education, and also the agricultural extension workers.													
9	0.0	10	7.3	31	22.6	17	12.4	79	57.7	70.1	4.20	1.15	0.34
15. The combination of the colleges of the University of State of Haiti on a common campus could subsequently make it possible to have a Department of Agricultural Engineering and/or Agricultural Mechanization as a joint effort of the Engineering and Agricultural Faculties.													
2	1.5	3	2.2	17	12.4	34	24.8	81	59.1	83.9	4.38	0.57	0.78
16. Considering that Haitian Community members should be encouraged on every front, graduates of the "Ecole Moyenne d'Agriculture" (Technical School of Agriculture) or other vocational schools of agriculture, having passed successfully official examinations in Philosophy, should be admitted to the University by the Faculty of Agronomy (or Agriculture) without being held to the present requirement of an entrance examination.													
1	0.7	3	2.2	17	12.4	21	15.3	95	69.3	84.6	4.50	0.72	0.65

Because of previous observations and experiences confirmed by the advice of several educational compatriotes, attempts to obtain questionnaire responses from members of the military service were judged as useless. However, 10 Haitian army officers ranking from lieutenant to major were simply asked whether they would favor the integration of the Military Academy and the University of Haiti. Six of them would not support such integration, two declined to take any position, and two admitted that such an integration might prove useful. In a somewhat more open interview with five other officers to whom the researcher took more time to carefully explain basis of his own position, subsequent responses did indicate that integration would be fully supported. A very similar phenomenon can be recorded for further explanatory interview with civilians. Many of them, not necessarily those involved in filling the questionnaires, would encourage such integration while freely discussing the matter with the researcher.

The negative attitudes of many of the respondents to the idea of integrating the Military Academy with the University of Haiti may well be due to a failure to establish sound and thoughtful relationships among socioeconomic elements of both past and contemporary history of Haiti. The Haitian nation as many other nations of the world was created at the dawn of the nineteenth century by military leaders. As a result, the first Chiefs of State of Haiti including Toussaint Louverture, Jean-Jacques Dessalines, Henry Christophe, Alexandre Petion, Jean-Pierre Boyer, and many of their followers and successors were all militaries. The historic black bourgeoisie of Haiti has mostly been made of high ranking military officers. Sons of upper class mulattoes have always started in the Haitian Army from at least the grade of

lieutenant. Throughout almost two centuries of existence in Haiti, militaries have been playing a perhaps unduly important role in shaping social and economic structure of the nation. The first national laws, dealing with societies and economic units, were made and enforced by the army officers. They were instrumental in triggering the occupation of Haiti by the U.S. Marines from 1915 through 1933. They have controlled the nation in the forties and fifties. In Haiti as in other developing countries, mostly South America and Africa, coup d'etat is usually a military act. Thus, when a coup d'etat succeeds, militaries have untimely control of departments and/or institutions, often those for which they were not professionally prepared. In both urban and rural areas of Haiti, the Haitian Army which also functions as law enforcement police is as a principle responsible for the establishment and maintenance of peace, discipline, and protection in the communities. These militaries however are often viewed as the lions of the forest. They are often considered more as powerful enemies than simple citizens playing their part for the welfare of the community. If violations of human rights were to be evoked in Haiti, the causes, to a large extent, would have been traced to the behavior of privates, policemen, and high ranking officers of the Haitian Army. Many military district and subdistrict commanders are often far more concerned about being wealthy than cooperation in furthering developmental efforts. In urban areas, truckers responsible for massive movements of food and other goods, bus and taxi drivers transporting every day millions of workers and pupils, receive little consideration, if any, on the part of the Haitian militaries. Rural community members are often harassed by rural guards appointed, backed, and tolerated by the military districts

or subdistricts.

The Haitian Army, restructured during the U.S. occupation in the first quarter of this century, has always been powerful as compared to other institutions of the country. This power should be an appropriate one, not conflicting with the interests of the nation. A more adequate academic preparation, promoting the formation and continuous professional growth of military intellectuals and scientists might well result in a military institution possessing a more meaningful sense of respect for human dignity and welfare. A national penitentiary, for example, ought to be more than a mere institution for the exclusive administration of punishment. An inmate should be encouraged and helped to become a more useful citizen to both his family and community instead of a more frustrated and dangerous individual than he was before his arrest.

Both civilian and army leaders should work together in order to eliminate what could pessimistically be called in Haiti "the military world." Militaries are but citizens having equal rights and equal opportunities as any other citizens. They therefore have a great deal to do with social and economic development, and consequently educational and agricultural development in Haiti. One good way to have this powerful institution adequately involved in development and other national efforts in search of more community welfare is to have the army officers engaged with civilians in an improved higher education system. The resulting injection of psychologists, sociologists, behaviorists, educators, and others into the army will be greatly beneficiary to the future of the nation. For those who oppose this undertaking, one fact is to be retained: the militaries will always have the gun and the club,

and any attitude or policy of discrimination concerning some more appropriate educational opportunities for them must be judged to be more destructive than constructive.

The second hypothesis was rejected for statement 13 of Table XI. The thirteenth statement of Table XI is a consequence of the immediately above statement number 12 in which it was suggested to change the present Faculty of Agronomy into a "Faculty of Agriculture" with different departments. Following number 13 then suggest to provide graduates from the "Faculty of Agriculture" with diplomas relative to their respective field of study. Analysis of findings in Table XII shows that statement (XI-13) was slightly opposed by five percent of the accountants to 15 percent of the agronomists. International experts, agronomists, accountants, and engineers were rather moderate, responding mainly as undecided or merely agree. The educators, with 72 percent in the strongly agree category, were the most supportive group, followed in the same category by the lawyers with 65 percent, the sociologists with 53 percent, and the physicians with 50 percent.

Findings shown in Table XI deal with possible improvement of agricultural education at the higher level. Specifically, recommendations one, two, four, ten, and eleven, were most highly favored with over three-fourths of the participants responding in the strongly agree category. Further, it would appear notable that no individual reported as strongly disagreeing. Response percentages of all the respondents varied only from zero to two percent in the disagree category. In the criterion undecided of these statements responses were relatively low. These findings strongly imply that Haitians were indeed well aware of

TABLE XII  
DIFFERENCES AMONG PROFESSIONALS WITH REGARD TO  
IMPROVEMENT OF AGRICULTURAL EDUCATION  
AT HIGHER LEVEL

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
					XI-13						
Agronomists	0	0.0	3	15.0	7	35.0	2	10.0	8	40.0	3.75
Educators	0	0.0	1	5.6	1	5.6	3	16.7	13	72.2	4.56
Sociologists	0	0.0	1	5.9	3	17.6	4	23.5	9	52.9	4.24
Med. Doctors	1	6.3	1	6.3	5	31.3	1	6.3	8	50.0	3.87
Interntl Experts	1	6.3	0	0.0	8	50.0	1	6.3	6	37.5	3.68
Accountants	0	0.0	1	5.9	9	52.9	1	5.9	6	35.3	3.70
Lawyers	0	0.0	0	0.0	4	23.5	2	11.8	11	64.7	4.41
Engineers	1	6.3	1	6.3	6	37.5	2	12.5	6	37.5	3.68

the importance of the university in promoting education and social welfare. However, it is inescapable that all decision makers must be faced with the problem as to who should be involved in and served by the university. Admittedly, the study did not attempt to obtain direct responses regarding this question. However, much research and many scholars in many other countries, both in developed and developing, clearly point to the true mission of the university as a "peoples college" in which to every possible extent, the bulk of the population, including illiterates, should be directly or indirectly involved. The illiterates, for example, have to be helped by extension specialists and other professionals prepared by the university. Formal classrooms should be open to anyone who meets the requirements to be enrolled regardless of such factors as sex, age, social backgrounds and other factors of discrimination. Many Haitian decision makers appear to see these issues from a different standpoint. This is explained by the reluctance of the respondents involved in this study to the suggestions concerning the integration of the Military Academy of Haiti to the University of State of Haiti. Concerning the recommendation (XI-2) which particularly advised the establishment of most of the presently scattered Haitian colleges or faculties on one common campus, the researcher was informed, while being in Haiti in August 1979, that provision was being made for the construction of one university campus for most of the Haitian faculties.

Recommendations and Statements for the  
Organization and Functioning of a "Cooperative  
of Extension Services"

In the set of recommendations and statements designed to implement



and improve a "Cooperative of Extension Services," the specific recommendation number two of Table XIII could not be sustained in terms of the first hypothesis. Recommendation (XIII-2) scored, in fact, an overall mean of 3.70 and 25.5 of the respondents in the category strongly agree and 20.4 percent of them merely agree. It is however to be noted that only 1.5 percent of respondents were reported as disagree and there were none of them in the category strongly disagree. The majority of the respondents, 52.6 percent declared undecided. Recommendation (XIII-2) called for the establishment of a Cooperative of Extension Services in Haiti. Most of the ministerial departments are, in principle, supposed to be implementing a program of information and/or education designed for community members. These programs might be considered as basically extension in nature. However, aside from agricultural practitioners, Haitian administrators have hardly ever used the terms "extension," or "rural development" to define their programs. Furthermore, aside from two or four credit hours found in the four-years curriculum of the Faculty of Agronomy and Veterinary Medicine, there is absolutely no college or faculty of the Haitian University directly involved in any bona fide extension program. These facts, to a certain extent, support the hypothesis of an unawareness on the part of the Haitian officials concerning the basic nature and goals of extension programs, and the resulting high percentage of undecided respondents in (XIII-2) of this study.

The second hypothesis was rejected for statements one, four, six, seven, nine and eleven of Table XIII. There were then, on the basis of the second hypothesis significant differences among the attitudes of the professional group respondents. Findings presented in Table XIV

TABLE XIII

RESPONSES OF DECISION MAKERS CONCERNING STATEMENTS  
ABOUT THE ORGANIZATION AND FUNCTIONING OF A  
COOPERATIVE OF EXTENSION SERVICES

Distribution of Respondents Per Category of Agreement					Percentage of Agreement	Mean of All Responses	ANOVA Among Groups		
Strongly Disagree N %	Disagree N %	Undecided N %	Agree N %	Strongly Agree N %			F Value DF: 1/129	Level of Significance	
1. It is to be recommended that the direction and supervision of agricultural extension workers and similar professional agriculturists be recognized as a joint responsibility of, and arise out of, coordinate and cooperative efforts of the Department of Agriculture, the University of State of Haiti (primarily the "Faculty of Agriculture") and the Agricultural District.									
0	0.0	5 3.6	37 27.0	41 29.9	54 39.4	68.6	4.05	2.5	0.02
2. Consistent with the statement immediately above, the present "Service de Production et de Vulgarisation Agricole" (or Service of Agricultural Production and Extension) of the Department of Agriculture of Haiti should be replaced by "The Cooperative of Extension Services" or a cooperatively based education and extension of agriculture and other related socioeconomic development services to all of the Haitian people.									
0	0.0	2 1.5	72 52.6	28 20.4	35 25.5	45.9*	3.70	1.42	0.20
3. The triangle									
should bind together different services and institutions of different secretariats of state, the University of State of Haiti, international institutions being operating in Haiti, and all of the Haitian people.									
1	0.7	0 0.0	20 14.6	53 38.7	63 46.0	84.7	4.29	1.12	0.35
4. Professionals responsible for the direction of agricultural districts should be supervised by both the Department of Agriculture and the "Faculty of Agriculture."									
0	0.0	16 11.7	43 31.4	26 19.0	52 38.0	57.0	3.83	3.34**	0.003
5. Community members of the Agricultural District should be represented by a local Advisory Council whose the primary assignment might be to help the field extension workers in the identification of problems and needs of community members so that best possible solutions may be reached.									
0	0.0	0 0.0	16 11.7	39 28.5	82 59.9	88.4	4.48	1.03	0.41

TABLE XIII (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree	Disagree		Undecided		Agree		Strongly Agree		F Value			Level of Significance	
N %	N %	N %	N %	N %	N %	N %	N %	N %	DF: 1/129				
6. All national and international rural and/or regional development projects should be coordinated on both a consultative and, in some cases, a supervisory basis with the "Cooperative Extension Services" and the University of State of Haiti.													
0	0.0	2 1.5	43 31.4	43 31.4	49 35.8	67.2	4.02	2.15**	0.04				
7. In terms of the immediately preceding statement such coordination will result in a more effective integration of Haitian and international scholars, various workers, and other learners in the achievement of the objectives of developmental policy.													
0	0.0	2 1.5	37 27.0	46 33.6	52 38.0	71.6	4.08	3.33**	0.003				
8. Successful application of the coordination referred to in six above will avoid duplication or overlaps which may be sometimes recognized as resulting in a waste of personal and material inputs.													
0	0.0	0 0.0	30 21.9	34 24.8	73 53.3	78.1	4.31	1.64	0.13				
9. Likewise it is to be recommended that the very helpful services given so freely by philanthropic and religious institutions (examples being Church World Service, Methodist Church, Baptist Church, Catholic Church, and others) in cooperating in socioeconomic development processes, should be coordinated with and undergirded by the Cooperative Extension Services.													
1	0.7	0 0.0	19 13.9	54 39.4	63 46.0	85.4	4.30	2.44**	0.02				
10. It is desirable that the "Cooperative Extension Services" endeavor to fuse or amalgamate the scouts (boys and girls) of Haiti and 4-C members to create one youth movement retaining both the cultural and heroic principles of the scouts and the somewhat more specific socioeconomic goals of the 4-C program.													
5	3.6	6 4.4	40 29.2	51 37.2	35 25.5	62.7	3.77	1.41	0.20				
11. It is desirable that provisions for implementing on-the-job education and training programs in the field of agricultural extension workers be most a leading function provided by the "Cooperative of Extension Services."													
0	0.0	1 0.7	26 19.0	48 35.0	62 45.3	80.3	4.25	2.00**	0.06				

