THE DEVELOPMENT OF EDUCATION IN HAITI

A THESIS
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THE DEGREE OF MASTER OF ARTS

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DEPARTMENT OF EDUCATION

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# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Justification of the Study</td>
<td>2</td>
</tr>
<tr>
<td>The Republic of Haiti</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>7</td>
</tr>
<tr>
<td>HISTORICAL SKETCH OF HAITI</td>
<td>7</td>
</tr>
<tr>
<td>Period of Discovery</td>
<td>7</td>
</tr>
<tr>
<td>French Period, 1640-1804</td>
<td>7</td>
</tr>
<tr>
<td>Haitian Period, 1804-1941</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td>17</td>
</tr>
<tr>
<td>EDUCATION IN HAITI FROM 1804 TO 1915</td>
<td>17</td>
</tr>
<tr>
<td>Colonial Education in Santo Domingo</td>
<td>17</td>
</tr>
<tr>
<td>Haitian Education from 1804 to 1915</td>
<td>18</td>
</tr>
<tr>
<td>IV</td>
<td>31</td>
</tr>
<tr>
<td>EDUCATION DURING THE AMERICAN OCCUPATION FROM 1915 TO 1931</td>
<td>31</td>
</tr>
<tr>
<td>V</td>
<td>36</td>
</tr>
<tr>
<td>FINDINGS OF THE UNITED STATES COMMISSION ON EDUCATION IN HAITI</td>
<td>36</td>
</tr>
<tr>
<td>VI</td>
<td>43</td>
</tr>
<tr>
<td>HAITIAN EDUCATION FROM 1931 TO 1940</td>
<td>43</td>
</tr>
<tr>
<td>Distribution of Education</td>
<td>43</td>
</tr>
<tr>
<td>Rural Education</td>
<td>44</td>
</tr>
<tr>
<td>Urban Education</td>
<td>48</td>
</tr>
<tr>
<td>Primary Education</td>
<td>50</td>
</tr>
<tr>
<td>Part-Time Schools</td>
<td>53</td>
</tr>
<tr>
<td>Adult Evening Courses</td>
<td>53</td>
</tr>
<tr>
<td>Congregational Schools</td>
<td>53</td>
</tr>
<tr>
<td>Normal School of Physical Education</td>
<td>54</td>
</tr>
<tr>
<td>Normal Schools</td>
<td>54</td>
</tr>
<tr>
<td>School of Commercial Orientation</td>
<td>55</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>55</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>58</td>
</tr>
<tr>
<td>Libraries</td>
<td>59</td>
</tr>
<tr>
<td>The Project of Reorganization of the Service of Inspection</td>
<td>60</td>
</tr>
<tr>
<td>Scholarships</td>
<td>62</td>
</tr>
<tr>
<td>Superior Education</td>
<td>63</td>
</tr>
<tr>
<td>The Faculty of Medicine</td>
<td>63</td>
</tr>
<tr>
<td>The School of Pharmacy</td>
<td>64</td>
</tr>
<tr>
<td>The School of Dentistry</td>
<td>64</td>
</tr>
<tr>
<td>The National School of Law</td>
<td>65</td>
</tr>
<tr>
<td>The School of Applied Sciences</td>
<td>66</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The School of Agriculture</td>
<td>66</td>
</tr>
<tr>
<td>The Military School</td>
<td>66</td>
</tr>
<tr>
<td>The Apostolic School</td>
<td>67</td>
</tr>
<tr>
<td>Secondary Normal School</td>
<td>68</td>
</tr>
<tr>
<td>Schools of Business</td>
<td>69</td>
</tr>
<tr>
<td>VII CONCLUSIONS</td>
<td>69</td>
</tr>
<tr>
<td>Summary</td>
<td>74</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>75</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of the Problem.—The Development of Education in Haiti.

Definitions of Terms.—Elementary Education is composed of 10 years of study consisting of two years in each of the following courses: Kindergarten, elementary, intermediate, superior and complementary. At the end of the intermediate, superior and complementary courses, there are three official examinations called respectively Certificat d'Etudes Primaires, Brevet Simple and Brevet Superior.

Secondary Education represents 7 years of studies following the intermediate course of the primary schools. These studies are completed after two official examinations called Certificat d'Etudes Secondaires 1er degré and Certificat d'Etudes Secondaires 2ème degré and taken in the two last classes, the rhetoric and the philosophy. In the secondary education, ancient and modern languages are taught and sciences are given more development.

Professional Schools in Haiti designate what is called vocational schools in the United States. They teach arts and trades.

Superior Education represents the professional schools in the United States. They consist of the Faculty of Medicine, the School of Law, the School of Applied Sciences, the School of Agriculture, the Military School and the Apostolic School.

Lycees are public secondary institutions and colleges are private secondary institutions.

Congregationist schools are primary schools under the direction of Catholic religious orders.
Creole is the Haitian patois composed of French, Spanish, English, Indian and African words.

Gourdes are the national money. Five gourdes are equivalent to one dollar.

Purpose of the Problem.--The purpose of the study is to show the development of education in Haiti.

Justification of the Study.--This study may be of interest to persons studying comparative education. It will show also the work accomplished by a little nation without any help from any other country especially when it was in position to hope for some during the American Occupation. Haiti has tried to give her people all possible opportunities to improve themselves at home, since the students are not wealthy enough to study elsewhere.

The Republic of Haiti.--The island of Haiti, located in the Central America, between Cuba, Puerto-Rico and Jamaica, is separated into two divisions: The Dominican Republic and the Republic of Haiti which will be discussed here.

The Republic of Haiti is situated, from the south to the north, between 18°01' and 20°06' of latitude North, and from the east to the west, between 71°33' and 74°29' of longitude West according to the meridian of Greenwich (England). Her smallest and greatest lengths are respectively 34 and 235 kilometers, and her width taken in a straight line between the two extremities of the Frontier is 183 kilometers. The surface of the Republic is 27,760 square kilometers representing 1/232 part of the United States.¹

Haiti is very mountainous and the plains and plateaus occupy only one fourth of the surface. The vegetation is rather luxuriant due to numerous

¹Paul Pereira, Geographie d'Haiti (Port-au-Prince, 1933), I, 6.
streams which come from the mountains. Where the rainfall is light, the land is semi-desert, producing cacti. The clearing of the forests for the purpose of planting in colonial times, has brought floods in the coastal parts. Consequently, a law was passed in 1937 for the replanting of trees.

Though located in the torrid zone, Haiti possesses a definite tropical climate due to the refreshing influence of the breezes from the sea and the mountains. In Port-au-Prince, one of the lowest altitudes, the maximum is 37°8 or about 98 Fahrenheit, and the minimum temperature 15°2 centigrade.
the natives. It is unfortunate that in the books which these travelers have written, the wrong impression has been given concerning the life of the people of the lands.

The Constitution of Haiti provides for three powers: the Legislative, the Executive and the Judicial.

The Legislative Power is invested in the Senate and the Chamber of Deputies which together form the National Assembly deliberating on civic matters such as the election of the president of the Republic.

The Executive Power of Haiti is represented by the President of the Republic. He is assisted by five Secretaries of State for the Departments of Foreign Affairs, Finances, Commerce, Interior, Public Works, Justice, Agriculture and Labor, Public Instruction and Cults.

The Judicial Power of Haiti is represented by the Supreme Court or Tribunal of Cassation which has under its jurisdiction civil courts and Justices of Peace.

The Republic of Haiti is divided into five departments subdivided into 28 districts with 91 communes. For purposes of administration, the Republic is separated into fourteen prefectures representing districts under the control of a special envoy of the president called the prefect. The communes are directed by a Communal Council having as chief a Mayor.

The official language of Haiti is French but the peasants speak creole or patois which is composed of French, Spanish, English, African and Indian words. In reality, all Haitians know creole and even the foreigners learn it easily after a short time.

Catholicism is the official religion of the State. The Catholic Church was introduced by Christopher Columbus at the time of Haiti's discovery. There are other denominations but they do not have the importance of the
Catholic Church. Many orders of Nuns, Priests and Brothers take care of the schools, the hospitals and the duties of the Church.

Haiti is essentially an agricultural country. The principal exports are coffee, cotton, sugar, sisal, bananas, cocoa, cottonseed cake, logwood and molasses.\(^1\) Her principal markets for coffee and cotton were respectively France and England. The second World War has disturbed her economy and curtailed the exportation of her products.

Haiti's importations consist of cotton textiles, foodstuffs, gasoline, kerosene, iron and steel, automobiles and trucks, household utensils, soap, chemical and pharmaceutical products and lumber.\(^2\)

For the year 1933-1939, the government's total income came from the following sources:

\[
\begin{array}{lrr}
\text{Gourdes} \\
\text{Customs:} & 20,766,477.70 \\
\text{Imports} & 4,789,376.20 \\
\text{Exports} & 75,270.23 \\
\text{Miscellaneous Customs} & \\
\text{Internal Revenues} & 6,022,019.59 \\
\text{Miscellaneous Government Receipts} & 254,342.07 \\
\text{Receipts from Communes} & 237,598.29 \\
\text{Total} & 31,145,584.29 \\
\end{array}
\]

The total expenditures for the same year are detailed as follow:

\[
\begin{array}{lrr}
\text{Gourdes} \\
\text{Department of the Interior} & 2,015,975.50 \\
\text{Guard} & 7,809,235.33 \\
\text{National Health Service} & 2,631,722.54 \\
\text{*Department of Public Instruction} & 2,649,953.24 \\
\end{array}
\]

\(^1\)Haiti: Annual Report of the Fiscal Representative, 1933-1939, p. 47.

\(^2\)Ibid., p. 41.
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</tr>
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<td>Department of Religion</td>
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<td>Department of Agriculture and Labor</td>
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<td>National Service of Agriculture</td>
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<td>1,734,735.43</td>
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<td>Public Debt</td>
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<td>2,638,182.58</td>
</tr>
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<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

*Amount spent for education.*
CHAPTER II

HISTORICAL SKETCH OF HAITI

Period of Discovery.—Haiti was discovered December 6, 1492 by Christopher Columbus during his first voyage to what he called the West Indies. He found peaceful and land-loving Indians who had developed agriculture to a remarkable degree. Though they could weave, men went naked and women wore a small skirt from the hips to the knees. They liked to dance, to play and to compose poems and songs. They worshipped the sun, the moon, the stars and everything which evoked their admiration or their fear. They believed that immortal life would be spent in eating delicious apricots in a heaven placed at the extremity of the Southern Peninsula. The priests who were also medicine men were highly respected by these Indians.

Columbus arrived in Haiti and landed at the Mole Saint-Nicholas which was the first establishment of the Europeans in America. The Spanish came with the idea of acquiring wealth since they had found gold in the island. The Indians enslaved in the mines and made to search for gold revolted against the Spanish. They were overcome and killed en masse. One million Indians lived in the island at the time of the discovery, only a few hundreds survived after the coming of the Spanish.

In 1517, the first load of Negroes arrived from Africa to take the place of the Indians either in the mines or in the fields.

French Period, 1640-1804.—The first comers were adventurers who came from the island of Tortuga and fought the Spanish. By the Treaty of Ryswick in 1640, Spain ceded to France the western portion of the island which
The French developed to a great extent the agriculture of the colony which deserved the name of the queen of the West Indies. The culture of coffee started in 1730 with the introduction of this plant by missionaries and it is now the leading crop of Haiti.

The Negroes landed in the country at the rate of 30,000 yearly. Though there were some kind colonists, the great majority of the slaves suffered cruelty under hard masters who made them work under very inhuman conditions. Moreover, they were intentionally left in ignorance and superstition. In 1789, the population of the colony consisted of 40,000 whites, 75,000 mulattoes and 465,000 Negroes.

In 1789, after the declaration of the Rights of Man by the National Assembly, in France, the freedmen wanted to enjoy the liberty conferred upon them by this declaration. They endeavored to claim their rights and in the presence of the opposition of the whites, they revolted. Vincent Oge and Jean-Baptiste Chavannes, the leaders of this movement, were defeated and they were taken back from the eastern part of the island where they had sought refuge. They received the punishment of death on the wheel.

In August 23, 1793, after a period of great agitation, secret meetings of the slaves and profound disagreement between the colonists and the official envoys of France, a general battle of the Negroes took place which ended with the declaration of liberty for the slaves.