TABLE XIV  
DIFFERENCES AMONG GROUPS REGARDING A  
COOPERATIVE OF EXTENSION SERVICES

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
	XIII-1										
Agronomists	0	0.0	1	5.0	7	35.0	5	25.0	7	35.0	3.90
Educators	0	0.0	1	5.6	3	16.7	4	32.2	10	55.6	4.28
Sociologists	0	0.0	0	0.0	1	5.9	6	35.3	10	58.8	4.53
Med. Doctors	0	0.0	0	0.0	5	31.3	10	62.5	1	6.3	3.75
Internl Experts	0	0.0	0	0.0	2	12.5	4	25.0	10	62.5	4.50
Accountants	0	0.0	1	5.9	6	35.3	4	23.5	6	35.3	3.88
Lawyers	0	0.0	0	0.0	7	41.2	4	23.5	6	35.3	3.94
Engineers	0	0.0	2	12.5	6	37.5	4	25.0	4	25.0	3.63
	XIII-4										
Agronomists	0	0.0	6	30.0	7	35.0	4	20.0	3	15.0	3.20
Educators	0	0.0	0	0.0	5	27.8	3	16.7	10	55.6	4.28
Sociologists	0	0.0	0	0.0	4	23.5	4	23.5	9	52.9	4.29
Med. Doctors	0	0.0	2	12.5	9	56.3	4	25.0	1	6.3	3.25
Internl Experts	0	0.0	2	12.5	5	31.3	2	12.5	7	43.8	3.88
Accountants	0	0.0	2	11.8	4	23.5	3	17.6	8	47.1	4.00
Lawyers	0	0.0	1	5.9	4	23.5	3	17.6	9	52.9	4.18
Engineers	0	0.0	3	18.8	5	31.3	3	18.8	5	31.3	3.63
	XIII-6										
Agronomists	0	0.0	1	5.0	8	40.0	6	30.0	5	25.0	3.75
Educators	0	0.0	0	0.0	2	11.1	6	33.3	10	55.6	4.44
Sociologists	0	0.0	1	5.9	4	23.5	3	17.6	9	52.9	4.18
Med. Doctors	0	0.0	0	0.0	9	56.3	6	37.5	1	6.3	3.50
Internl Experts	0	0.0	0	0.0	2	12.5	8	50.0	6	37.5	4.25
Accountants	0	0.0	0	0.0	7	41.2	4	23.5	6	35.3	3.94
Lawyers	0	0.0	0	0.0	6	35.3	4	23.5	7	41.2	4.06
Engineers	0	0.0	0	0.0	5	31.3	6	37.5	5	31.3	4.00

TABLE XIV (Continued)

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
	XIII-7										
Agronomists	0	0.0	1	5.0	4	20.0	8	40.0	7	35.0	4.05
Educators	0	0.0	0	0.0	2	11.1	6	33.3	10	55.6	4.44
Sociologists	0	0.0	1	5.9	4	23.5	2	11.8	10	58.8	4.24
Med. Doctors	0	0.0	0	0.0	11	68.8	4	25.0	1	6.3	3.38
Interntl Experts	0	0.0	0	0.0	0	0.0	10	62.5	6	37.5	4.38
Accountants	0	0.0	0	0.0	5	29.4	6	35.3	6	35.3	4.06
Lawyers	0	0.0	0	0.0	8	47.1	5	29.4	4	23.5	3.76
Engineers	0	0.0	0	0.0	3	18.8	5	31.3	8	50.0	4.31
	XIII-9										
Agronomists	0	0.0	0	0.0	3	15.0	8	40.0	9	45.0	4.30
Educators	0	0.0	0	0.0	2	11.1	3	16.7	13	72.2	4.61
Sociologists	0	0.0	0	0.0	3	17.6	6	35.3	8	47.1	4.29
Med. Doctors	0	0.0	0	0.0	3	18.8	13	81.3	0	0.0	3.81
Interntl Experts	0	0.0	0	0.0	0	0.0	5	31.3	11	68.8	4.69
Accountants	0	0.0	0	0.0	2	11.8	6	35.3	9	52.9	4.41
Lawyers	0	0.0	0	0.0	5	29.4	5	29.4	7	41.2	4.12
Engineers	1	6.3	0	0.0	1	6.3	8	50.0	6	37.5	4.13
	XIII-11										
Agronomists	0	0.0	0	0.0	2	10.0	9	45.0	9	45.0	4.35
Educators	0	0.0	0	0.0	2	11.1	3	16.7	13	72.2	4.61
Sociologists	0	0.0	1	5.9	2	11.8	5	29.4	9	52.9	4.29
Med. Doctors	0	0.0	0	0.0	6	37.5	9	56.3	1	6.3	3.69
Interntl Experts	0	0.0	0	0.0	2	12.5	6	37.5	8	50.0	4.37
Accountants	0	0.0	0	0.0	4	23.5	5	29.4	8	47.1	4.24
Lawyers	0	0.0	0	0.0	5	29.4	5	29.4	7	41.2	4.12
Engineers	0	0.0	0	0.0	3	18.8	6	37.5	7	43.8	4.25

may help in an attempt to understand how these different groups of decision makers vary in their attitudes regarding statements one, four, six, seven, nine, and eleven. While these six recommendations with an overall mean higher than 4.00 were favored by the majority of the 137 respondents, data shown in Table XIV demonstrate that for recommendation one, none of the respondents in the fields of sociology, medicine, international development, and law either strongly disagreed or even merely disagreed. However, five to twelve percent of those in the fields of agronomy, education, accounting, and engineering were in disagreement. The variation was quite marked in the category undecided where responses range from six percent of the sociologists through 41 percent for lawyers. The range was still larger for the criterion agree with 23.5 percent of lawyers compared to 62.5 percent of physicians. At last, the largest range was identified in the category strongly agree, where the frequencies vary from 6.3 percent of medical doctors through 62.5 percent of international experts.

A further look at collated data concerning maintenance of a "Cooperative of Extension Services" reveals that for recommendations seven, eight and nine, patterns of distribution of frequencies present almost the same similarity as did recommendation one. Few responses are to be found as strongly disagree or disagree and wide ranges of variations are to be observed in the criteria undecided, agree, and strongly agree. Responses recorded for three professional groups in Table XIV deserve some particular comments. Concerning first the medical doctors, they mostly responded as either undecided with 68.8 percent for (XIII-7) or moderately agree with respectively 56, 62.5, and 81.3 percent for (XIII-11), (XIII-1), (XIII-9). It is therefore

possible to assume that medical doctors might be judged as not particularly knowledgeable as to basic principles of extension. In Haiti, in fact, as already explained above, only officials working in agricultural fields may be judged as having some familiarity with extension programs. The second group, composed of international experts, most all of them having some training in countries where extension practices are more effective and efficient than in Haiti, was decidedly knowledgeable of basic goals and proven methods of educational extension efforts. As a result, the practitioners in international development were remarkably supportive with no expressed opposition and relatively little indecision for each of the six recommendations listed in Table XIV. The third noticeably variant group in terms of response pattern was the agronomists who are the most known Haitian workers as far as extension in the country is concerned. The frequency distributions for the agronomists may be judged as relatively even, yet still skewed toward agreement with the six recommendations or statements of Table XIV. The researcher, having been an agronomist, working six years as a field extension worker in Haiti, would add the comment that in his judgement if many of his native colleagues are somewhat knowledgeable as to what extension is about, only a few possess a more solid knowledge concerning the basic philosophy and goals of extension. Such a short coming may sometimes be revealed in the way they interpret the terminology and practices of extension programs. One example is the usual appearance of the expression "agricultural extension and demonstrations" in the Haitian agricultural literature. This implies a misunderstanding of the real meaning of "agricultural demonstration" which is but one successful method of achieving effectiveness and

efficiency in agricultural extension. A second meaningful illustration is the unfortunate mind set of some young Haitian agronomists in that they are more enthusiastic to give the Haitian farmer a "show" of professional ability than to teach the farmer what the latter should actually know and perform in order to improve the quality of life for his family and others of the community. Another explanatory fact about the confusion of extension purposes in Haiti was discovered by the researcher on his trip to Haiti, in August, 1979, accompanied at this time by one of his research committee members, Doctor James Key. The Oklahoma State University Faculty member and the researcher interviewed then some senior agronomists who plainly stated that they considered the development projects they were directing to be predominantly production-oriented rather than education-oriented. It should be noted that the term "education" was precisely used in the interviews, thus one might conclude that the Haitian practitioners did not distinctly identify education with extension per se. It may be admitted that had the term "extension" instead of "education" been used in the interview, the respondents might well have indicated that their programs were "extension-oriented." It may be recognized that remaining professional groups, more particularly educators and engineers, had more often worked in or had been closely related to agricultural projects. Response patterns of these two groups were similar to that of the agronomists. Like them, they may be considered aware of what extension programs consist of while, to some extent, possessing a lack of complete understanding of basic goals, objectives, methods, and philosophies of educational extension in either agriculture or other fields.



The above analyses would suggest that for Haitian communities to be effectively taught basic knowledge and skills related to their vocational activities, workers involved in development efforts should be first and foremost taught the basic principles of educational extension as applied to any field of knowledge and its necessity as a basic premise in rural and community development and growth. Specifically relating to agriculture, findings of this research would seem to point clearly to the necessity for the Department of Agriculture, the Department of National Education, and the State University of Haiti to initiate a Department of Agricultural Education and Extension at the College or faculty of Agronomy. It was previously suggested that the presently constituted faculty of Agronomy and Veterinary Medicine of Haiti be preferably designated as "College or Faculty of Agriculture" with as many specific departments as necessary and feasible.

Recommendations and/or Statements for the  
Management and Use of Agricultural  
Resources

Observation of findings presented in Table XV shows that overall means for all the responses vary from 3.70 to 4.66. This reveals that the recommendations and/or statements designed for the management and utilization of agricultural resources were favored by the majority of the respondents. Recommendation number nine in which a process to limit minimization of small size farms was suggested recorded the lowest mean of 3.70. Recommendation number nine was not however opposed by the majority of the participants. It was only moderately supported by 22.6 percent of respondents in the category strongly agree,

TABLE XV

RESPONSES OF DECISION MAKERS CONCERNING STATEMENTS  
ABOUT THE MANAGEMENT AND USE OF NATURAL  
AND AGRICULTURAL RESOURCES

Strongly Disagree		Distribution of Respondents Per Category of Agreement								Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
1. The physical, psychological, and moral welfare of the whole Haitian nation is becoming more and more critical as thousands of small rural farmers, lowly or non-educated, and with no or inadequate technical assistance, continue to mistreat, waste, destroy or facilitate the destruction of the country's natural resources such as terrain, soils forests, minerals, and others.													
1	0.7	4	2.9	6	4.4	23	16.8	103	75.2	92.0	4.63	0.45	0.87
2. Considering the statement immediately above, the axiom, which stipulated that the Haitian peasant is the master of the land, in reality constitutes a negative, if not dangerous myth.													
10	7.3	3	2.2	29	21.2	25	18.2	70	51.1	69.3	4.04	0.54	0.81
3. Considering the social and economic impasse in which Haiti is now struggling, it must be recognized that a revolutionary land reform program should be based upon the principle that the lands of Haiti constitute the property of the Haitian nation as a whole and that ownership should not be unconditionally confined solely to individuals who have landowner titles and/or other remnant papers of similar authorizations.													
5	3.6	5	3.6	15	10.9	16	11.7	96	70.1	81.8	4.41	1.37	0.22
4. The statement listed immediately above does not mean that the Haitian government has to kick the Haitian peasants and/or farmers off the agricultural lands, but it does imply that both the occupation and utilization of the lands and other vital resources have to be systematically controlled and managed so that the physical, psychological and moral welfare of all human beings in Haiti may be, without exception, safeguarded and insured.													
0	0.0	0	0.0	12	8.8	23	16.8	102	74.5	91.3	4.66	1.39	0.22
5. One of the most important goals of a land reform program in Haiti should be: the eventual complete elimination of subsistence farming.													
0	0.0	4	2.9	17	12.4	31	22.6	85	62.0	84.6	4.44	1.21	0.30
6. One of the most important objectives of a land reform program in Haiti should be: the transformation of all of Haiti into a vast and sound agricultural and forestry industry.													
0	0.0	3	2.2	21	15.3	32	23.4	81	59.1	82.5	4.39	1.27	0.27

TABLE XV (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly disagree		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
7. To a lesser extent, and with above all, much care, the mining industry could also be somewhat freed for the people's benefit.													
0	0.0	5	3.6	31	22.6	42	30.7	59	43.1	73.8	4.13	1.97***	0.06
8. Considering the two statements immediately above, 6 & 7, such measures do not imply that other industrial endeavors, relevant to the policies and objectives of development, should be discouraged or neglected.													
0	0.0	2	1.5	14	10.2	36	26.3	85	62.0	88.3	4.49	1.59	0.14
9. In order to limit the minimization of the already small size farms of Haiti, the following process has been suggested: A government agency, supervised by the Departments of Agriculture and Justice and operating on both a consultative and supervisory basis with the scientists and/or professors of the University of Haiti, should endeavor to limit the minimization of the country's farms. The agency, once constituted should then operate as follows: Whenever a landowner desires to sell a plot less than six acres or 2.50 hectares, the agency should offer to buy this plot. The agency should then retain possession until it can be resold to a farmer having a contiguous plot not larger than 30 acres or 12.50 hectares.													
1	0.7	13	9.5	43	31.4	49	35.8	31	22.6	58.4	3.70	1.27	0.27
10. If the limit 30 acres considered in the statement immediately above (9) should be enforced, it would go far toward avoiding a possible latifundium* problem.													
0	0.0	9	6.6	40	29.2	41	29.9	47	34.3	64.2	3.92	1.01	0.43
11. In order that the small plot does not remain unproductive during the time it belongs to the Government, it should be cultivated by agricultural pupils in adjacent schools, by young farmers as a part of supervised occupational experience programs, or used as demonstration plots by the field agricultural extension workers.													
2	1.5	15	10.9	21	15.3	54	39.4	45	32.8	72.2	3.91	1.12	0.35
12. The agency referred to in the above recommendation number nine, might also be responsible for implementing a program of systematic redistribution of the lands owned by the Government and other related programs.													
1	0.1	8	5.8	41	29.9	39	28.5	48	35.0	63.5	3.91	1.50	0.17

\*Latifundium: Too large size farms owned by some farmers or non-farmer landowners at the expenses of other local farmers.