At this period appeared Toussaint Louverture who had fought successively under the Spanish and the English flags. He put himself at the service of the French because he realized that this meant success in the future. Being a good strategist he won many battles for the French and was made General in Chief of the colonial army. During the absence of the Governor, he was named Governor in Chief of the colony with the power to designate his successor.
He had then an opportunity to display his great talents as an administrator. Bonaparte in France became afraid of the power of Toussaint Louverture and he saw the danger of losing his prosperous colony of Santo-Domingo. To stop the increasing activities of Toussaint, he sent General Leclerc to govern the colony. After many battles during which the French were defeated, Louverture was taken by treachery of the officers and deported to France where he died at the Fort of Joux in April, 1803.

The death of Toussaint Louverture brought about the union of all the native forces of the country. The slaves and freedmen joined together under the direction of Jean-Jacques Dessalines, appointed new leader, and the decisive battle of November, 1803, resulted in the capitulation of all the French forces.

Haitian Period, 1804-1941.—On the first of January, 1804, the free country proclaimed solemnly its independence with Dessalines as its chief. The Indian name of Haiti was chosen to designate the second free land of the Western Hemisphere. Dessalines assumed the title of Emperor of Haiti.

It is unfortunate that he did not display the qualities of a great organizer like Toussaint Louverture but instead he brought discontentment among the people. This discontentment reached its climax in his murder October 17, 1806.

In December, 1806, the Constitution settled the establishment of the Republic. The presidency was given to Henri Christophe. This latter, upon finding that the Constitution did not accord him enough power, fomented a revolution which ended in the partition of the country. He governed in the North while, in the West, Alexandre Petion was appointed President.

Christophe, in the north, established a kingdom and took the title of Jacques L. He showed the qualities of a great administrator and developed
agriculture. He gave much attention to the problems of education and tried to develop his kingdom as much as he could. He constructed the palace of Saint-Souci and the Citadel Laferrière which is considered a great work and is visited by numerous tourists every year. Unfortunately he was also a harsh ruler and when he was stricken with paralysis and helpless, the people revolted against him. Feeling himself powerless, he committed suicide in his palace of Saint-Souci in 1820.

Petion governed in the West and was called the father of the Republic. He set up good administrative rules which lasted until 1915. He distributed the land among the officers of the army and created by this act the principle of small land ownership. He gave also an impulse to commerce and gave much attention to education. He helped Bolivar in securing the independence of Venezuela and asked in return that slavery should be abolished in the new country.

After the death of Petion, in 1818, Boyer became president. In 1820, the death of Christophe put an end to the partition of the republic which became united under the direction of Boyer. At this time, France recognized the independence of Haiti by asking for 150 million francs as compensation for the disowned planters. In 1822, the Eastern part of the island wanted to have its independence from Spain and Boyer went to help the Dominicans who after victory joined the Haitians under a unique government. It is to be deplored that Boyer could not bring permanent unity between the two countries as this unity lasted until 1844 only.

A revolution overthrew Boyer and named Rivière Herard president who remained in power a year and was himself succeeded by Philippe Guerrier.

Guerrier was 87 years old when he was elected. He merited the reputation of having been a very good soldier in the war for independence. He instituted good administrative measures and organized the internal postal service.
He choose a good minister for education. Honore Fery, who did his best for the country. But unfortunately, Guerrier died eleven months later.

Pierrot was an old man of 84 and preferred a country life to an official one. He wanted to undertake a war against the Dominicans to unify the two countries but the army deserted him.

In 1846, Riché came to power. He was a great administrator and revised the Constitution. But he was very aged also and he died in 1846.

Faustin Soulouque was then elected president. He also cherished the idea of a unified island and undertook a war against the Dominicans without success. In 1849, he proclaimed the Empire of Haiti and called himself Faustin I. He resumed his war against the Dominicans which ended with disaster. A revolution obliged him to leave the office in January, 1860.

Père Geffrard reestablished the republic. He did a good administrative work and brought many reforms and innovations in agriculture, industry and commerce; he built many roads. He instigated enormous propaganda for the cultivation of cotton which now the second leading crop of the country. He brought many reforms in the lycees and the schools and signed a Concordat with the Vatican in 1860. He is a president who realized much for the country.

During three years, 1867-1870, Sylvain Salnave governed amid troubles and was replaced by Nissage Saget. At this time, a treaty was signed between the President of the United States, Ulysses Grant, and the Dominican President Baez for the annexion of the eastern part. Saget realized the danger to the country and showed his opposition to this treaty. Fortunately the Senator Charles Sumner of Massachusetts made a campaign against it and the pact was refused by the American Senate. It was a time of tension during which the relations between Haiti and the United States were likely to be broken.1

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Under the presidency of Michel Domingue, from 1874 to 1876, a treaty of peace was signed with Dominicans. The country suffered disorder and bad financial administration.

In 1876, Boisrond Canal was elected president of the republic. He lacked a spirit of decision. He believed that everything in time must arrive at a settlement, therefore let things take care of themselves. In spite of parliamentary conflicts, he worked toward the reestablishment of the finances of the country.

In 1739, Felicite Salomon was chosen president. He was an intelligent man and he governed with firmness. He founded the National Bank and achieved the payment of the debt for independence. He sent for a military mission to instruct the army and called French teachers for the lycée. He gave attention to public works. He put order in the finances and surrounded himself with honest administrators.

After a series of troubles from 1838 to 1889, under the presidency of François Legitime, Florville Hyppolite was elected president in 1889. During his government, the United States tried to annex the bay of Mole Saint-Nicholas located in the north-west department. Thanks to the diplomacy of Antenor Firmin, Secretary of Foreign Relations, this proposition was rejected without driving the country into any conflict.¹ This government started with great prosperity in business and the high prices obtained in the foreign markets for the Haitian products favored commerce and importation. Many public buildings were erected. But during this time of prosperity, the government and the businessmen made bad use of the money acquired or loaned and financial disorder ensued. On his way to repress a revolution in the south the president died of a stroke.

In 1896, Tiéresias Augustin Simon Sam received the power. The country suffered from financial pressure and bad administration. The president was of a moderate temper but did not curb his subordinates who committed crimes which stained his name. He resigned from power in May, 1902.

Nord Alexis, the next president, started an investigation into the bad state of finances. This investigation conducted by honest men revealed that important personages had participated in the affairs. The government accorded great attention to education, encouraged the erection of many public buildings like the Cathedral of Port-au-Prince. But this government instead of borrowing money started to print and use paper money causing new financial troubles which precipitated its disintegration.

In 1908, an illiterate man, Antoine Simon, became president. He signed many contracts for a loan in France and for the erection of two railways with many disadvantages. Being unpopular, the president resigned in August, 1911.

From 1911 to 1915, many presidents succeeded amid great troubles. They were Cincinnatus Leconte, Tancrede Auguste, Michel Oreste, Oreste Zamor, Davilmar Theodore and Vilbrun Guillaume Sam.

Since 1914, the United States had been looking toward the control of Haiti. In 1915, after a period of uprisings of the population, the president Sam gave order to shoot political prisoners in case of riot. There was really a firing by some individuals and the order was executed. The people of Port-au-Prince revolted against this massacre and the Americans took advantage of the situation to land in Haiti the very next day of the funerals of the victims. In its rage, the population seized Vilbrun Guillaume Sam and tore his body in pieces.

In August 1915, Sudre Dartiguenave was elected president of the republic. In September 1915, a contract was signed between Haiti and the United States
to fix the objectives and the responsibilities of the two countries. This contract was to run first for two years but later on it was extended until 1936.

In April 1916, the Senate was dismissed and was replaced by a Council of the State. In June, 1917, the dissolution of the Chamber of Deputies followed leaving the country without its traditional National Assembly. This disintegration provoked great animosity and an ardent protestation of the Haitians.

In 1918, Haiti declared war against Germany from which she had never received kind treatment at various times and put Germans in a concentration camp.

In 1922, General John Russel arrived in Haiti as a High Commissioner with the title of Extraordinary Ambassador to Haiti. He was going to have a strong hand in the affairs of the country and, as a matter of fact, he did not acquire the esteem of the population.

In 1922, the Council of State named Louis Borno president for a period of four years. In June 1922, the law authorized a loan of 40 million dollars to be paid at regular intervals. It was another way of putting the control of Haiti in the hands of the United States. This money was administered by the American Fiscal Representative who spent it as he wished.

In December, 1922, the Technical Service of Agriculture and Professional Education was created by the Americans for the amelioration of agriculture and the selection of better types of crops.

In 1926, Borno was reelected by the Council of State for another period of four years, still governing with Russel. The nation disliked profoundly this dictatorship by two men because, outside works in the erection of roads and sanitation, the people did not see any progress in national prosperity.
In 1929, the amount of money given to the students of the School of Agriculture was reduced and the latter asked of the American Freeman, chief of this school, an interview which was refused. The students organized a strike which was followed by the other schools. This movement took on political significance and martial law was decreed in December 4, 1929.

In February 23, president Hoover sent the Commission Forbes to investigate the situation. The Commission made the recommendation to the American government that a rapid haitianization of the services should be made with competent Haitians to take over responsibilities at the end of the Occupation. According to the wishes of the nation, the new president should be elected by the National Assembly as it was done in the past; the office of High Commissioner should be abolished and General Russel should be replaced by a non-military officer. The Commission stated that the American Intervention should keep the limits determined by the agreements between the two governments. The new minister was required not to interfere with the domestic affairs of the nation and to define the conditions of American assistance in the maintenance of order and credit. In March 29, 1930, President Hoover made the declaration that he accepted the recommendations of the Commission concerning Haiti.¹

In May, 1930, Eugene Roy was given power for a short time during which the free election of a new National Assembly took place and in November 13, 1930, the senator Stenio Vincent was chosen as the new president.

In August 5, 1931, an accord was signed between the Haitian and the American governments for the haitianization of certain public services as the General Direction of Public Works, the National Service of Hygiene, the

Technical Service of Agriculture and Professional Education. This accord was put in effect in October of the same year.

In 1933, an agreement was made again between the two governments for the non-occupation of the territory and August 1, 1934, saw the departure of the Marines from Haiti. This fact ended the American Occupation of Haiti, leaving only American control over the finances until the payment of the national debt.

Stenio Vincent was re-elected president of the republic in 1936.
CHAPTER III

EDUCATION IN HAITI FROM 1804 TO 1915

Colonial Education in Santo Domingo.—Education was a mere work during the French period beginning with 1840 and extending to 1854, when the independence of Haiti was declared. The Code Noir of 1855, did not mention the fact that the slaves were to receive some instruction. It simply stated that they had to be catechized. This state of affairs was not surprising when it is considered that the colonists themselves were profoundly ignorant. They did not create a single school for their own children while the presence of other buildings like churches, prisons, arsenals and theatres was reported. The planters argued that the hot climate would not permit the children to stay indoors. Teachers who came to educate them died of disease and were not replaced in the colony. The whites sent their sons to France for their education keeping their daughters in a state of ignorance with the excuse that education made the girls unfit to live in the colony and that they disliked reading and needlework. During the French period not a single work of letters or art was produced by the colony.¹

Some mulattoes went also to France for their education. They could do so either because of the generosity of their white fathers or because they had acquired wealth by their work. Some of these mulattoes never returned to the colony as it happened in the case of the three Dumas who by their writings achieved fame. Others came back with ideas of freedom and of the

rights of men. They started the revolts for the conquest of liberty for
the nation which ended in the complete independence in 1804.

The Negroes were left in almost complete ignorance but a few of them
were able to read as was true of Toussaint Louverture but the majority of
the black leaders were absolutely illiterate.

In 1804, there were 20,000 mulattoes only a few of them having an ele-
mentary education and there were also a half million Negroes who were totally
deprived of education.

Haitian Education from 1804 to 1915.—Since the Independence in 1804,
Haiti recognized the necessity of education as a means of improvement of
the nation. By the Constitution of 1806, the General Dispositions mentioned
the establishment of schools in every military division. There were at that
time six military divisions in the republic, therefore it is supposed there
were no more than six schools created by the government.¹

Since independence there have always been private schools in Haiti and
many of them were famous in their time. Unfortunately these schools were
personal undertakings and never survived the life of the founders. The
principle of an association of individuals in order to found a school which
would continue even after the death of its director has never yet developed
among the Haitians. The private Catholic schools erected by nuns, priests
or brothers are the only ones to last from their foundation to our time. For
this reason, the government has taken in hand the different schools in the
country and this has proven a heavy financial burden.

The Constitution of 1807 mentioned the following:

¹Vincent et Lherisson, La Legislation de l'Instruction Publique (Paris,
Article 37. There shall be established a central school in every division and particular schools in every district. It shall be possible for any citizen to keep a private school.¹

by this article, the schools increased in number and from the beginning private individuals have been given the power to establish their own institutions.

The fact that immediately after independence the Haitians gave this special attention to education is to be admired for many reasons: First, the Negroes were entirely illiterate when they acquired their freedom, and they did not receive from their French masters the example of a people improving themselves by increasing knowledge. But this fact did not prevent them from feeling that education is the foundation of a nation. The difficulty of finding good teachers was also a cause of delay in the establishment of the institutions. Without doubt, Haiti has taken considerable time to achieve the status she has today, but one must remember that most of the time she worked alone with very little funds.

Secondly, immediately after independence, Haiti feared a sudden return of the French for the purpose of re-possessing the colony. Therefore Haiti was busy making secure her position in the ranks of the nations and it was not until about 1820 that France recognized her as an independent republic.

Third, Haiti was highly disorganized after the departure of the French. Moreover, the Haitians had to decide the kind of government which would be best suited for the new country. All their energies were bent on bringing order out of chaos.

By the law of March 3, 1808, the first school of Health was founded

¹Ibid., p. 9.
in the hospitals of Port-au-Prince and Ceyes. The requirements were for persons from 12 to 16 years of age who were able to read and write, to lead a good life and of a congenial temperament. The students' training was not much more than that of a practical nurse today. Nevertheless it represented the beginning of what is at present the School of Medicine.¹

The Constitution of 1816, under the presidency of Petion, contained the following:

Article 35. There shall be created and organized a public institution open to all citizens for free instruction in all indispensable subjects to every man and the establishment of the institutions shall be equitably distributed in a rapport with all other divisions of the republic.²

This is the principle of free primary education which is officially recognized since it is at the primary level that every man must find the indispensable parts of education.

Petion created the first secondary school in Haiti, the lycée which is named after him, Lycée Petion. At first, it is said that it was no more than an elementary school but the lycée has produced men of broad culture who compare favorably with students of foreign colleges.

Under this government many schools were established in Port-au-Prince and also a school in Les Cayes in 1817. An elementary school was founded by an English Lancasterian teacher, Mr. Bosworth, who died in 1818.³ In July, 1818, a law was passed for the establishment of four other city schools.

¹ Dr. Rulx Leon, La Legislation de l'Hygiene et de l'Assistance Publique, de L'Enseignement et de l'Exercice de la Medecine en Haiti (Port-au-Prince), 1, 21.

² Vincent et Lherisson, op. cit., p. 10.

in Port-au-Prince, Les Cayes and Jacmel. But until that time, there were no public schools for girls and no rural schools for boys.\(^1\)

In the north, King Christophe showed great desire to give an English education to his subjects. For this reason, he asked for Lancasterian teachers from the British and Foreign School Society. In 1816, he founded the Royal College, a secondary school directed by two English teachers, one a teacher of sciences and the other of letters. At the same time, Petion, in the west, established the lycée at Port-au-Prince, which means that secondary schools started early in the two governments. Christophe established also a school of Medicine and Anatomy and an Academy of Painting, Music and Drawing, of which no information is available. He named a Royal Commission to supervise the schools and to work out the curricula. Inspectors were also appointed to supervise the operation of these schools and to make reports to the King. The education of the girls was given by private individuals and Christophe did not establish any public institution for them.

Christophe worked toward the improvement of education in his kingdom as far as it was possible during this epoch and, being an efficient ruler, these schools were operated satisfactorily. Harvey who visited the country under his government recorded that the children answered very well the questions and that they could read and respond in English fluently.\(^2\)

The main defect of his work in the field of education was that English was the basic language of this system while French was spoken in the major portions of the republic. At the death of Christophe, the unity of the country was realized and English was eliminated. His work did not survive after his death because he was a despot and his absence caused the rejection

\(^1\)Rayford Logan, \textit{op. cit.}, p. 415.

of what he had done in an attempt to get rid of his past domination.

Boyer is considered in history as not having sufficiently encouraged education throughout the nation. He is accused of having opened certain schools without furnishing them the necessary supplies and equipment and to have closed others which were sorely needed. It rumoured that he believed that to extend education was to sow the seed of revolution. But during his government of the Eastern Republic, he closed the University of Santo-Domingo two centuries old, under the pretext that he had to reorganize it which he never did. The Dominicans could not forgive Boyer for this act.¹

Boyer wished to found an Academy of Haiti with a School of Medicine and a School of Law, but this project failed.² The former School of Health changed its name to School of Medicine but it continued under the same principles with new regulations.

In 1843, there was officially created a board of education which controlled instruction and was destined to become one of the great organizations of the state. Previous to this date, education was supervised by Commissions of Instruction in the different districts. These Commissions were branches of a Central Commission of Instruction situated in Port-au-Prince. They continued to exist after 1843, under the control of the Secretary of State. The first minister of Education was Honore Pery who possessed a real zeal for the extension of instruction in Haiti.³

At the end of 1843, Port-au-Prince had a total of 24 schools comprising four national, four municipal and sixteen private schools with a total of

¹ Dr. C. Pressoir, op. cit., p. 38.

² Ibid., p. 39.

³ Ibid., p. 38.
1,231 pupils, 952 boys and 329 girls. It should also be mentioned that a
lycee was established in Cap-Haitien in 1844, and another in Les Cayes in
1845.¹ Six other municipal schools were also created with gratuitous in-
struction based on the Lancasterian method.

In 1843, under the government of Soulouque, the most criticized ruler of
Haiti, the most important laws in the history of education were passed. In
December 29, 1843, the first law for the creation of the rural schools was
decreed as follows:

Article 117. There shall be established on the rural habitations
national schools where shall be taught the precepts of religion,
reading, writing and the fundamentals of arithmetic. The pupils
shall learn to apply the best methods possible for the most pro-
ductive cultivation of the land. The girls shall learn to sow.

Article 118. These schools shall be boarding houses where shall
be educated at the expense of the State the greatest possible num-
er of children belonging to agricultural families. They shall
also receive boarders and day pupils at the expense of their parents
or of the municipalities.

Article 119. There shall be annexed to each rural school sufficient
land which when cultivated by the children themselves shall provide
for the total or at least a part of their subsistence.²

By this law of December, 1843, other decrees were also voted introducing
many innovations such as the creation at public expense of one or more
Academies for the expansion of the teaching of letters and sciences.³

The School of Medicine was maintained and provision was made for addi-
tional ones in other localities. The creation of a National School of Law
and of one or more national schools of arts and trades was also mentioned.⁴

¹ Rayford Logan, op. cit., p. 421.
² Vincent et Lherisson, op. cit., p. 149.
³ Ibid., p. 150.
⁴ Ibid., p. 150.
In article 129, it was stated that there shall be instituted at the expense of the state a Normal School for the training of primary teachers to be located in Port-au-Prince. The students were to be recruited from the most intelligent and moral young men of the municipalities. They were required to follow the courses during the time necessary for their education and to teach at least two years after leaving this school. Those who did not complete the course had to reimburse this school expenses incurred for the time spent in school. The students of the Normal School were to learn the processes and exercises and to do their practice teaching in the primary schools in order to have first hand experience in the teaching of children.¹

The program of study for the primary schools consisted of reading, writing, linear drawing, arithmetic, elements of grammar, geography, Bible, history and geography of Haiti.² The subjects taught in the lycees of Port-au-Prince were writing, linear drawing, academic drawing, French, Latin, Greek, Spanish and English languages, mythology, history and geography and especially the history and the geography of Haiti, cosmography, mathematics, elements of zoology and botany, rhetoric, philosophy, chemistry applied to arts and experimental physics.³ The other lycees of the republic had to include all these courses as soon as they were able to reach the standards required.

The decrees concerning the establishment of the different schools were unfortunately not accomplished until the next government but they are proof that the country sensed what it needed and progressed step by step in the

¹Ibid., p. 151.
²Ibid., p. 142.
³Ibid., p. 144.
realization of these needs.

Under the government of Geffrard, there was founded a Naval Military School and a School of Law which did not last, a School of Painting which existed until 1912 and a School of Music which remained until 1886. These schools were frequented from the beginning by people desirous to improve themselves. ¹

In January, 1860, Elie Dubois was appointed Minister of Education. His election proved a very happy choice because he devoted himself to the advancement of the Haitian youth. He created two lycees, one at Gonaives and another at Jacmel with the aid of subsidies. He wished to create one at Jeremie but his project failed for the lack of teachers. He began the reform of the lycee of Port-au-Prince by placing competent teachers to carry on the work and completed the equipment necessary for studying physics and chemistry which had been initiated by Petion. The number of students was now two hundred. He directed his attention toward the primary schools and he was encouraged by their progress and the increasing number of pupils receiving free education.

In 1859, the reports indicated three lycees, forty-nine primary schools for boys and two rural schools. In 1860, there was a total of three lycees, sixty-nine primary schools for boys, twelve girls' schools and forty-nine rural schools with an enrolment of ten thousand children. A reform school for boys was in existence already under the government of Soulouque. This was reorganized into a vocational school.²

The law of October 23, 1863, was concerned with the reorganization of

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¹ Dr. C. Pressoir, op. cit., p. 43.

² Ibid., p. 44.
the School of Medicine. The subjects taught were anatomy, physiology, hygiene, pathology, surgery, medicine, therapeutics, medical law, physics, botany and pharmacy. Courses of medical and surgical clinics were made at the Military Hospital.\textsuperscript{1} The duration of these studies was for five years.

In 1860, a Concordat was signed between the Vatican and the Haitian Government to fix the status of the Catholic Church in the country. Soon after, in May, 1864, there arrived in Haiti the Brothers of the Christian Instruction; the Sisters of Saint-Joseph of Cluny in June, 1864; the Sisters of Wisdom in May, 1875. The college, Saint-Martial, was opened in 1865, by the Priests having as their head Father Degarino of the Faculty of Paris.\textsuperscript{2}

At the end of the government of Géfrard, in 1860, there were ninety rural schools to work on the problem of education for the masses. But these schools lacked good teachers and the salaries were low, hence not encouraging. Moreover, the peasants refused to build school buildings to house the children.

As a consequence of the French education which prepared girls for domestic duties, schools for girls were few even in the cities. Private schools were the only ones trying to remedy this deficiency. Géfrard brought the number of girls' schools to fifty in 1861.\textsuperscript{3} The vocational school established as early as 1907, was named Elie Dubois.

Under the administration of Boisrond-Canal, a School of Civil Engineering was founded but it did not last long.

The Constitution of 1874, decreed in article 33 that any individual could open a school, and it also decreed that education should be free and

\textsuperscript{1} Dr. Bulx Leon, \textit{op. cit.}, III, 9-11.

\textsuperscript{2} Dr. C. Pressoir, \textit{op. cit.}, p. 44.

\textsuperscript{3} Hayford Logan, \textit{op. cit.}, p. 424.
attendance should be compulsory. ¹ By this law Haiti showed herself more advanced than France which did not decree the same law until 1832. In 1876, Boisrond-Canal authorized the Sisters of Saint-Joseph of Cluny to open a superior primary school for girls.

In June 1877, the minister of Education, A. Thoby, presented a law concerning the creation of a Normal School for boys and a Normal School for girls. Everything had been planned carefully relative to the programs, the conditions of entrance, the establishment of an annexed school where the teacher-students would go for practical experience. Sixty-seven boarders of each sex were to be taken at the expense of the government beside those for whom the districts should be responsible. This project was accepted by the Chamber of Deputies but the Senate vetoed it.² It is very unfortunate for the country that this law was not put into execution because today the country would not have to suffer from a lack of trained teachers and greater progress would have been made ore now.