TABLE XV (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
13. The suggestion for having the personnel of the Haitian University in the land reform program is based upon (1) the necessity to scientifically approach different problems that can eventually be posed, (2) the necessity to avoid excessive authority abuses and other unjust acts such as the favoritism or discrimination, and (3) the necessity to find relevant humanitarian solutions unanimously accepted for these problems.													
3	2.2	8	5.8	16	11.7	42	30.7	68	49.6	80.3	4.20	1.82**	0.09
14. The land reform policy suggested in this study should be considered within the limits of an overall development for the whole country. A small farmer, for example, realizing that his plot cannot feed his family, might decide to sell this plot if he was given the opportunity to find a more meaningful occupation on a larger farm or in the industry.													
2	1.5	4	2.9	31	22.6	38	27.7	62	45.3	73.0	4.12	1.80**	0.09
15. The agency might prevent quarrels or fighting which sometimes ended in homicides. Violent disputes among natives of Haiti often result from ambiguous land tenures. The agency referred to in preceding statements might help solve these community problems by using, for example, more challenging job opportunities to drive off one or all of the contestants.													
2	1.5	0	0.0	35	25.5	60	43.8	40	29.2	73.0	3.99	1.84**	0.08
16. The agency might also facilitate the transfer of progressive cooperative, and productive farmers from their initial 'plot of subsistence' to more 'economic farms.'													
0	0.0	0	0.0	2	1.5	25	18.2	55	40.1	58.3	4.19	0.76	0.63
17. One major objective of the land reform policy designed in this present study might be to establish and maintain a controlled number of adequately educated, cooperative, and productive farmers with effective technical and financial assistance on all of the arable lands of Haiti.													
0	0.0	2	1.5	26	19.0	44	32.1	65	47.4	79.5	4.26	1.43	0.20
18. The land reform policy submitted in this study might appear excessively fictive or utopian to many, but it is to be anticipated that the ability of the ministerial departments and other concerned institutions to cooperate in effectively monitoring and sustaining the program could permit to maintain and improve it on a continuous basis. It is also anticipated that the agency would be made of and supervised by qualified professionals wisely prepared at the highest university levels.													
1	0.7	5	3.6	21	15.3	34	24.8	76	55.5	80.3	4.31	0.92	0.49

TABLE XV (Continued)

Distribution of Respondents Per Category of Agreement										Percentage of Agreement	Mean of All Responses	ANOVA Among Groups	
Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree				F Value DF: 1/129	Level of Significance
N	%	N	%	N	%	N	%	N	%				
19. One could affirm without hesitation that successful agricultural production programs, including food crops, raw products for the local industry, export crops, forestry and others, are now too vital for the Haitian nation to abandon its lands to the only whims of poor and illiterate peasants, and this, mostly because some Haitians possess some old papers turned yellow by the time and that they call 'titre de propriete'* 'papier terre.'**													
1	0.7	5	3.6	21	15.3	34	24.8	76	55.5	80.3	4.31	0.92	0.49
20. With due consideration for the unique environment of Haiti, the country's socioeconomic situation -- small size farms, severely eroded steeped mountains and others -- and the worldwide problems such as the soaring cost of energy, it is recommended that the importation of large tractors be discouraged or avoided and efforts be expended to introduce small garden tractors or "motoculteurs."													
1	0.7	13	9.5	33	24.1	32	23.4	58	42.3	65.7	3.97	1.55	0.16
21. The introduction of small garden tractors could be successful if the farmer-operator could be provided with some elementary knowledge, skills, and proper tools to maintain and repair the small tractor himself.													
2	1.5	9	6.6	26	19.0	24	17.5	76	55.5	73.0	4.19	0.46	0.86
22. The specialized services of the Department of Agriculture and the University of Haiti, especially the Colleges of Agronomy and Engineering should study the possibility of adapting appropriate irrigation systems such as sprinkler and drop to the mountains.													
0	0.0	1	0.7	20	14.6	17	12.4	99	72.3	84.7	4.56	0.72	0.65

\* 'titre depropriete': property title.

\*\* 'papier terre': paper of the land. Both expressions are local terms for real estate ownership. It is to be noted that these titles are often questionable because of lack of cadastre.

and 35.8 percent in the criterion agree. While 31.4 percent of respondents were found as undecided, 9.5 percent were reported as disagree, and only 0.7 percent declared strongly disagreeing.

Recommendations (XV-9) through (XV-19) dealt with the problems of land reform in Haiti. Elaboration of and historical review of land reform problems were presented in detail in the second chapter. It should prove sufficient in these analyses to point out that responses were undoubtedly influenced greatly by the respondents knowledges of past attempts at reform. The researcher himself would feel strongly supportative of the projected Schiller Nicolas' system (23) which can easily be combined with the process discussed in this study. One adaptation of Nicolas' system may be to lower the cost of lands on the basis of national average income and tax all landowners on the basis of the estimated rent, whether the land possessed is being used or not. It would automatically result that a piece of land would be worth to be acquired and kept if only there was a genuine need for it such as the establishment of an economic enterprise of a home. Land speculations would be greatly discouraged.

The second hypothesis was rejected for recommendations seven, thirteen, fourteen, and fifteen of Table XV. While suggestions to develop agricultural and forestry industry were strongly made, statement seven explains that careful mining industries could be also promoted. Statement thirteen supports the involvement of the University of Haiti in the implementation of land reform programs. Statement fourteen explains that the land reform policy suggested in the study is to be viewed in the framework for an overall development program for the whole country. Number fifteen explains how an agency for land reform can prevent quarrels or fighting among local landowners or farmers.

Table XVI shows the pattern of distribution of respondents in professional groups with regard to these statements. There were relatively little opposition for all four statements. The range of indecision was 35 percent for statement seven and thirteen, 19 percent for recommendation fourteen, and 35 percent for fifteen. The most supportive groups, as showed by the group means of Table XVI were the educators and sociologists for all four statements. The engineers were the least supportive of number seven, the international experts the least supportive of number thirteen, while the lawyers were reported as the least favorable of both number thirteen and fifteen. The sociologists were reported as the highest supportive group in the strongly agree category for all four statements presented in Table XVI.

#### Goals of Socioeconomic Development

##### Programs

Except for some slight deviations concerning statements six and seven of Table XVII, the goals were, in general highly supported by a majority of respondents. Concerning statement six, a few respondents objected that Haitians should consider their problems only from a Haitian viewpoint. In statement (XVII-6), Haiti was compared to other countries which have successfully overcome their obstacles. In designing this statement, the researcher did not mean that Haiti should excessively import all necessary knowledges and experiences to solve its particular problems but neither did the researcher believe that an underdeveloped nation like Haiti could effectively progress by confining itself in a somewhat sterile, narrow and/or shallow nationalism. A few other respondents judged that statement seven of Table XVII was a little

TABLE XVI  
DIFFERENCES AMONG GROUPS CONCERNING THE  
MANAGEMENT AND USE OF NATURAL AND  
AGRICULTURAL RESOURCES

Prof. Groups	Categories of Agreement								Group Mean		
	Strongly Disagree		Disagree		Undecided		Agree			Strongly Agree	
	N	%	N	%	N	%	N	%	N	%	
	XV-7										
Agronomists	0	0.0	1	5.0	8	40.0	5	25.0	6	30.0	3.80
Educators	0	0.0	0	0.0	1	5.6	8	44.4	9	50.0	4.44
Sociologists	0	0.0	0	0.0	4	23.5	3	17.6	10	58.8	4.35
Med. Doctors	0	0.0	0	0.0	2	12.5	6	37.5	8	50.0	4.38
Internl Experts	0	0.0	0	0.0	5	31.3	5	31.3	6	37.5	4.06
Accountants	0	0.0	1	5.9	4	23.5	4	23.5	8	47.1	4.12
Lawyers	0	0.0	1	5.9	2	11.8	5	29.4	9	52.9	4.29
Engineers	0	0.0	2	12.5	5	31.3	6	37.5	3	18.8	3.63
	XV-13										
Agronomists	1	5.0	2	10.0	3	15.0	6	30.0	8	40.0	3.90
Educators	0	0.0	0	0.0	2	11.1	5	27.8	11	61.1	4.50
Sociologists	0	0.0	0	0.0	0	0.0	7	41.2	10	58.8	4.59
Med. Doctors	1	6.3	1	6.3	0	0.0	7	43.8	7	43.8	4.13
Internl Experts	0	0.0	3	18.8	2	12.5	6	37.5	5	31.3	3.81
Accountants	1	5.9	2	11.8	2	11.8	3	17.6	9	52.9	4.00
Lawyers	0	0.0	0	0.0	6	35.3	4	23.5	7	41.2	4.05
Engineers	0	0.0	0	0.0	1	6.3	4	25.0	11	68.8	4.63
	XV-14										
Agronomists	0	0.0	1	5.0	4	20.0	4	20.0	11	55.0	4.25
Educators	0	0.0	0	0.0	3	16.7	4	22.2	11	61.1	4.44
Sociologists	0	0.0	0	0.0	3	17.6	3	17.6	11	64.7	4.47
Med. Doctors	0	0.0	0	0.0	4	25.0	6	37.5	6	37.5	4.13
Internl Experts	0	0.0	0	0.0	4	25.0	6	37.5	6	37.5	4.13
Accountants	1	5.9	2	11.8	4	23.5	4	23.5	6	35.3	3.71
Lawyers	1	5.9	1	5.9	6	35.3	4	23.5	5	29.4	3.65
Engineers	0	0.0	0	0.0	3	18.8	7	43.8	6	37.5	4.19



TABLE XVI (Continued)

Prof. Groups	Categories of Agreement										Group Mean
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	
					XV-15						
Agronomists	0	0.0	0	0.0	6	30.0	9	45.0	5	25.0	3.95
Educators	0	0.0	0	0.0	3	16.7	10	55.6	5	27.8	4.11
Sociologists	0	0.0	0	0.0	2	11.8	7	41.2	8	47.1	4.35
Med. Doctors	0	0.0	0	0.0	3	18.8	8	50.0	5	31.3	4.13
Interntl Experts	0	0.0	0	0.0	4	25.0	8	50.0	4	25.0	4.00
Accountants	1	5.9	0	0.0	7	41.2	4	23.5	5	29.4	3.71
Lawyers	1	5.9	0	0.0	8	47.1	5	29.4	3	17.6	3.53
Engineers	0	0.0	0	0.0	2	12.5	9	56.3	5	31.3	4.19

TABLE XVII

RESPONSES OF DECISION MAKERS CONCERNING STATEMENTS  
ABOUT THE GOALS FOR SOCIOECONOMIC  
DEVELOPMENT PROGRAMS

Distribution of Respondents Per Category of Agreement					Percentage of Agreement	Mean of All Responses	ANOVA Among Groups						
Strongly Disagree N %	Disagree N %	Undecided N %	Agree N %	Strongly Agree N %			F Value DF: 1/129	Level of Significance					
1. Equal educational opportunities should be provided to every person regardless as to where they may reside.													
0	0.0	0	0.0	0	0.0	10	7.3	127	92.7	100.0	4.93	0.21	0.98
2. Equal economic growth opportunities should be provided to every person regardless as to where they may reside.													
0	0.0	2	1.5	0	0.0	15	10.9	120	87.6	98.5	4.85	0.74	0.64
3. Good quality of public services (transportation, communication, water facilities, employment opportunities, security, and others) should be provided for all of the communities.													
0	0.0	1	0.7	2	1.5	4	2.9	130	94.9	97.8	4.92	1.13	0.35
4. Both the restoration and protection of the natural environment should be of primary importance to any organization or institution operating in the country.													
0	0.0	2	1.5	6	4.4	14	10.2	115	83.9	94.1	4.77	1.10	0.37
5. One ideal goal would be the most possibly complete development of the physical, psychological, intellectual, and moral aptitudes of every Haitian citizen considered as an individual, social, and universal human being.													
0	0.0	2	1.5	2	1.5	9	6.6	124	90.5	97.1	4.86	1.52	0.17
6. Japan has been developed on the rock of the islands; Israel on the sand of the desert; the Netherlands against the invasion of the sea. The Netherlands has in addition a population density twice as large as Haiti's. Like Switzerland Haiti can thrive among its mountains provided that Haitians desire to develop among them a genuine respect and admiration for both men and Mother Nature.													
0	0.0	2	1.5	3	2.2	30	21.9	102	74.5	95.69	4.73	1.47	0.18
7. As Haitians, we could considerably multiply our wealth by only developing adequate methods of management for our brains, our lands, our sunshine, our seashore, our creeks, our hills, our valleys, our fruits, our flowers, our songs, and many other resources.													
0	0.0	0	0.0	7	5.1	23	16.8	107	78.1	94.9	4.73	1.72	0.11

fanciful. Statement (XVII-7) promotes rural development, that is, efforts designed to make the rural areas a better place to live and work. This might be unknown by some respondents who were not knowledgeable in matter of rural development theories and practices.

In fact, statements of Table XVII were but ideal goals which should guide and help in defining concrete and measurable objectives of development program planning. It is to be recalled that the researcher's attempts to include a group of religious ministers in the study were hampered by the apparent unwillingness or apathy of these individuals to respond. However, ten religious ministers, natives and non-natives were involved in an open interview. They were optimistic about the achievement of development objectives in the country provided that both the government and communities plan more effective human and sound development programs. Concerning the French-Creole problems of Haiti, religious ministers were nearly all supportive of the opinion that French should not be regarded as a genuine Haitian language, and should be therefore taught as only a second language. It is, however to be reported that ministers mentioned in this issue were all English speaking foreigners and Haitians having had some training in predominantly protestant and English speaking places such as England, USA, and Jamaica. Lack of time did not permit the researcher to interview the more predominantly French speaking Catholic priests. The study will hopefully be resumed on a more integrated basis.

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATION

#### Summary

This study focused on the perceptions and attitudes of both Haitian and non-Haitian decision makers concerning selected aspects of educational and agricultural development in Haiti. The study was initially designed as a continuation of the researcher's master's thesis which was submitted to and approved by the Faculty of the Graduate College of the Oklahoma State University in December 1978. In the master's thesis program, an attempt was made to determine the status of education and of agricultural practices among the rural population of Haiti. Findings in the master's program did establish or confirm that (1) current programs providing both formal and informal educational opportunities could be judged as ineffective or inefficient among the rural population of Haiti. Some examples were: Only 18 percent of the 150 rural farmers interviewed attended secondary schools, while 75 percent indicated that their children were obliged to walk from thirty minutes to two hours from their house to the nearest school. Opportunities for agricultural education as a distinct facet of education was found seldom available in a very few of the rural schools. Even when taught, it does not allow credit. Furthermore, except for a few agricultural vocational schools, there were found no

professional teachers of agriculture available to teach in primary and secondary schools. Cultural youth activities focusing on the enhancement of leadership for educational and agricultural development were ineffective or non-existent throughout most of the Haitian communities. Associated with this dearth of education in agriculture and rural life was the finding that management and use of the primary agricultural resources and practices were not effectively organized or oriented to meet adequately the most basic needs of the nation.

Sensitive to the desire of residents of rural communities to have their impoverished lots alleviated, the researcher did develop in the master's thesis a set of relevant recommendations and statements directed toward improvement in the planning and implementation of more effective development programs in Haiti.

Acknowledging that the outcome of successful development essentially is the result of collective endeavor, the researcher has taken the opportunity in this present study to assess the reactions of professional decision makers presently operating in Haiti. Therefore, a related objective of the current research thesis was the incultation and subsequent reconsideration of the former recommendations and or statements of the master's thesis in order to make them more accountable and/or responsive with regard to the needs of the Haitian communities. The final outcome hopefully will be a significant contribution toward effectiveness and efficiency in planning educational and agricultural development programs to the advantage of all social strata of the nation.

In a general sense, the present research effort was organized as follows:

First, the purposes, goals, and/or objectives of the study were defined, and the actual needs for undertaking the study were duly analyzed. A review of related literature was made, focusing mostly on facts, philosophies and/or opinions, regarding development needs and strategies as expressed by (1) Haitian editors of current daily or weekly periodicals, (2) Haitian and non-Haitian scholar, authors of various books, and (3) official professionals operating in Haiti and reporting in official administrative documents or journals. A third effort, consisting of a presentation of procedures and methodologies, was organized to support and further clarify the framework of the research effort. Further pursuit of the outlined program was effected through the design, construction, and printing of 200 copies of the survey-questionnaire form which included a summary statement concerning the development process, goals, and objectives as specifically applicable to Haiti. In addition, the form listed each of the 107 recommendations and/or statements established through the master's thesis. The completed forms were then distributed to 200 selected individuals in Haiti. These 200 respondents were stratified into eight groups, each consisting of 25 individuals engaged in a distinct profession which establish them as decision makers. One hundred and thirty-seven or 68.5 percent of the distributed copies were recovered by the researcher. A breakdown of the returns by groups reveals that this study finally involved 20 agronomists, 18 educators, 17 sociologists, 16 medical doctors, 16 experts in international development, 17 accountants and financial managers, 17 lawyers, and 16 engineers.

The 107 recommendations and/or statements which were purposely designed to constitute a framework for planning educational and

agricultural development programs in Haiti, were broken down into eight different specific sets which results in unequal numbers of items for simple response. These 107 items were summarized and presented in Table XVIII (page 125).

In order for the respondents to evaluate the proposed recommendations and or statements, five criteria or alternatives were suggested on the basis of a Likert's type scale. The criteria were defined as strongly disagree (1 point), disagree (2 points), undecided (3 points), agree (4 points), and strongly agree (5 points).

The following hypotheses were defined:

First Hypothesis: Fifty percent or more of all the respondents are supportive as either strongly agree or agree for a considered recommendation or statement.

Second Hypothesis: There are no significant differences among attitudes of different professional groups for a considered recommendation or statement at the level of significance of 10 percent.

When the first hypothesis was applied to the group of recommendations and/or statements of Table XI, two of these statements could not be supported. Statements in group XI dealt with specified actions which might improve Agricultural Education at the higher level. More specifically, statements (XI-5) and (XI-6) dealt with possible inclusion of the military academy in the university structure. The first hypothesis was rejected for both statements (XI-5) and (XI-6). Statement (XI-5) was supported by 34 percent of the respondents in the category strongly agree and six percent of them in the agree. There were 29 percent strongly agreed and 10 percent agree for statement (XI-6). The closely related recommendation, (XI-7), was accepted with 40 percent

TABLE XVIII

THE ACCEPTANCE AND REJECTION OF HYPOTHESES REGARDING  
RECOMMENDATIONS AND/OR STATEMENTS RELATIVE TO  
EDUCATIONAL AND AGRICULTURAL DEVELOPMENT IN  
HAITI

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II. Level of Significance
I. <u>Restructuring and Improving Rural Schools</u>		
1. Reduce time to complete primary requirements from eight years to six years.	71.5 4.23	0.48
2. Extend rural school three years beyond primary studies.	73.0 4.04	0.73
3. Provide each rural school with at least one director-administrator and nine teachers.	51.1 3.65	0.60
4. After completion of rural school qualified youngsters may continue secondary studies or enroll in vocational school.	77.3 4.21	0.14
5. Teachers should be continuously involved in on-the-job training programs.	100.0 4.96	0.68
6. Evaluate and review educational programs in rural areas for adjustments.	94.9 4.75	0.98
7. Poverty and hunger constitute major cause of high dropout and grade repeater rate in Haitian schools.	84.0 4.43	0.09**

\*The first hypothesis was rejected.

\*\*The second hypothesis was rejected.



TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
8. Consider provision of financial aids to parents to improve pupil nutrition.	58.4 3.72	0.07**
9. Provide busses to pupils living far from school.	65.7 3.85	0.03**
10. Where traversable roads are not available, help pupils spend weekdays in school area.	67.2 3.91	0.05**
<u>II. Improvement of Communication Skills</u>		
1. Educated citizens, regardless of geographic and social backgrounds are of importance in planning relief of critical socioeconomic situation.	93.4 4.70	0.77
2. Adequate communication skills are necessary for effective and efficient educational achievement.	94.8 4.72	0.48
3. Effective communication skills implies adoption of language accepted by the nation, flexible and open on the rest of the world.	89.0 4.43	0.97
4. Haitian Creole with phonetic spelling cannot keep pace with more advanced knowledge and modern technology.	68.6 3.92	0.54
5. Haitian Creole with phonetic spelling is judged unable to satisfy needs of Haitian people to pursue comprehensive studies.	67.2 4.00	0.42
6. French as spoken in Haiti can be understood by any French speaking individual of the world.	67.9 3.99	0.90

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
7. Educated Haitians readily understand French regardless where and by whom it is spoken or written.	83.2 4.43	0.89
8. All persons in good physical, psychological, and moral health can be educated Haitians.	81.0 4.45	0.61
9. It may be more practical to motivate Haitian masses to understand and use Haitian French than to persuade the Haitian scientist to write or translate textbooks in Creole.	65.7 3.85	0.84
10. Haitians can and should be involved in continuing learning efforts to remain productive citizens.	92.7 4.62	0.31
11. Use of libraries and bookstores by greatest possible number of citizens.	92.0 4.73	0.65
12. Use French texts and accept spoken Creole among pupils of four first years of primary school.	54.8 3.66	0.60
13. Teachers should address pupils in French and encourage pupils to speak French during two last years of primary school.	65.0 3.79	0.70
14. After primary studies use of French should be compulsory among both teachers and pupils while pupils shall not be punished for mistakes.	73.0 3.99	0.81
15. School teachers should have good knowledge in psychology and sociology applied to education.	97.1 4.76	0.39

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
16. Haitian Creole is understood by all Haitians but varies from one region to another.	83.2 4.26	0.86
17. Creole also varies from the intellectual to the illiterate.	86.1 4.39	0.25
18. "Frenchified Creole" (Creole with greatest possible dose of French) is but a Haitian language.	73.8 3.99	0.40
19. Creole spoken by Haitians with some education is characterized by French terms and phrases which retain original pronunciation and meaning.	86.1 4.48	0.14
20. French terms and phrases used in Creole tend to retain original pronunciation and meaning with education and lose original pronunciation and meaning with ignorance.	69.4 4.04	0.25
21. Haitian Creole should evolve according to natural tendencies of Haitian intellectuals.	52.5 3.66	0.19
22. If written, Creole spoken by educated Haitian family would keep French spelling for many terms.	73.0 4.12	0.04**
23. Creole used in development of educational curriculums and other materials should be the Creole spoken by Haitian intellectuals because those Haitians are normal leaders of development efforts.	52.5 3.68	0.63

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
24. Adoption of Creole with phonetic spelling is arbitrary and not based on objectives of socioeconomic development programs.	51.1 3.64	0.37
25. Strengthen relationships between French and Creole instead of fostering further separation between these languages.	71.5 4.00	0.30
26. Haitian nation needs language practical at both national and international levels.	91.9 4.69	0.58
27. This language will contribute in making Haitian masses more progressive, more cooperative, and more productive.	88.3 4.62	0.86
III. <u>Improvement of Adult Education</u>		
1. Encourage literate citizens to voluntarily tutor illiterate relatives and/or acquaintances.	71.5 4.04	0.18
2. Office National de'Alphabetisation (basic education) et d'Action Communautaire (ONAAC) should be involved in planning and implementation of above process.	58.1 4.00	0.40
3. Offering rewards to both tutors and learners will promote above movement.	72.3 3.93	0.46
4. Organize special training programs to improve tutors knowledge and ability.	79.5 4.31	0.29
5. Competitions among tutors and among learners may act as element of motivation toward achievement.	68.6 3.98	0.22

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
6. Competition may be organized at local, regional, or national level.	73.8 4.18	0.33
7. Coordinate activities of ONAAC with those of other educational institutions.	94.2 4.71	0.65
8. ONAAC should have more comprehensive educational program than mere literacy program.	86.4 4.54	0.24
IV. <u>Implementation and Improvement of Agricultural Education in Haitian Schools</u>		
1. Credit for agricultural education in primary rural school.	97.1 4.77	0.64
2. Teaching agricultural education in secondary rural school.	91.3 4.60	0.94
3. Teaching agricultural education in urban primary school.	77.3 4.29	0.92
4. Teaching agricultural education in urban secondary school.	66.4 3.95	0.29
5. A service including specialists from the Department of National Education, the Department of Agriculture, and the Faculty of Agriculture should plan, supervise, and evaluate, programs of agricultural education in schools.	91.3 4.59	0.13
6. Include in administration of ONAAC a department of agricultural education.	91.2 4.57	0.08**

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
V. <u>Improvement of Agricultural Education at Higher Level</u>		
1. Effective development programs enhancing quality of human resources will result in greater rate of enrollment at the university.	63.5 4.64	0.76
2. Join or combine some faculties of the University of Haiti on one common campus.	89.8 4.62	0.68
3. Combination of faculties on one campus might improve both content and quality of higher education.	83.2 4.44	0.90
4. This combination will improve collaboration among both professors and students within and among different fields.	93.4 4.68	0.32
5. Join Military Academy of Haiti to other colleges on common campus.	40.1* 3.26	0.81
6. Combining of the Military Academy of Haiti with other colleges will facilitate formulation of military specialists.	39.4* 3.12	0.97
7. The integration of the Military Academy with other faculties on a common campus will promote more human relationships among military and civilians.	50.3 3.46	0.45
8. Standardizing interpretation of studies completed in Haiti in terms of equivalent accomplishment in predominantly English and Spanish speaking countries of higher education.	91.3 4.58	0.49

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
9. Establish and maintain program of graduate studies at the University of Haiti (UEH).	92.7 4.61	0.13
10. Program of graduate studies at UEH will provide Haiti with different field researchers.	94.1 4.69	0.59
11. Opening other universities in other regions of Haiti.	92.0 4.66	0.46
12. Replace "Faculty of Agronomy and Veterinary Medicine" by a "Faculty of Agriculture."	65.7 4.01	0.21
13. Give graduates in Agriculture diplomas according to field of study.	60.6 3.99	0.08**
14. Assignment of the graduates of the Department of Agricultural Education and Extension of the Faculty of Agriculture.	70.1 4.20	0.34
15. Creation of Department of Agricultural Engineering and/or Agricultural Mechanization at the University of Haiti.	83.9 4.38	0.78
16. Admission of vo-tech graduates at the University of Haiti.	84.6 4.50	0.65
VI. <u>The Organization and Functioning of a Cooperative of Extension Services</u>		
1. Coordinating the efforts of the Department of Agriculture, of the University of Haiti, and the Agricultural District in planning, implementing, supervising, and evaluating agricultural extension efforts.	68.6 4.05	0.02**

TABLE XVIII (Continued)