In 1880, under the government of Salomon, the Chamber of Deputies voted five hundred and four rural schools but only one-third were really created. Urban primary education received no particular encouragement from the government. President Salomon sent for French professors to instruct in the lycée which produced at that time men of great intelligence who represented the country abroad in a very remarkable way. Young doctors were granted scholarships to study in Paris. In 1886, a French military mission came to instruct the officers and a law for the creation of a Military School was accepted but not put into effect.³

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¹ Vincent et Lherisson, op. cit., p. 10.
²Ibid., pp. 227-237.
³Dr. C. Pressoir, op. cit., p. 47.
In 1889, the following article was voted:

*Education is free.*  
*Primary education is compulsory.*  
*Public instruction is free at all levels.*

Haiti is one of the few countries where professional education is gratuitous. Without doubt, some individuals thought free universal education by the government was unnecessary. They argued that it would have the effect of preparing too many people for professional careers. But as the entrance to these schools is determined by personal capacity, ability to meet the rigid requirements, those who study in these schools must indicate possibilities of profiting from their courses of study and being able to follow professional careers. This country has a real conception of democracy in giving to all free facilities for improvement. Youth are not kept back through lack of finance.

With the fall of the government of Goffrand in 1867, the School of Law ceased operation. In 1887, some Haitians who had studied law in Haiti or at the Faculty of Law in Paris opened a private school of law at their own expense. But at the beginning of the year 1888, the government took over this school. At the end of Salomon's period, new troubles brought the suspension of this school which was not reestablished in a stable way until 1890.

Under the government of Sam, the minister of Public Works undertook the erection of a building for the lycee but the construction stopped at the fall of this government.

Under the government of Nord Alexis, in 1902, the deplorable condition

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1Vincent et Lherisson, *op. cit.*, p. 11.

of the national schools was noticeable. The five hundred and four rural schools were reduced to one hundred and seventy-one. This reduction was due to the lack of trained teachers and insufficient funds. In 1906, the Senate and the Chamber of Deputies reestablished these schools but neglected to appropriate funds for their maintenance. The lycee of Port-au-Prince benefitted by a happy choice of teachers; books were distributed to students as an encouragement to study and a set of musical instruments was given to them. The president succeeded in the completion of the lycee whose construction had been stopped after the fall of Sam. He opened a lycee in the Cotes named after him.¹

In 1902, there was created in Port-au-Prince a private school of Civil Engineering to initiate young men into the study of advanced mathematics, physics, chemistry and to train them for effective work in specific projects. This school called School of Applied Sciences is still in existence and has trained many Haitian engineers.

At the secondary school for boys, Joseph Chancy created a section of vocational education and this school became later entirely a vocational school named for J. B. Damier.² The Orphange of the Madeleine gives a vocational training to its pupils and the Maison Centrale for underprivileged boys continues to teach a trade.

In 1907, the vocational school of Elie Dubois was created for girls and this school was reorganized in 1912 and placed under the direction of the Belge Catholic Sisters.

In 1912, the Minister of Education, Tertulien Guilbaud, said that the

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¹ Dr. G. Pressoir, op. cit., p. 49.

² Ibid., p. 50.
rural schools were in a terrible condition but somehow two hundred and fifty of them managed to operate successfully.¹

In 1913, the Normal School for girls was created but the Normal School for boys began only in 1932. To remedy this deficiency, Minister Dorsainvil tried to create a normal course annexed to the primary schools controlled by the Christian Brothers, but this idea did not have the desired success.²

¹Ibid., p. 52.
²Ibid., p. 51.
CHAPTER IV

EDUCATION DURING THE AMERICAN OCCUPATION

FROM 1915 TO 1931

The Americans have improved conditions in the army; they have improved sanitary conditions and have done much for rural education. However, they have done very little for urban education. Much of the conflict between the Americans and the Haitians was due to the feeling that the Americans would destroy Haitian culture and would turn all secondary schools into vocational and technical institutions. The difference in language constituted another difficulty. There were not enough Americans speaking French to create any real understanding. It was even necessary for the teachers to use interpreters in the conduct of their classes.

After 1917, the quality of education in the primary schools for girls was improved because of the custom of placing the teachers graduated by the Normal Schools for girls in the schools of the capital.¹

Dantes Dellegarde, Minister of Education from 1918 to 1921, was motivated by the sincere desire to improve instruction in Haiti and he instituted many measures although some of them were not put into effect. He tried to create a Normal School for boys but the Financial Counsellor, McIlhenny, opposed its establishment under the pretext that the finances of the Republic did not justify such an expense at that time. Again he tried to annex normal courses to the best primary schools directed by the

¹ Dr. C. Pressoir, op. cit., p. 52.

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Christian Brothers for the preparation of teachers. A law to this effect was promulgated July 31, 1919, but did not receive the approval of the Americans. In the same way, another attempt to establish a Normal Course of two years above that of the lycee for the purpose of preparing teachers for secondary schools ended in a complete failure.¹ In order to make teaching a career independent from politics or other outside influences, he devised a plan of reform at the primary level by inaugurating an increase in the salaries of the teachers according to priority or capacity. This plan was vitally important for advancement and required a certificate of pedagogical aptitude and grouped into five divisions among the teachers and gave them certain rights and demanded certain obligations and responsibilities from them. This project was to start with a monthly appropriation of one thousand dollars during the first year. The Financial Counselor accepted and asked in return that American inspectors be placed in the schools. This demand was at first refused by the Minister of Education, but, after much struggle, the law was put into effect without American inspection but did not last after the fall of the Cabinet. Mr. Bellegarde tried to create an agricultural vocational school in each of the five departments to train able workers to cultivate intelligently the land and to provide teachers for the rural schools. The American Counselor made no answer to this proposal.

In September, 1919, Mr. Bellegarde renewed the contract with the Belg Catholic Sisters by adding to their classes a normal course to prepare the girls of the provinces for teaching manual work and needlework in the primary schools of the Republic. A practical section for girls to learn housekeeping, laundering, etc., was also included. The Financial Counselor opposed this but accepted with the understanding that this school should be

closed in case the necessary funds were not forthcoming.\textsuperscript{1}

To ameliorate inadequate housing and equipment, the law of September, 1912, had opened an annual credit of $50,000 for which a special taxation on tobacco was levied. This credit allowed the construction of the schools of Elie Dubois and J. B. Damier and the office of the Inspectors located in Port-au-Prince. Unfortunately the government of Creole Zamor pressed by financial needs used this money and, after the American Occupation, complete failure resulted in trying to renew this tax for the purpose for which it was originally designed. Another source of revenue consisting of seventy per cent of the receipts collected by the Civil Officer\textsuperscript{2} was not recognized by the government but as it was a communal law the minister had it executed and in two years a sum of $29,600 was appropriated for the construction, repair of buildings and distribution of equipment.\textsuperscript{3}

In 1918, Mr. Bellegarde created two vocational schools, l'Ecole du Batiment for the preparation of carpenters, plasterers, plumbers, etc., and the other, the Industrial School for the training of electricians, foremen, cabinet-makers, decorators, etc. Both schools were annexed to the School of Applied Sciences.

Mr. Bellegarde undertook a reform of the lycees of the provinces by closing the superior classes in order to organize the elementary courses. He created scholarships making it possible for the students of the superior classes to continue their study at the lycee of Port-au-Prince. The result of this measure was the opening of a Congreganist college at the Cap-Hation.

\textsuperscript{1}Dantes Bellegarde, \textit{La Nation Haitienne} (Montreal, 1937), p. 94.

\textsuperscript{2}A Civil Officer would probably correspond with what is called a City Clerk in the United States.

\textsuperscript{3}Dantes Bellegarde, \textit{La Resistance Haitienne} (Montreal, 1937), p. 94.
Later on, the President Borno reopened these courses in the lycees.

In 1922, under the presidency of Louis Borno, the Americans created the Service Technique for Agriculture and for vocational Education. Two years later this service was operating effectively. Before this creation, Haiti did not have any expert in the field to improve the condition of the industrial and rural schools. From the foundation of the Service Technique to the year 1931, there were created the following: a Central School of Agriculture with its laboratories and its library to teach agronomy and to train teachers for rural and industrial education; a secondary agricultural school at Chatard, in the north department; seventy-four farm-schools; four vocational schools for boys and two for girls and the reorganization of two schools already existing; the introduction of the first linotype machine and courses in linotype and printing; the preparation and the printing of textbooks in agriculture and stock raising. During this time there had graduated from these schools 130 teachers for the farm-schools, seventeen directors and teachers for the vocational schools, eighteen agricultural agents and veterinarians, seventeen laboratory assistants. Thirteen students obtained scholarships to study in the United States and four others received help.\textsuperscript{1}

The Americans refused all financial aid to the School of Medicine until President Borno gave it to them and placed the school under the supervision of the Service of Hygiene and annexed it to the Department of Interior.\textsuperscript{2} A new building was erected and the school with its divisions of medicine, pharmacy, dentistry, midwifery and the school for nurses was placed under


\textsuperscript{2}Dr. C. Prassoir, op. cit., p. 53.
the control of the Americans. The Rockefeller Foundation also granted a sum of $30,000 for laboratory and equipment and scholarships to young doctors who became the teachers in the school after the American occupation.¹

The Military School was opened in 1921 and trained the officers of the army and the police.

The School of Applied Sciences received no help and continued to eke out a miserable existence without the necessary equipment. The Americans threatened the very existence of the school in wishing to take away a subsidy of $4,800 a year.

The School of Law was placed under the direction of the Secretary of Justice. Because the students were registered without the certificate of secondary education which had formerly been required there was some disorganization. After 1931, the order was reestablished by requiring the former certificate as an entrance requirement.

In a few words, the Americans have not only neglected urban education, but they especially placed obstacles to its development by refusing to appropriate the necessary money. But nevertheless, it must be recognized that Haiti has been able to create a well-organized Service of Agriculture, a School of Medicine and a Military School.

CHAPTER V

FINDINGS OF THE UNITED STATES COMMISSION ON
EDUCATION IN HAITI

In February 1930, President Hoover appointed a commission in order to investigate the educational system in Haiti. This commission was composed of Messrs. R. R. Hoton, chairman, Nordecai W. Johnson, Leo M. Favrot, W. T. Williams and Benjamin F. Hubert. The Commission arrived at Port-au-Prince on June 15, 1930 and was received by the President of the Republic. This Commission interviewed public officials and private individuals, inspected the schools and considered all matters pertaining to education.

In investigating the field of primary education, either rural or urban, the Commission found many defects. They mentioned the fact that attendance in the schools was irregular due to the lack of roads. Haiti being a country essentially mountainous explains this situation; the cities are usually built in the low regions while a very large portion of the population is scattered in the mountains where there are few roads and no schools. One sees only small chapels where the Catholic priests go at certain times for catechizing the natives. Another cause for existing conditions was the low salaries of the teachers especially those teaching in the country who received four to six dollars a month. As a consequence of these low salaries, the schools were being conducted by untrained teachers. Here was no encouragement for an able person to go and instruct in the rural school without any compensation, and only persons of inadequate training were apt to accept such a situation.

The pressing problems for elementary education were the need of
elementary education for the masses of the school population of Haiti, the
provision of convenient school houses and equipment as well as trained
teachers with adequate salaries. The Commission mentioned the fact that
the curriculum had to be adapted to the rural districts and books dealing
with familiar things to the children be added as supplementary reading
and parallel textbooks. In the same way, in the country, books appropriate
to rural life ought to be placed in the hands of the pupils. It is really
a fact that Haiti has always ordered French textbooks for her schools;
these books are full of the life scenes of other lands and necessarily lack
the descriptions concerning tropical life and people.

The Commission in its investigation of the secondary schools reported
the following findings: secondary education was given in six public high
and in private colleges. There were no secondary schools for girls. Those
public high schools presented the same general defects of bad housing and equip-
ment, lack of library and laboratory facilities, lack of physical education
and convenient space for outdoor games. Again they stated that untrained
teachers with low salaries were operating the schools. They mentioned that
the curriculum was too literary and that a more important place should be
given to the social sciences, economics, government and psychology. They
stressed the fact that the country needed some rural secondary schools in
order to fill the gap between urban and rural schools.

In the field of higher education, the Commission specified that there
were a School of Medicine with sections of medicine, dentistry, pharmacy,
nurse training and midwifery; the National School of Law, the School of Ap-
plied Sciences; the Central School of Damien for the training of agricultural
and industrial teachers. They mentioned also the fact that there were no
graduate schools and no teacher training institutions for secondary educa-
tion. They again stressed the fact that there was a great deficiency in
laboratories, political economy and the teaching of sciences.

In the School of Medicine, the Commission put an emphasis on the fact that the students had not received much preparation in the sciences. They noticed also that the administration of the school was preparing a separate laboratory building in this field to overcome this difficulty and were training teachers in the United States by scholarships granted by the Rockefeller Foundation.