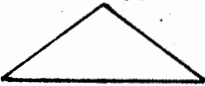
Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
2. Change the present "Service of Agricultural Production and Extension" of the Department of Agriculture into a "Cooperative of Extension Services."	45.9* 3.70	0.20
3. Presentation of the triangle	84.7 4.29	0.35
<div style="text-align: center;">  <p>Education</p> <p>Research    Extension</p> </div> <p>to bind together different public and or educational institutions and the people.</p>		
4. Supervision of agricultural district personnel by both Department of Agriculture and Faculty of Agriculture.	57.0	0.003**
5. Organization of local advisory council in agricultural district.	88.4 4.48	0.41
6. Coordination of regional development projects with the "Cooperative of Extension Services."	67.2 4.02	0.04**
7. This coordination may result in more effective integration of scholars, workers, and learners.	71.6 4.08	0.003**
8. This coordination may reduce duplication and overlaps.	78.1 4.31	0.13
9. Support and coordination of free educational services provided by religious and philanthropic institutions.	85.4 4.30	0.02**
10. Fuse or amalgamate Haitian scouts (boys and girls) with 4-C youth.	62.7 3.77	0.20



TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
11. Organization of on-the-job education and training program for agricultural field extension workers.	80.3 4.25	0.06**
VII. <u>Management and Use of Natural Resources</u>		
1. Consequences of non-provision of adequate educational opportunities and technical assistance to small farmers.	92.0 4.63	0.87
2. The axiom "The Haitian peasant is the master of the land" is a negative and dangerous myth.	69.3 4.04	0.81
3. Revolutionary land reform program should consider that the lands of Haiti are the property of the whole nation instead of being the wealth of some individual landowners.	81.8 4.41	0.22
4. The above statement does not mean that peasants and/or farmers should be kicked off the agricultural lands. It however implies a judicious control of the vital resources.	91.3 4.66	0.22
5. One of the most important goals of a land reform program: complete elimination of the agriculture of subsistence.	84.6 4.44	0.30
6. One of the most important objectives: Transformation of the whole Haiti into a vast and sound agricultural and forestry industry.	82.5 4.39	0.27

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
7. To a lesser extent and with much care, the mining industry could also be considered.	73.8 4.13	0.06**
8. Above measures do not imply that other industries are to be discouraged or neglected.	88.3 4.49	0.14
9. Suggestions to limit the minimization of the already small size farms.	58.4	0.27
10. Suggestions to avoid a 'latifundium problem' while implementing a land reform program.	64.2 3.92	0.43
11. Suggestions concerning the use of small plots belonging to the government.	72.2 3.91	0.35
12. Suggestions concerning the redistribution of lands owned by the government.	63.5 3.91	0.17
13. Rational for having the University of Haiti involved in land reform program.	80.3 4.20	0.09**
14. Relationships between land reform program and overall development policy.	73.0 4.12	0.09**
15. An agency for land reform program seen as a peacemaker among land-owners.	73.0 3.99	0.08**
16. Transfer by the agency of small progressive farmers from plot of subsistence to more economic farms.	58.3 4.19	0.63

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
17. One major objective of land reform program: Having a controlled number of adequately educated and cooperative farmers with effective technical and financial assistance.	79.5 4.26	0.20
18. In spite of the possibility for the land reform policy submitted in the study to appear as fictive or utopian, achievements are possible if programs are implemented by wisely educated professionals.	70.0 4.01	0.42
19. Reasons why the nation cannot abandon its lands to the only poor and non-educated peasants.	80.3 4.31	0.49
20. Suggestions to introduce small tractors to Haiti instead of large machines.	64.7 3.97	0.16
21. Necessity for owners or operators of small tractors to possess knowledge, skills, and tools to repair and maintain themselves the small tractors.	73.0 4.19	0.86
22. Suggestions for adapting appropriate irrigation systems in the mountains.	84.7	0.65
<u>VIII. Outlined Goals of Socioeconomic Development Programs</u>		
1. Equal educational opportunities to every citizen.	100.0 4.93	0.98
2. Equal economic growth opportunities to every citizen.	98.5 4.85	0.64

TABLE XVIII (Continued)

Statement or Recommendation	Hyp. I Percentage of Agreement and Mean of All Responses	Hyp. II Level of Significance
3. Good quality of public services to every community.	97.8 4.92	0.35
4. Restoration and protection of natural resources seen as of primary importance.	94.1 4.77	0.37
5. One ideal development goal: Most possibly complete development of the physical, psychological, intellectual, and moral aptitudes of Haitian citizens as both individuals and community members.	97.1 4.86	0.17
6. Presentation of countries with physical and/or population similarity like Haiti but that have successfully achieved development objectives.	95.6 4.73	0.18
7. Possibility for Haiti to become wealthy by wisely mobilizing all its resources.	94.9 4.73	0.11

\*The first hypothesis was rejected.

\*\*The second hypothesis was rejected.

strongly agreeing and 10 percent agreeing. The first hypothesis was also rejected for statement (XIII-2) in which it was suggested to change the present "Service of the Agricultural Production and Extension" of the Department of Agriculture into a "Cooperative of Extension Services." Statement (XIII-2) was supported by one-fourth of the respondents as strongly agreeing and 10 percent of them as agreeing.

It is to be noted that the majority of the non-supportive respondents were reported as undecided. Recommendations (XI-5), (XI-6), and (XI-7) which proposed the integration of the military academy with the University of Haiti, were the most strongly opposed among the 107 recommendations and/or statements of the study. The problem was largely discussed in the limits of the fifth specific sets of this study's fourth chapter. But the question as to why would many educated Haitians like to keep the military high school graduates off the University of Haiti is indeed an important one. In many countries which have achieved recognized success in development, there are no such educational barriers to any specific group of citizens. Perhaps many Haitian decision makers can be said to have yet far to go in attitude development if the country is to attain desirable social integration and lasting economic achievements. Conversely, many recommendations and/or statements were highly supported, indicating an affirmative position with, in some cases, over 95 percent of the respondents. It would even appear surprising that while the integration of the military institution into the university was strongly objected to, statements of the eighth specific set, which more broadly suggest educational, social, and economic democratization, were favored by over 90 percent of the respondents.

In summary, the first hypothesis was accepted for 104 out of a total of 107 recommendations and/or statements. In other words, more than 50 percent of the respondents support 97 percent of the recommendations and/or statements. Also of note is the fact that the second hypothesis was not rejected for those recommendations which were not supported on the basis of the first hypothesis.

The second hypothesis was rejected for (a) problems that are confronting poor Haitian pupils and proposed solutions to these problems (numbers 7, 8, 9 and 10 of Table IV); (b) the belief that the Creole spoken by educated Haitian families would keep the French spelling for many terms if it were written (number 22 of Table VI); (c) suggestion for ONAAC to include a department of Agricultural Education in its administration (number 6 of Table IX); (d) suggestions to give graduates in Agriculture diplomas according to specific field of study (number 13 of Table XI); (e) suggestions concerning responsibilities for planning, implementing, supervising, and evaluating agricultural extension efforts; problems related to coordination of educational extension (numbers 1, 4, 6, 7, 9, and 11 of Table XIII); (f) suggestion regarding development of mining industries; solutions concerning the land reform (numbers 7, 13, 14, and 15 of Table XV). Significant differences among respondents attitudes seem to primarily result from divergences in understanding the basic concepts and/or philosophies related to the issues involved in the study. In summary, the second hypothesis was accepted for 90 out of 107 recommendations and/or statements, or 84 percent of all the recommendations and/or statements.

## Conclusion

The most apparent conclusion which can be drawn is that the respondents, representing eight groups of decision makers are quite favorable toward almost all of the one hundred seven positive statements related to various aspects of agricultural and educational development. By category, the most supported groups of statements was those categorized as "Goals of Socioeconomic Development Programs," followed closely by "Implementation and Improvement of Agricultural Education in Haitian Schools." Ranking third among the eight categories in terms of apparent support was "improvement of Agricultural Education at the Higher Education Level." Without doubt, the collective statements in this category would have ranked first had it not been for three statements designed to support inclusion of the Military Academy in the Haitian University. Even then, in all groups a few respondents were supportive but for fewer than for statements regarding other aspects of higher education, or for that matter, the entire schedule of one hundred seven recommendations and/or statements. "Organization and Functioning of Cooperative of Extension Services" and "Management and Use of Natural Resources" tied for a fourth place ranking among the eight sets of statements. Respondents were particularly non-supportive of a statement proposing a name change from "Service of Agricultural Production and Extension" to "Cooperative of Extension Services." Respondents were also less supportive of a statement suggesting a process to limit the further minimization of small size farms.

Support for groupings of statements in the final categories "Restructuring and Improving Rural Schools," "Improvement of Communication Skills" and "Improvement of Adult Education" was discovered to

be largely the same, but still noticeably less than for the other five categories. A statement "Teachers should be continuously in on-the-job training programs" received by far the highest support among all one hundred and seven statements. Also ranking very high were statements "School teachers should have a good knowledge in psychology and sociology applied to education" and "Use of libraries and bookstores by the greatest possible number of citizens."

### Recommendations

Recommendations are presented largely using ranking support of respective categories and in as close as possible association to specific statements.

#### A. Goals of Socioeconomic Development

##### Programs

1. In all developmental projects, the organization manager should make sure that his subordinates understand the general goals and objectives of the organization. Furthermore, assignment objectives should be clearly defined for each individual worker and team of worker so that each individual readily recognize his contribution to the program achievements and nation's welfare.

2. In all educational and developmental programs, continuous attention should be given to (1) acquiring an understanding of national goals and (2) the counselling of individuals in reconciling their personal goals with those of local organizations and those of the nation.



B. Implementation and Improvement of  
Agricultural Education in Haitian  
Schools

1. The decision by ONAAC to extend the teaching of agriculture in adult education programs should be supported.
2. Immediate efforts should be made to include the teaching of agriculture in primary and secondary rural schools and in primary and secondary urban schools. However, prior to implementing such instruction in secondary urban schools, additional studies should be made.
3. Promotional programs should be implemented to inform the public about the basic philosophy, content and teaching methods concerning agricultural education.
4. Programs of agricultural education should be planned, supervised, and evaluated by a service including specialists from the Department of Agriculture and the "Faculty of Agriculture."
5. Recognizing the relative scarcity of teachers who are well qualified to teach agriculture in the primary and secondary schools, it is recommended that the Department of Agriculture authorize and recommend that agronomists throughout the country cooperate with local teachers in serving as resource persons and teachers. Further, an inservice program for agronomists in teaching methods should be provided.

C. Improvement of Agricultural Education  
at Higher Level

1. Support should be given the movement to combine faculties on a central campus.

2. A comprehensive program of graduate studies should be implemented at the State University of Haiti. Careful attention should be given to structure and staffing. Assistance may be sought from institutions of higher education in other countries through international agencies now operating in Haiti.

3. In the same manner as the above recommendation, it is suggested to seek to establish branches of the university in other regions of Haiti.

4. The suggestion to integrate the Haitian Military Academy with the University of Haiti should be restudied by including more concerned military and civilians in the program. The use of a non-structured interview formula is advised for the implementation of the research survey related to this suggested study. It is further recommended that qualified behavioral experts be hired to study relationships among different military fields and civilians in Haiti. This study should primarily be focused on the impact of these relationships on social and economic development efforts.

5. Immediate attention should be given by Haitian academicians and higher education administrators to standardize interpretation of studies completed in Haiti in terms of equivalent accomplishment in predominantly English and Spanish speaking countries' institutions of higher education.

6. A promotional program should be implemented to help the public understand the value of a possible change of the present Faculty of Agronomy into a "Faculty of Agriculture" with a "Department of General Agriculture," a "Department of Animal Science and Veterinary Medicine," a "Department of Agricultural and Extension Education," and other

departments as necessary and feasible.

7. Graduates from vocational or technical schools, having passed successfully official examinations in Philosophy, should be admitted to the university without being held to the present requirement of an entrance examination.

D. The Organization and Functioning of  
a Cooperative of Extension Services

1. Promotional programs should be provided to help the public understand the relationships in implementing developmental programs among the concepts of (a) research, (b) formal instruction in schools and university, and (c) extension of education to the entire nation.

2. Educational programs should be implemented to teach Haitian workers basic principles of educational extension as applied to any field of knowledge and its necessity as a basic premise in community change and growth. Concerning more specifically agriculture, the Department of Agriculture, the Department of National Education and the University of Haiti should initiate a Department of Agricultural Education and Educational Extension at the Faculty of Agronomy. It was previously suggested that the presently Constituted Faculty of Agronomy and Veterinary Medicine be preferably designated as "Faculty of Agriculture" with as many specific departments as necessary and feasible.

3. Programs for youth involvement in agriculture and for continuous on-the-job education and training for agricultural field extension workers should be among the leading activities of the Agricultural Extension Service or "The Cooperative of Extension Services." All possible alternatives to have youth being involved

in agricultural educational activities should be explored.

4. Professors of the University of Haiti should be directly or indirectly involved in extending continuing education to the entire nation.

5. Experts in international development operating in Haiti should, to any possible extent, focus their efforts on the educational enhancement of their Haitian co-workers and the communities. Every implementation and achievements of objectives in terms of practical constructions and/or productions, should be basically considered as means of theoretical and practical instructions for native technicians and communities.

#### E. Management and Use of Natural Resources

1. Promotional programs should be implemented to help the public understand that the privilege given to individuals to own the nation's lands is also a responsibility on their part for the nation's welfare.

2. A research program should be implemented at the university to give careful and intensive study to the problems involved in land tenure, land ownership and farm size. The university researchers should receive assignment to consider (1) environmental relationships, (2) economic aspects, (3) social welfare, (4) cost of land, (5) taxation system, (6) legal aspects, (7) proposed reforms by Nicolas, (8) proposed system in this present research study.

3. The teaching concerning the identification and conservation methods of the nation's natural resources should be implemented in all educational endeavors.

4. An understanding and appreciation of methods of evaluation for educational and developmental programs should be taught to senior college students of Haiti and should also be introduced in curricula for in-service training programs for workers in the country.

#### F. Improvement of Adult Education

1. Coordinated activities of ONACC with those of other educational institutions should be supported and provisions be made for ONAAC to offer educational programs to the entire community instead of to the only illiterate citizens.