The Commission reported that the old buildings of the School of Applied Sciences sorely needed repairs and only the zeal of the professors to instruct the students without great remuneration compensated for the sad lack of equipment, laboratories and libraries.

In great contrast, all enterprises undertaken by the Americans were constructed with all modern conveniences. The Central School of Damien was provided with the most modern equipment. A new building was erected with laboratories, libraries and all necessary supplies. The budget of this school represented sixty per cent of the funds allowed for higher education and the School of Medicine and the Central School were given ninety-five per cent of the total budget for higher education.

As to the Military education, the Commission quoted that it was very difficult to find Haitians with the necessary capacity to become good officers because able men did not want to receive direct instruction from the invaders. The use of non-commissioned officers of the Marine Corps as commissioned officers with attached pay had retarded military advancement. In 1930, there was a new plan to improve the training of the officers. The Commission concluded that there was no evidence that the Americans did their best to provide Haiti with an adequate national army of defense.

As to religious education, the Commission stated that the nuns, priests and brothers had helped very much in the work of education but that the
country needed to Haitianize its clergy. It is to be remembered that since 1920, an apostolic school was started by the Catholic Archbishop in order to train Haitian priests. This school receives a subsidy from the government.

The Service Technique in operation since 1923 has been created for agricultural research, experimentation, extension work and for the introduction of a system of agricultural and industrial education. The Central School of Damien was opened in 1923, with a total enrolment of 207 students, but during the strike of 1929, the enrolment was reduced to thirty-eight. During the summer session, 125 teachers were in attendance.

Under the direction of the Service Technique, there were eight urban industrial schools; five for boys and three for girls. The schools were well-equipped and well-housed. There were also sixty farm-schools consisting of substantial two-room houses with a farm shop on one side and plot of land for demonstration purposes and one secondary agricultural school with dormitory facilities. Night schools were operated on some of the farms and in industrial schools for adults or for youth working during the day. A modern printing plant was established for the teaching of printing and for publishing documents for the government or for the school.

From 1923 to 1929, the Service Technique had built 262 buildings including headquarters at Damien, farm-schools, experiment stations and so forth. The total property administered by this service amounted to $1,475,020 with $74,227.20 representing the value of the land and buildings. By means of the printing shop, the service had prepared and published three textbooks for the schools.

The Commission made the following recommendations: a unified program of education under the minister of Public Instruction; the formation of a
state educational council composed of members of the five political departments, with members at all levels; the authorization of this council to operate in the administration of the schools and in the distribution of the budget; an adequate staff of assistants for the Secretary of Public Instruction; the creation of local boards of education to interest the sections in education; the establishment of a salary scale for teachers according to their capacity and their length of service; the increase of salaries especially for those teachers already receiving low salaries.

In regard to the Service Technique the Commission recommended immediate cessation of the outlay of capital for farm buildings until all schools already built were well-equipped; the reduction of the scale of operations and the provision of a more equitable allocation between the Service Technique and the national government schools; a different budget for the experimental and extension work in agriculture and the work of the training of teachers; the encouragement of teachers to live near the schools and to build model teacherages for them; a differentiation of courses for advanced training in agriculture and experimental work and courses for teachers of primary rural schools; the continuance of scholarships for studying abroad; the maintenance of accommodation for boarding students of country districts; the continuance of the policy of placing Haitians in positions of responsibility as rapidly as possible with the help of the Americans until the ability of these Haitians has been sufficiently improved.

The Commission recommended the formation of a National University by grouping the Schools of Medicine, Law and Applied Sciences and adding a School of Liberal Arts, a School of Accounting and business Administration and a college for the training of secondary teachers. It also recommended the following: the establishment of an institution for the training of
men teachers for the elementary schools; the establishment of home-maker's
schools with dormitory facilities for the girls of the rural districts; the
establishment of secondary agricultural and industrial schools in each of
the five departments for expanding educational opportunities in the country.

The Commission also recognized the necessity of erecting government
owned buildings for the national schools and of providing them with adequate
equipment; of enlarging the capacity of the Normal School for girls to provide
more teachers; of erecting a public library at Port-au-Prince to serve the
University, the school system as well as the public in general.

The Commission mentioned also the necessity of introducing a two year
normal course for the training of secondary school teachers; of adding to
the lycees and colleges for girls and boys courses for the training of ele-
mental teachers; of introducing into the lycees modern courses in the social
sciences and laboratory courses for natural sciences; of establishing summer
schools for the teachers in order to increase their fund of knowledge; of
adding to the curriculum of the primary schools studies concerning the
phenomena of nature. The Commission also stated the necessity of providing
expression by means of play, singing, story-telling and dramatization; to
have a different curriculum for primary and secondary schools according to
their location in the rural or the urban towns.

Concerning the superior schools, the Commission recommended the formation
of a University comprising all the schools with the establishment of a
minimum staff with full-time professors, the appropriation of adequate equip-
ment, the granting of fellowships for faculty members and advanced students.
The Commission also stated that an increase of medical and dental students
and of nurses was required to meet the needs of the country; that the re-
quirements for admission to the School of Law should be raised; that facili-
ties should be provided in the Medical School for the study of tropical
diseases; that the School of Dentistry establish courses to train hygienists for prophylactic health service for the schools of the Republic; that the equipment of chemical, physical and biological laboratories of the secondary schools be adequate to prepare the students for the superior schools.

In considering the finance of the country, the Commission saw that the funds allocated to education were not sufficient and that the benefits derived from the Service Technique should be extended to the entire educational system and not reserved to this school; that taxes be levied to supplement the appropriation given by the government; that the government of the United States should pay the salary of the American personnel. The Commission suggested that the American government could grant a sufficient sum to carry on a program for education or give a long-time loan with low interest for this purpose. At least, the American government could enlist the interest of philanthropists in the same way that they have helped education of the Negroes in the United States.

The Commission realized that during the years of Occupation, the Department of Public Instruction did not receive any substantial increase of funds. It appropriated an average sum of Gourdes 2,044,003 a year while during the year preceding the American Occupation, the average was almost the same of Gourdes 2,130,849. Moreover, the Fiscal Representative left to the Haitians the control of 34.76 per cent of the total appropriation.

The report of the United States Commission was an American evaluation of the achievements of the American Occupation almost at the end of the sojourn in Haiti. The United States established good systems of education in other annexed countries, yet, in Haiti, it would appear that it has impeded the development of education primarily by failing to appropriate sufficient money which it was well able to give and without which progress is impossible.
CHAPTER VI

HAITIAN EDUCATION FROM 1931 TO 1940

In 1910, Mr. Stenio Vincent, president of Haiti from 1931 to 1941, in his book *La Republique d'Haiti Telle qu'elle Est*, complained about the value of our educational system at that time. He stated that there was an intellectual elite trained in lycees and secondary schools, but that the masses were still in great ignorance. He mentioned the fact that between the upper class of the nation and the rural people, there existed no middle class to form a link between the people. He mentioned also the profusion of secondary schools in the cities while the primary school were insufficient because of the lack of trained teachers and adequate equipment. He went further saying that seven-tenths of the population was illiterate and that the problem of primary instruction was still a serious one after a century of independence.\(^1\)

It is fortunate that Haiti had a president who so long ago understood the needs of his country and it is a fact that since 1931, and especially in these last years, the government has tried its best to improve the educational system.

**Distribution of Education.**—After the departure of the Americans, primary and secondary urban education and vocational and rural education were controlled respectively by the Department of Public Instruction and the Departments of Labor and Agriculture. Although it may seem that there existed no connection between these services, they were centralized in a way

\(^1\) Stenio Vincent, *La Republique d'Haiti Telle qu'elle Est* (Bruxelles, 1910), pp. 206-207.
because in Haiti the duties of the Departments of Agriculture, Labor and Public Instruction were performed by the same person. The Department of Interior supervised the Military School and the School of Medicine; the Department of Justice controlled the School of Law; and in 1932, the School of Applied Sciences which was formerly a private institution with a subsidy from the government was placed under the direction of the Department of Public Works, after a contract had been signed between this department and the administrators of the school.

In 1932, the School of Law was again put under the control of the Department of Public Instruction, and in 1938, the Departments of Agriculture and Labor were fused together under the name of Department of Agriculture and Labor, and vocational education placed under the direction of the Department of Public Instruction. About three years ago, the School of Applied Sciences became again a private institution because the government could not afford to continue to maintain it.

**Rural Education.**—In 1931, after the departure of the Americans, there were three types of schools in the rural districts: the farm-schools created by the Service Technique, the parochial schools established by the Catholic clergy and the national rural schools created by the government.

All national rural schools were placed under the control of the Service Technique and were reorganized. These schools were badly housed and deprived of the simplest equipment. The teachers lacked the most elementary training and received the extremely low salary of Gourdes 32.07. With an official enrolment of 17,789 pupils, the attendance was only 4,022. The Service Technique did its best to ameliorate the situation of these schools by renting better houses or by repairing them. Some school houses were erected by the teachers with the help of the peasants. New equipment consisting of benches, blackboards, cupboards, tables, as well as agricultural
implements like hoes, machetes, rakes and shovels were distributed. Very inefficient teachers were dismissed; those who presented some aptitude were sent to summer schools, and some others came directly from the Central School of Agriculture. The salaries were increased to sixty-five gourdes as an average pay, representing a sum double that formerly received.

After 1931, at the period of Haitianization of the Service, a problem arose relative to the foundation of the technical board of rural education. There were only two specialists in rural education and the division of primary rural education was at its first stage. Two difficulties were presented: the lack of necessary funds for scholarships and the necessity to keep in Haiti those who were most capable of profiting from study abroad. The first problem was solved by the fact that the teachers chose to travel and study at their own expense or with small help from the government and the second problem was solved by sending teachers to summer schools in the United States. The result is that since 1932, there are always many teachers traveling every year to keep up with the latest achievements in the fields.

Rural Education is divided into four services: the executive and administrative service; the service of supervision controlled by one director and twelve assistants; the service of research and statistics and the service of the Normal School and the vocational agricultural schools. All these services are provided with competent personnel and are operating satisfactorily.

The Central School of Agriculture is divided into two distinct sections: the agricultural section for the preparation of agronomists, and the normal agricultural section for the training of teachers for the rural schools.

The Normal Agricultural course received special attention and new courses have been added and other ones improved. New volumes pertaining to agriculture, education and social sciences were added to the library of
the school which had a total of 3,456 books, 3,322 periodicals and 32,794 bulletins with an Haitian section of 423 volumes.

The situation of the farm-schools has been improved since the departure of the Americans. Between 1931 and 1936, two more schools were created bringing the total number of schools created up to seventy-six.

In October 1935, 126 primary schools of the boroughs were placed under the direction of Rural Education because they belonged rather to rural communities. A survey of these schools revealed their sad state and a thorough reorganization was undertaken. The same deficiencies were recorded: lack of trained teachers, of material and equipment. Some schools fulfilling the same functions were fused; the poorly trained teachers were replaced by a competent personnel, and the furniture repaired or replaced.

In October 1937, a law fixing the Service of Agriculture was passed to determine the rules of rural education and to give it a solid foundation and assure its full development. This law fixed the duties of the director of this service which was divided into many sections: an administrative section; a section of supervision; a section of research and statistics; a section of normal, superior and intermediate education with provision for the creation of a section of sociology and rural economy. The procedure for advancement, dismissal, promotion and retirement was determined by this law which established also a system of scholarships for technicians and professors. Organization of school cooperatives as well as adult cooperatives were provided for. The teachers were required to go to summer schools. This service controls the attendance of the schools under its jurisdiction.

The School of Agriculture comprises two sections: the normal section and the section of agronomy. The Normal School course for agriculture lasts two years and the prerequisites are eleven years of primary and secondary
training; however, most of the students have completed twelve years. At the end of the two years, the students receive a diploma of Fin d'Études Normales Agricoles. There were twenty students in this section in 1939. The courses are conducted by seventeen teachers and four instructors teaching manual work (cabinet-making, forging, tinsmithing and basketry). Most of the teachers instruct also in the School of Agronomy.

The School of Agronomy, at the college level, trains agronomists. The candidates must possess a certificate of secondary studies and must submit to a competitive examination. The courses last three years and are taught by twenty teachers of whom a great number are members of the Experiment Station at Damien. There are also twenty students in this school.

The School of Agriculture with both sections are not considered as superior schools since they require certificates of secondary education.