#### G. Improvement of Communication Skills

1. Provide promotional programs for the public to become aware of all aspects of the controversy between advocates of the use of Creole vs. French. This material should include considerations of the cultural heritage as well as the future prosperity of the nation.

2. Research studies should be implemented about the attitudes of Haitian professionals and scientists concerning writing or translating scientific works and administrative reports into Haitian Creole with phonetic spelling.

3. In so far as is possible, formal instruction in primary and secondary schools as well as in the university should encourage the concept that French terms used in Creole should conserve French spelling, French meaning, and French pronunciation.

#### H. Restructuring and Improving Rural Schools

1. Should be supported (a) reduction of time to complete primary

school program and (b) provision of rural youth with opportunities for continuing education.

2. The initiation of studies to explore all possible alternatives which may be desired to alleviate the lot of poor pupils should be promoted. Incentives to encourage attendance should be given priority.

3. Support and encouragement should be given to advance in-service education for teachers.

4. Development of rural villages in the neighborhood of schools in order to reduce distance between homes and schools should be promoted. This movement should be viewed in the framework of rural development efforts.

Statement Regarding Further Use  
of Research Findings

It is strongly recommended that efforts be made to review and translate soon both this doctoral study and previous master's thesis or abstracted forms in French. A few hundred copies should then be distributed free of cost to professionals, technicians, college students, and others in Haiti.

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## APPENDIXES

APPENDIX A

CORRESPONDENCE RELATIVE TO VISIT TO HAITI



*Oklahoma State University*

DIVISION OF AGRICULTURE  
College of Agriculture  
Agricultural Experiment Station  
Cooperative Extension Service

STILLWATER, OKLAHOMA 74074  
AGRICULTURAL HALL  
(405) 624-5398

January 22, 1979

Mr. Alan Hankins  
US/AID  
Rm. 2239, Dept. of State  
Agency for International Development  
Washington, DC 20523

Dear Alan:

Enclosed is the summary page from the thesis of Joseph N. Pierre. Mr. Pierre has completed his M.S. degree and will be continuing his studies for the Doctorate in Agricultural Education. He is a young man who came to the United States through the efforts of Dr. Robert Price, Emeritus Department Head in Agricultural Education at our university. His studies are currently being supported by a fellowship from a church organization.

We will keep you informed about his work and progress in relation to possible future projects in Haiti.

Sincerely yours,

Frank H. Baker  
Dean and Director

FHB/ln

Enclosure

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D.C. 20523

May 14, 1979

Dr. Frank H. Baker, Dean  
Division of Agriculture  
College of Agriculture  
Oklahoma State University  
Stillwater, Oklahoma 74074

Dear Dr. Baker:

Mr. Allen Hankins passed on to me your January 22, 1979 letter with attachment regarding the work of Mr. Joseph N. Pierre at your institution. Would it be possible to obtain a copy of the thesis? If available I would like to send it to USAID/Haiti's Agricultural Development Officer, Dr. Gerald Neptune as the subject thesis addresses timely topics of considerable concern to our USAID staff in Port au Prince.

Sincerely,

*C. Blair Allen*

C. Blair Allen  
Agricultural Development Officer

cc: LAC/DR/KD, A. Hankins  
LAC/CAR/H, E. Nadeau (with ref letter/attachment)  
USAID/Haiti, G. Neptune (with letter/attachment)

RECEIVED  
MAY 22 1979

DEAN/DIRECTOR  
DIV. OF AGRICULTURE

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Agricultural Education  
(405) 624 5129

74074

May 11, 1979

Dean Frank Baker  
139 Ag Hall  
CAMPUS

Dear Dean Baker:

This letter is to request faculty development funds for the Agricultural Education Department for Dr. James Key to work on a research project in Haiti with Mr. Joseph Pierre. This research project is in the area of rural development for the small farmers of Haiti and is in the area of interest of the faculty member.

The title of this study will be "Perceptions of Decision Makers Concerning Agricultural and Educational Development Among the Rural Population of Haiti." The purpose of this study will be to gather perceptions of governmental officials, educators, extension personnel, international experts and business people of Haiti about current rural developmental efforts and proposed developmental efforts in order to synthesize a viable set of objectives to improve the production and living conditions of the small farmers.

In order to achieve this purpose the following objectives must be accomplished:

1. To study the current developmental efforts with the rural small farmers of Haiti.
2. To determine the perceptions of decision makers in government, extension, education, international affairs and business concerning current and recommended developmental efforts for (a) restructuring and improving rural schools, (b) improving communication skills, (c) implementing and improving adult education, (d) implementing and improving Agricultural Education in the schools, (e) improving Agricultural Education in higher education, (f) organizing and implementing cooperative extension services and (g) improving utilization of agricultural resources.
3. To analyse the situation and perceptions, to synthesize a viable set of objectives, to improve the production and living conditions of the rural small farmers in Haiti.

Page 2  
Dean Frank Baker  
May 11, 1979

To accomplish the above objectives, interviews will be arranged with the decision makers to find out current developmental efforts and their perceptions of the proposed developmental efforts. To carry out the interviews, it will be necessary for Dr. Key and Mr. Pierre to travel to Haiti and make arrangements for and carry out the interviews. Dr. Key would need travel and per diem expenses for approximately 10 days and Mr. Pierre would need travel expenses only. The Government of Haiti is furnishing a vehicle for travel on the island so travel expenses there should be minimal.

Requested Budget

2 Round Trip Air Fares	\$824
10 Days Lodging and Per Diem (Dr. Key)	480
Local Transportation and Communication	200

During the first 10 days Dr. Key and Mr. Pierre will interview the higher ranking officials, then Dr. Key will return to OSU. Mr. Pierre will remain another 10-15 days interviewing teachers and other persons. Upon his return Dr. Key and Mr. Pierre will analyse and synthesize the data with consultation with Dr. Robert Price.

Thank you for your consideration of this matter.

Sincerely,



Robert Terry  
Professor and Head

RT:ssa

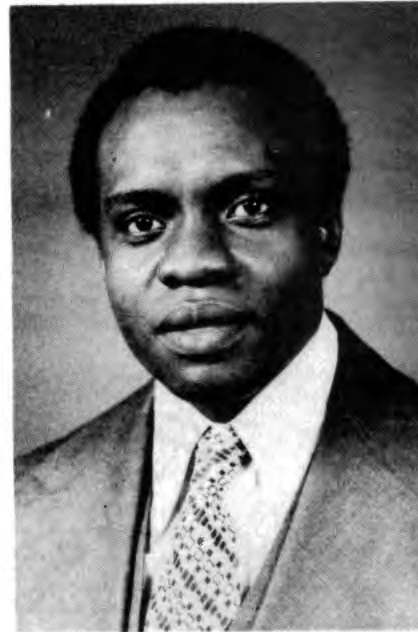
APPENDIX B

INTRODUCTORY PAPER BY JOE PIERRE



SOCIOECONOMIC  
RESEARCH

by



Joe Pierre,

Diplome d'Agronome (B.S.) from the Faculty of Agronomy and Veterinary Medicine of the Haiti State Univeristy, Master of Science with a major in Agricultural Education, and presently candidate for the Doctor of Education degree with a major in Agricultural Education and Extension, both from the Oklahoma State University, U.S.A.

Research

Object Submission of a doctoral thesis to the Faculty of the Graduate College of the Oklahoma State University.

Thesis

Topic PERCEPTIONS AND ATTITUDES OF DECISION MAKERS CONCERNING EDUCATIONAL AND AGRICULTURAL DEVELOPMENT AMONG THE RURAL POPULATION OF HAITI

Dear Compatriot and Friend,

The multiplied effect resulting from the soundness of your knowledge and experience, the strength of your personality, and the high administrative position which you hold, have unquestionably combined to identify you as a very important individual in the destiny of the Haitian nation. Now, one of your fellow compatriots, presently endeavoring to pursue studies in the area of Education, with a major in Agricultural Education and Extension, realizes how your participation is, to a great extent, indispensable in the forthcoming completing submission of a doctoral thesis, this to the Faculty of the Graduate College of the Oklahoma State University, U.S.A. Be convinced that he will be honored by your contribution to the achievement of this undertaking, your friend has first judged it reasonable to provide a few explanations.

The doctoral thesis, presently under preparation, is a continuation of a master's thesis completed by the researcher. The thesis was submitted to the Faculty of the Graduate College of the Oklahoma State University and approved by this institution in December, 1978. The master's thesis was largely based on the perceptions of the small farmers of Haiti themselves, as related to their present status of education and current agricultural practices. A total of 56 questions was, at this time, asked of 150 peasant farmers, living in the area of Cap-Haitian, Gonaives, la Gonave, Grands-Bois, Petit-Goave, Cayes, and Jeremie. Analysis and interpretation of findings collected for the master's program have only confirmed the knowledge of already well established facts such as (1) the dire poverty of the Haitian masses, (2) the excessively high level, 80 to 90 percent, of our illiteracy rate, (3) the primitiveness of our agricultural production methods in the plains, and the backwardness and derisiveness of the methods in the mountains, (4) the constant hindrance of development efforts by the low education level of the masses. Moreover, the most effective of the development programs are rather being implemented in the plains. While, in other words, three fourths of the Haitian territory is mountainous, relatively little assistance is provided to farmers laboring in this mountains.

One important conclusion was that Haiti, as explained Antenor Firmin,\* has now the only alternative to effectively integrate its rural -- and urban -- masses with all social and economic activities of the nation and -- we must add it today -- the rest of the world. Otherwise, Haiti will soon score a national disaster. And as a modest contribution to the collective efforts aimed at the attainment of this vital integration, a total of 33 recommendations and/or statements concluded the master's thesis.

The researcher however has immediately realized that the ever present situation which confronts the Haitian nation, infinitely full of uncertainties, may never come to a final accomplishment. Consequently, the researcher felt concerned about how Haitian and non-Haitian professionals and technicians working in Haiti would react to the recommendations and statements constructed from the development of the master's thesis. The last recommendation of the master's thesis was even expressed in this sense.

Now, in order to secure a more effective participation of Haitian and international authorities in the accomplishment of this doctoral program, the researcher has judged it desirable to present, in a concise and general manner, his perceptions concerning the present situation of his country. Being also discussed, is the general orientation of development programs that could lead the nation to an acceptable level of social and economic development.

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\*Perusse, Roland I. Historical Dictionary of Haiti. (Latin American Historical Dictionaries, #15). The Scarecrow Press, Inc., Metuchen, N.J., 1977.

Haiti has, a long time ago, adopted the universal principles that govern free and democratic nations. These principles, as all of us know, are referred to as of Liberty (freedom), Equality, and Fraternity (brotherhood). We can now affirm on the basis of this principles that the major goal of every development effort is the happiness of everyone without exception. However, if in the unique case of Haiti, we refuse to accept the premise that it is impossible to achieve the happiness of our five million people, we must admit that such an achievement will, at least be difficult. Haitians must first and foremost learn to develop and maintain symbiotic-like relationships among themselves and their environment. In other words, we should first learn to deal on a fair basis with our surroundings instead of exploiting our environment in a one-way sense. The term environment is complex and is used here to include the factors of natural, sociologic, economic, politic, and technologic surroundings.

The principles of liberty, equality, and fraternity imply a distribution of the national income and public services to all responsible citizens wherever they reside or whatever their gainful employment may be. Public services refer to education, fire service, hospital, ambulance, police, electricity, provision of fresh water, sewage, solid waste, housing, transportation, communication, recreation, employment service, labor protection, and others. How can Haiti, presently or in the near future, adequately provide all of its communities with all of these services?

In the first step of a socioeconomic analysis, we can consider three great areas of distribution of the present Haitian population. These areas are:

- a) The capital city Port-au-Prince and its suburban neighborhoods of Carrefour, Petion-Ville, and Croix-des-Missions.
- b) The regional towns of second importance after Port-au-Prince such as Cap-Haitien, Ouanaminthe, Port-de-Paix, Saint Louis du Nord, Gonaives, Saint Marc, Petite Riviere de l'Artibonite, Hinche, Mirebalais, Croix-des-Bouquets, Leogane, Petit-Goave, Miragoane, Jacmel, Aquin, Cayes, et Jeremie (Figure 2).
- c) Smaller towns, villages, and open areas.