In 1939, rural education was distributed in the following establishments:

<table>
<thead>
<tr>
<th>Establishment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal School of Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>Special semi-secondary school of Chatard</td>
<td>1</td>
</tr>
<tr>
<td>Farm-schools</td>
<td>77</td>
</tr>
<tr>
<td>Rural schools</td>
<td>203</td>
</tr>
<tr>
<td>Village schools</td>
<td>93</td>
</tr>
<tr>
<td>Municipal schools</td>
<td>38</td>
</tr>
<tr>
<td>Schools in agricultural colonies and special schools</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
</tr>
</tbody>
</table>

Other than the teachers of the Normal School, there were 672 rural school teachers and a total number of students of 34,194. Under the control of rural education are also 231 parish Catholic schools having an enrolment of 12,000 pupils.
The Service of Rural Education has for its objectives the elevation of the rural masses by an education appropriate to their environment. The child receives in the school an education capable of giving him the desire to improve his standard of living. As Haiti is a country essentially agricultural, rural education endeavors to make efficient and intelligent tillers of the land from which all the wealth of Haiti is derived. To give the child a better life, in many of the farm-schools, parent-teacher associations have been established where problems concerning education are discussed and where parents receive counsel about their children.

Urban Education.--By the law of July 5, 1929, the Department of Public Instruction was composed of two services: the administrative service divided into sections of general correspondence, business administration and archives; and the pedagogical service comprising sections of education (programs, courses of studies), teaching personnel, examinations and sanctions of studies. The pedagogical service was under the control of three general directors fulfilling their respective duties and those of inspectors of the schools in Port-au-Prince where they were assisted in their work by women inspectors to visit the girls' schools. In the provinces, education was supervised by inspectors who sent their reports to the general office in the capital.

In January 13, 1933, the Department of Public Instruction was again reorganized and urban education was fixed and kept as it is today. Urban education has for its task: a) the direction, the organization and the control of all urban schools dispensing education at all degrees and under all forms; b) the preparation, the publication and the distribution in the urban schools of classic books adapted to Haitian life. The personnel of urban education comprises:

a) Specialists of education

b) Directors of schools
c) School-masters and school-mistresses

d) Inspectors

e) Aids and auxiliaries.

The General Direction of Urban Education comprises three sections: administration, pedagogy and inspection. The section of administration is under the control of a General Director of Urban Education with a personnel composed of a chief of service for the correspondence, an archivist and a typist. The Director of Urban Education is subordinate to the Minister of Education; he directs and controls the activities of the service, receives the reports of the inspectors, elaborates with the help of the pedagogical service the programs and courses of study of the different degrees of education, organizes and supervises the examinations.

The pedagogical service duties are performed by three assistant directors collaborating with the general director. Two of them are men and they prepare projects of reorganization for the schools, study the reports of inspectors in order to make suggestions, visit the schools upon the request of the general director. The third collaborator is a woman assistant who especially takes care of the girls' schools, of their operation and organization at the classical and vocational points of view. She controls the reports concerning these schools and makes suggestions pertaining to the amelioration of feminine education.

It is the duty of the inspectors to maintain discipline and the execution of all programs in all the urban schools of their jurisdiction by periodical visits. They send their reports to the general director, establish the regulations for professors and directors, for their promotion, their retirement and substitution and control the examinations under the supervision of the general director. There are two general inspectors, a secretary-archivist and a typist.
Primary education.—By the law of September 17, 1933, primary education comprises six regular courses of two years each distributed as follows:

1. Kindergarten
   Children of 4 and 5 years
2. Preparatory section
   Children of 6 and 7 years
3. Elementary course
   Children of 8 and 9 years
4. Intermediate course
   Children of 10 and 11 years
5. Superior course
   Children of 12 and 13 years
6. Complementary course. This course corresponds to the first and second year of the Normal Schools
   Students of 14 and 15 years

At the Normal Schools, one more year is added representing the year of special training for teachers.

The intermediate course is called course of the Certificat d'Études Primaires because at the end of the second year an official examination is given and a diploma is awarded. At the end of the second year of the superior course and of the complementary courses an official examination takes place for the awarding of diplomas called Brevet Simple and Brevet Supérieur. The last year of the Normal School may be called the course of the Certificat de Fin d'Études Normales.

The ages corresponding to the different courses give an idea of the approximate ages for the courses and they signify that children who have reached them will be admitted to official examinations without any special permission. As a matter of fact, it is noticed that after three years of studies in the superior course, the students are better prepared and more likely to experience success.

The kindergarten section is composed of sensorial exercises, drawing, simple manual work, singing, games and physical exercises. It is not a regular class but rather a course where the small children play and, in
the meantime, develop their sense organs and increase muscular coordination.

The curriculum of the preparatory section comprises religious instruction, reading, French, writing, fundamentals of arithmetic, nature study, drawing, singing, manual work, exercises and games distributed on a timetable of twenty hours a week. In the elementary section, there are added courses in the history and geography of Haiti and geography of the globe and arithmetic. In the intermediate section appear additional courses in civic and moral instruction, the physical and natural sciences, hygiene, a total of twenty-one hours. In the superior course, the curriculum is enriched by the addition of literature and literary comments, general history, world geography and physical education. This program extends on a schedule of twenty-five hours a week. In the complementary course, the following subjects are added: applied psychology and living languages especially English and with twenty-six hours of school attendance a week.

During the third year of the Normal School, the following subjects are taught: religious instruction, pedagogical dissertation, comments on literary texts, general pedagogy, academic laws, philosophy, home economics for girls or manual work for boys, drawing, singing, and physical education with a program for twenty-six hours of school attendance. The Student-teachers practice teaching eight hours a week in the laboratory school attached to the two Normal Schools.

Primary education is spiral in order and the subject matters are studied more profoundly every year and with more details.

During the year 1939-1940, primary urban education has been given in 406 schools distributed as follow:

National primary lay schools for boys 44
Congreganist schools for boys 22
National lay schools for girls 47
Congreganist schools for girls | 37
---|---
Popular and part-time schools | 24
Private schools for boys | 34
Private schools for girls | 113
Communal schools | 14
Evening adult courses | 21

Total | 406

The enrolment during this year was 47,171 students while the attendance was 37,553. It is noticeable that attendance is very irregular.

Besides these 406 schools there are others of a pre-vocational and vocational character. They are as follow:

Pre-vocational schools for boys | 2
Pre-vocational schools for girls | 2
Vocational schools for boys | 8
Vocational schools for girls | 1
Primary superior Normal School for boys | 1
Primary superior Normal School for girls | 1
Normal School of Physical Education for boys and girls | 1

Total | 16

The enrolment for these schools was 2,725 pupils with an average attendance of 2,557.

The statistics show an increase in the number of the schools and students as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Enrolment</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938-1939</td>
<td>410</td>
<td>49,166</td>
<td>30,776</td>
</tr>
<tr>
<td>1939-1940</td>
<td>422</td>
<td>40,896</td>
<td>40,110</td>
</tr>
</tbody>
</table>

In this respect the 1939-1940 year has been marked with definite progress.
With the employment in the urban schools of graduates of both Normal Schools, the level of instruction has been raised but the Department of Public Instruction deplored that fact that it cannot increase their salary because the directors ought to receive from $30 to $45, the teachers from the Normal School from $25 to $40 and the teachers without a degree in education from $20 to $25.

Part-Time Schools.—Part-time schools are instituted for those who cannot go to school during the whole day. The students spend an hour during which they are taught reading, writing and arithmetic applied to their daily lives. Their readings are taken from books dealing with the history and the geography of Haiti and hygiene. There are no special examinations connected with these schools but the students receive report cards in which their marks are recorded and these may be used as certificates.

Adult Evening Courses.—These are given in the same building as the part-time schools, from seven to nine o'clock every night. The curriculum is the same as that of the part-time courses. The University students for the most part teach in these schools in order to help themselves financially. This has the inconvenience of having courses taught by untrained teachers or people lacking the desire to really improve adult education.

The General Direction of Urban Education is studying a project of courses adapted more particularly to the needs of part-time and adult classes.

Congreganist Schools.—These schools are directed by the Catholic sisters for the girls and the Christian Brothers for the boys. They number in 1939-1940 as follows:

<table>
<thead>
<tr>
<th></th>
<th>Schools</th>
<th>Enrolment</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congreganist schools for boys</td>
<td>22</td>
<td>7,879</td>
<td>7,224</td>
</tr>
<tr>
<td>Congreganist schools for girls</td>
<td>37</td>
<td>8,492</td>
<td>7,022</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>16,371</td>
<td>14,246</td>
</tr>
</tbody>
</table>
In these schools, the proportion of lay teachers is more than fifty per cent and the mean attendance is forty-six pupils per class. The children are successful in their examinations and it is to be regretted that because of a lack of equipment and trained teachers it is not possible to create the superior primary classes in some of these schools.

Normal School of Physical Education.—In 1933, a law was passed requiring physical education in the schools. A Normal School of Physical Education with sections for boys and girls was created to prepare trained teachers in this respect. These latter practice in the national schools where they drill the children. The Central Office of Physical Education has for its personnel a General Commissary, a doctor, a general inspector, a counselor, six assistant-inspectors of whom three men and three women and one secretary. The Normal School of Physical Education has one director and two professors. During the year 1939-1940, scholarships were given to a girl and a boy who spent one year in the United States studying physical education. Upon their return they have been appointed teachers at the Normal School.

Normal Schools.—The Normal School for boys was created in 1932, to train teachers for primary schools. The work accomplished by the graduates from this school has contributed greatly in raising the general level of the boys' schools.

The Normal Schools have three year courses. The students take a competitive entrance examination since there are accommodations for only thirty in each class. The requirements for registration are to present the birth certificate to show that one is at least fourteen years of age; to have successfully passed the examination of the brevet Simple or to establish by a certificate that one has completed the fourth class in a secondary institution. A health certificate is also required.
Since 1933, the Normal School for girls has provided dormitory facilities for twenty-six students for three years. Failure to pass the yearly examinations means the loss of the dormitory facilities. Dormitory facilities were provided in order to secure for the girls of the provinces the opportunity of preparing to become efficient teachers in their localities.

At the end of the first two years, the students are required to submit to an examination for which the questions are sent by the General Direction of Urban Education. If the candidates fail to obtain an average of five points out of a total of ten, they have to repeat the year of study or they are dismissed if they are really inefficient. At the end of the third year, the examinations consist of three series: one written which is private; one practical during which the student teaches two classes on given subjects; one oral where the student is asked questions on philosophy, general pedagogy, comments on literary or pedagogical authors, methods of pedagogy, questions on commerce and bookkeeping, agronomy or technicology for the boys and questions on home economics for the girls. The minimum required points are five out of a total of ten, and the students must obtain the average in each of the different series; in case of failure in one series, the students are re-examined in October only on the part where failure occurred.

School of Commercial Orientation.—In 1933, the government created a school of commercial orientation for girls. This school comprises the superior and complementary courses to which courses in bookkeeping, shorthand and typewriting have been added. Courses in commercial orientation have also been added to the school Tertulien Guibaud attended by boys.

Vocational Education.—Vocational education is given in pre-vocational and vocational schools. There are four pre-vocational schools; two for boys and two for girls, and there are nine vocational schools; eight for boys and one for girls.
Pre-vocational schools give education up to the level of the diploma of the Certificat d'Études Primaires. Besides the academic studies, the children are taught modeling, cartoon work, basketry, weaving, and the making of simple toys.

The vocational schools train skilled workers who will form a good working class indispensable for the development of the country. In practicing their trade in an intelligent way and in satisfying local consumers, the workers will furnish certain articles which will not need to be imported. The formation of this working class will make for social and economic progress.

Vocational education is academic and practical. The academic part is composed of civic and moral instruction, French, English, history and geography of Haiti, arithmetic, algebra, geometry, drawing, technicology, world history and geography, industrial economy, bookkeeping, hygiene and trigonometry. Vocational practical education in all industrial schools consists of cabinet-making, carpentry, masonry, tailoring, shoemaking, mechanics, forging and tinsmithing. In certain schools, there are other courses corresponding more to the needs of the locality, such as weaving, basketry, electricity, plumbing, printing and book-binding.

The prerequisites are the presentation of the diploma of the Certificat d'Études Primaires and a birth certificate to certify that one is at least thirteen years of age and no more than seventeen. A diploma of vocational aptitudes is given after three years of study to those who have earned seventy per cent of the total points possible during the three years.

The schedule is composed of thirty-five hours a week for the first and second year and of thirty-nine hours for the third year. Teaching is distributed as follows: First year, twenty hours of technology and practice and thirteen of academic work; second year, twenty-four hours of technology
and practice and eleven hours of academic work; third year, thirty-one hours of technology and practice and eight hours of academic work. During the third year the students go to school on Saturday morning.

In the only vocational school for girls the following subjects are taught: millinery, dress-making, embroidery, home economics, painting, weaving, basketry, shorthand, typewriting and bookkeeping, besides the academic courses.

In 1940, the vocational schools had orders amounting to a sum of 17,087.70 gourdes. This income is used to pay a part of the expenses of these schools.

From 1931 to 1940, new schools have been established in this field. Two schools directed by the priests and the sisters of the Salaisian order are located in one of the poor and populous quarters of the capital. Two other schools are called respectively the Maison de Reeducation and the Ecole Menagere; they have for their aim the care of underprivileged children in order to give them sound principles of life and make efficient workers of them. The girls are trained in household duties and domestic services. In the Maison de Reeducation located within a few miles of Port-au-Prince, there is an agricultural section and the children plant two hundred acres of land in vegetables, fruit and grain necessary for their subsistence.

In the Salaisian school for boys, the studies cover five years and are composed of superior, intermediate and elementary courses. The academic classes are taught three hours a day and vocational education, theoretical and practical consumes about six hours a day.

In the Central School of Arts and Trades, vocational education consists of basketry, shirt-making, tailoring, shoemaking, cabinet-making, forging, tinsmithing, sculpture, drawing, mechanics, millinery and goldsmithing. This school has a very good musical band.
Every year the vocational schools organize expositions of the work accomplished during the year and these exhibitions stimulate the pupils to do better work.

During the year 1939-1940, the enrollment of these vocational schools was 2,571 students and the attendance 2,405. Seventy students were graduated in the following fields: twenty-three cabinet-makers, six mechanics, two forgers, three tinsmiths, four electricians, five masons, seventeen tailors and seventeen shoemakers.

Secondary Education.—Secondary education is given in the lycees and colleges and it comprises seven years of study after the intermediate primary course. There are three sections of studies: the section A for those who prefer Latin and Greek; the section B for Latin and sciences; and the section C for sciences and living languages. In the lycees, only the sections A and C are taught. After the third class, a student cannot pass from one section to another. The lowest class in the secondary institutions is called the sixth class; the two last classes are called respectively the first or rhetoric class and philosophy. The admission in national lycees is permitted in October only and upon a card of authorization given by the inspectors.

The curriculum of the lycees is composed of French, Latin, Greek, Spanish, history, geography, mathematics, drawing, hygiene, botany, zoology, physics, chemistry, civic instruction, physiology, philosophy, cosmography and common law. These subjects are distributed according to the class and the section on a schedule of twenty-seven hours a week. At the end of the two last classes, official examinations are given called Certificate d'Etudes Secondaires 1er degre or 2eme degre; they consist of a written and an oral section. The oral section is open to the public.
During the year 1939-1940, many reforms have been introduced among the teachers. Those who were deficient and non-progressive were replaced by more intelligent ones. The pedagogical service of the General Direction of Urban Education has prepared a project of reorganization of a curriculum more adapted to Haitian life. Unfortunately the present World War is preventing the office to order from France the carefully selected textbooks. The attention is now directed to the importance of living languages which, in modern times, are very necessary. The Haitians feel the usefulness of studying, beside French, English or Spanish not only for reading ability but also for current conversation.

During the year 1939-1940, there were in Haiti eight national lycees and twelve private colleges with an enrolment in the lycees of 1,276 students and an attendance of 1,109, and in the colleges an enrolment of 3,175 and an attendance of 3,023.

At two sessions of July and October, ninety-two candidates succeeded in passing their examinations in the class of rhetoric out of a total of 218 and forty-two students in the class of philosophy succeeded out of a total of fifty-five.

Libraries.—Recently an impulse has been given to the formation of libraries in the Republic. Port-au-Prince has erected a national public library which was opened in 1940. Other large towns of Haiti have become interested in the movement and have opened similar institutions. The schools, especially the girls' schools have established their own libraries at their own expense. In order to encourage the idea, Miss Helena Dey, president of Mary Wheeler College at Providence, has offered two prizes of fifteen dollars for the schools which would first get books costing fifteen dollars. These prizes have been won by the Caroline Chauveau and Argentine Bellegarde schools.
The Project of Reorganization of the Service of Inspection—The General Direction of Urban Education faces the problem of poor supervision of the schools by the inspectors. This is due to the fact that inspectors are incompetent and that there is no strict and rigid regulations concerning their duties. The inspectors, especially in the provinces, visit the classes, ask the children a few questions, attend lessons already prepared carefully for the occasion, note the presence of the teachers and give a rapid look over the state of cleanliness of the school. These are the chief duties completed on an inspection tour, but the inspectors do not study the problems that confront the teachers and the pupils in order to bring an improvement in education. What is worse is the fact that the inspectors become the friends of the teachers and refuse to report laxities and inefficiency.

There is a pressing need for genuine and thorough supervision such as is practiced in the United States. It must be composed of a body of well-informed supervisors working scientifically to improve education and to develop in the teachers the desire to be acquainted with the latest educational methods and give careful intellectual, moral and social instruction to the children. Haiti is in serious need for a more trained personnel but before she can have a sufficient number of efficient teachers, she must raise the scholarship of those who are actually in charge. It is the duty of the supervision to advise and to improve those who need it.

The thirty-two actual inspectors of Haiti have the following degrees: fifteen have been graduated in law, five possess the certificate of pedagogical aptitude; one the Brevet Superior, one the certificate of secondary studies, and six are without any degree. The difficulty is to find able supervisors. This could be solved in part by appointing persons having educational experience and establishing regular convocations for conferences on education. Scholarships could be given allowing them to pursue courses
in supervision in the United States.

In establishing a plan of new supervision, the Republic of Haiti has been partitioned into eleven jurisdictions determined carefully by the importance of the districts, the geographical conditions and facilities for communication. The inspection offices should be located in Port-au-Prince, Cap, Jacmel, Port-de-Paix, Anse a Veau, Jeremie, Saint-Luc, Consives, Hinche and, in these towns, the official examinations should be held.

 Provision is to be made for one general supervisor, one assistant-chief who is to be the statistician, four supervisors for Port-au-Prince, ten supervisors in the provinces, ten assistant-supervisors in the provinces and employees in the central office of the capital. The general supervisor will be a technician diplomed from a well-known normal school and with ten years of experience. He will have charge of the general supervision, will control the official examinations and will coordinate all the activities of the service. The general assistant will take care of the correspondence and the statistics. The supervisors of the province will visit the schools frequently; their travelling expenses will be paid by the government. The assistant-supervisors take the place of supervisors when the latter are away.

The sum allowed by the Fiscal Representative is 7,092 gourdes a month with 131.66 gourdes for travel expenses. To obtain adequate supervision, it is necessary to increase the funds appropriated for this service. To be in full operation, this service needs a monthly sum of ten thousand gourdes distributed as follows:

<table>
<thead>
<tr>
<th>Monthly Salary</th>
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<tbody>
<tr>
<td>Gdes 750.00</td>
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<tr>
<td>500.00</td>
</tr>
</tbody>
</table>

One general supervisor
One general assistant
One Stenographer 200.00
Fourteen supervisors at 300 gourdes 4,200.00
Ten assistant-supervisors at 150 gourdes 1,500.00
Three typists at 150 gourdes 450.00
Other expenses such as travel, supplies 2,400.00
Total 10,000.00

Moreover, a yearly sum of 11,500 gourdes is necessary for the following:
Purchase of equipment Gdes 6,000.00
Organization of summer courses 5,000.00
Subscriptions to educational periodicals 500.00
Total 11,500.00

The approval of this project and the granting of an adequate appropriation will be another step forward in the improvement of the Haitian system of education.

Scholarships.—At the end of the year 1938-1939, the French government had granted scholarships to five women teachers who were to spend one year of study in one of the normal schools of France. The present World War prevented the departure of these teachers who, after their studies in the re-organization of the school system, could have helped.

Three men teachers were chosen to be sent to the United States, one at the expense of the Haitian Government and the others at the charge of the American government. Only the teacher chosen by the Haitian government could spend one year at Virginia State College; the others were prevented from travelling by unforeseen difficulties.

Three students were learning tailoring and cabinet-making in a Salesian institution in Belgium. When the war broke out, they were transferred to the United States where two of them are continuing their studies in West Virginia State College and Tuskegee Institute.
In 1940, during his sojourn at Atlanta University where he was lecturing, Mr. Bellegarde arranged for an exchange of students between the presidents of Atlanta University and Spelman College. Consequently, two American girls, one graduated from Atlanta University and the other graduated from Spelman College, are in Haiti improving their French, while two Haitian teachers, the principal of the laboratory school for boys and one of the teachers of the Normal School for girls, are studying education at Atlanta University.

By this system of scholarships, the Haitian government prepares teachers who will apply at home the modern methods experienced by competent personalities in the field of education.

**Superior Education**—Superior education designates the schools of professional character and includes the Faculty of Medicine, the National School of Law, the School of Applied Sciences, the Central School of Agriculture, the Military School and the Apostolic School.

The **Faculty of Medicine**—The Faculty of Medicine comprises sections of medicine, pharmacy, dentistry, midwifery and a school of nurses at the General Hospital.

The Faculty of Medicine is operated by twenty-seven professors and assistants; some of whom practice also at the General Hospital; the curriculum contains one pre-medical year called the P.C.B. giving instruction in physics, chemistry and biology, during which time the students improve themselves in these sciences to compensate for the deficiencies of the secondary schools. There are four years of regular courses and one year of internship at the General Hospital, under the supervision of the Faculty of Medicine.

The subjects taught at the Faculty of Medicine are anatomy, histology, bacteriology, physiology, physiological chemistry, medical physics, anatomy of the central nervous system, laboratory tests, semiotherapy, pathology, surgery,
gynecology, therapeutics, medical law, obstetrics, hygiene, anatomical
pathology, pharmacology, immunology, parasitology, psychiatry and radiology.
The students go to the General Hospital for clinical work, they are present
at the surgical operations, they examine patients and treat them under the
direction of the professors.

The prerequisite for admission to the Faculty of Medicine is the com-
pletion of the secondary studies. The students pay a registration fee of
five dollars each trimester; they are required to provide themselves with
blouses and they are responsible for the laboratory equipment that they use.
The attendance is compulsory and six delays of ten minutes is equivalent to
a full absence. In case of illness, the students must send a certificate
signed by the doctor to attest that the absence is legitimate.

In 1939-1940, there were seventy-nine students in this school, four of
whom were girls. At the end of the same year fourteen were graduated.

The School of Pharmacy.—It follows the same regulations as the school
of Medicine with the exception that the prerequisite is only the completion
of the rhetoric class. The courses of studies comprise one year of P. C. B.
and three years of pharmacy. The subjects taught are physics, botany, galenic
pharmacy, mineral chemistry, organic chemistry, parasitology, microbiology,
toxicology, medicine and chemical pharmacy.

There are two regular professors in this section of pharmacy because a
part of the courses are taken with the students of medicine. During 1939-
1940, there were eight students, two of whom were girls, and two students
were graduated at the end of the year.

The School of Dentistry.—It was reorganized in 1928 by adopting the
same program of study as the schools abroad. The students of dentistry bene-
fit from the presence of the General Hospital where they observe all cases;
certain courses are taken with the students of medicine. The School of
Dentistry delivers diplomas to those who are really able and it looks at the establishment of one dentist in every region of the country in a proportion with the population. It makes an active propaganda for the prophylaxis of the mouth and administers the service of dental hygiene in the schools.

Since 1934, the School of Dentistry has had a new building with all modern equipment for the diverse sections. The prerequisite for admission is the completion of the rhetoric class or of the brevet Superior. The registration costs five dollars every trimester. The courses comprise one year of P. C. B. and four years of regular dentistry. The subjects taught are of two kinds. There are the courses of medicine such as general anatomy and dissection, physiology, histology, bacteriology, pathology, hygiene, medicine, semiology and medical clinic; the courses in dentistry are dental anatomy, dental histology, dental prosthesis, morphology, modeling, operation technique, dental histopathology, crowns and bridges, clinical work, surgical dentistry, exodonty, orthodonty, X-Rays, anesthesia and dental therapeutics.