#### Considerations Concerning These Three Areas Integrated in a Program of Social and Economic Development

a) Port-au-Prince. Various data have confirmed the fact that the Haitian capital city, perhaps without its suburbs, contains almost twenty percent of the total country's population, that is, about 1,200,000 inhabitants. In this case, important questions call for a response: Have Haitian authorities and scientists predicted the social and economic problems inherent to such a heavy population? In other words, have we been sufficiently prepared to adequately solve such serious problems? What would be now both the direct and indirect costs to effectively provide the communities of Port-au-Prince with good quality services? Would it be more profitable to decentralize Port-au-Prince? How can a program for decentralizing Port-au-Prince be

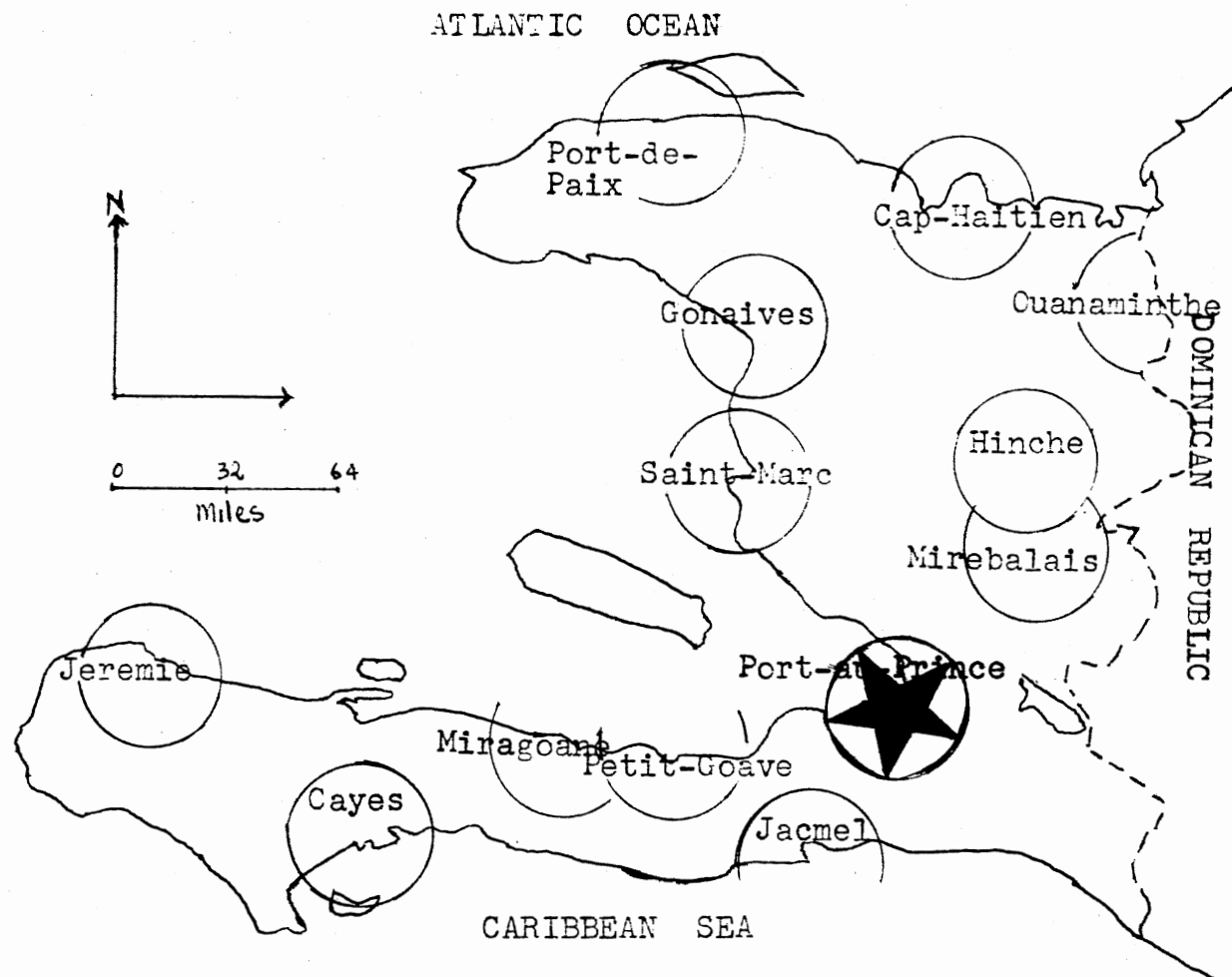


Figure 2. Towns of Haiti

planned and implemented? How to secure the achievement of the objectives of such an important program? One very important question is -- assuming that Haiti possesses sufficient financial and technological resources, including well qualified personnel to solve the problems of Port-au-Prince -- to what extent does the site have the natural capability to support a huge population?

Indeed, it is difficult to respond to such questions, because it is very doubtful that researches have systematically been conducted in this sense. However, facts are evident. The present-day Port-au-Prince, with its frequent traffic jams, shantytowns, crimes, water shortages, lack of electrical power, prostitution, poor masses, hungry masses, and many other plagues, engenders deep and painful reflection and frustration. Also we need to add to all of the above that it would be important to estimate to what extent the desperate people of the countryside, especially the youth, have given up their dream to emigrate to Port-au-Prince in search for a livelihood.

b) Regional Towns. In the framework of the objectives of socio-economic development programs, the regional towns of Haiti constitute, perhaps more economically, important factors, for the decentralization of Port-au-Prince on one hand, and the reorientation of the poor farmers and the unemployed labor on the other hand. These towns still have the advantage to be moderately populated. Specialists in rural development and urbanization\*\* have estimated that services -- transportation, communication, housing, fresh water, electricity, education, etc. -- can adequately and economically be provided to towns comprising 20,000 to 1,000,000 people. But Cap-Haitien, the second town in size after Port-au-Prince, has a population estimated at only 35,000. The most important regional towns of Haiti have a total population less than 400,000, that is, less than 10 percent of the total population of the country. Such towns could at least contain ten times their present population.

c) Small Towns, Villages, and Open Areas. If we put aside the 60,000 inhabitants of the Island of La Gonave\* and the 300,000 to 500,000 Haitians living abroad, it could be estimated that 65 to 70 percent of the population are presently being living in small towns, villages, and open areas of the country. Haiti's image abroad is, to a large extent, a reflection of this last group which is made of the poorest Haitians. Individuals of this group have enormously contributed in the development of the giant ghettos of Port-au-Prince and some of the regional towns.

The myths associated with regard to the miseries of the rural masses of Haiti are considerable. We note, for example, "The Haitian peasant is

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\*\*Tweeten, Luther & Brinkman, George L. Micropolitan Development. The Iowa State University Press, Ames, Iowa 50010. First Edition, 1976.

\*The population of the Island of La Gonave is not to be neglected, but it can be considered in a particular manner.

the master of the land" or again, "the agriculture of subsistence (symbol of ignorance and poverty) constitutes for the rural dweller a way of living. He is bound to his hut, his plot, and his agriculture of grappillage (primitive and derisive agricultural practices) as he is bound to his superstitions."

The peasant is the master of the land!

This does not mean he is the master of the land because he is a member of the nation, and that the lands belong to the nation. No. "He is the master of the land" means that he owns the land as he owns a goat or a chicken. In our local language, the land addresses him: "Dear Master! Dear Mistress!" He has the unquestionable right to sell or destroy the land at will. We only need to continue with the same perception, the same attitude, and their implication, in clearer terms, we only need to continue to abandon the mountainous terrain to the whims of mountain dwellers who are poor, hungry, non-educated, no technically assisted -- while we are managing to exploit them later on -- for Haiti, sooner or later, to disappear from this world.

Systematic research in such fields as psychology, sociology, economics, and others, may well point the way for probably provoking a change of attitudes among us. These rural masses, who presently symbolize Haitian ignorance and poverty, carry with them all the potentialities of the modern, courageous, and progressive man. They are really not so bound, as one might imagine, to these myths of ignorance and misery that we call "their culture." We rather need to remember that culture is but a social phenomenon which, for the individual, makes only sense after he meets basic needs such as eating, drinking, sleeping, dressing, finding a place to live, receiving medical care, feeling in security at home and in the street.

Haitians, regardless of social background, have always been ready to emigrate in order to alleviate their lot. Social and historic evidence exists to sustain this fact while we are hopefully awaiting more systematic studies in this area. Colonial field hardships strengthened by the agrarian corporatism\* of Toussaint Louverture and his successors provoked massive emigrations within the country during the eighteenth and nineteenth centuries; Haiti was then almost completely rural. The twentieth century, from its dawn to these present days, is an era of Haitian exodus toward the sugar cane fields of Cuba and the Dominican Republic, of massive departures for the United States, Canada, Venezuela, French Guiana, the Bahamas, and other islands of the Caribbean. There would even be a psychological emigration that would mean that both urban and rural citizens are staying home as long as foreign immigration services succeed in keeping them off their gate. Also, we must admit that the means used to keep them away are often most frustrating and humiliating. If we now need to consider the movement of our people within our borders, we only have to refer to the

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\*Agrarian Corporatism: Agricultural production system in which the lands are owned or controlled by army officers.

street carriers, the wandering retailers or dealers, the water dealers, the mardigras dancers, the shoe shiners, and many other downtown and shantytown professionals of Port-au-Prince to overload our files.

Where do the paradoxes end? Illiterate are the rural masses, but numerous are highly educated citizens, living in Haiti or abroad, who are sons and/or daughters of the rural illiterates. Rural dwellers are voodoo worshippers, but their educated offsprings make often fun of our voodoo gods. Even more noticeable, are weakly educated or illiterate rural individuals who have been transformed by evangelization in fiery fighters of our African gods.

To what extent do our black skin, the way we swear, our poetry, and our songs, still reveal a nostalgia for the black continent? Is it true that Leon Laleau's\*obsessing heart came to him from Senegal?" Do we sincerely empathize Africa? How can people feel really bound to a place about which they know very little if anything? What do we, Haitians, know about Africa aside from our voodoo and a few folklore terms? Indeed there is no harm to discuss African civilizations as far as culture and humanism are concerned. But, we must first improve our own civilization by at least promoting a minimum level of human dignity among Haitian families. It really sound stupid that we continue to sing poems which make us look like that we know Africa while our ignorance about our own Haiti makes it now dying. We must now acknowledge that Africans are for us people to the same extent as are French, Chinese, Indians, or even our own compatriots, that is, individuals who can, occasionally and regardless of race values, be great friends or real enemies. Indeed, few Africans have some awareness about this Haiti that claims herself Africa's American daughter. They seem to not care at all. Moreover, to what extent does Africa itself bind to its own traditions? We are endeavoring to develop a language that we pretend have "African style" while Africans are themselves extending the teaching of European languages to all of their communities. While many Haitian fellows believe that late Dr. Price Mars\*\*is Negritude's legitimate father, Africans are giving the child to Aime Cesaire,\*\*\* Cedar Senghor,\*\*\* and others. Where does the fraternity stand? How can we explain the creation of so many independent states in black Africa? What is the nature of these daily interafrican confrontations? Fraternity, to be effective, must not be based on myths, but on these principles of comprehensive education which constitute the foundations for genuine human cooperatives. Myths have always been unable to adequately solve our problems. Like Carlo A. Desinor,\*\*\*\* all of us must now acknowledge that:

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\*Leon Laleau: Haitian writer.

\*\*Price-Mars, Jean: Haitian historian and ethnologist, born in 1876.

\*\*\*Cesaire, Aime: Caribbean (French Islands) writer. Senghor, Leopold Cedar: African writer and presently president of Senegal, West Africa.

\*\*\*\*Desinor, Carlo A. "Hier, Aujourd'hui et Peut-etre Demain." Le Nouvelliste. #31095. Rue du Centre, Port-au-Prince, 1979.

The genies of the race are tired . . .  
 It is now time that we let them rest in an eternal peace.  
 They must be really tired. For after having travelled  
 during two hundred years, over two oceans, from Guinea  
 to our coast, for a "yes" or for a "no," in order to take  
 to some spoiled and inconsequent little negroes the myths  
 of force, hope, and courage, they must be today like  
 homeless, sorely taxed non-citizens, bloodless, and weary.  
 We now need human things, human genies, effort real and  
 capable of infusing to this land the concrete love of  
 positiveness, the willingness of goodness and beautifulness.  
 We need simple genies, personified in men, whose only real  
 power will be that they really believe that man is, first  
 and foremost, creative. Regardless of man's failure to  
 create another world, he can create other men, new men, who  
 will successfully change someday the reality of facts. Our  
 actual problem is, first of all, our mentality, a handicap  
 in the normal course of mind, the way we see, consider, and  
 grasp the real. The present-future genies, even now in  
 existence, must replace the perpetually tired genies, and  
 as good emotional people, we will provide them with a place  
 in our legends, like in some museum of small story.

Let us now come back to the problem of Haitians' mobility discussed  
 above, and precise that the author is not attempting to advocate  
 emigration visas for his compatriots. However, we do acknowledge the  
 fact that people in general, and Haitians in particular, readily  
 emigrate to centers where jobs are available, and this, at both  
 national and international levels. Therefore, a program of urbaniza-  
 tion (development of regional towns) integrated with an overall social  
 and economic development (development of education, basic and secondary  
 industries, improvement of commerce, etc.) is necessary to (1) reduce  
 the unemployment rate and assure a more equitable income distribution,  
 (2) decentralize Port-au-Prince, (3) reorient subsistence farmers of  
 the countryside, (4) facilitate implementation of a land reform program,  
 (5) transform our agriculture of subsistence into a more industrial and  
 commercial activity, (6) assure a more stable and higher quality of  
 life to all of our community members.

The time has come when we, Haitians, must recognize that we have no  
 other choice than the lay off of sterile myths and the development of  
 all our potentialities in order to achieve and maintain our national and  
 international equilibrium. In 1804, by lighting the freedom flame of  
 the New World slaves, we did announce a new era to both Latin America  
 and the black world. The time has come when we must conjugate our  
 forces and take our 1804 flame to the summit of the world citizenship.  
 The integration of the masses into social and economic activities of  
 both the nation and the world, such is the task to have accomplished.



APPENDIX C

SUMMARY REPORT CONCERNING VISIT TO HAITI

DR. J. P. KEY

A summary of Dr. James P. Key's visit to Haiti to aid Mr. Joseph Pierre gather data concerning decision makers opinions of agricultural development for the rural small farmers.

- July 31  
Tuesday Visited the Department of Agriculture, Rural and Natural Resources Development. Interviewed the Secretary of State - Edouard Berrouet, the Under Secretary of State - Lucien Duvivier, the Director General - Marcel Depestre, the Director of Extension - Guy Beaulieu, and various Agronomists including the Director of Research - Julio Barthelemy.
- August 1  
Wednesday Journeyed to Cap-Haitien. Visited Gustave Menager - Project Director, Organization for the Development North. Observed farming in the Plain of Gonaives, other plains and mountains on the way to Cap-Haitien.
- August 2  
Thursday Visited agronomists working in ODN and a farmer, Mr. Imenes, returned to Port-au-Prince. Observed farming in the Valley of Artibonite, a major rice producing area and other areas on the return trip.
- August 3  
Friday Visited the Chairman of the Methodist Church of Haiti - Allen Kirton; the Director of the Lay Training School at Freres - Pastor Alain Rocourt; the Natural Resources Division Director - Joseph Rainwright, and Jacques Edouard Alexis, Agronomist with a masters in Food Technology and Professor of Agricultural Technology at the Faculty of Agronomy. Visited with a Baptist Missionary - Pastor Wallace Turnbull.
- August 4  
Saturday Journeyed to Jacmel on the Southwest Coast. Visited with Eric Noailles, Senior Agronomist and saw farming methods common to this region.
- August 5  
Sunday Journeyed to Petit Goave. Attended the Methodis Church and visited with Pastor Allen Darby and Methodist School Inspector Walter Henry. Toured the Lay Minister Training Center there.
- August 6  
Monday Visited Dr. Gerard Neptune, Director of USAID; the Director of Bureau at the General Secretariat of National Education, Professor Moise Innocent; the President of the National Association of Haitian Agronomist, Nicot Julien; and the Chief of Rural Development Education, Pierre Dorismont.
- August 7  
Tuesday Journeyed to Petit Goave to visit the DRIPP (Development Regional Project, Petit Goave, Petit Trou de Nippes). Visited Project and toured their facilities with the Director, Andre Victor. Visited the Christian Institute of Rural Life and Marco Depestre, Director.

My overall impression was that all officials were supportive of Mr. Pierre's work and were impressed with his proposals. We had good visits and discussions with the officials we were able to schedule during the time I was there. Mr. Pierre did an excellent job of contracting the decision makers and arranging interviews. He will continue to make contacts until he returns to OSU on the 27th of August and should have a very high return on his instruments. He also did an excellent job of arranging for me to see the various farming regions of the country; their methods and problems. I feel I got a good orientation to the agricultural and educational situation in the country through the journeys and interviews with officials.

APPENDIX D

VOLUNTARY COMMENTS RECEIVED FROM  
SOME RESPONDENTS

- Your ideas are sufficiently important, particularly those concerning land reform. We share them very sincerely.
- We think that this work is going to help the country considerably in the development process.
- We suggest that you use less imagination and speculation so that the gist of the recommendation or statement can be immediately and clearly grasped.
- Recommendation (IV-3). Considering the dearth of personnel, and more particularly, well qualified teachers in different regions of the country, it is absolutely utopian to recommend nine teachers and one director-administrator for each rural school of the country.
- Concerning the improvement of adult education programs, we believe that efforts should be directed toward the improvement of the structure of ONAAC.
- Concerning the management and use of natural resources, we believe that the creation of jobs should be a fundamental objective. Many people can be employed in efforts of infrastructure (roads, water distribution, etc.).
- There is no doubt that the researcher has been developing his work from a classical model appropriate to countries for which the development process is no longer at the starting point. But Haiti is still far from that point. The question is posed: Is this country ready now for a program so ambitious?
- Considering that we are running short of time to restructure the economy of our country, developing plans should be then short-term plans; any other attempt to transport progress in our country will only worsen our problems.
- This is too beautiful to be true!
- The use of small tractors or motoculteurs in mountains risks to carry the slight layer of arable soil down to the canyon.
- The giving of more than "5" indicates a statement very very strongly supported.
- The land reform problem does not cease to be very thorny in Haiti. It is one of the causes for the assassination of the Haitian Liberator in Pont-Rouge two years after the proclamation of our independence. The suggestions are to be retained, but the problem is how to apply them! I do believe that giving valuable opinions on this problem would be for me a real venture.

- So far, the possible use of appropriate irrigation systems in our mountains has never been mentioned. It even appears that our agronomists responsible for this effort in our agricultural development have no idea as far as Sprinkler and Drip are concerned. It is to be added that a rational utilization of our mountains has never been undertaken. So far, only one rational process practiced to a very meager extent in farming is terrace construction.
- Concerning the language. Since 1804, many governments have attempted to educate our people in French. The present day result is shocking: 80 percent of the population can neither read nor write. If the main cause was only the methodology, this percentage of illiterates would undoubtedly be lower. Recognizing the situation at this point, it must be admitted that education in French is a failure and that we have to change methods and language. Besides before thinking about adoption of languages from abroad, perhaps, we should better think about improving communication among Haitians. In this case, a language spoken by only 20 percent of the population is unappropriate, unless our desire is to continue with the elitist tradition which has produced a few bright Haitians and a majority of illiterates.
- Furthermore, a language per se does not constitute a factor of underdevelopment. Japanese, Germans, and Scandinavians are the only ones to be speaking their respective language. This has not made of them underdeveloped societies. Creole is also being spoken and written on the Mauritius Island. Everyone on the Netherlands Antilles speaks the popiamento which is a sort of Creole based upon the Dutch. Having thought that the Creole would isolate us from abroad is not very convincing. In the Americas, we constitute the only sovereignty being speaking French. Speaking Creole will not change anymore our situation. Haitians may at least understand each other by using Creole. In spite of regional differences in the spoken Creole, it is easier for two Creole speaking individuals to understand one another than it is between one French speaking and one Creole speaking.
- Concerning scientific language, many professors will tell us that the teaching of mathematics and physics in Creole produce better results. Scientific texts can always be published in foreign languages such as English, Spanish, or French, as this is presently the case.
- Graduates of vo-tech schools should be requested to pass entrance examinations for admission to a university in the same manner as are other candidates.
- Professionals responsible for the direction and functioning of agricultural districts should be supported, but not supervised by the "Faculty of Agriculture."

-- The provision of school buses to some pupils is possible to the more advanced countries. In our country where we are experiencing both a lack of roads and school buildings, it would be better to provide better school buildings first and this would be cheaper to the Haitian state.

-- Children of age one through eight, regardless as of where they are living are very receptive. They attempt to repeat and understand everything they perceive. They are able to react positively to any language. Why then can we not provide our youth with opportunities to develop themselves through use of advanced languages?

The integration of training programs for military officers with higher education is not possible. We should first visit a country of Latin America in order to see to what extent such integration has been implemented. The researcher has undoubtedly not sufficiently considered the formation process of the military in developing nations. Military officers are watch dogs trained to guard against bushmen who are always considered objects to be torn apart.

-- The suggestion to change the Faculty of Agronomy to a Faculty of Agriculture as explained in this paper is excellent. If this suggestion is adopted as herein presented, one can further plan a decentralization of agricultural education in Haiti. Upon completion of basic studies in the Central Faculty of Agriculture, students can be directed to strategic points for further studies according to their respective field. For example, students majoring in animal science and veterinary medicine can be sent to the south plains and the Central Plateau; those majoring in general agriculture can be directed toward Artibonite and the mountains, and those majoring in agricultural education and extension can continue academic studies in the College of Agriculture while practicing all over the country.

-- Recommendations and statements are at the same time both tediously organized and utopian. The researcher has failed to consider the structure of the country where everything has to be done at a governmental level. It is true that these propositions deal, to a certain extent, with two departments. Are they going to make an effort in order to select from this paper what is good for further application? I doubt about that.

The researcher has neglected to stress the development of appropriate rural and even urban trades or crafts. The artistic domain of the development process has not been considered either. Theatres, choirs, and others are very important in the rural milieu.

-- Should not the economic, social, and cultural relationships in the production of national riches be considered? Ref.: G. Pierre Charles, L'Economie Haitienne et sa Voie de Developpement.

- Aspects concerning both positive and negative features of the dependence of Haiti upon the United States cannot be neglected. Ref.: Suzy Castor: L'Occupation Americane en Haiti.
- Agricultural Extension is important, but other economic and sociocultural factors are also to be taken into account.
- The Haitian land tenure system (which favors absenteeism and disputes), successoral laws, and "l'etat Civil" (condition of individuals in matter of family relationship, birth, marriage, death, etc.) each and all constitute flagrant injustice. The Georgism, while recovering the economic rent of real estates and eliminating taxes on working capital and consumers good put an end to the suits. Furthermore, this process would provide more security in real estates tenure while stimulating production and development. The rural producer would then become more confident, and large landowners, unable to pay taxes on idle lands, would then be forced to cede a part of their lands while endeavoring to achieve maximum yield from their cultivated fields. The overall result would be the minimization of inflation in the country.
- Annual taxes on urban and rural lands: Communities nationalize the means of production, enslave the proletariat, and eliminate freedom. The Georgism socialize the natural outcome of the land (the economic rent that is created only by the Government and the communities). The rent constitutes a considerable asset that can finance all governmental services and projects, making it unnecessary to tax individual incomes. Consequently, real salaries would increase from the reduction in price of consumer goods.  
  
If the Georgism is not familiar to the researcher, he can write to Henry Georges School of Social Sciences, 50 East, 69th Street, New York 21, N.Y.  
  
It is at last to be noted that it is in towns that the value of idle hands achieve astronomic values that the landowners are wasting instead of returning this money to the masses.
- The thesis present many theoretical and general statements, even utopian, which does not reflect the Haitian reality.
- The number of years to complete a school cycle depends on the content of the program. In a like manner, the number of teachers of a school depends on the number of pupils attending this school.
- Statements suggesting alleviation of the plight of poor pupils by either providing financial assistance to parents and school buses or appropriate living facilities to far living children are non-realistic and utopian. While being unable to provide schools to even one-third of the population, how then can the government



provide allowances to malnourished children? In a country where there are no roads, not enough classrooms, no laboratories, no adequate classical material, how can one, in such a critical situation, consider to buy a school bus and hire a driver of which the total cost is higher than that of a school building?

- There are many statements very questionable concerning the Creole - The dilemma of development and school - Has the economic situation of the country to be first improved before considering the school problems? - According to the general thesis, school has to support development - Education should be organized. How is the country to implement such organization (with what funds?)?

Giving priority to agriculture in the educational system is a very good idea, but, how many agronomists are working in the agriculture field in Haiti when they are not officials of the government or employees of foreign companies?

- Land Reform - yes - but can the Haitian lands feed the whole population? Employment in the industry? What kind of industry? The thesis does not consider rural arts and crafts.
- Illiteracy, Creole impediments of development? Theoretically, yes. But, these illiterates have created Saint-Domingue. Their arms and sweat have supported Haiti since 1804, and in addition, are they not still very useful to the economy of the Dominican Republic and even to the American industry?

- Methodologically, I encountered problems. Considering that the statements are normally associated or interrelated, one disagreement with the first one in a category may practically obligate the respondent to react in the same sense to the following ones. Also, when one disagrees with one aspect of a proposition, one is obliged to respond negatively because of the nature of the criterion.

- I have been surprised by the richness of your ideas and the deepness of some of them. However, I fear, in the present situation, that your program is preaching too much idealism, and even expressive of naive candor. I hope, thanks to the outcome of this research effort, it will be possible for you to come a little down to earth for a better comprehension of Haitian actualities. Your propositions shadow a little the structural shortcomings which influence Haitian Agriculture. No positive achievement is possible without a change in Haitian mentality. This change is necessarily linked to the evolution of the political situation. The development of Haiti must not be begun under the form of purely technical schemes. The political factor is basic. Efforts have been realized in Haiti. The most critical problem is the population growth.

-- This colleague recognizes that you have exerted a tremendous effort to realize such a paper. He further believes that you can secure, if you have not already done so, additional information from the State Department. The Department of State of the United States seems to have useful information not so readily available to the Haitian Government. As your colleague, I enthusiastically renew congratulations and hope to see you again soon in our country.

VITA<sup>2</sup>

Joseph N. Pierre

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS AND ATTITUDES OF DECISION MAKERS CONCERNING  
EDUCATIONAL AND AGRICULTURAL DEVELOPMENT AMONG THE RURAL  
POPULATION OF HAITI

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Cornillon, a village of the commune of Grands-Bois, Republic of Haiti, March 1, 1948, son of Mr. Nestor Pierre and wife, nee Jeanne Marguerite Bosquet.

Education: Primary Studies Certificate from the Annexe Lycee Alexandre Petion, Port-au-Prince, Haiti, in June, 1960; first part of the Secondary Studies Certificate (Rhetor-c) from the Lycee Alexandre Petion in July, 1966; second part of the Secondary Studies Certificate (Philo-C) in Lycee Alexandre Petion, in July, 1967; received the Diplome d'Agronome (B.S. in Agronomy) from the Faculte d'Agronomie et de Medecine Veterinaire, Universite d'Etat d'Haiti in October, 1971; received the Master of Science degree with a major in Agricultural Education from the Oklahoma State University in December, 1978; completed requirements for the Doctor of Education Degree in July, 1980, at Oklahoma State University.

Professional Experience: Student-trainee at the Horticulture Service of the Department of Agriculture of Haiti in the summer of 1968; student-trainee at the Institut de Developpement Agricole et Industriel (IDAI) in Gonaives, Haiti, in the summer of 1969; student-trainee at IDAI in Mirebalais and Hinche, Haiti, in the summer of 1970; teacher in Natural Sciences and Chemistry at the Institut Jean Jacques Dessalines (high school), Port-au-Prince, in 1970-1971; Agronomist-trainee in HAI-3, agricultural project of Haiti-United Nations, in Port-de-Paix, in the summer of 1971; Agronomist of the Department of Agriculture in HAI-8 or EDAPS,

agricultural project of Haiti-FAO in Cayes, south Haiti, 1971-72; January, 1973, through August, 1976, Agronomist working with the Methodist Church of Haiti in promoting leadership among rural small farmers in Petit-Goave, Baint, and the Island of La Gonave, implementing reforestration and agricultural production programs; August, 1976, through May, 1977, Agronomist of the Department of Agriculture working in DRIPP, International Development Project of Haiti-Canada in Petit Goave. The researcher's task was then to implement leadership and agricultural production programs among agricultural producers of Petit Goave.

Organizations: Boy Scout (Troupe Boukman) and Haitian Red Cross member in 1955-57; JEC (Jeunesse Etudiante Catholique) member in 1966-67; member of the Olivier 79 de l'Orient de Petion-Ville since 1975; member of the National Association of the Haitian Agronomists since August, 1979.

Leadership Activity: Created on August 21, 1976, on the Island of La Gonave the 4CSLG (Comite de Coordination des Conseils Communautaires du Sud de La Gonave). The 4CSLG included 12 community groups with a total of 500 small Haitian farmers of the Island of La Gonave.