During 1939-1940, there were ten students in the School of Dentistry with five new dentists at the end of the year.

In the Faculty of Medicine, Pharmacy and Dentistry, two examinations are held in July and in October; the latter is for students who have failed in July. The minimum points required are six out of ten.

The National School of Law.—There are one National School of Law and three private schools of law in Cap-Haitien, Cayes and Jeremie.

The National School of Law requires the completion of the secondary studies and extends over a period of three years. The subjects taught are civil law, criminal law, history of Haitian law, elements of Roman law, civil procedure, public and private international law, constitutional law, administrative law, commercial law, maritime law, political economy, statistics, financial legislation, finances and diplomatic law. Each subject
is taught two hours a week and there are twelve professors. The registration takes place from October 1 to October 10 and after this date no students are admitted.

In April 3, 1941, a new building was opened in Port-au-Prince for the National School of Law and it is located in the vicinity of the Faculty of Medicine. During the year 1939-1940, there was in all the schools of law an attendance of 132 students of whom 151 were registered in the National School of Law. Forty-two new lawyers were graduated in 1940.

The School of Applied Sciences.--In 1938, this school formerly a private institution for the training of civil engineers was attached by contract to the General Direction of Public Works, but recently this school became independent again because the government could not contribute more than $1,300 a year. The students pay a fee of ten dollars a year and the eleven professors are paid only a nominal salary.

The courses taught in this school are mathematics, mineral, organic and industrial chemistry, drawing, geology, physics, land-measuring, topography, resistance of material, hydraulics, industrial technology, machines, electricity, cement work, construction, architecture, road, bridge, railway, mason work, joiner, forging, professional hygiene, industrial law. The courses last four years and the students are submitted to an entrance examination. In 1939, there were thirty-five students and at the end of 1940, eight civil engineers were graduated.

The School of Agriculture.--This school with both sections, normal and agricultural, has been treated in the part concerning rural education.

The Military School.--The Military School, opened in 1921 by the Americans, was closed in 1934 because it had produced a sufficient number of trained officers for the army. In 1933, when there was need for new officers,
this school was reopened under the direction of two superior officers of the regular army of the United States, a colonel and a major graduated from West Point.

The courses in this school cover three years; the admission is made by a competitive examination for an enrollment of forty students and the prerequisites are the completion of the class of rhetoric or the diploma of civil engineer. The student-officers are called the cadets. The subjects taught are regulations of military exercises, physical drills, drill with the bayonet, discipline, customs of service and military courtesy, inside guard, shooting, scouting and patrolling, musketry, combat, hygiene and sanitation, mathematics, English or Spanish, interpretation of maps, topography, communication and signaling, service of information, artillery, Haitian legislation, history and military art, mechanics, military campaigning, military legislation, duties of police, quartermaster's manual, the art of commanding, horseback riding and administration of stables. The cadet who does not merit two-thirds of the total possible points will be dismissed at the end of the year. A note of conduct and of general aptitude is given and these items are taken into consideration when the calculation of the general average is made.

The Apostolic School.—The Apostolic School was opened in 1920 to provide an opportunity for Haitian youth to become priests. It is the work of the Catholic clergy and this idea was conceived as far back as 1895 by the Archbishop Tonti after his assignment to Haiti. The government helps in the operation of this school by means of a subsidy of $4,147.20 a year.

The Apostolic School has already graduated twenty priests since its foundation, and three others will be graduated in 1941. There are actually forty-five students divided into two distinct groups: a) the "little
seminarists" who are students having not yet finished their studies and who attend classes until the completion of philosophy at the college Saint-Martial, a religious institution directed by the priests; b) the "great or older seminarians" who spend five years at the Apostolic School. There are nineteen this year and they attend courses under five professors chosen from among the clergy who teach them the following subjects: scholastic philosophy, dogmatic theology, moral theology, Bible, canon law, ritual, history of the Church, hymns and music. At the end of these five years of study, the seminarians are consecrated as priests and they are placed in specified parishes to perform their new duties.

The Apostolic School also looks forward to the work of moral character and the candidates are carefully chosen from among honorable families whose marriages have been blessed by the Church; they must also present good moral, intellectual and physical aptitudes.

Secondary Normal School.—In 1939, the assistant of the pedagogical service went to France to secure teachers who were to open a normal secondary school. He came back with the necessary preparation and had completed all arrangements. Unfortunately the present war came which kept the professors in France where they had to fulfill their defense duties.

Schools of Business.—There are many private schools of Business and their examinations are supervised by a jury appointed by the government.

In 1940, there were thirteen graduates in accounting, 204 new typists and 149 stenographers.
CHAPTER VII

CONCLUSIONS

In the field of education, Haiti has definitely improved since her independence. Although great progress has been made, she still has a long way to go and much and difficult work to do. Statistics taken at different times give the following results concerning the regular attendance in the schools:

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>1860</td>
<td>136</td>
<td>10,000</td>
</tr>
<tr>
<td>1865</td>
<td>223</td>
<td>15,697</td>
</tr>
<tr>
<td>1875</td>
<td>368</td>
<td>19,250</td>
</tr>
<tr>
<td>1877</td>
<td>382</td>
<td>19,250</td>
</tr>
<tr>
<td>1882</td>
<td>?</td>
<td>23,745</td>
</tr>
<tr>
<td>1899</td>
<td>606</td>
<td>35,000</td>
</tr>
<tr>
<td>1891</td>
<td>750</td>
<td>33,391</td>
</tr>
<tr>
<td>1895</td>
<td>773</td>
<td>44,542</td>
</tr>
<tr>
<td>1922</td>
<td>345</td>
<td>41,831</td>
</tr>
<tr>
<td>1930</td>
<td>1,172</td>
<td>67,490</td>
</tr>
<tr>
<td>1940</td>
<td>373</td>
<td>78,736</td>
</tr>
</tbody>
</table>

The attendance represents seventy per cent of the total enrolment; therefore, there are about one hundred thousand children in school. Haiti, having a school population of about four hundred thousand children ranging from seven to eighteen, has still to provide education for three fourths of her children.

*By mistake the United States Commission on Education in Haiti reported in 1922 an attendance of 29,961 instead of 41,831, omitting the private and Congreganist schools.
There are many causes for this illiteracy: first, there are two kinds of isolation to be mentioned: isolation from the nations which are nearest because of the fact that Haitians speak French whereas other people of this hemisphere speak English or Spanish; isolation of the peasants from the literate population of Haiti because they converse in creole and the language of the schools and all reading materials are in French. Some outstanding personalities like Jameseldon Johnson have wondered why Haiti would not have creole as her official language, but the creole has no fixed spelling, all the Haitian works in letters have been written in French and this would only serve to isolate the country still more by preventing it from enjoying the masterpieces of France.

The second cause of illiteracy is the lack of roads inside the country and in the mountains. Haiti will be obliged to face the problem of establishing adequate means of communications in order to extend civilization to the smallest rural communities. If it is impossible to gather the scattered population in little villages where schools can be established, she must consider the plan of creating consolidated schools where the children can be taken by means of busses. But the question of consolidated schools rests also upon erection of roads.

The most fundamental and important cause of illiteracy is the lack of sufficient funds without which nothing can be done. The population is too poor for one to think of levying more taxes on them for the purposes of education. The Department of Public Instruction ought to receive the taxes levied on tobacco which were formerly contributed to the educational needs and some appropriation made by reductions in other governmental departments. Another means for increasing the wealth of the country might be to create cooperatives by which the inhabitants would join their efforts in order to provide themselves with certain commodities that they would not need to
import at high prices. Haiti exports raw cotton and imports cotton textiles which are relatively expensive; she could keep a part of this raw cotton to produce textiles by means of cooperative mills which could not only produce textiles for less but would also provide employment. Haiti must also encourage the people to produce everything which is possible in this country. She must avoid levying heavy taxes on new industries as she has done many times in the past. The population working in these new industries could then help in her work of education by making certain contributions or by paying light taxes which would in the end increase noticeably the budget for education.

To increase the attendance in the schools as compared with the total enrolment, Haiti must enforce the compulsory education law requiring the presence in the schools of all registered children between the ages of seven and fourteen. She must have inspectors who will make a list of the children who fail to attend school and investigate the reasons for their absence. There might be a program of adult education to impress upon parents the necessity of sending their children to school regularly.

The Negroes of the United States have overcome more of their illiteracy than Haiti because they did not suffer from great isolation. They were surrounded by civilization and, although in the South they could not attend the schools of higher education, they did provide schools for higher education for Negroes by their own efforts assisted by Northern philanthropy and they could go to the North where the great universities were opened to them. In the last few years there has been considerable increase in appropriations made by states for higher education. Furthermore, in the United States English is spoken everywhere. If the inhabitants use both a dialect and a correct language, this cannot be compared with the situation created by the existence of two parallel languages like creole and French. As has been
intimated before, Negroes have received additional financial help from
great foundations like the Rockefeller, Carnegie, Julius Rosenwald, and
Guggenheim foundations which have carried on the important work of providing
fellowships for advanced study. In Haiti this kind of help has happened only
once when both scholarships and $30,000 were given by the Rockefeller Founda-
tion to the School of Medicine.

It is really not possible for the educational system to change if the
government is to maintain the schools at all levels and at the same time
create others to give education to the three-fourths of her school population
now unreached. It is a very pressing problem and at the same time it is
discouraging to realize that, except in case of generosity from philanthro-
pists, education for the masses of people will take an extremely long time
since progress by one's own efforts is comparatively slow.

Haiti needs the establishment of more rural and vocational schools in
all rural and remote districts to give to all children a chance to become
intelligent and good workers. There is only one vocational school for girls
located in Port-au-Prince; the ideal should be to establish one in each of
the five departments and the graduates from these schools would in turn go
and teach in the rural communities.

Two Normal Schools are not sufficient if their enrolment must be limited.
The best way to provide trained teachers is to take all candidates fulfilling
the requirements and to have dormitory facilities for all students of the
provinces. If the government is not able to board more than a restricted
number of them, certain parents may be willing to pay the expenses of their
children. A competitive examination should determine those to whom scholar-
ships are granted and the others would help themselves if they could. The
Normal Schools need to have buildings of their own with large dormitory
facilities, laboratories, library and other modern equipment.
Summer sessions for teachers are necessary to keep them in touch with modern methods in education. At these sessions, conferences should be held and the teachers should be free to submit their problems and receive advice.

One of the great handicaps in the schools is the difficulty created by the study of French and the general usage of creole in the family. The children of five or six years of age come to school where they have literally to study a new language and this fact is true especially in the rural schools. The good effect of a day in class is spoiled by the influence of the parents at home. One way of remedying this situation would be the establishment of nursery schools all over the country and where the child, being accustomed to French from at least three years of age, would come to school at six, fully understanding the teacher. Moreover, he would have an open mind to new interests and be ready to learn.

It is necessary to teach English in superior courses of the primary schools because when the students arrive at the Normal Schools without knowing some English, no broad knowledge of it can be expected at the end of two years.

There is a great need for modern equipment, libraries, laboratories and the ideal should be to have special buildings erected by the government for the schools as it was done for those under the direction of Congreganists.

More parent-teacher associations should be established to allow the parents to discuss the problems concerning their children, to receive some educational knowledge and to bring about a cooperation between the home and the school which will help pupils from all environments.

In the same way that Haiti has established lycees for boys, she ought to create similar opportunities for girls, especially since there is no difference in the actual possibilities for men and women.

When Haiti will have given to herself a sound basic foundation in
education, she will look toward the establishment of a school for Fine Arts to raise the level of art appreciation which is very deficient.

Summary.—As it is seen in this thesis, Haiti has tried since the beginning to give to her people what she thought was the best education. She has erred in the past because of inexperience and isolation from the outside world; maybe she is still erring in some way today. Nevertheless, since 1931, a more intelligent and adequate organization has been given to her educational system. She is proud to be able to continue her tradition of bestowing free education to her children, and is sorry that she is unable to fulfill all her needs. It is sincerely hoped that Haiti will see better financial times which will allow her to realize all her plans for the future and to accomplish her task of improving the nation by a well-rounded education adapted to her needs. The outside world must be sympathetic and realize that the best intentions and plans without adequate funds will fail to accomplish the desired end—a completely literate Haiti.
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